



# DALE KOOYENGA

STATE REPRESENTATIVE • 14<sup>th</sup> ASSEMBLY DISTRICT

(608) 266-9180  
Fax: (608) 282-3614  
Toll Free: (888) 534-0014  
Rep.Kooyenga@legis.wi.gov

P.O. Box 8952  
Madison, WI 53708-8952

January 18, 2018

TO: Assembly Committee on Colleges and Universities  
FR: Representative Dale Kooyenga  
RE: support for Assembly Bill 805 – modifications to the Early College Credit Program

Thank you for holding a hearing on this bill.

The most recently enacted budget bill unintentionally swept up one of the most effective and efficient early college credit models into the new funding formula for the Early College Credit Program (ECCP). Concurrent enrollment programming operates at UW Parkside, LaCrosse, Oshkosh, Green Bay, and Whitewater. You may be familiar with the more popular acronyms like CAPP (Oshkosh) or PIE (Whitewater). These programs have over forty years of service in our state and provide high school students inexpensive and high quality concurrent enrollment in high school and college courses. The new ECCP would change the funding model and have a significantly negative impact on access across school districts around the state.

The authors, Senators Vukmir, Darling and Miller and Representatives Hutton, Rohrkaste, Stuck and I, introduced Assembly Bill 805 to fix this unintended outcome by exempting the concurrent enrollment programs at the aforementioned UW system schools from the new ECCP requirements. This would restore the program back to its current (pre-budget) shared cost model.

Using an example from the largest program, CAPP, the old system was a shared cost model. The K12 district absorbed the staffing costs while the UW system provided the accreditation and accountability. Parents then received access to college credits for their future college students at a dramatically discounted cost. The average credit is about \$400 but parents were able to pay just the administrative costs for transcribing which was about \$90 per credit. The new ECCP program requires K12 to take on 75% of those costs and the state would pick up 25%. According to the K12 school leaders, inclusion in the ECCP for concurrent enrollment will effectively end the most efficient and effective early college programming we have in the entire state of Wisconsin. The UW System leaders have confirmed this as the likely outcome.

AB 805 was introduced on behalf of the countless school districts that are impacted, the students that will leverage this inexpensive option for college credit, the UW System, and parents who are looking for ways to reduce costs for a two or four year degree.

Lastly, a concern was brought to our attention by the private, nonprofit institutions as their concurrent enrollment programs at institutions such as Lakeland University and St. Norbert College are also adversely affected by the new ECCP requirements. Assembly Substitute Amendment 1 exempts the private, nonprofit institutions from the new ECCP requirements.

Thank you for your attention to this legislation. I respectfully ask for your support of Assembly Bill 805.

STATE SENATOR  
**Leah Vukmir**

**Assembly Committee on Colleges and Universities**

Thursday, January 18, 2018

**Assembly Bill 805**

Chairman Murphy and committee members, thank you for hearing Representative Kooyenga's and my bill today. Assembly Bill 805 is an important bill that ensures successful concurrent enrollment programs remain in high schools across the state.

In the latest budget bill a new program was created called the Early College Credit Program. The new program made several changes for how high school students can earn college credits. Incidentally, one those changes shifted a substantial cost burden onto school districts. Our offices have heard from numerous school administrators voicing concern that under the new cost structure of the Early College Credit Program they would have to discontinue their concurrent enrollment programs.

These are courses that have been highly successful and cost-effective to families, school districts, and the state alike. These classes are widely used across the state and reward high school students with college credits at a discount. This bill would exempt these concurrent enrollment programs from the Early College Credit Program. By doing this, school districts would be able to continue to offer college credit courses to high schoolers at a discounted rate.

This bill will keep the most effective and widely used early college enrollment programs continuing in our high schools. At a time when college debt is a substantial burden on many young students, it is important we continue to offer cost-effective options to earn college credits. These programs are also critical for our economy because they help students get into the workforce sooner, so they can fill some of the worker needs we have in Wisconsin.

If you have any questions, please don't hesitate to reach out to me or my office.

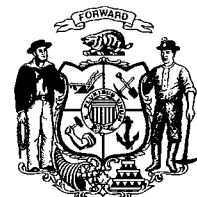
Thank you for your time.

WISCONSIN STATE CAPITOL  
P.O. Box 7882  
Madison, WI 53707

PHONE (608) 266-2512

EMAIL [Sen.Vukmir@legis.wi.gov](mailto:Sen.Vukmir@legis.wi.gov)

WEBSITE [www.SenatorVukmir.com](http://www.SenatorVukmir.com)



# Rob Hutton

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STATE REPRESENTATIVE • 13<sup>TH</sup> ASSEMBLY DISTRICT

January 18, 2018

To: The Assembly Committee on Colleges and Universities  
From: Rep. Rob Hutton  
Re: Assembly Bill 805

## **Testimony of Rep. Rob Hutton in Support of Assembly Bill 805**

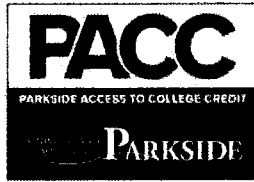
Thank you Chairman Murphy and members of the Committee on Colleges and Universities for the public hearing on AB 805. This legislation comes at the request of our school district and many others to preserve the Early College Credit Program (ECCP) in its original form.

Under the most recent biennial budget, the ECCP was swept into a new funding formula which would be detrimental to the sustainability of the program within our school districts. AB 805 removes the ECCP from the new funding formula and maintains the program as it has operated in previous years. Further, a substitute amendment exempts private nonprofit institutions from operating under the new ECCP provisions as they would be negatively impacted as well.

Under the new funding formula K-12 schools would bear 75% of the cost for college credits that our high school students seek through programs such as CAPP, at UW Oshkosh, and PIE, at UW-Whitewater. K-12 school districts and the UW System have indicated that the likely outcome of the new funding model would end the ECCP program preventing students from an easy and affordable way to earn college credits.

Wisconsin's economy is booming, unemployment is at a low, and economic opportunities are abounding in Wisconsin with the likes of Foxconn and the repeal of the mining moratorium. It is critical that we continue to equip our students with valuable, inexpensive tools that allow them to pursue the educational paths they wish to seek. By promoting these opportunities we allow our students to be prepared to fill in the many job openings and bolster Wisconsin's workforce.

I appreciate your time in hearing this legislation and reading my testimony. If you have any questions for me please feel free to reach out to my office and I would be happy to address them.



**Committee on Colleges and Universities**  
Public Hearing on Assembly Bill 805

Chairman Murphy and Committee Members,

Good morning, my name is Denise Hancock, I am from the University of Wisconsin Parkside. I am the Director of the Parkside Access to College Credits Program, Wisconsin's newest concurrent enrollment program serving southeast Wisconsin, with partnerships in two of the state's largest districts, Racine Unified School District and Kenosha Unified School District. As education leaders in southeastern Wisconsin, the districts and I are asking for your support on Assembly Bill 805 by excluding concurrent enrollment programs from the Early College Credit Program.

I would like to thank all the representatives and senators who have supported Assembly Bill 805 including Representative Tod Ohnstad and Senator Bob Wirsch from southeastern Wisconsin.

The Parkside Access to College Credits Program, PACC for short, began in fall 2016 as a pilot program with one course in Racine Unified School District taught by a university-qualified high school instructor. Today, PACC has memorandums of understanding with both Racine and the Kenosha Unified School Districts, and is offering four college courses in six high school classrooms, with at least nine more courses in development. High school students earned 81 college credits last academic year, and will earn more than 250 credits this year. In addition to Racine and Kenosha Unified, we continue to meet with other school districts in southeastern Wisconsin interested in developing partnerships and the opportunity to offer concurrent enrollment courses in their high schools.

PACC is different from other concurrent-enrollment programs in that college-credit courses are offered to juniors and seniors in good academic standing, we do not limit access only to students with high GPA's, ACT scores or top 25% class ranking.

Last year, Dr. Peggy James, Dean of the College of Social Sciences and Professional Studies at UW-Parkside, was contacted by a mom of a student who did not know that college was an option for her. The student was encouraged to take a PACC course by her high school teacher. After successfully completing the course, and experiencing the rigor and time commitment of a college course, she has decided that college is an option for her and is applying to several UW schools. That is what concurrent enrollment is about, reaching the students in their high schools, having courses taught by familiar teachers, taking courses with their peers, and finding out that college is possible! PACC is about offering flexible options and opportunities for students.

Our mission is to increase access to college for all students and add to the success stories. Our goal is to expand the opportunity to experience a college-level course to students who may not have the economic means or academic maturity to take courses through Youth and Course Options or the Early College Credit Program requiring them to have transportation to our campus and attend courses with college students and faculty.

UW-Oshkosh conducted a survey of 101 concurrent enrollment high school partners regarding access to concurrent enrollment programs and their sustainability if they were to be included under the ECCP

financial model. More than 70 high schools responded and 100% of those districts said they would not be able to continue to offer the programs in their schools to students, including Racine and Kenosha Unified, under the new ECCP financial model.

The cost to districts in southeastern Wisconsin in the 2016-2017 academic year based on the discounted tuition as required in UW System Administrative Policy 185 would have been just under \$10,000 for 29 students. The cost this year will be near \$25,000 for 90 students, and that is for the newest and smallest program in the state which is seeing tremendous growth and interest. Unfortunately, our districts do not have this extra money in their budgets to offer this form of college credits in high school.

At the same time we recognize the financial restriction PACC may have on families, especially our economically disadvantaged families. According to the DPI School Report Cards for 2016-17, 63.2% of families in RUSD and 51.6% of families in KUSD are economically disadvantaged. The PACC program recognizes the demographic of our regions and has dedicated financial resources for student scholarships based primarily on student financial need. To date, at a minimum, one-credit scholarships were awarded to all students who applied. RUSD appreciates the value of the PACC program for students and has committed to awarding all economically disadvantaged students who take a PACC course a one-credit scholarship as well. In addition to scholarships, UW-Parkside's Cashier's Office offers students a payment plan where they can make three equal payments over the course of the semester.

As an example, Political Science 100 is a three-credit course with a discounted tuition of \$296.91. A student can apply for a scholarship, which would reduce the tuition to \$197.94. If they are a student of RUSD and they qualify for an additional scholarship the tuition is now \$98.97. The student can further sign up for the payment plan, and they would owe \$32.99 per month for three months.

If they took the same course at UW-Parkside as a regular student the tuition is \$920.94. We recognize the financial burden today's families are experiencing, and are doing everything that we can to assist students in the challenges of earning college credits in high school.

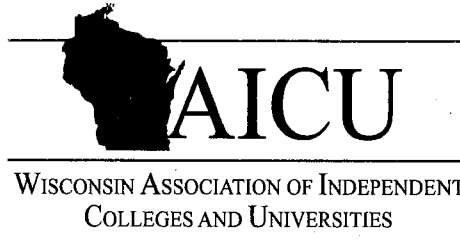
We are intentional when meeting with districts and selecting ideal courses for the PACC program, which are transferable to other four-year institutions. We select courses that count as general education courses, college-level math, college-level English, and degree requirements. To date three out of the four courses we have offered are included in the UW System Universal Credit Transfer Agreement. Our goal is to help students reduce their time to degree, reduce degree requirements, meet general education requirements, and give them more flexibility in their scheduling when they do go to college.

Thank you for allowing me this time to speak before the committee. I ask that you please support Assembly Bill 805 and encourage your colleagues to do the same. Our region must be able to offer students flexible options for earning college credit. The Wisconsin commitment to reducing the time to degree and the cost of earning a degree is a shared priority of elected officials, educators, students and their families.

Sincerely,

Denise Hancock  
Director of PACC Programs

ALVERNO COLLEGE  
BELLIN COLLEGE  
BELOIT COLLEGE  
CARDINAL STRITCH UNIVERSITY  
CARROLL UNIVERSITY  
CARTHAGE COLLEGE  
COLUMBIA COLLEGE OF NURSING  
CONCORDIA UNIVERSITY  
EDGEWOOD COLLEGE  
LAKELAND UNIVERSITY  
LAWRENCE UNIVERSITY  
MARIAN UNIVERSITY



WISCONSIN'S PRIVATE, NONPROFIT COLLEGES AND UNIVERSITIES  
WORKING TOGETHER FOR EDUCATIONAL OPPORTUNITY

MARQUETTE UNIVERSITY  
MEDICAL COLLEGE OF WISCONSIN  
MILWAUKEE INSTITUTE OF ART & DESIGN  
MILWAUKEE SCHOOL OF ENGINEERING  
MOUNT MARY UNIVERSITY  
NASHOTAH HOUSE  
NORTHLAND COLLEGE  
RIPON COLLEGE  
ST. NORBERT COLLEGE  
SILVER LAKE COLLEGE  
VITERBO UNIVERSITY  
WISCONSIN LUTHERAN COLLEGE

## TESTIMONY

By

**Dr. Rolf Wegenke, President**

**Wisconsin Association of Independent Colleges and Universities (WAICU)**

on

**Assembly Bill 805**

to

**Assembly Committee on Colleges and Universities**

**January 18, 2018**

Chair Murphy and members of the Committee, my name is Rolf Wegenke. I am President of the Wisconsin Association of Independent Colleges and Universities, or WAICU, the official organization representing Wisconsin's 24 private, nonprofit colleges and universities and their nearly 55,000 students. With me today is Rebecca Larson, WAICU's Senior Vice President for Advocacy.

Thank you for holding this hearing. Assembly Bill 805 exempts concurrent enrollment programs such as Concurrent Academic Progress Programs (CAPP) and similarly structured programs from the restrictions in the newly created Early College Credit Program. WAICU also asks that you support Assembly Substitute Amendment 1 to Assembly Bill 805 to include WAICU member programs in this correction.

WAICU members have established decades old concurrent enrollment arrangements with school districts throughout the state. The new Early College Credit Program requires K12 to absorb 75 percent of the costs of the program and the state would pick up 25 percent. This new funding burden will jeopardize programs because of the new liability for school districts.

CAPP and similarly structured programs established between school districts and institutions of higher education are held in the high schools with the support of higher education faculty. These programs provide many benefits including encouraging high school students to get a head start on college at a substantially reduced price and preparing students for college coursework. This arrangement is beneficial for school districts and families and has broader implications for students as they begin thinking of college and career.

I will focus on two examples of WAICU institution concurrent enrollment programs in my testimony today, St. Norbert College in De Pere and Lakeland University in Sheboygan.

The St. Norbert College Credit Program was established in 1963. Their College Credit Program is a dual partnership with 15 area high schools, both public and private. Twenty-one teachers teach five courses to over 600 students per year at their individual high school campuses. Each course covers the same content, has the same expectations and awards the same credit as courses taught on the St. Norbert campus. These courses provide rigorous and motivating curriculum for students to earn college credit in a supportive and personal environment. Students can earn up to 16 credits toward college before high school graduation and can take a four-credit course for just under \$160.00. More than 25,000 high school seniors have participated in St. Norbert's College Credit Program since it began.

Lakeland University's CAPP program allows high schools to offer Lakeland University credit and high school credit for the same class. Since the fall of 2013, nearly 5,000 high school students have taken CAPP courses through Lakeland, including 635 students this fall. Courses are priced at \$90 per credit hour, making this an affordable program for motivated high school students. This fall, Lakeland has high school students enrolled in CAPP courses from the following schools: Cedar Grove-Belgium, Elkhart Lake-Glenbeulah, Evansville, Howards Grove, Kohler, Menomonee Falls, Oostburg, Plymouth, Shawano, Sheboygan Falls, Sheboygan North, Sheboygan South and Winneconne.

The concurrent enrollment programs are economically advantageous to families and students with no additional travel required. The programs have also been found to improve a student's ability to do well on ACT and SAT tests. Dual enrollment programs such as CAPP are also an important part of the broader workforce development discussion. As we face workforce shortages and an increasing need for individuals with postsecondary credentials to fill the jobs of the future, these programs provide students critical exposure to higher education and a head start on their college and career.

Again, WAICU members have offered these programs for years. I ask that you support Assembly Substitute Amendment 1 to ensure Wisconsin Students will continue to benefit from these important programs.

Again, thank you for the opportunity to share my thoughts on this legislation. I would be happy to answer any questions you may have.



# Fox Valley Lutheran High School

## Guidance Department



5300 N. Meade St. Appleton, WI 54913  
Ph. 920.739.4441 FAX 920.739.4418 [www.fvlhs.org](http://www.fvlhs.org)

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Chairman Murphy and Committee Members,

Good morning to all of you and thank you for your service on behalf of the people of Wisconsin.

I would like to begin by thanking the committee for giving all of us the opportunity to offer our perspectives regarding the issues at hand.

My name is Craig Charron, and I serve as the Director of Guidance at Fox Valley Lutheran High School (FVL) in Appleton, Wisconsin. I have come on behalf of my school as both an administrator and teacher. I also serve as an adjunct professor of Psychology at UW-Oshkosh on our campus through their Cooperative Academic Partnership Program or CAPP. In addition, I am the proud parent of a student who participated in the CAPP program last year. As Guidance Director, adjunct professor, and parent, I wholeheartedly support the legislation to restore the historical funding model for the CAPP program.

Our mission at Fox Valley Lutheran High School is to serve students, no matter their backgrounds, academic needs or career aspirations. The CAPP program has served as a cornerstone for students who desire additional rigor and college credit opportunities to best prepare them for post-secondary education. This year we have over 200 registrations for students participating in the program. In the last six years, we have increased our CAPP offerings annually. Next year alone, four more of our teachers will become adjunct professors and six new college level courses will be added to our curriculum.

With the increased demand for jobs in business, engineering, and instructional technology throughout the Valley and across the state, Fox Valley Lutheran has taken an active role in training future workers through its partnership with CAPP. This year we became the first private school approved to implement the UW-Oshkosh "1 + 3 Program" which guarantees students can complete specific degree programs in only three years by taking advantage of the numerous CAPP course offerings available in high school. By participating in this program, Fox Valley Lutheran will be able to do its part in preparing students for full-time employment at a faster rate, while helping them take on less student debt.

I have taught an Introduction to Psychology course at Fox Valley Lutheran for seniors since I arrived six years ago. During my second year, some former students came back to share their frustration with having to take essentially the same course over again in college, while others were able to move ahead because they had earned dual credit already in high school. Their concerns drove me to explore how our high school could better serve them by providing college credit opportunities at the high school level. It brought me personal joy as an instructor to be able to provide this opportunity in my own classroom through CAPP.. Some students actually cheered on the first day we had this class because of the college credit possibility. From a pedagogical point of view, the format of the course was not based on one high stakes test, like an AP exam, but rather a series of assessments over the full semester, just like the students would receive at a college campus.



In the last number of years, Fox Valley Lutheran has made a concerted effort to identify teachers, support their CAPP training with continuing education, and implement CAPP offerings wherever feasible to provide our students with every opportunity for success beyond high school.

As a first time parent of a college student this fall, I have seen firsthand the challenging costs of a college education coupled with the competitive grants, scholarships, and aid packages. Student loans will weigh down her future for years to come. Besides the blessing of teaching my own daughter, the opportunity to take a 3 credit college class for \$300 versus the same class at the university for \$1000 was a no-brainer. There were wonderful side benefits such as preparing her for college with a rigorous high school course. When she did go to college this fall, she could enroll in the next level of psychology right away. In my mind, these are some of the core benefits of the whole program.

For more than 40 years, the UW-Oshkosh CAPP program has provided high schools like ours tremendous opportunities for students through high quality training and certification, funding for teacher professional growth, and more recently, programs such as 1 + 3. The current funding model has proven to encourage expanded students' opportunities, promote growth within the high school, support professional development for current adjunct professors and assist in funding graduate programs for adjunct candidates. Should this funding model be crippled through current legislation, it would have a profound impact on CAPP offerings state-wide and impact FVL's ability to sustain our own program.

Thank you for the opportunity to speak today.

Cordially,

A handwritten signature in black ink, appearing to read 'Craig Charron', with a long horizontal line extending to the right.

Craig Charron  
Guidance Director



# **LAKELAND ♦UNIVERSITY♦**

## **WRITTEN TESTIMONY**

**Dr. David Black, President, Lakeland University**

**on Assembly Bill 805**

**to Assembly Committee on Colleges and Universities**

**January 18, 2018**

Thank you for this opportunity to share comments regarding Assembly Bill 805, which exempts Current Academic Progress Programs (CAPP) and similarly structured programs from the restrictions in the newly created Early College Credit Program. Lakeland University also asks that you support Assembly Substitute Amendment 1 to Assembly Bill 805 to include WAICU member programs, like Lakeland, in this correction.

I think we can all agree that keeping the cost of higher education affordable is a shared goal. One of the easiest ways we can do this is make sure high school students have access to Concurrent Academic Progress Program (CAPP) courses, which allow students to earn concurrent high school and college credit at significantly discounted prices.

For many years, Lakeland University has offered a sizeable number of CAPP courses, giving high school students a way to affordably earn college credits and thereby save on the cost of higher education.

We are concerned about the future of CAPP under the new Early College Credit Program (ECCP), but we are encouraged by the proposed changes, including the amendment to include private, nonprofit colleges and universities.

Since the fall of 2013, nearly 5,000 high school students have taken CAPP courses through Lakeland, including 635 students this fall. Courses are priced at \$90 per credit hour (\$270 for a 3-credit course), making this an amazingly affordable alternative for motivated high school students.

This school year, Lakeland has high school students enrolled in CAPP courses from the following schools: Cedar Grove-Belgium, Elkhart Lake-Glenbeulah, Evansville, Howards Grove, Kohler, Menomonee Falls, Oostburg, Plymouth, Shawano, Sheboygan Falls, Sheboygan North, Sheboygan South and Winneconne.



## **LAKELAND ♦UNIVERSITY♦**

We remain committed to continuing this popular program, and look forward to the needed legislative changes to make sure any possible barriers are removed.

I'd also like to offer to you the following statement of support from one of our CAPP Partners, the Sheboygan Area School District:

The long-standing partnership between the Sheboygan Area School District and Lakeland University has benefited thousands of students. Dual credit courses such as those in Lakeland's Concurrent Academic Progress Program (CAPP) are universally popular among students, parents and teachers. It is vitally important that we continue to allow families to pay for these significantly discounted college courses. Changes to this highly successful model threatens the future existence of this opportunity for students and families. --Jason Duff, Academic & Career Planning Coordinator, Sheboygan Area School District

In closing, thank you for the opportunity to share comments on Assembly Bill 805. I ask that you support Assembly Substitute Amendment 1 to ensure students will continue to benefit from these important programs.



**Waunakee Community School District**

**Committed to Children . Committed to Community . Committed to Excellence**

January 18, 2018

Honorable Members of the Committee:

My name is Tim Schell and I am the Director of Curriculum and Instruction for the Waunakee Community School District. I appreciate your time and efforts in working to separate high school based college-level courses from the Early College Credit Program in AB 805.

Waunakee's students have the opportunity to participate in a large menu of early post-secondary opportunities. About 40% of our high school students participate in some form of dual credit either on-site or off-site and a similar percentage participate in our Advanced Placement (AP) courses. Early post-secondary options have several benefits, including providing students with early exposure to college level work, experiences that help students make more informed decisions about their future plans, cost-effectiveness for students who plan to continue to college, and stronger alignment between high schools and colleges.

At Waunakee, we offer three courses in partnership with the UW-Oshkosh CAPP program as part of our menu of early post-secondary opportunities. It is these CAPP courses that fall under AB 805. These are:

French V/French 204 with 24 students for CAPP credit out of 28 total students.

Spanish V/Spanish 204 with 66 students for CAPP credit out of 76 total students.

Spanish VI/Spanish 312 with 42 students for CAPP credit out of 51 total students.

These are regularly scheduled courses during the school day that are part of our course catalog. A student can enroll in these World Language courses without registering and paying for college credit. The syllabi are aligned with the UW-Oshkosh courses and our teachers are reviewed and selected by UW-Oshkosh as adjuncts and participate in ongoing professional learning. Our school district is responsible for the costs of operating the course with classrooms, teachers, and instructional materials. UW-Oshkosh registers qualified students, provides them with credit on successful completion of the course, and maintains program quality alignment with their higher education expectations. Students who wish to obtain college credit and meet criteria register for credit at a much reduced rate compared to taking the course at a UW-System campus. Students with financial hardship, our fee waiver students, do not pay for the credit. The district picks up that cost similar to what we do with AP exams for fee waiver students.

This balance of shared cost responsibility has provided fair value to our students and has been a proven model for decades. However, if these courses are included in the Early College Credit

Program we anticipate a cost shift to the district in the range of \$45,000-\$50,000 annually provided we are fully reimbursed under the ECCP DWD grant. If reimbursement is prorated our financial exposure is higher. This cost shift will require us to re-evaluate our participation in the CAPP program and ECCP could have the unintended consequence of reducing student access to early college credit. There are many successful partnerships such as the CAPP and PIE programs that are endangered by unintended consequences of the Early College Credit Program. AB 805 wisely re-establishes the proven approach to CAPP and other high school based college-level courses. Our district encourages you to move forward with AB 805.

Thank you for your service and your time today. I am happy to answer any questions you have.

Timothy C. Schell

A handwritten signature in black ink that reads "Timothy C. Schell". The signature is written in a cursive style with a large initial 'T'.

Director of Curriculum and Instruction

Chairman Murphy and Committee Members,

My name is John Dobyms, and I am the Director of Outreach and Operations for the University of Wisconsin Oshkosh's concurrent enrollment program, the Cooperative Academic Partnership Program (henceforth, CAPP).

I first want to thank you for opportunity to testify today and thank so many of you for signing onto this bill. Additionally, I want to thank a few legislators in attendance today for visiting us at UW Oshkosh last October during our Legislative Partnership Day. It's an honor to work with you to increase access to concurrent enrollment courses for Wisconsin high school students.

CAPP is the oldest and largest provider of concurrent enrollment through certified high school teachers in Wisconsin. We have operated for 43 years, have classes running in over 100 high schools, work with 300+ high school teachers (our adjuncts), and have nearly 4,000 public and private high school students enroll in our courses each year. Tens of thousands of students have taken our courses over the last 43 years and have kick-started their college careers and decreased cost of degree while still in high school.

UW Oshkosh and the CAPP Office help to train and prepare teachers where they are so they can deliver content where students are. We keep our costs low and we fully support our adjuncts through our academic departments. All of these entities are especially key in rural schools with no nearby IHE partner. Access and affordability are the hallmarks of our program.

Students enroll in our courses for a variety of reasons; 1. they are cost effective (at \$100 per credit this year (only \$45 per credit for students on free and reduced lunch programs) vs. \$318 or more on campus), 2. they have no "end of course" high stakes exams like the AP program, meaning that almost all students exit the course with credits in hand, 3. they transfer well in and out of the UW System, and 4. students can access them in the comfort of their own high school during their normal academic day from teachers they know and respect (we keep students off the road during school hours).

When a new school community hears about CAPP, they often struggle to find a downside to trying to add our courses to their stable of offerings. Being free of downsides to districts and administrators has also allowed CAPP to begin to expand UW System course offerings into the State of Illinois, where we hope to encourage their academically prepared college-bound students to matriculate to Wisconsin schools for their post-secondary degrees...and stay for their careers.

Because of the statewide demand for more talented college graduates indicated by the business community, and due to the large suite of CAPP course offerings, UW Oshkosh's CAP Program

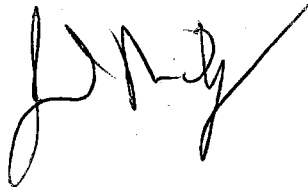
was targeted by UW System, with support from Governor Walker's Office, two years ago to embark on creating three-year degree pathways in high-need Information Technology (IT) areas. We launched the State's first 1+3 program with Governor Walker and some of you were present last June at the Bemis Innovation Center in Neenah. In fact, a day after the Governor's presser to unveil this great new partnership, parents and districts began asking how they could work with us and local businesses on this program. The first IT degrees in this program include Computer Science and Information Systems, with other departments on-campus now looking to make traditional 4-year degrees into 3-year degree pathways (such as Engineering Technology and Elementary/Secondary Education).

Not only do these 3-year pathways decrease the time and cost to degree for students (by over \$20,000) and fill positions in industry, they also align perfectly with the Academic Career Preparation (ACP) program implemented by the DPI for public high schools.

While the CAPP Office and UW Oshkosh completely applaud the Early College Credit Program umbrella that aims to make delivery of college courses to high school students more streamlined for high schools, and further decrease the cost of credits for students, we have identified one unintended consequence of the ECCP as written. Based on our survey of 101 high schools, all 72 responding schools indicated that they will be forced to decrease concurrent enrollment offerings and/or end the program completely for budgetary purposes when the cost of CAPP credits are shifted to their budgets. This jeopardizes the achievement of so many of our shared goals: a higher number of credits students leave high school with, reduced cost and time to college graduation, and even the implementation of the 1+3 programs we just launched last year to help meet IT worker shortages--answering the call of companies like Oshkosh Corporation, Bemis, J.J. Keller and Associates, Thrivent, and others in the Fox Valley. Indeed CAPP, initially, is the backbone of this IT worker pipeline that starts in both public high schools like Neenah, Fond du Lac, Middleton, Oshkosh, Kettle Moraine and in private schools like Fox Valley Lutheran (and others soon).

I do see AB 805 as a short-term fix until a more robust funding model can be established (as many other states have adopted). We do feel that students must have some investment in their college-credit journey as we have seen an increase in unacceptable transcribed grades (D's and F's) in concurrent enrollment courses when the student bears no cost (as happened 4 years ago).

Now more than ever, we need the CAPP funding model that has worked for 43 years. We must realize the potential of, and deliver on, the 1+3 models and pilots being developed. We're answering the call from the business community, our partner schools and from Madison to positively impact the IT worker shortage. We're truly excited about the opportunities for students, their families and the state. We ask you to approve this bill to preserve a financial model and program that has successfully served students and families over these last 43 years.

A handwritten signature in black ink, appearing to be 'J. M. G.', is written over the bottom of the text.

**Testimony on AB 805**  
**January 18, 2018**

Greetings, I am Mike Sereno and I serve as the Director of Secondary Education in the School District of Elmbrook. Elmbrook serves the communities of Brookfield, Elm Grove and New Berlin in Waukesha County. We serve over 7,000 students and send about 95% of students to a two year or four year college. I am here to talk about the impact of an unintended consequence of the state budget bill relating to the Early College Credit Program or ECCP which was established to provide local school districts fiscal relief through cost-sharing methods for high school students accessing courses as public and private Institutes of Higher Learning (IHE). Prior to the ECCP, student accessed these courses under the state of Wisconsin's Youth Options and Course Options program, and local school districts were responsible for 100% of the cost of full tuition. We are thankful for this relief from an unfunded mandate that the ECCP has provided.

Unfortunately, the ECCP as currently enacted, unintentionally sweeps up a program that is the most efficient and effective early college credit program in the state of Wisconsin. While several students access courses at partner IHE's (i.e. through Course Options or Youth Options), many local school districts also offer courses at their local high school in which students may concurrently earn college credit. Such courses are offered in conjunction with university partners, are taught by high school teachers who also serve as university adjuncts, and have historically provided students and families with an opportunity to earn both high school and university credit at a substantially reduced per/credit rate - as low as 15% of traditional credit costs. University partners include UW-Oshkosh's CAPP program and UW-Whitewater's PIE program, among others. School district/university partnerships like these have assisted countless students and families in decreasing both the time and cost to a degree.

The new costing model included in the ECCP would add an additional 75,000 - 100,000 dollars in cost to our local school district, and would direct concurrent enrollment IHE partners to raise their price of the credit from about 80 dollars/credit to nearly 160 dollars/credit. It just doesn't make sense. Elmbrook has worked feverishly with our legislators to remedy this quickly. Our students begin signing up for courses next month. There is urgency to this and we ask that you move quickly with this exemption that is outlined in the bill.

Here is how one of our instructors describes the impact of the concurrent enrollment program and what the elimination might mean:

I can't describe nor quantify the value that our concurrent enrollment programs provide to our students and families. We have students graduating our high school after completing Spanish V, and they leave us with 16 transcribed university credits at a cost of roughly \$450; That roughly equates to one semester towards a 4-year degree.



This bill has bipartisan support. The governor's office understands the issue and will not stand in the way of the technical correction. I would be glad to answer any questions you may have and look forward to your support of this important correction.

Thank you,

Mike Sereno

January 18, 2018  
Hannah Joslin  
Public Hearing Bill 805

Hello, I am Hannah Joslin and I am a junior at Fond du Lac High School. This school year I am taking two AP, one Concurrent Enrollment, and one CAPP class. I am very grateful that I have been given the opportunity to enroll in so many different types of college level classes. All of these classes allow myself and other students to receive college credit, which is extremely beneficial to us.

But CAPP in particular is a popular option among students I have interviewed. Many of them, as well as myself, like the CAPP program because it allows us to earn affordable credits. Because they are so affordable, I was able to pay for my own 5 physics credits with money I earned from my summer job. I appreciated the experience of paying for my own credits because it made me feel mature and more motivated to do well in the class. For all students, the opportunity to pay for inexpensive credits now makes the rest of college more affordable.

Another reason why so many students like CAPP is because it gives us a very accurate idea of the workload and difficulty of college classes. CAPP courses are similar to real college courses, more so than AP courses in that the credits earned from the class do not rest on one test alone. Students maintain their grade throughout a semester to earn their credit. Students in CAPP classes are given the same expectations as many college courses, such that their overall grade is what allows them to pass the course and earn credit for it. In the case of AP, one test is what students rely on to receive their credit for the class. If students do not score a 5 on this test, they may not receive as many credits as they would if they passed a CAPP course.

My fear is that if Bill 805 is not passed, the budget of my school district, as well as many others, will not be able to afford to keep their partnership with CAPP program. This would result in limited early college credit opportunities for many students. Thank you for considering my view point; I hope you will support Bill 805. Thank you.

1/18/18

Submitted by Danielle Joslin

Public hearing for Bill 805

**Who I am:**

- Physics teacher at Fond du Lac High School.
- Adjunct teacher for UWO - teaching CAPP physics 107 and 108.
- I am a parent of a CAPP student.
- I have taught CAPP physics for 5 years. I was the first adjunct at FHS.
  - This year we have 8 different classes and we are scheduled to have 2 more in the near future.
  - Our enrollment in CAPP has grown from 27 students to over 150 course enrollments this year with a projection of almost 200 next year.

**Why I like CAPP:**

- Excellent opportunity for students to get started on their college credits. It increases their chances of getting accepted to college and completing college.
- Students who take CAPP stand out on their college and scholarship applications.
- The credits are affordable. The cost is only  $\frac{1}{3}$  the cost of on campus tuition.
- More students are earning college credit through CAPP than previously earned through AP or course options.
- Students develop skills to be successful in college due to the rigor of the courses.
- Students experience the academic demands of college courses while they are in a supportive and friendly environment which promotes success.
- Students who take CAPP courses have an easier transition to college.
- Students who take CAPP courses see that they can be successful in college level courses. This improves their self esteem and gives them confidence that they are ready for college.
- I get feedback from my liaison who visits my classroom each year.
- I get support and ideas for lessons when I go to the annual CAPP

workshop at UWO.

- I have resources from UWO that wouldn't normally be available to me.
- The CAPP program provides money to buy additional equipment for my classroom.

Why I would like you to support bill 805:

- **Our district would not be able to afford the \$60,000+ for the credits our student would enroll in next year so Fond du Lac (and other districts) would have to eliminate the CAPP program.**
- Courses that are currently CAPP-only courses would have to be dropped from our schedule. Not all courses are offered as AP.
- AP courses are not as successful as the CAPP courses. The national pass rate in 2017 was 32-60% (depending on topic).
- Students are not guaranteed the full number of credits for AP test scores since a score of 3 may earn them less than a score of 4 or 5 on the AP exam. CAPP students earn full credit for the course.
- Typical high school student struggles with the long term goal of preparing for the AP test at the end of the year.
  - AP tests are a one-shot test that covers all of the material of the entire course. College classes typically break up the content into a minimum of a midterm and final exam.
  - College and CAPP courses can communicate the expectations whereas the AP test becomes a guessing game as to what material will be tested.
- A student who takes a CAPP course that is paid for by the district is not invested like a student who pays for the course themselves. They are not as committed and they will not put forth as much effort.
- Students and parents make school choices based on our course offerings.
- If students do not have CAPP courses at school they will not be able to fit a youth options or course options class into their schedule because they will not be able to travel to UW Oshkosh.

Hello. My name is Danielle Joslin and I am a physics teacher from Fond du Lac High School. I'm also an adjunct teacher for UW Oshkosh and I teach two levels of CAPP Physics. I've been teaching with the CAPP program for 5 years and I was the first teacher at Fond du Lac High School to run a CAPP course. At that time I had 27 students enrolled in CAPP physics. This year I have 71 students in physics enrolled in CAPP.

Over the last few years our school has expanded the CAPP program to include 8 different courses with 141 enrollments for 1st semester of this year. More students will be adding next week for some of our spring semester courses. We are also planning on adding 2 new CAPP courses at our school in the near future so our projected enrollment for next year is around 200.

I'm sharing these numbers with you because I want you to know how popular the CAPP program has become at Fondy High. Students, parents, teachers and administrators have realized that it is an excellent opportunity for students to earn college credit while in high school.

We have found that high school students are successful in taking these rigorous college level courses because it is a friendly and supportive environment. They know their teachers, classmates, facilities and routines which helps them to simply focus on the material. Former students have come back and told me how thankful they are for the experience and often say they wished they had taken more CAPP courses. Students who take CAPP courses are more confident when they get to college and they have stronger academic skills.

Attaining these credits allows them to get off to a good start in college since they will have some of their general electives finished when they start their freshman year. Students who take any CAPP course really stand out when it comes to college applications and scholarship applications. This should improve their chances in both areas.

From a teacher's perspective I personally like the CAPP program because I have seen significant growth in my students. When students began to take my course for college credit instead of as an AP course the effort and level of success improved noticeably. Students applied themselves more knowing that they would be issued an actual college transcript for the grade they earned in the CAPP course. They take pride in the fact that are in

college level courses. More students are earning college credit during high school than in previous years when the option to earn credit included taking the AP test or youth options. Many students have voiced that they are thankful for the opportunity to earn inexpensive credits that will help them get a leg up when they go to college. The cost is approximately  $\frac{1}{3}$  of the cost of being on campus taking the same course. This is an obvious advantage to families who will struggle to afford college - which is most every family - myself included. My daughter Hannah is currently a student in my CAPP class.

In a nutshell, if Bill 805 is not passed our school will most likely drop the CAPP program. We cannot afford the estimated \$60,000 + that would be required to pay for the credits. Some of the courses we offer as CAPP would have to be eliminated from our curriculum while a few may still run as an AP course. Offering these courses as AP classes is not in the best interest of the students because the pass rate for AP classes is typically 30-60% - depending on what test is taken. Students who pass the AP test are also not guaranteed full credit since some institutions grant fewer credits for lower scores. With the CAPP program, students who earn a passing grade are guaranteed full credit from any UW school.

One of the biggest disadvantages to the AP test is that it is a one-day, one-shot deal. Even at the college level most courses have a minimum of a midterm and final exam if not more tests throughout the semester course. High school students struggle with the endurance it takes to prepare the entire year for a one day all or none AP test.

The other option if bill 805 is not passed is for students to take course options or youth options BUT they will be limited to what can fit into their schedule and what would be offered close enough to their high school.

In summary, I ask you to support bill 805 since it is in the best interest of our students. Passing bill 805 will require that students pay for the CAPP courses and this will allow our school as well as other schools to keep offering CAPP courses.

I hope that this information I've provided is helpful in convincing you to support bill 805. Thank you for this opportunity to speak with you today.