

1997-98 SESSION
COMMITTEE HEARING
RECORDS

Committee Name:

Joint Committee on
Finance (JC-Fi)

Sample:

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- 05hrAC-EdR_RCP_pt01a
- 05hrAC-EdR_RCP_pt01b
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Testimony of John Gardner
before the
Wisconsin Joint Finance Committee
April 8, 1997

Good morning, and for those of you without the good fortune to live in Milwaukee, welcome to our City. It's sometimes said that without Milwaukee, Wisconsin would be Iowa; but the truth is that without Milwaukee, Iowa would be South Dakota.

My name is John Gardner. I live at 3135 West Juneau, where I have the honor to be represented in the Wisconsin Senate and the Joint Finance Committee by Senator Gary George. I am the city-wide director for Milwaukee Public Schools, and proud father of two former and one current student at Highland Community School, Milwaukee's first, and as yet only, charter school.

I would like to testify this morning about charter schools. Neither MPS nor Highland Community School has yet taken a position on charter school legislation before you, so I speak only for myself.

MPS has a lot to be proud of. I'm sure you all know about Vincent High School's basketball team, but I hope you'll become equally cognizant of Juneau High's state champion debate team, and Roosevelt Middle School's state champion forensics team, of which I cannot resist telling you my son is a member. The MPS board is also proud of our many accomplishments in the last two years, including creating six new schools, voting to close and reconstitute six others, and creating the nation's most rigorous graduation requirements.

MPS also created its first charter school this year.

So why does Milwaukee, and why does MPS, need the charter school provisions in the Governor's proposed budget?

The most important reason is that MPS is simply not capable, by itself, of responding to the full range of challenges and opportunities before us. Last year our fifteen high schools graduated 2,434 seniors. Four years before, almost seven thousand freshmen were enrolled in those same schools. The numbers are especially troubling among our African-American, Hispanic, and Native American students, whose graduation rates, compared to freshmen enrollments four years before, ranged from only 21% to 30%.

Meanwhile, we have waiting lists of over one thousand students a year trying to get into four high schools. We need more programs, and more high schools, like Arts, Hamilton, Riverside, and Rufus King. And the sad reality is that we just can't create them fast enough to meet the demand. On September 20, 1996, there were 8,266 students waiting to get into MPS schools with no space for them.

High-wage, high-skill industrial jobs are exploding in the metro Milwaukee area, while Milwaukee Tech sits waiting, for the fourth decade, for modern facilities and equipment. We can't create the programs or schools to turn out the tool makers, electricians, printers, or graphic designers anywhere near the increase in demand.

Wisconsin Works is already generating demand for thousands of new early childhood centers that can make it minimally possible for parents of young children newly entering the labor market to secure on-site, one-stop education and care so they can go to work, and stay there. MPS has added almost two thousand new seats in the last two years, but there are still almost seven thousand four- and five-year olds without kindergarten.

We have a lot of wonderful assets, including students, parents, teachers, principals, and administrators who perform miracles every day in circumstances most people couldn't cope with. But we simply don't have the managerial capacity, the space, the start-up capital, or the entrepreneurial spirit to move far enough, fast enough, to cope with the demands and opportunities in front of us.

Last year, sixteen proposals for charter schools, with capacity for more than two thousand students, came before the board. Some of them, such as Shalom and Nova high schools, have much higher graduation rates, college admissions, and test scores than MPS high schools, despite dealing with extremely troubled and disadvantaged students.

We approved one -- for seventy students, including my son.

Milwaukee can't wait. Employers with aging populations of skilled technicians can't wait. Labor unions, with desperate needs for qualified apprentices and journeymen can't wait. New workers struggling to earn their way to financial independence can't wait.

Most important, our students can't wait. We won't have to wait too long before the joke becomes, "Without Milwaukee, Wisconsin would be North Dakota."

When you deliberate about the proposed budget, please keep in mind what should be everyone's first priority and, regrettably isn't always -- what our students, and their families, most need, right now.

Thanks for your time. I will be happy to answer questions now, or when you and your staffs have more time, in your offices in Madison or back home.

Enjoy Milwaukee while you're here.

With your help we can become as important as Green Bay.

Attachments: **MPS Class of '96 Enrollment and Graduation Statistics
September 20, 1996 Waiting Lists**

MPS Class of 1996 Enrollment and Graduation Summary

Enrollments for Grades 9-12, and 1996 Graduations

	Grade 9 Freshman 1992-1993	Grade 10 Sophomore 1993-1994	Grade 11 Junior 1994-1995	Grade 12 Senior 1995-1996	Graduates 1996
African-American	3,842	3,034	2,116	1,390	1,086
Asian	125	134	134	116	103
Hispanic	760	623	418	287	227
Native American	90	69	35	22	19
White	1,995	1,734	1,432	1,101	999
TOTAL	6,874	5,641	4,170	2,953	2,434

- **35%** of the number of 1992-1993 freshmen graduated in 1996
- Disaggregated by race, the number of 1996 graduates compared to 1992-1993 freshman enrollment are: African-American - 28%; Asian - 82.4%; Hispanic - 30%; Native American - 21%; White - 50%
- Annual reductions are: Freshman to Sophomore - 18%; Sophomore to Junior - 16%; **Junior to Senior - 29%**; Seniors Not Graduating - 18%
- The **largest reduction occurs between Junior and Senior year** for all races: African-American - 34%; Asian - 13%; Hispanic - 48%; Native American - 33%; White - 37%
- These totals **do not take into account**: repeaters (likely to be highest in freshman year); transfers to and from alternative schools (likely to a net outflow, especially in sophomore and junior years); transfers into and away from MPS into other school districts, suburban and out of state (probably a net outflow, particularly in sophomore and junior year); transfers into and away from MPS to/from independent and religious schools (probably a net outflow, although there is a significant influx from independent and religious schools during freshman year)
- There are as yet no reliable system-wide numbers for numbers of repeaters, transfers, and influxes
- **School-by-school figures , by year and by race, are available**

Source: MPS Office of Research and Assessment

Enrollment and Graduation Numbers for the Class of 1996

School	Grade 9 Freshman 1992-93	Grade 10 Sophomores 1993-94	Grade 11 Juniors 1994-95	Grade 12 Seniors 1995-96	Graduates 1995-96
MMSA	273	239	185	145	129
Bay View	588	421	307	204	187
Custer	361	343	232	159	129
Hamilton	629	462	352	232	243
Juneau	289	239	206	146	121
King	389	351	281	237	223
Madison	450	385	289	189	140
Marshall	370	315	250	173	108
North	318	234	133	64	42
Pulaski	566	443	316	245	183
Riverside	487	406	336	266	232
South	575	478	307	172	125
Tech	605	500	318	236	186
Vincent	460	392	333	212	194
Washington	514	433	315	223	188
TOTAL	6,974	5,641	4,170	2,953	2,434

Data Sources: Enrollment totals are from the Official School Enrollment, 3rd Friday Number of graduates for 1995-96 is from the 1995-96 MPS Report Card.

Analysis of High School Graduates for 1995-96
Per Director Gardner's Request

High Schools	High School Graduates (1995-96)					TOTAL Total
	Native American Total	African American Total	Asian Total	Hispanic Total	White Total	
Bay View	1	63	2	18	103	187
Custer	0	95	2	3	29	129
Hamilton	3	53	6	11	170	243
Juneau	3	58	3	9	48	121
King	0	99	12	5	107	223
Madison	0	105	5	3	27	140
Marshall	1	74	2	4	27	108
MHSA	2	28	1	9	88	123
Tech	0	72	5	26	83	186
North Division	0	40	0	2	0	42
Pulaski	3	36	20	23	106	188
Riverside	1	106	5	33	87	232
South Division	1	21	15	70	18	125
Vincent	1	99	2	6	86	194
Washington	3	137	23	5	20	188
<u>TOTAL</u>	19	1,086	103	227	999	2,434

Research & Assessment
12/3/96

Analysis of High School Graduates for 1995-96
Per Director Gardner's Request
Grade 12 Seniors
(1995-96)

	Native American	African American	Asian	Hispanic	White	Other	TOTAL
Bay View	2	76	3	19	98	6	204
Custer	0	122	2	2	29	4	159
Hamilton	4	68	7	15	185	3	282
Juneau	3	68	4	13	55	3	146
King	0	110	13	5	108	1	237
Madison	0	143	4	3	36	3	189
Marshall	1	126	3	6	37	0	173
MHSA	2	38	1	10	91	3	145
Tech	0	85	6	35	109	1	236
North Division	0	62	0	2	0	0	64
Pulaski	3	61	18	31	131	1	245
Riverside	1	124	8	45	85	3	266
South Division	2	31	22	89	25	3	172
Vincent	1	111	1	6	91	2	212
Washington	3	165	24	6	21	4	223
TOTAL	22	1,390	116	287	1,101	37	2,953

**Analysis of High School Graduates for 1995-96
Per Director Gardner's Request**

**Grade 11 Juniors
(1994-95)**

	Native American	African American	Asian	Hispanic	White	Other	TOTAL
Bay View	1	116	2	30	154	4	307
Custer	1	176	3	3	46	3	232
Hamilton	4	101	6	18	219	4	352
Juneau	3	104	4	17	75	3	206
King	0	137	16	6	120	2	281
Madison	0	225	4	5	52	3	289
Marshall	2	183	4	6	64	1	260
MHSA	2	58	3	13	106	3	185
Tech	2	126	8	46	134	2	318
North Division	0	130	0	2	1	0	133
Pulaski	4	98	20	32	161	1	316
Riverside	2	165	7	53	106	3	336
South Division	5	72	22	162	44	2	307
Vincent	3	189	3	10	127	1	333
Washington	6	236	32	15	23	3	315
TOTAL	35	2,116	134	418	1,432	35	4,170

**Analysis of High School Graduates for 1995-96
Per Director Gardner's Request**

**Grade 10 Sophomores
(1993-94)**

	Native American	African American	Asian	Hispanic	White	Other	TOTAL
Bay View	5	173	3	34	199	7	421
Custer	3	268	4	4	59	5	343
Hamilton	5	170	4	25	255	3	462
Juneau	5	122	4	20	85	3	239
King	1	188	17	12	131	2	351
Madison	0	286	3	10	82	4	385
Marshall	2	245	2	7	58	1	315
MHSA	4	84	3	23	120	5	239
Tech	4	224	10	82	177	3	500
North Division	1	231	0	2	0	0	234
Pulaski	9	168	20	43	202	1	443
Riverside	2	204	7	75	114	4	406
South Division	17	115	18	253	72	3	478
Vincent	4	226	2	11	148	1	392
Washington	7	330	37	22	32	5	433
TOTAL	69	3,034	134	623	1,734	47	5,641

Research & Assessment
12/3/96

**Analysis of High School Graduates for 1995-96
Per Director Gardner's Request**

High Schools	Grade 9 Freshman (1992-93)						TOTAL
	Native American	African American	Asian	Hispanic	White	Other	
Bay View	20	266	6	47	243	6	588
Custer	1	280	3	6	66	5	361
Hamilton	7	277	4	43	293	5	629
Juneau	4	167	3	19	93	3	289
King	2	314	17	15	139	2	389
Madison	0	348	4	10	81	7	450
Marshall	2	285	4	11	66	2	370
MHSA	3	113	1	25	125	6	273
Tech	5	290	11	82	213	4	605
North Division	1	309	0	5	1	2	318
Pulaski	15	236	16	57	242	0	566
Riverside	4	243	8	90	135	7	487
South Division	16	133	18	307	98	3	575
Vincent	3	278	1	11	164	3	460
Washington	7	403	29	32	36	7	514
TOTAL	90	3,842	125	760	1,995	62	6,874

Students Accepted From MPS Wait Lists
Thru September 20, 1996
For the 1996-97 School Year

Alpha Listing of Elementary Schools

MPS

Grade Level	K3	K4	K5	1	2	3	4	5	6	7	8	#AC	#WL
Alcott			17									17	24
Allen-Field		12	11	1	11	13	10	2				60	192
Auer			2	5	5	2	4					18	74
Barton		1		2	4		1	1	1			10	27
Brown		10	7	3	11	2		1				34	417
Browning								1				1	2
Bruce		3	13	1								17	45
Bryant		4		3		2	1					10	31
Burbank		1										1	2
Burdick		3	8	1	4	4	5	6	8	2		41	81
Carleton		5	25					3				33	72
Cass													
Clarke			1	3								4	10
Clemens		2	8	6	2							18	32
Clement													
Congress						3						3	3
Cooper			12									12	20
Craig	6	6										12	261
Curtin		1	4									5	18
Doerfler		8										8	17
Douglass		1	12		1							14	35
Dover		1	6			1						8	23
Eighty-First		3	8									11	18
Elm		3	2	4	2	6	2	2				21	199
Emerson		5	8	2	1							16	29
Engleburg		2	12	1								15	57
Fairview		4	8		1							13	30
Fernwood			7						2			9	27

#AC=Total Accepted

#WL=Total Computerized Wait List

Grade Level	K3	K4	K5	1	2	3	4	5	6	7	8	#AC	#WL
Fifty-Third		6	17	1	1	1	1					27	57
Forest Home		9	12	4	3	1	1	1				31	99
Franklin													
Fratney													
Gaenslen Ortho		2	3	1			4		2			12	23
Garden Homes					1		2	2				5	21
Garfield	6	4	7	3	6	3						29	113
Garland		1	3									4	12
Goodrich		2	12		2							16	48
Grant		9	12									21	39
Grantosa		1	9	3		1	1	3				18	51
Granville		4	7									11	26
Green Bay													
Greenfield		3										3	99
Hampton		6	12									18	53
Happy Hill		5	15	11	3	2						36	81
Hartford			1	2				1			1	5	9
Hawley		6	6	5								17	53
Hawthorne		1	1		2							4	9
Hayes Bilg.		8	4					1				13	51
Hi-Mount		9		6	2	5	3	5				30	60
Holmes			3									3	4
Honey Creek			8									8	14
Hopkins													
Humboldt Park		1	17									18	42
Irving		4	6	3								13	36
Kagel			7	2	1	2	1					13	32
Keefe				3								3	4
Kilbourn		2	17	3								22	36
Dr. King, Jr.						1						1	3
Kluge		4	23									27	48
Lafollette													
Lancaster		4		1								5	12

#AC=Total Accepted

#WL=Total Computerized Wait List

Grade Level	K3	K4	K5	1	2	3	4	5	6	7	8	#AC	#WL
Lee													
Lincoln			15			1						16	30
Lloyd		1	1	1	1		1	1				6	29
Longfellow		6	8									14	39
Lowell													
Macdowell													64
Manitoba		3		3								6	33
Maple Tree		5	10		1	1	1					18	60
Maryland													
McNair			2	1	1							4	16
Meir Golda						6						6	38
French Imm.		8	11	3								22	33
German Imm.		12	10	2								24	67
Spanish Imm.		12	11	5								28	190
Mitchell		6				1		1				8	17
Morgandale		11	9	5								25	64
Neeskara		1	3	3								7	26
Ninety-Fifth		6	12				1					19	43
Palmer								1				1	8
Parkview	2	5	9									16	82
Philipp			4			1		7				12	27
Pierce				1	3	1	3	1				9	16
Riley			27		1							28	33
River Trail		3			3	3						9	12
Seventy-Eighth		5	11									16	19
Sherman		4	23	5	2	1	1	1				37	107
Siefert													
Silver Spring		5	20	2		3	2	3				35	92
Sixty-Fifth		1	4	2	1			1				9	30
Starms EEC	24	21	7									52	240
Starms D.C.				25			1					26	67
Story			1		1	1			2			5	29
Stuart		6	7	1		1						15	26

#AC=Total Accepted

#WL=Total Computerized Wait List

Grade Level	K3	K4	K5	1	2	3	4	5	6	7	8	#AC	#WL
Thirty-Eighth			9	2	5		1	2				19	30
Thirty-Fifth		9	10					1				20	37
Thirty-First													
Thirty-Seventh													2
Thoreau		5	23									28	41
Thurs. Woods		2	1	6	6	1						16	78
Tippecanoe			3			2	1					6	18
Townsend	2	8	4	4	3	2	5	4				32	290
Trowbridge													
Twenty-First		2	9		4	7	1	1				24	60
Twenty-Seventh			3									3	10
Victory		7										7	17
Vieau		1	6			3		1	4	1		16	67
Waldorf			1	1	1							3	13
Wheatley								1				1	1
Whitman			6									6	25
Whittier			5	4				1				10	12
Wisconsin Av.													4
Wisconsin Con.		2		1	3	2	5	7	1	4		25	72
Zablocki		4	21		1	2	1					29	65

#AC=Total Accepted

#WL=Total Computerized Wait List

Elementary Sub-Total=

1,542 5,260

Alternative Schools

Grade Level							Total
8th St./Proj. Stay							
Kilmer							
Lady Pitts							
Lapham Park							
Lavarnway							
Phoenix							
Moltke Acad. Mid.							
Sixty-Eighth							

Alpha Listing of Middle Schools

Grade Level	6	7	8		#AC	#WL
Audubon						
Bell						1
Burroughs						
Edison						
Fritsche						2
Grand	39	13			52	233
Kosciuszko		4	1		5	18
Lincoln	10	6	1		17	89
Malcolm X Academy						
Milw. Educ. Ctr.	14	18	5		37	386
Milwaukee Village						1
Morse						121
Muir						14
Parkman						
Robinson	28	16	2		46	108
Roosevelt	10	7	2		19	264
Scott	1	1			2	25
Sholes		3			3	5
Steuben	9	2	1		12	77
Walker						
Webster			1		1	25
Wright (Sch./Lang.)	11		10		21	47

#AC=Total Accepted

#WL=Total Computerized Wait List

Middle School Sub-Total=

215 1,416

Alpha Listing of High Schools

Grade Level	9	10	11	12	#AC	#WL
Bay View			1		1	10
Community Serv.						
Custer			2		2	11
Entrepreneurship						
Hamilton	22	5	3	1	31	193
Juneau	6				6	19
King	12	7			19	566
Madison						
Marshall	6				6	37
Metropolitan H.S.						61
M.H.S.A.	37	7	5		49	221
Milw. Tech						
North						1
Pulaski		1			1	2
Riverside	13	9	8	5	35	316
South						1
Vincent	22		2		24	149
Washington				2	2	3

#AC=Total Accepted

#WL=Total Computerized Wait List

High School Sub-Total=

176 1,590

Grand Total All Grade Levels=

1,933 8,266

Testimony of Bruce Thompson on Expanded Charter School Proposal
4/8/97

My name is Bruce Thompson. One week ago today I was elected on a reform platform to the Milwaukee School Board for the Fifth District, representing the East and near South sides of this city. In addition, I own the Downtown Montessori School and make my living as a professor at the Milwaukee School of Engineering.

I speak today for myself, not as a representative of any organization. But my testimony reflects my experience, especially during the last six months of campaigning and the thousands of conversations I have had with parents, teachers, and citizens in my district concerned about the state of our schools.

Our families need more and better options. Lacking sufficient satisfactory educational opportunities, families who can afford to are fleeing Milwaukee. This has a very negative effect on the economic viability of our neighborhoods and the quality of the education of the students who remain. It contributes to increasing economic, racial, and social segregation in our society.

MPS is subjected to powerful pressure groups that oppose any change in the status quo. It also suffers from a creaky bureaucracy, which too often resists responding to the needs of families.

Allowing greater use of charter schools will help see that the educational needs of my constituents are better served. Let me list three possible areas where they can help:

- I found a great desire on the East Side for a small school that would serve its community and help keep families in the city.
- Small focused schools can often serve the needs of children who would otherwise disrupt education in our large public schools.
- Charter schools, particularly on the South Side could relieve the terrible overcrowding in our elementary schools leading to better education for both the children in the charter schools and those remaining in the public schools.

Therefore I encourage you to strengthen Wisconsin's charter school law, by allowing additional sponsors and by clarifying that a charter school may be an instrumentality of MPS.

Thank you for your attention and I would be happy to answer any questions.

Bruce Thompson
332-6267

Parents For School Choice

2541 N. 46th Street

Milwaukee, WI 53210

414/873-6761

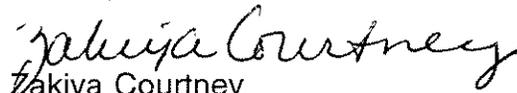
April 22, 1997

Dear Legislator:

Attached please find a copy of my testimony before the Joint Finance Committee Hearing in Milwaukee on April 8. This testimony is in **support** of the Thompson/Fuller proposal to strengthen Wisconsin's charter school law.

If you would like to talk further with me about this issue, please feel free to contact me.

Thank you for your time,



Zakiya Courtney

Director

Parents for School Choice

Parents For School Choice

2541 N. 46th Street

Milwaukee, WI 53210

414/873-6761 fax 414/873-0669

My name is Zakiya Courtney. I am the Director of Parents For School Choice and I am representing many parents who would directly benefit from having greater educational options available to them. I am addressing you today, **in support** of Governor Thompson's proposal to strengthen the existing charter school law for Milwaukee.

As members of the Joint Finance Committee, you may question why do we need a stronger charter school law in Milwaukee, when Milwaukee already has the ability to charter schools; we already have the Milwaukee Parental Choice program and within Milwaukee Public Schools we have *some choices*. The answer is we need to continue to expand the education options available to Milwaukee's parents and children.

As a society we can no longer afford to operate schools as if one size fits all; one size doesn't even fit most. We don't need boilerplate schools, we need to have greater options in choosing and creating schools. Schools need the ability to be creative enough to reach the children they are serving. Parents need to have real input into the schools.

I like to use the analogy of taking a lot of people with different eating habits out to dinner. Do you take them to a steak house? Well, you just left out the vegetarians. Do you take them to a seafood restaurant? No, someone is allergic to fish. You would probably look for a smorgasbord. Someplace with an elaborate buffet, where everyone could find something to appeal to their needs. A stronger charter school law adds to the buffet table of educational options available to our children in Milwaukee.

Today, we have only one charter school in the city of Milwaukee-Highland Community School. This is a school that was great long before it became a charter school. Why don't we have more? Because Milwaukee Public Schools refuse to authorize more schools. The proposals are there. They were submitted by community-based organizations and schools MPS already has contracts with. They are good schools. MPS placed their proposals on file. Why? Your guess is as good as mine. Under the new charter schools law, these good schools could go to the City of Milwaukee, MATC, or UWM to apply for a public school charter. They would not be restricted to only one authorizing body.

The proposal before you addresses another serious problem in the current law. Now, teachers could lose pension benefits if they transferred from a public school to a charter school. This has the effect of holding good teachers hostage. It is unfair to expect teachers to lose pension benefits to work in a charter school. The Governor's proposal addresses this concern.

Parents For School Choice

2541 N. 46th Street

Milwaukee, WI 53210

414/873-6761 fax 414/873-0669

There are other important changes in the charter school law that others will address. But please keep in mind, a stronger charter school law is not just what Governor Thompson wants to have. It's not just what Dr. Fuller wants to have. It is what many parents in Milwaukee want. Parents and their children are the special interest group here. They want greater education options for their children including quality education in a safe and nurturing environment.

Please maintain and pass this proposal intact.

Thank you.

Zakiya Courtney

Bonnie Jefferson
Malcolm X Academy
Village Council
2760 North First Street
Milwaukee, Wisconsin 53212
414 264 0160

April 29, 1997

Dear Legislator:

Attached please find a copy of my testimony before the Joint Finance Committee Hearing in Milwaukee on April 8 **supporting** Governor Thompson's proposed changes to Wisconsin's charter school law.

If you have any questions or would like to talk further with me about this issue, please feel free to contact me.

Thank you for your time,



Bonnie Jefferson
Parent
President, Malcolm X Academy Village Council



MILWAUKEE PUBLIC SCHOOLS



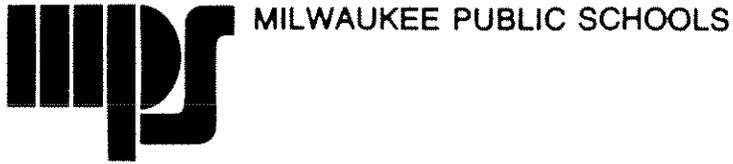
MALCOLM X ACADEMY

1766 North First Street
Milwaukee, Wisconsin 53212-2499
Area 14: 264-0160

My name is Bonnie Jefferson and I am a parent and president of the Village Council, the governance body at Malcolm X Academy, a Milwaukee Public School. Our school is the only middle school with an Afrocentric focus.

Last school year in response to a decision by the Milwaukee School Board of Directors to close our school, we submitted an application to become a charter school. We applied for the charter, because no one was listening to us at the school board. We presented statistic after statistic, hard evidence about the improvements Malcolm X was experiencing because of the changes that had already been made. No one listened. The school board voted to close us down anyway. One school board member in particular, wanted to eliminate our academic program. This is the reason we sent our children to Malcolm X. We wanted an Afrocentric program for our children.

Charter school status would have given us the autonomy we needed to successfully educate our children. We could decide without going through all the politics and bureaucracy of the school board, who our teachers would be; the length of our school day; the length of our school year; Saturday classes; evening classes for adults; day care services for parents and teachers; adding a high school; and even budget priorities... The possibilities are endless. We could even



MALCOLM X ACADEMY

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hire our own special services, who could give us as much time as we see fit.

In order for a public school in Milwaukee to submit a charter school application, you need to have 51% of the teachers in building sign the application. Our teachers did that. But in the end, our teacher rescinded their application, because they were told if they became charter school teachers, they would lose their pension benefits. As parents we did not want that to happen.

In the new charter school proposal, Governor Thompson has fixed that problem. Experienced teachers are needed and they should not be punished for wanting to work with our kids.

With a stronger charter school law, if we were to become a charter school, no one could ever vote to close us down again, unless we were not leaving up to the standards we have established.

Please support a stronger charter school law.

Sincerely,

Bonnie Jefferson

President, Malcolm X Academy Village Council

Joint Finance Committee Testimony

1997-99 Biennial Budget (SB77/AB100)

by

Mary Ann Braithwaite, President, Wisconsin Federation of Teachers

Wednesday, April 16, 1977

Introduction

My name is Mary Ann Braithwaite. I am the President of the Wisconsin Federation of Teachers. We represent 15,000 professional public employees in Wisconsin—K-12, Technical College and UW faculty and staff, UW teaching and graduate assistants, and the vast majority of professional state employees—from crime lab analysts to researchers to the DNR staffers who protect our clean air and water.

Because other WFT members and staff are registered to testify on UW and several state employee issues, I will focus my testimony on the Technical College System; Choice and Vouchers in the K-12 system; and three state agencies—WERC, DER, and the State of Wisconsin Investment Board—which cut across the lines and affect all our members.

WTCS

W2

For adults who are inexperienced in working on a regular basis, direct work experience is a key to achieving self sufficiency and we agree it is good public policy to emphasize work for individuals receiving public assistance. However,

- Employment and income are directly related to educational attainment
- The work world is becoming increasingly skill oriented
- Significant numbers of welfare recipients do not have the education required for skilled jobs
- Businesses are operating in a highly competitive environment and are reluctant to hire untested workers
- Minimum or near minimum wage jobs with poor benefits frequently are insufficient to lift families out of poverty

In order for W-2 to succeed, an educational component must be added. Hours spent in class plus two hours of study time for every hour spent in class should be allowed to meet the work requirement of W-2.

- **General aids**

WFT supports increasing the WTCS budget 4.5% annually; rather than the 1% increase offered by the Governor. General WTCS aid has remained frozen for the last three fiscal years, resulting in increased pressure on the property tax.

Youth options

WFT supports the youth option proposal, but we want to remind you of the importance of maintaining cost neutrality for the high schools, technical colleges and the students and their families. The object must be the best interest of the student—gaming the system for institutional financial advantage should never become a factor.

K-12

Public School choice

WFT strongly supports the establishment of a statewide public school choice program, as Governor Thompson proposes, on a space available basis. We recognize that only a small percentage of Wisconsin's students will ever take advantage of public school choice, but for a few it will be wonderful opportunity. As designed, it should be a program where everyone wins, no one loses. Clearly safeguards need to be put in place to avoid discrimination of any type, to not have choice become a tool for sports star recruiting, and other problems. But if one district has a program in Japanese, has space available, why shouldn't interested students in the area, but in other public school districts, be able to avail themselves of this opportunity?

Charter Schools

WFT opposes all the modifications of Wisconsin's charter school program included in the budget bill. We support the current language regarding establishment of charter schools that are instrumentalities of existing school districts. These programs have barely had time to get up and running, and some unexpected consequences have already occurred.

Let's give the current experiment enough time to figure out what works and what doesn't, rather than assume that any change from the status quo will automatically be an improvement.

Milwaukee private/parochial school voucher program

WFT opposes all aspects of the religious school voucher program, and we hope that the U. S. Supreme Court declares this issue unconstitutional once and for all, and we can get the focus back on making public education better.

State government operations

WERC and DER

WFT opposes the proposed staff reductions at the Wisconsin Employment Relations Commission and the Department of Employment Relations. They have insufficient staff currently and this proposal would only make things worse. This year, for example, DER will be representing the State of Wisconsin in bargaining its first contract with the Public Defenders, a WFT affiliate. Perhaps there might be a short term advantage to us in having DER understaffed, but in the type of collective bargaining we hope takes place, we need DER to be fully informed of the issues and certainly we want them to be able to crunch numbers ASAP. What possible advantage could there be to eliminating an MIS position? Does DER plan to contract out collective bargaining?

SWIB

WFT supports the State of Wisconsin Investment Board's request for an increase in the budget to \$5.4 million, all from program revenue, to upgrade their information systems, up from the Governor's recommendation of \$3.5 million. SWIB has already shared with you their most recent cost information, and we urge you to pay close attention to it.

Please remember that all the funds to run SWIB are program revenue. To us, SWIB's program revenue is our members' pension money. We want it spent wisely. Excess spending means either increased contributions from participants and employers or lower pensions to annuitants. We watch this money closely.

We are convinced that SWIB's information system proposal is well thought out, a good use of our members' pension money, and a sound investment that we all hope will lead to lower costs, better information and higher pensions in the future.



Affiliated with the National Education Association

**JOINT FINANCE COMMITTEE TESTIMONY
REGARDING 1997-99 BIENNIAL BUDGET (AB 100/SB 77)
BY
TERRY CRANEY, PRESIDENT
WISCONSIN EDUCATION ASSOCIATION COUNCIL
WEDNESDAY, APRIL 16, 1997**

MY NAME IS TERRY CRANEY, I AM THE PRESIDENT OF THE WISCONSIN EDUCATION ASSOCIATION COUNCIL. I WOULD LIKE TO THANK CO-CHAIRPERSONS BURKE AND JENSEN AND MEMBERS OF THE JOINT FINANCE COMMITTEE FOR PROVIDING THIS OPPORTUNITY TO COMMENT ON THE GOVERNOR'S BUDGET BILL (AB 100/SB 77).

BUDGETS ARE BLUEPRINTS THAT CREATE A FRAMEWORK FOR STATE GOVERNMENT. OVER A YEAR AGO WEAC TOOK THE LEAD AND DEVELOPED A BLUEPRINT FOR PUBLIC EDUCATION. THAT BLUEPRINT IS OUR LEGISLATIVE AGENDA. OUR MEMBERS, THE TEACHERS AND SUPPORT PERSONNEL IN YOUR PUBLIC SCHOOLS, PROVIDED THEIR EXPERIENCE AND KNOWLEDGE TO DEVELOP THESE PROPOSALS.

WEAC OFFERS INITIATIVES TO IMPROVE SCHOOLS SUCH AS PARENTAL AND FAMILY INVOLVEMENT, SCHOOL SAFETY AND DISCIPLINE, PROFESSIONAL STANDARDS FOR TEACHERS, AND REDUCING CLASS SIZE, AMONG OTHERS. ANY DISCUSSION OF EDUCATION IMPROVEMENT MUST ALSO INCLUDE THESE IMPORTANT ISSUES.

THE GOVERNOR HAS OFFERED A PLAN THAT FALLS SHORT OF A COMPLETE VISION FOR PUBLIC SCHOOLS IN WISCONSIN. HE DID INCORPORATE ONE OF OUR ISSUES IN THE BUDGET, EDUCATION TECHNOLOGY, WHICH IS ONE OF THE ISSUES I WOULD LIKE TO COMMENT ON IN ADDITION TO THE BUDGET'S TREATMENT OF OTHER EDUCATIONAL SUPPORT PROGRAMS.

EDUCATION AND TECHNOLOGY:

- WEAC APPLAUDS THE GOVERNOR'S RECOGNITION OF THE IMPORTANCE OF PROVIDING ACCESS TO TECHNOLOGY FOR WISCONSIN'S CHILDREN. WE ALSO NOTE THAT MUCH OF THE GOVERNOR'S PLAN IS IMPLEMENTED THROUGH FUNDING THAT IS OUTSIDE OF THE SCHOOL DISTRICT REVENUE CONTROLS. WEAC'S LEGISLATIVE AGENDA ALSO RECOMMENDS THIS EXEMPTION.
- THE ISSUES OF CONCERN WITH TEACH ARE WHETHER IT IS NECESSARY TO ESTABLISH A NEW STATE BUREAUCRACY, THE TEACH AGENCY, TO ADMINISTER TECHNOLOGY PROGRAMS, THE COUNTING OF UNIVERSAL SERVICE FUND APPROPRIATIONS TOWARD THE TWO-THIRDS FUNDING OF SCHOOL OPERATIONS AND MAKING SURE THAT THE COMMON SCHOOL FUND REMAINS VIABLE FOR THE FUNDING OF LIBRARIES.
- WEAC EMPHASIZES THE IMPORTANCE OF RESOURCES FOR TRAINING TEACHERS AND STAFF. WEAC APPLAUDS THE PROVISION OF BLOCK GRANTS TO SCHOOL DISTRICTS FOR THE PURCHASE AND MAINTENANCE OF COMPUTER HARDWARE AND SOFTWARE AND GRANTS TO CESA DISTRICTS TO PROVIDE TECHNICAL AND TRAINING ASSISTANCE. IT IS ESSENTIAL THAT EDUCATORS KNOW HOW TO USE NEW TECHNOLOGIES IN THE CLASSROOM. BUT WE CAUTION THAT TECHNOLOGY IS ANOTHER VERY IMPORTANT TOOL IN A TEACHERS TOOL BOX. DISTANCE LEARNING IS ALSO AN IMPORTANT PART OF EDUCATION TECHNOLOGY, BUT EDUCATION IS MORE THAN A TALKING HEAD ON A T.V. MONITOR.

ADDITIONAL ISSUES IN EDUCATION:

NOW LET ME MOVE TO SOME EDUCATION PROPOSALS THAT WEAC FEELS ARE MISSING RELATIVE TO INNOVATION IN EDUCATION.

- IMPROVING SCHOOL SAFETY, DISCIPLINE AND CLASSROOM CONTROL IS AN ISSUE WE BELIEVE MUST BE ADDRESSED. ALL CHILDREN HAVE A RIGHT TO LEARN IN A SAFE AND PRODUCTIVE CLASSROOM. WEAC BELIEVES THAT THE TEACHER SHOULD HAVE THE RIGHT TO DISMISS FROM THE CLASSROOM AN UNRULY, DANGEROUS OR DISRUPTIVE STUDENT, WITH READMITTANCE ONLY AFTER A PARENT CONFERENCE AND WITH THE CONSENT OF THE TEACHER.
- REDUCING CLASS SIZE IN GRADES K-3. WEAC BELIEVES AND RESEARCH CONFIRMS THAT ONE OF THE MOST POSITIVE EFFECTS ON STUDENT LEARNING OCCURS WHEN CLASS SIZE IS REDUCED IN GRADES K-3. THIS CLASS SIZE REDUCTION HAS A LONG LASTING EFFECT THROUGHOUT THE STUDENT'S EDUCATION CAREER. THE GOVERNOR HAS FAILED TO LIVE UP TO THE COMMITMENT TO THE SAGE PROGRAM. WEAC SUPPORTS CONTINUED FUNDING AND EXPANSION OF THIS INNOVATIVE PROGRAM TO LOWER CLASS SIZE IN NEEDY SCHOOLS.
- DEVELOPING PERFORMANCE ASSESSMENTS IN GRADES 4, 8 AND 10. WHILE THE GOVERNOR HAS PROPOSED A HIGH STAKES EXIT EXAM FOR HIGH SCHOOL STUDENTS, WE BELIEVE THE EXAM IS ONLY ONE PIECE OF THE PUZZLE. WE URGE THE RESTORATION OF PERFORMANCE ASSESSMENTS WHOSE FUNDING WAS ELIMINATED FROM THE LAST BUDGET. FURTHER, THESE TESTS ALLOW FOR THE LOCAL SCHOOL DISTRICTS AND TEACHERS TO EVALUATE TEACHING AND LEARNING AND MAKE ADJUSTMENTS AND IMPROVEMENTS IN INSTRUCTION.
- MODIFICATIONS OR REPEAL OF THE QUALIFIED ECONOMIC OFFER LAW. THE CURRENT QEO LAW: UNFAIRLY RESTRICTS COMPENSATION AND CREATES CONFLICT IN THE BARGAINING PROCESS BY REMOVING LOCAL CONTROL OVER LABOR MANAGEMENT RELATIONS; CREATES AN UNLEVEL PLAYING FIELD AT THE COLLECTIVE BARGAINING TABLE; EXACERBATES THE CURRENT TEACHER SALARY INEQUITIES BETWEEN SCHOOL DISTRICTS; UNFAIRLY PENALIZES CERTIFIED EDUCATION EMPLOYEES OVER ALL OTHER PUBLIC EMPLOYEES AND HAS A DRASTIC IMPACT ON THE LIFE-LONG PENSION BENEFITS OF RETIRING EDUCATION PROFESSIONALS.

- MODIFICATION OF THE STATE IMPOSED SCHOOL DISTRICT REVENUE CONTROLS. SCHOOL DISTRICT REVENUE CONTROLS: SUBSTANTIALLY LIMIT THE AUTHORITY OF LOCAL SCHOOL BOARDS TO RAISE AND SPEND FUNDS TO PROVIDE AN EQUAL, COMPETITIVE EDUCATION TO STUDENTS; EXACERBATE THE PER PUPIL SPENDING DISPARITIES AMONG DISTRICTS; INHIBIT THE ABILITY OF LOCAL DISTRICTS TO BUILD AND MAINTAIN ADEQUATE FACILITIES AND ARE UNFAIRLY IMPOSED ON SCHOOL DISTRICTS IN THAT NO OTHER UNITS OF GOVERNMENT MUST ABIDE BY SUCH CONTROLS.

FINALLY LET ME COMMENT ON A NUMBER OF ITEMS THAT ARE IN THE GOVERNOR'S BUDGET.

AGENCY TRANSFERS:

- WEAC IS TROUBLED BY THE TRANSFER OF MANY EDUCATIONAL SUPPORT POSITIONS FROM DPI AND THE WTCS TO OTHER AGENCIES. THE TRANSFER OF PROGRAMS SUCH AS ALCOHOL AND OTHER DRUG ABUSE, THE FAMILY AND SCHOOLS TOGETHER, AND ALL SCHOOL-TO-WORK PROGRAMS ARE PROPOSED IN THE NAME OF EFFICIENCY. WE CAUTION THAT THIS STRATEGY COULD LEAD TO A CRUMBLING OF QUALITY OF SERVICES TO SCHOOLS AND CHILDREN.

MODIFICATIONS TO CHARTER SCHOOL LAW:

- CHARTER SCHOOLS PROVIDE SCHOOL DISTRICTS WITH A UNIQUE OPPORTUNITY TO ESTABLISH INNOVATIVE PROGRAMS IN WISCONSIN'S PUBLIC SCHOOLS. WEAC BELIEVES THAT PUBLIC SCHOOL EMPLOYEES SHOULD BE FULL PARTNERS IN THE ESTABLISHMENT AND IMPLEMENTATION OF CHARTER SCHOOLS IN WISCONSIN. SB 77/AB 100 CONTAIN PROVISIONS THAT ATTEMPT TO BREAK DOWN THIS PARTNERSHIP. CURRENTLY, CHARTER SCHOOLS CAN BE ESTABLISHED THROUGH A PETITION PROCESS OR SCHOOL BOARD INITIATIVE. SB 77/AB100 REPEALS THE PROVISION THAT REQUIRES THOSE PETITIONING TO ESTABLISH A CHARTER SCHOOL, TO OBTAIN THE SIGNATURES OF AT LEAST 10% OF THE TEACHERS EMPLOYED BY THE SCHOOL DISTRICT OR BY AT LEAST 50% OF THE TEACHERS EMPLOYED AT ONE SCHOOL IN THE DISTRICT. THIS CUTS PUBLIC SCHOOL EMPLOYEES OUT OF THE PROCESS FOR ESTABLISHING CHARTER SCHOOLS.

- PUBLIC SCHOOL EMPLOYEES SHOULD NOT BE FORCED TO SACRIFICE THEIR COLLECTIVE BARGAINING RIGHTS AND THEIR PARTICIPATION IN THE WISCONSIN RETIREMENT SYSTEM IN ORDER TO PARTICIPATE IN THE ESTABLISHMENT OF A CHARTER SCHOOL. WEAC URGES THE JOINT FINANCE COMMITTEE AND LEGISLATURE TO REPEAL PROVISIONS OF THE CHARTER LAW THAT PROHIBIT CHARTER SCHOOLS IN MILWAUKEE PUBLIC SCHOOLS FROM BEING INSTRUMENTALITIES OF THE DISTRICT. ANOTHER OBSTACLE TO PUBLIC SCHOOL EMPLOYEE PARTICIPATION IN CHARTER SCHOOL DEVELOPMENT IS THE LANGUAGE THAT MAKES CHARTERS SCHOOLS IN THE MPS A PROHIBITED SUBJECT OF BARGAINING. THIS LANGUAGE PREVENTS COOPERATION BETWEEN LABOR AND MANAGEMENT IN THE CREATION OF CHARTER SCHOOLS IN MILWAUKEE.
- WEAC SUPPORTS PROVISIONS IN CURRENT LAW THAT INSURE A REVIEW OF CHARTER SCHOOL CONTRACTS AT LEAST EVERY FIVE YEARS AS AN IMPORTANT MEASURE OF ACCOUNTABILITY. WE URGE THE JOINT FINANCE COMMITTEE AND LEGISLATURE TO DELETE THE GOVERNOR'S REPEAL OF THIS MEASURE OF ACCOUNTABILITY.
- WEAC IS OPPOSED TO AUTHORIZING THE COMMON COUNCIL OF THE CITY OF MILWAUKEE, THE CHANCELLOR OF THE UNIVERSITY OF WISCONSIN-MILWAUKEE AND THE MILWAUKEE AREA TECHNICAL COLLEGE DISTRICT BOARD TO OPERATE, OR CONTRACT WITH A GROUP OR INDIVIDUAL TO OPERATE, A CHARTER SCHOOL. THE AUTHORITY SHOULD REMAIN WITH THE LOCAL SCHOOL BOARD.
- LOCAL SCHOOL BOARDS ARE RESPONSIBLE TO LOCAL TAXPAYERS FOR SPENDING ON K-12 SCHOOL PROGRAMS. A PERIODIC REVIEW OF CHARTER SCHOOL CONTRACTS ENSURES THAT TAXPAYERS ARE GETTING THEIR MONEY'S WORTH. UNDER CURRENT LAW, LOCAL SCHOOL DISTRICTS ARE RESPONSIBLE FOR ENSURING THAT CHARTER SCHOOLS ARE HELD ACCOUNTABLE IN THREE MAJOR AREAS: STUDENT PERFORMANCE, FISCAL MANAGEMENT AND ADHERENCE TO THEIR CONTRACT AND THE CHARTER SCHOOL LAW. THE CHARTER SCHOOL CONTRACT MUST CLEARLY STATE THE SCHOOL'S CURRICULAR GOALS, METHODOLOGY, AND MEANS OF ASSESSING STUDENT PERFORMANCE. THE LOCAL SCHOOL BOARD IS THE APPROPRIATE ENTITY TO EVALUATE THESE CONTRACT PROVISIONS.
- THE JOINT FINANCE COMMITTEE SHOULD REMOVE ALL OF THE CHARTER SCHOOL PROVISIONS FROM THE BUDGET AND REFER THEM AS SEPARATE BILLS TO THE ASSEMBLY AND SENATE EDUCATION COMMITTEES.

YOUTH OPTIONS PROGRAM:

WEAC BELIEVES THAT THERE HAS HISTORICALLY BEEN AN UNDER SERVED STUDENT POPULATION; STUDENTS WHO ARE NOT BOUND FOR A FOUR-YEAR COLLEGE. WE BELIEVE THAT THE DETAILS MUST BE EXAMINED VERY CAREFULLY BEFORE THE PROGRAM IS INITIATED. SOME OF THE ISSUES TO BE CONSIDERED RELATING TO THE GOVERNOR'S PROPOSALS ARE:

- THE FISCAL IMPACT ON HIGH SCHOOLS THAT HAVE LIMITED FLEXIBILITY TO PAY INSTRUCTIONAL COSTS AND SUPPLEMENTAL CHARGES TO TECHNICAL COLLEGES BECAUSE OF REVENUE CAPS.
- THE FISCAL IMPACT ON TECHNICAL COLLEGES THAT MAY NEED TO PROVIDE MANDATED EXCEPTIONAL EDUCATIONAL NEEDS AND OTHER SERVICES TO HIGH SCHOOL STUDENTS. THE SUPPLEMENTAL CHARGE FOR EXCEPTIONAL NEEDS MAY NOT BE SUFFICIENT TO PROVIDE THE SERVICE, WHILE THE HIGH SCHOOL MAY NEED TO CONTINUE THE SAME LEVEL OF SERVICES FOR OTHER STUDENTS.
- THE IMPACT ON STUDENTS FOR TRANSPORTATION, TOOLS, DAILY EXPENSES, AND EDUCATIONAL COSTS NOT INCLUDED IN THE TUITION AND FEES.
- THE ISSUE OF ACCESS FOR STUDENTS IN RURAL AREAS PARTICULARLY WHERE THE TECHNICAL COLLEGE CAMPUS IS A CONSIDERABLE DISTANCE AWAY FROM THE HIGH SCHOOL. DISTANCE LEARNING NETWORKS CANNOT PROVIDE COMPLETE ACCESS ESPECIALLY WITH REGARD TO VOCATIONAL AND TECHNICAL "HANDS ON" EDUCATION OPPORTUNITIES.
- THE QUESTIONS OF INSTRUCTOR CERTIFICATION AND LICENSURE IN THE TWO SYSTEMS MUST BE ADDRESSED ALONG WITH THE ISSUE OF TUITION PAYMENTS AND TRANSFER OF FUNDING SOURCES.

STATE FUNDING FOR SCHOOL OPERATION COSTS:

- THE LEGISLATURE SHOULD CLOSELY EXAMINE THE CALL FOR A RETREAT FROM A SUM-SUFFICIENT APPROPRIATION BACK TO A SUM-CERTAIN APPROPRIATION TO COVER 2/3 FUNDING OF LOCAL SCHOOL OPERATION COSTS. SUM-CERTAIN APPROPRIATIONS ARE BASED ON ESTIMATES OF REVENUE THAT ARE EXPECTED TO BE AVAILABLE FOR PROGRAMS. INSTEAD OF A YEARLY ESTIMATE BY THE DPI, DOA AND THE LEGISLATIVE FISCAL BUREAU, THE BUDGET CALLS FOR THE GOVERNOR'S OFFICE TO CALCULATE THE AMOUNT NECESSARY TO MEET THE 2/3 STATE FUNDING

COMMITMENT TO SCHOOL DISTRICTS EVERY TWO YEARS.

- THE SUM-CERTAIN MECHANISM IS LESS FLEXIBLE IF REVENUE ESTIMATES ARE INACCURATE. THERE IS ALSO LITTLE OPPORTUNITY FOR ADJUSTMENTS IF REVENUES IN THE FIRST YEAR OF A BIENNIUM FALL SHORT. THEREFORE, IF THE STATE RETURNS TO A SUM-CERTAIN APPROPRIATION, IT MAY JEOPARDIZE THE 2/3 COMMITMENT AND END UP ONLY REACHING THE GOAL EVERY OTHER YEAR.

FUNDING FOR THE DPI:

- FUNDING FOR DPI'S OPERATION CONTINUES TO BE WHITTLED DOWN TO LEVELS WHICH WEAKEN ITS STRUCTURE. COMBINED WITH FUNDING CUTS FOR SUPPLIES AND SERVICES, THE BUDGET REQUIRES THE DPI TO SUBMIT RECOMMENDATIONS FOR NEARLY HALF A MILLION DOLLARS IN CUTS EACH YEAR AS "EFFICIENCY MEASURES." THESE ACTIONS COULD HARDLY BE CHARACTERIZED AS POSITIVE REINFORCEMENT FOR THE AGENCY AND SHOULD BE REVIEWED.

EDUCATIONAL STANDARDS AND TESTING:

- THE MAINTENANCE OF STANDARDS AND ACCOUNTABILITY IN PUBLIC EDUCATION IS A GOAL UPON WHICH EVERYONE CAN AGREE. IT IS AN ESSENTIAL PART OF A SYSTEM THAT PREPARES STUDENTS FOR EMPLOYMENT, CONTINUING EDUCATION AND PRODUCTIVE LIVES. WEAC SUPPORTS STANDARDS THAT ARE DEVELOPED IN WISCONSIN BY EDUCATORS, PARENTS, BUSINESS LEADERS, AND CITIZENS. WITHOUT THESE ESSENTIAL COMPONENTS, STANDARDS ARE UNLIKELY TO BE ACCEPTED AND ARE UNLIKELY TO HAVE THE DESIRED POSITIVE EFFECT ON STUDENT LEARNING.
- MANY QUESTIONS COME TO MIND AS WE REVIEW THE GOVERNOR'S PROPOSED MODEL STANDARDS DEVELOPMENT. WHAT ARE THE RESPECTIVE ROLES OF THE GOVERNOR AND STATE SUPERINTENDENT IN THE DEVELOPMENT OF THESE MODEL STANDARDS? ALTHOUGH A STANDARDS DEVELOPMENT COUNCIL IS CONVENED, THE BUDGET WOULD GIVE THE GOVERNOR FINAL APPROVAL OF THE STANDARDS TO BE IMPLEMENTED BY EXECUTIVE ORDER. IN OTHER WORDS THE GOVERNOR HAS THE FINAL WORD.

AGAIN, THANK YOU CO-CHAIRPERSONS BURKE AND JENSEN AND MEMBERS OF THE JOINT FINANCE COMMITTEE FOR THIS OPPORTUNITY TO

SPEAK WITH YOU TODAY.