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Madison Metropolitan School District
4711 Pflaum Road
Madison, WI. 53704
608-221-6619
Fax: 608-221-6743

April 15, 1999

Frank Kelly
Food Service Director
Madison Metropolitan School District
4711 Pflaum Road
Madison, WI. 53704

Dear Joint Finance Committee Members:

I am Frank Kelly, the Food Service Director of the Madison Metropolitan School District. My purpose for testifying today is to gain financial support from the State for the Child Nutrition Programs. I have had my present position for twenty two years.

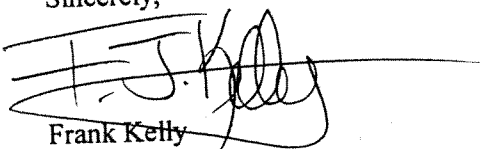
During that time the Food Service Budget for the District has gone from approximately \$1.2 million to \$ 5.5 million. The State reimbursement was \$61,000 and it is now \$ 67,000. While revenues from the Federal Government and parents in the District have risen 350%, reimbursement from the State of Wisconsin has increased 10%. If you would look at the data on a per meal basis you would actually see a decrease in state reimbursement, per meal.

Today, I am here to promote a 10 cent per breakfast state reimbursement. We offer the School Breakfast Program (SBP) in 32 of the District's 46 schools. The program offers a great advantage to students in preparing them for learning. Our neighboring state of Minnesota has recently completed a study which clearly documented a link between students eating breakfast and academic performance. The SBP can help students performance in school.

The problem which faces school districts is finding the money, to implementing and maintain a program that requires local tax dollars to operate, while staying within revenue limits. D.P.I.'s data for the 1997-98 school year show that averaging together all public schools, District's lost 42 cents per breakfast served. Madison is also losing money operating it's SBP. This makes it extremely hard to fund new programs or expand an existing programs into new schools. Wisconsin has the lowest participation in the nation in the SBP. I believe that additional state funds would allow greater access for the students of this state. Remember also that each of theses meals includes a half pint of milk one of this state's finest products. The funds added to the SBP therefore would not only add value to the young people of the state but would also support the Dairy industry.

Please feel free to contact me at 221-6619 if you need clarification or additional information on any of the points above.

Sincerely,



Frank Kelly
Food Service Director

TO: Members of Joint Finance Committee

FROM: Barb Leadholm, ^{BL} Director of Student Services
Middleton-Cross Plains Area School District

DATE: April 15, 1999

SUBJECT: *Testimony Regarding Special Education Funding*

I am here today to share my concerns regarding special education funding and the impact it is having on our district's programs as well as on all other districts in this state, - - and to ask that you act now to begin correcting this serious situation.

In Wisconsin the ever increasing cost of special education services, combined with the constraints of revenue limits and a decline in the states share of funding of special education has resulted in having to cut other educational programs and services. Categorical aid for special education have been frozen at \$275.5M since 1994-95. The Governor's budget continues this freeze through 2000-2001.

In our district over the past eight years, enrollment in special education has increased 131% as compared to our total school population increasing only 27.6%. National and state figures confirm that special education increases are surpassing total population increases at a rate of 3 to 1. As you can see on the attached graphs, during the past 7 years, special education costs in Middleton-Cross Plains Area School District have risen from \$1,872,446 to \$3,987,953. During those years the state reimbursement rate dropped from 49.7% to the present 34%.

Had the categorical aid been maintained at the 63% statutory level this would have resulted in an increase to our district of \$1,014,364 categorical and reimbursement for the 1998-99 school year.

As a result of the state not fulfilling it's share of special education funding, school districts must use resources from the regular education portion of the budget to fund state and federally mandated special education programs and services.

Special education costs are also increasing as a result of IDEA 97 and the Wisconsin Act 164. School districts are required to provide a free, appropriate public education (FAPE) to all special education students regardless of the costs. Due to court cases, including the United States Supreme Court, districts are being required to provide more and more very costly services. For example, a recent Supreme Court decision now requires districts to

Testimony Regarding Special Education Funding

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April 15, 1999

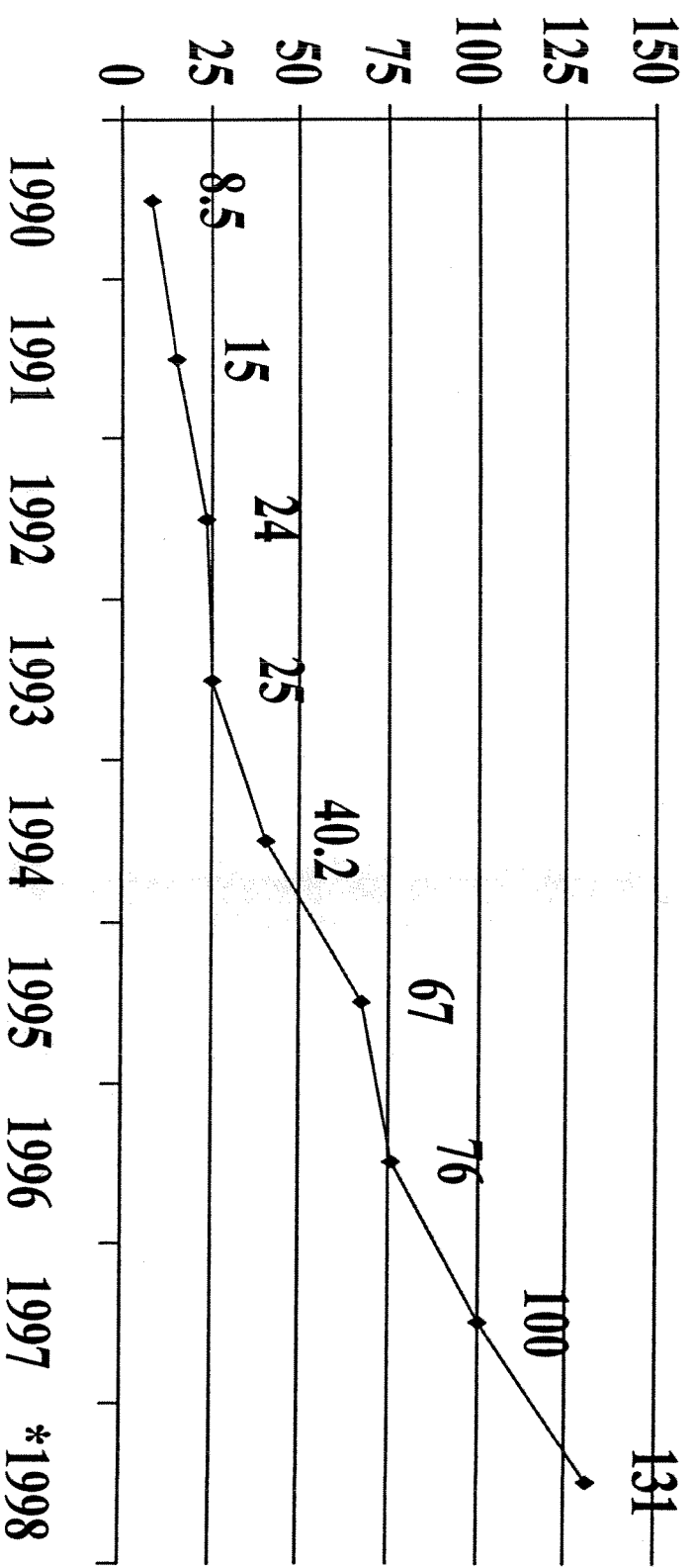
provide an individual full-time nurse for a child (or any medical service which does not require a medical doctor to perform it). We have a student in our district who requires a one on one nurse at all times. We may now be requested to fund that nurse. Districts are having to cover those kinds of costs at a time when neither the federal or state governments are funding at the levels promised when the first special education laws were passed, while still remaining under the present revenue cap.

Regular education should NOT be pitted against special education! The state of Wisconsin has a moral obligation to be a partner with local districts for special education expenses.

The bottom line is that you need to provide school districts with some relief. I would encourage an increase in state categorical aid to eventually get back to the 63% level. I realize that cannot happen immediately but some increase (perhaps to a 50% sum sufficient level) would be a great step forward. At the same time, waiving all local district special education expenditures from the revenue cap would also be a method of relieving regular education program budgets without seriously impacting the commitment to $\frac{2}{3}$ funding.

Thank you for your consideration of these issues. We need your help now.

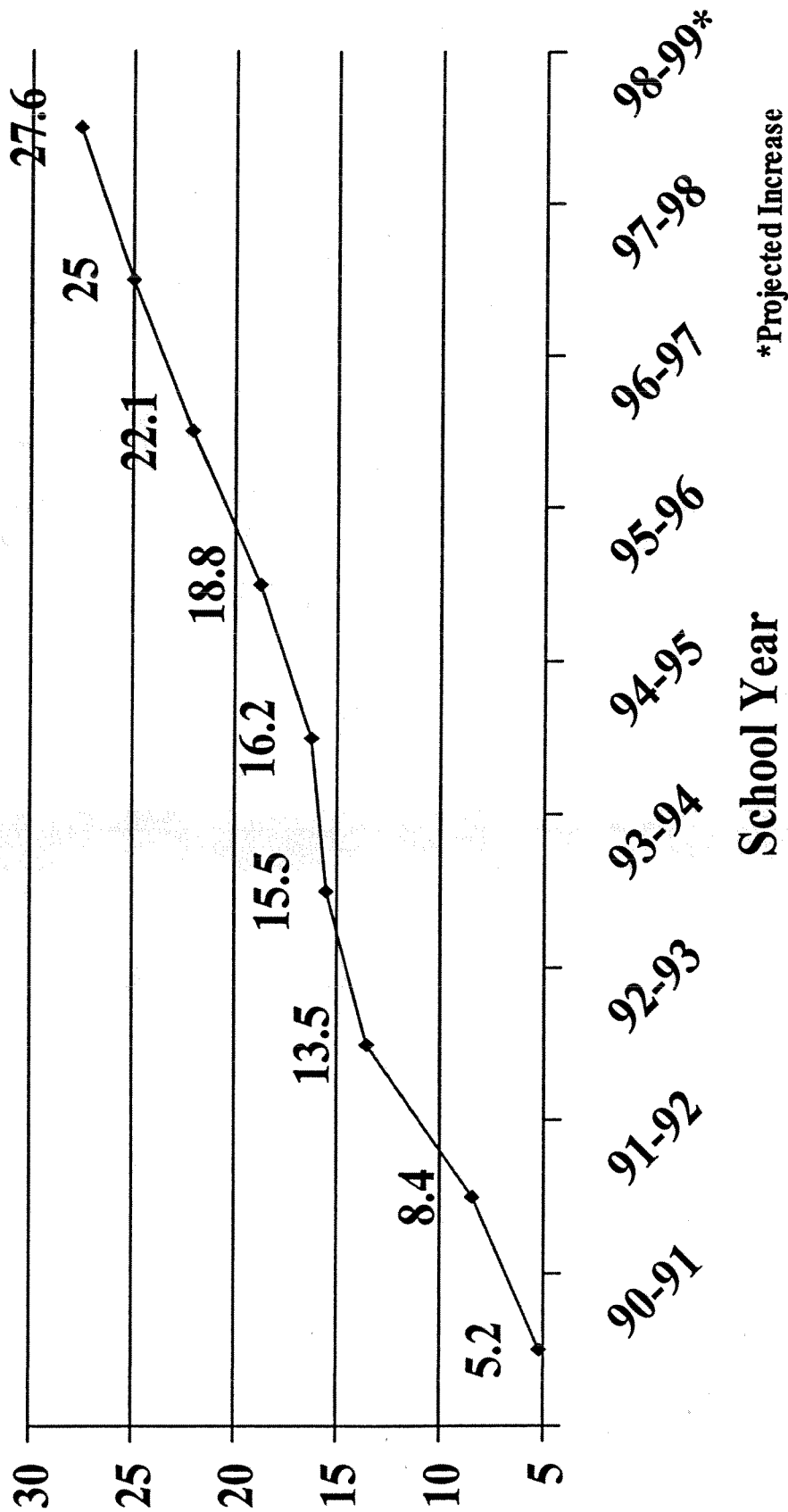
Students With Disabilities Cumulative Percent Change - Ten Year Period



* Approximate Enrollment - As of August 17, 1998

◆ Percent Change

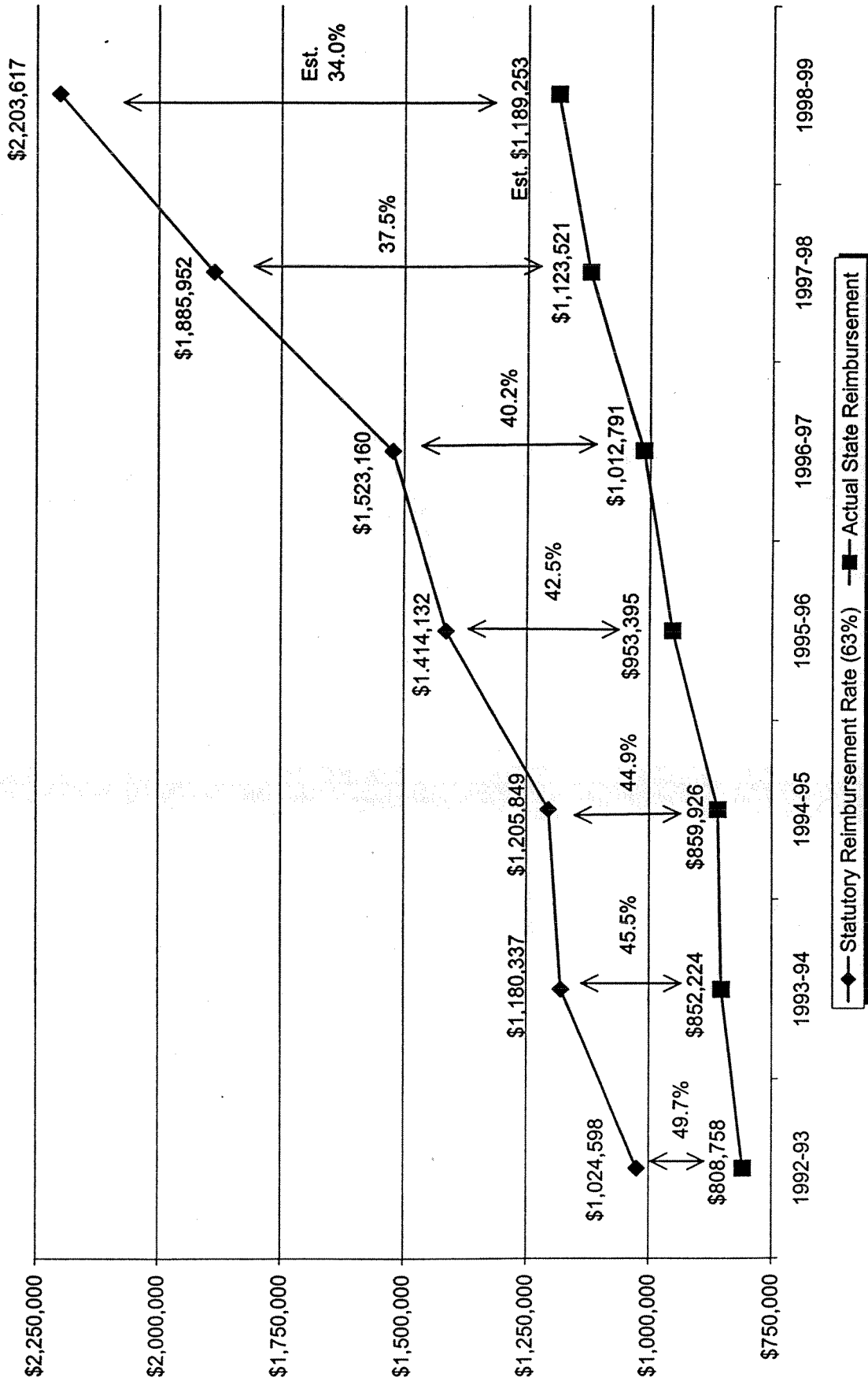
District Student Enrollment Cumulative Percent Change - Ten Year Period



◆— Percent Increase

State Handicap Aid for Middleton-Cross Plains Area School District

(Does not include reimbursement for Social Workers and Psychologists)



MIDDLETON-CROSS PLAINS AREA SCHOOL DISTRICT
SPECIAL EDUCATION COST AND CATEGORICAL AID ANALYSIS - 1992-93 TO 1998-99

	Prior Year Cost	% of Prior Year Budget	Aid	Reimbursement Rate	Statutory Rate
1992-93:					
Special Education (including transportation)	\$1,626,346	7.46%	\$808,758	49.7%	63.0%
Psychology/Social Work	246,100	1.13%	99,071	40.3%	51.0%
Total for 1992-93	1,872,446	8.59%	907,829		
1993-94:					
Special Education (including transportation)	\$1,873,551	7.69%	\$852,224	45.5%	63.0%
Psychology/Social Work	256,278	1.05%	94,369	36.8%	51.0%
Total for 1993-94	2,129,829	8.74%	946,593		
1994-95:					
Special Education (including transportation)	1,914,046	7.66%	859,926	44.9%	63.0%
Psychology/Social Work	278,636	1.11%	101,339	36.4%	51.0%
Total for 1994-95	2,192,682	8.77%	961,265		
1995-96:					
Special Education (including transportation)	2,244,654	8.18%	953,395	42.5%	63.0%
Psychology/Social Work	292,795	1.07%	100,674	34.4%	51.0%
Total for 1995-96	2,537,449	9.25%	1,054,069		
1996-97:					
Special Education (including transportation)	2,517,714	8.92%	1,012,791	40.2%	63.0%
Psychology/Social Work	358,480	1.27%	116,737	32.6%	51.0%
Total for 1996-97	2,876,194	10.19%	1,129,528		
1997-98:					
Special Education (including transportation)	2,993,574	9.32%	1,123,521	37.5%	63.0%
Psychology/Social Work	465,626	1.45%	141,468	30.4%	51.0%
Total for 1997-98	3,459,200	10.77%	1,264,989		
1998-99: (Estimate)					
Special Education (including transportation)	3,497,805	9.50%	1,189,253	34.0%	63.0%
Psychology/Social Work	490,148	1.33%	137,241	28.0%	51.0%
Total for 1998-99	3,987,953	10.83%	1,326,494		

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!



— *City of Hartford* —

CITY HALL
109 NORTH MAIN STREET
HARTFORD, WI 53027-1591
414-673-8204
414-673-8218 - FAX

Scott M. Henke
Mayor

April 15, 1999

Good morning. My name is Scott Henke and I am speaking in support of the Governor's recommendations for the UW System.

I am currently the Mayor of the City of Hartford. I am also an alumnus of the UW-Washington County in West Bend where I own a business. Some of the success of my career can be traced back to the education and advice I received at the UW. Because of that association, I would like to focus on two particular items in the University of Wisconsin budget that are very important to UW-Washington County.

I can attest to the terrific job UW-Washington County is doing in responding to the educational needs of our local communities. The student population at UW-Washington County has experienced a 16% increase over last year as more adults return to higher education to prepare themselves for new career opportunities in a rapidly changing marketplace. The new collaborative bachelor's degree with UWM is proving to be very popular with full-time workers who cannot commute to a four-year campus. This is all good news. However, it also means there is a crying need for additional academic and career counseling.

The proposed budget would provide \$2.5 million in funding for the UW Colleges' Student Services Initiative for Admissions and the UW System's Advising Initiative. This funding would allow UW-Washington County to expand its services to non-traditional students.

These students struggle with balancing family, work and study demands. They also bring different experiences, needs and expectations for services to higher education. To put it simply, this diverse group of students needs specialized support.

At present, UW-Washington County has two advisors trying to meet the needs of nearly 800 students. If this funding is approved, a new professional staff member could be hired to focus on these non-traditional students and assist them in meeting their educational goals. Skilled and accessible advisors are vital in assisting students develop a course of study. This especially is critical at a campus like Washington County where the focus is on transfer. A student with a well-laid roadmap will remain with the UW system and graduate.

I urge you to support these proposals that will enable UW-Washington County to be more responsive and accountable to citizens, especially those working adults who wish to return to school.

Thank you for this opportunity to talk with you today on the importance of these budget items for the University of Wisconsin and UW-Washington County.

Students United in Defense of Schools
Opposing the QEO

Braden Smith
5809 Bartlett Ln
Madison, WI 53711
(608) 273-3366

Please submit this into the record for Joint Finance Hearing 4/15/99

I want to thank the committee for giving SUDS the chance to present its case in opposition to an economic policy that affects the future of Wisconsin schools. As students, we are affected on a daily basis by the effects of the QEO. At Memorial I run track, am involved in band, participate in school supported community activities, and daily receive my education from dedicated teachers. With budget caps in place all of those activities suffer from a lack of money and little or no community support.

Our athletic program at Memorial was forced to raise its participation fee, hurting low-income students who wished to compete. Our music program at Memorial is suffering from a lack of space, poor ventilation, and a slowly deteriorating set of rentable instruments, intended to allow my student to be able to have their own instrument. Our student council is restricted from attempting any costly service projects to help the community and every classroom in Memorial requires maintenance or expansion.

Every year more students attend Memorial, tightening the fiscal noose until eventually simple janitorial repairs will be a struggle to finance. Hope for the future lies in our youth and the education they receive. The QEO restricts and diminishes the possibility that ~~the~~ future students of Wisconsin public schools will get as good of an education as Wisconsin has provided to its youth in the past.

Matt Valley, opposing educational budget caps
6222 N. Highlands Ave Madison, WI 53705
"Students United in Defense of Schools" (SUDS)
James Madison Memorial H.S.

The welfare of students has for some time been one of the favorite social causes among politicians. The platform aimed to "lower class sizes" and "increase the use of technology in the classroom" is a perennial favourite, and at times, seems to represent a social parable followed dogmatically by leaders with a lack of more concrete issues to promote. However, better education is not a dogma. Cuts in school funding represents not only a real threat by denying material aid to those who need it, but it also sets a dangerous precedent against policy foresight in our government. Indeed, Wisconsin schools are now faced with the prospect of continued funding inadequacies, replaced by nearsighted desires for empty benefits such as temporary property tax relief.

My desire for sensible priorities in budget allocation has led me to join "SUDS". I urge you to seriously consider all arguments made for and against continuing a budget spending cap. However, please keep in mind the implications of any decision made. It represents more than just a short-term decision, but a statement that Wisconsin cares about maintaining its stature as possessing one of the finest public school systems in the nation.

Haben Goitom
21 Wakemans St.
Madison, WI
53705

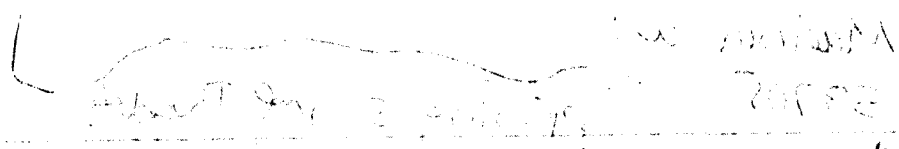
(608) 238-5767

Haben
Goitom
Madison, WI
James Madison
Memorial HS

Opposing School Budget Caps

I have been privileged enough to have grown up in Madison and have attended Public school ^{for} for the past 12 yrs. Students have reaped the benefits of well funded + strongly supported public schools. The school budget caps, however, ^{have} will severely hurt our schools. Currently I play in the orchestra at Memorial H.S. and our rehearsal space is so extremely small for the 100+ instrumentalists, our room was found to be a fire hazard. Our advanced Biology classes have 26-30 students ea. hour and there is such a lack of space that students sit alongside of our teacher. These are my last few weeks in the Madison School District but I do have a sixth grade brother who may or may not attend public schools. I fear for the future, a future where my brother's education will be dictated by a short-sighted economic policy. However drastic it may be, the truth is students are the future, and it is incumbent on this body to look for not only the short term benefits of lower property taxes but also the long term damage done to our cherished Wisconsin schools. Money must be spent for new technology to improve education opportunities. Public schools in Wisconsin can not become archaic + unresponsive, we must also leave room for the needs of special education students, and cover fixed costs for bldg. maintenance. Currently, the QEO pits teachers against the school boards in order to win control of a slowly decreasing amount of scarce resources. Instead of a friendly atmosphere of cooperation there exists

rebellion against
the school board



a damaging destructive spiral of union ~~actions~~ ^{labour actions} and
harsh monetary restrictions set by the school boards.

Hi my name is Pabitra Benjamin. I'm a senior at West High School, a leader of 5 ~~student~~ student organizations, and the president of the UMSD student senate - an elected position representing the 25,000 Madison metropolitan students. I am here to speak as a voice from the students against the School Revenue Caps.

The student senate began early this fall and identified about 200 issues to work on in the district we could not follow through with many of our concerns because we did not have the money.

We wanted to diversify the curriculum in order to open classes in which students would be excited to attend. Unfortunately instead of widening our curriculum the curriculum has been downsized due to financial limits.

We wanted to hold a diversity conference to unite the students but we could not follow through because, once again, we didn't have funds.

Another issue was the raise in athletic fees and lack of middle school sports. High fees and program cuts are restricting students' ~~participation~~ from participating in their schools.

(We wanted to ~~provide~~ provide foreign languages in our elementary schools to prepare them for living in our now very diverse society. We could not follow through because, once again, we didn't have funds.)

I am also a part of many school organizations where

we are struggling to find money to stay active.
Students are put in the positions where they
must use their own money in order to hold a
multicultural luncheon or a fine arts performance.
As students we are told to get involved in our
schools and communities but without money,
~~extracurricular~~ programs are being dropped and
students are finding less and less motivation.
Remember - something I've been told year after year -
and something that is the truth - We are your
future!

April 15, 1999

To the Joint Finance Committee:

Representative Gard, Senator Burke -- thank you for the opportunity to speak regarding the proposed 1999-2001 State Budget.

My name is Bob Israel and I am here on behalf of United Faculty and Academic Staff, Local 223 of the American Federation of Teachers at UW-Madison and UW- Extension.

The proposed Fiscal Year 1999-2000 Budget is significant not only for what it allocates for the next two years but also for what it means for the future, a future in which Wisconsin's longstanding commitment to higher education will be eclipsed by the costs of keeping people in prison -- here and elsewhere, for profit and not -- largely without rehabilitative programs.

As for the University of Wisconsin System, in the last ten years the State's share of the total budgets has dropped from 37.21% to 33.75%; in 1980 the UWS accounted for 14.4% of the State of Wisconsin's budget and now it is less than 9%.

As for the near future, the proposed 5.2% annual increase for faculty and academic staff salaries is well below what is needed needed to compete with peer institutions to attract qualified candidates -- a problem that will be exacerbated as many older professors come to retire.

But the worst part is that even this inadequate increase is to be funded on the backs of students and their families -- by tuition increases that will once again outpace inflation. As a result, higher education threatens to slip beyond the reach of the children of working families. Last year the average UW student graduated \$14,201 in debt, an increase of 6-1/2% in one year. We can expect this to get worse.

For the University of Wisconsin to be restored to its pre-eminence, for a world class university education to once more be available to all qualified high school graduates in Wisconsin, we can no longer afford to tie salary increases to tuition increases without at least making scholarships and grants available dollar for dollar.

Looking at it another way, if UW tuition were free for Wisconsin residents, the cost to the taxpayer for one person's four year college degree would be barely more than half of one inmate's four year sentence. That's two baccalaurates for the price of one prison-hardened ex-con. The sad truth is that our priorities have been so badly skewed for so long that even the proposed increases for UWS barely begin to address the consequences of many years of neglect. Look to the proposed budget for higher education as an asset to build on, not a cost to cut.

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.

Written Testimony opposed to Revenue Caps
Submitted by Gideon Sorlein, Sophomore at Madison
West High.

I enjoy learning, and it has become increasingly hard to learn at my school. The reason is textbooks, simple ~~several~~ hundred paged volumes. Some of my books are fairly new, the first books purchased since the implementation of budget caps, yet others range in age to almost thirty years.

A thirty year old ~~book~~ sitting in the stacks of a library do not deteriorate; yet a thirty year old book, used ~~that~~ one-hundred and eighty days a year tatter. They become hard to read and make it hard to learn. By having deteriorating textbooks, my learning experience is less enjoyable, I have to work harder to gain the same learning as was previously possible.

By having my textbooks in a deteriorated state, the result of limited budgets, learning is less fun.

Sincerely



Gideon Sorlein



Wisconsin School Food Service Association

My name is Renee Beauchamp, I am the Director of School Nutrition for the Sun Prairie School District and President - Elect of the Wisconsin School Food Service Association. I am here to testify in support of an initiative that was not included in the Governor's Budget and which is needed. It is the state reimbursement for school breakfast of at least 10 cents per breakfast, which was included in DPI's Budget Proposal under the Early Learning Initiative.

The Wisconsin School Food Service Association and its 1600 members are very appreciative of Governor Thompson's increased funding for the Wisconsin Morning Milk Program and for the Elderly Nutrition Program. We would also like support for the proposed state 10 cents per breakfast meal reimbursement. The association believes school food and nutrition programs deserve adequate funding and reasonable regulations to help maintain financial integrity and nutritional quality of meals provided to Wisconsin's children.

Approximately 184,000 Wisconsin children are at risk of not having enough to eat. For many of these children the food served at school may be the only meal they have eaten all day. Children need breakfast to learn. Studies show that students who eat breakfast have better test scores in math and reading, have better behavior in class, and are absent and tardy less when breakfast is offered at school. During testing weeks I am often asked to provide breakfast to students in an effort to increase test scores as many students are coming to school without breakfast.

During the 1997-98 school year the Sun Prairie Breakfast Program served 37,000 school breakfasts. Of those breakfasts served 56% were served to economically disadvantaged students. I would like to expand our breakfast program but we are currently running at a 23-cent per meal deficit. The state average is a 42-cent per meal deficit.

Currently Wisconsin has the lowest number of School Breakfast Programs and serves breakfast to the lowest percentage of students eligible for free and reduced price meals in the nation. With the proposed state breakfast reimbursement and the anticipated increase in participation from this proposal Wisconsin would capture more federal dollars – approximately one dollar per breakfast served)

We are asking you to support the School Breakfast Program Reimbursement proposal by making a motion to include it in Governor Thompson's 1999-2001 budget. We feel the children of Wisconsin deserve every educational opportunity and School Breakfast is one of those opportunities.

Thank you for your consideration and time,

Renee Beauchamp, R.D., C.D.
President – Elect Wisconsin School Food Service Association
Director School Nutrition – Sun Prairie School District



Request Joint Committee for Finance to fund UW System Plan 2008 and Financial Aid Programs

- Add \$1,465,200 for Pre-College Programs
 - Add \$1.5M for Presidential Scholarships
 - Add \$10.4M for Financial Aid: Lawton and AOP
- Total: \$13,365,200

<u>INITIATIVES AS PART OF UW-MADISON'S PLAN 2008</u>	<u>ESTIMATED ANNUAL COST</u>
<p><u>Pre-college program:</u></p> <p>Through PEOPLE (Pre-College Enrollment Opportunity Program for Learning Excellence), UW-Madison addresses the two major factors determining the successful entry of students into institutions of higher education:</p> <ol style="list-style-type: none"> 1) Encouragement to aspire to higher education; 2) Assistance in developing critical academic skills. <p>We will strengthen and expand existing pre-college programs to accommodate 100 inner city Milwaukee High School students starting in the 10th grade, for a full program summer enrichment, and year-round study skills development in years 1 & 2; and research experience and skills development in Year 3.</p> <p>The Summer Bridge is designed to maximize the student's transition from high school to college-level course-work and campus environment, a period of adjustment often difficult yet critical to determining student retention and success.</p> <p>UW-Madison will expand its successful Summer Collegiate Experience to accommodate 100 students, and develop the PEOPLE Summer Bridge to accommodate the PEOPLE graduates who qualify for admission to UW-Madison.</p> <p>Increased financial aid through need-based and merit scholarships is essential to UW-Madison's success in both recruiting and retaining students at the undergraduate, as well as graduate and professional levels.</p> <p><u>Undergraduate</u> financial aid through Lawton Grants will include the expansion of existing scholarship programs, as well as support for PEOPLE program students starting their undergraduate study by academic year 2003.</p> <p><u>Graduate/professional fellowships</u> through the Advanced Opportunity Program will be expanded to address the estimated unmet needs identified by the Graduate School, and the Law School, the Medical School and the School of Veterinary Medicine.</p>	<p>\$198,645 summer program in 1999 (assumes 300 students at steady state by summer 2001 at \$1,219,719)</p> <p>\$469,000 increase by 2001, for tuition and housing/meals service only</p> <p>\$3.4M</p> <p>\$3.7M</p>

Office of the Provost and Vice Chancellor for Academic Affairs
Office of the Associate Vice Chancellors

School Breakfast Program Legislation

April 15, 1999

My name is Denise Bolduc. I am the Food and Nutrition Services Coordinator for the Middleton-Cross Plains Area School District. I also serve on the legislative committee for the Wisconsin School Food Service Association.

I would like to register my support for DPI's budget proposal under the Early Learning Initiative for a \$.10 per meal reimbursement for breakfast's served under the National School Breakfast Program. I am very appreciative of Governor Thompson's support for increased funding in his budget for the Wisconsin Morning Milk Program and for the Elderly Nutrition Programs.

Many research studies exist which well document the integral link between good nutrition and how well students perform in school. Children need breakfast to learn. Studies show that students who eat breakfast have better test scores in math and reading, have better behavior in class, and are absent and tardy less when breakfast is offered at school. Nearly 70,000 Wisconsin children under age 12 are hungry. Another 184,000 Wisconsin children are at risk for not having enough to eat. While hunger in Wisconsin is not as visible as it is in third world countries, hunger does exist. Unfortunately, despite the affluence of Dane County, pockets of hunger do exist in the Middleton Schools. The National School Lunch and Breakfast programs play a critical role in alleviating those pockets of hunger.

The Middleton-Cross Plains School District has a very low percentage of free and reduced students. We do not now offer the National School Breakfast program in our District. Typically, students receiving free or reduced meal benefits are the ones who have the greatest need and would be the most likely candidates to participate in a breakfast program. School districts in Wisconsin who now offer a school breakfast program reported an average \$.42 per

breakfast loss in revenue this past school year. The additional funding would help us to develop a cost effective program for the students in our District. Without some assistance, our District will not be able to offer this worthwhile program to those who really need it.

Please consider making a motion to include funding for the \$.10 breakfast reimbursement in Governor Thompson's 1999-2000 budget and please support the additional funding for the Wisconsin Morning Milk Program and Elderly Nutrition Programs.

Denise Bolduc, M.S., R.D.
Food and Nutrition Service Coordinator
Middleton-Cross Plains Area School District
1659 Pleasant View Road
Middleton, WI 53562

608-828-1613 Phone
608-828-1595 Fax

SOME THOUGHTS ON UNIVERSITY OF WISCONSIN BUDGET FOR 1999-2001 WITH EMPHASIS ON QUALITY AND SALARY INCREASES FOR 1999-01

Ray Spoto, TAUWP President

The effort to maintain quality in the UW System becomes more difficult each year. Faculty and academic work hard to maintain quality because they are committed to providing the best education possible to our students. More money is needed for libraries, for new initiatives, for equipment and expenses. Hiring practices leave much to be desired as we are hiring less faculty, more non-faculty, and more part-time classroom teachers. Lack of state support is a key element.

In this paper I speak primarily to salaries because the core of the university is its faculty and academic staff. If we cannot hire and retain the highest quality people -- this is the oft stated goal of the Regents -- then quality will continue to decline.

The UW System Board of Regents has requested a salary increase of 5.2% each year. The TAUWP salary recommendation calls for a 6% increase in the first year and an 8% increase in the second year. The TAUWP Board of Directors in making this modest proposal recognized that it is asking for less than needed to be truly equal to our competition. TAUWP leaders have reluctantly come to the conclusion that the failures of the past cannot be overcome in one biennium. The TAUWP salary proposal of 6% the first year and 8% the second year of the biennium is the first step in a multi-biennial effort. What the TAUWP Board of Directors will recommend next depends on what happens now.

The difference between TAUWP's request and the Regents' request

comes from the Regents' use of an outmoded regional competitive group while the TAUWP proposal recognizes that competition for faculty is nationwide and a national competitive posture is necessary. Further, the Regents rely on a regional cost of living index: the Kent Halstead index which went out of existence in 1995. We believe the use of this index is totally inappropriate and actually counter to the best interests of students.

Faculty Senates at ten Comprehensive Universities (UW-Eau Claire, UW-La Crosse, UW-Oshkosh, UW-Parkside, UW-Platteville, UW-River Falls, UW-Stevens Point, UW-Stout, UW-Superior, and UW-Whitewater) have unanimously endorsed the 6% and 8% and rejected the Regent proposal as inadequate. At least one Student Government body has endorsed the salary proposal of TAUWP.

Salary comparisons of comparable universities at the national level are not difficult to come by. All of the nation's universities fill out forms with a great deal of information on salaries. The American Association of University Professors (AAUP) publishes a vast amount of this data annually. Here are the most significant facts from this large data base for the year 1997-98: compared to public institutions at the Comprehensive level across the nation at the full professor level the UW is 9.6% behind; at the associate professor level the percentage below the average is over 7%; at the assistant professor level it is about 2%. Data compiled by the Colleges and University Personnel Association (CUPA) show a 19.1% disparity at the full professor level in 1997-98.

Many Comprehensive University faculty and academic staff who are engaged in the hiring process, as I am, know that their true competition is nationwide not regional. Comparisons at the regional level reveal significant differences in salaries for the current, but inappropriate, peer group established more than a decade ago.

The Doctoral campuses show a similar need according to our analysis. TAUWP leaders believe that the salary increases TAUWP is proposing will improve their competitive situation but not fully meet the actual need. The UW-Colleges faculty and academic staff have salaries far below what they deserve.

Another fact worth noting that our faculty and academic staff are extremely dedicated and loyal and for that dedication and loyalty they pay by having lower salaries. We call that phenomenon the loyalty tax. The longer one remains in the UW System the greater the loyalty tax.

Just to catch up to the 1997-98 levels among our public university competitors, we need 9.6% at the full professor level. If we compare the UW to church-related institutions or private independent universities, the Comprehensive Universities faculties and academic staff need much more to be competitive: 14.1% in the case of church-related universities and 19.3% in the case of private, independent universities. We believe that the situation worsened by at least 1% point in 1998-99 but the data is too fragmentary to draw definitive conclusions. Therefore, we assume there was no change for purposes of our calculations.

However, if we assume that our competitors are going to get a 4% increase in 1999-2000, the first year of the next biennium, then we need 13.6% to be average at the full professor level. And I ask you: what self-respecting professional wants to be just average? We have above average institutions, and we should insist on keeping them above average by paying above average salaries to the dedicated and loyal faculty and academic staff.

To support the Administration's inadequate proposal marks the acceptance of this assumption: that it is good public policy to pay UW faculty and academic staff less than their competitors.

In summary, the data supports more than a 14 percent increase over the next biennium. TAUWP leaders appealed to the trustees of the UW System -- the Board of Regents -- to bring the salaries of faculty and academic staff closer to the average by the end of this biennium so we could all move ahead, if only ever so slightly, of the salary average of our competitors in the 2001-03 biennium.

Now, we turn to the Legislature and the members of the powerful Committee on Joint Finance for help.

Thank you.

**SALARY INCREASES NEEDED IN 1999-2000 FOR UW
COMPREHENSIVE UNIVERSITIES BASED ON AAUP DATA
1997-98**

**COMPARED TO IIA (MASTER DEGREE GRANTING) UNIVERSITIES
IN THE UNITED STATES**

	Public Universities	Private, Independent universities	Church-related universities	All IIA universities
Full professors	9.61%	19.26%	14.14%	11.4%
Associate professors	7.26%	10.32%	8.33%	7.99%
Assistant professors	1.8%	2.86%	1.08%	1.87%

Percent salary increase needed by UW Comprehensive Universities to reach salary levels of comparable universities nationwide in 1997-98. These universities are labeled IIA, master degree granting institutions

Data from salary information released by System administration compared to AAUP data in The Chronicle of Higher Education Almanac, August 28, 1998, p. 29.

SALARY COMPARISONS, 1997-98
CUPA (Colleges and University Personnel Association) DATA

**NATIONAL FACULTY SALARY SURVEY: BY DISCIPLINE AND RANK
IN PUBLIC 4-YEAR COLLEGES AND UNIVERSITIES**

Average Salaries by Rank according to CUPA Data

	<u>Nationwide</u>	<u>UW 4-year Institutions</u>
Full Professor	\$67,177	\$56,400
Assoc. Professor	\$50,908	\$46,200
Asst. Professor	\$41,761	\$40,000

Most compressed rank -- full professor

DIFFERENCE -- \$67,177
- 56,400
\$10,777

19% below the average of the 371 public 4-year college and universities surveyed by CUPA.

**Joint Committee on Finance
Budget Hearing
April 15, 1999**

Statements by :

Sherry Freiberg, President, Wisconsin Educational Media Association (WEMA)
Supervisor for Instructional Technology and Information Management
Fond du Lac School District

To:

Honorable Senator Burke, Representative Gard and Members of the Joint Committee

I have written letters, and visited personally with several members of the Legislature. Today I am here to reiterate some of the issues previously addressed.

BadgerLink

We were delighted to hear that the Departments of Administration and Public Instruction have presented a budget amendment to fund BadgerLink. One of the most important services provided to schools, universities, libraries and the general public this year has been BadgerLink. This full text periodical, newspaper and online reference database has insured all Wisconsin citizens access to a wide range of up-to-date information. Providing over 4,000 magazines and newspapers via the World Wide Web, this rich information resource is beyond affordability for the majority of schools and libraries without state subsidies. We estimate that for our school district it would cost over \$50,000 to provide the resources included in BadgerLink. This is almost half of our Common School Fund monies, and there is no way we would be able to allocate that amount for magazines and newspapers on line or in print. Our students have access to the Internet in all of our computer labs, library media centers and many classrooms, making BadgerLink readily available to them for research and personal information. We have put a hyperlink to BadgerLink on our Intranet server, so with one click of a mouse our students and staff have this wealth of information at their fingertips. I urge you to support the budget amendment, and fund this wonderful technology tool.

Common School Fund

As you already know, the Common School Fund provides the majority of funding for materials purchased for Wisconsin school library media programs. 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 Wisconsin. This cap has resulted in an allocation of \$3.20 (22%) less per child than districts received in 1997, for a total of \$11.64 per child. This loss is particularly disadvantageous to school districts like Fond du Lac with declining enrollments. With the average cost of a picture book more than twice the per pupil allocation, it will take the funds of two children to buy one additional book for one library media center -- and we have fourteen media centers! We are finding it increasingly difficult to provide resource materials to support the curriculum, because in addition to books, Common School Fund monies must purchase audiovisual materials, newspapers, periodicals, instructional computer software, microfilm and reference materials. Perhaps growing districts were able to allocate 'new' dollars to sustain their library media centers, but for Fond du Lac, and many other districts who are not growing, this is simply not possible.

With the increase in student population state-wide, maintaining a fixed cap on the Common School Fund distribution means reduced funding on a per pupil basis, as evidenced by the decline of 9¢ per child from last year. We have all benefited from TEACH Wisconsin. It has made a significant difference in our ability to provide connectivity and technology resources for our students, but we also need our library media resources. Common School Fund monies account for over 80% of school library funding statewide. In some school districts, these are the only dollars budgeted for library materials. Please support the restoration of Common School Fund distributions solely for underwriting school library media programs.

Educational Communications Board

The 1999 executive budget proposes that a private, nonprofit corporation hold and operate the broadcast licenses held by the University of Wisconsin System and the Educational Communications Board. A nine-member board of directors would oversee the activities of the new organization. In its present structure, PreK-12 education would have no representation on this board. We presently have a person on the ECB board who assures the inclusion of instructional television programming and production for the students of Wisconsin. We are concerned that services to schools will be lost or greatly diminished if we lose that representation.

The Federal Communications Commission is requiring all TV programming be digitally broadcast by 2006 -- a costly venture, but one which could vastly increase the availability and flexibility of instructional programming. It is essential that PreK-12 educators have input on the development of digital services. As you oversee funding for this new board, please ensure adequate representation for our students and staff.

Thank you for your attention to my concerns.

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