

Uniform Application for State Administered Funds

1. FUNDING SOURCE AND CATEGORY: (please check funding source and enter appropriate category)

- Adult Education and Family Literacy Act General Purpose Revenue
 Carl D. Perkins Career and Technical Education Act Other

Grant Category: Title II – Tech Prep

2. GRANT YEAR: (check one) 1st Year 2nd Year 3rd Year Other

If this is a **REVISION**, enter date: 6/1/07

3. APPLICATION TITLE: Advancing Tech Prep through Academic and Career Pathways
(Limit title to one line -- if focused on a program, indicate program title and instructional program number)

4. APPLICANT NAME: Juanita Comeau

5. APPLICANT ADDRESS: 3550 Anderson Street
Madison, WI 53704

6. APPLICANT CONTACT: Juanita Comeau **PHONE:** 608-246-6596

E-MAIL: jcomeau@matcmadison.edu **FAX:** 608-259-2933

7. I certify that the information contained in this application is in compliance with federal and state regulations and application guidelines.

APPLICANT PRESIDENT SIGNATURE _____ **Date** 6-01-07

8. TOTAL ACTIVITY COST: \$ 171,580

STATE FUNDS REQUESTED: \$ 171,580

9. NUMBER TO BE SERVED:
(Unduplicated Number to be Used for Client Reporting) Enter N/A if not applicable.

N/A

FOR WTCS OFFICE USE ONLY:

Recommended Award \$ _____

- Approved Approved with Technical Revisions
 Revisions Required Before Approval Disapproved

Education Director

Date _____

To Fiscal: _____

Associate Vice President

Date _____

Vice Presidents

Revisions required or reason for disapproval: _____

10. TOTAL COST BY FUNDING SOURCE(S)

If applicant plans to receive funds from sources other than or the same as the one listed in item 1, above, the applicant is to estimate the dollar amount by source in the table below.

A	WTCS Office Administered Funds Requested	\$171,580
B	Other WTCS Office Administered Funds (Identify:	+ \$0
C	Other State or Federal Funds	+ \$0
D	Total Non-State/Non-Federal Funds (Local Funds)	+ \$0
E	Total Activity Cost (Add Lines A through D above)	= \$171,580

11. APPLICATION ABSTRACT

This project will facilitate the advancement of the Madison Area Technical College Tech Prep Consortium from projects and pockets of excellence to pathways to success. Beginning with the development of a 3 year plan, the grant will support the development of career pathways in STEM (science, technology, engineering and Math) and Health clusters. We will focus on enhancing and aligning career development from middle school through post-secondary through Career Development Facilitator Training for school counselors, secondary faculty, and MATC faculty. We will develop partnerships within the district with both business and industry and existing academic pathways to strengthen student postsecondary access and success.

12. SUBCONTRACTOR INFORMATION

ORGANIZATION NAME: _____

ADDRESS: _____

CONTACT PERSON: _____

TELEPHONE: _____ FAX: _____

E-MAIL ADDRESS: _____

13. APPLICATION NARRATIVE

13. A. Statement of Need

In 2003, 7,380 students graduated from high schools located within MATC's district boundaries. Of these, 1,661 went on to enroll at MATC directly out of high school, 22.5% of all district graduates that year. The largest school district in the MATC district, Madison Metropolitan School District, accounted for 22.1% of these new MATC students. Two years out, a full 32.5% of all MMSD graduates (1,070 students) had enrolled at MATC. Clearly, enrollment at MATC is an important component of the academic and career preparation of new graduates.

But access to college, while important, is only part of the picture:

Gaining admission to college is not the most daunting challenge facing high school graduates – although many students think that it is and most college preparation efforts focus on admissions. The more difficult challenge for students is becoming prepared academically for college coursework. Once students enter college, about half of them learn that they are not prepared for college-level courses. Forty percent of students at four-year institutions and sixty three percent at two-year colleges take remedial education. (Claiming Common Ground State Policymaking for Improving College Readiness and Success March 2006).

State and local data support these findings concerning the academic preparedness of high school graduates entering college:

- 22.63% of 2004-05 incoming freshman statewide who enrolled in a technical college program also enrolled in 1 or more remedial education course.
 - At MATC, Client Reporting data show 17.53% of this group enrolled in a remedial course
 - As this data only reflects program-enrolled students, and approximately 35–45% of new degree credit students at MATC are undeclared when they begin coursework, the actual percentage of students who enroll in remedial courses is likely much higher
- 23% of all MATC students undergoing mandatory assessment and placement in summer 2005 were placed into developmental reading courses.
- 44% of all students undergoing mandatory assessment and placement were placed in developmental math.

As we build our Tech Prep partnerships, clearly a focus on strengthening the preparedness of secondary students for success in college is critical. This challenge is especially apparent for special populations students, who are over-represented in many MATC district K-12 schools as compared to the state K-12 system as a whole. A student attending school in Madison, for example, is twice as likely to be a member of a minority, three times more likely to be Limited English Proficient (LEP), 7.5% more likely to be economically disadvantaged, and 6.5% more likely to be disabled than the average student statewide (DPI).

K-12 Student Demographics		
Characteristic	MMSD	State
Non-White	42.5%	21.71%
LEP	12.9%	4.19%
Free/Reduced Lunch eligible	36.9%	29.4%
Disabled	19.8%	13.1%

In terms of academic achievement at the secondary level, special populations students are not attaining the same level of proficiency in reading, math and other fundamental subjects as their non-special populations peers. For example, on the 10th grade Wisconsin Knowledge and Concepts Exam (WKCE), while 81% of white students statewide scored at the proficient or advanced levels on the reading exam (Nov., 2005), just 61% of Asian students achieved this level. And in math, while 79% of white students scored at the proficient or advanced level, just 28% of black students did. As we work to clarify and strengthen the academic and career pathways for our students, it's important that the needs of *all* our students are considered.

Although the data clearly support the need for greater attention and emphasis for preparation for college, Madison Area Technical College Tech Prep Consortium has many pockets of excellence. There currently exist 175 articulation agreements. Level One of *Facilitating the Future* (Comprehensive school counseling program based on national standards) has supported ~~25~~ 34 districts in developing their Comprehensive Guidance and Counseling Plans. *Bridge Partnership for Math Readiness*, although in the developmental stages, will be available for all districts by 2008. Other supportive efforts include Youth Apprenticeships, Project Lead the Way, GEAR UP and individual district strategies, including the development of Senior Exit Interviews. A Youth Apprenticeship work team will be established with leadership from Dane County School to Career, CESA 5 and Jefferson County Consortium. This team will develop strategies for increasing opportunities as well as creating greater visibility for students and employers.

Madison Area Technical College has placed a greater emphasis on supporting the transition of youth from secondary to post-secondary education as demonstrated by:

- First Year Experience for all program students identified as needing remedial coursework
- Mandatory Assessment Advising and Placement for all new program applicants
- Bridge Program for Math Readiness
- Membership into the College and Career Transition Initiative Network
- Pre-College and Transitioning Programming Center (newly created as part of the MATC re-organization to better serve our stakeholders)
- Renewed support for Tech Prep through the development of a full time coordinator and integration with Pre-College and Transition Programming.

Supporting Research

The National Inventory for Academic Pathways conducted a survey of existing and emerging academic pathways, other than the traditional college preparatory tracks, in order to identify

existing and emerging academic pathways that contribute to college transition of underserved student populations.

APASS, the Academic Pathways to Access and Student Success Inventory highlighted the following pathways:

- Advanced Placement (AP)
- Bridge Programs
- College Level Examination Program (CLEP)
- Distant Learning
- Dual Enrollment/Transcripted Credit
- Early and Middle College High Schools (EMCHS)
- General Educational Development (GED in college)
- International Baccalaureate (IB)
- Tech Prep

Additional Pathways not found in all states included:

- Charter Schools
- Small Schools
- High Schools That Work (HSTW)
- Career Pathway Models
- Career Academies
- GEAR UP
- TRIO/Talent Search

As we seek to expand college access and increase readiness it is critical that we look to the research, assess our existing supports and work to align our efforts.

MATC Tech Prep Council Goals

In May 2006, the MATC Tech Prep Council identified the following preliminary goals:

1. Update course outcome summaries in WIDS for all articulated courses
 - A. All competencies will be identified for articulated course (in WIDS and Word)
 - B. Post course outcome summaries on MATC website
 - C. Provide staff training via WISLine on ways to access course outcome summaries and use them in articulation initiatives
2. Tie Career Clusters/Pathways into level II Facilitating the Future
 - A. Build career pathways in IT, Agriculture, Health and STEM (Science, Technology, Engineering, and Math).
 - B. Provide Career Development Facilitator training to consortium practitioners.
 - C. Build true 2 + 2 + 2 sequences of courses.
3. Define and establish procedures at MATC and in high schools for transcripted credit utilizing Bridge and Accounting I as the first courses. MATC has completed the

development of our internal process for dual credit approval. This process will go before College Council no later than August of 2007.

4. Collect, interpret and analyze student transition data including enrollment, remedial rates and graduation, etc.

The consensus of the council is that the greatest challenge has been a lack of vision. We need to facilitate the development of a three year plan to promote the preparation of our secondary student's successful transition into post-secondary education. Key to any plan is assessment, both in the development stage and throughout the process. Utilizing the work of the *Academic Pathways to Access and Student Success (APASS)* along with the *Excellence in Career Pathways: Self Evaluation Tool*, the identification of opportunities and gaps will become apparent. This assessment and plan will lead us in a collaborative plan of increasing successful transitions to post-secondary education and skill attainment. The Council will address the remediation through the development of strategies and collaboration of resources to inform high schools of the gap, assistance in early college assessment, and curriculum enhancements to increase college ready basic skills.

April 23, 2007, MATC K-16 Partnership had their first meeting (see attached minutes). This leadership council will identify the primary outcomes, strategies and measures for all of the college K-16 partner work. Tech Prep will be a sub-group of this council. The K-16 Partnership Council will provide support, direction and oversight to Tech Prep.

13. B. Measurable Outcomes

Outcome 1: Articulation Agreements. Facilitate seamless educational experiences for Tech Prep students.

Outcome 2: Coherent Sequence of Courses. Increase/maintain the number of students who participate in and complete a coherent sequence of courses that meet Tech Prep definitions.

Outcome 3: Joint Secondary/Postsecondary Programs. Jointly develop and initiate Tech Prep programs for both secondary and postsecondary contacts and other appropriate partners.

Outcome 4: Joint In-Service Training for Teachers and Counselors. Jointly develop and initiate staff development opportunities for secondary and postsecondary staff that further Tech Prep objectives.

Outcome 5: Equal Access for Special Populations, Racial/Ethnic Minorities, and Nontraditional Training and Employment. Provide equal access to the full range of technical preparation programs, to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations. In addition, at least 25% of each gender should participate in locally-selected Tech Prep activities

13. C. Outcome and Activity Description

Tech Prep Outcome 1: Articulation Agreements. Facilitate seamless educational experiences for Tech Prep students.

Activity A Description – Review, revise, renew and/or discontinue existing course articulations. Facilitate the development of new agreements that promote consistency district wide. Priority for new agreements will be within IT, Agriculture, Health and STEM pathway related courses. This activity supports indicator a).

Activity B Description - Organize articulated courses into career clusters. This activity supports indicator a).

Activity C Description – Facilitate all articulated course into ~~WIDS~~ a curriculum framework moving towards the development of Master Articulated Courses (defined learning outcomes that all schools will address) for MATC district high schools. It is our goal to have curriculum alignment within each course and program area. We will facilitate this through collaborative meetings with all districts by course/program at the same time. A Master curriculum will be developed with the core competencies required for both advanced standing and dual credit courses. We will complete Elementary Math and Accounting at a minimum during the 07/08 school year. This activity supports indicator a).

Position(s) Responsible for Conducting Activities A, B, C:

FT Administrative Coordinator (.25 FTE) will provide support, coordination of faculty, and technical assistance to district high schools and MATC faculty and Deans. FT Clerk IV (.15 FTE) will provide clerical support for the activities within this outcome.

Time Period: Ongoing throughout project year.

Tech Prep Outcome 2: Coherent Sequence of Courses. Increase/maintain the number of students who participate in and complete a coherent sequence of courses that meet Tech Prep definitions.

Activity A Description – ~~Develop Career Cluster models for STEM (science, technology, engineering, and math) and Health Clusters.~~ Utilizing the 16 Career Clusters model, and the collaborative work of WTCS and DPI, a multi-representative group will develop the model for the Consortium. For the 07-08 school year, four cluster models will be developed in the following areas:

1. Health
2. Construction, Manufacturing, Apprenticeship and Transportation (CMAT)
3. Science, Technology, Engineering and Math (STEM)
4. Business and Applied Arts

We will have 2 meetings for each cluster which will include high school and postsecondary staff. The work team for career clusters will develop the specific content of each session which will include college and program updates, data about student enrollments and remediation, and career pathway development. This activity supports indicators d) and e).

Activity B Description – Assist districts in pathway development. Utilizing the CCTI Framework, individual districts will develop and customize the career paths, identifying their specific course offerings and work based learning opportunities. The career cluster work will be introduced at the Summer Institute in June 2007. Our target is to have 10 school districts participate during the 2007-08 school year. They would select among the 4 clusters listed above. The counselors will also receive training at the fall counselor’s day. Dr. Julianne Taylor from UW-Stout will provide this training. This activity supports indicators d) and e).

Position(s) Responsible for Conducting the Activities:

FT Administrative Coordinator (.20 FTE) will convene teams of counselors, teachers, faculty and MATC advisors to develop the model per career area. Districts will then be assisted in customizing the pathways with their individual course offerings. Areas for further development (articulations, need for new courses, course revisions and expansion etc.) will be identified and brought to the Council for assistance and support.

Time Period: Ongoing throughout project year.

Activity C Description – Continue the development of *BRIDGE Partnership for Math Readiness*, a math readiness course for high school seniors that will prepare them in meeting the college entrance requirement that exceeds the high school graduation requirements. Successful completion of the Elementary Math course (WTCS course title) qualifies students to enter college level math courses. This course will be transcribed at both the high school and college. Finalize curriculum and develop delivery plan. Key work to be addressed:

- Formalize Compass Testing plan
- Develop student advising plan
- Complete dual credit agreement

This activity supports indicator j).

Position(s) Responsible for Conducting the Activity:

FT Administrative Coordinator (.05 FTE) will assist the MATC faculty lead (at no cost to the Project) and MMSD teacher team in finalizing the curriculum and developing delivery plan.

Time Period: Ongoing throughout project year.

Tech Prep Outcome 3: Joint Secondary/Postsecondary Programs. Jointly develop and initiate Tech Prep programs for both secondary and postsecondary contacts and other appropriate partners.

Activity A Description – Develop a 3 1-Year Strategic Plan for MATC Tech Prep Consortium

The MATC K-16 Partnership Council will develop a 3 1 year plan of work. Partnership goals will include the Tech Prep initiatives as well as pre-college programming. This plan will be the basis of determining our collaborative work in building seamless transitions for students. ~~All partnership projects and supports will be evaluated based on the 3 year plan and used to assess plan progress and determine yearly goals.~~ Work teams, consisting of local district experts, will be formed to lead the activities of Tech Prep. District grants will be within each work plan and aligned with the goals. The Work Teams will provide quarterly reports to the K-16 Partnership Council for approval and/or revisions. This activity supports indicator k).

Position(s) Responsible for Conducting the Activity:

~~A consultant will be hired to facilitate a collaborative planning process resulting in a 3 year plan.~~ The Director of Pre-College and Transition Programming will facilitate the council with Debra Derr, Vice President of Learner Success and Lisa Albrecht, Supervisor,

Assessment, Research, and Accountability as Co-chairs. MATC administrators and staff, along with the MATC K-16 Partnership Council and key members of the community, will participate at no cost to the project.

Time Period: Completed Summer 2007.

Activity B Description – Consortium Partnership Work Team Projects

Based on the goals and activities identified within the MATC 3 1-year Tech Prep Plan (Outcome 3, Activity A), potential areas for Consortium partnership projects will be identified and a process for developing the projects with Consortium partners will be established. A committee of consortium members will be appointed to assist the Tech Prep Coordinator in reviewing, funding and evaluating aligned requests. All projects to be funded under the grant must be allowable under the Perkins Tech Prep Guidelines. All projects will require secondary and post-secondary involvement. This activity supports indicator k).

Position(s) Responsible for Conducting the Activity:

MATC Tech Prep Council (at no cost to the project) will collaboratively determine direction and process for developing projects.

Partnership Work Teams (at no cost to the project) will develop the outcomes and project development process.

FT Administrative Coordinator (.30 FTE) will provide support and coordination for projects.

FT Clerk IV (.10 FTE) will provide clerical support to facilitate completion and tracking of projects.

Time Period: Summer 2007 and continuing throughout the project year.

Tech Prep Outcome 4: Joint In-Service Training for Teachers and Counselors. Jointly develop and initiate staff development opportunities for secondary and postsecondary staff that further Tech Prep objectives.

Activity A Description – Staff Development to Support Facilitating the Future Initiative Phase II Comprehensive School Counseling Level II of *Facilitating the Future* (development model for comprehensive guidance and counseling plans) will ~~utilize~~ incorporate the *Career Development Facilitator* (CDF) training to increase the skills of counselors, advisors, faculty and staff in developing career development curriculum for 7th grade - to Post-Secondary students. (Section 15, *Courses/ Workshops*, identifies curriculum content and hours of instruction for this training). The initial focus is to develop a cadre of CDF trainers, including MATC advisors and a secondary school counselor. These trainers can then provide flexible, customized CDF instruction on an ongoing basis for additional 7th to 12 grade instructors and counselors and MATC faculty, ensuring sustainability for the training. ~~We anticipate training at least 20 faculty and counselors during the 2007-08 project year. The content will be broken out to allow for training levels I and II to take place over an extended period of time, in a modularized format. Participants will have the option of obtaining college credit. No stipends for attendance are planned.~~

Three levels of Career Development Facilitator training will be offered:

Level I: This training was piloted in June of 2007. This one-day training is for those who want to be better informed and equipped with tools to help students with career-related questions. This will be offered in December of 2007.

Level II: This 120 hour training is for those who want to gain a deeper understanding of how to work with students and career development theories, assessments, and resources. This will be offered in the spring and summer of 2008.

Level III: This 120-hour training is designed for those that want to be qualified to work one-and-one with students on career development issues and earn the global certification. This training will be offered during the summer and fall of 2008.

Secondary and postsecondary faculty and advisors will be invited to all 3 levels. The training will be provided by the Tech Prep Coordinator at MATC so there are no facilitator costs.

Activity B Description - Counselor and Teacher Externships

Career Pathways will be developed under a consortium model, with individual districts modifying as needed to support and develop their curricular offerings and opportunities. A Career Clusters/Pathways Institute will be held to provide participating staff and partners a common knowledge base and provide a vehicle to facilitate pathway development. A workgroup will be established to examine the counselor/teacher externships. They will look at best practices from around the state and country to fully develop this into an effective program. The workgroup will be assigned in August, 2007, and will first meet in September, 2007. Recommendations will be made for the re-design by February, 2008. The workgroup will make determinations about the number of teachers and counselors that will be involved as well as the content of the experiences, to include consideration of how externships support business and industry requirements. Based on the workgroup's recommendations, teachers and counselors will be invited to apply for externships, which will take place June of 2008. This activity supports indicator I).

Activity B C Description – 2008 Summer Institute

Opportunities will be developed and provided to high school and college teachers and counselors to work together through teacher externships and a counselor in service. In addition, the possibility of industry based externships will be explored and developed as appropriate. Outcomes of these activities include participants understanding technical college expectations and clearly recognizing how secondary and postsecondary technical education courses and programs are linked. A consortium committee will be appointed to review best practice models that will facilitate the advancement of understanding and development of our chosen career pathway focus areas (IT, Agriculture, Health and STEM). Recommendations for externship and In-Service dates, measurable outcomes and stipends will be reviewed and approved by the Council. In June of 2008 we will offer a Summer Institute. The purpose is to provide training and networking opportunities for secondary and postsecondary faculty. Costs to be paid for related to institute include food, supplies and stipends for 40 participants.

Institute Strands:

Strand 1 Career Pathways. There will be an introductory session for those districts that have not received any training in career clusters, as well as an advanced session for those that have started the process

Strand 2 Contextualized Teaching and Learning

Strand 3 Wisconsin Comprehensive School Counseling Model (Career development curriculum)

Strand 4 Transcribed Credit Agreements

Strand 5 Level I Career Development Facilitator Training

Strand 6 Articulated Credit Agreements

40 participants including secondary and postsecondary educators will participate.

This activity supports indicators m) and n).

Position(s) Responsible for Conducting Activities A and B:

FT Administrative Coordinator (.15 FTE) will coordinate the participation of School District and MATC staff in the CDF Training, Career Clusters/Pathways Institute, teacher externships and the counselor in-service.

Time Period: Ongoing throughout project year.

Tech Prep Outcome 5: Equal Access for Special Populations, Racial/Ethnic Minorities, and Nontraditional Training and Employment. Provide equal access to the full range of technical preparation programs, to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations. In addition, at least 25% of each gender should participate in locally selected Tech Prep activities.

~~Activity A Description: Needs Assessment of special populations access to and participation in Consortium Tech Prep activities will completed to determine gaps and recommend improvements. The MATC Tech Prep Council will utilize this assessment in planning for improvement and inclusion. Utilizing the High School Transition Coordinator Network, the MATC research department will provide consultation in developing and synthesizing a comprehensive needs assessment. The results will be shared with the K-16 Partnership Council and integrated into the action plans for all partnerships and Tech Prep initiatives.~~

This activity supports indicator j).

Position(s) Responsible for Conducting the Activity:

MATC and DPI research departments will be consulted to develop a plan for assessment given current Tech Prep participation and demographic data. Additional tools and research methods will be identified for quality assessment.

FT Administrative Coordinator will facilitate this process (.05 FTE).

Time Period: ~~Assessment Summer 2007 and integrated into the 3-Year Plan completed~~ December 2007. Recommendation presented to K-16 Planning Council January 2008.

Activity B Description: Reorganize MATC Tech Prep Council to Enhance Special Populations Focus. This activity supports indicator p).

Position(s) Responsible for Conducting the Activity:

The Director of Pre-College and Transition Planning will work with the College and districts leadership to develop an inclusive membership at no cost to the project.

Time Period: July & August, 2007

14. INPUT TO GRANT APPLICATION

The MATC Tech Prep Council participated in providing the foundational direction of the Consortium grant for 07/08. The Council determined a need for vision and long term planning as critical to impacting future success (See Attachment E for minutes of the Council's last planning meeting, discussing preliminary goals). Further input by the Council will occur as part of the 3 1-year planning process.

MATC has joined the College and Career Transitions Initiative. CCTI was developed to enhance the role of the community college in easing student transitions, and improving academic performance between secondary and postsecondary education through partnerships with secondary schools and employers. The work of the CCTI partnerships was utilized and will continue to influence the consortium's efforts. All MATC districts will have the opportunity to access this network of resources as we move forward in creating Pathways to Success. In addition, the work of the Wisconsin Technical College System and Wisconsin Department of Public Instruction in closing the gaps and creating future Career Clusters was utilized in building the foundational components for direction.

15. COURSES/WORKSHOPS

Career Development Facilitator Training:

A Career Development Facilitator (CDF) is a person who works in any career development setting or who incorporates career development information or skills in their work with students, adults, clients, employees, or the public. Participants receive in-depth training in the areas of career development in the form of 120 class/instructional hours, provided by a nationally qualified and certified trainer. This training is centered on developing 12 competencies in the field, which were developed by the [National Career Development Association \(NCDA\)](#), the professional association for career development in the United States.

1. Helping Skills - Be proficient in the basic career facilitating process
2. Labor Market Information and Resources - Understand labor market and occupational information and trends; use current resources
3. Working with Diverse Populations - Recognize special needs of various groups and adapting services to meet their needs
4. Technology and Career Development - Comprehend and use career development computer applications
5. Ethical and Legal Issues - Follow the CDF code of ethics and know current legislative regulations
6. Employability Skills - Know job search strategies and placement techniques, especially in working with specific groups
7. Consultation/Supervision - Accept suggestions for performance improvement from consultants or supervisors
8. Training Clients and Peers - Prepare and develop materials for training programs and presentations
9. Career Development Theories and Models
10. Program Management and Implementation - Understand career development programs and assist in the steps related to their development
11. Assessment - Comprehend and use (under supervision) both formal and informal career development assessments with emphasis on relating appropriate ones to the population served

12. Promotion and Public Relations - Knowing how to market and promote career development programs with staff and supervisors

16. EVALUATION PROCESS

Key to the 07/08 MATC Consortium is the development of a 3 1-year plan. This plan will also include an evaluation component with regular review intervals. All five grant outcomes will have an action plan that includes activities, progression of work, progress checkpoints and completion dates. The Council will be provided updates at each meeting and maintain a role of consultation and oversight.

Progress toward achieving grant outcomes will be reviewed by the Council, including WTCS Midyear and End of Year Evaluation Screening/Monitoring reports. As necessary, the Council will make recommendations for adjustments in grant activities or strategies to achieve grant goals.

MATC State Grant coordinator will also review progress and assist in grant modifications and improvements.

Assistance from MATC, DPI and UW Systems office research departments will be utilized to develop a method of assessing student progress through career and academic pathways.

**Madison Area Technical College
2007-08**

BUDGET DETAIL

Activity #: 04-173-150-407

Title: Advancing Tech Prep Through Academic and Career Pathways

<u>Line No.</u>	<u>Description</u>	<u>Outcome</u>	<u>Amount</u>
1.0	<u>Administration</u>	N/A	\$0
2.0	<u>Salaries/Fringes</u>		
	Salaries: FT Administrative Coordinator	1,2,3,4,5	\$46,239
	(\$46,239 @ 1 FTE)		
	FT Clerk IV	1,3	\$10,403
	(\$41,611 @.25 FTE)		
		Subtotal Salaries	\$56,642
	Fringes: FT Administrative Coordinator	1,2,3,4,5	\$15,311
	(46,239 x 33.112%)		
	FT Clerk IV	1,3	\$7,272
	(\$10,403 x 69.906%)		
		Subtotal Fringes	\$22,583
		Total Line 2.0, Salaries/Fringes	\$79,225
3.0	<u>Travel</u>		
	Allocated for Tech Prep Coordinator:	1,2,3,4,5	
	Mileage		\$1,200
	State Called Meetings		\$500
	Career/Counselor conference		\$500
	WACTE		\$500
	National Tech Prep Conference		\$2,000
		Total Line 3.0, Travel	\$4,700
4.0	<u>Equipment-Major</u>	N/A	\$0
5.0	<u>Equipment-Minor</u>	N/A	\$0
6.0	<u>Software</u>		\$0
7.0	<u>Supplies</u>		
	Office Supplies	1,2,3,4,5	\$3,426
	Postage	1,2,3,4,5	\$200
	Duplicating	1,2,3,4,5	\$300
	Yearly Report	1,2,3,4,5	\$500
	Career Development Facilitator materials	4	\$8,000 2,000
		Total Line 7.0, Supplies	\$12,426 6,426

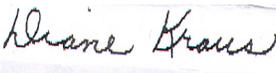
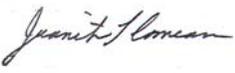
<u>Line No.</u>	<u>Description</u>	<u>Outcome</u>	<u>Amount</u>
8.0	<u>Other</u>		
	Contracted services:		
	Consultant – 3-Year Plan (consultant fee, transportation and lodging; 100 participants for full day meeting)	3	\$3,000 <u>\$0</u>
	CDF instruction (20+ participants, 120 hrs. instruction, 2 trainers)	4	\$12,000 <u>\$1,000</u>
	Consortium Partnership Work Team Projects (Aligned with the goals and activities identified within the MATC 3-year Tech Prep Plan)	3	\$34,229 <u>\$32,229</u>
	Curriculum Development (Bridge Math to Success, WIDS conversions curriculum development for consortium-determined courses)	1,2,3,4	\$10,000
	<ul style="list-style-type: none"> ▪ <u>8 teachers for 8 days of Curriculum development at \$100/day</u> <u>\$6,400</u> ▪ <u>Follow up support for MMSD teachers during pilot year</u> <u>\$2,000</u> (4 teachers, 5 days @ \$100/day) ▪ <u>100 hours MATC Faculty support @ \$38.87/hr. assessment, training, curriculum development and school site visits.</u> <u>\$3,887</u> ▪ <u>Curriculum resources for high schools</u> <u>\$2,713</u> 		
	Career Clusters/Pathways Summer Institute (facility rental, facilitator, materials, stipends) Presenter/Facilitators: <u>3 individuals, 3 days at \$600/day</u> <u>\$5400</u>	4	\$10,000 <u>\$15,000</u>
	<u>Stipends 40 people, 2 days @ \$100/day</u> <u>\$8000</u>		
	<u>Food</u>		
	<u>Breakfast 2 days \$7/ person</u> <u>\$560</u>		
	<u>Lunch 2 days \$10/person</u> <u>\$800</u>		
	<u>Snack 2 days \$3/person</u> <u>\$240</u>		
	Counselor/Teacher Externships (stipends, 20 Secondary and College Faculty) <u>\$100/day</u>	4	\$5,000 <u>\$20,000</u>
	Counselor In-service (facility rental, facilitator, materials)	4	\$1,000 <u>\$3,000</u>
	<u>Total Line 8.0, Other</u>		\$75,229 <u>\$1,229</u>
9.0	<u>Sub Total</u>	(sum of lines 1.0-8.0)	\$171,580
10.0	<u>Indirect Cost</u>		\$0
	Total Fundable Amount		\$171,580
	Reimbursed At 100%		<u>\$171,580</u>

Form A Tech Prep Grant Application – Forms FY 2007-08

General Assurances Certification (Form GAC)

FY 2007-2008

The following school officials and staff hereby agree to comply with all federal and state regulations regarding maintenance and audit of records in such a way as to: a) avoid commingling of CPA and other funds; b) submit necessary reports and data; c) and certify that the information provided in this application is true and correct to the best of our knowledge, information, and belief, and that the required assurances are given. The application will be operated in compliance with Public Law 105-332, the Carl D. Perkins Vocational and Technical Education Act, in accordance with appropriate federal regulations, state law, civil rights and anti-discrimination laws, and with policies and administrative issuances by the Wisconsin Technical College System.

WTCS District Name (Fiscal Agent) <i>Please print name, title, address, phone number, fax number and e-mail address below:</i> Madison Area Technical College 3550 Anderson Street Madison, WI 53704	
	
Original Signature of District President <i>Please print name, title, address, phone number, fax number and e-mail address below:</i> Bettsey L. Barhorst, President Madison Area Technical College 3550 Anderson Street Madison, WI 53704 (608)246-6676, (608), 246-6700 (FAX) bbarhorst@matcmadison.edu	<i>Date: Month/Day/Year</i>
	
Original Signature of Secondary Co-Chair, Joint Technical Preparation Council <i>Please print name, title, address, phone number, fax number and e-mail address below:</i> Diane Krause Dane County Area School-to-Work Coordinator 4513 Vernon Blvd., Suite 12 Madison, WI 53705 (608)232-2863; (608)232-2866 (FAX) dkraus@dcsc.org	<i>Date: Month/Day/Year</i>
	
Original Signature of Technical College Co-Chair, Joint Technical Preparation Council <i>Please print name, title, address, phone number, fax number and e-mail address below:</i> Juanita Comeau, Administrator Pre-College and Transition Programming Madison Area Technical College 3550 Anderson Street Madison, WI 53704 (608)246-6596, (608)243-4232 jcomeau@matcmadison.edu	<i>Date: Month/Day/Year</i>

Form B Additional Certification for Consortiums (Form ACC)

E-mail Response Form

FY 2007-2008

Participating Public High School	District Administrator's Response (E-mail Received)	School District Contact Person
Baraboo	lalwin@baraboo.k12.wi.us	Lance Alwin
Belleville	freezer@belleville.k12.wi.us	Randy Freese
Cambria Friesland	jwalker@cf.k12.wi.us	Jeff Walker
Cambridge	rdayton@cambridge.k12.wi.us	Ron Dayton
Columbus	mjansen@columbus.k12.wi.us	Mark Jansen
Deerfield	faberr@deerfield.k12.wi.us	Ruthann Faber
DeForest	jbales@deforest.k12.wi.us	Jon Bales
Fall River	hschmidt@fallriver.k12.wi.us	Heidi Schmidt
Fort Atkinson	Fitzpatrick@mail.fortschools.org	James Fitzpatrick
Jefferson	swartzm@jefferson.k12.wi.us	Michael Swartz
Johnson Creek	ranzene@johnsoncreek.k12.wi.us	Eric Ranzen
Lake Mills	dsanders@lakemills.k12.wi.us	Dean Sanders
Lodi	shismsmi@lodi.k12.wi.us	Mike Shimshak
Madison	arainwater@madison.k12.wi.us	Art Rainwater
Marshall	barb_sramek@marshall.k12.wi.us	Barb Sramek
McFarland	scott_brown@mcfarland.k12.wi.us	Scott Brown
Middleton	billr@mcpasd.k12.wi.us	Bill Reis
Monona Grove	gary_schumacher@mononagrove.org	Gary Schumacher
Montello	nhipskin@montello.k12.wi.us	Nancy Hipskind
Mount Horeb	andersonwayne@mhasd.k12.wi.us	Wayne Anderson
New Glarus	bwthompson@ngsd.k12.wi.us	Barbara Thompson
Oregon	brian_busler@oregon.k12.wi.us	Brian Busler
Pardeeville	wedwards@pardeeville.k12.wi.us	Wayne Edwards
Portage	pulsfusd@portage.k12.wi.us	Dan Pulsfus
Poynette	bwolf@poynette.k12.wi.us	Barbara Wolfe
Randolph	jerry@randolph.k12.wi.us	Jerry Hopfesperger
Reedsburg	tbenson@rsd.k12.wi.us	Tom Benson
Rio	mcguire@rio.k12.wi.us	Mark McGuire
River Valley	jbenson@rvschools.org	Jamie Benson
Sauk Prairie	bendercr@staff.saukpr.k12.wi.us	Craig Bender
Stoughton	gavigma@stoughton.k12.wi.us	Mary Gavigan
Sun Prairie	ticulver@spasd.k12.wi.us	Tim Culver
Verona	dean.gorrell@verona.k12.wi.us	Dean Gorrell

Waterloo	connie.schiestll@waterloo.k12.wi.us	Connie Schiestl
Watertown	keiserd@watertown.k12.wi.us	Douglas Keiser
Waunakee	cpursell@waunakee.k12.wi.us	Charles Pursell
Westfield	schmidtr@westfield.k12.wi.us	Roger Schmidt
Wisconsin Dells	cwhitsel@sdwd.k12.wi.us	Charles Whitsell
Wisconsin Heights	lblack@wisheights.k12.wi.us	Larry Black
Wonewoc	lakejul@wc.k12.wi.us	Arthur Keenan

Tech Prep Planning Worksheet

Madison Area Technical College

Please list below all Tech Prep activities for FY 2007-2008.

Activity	Allocated Tech Prep Funds (*Other Fund Sources Must be included)	Date
Consortium 3 year plan development	\$3,000 <u>\$0</u>	Summer 2007
Career Development Facilitator Training	\$12,000 <u>\$1,000</u>	Ongoing throughout year
Curriculum Development	\$10,000	Ongoing throughout year
Counselor in-service	\$1,000 <u>\$3,000</u>	Fall 07
Career Clusters /Pathways Summer Institute	\$10,000 <u>\$15,000</u>	TBD June 2008
Teacher Externships	\$5,000 <u>\$20,000</u>	Ongoing throughout year
Consortium Partnership Work Team Projects	\$34,229 <u>\$32,229</u>	Determined after 3 year plan is completed Ongoing as determined by work group

Attachment D. List of Council/Consortium member names and titles

2007/08 members

Albrecht	Lisa	Supervisor, Assessment, Research and Accountability
Banick	Gabrielle	Coordinator, Career and Technical Education
Benjamin	Robert	Faculty, STEM
Borgh	Karin	Executive Director, BTCI
Carranza	Sal	Senior Institutional Planner
Comeau	Juanita	Director, Pre-College/Transition
Cornille	Keith	Dean, Learner Development
Cowie	Deb	School Counselor, McFarland
Derr	Debra	Vice President, Learner Success
Ellibee	Margaret	Director, Career and Technical Education
Gamoran	Marla	Director, Business, Industry & Community Services
Hall	Sandy	Director, Disability Resources
Hanna	Karra	Ex. Director, Sauk County Development Council
Hilleshiem-Setz	Pam	STW / Curriculum and Instruction Director
Katovich	Kerry	Faculty, STEM
Kraus	Diane	Dane County School to Career Coordinator
Long	Kristin	Coordinator, Tech Prep
Mccullough	Ken	Program Director, IT
McPartland	Pat	Transition Coordinator/special educator
Pedersen	Ray	Executive Director, Foundation
Sandberg	Cyndy	Jefferson County STC Coordinator
Schramm	Pat	Executive Director, Workforce Development Board
Webb	Terry	Regional Administrator (interim)

E. Minutes from the most recent Council/Consortium meeting

Madison Area Technical College **MATC K-16 Partnership Council**

Monday, April 23, 2007

7:30 - 10:00 a.m.

Truax - Board Room 122

<i>Council Members Present:</i>	Lisa Albrecht, Sun Prairie, <i>Co-Chair</i> Gabrielle Banick, MMSD Bettsey Barhorst, MATC Juanita Comeau, MATC Keith Cornille, MATC Deb Cowie McFarland Debbie Derr, MATC, <i>Co-Chair</i> Margaret Ellibee, DPI	Marla Gamoran, MATC Sandra Hall, MATC Karna Hanna, SCDC Pam Hilleshiem-Setz Art Keenan, Wonewoc Diane Kraus, SCDC	Kristin Long, MATC Ken McCullough, MATC Pat McPartlant, Verona Ray Pedersen, WATDA Cindy Sandberg, Jefferson County STC Pat Schramm, WDBSCW
<i>Members Absent:</i>	Robert Benjamin, UW Whitewater Karin Borgh, BTC Sal Carranza, UW System	Kerry Katovich, UW Whitewater	Terry Webb, MATC
<i>Guests</i>	Judy Jones, MATC	Claudia Griesbach	Jon Bales, MATC District Board Mary Merkes, Recorder

AGENDA:

- Welcome
- MATC Board Vision and Guiding Principals
- MATC College Goals
- Define the role of the K-16 Partnership Council
- History of MATC K-16 efforts
- Introduction of Graphic Organizer
- MATC Current connections:
 - Pre-College Programming
 - Bridge to Math Success
 - Career Clusters & Pathways
 - Tech Prep
 - College Transfer
 - Youth Workforce Development
- Facilitated Conversation
- Next Steps
- Wrap up

NEXT MEETING:

DATE: Wednesday, May 23, 2007

TIME: 7:30-10:00am

LOCATION: Truax - Board Room 122

TOPIC: [MATC Board Vision and Guiding Principals \(Jon Bales\)](#)

DISCUSSION: Jon Bales welcomed the Council Members and mentioned that this is really an exciting step for the college and collaborative partners. Partnership is important whether learner, economic development or adding value to the tax payers. MATC is a “Leader in Learning” by serving the educational needs of district learners, supporting regional coalitions between district K-12 schools and Wisconsin colleges and universities, demanding high academic standards for all area learners, expanding our learners’ opportunities to explore potential careers, and allowing smooth and seamless learning as they pursue life-sustaining careers. Great services were already in place at MATC. It is imperative if we are going to meet our mission, the partnerships we develop are the key to our success.

- ACTION:** To be effective in working collectively and creating partnerships we will be using the guiding principles listed below for serving the educational needs of MATC District K-12 Students. The Pre-college and Transitioning Programming center was created as part of MATC reorganization to better serve our K-12 stakeholders.
- MATC is a partner in its educational community and models and maintains positive relationships between itself, local K-12 school districts, business and industry, and other colleges and universities.
 - MATC will collaborate and facilitate with district high schools, encouraging learner participation in appropriate educational programming while supporting learners' readiness for educational experiences presented to them at MATC and seamless transitions through career progressions.
 - MATC is committed to developing commonly agreed-upon expectations related to academic competencies through "faculty-to-faculty" interactions, recognizing the unique roles the college and K-12 districts play related to post-secondary preparedness.
 - MATC will serve high school age students only through programs or opportunities that compliment and add value to the efforts of its K-12 partners, rather than compete with or replace them.
 - All MATC programs and services designed to include high school age students will incorporate input from students and their families and our K-12 partners, assuring programs are in the best interest of students, are provided efficiently and effectively, and align with the missions of the college and the K-12 districts.
 - MATC's ability to meet its mission is dependent upon meaningful partnerships with our stakeholders including K-12 districts, Wisconsin colleges and universities, and business and industry.
-

TOPIC: [MATC College Goals \(Deb Derr\)](#)

- DISCUSSION:** Jon Bales mentioned that our college is going through a change to better align us with where we want to be in the future. In 2006 MATC developed a Three-Year Strategic Plan and our goals are listed below:
1. **All students will succeed** –To reach our goal we will examine the factors that influence success. As we look to our partnerships we want to make sure that we review our guiding principals.
 2. **Opportunities and options for learning reflect the needs of our students and clients.** Our partners want to see Dual Credit. We are working towards this goal ensuring that our students truly receive Dual Credit. We are creating career pathways for our students and we want to make sure that where ever they transfer from they do not have to repeat courses again. We support career pathways and career decision making.
 3. **All who interact with MATC will have a positive experience.** We want to see that our admissions process, recruitment, partnerships and classroom experience are all positive.
 4. **Community. Education and business partnerships result in enhanced educational partnerships.** Our goal is that within the next three years, 23% of recent graduates of district high schools will come directly to MATC as a first choice option.
 5. **MATC's environment rewards innovation and continuous improvement.** We look to innovation for our collaborative partnerships to imagine possibilities.

ACTION: MATC Vision is to transform lives one at a time.

TOPIC: **Define the role of the Partnership Council** (*Lisa Albrecht/members listening for connections*)

DISCUSSION: The role of the K-16 Partnership Council is to support the guiding principals and new vision that has come from the Madison Area Technical District board. The guiding principals are a guide for us to follow as we work toward leveraging our resources so that instead of little pieces we will have whole pieces.

ACTION: Vision of transforming lives, one at a time will require partnerships to come together and create alignment for common learning outcomes making sure that our objectives are in line with workforce development goals.

TOPIC: **History of MATC K-16 efforts** (*Deb Derr*)

DISCUSSION: As Jon Bales mentioned in the past there were stakeholder meetings that took place on an annual basis. Superintendents and High School principals would come together to discuss sharing of resources to see that students were given the tools to succeed.

ACTION: Within the context of our reorganization we are looking at the key factors to pull all of our High School types of services together within Learner Success. We want to see what is working, what is not and what we need to do to make it work.

TOPIC: **MATC Current connections:**

- **Pre-College Programming** (Juanita Comeau)
- **Bridge to Match Success** (Judy Jones)
- **Career Clusters & Pathways** (Juanita Comeau)
- **Tech Prep** (Kristin Long)
- **College Transfer** (Claudia Griesbach)
- **Youth Workforce Development** (Marla Gamoran & Pat Schramm)

DISCUSSION: By working together we can come up with a paradigm that will work for all of our partners. We can look for opportunities for a possible connection by identifying our partnerships strengths and limitations and areas for improvement.

Pre-college currently has programs in the four Madison high schools and Wright Middle School serving over 400 economically disadvantaged at-risk students two days per week. The focus is on increasing their academic skills and help prepare them for post-secondary education. Career Development with college preparation are integrated strategies for student success.

MAAP- Mandatory Assessment Advising and Placement is an effort that grew out of MATC's involvement with the League for Innovations in the Community College and the National Association for Developmental Education. The minimum academic core competencies that are required for high school graduation are not the same as those required to begin college credit course work. The MATC Bridge partnership is working to prepare students for college through early assessment of their math skills and providing remedial math in their senior high school year. Students completing the high school course and obtaining a C or better will be eligible for dual credit with MATC.

Career Clusters identify pathways from secondary school to two and four year colleges, graduate school and the workplace so students can learn in school what they can do in the future. The connection to future goals motivates students to work harder and enroll in more rigorous courses. MATC along with secondary education, workforce development and higher education will be working together to develop pathways. We are currently focusing on IT, Agriculture, Health and STEM (Science, Technology, Engineering and Math).

Tech Prep is about building connections between the secondary and postsecondary levels in two primary areas: curriculum and career development programs. We are working to:

- Build articulation agreements, while also moving toward dual credit;
- Provide opportunities for students to complete a coherent sequence of courses from secondary to postsecondary. We will be working with career clusters so that students have a plan in place that goes beyond grade 12.
- Develop joint secondary/Postsecondary Programs to help students have a seamless transition;
- Provide joint in-service training for teachers and counselors;
- Provide equal access for special populations, racial/ethnic minorities, and nontraditional training and employment.
- The target population includes K-12 students and parents, school counselors and teachers and post-secondary faculty and staff.

The Liberal Arts Transfer Program provides general education instruction to students who wish to earn an Associate in Arts (AA) or Associate in Science (AS) degree and/or wish to gain a foundation to go on and further their education. There are currently a number of articulation agreements with baccalaureate institutions including the 2 + 2 Transfer Program with Edgewood College, the Transfer Contract with UW-Madison, and an agreement with UW-Whitewater in which MATC's Liberal Arts Transfer AA and AS degrees fulfill the General Education Requirements.

Youth Workforce Development has changed in the last 5 years. We have entered into a serious worker shortage. Each of our youth must be prepared to be the best worker they can be. Workforce development is the staging area for the technical college system or business and industry. A career pathway has become a National collaborator contributing to college transition of underserved student populations.

ACTION: Information Only

TOPIC: [Facilitated Conversation \(Keith Cornille\)](#)

DISCUSSION: The council was brought together to identify what they agree matters most about working together and actions that will make a significant difference as partners in preparing individuals for learning as they pursue life sustaining careers.

Each table group used the guiding questions below, discussed strengths, limitations, and opportunities for growth:

- a. Leveraging Resources
 - i. What are some ways that partners have leveraged resources to support student learning?
 - ii. What could be limitations or has limited partnerships from leveraging resources to enhance the growth of programs and services to fostering student learning?
 - iii. Identify 3-4 opportunities that student learning would be enhanced through the leveraging of resources among K-16 partners.
- b. Collaboration
 - i. Where is collaboration among partners thriving?
 - ii. What have been or could be barriers among partners that limit collaboration?
 - iii. Identify 3-4 opportunities that would foster a culture of collaboration among K-16 partners.

ACTION: Each table reported out their groups shared thoughts on strengths, limitations, and opportunity for growth.

TOPIC: [Next Steps \(Keith Cornille\)](#)

DISCUSSION: The information collected will be distilled. The conversation summary and findings will be sent to K-16 Partnership Council.

ACTION: Information will be used to develop a plan of action at the next meeting, May 23rd.

TOPIC: **Wrap up** (*Deb Derr and Lisa Albrecht*)

DISCUSSION: Deb asked the council members to think through the outcomes from today. Lisa encouraged the council to talk to colleagues that they work with on a daily basis to get feedback to bring back to the next meeting.

ACTION: Information Only

TOPIC: **Plan of Work**

DISCUSSION: We will e-mail the conversation summary and finding for your review.

ACTION: Please begin to think of strategies so we are prepared to work on at our May 23rd meeting. We should have a plan created to guide us for the next year.

Meeting adjourned at 10:08am

F. Schedule of Council/Consortium meetings for Fiscal Year 07/08

~~To be determined by March, 2007.~~

Council will have five (5) meetings per year. The meetings will be held in:

August 2007

October 2007

December 2007

February 2008

April 2008

Dates TBD.

Attachment G: 2006-07 Partnership Projects

Due to the extensive reorganization activities of our Consortium, 2006-07 partnership projects will occur January—June 2006, with funded projects yet to be determined at the time of 2007-08 grant submission.

TECH PREP PROJECT GRANTS 06-07 5351-201-91933-315-35-173150

District	Title	Contact
Cambria-Friesland	Career Development/Career Clusters	410 E. Edgewater Cambria, WI 53923
Cambridge	Med Term/Reality Day	403 Church St. Cambridge, WI 53523
CESA 5	Mini-Institute	626 E. Slifer Portage, WI 53901
CESA 5	Summer Institute	626 E. Slifer Portage, WI 53901
Deerfield	Senior Portfolio Project	300 Simonson Blvd Deerfield, WI 53531
Madison	Latino Career Fair	545 W. Dayton St. Madison, WI 53703
	Auto Bus	same
	Early Childhood	same
	HS Guidance & Career Clusters	same
	MS Guidance	same
	Project Lead The Way	same
	Math	same
McFarland	Achieving a Comprehensive School to Career Experience	5103 Farwell St. McFarland, WI 53558
Montello	Workplace Readiness	222 Forest Ln. Montello, WI 53949
Oregon	Applied Math Project	456 N. Perry Parkway Oregon, WI 53575
Randolph	Facilitating the Future: Part II	110 Meadowood Dr. Randolph, WI 53956
Reedsburg	Career Clusters	710 Webb Avenue Reedsburg, WI 53959
Verona	Compass Testing Opportunity & Bilingual Learner Exploration	300 Richard St. Verona, WI 53593
Watertown	Future of Healthcare, Manufacturing & Auto in Jefferson Co.	111 Dodge St. Watertown, WI 53094
Waunakee	Academic/Elective HS Teachers & MS/HS Counselors	100 School Dr. Waunakee, WI 53597
Westfield	Win!...Win!	N7046 Cty Rd CH Westfield, WI
Wonewoc-Center	Career Resource Development	101 School Rd. Wonewoc, WI 53968
MATC	Auto Spotlight Event	3550 Anderson Rd. Madison, WI 53704