

February 23, 2001

Karl Zimmermann
Franz & Zimmermann Homes
1304 N. Central Ave.
Marshfield, WI 54449

Dear Mr. Zimmermann:

I am writing to you in response to the proposed University of Wisconsin System Budget requested by the Board of Regents. According to Marshfield News Herald, February 21 edition, the Board of Regents requested \$179.5 million. The State of Wisconsin is countering with only \$56 million in funding. I hope you can express the following concerns at your meeting with legislators and the Board of Regents on March 7 in Madison:

1) access to higher education, 2) impact on UW campuses for attracting non-resident and international students vs. other states, 3) value of smaller UW campuses, and 4) the overall contribution of the University of Wisconsin System to the State of Wisconsin

Access to higher education

What effect will the shortage in state funding have on the accessibility of higher education by all students in Wisconsin?

I received scholarships as a student attending University of Wisconsin-Marathon County. Due to the low cost tuition, my scholarships were enough to cover my tuition expenses. How will UW campuses afford to keep tuition costs accessible to all income levels of incoming students without adequate funding for scholarships and financial aid?

Impact on UW campuses for attracting non-resident and international students

What effect will the shortage in state funding have on the ability of UW campuses to compete with universities in other states?

According to Bill Strang, past associate dean for external relations in the School of Business at UW-Madison, as of 1999,

“Non-resident students bring \$652 million to the state annually...and the average international student spends \$25,000 annually.”

Unfortunately, Wisconsin ranked last among Big 10 states in the percentage increase of state funding for schools from 1994-1998. How will Wisconsin compete with other states to attract non-resident and international students without adequate funding?

Value of smaller UW campuses

Smaller UW campuses help keep costs down for larger UW campuses. Students can be more spread out without overburdening the larger UW campuses. Smaller UW campuses also mean smaller class size, meaning students can get greater attention from professors.

Smaller UW campuses also attract quality educators. As a student at UW-Marathon County, my calculus professor just happened to be the author of our calculus textbook. This same textbook was used at UW-Madison. How will smaller campuses be able to retain and attract quality educators without adequate state funding?

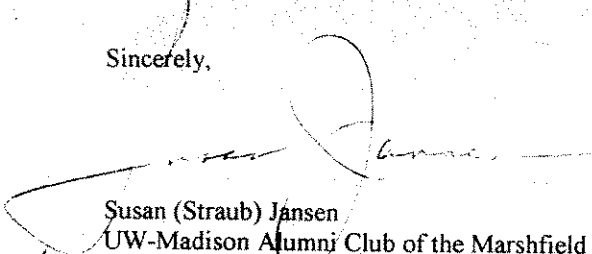
Budgets allocate primarily to larger centers first based on enrollments. How will smaller UW campuses continue to be fiscally sound without adequate funding?

*Overall contribution of the University of Wisconsin System to the State of Wisconsin
What effect will the proposed shortage of funding have on the UW System's total economic contribution?*

Again, according to Bill Strang, past associate dean of external relations of School of Business at UW-Madison, the UW System is a \$2.6 billion business. In the fiscal year of 1996, Strang reported that UW-Madison had produced \$3.8 billion of economic activity, while the entire University of Wisconsin System produced \$8.1 billion in economic activity. Strang advocated that students who earn degrees from the UW System go on to help build businesses in Wisconsin, earn higher incomes and produce more revenue. What effect will this shortage of funding do to the future of economic activity resulting from higher education?

I hope you will forward these concerns to the Board of Regents and our area legislators. I am proud to say that I benefited from an education from UW-Madison and from UW-Marathon County. I am also proud to live in my present community, home to UW-Marshfield/Wood County. It is my hope that this proposed State budget will not deny any Wisconsin student an opportunity for quality higher education from any UW System campus and will not contribute to the loss of quality educators or "brain drain" from our UW System.

Sincerely,



Susan (Straub) Jansen
UW-Madison Alumni Club of the Marshfield Area
BS Economics '90 UW-Madison
Attended UW-Marathon County 1986-1988
Enclosures

Marshfield News-Herald

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Alumni hear
UW's story
for Founders
Day event

BADGER BOOSTERS



UW FOUNDERS DAY event speaker Bill Strang talks with Marianna Brown, who is from the University Bookstore in Madison, during the social hour before the event started.

UW: Football - and much more

By Kelly Villiers
Of the News-Herald

W

hat often comes to mind when people outside the Badger State think about the University of Wisconsin?

After last year, at least, it's football.

"It's our strongest outreach program," said Bill Strang, an associate dean for external relations in the school of business at UW-Madison. "There's always something in the newspapers about Wisconsin's football program, or Wisconsin's athletic program."

Strang spoke to the Marshfield Area Chapter of the Wisconsin Alumni Association Thursday night at RiverEdge about the university's economic impact on the state. The Alumni Association also heard a presentation about the university, which recently turned 150 years old, and its sesquicentennial celebration.

Strang, who is retiring in June after 33 years as a professor with the university, went on to point out the school's economic impact, however, went far beyond football. The economic numbers Strang showed on slides would surely boggle the mind of Nelson Dewey, who founded the university on July 26, 1848.

"A \$2.6 billion-dollar business with lots of buildings and employees," Strang said. "But what does that really mean?"

He showed numbers of \$1.6 billion in expenditures directly attributable to UW-Madison, and \$3.5 billion in expenditures directly attributable to the entire UW system.

Using an economic multiplier of 2.32, UW-Madison produced \$3.8 billion of economic activity in the state in fiscal year 1996, while the entire UW system produced \$8.1 billion in economic activity.

"It's one of the biggest businesses in the state," Strang said.

Please see ALUMNI, A-7

Peace makes progress

U.S., Russia close ranks on Kosovo accord

WASHINGTON (AP) — With the United States and Russia closing ranks on a peacekeeping force for Kosovo, President Clinton says "a real peace process" has begun. How far it goes could depend on Yugoslav President Slobodan Milosevic.

His preliminary reaction was cautious.

"We believe that a just solution on all open issues can be reached through the political process of direct talks," state-run Serbian media quoted Milosevic as saying Thursday, without elaboration.

Milosevic also demanded "an end of the aggression and return of peace and return of Yugoslav citizens to their homes."

Initially dead set against any international force on Serbian territory, Milosevic had already offered to admit some lightly or unarmed observers under the United Nations. Eight foreign ministers who met Thursday in Bonn, Germany, countered with "deployment in Kosovo of effective international civil and security presences."

There was no mention of NATO troops in the communique issued by the United States, Russia, Britain, Canada, France, Germany, Italy and Japan. But U.S. officials said they would be part of

Please see PEACE, A-7

STRATFORD

Bomb scare not handled well: Parents

By Robert Johnson
Of the News-Herald

STRATFORD — Parents in the Stratford area are upset with the school district's handling of a bomb scare at the Junior High School last week.

STRATFORD: Handling of bomb scares upsetting to S

Continued from Page A-1
"I'm very disappointed," said Pete Wojcik. "We have people there to take care of our children, and they don't care. They brushed it off."

Wojcik said the only reason he learned of the scare was hearing of it from students a day later.

Kathleen Grell, an elementary school speech therapist, said even teachers were not officially informed of the bomb scare.

"We heard it through the grapevine first, and if it wasn't for

the grapevine, I doubt we ever would have heard of it," Grell said.

"We just saw the students exiting the school," she said. "It didn't appear to be taken seriously by the students."

Grell said elementary school staff should have been informed of the incident because some elementary students attend classes in the high school.

According to Wussow, on April 27 a threatening note was found by a student and turned over to district administration.

A fire drill was called while

district officials checked the school for any suspicious devices. None was found, and after 15 minutes, students returned to school.

Wussow said the Stratford Fire Department was never called, and the Stratford Police Department was not called until later that day.

When the News-Herald initially learned of these events later that week, messages were left for Stratford School District officials to comment. The calls were not returned.

According to District

Administrator Tom Tuttle's column in the Stratford newspaper, Rozak suspected the Junior High student who turned in the note was the note's author.

Tuttle said that a Stratford police officer was called in and he questioned the student. The student signed a confession the next day.

The student has been suspended indefinitely, pending an expulsion hearing, he wrote.

"Judging the merits of the incident, it did not warrant sending the students home for the day," Tuttle wrote in his column.

Wojcik said the day after about the incident.

"He said the just a prank," didn't want involved."

Wojcik said inspector for doubts school inspected the minutes.

"They said please looking," take me a good the building," Wussow, with

ALUMNI: UW official talks positive House fire kills w

Continued from Page A-1
One area where the university lagged behind schools in other Big 10 states was in state funding. From 1994-98, Wisconsin was last among Big 10 states in the percentage increase of state funding for schools.

"The other states are doing much better in their legislatures with state funding," Strang said. "We think our Legislature is going to do much better this time around. We would be in a desperate situation without our alumni and the amount of funds they provide."

Strang's numbers also indicat-

ed that non-resident students and international students tend to spend more than in-state residents.

"Non-resident students bring \$652 million to the state annually," he said. "The average international student spends \$25,000 annually."

And because students earn degrees from UW-Madison and the UW system, they go on to help build businesses throughout the state, earn higher incomes and produce more revenue, Strang said. Strang showed a slide that indicated average salaries among graduates of cer-

tain levels: High school, \$21,000; Bachelor's degree, \$37,000; Master's degree, \$48,000; Doctoral degree, \$65,000; Professional degree, \$85,000.

"And because incomes are higher, people pay higher taxes," Strang said.

The annual return on money spent pursuing a college degree is close to 23 percent, Strang said.

"A 23 percent annual return on your investment," he said. "If you told me I would invest \$100,000 and get a 23 percent return, you'd get my business. That's really what the university does for you."

HAYWARD (AP) — Fire broke out in a home on the Lac Courte Oreilles Reservation near Hayward, killing a woman who was unable to get out of the residence, authorities said.
The victim, Nichole Ann Peterson, 19, apparently tried to

get out of the home by smoke but had fled were inside to help County Sheriff said. Firefighters to her after started blaze, but were

PEACE: Kosovo agreement nearer

Continued from Page A-1
the contingent that would shield returning ethnic Albanian refugees.

The United Nations, meanwhile, was assigned a role in the operation. Secretary-General Kofi Annan is meeting here tonight with Secretary of State Madeleine Albright on the newly energized diplomacy.

While awaiting a move from Milosevic, the Pentagon announced NATO was expanding the range of its attack capabilities by stationing refueling aircraft in Hungary. Spokesman

refugees.

Even though Sen. Kay Bailey Hutchison, R-Texas, said Thursday after a briefing by State Department and Pentagon officials the force "could well not include Americans," there seems to be little doubt there will be a sizable U.S. contingent, as there is helping to keep the peace next door in Bosnia.

The 28,000-member force initially planned for Kosovo is now considered too small to monitor the postwar resentment that could boil over into violence even after most of the Serbian troops and

approved Thursday by the Group of Eight foreign ministers as a "robust presence that would not only be able to defend itself but maintain civil order."

Troops from Russia, Ukraine and other countries friendly to Yugoslavia are likely to be included, and possibly from such NATO nations as Greece and Portugal, which have not actively engaged in the 6-week-old NATO attacks on the Serbs.

The United States gave ground, as President Clinton signaled he was willing to do when he declared "before going to

3 arrested for the

WISCONSIN RAPIDS — Three people were arrested early Friday morning after Wood County and Portage County sheriff departments responded to a burglary call at the Milladore American Legion Hall.

Wood County Sheriff's Lt. Robert Levendoske said they received a call at 2:05 a.m. Friday about suspicious activity at the

hall, 422 West S. "We sent a sergeant to ask Portage County Sheriff Levendoske if he would like to arrest the suspects at the Wood-Portage County Sheriff's office. Levendoske is investigating the three are linked to along U.S. Highway

Officials called to Auburnda

AUBURNDALE — Wood County Sheriff officials were called to two separate incidents at Auburndale High School this week.

Sheriff's Lt. Robert Levendoske said the first incident on Wednesday was a boy speaking about blowing up the school.

"That was viewed as a threat

said. "So we have Norwood on an agreement."

The other incident Thursday, when a boy threatened a student, Levendoske said the student was arrested. Sheriff's Department is talking over to his parents. Charges are

NATION

ESPIONAGE
Veteran FBI agent accused
of betraying nation **A-12**



SPORTS

BOUND FOR STATE
Total of 26 wrestlers aim
for state glory **B-1**

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LEGAL

BOOBS BALANCE
Wood Board covers
surprise 2000 expenses
see **A-3**

MOVING DOWNTOWN
Wickersham leaves mall
for Founder's Square
see **A-5**

DECISIVE
Athens says 'no'
to school revenue hike
see **A-3**

Budget to fund prison — not clinic

Spending increase smallest in 30 years

By Thom Gerritsen
of the News-Herald
MADISON — The Stanley Prison is
in and Marshfield Clinic is out of Gov.
Scott McCallum's state budget proposal
that he presented to the Legislature
Tuesday.
McCallum included \$43 million in the
2001-03 budget period to lease and equip

a new prison that an Oklahoma firm
built in Stanley.
However, the governor refused to pro-
pose state aid to Marshfield Clinic that
former Gov. Tommy Thompson had sug-
gested for biotechnology and other clin-

ic programs. In fact, McCallum made no
mention of biotechnology in his 26-
minute speech on the highlights of his
budget to a joint session of the
Legislature Tuesday afternoon.
"I couldn't find any reference to it,"
State Sen. Kevin Shabick said after
reviewing a copy of the \$46 billion two-
year budget. Apparently, Gov.
McCallum didn't see it as a high priority.
Thompson, who said he wanted to
make Wisconsin one of the top states in
the nation for biotechnology — recently
said he asked McCallum to include

Please see **BUDGET, A-11**



BURMASTER



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Cross win**



**Gold
feels
great**

BUDGET: McCallum includes funds for prison

Continued from A-1

funding for Marshfield's biotech research into new cures, a personalized medicine program that uses a patient's genetic data for more personalized treatments, an interactive televised care program between the clinic and schools, and farm safety programs.

"I will fight to reinstate this initiative," said Shihlski, D-Stevens Point. "I'm not giving up on it."

McCallum said his budget, which contained the smallest spending increases in 30 years, had little room for new spending because of a tightening economic outlook for the state. He proposed dedicating much of the new spending to the three areas, including:

- \$540 million for public schools to meet the state's promise to fund two-thirds of public school costs.
- \$201 million for medical assistance programs.
- \$206 million for corrections, including funding to open Stanley and two other prisons, expand two existing institutions and create two new workhouses to add more than 3,000 inmate beds.

State Sen. David Zien was ecstatic that McCallum included funding for the Stanley prison. "This means 400 jobs," said Zien, R-Eau Claire. "This is absolute joyous news."

Zien said Thompson was not planning to recommend any new funding for the prison, that was built by the Dominion Venture Group and was completed in early 2000.

"It shows that McCallum is a doer and a shaker," said Zien, who added that it was now up to

lawmakers to give their seal of approval. "The Assembly has passed this four times. Senate Majority Leader Chucky Chvala and (Sen. Russ) Decker have blocked it. Hopefully, they have seen the handwriting on the wall."

Decker, D-Weston, said it was uncertain whether the Democratically-controlled Senate would approve the Republican governor's plans for Stanley.

"It's wrong to allow private enterprise to prop a prison down anywhere and then make us take it," Decker said.

Wisconsin now sends inmates to other states to relieve overcrowding in its own prisons. Zien said the same money could be better spent here. But Shihlski said it's more economical to rent space out-of-state in the short term than to pay for permanent prison space in the long-term.

"Violent crime has dropped in Wisconsin," Shihlski said. "Once you have them (new prisons), you keep them and it becomes an enormous liability."

McCallum also formally introduced his proposal to sell the state's \$5.9 billion in tobacco settlement money that it would receive over 30 years for a one-time influx of \$1.3 million in cash to help balance the budget.

Of that \$1.3 million, about \$350 million would be used to pay for spending commitments in the last budget. McCallum said in the state needs \$557 million to balance its books.

However, Lippert said she was excited about the governor's plan to use another \$550 million from the tobacco settlement to create an endowment fund that would be declared off limits to legislators. Interest earned on the money would go back into the state treasury and be spent just like income taxes and sales taxes. The state projects that the fund would produce \$0.8 billion over 30 years. Another \$300 million would be kept in a required reserve account.

"I would see using funds from the endowment for public health programs," Lippert said. "This would be a once-in-a-lifetime opportunity to see the dollars that came because of a problem (smoking) ultimately be the solution to many health problems."

The proposal drew skepticism from Democrats.

"It's like taking out a second mortgage on your house. It might be feasible but not necessarily a good idea to use a long-term source of revenue and balance the budget one time," said Rep. Shirley Krug, D-Milwaukee.

McCallum's budget would also create up to 20 "technology zones" in which the state would create a variety of incentives for technology-related businesses and education programs to locate there.

"They have not been picked yet, so we might have a shot at it," said State Rep. Scott Suder, R-Abbotsford. "I'd like to bring a technology zone to our area, whether it's Marshfield or elsewhere in central Wisconsin."

"I could pay enormous dividends," Shihlski agreed. McCallum also called for controls to limit all future increases in taxpayer-supported spending to the rate of growth of personal income for Wisconsin residents.

The governor also called for several new educational initiatives, which drew praise from most area lawmakers.

Democrats said the tight budget should make it easier to pass than in 1999, when a booming economy led to a prolonged fight in the Assembly and Senate over how to spend the money. That budget was finally passed in October, four months after its June 30, 1999 due date.

"McCallum deserves to be given a chance to work with both houses," Shihlski said.

Still, Senate leader Chvala, D-Madison, criticized McCallum's budget for what he called misguided priorities. It provides \$206 million in new spending for corrections but only \$56 million for the University of Wisconsin System. The University asked for an additional \$179.5 million in its budget request.

"Are we investing in the future with our students, our young people, our research, or are we investing in failures by investing such huge amounts of money in corrections?" Chvala said.

Both the Assembly and Senate must pass identical versions of the budget before it can be sent back to the governor for approval.

The Associated Press contributed to this story.

Budget Highlights

SPENDING LIMITS
State spending increases would be capped at the rate of growth in personal income, a system that 26 other states currently have in place. The Department of Revenue projects that rate will be 3.7 percent this year and an average of 3.5 percent from 2002 through 2005.
Half of any surpluses the state earned in the future would go toward income tax cuts. The other half of future surpluses would be put into a rainy day fund for future budgets.

CORPORATE TAXES

Amiles that have their hubs in Wisconsin, including Midwest Express and Air Wisconsin, would get a property tax break to encourage growth in this state.
The budget would change the way interstate companies calculate the corporate taxes they owe in Wisconsin. The state would begin taxing banking companies based on their sales in Wisconsin, but not on their staff and property in the state, as the current system requires.
Twenty technology development zones would be created to provide tax credits to encourage companies to create high-tech jobs.

EDUCATION

The budget includes \$540 million for public schools, much of which would go toward the state's commitment to provide two-thirds of school funding.
The Department of Public Instruction would get \$2 million to make loans to school districts to support the development of charter schools. In addition, high-performing schools could become exempt from many state regulations.
The University of Wisconsin System campuses, Wisconsin Technical Colleges and Cooperative Education Service Agencies (CESAs) would be authorized to establish charter schools in any school district.
The University of Wisconsin System would get \$56 million over the two years of the budget. The Board of Regents had requested \$179.5 million.

ENVIRONMENT

An additional \$100 million in bonding to reduce backlogs in claims to clean up leaking petroleum tanks.
The Fox River Navigation System Authority would assume responsibility for operation and maintenance of the Fox River lock system from the federal government.
More than \$100 million in bonding revenues would be provided for water pollution abatement efforts.

SOCIAL SERVICES

The budget includes an increase of \$201 million in 2001-02 for Medical Assistance to help pay for increasing demands for services, increases in drug costs and increasing costs of medical procedures.
The state's BackCare program would get an increase of \$31 million.
A new prescription drug initiative would provide drug assistance for about 65,000 low-income seniors over 65.
The budget would include an \$84 million increase for child care funding.

SHARED REVENUE

The budget would enact the recommendations of the Kettl Commission, which include dividing up a quarter of a percent of state sales tax revenues to local governments that cooperate regionally.

Source: Office of Gov. Scott McCallum

Fugitive nabbed

MILWAUKEE (AP) — Federal agents and police captured a California fugitive wanted for kidnapping and bank robbery. His case was featured last week on the crime thriller TV

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Randall Garrow
P.O. Box 132
Stanley, WI
54768
(715) 644-4906

I feel that the State of Wisconsin is wrong in calling for the elimination in FY 2003 of the current \$1 million per year appropriation for community based AODA treatment programs for TANF eligible families. And also at the same time the elimination of the \$7 million appropriation for Community Youth Grants which are intended to improve the social, academic and employment skills of TANF eligible youth.

The problem in eliminating treatment programs in the State of Wisconsin is that most of the communities in the state are dealing in intervention methods only rather than prevention methods. Until the communities around the state start developing and running effective prevention programs that would save the State of Wisconsin money in the long run, treatment programs are needed to deal with the problems the youth are having. The State of Wisconsin would be putting the cart before the horse by eliminating the AODA treatment programs.

The State of Wisconsin should push for more effective prevention programs in all communities around the state. It is only through effective prevention programs, that there would be a reduction in the number of interventions and treatments in the state. The end result would be money saved. Until then,
TREATMENT PROGRAMS ARE NEEDED.

Also by eliminating the Community Youth Grants would be cutting the number of programs geared towards prevention, which would only increase the demand for more intervention and treatment.

Randall Garrow
P.O. Box 132
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(715) 644-4906

Thank you for your time.

Jeff Smith
Eau Claire
715 835-9294

To the voice of the People

We have heard the word accountability quite often lately. What we need is accountability from our elected representatives in Madison.

We are told time and again by our representatives, of the importance of education, that education is a priority.

We just aren't told that it is a low priority with them. The proposed budget from Governor McCallum proves once again that it is all just lipservice. If education were a high priority we would support our schools rather than deplete the needed funding.

Our governor would like us to think he is supporting the SAGE program (which lowers class sizes) with the money he has earmarked for it. Instead it falls woefully short of what was promised when this program was initiated. To continue the promise of SAGE this budget should include over 60 million dollars for SAGE rather than the 20 million it shows. Instead it is proposed that the formula be changed from around 25% of low income families in a school to 50%. Thus, less schools will be eligible. Does this sound like *support* for a successful program?

There is an increase proposed for the voucher program in Milwaukee. The question may be asked 'How does

that affect me?'. It affects all of us, because every school district is forced to contribute to the Milwaukee voucher program out of their already short budgets. In Eau Claire we contribute over \$100,000, then we have to look for cuts in *our* schools to make that up. How is this helping to strengthen our schools? The governor also proposes cuts in the DPI. He proposes that the responsibilities for testing our students be shifted to a panel appointed by the governor. First they mandate testing for Grade advancement and graduation, then they propose we allow amateurs to develop this testing. We should be insulted. What a lack of respect!

Speaking of a lack of respect, the governor proposes that we should allow anyone with 5 years military experience be ^{allowed to apply} ~~granted~~ a license to teach. I am certain many fine people come from out of the military, but shouldn't our teachers be trained for the classroom? This is the ultimate slap in the face to teachers and parents. Is education taken seriously?

The proposed budget keeps the outdated revenue caps in place, as well. We would hope that the experiences faced by many school districts this year with rising heating costs and medical insurance (40% in most cases) would wake up this state to the fact that we cannot restrict the budgets of our system so they can't even pay for the heat in our schools. There must be some flexibility built in. Is this sound business?

There are many other shortfalls when it comes to special needs, which is the most difficult areas for many

school districts to handle. When the budgets fall short of meeting their needs, school districts have to make very hard choices. These hard choices hurt our most precious assets, our children, our future.

The answer we get most often from the state about school funding is 'we just can't find the money'. Yet, when there appears to be a project close to their self-interests they have no problem finding the money.

When they feel it necessary to purchase a prison "Poof" \$80,000,000 suddenly appears. It seems to be higher priority to put people behind bars than it is to give our children the greatest opportunities that we can in our **schools**.

There are a great deal many shortfalls in this proposed budget when it comes to educational needs. It is time to put education where we all know it belongs. **On the top shelf**. Education funding should be considered untouchable, out of the reach of other special interest groups. We must take care of our children and their future and we as adults must be responsible for protecting the services promised for our children.

The message to our representatives is clear. Be accountable for spending our tax dollars wisely. You are stewards of our dollars we send in through our tax system. As stewards you must use your conscious and take care of our most important assets, our children's education and services. It is true: **EDUCATION IS OUR PRIORITY! Put your heart where your mouth is**, for an educated populace is what has made America great.

BadgerLink is an electronic database of magazines and newspapers, made available to Wisconsin schools, public libraries and home computers via the Internet.

The Department of Public Instruction (DPI) currently funds BadgerLink through the Universal Service Fund (USF).

The Governor's budget would have DPI charge school districts for the projected increases of \$73,500 in FY2002 and \$150,200 in FY2003. Isn't this simply moving the workload from the USF and transferring it to our State Government? Do we really want more government work and expense?

Where will schools find money to pay for BadgerLink when most districts are already operating in deficits due to frozen levy limits? It doesn't take long to realize BadgerLink will be a doomed resource if the schools have to come up with the funding.

The USF bills each and every one of us monthly in our phone bills. Why should the schools fund this project, when the USF is collecting the revenue? Maybe I'm missing a piece to the puzzle? I do know that 63 percent of Americans do not own a home computer. If children lose access to this service at school the majority of our children will be without this valuable educational tool.

The USF has the ways and means to raise revenue to operate BadgerLink efficiently AND cost effectively. Please do not transfer this operational burden to the DPI.

Thank you

Janne Baier

P.O. Box 272

Elmwood, WI

54740-0272

Public Library System Funding:

Public Library System funding has fallen below the benchmark of 13% of local library expenditures, for several years. This benchmark is outlined in WI. Statutes 43.12.

Taxes that were levied-- for libraries--are obviously being spent elsewhere. That is just not right.

The State needs to get that funding level up to the 13% as required by Wisconsin Law. Our libraries are falling behind in services. We have a great asset in our library systems. We should do everything in our power to provide the services and leadership that our public library communities, and patrons, deserve.

Thank you.

Joanne Bauer

P.O. Box 272

Elmwood, WI.

54740-0272

River Heights Program Review
 January 10, 2001 --- Staff Meeting Information --Student Profile

River Heights --- THEN and NOW ---

Population	427 students	Pre-K to 5	(Dec. 2000)
	464 students	Pre-K to 5	(June 2000)
	453 students	K to 5	(May 1999)

Economically Disadvantaged	57%	(Nov. 2000)
	53.69%	(Feb. 2000)
	56%	(Jan. 1999)

Special Needs	CD	LD	S/L	(Dec. 2000)
	26*	24	45	

*26 students attend RH for CD services – 17 of the 26 students reside outside of the RH attendance area.

31	38	45	(June 2000)
38	41	49	(May 1999)

ESL Needs (00-01)

40 students receive pull-out services

20 students receive in-class translation plus 22 students Pre-K

(K-5) 60/405 students = 15% of the student population

Race/Ethnicity

Asian	Black	Hispanic	White	
30%	4%	2%	65%	(Jan. 2001)
27%	3%	1%	69%	(June 2000)
23%	2%	1%	70%	(May 1999)

Program Initiatives

See River Heights school improvement initiative history attachment.

- | | |
|---|---------------------------|
| Bilingual Preschool – | Bonita Pasch |
| (K) Break Through To Literacy – | Jeanne Styczinski |
| K/1 Multi-age Classroom - | Mary Begley/Paul Tennyson |
| Grade 1 Early Intervention in Reading - | Sue Parker |
| Grade 2 Focus Classroom - | Marlane Hayes |
| Grade 3 Soar To Success - | Marge Ongna |
| Grade 4 ESL Concentration - | Michelle Shufelt |
| After School Tutoring - | Elizabeth Schuster |
| VISTA - | Sharon Wilkins |

Student Achievement

WKCE Results for RH students attending only RH --- kindergarten through Grade 4

38/64 students = 59 per cent of the students attended only RH
 34/93 students = 37 per cent of the students attended only RH

Rdg.	Lang.	Math	Science	Soc.St.	Percent of Students Scoring Proficient/Advanced (Attending RH K-4)	Spring 200
82	76	82	89	89	Percent of Students Scoring Proficient/Advanced (Attending RH K-4)	Spring 200
76	62	76	91	82	Percent of Students Scoring Proficient/Advanced (Attending RH K-4)	Spring 1999

Rdg.	Lang.	Math	Science	Soc. St.	Percent of Students Scoring Proficient/Advanced (Attending RH 99-00 -FAY)	Spring 2000
76	71	74	85	83	Percent of Students Scoring Proficient/Advanced (Attending RH 99-00 -FAY)	Spring 2000
67	49	61	80	79	Percent of Students Scoring Proficient/Advanced (Attending RH 98-99 -FAY)	Spring 1999

WRCT at Grade 3

WISCONSIN READING COMPREHENSION TEST
 River Heights Elementary School

Year	Number Tested	Enrollment	Percent	School Mean	Median	Number of Students Above Performance Advanced/Proficient	Percent of Total Enrollment	District Mean	
Total Possible Score: 60									
1997	54	77	70	51.4	54	50	65%	51.7	
Total Possible Score: 63									
1998	75	93	81	49	52	43	46%	52	
Total Possible Score: 67									
1999	60	80	75	56.1	57	51	64%	54.2	
15%B, 63%P, 22%A									
Total Possible Score: 69									
2000	51	71	72	55.3	57	45	63%	56.5	
12%B, 63%P, 25%A									

WINSS Data – WKCE at Grade 4

See data comparison on attached pages.

- Results February 2000
- Reading Data
- Mathematics Data
- Area Schools Data

River Heights --- NOW and 2001-2002

Student Enrollment and Staffing

PRESENT (00-01)

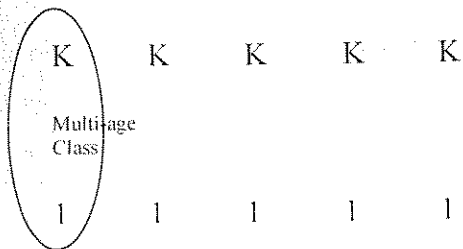
Ratio	Grade	Enrollment (Oct. 00)	District Funded	SAGE Funded	Title 1 Funded	Total Staff
22/1	K	74	4	1		5
22/1	1	72	4	1	1	6
22/1	2	68	3	2		5
24/1	3	62	3	2		5
24/1	4	68	3		1	4
24/1	5	61	3			3
		405	20	6	2	28

PROJECTED (01-02)

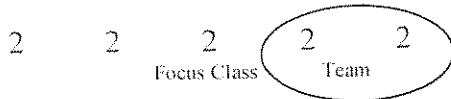
Ratio	Grade	Enrollment (Dec. 2000)	15:1	District Funded	SAGE Funded	Title 1 Funded	Total Staff
22/1	K	75	5 (0)	4	1		5
22/1	1	74	5 (+1)	4	1	(1??)	6
22/1	2	73	5 (+2)	3	2		5
24/1	3	66	5 (+9)	3	2		5
24/1	4	61	(+11)	3			3
24/1	5	67	(+5)	3		(1??)	4
		416		20	6	2	28

Class Structure (00-01)

Pre-K Pre-K

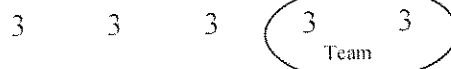


Grade 1 (one-on-one intervention)



Focus Class

Team



Team

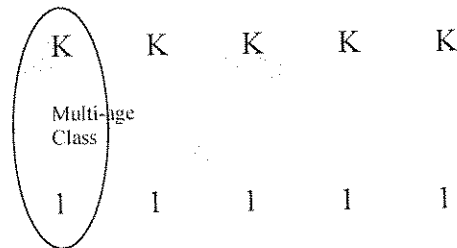


Extra Teacher - Title I

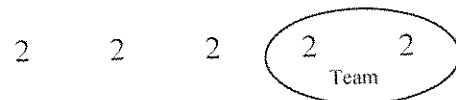


Class Structure (01-02) ???

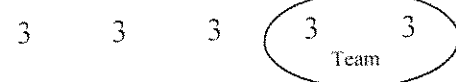
Pre-K Pre-K



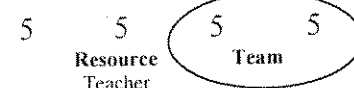
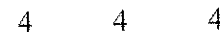
Grade 1 (one-on-one intervention)



Team



Team



Resource
Teacher

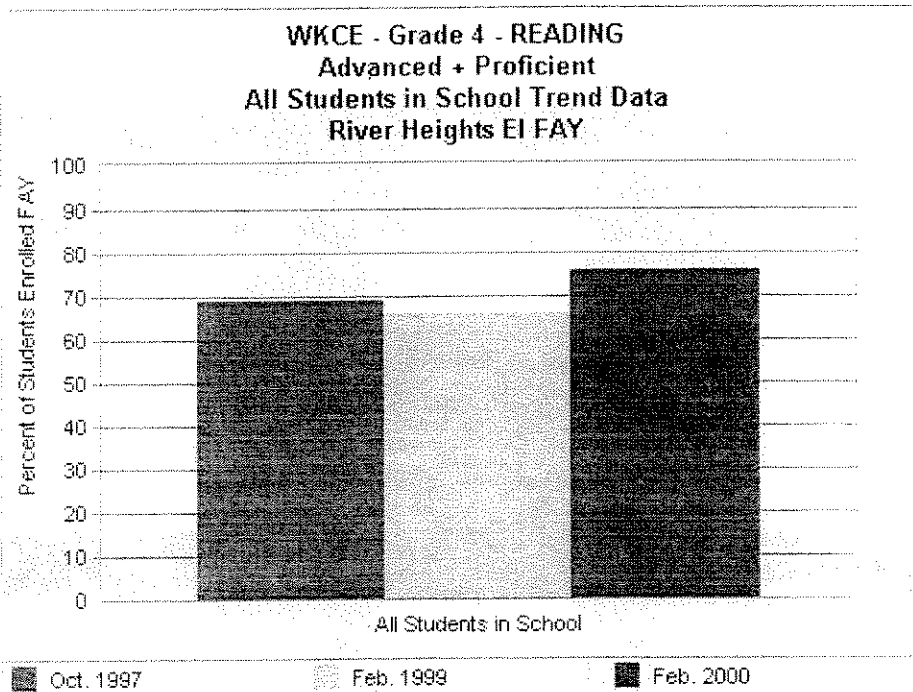
Team



School
River Heights El
District
Menomonie Area

At what proficiency levels are my students performing over time?

View By: All Students • • • •
 [All Enrolled FAY |] FAY = full (prior) academic year
 Subject: Reading • • • •
 Show: Advanced + Proficient • • • •



River Heights El FAY - Grade 4 - READING		
	Enrolled	Advanced + Proficient
Oct. 1997	74	69%
Feb. 1999	83	66%
Feb. 2000	57	76%

Go to:





GUIDE



School
River Heights El
District
Menomonie Area

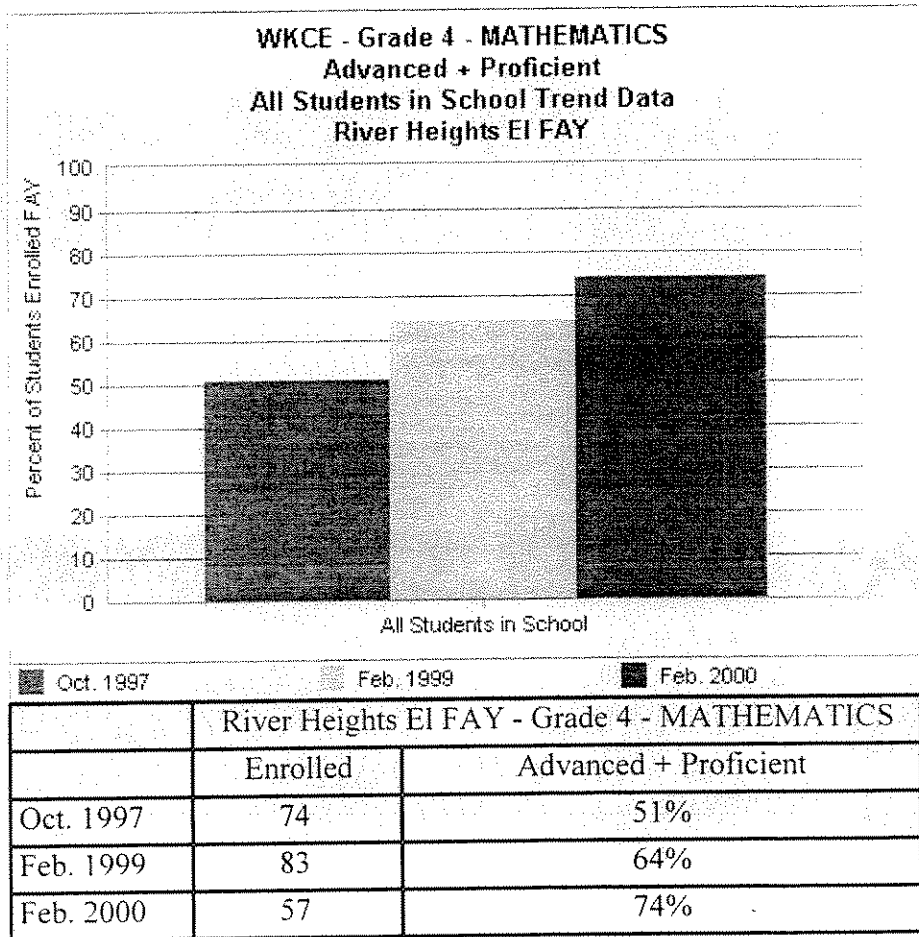
At what proficiency levels are my students performing over time?

View By: All Students •

[All Enrolled FAY |] FAY = full (prior) academic year

Subject: Mathematics •

Show: Advanced + Proficient •



Go to:

Staff Input

SAGE Meeting PreK-5	Once a month, Wednesday, 8:05 –8:45	Committee Reports
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Committees

Assessment/ Professional Dev. Committee	Technology Committee	Bilingual Preschool Committee	School Enhancement Committee	Innovative Instructional Methodologies
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Committees meet as needed.

Governance Team

Representatives:

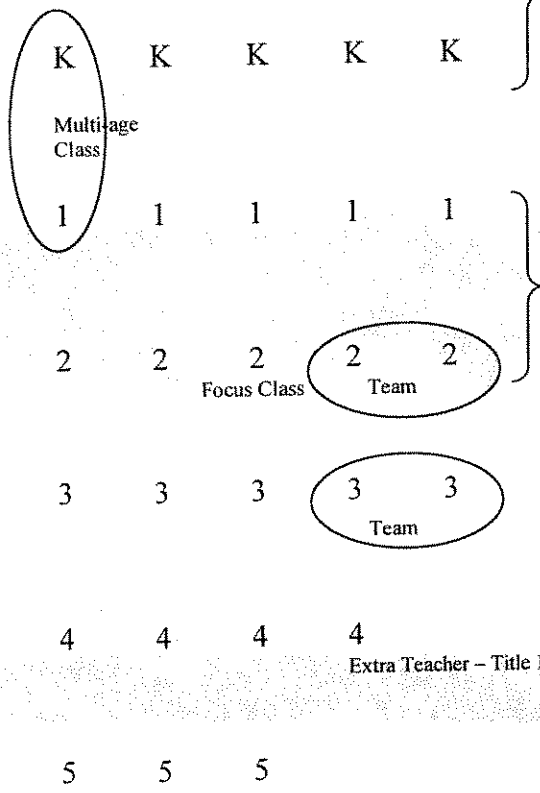
3 Parents	1 Specialist or Special Education Teacher
1 K-1 Teacher	1 Support Staff Person
1 2-3 Teacher	1 Instructional Assistant
1 4-5 Teacher	1 SAGE Coordinator
	1 Principal

Governance Team meets once a month.

Principal

River Heights Building Design 2000-2001

Pre-K Pre-K



Hmong Refugee Children Grant
 -Break Through to Literacy
 -2 Pre-K and 2 K Classes
 -Classroom ESL Interpreter

STAR Reading – Sue Parker
 -Grade 1 (one-to-one instruction)
 READS Grant
 (Reading Evaluation And Demonstration of Success)
 -Focus Grades 1 and 2
 -Guided Reading Instruction

Pilot: Soar To Success (Houghton Mifflin)
 -Systematic Reading Strategy Instruction

RIVER HEIGHTS ELEMENTARY
 Grade 5 2000-2001 Student Profile Information

64 students (2000-2001 school year - December 2000)

35 Students entered on 8/95 and remained only at RH
 3 Students entered on 8/94 and remained only at RH

38 Total Number of Students who have attended only RH

38/64 = 59 per cent Students were Grade 1 -- Year 1 of SAGE

Results of the 38 students on the 4th Grade WKCE (Spring 2000)

Reading	Lang.	Math	Science	Soc. St.	Writing Prompt	
X	X	X	X	X	X	
X	X	X	X	X	X	Reading, Lang., Math. Science, Soc.St.
4	4	4	4	4	4	Proficiency Levels
4	4	4	4	4	4	1=Minimal Performance
3	4	4	4	4	4	2=Basic
3	4	4	4	4	4	3=Proficient
3	4	4	4	4	4	4=Advanced
3	4	4	4	4	4	
3	3	4	4	4	4	
3	3	3	4	4	4	Writing Prompt:
3	3	3	4	4	4	1.0=Response is marred by errors
3	3	3	3	4	4	that obscure the meaning.
3	3	3	3	4	4	2.0=Response is poor; errors in coherence,
3	3	3	3	4	4	language, and mechanics begin
3	3	3	3	4	4	to obscure the meaning.
3	3	3	3	4	3.5	3.0=Response is scantily developed; frequent
3	3	3	3	4	3.5	errors in mechanics and language
3	3	3	3	4	3.5	and lapses in logic are distracting.
3	3	3	3	3	3.5	4.0=Response is competently organized and
3	3	3	3	3	3.5	developed; adequate use of
3	3	3	3	3	3.5	language and mechanics.
3	3	3	3	3	3.5	5.0=Response is clear and well organized;
3	3	3	3	3	3.5	clear sense of purpose, with few
3	3	3	3	3	3.5	errors in mechanics and language.
3	3	3	3	3	3.5	6.0=Response is complete and superior in
3	3	3	3	3	3	development; fine use of language
3	3	3	3	3	3	and mechanics as a whole.
3	3	3	3	3	3	
3	3	3	3	3	3	
3	3	3	3	3	3	
3	3	3	3	3	3	
3	2	3	3	3	3	
3	2	3	3	3	2.5	
2	2	2	3	3	2.5	
2	2	2	3	3	2.5	
2	2	2	3	3	2.5	
2	2	2	2	2	2.5	
2	2	2	2	2	2	
						12/38 (32%) RH Students scored 4.0 on Writing Prompt
82	76	82	89			89 Percent of Students Scoring Proficient/Advanced (Attending RH K-4)
76	71	74	85			83 Percent of Students Scoring Proficient/Advanced (Attending RH 99-00 -FAY)

RIVER HEIGHTS ELEMENTARY
Grade 5 1999-2000 Student Profile Information

	Gender	Male	Female
93 Students (1999-2000 schoolyear - October 99)	Oct.99	44 (47%)	49 (53%)
	RH (K-4)	20 (59%)	14 (41%)

32 Students entered on 8/94 and remained only at RH
2 Students entered on 8/93 and remained only at RH
(1 Student was retained in grade 1 and 1 student was retained in grade 2)

34 Total Number of Students who have attended only RH

	Race	White	Asian	Indian
34/93 = 37 percent	Oct.99	71 (76%)	21 (23%)	1 (1%)
	RH(K-4)	26 (76%)	7 (21%)	1 (3%)

Results of 34 students on the 4th Grade KCE (Spring 1999)

Reading	Lang.	Math	Science	Soc. St.	Writing Prompt	
X	X	X	X	X	X	
X	X	4	4	4	X	Reading, Lang., Math, Science, Soc. St.
4	4	4	4	4	4	Proficiency Levels
4	4	4	4	4	4	1=Minimal Performance
4	4	4	4	4	4	2=Basic
4	4	4	4	4	4	3=Proficient
3	4	4	4	4	4	4=Advanced
3	3	4	4	4	4	
3	3	3	3	4	4	Writing Prompt:
3	3	3	3	4	4	1.0=Response is marred by errors that obscure the meaning.
3	3	3	3	3	4	2.0=Response is poor; errors in coherence, language, and mechanics begin to obscure the meaning.
3	3	3	3	3	4	3.0=Response is scantily developed; frequent errors in mechanics and language and lapses in logic are distracting.
3	3	3	3	3	3.5	4.0=Response is competently organized and developed; adequate use of language and mechanics.
3	3	3	3	3	3.5	5.0=Response is clear and well organized; clear sense of purpose, with few errors in mechanics and language.
3	3	3	3	3	3.5	6.0=Response is complete and superior in development; fine use of language and mechanics as a whole.
3	2	3	3	3	3.5	
3	2	3	3	3	3.5	
3	2	3	3	3	3.5	
3	2	2	3	3	3	
2	2	2	3	2	3	
2	2	2	3	2	3	
1	2	2	3	2	3	
1	2	2	2	2	3	
1	2	2	1	2	3	14/34 (41%) RH Students Scoring 4.0 on Writing Prompt
76	62	76	91	82 Percent of Students Scoring Proficient/Advanced (Attending RH K-4)		
67	49	61	80	79 Percent of Students Scoring Proficient/Advanced (Attending RH 98-99 -FAY)		

Testimony of Bev Haverly + Joyce Klein, Turtle Lake, WI

March 28, 2001

Agreed to providing the maximum amount of federal flow through dollars be sent directly to school districts

Building Stronger Communities First Book Project



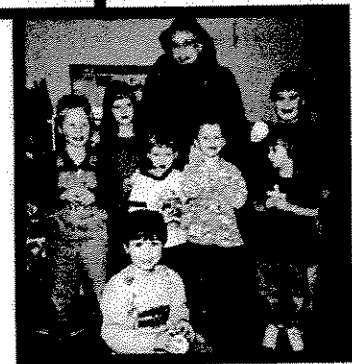
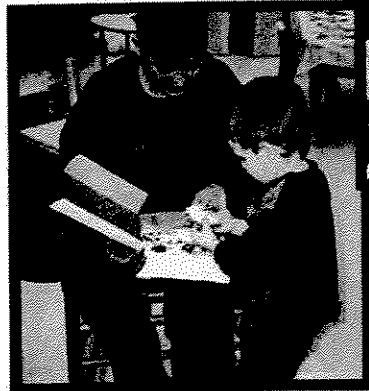
22 Volunteers

From UW-Extension Family Living Programs



152

103 Early Childhood
Children received 12
books. For a total of
1,236 books going
^{1,824} home to families.



Testimony of Bev Haverly & Joyce Klein, Turtle Lake, WI
March 28th, 2001

For these are all

our children...

we will all profit by,

or pay for,

whatever

they become.

James Baldwin

LEADING... the Way To Improvement

Building Stronger Communities for Children

1st Workshop Draws 86 Adults, 84 Kids

When Bev Haverly applied for a community grant through the DPI, she envisioned Barron County agencies and CESA #11 collaborating to improve their programs for families and young children. She hoped children could be introduced earlier to books and that adults could benefit from parenting workshops. The initiative that has emerged – “Building Stronger Communities for Children” – is far larger than its planners ever envisioned and continues to grow in response to community support.

Part 1: Representatives from programs that serve families (Human Services, Public Health, Head Start and Early Head Start, Early Childhood and Birth-to-3) formed the Barron County Early Childhood Interagency Coordinating Council and set 3 goals:

1. be an advocate for young children
2. coordinate family cases among agencies/programs
3. provide parent workshops

The first workshop focused on early brain development and how parents can influence and enhance the development of their child’s brain by interacting with their chil-

dren. To encourage parents to attend, the evening began with a potluck dinner for the entire family and childcare was provided during the workshop that followed the meal. Two dozen adults and their children attended the Cumberland workshop; more than 60 adults and 70 children attended the Rice Lake workshop.

This concludes the 1st of a 4 part series. Part 2 in January will feature the 1st Book Project for toddlers. Part 3 will feature Baby’s 1st Book (for newborns). Part 4 will conclude with theme units for teachers of early childhood.

For more information, contact
bevh@ces11112.wisn

Connecting Home & School

To bridge the home-school gap, several Head Start classes plan a Grandparents’ Day. Children create decorations for tables, placemats and invitations and prepare food. Grandparents share a meal and enjoy the company of children through finger painting, block building, dramatic play and circle time. Staff, other community members or relatives are happy to fill in as grandparents so that each child has a special guest.

For more information, contact
joyces@ces11112.wisn or
susies@ces11112.wisn

New Teacher Park Packs In

Teacher Park Packs are the Wisconsin State Park System’s first go-anywhere curriculum and resource kit designed to teach middle school students about sustainable forestry.

Teacher Park Pack lesson plans and activities correlate with Wisconsin Model Academic Standards. The packs increase student knowledge of sustainable forestry concepts and the Wisconsin Park System, sharpen investigative skills and encourage critical thinking. Activities cover 4 areas:

- Exploring the forest – research flora, fauna & environment in shaping biodiversity of forests
- Searching for connections – forest as a community of interdependent organisms
- Living on earth – how consumer needs, wants & decisions impact forests
- Just for fun – “Treevial Pursuit”, forest walk, trees & personality

For more information, contact
from CESA #11, contact
mcoleh@ces11112.wisn

303 Parents & children attended this workshop. March 28, 2001

An Interactive, No-Cost Workshop for Parents & Their Children

First Years Last Forever

Early Childhood Brain Development – Birth to 5 Years

Bring your child/children to join in an evening of music & fun!

A collaborative effort by CESA #11, WI DPI, Early Childhood, Birth-to-3, Head Start, Public Health, Dept. of Human Services and Safe & Stable Families Coalition

WORKSHOP II – March 22, 2001

Rice Lake-Tainter Elementary Cafeteria

5:00 – 7:00 p.m.



Featuring

Colleen & Uncle Squaty

Colleen Hannafin and Brian "Uncle Squaty" Schellinger use a wide variety of songs and movement, fingerplays and story songs to help nurture and develop your child's brain! Great fun for you and your young ones!

(Dinner & DOOR PRIZES included)

Your baby's relationship with you, the sights, sounds, smells and feelings your baby experiences affect the way your baby's brain becomes "wired". Factors crucial to bonding include time together, face-to-face interactions, eye contact, physical proximity, touch and other primary sensory experiences such as smell, sound and taste.

This workshop will explore the importance of music and sensory enriched care giving and how to provide it at a young age. It will include demonstrations of singing songs, fingerplays, action and movement activities, and sensory experiences at developmentally appropriate ages.

Sensory stations will be set up to demonstrate interactive play and samples will be sent home with you and your child.

Come join us for another fun-filled evening of developing your child's brain!

For more information call Carol Wallin, CESA #11, 715 986-2020 or register for this workshop by calling or sending in the form below

(cut here)

REGISTRATION FORM

FIRST YEARS LAST FOREVER WORKSHOP II

(please copy as needed)

Name: _____

Address: _____ Phone: _____

of persons attending from your family: _____

Their names & ages are: _____

Return this form by March 1, 2001 to:



Featuring
Colleen
&
Uncle Squaty
And sensory
stations

Testimony of Bev Haverly + Joyce Klein, Turtle Lake, WI

My name is Cynthia Bodenheimer. I live at 2109 Edgewood Avenue in Schofield, Wisconsin. I am here to speak as a parent of three school-age children. One of those children is currently receiving services through special education.

The lack of relief from the revenue caps in the current budget puts the programs in our schools at jeopardy. The lack of support for special education is disappointing. Our schools are the home of our children for six to ten hours per day. We all entrust the care of our children to the people who work there. We ask these people to teach, console, guide, grade, handle emergencies, evaluate disabilities, and help to shape these children for the future. We ask the schools to meet more often with parents, keep them informed of progress and problems, assess our children's needs and meet them. Yet, every year budgets are submitted that provide less funding for the education while our society and the state law require more from the schools. The state tells me that my children need to meet the standards and need to pass the tests, but you cut the funding for the people in charge of making sure my children succeed. You tell me, as a parent, I should expect more from my schools, but you force the schools to make impossible decisions regarding my children because of the budget cuts. As a parent

My nine year old son has a high I.Q. but is so dyslexic he has trouble recognizing his name on a chart. He attends classes each day that require one to one or small group interaction to teach him the skills he needs to become the park ranger he longs to be as an adult. He has to learn to use technology, recognize sight words, and various skills to enable him to be successful in school and to be ready for college. This costs the district a great deal of money to meet his needs. The current budget and the proposed budget seriously under-fund special education. Special education is a mandated program. The district must provide these services to my son. What cuts must the district make, how many more children must they put in a regular education classroom, to make up for the individualized and small group instruction my son needs?

Why are we requiring our districts to make these decisions? Why must good, responsible people be forced to choose between services that are desperately needed by our children? Parents, educators and every study ever published, say that kids deserve and require small group interactions. The smaller, the better. Why then, do we continually have to go into battle to save our kids and their right to an education? Please, do what is right. Find a way to fund education. Lighten up on the revenue caps and fund the programs that you require.

To Whom It May Concern,

I moved to Wisconsin less than two years ago to become a faculty member at the University of Wisconsin-Stevens Point.

As an employer knows, a primary concern for a prospective employee is the quality of life in the new area of residence. If you are concerned about the "Brain Drain" in this state, then you had better address the spending in your public schools.

The Governor and the legislature of this state are entrusted with protecting the citizens of Wisconsin by strengthening its institutions and thereby increasing prosperity.

Undermining the public schools is not living up to your responsibility. If you are forcing schools to live on a 1993 budget (a cap which no legislator or governor's salary suffers), then you are not helping the public schools. If you are taking money (\$385,645) from the Stevens Point budget) to help charter schools and school choice, then you are not helping the public schools. If you are cutting SAGE by 36.9 million, then you are not helping the public schools. If you are cutting the shared disabilities cost from 36% to 33%, not to mention the 68% originally promised, then you are not helping the public schools.

The funds for these solutions could be obtained without any new spending by reallocating a portion of the school levy tax credit (a \$469 million component of the 2/3 school aid package which has never gone to schools) from the tax credit use to direct educational use. This would cost the average Wisconsin taxpayer in a \$50,000 home approximately \$3.75 a month.

You are elected leaders. You are, as all the graduation speakers claim, responsible for our future. If you can't teach the people that the future of their state rests on a tax increase of less than two nights out, less than a new pair of cross country skis, far less than a new snowmobile, then you aren't leaders. You are nay Sayers feeding on fear and ignorance.

Democracy has never been easy. Being a selfish bureaucracy has always been easier. We didn't build this country because it was easy. We built this country because we believed in a community of individuals. We believed, to be an effective community, we must be an educated community. To be educated, we must work together to share the costs and establish the quality.

This isn't easy. But we all know this is what we must do. The proposed budget threatens the very basis of our American ideals.

Sincerely,

Susan Morrison
Assistant Professor of Art and Design
University of Wisconsin-Stevens Point

GOVERNOR'S PROPOSAL ON DISTRIBUTION OF FEDERAL AIDS

715-682-2363

By Fred Schlichting, Administrator
Cooperative Educational Service Agency (CESA) #12

618 Beaver Ave,
Ashland, WI

Governor McCallum recently released his budget proposals. One of his proposals changes the way the Department of Public Instruction (DPI) distributes some of the federal aids it receives. The Governor's proposal "requires DPI to distribute the maximum amount of federal aids to school districts."

On the surface this sounds great. Federal aids should be sent on to school districts to promote the programs and services they were designed to address. The concern, however, is that not all issues and problems that these monies are attempting to address can be dealt with strictly at the local school level. Often there are issues that are best addressed at the state or regional levels. The Governor's proposal would not allow DPI to use federal funds to address regional or statewide issues unless the local schools themselves developed a mechanism to identify and agree on regional or statewide issues. Asking local schools to identify and fund regional issues would be cumbersome at best and probably would result in little or nothing that could get complete agreement.

Currently, the DPI retains a small portion of most federal grants for two purposes:

To fund DPI positions to administer the grants

To fund discretionary grants for regional or statewide projects. These grants go through competitive review to insure they address important regional or state concerns in Wisconsin. Sometimes these discretionary grants even fund specific district concerns deemed to have great importance.

CESA #12 and the local schools of Northwest Wisconsin have successfully used both direct federal aids to schools and discretionary monies to meet the needs of children in our region. Often when common needs are identified, CESA writes grants to access discretionary monies to meet those needs. One successful example of this is the Parent Educator ~~Project~~ ^{Connection}. The project has been funded through IDEA (special education) discretionary monies. The purpose is to train and have available parents of special education children to work with other parents of special education students and the school to collectively better meet needs of children rather than focusing on confrontation and potential litigation.. This project has had great success in opening lines of communications between parents and schools and creating partnerships to address a child's needs. DPI has been so impressed with this regional success that the program has been gradually expanded statewide with funding through discretionary dollars. The Governor's proposal appears to eliminate DPI's discretion to address regional or statewide needs like this.

My name is Julie Williams
I am a parent of 3 students in
the school district of Superior. It
is my belief that if
the proposed budget is passed
it would greatly delay the education
of our students. And our students
are the future Governors & Senators
of this Great State.
So ask yourself this: Do we
want our state run by
uneducated leaders, or do we
willingly spend now
a little extra money
worth a stronger state in
the future. Smaller classes
Special Ed -
music programs & Summer schools
are vitally important to our future.

We are parents of a special needs & oppose
budget cuts in education. Our son
utilizes the services for special education.
This would be detrimental to us and
other parents. We also oppose the
any cuts that may affect the Sage
program

Sincerely,

Scott T. Thompson
Sharon Thompson

1711 N 17th St.
Superior, WI 54880
Ph. (715) 395-9593

Hello
To Representative Frank Boyle
Senator Bob Jauch. Thank you to the
Joint Finance Committee for coming to
True Northern Wisconsin.

Sometimes I wonder where I
live; Since we live so close to Minnesota
I've wondered if anyone cares about us.

In the last five 5 yrs I ^{have} turned in to
Wisconsin public Radio through

KUWS. This station has been very
beneficial for me as a WI resident,
taxpayer + a part time school board
member.

I would like to see 2/3 funding
continue in the general school aid
to include debt service + construction.

I would like to see special education
needs fully funded. We to have seen
an increase with special education +

In our school district we, Maple
School District is one of the large
employment businesses next to the
Poplar Blending plant. I would like

to see more employment development
to come to our area. We need to
encourage out students to stay
in our state. A 2% lift on Revenue ^{tax} ^{would} help.

Charter schools work! Thank you for
our funding for the Richard Senior Academy

We would
like to pay our
teachers more
at the GEO by
cutting up
costs in
health insurance

for Kids at Risk in our 7th and 8th grade. I have walked and talk with these students. We are making a difference. I would like to see the Chartering of schools to go through the local School districts not the College or Technical College system.

Another committee that I am serving on is the Douglas County Partners Against Violence. I would like to see these programs continue for support against rural violence at schools, communities, & homes. We are working to get grants for Community Policing.

I came here this morning at 10:05 AM. I stayed here as long as I could. I left at 2:35 P.M. Why was I not called to speak? Many who came after me have spoken & left. Here I sit! Please consider what I have mentioned above. My son needs me at his school now.

Thank you,
Gail M. Saari
School Board Member at
Maple School District.

Gail Saari
5206 S. Cty. Rd. F, Maple, WI 54854
715-262-2175

March 27, 2001

Joint Finance Committee Hearing
Superior, Wisconsin

Senator Brian Burke and Committee:

I would like to thank the distinguished panel for their time and willingness to listen to the citizens today. Hopefully the information and testimony provided will be instrumental as the Joint Finance Committee is challenged to make key decisions that will affect the communities in Wisconsin and the future of our educational system. Decisions should concern what kind of education and services best meet the needs of all our children.

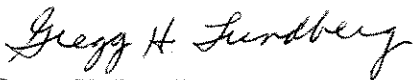
↑ 31.8% last yr, this yr. 18% ↑ projected 25%
We need schools that are healthy, energy smart, environmentally sensitive, accommodating to the needs of all learners, using up-to-date technology - that complement and enhance academic excellence. Learning is a lifelong process, and resources are limited.

Increased expenditures and costs in health insurance, fuel, natural gas (and other utilities), and contracted services not related to teaching and learning are depleting budgets. The revenue increases are not sufficient to meet expenditures without the threat of cutting services or programs. The vendors we purchase goods, services, and supplies are not limited or capped and therefore we are expected to continue to maintain and do more with less. The same applies to unfunded mandates.

We are fortunate to have an excellent staff and school board that work together to promote our mission in providing opportunities for our children that result in positive, productive, and contributing members to society. When you feel you have a stake in your school/community, you're willing to work harder, make sacrifices, and protect and build up your highly personal investment. Education is an investment in our children and our future.

We support the General School Aid proposal relating to the two-thirds funding to include debt service and construction. We further would support eliminating categorical aids and include those associated costs with the two-thirds funding or provide full state funding for special needs students.

Sincerely,



Gregg H. Lundberg, Ed.S.
District Administrator
School District of Maple
PO Box 188
Maple, WI 54854

WISCONSIN EDUCATIONAL PARTNERSHIP INITIATIVE

140 West Elm Street, Chippewa Falls, Wisconsin 54729 ~ Telephone (715)723-1181 ~ Fax (715)723-8554

Superior Wisconsin - Joint Finance Hearing - March 27, 2001

My name is Julie Stafford and I am the project director of the Wisconsin Academy Staff Development Initiative (WASDI). I want to thank Senator Shibilski for introducing a motion to add WASDI to the state budget to provide funding for the continuation of this very worthwhile statewide program.

WASDI has developed 365 Wisconsin teacher leaders who can help schools and students meet increasingly higher standards. We have just selected the 7th group who will begin their training in April of 2001. Sixteen of those Lead Teachers live and teach in this northern section of Wisconsin. The rest are geographically distributed throughout Wisconsin leading and serving the schools and communities you represent.

The Wisconsin Academy Staff Development Initiative has been highly successful for the last six years in providing teachers throughout the Wisconsin with state of the art professional development in science, mathematics, and technology education.

WASDI received a six million-dollar National Science Foundation grant six years ago to develop teaching centers or Academies in up to ten sites around the state. This professional development program was modeled after the successful Cray Academy in Chippewa Falls, WI. This summer there will be 16 such Academies offered in Wisconsin.

Since 1995, these academies have provided one week professional development opportunities (30 hours of direct instruction) for more than 12,000 Wisconsin teachers.

Math, science, and technology are the backbone of many occupations and the type of staff development WASDI provides helps teachers help students solve real world problems collaboratively. In the Lead Teacher component outstanding teachers receive training to be providers of staff development to their colleagues and to provide leadership in implementing standards based education.

The program has been federally funded for the past eight years because it meets both critical national and state needs. Federal funding is ending so in order to keep this successful program operating in Wisconsin it is necessary to seek state funding. Please help support the Shibilski motion to continue this critical program. Your support will be greatly appreciated.

Project Directors: *Dr. Julie C. Stafford*
Dr. Billie Earl Sparks

WASDI

e-mail: *julie_stafford@wtn.pbs.org*
billie_sparks@wtn.pbs.org

Gitche Gumees Academy

Northwoods Academy

Christa McAuliffe Academy

John Muir Academy

Sally Ride Academy

Star Academy

My name is Taylor Pedersen—I am a junior here at Superior Senior High School. I would like to talk to you today about CTSO's. Do any of you know what they are? CTSO stands for career and technical student organization. Wisconsin CTSO's consist of six organizations--FBLA----DECA,---FCCLA----FFA—, Skills USA-VICA—and HOSA. I am currently the Region I State Vice President of FBLA-Future Business Leaders of America and a member of DECA—a marketing organization.

I believe that CTSO's are valuable because they encourage students to develop leadership skills, gain insight into career opportunities, and to problem solve through competitive events and community service projects. The business world today is looking for workers with effective communication skills and the ability to work efficiently in teams. Through my experience with FBLA and DECA, I have personally learned these skills. In truth, CTSO's are better equipping society with skilled employees and leaders. Currently these organizations are supervised by DPI and I am asking you here today to continue to actively support and adequately fund all CTSO's.

Taylor Pedersen
8 Bridge View Dr.
Superior, WI 54880
(715) 394-2177

Classroom teachers are expected to perform more and more responsibilities as a part of their day. Many reasons contribute to this. As a result of an increase in the number of special education students (under new federal guidelines) they are now reconfiguring classrooms and giving the general education teacher more responsibility for carrying out individual education plans. Classroom size has a direct effect on the number of special education students. If students can be given more individual attention at an early age, fewer students will be referred to special education.

Investing in smaller class sizes, through programs such as SAGE - although considered an expensive proposal - would be money well spent. Programs, such as Project Star, have concluded "students from smaller-classes substantially outperformed students from larger-classes on both standardized and curriculum-based tests. This was true for students regardless of ethnic background and for students from inner-city, urban and rural schools." Another added benefit, according to researchers in Burke County, NC, is that classroom time devoted to non-instructional activities, such as discipline, decreased from 20% to 14% in smaller classes.

Testing, alone, does not increase scholastic ability. With increased emphasis on testing, isn't it extremely important to put money on direct instruction? Direct instruction is what will affect the test scores. We work in a school that has SAGE in K-3 grade. We have seen the wonderful results for both the students and the teachers. We highly recommend the continuation of the SAGE program in the School District of Superior and we are against any budget cuts that would hamper this program.

Name

Address

Kathy Murtzig	3701 N. 21st
ADAM STEWSON	4415 Robinson St. Duluth, 55804
Cynthia Miller	2915 W 15th St Duluth 55806
Patsy V. O'Connell	4322 ROBINSON ST. DULUTH MN 55804
Brian S. Holley	605 2nd Ave E. Superior WI 54880
Susan Nulmes	2832 Jefferson St. Duluth 55812
Roseann Larson	10125 E Island Lake Rd. Solon Springs, WI
Jodi Widiker	5215 E. 3rd Street Superior, WI 54873
Trina Kettelhut	316 W Austin St. Duluth, MN 55803 54880
Jane Hambraman	10 Kluver Bay Dr. Superior, WI 54880
Lynn Peltier	28 Birch Dr, Esko MN 55733
Stacy Smith	77500 Evergreen Rd Port Wing WI 54865

Dear Joint Finance Committee,

Please do not accept Governor McCallum's proposed budget. Children are our future. Their education is important. Why put more money into testing and yet cut present programs? There should be equal education for all students. Revenue Caps do not make it equal. Please consider your responsibilities. Some day these children will have a voice.

Thank you

Linda Berg
2601 Logan Ave.
Superior, WI
54880

4622 South Findlay Road
South Range, WI 54874
March 26, 2001

Joint Committee on Finance

Wisconsin has always encouraged quality education for its youth; however, the quality of education already suffers in lower-income communities because of an inability to fund education. While some school districts across the state receive upwards of \$9,000, \$10,000, and even higher amounts per student, the School District of Superior, and others like it, receive \$6300 per student, far less than the state's average. Now, the proposed budget plus the revenue caps threaten our students and schools even further.

The revenue caps and the budget outlined by Scott McCallum spell economic disaster for our School District. Where is the logic that restricts revenues to a lesser amount than the QEO we must offer? We have already had to cut staff and programs! Now Superior must cut additional staff and programs due to severe budget constraints and even then, figures indicate that Superior will suffer an \$800,000 shortfall under the proposed plan. This means more students per classroom, fewer classes, books, and supplies, and a reduction in technology.

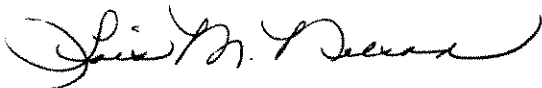
Meeting Special Educational needs also takes a lion's share of regular classroom dollars. Superior has more students that qualify for special needs than the state's average in these categories. Yet, the proposed budget **decreases** aids in Special Education when it should be increasing them.

The fixed prices, such as fuel for transportation and heating, electricity, and repair continue to rise at percentages far higher than what the District receives through taxation and the amount Wisconsin funds us.

Please take a good look at what revenue caps have done to us and where the budget in its current form will take us: deficit spending, crowded classrooms, elementary education that lacks crucial programs such as music and art. Locked in at \$6300 per student, far below the state's average, Superior and districts like us cannot survive the proposed budget and the revenue caps.

Please give all our children an equal opportunity to gain a quality education by adopting a friendlier budget for education and by adjusting the revenue caps to allow those of us under the state average to catch up. Apply common sense and logic, elements that Scott McCallum missed in the proposed budget. Continue to encourage quality education for Wisconsin.

Yours truly,



Lois M. Nelson, Grandmother



SUPERIOR SCHOOLS

School District of Superior

Superior Senior High School 2600 Catlin Avenue
Superior, Wisconsin 54880
(715) 394-8720

To the Joint Finance Committee:

Due to revenue caps and shortfalls in the past, our art students at Superior Senior High School are in "dire straits." We have not had an increase in our art budget in many, many years. As material/supply costs have sky-rocketed almost out of sight, our supply budget has stayed the same for many years and now decreased.

The time is now, to change this, during budget surpluses at the state level. These past years we have been told "..... we have no money to give you." Now that the state has budget surpluses, this is the time, to get more out to individual school districts. The money is there, now.

Educating students is a challenge in itself. Help from the Joint Finance Committee would make it less of a challenge. Thank you for your consideration and listening.

Sincerely,

Ed Labernik

Ed Labernik

Commercial Art Instructor
Superior Senior High School

Joan Kiewit

CESA #12

Director of Special Education and Early Childhood Program Support
Teacher

Representing 4 Districts as Director of Special Education: Butternut,
Glidden, Mellen and South Shore.

Statement

By eliminating discretionary grants, small districts will lose the leadership that has been provided in the past. The loss of leadership can ultimately lead to the possibility of a loss of Federal funds because Federal mandates cannot be met without the leadership piece that is being provided through discretionary grants.

The small amount of additional money that would come into the districts is not enough to allow for setting up student workshops to assist in transition services that help students become involved in their own planning for what they will do once they graduate from high school. Future Quest workshops for students are currently giving students opportunities to learn to be proactive in their own planning, helping them learn how to produce a resume, fill out necessary forms for employment, independent living, future educational opportunities. Discretionary grants have been used to assist districts in hiring parent educators to help parents become more active participants on the Individual Educational Plan team for their child. Discretionary grants have afforded districts the opportunity to try out expensive assistive technology equipment to see if it works for a student before making the purchase as has been possible through the Wisconsin Assistive Technology Initiative. Discretionary funds have also been used to begin Early Childhood special Education programs, and expansion to provide training so young children with disabilities re being educated with typically developing peers.

With the loss of discretionary grants there will be a loss of leadership in providing for best practice in special education.

Beth Hanson Love
PO Box 474
Cable, WI 54821

I have been teaching in Wisconsin for fifteen years in four districts, two here in northern Wisconsin and two on the eastern side of the state. I also taught in a parochial school in Superior for one year. I have taught at the middle school and elementary levels, both in the classroom and as a resource person in Title I and as Reading Specialist.

I am a product of the public school system and the state university system of Wisconsin for both my undergraduate and master's degrees. These experiences have allowed me to have a very broad perspective of education in our state.

In each of the positions I have held, whether in my own classroom or as support to many classrooms, I can say that the ratio of students to teachers has and continues to be, a major factor in the overall success of students. Districts have spent a great deal of energy trying to find creative ways to provide more teacher time for the most needy of the students on both ends of the bell curve in Special Education and Gifted and Talented programs. The S.A.G.E. program has provided the support that districts needed to meet this important objective most effectively for all children.

The Drummond Area School District is a small, rural district. 50% of our student population lives at or below the poverty level. We are also the third largest district geographically in a depressed economic area. This unique combination of factors create as needy a population of students as ever went to a large, inner city school. Our students have many needs that we are much better able to meet now with fewer students and families with which to interact.

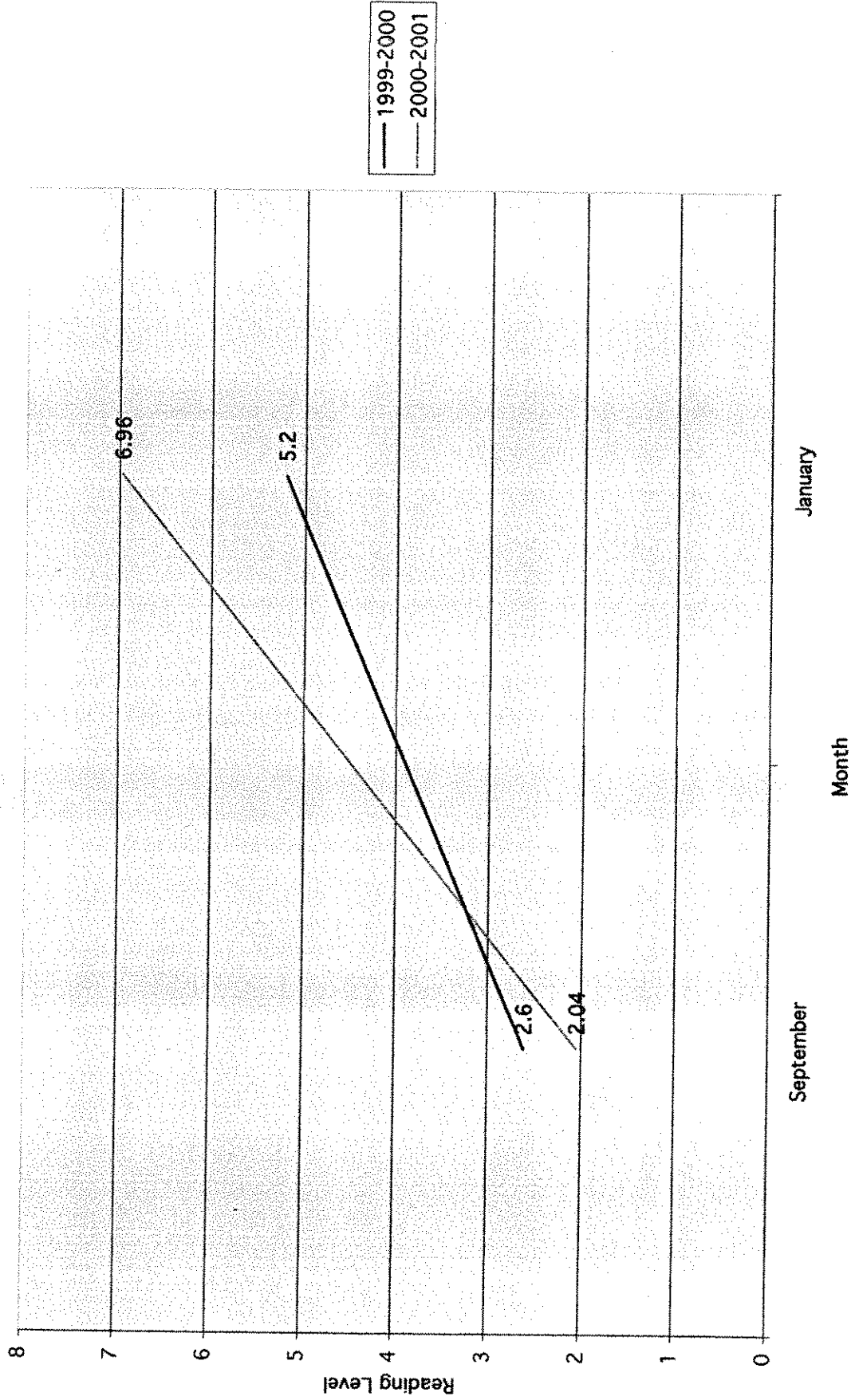
Being in regular contact with parents of 15 instead of 25 students is very possible within the busy schedule of a classroom teacher. We have been able to have greater, permanent impact on the lives of our children and their younger siblings through parent and family nights, as well.

Most significant are the results of the assessments for this year's first semester, our first S.A.G.E. year, in comparison to last year at the same time. In the Kindergarten last year 50% of the students knew all of the letters by the end of first semester. This year 72% of our Kindergarten students knew them all by the same time of the year.

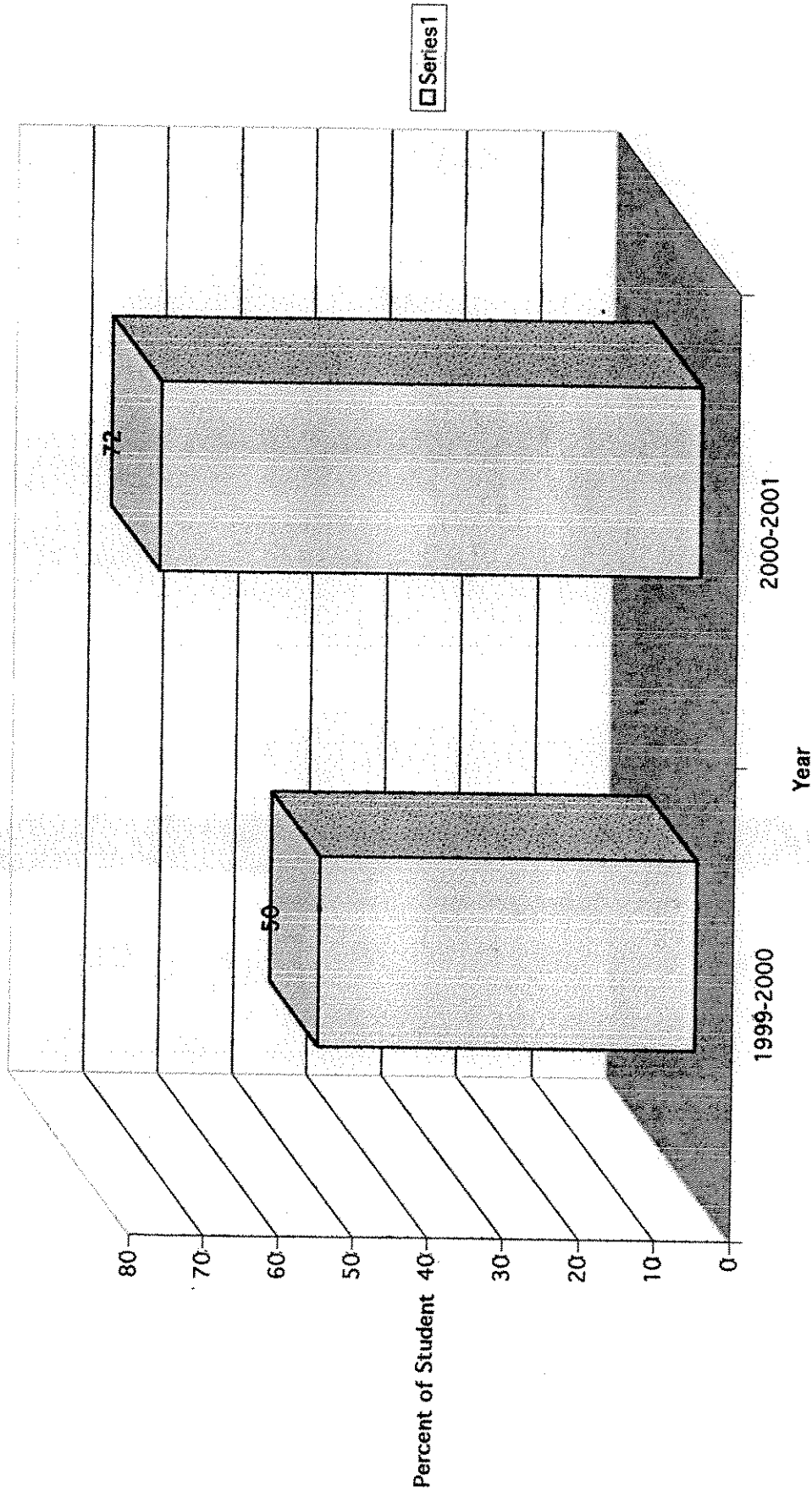
Likewise, by semester last year in the first grades the average growth in guided reading levels was 2.5 while this year it was 4.9. This despite the beginning average reading level being lower this fall than last. This is due to the fact that we are now able to meet with each student in a small group for reading every day instead of just three days per week as in the past.

While numbers such as these cannot always be expected, the one factor that all of these changes can be attributed to is our small class sizes.

Guided Reading Levels for Grade 1



Kindergarten Students Knowing All 52 Letters of Alphabet at the End of First Semester



Eleanor Davis Oexemann
820 North 19th. Street
Superior, WI 54880
March 27, 2001

To The Legislature's Joint Finance Committee:

I am the SUPERIOR AREA PTA COUNCIL PRESIDENT, A GRAMDMOTHER, and SENIOR CITIZEN.

PTA advocates for all children and the Revenue cap law is harming our children and youth. They should receive the best quality education they are entitled to get, we can't short change them they are the future.

Spending caps are a problem because the annual increase is too small, \$220.00 per pupil per year, regardless of school district expenses or needs must go higher.

Our schools have out dated books, computers and costs, teachers material, plus the wages, health care, benefits, electricity, heat, and gas expenses. Cutting teachers and larger class should never happen. Our kids need you NOW.

The Revenue Caps, cost for Special-needs Students, the State aid for Special needs are too low to cover costs.

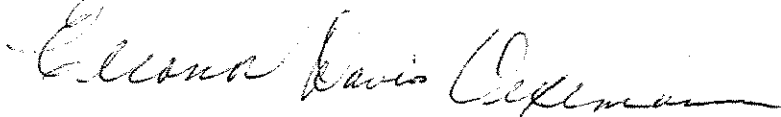
We need the State policies to prevent cuts and increase Revenue limit flexibility.

Four issues-SAGE, Revenue Cap Flexibility, Special Education and K-4- in the context of the severe deficiencies in Gov. McCallum's budget proposal. Regarding SAGE full restoration of K-3 funding. Regarding K-4 funding on the same basis as K-5.

ALL students should have the same amount of money regardless of the area he or she lives in-RICH or POOR.

THANK YOU for your participation to increase funding for Wisconsin public schools.

Sincerely,



Eleanor Davis Oexemann

I currently teach a 5/6 split classroom in which there are 24 students. Of the 24, nine students have special needs. Next year, because of revenue caps and limited staff, my fifth graders will be in classrooms of 32 students. Sixth grade students today have wide and varied needs ranging from academic challenges, stressful and sometime dysfunctional family situations, and peer pressures. In light of the violent tragedies that have taken place in our nation, we need to listen and be pro-active in our young adolescents' lives. These students need to know someone cares about them, their feelings, and their needs. This cannot be achieved when class size is at a number where getting in touch with everyone is almost impossible.

Rita Wallin
Grade 5/6 teacher
Great Lakes Elementary
129 N. 28th St. East
Superior, WI 54880

Sixty-five percent of adults with disabilities are unemployed. The Transition discretionary grant prepares high school students with disabilities for life after high school. Transition is one of the many programs that will be eliminated by the governor's budget proposal.

Kay Hudak
26550 Cherryville Rd
Ashland, WI 54806

Hello, I'm Tamra Schindler. I would like to thank you for allowing me to come here today to talk to you about a subject near and dear to my heart: education. I am a kindergarten teacher at Spooner Elementary School. I love my job and I love "my kids". Each year I am intrusted with the duty of preparing and shaping a new group of children's lives and futures. It is a responsibility that I take very seriously and am very passionate about. That is why I volunteered to come here today to share with you some of my thoughts and insights on how we can make education in Wisconsin even better.

This is my first year as a SAGE teacher and I can't begin to tell you what a difference it has made in my classroom. I have gone from "crowd control" and "skimming the surface" to really teaching! The changes I have been able to make to the curriculum are numerous. I have gone from just being able to "present" a topic to really delving into it. We are able to do many more science experiments and hands-on activities. At "Center Time" I can work with small groups of students, addressing their immediate needs, be it remedial or enrichment. I have personally seen the gains that my students have made academically and it so exciting and rewarding. This is the first year that I have felt truly satisfied and proud of the work I have been able to accomplish. I know they will be leaving me with a solid foundation for first grade and I am thrilled for them.

Not being a person who sits back and accepts "good enough", I want even more for "my kids", and that is the reason I am here today. To talk about the benefits of a state wide, state funded 4-year-old-kindergarten program. In Spooner we have one Pre-school program run by Mrs. Gozdzialski, for obvious reasons everyone calls her "Mrs. G". Every year the kinderagarten teachers clammer to get her students. They come prepared in so many ways. They are more confident and familiar with a structured setting. They come to kindergarten eager to learn more and with a good base to keep building on. In the fall we always test the incoming students and then rank them according to the number of points they earned. I looked back at the list from last fall and the 8 top students were in Mrs. G's program. Most of her other students scored very well too.

Unfortunately, a privately run pre-school costs families money, which means many children don't have this privilege. Our school district has a 42% poverty rate. An "extra" like that can't be afforded. WEAC's motto is "Every Kid Deserves a Great School". I would like to extend that to say "Every Kid Deserves a Great Start". We have children who come to school not knowing even the 8 basic colors. Equity is a must when it comes to education. Every child deserves an equal opportunity. Public schools can provide a safe environment and many support services. Money spent on education should be seen as an investment in a child's future. How can we as a society tell them that they "aren't worth it"?

Furthermore, I feel that with all of the new information we are gaining from brain research, the sooner we can start working with children the better. Of course, I'm talking about a developmentally appropriate curriculum. A program that allows a lot of exploring and hands-on materials where the child can start to construct means for themselves.

In closing, when I talk to people about how the school year is going, I'm always still amazed and in awe of the progress "my kids" make. I keep saying that they're like little sponges! They just keep soaking up whatever I present to them. It's like they can't get enough, that's why I strongly believe that a 4-year-old-kindergarten program would be so beneficial to all children. There are all those little minds out there eager to discover and explore. Please help them to get off to a good start.

Thank you so much for your time and consideration.

My name is Julie Williams
I am a parent of 3 students in
the school district of Superior. It
is my belief that if
the proposed budget is passed
it would greatly hurt the education
of our students. And our students
are the future Governors & Senators
of this Great State.
So ask yourself this: Do we
want our state run by
uneducated leaders, or do we
willingly spend a little extra money now
worth a stronger state in
the future. Smaller classes,
Special Ed -
music programs & Summer schools
are all available