

STATE OF WISCONSIN

Wisconsin Technical College System Board 2013-15 BIENNIAL REPORT

October 2015



Wisconsin Technical College System Board

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AGENCY OVERVIEW

Mission and Purpose

Chapter 38, *Wis. Stats.*, provides that the Wisconsin Technical College System (WTCS) Board is responsible for the initiation, development, maintenance and supervision of programs with specific occupational orientation below the baccalaureate level. These include associate degrees, training of apprentices and adult education below the postsecondary level. In order to foster economic development and expansion of employment opportunities, the principal purposes of the System are to provide occupational education and training and retraining programs necessary for full participation in the workforce and to provide customized training and technical assistance to business and industry. Additional purposes of the System are to cooperate and contract with secondary schools, provide collegiate transfer programs, offer basic skills education, offer community service programs and self-enrichment activities, and address barriers created by stereotyping and discrimination.

Partner Agencies

WTCS maintains close working relationships with:

- the Department of Workforce Development (DWD) to offer employment services, related instruction for registered apprenticeships, labor market information and other programs;
- the Wisconsin Higher Education Aids Board (HEAB) to administer financial aid programs that benefit WTCS students;
- the Wisconsin Department of Public Instruction (DPI) to develop technical and adult education opportunities for all people in the state and to facilitate articulation between secondary and postsecondary programs;
- the University of Wisconsin System (UWS) to serve state residents by increasing opportunities for postsecondary education and training; and
- the Wisconsin Economic Development Corporation (WEDC) to identify and develop strategies that strengthen Wisconsin's workforce, business and industry.

WTCS Board

As the WTCS governing body, the WTCS Board is structured to reflect its mission and diverse responsibilities. The Board consists of 13 members, including 3 ex-officio and 10 non-salaried members appointed by the Governor. As established in Chapter 38, *Wis. Stats.*, the three ex-officio members are the DWD Secretary (or designee), the UWS Board of Regents President (or designee) and the State Superintendent of Public Instruction (or designee).

Of the ten appointed board members, one represents employers, one represents employees, one represents farmers, one represents students, and six represent the public as at-large members. Appointed board members serve staggered, six-year terms,

with the exception of the student representative, who serves a two-year term. The WTCS Board is empowered to determine the organization, plans, scope and development of postsecondary technical and adult education; appoint a System President; approve the qualifications of district educational personnel and courses of study; establish system-wide policies and approve district proposals for facilities development and land acquisition. The Board establishes procedures and criteria for the determining course credit, state aid, uniform accounting for financial programs and other data required of the colleges.

During the 2013-15 biennium, the following individuals served on the WTCS Board:

Member	Representing	Residence
Philip Baranowski	Public	Green Lake
Natalie Cruz	Students	Hartland
Mary Quinnette Cuene	Public	Green Bay
Stan Davis	Public	Sun Prairie
Becky Lezvow	Farmers	Rio
W. Kent Lorenz	Public	Oconomowoc
Terrance McGowan	Employees	Pewaukee
Phil Neuenfeldt	Employees	Milwaukee
Andrew (Drew) Petersen President, 2013-15	Public	Verona
Susan Schaumburg	Students	Madison
John Schwantes Vice President, 2013-15	Public	Elkhart Lake
S. Mark Tyler	Public	Woodville
Stephen Willett	Employer	Phillips

The following ex-officio members served on the Board during the 2013-15 biennium:

Member	Representing
Tony Evers	State Superintendent of Public Instruction
José Vásquez	UWS Board of Regents Designee
Reggie Newson	Secretary, Department of Workforce Development

WTCS Board Policies

The WTCS Board has the authority to establish system-wide policies. The WTCS Board uses a two-step process to consider policy changes and ensure the opportunity for member input. Draft policy recommendations are first developed by the WTCS Office in consultation with various stakeholders. The System President presents the

draft recommendations to the Board for discussion. System Office staff incorporate the comments of the Board into the draft recommendations. At a subsequent Board meeting, the System President presents the final recommendations to the Board for its action. Policies approved by the WTCS Board are published in its policy manual, which is available electronically at:

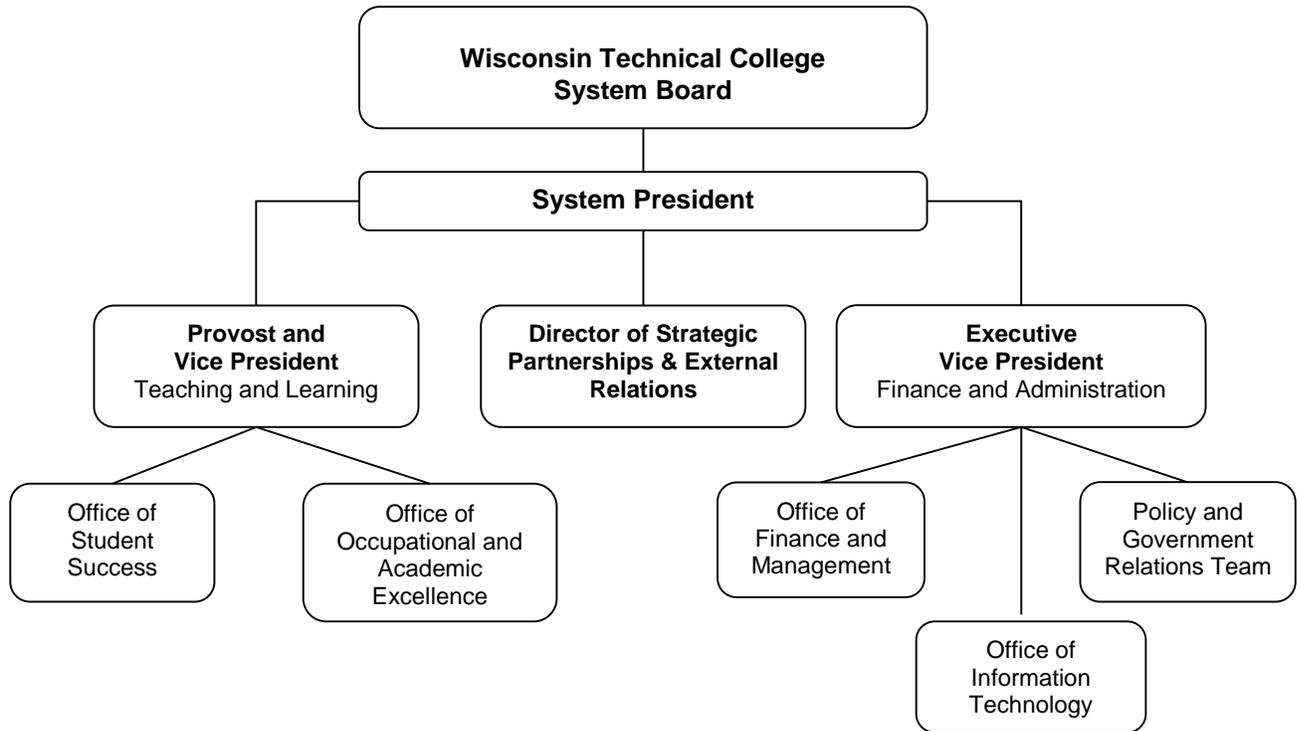
<http://www.wtcsystem.edu/about-us/governance/wtcs-board/legal,-policy-framework>.

System Office

A System President, who serves at the pleasure of the WTCS Board, leads the WTCS Office. The WTCS Office ended the biennium with 64.5 full-time equivalent (FTE) authorized positions, including 6.5 FTE authorized positions at the Educational Approval Board (EAB). EAB, which regulates the operation of for-profit postsecondary schools in Wisconsin, was attached to the System Office for administrative purposes under 2005 Wisconsin Act 25. Major staff responsibilities are as follows:

- The *Offices of Finance and Management and Information Technology* have oversight responsibility for operations including accounting, budgeting, procurement, payroll, human resources, facilities and information technology. The offices distribute state aid and provide guidance to the technical colleges in developing financial policies and standards. In addition, the offices assist the Board in determining student fees and tuition rates and in approving district facility development projects. The offices are also responsible for the management of information and oversight of district budgets and enrollments.
- The *Office of Occupational and Academic Excellence* has responsibility for program definition, approval, evaluation and review. It focuses on programs in agriculture, office services, marketing, home economics (including family and consumer education), health occupations, trade and industry (including apprenticeship, fire service, law enforcement, safety, technical and vocational training), general education, personnel certification and environmental education. It also serves as a liaison to secondary schools.
- The *Office of Student Success* is responsible for the coordination of state and federal grant programs, student financial aid, federal projects for the disabled and disadvantaged, adult and continuing education outreach, adult basic education, and English language learning and Workforce Investment Act projects. It also serves as a liaison to business and industry.
- The *Policy and Government Relations Team*, which reports to the executive vice president, provides leadership for system-wide policy analysis and development, public outreach, and federal and state government relations. It is responsible for the coordination of system-wide budgeting and planning, research and labor market information.
- The *Strategic Partnerships and External Relations Director* serves as a member of the agency's leadership team. The Director is the WTCS Public Information Officer and functions as the liaison between WTCS and a wide variety of internal and external partners.

WTC System Board and Office



Alternative Work Patterns

WTCS Office policies have permitted alternative work patterns since 1976. In 2005, the WTCS Office adopted a revised policy that permits any employee of the agency to request an alternative work pattern. Alternative work patterns include, but are not limited to, part-time, shared-time and flex-time schedules. Employee and agency work needs are accommodated through the use of non-standard work weeks and straight shift work. During the 2013-2015 biennium, more than two-thirds of employees participated in some type of alternative work pattern.

WTCS College Districts

Currently with 50 campuses, the 16 WTCS colleges deliver career and technical education to meet the needs, interests and abilities of their students, and the demands of the labor market. To assist the colleges in their missions, WTCS Office staff provide

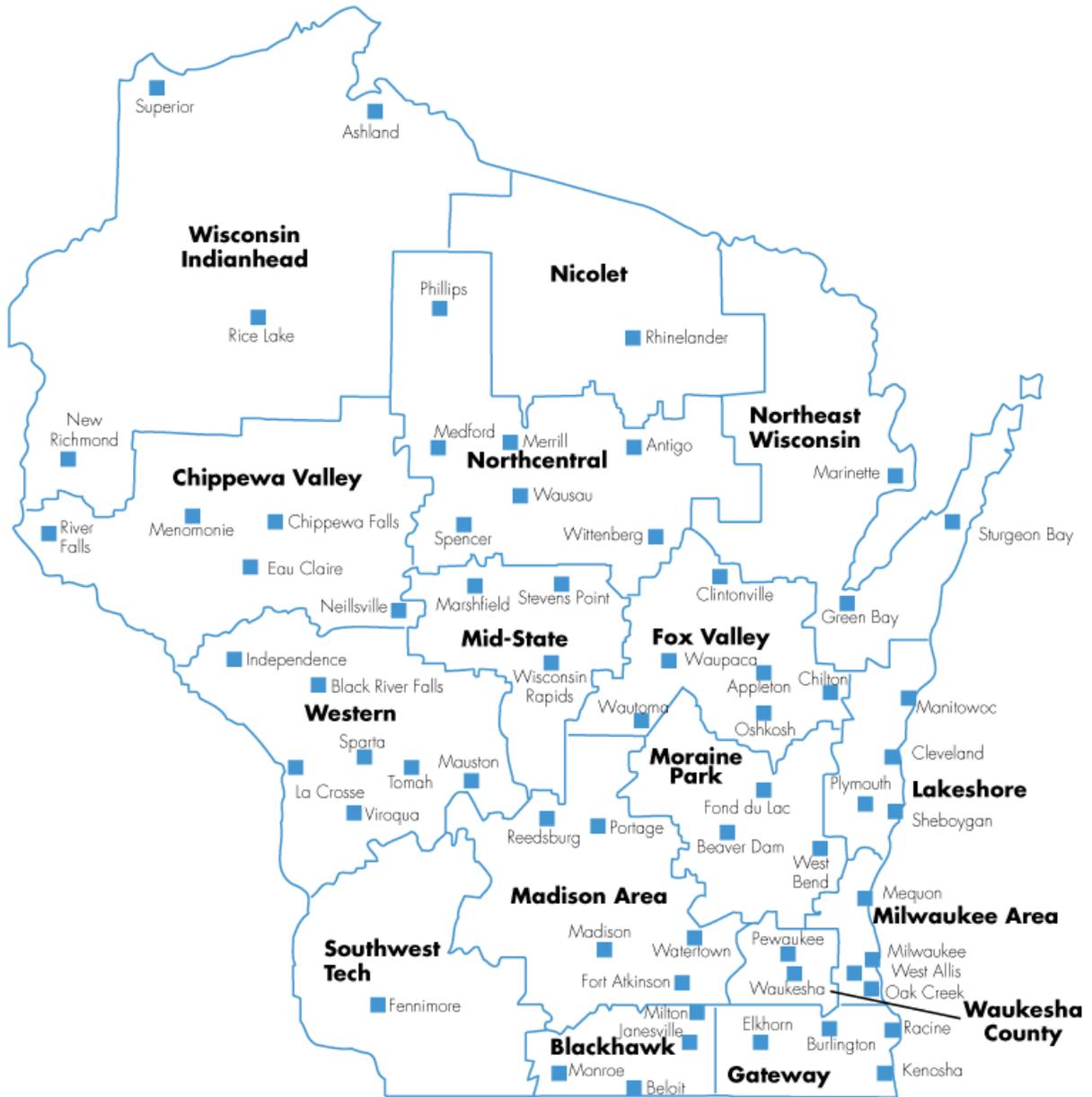
the colleges with technical assistance and help to coordinate activities and support services.

Each WTCS college has unique demographic, geographic and economic characteristics. Programs are tailored to meet local needs within the uniform program standards established by the WTCS Board. Each technical college is governed by a district board appointed by local elected officials. Similar to the WTCS Board, district board membership is intended to reflect the diversity of district stakeholders. Excluding the Milwaukee Area Technical College (MATC), membership for each the remaining 15 district boards is comprised of nine members who must be residents of their respective districts: two members representing employers, two representing employees, a local K-12 school administrator, a state or local elected official, and three at-large members. MATC's District Board is also comprised of nine members, seven of which must reside in Milwaukee County. Membership in the MATC District Board is as follows: five represent employers, three represent employers with 15 or more employees, and two members represent employers with 100 or more employees. In addition, at least two members must represent employers that are manufacturing businesses. Finally, MATC's Board includes a school district administrator, a state or local elected official, and two at-large members.¹

District boards are empowered to levy taxes on property, provide facilities and equipment, contract for instructional services and appoint a college president who serves as chief executive officer for the district. (See map on next page.)

¹ 2015 Act 55 added additional requirements to composition of MATC's District Board.

WTCS College Districts and Campuses



Major Program Goals and Objectives

Expand the Pool of Skilled Workers in the State's Labor Force

The WTCS Board continues to approve demand-driven, cutting-edge career and technical education and training programs developed by Wisconsin's technical colleges in collaboration with Wisconsin's businesses and industry, labor and other partners. The colleges have developed state-of-the-art programs in emerging industries like nanoscience, biotechnology, manufacturing robotics and renewable energy. At the same time, the colleges continue to deliver graduates in core programs to meet Wisconsin's ongoing demand for construction, information technology, public safety, and health care professionals. To accomplish this and operate with the highest degree of efficiency, the WTCS Board discontinues about the same number of programs as it approves each year.

Conducted every four years since 1980, the Employer Satisfaction Survey measures employer satisfaction with the skills and abilities of WTCS graduates. Feedback from employers has consistently shown that WTCS graduates continue to meet or exceed employer expectations compared to other new employees, in both occupational abilities and other core skills. In the most recent survey, employers report WTCS graduates meeting or exceeding employer expectations in the following areas:

- mastery of knowledge in their fields (86 percent),
- ability to perform technical skills (88 percent),
- ability to communicate effectively (89 percent),
- relevance of skills and knowledge (85 percent),
- mastery of "STEM" (i.e., science, technology, engineering and mathematics) (82 percent), and
- overall preparedness for employment (88 percent).

Ninety-three percent of employers said they would hire a WTCS graduate again, and eighty-four percent of employers felt that their local technical college was important or very important to the success of their business.

The complete survey results from 2014 are available electronically at:
<http://www.wtcsystem.edu/about-us/wtcs-overview>.

Career Pathways

WTCS is continuing its work with a wide variety of internal and external partners to develop pathways "to and through" postsecondary education that seamlessly link education and work throughout an individual's career. For middle and high school students, career pathways increase awareness of the academic preparation needed for postsecondary education. In addition, high school students can earn technical college credits that also fulfill graduation requirements — "dual credit" — at no cost to the student.

At the postsecondary level, WTCS is working in partnership with employers to “stack” technical college credentials: short-term certificates, technical diplomas and associate degrees in a way that supports career advancement based on employer-identified needs and an individual’s career goals and timeline.

Increase Postsecondary Educational Opportunities

WTCS used a variety of methods to increase postsecondary educational opportunities over the 2013-15 biennium. WTCS colleges continued to focus on the needs of dislocated workers, provided training opportunities for incumbent workers, developed career pathways to address skills shortages and offered low-income adults clear and reliable courses of action to progress in their careers.

Employer-specific worker training is a critical component in meeting the needs of new and expanding businesses in Wisconsin. In the 2013-15 biennium, WTCS colleges continued to annually serve over 91,000 individuals through customized instruction contracts, in which the colleges design and deliver customized instruction and technical assistance, either on-site or on-campus.

Employers and workers continue to place a high value on incumbent worker training, and WTCS developed a survey instrument to gauge the economic and other impacts of this training. Results from the survey indicate that most respondents believe WTCS contract training meets or exceeds their expectations, allowing them to improve productivity, achieve cost savings, increase sales, and retain or create jobs.

Adult career pathways created by WTCS colleges also commonly include remedial education “bridges” that allow students who need basic instruction, including English language learning to address those needs without postponing their entry into postsecondary occupational programs. One strategy for bridge programs pairs basic education and occupational instructors in the same classroom so that students can improve their basic academic abilities and at the same time earn a certificate-level credential that will improve their likely employment outcomes.

Closing the Achievement Gap

The enrollment of students of color, as a proportion of the overall student body, continues to climb, increasing from 14.1 percent in 2005-06 to 19.1 percent in 2013-14. This compares favorably with the percentage of persons of color in Wisconsin as a whole, which was about 13.8 percent according to the 2010 Census. Over the last nine years, the percentage of students of color graduates has increased from 11.3 percent in 2005-06 of total graduates to 14.9 percent of total graduates in 2013-15. The number of WTCS students of color transferring to UWS institutions continues to increase. In 2009, students of color composed 13 percent of WTCS students transferring to UWS. In 2013 (the latest data available) students of color composed 19 percent of WTCS students transferring to UWS institutions.

Despite this progress, significant work remains to ensure that students of color have every opportunity to succeed in college. For example, 15.0 percent of all graduates were students of color in 2013-14. This is below the overall enrollment of students of color, which stood at 19.1 percent during the same time period. In addition, students of color are significantly over-represented in adult basic education enrollments.

2013-15 BUDGET AND POLICY ACTION

2013-15 Biennial Budget

Under the 2013 Act 20 (i.e., the 2013-15 Biennial Budget), significant policy and budget changes to WTCS programs took place.

Outcomes-Based Funding

Substantial changes were made to the general state aid distribution under Act 20. Base funding was increased by \$5 million in the second year of the biennium. Most significantly, the act required the creation of a new formula program for allocating a portion of general state aid to technical colleges based nine outcome-based criteria established in statute:

- job placement rates,
- degrees and certificates awarded in high demand fields,
- programs or courses with industry-validated curriculum,
- the transition of adult basic education students to skills training,
- the success rate of adults in basic education courses,
- participation in dual enrollment programs,
- workforce training provided to businesses and individuals,
- participation in collaboration or efficiency initiatives, and
- training provided to special populations or demographic groups unique to the district.

The percentage of general state aid distributed under the outcomes-based formula is as follows: 10 percent in 2014-15, 20 percent in 2015-16 and 30 percent in 2016-17. Under Act 20, no outcomes-based funding is required after the 2016-17 fiscal year.

Each district board may choose any seven of the nine criteria on which to be measured for the purposes of receiving outcomes-based funding prior to the calculation of aid for each fiscal year. Calculations are made using data from the three previous fiscal years.

As required, the System Board submitted its plan for making the allocations to the Joint Committee on Finance prior to April 2014. The plan further defined the measures associated with each of the criteria and a methodology for distributing the funding among the criteria. Twenty-five percent of available funding is divided equally among the nine criteria as a base allocation of funds for each criterion. If a criterion is not selected by any college, then the base allocation is redistributed among the other

criteria. The remaining 75 percent of available funding is distributed among the 9 criteria proportionately, based on the number of colleges selecting each criterion, as well as each college's outcomes.

Consolidated Grant Program

Under Act 20, 17 existing state categorical aid appropriations were consolidated into a single \$21.9 million appropriation, beginning in 2014-15. The total amount of funds available for categorical aid remained unchanged under the consolidation. The System Board established eight grant categories:

- Core Industry
- Career Pathways
- Workforce Advancement Training
- Student Support
- Statewide Projects
- New Markets
- Professional Development
- Apprenticeship-Related Instruction

Additionally,

- prior statutory grant minimums for certain purposes under the incentive grant and Workforce Advancement Training grant programs were removed,
- the net costs and FTEs related to the Nicolet Area Technical College collegiate transfer program became eligible for general state aid beginning in 2014-15, and
- the System Board is required to ensure, to the extent practicable, that the grants are awarded to each geographic region of the state represented by the technical college districts.

Levy Limits

Act 20 also made changes to provisions governing property tax authority granted to technical college district boards. The budget eliminated both the 1.5 mill rate limit on operational tax levies and the levy freeze limiting the amount of the levy to its 2010 level. Beginning with the 2013 levy, technical colleges were permitted to adjust the levy to reflect increased property values attributable to net new construction in the district. The Department of Revenue (DOR) determines the value of net new construction in municipalities, or portions of municipalities, located in each district. DOR is required to apportion the value of net new construction in a split municipality proportionately between the affected districts, based on the percentage of the municipality's equalized value located within each district. Technical colleges may carry over prior year unused levy authority, up to a maximum of 0.5 percent of prior year actual levy, if the district board approves the measure by a three-fourths vote. Colleges are still permitted to increase operational levies beyond the limit with approval via public referendum. Act 20 specifies that — for purposes of the limit on operating levies — operating levy would include payments on promissory notes issued after the bill's effective date, unless the

note would be issued to finance assets or projects with a useful life in excess of one year.

For capital expenditures, the \$1.5 million threshold for referendum approval is increased to \$2.5 million for certain projects. The higher \$2.5 million limit only applies for those projects for which the district board would receive an equal amount of federal matching funds. Use of the additional amount in any two-year period must be offset by an equal reduction in the amount available for capital expenditures in the next two-year period.

Core Credit Transfer

Act 20 required the UWS Board of Regents and the WTCS Board to enter into and implement an agreement that identifies core general education courses totaling not fewer than 30 credits that will be transferable between and within each institution participating in the agreement.

As required, the agreement was put in place before the 2014-15 academic year to ensure the credits transferred satisfy general education requirements at the receiving institution. For more information on the core general education course see <http://www.wistechcolleges.org/preparing-college/transfer-options/transfer-agreements/universal-transfer-agreement>.

Wisconsin Higher Education Grants (WHEG)

Act 20 increased funding by \$2 million for WTCS WHEG financial aid awards. The increased funding was only available for the 2013-14 academic year.

Veterans Remissions

Act 20 modified participation requirements for the Wisconsin G.I. Bill veterans' tuition remission program. Under prior law, veterans were required to have been residents of Wisconsin when they entered service. Under Act 20, a veteran who has been a Wisconsin resident for the five consecutive years immediately preceding enrollment is eligible for the program. This change applies only to veterans, not to the spouse or children of veterans. Spouses and children of veterans may only qualify for tuition remission under the Wisconsin G.I. Bill if the veteran was a Wisconsin resident at time of entry into service.

Act 20 also required those receiving Wisconsin G.I. Bill tuition remissions (i.e., veterans and eligible spouses and children) to maintain a cumulative grade point average of at least 2.0 to maintain eligibility for the tuition remission. Wisconsin G.I. Bill participants who fall below a 2.0 cumulative GPA lose their Wisconsin G.I. Bill eligibility for future courses until their cumulative GPA rises to at least 2.0. The new cumulative GPA requirements take effect in the first semester beginning after January 1, 2014.

Other Significant Legislation

While state aid funding to WTCS was increased under 2013 Act 145, a corresponding decrease in WTCS colleges' tax levy resulting in no net increase in state funding. The

Legislature appropriated \$406 million annually for property tax relief associated with the WTCS levy. This aid was distributed for the first time in 2014-15 and is distributed to the districts on the third Friday in February.

REVIEW OF PERFORMANCE AND OPERATIONS

Wisconsin's technical colleges strive to provide graduates with the education and training that provides skills to compete in today's competitive job market. The WTCS regularly publishes data on enrollment, costs and graduate outcomes. The data is available electronically at <http://www.wtcsystem.edu/about-us/wtcs-overview>.

Operational Costs

In order to provide the instruction, services and activities necessary to carry out their mission and achieve their goals, WTCS colleges rely on a combination of federal, state and local revenues. In fiscal year (FY) 2013-14, the latest year for which complete financial information is available, WTCS colleges enrolled 326,544 individuals at an operational cost of \$1.07 billion.

Actual 2013-14 cost allocation data show that 66.1 percent of operational costs were for instruction while the next highest amounts were for general institutional (12.8 percent), student services (10.5 percent), and physical plant (8.2 percent). Instructional resources accounted for the remaining 2.4 percent of operational costs. Data on college costs is published annually, with the most recent year of complete data available at <http://www.wtcsystem.edu/about-us/wtcs-overview>.

Enrollment

As shown in Table 1, the number of full-time equivalent (FTE) students enrolled annually decreased 4.7 percent from 75,178 in FY 2012-13 to 71,643 in FY 2013-14. Table 1 also shows FTE enrollment by instructional category and the percentage of all FTEs that are included in each category for the two most recent years of complete data. Data on enrollment is published annually in the Fact Book with the most recent year of complete data available at <http://www.wtcsystem.edu/about-us/wtcs-overview>.

**TABLE 1: Full-Time Equivalent (FTE) Enrollments
by Instructional Category**

	2012-13		2013-14	
	Enrollments	Percentage of Enrollments	Enrollments	Percentage of Enrollments
Postsecondary				
Associate Degree	50,222	66.8%	47,917	66.9%
Technical Diploma	8,456	11.2%	8,237	11.5%
Collegiate Transfer	7,970	10.6%	7,719	10.8%
Subtotal	66,648	89.0%	63,873	89.2%
Non-Postsecondary				
Basic Education, Hearing Impaired Program (HIP), and Visually Impaired Program (VIP)	5,753	7.7%	5,160	7.2%
Continuing Education				
Vocational-Adult	2,534	3.4%	2,361	3.3%
Community Services	243	0.3%	248	0.3%
Subtotal	2,777	3.7%	2,609	3.6%
TOTAL	75,178	100.0%	71,643	100.0%

Source: WTCS Fact Book 2015 (2013-14).

By Gender

In 2013-14, WTCS colleges reported enrolling 169,115 men and 170,159 women, while gender was not reported for 0.6 percent of enrollees. Of the men enrolled, 51.4 percent were enrolled in degree or diploma program courses, while 18.9 percent were enrolled in non-postsecondary courses and 53.5 percent were in continuing education courses. Of the women enrolled, 60.1 percent were enrolled in degree or diploma program courses, 22.8 percent in non-postsecondary, and 45.7 percent in continuing education courses. Because students may take courses in more than one area, percentages add to more than 100 percent.

Services for Students with Special Needs

WTCS provides specialized services for:

- students with physical or mental disabilities,
- students who are disadvantaged, including academically or economically disadvantaged individuals, and
- students with limited English proficiency.

In 2014-15, 13,976 students with disabilities received specialized services. These services were supported with funds from GPR, WTCS districts, the federal Perkins Act, and the Division of Vocational Rehabilitation within DWD. These services enable students with disabilities to enroll and succeed in technical education programs and courses. Services include specialized guidance and counseling, needs assessment and evaluation, support services, remedial instruction, career development, adaptive equipment and career placement.

In 2014-15, the WTCS colleges provided services to 99,910 disadvantaged students (unduplicated), of whom 56,283 were academically disadvantaged, 71,103 were economically disadvantaged and 10,258 had limited English proficiency. Services provided to disadvantaged students – including academically or economically disadvantaged individuals and those with limited English proficiency – are supported with funds from WTCS general state aid, local funds, targeted state GPR funds, and federal funds provided through Perkins Act and the Adult Education and Family Literacy Act. Services provided include remediation services such as specialized reading and mathematics laboratories, note taking instruction, and staff and peer tutors.

Graduate Outcomes

WTCS colleges annually survey the previous year's program graduates. The latest survey results for 2014 graduates were available in April 2015. Of the 25,845 graduates, 17,475 (68 percent) responded to the survey.

Among the respondents:

- 97 percent were satisfied or very satisfied with their WTCS training,
- 92 percent of those in the labor force were employed,
- 84 percent of employed graduates are working in Wisconsin, and
- 76 percent of employed graduates were working in a job related to their WTCS training.

The median respondent salary regardless of degree for 2014 WTCS graduates was \$35,000, ranging from a median of \$27,038 for short-term technical diploma graduates to \$37,440 for associate degree graduates.

The median respondent salaries for 2014 graduates in 51 programs were between \$40,000 and \$50,000. The median for graduates in ten programs: Information Systems Security, Construction Management Technology, Gas Utility Construction & Service, Power Engineering & Boiler Operator, Electrical Power Distribution, Industrial Automation, Controls & Networking, Technical Studies-Journey Worker, Mechatronics, Diagnostic Medical Sonography, and Diagnostic Medical Sonography & Vascular was \$50,000 or more.

Grant Programs

WTCS provides a number of grants to individual technical colleges using funds received from received from general state aid, the federal Carl D. Perkins Career and Technical Education Act and the federal Adult Education and Family Literacy Act.

These programs are intended to assist WTCS districts in providing educational and economic development services to individuals and high priority industry sectors. Grants also help promote innovative or successful practices related to priorities identified by the WTCS Board, such as:

- strengthening career and technical education programs through multi-college collaborative efforts to develop measures of technical skill attainment, and
- promoting and supporting high school-to-college transitions for career and technical education students through multi-college collaborative efforts to develop programs of study.

A summary of grant programs is available at: <http://mywtcs.wtcsystem.edu/grants>.

Programs and Initiatives

Veteran Tuition Remissions

Beginning in 2007-08, Wisconsin G.I. Bill tuition remissions for eligible veterans increased to 100 percent. In 2014-15, approximately 4,110 veterans and their dependents benefited from \$6.0 million in WTCS tuition remissions.

STEM

WTCS collaborates with education and industry partners to increase the courses and programs offered in science, technology, engineering and mathematics (STEM). WTCS colleges offer about 300 degree and diploma programs, of which approximately one-third are classified as a STEM Career Cluster or are in one of the six STEM-related Career Clusters under the framework of the National Career Technical Education Foundation:

- Agriculture, Food and Natural Resources;
- Architecture and Construction;
- Health Sciences;
- Information Technology;
- Manufacturing; and
- Transportation, Distribution and Logistics

Engagement and Partnerships

The WTCS Board and Office are committed to working with internal and external partners to improve the quality, availability and cost-effectiveness of WTCS education and workforce training programs.

The WTCS Office and individual colleges participate in a variety of collaborative projects involving outside educational and workforce development agencies:

- improve college transfer opportunities,
- enhance college access and affordability, and
- develop career clusters and pathways.

Partner institutions involved with these projects include the Wisconsin Departments of Workforce Development and Public Instruction, the Wisconsin Economic Development Corporation, the University of Wisconsin System, the Wisconsin Association of Independent Colleges and Universities, and the Great Lakes Higher Education Corporation. Additional information about WTCS partnerships is available on the WTCS website at <http://www.wtcsystem.edu/>.

2015-17 BIENNIAL BUDGET

2015-17 Biennial Budget

Several budget and policy changes to WTCS were made under 2015 Act 55 (i.e., 2015-17 biennial budget act).

Outcomes-Based Funding

The act added a tenth criterion for awarding outcomes-based funding to the nine previously established in 2013 Act 20. This new criterion is based on the number of credits awarded for prior learning, "...relevant educational experience or training not obtained through an institution of higher education, including skills training received during military service." WTCS will now distribute outcomes-based funding based on a college's prior selection of seven out of ten criteria. The percentage of general aids distributed under the outcomes-based funding formula remains the same: 20 percent in 2015-16 and 30 percent in 2016-17. Under Act 55, there is no provision for outcomes-based funding after the 2016-17 fiscal year.

Veterans Grant Jobs Pilot Program

Act 55 contains \$500,000 of one-time funding in 2016-17 for a pilot grant program for veterans jobs. WTCS will award competitive grants to technical colleges that apply for funding to support specialized programs or services for veterans. The WTCS Board is required to secure at least \$500,000 of additional funding to be used to match the initial amount.

Risk Sharing for Health Insurance

Under Act 55, technical colleges were added to the list of local governments authorized added to a list of local governments authorized to individually — or together with other technical colleges — provide health care benefits on a self-insurance basis, procure stop loss insurance and/or self-insure stop loss risk. Six technical colleges launched a new health insurance consortium effect July 1, 2015 that includes sharing stop loss coverage.

In addition, Act 55 included provisions directed at specific colleges.

MATC Board Composition

Act 55 added additional requirements to composition of MATC's District Board. It requires that a person representing an employer have at least two years of experience

managing a business entity, non-profit, etc. with at least 15 employees or at least 2 years of experiencing managing the finances or hiring of personnel of a business entity or non-profit, etc., with at least 100 employees.

Gateway Technical College Charter School Authority

Act 55 permits the District Board of Gateway Technical College to contract for the establishment of a charter school located in Gateway's district. Only pupils who reside in the district or counties adjacent to the district may attend. Gateway is the second technical college in the system with this authority; Milwaukee Area Technical College was granted this authority under 1997 Act 27.

WTCS STRATEGIC DIRECTIONS

2013-15 Strategic Directions

In July 2012, the WTCS Board adopted the following strategic directions and action steps for 2012-15:

Deliver high-quality, affordable postsecondary opportunities.

Goal: Design industry-driven, flexible academic programs and services

Measure:

- *Increase the number of programs with industry-validated "Technical Skills Attainment" assessments*

Goal: Limit the effect of tuition costs on WTCS students.

Measure:

- *Reduce the average unmet need of students completing the Free Application for Federal Student Aid (FAFSA)*

Goal: Expand Wisconsin's skilled workforce.

Measures:

- *Number of degrees and certificates awarded*
- *Increase the percentage of high school students enrolling in technical college within three years of graduation*

Serve as a key component in individual, community, and economic development.

Goal: Establish the System as a priority for resource allocations based on its vital role in economic development.

Measures:

- *State General and Categorical Aid appropriations*
- *Competitive federal grant funding*

Goal: Promote WTCS as an essential economic development engine

Measure:

- *Increase media citations and Web analytics*

Goal: Foster robust collaborations benefiting learners and partners

Measure:

- *Development of Wisconsin Career Pathways*

Ensure student success.

Goal: Expand adult career pathway opportunities.

Measure:

- *Increase the number of Adult Career Pathway Bridges and embedded credentials*
- *Increase the percentage of ABE/ELL students completing postsecondary courses*

Goal: Improve completion opportunities for all students.

Measure:

- *Fall to Spring retention of program students*

Goal: Improve quality outcomes for all students.

Measures:

- *Program students graduating in 3 or 5 years*
- *Job placement rates for WTCS graduates*

2016-2020 Strategic Directions

WTCS has begun its strategic planning process. Unlike prior strategic plans that covered a three-year period, this plan will cover five years: 2016-2020. It is anticipated that the WTCS Board will finalize and adopt the 2016-2020 plan at its November 2015 board meeting.

The Wisconsin Technical College System Board is in full compliance with state and federal equal opportunity non-discrimination laws and regulations including Title VII of the 1964 Civil Rights Act, Age Discrimination in Employment Act, Title VI of the 1964 Civil Rights Act, Equal Pay Act, Title IX of the 1972 Education Amendments, and Section 504 of the 1973 Rehabilitation Act, Wisconsin Fair Employment Law, Wisconsin Civil Service Law and Executive Orders, the Carl D. Perkins Vocational and Technical Education Act, Adult Education and Family Literacy Act, Workforce Investment Act, the Office of Civil Rights Guidelines for the Elimination of Discrimination in Vocational Education, the Americans with Disabilities Act (ADA), and/or other applicable state or federal legislation. It is the policy of the WTCSB not to illegally discriminate on the basis of race, color, creed, national origin, religion, gender, age, disability, arrest record, conviction record, political affiliation, marital status, sexual orientation, and membership in the National Guard, state defense force or any other reserve component of the military forces of the United States, or this state. Inquiries regarding equal opportunity may be directed to the Wisconsin Technical College System, 4622 University Avenue, P.O. Box 7874, Madison, Wisconsin 53707-7874, telephone (608) 266-1207 or Telephone Typewriter (TTY) (608) 267-2483.
