



## Legislative Fiscal Bureau

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May 8, 2003

Joint Committee on Finance

Paper #837

### **Transfer Governor's Work-Based Learning Board Functions (DWD -- Employment, Training, and Vocational Rehabilitation Programs)**

[LFB 2003-05 Budget Summary: Page 476, #11]

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#### **CURRENT LAW**

Under current law, the Governor's Work-Based Learning Board (GWBLB) plans, coordinates, administers, and implements youth apprenticeship, school-to-work, and work-based learning programs plus any programs assigned to the Board by executive order of the Governor. The GWBLB consists of 17 members including the Governor, State Superintendent of Public Instruction, President of the Wisconsin Technical College System (WTCS) Board, Director of the Technical College System, Secretary of the Department of Workforce Development (DWD), administrator of DWD's Division of Workforce Solutions (DWS), and public representatives of business and industry, labor, and secondary and vocational education and work-based learning. The Speaker of the Assembly and Senate Majority Leader can each appoint two public members. The GWBLB is authorized 16.75 positions, including an executive director.

#### **GOVERNOR**

Eliminate the Governor's Work-Based Learning Board and transfer its functions to the Division of Workforce Solutions in DWD. The Department, in conjunction with the newly-created Governor's Work-Based Learning Council (GWBLC), would administer the programs transferred from the Board, including the youth apprenticeship/local youth apprenticeship, school-to-work for at-risk youth, work-based learning grants to tribal colleges, and Title II Carl Perkins tech prep grant programs. Title II Carl Perkins tech prep grant funding would be reduced by \$53,000 PR in each year and 1.0 PR position would be deleted.

## DISCUSSION POINTS

1. The GWBLB administers four programs: (a) youth apprenticeship and local youth apprenticeship grants; (b) technical preparation; (c) school-to-work for at-risk youth; and (d) tribal work-based learning grants

2. *Youth Apprenticeship/Local Youth Apprenticeship Grants.* The GWBLB awards grants to local youth apprenticeship partnerships for implementation and coordination of local youth apprenticeship programs. Local youth apprenticeship partnerships are consortia that include: (a) one or more school districts; or (b) any combination of one or more school districts, cooperative educational service agencies (CESAs), other public agencies, workforce development boards, labor, and employer groups. Local youth apprenticeship partnerships provide administrative, program, and financial support to the local youth apprenticeship programs. Each local partnership has a youth apprenticeship coordinator who acts as a liaison between the participating businesses, schools, and students. The coordinators' responsibilities include: (a) program development and marketing; (b) recruitment; and (c) evaluation and reporting. A local partnership can use grant moneys for any of the following implementation and coordination activities:

- Recruiting employers to provide on-the-job training and supervision for youth apprentices and providing technical assistance to those employers.
- Recruiting students to participate in the local youth apprenticeship program and monitoring the progress of youth apprentices participating in the program.
- Coordinating youth apprenticeship training activities within participating school districts and among participating school districts, postsecondary institutions, and employers.
- Coordinating academic, vocational, and occupational learning, school-based and work-based learning, and secondary and postsecondary education for participants in the local youth apprenticeship program.
- Assisting employers in identifying and training workplace mentors and matching youth apprentices and mentors.
- Providing required instruction to youth apprentices and support services.
- Funding administrative costs (limited to 5% of program costs).

A total of \$2,203,000 GPR in base level funding is appropriated for local youth apprenticeship grants. Table 1 shows the amount of local youth apprenticeship grants made to each local partnership and the number of youth apprentices enrolled for each partnership for 2001-02 and 2002-03. The table shows that 37 consortiums received grants in each year. Total grant amounts for 2001-02 included a transfer of administrative funds. The total number of youth apprentices enrolled was 3,362 in 2001-02 and 3,250 in 2002-03.

**TABLE 1****Local Youth Apprenticeship Grants and Enrollments  
2001-03**

<u>Consortium</u>	<u>2001-02</u>		<u>2002-03</u>	
	<u>Grant*</u>	<u>Enrollment</u>	<u>Grant</u>	<u>Enrollment</u>
Central Wisconsin (Marshfield)	\$64,378	69	\$64,378	77
CESA 11 (Turtle Lake)	31,184	34	31,184	40
CESA 5 (Portage)	88,375	111	85,283	106
CESA 6 (Oshkosh)	111,322	197	111,322	209
CESA 8 (Gillett)	42,148	42	41,148	47
Chippewa Valley (Chippewa Falls)	103,312	228	103,312	225
Dane County	126,279	151	125,279	141
Door/Kewaunee Co.	21,773	14	21,773	12
Fond du Lac	54,750	150	54,750	146
Fox Cities (Appleton)	48,065	57	48,065	51
Franklin	9,777	6	9,777	6
Green Bay	87,016	160	77,016	181
Green County	38,564	30	38,564	27
Jefferson County	109,530	156	94,279	146
Kenosha	69,644	131	59,644	115
Lakeshore Area (Lakeshore Tech.)	33,966	57	33,966	58
Manitowoc	41,999	61	41,998	55
Mauston	46,035	57	46,035	50
Mid-Wisconsin (Wisconsin Rapids)	38,644	67	38,644	76
Milwaukee	93,440	130	93,440	109
North Central (Wausau)	178,415	279	157,515	259
Northeast (Niagara)	12,815	8	12,472	8
Northwest (Ashland)	55,816	71	36,628	28
Northwoods (Rhineland)	38,964	44	36,463	60
Racine	67,376	128	49,705	150
Rock County (Beloit)	89,173	124	84,673	93
South Shore (South Milwaukee)	63,534	66	63,534	65
Southern Lakes (Lake Geneva)	45,285	80	46,785	60
Southwest - CESA 1 (Greenfield)	31,195	21	31,195	23
Southwest Wisconsin (Fennimore)	154,041	169	114,041	150
St. Croix Valley (Hudson)	22,924	50	22,924	50
Vernon County	26,290	20	21,221	41
Waukesha	119,955	156	113,955	126
Wauwatosa	17,476	18	17,476	20
Western (West Salem)	58,709	76	58,709	76
Wolf River (Shawano)	68,889	73	69,890	73
Workforce 2010 (Ozaukee County)	<u>45,959</u>	<u>71</u>	<u>45,957</u>	<u>91</u>
Total	\$2,357,017	3,362	\$2,203,000	3,250

\*Includes a transfer of administrative funds.

The youth apprenticeship program provides high school juniors and seniors with the option of enrolling in a one- or two-year program combining academic classroom coursework with on-the-job training in specific occupational areas. Occupational programs are based on industry skills standards. Pupils who complete the program receive an occupational proficiency or skills certificate in addition to their high school diploma.

The GWBLB administers the program with the assistance of the Department of Public Instruction (DPI) and the WTCS Board. Staff from the three agencies work with local youth apprenticeship partnerships to establish and operate local youth apprenticeship programs. Schools and WTCS districts provide the academic component of the program. The GWBLB approves occupations for the youth apprenticeship program and may contract with WTCS districts, local school districts, or the UW for the development of curricula for occupations approved for the program. Employers hire youth apprentices for the one- or two-year program, pay them at least minimum wage, provide on-the-job training in the occupational clusters set by the statewide curriculum, and provide a skilled mentor for the youth apprentices. The first occupations developed for the program were printing in 1992-93 and financial services in 1993-94. As of the winter, 2002, 22 curricula had been completed.

3. *Technical Preparation.* Technical preparation programs are designed to increase high school students' awareness of alternatives to four-year degree programs, better prepare students for technical college and the workforce, and improve curriculum and instruction for all students. In 1991 Act 39, school boards, in cooperation with WTCS district boards, were required to establish tech-prep programs in each public high school in the technical school district. Under current state law, tech-prep programs must consist of a sequence of courses designed to allow high school pupils to gain advanced standing in the WTCS district's associate degree program upon graduation from high school.

Under the 1998 reauthorization of the federal Carl Perkins Act, a tech-prep program is defined as a program that: (a) is carried out under an articulation agreement between the participants in the tech-prep consortium; (b) combines a minimum of two years of secondary education with a minimum of two years of postsecondary education in a nonduplicative, sequential course of study; (c) integrates academic, vocational, and technical instruction and utilizes work-based and worksite learning where appropriate and available; (d) provides technical preparation in a career field such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics; (e) builds student competence in certain subjects including mathematics, science, reading, writing, communications, and economics; (f) leads to an associate or baccalaureate degree or a postsecondary certification in a specific career field; and (g) leads to placement in appropriate employment or to further education.

Tech-prep programs are developed and implemented primarily at the local level by tech-prep consortia, which consist of a WTCS district and all K-12 districts within the WTCS district's boundaries. As a result, the degree of implementation varies across the state. At the consortium level, each WTCS district director is required to appoint a 12-member tech-prep council to

coordinate the establishment of tech-prep programs. A consortium implements the program.

In order to receive federal funds, each consortium's tech-prep program must include the following components: (a) an articulation agreement that aligns the curriculum in grades 9 to 14 in order to provide students with a smooth transition from secondary school to technical college; (b) a curriculum that consists of at least two years of secondary education and two or more years of higher education or an apprenticeship program designed to lead to an associate degree or to a certificate in a specific career field; (c) development of tech-prep programs for secondary and postsecondary participants to a level that meets state academic standards, links secondary and postsecondary schools, uses, if appropriate, work-based learning, and uses educational technology and distance learning as appropriate; (d) in-service teacher training; (e) counselor training designed to help more effectively recruit students for tech-prep programs and ensure that students complete the programs and are placed in appropriate employment; (f) equal access to the full range of technical preparation programs to individuals who are members of special populations, including development of technical and preparatory program services appropriate to the needs of special populations; and (g) preparatory services that assist participants in tech-prep programs.

Examples of tech prep programs and activities include: (a) connecting high school students with the technical college and University of Wisconsin systems through youth apprenticeship, youth options, distance education, and courses contracted between high school, technical college, and the University of Wisconsin system; (b) staff development for high school and middle school instructors; (c) externships for teachers, administrators, and counselors at local businesses; and (d) preparing high school students to enroll in a technical college following graduation.

The GWBLB is provided \$2,289,200 PR and 3.4 PR positions in base level funding for technical preparation grants to local tech prep consortia and administration. Each grant consists of a basic grant of \$70,000 and an allocation formula amount based on the number of 10<sup>th</sup> grade students enrolled in high schools within the technical college district and the number of secondary schools within the technical college district. The basic grant can be used for the salaries and benefits of one tech prep coordinator position and up to one support staff position and indirect costs related to the grant, not to exceed 8% of the total grant. All allocation formula grant funds must be used for: (a) allowable secondary school or joint secondary/post secondary activities leading to career development in technical fields as specified under federal law; (b) work-based learning opportunities for students; (c) curriculum development or revision; (d) staff development; (e) articulation agreement development; (f) grants to secondary schools; (g) externships; (h) materials and supplies; (i) summer institutes; (j) technical assistance; (k) marketing; (l) stipends for instructors and counselors; (m) direct consortium meeting expenses; and (n) limited contractual services. Up to \$10,000 of the allocation formula grant may be used to supplement salaries and benefits of one support staff position. Table 2 shows tech prep grants to each of the 16 tech prep consortia for 2002-03. Note that additional grant amounts that were awarded for 2002-03 were carried over from the 2001-02 allocation.

**TABLE 2****2002-03 Tech Prep Grant Allocation Chart**

<u>Consortium</u>	<u>Basic Grant</u>	<u>Original Formula Allocation*</u>	<u>Original Total</u>	<u>Additional Allocation Funds from 2001-02</u>	
				<u>Carryover</u>	<u>Total</u>
Blackhawk	\$70,000	\$32,569	\$102,569	\$4,928	\$107,497
Chippewa Valley	70,000	66,587	136,587	10,076	146,663
Fox Valley	70,000	71,564	141,564	10,829	152,393
Gateway	70,000	57,095	127,095	8,639	135,734
Lakeshore	70,000	36,871	106,871	5,579	112,450
Madison	70,000	105,770	175,770	16,005	191,775
Mid-State	70,000	29,774	99,774	4,505	104,279
Milwaukee	70,000	106,023	176,023	16,043	192,066
Moraine Park	70,000	54,873	124,873	8,303	133,176
Nicolet	70,000	21,519	91,519	3,256	94,775
Northcentral	70,000	53,477	123,477	8,092	131,569
Northeast	70,000	76,018	146,018	11,503	157,521
Southwest	70,000	49,419	119,419	7,478	126,897
Waukesha	70,000	50,990	120,990	7,716	128,706
Western	70,000	53,066	123,066	8,030	131,096
WI Indianhead	<u>70,000</u>	<u>84,283</u>	<u>154,283</u>	<u>12,753</u>	<u>167,036</u>
Total	\$1,120,000	\$949,898	\$2,069,898	\$143,735	\$2,213,633

\*Formula allocation amounts are determined on the basis of: (a) number of 10<sup>th</sup> grade students enrolled in high school within the technical college district; and (b) number of secondary schools within the technical college district.

4. *School-to-Work for At-Risk Youth.* The GWBLB is authorized to make a grant of \$300,000 annually to a Milwaukee County nonprofit organization for a school-to-work program for at-risk children. Under the program, funding is provided to Milwaukee Public Schools (MPS) which, through a subcontract with the Milwaukee County Workforce Development Board, is implementing a program based on and affiliated with the national Jobs for America's Graduates (JAG) program. The JAG program works to assist states to organize and implement education and employment transition systems with priority on at-risk and disadvantaged youth. The goal of the program is to keep students in school and help them graduate and find and maintain quality jobs.

The national JAG program components include: (a) a specialist who assists 35 to 45 at-risk students; (b) reductions in barriers that would keep a participant from receiving a diploma, securing employment, or pursuing secondary education or job training; (c) involvement of participants in the JAG career association; (d) classroom instruction in 37 employment competencies identified by the

business community, which include competencies in career development, job attainment, job survival, basic skills, leadership and self development, and personal skills; (e) involvement of the business community; (f) individual job counseling; (g) twelve months of follow-up and support after leaving school; (h) computerized tracking of services and performance; (i) delivery of services at a cost of \$1,100 to \$1,500 per participant; and (j) staff professional development.

The overall objective of the national JAG program is to have 80% of the students who graduate from the program be employed in full-time jobs, full-time military service, or combining part-time work with enrollment in a postsecondary educational or training program. No more than 20% of those should be working part-time, with the remaining 60% of the graduates being employees in full-time jobs or military service.

According to GWBLB staff, the program in MPS is being implemented starting with 12<sup>th</sup> grade students. It is anticipated that each year, an additional grade will be added to the program until 9<sup>th</sup> through 12<sup>th</sup> grade students are participating. Program services will be provided for pupils during the school year and summer and for one year after graduation. Under the program, each student has an individual plan to guide the student through high school and into a career, which may include postsecondary education. In 2002-03, about 125 high school juniors and seniors actively participated in class or received follow-up services.

5. *Work-Based Learning Grants to Tribal Colleges.* The GWBLB makes annual grants of \$300,000 each in tribal gaming revenues to the Lac Courte Oreilles Ojibwa Community College and the College of the Menominee Nation to fund programs that provide occupational training and work-based learning experiences to high school students, college students, and incumbent workers.

The Lac Courte Oreilles Ojibwa Community College uses the grant to fund the following activities: (a) establishing youth apprenticeship programs in five occupational areas; (b) providing career services to youth and adults; (c) providing high school equivalency diploma services to youth and adults; (d) establishing a construction trades program to provide training for youth and adults; and (e) establishing a training program developed by CISCO, Inc. for adults to develop information technology skills. In 2002-03, approximately 23 high school students and 170 adults participated in these programs.

The College of the Menominee Nation uses the grant to fund the following activities: (a) introducing high school students to work and educational opportunities after high school, including business and career related courses at the College, and work experience with local employers in areas related to the student's career interests; and (b) upgrading the job skills of working adults through educational courses at the College including accounting, business administration, police science, education, and basic skills. Approximately 60 high school students and 120 adults in 2001-02 participated in programs funded by the grant.

6. The GWBLB is provided base level funding of \$659,300 GPR, 5.7 GPR positions, \$111,700 PR, 2.2 PR positions, \$318,800 FED, and 5.45 FED positions to administer the Board's school-to-work, youth apprenticeship, and work-based learning programs. Staff activities include

establishing program policies and procedures, developing requests for proposals (RFPs) for Board programs, reviewing grant applications and making grant awards, monitoring grants for fiscal and program compliance, ensuring goals are reached by grantees and taking corrective action if necessary, providing training and technical assistance to grantees, working with other state agencies to coordinate program operation, processing monthly invoices, monitoring expenditures, working with business partners to recruit and hire students, monitoring program expenditures, developing youth apprenticeship programs in new occupational areas, establishing skill standards and curricula, and updating skill standards and curricula.

7. The bill would transfer the functions, programs, and related funding and positions of the GWBLB to DWD's Division of Workforce Solutions. Table 3 shows the funding and positions that would be transferred. Title II Carl Perkins tech prep annual funding would be reduced by \$53,000 PR and 1.0 PR position would be eliminated. All contracts, rules and orders, and pending matters of the GWBLB would be transferred to DWS on the effective date of the bill. Unencumbered balances in deleted appropriations would be transferred to the appropriate appropriations under DWS. In administering the transferred programs, DWS would be required to review the recommendations of the newly created Governor's Work-Based Learning Council before approving occupations for the youth apprenticeship program and the school-to-work program for at-risk youth.

**TABLE 3**

**GWBLB Funding and Positions Under SB 44\***

	<u>Annual Funding</u>	<u>Positions</u>
<b>GPR</b>		
Local Youth Apprenticeship Grants	\$2,203,000	0.00
School-to-Work for At-Risk Youth	285,000	0.00
General Program Operations	<u>659,300</u>	<u>5.70</u>
Subtotal	\$3,147,300	5.70
<b>PR</b>		
Carl Perkins, Title II Tech Prep Grants	\$2,236,200	2.40
Work-Based Learning Grants to Tribal Colleges	600,000	0.00
Inter- and Intra-Agency Agreements (Administration)	111,700	2.20
Auxiliary Services	<u>18,000</u>	<u>0.00</u>
Subtotal	\$2,965,900	4.60
<b>FED</b>		
Workforce Investment and Assistance	<u>\$318,800</u>	<u>5.45</u>
<b>TOTAL</b>	<b>\$6,432,000</b>	<b>15.75</b>

\*All of the positions and funding amounts would be the same as the base level, except that \$53,000 PR and 1.0 PR position would be deleted from the tech prep grant program.



8. The current GWBLB and executive director would be eliminated and reconstituted as the Governor's Work-Based Learning Council with an unclassified executive director position. The Council would be required to oversee the planning, coordination, administration, and implementation of the youth apprenticeship, school-to-work, and work-based learning programs and any other employment and education programs that the Governor assigned to DWD by executive order. As under current law for the GWBLB, the Governor would be chairperson of the new Council. In providing oversight, the Council would be required to do all of the following:

- Identify the employment and education needs of the state and recommend to the Governor goals for meeting those needs and steps to meet those goals.
- Review the provision of services and the allocation of funding and resources under the school-to-work, youth apprenticeship, and work-based learning programs transferred to DWS and recommend to the Governor a strategic plan for coordinating the provision of those services and for allocating that funding and those resources, consistent with the laws, rules, and regulations governing those programs, so as to best respond to employment and education needs identified by the Council.
- Monitor the provision of services and the expenditure of funding resources under the programs transferred to DWS and evaluate the effectiveness of those programs in meeting the employment and educational needs of the participants in those programs.
- Determine whether any federal laws, regulations, or policies impede the effectiveness or coordination of any of the programs transferred to DWS, and if so, recommend that the Department seek waivers of those laws, regulations, or policies.
- Recommend for approval by DWD occupations for the youth apprenticeship program and statewide skills standards for school-to-work programs.
- Review and recommend for approval by the Department a school-to-work program for children at risk that is provided by a nonprofit organization.
- Provide uniform performance standards that assist in evaluating the effectiveness of the school-to-work, youth apprenticeship, and work-based learning employment and education programs transferred to DWS.
- Annually, prepare and submit to the Legislature and Governor a report on Council activities that includes recommendations regarding the programs transferred to DWS.

The executive director of the Council would assist it in performing its duties and assist the Department in administering the school-to-work, youth apprenticeship, and work-based learning programs transferred to DWS.

9. The GWBLB was created by 1999 Wisconsin Act 9 (the 1999-01 biennial budget) to administer and coordinate Wisconsin's school-to-work programs, administration, and resources that

were divided among DWD, DPI, and WTCS. The Board was created to provide better coordination of services, more efficient use of resources, and elimination of duplication of activities. Board members are viewed as bringing skills that can improve operation of both the school-based and work-based components of the state's school-to-work system. The Board is also believed to act as a state level forum for building consensus among the different system partners and for developing modifications to make the system operate more effectively. In addition, the Board has consolidated funding sources for school-to-work and continued funding for work-based programs through programs such as local youth apprenticeship grants.

10. The Division of Workforce Solutions develops and maintains employment-focused programs that help employers to hire and retain a workforce, and that provide individuals and families with services that enable them to achieve financial well-being as members of the state's workforce. It administers a comprehensive intradepartmental employment and training system through public-private partnerships and a statewide system of job centers. The programs include those funded through the federal Workforce Investment Act (WIA), Wisconsin Works (W-2), Wisconsin Shares (childcare development and subsidy), and federal Wagner-Peyser Act. The Division also manages the child care subsidy program, the state labor exchange system, and refugee services. It analyzes and distributes labor market information, monitors migrant worker services, administers migrant labor law and the foreign labor program, operates the state apprenticeship program, and manages relations with Wisconsin's Indian nations.

11. As noted, under the bill, the GWBLB would be eliminated and the school-to-work programs would be transferred to the Division of Workforce Solutions in DWD. The Budget in Brief indicates that the bill eliminates several boards and programs and reorganizes specific agency functions where operational efficiencies could be obtained. Eliminating the Board and transferring its programs to DWS is intended to streamline government operations by transferring the school-to-work programs to a division that has experience in administering work-based employment and training programs. Division staff can also absorb administrative functions such as payroll, personnel, and purchasing. Although the GWBLB general program revenue funded staff is transferred to DWS, the Division is required to reduce GPR funding and eliminate 0.55 GPR position as part of base level funding reductions. Consequently, the GWBLB staff and funding would be subject to these reductions.

12. Although the bill eliminates the GWBLB, the Board is reconstituted as a Council and provided a GPR executive director position as staff and specific oversight responsibilities for the school-to-work, youth apprenticeship, and work-based learning programs transferred to DWS. It could be argued that this action does not streamline government operations, but rather places another level of government over these programs. Moreover, it could be argued that the executive director of the proposed Council would duplicate the DWS Division Administrator position. As an alternative, the Council could be deleted from the bill and, instead, the oversight responsibilities could be assigned to DWS. Since the executive director position is provided as staff, it could be eliminated along with the Council. As a result, \$87,200 GPR and 1.0 GPR position annually could be deleted. The GWBLB director position was recently filled, but was previously vacant for 17 months.

13. However, DWD has a number of councils that have oversight and policy-making responsibilities for the Department's divisions including the Council on Unemployment Insurance, Council on Worker's Compensation, Wisconsin Apprenticeship Council, Council on Migrant Labor, and Labor and Management Council. It could be argued that the GWBLC would be similar to these other Councils in providing support in administering school-to-work, youth apprenticeship, and work-based learning programs. Moreover, the GWBLC could provide expertise and a forum for decision-making on issues relating to these programs that is not available from DWS.

14. Base funding for local youth apprenticeship grants (\$2,203,000 GPR) and school-to-work for at-risk youth (\$285,000 GPR) would be transferred to DWS and placed in separate GPR appropriations. Under the provisions of SB 44, all state operations GPR appropriations in DWD are subject to base budget funding reductions. In the aggregate, the state operations funding reductions average 10% of base level funding. The reductions apply to the state operations appropriations for the Division of Equal Rights, DWS, and for economic support activities and the Division of Vocational Rehabilitation (DVR) that are used to provide a match for federal funds. In addition, total GPR funding for the Wisconsin Service Corps is eliminated. As an alternative, the local youth apprenticeship grant and school-to-work for at-risk children appropriations could be reduced by 10% annually, or \$220,300 GPR and \$28,500, respectively. This would provide parallel treatment with DWD's other GPR-funded programs. As a further alternative, these reductions could be used to partially offset the required reductions in either the economic support or DVR operations appropriations (addressed in Paper #830). However, this would further reduce funding available for the youth apprenticeship and school-to-work for at-risk youth programs. Annual funding for the youth apprenticeship training grant program was reduced by \$847,000 GPR under the 2001-03 biennial budget and by another \$100,000 GPR by the 2001-03 budget adjustment bill. Funding for the at-risk youth program was reduced by \$15,000 GPR annually by the budget adjustment bill. Some have argued that such funding reductions have caused participation in youth apprenticeship and school-to-work programs to level off.

## **ALTERNATIVES**

1. Adopt the Governor's recommendation to eliminate the Governor's Work-Based Learning Board and transfer its functions to the Division of Workforce Solutions in DWD. Require the Department, in conjunction with a newly-created Governor's Work-Based Learning Council, to administer the programs transferred from the Board, including the youth apprenticeship/local youth apprenticeship grant, school-to-work for at-risk youth, work-based learning grants to tribal colleges, and Title II Carl Perkins Tech Prep funding programs.

2. In addition to the Governor's recommendation, adopt one or more of the following alternatives:

a. Reduce annual funding for local youth apprenticeship grants and school-to-work for at-risk youth by \$220,300 GPR and \$28,500 GPR, respectively.

<b>Alternative 2a</b>	<b>GPR</b>
<b>2003-05 FUNDING</b> (Change to Bill)	- \$497,600

b. Reduce annual funding for local youth apprenticeship grants and school-to-work for at-risk youth by \$220,300 GPR and \$28,500 GPR, respectively. Use these funding reductions to offset the required GPR funding reductions in economic support general program operations funding.

c. Reduce annual funding for local youth apprenticeship grants and school-to-work for at-risk youth by \$220,300 GPR and \$28,500 GPR, respectively. Use these funding reductions to offset the required GPR funding reductions in the DVR general program operations appropriation.

3. Modify the Governor's recommendation to eliminate the proposed Governor's Work-Based Learning Council and transfer its responsibilities to DWS. Delete \$87,200 GPR and 1.0 GPR position annually to eliminate the executive director position.

<b>Alternative 3</b>	<b>GPR</b>
<b>2003-05 FUNDING</b> (Change to Bill)	- \$174,400
<b>2004-05 POSITIONS</b> (Change to Bill)	- 1.00

4. Delete provision and thus, retain the Governor's Work-Based Learning Board.

<b>Alternative 4</b>	<b>FED</b>	<b>PR</b>	<b>TOTAL</b>
<b>2003-05 FUNDING</b> (Change to Bill)	\$47,000	\$106,000	\$153,000
<b>2004-05 POSITIONS</b> (Change to Bill)	- 1.00	1.00	0.00

Prepared by: Ron Shanovich