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(FORM UPDATED: 08/11/2010)

# WISCONSIN STATE LEGISLATURE ... PUBLIC HEARING - COMMITTEE RECORDS

## 1997-98

(session year)

## Senate

(Assembly, Senate or Joint)

## Committee on Education...

### COMMITTEE NOTICES ...

- Committee Reports ... **CR**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**

### INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt** (w/Record of Comm. Proceedings)
- Clearinghouse Rules ... **CRule** (w/Record of Comm. Proceedings)
- Hearing Records ... bills and resolutions (w/Record of Comm. Proceedings)
  - (**ab** = Assembly Bill)                      (**ar** = Assembly Resolution)                      (**ajr** = Assembly Joint Resolution)
  - (**sb** = Senate Bill)                              (**sr** = Senate Resolution)                              (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

\* Contents organized for archiving by: Stefanie Rose (LRB) (December 2012)

## Committee on Education

### Senate Bill 376

Relating to: technical college for certain Wisconsin works participants.

By Senators Jauch, Moen and Moore; cosponsored by Representatives Plouff, Bock, Notestein, Boyle, Black, R. Young, Huber, L. Young, Staskunas, Turner, Gronemus, J. Lehman and Cullen.

December 10, 1997 Referred to committee on Education.

January 28, 1998 **PUBLIC HEARING HELD**

Present: (8) Senators C. Potter, Jauch, Shibilski, Grobschmidt,  
Darling, Huelsman, Roessler and Fitzgerald.  
Absent: (0) None.

#### Appearances for

- Senator Bob Jauch
- Ed Garvey
- Barbara Lawton
- Marjorie Morgan for Archdiocese of Milwaukee
- Xaveria Pearson for Project Prospect
- Twana Murphy of Waukesha
- Laura Roberts of Milwaukee
- Alesha Nicholson of Milwaukee for Welfare Warriors
- Fred Schuler of New Berlin
- Carol Medaris for Wisconsin Council on Children and Families
- Jan Jenson of Shell Lake
- Julie Pries of Suamico
- Mary Cuene of Green Bay
- Vivian DeFord of Eau Claire
- Dorothy Walker of Milwaukee
- Stacey Cobb of Milwaukee
- Sabrina Gillon of Milwaukee
- Juanita Hych of Milwaukee
- Senator Gwen Moore
- Dr. Michael Rosen
- Pat Gowens for Welfare Warriors
- Dr. Earl Wheatfall, Sr. of Glendale

- Charlene Hardin of Milwaukee
- Dr. Philip Blank of Milwaukee
- Mickey Beil for Milwaukee Public Schools
- Augustine Okocha of Whitewater
- Grant Waldo of Milwaukee
- Patricia McFarland of Milwaukee
- Rev. Inonia Champion of Milwaukee
- Michael Grover of Milwaukee
- Anthony Williams of Milwaukee
- Pete Roller of Fall Creek
- Suzanne Zipperer of Milwaukee

Appearances against

- Donna Cochems of Dept. of Workforce Development

Appearances for Information Only

- Candes Ahrendt of Glendale

Registrations for

- Cherrie Richardson of Milwaukee
- Carolyn McManus of Shorewood
- Bob Burke for WEAC/WFT
- Doug Lueck of Milwaukee
- LaTeasha Marks of Milwaukee
- Tony Jones of Milwaukee
- Qiana Albasini of Milwaukee
- Christina Cone of Milwaukee
- Rose Stietz of Milwaukee
- Rosie Lewis
- Joanne Ricca for Wisconsin State AFL-CIO
- Alexandra Topping of Mequon
- Louise Anderson of Milwaukee
- Carless Hendrix of Milwaukee
- Loretta Sprewer of Milwaukee
- Amy Schneider of Milwaukee
- Karen Vier of Milwaukee
- Janet Vasquez of Waukesha

- John Barron of Milwaukee
- Betty White of Milwaukee
- Vicki Domanski of Milwaukee
- Nancy Wrenn Bauch of Madison
- Suzanne Maltews of Madison
- Richard Castellanos of Milwaukee
- Eva Runke of Milwaukee
- Eldor Teske of North Prairie
- Kristin Hoffschmidt for National Association of Social Workers
- Leigh Barker for WEAC/WFT
- Carol Nelson of Crandon
- John Carl Lewis of West Bend
- Ken Opin for WFT/WEAC
- Marc Hevstand for National Association of Social Workers
- Sarah Newman of Shorewood
- Christy Nordstrom of Milwaukee
- Richard Berghofer of Milwaukee
- D'Taune Reynolds of Milwaukee
- Suzanne Zipperer of Milwaukee
- LaTanya Colson of Milwaukee
- Dana McKaufman of Milwaukee
- David Crockett of Milwaukee
- Ghor Wilson of Milwaukee
- Linda Williams of Milwaukee
- Audie Chaney of Milwaukee
- Mary O'Leary of Shorewood
- Carmel Ricks of Milwaukee
- Chuck Grabel of Milwaukee
- Joseph Gruber of Campbellsport
- Jon VanStechelman of Milwaukee
- Larry Leinberger of St. Francis
- Paul Gavriel for Wisconsin Technical College District Boards  
Association
- Rep. Frank Boyle
- Victoria Hutchins of Milwaukee
- Samantha West of Madison

- Mary Thomas of Glendale
- Kenneth Jenson of West Allis
- Takesha Owens of Milwaukee
- John Taqtum of Milwaukee
- Angela Wylie of Green Bay
- Hugh Danforth of Oneida
- Sarah Knopp for International Socialist Organization
- Pat Patterson of Milwaukee
- Reau Pfaller of Appleton
- Barbara Munson of Mosinee
- Tony Miller of Bowler
- Theresa Puskarenko of Bowler
- Bill Gollnick of Oneida
- Genny Gollnick of Oneida
- Bridget Miller of Madison
- Sandy WhiteHawk of Middleton
- Janet Saiz of Madison
- Jeff Pfeller of Oneida
- Bernadine Vigue of Green Bay
- Christine Mulson of Madison
- Miki Martin Erschnig of Pewaukee
- Elizabeth Felt of Delafield
- LaTrina Shields of Milwaukee
- Lauren Baker of Milwaukee
- Micheal Rosen of Milwaukee
- Annette Harry of Milwaukee
- Karen Newton of Waukesha
- Jerry Anny Hamilton of Milwaukee
- Suzanne Zipperer of Milwaukee
- Rev. Sue Moline-Larson for Lutheran Office for Public Policy in Wisconsin
- Ken Krause of West Bend
- Rose Hill of Madison

Registrations against

- Conor Smyth of Workforce Development

February 11, 1998

**EXECUTIVE SESSION**

Present: (8) Senators C. Potter, Jauch, Shibilski, Grobschmidt,  
Darling, Huelsman, Roessler and Fitzgerald.

Absent: (0) None.

Moved by Senator Shibilski, seconded by Senator Jauch, that **s0443** be recommended for introduction and adoption.

Ayes: (8) Senator C. Potter, Jauch, Shibilski, Grobschmidt,  
Darling, Huelsman, Roessler and Fitzgerald.

Noes: (0) None.

Absent: (0) None.

INTRODUCTION AND ADOPTION RECOMMENDED, Ayes 8, Noes  
0, Absent 0

Moved by Senator Shibilski, seconded by Senator Jauch, that **Senate Bill 376** be recommended for passage as amended.

Ayes: (6) Senators C. Potter, Jauch, Shibilski, Grobschmidt,  
Darling and Huelsman.

Noes: (2) Senators Roessler and Fitzgerald.

Absent: (0) None.

PASSAGE AS AMENDED RECOMMENDED, Ayes 6, Noes 2, Absent 0

Paul Rusk  
Committee Clerk



Cheryl Klarkowski  
314 S. Quincy St.  
Green Bay, WI 54301

January 19, 1998

To the Wisconsin Legislature:

I am writing on behalf of increased educational benefits being included in the W-2 program. After being a housewife and mother for seventeen years, a divorce forced me to seek help from the state.

I was a single mother with three child and no career to support my family. I knew I would not be able to rejoin the workforce at more than minimum wage without updating my education. Without the funding available at the time I would not have been able to go back to school. I enrolled in a two year program at the technical college and was able to upgrade my skills and learned a profession that enabled me to get back into the workforce. I am now employed at a medical clinic, at a good wage, with benefits that allow me to provide for my family.

I am very proud of what I was able to accomplish. The self-satisfaction of getting off of AFDC was worth the effort. Being in school again showed my children that continuing their education would always benefit them. I was fortunate to be able to set that kind of example to my family. It would only benefit others to have the resources available to them to be able to do the same.

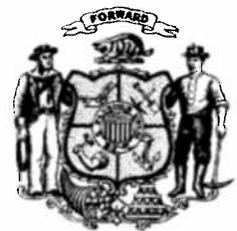
Thank you for your time,



Cheryl Klarkowski



# WISCONSIN STATE LEGISLATURE



Office of the Chancellor



January 21, 1998

Sheldon B. Lubar, President  
UW Board of Regents  
700 N. Water Street Ste. 1200  
Milwaukee, WI 53202

Katharine C. Lyall, President  
University of Wisconsin System  
1220 Linden Drive  
Madison, WI 53706-1559

Dear Shel and Katharine:

I want to provide a progress report to you on the provision in the 1997-99 biennial budget which grants the Chancellor of UW-Milwaukee the authority to either sponsor or operate one or more charter schools for children who reside in Milwaukee. I am pleased to announce that beginning in the fall of 1999, UWM will sponsor at least one charter school in Milwaukee.

Let me explain how we reached this decision. As you know, the budget bill was signed and became law in October 1997. Several months before that time, I asked Dean William Harvey of the School of Education to convene a committee to review and make recommendations regarding the role of UWM in establishing a charter school. The committee was chaired by Professor Paul Haubrich of the School of Education. The committee has met for the past several months, gathered extensive information on charter schools in the U.S., considered various options for UWM, and recommended a course of action for UWM that is consistent with state legislation. In making its recommendations, the committee took into account the considerable educational, fiscal and administrative complexities associated with establishing a charter school.

The report defines a clear and appropriate charter school role for this university to play by specifying that any school chartered by UWM must meet the following criteria:

- Focus on urban children who are "at risk" educationally
- Support development of innovative programs, not replicate existing programs
- Integrate sound research with special attention to reading and mathematics
- Work cooperatively with MPS and include community as well as parental involvement
- Adopt clear standards of public accountability and defined benchmarks for oversight by UWM

For your convenience, I have enclosed a copy of the committee's report.

I have reviewed and accepted the recommendations in the report. The process for sponsoring a charter school is under way, specific standards and criteria are being developed, and a plan is being finalized. It will be presented to UW System and the UW Board of Regents in the spring of 1998.

I also want to take this opportunity to thank Dr. Haubrich, Dean Harvey and the many individuals at UWM who have been involved in this planning process. They are to be commended for the information they collected and for consulting on this issue with the MPS staff, the Milwaukee Teachers Education Association, experts from other universities, and individuals involved in the charter school movement. I believe these guidelines established by the committee will provide a firm foundation for UWM to sponsor well organized charter schools which will educate Milwaukee schoolchildren effectively and provide educational models for other schools to replicate.

Sincerely,

A handwritten signature in black ink, appearing to read "John H. Schroeder". The signature is written in a cursive style with a large initial "J" and "S".

John H. Schroeder  
Chancellor

enclosure

## GUIDING PRINCIPLES FOR DEVELOPING A CHARTER SCHOOL:

### UNIVERSITY OF WISCONSIN-MILWAUKEE

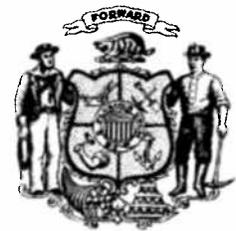
The principles listed below are meant to be "food for thought" to serve as a catalyst for discussion. They do not necessarily represent the views of either of the drafters, nor are they meant to be exhaustive.

In developing a Charter School, the University of Wisconsin-Milwaukee, School of Education would consider the following as tantamount:

1. The Charter School would be developed to improve the overall education conditions for children who live in the City of Milwaukee.
2. In developing the Charter School, the UWM-SOE would work collaboratively with the MPS Board of Directors, Administration, and MTEA.
3. The Charter School should reflect the "best educational practices" based upon professional standards and current research.
4. The Charter School should be developed to reflect linkages between and among the school, families, and community agencies.
5. In developing the Charter School, the UWM-SOE would do so in collaboration with other academic units on campus.
6. The Charter School should reflect and be consistent with the UWM-SOE Urban Mission in all respects.
7. The Charter School population should reflect the diversity of the population of the City of Milwaukee.
8. The administrative of the Charter School should embody principles of democratic management.
9. The Charter School should be designed to be a "Partnership School" with the UWM-SOE.
10. The Charter School success measures should encompass both academic and social outcomes for children, as well as consumer satisfaction.



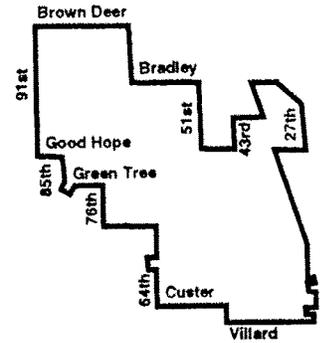
# WISCONSIN STATE LEGISLATURE





# DON RICHARDS

Alderman



9th Aldermanic District

January 22, 1998

Wisconsin State Senate  
Committee on Education Members  
100 N. Hamilton Street, Room 407  
P.O. Box 7882  
Madison, WI 53707-7882

**Attention: Senator Calvin Potter, Committee Chair**

Dear Members:

I am writing in support of Senate Bill 376, introduced by Senators Jauch, Moen and Moore, co-sponsored by Representatives Plouff, Bock, Notestein, Boyle, Black, R. Young, Huber, L. Young, Staskunas, Turner, Gronemus, J. Lehman and Cullen: an act relating to training opportunities for W-2 participants.

I strongly commend you for your initiative to enable W-2 participants to receive all the training that can be made available to them consistent with federal law. If W-2 is to achieve any of its ambitious goals, it must be fortified to provide maximum training opportunities. Otherwise, W-2 will become W-3: Working won't work: dead-end jobs produce wage slaves.

I join the members of Campaign for a Sustainable Milwaukee in supporting your efforts to raise the level of education possible for persons in W-2 community service or transitional placement status. I regret not being able to attend your meeting, but will follow the results and your decisions with great interest.

Sincerely,

DONALD F. RICHARDS, Alderman  
9<sup>th</sup> Aldermanic District, City of Milwaukee  
Member, Sustainable Milwaukee

DFR:mbh

cc: Dee Reynolds, Sustainable Milwaukee

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53218-3419  
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## DEVELOPING A CHARTER SCHOOL MODEL FOR THE UNIVERSITY OF WISCONSIN-MILWAUKEE

January 23, 1998

In summer of 1997, Chancellor John Schroeder asked William Harvey, Dean, School of Education (SOE) to convene an ad hoc committee faculty to review the subject of charter schools. This was in direct response to Wisconsin's Governor including a provision in the budget bill granting the University of Wisconsin-Milwaukee (UWM) authority to either sponsor or operate a charter school for children who reside within the city of Milwaukee.

The committee reviewed the charter school initiatives in other states, specifically Michigan, that allows universities to grant public school charters. The process identified a series of questions about practices and problems associated with the charter school initiative throughout the United States. In November of 1997, the SOE held a faculty retreat to review the entire question. The process of analysis and decision making has been somewhat delayed as the approval of the state's budget was delayed until early fall and the new law itself was not finalized until early November.

The main conclusion reached at the SOE retreat and by the Charter School Committee was that UWM should move forward to develop a model for *sponsoring* a charter school that was consistent with the Guiding Principles (see attached) and the urban mission of the university. Central to the intent of developing charter school opportunities is to develop educational options that will improve the educational outcomes for children in the City of Milwaukee.

UWM expects that the charter school initiative will involve more academic units than the School of Education and fully anticipates a wide range of individual faculty will be interested to help develop the charter school programs.

### **Steps in the Process/Timeline for Major Activities Leading to Board of Regent Approval**

The Charter School Committee recommends that the following plan be implemented to define the UWM process of developing a charter school using the *sponsorship* approach to the charter school initiative.

### **January 1998**

- Announce to the UWM community the intent to develop a charter school initiative and hold a campus hearing.
- Seek advice from appropriate faculty groups and individual faculty with special interests.

### **January 1998 to April 1998**

Develop the elements of a chartering process that would identify the critical elements necessary to qualify for a UWM Charter including:

- Purpose of a charter
- Mission of a charter school
- Operational guidelines
- Legal requirements
- Fiscal standards and accountability
- Curricular standards
- Personnel standards
- Accountability standards
- Parent and community involvement
- Business plan
- Physical plant facilities/code requirements
- UWM oversight responsibilities/Board of Review/Directors
- Elements of the legal contract that will define the charter.

In addition UWM will work with MPS and other community organization in identifying critical concerns and issues regarding chartering school options.

- Work with MPS in identifying potential areas of cooperation.
- Contact community organizations regarding charter interests.
- Develop focus groups to respond to issues and concerns.
- Develop a process to solicit/nominate applicants.

### **April 1998**

A model package will be presented to the Chancellor for review and approval by late spring of 1998. This model will then be submitted to the UW Board of Regents for final approval.

By late spring of 1998 UWM will need to establish a Charter School Office to begin to integrate the various activities identified above. The staffing and resources for this office are not fully identifiable at this time. A planning grant is being sought from the Wisconsin Department of Public Instruction.

Other states have an administrative fee or overhead charge (%) that allows the chartering authority the opportunity to recoup its costs. This option will be explored as a method of operating a charter school office.

### **May/June 1998**

Prepare report for Board of Regent review and seek approval of the process of seeking potential applicants and standards required to qualify for potential endorsement of a UWM Charter School operator.

### **June to October 1998**

In summer and fall of 1998 a UWM Charter School Office with an advisory body of faculty will begin the process of identifying and soliciting potential applicants for charter school status.

### **October 1998**

Charter School proposals will be reviewed and recommendations will be made to the Chancellor and the Board of Regents for a charter school contract. In addition to the charter school proposal standards identified above as part of the individual schools plan. The review committee will also consider the following criteria in conducting their review of individual proposals.

### **Criteria for Considering Charter Applicants**

In addition to the formal standards developed as part of the application and review model above, the Charter School Committee strongly endorses consideration of the following criteria for acceptance of applications for charter schools.

- Application supports working cooperatively with Milwaukee Public Schools.
- Application supports working with urban children who are defined as at-risk.
- Application supports the development of innovative programs not replication of current programs.
- Application is supported by sound research with special attention to teaching of reading and mathematics.
- Application supports involvement with community organizations and parents.
- Application clearly defines a fiscal plan that satisfies public standards of accountability.
- Application allows for oversight role by UWM, as specified by the contract developed to meet the purposes of the charter.
- Application allows for administrative overhead cost that will be charged by UWM.

**January 1999**

Board of Regent Approval and notification to Wisconsin Department of Public Instruction of the charter school status of recipients for programs beginning in fall of 1999.

**Summary**

The activities and model suggested here will create a review process that has standards and guidelines to allow UWM to serve as sponsors of charter schools. This model envisions high standards for application and review, cooperative efforts with MPS and community organizations and seeks innovative programs to serve at-risk youth.



**WOMEN AND POVERTY  
PUBLIC EDUCATION INITIATIVE  
3782 North 12th Street  
Milwaukee, WI 53206  
(414) 265-3925**

January 23, 1998

To: Members of the Senate Education Committee  
From: Jean Verber and Teresa Ragland, representing Welfare  
Women whose voices of support for SB376 are heard  
daily in the city of Milwaukee

*JV.*

We are writing in support of SB376 and wish to have our comments entered into testimony offered at the public hearing on Wednesday, January 28, 1998.

We work daily with scores of women on welfare who are struggling to make the transition from W-2 to economic self-sufficiency through meaningful, wage-paying jobs in Milwaukee. We speak for the many job seekers who consistently find that they need more skills and education to access jobs that are available. We are, therefore, in strong agreement with this legislative initiative that allows education and training hours as part of work requirements.

Most available jobs (72% according to the latest research in Milwaukee) require post high school education and training so SB376 would fill an important gap in making the W-2 work for many women who need this background to obtain these jobs.

Many women do the job search but find that lack of the needed skills are a stumbling block to move to the next step of interview and possible employment. Time to accomplish this preparation in acquiring the needed skills or education within the required work hours makes for a realistic and obtainable objective. We find women eager for this opportunity.

We urge passage of SB376 as an important positive step in moving a significant barrier to success of W-2 by providing the needed preparation and the real possibility for employment for women truly earnest about becoming economically self-sufficient and providing adequately for themselves and their children.





January 26, 1998

TO: Members of the Wisconsin  
Senate Education Committee

FROM: Denise A. Wenger, Ph.D.,  
Director, Instructional Materials Depot, Inc.  
2323 S. 109th Street, Suite 350  
West Allis, WI 53227

RE: Support for SB 383/AB 631,  
which expands the public charter school  
program in Wisconsin.

Dear Members of the Education Committee,

I am unable to appear before you on January 28th because of business commitments. I am a teacher trainer and developer of curriculum planning tools for school districts. I also am involved with planning a charter school which will serve students who are enrolled in non-traditional school programs in Wisconsin. I would like to present three practical reasons why I encourage you to support SB 383/AB 631.

First, this bill expands the public charter school law in ways that the Wisconsin Association of School Boards (WASB) and the Wisconsin Charter School Association (WCSA) can support. On January 28th, representatives from these forward thinking educational organizations will testify in support of changes to the charter school law that will expand contracting authority to CESAs, extend conversion opportunities to private nonsectarian schools outside Milwaukee, expand organizational and structural options for charter schools, and allow communities latitude in types of charters they establish. These are practical changes which administrators, educators and parents who are involved with Wisconsin's schools support and need in order to build new charter schools to serve educational needs of Wisconsin's children. It is important for the Senate to join the WASB and WCSA in supporting these provisions.

Second, this bill expands organizational and structural options for charter schools. It allows a school board to contract with a partnership, cooperative, individual, association or corporate entity to operate a charter school. Organizational structures can get in the way of building a new school. By expanding options for operators, SB 383/AB 631 gives planners of charter schools the freedom to develop organizational structures to fit their school's needs. It is conceivable that in Wisconsin, this provision of law could result in the development of a variety of new school structures, including a Montessori-based charter public school operated by a cooperative and an Internet-based cyberschool operated by public-private partnerships. It is important for you to support this provision of SB 383/AB 631. By expanding organizational and structural options, you enable economy in structural design of new charter schools.

Third, SB 383/AB 631 repeals the current law's requirement that a charter school must be an instrumentality of the school district and the school board shall employ all personnel for the charter school. These changes open the door for use of talents and learning experiences that fit learner needs instead of system needs. These changes get to the heart of how charter schools are changing school operations . . . freeing schools from the bonds that bind them to and within old systems. The primary focus of a public school should be to educate youth, not to serve as a job security program for school district personnel. This provision of SB 383/AB 631 provides charter public schools with the freedom to employ personnel based on learner and school needs. I applaud this provision of SB 383/AB 631. It allows charter schools to keep their focus on learner needs and to hire accordingly. I encourage you to support this and all other provisions of SB 383/AB 631.

Thank you for the opportunity to present these views. I do appreciate your many efforts in behalf of education for Wisconsin's children. Your responsiveness to the practical needs of parents and educators who are seeking to forge new charter public schools to satisfy education needs which are not being filled by established schools is recognized throughout Wisconsin and is greatly appreciated.

Sincerely, Denise A. Wenger, Ph.D.

END OF FAX



January 27, 1997

Dear Senators,

As a Counselor who has worked for over 17 years with single parents and displaced homemakers, I would like to offer you a brief glimpse into the reality that many of our students have faced. The majority of the individuals I serve are economically disadvantaged; many of them, until the recent past, have received public assistance. My job has always been to help them explore career and educational options in order to attain the skills necessary for self-sufficiency. In that process, we carefully examine the financial needs of each individual's situation, determining the necessary wage for full family support as well as the cost and benefit of technical preparation. For those individuals who determine that technical training is the best option, it has meant two or more years of intense pressure, maintaining themselves academically, attending to their families' needs, and never having enough money. But, for them, the struggle was worth it. They were on their way to a promising future, to a more secure economic position for their families, and to becoming contributing members of our workforce and society.

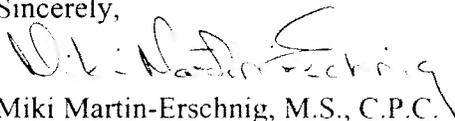
Graduation evening has allowed me to applaud these individuals as they move forward in fields such as electronics, nursing, marketing, accounting, and computer information systems. Most of those students, I rarely hear from anymore; unless it's an update on their most recent accomplishment. One such student is Donna, who moved from low paying factory and receptionist jobs, earning slightly more than minimum wage, to a career in marketing, earning a salary high enough to support her family.

Today, the individuals I still hear from are some of those 616 former students who could not complete their training due to full-time work requirements. They call to ask me if I know how they can get help because their \$6.25 hourly wage doesn't cover their rent (now that their rent assistance was lowered), nor does it stretch to cover their child care and medical co-payments, not to mention food or bus passes.

I strongly urge you to consider allowing time spent in technical training to count in people's work requirement. The workforce you will be preparing will possess skills on which they can build and depend. The families you will be helping will live a life of pride and promise rather than at the edge of poverty. This is what I would like to offer to the next former student who calls me asking 'what can I do?'

Thank you for listening to my comments.

Sincerely,



Miki Martin-Erschnig, M.S., C.P.C.  
Counselor  
Women's Development Center

January 27, 1998

Dear Senators,

Receiving my technical degree from Waukesha County Technical College was a beginning to a brighter future for both my daughter and myself. While attending school, I realized that this opportunity might not come around again since I now had the responsibility of raising a child. I didn't want to fail or have to quit once I got started. I worked very hard to get good grades so that, as each semester passed, I had more confidence and motivation to keep going full speed ahead. I knew that building a strong educational background would be the key to a successful career.

During my schooling, I chose to work on campus to help ease my transition into the workforce. I was fortunate to have started school when my daughter was eight months old. If I had started a semester or two later, I would have been told that I would have to quit and find employment. Without my educational skills I would have been stuck in a low paying, dead end job struggling just to survive. Now I'm very close to total self-sufficiency and it feels great to be able to provide for my family on my own! I have an opportunity to advance within my workplace and to further my education.

I feel that my technical degree is a main part of my foundation. I'll continue to build on it, to keep it as strong as possible because it can only lead to better opportunities, security and stability, and continual growth. Today I have a positive attitude, self confidence, self esteem, motivation, and determination because I can see more clearly the light at the end of the tunnel.

Thank you for listening.

*Deana Murphy*

January 27, 1998

Dear Sir:

In 1991 I found myself a single parent responsible for raising my three year old son by myself. I began working in a small factory at minimum wage and a short time later changed jobs and became a receptionist. At that time I was earning \$5.25 per hour. It very quickly became apparent that, with the cost of childcare, I was unable to earn enough to support my son and myself.

I looked for what options I could find to increase my skills for the job market. Through assessment testing at the Women's Development Center at Waukesha Technical College I was able to learn what my strengths and weaknesses were and what type of work I would be good at and enjoy doing.

It was at this point that I decided that the best choice I could make would be to go back to school for an Associate Degree. I had some college credits that were accepted by WCTC and was able to finish my Marketing degree in a year and a half. I would not have been able to do this if the funding for school had not been available through AFDC and BEST programs.

Getting my degree did much more for me than just increase my earning power and ability to get a job. It gave me hope for my future, self confidence and belief in myself and my abilities. It taught me the importance of setting and achieving goals and striving for excellence in all that I do. Most important, it instilled a desire to continue learning in all areas of my life.

Sincerely,  
Donna Redmer



January 27, 1998

Dear Senators,

Receiving my technical degree from Waukesha County Technical College was a beginning to a brighter future for both my daughter and myself. While attending school, I realized that this opportunity might not come around again since I now had the responsibility of raising a child. I didn't want to fail or have to quit once I got started. I worked very hard to get good grades so that, as each semester passed, I had more confidence and motivation to keep going full speed ahead. I knew that building a strong educational background would be the key to a successful career.

During my schooling, I chose to work on campus to help ease my transition into the workforce. I was fortunate to have started school when my daughter was eight months old. If I had started a semester or two later, I would have been told that I would have to quit and find employment. Without my educational skills I would have been stuck in a low paying, dead end job struggling just to survive. Now I'm very close to total self-sufficiency and it feels great to be able to provide for my family on my own! I have an opportunity to advance within my workplace and to further my education.

I feel that my technical degree is a main part of my foundation. I'll continue to build on it, to keep it as strong as possible because it can only lead to better opportunities, security and stability, and continual growth. Today I have a positive attitude, self confidence, self esteem, motivation, and determination because I can see more clearly the light at the end of the tunnel.

Thank you for listening.

*Jwana Murphy*



# Alverno

C O L L E G E

OFFICE OF THE PRESIDENT

TO: Senator Calvin Potter, Chair, Education Committee

FROM: Sister Joel Read, President, Alverno College



RE: Senate Bill 376

DATE: January 27, 1998

I am writing to ask that you extend the provisions of Senate Bill 376 proposed by Senator Jauch to include students attending four-year colleges.

It is my understanding that current proposed legislation would allow W-2 participants to attend technical colleges to satisfy their participation requirement, as long as the technical college program is likely to lead to employment.

Alverno College has a long history of success with students who are on AFDC and a commitment to serving low income, first generation college students. Of the Alverno students on AFDC enrolled since 1992, 88% were retained and/or completed their four-year degree. 87% of students on AFDC were employed within six months of graduation.

The majority of these students studied **nursing and education**, preparing to become responsible, tax-paying citizens who are **productive, skilled workers**. There were dozens of other college students like them who were headed for high-paying jobs, but W-2 cut them off at the pass. We are deeply concerned about the students at Alverno who were forced to abandon their education for low-paying jobs. Many of these women were minorities who hoped to enter the nursing and teaching professions where they are urgently needed in our inner city.

We urge you to expand legislation to allow such students to complete their bachelor's degree within a reasonable time frame. Please allow these determined women on AFDC to complete their bachelor's degree in a professional area so that they can become productive members of society.

Professional studies are as important as technical studies. It is discriminatory to allow study only in the vocational/technical system. Colleges with professional studies should be included, particularly when the professional areas are areas of high need, both in Milwaukee and elsewhere in this state.

Thank you for your attention to this most serious request.



January 27, 1998

Dear Sir:

In 1991 I found myself a single parent responsible for raising my three year old son by myself. I began working in a small factory at minimum wage and a short time later changed jobs and became a receptionist. At that time I was earning \$5.25 per hour. It very quickly became apparent that, with the cost of childcare, I was unable to earn enough to support my son and myself.

I looked for what options I could find to increase my skills for the job market. Through assessment testing at the Women's Development Center at Waukesha Technical College I was able to learn what my strengths and weaknesses were and what type of work I would be good at and enjoy doing.

It was at this point that I decided that the best choice I could make would be to go back to school for an Associate Degree. I had some college credits that were accepted by WCTC and was able to finish my Marketing degree in a year and a half. I would not have been able to do this if the funding for school had not been available through AFDC and BEST programs.

Getting my degree did much more for me than just increase my earning power and ability to get a job. It gave me hope for my future, self confidence and belief in myself and my abilities. It taught me the importance of setting and achieving goals and striving for excellence in all that I do. Most important, it instilled a desire to continue learning in all areas of my life.

Sincerely,  
Donna Redmer





# Fond du Lac County

DEPARTMENT OF SOCIAL SERVICES

January 27, 1998

The Honorable Calvin Potter, Chair  
Committee on Education  
State of Wisconsin Legislature  
Madison, WI

P.O. Box 1196  
87 Vincent Street  
Fond du Lac, WI 54936-1196  
(414) 929-3400  
FAX (414) 929-3447

Re. Position Paper Opposing Senate Bill 376

Dear Senator Potter:

As a Work Not Welfare Pilot County and a W2 Pilot County, we have had considerable experience in assisting welfare clients in obtaining and maintaining employment. We are opposing 1997 Senate Bill 376 for the following reasons:

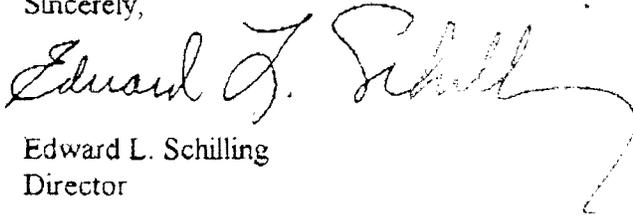
1. According to an Economic Development Survey conducted in the Summer and Fall of 1997, employers in Fond du Lac County are experiencing very tight labor market conditions. Approximately two-thirds of the firms surveyed report difficulty in recruiting workers. Forty-four percent of surveyed firms believed that the W-2 program would increase the labor supply in the region! How do we explain to employers who are experiencing a labor shortage that W2 participants are in school completing a one or two year curriculum; thereby, making them unavailable for work
2. We fear opening the door to college attendance will appeal to many individuals who at the present time are electing to go into unsubsidized employment. Under the former JOBS program, individuals were allowed to self-initiate into education prior to employment and many chose to do so. At the present time, fast track employment with an intensive case management system with supports such as job coaching, child care, and transportation appears to be working for the employers as well as job seekers. In January, 1997, 280 families received cash public assistance totaling \$91,288. By January 20, 1998, that figure has been reduced to 29 families receiving cash payments of \$18,797.
3. The W2 Steering Committee has been very active since its inception in August, 1994 in building partnerships with the private sector. The Steering Committee is focusing on Phase II, which targets former Work Not Welfare, W2 and food stamp participants who are in the workforce and may need some additional training to maintain employment or to seek upward mobility in their work setting. Employers and employees will individually be surveyed as to additional training needs. After the information is analyzed, the Steering Committee will look at additional training based on employer and employees needs. The Employment Skills Advancement Program, Advocacy Individual Development Accounts, JTPA 8% funding, welfare to work dollars, food stamp match dollars, as well as other Community grants will be pursued to generate training dollars

First on the Lake

4. Anyone presently in a community service job (CSJ) or a W2-Transitions employment position in Fond du Lac County has a multitude of barriers and is not capable of participating in a formal curriculum. We have discontinued short term training programs with the high school in welding and machining operations. We are in the process of redesigning short term training with the technical college to focus on soft skills and skills that will assist in job retention rather than training with an academic focus. We are seeing multiple barriered clients experiencing family problems, parenting problems, balancing work and family, budgeting issues, AODA issues, and domestic violence issues. Assessments reveal these individuals need a great deal of employer understanding and mentor support to obtain and maintain employment. These individuals are not in a position to benefit from any formal classroom training. If this bill becomes law, we believe the people it will attract will be individuals who would otherwise be considered unsubsidized in the W2 program. They will want to be placed on the employment ladder as a CSJ or W2T and attend school. The entire concept violates the philosophy of the W2 program, which is to obtain and maintain employment.

Thank you for your consideration in reviewing the issues as cited above. If you require any clarification or wish to receive additional information, please contact me.

Sincerely,



Edward L. Schilling  
Director



2110 6th Ave.  
South Milwaukee WI 53172  
(414) 762-0798  
Jan. 27, 1998

To the Wisconsin State Legislature:

I urge you to support Senate Bill 376 allowing up to 15 technical school hours to count as work hours for the W-2 program. Though I have been opposed to the discontinuance of assistance to mothers with dependent children, I also realize that there have been negative aspects of the welfare system for both recipients and our society. However, I believe that SB376 is a step in the right direction for those who are honestly interested in improving the system and the welfare of our most disadvantaged citizens.

Please see the enclosed Jan. 23 article from the Milwaukee Journal/Sentinel indicating what many of us foresaw that many of those forced into the W-2 program (primarily single mothers with children) are being driven deeper into poverty. During Gov. Thompson's recent State of the State address I saw the woman who was trotted out as an example of the success of W-2. However, I know that this woman, like most others, would probably have left the welfare rolls anyway as soon as she could because most people don't want to stay on welfare rolls any longer than they have to. (I worked for four years at the Waukesha Dept. of Social Services.)

A state technical school like M.A.T.C. with relatively low tuition costs is one of the last hopes for low income people to obtain job skills so that they can "pull themselves up by their bootstraps" and obtain living wage jobs to support their families. I know this from personal experience because I obtained a nursing degree from M.A.T.C. in 1975. Prior to getting into their nursing program I worked for over a year for temporary work agencies for minimum wages or less. At one point when I was down to less than \$100, despite a very thrifty lifestyle, I woke up one night screaming from stomach pains and had to seek help at the hospital emergency room. At that time I had a college degree in history & psychology from U. of Wisconsin in Madison, no law violations, and a perfect driving record but could not even get a job interview for any kind of job (maybe I was "overqualified") despite having job experience in factories while working through college and two and a half years of clerical experience in the Army. M.A.T.C. was my last chance, and it was not easy as the program was quite concentrated, even though I was single with no family to support and was getting some G.I. benefits. I had great admiration for many single mothers in the program who had to take care of their kids, and some couldn't make it because they just didn't have the academic skills and/or had too many other burdens in their lives, but I saw how hard they worked and struggled to try to succeed.

Consequently I am concerned about increasing the number of homeless people in this rich country and having more children growing up to cram our already overcrowded prisons. So please don't snuff out this opportunity for these families. Support SB 376!

Seeking a more peaceful, just & sustainable society,

*Don Wescher*





# MILWAUKEE GRAPHIC ARTS INSTITUTE

LAUREN BAKER  
DIRECTOR

633 S. Hawley Rd.  
Milwaukee, WI 53214

January 28, 1998

Senator Calvin Potter  
Chair, Senate Committee on Education  
Wisconsin State Senate  
100 Hamilton, Room 407  
Madison, WI 53703

Dear Senator Potter;

The following is the substantive content of the testimony I would have given Wednesday, January 28, 1998 at the Senate Education Committee Hearings. I did attend the hearing but unfortunately had to return to Milwaukee for another appointment before my testimony was called.

My name is Lauren Baker. I am a printer and have been in the printing industry for 19 years. Currently, I am Director of the Milwaukee Graphic Arts Institute. My testimony is in support of Senate Bill 376, relating to technical college opportunities for Wisconsin Works participants in the community service option.

The printing industry is a large and vital part of Wisconsin's economy. It accounts for over 55,000 jobs in our state. Overwhelmingly, these are well paying, high skill, high technology jobs that can support a family. Over the past 12 years, printing has created more jobs than any other manufacturing industry.

What this job growth means is that our industry has many of the entry level jobs that W2 participants could potentially fill. However, printing needs *trained* people. We need people with basic technical skills to understand and work with the processes and equipment that make our shops run.

This industry has seen the revolving door of entry level people coming into our plants, not being able to do the work, and moving on. We have shops facing critical shortages

of people. One Milwaukee printer is offering \$1000 bonus to anyone who will stay on the job 90 days. A Waukesha County printer has upwards of 400 job openings in primarily entry level positions. Yet, these companies and others cannot keep the jobs filled because people do not have the skills required to keep up with the work.

The issue for some of these entry level workers is training in basic skills like reading or math. But beyond those basics, printers need people who understand the fundamentals of the machinery, the processes and even the language that we use to produce the books, magazines, billboards, corporate reports or other materials that Wisconsin's graphic communications industry outputs.

I will tell you the story of one individual. Her name is Teffany. Teffany is a single mom with two kids. She used to be on AFDC. After a printing and publishing training program, Teffany landed a job at a Milwaukee area prepress shop doing work in a high technology settings for approximately \$11.50 per hour. That alone is a good story. It's one that I could repeat with the names of other students who have made a life for themselves and their families after receiving enough training to get a good printing job.

But Teffany's life moved to another chapter. The company she went to work for, Lithoplate, closed it's doors. After more than 25 years in business, this small trade shop could not handle the increasing competition in the electronic publishing market. A sad, but not uncommon story for small businesses. This could have been a sad story for Teffany as well. But it wasn't. Before Lithoplate shut it's doors, she had a job in another trade house in Brookfield, outside of Milwaukee.

Because she had the *skills and knowledge acquired in training*, Teffany was able to move on, to continue to provide for herself and her kids. Sending her to work, with no technical skills would have sent Teffany back to AFDC or to a shelter or the street.

From the printing industry, I appeal to you to pass SB376. Our industry has a mature workforce in excellent high wage jobs that we need to begin to replace. We want to bring the trained talented entry level people in today to move up tomorrow to those jobs. We need the training. The W2 participants need the training to make a life for themselves. SB376 provides a way for the State of Wisconsin to make it possible.

Thank you for your time and attention to this matter.

Sincerely



Lauren Baker  
Director