

April 15, 1999

Hello, my name is Shannon Mork and I am a senior at UW-Madison, majoring in geography. My family is from the Mukwonago area and two of my sisters are also graduates of UW-Madison. I am a member of Student Badger Action Network (Student BAN), which is the student chapter of Badger Action Network (BAN), the Wisconsin Alumni Association's legislative advocacy program. On behalf of the Student BAN, I appreciate the opportunity to express my thoughts with you today and to express Student BAN's support for Governor Thompson's budget recommendations for UW-Madison.

As these last few weeks before graduation wind down, I have been thinking about my experience and time at UW-Madison. I am happy to say that when I look back on these past four years, I realize what a great experience it has been. I just finished the process of selecting a graduate school to attend and throughout the process professors across the country spoke highly of the quality of education at UW-Madison. This was exciting for me to hear because I have always thought UW-Madison was an excellent university but to hear that from professors in North Carolina and Colorado confirms what I have always believed.

I was glad to see that Governor Thompson's budget recommendations include an increase in spending for libraries, which have not received an increase in the past ten years. As a geography major, I realize the necessity of having up-to-date scholarly journals and reference materials at UW-Madison when I research today's important issues. I also was excited to see an increase in spending for advising. Being able to meet with advisors who can effectively assist and guide us to a timely graduation would greatly meet the needs of all students.

As a student, I believe the tradition of excellence I experienced at UW-Madison may be in jeopardy for future generations if the state does not prioritize higher education in this budget. Not only will the quality of a UW-Madison education be threatened, but there will also be a threatened availability of an affordable public education.

In Wisconsin and many other states over the past 20 years, state tax dollars have made up an increasingly smaller percentage of state university systems. For example, in 1973-74 the state funded 44 percent of UW-Madison's operating budget, compared with just 27% today. However, in recent years other states have begun to re-invest in higher education-but Wisconsin has not. Increasingly, tuition is being used to supplement the state's failure to adequately fund Wisconsin's public universities. This is unacceptable. The harsh reality is that many of Wisconsin's bright and talented students are financially unable to continue their education.

Just as important as making UW-Madison affordable, the quality of the education that students and their families pay for must be maintained. I see examples of quality being threatened in the areas of academic advising, UW libraries, both of which I mentioned earlier, as well as biological laboratories, and faculty salaries and state need-based financial aid. The biological laboratories are out-dated, hindering our faculty and staff's ability to successfully prepare students like myself for future careers in science research and development. The faculty and staff that we depend upon to teach and prepare us for life after graduation are underpaid compared to their peers and we will lose quality faculty to other schools that offer higher salaries. Finally, state need-based aid is failing to meet the needs of students and, as a result, our students are graduating with an average of \$12,000 in debt.

The state must address these factors immediately if UW-Madison's tradition of excellence is to be maintained. On behalf of Student BAN, I urge you to help maintain UW-Madison's tradition of excellence by supporting the "Madison Initiative," which over the next two years combines a shared investment of \$30 million by the state and students with \$20 million in private matching.

Thank you.



Shannon Mork

Member of Student Badger Action Network

Julie Schreiner
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April 15

My name is Julie Schreiner and I attend Badger (Lake Geneva/Geneva City) Union High School in Lake Geneva, WI. I feel the school revenue caps have harmed my school district. A referendum was finally passed in last 2 years to add much needed addition and space for students. However, this was much delayed. Our schools have been overcrowded for the past 6+ years. Now, these much needed additions are poorly supplied and staffed. We do not have ample computers for classrooms or our library because the addition has gone over budget. Before the edition we had classes in the cafeteria because there weren't enough classrooms for all the students. We also still suffer leaky roof, lack of library books, and outdated and lack of textbooks for classes. We still have overcrowded classes, I have had classes with 45 students in them, this is twice what the class size should be. I am also forced to choose between classes because of lack of teachers. Many classes are only offered one hour, and thus I feel how decreased the quality of my education. More teachers would allow for more classes to be offered, increasing the quality of education at Badger. Changing the school revenue caps would allow for many of these problems to be change, and allow for happier

students and teacher.

Petey Hornemann
604 Chatham Ter.
Madison, WI 53711

We represent the students of Wisconsin. Every day, we go to the schools restricted by the revenue caps. And, as you've heard, every day we see the results.

The effects are disastrous. The future is even more grim. ~~We want~~ After a long tradition of excellence, Wisconsin's schools are deteriorating. Their quality decreases every year.

~~We ask for~~ Ultimately, we would like the ~~budget~~ ^{revenue} caps to be repealed. But, we realize that that is not a viable solution now is it really ~~within your power~~ ^{realistic} to make such a drastic change in a single budget.

What we ^{is} ~~ask~~ ask is that a few items be removed from under the caps. These things are subject to change & cannot be allotted for in a fixed annual budget. First, we would like building maintenance to be removed. Our schools are falling a part, and many are even unsafe to students. Second, special education. Pitting the needs of regular ed & special ed students against each other leads only to unhappy ends. Third, security. A school should never have to choose between keeping its students safe from gangs or falling ceiling tiles. Fourth, technology. These days, ~~stated~~ a computer education is vital to a comprehensive education. ~~Fifth, fixed cost~~

Our requests may seem numerous. ~~But~~ But
our cause demands. Every day, our school's
decline a little more. With each program that
gets cut, each art class, each sports
team, our school's get worse & worse. With
every broken window, useless heating system,
and ~~deep~~ rotten roof that remains un-
fixed, students lose pride in their schools. ~~useless~~
~~useless~~

- Peter

Foreman

Peter Koeckley 2521 Chamberlain Ave
~~1234~~ Madison, WI 53705

I go to an excellent high school. I have been very lucky. I fear that the ~~the~~ elementary + middle schools ^{are} ~~will be~~ that I know will not be so lucky. ~~I fear~~ ~~am~~ looking at my school, I see only deterioration + ~~_____~~ in the future.

What have I ~~my~~ gained from high school? Well, I think that I grew much as a person from ^{playing} ~~participating~~ ^{bassoon} in my school's concert band. ~~My~~ My youngsters will not have ~~that~~ the same opportunity. The school's instruments are falling apart. We haven't bought a new instrument since the revenue cap was instituted.

My friends ^{throughout the music department} ~~who play strings~~ ran, with their teacher, a four-year fundraising campaign, selling vans door-to-door in order to buy working music stands + chairs.

~~I~~ I have taken a few art classes during high school. I have loved them. Due to curriculum sharing and curriculum ~~sharing~~ writing time ~~given to~~ that used to be given to ~~the~~ the art teachers in my district, our art teachers and art curriculum have been praised across the country. Due to the revenue caps, these curriculum enrichment efforts have been cut.

As ~~the~~ art grows + changes, and new things are discovered about ^{art} education, our curriculum will get more + more

outdated. New ideas will be shared less & less. Our art program will lose its dynamism.

The arts reach out to students in the same way that sports do. They help kids who do not excel academically. They give students the chance to shine who would otherwise ~~be~~ drop through ~~the~~ in the cracks.

Please change the revenue caps so that school boards have the flexibility to fund the arts as they need to be funded.



**Joint Finance Committee Hearing
Thursday, April 15th, 1999
Room 411 South, State Capitol**

**Statements by Vonna J. Pitel, Library/Media Director/District Coordinator
Cedarburg School District and Representative of the
Wisconsin Educational Media Association (WEMA)**

**To: Senator Brian Burke and Representative John Gard, Co-Chairs, and members of
the Joint Finance Committee**

Today's School Library Media Center

First of all, I would like to emphasize that school library media centers have changed greatly in the past 10 years and are now transforming their collections and facilities into information and technology centers within schools. My facility and many others around the state have been expanded to provide more room for technologies and a variety of groups and activities which are an integral part of the instructional program. We cannot refer to the school library that we remember years ago in today's environment of expanded resources. School library media specialists are providing more instructional, curriculum and staff development services than ever before. Many school library media specialists are the technology coordinators for their building or district in addition to providing the traditional reader's advisory services. There are two important budget priorities that impact the quality and services of school library media programs.

Common School Fund

WEMA supports the full restoration of the Common School Fund distributions solely for the underwriting of school library media programs. The Common School Fund provides all or nearly all of the funding for materials purchased in most Wisconsin school library media programs, including my own. In the 1997-99 biennium Common School fund distributions to school library media programs were capped at \$14.3 million, routing about \$5 million annually from the Fund to TEACH technology grants. The loss of over \$4 per students was particularly disadvantageous to small, rural schools and other districts where additional funding is not provided.

Technology is only one instructional resource today. The Internet and CD-ROMs do not provide for every information need that students have. Good literature collections, nonfiction books and reference sets need to be purchased through the school library media budget, which is provided through the Common School Fund. Book collections need to be updated annually, and with the

cap on the Common School Fund I am not able to purchase the variety of titles I did before. The cost of paperbacks and hardback titles continues to increase each year. Faculty and students enjoy reading newspapers and magazines for leisure reading during the day. The exciting and challenging part of my job is assisting staff and students to determine which is the best resource for a particular information need. For example, the other day a book with a criticism, biographical material and essays about an author was the best resource for a student, while on another day I helped a student search the Internet for the medical term "phantom pain."

I feel I provide a leadership role in the integration of technology in my school building, but I also promote different genres of books and teach reference collections along side the technology software. The teachers in my building expect students to use a variety of resources they have evaluated carefully for their research projects. *Please help school library media centers keep a balanced collection of print and media along with technologies. We cannot sacrifice one for the other.*

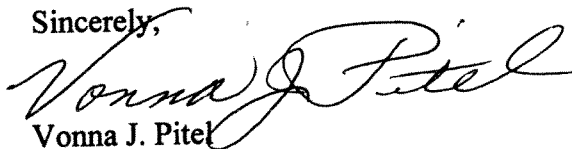
BadgerLink Databases

BadgerLink is benefiting not only the research needs of my students and staff but everyone in a community that uses a public library or has a connection to the Internet with a registered Internet service provider. Since its inception I have been teaching every class completing research in the library media center how to access this database of full-text magazines and newspapers, and teachers are learning to use BadgerLink through staff development sessions after school. Every freshman this year was given introductory lessons so they would use it for many of their research needs. I could never afford to purchase the periodical or newspaper databases individually. A statewide license is a great way to provide access to the widest spectrum of patrons.

Students in our Future Problem Solving Class receive a list of magazine articles to use for research. Many of the titles are specialized magazines in a subject area such as oceanography. I helped our students locate magazine articles for an upcoming assignment. We found that over half of the titles were not indexed in our local database. We used BadgerLink and found that all but one article in the EBSCOhost Database. This is an excellent example of how Badgerlink expands the access to quality information resources for student research. Access to online resources such as BadgerLink teaches students technology skills they will use for their advanced education and lifelong learning. Although school library media centers need access to this wonderful resource, I want to clarify that it is not a substitute for print, CD-ROM and other media I purchase through the Common School Fund. *I encourage you to provide funding for BadgerLink in the 1999-2001 biennial budget.*

Thank you for taking time to read and hear my testimony.

Sincerely,



Vonna J. Pite

**TESTIMONY BEFORE THE JOINT FINANCE COMMITTEE
WISCONSIN STATE LEGISLATURE
APRIL 15, 1999**

Good Morning/Afternoon, Ladies and Gentlemen,

I would like to thank you for this opportunity to testify today about the proposed state budget.

My name is Diane Lewis. I am an enrolled member of the Ho-Chunk Nation and currently work as the Financial Aid Specialist within the Division of Higher Education of the Ho-Chunk Nation Department of Education. I am testifying today on behalf of the Wisconsin resident post-secondary students, and the Wisconsin Tribal Education Directors Association.

Our concern is with the Governor's proposed funding of the Indian Student Assistance program within the budget of the Higher Education Aids Board. The Governor is proposing to use Gaming Compact funds to pay for this program, which in effect would force the Tribes to make a double contribution towards the unmet financial aid needs of Wisconsin Native American students. In addition to this, we believe that this is a fiscally inefficient way of handling this program.

The purpose of the Indian Student Assistance program is to "assist those Indian students who are residents of this state to receive a higher education." The State of Wisconsin has been providing the funding for this program since 1971. The amount of funding available to assist students was cut in half from \$2,200 to \$1,100 in 1996 without any consultation with the Tribes. Since 1996, the level of funding has remained constant although the cost of attendance for post-secondary students has risen approximately 10% each of the past three years. The actual amount of grant money each student would receive is based upon their financial need, as determined by Federal Student Financial Aid regulations.

Statute 39.38, the law regarding the Indian Student Assistance program, states "The maximum grant shall not exceed \$2,200 per year, of which not more than \$1,100 may be from the appropriation under s.20.235 (1) (fb). State aid from this appropriation may be matched by a contribution from a federally recognized American Indian tribe or band that is deposited in the general fund and credited to the appropriation account under s.20.235 (1) (gm)." Statute 20.235 (1) (fb) reads "Biennially, the amounts in the schedule to carry out the purposes of s.39.38" or the Indian Student Assistance program. Statute 20.235 (1) (gm) refers to the tribal contribution being used for the Indian Student Assistance program.

It is our belief that Governor Thompson's use of gaming compact revenues to fund the Indian Student Assistance program is violating s.39.38 and s.20.235 (1) (fb). In fact, at no time has the Governor previously stated that he would supplant, not supplement the State's aid to the Indian Student Assistance program with gaming compact revenue. His press releases regarding the extension of the gaming compacts never mention the use of the revenue gathered for educational purposes. Rather the gaming compact revenue was to be used for economic development, promotion of tourism and support of programs and services of the county in which the tribe is located.

Beyond the fact that the use of gaming compact revenue may be in violation of s.39.38 is that this action, in essence, is forcing the Tribes to make financial aid contributions for their students twice. All the tribes and bands in the State of Wisconsin already contribute more than the \$1,100 provided under the Indian Student Assistance program. In the case of the Ho-Chunk Nation, students are eligible for up to \$4,000 per academic year, based upon financial need. If students can not show any financial need, according to

Federal Student Financial Aid regulations, the Ho-Chunk Nation will provide up to \$4,000 per year towards the cost of tuition and books. Other Tribes have similar grant programs but in most cases the grants do not meet the financial aid needs of the students. Last year the Indian Student Assistance program provided \$21,829.00 to 107 eligible Ho-Chunk students. The Ho-Chunk Nation provided \$165,263.00 to these same 107 students. But there was still an unmet need of \$127,527.

The Wisconsin Tribal Education Directors Association (WTEDA) would like to have the State of Wisconsin abide by s.39.38 by using general revenue funds for the program. If the State of Wisconsin is not willing to do this, then the WTEDA proposes returning the gaming compact revenue slated for the Indian Student Assistance program to the Tribal Education Departments in proportion to the current ratio of eligible Indian students currently receiving an award. The tribes already have the infrastructure to carry out the Indian Student Assistance program. Providing the money directly to the Tribal Education Departments would put more funds in the hands of needy post-secondary students. Giving the money back to the Tribal Education Departments will also accomplish what Governor Thompson stated in his 1999-2000 budget address that the government should be "subservient to the people, help us help ourselves; embrace the belief that the people always know best."

The Wisconsin Tribal Education Directors Association truly believes that the State of Wisconsin has a commitment to providing the best educational services to its residents. Now we ask that the State continue its commitment to American Indian students by modifying the Governor's proposed budget regarding the funding of the Indian Student Assistance program.

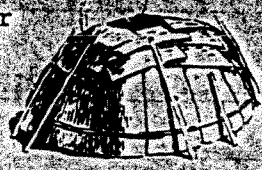
Thank you very much.

"THE WISCONSIN TRIBAL VILLAGE"

LISTING OF MINNEAPOLIS AREA TRIBAL EDUCATION DIRECTORS (CONTINUED)

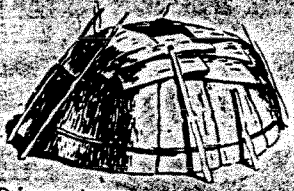


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PHONE: 715-682-7111
FAX: 715-682-7118
DANA JACKSON, Education Director

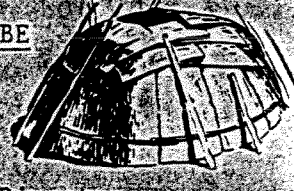


LAC COURTE OREILLES OJIBWA TRIBE
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Hayward, WI 54843
PHONE: 715-634-8934 FAX: 715-634-4797
MARGARET COOPER, Scholarship Director
SANDY CARLEY, J.O.M. Coordinator

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P.O. Box 67
Lac du Flambeau, WI 54538
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CHRISTINA RENCONTRE, Education Director



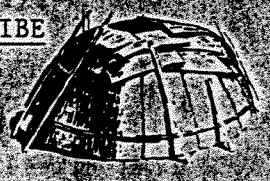
RED CLIFF CHIPPEWA TRIBE
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Bayfield, WI 54814
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MARY DUFFY, Education Director



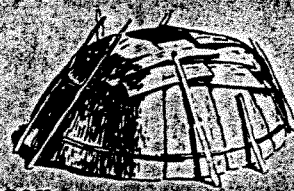
SOKAOGON (Mole Lake) CHIPPEWA TRIBE
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KEN VAN ZILE, Education Director



ST. CROIX CHIPPEWA TRIBE
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JOANNE DOWNS, Education Director



FOREST COUNTY POTAWATOMI TRIBE
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BARBARA ANAWASH, Education Director

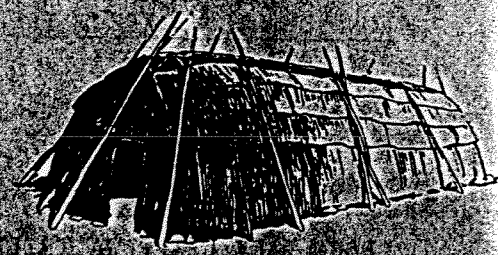
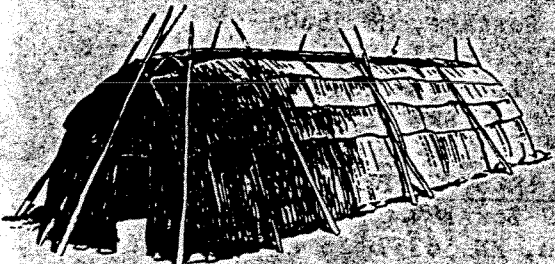


STOCKBRIDGE MUNSEE MOHICAN TRIBE
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THERESA PUSKARENKO, Education Director

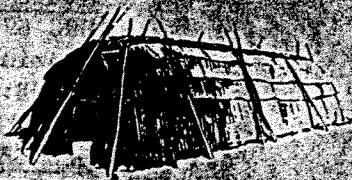


THE MENOMINEE INDIAN NATION

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FAX: 715-799-1364
VIRGINIA NUSKE, Ed. Dir.
BEATRICE BRUNETTE, JOM Dir.

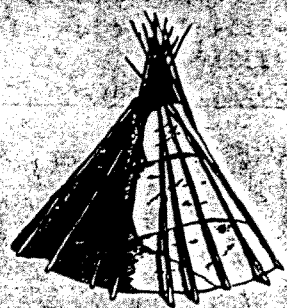


ONEIDA TRIBE OF WISCONSIN
P.O. Box 365
Oneida, WI 54155
PHONE: 414-869-4370 or 800-236-2214
FAX: 414-869-2129 or 869-2194



THELMA MCLESTER, Division Director of Oneida Education & Training
CHERYL VAN DEN BERG, Scholarships Dir.
ROSALIND WEBSTER, Youth Educational Services Director

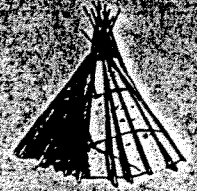
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Scott Beard

HOCHUNK (Winnebago) NATION

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CHERYL TWO BEARS, Interim Exec. Dir. of Ed.
SCOTT BEARD, Higher & Adult Education Coordinator
TARA SNOWBALL, JOM Program Administrator
DEBRA W. BELL, Support Education Specialist

San

JOINT FINANCE COMMITTEE HEARING

My name is Jean Boothby from the Port Washington/Saukville school district. My counterpart Arlie Davel and I are here on behalf of not just our school district but for all Wisconsin Public School children.

We have already been in contact with some of you by letter, telephone, a public hearing or a personal meeting. Therefore we apologize for any repetition. Our issue of concern is the "NO Social Promotion" and the "Exit Exam" laws.

We Would like to make it clear that we are supportive of high standards for education, regular assessing and the implementation of remedial programs. However, *we are not supportive* of a single high stakes test as the sole determining factor for advancement or retention.

I am not originally from Wisconsin. So when we arrived here and experienced the rigorous process of assessing within our schools, I assumed this was practiced throughout the state of Wisconsin. It wasn't until I became aware of the "Exit Exam" and the "No Social Promotion" laws that I realized that not all Wisconsin Public schools assess their pupils, let alone on a regular basis.

Because of this fact I believe our legislators have put the Cart before the horse, by requiring a state test in determining a students advancement, retention or the denial of a diploma by means of an exit exam. Our state seems to feel that one test is the solution for school accountability.

THIS IS SIMPLY WRONG. Research upon research has indicated that a test is only 1 part to the puzzle. There is a much larger picture of an individual that *must* be considered, when determining an individuals advancement or retention.

Let me share a few examples:

In your packet refer to the sample titled Kevin:

By reviewing this 6th graders grades, received in his 5th grade year, you can see he was a solid A-B student. Likewise for the first quarter of his 6th grade year.

To earn those grades, Kevin had to work 2-3 times harder and longer than the average student. On a normal day he will average 5 hours of homework a night. To keep up with this work load, this student has also given up soccer.

After reviewing Kevin's CTBS test scores , you can see he has scored very low. The low scores are not the result of wrong answers, the scores are low because he was only able to complete 12 sections of the more than 32 sections on the test.

This past fall, out of concern with the length of time for homework, his CTBS test results and Kevin's high anxiety level, we chose to have him tested outside of the school district. Through the testing, it was confirmed that Kevin does have a glitch in his ability to retrieve information. He knows the material, but when it comes to sorting all the information at once, as it would be on a test, this task proves to be a very difficult and lengthy process for him. As a result we were told that time tests would never be an option of measurement for him. Other forms of criteria would be needed to demonstrate his abilities.

Had the CTBS test been the state exam, this A-B student would have been retained. *What would our state have accomplished by retaining this student?*

Refer to your packet for the sample titled Laura and other examples from Lincoln elementary School:

After reviewing Laura's 5th grade district math test results from May 1997, you can see that she failed with a 64%.

This student was a very shy student who had just transferred from a school in North Carolina and was not participating in many extra-curricular activities. Our District has excellent remedial programs in place and she attended their summer school math course. As you can see, she passed the District Math test at the end of summer with a 88%. In addition, attached is a copy of her current report card (she is now a 7th grade student). She is also an academic excellence student.

Laura is now a thriving well rounded student who not only achieves academic excellence, but is on Student Council, Yearbook committee, Peer Mediation Group and Pom Poms. Had the current law been in place, this student would have been retained (she failed ONE subject test). Her parents believe that if Laura had been retained, you could possibly be looking at a very different student. Perhaps one without any self esteem, not at all active in her school activities. This another example of a student who could have been lost in the shuffle of our laws, who could have "fallen through the cracks".

EXAMPLES FROM LINCOLN ELEMENTARY SCHOOL 1999

1. 4th Grade boy who is an average student: He started with the WSAS testing, however was so anxious and nervous he froze. The teacher tried talking to him and encouraged him, but to no avail. This student eventually was exempted from the test by his parents. (Our principal indicated that every year about 4 of our 4th graders (class average 75) have test anxiety so severe that they are unable to complete or sometimes even start the test).
2. 4th grade boy who is an average student: This student is clinically diagnosed with Depression, which is not a learning disability. He attempted to take the WSAS test several times, however failed to complete any sections. Eventually the Grandparents exempted the child from the test because the results would have been unreliable in showing his knowledge.
3. 4th grade girl who was extremely ill during testing: On the first day of testing she was in school with a 103 degree temperature. She did complete a small portion of the test and then went home sick. She came back in two days and did another small section of the test, consequently going home again ill. She did finally complete the WSAS testing, however due to her illness during testing she scored extremely low. Her teachers felt that the test score was not an accurate picture of her knowledge.
4. 4th grade girl who was an above average student: She took the WSAS test, however half way through she realized that she was missing 4 pages of the test. The testing procedure had to be halted while the missing pages were added (calls had to be made to the district to verify procedure). The child was interrupted during the stressful testing procedure and was emotionally upset. She did complete the entire test eventually, however her scores were extremely low.

All of these pupils are average or above students. We believe that they could be anybody's child. The "ONE SIZE FITS ALL" concept *does not* work for our children. If you are a parent, as we are, we want to see our children achieve their goals and grow into stable, happy productive adults. Let's make sure that the legislation does that for all our children.

As a result of facts just mentioned we are here to ask for your vote in favor of legislation to repeal our current laws on the "Exit Exam" and "No Social Promotion" .

Currently AB94, SB35 and SB98 have bipartisan support. Our legislators have admitted that they had hastily acted on these laws with out appropriate research.

We ask that before a single student has to face the potential negative ramifications of these laws, that you will repeal them and in their place encourage all Wisconsin Public schools to regularly assess there students, beginning at an early age. By doing so, the student who is at risk, with the support of our state, will receive the additional help they need to *succeed* rather than find themselves as a failure.

If school districts would be allowed to use the current state test, the *millions of dollars* that would have been needed to create a new exam, could then be used to support school districts in their efforts to offer quality remedial and summer programs.

We appreciate the opportunity to express our concerns through this hearing. Now that you have heard the concerns of your constituents it is our hope that *you will work together* to support legislation that will repeal the "No Social Promotion and "Exit Exam" laws. By doing so, perhaps instead of having laws that are filled with flaws, we would then have legislation that would truly benefit all Wisconsin Public School children and not leave the burden of school accountability squarely on the shoulders of Wisconsin's *youngest* constituents.

MRS. Jean M. Boothby
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April 15, 1999

Honorable Members of the Joint Finance Committee:

My name is David Magar, and for the past thirteen years I have been privileged to be the Superintendent of the Elkhart Lake-Glenbeulah School District in western Sheboygan County. My purpose in coming before you today is to seek your assistance in helping us survive as a viable and productive public school district. Specifically, I am here to strongly recommend your consideration of minimally maintaining, and optimally enhancing, the current "hold harmless" provision as it applies to revenue limits calculated for declining enrollment districts. Accordingly, please allow me to paint the following picture.

Only a few short years ago, the Elkhart Lake-Glenbeulah School District had an enrollment of just over 800 students. Our current enrollment has dropped to below 700, with an ongoing steady decline predicted in the next few years ahead. Ironically, the majority of the decline is due to factors which most communities would greatly cherish...that being the exceptional quality of life that the Elkhart Lake area provides its populace. It is notable that people tend to reside in our community for many, many years, and long after their children have graduated from our high school. Coupled with the fact that there is somewhat limited family-oriented housing available in the district, as well as the norm of fewer children per family in today's society, the Elkhart Lake-Glenbeulah School District is now graduating far more students than it is taking in at the kindergarten level. Hence, the steady decline in enrollment.

The district has not gone blindly about conducting its business in the wake of declining enrollments and corresponding revenue limitations mandated by the state-imposed formula. To the contrary, our district has done what many districts throughout the state have been forced to do:

- closed a small, outlying primary grades school...consolidating grades preK-8 onto one campus
- scaled-back purchases of computers/technology within the regular operational budget
- reduced maintenance to buildings and grounds

- minimized gifted and talented opportunities for deserving students
- reassigned staff and did not fill vacant/retiring positions
- increased workload of existing staff
- greatly reduced allocations for major capital purchases
- use of fund balance to offset diminished revenues, resulting in increased short-term borrowing...resulting in increased interest paid

The Elkhart Lake-Genbeulah School District is doing everything possible to provide necessary and beneficial programs and activities for its students and community, while at the same time working within the constraints of state-imposed revenue limits further reduced as a result of declining enrollment. We can no longer do it on our own; we need your help. Please allow the Elkhart Lake-Glenbeulahs of Wisconsin to survive by minimally maintaining the current "hold harmless" provision, while giving serious attention to changing the exemption to "recurring" from its current designation of "non-recurring."

I humbly ask for your consideration in the name of children, schools, and communities throughout our great state.

Most respectfully,



David M. Magar
Superintendent

TESTIMONY TO THE JOINT FINANCE COMMITTEE

Given by Jo Ann Carr, Director
Center for Instructional Materials and Computing
School of Education University of Wisconsin-Madison

In Support of Increased UW System Library Funding

April 15, 1999

The libraries of the University of Wisconsin-Madison provide critical information resources and services not only to students and faculty in higher education but also to students, teachers, administrators and school board members in K-12 education. In fact, service to the K-12 community is the fastest growing area of service by the libraries to client groups who are beyond the confines of the campus. These services:

- Provide access to our collections;
- Respond to the professional development needs of K-12 teachers;
- Guide teachers and students to Internet resources;
- Respond to specific information needs of the K-12 community;
- Provide instruction to teachers in the integration of information and technology into the curriculum; and
- Support university-based programs for K-12 students.

The libraries of the University of Wisconsin-Madison provide borrowing privileges at no cost to teachers and administrators of Wisconsin schools. The implementation of this service in 1997-1998 resulted in a 120% increase in the number of materials borrowed from my library by teachers. In addition, remote access to materials for teachers is available through interlibrary loan services. Specialized resources such as the Kraus Curriculum Development Library and the Educational Resources Information Center Collection, as well as publications of professional associations are important resources for teachers' professional development, which are not available in school or public libraries of the state.

Libraries through their Web pages provide assistance in locating Internet resources that are most appropriate for K-12 education. In addition to listing Internet sites that contain resources for integrating technology in K-12 classrooms, these sites guide teachers to professional development resources. The integration of the Internet into the K-12 classroom is further assisted by UW-Madison libraries' support of the KIDS Report project, a collaborative effort involving Wisconsin schools in LaCrosse, Madison, Fond du Lac, and Green Bay. (See attached).

In addition to responding to reference questions submitted by students, teachers, administrators and school board members, the campus libraries also provide instruction in information and technology literacy to teachers and students. This instruction may be provided through inservice activities arranged by specific school districts or in

cooperation with outreach programs of academic departments of the university. In addition, campus libraries provide instruction in information access and technology use to K-12 students in outreach programs such as Upward Bound and College for Kids. The libraries of the University of Wisconsin Madison are committed to working closely with the K-12 community in the integration of information and technology literacy into the curriculum. Additional support for collections is critical for the libraries continue to meet this commitment and the expectations of the K-12 community.

Thank you.