

Wisconsin Technical College System

(LFB Budget Summary Document: Page 739)

LFB Summary Items for Which an Issue Paper Has Been Prepared

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2	General Aid (Paper #830)
3 & 4	Grants to District Boards (Paper #831)
5	System Office General Operations (Paper #832)

LFB Summary Items Removed From Budget Consideration

<u>Item #</u>	<u>Title</u>
8	Fee Remission for Student Teachers
9	Fee Remission for Certain Tribal Members
10	Eligibility for Fee Remission for Hmong-Lao Veterans
11	Voter Identification
12	Nonresident Tuition Exemption for Certain Tribal Members
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LFB Summary Item Addressed in a Previous Paper

<u>Item #</u>	<u>Title</u>
1	Standard Budget Adjustments (Paper #105)

LFB Summary Item to be Addressed in a Separate Paper

<u>Item #</u>	<u>Title</u>
7	Revenue Limits -- Personal Property Tax Repeal Aid



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Joint Committee on Finance

Paper #830

General Aid (Wisconsin Technical College System)

[LFB 2025-27 Budget Summary: Page 739, #2]

CURRENT LAW

State aid is provided to Wisconsin Technical College System (WTCS) districts from three major appropriations. Property tax relief aid (\$449.0 million GPR in 2024-25) is subject to each district's revenue limit, and therefore reduces its operational levy by an equal amount. State general aid (\$109.6 million GPR in 2024-25) is outside of revenue limits and is distributed using a partially equalizing formula and as outcomes-based funding. State categorical aids (\$25.1 million GPR in 2024-25) are used to support grant categories relating to specific types of training and credentials.

DISCUSSION POINTS

1. In 2024-25, \$109.6 million GPR is appropriated for state general aids. Of that amount, \$76.7 million (or 70%) is distributed using a partially equalizing formula that takes into account each of the 16 districts' costs, full time equivalent (FTE) students, and equalized property valuation. The remaining \$32.9 million is distributed through an outcomes-based funding formula.
2. Under the partially equalizing formula, the two primary factors which determine the level of state aid received by a district are the level of aidable cost and the equalization index. Districts with less property valuation behind each student receive a higher percentage of their aidable costs because they are less able to generate as much property tax revenue at a given mill rate than districts with high property valuations. The principle behind the equalization formula is that those districts with relatively high property valuations behind each student generate more property tax revenue at a given mill rate and, therefore, should receive less state aid per student than districts with relatively low valuations per student.
3. Under the outcomes-based formula, aid is distributed based on each district's

performance on criteria described in state law, which includes the following: (a) job placement rates; (b) the number of degrees and certificates awarded in high-demand fields; (c) the number of programs or courses with industry-validated curriculum; (d) the transition of adult students from basic education to skills training; (e) the number of and success of adult students served by basic education courses; (f) participation in dual enrollment programs; (g) workforce training provided to businesses and individuals; (h) participation in statewide or regional collaboration or efficiency initiatives; (i) training or other services provided to special populations or demographic groups unique to the district; and (j) implementing a policy to award course credit for relevant education or training not obtained at a college or university. Performance funding in each fiscal year is determined by the district's performance in the three previous fiscal years on seven of the 10 performance criteria, to be selected by the district prior to the calculation of aid in each fiscal year.

4. Table 1 shows the amount of partially equalizing aid, the amount of outcomes-based funding, and total state general aid received by each technical college district in 2024-25.

TABLE 1
State General Aid Distribution by District, 2024-25

	<u>Partially Equalizing Aid</u>	<u>Outcomes Based Funding</u>	<u>Total State Aid</u>
Blackhawk	\$2,372,600	\$1,342,600	\$3,715,200
Chippewa Valley	6,021,500	2,149,700	8,171,200
Fox Valley	7,987,200	3,156,000	11,143,200
Gateway	5,067,100	2,335,200	7,402,300
Lakeshore	1,656,200	1,416,700	3,072,900
Madison Area	9,844,200	3,338,500	13,182,700
Mid-State	2,591,800	1,642,300	4,234,100
Milwaukee Area	13,195,800	3,137,500	16,333,300
Moraine Park	2,952,200	1,889,800	4,842,000
Nicolet Area	556,100	1,134,200	1,690,300
Northcentral	6,058,900	2,069,600	8,128,500
Northeast WI	6,478,900	2,663,400	9,142,300
Northwood	1,555,400	1,531,300	3,086,700
Southwest WI	1,941,600	1,174,500	3,116,100
Waukesha Co.	3,094,200	1,926,400	5,020,600
Western	<u>5,328,700</u>	<u>1,964,800</u>	<u>7,293,500</u>
Total	\$76,702,400	\$32,872,500	\$109,574,900

5. Table 2 shows the amounts appropriated for general aids to WTCS districts and the ratio of general aids to aidable costs since 2015-16. Aidable costs represent expenditures, including debt service, associated with providing postsecondary, vocational-adult, and collegiate transfer programs that are funded by property taxes and state general aids. As the table shows, the percentage of aidable costs funded with general aids has remained relatively steady, with periods in which the percentage declines followed by an increase resulting from additional general aid.

TABLE 2

**State General Aid as a Percentage of Aidable Costs
2015-16 to 2024-25**

	State General Aids		Aidable Costs*		Ratio of Aid to Cost	Change in CPI**
	Amount	% Change	Amount	% Change		
2015-16	\$88,534,900	--	\$895,660,149	--	9.9%	--
2016-17	88,534,900	0.0%	908,816,651	1.5%	9.7	1.3%
2017-18	88,534,900	0.0	931,564,174	2.5	9.5	2.1
2018-19	88,534,900	0.0	943,044,772	1.2	9.4	2.4
2019-20	101,034,900	14.1	973,967,677	3.3	10.4	1.8
2020-21	101,034,900	0.0	984,171,609	1.0	10.3	1.2
2021-22	103,284,900	2.2	967,801,357	-1.7	10.7	4.7
2022-23	103,284,900	0.0	995,658,047	2.9	10.4	8.0
2023-24	106,383,400	3.0	1,023,892,995	2.8	10.4	4.1
2024-25	109,574,900	3.0	1,091,137,493	6.6	10.0	2.9

*Aidable costs are based on district estimates.

**Changes in Consumer Price Index-All Urban Consumers for calendar years 2015 through 2024.

6. Since 2015-16, aidable costs have grown by an annualized growth rate of approximately 2.1% each year. Based on that growth rate, it is estimated that aidable costs will total \$1,114.1 million in 2025-26 and \$1,137.4 million in 2026-27, and the current amount of general aid funding would equal approximately 9.8% of aidable costs in 2025-26 and 9.6% of aidable costs in 2026-27.

7. Property tax increases related to technical colleges are restricted by a revenue limit that prohibits a district from increasing its revenue in any year by a percentage greater than the district's valuation factor (the percentage increase in the district's equalized value resulting from net new construction in the district). For purposes of this revenue limit, revenue is defined as the sum of the tax levy and state property tax relief aid. State general aid is not counted towards the revenue limit. Therefore, any increase in general aid represents an increase in resources for use by technical college districts.

8. Senate Bill 45/Assembly Bill 50 would provide an increase of \$20,000,000 GPR in 2025-26 and \$25,000,000 in 2026-27 in the appropriation for state general aid for technical colleges. Under the proposed increase, general aid funding would equal 11.6% of aidable costs in 2025-26 and 11.8% in 2026-27. [Alternative 1]

9. WTCS indicated that this funding would provide technical colleges with the flexibility to expand their capacity to deliver education and training opportunities, and to meet the unique needs of their local colleges and communities. WTCS further indicated that funding could be used to develop various student supports to align with specific institutional and student population needs. Targeted student populations could include dual-credit earners, transfer students, English learners, adult learners, justice-involved individuals, students with disabilities, and veterans, and student support services could include childcare, assistance with food and housing insecurity, and access to mental health services. Colleges could also use additional funding for operational needs, such as

equipment and material needs in certain courses such as manufacturing and healthcare, faculty recruitment and retention, and technological investments in hardware, software, data protection and security.

10. If the Committee wishes to provide additional funding for WTCS but at a smaller GPR cost, the Committee could consider increasing WTCS's general aid appropriation by \$2,301,100 in 2025-26 and \$4,650,500 in 2026-27, which would represent 2.1% increases in each year over base level funding. Under this approach, the general aid appropriation would continue to fund an estimated 10.0% of aidable costs. [Alternative 2] Providing an increase of 3.0% over base level funding in each year would require an increase of \$3,287,200 GPR in 2025-26 and \$6,673,100 GPR in 2026-27. Under this approach the general aid appropriation would fund 10.1% of aidable costs in 2025-26 and 10.2% in 2026-27. [Alternative 3]

ALTERNATIVES

1. Provide \$20,000,000 in 2025-26 and \$25,000,000 in 2026-27 in the appropriation for state general aid for technical colleges.

ALT 1	Change to Base
GPR	\$45,000,000

2. Provide \$2,301,100 in 2025-26 and \$4,650,500 in 2026-27, an increase of 2.1% annually compared to the current law general aid appropriation.

ALT 2	Change to Base
GPR	\$6,951,600

3. Provide \$3,287,200 in 2025-26 and \$6,673,100 in 2026-27 in the general aid appropriation, an increase of 3.0% annually compared to the current law general aid appropriation.

ALT 3	Change to Base
GPR	\$9,960,300

4. Take no action.

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Joint Committee on Finance

Paper #831

Grants to District Boards (Wisconsin Technical College System)

[LFB 2025-27 Budget Summary: Pages 739-40, #3 and #4]

CURRENT LAW

State aid is provided to Wisconsin Technical College System (WTCS) districts from three major appropriations. Property tax relief aid (\$449.0 million GPR in 2024-25) is subject to each district's revenue limit, and therefore reduces its operational levy by an equal amount. State general aid (\$109.6 million GPR) is outside of revenue limits and is distributed using a partially equalizing formula and as outcomes-based funding. State categorical aids (\$25.1 million GPR) are used to support grant categories relating to specific types of training and credentials.

DISCUSSION POINTS

1. The System Board has the authority to distribute categorical aid funding according to guidelines developed by the Board. In 2024-25, the Board funded grants under nine categories, including (a) core industry; (b) career pathways; (c) workforce advancement training; (d) completion; (e) integrated education and training; (f) systemwide leadership; (g) developing markets; (h) professional growth; and (i) apprenticeship-related instruction.

Addressing Artificial Intelligence in Technical Education

2. Artificial intelligence (AI) refers to the capability of computers and machines to perform tasks and behave in a way typically associated human intelligence. Advancements in AI have the potential to improve efficiency and productivity, but can also raise privacy and ethical concerns and pose certain risks if misused.

3. In its agency budget request, WTCS indicated that AI technologies present a number of opportunities for the technical college system. Faculty can explore teaching strategies to gain

efficiency in their work and students can become familiar with tools they may use in the workplace and learn skills that employers demand. For example, faculty can use AI to generate test questions, lesson plans, and classroom activities, and to manage grades. Students may encounter AI tools in various areas in the workforce, such as by generating menus and modifying recipes in the culinary industry, or by messaging patients and performing administrative tasks in the healthcare industry. For students to learn how to use such tools, faculty must be knowledgeable of industry-specific AI tools and prepared to incorporate them in the classroom.

4. AI tools present opportunities for WTCS to streamline operations and improve efficiency outside of the classroom as well, in areas such as student services, library services, enrollment, recruitment, human resources, grant management, and information technology. For example, chatbot software can be used to answer student questions and connect them to resources, predictive analytics can be used to evaluate student risk factors and identify interventions, and data analysis tools can be used to inform professional development for faculty.

5. AI tools also present a number of limitations and risks. Responsible use of AI requires knowledge and understanding of such limitations, and methods to mitigate risks. For example, privacy concerns with the use of sensitive student data must be considered, and safeguards must be in place to ensure data security. Additionally, users of AI should be aware of legal concerns with the use of copyrighted information.

6. Senate Bill 45/Assembly Bill 50 would provide \$8,000,000 GPR in 2025-26 and \$2,000,000 GPR in 2026-27 and future years in the appropriation for grants to district boards to support the following: (a) AI curriculum and resource development to meet employer demands; (b) educator recruitment, retention and upskilling in AI fields; (c) stackable credential development for AI degrees and certifications; and (d) infrastructure development related to AI. [Alternative A1]

7. In its agency budget request, WTCS requested \$5,000,000 GPR annually to fund professional development and tools to support technical colleges in their adoption of AI. [Alternative A2] WTCS indicated that dedicated funding for AI can support professional development on an ongoing basis to ensure students are learning the most current evolving technologies.

8. If the Committee wished to provide some funding for AI use in technical colleges but at a reduced cost, \$2 million GPR could be provided annually. [Alternative A3]

Open Educational Resources

9. Open educational resources include teaching, learning, and research resources that reside in public domain or have been released under an intellectual property license that permits free use and repurposing by others. The resources may include textbooks, streaming videos, modules, tests, software, and other tools or materials used to support education.

10. In 2019, WTCS received a \$2.5 million grant from the federal Department of Education to develop open educational resources. All 16 technical colleges, led by Chippewa Valley, were involved in the development of open educational resources for nursing programs. WTCS developed five textbooks for nursing program courses with the initial grant along with 25 online virtual

simulations and 25 virtual reality scenarios. The five textbooks covered courses on nursing pharmacology, nursing skills, nursing fundamentals, management and professional concepts, and mental health and community concepts. A sixth textbook for nursing assistant coursework was developed using funding from the federal coronavirus relief acts. These materials are developed with the needs of local industry and business in mind, and are written by technical college faculty with expertise in the subject matter. Materials are available to students free of charge. According to WTCS, over 5,700 students in Wisconsin were able to use the initial open educational resources each year, for an estimated total annual savings of \$1.5 million (or approximately \$263 per student). Additionally, a medical terminology textbook first available in Fall, 2022, was projected to impact 8,600 WTCS college students and an additional 3,300 dual credit high school students annually, saving them an estimated \$895,000 each year.

11. Under 2023 Act 19, the 2023-25 biennial budget act, one-time funding of \$3,000,000 GPR was provided in 2023-24 to award grants to technical colleges to create open educational resources. WTCS indicated that system office staff worked with the colleges to identify high demand and high enrollment programs in order to impact the most students and provide the highest possible savings. A total of 128 instructional materials for courses within 27 program offerings have been initiated by the technical colleges with this funding. WTCS projects this will save over 100,000 students an estimated total of \$15.2 million (or approximately \$152 per student).

12. In its agency budget request, WTCS indicated that additional funding would support the creation of new open educational resources and materials in various program areas as well as the essential upkeep and modernization of existing resources. WTCS also indicated that without additional, ongoing funding to update and maintain existing materials, they may not be available in the future due to outdated content.

13. SB 45/AB 50 would provide \$3,000,000 GPR in 2025-26 in the appropriation for grants to district boards (a continuing appropriation) to provide grants to create open educational resource textbooks and other materials that will allow the public and technical colleges across WTCS to access technical college course materials. [Alternative B1]

14. In its agency budget request, WTCS requested \$1,000,000 GPR in 2025-26, and \$2,000,000 GPR in 2026-27 and annually thereafter for open educational resources. WTCS indicated that this would allow open educational resources to be developed for additional courses, including those related to automotive technology, mechanical design, information technology, early childhood, and culinary programs. WTCS also indicated that providing the funding over a two-year period on an ongoing basis would give faculty the time needed to develop the resources and allow materials to be continually updated to adapt to changes in industry practices. [Alternative B2]

15. If the Committee wished to provide ongoing funding for open educational resources but in a lower amount, it could provide \$2,000,000 GPR in 2025-26 and \$1,000,000 GPR in 2026-27 and future years. [Alternative B3]

ALTERNATIVES

A. Addressing Artificial Intelligence in Technical Education

1. Provide \$8,000,000 GPR in 2025-26 and \$2,000,000 GPR in 2026-27 in the appropriation for grants to district boards to support adoption of AI in technical education.

ALT A1	Change to Base
GPR	\$10,000,000

2. Provide \$5,000,000 GPR annually to fund professional development and tools to support technical colleges in their adoption of AI.

ALT A2	Change to Base
GPR	\$10,000,000

3. Provide \$2,000,000 GPR annually to fund professional development and tools to support technical colleges in their adoption of AI.

ALT A3	Change to Base
GPR	\$4,000,000

4. Take no action.

B. Open Educational Resources

1. Provide one-time funding of \$3,000,000 GPR in 2025-26 in the continuing appropriation for grants to technical colleges to create open educational resource textbooks and other materials.

ALT B1	Change to Base
GPR	\$3,000,000

2. Provide an increase of \$1,000,000 GPR in 2025-26 and \$2,000,000 GPR in 2026-27 and annually thereafter for grants to technical colleges for the creation of open educational resources.

ALT B2	Change to Base
GPR	\$3,000,000

3. Provide \$2,000,000 GPR in 2025-26 and \$1,000,000 GPR in 2026-27 and annually thereafter for grants to technical colleges for the creation of open educational resources.

ALT B3	Change to Base
GPR	\$3,000,000

4. Take no action.

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Joint Committee on Finance

Paper #832

System Office General Operations (Wisconsin Technical College System)

[LFB 2025-27 Budget Summary: Page 740, #5]

CURRENT LAW

The Wisconsin Technical College System (WTCS) is responsible for providing occupational education and training programs, including apprenticeships, to enable residents to obtain the knowledge and skills necessary for employment, and for providing customized training and technical assistance to businesses and industry to advance economic development and employment opportunities.

An administrative staff of 55.00 full time equivalent (FTE) positions is authorized for the WTCS Board, including 26.25 GPR positions, 23.75 FED positions, and 5.00 PR positions. WTCS staff are responsible for approving programs and courses at the 16 technical colleges, overseeing facility development, distributing state aid, administering state and federal grant programs, establishing systemwide policies, coordinating with other educational and government entities, ensuring compliance with state and federal rules and regulations, and providing other leadership and coordination services to the technical colleges. In 2024-25, \$3,175,400 GPR and \$3,876,000 FED is appropriated for general program operations for the Board.

DISCUSSION POINTS

1. Senate Bill 45/Assembly Bill 50 would provide an increase of \$660,200 GPR annually to the System's GPR appropriation for general program operations. The bill would also delete \$500,000 FED annually from the System's federal aid appropriation for state operations and convert 4.0 FTE positions from FED to GPR.

2. WTCS's budgeted funding for System Board administration includes \$3,876,000 FED and 23.75 FED positions, as noted above. However, in recent years, the amount of federal funds

received by WTCS has fallen short of the amount needed to fully fund the authorized positions, and as a result, WTCS has held a portion of its federal positions vacant since the 2013-15 biennium. In addition to holding positions vacant, WTCS indicates that it has reallocated funding, secured private grants to fund data visualization software and temporary positions, and reduced travel and other operational expenses to make up for this shortfall. However, the System indicates that critical needs are going unmet.

3. The System Board's GPR general program operations appropriation has not been increased, other than standard budget adjustments, in more than 20 years. The appropriation was subject to a number of across-the-board reductions in the 2000s, and the amount appropriated in 2024-25 (\$3,175,400) is less than the amount that was appropriated in 2002-03 (\$3,487,100). If it had been adjusted for inflation in each year (based on the percent change in the average CPI for calendar years 2002 through 2024), the 2002-03 amount would equal \$6,068,100 in 2024-25.

4. The Board's number of authorized positions has also decreased. The table shows the number of budgeted FTE positions for WTCS by fund source in each biennium since 2009-11. WTCS positions decreased by 33.2% between 2009-11 and 2017-19, from 82.30 to 55.00, with the largest decrease occurring in federally-funded positions in 2011-13. The total number of FTE positions has remained unchanged since 2017-19.

WTCS Budgeted FTE Positions by Biennium, 2009-11 to 2023-25

	<u>GPR Positions</u>	<u>FED Positions</u>	<u>PR Positions</u>	<u>Total Positions</u>	<u>Percent Change</u>
2009-11	30.25	36.85	15.20	82.30	--
2011-13	23.25	28.75	11.00	63.00	-23.5%
2013-15	23.25	28.75	11.00	63.00	0.0
2015-17	23.25	26.75	11.50	61.50	-2.4
2017-19	23.25	26.75	5.00	55.00	-10.6
2019-21	23.25	26.75	5.00	55.00	0.0
2021-23	23.25	26.75	5.00	55.00	0.0
2023-25	23.25	26.75	5.00	55.00	0.0

5. WTCS indicated that in the past decade, its System Office staff have taken on additional initiatives to streamline processes and improve student outcomes, funded in part with private grant funds. These initiatives include the establishment of data visualization dashboards, creation of a student success center to increase completion rates, expansion of dual enrollment options for high school students and transfer and articulation agreements with the University of Wisconsin System and other partners, restructuring credential and apprenticeship programs to fit career pathways, modernization of program approval and grant evaluation processes, and increased data security.

6. WTCS indicates that the positions that are currently vacant and would be filled if additional funding was provided include the following:

(a) one instructional staff, who would be responsible for collaborating with multiple educational partners including technical colleges, other higher education institutions, K-12 school

districts, and state agencies to identify and support innovations in instructional delivery to expand access to technical college programs and increase Wisconsin's skilled workforce;

(b) one grant manager, who would be responsible for overseeing ongoing and short-term grant programs, including by working with colleges to design and implement initiatives to meet grant objectives, and ensuring compliance with eligible uses and expenditures;

(c) one integrated education and training specialist, who would be responsible for assisting to prepare individuals for entry into the workplace by integrating adult basic education, critical thinking, literacy services, workforce preparation and employability skills training into academic instruction; and

(d) one IT specialist, who would be responsible for maintaining data and cybersecurity systems and supporting measures to ensure access, privacy, and consistency.

7. WTCS particularly notes growing cybersecurity and data needs. WTCS uses increasingly complex data systems to evaluate student outcomes, implement and evaluate learning practices, and inform best practices in instruction, retention, completion, and other areas. These data systems require staff for programming, as well as to maintain adequate cybersecurity to comply with the federal Family Educational Rights and Privacy Act, which requires that institutions of higher education protect the privacy of students' personal information and educational records. Education institutions are frequent targets of cybercriminals seeking personal information, impersonating students to steal financial aid dollars, or installing ransomware.

8. The \$660,200 GPR funding and 4.0 GPR authorized positions provided under the bill would allow WTCS to hire staff in the areas of curriculum development, grant management, education coordination, and information technology to fill the positions that have been held open due to lack of funding and to address information technology infrastructure and security needs. (Under a separate item, SB 45/AB 50 would provide a total of \$39,800 annually -- \$11,200 GPR and \$28,600 PR -- for 5% increases for supplies and services in certain state appropriations to reflect increased costs, for a total increase for state operations of \$700,000 annually.) [Alternative 1]

9. In its agency budget request, WTCS requested an increase of \$700,000 GPR annually in the appropriation for general program operations to fully fund all currently authorized FTE positions and information technology infrastructure and security needs for the System Office. Of the total amount requested, \$500,000 GPR annually is to address the shortfall in revenues for federally-funded positions. WTCS also requested to delete 4.0 FED positions and \$500,000 FED in annual funding and provide 4.0 GPR positions beginning in 2025-26, to be funded with the \$500,000 GPR increase in annual funding.

The remaining \$200,000 GPR requested annually would be used for essential data security upgrades and data systems, primarily Tableau, which is an interactive data visualization software used to perform analyses and inform policy and decision making. WTCS cites increased costs for ongoing data maintenance and protection from cyberthreats, as well as demands for greater transparency and access to data. [Alternative 2]

10. The Committee could provide \$500,000 GPR and 4.0 GPR positions and a corresponding decrease of \$500,000 FED and 4.0 FED positions. This would provide WTCS with GPR and positions authority to fill its vacant positions, but would not fund the data security and data systems upgrades included in its agency budget request. [Alternative 3]

11. If the Committee wishes to provide support for WTCS general operations at a reduced cost, the Committee could consider providing an increase of \$350,000 GPR annually, deleting \$250,000 FED annually, and converting 2.0 FTE positions from FED to GPR. [Alternative 4]

ALTERNATIVES

1. Provide \$660,200 GPR annually, reduce federal funding by \$500,000 annually, and convert 4.0 FTE positions from FED to GPR to allow WTCS to hire staff to continue delivering training and education to students and employers, address information technology infrastructure and cybersecurity needs, and reflect increased supplies and services costs.

ALT 1	Change to Base	
	Funding	Positions
GPR	\$1,320,400	4.00
FED	<u>- 1,000,000</u>	<u>- 4.00</u>
Total	\$320,400	0.00

2. Provide \$700,000 GPR annually in the appropriation for general program operations, reduce federal funding by \$500,000 annually, and convert 4.0 FTE positions from FED to GPR.

ALT 2	Change to Base	
	Funding	Positions
GPR	\$1,400,000	4.00
FED	<u>- 1,000,000</u>	<u>- 4.00</u>
Total	\$400,000	0.00

3. Provide \$500,000 GPR annually and 4.0 GPR positions, and delete \$500,000 FED annually and 4.0 FED positions, to fully fund the positions requested by WTCS but not the data security and data system upgrades.

ALT 3	Change to Base	
	Funding	Positions
GPR	\$1,000,000	4.00
FED	<u>- 1,000,000</u>	<u>- 4.00</u>
Total	\$0	0.00

4. Provide \$350,000 GPR annually, reduce federal funding by \$250,000 annually, and convert 2.0 FTE positions from FED to GPR.

ALT 4	Change to Base	
	Funding	Positions
GPR	\$700,000	2.00
FED	<u>- 500,000</u>	<u>- 2.00</u>
Total	\$200,000	0.00

5. Take no action.

Prepared by: Maria Toniolo

WISCONSIN TECHNICAL COLLEGE SYSTEM

LFB Summary Item for Which No Issue Paper Has Been Prepared

<u>Item #</u>	<u>Title</u>
6	State Operations Adjustment