

April 9, 2001

TO: MEMBERS, JOINT FINANCE, STATE OF WISCONSIN

FM: BERNARD BELLIN, LAKESHORES LIBRARY SYSTEM ADMINISTRATOR

RE: **PUBLIC LIBRARY SYSTEM AIDS IN THE 2001 – 2003 BIENNIUM
BUDGET**

In the 1970's the State of Wisconsin statutorily created public library systems. By the mid -1980's, if your community wanted to participate in state aids for public libraries, you were required to be a member of a public library system. I know, because I was the director of a public library that was not a member of a public library system. I was told then that this was the State of Wisconsin's **commitment** to preserve and improve local public libraries. Your community joins a system and your system receives additional state aids to 'preserve and improve' your local public library.

Within that statutorily created language is a three-part formula to fund public library systems. The shared funding level to public library systems was set at 13%. 13% was the amount determined necessary to meet the ten mandates that public library systems needed to provide to public libraries, as set for in Chapter 43. If public library systems did not meet those mandates, we would not receive full funding based on the three-part formula.

I am here to tell you that the state has fallen behind in its obligation to public library systems and to public libraries, but continues to require that the mandates be met in order to receive even a portion of the funding as allowed by statutes. Public libraries and library systems cannot continue to fulfill their requirements if the state does not fulfill its obligation.

Technology has not made this easier. Technology has placed an even greater demand on the public library for an even greater level of service. Public libraries need the cooperative resources of their system to meet the demands of the public. A person in Pestigo now has access to the same level of service as the person living in Eau Claire. This is tremendous. However, how that person was aware of that service and how that service is provided to the patron is very expensive and was probably provided via their public library system. The Pestigo Public Library cannot afford access to this service as an individual library. They need their public library system to coordinate how this service is received and delivered. And who pays for this service, the patron? Public libraries are not allowed to charge patrons for access—by statute, I might add.

Public libraries joined public library systems to share resources, financial and otherwise. Public libraries knew twenty-five years ago that this was their only way to survive. The information explosion was not news to us.

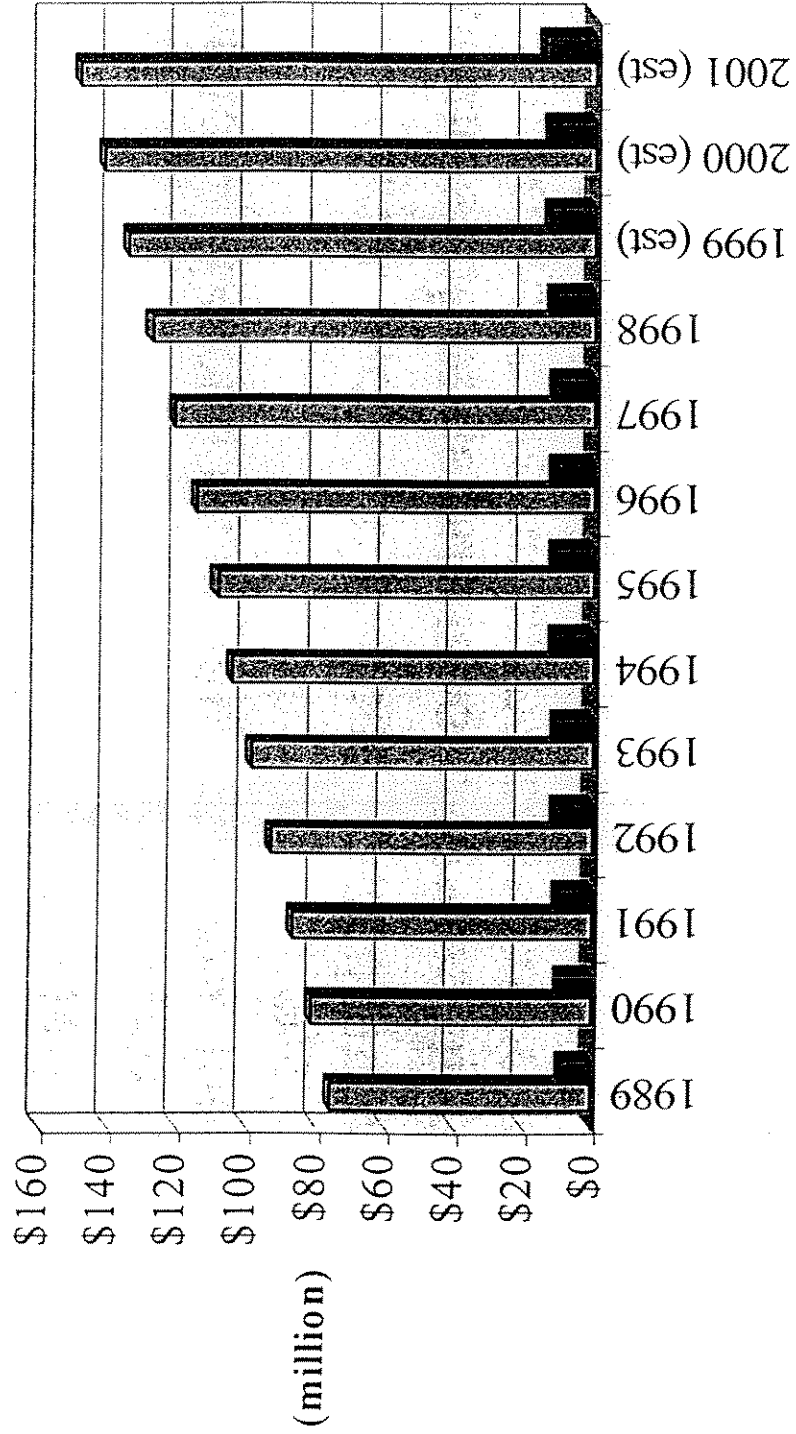
Municipal and county funding for public libraries has doubled in the last ten years. State funding for public libraries, who are required by law to be a member of a system to receive any aids, has failed to fulfill its commitment to public libraries and the citizens they are required to serve. (See attached Public Library Service Support.)

I am here to ask that you restore the request from the Department of Public Instruction and the Division for Libraries, Technology and Community Learning that funded public library systems and public libraries as the statutes require them to request. Every citizen in the state of Wisconsin will benefit from this restoration of funds.

Public libraries and public library systems are not asking for funding beyond what the statutes provide.

Can others say the same?

Public Library Service Support Municipal and County Funding Compared to State Funding



Municipal & County Funds
 State Funds for Public Library Systems



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circulation services: 262-636-9241
youth services: 262-636-9245
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BadgerLink: Provide Continued Funding through the Universal Service Fund

Full funding of this proposal will continue to provide every library in the state with unlimited access to more than 6,000 magazines, newsletters and newspapers. There are 381 public libraries, 426 school districts with nearly 2,000 libraries, as well as 79 academic libraries and 451 special libraries in Wisconsin. This important and extensively used service will continue to provide a vast amount of information directly to the computer desktop of school library media centers and classrooms; users of public libraries; university, college and technical college students; hospital and other special libraries; and to all Wisconsin residents who use the Internet.

Students are using these resources to complete assignments, research new subjects, find career information, and explore other topics. Teachers are developing curricula that are consistent with Wisconsin's academic standards and to help achieve classroom learning objectives. Agency staff search for education, government, and other topics to carry out department initiatives. Public libraries make the resources available on public access workstations in the library and through remote access. Business owners and entrepreneurs are able to find up-to-the-minute resources. The information is suitable for users of all ages, including K-12 students, university students and general users. During the past fiscal years, it was estimated that BadgerLink users conducted over 10,000,000 searches.

that we could not justify providing in print, due to both space and economic considerations. Therefore, we are better able to assist college students who find our library more convenient, especially if they go to school in Milwaukee or are taking distance learning courses. The health databases are another example of a resource that we could not afford to supply on our own. And of course, if Racine can't afford it, you can imagine the impact on the smaller libraries in our system and around Wisconsin. Access to BadgerLink is the first resource or tool that truly begin to provide equal access to information, regardless of where you live, which was the main reason for developing library systems. Last year, residents of the Racine area were able to view 4,438 full-text articles with 12,417 searches, 22,502,046 hits, and 17,478 pages of text used.

In a word, we would be lost without BadgerLink, and it would be taking a giant step backward in our ability to serve our patrons. We canceled our own subscription to Ebscohost, which was a subset of BadgerLink that was loaded on the Dynix server. It was just indexing, not full text, and nowhere near as extensive as BadgerLink.

In terms of patron reaction, they are thrilled when we find all these resources for them, and even more delighted to find that they are able to access BadgerLink at home through the Internet via our library's web page. We hand out hundreds of the BadgerLink bookmarks to library patrons, who are very pleased to see their tax dollars at work in this way.



A world of information

- 4,000 magazines and journals with summaries of articles
- 2,000 magazines and journals with complete articles
- 13 Wisconsin newspapers
- 28 national and regional newspapers
- 1,000 health pamphlets
- 1,000 American History documents
- Encyclopedia of Animals
- Databases covering general topics, business, health, and education
- Databases for children and students
- WISCAT, statewide catalog of titles held in more than 1,000 Wisconsin libraries
- Links to federal and state government information and other Internet sites

Available Anytime, Anywhere

At Your Library • Your Home • Your Office
Your School • Your College or University



To use BadgerLink, you must have

a computer with a web browser and Internet account. Access to magazines and newspapers requires a Wisconsin-based Internet Service Provider registered with the Department of Public Instruction.

Then

- access the BadgerLink website at <http://www.dpi.state.wi.us/badgerlink>
- click on the resource you want to use

Questions

Toll-free 888-542-5543 (business hours M-F)
E-mail: badgerli@mail.state.wi.us

BadgerLink is a demonstration project of the Department of Public Instruction's Division for Libraries and Community Learning for the citizens of Wisconsin. Funding is through the Library Services and Technology Act (LSTA). State funds will be needed to continue BadgerLink after 1999.

BadgerLink

WWW.UPLSTATE.WISCONSIN.BADGERLINK

FOR IMMEDIATE RELEASE

For more information, contact:
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Wisconsin Library Association Seeks Budget Improvements

“The governor’s budget erodes the state’s partnership with libraries,” said Wisconsin Library Association (WLA) President Michael Gelhausen. His comments came in reaction to the biennial budget proposal recently released from the governor’s office, which omits funding requested for several key library programs and contracts.

An increase in funding for Wisconsin’s public library systems was one key item the library community had hoped would be included in Governor McCallum’s budget proposal. “State funding is critical to maintaining the state-local partnership developed when public library systems were created in the 1970s,” Gelhausen said. He noted that WLA supports funding systems at an amount equal to 13 percent of local library expenditures—requiring an additional \$12,130,000 for this biennium. Gelhausen said overall funding levels are still only about 10 percent of local library expenditures, and year after year of funding freezes have left systems without the resources necessary to effectively carry out the mission for which they were created.

Other oversights included omission of increased funding requested for UW System libraries, the state Reference & Loan Library’s materials budget, and statewide resource contracts. “We’re disappointed in the governor’s failure to maintain adequate funding for the Library for the Blind and Physically Handicapped, Wisconsin InterLibrary Services, Milwaukee Public Library/Interlibrary Loan, and the Cooperative Children’s Book Center,” Gelhausen said. “These small, but vital, services need modest funding corrections to match their increased costs of doing business.”

(MORE)

Gelhausen also raised concerns about the governor's funding plan for BadgerLink, the web-based database of more than 6,000 magazines, journals, and newspapers accessible from businesses, homes, schools, and libraries. Rather than continuing to pay for this important resource through the Universal Service Fund, only a portion of the funding will be derived from that source. Additional funding needed to meet increased operating costs will be provided through fees assessed to school districts. "Given that school budgets are already pinched by spending controls, and that all the state's citizens and businesses have access to BadgerLink, it seems an unusual funding method," Gelhausen said. He also noted that implementing such a fee-based system will have administrative costs that were not included in the budget.

Gelhausen did give the governor high marks for retaining the Common School Fund income for use by school libraries. "This is the only source of revenue for many school libraries, so it is important not to dilute their funding."

Gelhausen also stressed the need for reprioritizing spending in the state. "As the state legislature deliberates the budget proposal," Gelhausen said, "WLA will be working with legislators and key legislative committees to make this budget proposal better for Wisconsin libraries and the customers they serve."

For more information, contact:

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**Wisconsin Library Association Legislative Agenda
Background Information for the 2001-2003 Biennium**

Public Library System Funding

Restore the State's 13% Benchmark Funding Commitment to Public Library Systems

General Purpose Revenue (GPR) Request

Aids to public library systems provide a wide range of services that directly impact Wisconsin residents through their local libraries. They represent the state's commitment to preserve and improve local public libraries. System programs, grants and services are a vital element in providing effective and responsive local libraries, and promote literacy and lifelong learning to people of all ages who regularly use the more than 450 public library outlets throughout the state.

Public library systems must comply with certain statutory requirements to provide services for the patrons in their service areas. Without adequate funding, systems achieve only minimal compliance with many statutory service requirements. Systems are required to:

- contract with a major library to serve as a system library;
- coordinate interlibrary loans between system libraries;
- coordinate open access for all system residents to all system libraries;
- provide for the continued professional growth of local library staff through in-service training;
- provide for delivery and communication services; and
- coordinate planning for cooperation with non-public libraries, system-wide collection development, services to patrons with special needs and library automation

The present level of funding jeopardizes the current status of full participation by all libraries in the state, which is necessary to ensure that *everyone in Wisconsin has free and open access to a nearby public library*. One of the requirements for participation in library systems is that municipal public libraries must offer their services to all residents in the system area. If public libraries choose not to participate, access to public library service by non-residents is reduced or eliminated. Since participation in public library systems is voluntary, in order to ensure continued participation by all public libraries, public library systems must provide a level of service that makes participation desirable and beneficial to their member libraries. Without additional funding, public library systems will not be able to offer local public libraries in Wisconsin the services and support they need to maintain universal open access.

One of the most important functions that public library systems offer is promoting and facilitating the sharing of knowledge and information resources among libraries. Sharing resources allows libraries to meet the knowledge and information needs of their community in a cost-effective manner through technology. Although public library systems have been leaders in implementing resource-sharing technology in libraries, additional funding is essential if the potential of technology in improving library services is to be fully realized.

According to Act 150, the Department of Public Instruction is required to request funding at a level equal to 13% of the total local and county public library operating expenditures from the previous calendar year.

Fiscal impact:

\$20,208,400 in FY 2001-2002, an increase of \$5,458,900 over 2000-2001 base.
\$21,420,900 in FY 2002-2003, an increase of \$6,671,100 over 2000-2001 base.

**Wisconsin Library Association Legislative Agenda
Background Information for the 2001-2003 Biennium**

Statewide Resource Contracts

Maintain Full Funding

General Purpose Revenue (GPR) Request

WLA supports full funding for the four state resource contracts: The Wisconsin Regional Library for the Blind and Physically Handicapped, Wisconsin Library Services (WiLS), Milwaukee Public Library/ Interlibrary Loan (MPL), and the Cooperative Children's Book Center (CCBC).

These contracts are maintained in accordance with S. 43.03 (7), Wisconsin State Statutes, which requires the State Superintendent to contract for services with libraries and other resource providers ... to serve as resources of specialized library materials and information not available in public libraries or the Reference and Loan Library.

Wisconsin Library Services (WiLS) and the **Milwaukee Public Library** lend materials to all parts of the state in response to requests that cannot be filled at the system level or by Reference and Loan Library.

Under s. 43.03 (6), Wisconsin State Statutes, the State Superintendent is required to contract annually with a public library for the provision of library services to physically handicapped persons, including the blind and physically handicapped. Since 1961, this contract has been maintained with the **Wisconsin Regional Library for the Blind and Physically Handicapped** located in the Milwaukee Public Library.

The **Cooperative Children's Book Center** is a repository of children's tradebooks used by children's librarians and teachers throughout the state and provides unique resources and services to educators and others in freedom of information cases.

Continued full funding of these four contracts will continue to provide full access for everyone in the state to the specialized materials and resources available through these library service providers.

Fiscal impact:

\$1,144,600 in FY 2001-2002, an increase of \$97,300 over 2000-2001
\$1,334,200 in FY 2002-2003, an increase of \$286,900* over 2000-2001;

(*Funding for the Regional Library for the Blind and Physically Handicapped includes a one-time cost of \$161,600 to replace an automated system in the second year of the biennium.)

Wisconsin Library Association Legislative Agenda Background Information for the 2001-2003 Biennium

BadgerLink

Provide Continued Funding through the Universal Service Fund

Full funding of this proposal will provide every library in the state with unlimited access to more than 6,000 magazines, newsletters and newspapers. There are 381 public libraries, 426 school districts with nearly 2,000 libraries, as well as 79 academic libraries and 451 special libraries in Wisconsin. This important and extensively used service will continue to provide a vast amount of information directly to the computer desktop of school library media centers and classrooms; users of public libraries; university, college and technical college students; hospital and other special libraries; and to individual Wisconsin residents.

Students can use these resources to complete assignments, research new subjects, find career information, and explore other topics. Teachers can use these resources to develop curricula that are consistent with Wisconsin's academic standards and to help achieve classroom learning objectives. Agency staff can search for education, government, and other topics to carry out department initiatives. Public libraries can make the resources available on public access workstations in the library and through remote access. The information is suitable for users of all ages, including K-12 students, university students and general users. During the past fiscal years, it was estimated that BadgerLink users conducted over 10,000,000 searches.

Finally, the purpose of this initiative fits one of the criterion for use of Universal Service Fund revenue: "To promote affordable access throughout the state to high-quality education, library, and health care information service."

Fiscal impact:

\$1,766,300 in FY 2001-2002, an increase of \$ 73,500 over 2000-2001 base.
\$1,843,000 in FY 2002-2003, an increase of \$150,200 over 2000-2001 base.

BadgerLink

User requests for additional services

Based on a UW-Milwaukee survey of libraries and schools using BadgerLink, providing access to online encyclopedias was the top priority for additional resources.

Fiscal impact:

\$365,100 in FY 2001-2002. (New budget item)
\$365,100 in FY 2002-2003.

(If every public school district in the state were to provide the Grolier Encyclopedia service to its students, the total annual cost would be \$447,700.)

Wisconsin Library Association Legislative Agenda Background Information for the 2001-2003 Biennium

Newsline for the Blind

Newsline is the only source of recorded newspaper information for blind Wisconsin residents. The service supplements the "talking books" program provided by the Regional Library for the Blind and Physically Handicapped in Milwaukee. The service allows blind users to have access to national and Wisconsin newspapers that other users could find in public libraries.

Newsline for the Blind provides access to three national newspapers (*The Washington Post*, *New York Times*, and *Chicago Tribune*) and three local newspapers (the *Milwaukee Journal Sentinel*, Madison's *Capital Times* and *Wisconsin State Journal*) for blind individuals. Access is provided through home telephones using a toll free number. Begun in 1998, this is the only source of recorded newspapers for blind people in the state, and currently serves nearly 1,000 users. The Wisconsin Department of Public Instruction has developed a partnership with the National Federation of the Blind to provide this service to users who must be registered as blind or physically handicapped.

The request for increased funding will add two new state newspapers to the service, add twelve new phone lines in Madison and cover the increased costs for the service maintained by the National Federation of the Blind.

Fiscal impact:

\$68,500 in FY 2001-2002, an increase of \$23,500 over 2000-2001 base.

\$67,500 in FY 2002-2003, an increase of \$22,000 over 2000-2001 base.

**Wisconsin Library Association Legislative Agenda
Background Information for the 2001-2003 Biennium**

Reference & Loan Library Materials Budget Increased Funding to Reverse Erosion of Buying Power

General Purpose Revenue (GPR) Request

Section 43.05 (11) of the Wisconsin State Statutes requires the Division for Libraries, Technology and Community Learning to "maintain a reference and loan library to supplement the collection of all types of libraries in this state by providing specialized materials not appropriately held and information sources not provided by local libraries or readily available from other area or state-level resource providers."

Reference and Loan Library staff receive requests for facts, general information, or research on specific subjects. Staff use materials in the collection, conduct database searches using CD-ROM and online resources, contact staff at other libraries, or contact outside experts or organizations to find answers to the questions. During 1996-97, staff responded to 4,100 questions for information.

The Reference and Loan Library's budget for library materials is currently \$50,000, which is less than half what was expended for materials in the 1980s. At the same time, the nature of requests received at the Reference and Loan Library has dramatically changed. Much information is so widely available that requests once referred are now answered at the local or system level. As a result, the requests that are referred to Reference & Loan are for information that is not readily available, is obtained with the help of experts, or can only be located with further clarification from the customer. By acquiring these print, video and sound materials that few other libraries possess, the Reference and Loan Library will be able to answer a broad range of reference questions.

Fiscal impact:

\$90,000 in FY 2001-2002, an increase of \$40,000 over 2000-2001 base.

\$90,000 in FY 2002-2003, an increase of \$40,000 over 2000-2001 base.



Special Needs
Adoption
Network

Wonderful homes
for wonderful kids.

Finding Families for Children

*Pre-Adoption Information
and Referral*

*Training for Families
and Professionals*

*Advocacy for Children
and Families*

Family Resource Center

Post-Adoption Services

Members of Joint Finance Committee:

My name is Colleen Ellingson. I am the Executive Director of the Special Needs Adoption Network. Our job is to find homes for children with special needs. We are the last stop. Without our help, these children will continue to grow up in foster care. The Dept. of Health and Family Services, Division of Children and Family Services contracts with us for these services. Our last budget increase was in 1992. Consider these key issues:

1. We have a new web site, www.wiadopt.org, that has over 200,000 hits/month. Children have moved throughout Wisconsin and the nation because of this web site.
2. Our phone calls and emails have doubled in 2000 from 1999.
3. The state has saved an estimated, at a conservative rate, \$62,000,000 since the Network has started to find homes for children.
4. Our neighboring states fund similar services at a substantially higher rate than Wisconsin. The cost per call for adoption information and child information can range from 300% to 1600% higher in the surrounding states.

We want to recognize the budget increase that Governor McCallum has included in the budget proposal you have received. We would like to thank him for including an increase in a very tight budget year, but we would like to point out that there is a gap between growth needs such as these and our budget.

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Family Resource Center

Post-Adoption Services

The Wisconsin Special Needs Adoption Program

The Wisconsin special needs adoption program addresses the placement needs of school age children, sibling groups and children with significant emotional, behavioral or physical needs.

According to a March, 2000 report by the Legislative Audit Bureau, services critical to quality and timely adoptive placements include:

- Recruitment and retention of a sufficient pool of adoptive families
- Appropriate and reliable analysis and decision-making in the assessment of and services to children and families
- Consistent statewide access to approved adoptive family resources
- Provision of quality case management and placement services to each child under the guardianship of the Department

Additionally, in 1998, the federal government challenged states to double the adoptions of children in foster care by the year 2002.

The Special Needs Adoption Network

The Special Needs Adoption Network works to meet the objectives of the state's special needs adoption program. Since 1982, the Adoption Network's mission has been to **find permanence for all children who need a family and to help sustain adoptive families**. To carry out this mission, the Adoption Network operates an extensive clearinghouse of adoption information and support. The Adoption Network also works directly with agencies and families to help secure homes for children. Adoption services include providing pre-adoption information; providing recruitment services for waiting children; providing post-adoption services; operating a Family Resource Center; increasing visibility for adoption; and collecting and analyzing data used to help make critical decisions about placement.

The Adoption Network currently has two contracts with the state: (1) a combined contract for adoption exchange services (special needs adoption) and for general adoption information services (birthparent information and all types of adoptions), and (2) a contract for post-adoption services in the southeast region of the state.

Some important facts about the current state of the Adoption Network

Addressing the permanent placement needs of children is the primary objective of Special Needs Adoption Network and the special needs

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adoption program. From 1985 through 1999, the Adoption Network has photolisted 1726 children and has placed 1147.

However, in addition to helping fulfill this vital mission, the Adoption Network estimates that the services it has provided to the state of Wisconsin over the years have netted the state a cost savings equaling **\$62,490,000** for 1984-1999 – that's assuming a savings of \$5000 per year for each child placed, from the age of placement through age 18. The actual savings might be greater.

Interest in children is at an all-time high, but the number of children needing placement also continues to grow. This means that current resources are being stretched thin. **Funding for the Special Needs Adoption Network for adoption exchange services has not increased since 1992.** In the past year alone, there has been

- an 11% increase in the number of children photolisted
- a 26% increase in number of calls from prospective families
- a 57% increase in calls regarding specific children
- a 65% increase in new family packets requested

Some important factors in the increased level of interest include:

- A new weekly TV feature seen in Southeastern WI. This generates a large number of calls and has resulted in a 60% increase in new family packets from families watching the TV feature.
- Expanded, more visible websites (www.wiadopt.org and www.wiadoptioninfocenter.org). These sites get over 200,000 hits per month. The sites require extensive updating, which takes 25% of the time of one full-time employee. There has also been a 100% increase in email inquiries in the past year. Additionally, more calls are coming from out of state due to the website. Staff must spend extra time answering these calls because of the need to explain Wisconsin adoption law and practices.

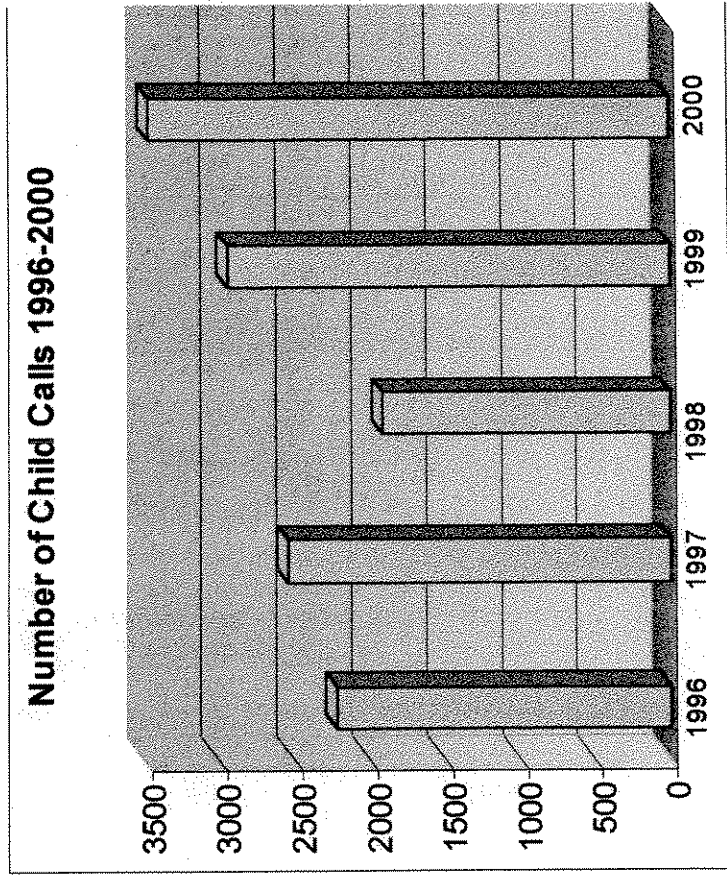
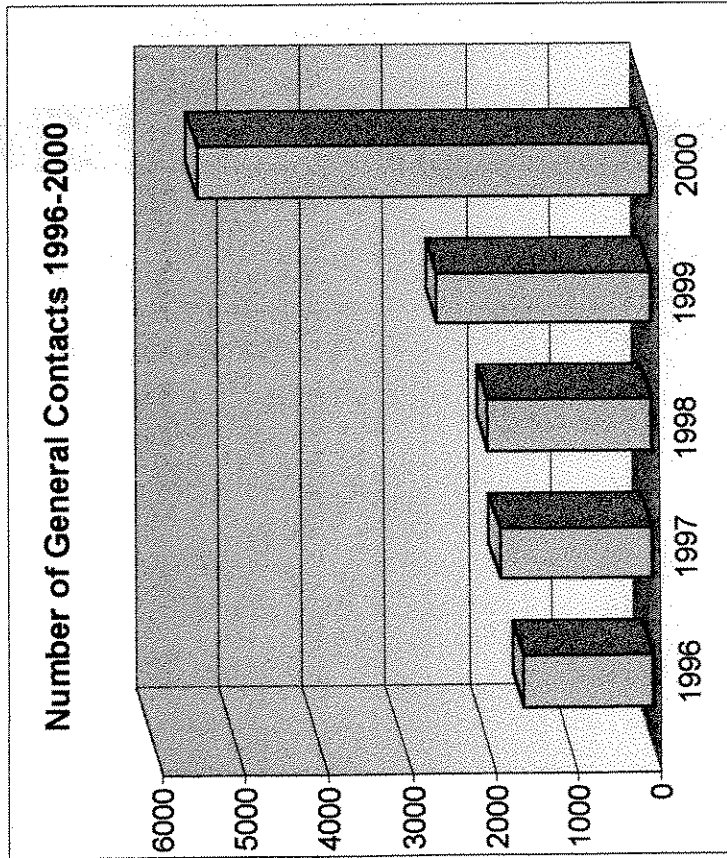
The Special Needs Adoption Network's budget has also been challenged by other factors:

- unexpected expenses related to the reprinting of the Family Guide and an increase in number of *Adopt!* subscription runs
- additional staff needed to handle the increased volume of calls and children

The Adoption Network has handled increasing budget needs through using its own small reserves and through obtaining in-kind contributions (photography services from Sears; television production costs for the weekly TV feature; website development and hosting; and various printing services) totaling approximately \$146,000. We do not know if we will be able to sustain this level of support as well as meet growing needs.

Special Needs Adoption Network

Increase in Contacts for: General Adoption Information & Information on Individual Children from Recruitment Activities



Wisconsin Special Education Stakeholders

Member Organizations

Wisconsin School Administrators Alliance:

- Association of Wisconsin School Administrators
- Wisconsin Association of School Business Officials
- Wisconsin Association of School District Administrators
- Wisconsin Council of Administrators of Special Services

Parent Education Project of Wisconsin, Inc.

Quality Education Coalition

Wisconsin Association of School Boards

Wisconsin Coalition for Advocacy

Wisconsin Council of Exceptional Children

Wisconsin Department of Public Instruction - Division Equity & Advocacy

Wisconsin Education Association Council

Wisconsin Federation of Teachers

Wisconsin Family Assistance Center for Education, Training and Support, Inc.

Wisconsin Parent Teacher Association

2001/2003 Biennial Budget Recommendations April 2nd, 2001

The Wisconsin Special Education Stakeholders are representatives from fourteen key Wisconsin school, parent and statewide disability-related organizations that are committed to improving the quality of special education services in Wisconsin.

The Wisconsin Special Education Stakeholders recently analyzed the implications of the proposed 2001/2003 biennial budget and proposed policy changes included in the budget related to the provision of special education services in Wisconsin. **We came to unanimous agreement on the following positions:**

✓ **Increase the state categorical aids for special education services to a 50% reimbursement rate.** We strongly believe that the Governor's proposed 2001/2003 biennial budget does not provide sufficient funds to meet current levels of reimbursement for special education services

✓ **Increase state aid to 90% reimbursement rate for the expenditures of high cost students that exceed 3 times the school district's average cost per pupil.** We are concerned that the Governor's proposed 2001/2003 biennial budget does not provide sufficient funds for high cost special education students. We also support a one-time revenue cap exemption for the unreimbursed school district expenses for these children.

✓ **Modify Medical Assistance -School Based Services in the proposed budget so that school districts will receive at least 90% of the federal cost sharing reimbursement.** We are concerned that participating Wisconsin school districts will continue to receive only about 60% of the federal cost sharing reimbursement for Medical Assistance -School Based Services since school districts provide 100% of the state share in this program.

Wisconsin Special Education Stakeholders

Page 2 (Biennial Budget Recommendations, 4/2/01)

Wisconsin School Administrators Alliance:

- Association of Wisconsin School Administrators
- Wisconsin Association of School Business Officials
- Wisconsin Association of School District Administrators
- Wisconsin Council of Administrators of Special Services

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Wisconsin Coalition for Advocacy

Wisconsin Council of Exceptional Children

Wisconsin Department of Public Instruction - Division Equity & Advocacy

Wisconsin Education Association Council

Wisconsin Federation of Teachers

Wisconsin Family Assistance Center for Education, Training and Support, Inc.

Wisconsin Parent Teacher Association

✓ **Increased Funding for Alternative Education Programs.** We are concerned with the lack of funding for Alternative Education Programs. These programs are not limited to children with disabilities. We recommend a \$5 million increase in the first year, and a \$10 million increase in the second year of the biennium. Appropriate funding to ensure adequate availability of quality alternative educational programs in this age of "no tolerance policies" is absolutely necessary.

✓ **Separate consideration of all Chapter 115 revisions from the budget process.** Such proposed revisions as 115.28(9), 115.77(3), 115.78(2)(c), 115.782(2)(e), 115.898(2) will change the way special education services are provided in Wisconsin. If the legislature wishes to consider such changes in Chapter 115, we as stakeholders, believe this would best be accomplished through a separate bill before the Assembly and Senate Education committees. Wisconsin's children with disabilities deserve, at the very least, a discussion that is not diluted by the many other issues in the budget. [The WASB supports the retention of 115.28(9) within the budget process.]

✓ **Increase Funding so that all Counties have an Integrated Service Program.** We are concerned that the "Integrated Service Program" (ISPs), also known as "wraparound programs", which are currently operating very successfully in 28 counties as pilot programs, will not be expanded to additional counties. These programs have helped children stay in school and out of institutions thereby saving the state money and improving the lives of these children and their families. We recommend that these successful pilot programs be implemented in all Wisconsin counties at an additional cost of \$3.2 million plus \$800,000 for staff and administration.

We are making these recommendations as a diverse coalition concerned with the future of special education services in Wisconsin. We ask that you give these recommendations serious consideration and would appreciate the opportunity to be a part of the ongoing dialogue on these issues.

BRIDGES COMMUNITY CENTER, INC

Volume 2 Issue 4

April 2001

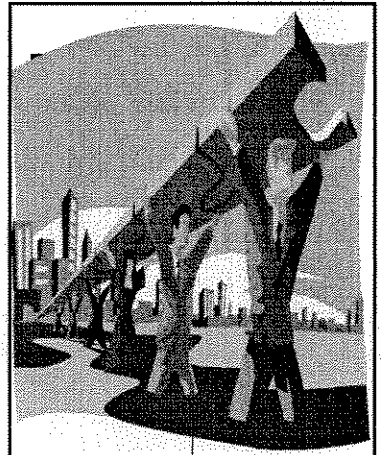
Our Mission Statement of who We Are

Bridges Community Center, Inc., exists to promote a positive image of peoples with mental illness by focusing on our members talents, strengths and interests in order to encourage personal independence and responsibilities. We serve Kenosha County residents with mental illness. We are a unique organization fostering an environment that encourages participation on our own levels and potentials.

It is really a lot of fun cruising the internet sites looking for interesting things to put into the newsletters every month. I have so many wonderful things I don't know what to use first. One of the very interesting sites is the romance sites. I found one that was very interesting where they assist you in finding lost loves. In fact, there may be someone looking for you already and have submitted your name at their site.

Jokingly I told someone recently that having the BPD disorder and the way I left most relationships, I just new that there were tons of lost loves looking for me. What's that saying? "turn lose my leg!" That was me!!

It truly is amazing with the tremendous emotional pain I have experienced in my life, that I can actually be in a place to laugh about it is a good sign. Being able to laugh at ourselves means that we just might be on the right track of recovery. It means we



- Building
- Respect through
- Informed
- Dialogue by
- Gathering
- Everyone
- Successfully

Our address is:

723—58th Street, #201
Kenosha, WI 53140
Phone 262-657-5252
Fax 262-657-5259
Email bridges@acronet.net

have accepted a quality about ourselves that is not usually "favorable." Accepting it means that we have been able to separate that quality or that behavior from who we really are. We know that that negative quality **does not define who we are.**

At the time that I was extremely addicted to the men in my life, I felt that I could not live life without these men and that I was a "nobody" and a "nothing" without a man in my life. Feeling a certain way usually has a direct effect on our actions. We act out who we feel we are. However, what we feel has absolutely no relationship with reality in these kinds of circumstances. **We simply believe an untruth.**

In my opinion, that is what low self-esteem is. It is believing a falsehood and is many times learned from life experiences or the people in our life. Abuse alone makes us feel that we are "no good." If we were, we would not be abused. Makes some logical sense doesn't it? There were many times in my life where I felt "thrown away" by my parents, teachers and others that helped shape my world. Parents and teachers seem to have a special kind of power. We think, "If my own parents don't want me or don't like me, then I must really be bad; the same with some of my teachers who we spend most of our time with from age 5 years and on also.


We seem to have this notion that all parents and teachers are supposed to love their children with all their hearts and that all parents and teachers are emotionally healthy and capable of showing and giving love. So if our parents and teachers come up short of that, we feel **we are unworthy**, not them.

Of course, we know as adult children, that it is very easy to come out of denial that our parents and teachers are dysfunctional, right? I hope you all are shaking your heads "no," because to say that our parents are truly dysfunctional sometimes feels like we are betraying them. How could we think and say such a horrible thing about our own mothers and fathers and our teachers? We are supposed to love and respect them.

There is a big difference between seeing your parents and teachers for who they are and loving and respecting them. And by the way, you don't have to give anyone respect unless you feel they deserve it. At the other extreme, some of us have not only come out of denial, but we carry tremendous anger and rage towards one or both of our parents and towards our teachers or our abusers for what they did to us.

This anger and rage are very healthy and they are displays that what was done to you was wrong and that you were indeed victimized. Feeling anger is good, healing and healthy to a point.

However, **some of us don't know how to get past that anger and move on to the next stage of grief.** We let that anger move in with us and it lives with us everyday and it takes a tremendous amount of energy away from us; energy that could be spent elsewhere productively. Anger tires us out, makes us anxious and on edge. It can eat us up inside, it can ruin marriages, relationships, ruin jobs, contribute to substance abuse, etc. Many of us may decide to get professional help to learn to deal with this anger. We reach a point where we realize we have become a prisoner to our own feelings that we can no longer control. If you feel you have lost control, it is very healthy and wise to find a good counselor.



Many people who have been abused continue to call themselves survivors. Yet, I believe you can grow further than that. I believe that it is healthy many times to drop these labels and to remember that it is ok to be a person again to drop these labels and to remember that it is ok to be a person again and not spend the rest of your life tied to your abuse.

It sure is easy for me to say isn't it? And there are times I don't heed my own words with myself. Many of us, me included, have severe PTSD and it is difficult to say how far we will go into our own recovery. How I live my life now is understanding and continuing to learn how and why of why my life remains disabled due to PTSD. This is difficult many times. I look back on my life and see a vital woman with a sense of passion for life, going to work everyday because I enjoy what I am doing, taking care of household chores, I raised a child to an independent adult, enjoying friends and what is left of my family that will include me in their lives. This woman had a "strong fire burning within". However this woman was usually in constant psychic pain.

Today the flames have turned to a dim candle flickering gently. Vitality gone, no outside work, difficulty with chores, keeps people at a distance is showing some healthier life if that makes sense. My homework now is to accept those parts of myself and continue to love myself no matter what; my homework is not to **abandon myself**.

One way that helps me to love myself is imagining myself as far back as I can remember. I see myself as two years old playing in the backyard in Southeastern Wisconsin. As I see myself in my mind at two, I think of all to come in this tiny child's life that this child would eventually shut down and be emotionally numb. As I see all this in my mind's eye, I feel tremendous passion for that child and my thoughts are to hold her tightly and rock her. I want to love her and so I transfer that onto the adult that I am today.

Sometimes I cry for this child and as you read this, it is perfectly ok to cry for your child. If you are having trouble with low self-esteem, think of this precious innocent child and in your mind, pick her/him up and hold her/him. If you can't remember your childhood and in your mind, pick her/him up and hold her/him. If you can't remember your childhood back that far, just imagine yourself very, very young. If any of you feel at all uneasy doing this, Stop! Touch something around you, talk to someone around you or pick up the phone and call a friend. Get back to today.

This activity is NOT to take you out of the present. It is only to see yourself as a child. However I do not recommend that you go back to the past in your mind, particularly if you have BPD.

Shania Judith L.B. Rich, editor



A Wish From Our Hearts to Your Hearts

L a lifetime of happiness and joy
O ptimism in greeting each day
V igor and enthusiasm in following you dream
E very good thing this life has to offer

You Are What You Drink

WATER

- 75% of Americans are chronically dehydrated.
- In 37% of Americans, the thirst mechanism is so weak that it is often mistaken for hunger.
- Even MILD dehydration will slow down one's metabolism as much as 3%.
- One glass of water shuts down midnight hunger pangs for almost 100% of dieters.
- Lack of water is the #1 trigger of daytime fatigue.
- Preliminary research indicates that 8-10 glasses of water a day could significantly ease back pain and joint pain for up to 80% of sufferers.
- A mere 2% drop in body water can trigger fuzzy short-term memory, trouble with basic math, and difficulty focusing on the computer screen or on a printed page.
- Drinking 5 glasses of water daily decreases the risk of colon cancer by 45%; plus it can slash the risk of breast cancer by 79%, and one is 50% less likely to develop bladder cancer.



Are you drinking as much water as you should every day?



COLAS! THE REAL THING!

Ever wonder why Colas tastes so good?

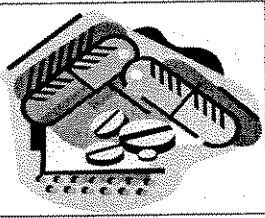
In many states (in the USA) Highway patrol carries two gallons of cola in the trunk of their squads to remove blood from the highway after a car accident.

You can put a T-bone steak in a bowl of cola and it will be gone in two days.

- To clean a toilet of stains: Pour a can of cola into the toilet bowl and...let the cola sit for one hour, then flush clean. The citric acid in cola removes stains from vitreous china.
- To remove rust spots from chrome car bumpers: Rub the bumper with a crumpled-up piece of aluminum foil dipped in cola.
- To clean corrosion from car battery terminals: Pour a can of cola over the terminals to bubble away the corrosion.
- To loosen a rusted bolt: Apply a cloth soaked in cola to the rusted bolt for several minutes.
- To remove grease from clothes: Empty a can of cola into a load of greasy clothes, add detergent and run through a regular cycle. The cola will help loosen grease stains.

FOR YOUR INFORMATION:

1. The active ingredient in cola is phosphoric acid. Its Ph is 2.8. It will dissolve a nail in about 4 days.
2. To carry cola syrup (the concentrate) the commercial trucks must use Hazardous Material placards for highly corrosive materials
3. Some distributors of cola have been using it to clean the engines of their trucks for about 20 years.



Needy Meds

Many pharmaceutical manufacturers have special programs to assist people who can't afford to buy the medications they need. One problem is that it's often hard to learn about these programs. Our goal is to make this information easily accessible.

Each company has its own programs with its special requirements, forms, and procedures. Actually, some companies have different programs for different medications. There is no central clearinghouse for obtaining up-to-date information about these programs or the drugs themselves.

Most pharmaceutical companies will send their application forms only to a physician's office, and usually only at the request of the physician or his/her representative. Some of the companies will send forms to social workers or to patients, and a few will forward the forms to the physician's office at the request of the social worker or patient.

Policies vary from company to company. Some companies publicize their programs, others do everything they can to hide theirs. Some companies are forthright with their information; others don't want to talk with us.

The information we have was obtained directly from the drug manufacturers. We have tried to be as accurate as possible. However, we can't be responsible for any errors or omissions. Sometimes the companies change their requirements, paperwork, or policies, or they are not consistent in the information they give out. In addition, they may add or delete drugs from their programs at any time.

If you know about other drug assistance programs that we haven't included, or other sources of information that might be of interest to those in need of help in buying their medications or other health care needs, please send us the information.

We are also interested in listing assistance programs for non-pharmaceutical medical supplies and services. If you know of any programs (national or local) that should be included in Needy Meds, please email us. (Rich Sagall or Libby Overly)

How to Use Needy Meds

There are many different ways to access the information: by manufacturer, by drug name, or by drug category. Home page—That's this page

Drug List—This page has a list of all the drugs currently in the Needy Meds system.

From there you can go directly to the page that has the information about the drug you are interested in.

Companies—This page lists all the pharmaceutical manufacturers in the Needy Meds systems.

Drug Information—Go to this page to find out about sites that contain information about drugs, possible drug interactions, etc.

What's New—Check this page to see what's new or updated.

An asterisk(*) after a drug name means that the manufacturer has set up a web site specifically for that drug. To find that web site, click on the drug name in the drug list. Once you get to the manufacturer's page. Any drug with its own web site will be in blue and underlined.

continued page 6

How we pay our Expenses

There is no charge for using this information. We don't charge the companies we include in our list. (They wouldn't pay even if we tried!) Right now all the expenses of this site are borne by us. We hope to cover our costs by selling copies of our book.

Although we do our best to keep this information current and up-to-date, programs can change quickly. If you find any errors, omissions, or have additional information, please email us and let us know.

Libby Overly, M S W

Rich Sagall, MD



What My Mother Taught Me!

My Mother taught me **TO APPRECIATE A JOB WELL DONE**—"If you're going to kill each other, do it outside—I just finished cleaning!"

My Mother taught me **Religion**—"You better pray that will come out of the carpet!"

My Mother taught me about **TIME TRAVEL** "If you don't straighten up, I am going to knock you into the middle of next week!"

My mother taught me **Logic**: "Because I said so, that's why!"

My Mother taught me **Foresight**: "Make sure you wear clean underwear, in case you are in an accident."

My Mother taught me **Irony** — "Keep crying and I'll "give" you something to cry about."

My Mother taught me about the science of **Osmosis**—"Shut your mouth and eat your supper!"

My Mother taught me about **Contortionism**—"Will you "look" at the dirt on the back of your neck!"

My Mother taught me about **Stamina**—"You'll sit there 'til all that spinach is finished."

My Mother taught me about **Weather**—"It looks as if a tornado swept through your room!"

My Mother taught me how to solve **Physics Problems**—"If I yell because I saw a meteor coming toward You; would you listen then?"

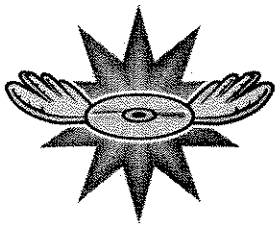
My Mother taught me about **HYPOCRISY**—"If I've told you once, I've told you a million times—**Don't exaggerate!!!**"

My Mother taught me **The Circle of Life**—"I brought you into this world, I can take you out!!"

My Mother taught me about **Behavioral Modification**—"Stop acting like your father!"

My Mother taught me about **Envy**—"There are millions of less fortunate children in this world who don't have wonderful parents like you!"

THANKS MOM! Have a great day! :o)



Music in Review for April 2001

By Mike Rich

Kiss was such a great group in their time and they are still as popular today even though they have called it quits their CDs are still big sellers even with the younger

Crowd today. It was a bummer to see them call it quits but a lot of good bands have done the same, opening doors for newer, younger blood coming in; we must admit that being a rock star can be a demanding job with touring and trying to keep up with the demands of new music needing to draw fans back to buying their music again and again and again. Most of the better groups of rock music have grown older and leave while still on top in their field; we all get older, even our favorite rock stars can't keep up with the demand for ever so we can only appreciate the music they have given us throughout the years and wish them well in their coming years of retirement.

I have had a lot of favorite groups that have retired: Bill Haley & the Comets, Beach Boys, Blondie, Stray Cats, Paula Abdul, Dean Martin, Rick Springfield, Buddy Holly, Frank Sinatra, John Denver, KISS, Elvis Presley, I also have a number of country singers that I have liked through the years also: Reba McEntire, Shania Twain, Pam Tillis, LeAnn Womack, the Tractors and many more. I thank my mom for introducing me to all kinds of music in my growing years that has given me a deep interest and love of music.

I often wonder what would have happened if these singers were still alive today (for those greats that have walked on from this life)? Would they be living a retired life or would they still be singing? I wonder too about the new groups that are coming into being to try their "shot" at stardom. It seems to me that life as a rock star and singer is a demanding and stressful job with touring and compiling of new CDs of their music constantly to stay at the top; is it really worth it? Sure there is a lot of money to be made and there are people to meet through their music but is it worth all of that kind of life. A lot of groups and single singing stars get hooked on drugs and drinking and partying that really leads them into a lot of trouble a long the way to what they "think" is a glamorous career.

I am sure all of you have your favorites when it comes to music that you can relate to and some that are just good to listen to. Have you noticed that a number of the older singers from years ago are coming back to once again sing the songs that made them famous which is really great to see happening. Some of the new singers are bringing back some of the older songs with an updated freshness to them which is kind of neat too.

What is Popular Right Now?

Country Music

1. O Brother Where Art Thou? soundtrack
2. Who I Am/ Jessica Andrews
3. Coyote Ugly/Soundtrack
4. Breathe/Faith Hill

Pop Singles

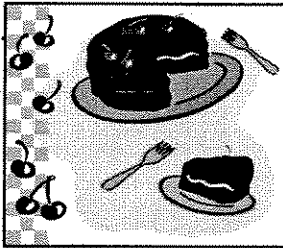
1. Stutter/Joe Featuring Mystikal
2. Butterfly/Crazy Town
3. Angel/Shaggy
4. Again/Lenny Kravitz

Alternative Singles

1. Drive/Incubus
2. Outside/Aaron Lewis w Fred Durst
3. Butterfly/Crazy Town
4. South Side/Moby

Songs of the Century

1. Over the Rainbow Judy Garland
2. White Christmas Bing Crosby
3. This Land is Your Land Woody Guthrie
4. Respect Aretha Franklin
5. American Pie Don McLean

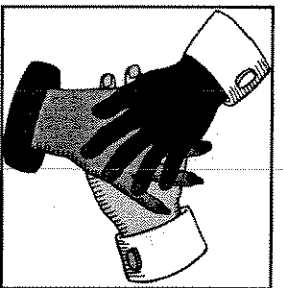


April Birthdays

Happy Birthday to Reuben (Roketto) Polina April 19th

During the month of a member's birthday, we celebrate that day with a lunch and birthday cake w candles; and the birthday people are treated to a free lunch on that day.

If your birthday has not been recognized during the past calendar year it is because I don't have that information. Come down and let me know so I can put it on my calendar so we can celebrate your special day too.



We would like to continue to take this time to say Thank you to all our contributors who have so generously supported and continue to support our efforts here at the Bridges Community Center (for persons with mental illness). It is has been and is very well appreciated by our members to be able to keep our community center open and serving all of our members. It is why we continue to acknowledge all our contributors by making them known in our news letters.

Robert & Laura Chiapetta
 David & Susan Fountain
 Thomas & Lois VanDahm
 Jack Myers
 Howard Brown
 Kathleen Carr
 Larry & Marian Maurer
 Larry & Marian Maurer
 John & Gail Casey
 Ralph Tollas
 Karen & Greg Czarniecki
 Peter & Kathy Barca
 Mary Jonker
 James & Kirsten Miller
 George Sorenson
 Pam Kaskin

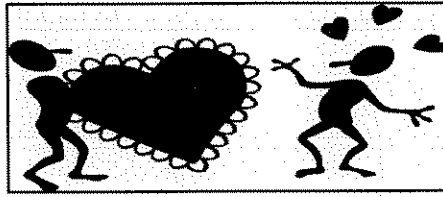
James & Patricia Relich
 Jack & Kathleen Schnabel
 Dick Karmann
 Ethel Parise
 Verne & Patricia Schamale
 Bernice Rugg
 Robert & Linda Queen
 Anna Mary Feeney
 Elmer & Sandra Duveneck
 Al & Elga Rohrer
 Dennis Elrich
 Rose Ellsworth
 Joseph & Dorothy Merten
 Gail Musolf
 Helen Geyso
 Roberta Frush

Sam & Helen Sturino
 Ken & June Nelson
 Richard & Sharon Regner
 Alan Gladney
 Kathleen Pfeiffer
 Mark & Autumn Relich
 Lillian Plummer
 G. Thomas & Pauline McTernan
 Donald & Rigmor Bruno
 Elsie Swansen
 Henry & Lorraine Beck
 Wen Fonk, Jr
 John & Helen Plous
 Patricia Gallo
 Friends at Star Bar & Restaurant
 Jan & David Hamelink

What is happening down here?

1. We have been enjoying going bowling once a month at Guttormsen's which includes lunch and two games per person of bowling; everyone who has joined us has had a very good time.
2. We are in the process of hooking up a computer for those who would like to set up their own e mail—we will be setting up a special time for that.
3. We still have lunches down here at the center for \$1.00 between the hours of 12 Noon and 1:00P.M if you plan on joining us for lunch please be here by 11:30 a.m. to help set up and clean up afterwards.
4. We still have sodas for \$.35; there is still no charge for coffee and tea and fresh bottled water.
5. Now that the weather is getting better we hope to be planning a few trips away from the center for a day.
6. The newsletter is still being put together and sent out monthly.
7. We have crafty things to do down here and the newspaper is here for those who like to read and know what is going on in our city and around the country.

This is a special story about Best Friends



One day, when I was a freshman in high school, I saw a kid from my class was walking home from school. His name was Kyle. It looked like he was carrying all of his books. I thought to myself, "Why would anyone bring home all his books on a Friday? He must really be a nerd." I had quite a weekend planned (parties and a football game with my friend tomorrow afternoon), so I shrugged my shoulders and went on. As I was walking, I saw a bunch of our classmates running toward him. They ran at him, knocking all his books out of his arms and tripping him so he landed in the dirt. His glasses went flying and I saw them land on the grass about ten feet from him. He looked up and I saw this terrible sadness in his eyes. My heart went out to him. So, I jogged over to him and as he crawled around looking for his glasses, I saw a tear in his eyes. As I handed him his glasses, I said, "Hey thanks!" There was a big smile on his face. It was one of those smiles that showed real gratitude. I helped him pick up his books and asked him where he lived. As it turned out, he lived near me, so I asked him why I had never seen him before. He said he had gone to private school before now. I would have never hung out with a private school kid before. We talked all the way home, and I carried some of his books. He turned out to be a pretty cool kid! I asked him if he wanted to play football on Saturday with me and my friends. He said yes. We hung all weekend, the more I got to know Kyle, the more I liked him; and, my friends thought the same of him.

Monday morning came, and there was Kyle with the huge stack of books again. I stopped him and said, "Damn boy, you are gonna really build some serious muscles with this pile of books everyday!" He just laughed and handed me half the books. Over the next four years, Kyle and I became best friends. When we were seniors, we began to think about college. Kyle decided on Georgetown and I was going to Duke. I knew that we would always be friends, that the miles would never be a problem. He was going to be a doctor and I was going for business on a football scholarship. Kyle was valedictorian of our class. I teased him all the time about being a nerd. He had to prepare a speech for graduation; I was so glad it wasn't me having to get up there and speak. Graduation day, I saw Kyle. He looked great. He was one of those guys that really found himself during high school. He filled out and actually looked good in glasses. He had more dates than me and all the girls loved him! Boy, sometimes I was jealous. Today was one of those days, I could see that he was nervous about his speech. So, I smacked him on the back and said, "Hey, big guy, you will do great!" He looked at me with one of those looks (the really grateful one) and smiled. "Thanks," he said. As he started his speech, he cleared his throat, and began. "Graduation is a time to thank those who helped you make it through those tough years. Your parents, your teachers, your siblings, maybe a coach.... but mostly your friends. I am here to tell all of you that being a friend to someone is the best gift you can give them. I am going to tell you a story." I just looked at my friend with disbelief as he told the story of the first day we met. He had planned to kill himself over the weekend. He talked of how he had cleaned out his locker so his Mom wouldn't have to do it later and was carrying his stuff home. He looked hard at me and gave me a little smile. "Thankfully, I was saved. My friend saved me from doing the unspeakable." I heard the gasp go through the crowd as this handsome, popular boy told us all about his weakest moment. I saw his Mom and Dad looking at me and smiling that same grateful smile. Not until that moment did I realize it's depth. **Never underestimate the power of your actions. With one small gesture of kindness you can change a person's life. For better or for worse.**

Shania Judith K. L. B. Rich





April 2001

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 CLOSED	2 CLOSED	3 OPEN 10 AM—4 PM	4 OPEN 10 AM—4 PM	5 OPEN 10 AM—4 PM	6 OPEN 10 AM—4 PM	7 OPEN 10 AM—3 PM
8 CLOSED	9 CLOSED	10 OPEN 10 AM—4 PM	11 OPEN 10 AM—4 PM	12 OPEN 10 AM—4 PM	13 OPEN 10 AM—4 PM	14 OPEN 10 AM—3 PM
15 CLOSED EASTER!!	16 CLOSED	17 OPEN 10 AM—4 Board Meeting 6P	18 OPEN 10 AM—4 PM	19 OPEN 10 AM—4 PM	20 OPEN— 10 AM—4 PM <i>closed</i> <i>staff training staff training</i>	21 OPEN— 10 AM—3 PM <i>closed</i> <i>staff training</i>
22 CLOSED	23 CLOSED	24 CLOSED All day Staff training to Madison.	25 OPEN 10 AM—4 PM	26 OPEN 10 AM—4 PM	27 OPEN 10 AM—4 PM	28 OPEN 10 AM—3 PM
29 CLOSED	30 CLOSED					

The Arc

of Racine

818 Sixth Street
Racine, Wisconsin 53403
(262) 634-6303
Fax: (262) 635-2640
email: thearc@rootcom.net

To: Members of the Joint Finance Committee

From: Sandy Engel, Executive Director



Date: April 9, 2001

Re: Proposed State Budget

I am writing on behalf of the board of directors of The Arc of Racine and on behalf of the 250 members of our organization to express our grave concern over the proposed state budget. The proposed budget is severely underfunded to meet the needs of children and adults with disabilities who live in Wisconsin.

Our organization gets calls everyday from people with disabilities and their families who are faced with various challenges and need assistance. We provide a listening ear, and suggestions to resolve the situation at hand, but most of the time, what people are looking for and what they need, is way beyond the scope of a small advocacy organization.

They are looking for basic services—a birth to three program that is not bursting at the seams, quality educational services that truly prepare children with disabilities to live and work in the real world, family support programs that keep families intact, help with getting jobs, a place to live. Unfortunately what they are often looking for doesn't exist—not in Wisconsin, not for them— not now. Once again, the state's proposed budget falls short in providing essential services for thousands of children and adults across the state.

We are asking that the Joint Finance Committee take the recommendations of the Survival Coalition, a statewide group of individuals and organizations who are concerned about community inclusion and availability of quality services for people with disabilities. Enclosed is their budget proposal and estimates of what's needed to help eliminate the waiting list and service problems.

On April 9 we took part in a Legislative Breakfast for Racine and Kenosha legislators and family members addressed many of the issues that are facing families today. Issues that we hear over and over:

- Adults with disabilities sitting at home with no service,
- Elderly parents in their 80's who can't even get an adequate future plan for their adult child,

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Executive Director

Sandra Engel



Racine
Area
United
Way

- Families on the waiting list for over 5 years to get family support,
- Lack of staff to provide supports for people with disabilities because of inadequate wages and benefits.

Across the board, there is a lack of services and many sub standard services. All created by a funding shortage.

We are asking you to do what many states have already done—add additional funding to the budget for services for people with disabilities. People with disabilities are tired of waiting and deserve far better. Please help solve this dilemma now.



2001-2003 Budget Priorities from the Coalition for Ending the Waiting List in Wisconsin

For more information contact: The Arc-Wisconsin at: 1-877-272-8400 or 608-251-9272 or www.wcdd.org/dawn/waiting_list.cfm

Across Wisconsin thousands of people with disabilities and family members are struggling because they receive inadequate or no services to assist them to live and work in the community. At times this has forced people into an institution or to struggle to live in the community. Others rely on family members and may be at home without supports or daytime services. Groups are forming across the state to address the waiting list and work force crises and bring them to the attention of policy makers and legislators.

Problems:

5000 adults with developmental disabilities are waiting for critical services.

- 2300 people need a place to live;
- 2700 people are waiting for support to get a job or participate in their community during the day;
- Average waiting period is 4 years.

2200 people with physical disabilities are waiting for support to live in the community through COP.

2400 families are waiting for Family Support services.

- An additional 550 families are underserved within Family Support;
- Another 3000 families are estimated to be eligible but have not applied for services.

Birth to 3 services are guaranteed in Wisconsin but underfunded.

- Last two state biennial budgets increased funding by 0%;

- Counties have been forced to provide fewer services or have had to increase county funding that was no longer available to fund people on waiting lists.

Chronic underfunding of Personal Care, CIP and COP has created a crisis in the current support system for people with disabilities.

- Lack of staff to provide supports as a result of inadequate wages and benefits;
- 106 Personal Care agencies stopped providing MA funded personal care over the past 3 years;
- Many individuals are currently receiving inadequate services, which at times puts them in serious jeopardy.

Solutions:

Preliminary analysis suggests an increase in \$55 Million on an annual basis eliminates the known disability waiting list and begins to address workforce and labor market issues.

- **\$40 Million** in state funds for DD Waivers will generate a total of \$100 Million with matching Federal funds to eliminate the adult Developmental Disabilities waiting list and increase wages and benefits to support workers;

- **\$8 Million** in state funds for COP will generate a total of \$20 Million with Federal match to address the physical disabilities waiting list and increase wages to support workers;

- **\$5 Million** in state funds are needed to eliminate the Family Support Program waiting list;

- **\$2 Million** in state funds are needed for the Birth to 3 Program for increased costs.

Other states' initiatives have created additional funding for developmental disability services

End the waiting list game and build a future for people with disabilities!

The following funding has been recently allocated for waiting lists in other states:

Arkansas	\$ 4,000,000	California	210,000,000
Connecticut	23,000,000	Florida	336,000,000
Georgia	2,000,000	Hawaii	12,000,000
Indiana	9,500,000	Louisiana	27,000,000
Maryland	36,400,000	Mass.	23,600,000
Minnesota	9,880,000	Nevada	10,450,000
New Hampshire	6,000,000	New Jersey	127,200,000
New York	230,000,000	No. Carolina	42,000,000
Ohio	4,000,000	Pennsylvania	400,000,000
Virginia	44,000,000	Utah	6,500,000

Where is Wisconsin? Why isn't it on this list?

Department of Health and Family Services, the Governor, and Legislators need to help eliminate the waiting list and service problems.

Will you help to solve these problems?

Fix it in the 2001-03 Budget!



2001-2003 Survival Coalition Proposal for Disability Services vs. Governor's Budget Recommendations

Budget information prepared by Gerry Born, ARC-Wisconsin Disability Association, (608) 251-9272; arcwger@itis.com

The Waiting List Initiative

Proposal: Eliminate waiting lists for persons with developmental disabilities and persons with brain injuries - \$6 million GPR in Yr. 1 and \$32 million GPR in Yr. 2 for CIP IB and Brain Injury Waiver

Budget: \$0 for Waiting List and All Community Care

Proposal: Eliminate waiting lists for persons with physical disabilities - \$2 million GPR in Yr. 1 and \$6 million GPR in Yr. 2. for COP-Waiver

Proposal: Eliminate waiting lists for the Family Support Program - \$2.5 million GPR in Year 1 & \$5 million GPR in Year 2

Budget: \$0 for Family Support

Proposal: Increase funding for the Birth to 3 program - \$2 million GPR in Yr. 1 and \$2 million GPR in Yr. 2

Budget: \$0 for Birth to Three

Proposal: Eliminate waiting lists for Medicaid Community Support Programs for adults with mental illness - \$450,000 GPR in Yr. 1 and \$1.5 million GPR in Yr. 2

Budget: \$928,000 Federal funds each year for Prevention, Early Intervention and Recovery Services

Crisis in Community Services

Proposal: Provide \$30 million GPR in Year 1 and \$60 million in Year 2 to increase wages for community service workers by 30%.

Budget: \$0 Rate Increases

"Families are Worth It" Children and Families Package

Proposal: Begin piloting Children's LTC Redesign (serve 20% of the state's eligible children) - \$1.3 million GPR in Year 1 and \$3.3 million GPR in Year 2.

Budget: Language to apply for authorizing waivers, but no funds

Proposal: Increase funding for the Family Support Program and the Birth to Three Program*

Budget: \$0

Proposal: Add 7 more projects to the Lifespan Respite Initiative (@\$225,000 each year)

Proposal: Increase funding for Special Education

Budget: Additional \$10 million yr. 1 and additional \$15 million yr. 2 GPR, which still represents a decline in the state special education reimbursement rate from 35.7% to 33.2%.

<p><i>State Institutions</i></p> <p>Proposal: Increase the CIPIA rate to \$300/day for new placements, and \$160/day for people who previously moved to the community. Close two State Centers within five years.</p>	<p>New CIP 1A placement rate increase to \$200 first year and \$225 in year 2. Thirty placements per year are expected to be made.</p>
<p><i>Family Care</i></p> <p>Proposal: Funding for the Alternative Model</p>	<p>Budget: No additional pilots; reduce non-MA enrollments by 50%; reduce resource center inflation by \$577,251; eliminate LTC Council, external advocacy and start up funding for new sites totalling a reduction of \$699,765. Total changes from DHFS request equal a reduction of 22,697,078. Total increase for the biennium is \$10,841,811.</p>
<p><i>Mental Health Package</i></p> <p>Proposal: Increase funding for Mental Health/Substance Abuse demonstration project counties, and fund independent advocacy component, evaluation and planning</p> <p>Proposal: Medicaid CSP funding to end waiting lists (which violate Medicaid law)*</p> <p>Proposal: Funding for Comprehensive Community Service benefit</p> <p>Proposal: Increase funding for wraparound services for children with severe emotional disabilities</p> <p>Proposal: Comprehensive Mental Health/Substance Abuse Parity Insurance</p> <p>Proposal: Increase funding for consumer and family support</p>	<p>Budget: \$160,000 FED for Pilots year 1, \$928,000 FED for other services each year</p>
<p><i>Cross Disability Programs</i></p> <p>Proposal: DVR funding and reforms</p>	<p>Budget: \$1 million per year</p>
<p>Proposal: Specialized transportation funding</p>	<p>Budget: 3% increase year 1 and 3.4 increase year 2. \$225,800 year 1 and \$483,500 year 2.</p>
<p>Proposal: Assistive Technology Initiative:</p>	<p>Budget: \$0</p>

Additional Items in Governor's Budget

- \$115,000,000 for nursing home increases in Year 1 and \$157,160,800 in Year 2 through the Intergovernmental Transfer Program
- 5% increase each year for noninstitutional providers through IGT including home health, personal care, durable medical equipment, mental health, and therapies.
- 60 CIP1B slots for Year 1 and 686 CIP1I slots for Year 1 in Nursing Home Bed Closing Relocations

* Also part of the Waiting List Initiative



2001-2003 Budget Proposal for Disability Services from the Survival Coalition of Wisconsin

For more information contact: Lynn Breedlove at 608-267-0214; lynn@w-c-a.org or Michael Blumenfeld at 608-257-1888; blumk@aol.com

The following are Wisconsin budget recommendations developed by the Wisconsin Survival Coalition, a statewide group of individuals and organizations who are concerned about the community inclusion and availability of quality services for people with disabilities.

Waiting List Initiative

- Eliminate waiting lists for persons with developmental disabilities and persons with brain injuries - \$6 million General Purpose Revenue (GPR) in Yr. 1 and \$32 million GPR in Yr. 2 for Community Integration Program (CIP) IB and Brain Injury Waiver
- Eliminate waiting lists for persons with physical disabilities - \$2 million GPR in Yr. 1 and \$6 million GPR in Yr. 2 for COP-Waiver
- Eliminate waiting lists for the Family Support Program - \$2.5 million GPR in Yr. 1 & \$5 million GPR in Yr. 2
- Increase funding for the Birth to 3 program - \$2 million GPR in Yr. 1 and \$2 million GPR in Yr. 2
- Eliminate waiting lists for Medicaid Community Support Programs for adults with mental illness - \$450,000 GPR in Yr. 1 and \$1.5 million GPR in Yr. 2

Community Services Crisis

- Provide \$30 million GPR in Year 1 and \$60 million in Year 2 to increase wages for community service workers by 30%

"Families are Worth It" Children and Families Package

- Begin piloting Children's Long Term Support (LTC) Redesign (serve 20% of the state's eligible children) - \$1.3 million GPR in Year 1 and \$3.3 million GPR in Year 2
- Increase funding for the Family Support Program and the Birth to 3 Program *
- Add 7 more projects to the Lifespan Respite Initiative - \$225,000 each year
- Increase funding for Special Education

State Institutions

- Increase the Community Integration Program (CIP) IA rate to \$300/day to support State Center residents to return to their communities, and \$160/day for people who previously moved to the community
- Close two State Centers within five years

Family Care

- Funding for the Alternative Model
- Funding for the Family Care Independent Advocacy System

Mental Health Package

- Increase funding for Mental Health/Substance Abuse demonstration project counties, and fund independent advocacy component, evaluation and planning
- Medicaid Community Support Program (CSP) funding to end waiting lists*
- Funding for Medicaid Comprehensive Community Service benefit
- Increase funding for wraparound services for children with severe emotional disabilities
- Comprehensive Mental Health/Substance Abuse Parity legislation
- Increase funding for consumer and family support

Cross Disability Programs

- Division of Vocational Rehabilitation (DVR) funding and reforms
- Specialized transportation funding
- Assistive Technology Initiative
- Prescription drug benefit for people with disabilities

** Also part of the Waiting List Initiative*

The Survival Coalition

The Survival Coalition is the statewide coalition of disability organizations. Survival monitors the progress of state agency and legislative proposals that affect people with disabilities and educates legislators about the needs of people with disabilities.

Survival also sponsors the biennial Disability Awareness Day rally at the State Capitol. The "People Can't Wait" rally on April 25, 2001 will focus on the waiting lists for community services for both people with disabilities and the elderly.

Leadership

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For further information visit
www.wcdd.org and click on
"DAWN", the Disability Advocates
Wisconsin Network website.

Survival Coalition Participants

- Access to Independence
- ARC Milwaukee
- The Arc-Wisconsin Disability Association
- The Arc-Dane County
- Autism Society of Wisconsin
- Autism Society of SE WI
- Board on Aging and Long Term Care
- Brain Injury Association of WI
- Brotoloc Health Care
- Citizen Advocacy
- Coalition of Wisconsin Aging Groups
- Community Alliance of Providers of Wisconsin, Inc. (CAPOW)
- Community Living Alliance
- Council for the Deaf and Hard of Hearing
- Council on Blindness
- Easter Seals of Wisconsin
- EBTIDE
- Epilepsy Foundation of South Central Wisconsin
- Family Assistance Center for Education, Training and Support (FACETS)
- Great Rivers Independent Living Services
- Independence First
- KindCare, Inc
- Kuality Kare
- Learning Disabilities Association of Wisconsin-Dane County
- Lutheran Social Services
- Mental Health Association in Milwaukee County/Office of Public Policy
- National Alliance for the Mentally Ill - Wisconsin (NAMI)
- Options for Independent Living
- Parent Education Project (PEP) of Wisconsin
- Prader-Willi Association
- Rehabilitation For Wisconsin, Inc. (RFW)
- Society's Assets
- Spinal Cord Injury Association Madison Area Chapter
- State Independent Living Council
- United Cerebral Palsy (UCP) of WI
- UCP of Southeastern WI
- Wisconsin ADAPT
- Wisconsin Alcohol, Drugs & Disability Association (WADDA)
- Wisconsin Association of the Deaf
- Wisconsin Association of Family & Children's Agencies
- Wisconsin Association of Residential Facilities (WARF)
- Wisconsin Client Assistance Program
- Wisconsin Coalition for Advocacy
- Wisconsin Coalition of Independent Living Centers (WCILC)
- Wisconsin Council on Children and Families (WCCF)
- Wisconsin Council on Developmental Disabilities (WCDD)
- Wisconsin Council for People with Physical Disabilities
- Wisconsin Family Ties
- Wisconsin Occupational Therapy Association (WOTA)
- Wisconsin Personal Services Alternatives (WPSA)

Judy Scovell
834 - 65th Street
Kenosha, WI 53143

TESTIMONY
Joint Finance Hearing
April 10, 2001

In a day and age when public education and "school reform" are at the forefront of all political conversations . . . In a time when everyone is crying out that we need to find ways to save these failing schools and help all children learn and become successful citizens . . . In a time when "special" children are finally included with their peers in the classroom and are allowed opportunities to be equal . . . **would anyone even consider some of the special education initiatives contained in this budget!**

I am a special educator and I work in an urban, inner city school in Kenosha. We have 91% of the students on free or reduced lunch, a minority population of 78%, and 19% of our students have special needs. The remainder of the children come to school with so much baggage that you couldn't or wouldn't want to imagine. We have worked very hard to make our school, a true "learning community." We struggle daily to find ways to make all children feel safe, accepted, and motivated. We also struggle everyday to find the needed resources to allow this to happen.

I worry about Timmy, who couldn't afford his medicine, coming to school and not being able to control his anger. If he explodes, he'll probably have to go home because there is not enough classroom support - I worry about Michael, who has been struggling for years, not getting the needed services because one person didn't think he would qualify. I worry about the regular education teacher, who has eight special education students and little help because the special education teacher has five grades to support. It is an inclusion nightmare.

Our school already struggles with special education staffing and trying to find ways to meet IEP goals and still include and support kids in the classroom. Our district already has a moratorium on special education hiring and any further staff reductions would put sound instructional programming at risk.

The IEP process is thorough and collaborative. Putting decisions in the hands of one person would only encourage distrust and discourage needed services for children truly deserving.

Our successful learning community would not be able to continue to meet the needs of the "neediest" of children in a time when more children than ever are angry, undernourished, undernurtured, AODA victims, experientially disadvantaged, intellectually deficient, and living in constant fear. Yet they still show up everyday wanting so badly to learn and be successful. We need to remember that if its about what is good for kids then it must be equitable and just. **They have the right and we owe it to them.**

Kenosha Unified School District No. 1
Kenosha, Wisconsin.

March 27, 2000

Special Education Per Pupil Costs

The Special Education Per Pupil Cost report was presented at the December 12, 2000 Board meeting delineating the Kenosha Unified School District's (KUSD) per pupil costs for the various exceptional education need (EEN) students based on 1999-2000 data. Additional data was presented comparing KUSD to comparable sized districts around the State.

The Board of Education referred that report to the Budget/Finance/Personnel Committee for an analysis and assessment of how special education impacts regular education. The historical handicap aid reimbursement was also presented illustrating the declining percentage of special education reimbursement to 35% for the 2000-2001 school year. That report is attached for the Board's review.

The Budget/Finance/Personnel Committee discussed that if the State funded special education at 100%, the subsidization by the District at \$4.8 million could be used to fund regular education program. The Committee voted unanimously to send the following resolution to the Board of Education for their review and concurrence:

The Kenosha Unified School District Board of Education asks the Wisconsin State Legislature to deal with severely handicapped students as a special category and finance the amount required for their education above and beyond what they currently finance (i.e., fund their education at 100%)

Administrative Recommendation

Administration agrees with the resolution drafted by the Budget/Finance/Personnel Committee and recommends the Board of Education forward this language to the Wisconsin State Legislature.

Michael L. Johnson
Superintendent of Schools

William L. Johnston
Director of Business Services

Nicholas C. A. Alioto
Assistant Superintendent of Business

E. A. Jake Staudt
Financial and Budget Analyst

Budget/Finance/Personnel Committee

March 6, 2001

Special Education Historical Costs

At the December 12, 2000 Board of Education meeting, the Board of Education referred the Special Education Per Pupil Costing analysis to this committee for an assessment of the impact special education has in relationship with regular education. At the January 2, 2001 Budget/Finance/Personnel Committee it was requested that Administration obtain the historical aid reimbursement for this program, as well as, a comparison of the true costs of the various categories of students.

Contained below is chart with a ten (10) year analysis of the Handicap Aid reimbursements obtained from the Department of Public Instruction (DPI).

Handicapped Aid Reimbursement Percentages

School Year	Special Education	Special Ed Transport	Psychology & Social Work	Room and Board	Hospital
1991-1992	54.07%	54.07%	43.77%	N/A	100.00%
1992-1993	49.73%	49.73%	40.26%	N/A	100.00%
1993-1994	45.49%	45.49%	36.82%	N/A	100.00%
1994-1995	44.93%	44.93%	36.37%	N/A	100.00%
1995-1996	42.47%	42.47%	34.38%	N/A	100.00%
1996-1997	40.23%	40.23%	32.56%	N/A	100.00%
1997-1998	37.54%	37.54%	30.38%	N/A	100.00%
1998-1999	35.07%	35.07%	28.39%	55.66%	100.00%
1999-2000	34.33%	34.33%	34.33%	34.33%	100.00%
2000-2001	35.00%	35.00%	35.00%	35.00%	100.00%
Average	41.88%	41.88%	35.23%	41.66%	100.00%
Last 4 Yrs	35.48%	35.48%	32.03%	41.66%	100.00%

The State Legislature has always indicated a reimbursement of 100% for EEN Room and Board charges associated with a hospitalization, but historically, these amounts have been reimbursed on a pro-rata basis. The DPI has not been able to supply the historical data on this category.

The chart on the previous page depicts a trend in the reduction of the Handicap Aid beginning in the early 1990's. The legislature had historically agreed to fund special education costs at two-thirds (2/3). As the chart on the previous page indicates, they have never paid that amount for this categorical aid. Last year, recognizing they were not following the law, the legislature amended the statutes to remove this requirement.

In reviewing the special education costs and reimbursement from the 1999-2000 school year, the total reimbursement for the special education program was approximately 80%. This consists of approximately 37.1% in categorical aid and federal flow through grants and an estimated 42.9% in State Equalized Aid. The calculation is:

1999-2000 Special Education Expenditures		\$24,089,267	
2000-2001 Handicap Aid	\$6,926,942		
2000-2001 IDEA Flow Through	\$1,757,553		
2000-2001 Other Grants	\$238,539	(\$8,923,034)	37.04%
		\$15,166,233	
Average State Equalized Aid (68%) #		(\$10,297,728)	42.75%
		\$4,868,505	

The State Equalized Aid is \$92,546,320 based on \$136,299,878 of eligible expenses

In addition, Administration identified the highest cost EEN programs and have captured the true cost of a representative case (i.e., student) in the program. The methodology used was to identify specific cases and then determine the total staffing costs for that classroom (i.e., teacher and educational assistant salary and benefits) and divide this number by the total students in the classroom to obtain a classroom per pupil cost. In addition, the average costs of any support services were added to the costs obtained for the identified case.

Previously, the per pupil calculation was developed using the total EEN costs for an identified category and dividing that number by the total number of students served. The methodology referenced above, will provide a more accurate depiction of the fluctuations in the costs of specific cases.

The results of that analysis are as follows:

Main Diagnosis	School	Grade	Staff Costs	Other Costs	Total Costs per Student
Cognitive Disability -Severe	Stocker	3	15,788.20	19,468.00	35,256.20
Cognitive Disability-Borderline	Durkee	1	15,644.20	1,986.33	17,630.53
Emotionally Disturbed	Lincoln	4	12,677.38	5,438.00	18,115.38
Early Childhood - Kindergarten	Frank	K	9,628.29	4,817.00	14,445.29
Early Childhood - 3/4 Year Old	McKinley	PK	14,640.20	4,072.50	18,712.70

Main Diagnosis	School	Grade	Staff Costs	Other Costs	Total Costs per Student
Emotionally Disturbed	Hillcrest	11	9,182.17	1,839.00	11,021.17
Orthopedically Impaired	Whittier	5	11,930.00	10,311.00	22,241.00
Autism	Frank	2	6,428.50	13,910.00	20,338.50
Other Health Impaired	Vernon	5	6,654.88	4,478.50	11,133.38
Learning Disability	Whittier	5	5,476.00		5,476.00
Traumatic Brain Injury	Jefferson	3	6,518.42	8,662.00	15,180.42
Visually Impaired	Washington	7	3,451.08	9,419.00	12,870.08
Speech/Language	Harvey	4	1,313.66		1,313.66
Hearing Impaired	Prairie Lane	4	7,947.08	6,603.80	14,550.88

The category of other costs includes the additional services (i.e., occupational therapy, physical therapy, specially designed physical education) and main diagnosis categories that are secondary to the main diagnosis. These costs will vary depending on the severity and needs of the student. The special education definitions that were contained in the December 12, 2000 Board report are attached to assist in understanding the special education categories.

Administrative Recommendation

Administration requests the Budget/Finance/Personnel Committee accept this information and refer this analysis to the Board of Education for reference in future Special Education discussions.

Michael L. Johnson
Superintendent of Schools

Nicholas C. A. Alioto
Assistant Superintendent of Business

William L. Johnston
Director of Business Services

Kathy Lauer
K-8 Cluster Coordinator

Carol McMahan
K-8 Cluster Coordinator

Karen Davis
K-8 Cluster Coordinator

Autism

Definition: A developmental disability (usually noticed before the age of 3) that affects a child's verbal and nonverbal communication and social interaction, that significantly affects educational performance. Other characteristics include: engagement in repetitive activities, resistance to change in daily routine, and unusual response to sensory experiences. The term does not include children whose educational performance is affected by emotional disturbance.

Not enough comparative information to formulate a per pupil cost for this category.

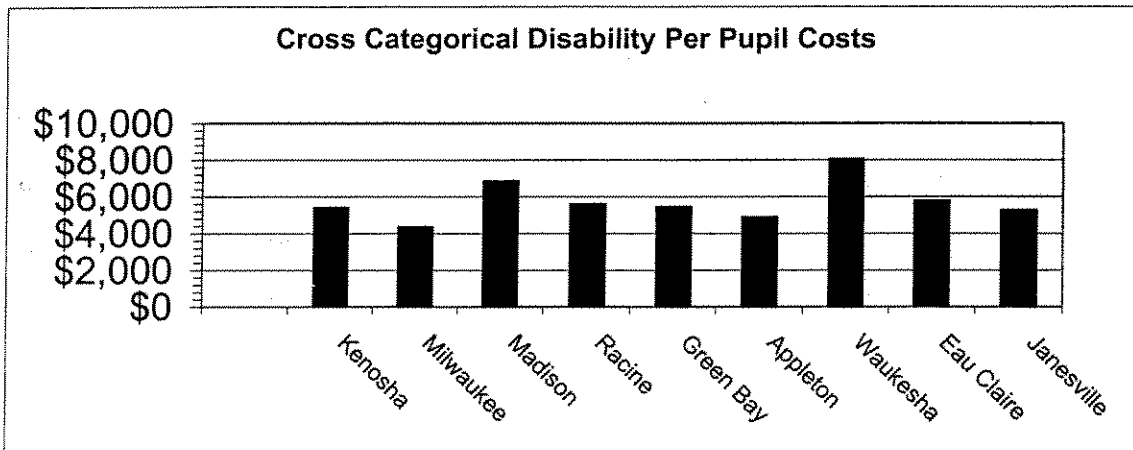
Cognitive Disability

Definition: Cognitive disability refers to significantly below average intellectual functioning with deficiencies in adaptive behavior and learning (manifested during the developmental period).

Please refer to the per pupil chart associated with Cross Categorical.

Cross Categorical

Definition: Cross Categorical is a type of special education programming that occurs when students with disabilities other than the one(s) that match the teacher's specific area of license are served by that teacher, based on a determination by the IEP and placement committees that it is appropriate to each student's needs.



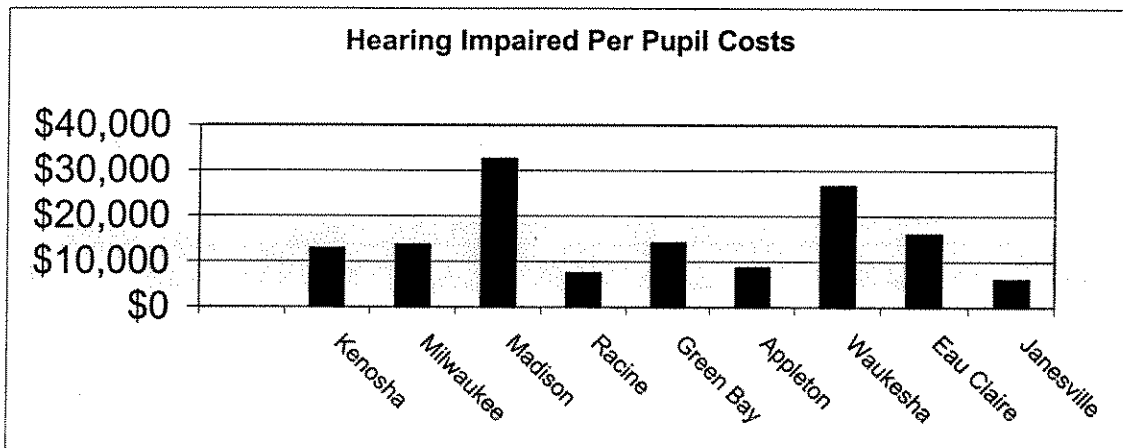
Emotional Disturbance

Definition: Emotional Disturbance is characterized by emotional, social, and behavioral functioning that significantly interferes with the child's total educational and developmental growth. The condition interferes with the child's ability to establish relationships with self and others, due to conflict or deviant behavior exhibited in the social system (school, home, and community). The impairment of emotional disturbance shall be considered only when behaviors are characterized as *severe, chronic, or frequent* and are manifested in *two (2) or more* of the child's social systems of *school, home, or community*.

Please refer to the per pupil chart associated with Cross Categorical.

Hearing Impairment

Definition: Hearing Impairment is defined as a loss in hearing acuity which affects the normal development of language and is a medically irreversible condition for which all medical interventions have been attempted.



Learning Disability

Definition: Learning Disability is indicated by severe and unique learning problems due to a disorder within the child, which interferes with the ability to acquire, organize, or express information. In school these problems are noticed by an impaired ability to read, write, spell, or math reasoning.

Please refer to the per pupil chart associated with Cross Categorical.

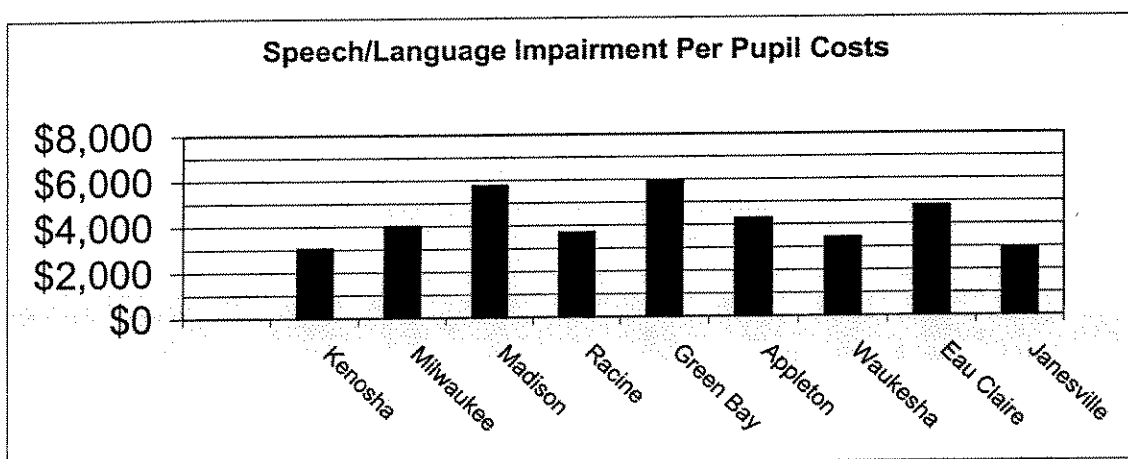
Significant Developmental Delay

Definition: Identification of children ages 3, 4, and 5, who have delays in two or more of the following areas: physical, communication, social-emotional, adaptive or cognitive development.

Not enough comparative information to formulate a per pupil cost for this category.

Speech or Language Impairment

Definition: An impairment is characterized by a delay or difference in the ability to gain written language skills (prelinguistic), or listening and reading skills (receptive), meaningful understanding skills (expressive) or both, of oral communication. Physical disability resulting in a voice problem (for example cleft palate), or an expressive motor problem (cerebral palsy), shall not require the determination of impairment in speech and language.



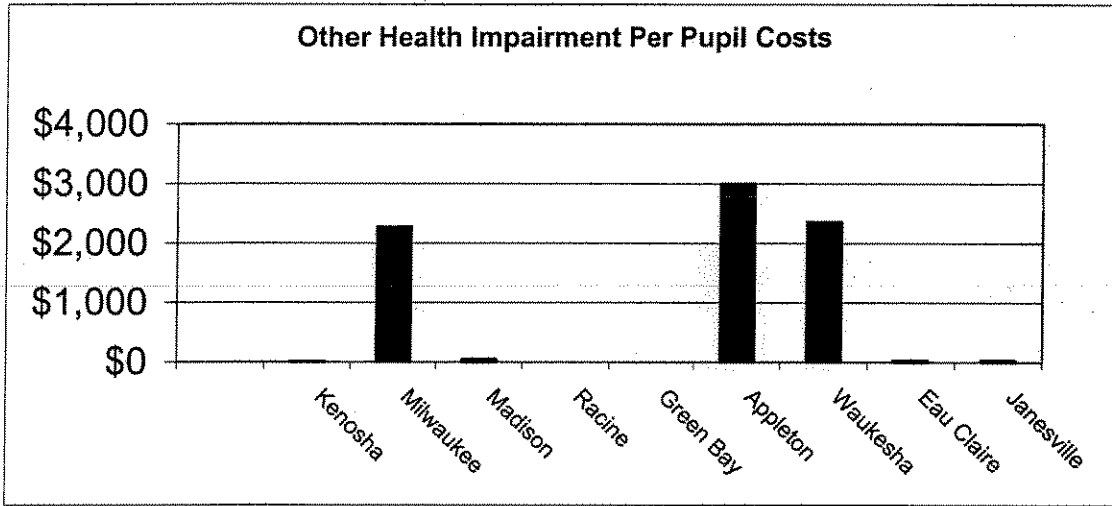
Traumatic Brain Injury

Definition: An injury to the brain caused by an external physical force resulting in total or partial functional disability, or social impairment that affects the child's educational performance. Included are open or closed head injuries that impairs one or more areas; cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory, perceptual, and motor abilities. Not included are congenital or degenerative injuries or brain injuries induced by birth trauma.

Not enough comparative information to formulate a per pupil cost for this category.

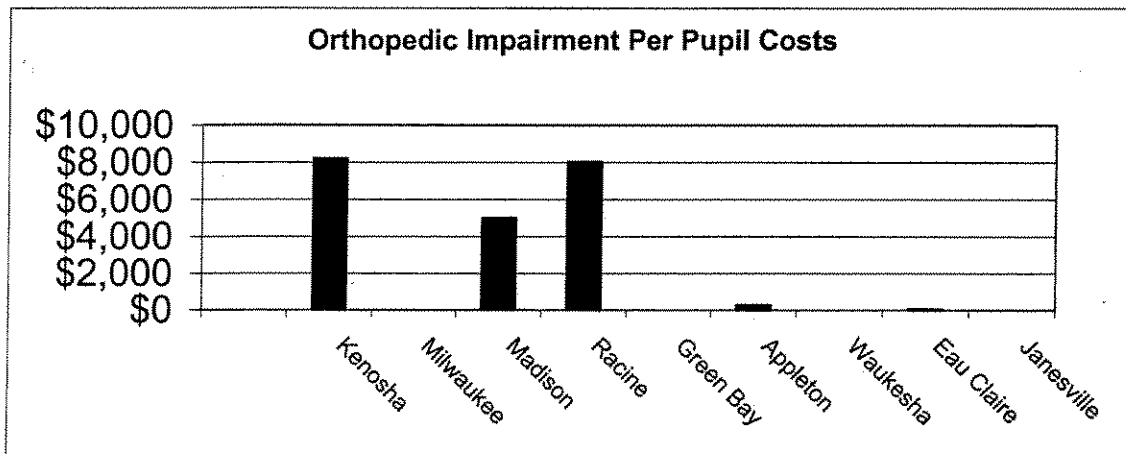
Other Health Impaired

Definition: Limited strength, energy or alertness, due to chronic or acute health problems. Included but not limited are heart condition, tuberculosis, rheumatic fever, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes. These conditions are considered when it affects the child's developmental or educational growth.



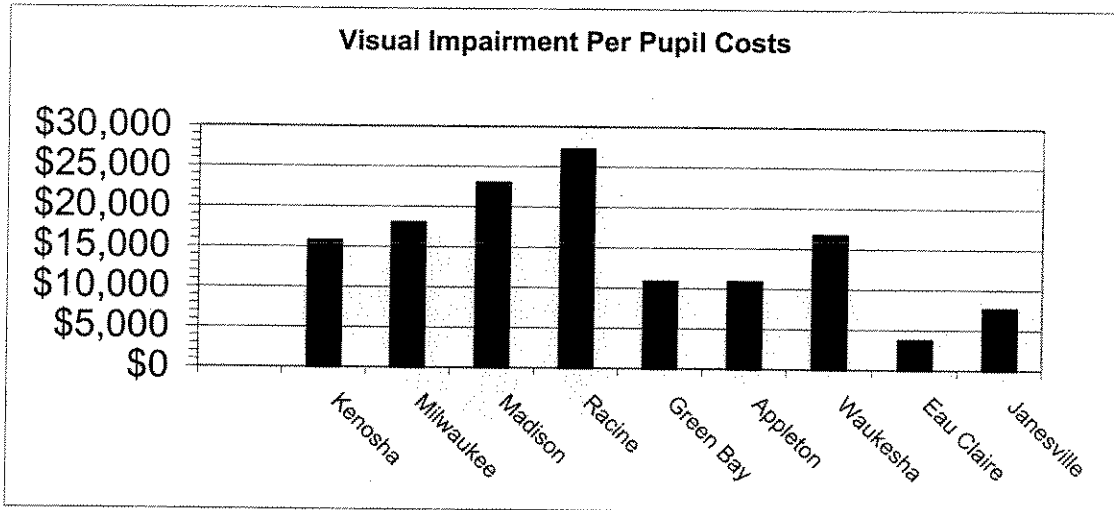
Orthopedically Impaired

Definition: Orthopedic impairment is defined as a condition which is characterized by physical defects such as affection of the joints or bones, disturbances of the neuromuscular mechanism, congenital deformities, cardiac condition, spastic and other deformities. Such physical defects, organic diseases or conditions may hinder the student's achievement of normal growth and development.



Visually Impaired

Definition: Visual impairment is defined as vision not greater than 20/70 in the best eye with corrective lenses or progressive visual loss which requires supportive services to maintain appropriate educational growth and development.



Testimony on WI 2001-03 Biennial Budget Proposal
Joint Finance Committee Hearing, Kenosha, WI, 4-10-01

My name is Pete Knotek and I work as a speech-language pathologist in the Racine Unified School District. I also serve as an elected member of the Executive Committee of the Racine Education Association and represent approximately 200 special education teachers. It is with a sense of disbelief and profound disappointment that I view the biennial budget proposals concerning special education.

The Governor's biennial budget does not provide for adequate funding of special education services. Of great importance in the education of disabled children is the hiring and retention of properly certified special education teachers. Teachers and students of Racine Unified have suffered in recent years in part because of the lack of money to attract and retain certified special education staff. The school district has struggled to provide reasonable workloads and quality in-service to new and existing staff. The district has resorted to hiring of many provisionally licensed teachers who lack the expertise necessary to appropriately implement programs for disabled students. Many of these uncertified teachers find the work of special education to be far too complex and demanding. They often quit. Other experienced teachers leave special education because workloads are excessive and quality administrative support is unavailable. Experienced special educators often leave for regular education jobs. This leaves their students and regular education teachers in a bind. And at the secondary level, the disruption in education likely plays a significant role in convincing students to drop out. The governor's proposals to resort to a census-based formula of special education aid and provide no additional funds for categorical aids will likely exacerbate these problems. Rather than limit the scope of what special education can accomplish, it would far more appropriate to increase state categorical aids to a level of at least 50% reimbursement.

Also of concern are the many policy issues related to Chapter 115 included in the budget bill. Along with hundreds of citizens across the state, I took part in hearing processes concerning recent changes in law and administrative code. Chapter 115 and revised rules now provide for an improved process by which parents, teachers, and school principals can serve the needs of students. In 1999 I took part in a DPI work group that addressed needed changes in eligibility criteria for identifying disabled students. Long before any sensible assessment can be made of the recent changes in state special education law and administrative code, the Governor now seeks to rollback the clock. This is unacceptable and will harm students. Ironically, aligning Wisconsin law with federal law wherever possible may very well drive up the cost of special education as reasonable rules that reflect Wisconsin's needs would be abandoned.

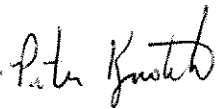
A case in point is the budget proposal prohibiting IEP teams from determining placement of special

education children. Under the bill, school district administrators would be responsible for determining the child's placement. This issue has received considerable attention in the Racine area as the school district has been cited repeatedly for violating relevant law. The impact of this wrongdoing is significant. Improperly placed children are often the victims of discrimination and the negative effects of ill-informed centralized decision making. Without appropriate placements, disabled students remain at risk for failure and experience longer, more expensive stays in special education programs.

In fact, federal law requires that parents and persons knowledgeable of students determine placement. Changing state law now will have no effect on this federal requirement. Rather, to rollback placement requirements would likely only have a short-term effect of providing administrative convenience to central office administrators. The children of Wisconsin deserve to have the placement issue and all other special education policy issues removed from the budget bill for consideration under separate bills as appropriate.

Thank you for the opportunity to provide testimony on the proposed budget. Special education teachers of Racine Unified look forward to progressive developments.

Sincerely,



Peter Knotek, M.S., CCC-SLP

Elementary Special Education Representative to the Executive Committee
Racine Education Association
1201 West Blvd.
Racine, WI 53405-3021

Speech-Language Pathologist
Racine Unified School District