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**Terry C. Anderson**  
*Director*  
**Laura D. Rose**  
*Deputy Director*

January 7, 2013

The Honorable Scott Walker, Governor  
Room 115 East, State Capitol  
Madison, WI 53702

Dear Governor Walker:

We are writing in our capacity as Chair and Vice Chair of the Joint Legislative Council's Special Committee on Improving Educational Opportunities in High School. The Special Committee is directed to develop legislation to create and enhance opportunities for both lower and higher achieving students in high school. Specifically, the Special Committee is required to evaluate current options available to high school students for both career and technical education and post-secondary enrollment, including the Youth Options Program; examine both career and technical education and post-secondary enrollment options available to high school students in other states; and determine how to promote coordination between high schools, technical colleges, universities, and employers to ensure that high school students have the skills necessary to meet the workforce needs of employers in this state.

The Special Committee recently learned about the Department of Public Instruction (DPI) 2013-15 Biennial Budget request to establish a new Career and Technical Education (CTE) Incentive Grant Program that encourages school districts to increase the number of pupils graduating from high school with an industry-recognized credential in key occupations designated as being in highest need of additional skilled workers. DPI requests a sum sufficient \$3,000,000 GPR appropriation in fiscal year 2014-15 to establish this program. According to the DPI request, the program would provide school districts \$1,000 for each pupil who graduates from that district with certain recognized CTE certificates. Certifications that are eligible for incentives would be determined annually by DPI, the Department of Workforce Development, and the Wisconsin Technical College System.

Aligning high school education with the needs of the workforce and helping students, including students with disabilities, to earn credentials to enhance their employability are priorities for the Special Committee. Therefore, the Special Committee supports the creation of the CTE Incentive Grant Program and urges you to include this program as part of your 2013-15 Biennial Budget.

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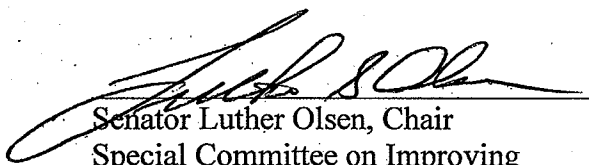
In addition, the Special Committee received testimony from the Madison Metropolitan School District and the Monona Grove School District regarding the benefits of using the EXPLORE PLAN ACT (ACT Suite) and WorkKeys. The combination of EXPLORE, PLAN, and the ACT allows student achievement and academic growth to be measured over time, allows students to make more informed choices about course selection, identifies potential areas for academic improvement, and encourages students to consider college and career options at an earlier age. The WorkKeys test identifies specific skills needed for particular jobs and assesses a student's skill levels in order to determine the types of training or coursework that may be needed. Both students and parents are able to understand the relevance and value of all of these tests.

The DPI 2013-15 Biennial Budget request includes a proposal that would require all high school students to take the ACT Suite and WorkKeys. Under the proposal, students in 9<sup>th</sup> grade would take the EXPLORE test, students in 10<sup>th</sup> grade would take the PLAN test, and students in 11<sup>th</sup> grade would take the ACT test and WorkKeys.


The Special Committee supports DPI's budget proposal regarding the ACT Suite and WorkKeys and supports the appropriation of funding to school districts to implement the ACT Suite and WorkKeys. The Special Committee urges you to include DPI's budget proposal regarding the use of the ACT Suite and WorkKeys as part of your 2013-15 Biennial Budget. The committee also urges you to include in your Biennial Budget a requirement that students in 9<sup>th</sup> grade take EXPLORE at the beginning of 9<sup>th</sup> grade.

Thank you for your consideration of these requests.

Sincerely,



Senator Luther Olsen, Chair  
Special Committee on Improving  
Educational Opportunities in High School

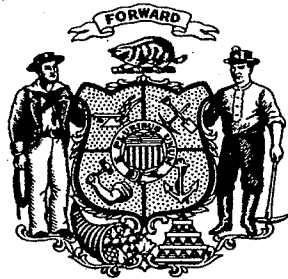
  
Senator Paul Farrow, Vice Chair  
Special Committee on Improving  
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*Deputy Director*

January 7, 2013

State Superintendent of Public Instruction Tony Evers  
Department of Public Instruction  
125 South Webster Street  
Madison, WI 53707-7841

Dear Superintendent Evers:

We are writing in our capacity as Chair and Vice Chair of the Joint Legislative Council's Special Committee on Improving Educational Opportunities in High School. The Special Committee is directed to develop legislation to create and enhance opportunities for both lower and higher achieving students in high school. Specifically, the committee is directed to evaluate current options available to high school students for both career and technical education and post-secondary enrollment, including the Youth Options Program; examine both career and technical education and post-secondary enrollment options available to high school students in other states; and determine how to promote coordination between high schools, technical colleges, universities, and employers to ensure that high school students have the skills necessary to meet the workforce needs of employers in this state.

This letter sets forth committee recommendations relating to: (1) outreach regarding programs for career and technical education and post-secondary enrollment; (2) the ACT Suite and WorkKeys; (3) 10<sup>th</sup> grade science assessment; (4) alternate pathways to licensure; (5) credit flexibility and competencies; and (6) core abilities.

*Outreach Regarding Programs for Career and Technical Education and Post-Secondary Enrollment*

During the course of its meetings, the Special Committee received testimony about programs available to high school students for career and technical education and post-secondary enrollment, including the following: (1) work-based learning programs, such as Youth Apprenticeship; (2) programs that provide high school students with the opportunity to earn post-secondary credits while in high school, such as the Youth Options program; and (3) the technical education high school diploma. The committee expressed concern that school districts and businesses may not be aware of the programs available for career and technical education and

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post-secondary enrollment. The committee wants school districts and businesses to be aware of the programs for career and technical education and post-secondary enrollment so that school districts and businesses can work together to create more opportunities for high school students, including students with disabilities. Creating more opportunities will provide students with the ability to depart from high school with the education and skills necessary to succeed in the workplace or in a post-secondary institution.

Therefore, the Special Committee requests that the Department of Public Instruction (DPI) increase its outreach to school districts regarding the programs available to high school students, including students with disabilities, for career and technical education and post-secondary enrollment. In addition, the Special Committee requests that DPI work with the Department of Workforce Development to create an online resource that provides information on the programs for career and technical education and post-secondary enrollment.

#### ACT Suite and WorkKeys

The Special Committee received testimony from the Madison Metropolitan School District and the Monona Grove School District regarding the benefits of using the EXPLORE PLAN ACT (ACT Suite) and WorkKeys. The combination of EXPLORE, PLAN, and the ACT allows student achievement and academic growth to be measured over time, allows students to make more informed choices about course selection, identifies potential areas for academic improvement, and encourages students to consider college and career options at an earlier age. The WorkKeys test identifies specific skills needed for particular jobs and assesses a student's skill levels in order to determine the types of training or coursework that may be needed. Both students and parents are able to understand the relevance and value of all of these tests.

The DPI 2013-15 budget request includes a proposal that would require all high school students to take the ACT Suite and WorkKeys. Under the proposal, students in 9<sup>th</sup> grade would take the EXPLORE test, students in 10<sup>th</sup> grade would take the PLAN test, and students in 11<sup>th</sup> grade would take the ACT test and WorkKeys.

The Special Committee supports DPI's budget proposal regarding the ACT Suite and WorkKeys and supports the appropriation of funding to school districts to implement the ACT Suite and WorkKeys. However, the committee also urges you to support a requirement that students in 9<sup>th</sup> grade take EXPLORE at the beginning of 9<sup>th</sup> grade.

#### 10<sup>th</sup> Grade Science Assessment

The Special Committee received testimony from the Madison Metropolitan School District and the Monona Grove School District regarding the benefits of using the ACT Suite and WorkKeys. In addition, the Special Committee received information regarding the DPI proposal to require all high school students to take the ACT Suite and WorkKeys, as well as the DPI proposal to use a separate science test in 10<sup>th</sup> grade. Therefore, it is the understanding of the committee that 10<sup>th</sup> grade students would take the PLAN test and the additional science test.

Among the many benefits of using the ACT Suite is that students and parents recognize that the ACT Suite of tests are more meaningful and relevant to a student's high school and post-secondary college or career plans. Therefore, the Special Committee recommends that DPI consider using the 10<sup>th</sup> grade PLAN test to assess science, rather than developing a separate science assessment.

#### Alternative Pathways to Licensure

The Special Committee has been very interested in learning about alternative pathways for individuals who have not received an education degree from a college or university to obtain a license to teach in a high school. The DPI has been extremely helpful in educating the Special Committee about alternative pathways to licensure including the license based on equivalency or experience, the alternative route pathway to obtain a license to teach in shortage areas such as math, and the ability of school districts to provide alternative methods of teacher certification.

However, the Special Committee determined that school districts need more information and assistance regarding all of the current alternative pathways to licensure. To that end, the Special Committee requests that DPI increase its efforts to effectively communicate information regarding alternative pathways to teacher licensure to all school districts in the state.

In addition, the Special Committee appreciates the efforts of DPI to create alternative pathways for teacher licensure and encourages DPI to continue its efforts in this regard, including efforts to increase flexibility in teacher certification with respect to interdisciplinary instruction.

#### Credit Flexibility and Competencies

During the course of its meetings, the Special Committee generally discussed the issue of school districts requiring students to demonstrate proficiency in specific content areas and skills, rather than relying on Carnegie units or "seat time" alone to determine students' readiness for the next grade or for high school graduation. The Special Committee was therefore pleased to learn that DPI has formed a Credit Flexibility Work Group that is charged with helping DPI create specific guidance to assist school districts in advancing credit flexibility and reviewing best practices from the state and around the country.

The Special Committee requests that DPI continue to support the efforts of the Credit Flexibility Work Group and ensure that the work group thoroughly examines new methods of earning high school credits by demonstrating competencies.

#### Core Abilities

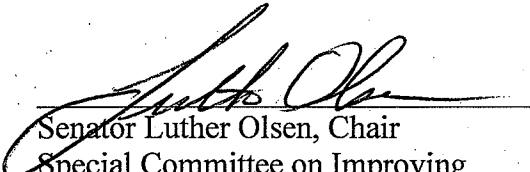
The Special Committee received testimony from Mary Diez, Professor of Education and Dean of the School of Education at Alverno College, and Patricia Hoben, Principal of Carmen High School of Science and Technology in Milwaukee and member of the Special Committee. Ms. Diez described the ability-based learning program created at Alverno College, which is based upon eight specific abilities that students are expected to develop, and explained how the


eight abilities are connected with content-based instruction in order to form an outcome-based framework for learning. Ms. Hoben explained how Carmen High School of Science and Technology adapted the Alverno eight abilities for high school students. She described how students are expected to develop the eight abilities throughout their courses, internships, and community service and how the eight ability framework is used as a tool for assessing college and career readiness.

The Special Committee was supportive of the idea of school districts incorporating the use of core abilities in high school as a measure of competency and as a way to add meaning to a high school diploma. However, the Special Committee was unable to pursue this idea before the Special Committee concluded at the end of 2012. Therefore, the Special Committee requests that DPI form a taskforce to determine how core abilities can be incorporated into high school assessment and to suggest legislation that may be required in order to accomplish this goal.

Thank you for your consideration of these requests.

Sincerely,

  
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Senator Luther Olsen, Chair  
Special Committee on Improving  
Educational Opportunities in High School

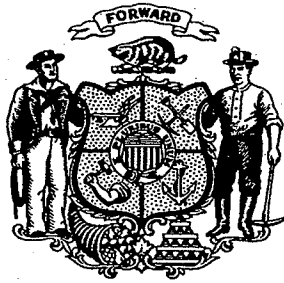
  
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*Deputy Director*

January 7, 2013

Mr. Reggie Newson, Secretary  
Department of Workforce Development  
201 East Washington Avenue  
Madison, WI 53707

Dear Secretary Newson:

We are writing in our capacity as Chair and Vice Chair of the Joint Legislative Council's Special Committee on Improving Educational Opportunities in High School. The Special Committee is directed to develop legislation to create and enhance opportunities for both lower and higher achieving students in high school. Specifically, the committee is directed to evaluate current options available to high school students for both career and technical education and post-secondary enrollment, including the Youth Options Program; examine both career and technical education and post-secondary enrollment options available to high school students in other states; and determine how to promote coordination between high schools, technical colleges, universities, and employers to ensure that high school students have the skills necessary to meet the workforce needs of employers in this state.

During the course of its meetings, the Special Committee received testimony about programs available to high school students for career and technical education and post-secondary enrollment, including the following: (1) work-based learning programs, such as Youth Apprenticeship; (2) programs that provide high school students with the opportunity to earn post-secondary credits while in high school, such as the Youth Options program; and (3) the technical education high school diploma. The committee expressed concern that school districts and businesses may not be aware of the programs available for career and technical education and post-secondary enrollment. The committee wants school districts and businesses to be aware of the programs for career and technical education and post-secondary enrollment so that school districts and businesses can work together, and work with post-secondary institutions, to create more opportunities for high school students, including students with disabilities. Creating more opportunities will provide students with the ability to depart from high school with the education and skills necessary to succeed in the workplace or in a post-secondary institution.

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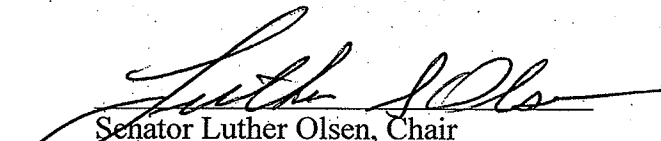
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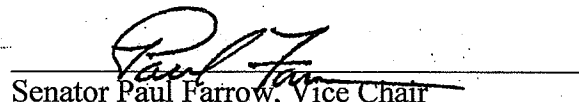


Therefore, the Special Committee requests that the Department of Workforce Development (DWD) increase its outreach to businesses regarding opportunities for businesses to mentor high school students, including students with disabilities, or become involved in programs that provide career and technical education to high school students. In addition, the Special Committee requests that DWD work with the Department of Public Instruction to create an online resource that provides information on the programs available to high school students for career and technical education and post-secondary enrollment. Lastly, the Special Committee requests that DWD create an online resource to facilitate communication and coordination among school districts, post-secondary institutions, and businesses regarding work-based learning, career opportunities, and post-secondary options for high school students, including students with disabilities.

Thank you for your consideration of these requests.

Sincerely,

  
Senator Luther Olsen, Chair  
Special Committee on Improving  
Educational Opportunities in High School

  
Senator Paul Farrow, Vice Chair  
Special Committee on Improving  
Educational Opportunities in High School

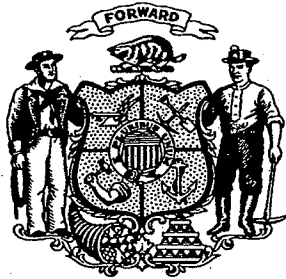
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*Deputy Director*

January 7, 2013

Representative Samantha Kerkman, Co-Chair  
Joint Committee on Audit  
Room 315 North  
State Capitol  
Madison, WI 53701

Senator Robert Cowles, Co-Chair  
Joint Committee on Audit  
Room 118 South  
State Capitol  
Madison, WI 53701

Dear Co-Chairs Kerkman and Cowles:

On behalf of the Joint Legislative Council's Special Committee on Improving Educational Opportunities in High School, we write to ask that the Joint Committee on Audit direct the Legislative Audit Bureau to conduct an audit of the work-based learning programs that are available to high school students in Wisconsin and that are administered by the Department of Public Instruction (DPI) or the Department of Workforce Development (DWD); and to conduct an audit of the programs that provide high school students in Wisconsin with the opportunity to earn both high school and post-secondary credits while in high school.

During the course of its meetings, the Special Committee received testimony about the declining number of enrollees in certain work-based learning programs, and, given the declining number of enrollees and the cost and requirements of the programs, the committee was unable to ascertain whether the programs have been and will continue to be an effective method by which to provide work-based learning opportunities to high school students. Therefore, the Special Committee reached the conclusion that the work-based learning programs available to high school pupils are in need of a comprehensive audit.

Generally, the Special Committee recommends that the audit of work-based learning programs evaluate the cost of each program; the number of students, including students with disabilities, enrolled in each program; and the effectiveness of each program. The audit should include the following programs: (1) Youth Apprenticeship; (2) Employability Skills Certificate; (3) Cooperative Education Skills Standards Certificate; and (4) Youth Leadership Skill Certificate. The audit should also include other work-based learning programs administered by DPI or DWD that are identified by the Joint Committee on Audit or the Legislative Audit Bureau.

The need for an audit of work-based learning programs could not come at a better time. It is essential that Wisconsin's workforce has the skills necessary to meet the current and future needs of

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employers in Wisconsin. Work-based learning programs provide a learning experience for high school students outside of the traditional classroom and assist students in attaining workplace skills for future employment. Ideally, such programs serve to ensure that students have the skills necessary to enter the workforce, whether it be after high school or after post-secondary education. However, a better understanding of work-based learning programs is necessary for Wisconsin to ensure that it provides effective work-based learning opportunities to high school students.

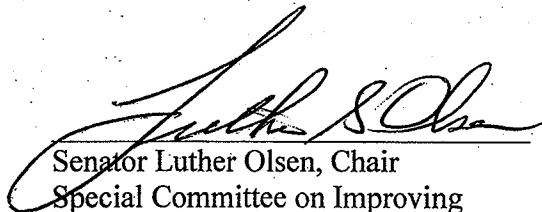
In addition, during the course of its meetings, the Special Committee received testimony on the programs that provide high school students with the opportunity to earn both high school and post-secondary credits while in high school, including the Youth Options program. In addition to the Youth Options program, there are other programs, such as dual enrollment and transcribed credit programs, that provide similar opportunities to high school students. Given the variety of programs available and the cost and requirements of the programs, the committee was unable to ascertain whether the programs have been and will continue to be an effective method by which to provide opportunities for post-secondary credits to high school students. Therefore, the Special Committee reached the conclusion that the programs that provide high school students with the opportunity to earn both high school and post-secondary credits are in need of a comprehensive audit.

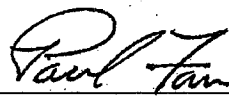
Generally, the Special Committee recommends that the audit of these programs evaluate the cost of each program, including the costs incurred by post-secondary institutions; the number of students, including students with disabilities, enrolled in each program; and the effectiveness of each program. The audit should include the following programs: (1) Youth Options; (2) dual enrollment; and (3) transcribed credit. The audit should also include other similar programs that are identified by the Joint Committee on Audit or the Legislative Audit Bureau.

The need for an audit of programs that provide high school students with the opportunity to earn both high school and post-secondary credits could not come at a better time. It is essential that students depart from high school with the education and skills necessary to succeed in the workplace or in a post-secondary educational institution. Programs that provide opportunities to high school students to earn both high school and post-secondary credits allow students to obtain knowledge in courses that may not be available in high school, which may assist students in exploring career options or becoming more prepared to enter the workplace or a post-secondary educational institution. A better understanding of programs that provide high school students with the opportunity to earn both high school and post-secondary credits is necessary for Wisconsin to ensure that it provides effective opportunities to high school students.

Thank you for your attention to these audit requests.

Sincerely,

  
Senator Luther Olsen, Chair  
Special Committee on Improving  
Educational Opportunities in High School

  
Senator Paul Farrow, Vice Chair  
Special Committee on Improving  
Educational Opportunities in High School

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**Laura D. Rose**  
*Deputy Director*

January 7, 2013

Senator Luther Olsen, Co-Chair  
Joint Legislative Council  
Room 319 South  
State Capitol  
Madison, WI 53701

Representative Joan Ballweg, Co-Chair  
Joint Legislative Council  
Room 210 North  
State Capitol  
Madison, WI 53701

Dear Co-Chairs Olsen and Ballweg:

We are writing in our capacity as Chair and Vice Chair of the Joint Legislative Council's Special Committee on Improving Educational Opportunities in High School. The Special Committee is directed to develop legislation to create and enhance opportunities for both lower and higher achieving students in high school. Specifically, the committee is directed to evaluate current options available to high school students for both career and technical education and post-secondary enrollment, including the Youth Options Program; examine both career and technical education and post-secondary enrollment options available to high school students in other states; and determine how to promote coordination between high schools, technical colleges, universities, and employers to ensure that high school students have the skills necessary to meet the workforce needs of employers in this state.

During the course of its meetings, the Special Committee discussed the training and instruction that is provided in educator preparation programs to prepare graduates to teach high school students. The committee also discussed the changing requirements in education, such as the No Child Left Behind waiver, 21<sup>st</sup> Century skills, Smarter Balanced assessments, ACT Suite, and Common Core. Given these changing requirements, and the need to keep educators informed about such requirements, the committee wants to ensure that programs designed to train future educators adequately prepare them to teach in this changing environment.

The Special Committee expressed interest in studying the educator preparation programs offered by institutions of higher education to ensure that the programs contain instruction in relevant changes in education, including 21<sup>st</sup> Century skills. Given the remaining number of committee meetings and the time that would be required to study and recommend changes to the educator preparation programs, the committee was unable to complete this task. However, the committee strongly believes that the educator preparation programs should be reviewed.

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Therefore, the Special Committee requests that the Joint Legislative Council appoint a special committee for the 2014 interim to study educator preparation programs in the state to ensure that the programs include instruction in relevant changes in education, including 21<sup>st</sup> Century skills, and to study educator preparation programs that are available to special education teachers to ensure that the programs include instruction in how to assist students with disabilities transition to the workforce.

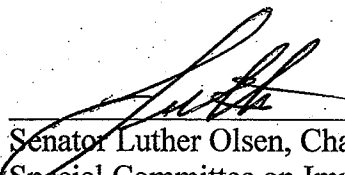
In addition, during the course of its meetings, the Special Committee generally discussed the 20 education standards, which are minimum, uniform requirements that school districts are required to comply with. The standards create requirements relating to: (1) teacher certification; (2) professional staff development; (3) remedial reading services; (4) kindergarten programming; (5) guidance and counseling services; (6) school schedules; (7) emergency nursing services; (8) instructional materials; (9) safe and healthful facilities; (10) qualified instruction in specified subjects; (11) required curriculum plans in specified subjects; (12) regular instruction in specified subjects; (13) education for employment programs; (14) children at risk plans; (15) school and school district performance reports; (16) high school graduation standards; (17) school personnel evaluation; (18) standardized reading tests; (19) 4th, 8th, and 10th grade assessment examinations; and (20) gifted and talented programs.


The Special Committee expressed interest in revising or eliminating the 20 education standards. Given the remaining number of committee meetings and the time that would be required to thoroughly study and discuss the education standards, the committee was unable to make recommendations regarding these standards. However, the committee strongly believes that the education standards should be reviewed and recommends that the Joint Legislative Council appoint a special committee to specifically study the education standards.

Therefore, the Special Committee also requests that the Joint Legislative Council appoint a special committee for the 2014 interim to review the 20 education standards to determine whether the standards should be revised or eliminated.

Thank you for your attention to these requests.

Sincerely,

  
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Senator Luther Olsen, Chair  
Special Committee on Improving  
Educational Opportunities in High School

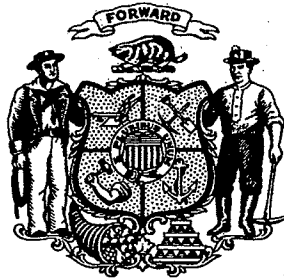
  
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*Deputy Director*

January 7, 2013

Mr. Kevin P. Reilly, President  
University of Wisconsin System  
1720 Van Hise Hall  
1220 Linden Drive  
Madison, WI 53706

Mr. Rolf Wegenke, Ph.D., President  
Wisconsin Association of Independent Colleges and Universities  
122 West Washington Avenue, Suite 700  
Madison, WI 53703-2723

Dear Mr. Reilly and Mr. Wegenke:

We are writing in our capacity as Chair and Vice Chair of the Joint Legislative Council's Special Committee on Improving Educational Opportunities in High School. The Special Committee is directed to develop legislation to create and enhance opportunities for both lower and higher achieving students in high school. Specifically, the committee is directed to evaluate current options available to high school students for both career and technical education and post-secondary enrollment, including the Youth Options Program; examine both career and technical education and post-secondary enrollment options available to high school students in other states; and determine how to promote coordination between high schools, technical colleges, universities, and employers to ensure that high school students have the skills necessary to meet the workforce needs of employers in this state.

During the course of its meetings, the Special Committee discussed the training and instruction that is provided in educator preparation programs to prepare graduates to teach high school students. The committee also discussed the changing requirements in education, such as the No Child Left Behind waiver, 21<sup>st</sup> Century skills, Smarter Balanced assessments, ACT Suite, and Common Core. Given these changing requirements, and the need to keep educators informed about such requirements, the committee wants to ensure that programs designed to train educators adequately prepare them to teach in this changing environment.

The Special Committee expressed interest in studying the educator preparation programs offered by institutions of higher education to ensure that the programs contain instruction in relevant changes in education, including 21<sup>st</sup> Century skills. Given the remaining number of committee meetings and the time that would be required to study and recommend changes to the educator preparation programs, the committee was unable to complete this task. However, the committee strongly believes that the educator preparation programs should be reviewed.

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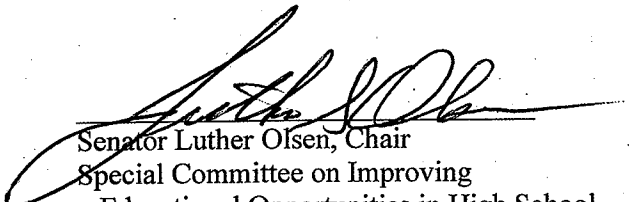
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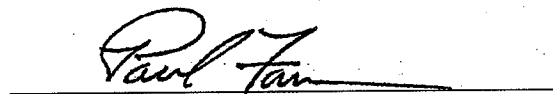
Therefore, the Special Committee requests that the University of Wisconsin (UW) System and the Wisconsin Association of Independent Colleges and Universities (WAICU) review the educator preparation programs that are available at their respective educational institutions to ensure that those programs include instruction in relevant changes in education, including 21<sup>st</sup> Century skills. The committee also requests that the UW System and WAICU review the educator preparation programs that are available to special education teachers to ensure that those programs include instruction in how to assist students with disabilities transition to the workforce.

Thank you for your attention to this request.

Sincerely,



Senator Luther Olsen, Chair  
Special Committee on Improving  
Educational Opportunities in High School



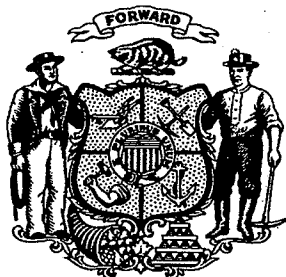
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January 7, 2013

Mr. John Ashley, Executive Director  
Wisconsin Association of School Boards  
122 West Washington Avenue, Suite 400  
Madison, WI 53703-2761

Dear Mr. Ashley:

We are writing in our capacity as Chair and Vice Chair of the Joint Legislative Council's Special Committee on Improving Educational Opportunities in High School. The Special Committee is directed to develop legislation to create and enhance opportunities for both lower and higher achieving students in high school. Specifically, the Special Committee is required to evaluate current options available to high school students for both career and technical education and post-secondary enrollment, including the Youth Options Program; examine both career and technical education and post-secondary enrollment options available to high school students in other states; and determine how to promote coordination between high schools, technical colleges, universities, and employers to ensure that high school students have the skills necessary to meet the workforce needs of employers in this state.

The Special Committee has heard testimony and had numerous discussions regarding the lack of technical education courses that are available in high school. Recently, the Special Committee heard a presentation from Mr. James Golembeski, Executive Director of the Bay Area Workforce Development Board, regarding computer integrated manufacturing mobile labs. In addition to the manufacturing mobile lab, he also described the electro-mechanical mobile lab, which will be the second mobile lab in operation. Mr. Golembeski explained that mobile labs could be set up on a regional basis and that high schools could offer courses prior to the hands-on experience provided by the mobile labs.

Through the course of its meetings, the Special Committee has learned of many opportunities available in order to assist school districts in offering more technical education opportunities, and the committee wants your organization to be aware that technical colleges, local businesses, and workforce development boards are resources for your members to consider partnering with in order to increase the availability of technical education opportunities for high school students, including students with disabilities.

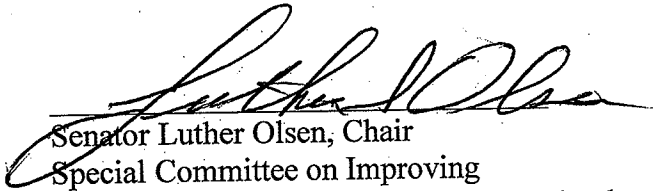
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Thank you for your consideration of this request.

Sincerely,



Senator Luther Olsen, Chair  
Special Committee on Improving  
Educational Opportunities in High School



Senator Paul Farrow, Vice Chair  
Special Committee on Improving  
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**Terry C. Anderson**  
*Director*  
**Laura D. Rose**  
*Deputy Director*

January 7, 2013

Ms. Kathleen Cullen  
Vice President, Teaching and Learning  
Wisconsin Technical College System  
4622 University Avenue  
P.O. Box 7874  
Madison, WI 53707-7874

Dear Ms. Cullen:

We are writing in our capacity as Chair and Vice Chair of the Joint Legislative Council's Special Committee on Improving Educational Opportunities in High School. The Special Committee is directed to develop legislation to create and enhance opportunities for both lower and higher achieving students in high school. Specifically, the Special Committee is required to evaluate current options available to high school students for both career and technical education and post-secondary enrollment, including the Youth Options Program; examine both career and technical education and post-secondary enrollment options available to high school students in other states; and determine how to promote coordination between high schools, technical colleges, universities, and employers to ensure that high school students have the skills necessary to meet the workforce needs of employers in this state.

The Special Committee commends the Wisconsin Technical College System for its commitment to offer online courses that enable high school students to access technical college courses in high school. Online courses provide high school students with the opportunity to earn high school credits as well as postsecondary credits before high school graduation.

However, the Special Committee has had several discussions regarding the lack of technical education opportunities in high school, especially in more rural school districts, and the cost barriers school districts face in order to provide access to online technical college courses. Therefore, the Special Committee encourages the Wisconsin Technical College System to continue increasing the availability of online courses, seek additional funding to provide more online courses, and to work collaboratively with school districts in order to help districts provide high school students, including students with disabilities, with greater access to online courses.

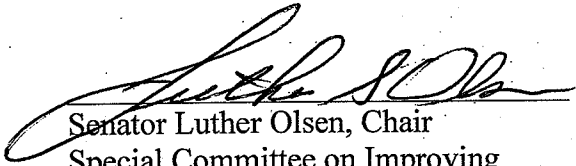
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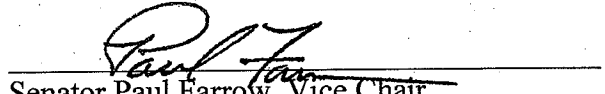


Thank you for your consideration of this request.

Sincerely,

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Senator Luther Olsen, Chair  
Special Committee on Improving  
Educational Opportunities in High School

A handwritten signature in cursive script, appearing to read "Paul Farrow", written over a horizontal line.

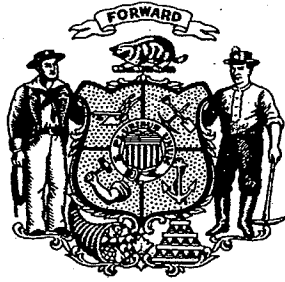
Senator Paul Farrow, Vice Chair  
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**Laura D. Rose**  
*Deputy Director*

January 7, 2013

Mr. Thomas Eckert  
Blackhawk Technical College  
6004 S. County Road G  
P.O. Box 5009  
Janesville, WI 53547-5009

Dear Mr. Eckert:

We are writing in our capacity as Chair and Vice Chair of the Joint Legislative Council's Special Committee on Improving Educational Opportunities in High School. The Special Committee is directed to develop legislation to create and enhance opportunities for both lower and higher achieving students in high school. Specifically, the Special Committee is required to evaluate current options available to high school students for both career and technical education and post-secondary enrollment, including the Youth Options Program; examine both career and technical education and post-secondary enrollment options available to high school students in other states; and determine how to promote coordination between high schools, technical colleges, universities, and employers to ensure that high school students have the skills necessary to meet the workforce needs of employers in this state.

Throughout the course of the Special Committee's meetings, the Special Committee has received testimony regarding numerous programs, local partnerships, and regional efforts to increase work-based learning, career opportunities, and post-secondary options for high school students. However, the Special Committee has learned that many school districts and businesses are unaware that such opportunities exist.

Therefore, the Special Committee requests that you form a taskforce comprised of representatives of school districts, post-secondary institutions, and businesses in your area in order to create a permanent entity to coordinate information and resources regarding work-based learning, career opportunities, and post-secondary options for high school students, including students with disabilities. In addition, the Special Committee encourages you to utilize a regional online resource in order to facilitate communication and coordination among those entities.

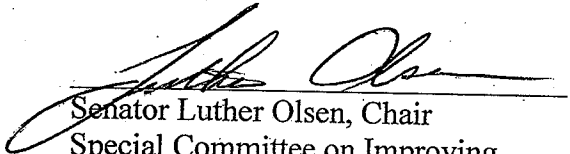
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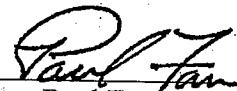


Thank you for your consideration of this request.

Sincerely,

  
\_\_\_\_\_  
Senator Luther Olsen, Chair  
Special Committee on Improving  
Educational Opportunities in High School

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Senator Paul Farrow, Vice Chair  
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*Director*  
**Laura D. Rose**  
*Deputy Director*

January 7, 2013

Mr. Jim Rickabaugh  
CESA 1  
N25 W23131 Paul Road, Suite 100  
Pewaukee, WI 53072

Dear Mr. Rickabaugh:

We are writing in our capacity as Chair and Vice Chair of the Joint Legislative Council's Special Committee on Improving Educational Opportunities in High School. The Special Committee is directed to develop legislation to create and enhance opportunities for both lower and higher achieving students in high school. Specifically, the Special Committee is required to evaluate current options available to high school students for both career and technical education and post-secondary enrollment, including the Youth Options Program; examine both career and technical education and post-secondary enrollment options available to high school students in other states; and determine how to promote coordination between high schools, technical colleges, universities, and employers to ensure that high school students have the skills necessary to meet the workforce needs of employers in this state.

The Special Committee has heard testimony and had numerous discussions regarding the lack of technical education courses and work-based opportunities for high school students. As agencies that provide coordination and education services to school districts, University of Wisconsin System institutions and technical colleges, CESAs are in a unique position to serve as regional centers to provide information and assistance to school districts regarding technical education opportunities for high school students.

Therefore, the Special Committee encourages you to continue to increase your efforts to facilitate communication among school districts and post-secondary institutions regarding technical education opportunities available to high school students, including students with disabilities. In addition, the Special Committee urges you to explore ways in which your CESA could offer technical education courses to high school students in your region.

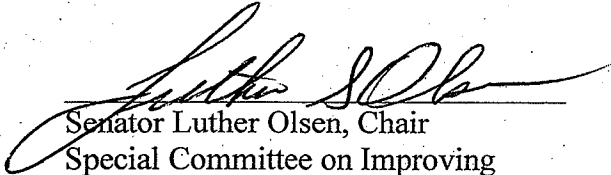
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Thank you for your consideration of this request.

Sincerely,

  
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Senator Luther Olsen, Chair  
Special Committee on Improving  
Educational Opportunities in High School

  
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Senator Paul Farrow, Vice Chair  
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