

WISCONSIN STATE
LEGISLATURE
COMMITTEE HEARING
RECORDS

1997-08

(session year)

Senate

(Assembly, Senate or Joint)

Committee on
Education
(SC-Ed)

COMMITTEE NOTICES ...

➤ Committee Hearings ... CH (Public Hearing Announcements)

➤ **

➤ Committee Reports ... CR

➤ **

➤ Executive Sessions ... ES

➤ **

➤ Record of Comm. Proceedings ... RCP

➤ **

INFORMATION COLLECTED BY COMMITTEE
CLERK FOR AND AGAINST PROPOSAL

➤ Appointments ... Appt

➤ **

Name:

➤ Clearinghouse Rules ... CRule

➤ **

➤ Hearing Records ... HR (bills and resolutions)

➤ **

➤ Miscellaneous ... Misc

➤ **97hr_SC-Ed_Misc_pt39**



**State of Wisconsin
Department of Public Instruction**

Mailing Address: P.O. Box 7841, Madison, WI 53707-7841
125 South Webster Street, Madison, WI 53702
(608) 266-3390 TDD (608) 267-2427 FAX (608) 267-1052
Internet Address: www.state.wi.us/agencies/dpi

John T. Benson
State Superintendent

Steven B. Dold
Deputy State Superintendent

August 5, 1996

The Honorable Calvin Potter
Chair, Senate Education Committee
100 N. Hamilton
Room 407
Madison, WI 53703

Dear Senator Potter:

The Department of Public Instruction will hold public hearings as follows to consider emergency and proposed permanent rules relating to the method of resolving disputes concerning children with exceptional educational needs between school boards and the parents of those children. Emergency rules were promulgated by the department effective June 25, 1996. The hearings will be held as follows:

September 9, 1996
4:00-6:00 p.m.

Wausau
North Central Technical College
1000 Campus Drive
Room 451

September 10, 1996
4:00-6:00 p.m.

Madison
GEF 3 Building
125 South Webster Street
Room 041

The hearing sites are fully accessible to people with disabilities. If you require reasonable accommodation to access any meeting, please call Elliot Weiman, Consultant, Exceptional Education Team, at (608) 266-3648 or leave a message with the Teletypewriter (TTY) at (608) 267-2427 at least 10 days prior to the hearing date. Reasonable accommodation includes materials prepared in an alternative format, as provided under the Americans with Disabilities Act.

For a copy of the proposed rule and the fiscal estimate, please contact Mr. Weiman or Lori Slauson, Administrative Rules and Federal Grants Coordinator, Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707. Written comments on the proposed rules received at the above address no later than September 16, 1996, will be given the same consideration as testimony presented at the hearing.

The Honorable Calvin Potter
August 5, 1996
Page 2

1996 Wisconsin Act 431 eliminates the two-tier system for resolving disputes concerning a child with exceptional educational needs who is enrolled in the school district and the parents of the child. The Act eliminates the initial hearing conducted by a hearing officer appointed by a school board. Instead, the Act provides that the school board or the parent of the child may initiate the process by filing a written request for a hearing with the department. The department must appoint a hearing officer who is not employed by or under contract with a school board (or otherwise employed by the department) to conduct the hearing. The school board must pay the cost of the hearing. Either party may appeal the decision of the hearing officer to circuit court or federal district court.

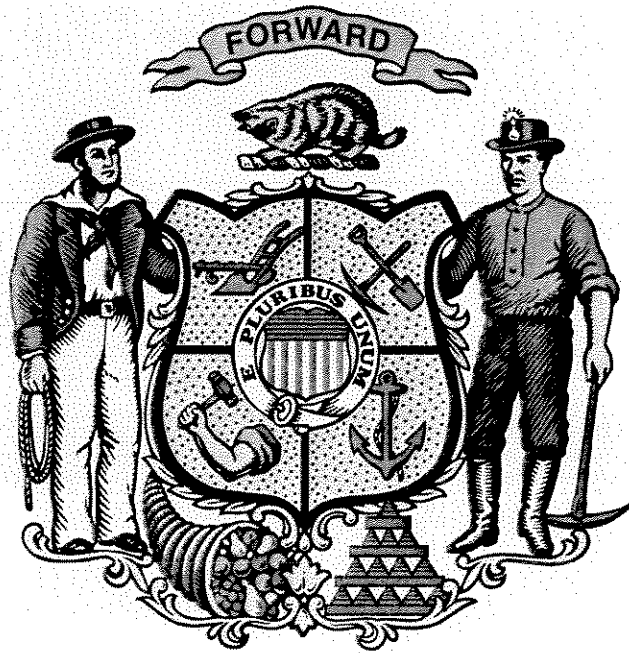
The proposed rules have been modified to conform to statutory language amended as a result of the Act.

Sincerely,



Lori L. Slauson
Administrative Rules and Federal Grants Coordinator

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Department of Public Instruction

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John T. Benson
State Superintendent

Steven B. Dold
Deputy State Superintendent

August 5, 1996

The Honorable Calvin Potter
Chair, Senate Education Committee
100 N. Hamilton
Room 407
Madison, WI 53703

Dear Cal:

Attached, pursuant to s. 227.24(3), Stats., is a copy of emergency rules relating to the handicapping condition of significant developmental delay. These emergency rules were promulgated by the department effective July 31, 1996.

1995 Wisconsin Act 298 added the handicapping condition of "significant developmental delay" to the list of categories under s. 115.76(3), Stats. The Act also requires the department to conduct inservice training for early childhood special education teachers and directors and pupil services personnel in identifying children with significant development delay to ensure that only children meeting the criteria established by the department by rule are so identified. The Act becomes effective July 1.

The emergency rules specify criteria to be used in identifying children under the handicapping condition of significant developmental delay. In order to establish identification criteria under the significant developmental delay category and in order to conduct the required training sessions prior to the 1996-97 school year, rules must be in place as soon as possible.

The department intends to promulgate this rule as a permanent rule. If you have any questions on these emergency rules, or the proposed permanent rules, please contact Paul Halverson, Director, Exceptional Education Team, at (608) 266-1781 or Lori Slauson, Administrative Rules Coordinator, Bureau for Policy and Budget, at (608) 267-9127.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven B. Dold".

Steven B. Dold
Deputy State Superintendent

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**ORDER OF THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
ADOPTING EMERGENCY RULES**

The state superintendent of public instruction hereby amends PI 11.02(23)(b) and creates PI 11.02(23)(i) to (k) and PI 11.35(2)(L), relating to the handicapping condition of significant developmental delay.

ANALYSIS BY THE DEPARTMENT OF PUBLIC INSTRUCTION

Statutory authority: s. 227.11(2)(a), Stats.

Statute interpreted: s. 115.76(3), Stats.

1995 Wisconsin Act 298 added the handicapping condition of "significant developmental delay" to the list of categories under s. 115.76(3), Stats. The emergency rules specify criteria to be used in identifying children under the handicapping condition of significant developmental delay.

SECTION 1. PI 11.35 (2)(L) is created to read:

PI 11.35 (2)(L) Significant Developmental Delay. 1. Significant developmental delay means children, ages 3, 4 and 5 years of age, who are experiencing significant delays in the areas of physical, cognition, communication, social-emotional or adaptive development.

2. When identifying a preschooler's primary disability, the criteria under cognitive disability, orthopedic impairment, visually handicapped, hearing handicapped, learning disability, speech and language handicapped, emotional disturbance, autism, traumatic brain injury, or other health impairment shall be considered first before the criteria for significant developmental delay is applied.

3. A child below compulsory school attendance age may be identified as having an exceptional educational need when delays in development significantly challenge the child in two or more of the following five major life activities:

- a. Physical activity in gross motor skills, such as the ability to move around and interact with the environment with appropriate coordination, balance and strength; or fine motor skills, such as manually controlling and manipulating objects such as toys, drawing utensils, and other useful objects in the environment.
- b. Cognitive activity, such as the ability to acquire, use and retrieve information as demonstrated by the level of imitation, discrimination, representation, classification, sequencing, and problem-solving skills often observed in a child's play.
- c. Communication activity in expressive language, such as the production of age-appropriate content, form and use of language; or receptive language, such as listening, receiving and understanding language.
- d. Emotional activity such as the ability to feel and express emotions, and develop a positive sense of oneself; or social activity, such as interacting with people, developing friendships with peers, and sustaining bonds with family members and other significant adults.

e. Adaptive activity, such as caring for his or her own needs and acquiring independence in age-appropriate eating, toileting, dressing and hygiene tasks.

4. Documentation of significant developmental delays under subd. 3 and their detrimental effect upon the child's daily life shall be based upon qualitative and quantitative measures including all of the following:

a. A developmental history, health records as defined under s. 118.125 (1) (cm), Stats., and other pertinent information from parents and, if applicable, other caregivers or service providers.

b. Observation of the child in his or her daily setting such as home, daycare, or other typical preschool or community environment with a parent or caregiver, and sibling or peer who may be present in that setting. If observation in the daily setting is not possible, observation in an alternative setting shall be justified.

c. Results from norm-referenced instruments shall be used to document significant delays of at least one and one-half standard deviations below the mean in 2 or more of the developmental areas which correspond to the major life activities. If it is clearly not feasible to use norm-referenced instruments, other instruments, such as criterion referenced measures, shall be used to document the significant delays in age equivalencies


FINDING OF EMERGENCY

1995 Wisconsin Act 298 adds an alternative category of significant developmental delay for the identification of disabled preschoolers when the diagnosis is not clear. The Act becomes effective July 1 and requires the department to conduct inservice training for early childhood special education teachers and directors and pupil services personnel in identifying children with significant development delay to ensure that only children meeting the criteria established by the department by rule are so identified.

In order to establish identification criteria under the significant developmental delay category and in order to conduct the required training sessions prior to the 1996-97 school year, rules must be in place as soon as possible.

The rules contained in this order shall take effect upon publication as emergency rules pursuant to the authority granted by s. 227.24, Stats.

Dated this 17 day of June, 1996



John T. Benson
State Superintendent

1993 Session

FISCAL ESTIMATE

DOA-2048 (R10/92)

ORIGINAL UPDATED

LRB or Bill No./Adm. Rule No.
Ch. PI 11

Amendment No. If Applicable

Subject

Significant Developmental Delay

Fiscal Effect

State: No State Fiscal Effect (See attached)
Check columns below only if bill makes a direct appropriation or affects a sum sufficient appropriation
 Increase Existing Appropriation Increase Existing Revenues
 Decrease Existing Appropriation Decrease Existing Revenues
 Create New Appropriation

Increase Costs-May be possible to Absorb
Within Agency's Budget Yes No
 Decrease Costs

Local: No local government costs (See attached)

1. Increase Costs
 Permissive Mandatory
2. Decrease Costs
 Permissive Mandatory

3. Increase Revenues
 Permissive Mandatory
4. Decrease Revenues
 Permissive Mandatory

5. Types of Local Governmental Units Affected:
 Towns Villages Cities
 Counties Others _____
 School Districts VTAE Districts

Fund Sources Affected

GPR FED PRO PRS SEG SEG-S

Affected Ch. 20 Appropriations

Assumptions Used in Arriving at Fiscal Estimate

The rules specify criteria to be used in identifying children under the handicapping condition of significant developmental delay.

The rules specify that use of the criteria for significant developmental delay could only occur after consideration had been given to identifying a child's disability under criteria for the other specified handicapping conditions, and that a delay would need to be present in two or more areas of development and not just one area. These delays must be at least one and one-half standard deviations below the mean using standardized assessment instruments. Further, the department will provide training on a statewide basis to special education teachers, psychologists, directors of special education and others involved in the evaluation of young children to ensure understanding of the intent of this category as well as consistency in interpretation of the eligibility criteria.

Because of the restrictive eligibility criteria in addition to the staff training provisions in the rule, it is not anticipated there would be an increase in the number of children identified with exceptional educational needs as a result of the addition of this new category of significant developmental delay.

Administrative costs associated with providing inservice training for early childhood special education teachers, directors and pupil services personnel in identifying children with significant developmental delays will be absorbed by the agency.

Long-Range Fiscal Implications

Agency/Prepared by: (Name & Phone No.)

Department of Public Instruction

Lori Slauson (608) 267-9127

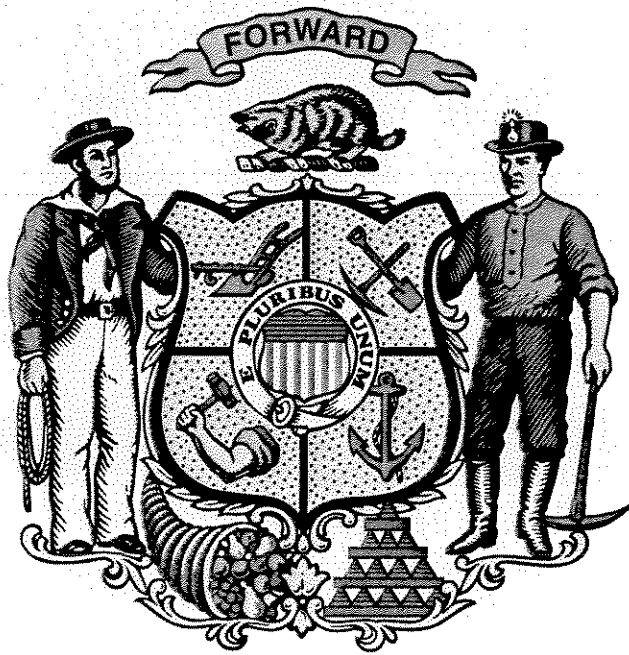
Authorized Signature/Telephone No.

Faye J. Stark
Faye J. Stark

(608) 266-1966

Date

6-18-96



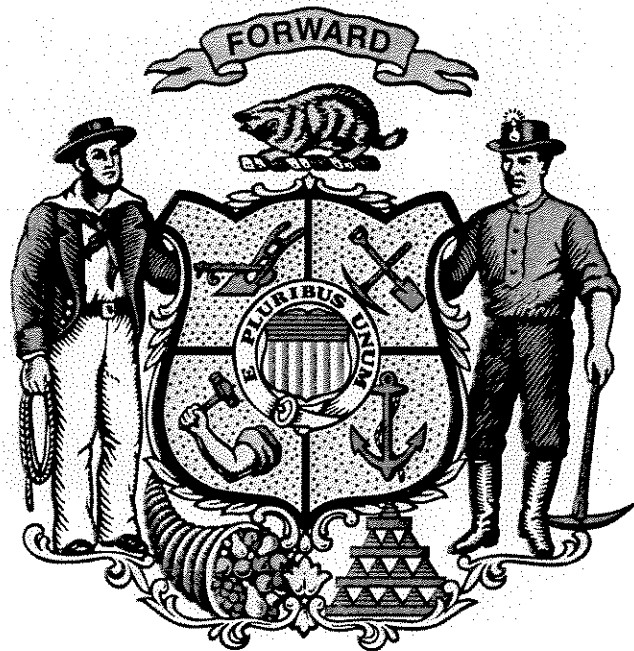
MEMORANDUM

To: All Members of the Senate Education Committee

From: Cal Potter, Chair

Date: October 24, 1996

We have received the enclosed letter from Secretary Klauser relative to Aid to Milwaukee Public Schools. The annual plan is required to be reviewed by the Joint Committee on Finance. If you have any questions on the nature of the programs (proposed allocation is identical to previous years) please contact Russ Whitesel at the Legislative Council.





State of Wisconsin
Department of Public Instruction

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John T. Benson
State Superintendent

Steven B. Dold
Deputy State Superintendent

January 3, 1997

Donald J. Schneider
Senate Chief Clerk
1 East Main Street - Room 402
PO Box 7882
Madison, WI 53707-7882

Dear Mr. Schneider:

Pursuant to statutory requirements of 115.361 (7) (c) Wisconsin Statute, the department is submitting its biennial evaluation of the grants made available to Wisconsin schools for the purpose of developing programs that prevent or ameliorate student alcohol and other drug abuse.

We are confident that this information will be distributed to the appropriate standing committees of the legislature by your office. If there are any questions about the report, please contact Steve Fernan at (608) 266-3889.

Sincerely,

A handwritten signature in cursive script that reads "John T. Benson" followed by a small mark that appears to be "JTB".

John T. Benson
State Superintendent

JTB:kt

cc:clerk

to clerk

**Report to the
Wisconsin Legislature
on
Grantmaking Programs for
Alcohol and Other Drug Abuse
in Wisconsin Schools**

**Prepared by the
Wisconsin Survey Research Laboratory**

**Submitted by the
Wisconsin Department of Public Instruction**

December, 1996

Introduction

Wisconsin Act 122 of 1989 provided funding for grants to be awarded to public school districts that would develop or expand programs aimed at the prevention of Alcohol and Other Drug Abuse (AODA) by students in Wisconsin schools. Biennially, since the grants were first awarded, the Wisconsin Department of Public Instruction has reported to the legislature on the results of the grantmaking programs. Coupled with results of the Youth Risk Behavior Survey and a 1994 comprehensive evaluation of AODA prevention programs, this data presents a picture of the programs that are implemented and indications of their effectiveness.

The report that follows provides a compilation of year end reports from grantees in four programs; AODA, Families and Schools Together, Drug Abuse Resistance Education, and After School/Summer School. The Wisconsin Survey Research Laboratory entered the data from year-end reports submitted by program coordinators in districts receiving grants. Reports submitted encompass the activity funded by grants in the school years 1994-95 and 1995-96. Previous biennial reports have been submitted to the chief clerks of each chamber of the legislature as prescribed by statute. The reports have also been shared with other individuals and organizations as appropriate and requested. The Department will conduct the Youth Risk Behavior Survey in February, 1997. The results of this study will provide the state with ongoing data on youth attitudes and behavior patterns around AODA and other youth risk behavior.

From this and past studies, the department has drawn conclusions on how the programs might be administered in order to have more effective results. As a result of our experience this past biennium, the department will be moving to the use of a single consolidated application for use with all of the funds available. The hope is that districts will use the application form to develop more comprehensive programs and avoid categorical, one-shot approaches at prevention.

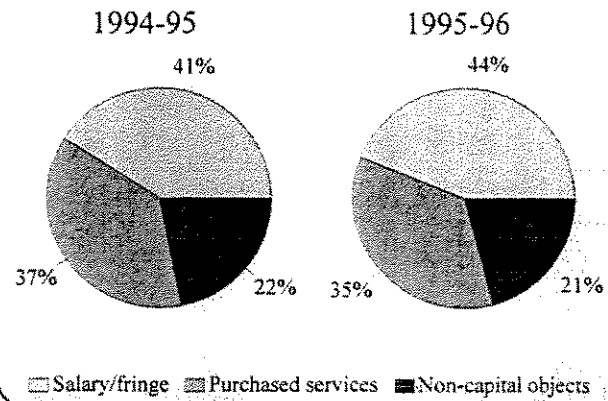
AODA Program (AODA) Grants

Budget

AODA program grants provide funds for the development or expansion of an AODA curriculum or prevention and intervention programs. Coordinators were asked to determine the distribution of grant money distributed among the following three budget categories: salary/fringe benefits, purchased services, and non-capital objects.

For fiscal year 1994-95, 78 percent of all monies were spent on personnel and purchasing services for the program. The remaining 22 percent was used for the purchase of non-capital items. Fiscal year 1995-96 budget data changed little from 1994-95, except for a slight increase in salaries/fringes. See Figure 1.

**Figure 1: Budget Expenditures:
AODA Grant Program**



Services Provided

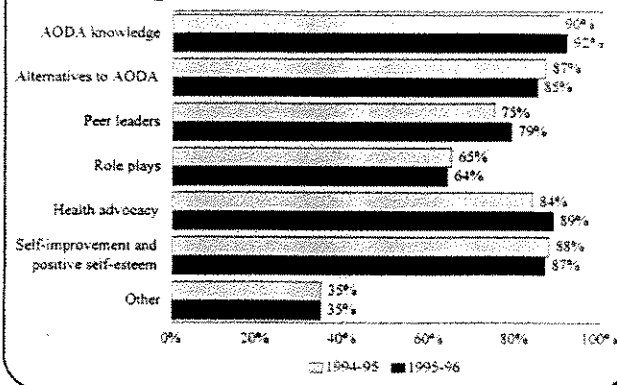
When asked at what level the AODA curriculum was developed, implemented, or already in place, the majority of the school districts had AODA curricula in place at all three school levels. See Table 1.

Table 1: AODA Curriculum by School Levels

School level	Developed		Implemented		Already in place	
	1994-95	1995-96	1994-95	1995-96	1994-95	1995-96
Elementary	8%	3%	10%	5%	70%	74%
Middle school	10	5	7	3	60	68
High school	12	8	6	8	56	63

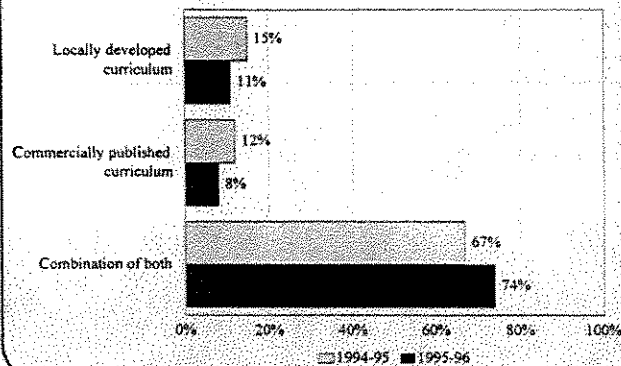
Respondents were asked which of six areas the AODA curriculum would include following the completion of the school year. In both years, AODA knowledge was the area most often reported for both years as being included in the curriculum. Alternatives to AODA, health advocacy and self-improvement were also seen as common components of an AODA curriculum. See Figure 2.

**Figure 2: Curriculum Content of
AODA Program Grants**



Sixty-seven percent reported using a combination of a locally developed AODA curriculum and a commercially published curriculum for 1994-95 and 74 percent of respondents for 1995-96. See Figure 3.

Figure 3: Sources of Curriculum: AODA Program Grants



Student Assistance Program (SAP)

School districts with a comprehensive AODA curriculum already in place were able to use money from this grant program to implement or improve a student assistance program (SAP).

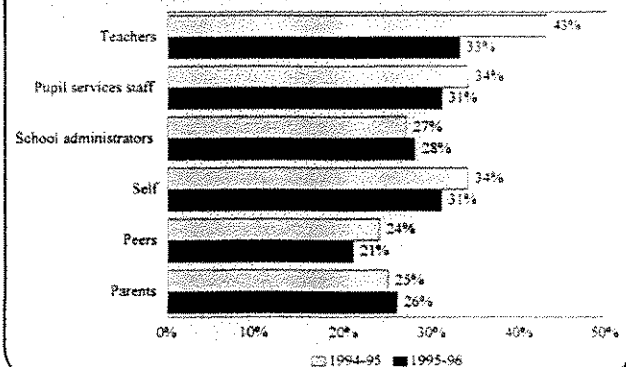
Programs must provide a pupil assistance program to intervene in those instances when students or their family members abuse alcohol and other drugs. A smaller percentage of schools reported implementing a SAP in 1995-96 than in 1994-95. In addition, fewer students overall were served by SAPs in 1995-96. Forty-four percent of the schools in 1994-95 and 35 percent of schools in 1995-96 had implemented a SAP. See Table 2.

Table 2: SAP Implementation by School Levels

	1994-95		1995-96	
	Percent implementing	Students served	Percent implementing	Students served
Elementary	35%	3,642	27%	5,028
Middle school	27	8,638	23	7,583
High school	30	14,714	25	8,783
Total students served		26,994		21,394

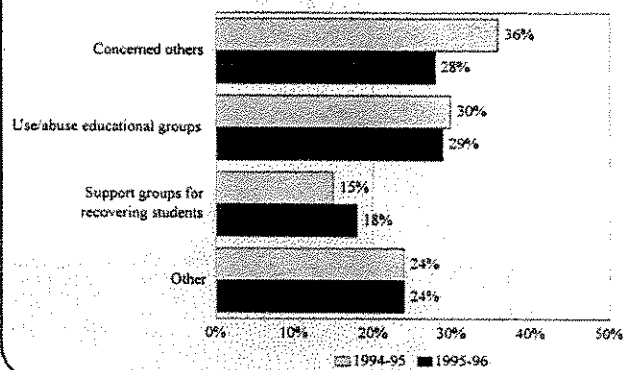
Respondents were asked who made referrals of students to the SAP. They were given six options and told to check all that applied. Teachers were the most commonly cited source of referrals for each year, but their percentage dropped 10 percent from 1994-95 to 1995-96. Peers were the least common group cited. See Figure 4.

Figure 4: Sources of SAP Referrals



Respondents were asked which groups they provided SAP services to in their district. They were given three groups to choose from, or they could specify their own group. Concerned others and use/abuse educational groups together accounted for the majority of groups served. See Figure 5.

Figure 5: SAP Group Topics



Training

The AODA Program Grant also funds programs for training for teachers and other school staff members. The large majority of respondents (88 percent in 1994-95, 87 percent in 1995-96) said they had used money from this grant program to provide training in AODA issues. Students were the primary recipients of this training and the proportion of students receiving this training rose from 61 percent in 1994-95 to 74 percent in 1995-96. The proportion of school staff receiving training dropped from 22 percent in 1994-95 to 11 percent in 1995-96. See Table 3.

Table 3: Training Provided

Trainees	1994-95		1995-96	
	Percent providing training	Number served	Percent providing training	Number served
School staff	83%	8,347 (22%)	82	5,152 (11%)
Students	71	23,651 (61)	68	33,408 (74)
Parents	48	4,700 (12)	52	5,319 (12)
Community agency staff	36	1,791 (5)	36	1,352 (3)
Total served		38,489 (100%)		45,231 (100%)

In 1994-95, 59 percent of the grants included money to provide release time for teachers to attend AODA training, workshops, or conferences. This figure decreased slightly to 55 percent in 1995-96. In 1994-95, 1,516 teachers were provided with 16,074 hours of release time, or an average of approximately 11 hours per teacher. In 1995-96, 1,418 teachers were provided with 15,809 hours of release time for an average of approximately 11 hours per teacher.

Respondents who had used AODA grants were asked who provided AODA training. They could choose from six options or specify some other source. Independent consultants and district personnel were the most popular providers of training for both years. The use of district personnel increased sharply from 1995 to 1996. See Figure 6.

Figure 6: Providers of AODA Training

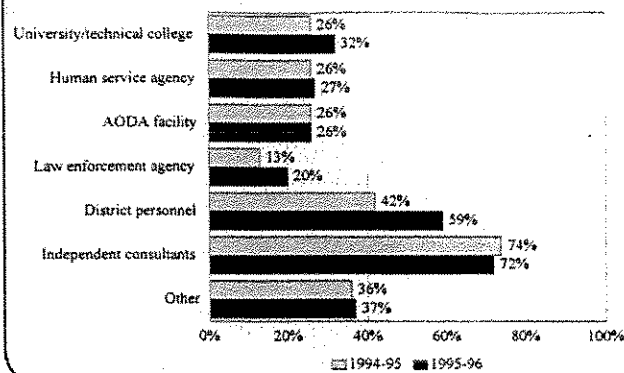
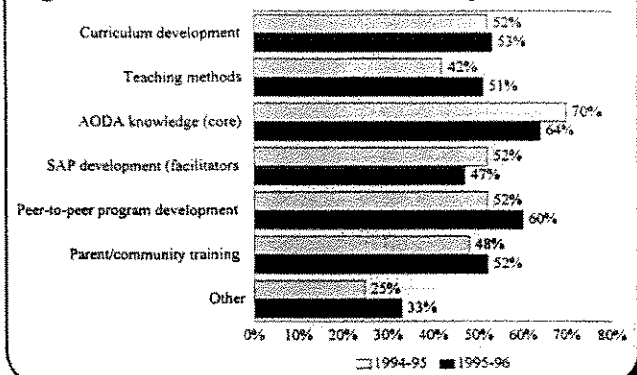


Figure 7: Content of AODA Training



Respondents who had used AODA grants were asked to indicate the content of the training. They could choose from six types of content or could specify some other content. AODA knowledge was the content most often provided. See Figure 7.

Other Services and Activities

Roughly equal percentages of respondents checked four additional services or activities provided through AODA grants. Clubs and activities served the largest

number in 1994-95 while peer to peer programs served the largest number in 1995-96. The number served by peer to peer programs doubled from 1994-95 to 1995-96 with one respondent accounting for 8,000 of the 16,000 served in 1995-96. See Table 4.

Table 4: Activity Types

	1994-95		1995-96	
	Percent checking	Number served	Percent checking	Number served
Peer to peer program	38%	7,398	41%	16,039
Parent/community program	41	8,896	48	7,702
Clubs and activities	41	17,702	38	12,892
AODA coordinator position	42	36 (percent FTE)	45	36 (percent FTE)
Other	33		29	

Continued Use of AODA

Respondents were asked to indicate whether the district intended to continue the AODA related activities, and if not, the reasons for discontinuing the program. Table 5 shows the distribution responses to

this question. The majority of respondents for both years indicated that they would continue the program at reduced levels.

Table 5: Continuing AODA

	1994-95	1995-96
Yes, in full	38%	39%
Yes, but at a reduced level	58	55
No	2	3
Not ascertained	2	3

Of those districts discontinuing AODA activities, Table 6 shows the reasons respondents offered for discontinuing the program. Insufficient funds and other reasons were most frequently cited for the decision to end the program.

Table 6: Reasons for Discontinuing AODA

	1994-95	1995-96
Insufficient funds	100%	25%
Achieved all goals	-	-
Insufficient evidence of program effectiveness	-	25
Lack of school/community support	-	25
Other	67	50

Families and Schools Together (FAST) GRANTS

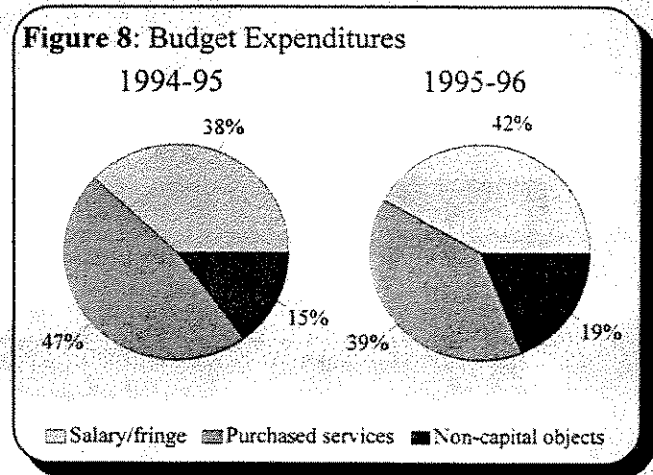
FAST programs identify pupils ages six to eleven years old who are at risk of dropping out of school, experiencing alcohol and other drug abuse problems, or adjudged delinquent. FAST programs provide prevention and early intervention activities involving joint school, family and community participation, including mental health, and alcohol and other drug abuse program specialists. Grants may be awarded for up to \$50,000 to school districts with small and medium enrollments, and up to \$70,000 for large school districts. School boards can contract with a

private, non-profit organization to operate the program.

Year-end Reports

Funding provided programming for 640 families in 1994-95 and 394 families in 1995-96 for those districts returning surveys. Twenty-nine surveys were returned for 1994-95 and 20 for 1995-96.

Budget expenditures changed between 1994-95 and 1995-96. Figure 8 shows that while 47 percent of expenditures went to purchased services in 1994-95, only 39 percent of the budget went to these expenses in 1995-96. Meanwhile, the percentage of salary/fringe benefits rose in 1995-96 from 39 percent to 42 percent. See Figure 8.



Of the 29 FAST programs surveyed in 1994-95, 66 percent were directly managed by the grant recipients, compared with 70 percent of the 20 programs surveyed in 1995-96. Those districts which had contracted out their programs were asked to indicate the nature of school personnel involvement. The vast majority in 1995-96 had school personnel involved in organizing, supervising and participating in FAST activities. Table 7 shows the four response options and their corresponding percentages.

Table 7: School Personnel Involvement

	1994-95	1995-96
Organize and supervise activities	-	-
Participate in activities	33%	20%
Both	56	80
Other	11	-

Activities

FAST programs are to provide prevention and early intervention activities that involve community-based organizations and family participation.

Respondents were asked which of three activities their program included, or they could specify some other activity. Then they were to indicate if parents only, children only, or parents and children together participated in these activities. Table 8 shows the distribution of responses for these questions. Under each year, the number of respondents checking each activity is presented and the corresponding percentages presented in each column are derived from these respondents. Percentages do not add to 100 because respondents could choose all activities and/or groups that applied.

Support groups were primarily participated in by parents only, while both parents and children participated in recreation and prevention information activities.

Table 8: FAST Activities by Population

	Prevention information		Support groups		Recreation		Other	
	1994-95 (n=29)	1995-96 (n=20)	1994-95 (n=28)	1995-96 (n=19)	1994-95 (n=29)	1995-96 (n=19)	1994-95 (n=12)	1995-96 (n=10)
Parents only	45%	55%	75%	84%	17%	21%	17%	20%
Children only	24	15	7	32	59	68	17	-
Both parents and children	86	90	36	37	83	74	92	80

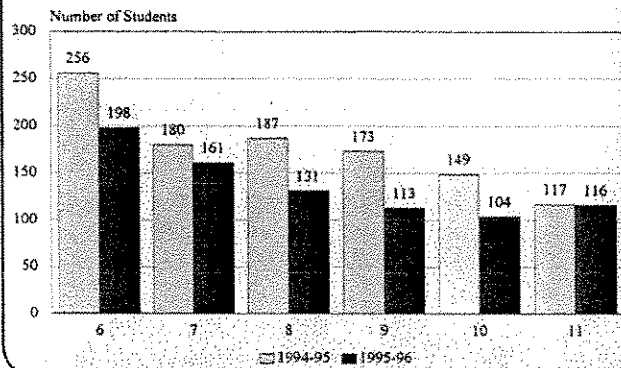
Ninety-three percent of surveyed programs in 1994-95 and 90 percent in 1995-96 held program activities meetings once a week and lasted an average of 3 and 2 hours, respectively. These meetings tended to take place on school grounds or some combination of both on and off school grounds. See Table 9.

Table 9: Meetings Held

	1994-95	1995-96
On school grounds	48%	53%
Off school grounds	-	5
Both	52	42

For the two-year period being evaluated, younger children were more likely to be served by program activities. See Figure 9.

Figure 9: Age of FAST Students Served



Community Based Organizations

Programs receiving FAST grants are to provide prevention and early intervention activities involving joint school, family, and community participation, which include mental health, and alcohol and other drug abuse program specialists.

Respondents were asked to report which types of community-based organizations worked with the FAST program. For both years, respondents were most likely to involve private, non-profit mental health and AODA organizations. Private religious organizations were very unlikely to be used by districts. See Table 10.

Table 10: Types of Cooperating Agencies

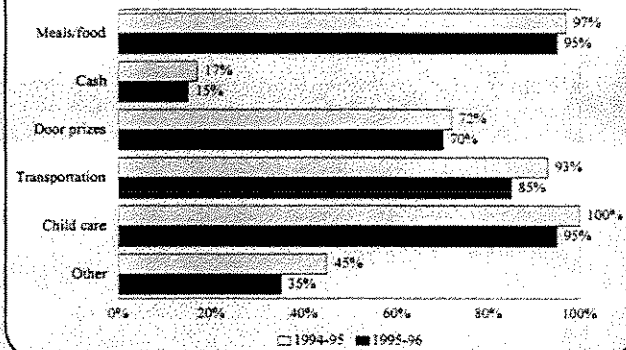
	1994-95	1995-96
Private non-profit mental health organization	69%	75%
Private non-profit AODA organization	38	35
County/city AODA organization	31	25

County/city social service organization	21	35
County/city mental health organization	28	10
Other	24	15
Private non-profit social service organization	17	15
Private religious organization	-	5

Incentives

Several material or service incentives for participation in the FAST programs were offered to participants. Material incentives were offered by nearly all districts responding to the survey. Child care was offered by all districts in 1994-95 and by 95 percent in 1995-96. Meals/food and transportation were popular incentives during both years. See Figure 10.

Figure 10: Incentives for FAST Participation



Respondents were asked to indicate whether the district intended to continue the FAST related activities, and if not, the reasons for discontinuing the program. Table 11 shows the distribution responses to this question. The majority of respondents for both years indicated that they would continue the program, but substantial minorities indicated that they would reduce the level of FAST activities—40 percent in 1995-96.

Table 11: Continuing FAST

	1994-95	1995-96
Yes, in full	59%	55%
Yes, but at a reduced level	28	40
No	13	5

Of those districts discontinuing FAST, Table 12 shows that insufficient funds was cited by all respondents as a reason for ending the program.

Table 12: Reasons for Discontinuing FAST

	1994-95	1995-96
Insufficient funds	100%	100%
Achieved all goals	-	-
Insufficient evidence of program effectiveness	25	-
Lack of school/ community support	-	-
Other	25	-

After-school and Summer School (AS/SS) Program Grants

This grant appropriates up to \$30,000 to fund after school or summer school programs for students in grades one to nine. The amount of the grant may not exceed 80 percent of the cost of the program, including in-kind contributions. No more than seven percent of a grant may be used for administration. Grants may only be awarded to school districts that have a higher than average dropout rate.

In awarding grants, priorities were given to projects that:

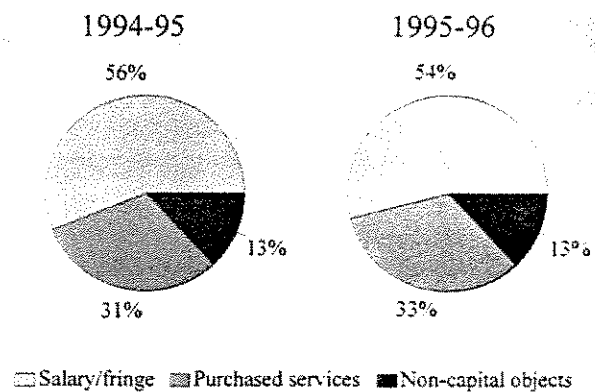
- identify the special skills and interests of individual students and help them develop these interests and skills.

- coordinate the program with the district's program for children at risk and AODA prevention,
- include a school tutoring program for pupils in grades one to nine who are one or more years behind their age group in reading, writing, or mathematics or who exhibit other significant academic deficiencies, including poor school attendance,
- provide at least one instructor for every six pupils,
- supply the instructional materials,
- serve at least 18 pupils each week, and
- utilizes retired teachers.

Nineteen districts in 1994-95 and nine districts in 1995-96 responded to the survey.

Respondents were asked to estimate the percentage of the grant that was designated for salary/fringe expenditures, purchased services, and for non-capital objects. Roughly equal percentages exist for the expenditures across both years with salary/fringe accounting for more than half of expenditures. See Figure 11.

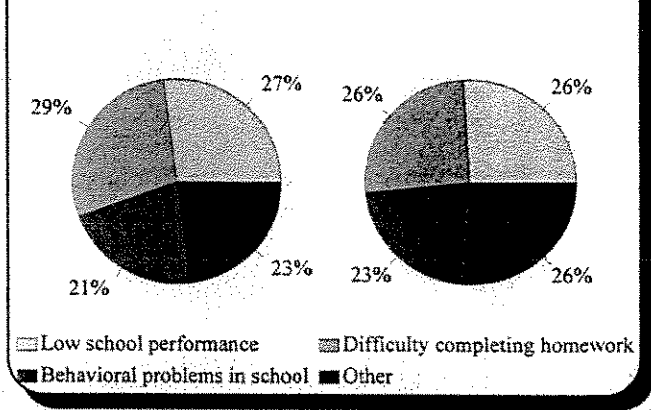
Figure 11: Budget Expenditures: AS/SS Grants



Respondents were asked how students involved in AS/SS activities were selected or identified. Respondents were offered three response options or

they could specify some other way. A larger percentage of respondents checked each of the reasons in 1995-96 than in 1994-95. See Figure 12.

Figure 12: How Students Selected



Respondents were asked with what types of community based organization(s) the program worked. Other and county/city social service organizations were the types of organizations with which a majority of respondents reported that the AS/SS program. See Table 13.

Table 13: Types of Cooperating Agencies

	1994-95	1995-96
Other	53%	67%
County/city social service organization	53	67
Private non-profit AODA organization	32	33
Private non-profit social service organization	26	33
County/city AODA organization	16	33
Private non-profit mental health organization	21	22
County/city mental health organization	26	11
Private religious organization	-	-

Respondents were asked to indicate activities developed as a part of their AS/SS grant. The seven response options and corresponding percentages are shown in Figure 13. All respondents for both years indicated that tutoring was developed as a part of this grant.

Respondents were asked to identify the number and typed of tutors they had and how many hours they worked each week. Table 14 shows the total hours per week tutors were teaching and the total number of tutors for each category.

Figure 13: AS/SS Program Activities

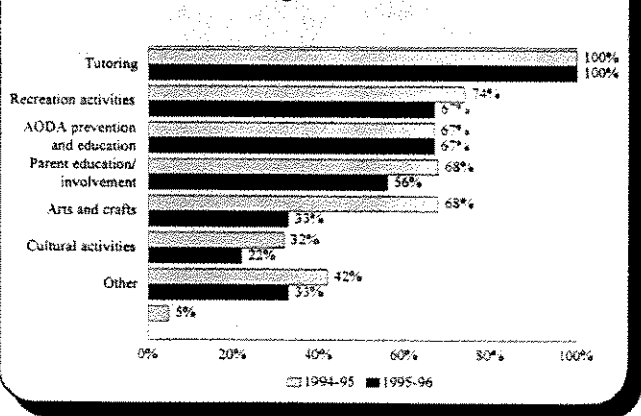


Table 14: Types of Tutors Used

Tutors	1994-95		1995-96	
	Hours/week	# tutors	Hours/week	# tutors
Retired teachers	14	66	3.3	11
Active district teachers	12.5	98	6.0	81
Active non-district teachers	10	13	3.0	3
Community leaders	8.75	13	2.5	5
Religious leaders	-	-	-	-
Peers	14.5	15	-	-
Other	5	167	11.25	90

The number of students receiving tutorial services each week was 1,808 for 1994-95 and 1,280 in 1995-96.

Respondents were asked to indicate whether the district intended to continue the AS/SS related activities, and if not, the reasons for discontinuing the program. Table 15 shows the distribution of responses to this question. The majority of respondents for both years indicated that they would continue the program at reduced levels.

Drug Abuse Resistance Education (DARE) Program Grants

DARE grants appropriate funds for drug and alcohol abuse resistance education. Grants provide training for law enforcement officers as well as instructors for students in grades 5 to 8. School boards receiving a grant must contract with a city or county to provide instruction by local enforcement officers. Grants fund 100 percent of the cost of the classroom materials and 80 percent of the cost of the contract. No grant exceeds \$50,000.

Table 15: Continuing AS/SS

	1994-95	1995-96
Yes, in full	26%	22%
Yes, but at a reduced level	53	67
No	21	11

Of those districts discontinuing AS/SS, Table 16 shows the reasons respondents offered for discontinuing the program. Insufficient funds were the major reason these districts were discontinuing the AS/SS program.

Table 16: Reasons for Discontinuing AS/SS

	1994-95	1995-96
Insufficient funds	100%	100%
Achieved all goals	-	-
Insufficient evidence of program effectiveness	-	-
Lack of school/ community support	-	-
Other	67	-

Year-end Reports

Forty respondents in 1994-95 and 45 respondents in 1995-96 returned surveys. Of those returning surveys, a total of 16,385 students were served by DARE grants in 1994-95 while 22,904 students were served in 1995-96. In 1994-95, 1,659 DARE sessions were conducted. This number more than doubled in 1995-96 to 3,799.

Respondents were asked to estimate the percentage of the budget used for each of the program categories. Similar amounts were allocated to the categories across both years. Purchased services accounted for the biggest part of DARE budgets. See Figure 14.

Figure 14: Dare Budgets

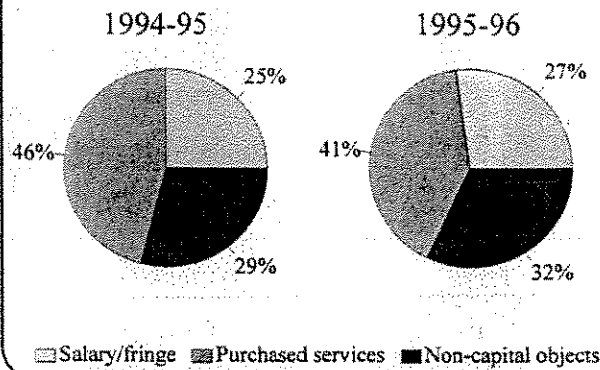


Table 17 shows a roughly even split between city police and county sheriffs as the primary instructors for both years. Respondents were asked what percent of law enforcement personnel time was devoted to DARE activities. An average 45 percent of FTE was devoted to DARE activities in 1994-95. This percentage increased to 54 percent in 1995-96.

Table 17: Primary Instructors

	1994-95	1995-96
City police	48%	51%
County sheriff	50	44
Not ascertained	2	5

Respondents reported that DARE grants were concentrated in 5th and 6th grades. None of the respondents indicated that their program was being implemented in the 9th grade. Table 18 shows the distribution of responses to this question. Percentages add to more than 100 because respondents could choose more than one grade.

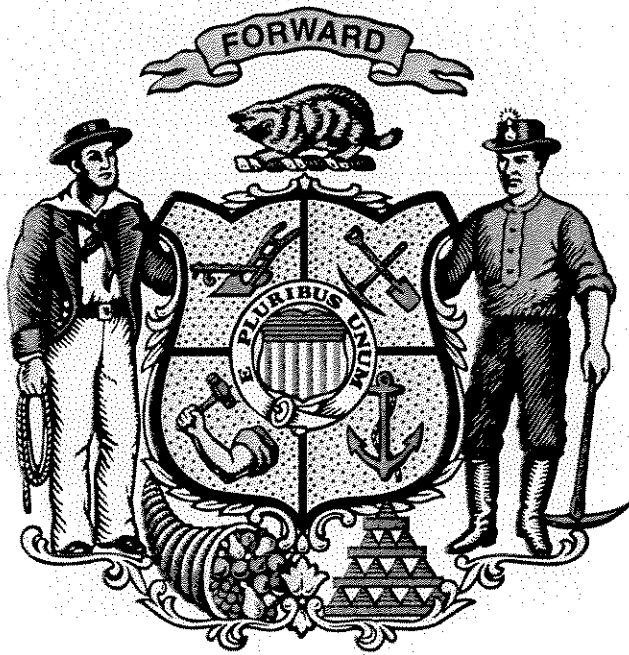
Table 18: Grades Served

	1994-95	1995-96
3rd grade	8%	24%
4th grade	8	22
5th grade	85	87
6th grade	28	40
7th grade	5	18
8th grade	15	16
9th grade	-	-

Respondents were asked whether the district intended to continue the DARE related activities after the current grant ended, and if not, what the reasons were for not continuing the program. The majority of respondents for both years indicated that their district would continue the DARE program (Table 19). However, there was an increase from 1994-95 to 1995-96 in the percentage of respondents continuing the program at a reduced level. Only 1 respondent in 1995-96 said his district would not continue the DARE program. This individual reported insufficient funds and lack of school/community support as reasons for discontinuing the program.

Table 19: Continuing DARE

	1994-95	1995-96
Yes, in full	80%	71%
Yes, but at a reduced level	17	27
No	-	2
Not ascertained	3	-





Educational Technology Board

February 12, 1997

Dear CESA Administrators and Library System Directors:

BOARD OF DIRECTORS

- Joan H. Spillner,
Chairperson
- Kathleen M. Huston,
Vice Chairperson
- Judith C. Brown
- Scott Cullen
- Carolyn Winters Folke
- Neil A. Trilling
- Mark Wahl
- David J. Ward
- Todd M. Penske,
Executive Director

The purpose of this letter is to inform you and your colleagues that the Educational Technology Board (ETB) may not have any additional funding available to make cash grant awards to project proposal applicants in its February 14, 1997 funding cycle deadline. This unforeseen event is the result of Governor Thompson's *TEACH Wisconsin Initiative (Technology for Educational Achievement in Wisconsin)* proposal for the next biennial budget, effective July 1, 1997, which consolidates the ETB into a new TEACH Wisconsin Board and the associated new state agency.

The ETB apologizes for any inconvenience and delay this may cause you and your colleagues in the ultimate implementation of your project. However, all project proposals received for the February 14th funding cycle deadline will be evaluated, ranked, and a preliminary selection will be made for grant awards by the ETB in the unlikely event that sufficient funding becomes available for cash grant awards. The WATF grant program will continue to function normally. The ETB and WATF will notify all applicants of funding decisions in the late-April 1997 timeframe.

In the near future, the ETB is also likely to cancel its upcoming funding cycle deadlines currently scheduled for May 16 and November 14, 1997.

The ETB's companion grant program, the Wisconsin Advanced Telecommunications Foundation (WATF), will continue to accept, evaluate, and select project proposals for subsequent cash and in-kind contribution grant awards for the February 14, May 16, and November 14, 1997 funding cycle deadlines.

I'd like to share some information with you about the TEACH Wisconsin Initiative and its intention to advance elementary and secondary education into the 21st century by the following actions:

- replace the ETB grant program with \$25 million in fiscal year 1997-98 (beginning July 1, 1997) and \$40 million in 1998-99 for (non-competitive) block grants to school districts for educational technology to support schools in meeting their technology needs;
- provide \$4 million annually for Cooperative Educational Service Agencies (CESAs) to provide training programs and additional CESA staff to support school district technology plans;

Over, please

Paul!
 Coll with
 Questions
 John
 Sen Schulz's
 6-0703

3319 West Beltline Highway
 Madison, WI 53713
 Phone: 608/266-7878
 TDD: 608/266-1213
 FAX: 608/266-1215
 Toll Free: 1-800/870-9900

- provide \$50 million annually for loans to school districts to upgrade electrical and network wiring. Many older buildings have insufficient electrical capacity or lack network wiring to support the demands of today's computer networks; and,
- equalize the cost of telecommunications services to ensure that all school districts are able to access a high-speed data link for no more than \$250/month for both direct Internet access and, if a district chooses, a two-way video link.

In addition to the above, a number of actions related to investments in educational technology are also aimed at higher education institutions.

To ensure that the TEACH Wisconsin Initiative is supported and coordinated by state government, its new board would lead statewide efforts in these educational technology investment areas for K-12 schools and higher education institutions. In fact, present state educational technology functions in other agencies, including the Educational Technology Board, would be consolidated into the new board and a single agency in order to enhance the state's capacity to provide resources and expertise to K-12 schools and higher education institutions and to better assist them in acquiring and adapting educational technology to improve teaching and enhance student performance.

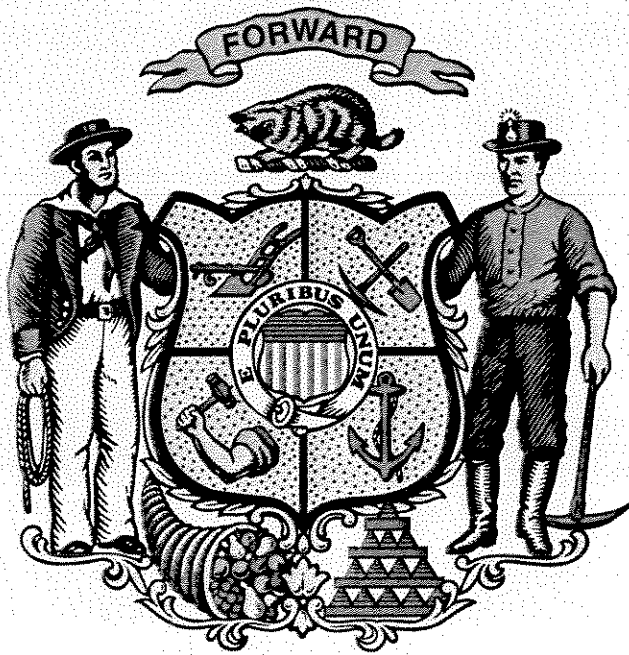
In conclusion, the Educational Technology Board will keep you informed of new developments with the TEACH Wisconsin Initiative that affect its program during this transition period. In the meantime, if you have any questions or would like further information on the TEACH Wisconsin Initiative, please don't hesitate to contact me by telephone or email at tpenske@mail.state.wi.us Thank you.

Sincerely,

Todd M. Penske

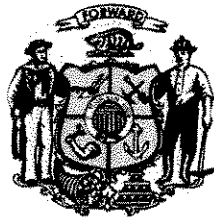
TODD M. PENSKE
Executive Director

- cc: ETB Board of Directors
 WATF Board of Directors
 Mark D. Bugher, Secretary - Department of Administration
 Steven B. Dold, Deputy State Superintendent -
 Department of Public Instruction
 Larry T. Nix, Administrator, Division of Libraries and
 Community Learning - Department of Public Instruction



STATE OF WISCONSIN
DEPARTMENT OF ADMINISTRATION
101 East Wilson Street, Madison, Wisconsin

TOMMY G. THOMPSON
GOVERNOR
MARK D. BUGHER
SECRETARY



Mailing Address:
Post Office Box 7864
Madison, WI 53707-7864

February 12, 1997

The Honorable Calvin Potter, Chair
Committee on Education
100 N. Hamilton, Room 407
Madison, Wisconsin 53703

Dear Senator Potter:

Thank you for the invitation for the Department of Administration to provide a briefing for the Senate Education Committee. As you know, the Governor has included several interesting educational initiatives in a very challenging 1997-99 biennial budget.

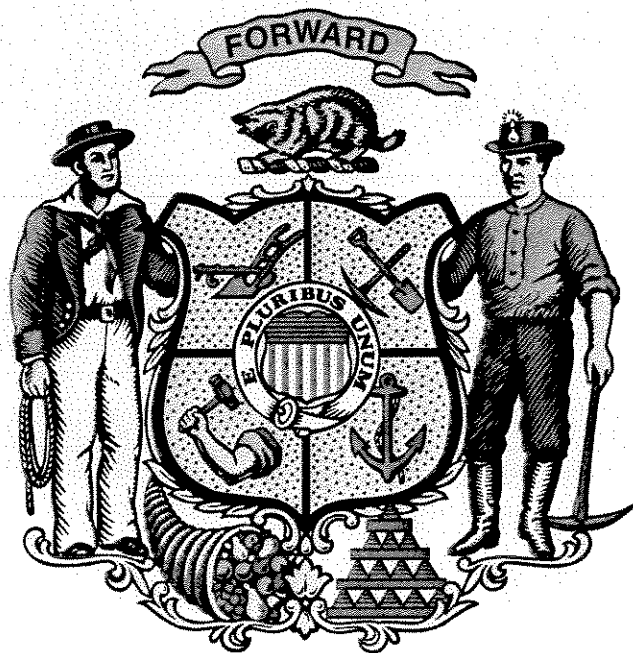
We will make Bob Hanle and Rob Cramer available for a briefing of your committee on Wednesday, February 19th. Mr. Hanle is the Education Team Leader in the State Budget Office and Mr. Cramer is an analyst in our Division of Technology Management. Mr. Hanle can brief the committee on the overall educational initiatives. Mr. Cramer is specifically responsible for much of the staff work that was done to develop the Teach Wisconsin initiative.

Thank you again for this opportunity to brief your committee on these important initiatives.

Sincerely,


George Lightbourn
Deputy Secretary

cc: Secretary Mark Bugher
Rick Chandler
Mark Wahl
Bob Hanle
Rob Cramer



COPY



CALVIN J. POTTER
State Senator

Wisconsin State Senate

February 12, 1997

James Lynch
Director of Government Relations
School Administrators Alliance
4797 Hayes Road
Madison, Wisconsin 53704

Dear Jim:

I would like to take this opportunity to invite you, as a representative of the Association of Wisconsin School Administrators, Wisconsin Association of School District Administrators, Wisconsin Association of School Business Officials, and the Wisconsin Council for Administrators of Special Services, to comment on the Governor's proposed 1997-99 Biennial Budget Request relating to the Department of Public Instruction before the Senate Committee on Education.

The Education Committee will be holding a public hearing beginning at 1:00 p.m. on Wednesday, February 19. We anticipate closing the hearing on the two scheduled bills by 2:00 p.m. We would appreciate your comments following a general briefing by the Department of Administration and the Department of Public Instruction.

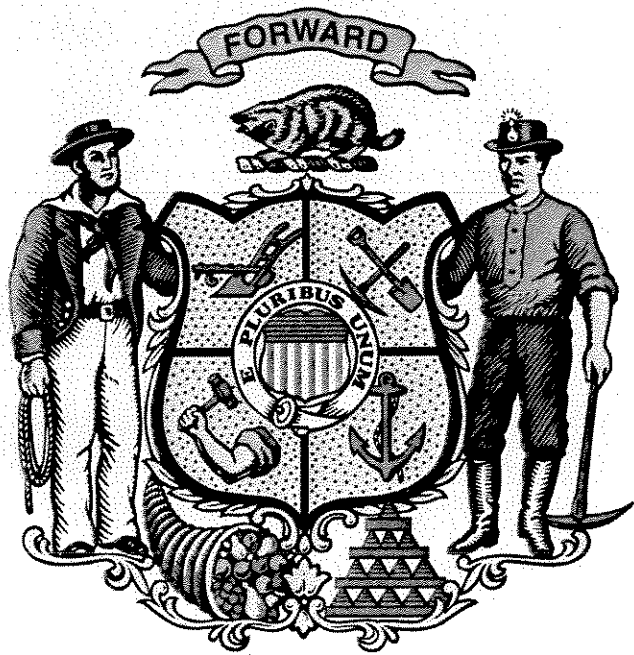
We have scheduled the hearing in the Joint Finance Area, Senate Chamber, 1st Floor, 119 Martin Luther King, Jr. Boulevard. It is possible we will have to relocate to Hearing Room #1 in the same building should the Joint Committee on Finance be meeting at that time.

Could you please confirm your availability with Committee Clerk Paul Rusk in my office as soon as possible. We hope you will be able to join us on February 19.

Sincerely,

CALVIN POTTER
Chair
Committee on Education

CP/pr



WISCONSIN EDUCATION ASSOCIATION COUNCIL

Affiliated with the National Education Association

SENATE EDUCATION COMMITTEE TESTIMONY
REGARDING 1997-99 BIENNIAL BUDGET

BY

TERRY CRANEY, WEAC PRESIDENT
WEDNESDAY, FEBRUARY 19, 1997

GOOD AFTERNOON, MY NAME IS TERRY CRANEY, I AM THE PRESIDENT OF THE WISCONSIN EDUCATION ASSOCIATION COUNCIL. I WOULD LIKE TO THANK CHAIRPERSON POTTER AND MEMBERS OF THE SENATE EDUCATION COMMITTEE FOR INVITING ME TO COMMENT ON THE GOVERNOR'S BUDGET.

BUDGETS ARE BLUEPRINTS THAT CREATE A FRAMEWORK FOR STATE GOVERNMENT. OVER A YEAR AGO WEAC TOOK THE LEAD AND DEVELOPED A BLUEPRINT FOR PUBLIC EDUCATION. THAT BLUEPRINT IS OUR LEGISLATIVE AGENDA. OUR MEMBERS, THE TEACHERS AND SUPPORT PERSONNEL IN YOUR PUBLIC SCHOOLS, PROVIDED THEIR EXPERIENCE AND KNOWLEDGE TO DEVELOP THESE PROPOSALS.

WEAC OFFERS INITIATIVES TO IMPROVE SCHOOLS SUCH AS PARENTAL AND FAMILY INVOLVEMENT, SCHOOL SAFETY AND DISCIPLINE, PROFESSIONAL STANDARDS FOR TEACHERS, AND REDUCING CLASS SIZE, AMONG OTHERS. ANY DISCUSSION OF EDUCATION IMPROVEMENT MUST ALSO INCLUDE THESE IMPORTANT ISSUES.

THE GOVERNOR HAS OFFERED A PLAN THAT FALLS SHORT OF A COMPLETE VISION FOR PUBLIC SCHOOLS IN WISCONSIN. HE DID INCORPORATE

ONE OF OUR ISSUES IN THE BUDGET, EDUCATION TECHNOLOGY, WHICH IS ONE OF THE ISSUES I WOULD LIKE TO COMMENT ON IN ADDITION TO THE BUDGET'S TREATMENT OF OTHER EDUCATIONAL SUPPORT PROGRAMS.

EDUCATION AND TECHNOLOGY:

- WEAC APPLAUDS THE GOVERNOR'S RECOGNITION OF THE IMPORTANCE OF PROVIDING ACCESS TO TECHNOLOGY FOR WISCONSIN'S CHILDREN. WE ALSO NOTE THAT THE GOVERNOR'S PLAN IS IMPLEMENTED OUTSIDE OF THE SCHOOL DISTRICT REVENUE LIMITS. WEAC'S LEGISLATIVE AGENDA ALSO RECOMMENDS THIS EXEMPTION.
- THE ISSUE IS WHETHER IT IS NECESSARY TO ESTABLISH A NEW STATE BUREAUCRACY, THE TEACH AGENCY, TO ADMINISTER TECHNOLOGY PROGRAMS.
- WEAC EMPHASIZES THE IMPORTANCE OF RESOURCES FOR TRAINING TEACHERS AND STAFF. WEAC APPLAUDS THE PROVISION OF BLOCK GRANTS TO SCHOOL DISTRICTS FOR THE PURCHASE AND MAINTENANCE OF COMPUTER HARDWARE AND SOFTWARE AND GRANTS TO CESA DISTRICTS TO PROVIDE TECHNICAL AND TRAINING ASSISTANCE. IT IS ESSENTIAL THAT EDUCATORS KNOW HOW TO USE NEW TECHNOLOGIES IN THE CLASSROOM. BUT WE CAUTION THAT TECHNOLOGY IS ANOTHER VERY IMPORTANT TOOL IN A TEACHERS TOOL BOX. DISTANCE LEARNING IS ALSO AN IMPORTANT PART OF EDUCATION TECHNOLOGY, BUT EDUCATION IS MORE THAN A TALKING HEAD ON A T.V. MONITOR.

ADDITIONAL ISSUES IN EDUCATION:

NOW LET ME MOVE TO SOME EDUCATION INNOVATIONS THAT WEAC FEELS ARE MISSING RELATIVE TO INNOVATION IN EDUCATION. THESE ITEMS ARE IN WEAC'S LEGISLATIVE AGENDA.

- IMPROVING SCHOOL SAFETY, DISCIPLINE AND CLASSROOM CONTROL IS AN ISSUE WE BELIEVE MUST BE ADDRESSED. ALL CHILDREN HAVE A RIGHT TO LEARN IN A SAFE AND PRODUCTIVE CLASSROOM. WEAC BELIEVES THAT THE TEACHER SHOULD HAVE THE RIGHT TO DISMISS FROM THE CLASSROOM AN UNRULY, DANGEROUS OR DISRUPTIVE

STUDENT, WITH READMITTANCE ONLY AFTER A PARENT CONFERENCE AND WITH THE CONSENT OF THE TEACHER.

- REDUCING CLASS SIZE IN GRADES K-3. WE BELIEVE AND RESEARCH CONFIRMS THAT ONE OF THE MOST POSITIVE EFFECTS ON STUDENT LEARNING OCCURS WHEN CLASS SIZE IS REDUCED IN GRADES K-3. THIS CLASS SIZE REDUCTION HAS A LONG LASTING EFFECT THROUGHOUT THE STUDENT'S EDUCATION CAREER.
- DEVELOPING PERFORMANCE ASSESSMENTS IN GRADES 4, 8 AND 10. WHILE THE GOVERNOR HAS PROPOSED A HIGH STAKES EXIT EXAM FOR HIGH SCHOOL STUDENTS, WE BELIEVE THE EXAM IS ONLY ONE PIECE OF THE PUZZLE. WE URGE THE RESTORATION OF PERFORMANCE ASSESSMENTS WHOSE FUNDING WAS ELIMINATED FROM THE LAST BUDGET. FURTHER THESE TESTS ALLOW FOR THE LOCAL SCHOOL DISTRICTS AND TEACHERS TO EVALUATE TEACHING AND LEARNING AND MAKE ADJUSTMENT AND IMPROVEMENTS IN INSTRUCTION.

FINALLY LET ME COMMENT ON A NUMBER OF ITEMS THAT ARE IN THE GOVERNOR'S BUDGET.

AGENCY TRANSFERS:

- WEAC IS TROUBLED BY THE TRANSFER OF MANY EDUCATIONAL SUPPORT POSITIONS FROM DPI AND THE WTCS TO OTHER AGENCIES. THE TRANSFER OF PROGRAMS SUCH AS ALCOHOL AND OTHER DRUG ABUSE, THE FAMILY AND SCHOOLS TOGETHER, AND ALL SCHOOL-TO-WORK PROGRAMS ARE PROPOSED IN THE NAME OF EFFICIENCY. WE CAUTION THAT THIS STRATEGY COULD LEAD TO A CRUMBLING OF QUALITY OF SERVICES TO SCHOOLS AND CHILDREN.
- DPI PROFESSIONALS WHO ADMINISTER THE PREVENTION AND SCHOOL-TO-WORK INITIATIVES RELY ON DAY-TO-DAY INTERACTION WITH OTHER EXPERTS TO DEVELOP PROGRAMS AND CURRICULA THAT BEST SUIT THE NEEDS OF CHILDREN. MANY POSITIONS WITHIN THE DPI ARE ALSO RELATED TO THE FUNDING OF AODA AND SCHOOL-TO-WORK PROGRAMS. WHAT WILL HAPPEN TO SUCH POSITIONS WHEN ALL THEIR FUNDING IS ALSO TRANSFERRED TO DWD?

MODIFICATIONS TO CHARTER SCHOOL LAW:

- WE BELIEVE THAT THE CHARTER SCHOOL CHANGES ARE COUNTER PRODUCTIVE. WE BELIEVE THAT CHARTER SCHOOLS MUST REMAIN INSTRUMENTALITIES OF THE LOCAL SCHOOL DISTRICT SINCE THE SCHOOL BOARD HAS FISCAL OVERSIGHT RESPONSIBILITY AND IS ACCOUNTABLE TO THE LOCAL TAXPAYER. WE ALSO RAISE THE QUESTION OF LICENSING AND CERTIFICATION OF TEACHERS IN CHARTERS AND THEIR ELIGIBILITY FOR PARTICIPATION IN THE WISCONSIN RETIREMENT SYSTEM IF THEY ARE CHARTERS SPONSORED BY THE UW MILWAUKEE, MATC AND THE CITY OF MILWAUKEE.
- THE BUDGET RECOMMENDATIONS FOR CHANGES TO THE CHARTER SCHOOL LAW SHOULD BE EXAMINED IN TERMS OF QUALITY CONTROL. A KEY QUESTION FOR THE LEGISLATURE TO CONSIDER IS WHY REMOVE THE FIVE-YEAR LIMIT FOR CHARTER SCHOOL CONTRACTS? AT THE VERY LEAST, A FIVE-YEAR CONTRACT LIMIT BUILDS ACCOUNTABILITY INTO THE CHARTER SCHOOL INITIATIVE.

ATTENDANCE AT A TECHNICAL COLLEGE INSTEAD OF HIGH SCHOOL:

- WEAC BELIEVES THAT THERE HAS HISTORICALLY BEEN AN UNDER SERVED STUDENT POPULATION; STUDENTS WHO ARE NOT BOUND FOR A FOUR COLLEGE. WE BELIEVE THAT THE DETAILS MUST BE EXAMINED VERY CAREFULLY BEFORE THE PROGRAM IS INITIATED.
- THE QUESTIONS OF INSTRUCTOR CERTIFICATION AND LICENSURE IN THE TWO SYSTEMS MUST BE ADDRESSED ALONG WITH THE ISSUE OF TUITION PAYMENTS AND TRANSFER OF FUNDING SOURCES.

STATE FUNDING FOR SCHOOL OPERATION COSTS:

- THE LEGISLATURE SHOULD CLOSELY EXAMINE THE CALL FOR A RETREAT FROM A SUM-SUFFICIENT APPROPRIATION BACK TO A SUM-CERTAIN APPROPRIATION TO COVER 2/3 FUNDING OF LOCAL SCHOOL OPERATION COSTS. SUM-CERTAIN APPROPRIATIONS ARE BASED ON ESTIMATES OF REVENUE THAT ARE EXPECTED TO BE AVAILABLE FOR PROGRAMS. INSTEAD OF A YEARLY ESTIMATE BY THE DPI, DOA AND THE LEGISLATIVE FISCAL BUREAU, THE BUDGET CALLS FOR THE GOVERNOR'S OFFICE TO CALCULATE THE AMOUNT NECESSARY TO MEET THE 2/3 STATE FUNDING COMMITMENT TO SCHOOL DISTRICTS EVERY TWO YEAR CYCLE.
- THE SUM-CERTAIN MECHANISM IS LESS FLEXIBLE IF REVENUE ESTIMATES ARE INACCURATE. THERE IS ALSO LITTLE OPPORTUNITY FOR

ADJUSTMENTS IF REVENUES IN THE FIRST YEAR OF A BIENNIUM FALL SHORT. THEREFORE, IF THE STATE RETURNS TO A SUM-CERTAIN APPROPRIATION, IT MAY JEOPARDIZE THE 2/3 COMMITMENT AND END UP ONLY REACHING THE GOAL EVERY OTHER YEAR.

FUNDING FOR THE DPI:

- FUNDING FOR DPI'S OPERATION CONTINUES TO BE WHITTLED DOWN TO LEVELS WHICH WEAKEN ITS STRUCTURE. COMBINED WITH FUNDING CUTS FOR SUPPLIES AND SERVICES, THE BUDGET REQUIRES THE DPI TO SUBMIT RECOMMENDATIONS FOR NEARLY HALF A MILLION DOLLARS IN CUTS EACH YEAR AS "EFFICIENCY MEASURES." THESE ACTIONS COULD HARDLY BE CHARACTERIZED AS POSITIVE REINFORCEMENT FOR THE AGENCY AND SHOULD BE REVIEWED.

EDUCATIONAL STANDARDS AND TESTING:

- THE MAINTENANCE OF STANDARDS AND ACCOUNTABILITY IN PUBLIC EDUCATION IS A GOAL UPON WHICH EVERYONE CAN AGREE. IT IS AN ESSENTIAL PART OF A SYSTEM THAT PREPARES STUDENTS FOR EMPLOYMENT, CONTINUING EDUCATION AND PRODUCTIVE LIVES. WEAC SUPPORTS STANDARDS THAT ARE DEVELOPED IN WISCONSIN BY EDUCATORS, PARENTS, BUSINESS LEADERS, AND CITIZENS. WITHOUT THESE ESSENTIAL COMPONENTS, STANDARDS ARE UNLIKELY TO BE ACCEPTED AND ARE UNLIKELY TO HAVE THE DESIRED POSITIVE EFFECT ON STUDENT LEARNING.
- MANY QUESTIONS COME TO MIND AS WE REVIEW THE GOVERNOR'S PROPOSED MODEL STANDARDS DEVELOPMENT. WHAT ARE THE RESPECTIVE ROLES OF THE GOVERNOR AND STATE SUPERINTENDENT IN THE DEVELOPMENT OF THESE MODEL STANDARDS? ALTHOUGH A STANDARDS DEVELOPMENT COUNCIL IS CONVENED, THE BUDGET WOULD GIVE THE GOVERNOR FINAL APPROVAL OF THE STANDARDS TO BE IMPLEMENTED BY EXECUTIVE ORDER. IN OTHER WORDS THE GOVERNOR HAS THE FINAL WORD.

AGAIN, THANK YOU CHAIRPERSON POTTER AND MEMBERS OF THE COMMITTEE FOR THIS OPPORTUNITY TO SPEAK WITH YOU TODAY.