



**Perkins V
Strengthening
Career and Technical
Education for the
21st Century
2027-28
Grant Guidelines**

Applications are due [December 14, 2026](#)

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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 State plan in January 2020, as of May 2025, the State Plan was reviewed and updated with DOE approval. These grant guidelines apply to the program year of July 1, 2027 – June 30, 2028.

The purpose of Perkins V is to strengthen academic and technical knowledge and employability skills of secondary and postsecondary students who enroll in career and technical education programs and programs of study (Sec. 2 [20 U.S.C. 2301]) by:

- 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.
- 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.
- Increasing state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education.
- 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.
- Providing technical assistance that
 - Promotes leadership, initial preparation, and professional development at the state and local levels; and
 - Improves the quality of career and technical education teachers, faculty, administrators and counselors.
- 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.
- 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
- 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 14, 2026](#)

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 2025 (due every other year, the next is due April 15, 2027) along with a four (4)-year plan submitted in 2024 (that can be annually updated) outlining activities for closing achievement gaps for 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 V 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 services must be reported in Client Reporting. There are 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 measurable objectives will be reported in narrative form via the submission of grant 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 Carolann Nelson at 608-266-0021 or carolann.nelson@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 the 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 V 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. In accordance with our System's priority of open education, we encourage the use of [Creative Commons](#) licenses for grant-developed materials.

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.

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 to be financed by non-governmental sources.

The Wisconsin Technical College System anticipates receiving approximately \$10.4 million in Basic Grant funds under Perkins V for the postsecondary career and technical education program in 2027-28. 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 activities shall supplement, and shall not supplant, non-federal funds expended to carry out career and technical 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 up to fifteen percent (15%) of these formula funds for eligible postsecondary recipients to fund the Reserve Fund category.

The WTCS Board has identified three priorities for the use of post-secondary Perkins V funding in the State Plan

- Strengthening Career and Technical Education Programs; and
- Student Success including 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 2027-28, the WTCS Board will require each eligible recipient to expend at least:

- Fifty-five percent (55%) for activities related to Student Success and Nontraditional Occupational Training and Employment; and
- Twenty percent (20%) for activities related to Strengthening Career and Technical Education Programs. These funds can also be used to support Nontraditional Occupational Training and Employment.

To maintain flexibility for colleges to target Perkins V funds in 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 three (3) 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 online. Check the [grant home page](#) regularly for new or updated information. Questions regarding grants, applications and guidelines should be directed to the WTCS Grants Manager via email at grants@wtcsystem.edu.

The [Client Reporting Manual](#) is also online.

Perkins Project Numbers List

Category	Appropriation/Purpose
Reserve Funds – Career Prep	150-218
Reserve Funds – Targeting Attainment Gaps in CTE	150-228
Student Success	150-238
Promoting & Supporting High School to College Transitions for CTE Students	150-248
Strengthening Career and Technical Education Programs	150-258
Perkins Tribal Grants	150-288

PROJECT NUMBER: (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. The WTCS Perkins grant guidelines help ensure fair and accurate performance measurement across standard Perkins indicators and availability of educational curriculum and resources. Furthermore, the Wisconsin Technical College System is committed to increasing positive student outcomes through an integrated student-centered approach, the importance of which is outlined in the [WTCS Strategic Directions](#) (2026-2030).

Each college has unique needs and opportunities that must be considered when addressing gaps in service based on student population and needs (20 U.S. Code § 2354(c)). Despite these differences, all Perkins grant categories must adhere to several uniform requirements. These core components are outlined in this section, while additional grant-specific components, limitations, and exceptions are detailed within each individual grant category section.

Perkins Grant Document (Narrative)

Starting FY2028, all Perkins narrative grant documents will cover a two-year timeframe. In FY2028, please submit a two-year narrative with a budget for year one based on the funding charts from pages 42, 43 and 44 of the guidelines.

If appropriate, you can use your FY26-27 narrative and update using the revision process of strikethrough and underline. You may also start a new document if a majority of the grant is changing. The detailed budget/SFR should be a new clean copy each year.

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.

- Projects will be funded at 100 percent (100%) of the total approved project cost, unless otherwise noted in the individual grant categories.
- 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.
- There is a limit of one application per grant category per district/tribal college.
- All travel must comply with your district/organization's travel policy and may be funded if it is clearly related to the grant objectives. Out-of-state travel is confined to the 48 contiguous states. No funds will be awarded for international travel.
- 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.
- Administrative costs will be allowed for up to five percent (5%) of the total approved project cost.

- Supply items may be funded up to 20 percent (20%) of the total approved project cost.
- No incentives (e.g., prizes, giveaways) are allowed.
- Outreach materials may be allowed in strategic efforts or campaigns (e.g., advancing dual enrollment opportunities). Prior to submitting your grant, contact your WTCS grant manager(s) to discuss these activities.
- Funds may not be used for direct student tuition reimbursement.
- Funds may be used for course costs not covered by program and material fees.
- There will be no direct student or employee payments for participation or attendance in an activity. Students and employees can be compensated for grant activity work or fulfilling a deliverable or task, this should be included on line 1.0 (salaries/fringes) or line 8.0 (other).
- All hospitality costs (i.e., food, drink) must be in compliance with the Department of Education's FAQ for conferences and meetings policy ([Appendix A](#)). Only working lunches are permitted for full-day meetings/conferences and grantees must submit the agenda ahead of time for approval.
- Curriculum developed with Perkins funding will be uploaded in the [Worldwide Instructional Design System \(WIDS\)](#) and be shared via posting.
- Administrative code TCS 6.05 requires all college procurements over \$50,000 to be competitively bid and all purchases between \$25,000 to \$50,000 to obtain quotes from three vendors. Each college district is required to develop their own purchasing rules when the total cost is less than \$25,000. If a specific vendor is listed in a grant, the System Office (WTCS) approves the functionality of the equipment/service but is not approving the specific vendor. The college must still follow TCS 6.05 and their internal procurement rules.
- Goods (equipment, supplies, etc.) and services must be purchased, received, and used to further the outcomes of the grant by the end of the period of performance.
- Grant extensions will not be allowed for goods (equipment, supplies, etc.) that are not ordered at least 90 days before the end of the period of performance (i.e., April 1 for grants with a period of performance of July 1 - June 30).
- Direct assistance for out-of-pocket costs for special populations must be directly tied to the student's participation and completion in the career and technical education program. For example, costs associated with fees (testing fees, background checks necessary for certain programs, membership fees for program/career associations), transportation (to and from courses), childcare (so that the student can attend courses), course instructional materials or supplies (welding protective clothing, scrubs), etc. Ensure this funding is supplementing, not supplanting. *Direct assistance with out-of-pocket costs for things like housing, utilities, and food are beyond the scope of Perkins and not allowed.*

Paying for a conference (registration fee only) from one fiscal year and attending the next is allowable if the registration deadline is due on or before June 30 for a conference in the next fiscal year, you can use current year funds to lock in your registration. If the conference is virtual, the expense goes in line 8.0 "Other", if there will be travel involved when you do attend, all expenses go in line 3.0 "Travel".

Program Income

Program income must be identified, appropriately documented, and the resulting revenue and expenses properly recorded and accounted for. For Perkins, program income must be accounted for and used via the 'additive method' and reported to the WTCS.

- The Department of Education authorizes Perkins V eligible recipients and subrecipients to use program income under the addition option in 2 CFR 200.307(e)(2) and (3). In addition, program income may be added to the Federal award and must be used for the purposes and under the conditions of the Federal award and reported to the WTCS. If the addition option is used, eligible recipients and subrecipients must use program income available at the time an expenditure is made and must expend that income before drawing down Federal funds. See 2 CFR 200.305(b)(5).
- Program Income generated with grant funds will be reported on the SFR. Applicants will report with a yes/no on the SFR of the original application if they plan to have program revenue/income. If yes, they will enter an amount. If the response changes or the amount increases or decreases throughout the year, the new amount will be entered into the next SFR submitted for reimbursement.

Perkins Applications

All applications will be submitted through the Wisconsin Technical College System (WTCS) [Apply Portal](#). Each grant category will have a separate application.

Data Collection and Reports

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

- Client Reporting requirements apply to all grant categories serving **enrolled** students receiving service (it **does not apply** to individuals served in the High School to College Transition, and Career Prep).
- Grantee requirements for **Client Reporting** include:
 - Complying with the established WTCS Client Reporting requirements.
 - Monitoring data continuously; **and**
 - Submitting data **as required**.

Reference the Client Reporting System Manual for reporting deadlines: [Client Reporting Manual](#).
- **Grant Final Reports** (July 1 – June 30) must be received on or before November 1, 2028, through the Wisconsin Technical College System (WTCS) Apply Portal.

Perkins Performance

The WTCS Board has established 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 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

Section 113 of the Perkins Act requires each eligible agency (and by extension, eligible recipients) to establish State determined performance measures and to annually report on the actual levels of performance for all CTE concentrators, and for each of the subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48) of the Perkins Act. This reporting also necessitates the disaggregation of data for each of the indicators of performance for these subgroups and special populations served under the Act (Section 113(b)(3)(C)(ii) and Section 113(b)(4)(B)(ii)). Furthermore, we are required to identify and quantify any disparities or gaps in performance between these subgroups or special populations and the performance of all CTE concentrators (Section 113(b)(3)(C)(ii) and Section 113(b)(4)(B)(ii)).

This data collection and reporting are essential for:

- Ensuring transparency and accountability in our use of federal funds.
- Complying with federal mandates outlined in the Perkins Act.
- Monitoring the performance of all student groups, including those defined as subgroups and special populations.
- Identifying areas where disparities in access to opportunities or educational outcomes may exist

Our commitment is to use this data to inform race-neutral strategies aimed at improving educational opportunities and outcomes for all students. Any effort to address identified disparities will be implemented in a manner that does not discriminate on the basis of race, color, or national origin and adheres to the principles of equal protection. We strive to create an environment where all students have equal access to high-quality career and technical education programs and the support they need to succeed.

Goals for 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 (Section 113(b)(3)(C)(ii) and Section 113(b)(4)(B)(ii)).

Goals for Perkins-defined Subgroups of Students

The performance of students who are members of different race/ethnicity subgroups are expected to meet the performance level of all students in the college (Section 113(b)(3)(C)(ii) and Section 113(b)(4)(B)(ii)).

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 and three (3) state indicators.

1P1 – Post Program Placement

WTCS Performance Targets

Indicator	FY 2025	FY 2026	FY 2027	FY 2028
1P1 Post-Program Placement	91.82%	91.83%	91.84%	*

*To be determined

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 and have a valid Social Security Number and/or responded to the Graduate Outcomes Survey.*

2P1 – Credential Attainment

WTCS Performance Targets

Indicator	FY 2025	FY 2026	FY 2027	FY 2028
2P1 Credential Attainment	70.46%	71.54%	73.50%	*

*To be determined

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 2025	FY 2026	FY 2027	FY 2028
3P1 NTO Program Concentrations	16.82%	17.34%	17.52%	*

*To be determined

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.*

4P1 Completion of Technical Courses

WTCS Performance Targets

Indicator	FY 2025	FY 2026	FY 2027	FY 2028
4P1 Technical Course Completion	69.95%	70.05%	70.15%	*

*To be determined

Numerator: number of cohort students who successfully completed (i.e., with a 2.0 passing grade) all their technical courses (on their first attempt) within the three-year measurement period for the cohort.

Denominator: number of cohort students who enrolled in FTE generating technical courses (course aid codes 10, 20, 30, 31, 32, 50). Courses with instructional area codes for general education (800-811 and 815) and general college (831, 834, 835, 836, 838) are not included. Course enrollments include course completion statuses of 'pass', 'fail', 'incomplete', and 'withdraw'.

5P1 Completion of General Education Courses

WTCS Performance Targets

Indicator	FY 2025	FY 2026	FY 2027	FY 2028
5P1 General Education Course Completion	64.45%	64.55%	64.65%	*

*To be determined

Numerator: number of cohort students who successfully completed (i.e., with a 2.0 passing grade) all their general education courses (on their first attempt) within the three-year measurement period for the cohort.

Denominator: number of cohort students who enrolled in FTE generating general education courses (instructional area codes 800-811 and 815 in course aid codes 10, 20, 30, 31, 32, 50). Course enrollments include course completion statuses of 'pass', 'fail', 'incomplete' and 'withdraw'.

6P1 Second-Year Retention

WTCS Performance Targets

Indicator	FY 2025	FY 2026	FY 2027	FY 2028
6P1 Second-Year Retention	90.95%	91.05%	91.15%	*

*To be determined

Numerator: number of cohort students who either completed a technical program in the first measurement year of the cohort (20XX), or students who were enrolled in FTE-generating courses in their second measurement year of the cohort (20XX + 1)

Denominator: number of students within the cohort

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.*

If the college fails to meet at least 95% of the performance level for a federal indicator for two years in a row, then this will initiate risk monitoring from the System Office.

Local Performance Improvement Plan

Submission Requirements – The Improvement Plan Template can be found in [MyWTCS](#), Perkins Resources.

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 federal indicator for a second year, the System Office will initiate the risk monitoring process.

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 information for each indicator federal indicator, analyzing the need for an improvement plan based upon targets set for the overall student performance or special population, Perkins-defined subgroup and indicating whether the college has satisfied the performance level for that indicator.

Local Perkins Plan – FY2025 - FY2028

The current plan will remain in effect from July 1, 2024, until June 2028. Colleges have the option to do annual updates to their Local Perkins Plan. The next Local Perkins Plans are due April 2028 to take effect July 1, 2028.

Comprehensive Local Needs Assessment

Comprehensive Local Needs Assessments (CLNA) will be due April 15, 2027, for fiscal years 2027-28 and 2028-29. Ongoing technical assistance is available.

Future Comprehensive Local Needs Assessment Dates:

- April 2029 to take effect on July 1, 2029
- April 2031 to take effect on July 1, 2031
- April 2033 to take effect on July 1, 2033

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 Targeting Attainment Gaps in Career and Technical Education. Proposals for Reserve grants will be accepted from each technical college.

Career Prep

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, academy development, Dual Enrollment, 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. In addition, the population of Out of School/Foster Youth **must** be included in your efforts. 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. The High School to College Transition Flex Funds grant should be used to support additional Career Prep work and should not be a replication of the Career Prep grant.

- Please consider using the Dual Enrollment Dashboard and the portal reports when citing numbers and successes.

Career Prep Funds Available & Additional Limitations

- \$921,421 will be made available for Career Prep.
- 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.

- Evidence for consortium support of grant activities should be documented in Career Prep consortium meeting minutes, as well as with Form ACC
- Funds cannot be used to require any secondary student to choose or pursue a specific career path or major.
- 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.
- 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.

- 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.
- Funds cannot be used for direct student support or payments including the acquisition of certifications.
- 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.

Focused Need and Data

Information for the Focused need could be from the college's

- Comprehensive Local Needs Assessment (e.g., Prompt A4)
- Other institutional data
- WTCS Data Resources: [Dual Enrollment Dashboard](#), [Perkins Dashboard](#)

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. *(This is the number of students who matriculate to the college in the same area as their dual enrollment)*

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 the awareness of Career Clusters, Programs of Study and Career Development in collaboration with K-12 partners, business and industry, CESA's, and other stakeholders.

Measurable Objectives

When setting your measurable objectives, please be sure to follow the examples in the portal on the grant document when filling out your application. If the goal is to increase your dual credit participation numbers, in the measurable objective please include both a percentage and the numbers that the increase would show. For example, we will increase dual credit participation by 10% from 2,000 to 2,200 participating. If you are maintaining, please list that number as well.

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 Programs of Study both local and regional.
- 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 the 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 Programs of Study 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. Use of Perkins funds for food must abide by the Department of Education's guidance ([Appendix A](#)).
- 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 only**. They cannot be used to replace textbooks currently being used by secondary schools. 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 aligned with the purposes and required outputs of Career Prep. Use of Perkins funds for food must abide by the Department of Education's guidance ([Appendix A](#)).
- 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

- 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; and
- Identify opportunities for secondary students to participate in dual or concurrent enrollment programs or acquire postsecondary credit in other ways including articulation agreements; and
- 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 see task 8 of the application in the Apply Portal.

*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 2026-27.
- Schedule of Council/Consortium meetings for Fiscal Year 2027-28.
- One (1) copy of each approved Partnership Project (if applicable) for Fiscal Year 2027-28.

WTCS Contact:

Ann Westrich - ann.westrich@wtcsystem.edu

Targeting Attainment Gaps in Career and Technical Education

Grant funds in this category are to support colleges in addressing disparities or gaps in performance for students, especially members of special populations (Sec. 113(c)(1)(D)) and Perkins-defined subgroups (Sec. 113(4)(A)(i)(II)), as identified within the Perkins Comprehensive Local Needs Assessments (CLNA). Including:

- Identifying disparities or gaps in performance in student and employee data
- Reviewing and addressing missing data points that are important for an accurate understanding of factors leading to disparities.
- Institutionalizing a culture of supporting student groups, including members of Perkins Special Populations and subgroups that are maintained by planning and resource allocation.
- Supporting efforts outlined in college strategic plans focused on closing attainment gaps.

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. As a result, funds will be allocated to all 16 WTCS colleges based on analysis of:

- College need in closing gaps in program completion across student groups and,
- Increasing credential attainment (based on the postsecondary attainment rates of the WI counties within a college district).

Funds Available & Additional Limitations

- \$792,862 will be made available for this grant. See “Total Allocation” per college.
- Activities funded may not generate FTEs.
- Funds should consider sustainability options for each activity.
- Colleges should consider sustainability options for each activity.
- Funds may be used for direct student services or instruction.
- All grant activities must be tied to identified disparities or gaps in performance through an analysis of your college data.
- To build capacity systemwide, colleges are asked to share created resources and content from this grant (e.g., professional development guides) with other colleges.

Focused Need and Data

Information for the Focused need could be from the college’s

- Comprehensive Local Needs Assessment (e.g., Prompts A3, B1-5, C2-3, D1, D3-5)
- Other institutional data
- WTCS Data Resources: [College-wide Student Success Dashboard](#), [Perkins Dashboard](#), [Dual Credit Dashboard](#), [Justice-Involved Dashboard](#)

Activities

Grant applications **must** include one or both of the following activities:

- Establish or strengthen a process for consistently including the voices of students and staff experiencing gaps identified in the comprehensive local needs assessment into college continuous improvement work. Indicate where your activity lies on the Types of Student Voice spectrum on pg. 5 of [With Learners Not For Learners Advance CTE Toolkit](#).
- Establish or strengthen a process for consistently including community partners (tribal nations, minoritized populations, employers) in the development of plans to address disparities. Indicate where your activity lies on the Types of Student Voice spectrum on pg. 5 of [With Learners Not For Learners Advance CTE Toolkit](#).

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

- Perform an audit of college policies, language and services (e.g., are mental health services available to English language learning students?) to mitigate disproportionate impacts on special populations
- Collect and analyze data on 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, 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 recruitment, retention and training of Career and Technical Education faculty, specialized instructional support personnel, paraprofessional, career guidance and academic counselors including individuals in special populations.
- Involve students in action research (ex: solicit ideas for research topics, develop participatory action research, etc.).
- Provide professional learning for faculty, staff, and administrators to address disparities or gaps in performance. Such activities must provide information for how individuals who engage in professional learning will share their experience with others at the college. Especially consider professional learning opportunities for employees who work directly with students.
- Develop a communication plan for sharing your institutional work to address disparities or performance gaps and strategies 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 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.).
- Expand CTE opportunities and academic support to Justice-Involved students.
- Expand work-based learning opportunities for CTE students, especially members of special populations and subgroups.
- Develop articulation agreements to expand career pathways from high school to 4-year institutions.
- Integrate AI literacy and workforce preparation into CTE programs.

- Create/expand college-wide process for transitioning adult education and English language learning students to academic programs, including coordination for developing [Integrated Education and Training](#).
- Engage college board and/or program advisory boards in college strategic directions and initiatives to close student access and success gaps. Engage students on college and advisory boards.
- Build capacity for internet access (e.g., Wi-Fi hotspots) and accessibility of online content.
- Purchase software/programs/apps that help ensure access and success across Perkins special populations and students experiencing gaps in outcomes across the college (e.g., apps that detect bias in writing to help inform the college content and recruitment of new staff, accessibility software integration for the LMS, etc.).
- Compensate students or staff for work that advances college goals related to closing gaps in student access and outcomes. Compensation is allowable but must abide by the [Federal Uniform Guidance](#).

WTCS Contacts:

Hilary Barker - hilary.barker@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 post-secondary 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

- 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.
- Program evaluation costs may be funded using administration.
- Funds cannot be used to require any secondary student to choose or pursue a specific career path or major.
- 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.

Focused Need and Data

Information for the Focused need could be from the college's

- Comprehensive Local Needs Assessment (e.g., Prompt A4)
- Other institutional data
- WTCS Data Resources: [Dual Enrollment Dashboard](#), [Perkins Dashboard](#)

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 (*this is the matriculation of the student in the same area they participated in while in dual enrollment in high school*)

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 the awareness of Career Clusters, Programs of Study and Career Development in collaboration with K-12 partners, business and industry, CESA's, and other stakeholders.

If the goal is to increase your numbers, in the measurable objective please include both a percentage and the numbers that the increase would show. For example, we will increase by 10% from 2,000 to 2,200 participating. If you are maintaining, please list that number as well.

Allowable Activities

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

- Develop and implement Programs of Study both local and regional.
- 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 the 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. If food is provided, all meetings must have a "working agenda" and follow Department of Education guidance ([Appendix A](#)).
- 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 aligned with the purposes and required outputs of Career Prep. Perkins funding for food must abide by Department of Education guidance ([Appendix A](#)).
- 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 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.

Funds Available and Additional Limitations

- \$2,086,296 will be available for these activities.
- 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.
- 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 improvements to impact one or more of the Perkins indicators.
- Program evaluation costs may be funded using administration.
- No remedial education or hospitality costs are allowed.

Focused Need and Data

Information for the Focused need could be from the college's

- Comprehensive Local Needs Assessment (e.g., Prompts A2, A4, B2, C1-3, D1-3, D5)
- Other institutional data
- WTCS Data Resources: [Program Performance Dashboard](#), [Perkins Dashboard](#)

To see which students are in your college's Perkins cohorts, see the Perkins Cohort List (Lookahead) in the [WTCS Portal](#).

Perkins Measures

Report Year: 2027 ▼

District: --All Districts ▼

Report Format: ☒ PDF
☐ Excel

Select Report: ☒ *Perkins Cohort List (Lookahead)
☐ CTE Concentrator Enrollments
☐ Perkins Measures 2P1: Earned Recognized Postsecondary Credential ▼
☐ Perkins Measures Summary by District
☐ NTO Program Information
* Contains Confidential Information - (Only Your District)

Generate Report

Goals

Applications for this category must address one or both of the following goals:

- Increase overall performance in one or more Perkins Performance Indicators (1P1-6P1)
- Close gaps in one or more performance indicators (1P1-6P1).

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 – Technical Course Completion
- 5P1 – Academic (General Education) Course Completion
- 6P1 – Second Year Retention

Allowable Activities

Grant activities may include, but are not limited to:

- purchasing, developing and/or integrating 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).
- Direct assistance for students may be available to remove barriers to CTE program access and success for Perkins special populations, see [Uniform Guidance](#) for more details.

Outcome Summary Table

Instructions for completing the table are as follows:

1. Complete the Outcome Summary Table (example 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?).

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

Completing the Outcome Summary Table

Outcome Summary Table – Complete one line/row for each program and indicator

<i>Once you've filtered the data to view the programs your college will target for this grant, provide the following information.</i>				<i>See the Dashboard Information Page for identifying the most recent complete cohort for each indicator.</i>	<i>This column will calculate the current number of successful students for this indicator. Column E x F</i>	<i>Input the number of additional students for this indicator.</i>	<i>This column will calculate the new percentage based on the additional number of students you want to be successful. (Column G + H)/Column E</i>
Program Number	Perkins indicator to improve	Total number of students in the most recent complete cohort	Number of students included in this indicator (denominator)	Indicator value for most recent complete cohort	Number of successful students for this indicator	Additional number of students meeting measure.	Grant goal for the indicator level
10-101-1	4P1	102	100	36.28%	36	10	46%
					0		#DIV/0!
					0		#DIV/0!
					0		#DIV/0!
					0		#DIV/0!

*The 2024 cohort for 2P1 will be final If accessing the Perkins Dashboard after October 15th.

To provide the Outcome Summary Table information, use the WTCS Perkins Dashboard.

- Choose the Program Assessment page and provide the program number.
- Enter the number of cohort students in the program by entering the number in the column to the right of the percentage for the 2P1, (2P1 will give the number for the entire cohort). The column is called 2P1 Denom by program.
- Identify the indicator(s) you want to improve (1P1 through 6P1).
- On the 'Program Assessment' page the indicator you choose to work on will determine what cohort year you select for the most complete current data. Within the filter prompts, select the cohort year, your district, and the program(s) you plan to work on. If working on multiple indicators, you may need to choose multiple cohort years. The cohort years below will have **complete data after October 15, 2026**.

- For indicator 1P1, choose cohort year 2023
- For indicators 2P1, 4P1, and 5P1 choose cohort year 2024
- For indicator 3P1 choose 2026
- For indicator 6P1 choose 2025
- For each indicator chosen, provide the most current values for the indicator by entering the number of students (number below the percentage) and percentage for the indicator of your choosing for the corresponding program. The number of successful students will be calculated for you.
- Enter the additional number of students you would like to be successful. The new goal/percentage will be calculated for you.
- Follow the same process for each indicator you want to improve.

WTCS Contact:

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Student Success

Formula Funds CFDA #84.048

Purpose

Grants in this category are awarded to provide direct student support services aimed at addressing gaps in success outcomes for designated career and technical education student populations. These grants also focus on recruiting and retaining students in nontraditional (NTO) career and technical education programs (CTE). They support career awareness, career development, and pre-technical activities to encourage enrollment in nontraditional post-secondary career and technical education programs.

Funds Available and Additional Limitations

- \$5,737,312 will be available for these activities.
- The college must spend at least fifty-five percent (55%) of its Basic Grant allocation for activities related to Student Success/NTO.
- Eligible recipients may partner with Community-Based Organizations (CBOs) that have a record of demonstrated effectiveness in providing student success services.
- Transfer activities from the college to another institution must be focused on CTE programs (funds are not allowed to be used for Liberal Arts Transfer programs).
- No funds will be awarded for the following activities: general program recruitment (only targeted recruitment/awareness building for NTO is allowed), occupational instruction, remedial instruction; curriculum development.
 - Pre-enrollment support for specific special populations may be allowable. Please contact the grant manager to inquire.

Note: All career and technical education students served under this funding priority must be enrolled in at least three CTE program credits or will enroll in three credits of CTE due to grant activities. Students served as part of targeted NTO recruitment or awareness activities do not need to meet this three-credit threshold. This includes credits in applied associate degrees, short-term programs, one- and two-year technical diplomas, and WTCS Pathway Certificates (aid codes 10, 30, 31, 32, 61). Alternatively, students can be enrolled in at least two apprenticeship credits (aid code 50). Collegiate transfer courses (aid code 20) may also count towards the three credits if they contribute to the completion of the students' CTE program.

Focused Need and Data

Information for the Focused need could be from the college's

- Comprehensive Local Needs Assessment (e.g., Prompts C1-3, D1, D3-6)
- WTCS Data Resources: [College-wide Student Success Dashboard](#), [Perkins Dashboard](#)

To see which students are in your college's Perkins cohorts, see the Perkins Cohort List (Lookahead) in the [WTCS Portal](#).

Perkins Measures

Report Year: 2027 ▾

District: --All Districts ▾

Report Format: ☒ PDF ☐ Excel

Select Report: ☒ *Perkins Cohort List (Lookahead)
☐ CTE Concentrator Enrollments
☐ Perkins Measures 2P1: Earned Recognized Postsecondary Credential ▾
☐ Perkins Measures Summary by District
☐ NTO Program Information
* Contains Confidential Information - (Only Your District)

Generate Report

To see NTO *enrollment* data, see the CLI545 Client Reporting report in the portal.

Program Enrollment Reports

Fiscal Year: 2024 ▾

District: --All Districts ▾

Report Format: ☒ PDF ☐ Excel

Select Report:

- ☐ CLI330 (VE215330A) **Full Time/Part Time Status and Demographics for Program Students by Program** report displays number of program students grouped by enrollments and disadvantaged status for each Program Number
- ☐ CLI331 (VE215330B) **Race/Gender Summary for Program Students by Program** report provides headcounts by gender and race/ethnic categories of program students
- ☐ CLI520 (VE215520) **Program Student Headcount and Demographics** provides number of Program Students and demographic information by Program Follow-up Division
- ☒ CLI545 (VE215545) **NTO Program Enrollees** report provides information about students enrolling in Non-Traditional programs
- ☐ CLI552 (VE215552) **Gender and Race/Ethnicity Headcount for Program Students by Cluster** report provides demographic information about program students by program Instructional Cluster
- ☐ WISSIS (n/a) **Wisconsin Student Support Information System (WISSIS) Report** report is a component of the WTCS Annual Financial Aid Report

* Contains Confidential Information - (Only Your District)
* Contains Confidential Information

Generate Report

Goals

Applications for this category must address at least two or more of the following goals, of which an NTO-focused goal (bottom two) or NTO-focused measurable objective must be included:

- Increase overall performance in one or more Perkins Performance Indicators (1P1-6P1)
- Close gaps in one or more performance indicators (1P1-6P1).
- Increase access of special populations to Career & Technical Education Programs.
- Increase 3P1 by increasing the percent of NTO biased gender students who successfully complete (with C or better) 12 credits or successfully complete an NTO program with fewer than 12 credits.
- Close gaps in 3P1 NTO concentration across Perkins special populations and/or subgroups.

Measurable Objectives

Measurable Objectives must include a numeric goal for closing success gaps or improving overall performance in one or more of the following Perkins Performance Indicators:

- 1P1 – Post-Program Placement
- 2P1 – Credential Attainment
- 3P1 – NTO Program Concentration
- 4P1 – Technical Course Completion
- 5P1 – Academic Course Completion
- 6P1 – Second Year Retention

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:

- Mental health counseling may include proactive behavioral and crisis intervention services.
- Case management, navigation, 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, mentoring, job shadowing, service-learning, study skills workshops, and student support groups to assist identified students to successfully complete their courses and/or programs.
- Development or implementation of Open Educational Resources (OER).
- Support for student populations in Dual Enrollment courses experiencing gaps in student success outcomes.
- 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.
- Career counseling and employment services to facilitate the student's passage from Adult Education or ELL to CTE programs or technical education to employment including career exploration, job seeking skills, job development, and placement activities.
- Professional learning opportunities designed to inform and reflect on best practice for serving students experiencing gaps in success outcomes.

WTCS Contacts:

Stephanie Glynn – stephanie.glynn@wtcsystem.edu

Tribal College Grants

Formula Funds

CFDA #84.048

Purpose

Grants in this category aim to improve performance outcomes for career and technical education students by addressing success gaps. This can be achieved through direct student support services, enhancing student success in large programs, recruiting and retaining students in nontraditional programs, providing high school students with opportunities to transition to post-secondary education or develop a program of study with secondary partners.

Funds Available and Additional Limitations

- \$116,833 will be available for these activities.
- Eligible recipients may partner with Community-Based Organizations (CBOs) that have a record of demonstrated effectiveness in providing student success services.

Focused Need and Data

Information for the focused need could come from the college's Comprehensive Local Needs Assessment or other institutional data.

Goals

Applications for this category must address at least two or more of the following goals of which an NTO focused goal must be included:

- Increase overall performance in one or more Perkins Performance Indicators (1P1-6P1)
- Close gaps in one or more performance indicators (1P1-6P1).
- Maintain/increase the number of secondary education students who successfully complete courses that award postsecondary credit at the secondary level.
- Increase the enrollment of students in [NTO](#) programs.
- Increase 3P1 by increasing the percent of NTO biased gender students who successfully complete (with C or better) 12 credits or successfully complete an NTO program with fewer than 12 credits.

Measurable Objectives

Measurable Objectives must include a numeric goal for closing success gaps or improving overall performance in one or more of the following Perkins Performance Indicators:

- 1P1 – Post-Program Placement
- 2P1 – Credential Attainment
- 3P1 – NTO Program Concentration
- 4P1 – Technical Course Completion

- 5P1 – Academic Course Completion
- 6P1 – Second Year Retention

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 list.

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

- Student Support Services: Includes mental health counseling, case management, academic advising, tutoring, and career counseling.
- Targeted Student Resources: Financial literacy programs, mentoring, job shadowing, service-learning opportunities, and study skills workshops.
- Accessibility and Accommodation: Assistive technology, adaptive equipment, instructional aids, captioning services, and Universal Design for Learning (UDL) principles.
- Educational Resources: Development and implementation of Open Educational Resources (OER) and curriculum modifications for alternate delivery methods.
- Professional Development: Training and development opportunities for faculty and staff to enhance their skills in supporting diverse student populations.
- Career Development: Programs and activities to facilitate career exploration, job seeking skills, and employment services.
- Transition Services: Support for students transitioning from secondary schools, Adult Education or ELL courses to Career and Technical Education (CTE) programs.
- Secondary to Postsecondary Articulation Agreements: Develop agreements and purchase materials for newly articulated courses
- [Nontraditional](#) Career Exploration: Initiatives to assist potential students (middle school through adult populations) in exploring and selecting nontraditional occupational programs.
- Membership fees to organizations that provide resources to support students in their chosen careers.
- Technology and Infrastructure: Software, technology, and infrastructure to support online learning environments.
- Direct Student Assistance: dependent care, transportation assistance, and testing fees to remove barriers to student success.

WTCS Contact:

Julie Tyznik - julie.tyznik@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 14, 2026](#), 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 following forms to grants@wtcsystem.edu by October 31.

- [Subrecipient Self-Assessment Risk Questionnaire](#)
- [Assurances – Non-Construction Programs](#)
- [Certification Regarding Lobbying ED080-013](#)
- [Certification Regarding Debarment ED80-0014](#)

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.

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 as submitted, 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 there is a change in grant-funded project spending that shifts funds between budget line items, resulting in a change of more than twenty percent (20%) in any line item.

Sometimes, the cost of budgeted items changes. If the change is twenty percent (20%) or less within a budget line item, recipients must notify the WTCS grant manager(s) of the changes by e-mail and in the appropriate grant report(s).

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

Final revisions must be submitted in the WTCS Apply Portal 45 days prior to the grant end date.

Planned Funds Available for 2027-28 Strengthening Career and Technical Education for the 21st Century Act

P.L. 109-270

Title I, Part A

Section 112(a)(1) Basic Grant

• Strengthening CTE Programs (Formula Allocation)	\$2,086,296
• Student Success (Formula Allocation)	\$5,737,312
• Flex Funds	\$2,607,870
• Reserve Funds	<u>\$1,714,283</u>
Total Basic Grant	<u>\$12,145,761</u>

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/NTD, and Flex Funds. The Title I, Reserve Grant planning amount is also listed.

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.

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 2027-28 Basic Grant Planning Amounts

Eligible Recipient	Pell & BIA Recipients*	Distribution Percent	Student Success (55%) **	Strengthening Programs (20%) **	Flexible Funds (25%) **	Total
Chippewa Valley	1,857	6.10%	349,976	127,264	159,080	636,320
Western	1,380	4.54%	260,474	94,718	118,397	473,589
Southwest	587	1.93%	110,730	40,266	50,332	201,328
Madison	2,497	8.21%	471,033	171,285	214,106	856,424
Blackhawk	1,375	4.52%	259,327	94,301	117,876	471,504
Gateway	2,695	8.86%	508,326	184,846	231,057	924,229
Waukesha	1,145	3.76%	215,723	78,445	98,056	392,224
Milwaukee	7,956	26.14%	1,499,732	545,356	681,697	2,726,785
Moraine Park	1,140	3.75%	215,149	78,236	97,795	391,180
Lakeshore	882	2.90%	166,382	60,503	75,628	302,513
Fox Valley	2,224	7.31%	419,398	152,508	190,635	762,541
Northeast	2,469	8.12%	465,870	169,407	211,759	847,036
Mid-State	1,004	3.30%	189,331	68,848	86,060	344,239
Northcentral	1,474	4.85%	278,260	101,185	126,482	505,927
Nicolet	361	1.19%	68,274	24,827	31,034	124,135
Northwood	1,033	3.40%	195,069	70,934	88,668	354,671
Lac Courte Oreilles	100	0.33%	18,933	6,885	8,606	34,424
Menominee Nation	240	0.79%	45,325	16,482	20,602	82,409
Total	30,419	100.00%	\$5,737,312	\$2,086,296	\$2,607,870	\$10,431,478

*Based on FY26 reported Pell/BIA recipient counts.

**These figures reflect the FY2026 grant awarded funding level for the Perkins Act

FY 2027-28 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	45	7.16%	\$11,220	3,220	5.20%	\$8,150	\$19,370	\$38,000	\$57,370
2	Western	37	5.88%	\$9,215	2,735	4.42%	\$6,927	\$16,142	\$38,000	\$54,142
3	Southwest	35	5.56%	\$8,713	1,266	2.04%	\$3,197	\$11,910	\$38,000	\$49,910
4	Madison	66	10.49%	\$16,439	8,835	14.26%	\$22,347	\$38,786	\$38,000	\$76,786
5	Blackhawk	24	3.82%	\$5,986	2,220	3.58%	\$5,610	\$11,596	\$38,000	\$49,596
6	Gateway	33	5.25%	\$8,227	4,923	7.95%	\$12,459	\$20,686	\$38,000	\$58,686
8	Waukesha	27	4.29%	\$6,723	4,819	7.78%	\$12,192	\$18,915	\$38,000	\$56,915
9	Milwaukee	70	11.13%	\$17,442	10,278	16.59%	\$25,998	\$43,440	\$38,000	\$81,440
10	Moraine Park	27	4.29%	\$6,723	3,084	4.98%	\$7,804	\$14,527	\$38,000	\$52,527
11	Lakeshore	23	3.66%	\$5,736	2,028	3.27%	\$5,124	\$10,860	\$38,000	\$48,860
12	Fox Valley	47	7.47%	\$11,706	5,114	8.26%	\$12,944	\$24,650	\$38,000	\$62,650
13	Northeast	48	7.63%	\$11,957	4,734	7.64%	\$11,973	\$23,930	\$38,000	\$61,930
14	Mid-State	21	3.34%	\$5,234	1,629	2.63%	\$4,121	\$9,355	\$38,000	\$47,355
15	Northcentral	47	7.47%	\$11,706	2,726	4.40%	\$6,895	\$18,601	\$38,000	\$56,601
16	Nicolet	17	2.70%	\$4,231	722	1.17%	\$1,834	\$6,065	\$38,000	\$44,065
17	Northwood	62	9.86%	\$15,452	3,612	5.83%	\$9,136	\$24,588	\$38,000	\$62,588
Totals		629	100.00%	\$156,710	61,945	100.00%	\$156,711	\$313,421	\$608,000	\$921,421

Formula allocation amounts are determined based on 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 2027-28 Targeting Attainment Gaps Grant Planning Amounts

College	Total Allocation
Chippewa Valley	\$47,367
Western	\$47,349
Southwest	\$36,318
Madison	\$79,389
Blackhawk	\$46,622
Gateway	\$69,498
Waukesha County	\$55,292
Milwaukee	\$116,042
Moraine Park	\$44,842
Lakeshore	\$31,729
Fox Valley	\$46,254
Northeast WI	\$45,566
Mid-State	\$27,099
Northcentral	\$41,591
Nicolet	\$21,518
Northwood	\$36,385
Total	\$792,862

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.

Adult Basic Education (ABE): Instruction at the 0 - 8.9 grade levels in reading, communication skills (writing, speaking, listening), mathematics, social and physical sciences, health, critical thinking, financial literacy, health literacy, basic computer literacy and employability skills needed to function effectively in the community. The curricula of beginning and intermediate ABE courses shall assist adult students in the development of the skills necessary to process both written and oral information, and to derive meaning from the information that can be applied to specific tasks. See chapter 11 of the [Educational Services Manual](#) (ESM).

Adult Secondary Education (ASE): Instruction that delivers competencies, academic or occupational, comparable to that offered in secondary schools (grades 9.0-12.9). ASE is typically used for students who are working toward a high school equivalency diploma, as well as for students who have a diploma but who need additional preparation to continue with their postsecondary or career goals. Includes *developmental* courses, which are specifically designed for individuals who, upon seeking admission to a post-secondary program, are substantially deficient in foundation competencies. Developmental courses also serve individuals who wish to strengthen foundation competencies before applying for admission to a postsecondary program. Also includes *remedial* courses, which are designed for individuals whose deficiencies in foundation competencies are not extensive enough to warrant denying them admission to a postsecondary program. Each remedial course consists of portions of an approved developmental course, selected to efficiently address a student's specific deficiencies.

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)].

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.

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 single item costing \$5,000 or more with a life expectancy of two or more years.

Equipment- Minor: Tangible property (other than land and/or buildings) used in the operations of business. Any single item, costing up to \$4,999 with a life expectancy of two or more years. **For disposal purposes, equipment items with a cost of less than \$500 per item or set are considered supplies.**

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 improved 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 1990 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 a change of twenty percent (20%) or less in a line item or a change in project activities. The WTCS grant category manager(s) must be notified of modifications by e-mail and in the appropriate grant report(s). If the change is more than twenty percent (20%) 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 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.

Other: Items that are not classified in lines 1.0-7.0, on the detailed budget, e.g., contractual services and honorariums. If grants funds are not used to pay for travel to a conference, then all costs (registration, hotel, meals, etc.) goes in the "other" line.

Period of Performance: The specific time span defined by a start date and an end date when a contractor or grant recipient is authorized to perform work, deliver services, and incur costs or financial obligations under an agreement.

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.

Program income: gross revenue earned by a grant recipient that is directly generated by a supported activity or earned as a result of a federal award during the period of performance. This can include, but is not limited to:

- Income from fees for services performed
- Fees from participants, examples include
 - Conference registration fees that generate income
 - Any generated full-time equivalent (FTE) revenue, for example providing high school summer workshops/camps/institutes
- Fees from use of rental of property/equipment acquired with federal grant funds
- Sale of publications, videos or other items developed under the federal award

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 more than twenty percent (20%) in any line item. The WTCS grant manager(s) must be notified of and approve all revisions prior to submission by the grantee. If there is a change of twenty percent (20%) or less in any 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](#).

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.

Software: The total cost of all software regardless of cost or function.

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.

Stipends: A fixed sum of money for services or to defray expenses. Stipends could include mentor fees, internships, honoraria, contract fees for presenters and/or facilitators, fellowships and other similar payments. Detailed budget sheet - Budget line 2.0 Salaries/Fringe should show Stipends for college employees. Budget line 8.0 "Other" should show Stipends for non-college employees.

Subpopulations: The subpopulations referred to in the Perkins Act are defined by 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and include (a) economically disadvantaged

students, (b) students from major racial or ethnic groups, (c) children with disabilities, and (d) English learners.

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: A coordinated set of activities such as coaching, mentoring, and support with enrollment processes which promotes movement from secondary education or the community to postsecondary programs or from postsecondary programs to related employment. The coordinated set of activities shall be based upon the individual student's needs, considering the student's abilities, preferences and interests.

Tutoring Services/Academic Coaching: Instructional assistance with regard to specific lessons or questions that do 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: The [WTCS Worldwide Instructional Design System \(WIDS\) repository](#) is an on-line site used to support the development and sharing of certain curriculum projects. In many grant categories, it is required that curriculum products be developed in WIDS and posted to the WTCS WIDS Repository, allowing other colleges and partners access to them. Additional information is available in the specific grant guidelines 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 terms include 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. Department of Education FAQ

Please see the: “**Frequently Asked Questions to Assist U.S. Department of Education Grantees to Appropriately Use Federal Funds for Conferences and Meetings**” ([ED Memoranda & Guidance for Grantees](#)) August 2024 guidance.

In summary, the use of federal funds for food is:

- Generally discouraged: Food, beverages, and snacks are not typically allowable costs unless they are reasonable, necessary, and allocable to the grant.
- Documentation required: Grantees must justify why providing food is essential to achieving the grant’s objectives.
- Alternatives encouraged: Consider scheduling breaks for participants to get their own food or choosing venues with nearby food options.

To best comply with Department of Education’s guidance on food expenses with federal grants, the System Office will only allow food cost in the following instance:

- A full-day meeting/conference (at least 6 hours) that has a **working** lunch. Networking, collaboration or social lunches are not allowed.
- Grantees need to submit the agenda for the meeting/conference in advance to the Perkins Grant Manager for approval.

Grant Examples

Career Prep

Focused Need

During the 2020-2021 academic year, 3,313 secondary students from the district high schools enrolled in transcribed credit courses, equating to 16,260 college credits. Families saved approximately \$1,986,732 in college tuition at WTCS tuition rates through 12,760 earned credits. Additionally, students who completed both transcribed credit general studies and technical CTE courses had a 5% higher course completion rate and 6% higher GPA once enrolled at the college after high school graduation than those high school students who did not. This data demonstrates the financial, educational, and student success benefits of transcribed credit offerings as well as the need for the college to continue efforts that encourage the successful completion of transcribed credit among students.

Goal

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

Measurable Objective

Increase by 1% the number of students who successfully complete transcribed credit courses; from 2,796 (at the end of the 2020-21 academic year) to 2,824 students.

Activity

Hold transcribed credit curriculum and procedures workshops and meetings with at least 175 educators from secondary and postsecondary education, to work on transcribed credit and other seamless curriculum opportunities. In addition to workshops and meetings, NTC instructor mentors will provide customized support to high school transcribed credit instructors throughout the year. Key training topics may include:

Professional Development for transcribed credit teachers:

- Summer Institute
- Program/Course-specific training
- Advanced Canvas training
- Advanced Cengage training
- Using technology to engage learners
- Techniques for teaching in a virtual environment
- STEM Facilitator Certificate

Professional Development for NTC faculty mentors:

- Mentorship training to enhance mentorship skills
- Understanding the K-12 system, admissions, etc.
- Engaging high school students through virtual platforms

In-district travel to include schools and campus locations, and supplies and duplication may be required.

Budget

- 2.0 Salary – 1 Director of K-12 Relations
- 3.0 Travel - In-district travel to schools and campus locations
- 7.0 Supplies - Supplies, duplication, postage, and related consumables
- 8.0 Other - Transcribed Credit Trainings

Targeting Attainment Gaps

Focused Need

Employees were presented with a list of marginalized social identities in a 2021 needs survey. They reported feeling least knowledgeable about individuals with cognitive disabilities (52%), individuals who were formerly incarcerated (52%), individuals currently in the foster care system or recently aged out (44%), individuals with physical disabilities (36%), English language learners (36%), individuals experiencing mental illness (24%), and veterans (20%). Employees would benefit from additional professional development around working with students from these marginalized groups.

Activity

Project manager will create workshop series for employees with each workshop focusing on the experiences, challenges and how to best serve each of the identified student populations. The college will partner with local community-based organizations who serve these individuals to help develop and facilitate the workshop content. The workshops will include student voice and perspectives (e.g., recorded stories, student panels when possible), research findings that identify best practices in serving these individuals, and national and local data about these populations. All workshops will be recorded and made available on the college's intranet.

Budget

- 2.0 Salary – Project manager for creating workshop series
- 8.0 Other – Consulting & speaker fees for community-based organizations
- 8.0 Other – College bookstore vouchers for students who participate on student panels

Strengthening Programs

Focused Need

Program Assessment in the Perkins Dashboard shows that the 2019 Associate Degree Nursing cohort had:

2P1: Credential Attainment rate of just 12.9% compared to the All-Student rate of 90.1%.

4P1: Technical Course Completion rate of 58.0% compared to the All-Student rate of 74.2%.

5P1: General Ed. Course Completion rate of 59.1% compared to the All-Student rate of 64.2%.

There are a handful of foundational courses that students continue to struggle with, if we can increase the successful completion of those courses, the 4P1 indicator would increase and would thereby increase the 2P1 indicator as well.

Goal:

Increase one or more performance indicators 1P1-1P6

Measurable Objective:

Measurable Objective for Associate Degree Nursing Program:

Increase 2P1 from 12.9% to 32.0% (~34 additional students)

Increase 4P1 from 58.0% to 73.4% (~22 additional students)

Increase 5P1 from 59.1% to 71.6% (~20 additional students)

Activity

Hire RN Success Coach to provide scheduled, weekly learning support sessions for each semester of the program on each campus.

RN Success Coach will also provide one-on-one and collaborative tutoring sessions as needed.

RN Success Coach will directly collaborate with nursing faculty to ensure content of support correlates with student need.

Create a marketing plan to target recent nursing graduates for RN Success Coach position. This will provide unique perspective of student success strategies.

Focus on in-person offerings as student's prefer in person vs. virtual.

Budget

- 1.0 Salary – 4 RN Success Coaches
- 8.0 Other - Marketing Plan Development

Student Success

Focused Need

The WTCS Perkins V Dashboard shows a college-wide Credential Attainment (2P1) of 73.9% for the 2019 cohort. Equity gaps of 3 percentage points or more exist and have persisted for the last three cohorts for students in the following populations: Students with Disabilities (-9.3%), Single Parents (-4.6%), and Economically Disadvantaged (-3.2%).

Goal:

Increase one or more performance indicators 1P1-1P6

Close gaps in performance indicators 1P1-1P6

Measurable Objective:

For FY2022-23, the college aims to increase Credential Attainment (2P1) for these special populations by two percentage points: Students with Disabilities from 64.6% to 66.6% (increase of 10 students); Single Parents from 69.3% to 71.3% (increase of 9 students); Economically Disadvantaged from 70.7% to 72.7% (increase of 32 students). We will serve over 1,000 students through activities intended to boost retention and program completion, increasing the overall 2P1 rate from 73.9% to 75%.

Activity

One part-time counselor will provide support services to at least 50 postsecondary students who identify as single parents. These support services will include referrals to college readiness services and proactive academic advising. In addition, the counselor will make referrals to other student services offices and external organizations. The counselor will serve as the liaison/advocate with internal staff and external community agencies. Printing and copying supplies will be used to provide students with resources.

Budget

- 2.0 Salary – 1 part-time counselor to provide services
- 7.0 Supplies - Printing and duplication

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, Report and General Guidelines Information	grants@wtcsystem.edu	
Audit Information	Anna Richter anna.richter@wtcsystem.edu	(608) 267-2485
Audit Information and Client Reporting System	Carolann Nelson carolann.nelson@wtcsystem.edu	(608) 266-0021
Fiscal Information and Budget Revisions	Victoria Chung victoria.chung@wtcsystem.edu	(608) 266-7592
Perkins - Local Plan, CLNA, Performance Improvement Plan and Performance Measures	Hilary Barker hilary.Barker@wtcsystem.edu	(608) 266-3592
	Julie Tyznik julie.tyznik@wtcsystem.edu	(608) 261-6538
Promoting and Supporting High School to College Transitions for CTE Students	Ann Westrich ann.westrich@wtcsystem.edu	(608) 261-4588
Reserve Fund – Targeting Attainment Gaps in CTE	Stephanie Glynn stephanie.glynn@wtcsystem.edu	(608) 267-9458
	Hilary Barker hilary.barker@wtcsystem.edu	(608) 266-3592
Reserve Fund – Career Prep	Ann Westrich ann.westrich@wtcsystem.edu	(608) 261-4588
Strengthening Career and Technical Education Programs	Julie Tyznik julie.tyznik@wtcsystem.edu	(608) 261-6538
Student Success	Stephanie Glynn stephanie.glynn@wtcsystem.edu	(608) 267-9458

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