

WISCONSIN STATE
LEGISLATURE
COMMITTEE HEARING
RECORDS

1997-08

(session year)

Senate

(Assembly, Senate or Joint)

Committee on
Education
(SC-Ed)

COMMITTEE NOTICES ...

➤ Committee Hearings ... CH (Public Hearing Announcements)

➤ **

➤ Committee Reports ... CR

➤ **

➤ Executive Sessions ... ES

➤ **

➤ Record of Comm. Proceedings ... RCP

➤ **

INFORMATION COLLECTED BY COMMITTEE
CLERK FOR AND AGAINST PROPOSAL

➤ Appointments ... Appt

➤ **

Name:

➤ Clearinghouse Rules ... CRule

➤ **

➤ Hearing Records ... HR (bills and resolutions)

➤ **

➤ Miscellaneous ... Misc

➤ **97hr_SC-Ed_Misc_pt42**



The University of Wisconsin System

Office of the President

1720 Van Hise Hall, 1220 Linden Drive
Madison, Wisconsin 53706
(608) 262-2321 FAX (608) 262-3985

March 26, 1997

Senator Calvin Potter, Chair
Senate Committee on Education
100 N. Hamilton St., Suite 407
PO Box 7882
Madison, WI 53707-7882

Dear Chairman Potter:

As the Senate Committee on Education considers testimony on the budget request of the Higher Educational Aids Board, please consider this letter as an urgent reminder of the financial challenge facing our most needy UW students statewide in the coming biennium.

There is a growing concern that unless financial aid rises to match increases in tuition, access to the UW System will diminish for those who, although academically eligible, are financially incapable of keeping pace. Students and their parents are concerned, and legitimately so, about the availability of financial aid to bridge the gap between their limited resources and rising educational costs. I urge you and the members of the committee to support and work to achieve increased state funding of student financial aid in the 1997-99 budget. It is far more efficient to subsidize the tuition of needy students than to subsidize the tuition of all students.

In 1996-97, the Wisconsin Higher Education Grant (WHEG) program provided \$14,283,200 in financial aid for UW System students. Using this figure as a benchmark, a 1% increase in tuition requires an increase of about \$143,000 in WHEG funding. In the coming biennium, equal access to all Wisconsin students will decline unless WHEG funding receives the increased GPR support it deserves.

This request is consistent with the UW System Board of Regents' long-standing position on student financial aid. The Board has maintained that GPR financial aid and graduate assistant support should keep pace with inflation and tuition increases.

The Board passed a resolution when it voted on the UW System budget request which recommended that the Governor and Legislature increase the WHEG program by the proposed percentage increases in 1997-99 tuition. Similarly, the Governor and Legislature should consider increasing program funds to reflect 1995-97 tuition increases since the program did not receive additional funding in the last biennium to be used to fund additional students and/or increase the amount of awards.

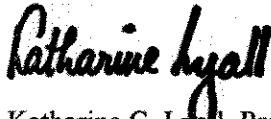
page two/Sen. Potter

Current Board tuition policy states that "GPR financial aid and graduate assistant support should increase at a rate no less than that of tuition while staying commensurate with the increased budget needs of students attending the UW System. In addition, support should also reflect increases in the number of aid eligible students." These policies were reaffirmed in the Regents' *Study of the UW System in the 21st Century*.

The adequacy of WHEG funds is crucial to maintaining access to all Wisconsin students. I urge the committee to seek additional GPR funding for student aid and to share your action with members of the Joint Committee on Finance.

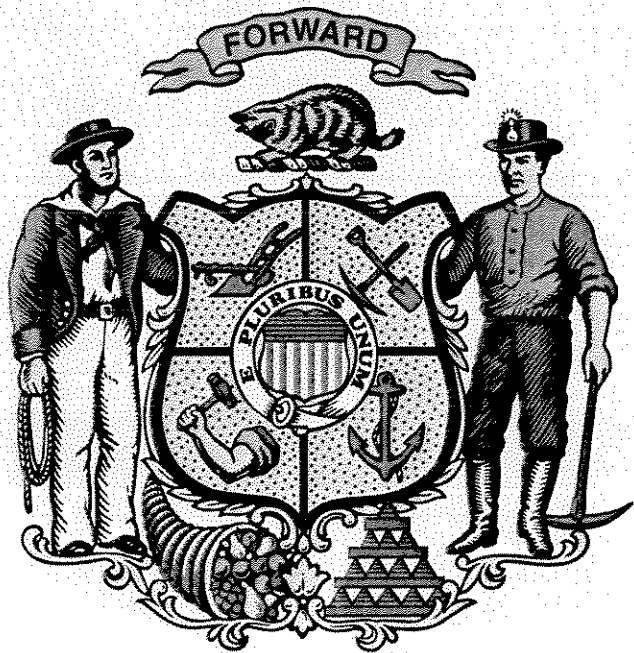
Thank you for holding a hearing on this important issue. If I can be of any assistance please do not hesitate to call on me.

Sincerely,

A handwritten signature in cursive script that reads "Katharine Lyall".

Katharine C. Lyall, President
University of Wisconsin System

cc: Members of the Senate Committee on Education
Members of the Joint Committee on Finance
Regent President Michael Grebe



WISCONSIN ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES

16 North Carroll Street, Suite 200
Madison, WI 53703-2716

Rolf Wegenke, Ph.D.
President

Telephone (608) 256-7761
Fax (608) 256-7065

Testimony By

**Dr. Rolf Wegenke, President
Wisconsin Association of Independent
Colleges and Universities**

1997-99 STATE BUDGET BILL

**Wisconsin State Senate
Committee on Education**

*1) Include
Higher Ed. in lower
rate
2) crossed - one line*

**March 26, 1997
Madison, Wisconsin**

Good Morning. Chairperson Potter and Members of the Committee. My name is Rolf Wegenke, and I am president of the Wisconsin Association of Independent Colleges and Universities or WAICU. WAICU is an association of the twenty-one independent or private four-year, non-profit colleges and universities in the state. A listing of our members is attached to my written testimony which you have in front of you. Thank you for inviting me to be part of the discussion and to comment on the state budget bill and its impact on independent higher education.

Wisconsin is recognized around the world for the quality, variety and accessibility of its colleges and universities. The University of Wisconsin System, sponsored by the state, and the independent colleges and universities, together serve a broad public purpose, as well as the particular needs of individual students. Maintaining this tradition of excellence and diversity, however, is dependent on sound public policy.

ALVERNO COLLEGE *Milwaukee* BELLOIT COLLEGE *Beloit* CARDINAL STRITCH COLLEGE *Milwaukee* CARROLL COLLEGE *Waukesha*
CARTHAGE COLLEGE *Kenosha* CONCORDIA UNIVERSITY *Mequon* EDGEWOOD COLLEGE *Madison* LAKELAND
COLLEGE *Sheboygan* LAWRENCE UNIVERSITY *Appleton* MARIAN COLLEGE *Fond du Lac* MARQUETTE UNIVERSITY *Milwaukee*
MILWAUKEE INSTITUTE OF ART & DESIGN *Milwaukee* MILWAUKEE SCHOOL OF ENGINEERING *Milwaukee* MOUNT MARY
COLLEGE *Milwaukee* MOUNT SENARIO COLLEGE *Ladysmith* NORTHLAND COLLEGE *Ashland* RIPON COLLEGE *Ripon* ST. NORBERT
COLLEGE *DePere* SILVER LAKE COLLEGE *Manitowoc* VITERBO COLLEGE *La Crosse* WISCONSIN LUTHERAN COLLEGE *Milwaukee*

I would like to share with you some of the findings from a recent study of Wisconsin's independent colleges and universities. The study, conducted by a nationally recognized research firm, concluded that the twenty-one independent institutions and their graduates have an \$8.4 billion annual impact on the State of Wisconsin. Much of this is due to the nearly 150,000 alumni working in leadership positions in this state. If the 50,000 students enrolled in Wisconsin's private colleges had to be absorbed by the UW System, it would cost taxpayers at least \$63 million more each year (exclusive of capital costs). Independent colleges and universities are a "gift" to the taxpayers.

Student Financial Aid

The most important connection between the State and the independent colleges and universities is the Wisconsin Tuition Grant program. This grant program provides financial aid to Wisconsin undergraduate students who attend an independent college or university. Awards are based on **financial need** and are limited to \$2,172 per year. During 1995-96, WTG assisted roughly 8,600 students who received average awards of just more than \$1,800. The Governor's 1997-99 budget proposal includes an additional \$321,000 in 1997-98 and \$812,100 in 1998-99. These increases will bring the annualized funding for this very important grant program to \$18.9 million.

The WTG program represents only 1.85 percent of the state GPR which is appropriated for higher education. While private colleges enroll 25 percent of the students in Wisconsin, less than two percent of the state expenditures on higher education goes to financial aid for these Wisconsin residents. At the same time, nearly 80 percent of the students attending a private college and university in Wisconsin receive financial aid -- the majority of which is provided by

the institutions themselves. Of the \$134.7 million available to private sector students during the 1995-96 academic year, \$96.7 million, or 72%, was comprised of institutional/private aid. The remaining funds -- \$19.8M (15%) and \$18.2 M (13%) -- were federal and state aid, respectively.

Over time, the amount of financial aid provided by the state as a percentage of educational costs has decreased considerably in constant dollars. Whereas just 10 years ago state funding covered nearly 25 percent of tuition, it now covers just 13 percent. Given the same decline in federal support and the fact that private institutions themselves receive no state funding, these institutions have had to invest more and more of their own resources. Clearly there is an unmet need that exists and additional funding is needed.

I would urge you to support the increase proposed by the Governor. However, should additional funding become available, there is no better place to invest it than in student financial aid programs like the Wisconsin Tuition Grant. Our emphasis is on the student; therefore, if additional funds become available, I hope that you would treat all student financial aid programs fairly, and not just provide more funds to one sector.

Educational Technology

The other issue I would like to touch on today is that of education technology. This issue is one of the central themes of the budget and I will direct my comments to two separate proposals which are of interest to private higher education.

Educational Telecommunications Access. Funding is included in the budget to enhance educational telecommunications access for school districts. Subsidies would be provided to cap the monthly cost of "data and video lines" (T-1 and DS-3) at \$250 a month. This proposal is important and will go a long way to ensuring K-12 schools have access to educational technologies. However, it is equally important that such access be available to others, including private and public postsecondary institutions.

Postsecondary institutions can greatly enrich the mix of K-12 education. As originators of knowledge, they can be "net exporters." A quality information superhighway has to be more than a better road; we have to be concerned with the quality of the product (the information) moving along the road. Specifically, funding provided through the Universal Service Fund Council (a state agency I chair) should also be available to postsecondary institutions -- public and private.

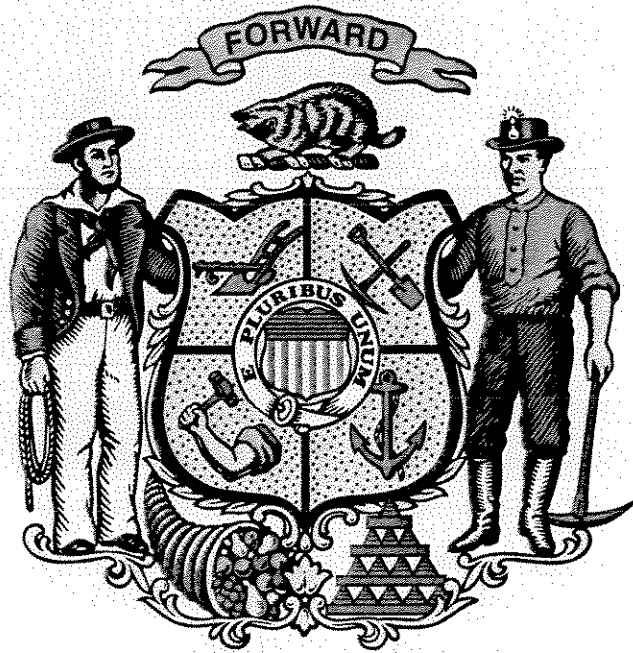
Access to BadgerNet. The absence of specific language under s.16.99 of the statues to include the state's independent colleges and universities precludes their participation in the BadgerNet Telecommunications Network. According to representatives from DOA, a statutory change to include these institutions would be necessary before they could participate. I am grateful to Senator Potter whose Legislative Council Committee on Public Libraries has recommended such language. However, I am also seeking to include the provision in the budget, and I would hope that this committee supports such language.

Welfare Reform

Finally, I would like to briefly mention an issue of concern as it pertains to the state's welfare reform efforts. Studies have shown repeatedly that a college education is the best route to meaningful employment opportunity and higher lifetime earnings. In other words, a college education is the best way to fulfill the promise of W-2; and college is the best route to a life of employment, dignity, and independence. I agree that welfare should not provide a "free ride" for students and, it is not. These individuals must work very hard for their education and for their future. Unfortunately, current policies under W-2 make it nearly impossible for individuals on welfare to enroll in college.

Nationally, 46 percent of full-time college students are employed; 76 percent of this number, or 936,000, are employed full-time and enrolled in college full-time. Working at minimum wage, a student would have to work over 90 hours per week for 50 weeks per year just to cover education costs, leaving living costs uncovered. I hope this committee will consider modifications which would allow participants enrolled in postsecondary institutions to count time spent in class towards the program's work requirements.

This concludes my remarks. I again wish to thank the committee and would be happy to answer any questions you may have.



Educational Communications Board Testimony

Senate Education Committee

Tom Fletemeyer

Executive Director

March 26, 1997

There are three items of significance in the Governor's recommended operating budget for ECB: (1) reductions of \$124,100 per year to reflect budget efficiency measures; (2) the transfer of four positions and \$291,800 in the first year and \$353,300 in the second year of the biennium to fund and staff the new agency created to administer the Technology for Educational Achievement in Wisconsin (TEACH) program; and (3) deletion of the ECB grant program supporting distance education development.

We understand that the required reductions are a result of the fiscal condition of the state and that these are being required of most agencies.

The position transfer is providing four of the six staff positions for the TEACH agency. Position authority is being transferred from ECB, but not the incumbents or the functions of the current positions. These positions have been instrumental in the creation of the regional distance education networks and in their continuing development as vital educational delivery systems. 167 school districts now participate in networks and 123 more plan to. More than \$20 million has been invested in the networks.

We hope that some way can be found to continue this model state/local partnership. In the absence of the coordination provided by ECB, it will be more difficult to realize the full potential of the regional networks that have been established at local initiative at considerable cost.

The ECB grant program is small, \$107,000. It has supported network planning and teacher inservice activities. Given the much larger funding under TEACH, the ECB grant program was deleted.

Although there are concerns about financing sources and inclusion of libraries, the key elements of the Governor's TEACH initiative have been well-received by the educational community and deserve support. Among those elements are the following:

- coordination of educational technology planning, implementation, and training opportunities;
- block grants to school districts for use in purchasing educational technology;
- state matching loans to school districts for electrical or network wiring;
- grants to CESAs for coordination at local level of technology assistance and training;
- telecommunications services offered at discounted rates.

We have been asked how ECB's activities relate to those of the new TEACH agency. As indicated above, ECB is a major contributor to the proposed TEACH agency and ECB has experience with many elements of the new program.

- The ECB board includes all of the educational institutions that would be included in the new TEACH Board and has served as a neutral coordinating body for many years.
- ECB has decades of experience in many of the areas envisioned under TEACH and an excellent reputation for working with PK-12, university and technical college teachers, administrators and staff.
- ECB's work within the educational arena has been wide-spread with the following examples of its services:
 - grant awarding and evaluation.
 - coordination and development of distance education networks;
 - assistance in educational technology planning;
 - development of multi-media programs for use within PK-12 classrooms;
 - computer on-line services, including teacher development opportunities;
 - grant-writing assistance for schools;
 - research on Federal Communications Commission issues affecting the educational community and broadcasting;
 - satellite services for university programming; work with the Department of Administration on interconnectivity issues ranging from those of video and internet in classrooms, to broadcasting for general audience listeners and viewers.

With the TEACH initiative and the transfer of positions from ECB, is unlikely that the agency will be able to continue to provide all these services to the K-12

ECB

March 26, 1997

Page 4

community, particularly those most closely related to educational technology and distance education networks.

I have been speaking of operating budget issues. In addition to these, I need to call attention to an item in the capital budget, the transition to digital television (DTV). The education community has reason to be excited about DTV. It will not only make available a picture of stunning quality and CD sound, but will also allow us to send four channels of programming in place of the current one channel. We will be able to broadcast our current daytime instructional programs for the schools and, in addition, new programming in the areas of teacher inservice, adult learning, and postsecondary courses and programs.

DTV channels could also be used to transmit data such as supplemental educational materials to receiving computers. DTV will be a major support for TEACH. I am hopeful that Wisconsin will lead in this technology and have operational DTV by 2001.

We have requested funding from the Building Commission to begin the transition to DTV in the 1997-99 Biennium. Our estimate is that the transition over a period of four to six years would require \$25 million in GO bonding. We are hopeful that some portion of this funding can be provided in the 1997-99 Biennium.

I would be pleased to respond to any questions.



Distance Education Services

Coordinates the development of regional telecommunications networks maintained by local educational institutions

Establishes technical standards for these networks and their interconnections

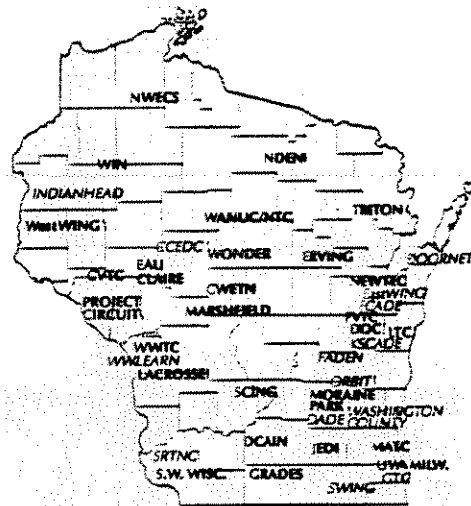
Provides leadership in securing appropriate funding for these networks (s. 39.11[20], Wisconsin Statutes)

The Wisconsin Educational Communications Board (ECB) carries out its statutory mission for oversight of distance education in the state through collaboration with:

- cooperative educational service agencies (CESAs)
- the state Department of Administration
- the state Department of Public Instruction
- the University of Wisconsin
- the Wisconsin Association of Independent Colleges and Universities
- the Wisconsin Technical College System
- additional education-related organizations

Distance Education Consulting Services

- Technical and programmatic consulting services to assist in the development of regional networks
- Assistance in needs assessment, technical design, and governance issues
- Workshops, teleconferences, and one-on-one assistance for schools seeking grants and loans



Regional distance education networks, **OPERATIONAL** and **PLANNED**

Statewide Forums Convened by the ECB

- *Distance Education Technologies Interagency Collaboration (DETIC)*
 - Advises the ECB, with membership representing educational institutions and interests statewide
 - Serves as a forum for the discussion and implementation of statewide distance education strategies to ensure equal access to education for all Wisconsin residents
 - Disseminates regulatory, technical, and policy information
- *Standards Forum*
 - Promotes common technical standards to ensure interconnectivity and interoperability
 - Conducts technology tests and demonstrations
 - Creates technology and operations standards, which the networks use as guidelines
- *Network Directors Forum*
 - Addresses issues related to linking networks throughout the state

Internetwork Activities

- Explores common issues of interest regarding linking networks statewide

Schools and Colleges Served by Distance Education Networks

- 40 percent of Wisconsin school districts participate in operating distance education networks
- Another 20 percent are participants in planned networks
- 15 of the 16 districts in the Wisconsin Technical College System participate in distance education networks
- 17 of 26 institutions in the University of Wisconsin System are participants in distance education networks

Distance Education Grant Projects

- Since FY '95, the ECB has awarded more than \$321,000 to educational institutions to fund regional distance education and other telecommunications projects
- Eligible applications for funding in the past three years have exceeded \$960,400
- Of the 89 projects proposed since FY '95, 36 were funded; 21 of these 36 projects focused on network development for the PK-12 community

Distance Education Engineering Services

- Licensee for 17 Instructional Television Fixed Service (ITFS) systems operated by local educational institutions for distance education programming
- Routine and emergency transmission maintenance for ITFS systems under contract
- Satellite dish repair, user training, and maintenance services are provided under contract
- Consultation by telephone to trouble shoot technical difficulties at educational institutions



Educational Technology and Services

Essential to the development of teaching and lifelong learning in Wisconsin

Basic to our state's progress in economic development

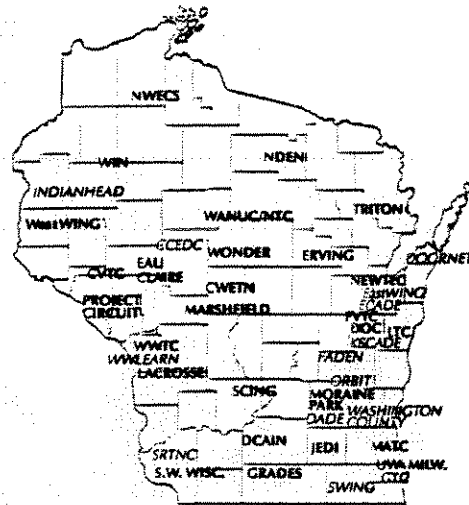
Critical to the advancement of new generations of learners

Vital to personal enrichment and quality of life

The Wisconsin Educational Communications Board (ECB) carries out its statutory mission for oversight of distance education and initiatives in educational technology in the state through collaboration with:

- public and private PK-12 schools statewide
- cooperative educational service agencies (CESAs)
- Wisconsin's post-secondary educational institutions
- the state Department of Public Instruction
- the state Department of Administration
- numerous education-related organizations in Wisconsin

Wisconsin learners of all ages benefit from the video programming that the ECB produces and delivers. Supporting these curriculum-based programs are a range of complementary materials, including printed guides, computer software, CD-ROM, and on-line resources.



Regional distance education networks, OPERATIONAL and PLANNED

Distance Education Network Development Services

- Technical and programmatic consulting services to assist in the development of regional networks
- Assistance in needs assessment, technical design, and governance issues
- Workshops, teleconferences, and one-on-one assistance for schools seeking grants and loans
- Since FY '95, the ECB has funded 36 regional distance education projects and other telecommunications projects

Statewide Forums Convened by the ECB

- Distance Education Technologies Interagency Collaboration (DETIC) advises the ECB, with membership representing educational institutions and interests statewide
- The Standards Forum and Network Directors Forum ensures network interconnectivity through technology demonstrations and the development of standards for use by the networks

Professional Development Services

- On-line professional development services for educators statewide include:
 - **MATHLINE**, fosters the implementation of NCTM teaching standards among 250 teachers
 - **PrincipaLine**, networks more than 1,000 Wisconsin principals
 - **WASDIline**, serves K-14 educators involved in the Wisconsin Academy Staff Development Initiative
 - **UW-Stout**, a technology education graduate course
- <http://www.weeb.org> — the ECB's World Wide Web site — provides on-line resource and referral services
- Annual Wisconsin Educational Technology Conference

Instructional Television Services PK-12

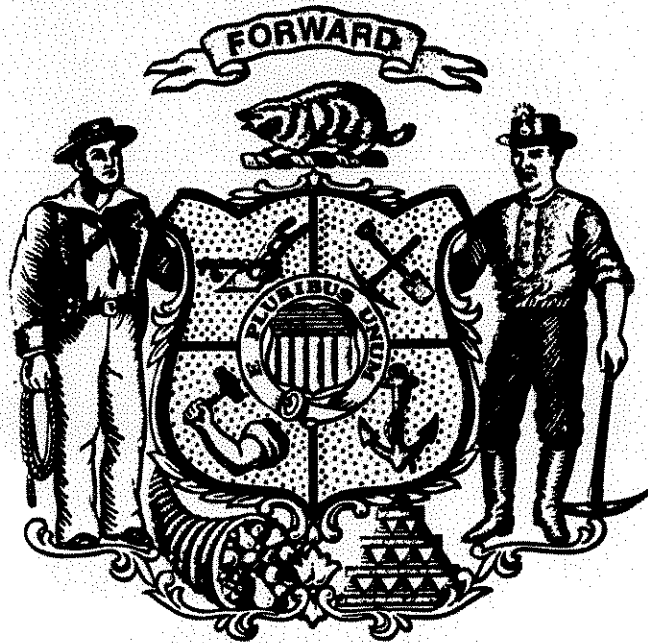
- 1,085 hours of instructional television are broadcast each school year for PK-12 classrooms statewide
- 37,000 Wisconsin public school teachers use this classroom resource with approximately 565,000 PK-12 students annually

Adult Learning

- 60 post-secondary courses are broadcast each year on public television
- Licensing services for PBS telecourses, videoconferences, and resource programs

Current Instructional Production Projects

- "Investigating Wisconsin History" video series
- "Civics at Work" video series and CD-ROM
- "The New American Legacy" video series
- Wisconsin Geography & History CD-ROM
- "Storylords" software upgrade



COMMITTEE ON EDUCATION

List of Speakers

March 26, 1997

Department of Administration Overview of HEAB, ECB, EAB

(Mention That Legislative Fiscal Bureau Is Available For Questions)

Higher Educational Aids Board

Valorie Olson, Executive Secretary

Dr. Rolf Wegenke, President, Wisconsin Association of Independent Colleges &
Universities

Tim Casper, President, and Steve Perela, Legislative Affair Director,
United Council of University of Wisconsin Students

Educational Communications Board

Thomas Fletemeyer, Executive Director

Educational Approval Board

Joseph Davis, Executive Secretary

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✓ - Educational Communications Board

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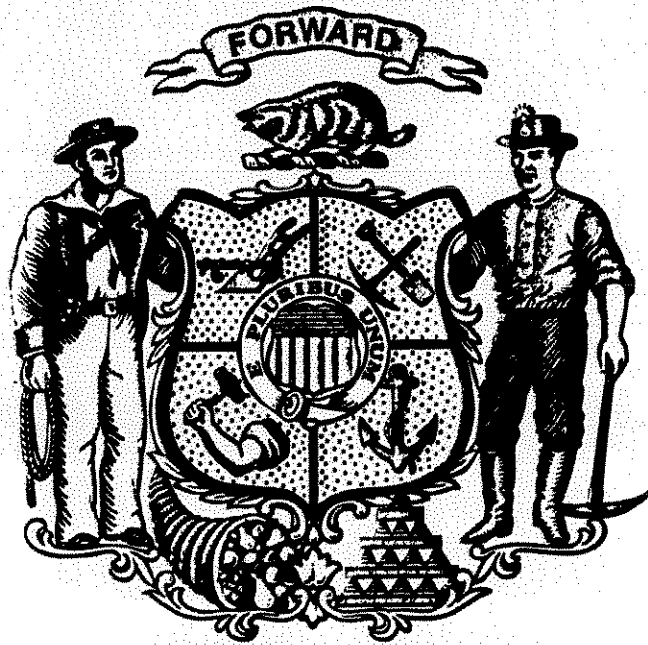
Joseph Davis, Executive Secretary

*HEAB - 2% ; 3% Expected structure?
Council eliminated - HEAB*

ECB

*Teach Wisconsin
Transfer to Teach Bd.
Why not ECB - long distance
Distance grant*

EAB

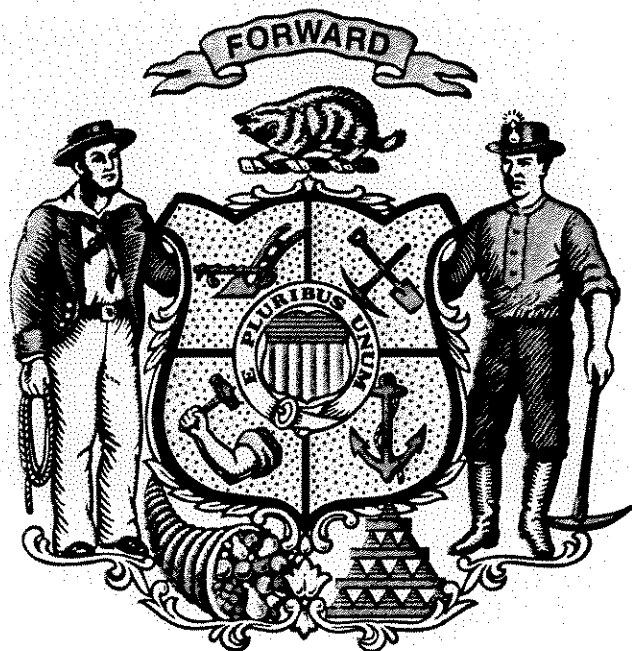


Rusk, Paul

From: Tom Fletemeyer[SMTP:tom_fletemeyer@wetrn.pbs.org]
Sent: Wednesday, March 26, 1997 8:29 AM
To: Rusk, Paul
Subject: Today's Hearings

I would appreciate it if I could appear as early as possible today after the bill hearings without inconveniencing the committee. I have to attend a wake in Indiana early this evening.

Thank you.





The University of Wisconsin System

Office of the President
1720 Van Hise Hall, 1220 Linden Drive
Madison, Wisconsin 53706
(608) 262-2321 FAX (608) 262-3985

March 26, 1997

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Senate Committee on Education
100 N. Hamilton St., Suite 407
PO Box 7882
Madison, WI 53707-7882

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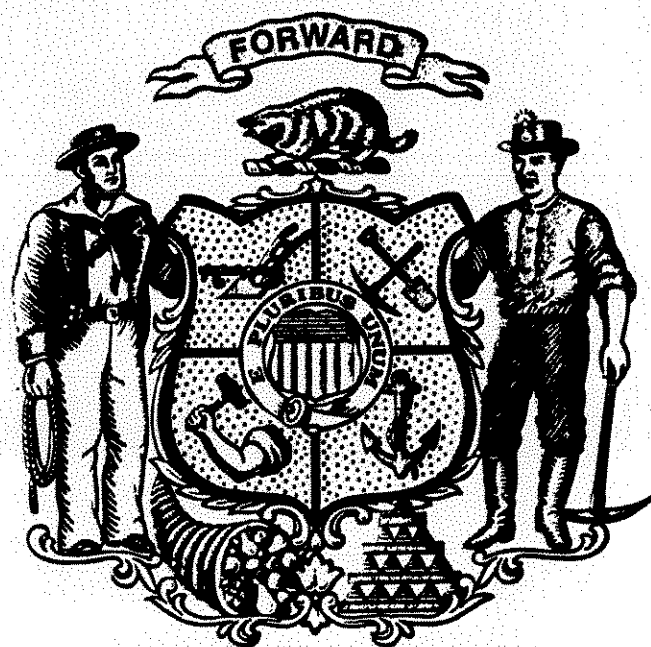
Thank you for holding a hearing on this important issue. If I can be of any assistance please do not hesitate to call on me.

Sincerely,



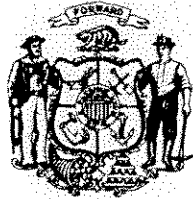
Katharine C. Lyall, President
University of Wisconsin System

cc: Members of the Senate Committee on Education
Members of the Joint Committee on Finance
Regent President Michael Grebe



Tommy G. Thompson
Governor

Valorie T. Olson
Executive Secretary



HEAB Mailing Address:
Post Office Box 7885
Madison, WI 53707-7885

FAX No. 267-2808

State of Wisconsin Higher Educational Aids Board

131 West Wilson Street, Madison, Wisconsin

March 28, 1997

Senate Education Committee
Senator Potter, Chair
Senator Jauch, Co-Chair
Senator Buettner
Senator Darling
Senator Grobschmidt
Senator Huelsman
Senator Shibilshi

Dear Senator Potter,

My apologies for not being present at the Senate Education Committee meeting on Wednesday, March 26, 1997.

I was not present due to a misunderstanding of the time I was told to report and present my testimony.

It was unfortunate that I could not present my testimony as I was looking forward to doing so. Should there be another opportunity to testify before your committee, I would like to do so. Thank you!

Sincerely,

A handwritten signature in cursive script that reads "Val Olson".

Val Olson, Executive Secretary
HEAB

Enclosures: Testimony
1995-96 Financial Aid Data

Should you have any questions please feel free to call me.

TESTIMONY ON HEAB'S 97-99 BIENNIAL BUDGET
by VAL OLSON

Last year HEAB awarded State Grants to over 57,000 Wisconsin residents.

Student financial aid is meant to provide access and choice.

The WHEG and TG serve the greatest number of students.

In the Budget the Governor recommended a 2 and 3% increase in the WHEG and TG.

A 5.06% increase over the Biennium will provide program stability for students presently receiving financial aid.

Of all Wisconsin residents applying for aid, 70% receive some type of aid.

In the Budget, the Independent Student Grant (ISG), and Nursing Loan funds were deleted and appropriately so.

ISG targets AFDC recipients who are no longer eligible under W2.

1994-95 was the last year nursing students were accepted into the program. Therefore, full funding is not needed.

In the Budget, a 1% increase in the Academic Excellence Scholarship Program and reallocation of funds from the ISG will cover the anticipated shortfall in the 1997-98 academic year.

I strongly support the recreation of HEAB as it existed prior to WI ACT 27. HEAB provides a coordinated, orderly, equitable, efficient and responsive distribution of GPR and Federal dollars for financial aid to students. The dollars appropriated by the Governor and Legislature are STUDENT DOLLARS, not institutional dollars. The distribution of GPR dollars for student financial aid should remain the responsibility of HEAB. HEAB provides a centralized administration and coordination of the State's financial aid programs.

I also support the merging of EAB with HEAB for administrative purposes.

The Governor is supportive of helping students pursue a post-secondary education. His record speaks for itself.

Since 1987, GPR dollars for student financial aid has risen 71.5%.

We are doing quite well in Wisconsin.

Wisconsin ranks 11th in the nation with 35.5% of full time Wisconsin undergraduates receiving financial aid.

In summary, considering the Governor's budget goal of continued property tax relief, needed funds for corrections and cuts in most agency program, I believe this is an acceptable budget.

Thank you!

TABLE A

WISCONSIN UNDERGRADUATE NEED BASED FINANCIAL AID
UNIVERSITY OF WISCONSIN SYSTEM 1995-1996

			AVERAGES	
TOTAL STUDENTS WHO SPENT SOME AID		45,355		
TOTAL COST OF EDUCATION		\$372,565,691		\$8,214
TOTAL OF FM CONTRIBUTION		\$107,432,653		\$2,369
TOTAL REMAINING NEED		\$265,133,038		\$5,846
AID PROGRAM	NUMBER OF AWARDS	AMOUNT SPENT	AVERAGE SPENT	PERCENTAGE OF TOTAL SPENT
PELL GRANT	22,823	\$32,514,899	\$1,425	14.70%
SUPPLEMENTAL GRANT	13,926	\$8,288,899	\$595	3.75%
PERKINS LOAN	12,161	\$18,565,732	\$1,527	8.39%
WORK STUDY	6,894	\$7,124,624	\$1,033	3.22%
SUB TOTAL FEDERAL	55,804	\$66,494,154	\$1,145	30.07%
STATE GRANT	24,634	\$17,601,114	\$715	7.96%
INSTITUTIONAL GRANT	2,453	\$3,287,988	\$1,340	1.49%
PRIVATE GRANT	3,097	\$3,724,098	\$1,202	1.68%
BIA/TRIBAL GRANT	307	\$646,397	\$2,106	0.29%
SUB-TOTAL GRANTS	30,491	\$25,259,597	\$1,341	11.42%
STAFORD/SLS LOANS	35,731	\$122,491,514	\$3,428	55.38%
INSTITUTIONAL LOANS	121	\$123,078	\$1,017	0.06%
INSTITUTIONAL WORK	2,531	\$2,429,316	\$960	1.10%
MISCELLANEOUS AID	2,727	\$4,369,480	\$1,602	1.98%
SUB- TOTAL	41,110	\$129,413,388	\$1,752	58.51%
GRAND TOTAL ALL AID		\$221,167,139	\$4,876	
UNMET FINANCIAL NEED		\$43,965,899	\$969	

DATA GATERED BY THE UW SYSTEMS ADMINISTRATION AND SUBMITTED TO HEAB

TABLE C

WISCONSIN UNDERGRADUATE NEED-BASED FINANCIAL AID

TECHNICAL COLLEGE SYSTEM

1995-1996

AVERAGES

TOTAL STUDENTS WHO SPENT SOME AID		27,787	
TOTAL COST OF EDUCATION		\$230,644,514	\$8,300
TOTAL OF FM CONTRIBUTION		\$64,903,316	\$2,336
TOTAL REMAINING NEED		\$165,741,198	\$5,965

AID PROGRAM	NUMBER OF AWARDS	AMOUNT SPENT	AVERAGE SPENT	PERCENTAGE OF TOTAL SPENT
PELL GRANT	18,181	\$24,903,667	\$1,370	25.69%
SUPPLEMENTAL GRANT	5,118	\$2,107,827	\$412	2.17%
PERKINS LOAN	61	\$99,528	\$1,632	0.10%
WORK STUDY	2,203	\$1,989,968	\$903	2.05%
SUB TOTAL FEDERAL	25,563	\$29,100,990	\$1,138	30.02%
STATE GRANT	20,466	\$12,979,162	\$634	13.39%
INSTITUTIONAL GRANT	1,658	\$530,460	\$320	0.55%
PRIVATE GRANT	2,194	\$1,137,810	\$519	1.17%
BIA/TRIBAL GRANT	244	\$440,761	\$1,806	0.45%
SUB-TOTAL GRANTS	24,562	\$15,088,193	\$614	15.57%
STAFORD/SLS LOANS	20,386	\$39,434,551	\$1,934	40.68%
INSTITUTIONAL LOANS	41,576	\$11,749,461	\$283	12.12%
INSTITUTIONAL WORK	2,653	\$1,560,754	\$588	1.61%
MISCELLANEOUS AID	0	\$0	\$0	0.00%
SUB- TOTAL	64,615	\$52,744,766	\$816	54.41%
GRAND TOTAL ALL AID		\$96,933,949	\$3,488	
UNMET FINANCIAL NEED		\$68,807,249	\$2,476	

DATA GATHERED BY TECHNICAL COLLEGE SYSTEM AND SUBMITTED TO HEAB

TABLE E

WISCONSIN UNDERGRADUATED NEED-BASED FINANCIAL AID

INDEPENDENT COLLEGES

			AVERAGES	
TOTAL STUDENTS WHO SPENT SOME AID		18,327		
TOTAL COST OF EDUCATION		\$292,240,341		\$15,946
TOTAL OF FM CONTRIBUTION		\$87,754,939		\$4,788
TOTAL REMAINING NEED		\$204,485,402		\$11,158
AID PROGRAM	NUMBER OF AWARDS	AMOUNT SPENT	AVERAGE SPENT	PERCENTAGE OF TOTAL SPENT
PELL GRANT	6,861	\$9,483,639	\$1,382	5.77%
SUPPLEMENTAL GRANT	4,382	\$2,837,114	\$647	1.73%
PERKINS LOAN	2,650	\$4,873,760	\$1,839	2.97%
WORK STUDY	3,365	\$2,999,949	\$892	1.83%
SUB TOTAL FEDERAL	17,258	\$20,194,462	\$1,170	12.29%
STATE GRANT	10,309	\$17,752,106	\$1,722	10.80%
INSTITUTIONAL GRANT	14,864	\$47,272,407	\$3,180	28.77%
PRIVATE GRANT	2,094	\$4,692,237	\$2,241	2.86%
BIA/TRIBAL GRANT	78	\$154,275	\$1,978	0.09%
SUB-TOTAL GRANTS	27,345	\$69,871,025	\$2,555	42.53%
STAFORD/SLS LOANS	16,572	\$68,489,559	\$4,133	41.68%
INSTITUTIONAL LOANS	883	\$2,065,566	\$2,339	1.26%
INSTITUTIONAL WORK	1,628	\$1,462,047	\$898	0.89%
MISCELLANEOUS AID	602	\$2,225,568	\$3,697	1.35%
SUB- TOTAL	19,685	\$74,242,740	\$3,772	45.18%
GRAND TOTAL ALL AID		\$164,308,227	\$8,965	
UNMET FINANCIAL NEED		\$40,177,175	\$2,192	

DATA GATHERED BY HEAB FROM INDEPENDENT COLLEGES AND UNIVERSITIES

TABLE G

WISCONSIN UNDERGRADUATED NEED-BASED FINANCIAL AID

ALL THREE SECTORS

1995-1996

		AVERAGES		
TOTAL STUDENTS WHO SPENT SOME AID			91,469	
TOTAL COST OF EDUCATION			\$895,450,546	\$9,790
TOTAL OF FM CONTRIBUTION			\$260,090,908	\$2,843
TOTAL REMAINING NEED			\$635,359,638	\$6,946
AID PROGRAM	NUMBER OF AWARDS	AMOUNT SPENT	AVERAGE SPENT	PERCENTAGE OF TOTAL SPENT
PELL GRANT	47,865	\$66,902,205	\$1,398	13.87%
SUPPLEMENTAL GRANT	23,426	\$13,233,840	\$565	2.74%
PERKINS LOAN	14,872	\$23,539,020	\$1,583	4.88%
WORK STUDY	12,462	\$12,114,541	\$972	2.51%
SUB TOTAL FEDERAL	98,625	\$115,789,606	\$1,174	24.00%
STATE GRANT	55,409	\$48,332,382	\$872	10.02%
INSTITUTIONAL GRANT	18,975	\$51,090,855	\$2,693	10.59%
PRIVATE GRANT	7,385	\$9,554,145	\$1,294	1.98%
BIA/TRIBAL GRANT	629	\$1,241,433	\$1,974	0.26%
SUB-TOTAL GRANTS	82,398	\$110,218,815	\$1,338	22.85%
STAFORD/SLS LOANS	72,689	\$230,415,624	\$3,170	47.76%
INSTITUTIONAL LOANS	42,580	\$13,938,105	\$327	2.89%
INSTITUTIONAL WORK	6,812	\$5,452,117	\$800	1.13%
MISCELLANEOUS AID	3,329	\$6,595,048	\$1,981	1.37%
SUB- TOTAL	125,410	\$256,400,894	\$2,045	53.15%
GRAND TOTAL ALL AID			\$482,409,315	\$5,274
UNMET FINANCIAL NEED			\$152,950,323	\$1,672

DATA ON RESIDENTS RECEIVING NEED-BASED AID IS PROVIDED BY EACH SECTOR.

Chart 1

STATE NEED-BASED AID SPENT 1995-96

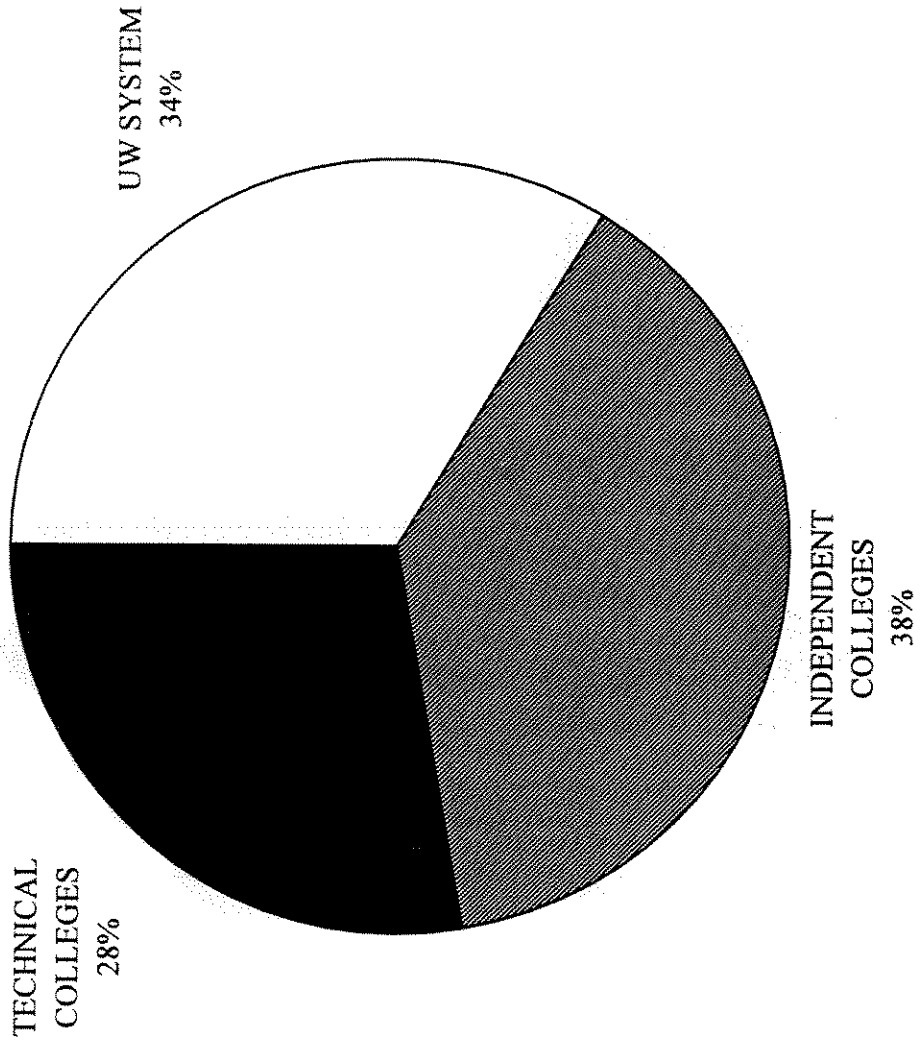


Chart 3

COMPARISON OF INSTITUTIONAL AID BY SECTOR

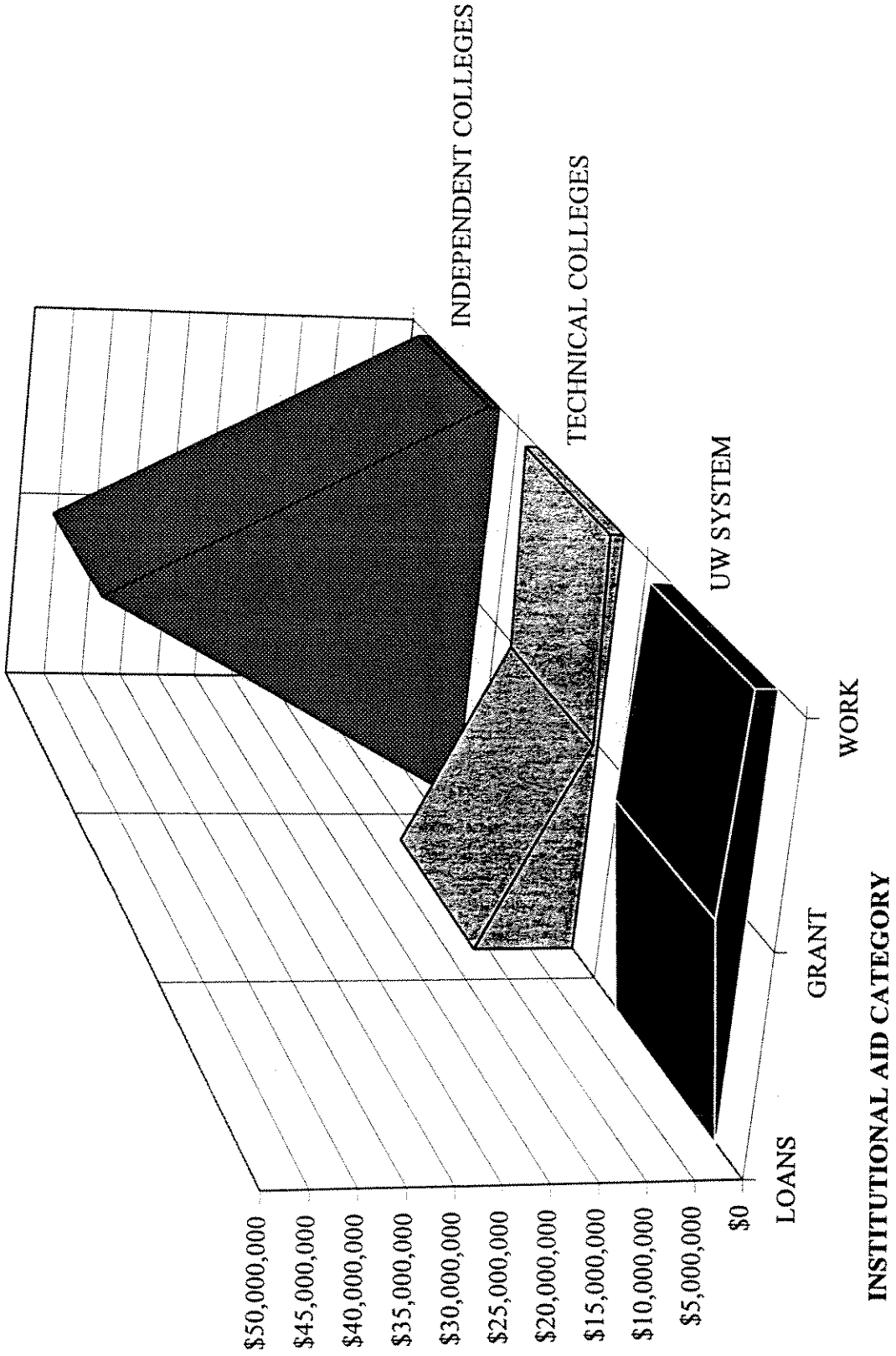


Chart 5

AVERAGE STATE GRANT AWARD SPENT IN 95-96 BY SECTOR

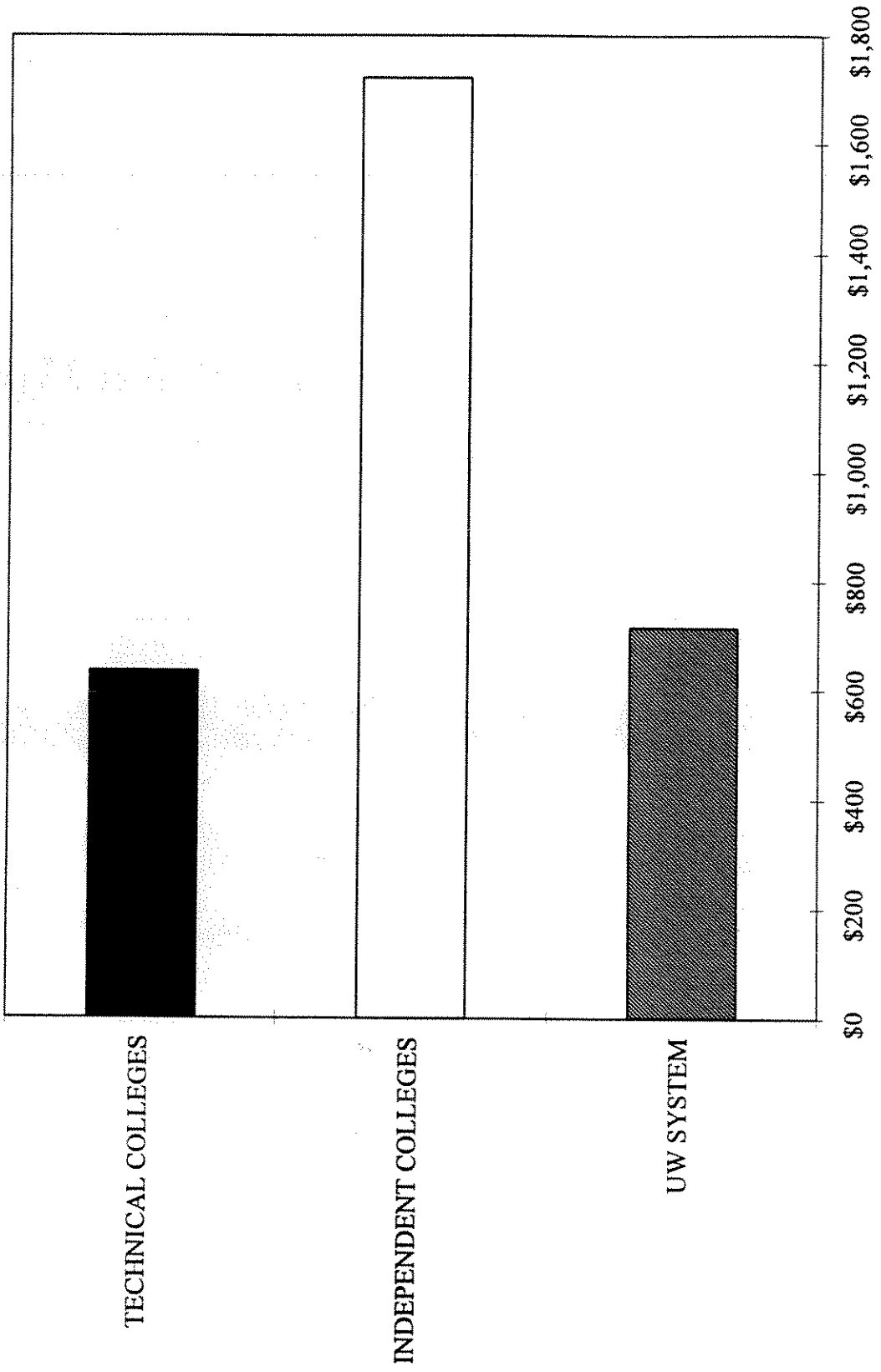


Chart 2

AVERAGE EDUCATION COST/NEED-BASED FINANCIAL AID

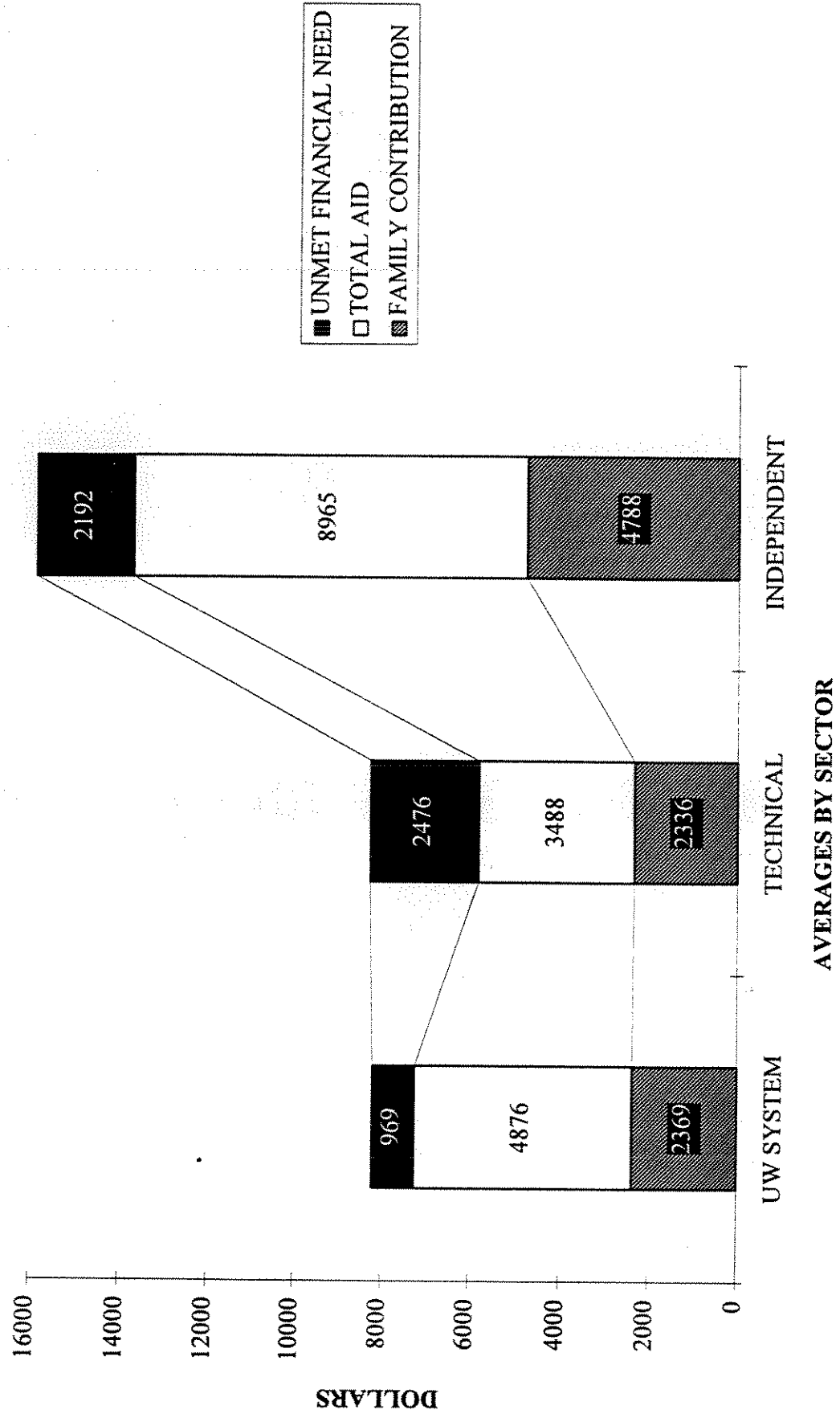
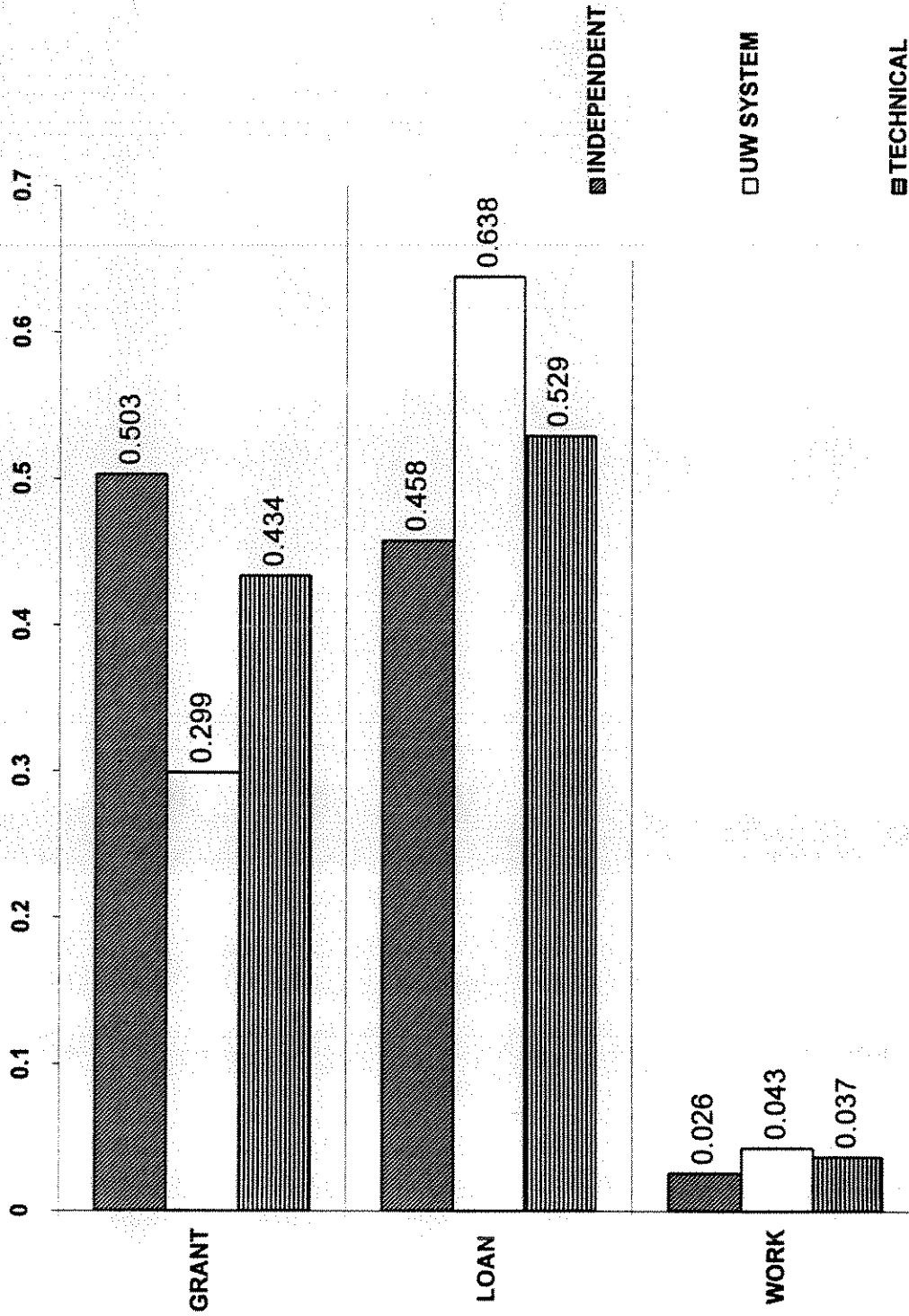
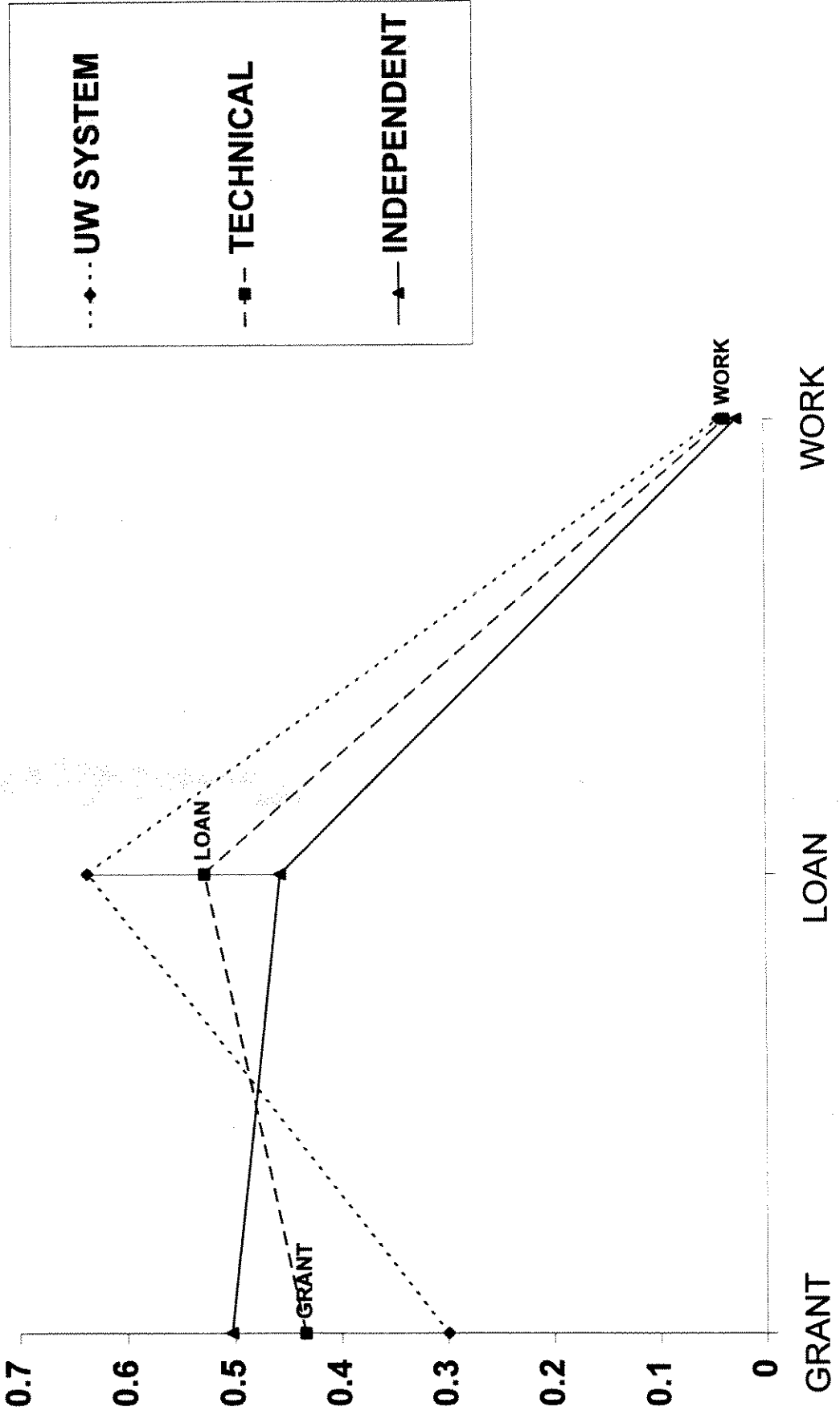


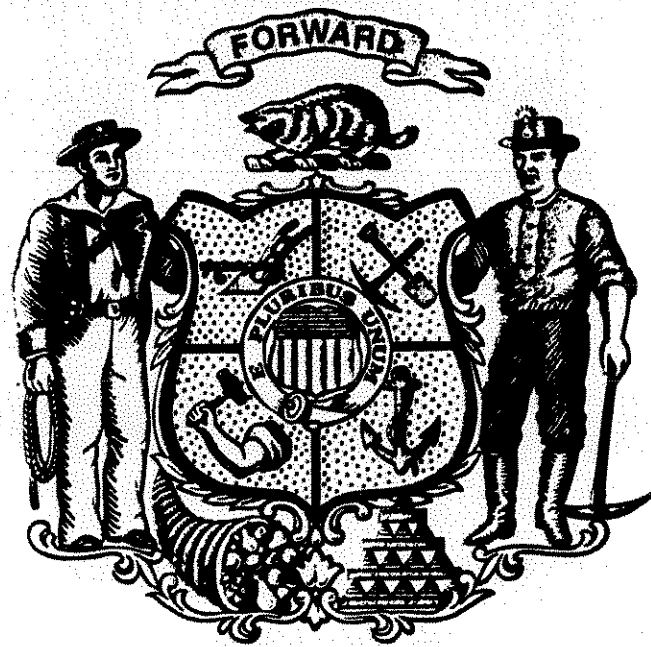
Chart 7

1995-96 AID (GRANT, LOAN, WORK)



COMPARISON OF GRANT, LOAN, AND WORK PERCENTAGES FOR THE THREE SECTORS







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April 8, 1997

The Honorable Calvin Potter
Chair, Committee on Education
Wisconsin State Senate
State Capitol
P.O. Box 7882
Madison, WI 53707-7882

Dear Senator Potter:

Thank you for permitting me to exercise the option of presenting written testimony on behalf of the Wisconsin Technical College System Administrators' Association. As I indicated, my Wednesday mid-day is committed to a meeting of Clintonville area leaders who continue to provide active counsel with respect to postsecondary educational needs in their portion of Fox Valley Technical College's service area.

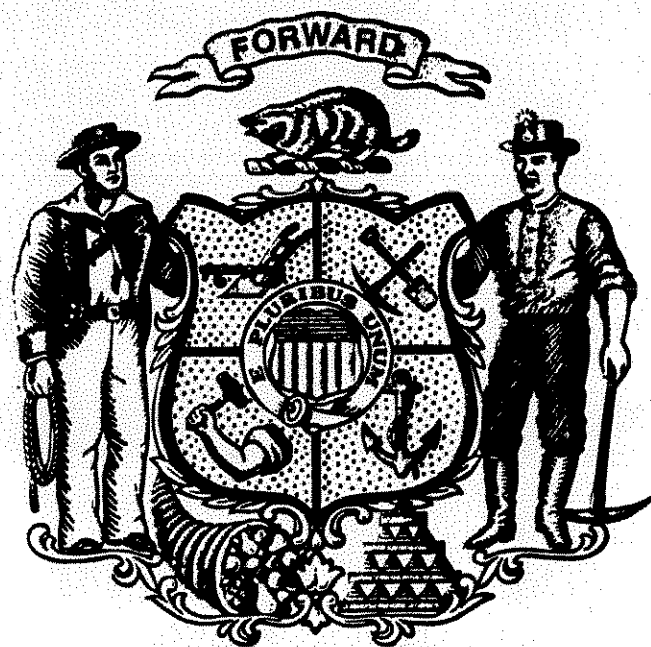
I will be pleased to amplify any portion of my remarks should you wish to follow-up on points raised. Again, I wish to reiterate the appreciation of my colleagues for the support and resources provided to the Wisconsin Technical College System. For our part, we will continue to provide quality programming and services in support of the state's economic well-being.

Again, thank you for the opportunity to provide testimony.

Cordially,

H. Victor Baldi, Ph.D.
President

cc: Ed Chin



MISC??

Written Testimony for the Senate Education Committee
April 9, 1997

Dr. H. Victor Baldi, President
Fox Valley Technical College

Thank you for the opportunity to appear before the Committee to testify on some aspects of the budget bill which impact the Technical College System, in general, and Fox Valley Technical College, in particular. The funds provided to the WTCS by the Legislature provide an important supplement to the local resources available to the districts. As president of Fox Valley Technical College, my primary function and that of my colleagues who head the fifteen other technical college districts is to use all of these funds wisely to advance the multi-faceted mission of the state's technical colleges. We believe that we have a good track record with respect to our management of these funds in the past. Collectively, we hope that you will continue to provide adequate funding to the WTCS to ensure that we can continue to meet the needs of the state and its people for a quality system for education and training for work.

An important part of the state's biennial budget process is the setting of the state's spending priorities for the next several years. My colleagues and I understand the need of the Legislature to balance the competing claim of other agencies and programs. At the same time, we hope you keep in mind during your deliberations the importance of investing in the state's future through the provision of education and training both for our young people and others who are just entering the labor market and for those who are already at work.

I. General State Aid

The state budget bill proposes that General State Aid for the Technical Colleges be increased by 1% in each year of the biennium. (See LFB Summary, Page 657, Item #2.) While I appreciate the difficulties facing the Governor and the Legislature in meeting existing commitments to funding two-thirds of the costs of K-12 schools and in providing sufficient funds in important areas such as corrections and transportation, the amount proposed for state aid for the WTCS is insufficient to meet the needs of my college or that of the other technical colleges.

In the last biennium, the WTCS received no increase in state aid. Although the proposed 1% increases represent an improvement over the level funding of the current biennium, these 1% increases will continue to put a strain on local technical college budgets. At the most basic level, a 1% increase in each year of the biennium will not permit the technical college districts to keep up with ordinary inflationary increases to operating costs. Districts, including my own, will continue to need to find other sources of revenue to make up the difference between what the state provides and what is needed to run the colleges. Despite efforts to economize and to control costs, districts will need to increase property tax levies just to maintain existing services. Meanwhile, at the same time resources are being limited, state policy makers look to technical college districts as having the answers for issues as diverse as providing opportunities and incentives to keep at-risk youth in school, ensuring labor market entrants have the skills needed in today's labor market, and helping W-2 clients attain economic self-sufficiency. Technical colleges simply cannot meet all of these competing needs with minimal increases to our revenue base.

Written Testimony for the Senate Education Committee
April 9, 1997
Page 2

If the state revenue picture improves, I sincerely hope the Legislature will consider providing additional assistance for the technical colleges beyond the 1% levels proposed by the Governor. If additional resources become available, we at Fox Valley would use a portion of those resources to meet basic operational needs. In my district, these additional funds would go to expand high demand programs such as our Computer Information Systems Program and to expand apprenticeship training in the skilled trades and crafts.

The WTCS had originally requested 4½% increases in each year of the biennium to keep the WTCS operating at its current level and keep property tax levies stable. Recognizing the constraints within which you are operating, I hope that you will rethink the Governor's proposal and consider increases in the 2½% range for each year of the biennium.

II. Faculty Development

Educational technology has been a major area of investment by the WTCS over the last several years. We have invested in computers for our faculty, developed networks with K-12 districts and the UW System, and worked with other technical college districts to share programs and resources across technical college district boundaries. Many of these activities have helped to expand access to our educational facilities and services while controlling costs.

The skills and knowledge of our own instructors are key to the effectiveness of the WTCS's educational services. I would ask you to support the Governor's proposal to support faculty development in the use of instructional technology (LFB Summary, Page 658, Item #3). With these funds, each technical college would establish Teaching Innovation Centers. These Centers will assist faculty in the application of technology to instruction. As part of the overall "TEACH Wisconsin" initiative, \$832,000 annually is earmarked for innovative technical college teachers to share their expertise with their colleagues on how to incorporate the enormous potential of information technologies into improving the technical college curriculum and the delivery of instruction.

Just as we urge businesses in our community to invest in upgrading and expanding the resources of their workers, we need to ensure that our own faculty and staff not only have access to the latest technology, but also know how to exploit its potential. Presently, a number of technical colleges are sharing numerous costly programs across district boundaries using telecommunications technology. My own district, for example, shares a Dental Hygienist program electronically across district lines with Northcentral, Chippewa Valley, and Western Wisconsin. Beyond sharing programs, we also need to improve and augment our educational programs by increasing access to current information about a subject, developing more effective presentations for complex instructional material, and adapting instructional approaches to the learning styles of our students. Assisting technical college teachers in developing their skills in applying technology to instruction is essential to expanding educational opportunity to new learners and to improving its effectiveness.

Written Testimony for the Senate Education Committee
April 9, 1997
Page 3

III. Youth Options Program

I wholeheartedly support the "Youth Options Program" (LFB Summary, Page 482, Item #31). At Fox Valley Technical College, we currently enroll high school age students in WTCS courses under a number of different arrangements, including at-risk students who can attend in lieu of high school, and highly motivated students who can take individual accelerated technical college level courses. The budget bill would expand the options to allow academically qualified students to attend technical college, on a full- or part-time basis, in the 11th and 12th grade. It would also permit these students to use the technical college courses they take to satisfy the academic requirements for a high school diploma issued by the school district. The program would be voluntary and the decision to participate would be made solely by students and their parents. I think that this is an important adjunct to the Governor's proposal to expand public school choice.

IV. Youth Apprenticeship Charges

Finally, there is a statutory change proposed in the budget bill that I think needs more thought. Specifically, the bill would limit the amount that technical college districts can charge school districts for Youth Apprenticeship instruction to no more than the school district's average instructional cost per pupil (LFB Summary, Page 659, Item #8). Technical colleges need the ability to recover their costs of providing services under a Youth Apprenticeship contract. Therefore, I and my colleagues question the reason for limiting the authority of a technical college district to determine the appropriate contract amount with a school district, especially in those instances when due to the unique nature of the Youth Apprenticeship program, the cost may exceed the school district's average instructional costs.

Thank you very much for this opportunity to present testimony. I again express my hope that if the revenue picture for the 1997-99 biennium improves, the technical colleges will be high on the Legislature's priority list.