

St. Rose Catholic Academy

514 North 31st Street • Milwaukee, WI 53208 • School Office 933-6070 • Business Office 873-4151

April 4, 2001

Dear members of the Joint Finance Committee:

I am very much in support of providing protection for parents with children in the Milwaukee Parental Choice Program. I would like you to pass the proposals for removing penalties related to increased income and to raise the lower limit for admission into the choice program from 175% of poverty to 185%.

Neither proposal will cost more in the long run because there is a cap on the number of participants who may take advantage of the MPCP. Both proposals make sense because they encourage parents to improve both their financial situation and the education of their children. Both proposals encourage parents to move up the economic ladder by ensuring that they will be able to choose the best school for their children and the job that pays the best.

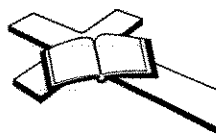
Thank you very much for considering my opinion. I will be eagerly watching the outcome of this debate.

Sincerely,

Name *Mrs + Mrs Stanley Carter*
Address *3208 W. Mt. Vernon Ave.*

Where diversity is celebrated

Ghov twg muaj ntau haiv
neeg ntawd nuaj kev sibsau



Donde se celebra la diversidad

ບ່ອນໃດທີ່ຫລາຍຊົນຊາດ
ບ່ອນນັ້ນ ມີການສົ່ງເສີມສຳລອງ

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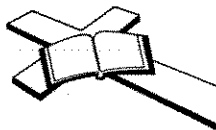
Name

Address

Denise Clark
2535 W. 5th St.
53212

Where diversity is celebrated

Ghov twg muaj ntau haiv
neeg ntawd nuaj kev sibsau



Donde se celebra la diversidad

ບ່ອນໃດທີ່ລາຍຊື່ຈາກ
ບ່ອນນັ້ນ ມີການສະເລ່ຍສ່ວນ

TO: Joint Finance Committee Members
FROM: Sue Haupt, Edgar Board of Education
DATE: April 4, 2001

Yesterday our district held a referendum vote on three separate questions. We were fortunate to narrowly pass one question—to increase our revenue cap by \$150,000 per year. We were unsuccessful on the two building questions presented to voters.

I guess I should be happy that we passed the revenue cap question—on our fourth try. Instead, I am frustrated, disappointed and angry.

While revenue caps sound good, the reality is quite different. When caps were first imposed in 1993, our district balanced our budget by cutting dollars from maintenance and capital purchases. By 1997, our roofs were leaking and equipment was falling apart. After a failed referendum, we cut \$180,000 in programs in order to catch up on much needed maintenance and equipment purchases.

Needless to say, people were very unhappy with the program cuts. It seemed that cutting our budget was a great idea—as long as it didn't affect “their” program. After several more failed referendums—each small than the previous, we were finally successful yesterday, by a very small margin—49 votes out of over 1300 cast.

Without the additional funds we would be looking for a way to cut \$70,000 from next year's budget and an additional \$30,000 the following year. Since we have already cut the fringes of many programs, the choices would cut into the heart of our curriculum. I'm grateful that those choices won't be necessary—at least not next year. However, without relief from the current revenue cap formula, schools like ours with declining or flat enrollment, I know that these tough choices will have to be made in future years.

I would also like someone to explain why school districts are subject to revenue caps while other taxing entities are not. If a town, village or city needs to build a new building or buy additional equipment, they pound a gavel and it happens. Public schools are the only body that must obtain the approval of residents through a referendum. Local school referendums are the only place a voter can directly impact their tax bill—it's the only place to say NO and they do.

Public schools serve children, and children can't vote. Isn't it ironic that schools must pass a referendum to spend additional funds and our only constituents—our children—don't have a vote.

People in Wisconsin entrust their children to public schools, and public schools are doing a great job preparing young people for employment or higher education. We cannot continue down a path where revenue increases are limited to 2-3% per year and expenses increase 4-40% or more per year. Our young people are the losers here. It is time to re-think how we fund our schools and return some level of decision making to elected officials serving on our local school boards.

 Saint Joseph's Hospital
MINISTRY HEALTH CARE

611 Saint Joseph Avenue
Marshfield, Wisconsin 54449-1898
Website: www.stjosephs-marshfield.org
715-387-1713

Dear Members of the Jt Finance Committee

I work in Student Services at the University of Marshfield / Wood County. I work with students who need financial aid to go to school to get a better education and better job so they can provide a decent living for their families.

I am not speaking today, but I do wish to also let you know I support the 4-yr colleges initiative for more funding, especially for adult services & for giving us flexibility in positions. As it is now we cannot hire people we need even if we have the funding.

Another issue that bothers me is the rules which prevent students from getting aid if they attend a 2 yr coll college or want to attend a 4 yr. The JTPA with only a work force development will only fund students who finish in 2 years. This is short sighted. Anyone who loses their job should be able to attend 2 years toward a degree of their choice. Now only technical colleges are covered. This group - Workforce development - needs flexibility too!

Ann E Adams
1109 S. Cedar Ave
Marshfield, WI 54449
715 387-8056

To: Joint Finance Committee
From: Connie Limmex
Date: April 4, 2001
Re: SAGE

My name is Connie Limmex. I have been teaching kindergarten for 14 years, 12 of those in the Marshfield School District. This is the first year my school, Jefferson Elementary, has been involved with the SAGE program. I am here to testify to why I believe it should continue into the second and third grades.

The only career I ever wanted was that of being an educator. I love my job and I work very hard at doing it well. This year I have been grateful over and over for the opportunity to do this job even better because of the advantages the SAGE program brings to the classroom. Those advantages include:

Consistent use of small group instruction - where we can look into the eyes of each child, be keenly aware of who is and isn't on task, give each child a chance to participate, and be very conscious of strengths, weaknesses, and learning styles.

Individual instruction given to struggling students by a certified teacher without sacrificing quality time for the rest of the class.

The joy of planning and carrying out exciting classroom activities with another professional, activities which would be difficult for one person with 20 or more students.

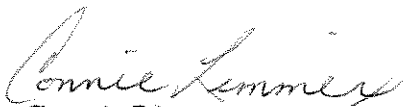
Knowing the children well because of the time we have to listen to them and the opportunity we have to share thoughts, observations, and concerns, with another educator.

The setting of lofty goals, which I personally found daunting at first. However, after a recent assessment, I am delighted to see how close we have come to reaching our goals.

It is with the success of the program in mind that I appeal to you in regard to the SAGE program for second and third grade. The children we teach live in a world that is not simple. We are all well aware of the stresses many of them live with each day . . . abuse, divorce, two working parents trying to make ends meet, parents too busy to take the time to read or really talk with their children, a lack of life experiences, or just the busyness of our society today. SAGE offers these children an opportunity for success.

Yes, success in kindergarten and first grade is wonderful and I believe these years can have a positive effect on our students. However, the lives these children lead are not going to magically change into a "Leave It to Beaver" situation as they move into second and third grade, nor is their need for the kind of education the SAGE program can offer going to diminish. For it is our responsibility during these years to nurture the skills attained in kindergarten and first grade, to implant them firmly in the minds of our students, and challenge them to use the skills for more complex learning. They will be asked to read for content in science and social studies, write simple reports, create original pieces of writing, do problem solving activities, take tests, including standardized tests and much more. What better way to assist them with all of this than to give them more time and attention from a certified teacher. The SAGE program can offer this to our students. As one of my kindergartners so aptly stated it, "The teacher can help you when the other teacher is helping the other person."

I do, therefore, believe that canceling the program in second and third grade will greatly reduce the longevity of our impact on these children. I would ask you to carefully consider maintaining the program as it was originally designed. As a quote from James Baldwin, an author, says, "For these are all our children We will profit by, or pay for, whatever they become." Thank you for your time and attention.



Connie Limmex
Jefferson Elementary
1008 S. Cedar
Marshfield, WI 54449

715 -384-3205



COUNTY OF MARATHON

DEPARTMENT OF SPECIAL EDUCATION
Children With Disabilities Education Board

LAKEVIEW PROFESSIONAL PLAZA
1200 LAKEVIEW DRIVE - # 350
WAUSAU, WISCONSIN 54403-6707
(715) 848-5440
FAX #: (715) 848-5534

TO: Honorable Members of the Joint Finance Committee

FROM: Eric P. Hartwig, Ph.D. *Eric P. Hartwig*

RE: Marathon County Children with Disabilities Education Board (MCCDEB)

DATE: April 4, 2001

Thank you for allowing me to testify today. I'm Eric Hartwig, the Administrator for Marathon County Special Education. Our Children with Disabilities Education Board (MCCDEB) provides special education services for seven outlying school districts in Marathon County consisting of Abbotsford, Athens, Edgar, Marathon, Rosholt, Spencer and Stratford. I am concerned about future funding for special education in this state.

Throughout the 44 year history of Marathon County Special Education, there has been considerable growth and change. The role and expectations of administrators, staff and board members has changed dramatically.

A SHORT HISTORY

- 1957 State law required the establishment of a County Handicapped Children's Education board in all counties where services existed.
- 1987 Statutory organization (**county tax base to school tax base**).
- 1998 Statutory name change from Marathon County Handicapped Children's Education Board (MCHCEB) to Marathon County Children with Disabilities Education Board (MCCDEB).

Student Population

- 1958 The total student enrollment in the 3 "special rooms" located in Hatley, Schofield and Stratford was 63.
- 2001 There are approximately 807 students served in 7 school districts (Abbotsford, Athens, Edgar, Marathon, Rosholt, Spencer and Stratford).

Staff Members

1958 There were 4 staff: 3 teachers and 1 speech therapist.

2001 There are approximately 126 staff employed by Marathon County Special Education.

Materials, Equipment & Technology

1958 Duplicator - \$30

2001 FM Receiver - \$3,500

Budget

1958 \$8,000

2001 \$3,892,287

Funding

2001 Key Words: Categorical Aids – Sum Sufficient (100%), Sum Certain (70%, Prorated) General Aids

1) Special education aid needs to be increased more than just \$25 million. I have created a cost analysis of the effect a 1%, 5%, 10% 20% categorical aid reduction would have on our school districts (Attachments A & B).

A) Minimum fund 35%.

B) Statutory Funding.

2) High cost children should be defined as three times the state average, (approximately \$30,000).

a. 90 percent of those costs should be reimbursed.

b. A budget component should be created as an addition for these extraordinary costs, not from a sum certain redistribution pool (current handicapped aid appropriation).

In summary, the expectations for special education have changed dramatically over the years. Reimbursement has not kept up with rising costs. We appreciate your consideration for additional funds for these extraordinary costs and services to students with disabilities. Again, thank you for allowing me to testify today. I would be happy to respond to any of your questions.

EPH/kam

Attachments

ATTACHMENT A

2000-2001 End of Year
 Net Cost per school district with reduced categorical aid percentages

	Current 35%	34% (-1%)	Increased cost to district	30% (-5%)	Increased cost to district	25% (-10%)	Increased cost to district	15% (-20%)	Increased cost to district
Abbotsford	302,496	306,137	3,641	320,703	18,207	338,911	36,415	375,326	72,830
Athens	362,883	366,810	3,927	382,518	19,635	402,153	39,270	441,424	78,541
Edgar	351,066	354,948	3,882	370,475	19,409	389,883	38,817	428,701	77,635
Marathon	352,638	356,900	4,262	373,949	21,311	395,259	42,621	437,879	85,241
Rosholt	389,802	394,316	4,514	412,372	22,570	434,943	45,141	480,083	90,281
Spencer	390,823	395,028	4,205	411,846	21,023	432,868	42,045	474,913	84,090
Stratford	387,297	391,476	4,179	408,191	20,894	429,086	41,789	470,874	83,577
Total	2,537,006	2,565,616	28,610	2,680,055	143,049	2,823,103	286,097	3,109,200	572,194

- A. A one percent decrease in categorical aid equals \$28,610
- B. A five percent decrease in categorical aid equals \$143,049
- C. A ten percent decrease in categorical aid equals \$286,097
- D. A twenty percent decrease in categorical aid equals \$572,194

A reduction in categorical aid has an exponential effect on the districts.

CATEGORICAL AIDE REDUCED BY 5% FROM 35% TO 30%

	Costs	Revenues	Net Cost	Enrollment	Cost Per Pupil	Totals of individual school's enrollments	00-01 Benchmark Total	00-01 3rd Friday Total	00-01 Dec Count Total	% difference	00-01 End of Year Total	5% decrease aid	current 35% aid	increase cost to schools	percent of increase to schools
EC	\$441,535	\$167,569	\$273,966	10019	\$27,3448	10019	\$2,744,724	\$2,571,158							
ED	\$469,631	\$156,204	\$313,427	13758	\$22,7815	13758	\$2,553,668	(\$64,669)							
CDB	\$209,677	\$58,226	\$151,451	5760	\$26,2936	5760									
CDS	\$363,093	\$118,305	\$244,788	6171	\$39,6675	6171	\$2,680,055								
SL	\$485,530	\$154,539	\$330,991	44961	\$7,3617	44961									
LD	\$948,576	\$271,606	\$676,971	42843	\$15,8012	42843									
MC	\$361,492	\$131,605	\$229,887	13375	\$17,1878	13375									
SNDS	\$314,058	\$88,860	\$225,197	7245	\$31,0831	7245									
HEALTH AIDE	\$69,482	\$48,482	\$21,000	7	\$3,000	7									
ALT	\$47,628	\$16,000	\$31,628	519	\$60,9403	519									
NURSE	\$42,646	\$15,048	\$27,598	6	\$4,600	5,5									
HI	\$19,050	0	\$19,050	1	19,050	1									

April 4, 2001

To: Joint Finance Committee Members.

Re: 2001-03 Governor's Budget.

Dear Members:

I am the father of a son that is 12 years old and a daughter that is 8 years old. My wife and I are very concerned about their future.

The plans to allow a person to teach our children that has not obtained a teaching degree in our schools at a time when we are asking more of our children and teachers is wrong.

So many things are working very well, like SAGE, in our schools. It is very important to not reduce funding for current SAGE programs, but to maintain the current funding levels and somehow increase the levels for the future.

We do not need another state run agency (proposed Children's Cabinet Board) to run our schools when the Department of Public Education does a good job already. Too many fingers and nothing gets done.

The districts are having a hard enough time balancing their budgets at current levels of funding, that not including an inflation factor into the per pupil allowable revenue is not acceptable.

The greatest asset that the State of Wisconsin has is its young people. Now is not the time to cut them short.

Sincerely yours,

Carl Flaig

Carl Flaig
5417 Highway M
Junction City, WI 54443
(715-435-3843)

UNIVERSITY  WISCONSIN

MARSHFIELD/WOOD COUNTY

A Campus of the University of Wisconsin Colleges

**Testimony on behalf of UW-Marshfield/Wood County
to the
Joint Finance Committee**

**Wednesday, April 4, 2001
Saint Joseph's Hospital
Mother Frances Streitel Conference Center
611 St. Joseph Ave.
Marshfield**

Karl Zimmermann

President, The University Foundation: UW-Marshfield/Wood County
UW-Marshfield/Wood County representative, UW Colleges Board of Visitors

Joyce Billings

Vice President, The University Foundation

Marilyn Hardacre

Member of the board of directors, The University Foundation
Former mayor, City of Marshfield, and former executive director, Marshfield Area Chamber of
Commerce and Industry

Betty Ptacek

Former member of the board of directors, The University Foundation

Logan Spindler

Sophomore student, UW-Marshfield/Wood County
President, Student Senate

Linda Spindler

Sophomore student, UW-Marshfield/Wood County

Testimony to Joint Finance Committee — April 4, 2001
Re: University of Wisconsin System budget 2001-2003

I'd like to thank Senator Shibilski and the other members of the Joint Finance Committee for this opportunity to talk to you today about the University of Wisconsin System's budget, especially regarding our community's very own UW campus — the University of Wisconsin-Marshfield/Wood County, located down the road on our city's west side.

My name is Karl Zimmermann and I am currently the president of the campus' University Foundation. I am also the campus' representative to the Board of Visitors of the UW Colleges.

UW-Marshfield/Wood County is a two-year, freshman-sophomore campus. It's one of the few two-year campuses created as a joint venture between a city — Marshfield — and a county — the county of Wood. My daughters attended the Marshfield campus, where they were well prepared for continuing their education at four-year UW schools and for their successful careers in the medical field.

One daughter now lives here in Marshfield, and the other in Madison. They are but two examples — two out of the three-quarter million alumni of the UW System — of how our state's investment in higher education pays off. Wisconsin's investment in the UW System is vital to our state's economy, and even more importantly, to our state's quality of life.

I am here to ask that you support the UW System's proposed Economic Stimulus Budget Package, which is designed to boost the state's economy. One part of the package that especially applies to the two-year campuses is the Initiative to Extend Service to Wisconsin's Adult Population. The cost is \$2 million for 13 campuses. That's \$2 million to help the UW Colleges continue to serve adult students who've returned to college to begin — or to continue — their college education. Here at Marshfield/Wood County, we've teamed with UW-Stevens Point to offer two bachelor's degree programs right on our campus. We offer an Evening Degree Program that allows students to complete an associate's degree entirely through evening classes. We now have a full-time advisor for adult students. And we're poised to do even more to serve our adult students who are committed to living in Wisconsin but who need that college degree to increase their earnings, qualify for that promotion, or tackle a new career. The Economic Stimulus Budget Package will provide even more access and more services for returning adult students.

Two other needs also exist: First, the state needs to match any tuition increases with a parallel increase in financial aid for students. I know first-hand that many young people in our community simply cannot attend college without financial aid. Don't let a gap open up between tuition and financial aid.

Also, the UW System needs the flexibility to create GPR positions as needed within authorized spending levels. At a small campus like Marshfield's, that flexibility is especially important given our limited resources.

In conclusion, it is in Wisconsin's best interests to invest in education.

On behalf of our local UW-Marshfield/Wood County campus — I thank you for your consideration.

Karl Zimmermann

President, The University Foundation: UW-Marshfield/Wood County
Representative, Board of Visitors, UW Colleges

1906 S. Balboa Ave.
Marshfield, WI 54449

Joyce D. Billings

1004 George Drive ~ Marshfield, Wisconsin 54449-3553
Home Phone 715-384-5400 ~ Email billingsjd@charter.net

I have had the opportunity to experience the UW Marshfield/Wood County in many ways. I have attended classes there as an adult student pursuing a second degree, taught classes through the Continuing Education department, taken classes presented by the Continuing Education department and enjoyed many of the cultural events sponsored by the university. I am a currently a board member of the University Foundation for the local campus.

In addition to offering traditional students two years of education towards their chosen degrees, the campus is heavily used by adult returning students as they pursue degrees while working full time or tending to their families. One need only check the parking lot at 5 p.m. to estimate the use of this facility. With the increasing need for skilled workers in the future, Wisconsin is fortunate to have the UW Colleges providing education locally in a very convenient environment.

As a board member of the University Foundation, I hear an update at each quarterly meeting and am amazed at the effort Dean McCart puts into stretching the funds available to administer this school. The Foundation has recently established a "Dean's Fund" to help meet some of the needs that are not covered by the state budget. As an example she might use the fund to pay part of the moving expenses to entice a much needed instructor to join the faculty. It seems ironic to me that the UW system has less to spend for their educators and equipment than the local technical college.

I urge support of the full funding package for the UW System.

Testimony: Joint Finance Committee
University of Wisconsin System Operating Budget, 2001-03

Marilyn Hardacre
Board of Directors
The University Foundation: UW-Marshfield/Wood County
April 4, 2001

Thank you members of the Joint Finance Committee for bringing this hearing to Central Wisconsin and more specifically, Marshfield. In my allotted time I would like to address one issue in Governor McCallum's proposed budget: no new GPR positions being granted except for 2 related to the agricultural stewardship initiative.

In order for our campus here in Marshfield as well as the entire University system to implement and carry out the new programs created with this budget, people are needed to do the job. It is particularly difficult and cumbersome for a smaller campus like our to get the approval of even one GPR position for a program when the funding is available with existing resources.

This is a decades old issue for the UW System. It's nothing new. In 1986-87 I chaired the Governors' Task Force on UW Management Flexibility. Sitting on this Task Force were members of the Legislature, CEO's of Wisconsin corporations, and citizens such as myself who recognized the value of our University system. Some small gains were made with the recommendations of that Task Force, but here we are today still needing the flexibility to create GPR positions as needed within authorized funding levels.

GPR positions should be provided in the biennial budget to staff the new programs being created. The UW System should then be authorized to create additional GPR positions as needed and funding the base salaries with existing resources. That may only mean one position at our 2 year college campus, but granting the flexibility to create that position would certainly eliminate much paper work and "hassle" for an already overburdened administrative staff. Ask any CEO or business owner if they could efficiently manage their operations without the flexibility needed for independent decision-making.

Thanks for consideration of this testimony.

Marilyn Hardacre
512 S. Quentin Ave.
Marshfield, WI 54449

TESTIMONY BEFORE THE JOINT FINANCE COMMITTEE
RE: UNIVERSITY OF WISCONSIN BUDGET

April 4, 2001

Mother Frances Streitel Conference Center - 611 St. Joseph Ave. - Marshfield

Good morning. Thank you for the opportunity to talk with your Committee today about the importance of the UW Marshfield/Wood County Campus to our community and to the state of Wisconsin as a whole.

My name is Betty Ptacek and I am a community supporter of our campus. I have been involved with our campus for more than 25 years.

The education of our five children was very important to my husband and me. When the children were still in elementary school, I took classes at our campus to evaluate the quality of education there. I was very impressed with the high academic standards and the dedication and enthusiasm of the faculty. We encouraged our children to go to the campus for two main reasons:

1. The quality of education
2. The benefits of a more gradual transition to University life. (An additional year or two of maturation can be very helpful to a small town student's adjustment to social and academic life on a large campus.)

All five of our children attended the UW Marshfield campus for at least one ..some for two... years. They all transferred to four-year campuses with no loss of credits. All but one graduated in four years, or less. Two of them completed their undergraduate studies in three years... because they took classes at the Campus when they were seniors in high school.

I represented our campus on the Board of Visitors from 1985-1991. I was a member of the board of directors of the University Foundation of the UW-Marshfield/Wood County from 1991 to 1997. My husband and I have been involved in many fund raising efforts to provide scholarships for students. We continue to take classes there.

Over these years of involvement with our campus, I have been amazed that our faculty and staff are able to do so much with so few resources. The dollars spent at our campus are some of the best dollars invested in the University system. Because our facilities are built and owned by the city of Marshfield and the county of Wood, the State university budget does not have to incur these expenses. Also because of the "ownership" our community feels for our campus, there is a great deal of financial support from individuals in the community. One retired Professor established an endowed fund in our Community Foundation to be used for equipment in the Chemistry department. Another former Foundation Board member and his wife established a fund for faculty & staff development.

We are proud to live in a state that values and supports university education. Any person in this state who has the ability and the desire to gain a university education may do so because of the UW system. The 13 two year campuses serve as feeder schools to the four-year campuses. One may keep one's job and take classes which will apply to a degree from our world class University. Our great UW system is critical to our economic well being as well as our connection with the world as a whole.

The University of Wisconsin Marshfield/Wood County Campus offers an exceptional liberal arts and pre-professional education. It provides an opportunity to complete the first two years of a UW degree while remaining at home, to earn a liberal arts Associate Degree, or to take classes which will build competencies. It offers the ideal solution for returning adult students who live in our community to continue their college education, even to complete a bachelor's degree through evening classes now offered by UW-Stevens Point on our campus. The campus also serves as an educational, cultural and recreational center for the community. Art, music, theatre, and continuing education classes provide opportunities for life long learning. The quality of life in our community is enriched by the presence of the UW-Marshfield/Wood County.

In order to continue access for all eligible students we need to your continued support and commitment to quality education.

Thank you for listening.

Betty Ptacek
720 Sycamore Ave
Marshfield, WI 54449

*Testimony for Joint Finance Committee
April 4, 2001 hearing in Marshfield*

Good morning. I want to thank the Committee members for giving me the opportunity to speak here today.

My name is Logan Spindler and I am a sophomore student at UW-Marshfield/Wood County. I come from a middle-class farming family. After graduation from high school two years ago, I sat down and worked through the numbers to determine how much I needed to earn in order to afford college tuition. And as I sat there, I questioned where I was going to come up with that kind of money. Well, I was glad to find out that I qualified for financial aid.

Three-quarters of my tuition is covered by financial aid — I receive a Pell Grant, a Wisconsin Higher Education Grant (usually known by its initials — W H E G) and a work-study job in the campus Computer Lab that is supported largely by federal money.

I am here today because I feel that financial aid has played an instrumental and vital role in my education. Financial aid has given me the chance to attend college and become active in campus activities. And financial aid has allowed me to save for the future.

Without financial aid, I would have been forced to search for a full-time job to pay for my tuition, which would have put a strain on my academics. By having financial aid, I have been able to work part-time instead, which allows me to focus more on my grades and to become involved in student government. This year, I am the President of the Student Senate at UW-Marshfield/Wood County.

I know that without financial aid I wouldn't have been able to attend college and I wouldn't be standing here before you today to ask that you keep financial aid funding matched to tuition increases.

Without adequate financial aid for college students, potential students will chose to enter the workforce instead of continuing their education after high school.

There are a lot of good reasons to get a college education.

I've read that a college graduate makes an average of **one million dollars** more in his lifetime than a worker who never graduated from college.

I've also read that almost two-thirds of the new jobs that will be created in Wisconsin over the next 10 years will require a college degree.

And I know that as a college graduate, I'll have the educational foundation to adapt to whatever new jobs and new challenges I find in tomorrow's workplace.

I wouldn't be in college today without the help of financial aid. There are thousands of other students at other UW campuses just like me. I urge you to support legislation that mandates an increase in financial aid to parallel increases with tuition.

Thank you.

Logan Spindler
D2090 Oxbo Rd.
Stratford, WI 54484

Thank you, Senator Shibilski and members of the Joint Finance Committee for the opportunity to talk to you today about our UW System's budget proposal.

My name is Linda Spindler. I am a 2nd year sophomore attending the UW-Marshfield/Wood County campus, and I will receive my associate degree in May. I will then attend the UW Steven Point Campus in the fall to pursue my psychology degree with an minor in guidance counseling.

I represent the non-traditional student population at our UW Marshfield/Wood County campus. There are two types of non-traditional students. There are the part-time students who attend night classes and work full time during the day. Then there are the full time day students, like myself that have returned to school to pursue their dream careers. During these past 2 years on campus, I have noticed an increase in the non-traditional population. We have raised our children and now desire to concentrate on our own careers.

What does this have to do with increased funding for our UW system?

Wisconsin is known as the dairy state. We are a strong close knit community of people that hold strong family ties and values. We are deeply committed to our community. We are deeply committed to Wisconsin.

Our state holds the keys to its own prosperity. These keys are the 13 2 yr. UW colleges and the 13 4 yr. universities. A strong show of support for a ^{University} Wisconsin of Wisconsin education will stimulate the already deep commitment that our Dairyland residents possess. My educational goals center on a degree that will allow me to work in my community. Many of my peers feel the same way and look forward to completing their education so they may also enhance their own Wisconsin communities.

Education is the key to success. Wisconsin has the opportunity to make a statement about how strongly we feel about supporting our UW system.

As markets change I implore you to recognize the deep-rooted commitment that our Wisconsin residents possess. I urge you to stand strong and support our UW system, and in return, we as committed Wisconsin residents will give back to our communities and stimulate our Wisconsin economy.

We will become... Wisconsin... the *prosperity* state.

Thank you.

Linda Spindler
Sophomore student, UW-Marshfield/Wood County

Home address:
1158 CTH H
Edgar, WI 54426

April 4, 2001

Joint Finance Committee:

I am writing this letter to address concerns related to specific items in the Governor's 2001-2003 state budget bill. As a teacher in one of the finest school systems in the State of Wisconsin, I am proud to be a member of a highly qualified and professional staff in the School District of Marshfield. Highly qualified and professional staff could be a diminishing resource in Wisconsin with the Governor's proposal to issue teaching licenses to individuals with five years experience in a related field or the U.S. Armed Forces. Just because an adult has knowledge of subject matter doesn't mean that s/he knows strategies to teach children. I have observed this first hand when business representatives are guest speakers in my classroom and some have difficulty communicating their message to teens. The Governor's proposal doesn't even require teachers to have earned a high school diploma. I oppose this initiative of reducing requirements for teacher licensing at a time when we are striving to raise the bar for student achievement. We have a shortage of teachers in Wisconsin in some disciplines such as Technology Education, Business Education, and Family and Consumer Education. I encourage the Legislature to provide scholarships or incentives for high school graduates or adults who wish to enter the field of education rather than reducing the amount of required training. We have a shortage of nurses in health care but we are not changing the licensing requirements for nursing in Wisconsin. Both of these professions nurture and support children and they should demand rigorous educational preparation.

That is only one example of how the Governor has included items in the state budget that should be debated by legislative standing committees rather than included in his budget proposal where they won't receive the scrutiny they deserve. I request that the Joint Finance Committee remove from the budget those items that have no fiscal impact. Standing committees such as the Senate Education Committee and the Assembly Education and Education Reform committees were specifically created to address bills related to K-12 education. Policies deserve an adequate discussion before they mistakenly become laws.

Another item that should not be included in the budget is the governor-appointed Board on Education Evaluation and Accountability. This is an attempt to reduce the authority of the State Superintendent of Public Instruction and the Department of Public Instruction who are currently responsible for supervision of school and student performance of K-12 education. Wisconsin ranks in the top three states in the nation for student achievement. We don't need to fix a system that is working effectively.

The governor's budget further tightens the stranglehold of revenue caps. For each year that the revenue caps have been in effect, I have experienced frustration as a teacher with shrinking resources. In career and technical education, classroom equipment is extremely expensive. Each year large ticket items are cut from the budget since we have been required to zero base budget for the past two years. It is difficult to prepare students with the skills needed for high tech careers, such as the Cisco Networking Specialists, when they have access to old equipment and outdated facilities. The revenue caps on our schools have a potential devastating effect on economic development in Wisconsin particularly in the skilled trades and high tech careers where the demand for workers far

exceeds the supply. Some high schools in Wisconsin are eliminating career and technical education programs – these are the courses that contribute to the economic development of local communities by providing qualified, trained workers such as automotive technicians, child care teachers, and computer technicians. Please provide relief from the revenue caps so classrooms can be equipped with adequate tools and resources for instruction.

Another disheartening aspect of the budget proposal is the continuing reduction of state funding for special education, bilingual education, and public libraries. Marshfield is becoming a more global community with increasing numbers of Hispanic students in our schools. Since we have outstanding medical facilities, Marshfield is an attractive community for families with special needs children. It is not unusual for me to have 20% of the students in my classroom that have a disability. Rather than a reduction, we need an increase in supportive services for bilingual education and special education to assist ALL students to achieve their maximum potential. The Badgerlink services available in our Learning Resource Center are utilized daily by students and faculty to access current events and research information. The budget proposal to charge access fees to school districts when our financial resources are already limited will prevent schools from utilizing this outstanding resource.

The School District of Marshfield has a tradition of excellence in education. This excellence is the result of quality instruction in a positive learning environment. To continue our tradition, we need a pro-education budget that focuses on student achievement. Thank you for graciously considering my concerns and for scheduling this public hearing in Marshfield which made my appearance today possible.

Jane E. Wagner

724 N. Cherry Ave.

Marshfield, WI 54449

(715) 384-5734

Testimony

Presented to the

Legislative Joint Finance Committee

April 4, 2001

By: Bill Shirer, District Administrator, Mosinee School District
Frank Harrington, District Administrator, Merrill Area Public Schools
Lance Alwin, District Administrator, Antigo School District
Wayne Johnson, District Administrator, Elcho School District

On Behalf of CESA #9 School Districts:

Lance Alwin
District Administrator Antigo
Sue Treb
District Administrator Arbor Vitae-Woodruff
Dave Wessel
District Administrator Athens
Bob Hanson
District Administrator Boulder Jct. J1
Roger Dodd
District Administrator DC Everest
Barkley Anderson
District Administrator Edgar
Wayne Johnson
District Administrator Elcho
Richard Vought
District Administrator Lac du Flambeau
Mike Dailey
District Administrator Lakeland Union High
Gary Adams
District Administrator Marathon City
Frank Harrington
District Administrator Merrill

James Kranpitz
District Administrator MHLT
Bill Shirer
District Administrator Mosinee
Linda Kunelius
District Administrator Northland Pines
Bob Cavanaugh
District Administrator Phelps
Greg Krause
District Administrator Prentice
Jim Chillstrom
District Administrator Rhinelander
Dan Boxx
District Administrator Rib Lake
Thomas Tuttle
District Administrator Stratford
George Karling
District Administrator Three Lakes
John Sarnow
District Administrator Tomahawk
Charles Skurka
District Administrator Wausau
Jerry Fiene
Agency Administrator CESA #9

CESA 9 Testimony to the Joint Finance Committee April 4, 2001- Marshfield, Wisconsin

Introduction

The administrators of CESA 9 school districts appreciate the opportunity to testify before the Joint Finance Committee regarding the Governor's proposed budget. We acknowledge that funding Wisconsin's public schools is a complex, politically charged task. We further acknowledge that the process of establishing a state budget involves balancing limited resources with unlimited wants and needs. That said; the budget for K-12 public education in this biennium exacerbates a fundamental problem with Wisconsin's school funding system.

Simply put, costs school districts cannot control are increasing at a rate faster than new revenues available to them under Wisconsin's revenue limit system. New and increasing costs, in other words, are greater than new revenues. In order to balance budgets, existing programs and services must be cut or perhaps eliminated. The proposed state budget, which continues to tie revenue limits, property tax relief, the qualified economic offer (QEO) and state funding together, is increasing the gap between expenditures and revenues. We believe that if our educational system is not to be further diminished in quality, this problem needs to be addressed and resolved.

It is our purpose to explain why there is a gap between school expenditures and school revenues and to show the negative impact of continuing in this fashion. Most importantly, we believe that the children of our region and the state are increasingly hurt as budgets are cut to balance the new expenditures schools cannot control and the revenues they are permitted to collect by law. In this testimony we will:

- identify the current gap between revenues and expenditures in CESA 9 school districts;
- identify items in the proposed budget that will increase the size of that gap by decreasing revenues or increasing expenditures;
- identify issues where the proposed budget is silent regarding increased costs that further complicate school budgeting;
- identify policy issues in the proposed budget that will increase local school costs without providing additional revenues to pay for them;
- identify the educational impact of the funding gap;
- offer potential solutions to the dilemma of revenues increasing less than expenditures.

Current Gap Between Revenues and Expenditures

The data used for this testimony was collected from eighteen school districts in CESA 9 and can be found in the appendix of this document. Sixteen of the eighteen districts are experiencing a significantly negative fiscal impact due to the revenue limits.

The current gap between revenues and expenditures for the sixteen districts as we plan for the 2001-2002 school year is \$5,750,000. [See Exhibit A] This is on top of what has already been cut out of our budgets in prior years. You can see that the size of the revenue/expenditure gap has exponentially increased and the preliminary estimate is for this gap to double in size as we move into the 2002-03 school year.

The existing gap can also be illustrated by comparing the allowable revenue limit increase with the salary/fringe increase required for maintaining existing programs. [See Exhibit B] The allowable revenue limit increase in our sixteen districts for 2001-2002 is 1.52% of our general budgets. As you can see, this amount is not sufficient to fund total staff salary/fringe increases. It is not even enough to fund a 3.8% increase for our teaching staff, without counting the cost of lane movement which is now a required component of a qualified economic offer as redefined by the legislature in the last biennial budget bill.

Obviously, this means we must cut staff, eliminate programs, reduce operational costs and raise fees. We have been doing this in most of our districts for the past several years, each year moving closer to the heart of our educational programs. We now anguish over how we will close the dramatically increasing gap in future years. We know the option exists to go to referendum to exceed the revenue limit. Some of us have tried this route and to date only one recurring referendum has passed and seven have failed. Four non-recurring referendums have passed for specific targeted purposes and two have failed. The vast majority of our public does not receive a direct service from our schools and does not immediately feel the consequence of the cuts in educational programs being made.

Governor's Biennial Budget Provisions that Will Increase the Gap

There are many provisions in the Governor's proposed budget that will take the existing conditions that we just described and make them much worse.

- The revenue limit formula itself will be tightened by freezing the current annual per pupil allowable revenue limit increase at \$220.29.
- The revenue limit formula will be further tightened by reducing the allowable summer school pupil count from 40% to 25%. This will result in an additional 45 FTE student loss for our districts and further discourage the establishment or expansion of summer school programs, even though such programs are an excellent means to address our accountability requirements for increased student achievement.

- Special Education costs will continue to be reimbursed to districts at an ever-declining rate. It has been reported that state reimbursement of district costs, now at approximately 35.7%, will further erode to about 33.2% by the end of the upcoming biennium. This could result in \$652,818 less revenue for our sixteen school districts.
- High cost special education students can be an exceptional burden on small school districts. The proposed budget language does little to address this issue. We urge you to reconsider the DPI request for 90% funding of special education students costing three times the state average.
- Proposed increases in the Milwaukee voucher and charter school programs will siphon additional revenues from school districts across the state. According to DPI figures, these two programs diverted over \$1,228,000 from the general aid formula that would otherwise be distributed just among our 16 school districts this past school year.
- Requiring the DPI to distribute the maximum amount of federal aids to school districts without defining a formula for that distribution may result in the loss of numerous statewide initiatives such as the Wisconsin Mediation System, Traumatic Brain Injury Project, Assistive Technology Project and the Parent Educator initiative.
- The SAGE program has been successful and one welcomed by school districts. The governor's proposed budget will prevent all but one of our districts from qualifying for SAGE grants to expand this program to the 2nd and 3rd grade levels as earlier proposed.

Problems Facing School Districts on Which the Budget is Silent

- PI 34 addresses the way in which teachers will be licensed beginning in 2004. There will, inarguably, be significant additional costs associated with the implementation of this program. Under revenue caps, districts will have a difficult time meeting the professional development needs of teachers facing recertification.
- "Youth Option" costs are soaring for most districts, with no offsetting revenues provided by the state. This is an unlimited drain for districts under revenue limits. The cost for our sixteen districts in 2000-2001 was approximately \$190,000.
- Effective in the round of teacher bargaining beginning this summer, the definition of the "Qualified Economic Offer" (QEO) will change. The impact of "lane changes", or the increase in teacher compensation due to earned additional credits, will no longer be part of the 3.8% increase in calculating a QEO. It is estimated that this will increase the cost of a "3.8%" teacher settlement by approximately .4 or .5% at a time when revenues are not available to meet this added burden.

Cost Increases Beyond the Control of School Districts or Other State Agencies

- The cost of natural gas in our districts has increased by an average of 55 percent in the current heating season. The costs of vehicle fuel to operate transportation fleets and electricity has also far outpaced the increases in our revenue sources.

Educational Impact of the Funding Gap

Revenue caps were first implemented in Wisconsin in 1993. They have impacted school districts in varying degrees since that time. Districts with several years history of declining enrollments have been impacted more negatively and sooner than others. It is an unusual district that has not had to compromise some manner of the education program offered students. Examples of program cuts experienced by CESA 9 schools include:

- Instructional staff has been reduced increasing class sizes at a time when all research indicates the educational benefits of smaller pupil to teacher ratios.
- Reduced purchases of texts, technology and other instructional supplies.
- Maintenance budgets are among the first of areas to be cut. Although this is not conducive to protecting our huge investment in taxpayer infrastructure, it does provide more time before making more substantial instructional budget cuts.
- Districts are increasingly cutting programs out of fiscal necessity. Electives such as Technical Education, Gifted and Talented, Family and Consumer Education and Music are among the first to be impacted by budget cuts.
- Extracurricular and athletic programs are being eliminated even though we know many of our students greatly benefit from involvement in such programs.
- Administrative and support staff have been eliminated thus increasing the load and responsibility being placed on our instructional staff.
- Guidance counseling, health and other support services have been eliminated at a time when children are entering our schools with greater needs.
- Advanced placement and college bound classes with naturally lower enrollments have been eliminated in our smaller districts.
- Student participation fees for student activities and athletics have been significantly increased creating the potential for unequal access by our students.
- Transportation has been reduced creating longer bus routes and curtailing activity transportation and field trips.
- Staff development has been significantly reduced at the very time we are accountable to improve instruction.

Possible Solutions/Summary

Our testimony has identified problems with the proposed budget and, more generally, with the revenue limit system. We believe there are viable solutions to these problems that are consistent with state initiatives and sound fiscal practice. Among the suggested solutions that merit further consideration are:

- reallocate existing dollars within the proposed budget. Our children's education should continue to be a top priority.
- eliminate unfunded legislative initiatives from the budget or include revenues to support their implementation.
- allow locally elected school boards flexibility in exceeding the revenue limits for locally defined purposes. The dollars that exceed the established revenue limit could be exempt from state share cost formulas.
- fund public education to an adequate level prior to allocating state dollars to private education.
- create a new revenue source to fund needed programs and initiatives. Our school districts currently receive an average of 42.6% state funding.

We do want to commend the committee co-chairs for identifying those items included in the Governor's budget that are non-fiscal and of a policy nature. We would urge you to remove these items from the budget bill and deal with them through the legislative process.

We thank you for your time today and listening to our concerns. It is during difficult times such as these where your efforts seem to go unappreciated. We understand the significant issues and problems facing your committee and the entire legislature in upcoming months as you further address the state's funding for the next two years. It is our fervent hope that you continue to remember our children and provide public education the funding it needs to offer among the best of educations available in our country.

Exhibit A

Reduction in Budget Necessary to Meet Revenue Limit

Sixteen CESA #9 School Districts

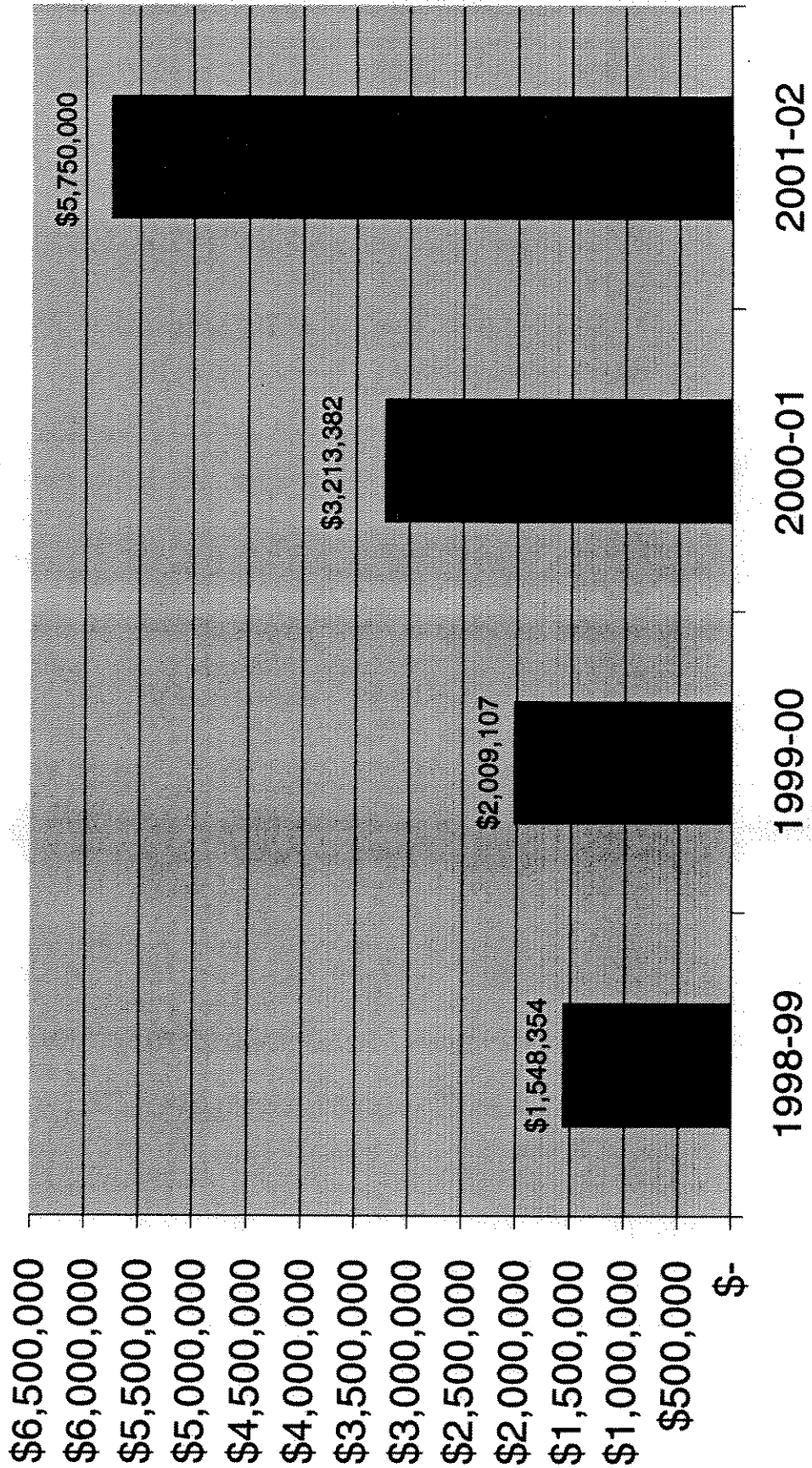
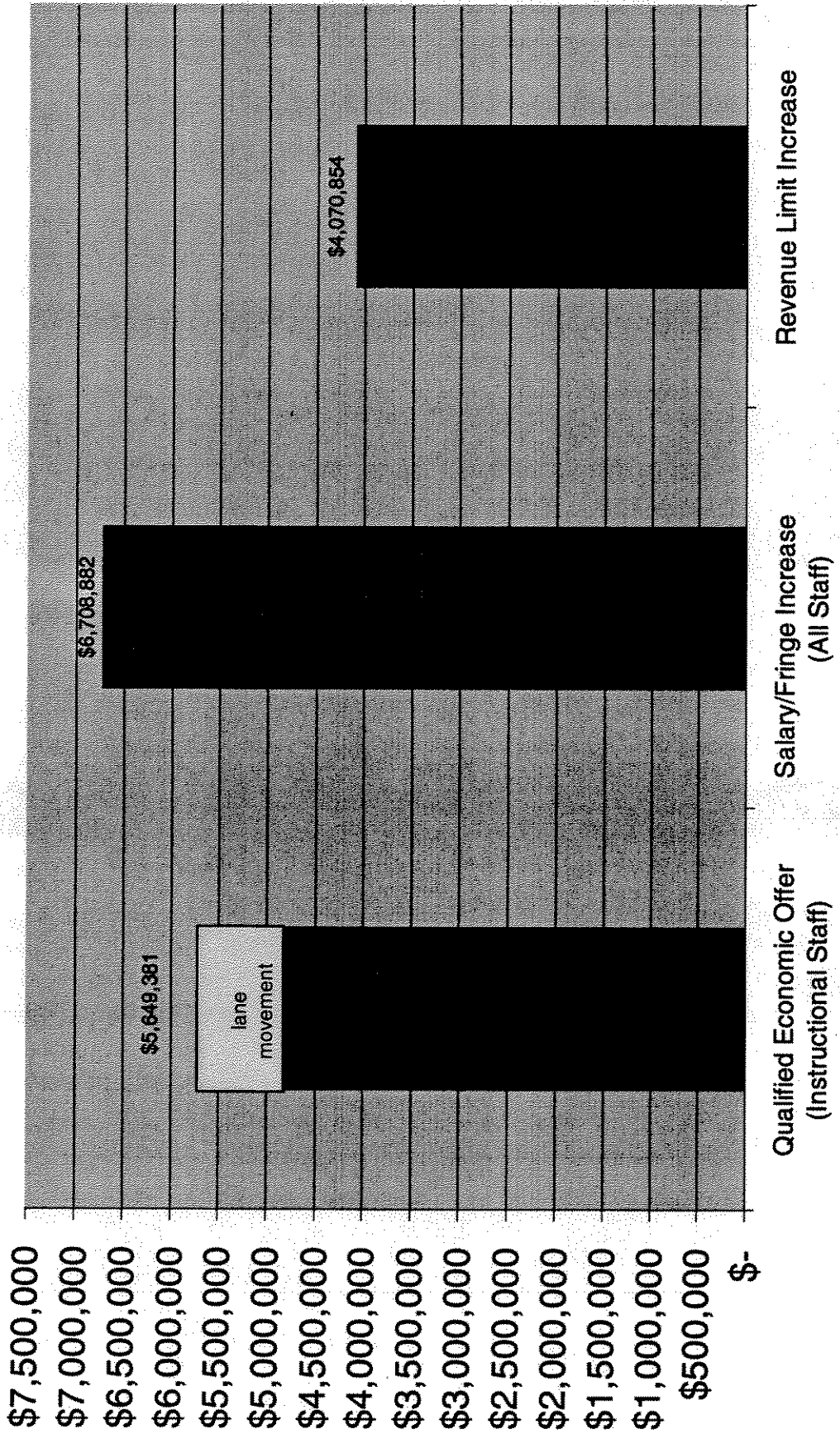


Exhibit B

Comparison of 2001-02 Revenue Limit Increases to Salary/Benefit Increases Sixteen CESA #9 School Districts



Appendix

CESA #9 SCHOOL DISTRICTS FINANCIAL DATA

District	98-99				99-00		00-01		01-02		QEO		% Increase
	Reduction	Reduction	Reduction	Reduction	Reduction	Reduction	Reduction	Reduction	Instructional Staff	S/F Increase All Staff	Rev Limit Increase		
Antigo	\$ 100,000	\$ 230,000	\$ 160,000	\$ 300,000	\$ 602,000	\$ 700,000	\$ 550,000						
AVW	\$ -	\$ -	\$ -	\$ 150,000	\$ 119,579	\$ 135,193	\$ 88,293					1.70%	
Athens	\$ -	\$ -	\$ 45,000	\$ 145,000	\$ 94,792	\$ 125,623	\$ 121,821					3.80%	
Boulder Jct.	\$ 100,000	\$ 75,000	\$ 75,000	\$ 200,000	\$ 54,500	\$ 85,000	\$ (50,000)					-1.50%	
Edgar	\$ -	\$ -	\$ -	\$ 70,000	\$ 90,000	\$ 101,000	\$ 60,000					1.25%	
Elcho	\$ 10,000	\$ 18,000	\$ 40,000	\$ 85,000	\$ 108,000	\$ 140,200	\$ 88,288					2.19%	
Merrill	\$ -	\$ -	\$ 336,960	\$ 500,000	\$ 698,000	\$ 872,000	\$ 632,940					2.50%	
MHLT	\$ 46,000	\$ 60,000	\$ 100,000	\$ 50,000	\$ 125,934	\$ 165,000	\$ 152,000					3.50%	
Mosinee	\$ -	\$ -	\$ 200,000	\$ 200,000	\$ 437,254	\$ 531,032	\$ 465,894					2.97%	
Northland Pines	\$ 272,229	\$ 516,107	\$ 118,000	\$ 447,000	\$ 306,268	\$ 507,884	\$ 295,000					2%	
Phelps	\$ -	\$ -	\$ 128,000	\$ 100,000	\$ 46,000	\$ 54,000	\$ (60,000)					-2.85%	
Prentice	\$ 51,000	\$ 86,000	\$ 132,000	\$ 210,000	\$ 108,497	\$ 148,497	\$ 122,764					0.26%	
Rhineland	\$ -	\$ -	\$ -	\$ 393,000	\$ 601,900	\$ 749,236	\$ 580,121					2.15%	
Rib Lake	\$ -	\$ 44,000	\$ 47,000	\$ 180,000	\$ 103,000	\$ 140,560	\$ 127,621					2.80%	
Tomahawk	\$ 200,000	\$ -	\$ 150,000	\$ 320,000	\$ 290,000	\$ 390,000	\$ 150,000					1%	
Wausau	\$ 769,125	\$ 980,000	\$ 1,681,422	\$ 2,400,000	\$ 1,863,657	\$ 1,863,657	\$ 746,112					0.97%	
Totals	\$ 1,548,354	\$ 2,009,107	\$ 3,213,382	\$ 5,750,000	\$ 5,649,381	\$ 6,708,882	\$ 4,070,854					1.52% AVERAGE	

DC Everest	\$ -	\$ -	\$ -	\$ -	\$ 876,912	\$ 876,912	\$ 1,045,465					2.90%
LUHS	\$ -	\$ -	\$ -	\$ -	\$ 208,557	\$ 370,709	\$ 492,020					4.70%
Total	0	0	0	0	1,085,469	1,247,621	1,537,485					3.80% average

* teaching staff only

CESA #9 SCHOOL DISTRICTS FINANCIAL DATA

District	Heat %	Elec %	Water/Sewer %	Option	Post Secondary	Summer School FTE	Spec Ed Loss	Bilingual/Bicultural Loss
Antigo	50%	12%	13%	\$ 30,000	8	\$ 90,297	N/A	
AVW	14%	20%	7%	\$ -	9	\$ 15,192	N/A	
Athens	50%	3%	0%	\$ 8,000	10	\$ 8,750	N/A	
Boulder Jct.	18%	6%	N/A	\$ -	N/A	\$ 6,250	N/A	
Edgar	73%	4.8%	9.8%	\$ 5,000	0	\$ 2,000	0	
Elcho	115%	16%	173%	\$ 1,088	10	\$ 13,066	N/A	
Merrill	76%	2%	0%	\$ 16,000	42	\$ 53,100	N/A	
MHLT	100%	17%	N/A	N/A	N/A	\$ 10,000	N/A	
Mosinee	85%	8%	5%	\$ 15,000	1	\$ 51,523	0	
Northland Pines	20.1%	6.2%	0%	\$ 32,500	0	\$ 32,240	0	
Phelps	69%	1.6%	0%	\$ 10,000	N/A	\$ 2,886	N/A	
Prentice	38%	11%	15%	\$ 2,400	4	\$ 13,917	0	
Rhineland	10%	10%	10%	\$ 13,000	48	\$ 74,030	N/A	
Rib Lake	40%	34%	30%	\$ 4,500	3	\$ 8,037	N/A	
Tomahawk				\$ 10,000	8	\$ 29,800	N/A	
Wausau	73.83%	19.94%	17.18%	\$ 42,450	156	\$ 241,730	\$ 41,800	
Total	832%	172%	280%	\$ 189,938	299	\$ 652,818	\$ 41,800	

DC Everest	2%	1.40%	13%	\$75,000	55	\$32,435	N/A
LUHS	44%	13%	51%	\$37,000	N/A	\$21,100	N/A
Total	46%	14%	64%	\$ 112,000	55	\$ 53,535	

**General Aids Deducted From CESA #9 School Districts
To Support Milwaukee Parent Choice and Charter Programs**

A - Parent Choice (voucher) B - Charter School

Antigo

A - \$ 119,902.60
B - \$ 41,706.06

Arbor Vitae Woodruff

A - \$ 10,812.22
B - \$ 3,760.84

Athens

A - \$ 24,665.02
B - \$ 8,579.30

Boulder Jct.

A - \$ 0
B - \$ 0

DC Everest

A - \$181,031.72
B - \$ 62,968.77

Edgar

A - \$ 26,371.11
B - \$ 9,172.74

Elcho

A - \$ 1,838.15
B - \$ 639.37

Lac du Flambeau

A - \$ 8,000.09
B - \$ 2,782.69

Lakeland Union High School

A - \$ 3,515.16
B - \$ 1,222.69

Marathon

A - \$ 23,639.28
B - \$ 8,222.52

Merrill

A - \$132,002.55
B - \$ 45,914.82

Minocqua-Hazelhurst-Lake Tomahawk

A - \$ 2,367.15
B - \$ 823.37

Mosinee

A - \$ 70,587.09
B - \$ 24,552.51

Northland Pines

A - \$ 6,084.59
B - \$ 2,116.42

Phelps

A - \$ 643.52
B - \$ 223.84

Prentice

A - \$ 21,427.33
B - \$ 7,453.13

Rhineland

A - \$ 98,272.93
B - \$ 34,182.55

Rib Lake

A - \$ 24,678.97
B - \$ 8,584.15

Stratford

A - \$ 30,792.24
B - \$ 10,710.55

Three Lakes

A - \$ 3,637.35
B - \$ 1,265.19

Tomahawk

A - \$ 46,517.47
B - \$ 16,180.30

Wausau

A - \$ 325,033.05
B - \$ 113,057.16

Total All Districts: A - \$ 1,161,819.59 B - \$ 404,118.97

**SUBMISSION FOR JOINT FINANCE COMMITTEE
APRIL 4, 2001
MARSHFIELD, WISCONSIN**

This narrative is submitted to support the UWSP's initiatives for economic development via the proposed Central Wisconsin Idea. The UWSP educational and outreach initiatives are the backbone for attracting and retaining well-trained professional and technical human resources. These well-educated people are better prepared to move into the region's existing businesses or into start-up businesses as envisioned at last year's state-wide economic summit and this past February's venture capital summit in Madison.

Business, economic and public policy leaders have long agreed on the need for high-level collaboration between higher education and the business community as a prerequisite for local economic development. The reality of benefits accruing from intellectual capital investment is demonstrated in successful models in the State of Wisconsin, such as in the Madison area, and elsewhere in the United States. Higher-paying jobs follow a high level of investment in education.

A major ingredient for the Central Wisconsin region to be successful is retaining the level of state investment in UWSP programs as originally proposed. In the face of economic realities posed by a tight budget, our state leaders have to make tough decisions for the best allocation of scarce financial resources. Educational investment through the range of programs envisioned in the Central Wisconsin Idea is an effective way to underwrite a future return to the people of this region and the entire State of Wisconsin coming from higher-paying jobs.

Robert J. De Vita

Robert J. De Vita
715-384-5686



McMILLAN MEMORIAL LIBRARY • 490 EAST GRAND AVENUE • WISCONSIN RAPIDS, WISCONSIN 54494 - 4898
PHONE: (715) 423-1040

**TESTIMONY TO JOINT FINANCE COMMITTEE IN SUPPORT OF
INCREASED FUNDING FOR PUBLIC LIBRARY SYSTEM AIDS—RONALD B.
McCABE, APRIL 4, 2001**

My name is Ron McCabe. I am Director of McMillan Library in Wisconsin Rapids. I appreciate the opportunity to speak in support of increased funding for public library system aids. Before I begin, I should briefly note several other important issues for libraries that are related to the budget proposal.

- Internet access to magazines and newspapers has been provided through BadgerLink at no expense to libraries. The Governor's budget proposal shifts some of this cost back to schools that may not be able to fund this program due to current revenue caps. It is important that BadgerLink be fully funded under the Universal Service Fund.
- Contracts with the Library for the Blind & Physically Handicapped, Wisconsin Library Services, Milwaukee Public Library/Interlibrary Loan, and the Cooperative Children's Book Center need to be fully funded. No increases are provided for these contracts in the Governor's budget with the exception of funding for the replacement of an automation system. These essential contracts support library services throughout the state.

Increased funding for public library system aids is critically important to my library and to those we serve. Public library systems coordinate resource sharing among libraries in vital ways that are beyond the capability of individual libraries. As a member of the South Central Library System, McMillan Library offers Wisconsin Rapids-area residents an online catalog of over 2.8 million library holdings that includes the collection of Madison Public Library. Our local collection of 130,000 items is much smaller. Library users in Wisconsin Rapids annually receive over 45,000 books and other materials from other system libraries. In return, we share our books with them. This highly beneficial exchange is made quick and effective through a daily delivery service during the week. The services of South Central Library System save the participating libraries a great deal of money and powerfully expand our ability to educate the members of our communities.

This win-win arrangement is made possible through funding from the State of Wisconsin. Despite the importance of these services, however, public library system aids fall far short of the statutory level of 13% of local library funding and have been granted no increase whatsoever in Governor McCallum's proposed budget. Thanks to the leadership of Senator Shibilski and the support of the Legislature, increases were found for public library system aids in the last budget process. These increases, although not sufficient to meet some important needs, helped systems to avoid cutting services or charging local libraries for services not supported by the State. Either of these options would have been a disaster for local libraries. Our communities desperately need system services and cannot absorb the cost of these services under current financial constraints. Again this year, we need to do what we can to renew the partnership between local units of government and the State by increasing funding for public library systems.

Public libraries, like public schools, exist to provide education for a democratic society. The public library is America's original institution of life-long learning; it continues after 150 years to be the most cost-effective of our educational institutions. You will find no better proposal for strengthening the social and economic life of Wisconsin than the proposal to increase public library system aids. I urge you to restore to the budget whatever funds can be found for this purpose.

Thank you!

CHERN'S MILL-VIEW ACRES

*Francis Cherney
2830 Cherney Street
Milladore, WI 54454
April 4, 2001*

Joint Finance Committee Co-Chairs
Senator Brian Burke, Representative John Gard

Subject: Library Funding

To the Joint Finance Committee:

As you look ahead in the Biennium State funding, I am hoping you will be able to adequately fund the public libraries in our State.

Knowledge is a very important thing in today's living, and libraries provide a place to get that knowledge. More importantly, knowledge should be available to everyone regardless of ability to pay. The State has fulfilled this void in the past, and I hope it can continue to do so.

I'd like to emphasize a couple of things that are very important to the libraries mission to bring knowledge to the people.

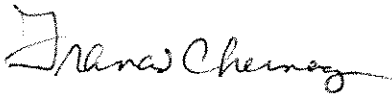
One is BadgerLink funding. Besides the basic funding, additional funding should be provided through the Universal Service Fund. The idea of assessing fees to school districts would be very difficult to make happen, and, besides, schools are in no position to make additional payments. BadgerLink needs the support of our State.

The other is the 13% funding that libraries were counting on as being the necessary amount for them to continue to provide service to patrons. Without it, it is next to impossible for libraries to continue giving quality library service.

Along that line, it is also imperative that the State continues to support the UW Library System Libraries. It is quite important that the UW libraries have all the resources necessary to give the best education to our young people. We want to keep up our tradition of excellence.

Thank you for whatever help you can give to keep our libraries something we can continue to be proud of!

Sincerely,



FRANCIS CHERNEY



Mid-Wisconsin

FEDERATED LIBRARY SYSTEM

Written Testimony for the Joint Finance Committee from the Board of Trustees

April 4, 2001

When we have spoken with Legislators about public library system funding, many say that the only responsibility the State has is education. Education is what public libraries are all about--lifelong education. You have an opportunity to fund public library systems in Wisconsin at the rate recommended by your own Legislative Council--13% of local and county expenditures for libraries. And, in fact, follow statutes requiring DPI to request funding at this level.

Mid-Wisconsin Federated Library System does not fund programs and services that provide basic library service for municipal and county residents. We provide services and fund programs that support resource sharing. We are solely dependent on the State of Wisconsin to fund these mandated areas of service--delivery, interlibrary loan, continuing education, technology, special needs, multi-type cooperation, crossover borrowing, consulting, etc.

We believe that public library systems are the threads, woven into a complex and valuable fabric that blankets Wisconsin citizens with information and services they need from birth to death.

We assist, educate and facilitate the connections that libraries need to:

- ❖ provide materials for parents and story times for their children to help them develop successfully
- ❖ provide books, magazines and online encyclopedias for students to develop reading skills and learn about life and sports and Wisconsin

- ❖ provide access to music, audio books, e-books and the Internet to help people of all ages in their efforts to keep abreast of health, business and the whole wide world

This fabric is incredibly cheap now and will still be an amazing bargain when funded at 13%. In 2001, Mid-Wisconsin Federated Library System received the equivalent of \$2.81 per person to provide access to literally millions of items of information and services. When we are funded at 13%, we will receive an additional \$1.01 or \$3.82 per constituent.

You can keep our fabric strong or you can allow it to fade into transparency limiting access to the information and resources your constituents need. We help weave a responsible, educated constituency. Please support our efforts.

Sincerely yours,

Jenice Bowie Beaver Dam	Genevieve Foskett Jefferson	Amy Bauer West Bend	Helen Henrich Mayville	Allan Kranz Watertown
Bonnie Koepke Kewaskum	Gary Morgenstern Hartford	Juanita Schultz Mayville	Joan Rolbiecki Waterloo	Sherlyn Stiewe West Bend
Emmet Weber Beaver Dam	Beverly Schroeder Hartford	Alice Ventura Palmyra	Argy Schreiber Waterloo	Kathy Newman Cedarburg

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Serving Dodge, Jefferson & Washington Counties



April 4, 2001

To: The members of the Joint Finance Committee in the matter of the new Meat Science Laboratory at the University of Wisconsin-Madison.

From: Bruce Armstrong of Alferi Laboratories a supplier of spices and seasonings to the processed meat industry.

There are three points I would like to state to you today. First, there are over 25 suppliers to the processed meat industry in the state of Wisconsin. These suppliers include one of the major smokehouse manufacturers and one of two national producers of liquid smoke, a very important component for processed meats. Several other companies are major suppliers of their product line. A modern meat laboratory within Wisconsin allows us as suppliers to support more rapid product improvement for the meat industry.

Secondly, meat protein has an important dietary function. A modern laboratory is important to develop new functional products using meat protein as a source, such as reduced fat products and animal protein and vegetable protein combination products. Animal protein is important to this state through the meat and dairy industries. A continual growth in new markets and utilization of animal proteins is necessary for the economic growth of this state. The growth of agriculture to feed more people with less farmland is a continual struggle. This challenge would be aided by new facilities to develop new utilization of available sources. The new meat lab is necessary for this challenge.

Thirdly, food safety is literally a life and death battle. Many of the current food safety challenges such as Listeria and E.coli 0.157 were unknown when the current meat lab was last expanded, let alone when it was originally built. The problems of foot and mouth disease that we thought were long dead have reappeared after 70 years. The battle for food safety is led by the universities such as UW-Madison. There is no way to put a price on the saving, though it is not a dollar value we want to deal with in a disaster situation. A new meat laboratory at UW-Madison will allow Wisconsin to continue as a leader in the food safety battle.

These are but a few of the reasons that a new meat laboratory at the University of Wisconsin-Madison is important.



Child Care Resource & Referral of Central Wisconsin, Inc.

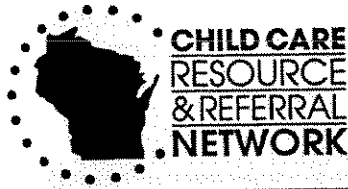
**210 E. Jackson Street
Wisconsin Rapids, WI 54494**

Joint Finance Committee Public Hearing, April 4, 2001
Marshfield – St. Joseph's Hospital

The Child Care Resource & Referral of Central Wisconsin, Inc. which serves Adams, Clark and Wood counties, recognizes the support for child care issues in the proposed budget and advocates strongly to continue

- recognizing the importance of the early childhood professional's role in meeting the needs of young children.
- supporting parents financially so they are able to afford high quality care for their children.
- investing in efforts to boost the pay and benefits of child care workers in order to decrease rapid turnover.
- supporting family-friendly workplaces.
- boosting support for agencies – namely Child Care Resource & Referrals who provide: information, support and training about quality child care and how to find it; key information on the supply of child care and related issues; and, training, support, and assistance of child care providers.

**Dawn Vruwink
Executive Director
Child Care Resource & Referral of Central Wisconsin, Inc.
715/423-4114 or 1-800-628-8534**



**CHILD CARE
RESOURCE
& REFERRAL
NETWORK**

Wisconsin Child Care Resource & Referral Network, Inc.

6314 Odana Road, Madison, WI 53719
phone: 608-271-1230 • fax: 608-271-1268
www.wisconsinccrr.org

Making Child Care Work

Why Invest in Early Childhood?

The Public Supports It

Numerous studies confirm that an overwhelming majority of the public feels this is an important priority.

- “Fight Crime: Invest in Kids” polling data shows that the public believes that children are a much higher priority than tax cuts. The following issues were rated as a higher priority than tax cuts: “providing access to after-school programs and school readiness programs like Head Start (67%)”; addressing child abuse and neglect (78%); and, better education of disadvantaged students (78%). More information on this study is available at <http://www.fightcrime.org/pressdocs/taxcutrelease.html>.
- The Communications Media Consortium has led the development of early childhood public awareness campaigns in several states, including Florida, Colorado, and Illinois. The polling data in all of these states confirms that early education and care are high priorities for a majority of the public. More information on these efforts can be found at www.earlycare.org.

Children Benefit

Evidence is mounting that the early years are an absolutely critical time for shaping the future growth and potential of young children.

- Brain development research has confirmed that interaction, stimulation and touch during an infant’s early days and first three years literally build a baby’s brain. See Great Beginnings: “The First Year’s Last Forever”, Wisconsin Council on Children and Families, www.wccf.org.
- “Child Care Quality: Does it Matter: Does it Need to be Improved?” – A recent HHS study set out with the intent of documenting if the quality of care matters. The overwhelming conclusion was that quality does matter and has an important impact on a child’s future growth and development. (See Executive Summary of this study at aspe.hhs.gov/hsp/ccquality00/execsum.htm)
- Major national studies including the Cost, Quality, and Outcomes Study, Abecedarian Project and the Perry Preschool Project have done over time research on children who participated in high quality, early childhood programs comparing them to children who did not have this opportunity. The results showed that the children in quality preschools were more likely to: show long term gains in IQ scores, reading and math, earn higher incomes; attend a four year college, and, delay parenthood. In addition, these children were less likely to: be arrested, receive public assistance; and fail to complete high school (see also, Child Care Quality findings for summary of these findings).

Parents and Families Benefit

If a parent believes their child is in an environment where they will be nurtured and thrive, they are more likely to go to work or school with confidence. This translates into a more productive employee or student.

Employers Benefit

- Absenteeism is reduced
- Employees are happier at work

Society Benefits

- All of the studies previously noted confirm that children in high quality early learning environments are more likely to grow into positive, contributing members of society.
- If children are ready for school when they enter they are more likely to successfully finish school.
- Improved education leads to a better prepared work force in the future.
- Today’s children will be tomorrow’s work force – including doctors, educators, lawyers, child care providers, skilled and technical professionals, service industry workers, and other key parts of our future economy.

What Role do Child Care Resource and Referral (CCR&R) Agencies play in the Child Care system?

Wisconsin has seventeen (17) CCR&R agencies that cover Wisconsin's 72 counties. CCR&R agencies are information brokers at the local level that assist families and communities in the following ways.

- Helping families find suitable child care for their needs
- Maintaining an up to date listing of child care availability in their area
- Tracking a wide range of data about child care supply, demand, cost and related issues
- Educating parents and the communities about the importance of high quality care
- Working with local employers to identify employee child care needs
- Providing training for child care providers
- Offering and facilitating child care provider and parent support groups
- Providing information about child care issues through regular newsletters
- Helping to serve as the voice of families and child care providers at local community collaborations focused on early childhood

The Wisconsin CCR&R Network is an umbrella organization for Wisconsin's 17 member agencies. The Network is a peer support, training and information sharing organization designed to work with member agencies on meeting the Network's mission – to exercise leadership in the building of an inclusive, high-quality child care/child development system, and to promote the professional growth and development of member agencies. Additional key roles of the Network are annual data report preparation, and serving as a statewide voice for local CCR&Rs.

What Are the Major Issues?

- Wisconsin is fortunate to not have a waiting list for child care assistance, however the state is now presented with the dilemma of increasing use of the subsidy program and higher than anticipated costs for continuing full coverage of all families.
- Even with this benefit, some parents have difficulty meeting the co-pay requirement.
- Nationally, economists tell us - "Parents of young children tend to have low incomes relative to their permanent incomes, and may face borrowing constraints that reduce their ability to pay for high-quality care" (Child Care Quality Study, Executive Summary)
- The quality of child care is not adequate for a large number of children. The 1995 Cost, Quality and Child Outcomes Study showed that 86% of centers in four states were rated as mediocre or poor in quality; and 40% of infant-toddler rooms were not only mediocre to poor quality but were found to be endangering the safety and health of children.
- Wisconsin – like the rest of the nation – faces the difficulty of a low salary for child care workers and low or no benefits for child care workers. In Wisconsin, the average wage for a child care teacher is \$7.80 an hour with few, if any benefits. The beginning of the TEACH program in Wisconsin will hopefully begin to have an impact in this area as it has done in other states, e.g., North Carolina.

What Would Help?

- Increased respect and recognition of the importance of the early childhood and early childhood professional's role in meeting the needs of young children.
- More financial support of parents so they are able to afford the high quality care their children deserve.
- Continued investment in efforts that will boost the pay and benefits of child care workers and lead to decreased turnover in staffing of early childhood programs.
- Increasing the awareness of support of family-friendly workplaces that allow for flexible work environments to meet family needs.
- Continued support of improving quality in early childhood programs.
- Boosting support for agencies – namely Child Care Resource and Referral Agencies who provide: information, support and training about quality child care and how to find it; key information on the supply of child care and related issues; and, training, support and assistance of child care providers.

For more information – contact the Wisconsin CCR&R Network Office, 608-271-1230 or your local at CCR&R, 1-888-713-KIDS

CHILD CARE RESOURCE & REFERRAL
of Central Wisconsin, Inc.

210 Jackson Street
Wisconsin Rapids, WI 54494

Joint Finance Committee
Testimony of
James F. Veninga
Campus Dean
University of Wisconsin Marathon County

April 4, 2001
Marshfield

I am here today to encourage you to do the right thing in support of higher education in Wisconsin. The budget proposal of the Regents represents a solid investment in the future of the state. The proposal ensures continued quality of programs, student access, and affordability. At the same time, it offers a plan to grow the economy and contribute to a knowledgeable and skilled workforce.

I wish to speak directly to the needs and opportunities of the UW Colleges, and of our situation at UW Marathon County. The colleges have made great strides in the past number of years. Enrollments are up; at Marathon County we have seen a 55% increase since 1996. We are reaching out to minority communities; at Marathon County students of color comprise 8.1 percent of the student body. With your help, we are enrolling more adults, non-traditional students who are now seeking a university education. We are launching more collaborative degree programs with four-year institutions in order to meet the educational needs of our communities; at Marathon County we have two bachelor degree programs with UW Stevens Point and one with UW Oshkosh. These developments represent new beginnings and promise good things for the State of Wisconsin if we are able to build upon them.

There are three elements in this budget that are especially important to the Colleges.

First, there is, as part of the Business and Workforce Development component of the budget proposal, a \$2 million initiative that will extend our services to adult populations in our service areas and will help ensure statewide access to general education. These funds will help us utilize the new technologies as we reach out to adults, will further partnerships as we expand baccalaureate degree completion programs, and provide some critical resources as we seek to keep up with the demands and needs caused by our enrollment growth.

Second, we support position flexibility. We are thirteen campuses in one institution. It is imperative that UW Colleges be granted, alongside other UW institutions, the kind of authority that is needed to ensure maximum efficiency of operations as we respond to current needs and opportunities.

Third, I ask you to renew the State's historic commitment to affordability. Any increase in tuition should be accompanied with a corresponding increase in financial aid.

Positive action on these three components of the budget—our Initiative for Statewide Access to General education, position flexibility, and financial aid—will strengthen the UW Colleges and the UW System.

Finally, I want to make one comment about general education. One of the great strengths of the UW System can be found in a commitment to general education, to the notion that all students receiving B.A. and B.S. degrees should be exposed to a wide range of academic fields. UW Colleges are carrying the torch for general education. That, indeed, is where we excel. General education provides students with maximum flexibility as they move into their junior and senior years, providing solid foundations as they select majors and careers.

But general education has value beyond what it contributes to student achievement and workforce development. The real gift of general education is the development of well-rounded citizens, citizens who have a sense of history, who understand our environment, who have familiarity with cultures at home and abroad, and who have explored complex problems of our society—citizens who leave our universities with a commitment to contribute to society in multiple ways. General education is vitally important to the economy, but its contribution does not stop there. It helps create the active citizens we will need to ensure quality of life, livable cities, and representative government.

I thank you for your commitment to UW Colleges and to the future of Wisconsin.

April 4, 2001

To: Joint Finance Committee

From: Mid-State Technical College
Dr. John Clark, Vice President of Academic Affairs
Connie Willfahrt, Vice President of Student Affairs

Subject: Wisconsin Technical Colleges – Meeting the Challenge of Skilled Labor Shortage

Good morning. I'm Dr. John Clark, Vice President of Academic Affairs at Mid-State Technical College. MSTC is one of 16 Wisconsin technical colleges.

We appreciate the opportunity to appear before you on behalf of MSTC and the Wisconsin Technical College System. I recognize the difficult task before you in putting this budget together and our message today is to help you understand how increased funding to technical colleges is critical to develop new programs, upgrade technology, and hire staff – each of which positively contribute to the state's economic well-being.

With me is Connie Willfahrt, our former Marshfield Campus Director and who was recently promoted to Vice President of Student Affairs.

Good morning. My comments will focus on the need to strengthen our state's investment in workforce development through the Wisconsin Technical College System. As many of you are already aware, Wisconsin's highly-skilled workforce is the backbone of our state's economy.

Clearly, Dr. Clark and I are speaking for the entire system as we look to you to support WTCS's request of a 4.1 percent increase in State Aids. Our three strategies to meet the challenges posed by the state's skilled labor shortages are:

1. Increase the current skills of the state's workforce;
2. Expand the pool of skilled workers; and
3. Increase access to technical and career education through the use of leading-edge instructional technology and techniques.

Historically, the State has been a strong partner in technical education. Until 1990, the State provided at least 30 percent of the WTCS's operational cost. However, the State share has fallen to nearly 20 percent and the proposed State support for the next biennial budget looks even bleaker with the recommendation of no increase in general aids. To assure that Wisconsin has a technically trained and highly skilled workforce in the future, we must reverse this trend.

If we do not realize this 4.1 percent increase, everyone loses. Technical colleges will be forced to reduce services, reduce or eliminate programs, and/or increase property taxes. The 4.1 percent request will basically allow us to keep up with the current services we provide, maintaining the status quo, if you will.

Within the document we will leave with you, several key messages highlight how Wisconsin technical colleges are meeting the challenge of the state's skilled labor shortage. For example...

- Each year, one out of every nine adults in Wisconsin – more than 440,000 individuals – enroll in at least one class at a Wisconsin technical college.
- Annually, more than 95% of all WTCS graduates are employed within six months of graduation. Of these graduates who are employed, nine out of ten continue to live and work in Wisconsin, helping to build strong communities and contributing to the state's economic growth.
- Younger workers with an associate degree from a WTCS occupational program can expect to earn substantially more than workers with a high school diploma and only slightly less than graduates of baccalaureate programs.

Within the WTCS budget, you will see several initiatives for expanding course section grants. These grants enable technical colleges to increase course offerings to students in occupational areas of high demand.

At Mid-State Technical College, these include nursing, CIS, and police and corrections science. The additional grant funding grants allowed us to double our nursing sections. With intense clinical affiliation, we are required to maintain a student-teacher ratio of eight to one. It's costly, but well worth it when trained nurses graduate from the program.

I respectfully request that you increase State Aid to the Wisconsin Technical College System in the current biennium. Please consider our request for additional state aid not as another increase in expenditures, but rather as an investment in Wisconsin's future which will show a return many times its initial cost to the State.

With me are copies of letters from a few of our supporters and I anticipate that additional letters will be coming to your attention.

Thank you very much for your time and consideration of our testimony and the attached materials.