

# KIDS

Kids Identifying and Discovering Sites

<http://scout.cs.wisc.edu/scout/KIDS/>

An Internet Publication of

## **Evaluated and Annotated Internet Resources**

Produced by and for K-12 Students

University of Wisconsin - Madison

Contact: Barbara Spitz (bspitz@madison.k12.wi.us)

# 1. Overview

---

## *The KIDS Report Website:*

The KIDS website presently contains several sections including the current KIDS Report, past issues of KIDS, a search mechanism for current and past issues, site selection guidelines, and subscription information for the e-mail version of the KIDS Report. In the future we plan to add an online version of the *Handbook for Teacher's and Librarians*. The entire KIDS website is offered in both graphical and non-graphical versions, an option that allows accessibility for all end users. To our knowledge, KIDS is the only regularly published, collaborative Internet resource publication produced by K-12 students for other K-12 students.

### **Current Issue of KIDS**

The most recent issue of the KIDS Report can be found here. Reports evolve around a theme chosen by the students and their teachers. Students select and review each of the 10 to 15 sites included in the report.

### **Site Selection Criteria**

The selection criteria created by the students themselves is the key to understanding the real power behind the KIDS Report. Students produce a product for other students based on criteria listed here. Main categories include: design, ease of use, content, and credibility. The selection guidelines are provided for both readers and other students who may want to use similar criteria when identifying and selecting Internet sites for their own Web pages. Students learn to critically evaluate what they see on the Internet while also learning about the content that they are evaluating.

### **Past Issues of KIDS**

The KIDS Report archive provides links to nearly two years of reports, beginning in May of the 1995-96 school year. As you may have noticed, the KIDS Report was initially called Y'know. This was changed with the start of the 1996-97 school year. All four original participating classrooms nominated and voted on the current title, the KIDS Report: Kids Identifying and Discovering Sites.

### **Search KIDS**

For those who choose to search the current and past issues of the KIDS Report, this simple search page is provided. This addition to the KIDS site was the result of reader requests.

### **Subscribe to the K.I.D.S. Report**

The KIDS Report subscription page provides both manual and automated online instructions detailing how to subscribe and unsubscribe. Currently, the KIDS Report is sent via e-mail to approximately 1,000 readers.

## 2. Participants

---

<b>Janet Amann</b> jamann@sdlax.k12.wi.us	LMC Director	North Woods Elementary N2541 Sablewood La Crosse, WI 54601 (608) 789-7008
<b>Chris Burnett</b> Chris_Burnett_T@MtClem6-8.edisonproject.com	Teacher	Mt. Clemens Junior Academy (Middle Level) 155 Cass Ave Mt. Clemens, MI 48043 (810) 469-6100
<b>Karen Grindall</b> kgrindal@akron.ohio.gov	Teacher	Portage Path School of Technology - elementary level 55 South Portage Path Akron, Ohio 44303 (330) 761-2765
<b>Steven Kalmon</b> kalmon@bvsd.k12.co.us	Teacher	New Vista High School 805 Gillaspie Dr Boulder, CO 80303 (303) 447-5401
<b>Nora Kneebone</b> nkneebon@up.net	Technology Instructor	West Iron County Middle School 612 W Adams St Iron River, MI 49935 (906) 265-0016
<b>Tina Krouth</b> kkrouth@madison.k12.wi.us	Technology Resource Teacher	Whitehorse Middle School 218 Schenk Street Madison, WI 53714 (608) 246-4468
<b>Dawn Morden</b> dmorden@aasdcad.com	Gifted Support Program Specialist	Altoona Area School District 1501 7th Ave Altoona, PA 16602 (814) 946-8511 (W)
<b>Renee Nolan</b> Renee_L._Nolan@fonddulac.k12.wi.us	Science Teacher	Sabish Junior High (7-9) 100 N Peters Ave Fond du Lac, WI 54935 (920) 929-2800
<b>Randy Sachter</b> rsachter@bvsd.k12.co.us	Teacher	Nederlands Elementary #1 North Sundown Trail Nederland, CO 80466 (303) 447-5577

## 2. Participants

---

**Betsy Starling**

bstarling@madison.k12.wi.us

Librarian

Memorial High School

201 S Gammon Rd

Madison, WI 53717

(608) 829-4037

**Mark Waggoner**

andersod@uwgb.edu

Teacher

Elmore Elementary

615 Ethel Ave

Green Bay, WI 54303

(920) 492-2615

**Joan Whartnaby**

Joan2@obs.org

Senior Class

Instructor

Overbrook School for the Blind

6333 Malvern Ave

Philadelphia, PA 19151

(215) 877-0313

Testimony of Tom Murray, Director, UW-Madison Wendt Engineering Library  
For the Joint Finance Committee, April 15, 1999  
In Support of UW Library Funding

**A UW-Madison Library Service  
For Wisconsin Companies:  
*Wisconsin TechSearch***

To compete today, industry and business need accurate information, rapidly delivered, on topics ranging from high technology research to business statistics about the competition. Many companies call on Wisconsin TechSearch at the UW-Madison Engineering Library to obtain the published information they need.

For decades, libraries of the UW-Madison have provided a wealth of information resources for Wisconsin companies:

- Thousands of scientific and business journals;
- Documentation on all U.S. Patents;
- Millions of government documents and technical reports from both the United States and other countries; and
- Substantial electronic resources, including licensed databases.

To maintain the value of our information resources for industry and business – as well as for students and faculty – the Governor’s budget proposal for University of Wisconsin library funding is essential.

Wisconsin TechSearch, one of several full cost-recovery information outreach services of the campus, fills more than 25,000 information requests per year; most are from Wisconsin companies. In this way all areas of the state benefit from UW collections. Although all the major areas of industry use the collections—paper, food, biotechnology, agriculture—TechSearch also serves the individual entrepreneur and small businesses. (See comments, below.)

Passage of the proposed UW library funding will help our libraries provide the best possible flow of information for Wisconsin’s economic progress.

---

**Comments:**

“This is the information age and not everything is on the Internet. Access to UW library materials is a large factor in meeting our information needs to develop and improve our products and our services—and be more competitive. This increases the economic health of our company, which increases the economic health of the state and that of the university.” --*Judith Sayrs, Information Research Consultant, A.O. Smith, Milwaukee*

“Everything is fast today. I rely on UW libraries for timely information. We compete in a world market and need to know what is happening globally. When I hear of a new technology overseas, I depend on the UW library to find the documents that can help me understand it.” --*Tom Winowski, LignoTech USA, Rothschild*

## Some written responses about Reading Recovery from parents, teachers, and principals

### From Parents:

- I only wish that every child got the opportunity to be in the program.
- This program seemed to be exactly what my son needed to keep up with his class and boost his confidence and learning.
- If this program is ever in danger of not being continued in the Madison School System, we'll be the first in the picket line at the school district's doors to battle them to the better end!! My husband and I were both educated through Madison schools all the way from K-12 and both graduated with above-average grades, but neither of us could "get through" to our daughter to help her discover reading. This program probably saved her before it was too late!!

### From Classroom Teachers:

- There is no substitute for one-on-one instruction nor a "specialist". Reading Recovery has helped my students gain comprehension and fluency. Mostly, it has helped them gain self-confidence.
- I see reading recovery as the most effective intervention I have been involved with. I feel disappointed other children with needs could not be serviced through Reading Recovery this year. I hope we will have two Reading Recovery teachers next year.
- I am convinced that some children need 1 on 1 instruction in order to learn to read, Many of these children are unable to focus in small groups and certainly not in large group work.
- I feel that Reading Recovery is an essential part of the elementary school curriculum. The students who are involved in the program become confident readers and successful students.

### From Principals:

- Reduced number of students experiencing failure in reading
- We don't have Title I, it has allowed us to avoid several retentions and probable special education placements.
- We are using some consistent language with students, attaining some consistent methodologies, and introducing and integrating the same in the regular classroom.
- Reading instruction has changed as a result of the program, more coordination between classroom teachers and Reading Recovery Teachers.

UNIVERSITY  WISCONSIN  
COLLEGES

April 13, 1999

Board of Visitors

To: The Joint Finance Committee

From: Jean Birkett, Board of Visitors Representative  
UW Colleges, from UW-Richland

Re: UW Budget

May I express my gratitude to you for the very strong support you have given to the University in the past and for the proposed budget for this biennium, specifically in behalf of the UW Colleges.

I am a life-long resident of Richland Center, I taught at our campus for twenty-three years, and our son spent his freshman year there. So I believe I speak with confidence about the quality of the education and the value of the Campus to the community. In order to maintain the excellent reputation we now enjoy, I ask your further support of several items in this biennial budget.

First, if we are to attract and keep well-qualified teachers, we need to be competitive in salaries. Alas, the UW Colleges' faculty are presently the lowest paid in the UW System. It is estimated that in the next decade, 40% of our UW Colleges faculty will retire. Although we can hire someone for a year or two, we in the Colleges want to attract teachers who stay and become a part of the campus and community family, as the three retiring faculty this spring at Richland exemplify, who have together provided a total of 88 years of service to our institution and the community.

The UW Colleges exist to instruct the young people (and the not-so-young) of the area, as well as other areas and indeed around the world. In the past our campus had but one student services person to handle most of the recruiting, admissions, career counseling, and transfer, all vital to student success. The UW Colleges Student Services Initiative for Admissions, an appropriation of one-half million dollars, and the UW System Advising Initiative will be a huge help by providing additional staff to assist all the campuses with this work. Such advising is an investment in efficiency which can save our students time and money toward their college degrees and enable non-traditional and job-bound students continue their education.

Our campuses were created for students, but all have an impact upon the communities they serve, both culturally and economically. The concerts, plays, lectures, forums, and many outreach programs enrich the communities we live in. A recent study found that in our Richland area, the Campus has an economic impact of 4.5 million dollars annually, a significant contribution to our low population, low income county.

I know that there are many needs in our state, all expressed to you sincerely today. But I want you to know that every time I meet former students now as teachers, doctors, dentists, lawyers, dietitians, or business owners, I feel great pride that they got their start at the Richland Campus, a fact they haven't forgotten either. The UW Colleges really do make a difference, illustrate the Wisconsin Idea at work, and are a great investment in our future.

Thank you very much!



**MARQUETTE**  
UNIVERSITY

To: Joint Finance Committee Members  
Wisconsin State Legislature  
Madison, Wisconsin

Date: April 15, 1999

Subject: Request for Support of Increased Funding for Wisconsin Tuition Grant (WTG)

I am present today at this public hearing to request your support for increased funding to WTG within the 1999-01 biennial budget (Assembly Bill 133 and Senate Bill 45). As Director of the Office of Student Financial Aid at Marquette University for the past 20 years, I have seen firsthand how this grant program for students from Wisconsin has been of tremendous assistance to needy families.

With me today are two current Marquette University students who are WTG recipients: Loucricia M. James and Marquis L. Starks, both from Milwaukee. Loucricia and Marquis will tell you how this grant program has assisted them.

**Specific Points to Consider:**

1. The Wisconsin Tuition Grant is a student financial aid program designed specifically for students from Wisconsin. During the current academic year, 1,236 needy students at Marquette are receiving \$2,502,902 in grants ranging from a minimum of \$250 to a maximum of \$2,300.
2. During the last legislative session, students attending UW received a higher percentage increase in their financial aid program than did students attending an independent college. This action was a departure from the way such increases have been provided in the past. Historically, increases for student financial aid have been provided on an equitable basis to all students, regardless of the institution they attend -public or private.
3. In order to address the inequity which resulted in the 1997-99 budget, an additional \$2,372,200 needs to be provided to the WTG program in each year of the biennium, in addition to what the Governor has recommended.

Thank you for your attention and for your consideration of this request.

Sincerely,



Daniel L. Goyette  
Director

**FAX #414-288-1718**

**VOICE #414-288-5261**

**EMAIL 9675goyetted@vms.csd.mu.edu**



Written Testimony to Joint Finance Committee  
in Support of Aid to Public Library Systems  
April 15, 1999

Shannon Lang, Director  
Mid-Wisconsin Federated Library System

As the director of Mid-Wisconsin Federated Library System, you would expect me to support the Department of Instruction's request for Public Library System funding equal to thirteen percent of the total operating expenditures from local and county sources. After all, this is my business.

I am also a citizen of the State of Wisconsin. I believe that equal access to information is critical to my success as a contributing member of society. Every single day, I tell a friend, a relative and a stranger that they can find the information they need at their public library. Why would I do this? Because they are telling me about their need for information about their health, their child's learning problems, their need of a resume, their care of aging parents, their vacation plans, their gardens, their finances, their government. . .their *lives*.

I do not suggest that they go to one library rather than another because of size or resources because I know that Public Library Systems insure access to information through the sharing of resources among libraries. I know that Public Library Systems provide delivery services to move these resources to where they are needed and return them to their owning library. I know that Public Library Systems provide technological assistance to make the sharing of resources more cost effective and efficient. I know that Public Library Systems help all libraries offer equitable services.

Yet how can libraries offer the services needed by your constituents if they are not adequately funded? Systems were established by the State of Wisconsin to facilitate the sharing of resources. We're very good at this. In fact, we are so good at this you may not be able to see the reduction of services and our lack of progress, particularly in the area of technology, due to 4 years of frozen funding followed by a small increase in the last budget.

The cost of sharing resources continues to rise. Libraries cannot continue to absorb the cost of this service. And Systems can no longer balance this local cost with the services and programs we provide. Over the last several years, we have been unable to afford to provide a balance of service to our largest library, Fond du Lac Public. Thus, they have elected to move to a System where they

will no longer be the largest library. Several years ago, Waukesha County Library System closed its border to our system's residents. Again, they could not afford to serve without direct payment for services rendered. Next year, we anticipate a closed border with Arrowhead Library System, primarily because Janesville, their largest library can no longer afford to share resources without financial support. Rather than making equitable services a reality, lack of adequate funding is dividing us into territories of service.

Then, there is the technology needed to support effective, cost efficient resource sharing. In order to afford to move—very slowly--forward in this area, we are forced to cut programs highly desired by our members.

We make known both in our mission statement and our programs that we are not a substitute for local and county funding and planning. We emphasize funding responsibilities of each level of government. The State of Wisconsin inadequately funds Public Library Systems. How can you ask less of yourself than you ask of local and county governments?

Shannon Lang  
Mid-Wisconsin Federated Library System  
244 West Pioneer, Suite C  
Fond du Lac, WI 54935  
1-800-660-6899  
[langs@mwfls.org](mailto:langs@mwfls.org)



STATE REPRESENTATIVE

**DAVID WARD**

37<sup>th</sup> Assembly District

The attached is provided  
for your information.  
Please let me know if I can be  
of further assistance.

Sen. Panzer

Please find attached the comments  
from my constituent, Jill Farnsworth  
from Lake Mills, regarding the  
expansion of kindergarten. She  
requested that I distributed her comments  
to the Joint Finance Committee.

---

P.O. Box 8953, Madison, WI 53708

(608) 266-3790

## Impact on Taxes of Expanding Kindergarten

The State of Wisconsin is one of the highest taxing states in the Union. In an effort to lower property tax, the State has chosen to increase funding for public schools to two-thirds of the cost, and limit annual per pupil increase in State funding to a flat amount. As a result, communities have seen a drop in property taxes.

However, many school districts have been able to pass referendums to increase capital expenditures because of the lower tax rate. Since the State pays school districts based on enrollment, many school districts are choosing to expand to full day 5 year old kindergarten, 4 year old kindergarten, and even consider 3 year old preschool programs to increase their revenues from the State. If these increases continue, the State will not be able to pay for them, unless they raise taxes.

Local communities are passing these spending increases because residents believe they are getting "free" kindergarten programs. However, as more and more school districts expand kindergarten, a significant tax increase is inevitable.

If local school districts decide to expand their programs, local communities should pay for them, not the entire State.

Dear Editor:

In the news in the last couple of days there has been a lot of talk about full day kindergarten programs, and also four year old "kindergarten" programs increasing in the state. The attitude has all been positive. People think they are getting "free" programs because, after all, the "state" is funding these programs. Who do you think "the state" is? Wisconsin is already one of the highest taxing states in the union. In an effort to lower property tax, the state has chosen to increase funding for public school to two-thirds of the cost per pupil. As a result, communities have seen a drop in property taxes. Therefore, many school districts have been able to pass referenda to increase capital expenditures.

The school districts get paid state aid based on enrollment, so many are turning to full day kindergarten, so these children count as 1 child instead of 1/2, they are turning to four year old programs, and many are even considering 3 year old preschool programs to increase their revenues from the state. If these increases continue, the state will not be able to pay for them, unless, of course taxes go up. Sure, it looks good now to a district, they see all this "state money" available, why not increase their enrollment by taking in children all day, and/or include four year olds in their enrollment count? But that can't continue forever. After all, "state money" is tax money.

It looks good to working parents too, they are getting "free" child care. But once their child is past kindergarten, they are paying for everyone else's child care.

The districts sell these programs to taxpayers by citing the educational benefits to the children. "It seems easier to sell to the community because it's not coming out of the local taxpayers' pocket" said Jim McCoy, early-childhood consultant with DPI, in a Milwaukee Journal Sentinel interview. "For the local communities, the pressure is off. How the state is going to pay for it, I don't know."

There are many excellent child care and preschool programs available to working parents. The scare over the lack of child care slots due to W-2 was unfounded. The state is sitting on many dollars that were earmarked for W-2 participants that are still sitting there unused. Good child care programs are available, and a good one has higher staff qualifications and better teacher child ratios than are required by the school districts' four year old programs!

Then there are bussing versus walking issues; curriculum issues, as a four year old learns differently than a five year old; and even some five year olds are not ready for a full day of school. I have seen many a.m. kindergarteners come back to their child care center and lay down for a rest

Dear Parents,

I hope you have read the story about the Facilities Committee work in the March 26 issue of the Leader. I also hope you noticed that of the four "solutions" to the addition at Prospect diagrammed by the space consultants from "DLR Group" (I don't know what this group is) that were presented all included space for "grades" pre-kindergarten through grade five.

These "solutions" have gotten me quite upset. Why should the tax-supported school system be going into the pre-kindergarten business? Why does this "group" assume this community wants or needs not only full day kindergarten, but four year old kindergarten? They don't even present any options that DO NOT include full day and four year old kindergarten.

I believe that the taxes in this community are high enough, we are already beginning to support the mansion downtown called the city hall, do we need to build a school big enough for full day and four year old kindergarten?

And is this community prepared for the consequences of the school doing full day and four year old kindergarten? Namely, putting **First Class** and Teddy Bear Pre-School out of business? Eliminating five and four year olds from here would mean us losing 29 out of our 69 children. We can't afford that. Then where would these 29 children go on the many, many days off from school if we're not here?

If you are as interested in this as I am, I urge you to join me next Tuesday, April 6 at 7:00 at the Middle School for the next facilities committee meeting; and/or the Public forum at the high school at 7:00 on Thursday April 8.

Remember, while the school providing care for your four and five year olds NOW may sound good to you, are you prepared to pay for everyone else's four and five year olds care on your tax bills for the rest of your life?

Come see me with any questions!!! See you at the meetings. Jill

## Joint Finance Committee Hearing (Madison) Speech

15 April 1999  
Jaidee K. Moore

When the bill permitting the capping of school budgets was passed into law, it was done with nothing but good intentions. I am here to tell you that I have witnessed exactly the opposite both in the Madison schools and in other schools throughout the state. Overall, the budget caps have devastated the Madison schools. Particularly at West High School, we have not had enough money even for basic repairs. As a result, our roof leaks, the electrical system is faulty, and our heat has failed during the winter. Certainly, such poor conditions do not promote a good educational environment for students. There have also been limits placed on athletics and other extracurricular programs that provide opportunity for students in Madison. For example, the West football team has had tremendous trouble in finding adequate equipment with which to play. The track team, of which I am a part, has no where to run meets, as the Mansfield Track has been closed due to a lack of money.

The budget caps have also created problems outside Madison. I have traveled to Milwaukee on numerous occasions as part of forensics and debate, and I have found the scene there to be one of utter devastation. Even in their select schools, such as Solomon Juneau Business High School, the school that produced Astronaut Jim Lovell, they do not have enough money for adequate technology or maintenance. These schools do not appear to be suitable places to achieve a proper education. I have personally met with numerous students of high potential that we are simply not giving a chance due to financial constraints created by the budget caps.

History provides an important example of where we may be headed. At the end of World War I we were confident that we had no enemies, so we cut funding to our military. By the eve of World War II our military was so dwindled away that we almost lost that war. The very same thing is happening right now to education thanks to the budget caps. The cutting of school budgets directly affects the proper education of our youth. These are the youth that will grow up to lead this nation, to be the managers and engineers. We cannot cut back their opportunities and allow others to get a better chance at taking American jobs. For the good of this nation as a whole, and in order to give American youth an equal shot at life, we must modify or abolish the budget caps.

CURRENT VICE-PRESIDENT OF FRIENDS OF  
WHA-TV

Thank you for allowing us...roughly 26,000 members and 600,000 viewers...a voice today. My name is Greg Bass. I am here today as a representative and member of the Friends of WHA-TV, which also works on behalf of another 32,000 families around the state. I am here to help keep Public Television going in Wisconsin. I have a simple, yet very serious request...we need money. If WPT is to continue to exist, we will have to complete a conversion to a digital delivery by the Federally mandated date of May - 2003. Without this money for the transition to DTV, Public Television in Wisconsin will cease to exist after that date. The timing for this funding is also important. It needs to be included in this budget...if it is delayed or eliminated from this budget cycle Public TV is as good as gone. I have heard that some think that the Federal Government will extend the deadline. I hope that you all decide not to take that gamble because I believe an extension are unlikely. The digital conversion of commercial stations has already started at great cost to those stations. These commercial stations will not want to see their counterparts allowed any grace period. They will put considerable pressure on the Federal Government to maintain that date.

Friends of WHA-TV's plan is to assist in the funding for the DTV conversion with a capital campaign. We would very much like to start with this effort soon. Without state funding and the resolution of the Governance issue a fund raising campaign will be impossible. In the next few days Friends of WHA-TV jointly with WPRA will offer a proposal in response to the Governor's request for recommendations of a new organizational structure. Potential donors need to know that Public TV will remain "public".

THANK YOU,

Greg Bass

TOTAL \* 40-50 MIL NEEDED . NEXT 6 YEARS

UNIVERSITY  
4.1 MIL FOR NEXT BIENNium  
14 + mil ECB.  
8 MIL. START-UP - BARE MINIMUM  
FOR - TOWER WAUSAU  
- OPERATION OF TELECOMMUNICATION CENTER



I ~~am~~ am a member of People First.  
I have cerebral palsy.

I get help from Options to:

- open my mail
- take me to the doctor
- help me write down what the doctor has to say

Options helps me hire people to be my attendants. They

- feed me
- take me to the bathroom
- help me get dressed.

PLEASE DON'T CUT THE  
FUNDING FOR COMMUNITY  
AIDS!

My name is Christa Decker.

201 S Park  
MADISON, WI

I learned that

the governor wants

to cut money for

COMMUNITY AIDS

programs.

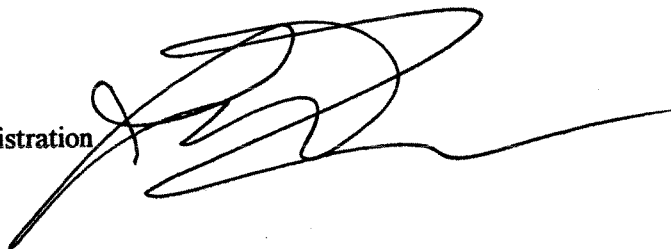
I don't know WHY.

UNIVERSITY OF  
WISCONSIN  
MADISON

April 14, 1999

**MEMORANDUM**

To: Members, Joint Committee on Finance  
From: John Torphy, Vice Chancellor for Administration  
Subject: Continuing Appropriation



The statutory language establishing a continuing appropriation for tuition revenues is a critical step in providing the UW System and the Madison campus with the responsibility, the capability and the flexibility to manage its resources. The need and logic for the continuing appropriation are several.

First, and most obvious, it allows us to respond with appropriate classes, sections and services when tuition revenues exceed the budgeted estimates due to higher enrollments and changes in student mix. It is true that we could receive the additional spending authority by seeking approval from this committee. However, the process of making the request, having DOA and LFB reviews, scheduling and holding a hearing will take a minimum of 30-45 days. Because we will not know actual enrollment numbers and student mix until a week or so before classes start, waiting another month for committee approval means it is too late to create new sections and additional teaching laboratories.

Second, the authority will allow us to plan and initiate special targeted credit programs, primarily at the masters and graduate level, which will involve distance education and targeted, differential tuition for the specific program. We have already initiated the evening MBA and the Doctorate of Pharmacy program, but they had to await legislative approval of the tuition expenditure authority in the biennial budget. We are developing the distance education masters degree in Engineering. Chancellor Ward has initiated the planning and design for a pilot series of post-baccalaureate Capstone degree and certificate programs which are intended to provide an educational transition for undergraduates from liberal arts to professional opportunities without requiring the students to enroll in the traditional masters (or doctoral) programs. These include Biomedical Informatics, Laboratory Quality Management, Geographic Information Systems and Computational Sciences. A combination of distance education and on-site instruction, the tuition for these programs will be different and the enrollment "non-traditional." Without the ability to expend the revenues associated with the growth in such programs, there is little incentive for faculty and staff to invest their time in program development and design.

Third, the opportunity for distance education initiatives will, of necessity, be constrained if we cannot be sure that we will be given the authority to recover the development design and "organizational" costs from the additional tuition revenue generated. And if course and program enrollment increase beyond a biennial budget estimate during the subsequent two years, we won't be able to expend the revenues for promised services without obtaining prior legislative approval. It will be hard to explain to a distance

Vice Chancellor for Administration

*Members, Joint Committee on Finance*

*April 14, 1999*

*Page 2*

education enrollee that he or she must wait for several months or take the course from somewhere else.

Let me conclude by mentioning an important fact:

If the legislature, at any time, believes that the Regents are abusing the continuing appropriation, it can stop expenditures or the use of revenues via the authority of the Joint Committee on Finance and/or by converting the appropriation to an annual one in the very next legislative session.

I would be more than happy to answer any questions that members have.

JT:ns



**MARQUETTE**  
UNIVERSITY

To: Joint Finance Committee Members  
Wisconsin State Legislature  
Madison, Wisconsin

Date: April 15, 1999

Subject: Request for Support of Increased Funding for Wisconsin Tuition Grant (WTG)

I am present today at this public hearing to request your support for increased funding to WTG within the 1999-01 biennial budget (Assembly Bill 133 and Senate Bill 45). As Director of the Office of Student Financial Aid at Marquette University for the past 20 years, I have seen firsthand how this grant program for students from Wisconsin has been of tremendous assistance to needy families.

With me today are two current Marquette University students who are WTG recipients: Loucricia M. James and Marquis L. Starks, both from Milwaukee. Loucricia and Marquis will tell you how this grant program has assisted them.

**Specific Points to Consider:**

1. The Wisconsin Tuition Grant is a student financial aid program designed specifically for students from Wisconsin. During the current academic year, 1,236 needy students at Marquette are receiving \$2,502,902 in grants ranging from a minimum of \$250 to a maximum of \$2,300.
2. During the last legislative session, students attending UW received a higher percentage increase in their financial aid program than did students attending an independent college. This action was a departure from the way such increases have been provided in the past. Historically, increases for student financial aid have been provided on an equitable basis to all students, regardless of the institution they attend -public or private.
3. In order to address the inequity which resulted in the 1997-99 budget, an additional \$2,372,200 needs to be provided to the WTG program in each year of the biennium, in addition to what the Governor has recommended.

Thank you for your attention and for your consideration of this request.

Sincerely,



Daniel L. Goyette  
Director

FAX #414-288-1718

VOICE #414-288-5261

EMAIL 9675goyetted@vms.csd.mu.edu

Good morning my name is Loucricia Marie James. I am here today on behalf of the 6% increase for the Wisconsin Tuition Grant for the next two years.

I am a twenty-one year old junior at Marquette, majoring in criminology. My cumulative grade point average is a 2.8 and it's on the rise. My goal is to carry out a career working with troubled youth. Currently, I work at Neighborhood House, where Peggy Kendrigan is executive director. The particular program that I work in focuses on providing educational tools and stability for underprivileged children and youth in the surrounding community. I have also volunteered my time here last school semester. I used to be a member of the Marquette University Gospel Choir. I am a member of Victory Missionary Baptist Church under the leadership of Dr. Pastor E. L. Thomas. At church I am the assistant superintendent for Sunday School.

My family consists of three sisters and a brother. My father is widowed twice. Rose, my biological mother, drowned when I was two. Linda, my dad's second wife, had an aneurysm and died when I was fourteen. My father provided for us, cooking, cleaning, and being the best dad you could ask for.

Being that I come from a single parent home, where there is only one significant source of income I fully understand the pressures that the financial aspect of college carries with it. Speaking from this point of view, I feel that the increase will definitely help me with my tuition costs. The Wisconsin Tuition Grant has helped me, by taking the burden of one thousand dollars from my tuition bill. I appreciate this grant because, not only does it lower the amount of money, that I would have to pay back as it concerns loans, but it also helps to decrease the amount of money that has to come from my father's pocket. I believe that the higher the increases are in this particular grant, the more students it will benefit.

**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.

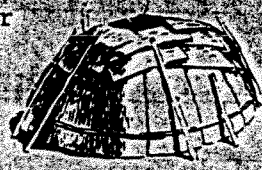


"THE WISCONSIN TRIBAL VILLAGE"

LISTING OF MINNEAPOLIS AREA TRIBAL EDUCATION DIRECTORS (CONTINUED)

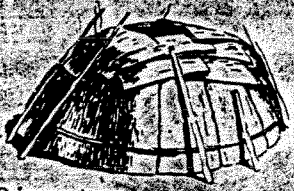


BAD RIVER CHIPPEWA TRIBE  
P.O. Box 39 Chief Blackbird Center  
Odanah, WI 54816  
PHONE: 715-682-7111  
FAX: 715-682-7118  
DANA JACKSON, Education Director

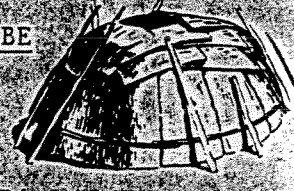


LAC COURTE OREILLES OJIBWA TRIBE  
Route 2 Box 2700  
Hayward, WI 54843  
PHONE: 715-634-8934 FAX: 715-634-4797  
MARGARET COOPER, Scholarship Director  
SANDY CARLEY, J.O.M. Coordinator

LAC DU FLAMBEAU CHIPPEWA TRIBE  
P.O. Box 67  
Lac du Flambeau, WI 54538  
PHONE: 715-588-3303  
FAX: 715-588-2302  
CHRISTINA RENCONTRE, Education Director



RED CLIFF CHIPPEWA TRIBE  
P.O. Box 529  
Bayfield, WI 54814  
PHONE: 715-779-3700  
FAX: 715-779-3704  
MARY DUFFY, Education Director



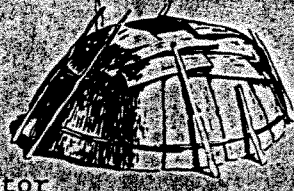
SOKAOGON (Mole Lake) CHIPPEWA TRIBE  
P.O. Box 625  
Crandon, WI 54520  
PHONE: 715-478-3830  
FAX: 715-478-5275  
KEN VAN ZILE, Education Director



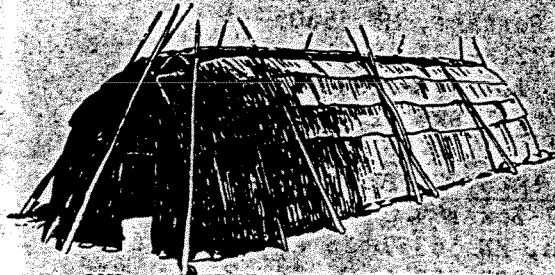
ST. CROIX CHIPPEWA TRIBE  
P.O. Box 287  
Hertel, WI 54845  
PHONE: 715-349-2197  
FAX: 715-349-5768  
JOANNE DOWNS, Education Director



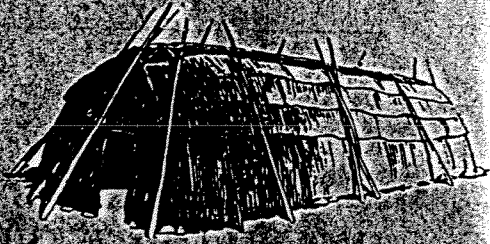
FOREST COUNTY POTAWATOMI TRIBE  
P.O. Box 346  
Crandon, WI 54520  
PHONE: 715-478-7355  
FAX: 715-478-5280  
BARBARA ANAWASH, Education Director



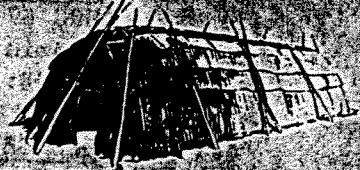
STOCKBRIDGE MUNSEE MOHICAN TRIBE  
13429 Cherry Street  
Bowler, WI 54416  
PHONE: 715-793-4100  
FAX: 715-793-1307  
THERESA PUSKARENKO, Education Director



THE MENOMINEE INDIAN NATION  
P.O. Box 910  
Keshena, WI 54135  
PHONE: 715-799-5110  
FAX: 715-799-1364  
VIRGINIA NUSKE, Ed. Dir.  
BEATRICE BRUNETTE, JOM Dir.

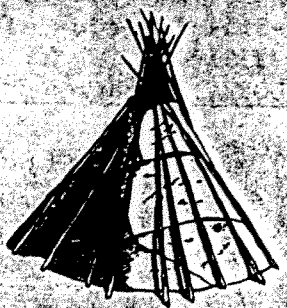


ONEIDA TRIBE OF WISCONSIN  
P.O. Box 365  
Oneida, WI 54155  
PHONE: 414-869-4370 or 800-236-2214  
FAX: 414-869-2129 or 869-2194

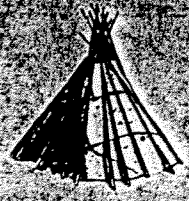


THELMA MCLESTER, Division Director of Oneida Education & Training  
CHERYL VAN DEN BERG, Scholarships Dir.  
ROSALIND WEBSTER, Youth Education al Services Director

4039



HOCHUNK (Winnebago) NATION  
Education Department  
P.O. Box 667  
Black River Falls, WI 54615  
PHONE: 715-284-9343 or 800-362-4476  
FAX: 715-284-1760  
SCOTT TWO BEARS, Interim Exec. Dir. of Ed.  
SCOTT BEARD, Higher & Adult Education Coordinator  
TARA SNOWBALL, JOM Program Administrator  
FRANK M. HILL, Support Education Specialist



Scott Beard

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 Pons. 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  
819 NORIDGE TRAIL  
PORT WASHINGTON, Wis.  
53074  
414 284 2726  
Larryb@excpe.com

Hello, my name is Marquis Starks and I am a sophomore majoring in political science at Marquette University. I would first like to extend my thanks to the Joint Finance Committee for this opportunity to express my appreciation and gratitude for being one of the many recipients of the Wisconsin Tuition Grant. More importantly, though, I want to take this occasion to offer my support of the proposed 6% per year increase in the Wisconsin Tuition Grant program.

There are several reasons why the grant is important to students. However, I want to first share with you why the Wisconsin Tuition Grant has especially served me well. I grew up and was raised by my Mother in a single parent household in Milwaukee, WI. Although I have been able to thrive and succeed in school, one of the things that proved most difficult for my Mother and I was the challenge of income. My Mother always made sure that I was equipped with the essentials: food, shelter, clothes, motherly love and a nurturing environment. Still, like a lot of children, there were instances when I would want something that I could not get and I would wonder why other children were afforded those luxuries and I was not.

In order to make a long story short, I learned early on that neither my Mom nor I was born into a comfortable financial situation and that success and financial prosperity was contingent upon hard work, sacrifice, and a strict understanding of the significance of education. So, it is that last necessity, that of education, which I recognized as a means to my personal survival and well being. Moreover, education is one of the few tools that I might employ in attempting to partly repay my Mother and family for the many sacrifices that they have made for me, so that I may do the same for my younger brother.

It concerns me, though, as a citizen of the state of Wisconsin that some are considering reducing the Wisconsin Tuition Grant or cutting it altogether. The grant has helped me immensely in the funding of my education at Marquette University and anyone that has gone to

or graduated from a college or university knows that secondary education can be quite costly. In fact, for some, attending college is infeasible without assistance from loans and financial aid such as the Wisconsin Tuition Grant.

The financial aid process is probably the most frustrating aspect of applying to schools for students, and can remain so even once the student has been admitted. Yet, students graduate from their respective high schools yearly and undergo the stress of applying to various institutions, taking the enormous amount of time required to search for scholarships and aid, and bring their collective ambitions, fears, and hopes to colleges and universities state and nationwide. These students are trusting that they will be able to pursue their career interests and life dreams at the colleges and universities to which they apply.

At this point, there is but one roadblock: financial aid. The student has graduated from high school and has been admitted to an institution, hopefully of one's preference. The next phase of action is for the student and their family to evaluate and examine favorable aid packages and methods of payment. Herein lies the crux of the financial aid dilemma, and such forms of aid as the Wisconsin Tuition Grant become objects of competition and enable some to go to their preferred institutions, and others to settle for their second or third option. There is no problem with going to an alternative school, but should financial aid be given the role of the sole determinant of where a student attends college?

It is surprising; then, that college education can be the financial chore it is although secondary education is deemed as a necessity by our society. Distribution of aid is not always fair to the students. However, it is also not in the best interest of the state to place such restrictive measures on its students who have put themselves through school and wish to contribute to their respective state and society at large.

In closing, I would again like to thank the Joint Finance Committee for this opportunity to speak on behalf of students who receive the Wisconsin Tuition Grant. It is true that education is an investment, albeit an expensive one, and students such as myself appreciate and need forms of aid such as the Wisconsin Tuition Grant to ensure our admission and study at independent institutions statewide. The grant has assisted me in pursuing my career interests and I, as a student and citizen of Wisconsin look forward to the maintenance and expansion of the Wisconsin Tuition Grant in the near future. Thank you.

Sincerely,

Marquis L. Starks