

Testimony before the Joint Finance Committee  
on behalf of Eastern Shores Library System,  
a joint agency of Ozaukee and Sheboygan Counties,  
presented at the Committee Hearing of April 15, 1999

I am David Weinhold, Director of Eastern Shores Library System, headquartered in Sheboygan, whose 13 member libraries are located in Ozaukee and Sheboygan County.

I am here today to speak in support of the Department of Public Instruction's proposal for an increase in public library system aids to 13% of the previous year's expenditures for public library services. This proposal is the result of a recommendation approved by the Joint Legislative Council from its Special Committee on Public Libraries in 1997, and enacted by the Legislature in 1998. The proposal provides \$18.4 million in the 2000 and \$19.5 million in 2001 for aid to public library systems.

Why is state aid to public library systems important?

The success of local public library service is not only dependent on the local municipality's investment, but also dependent on the county's and the state's investment in public library service - a partnership with the local municipality, the county and the state. Through local property taxes, the municipalities supporting the 381 public libraries provide the lion's share of the support for public library service. A local municipal service which is now available to every resident of the state by virtue of library system membership. Counties are now required to appropriate a specific share of the costs for serving nonlibrarians in the county, so that the cost is not unduly borne by the local municipality. The DPI proposal is the third part of the funding partnership - the state's share.

What does the state aid produce?

It produces Cost Effective Local Library Service!

Eastern Shores Library System provides its member libraries with a variety of services to extend and improve public library service for the residents of the library system. All those services have a common underlying principle - that a common operation at all thirteen libraries can be accomplished more efficiently, more effectively and at less cost through a centralized operation, than duplicating that service at thirteen libraries using local funds. I give you three examples:

1. A centralized cataloging service.

Crucial and central to every public library is its catalog of holdings - whether that catalog uses paper catalog cards or electronic records. That catalog is the key to finding out if the library holds the latest book advertised by Oprah, if the library has information on the past conflicts in the Balkans, if the library carries your favorite home improvement magazine "Fine Homebuilding" or "Family Handyman", or if the library owns the most recent edition of Kiplinger's tax guide to complete your 1998 tax return today.

The Eastern Shores Library System has a service that provides our member libraries with a catalog record for each item they purchase. We employ one fulltime professional cataloger to produce this record and a fulltime cataloging assistant who searches a database of an international catalog of library holdings for the record that matches the material owned by the member library. We purchase the searching service from the company that operates this

database. Last year we cataloged 46,000 materials for our member libraries at a cost less than \$3 per item. Our total cost for this program was \$138,000. The 13 local libraries did not spend the cost of employing staff to provide this information as well as the cost of preparing the record for their catalog from the local property taxes.

## 2. A delivery service among local libraries.

Library systems promote the effective use of the library resources by encouraging libraries to share their materials with other libraries and to allow people of the system to borrow books from any library. Prior to the delivery service and the library system, our member librarians would package the books and cart them to the post office in order to send them to other libraries, or to send books that a customer returned at the local library but belonged to another library. A tedious, time consuming task that takes the librarian away from serving the library's customers and from doing the necessary work to operate a library. It is also costly, even with the preferential postage rates for library books ( \$1.13 per pound).

The Library System provides a delivery service 3 days a week using a cargo van to deliver materials among not only the 13 public libraries but also three academic libraries, a school library, a hospital library, the technical college, and Kettle Moraine Correctional Institute. Last year we carried 98,000 items, including books, letters, boxes of book bags at an average cost of \$.33 per item, a savings of at least \$.80 per item over the postal service and without calculating the savings in staff time at the local library.

## 3. Internet Service to member libraries.

This past year, thanks to your efforts, our public libraries received fast, reliable T1 lines through the TEACH program. However, the libraries wanted those discounted T1 lines connected to the Internet and were faced with costs of \$4,800 per library per year for service from an Internet Service Provider.

The Library System took advantage of its inherent ability to negotiate on behalf of its members to provide Internet service to not only our 13 libraries, but also the 6 libraries in the Manitowoc Calumet Library System for a total cost of \$4,800 per year - a savings of local property taxes of \$91,200 annually.

What can the increase do for local library service?

In Eastern Shores, the member libraries have already identified a need for an additional \$15,000 annually for 5 day a week delivery service. Library customers can now identify materials owned by another library through the Badgerlink resources. The member librarians want to satisfy their customer needs by providing these materials in a timely manner. This delivery service would do that.

ESLS must also plan for an increased level of cataloging service required by the libraries. Libraries are not only investing in books, but also new audio, video and electronic formats. We anticipate needing \$13,000 in 2000 for the additional staff and activity.

Our present level of funding does not allow us to respond to Mead Public Library's concern that Sheboygan's taxpayers bear a disproportionate share of the cost of serving people who live outside of the City. Because of this, Mead Public Library has indicated that it will withdraw from the library system by Jan. 1, 2001. It is seeking financial support from local or state sources. Its withdrawal from the library system would mean the loss of open access to library services for Wisconsin residents. It's withdrawal would deny 140,000 residents of Ozaukee and Sheboygan Counties access to high quality library services, access to one of the nation's 50 best libraries, and access to a major library resource for businesses who live outside of the city. Library systems are to provide a level of service that makes participation

in a library system desirable. Even with those cost effective services described earlier, we are not able to provide sufficient services to Mead, that makes their continued participation desirable. The Library System needs at least \$60,000 to address Mead Public Library's concern.

Finally, member librarians have a renewed interest in a shared automated circulation system similar to the one serving the South Central Library System headquartered here in Madison. Such a system requires a large investment in hardware and software both at the local libraries and at the library system. To make this an effective investment at the local libraries, the Library System needs to offer financial assistance to attract the local investment. These shared automation circulation systems provide a higher level of service for residents of the Library System.

What happens without the increase?

ESLS is faced with the same questions we had 2 years ago. Without an increase in library system aids, what services do we maintain, reduce or eliminate? Second, if we reduce a service, do we ask the local library to spend its funds on the service? Even maintaining a service will force us to reduce or eliminate other services. Our member libraries have placed a high priority on some of our services because those services have a major impact on their local library services.

Our biggest concern is the lack of resources to maintain Mead Public Library's desire to participate in the library system. Without state funding to address this concern, we believe they will withdraw by 1/1/2001. When they withdraw, ESLS loses \$190,000 - and the ability to provide library system services which the remaining libraries find desirable is made more difficult.

Why should the legislature approve such an increase?

Because library systems work and work well.

They work to make local library service effective and efficient.

They work to distribute the costs of serving all Wisconsin's citizens - so that local residents do not bear the full burden of providing these services.

They work because they improve the overall equity in financing a local service that is extended beyond the local municipality's borders.

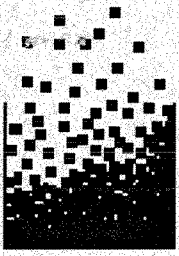
They work because they improve the local library's services which improves the local community which makes the local municipality attractive to new residents, new businesses, new investment.

It works because for every \$1 the state invests, Wisconsin residents receive \$7 of library services.

Presented by

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## South Central Library System

Administration Office

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### Testimony on Behalf of the South Central Library System Presented to the Joint Finance Committee April 15, 1999

My name is Peter Hamon. I am the Director of the South Central Library System, which serves the 50 public libraries and almost 700,000 residents of Adams, Columbia, Dane, Green, Portage, Sauk, and Wood Counties. I am here to urge you to recommend restoration of dollars for an increase in public library system aids to the biennial budget bill now before the legislature.

In this information age, literacy and education often determine whether a child will become a responsible tax paying adult, or a resident of one of Wisconsin's ever growing number of prisons. Access to practical, reliable information frequently determines whether a small business will become a success, or just another failed dream. Information is a lifelong need, and (as those of you who use the Internet no doubt know) a complex commodity. Public libraries are there to serve long after the initial process of formal education is completed, and our information specialists exist to guide you to exactly the information you require, when you need it. **Public libraries provide great value to our society.**

No library can afford all of the print and electronic resources required by its customers. By cooperating, libraries multiply the value of the public dollar enormously. In 1998, South Central member public libraries checked out almost 8 million books directly to the public, more than a million of which were borrowed free of charge from libraries which owned them by libraries which did not. At a conservative estimate of ten dollars per book, this direct and shared traffic represents almost eighty million dollars in value to the public. The actual budgets of all my libraries together total less than \$19 million dollars. 5.5 million items were shipped through the interlibrary van delivery service (operated by the South Central Library System), at a cost of about 13¢ per item. Each book would have cost about \$2.41 to send through the US mail. The list goes on. **When you fund public libraries and public library systems, you get a bargain in return.**

#### The Background:

In the early 1970's, almost a quarter of Wisconsin's population had no access to public libraries. To solve this, the state entered into a partnership with local municipalities and counties for the provision of library service. Counties agreed to pay cities to enable library access for rural residents. Cities agreed to open the doors of their libraries to non-residents from rural areas, as well as those from other nearby cities and counties. In return for this, the state created public library systems to undertake projects too expensive or complex for

cities and counties acting alone, and agreed to fund systems at a set percentage of previous year's local public library expenditures.

### **The Problem:**

The state has never fully funded its commitment to public library systems. Over the years, system services, and thus their ability to serve the citizens of Wisconsin, have eroded badly. To correct this, in the last session, a legislative council study recommended restoring the state commitment to public library system funding to the level of 13% of the previous year's public library expenditures. Legislation to this effect was passed by both houses of the legislature and signed by the Governor. To achieve this 13% funding commitment, the Department of Public Instruction requested an addition to base increase of just over \$5 million in the first year of the biennium, and just over \$6 million in the second for public library systems. The South Central Library System (SCLS) share of this new funding would be about \$750,000 annually. The Governor recommended no increase whatsoever.

### **The Consequences:**

**Automation:** The South Central Library System, in cooperation with its member libraries, operates the LINK shared automated system, which makes the resources of 34 of the major public libraries in the system area readily available to all area residents. The success of this endeavor is indicated by the fact that over half of the 700,000 residents of the system area have LINK library cards and more than 8 million books were checked out last year by area residents from all our member public libraries. Over a million books and other materials that citizens requested, but which their local libraries did not own, were successfully provided to them by other SCLS member libraries through the LINK interlibrary loan system. The LINK system was installed in 1994 and is approaching the end of its useful life span. During the next biennium, we must begin the replacement process. The South Central share required to create the LINK system was \$400,000. More will be needed this time. In addition to the LINK system, several major SCLS member public libraries also operate their own stand-alone automated systems. One of our challenges is to connect these separate systems electronically to LINK, so that all our area residents will have equal access. The technology to do this is available. The dollars are not.

**Delivery:** The South Central Library System delivers material requested by area residents to member libraries and, when they have finished with these materials, returns these materials to their home libraries again. Last year, our "red truck" delivery service carried more than 5.5 million items within the system area. This represented a 28% annual increase. The system and the members together spend more than \$615,000 on this service annually. We have no idea how to cope with this increasing public demand without additional funds.

**New Technologies:** Every library in our system area now has Internet access, but in many cases they have only one computer to serve an entire municipality and access the Internet only through a slow local dial-up provider. All our members need access through high-speed TEACH-subsidized lines and multiple workstations. The process of obtaining and deploying these lines is complex, local equipment and maintenance costs are great, and

ongoing training must be provided for both the staff and the public. We have two computer maintenance personnel to serve 50 member public libraries with over 500 computers. This is not enough. We can provide hands-on training at our system office for up to eight people at a time. Many member libraries can provide none at all. We must change this. At this time, the funds to meet these needs are simply not there.

**Resources:** The South Central Library System and its members jointly fund a shared periodical database which ensures that the full text of more than 1,000 magazines and other library resources is available to the public through every member library, no matter how small. The state BadgerLink project (which also was not funded in the Governor's Budget) provides even more. These are only the tip of the iceberg. Literally thousands of resources--ranging from high quality encyclopedias to specialized reference materials far too expensive to ever be purchased in print form by any but the largest libraries--are available on-line... for a price. Our citizenry has sophisticated information needs. These resources would enable us to help meet these needs. We cannot afford them. And what of the book collections that still represent well over 90% of what people use in libraries? Without additional system aids, member libraries have had to pay with local dollars for the services the state should have been providing. We have kept automation and delivery going, but at great cost. The book budget at the Madison Public Library alone was cut by over \$125,000 last year to scrape up the funds required by other projects. In other member libraries, the problem is much the same. If current trends continue, children will be turned away without the materials they need for their homework, and senior citizens will watch one of their most important remaining windows to the world slowly close. Small businesses will not be able to obtain information critical to their survival, and the general public will continue to gradually lose information resources vital to the quality of their lives.

#### **The Solution:**

The need is critical, and the consequences of inaction are severe. The economy of the state is robust. Dollars are available. Priorities are the only question. I urge you, on behalf of the public we all serve, to do anything you can to help restore dollars to the state budget for increased aid to public library systems, and to thus honor the state's commitment to this important service. Thank you for the opportunity to appear before you today. I would be happy to do my best to respond to any questions you might have concerning this issue.

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.

Anne N. Medeiros  
MSSW Graduate Student  
UW-Project Assistant  
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608-231-2276

TO: Joint Finance Committee  
RE: Plan 2008

I am interested in addressing the University of Wisconsin Systems recent proposal, Plan 2008. As a high school graduate from Whitefish Bay, WI, a baccalaureate graduate from UW-Eau Claire, and now a Graduate Student at UW-Madison, personal experience allows me to say that the University System's efforts of increasing diversity is greatly needed.

I received an excellent public education in high school, but was aware at a very early age that an opportunity such as mine did not occur for many students of color at other Milwaukee public schools a mere 15 minutes from my high school. The environment at UW-Eau Claire, additionally, was distressing with what seemed to be a campus with only a handful of students of color. As a graduate student at UW-Madison, again, I am shocked that one of the largest research institutions in the country does not attract a significant number of students of color as would be expected with a university of our stature in which rich opportunities and a welcoming climate should exist. Instead this University needs to rely on funding athletes and other students to meet their quotas.

Plan 2008 addresses many changes regarding diversity that are imperative to every student's education. Recently at a discussion regarding Plan 2008 in the Social Work Department, Dr. Paul Barrows and Dr. Bernice Durand, co-editors of Plan 2008, spoke of Hewlett Packard, a *huge* corporation who is no longer recruiting from our University. Students, they state, do not represent societal population counts, nor do they have the experience in working with diverse populations. As a white student, who will be looking for jobs in the near future, this is extremely distressing. As a white *social work* student, in which it is paramount to carry the skills needed for working with diverse groups, I do not see this University, or my department, offering a culturally-rich environment inside or outside of the classroom to facilitate the learning these skills. The University does not have appropriate number of faculty of color, does not recruit a significant number of students of color, and is unable to retain many of students of color once they are on campus. The Social Work Department reflects this problem. Up until one month ago, we had NO faculty of color in our department.

Clearly, the Governor's allotment of \$732,000 to the University of Wisconsin System is not enough. Already, UW-Madison is trying to shift money to departments in need of more diversity, while stripping other departments of needed funds, which *supposedly* have made significant gains with diversity. UW-Madison's Social Work Department is one of those departments in which monies were taken and redistributed elsewhere.



(Remember – NO faculty of color.) Last year approximately \$208,000 was distributed to students of color, resulting in 23 AOF's (Advanced Opportunities Fellowship). For the upcoming academic year we received only \$60,000 which will significantly limit our awards. Several students in my department are also greatly concerned about their financial ability to complete their degree, especially after it was implied that they would be supported both years of graduate school.

The issue of diversity is very complex, as well as what steps we, as a state, need to take in order to promote diversity in the University of Wisconsin System. Plan 2008 offers a foundation for change to take place. I urge the State of Wisconsin to join in our efforts and desire to create an atmosphere on our campuses that is rich in opportunities and support in regards to diversity. Thus, I am asking the State to designate \$12 million to the University of Wisconsin System Plan 2008. This money will successfully lift Plan 2008 into existence and begin to create opportunities and learning experiences for all students of today and tomorrow.

I thank you for your time and consideration.

Sincerely,

A handwritten signature in cursive script that reads "Anne N. Medeiros". The signature is written in black ink and is positioned below the word "Sincerely,".

Anne N. Medeiros



### **ASPRO'S POSITION ON THE 1999-2001 BUDGET**

The Academic Staff Public Representation Organization (ASPRO) is a non-profit professional organization representing UW System academic staff and their interests.

The 1999-2001 biennial budget is ASPRO's top legislative priority. Compensation increases and benefits enhancements that will allow the University to recruit and retain high quality academic staff and faculty are ASPRO's paramount concern.

In general, ASPRO supports the Governor's biennial budget bill because it:

- Recognizes the importance of compensation increases for academic staff and faculty. UW-System academic staff and faculty currently receive salaries well below that of their peers.
- Provides the first significant increase in UW funding in 8 years.
- Targets significant funding increases to areas of particular need such as libraries (+\$7.4million), student advising (+\$2.5 million) and instructional technology (+\$4.9 million).
- Provides a substantial increase in student aid to help financially disadvantaged students.
- Grants the Regents some additional management flexibility, including providing a continuing appropriation for tuition revenue. All the Big Ten states except Wisconsin have this tuition flexibility.

The addition of a 5.2% compensation plan as requested by the Board of Regents will further strengthen this budget and will truly provide the tools needed to maintain a world class University System.

# Memo

**To:** Joint Finance Committee  
**From:** Woody Wiedenhoeft  
**Date:** 04/15/99  
**Re:** Declining Enrollment Challenges

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I respectfully request that action be taken in regards to declining enrollment school districts as it relates to revenue limits, special education categorical aid, and general obligation notes (67.12(12)). In the absence of change, La Crosse School District's maintenance and capital needs are delayed for the third year. We will continue to delay textbook adoptions, curriculum updates, and library updates. We will continue to reduce operating supplies and building budgets. We have started reducing staff and will consider raising class size and reducing program offerings.

We are not oblivious to the help the State of Wisconsin has given the taxpayers. The two-thirds funding has lowered school taxes. The Teach Program and the Sage program help provide for some technology needs and some smaller class sizes. It will be challenging for the State of Wisconsin to continue this funding commitment to its taxpayers and its commitment to certain programs.

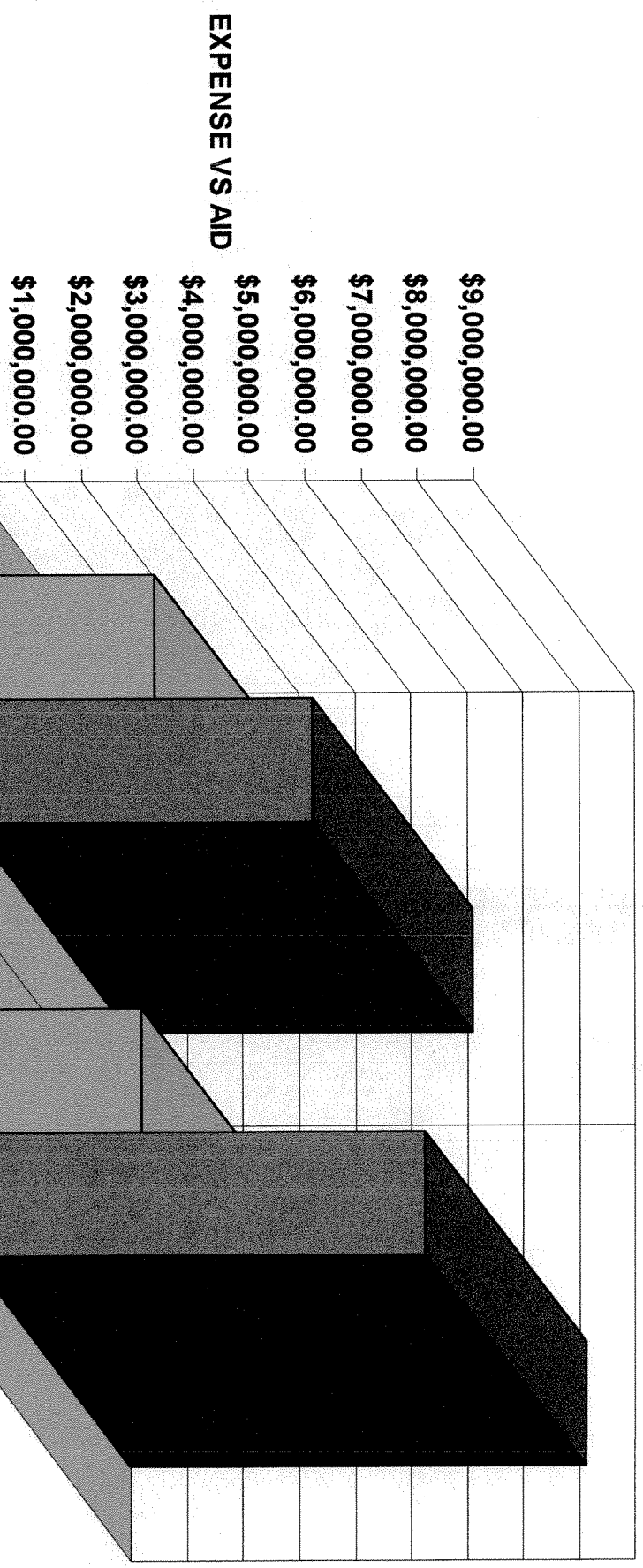
However, the revenue limit is tied to enrollment and the ability to maintain needed revenues is severely curtailed in declining enrollment districts. The revenues of the School District of La Crosse increase at approximately 2 % a year. The State's strategy is described with the analogy of a three-legged stool. The first leg controls employee compensation costs. The second leg controls spending. The third leg controls property taxes. For most declining enrollment school districts, the compensation leg grows at approximately 3.8%. The spending leg grows at approximately 2.5%. The two-thirds funding is being debated. This stool will tip over someday.

In addition to the restricting revenue limits special education aid is restricted. The attached graph speaks for itself. The difference between special education costs and special education aid is funded with the revenue limit increase.

We propose realigning the law to keep the stool from tipping over. The controlled growth of the legs of the stool must be equalized. In addition, we propose that something less than a full-blown referendum have to be used for maintenance and capital needs. Reintroducing the SB 268 proposal from 1997 will go a long way towards providing appropriate flexibility.

Thank you for your time, attention, and consideration.

### EEN AID COMPARISON



### EXPENSE VS AID

■ EEN AID	\$3,307,381.00	\$3,047,203.00
■ EEN EXPENSE	\$6,117,416.00	\$8,119,162.00

EEN AID       EEN EXPENSE

*April 15, 1999  
Joint Finance Committee Budget Hearing  
Janet Kane, School Board Member  
Middleton/Cross Plains Area School District*

I'm here today to ask you to adequately fund services for students with disabilities. The Middleton/Cross Plains Area School District has excellent schools, with per pupil expenditures near the state average. With each passing year under the current funding system, it becomes increasingly difficult to provide high quality programs. The combination of underfunded mandates and the revenue caps is requiring us to shift dollars, and opportunities, away from average children. So far we've been able to preserve most of our programs. Without some changes, though, we will have to make noticeable cuts next year.

Since the revenue caps began in 1992-93, the district's special education population has increased from 370 to 685, an increase of 85%. Over these 6 years, costs of special education services (excluding salaries for psychologists and social workers) have risen from \$1,626,346 to \$2,993,574, an increase of 84%. Under the revenue caps, each district may increase expenditures by about \$210 per student per year. For the 685 students with special needs, the total allowable increase from 1998 to 1999 was \$143,850. In fact, special education costs increased by \$575,860. This left a shortfall of \$432,010, or approximately 9 teaching positions. We could eliminate one position at each of our 9 schools, but we don't want to make across-the-board cuts. As an average spending district, we've planned expenditures carefully to keep class sizes as low as possible. Cutting positions would increase class size. We're considering eliminating band and orchestra lessons in our elementary schools.

This doesn't have to happen. If the state funded special education at the statutory level of 63%, adequate resources would be available. Since 1994-95, the amount of categorical aid for special education has not changed. The reimbursement rate has declined steadily from almost 50% in 92-93 to today's 35%. The difference has to be funded through shared costs. Including special educational services under the revenue caps forces a

tradeoff. When special education costs rise, other costs must be cut to stay under the caps.

Lately there's been lots of talk about competition and choice as spurs to education reform. Private schools are exclusive. They choose their students. Private schools admit whomever they want. If a student doesn't fit in, he or she may leave voluntarily or may be asked to leave. Many private schools decline to serve children with special needs. They explain that they don't have the resources to serve these children well. Public schools are inclusive. Their doors are open to all children. They have programs and services for all children.

Policymakers may be concerned that special education costs will rise uncontrollably if they are outside of the revenue cap. The costs of services for some children is staggering. No doubt future costs will be even higher, given the recent U.S. Supreme Court decision on funding nursing care during school hours. Costs are rising because of the needs of today's children and the expectations of today's families. Services for children with special needs are mandated under federal law. Revenue caps don't and can't limit these costs. In most school districts, 10 to 15% of the students are classified as having special needs. Families with students in the other 85 to 90% are either trying to get their children classified or getting increasingly upset by the program cuts.

I'm here today to ask you to fund handicapped categorical aid at the statutory level of 63%. If you're worried about the disqualifying effect of categorical aids, maybe you could eliminate the first tier of the equalization formula in exchange for 63% funding. I'm making this request not for the 10-15% of students who have special needs, but for all the children in Wisconsin's public schools. Maintain our tradition of excellence.

Thank you.



April 15, 1999

Dear Joint Finance Committee

My name is Margaret Wilsman and I work at the Wisconsin Educational Communications Board as Director of Education Research and Evaluation and WECB Online. I have been the evaluator on the Wisconsin Staff Development Initiative (WASDI) Project which is entering its fifth and final year as a statewide professional development program funded by the National Science Foundation for reform of K-12 mathematics, science and technology education.

The purpose of my testimony is to urge the Joint Finance Committee to support the motion to continue state funding for the WASDI Project as a new agency budget item for the Department of Public Instruction.

Over the past five years, the National Science Foundation has invested six million dollars in the WASDI Project and Silicon Graphics, Inc., formerly Cray Research, has also invested over 1000 thousand of dollars in the project for the past two years. As shown in the statewide Academy brochure that is attached, at each of the 12 WASDI Academy locations, hundreds of Wisconsin businesses and industries have also contributed to each Academy. I believe that it is time for the state of Wisconsin to begin funding the WASDI Project.

My most recent WASDI Evaluation Report ("Growth Over Time Evaluation Summary") is also attached. In it I report on how groups and organizations across the state have clamored for the opportunity to open a WASDI Academy in their area. The Academy structure is modeled upon the highly successful, original, Cray Academy, begun and supported by Cray Research in the Chippewa Falls for eight years.

The WASDI Academies have a successful track record of changing teaching and learning classroom practices. Teachers report that their students are more eager to tackle and are more successful in accomplishing more difficult mathematics, science and technology education educational outcomes related to problem-solving, inquiry, critical reasoning and communication.

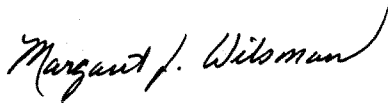
Just last week the WASDI project began preparing the last group of 66 WASDI Lead Teachers. These are the best Wisconsin K-12 teachers in mathematics, science and technology education. They enter an 18-month Lead Teacher Institute program that prepares them to be committed to assuming new teacher-leadership roles in their school districts, particularly with respect to aligning the district curriculum with the 1998 Wisconsin Model Academic Standards and with respect to preparing teachers with what is needed to increase student proficiency levels on the new Wisconsin Student Assessment System (WSAS) and other new high stakes testing programs as they develop.

As a result of WASDI there now are 300 Lead Teachers prepared to provide leadership not only at the district level, but regionally through the CESAs and statewide through professional organizations.

The WASDI Project has been recognized by NSF as a unique model for how to accomplish statewide systemic reform. Please consider appropriating the funding to keep in place the existing project structures that will ensure the continuation of the best parts of this project and the expansion of the project to the other two tested disciplines, language arts/reading and social studies.

Thank you for considering my concerns. We each recognize that students are the life giving force for Wisconsin to continue as the best state in the nation. Wisconsin students deserve the best teachers, who in turn, deserve outstanding professional development opportunities that are readily available. Legislative support for the WASDI Project means students will continue to have the best prepared teachers in the nation.

Sincerely,



Margaret J. Wilsman, Ph.D.  
Wisconsin Educational Communications Board  
Education Administration Director  
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Attachments (2)



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Madison, Wisconsin  
53726-0062

I AM A YOUNG WOMAN WHO HAS LIVED AND STRUGGLED WITH CHRONIC FATIGUE SYNDROME, FIBROMYALGIA, CANDIDA, MULTIPLE CHEMICAL SENSITIVITIES AND MILD DEPRESSION FOR ALL OF MY ADULT LIFE. MY ILLNESSES CAUSE ME TO TIRE EASILY - THE LEAST PHYSICAL ACTIVITY IS DIFFICULT AND INTENSELY PAINFUL. I GET OVERWHELMED EASILY, I CANNOT MAINTAIN MY BASIC HYGIENE - LIFTING MY TOOTHBRUSH CAN OFTEN BE A FORMIDABLE TASK - OR PERFORM BASIC LIFE ACTIVITIES.

I HAVE DIFFICULTY SLEEPING, HAVE BRAIN FOG AND DIFFICULTY COMMUNICATING AND GETTING MY POINT ACROSS - I EVEN HAD TO ASK SOMEONE TO WRITE THIS LETTER FOR ME. I DON'T LOOK DISABLED AND THEREFORE FIND MYSELF IN THE EXHAUSTING POSITION OF TRYING TO VALIDATE MY LIMITATIONS AND EXPLAINING MY ILLNESSES TO EACH NEW PERSON I COME IN CONTACT WITH.

AS A RESULT OF MY FATIGUE LEVEL AND INABILITY TO ADDRESS MY BASIC NEEDS AND RESPONSIBILITIES I HAVE BEEN EVICTED FROM ALMOST EVERY HOME I HAVE LIVED IN, BEEN FIRED FROM ALL OF THE JOBS I'VE HAD, AND HAVE BEEN UNABLE TO GET AN EDUCATION. I HAVE A VERY LIMITED SOCIAL NETWORK - IT IS DIFFICULT TO KEEP FRIENDS. MY FAMILY HAS BEEN SHATTERED - I AM DIVORCED AND MY SON IS EMBITTERED AND UNABLE TO TAKE THE PRESSURE AND RESPONSIBILITY OF LIVING WITH ME ANY LONGER.

I AM CURRENTLY BEING FACED WITH YET ANOTHER EVICTION AND AM FACED WITH THE PROSPECT OF BEING HOMELESS. I CANNOT AFFORD THE HELP I NEED, I HAVE NO CREDIT - HAVING BEEN FORCED TO LIVE OFF CREDIT CARDS WHEN I COULD NOT MAKE ENDS MEET.

I WORK VERY HARD, BUT AM UNABLE TO DO THIS ALONE. I NEED HELP, I NEED IN-HOME HEALTH CARE, SOMEONE TO HELP WITH HOUSEKEEPING, MEAL PREPARATION, GROCERY SHOPPING, COMPANIONSHIP, OCCUPATIONAL THERAPY AND AN EFFECTIVE ADVOCATE. I NEED HELP GETTING MY BASIC NEEDS MET SO I CAN CONCENTRATE ON BETTING WELL AND ATTAINING THE HEALTHY AND PRODUCTIVE LIFE I WANT AND KNOW IS POSSIBLE. AT THE MOMENT I AM SO OVERWHELMED BY MY FINANCIAL STRAITS, MY DETERIORATING HOME LIFE, AND TRYING TO MEET MY VERY BASIC NEEDS THAT I HAVE NO ENERGY LEFT OVER TO HEAL.

I HAVE REACHED OUT FOR HELP AND HAVE GOTTEN NOWHERE. I HAVE ATTACHED A LIST OF MANY OF THE SERVICES I HAVE CONTACTED, I HAVE NOT RECEIVED <sup>the</sup> <sup>& need</sup> HELP FROM ANY OF THEM. AND I AM OUT OF OPTIONS. I HAVE NO IDEA OF WHERE TO TURN NOW AND AM BESEECHING YOU TO HELP ME. THE STATE OFFERS HELP THAT HAS NOT PROVEN TO BE HELPFUL AND WHEN I ASK FOR ASSISTANCE WHICH I FEEL WOULD BE HELPFUL I AM TOLD THAT SINCE I REFUSED THE ASSISTANCE OFFERED TO ME THERE IS NOTHING THEY CAN DO. WHY IS THE STATE WILLING TO PAY \$235 / HR TO SEND ME TO A PSYCHIATRIST WHO HAS NOT PROVEN TO BE HELPFUL, BUT WON'T PUT THAT AMOUNT TOWARD THE TANGIBLE HELP I NEED?

PLEASE HELP ME

P.O. Box  
260062  
Madison, Wisconsin 53726-0062

Sincerely C. Nicks

[REDACTED]

I am a fourth year student at the University of Wisconsin Madison. I am an enrolled member of the Menominee Nation and part Mohawk. I have come to school and survived these four years despite many hardships. One of the biggest hardships for me to overcome, which I am and will be for awhile, is financial support. I was raised from a single parent household by my mother and with my two other brothers. And therefore my mother is only able to give so much. Through the years that I have been here I have had to take out over \$5,000 in loans - I still have one more year for my undergraduate degree. After my undergrad I plan on attending law school, which will be more of a financial burden. I, among many are strapped for these funds and therefore have to work to make ends meet. Because my people are indigenous to this state I feel we should have tuition waived for all Indigenous peoples to attend school here. Must I remind you that this very University in Madison is upon traditional Ho-Chunk land. So, in honor of doing what is right, hear these words and give us what we deserve.

Thank-you,

James A. Washinawatok II

JOINT FINANCE COMMITTEE: MATC-MADISON AT TRUAX  
15 APRIL 1999

- I. Introduction
  - A. Kim F. Elderbrook
  - B. MATC-Madison at Truax
  - C. Represent 450,000 students across Wisconsin
  - D. Elected Vice President of Student Senate
  - E. Area of Study - Radiology
- II. Concerned about the Governor's Proposed Budget
  - A. no significant increase for the next 2 years
  - B. over the past 20 years we have seen a 41% decrease in funding
  - C. Areas it will affect
    - 1. integration of technology
    - 2. expand non-traditional occupations
    - 3. assist disabled students
- III. Repercussions of not increasing funding to Technical Colleges
  - A. pressure on local government Boards/taxpayers
    - 1. campuses in smaller communities
    - 2. less state funding creates more pressure
    - 3. chance of no increase in property tax relief
    - 4. could result in less classes offered
  - B. Compromising technology
    - 1. personal-Radiology program
    - 2. Terminology use of X-ray is becoming archaic
    - 3. These are the new words floating in the classroom
      - a. digital scanning
      - b. MRI
      - c. Computer imaging
    - 4. Theory and study of old technology is important
    - 5. Future employer is looking for knowledge of MRI, CATscan
    - 6. TECHNOLOGY IS ESSENTIAL FOR TAKING HEALTH CARE IN THE NEW MILLENNIUM
  - C. Differently-abled/multicultural Community
    - 1. Technical colleges have a higher percentage of people of color
      - a. 13%
      - b. higher than that of our UW neighbors
      - c. we are proud of that fact
      - d. IMPORTANT TO KEEP FUNDING TECHNICAL COLLEGES TO ENCOURAGE AND PROMOTE INCLUSIVENESS ON OUR CAMPUSES
      - e. We help fulfill the states workforce
      - f. We help build a stronger economic base
      - g. We hold the latest knowledge of technology
    - 2. Differently-abled

- a. I hold no need for services at my school
- b. Friend who does need services for dyslexia
  1. no knowledge that services are available
  2. needs a notetaker
  3. been told that in some classes, a person is not available
  4. WITHOUT FUNDING IT FURTHER DECREASES THE CHANCE OF THESE SERVICES IMPROVING

IV. Proposed Solution

- A. WTCS - Wisconsin Technical College System proposal
  1. for the 1999 - 2001 budget
  2. 4.4 % increase in 1999
  3. 4.8% increase in 2001

V. Conclusion

- A. Funding must increase to sustain the educational investment and quality
- B. Funding increases helps our citizens and community grow as a whole
- C. Please consider the WTCS proposed increase
- D. Thank you

JOINT FINANCE COMMITTEE HEARING  
*April 15, 1999*

*Testimony from: Jean M. Boothby*

*Materials collected by:*

*Jean M. Boothby                      &  
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6. Critical Points regarding the Exit Exam.
7. Figure 1.2 Structural model of ***School & Teacher Variables Influencing Student Learning Outcomes.***
8. Figure 1.3 Paradigm for the Analysis that ***may influence learning and behavior.***
9. Why the Testing Craze Won't Fix Our Schools.
10. Can Retention Be Good For A Student.
11. Grade Retention: A History of Failure.

**EXAMPLE OF KEVIN**  
**FROM THE TESTIMONY OF:**  
*Jean Boothby and Arlie Davel*

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

To earn those grades, Kevin had to work 2-3 times harder than the average student. On a normal day he will average 5 hours of homework a night. To keep up with this work load, Kevin also gave up soccer. After reviewing his 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 concerned with the length of time for homework, CTBS test results and the students high anxiety level, his parents chose to have him tested outside of the school district. Through the testing it was confirmed that this child 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 very difficult and a lengthy process for him. We were told that time tests would never be an option of measurement for Kevin. 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?**

This is just one example of many, as to why our legislators must go back to the drawing board to establish a more equitable measurement of knowledge, skills and concepts for all the Wisconsin Public School children.

# Thomas Jefferson Middle School

## 4th Quarter Report Card

6/16/98

Grade: 05

Student #: 12777

Homeroom Teacher: Wisotzke

Period	Course	Course Name	Teacher	Qtr 1		Qtr 2		Qtr 3		Qtr 4		Year		4th Quarter Comments
				1	2	1	2	1	2	1	2	Final	Final	
01	5352	Comm. - Reading	Wisotzke, L.	B	A	A	B	A	B	B	B	B+		
01	5100	Math	Wisotzke, L.	B+	A	A	A	A	A	A	A	A		1. Outstanding effort
02	5200	Social Studies	Wisotzke, L.	B	A	B	A	B	A	B	A	B+		1. Takes pride in work 2. Outstanding effort 3. Cooperative
03	5009	Band Lessons	O'Keefe, L.	A	A	A	A	A	A	A	A	A		1. Pleasure to have in class 2. Shows improvement 3. Good effort
04	5350	Comm. - English	Wisotzke, L.	C+	A	B	B	B	B	B	B	B+		
05	5351	Comm. - Spelling	Wisotzke, L.	B+	A	B	B	B	B	B	B	B+		
07	5930	Art	Pemberton, R.	B	B	A	B	A	B	A	B	B		
07	5800	General Music	Oftedahl, K.	A	A	A	A	A	A	A	A	A		
08	5910	Health	Burke, E.	A	A	B+	A	B+	A	A	A	A		
08	5920	Phy Ed	Burke, E.	A	B+	A	A	A	A	A	A	A		
09	5400	Science	Wisotzke, L.	B	A	A	B+	A	B+	A	B+	B+		1. Good effort 2. Pleasure to have in class

Congratulations, you have achieved Academic Excellence



# Thomas Jefferson Middle School

## 1st Quarter Report Card

11/5/98

Grade: 06

Student #: 12777

Homeroom Teacher: Thiel

Period	Course	Course Name	Teacher	Qtr 1	Qtr 2	Qtr 3	Qtr 4	Final	1st Quarter Comments
	5351	Comm. - Spelling	Thiel	B					1. Good effort
01	6100	Math	Thiel	B					1. Good effort
02	6200	Social Studies	Geib	A-					1. Good effort
03	6400	Science	Thiel	A-					1. Good effort 2. Pleasure to have in class
04	6940	Tech Ed	Culliney	A-					
05	6913	Health (R, F)	Coulson	B					
05	6921	Phy Ed (M, T)	Coulson	B+					
07	6350	Comm. - Reading	Thiel	B					1. Good effort
08	6352	Comm. - English	Thiel	B					1. Good effort
09	6009	Lessons (T,R)	O'Keefe	A-					

**Congratulations, you have achieved Academic Excellence**



CTBS COMPLETE BATTERY

# Home Report

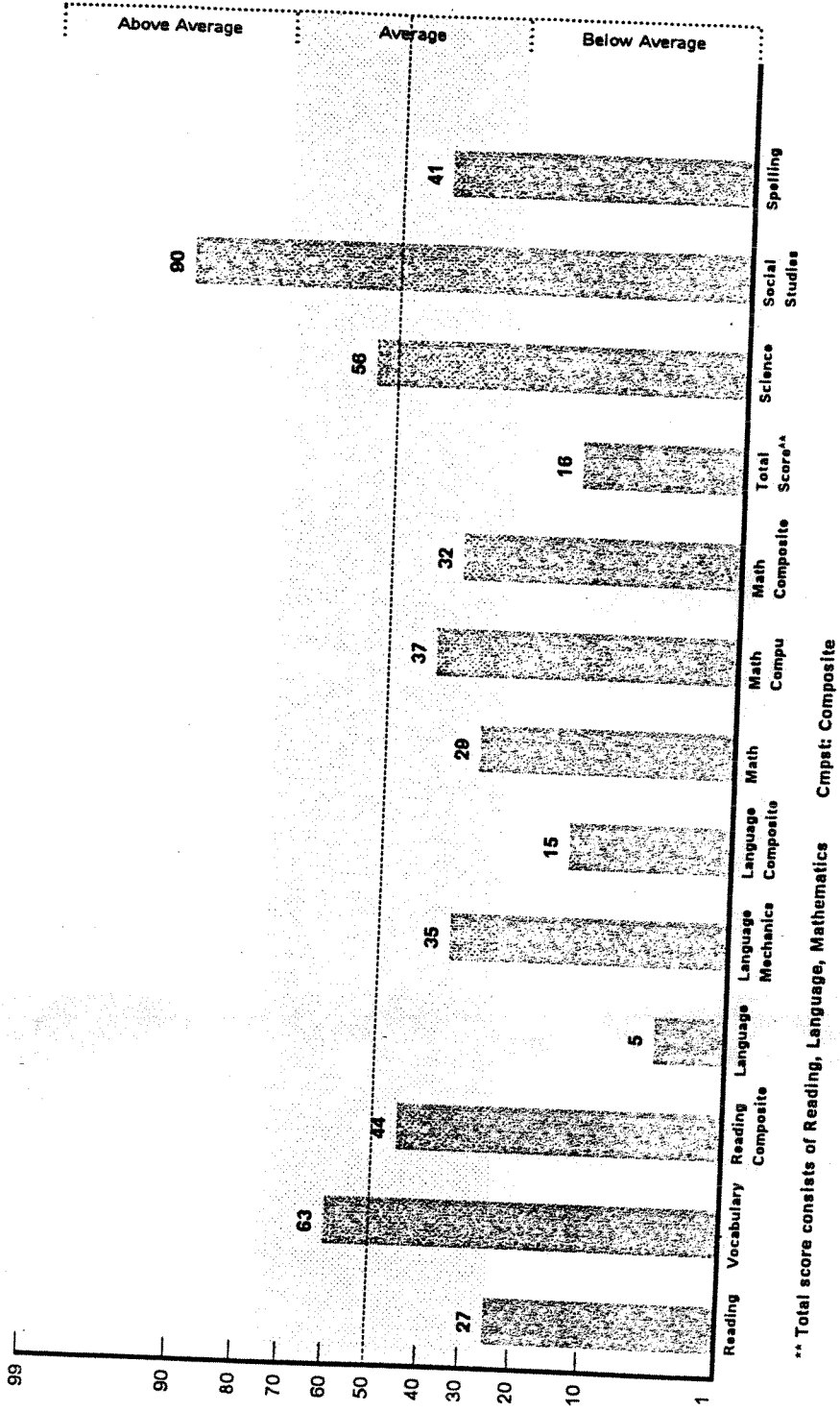


Grade: 6

### Purpose

The Home Report presents information about your child's performance on the TerraNova Assessment. It describes achievement in terms of National Percentiles, which compare your child with other students of the same grade nationally. The report may be used to determine areas of strength and need.

## National Percentiles



\*\* Total score consists of Reading, Language, Mathematics

## Observations

The height of each bar shows your child's National Percentile score on each test. The percentile scale is shown on the left. The graph shows that your child achieved a National Percentile of 27 in Reading. This means your child scored higher than approximately 27 percent of the students in the nation.

The scale on the right side of the graph shows score ranges that represent average, above average, and below average

in terms of National Percentiles. Average is defined as the middle 50 percent of the students nationally. Your child has nine out of thirteen National Percentile scores in the average range. One score is above the average range and three scores are below the average range.

See the reverse side for more detailed information about your child's strengths and needs.

Birthdate: 04/17/87  
 Special Codes: ABCDEFHIJKLMNOPQRST  
 Form/Level: A-16  
 Test Date: 09/21/88 Scoring: PATTERN (IRT)  
 Norms Date: 1986  
 QM: 02  
 Class: THIEL JILL  
 School: T. JEFFERSON M  
 District: P W S S D  
 City/State: PT WASHINGTON, WI

