

WISCONSIN STATE SENATOR
RICHARD GROBSCHMIDT

7TH SENATE DISTRICT

TO: Members of the Senate Education Committee

FROM: Senator Grobschmidt

RE: Credit Transfer Report

Attached is a copy of the University of Wisconsin System and the Wisconsin Technical College System Board's report on the transfer of credits, identifying occupations of high demand and a plan to expand educational programs to meet these needs.

If you have any questions or comments please feel free to contact me.

OCT 31 2001



**UNIVERSITY OF WISCONSIN SYSTEM
WISCONSIN TECHNICAL COLLEGE SYSTEM BOARD**

October 22, 2001

Senator Mark Meyer, Chair
Senate Universities, Housing, and Governmental Operations Committee
20 South State Capitol
P.O. Box 7882
Madison, WI 53707-7882

Senator Richard Grobschmidt, Chair
Senate Committee on Education
104 South State Capitol
P.O. Box 7882
Madison, WI 53707-7882

Representative Rob Kreibich, Chair
Assembly Colleges and Universities Committee
107 West State Street
P.O. Box 8952
Madison, WI 53708

Dear Senator Meyer, Senator Grobschmidt and Representative Kreibich:

We are pleased to share with you the attached report in compliance with section 9156 (2mp) Wisconsin Statutes 2001 Act 16. This provision of the 2001-03 biennial budget requires the University of Wisconsin System and Wisconsin Technical College System to submit a report to the education committees of the Assembly and Senate on (a) "the status of implementing the plan that was submitted under 1999 Wisconsin Act 9, section 9154 (4g) on credit transfer" and also to report on (b) "identification of occupations in high demand and a plan to expand educational programs to meet the needs identified." The report has been developed in consultation with the Board of Regents of the University of Wisconsin System and the Wisconsin Technical College System Board.

The report submitted in June 2000 under 1999 Wisconsin Act 9 included a number of specific initiatives and target dates for their implementation. This report provides an update on the status of those initiatives. The two Systems have implemented a number of the initiatives and are continuing to work together to implement the remaining recommendations of the June 2000 report and to improve transfer opportunities for technical college students.

Among the initiatives that have been implemented:

- The University of Wisconsin System Undergraduate Transfer Policy has been revised to allow up to two math and/or natural science courses to transfer from the WTCS occupational programs. This is in addition to the 15 credits in general education accepted previously.
- Multi-institutional articulation agreements have been implemented in nursing and early childhood education.

- A degree completion program in Industrial Management is offered by UW-Stout at multiple locations.
- WTCS and UWS have formed a joint committee to assess the use and effectiveness of the new articulation agreements and degree completion programs and the success of WTCS students enrolled in them. The Committee will submit its first report this fall.

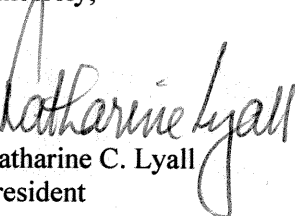
Regarding part (b) of the reporting requirement, WTCS and UWS have identified several high demand occupational areas including:

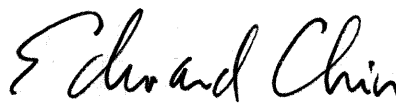
- Health Care Administration
- Computer Information Systems
- Early Childhood Education (expansion)
- Applied Science (expansion)
- Service Management (expansion)
- Business

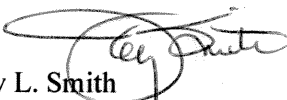
The two systems are collaborating on the enhancement or development of transfer initiatives in several of these areas. During this biennium, the two Systems will engage in a joint marketing research effort to determine additional high demand occupational areas by region, determine how to best meet those educational needs, and to ensure that current and prospective students are aware of and understand these new transfer opportunities.

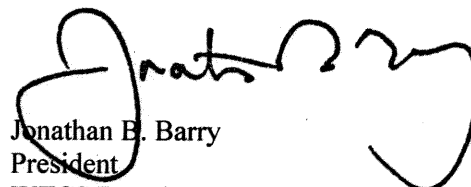
If you have any questions regarding this report, please contact Larry Rubin, UWS Assistant Vice President for Academic Affairs, at (608) 262-6717 or Deborah Mahaffey, WTCS Assistant State Director, at (608) 266-2302.

Sincerely,


Katharine C. Lyall
President


Edward Chin
State Director


Jay L. Smith
President
UWS Board of Regents


Jonathan B. Barry
President
WTCS Board

Enclosures

cc: Governor Scott McCallum

**Joint Report of the
University of Wisconsin System and the Wisconsin Technical College System
on Transfer Initiatives
And
Identifying and Expanding Educational Programs in High Demand**

October 2001

Wisconsin Statutes 2001 Act 16, Section 9156 (2mp) requires the President of the University of Wisconsin System, the President of the Board of Regents, the Director of the Wisconsin Technical College System and the President of the Wisconsin Technical College System Board to submit reports to the legislature every six months in the current biennium on the status of implementing the June 2000 plan concerning the transfer of credits from the Wisconsin Technical College System (WTCS) to the University of Wisconsin System (UWS). In addition, the statute requires identification of occupations in high demand by geographic region and a plan to expand educational programs to meet the needs identified.

The 1999-2001 biennial budget required a report to the Legislature on "efforts made to coordinate transfer of credits from the technical college system to the University of Wisconsin System, including a plan to coordinate the transfer of credits for additional programs, and a timetable for implementation of the plan." That report was submitted to the Legislature June 30, 2000.

This paper provides the status of implementing the June 2000 plan and addresses the issue of identifying additional high demand occupations and developing new educational programs.

Status of Implementation of Transfer Initiatives

The June 2000 Report to the Legislature made recommendations in five areas: principles for student transfer; multi-institutional program articulation agreements, baccalaureate degree completion programs, general education, and on-going activities.

Principles

The report recommended that WTCS and UWS establish assessment processes in order to evaluate the new programs being developed and to monitor student success. It called for a working group to be appointed by December 2000 to design an assessment process and reporting mechanism. It also called for a data sharing agreement to be developed by December 2000.

- The heads of the two Systems appointed a joint assessment working group that has been meeting since fall 2000. The group has identified preliminary research questions and developed a reporting plan. A data sharing agreement was signed the week of March 19, 2001 and WTCS immediately sent the first file of student data to UWS. The group will present its first formal report to the Joint Administrative Committee on Academic Programs (JACAP) on October 18, 2001.

The report recommended that WTCS and UWS work together to advise students, parents, and other stakeholders regarding the programs and opportunities available in the two Systems. It called for updating existing on-line advising resources by October 2000.

- The UW System Transfer Brochure, which is available in both print and electronic format, was updated to reflect the changes in the transfer of general education credit and to alert students to additional planned changes.
- UWS and WTCS staff have given numerous presentations to statewide and regional meetings of guidance counselors, academic advisors, and other educational groups.
- A joint promotions committee has been appointed to develop and implement a consistent statewide plan to inform students and advise staff about transfer options.

Multi-Institutional Program Articulation

Currently WTCS and UW institutions have in place over 400 individual program-to-program articulation agreements. These agreements have been developed between specific institutions in areas where there is a direct alignment between academic programs.

The Report recommended developing a new model for articulation, multi-institutional agreements. The goal of the multi-institutional agreements is to allow students in a particular program at any of a number of the WTCS institutions to transfer credits to a particular program at one or more UW institutions. This approach increases transfer flexibility for students and decreases the time and effort involved in establishing institution-specific articulation agreements. Multi-institutional agreements are possible in areas in which WTCS institutions have a common curriculum across many or all institutions. The report called for pilot multi-institutional articulation agreements in two areas, nursing and early childhood education. The target date was January 2001 for nursing and September 2001 for one early childhood program.

- The five UW institutions offering a Bachelor of Science in Nursing signed an agreement in May 2001 that will allow students with the WTCS associate degree in nursing to transfer into the Collaborative Nursing Program (CNP) with junior standing at any of the five institutions. The agreement is effective for fall 2001.
- WTCS has been engaged in the process of developing a common curriculum in early childhood education. That process was completed in July 2001. UW-Milwaukee and UW-Parkside signed articulation agreements, effective fall 2001, based upon the new WTCS curriculum. Early Childhood faculty from additional UW institutions have been meeting with WTCS faculty to share information about their programs. It is anticipated that additional UW institutions will develop statewide articulation agreements in this area. UW System will request that progress reports from UW institutions be submitted by December 2001.

Degree Completion

The report called for Baccalaureate Degree Completion programs to be developed that (1) enable students with an Associate of Applied Science degree in particular majors to transfer into companion baccalaureate majors, or (2) enable students with an Associate of Applied Science in any field to transfer into a broad-based Bachelor of Applied Arts or Sciences degree.

- A new degree-completion program following model (1) began fall 2000 at UW-Stout. Students from any WTCS technically oriented programs may enter UW-Stout's BS in Industrial Management with junior standing. UW-Stout began offering this major at multiple sites via ITV throughout the state in September 2000. This fall it is offered at six technical college sites in Appleton, Wausau, Madison, Milwaukee, La Crosse, and Waukesha. To date, over 100 students are enrolled; 95% coming from the technical colleges.
- The broad based Bachelor of Applied Science (model 2) is sometimes referred to as the "upside down degree" because the first two years in the technical colleges emphasize an area of specialization, and the last two years emphasizes general education. The report called for the Board of Regents to authorize development of a broad based degree no later than June 2001 and for the new degree program to begin enrolling WTCS graduates statewide in September 2002.
 - In October 2000 the Board of Regents authorized UW-Stout to implement a Bachelor of Science in Applied Science. Stout will implement the degree for WTCS transfers in fall 2002.
 - UW-Parkside plans to submit a proposal for a Bachelor of Applied Science degree to the Board of Regents during the 2001-02 school year.

The report recommended that JACAP explore the development of additional degree completion programs where students completing an AAS in an area of high demand could transfer into a companion baccalaureate program and that at least three additional degree completion programs begin enrolling WTCS graduates in September 2002. To date, two such programs are near completion and UWS and WTCS are in the process of identifying the third completion program.

- UW-Parkside has established an articulation agreement with Gateway Technical College in the area of Business that will permit the GTC student with an AAS in Accounting, Logistics, Marketing, or Supervisory Management to transfer 51 credits into the UW-Parkside Bachelor of Science in Business Management degree. UW-Parkside plans to expand this agreement to additional WTCS institutions and begin enrolling WTCS graduates in fall 2002. UWS is currently exploring using this model as the basis for a multi-institutional articulation in Business with a goal of enabling students to transfer with 60 credits and junior status.
- UW-Stout offers a 2+2 degree completion program in Service Management that applies credits earned from any WTCS district. This program, currently offered as an on-campus program, will be expanded to additional WTCS sites in the fall of 2002. It is anticipated that two of the sites will be at Fox Valley Technical College and North Central Technical College.

In addition, a number of new program to program articulation agreements have been developed that are 2+2 in concept in that they permit WTCS students to transfer their A.A.S degree and to complete the baccalaureate degree in two or two and a half years (four or five semesters). Both systems recognize that program-to-program articulation agreements between two institutions are valuable and encourage their continued development. However, both Systems also recognize that broader agreements, in a variety of models, will provide additional flexibility for students. Although program-to-program articulation agreements may be the appropriate first step, institutions should attempt to expand those agreements, where appropriate, into multi-institutional agreements.

UWS submitted a 2001-03 budget request that included proposals endorsed by JACAP for additional degree completion programs at several UW institutions. Due to the changing fiscal climate in the state resulting in tighter than anticipated resources, the request was not funded and these additional programs have not yet been developed. However, both Systems are committed to continuing efforts to increase transfer opportunities for WTCS students in the current fiscal environment. The section of the report titled "identifying and expanding educational programs" describes the WTCS and UWS plans for developing additional degree completion programs with current resources.

General Education

The Report recommended that the UWS Transfer Policy be revised to increase the general education credits that transfer from the occupational programs. The recommendation stated that in addition to the 15 credits in the WTCS areas of communications and behavioral and social sciences previously accepted, two courses in mathematics and/or natural science may also transfer. The report targeted fall 2000 for implementation and December 2000 for formal revision of the Transfer Policy.

- The Board of Regents passed a resolution in April 2000 endorsing the change effective fall 2000 and formally revised the transfer policy in December 2000.
- UWS and WTCS have worked together to implement the policy changes by creating a website for WTCS districts to post math and science courses for UW institutions to review for transfer consideration. As the courses have been evaluated, they have been added to the Transfer Information System (TIS) database. The process is on going. Courses completed fall 1995 or later are eligible for transfer under this policy.

Identifying and Expanding Educational Programs in Areas of High Demand

The attached chart summarizes the progress in implementing the recommendations called for in the June 30, 2000 report. The two Systems are now planning to enhance existing programs or develop new programs in other areas of high demand that will provide for additional transfer opportunities for students.

The additional programs of high demand already identified by the two Systems and endorsed by JACAP include the following areas:

- Health Care Administration
- Computer Information Systems
- Early Childhood Education (expansion)
- Applied Science (expansion)
- Service Management (expansion)
- Business

UWS and WTCS will collaborate in the enhancement or development of transfer programs in several of these areas. UWS will identify the specific UW institutions and the program areas they are prepared to address and inform WTCS by December 15, 2001.

During the 2001-2003 biennium, a minimum of three additional degree completion programs, beyond the three described earlier, will be implemented and a minimum of two multi-institutional articulation agreements will be identified and articulation discussions begun, with the goal of signing the new agreements by the end of the biennium.

Also during this biennium, the two Systems will engage in a joint marketing research effort to determine additional high demand occupational areas by region, determine how to best meet those educational needs, and to ensure that current and prospective students are aware of and understand these new transfer opportunities.

On-Going Activities

- The report recommends that UWS and WTCS staff update TIS to reflect new transfer opportunities. The TIS staff have a process in place for adding the math and science general education courses to the database and for adding new articulation agreements.
- The report recommends that JACAP continue to produce reports describing transfer activities between the two Systems. Transfer data was shared at the January 2001 JACAP meeting. At both the January and April JACAP meetings the co-chairs of the joint working group on assessment reported on the committees progress. The assessment committee will report annually to JACAP on the results of the assessment activities.
- The report recommends that the heads of the two Systems meet each year with the chief academic officers of the two systems and the JACAP co-chairs to review progress toward implementation of the initiatives, report on any new initiatives and/or emerging transfer issues, and present any recommendations regarding transfer. The 2001-02 meeting will be held early in fall 2001.

UWS and WTCS remain committed to working together to find additional ways to improve opportunities for transfer and collaboration that are consistent with the missions of the two Systems and of benefit to the people of the state of Wisconsin.

Table 1

TRANSFER STUDY COMMITTEE RECOMMENDATIONS	TARGET DATE	PROGRESS
Statement of Principles		
WTCS Board and UW System Administration will develop and put in place a data sharing agreement to permit UW System to identify WTCS students transferring to UW System institutions.	December 2000	Agreement signed
A working group appointed by the heads of the two systems will begin to design an appropriate reporting mechanism for program improvement.	December 2000	Working group in place; Will report to JACAP in October
WTCS and UW System staff will work together to update the existing joint on-line advising resources for students, parents, and counselors, to reflect new transfer opportunities open to WTCS students and graduates.	October 2000	Transfer Information System updated as new agreements are finalized
Multi-Institutional Program Articulation		
An agreement will be in place for WTCS associate degree nursing graduates to enter any one of the five UW System baccalaureate nursing programs.	January 2001	Agreement Signed
Pilot agreement will be in place for WTCS associate degree Child Care and Development graduates to enter baccalaureate Early Childhood Education program at one UW System institution.	September 2001	UW-Milwaukee and UW-Parkside agreements signed.
Initial assessment of articulation efforts in Nursing and Early Childhood Education to determine success of the programs and identify areas for improvement will begin.	September 2003	Future Activity

Expansion of pilot efforts in Early Childhood Education to additional UW System institutions if appropriate will be initiated.	November 2003	Statewide joint meeting July 12, 2001 began expansion discussions
Baccalaureate Degree Completion Programs		
Industrial Management program at UW-Stout begins enrolling WTCS graduates from associate degree technical programs.	September 2000	Began on schedule. 100 students enrolled
A working group of JACAP will explore the development of additional degree completion programs in areas of high demand such as computer information systems, business administration, service management, and health care administration and include their recommendations in their annual report.	September 2000	July 2000 JACAP endorsed UWS budget proposal for new programs Work ongoing
At least three additional baccalaureate degree completion programs in areas of high demand will begin enrolling WTCS graduates from associate degree occupational programs.	September 2002	Anticipate being on schedule
UW System Board of Regents asked to authorize development of a new broad-based bachelor of applied arts or sciences degree program.	No later than June 2001	October 2000 Board authorized UW-Stout to implement B.S. in Applied Science
New broad-based bachelor of applied arts or sciences degree program begins enrolling WTCS graduates available statewide.	September 2002	UW Stout will enroll WTCS students on campus in fall of 2002

General Education		
UW System institutions implement the Board of Regents resolution permitting UW System institutions to accept up to two mathematics and/or science courses completed after September 1, 1995 as well as up to 15 credits in communications, behavioral science, and social science in transfer from a WTCS institution.	September 2000	September 2000 UW Institutions began accepting math and science courses based upon Board of Regent April resolution
UW System Board of Regents adopts a modified undergraduate transfer policy permitting UW System institutions to accept up to two mathematics and/or science courses completed after September 1, 1995 as well as up to 15 credits in communications, behavior science, and social science in transfer from a WTCS institution.	December 2000	December 2000 Board of Regents adopted revised Transfer Policy
On-going Activities		
UW System and WTCS staff will update the Transfer Information System (TIS) to reflect new opportunities for transfer as they are implemented. (On-going)		
JACAP will continue to produce reports describing transfer activities between the two systems. (Will occur annually)		
The heads of the two systems will meet each year with the chief academic officers of the two systems, and the JACAP co-chairs to review progress toward implementation of the initiatives, report on any new initiatives and/or emerging transfer issues, and present any recommendations regarding the facilitation of transfer. Following receipt of the JACAP annual report, the heads of the two systems will share the report with their respective governing boards. (Meeting to occur during fall semester)		

<u>Fiscal</u> <u>Year</u>	<u>MATC</u> <u>Aid</u>	<u>Change</u>
1991	21,322,544	
1992	23,761,600	11.4%
1993	23,903,700	0.6%
1994	26,641,100	11.5%
1995	28,506,700	7.0%
1996	28,803,800	1.0%
1997	28,507,100	-1.0%
1998	29,225,200	2.5%
1999	30,167,700	3.2%
2000	28,814,400	-4.5%
2001	27,925,300	-3.1%
2002	27,388,100	-1.9%

**Wisconsin Technical College System
Changes in Health Insurance Costs
FY 2000-01 and 2001-02**

District	FY 2000-01		FY 2001-02	
	Percent Change	Change in Dollars	Percent Change	Change in Dollars
Blackhawk	14.9%	181,090	13.7%	191,191
Chippewa Valley	24.9%	537,700	20.0%	486,700
Fox Valley	11.9%	593,000	12.0%	670,560
Gateway	35.0%	1,300,000	15.0%	720,000
Lakeshore	20.7%	352,346	20.0%	360,000
Madison Area	5.0%	150,000	25.0%	1,200,000
Mid-State	11.0%	148,510	14.0%	205,281
Milwaukee Area	11.5%	1,400,000	20.0%	2,700,000
Moraine Park	0%	-	15.0%	321,755
Nicolet Area	16.2%	181,807	20.0%	261,795
Northcentral	39.0%	727,015	15.0%	400,000
Northeast WI	9.0%	313,000	42.0%	1,600,631
Southwest WI	5.0%	60,700	10.0%	127,100
Waukesha County	25.0%	1,100,000	25.0%	1,136,623
Western WI	25.0%	700,000	26.0%	900,000
WI Indianhead	12.0%	256,673	19.0%	472,700
Statewide Total	16.2%	<u>8,001,841</u>	20.5%	<u>11,754,336</u>

**Wisconsin Technical College System
Changes in Energy Costs
FY 2000-01 and 2001-02**

District	FY 2000-01		FY 2001-02	
	Percent Change	Change in Dollars	Percent Change	Change in Dollars
Blackhawk	27.6%	67,536	8.8%	27,500
Chippewa Valley	0%	-	10.0%	65,000
Fox Valley	23.6%	333,516	15.8%	275,000
Gateway	24.0%	152,000	26.0%	20,000
Lakeshore	9.2%	33,250	20.0%	75,000
Madison Area	5.0%	50,000	45.0%	450,000
Mid-State	2.9%	7,981	19.8%	56,000
Milwaukee Area	19.3%	380,000	15.0%	350,000
Moraine Park	7.0%	28,000	10.0%	40,200
Nicolet Area	12.4%	22,750	15.0%	40,800
Northcentral	87.0%	56,200	52.0%	81,000
Northeast WI	100.0%	165,000	10.0%	33,000
Southwest WI	11.0%	27,100	25.0%	50,000
Waukesha County	74.5%	117,676	5.1%	3,824
Western WI	4.0%	30,000	23.0%	120,700
WI Indianhead	28.0%	97,516	3.0%	14,041
Statewide Total	19.7%	<u>1,568,525</u>	16.3%	<u>1,702,065</u>

the face of wisconsin's future workforce


Wisconsin
Technical College System

A Proposal for Responding to Wisconsin's Workforce Shortages



WTCS Graduates...Where would we be without them?

Wisconsin Technical College System: Meeting the Challenge of Wisconsin's Skilled Labor Shortage

- The biggest obstacle to continued economic growth in Wisconsin is the state's shortage of skilled labor.
- Data from the U.S. Department of Labor indicate that most of the new jobs in Wisconsin do not require a baccalaureate degree, but the kinds of postsecondary education and training available at Wisconsin's technical colleges.
- Each year, one out of every nine adults in Wisconsin—more than 440,000 individuals—enroll in at least one class at a Wisconsin technical college.
- Annually, more than 4,400 employers contract with Wisconsin technical colleges to provide work-related training to more than 128,000 individuals.
- Every year, WTCS targeted programs and services help more than 106,000 students with special needs gain the skills and confidence they need to succeed in the workplace and in further education and training.
- Local industry input from more than 1,000 individual program advisory committees contributes to the design of WTCS occupational programs.
- The WTCS guarantees that its graduates have the skills they need to succeed in their field of training.
- Annually, more than 95% of all WTCS graduates are employed within six months of graduation. Of these graduates who are employed, nine out of ten continue to live and work in Wisconsin, helping to build strong communities and contributing to the state's economic growth.
- Younger workers with an associate degree from a WTCS occupational program can expect to earn substantially more than workers with a high school diploma and only slightly less than graduates of baccalaureate programs.
- In the five years after graduation, WTCS graduates report wage increases averaging more than 10% each year, outpacing the annual rate of inflation.

the face of wisconsin's future workforce



Wisconsin
Technical College System

A Proposal for Responding to Wisconsin's Workforce Shortages

Wisconsin's Skilled Labor Shortage

Wisconsin's highly-skilled workforce is the backbone of our state's economy. For more than a decade, the state's impressive record of job creation has made our economy the envy of many.

The outlook for the future is starkly different. Current estimates indicate that far fewer new workers will enter the state's labor force in the next ten years than will be needed. Already, critical shortages of skilled workers to fill new jobs and replace retiring workers threaten to derail Wisconsin's continued economic growth.

Helping young people gain the skills they need to enter technical occupations, providing incumbent workers with new skills to increase their productivity and effectiveness, expanding the job-related skills and abilities of adults seeking to enter or re-enter the labor force—this is the mission of the world class Wisconsin Technical College System (WTCS).

Each of these roles is critical to maintaining and expanding the available pool of skilled workers in Wisconsin. *The Face of Wisconsin's Future Workforce* lays out a bold agenda for meeting the challenges posed by our state's critical skilled labor shortages. It highlights strategies our technical colleges must employ to carry out this agenda. Providing the WTCS with the additional resources it needs to realize this agenda will repay untold dividends to Wisconsin's economy.

WTCS Agenda for a Skilled Workforce

Keeping Wisconsin's economy healthy requires a multifaceted approach to economic development. Investing in the skills of our workforce must, however, be an essential first step in any plan designed to strengthen Wisconsin's economy.

The Face of Wisconsin's Future Workforce builds on the traditional strengths of the WTCS. It focuses on three strategies to further WTCS efforts to meet the challenges posed by the state's skilled labor shortages.

These strategies include efforts to:

- 1 **Increase the current skills of the state's workforce;**
- 2 **Expand the pool of skilled workers; and**
- 3 **Increase access to technical and career education through the use of leading-edge instructional technology and techniques.**



Critical shortages of skilled workers to fill new jobs and replace retiring workers threaten to derail Wisconsin's continued economic growth.

"Has Wisconsin Hit a Job Wall?"

-Wisconsin Taxpayers Alliance



Our technical colleges are the primary source of education and training for technical careers in Wisconsin.

1

Increase the Current Skills of Wisconsin's Workforce

The WTCS must reallocate existing resources and target additional investments in our postsecondary system for technical and career education. Our technical colleges are the primary source of education and training for technical careers in Wisconsin. They are also where employers turn first for skill training for their existing workforce. Of critical importance to the WTCS at this time are additional resources to expand occupational program offerings in areas of high demand, to improve accessibility of these programs to those already at work, and to fund staff recruitment and development.

First, the WTCS must increase access to its existing world-class technical and career education programs. The demand for workers in fields as diverse as computer information systems, health care, and machine tool technology continues to place pressure on the WTCS to create more sections in these instructional areas to alleviate overcrowding and waiting lists. In addition, the increased demand for workers in the skilled trades means technical colleges also need to increase training slots for registered apprentices.

Second, the WTCS must increase the skills of those already at work, particularly workers in lower wage/lower skill jobs. Most have little formal job training and have experienced only limited success in formal educational settings. Disproportionately, they are women re-entering the labor force, people of color, the young, and the elderly. Caught between the need to work and family obligations, most have never considered or participated in any formal postsecondary education or training.

The WTCS needs to work with employers to provide viable opportunities for individuals to move from lower skill/lower wage jobs onto career ladders offering increasing income and security. Although technical college training provides a proven pathway into higher skill/higher wage careers, the barriers faced by lower wage/lower skilled workers are great. Using a career laddering approach to redesign curriculum and instructional delivery to expand the state's pool of skilled labor means technical colleges will need to provide more opportunities for workers in lower wage/lower skill jobs to increase skills, gain educational credentials, and increase earning as they build on successive technical college experiences.

Third, to meet our commitment to increase access and ensure quality educational opportunities, WTCS must also continue to invest in its strongest asset—our faculty. Like any service-oriented industry, labor costs are the primary drivers of technical college budgets. While trying to control costs, our technical colleges face strong competition from business and industry in the recruitment and retention of quality instructional staff. As wages and benefits continue to increase in the private sector for skilled workers, technical college salaries must keep pace if the WTCS is to attract and retain faculty with the experience required in business and industry.

In addition, with nearly one-third of the faculty in the WTCS close to retirement age, our technical colleges must invest in extensive staff development activities. These efforts are needed to ensure that our technical colleges can replace retiring faculty with capable teachers who have strong occupational experience. Given the rapid change due to technological innovations in the workplace, more intensive on-going staff development is also needed to maintain and expand the skills of current WTCS faculty.

“Wages, Benefits Up as Leading Firms Battle Labor Shortage”

-Wisconsin Manufacturers and Commerce

Wisconsin Technical College System 2001-03 Biennial Budget Initiatives

The WTCS 2001-03 budget request builds on the traditional strengths of the state's technical college system as the premier provider of technical, career, and adult education in Wisconsin. In total, the WTCS seeks an investment of \$36.4 million in state funding over the two years of the biennium to meet the challenges posed by the state's skilled labor shortages. Under this proposal, total state funding administered by the WTCS Board (including student tuition grant programs) would increase from \$141.8 million in 2000-01 to \$155.1 million in 2001-02 and \$164.9 million in 2002-03.

This investment of state funds, in conjunction with reallocation and new investments of technical college district funds, would support WTCS efforts to:

- ♦ Increase the current skill level of the state's workforce;
- ♦ Expand the pool of skilled workers; and
- ♦ Increase access to technical and career education through the use of leading-edge instructional technology and techniques.

As part of its biennial budget request, the WTCS seeks additional state funding for General Aids that would provide annual increases of 4.1% in state support for operational costs of the WTCS over 2000-01 base funding of \$118.4 million.

General Aids

Additional funds to maintain current levels of service and to support operational costs for staff recruitment, retention, and development; deployment of new technology; increased opportunities for on-line learners; development of new occupational programs to meet the needs of employers and students; and school-to-work initiatives.

**2001-03
Biennial Investment
\$14,800,000**

The WTCS seeks \$14.3 million in state funding for several new initiatives:

Access to Assistive Technology for Disabled Individuals

Enable persons with disabilities to attend technical college to acquire the skills needed in the workplace and to find and retain employment.

**2001-03
Biennial Investment
\$1,000,000**

Career and Educational Laddering for Higher Skill/Higher Wage Jobs

Work with employers and community groups to redesign curriculum and instructional methods and to support pilot programs in four occupational areas to make it easier for working adults to acquire career building skills.

\$1,750,000

Pre-Technical College Programs for Middle School Students

Provide hands-on, in-depth technical college career exploration experiences for up to 7,900 middle school youth.

\$4,400,000

Statewide Marketing of WTCS Technical and Career Education

Raise the awareness of high school students, parents, workers, and employers with regard to WTCS programs and career opportunities.

\$917,600

WTCS Virtual Campus

Expand on-line learning opportunities for WTCS students. The WTCS will partner with the K-12 system to increase the availability of technical education access to high school students.

\$6,250,000

The WTCS seeks \$3.8 million in state funding for several existing programs:

Additional Course Sections Grants

Increased funding over the base appropriation of \$2,200,000 to increase technical college course offerings to serve an additional 500 students in occupational areas of high demand.

**2001-03
Biennial Investment
\$2,600,000**

Faculty Development Grants—Technology Innovation Centers

Additional funding over the base appropriation of \$832,000 to expand effort to increase the use of new instructional technologies in technical college instruction.

\$832,000

Aid for Truck Driving Education

Increased funding over the base appropriation of \$322,000 to fully-fund the statutory reimbursement rate for truck driving education courses.

\$335,700

The WTCS biennial budget request seeks \$3.6 million in additional tuition grants for technical college students:

Technical and Occupational Program (TOP) Grants for Students

Additional funding over the base appropriation of \$6,600,000 to fully-fund \$500 tuition offset for 16,000 recent high school graduates attending technical college full-time.

**2001-03
Biennial Investment
\$3,400,000**

Study Abroad Grants

New need-based grants for up to 200 full-time WTCS students to participate in study abroad programs.

\$200,000

For more information please contact:

WTCS District Boards Association
WTCS State Board

Paul Gabriel
Edward Chin

608.266.9430
608.266.1770

WTCS State Board Web Site: www.board.tec.wi.us

**the
face of
wisconsin's
future workforce**

Produced by the WTCS Coalition



Wisconsin Student Government Wisconsin Federation of Teachers Wisconsin Education Association Council
Wisconsin Association for Career and Technical Education Wisconsin Technical College District Boards Association
Wisconsin Technical College Presidents Association Wisconsin Technical College System Board

2

Expand the Pool of Skilled Workers in Wisconsin

The WTCS must increase efforts to reach new learners who will become the skilled workers of tomorrow. Technology advances and changes in population demographics have revolutionized Wisconsin's economy and the way our citizens learn and work. A four-year university degree is no longer the only path to high wage jobs that provide for advancement and challenging careers. The majority of professional jobs in the 21st century will require the technical skills and work-based experience gained through technical college programs. To expand Wisconsin's skilled workforce, WTCS needs additional resources to provide curriculum and services specifically for high school students who desire a proven pathway to career growth and to persons with disabilities who seek to eliminate barriers to attending college or even entering the workforce.

First, to encourage future WTCS students, our technical colleges need to significantly increase opportunities for meaningful on-campus experiences for middle school youth prior to high school enrollment. By the end of middle school, young people and their parents make important choices about the kinds of high school courses they will take. On campus experiences provided early, and in a format designed for students and their parents to understand the career possibilities available with technical college training, provides the best means of influencing high school and postsecondary education plans and decisions.

To encourage more high school students to make WTCS their first choice in postsecondary education, the WTCS must also strengthen the partnerships that expand students' educational options. Technical colleges have created opportunities for students to earn technical college credits while in high school, to participate in work-based learning in a wide variety of technical fields, and to take advantage of 2+2+2 programs that streamline the transition from high school to college to university. WTCS is committed to enriching these and other programs that open new ways for Wisconsin students to achieve their educational and career goals.

Meeting the Skilled Labor Training Needs of Wisconsin

The WTCS ensures its programs provide the skills demanded by employers and employees by:

- Designing every program curriculum based on direct industry input;
- Guaranteeing that graduates have the skills necessary to begin employment—or additional training or re-training is free;
- Investing in state-of-the-art equipment and technology to assure that graduates have experience using the actual equipment in today's workplace; and
- Providing opportunities for students to develop the communication and teamwork skills required for optimal performance and advancement in the working world.

Second, with the highest rate of labor force participation in the country, expanding the skilled labor pool in Wisconsin means reaching out to groups such as persons with disabilities who are still experiencing high levels of unemployment.

Over the last decade, great strides have been made in the development of assistive technology. This technology enables persons with disabilities to participate more easily in mainstream educational settings and to secure employment. Voice recognition software, electronic note takers, and modified computer equipment are but a few of the examples currently available to WTCS students with disabilities.

The WTCS needs to expand its efforts to make assistive technology more widely available to its students. In addition, by providing employers with opportunities to try out assistive technology in the workplace, the WTCS can better assist its graduates with disabilities in the difficult task of finding and retaining employment.



The WTCS needs to expand its efforts to make assistive technology more widely available to its students.

"Wisconsin is Challenged with Finding Enough Workers..."

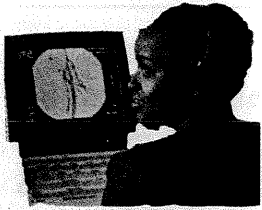
-WI Department of Workforce Development

3 Increase Access with Leading-Edge Instructional Technology and Techniques

- ✗ The WTCS must build on current efforts to provide more flexible models of instruction to support life-long learning. Wisconsin's workers are coming back to school. They are coming back to upgrade their current skills, embark on new career paths, and pursue personal growth and enrichment. These students need more options in course schedules, curriculum, and delivery systems.

As a leader in the use of instructional and workplace technology, the WTCS:

- ✗ Shares program resources for greater efficiency and effectiveness across districts and provides a model for shared resource agreements among business and industry;
- ✗ Ensures that WTCS students enter the workplace capable of leading the way in the use of information processing, networking, manufacturing, machining, medical, telecommunications, and other technologies; and
- ✗ Provides the life-long, state-of-the-art, accessible education and training opportunities needed to encourage private sector investment in Wisconsin.



The WTCS must become the first choice in education that provides opportunities for career growth and personal fulfillment.

WTCS Track Record

- Nearly all technical college graduates are employed within six months of graduation.
- Most technical college graduates stay and work in Wisconsin.
- Long-term follow-up data indicate that WTCS graduates pursue their careers in Wisconsin communities and experience above average growth in pay.

To fit our changing society and economy, the WTCS needs to develop ever-new learning techniques and instructional models to provide the flexibility needed to make life-long learning a reality for all Wisconsin residents.

New initiatives in distance learning and modular instruction are just two ways the WTCS can help to meet the needs of Wisconsin for a more highly-skilled workforce. Bringing leading-edge and emerging technology on-line permits instruction to be learner-driven and tailored to fit the demands of individuals balancing personal and employment commitments with education.

the face of wisconsin's future workforce

Produced by the WTCS Coalition



Wisconsin Technical College System

Wisconsin Student Government Wisconsin Federation of Teachers Wisconsin Education Association Council
Wisconsin Association for Career and Technical Education Wisconsin Technical College District Boards Association
Wisconsin Technical College Presidents Association Wisconsin Technical College System Board

"Labor Shortage Expected to Worsen"

-Milwaukee Journal Sentinel



Wisconsin Technical College System



The WTCS operates under a system of shared governance. A 13-member State Board and 9-member local district boards oversee the operation of 16 districts with 47 campuses and hundreds of outreach sites.

For more information please contact:

WTCS District Boards Association
WTCS State Board

Paul Gabriel
 Edward Chin

608.266.9430
 608.266.1770

WTCS State Board Web Site: www.board.tec.wi.us

COLLEGE	LOCATION	COLLEGE PRESIDENT	PHONE
Blackhawk	Janesville	Eric A. Larson	608.757.7770
Chippewa Valley	Eau Claire	William Ihlenfeldt	715.833.6211
Fox Valley	Appleton	Laurence F. Johnson	920.735.5731
Gateway	Kenosha	Samuel E. Borden	262.564.3000
Lakeshore	Cleveland	Dennis J. Ladwig	920.693.1104
Madison Area	Madison	Beverly S. Simone	608.246.6676
Mid-State	Wisconsin Rapids	Brian G. Oehler	715.422.5319
Milwaukee Area	Milwaukee	John R. Birkholz	414.297.6320
Moraine Park	Fond du Lac	John J. Shanahan	920.929.2127
Nicolet Area	Rhineland	Adrian Lorbetske	715.365.4415
Northcentral	Wausau	Robert C. Ernst	715.675.3331
Northeast Wisconsin	Green Bay	H. Jeffrey Rafn	920.498.5411
Southwest Wisconsin	Fennimore	Karen Knox	608.822.3262
Waukesha County	Pewaukee	Richard T. Anderson	262.691.5435
Western Wisconsin	La Crosse	Lee Rasch	608.785.9100
Wisconsin Indianhead	Shell Lake	David Hildebrand	715.468.2815

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 Technical College System

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WTCS Graduates...Where would we be without them?

Call Tom Held

(Glendale)
→ Hughes - Glendale → cooperative Automob.
program
Gloria Johnson - tries MATC.
- student of 2

Roy Peterson (Adam) Call John Stip 2976185

Jack - Tech High School

Waukesha County Technical College
Impact of Changes in Division of
Vocational Rehabilitation Services (DVR)
2001-2003 Budget

March 16, 2001

Under current law, a principal purpose of the Wisconsin Technical College System (WTCS) is to provide education and services to minorities, women and persons with disabilities or disadvantaged individuals. Over 7,000 individuals with disabilities were enrolled in WTCS credit courses and programs last year 1999-2000. Approximately 50% of these individuals received services financed by DVR.

WTCS receives 44% of its funding from local taxes. Only approximately 21% of funding is provided by State and Federal sources. While we are grateful for that, the Federal and State funding represents only a portion of the cost of providing services. We know that if funding is available for training, individuals are more likely to enter the marketplace with skills. There is a huge population of persons with disabilities that could be better served. For instance, at WCTC we have experienced almost a 50% reduction in two years in the number of people being served through DVR.

Of particular concern is the likely reduction in third party match contracts with DVR beginning in FY 2001-02. DVR has publicly stated an interest in reducing the investment in third party contracts from about \$8 million annually (of which 10 WTCS districts receive a total of \$2.25 million) to about \$2 million by July, 2002. We have been told that an announcement regarding the phase-out of third party contracts is forthcoming. An attached table shows the current third party contract amounts with WTCS districts.

It is currently unclear what is going to happen. However a change from the current method of providing services via third party contracts to a voucher system with no up front grants will shift these costs to the local property taxpayer. Changing to a system that is unreliable and may not be effective could severely impact our students and employers who have found our services of great benefit. The Technical Colleges are **required** to have a student service structure in place in order to meet the Americans with Disabilities Act (ADA) requirements. A reduction in third party match grants will place added costs on the college districts and will likely force a reduction of services at a time when a shortage of skilled workers exists.

In addition, the level of funding provided by DVR for post secondary students is likely to be affected as the agency implements its order of selection that emphasizes services for the most severely disabled clients. WTCS districts train more than 3,000 DVR clients annually. Approximately 25% of those clients are classified in category 1 (most severely disabled), whereas the remaining 75% are in categories 2 and 3. The extreme necessity to get the maximum number of individuals into the workforce will not be met by excluding categories 2 & 3.

We respectfully request that you maintain third party contracts as the method of funding for DVR services and allow disabled clients in categories 2 & 3 to continue to receive the current level of services.



Division of Vocational Rehabilitation (DVR)
Third Party Contracts
Fiscal Year 2000-2001

<u>District</u>	<u>Contract Amount</u>
Blackhawk	\$39,700
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Northcentral	634,625
Northeast Wisc.	29,250
Waukesha Co.	182,274
Western Wisc.	<u>165,027</u>
TOTAL	\$2,253,471

Waukesha County Technical College Office Skills and Workplace Success Program Description

The Office Skills and Workplace Success programs have served DVR/Special Services students very well, especially during a time when training options for the population are or have disappeared in the community. Students referred to the programs represent a cross section of the population served by DVR. For some, it is their first experience with training and job placement, while for others it is their first successful experience after attempting other training or placement. These programs are specifically designed to be short-term in length which permits students to spend 9-18 weeks in a classroom learning and mastering clerical, warehouse, and/or building maintenance skills. In addition, students receive academic support, basic applied psychology, and employability skills. Upon completion of the classroom portion of these programs, students are selectively placed on internship sites prior to permanent placement.

The programs combine the instructional expertise of the Special Services staff with that of the regular WCTC program faculty in the teaching of these students. The students benefit from the small class size, accommodation for each's learning style, personal counseling as well as career counseling, and specialized placement. At all times student success is the focus. Students are selectively placed at work sites where they can utilize skills they have mastered. Permanent placement is based on matching a student's strengths to a workplace setting that offers practice of those skills.

The third party programs offer DVR/Special Services students the best of two worlds - the program offerings of regular WCTC courses which are especially modified for these learners' special needs. Students are afforded not only small group instruction geared to their learning styles and handicapping conditions but also intervention on a timely basis should they need it. An additional benefit is that the short-term nature of the programs allows the students to enter the work world quickly.

Student Statements

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The Office Skills program helped me realize that I can be successful at college. I am working thanks to that training program. Sara

Without the Workplace Success program I would be at an entry level job. Thanks, Robert

Penzeys Spices

S82 W19362 Apollo Drive
PO Box 933
Muskego, Wisconsin 53150-0933
800 741 7787
262 679 7878 fax
www.penzeys.com

Penzeys Spices has been involved with the workplace success program for the past 2 years. The students work on each Friday morning gaining practical work experience; after completion of the program all students go through our interview process and are given the opportunity for a full time, paid, internship. The internship position lasts through the holidays and at that time the students have the opportunity to roll into full-time regular employment. The program has been a great experience for Penzeys; the students are motivated to learn and eager to get to work in a situation that will give them career opportunities. This program allows the students to learn and get comfortable in the workplace while still having the support they need to continue to progress in their career development.

We now have 5 students working with us as full time regular employees. I spoke with a couple of the employees and they feel this was the key to getting them to the point they are at today. One of the employees said the program gave him self-confidence in dealing with people and he feels he wouldn't be here at Penzeys if it weren't for the program. He is very happy with the progress he has made and continues to do a great job. Another employee feels that he would not have been able to find this job if he would not have had the support of this program.

We really do enjoy our involvement with this program and will do our part in continuing to make it a success. Please do not hesitate to contact me at (262) 679-7424 if you have additional questions.

Sincerely,



Holly Loebel
Human Resources Manager

MILWAUKEE

(414) 771-7070
Fax (414) 771-0509



John Goldstein
President

Candice Owley
Vice President

Sheila D. Cochran
Secretary Treasurer



COUNTY LABOR COUNCIL AFL-CIO

633 S. Hawley Road, Suite 110

Milwaukee, WI 53214

The Wisconsin Technical College System: A Key Link in Attracting and Retaining Good Jobs

Senator Grobschmidt, and Committee Members:

Thank you for coming to Milwaukee for this hearing. Our community, like similar communities around the state, is struggling to attract and retain good jobs. The obstacles are great: globalization, corporate mergers, and the fluctuations in various sectors of the economy. So we have to do all that we can to insure that we have the necessary infrastructure to support good jobs.

The legislature plays an important role in maintaining this infrastructure.

Transportation, technology, and public utilities are just a few elements of the infrastructure governed by the legislature. **A well-trained, highly-skilled workforce is the single most important component of the local economy.**

In the labor movement, we understand the difference between working as a machinist with CNC machines and working in a fast food restaurant. Both jobs require hard, fast-paced work. But the highly-skilled machinist makes enough money to buy a house, maybe even a cottage up North, and send their kids to college. The fast food worker is locked in an endless cycle of poverty.

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So we need to be sure that we have enough machinists, press operators, plumbers, medical technicians and diesel mechanics to fill all the jobs that require these skills.

Frankly, in many sectors, we have been falling behind.

As a member of the Commission that broke ground this week for the new Lynde and Harry Bradley School of Trade and Technology, we have been talking to our local community about vocational and technical education. Ten years ago, parents, community groups and even employers would have said three words...."Go to college." Today, that is rapidly changing. Worker shortages in various sectors of the local economy have pushed the issue of improving delivery of technical education to the top of the heap. Milwaukee Public School are developing a plan to not only build a new school, but to re-introduce trade and technology education systemwide. And employers have come to the forefront in our community, digging into their own pockets to help pay for the new Bradley Tech.

But we can't do it alone. And we can't continue to maintain the standard of excellence at Milwaukee Area Technical College if we continue to reduce the state share of its operating budget. MATC has done an admirable job of looking for grants (the National Science Foundation has provided millions of dollars to support the development of a new construction trades curriculum, for example), and efficiently using existing tax dollars. But you can only stretch so far and so thin.

The state needs to reward the Technical College System for its accomplishments. And the State needs to insure that we continue to develop the high-skilled workforce by investing more in the Technical College System. Our jobs depend on it.



**KNOWLEDGE
WORKING.**

800 Main Street
Pewaukee, WI 53072
(262) 691-5566
(262) 691-5593 FAX
<http://www.waukesha.tec.wi.us/>

President Richard T. Anderson, Ed.D.

**Waukesha County Technical College
Impact of Changes in Division of
Vocational Rehabilitation Services (DVR)
2001-2003 Budget**

March 16, 2001

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WCTC is dedicated to providing students with a quality learning environment for occupational and personal growth.
Equal Opportunity Affirmative Action Employer/Educator



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Third Party Contracts
Fiscal Year 2000-2001

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the Times

*e-mail
Comm record*

ERIC JACOBI
South Managing Editor
414-571-4656
thetimes@matc.edu

Milwaukee Area Technical College
South Campus
6665 South Howell Avenue
Oak Creek, WI 53154-1196

Testimony before the
Wisconsin State Senate Education Committee
Randall Forney
Vice President
Milwaukee Area Technical College
Student Senate Milwaukee Campus

Senator Grobschmidt and members of the Senate Education Committee it is a great honor to have this opportunity to address you today.

My name is Randall Forney. I live in the 7th Senate District at 1301 Madison Ave. Apt #4. I have the pleasure of serving this year as Vice President of the Milwaukee Campus Student Senate at the Milwaukee Area Technical College.

My trade was that of a finishing carpenter when I acquired a form of cancer. I spent the next two years in the hospital , and currently receive SSI for my income. I am currently enrolled in the Electronic Engineering Technology Training Program with MATC and carry a 3.96 grade point average. After MATC I am hoping to continue my education at MSOE finishing with a bachelor's degree in electrical engineering.

I do want to be a contributor to society and not a drain on societies resources.

On behalf of my fellow students I would like to voice our support for the Youth Apprenticeship as well as the school to work programs. I was in Washington D.C. earlier this week working with fellow students on Educational Legislation on the Federal Level. I believe that these two programs will help young students get an early start finding a profession that they can enjoy and be successful at.

Senator Grobschmidt a few weeks ago I listened to you speak in Madison about working toward a seamless K-16 education. The programs we are discussing will help toward the seamless K-14. I encourage support for both programs.

Briefly I call your attention to another problem which is right here at MATC and that is of the Distressed District. I hope that this very important committee impresses upon the Joint Finance committee the importance of the 4.1 % increase that is requested to help keep access available to all students. Just as you have to balance a budget, so does MATC. I am concerned that again classes may be cut and access, denied because of enrollment caps. Please know that the state pays \$7,800 per FTE for a UWM Student and \$2,500 a year for a Wisconsin Technical College System Student. The amount of state support has dwindled from 35% of the cost of the Technical College System down to 20% in the last 15 years.

I ,as well as 65,000 other MATC students, are concerned.

Thank you for letting me address you today, and I thank you for your efforts in education. I know that we are in good hands with this committee.

Thank you

Testimonial to the Senate Education Committee

Senator Grobschmidt Presiding

March 16, 2001

Milwaukee Area Technical College – South Campus

It is with honor that I am allowed to address the Wisconsin Senate Educational Committee today. I am Tim Opala, a student at Milwaukee Area Technical College South Campus and Vice President of the South Campus Student Senate. I am also a constituent of Senator Grobschmidt's district.

I am here to speak on the great need for a 4.1 percent increase in the budget for the Wisconsin Technical College System both for the 2001-02 and 2002-03 fiscal years. I am currently in the Computer Information Systems Associate Degree program and work in the Academic Support and Computer Center for South Campus. I see every day the increasing need and demand for more computer sections in programs and developmental courses in computer software. Yet if the state budget does not go into effect a possible 200 sections of classes will need to be dropped due to lack of funding and many of these will be computer courses. Courses that will help students finish degrees and go into the workforce as tax paying citizens. Courses that employers are demanding to keep their employees up to date with the latest technology and make the companies more efficient and profitable. The community needs MATC to provide the education to develop and enhance their skills in this fast paced technology driven society.

To paint an even bleaker picture for MATC is the fact that this district is one of three districts that are in fiscal distress. Southwest Technical College in Fennimore, Western Wisconsin in LaCrosse and Milwaukee Area Technical are requesting Limited Fiscal Grants to assist them in maintaining their quality services to the communities in which they serve.

Milwaukee Area Technical College needs your support for a 4.1 percent increase in the state aid maintenance budget and by obtaining the LFC grant. Without these increases MATC maybe forced to eliminate a possible 200 sections of courses or pass on the fiscal burden to the students. This will restrict the number of students able to obtain an education at MATC. MATC has already eliminated 1,300 class sections since 1995. Please help us maintain the quality education that MATC provides our community.

Asst
Honley
DOD

Tech

→ No tax increases

2.1 b demand

1.85 b revenue growth

Tech

1.9 billion

• TOP program

2 yr program

• Flexibility
certification

• TANIF eligible student - youth apprentice

* Core Counseling

Transfer from DOD

Fed #

Capacity Grants

TOP Grants

7500 students
full time option

* Study of combining Tech colleges & 2 yr colleges
feasibility study

Ed Chi U

6665 S. Howell Ave -

STATE OF WISCONSIN

OC

To **Lecture Hall A**

Date _____ Time _____

WHILE YOU WERE OUT

6^M 1037
of HANLEY - DOT
Tech Bd
Phone _____

Telephoned	Please Call
Called to See You	Rush
Returned Your Call	Will Call Again

Message 414-297-6322

* Linda
McGill
in Burkholz
office

AUA TORONTO
@ SOUTH

10:00

Party Receiving Call
April 2nd

Rock County
Court House

Bob Nante

Top Program \$1.8 mil
\$2m virtual campus
Board authority to cut classes
flexibility to hire staff

* Guaranteed? need clarification

- 7500 students took advantage 1st yr.

AD- How do we do in bringing back federal \$
CR- Study of merging 2yr. campuses & Tech colleges.
In or Out?

EDC/NW

No general aid increase over last 8 years - less than 1% increase ~~over~~/year

3 districts pushing levy limit

Increased Energy, Health care costs, less services from DVR

Categorical, waiting lists, marketing efforts

Paul Gabriel

Capacity grants - \$11 m in 1st year applic. / had \$5 mil will be going from 3 → \$2m

Top grant - obligated to pay 1/2 \$1,000 wether \$ is there or not - No admin. \$ in statute - only grant \$

Tuition only brings 14% of costs.

37% state support 20 years ago

21% today - and falling.

\$37 million total package over 2yr.

- new programs

CR- priority/general aid - \$15m, Capacity Building Program
TOP grant

Mike Rosen -

1,200 section cuts, Faculty, administration
~~positions~~ positions frozen
waiting lists in many areas

Jim McDonald - Sova Xiong - Marwill Santiago
printing / GED Program
tripled in 3 years & has waiting lists
this is a pilot - 1st program of this type

Dennis Grace - Lakeshore Ed Assoc - Automotive
Steve Whitmoyer - Gateway
Leigh Barker WEAC/WFT

youth app. - Begin in Middle School

Baumgart -
write sec to next mtg
DWD to explain 3rd Party
Set up mtg
in office w/ BOA
also