

(Sent to all  
WMC Members)

# INSIGHT

Volume 23, Number 3

January 30, 2001

## What's on Page Two

- Arts Day 2001
- Workers' Compensation Symposium Scheduled
- What Have We Done For You Lately: WMC Bills Top Assembly Priorities
- "Baby" UI Update

### HOLD THE DATE!!!

If you are an environmental professional, business owner, or manager interested in an overview of the critical environmental issues affecting Wisconsin business, then you should attend the *WMC Environmental Policy and Awards Conference*. This year's program is scheduled for Wednesday, May 16, 2001, at the Country Inn Hotel in Pewaukee, WI. Brochures and a web posting will be available in late March.

Also at the conference . . . will be the presentation of the 11th annual *Business Friend of the Environment Awards*. Each year, WMC and the Wisconsin Environmental Working Group (WEWG) recognize companies for exceptional environmental efforts. Nominations are currently being accepted, and can be obtained through the WMC website at [www.wmc.org/programs/bfoe.htm](http://www.wmc.org/programs/bfoe.htm), or by contacting Sheila Signer at 608/258-3400 or [ssigner@wmc.org](mailto:ssigner@wmc.org). Hurry! The deadline to submit a nomination is March 9th!



## Wisconsin's Skilled Labor Shortage

James S. Haney, President

The recent rash of job layoff announcements in Wisconsin is continuing evidence that our economy is slowing down. At the same time, few economists predict a recession in 2001, echoing state officials who forecast a slowing of growth, but growth none-the-less. And that means that not withstanding a current up-tick in unemployment, Wisconsin's skilled labor shortage remains a very real problem.

A new Wisconsin Technical College System (WTCS) publication suggests that the Technical Colleges are not only aware of the problem, but have a comprehensive strategy to increase the current skills of Wisconsin's workforce, expand the pool of skilled workers in Wisconsin, and increase access with leading-edge instructional technology and techniques. We applaud their initiative and will work with them to implement it.

Skilled labor shortages are a function of demographics — fewer people entering the workforce, more people retiring from the workforce — and the changing nature of work. Most of the new jobs in Wisconsin do not require a baccalaureate degree, according to the U.S. Department of Labor, but they do require some form of post-secondary education. And the WTCS has some interesting statistics about the value of technical education:

- Each year more than 4,400 employers contract with Wisconsin technical colleges to provide work-related training to more than 128,000 individuals.
- One of every nine adults in Wisconsin enrolls in at least one class each year at a Wisconsin technical college.
- More than 95% of all WTCS graduates are employed within six months of graduation and nine out of ten of those employed continue to live and work in Wisconsin, helping build strong communities and contributing to our economic growth.
- In the five years after graduation, WTCS graduates report wage increases averaging more than 10% each year — outpacing the annual rate of inflation.

"Skilled labor shortages are a function of demographics ... and the changing nature of work."

UW System President Katharine Lyall and State Superintendent of Public Instruction, John Benson have launched another initiative called the PK-16 Leadership Council. WMC has been invited to participate on this Council, whose mission will be to create a seamless education system by addressing critical state educational issues through collaborative programs. The Council's goal will be to promote access, student achievement, standards, accountability and lifelong learning — all of which will contribute to the quality of the Wisconsin workforce.

We are glad to see the K-12 educational system, WTCS, private colleges and universities, and the University of Wisconsin System working collaboratively to make sure that all of our students have better employment opportunities in the future. A seamless system that allows students to gain both the knowledge and practical skills to be successful in the world of work is what education in Wisconsin should be about.

**WMC**

## Technical-college education just as important as liberal arts degree

By JOHN TORINUS

*Appeared in the Sunday Milwaukee  
Journal-Sentinel, March 12, 2001*

Before adding to the brain drain by leaving Wisconsin for Washington, D.C., former Gov. Tommy G. Thompson said the state has it upside down on going to college.

While a new high of 22% of last year's high school graduates directly entered the state's two-year technical colleges, more than half headed to four-year colleges, with half of that half destined to drop out before graduating.

"It should be inverted," said Thompson, a longtime proponent of combining skill and work-based learning with general or liberal arts learning.

Better for career purposes to test college wings and get some skills under one's belt at a tech college than to flounder and waste time in a less-focused fling at a four-year institution.

The economic downturn and the headline-grabbing layoffs aside, Wisconsin still faces a long-term labor scarcity of 60,000 workers a year, cumulative.

Thompson believed the graduation success ratio would rise if more students started with two years at a tech college and finished with two years at a four-year campus - 2+2.

Even better for many students is 2+2+2. That means starting a two-year youth apprenticeship as juniors and seniors in high school. At each juncture, credits would transfer seamlessly.

The hard truth in the labor market of today is that applicants need skills and general knowledge. Put another way, they need technical and liberal arts education.

Unfortunately, many parents don't get that undeniable point. The same goes for many high school guidance counselors, who often carry a pronounced bias toward four-year colleges.

The reality is that a skilled two-year grad will earn a lot more than a four-year dropout and often more than a four-year grad. Tool and die machinists can earn \$50,000 to \$100,000. History baccalaureates have a hard time finding a job.

A two-year technology youth apprenticeship graduate can earn \$35,000 to \$45,000 right out of high school. That's a lot more than a four-year English major can pull down.

So, how do we change the perception that the majority of students should go to a four-year college? Some of the ideas moving forward are:

(continues.....)

- The Wisconsin Technical College System needs to do a much better job of marketing its advantages. It needs the kind of advertising budgets that four-year schools spend.
- Agreements need to be expanded for easy credit transfer between high schools, tech colleges and four-year colleges. Hallelujah, the UW System and Tech College System have 350 such agreements in place. Some have taken five years to negotiate.
- Because senior years in high school often are unfocused, allow them to get a head start at two- or four-year colleges. Possibly offer scholarships for such advanced placement.
- Expand far past the 880 businesses now offering work slots for youth apprenticeships. Greatly expand college internships to add a work-based learning experience.

Once young people get on the job, they figure out a lot of career questions in a hurry.

Since youth apprenticeships started in West Bend eight years ago, for instance, not one of the students has dropped out of high school.

At the Lac Courte Oreilles High School near Hayward, where only two of 23 seniors graduated last year, the new apprentice programs in IT and resort management have half the class headed for degrees.

"It shows the students the way" to a career, a teacher there said.

These kinds of initiatives, which were endorsed mightily at the recent Wisconsin Economic Summit, are pivotal in the face of a skilled labor scarcity.

*John Torinus is chief executive officer of Serigraph Inc. of West Bend. He can be reached by e-mail at [jbt1@serigraph.com](mailto:jbt1@serigraph.com).*

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# Editorials

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## Budget contradictions

Gov. Scott McCallum claims he supports building a high-skill, high-wage work force for Wisconsin, but elements of his proposed budget would seem to contradict those claims.

For decades the Wisconsin Technical College System has led the state's efforts to ensure that the Wisconsin workforce has the training necessary to keep our economy strong. The system, for the most part, has done that job well. Last year 440,000 people in 4,000 customized training programs benefited from the system. Now, just at a time when the governor admits that this job training mission is critical to the continued good economic health of the state, he proposes changes that will hamper the ability of technical colleges across the state to accomplish that mission.

McCallum wants to require district technical college boards to offer or eliminate any program or course at the direction of the state board, which oversees the 16 districts. In addition, his proposal would force the district boards to get state board approval before they could offer any new program or course. A hallmark strength of the system has been the ability by districts to adjust program offerings quickly to meet the ever-changing needs of an area's labor

market. Under the governor's proposal, all those decisions will get mired down in a state bureaucracy and be ultimately made by a state board located hundreds of miles away. Republicans normally preach local control, but this governor, like his predecessor, seems interested in just plain control.

McCallum also ignored the Technical College System's request for modest increases in state aid. Instead, the governor proposes to freeze the level of most aid to the system. Faced with the lack of additional funding and the rising costs of energy, health insurance, equipment, technology and the like, technical colleges are going to have to scale back programs precisely at a time when they are needed most.

—So while he preaches the need for a skilled work force, the governor, at the same time, is undermining our best option for developing that kind of workforce. High praise has been heaped upon him for proposing a budget that keeps state spending increases to a 30-year low, but we hope lawmakers will take a closer look at his plans for the Technical College System and act to at least preserve, if not enhance, a system that has well served the people and businesses of this state.



# COMMENT

## Tech schools deserve more state support

**T**he state of Wisconsin is facing severe labor shortages in skilled labor markets. The state's labor force, its human capital, is an aging group.

In fact, many of Wisconsin's largest employers will lose 50 percent or more of their work force to retirement in the next five years.

Academic, business, and trade publication studies are uniform in agreeing that the skilled labor shortage is the principal obstacle to economic growth in Wisconsin.

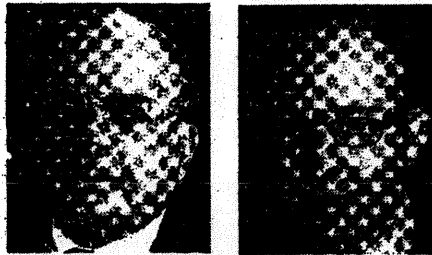
We cannot expect to increase the size or level of labor force participation to solve this problem. Education and training of the existing labor force is the key to solving Wisconsin's shortage of skilled and technical workers.

While job growth projections indicate an increased demand for workers with four-year and post-graduate degrees, both the U.S. Department of Labor and the Wisconsin Department of Development (DWD) have documented that most new jobs will require less than a four-year degree.

Seventy percent of all new jobs, according to the DWD, will require post-secondary training — exactly the kind of education and training that Milwaukee Area Technical College (MATC) provides.

MATC can help solve the growing labor shortage problem. MATC is the flagship technical college in a system that is organized to provide apprenticeship and skilled worker training.

Advisory Committees composed of chief executive officers and human resources officers connect our degree granting programs to the industries we serve. They ensure that our curriculum and technologies are state-of-the-art and that our students



### ON EDUCATION

JOHN BIRKHOZ AND MICHAEL ROSEN

graduate with industry-specific skills.

MATC's record of success in training and placement is unparalleled. We have 4.5 jobs for every graduate, depending on the occupational area. Ninety percent of our graduates live and work in Wisconsin.

MATC cannot provide the quality or quantity of training that our students, workers and industries need and deserve without increased financial support from the state.

**Unfortunately, the current budget proposal includes no increase in state aids for technical colleges.**

Unfortunately, state support has been declining. The state's contribution to the Wisconsin Technical College System (WTCS) has declined from 35 percent to 20 percent.

The decline in state support has been made up by a combination of increased taxes, cuts in programs, and increases in tu-

ition and fees. The state's failure to invest in the WTCS is undermining one of Wisconsin's key strategic assets — universally accessible, technical education and training.

The state needs to invest in Wisconsin work force. Investing in human capital is the key to a competitive advantage in a highly competitive global economy and the answer to industry's skilled labor shortage.

An investment in the WTCS will more than pay for itself in increased productivity and economic growth. That skilled labor will also pay taxes, as will the businesses that hire these workers, as companies grow and expand.

The state needs to increase its investment in the WTCS by increasing the state aid appropriation by 4.1 percent, or a little more than \$5 million for each year of the biennial budget.

An economic impact study indicates that if the state does not make this investment, 13 of the 16 WTCS districts will be forced to cut sections and programs, delay implementing new technologies and new high technology programs, and increase tuition and fees. Unfortunately, the current budget proposal includes no increase in state aids.

The state of Wisconsin is faced with a critical decision. We can invest in the WTCS, the institution established by the state to provide a skilled work force, or we will continue to experience labor shortages that will restrict economic growth and contribute to the rapid erosion of the WTCS.

*John Birkholz is president of Milwaukee Area Technical College, and Michael Rosen is chairman of the MATC economic department and the president of the American Federation of Teachers Local 212.*

Appeared in  
The Sheboygan  
Press, 3/11/01

## OUR VIEW

# Governor's power grabs over education should be cut from budget

**A**fter waiting 14 years to become governor, it might not be surprising that Scott McCallum may have let his new position go to his head.

When he was suddenly thrust into the governor's mansion by Tommy Thompson's decision to become U.S. secretary of Health and Human Services, McCallum had only a short time to finish up the state budget he proposed last month.

Three of the education proposals in McCallum's budget appear to be unwise attempts at "power grabs." He's proposing transfer of the assessment and evaluation of kindergarten-12th grade education from the Department of Public Instruction to the Department of Administration, whose head is part of his cabinet. The DPI superintendent is elected separately by the people of the state.

The transfer would involve taking \$11.8 million in funding and 15 staff positions from the DPI and putting them in the DOA.

The governor also is proposing that the DPI head be required to issue temporary two-year teaching licenses to people without bachelor's degrees provided they have five years' experience in a particular field.

Moreover, McCallum wants to give the Wisconsin Technical College System board he appoints the authority to review the budgets of technical colleges and to be able to force the colleges to add or cut degree programs. This would take away a good deal of the control by the local technical college boards and their presidents.

Not surprisingly, state Superintendent of Public

Instruction John Benson is crying foul over the proposals for K-12 education. The transfer of education assessment and evaluation, in particular, is reminiscent of Thompson's attempt in 1995 to create a cabinet education department and relegate the superintendent's office to a figurehead agency. The state Supreme Court in a unanimous decision rightfully rejected this end-run of the state Constitution. But Benson was forced to spend much of his time fighting the governor's proposal in court.

He'll retire from the post this spring, but is promising a lawsuit as a private individual if McCallum's power grab remains in the budget.

His suit would be entirely appropriate because the constitution vests authority over education in the DPI, and educators figure to be far superior to DOA bureaucrats in evaluating and assessing education. Let's hope the matter isn't returned to the courts once again.

Similarly, technical college officials are outraged by the proposed power transfer for their institutions. They've prided themselves on quickly adjusting their programs to the needs of businesses, industries and the public sector in their regions. The fact that a very high percentage of their graduates typically find work in their fields of study is testament to the success of local control of the technical colleges.

The state Legislature should resist these power grabs by McCallum, and leave education decisions in the hands of the people who are most proficient at making them.

*Press editorials express the views of the newspaper's editorial board. Readers are encouraged to comment on editorials through letters to the editor.*

# Frozen by budget, MATC ponders class cuts

By Julie Snelder

Milwaukee Area Technical College will be forced to cut class sections if the state Legislature passes a budget bill that provides no increase in general state aid to Wisconsin technical colleges, MATC officials say.

The class section cuts would result in longer waiting lists for students interested in enrolling in associate degree programs such as nursing, dental hygiene and e-commerce classes, officials said.

"I was shocked to see there was no increase for technical colleges in the state budget bill," said John Birkholz, president of MATC. "All we've heard for the last several years is that there is a labor shortage out there and that the technical colleges are the ones that can solve this problem."

## DISTRESSED DISTRICTS

The technical college system had asked that general state aid be increased by 4.1 percent in each year of the biennium. Wisconsin technical colleges received a 2.1 percent annual increase in the current biennium.

MATC and two other technical college districts are seeking an additional grant for "distressed" technical college districts, or those with equalized property value growth that is less than the statewide average.

The grants would boost Milwaukee and other districts that have hit the state cap on mill rates, or the rates districts can charge to raise revenue through property taxes.

Despite the colleges' requests, Gov. Scott

McCallum's proposed state budget for 2001-2003 provides no increase in general state aids above the 2000-2001 level. With the state facing a half-billion-dollar structural deficit, McCallum said his budget bill for 2001-2003 features the "lowest increase in spending in 30 years."

The technical colleges are the latest among education-related entities to add their voices to the chorus of complaints against McCallum's budget plan.

"If we don't get the money, we will not be able to continue to serve the community as we have in the past," Birkholz said in an interview this week.

Since 1995, MATC has eliminated 1,300 class sections. Should the budget pass as proposed, MATC will consider reducing "by another couple hundred" the total number of class sections offered to its student population of 65,000, Birkholz said. The reductions would be applied "across the board."

Such reductions will mean longer lists of students waiting to enroll in courses required to complete their degree programs.

"What we will end up doing is cutting the class times that are most important to our nontraditional students," or those attending night classes to accommodate their daytime work schedules, said Michael Rosen, chair of the economics department at MATC. Rosen also is president of Local 212 of the American Federation of Teachers, which represents faculty at MATC.

Increasing class size is not an option for MATC, which already has the highest average

class size of the 16 technical college districts, Birkholz said.

"As we decrease class sections, we cannot stuff more students into classrooms or laboratories," Birkholz said. "So the other option is to have longer waiting lists."

The proposed freeze in general state aid to technical college districts comes as policymakers have suggested that the state's technical colleges need to have a greater role in helping business and industry solve the labor shortage.

## CANT DO IT

MATC has been receiving less in general state aid over the last several years. In 2000-2001, it received \$27.9 million in general aid, compared with \$28.8 million in 1999-2000 and \$30.2 million in 1998-1999.

"My answer to those who say they want us to solve the labor shortage is that based on these numbers, I can't do it," Birkholz said. "If you want to invest in a labor force, this (technical college system) is a place to do it."

Presidents of other technical colleges in southeastern Wisconsin echoed similar concerns over the governor's proposed budget bill.

"We asked for a 4.1 percent increase in our state aid as a reflection of our annual operational cost increases," said John Shanahan, president of Moraine Park Technical College in Fond du Lac.

At Moraine Park, personnel costs have increased about 4.3 percent annually and likely will increase that much in the coming year, he said.

"State aid is a small part of our operations budget — about 20 percent," Shanahan said. "But when you get zero increase on 20 percent of your budget, it does make a difference... So what can we do? Either cut operational expenses or increase property taxes. But I can tell you, our board members are very sensitive to increases in property taxes."

Waukesha County Technical College president Richard Anderson expressed a similar view. The college was relying on at least a small increase in state support, which would go toward rising operational costs associated with WCTC's \$26 million building expansion approved by district residents in April 1999.

At the time of the referendum, the WCTC board said it would not raise local property taxes beyond a certain point to fund the district's increasing operating costs associated with the new buildings, Anderson said.

Now faced with decreased state support, the district board has two difficult choices: to raise property taxes beyond the promised limit or to cut services, Anderson said. Although the board hasn't yet discussed those options, Anderson doesn't believe the board would be interested in raising taxes beyond the promised limit.

Also included in McCallum's budget bill are proposed changes that would give the state technical college board more authority over local districts' budgets and programming decisions. For instance, the board would approve the local districts' budgets and could require districts to add or drop certain programs.

# Tech school grads tend to stay in state

While much of the discussion in Wisconsin recently has focused on the "brain drain," the loss of four-year college graduates to other states, the reality is far different for Wisconsin Technical College graduates.

"We retain nearly 90 percent of our graduates in the state," said Edward Chin, director of the Technical College System.

"We trace them six months after graduation and after five years. Most stay in the state and in their districts."

Chin said technical college students are often employed while in school and stay with their employer after completing a program or degree. Partly because of that, he noted, "Our average graduates are nearly 30."

And while much has been made of Technical College stu-

dents transferring to a University of Wisconsin System campus to upgrade their degrees, Chin said, "It is not widely known that, annually, more UW students transfer to Technical Colleges than vice versa."

But at the other end of the spectrum, according to a recent study, only 19.2 percent of Wisconsin high school graduates enroll immediately in a technical college, short of the system's goal of attracting 25 percent of such graduates.

But by three years after graduation, Chin said, the percentage of high school graduates who have taken some technical college instruction increases to one-third.

Programs aimed at enrolling more high school graduates right after graduation include the

Youth Options Program, through which juniors and seniors can take technical college courses, and youth apprenticeships, more structured programs than the Youth Options Program, Chin said.

Many high school guidance counselors are doing a good job of steering students to Technical Colleges, he said. But often, they're not trained in career counseling and focus more on personal and family issues, he added.

"We're trying to address that, and Blackhawk Technical College (at Janesville) offers a summer internship program for high school counselors to learn more about job counseling."

— Roger A. Gribble

# Tech school support will pay dividends

**W**hat kind of workers does Wisconsin need to sustain economic growth? Hint: The answer isn't as simple as more computer technicians or other "new economy" workers. To prosper in the 21st century, Wisconsin also needs more welders, machinists, tool and die workers, plumbers, auto and diesel technicians and others who work in the "traditional economy" — an economy that isn't going to fade away, no matter how computer-dependent our society becomes.

Who will train those skilled workers? Certainly, employers and trade unions will continue to play a valuable role, but Wisconsin technical colleges such as Madison Area Technical College will be asked to do more of the heavy lifting.

As Wisconsin legislators debate how best to spend state tax dollars to build tomorrow's economy, they should consider spending more on the state's technical college system. It may be the quickest and most efficient way to ease Wisconsin's worker shortage — as well as a way to steer more young people into good-paying jobs.

During last year's Wisconsin Economic Summit in Milwaukee, the impor-

**Workers are needed for new and traditional jobs.**

tance of educating and retaining workers was emphasized at every turn. Much of that discussion revolved around the role of the University of Wisconsin System, but the importance of state's technical college system also was stressed.

It's now time to match needs with resources. The two-year budget plan for the Wisconsin Technical College System, which includes MATC and 15 other districts, calls for \$36.4 million in new spending. Spending of state tax dollars would increase by 4.1 percent in each year. The money would be used mainly to hone the skills of existing workers through continuing education, expand the pool of skilled workers and increase access to technical and career education through new instructional technology.

Questions should and will be asked about specific programs and school-to-school priorities. However, the Legislature must recognize now that dollars spent on improving technical education is an investment in Wisconsin's economy — old, current and new.

**JASON J. SOCHA**

# Power over tech colleges should stay at district level

In a response to a recent article on Gov. Scott McCallum's plan to take governing authority away from technical college district boards, I would like to give a student's perspective.

First, it seems to me that what McCallum really wants to do is build on his predecessor's tradition of channeling power toward the governor's office. The Wisconsin Technical College System State Board is entirely appointed by the governor. Placing these broad controls in the hands of the state board would give McCallum a lot of power.

On the other hand, WTCS district boards are appointed by county executives in their respective regions, placing control where it belongs — where the property tax payers live and work. Those appointees who serve on the boards and govern the colleges also live and work in the district.

McCallum speaks of increased accountability. How will a transfer from local governance to state governance ac-

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**McCallum speaks of increased accountability. How will a transfer from local governance to state governance accomplish that?**

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complish that?

Second, I believe that Gov. McCallum is missing the boat when he pushes a plan that he thinks would promote "consistency" and "efficiency" among the WTCS colleges. The whole point of having 16 different districts throughout the state is to recognize that each of these regions has different educational and economic needs. Our technical colleges need to be able to respond individually to regional needs. Consolidating control over all of the colleges will dreadfully reduce regional ability to respond quickly, thereby reducing efficiency, not increasing it.

**A**s an MATC student leader, it's very important to me that I have access to authorities that call the shots. I'll fight to keep that authority at home.

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*Jason J. Socha is president of the MATC Student Senate in Madison.*

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# Opinion

Opinion: 791-81

La Crosse Tribune

Wednesday, September 27, 20

## □ OUR VIEW

### Labor shortage needs a cooperative effort

Wisconsin, like the rest of the nation, has a growing labor shortage.

In many skilled job areas, there are fewer workers entering the labor market than are leaving through retirement.

It's a demographic issue. As the baby boom generation begins to retire, the generations that follow are not nearly as large. Unless something is done to increase the number of new skilled workers, Wisconsin's economy will be hurt by the labor shortage.

The Wisconsin Technical College System, of which Western Wisconsin Technical College is a part, has a three-pronged action plan.

Technical colleges plan to:

- Increase the current skills of Wisconsin's work force.
- Expand the pool of skilled workers in Wisconsin.
- Increase access to education through distance learning and other measures.

It is encouraging that technical colleges are working so closely together with each other and with K-12 public education. But to really achieve a more seamless job training and education system, the University of Wisconsin System campuses need to be involved in a larger way.

Already, the UW System and technical colleges have agreed on six new majors that would allow more flexibility in transferring credits from tech schools to univer-

**LA CROSSE**  
**Tribune**

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sity campuses.

That's a good start. Now, the system needs to create those new majors on campuses around the state — including La Crosse.

We have a good proving ground for collaborative job training here in the new Health Science Center, which represents a consortium of all three higher education and two health care institutions in La Crosse. Already, WWTC and Viterbo University work together on some programs. People with two-year degrees in some programs from WWTC can later go on to Viterbo to get bachelor's degrees in their field.

Those are the kinds of approaches that we need more of.

# EDITORIAL SECTION

*'Let the people have the truth and the freedom to discuss it and all will go well*  
- William T. Evjue, founding editor and publisher

The Capital Times ■ Monday, Jan. 8, 2001

## Views of The Capital Times

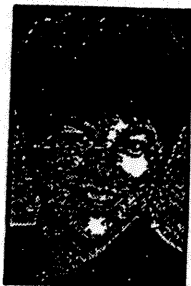
### Fully fund MATC budget

Madison is duly proud to be the home of the University of Wisconsin, a world-class higher education facility that nurtures the intellect and the economy of this city and the entire state of Wisconsin. But the UW is not the only Madison-based institution that could be so described.

Madison Area Technical College has drawn international recognition as an innovative post-secondary education and training school, yet its contribution to the community is only beginning to be fully recognized.

According to a new study by William Strang, professor emeritus of business at UW, and Dennis Winters, of Relevant Economic Analysis Limited, the economic contribution to the regional economy attributable to MATC's presence is roughly \$500 million a year.

That figure is deceptive, however, in that it does not begin to account for the tremendous contribution that MATC's technical training programs have made to the growth and development of individuals and businesses in the 12 counties and more than 300 communities it serves.



Simone

— areas of specialty for MATC — is going to be vital to the creation and retention of businesses and to the provision of necessary public and private services.

That contribution can be expected to grow exponentially in the years to come, as the need for technical training increases. No matter what direction the economy of south-central Wisconsin takes over the next few years, technical training in computer programming and analysis, occupational therapy and health care services

Yet some at the state government level would squeeze MATC's budget, and that of other technical colleges around the state, as a "cost-saving measure." In many senses, the squeeze has been on for a long time: Twenty years ago, the state provided 36 percent of funding for technical schools; it now provides less than 22 percent.

Under the able leadership of MATC President Beverly Simone over the past 12 years, the school has kept ahead of the curve. But the task is growing tougher as MATC faces new demands to help reverse Wisconsin's worsening shortage of skilled workers. As the economy of Wisconsin reshapes, it will be MATC — as much as UW — that provides the work force of the future.

Too often, however, technical school funding has taken a back seat to support for the UW System's high-tech and biotechnology programs, which are seen as economic development boosters. While Simone and other technical school leaders hail those high-profile initiatives, they wisely remind Wisconsin officials that even in a new economy, skilled workers still will be needed.

"Sure, we need those great ideas people. But if we don't have the workers to participate in industries that make up the bulk of our economy now, then we've got a serious problem . . . and it's only going to get worse," Simone says.



Chvala

Forward-looking state legislators, notably Senate Majority Leader Chuck Chvala, D-Madison, recognize the need for increased aid to technical schools.

But they are going to need to push hard in a time of tightening budgets to fill the modest request of MATC and other state technical colleges for a two-year, \$36.4 million increase in state funding. With that hike, technical schools would be able to provide programs to increase the skill levels of Wisconsin workers, expand the pool of skilled workers and expand access to cutting-edge technology training.

Wisconsin's new Legislature and governor should recognize that providing MATC and other technical colleges with adequate funding to meet the needs of students, businesses and communities is an essential step in guaranteeing that Wisconsin's economy will continue to thrive.



## Half a billion dollars into regional economy

That's MATC's annual contribution, a study says.

By Elizabeth Brixey  
Higher education reporter

Madison Area Technical College contributes almost \$500 million a year to the regional economy directly through payroll and vendor payments and indirectly through student and employee spending, according to a new study.

The study, released last week by MATC leaders, also concluded:

◆ MATC students account for almost \$400 million in local spending.

◆ MATC's payroll is more than \$60 million, including wages, salaries and benefits.

◆ MATC direct supply purchases in the college's district

is more than \$12 million. The district includes all or part of 12 counties in south-central Wisconsin.

◆ The college's employees pay more than \$13 million in state and federal taxes. They spend more than 90 percent of their disposable incomes in the district and contribute almost \$72 million to their local communities.

The study was conducted in the spring by principal investigator Dennis Winters of Relevant Economic Analysis Ltd. in Madison and project consultant William Strang, emeritus business professor at UW-Madison.

Data were gathered from MATC budget and finance records and a random survey of 439 students and employees.

The study is an update of a similar one conducted in 1982.

That found MATC's economic impact was about \$170 million.

The new study says MATC's monetary impact is "felt across the economic spectrum, including primarily private businesses, services from households, charities and state and local government."

Those economic contributions include:

◆ \$464 million to private businesses.

◆ \$2.57 million to households.

◆ \$7.25 million to charities.

◆ \$18.5 million in local government revenues.

◆ \$2.42 million in employee state income taxes.

This spring, a second part of the study will look at the value in dollars of an MATC education to individuals and the local economy.

(Published after MATC meetings with Editorial boards.)

Wisconsin State Journal 1/2/01

# Technical college tries to fill worker void

With many skilled-trade jobs available, MATC is trying to attract more students.

By Elizabeth Brikey  
Higher education

Wisconsin technical colleges are key to reversing the state's critical shortage of skilled labor — if they can attract the students, the president of Madison Area Technical College says.

"We are hearing constantly from employers looking for workers in what would be called the traditional trades," said Beverly Simone, who has led MATC for 12 years.

"Welding, machine tool, printing, electronics, diesel mechanics, auto mechanics . . . these are the areas that we as a society rely on, but we simply don't have enough workers in those fields," she said.

In October, Wisconsin reported a 2.6 percent unemployment rate. The state's lack of skilled labor is

expected to worsen in coming years as the number of retirees grows and the number of young people declines.

Simone said she agrees with state and University of Wisconsin System leaders who want to attract more high-tech and biotechnology businesses to Wisconsin.

But the lack of skilled workers is a separate concern, she said.

"Sure, we need those great ideas people. But if we don't have the workers to participate in industries that make up the bulk of our econ-

omy now, then we've got a serious problem . . . and it's only going to get worse," Simone said.

She said MATC programs in the traditional trades aren't filling.

"The jobs are there. The salaries are there. . . . The people who want to do those jobs aren't there," she said.

Salaries in the traditional trades

Please see MATC, Page A7

◆ MATC joins with manufacturers to increase worker pool/A7

## MATC

Continued from Page A1

usually start in the low \$20,000s but, with experience, climb up to \$40,000 and \$50,000, said MATC spokeswoman Janet Kelly.

Simone said she thinks the traditional trades are stigmatized as unimportant. That perception keeps high school and middle school students from considering careers as plumbers or electricians.

"This is a dilemma for Wisconsin — that if we don't value the people doing the plumbing or doing the auto repairs, we won't have anyone who wants to go into those fields," she said.

MATC, which serves about 50,000 full- and part-time students in south-central Wisconsin, is geared toward teaching specific job skills.

Kelly said the technical trades also are hurt by an outdated image.

"Traditionally it's been thought these jobs are manually oriented. But advancements in technology means that in a lot of cases, you need to use your head more than your hands," she said. "So much is done with computers now. There is an intellectual challenge with these jobs, too."

Kelly said MATC is about to launch an advertising campaign in local media, outdoor billboards and banners, and at Madison movie theaters.

The college also regularly offers a "Career Snapshots" series, which are free, interactive seminars about particular careers. Health care will be featured on Feb. 13, and industrial careers will be featured on April 24.

MATC's annual open house, on March 11, will feature more than 100 career programs.

Kelly said an upcoming in-service day for MATC faculty and staff will focus on the college's technology and industrial programs.

## Program aims to expand worker pool

In an attempt to address the skilled labor shortage in Wisconsin, Madison Area Technical College has teamed up with eight Madison-area manufacturing companies to expand the pool of qualified candidates for manufacturing careers.

The Manufacturing Advancement Pre-employment Skill program, or MAPS, is designed to develop the abilities of potential employees and help businesses improve retention, productivity and profitability.

The five-week program introduces potential employees to basic skills they will need for the job — such as communications, problem-solving, teamwork, mathematics and principles of business.

The companies involved in the consortium are Clack Corp., Evco Plastics, Madiso Kipp Corp., Oscar Mayer, Placon Corp., Research Products Corp., Stoughton Trailers and Webcrafters.

Five people graduated in November from the first program, which requires evening classes four nights a week.

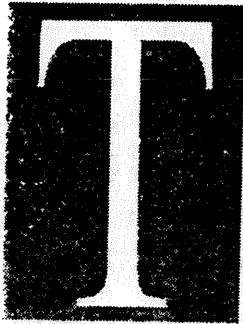
"We're very anxious to get these graduates because they've shown stick-to-itiveness and they've learned about us," said Judy Peirick, vice president of human resources for Webcrafters.

Informational sessions are planned for future programs. For information, contact MATC coordinator Todd Stebbins at 246-6976 or [stebbins@madsontec.wi.us](mailto:stebbins@madsontec.wi.us).

— Elizabeth Brikey

## Our view

# Let's keep campuses going strong



The adage goes that if something is worth doing, it's worth doing well.

With that in mind, it's only logical state officials approve a request for more funds for the Wisconsin

Technical College System, of which central Wisconsin's Mid-State Technical College is a member.

WTCS seeks \$36.4 million in additional funds in the 2001-03 biennial budget. Under its proposal, state funding administered to the WTCS Board would increase from \$141.8 million in 2000-01 to \$155.1 million in 2001-92 and \$164.9 million in 2002-03.

### TOPIC: Technical college funding

Big-ticket items include \$6.25 million for expansion of the system's "Virtual Campus" concept, which provides for online learning; \$4 million for pretechnical college programs

for middle school students; \$3.4 million for technical and occupational program grants for full-time students; \$2.6 million to increase technical college course offerings for high-demand programs; and \$1.75 million to work with employers and community groups to redesign curriculum and instruction methods to better meet training needs for working adults.

Also sought is \$14.8 million in general aids spread out to all 16 districts, of which Mid-State's share is \$185,000. MSTC officials say if this request fails to pass, the district would have to increase property taxes by about 2.3 cents per \$1,000 equalized valuation to simply maintain existing services.

The driving reason for all the requests, according to MSTC President Brian Oehler, is a charge from Gov. Tommy Thompson for our state's technical colleges to meet challenges posed by the current shortage of skilled labor. That duty comes at a time when state funding to MSTC's budget has shriveled from 35 percent to 20 percent.

We live in the state where work force participation tops 70 percent — the highest level in the nation. But, all these workers need training to ensure our businesses can compete on the national and global scenes. Enrollment statistics, which show one in nine adults statewide will take at least one course at a WTCS campus this year, suggest our businesses and workers are doing their best to remain competitive by keeping up with training.

Our technical colleges were already stretching their resources before this added goal. In Stevens Point, MSTC offers classes to approximately 380 full-time equivalent students (15 credits) in the aging, 13-classroom campus on Michigan Avenue. Districtwide, MSTC averages about three part-time students for every one full-time student — and all on a modest budget, which totaled \$28 million in 1999-2000 for the three-county, four-campus district.

However, budgets, like anything else, can only be stretched so far before they break. Wisconsin's technical colleges — including Mid-State — are at that breaking point.

Dollar for dollar, Wisconsin's technical colleges provide a good bang for the buck. Peek at your property tax bill. Note your share to support vocational schools is one of the smallest figures on the tab.

Our state carries a proud progressive history, where providing top-notch — but affordable — educational opportunities is the cornerstone of the ideals we hold so dear. After all, an educated work force is a more productive, better-paid and more valuable work force. Why should our students and workers have to "make do" with what exists while dreaming of better opportunities?

OUR VIEW

# MSTC benefits workers, community

**M**id-State Technical College has a lot to offer students, local businesses and the community as a whole. Each year, about 16,000 people attend at least one class at the main campus located on 32nd Street North or its campuses in Marshfield, Stevens Point and Adams.

While some of these attendees take advantage of personal enrichment courses, many more follow a training course designed to enhance their work skills.

Just last year, the college instituted nine key program changes. For example, MSTC's child-care program offered a one-year technical diploma. But college officials found some programs, like Head Start, were requiring an associate's degree. The college changed its program to provide an associate degree. It also offers the course in five quarters, instead of the standard semesters with a summer break. This allows students in this field to work the program faster and receive the degree necessary to stay competitive in the industry.

Small and large businesses in the central Wisconsin area benefit when their employees earn the training they need to do their jobs better or to learn the skills necessary to take on a new job. In today's tight labor market, it can be difficult to find employees period, let alone properly trained workers.

MSTC's programs are designed specifically to increase the current skills of the work force, expand the pool of skilled workers and increase access to technical and career education through the use of instructional technology and techniques, according to information provided by the college.

Officials at the college say 94-98 percent of MSTC students are placed in jobs within six months of graduation. Surveys show 87 percent of MSTC graduates stay within the MSTC district, and another 11 percent stay in the state.

The people who attend MSTC are the people who already live and work here. MSTC provides the means for them to improve their skills to benefit themselves and their employers.

The community benefits by having skilled workers who live here and go to school here. It benefits from the services MSTC provides to these workers.

But it all comes at a cost. To continue to provide these services to combat the state's labor shortage needs, Wisconsin Technical College System, of which MSTC is a member, seeks a 4.1 percent increase in state funding — \$36.4 million over two years.

College officials have said they are committed to providing these services. If the state doesn't increase its funding, local property taxes will increase to cover the amount not provided by the state.

While it's up to state lawmakers to decide how much the colleges receive in state funding, it's up to citizens to let them know what they think. If MSTC is doing a good job for people in central Wisconsin through its work-force development, people here need to let their lawmakers know they want that to continue.

OCT 06 2000

THE MADISON TIMES

October 6-12, 2000

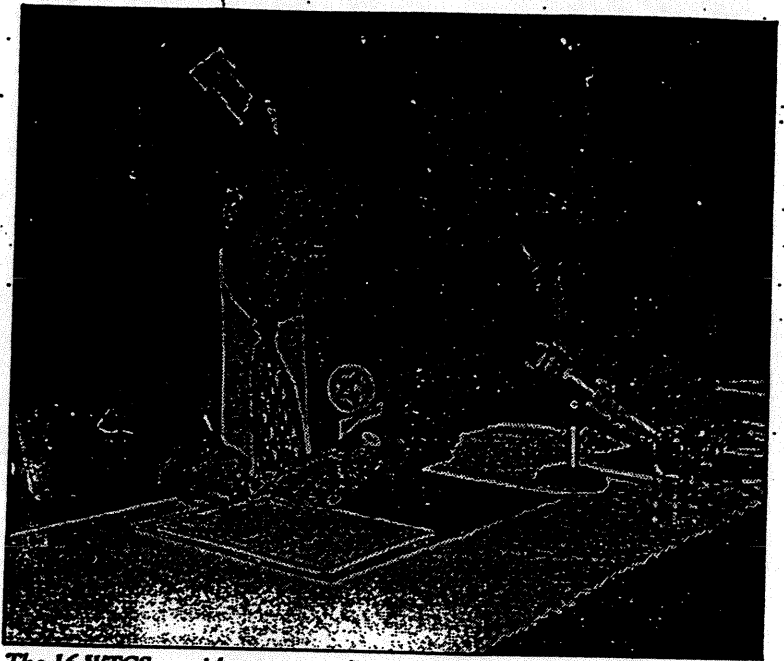
# Minority success is a top priority for Wisconsin Technical Colleges

FROM THE WISCONSIN TECHNICAL COLLEGE SYSTEM

The Wisconsin Technical College System (WTCS) is adopting goals and strategies to reaffirm its commitment to the success of minorities in the higher-education system. The goals and strategies were formally introduced at a recent Symposium on Minority Participation by the WTCS at the Westwood Conference Center in Wausau. "The presidents of the 16 technical colleges understand how a more diverse student body, faculty, and staff are important to the success of the colleges," said WTCS state director Edward Chin. "They have established a set of goals that will help create an environment which encourages minority success."

Those six goals are:

1. That the colleges truly embrace success for minority students and employees as one of our core values.
2. The top college leadership provides clear direction and support for efforts to improve minority success, and that there is a solid base of support within the college community.
3. That all parts of the college learning community contribute in a coordinated way to helping minority students and employees achieve success in the WTCS.
4. That an accountability system be in place to inform college administrators and staff of the effectiveness of their efforts and to drive continuous improvement in minority-success initiatives.
5. That technical colleges help transform their communities into places that encourage and support minority success in education and in the workforce.
6. That processes be in place to translate strategic directions



The 16 WTCS presidents agree diversity is important to their success, says director Edward Chin.

into goal-oriented activity in individual districts across the WTCS.

"We must create college climates where minds can be opened to the interchange of diverse ideas," said Brian G. Oehler, president of Mid-State Technical College and chairman of the Administrators Association, which developed the goals. "We, too, have a dream or a vision, and we're converting our dream into a reality."

The colleges differ in the size and types of minority populations they serve and the institutional challenges they face. Each college will choose and adopt strategies to meet its unique circumstances. "There's more to this than recruitment and retention of minorities," said La Verne Dixon, WTCS consultant for minority participation. "This is about getting the full participation of minority students and employees in college life, which will lead to overall success on campus."

The presidents signed an of-

ficial proclamation of the "Goals and Leadership Strategies" at the symposium. A new poster encouraging diversity at the technical colleges was also unveiled at the event, which was attended by over 125 representatives from the 16 colleges. Keynote speakers at the two-day event included Dr. William B. Harvey, vice president and director of the Office on Minorities in Higher Education with the American Council on Education in Washington, D.C., and Dr. Marie J. Washington, president and CEO of the East Baltimore Community College.

WTCS' 16 technical college districts throughout Wisconsin offer more than 300 programs which award two-year associate degrees, one- and two-year technical diplomas, and short-term technical diplomas. The system offers distance learning and provides training and technical assistance to Wisconsin's business and industrial community. The WTCS Web site is [www.tec.wi.us](http://www.tec.wi.us).

OUR VIEW

# Mid-State helps train state's workers

**T**he Wisconsin Technical College System, including Mid-State Technical College, seeks more than \$36 million over the next two years to meet the challenges of the state's labor shortage.

Mid-State is one of 16 technical colleges in the Wisconsin system. WTCS has developed three strategies to help combat what ails Wisconsin business where labor is concerned. Specifically, the strategies are:

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

It costs money to develop new programs, upgrade technology and hire staff. In the last year, MSTC has made nine key program changes. For example, its nursing program offers students an 8:1 student to teacher ratio. It's costly, but it's worth it when trained nurses exit the program.

MSTC is not unlike the other technical colleges in the state system — hence the reason for the requested 4.1 percent increase in general aids from the state to cover the costs associated with training the work force.

But unlike the University of Wisconsin System and other colleges and universities that have complained of "brain drain" — graduates leaving Wisconsin once they've earned a degree — MSTC and WTCS place at least 95 percent of their graduates in jobs within six months. Nine out of 10 stay in Wisconsin. For Mid-State, 87 percent stay within the MSTC district, and another 11 percent stay within the state. That means 98 percent of the students who graduate from MSTC stay close to home, keeping the skills they learned for businesses here.

MSTC and WTCS provide Wisconsin the opportunity to increase the aptitude and numbers of its skilled work force. Legislators who decide how much to give back to them in state aids should take a look at what these technical colleges provide for the communities they serve. A 4.1 percent investment is not out of line to continue providing these valuable workers for Wisconsin businesses.

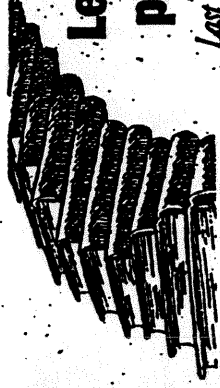
# Let's not forget tech ed

In retrospect, getting rid of "shop" in our schools was boneheaded. The next state superintendent of public instruction must work to correct this folly.

True, powerful forces were at play: a growing desire on the part of parents for their children to take college-preparatory courses; a mounting concern among educators about putting students onto rigid educational tracks; and the reluctance of taxpayers to update the expensive equipment required to teach a trade.

The disappearance of vocational and technical education, however, has left many students stranded, especially those who either don't go to a four-year college to begin with or who soon drop out. What's more, the trades and vocations pay well — and could use new blood. Even in this high-tech era, demand for electricians and carpenters has not slackened.

Finally, when done right, career education boosts attendance and lowers dropout rates among high-risk students, says a persuasive study released last year by the Manpower Demonstration Research Corp. "Voc-ed" should re-emerge in two settings



## Lesson plans

*Last in a series*

— in schools dedicated to vocational education such as the new Lynde and Harry Bradley School of Technology and Trade in Milwaukee and in the general curriculum throughout Wisconsin, from grade school to high school.

This time around, though, technical education should include high-level academic courses. Depending on their talents and desires, graduates should be prepared to become an electrician or an electrical engineer, a medical technician or a doctor.

Technical education won't work, however, without the heavy involvement of the state's business and labor leaders. The next state school chief must encourage their participation to ensure the curriculum is in sync with the real world.



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# Opinion

La Crosse Tribune

Opinion: 791-8232

Tuesday, February 13, 2001

## □ OUR VIEW

# Education is a key to getting out of poverty

The president of Wisconsin's largest business lobby group has made an appeal for more skilled workers in the state — and more training of them.

Interestingly, enough, this appeal comes at the same time that attention is being paid to the many former welfare recipients in Wisconsin and throughout the nation — and how they are working in low-paying jobs with no benefits.

It's time to marry these two issues.

Consider the comments made by James S. Haney, president of Wisconsin Manufacturers & Commerce, the Madison-based business lobby group.

"Skilled labor shortages are a function of demographics," Haney said, "fewer people entering the work force, more people retiring from the work force — and the changing nature of work. Most of the new jobs in Wisconsin do not require a baccalaureate degree, according to the U.S. Department of Labor, but they do require some form of post-secondary education."

Prior to the introduction of W2, Wisconsin Works, the work-based welfare reform program introduced by former Gov. Tommy Thompson, the state encouraged welfare recipients to attend technical school and even some four-year college programs in order to get job training.

Thompson and the other architects of W2 did not want the state to continue such efforts, however. They believed that the most critical

**LA CROSSE**  
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factor was getting people off cash assistance and into the work force.

That's been done. Most welfare recipients are in the work force. They're still in poverty, however. And even though they might still qualify for Medical Assistance, child care and other benefits, they won't be able to advance without job training or education. Now that we have a new administration in Madison, it is time to review the question of allowing some government assistance to attend a technical college or other extended higher education program.

Education is the key to a better life. And it is the next logical step for welfare reform.



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## COUNTY LABOR COUNCIL AFL-CIO

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### 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.

**EDUCATION COMMITTEE  
SENATOR GROBSCHMIDT, CHAIRPERSON**

**PATRICK M. FLANAGAN  
GATEWAY TECHNICAL COLLEGE  
MARCH 16, 2001**

I would like to thank the Education Committee, Senator Richard Grobschmidt-Chairperson, as well as the distinguished committee members, for providing us the opportunity to appear today.

The state of Wisconsin, particularly in the region of southeastern Wisconsin, is in the middle of some challenging times. The challenges are not only the lack of skilled labor force, but the ability to provide education and training for the citizens at all levels in their careers.

Gateway Technical College, one of the 16 technical colleges, is located in the development corridor between Milwaukee and Chicago. The district includes the counties of Racine, Kenosha and Walworth. We are facing two major challenges, (1) the retraining of the many employees that have been laid off because of plant closings or downsizing, and (2) the education and training of our youth as they prepare for careers.

One of the six major goals of the Board of Trustees of Gateway Technical College is K-12 collaboration. This just happens to be the goal our President Sam Borden has assigned to me. We have developed a tracking system to monitor the number of students coming to college directly out of high school, and the number of students coming to us after three years of graduation. We are extremely pleased with the increase we have seen. The state report indicates that out of the class of 1998-99 16.96% of the students came directly to Gateway Technical College out of high school. Even though our goal is higher, we have seen great progress.

Gateway Technical College also ranks close to the top in the number of students taking Youth Option courses at the college with close to 500 students during this last semester. We are also working with the high schools as they develop Youth Apprenticeship Programs. All of these efforts also come with a price tag.

These are exciting times but challenging in Southeastern Wisconsin. Several of the high schools in our district have developed career academies. Kenosha Unified School District has developed the LakeView Technology Academy, which is located in LakeView Business Park. Racine Unified School District and several other schools are developing career academies using the school within a concept. We are also developing an academy at the Grand Geneva in Lake Geneva, which is owned by the Marcus Corporation. What I am trying to say is there is a lot of good things happening. All of these are good for the economy, but cost money.

In the Governor's budget, we asked for a 4.1% increase in general aid. What we saw was basically no increase. With the emphasis and rightly so in training the workforce for the high level skills needed by industry today, we as a college must be able to financially provide the service. With basically a zero increase in the general aid for the Wisconsin Technical College System, this year's budget at the college will be challenging.

Another example of the new type of skills needed was recently stated by the plant manager of DaimlerChrysler. As you are aware, DaimlerChrysler is adding on to their facility at an expense of over \$700,000,000. Human hands will not touch most of the parts being made for the engines. The plant manager stated that with the new line, 4 people will produce 3 times as much product as 39 employees could on the old line. This is staggering. Think of the skills needed by these employees. Our responsibility as a technical college must be to provide the type of training needed for these positions.

The challenge of providing these services must be shared by all - state government, the Wisconsin Technical College System and the local taxpayer. We at Gateway Technical College are receiving approximately 13% in state aid, which means the college is supported heavily by the local taxpayer. Can we expect the local taxpayer to continue to pick up a larger amount of the tab?

I hope as you deliberate during the coming legislative session, you will keep in mind the important role the Wisconsin Technical College System plays in the economy of the state and the great job we are doing. Do you want us to continue? I think so. We need your help.



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**Senate Committee on Education**  
Senator Richard Grobschmidt, Chairperson

March 16, 2001  
Milwaukee Area Technical College South Campus  
Oak Creek, Wisconsin

Testimony of

Paul Gabriel  
Executive Director  
Wisconsin Technical College District Boards Association

**Board Partnership Projects with the K-12 Community** -- The sixteen districts of the Wisconsin Technical College System (WTCS) have undertaken an exciting range of new partnerships with the K-12 community, some of which you will hear about from other witnesses today. Thanks to the Legislature's support, more than 7,500 recent high school graduates received a \$250 per semester TOP Grant this year to help pay tuition costs to enroll full time in technical and occupational programs (\$1,000 over two years).

One of the key roles of local college boards is to link with community stakeholders to assure the colleges are best meeting community needs. In fall, 2000, college board members and presidents statewide attended and presented to each of 15 regional meetings of the Wisconsin School Boards Association. This was the first time WASB invited external partners to join its organizational meetings.

We followed this by presenting a two-day, highly interactive exhibition (more than 5,000 square feet) at the State Education Convention for hundreds of school board members and school administrators. Exhibits included live interactive video instruction from a high-tech manufacturing lab, live surgical laser, 911 call center, and sonography (ultrasound) demonstrations, a virtual firing range allowing visitors to handle emergency law enforcement scenarios, and many other exhibits presented by 150 staff and students from every college.

Local college boards are dedicated to building on our partnerships not only through K-12 programming partnerships such as Youth Options, Apprenticeships, contracts to enroll at-risk youth, basic skills, literacy and ESL programming, but also to work with boards, counselors, teachers and others who are the opinion leaders of our K-12 institutions.

**WTCS Funding in the 2001-2003 State Budget** -- The initial 2001-2003 budget bill would implement a reduction from current base funding at a time Wisconsin most needs access to technical college training and services. The budget proposes no increase in general aid (general aid has already fallen to less than 21% of statewide operational cost this year, down from 37% in 1980). It funds none of the strategically targeted categorical projects proposed such as funding for assistive technology for disabled Wisconsinites, new technology innovation for our faculty, pre-college programming for middle-schoolers, or career laddering projects to promote training in the workplace for critically needed skilled workers such as nurses.

The only new programmatic funding is \$1 million per year (16% of the WTCS's request) to assist in creating a virtual campus linking electronic offerings statewide, coordinating curriculum, and moving closer to allowing Wisconsinites access to our colleges at the time, place, and pace learners need to succeed. Unfortunately, this funding is from proceeds of the dissolution of the Wisconsin Advanced Telecommunications Foundation and is likely subject to legislative or legal challenge.

Besides a modest increase in TOP grant funding (for grants themselves; the TOP grant program has no administrative or overhead component), the WTCS is slated for a \$5 million total cut from the current base in capacity-building grants, from \$5 million per year, to \$3 in FY 2002 to \$2 in FY 2003. As its statewide role to provide strategic direction, coordination and accountability increases, the WTCS Board staff is slated for and a 5% funding reduction. It has already absorbed staff cuts in recent years, and is significantly leaner than in the past.

The budget scenario occurs at the time that Wisconsin most needs to re-invest in its technical colleges:

- A slowing economy and dislocation of workers is traditionally a time when more individuals than ever count on the WTCS.
- WTCS students (more than 500,000 individuals last year!) overwhelmingly stay to live and work in Wisconsin. We are an important element in solving Wisconsin's "brain drain."
- Our 1994-95 graduates have averaged better than a 10% net per year wage increase annually, greatly contributing to tax revenue and economic vitality.
- More than 5,000 businesses contracted with a technical college for custom training last year, often to be provided right on the shop floor, or using electronic delivery.
- Employers express a better than 98% satisfaction rate with WTCS graduates. We guarantee a graduate will have the necessary skills to enter his/her field, or retraining is provided at no cost.

Three technical college districts are already at, or very close to, the statutory limit for local taxing (1.5 mills) and have experienced less than average property value growth relative to the balance of the state. They are facing program and service cuts, layoffs of staff, and long waiting lists in remaining programs. These districts include all of Milwaukee County, and Western and Southwestern Wisconsin.

Even though other districts can levy locally under the 1.5 mill cap, a slowing or stagnation in property value increases will bring every district to crisis very rapidly. However, even with strong property value growth, the lack of state support means greater and greater property tax burdens for Wisconsinites.

Unlike the UW System, the costs to retain and recruit excellent teachers, to provide capital facilities, to meet increased energy and technology costs, and to cover debt service and increasing health care costs, are not part of the state budget and are carried locally. As state funding declines, it's harder and harder for the colleges -- although they are very willing -- to invest in the leading-edge training and services our learners and business and industry need to keep the economy strong.

Editorials, news articles, the WMC member newsletter "Insight," and many business leaders and citizens note that we have a great technical college system that is at the heart of our economic success and our individual and collective well-being as a great state.

We train the individuals who restore your power after a storm, the EMT who answers your neighbor's call for help, the trusted persons who care for your children at daycare, the technician who analyzes your blood sample at the hospital lab, the young woman who maintains your computer network, the individual who maintains the aircraft engines that transport you, and the men and women who staff your local police and fire departments.

Perhaps you have seen some of these individuals in media spots telling you that these are the graduates of Wisconsin's Technical Colleges. The spot concludes by asking: *Where would we be without them?*

As the budget bill stands today, we may, unfortunately, have the opportunity to find out.

We do not mean to be unduly alarmist, to suggest that this is anything but an extremely tight budget, or to suggest that Wisconsinites don't deserve tax relief and excellent stewardship of their hard-earned tax dollars. We do suggest that fully funding the WTCS budget request of less than \$37 million over the biennium is the right thing to do for increased productivity, for building our quality of life, for the 500,000 who enrolled with us last year and who will this year, and next year, and for the economic vitality that helps create the very tax revenue upon which every other great endeavor of public life in Wisconsin depends.

Thank you.

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# WISCONSIN EDUCATION ASSOCIATION COUNCIL

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Affiliated with the National Education Association

*Every kid  
deserves a  
Great School!*

**Testimony to Senate Education Committee  
Wisconsin Education Association Council  
Leigh Barker, WTCS Consultant  
March 16, 2001**

**Thank you for this opportunity to speak with you about the Governor's proposed budget for the Wisconsin Technical College System.**

**I am speaking on behalf of WEAC, which represents approximately 3,000 faculty and staff in WTCS. I'm here to bring you WEAC's message that "Every Kid Deserves a Great School," and that includes a great technical college school. Every kid—every Wisconsin citizen—deserves the great technical college schools that Wisconsin has.**

**On Wednesday of this week I was involved in a hearing at one of our tech colleges, where the college used an attorney from the Wisconsin Association of School Boards. Following our proceedings he commented to me, "I thought I knew what the technical colleges do, but I had no idea of the breadth of what goes on here." The arbitrator, the distinguished Howard Bellman, added that the technical colleges are Wisconsin's "gem" that people just take for granted. He went on to say that other states' community college systems don't even come close to this system.**

**I believe you do know the breadth of what the technical colleges do, because you, the legislature, continue to ask us to do these things. I am here today to tell you that the technical colleges are doing them:**

**Occupational Training in hundreds of occupations, contracted services to business and industry, Adult Basic Education, English as a Second Language, Advanced Certificate Training to workers who already have diplomas or Associate degrees, working with At Risk high school students, Youth Options, working with UW on transferability issues, meeting with businesses to adapt and update programs, developing new programs including Internet and distance ed courses, working with the widest mix of students the widest age range of students and the widest ability level of students of all the educational systems.**

**The staff in the technical colleges are doing all of these things – and doing them well. This system definitely is Wisconsin's "gem." However, the state is going to lose this gem if you don't provide it with the resources it needs to fulfill its many missions.**

**-over-**

Terry Craney, President  
Michael A. Butera, Executive Director



**The WTCS needs the 4.1% increase in general state aid that the agency proposed. Funding the WTCS is an investment in our workforce, in business, in the economy, in our future. The entire budget as proposed by the agency can be funded for less than \$36 million over the biennium. This \$36 million is probably the best investment the state could make.**

**For the past ten years, the state has left the technical colleges to fund themselves from property tax levies. The state share has steadily eroded, while mill rates, especially in some districts, have steadily increased. You can no longer do that because, once again, you've let it reach a crisis level. The state must step in and contribute to this vitally important cause.**

**In addition,**

**WEAC opposes the use of WATF funds to pay for any executive items in the budget.**

**WEAC urges that you remove the non-fiscal policy items from the budget. The WTCS mission is already expansive; the colleges need to be able to focus on their existing mission. The tech colleges neither want nor need to operate a charter school.**

**Finally, WEAC urges that you remove the alternative certification proposal for WTCS staff. The WTCS certification system works well. It allows the system to bring in "non-teachers" already, and then provides for development in teaching and classroom management techniques and skills. WEAC strongly opposes changes to the existing certification of WTCS instructors.**

**Thank you.**

**Leigh Barker  
WEAC WTCS Consultant  
Wisconsin Education Association Council  
33 Nob Hill Drive  
Madison, WI 53703  
608-276-7711 ext. 265**

# WTCS FACTS

February 2001



Wisconsin  
Technical College System



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## FY 1991-2000 SYSTEMWIDE HEADCOUNT

Fiscal Years Systemwide	College Parallel	Associate Degree	Technical Diploma	Vocational- Adult	Non-Post- Secondary <sup>1</sup>	Community Services <sup>2</sup>		Total <sup>3</sup>	Percent Change
						Cooperative Services	District Services		
1990-91	14,024	94,741	84,649	279,031	N/A	15,229	32,592	454,728	+1.5%
1991-92	16,081	103,862	90,682	288,916	N/A	29,941		464,435	+2.1%
1992-93	17,042	103,164	98,558	268,108	N/A	26,297		452,897	-2.5%
1993-94	17,709	104,027	96,495	259,410	N/A	22,177		438,396	-3.2%
1994-95	17,826	100,593	98,639	258,024	N/A	20,214		434,780	-0.8%
1995-96	16,937	98,572	97,853	257,567	N/A	18,259		431,405	-0.8%
1996-97	16,199	100,341	97,839	260,324	N/A	17,150		434,885	+0.8%
1997-98	17,012	100,787	34,609	257,441	76,562	15,421		439,068	+1.0%
1998-99	17,218	102,590	35,658	253,764	80,256	15,619		442,274	+0.7%
1999-00	16,850	104,262	34,878	264,320	79,258	16,011		453,668	+2.6%

## 1999-2000 HEADCOUNT BY COLLEGE

Technical College	College Parallel	Associate Degree	Technical Diploma	Vocational- Adult	Non-Post- Secondary <sup>1</sup>	Community Services <sup>2</sup>	Total <sup>3</sup>	Percent Change from FY98-99
Chippewa Valley	--	4,785	1,890	15,978	3,317	--	23,534	-2.4%
Western	--	4,967	1,774	12,101	3,323	750	20,678	+5.0%
Southwest	--	2,049	1,107	8,901	1,130	--	11,859	+11.7%
Madison	6,334	12,650	3,961	25,154	5,392	4,905	50,800	+4.1%
Blackhawk	--	3,055	1,262	13,982	2,659	440	19,612	+16.5%
Gateway	--	7,558	1,977	12,576	6,687	11	25,512	-2.5%
Waukesha	--	6,636	2,845	20,009	4,761	2,571	33,012	-0.2%
Milwaukee	9,600	20,027	3,768	19,465	26,048	481	61,393	-4.3%
Moraine Park	--	7,803	3,720	10,950	3,877	102	23,645	+10.1%
Lakeshore	--	3,136	1,517	13,163	3,529	17	19,519	+3.5%
Fox Valley	--	10,012	2,950	34,885	4,709	1,379	49,432	-2.7%
Northeast	--	7,256	2,837	30,848	4,624	1,882	43,225	+5.9%
Mid-State	--	4,128	1,500	8,681	1,995	398	14,755	+10.1%
Northcentral	--	4,851	1,394	9,595	4,364	--	17,846	+0.9%
Nicolet	916	1,921	451	7,220	755	2,072	11,537	+11.9%
Indianhead	--	3,428	1,925	20,812	2,088	1,003	27,309	+7.2%

<sup>1</sup>Beginning in 1997-98, the Non-Postsecondary Aid Category has been added. This aid category includes Basic Education, the Hearing Impaired Program (HIP) and the Visually Impaired Program (VIP).

<sup>2</sup>Beginning in 1991-92, Cooperative and District Services were combined into one aid category, Community Services. For 1999-00, avocational community services headcount is 3.5 percent of the systemwide total.

<sup>3</sup>Any student enrolled in more than one aid category is counted only once in the totals.

**FY 1991-2000  
SYSTEMWIDE  
FULL-TIME EQUIVALENT<sup>1</sup>  
STUDENTS**

Fiscal Years <u>Systemwide</u>	College <u>Parallel</u>	Associate <u>Degree</u>	Technical <u>Diploma</u>	Vocational- <u>Adult</u>	Non-Post- <u>Secondary<sup>2</sup></u>	Community Services <sup>3</sup>		Total	Percent Change
						Cooperative <u>Services</u>	District <u>Services</u>		
1990-91	3,943	31,925	16,284	7,998	N/A	133	785	61,068	+1.5%
1991-92	4,505	33,409	16,872	7,384	N/A	715		62,885	+3.0%
1992-93	4,777	33,476	16,985	5,515	N/A	643		61,396	-2.4%
1993-94	4,907	33,238	16,598	5,436	N/A	536		60,715	-1.1%
1994-95	4,945	32,042	16,330	5,366	N/A	473		59,156	-2.6%
1995-96	4,678	31,095	15,694	5,090	N/A	430		56,987	-3.7%
1996-97	4,424	31,229	14,596	4,865	N/A	397		55,511	-2.6%
1997-98	4,653	31,859	8,678	4,331	6,607	360		56,488	+1.8%
1998-99	4,966	32,712	8,617	4,278	6,739	355		57,667	+2.1%
1999-00	4,869	33,461	8,343	4,225	6,817	360		58,074	+0.7%

**1999-2000  
FTE'S  
BY COLLEGE**

Technical <u>College</u>	College <u>Parallel</u>	Associate <u>Degree</u>	Technical <u>Diploma</u>	Vocational- <u>Adult</u>	Non-Post- <u>Secondary<sup>2</sup></u>	Community <u>Services<sup>3</sup></u>	Total	Percent Change from FY98-99
Chippewa Valley	--	1,962	598	248	259	--	3,068	+4.3%
Western	--	2,421	466	199	368	16	3,470	+5.3%
Southwest	--	639	297	129	88	--	1,153	+0.4%
Madison	2,195	4,137	893	462	456	142	8,286	+0.4%
Blackhawk	--	1,021	298	176	219	9	1,724	+4.1%
Gateway	--	2,247	441	199	611	< 1	3,498	+0.8%
Waukesha	--	2,021	492	362	398	50	3,323	+1.9%
Milwaukee	2,434	5,648	1,050	487	2,056	15	11,690	-4.2%
Moraine Park	--	1,476	815	136	236	2	2,665	+1.4%
Lakeshore	--	1,102	262	165	419	< 1	1,948	+1.2%
Fox Valley	--	3,204	680	550	477	24	4,935	-0.5%
Northeast	--	2,802	712	517	298	45	4,374	+0.9%
Mid-State	--	1,320	332	104	192	7	1,955	+5.7%
Northcentral	--	1,513	262	116	459	--	2,351	+2.2%
Nicolet	240	467	105	82	104	39	1,036	+4.3%
Indianhead	--	1,480	639	291	179	11	2,600	+6.4%

<sup>1</sup>A full-time equivalent (FTE) student is 30 credits per year; figures may not always add due to rounding.

<sup>2</sup>Beginning in 1997-98, the Non-Postsecondary Aid Category has been added. This aid category includes Basic Education, the Hearing Impaired Program (HIP) and the Visually Impaired Program (VIP).

<sup>3</sup>Beginning in 1991-92 Cooperative and District Services were combined into one aid category, Community Services. For 1999-00, avocational community services FTE's are 0.6 percent of the systemwide total.

**FY 1991-2000  
SYSTEMWIDE  
ENROLLMENT BY  
SEX AND ETHNICITY**

<u>Fiscal Years</u> <u>Systemwide</u>	<u>Total</u> <u>Enrollment</u>	<u>Male</u>	<u>Female</u>	<u>Sex Not</u> <u>Reported</u>	<u>American</u> <u>Indian</u>	<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>White</u>	<u>Race Not</u> <u>Reported</u>
1990-91	454,728	217,960	232,716	4,052	3,932	5,339	16,080	6,605	394,975	27,797
1991-92	464,435	220,877	237,333	6,225	4,453	5,846	17,133	7,731	399,106	30,166
1992-93	452,897	215,076	230,962	6,859	4,388	6,862	16,263	7,606	391,017	26,761
1993-94	438,396	206,325	223,661	8,410	4,569	6,493	17,236	7,975	372,125	29,998
1994-95	434,780	207,596	220,715	6,469	4,626	6,495	17,871	8,769	370,561	26,458
1995-96	431,405	207,947	219,272	4,186	4,576	6,197	17,745	10,112	369,277	23,498
1996-97	434,885	210,482	220,833	3,570	4,702	6,421	18,667	11,043	368,833	25,219
1997-98	439,068	214,291	219,959	4,818	4,515	6,521	18,538	11,804	367,794	29,896
1998-99	442,274	213,462	219,130	9,682	5,064	6,488	19,291	12,449	355,777	43,205
1999-00	453,668	221,111	224,352	8,205	4,863	6,491	19,658	14,724	360,342	47,590

**1999-2000  
SEX AND ETHNICITY  
BY COLLEGE**

<u>Technical</u> <u>College</u>	<u>Total</u> <u>Enrollment</u>	<u>Male</u>	<u>Female</u>	<u>Sex Not</u> <u>Reported</u>	<u>American</u> <u>Indian</u>	<u>Asian</u>	<u>Black</u>	<u>Hispanic</u>	<u>White</u>	<u>Race Not</u> <u>Reported</u>
Chippewa Valley	23,534	12,728	10,659	147	165	322	200	193	20,444	2,210
Western	20,678	9,742	10,611	325	269	348	153	209	14,806	4,893
Southwest	11,859	5,754	6,105	--	34	51	66	45	11,646	17
Madison	50,800	22,866	27,212	722	333	967	1,414	1,964	36,992	9,130
Blackhawk	19,612	10,878	8,638	96	316	155	881	870	16,461	929
Gateway	25,512	12,471	12,888	153	97	219	2,252	2,586	19,284	1,074
Waukesha	33,012	15,386	17,008	618	179	379	618	1,262	28,285	2,289
Milwaukee	61,393	28,280	28,683	4,430	440	1,607	12,369	4,520	30,210	12,247
Moraine Park	23,645	12,695	10,949	1	190	157	585	516	17,660	4,537
Lakeshore	19,519	10,472	7,909	1,138	128	448	163	732	15,574	2,474
Fox Valley	49,432	27,052	21,817	563	608	586	509	840	42,904	3,985
Northeast	43,225	21,017	22,208	--	763	405	199	567	39,820	1,471
Mid-State	14,755	6,280	8,465	10	153	189	71	175	13,961	206
Northcentral	17,846	8,112	9,732	2	401	562	80	131	16,617	55
Nicolet	11,537	5,286	6,251	--	371	26	34	39	10,133	934
Indianhead	27,309	12,092	15,217	--	416	70	64	75	25,545	1,139

## FY 1991-2000 SYSTEMWIDE SPECIAL POPULATIONS ENROLLMENTS

Fiscal Years	DISADVANTAGED				Disabled	Displaced Homemaker	Single Parent	Non- Traditional	Incarcerated
	Total <sup>1</sup>	Acad. Disadv. <sup>2</sup>	Econ. Disadv. <sup>2</sup>	LEP <sup>2</sup>					
<b>Systemwide</b>									
1990-91	79,964	55,985	26,544	5,481	7,479	N/A	N/A	N/A	N/A
1991-92	83,419	56,876	34,818	6,154	8,223	N/A	N/A	N/A	N/A
1992-93	84,663	61,778	44,842	8,617	12,082	N/A	N/A	N/A	N/A
1993-94	93,281	76,745	42,833	8,805	13,167	N/A	N/A	N/A	N/A
1994-95	93,805	77,603	41,744	9,679	13,730	5,243	23,141	N/A	4,383
1995-96	93,246	76,452	38,681	9,581	12,376	4,616	20,282	N/A	4,795
1996-97	93,622	77,434	37,058	10,309	12,318	4,316	20,921	N/A	4,570
1997-98	91,570	76,788	35,649	10,091	12,203	3,869	19,823	N/A	4,876
1998-99	92,181	71,612	37,671	10,582	12,199	3,567	19,627	N/A	5,117
1999-00	94,510	70,430	40,961	12,527	12,257	2,975	20,101	5,585	5,004

## 1999-2000 SPECIAL POPULATIONS ENROLLMENTS BY COLLEGE

Technical College	DISADVANTAGED				Disabled	Displaced Homemaker	Single Parent	Non- Traditional	Incarcerated
	Total <sup>1</sup>	Acad. Disadv. <sup>2</sup>	Econ. Disadv. <sup>2</sup>	LEP <sup>2</sup>					
Chippewa Valley	4,528	3,482	2,616	344	760	55	536	277	272
Western	4,399	2,962	2,630	324	560	203	678	351	--
Southwest	1,450	1,179	1,004	47	391	100	309	116	59
Madison	8,488	4,511	4,829	2,186	1,772	342	2,329	551	425
Blackhawk	3,666	2,458	1,253	607	762	123	1,162	227	235
Gateway	7,926	6,504	1,440	1,420	811	--	1	439	237
Waukesha	5,353	4,739	1,570	875	947	267	1,356	395	226
Milwaukee	25,490	19,171	11,281	3,883	1,303	238	3,781	1,339	453
Moraine Park	5,159	4,819	1,118	365	660	220	1,126	298	1,358
Lakeshore	3,796	2,940	1,330	750	372	155	592	143	437
Fox Valley	6,118	4,896	2,060	748	688	363	2,880	383	710
Northeast	5,802	4,632	2,015	330	763	267	1,022	286	17
Mid-State	3,847	2,857	2,313	185	785	123	1,589	182	149
Northcentral	3,840	2,429	2,610	440	657	201	1,780	286	291
Nicolet	1,300	642	984	7	460	148	311	50	77
Indianhead	3,348	2,209	1,908	16	566	170	649	262	58

<sup>1</sup>This column unduplicates the counts for Academic and Economic Disadvantaged, and Limited English Proficiency.

<sup>2</sup>A student may be counted in any and all of these columns. Academic and Economic Disadvantaged counts use federal Vocational Education Act definition; LEP = Limited English Proficiency.



## FY 1991-2000 SYSTEMWIDE GRADUATES

<u>Fiscal Years Systemwide</u>	<u>College Parallel</u>	<u>Associate Degree</u>	<u>Two-Year Technical Diploma</u>	<u>One-Year Technical Diploma</u>	<u>Short-Term Diploma</u>	<u>Total</u>	<u>Percent Change</u>
1990-91	122	7,588	583	3,538	3,674	15,505	+8.7%
1991-92	145	7,484	619	3,352	4,475	16,075	+3.7%
1992-93	128	7,640	557	3,212	4,298	15,835	-1.5%
1993-94	142	7,579	590	3,220	4,271	15,802	-0.2%
1994-95	137	7,401	538	2,959	4,525	15,560	-1.5%
1995-96	137	7,406	510	2,931	4,801	15,785	+1.4%
1996-97	177	7,520	525	2,819	4,910	15,951	+1.1%
1997-98	180	7,467	600	2,622	4,777	15,646	-1.9%
1998-99	196	7,092	596	2,529	4,952	15,365	-1.8%
1999-00	189	7,394	569	2,463	5,077	15,692	+2.1%

## 1999-2000 GRADUATES BY COLLEGE

<u>Technical College</u>	<u>College Parallel</u>	<u>Associate Degree</u>	<u>Two-Year Technical Diploma</u>	<u>One-Year Technical Diploma</u>	<u>Short-Term Diploma</u>	<u>Total</u>	<u>Percent Change from FY98-99</u>
Chippewa Valley	--	379	50	188	230	847	+4.1%
Western	--	504	47	142	467	1,160	+3.6%
Southwest	--	104	32	117	130	383	-2.3%
Madison	129	1,089	75	253	729	2,275	+8.6%
Blackhawk	--	227	17	83	333	660	+14.8%
Gateway	--	418	5	152	312	887	-6.4%
Waukesha	--	384	25	68	363	840	+2.4%
Milwaukee	53	1,161	14	270	179	1,677	-1.9%
Moraine Park	--	318	53	191	292	854	-5.8%
Lakeshore	--	288	--	134	342	764	+12.0%
Fox Valley	--	744	40	170	345	1,299	-1.0%
Northeast	--	704	50	279	207	1,240	-5.6%
Mid-State	--	264	22	104	266	656	+1.5%
Northcentral	--	393	30	92	298	813	+5.3%
Nicolet	7	89	2	38	112	248	+23.4%
Indianhead	--	328	107	182	472	1,089	+3.0%

## FY 90-99 SYSTEMWIDE GRADUATE EMPLOYMENT STATUS

Fiscal Years Systemwide	# Of Graduates	# In Labor Force <sup>1</sup>	Employed <sup>2</sup>		Employed Related <sup>3</sup>		% Employed In Wisconsin	Median Annual Salary
			#	%	#	%		
1989-90	14,265	11,448	10,626	93%	8,965	84%	90%	\$15,588
1990-91	15,505	11,268	10,259	91%	8,470	83%	92%	\$16,632
1991-92	16,075	12,439	11,354	91%	9,159	81%	92%	\$16,788
1992-93	15,835	12,131	11,184	92%	8,955	80%	92%	\$17,676
1993-94	15,802	11,963	11,194	94%	8,996	80%	92%	\$18,708
1994-95	15,560	11,584	10,907	94%	8,865	81%	92%	\$19,296
1995-96	15,785	12,102	11,385	94%	9,223	81%	91%	\$20,268
1996-97	15,951	12,224	11,478	94%	9,278	81%	88%	\$21,420
1997-98	15,646	11,580	11,071	96%	9,220	83%	90%	\$22,982
1998-99	15,365	10,495	10,037	96%	8,303	83%	87%	\$24,594

## 1998-99 GRADUATE EMPLOYMENT STATUS BY COLLEGE

Technical College	# Of Graduates	# In Labor Force <sup>1</sup>	Employed <sup>2</sup>		Employed Related <sup>3</sup>		% Employed In Wisconsin	Median Annual Salary
			#	%	#	%		
Chippewa Valley	814	545	529	97%	472	89%	79%	\$26,102
Western	1,120	892	866	97%	663	77%	90%	\$21,006
Southwest	392	331	319	96%	275	86%	87%	\$20,590
Madison	2,095	1,234	1176	95%	950	81%	90%	\$30,000
Blackhawk	575	431	413	96%	342	83%	81%	\$24,089
Gateway	948	735	688	94%	533	77%	63%	\$24,958
Waukesha	820	442	427	97%	351	82%	85%	\$27,641
Milwaukee	1,710	1,033	973	94%	789	81%	89%	\$26,124
Moraine Park	907	563	549	98%	494	90%	98%	\$26,843
Lakeshore	682	357	341	96%	291	85%	99%	\$23,400
Fox Valley	1,312	1,114	1053	95%	880	84%	92%	\$23,925
Northeast	1,314	1,227	1176	96%	963	82%	95%	\$23,334
Mid-State	646	400	386	97%	321	83%	98%	\$23,008
Northcentral	772	303	298	98%	272	91%	84%	\$25,790
Nicolet	201	140	134	96%	117	87%	94%	\$20,798
Indianhead	1,057	748	709	95%	590	83%	72%	\$22,878

<sup>1</sup>The labor force includes all employed and unemployed respondents except those who are unemployed and not seeking employment.

<sup>2</sup>Approximately six months after graduation.

<sup>3</sup>Includes respondents who reported being employed in an occupation related to their technical college training.

**FY 1991-2000  
OPERATIONAL  
COST<sup>1</sup> BY  
AID CATEGORY (\$)**

Fiscal Years Systemwide	College Parallel	Associate Degree	Technical Diploma	Vocational- Adult	Non-Post Secondary <sup>2</sup>	Community Services <sup>3</sup>		Total
						Cooperative Services	District Services	
1990-91	17,684.0	198,411.4	133,819.3	51,469.0	N/A	745.8	3,078.4	405,207.9
1991-92	20,124.0	214,425.1	141,243.5	51,741.3	N/A	2,940.3		430,474.2
1992-93	23,843.6	232,220.4	158,139.1	39,665.3	N/A	2,940.8		456,809.2
1993-94	25,890.0	247,948.6	161,042.8	42,097.0	N/A	2,524.3		479,502.7
1994-95	28,351.0	259,817.9	169,449.3	44,267.0	N/A	2,386.8		504,272.0
1995-96	30,373.9	273,809.0	175,968.3	46,226.4	N/A	2,291.0		528,668.6
1996-97	32,312.9	290,486.5	179,120.1	47,336.0	N/A	2,270.9		552,526.4
1997-98	35,337.9	308,172.2	121,556.5	43,799.0	69,702.5	2,182.4		580,750.5
1998-99	38,340.8	323,892.1	125,715.3	44,371.1	69,589.6	2,186.4		604,095.3
1999-00	39,011.2	343,169.7	126,527.5	45,278.9	74,483.9	2,274.1		630,745.3

**1999-2000  
OPERATIONAL  
COST<sup>1</sup> BY COLLEGE (\$)**

Technical College	College Parallel	Associate Degree	Technical Diploma	Vocational- Adult	Non-Post Secondary <sup>2</sup>	Community Services <sup>3</sup>	Total
Chippewa Valley	--	16,088.4	7,856.6	2,427.0	3,611.3	--	29,983.3
Western	--	19,975.1	7,052.8	2,343.1	3,413.8	81.3	32,866.1
Southwest	--	6,627.5	3,976.7	991.2	1,045.1	--	12,640.5
Madison	15,370.5	41,893.2	13,302.4	4,216.4	4,858.6	731.0	80,372.1
Blackhawk	--	10,409.0	4,212.4	1,249.8	2,040.5	52.4	17,964.0
Gateway	--	26,318.1	8,981.8	2,131.4	7,098.3	3.4	44,533.0
Waukesha	--	28,201.6	9,226.4	3,796.7	5,408.6	449.2	47,082.5
Milwaukee	20,617.6	61,612.9	16,920.6	5,914.2	23,246.3	97.3	128,408.8
Moraine Park	--	15,229.2	9,191.2	1,663.7	2,337.2	16.9	28,438.1
Lakeshore	--	12,061.8	4,159.8	2,573.0	2,913.0	0.3	21,707.9
Fox Valley	--	33,426.3	11,168.8	6,973.3	4,476.4	143.5	56,188.3
Northeast	--	23,223.6	10,634.4	5,340.9	3,748.3	226.4	43,173.6
Mid-State	--	10,987.8	4,436.0	822.4	1,618.3	40.7	17,905.3
Northcentral	--	16,126.0	4,545.1	1,270.7	5,090.0	--	27,031.9
Nicolet	3,023.1	6,300.4	2,230.2	1,176.8	1,652.9	360.5	14,743.9
Indianhead	--	14,688.8	8,632.4	2,388.4	1,925.4	71.1	27,706.0

<sup>1</sup>In thousands; figures may not always add due to rounding.

<sup>2</sup>Beginning with fiscal year 1997-98, the Non-Postsecondary Aid Category has been added. This aid category is used for costs related to instruction below the postsecondary level or where instruction level is not applicable. It includes Basic Education, the Hearing Impaired Program (HIP) and the Visually Impaired Program (VIP).

<sup>3</sup>In 1991-92, Cooperative and District Services were combined into one aid category, Community Services.

## FY 1991-2000 SYSTEMWIDE REVENUES<sup>1</sup> (\$)

Fiscal Years Systemwide	Local	State <sup>2</sup>	Federal	Fees		Institu- tional	Other Sources <sup>4</sup>	Total
				Program	Other <sup>3</sup>			
1990-91	235,002.1	109,647.6	54,878.6	55,334.8	14,132.5	69,328.6	37,666.3	575,990.5
1991-92	249,124.2	113,303.7	62,302.8	60,492.9	14,479.1	76,518.8	42,677.0	618,898.5
1992-93	268,458.0	118,303.6	64,927.3	63,435.2	16,201.5	78,291.7	31,955.3	641,572.6
1993-94	289,893.0	120,689.8	61,473.0	66,701.7	16,307.8	83,765.2	47,944.0	686,774.5
1994-95	310,576.7	132,162.3	60,703.1	67,845.8	16,580.8	95,705.3	43,345.5	726,919.5
1995-96	331,477.9	129,992.5	58,372.8	68,886.5	17,835.2	100,657.6	45,647.1	752,869.6
1996-97	350,566.4	130,965.9	55,719.5	72,386.0	18,274.1	104,387.3	50,091.0	782,390.2
1997-98	371,102.5	133,454.9	55,356.9	77,522.6	18,954.3	117,398.8	60,120.2	833,910.2
1998-99	396,240.5	136,721.2	66,956.3	82,762.1	19,605.6	120,367.2	96,632.3	919,285.2
1999-00	429,211.0	141,103.6	67,192.0	87,549.1	21,704.3	133,097.4	91,430.4	971,287.8

## 1999-2000 REVENUES<sup>1</sup> BY COLLEGE (\$)

Technical College	Local	State <sup>2</sup>	Federal	Fees		Institu- tional	Other Sources <sup>4</sup>	Total
				Program	Other <sup>3</sup>			
Chippewa Valley	19,167.6	8,244.5	3,109.2	4,826.5	972.6	4,481.6	3,759.5	44,561.5
Western	17,746.9	11,076.9	7,486.4	5,253.7	1,257.7	7,135.5	8,790.7	58,747.8
Southwest	7,739.4	3,287.1	1,696.3	1,711.2	384.8	3,281.2	1,219.8	19,319.8
Madison	52,507.9	15,442.4	4,807.9	14,163.1	3,022.0	23,311.6	1,219.2	114,474.1
Blackhawk	11,948.5	3,605.5	1,968.5	2,430.2	525.6	1,658.2	1,459.3	23,595.8
Gateway	34,883.9	7,287.6	4,204.8	4,909.2	1,500.9	8,321.0	3,918.6	65,026.0
Waukesha	38,660.6	6,265.3	1,887.4	4,772.1	1,295.1	7,126.3	24,175.7	84,182.5
Milwaukee	88,839.4	36,835.7	14,384.3	17,950.6	3,321.5	22,350.6	12,084.8	195,766.9
Moraine Park	20,338.2	4,787.0	1,674.8	3,421.3	858.3	7,474.0	6,054.0	44,607.6
Lakeshore	14,003.1	4,984.1	1,627.8	2,453.6	688.4	3,007.6	2,842.8	29,607.4
Fox Valley	34,735.0	13,599.9	9,540.8	6,943.8	2,375.7	18,472.5	16,963.3	102,631.0
Northeast	27,499.2	7,651.8	3,022.9	6,790.8	1,407.4	10,261.3	1,893.1	58,526.5
Mid-State	11,488.4	4,513.5	2,061.9	3,001.9	626.9	2,407.1	2,054.5	26,154.2
Northcentral	16,079.7	6,492.9	5,177.4	3,210.7	755.0	7,213.5	2,144.7	41,073.9
Nicolet	12,889.6	2,447.6	1,277.9	1,674.4	321.6	1,425.6	1,529.3	21,566.0
Indianhead	20,683.6	4,581.8	3,263.7	4,036.0	2,390.8	5,169.8	1,321.1	41,446.8

<sup>1</sup>In thousands; figures may not always add due to rounding.

<sup>2</sup>Includes State Board appropriations as well as funds from other state agencies.

<sup>3</sup>Includes materials fees.

<sup>4</sup>Other sources column indicates increases or decreases in fund balance, proceeds from debt, etc.

**FY 1991-2000  
SYSTEMWIDE  
GENERAL STATE AID**

<u>Fiscal Years Systemwide<sup>1</sup></u>	<u>General State Aid</u>
1990-91	\$92,534,500
1991-92	\$96,034,500
1992-93	\$99,008,700
1993-94	\$104,454,200
1994-95	\$110,199,200
1995-96	\$110,199,200
1996-97	\$110,199,200
1997-98	\$111,852,200
1998-99	\$113,530,000
1999-00	\$115,945,000

**1999-2000  
GENERAL STATE AID  
BY COLLEGE**

<u>Technical College</u>	<u>General State Aid</u>
Chippewa Valley	\$6,415,500
Western	\$10,689,100
Southwest	\$2,489,200
Madison	\$13,834,500
Blackhawk	\$3,127,900
Gateway	\$5,827,700
Waukesha	\$4,821,300
Milwaukee	\$28,814,400
Moraine Park	\$4,285,200
Lakeshore	\$3,757,900
Fox Valley	\$11,113,800
Northeast	\$6,617,900
Mid-State	\$3,973,900
Northcentral	\$5,127,200
Nicolet	\$1,005,300
Indianhead	\$4,044,200

<sup>1</sup>Annual appropriations.

**FY 1992-2001  
MILL RATES,  
TAX LEVIES, AND  
PROPERTY VALUES**

Fiscal Years <u>Systemwide</u>	Mill Rate Subject to <u>1.5 Mill Limit<sup>2</sup></u>	Property Tax Levy <sup>1</sup>			TID Out Property Valuation	
		Subject to <u>1.5 Mill Limit</u>	Debt <u>Service</u>	<u>Total</u>	<u>Amount<sup>3</sup></u>	<u>Percent Change</u>
1991-92	1.44358	213,364.4	37,797.4	251,161.8	147,802.3	6.70%
1992-93	1.45843	227,745.5	40,869.7	268,615.2	156,158.1	5.65%
1993-94	1.46123	245,742.2	44,010.1	289,752.3	168,174.5	7.70%
1994-95	1.42792	259,420.3	51,207.1	310,627.4	181,676.8	8.03%
1995-96	1.39865	276,556.7	54,727.1	331,283.8	197,728.8	8.84%
1996-97	1.37501	292,659.7	57,707.2	350,366.9	212,840.9	7.64%
1997-98	1.34634	307,503.4	63,566.2	371,069.6	228,400.4	7.31%
1998-99	1.34164	327,162.8	69,076.6	396,239.4	243,852.0	6.77%
1999-00	1.33596	348,727.9	81,387.1	430,115.0	261,083.5	7.07%
2000-01	1.34136	375,696.8	90,685.1	466,381.9	280,085.7	7.28%

**2000-2001  
BY COLLEGE**

Technical <u>College</u>	Mill Rate Subject to <u>1.5 Mill Limit<sup>2</sup></u>	Property Tax Levy <sup>1</sup>			TID Out Property Valuation	
		Subject to <u>1.5 Mill Limit</u>	Debt <u>Service</u>	<u>Total</u>	<u>Amount<sup>3</sup></u>	<u>% Change From FY99-00</u>
Chippewa Valley	1.44844	17,527.3	3,658.8	21,186.1	12,100.9	10.42%
Western	<b>1.50000</b>	13,838.8	7,783.0	21,621.8	9,225.9	6.38%
Southwest	<b>1.50000</b>	6,970.8	1,381.1	8,351.9	4,647.2	2.02%
Madison	1.31086	50,105.1	5,956.0	56,061.1	38,193.7	7.64%
Blackhawk	1.32542	10,511.4	2,530.1	13,041.5	7,930.6	4.80%
Gateway	1.41110	32,964.7	4,500.3	37,465.0	23,361.0	4.82%
Waukesha	1.16887	34,357.6	7,628.7	41,986.3	29,394.0	8.85%
Milwaukee	<b>1.50000</b>	68,936.0	24,282.0	93,218.0	45,957.5	5.52%
Moraine Park	1.21210	17,955.3	4,948.8	22,904.1	14,813.5	4.30%
Lakeshore	1.38453	12,442.0	2,601.0	15,043.0	8,986.4	4.98%
Fox Valley	1.41799	28,698.1	8,955.0	37,653.1	20,301.9	6.23%
Northeast	1.22501	27,351.4	3,704.9	31,056.3	22,327.5	9.29%
Mid-State	1.35708	10,274.5	2,050.0	12,324.5	7,571.0	5.84%
Northcentral	1.41321	13,600.9	4,788.2	18,389.1	9,624.1	7.65%
Nicolet	1.24028	11,562.0	2,257.9	13,819.9	9,322.1	12.77%
Indianhead	1.13917	18,600.9	3,659.3	22,260.2	16,328.4	13.88%

<sup>1</sup>In thousands; figures may not always add due to rounding.

<sup>2</sup>All funds, excluding debt service.

<sup>3</sup>In millions.

**FY 1992-2001  
PROGRAM FEES AND  
OUT-OF-STATE<sup>1</sup> TUITION**

<u>Fiscal Years</u>	<u>Resident (Per Credit)</u>			
	<u>College Parallel</u>	<u>Percent Increase</u>	<u>Postsecondary/ Voc-Adult</u>	
			<u>Amount</u>	<u>Percent Increase</u>
1991-92	\$53.80	1.9%	\$38.90	5.6%
1992-93	\$54.80	1.9%	\$41.00	5.4%
1993-94	\$55.80	1.8%	\$43.65	6.5%
1994-95	\$57.35	2.8%	\$46.10	5.6%
1995-96	\$59.65	4.0%	\$48.20	4.6%
1996-97	\$64.35	7.9%	\$51.20	6.2%
1997-98	\$71.55	11.2%	\$54.20	5.9%
1998-99	\$76.35	6.7%	\$57.00	5.2%
1999-00	\$81.30	6.5%	\$59.25	3.9%
2000-01	\$85.90	5.7%	\$61.50	3.8%

<u>Fiscal Years</u>	<u>Out-of-State<sup>1</sup> (Per Credit)</u>	
	<u>College Parallel</u>	<u>Postsecondary/ Voc-Adult</u>
1991-92	\$183.55	\$307.40
1992-93	\$178.05	\$320.95
1993-94	\$188.80	\$335.80
1994-95	\$198.00	\$354.35
1995-96	\$204.55	\$370.45
1996-97	\$209.20	\$395.00
1997-98	\$245.70	\$427.20
1998-99	\$258.60	\$440.90
1999-00	\$275.30	\$454.20
2000-01	\$288.85	\$481.35

<sup>1</sup>The total per credit cost requires adding base resident fee to out-of-state tuition. In addition, out-of-state tuition excludes those students covered by reciprocal agreements.

**FY 1993-2000  
CUSTOMIZED  
INSTRUCTION & TECHNICAL  
ASSISTANCE CONTRACTS**

Fiscal Year	Customized Instruction					Technical Assistance	
	Number of Contracts	Number Served	FTE's Generated	Number of Courses	Total Revenue	Number of Contracts	Total Revenue
1992-93	4,514	98,091	2,166	8,559	\$10,510,182	1,623	\$5,002,996
1993-94	4,468	114,387	2,402	9,172	\$12,301,027	1,669	\$5,133,006
1994-95	4,742	113,317	2,171	9,707	\$14,402,050	1,367	\$5,928,682
1995-96	4,896	124,632	2,356	10,107	\$16,202,795	1,322	\$6,105,021
1996-97	4,983	139,226	2,328	11,307	\$17,033,092	1,319	\$5,468,768
1997-98	5,320	129,433	2,265	11,550	\$17,402,800	1,390	\$4,309,267
1998-99	4,789	127,072	2,268	10,985	\$17,399,154	1,284	\$4,227,886
1999-00	5,143	135,047	2,417	11,412	\$17,341,740	1,253	\$4,240,040

**1999-2000  
CONTRACTS  
BY COLLEGE**

Technical College	Customized Instruction					Technical Assistance	
	Number of Contracts	Number Served	FTE's Generated	Number of Courses	Total Revenue	Number of Contracts	Total Revenue
Chippewa Valley	250	7,622	79	567	\$536,401	71	\$252,429
Western	133	3,563	88	362	416,064	49	261,651
Southwest	242	7,827	104	389	515,490	22	42,439
Madison	530	14,849	272	1,180	1,396,070	55	125,574
Blackhawk	199	7,044	92	416	895,568	68	207,406
Gateway	128	3,046	82	308	640,635	18	327,265
Waukesha	466	9,824	144	1,021	1,573,745	182	459,448
Milwaukee	152	7,951	206	378	2,334,893	25	188,930
Moraine Park	386	11,398	425	1,011	1,552,806	130	352,228
Lakeshore	419	9,233	130	758	906,243	114	269,593
Fox Valley	1,300	24,963	385	2,699	3,094,035	294	825,583
Northeast	481	12,766	193	1,208	1,573,204	126	461,794
Mid-State	51	2,270	36	210	238,321	8	93,967
Northcentral	112	6,341	117	388	1,152,636	40	272,710
Nicolet	161	3,127	18	268	229,455	26	16,602
Indianhead	133	3,223	45	249	286,173	25	82,424



**FY 1991-2000**  
**APPROVED PROGRAMS**

Fiscal Years Systemwide	Trade, Industry & General						Total
	<u>Agriculture</u>	<u>Business &amp; Marketing</u>	<u>Home Economics</u>	<u>Service &amp; Health</u>	<u>Technology<sup>1</sup></u>	<u>Education<sup>2</sup></u>	
1990-91	56	274	86	226	386	20	1,048
1991-92	54	273	82	223	381	4	1,017
1992-93	51	270	82	237	372	4	1,016
1993-94	49	269	81	243	368	4	1,014
1994-95	48	270	80	258	370	4	1,030
1995-96	47	262	78	254	367	4	1,012
1996-97	45	258	77	261	374	4	1,019
1997-98	44	260	75	275	383	4	1,041
1998-99	40	254	75	277	375	4	1,025
1999-00	39	260	78	294	371	4	1,046

**1999-2000**  
**APPROVED PROGRAMS**  
**BY COLLEGE**

Technical College	Trade, Industry & General						Total <sup>3</sup>
	<u>Agriculture</u>	<u>Business &amp; Marketing</u>	<u>Home Economics</u>	<u>Service &amp; Health</u>	<u>Technology<sup>1</sup></u>	<u>Education</u>	
Chippewa Valley	2	12	4	18	23	--	59
Western	2	15	4	23	19	--	63
Southwest	4	12	7	10	9	--	42
Madison	7	23	9	28	26	1	94
Blackhawk	2	13	4	17	17	--	53
Gateway	1	17	4	24	32	--	78
Waukesha	--	19	5	24	29	--	77
Milwaukee	2	25	10	32	53	2	124
Moraine Park	2	19	8	14	31	--	74
Lakeshore	2	15	1	14	15	--	47
Fox Valley	6	19	6	19	26	--	76
Northeast	3	21	3	22	28	--	77
Mid-State	2	15	4	16	14	--	51
Northcentral	2	12	1	15	16	--	46
Nicolet	--	8	5	6	9	1	29
Indianhead	2	15	3	12	24	--	56

<sup>1</sup>Includes graphics and applied arts, industrial, technical and television.

<sup>2</sup>The decrease in the number of general education programs is due to the restructuring of Basic Skills Education (BSE), described in Administrative Bulletin (AB) 91-2, dated December 16, 1991. The Goal Oriented Adult Learning (GOAL) program (formerly 30-850-3) is no longer included in this instructional area. The general education instructional area includes only the college parallel program offered at three colleges and the occupational music program offered at one college.

<sup>3</sup>As of February 6, 2001. These counts include programs in suspension status as well as shared programs.

**FY 1991-2000  
COLLEGE PARALLEL  
PROGRAM**

<u>Fiscal Years Systemwide</u>	<u>College Parallel FTE's</u>	<u>Total FTE's</u>	<u>Percent of Total FTE's in College Parallel</u>	<u>Dollars Spent on College Parallel</u>	<u>Total Operational Budget</u>	<u>Percent of Operational Budget Spent on College Parallel</u>
1990-91	3,943	61,068	6.5%	\$17,684,000	\$405,207,900	4.4%
1991-92	4,505	62,885	7.2%	\$20,124,000	\$430,474,200	4.7%
1992-93	4,777	61,397	7.8%	\$23,843,600	\$456,809,200	5.2%
1993-94	4,907	60,715	8.1%	\$25,890,000	\$479,502,700	5.4%
1994-95	4,945	59,156	8.4%	\$28,351,000	\$504,272,000	5.6%
1995-96	4,678	56,987	8.2%	\$30,373,900	\$528,668,600	5.7%
1996-97	4,424	55,511	8.0%	\$39,011,189	\$552,526,400	7.1%
1997-98	4,653	56,488	8.2%	\$35,337,900	\$580,750,500	6.1%
1998-99	4,966	57,667	8.6%	\$38,340,764	\$604,095,300	6.3%
1999-00	4,869	58,074	8.4%	\$39,011,189	\$630,745,300	6.2%

**1999-2000  
COLLEGE PARALLEL  
PROGRAM  
BY COLLEGE**

<u>Technical College</u>	<u>College Parallel FTE's</u>	<u>Total FTE's</u>	<u>Percent of Total FTE's in College Parallel</u>	<u>Dollars Spent on College Parallel</u>	<u>Total Operational Budget</u>	<u>Operational Budget Spent on College Parallel</u>
Madison	2,195	8,286	26.5%	\$15,370,481	\$80,372,103	19.1%
Milwaukee	2,434	11,690	20.8%	\$20,617,560	\$128,408,848	16.1%
Nicolet	240	1,036	23.1%	\$3,023,148	\$14,743,904	20.5%

**FY 1991-2000  
BASIC SKILLS  
COURSES**

<u>Fiscal Years</u> <u>Systemwide</u>	<u>Unduplicated</u> <u>Headcount</u>	<u>FTE</u> <u>Students</u>	<u>Allocated</u> <u>Cost<sup>1</sup></u>
1990-91	72,211	8,305	\$50,116,700
1991-92	74,381	8,358	\$53,040,600
1992-93	75,542	7,780	\$58,376,600
1993-94	74,864	7,664	\$59,593,400
1994-95	75,598	7,811	\$63,994,500
1995-96	73,231	7,171	\$67,414,600
1996-97	73,877	6,211	\$66,404,100
1997-98	76,562	6,607	\$68,559,723
1998-99	80,256	6,738	\$68,402,190
1999-00	79,258	6,727	\$72,094,750

**1999-2000  
BASIC SKILLS COURSES  
BY COLLEGE<sup>2</sup>**

<u>Technical</u> <u>College</u>	<u>Unduplicated</u> <u>Headcount</u>	<u>FTE</u> <u>Students</u>	<u>Allocated</u> <u>Cost<sup>1</sup></u>
Chippewa Valley	3,317	259	\$3,605,539
Western	3,323	368	\$3,426,448
Southwest	1,130	88	\$1,045,440
Madison	5,392	456	\$4,855,032
Blackhawk	2,659	219	\$2,043,489
Gateway	6,687	610	\$7,092,470
Waukesha	4,761	398	\$5,407,626
Milwaukee	26,048	1,966	\$20,819,940
Moraine Park	3,877	236	\$2,341,120
Lakeshore	3,529	419	\$2,956,883
Fox Valley	4,709	477	\$4,473,783
Northeast	4,624	298	\$3,746,158
Mid-State	1,995	191	\$1,613,950
Northcentral	4,364	459	\$5,091,687
Nicolet	755	104	\$1,648,608
Indianhead	2,088	179	\$1,926,577

<sup>1</sup>Allocated costs were obtained by multiplying each college's basic skills FTE students by their general education cost per FTE for the non-postsecondary aid category.

<sup>2</sup>Basic skills represented 17.5 percent of the systemwide headcount, 11.6 percent of the FTE students, and 11.4 percent of the operational cost.

**FY 1991-2000  
SYSTEMWIDE  
STAFF EQUIVALENTS**

<u>Fiscal Years</u> <u>Systemwide</u>	<u>Administrators<sup>1</sup></u>	<u>Supervisors/ Coordinators</u>	<u>Teachers</u>	<u>Specialists</u>	<u>Other Staff</u>	<u>Total</u>
1990-91	73.1	391.4	4,428.5	181.5	4,001.0	9,075.5
1991-92	76.3	371.2	4,351.0	175.8	4,075.6	9,049.9
1992-93	68.9	372.5	4,442.8	181.7	4,172.6	9,238.5
1993-94	66.9	378.1	4,342.9	173.9	4,244.5	9,206.3
1994-95	67.0	398.5	4,415.1	189.3	4,398.9	9,468.8
1995-96	63.5	431.1	4,416.9	196.0	4,304.4	9,411.9
1996-97	65.1	400.0	4,363.4	180.3	4,352.6	9,361.4
1997-98	58.8	415.1	4,417.9	176.5	4,384.6	9,452.9
1998-99	473.6		4,632.7	173.8	4,456.6	9,736.7
1999-00	467.8		4,608.7	184.9	4,430.9	9,692.3

**1999-2000  
STAFF EQUIVALENTS  
BY COLLEGE**

<u>Technical College</u>	<u>Administrators/ Supervisors<sup>1</sup></u>	<u>Teachers</u>	<u>Specialists</u>	<u>Other Staff</u>	<u>Total</u>
Chippewa Valley	19.3	226.7	8.8	208.8	463.6
Western	32.9	272.2	9.4	234.8	549.3
Southwest	13.7	117.4	6.7	80.4	218.2
Madison	30.5	588.8	18.7	505.5	1,143.5
Blackhawk	18.6	131.2	6.8	119.8	276.4
Gateway	26.2	308.8	35.4	287.1	657.5
Waukesha	35.8	308.8	13.9	305.2	663.7
Milwaukee	85.8	957.4	17.2	915.2	1,975.6
Moraine Park	27.8	218.0	9.9	222.4	478.1
Lakeshore	14.8	148.2	5.0	138.1	306.1
Fox Valley	52.9	379.2	9.5	400.0	841.6
Northeast	18.0	333.0	14.4	314.8	680.2
Mid-State	17.3	130.1	5.6	116.4	269.4
Northcentral	29.5	189.5	13.7	217.8	450.5
Nicolet	9.1	105.4	6.7	141.6	262.8
Indianhead	35.6	194.0	3.2	223.0	455.8

<sup>1</sup>Beginning in 1998-99, the Administrators' category was combined with the Supervisors/Coordinators' category.

**WISCONSIN TECHNICAL COLLEGE DISTRICT OFFICE AND CAMPUS LOCATIONS**

**Blackhawk Technical College District**  
6004 Prairie Road, Co. Trunk G  
P.O. Box 5009  
Janesville, Wisconsin 53547-5009  
Dr. Eric A. Larson  
President

Blackhawk Technical College  
Aviation Center  
4618 South Columbia Drive  
Janesville, Wisconsin 53546-9120

Blackhawk Technical College  
North Rock County Center  
1740 Hwy. 14 West  
Janesville, Wisconsin 53545

Blackhawk Technical College  
Monroe Center  
210 4<sup>th</sup> Avenue  
Monroe, Wisconsin 53566

**Chippewa Valley Technical College District**  
620 West Clairemont Avenue  
Eau Claire, Wisconsin 54701-6162  
Dr. William A. Ihlenfeldt  
President

Chippewa Valley Technical College  
770 Scheidler Road  
Chippewa Falls, Wisconsin 54729-1491

Chippewa Valley Technical College  
403 Technology Drive East  
Menomonie, Wisconsin 54751-9505

**Fox Valley Technical College District**  
1825 North Bluemound Drive  
P.O. Box 2277  
Appleton, Wisconsin 54912-2277  
Dr. Laurence F. Johnson  
President

Fox Valley Technical College  
Oshkosh Campus  
150 North Campbell Road  
Oshkosh, Wisconsin 54902

Fox Valley Technical College  
Aviation Center  
3601 County Trunk I  
Oshkosh, Wisconsin 54901

**Gateway Technical College District**  
3520 - 30<sup>th</sup> Avenue  
Kenosha, Wisconsin 53144-1690  
Dr. Samuel E. Borden  
President

Gateway Technical College  
Racine Campus  
1001 South Main Street  
Racine, Wisconsin 53403-1582

Gateway Technical College  
Walworth County - Elkhorn Campus  
400 County Road H  
Elkhorn, Wisconsin 53121-2020

**Lakeshore Technical College District**  
1290 North Avenue  
Cleveland, Wisconsin 53015-1414  
Dr. Dennis J. Ladwig  
President

**Madison Area Technical College District**  
3550 Anderson Street  
Madison, Wisconsin 53704-2599  
Dr. Beverly S. Simone  
President

Madison Area Technical College  
Downtown Education Center  
211 North Carroll Street  
Madison, Wisconsin 53703

Madison Area Technical College  
Commercial Avenue Education Center  
2125 Commercial Avenue  
Madison, Wisconsin 53704

Madison Area Technical College  
Fort Atkinson  
827 Banker Road  
Fort Atkinson, Wisconsin 53538

Madison Area Technical College  
Portage  
Box 383, 330 Collins Street  
Portage, Wisconsin 53901

Madison Area Technical College  
Reedsburg  
P.O. Box 347, 300 Alexander Avenue  
Reedsburg, Wisconsin 53959

Madison Area Technical College  
Watertown  
1300 West Main Street  
Watertown, Wisconsin 53094

**Mid-State Technical College District**  
**500 - 32nd Street North**  
**Wisconsin Rapids, WI 54494-5599**  
**Dr. Brian G. Oehler**  
**President**

Mid-State Technical College  
Marshfield Campus  
2600 West Fifth Street  
Marshfield, Wisconsin 54449

Mid-State Technical College  
Stevens Point Campus  
933 Michigan Avenue  
Stevens Point, Wisconsin 54481

**Milwaukee Area Technical College District**  
**700 West State Street**  
**Milwaukee, Wisconsin 53233-1443**  
**Dr. John R. Birkholz**  
**President**

Milwaukee Area Technical College  
North Campus  
5555 West Highland Road  
Mequon, Wisconsin 53092-1199

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

Milwaukee Area Technical College  
West Campus  
1200 South 71st Street  
West Allis, Wisconsin 53214-3110

**Moraine Park Technical College District**  
**235 North National Avenue**  
**P.O. Box 1940**  
**Fond du Lac, Wisconsin 54936-1940**  
**Dr. John J. Shanahan**  
**President**

Moraine Park Technical College  
Beaver Dam Campus  
700 Gould Street  
Beaver Dam, Wisconsin 53916-1994

Moraine Park Technical College  
West Bend Campus  
2151 North Main Street  
West Bend, Wisconsin 53095-1598

**Nicolet Area Technical College District**  
**Highway G South**  
**P.O. Box 518**  
**Rhineland, Wisconsin 54501-0518**  
**Dr. Adrian Lorbetske**  
**President**

Nicolet Area Technical College  
Lakeland Campus  
9551 Highway 70 West  
P.O. Box 1388  
Minocqua, Wisconsin 54548

**Northcentral Technical College District**  
**1000 West Campus Drive**  
**Wausau, Wisconsin 54401-1899**  
**Dr. Robert C. Ernst**  
**President**

Northcentral Technical College  
East Campus  
312 Forrest Avenue  
Antigo, Wisconsin 54409

**Northeast Wisconsin Technical College**  
**District**  
**2740 West Mason Street**  
**P.O. Box 19042**  
**Green Bay, Wisconsin 54307-9042**  
**Dr. H. Jeffrey Rafn**  
**President**

Northeast Wisconsin Technical College  
Marinette Campus  
1601 University Drive  
Marinette, Wisconsin 54143

Northeast Wisconsin Technical College  
Sturgeon Bay Campus  
229 North 14th Avenue  
Sturgeon Bay, Wisconsin 54235-1317

**Southwest Wisconsin Technical College**  
**District**  
**1800 Bronson Boulevard**  
**Fennimore, Wisconsin 53809-9989**  
**Dr. Karen R. Knox**  
**President**

**Waukesha County Area Technical College  
District  
800 Main Street  
Pewaukee, Wisconsin 53072-4696  
Dr. Richard T. Anderson  
President**

Waukesha County Technical College  
Waukesha Campus  
327 East Broadway  
Waukesha, Wisconsin 53186

**Western Wisconsin Technical College District  
304 Sixth Street North  
Post Office Box C-908  
La Crosse, Wisconsin 54602-0908  
Dr. Lee Rasch  
President**

Western Wisconsin Technical College  
Independence Campus  
36084 Walnut Street, P.O. Box 308  
Independence, Wisconsin 54747-0308

Western Wisconsin Technical College  
Mauston Campus  
1000 College Avenue  
Mauston, Wisconsin 53948

Western Wisconsin Technical College  
Tomah Campus  
1310 Townline Road  
P.O. Box 847  
Tomah, Wisconsin 54660-0847

Western Wisconsin Technical College  
Viroqua Campus  
220 South Main Street  
P.O. Box 431  
Viroqua, Wisconsin 54665-0431

**Wisconsin Indianhead Technical College  
District  
505 Pine Ridge Drive  
Shell Lake, Wisconsin 54871-9300  
Mr. David R. Hildebrand  
President**

Wisconsin Indianhead Technical College  
Ashland Campus  
2100 Beaser Avenue  
Ashland, Wisconsin 54806

Wisconsin Indianhead Technical College  
New Richmond Campus  
1019 South Knowles Avenue  
New Richmond, Wisconsin 54017

Wisconsin Indianhead Technical College  
Rice Lake Campus  
1900 College Drive  
Rice Lake, Wisconsin 54868

Wisconsin Indianhead Technical College  
Superior Campus  
600 North 21<sup>st</sup> Street  
Superior, Wisconsin 54880



**DISTRICTS AND CAMPUSES**



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