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☞ Details: Follow-up: Audit Report 03-4, An Evaluation: Milwaukee Area Technical College District

(FORM UPDATED: 08/11/2010)

WISCONSIN STATE LEGISLATURE ... PUBLIC HEARING - COMMITTEE RECORDS

2005-06

(session year)

Joint

(Assembly, Senate or Joint)

Committee on Audit...

COMMITTEE NOTICES ...

- Committee Reports ... **CR**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**

INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt** (w/Record of Comm. Proceedings)
- Clearinghouse Rules ... **CRule** (w/Record of Comm. Proceedings)
- Hearing Records ... bills and resolutions (w/Record of Comm. Proceedings)
 - (**ab** = Assembly Bill) (**ar** = Assembly Resolution) (**ajr** = Assembly Joint Resolution)
 - (**sb** = Senate Bill) (**sr** = Senate Resolution) (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

* Contents organized for archiving by: Stefanie Rose (LRB) (September 2012)

Joint Legislative Audit Committee Archive

Record of Committee Proceedings

June 20, 2006

Follow-up: Audit Report

03-4 An Evaluation: Milwaukee Area Technical College District (*Testimony from Invited Speakers Only*)

PUBLIC HEARING HELD

Present:

(9) Senators Roessler, Cowles, S. Fitzgerald, Miller and Lassa; Representatives Jeskewitz, Kaufert, Kerkman and Cullen.

Absent:

(1) Representative Travis.

Appearances for

- None

Appearances against

- None

Appearances for Information Only

- Janice Mueller, Madison – State Auditor, Legislative Audit Bureau
- Kate Wade, Madison - Legislative Audit Bureau
- Darnell Cole, Milwaukee – President, Milwaukee Area Technical College
- Jeanette Bell, West Allis – President, Milwaukee Area Technical College Board
- Christy Brown, Milwaukee – Senator, Milwaukee Area Technical College
- Michael Sargent, Milwaukee – Milwaukee Area Technical College
- Alberta Darling, River Hills – Senator, Wisconsin State Senate

Registrations for

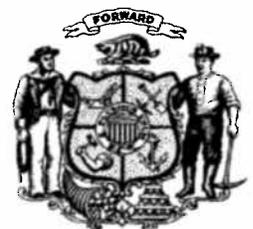
- None

Registrations against

- None



WISCONSIN STATE LEGISLATURE



Attachment ESIR - 3

**Recommended Options
For
MATC Child Care Centers**

Prepared for the MATC Board of Directors

May 15, 2006

Prepared by Vice President Rick Kettner, West Allis Campus

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Executive Summary

Milwaukee Area Technical College provides child care services throughout the district for two specific purposes aligned to its institutional mission:

Access: A number of prospective and current students who are also parents may not attend MATC unless they are able to find appropriate child care services while they are in class. The college provides those services.

On the Job Training: Students enrolled in the MATC Early Childhood Education Program must practice their skills in an actual child care setting. The college's own centers, which mirror best practices in the industry, are used to provide that opportunity for experiential learning.

Currently, MATC operates child care centers at all four of its campuses. Those centers serve a total of 200 children distributed as follows:

MARCH 2006

	Milwaukee	Mequon	Oak Creek	West Allis	Total
Students	45	24	41	29	139
Staff/faculty	12	2	3	0	17
Community	32	6	1	5	44
Total	89	32	45	34	200

Deficits for child care service at MATC have nearly doubled over the past seven years increasing the public subsidy required from just over \$700,000 in 1997 to nearly \$1.4 million in 2004.

Questions were raised in 2004 by the Legislative Audit Bureau with regard to the use of public subsidies for an "enterprise service," the substantial amounts expended relative to the number of students served, and the appropriateness of public subsidies for non-student, child care clients.

The college's administration subsequently asked the MATC District Board to consider reconfiguration of the district's child care centers in response to those concerns. After reviewing the recommendations, the District Board directed administration to form a Task Force of child care providers; college administrators, faculty and staff; and child care clients to further research this issue.

The Task Force was formed in August 2004. MATC Board Director Lauren Baker served as chairperson. The Task Force deliberated for nine months and presented its recommendations relating to structure and flexibility, alternative funding and marketing to the MATC District Board in April 2005. The District Board then directed that

administration evaluate each recommendation for possible implementation and include representative members from the original Task Force in that process.

A number of recommendations were implemented over the following year with varying levels of success and only small progress on the key issues of concern: the use of public subsidies for an "enterprise service," the substantial amounts expended relative to the number of students served, and the appropriateness of public subsidies for non-student, child care clients.

At the same time, administration agrees that the primary purposes for child care services (access and on the job training) continue to provide important support for the college's mission. In that regard, the administration presents three options to the District Board for its consideration and recommends Option #1 as the best course of action.

Option #1 would consolidate child care services from four centers to two centers. The aim is to conserve resources, to reduce the growing deficit and to take the time necessary to strengthen and rebuild the college's child care system into a financially independent service. This would also provide an opportunity to create more flexible scheduling for students, thereby reducing possible waitlists and the current dependence upon non-student clients. A Limited Term Employee (LTE) with expertise in this area would be hired to lead this effort.

Option #2 would restructure child care services, wages, job titles and job descriptions to acquire the resources and efficiencies necessary to stop deficit growth and increase revenue. This option will require significant contractual adjustments with bargaining groups.

Option #3 would leave child care centers as they are with the addition of an LTE to continue implementation of the Task Force recommendations where appropriate.

Introduction

MATC currently has Child Care centers at each of its four campuses. The centers have been recognized for their high quality and have been cited for their contributions in helping child care develop as a career track.

Fiscal realities have brought child care to the forefront of today's college budget issues. A recent study by the legislative audit committee cited concerns about the amount of public dollars that the child care centers use in relationship to its enrollments, especially the enrollments of children of non-student parents. Similar questions were raised by the MATC Student Senate.

This paper is the result of these and several other child care issues.

A Brief History

- MATC began offering child care services to students in 1974 at an off-campus site. The Preschool Laboratory Center was located in the Inner City Development Project Building in Milwaukee. The program served up to 40 children in a program that voluntarily met all licensing criteria.
- An off-site program for MATC students operated until 1992 at various Milwaukee locations including: Bethel Church on North 20th and West North Avenue; the Carter Building on North 20th and West Vliet Streets; and the Masonic Temple on North 6th and West Walnut Streets. In 1992, the building on 6th and West Walnut was consolidated into the Downtown Milwaukee Campus Child Care center.
- In 1976 the first on-campus child care center opened in the Technical Building.
- During the first years of operation, the Technical Building center was part of a federal parent education project; the child care services were free. Parents had to attend monthly parent education meetings. Later, the program charged \$5 per week or \$20 month. Child care workers were not part of a college union at the time.
- Child care services began at the three regional campuses in August 1989. At the time, the centers operated during the regular school year only, and were closed in the summer.
- The centers were used as laboratories for students in the Early Childhood Education Program. There was adequate funding available at the time through several agencies. For example, AFDC eligibility allowed parents to receive Gates funding, etc.
- District voters approved a referendum in 1990 that called for construction of Child Care Centers at the four campuses. Child Care Centers were opened in the mid-1990s at the regional campuses and in 1997 at the Downtown Milwaukee Campus. The Downtown Milwaukee Campus Child Care Center began as a 12-month facility.

- The West Allis Campus Child Care Center was approved by the West Allis Common Council with several conditions. For example, 20% of all slots needed to be reserved for community parents, those who lived or worked in West Allis.
- In 2002, the administration analyzed the child care financial statements and concluded that the West Allis Campus should be consistent with the other two regional campuses and stopped offering summer care.

Current Background

In April 2004, legislators began to question the amount of taxpayer dollars MATC was using for child care. Non-student parents' usage and taxpayer subsidy were of particular concerns.

As part of the debate, students petitioned the administration and District Board to keep all district Child Care centers open. Student fees, totaling \$100,000 and approved by the Student Senate, have traditionally aided the costs. Recently, the Student Senate has discussed this investment/contribution.

There have been some criticisms that the Child Care Task Force implementation committee has not done enough to complete work on recommendations of the Child Care Task Force. Several of the original Task Force recommendations required considerable research. In addition, multiple recommendations had similarities which needed resolution prior to decisions being made.

Initially, the use of public funding for child care was brought before the MATC Board of Directors. The CFO at the time asked the MATC Board for a reconfiguration of the Child Care Centers to account for budget shortfalls.

During this meeting and several others, the board members discussed the mission of the college and its relationship to child care services. After several lengthy board discussions, a Task Force was recommended to research MATC's Child Care issues. The task force was to be made up of community members, college employees, union members, and child care providers.

The Task Force was formed in August 2004. The first meeting was held September 2, 2004, and was chaired by MATC Board member Lauren Baker.

The Charge from the Board to the Task Force

The MATC Board and President recognized the great value MATC child care centers provide to students, staff and community. The MATC Board voted to form a task force to look at ways to reduce taxpayer support for those aspects of the child care centers that aren't related to serving our students.

Specifically, the Task force has the charge to eliminate in the first year at least 25% of the public dollars that go toward areas of child care not related to students being served as a learning lab for students in the early childhood program.

The Task Force should focus on determining whether there are funds available to accomplish this goal. Areas to be looked at may include grants, endowments, governmental agencies, and partnerships (MPS, UWM, public and private foundations and partnerships).

Original Members of the Task Force

Richard Abelson, AFSCME Board Member – District Council 48
Lauren Baker, MATC Board Member
Pamela Boulton, Director - UWM Children's Center
Anneliese Dickman, Senior Researcher – Public Policy Forum
Renee Dudley, Controller – MATC Finance Division
Autumn Gehri - Wisconsin Early Childhood Association
Morna Foy, Executive Assistant to President – Wisconsin Technical College Systems
Richard Kettner, Campus Vice-President – MATC West Allis Campus
Joyce Mallory, Director – Wisconsin Council on Children & Families
Jose Martinez, Director of Migrant Headstart - UMOS
Ruth McClinton, Educational Assistant – MATC Childcare Center
Lucy Rosenberg, Child Psychologist (Retired)/Childcare Advocate
Ann Terrell, Coordinator – MPS Community & Childcare Partnership Program
Douglas Udell, Instructor – MATC Childcare Program

Over a period of months, several substitutions were made and additional members with child care knowledge were added.

The Task Force met regularly and developed a set of recommendations to be presented to the MATC Board of Directors.

MATC Childcare Task Force

Report to the MATC Board of Directors

April 2005

To address its charge, the Task Force disassembled the solution into three components:

1. Increasing revenue for the centers from sources other than local government;
2. Increasing fee receipts for the centers; and
3. Reducing operations costs.

The Task Force dissolved into smaller subcommittees, each addressing a different component of the solution:

Alternative Funding Subcommittee – explored potential revenue sources beyond the MATC general fund.

Marketing Subcommittee – considered ways to increase enrollment at the centers.

Structural Subcommittee – discussed operational savings that might be found if changes to the center's operations and policies were made.

The findings of the subcommittees are represented in the recommendations of the Task Force.

Today's Early Childhood Education associate degree program has 747 students enrolled, or 308 FTE's. Ninety-six percent (96%) of the students are female and two-thirds are minorities. This spring, 160 Early Childhood Education students will have at least part of their tuition funded by T.E.A.C.H., a Wisconsin scholarship program devised to improve the quality of the child care workforce. Since 1999 T.E.A.C.H. has paid over \$450,000 in tuition reimbursements to MATC. Due to changes at the state level, the Early Childhood Education program will be switching their student teaching (or practicum) offerings from two mornings to four mornings per week, increasing the program's utilization of the child care centers. A fourth practicum will also be added, further increasing the need for high quality student teaching slots.

Recommendations that evolved from three committees within the Task Force

Marketing Committee

1. Seek employers to purchase designated slots of time for their employees.
2. Develop schedule to facilitate students at all times, not just when in class.
3. Be consistent and sensitive when and how the centers close for maintenance and cleaning.
4. Pursue C-CAMPIS, FSET, HEADSTART, and better utilization of SHARES and W2; 4C's Program and involvement in Governor Doyle's *Quality Counts for Quality Kids*.
5. Staff position dedicated to provide the childcare centers a liaison/marketing/fundraising role.
6. Market childcare facilities to MATC faculty and staff.

Alternative Funding Committee

1. Pursue programs listed above in marketing recommendations (#4).
2. Pursue private funding opportunities (For example, Endowed Chair through the MATC Foundation's work with area businesses).
3. Early Reading First program (2006-07).
4. Naming opportunities.
5. Staff position dedicated to provide the childcare centers a liaison/marketing/fundraising role.

Structure & Flexibility Committee

1. Improve utilization - using an entire day of childcare (Marketing).
2. Use of childcare center - maximize utilization of practicum for Early Childhood Education students.
3. Fee structure changes - (a) Sliding Fees; (b) Further study of fee increases.
4. Meeting needs of students.
5. Staff position dedicated to provide the childcare centers liaison/marketing/fundraising role.
6. Properly aligning aidable costs – finding agreement with the state as to how much of the operation of Children’s Centers is a student service and/or a learning lab for Early Childhood Education program.
7. Scheduling – further study of how to meet both the needs of students and maximize use of facilities.
8. Continued involvement of community children to add a base and consistency that compliments MATC’s ability to manage the program for students.

Board’s Response to Task Force Recommendations

At its April 26, 2005 meeting, the MATC Board of Directors was presented the Task Force recommendations. After considerable discussion, the Board directed the President to have the administration evaluate each of the recommendations for possible implementation and to do this evaluation along with several members of the original task force.

The President appointed to this committee:

Dr. R. Kettner, vice president, West Allis Campus
M. Sargent, chief financial officer

These individuals requested to work with the administrative staff:

Lauren Baker, former Task Force chairperson
Douglas Udell, Early Childhood educator - MATC
Nancy Merrill, policy advisor – Wisconsin Technical College System
Anneliese Dickman, ad hoc member – parents group
Pamela Boulton, manager, UW-Milwaukee Child Care Center
Ann Terrell, coordinator, MPS

The committee began by establishing meeting dates and priorities. It was agreed that each item would be reviewed and studied for possible implementation. The committee met several times at the West Allis Campus. Several individuals were invited to the meetings as possible information resources.

MATC Administrative Actions

Considerations Given to the Task Force Recommendations

The college is at a critical juncture with its 2006-07 budget. The WTCS office also expects MATC to resolve the child care budget issues.

There were 19 recommendations from the three Task Force committees. Several of the committees made similar recommendations. All recommendations were given serious consideration.

Recommendations and Responses: Marketing Committee

Recommendation: Seek employers to purchase designated slots of time for their employees.

Response: There was discussion with two companies that showed little interest. We are currently investigating a third. There is an inherent problem with this as employers could possibly displace MATC student-parents unless there were specific controls in place. These controls make it unlikely that an employer would be interested.

Recommendation: Develop schedules to facilitate students at all times, not just when in class.

Responses: Evaluated a maintenance schedule that was consistent and sensitive to student needs. Scheduling has been expanded

Recommendation: Pursue C-CAMPIS, FSET, HEADSTART, and better utilization of SHARES and W2; 4C's Program and involvement in Governor Doyle's *Quality Counts for Quality Kids*.

Responses: Even though grants were not to be considered because of the possibility they could terminate at any time, the administration staff did write and submit a C-CAMPIS Grant for \$148,141. The grant was not awarded to MATC. Federal funding may have been diverted to Hurricane Katrina relief efforts. FSET program grants had minimal success.

Recommendation: Staff position dedicated to provide the childcare centers a liaison/marketing/fundraising role.

Responses: Developed a job description for an experienced child care employee. Held a staff position open to facilitate the serious considered of a candidate.

Recommendation: Market childcare facilities to MATC faculty and staff.

Responses: Marketed childcare facilities to MATC faculty and staff at various functions and through several types of media.

Recommendations and Responses: Alternative Funding Committee

Recommendation: Pursuing programs listed above in marketing recommendations.

Response: Investigated the possibility with Foundation Director Meg Diaz regarding an Endowed Chair.

Recommendation: Pursue private funding opportunities (For example, Endowed Chair through the MATC Foundation's work with area businesses).

Response: Researched grants that were related to Early Reading First program, but felt this was very difficult as the Child Care center does not extensively teach reading and would not meet the guideline requirements.

Recommendation: Explore naming opportunities.

Response: Naming opportunities have been researched and efforts are being refocused on a possible future benefactor.

Recommendation: Staff position dedicated to provide the Child Care centers a liaison/marketing/fundraising role.

Response: Dedicated a staff position (see above, Marketing committee).

Recommendations and Responses: Structure and Flexibility Committee

Recommendation: Improve utilization - using an entire day of childcare.

Response: Worked to improve utilization by keeping meticulous enrollment records for all hours of the day and days of the week.

Recommendation: Use of childcare center - maximize utilization of practicum for Early Childhood Education students.

Response: Expanded the use of Child Care center for maximum utilization of practicum for students in Early Childhood Education.

Recommendation: Fee structure changes - (a) Sliding Fees; (b) Further study of fee increases.

Responses: Moved some expenses into student services, but this practice has since been rejected by the WTCS. This is currently being corrected and researched. Fee structures were adjusted at the centers.

Recommendation: Staff position dedicated to provide the childcare centers a liaison/marketing/fundraising role.

Response: Dedicated a staff position (see above, Marketing committee).

Several other responses, outside of the committee recommendations, were also implemented and researched:

- A Spanish-language flyer was prepared to promote our services at Noche Hispana (Oak Creek Campus event) and for the FSET (PACE) program.
- Developed surveys of other community Child Care centers.
- Developed surveys for parents using the MATC Child Care centers.
- Created a database for accurate decision-making.

The administration feels there is adequate information to make a recommendation to the Board on the future of the Child Care centers. One or a combination of the following options could be implemented at this time:

Option 1

Consolidate the four Child Care centers into two centers as soon as possible. The administration's belief is that consolidation is a way to "step back," review growth and development, and develop a plan to rebuild the centers into profitable entities. This plan would consolidate the Mequon Campus center into the Downtown Milwaukee Campus center and the West Allis center into the Oak Creek Campus center. This model would also allow MATC to retain many of the current staff. Budget implications with this option:

Enterprise Fund Net Charge	\$1.28 million
Enterprise Fund Net Charge under Option 1	\$1.09 million
Approximate Savings (retaining 40%)	\$204,000

Option 1: Additional Components

Hire a Limited Term Employee with considerable experience in child care and financial issues to lead the rebuilding effort, and continue to explore feasible recommendations from the original Task Force.

- A job description has been completed to define the role of this LTE.
- Position would be fully supported by MATC.

Option 1: Emerging Trends/Potential Impacts

Little or no enrollment growth at the Downtown Milwaukee Campus:

Impact: Revenue amounts similar to FY06.

Reduction in community families served and increase in student families served will lower the overall center users:

Impact: Lower overall revenue as student fees are less than community fees. There will also be a reduction in number of part-time staff, hours and wages.

An anticipated increased demand for child care at Oak Creek Campus as Nursing Assistant and Nursing classes are offered at the Oak Creek Campus:

Impacts: Possible increases in part-time work schedules and wages. There is also the possibility of increased maximization of classroom space and staff.

Increases in number of student-parents using part-time child care (limited funds available to pay fees, more demands on Financial Aid as tuition and book costs increase, greater use of online classes):

Impacts: More staffing configurations; possibility of reducing part-time wages and hours. Higher use of centers on peak days (Tuesdays through Thursdays).

Increased offerings of K-3, K-4, and K-5 (some all day) kindergarten programs which provide parents alternate options for child care — often at less or no cost:

Impact: Lower enrollments in Early Preschool and Preschool classrooms; less revenue; less efficient classrooms, staffing, and utilization.

Reduced enrollments of community families due to community providers who charge lower child care fees:

Impact: Community families will seek child care from community providers resulting in lower community enrollment at MATC.

Option 2

Develop a similar model to other college child care centers. This would require several contract adjustments with Local 212 to restructure the current salary system, job titles and job descriptions.

The new structure would have a child care Master Teacher at each location. Student workers would report to that instructor. Student workers could be from several different programs, such as Early Childhood Education, Nursing, Childcare, etc. In addition, there could be primary care givers as needed. These individuals would earn different salaries depending on responsibilities, time in position, and progress in their academic program.

This model identifies one Master Teacher per classroom with staffing done by budgeted student workers for the duration of time. This model would result in the layoff of four full-time Child Development Specialists and 21 part-time Child Development Specialists.

Student worker positions are identified as full-time positions of eight hours per day per student. It may take more students to fill the positions as most students cannot work eight hour days.

This model retains Milwaukee as the only 12-month center. Mequon, Oak Creek, and West Allis would offer child care service on student contact days during the fall and spring semesters. Staffing hours for the regional campuses are based on 75% of 2,080 hours; full-time salary figures are also based on 75% of the Milwaukee full-time rate.

Under this option, there are concerns regarding the ability to meet and maintain current NAEYC accreditation standards as well as being able to recruit and retain a sufficient number of student workers to meet demand. Student workers must be able to meet the minimum qualifications of State of Wisconsin licensing requirements. Budget implications with this option:

Downtown Milwaukee Campus

Six classrooms with one Master Teacher per room
20 hours direct contact with children/20 hours prep time and records
2,080 hours per year with benefits: \$78,400 per person; \$470,400
2.5 student workers per room (due to 11-hour service day)
2,080 hours per student @ \$9 per hour, \$46,800 per room
Benefits @ 18%; \$8,424 per room
Total: \$55,224 per room
Six room total: \$331,344
Total labor cost Downtown Milwaukee Campus: \$801,744

Mequon Campus

Four classrooms with one Master Teacher per room
20 hours direct contact with children/20 hours prep time and records
1,560 hours per year with benefits; \$58,800 per person; \$235,200

Two student workers per room
 1,560 hours per year @ \$9 per hour; \$28,080 per room
 Benefits @ 18%; \$5,054 per room
 Total: \$33,134 per room
 Four room total: \$132,536
 Total labor cost for Mequon: \$367,736

Oak Creek Campus

Four classrooms with one Master Teacher per room
 20 hours direct contact with children/20 hours prep time and records
 1,560 hours per year with benefits; \$58,800 per person; \$235,200
 Two student workers per room
 1,560 hours per year @ \$9 per hour; \$28,080 per room
 Benefits @ 18%, \$5,054 per room
 Total: \$33,134 per room
 Four room total: \$132,536
 Total labor cost for Oak Creek Campus: \$367,736

West Allis Campus

Five classrooms with one Master Teacher per room
 20 hours direct contact with children/20 hours prep time and records
 1,560 hours per year with benefits; \$58,800 per person; \$294,000
 Two student workers per room
 1,560 hours per year @ \$9 per hour; \$28,080 per room
 Benefits @ 18%; \$5,054
 Total: \$33,134 per room
 Five room total: \$165,670
 Total labor cost for West Allis: \$459,670

Total Labor Costs — All Sites

	<u>Full time</u>	<u>Part time</u>	<u>Total</u>
Milwaukee	\$470,400	\$331,344	\$801,744
Mequon	235,200	132,536	367,736
Oak Creek	235,200	132,536	367,736
West Allis	<u>294,000</u>	<u>165,670</u>	<u>459,670</u>
Totals	\$1,234,800	\$762,086	\$1,996,886

Enterprise Fund Net Charge	\$1.282 million
Enterprise Fund Net Charge under Option 2	\$980,380
Approximate Savings (retaining 40%)	\$301,600

Option 3

Leave the child care centers as they are, and continue funding at the current level. This option would also require hiring a Limited Term Employee to continue to exercise the recommendations from the original Task Force, while seeking to find ways to operate the all four centers as viable entities.

Estimated Annual Cost: \$1.282 million

Questions and Answers

Will anyone lose their job through a layoff, termination, or non-renewal if the centers are consolidated as suggested in Option 1?

Yes:

- Layoffs of 15 part-time Child Development Specialist positions.
- Termination/non-renewal of one Coordinator position

It is anticipated that we will retain:

- All full-time Educational Assistants (Child Care) and Child Development Specialists (212P).
- Seven part-time Child Development Specialists (212P).
- All part-time clerical (587 positions, some reassignments will naturally occur).
- Manager, Child Care Services, and Coordinator, Milwaukee Campus (as 12-month non-represented employees).

In addition:

- Full- and part-time staff at Milwaukee will be assigned as 12-month employees.
- Represented staff at Oak Creek Campus center will be assigned as two-semester employees with some additional weeks for set-up and take-down.

What activities have been tried to increase child care revenue ?

- Fees have been increased at a rate of 5% annually for the past several years (result is that MATC fees are the highest in the area among community, campus, and NAEYC-accredited centers).
- Annual registration fees were implemented several years ago in keeping with industry practices and trends.
- Block scheduling was implemented to require students, staff and faculty, and community parents to enroll for minimum periods. Students were required to enroll for a minimum of three hours per day, resulting in less flexibility for student-parents and increased costs. This caused a decrease in the number of

student FTEs. In addition, community parents were held to three half-days or two full-days of enrollment, eliminating a few families; staff/faculty members were held to a minimum enrollment of one-half day per week. (Note: Current enrollment practice requires minor minimum enrollment. Students can enroll for as little as 1.5 hours per week; staff/faculty and community can enroll for as little as one five-hour day).

- A pilot program offering evening child care to meet evening school student-parent demand was tried in 1998. Revenues and utilization were extremely low. Most evening students wanted “drop-in” care when their other child care arrangements fell through. Most would not commit to 15-16 weeks of enrollment.

What cost containment measures have been implemented?

- Classroom ratios (teacher/child) were restructured to meet State of Wisconsin licensing and upper levels of NAEYC accreditation
- Agreement with Local 212 allows for part-time staff to be called at home and their scheduled work hours cancelled if attendance numbers are low. If part-time staff arrives for work, the requirement is that they work a minimum of two hours (containing part-time hours and labor costs).
- Reduced service year at West Allis Campus to 9.5 months, resulting in the layoff of five part-time staff (three are currently back at work, one full-time and two part-time).
- Staff now retain their CPR certification through a two-hour exam rather than a five-hour training program.
- Eliminated one Coordinator position at West Allis; job duties were absorbed by the Coordinator from Mequon who now supervises both programs.
- Reduced daily service hours at all sites to more accurately reflect student service needs and student use. The Downtown Milwaukee Campus center daily hours were reduced by one hour.

What recent marketing strategies have been used to encourage growth in the Child Care centers?

- Promotional brochures and posters have been displayed at all campuses.
- MATC website information, news articles in the *MATC Times*, and advertising in MATC class schedules.
- Direct marketing through numerous campus events.
- Open house events at each site.

If Option 3 is used, is there any other way the college can absorb these costs?

Yes; however, money would have to be transferred from other departments or divisions within the college. To date, this has been an extremely difficult task of appropriation priorities.

If Option 1 is used, would the college offer information on area alternative, accredited child care centers to inquiring parents?

Yes, a list of locally accredited centers will be prepared and available for distribution to student-parents.

What would the consolidation of MATC Child Care centers mean for students?

Consolidation would likely result in some near-term concerns for student-parents with children enrolled at the Mequon and West Allis Campus centers. Parents may be reluctant to travel to another campus that offers child care. Some students are enrolled in programs that are not offered at either the Milwaukee or Oak Creek campuses. Other students may transfer to a campus that offers child care. The expectation is that given enough notice, student parents would enroll for classes at a campus that offers child care or make other arrangements. Currently-enrolled student parents are given priority registration over new student parents requesting services. Students are also given priority over staff/faculty and community parents.

Will the loss of centers cause any change in Child Care or student FTEs?

Change to service delivery has the potential to affect child care FTEs — at least in the short term. It would be unknown how a reduction of child care sites would affect student FTEs, given the options of online classes, weekend classes, etc.

Child care FTEs at Oak Creek could increase. This assumption is based on the numbers of course offerings and programs, increased sections and classes for nursing programs, and the anticipated opening of the ECAM facility. The Oak Creek Campus offers a larger number of programs and classes than Mequon or West Allis.

Child care FTEs at the Downtown Milwaukee Campus may decline if more student children are enrolled coupled with a reduction in the number of community children. Students typically enroll for fewer hours per week than non-students.

During the Board's discussion of consolidating (Option 1), what are the expected reactions?

This issue has great interest among some faculty and staff, students with children enrolled in Child Care centers, community families who may be displaced by student families, and Child Care employees who will be concerned by job loss or reassignment to another campus. Other interested individuals and groups include local taxpayers, watchdog

groups, the media and others. There is passionate interest in this issue. The Board will have administrative support throughout the decision making process and beyond.

Option 1 consolidates two campus centers. How was that decision made?

From overall enrollments and enrollments of student-parents who use the Child Care centers. FTE counts/reports for FY06 show larger numbers of student parents enrolled at the Oak Creek and Downtown Milwaukee Campuses. Number of student-parents (headcount) who have children enrolled at Oak Creek and Milwaukee Campus Child Care centers is also larger than at the Mequon or West Allis Campuses. Child Care labor and operational costs are lowest at the Oak Creek Campus. Labor and operational costs are higher at the downtown Milwaukee Campus, but Child Care class sizes are better maximized/utilized which helps to offset the high costs.

Other factors that were considered:

- The Downtown Milwaukee and Oak Creek Campuses offer the most programs, course selections, and class sections throughout the District. The potential for increased child care enrollment is greatest at these centers.
- The Downtown Milwaukee and Oak Creek Campuses are accessible – both have easy interstate access and public transit direct to the campuses and the Child Care centers.
- The potential for community partnerships is strong at the Oak Creek Campus through its large student population and advantageous location near the fast-growing southeastern Milwaukee County and northern Racine County.

Addendum A

Statement of Policy

Anneliese Dickman

The Task Force understands that high-quality early childhood education and training is a legitimate role for an education institution such as MATC and justifies certain taxpayer support. The Task Force's position is compatible with the MATC mission, which reads,

MATC is a publicly supported comprehensive higher education institution committed to increasing the potential and productivity of the people in its district through the delivery of high-quality instruction and programs which are consistent with current and emerging educational and labor market needs. General Education is an integral part of MATC programs which provides the knowledge and conceptual abilities that college-educated adults must have to achieve in occupational skills training and to perform more effectively in the demanding, complex world.

Child care meets this mission not only as an important student service, but also as one of the college's most impactful training programs. For those reasons, MATC child care also helps meet the college's strategic planning goals of Innovative Enrollment Management & Student Support (Objective 4: Strengthen support processes for student success in conjunction with Student Services, academic units, and other service areas of the college) and Strong Partnerships (Objective 2: Stimulate Workforce Development efforts in the community and Objective 3: Advance Southeastern Wisconsin Economic Development).

Student support services are central to what any technical or community college does; they are not peripheral to student success. Non-traditional students (the average age of students at MATC is 28 years) and low-income adults (the percent of MATC students receiving financial aid) typically have higher attrition rates and take longer to complete their degrees. Reliable high-quality, financially accessible child care is important for these students to be able to finish their training quickly and advance in the workforce. Community and technical colleges in Illinois have recognized this; currently 95% offer on-campus child care services to their students.¹

MATC's child care centers thus serve all the college's students by supporting them and their families in a convenient, reliable, financially accessible manner. Students enrolled in MATC's associate degree program in Early Childhood Education are trained in the child care centers, which were specially constructed to accommodate this training usage. Student caregivers work alongside veteran teachers in the classroom, observe classroom activities from behind one-way glass in "observation rooms," and are themselves observed by the MATC Early Childhood Education faculty. These students are trained in state-of-the-art facilities using the research-supported methods by highly experienced experts in child development.

¹ Women Employed survey of Illinois community colleges, 2004

The workforce development role of the MATC child care centers should not be underestimated. The Milwaukee area employs one-third of the state's child care workers and preschool teachers.² These workers and other direct employees of child care providers total more than Milwaukee County's hotel and motel workers, food manufacturing workers, and accounting services workers.³ Finally, of the 13 institutions of higher education in Southeastern Wisconsin that have child care training programs, MATC is one of only four offering a two-year associate degree and the only one in Milwaukee County to do so.⁴ Worker demographics indicate that the demand for well trained child care workers can only be expected to grow. In Wisconsin, 65% of all women are in the workforce, including 71% of all women with children under age 6. In fact, more than half of all women in every ethnic group with children under age 6 in Wisconsin are in the workforce. Thus, maintenance of the child care centers serves MATC's stated budget priorities, which include programs and services related to emerging growth occupations in the Milwaukee labor market.⁵

In addition, a growing body of research literature shows that high quality child care is one of the best economic development investments a local or state government can make.⁶ Governor Doyle has recognized this in his Quality Counts for Kids initiative, which ties state reimbursement rates for child care to the quality of the care. The Governor is heeding the advice of the Federal Reserve Bank of Minneapolis, which found the rate of return for private and public investments in high quality child care is a very significant 16 percent.⁷ In addition, the Economic Policy Institute found that, at a minimum, high quality preschool programs earned a 3 to 1 return on investment.⁸ Locally, UWM recently found that the county's child care workers provide care for 21,000 working parents, who earn about \$538.5 million annually.⁹ The importance of including child care in economic development policymaking has probably been best stated by the Center for Economic Development, "Local development policymakers should view early education as a development tool and appreciate its lasting benefits. It's time that early education is implemented with the same energy, urgency, and funding that is currently being applied to other, less-promising, development projects."

These four aspects of the child care centers — general student support, instructional programming, workforce development, and economic development — are all mentioned in the child care centers' mission statement.

² 2003 Hourly Wage Data, Wisconsin Department of Workforce Development. (The Milwaukee MSA has 2,510 child care workers and 3,110 preschool teachers.)

³ Levine, Marc and Pamela Fendt, *The Economic Impact of Child Care in Milwaukee County*, UWM Center for Economic Development, September 2002.

⁴ The others are College of Menominee Nation in Keshena, Gateway Technical College in Racine, and Waukesha Technical College in Pewaukee.

⁵ MATC 2003-2004 Budget Priorities

⁶ bibliography

⁷ Rob Grunewald & Arthur Rolnick, "Early Childhood Development: Economic Development with a High Public Return," *The Region* 17, no. 4 Supplement, Federal Reserve Bank of Minneapolis (December 2003).

⁸ Robert Lynch, *Exceptional Returns: Economic, Fiscal, and Social Benefits of Investment in Early Childhood Development*, Economic Policy Institute, October 2004.

⁹ Levine, see note 3 above. (A similar study in California found that child care contributes between \$4.7 and \$5.4 billion to the state's economy. National Economic Development and Law Center, 2001).

It is the mission of the Children's Center to provide a high quality, safe, nurturing, and educational environment for all the children in our care, primarily for MATC student parents as well as college staff and community families. A wide variety of learning experiences are offered to promote the emotional, social, cognitive, and physical development of each child.

The program supports community economic development goals and the student access, recruitment, and retention objectives of the college. The Children's Center also supports the curricular objectives of the Early Childhood Education program of the college by providing practical lab experience and observation demonstrating the integration of recognized theories and best practices in professional early childhood care and education.

The MATC Children's centers are models of best practices. In addition to being NAEYC accredited, they hire college-educated staff with child development backgrounds. They pay good wages and benefits and thus keep turnover low. These are all characteristics of high quality child care centers.¹⁰ Unfortunately, these are characteristics most local day cares do not share.¹¹ In fact, Wisconsin has few high quality child care centers. The Wisconsin Child Care Research Partnership found, of subsidized centers, only 15% provided good or excellent care, 74% were mediocre and 11% were of less than minimal quality. Without the MATC centers, those lower quality models would become the new community standard.

General Fund Support of Child Care

Nationally, less than 1% of child care funding comes from the private sector. On average, families currently cover 50% to 55% of the cost for center-based programs. The federal government covers 25% to 30% and state and local governments contribute 15% to 20% of the total cost. Thus, local taxpayer support for child care is not an issue unique to MATC or even Milwaukee. That about half of the MATC child care centers' revenues consist of tuition and fees is typical.

The rationale for establishing the Childcare Task Force and issuing its charge includes the 2003 audit of MATC by the Legislative Audit Bureau. In the audit report, the LAB had concerns about the general fund support of enterprise activities, which include child care. MATC agrees with the auditors that the enterprise activities' reliance on the general fund should be minimized. However, the audit report never mentioned the child care centers' role as learning labs and that operational costs should be attributable to instructional activities. It is not clear that the LAB knew the centers played such a role at the time the report was written. In the subsequent hearings before the Joint Audit Committee, the teaching and learning role of the centers was explained to the legislators and was found to be a legitimate expense for the general fund.

¹⁰ Wisconsin Child Care Research Partnership, What Characteristics Relate to Child Care Quality? Issue Brief No. 8, Sept. 2002.

¹¹ Wisconsin Child Care Research Partnership, Who Cares for Wisconsin's Children? Issue Brief No. 1, July 2001.

MATC has been working to reduce taxpayer support of enterprise activities since 2002 when the area of Enterprise and Auxiliary Services was reorganized. Staff has made significant efforts to hold down costs in the Children's Centers. This effort comes despite additional expenses being moved from the general fund to the children's centers budget and additional revenues being eliminated.

This movement of expenses from general fund activity into enterprise is unusual for colleges in the Wisconsin Technical College System. The Task Force conducted a survey of the other colleges in the system and found that of the eleven WTCS colleges with children's centers, five have joint operations with instructional programs similar to MATC's. These centers charge instructional costs accrued in the children's centers to their general fund. The methods for calculating instructional costs vary widely across the campuses, but do include costs for center operations.

While this Task Force has had a specific charge to follow, it has attempted to delve deeply into the mission, direction, function and potential of MATC's Children's Centers, particularly for their financial implications. As such, the Task Force has made a number of findings in its investigation. Those findings are attached. The Task Force is also pleased to make recommendations to the MATC District Board of Directors. Those recommendations are also attached.

Addendum B

**MATC Child Care Services
PACE Student Participation
2005-06**

Fall 2005

	Milwaukee	Megunon	Oak Creek	West Allis	Total
Students	8	0	2	5	15
Children	10	0	2	9	21

Spring 2006*

	Milwaukee	Megunon	Oak Creek	West Allis	Total
Students	10	0	2	3	15
Children	14	0	4	6	24

* There were three additional student-parents (four children) who registered at Oak Creek Campus Child Care for the spring semester. They learned in late January that PACE could not serve them because they had not been enrolled in the program in December. Two of the parents (three children) left. The third parent cut her enrollment schedule in half so she would not incur any additional costs that she would not be able to afford.

Addendum C

**MATC Child Care Services
Enrollment Numbers -- Headcount
March 2006**

	Milwaukee	Mequon	Oak Creek	West Allis	Total
Students	45	24	41	29	139
Staff/faculty	12	2	3	0	17
Community	32	6	1	5	44
Total	89	32	45	34	200



MATC

June 12, 2006

1. Need to get info on Discovery World
2. Need to get info on Channel 10/36
3. Need to get info on Food Service
4. Need to get info on Day Care Center
5. Need to get info on Book Store

Privatize food service????

Televise board meetings

Talk about Health Care

Talk about 149 % load.

32 hours full time at MATC----is this typical

How many students in day care program, how many children in Child Care and what about day care vs. drop center

Talk about Charter School as option for Child Care Center

Retirement---50% of supplement----10 years, etc. 55 years of age





TO: The Honorable Suzanne Jeskewitz
Ms. Pam Matthews
Ms. Diane Handrick

FROM: Robert S. Hartung
Vice President, College Advancement

DATE: June 14, 2006

RE: Requested Materials from Milwaukee Area Technical College (MATC)

We very much appreciated the time you took last week to meet with Dr. Cole to discuss and clarify a number of important issues regarding MATC.

During that meeting, you asked for the date, time and place for the next District Board meeting and that is June 27 at 5 p.m. in Room 210. The board room is in the same corridor as the president's office on the southeast corner. We hope you will be able to attend.

You also requested a written copy of our talking points, budgetary and qualitative information about our public television service, additional information on our partnership with Discovery World, accountability measures for financial aid recipients and what our status is with regard to "hobby courses." The talking points and the additional topics you requested follow.

Three key facts are important as we review MATC's financial position:

- **Our costs have been running just slightly ahead of inflation.**
- **State aid has been running just slightly behind inflation.**
- **To cover the difference, both property taxes and tuition have gone up.**

In understanding MATC expenditures, actual operating costs must be set aside from the total annual budget. The budget encompasses such things as federally funded financial aid to students. Some appropriations are counted twice. Therefore, like other governmental units, we separate out operating expenses.

MATC Spending

Over the last six years, operating expenses have risen just slightly faster than the Consumer Price Index, climbing from \$133 million to \$175 million. The increase above inflation was \$19 million, or 2.4% per year. We acknowledge that more needs to be done; 2.4% above CPI still is not acceptable and we are committed to reducing that percentage.

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Five major factors are driving cost increases at MATC:

- Contractually required step and class wage increases.
- Rising health care expense.
- Fringe benefits for a growing retiree population.
- Increase in the number of classes taught.
 - ✓ Full-time-equivalent enrollment has risen 10.4% since 2001.
- And, lately, much higher utility bills.

We are addressing the first three issues in the current contract talks with our employee unions.

Teacher wages do drive spending increases, but not with respect to base pay. Base pay rates at MATC are in line with the academic job market. The contract, however, offers several ways for teachers to substantially increase their base income. At many colleges these activities would be considered part of base expectations.

- MATC full-time teachers have the right to claim extra part-time work (“overload”) based on seniority.
- The teachers engaged in this practice tend to be very senior faculty, at the very top of the pay scale.
- Many are motivated by a desire to maximize the three-year average on which their state pensions will be based.
- They have the right to increase their paid teaching load by up to 49%.
- Granting this privilege to senior full-time teachers costs the college much more money than if we were to employ part-time teachers.
- The widely published \$91,000 figure for teacher wages reflects gross W-2 earnings.
- Again, in the current contract negotiations, we are trying to effect change.

From a strategic standpoint, our long-range goal is to substantially reduce our salary encumbrance. Salary expense accounts for 91% of MATC operating costs – well above average for large public entities. Attacking the issue from several angles, we believe we can bring that figure down over time, freeing up resources for other needs. In the short term, since 2002, we have eliminated about 32 net positions. Most were non-supervisory administrative jobs. No teacher jobs were cut due to contractual commitments. Numerous vacancies both in the teaching and administrative ranks have been held open in the last year. As a large wave of Baby Boomers retired this year, these high earners are leaving the payroll, but are adding to our post-retirement benefits cost.

Energy prices are largely out of our control, but we are trying to become more self-sufficient. A wind tower is being installed at the Mequon Campus, for instructional purposes but also to supplement energy needs.

Another cost-driver bears special mention. MATC is also being asked to pick up an increasing share of operational funding for Milwaukee Public Television. Operational funding for MPTV has gone from \$9.8 million in 2001 to a projected \$14.8 million in 2007 – up 52% over the last six years. There are three primary reasons:

- Federal support for MPTV has declined 10% since 2001.
- Fund raising income has declined 41% since 2001.
- Meanwhile, MPTV was obligated to convert to digital broadcasting.

We pioneered public broadcasting in Wisconsin in the early 1950s and remain committed to it more than ever. Over 48 percent of the state's population is in our coverage area. This is an extraordinarily diverse population and our local programming is aimed at meeting their needs. Local programs include "Black Nouveau," "Adelante" (in Spanish), "Fourth Street Forum" (addressing regional issues), "I Remember" (on local history), "Great Lakes Gardener," "Outdoor Wisconsin," "Interchange" (panel discussion on local issues), and special programs spotlighting the Milwaukee Symphony, Milwaukee Ballet, Skylight Opera and other local performing groups. The station is also completing a five-part series based on John Gurda's book on the history of Milwaukee.

Milwaukee Public Television also provides an invaluable training ground for the local TV industry. Sixty students are currently enrolled in our instructional television program and our public television station provides a key laboratory for "on-the-job" training. Students in our Graphics Design program also gain skills in this important laboratory.

MATC's enterprise activities continue to operate at a net deficit because of pressures to not cut valued services such as child care. For all enterprise funds, we currently project a 2007 operating deficit of \$6.7 million, up \$1.3 million over the last six years. The annual growth rate of the enterprise deficit above CPI has been 1% percent. Child care continues to be an area of financial concern, as grant monies to offset operating losses have failed to materialize for the most part. The administration has proposed ending child care at two regional campuses while preserving the Downtown Milwaukee center as a teaching site and maintaining our second largest center at our Oak Creek campus. A majority of the MATC District Board appears to favor full continuation of the current child care centers, viewing them as an essential student service.

MATC Revenues

It's true that our tax levy has grown faster than operating expenses. The major driver is that state aid always lags behind inflation. Taxpayers and also students have been asked to make up the difference. While inflation has averaged 2.8% annually since 2001, state aid to MATC increased 1.6 percent annually – a gap of 1.2%. (The 1.6% annual increase in aid came about because full-time-equivalent enrollment grew at the average rate of 1.7% per year.) This gap has compounded over time and is getting worse every year. It is why state aid constitutes an increasingly small proportion of MATC revenues.

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Looking at the big picture, bear in mind that state funding for technical colleges has remained frozen at \$118.4 million a year since 2000. Adjusting for erosion of the dollar with inflation, that amounts to a 17% cut. The state funding shortfall has put pressure on the Wisconsin Technical College System to raise tuition. This year it will go up 8.1%. With our tuition so low to begin with, some people might feel that 8.1% does not represent a huge dollar outlay for students. But remember that many of our students come from disadvantaged backgrounds. To them, every dollar counts. Wisconsin must continue to provide a low-cost pathway to higher education for people who can't afford university tuition.

As property taxes have gone up, technical colleges' share of the average taxpayer's state tax dollar has gone down – significantly so after inflation. This is a highly, highly complicated issue that defies illustration with easy examples. People pay taxes to the State of Wisconsin through two major revenue streams – income tax; general sales and use taxes – plus six smaller revenue streams. The mix varies so enormously from taxpayer to taxpayer, it's virtually impossible to compile averages and make meaningful comparisons.

But a good indicator is to look at technical colleges' share of state spending in the last six years. It went down .05%. One can surmise that most people have seen either no change or a slight dip in actual dollars out of pocket paid for technical colleges. As the dollar decreased in value every year, the actual cost to the taxpayer went down proportionately.

Our preliminary projected property tax increase of 5% for 2007 is lower than last year's 6.6% increase. In total dollars, it would be the lowest increase in three years. But please remember that we are just beginning our 2007 budget work. The really hard work happens in September and October. Our new budget year won't begin until July. The final levy could come in higher or lower.

It has to be emphasized that if we are forced to lower the tax levy, services will have to be cut, and an outcry will occur. While we have received extensive negative input on the property tax issue, no one appears ready to accept service cuts. In fact, the whole tax discussion takes place against a backdrop of increasing demand for the services provided by technical colleges. As was reported only last week in the *Milwaukee Journal Sentinel*, manufacturers especially are worried that the system is not producing enough skilled workers. Wide recognition finally is dawning that this situation poses an economic crisis for Milwaukee.

Additional Issues

With regard to financial aid and accountability, the following outlines the requirements and outcomes for MATC students who are receiving state or federal financial aid.

When a student falls below minimum standard(s):

- He/she is initially placed on academic "warning."

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When a student falls below minimum standard(s) while on academic "warning":

- He/she will be academically suspension
- He/she may file a "Suspension Appeal for Reinstatement"

If an appeal for reinstatement is approved:

- He/she is placed on academic "probation"
- Probation reinstatement will be "with" or "without" financial aid
- He/she will remain on probation until both minimum qualitative and quantitative standards have been achieved.

As of June 12, 2006, here are the figures at the end of the Spring 2006 semester:

Number of students who received federal and/or state assistance: 9317

Number of students who are in "Good Standing": 5017

Percentage of students who are in "Good Standing": 54%

Number of students who are on academic "warning": 2340

Percentage of students who are on academic "warning": 25%

Number of students who are on academic "probation" with financial aid: 206

Percentage of students who are on academic "probation" with financial aid: 2%

Number of students who are on academic "probation" without financial aid: 66

Percentage of students who are on academic "probation" without financial aid: 1%

Number of students who are on academic "suspension": 1688

Percentage of students who are on academic "suspension": 18%

* * *

With regard to MATC's partnership with Discovery World, we are working together to develop the state's most progressive center for education in multimedia and other emerging interactive technologies. This partnership will expand class space available to MATC, update instruction for hundreds of students currently enrolled in various programs related to digital communications, and provide key opportunities to introduce young and adult audiences to the value of technical training. The center is expected to produce more than 100 graduates per year in Graphic Design, E-Commerce/Web Administration, Photography, Information Technology, Music Production and Television Production.

The partnership will include classroom use of futuristic pods (called HIVE for Hybrid Interactive Virtual Education) which will allow students to learn in and produce digital environments. In addition, MATC will use 6,000 square feet of new classroom space devoted to training interactive multimedia communicators. MATC will also gain instructional use of Discovery World digital theatres.

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As part of this partnership, MATC has purchased \$3 million worth of multimedia and high-definition video equipment to be used for science and technology-based instruction and programming. The funding was provided through bonding.

Milwaukee Public Television will also base some of its operations at Discovery World. That will include the development of youth-oriented science and technology programming that will be offered to schools and community centers through closed-cable systems. This is also expected to pique interest in skilled trade instruction.

* * *

With regard to "hobby courses," we list two: Conversational Spanish (three sections) and Art (four sections). In all cases, revenue exceeded expenses. Net revenue for all seven sections was \$2,522.53.

A Wise Investment

Please know that MATC is investing in the future. In response to changing demographics, student expectations and labor market needs, we now offer vastly expanded opportunities to start a bachelor's degree. Enrollment in this division of the college has grown 26 percent since 2001. Close to 400 transfer agreements are in place. We are proud to be adding UW-Madison. A similar deal is in the works with UWM. We have a growing network of transfer agreements with the nation's leading Historically Black Colleges. A new emphasis on student retention helped us increase our graduation rate by 31 percent in the last five years.

MATC is leading the way in energy education with a major project starting up at the Mequon Campus, which includes the aforementioned wind tower. We are partnering with the new Discovery World to train the next generation of interactive, digital communicators. At our Oak Creek Campus, MATC is developing a new facility that we believe holds the key to the survival of manufacturing in southeastern Wisconsin. The Center for Energy Conservation and Advanced Manufacturing will develop a new breed of factory worker, geared to continuous change, highly versatile and versed in advanced technologies. ECAM also will show companies how to make their facilities more energy efficient.

You can rest assured that students, taxpayers, employers and the community in general all are getting their money's worth and then some from MATC.

cc: Mr. Timothy Elverman
Dr. Darnell Cole
Ms. Christy brown
Mr. Michael Sargent

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