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CTE and Perkins Grant Terms

Administration

Activities necessary for the proper and efficient performance of the grant recipient's duties under an Act, including the supervision of such activities. The term does not include curriculum development, personnel development, or research activities. Each eligible recipient receiving funds under this part shall not use more than 5 percent of the subaward for administrative costs associated with the administration of activities (including indirect costs). Costs may be allocated to: grant application, supervision, bookkeeping, CTE data collection.

All Aspects of an Industry

The term refers to strong experiences in, and comprehensive understanding of the industry that the student is preparing to enter including the knowledge, skills, and soft skills to be productive in the industry, including work-based learning, entrepreneurial experiences, safety implications, cultural diversity/global understanding, and/or integration of 21st Century Skills. (WDPI definition)

Articulation Agreement

A written commitment that...

- A. Is agreed upon at the State level or approved annually by the lead administrators of a secondary institution and postsecondary institution and
- B. Is designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, credential, certificate, or degree.

Career Pathway

A career pathway is a coherent, articulated sequence of rigorous academic and career related courses, commencing in ninth grade and leading to an associate degree, and/or an industry-recognized certificate or licensure, and/or a baccalaureate and beyond. A career pathway is developed, implemented and maintained in partnership among secondary and postsecondary education, business, and employers.

Credit Transfer Agreement—The term 'credit transfer agreement' means a formal agreement, such as an articulation agreement, among and between secondary and postsecondary education institutions that grant students transcribed postsecondary credit. This may include credit granted to students in dual or concurrent enrollment programs or early college high school, dual credit, articulated credit, and credit granted on the basis of performance on technical or academic assessments.

CTE Concentrator (Wisconsin secondary education)

A CTE concentrator is a secondary student who has completed at least two CTE courses in a single career pathway throughout high school.

District Designee

In collaboration with the consortium fiscal agent works on improving CTE programs of the consortium. Responsibilities related to the Perkins grant include obtaining stakeholder input related to CTE needs of district, participation in consortium councils; submit requisitions and reports timely, insure the completion

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of required reporting accurately; confer with district administrator and represent the district on matters related to CTE; participate in relevant professional development activities.

Economically Disadvantaged

Students and Families who demonstrate a need based on one of the following conditions:

- Family or student is eligible - for AFDC, Food Stamps, to be counted under Chapter 1 of Title 1 of the Elementary & Secondary Education Act, or free or reduced-priced meals under the National School Lunch program;
- Determined to be low income according to the latest data from the Dept. of Commerce; or
- Identified as low income based upon other indices of economic status granted by the Secretary of Education. (Note: The Department of Agriculture which administers the Free or Reduced priced meals under the National School Lunch program provides a listing of students utilizing the program. It is to be emphasized that this list is strictly confidential and is to be safeguarded.)

English Learner

A secondary school student who is an English learner, as defined in section 8101 of the Elementary and Secondary Education Act of 1965; or

- whose native language is a language other than English; or
- who lives in a family environment or community in which a language other than English is the dominant language.

High Skill, High Wage, In- Demand Occupations

Targeted occupations for development of programs of study. DPI uses the definitions provided by the Wisconsin Technical College System office to define high skill, high wage or high demand occupations. Identification of occupations as such must be done on a regional basis (Wisconsin CPA IV State Plan).

High Skill

High skills employment is that which requires some formal education or training beyond the secondary level. By this definition, all of the postsecondary career and technical education programs available in the WTCS lead to high skill employment

High Wage

Occupational areas that, on average, are expected to provide wages greater than the average for full-time employment in WI. Several sources of information include benchmarks based on Department of Workforce Development (DWD) wage data, DWD estimates of per capita earnings (DWD Quarterly Census of Employment and Wages) and estimates of per capita income (U.S. Bureau of Economic Analysis and U.S. Bureau of the Census).

In-Demand

Employment in areas designated by the DWD in its ten year projections as having a greater than average number of openings expected in a region or in the state.

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Nontraditional Occupations (NTO)

Individuals participating in courses or programs of study that lead to occupations or fields that have 25% or less of their gender employed within the occupation or field. Currently this includes careers in computer science, technology, and other current and emerging high skill occupations.

Professional Development

Activities that—

“(A) are an integral part of eligible agency, eligible recipient, institution, or school strategies for providing educators (including teachers, principals, other school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals) with the knowledge and skills necessary to enable students to succeed in career and technical education, to meet challenging State academic standards under section 1111(b)(1) of the Elementary and Secondary Education Act, or to achieve academic skills at the postsecondary level; and

“(B) are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, to the extent practicable evidence-based, and may include activities that—

(i) improve and increase educators’—

(I) knowledge of the academic and technical subjects;

(II) understanding of how students learn; and

(III) ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis;

(ii) are an integral part of eligible recipients’ improvement plans;

(iii) allow personalized plans for each educator to address the educator’s specific needs identified in observation or other feedback;

(iv) support the recruitment, hiring, and training of effective educators, including educators who became certified through State and local alternative routes to certification;

(v) advance educator understanding of—

(I) effective instructional strategies that are evidence-based; and

(II) strategies for improving student academic and technical achievement or substantially increasing the knowledge and teaching skills of educators;

(vi) are developed with extensive participation of educators, parents, students, and representatives of Indian Tribes (as applicable), of schools and institutions served under this Act;

(vii) are designed to give educators of students who are English learners in career and technical education programs or programs of study the knowledge and skills to provide instruction and appropriate language and academic support services to those students, including the appropriate use of curricula and assessments;

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- (viii) as a whole, are regularly evaluated for their impact on increased educator effectiveness and improved student academic and technical achievement, with the findings of the evaluations used to improve the quality of professional development;
- (ix) are designed to give educators of individuals with disabilities in career and technical education programs or programs of study the knowledge and skills to provide instruction and academic support services to those individuals, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations;
- (x) include instruction in the use of data and assessments to inform and instruct classroom practice;
- (xi) include instruction in ways that educators may work more effectively with parents and families;
- (xii) provide follow-up training to educators who have participated in activities described in this paragraph that are designed to ensure that the knowledge and skills learned by the educators are implemented in the classroom;
- (xiii) promote the integration of academic knowledge and skills and relevant technical knowledge and skills, including programming jointly delivered to academic and career and technical education teachers;
or
- (xiv) increase the ability of educators providing career and technical education instruction to stay current with industry standards.”

Program of study

A coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that—

- “(A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- “(B) addresses both academic and technical knowledge and skills, including employability skills;
- “(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- “(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- “(E) has multiple entry and exit points that incorporate credentialing; and
- “(F) culminates in the attainment of a recognized postsecondary credential.

Recognized Postsecondary Credential.—The term ‘recognized postsecondary credential’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act ([29 U.S.C. 3102](#)).”;

Required use of Funds:

Any recipient shall support the federally required activities with grant or local funds in order to support career and technical education programs.

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Stakeholders

Individuals, groups or organizations that have a “stake in” the outcomes of preK-16 education. This includes, business partners, parents, students, labor organizations, representatives of special populations, school administrators, educators, community groups and other interested individuals who are required to be involved in activities related to the development, implementation, and assessment and evaluation of CTE programs.

Special Populations

For purposes of Perkins V, Special Populations refer to the following student characteristics at the secondary education level:

- Individuals with disabilities
- Individuals from economically disadvantaged families
- Individuals preparing for nontraditional occupational field
- English learners
- Homeless individuals described in (Sec. 725) McKinney-Vento – Homeless Assistance Act
- Youth who are in, or have aged out of, foster care
- Single parents, including pregnant women
- Youth with a parent who is in active duty with the armed forces

Supplant vs. Supplement

Supplant refers to replacing or “taking the place of”, where Supplement refers to “adding on to” or enhancing what already exists.

Support Services

Such services as may be needed by special population students who are not able to receive needed assistance through other programs to ensure their full participation in career and technical education, which may include: Modification of curriculum, equipment, or classroom; instructional aids and devices; supportive personnel; transportation; tuition; books and supplies; or other services necessary for full participation in career and technical education activities.

WISEgrants

WISEgrants, an innovative federal grants management system designed, developed and operated by the Wisconsin Department of Public Instruction. The WISEgrants Web Portal was first created through a collaboration between the ESEA and Special Education teams at DPI to construct a one-stop shop for local education agencies to access their federal funds that has resulted in a system that is efficient and standardized for subrecipients. All federal grants will eventually be migrated to the WISEgrants system.

Work-based Learning

Sustained interactions with industry or community professionals in real workplace settings or simulated environments that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.