

STATE SENATOR
Leah Vukmir

Senate Committee on Education

Tuesday, February 6, 2018

Senate Bill 677

Chairman Olsen and committee members, thank you for hearing Representative Kooyenga's and my bill today. Senate Bill 677 is an important bill that ensures successful concurrent enrollment programs remain in high schools across the state.

In the latest budget bill a new program was created called the Early College Credit Program. The new program made several changes for how high school students can earn college credits. Incidentally, one of those changes shifted a substantial cost burden onto school districts. Our offices have heard from numerous school administrators voicing concern that under the new cost structure of the Early College Credit Program they would have to discontinue their concurrent enrollment programs.

These are courses that have been highly successful and cost-effective to families, school districts, and the state alike. These classes are widely used across the state and reward high school students with college credits at a discount. This bill would exempt concurrent enrollment programs taught in the high school classroom, by certified high school teachers from the Early College Credit Program. By doing this, school districts would be able to continue to offer college credit courses to high schoolers at a discounted rate.

This bill will keep the most effective and widely used early college enrollment programs continuing in our high schools. At a time when college debt is a substantial burden on many young students, it is important we continue to offer cost-effective options to earn college credits. These programs are also critical for our economy as they help students get into the workforce sooner, so they can fill our workforce needs.

After the public hearing in the Assembly it was brought to our attention that independent colleges and private high schools were also adversely effected by the new ECCP cost structure, but may not be covered under this bill. Senate Substitute Amendment 2 ensures these concurrent enrollment programs provided through private colleges or offered in private high schools are also exempt from the new ECCP requirements.

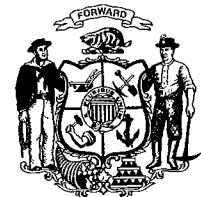
Thank you for your time.

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Rob Hutton

STATE REPRESENTATIVE • 13TH ASSEMBLY DISTRICT

February 6, 2018

To: The Senate Committee on Education
From: Rep. Rob Hutton
Re: Senate Bill 677

Testimony of Rep. Rob Hutton in Support of Senate Bill 677

Thank you Chairman Olen and members of the Committee on Education for the public hearing on SB 677. This legislation comes at the request of our school district and many others to preserve the Early College Credit Program (ECCP) in its original form.

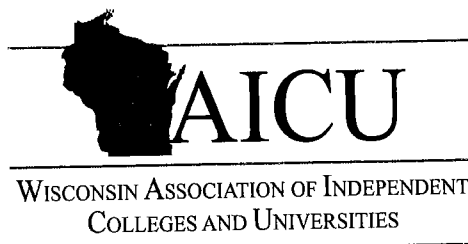
Under the most recent biennial budget, the ECCP was swept into a new funding formula which would be detrimental to the sustainability of the program within our school districts. AB 805 removes the ECCP from the new funding formula and maintains the program as it has operated in previous years. Further, a substitute amendment exempts private nonprofit institutions from operating under the new ECCP provisions as they would be negatively impacted as well.

Under the new funding formula K-12 schools would bear 75% of the cost for college credits that our high school students seek through programs such as CAPP, at UW Oshkosh, and PIE, at UW-Whitewater. K-12 school districts and the UW System have indicated that the likely outcome of the new funding model would end the ECCP program preventing students from an easy and affordable way to earn college credits.

Wisconsin's economy is booming, unemployment is at a low, and economic opportunities are abounding in Wisconsin with the likes of Foxconn and the repeal of the mining moratorium. It is critical that we continue to equip our students with valuable, inexpensive tools that allow them to pursue the educational paths they wish to seek. By promoting these opportunities we allow our students to be prepared to fill in the many job openings and bolster Wisconsin's workforce.

I appreciate your time in hearing this legislation and reading my testimony. If you have any questions for me please feel free to reach out to my office and I would be happy to address them.

ALVERNO COLLEGE
BELLIN COLLEGE
BELOIT COLLEGE
CARDINAL STRITCH UNIVERSITY
CARROLL UNIVERSITY
CARTHAGE COLLEGE
COLUMBIA COLLEGE OF NURSING
CONCORDIA UNIVERSITY
EDGEWOOD COLLEGE
LAKE LAND UNIVERSITY
LAWRENCE UNIVERSITY
MARIAN UNIVERSITY



WISCONSIN'S PRIVATE, NONPROFIT COLLEGES AND UNIVERSITIES
WORKING TOGETHER FOR EDUCATIONAL OPPORTUNITY

MARQUETTE UNIVERSITY
MEDICAL COLLEGE OF WISCONSIN
MILWAUKEE INSTITUTE OF ART & DESIGN
MILWAUKEE SCHOOL OF ENGINEERING
MOUNT MARY UNIVERSITY
NASHOTAH HOUSE
NORTHLAND COLLEGE
RIPON COLLEGE
ST. NORBERT COLLEGE
SILVER LAKE COLLEGE
VITERBO UNIVERSITY
WISCONSIN LUTHERAN COLLEGE

TESTIMONY
by
Dr. Rolf Wegenke, President
Wisconsin Association of Independent Colleges and Universities (WAICU)
on
Senate Bill 677
to
Senate Education Committee

February 6, 2018

Chair Olsen and members of the Committee, thank you for holding this hearing today and for your attention to the important issue of student participation in concurrent enrollment programs. My name is Rolf Wegenke. I am President of the Wisconsin Association of Independent Colleges and Universities, or WAICU, the official organization representing Wisconsin's 24 private, nonprofit colleges and universities and their nearly 55,000 students.

I strongly support this effort to exempt concurrent enrollment programs from the newly created Early College Credit Program (ECCP) requirements and ask that you support Substitute Amendment 2 to include WAICU member programs in this exemption. WAICU members have established decades old concurrent enrollment programs arrangements with school districts throughout the state. The new ECCP program requires K12 to absorb most of the costs, and the state would pick up 25 percent. This new funding burden will jeopardize independent programs because of the creation of a new liability for school districts. Without intending to do so, these restrictions, as passed in the budget, threaten the continuance of these important partnerships and programs.

Concurrent enrollment programs – for which the student receives both high school and college credit - are held in the high schools with the support of higher education faculty. There are many benefits including encouraging high school students to get a head start on college at a substantially reduced price and preparing students for college coursework. This arrangement is beneficial for school districts,

families and has broader implications for students as they begin thinking of college and career, an important component of the career pathways discussion.

I will focus on two examples of WAICU institutions' independent, concurrent enrollment programs.

The St. Norbert College Credit Program was established in 1963. Their College Credit Program is a dual partnership with 15 area high schools, both public and private. Twenty-one teachers teach five courses to over 600 students per year at their individual high school campuses. Each course covers the same content, has the same expectations and awards the same credit as courses taught on the St. Norbert campus. These courses provide rigorous and motivating curriculum for students to earn college credit in a supportive and personal environment. Students can earn up to 16 credits toward college before high school graduation and can take a four-credit course for just under \$160.00. More than 25,000 high school seniors have participated in the College Credit Program since it began.

Lakeland University's Concurrent Academic Progress Program, or CAPP, is an accredited program offered to high schools. CAPP classes allow high schools to offer Lakeland University credit and high school credit for the same class. Since the fall of 2013, nearly 5,000 high school students have taken CAPP courses through Lakeland, including 635 students this fall. Courses are priced at \$90 per credit hour, making this an affordable program for motivated high school students. This fall, Lakeland has high school students enrolled in CAPP courses from the following schools: Cedar Grove-Belgium, Elkhart Lake-Glenbeulah, Evansville, Howards Grove, Kohler, Menomonee Falls, Oostburg, Plymouth, Shawano, Sheboygan Falls, Sheboygan North, Sheboygan South and Winneconne.

The CAPP programs are economically advantageous to families and students. Dual enrollment programs such as CAPP are also an important part of the broader workforce development discussion. As we face workforce shortages and an increasing need for individuals with postsecondary credentials to fill the jobs of the future, these programs provide students critical exposure to higher education and a head start on their college career.

The application of the restrictions put in place for the Early College Credit program were not intended to apply to independent programs negotiated between the school districts and colleges and universities. Without this language the consequence will be unintended harm to students and the state.

The other change removes a purely administrative requirement that private, nonprofit colleges notify the Department of Public Instruction (DPI) a year in advance of their participation in Early College Credit Program. DPI confirms the provision serves no purpose and supports its repeal.

Again, thank you for the opportunity to share my thoughts on this legislation. I would be happy to answer any questions you may have.

February 6, 2018

Honorable Members of the Committee:

My name is Laura Love and I serve as Director of Secondary Education in the Middleton-Cross Plains Area School District (MCPASD). Thank you for hearing my message to you today regarding Senate Bill 677 for the Early College Credit Program.

We actively promote our students taking college-level coursework while still in high school in order to prepare them for any endeavor they choose following graduation. As a result, we offer students many post-secondary choices during their time with us, with most of these opportunities occurring within our high school campus. Along with a breadth of Advanced Placement and other dual credit courses, we have a strong Cooperative Academic Partnership Program (or CAPP) with UW-Oshkosh.

At present, we offer courses ranging from three to five college credits, including:

- Computer Programming (AP/CAPP)
- Economics
- Sociology
- Entrepreneurship
- Personal Finance
- French V and VI
- German V
- Spanish V and VI
- Fitness for Life
- Wellness/Rest-Eat-Move

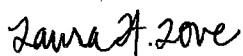
We have 1133 enrollments in these courses this year, which translates into between 3000 and more than 5000 college credits for our students in the Middleton-Cross Plains Area School District. We pay for all costs associated with these courses at present aside from the college credits. In addition, we pay for the college credits for students and families qualifying for full or partial fee waiver. In other words, the district currently shares the costs of these early college courses with all families and ensures *every* student has access to the college credit option.

Without SB 677 a significant additional cost burden shifts to the district for many more students and families. Because we *encourage* enrollment in college-level courses of all kinds, the numbers of students participating increases annually. Nevertheless, even if we assume consistent enrollment, this means we would take on an additional minimum budget impact of approximately \$80,000-100,000 in the coming year.

Given increasing budget constraints, without passage of SB 677 we likely must discontinue our participation in this UW partnership, i.e. unless CAPP costs are removed from the other Early College Credit Program expenses to districts, we have to unlink college accreditation to the above list of courses.

I speak on behalf of our students and families when I say, "Thank you for your careful consideration of this bill."

Sincerely,



Laura H. Love

MCPASD - CAPP

By Gender
Count of Last Name

Column Labels

Row Labels	F	M	Grand Total
AP COMPUTER PROGRAMMING (CAPP)	8	51	59
ECONOMICS (CAPP)	44	71	115
ENTREPRENEURSHIP (CAPP)	6	39	45
FITNESS FOR LIFE (CAPP)	73	13	86
FRENCH V (CAPP)	40	13	53
FRENCH VI (CAPP)	43	18	61
GERMAN V (CAPP)	25	27	52
INTRO TO SOCIOLOGY 101 (CAPP)	73	54	127
LIFEGUARD TRAINING (CAPP)	34	26	60
PERSONAL FINANCE (CAPP)	65	61	126
SPANISH V (CAPP)	129	63	192
SPANISH VI (CAPP)	75	55	130
WELLNESS - REM (CAPP)	21	6	27
Grand Total	636	497	1133

By Term
Count of Last Name

Column Labels

Row Labels	S1	S2	Grand Total
AP COMPUTER PROGRAMMING (CAPP)	33	26	59
ECONOMICS (CAPP)	55	60	115
ENTREPRENEURSHIP (CAPP)	21	24	45
FITNESS FOR LIFE (CAPP)	28	58	86
FRENCH V (CAPP)	28	25	53
FRENCH VI (CAPP)	30	31	61
GERMAN V (CAPP)	26	26	52
INTRO TO SOCIOLOGY 101 (CAPP)	32	95	127
LIFEGUARD TRAINING (CAPP)	42	18	60
PERSONAL FINANCE (CAPP)	63	63	126
SPANISH V (CAPP)	98	94	192
SPANISH VI (CAPP)	67	63	130
WELLNESS - REM (CAPP)	0	27	27
Grand Total	523	610	1133

By Race
Count of Last Name

Column Labels

Row Labels	White	Asian	Black	Hispanic	Two or More	Pacific Islander	American Indian	Grand Total
AP COMPUTER PROGRAMMING (CAPP)	44	5	2	5	2	1	0	59
ECONOMICS (CAPP)	88	9	6	5	7	0	0	115
ENTREPRENEURSHIP (CAPP)	40	1	3	1	0	0	0	45
FITNESS FOR LIFE (CAPP)	54	9	9	10	4	0	0	86
FRENCH V (CAPP)	45	6	0	2	0	0	0	53
FRENCH VI (CAPP)	47	6	2	4	2	0	0	61
GERMAN V (CAPP)	50	0	0	2	0	0	0	52
INTRO TO SOCIOLOGY 101 (CAPP)	93	8	8	15	3	0	0	127
LIFEGUARD TRAINING (CAPP)	46	5	1	7	0	0	1	60
PERSONAL FINANCE (CAPP)	96	12	4	10	4	0	0	126
SPANISH V (CAPP)	141	19	2	28	2	0	0	192
SPANISH VI (CAPP)	100	11	0	13	6	0	0	130
WELLNESS - REM (CAPP)	11	2	4	7	3	0	0	27
Grand Total	855	99	41	109	33	1	1	1133

By Grade
Count of Last Name

Column Labels

Row Labels	9	10	11	12	Grand Total
AP COMPUTER PROGRAMMING (CAPP)	4	18	16	21	59
ECONOMICS (CAPP)	0	3	65	47	115
ENTREPRENEURSHIP (CAPP)	1	5	14	25	45
FITNESS FOR LIFE (CAPP)	1	33	40	12	86
FRENCH V (CAPP)	0	0	53	0	53
FRENCH VI (CAPP)	0	0	5	56	61
GERMAN V (CAPP)	2	4	42	4	52
INTRO TO SOCIOLOGY 101 (CAPP)	0	3	47	77	127
LIFEGUARD TRAINING (CAPP)	0	40	14	6	60
PERSONAL FINANCE (CAPP)	0	0	113	13	126
SPANISH V (CAPP)	0	14	149	29	192
SPANISH VI (CAPP)	0	0	4	126	130
WELLNESS - REM (CAPP)	0	6	6	15	27
Grand Total	8	126	568	431	1133

My name is John Dobyms, and I am the Director of Outreach and Operations for the University of Wisconsin Oshkosh's concurrent enrollment program, the Cooperative Academic Partnership Program (henceforth, CAPP).

I first want to thank you for opportunity to testify today and thank so many of you for signing onto this bill. It's an honor to work with you to increase access to concurrent enrollment courses for Wisconsin high school students.

CAPP is the oldest and largest provider of concurrent enrollment through certified high school teachers in Wisconsin. We have operated for 43 years, have classes running in over 100 high schools, work with 300+ high school teachers (our adjuncts), and have nearly 4,000 public and private high school students enroll in our courses each year. Tens of thousands of students have taken our courses over the last 43 years and have kick-started their college careers and decreased cost of degree while still in high school.

UW Oshkosh and the CAPP Office help to train and prepare teachers where they are so they can deliver content where students are. We keep our costs low and we fully support our adjuncts through our academic departments. All of these entities are especially key in rural schools with no nearby IHE partner. Access and affordability are the hallmarks of our program.

Students enroll in our courses for a variety of reasons; 1. they are cost effective (at \$100 per credit this year (only \$45 per credit for students on free and reduced lunch programs) vs. \$318 or more on campus), 2. they have no "end of course" high stakes exams like the AP program, meaning that almost all students exit the course with credits in hand, 3. they transfer well in and out of the UW System, and 4. students can access them in the comfort of their own high school during their normal academic day from teachers they know and respect (we keep students off the road during school hours).

When a new school community hears about CAPP, they often struggle to find a downside to trying to add our courses to their stable of offerings. Being free of downsides to districts and administrators has also allowed CAPP to begin to expand UW System course offerings into the State of Illinois, where we hope to encourage their academically prepared college-bound students to matriculate to Wisconsin schools for their post-secondary degrees....and stay for their careers.

Because of the statewide demand for more talented college graduates indicated by the business community, and due to the large suite of CAPP course offerings, UW Oshkosh's CAP Program was targeted by UW System, with support from Governor Walker's Office, two years ago to embark on creating three-year degree pathways in high-need Information Technology (IT) areas. We launched the State's first 1+3 program with Governor Walker and some of you were present last June at the Bemis Innovation Center in Neenah. In fact, a day after the Governor's presser to unveil this great new partnership, parents and districts began asking how they could work with us and local businesses on this program. The first IT degrees in this program include Computer Science and Information Systems, with

other departments on-campus now looking to make traditional 4-year degrees into 3-year degree pathways (such as Engineering Technology and Elementary/Secondary Education).

Not only do these 3-year pathways decrease the time and cost to degree for students (by over \$20,000) and fill positions in industry, they also align perfectly with the Academic Career Preparation (ACP) program implemented by the DPI for public high schools.

While the CAPP Office and UW Oshkosh completely applaud the Early College Credit Program umbrella that aims to make delivery of college courses to high school students more streamlined for high schools, and further decrease the cost of credits for students, we have identified one unintended consequence of the ECCP as written. Based on our survey of 101 high schools, all 72 responding schools indicated that they will be forced to decrease concurrent enrollment offerings and/or end the program completely for budgetary purposes when the cost of CAPP credits are shifted to their budgets. This jeopardizes the achievement of so many of our shared goals: a higher number of credits students leave high school with, reduced cost and time to college graduation, and even the implementation of the 1+3 programs we just launched last year to help meet IT worker shortages--answering the call of companies like Oshkosh Corporation, Bemis, J.J. Keller and Associates, Thrivent, and others in the Fox Valley. Indeed CAPP, initially, is the backbone of this IT worker pipeline that starts in both public high schools like Neenah, Fond du Lac, Middleton, Oshkosh, Kettle Moraine and in private schools like Fox Valley Lutheran (and others soon).

I do see AB 805 as a short-term fix until a more robust funding model can be established (as many other states have adopted). We do feel that students must have some investment in their college-credit journey as we have seen an increase in unacceptable transcribed grades (D's and F's) in concurrent enrollment courses when the student bears no cost (as happened 4 years ago).

Now more than ever, we need the CAPP funding model that has worked for 43 years. We must realize the potential of, and deliver on, the 1+3 models and pilots being developed. We're answering the call from the business community, our partner schools and from Madison to positively impact the IT worker shortage. We're truly excited about the opportunities for students, their families and the state. We ask you to approve this bill to preserve a financial model and program that has successfully served students and families over these last 43 years.

Sincerely,

Mr. John R. Dobyms

M.S. Biology, M.A.T. Science Education

Director of Outreach and Operations, CAPP Office

UW Oshkosh

920-424-3260

"Education is not the filling of a pail, but the lighting of a fire. " W.B. Yeats

College Credit

Completing University of Wisconsin Oshkosh Cooperative Academic Partnership Program (CAPP) courses is a convenient and affordable way for you to earn concurrent high school and college credit, while developing key skills or future success.

In a UW Oshkosh CAPP course, you will experience the challenge of college curriculum while in a high school environment, which will:

- Bolster your college GPA
- Set you apart from other college applicants
- Give you the opportunity to register earlier
- Allow you to explore a variety of options while in college
- Provide you a chance to double major and graduate on time
- Lessen your course load
- Help you graduate early

Affordable

As a CAPP student, you will pay \$90 or less per credit - less than a third of the standard per-credit tuition rate with the cost based on the number of credits assigned to each class. Refer to Graph ▶

Benefits

While enrolled in CAPP, you may receive a TitanCard, the official identification card at UW Oshkosh. It provides you access to:

- Polk Library
- University computer labs
- Campus community events

CAPP vs. Advanced Placement

CAPP courses are actual college courses that appear on an official UW Oshkosh transcript. AP courses are essentially advanced high school-level courses, after which you take a high stakes exam that may or may not earn college credit upon admission.

Requirements

If you are a junior or senior and meet at least one of the following requirements, you may enroll in CAPP:

- Class rank in the top 25 percent
- GPA of at least 3.25 on a 4.0 scale
- ACT score of 24 and class rank in the top 50 percent of 2.75 GPA

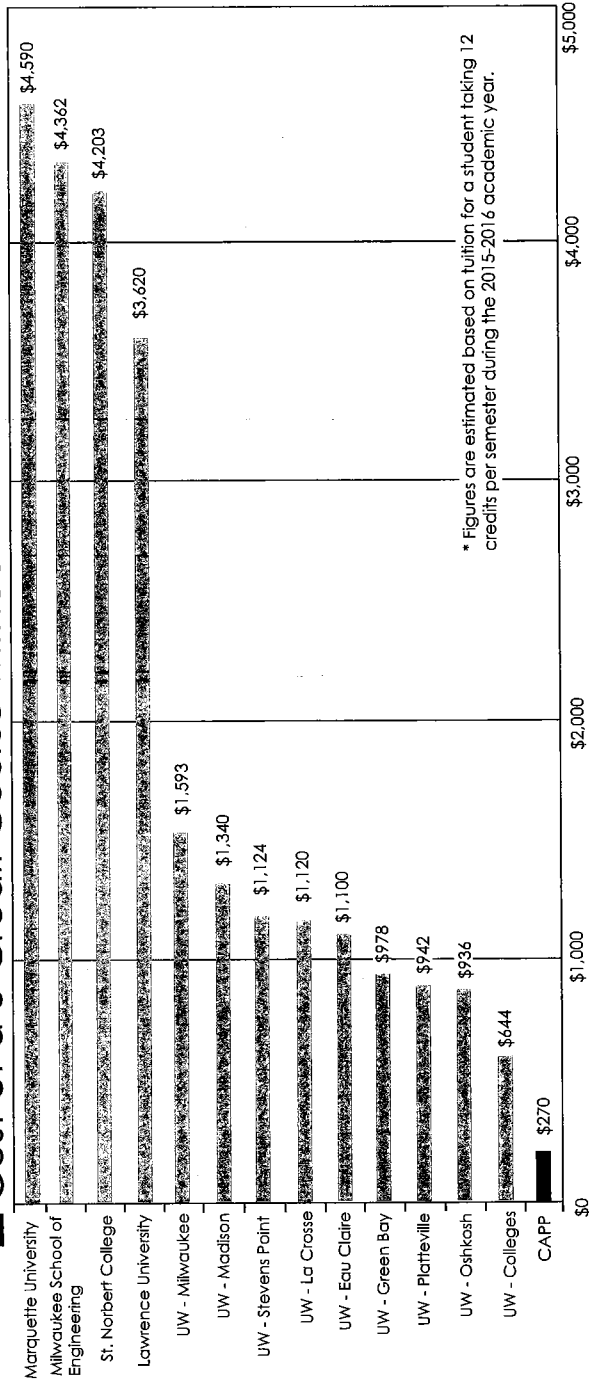
Other students may be eligible with approval of the University liaison, high school adjunct instructor and academic director.

CAPP Instructors

Once approved under stringent guidelines by UW Oshkosh, high school teachers with master's degrees teach CAPP courses. These teachers collaborate with UW Oshkosh professors to implement courses at your school.

"One of the best things I did was take CAPP classes, because it put me further ahead than other college freshmen and saved me money." —Alyssa H.

▶ Cost of a 3-Credit Course without Room & Board



* Figures are estimated based on tuition for a student taking 12 credits per semester during the 2015-2016 academic year.

Convenient. Challenging. Affordable.



Types of Courses

A wide variety of courses from UW Oshkosh may be offered through CAPP at your high school. Some of these courses include:

- Active Lifestyles (Physical Education)
- Anatomy
- Art
- Biology
- Economics
- English and Literature
- Pre-Calculus
- Calculus I, II, III
- Computer Science
- Fundamentals of Speech Communication
- Foreign Language (French, German, Japanese, Spanish)
- General Chemistry I and II
- Music Theory for the General Student
- Personal Finance
- Physics
- Political Science
- Psychology
- Radio/TV/Film
- Special Education for future teachers

View the full course listing at uwosh.edu/capp

Nationally Accredited

UW Oshkosh CAPP is the first dual enrollment program accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) in Wisconsin. NACEP standards articulate best practices that hallmark exceptional, rigorous college programs.



University of Wisconsin Oshkosh

Where excellence and opportunity meet.™

UW Oshkosh provides high-quality affordable education and promotes enrichment and active learning opportunities.

Among the largest public universities in the state, UW Oshkosh is committed to providing students with a broad knowledge base and transferable skills as well as a strong sense of values and ethics that prepares them for civic leadership in society.

Contact Us

Cooperative Academic Partnership
University of Wisconsin Oshkosh
800 Algoma Blvd., Oshkosh, WI 54901-8661
Phone: (920) 424-3003
Email: capp@uwosh.edu
Website: uwosh.edu/capp

More Information



For more details about CAPP, scan the QR code with your smartphone.

CAPP

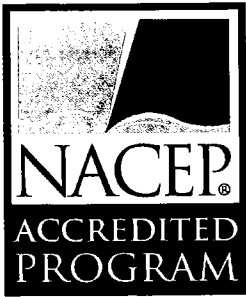
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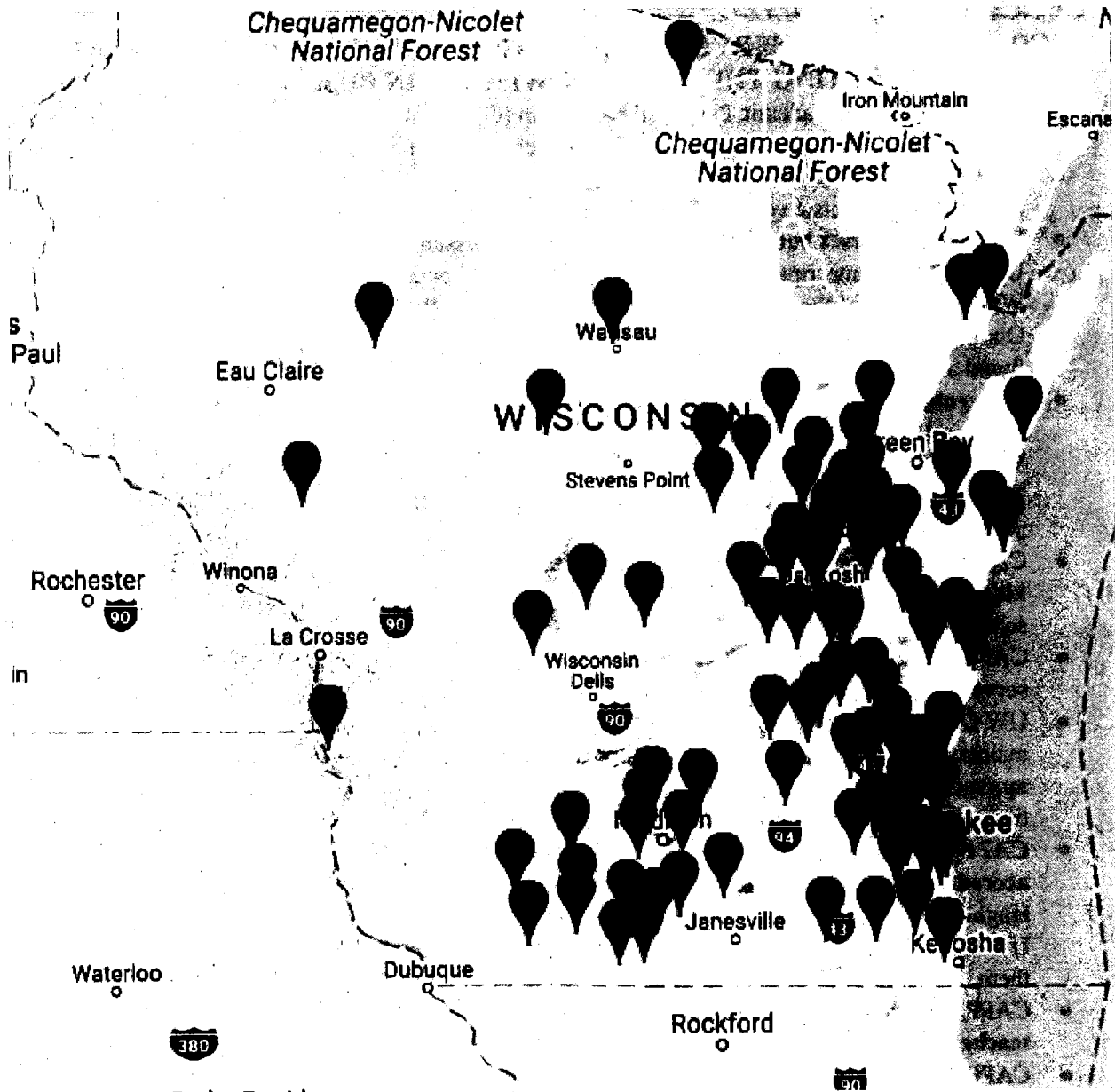
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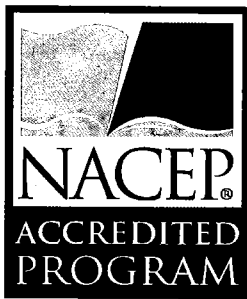
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CONCURRENT ENROLLMENT IN WISCONSIN: SAVING STUDENTS TIME AND COST TO DEGREE, SERVING SECONDARY EDUCATION PARTNERS, AND MEETING THE NEEDS OF WISCONSIN BUSINESSES

- The Cooperative Academic Partnership Program (CAPP) at UW Oshkosh has provided WI students with access to college credits through credentialed high school teachers, for **43 years**.
- UW Oshkosh partners with 110+ Wisconsin high schools (**public and private**), and serves 3500+ high school students a year through CAPP.
- We have 85 courses built for concurrent enrollment dissemination, and our courses generate a UW Oshkosh transcript students can take with them to over 220 colleges and universities around WI and the rest of the United States to jumpstart their college careers.
- Our credit prices are set by UW System at \$100 per credit (this year). Over 50% off of the rates found at most UW System two and four-year campuses.
- **Governor Walker's Office**, the University of Wisconsin Oshkosh, CAPP, UW System, and the Northeast Wisconsin IT Alliance (with area Chambers of Commerce) have created a **THREE YEAR Bachelor's degree in Information Systems, Computer Science, Engineering Technology, and Education** through our concurrent enrollment program, to meet workforce needs in Wisconsin.
- CAPP infuses over **\$150,000 a year back into our partner schools through scholarships for kids**, professional development funds for teachers, and site budget allocations for our partner schools.
- CAPP students are high-achieving students in urban, rural, and suburban school districts. **We serve all eligible students in Wisconsin!**
- UW Oshkosh and the CAPP Office are committed to helping high school teacher-adjuncts maintain or **meet Higher Learning Commission (HLC) requirements through the building of appropriate professional development sessions and graduate level online, hybrid, and traditional format coursework.**
- **CAPP is the only NACEP (National Alliance of Concurrent Enrollment Partnerships) accredited provider of concurrent enrollment in Wisconsin.** This assures that our courses, taught in the high schools, maintain the highest standards of alignment, rigor, quality, they ARE UW Oshkosh level courses, and this increases credit transferability for the students that enroll in them.
- CAPP, through 30 UW Oshkosh degree granting departments, **works with over 300 high school teacher-adjuncts** to help CAPP students access true college courses, with no high stakes exams.
- CAPP, the UW Colleges, and Wisconsin Technical College System schools, like FVTC, are partnering to improve the advising high school students receive regarding what concurrent enrollment courses will do for them upon graduation from high school.

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School District/High School Name	Reply of YES (reduce/drop CAPP)	Students enrolled for most	
		recent semester	Reply of NO
Adams-Friendship	X	4	
Albany	X	1	
Appleton Area (East, West, North)	X	273	
Barneveld	X	21	
Berlin	X	66	
Brillion	X	30	
Burlington	X	11	
Campbellsport	X	19	
Cedarburg	X	47	
Clintonville	X	44	
Edgerton	X	18	
Elkhart Lake-Glenbeulah	X	25	
Elmbrook Schools (East, Central)	X	76	
Fond du Lac	X	126	
Freedom	X	3	
Hartford Union	X	11	
Hilbert	X	12	
Hortonville Area	X	39	
Howards Grove	X	7	
Juda	X	15	
Kaukauna	X	65	
Kettle Moraine	X	46	
Kettle Moraine Lutheran	X	30	
Kimberly	X	19	
Little Chute	X	8	
Lomira	X	15	
Marinette	X	20	
Mayville	X	9	
Menomonee Falls	X	37	
Middleton	X	190	
Mineral Point Unified	X	15	
Monroe	X	32	
Monticello	X	20	
Muskego Norway	X	105	
Neenah Joint	X	74	
New Berlin Schools		50	X
New Holstein	X	24	
Nicolet	X	54	
North Fond du Lac	X	49	
Northern Ozaukee	X	1	
Northland Pines	X	9	
Omro	X	34	
Oshkosh Area (North, West)	X	218	
Random Lake	X	0	

Regis Catholic	X	12
Ripon	X	16
Sheboygan Lutheran	X	23
Shiocton	X	0
Slinger	X	75
St. Thomas Aquinas Academy	X	3
Stanely-Boyd	X	23
Stockbridge	X	8
Valley Christian	X	4
Waunakee	X	91
Westfield	X	6
Whitehall	X	10
		1475

New IT careers get state boost



Gov. Scott Walker talks about a new pilot program Thursday at the Bemis Innovation Center in Neenah. A collaboration among the University of Wisconsin System and the New North IT Alliance, the program will let high school students interested in the information technology field to complete a year of college by taking Cooperative Academic Partnership Program courses at UW-Oshkosh.

High school students can join UWO program

NATE BECK
 VIA TODAY NETWORK WISCONSIN

NEENAH - A new program will allow Wisconsin students to pursue a college degree in Information Technology before leaving high school, as businesses statewide clamor for digital know-how.

The program began about a year and a half ago, with the UW System granting UW's \$900,000 over three years to train high school teachers to present college curriculum, promote science, technology and math careers and award scholarships, said John Dolynko, director of outreach and operations for UW's Community Academic Partner-



FOR IMMEDIATE RELEASE

June 1, 2017

MEDIA CONTACTS:

Stephanie Marquis, UW System, 608-263-1700

Mandy Potts, UW Oshkosh, 920-267-0628

Tom Evenson, Governor Walker's Office, 608-267-7303

UW System and UW Oshkosh Announce Innovative Pilot Program to Meet IT Workforce Demands

Students Complete First Year of College in High School

Today, UW System and UW Oshkosh officials announced a new, innovative pilot program to increase the number of Information Technology (IT) professionals in Wisconsin. Students can complete their first year of college while in high school to earn a bachelor's degree more quickly. This helps to meet the state's IT industry demands by getting them into the workforce more quickly – and helps keep college affordable for students and families since the first year is completed in high school. The NEW IT Alliance – which is a group of IT businesses from Green Bay to Oshkosh – is acting as an advisory group to identify Fox Valley's IT workforce needs.

UW System, UW Oshkosh, UW Green Bay and the regional UW Colleges (supported by local technical colleges) are all partners. The pilot program will build on the state's largest, long-time concurrent enrollment program, the Cooperative Academic Partnership Program (CAPP) at UW Oshkosh. CAPP is a UW Oshkosh initiative and collaboration with participating high schools that provides students an opportunity to earn college credit while still in high school.

"Wisconsin is at a critical turning point: we have an aging state population with a shrinking work force – and a decline in the state's birth rate. That means we are facing a workforce shortage in years to come, but we are working to address those concerns now," said UW System President Ray Cross. "Students will complete their first year of college in high school and be able to utilize internships with partner companies, which ultimately makes them more likely to be offered a job that keeps them here in Wisconsin to live, work, and raise their families."

"Through CAPP, thousands of students across Wisconsin are already able to complete their first year of college while in high school, reducing their time to degree and providing Wisconsin's workforce with much needed talent faster. This new program we are unveiling today builds on the success and reputation of CAPP," said UW Oshkosh Chancellor Andrew Leavitt.

"This degree program demonstrates strong partnership and innovation between education and companies in Northeast Wisconsin," said John W. Kreul, Chief Information Officer at Bemis Company, Inc. "It is a huge win for everyone."

The program will initially coordinate with six to eight area high schools to provide courses in a variety of required general education areas and in-major courses in four degree pathways: information systems (IS), computer science, engineering technology and secondary education.

- MORE -

The companies that have formed the advisory IT Alliance in the Fox Valley area are:

Bemis Company, Inc.
Cellcom/NSight
Fox Valley Technical College
J. J. Keller & Associates
Johnsonville Foods, LLC
Katapult, LLC
Omni Resources, Inc.
Oshkosh Corporation
Thrivent Financial
SECURA Insurance Companies
Stellar Blue Technologies

The UW System has committed \$900,000 in funding over three years to pilot the new program, which will begin this fall.

About CAPP at UW Oshkosh

UW Oshkosh CAPP worked with more than 100 school districts and served more than 4,000 students this academic year. UW Oshkosh's CAPP was the first program of its kind nationally accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP) in Wisconsin. NACEP standards are built upon the best practices of exceptional, rigorous college programs.

Junior and senior high school students who meet at least one of the following requirements may enroll in CAPP: They rank in the top 25 percent of their class; they have a GPA of at least 3.25 on a 4.0 scale; or they have achieved an ACT score of 24 with a class rank in the top 50 percent. Other students may also be eligible with approval of the University liaison, a high school adjunct instructor or the program director.

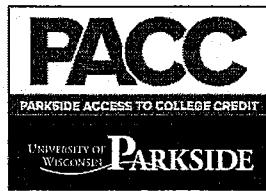
NEW IT Alliance

The NEW IT Alliance is a nonprofit organization, which works under the umbrella of the New North organization, whose mission is to attract, develop and retain diverse talent in Northeast Wisconsin to support economic growth. The NEW IT Alliance offers support through the use of innovative programming and highlighting of regional success stories to educate the positives of an IT career. IT Alliance members include: UW Oshkosh, Bemis, J. J. Keller, Thrivent Financial, Oshkosh Corp, Fox Valley Technical College and others in the region.

New North, Inc.

New North is a nonprofit regional marketing and economic development organization that fosters collaboration among public and private sector leaders throughout the 18 counties of Northeast Wisconsin, which is known as the New North. The mission of New North is to harness and promote the region's resources, talents and creativity for the purposes of sustaining and growing the regional economy.

- END -



Committee on Education Public Hearing on Senate Bill 677

Chairman Olsen, Vice Chair Darling and Committee Members,

Good morning, my name is Denise Hancock, I am from the University of Wisconsin Parkside. I am the Director of the Parkside Access to College Credits Program, Wisconsin's newest concurrent enrollment program serving southeast Wisconsin, with partnerships in two of the state's largest districts, Racine Unified School District and Kenosha Unified School District. As education leaders in southeastern Wisconsin, the districts and I are asking for your support on ~~Senate~~ Bill 677 by excluding concurrent enrollment programs from the Early College Credit Program.

I would like to thank all the representatives and senators who support Senate Bill 677 and give a special thank you to Senators Olsen, Darling, and Vukmir who serve on this committee.

The Parkside Access to College Credits Program, PACC for short, began in fall 2016 as a pilot program with one course in Racine Unified School District taught by a university-qualified high school instructor. Today, PACC has memorandums of understanding with both Racine and the Kenosha Unified School Districts, and is offering four college courses in six high school classrooms, with at least nine more courses in development. High school students earned 81 college credits last academic year, and will earn more than 250 credits this year. In addition to Racine and Kenosha Unified, we continue to meet with other school districts in southeastern Wisconsin interested in developing partnerships and the opportunity to offer concurrent enrollment courses in their high schools.

PACC is different from other concurrent-enrollment programs in that college-credit courses are offered to juniors and seniors in good academic standing, we do not limit access only to students with high GPA's, ACT scores or top 25% class ranking.

Last year, Dr. Peggy James, Dean of the College of Social Sciences and Professional Studies at UW-Parkside, was contacted by a mom of a student who did not know that college was an option for her. The student was encouraged to take a PACC course by her high school teacher. After successfully completing the course, and experiencing the rigor and time commitment of a college course, she has decided that college is an option for her and is applying to several UW schools. That is what concurrent enrollment is about, reaching the students in their high schools, having courses taught by familiar teachers, taking courses with their peers, and finding out that college is possible! PACC is about offering flexible options and opportunities for students.

Our mission is to increase access to college for all students and add to the success stories. Our goal is to expand the opportunity to experience a college-level course to students who may not have the economic means or academic maturity to take courses through Youth and Course Options or the Early College Credit Program requiring them to have transportation to our campus and attend courses with college students and faculty.

UW-Oshkosh conducted a survey of 101 concurrent enrollment high school partners regarding access to concurrent enrollment programs and their sustainability if they were to be included under the ECCP

financial model. More than 70 high schools responded and 100% of those districts said they would not be able to continue to offer the programs in their schools to students, including Racine and Kenosha Unified, under the new ECCP financial model.

The cost to districts in southeastern Wisconsin in the 2016-2017 academic year based on the discounted tuition as required in UW System Administrative Policy 185 would have been just under \$10,000 for 29 students. The cost this year will be near \$25,000 for 90 students, and that is for the newest and smallest program in the state which is seeing tremendous growth and interest. Unfortunately, our districts do not have this extra money in their budgets to offer this form of college credits in high school.

At the same time we recognize the financial restriction PACC may have on families, especially our economically disadvantaged families. According to the DPI School Report Cards for 2016-17, 63.2% of families in RUSD and 51.6% of families in KUSD are economically disadvantaged. The PACC program recognizes the demographic of our regions and has dedicated financial resources for student scholarships based primarily on student financial need. To date, at a minimum, one-credit scholarships were awarded to all students who applied. RUSD appreciates the value of the PACC program for students and has committed to awarding all economically disadvantaged students who take a PACC course a one-credit scholarship as well. In addition to scholarships, UW-Parkside's Cashier's Office offers students a payment plan where they can make three equal payments over the course of the semester.

As an example, Political Science 100 is a three-credit course with a discounted tuition of \$296.91. A student can apply for a scholarship, which would reduce the tuition to \$197.94. If they are a student of RUSD and they qualify for an additional scholarship the tuition is now \$98.97. The student can further sign up for the payment plan, and they would owe \$32.99 per month for three months.

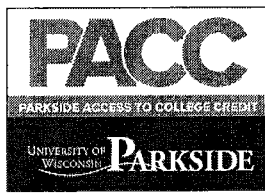
If they took the same course at UW-Parkside as a regular student the tuition is \$920.94. We recognize the financial burden today's families are experiencing, and are doing everything that we can to assist students in the challenges of earning college credits in high school.

We are intentional when meeting with districts and selecting ideal courses for the PACC program, which are transferable to other four-year institutions. We select courses that count as general education courses, college-level math, college-level English, and degree requirements. To date three out of the four courses we have offered are included in the UW System Universal Credit Transfer Agreement. Our goal is to help students reduce their time to degree, reduce degree requirements, meet general education requirements, and give them more flexibility in their scheduling when they do go to college.

Thank you for allowing me this time to speak before the committee. I ask that you please support Senate Bill 677 and encourage your colleagues to do the same. Our region must be able to offer students flexible options for earning college credit. The Wisconsin commitment to reducing the time to degree and the cost of earning a degree is a shared priority of elected officials, educators, students and their families.

Sincerely,

Denise Hancock
Director of PACC Programs



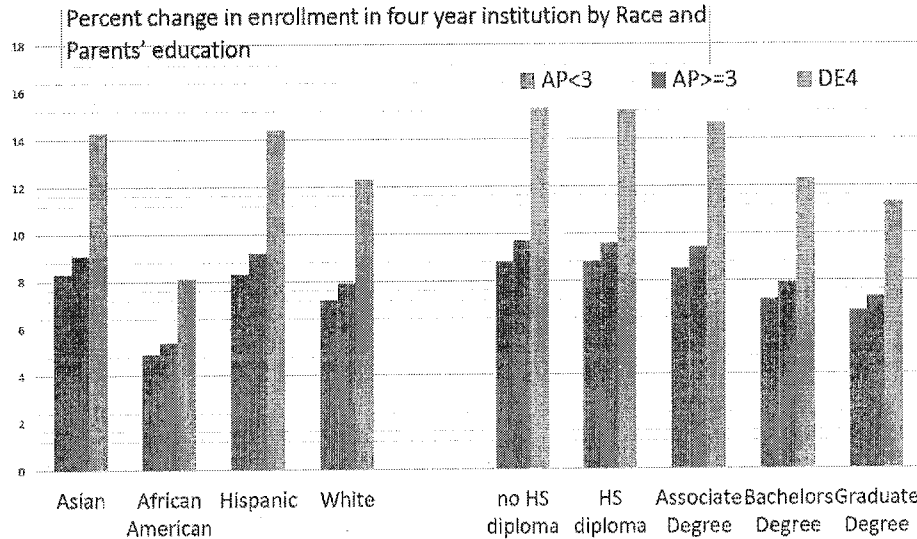
Committee on Education
Public Hearing on Senate Bill 677

Chairman Olsen, Vice Chair Darling and Committee Members,

Good morning, my name is Peggy James. I am the Dean of the College of Social Sciences and Professional Studies at the University of Wisconsin Parkside. The Parkside Access to College Credits Program (PACC) is housed within my College. I too am asking for your support on Senate Bill 677 by excluding concurrent enrollment programs from the Early College Credit Program.

I would like to thank all the representatives and senators who support Senate Bill 677 and give a special thank you to Senators Olsen, Darling, and Vukmir who serve on this committee.

Concurrent enrollment students are more likely to attend college, earn higher GPAs in their first year, and graduate in less time at a higher frequency than peers. The increase in college enrollment when students take concurrent enrollment courses is greater than those taking AP exams. This increase is highest among Hispanic and Asian students, and for students whose parents have an Associates degree or less. In other words, concurrent enrollment increases access to students who otherwise might not attend college.



Why don't these students attend college? It isn't necessarily because they can succeed in college. They have backgrounds that are less familiar with a college pathway, are less certain that they will succeed in college, and self-select out of this option.

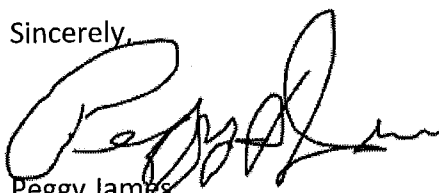
Our program at UW Parkside is only in its second year- we work with Kenosha Unified school district and Racine Unified School District, the third and fifth largest enrolled districts in the state and the 3rd and 6th most diverse school districts in Wisconsin, respectively. The primary objective of our program is to increase access to college, and to reach out to those students who haven't considered college. Forty nine percent of the students in our first concurrent enrollment class were underrepresented minorities.

Prior to the PACC program, KUSD had limited opportunities for students to participate in concurrent enrollment courses; RUSD had zero concurrent enrollment opportunities. Our program fills a need for students who might need some support in considering college and our partnerships with KUSD and RUSD continue to grow. Nevertheless, both districts are working on limited budgets that require prioritization of resources, and have told us that they cannot pay for a concurrent enrollment program for their students.

Here is the challenge: in an ideal world, we would be able to offer this opportunity to high school students free of charge. Government or schools would pick up the cost. However, the reality is that schools cannot afford to underwrite the costs, and will not participate in the program. The result is that students in Racine and Kenosha will not have this opportunity. These are the same students who will not participate in Youth Options Programs (YOP) because they aren't comfortable traveling to campus and sitting in a class with college students. These are the same students who won't take an AP exam because they don't feel confident in their ability to do well on test day. These are the same students who will miss out on college, not because they can't succeed, but because they aren't given the opportunity to explore their potential.

Thank you for allowing me this time to speak before the committee. I ask that you please support Senate Bill 677 and encourage your colleagues to do the same.

Sincerely,



Peggy James

Dean, College of Social Sciences and Professional Studies

Professor, Politics Philosophy and Law

PARKSIDE ACCESS TO COLLEGE CREDIT (PACC)

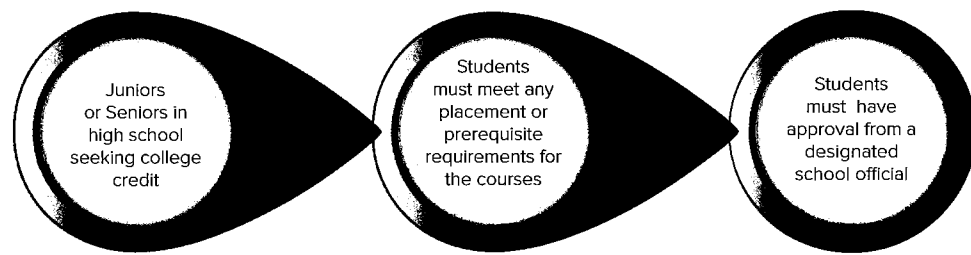


PACC COURSES ARE REAL COLLEGE COURSES

University of Wisconsin-Parkside's PACC Program

The Parkside Access to College Credit Program (PACC) is a Concurrent Enrollment Program. PACC offers eligible high school students the opportunity to take college courses taught by qualified instructors to simultaneously earn both high school and transcribed college credit, at their high school, during the regular school day.

Student Eligibility for PACC



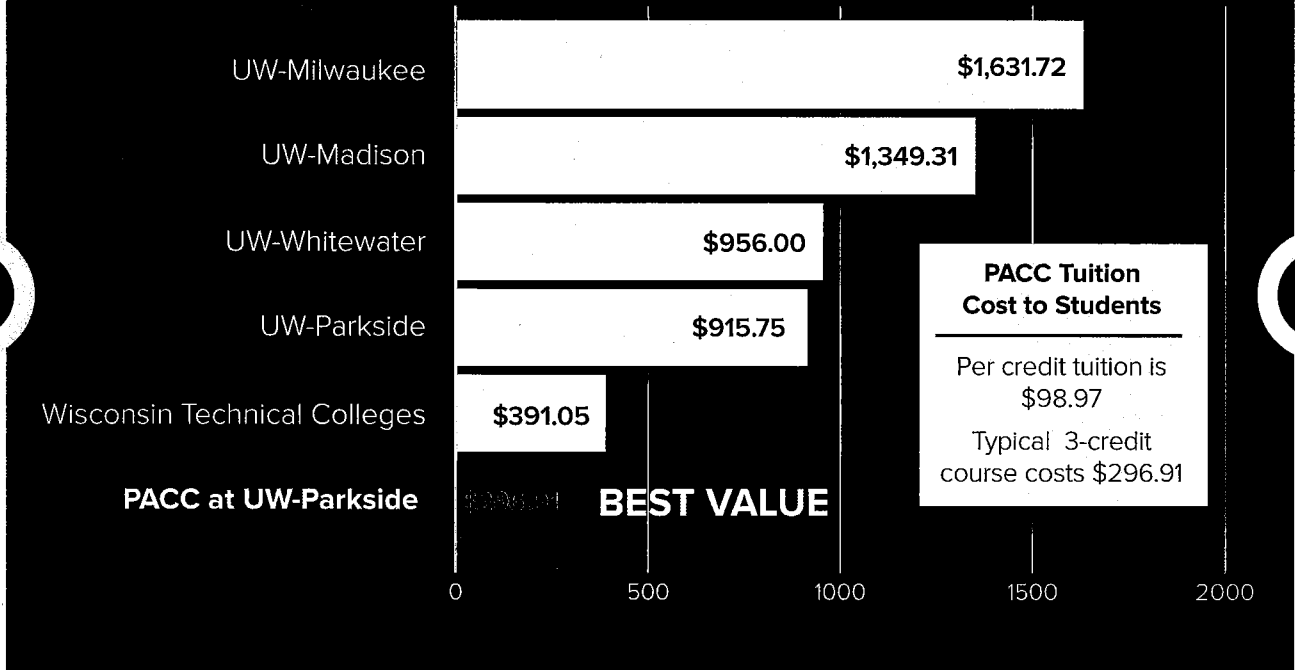
High School Teacher Qualifications

1. Have at a minimum of a master's degree in the discipline in which the course is offered.
2. Have at least the minimum qualifications required by the academic department responsible for the course.
3. Meet all credentialing guidelines and standards that UW-Parkside is required to follow for accreditation.
4. Be approved as a qualified instructor by the department chair (or designee) and dean.



2016 - 2017 Tuition Cost Comparison

PACC vs. 3 credit course taken as High School Special Student*



*Tuition costs according to institution website

Benefits of the PACC Program

DEBTS / SCHOOLS / TEACHERS

Additional work options and scholarships may be available to students participating in the PACC program

- Research shows low socioeconomic students may benefit more from dual enrollment than high-SES students
- More equal access - supports a wider range of students by not including GPA or ACT scores in requirements
- Strengthens partnerships between University and high school faculty
- Reduces the districts' Youth Options costs
- Provides advanced learning opportunities
- Promotes college awareness to underserved populations

STUDENTS

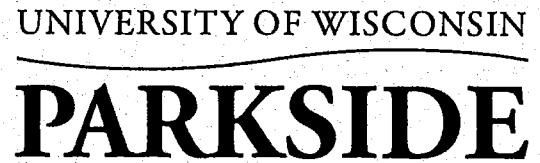
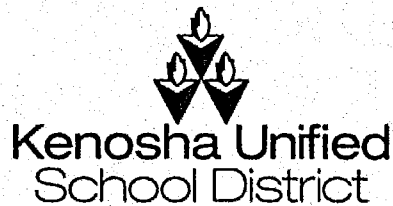
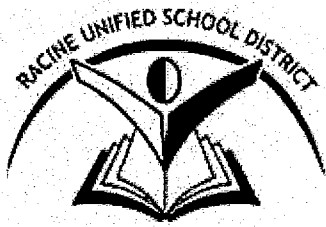
Full and partial tuition scholarships may be available for eligible students

- Prepares students for the rigor of college in familiar setting with familiar instructor
- Helps accelerate time-to-degree
- Improves access to college
- Transferable credits
- Provides advanced learning opportunities
- Viable bridge between high school and college

Over 2 million students a year participate in dual enrollment opportunities



PACC



Re: Support for Assembly Bill 805 / revising the Early College Credit Program (ECCP)

To the Assembly Committee on Colleges and Universities:

As education leaders in southeastern Wisconsin, we are seeking your support for Assembly Bill 805.

Assembly Bill 805 would exempt concurrent-enrollment programs created by several UW System institutions, including the UW Parkside Access to College Credits Program (PACC), from new Early College Credit Program (ECCP) requirements. As part of the State of Wisconsin 2017-2019 biennial budget, ECCP costs are now the responsibility of local school districts.

PACC began in fall 2016 as a pilot program with one course in the Racine Unified School District (RUSD) taught by a university-qualified high school instructor. Today, PACC has memorandums of understanding (MOU) with both RUSD and the Kenosha Unified School District (KUSD), and is offering four courses in six classrooms. High school students will earn more than 250 credits this year, with nine more courses in development. In addition to KUSD and RUSD, PACC administrators continue to meet with other school districts in southeastern Wisconsin interested in developing the opportunity to offer college-credit courses in area high schools.

PACC provides high school juniors and seniors with access to UW credits at a lower cost, dramatically reducing the students' time to degree and cost of earning a degree. PACC credits cost \$300 for a three-credit course compared to nearly \$1,000 for the same three-credit course at UW-Parkside. As PACC grows, we are certain that more students and their families will take advantage of this opportunity to invest in the future.

PACC is different from other concurrent-enrollment programs in that college-credit courses are offered to students who may not think that college is an option. PACC is available to students in good academic standing and is not limited to those with high GPAs or ACT scores.

Research suggests that participation in dual enrollment can lead to better grades in high school, increased enrollment in college following high school, higher rates of persistence in college, greater credit accumulation, and increased rates of credential attainment.

Recognizing the financial burden on lower-income families, PACC has dedicated financial resources for scholarships based on student financial need. One-credit scholarships were offered to all those who applied during the fall term. The goal is to continue the scholarships in the spring and beyond.

Please support Assembly Bill 805 and encourage your colleagues to do the same. The Wisconsin commitment to reducing the time to degree and the cost of earning a degree is a shared priority of elected officials, educators, students and their families.

Dr. Lollie Haws
Superintendent
Racine Unified School District

Dr. Sue Savaglio-Jarvis
Superintendent
Kenosha Unified School District

Dr. Debbie Ford
Chancellor
University of Wisconsin-Parkside

**The University of Wisconsin System
Administrative Policy 185 (Formerly G36)**



Title: College Credits in High Schools

Original Issuance Date: September 01, 1988
Last Revision Date: September 16, 2016 (Effective Fall 2017)

1. POLICY PURPOSE

This policy sets forth the expectations of the UW System related to the offering of college credit courses in Wisconsin high schools by university-authorized high school faculty.

2. RESPONSIBLE UW SYSTEM OFFICER

Vice President for Academic and Student Affairs
Vice President for Finance

3. SCOPE

This policy establishes academic and financial parameters for the UW System institution and participating high schools when offering college credit courses taught by high school faculty that have been authorized to do so by a UW System institution.

4. BACKGROUND

High school to college transition programs demonstrate the UW System's commitment to maintaining access and affordability in higher education and advancing the Wisconsin Idea through collaborative efforts with Wisconsin high schools. UW System courses offered for credit at Wisconsin high schools provide an opportunity for academically-qualified high school students to engage in a special college-level learning experience. High school and college faculty forge strong working relationships as they cooperate to develop curricula and assessment instruments, infuse technology into instruction, and create a better understanding of the respective disciplines and pedagogy; such working relationships benefit both faculties, their institutions, and their students. These programs provide an opportunity for students to pursue rigorous advanced subjects sometimes available only at the college level and assist school districts in supporting gifted and talented education programs. Students may benefit from accelerating completion of a college degree reducing the cost of their college education, and entering the work force sooner.

This policy addresses college credit courses offered in Wisconsin high schools by university-approved high school faculty. It is important to establish standard policies and guidelines for such courses to help ensure that college credit is being awarded on the same basis across participating institutions.

5. DEFINITIONS

No definitions listed

6. POLICY STATEMENT

A. Quality Assurance

i. COURSES

Courses must meet the standards for instruction, content, student work expectations and evaluation that exist for the same course work offered within the UW System institution's on-campus degree programs. University departments are primarily responsible for assuring equivalent quality for these courses. Implementation of course standards should include at least the following:

- a. **Course Syllabus.** The appropriate academic department, or its designee, will approve the syllabus for each course prepared by the adjunct instructor each semester.
- b. **Examinations.** The appropriate academic department, or its designee, will review in-term examinations and grading criteria each semester. Final examinations, or an equivalent assessment instrument, shall be developed in close consultation with the appropriate academic department, or its designee, and a copy of each final examination shall be placed on file in the department.

ii. FACULTY AND PROFESSIONAL DEVELOPMENT

High school faculty who teach UW courses at participating high schools must have at least a master's degree in the discipline in which the course is offered and shall have the specific approval of the appropriate university academic department. The UW System institution's academic department responsible for the course may make an exception if the high school faculty member's master's degree is in another related discipline. High school faculty selected shall meet all institutional and appropriate university departmental standards to qualify as an adjunct instructor.

UW System institutions should encourage regular professional interaction between university faculty and high school faculty involved in offering college courses in the high school. Such interactions may include:

- a. (1) regular, on-site visits by university faculty to review student work and ensure comparability of course work and grading standards;
- b. professional development seminars for university and high school faculty in the content area;
- c. training and preparation of high school faculty prior to the initial offering of a college-level course; and
- d. encouraging high school faculty to enhance their academic preparation by, for example, taking additional graduate course work and joining professional organizations.

iii. STUDENTS

Enrollment in college courses offered in high school should be limited to students seeking college credit. Student eligibility criteria for participation in college credit courses will be determined by the UW System institution in collaboration with the participating high school. Examples of such eligibility criteria include passing a proficiency exam within the content area, having earned a particular grade point average, successfully completing prerequisite courses, demonstrating exceptional talent in the content area, or submitting validation from a high school faculty member that the student is qualified to take college course work in a content area.

Students who have completed UW courses taught in their high school will be considered for admission to UW System institutions on the basis of the same criteria as other high school students.

iv. EVALUATION

UW System institutions offering college courses in high schools are expected to evaluate the effectiveness of those courses. Such evaluation may include gathering various types of data, including whether the credits earned by students participating in the program are accepted by other colleges and universities, and whether students who successfully complete those courses are successful in the next level of college course work in that content area. In addition, those institutions that offer an extensive array of college courses in high schools should conduct periodic program reviews, including evaluation by external reviewers.

B. Student Records

All student enrollments should be reported in the UW System Central Data Request (CDR) and reported in such a way that they may be uniquely identified (for more detail refer to CDR reporting guidelines in the CDR Manual, vol. 1, pg. 1090.1).

C. Tuition

UW System institutions will assess the full per credit, resident, undergraduate tuition rate for college credits in high schools less a reimbursement to the school districts for costs incurred by the districts in providing instruction for these courses. After this reimbursement, at UW System four-year institutions students will pay no less than 50% of the full per credit resident undergraduate tuition rate of the lowest UW System institution and no more than 50% of the full per credit resident undergraduate tuition rate of the UW System four-year institution offering the course. For UW Colleges, students will pay no less than 50% of its full per credit resident undergraduate tuition rate and no more than 50% of the lowest full per credit resident undergraduate tuition rate of UW System comprehensive institutions. This policy does not pertain to dual enrollment programs taught by UW faculty or staff members in high schools.

D. Transfer of Credit

Credit received for UW courses taught in the high school will be subject to the UW System Undergraduate Transfer Policy.

E. Coordination with the Local School District

System provisions must be made. Each UW System institution with a College Credit in High Schools program should develop specific procedures and programs in conjunction with local high school districts and in compliance with the policies, procedures and contractual arrangements of the districts.

The UW System institution will work with participating high schools to provide in-service training of teachers before the program begins, and for instructional materials and laboratory resources.

7. RELATED DOCUMENTS

Section 118.52, Wis. Stats., *Course Options*

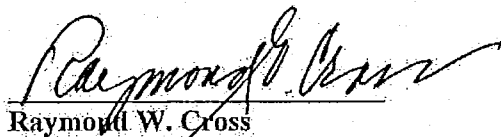
8. POLICY HISTORY

Revision 4:	09/16/2016
Revision 3:	06/13/1998
Revision 2:	09/01/1988
First approved:	01/01/1986

9. SCHEDULED REVIEW

May 2021

APPROVED BY:



Raymond W. Cross
President
University of Wisconsin System



State of Wisconsin
2017 - 2018 LEGISLATURE

LRB-5060/1
TKK:wlj

2017 SENATE BILL 677

January 4, 2018 - Introduced by Senators VUKMIR, DARLING, MILLER, HANSEN, LEMAHIEU, MARKLEIN, MOULTON, VINEHOUT, OLSEN, FEYEN and WIRCH, cosponsored by Representatives KOOYENGA, HUTTON, ROHRKASTE, STUCK, ALLEN, ANDERSON, BALLWEG, FIELDS, JACQUE, MURPHY, MURSAU, NOVAK, OHNSTAD, OTT, SHANKLAND, STAFSHOLT, C. TAYLOR, TUSLER, VORPAGEL, MACCO, HORLACHER and SPIROS. Referred to Committee on Education.

1 **AN ACT to create** 118.55 (10) of the statutes; **relating to:** excluding certain
2 college credit in high school programs from the Early College Credit Program.

Analysis by the Legislative Reference Bureau

This bill excludes certain college-level courses offered to high school pupils enrolled in a public school from the Early College Credit Program.

Under the ECCP, a high school pupil, including a high school pupil attending a private school, may enroll in an institution of higher education for the purpose of taking one or more nonsectarian courses. Also under the ECCP, "institution of higher education" is defined to mean an institution within the University of Wisconsin System, a tribally controlled college, and a private, nonprofit institution of higher education located in this state. Under the ECCP, a pupil may take the course to earn high school credit or postsecondary credit or both. The cost of tuition for each course is divided among the Department of Workforce Development, the school board of the pupil's school or the governing body of the private school the pupil attends, and the pupil. The share that each responsible party pays is dependent on whether the course is taken for high school credit or postsecondary credit and whether a course similar to the course taken at the institution of higher education is comparable to a course offered by the school board or private school.

This bill provides that a course that satisfies all of the following requirements is not a course under the ECCP:

1. The course is offered to pupils under an agreement made between a school board and the chancellor of one of the four-year institutions of the University of Wisconsin System before, on, or after the effective date of the bill.

SENATE BILL 677

2. Instruction in the course takes place in a school building in the school district or a school district facility.

3. The teacher who provides instruction in the course is employed by the school district and has been certified or approved to teach the course by the participating University of Wisconsin System institution.

For further information see the *state and local* fiscal estimate, which will be printed as an appendix to this bill.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

1 **SECTION 1.** 118.55 (10) of the statutes is created to read:

2 118.55 (10) INAPPLICABILITY. (a) In this subsection, “University of Wisconsin
3 System institution” means a 4-year institution in the University of Wisconsin
4 System.

5 (b) This section does not apply to a course for which a pupil may earn
6 postsecondary credit if all of the following apply:

7 1. The school board of the school district and the chancellor of a University of
8 Wisconsin System institution have entered into an agreement before, on, or after the
9 effective date of this subdivision ... [LRB inserts date], to provide a college credit in
10 high school program to academically qualified pupils under which participating
11 pupils may take the course for postsecondary credit.

12 2. The instruction of pupils in the course takes place in a school building in the
13 school district or a school district facility.

14 3. The high school teacher who provides instruction in the course is employed
15 by the school district and has been certified or approved to provide the instruction
16 by the participating University of Wisconsin System institution.

17 (END)