



UNIVERSITY OUTREACH

Institute of World Affairs

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Testimony of David D. Buck
Professor of History (Modern China) and
Director, Institute of World Affairs
University of Wisconsin-Milwaukee

Joint Finance Committee
Meeting at J.I. Case High School in Racine
April 8, 1999

Thank you for giving me the opportunity to appear before you in support of the Governor's budget recommendations for international education.

I am here to support the \$2 million of financial aid for UW System students studying abroad and the \$1 million allocated to the University of Wisconsin-Milwaukee for its new programs in international education.

These requests were part of the Board of Regents' submissions and reflect the University System's response to the Wisconsin International Trade Council (WITCO) report of 1998. The WITCO report envisioned a "truly global workforce" that will enhance Wisconsin's competitiveness" while the Board of Regents request looks to educate Wisconsin's citizens for the realities of an increasingly global world in the next century.

For UWM these monies will enable our campus to accomplish the international dimensions of Chancellor Nancy Zimpher's recently announced "Milwaukee Idea". The Milwaukee Idea emphasizes the links between our community and the world; the international affairs initiative is one of three main areas of emphasis in her bold plans for UWM. First and foremost, the proposed \$1 million for UWM will establish a Bachelor of Arts in Global Studies. This new degree will create a unique new alliance between the College of Letters and Science and the School of Business to educate our students so they will be quite differently prepared for life. Our new Bachelor of Arts in Global Studies (BAGS) will incorporate the curricular strengths from both the Letters and Science and the School of Business. It will mean students will study communications, foreign languages, economics, political science and sociology. It significantly increases the foreign language training for all students in the program and will require students pursuing this degree to participate in an international internship. UWM's portion of the system-wide \$2 million in study abroad scholarships will provide funds to assist students who ordinarily could not afford to add that valuable experience to their undergraduate education. This will mean men and women from throughout the state educated with a different set of the 21st century skills they'll need in the years to come.

We know that such an education will stretch the minds of our students, but we believe there is a direct relationship between this new approach to education and the continuing prosperity of Wisconsin's citizens. Just yesterday I was helping an MBA student at UWM to secure a summer of Chinese language training. After the summer, he'll continue at UWM and study business courses, while continuing his Chinese training in the College of Letters and Science. With the Global Studies BA in operation, we'd accommodate hundreds of such students each year rather than making special efforts for one individual. What the new BAGS degree will enable our university to produce hundreds of such graduates each year.

UWM's new Global Studies BA will break away from the established models of degrees in both Colleges Letters and Science and Schools of Business. Letters and Science graduates are well-trained in basic writing, self-expression, and analytical thinking skills; while Schools of Business have prepared people for specific career tracks as accountant, financial analyst, market researcher or personnel officer. Our new degree will combine the strengths of both approaches and prepare Wisconsin students with a broader education needed in tomorrow global arena.

Another portion of the \$1 million allocated to UWM will allow us to expand our business development initiatives. The School of Business and the Division of Continuing Education, of which my Institute is a part, are already working on ways we might deliver training to Wisconsin firms to help them expand their international business. This means opening horizons, contributing the knowledge of UW system faculty about the world, and providing the education and training that Wisconsin firms need to do business internationally. Already, some 2800 firms in Wisconsin are exporting their products. Our business development initiatives look to help that number double over the next few years.

As a senior professor at UWM, I also hope for full funding of the Regents' recommendation for a 5.2% pay plan. The UW System needs to have competitive salaries if it is to maintain the quality of its faculty over the coming years. It is anticipated that twenty-five percent of the faculty will retire over the next five years. The UW System should replace my cohort with a new cadre with greater abilities. That can be done only with a competitive salary structure. As long as UW faculty salaries lag behind our peers, our state university system will have difficulty recruiting and retaining the best faculty.

I am pleased to have had the opportunity to appear before in support of these budget proposals. I would be happy to answer any questions you might have regarding the international education initiative.

THE COMMUNITY CONNECTION

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FEBRUARY

Getting Results!

"The main reason I'm in the Family and Consumer Ed Co-op is because I want to have a hands-on experience in the field I want to go into. Co-op has many other benefits too. The jobs that us students have are just like real jobs. You learn about the field you like and you get paid for it in return. I am learning how to handle many work situations such as criticism and sexual harassment. The main experience I am gaining out of Co-op is my hands-on training in the health care field."



CHASITY POLER

"I wanted to start in the work force as a senior and the agriculture Co-op program looked like a good idea.

I wanted to know what the program was about and if this program would help me in my future endeavors. I'm getting the knowledge of a work base setting, working and getting along with others I have more communications skills now. I enjoy getting a paycheck which has been put in the bank for future education."



JENNY GOOD

School-to-Work Awareness Week March 1-6, 1999



MIKE SCHREINER

"I am in this Co-op because it is a great learning experience for the field that I will later pursue. I am earning 2 credits for school and getting paid while I'm at work. I am organizing a portfolio for later career interviews. I'm learning many new things about my career field because of my hands-on experience."

TINA JONAS



"I wanted to explore more careers in agriculture. I am getting experience in the dairy industry. I am also gaining knowledge I can use in the future."

Celebrating Success!

SKILLS  FUTURE
SCHOOL TO WORK
W I S C O N S I N

MARSHFIELD HIGH SCHOOL HIGH SCHOOL

Welcomes

Family & Consumer Education Interns



Hi my name is **LORI LUEDTKE** and I am a new intern at the Marshfield High School. The courses that I teach are Families in the 90's and Food, Family and Society. Families in the 90's encompasses the meaning of family and family relationships. Food, Family and Society is a course about the meaning of food and how food relates to family and society. I am excited to be here and teaching in this school system. I was a Marshfield graduate back in 1994. I will graduate in May from

the University of Wisconsin - Stevens Point with a degree in Family and consumer education. I also was the assistant Volleyball Coach and will be the co-head track coach for the Marshfield Tigers. This will be a great semester, I can see that already!

Hi my name is **BRIGITTA ALTMANN**. I am an intern at Marshfield Senior High teaching in the Family Consumer Education Department. My classes include Families in the 90's and Family, Food, Society. I have attended UW-Stevens Point for the past 5 years and will receive my bachelor's degree in May. I grew up in Junction City and attended junior high and high school in Stevens Point. I am looking forward to an exciting semester at Marshfield Senior High.



School-To-Work Is Getting Results In Central Wisconsin

A report of a recent study done by two UWM professors, Shrug and Western, stated that School-To-Work (STW) "in Wisconsin has produced meager results."

One of my major concerns is the misconceptions that people are drawing from the figures that were presented in the report.

I contacted Bryan Albrecht, Director of the Life Work Education Team at the State Department of Public Instruction, regarding the \$195 million figure that was reportedly spent on STW since 1991. Bryan said, "The fact is, WI received a \$27 million STW grant in 1994 which was to be spent over a five-year period. That grant was distributed to 30 school and business partnerships. The grant is coordinated by the Department of Workforce Development (DWD) and has had a strong focus on Youth Apprenticeship."

Albrecht also stated, "Out of the \$195 million, \$27 million was targeted for STW and Youth Apprenticeship. The other \$160 million has been, and continues to be, a part of education reform in vocational education. It should also be noted that this \$160 million is for both high schools and technical colleges to improve vocational education and services to special populations."

My other major concern is the focus of the report being on Youth Apprenticeship--making the assumption that STW IS Youth Apprenticeship. This simply is not true.

The STW initiative combines learning in schools and learning on the job with comprehensive career development, starting in the youngest grades. Elementary students learn about work in the broad sense--they may visit local businesses; their parents may come into the classroom and talk about what they do in their career; their teachers may link their work habits in school to work habits on the job.

Middle school students spend time exploring the entire career landscape. Career Fairs give students the opportunity to talk with area business and industry representatives regarding the many exciting careers waiting for them and the post-secondary education required in those careers.

High school students participate in career planning and preparation through written career plans and work-based learning in Cooperative

Education, State Certified Co-op Youth Apprenticeship. This "hands-on learning gives students the opportunity to explore careers of interest before committing to the job or investing time and money in post-secondary education.

Students working and learning in business and industry with the worksite mentor are also being taught skills like good work habits, problem solving, critical thinking, communication, leadership and teamwork skills.

All of these STW activities are part of a STW system which provides career development opportunities for all students.

The success or failure of STW does not rest on one activity, such as Youth Apprenticeship. The success rests on how well we have prepared young people for their future. This is not easily measured.

It surely cannot be measured by counting how many students engaged in job shadowing, or how many students completed a Youth Apprenticeship program. In reality, success cannot be measured until several years after students have graduated from high school.

The future success of our students will depend on how well they are prepared to live, learn and adapt to technical changes. Our schools can help by providing opportunities like job shadowing, guest speaking, informational interviewing, mentoring, school supervised work experience, teacher externships, business/industry tours and the involvement of parents.

School-To-Work is made up of many programs. When all of these programs are taken together; when they involve all K-14 students; when they involve all teachers, parents, community and business/industry leaders working together to increase career awareness and post-secondary options for students, then you have a STW system.

We have a strong STW system in Central WI. Partnerships between our schools and businesses have benefited thousands of students each year, and the federal grant dollars have been invested wisely. There has been systemic change in the way our students receive an education, and we need to build on the foundation that has been laid.

We have more people involved in education today than ever before, and we have to believe that is a good thing.

Why School-To-Work? Because it is the right thing to do...for all of us.

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UNIVERSITY  WISCONSIN

MARSHFIELD/WOOD COUNTY

A Campus of the University of Wisconsin Colleges

Summer Session courses offered at UW campus

ASTRONOMY 100 Survey of Astronomy (8 weeks: June 14-Aug. 4)
0610001 Lec. 01 6:30-9 p.m. MW 3 credits Peterson 125
0610002 Lab TBA MW 4 credits

Descriptive survey of astronomy for students with minimal background in mathematics and science; the solar system, stars, nebulae, galaxies, cosmology, astronomical methods. May be taken for three credits without laboratory work or for four credits with laboratory work consisting of telescopic observation, laboratory demonstration and astronomy exercises. Normally not open to students who have had the prerequisite of AST 200. Prerequisite: high school algebra and geometry or cons. instr. NS (if 4 credits, also LS).

COMMUNICATION ARTS 103 Introduction to Public Speaking
(8 weeks: June 14-Aug. 5)

1810301 Lec 01 9:30-10:45 a.m. MTWR 3 credits Rindfleisch 320
Study of the principles and techniques of effective speaking and listening in a variety of selected communication experiences. AP

ENGLISH 380 Figures in African American Literature

(First 6 weeks: May 24-July 1)
3238001 Lec 01 1-3 p.m. MTWR 3 credits Alexander 405

A study of Black American writers of the Twentieth Century from the pre-Harlem Renaissance to the post-Civil Rights Movement. Content is essay, personal narrative, fiction, poetry and drama which show the autonomy of the Black experience in the United States and its critical stance toward the values of the white mainstream. HE/ES

GEOGRAPHY 350 Environmental Conservation

(First 4 weeks: May 24-June 18)
3835001 Lec 01 7:30-9:30 a.m. MTWR 3 credits Bitner/Weinacht 135

Study of the human use, conservation and management of the Earth's resources; ecosystems, human interactions with the environment; human population growth; impact of technology on the environment; and practical solutions to environmental problems. Field trip. Prereq: one semester of college work. GEO 350 meets DPI requirements for environmental education at some UW baccalaureate institutions. SS

HISTORY 258 The Holocaust: The Politics of Race, Nationalism and War (First 6 weeks: May 25-July 1)

4425801 Lec 01 6:30-9:50 p.m. TR 3 credits Kleiman 409

This class presents students with the historical background and implementation of the best documented genocide in recent history. Students will explore a variety of sources produced both during and after the Nazi era, including films and literature. Questions raised will include limits of obedience to authority, what constitutes "radical" or "ethnic" differences and any historical "lessons" that may be applicable for today. SS

MATHEMATICS 091 Elementary Algebra

(First 6 weeks: May 24-July 1)
5109101 Lec 01 6-8:40 p.m. MTWR 4ND credits Sachs 405

Intended for students with little or no previous algebra. Topics include the real number system and operations with real numbers and algebraic expressions, linear equations and inequalities, polynomials, factoring and introduction to quadratic equations. Course does not carry degree credit.

MATHEMATICS 117 Elementary Statistics

(First 6 weeks: May 24-July 1)
5211701 Lec 01 608:15 p.m. MTR 3 credits Bhatia 320

The primary aim of the course is a basic understanding and use of statistical concepts and methods to facilitate study and research in other disciplines. Includes measures of central tendency, measures of variability, grouped data, the normal distribution, central limit theorem, hypothesis testing, estimation, T-distribution and chi square test. Prereq: a grade of C-or better in MAT 106 or MAT 106 or equivalent. MS

PSYCHOLOGY 202 Introductory Psychology

(First 6 weeks: May 24-July 1)
7420201 Lec 01 7:30-9:15 a.m. MTWR 3 credits Hensch 127

Survey of major content areas in psychology. Includes topics such as research methodology, learning and memory, physiological psychology, sensation and perception, motivation and emotion, development, personality, psychopathology and social psychology. Students may not receive credits for both PSY 201 and PSY 202. SS

POLITICAL SCIENCE 290/SOCIOLOGY 290 Crime and Public Policy (First 3 weeks: May 24-June 11)

7229001 POL 290 Lec 01 9:30 a.m.-12:20 p.m. MTWRF 3 credits Lawn-Day/Buttenbarger
7690001 SOC 290 Lec 01 9:30 a.m.-12:10 p.m. MTWRF 3 credits

This interdisciplinary course will begin with an overview of the politics of crime and violence, the social factors connected to these issues and the possible solutions to various types of crime and violence in our society. Four specific topics: domestic violence, substance abuse, gun control and crimes against the moral order will be explored. SS/IS

COLLABORATIVE DEGREE PROGRAM

The University of Wisconsin Collaborative Degree Program between UW-Stevens Point and UW-Marshfield/Wood County offers the following junior and senior level Stevens Point business major classes for the summer session in Marshfield. For more information contact Ed Le CDP Academic Advisor, at (715) 389-6535.

BUSINESS 384 Personal/Human Resources Management
(June 14-July 8)

3 credits MTWR 5-7:30 p.m. Gillo 466

Integrates the daily operational activities of personnel management, such as job analysis, training, recruiting and performance appraisal with the long-term strategic perspective of identifying and analyzing human resource issues and trends that may affect the organization and how it is managed. Includes maternity/paternity leave, lack of unskilled workers, increase in number of dual career families, provision for individuals with disabilities. Prereq: BUS 380.

ECONOMICS 360 Money & Financial Markets (July 12-Aug. 5)

3 credits MTWR 5-7:30 p.m. Milani 466

Depository institutions, central banking and money creation; price-level analysis; interest-level-determination; interest-rate theory; money and capital markets. Prereq: ECO 210 and ACCT 210.

The following Stevens Point General Studies class will be offered for the summer session at UW-Marshfield/Wood County:

POLITICAL SCIENCE 362 East European Politics (July 12-Aug. 5)

3 credits MTWR 5-7:30 p.m. Brophy/Baermann 126

Political structures, processes and institutions of Central and East Europe. Emphasis is on the politics of transition and challenges to democratization.

For more information on registration and fees, call Student Services: (715) 389-6530

School-To-Work: The Year In Review

This past year, the Granton, Greenwood, Marshfield, Spencer and Stratford communities have made great strides in building the bridge between what happens in our classrooms and what is happening in our communities. Called School-To-Work or School-To-Career, this expanded system of opportunities allows all students to explore and pursue future careers of interest, while it prepares them for the transition from the school environment, to a career, to life-long learning.

Under the umbrella of the Central Wisconsin School-To-Work Partnership, these five school districts and communities recognize that the entire community needs to be a contributing partner in helping educate our young people.

In 1998, The Central Wisconsin School-To-Work Partnership has coordinated and facilitated the following opportunities for students, educators and business and industry representatives in the School-To-Work initiative:

*Youth apprenticeship programs providing in-depth work-based learning experiences in the automotive, financial, and health industries, with two new programs being added--Building Technology focusing on residential and commercial construction, and Manufacturing Production Technician beginning the fall of 1999.

*Cooperative education skills certificates available in agriculture, business, family & consumer education and marketing, and co-op skills certificates available in all of these areas plus technology education.

*Teacher externship opportunities with School-To-Career: Tours of Business and Industry and Teacher Link To The Community, so teachers know and understand the skills students need to succeed.

*Staff development opportunities with the new Wisconsin River Valley Academy.

*Job fairs for securing full-time, part-time or summer employment.

*Career days for learning more about the many careers available in our communities and beyond.

*Interview workshops for students to better inform them of interviewing etiquette.

*Mentor training for all worksite mentors to help them develop the skills they need to work effectively with students.

*Back To The Books where parents and business/industry representatives are invited to job shadow a student for a day to see first-hand what is happening in our schools today.

*The Girls Can Do workshop focusing on building self-esteem in young girls and in providing information about careers.

*Restructuring of the Partners In Education & Employment Council from a working council to a net

working council to promote coordination of resources and reduction of duplication of efforts.

*School-To-Work Awareness programs to inform our communities of successes and the many opportunities available to them in the School-To-Work initiative.

*A graduation reception honoring graduates from School-To-Work programs.

*A breakfast to discuss the future of School-To-Work and funding issues.

*Job shadowing, business to school mock interviewing, and the list goes on.

The goals of the School-To-Work movement are to provide: better education; better employment prospects; adult role models; multiple post-secondary options for all students.

School-To-Work experiences designed to develop young people's competence, confidence, connections that can ensure successful careers and citizenship.

As we reflect upon the year, we send a sincere thank you to our students involved in School-To-Work programs to better prepare themselves for life after graduation; our parents for supporting their children in their endeavors; our employers in business and industry for transforming their worksites into classrooms for teaching employability skills; students need to make a living and continue learning; and our instructors for collaborating with business and industry to ensure that high school graduates have the skills that they need to be successful.

We wish you a blessed holiday season, and a prosperous new year.

For more information, call Dan Dielmann at the Marshfield Area Chamber of Commerce & Industry, 389-1587.

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take a look...



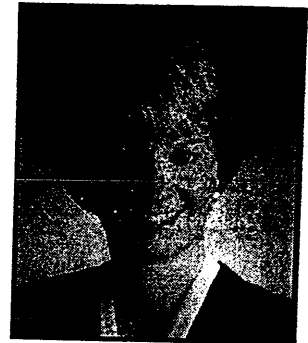
How many times have you heard someone say, "I just want a real job!" Typically this is said when someone is dissatisfied with his or her current work situation. We all have varied needs from our jobs. First and foremost, we look to our jobs to help us support ourselves and our families. But, equally as important, we need to feel good about who we are and what we do during our hours at work.

For many people, the majority of waking hours is spent getting ready for work, driving to and from work, and then actually working. Needless to say, the desire to enjoy those hours is obvious. Unfortunately, so many people in our society truly don't enjoy their jobs. However, when you ask them why they continue to remain miserable every day, you get such varied responses as, "I'm too old to change careers" or "I'm not smart enough to go to school", to name just a few. This is where Mid-State Technical College can help.

Our job at MSTC is to provide quality education for technical careers. Many people come to MSTC to establish a new career while others come to re-career due to company closings/layoffs or out of desire to make a meaningful change in their lives. Whatever the reason for obtaining a technical college education, graduates repeatedly say it was the best decision they ever made. Not only do they have current skills in the field of their choice, the salary is good and the work is rewarding.

Meaningful lives are often complemented with meaningful careers.

- Learn more about the opportunities at your community's technical college.
- Read about the Respiratory Care Practitioner program today.
- Call or visit the nearest MSTC campus for more information regarding this program and all programs that are offered in your back door.



Connie Willfahrt, MSTC Marshfield Campus Director

FOCUS ON CAREERS

Respiratory Care Practitioner

THE OCCUPATION

Respiratory therapists study the problems of people with heart and lung diseases that cause breathing problems. They examine their patients to determine how severe their respiratory problems are and then try to help them to breathe more easily. Respiratory therapists may use life support equipment such as respirators. They may use medicines that include oxygen, drugs that can be sprayed, and moisture to help patients fight disease by getting more air into their lungs.

When treating patients, respiratory therapists constantly watch for problems. Respiratory therapists are experts in some emergency situations. They know how to get air into patients' lungs. They may take blood samples to find out how much air is getting into patients' bloodstream and to their brains.

Some patients must learn how to live with these problems at home. Respiratory therapists teach patients and families how to manage at home. They may make home visits to treat or examine patients.

Respiratory therapists generally work 40 hours per week. Some therapists work evenings and weekends. They may be on call in case of an emergency. Most therapists work in hospitals. Some work in convalescent homes or homes for the elderly. Some respiratory therapists treat patients in their homes.

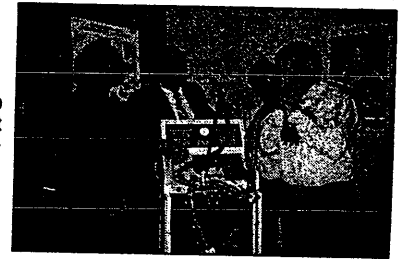


Photo Caption: Second year Respiratory Care students work with adult mechanical ventilators. These highly sophisticated devices are designed for patients who can not breathe on their own. Left-right: Renee Haase, Scott Osborne, Instructor, Mary Knee, and Joseph Conley.

EDUCATION/TRAINING

Mid-State Technical College offers Respiratory Care Practitioner as a two-year Associate Degree program on the Marshfield Campus. Students learn the therapeutic use of medical gases and related equipment, humidifiers, aerosols, and other environmental control systems. In addition, students receive instruction in medication, ventilatory support, bronchopulmonary drainage, rehabilitation, airway management, long-term care and home care. Classroom instruction and clinical experience are provided. The program is accredited by the American Medical Association, Joint Review Committee for Respiratory Care Education.

EMPLOYMENT OPPORTUNITIES/CAREER OUTLOOK

- Potential Graduate Employment
- Hospital-Based Therapist
- Home Care Therapists
- EKG Technician
- Hemodynamic Monitor Technician

- Potential Career Advancement
- Respiratory Therapy Educator
- Respiratory Therapy Manager
- Pump Technologist
- Pulmonary Function Technologist
- Cardiopulmonary Technologist
- Class B Physician's Assistant

(Potential advancements generally require further education.)

- Job placement in this field is excellent! 100 percent of 1997 Respiratory Care Practitioner program graduates were employed in this field within six months after graduation!
- Average Wisconsin salary range: \$25,800 - \$38,200
- Average National salary range: \$26,400 - \$39,200

RECOMMENDED TRAITS

- Excellent interpersonal skills
- Self-confident
- Strong problem-solving ability
- Skilled at conflict resolution
- Good physical and mental health
- Dependable, conscientious, hardworking, honest

HELPFUL HIGH SCHOOL COURSES

- Algebra
- Chemistry
- Microbiology
- Computer/Keyboarding

For Further Information

- Scott Osborne, RCP Program Director (715) 389-7033
- Kathleen Hasenohrl, Associate Dean, Health Careers (715) 389-7016

STUDENT PROFILES

AMY KAZ

I currently work at Aurora, a business which provides home care for developmentally disabled adults. I chose the Respiratory program for many reasons, but primarily because of my family. Within my family are loved ones who have asthma. Because of this, I see the importance of good respiratory care in their lives. The biggest reason I chose MSTC was because of its reputation for having excellent job placement, not only in RCP, in all programs.



One of my goals is to continue being active in various campus clubs and functions. This year I have been enjoying the time I spend holding office as the State Vice President of Health Occupations Students of America. My biggest goal of course, is to graduate in May, 2000.

Although I have no clinical experience to date, I look forward to starting clinicals in June. Throughout the summer and next year, I will get the opportunity to rotate between various hospital sites and shifts. I recommend to anyone considering this program to come to MSTC and take the time to talk to the advisors, students, and faculty. Although it may be a difficult program, it will definitely lead to an exciting and rewarding career.

JOSEPH CONLEY

After high school, I attended a few different colleges but nothing really sparked my interest. I have worked for Sam's Club for the past eight years. Going back to school at age 31 was a high decision for me.



I chose the Respiratory Care Practitioner field because it has an excellent job placement for the students who graduate from the program. It offers a rewarding career in healthcare and allows me a sense of fulfillment in being able to help my patients get better. Mid-State Technical College offers more than a great education, it also provides opportunities for students to get involved in the various student groups and organizations available. I am currently a member of the local and state chapters of the Health Occupations Students of America (HOSA). I am an officer in my local Marshfield chapter and President for the Wisconsin HOSA Chapter.

state chapters of the Health Occupations Students of America (HOSA). I am an officer in my local Marshfield chapter and President for the Wisconsin HOSA Chapter.

After I graduate I want to work in a hospital as a licensed Respiratory Therapist. Someday I would like to specialize in working with neonatal patients. Treating infant and pediatric patients has always been an area where I have a strong interest. My clinical rotations have been at varied hospitals and clinics throughout the area. I have had many positive experiences in my clinical rotations. Some of the areas in which I have worked include: pulmonary tests, pediatric and neonatal units, post surgical patients and emergency room settings. I can't believe how much I already know and also how much more there is still to learn.

Key Players In School-To-Work

Recent studies done by the Department of Workforce Development, Madison; the Center for Education and Workforce Competitiveness, UW-Green Bay; the Center on Education and Work, UW-Madison; and the U.S. Department of Education, National Center for Education Statistics, Washington DC, all report that employers, educators, students and parents involved in School-To-Work and Youth Apprenticeship activities are extremely satisfied with the results.

Program Profile

The Youth Apprenticeship program was authorized in 1991 by Wisconsin Assembly Bill 91 Act 39 and serves as the cornerstone of Wisconsin's School-To-Work system. The design of the Youth Apprenticeship program is aligned with the three primary components of the Federal School-To-Work Opportunities Act, which requires participating State systems to include: school-based learning, work-based learning, and connecting activities.

SCHOOL-BASED LEARNING

- * Career exploration activities in the 9th and 10th grade.
- * Four semester-long, competency-based technical courses.
- * Curriculum Map used to ensure scheduling of all required courses and credits for high school graduation.

WORK-BASED LEARNING

- * 900 hours of supervised work experience over approximately two school years.
- * All worksite mentors are provided with mentor training workshops.
- * Program graduates receive a high school diploma and an industry-recognized Certificate of Occupational Proficiency from the State of Wisconsin.
- * Apprentices rotate through the business.
- * Flexible work schedules allow students to participate in sports and other extracurricular activities.
- * Apprentices will be paid minimum wage or higher for their work-based learning.

CONNECTING ACTIVITIES

- * Program completion provides 3-12 credits of advanced standing in a technical college degree program.
- * An Education Training Agreement is developed for each student and signed by the apprentice, their parent(s), school representative, and employer representative.
- * Individual progress conferences are held each semester to ensure communication between apprentices, parents, worksite mentors, and school coordinators.

TO BE CONSIDERED FOR ADMISSION TO A YOUTH APPRENTICESHIP PROGRAM, STUDENTS MUST HAVE:

- * achieved junior level standing,
- * participated in career planning activities over the past two years,
- * performed successfully the basic skills essential for success in the YA program, and enrolled in public or private secondary school.

PROGRAM PARTICIPATION PROVIDES STUDENTS WITH:

- * career exploration opportunities,
- * entry level technical skills,
- * a network of adults outside of school who provide connections between educational and real life experiences,
- * wages,
- * a state-issued Certificate of Occupational Proficiency that is recognized by businesses and trade associations statewide, and
- * a high school diploma.

The Employer's Perspective

Of the 700 plus employers working with Youth Apprentices, over 90% say they would "recommend the program to other employers." Follow-up surveys of recent graduation Youth Apprentices indicate that a high percentage of Youth Apprentices continue to work for their firms in which they were employed.

68% of Youth Apprentices continued to work an average of 12 months for their Youth Apprenticeship employer.

92% of respondents were working between 15 and 40 plus hours a week, 46% were working more than 40 hours per week.

70% of the 1996 graduates indicated they had obtained high wage employment opportunities directly related to their Youth Apprenticeship program.

Employers noted that the presence of a Youth Apprentice raises the interest of other employees in education and training, increases the potential for teamwork and flexibility in work sharing, and provides employees who become mentors with a substantial added measure of job satisfaction.

The Educator's Perspective

Youth Apprenticeship has brought schools and local businesses together in working relationships that didn't exist previously to address many of the challenges confronting schools.

Stimulation to rethink how secondary education is structured and delivered, and to envision a broader school-to-work transition effort.

The partnerships between our schools and businesses help students see the value of in-depth and applied learning that is difficult to convey in the classroom, especially given the rapid technological changes occurring in the workplace.

Strengthened ties with local businesses and post-secondary institutions.

Career Development

Youth Apprenticeship graduates' comments about the program's benefits reflected a strong sense of being well prepared and having a direction and focus for post-secondary educational and employment pursuits, in contrast to their peers.

Students describe the experiences of working with and learning from adults in the workplace as creating an invaluable network that supports their learning and career development.

THE STUDENT'S PERSPECTIVE

WHY ARE YOU IN THE FAMILY AND COMPANY? WHAT ARE YOU GETTING OUT OF YOUR EXPERIENCE?



"I became involved with the Youth Apprenticeship Program to help me pin-point what I wanted to do with my future. I knew I wanted to do something in finances, but I wasn't sure. Because of this program, I can make decisions based on what I have experienced in the actual work force. I think it's a great program, and the Mid-State credits help if I want to attend a technical college."

I have experienced in the actual work force. I think it's a great program, and the Mid-State credits help if I want to attend a technical college."

KRISTIN KAPHAMER

"I got involved in a school-to-work program because I want to pursue a career in the business field. I saw the Youth Apprenticeship program as an opportunity to learn and get a feel of the business world. I really like the program, because I feel it will benefit me in the future. Being in this program has given me a better understanding about businesses and how they work."

JEFF BURKART -
Financial Youth Apprenticeship at Associated Bank



"I got involved in Business Co-op because I wanted to learn more about business in an administrative setting. Also, I wanted to be prepared for college courses that I will take in Business administration."

ALEXANDRIA ZYGARLICHE -
Marshfield Clinic Administration

"I wanted to learn more about jobs that are related to agriculture. I am also getting the knowledge I need to become successful in the future of Agribusiness."

JOE DAVID - Fleet Farm



"I enrolled in Agribusiness Co-op to gain hands on experience in one of the many aspects of Agriculture. I have gained knowledge and resources that will assist me in my future plans of becoming part of the Agribusiness Industry."

REGINA SCHAEFER - UW-Research Station

"I enrolled in Agribusiness Co-op to learn more about agriculture opportunities in the state and the world. I'm also acquiring hands on learning in Agriculture through the work force."

PAUL FISHER - Dieringer Farms



"I wanted to obtain a wide perspective of agriculture in classroom and work environment. I learned valuable edge of agricultural issues as on the job skills in dairy commodity marketing and production and dairy management."

DANA MAYER - Allen Mayer Farms

"I enrolled in this particular class because it was an excellent opportunity to learn about the agriculture world. I obtained the knowledge of the commodity marketing exchange. I now feel confident that I can start trading with real money."

ERIC STICHERT



"I joined Agribusiness Co-op because I wanted to be able to work and get credit for it. I gained experience that I will be able to use in the future."

ANNIE STEINMETZ

"I joined the Agribusiness Co-op class because the opportunity to learn more about the agribusiness world. What I have gotten out of the co-op class is the chance to work at a business and to help me decide if I want to go into education or agribusiness."

KARLENE LINDOW - Nelson-Jameson Inc.



"I wanted to experience the world before I actually got it. Co-op has introduced me a variety of areas in agriculture that I never knew were available. Co-op lets me gain knowledge about various cultural issues as well as the job knowledge. It gets me out into the 'real world'."

KATIE STERNWEIS - Prince Corporation

"I am in the Co-op program because I feel it is very beneficial to my future. I can learn about different careers hands on. In Co-op, I have a better idea about my abilities to perform different jobs. I have a greater knowledge about my strengths and weakness and how to use that to excel in my work place."

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REAL ED. CO-OP? EXPERIENCE?



"I got involved in business Co-op because the coordinator, Mrs. Brux, recognized I had talent with computers. She encourage me to interview for the Web Coordinator position at the Marshfield Medical Research Foundation, Information Systems department.

MENTORS: Jerry Ogdahl - Manager of Information Systems and Lori Brenner - Software Specialist."

JANE HANSEL
Marshfield Medical Research Foundation

I knew about the co-op program. I like the freedom I have in gaining on the job experience. In co-op it's all about you and what you want, so that you can make an educated and experienced decision in a career choice. I am gaining knowledge of my field and service of childcare. I'm not just gaining job experience because of the age group I deal with (6 weeks - 2 years), I am learning 'Mommy' skills so, for a long way down the road."



MELANIE DEGRAFF



"The Business Co-op program has been very helpful to me. I have figured out what types of things I enjoy doing and what career I would like to pursue. Everyone should have work experience before going to college or before they choose a career. The Co-op prepares you for future jobs and you also get out of school part of the day, which is a big plus."

IENE DILLENBECK - Associated Bank

I joined the Family and Consumer Ed. Co-op because it gives me the opportunity to work in a job that I'm considering going to college for this is a great experience to help decide my future. I've learned about the pro and cons of my job and whether it's right for me. This class has given me experience and first hand insight about working at an elementary school."



RIN SMITH

Youth Apprenticeship graduates are satisfied with the overall program, and the opportunity to make an informed career choice.

They believe it prepares them for both employment and post-secondary education.

97% of those surveyed said they would recommend the Youth Apprenticeship program to other students.

97% of those surveyed said that they were satisfied or very satisfied with the overall program.

92% of those surveyed agreed or strongly agreed that the training they received during the program was very beneficial.

89% of those surveyed agreed or strongly agreed that the program provided them with valuable career information, focus and direction.



"I want to become an elementary school teacher and the Family and Consumer Ed. Co-op gives me the opportunity to work in an elementary school classroom and gain experience in my field of interest. Through this experience I am gaining leadership skills and job skills for the future."

JENNIFER ERICKSON



"I thought it (School-To-Work) would be a good experience for me. It also gives me new skills that I can use in my career in Business Management."

LAURA SCHULZ - Marshfield Electric & Water Dept.



"I took Agribusiness Co-op because I wanted to experience something different. Taking agri-business co-op has given me a better understanding of what Agriculture is all about. At this time in class I've learned a lot about the working world and what it's going to take to be successful in the future."

KARA BLASKOWSKI - Central WI Co-op, Pet Pantry



"I enrolled in Agribusiness Co-op because I wanted to have a wider experience working in different agriculture related occupations. I now can work with a variety of animals and I feel more confident about being around horses."

CLORISSA BOYER - Widmare Stables

72% of those surveyed felt that the skills learned in the Youth Apprenticeship program prepared them very well for employment.

Consistently over the past two years, nearly 80% of the graduates indicate that the skills they acquired through the Youth Apprenticeship program have "prepared them well" for the positions they currently hold.

Technical, basic academic and interpersonal skills acquired through Youth Apprenticeship programs are cited with equal importance as skills that are frequently applied in graduates' current workplaces. The mutual reinforcement gained by linking the theory and practice of key skills continues to be an important hallmark of the program's success.

The Parent's Perspective

Generally speaking, parents were very pleased with the program and urged state and local implementers to maintain the high standards for program participation.

From parents' perspective, it was noted that the mentors and staff at various businesses have: treated the learners as adult co-workers, regarded them in some cases to be vital assets to the organization, and elevated the students' importance to the business, which in turn enhances students' self-concepts and their motivation to perform well.

Among the long-term benefits, parents in the focus groups listed: experiencing and observing the world of work, understanding the value of school work and its connection to work, getting on-the-job experience, and helping students make "informed" decisions about their futures.

Program Outcomes: Post-Secondary Education

Completion of the Youth Apprenticeship program creates career opportunities after high school and/or serves as a first step towards earning a technical college associate degree or a bachelors degree in the case of some programs.

96% of the youth apprentices and recent graduates surveyed indicated they intend to pursue this career in either 2 or 4-year post-secondary institutions.

Of those enrolled in post-secondary education, 65% were still enrolled after one year.

77% of the students surveyed who enrolled in technical college received advanced standing credits, with an average of 15 credits being awarded for both academic and Youth Apprenticeship program experience.

1994-96 Youth Apprenticeship Graduates Enrolled in Post-Secondary Education

55.9% enrolled in two-year Wisconsin Technical College System. Most frequently selected major fields of study were Printing and Publishing, Accounting, Banking and Financial Services and Machine Tooling Technics.

39.3% enrolled in four-year Campus University of Wisconsin System. Most fre-

quently selected major fields of study were Undeclared Major, Graphic Communication Management, General Business and Industrial.

WI Youth Apprentices (1994-96)	Comparison Data WI High School Graduates
--------------------------------	--

University of Wisconsin System:

Average ACT Composite

- | | |
|---|--------|
| • 22 | • 23 |
| Grade Point Average (GPA) after 1 year | |
| • 2.84 | • 2.83 |

More Program Outcomes EMPLOYMENT

In early studies, graduates had better jobs than their peer graduates, based on hourly earnings, job skills required, and full-time employment status.

68% of those surveyed were pursuing a career in the field in which they received training in the Youth Apprenticeship program.

68% of those surveyed were employed by the companies which trained them as youth apprentices.

65% were working at a job and enrolled in a post-secondary education or training program.

Of the respondents who were working, 85% believed that their Youth Apprenticeship experience helped them to obtain

Youth Apprenticeship graduates were more likely than their peers to have a strong interest in industry and long-term, concrete career plans.

The program also provides direct access to relatively high wage employment opportunities that are directly related, for approximately 70% of the graduates, to their Youth Apprenticeship studies. The percentage of graduates earning higher wages increased considerably from 1996-97. For example, the percentage of graduates earning more than \$10 per hour jumped from 3% to 16%.

WI Youth Apprentices (1994-96)	U.S. High School Graduates Class of 1995
--------------------------------	--

Employment in Perspective

- | | |
|-------------------------------|-----------------------|
| Employed | • 59.5% |
| • 94.7% | |
| Median Hourly Earnings | |
| • \$7.00-\$7.99 | • \$5.04 (16-19 yrs.) |
| | • \$5.80 (16-24 yrs.) |

Access

Of the 602 Youth Apprenticeship graduates from 1994-97, 29 (or 5%) were students with various learning and physical disabilities.



SCHOOLS CANNOT DO THIS ALONE



America's public schools can be traced back to the year 1640. The Massachusetts Puritans who created these first schools assumed that families and churches bore the major responsibility for raising a child. The responsibility of the school was intended to be limited, i.e., focused on:

1. teaching basic reading, writing and arithmetic skills.
2. Cultivating values that serve democratic society (some history and civics implied.)

America's schools stayed focused for 260 years.

At the beginning of this century, society began to assign additional responsibilities to the schools. Politicians, business leaders and policy makers began to see the schools as a logical site for the assimilation of newly arrived immigrants and the perfect place for the social engineering of the first generation of the INDUSTRIAL AGE. The practice of increasing the responsibilities of the nation's public schools began then and has accelerated ever since.

From 1900 to 1920, we added:

- nutrition
- immunization
- health

From 1930-1950, we added:

- vocational education
- the practical arts
- physical education
- school lunch program (We take this for granted today. It was, however, a significant step to shift to the schools the job of feeding America's children 1/3 of their daily meals.)

In the 1950's we added:

- safety education
- driver education
- foreign language requirements are strengthened
- sex education introduced (topics escalate through 1990's)

In the 1960's we added:

- consumer education
- career education
- peace education
- leisure education

- recreational education

In the 1970's, the breakup of the American Family accelerates and:

- special education is mandated by federal government
- we add drug and alcohol abuse education
- parent education
- character education
- school breakfast programs appear (Now, some schools are feeding America's children 2/3 of their daily meals. In some cases these are the only decent meals these children receive.)

In the 1980's, the flood gates opened and we added:

- keyboarding and computer education
- global education
- ethnic education
- multicultural/non-sexist education
- english as a Second Language and bilingual education
- early childhood education
- full-day kindergarten
- preschool programs for children at risk
- after-school programs for children of working parents
- stranger/danger education
- sexual abuse prevention education
- child abuse monitoring becomes a legal requirement for all teachers

And finally, so far in the 1990's, we have added:

- HIV/AIDS education
- death education
- gang education
- bus safety education
- bicycle safety education

And in most states we have not added a single minute to the school year in decades!

Please note that as new responsibilities were added, few of the existing functions were ever removed; most of the added functions are highly valued by many American; and arguably, all of these things may need to be taught.

As Americans we must decide the role of parents, schools and communities if we are to effectively prepare our children to succeed in the 21st century.

In each future issue of *The Community Connection*, we will feature a cooperative education teacher from Marshfield High School. Cooperative Education (Co-op) offers high school seniors a course of study that combines learning in school with learning on the job and getting paid for it. Students learn technical tasks and employability skills developed by business and industry representatives in cooperation with high school, technical college and university instructors. The student attends school part of the day and works part of the day. In the area of business, this arrangement is supervised by



KAREN BRUX
Business Systems Instructor
Business Co-op Coordinator
Marshfield High School

Karen came to Marshfield High School in 1972. Since then, she has been instrumental in ensuring that the Business Cooperative (Co-op) Program continues to offer career exploration opportunities to students.

When asked her thoughts about the School-To-Work initiative and the Business Co-op program in specific, Karen had this to say, "It's a super program. Students have hands-on, real life experiences on the job where they apply their technical skills along with people and human relations' skills. Because of their Co-op experience, they are able to make informed decisions about their future. Co-op not only gives students a different outlook at a career through experience, but also lets them determine whether the career is the best personal choice for them."

"Business Co-op is a program where students explore careers of interest (administration, computers, information systems, accounting, and financial services) before they commit to them after graduation and/or invest in post-secondary education. Students also have the opportunity to job shadow someone in another career choice that they may be interested in, and that experience sometimes leads them to pursuing that career."

As with every career, there are advantages and disadvantages to the job. For Karen, the advantages definitely outweigh the disadvantages. "The advantages are that I have the opportunity to work with the business people in our community. Through this communication or "partnership", I am able to stay updated in the business world. As a Business Instructor, I need to know and keep up-to-date with what skills our community's employers are looking for in their applicants. I really enjoy working with the students and watching their successes as well. It's fun to watch a student grow and mature from August to June."

"The disadvantages are like any other job-it takes a lot of time. It's difficult to be on the job site with the student on a regular basis. I do most of my initial on-the-job visits during the summer and just prior to school starting."

Karen has seen many success stories during her years at Marshfield High School. "Students should get involved in the Business Co-op if they are interested in a career in business. Through the co-op program, they have the opportunity of "trying

on" a career before they put money into pursuing it and then find out that it's not what they thought it was. The co-op experience is a success when the student finds out that really what he or she wants to do, but also a success when the student finds that it's not-he or she still has time to change direction and "try on" another career size!"

What's good about the Business Co-op program? Lots! "The business community totally supports our co-op program. We have a wide-range of sites available for the students-so many job opportunities that I had to turn down some employers due to a lack of students. It's a good problem to have. I guess, knowing that our businesses are willing to hire a student, but I want to get more students into the program, so they can benefit from the experience, and we can better meet the needs of our businesses."

"What I would really like to see improve is the marketing of the Business Co-op and other co-op programs to students and parents. Co-op programs are for all students and all career goals. It's not just for the students that are going directly into the workforce after graduation. Everyone can benefit from a co-op experience-especially the mentoring that a student receives at the workplace from his business mentor. These mentors are wonderful teachers of not only the "hands-on" learning that supports what is being taught in the classroom, but also teaching students employability skills-how to communicate effectively, work cooperatively with others, act responsibly, etc."

Karen has two main goals for the Business Co-op program this year. "I really want to get more students involved in the co-op program. Through more effective marketing, there will be a greater understanding of what the co-op program actually is, and that it offers wonderful opportunities to all students with diversified career goals, whether it be going directly into the workforce or pursuing post-secondary education."

"Many of the students involved in the Business Co-op are college or university bound students, and some of them walk into my class at the beginning of the year and don't have a clue what they want to do with their lives. My goal is to enable them to start finding a career path that they think they want to pursue. Once each student and I have achieved that goal, it's a win-win for both of us!"

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STEPPING UP TO THE PLATE

The Granton 8th Grade Company Project

Written by one of the Teachers privileged to ride along with the 8th Grade class on this project

The 8th Grade Class project, STEP ON US, Inc., is history for another year. For those of you who missed the write up by the class officers in the December issue of THE COMMUNITY CONNECTION, STEP ON US, Inc. was a company created by the 8th grade class at Granton Middle School, formed to select, develop, promote, sell and profit from the manufacturing of a product. The class selected and developed prototypes of a step stool. The stool was made from clear pine. It was stained and varnished, with touchup sanding as required.

The class was divided into a marketing department, a manufacturing department and an administrative department. The marketing department did a wonderful job creating ads and promotions to stimulate sales. They deserve credit for making so many people aware of the product that the class made. Each student was encouraged to solicit sales at home and in the community. The 57 stools, sold by the class of 31 students, at a price of \$7.95, suggests that the students, with marketing's help, certainly did their jobs well.

All the selling in the world can't redeem a product shortage. Manufacturing, with support from loaned staff from marketing and administration, produced all 57 stools in about 12 work-days. Since the students could only work in the school's shop during the 90-minute class period, and had to allow setup and knock down time, their success was very impressive.

The administrative department had the greatest amount of new material to learn. They went beyond this teacher's wildest expectations. We taught four members to use a local area network and Peachtree Accounting Software to maintain the company records on a 4 station LAN. The Internal Auditor developed a good grasp of the use of the Excel spreadsheet program while generating the company's break-even analysis, budget and profit projections. The company secretary and her two person staff became quite agile in using Microsoft Word to prepare minutes for meetings and other correspondence. During a lull towards the end of the project the auditor and secretary, with a minimum of teacher input, taught themselves to use PowerPoint to prepare a fine promotion for this type of classroom project. Our vice president learned the subtle art of supervising workers without breathing down their back. Our president learned how to manage a meeting of the company, followed a simplified version of Roberts Rules of Order and generally turned into a pretty good administrator. The whole administrative department learned how to design and develop a filing system. Our purchasing agent even came through at surprising times and did a better job than any of us expected.

As a business teacher, I had no idea what to expect from a group of 8th graders challenged the way I challenged these kids. I teach high school students. In particular, I am fortunate that

my classes tend to be the highly-motivated students. Very few students study accounting, keyboarding, or other business subjects unless they are already interested. Those students also tend to be juniors and seniors too. Yet the 8th graders were a joy. The idea that they might make money was a carrot to keep their attention. In point of fact, the class made a profit of over \$125 or a little better than \$1.00 per share. But their efforts went well beyond what I might have hoped for based on that carrot.

My attempts to challenge them did at times go a touch far. One student who shall remain nameless was quite ready to commit mayhem on this teacher when he kept asking her questions instead of giving her answers. Well, maybe there was more than one who felt that way. But they did learn to find those answers. In fact, they found some answers that showed a perception and depth of understanding that I certainly did not expect. They were one class act. I thoroughly enjoyed all of them very much.

A really nice benefit of working with this class was to make me aware of the quality of the students we will see at the high school level starting next year. In a small school like Granton, students are never just a number or just a face. But knowing what is a year away can't help but stimulate any teacher to strive to be worthy of those kids. They will take your best. We as teachers better have it to give. We only cheat ourselves if we missed these opportunities.

"WE ARE ALL ONE FAMILY UNDER THE SAME SKY!"

This is the theme of Granton Elementary's annual thematic unit. Teachers and students in grades K-5 will be learning about people of different cultures (during the month of February.)

Acquiring this knowledge of other cultures will be experienced through literature, arts and crafts, foods, music, games, language, and guest speakers. The entire K-5 staff gets involved to make this a fun and meaningful learning adventure for students. Classes will learn songs and music during music classes; listen to, read, and discuss literature; encounter arts and crafts in art

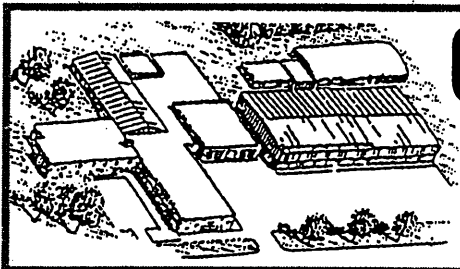
class and try new games in phy-ed. Our objective of this unit is to have a better understanding of others.

Kindergarten will be involved in Italy. First graders will be introduced to our neighbors, Canada and Mexico. In second grade children will undergo learning more about their United States. The third grade class will be celebrating the seven days of Kwanzaa. Students in fourth grade will take an in-depth look at our wonderful state of Wisconsin with its rich and diverse peoples and fifth grade will become well informed about

Japan.

These units will begin February 8th and continue through February 18th. Parents will be able to share in their children's learning when they come for parent-teacher conferences. The public is also welcome.

If anyone has materials, information, or experiences to share please contact the Granton Schools. Otherwise just come and join us as we learn about our "family" in other places.



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School-To-Work: Preparing a Competitive Workforce

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Careers and jobs are changing. In 1950, 20% of the jobs required someone with skills, but by 1991 that percentage had jumped to 45%, and by the year 2000, the number is expected to rise to 65%. That means the majority of jobs will require a lot more skills than students get with a high school diploma, but different skills than they may acquire with a four-year college degree. The changing workplace also demands development of other attitudes and skills—a good work ethic, problem solving, critical thinking, communication, leadership and teamwork. Students need opportunities to develop in all

of these academic, technical and work-readiness areas. Most students are not sure what general career area they would like to pursue.

Career exploration is a key part of School-To-Work programs. Cooperative Education and State Certified Co-op are one year programs that offer students a course of study that integrates academic work, work-site learning and paid work experience in an area of career interest. Students can elect to participate in any one of the following

State Certified Co-op Courses: Agriculture, Business, Family & Consumer Education and

Marketing. Cooperative Education Courses are available in all of these areas plus

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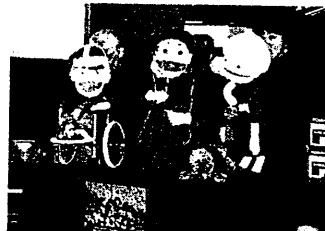
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Kids On The Block

Marshfield High School students in Careers with Kids classes and FHA-HERO members Jenny Erickson and Karlene Lindow were awarded a Youth Service Learning Grant of \$1750 from CESA 5. The goal of the grant project was to increase awareness and acceptance of children with disabilities.

Erickson, Lindow, and Family and Consumer Educators, Carla MacArthur and Jane Wagner, used the FHA-HERO planning process to identify the concern that children and adults can be hurtful to individuals with disabilities. The action plan implemented through use of the grant funds included the following activities:



Kids on the Block puppet performance for second and third grade children at Madison Elementary School.

a) Lindow, Erickson and Marshfield high school students Careers with Kids classes were guest speakers in the second and third grade classrooms at Madison Elementary School on January 7, 1999 surveying their attitudes about disabilities, teaching children about different types of disabilities, and assisting the children with construction of puppets with disabilities. High school students explained their personal experiences with asthma, allergies, learning disabilities, attention deficit disorder, and other disabilities while working one on one with the children.

b) The kids on the Block puppet program was performed for second and

third graders and Careers with Kids students on January 8, 1999. This program consisted of five women with puppets who have different types of disabilities telling their story about characteristics of their disability, coping skills, and their desire to be accepted and treated with respect. The importance of developing social relationships with children with disabilities was highlighted during the performance.

c) Lindow and Erickson prepared an attitude survey for children following the classroom teaching activity and performance which was distributed by elementary teachers. Both high school student and elementary students indicated they will have greater acceptance of individual differences and try to include individuals with disabilities in their social activities.

d) Disability Awareness Tubs are being prepared for each Marshfield public elementary school library media center. Each tub includes videos, books and other reference materials for students and teachers to use in their classrooms. Jenny Erickson and Karlene Lindow will enter FHA-HERO STAR competition in February using this project as a Focus on Children event. Focus on Children recognizes participants who use family and consumer sciences to plan and conduct a child development project that has a positive impact on children.



Kathy Griesbach, Marshfield High School Careers with Kids student, assisting a Madison Elementary School third grader with construction of a puppet with a disability.

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A student in a Cooperative Education program is taught by skilled professionals in the student's area of career interest. In the State Certified Co-op program, the student will study their career field of interest using the standardized workplace competencies identified by business and industry. When the student completes the program, he or she will receive a state skill certificate issued by the Wisconsin Department of Public Instruction. This certificate validates the employability skills the student has learned and can be used when seeking permanent employment or entry into post-secondary schooling.

As the name implies, Cooperative Education is based upon the cooperation between two main components or partners: the workplace and the school. Coop experience is divided between classroom instruction related to the work being done on the job and workplace learning. This combined approach, bringing together school-based and work-based components, creates a learning environment which prepares students for

further training, be it post-secondary education experience, or an immediate entry into the world of work after graduation.

Too few students graduate from high school with realistic career plans that can be supported by the labor market demands. This mismatch is expensive both in terms of lost human resources and potential for earned income.

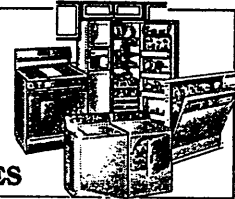
Making the transition from school to work can be exciting and rewarding for students who get turned on to their career potential. The earlier this process begins, the better the student will be able to select and take advantage of the multitude of school, family and business/industry resources available in their communities.

For more information, call Darla Dielmann at the Marshfield Area Chamber of Commerce & Industry, 389-1587.

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7TH GRADE

DATE	OPPONENT	LOCATION	COACH	TIME
Feb. 15	Wausau John Muir White	Home	Putzy/Jordan	4:00/5:00
	Wausau John Muir Blue	Home	Fredrick/Wisniewski	4:00/5:00
Feb. 16	Intra Squad	Home	Cap/Jordan	3:30
Feb. 18	DC Everest Gold	Home	Fredrick/Putzy	4:00/5:00
	DC Everest Green	Home	Wisniewski/Cap	4:00/5:00
Feb. 22	Wausau Horace Mann Red	Away	Fredrick/Putzy	4:00/5:00
Feb. 23	Medford	Away	Jordan/Wisniewski	4:30/5:30
	Intra Squad	Home	Cap/Fredrick	3:30
Feb. 25	Wausau John Muir Blue	Away	Putzy/Cap	4:45
	Wausau Horace Mann White	Away	Jordan/Wisniewski	4:45
Feb. 26	Intra Squad	Home	Wisniewski/Putzy	3:30
	Intra Squad	Home	Jordan/Fredrick	3:30

COACHES: PUTZY, WISNIEWSKI, JORDAN, CAPANNELLI, FREDRICK



8TH GRADE

DATE	OPPONENT	LOCATION	COACH	TIME
Feb. 15	Wausau John Muir White	Away	DeSmet/Carter	4:00/5:00
	Wausau John Muir Blue	Away	Gruenloh/Voss	4:00/5:00
Feb. 18	DC Everest Gold	Away-H.S.	Carter/DeSmet	4:00/5:00
	DC Everest Green	Away-H.S.	Gruenloh/Voss	4:00/5:00
Feb. 22	Wausau Horace Mann Red	Home	DeSmet/Carter	4:00
Feb. 23	Medford	Home	Voss/Gruenloh	4:30
Feb. 25	Wausau John Muir Blue	Home	DeSmet/Carter	4:00
	Wausau Horace Mann White	Home	Voss/Gruenloh	5:00

COACHES: DeSMET, VOSS, CARTER, GRUENLOH



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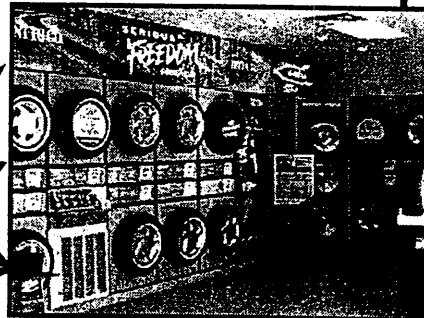
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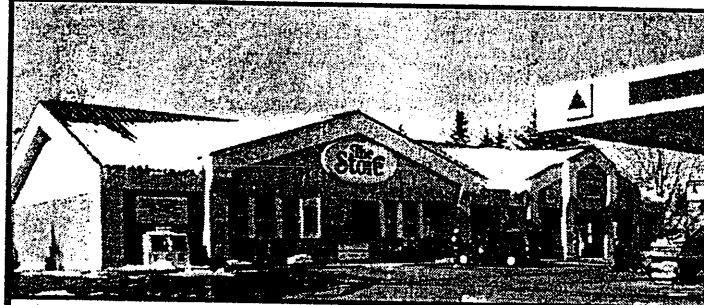
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lyme is money

Eugene J. Dunk 3104 Yorktown Street Racine Wi. 53404
Testimony- Joint Finance 4/8/99

Good day, Thank you for the opportunity to speak and welcome to this fine Public High School home of the state basketball champion Eagles and to my hometown of almost 40 years, Racine. I am testifying on behalf of WEAC today and would like to address the proposed frozen funding of the Wisconsin Technical College System.

I came to Gateway looking to change jobs. After a dozen years in a variety of positions this work has become a career. The two factors that I take most pride in working in the State Technical College system are the colleges:

- Commitment to Community
- Universal Access

Allow me to illustrate. During the past 2.5 years I have represented the college at the widely and wildly successful Workforce Development Center. This collaborative community effort has been paying large dividends to employers and job seekers in Racine County and has received national and international acclaim. My primary role is serving on the Employer Services Team, providing direct linkages with the college and employer driven workforce needs. Gateway is involved in this partnership because the philosophy of our Wisconsin Technical Colleges is to serve and be a part of our communities and not apart from them.

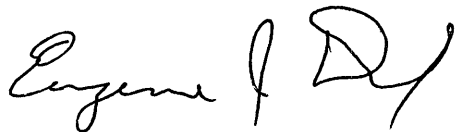
Gateway, and other system colleges believe passionately in universal access. The assumption is not to include based on the past but rather to include students and work towards future performance and success. My wife is a psychotherapist in Kenosha. Ten years ago next month we were married. Less significant to me but more to this testimony is that she graduated from Gateway that same month. Subsequently she earned a BA at Carthage and a Masters in Social Work at U.W.M. She was a divorced mother of 4 school aged children who had been a full time housewife for 15 years. College can be intimidating but Gateway provided the guidance, assistance, and confidence for her to pursue her goals and become economically self-sufficient. The States investment in her schooling paid off in substantial tax revenue to the state(believe me, we just finished our taxes) and in creating additional human capacity in the career she has chosen.

Of course anyone who has worked in the Wisconsin Technical College System could retell dozens of stories of disadvantaged individuals now participating and contributing greatly to vital economy and quality of life. This happens because of the assistance made available to the colleges with local and State(thank you) tax dollars.

The full impact of frozen state funding on Gateway has not fully be analyzed as we hope this cold day never is allowed to happen as our legislature is able to find additional funding for human capital development. We do know that without the requested increase Gateway will be impacted and unable to proceed with new program development and implementation. We need new programs to respond to our employers workforce needs so they can continue to expand. New programs and ideas allow us economic evolution - with a freeze we halt change and subsequent generations will thaw this point in progress to evaluate what we have become.

One other matter to address- WEACs opposition to the bureaucratic work Based Learning Board. Gateway has active partnerships with K-12 districts in all 3 counties. In Racine, we have a variety of youth apprenticeships and collaborate with Racine Unified in the new Career Discovery Center. In Kenosha, Gateway served 65 Juniors and Seniors in the Youth options Program providing technical courses and a career head start to motivated students. They also partner with Kenosha Unified in the exciting Technology Academy sharing equipment and classrooms.

Thank you for your time and consideration. Consider maintaining strong State investment in the Wisconsin Technical College Instead of freezing us in our tracks allow us to continue nurturing our relationships with students, employers, and our communities and watch your investment grow.

A handwritten signature in black ink, appearing to read "Eugene J. Dy". The signature is fluid and cursive, with a large, stylized initial "D" at the end.

WISCONSIN EDUCATION ASSOCIATION COUNCIL

Affiliated with the National Education Association

Testimony Before the Joint Finance Committee

Thursday, April 8, 1999

By

Stan Johnson, Vice President

Wisconsin Education Association Council

REPEAL OF THE QUALIFIED ECONOMIC OFFER LAW

Thank you chairpersons Burke and Gard and members of the Joint Finance Committee for holding this public hearing in Racine. My name is Stan Johnson. I am the Vice President of the Wisconsin Education Association Council representing the more than 86,000 educators in Wisconsin. Over the course of these public hearings you will hear testimony from educators and concerned citizens about many issues impacting public education in Wisconsin. I would like to speak to you today about one issue; the Qualified Economic Offer law.

Between 1966 and 1977, Wisconsin Education Association Council and Wisconsin Federation of Teachers members went out on strike in 50 school districts throughout the state. The most famous was the 1974 Hortonville strike, where 84 teachers lost their jobs.

Twenty-five years ago this week the Hortonville School Board fired almost all of the district's teachers after they went on strike because the board refused to reach a fair settlement. Twenty-five years ago today, the schools in Hortonville reopened with replacement teachers. The strike and its aftermath threw the lives of the "Hortonville 84" into stress and turmoil. Some left teaching for good, others changed careers after school districts throughout the state ignored their job applications. Many had to uproot their families as they searched for new lives. One of the most painful memories of many fired teachers was the personal hostility exhibited toward them by local citizens who had once praised their dedication to students.

Terry Craney, President

Donald E. Krahn, Executive Director

The mass firings provided a dramatic example of how a flawed collective bargaining law led to an abuse of power by an unreasonable school board. The firings contributed to a political climate for change by showing the people of Wisconsin how much disruption a bad law can cause. The Hortonville experience so energized WEAC members that, over the next two years, they mobilized to win a new, fair law through intensive political action and lobbying efforts.

From 1978 to 1993, school employees and school boards in Wisconsin peacefully settled labor contract disputes by referring impasses to neutral third-party arbitrators.

The 1993-95 biennial budget included a virtual cap on total compensation packages for K-12 teachers and restricted access to binding arbitration on "economic issues" if the school district management submitted a Qualified Economic Offer (QEO).

The law currently restricts a K-12 teacher association's access to arbitration if the QEO is equivalent to a 2.1% increase overall on the salary schedule and a 1.7% increase (as a percentage of the total compensation package) in the cost of benefits. These provisions were originally set to expire in June of 1996, but were made permanent by the 1995-97 biennial budget bill.

Teachers' voices are once again ignored at the bargaining table. The QEO law unfairly singles out teachers and destroys their collective bargaining rights. When combined with the revenue caps, this law is forcing school districts to make painful decisions to cut or reduce programs that affect the quality of education in their schools. Employers are hiding behind the law rather than bargaining. These laws need to be repealed. The Hortonville strike highlighted the unfairness of the laws in the 1970s and led to the Legislature adopting a bargaining system that worked well until the QEO was imposed in 1993. Now we need a new legislative solution to correct this unjust situation of the 1990s.

The Wisconsin Education Association Council supports full repeal of the Qualified

Economic Offer law.

The QEO is unfair

- The QEO singles out and penalizes one group of public employees, a majority of whom are women.
- The QEO results in teacher salary increases below the cost of living.
- The QEO penalizes employees who are planning to retire by giving them a life sentence of reduced pensions.

The QEO destroys collective bargaining

- Employers are allowed to unilaterally impose a QEO forcing employees to "take-it or leave-it." The employees only recourse for dispute resolution is to engage in job actions.
- The QEO blocks discussion of creative solutions to the challenges facing public schools (such as proposals dealing with class size and teacher preparation).
- The QEO discourages consensus bargaining.

QEO harms the quality of public education

- The QEO reduces collaboration between labor and management resulting in increased tension in the workplace which interferes with educational quality.
- The QEO discourages the best and the brightest from entering and staying in the education profession.
- The QEO contributes to lower employee morale.

Thank you for this opportunity to speak before you today.



Hortonville 25 years later

March 19, 1974, strike
left a powerful legacy



The memory of spring 1974 still ignites our sense of injustice

Twenty-five years ago the Hortonville School Board fired almost all of the district's teachers after they went on strike to win a new contract. The strike and its aftermath threw the lives of the "Hortonville 84" into stress and turmoil. Some left teaching for good, others changed careers after school districts across the state ignored their employment applications. Many had to uproot their families as they searched for new employment. One of the most painful memories of many fired teachers was the personal hostility exhibited toward them by local citizens who had once praised their dedication to students.

Dave Hanke
recounts the
pain - and
lessons - of

The mass firings provided a dramatic example of how a flawed collective bargaining law led to an abuse of power by an unreasonable school board. The firings contributed to a

**A Hortonville
Chronology**

the
Hortonville
strike

board. The firings contributed to a political climate for change by showing the people of Wisconsin how much disruption a bad law can cause.

The Hortonville experience so energized WEAC members that, over the next two years, they mobilized to win a new, fair law through intensive political action and lobbying efforts.

Strike
anniversary
marked by
return to
unjust laws

When the strike began on March 19, 1974, Hortonville teachers had not won a base salary raise in three years. The school board refused to bargain or mediate. Its final offer included a 4.2 percent raise and an open ten-hour

day. The Hortonville Education Association (HEA) had two options: accept the board's offer or go on strike.

For those who were there the images are still fresh: picket lines of 500 Wisconsin teachers; helmeted deputy sheriffs bused from five neighboring counties; carloads of strikebreakers driving through picket lines; a tough anti-union school board; more than 70 Hortonville Education Association (HEA) supporters arrested for acts of civil disobedience, including the WEAC executive secretary. And who can forget the Hortonville Vigilante Association, a small band of idle men who delighted in harassing picketers and escorting strikebreakers through picket lines?

At its peak, in April 1974, daily news about the strike filled the airwaves and the pages of newspapers across the nation. The firing of an entire teaching staff in a small Wisconsin town proved to be major news. That news included stories about how State Superintendent Barbara Thompson aided the school board by not enforcing teacher licensure laws thereby allowing uncertified and uncertifiable strikebreakers to continue working in Hortonville classrooms.

During much of April hundreds of police, teachers and supporters from other unions converged in front of the high school in the morning and in the afternoon when the strikebreakers were arriving and leaving. The bravest sat in front of schools and were carried to paddy wagons headed to the county jail in Appleton.

After a judge issued an order restricting the number of pickets to 84, the battle shifted to the courts, where the U.S. Supreme Court said the school board had the right to fire teachers engaged in an illegal strike. But not before hundreds of UniServ and WEAC local leaders met in Appleton to consider actions aimed at reaching a settlement in Hortonville. One of the recommendations was that a statewide teacher strike be called on Friday, April 26. Within ten days a vote

1974

March 19 - Teachers strike; schools closed.

April 2 - All 84 striking teachers are fired.

April 8 - School reopens with replacement teachers.

April 8-18 - 500 - 700 teachers and members of other unions join the picket lines each day of Easter Break.

April 18 - Outagamie County Judge Thomas Cane imposes "gag order" restricting number of picketers.

June 12 - Dressed in black, Hortonville teachers and supporters hold a funeral service at the State Capitol for the "Death of Education" in Hortonville.

1975

February - On a 5-2 vote Wisconsin Supreme Court rules that state law prohibiting strikes is constitutional, but that the school board firing violated teachers' due process rights.

April - Bill introduced granting teachers and other local public employees the right to strike and binding arbitration.

September - School starts with unsettled contracts in 150 districts.

1976

June - U.S. Supreme Court upholds a school board's right to fire teachers during an illegal walkout.

September - School starts with

be called on Friday, April 26. Within ten days a vote on whether to support the April 26 walkout was taken by teachers in every WEAC affiliate. Public and media interest was at a near fever pitch. When the voting was completed, WEAC locals, by a four-to-one margin, had voted not to participate in the protest walkout.

In announcing the vote, WEAC President Lauri Wynn said, "...we will remain in the courts. We will be at the legislature so that they can understand that the law under which we find ourselves working is a deformed law and needs to be changed."

Hortonville part of a larger scene

The Hortonville strike occurred against a backdrop of militant political and social change. A long list of groups were asserting their right to fully participate in American society. On the national and state level, governments were attempting to deal with the issues raised by the civil rights movement, the women's movement, the environmental movement, and many others.

Teachers, too, saw the ground as fertile for claiming a measure of control over their professional lives. After being dominated by school administrators since their inception, both the NEA and WEAC were evolving into strong teacher advocate organizations in the late 1960s and early 1970s.

Hortonville was just one of at least 30 Wisconsin teacher strikes that occurred in 1972-73 and 1973-74. Teacher strikes were illegal under the 1971 bargaining law (111.70), which mandated good faith bargaining on both sides of the table. However, there was nothing in the law that forced compliance.

During that period the typical teacher strike lasted no more than two weeks with the local association able to claim victory on many of its goals, especially the addition of just cause for nonrenewal and improvements on salary and insurance. Most school boards sought injunctions against a strike and resumed bargaining that led to a settlement.

Hortonville's anti-union school board

At first, Hortonville seemed like it too would follow the familiar pattern of strike and settlement. However, the sight of organized teachers stoked the school board's anti-unionism. The school board was not only hostile to the HEA, it was prepared to demolish its own educational system and break the union if its members wouldn't approve the board's final offer. In 1973, the HEA and the school board began bargaining the 1973-74 contract. By January 1974, after ten months, negotiations were at a stalemate. The school board, with coaching by the Wisconsin Association of School Boards, refused to budge even though it would have cost only \$26,000 to settle, a tiny fraction of their eventual legal bills and strike-related costs. Not to mention the \$15,000 per day cost for police during much of April 1974.

Once it fired the teachers and withdrew its last contract offer, it was obvious that this board was out to claim the mantle as the toughest school board in the USA. This is precisely how it was portrayed in a cover article that appeared in the magazine of the National

unsettled contracts in 180 districts.

November - WEAC endorsed 96 candidates for Senate and Assembly races; 76 are elected.

1977

November - Gov. Martin Schreiber signs new bargaining law (SB 15).

1979

February - Wisconsin Supreme Court affirmed that the teachers right to due process was not violated, that the firings were lawful and that the Hortonville School Board was not bound to break the strike in a less punitive action.

Association of School Boards in June 1974.

Strike served as catalyst for change

Every Wisconsin school employee is indebted to the Hortonville 84. Their firing heightened support among teachers for amending a bargaining law that forced teachers to strike illegally to achieve equity at the negotiating table. WEAC lobbying, along with nearly 50 other teacher strikes in the 1970s, and general unrest in teacher negotiations throughout the state, graphically revealed the flaws in the old bargaining law. The result was passage of a bill that legalized strikes and put in place a system of binding arbitration to resolve disputes.

Two decades of labor peace is the real legacy of the 84 fired Hortonville teachers. We can honor their sacrifices by organizing in today's changed environment for a return to a fair system of collective bargaining and school finance that respects teachers, education support employees, and their union as equals.

Posted March 17, 1999



All About WEAC - News - Education Resources
Kids & Schools - Collective Bargaining
Constituencies - At the Capitol
Campaigns & Elections - OnWEAC site map





April 13, 1999

To: Members of the Joint Committee on Finance

From: Andy Franken
Director of Government Affairs

Re: Support for the University of Wisconsin System Budget

On behalf of Dwight Davis, President and Chief Operating Officer of Wausau Insurance Companies, I appear before you today in support of the University of Wisconsin System budget as proposed by Governor Thompson.

As you may know, Wausau Insurance Companies is the number one workers compensation carrier in the State of Wisconsin. Wausau Insurance employs 5,400 people nationwide, with 3,400 jobs based in Wisconsin, of which 3,000 are in the Wausau area. As the largest employer in Marathon County, Wausau Insurance relies heavily upon graduates of the University of Wisconsin System for its work force. In addition, Wausau Insurance has had a very close working relationship with the UW-System throughout the years and that relationship continues to grow.

In recent years surrounding states have invested heavily in higher education. During the past four years, Wisconsin's support for higher education increased by 7%, while inflation rose 11%. The budget before you will go a long way to help the UW-System remain competitive with its peer group institutions. In particular, we support the Governor's recommendation to increase the University budget and its emphasis on Information Technology (IT) and its support staff, international programs, and the management flexibility provision contained in the continuing appropriations proposal.

International Programs

The state's support for international education is very important for the economic growth of the Wisconsin economy and companies across the state. Wausau Insurance has been a sponsor of the Governor's annual Worldwide Export Conference for the past eight years. Last year Wausau partnered with UW-Madison in sponsoring this event. The goal of the event is to assist small- to mid-size businesses with export issues and to encourage the growth of Wisconsin exports. This program's success is shown in the marked increase in exports of an astounding 70% since 1991. The Governor's proposed expenditure in the area of international education will better prepare students for entrance into the global marketplace. In addition, the Study Abroad Program will enhance student understanding of foreign languages and cultures.

Information Technology

Wausau's Vice President and Chief Information Officer serves as the Chairperson of the Learning Technology Advisory Team (LTAT) at UW-Stevens Point. The LTAT advises the University on how it can make more efficient, effective and creative use of educational technology in order to better prepare students for their professional roles after graduation. Through this relationship, Wausau Insurance has hired many UW-Stevens Point graduates. The Governor's proposal addresses the IT staffing crisis at UW while at the same time providing hands-on experience to students. Wausau Insurance strongly supports the increased funding for this IT support staff which will enable the UW-System to make long-term improvements in IT education and prepare students for the high-tech jobs in the private sector.

Continuing Appropriation

Finally, as a business executive, Mr. Davis strongly supports the continuing appropriation provision included in the state budget which will allow the UW-System to expand service to adults, aggressively pursue distant education and create customized programs that better meet the educational needs of students and communities. This is extremely important from the perspective of a business which has to retool, retrain, and reeducate its work force constantly in order to compete in a global marketplace. These initiatives will also assist the UW-System in serving the adult student population which is increasing in Wisconsin, especially in Northern Wisconsin.

As companies in Wisconsin begin to compete both nationally and globally, our ability to draw talented individuals from the state UW-System enhances our ability to cultivate and promote better learning, business and competitive environments. It is clear that it is much easier to recruit talented individuals from within Wisconsin than nationally. In this paradigm, the University System is critical in educating and training business leaders of tomorrow.

John E. Regnier

2310 Willard Street • Stevens Point, WI 54481 • (715) 344-4504

April 12, 1999

To: Senator Kevin Shibilski and Joint Finance Committee Members

From: John and Eva Mae Regnier

Subject: University of Wisconsin 1999-2001 Budget

Thanks for the opportunity you have given Central Wisconsin residents to participate with input to your Committee's deliberations on the 1999-2001 State Budget.

We are writing you as advocates for the strongest possible funding of our UW System, with special interest in our fine local University. Our interest and involvement with UWSP goes back many years - both before and after retirement from Sentry Insurance (John) and the Stevens Point Public School System (Eva Mae) respectively.

Through this involvement we have a growing appreciation for the tremendous contributions our UW system has made and continues to make to our State. The history of the Wisconsin Idea on the proper role of a great University is something in which we can all take pride.

As taxpayers we should all recognize and appreciate that adequate financial support of education at all levels is one of the most positive investments that we can make. Our State's past broad public support for education and training has contributed greatly to the growth of a strong economic middle class in our society. Young people who have the opportunity to get the education and training needed to build meaningful careers repay the tax investment made in their education many fold. Continuing to support the economic middle class growth strengthens our society as this group provides a significant portion of tax revenue to meet the needs of Government at all levels.

We believe strongly that if we weaken our support for education, we increase the risk of having to invest more and more in our prisons and corrective system. This, unfortunately, is one of the most negative investments tax payers can make.

We respect and appreciate the very difficult job your Committee and the Legislature have in allocating the available resources to meet the growing needs with which our State Government is expected to deal.

We feel that a fair and realistic evaluation of the value and need for continued support of a strong system of public education at all levels can be defended as one of the highest priority State government needs.

We urge your Committee and the Legislature to continue your support and recognition of the very positive Regional and State impact UWSP and the entire University system has had in the past and will continue to have in the future.

Once again, thank you for scheduling this hearing in Central Wisconsin.

Sincerely,

John E. Regnier

Eva Mae Regnier

**JOINT FINANCE COMMITTEE HEARING
STEVENS POINT, WISCONSIN
APRIL 14, 1999**

REVENUE CAPS

Members of the Joint Finance Committee. I appreciate the opportunity to be here today to discuss the topic of declining enrollments and the impact that has on a school district's ability to educate children. This is a topic I have followed and have been involved in since revenue caps were implemented in 1994.

Having been a school district administrator for over 20 years and being in a declining enrollment school district when the revenue caps were implemented, I could immediately see the negative impact the caps would have, especially if enrollments were declining.

As a result, in 1995, I conducted a survey and asked how many districts in the State either had or anticipated having a declining enrollment within the next 3 years. Fifty-eight districts, at that time, said they either had or anticipated having a declining enrollment. Today, I believe approximately one hundred sixty-four districts have a declining enrollment based on their three year average.

As a result of the initial survey, I made a presentation to the School Administrators Alliance pointing out the impact of revenue caps on declining enrollment districts and recommended that the alliance form a study group to deal with this issue as I felt it would have a broad impact on our schools' ability to meet the needs of children.

A study committee was formed and recommended that a 90% Hold Harmless provision be applied to declining enrollments and that the funds created be provided on a recurring basis. In other words, they become part of the base revenues for the subsequent school year.

What eventually passed was the current formula with a 75% Hold Harmless provision on a non-recurring basis.

We appreciate consideration of the legislature in this regard. The problem with this current provision, however, is that it only provides assistance in one year.

In my district, for example, our largest drop in student enrollment will occur over the next 3-4 years. By applying the current revenue cap formula, our district will be able to increase revenues by \$270,929. Over this same three year period, our district will need \$900,000 just to meet the 3.8% salary and fringe benefit costs mandated by the State. This leaves us with a shortage of approximately \$629,071 over this three year period or having to cut our budget by about \$200,000 in each of the next three years. This is a result of losing a projected 97 students over this three year time period.

As our School Administrators Alliance Team recommended in 1995, I believe the solution to this problem for declining enrollment districts is to allow the funds generated by the Hold Harmless provision to be recurring. This formula still reduces the revenue available to declining enrollment districts, but does it over a longer period of time allowing for adjustments to be made.

I realize implementation of this provision would cost the State more money, but perhaps there are other initiatives that funding could be reallocated from.

For example:

- SAGE + 15,030,000 (2 yrs)
- Staff Development + 1,500,000 (2 yrs)
- Peer Review and Mentoring + 1,000,000 (2 yrs)
- Smoking Prevention Program + 1,000,000 (2 yrs)

These initiatives, while worthwhile, should not receive increased funding when approximately 164 districts, because of declining enrollments have to make cuts in basic programs and cannot even generate the revenues to meet a 3.8% salary and fringe benefit increase mandated by State law.

Perhaps there are other methods of providing assistance to declining enrollment districts, but I believe making the Hold Harmless provision revenues recurring would be the best method over a long period of time.

Your consideration of this proposal is greatly appreciated and critical to whether declining enrollment school districts are able to meet the basic educational needs of the children they serve.

Thank you for your consideration.

Joseph Innis
District Administrator
Southern Door County School District



University of Wisconsin-Stevens Point

Office of the Chancellor

Stevens Point, WI 54481-3897 (715) 346-2123 FAX (715) 346-2561

<http://www.uwsp.edu/admin/chancell>

email: tgeorge@uwsp.edu

**Statement of Thomas F. George
UWSP Chancellor
Joint Finance Committee public hearing
April 13, 1999**

Welcome to the University of Wisconsin-Stevens Point. I want to thank our own Senator Shibilski, co-chairs Burke and Gard, and all the members of the committee for bringing this public hearing to UW-Stevens Point. I also want to thank the committee for this opportunity to appear before you on behalf of the students, faculty and staff of this university.

Let me begin my brief comments by expressing our strong support for Governor Thompson's proposed UW System 1999-2001 biennial budget. Each new initiative within his proposal, from diversity to technology and from student advising to libraries, is collectively a very positive signal for bipartisan support for the *Wisconsin Idea*.

While others will speak later today on individual aspects of the budget, I wish to focus here today on the need for continuing appropriation, competition among our peer institutions, and the need for creative solutions to increase state support of this and other UW System institutions.

In addition, I would be remiss not to extol the virtues of UW Extension on our campus. I have already mentioned our Collaborative Degree Program with the colleges located in Wausau and Marshfield. One other Extension project I would like to mention is our Learning Through Educational Technologies Program. Here we are working with six area school districts in order to ensure appropriate and effective use of technology innovations in the classroom. Please keep UW Extension's budget needs in mind as the budget process moves forward.

Lastly, the portion of General Purpose Revenue, taxes, in support of the nation's ninth largest university system, has been eroding the past two decades. While I don't have a magic solution to halt and reverse this disturbing trend, I urge you and your colleagues to work with any and all interested parties to halt and reverse this troublesome path. Here at UWSP, approximately 38 percent of our budget are GPR dollars. A generation ago that figure was above 50 percent.

You have granted appropriation benchmarks for K-12 education -- why not do the same for the UW System and reaffirm this state's historical commitment to post secondary education.

Finally, let me urge all of you to keep the *Wisconsin Idea* healthy and alive well into the 21st century. By supporting the Governor's budget, and if possible, finding additional new revenue support, we can keep UWSP and the UW System a world-class learning environment.

TESTIMONY BEFORE
THE JOINT FINANCE COMMITTEE BUDGET HEARING
April 13, 1999

I'd like to thank the Committee for the opportunity to speak today on the next biennial budget. As Chair of the Faculty Senate and Chair of the Department of Mathematics and Computing, I come before you to remind you that in setting the 1999-2001 budget you are, in large measure, setting the course the University of Wisconsin will take both in reputation and service to the citizens of this state.

A university is in large measure, the product of its faculty. A strong faculty makes a strong university; one able to attract the best and brightest students, one directed to excellence in teaching, learning and research; one able to work in effective partnership with the business, industry, and people of its state. The University of Wisconsin System has just such a strong faculty and as a result the campuses of this system are held in high esteem within their national peer groups and receive continued high rankings in national ratings such as those produced by *Kiplinger* and *U.S. News*. But to sustain this level of excellence, we must sustain the excellence of our faculty; as faculty leave the System they must be replaced with women and men of equal, if not greater, excellence in the classroom and research laboratory.

As the University of Wisconsin System moves into the new millenium, the need to maintain excellence through appropriate hiring takes on even greater significance for we face a new challenge—the impending retirement of a significant portion of our faculty—faculty who must be replaced. In the 1997-98 academic year, 35% of the 6,208 UW System faculty were age 55 or older and 51% were between the ages of 40 and 54. This means that within the next ten years the System can expect to replace almost 2400 or 40% of current faculty—and this does not include faculty who leave us for reasons other than retirement.

Under the best of conditions finding this many new faculty of equal quality to those who leave us would be a daunting task, but when our salaries are not competitive, it may be an impossible one. Make no mistake, all 26 of our institution now compete for faculty at the national level. But, based on salary, we don't compete very well, in every category we fall at or, usually, below the average, making recruitment difficult. Even today, in many areas, but especially in high demand areas such as my own field of Computer Information Systems, faculty positions go unfilled, usually due to our uncompetitive salaries

To turn this trend around, we must begin to raise our compensation package and the only meaningful way to do that is to provide appropriate salary increases not just in this biennium but for the next several. I urge you to support the Regents proposed 5.2% pay plan—without it, we are certain to see a decline in the quality of a great faculty. A vial state resource squandered.

Thank you.

James Gifford
Chair, Faculty Senate UW Stevens Point
Chair, Department of Mathematics and Computing

email: jgifford@uwsp.edu



University of Wisconsin-Stevens Point

Office of Provost and Vice Chancellor

Stevens Point, WI 54481-3897 (715) 346-4686

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April 9, 1999

To the members of the Joint Finance Committee
Co-Chairs Brian Burke and John Gard

SUBJECT: UW System Budget

We appreciate your support of the UW System and encourage you to approve the budget recommended by Governor Thompson for the UW System for the next biennial period, July 1, 1999 through June 30, 2001.

One of the items in the Governor's recommendations is a 1 % increase in position control authority for the UW System. This would allow the UW System to increase by 1 % the total number of GPR-funded positions it would be authorized to fill. Currently, the number of GPR-funded vacant positions in the entire UW System is less than .92% of the authorized number, or, about 160 positions out of a total of 18,251. And, as of April 1, UW-Stevens Point was within one-half FTE of its authorized total.

At the least, we urge your support of the 1 % increase proposed by Governor Thompson even though this proposed increase has a "sunset" of June 30, 2001. However, we believe that the personnel needs in the UW System are such that more significant measures need to be taken than providing a 1 % increase in order to assure that adequate staffing authority is available to meet the educational needs of its students. Therefore, we propose the elimination of position control authority. Eliminating this control would afford us the flexibility necessary to meet students' needs in instruction and instruction-related services.

An alternative to the complete elimination of position control authority is to restore to UW System the approximately 670 positions that were eliminated by the legislature several years ago as a part of UW System's budget reductions.

Here are several examples of why it is important to grant greater position control authority to the UW System than it is authorized at this moment:

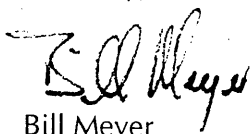
1. It is necessary to meet the growing demands of the students served. For example, each fall on the UW-Stevens Point campus, we employ additional instructional staff so that we have sufficient freshman offerings and seats to meet the demands of the new entering class. The people employed to meet this demand are typically residents in the community and have the academic credentials to teach in the freshman level English, Math and other high

demand courses. In the spring semester, the demand for additional seats is not as great because the midyear graduating class is often larger than the number of students entering the university at midyear.

2. We are called upon to meet continuing education/retraining requirements in the business community. For example, In cooperation with the paper mills in Central Wisconsin, our Paper Science program provides training for currently employed professionals in the papermaking industry. This curriculum provides these professionals with updated skills to meet the changing needs of the market place. Without having sufficient position authority, we could find ourselves unable to provide programs like this one which are in high demand.
3. We are required to provide programs that have been thrust upon higher education as mandates. One such program is in the area of transporting students to field stations which requires the faculty member driving a school bus to have commercial driver's license (CDL) training and pass the CDL requirements. Then we are required to administer an alcohol and drug testing program according to regulations in the CDL program. Administration of this program and other health and safety related programs has required us to reallocate resources to meet these growing requirements. In the absence of additional positions allocated to UW System, mandates like these may reduce our ability to provide a sufficient number of instructional sections to meet student demand. Eliminating position control authority would provide us the flexibility needed to cover the mandate as well as our instructional obligations. Of course, it does not solve the additional resources needed to cover mandates, but at the moment, our greater concern is with the position control authority.
4. We have a critical need for additional staff in technology, a part of which is addressed elsewhere in the Governor's budget recommendations. To date, at least, the rapid introduction of technology into our instructional programs has not resulted in a net reduction in the need for personnel in the classroom or for personnel in information technology. In fact, the demand for personnel has actually increased especially in the area of support personnel. These individuals provide technology support for our faculty. One year ago, we added five FTE to our Information Technology staff to provide instructional support.

Thank you for your attention to this critical matter. If you or your staff wish to find out more detail, the UW System legislative liaisons are available to assist in any way you would like.

Sincerely,



Bill Meyer
Provost/Vice Chancellor



Greg Diemer
Assistant Chancellor for Business Affairs

cc: Katharine Lyall, President, UW System
Thomas F. George, Chancellor, UWSP

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Testimony: Bob Williams before the Legislature's Joint Finance
Committee

April 13, 1999, UW- Stevens Point

Open:

I am Bob Williams, owner of Idea Associates, a public relations firm here in Stevens Point. Mary and I moved here 46 years ago and raised four children, three of whom graduated from UW System schools. In fact, I met Mary in our senior year at UW-Madison, married her within a months after she graduated, saving her from spinsterhood at 21 years of age. (Later, she received her graduate degree in English here at UWSP.)

So, we are just another UW System family who has tried over the years to pay back our 1949 debt to the system.

In my four minutes I will briefly address a few reasons for you to support the Governor's budget as it applies to education - K-12 and UW Systems. Job creation . . . skilled employees . . . economic development will be the better for that budget.

Others appearing will enumerate all UW System recommendations and their financing in the Governor's budget. First, I will deal with a \$3 million item of which I

am familiar via my role as one of the seven chairs in the year-long Governor's Task Force on Global Education.

You are aware that in the mid-80's, Wisconsin was exporting about \$4 billion in manufactured products annually. Today, those goods manufactured here and sold off-shore amount to almost \$14 billion.

The difference in Wisconsin jobs? Each billion dollars of exports means 20,000 jobs in the state -- most of those the well-paid jobs of a skilled workforce. Or, nearly 200,000 new such jobs in 14 years.

Yes, in the 70's many Wisconsin firms thought exporting was shipping their product to Dubuque. Not so no more!

I toured the state interviewing executives in several exporting firms: Serigraph in West Bend; The Brady Corporation in Milwaukee; Kimberly Clark in Neenah; Greenheck Fan in Schofield, in others.

I learned that these firms are looking elsewhere for hundreds of new employees literate in two or more languages and cultures. They are hiring from elsewhere. Universities in Arizona, New York, Texas. The quality of export-ready new

hires are often not available here.

Please, honor the proposed funding that will help send Wisconsin students of modest means abroad to live and study in another culture.

I visited three elementary language immersion schools in Milwaukee where 4th graders were speaking only in French, Spanish and German each day, all-day in school. These children are already ahead of the game in preparing for high school and university courses. Please honor the budgeting for more language immersion classes.

I interviewed elementary teachers, high school Rotary exchange students, and college students in Beloit, Stevens Point, Madison and Milwaukee who told me of the semester or year that mattered most and prepared them best for jobs in multi-national Wisconsin firms. It was time spent living, schooling, off-shore. Please honor the monies at the ready for teachers to follow students abroad.

High school language teachers relayed that their years living abroad captured the culture, the "poetry" of China, France, Germany and vastly improved their quality of instruction.

As for the U.S. System request for the \$30 million Madison plan and specific amounts for other state universities, please remember Wisconsin would only be another Iowa if it weren't for the UW System. That superior faculty, technology and distance learning need more subsidation.

And that UW system is at work every day serving business, communities, professionals, farmers in the state. The UW System's boundaries are, indeed, the state's boundaries.

For example, the cornucopia of vegetable farming in Central Wisconsin -- our No. 1 industry -- would not be here were it not for UW-Madison scientists. Not only did the university Ag School scientists show the way to irrigated sand land growing in the early 60's, but UW professors saved the ground water irrigation rights for the growers from the misguided DNR staffers and their companion Tree Huggers, politically correct ideological so-called environmentalists. The legislation to prohibit all irrigation introduced in the assembly was only defeated because junk science was exposed by the UW in a long three-year expensive campaign waged by the farmers.

And, for UW-Stevens Point, now with its nationally recognized College of Natural Resources, the paper and forestry industry is continually grateful. The president of what is now Georgia Pacific, told me in the early 90's, that over half their forestry people were graduates here. And, paper science grads are fought for by all the paper firms.

So it goes in these luxuriant times with most of the UW System's grads. These are successful young people ready to help Wisconsin businesses, farms, professions and schools succeed.

UW-Madison ranks with Michigan as the top Big Ten Universities. And at the bottom or near it in faculty salaries and tuition costs? Buy a Chevrolet - pay the price; buy a Cadillac - pay that quality price. Works in my world of the private sector.

Why not higher education?

Many have asked you legislators, I am sure, "What is it with Wisconsin that we reward our failures more than our successes?" Welfare families subsidized better than university students and faculty relative to their value to our citizens. The catch-up pay for those successes begins with the UW System budget before you.

Thank you for this opportunity to address you. Take better care of the UW-

System in this budget and you take better care of all of us.

#

Fox Valley Tech Prep Consortium

Tech Prep and all other School-to-Work initiatives are housed in and managed by the School-to-Work Office at Fox Valley Technical College.

The Tech Prep dollars target:

- ✓ School-based learning activities designed to offer students technical and academic competencies with hands-on application; in 1998-99
 - ✓ 793 students at 31 consortium high schools taking over 40 courses
 - ✓ more than 20 requests for additional articulations next school year
- ✓ curriculum development/revision/alignment; in 1998-99
 - ✓ 106 high school teachers, 47 high school counselors, 10 middle school counselors and 38 FVTC staff involved in inservices at FVTC
- ✓ staff development opportunities; in 1998-99
 - ✓ \$18,000 dollars in mini-grant awards to 13 consortium high schools
 - ✓ first annual Tech Prep Summer Institute in cooperation with Moraine Park and CESA 6
 - ✓ 10 workshops (AutoCAD to Resiliency Training to WIDS) offered to over 2000 9 through 14 staff in each consortium

The FVTC School-to-Work office provides the hub for linkages to the K-12s, the 4 year schools, local businesses, agencies and the community:

- ✓ Joint Tech Prep Council: FVTC staff, 9-12 staff, 4 year school representation, business representation
- ✓ KSCADE Operations Board: Consortium district superintendents
- ✓ KSCADE Programming Board: Consortium district principals

- ✓ Tech Prep: 793 students, over 40 courses
- ✓ Youth Options: 61 students at FVTC, 198 students at their high school, 82 courses
- ✓ KSCADE: 421 students, 42 courses
- ✓ Youth Apprenticeship: 22 students, (work-based) course work and job site application

FVTC advocates the flexibility to offer the STW option that best suits the individual student's education and career plan.

Joanne Pollock, Director, School-to-Work, FVTC
Phone: 920-735-4749; email pollock@foxvalley.tec.wi.us

These leave the Title III Tech Prep dollars under the administration of the technical colleges and the DPI.



Budget Brief

WTCS General Aids Frozen

Background:

The state's technical college system is primarily funded from three sources: student tuition, local mil levy rates and general aid revenues. Additional revenues are accrued to the system from categorical aids and federal revenues.

Proposed Budget: (1999 Assembly Bill 133)

The proposed budget fails to address any of the needs of the WTCS as reflected in the Working for Wisconsin budget proposal. The budget provides a 0 percent increase in the general aid revenue for colleges. This is the case despite aid increases over the past four years of 0%, 0%, 1.5%, and 1.5% resulting in a continuous erosion of 30% of the colleges' operational budget in 1990 to less than 23% this year. A zero (0) percent increase for the next two years would bring the state share to 20% of the funding pie and greatly increase pressure on local tax levies to maintain current efforts. A zero (0) increase in general aids would seriously impede the systems ability to meet new challenges in an ever-changing technical climate.

WEAC/WFT Position

The Wisconsin Education Association Council and the Wisconsin Federation of Teachers are opposed to a zero percent increase in the state general aid formula.

Talking Points

- The college systems ability to meet current program commitments is undermined in this budget.
- Failure to provide additional revenues in the general aid formula impedes the ability of the system to meet new, rapidly changing technical requirements in today's work force.
- Failure to provide any general aid increase will force technical colleges to shift the burden of revenue source to the property tax.
- 90% of WTCS students remain in Wisconsin, creating a significant tax base and skilled work force for the Wisconsin economy.
- Legislators are all aware of the very positive impact that the technical college system has on their local economies. It is time to adequately fund this system to maintain the economic vitality of Wisconsin.

For Additional Information:

If you questions or comments, please contact Jack Coe at the WEAC Government Relations Division at (800)362-8034, ext. 238 or by e-mail coej@weac.org

WEAC TESTIMONY ON WTCS FUNDING
SUBMITTED TO
JOINT COMMITTEE ON FINANCE
March 26, 1999

WEAC BELIEVES THAT THE WISCONSIN TECHNICAL COLLEGE SYSTEM (WTCS) WORKS EFFECTIVELY TO TRAIN WISCONSIN'S WORKFORCE. WEAC ALSO BELIEVES THAT THE WISCONSIN TECHNICAL COLLEGE SYSTEM WORKS TO PROVIDE WISCONSIN'S BUSINESSES A TRAINED AND WELL-QUALIFIED WORKFORCE. THE WISCONSIN TECHNICAL COLLEGE SYSTEM HAS A LONG, ALTHOUGH LARGELY UNTOLD, HISTORY OF BEING A STRONG, STABLE SYSTEM THAT HELPS MAINTAIN WISCONSIN'S STRONG AND STABLE ECONOMY.

THE WTCS MAY BE A RELATIVELY SMALL PART OF WISCONSIN'S EDUCATIONAL SYSTEM, BUT IN ITS SMALL, QUIET WAY, THE WTCS SYSTEM HAS A MAJOR IMPACT ON WISCONSIN. ONE OF EVERY NINE WISCONSIN ADULTS TAKES AT LEAST ONE WTCS CLASS ANNUALLY. IN ADDITION, 88% OF WTCS GRADUATES STAY IN WISCONSIN TO WORK, DIRECTLY RETURNING INCREASED TAX DOLLARS TO THE STATE, AND THUS HAVING A HUGE IMPACT ON WISCONSIN'S ECONOMY.

THE WISCONSIN TECHNICAL COLLEGE SYSTEM DEPENDS ON THREE MAJOR SOURCES OF REVENUE TO DO THIS TRAINING: STATE FUNDING, PROPERTY TAXES, AND OTHER FUNDS THAT INCLUDE TUITION. EACH OF THESE FUNDING SOURCES COMES WITH ITS OWN SET OF RESTRICTIONS. FOR EXAMPLE, THE TUITION PAID BY STUDENTS IS SET BY STATUTE AND COVERS ABOUT 17% OF THE COST. THE LOCAL PROPERTY TAX IS ANOTHER SOURCE OF FUNDS THAT IS LIMITED BY A 1.5 MILL RATE CAP, ALSO SET IN STATE STATUTE.

THE THIRD SOURCE OF REVENUE IS STATE FUNDS IN THE FORM OF GENERAL STATE AIDS APPROPRIATED BY THIS BUDGET PROCESS. THE APPROPRIATED GENERAL STATE AIDS ARE THEN ALLOCATED TO EACH TECHNICAL COLLEGE DISTRICT BY A COMPLEX FORMULA. TOGETHER, THESE FUNDS PROVIDE THE EXCELLENT TECHNICAL EDUCATION THAT THE PEOPLE OF WISCONSIN, BOTH EMPLOYEES AND EMPLOYERS HAVE COME TO RELY ON AND EXPECT.

HISTORICALLY, STATE FUNDS, PROPERTY TAXES, AND OTHER REVENUE THAT INCLUDES TUITION, EACH COMPRISED APPROXIMATELY ONE-THIRD OF THE WTCS'S TOTAL FUNDING. HOWEVER, IN RECENT YEARS, THIS BALANCE OF FUNDING HAS CHANGED BECAUSE THE PROPORTION FUNDED BY GENERAL STATE AIDS HAS BEEN STEADILY DROPPING. IN FACT, UNLESS WTCS GENERAL STATE AID FUNDING IS INCREASED, THE STATE'S SHARE OF FUNDING FOR THE WTCS WILL DROP TO THE POINT OF BEING BARELY 20% OF AIDABLE COSTS BY THE END OF THE NEXT BIENNIUM. GENERAL STATE AIDS HAVE DECLINED STEADILY SINCE 1990 WHEN THE STATE PAID 30% OF WTCS'S COSTS. THIS DECLINE HAS DRIVEN UP THE SHARE PAID BY THE OTHER FUNDING SOURCES, AND, AT THE SAME TIME, THIS DECLINE IN STATE FUNDING HAS LIMITED THE WTCS'S ABILITY TO REpond TO THE NEEDS OF BUSINESSES AND WORKERS IN WISCONSIN.

WEAC URGES YOU TO SUPPORT THE GENERAL STATE AID INCREASE REQUESTED BY THE WTCS AGENCY, FOR A 4.4% AND A 4.8% INCREASE. THIS REQUEST REPRESENTS APPROXIMATELY A \$5 MILLION AND A \$6 MILLION DOLLAR INCREASE IN EACH YEAR OF THE BIENNIUM, AND REFLECTS WHAT THE TECHNICAL COLLEGES NEED TO MEET THE REQUESTS FOR TRAINING AND RE-TRAINING COMING TO THEM FROM WISCONSIN BUSINESSES AND WORKERS.

ONE THING IS ABSOLUTELY CERTAIN. WTCS GRADUATES, OVER A SHORT PERIOD OF TIME, RETURN MORE STATE INCOMES TAXES DOLLARS THAN THE STATE INVESTS IN THE

WISCONSIN COLLEGE TECHNICAL SYSTEM. FUNDING THE WISCONSIN TECHNICAL COLLEGE SYSTEM SHOULD NOT BE CONSIDERED AN EXPENSE, BUT A WISE INVESTMENT IN THE HEALTH OF WISCONSIN'S PRESENT AND FUTURE ECONOMY.

ON ANOTHER ISSUE IN THE PROPOSED BUDGET, WEAC IS OPPOSED TO THE CREATION OF A NEW WORK-BASED LEARNING BOARD. WE DO NOT BELIEVE THIS BOARD HAS BEEN WELL THOUGHT OUT. THE TECHNICAL COLLEGES ARE CURRENTLY WORKING WITH OUR K-12 PARTNERS TO BRING MORE HIGH SCHOOL AGE YOUTH INTO TECHNICAL TRAINING PROGRAMS. A VARIETY OF PROGRAMS HAVE BEEN STARTED AND ARE WORKING WELL.

THE WORK-BASED LEARNING BOARD CREATES A NEW GOVERNMENT ENTITY WHICH SHIFTS WTCS STATE BOARD AND DPI FUNCTIONS. THE SHIFT OF TECH-PREP MONIES TO THIS NEW BOARD WILL RESULT IN FURTHER SIGNIFICANT FUNDING LOSSES TO THE WTCS SYSTEM.

WEAC VIEWS THIS BOARD AS A SIGNIFICANT SHIFT IN PUBLIC POLICY THAT SHOULD BE REMOVED FROM THE BUDGET, SO THAT INTERESTED PARTIES CAN HAVE THE OPPORTUNITY TO APPEAR AT A PUBLIC HEARING WHERE FULL AND OPEN DEBATE CAN OCCUR ON THE CREATION OF THIS BOARD.

Testimony submitted by Mary VanHaute,
Counselor, Northeast Wisconsin Technical College
Wisconsin Education Association Council



**Prepared Testimony
For The
Joint Committee on Finance**

Dan Conroy
Human Resources Director
Horton Manufacturing
Webster, Wisconsin
April 14, 1999

Introduction:

Horton Manufacturing is a major employer in Burnett County. We provide our employees with excellent wages and benefits, and our continuing investments in plant, equipment, and technology make our manufacturing facility a showcase. The Wisconsin Indianhead Technical College System has been a crucial partner in our success, and has allowed us to grow, providing critically needed jobs in our area. A vibrant technical college system will be an important part of our future success.

Description of Our Company:

Horton was established in 1902. It manufactured wooden boxes for wagons and Model T pickups. At some point, it began to manufacture clutches that controlled fans to cool movie theaters. The company encountered financial difficulties, and in 1951, it was purchased by the current owner, Hugh Schilling, and it remains a family owned business to this date.

Hugh Schilling built up the business from its very modest beginnings (four employees), to a well respected, financially sound, and growing business (both domestic and international). The corporate offices are located in Minneapolis, MN. The Webster, WI plant was built in 1982, and currently employs over 100 individuals. As stated earlier, the manufacturing facility is a showcase, and numerous tours are provided for K-12 education, technical colleges, universities, and other businesses.

We are a leader in the use of high tech equipment, leading edge processes, and manufacturing techniques. We have 60 CNC (computer numerically controlled) machines ranging in price from \$50,000 to \$250,00. Our most expensive piece of equipment cost \$450,00 with the tooling. Obviously we need well trained, highly skilled individuals to operate this equipment.

Concerns About the Availability of a Skilled Labor Force:

About 68% of the jobs at Horton require technical college training. About 16% of the jobs require a university degree and about 16% require a high school diploma (this group is shrinking). We maintain our competitive edge by doing what we do better than anybody else. We accomplish this through the wise use of technology, hiring and retaining highly skilled and motivated individuals, and an uncompromising focus on quality and customer satisfaction.



The largest portion of our workforce are machinists. Fortunately we have almost nonexistent turnover, because skilled machinists are hard to find. **Currently, there is a shortage of 60,000 machinists in the US.** There are similar shortages in the areas of electronics, computers, quality, etc.

Our conversations with other major businesses reinforce these concerns. We are all having to deal with a tight labor force, but the shortage of candidates with technical skills is alarming. Add to that the demographics figures that show a declining number of new entrants into the labor force, and you have a sense of our apprehension. Our future success will depend on the wise use of technology, and we will need highly skilled employees to utilize that technology.

Our Reliance on the Technical College System:

The technical college system in general, and the WITC system in particular are crucial partners for us. They do an outstanding job of staying connected with the business community in terms of keeping their curriculum relevant, and scanning for future changes. They are a primary source for recruiting for our technical positions (remember, 68% of our positions). They also provide training for our current employees. This training ranges from supervisory management, to quality, to various machining courses, to "soft skills" such as interpersonal skills, communication, etc.

Economic Development Considerations:

Part of the reason we built a plant in Webster, is because of the excellent technical colleges in the area. It is useful to consider how WITC contributes to local economic development. We provide over 100 excellent jobs. Individuals who have a solid education in technical areas have high placement rates, and command good wages. Finally, business are drawn to areas that can provide them with a good labor force. Those business that hire technically trained individuals tend to be among those that pay the highest wages, and contribute most to the local economies.

Support for State Investment in the WITC System:

As I understand it, there is a request before the joint finance committee to put more money into the technical college budget. I recognize that you have many conflicting demands, and I do not presume to tell you how to vote. I did want to give you our perspective as to how important the technical college system is to the people and businesses of (economically depressed) Burnett and Washburn Counties.

I cannot predict what the future will bring. I do know that the pace of change will continue to accelerate. I know that the demand for individuals with strong technical skills will continue to grow. I know that that is where the good jobs are. I know that WITC provides us with the types of people we need to hire. We at Horton support additional state funding for the technical college systems in general, and WITC in particular.