

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

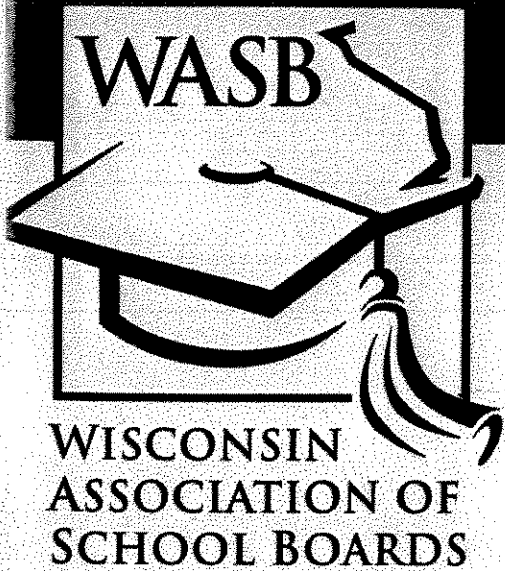
➤ \*\*

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

➤ \*\*

➤ Miscellaneous ... Misc

➤ **97hr\_SC-Ed\_Misc\_pt51**



Jan.  
1997



## O F F I C E S

### MADISON

122 W. Washington Avenue  
Madison, WI 53703  
Phone: 608-257-2622  
Fax: 608-257-8386

### WINNECONNE

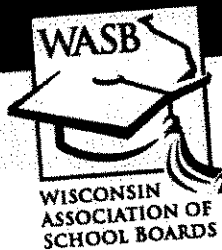
132 W. Main Street  
P.O. Box 160  
Winneconne, WI 54986  
Phone: 414-582-4443  
Fax: 414-582-9951

### EAU CLAIRE

2005 Highland Avenue  
Eau Claire, WI 54701  
Phone: 715-839-4781  
Fax: 715-834-4338

### TOMAHAWK

328 N. Fourth Street  
Box 449  
Tomahawk, WI 54487  
Phone: 715-453-5770  
Fax: 715-453-7519



**BILL COSH**  
Legislative Services Coordinator

122 W. Washington Avenue, Suite 400  
Madison, WI 53703

Phone: 608-257-2622  
Fax: 608-257-8386  
E-mail: [bcosh@wasb.org](mailto:bcosh@wasb.org)

## ELIGIBLE INSTITUTIONS

- **Not-for-profit schools**  
each school in a school district  
private schools  
charter schools  
colleges and universities  
technical colleges
- **Public libraries**
- **Not-for-profit hospitals**

## ELIGIBLE SERVICES

- **two-way interactive video**
- **high-speed data transfer**
- **costs of toll calls for  
Internet access**
- **lines for direct / dedicated  
Internet access**

for new or upgraded  
telecommunications services  
ordered from qualified  
telecommunications vendors.

## DISCOUNT STRUCTURE

**Year 1:** 30% of monthly  
charge or \$300 per month,  
whichever is less

**Year 2:** 20% of monthly  
charge or \$200 per month,  
whichever is less

**Year 3:** 10% of monthly  
charge or \$100 per month,  
whichever is less

**Year 4:** discount phases out

For detailed information, guidelines  
and application forms, call the USF  
inquiry line at:

(608) 231-3305

or write to:

Public Service Commission of  
Wisconsin  
P.O. Box 7854  
Madison, WI 53707-7854

January, 1997  
v 2.0

The institutional discount program is described in  
S. PSC 160.11, Wis. Adm. Code

Wisconsin Universal Service  
Fund Council

# U

# S

# F

# Institutional Discount Program

### Inside...

timely information about  
*rate discounts on new  
telecommunications  
services for public libraries,  
not-for-profit schools, and  
not-for-profit hospitals in  
Wisconsin*

# U

## Unique

among state  
telecommunications  
programs....

USF Discounts require

- no grant proposals
- no matching funds
- no competition
- no waiting

# S

## Simple

Just complete a *one-page application form* and mail it to the fund administrator.

For a copy of the application materials, leave a message on the USF inquiry line at:

608-231-3305

Mail completed application to the fund administrator:

Williams, Young & Associates, LLC  
P.O. Box 8700  
Madison, WI 53708

# F

## Fast

Your savings start building *immediately* upon verification of your application.

Reimbursement is issued on an annual basis directly to the schools, libraries, and hospitals.

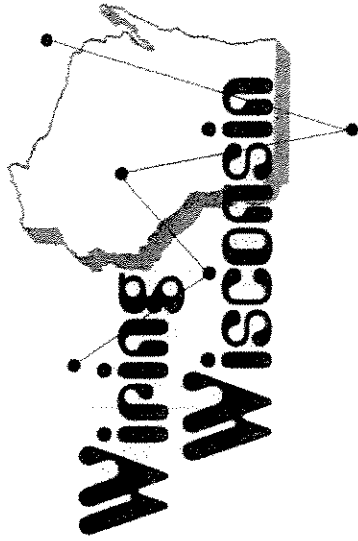
## Want to Know More?

- The WW Web site offers a variety of information on WW, including the schools that have signed up for the April 19 wiring day. Our site allows volunteers to sign up with their school and offers businesses an opportunity to sponsor interested schools. Check it out at <http://ww96.k12.wi.us>
- Visit the national NetDay web site: <http://www.netday96.com>
- For general information, contact Bob Hirsch, WW executive director, at 847/492-9935 or E-mail him at [roh1019@aol.com](mailto:roh1019@aol.com)
- To volunteer, call us toll-free at 888-WIRE-WIS (888/947-3947). For more information on volunteering, call Bill Cosh at 608/257-2622 or contact him by E-mail at [bcosh@uacsb.com](mailto:bcosh@uacsb.com)
- To sponsor a school or for more information, call Dan Gelatt at 608/781-0850 or E-mail him at [daniel.gelatt@normicro.com](mailto:daniel.gelatt@normicro.com)
- For technical information, call Jim Romlein at 414/262-8000 ext. 100 or E-mail him at [juromlein@mislabs.com](mailto:juromlein@mislabs.com)
- Wiring Wisconsin Headquarters  
1019 Hinman Avenue, Suite 300  
Evanston, IL 60202

## Comments from...

- "Wiring Wisconsin is doing important work building a partnership of volunteers from business, government, the schools and their communities to help bring educational technology to each and every school in Wisconsin."  
*Tommy Thompson  
Governor, Wisconsin*
- "Wiring Wisconsin is a positive step in the direction of bringing technology out of the lab and into the classroom. The job is big enough that it cannot all be done by volunteers, but community involvement in taking these first steps can help build support for finishing the job."  
*John Henson  
State Superintendent, DPI*
- "Recently, Freedom Schools... had approximately 53 people participate in Wiring Wisconsin." [November 16, 1996, the first of two scheduled wiring days]. We saved approximately \$8,000 in wiring costs. We had many parents, students, electricians, and staff, even School Board members, working in this great community event. Please support Wiring Wisconsin..."  
*Gary Scheuerell, District Administrator, Freedom Area School District*

*This brochure is underwritten by the Ameritech Pioneers, a community service organization of more than 86,000 active and retired Ameritech employees who are active in Illinois, Indiana, Michigan, Ohio and Wisconsin.*



*Wiring Wisconsin is a non-profit volunteer effort to wire elementary and high schools for access to the Internet.*

## What Is Wiring Wisconsin?

Although network wiring in schools is the building block of any technology plan, the costs of labor and equipment often put it out of reach for many of the 2,400 public and private schools in Wisconsin. Wiring Wisconsin, a volunteer effort of concerned citizens, parents, business people, students, teachers and school officials, was established to fill that gap.

Modeled after the March 1996 NetDay effort in California and activities under way in several other states, WW aims to install modern network wiring in all Wisconsin K-12 schools by the end of the 1996-1997 school year. To accomplish that goal, WW helps link interested schools with volunteers who are willing to do the wiring and businesses that are willing to pay for materials or provide technical expertise.

## Why Do Schools Need To Be Wired?

Telecommunications technology, including the Internet, has dramatically expanded learning opportunities for Wisconsin schoolchildren. Students who attend schools that are linked to the Internet are able to conduct research at the US Library of Congress, communicate directly with political leaders and leading scientists, get up-to-the-minute information on major world events, and participate in many

other activities in a way that was undreamed of only a few years ago. Students who do not have access to this technology because their schools cannot afford it will soon be left behind in the information revolution.

## How Can Wiring Wisconsin Help?

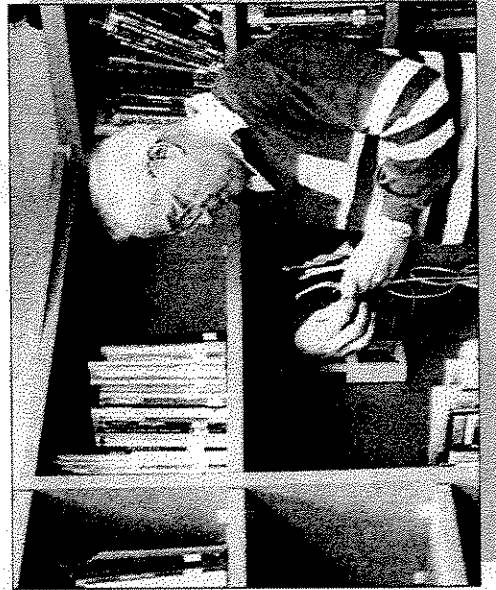
WW has chosen April 19 as Wiring Day 1997. The goal is to install wiring in at least five classrooms and one computer lab or library in every school that needs it. The day promises to be a true community effort.

WW, through its Web site, media campaign and fund-raising efforts, will help recruit the volunteers, sponsors and technical expertise necessary to make your wiring day a complete success. WW is even providing training sessions around the state to make sure that volunteers are ready to go on April 19.

## What Will My School Need to Do?

Schools that want to participate in Wiring Day 1997 will need to:

- Contact WW to let us know that you're interested.
- Develop a wiring plan that will serve as the basis for future technology investments. (Local telephone companies and other telecommunications providers are a good place to seek help in this area. Many are members of the Wisconsin State Telecommunications Association, a founding member of WW, and can provide technical expertise and support.)
- Recruit local volunteers through the school's newsletter and school events, notices in local newspapers, and contacts with community groups. The number of volunteers needed varies, depending on the wiring plan and the number of classrooms being wired. WW's toll-free number and Web site will also help steer volunteers in your direction.
- Let WW know how many classrooms you want to wire. We will help you obtain the wiring kits and sponsors to pay for the kits. To wire six rooms, it costs approximately \$1,000 for copper wire, and \$4,500 for a fiber net-work.
- Show up on April 19 to pull wire!







# NEWS RELEASE

WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.

**FOR IMMEDIATE RELEASE:**

Sept. 16, 1996

For more information contact:

Ken Cole, Bill Cosh or Mary Sowinski at (608) 257-2622

## **Wisconsin Students Surf The Net As School Begins**

(Madison) -- More than three quarters of Wisconsin high schools were "surfing the net" by the time school began this fall, according to a survey of Wisconsin's high schools by the Wisconsin Association of School Boards. Last winter in his state-of-the-state address, the governor had challenged Wisconsin school districts to have at least 50 percent of high schools connected to the Internet by the time school started. "Wisconsin's high schools have far surpassed the governor's challenge," said Ken Cole, executive director of the WASB.

The WASB survey of Wisconsin's 435 public high schools found that 82 percent (358 high schools) were on-line by the time school began this fall and 86 percent (376 high schools) expect to be on-line by Jan. 1, 1997. "The survey also found that Wisconsin high schools are doing an excellent job of planning for schools of the 21st century," said Cole; 92 percent (399 high schools) reported that they had a technology plan, and 50 percent had acceptable use policies in place for Internet use.

The survey did reveal that all Internet access is not the same. "We are concerned that the gap between the technology "haves" and the technology "have-nots" is increasing," Cole

said. Although 25 percent of all high schools (109 high schools) have direct Internet access, 13 percent (56 high schools) still have to pay long distance phone charges to access the Internet. The survey also revealed that 65 high schools reported having more than 75 percent of their classrooms connected to the Internet, while 233 high schools reported that less than 10 percent of their classrooms were connected to the Internet.

The number one barrier to accessing the Internet, according to survey respondents, was cost. Other barriers included: long distance phone charges, networking structure, lack of equipment, security concerns, lack of a local provider, and staff development.

###



# NEWS RELEASE

WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.

**FOR IMMEDIATE RELEASE:**

Dec. 18, 1996

For more information contact:

Ken Cole, Bill Cosh or Mary Sowinski at 608-257-2622

## **MANY ELEMENTARY SCHOOL CLASSROOMS LACK INTERNET ACCESS**

(MADISON)--Although most of Wisconsin's elementary schools will be linked to the Internet by the first of the year, many students are being left behind in the information revolution because their individual classrooms are not hooked up, according to a recent survey by the Wisconsin Association of School Boards.

Nearly 70 percent of public elementary schools reported to the WASB that they will have some access to the Internet by Jan. 1, but 40 percent said fewer than 10 percent of their classrooms would be hooked up by that date. What's more, only 14 percent said that more than 75 percent of their classrooms are linked to the Internet. "From our survey, it appears that many schools have only one or two Internet connections, and those may be in the library, school office or in a computer lab — not in the classroom where students can use this resource for learning," WASB Executive Director Ken Cole said.

(MORE)

WASB Survey, page 2

Also, Cole said, many elementary schools can only access the Internet through long distance telephone calls, which hinders its use. About 7 percent of schools can only get online through a long distance telephone call, while 17 percent have direct Internet access. The others dial into the Internet through their local telephone company.

Cole said the survey also found that nearly all elementary schools have put plans in place to acquire the computers and other technology their students need; 93 percent of schools reported that they have developed a technology plan. About half said they had developed policies that outline acceptable uses of the Internet by staff and students.

The survey, which included every public elementary school in the state (1,232 schools), found the number one barrier to Internet access to be cost, combined with the impact of revenue caps. Other barriers cited include: lack of a local Internet provider, lack of proper equipment, need for internal wiring, lack of staff training, a need for additional phone lines and need for technical support.

# # #

# Wisconsin Association of School Boards

## High School Internet Survey

### Summary of Results

**Number of High Schools Connected to the Internet By The Time School Began This Fall:** 358 out of 435 high schools, 82.3% (Note: An additional 18 high schools hope to be connected by January 1, 1997, bringing the total percentage to 86.4%. Often, this access may be limited to one line for a single computer in the school library)

**Number of High Schools With Direct Internet Access:** 109 high schools, 25.1%

**Number of High Schools That Pay Long Distance Phone Charges to Access The Internet:** 56 high schools, 12.9%

**Number of High Schools With Greater Than 75% of Their Classrooms Connected to the Internet:** 65 high schools, 14.9%

**Number of High Schools With Internet Access For Less Than 10% of Their Classrooms:** 233 high schools, 53.6%

**Number of High Schools With An Acceptable Use Policy For Internet Use:** 214 high schools, 50% (Note: An additional 44 high schools are in the process of developing an acceptable use policy and expect to have them in place by January 1, 1996, bringing the total to 258 high schools, or 59.3%)

**Number of High Schools With Technology Plans:** 399 high schools, 91.7%

**Barriers To Accessing The Internet:** The following were identified as barriers to accessing the Internet for the indicated number of high schools:

**Cost/Money/Revenue Caps - 81 responses**

**Long Distance Call Charges - 17 responses**

**Need To Establish a Policy - 11 responses**

**Networking Structure - 7 responses**

**Teacher Training/Staff Development - 7 responses**

**Problems With The Local Phone Company - 5 responses**

**Equipment (ie. not enough computers) - 5 responses**

**Time - 5 responses**

**Phone Lines - 4 responses**

**Security Concerns - 4 responses**

**Administration/Board - 4 responses**

**Classroom Space Needs - 3 responses**

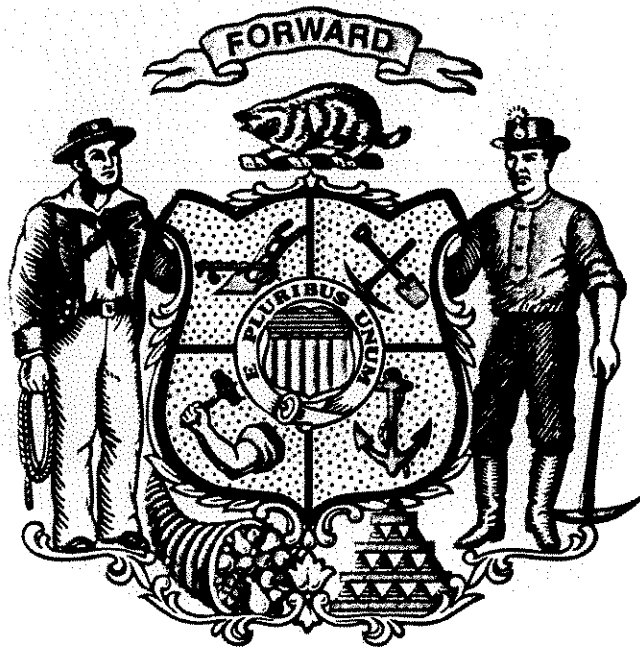
**Cable vs. Phone Line/Kind of Line - 2 responses**

**Need for a Technology Plan - 2 responses**

**No Local Provider - 1 response**

**Administration of the Internet - 1 response**

**Installing - 1 response**



SB 51

**WISCONSIN LEGISLATURE**

**COMMITTEE ATTENDANCE FORM**

\_\_\_\_\_ COMMITTEE

*Educators*

\_\_\_\_\_ LEGISLATOR NAME

*Senator Wick*

DATE

*Feb 19*

**WISCONSIN LEGISLATURE - COMMITTEE ATTENDANCE FORM**

\_\_\_\_\_ DATE

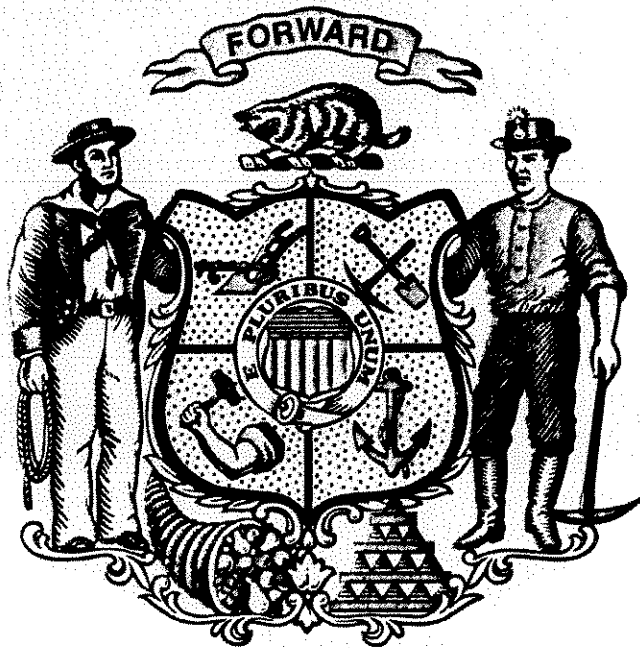
*2/19/97*

COMMITTEE

*Senate Business Comm.*

LEGISLATOR NAME

*Rep. David Clucas*



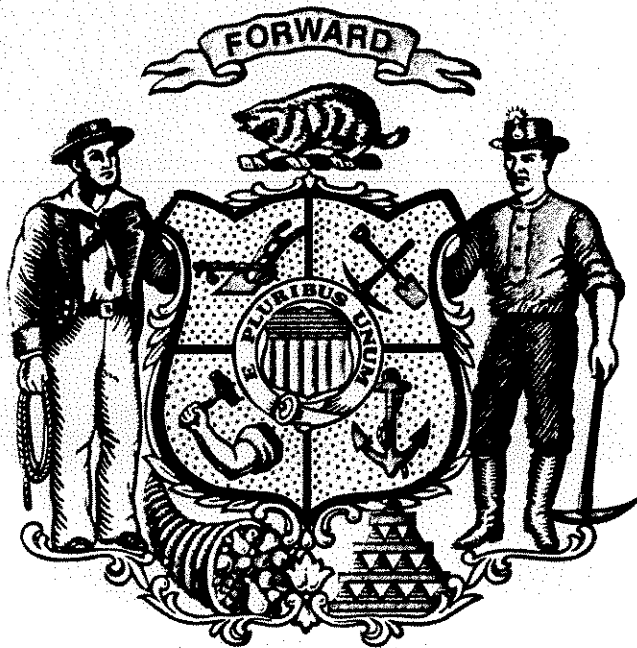


**Invited Testimony-Senate Committee on Education-February 19, 1997**

- 1 DOA Overview: **Bob Hanle** (Education Team Leader, State Budget Office)  
**Rob Cramer** (Analyst, Division of Technology Management)
- 2 Department of Public Instruction: **Steve Dold**, Deputy Secretary
- 5 Wisconsin Education Association Council: President **Terry Craney**
- 3 School Boards Association: **Senn Brown** and **Bill Cosh**
- 4 School Administrators Alliance: **Jim Lynch** (Association of Wisconsin School Administrators, Wisconsin Association of School District Administrators, Wisconsin Association of School Business Officials, Wisconsin Council for Administrators of Special Services)
- 6 Wisconsin Federation of Teachers: **Ken Opin**
- 7 **James Buckley**: School Nurses of Wisconsin, Wisconsin School Psychologists Association, Wisconsin School Social Workers Association
- 8 Milwaukee Public Schools: **Douglas Haselow**
- 9 Madison Metropolitan School District: **Michael McCabe**

**Invited Testimony-Senate Committee on Education-February 19, 1997**

- 1 DOA Overview: **Bob Hanle** (Education Team Leader, State Budget Office)  
**Rob Cramer** (Analyst, Division of Technology Management)  
*Brian Pahnke*
- 2 Department of Public Instruction: **Steve Dold**, Deputy Secretary + *Faye Stalk*
- 5 Wisconsin Education Association Council: President **Terry Craney** + *Bob Buske*
- 3 School Boards Association: **Senn Brown** and **Bill Cosh**
- 4 School Administrators Alliance: **Jim Lynch** (Association of Wisconsin School Administrators, Wisconsin Association of School District Administrators, Wisconsin Association of School Business Officials, Wisconsin Council for Administrators of Special Services)
- 6 Wisconsin Federation of Teachers: **Ken Opin**
- 7 **James Buckley**: School Nurses of Wisconsin, Wisconsin School Psychologists Association, Wisconsin School Social Workers Association
- 8 Milwaukee Public Schools: **Douglas Haselow**
- 9 Madison Metropolitan School District: **Michael McCabe**



21<sup>st</sup> Cent Document  
Flexibility Manage Resources  
Faculty Reasonable  
Too Much 4 Yrs Row  
Compression Problem  
Efficiency  
Million People served Extension  
Quality of Institutions  
Access / Balance Budget

---

Tell Buffett Dates

Jobane Branders

Merger Implementation  
Committee

Stable Budget high level  
quality

Competitive Salaries

Technology

Such - taxpayers - balance  
priorities

Michael Grebe

1997??

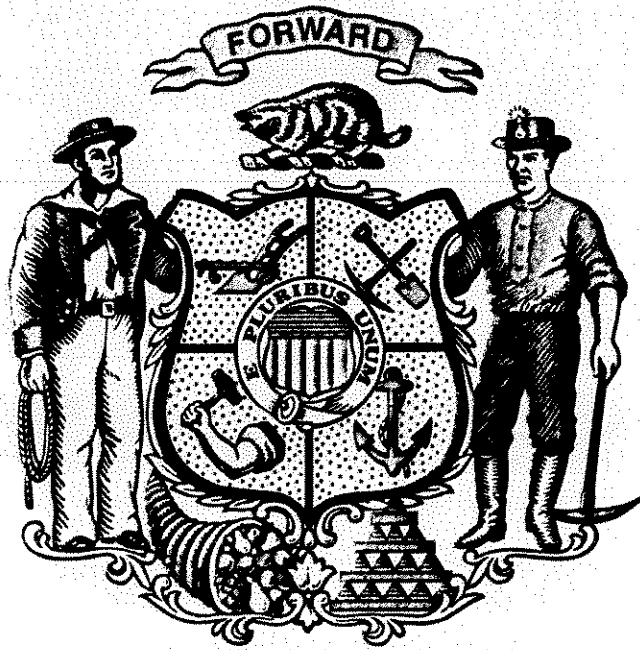
Meet -

February - 19 (Evening)  
no conflicts life style  
try to meet work  
Chuala

---

March 26 \*  
April 9 \*  
April 23 \*

9:30 Start  
Ordering out lunch



## CORRECTED MEDIA ADVISORY

The Senate Committee on Education will hear invited testimony on the Governor's proposed University of Wisconsin System Budget on Wednesday, March 12 beginning at approximately 2 p.m. in LL 106 Hearing Room, 1 East Main. Confirmed speakers include the following:

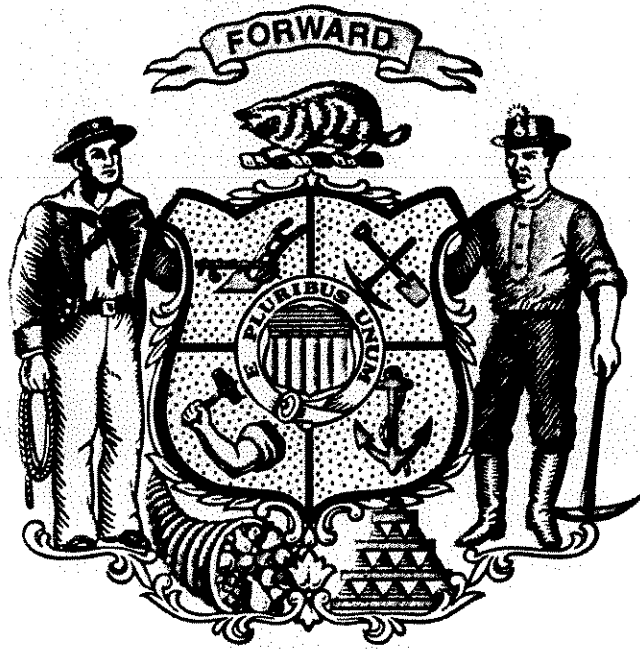
University of Wisconsin President Katharine Lyall

PROFS Representatives Richard Ralston and Evelyn Howell (UW-Madison)

TAUWP President James Byrd (UW-Platteville)

United Council President Tim Casper and Legislative Affairs Director Steve Perela

March 10, 1997



SENATE COMMITTEE ON EDUCATION

CONFIRMED SPEAKERS

MARCH 12, 1997

Robert Hanle and/or Mike Heifeitz, Department of Administration

Katharine Lyall, President, University of Wisconsin System

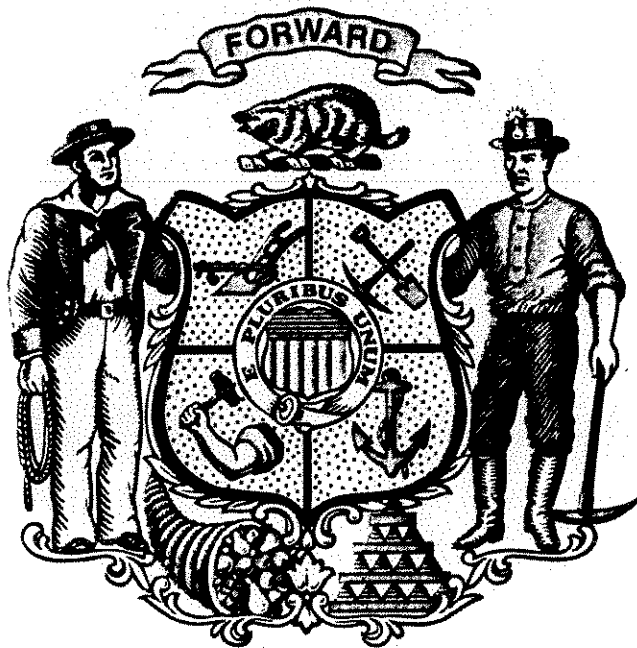
PROFS Representatives Richard Ralston and Evelyn Howell (UW-Madison)

TAUWP President James Byrd (UW-<sup>Stout</sup>~~Platteville~~)

United Council President Tim Casper and Legislative Affairs Director Steve Perela

ASPRO President Esther Olson





INVITED SPEAKERS-Technical College System

April 9, 1997

✓ DOA Overview

Fiscal Bureau (Dave Hopnow)  
available For Questions

✓ Ed Chin, State Director, Technical College System

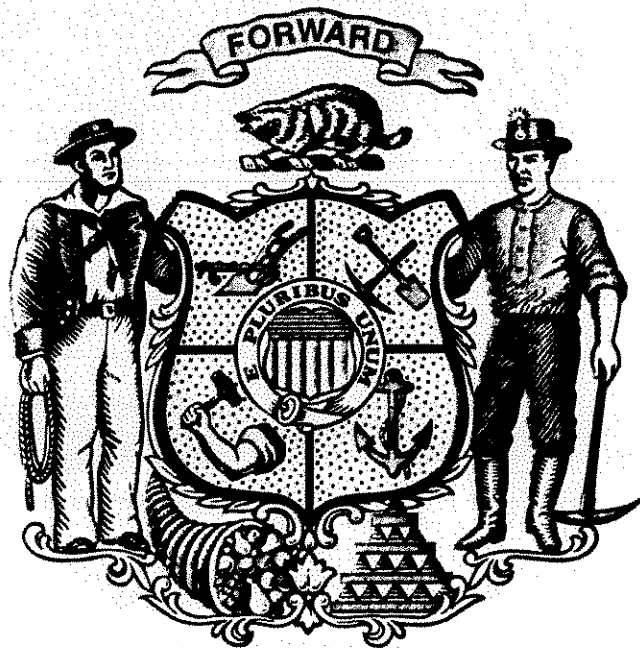
✓ Earl Muhlbauer, Technical College District Boards Association

Wisconsin Association of Technical College Administrators

WEAC John Strake For Both

WFT " "

Directors





# Wisconsin Technical College System Board

Edward Chin, State Director

Testimony Before the Senate Education Committee

April 9, 1997

Edward Chin, State Director

Thank you for the opportunity to appear before the Committee to highlight and comment upon those aspects of the budget bill which impact the Technical College System. We appreciate the interest and support the Committee has extended to the System over the years and we trust that we have been good partners in wisely using the resources the Legislature has granted us and in implementing policies the Legislature has enacted. We are fully cognizant of the difficult task the Legislature has to establish priorities among a great number of programs worthy of public support, especially in the context of the need to ensure property tax relief through funding of the K-12 System at two thirds of cost. As the Legislature develops budget priorities, we hope you will keep in mind the importance of investing in the Technical Colleges as well, and how that investment is critical to our students and to providing the skilled workers who are central to the economic vitality of the state.

#### I. General State Aid

With specific reference to SB 77/AB 100, the bill before you 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.) This amount is insufficient to meet System needs. We certainly are appreciative of the effort the Governor made to generate a positive increase for the Technical Colleges, given the prior commitments to be kept and given the fact that a number of state agencies are proposed for net GPR reductions. Nevertheless, these 1% increases follow upon 0% increases for the current biennium and will continue to put a strain on local Technical College budgets.

Candidly, this biennium some of our districts needed to offset part of their revenue requirements through increases in their property tax levies after undertaking numerous economizing measures. But local pressure will keep the percentage of levy increases modest in future years. As a result, the Technical Colleges are faced with the dilemma of potentially reducing training opportunities at a time when they are being asked to provide more and more services for 16-18 year olds, W-2 clients, literacy students, the disabled, business and industry, displaced homemakers, and others. Thus, it is important for the Legislature to consider additional assistance for the Technical Colleges beyond the 1% levels, especially if the revenue picture is better later this spring when the Legislature begins to make its decisions than in January when the Governor made his recommendations.

This agency originally requested the Governor to consider 4-1/2% increases in each year of the biennium to keep the System operating at its current level and keep property tax levies stable. That percentage may no longer be possible for the Legislature to meet, but I hope improvement over 1% is possible. The System will be requesting of the Joint Committee on Finance a budget amendment to raise General State Aid to 2-1/2% increases in each year of the biennium. I remind the Committee that the state's participation in funding the Technical College System has slipped to 25% of aidable cost. While it was probably unreasonable for the System to think the state could maintain its percentage share during our years of rapid expansion, we now have a real concern about the diminishing percentage of support that would result from 0% General State Aids

increases in 1995-97 and 1% increases for 1997-99. If the Legislature has the opportunity to increase our General State Aid, the return to the state in a better prepared workforce would be well worth it.

## II. Educational Technology

On another important matter in the state budget, the Technical Colleges are especially appreciative of the Governor's proposal to support faculty development in the use of technology (LFB Summary, Page 658, Item #3). With these funds, each Technical College would establish Teacher Innovation Centers. These Centers will be the heart of the System's efforts to develop faculty in the application of technology to instruction. As part of the overall "TEACH Wisconsin" initiative, \$832,000 annually is earmarked for leading edge Technical College teachers to be sharing their expertise with their colleagues on how to incorporate the enormous potential of technology into improving the delivery of instruction.

Presently, the Technical Colleges are sharing numerous costly programs across district boundaries using telecommunications technology. For instance, the Dental Hygienist program is shared electronically among Northcentral, Fox Valley, Chippewa Valley, Western Wisconsin, Waukesha County, and Blackhawk. Radiography and Physical Therapy are other programs being electronically shared over distances. Beyond sharing programs, there is almost limitless opportunity to augment individual training programs by accessing the most current information about a subject, or the most effective presentation of complex instructional material. 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.

An additional aspect of the "TEACH Wisconsin" initiative is to allow K-12 schools access to telecommunication networks for \$250 a month (LFB Summary, Page 573, Item #7). We believe all public educational institutions should be extended that option. Current telephone company charges are quite expensive, and we believe that both the University and Technical College Systems would greatly benefit from the reduced rates.

## III. Other Fiscal Issues

There are several programs identified in Attachment 1 to my written testimony for which the System requested increases or initial funding, but which are not recognized in SB 77/AB 100. Time does not permit me to discuss each of them with you in detail at this hearing. They concern special services to target populations. While fully acknowledging the fiscal constraints the Legislature will be operating under to craft the 1997-99 budget, I request your review of these efforts to serve the disabled, displaced homemakers, and others.

I particularly note what might be considered unfinished business. Several years ago the Legislature committed funds to partially support transition services for disabled students in 8 of the 16 Technical College Districts. The original proposal recommended that all 16

districts have this capability available, but funding was available to assist only 8 districts at that time. Unfortunately, subsequent budgets have not addressed this uncompleted action. I am informed by those in the Technical College System who work with disabled students that if there were one service to be provided that would most enhance the chances of academic success for disabled students, it would be the dedicated provision of transition services. The cost is modest, \$200,000 more each year of the biennium, but the impact would be considerable.

The last financial issue I will comment on is the proposed reduction of \$25,000 annually from the state agency's operational budget (LFB Summary, Page 658, Item #5). I recognize that all agencies are being reduced in their internal operations in some way, and I do not contest the proposed reduction. I do feel obligated to point out that my agency experienced drastic cuts of 16% and 19% of GPR support during the current biennium, and coupled with losses in federal revenue in recent years, our staff complement has been reduced by over 30% to 80.5 full-time permanent positions. If the revenue picture somehow worsens and further reductions in overall state operations are proposed, we ardently request to be absolved from additional cuts, given our recent history. We believe the staff has provided quality leadership and coordination to an outstanding educational system under very trying circumstances, and ask your understanding on this matter.

#### IV. Youth Options Program

We wholeheartedly support the "Youth Options Program" (LFB Summary, Page 482, Item #31). Currently, high school age students enroll 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 11<sup>th</sup> and 12<sup>th</sup> grade and those technical college courses would 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. There would be no cost to the student, except for consumable supplies. Payments would be made by the school district to the technical college. For students enrolled in 7 credits or more, the charge would be based on a prorated calculation of the originating school district's average cost per pupil for regular instruction and instructional support. Payments for 6 credits and less would be based on technical college tuition and fee charges.

We support this budget proposal as a means of allowing those students in high school who would like an additional academic challenge, or those who wish to experience solid technical education earlier in life, to have another educational option; and to empower parents to make the best educational choice for their children. The technical colleges have considerable experience in educating 16 to 18 year olds, and for those students who might chose this option, we can ensure them of a fulfilling academic path. Moreover, if they choose to continue at a technical college after completing their high school diploma, they will likely have made significant progress towards a technical college degree or diploma. With transferability to the University of Wisconsin System or private colleges

more easily facilitated now, students will still maintain a baccalaureate degree option while having acquired an occupational skill. There are many benefits to this option.

Attachment 2 discusses several recommendations for changes to improve the statutory language related to youth options. We would be pleased to review these items with members of the Committee and staff in greater detail at a more convenient time.

#### V. Other Statutory Changes

Finally, I would like to discuss three statutory changes in the budget bill. First, 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, we 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.

Second, the budget bill would delete from the statutes the requirement for technical preparation (tech-prep) councils and consortia (LFB Summary, Page 660, Item #11). These entities serve an important function in the development and implementation of articulated curriculum agreements in order to provide students with a smooth transition from secondary school to technical college and to eliminate duplicate courses and loss of credit transfer. It is unclear why this provision is being eliminated.

Third, we have concerns regarding a proposed reporting requirement for our agency related to high school pupils receiving postsecondary credit (LFB Summary, Page 484, Item #31B). Specifically, the provision would require the State Board to annually report a list of the courses given in high schools for which pupils may receive postsecondary credit and the number of pupils enrolled in courses for postsecondary credit in the previous school year. We believe that the term "postsecondary credit" needs further clarification. If it refers to credit received for technical college courses, then our agency can certainly acquire this information from the Colleges. On the other hand, if it refers to high school courses in which students may be eligible for advanced standing upon enrollment in a technical college program, then it would be more appropriate to require school districts to report this information either to their respective Technical College Districts or to the Department of Public Instruction.

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.



ATTACHMENT 1

GPR Items for Which WTCS Board Requested Increases

	BASE YEAR 1996-97	AGENCY REQUEST		SB 77/AB 100 RECOMMENDATIONS	
		1997-98	1998-99	1997-98	1998-99
General State Aid	\$110,199,200	\$115,158,200	\$120,340,300	\$111,301,200	\$112,414,200
Faculty Development- Application of Technology	--	900,000	900,000	832,000	832,000
Displaced Homemakers	851,700	936,900	936,900	851,700	851,700
Women in Non-Traditional Occupations	--	400,000	400,000	0	0
Alcohol & Other Drug Abuse Counselors	525,000	540,800	557,000	525,000	525,000
Transition Services for Persons with Disabilities	200,000	400,000	400,000	200,000	200,000
Technology Loan Center for Students with Disabilities	--	100,000	100,000	0	0
Placement Services for Students with Disabilities - Demonstration Project	--	40,000	40,000 (sunset)	0	0

WTCS Items Reduced in SB 77/AB 100

Basic Skills Instruction in Correctional Institutions	- \$100,000	annually
State Agency Operations	-\$25,000	annually

## ATTACHMENT 2

### RECOMMENDED ADDITIONS TO THE BUDGET PROVISIONS RELATED TO THE YOUTH OPTIONS PROGRAM

Material Fees. The bill specifies that a pupil would not be responsible for any portion of the tuition and fees for a course taken at a technical college under the youth options program. In addition to tuition charges, students are assessed fees for consumable materials used in a course. These fees are established uniformly systemwide by the WTCS Board and vary by course category from a standard charge of \$3.50 per course (approximately 60% of the enrollments fall in this category) to over \$30 per credit for courses with high usage of consumable goods. Given the fact that high school pupils could enroll in courses with high material fees, we believe that any amount beyond the standard charge should be the pupil's responsibility and not the school district's or technical college's responsibility.

Special Education Costs. The bill would base the payment to the technical college on either tuition costs (6 credits or less) or the school district's per pupil costs for regular instruction plus instructional support services (7 credits or more). No reference is made to special education costs. It was the original intent that if a pupil with exceptional educational needs (EEN) attended a technical college under the youth options program, any additional cost associated with the pupil beyond regular instruction would be reflected in the payment. Therefore, we would recommend that in circumstances involving EEN pupils, the computation of tuition for special education costs under s. 121.83 of the statutes be used as the basis for determining the payment to technical colleges.

Initial Applicability Date. As drafted, the bill does not specify an initial date of applicability for the youth options program; therefore, the provisions would take effect on the general effective date of the budget bill. However, the Governor's Budget in Brief document states that the program would begin in the 1998-99 school year. We would concur with this delayed start-up date and would seek this clarification in the bill.

Exclusion of Remedial Courses. It was the original intent that the youth options program would be designed to serve students who are academically qualified to enroll in technical college associate degree or technical diploma courses. However, as drafted, the bill does not specifically exclude enrollment by high school students in remedial courses offered by technical colleges (such as basic skills courses). We believe that there is a need for such an exclusion in the bill. Current law already provides an opportunity for at-risk students to attend, in lieu of high school, alternative high school programs offered by technical colleges.

---

# WISCONSIN EDUCATION ASSOCIATION COUNCIL

---

*Affiliated with the National Education Association*

**SENATE EDUCATION COMMITTEE TESTIMONY  
REGARDING 1997-99 BIENNIAL BUDGET (SB 77/AB 100)  
WISCONSIN TECHNICAL COLLEGE SYSTEM PROVISIONS  
BY  
JOHN STOCKS, WEAC DIRECTOR OF GOVERNMENT RELATIONS  
WEDNESDAY, APRIL 9, 1997**

MY NAME IS JOHN STOCKS. I AM THE GOVERNMENT RELATIONS DIRECTOR FOR THE WISCONSIN EDUCATION ASSOCIATION COUNCIL. I AM ALSO HERE REPRESENTING THE WISCONSIN FEDERATION OF TEACHERS. I WOULD LIKE TO THANK CHAIRPERSON POTTER AND MEMBERS OF THE SENATE EDUCATION COMMITTEE FOR THIS OPPORTUNITY TO SPEAK TODAY ON THE WISCONSIN TECHNICAL COLLEGE SYSTEM PROVISIONS OF THE 1997-99 BIENNIAL BUDGET.

**WTCS GENERAL STATE AID:**

GOVERNOR THOMPSON'S 1997 BUDGET BILL (SB 77/AB 100) PROPOSES TO INCREASE THE WISCONSIN TECHNICAL COLLEGE SYSTEM BUDGET 1% ANNUALLY. THE WISCONSIN EDUCATION ASSOCIATION COUNCIL AND THE WISCONSIN FEDERATION OF TEACHERS SUPPORT INCREASING THE WISCONSIN TECHNICAL COLLEGE SYSTEM BUDGET TO 4.5% ANNUALLY.

GENERAL AID, WHICH SUPPORTS ABOUT 25% OF WTCS DISTRICT AIDABLE COSTS, HAS REMAINED AT \$110.2 MILLION GPR PER YEAR FOR THE LAST THREE FISCAL YEARS.

FROZEN STATE AIDS HAVE PLACED EXTRA PRESSURE ON THE PROPERTY TAX. STATEWIDE, THE WTCS LEVY INCREASED BY APPROXIMATELY \$20 MILLION (OR 6%) PER YEAR IN THE 1995-97 BIENNIUM. HOWEVER, THE ANNUAL INCREASE IN WTCS OPERATING BUDGETS HAS BEEN BELOW 5%.

THE STATE RELIES UPON THE WTCS TO MEET THE INCREASING DEMAND FOR SKILLED, WELL-EDUCATED WORKERS WHOSE EMPLOYMENT HELPS FUEL THE STATE'S ECONOMY. THE WTCS ALSO RESPONDS TO SPECIFIC REQUESTS FROM BUSINESS AND INDUSTRY FOR RETRAINING, UPGRADING, TECHNICAL ASSISTANCE AND INITIAL JOB TRAINING.

THE WTCS HAS BECOME THE PRIMARY PUBLIC EDUCATION SYSTEM RESPONDING TO THE NEEDS OF THE ACADEMICALLY DISADVANTAGED, THE ECONOMICALLY DISADVANTAGED, THE DISABLED, DISPLACED HOMEMAKERS AND OTHER SPECIAL POPULATIONS. MOREOVER, THERE WILL BE PRESSURE TO EXPAND BASIC EDUCATION/LITERACY TRAINING AND EMPLOYABILITY SKILLS FOR W-2 CLIENTS.

WHILE WTCS DISTRICTS HAVE IMPLEMENTED NUMEROUS ECONOMIZING MEASURES (SUCH AS SHARED INSTRUCTIONAL PROGRAMS AND COOPERATIVE PURCHASING), THE COST OF PROVIDING NEEDED PROGRAMS AND SERVICES WILL CONTINUE TO INCREASE SYSTEM WIDE BY APPROXIMATELY 4.5% ANNUALLY. THEREFORE, NO GROWTH IN GENERAL AIDS IN 1995-97 FOLLOWED BY 1% INCREASES FOR 1997-99 WILL CAUSE THE STATE'S SUPPORT LEVEL TO DIMINISH SIGNIFICANTLY. SUCH A DECLINE LEADS TO CONCERNS REGARDING

THE STATE'S LONG-TERM ROLE IN SUPPORTING THE SYSTEM.

A GENERAL AID INCREASE BEYOND THE 1% LEVEL WOULD REDUCE THE SYSTEM'S NEED TO OFFSET PART OF THEIR REVENUE REQUIREMENTS THROUGH THE PROPERTY TAX.

INCREASED STATE AID WOULD ALLOW WTCS DISTRICTS TO UNDERTAKE NEW INITIATIVES IN AREAS SUCH AS INSTRUCTIONAL TECHNOLOGY, STAFF TRAINING, CURRICULUM DEVELOPMENT AND SCHOOL-TO-WORK EXPANSION. AT THE PROPOSED 1% LEVEL, IT IS MUCH MORE LIKELY THAT SUCH INITIATIVES WOULD EITHER NOT OCCUR OR THEY WOULD BE FUNDED AT THE EXPENSE OF OTHER SERVICES OR TRAINING OPPORTUNITIES.

THE WTCS HAS PROVEN TO BE RESPONSIVE TO COMMUNITY NEEDS AND OFFERS A FLEXIBLE PROGRAM TO STUDENTS.

**YOUTH OPTIONS PROGRAM:**

THE TECHNICAL COLLEGE YOUTH OPTION PROPOSAL CAN CREATE A NEW EDUCATIONAL AVENUE FOR HIGH SCHOOL STUDENTS WHO WANT TO GAIN TECHNICAL SKILLS AND ADVANCE THEIR EDUCATIONAL STATUS WHILE EARNING THEIR HIGH SCHOOL DIPLOMA. THIS CAN TRULY CREATE A WIN - WIN SITUATION FOR STUDENTS WHO WISH TO ATTEND A TECHNICAL COLLEGE DURING THEIR LAST TWO YEARS OF HIGH SCHOOL.

IN ADDITION, THE YOUTH OPTION PROPOSAL CAN EXPAND THE WORKING RELATIONSHIP BETWEEN HIGH SCHOOLS AND TECHNICAL COLLEGES THAT ALREADY EXISTS BECAUSE OF SCHOOL-TO-WORK, AT-RISK, AND OTHER

ADVANCE STANDING PROGRAMS. HIGH SCHOOLS WILL BE ABLE TO ENHANCE THEIR EDUCATIONAL OFFERINGS TO HIGH SCHOOL STUDENTS WHO WILL BE ABLE TO CONTINUE IN TECHNICAL COLLEGE PROGRAMS WHEN THEY GRADUATE FROM THE HIGH SCHOOL PROGRAM. THEREFORE, IT IS IMPORTANT THAT THE DETAILS OF THE YOUTH OPTION PROPOSAL BE EXAMINED CAREFULLY SO THAT THIS CAN BE A TRULY WINNING PARTNERSHIP FOR WISCONSIN TECHNICAL COLLEGES, HIGH SCHOOLS, AND STUDENTS.

THIS PROPOSAL SHOULD NOT IMPOSE COSTS UNFAIRLY ON SCHOOLS OR THE STUDENTS. IT IS IMPORTANT THAT THIS BE COST-NEUTRAL FOR THE HIGH SCHOOLS, TECHNICAL COLLEGES, AND STUDENTS. THE OVER-RIDING MOTIVATION MUST BE WHETHER THIS IS A GOOD OPTION FOR THE STUDENT AND NOT THE FISCAL IMPACT ON EITHER THE SCHOOLS OR THE STUDENT.

THEREFORE, SOME OF THE ISSUES TO CONSIDERED ARE:

- THE FISCAL IMPACT ON HIGH SCHOOLS THAT HAVE LIMITED FLEXIBILITY TO PAY INSTRUCTIONAL COSTS AND SUPPLEMENTAL CHARGES TO TECHNICAL COLLEGES BECAUSE OF REVENUE CAPS.
- THE FISCAL IMPACT ON TECHNICAL COLLEGES THAT MAY NEED TO PROVIDE MANDATED EXCEPTIONAL EDUCATIONAL NEEDS AND OTHER SERVICES TO HIGH SCHOOLS STUDENTS. THE SUPPLEMENTAL CHARGE FOR EXCEPTIONAL NEEDS MAY NOT BE SUFFICIENT TO PROVIDE THE SERVICE, WHILE THE HIGH SCHOOL MAY NEED TO CONTINUE THE SAME LEVEL OF SERVICES FOR OTHER STUDENTS.
- THE IMPACT ON STUDENTS FOR TRANSPORTATION, TOOLS, DAILY EXPENSES, AND EDUCATIONAL COSTS NOT INCLUDED IN THE TUITION AND FEES.

- THE ISSUE OF ACCESS FOR STUDENTS IN RURAL AREAS PARTICULARLY WHERE THE TECHNICAL COLLEGE CAMPUS IS A CONSIDERABLE DISTANCE AWAY FROM THE HIGH SCHOOL. DISTANCE LEARNING NETWORKS CANNOT PROVIDE COMPLETE ACCESS ESPECIALLY WITH REGARD TO VOCATIONAL AND TECHNICAL "HANDS ON" EDUCATION OPPORTUNITIES.
- THE IMPACT OF DPI LICENSURE AND BACKGROUND CHECKS THAT DIFFERS FROM TECHNICAL COLLEGE CERTIFICATION REQUIREMENTS.
- THE IMPACT ON TECHNICAL COLLEGES TO MEET COMPULSORY ATTENDANCE, PRIVACY LAWS, MANDATES, AND SERVICES THAT APPLY TO MINORS THAT DO NOT APPLY TO THEIR ADULT TECHNICAL COLLEGE STUDENTS.
- THE IMPACT ON THE STAFF DEVELOPMENT NEEDS OF TECHNICAL COLLEGE FACULTY TO HELP THEM MEET THE MINIMUM STANDARDS FOR HIGH SCHOOL GRADUATION REQUIREMENTS.

TO BE A SUCCESSFUL PROGRAM, THE EDUCATIONAL DECISION REGARDING WHETHER THE TECHNICAL COLLEGE YOUTH OPTION IS A GOOD DECISION FOR A STUDENT SHOULD NOT BE DRIVEN BY FINANCIAL OR OTHER BURDENS ON THE STUDENTS OR THE SCHOOLS. IT MUST BE A DECISION DRIVEN BY "IS THIS GOOD FOR THE STUDENT?"

**SCHOOL-TO-WORK:**

THE SCHOOL TO WORK PROGRAM PROVIDES VALUABLE LEARNING OPPORTUNITIES AND OPTIONS FOR STUDENTS TO LEARN IN VARIOUS FORMATS AND THROUGH A WIDE VARIETY OF COORDINATED SCHOOL-BASED AND WORK-BASED ACTIVITIES. SCHOOL-TO-WORK- IS, AND MUST CONTINUE TO BE VIEWED, AS AN EDUCATION PROGRAM FOR THE BENEFIT OF STUDENTS, NOT AS A WORK PROGRAM.

THE ADMINISTRATION OF SCHOOL-TO-WORK SHOULD REMAIN HOUSED IN THE STATE'S EDUCATIONAL AGENCIES, THE DEPARTMENT OF PUBLIC INSTRUCTION AND THE WISCONSIN TECHNICAL COLLEGE SYSTEM; NOT TRANSFERRED TO THE DEPARTMENT OF WORKFORCE DEVELOPMENT.

**WTCS AND W2:**

WEAC/WFT SUPPORT CHANGES TO THE CURRENT WELFARE REFORM LAW (W-2) TO CONTAIN THE FOLLOWING EDUCATIONAL COMPONENT:

- EACH PERSON ENROLLED IN SCHOOL SHALL RECEIVE CREDIT TOWARD MEETING THE FULL WORK REQUIREMENT OF THE W-2 LAW BASED ON THE CRITERIA THAT EVERY CLASS HOUR PLUS TWO (2) HOURS OF STUDY TIME FOR EACH CLASS HOUR WILL BE CREDITED AS THREE (3) HOURS TOWARD MEETING THE FULL WORK REQUIREMENT.

MANY OF THE PEOPLE RECEIVING WELFARE BENEFITS NEED EDUCATION AND TRAINING TO PROVIDE THEM WITH THE NECESSARY SKILLS TO BECOME SELF-SUFFICIENT, PRODUCTIVE, CONTRIBUTING MEMBERS OF SOCIETY ON A LONG-TERM BASIS. THE WTCS SYSTEM WAS ESTABLISHED AND IS IN THE BEST POSITION TO PROVIDE SUCH EDUCATION AND TRAINING. IT IS IN THE BEST INTEREST OF BUSINESS AND INDUSTRY TO HAVE A SKILLED WORK FORCE. PLACING WELFARE RECIPIENTS INTO LOW SKILL, LOW WAGE JOBS IS NOT THE ANSWER. INSTEAD, WE NEED TO SUPPORT TRAINING FOR EMPLOYMENT.

AGAIN, THANK YOU CHAIRPERSON AND MEMBERS OF THE SENATE EDUCATION COMMITTEE FOR THIS OPPORTUNITY TO APPEAR BEFORE YOU TODAY TO DISCUSS THE WISCONSIN TECHNICAL COLLEGE SYSTEM PROVISIONS IN THE BIENNIAL BUDGET.