

4011 W. CAPITOL DRIVE, MILWAUKEE, WISCONSIN 53216, (414) 449-0805

May, 1999

Dear Senators Burke, Moore, Decker, Jauch, Shibilski, Plache, Cowles, and Panzer, and Representatives Riley, Gard, Porter, Kaufert, Albers, Duff, Huber and Ward:

As members of MICAHA (Milwaukee Innerscity Congregations Allied for Hope) we write to acknowledge and praise the action taken by the Joint Finance Committee regarding the expansion of the SAGE program.

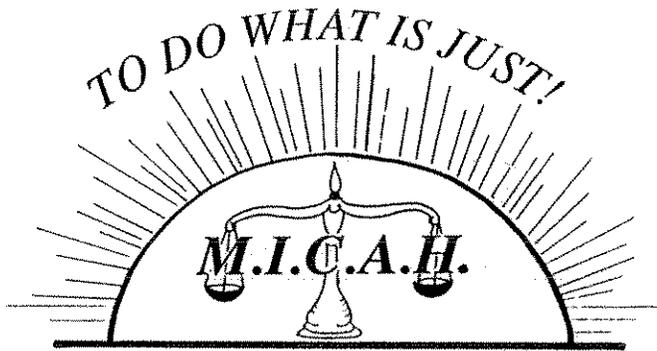
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We believe that your actions on this matter were just and wise.

Thank you.

Rev. Dennis Durby
Dawn Curato
Don Her
Bernice Huonles
Ada B. Bondy
Thomas Browne
Shirley Browne

Paul Roy
Valerie Ray
Augusta C. Travitt



MILWAUKEE INNERCITY CONGREGATIONS ALLIED FOR HOPE

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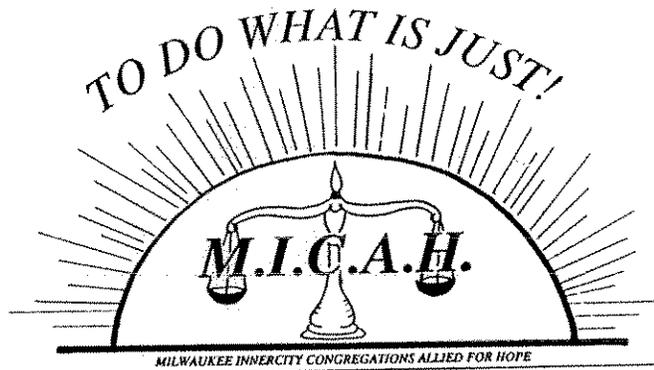
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Handwritten signatures:
Kathy Spink, Margaret...
Damon Hausen, Amanda-Heist, Mike...
Stephen Bracey, Jarvis Spelaway, Rene...
Deonis mic McKay, Jim Zed...
Donna...
Cedric...



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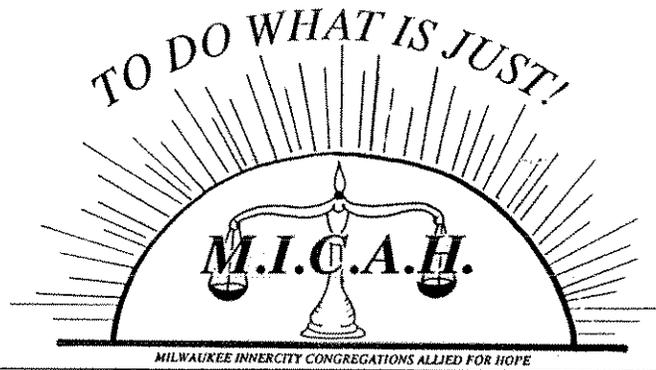
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Maanne Henke Jean Dahlquist 10
Brian Henke

Art Heitzer
Sherry Johnson
Shemia Adkisson 13 CVH
Jo Lynn Henke age 10



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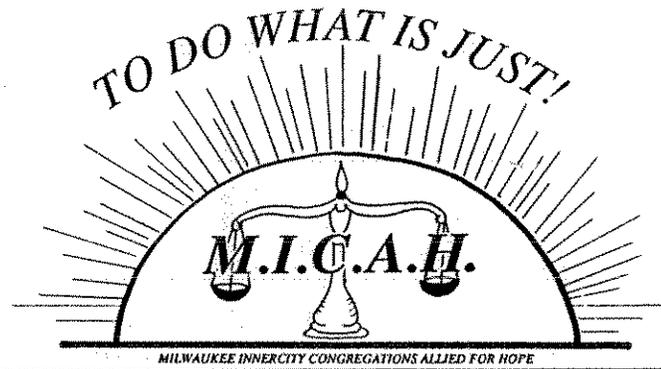
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Jacqueline McGee, Harold Luther
Cheryl Arnold, Lloyd Wright
Patrick Clay-Joyner, Rev. Russell Hunt
Amin R. Datta, Rev. & Mrs. Willie Rely
Barbara A. Foster, Jeanne Johnson
Wagner, J. Johnson (PIC), Rev. Joyce A. Oatis
Aunnie J. Oatis



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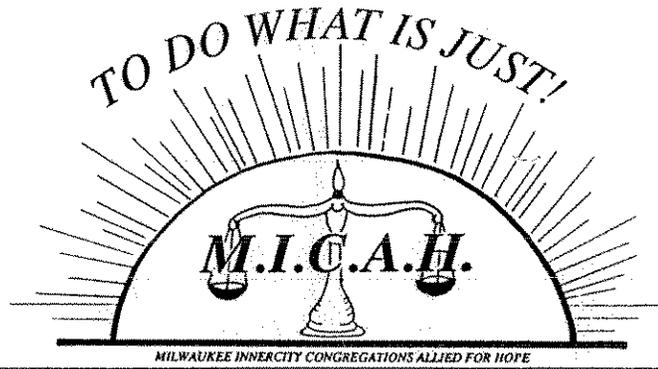
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Thank you.

Olivia Davenport
Louise Gunn
Annie Woodward

Ronald Roberts
Shelia Roberts
John A. Hill

Alhiana Photos
Harold Oliver
Ruby Oliver
Flora Black
Mary Carter
Cleotha Flowers
Ernestine Grider



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Alfred L. Sewell
Clicie White
Lawrence White
Edell Glenn
Joseph Tucker
Kathleen Taylor
Marcia Johnson
Ellen Hech

Mildred A. Alexander
Olu Akinshemoyin

Joint Finance Committee,

5 April 1999

I am writing in regards to the biennial budget, specifically about the proposal for tuition flexibility. Currently I am a second year student at UW-Stevens Point. I am concerned that tuition flexibility would hurt many low to middle income students such as myself. By giving full deciding power to an un-elected body such as the Board of Regents we create a high risk of having tuition rise to a level where many students would not be able to keep up, especially when there is no increase in grant funding. I appreciate the low cost of a Wisconsin public higher education. I can not afford to pay more tuition. Already I have 2 jobs, one as an Army Reservist with the 452nd CSH in Milwaukee, and an on campus job. If tuition is allowed to go unchecked by students and legislators, I am afraid it would raise to a level which I would no longer be able to afford. Please re-evaluate tuition flexibility and pull it from the budget proposal.

Sincerely,

Elizabeth Mauritz

Elizabeth Mauritz



D.C. Everest Senior High School

6500 Alderson Street, Schofield, WI 54476
715-359-6561 Fax 715-355-7220

Thomas W. Johansen, Principal
Dawn A. Bratt, Assistant Principal
Todd J. Bohm, Assistant Principal

April 7, 1999

Re: Hearing on Senate Bill 45/Assembly Bill 133
Specifically funding for WASDI/Professional Staff Development for Teachers

To: Mr. John Benson }
Mr. Steven Dold } of the Department of Public Instruction
Mr. John Fortier }

Mr. Bill Steiger of the Governor's Office

To Legislators, the above aforementioned, and all those concerned with education in Wisconsin:

Hi. My name is Bill Heeren and I am a math/science teacher at D.C. Everest High School. I understand that you are making a decision with respect to Senate Bill 45/Assembly Bill 133. If I may, I would like to address specifically the professional staff development component of that bill with you.

Actually, I have commented on this issue previously. I have attached copies of a letter and a synopsis of prior communications I have had with various peoples for you to read. You will read about how an excellent staff development program affected me and my teaching. I would like to update that letter by sharing with you what has happened this school year as a direct consequence of my involvement in the WASDI program.

For one thing, interdisciplinary curricular projects that have involved the collaboration of numerous groups have continued. Fostered and promoted by my involvement in WASDI, some of my student have worked on some marvelous projects. For instance, one group has worked with archaeologists and professors from throughout the state on the determination of the age of a copper artifact found in Northern Wisconsin. By carrying out radiocarbon dating, they were able to determine that this artifact was 7300 years old. A different individual is collaborating with a scientist stationed presently at the South Pole and with the Department of Natural Resources sharing and exchanging data about atmospheric conditions. (The data that they are sharing involves specifically carbon dioxide and total solid particulate information.) Other groups are researching changes in respiration using a metabolic cart, determining the components found in ginseng, looking at the stars to determine the composition of the stars, analyzing local mineralogical data, using X-ray crystallography to analyze amethyst, and a number of other projects. In one instance, I can't wait to see what a group of students come up with as they are trying to make real fuel cells and then adapt a car to run on such a device. Please keep in mind that these are projects that are taking place in a setting removed from a major university and one with very limited resources. Despite those facts, they are happening. And all because WASDI helped show the way.

What did it show me? Well it showed me how to garner support from all facets of the community. Within your department, school, and between schools; businesses, professional groups, and parents; just about anyone and everyone is willing to help with worthwhile projects for kids. And not just with their time, but also

with their dollars. This year again, we have raised several thousand dollars alone in supplies for these projects. It is truly amazing what people can accomplish when working together.

And it is not just our student's opportunities that have been improved by my WASDI involvement. Even an ever widespread inservicing of teachers has been a result. You are aware of the Academies, so I won't go into them. Let me address how WASDI improves teacher education even at the local level.

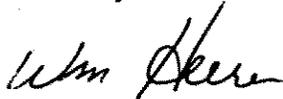
Due to some direction given by the WASDI program, I have worked for the past two years with some other teachers that I really had not worked with during my prior 12 years at Everest. For two years now in a row, we have received grants that have allowed us to purchase equipment allowing for students to have greater opportunities than they had before. We have also, as part of these grant programs, been able to teach not only students, but the other members of our math and science staffs how to use the equipment. We are even scheduled to do inservices within our CESA area on the same topic. Others have recognized our good work by donating anonymously several community donations for additional supplies and equipment. What a pat on the back for us. What a testimony to another effect of the WASDI program.

And it hasn't stopped there either this year. I am working presently with other teachers in the school trying to work to align all the standards in the various disciplines to make students' education not only more meaningful to them, but also to give them a greater chance to succeed. Also indirectly because of my WASDI involvement, I have been asked to be on a national foundation board.

WASDI clearly has been a program that has made a difference in my teaching and for the opportunities present for students in my school. I would ask you to help continue making this exemplary program available to all teachers (and, more importantly, as a result to students) of Wisconsin.

I know that a lot of money went into my training as part of the WASDI program. I don't know of any money that has had as good of a return. I would ask you to please support the staff development portion of Senate Bill 45/Assembly Bill 133 and to, specifically, continue to fund the WASDI program. You are not doing it for me. I have already been enriched. Do it for the countless other teachers and students who can be touched by this wonderful staff development program, WASDI. Our educational dollars will never have gone any further.

Sincerely,



William Heeren
Teacher



University of Wisconsin Stevens Point

Office of Provost and Vice Chancellor

Stevens Point, WI 54481-3897 (715) 346-4686

FAX (715) 346-4132

April 9, 1999

To the members of the Joint Finance Committee
Co-Chairs Brian Burke and John Gard

SUBJECT: UW System Budget

We appreciate your support of the UW System and encourage you to approve the budget recommended by Governor Thompson for the UW System for the next biennial period, July 1, 1999 through June 30, 2001.

One of the items in the Governor's recommendations is a 1 % increase in position control authority for the UW System. This would allow the UW System to increase by 1 % the total number of GPR-funded positions it would be authorized to fill. Currently, the number of GPR-funded vacant positions in the **entire** UW System is less than .92% of the authorized number, or, about 160 positions out of a total of 18,251. And, as of April 1, UW-Stevens Point was within one-half FTE of its authorized total.

At the least, we urge your support of the 1 % increase proposed by Governor Thompson even though this proposed increase has a "sunset" of June 30, 2001. However, we believe that the personnel needs in the UW System are such that more significant measures need to be taken than providing a 1 % increase in order to assure that adequate staffing authority is available to meet the educational needs of its students. Therefore, we propose the elimination of position control authority. Eliminating this control would afford us the flexibility necessary to meet students' needs in instruction and instruction-related services.

An alternative to the complete elimination of position control authority is to restore to UW System the approximately 670 positions that were eliminated by the legislature several years ago as a part of UW System's budget reductions.

Here are several examples of why it is important to grant greater position control authority to the UW System than it is authorized at this moment:

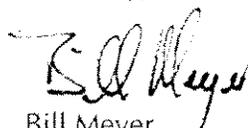
1. It is necessary to meet the growing demands of the students served. For example, each fall on the UW-Stevens Point campus, we employ additional instructional staff so that we have sufficient freshman offerings and seats to meet the demands of the new entering class. The people employed to meet this demand are typically residents in the community and have the academic credentials to teach in the freshman level English, Math and other high

demand courses. In the spring semester, the demand for additional seats is not as great because the midyear graduating class is often larger than the number of students entering the university at midyear.

2. We are called upon to meet continuing education/retraining requirements in the business community. For example, In cooperation with the paper mills in Central Wisconsin, our Paper Science program provides training for currently employed professionals in the papermaking industry. This curriculum provides these professionals with updated skills to meet the changing needs of the market place. Without having sufficient position authority, we could find ourselves unable to provide programs like this one which are in high demand.
3. We are required to provide programs that have been thrust upon higher education as mandates. One such program is in the area of transporting students to field stations which requires the faculty member driving a school bus to have commercial driver's license (CDL) training and pass the CDL requirements. Then we are required to administer an alcohol and drug testing program according to regulations in the CDL program. Administration of this program and other health and safety related programs has required us to reallocate resources to meet these growing requirements. In the absence of additional positions allocated to UW System, mandates like these may reduce our ability to provide a sufficient number of instructional sections to meet student demand. Eliminating position control authority would provide us the flexibility needed to cover the mandate as well as our instructional obligations. Of course, it does not solve the additional resources needed to cover mandates, but at the moment, our greater concern is with the position control authority.
4. We have a critical need for additional staff in technology, a part of which is addressed elsewhere in the Governor's budget recommendations. To date, at least, the rapid introduction of technology into our instructional programs has not resulted in a net reduction in the need for personnel in the classroom or for personnel in information technology. In fact, the demand for personnel has actually increased especially in the area of support personnel. These individuals provide technology support for our faculty. One year ago, we added five FTE to our Information Technology staff to provide instructional support.

Thank you for your attention to this critical matter. If you or your staff wish to find out more detail, the UW System legislative liaisons are available to assist in any way you would like.

Sincerely,



Bill Meyer
Provost/Vice Chancellor



Greg Diemer
Assistant Chancellor for Business Affairs

cc: Katharine Lyall, President, UW System
Thomas F. George, Chancellor, UWSP

c:\data\winword\jointfin



University of Wisconsin-Stevens Point

Student Government Association
Senator, College of Letters & Science

Stevens Point, WI 54481-3897 (715) 346-4592

April 11, 1999

Dear Joint Finance Committee Members:

My name is Jeremy Ames, and I am a second year student here at UW-Stevens Point. I am also a representative of the Student Government Association. I grew up near La Crosse in a working-class family. I am able to fund my college education with a combination of private scholarships, federal loans, grants, and work-study; income from my summer job, and support from my family. Like many other students here, I wouldn't be able to afford to attend college if not for the UW-System.

At this University and throughout the UW-System, students are working longer hours to pay for tuition, which continues to increase faster than inflation. Many of those students have families to support as well. Each significant increase in tuition makes a college education unattainable to an ever increasing number of students.

When deciding on the budget for the UW-System, please support initiatives such as Plan 2008, Academic and Career Advising, Libraries, and Faculty Pay Raises with GPR dollars. Please remove the Governor's initiative that would take tuition flexibility away from elected officials like yourselves, and give it to unelected officials in the Board of Regents. Only with continued state support, and a commitment to keeping tuition low, can the UW-System maintain its current level of excellence. A strong UW-System is good for students, and good for the state's economy.

Sincerely,

A handwritten signature in cursive script that reads "Jeremy Ames".

Jeremy Ames
132 Knutzen Hall
Stevens Point WI 54481

226 Baldwin
Stevens Point, WI 54481

April 11, 1999

Dear Joint Finance Committee:

RE: Tuition flexibility

Thank you for approving about two-thirds of my university education. For the 1998-99 academic year the Legislature and the Governor have authorized \$877,247,900 of state funds for UW System students. This is a tuition subsidy of \$6,996 per student from Wisconsin taxpayers.

Please remove tuition flexibility from the budget. Since the 1997-99 biennial budget did not include a faculty pay raise, the Regents proposed a partial tuition flexibility plan to allow faculty a pay increase. The plan was supposed to be a one-time deal, however the Governor removed that clause, making partial tuition flexibility indefinite.

The Legislature has had the power to set tuition, and as a result Wisconsin's resident tuition has remained low. Let us keep low tuition a reality by removing tuition flexibility from the budget.

Thank you for your time,



Fredrick Heider, Student Government Association Senator of UW-Stevens Point

John E. Regnier

2310 Willard Street • Stevens Point, WI 54481 • (715) 344-4504

April 12, 1999

To: Senator Kevin Shibilski and Joint Finance Committee Members

From: John and Eva Mae Regnier

Subject: University of Wisconsin 1999-2001 Budget

Thanks for the opportunity you have given Central Wisconsin residents to participate with input to your Committee's deliberations on the 1999-2001 State Budget.

We are writing you as advocates for the strongest possible funding of our UW System, with special interest in our fine local University. Our interest and involvement with UWSP goes back many years - both before and after retirement from Sentry Insurance (John) and the Stevens Point Public School System (Eva Mae) respectively.

Through this involvement we have a growing appreciation for the tremendous contributions our UW system has made and continues to make to our State. The history of the Wisconsin Idea on the proper role of a great University is something in which we can all take pride.

As taxpayers we should all recognize and appreciate that adequate financial support of education at all levels is one of the most positive investments that we can make. Our State's past broad public support for education and training has contributed greatly to the growth of a strong economic middle class in our society. Young people who have the opportunity to get the education and training needed to build meaningful careers repay the tax investment made in their education many fold. Continuing to support the economic middle class growth strengthens our society as this group provides a significant portion of tax revenue to meet the needs of Government at all levels.

We believe strongly that if we weaken our support for education, we increase the risk of having to invest more and more in our prisons and corrective system. This, unfortunately, is one of the most negative investments tax payers can make.

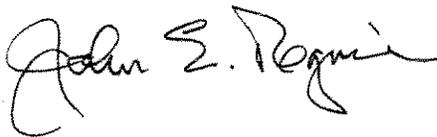
We respect and appreciate the very difficult job your Committee and the Legislature have in allocating the available resources to meet the growing needs with which our State Government is expected to deal.

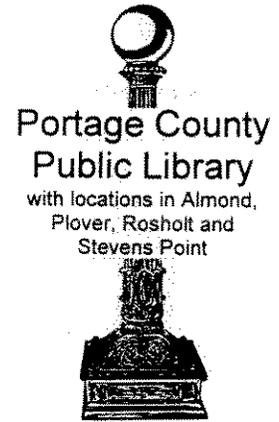
We feel that a fair and realistic evaluation of the value and need for continued support of a strong system of public education at all levels can be defended as one of the highest priority State government needs.

We urge your Committee and the Legislature to continue your support and recognition of the very positive Regional and State impact UWSP and the entire University system has had in the past and will continue to have in the future.

Once again, thank you for scheduling this hearing in Central Wisconsin.

Sincerely,

Handwritten signature of John E. Regnier in cursive script.Handwritten signature of Eva Mae Regnier in cursive script.



April 12, 1999

Wisconsin Legislature
Joint Finance Committee
Public hearing; UW-Stevens Point University Center Alumni Room.
April 13, Stevens Point

Dear Members of the Joint Finance committee:

Please support SB-59, full funding of Library System aids, and funding for the operation of the Regional Library for the Blind and Physically Handicapped and the Wisconsin Inter Library Services (WILS).

SB-59 helps fund a heretofore unfunded state mandate by reimbursing public libraries approximately 50 cents per item loaned to non-property taxpayers of the municipality funding the library. This bill is similar to SB 259 which was recommended by the Legislative Council and which passed the Senate but not the Assembly in the last session.

In 1998 the legislature passed and the Governor signed SB 269 which required the Department of Public Instruction to request funding for public library systems at the 13% level. Full funding of this 13% indexing factor for library system aids is greatly needed. The current index of state aid to local and county aid for public library service dropped to approximately 10%. Reduced and inadequate state funding for public library systems passes costs down to the local level which can ill afford the additional expense, and places at risk a program of library access and resource sharing developed over many decades. Please support the Department of Public Instruction request for an additional \$5,141,200 GPR in 2000 and \$6,244,700 GPR in 2001 to fund public library systems.

The operation of the Regional Library for the Blind and Physically Handicapped and the Wisconsin Inter Library Services (WILS) are important services to residents of the State. This are essential services which deserve your support.

Thank you for your support of SB59 and library related funding requests.

Sincerely,

A handwritten signature in cursive script, appearing to read "Robert J. Stack".

Robert J. Stack
Director

April 12, 1999

BIENNIAL BUDGET

I am writing this testimony to represent my self and students signed below who are currently enrolled in Anthropology 390: "Ethnic Diversity in Wisconsin." This class, which fulfills a minority studies requirement, is one that is unique and crucial to the quality of education that each student of higher education deserves. During this class, speakers are brought in from different ethnic groups in Wisconsin, such as Native American, Hmong, and African American. There is opportunity for students to ask questions and make comments throughout the class. This class provides an experiential type of education because students are not simply reading about an ethnic group in their text books or hearing lectures about what happened to a certain people. In this class, we are able to hear first hand what happened.

Adequate funding to encourage a diverse education for all students is necessary and demanded by UW students. Plan 2008 is a plan that is essential to providing scholarships and pre-college initiatives. It is important to increase the retention and recruitment of students and faculty of color as well as increase awareness of various backgrounds via ~~curriculum~~ ^{curriculum} and programs throughout the System. We must fully fund Plan 2008 at \$6.9 million for a diverse education for all students. The Governor's budget funds Plan 2008 at \$732,000, only 10% of the System's request.

We will not accept an education that has been watered down by greedy political agendas. We demand a diverse education. We demand a Governor and a Board of Regents that will listen to student concerns validly. As we enter into the new millennium, it is essential that we continue to make strides towards increasing awareness and diversity on UW campuses. We hope that you will take our concerns seriously. Thank you for your time.

Sincerely,

Dana Churness

Meryl Sue Nelson

Dawn Ahlund

Thomas H. Johnson - Professor of Anthropology 390

119 South Hall
Stevens Point, WI 54481
April 12, 1999

Whom this concerns at the Joint Finance Committee,

As a student I am concerned with where and how my money is being spent. I do not feel that the Board of Regents should decide how my money should be used. This power belongs to the elected student government at universities. There are certain things that I find crucial to my education that are being questioned. Not only am I irritated that the state chooses not to give education precedence, but I am disgusted that the governor even considers tuition flexibility which will make it difficult for me to continue as a student.

Tuition flexibility is dangerous for students. It is difficult for some students to pay for school already. I do not trust the Board of Regents with the decision of my education and what this is going to cost me. I transferred from a good private school because it was getting too expensive. I cannot pay more than what I am. I am an active student and struggle to juggle school, interest groups, and job positions. This semester I could not find a job position because I do not apply for Work Study and will have to work extra hard this summer while attending summer classes. It is also difficult for my parents to help me. I do not get much money in grants and nothing in financial aid. My parents and I all have loans to pay for my education.

I believe that Plan 2008 should be given the amount requested. It is difficult to get students and faculty of color into certain universities and harder to retain them when they are here. Cutting retention grants is not a good idea. This grant is very important to some students. We should be concerned with the lack of diversity at our schools and interested in obtaining different cultures, experiences, and better education.

Some other things that I find important to my education are the library facilities and advising. Advising is important for student direction. We need assistance in choosing

classes and need class requirements finished in a timely manner. There are some students who have been forced to stay longer in order to graduate because they have received ill advising and have had to take extra classes. Because school is so expensive we cannot afford to stay here extra semesters. And while we are here we need to be using proper library facilities to help us in our research for expanding information in classes. I think that the library is at the core of a school because students need updated information in their studies. So I ask that you do not cut funds to libraries.

A key factor in school is the professors that we have to teach and direct us. Professors need sufficient pay and a raise is due. But I would like to make it clear once again that students cannot afford to pay much more in tuition. The state is going to have to give precedence to schooling once again. Our government is going to have to adjust the things our tax dollars go into. Universities, colleges, and other institutions of education need more funding. This is the future of our country that we are playing with when we discuss the amount and quality of education that we are being offered.

Sincerely yours,

A handwritten signature in cursive script that reads "Sabrina L. Johnson". The signature is written in dark ink and is positioned above the printed name.

Sabrina L. Johnson



Stevens Point Parent Teacher Student Association

718 Linwood Avenue
Stevens Point WI 54481
pres@ptsa.org
http://www.ptsa.org

President
Carol Weston
345-1735
pres@ptsa.org

Vice President
Randy Peelen
344-6485
rpeelen@uwsp.edu

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Membership Chair
Sheryl Curtis
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Reflections Chair
Barbara Minges
342-3703
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PTSA Webmaster
Bill Hettler
345-1735
bill@hettler.com

Teacher Liaison Chair
Tommye Leafgren
345-5418
tleafgre@wisp.k12.wi.us

April 12, 1999

To the Members of the Joint Finance Committee:

The Stevens Point Parent Teacher Student Association would like to take this opportunity to share with you our positions on some key educational issues effecting children in our schools today. We are:

1. Opposed to the current revenue limits placed on school districts,
2. Opposed to the current law requiring 4th, 8th and 12th graders to pass a test in order to be promoted to the next grade,
3. Opposed to the proposed Assembly Bill 105 that would limit when school districts can hold referendums,
4. In Support of the continuation of BadgerLink

First, we are opposed to the current revenue limits placed on school districts because these limits are preventing school districts from keeping pace with basic operational costs. District revenue increases as allowed by the state are not keeping up with district expenses. The Stevens Point School District is one of the many Wisconsin Districts struggling to maintain a quality educational program under these revenue limits. Our district is also experiencing declining enrollment which is compounding the financial problems for us. In addition, State Categorical Aid for mandated programs has decreased 11% in a five year period, amounting to almost a million dollars in lost funds for the Stevens Point School District. Under-funded state mandatory programs are forcing the district to provide programming for certain student populations at the expense of reducing the quality of educational programming for other students.

This above-mentioned situation is affecting the amount of money our district has to fund education. For many years, our district has been slightly below state average in how much it spends per student, the (Complete Annual School Costs). However since the 1992-93 school year, the disparity between state average funding per student and Stevens Point funding per student has increased. During the five-year period between 1992-93 and 1997-1998 school years, state average spending per student increased 21%. In Stevens Point our increase in spending per student was only 7%. During that same five-year period, inflation increased a total of 16%. Our district isn't even able to keep up with the inflationary costs of running a school district. The quality of education in our community is declining and it's effecting our children.

Secondly, we are opposed to the current high stakes testing law. Some of our concerns with the current law are:

- Children who do not test well
- Children with minor learning style deficiencies or special health needs
- Children living in social upheaval
- Schools could become big test preparation centers
- Inability of school districts to determine their own curriculum
- Time taken from true learning in order to teach to the test
- Time taken from classroom time to take the tests
- What happens to children who fail to graduate.....is this fair if they have passed all district requirements?
- Retention is proven to be of dubious educational value
- How can one test fit all kids or curricula
- Infringement on the right of parents to determine what is best for their children
- Loss of local control, which is the cornerstone of Wisconsin's successful system of public education.

Basically we believe that a single, high stakes test is not a fair or sensible way to determine eligibility for promotion or graduation. Our children's self esteem is at stake.

Thirdly, we are opposed to the proposed Assembly Bill 105 that would limit the dates on which school boards and other local units of government may schedule referendum elections.

- School districts are subject to the most strict referendum requirements of any local unit of government.
- Multiple factors are taken into consideration in scheduling referenda.
- School boards must certify their levies by Nov. 1, making fall revenue limit referenda untimely.
- In 1998, there were a total of 232 school referenda. Most of these, 169 referenda, were held on regular election dates.
- The success rate for passing school referenda on regular election dates is the same as the success rate on non-election dates.
- The cost of construction projects can increase over time.

We believe a local community is the best judge of the needs of their children.

Finally, we are encouraged by the cooperative action between the governor's office and the State DPI to continue funding for BadgerLink. We would urge your approval of this proposal to keep this much needed and highly utilized research tool for the students of Wisconsin. As we quickly move forward to a time when all information will be available electronically, BadgerLink positions Wisconsin as a leader in technology education and provides children the needed educational resources to be successful.

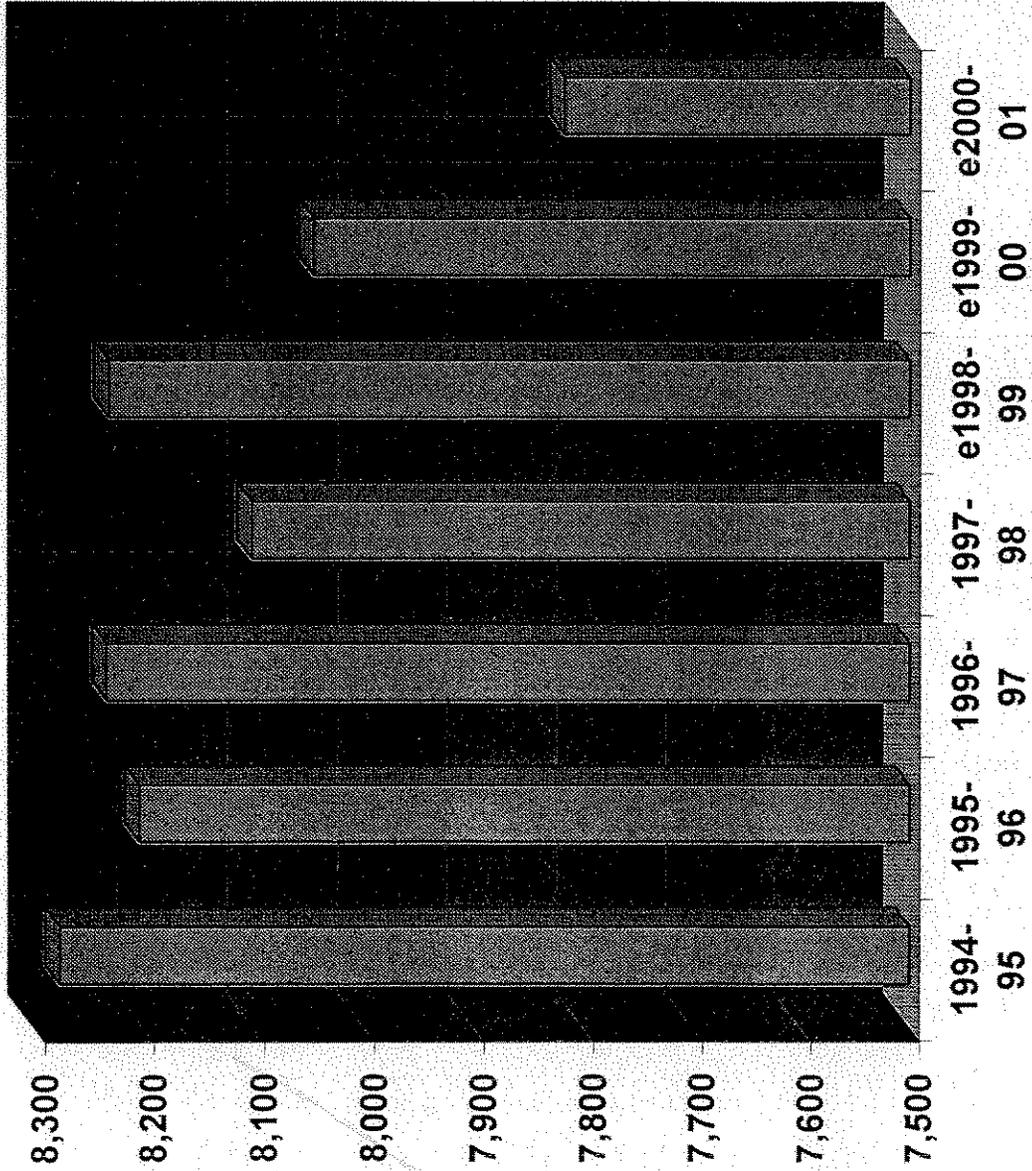
Thank you

Sincerely,

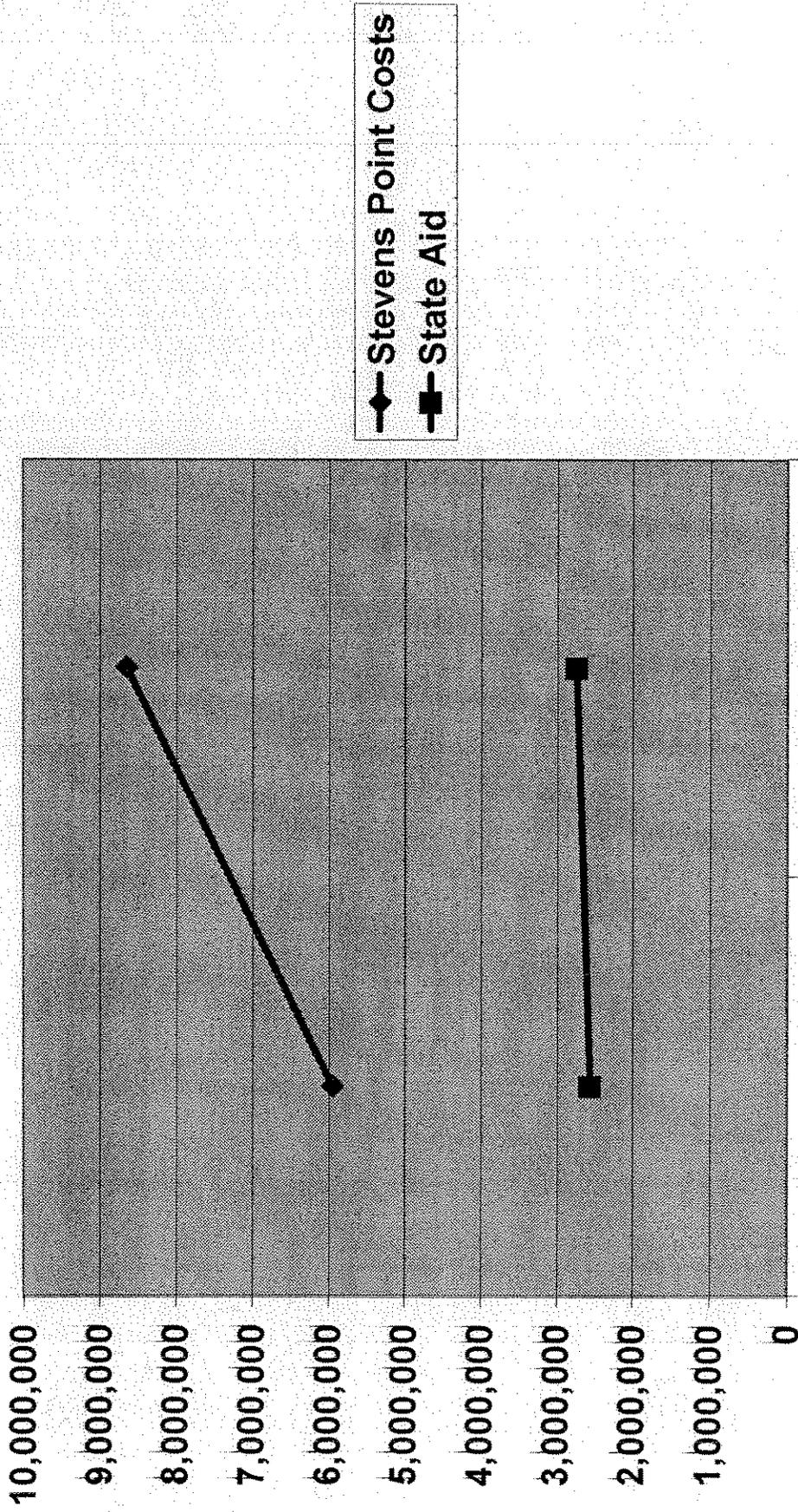


Carol Weston
President Stevens Point PTSA

SEPTEMBER ENROLLMENT

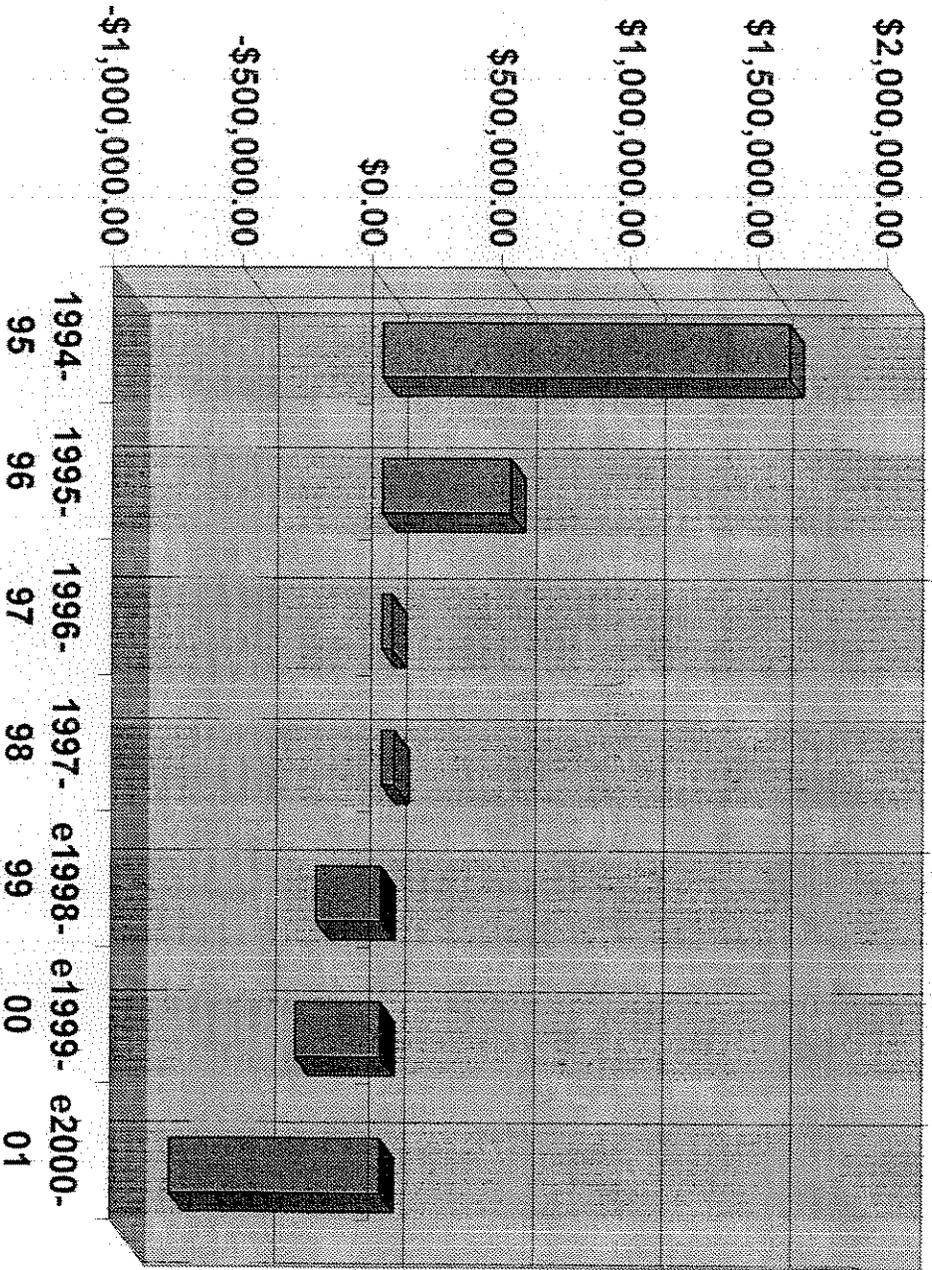


Categorical Aid



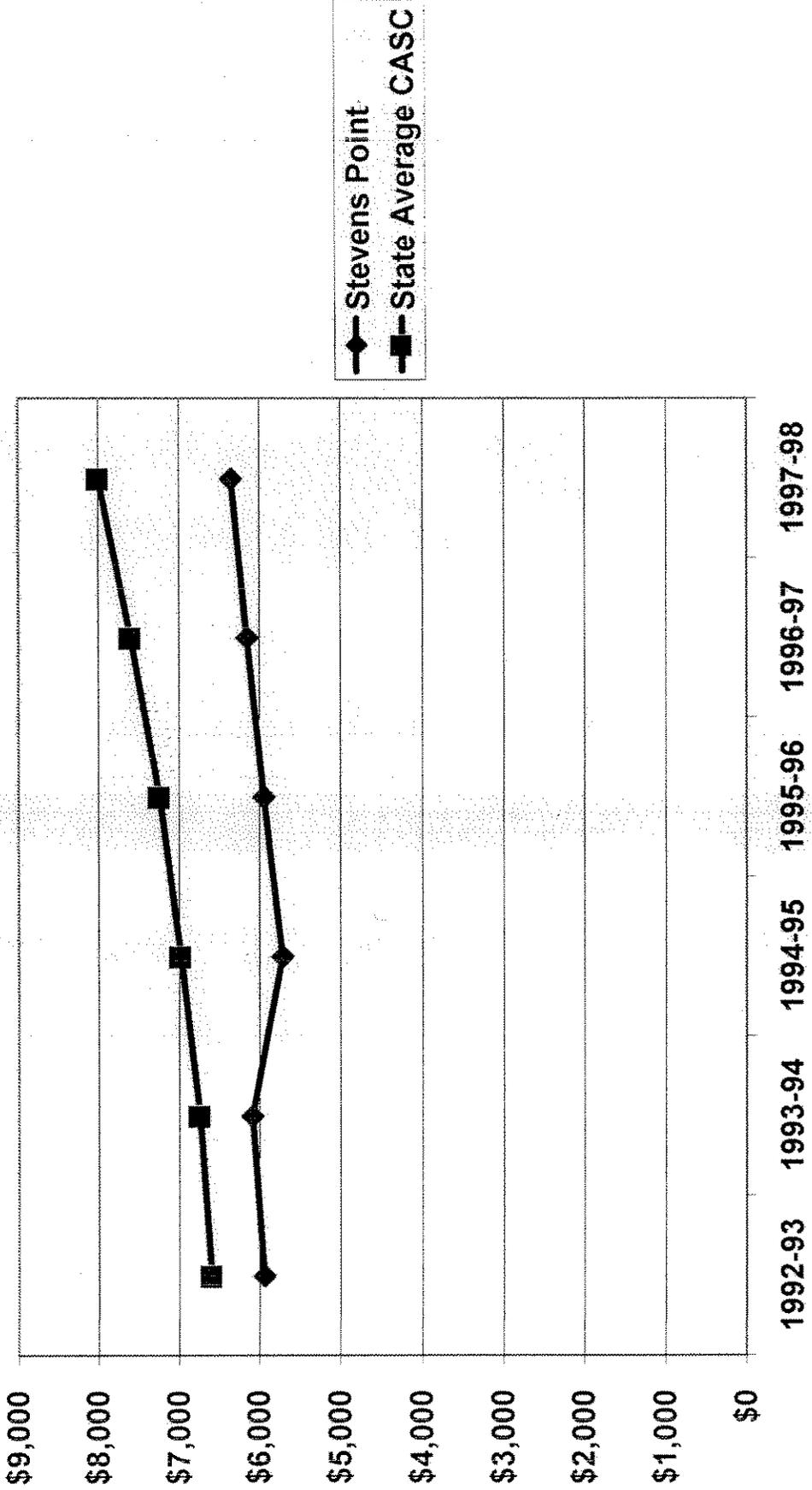
school year 1993-94 School Year 1998-99

FUNDING OVERAGE/SHORTAGE



■ FUNDING OVERAGE/SHORTAGE

Stevens Point CASC Trends 1993 to 1998



**Reduction in District Programs
Result of Revenue Caps for 5 Years**

Lost to the District

Two staff development days	108,000
Textbooks	250,000
Writing Inservice	1,600
Supplemental Materials	67,092
Special Education Buses	90,000
Transportation (route modification)	
Maintenance Supplies	
Maintenance Support	117,000
Testing	10,000
Gifted/Talented Support	20,000
E.S.L. Support Staff (1.5)	53,000
Reduced Supplies and Materials	
Evaluation Coordinator	40,000
Secretarial Staff	12,000
Curriculum Development Support (Subs)	25,740
Printing	10,000
School Improvement	60,000
Student Travel	15,000
Resource People for Curriculum	2,000
Administrative Positions (2)	180,000
Playground Matching Funds	10,000
Supplies – Curriculum Development	5,000
Temporary Educational Assistant Time	25,000
Capital Outlay	9,761

RECOMMENDED REDUCTIONS TO 1999-2000 BUDGET

\$750,000

Reduce 5.0 elementary positions (natural decline)	\$160,000
Reduce 2 E.S.L. positions	\$70,000
Reduce educational assistants by 3% (natural decline)	\$96,000
Reduce special education slot – Vesper	\$12,000
Allow early retirement – 9 position (will require initial layoff of 7 teaching positions)	\$180,000
Reduce supplies and materials – school-to-work	\$50,000
Reduce guidance position	\$60,000
Eliminate parenting program support	\$20,600
Raise class size minimum – secondary to 20 (could result in a reduction of approximately 4 teaching positions)	\$105,000
Total	\$753,600.00

POTENTIAL REDUCTIONS TO 2000-2001 BUDGET

\$1,300,000

Reduce secondary positions – SPASH (natural decline)	\$50,000
Raise class size/reduce 21.2 teaching positions	\$743,000
Reduce administration	\$100,000
Reduce educational assistants by 6.5% (natural decline, plus reduction in some positions)	\$200,000
Reduce 9 th grade to 7 period day (4.5)	\$157,000
Reduce athletic budget	\$50,000
Total	\$1,300,000.00



University of Wisconsin-Stevens Point

University Library

Stevens Point, WI 54481-3897

April 13, 1999

TO: Joint Finance Committee

FROM: Arne Arneson, Director of the UW-Stevens Point Library
UW-Stevens Point

SUBJECT: Testimony in support of funding for UW-Libraries in the Governor's
1999-2001 State Budget

Dear Committee:

Thank you for this opportunity to speak on behalf of the Governor's budget proposal.

I ask for your support for funding a critical library initiative. As you know, Governor Thompson's Budget includes funding for the University of Wisconsin System that will provide \$7.3 million dollars to the UW Libraries. The Regents' original budget request for the UW libraries was substantially reduced in the Governor's budget—cut from \$12 million to a total of \$7.3 million over the biennium. We urge you to keep the Governor's recommendation intact, without further reduction.

These dollars will be designated for the purchase of electronic reference materials, journals, books, and to expand the statewide document delivery system.

This proposal is unprecedented in recent decades. As many of you know, the UW libraries have not received a state-funded increase for library collections for the last ten years. During that period,

- scientific and technical journals have more than doubled in price,
- UW libraries have cut more than 6,000 serial subscriptions.
- UW-Libraries have lost purchasing power of 10-18% each year

This funding is critical to the future of the entire University of Wisconsin System, and it must come now, before our knowledge collections become so inadequate that they may not recover. Governments in the Midwest have invested in the libraries of their state university system throughout the 1990s, with almost all of the other Big Ten universities receiving steadily increased funding for library resources.

The impact of this funding is by no means isolated to the UW. My colleagues in public, school, and special libraries throughout the state agree that strong academic libraries are absolutely essential to their success. They urge your support of this funding as included in the Governor's budget. UW-Libraries are a significant part of an intertwined network of knowledge resources necessary for the cultural and economic well being of our citizenry. It is only through the awareness that school, public, special, and academic libraries form a special network for "learning literacy" will we realize the elusive "Wisconsin Idea." UW President Charles Van Hise (1903) expressed the "Wisconsin Idea" as

"the beneficent influence of the University available to every home in the State."

That statement is best realized in Central Wisconsin, where library cooperation has reached unprecedented heights. In the past few years, the University of Wisconsin-Stevens Point Library has initiated partnerships with the Portage County Public Library that have resulted in the first wireless Internet connections for a Public Library in Wisconsin (and perhaps the nation), and will soon realize the first joint public-academic library online catalog as they join us on the state's new Voyager online system.

Governor Thompson's budget will ensure that Wisconsin continues to have a strong state university system to educate the next generation of skilled workers and informed citizens. The proposed funding increase will provide us with the necessary information resources that we must have to remain economically competitive in Wisconsin.

Thank you again for this opportunity to speak on behalf of the Governor's budget proposal.

**State of Wisconsin
Joint Finance Committee Meeting
Tuesday, April 13, 1999
10:30 a.m. - 5:00 p.m.**

**University of Wisconsin - Stevens Point Center
Alumni Room
1015 Reserve Street
Stevens Point, WI 54481**

**Presented by:
Patricia Mayer, Board President
Medford Area Public School District**

1. Using the above enrollment projections, the districts' revenue cap can be calculated as follows:

1998-99	1999-00	2000-01	2001-02	2002-03	2003-04
\$15,281,167	\$15,939,700	\$16,246,243	\$16,466,397	\$16,513,821	\$16,599,729
3.6%	4.3%	1.9%	1.4%	0.3%	0.5%

Note: These are Revenue Limits as defined by law. Added to these amounts are a 75% hold harmless on declining enrollment, which is pending legislation. Also, local revenues of about 1.3 to 1.5 million dollars must be added to these amounts to get to the total Revenue Budget for each year.

2. The increases after 1998-99 increase at a declining rate from those in prior years:

Budget Year	% of Increase in Budget Limit
1993-94	6.7%
1994-95	6.8%
1995-96	9.8%
1996-97	7.0%
1997-98	6.1%
1998-99	3.6%
Average	6.7%
1999-00	4.3%
2000-01	1.9%
2001-02	1.4%
2002-03	0.3%
2003-04	0.5%

3. Additional Available Spending for the next four years is projected as follows:

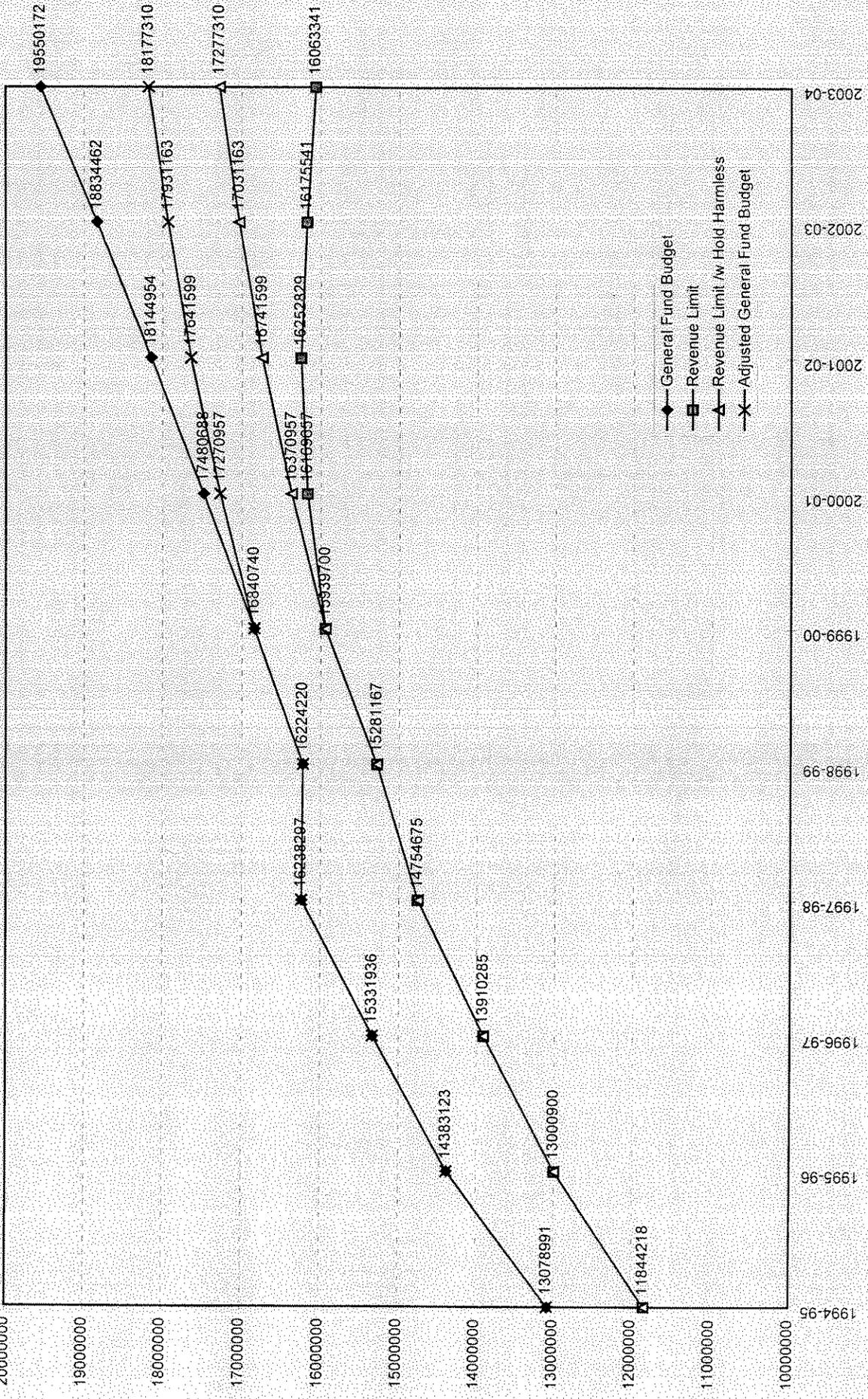
Year	Actual New Spending	Traditional New Spending
1999-00	\$658,533	\$616,520
2000-01	\$306,543	\$639,948
2001-02	\$220,154	\$664,266
2002-03	\$ 47,424	\$689,508
2003-04	\$ 85,908	\$715,710
Totals	\$1,953,090	\$3,325,952
Difference		\$1,372,862

4. Conclusion

Revenue Caps control district spending. Fixed costs increases (even at 3.8%) will cause the district to make deep spending cuts after the 2001-02 school year.

Medford Area Public School District

Revenue Limit Projection





University of Wisconsin-Stevens Point

University Library

Stevens Point, WI 54481-3897

April 13, 1999

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UW-Stevens Point

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**Unified School District
of Antigo :**

**District Data for Presentation to Joint
Committee on Finance;**

**University of Wisconsin - Stevens Point
April 13, 1999**

**Lance C. Alwin
District Administrator**

Unified School District of Antigo

Lance C. Alwin
District Administrator

Bonnie Dana
Asst. District Administrator

Larry A. Nelson
Dir. of Student Services

ADMINISTRATIVE OFFICE
120 S DORR STREET, ANTIGO, WI 54409-1220
PHONE: 715-627-4355 FAX: 715-623-3279

Mary Jo Filbrandt
Dir. of Business Services

Jeffrey Gress
Dir. of Human Resources

Joseph Schroeder
Dir. of Building & Grounds

Resolution to Include Wisconsin Rural Challenge Initiative in the 1999-2000 State Budget

Whereas, the Unified School District of Antigo believes it is important to go on record as taking a position on legislation affecting our School District; and

Whereas, our State has long been recognized as a progressive leader in policymaking which enhances increased capacity and self-sufficiency at the local community level; and

Whereas, our District has assumed our rightful democratic responsibility and duty to increase the level of educational productivity with our finite community resources; and

Whereas, we endeavor to sustain a universal and on-going level of educational opportunity within our rural community that benefits all members; and

Whereas, we bear the public trust to maintain a rural community way of life that is a legacy of our forefathers and serves as cornerstone of our community's intellectual and moral purposes; and

Whereas, "from little acorns do mighty oak trees grow",

Now Therefore, Be Resolved that the Unified School District of Antigo Board of Education, on behalf of its educational community members and our shared dreams of "policies premised upon potentiality", calls upon the honorable members of the Joint Finance Committee, recipients of being able to see further on down the road because of those who have come before, to include in the 1999-2000 budget, and support, the onetime funding required to enact the Wisconsin Rural Challenge initiative.

Approved by the Unified School District of Antigo Board of Education on
April 12, 1999.

Signed Linda Szitta
Ms. Linda Szitta,
Board President

Unified School District of Antigo

Lance C. Alwin
District Administrator

Bonnie Dana
Asst. District Administrator

Larry A. Nelson
Dir. of Student Services

ADMINISTRATIVE OFFICE
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Mary Jo Filbrandt
Dir. of Business Services

Jeffrey Gress
Dir. of Human Resources

Joseph Schroeder
Dir. of Building & Grounds

Resolution to Retain Declining Enrollment Exemption as Part of the Revenue Limit Formula

Whereas, the Unified School District of Antigo believes that it is important to go on record as taking a position on the legislation affecting our School District; and

Whereas, the State of Wisconsin recognized the need for a declining enrollment exemption in calculating the 1998-99 revenue limit, and

Whereas, the declining enrollment exemption proved beneficial in allowing our District to properly address the impact of declining enrollment, and

Whereas, the declining enrollment exemption is due to expire at the end of the 1998-99 year, and

Whereas, the elimination of the declining enrollment exemption would cause an undue financial burden on our District when compounded with the level of low funding our District was engaged in at the time of the implementation of the revenue caps, and

Whereas, elimination of the declining enrollment exemption will significantly undermine our efforts to create improved capacity and educational productivity presently being developed within our educational system,

Now Therefore, Be Resolved that the Unified School District of Antigo Board of Education, on behalf of its educational community members, calls upon the honorable members of the Joint Finance Committee to support the following consideration :

Support the maintaining of the declining enrollment exemption as part of the revenue limit formula. Furthermore, consider legislation that facilitates local school districts' efforts to seize leadership in pursuing the common educational good of our communities by improving local capacity and avenues of enhanced productivity.

Approved by the Unified School District of Antigo Board of Education on

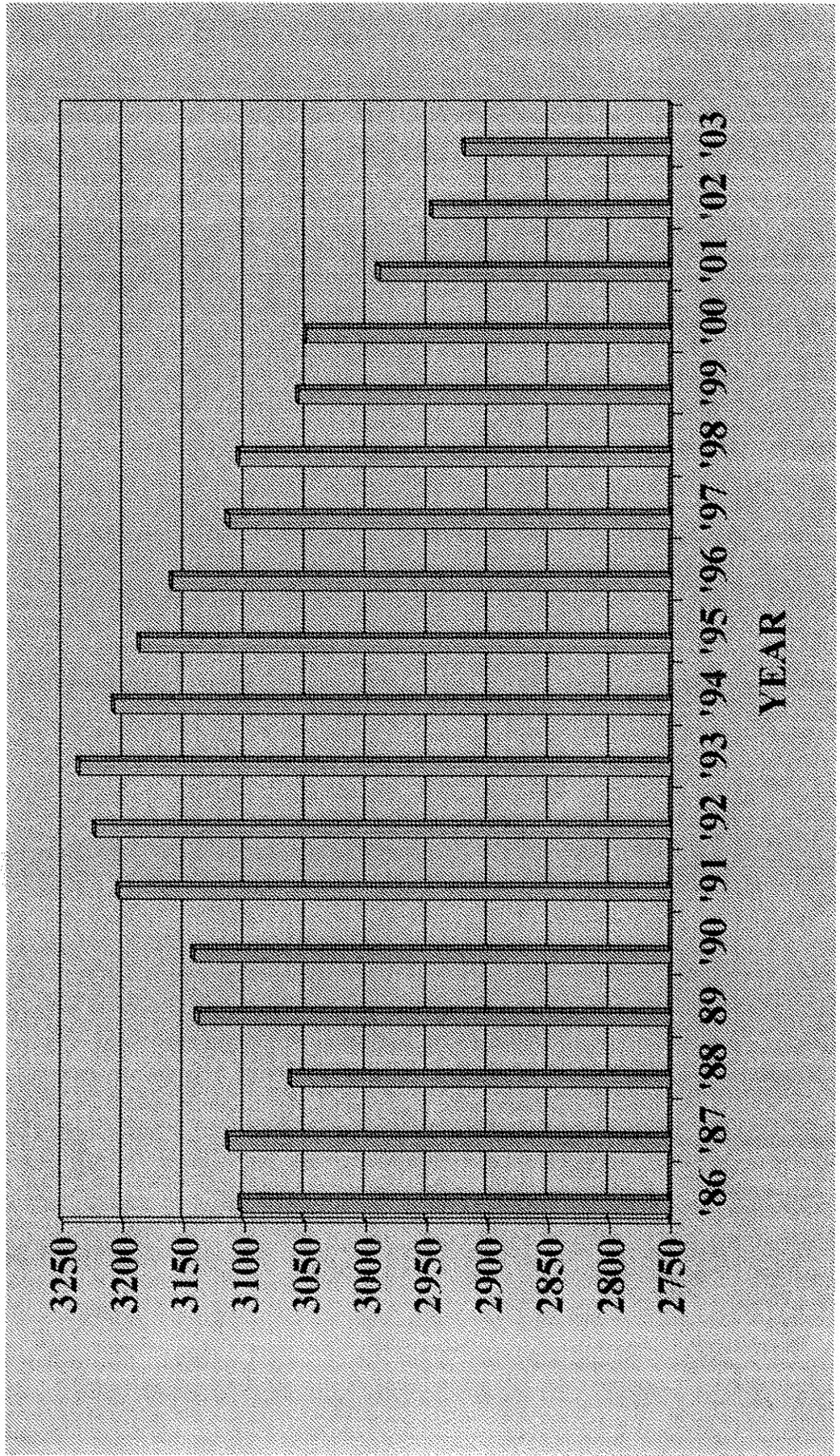
April 12, 1999.

Signed

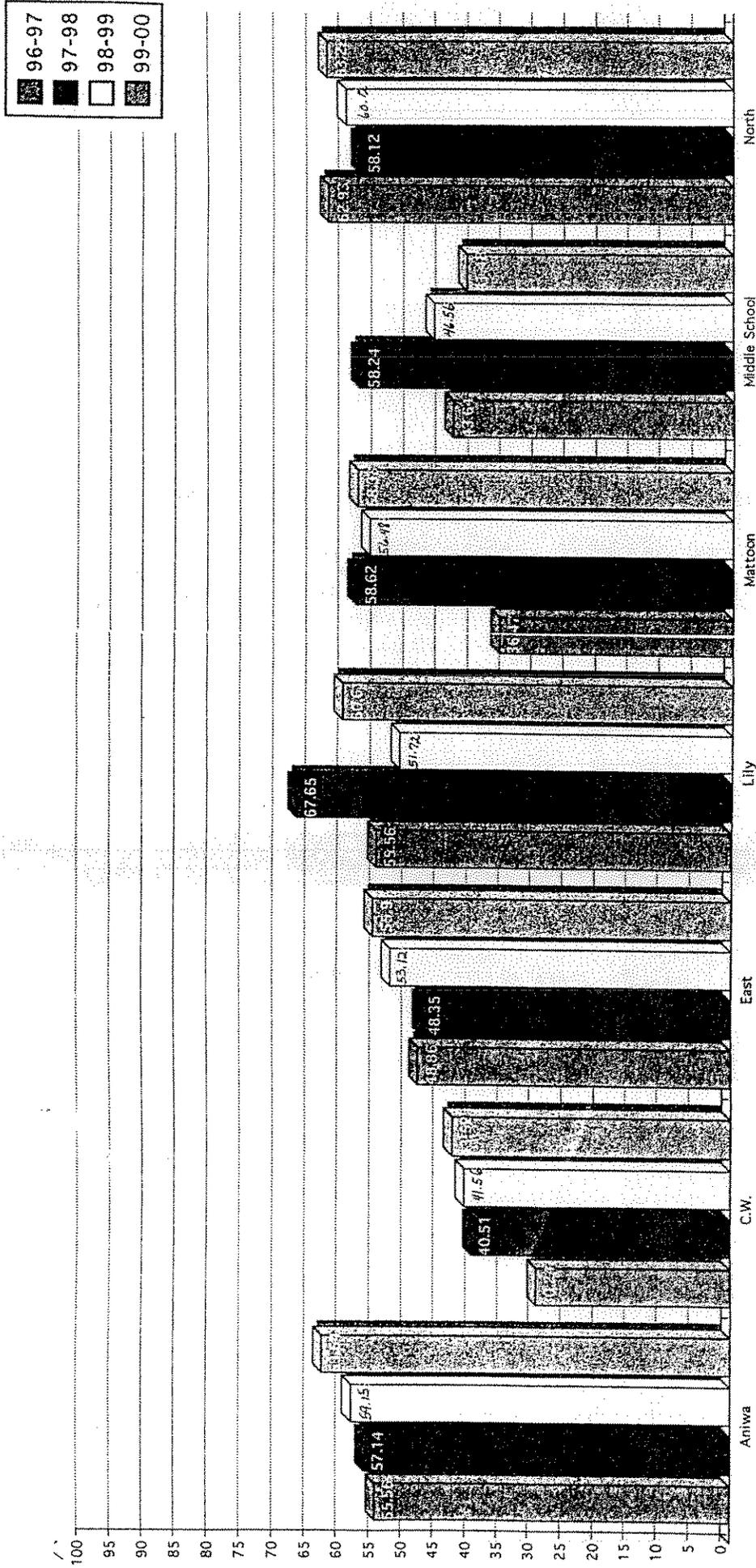
Linda Szitta

Ms. Linda Szitta,
Board President

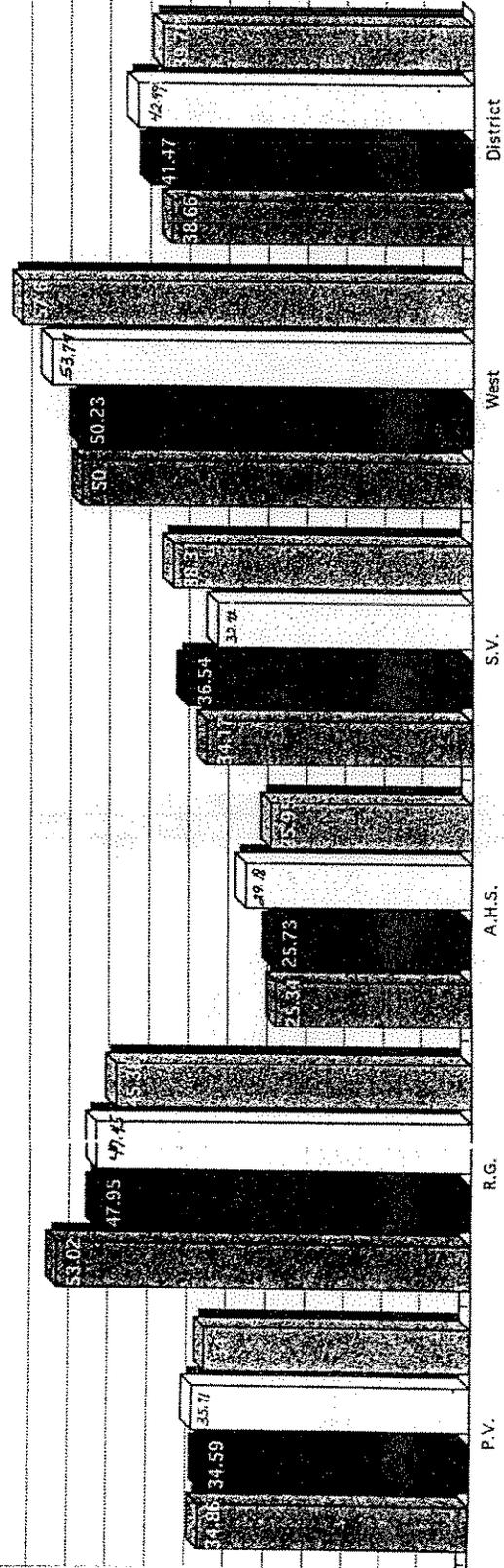
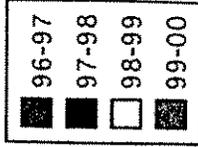
ENROLLMENT



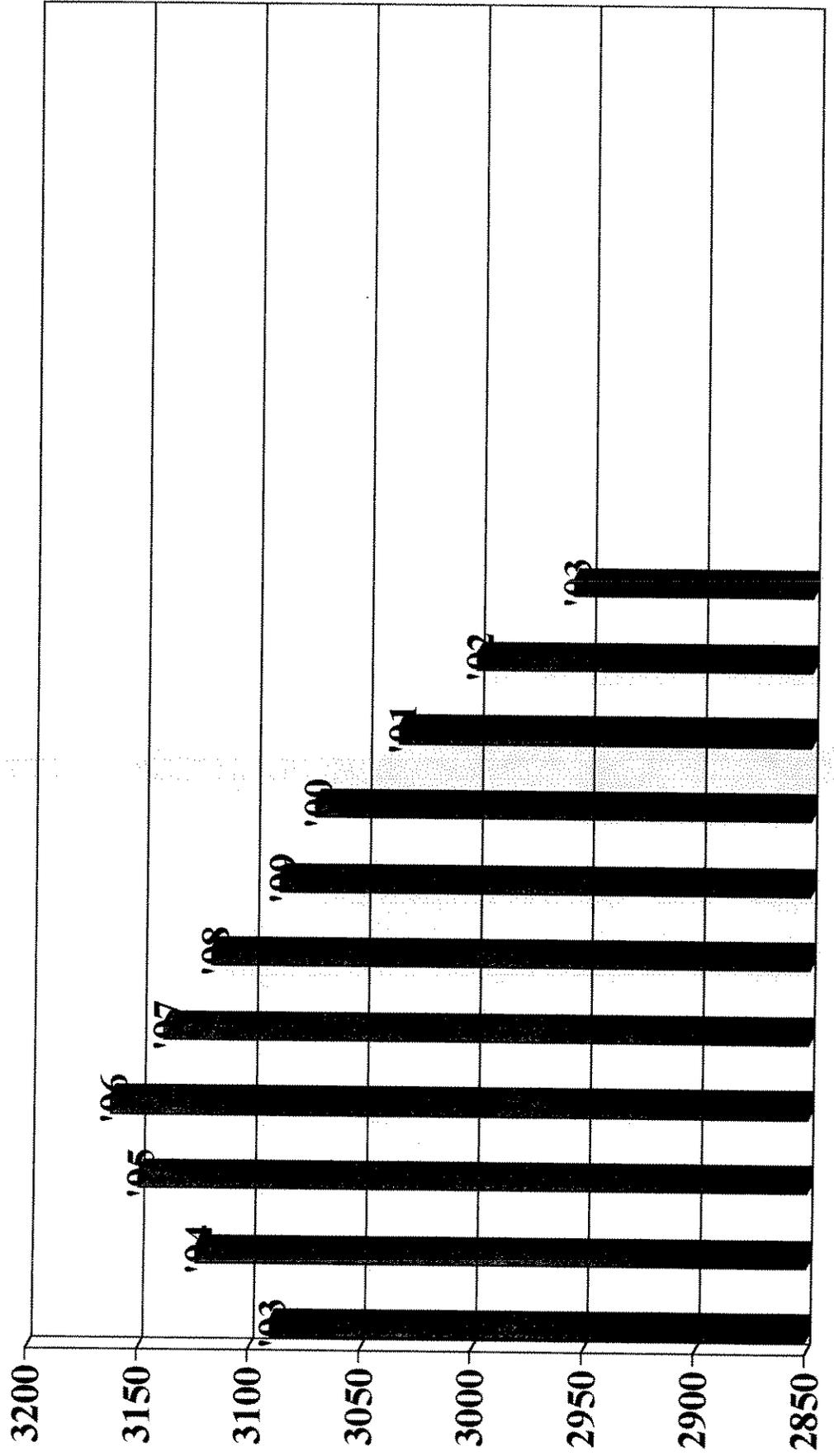
LOW INCOME (FREE AND REDUCED LUNCH PERCENTAGES)
BY ATTENDANCE AREA WITHOUT PAROCHIAL STUDENTS



LOW INCOME (FREE AND REDUCED LUNCH PERCENTAGES)
BY ATTENDANCE AREA WITHOUT PAROCHIAL STUDENTS



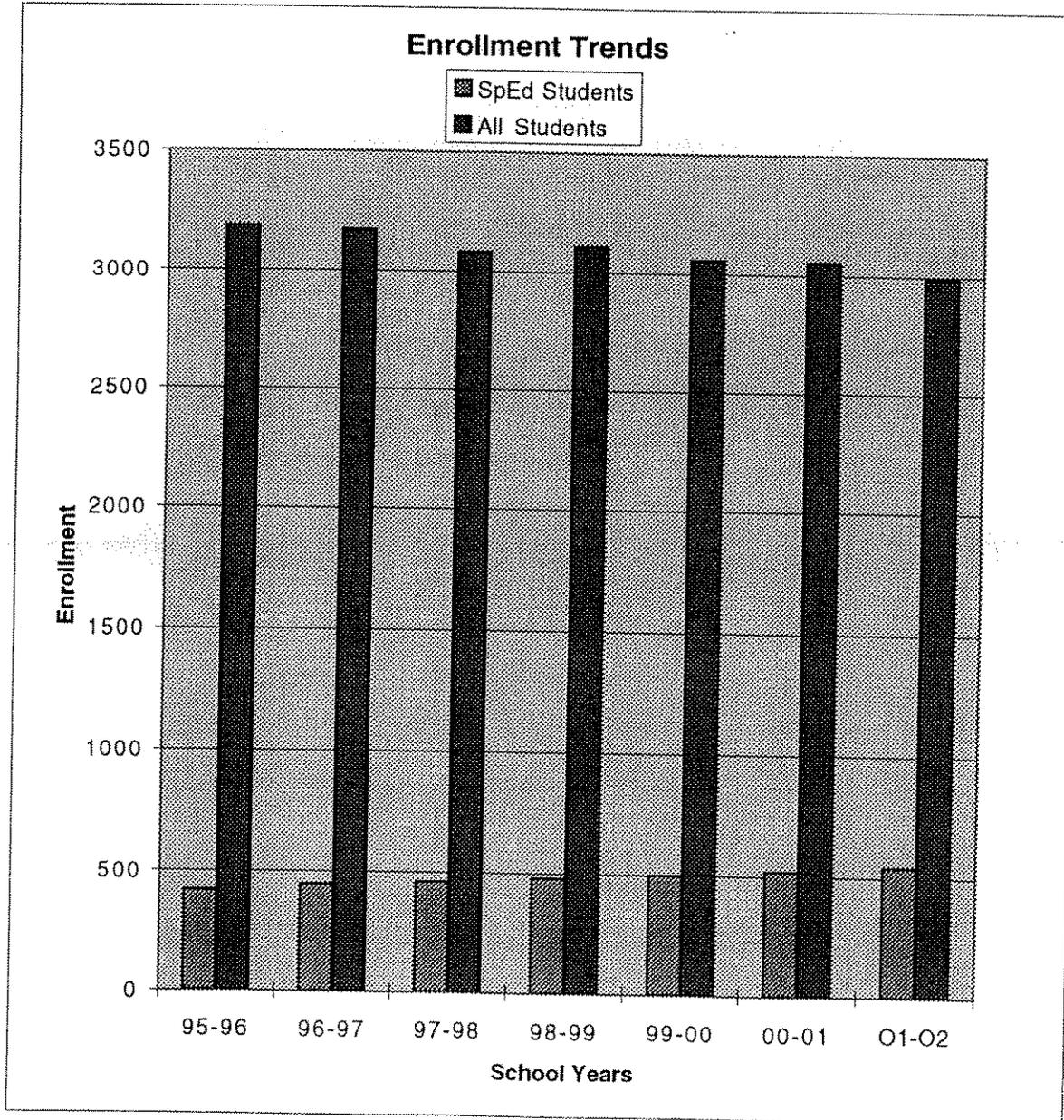
Revenue Cap 3 year average enrollment



Enrollment Trends - Special Education / All Students

Sch Year	95-96	96-97	97-98	98-99	99-00	00-01	01-02
SpEd Students	420	448	461	480	500	520	540
All Students	3184	3173	3081	3109	3057	3050	2990

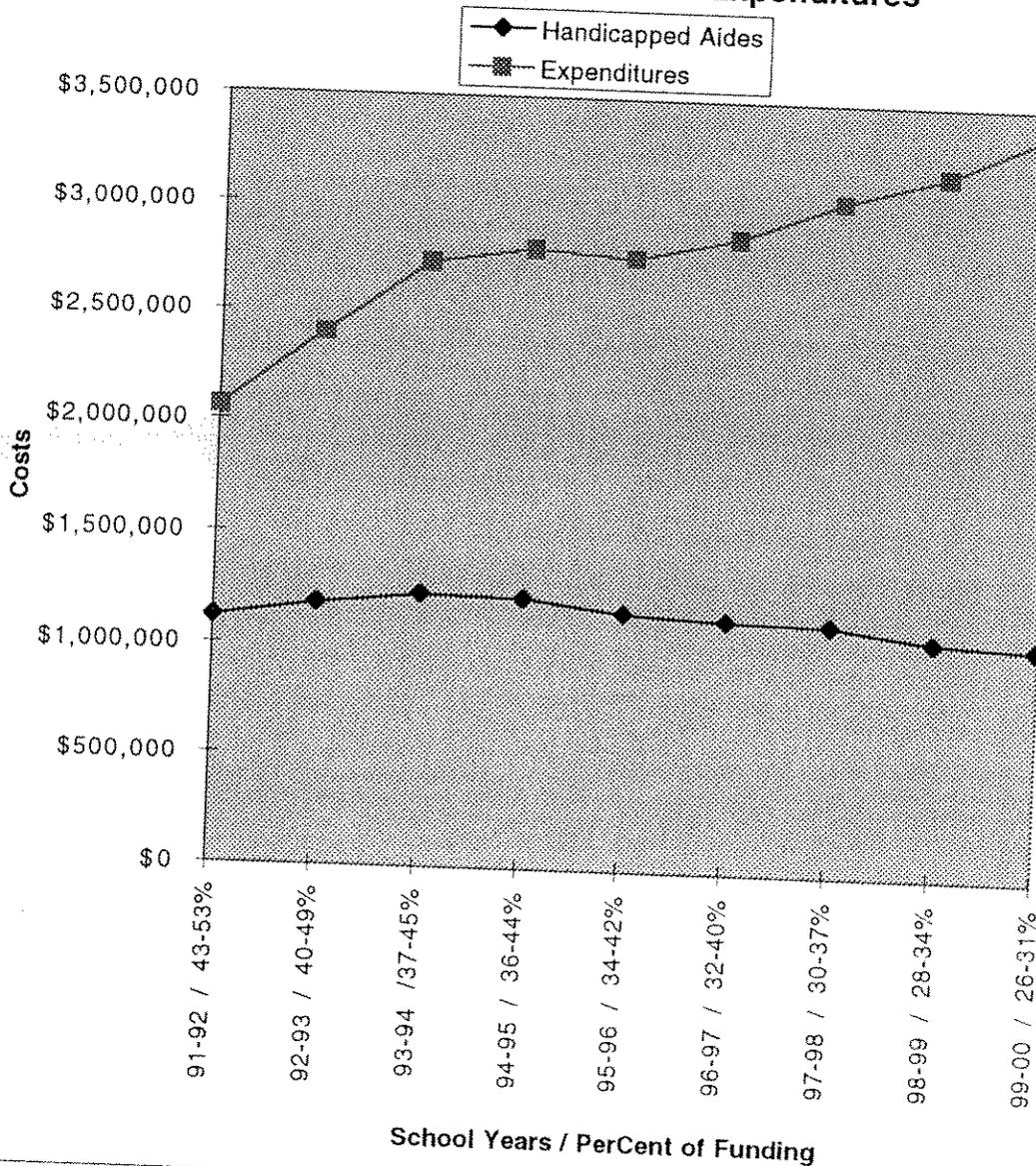
Estimate Estimate Estimate



Handicapped Aides / Expenditures

Sch Yrs / PerCent	Handicapped Aides	Expenditures
91-92 / 43-53%	\$1,117,921	\$2,059,910
92-93 / 40-49%	\$1,183,799	\$2,401,389
93-94 / 37-45%	\$1,230,580	\$2,733,700
94-95 / 36-44%	\$1,220,740	\$2,802,336
95-96 / 34-42%	\$1,166,005	\$2,770,754
96-97 / 32-40%	\$1,142,973	\$2,870,780
97-98 / 30-37%	\$1,134,317	\$3,052,575
98-99 / 28-34%	\$1,072,342	\$3,184,405
99-00 / 26-31%	\$1,050,345	\$3,396,753 (Estimated)

Handicapped Aides / Expenditures



ENROLLMENT - REVENUE CAP INCREASE

<u>ENROLLMENT</u>	<u>WITHOUT DECLINING ENROLLMENT PROVISION</u>	<u>WITH DECLINING ENROLLMENT PROVISION</u>
3,105	\$450,000	\$525,000
3,088	\$335,000	\$490,000

Salary Increase ~ \$600,000
Other Budgetary Increases \$75,000
Handicap Aids Decrease \$50,000

ADDITIONAL REVENUE NEEDED \$725,000

RANGE DEFICIT \$200,000 - \$390,000

Gearing Up for the Future

BY

Larry Kind

Some Antigo High School youth apprenticeship students won't just walk away with a high school diploma when they graduate. They will also earn a technical diploma from Northcentral Technical College along with substantial work experience.

Thanks to the cooperation of industry and Antigo High School, NTC began offering its machine tooling operator program in Antigo to students, as well as the public, last fall. The partnership that has been formed between local industry, NTC, and the high school is unique and grew out of the need to provide local industry with skilled machine tool operators.

Various meetings with area industry showed there was a need for machine tool operators in the area. NTC officials realized



Instructor Tony Bierdemann with adult student Robert Woldt.

Kind is the director of the Antigo campus of Northcentral Technical College.



High school senior Matt Spiegel working on a lathe.

that if the college was going to provide local industry with the skilled employees it needed, they would have to be trained in Antigo.

Another factor was Lance Alwin, superintendent of the Antigo School District, who really wanted advanced training for the students in the Manufacturing Youth Apprenticeship program.

"I am excited about the partnership developed between industry, the school district, and NTC," Alwin says. "It only makes sense that all of the educational partners work together for the benefit of our children



Instructor Tony Bierdemann inspecting a part with high school student Dann Lucht.

and our community."

All involved see the partnership between education and industry as a positive start to future opportunities.

Courses, such as machine shop, machine tool programming, precision inspections, and others are being taught at the technical college by Waukesha Bearing employees Tony Bierdemann and Joe Metko. The two instructors are being provided by Waukesha Bearing to teach as part of their regular work day. Other related classes are being offered by NTC and the high school.

For the high school student enrolled in the program, the typical day starts at 7 am with two hours of youth apprentice training at a local industry. They report to the technical college at 9:30 for their machine tool and other occupational classes. At noon some of the students return to the high school and others stay at NTC to complete their required course work.

Participants have the option of taking all their classes at NTC or completing some general education and related classes at the high school. Two students are taking all of their classes at NTC, and five others return to the high school at noon.

This fall, most of the students enrolled are from Antigo High School. The program is not only for high school students, however; thus far two adults have enrolled in the full program. In addition seven others who are already employed as machine tool operators have been taking selected classes from the program curriculum, such as machine tool programming and CAD, to upgrade their skills.

In the future, we expect to see students from other high schools as well as more adult students from the community. The technical college is also working with Waukesha Bearings to determine whether some employees might qualify for advanced standing in the program based on their work experiences. The partners are hopeful that this advanced credit will encourage entry-level operators to return to school to upgrade their skills.

The combination of high school students, adults and entry-level machine tool operators all enrolled in a class taught by two

QUESTION of the MONTH

Vote Now on the School Day!

This month's feature article discusses block scheduling and its effect on La Follette High School in Madison. Starting school later in the morning is another approach that some school reformers recommend—based on research showing that teenagers are not at their best early in the day. Do you believe that the idea of starting school later in the morning is a reasonable school reform? Or is it simply another example of schools' coddling youngsters who don't have the self-discipline to go to bed at a reasonable hour?

Your choices are:

1. I think that starting school later in the morning for high-schoolers should be explored as a reasonable approach to meeting the needs of teenagers.
2. Moving the school day back is a silly approach to improving student achievement. If teenagers went to sleep earlier at night they would be ready for school in the morning.

To vote, call our Voice Poll feedback line at **1-800-269-9383** (poll number 4705) or send an e-mail message to **votenow@wasb.org**. (Please indicate in your message whether you are a school board member, administrator, or other.) Be sure to vote by midnight April 5. We will report the results in the next issue of the *School News*.

WHAT GROUP OR PERSON AFFECTS SCHOOLS MOST? The January Poll

And the winner is ... Gov. Thompson by a wide margin. Although we received only a few (21) responses to the January Vote Now readers' poll, a large majority of respondents said the governor has the most impact on public schools in Wisconsin (13). The runner up was local school boards (5), followed by the Legislature and WEAC. No one selected the Department of Public Instruction.



experienced and full-time machinists certainly makes for a one-of-a-kind class, Kind says.

And what does local industry think of the partnership?

"The cooperation between industry and the schools has been wonderful," says Carol Weiler of Waukesha Bearings, who plays an active role in the youth apprenticeship program. "It is helping us and other area businesses gain skilled operators as well as giving our current employees an opportunity to upgrade their skills."

Weiler looks forward to helping students expand their future opportunities, but also sees benefits for the entire community.

"All of us working together as a team is really a plus for the Antigo area," she says. "Not only will we have good-quality employees for the area, but we are developing a good cooperative working arrangement."

Along with Waukesha Bearings, other area businesses have played a significant role in making the idea of the machine tool operator program in Antigo a reality. Amron Corporation has donated inspection equipment and assisted in renovating other equipment. Merit Gear Corporation is also active in the program, both in an advisory role and in providing staff time to help keep things running smoothly. ☺



WADEN

Wisconsin Association of
Distance Education Networks

Robert Hannu • 1000 W. Campus Dr • Wausau, WI 54401 • (715) 675-3331 Ext. 4051

Response to the Joint Finance Committee on the 1999-2001 Biennial Budget

April 13, 1999

University of Wisconsin- Stevens Point
Stevens Point, Wisconsin

Thank you for the opportunity to address the committee. My name is Robert Hannu, and I'm the director of the Wisconsin Overlay Network for Distance Education Resources, which is one of the more than 30 regional interactive television networks in the state. I also serve as the current chair of the Wisconsin Association of Distance Education Networks, or WADEN.

I would like to begin by thanking the legislature and the governor for the creation and funding of TEACH Wisconsin. The support provided by TEACH for new and existing schools that are participating in Distance Education programs has been invaluable. As an example of the success of the program, the WADEN organization has set up a database of programs offered through interactive television that shows that 330 programs took place during fall semester 1998 and more than 450 programs during spring semester 1999 were carried over interactive television systems supported by TEACH Wisconsin. It is in light of this extensive growth in the use of the BadgerNet video network that we in the WADEN organization strongly support and encourage the continued funding of the shared system infrastructure, in specific network interswitch backbone links. My organization, which has acted as the "inter-network" scheduling entity for the past several years, has submitted information to TEACH Wisconsin identifying where we feel additional links should be placed, based on classes scheduled for next year. We hope that adequate funding can be put in place each year to make sure that the statewide linkages keep pace with the number of new sites brought on line through TEACH Wisconsin each semester. Without adequate funding from the state for these links, it will be impossible for the schools to fully develop new distance learning partnerships and to fulfill the Governor's vision of students in Ashland being able to participate in classes originating in Madison, Milwaukee, Kenosha, or even in other states and countries. The alternative of charging individual users or groups of users for these links is regressive and in the end inefficient and unmanageable.

The second issue I'd like to address is the matter of funding for the systems and software required of make statewide interactive television programming a reality. We strongly believe that program scheduling is a matter that is best handled by the network users. While each regional interactive television group is able to provide some level of staffing to coordinate their internal programming, we have found that no provision has been made to support the central coordination that's required to facilitate statewide distance education programming. My network, the WONDER system, has provided this service to all the BadgerNet video sites throughout the state

for the past year, under a temporary authorization from the Department of Administration. We have worked through the WADEN group as well as with DOA and TEACH Wisconsin to determine cost models for staffing and software for the continuation of this service. I believe that state funding of a computer based scheduling system that can be used by all of the regional ITV networks in addition to a combination of state support and user network funding of coordinating staff is the fairest method of providing these increasingly necessary services.

In conclusion, I would like to again thank the legislature and the administration for the support that has been given to distance education through TEACH Wisconsin. There are many challenges facing schools involved with distance education. The issues of assuring capacity to deliver programs to our constituents, of providing resources for coordination, and finding funding for gateways into schools not currently a part of the state network are just a few of the tasks facing us today. But, with continued robust funding, I believe that Wisconsin will become an example to the rest of the country how the state and the schools can work together to provide world class opportunities for students.

Thank you for your attention. If you have any questions or wish to receive any reference information, please feel free to contact me.

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