



Legislative Fiscal Bureau

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Joint Committee on Finance

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Governor's Work-Based Learning Board (Workforce Development -- Employment, Training, and Vocational Rehabilitation)

[LFB 2005-07 Budget Summary: Page 530, #11 and Page 544, #24]

CURRENT LAW

Under current law, the Governor's Work-Based Learning Board (GWBLB) is responsible for planning, administering, and implementing the youth apprenticeship program and any other employment and education programs the Governor assigns to the Board by executive order. The Board also administers distribution of federal funds to technical preparation (tech-prep) programs in the state. The Board is attached to the Department of Workforce Development (DWD) for limited administrative purposes.

The GWBLB has base level funding of \$320,800 FED, 5.40 FED positions, \$2,384,800 PR, and 4.6 PR positions. In addition, \$634,200 GPR and 3.0 GPR positions associated with the youth apprenticeship program are funded through DWD's workforce development general program operations appropriation, and \$1,100,000 GPR annually is appropriated for local youth apprenticeship training grants.

The Wisconsin Technical College System (WTCS) Board administers work-based learning grants to tribal colleges and a school-to-work program for at-risk youth, with assistance from DWD and the GWBLB. Base funding in WTCS is \$300,000 PR in tribal gaming revenues for the grants to tribal colleges and \$285,000 GPR for the school-to-work program for at-risk youth.

The Appendix describes the programs administered by the GWBLB and the tribal college grants and school-to-work for at-risk youth programs administered by WTCS.

GOVERNOR

Restructure the GWBLB programs and appropriations by: (a) reallocating funding and administrative staff for the youth apprenticeship program to the Board from DWD's workforce development general program operations appropriation; (b) transferring funding and administration of the school-to-work program for children at-risk to the GWBLB from the WTCS Board; (c) transferring administration of work-based learning grants to tribal colleges to the GWBLB from WTCS, and provide \$300,000 annually in additional funding from tribal gaming revenues for grants; and (d) reallocating funding and positions for administration of Carl Perkins Title II technical preparation grants.

DISCUSSION POINTS

1. As passed by the Legislature, 2003 Senate Bill 44 (the 2003-05 biennial budget bill) would have made the following changes related to the GWBLB:

a. Eliminate the Governor's Work-Based Learning Board, its executive director position, and related responsibilities.

b. Transfer the youth apprenticeship and youth apprenticeship training grant programs to DWD for administration and reduce annual funding for training grants from \$2,203,000 GPR to \$1,100,000 GPR. In addition, \$365,000 GPR and 3.0 GPR positions were annually provided to administer the program (a reduction of \$294,300 GPR and 2.7 GPR positions annually).

c. Transfer all remaining funding, programs, and staff, including Carl Perkins, Title II tech-prep funds, work-based learning grants to tribal colleges, and school-to-work for at-risk youth programs to the WTCS Board for administration. Annual funding for work-based learning grants to tribal colleges was reduced by 50% to \$300,000 PR in tribal gaming revenues. Finally, incumbent employees related to the transfer of the GWBLB from DWD to the WTCS would retain their state employment rights at DWD, if funding related to the position was not available for transfer to the WTCS. This would have transferred a total of \$285,000 GPR, \$2,665,900 PR, 4.60 PR positions, \$318,800 FED, and 5.45 FED positions annually to WTCS.

2. The Governor's partial veto modified the provisions in the following ways: (a) the GWBLB and executive director were restored; (b) authority for the WTCS Board to administer the technical preparation program was deleted; (c) the GWBLB program revenue continuing appropriations for Carl Perkins tech-prep funds, intra- and interagency programs, and auxiliary services, and the federal funds continuing appropriation were restored; (d) the transfer of 4.6 PR and 5.45 FED positions was deleted so that the position authority would be retained by the GWBLB; and (e) DWD authority to administer the youth apprenticeship and youth apprenticeship training grant programs was deleted and restored with the GWBLB. In his veto message, the Governor indicated that, although he restored responsibility for administering the youth apprenticeship and youth apprenticeship training grant programs with the GWBLB, he could not transfer the appropriations to the GWBLB through a veto. Similarly, he could not veto the transfer

to the WTCS Board of the programs for work-based learning grants to tribal colleges and school-to-work for at-risk youth without eliminating the program funding. He requested that the GWBLB and DWD provide whatever assistance may be needed by the WTCS Board to administer these programs.

3. As a result of the Governor's partial veto, the GWBLB is primarily responsible for administering the youth apprenticeship and youth apprenticeship training grant programs, and administering distribution of technical preparation (tech-prep) funds to local tech-prep consortia. The WTCS Board administers work-based learning grants to tribal colleges and the school-to-work program for at-risk youth, with assistance from the GWBLB and DWD.

4. Under the bill, the GWBLB would administer work-based programs for learning grants for tribal colleges and school-to-work for at-risk youth. The Board would continue to administer the youth apprenticeship, youth apprenticeship training grants, and technical preparation programs. Annual funding for the tribal college grants would be increased from \$300,000 PR to \$600,000 PR

5. AB 100 would provide the GWBLB with annual funding and position authority of \$1,982,300 GPR, 3.0 GPR positions, \$3,006,600 PR, 4.6 PR positions, \$290,700 FED, and 3.2 FED positions. Table 1 shows total annual funding, by appropriation, for the GWBLB under the bill. The total funding includes an annual reduction of \$36,900 GPR and deletion of 1.2 FED positions for base budget reductions.

TABLE 1

GWBLB Funding and Positions Under AB 100

	<u>Annual Funding</u>	<u>Positions</u>
GPR		
General Program Operations	\$597,300	3.00
Local Youth Apprenticeship Grants	1,100,000	0.00
School-to-Work Programs for At-Risk Children	<u>285,000</u>	<u>0.00</u>
Subtotal	\$1,982,300	3.00
PR		
Carl Perkins Title II Tech-Prep Grants and Administration	\$2,249,100	2.44
Work-Based Learning Grants to Tribal Colleges	600,000	0.00
Inter- and Intra-Agency Programs (Administration)	139,500	2.16
Auxiliary Services	18,000	0.00
On-the-Job Training Grants for Employers	<u>0</u>	<u>0.00</u>
Subtotal	\$3,006,600	4.60
FED		
Federal Funds (Administration)	\$290,700	3.20
Total	\$5,279,600	10.80

6. Prior to the creation of the GWBLB, WTCS acted as fiscal agent for federal Carl D Perkins, Title II tech-prep funds and distributed the monies to the Department of Public Instruction (DPI), and acted in cooperation with WTCS and DPI to establish tech-prep programs in Wisconsin. DPI was responsible for administering the school-to-work program for at-risk children. The youth apprenticeship program was administered by the Division of Workforce Excellence and, subsequently, the Division of Connecting Education and Work in DWD. These programs were consolidated under the GWBLB, when it was created in 1999. However, in the 2003-05 biennial budget bill, the Governor proposed eliminating the GWBLB, transferring the programs to the Division of Workforce Solutions in DWD, and creating a Governor's Work-Based Learning Council that would assist the Division in administering the programs transferred from the Board. As noted, the Legislature changed these provisions by eliminating the Council, and transferring the funding and related staff for the tech-prep, work-based learning for tribal colleges, and school-to-work for at-risk children programs to WTCS for administration. AB 100 would reconsolidate the programs under the GWBLB.

7. 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 established 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.

8. 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), the temporary assistance for needy families (TANF) block grant, the child care development block grant (CCDBG), and the federal Wagner-Peyser Act. The Division also manages 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.

9. The membership of the WTCS Board is substantially similar to the GWBLB in that WTCS Board members include the State Superintendent of DPI, the Secretary of DWD, an employer representative, and an employee representative. In addition, the WTCS Board includes the President of the Board of Regents of the UW system, a farmer representative, a WTCS student, and six public members. Except for the ex-officio members, WTCS Board members are appointed by the Governor. Arguably, since the WTCS historically has been involved in both school- and work-

based programs, giving WTCS administrative responsibility for school-to-work programs could result in a more balanced approach to these programs. WTCS districts are involved in developing school-to-work and work-based learning program curricula, offering the academic component of such programs, coordinating technical preparation programs with local school districts, and providing services and training for businesses. Because of its connections to secondary and other post-secondary providers, business and organized labor, some have argued that the WTCS Board would provide leadership and coordination in the administration of school-to-work programs more efficiently than the GWBLB.

10. If the Committee decides to transfer the functions of the GWBLB and eliminate the Board, it could also eliminate the executive director position. Since the Board would no longer exist, an unclassified executive director position would no longer be necessary. If the executive director position were eliminated, annual funding of \$114,800 GPR and 1.0 GPR unclassified position could be deleted. However, the executive director could be converted to a classified position and used for administrative purposes. In this case, \$26,700 GPR in annual funding could be deleted to reflect the difference in salary and fringe benefit costs between the executive director and a classified administrative position.

11. Table 1 shows that annual expenditure authority of \$290,700 FED and 3.2 FED positions are authorized for administration of GWBLB programs. The positions shown do not include 1.2 FED position that would be reduced as a base budget reduction under the bill. When expenditure and position authority was first approved, it was anticipated that federal grants could be obtained to fund the positions. However, the Board currently does not have grant funding and the positions are vacant. The Committee could eliminate the expenditure and position authority without affecting the current staff that administer GWBLB programs. If federal funding became available, the Governor could request FED position and expenditure authority under s. 16.505 (1) (c) and s. 16.54 (2), respectively, of the statutes.

12. The bill would provide an additional \$300,000 annually in tribal gaming revenues for work-based learning grants to tribal colleges. This would result in total annual funding of \$600,000, which was originally provided when the program was created in the 1999-01 biennium. The program awards grants 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. Both schools could expand the existing programs to more students. However, the schools were able to continue to provide work-based learning programs at a reduced funding level during the 2003-05 biennium. As a result, the Committee may wish to delete the additional funding and maintain the grants at the current amounts.

13. Under current law, state payments from the tribes are credited to: (a) a Department of Administration (DOA) appropriation for Indian gaming receipts in the amount necessary to make all the transfers specified under the appropriation to other state programs; (b) the Department of Justice (DOJ) Indian gaming law enforcement appropriation; and (c) the DOA general program operations appropriation relating to Indian gaming regulation under the compacts. These

appropriations constitute a "first-draw" on tribal payments and Indian gaming receipts not otherwise credited to these appropriation accounts are deposited in the general fund. Therefore, increasing tribal gaming allocations to agencies has the effect of decreasing revenue deposited in the general fund, and, conversely, decreasing or eliminating tribal gaming allocations to agencies has the effect of increasing general fund revenue.

ALTERNATIVES

1. Adopt the Governor's recommendation to restructure the GWBLB programs and appropriations by annually: (a) reallocating \$1,734,200 GPR and 3.0 GPR positions for the youth apprenticeship and youth apprenticeship grant programs to the GWBLB from DWD's workforce development general program operations appropriation; (b) transfer \$285,000 GPR and administration of the school-to-work programs for children at-risk to the GWBLB from the WTCS Board; (c) transfer \$300,000 PR for administration of work-based learning grants to tribal colleges to the GWBLB from WTCS, and provide \$300,000 PR in additional tribal gaming funds for the grants; and (d) reallocate \$48,100 PR and 0.04 PR position for administration of Carl Perkins Title II technical preparation grants.

2. Modify the Governor's recommendation by making one or more of the following changes:

a. Eliminate the GWBLB and related responsibilities and annually delete \$114,800 GPR and 1.0 GPR executive director position

<u>DWD Alternative 2a</u>	<u>GPR</u>
2005-07 FUNDING (Change to Bill)	- \$229,600
2006-07 POSITIONS (Change to Bill)	- 1.00

b. Eliminate the GWBLB and related responsibilities. Convert the GWBLB executive director position to a classified administrative position and allocate annual funding of \$88,100 GPR and 1.0 GPR classified position to administer the youth apprenticeship program.

<u>DWD Alternative 2b</u>	<u>GPR</u>
2005-07 FUNDING (Change to Bill)	- \$53,400

c. Require the Division of Workforce Solutions to administer the youth apprenticeship and local youth apprenticeship grant programs and annually provide \$634,200 GPR and 3.0 GPR positions under the workforce development general program operations appropriation and provide \$1,100,000 GPR for local youth apprenticeship grants in a separate appropriation.

d. Require WTCS to continue to administer the school-to-work for at-risk children

program.

<u>DWD Alternative 2d</u>	<u>GPR</u>
2005-07 FUNDING (Change to Bill)	- \$570,000

<u>WTCS Alternative 2d</u>	<u>GPR</u>
2005-07 FUNDING (Change to Bill)	\$570,000

e. Transfer responsibility for administering the tech-prep program and \$2,388,600 PR, 4.6 PR positions annually to WTCS.

<u>DWD Alternative 2e</u>	<u>PR</u>
2005-07 FUNDING (Change to Bill)	- \$4,777,200
2006-07 POSITIONS (Change to Bill)	- 4.60

<u>WTCS Alternative 2e</u>	<u>PR</u>
2005-07 FUNDING (Change to Bill)	\$4,777,200
2006-07 POSITIONS (Change to Bill)	4.60

f. Require WTCS to continue to administer the work-based learning grants for tribal colleges program with the amount of funding recommended by the Governor.

<u>DWD Alternative 2f</u>	<u>PR</u>
2005-07 FUNDING (Change to Bill)	- \$1,200,000

<u>WTCS Alternative 2f</u>	<u>PR</u>
2005-07 FUNDING (Change to Bill)	\$1,200,000

g. Modify the bill to maintain the current level of funding for work-based learning grants for tribal colleges of \$300,000 annually. Under this option, the program would be administered by the GWBLB, as recommended by the Governor.

<u>DWD Alternative 2g</u>	<u>PR</u>
2005-07 FUNDING (Change to Bill)	- \$600,000

<u>General Fund Alternative 2g</u>	<u>GPR-REV</u>
2005-07 REVENUE (Change to Bill)	\$600,000

h. Modify the bill to maintain the current level of funding for work-based learning grants for tribal colleges of \$300,000 annually and continue to have the program administered by WTCS.

<u>DWD Alternative 2h</u>	<u>PR</u>
2005-07 FUNDING (Change to Bill)	- \$1,200,000

<u>WTCS Alternative 2h</u>	<u>PR</u>
2005-07 FUNDING (Change to Bill)	\$600,000

<u>General Fund Alternative 2h</u>	<u>GPR-REV</u>
2005-07 REVENUE (Change to Bill)	\$600,000

i. Delete the appropriation for auxiliary services and, \$18,000 PR in annual expenditure authority and transfer expenditure authority to a newly created appropriation s. 20.292 (1)(ga) under WTCS.

<u>DWD Alternative 2i</u>	<u>PR</u>
2005-07 FUNDING (Change to Bill)	- \$36,000

<u>WTCS Alternative 2i</u>	<u>PR</u>
2005-07 FUNDING (Change to Bill)	\$36,000

j. Delete \$290,700 FED and 3.2 FED positions annually under the GWBLB.

<u>DWD Alternative 2i</u>	<u>FED</u>
2005-07 FUNDING (Change to Bill)	- \$581,400
2006-07 POSITIONS (Change to Bill)	- 3.20

k. Provide \$290,700 FED and 3.2 FED positions annually to WTCS in a newly-created inter- intra-agency FED appropriation.

<u>WTCS Alternative 2k</u>	<u>FED</u>
2005-07 FUNDING (Change to Bill)	\$581,400
2006-07 POSITIONS (Change to Bill)	3.20

3. Maintain current law.

<u>DWD Alternative 3</u>	<u>GPR</u>	<u>PR</u>	<u>TOTAL</u>
2005-07 FUNDING (Change to Bill)	- \$570,000	- \$1,296,200	- \$1,866,200

<u>WTCS Alternative 3</u>	<u>GPR</u>	<u>PR</u>	<u>TOTAL</u>
2005-07 FUNDING (Change to Bill)	\$570,000	\$600,000	\$1,170,000

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APPENDIX

Summary of Youth Apprenticeship, Local Youth Apprenticeship Grants, Technical Preparation, School-to-Work for At-Risk Children, and Work-Based Learning Grants to Tribal Colleges Programs

Youth Apprenticeship/Local Youth Apprenticeship Grants

The Governor's Work-Based Learning Board 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. All local partnerships must be approved by the GWBLB in order to operate a youth apprenticeship program. In order to be considered for funding, eligible partnerships are required to: (a) limit cost per student to a maximum of \$900 per youth apprentice [total grant amount divided by the number of students to be enrolled]; (b) provide at least 50% matching funds; (c) apply for a minimum of \$10,000 in grant funding; (d) have the capacity to deliver the youth apprenticeship program in accordance with program guidelines and requirements; and (e) designate a youth apprenticeship coordinator with specified responsibilities.

The youth apprenticeship coordinator acts as a liaison between participating businesses, schools, and students. The coordinator's required activities include: (a) program development and management; (b) recruitment and marketing; and (c) evaluation and reporting.

Approval of grant applications and the level of funding provided are based on the following criteria: (a) the ability of the local partnership to deliver the program in accordance with guidelines and requirements; (b) a satisfactory review of prior year grant performance; (c) the cost-effectiveness of the program using such measures as cost per youth apprentice and cost of related instruction; (d) the actual expenditures and enrollment compared to those estimated in the prior year plan [a minimum of 75% of planned expenditures and enrollment by the end of the third quarter is expected]; and (e) enrollment trends in prior grant years. If a partnership reorganizes, prior performance of the former partnerships will be considered. The Board reserves the right to negotiate or adjust final funding amounts with individual applicants. Funding decisions may be appealed in writing but can only be made on the grounds that a substantial procedural error was made in reviewing the application. A local partnership can use grant moneys for any of the following implementation and coordination activities:

a. Recruiting employers to provide on-the-job training and supervision for youth apprentices and providing technical assistance to those employers.

- b. Recruiting students to participate in the local youth apprenticeship program and monitoring the progress of youth apprentices participating in the program.
- c. Coordinating youth apprenticeship training activities within participating school districts and among participating school districts, postsecondary institutions, and employers.
- d. 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.
- e. Assisting employers in identifying and training workplace mentors and matching youth apprentices and mentors.
- f. Providing required instruction to youth apprentices and support services.
- g. Funding administrative costs (limited to 5% of program costs).

A total of \$1,100,000 GPR in annual base level funding is appropriated for local youth apprenticeship grants. Table 2 shows the amount of local youth apprenticeship grants made to each local partnership and the number of youth apprentices enrolled for each partnership for 2003-04 and 2004-05. The table shows that 37 partnerships received grants in 2003-04 and 35 partnerships received grants in 2004-05. The total number of youth apprentices enrolled was 2,204 in 2003-04 and 2,002 in 2004-05.

TABLE 2**Local Youth Apprenticeship Grants and Enrollments
2003-05**

<u>Partnership</u>	<u>2003-04</u>		<u>2004-05</u>	
	<u>Grant</u>	<u>Enrollment</u>	<u>Grant</u>	<u>Enrollment</u>
Central Wisconsin (Marshfield)	\$32,188	62	\$32,188	43
CESA 11 (Turtle Lake)	20,327	32	20,327	30
CESA 4 (West Salem)	2,483	3	2,483	3
CESA 5 (Portage)	45,985	91	43,562	55
CESA 6 (Oshkosh)	55,661	92	55,661	122
CESA 8 (Gillett)	20,575	34	20,575	42
Chippewa Valley (Chippewa Falls)	51,655	82	45,000	67
Dane County	62,639	111	66,139	130
Fond du Lac	32,606	176	32,606	195
Freedom	1,800	2	0	0
Green Bay	43,125	74	42,360	60
Green County	19,282	29	19,282	32
Jefferson County	47,125	98	49,125	60
Kenosha	31,822	77	19,800	25
Lakeshore (Cleveland)	16,983	29	16,983	21
Manitowoc	23,500	46	23,000	55
Mauston	23,015	38	23,015	43
Mid-Wisconsin (Wisconsin Rapids)	24,109	48	24,109	55
Milwaukee	27,900	31	46,720	54
Mississippi (LaCrosse)	16,760	27	16,760	25
North Central (Wausau)	93,934	197	83,758	156
Northeast (Niagara)	6,300	7	0	0
Northwest (Ashland)	11,287	14	11,455	13
Northwoods (Rhinelander)	16,200	20	9,000	10
Racine	24,853	85	28,853	70
Rock County (Beloit)	47,337	90	44,337	48
South Shore (South Milwaukee)	31,767	70	31,767	56
Southern Lakes (Lake Geneva)	26,704	65	26,186	53
Southwest (Greenfield)	18,186	24	18,186	24
Southwest Wisconsin (Fennimore)	57,021	124	69,552	114
St. Croix (Hudson)	18,249	48	16,249	48
Trempealeau	14,897	29	20,963	28
Vernon County	10,584	17	0	0
Waukesha	56,978	107	56,978	100
Wauwatosa	8,738	31	8,738	28
Wilmot	0	0	14,758	20
Wolf River (Shawano)	34,445	57	36,545	50
Workforce 2010 (Ozaukee County)	<u>22,980</u>	<u>37</u>	<u>22,980</u>	<u>67</u>
TOTAL	\$1,100,000	2,204	\$1,100,000	2,002

Performance of local partnerships in using grant funds is reviewed quarterly, and staff also conduct an annual review. Staff members make a minimum of one on-site visit to each local partnership each year. If expenditures and/or enrollment falls below 85% of the approved plan, or if the actual cost per student exceeds \$900, funds may be de-obligated from the grant. At least 75% of the youth apprentices enrolled in the program are expected to successfully complete the program and receive a skill certificate. At least 60% of two-year graduates are expected to be offered employment by the employer that provided on-the-job training for the apprentice. Local partnerships that fail to achieve these graduation and employment rates are precluded from receiving future grants. (In a 2003 GWBLB survey, 80% of youth apprenticeship graduates indicated their employer offered them a job, and 62% of participating businesses hired graduates.)

The youth apprenticeship program provides high school juniors and seniors with a two-year program combining academic classroom coursework with on-the-job training in specific occupational areas. Seniors have an option of obtaining a certificate after one year for certain coursework and training. 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 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 University of Wisconsin (UW) for the development of curricula for occupations approved for the program. Employers hire youth apprentices for the 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, 2004, 21 curricula had been completed including: (a) auto collision-technician, (b) auto technician, (c) biotechnology, (d) drafting and design-architecture; (e) drafting and design-engineering; (f) drafting and design-mechanical design; (g) financial services; (h) graphic arts-printing; (i) health services; (j) information technology-computer science; (k) information technology-networking; (l) industrial equipment; (m) insurance; (n) lodging management; (o) manufacturing-production technician; (p) manufacturing-machining; (q) manufacturing-plastics; (r) production agriculture; (s) tourism; (t) welding; and (u) logistics-freight movement.

Technical Preparation

The Carl D Perkins Vocational and Technical Education Act of 1998, Public Law 105-332, is a federally funded program designed to assist states in more fully developing the academic, vocational, and technical skills of secondary and postsecondary students who elect to enroll in vocational and technical education programs. The Tech-Prep Education Act, Title II, is part of the

Carl D Perkins Vocational and Technical Education Act and authorizes federal funding for developing and implementing technical preparation programs.

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. A Wisconsin tech-prep student is defined as any student who chooses to access career counseling, career exploration, or a technical preparation course of study.

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 a 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 and administers the program and can apply for grants from the GWBLB to help fund the local programs.

There are seven federal program elements of tech-prep that must be addressed in the grant application: (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 of at least two years following secondary instruction with a common core of required proficiency in mathematics, science, reading, writing, communications, and technologies designed to lead to an associate's degree or a postsecondary certificate in a specific career field; (c) development of tech-prep curricula for secondary and postsecondary participants to a level that meets state academic standards, links secondary and two-year postsecondary schools through non-duplicative sequences of courses in career fields, and uses, if appropriate, work-based learning or work-site learning in conjunction with business, and also uses educational technology, and distance learning as appropriate; (d) in-service teacher training in

effective implementation of tech-prep programs, that involves joint training, focuses on using contextual and applied curricula and instruction, and provides training in the use and application of technology; (e) counselor training designed to help more effectively provide information to students regarding tech-prep programs and employment opportunities and to ensure that students complete the programs and are placed in appropriate employment and stay current with the needs, expectations, and methods of business in the industry; (f) equal access to the full range of technical preparation programs to individuals who are members of special populations [individuals with disabilities, from economically disadvantaged families, preparing for nontraditional training and employment, single parents, displaced homemakers, with other barriers to achievement], 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, including outreach, career and personal counseling, and vocational assessment and testing. When addressing each program element, each tech-prep consortium is required to incorporate specified state outcomes into their tech-prep plan.

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 the 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 \$2,242,800 PR and 2.4 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 10th 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 3 shows tech-prep grants to each of the 16 tech-prep consortia for 2004-05.

TABLE 3

2004-05 Tech-Prep Grant Allocation Chart

<u>Fiscal Agent</u>	<u>Basic Grant</u>	<u>Formula Allocation</u>	<u>Total</u>
Blackhawk	\$70,000	\$30,312	\$100,312
Chippewa Valley	70,000	62,490	132,490
Fox Valley	70,000	66,503	136,503
Gateway	70,000	54,913	124,913
Lakeshore	70,000	34,482	104,482
Madison	70,000	97,351	167,351
Mid-state	70,000	26,897	96,897
Milwaukee	70,000	100,422	170,422
Moraine Park	70,000	49,566	119,566
Nicolet	70,000	19,917	89,917
Northcentral	70,000	47,105	117,105
Northeast	70,000	70,949	140,949
Southwest	70,000	45,645	115,645
Waukesha	70,000	47,881	117,881
Western	70,000	49,388	119,388
Wisconsin Indianhead	<u>70,000</u>	<u>77,644</u>	<u>147,644</u>
Total	\$1,120,000	\$881,465	\$2,001,465

School-to-Work for At-Risk Children

WTCS is currently authorized to make a grant of \$285,000 GPR 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.

The program in MPS is designed to serve 9th through 12th grade students, and has been implemented starting with 12th grade students. Program services are 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 2003-04, about 200 high school juniors and seniors actively participated in class or received follow-up services.

Work-Based Learning Grants to Tribal Colleges

WTCS makes annual grants of \$150,000 PR 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) offering work-based learning experiences to community college students in health, financial services, and information technology programs, and providing a work-oriented course in effective writing. In 2003-04, approximately 90 students 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 by enrolling them in college transition courses and college-level occupational courses; and (b) upgrading the job skills of working and unemployed adults through educational courses at the College including accounting, business administration, police science, education, construction, and basic skills. Approximately 50 high school students and 100 adults in 2003-04 participated in programs funded by the grant.