

Testimony before the Joint Finance Committee
Case High School, Racine
Thursday, April 08, 1999

Good Day.

Thank you for taking the time to travel to Racine to listen to the impact of the governor's budget on southeastern Wisconsin's students, businesses and citizens. I wish to speak briefly to you about the impact on the students at the University of Wisconsin Parkside, and by inference, to students at other state universities and to citizens everywhere who use the resources or who hire the graduates of the University of Wisconsin Parkside.

Most of the Parkside students are first generation in higher education seeking the best future they can achieve in the next millennium through higher education. Most will be employed as knowledge workers, that is, they will be required to use more brain than brawn, as my grandfather said to me many times. Two initiatives in the governor Thompson's budget, rebuilding the UW library collections and training student technology workers, are of extreme import to the students, to the area businesses and to the citizens of Wisconsin in general.

Governor Thompson recognized the need for more and better library and information resources by recommending \$7.3M for additional library acquisitions, electronic licenses and statewide resource sharing. While this is less than the system's request, we at Parkside are pleased with the attention to the need to improve access and collections whose cost escalate annually two to three times that of the Consumer Price Index. Parkside purchases approximately 1050 paper periodicals subscriptions and has cancelled 150 in the last two and one half years due to budget restrictions. We would like to purchase 7,000 books per year. However, that number has dropped to approximately 3,000 for the past five to six year. Therefore, we are pleased to see attention to these resources which are of high value to the education of future knowledge workers.

Governor Thompson also recognizes the need for universities to prepare students for to be knowledge workers regardless of their chosen career files. He knows that future knowledge workers must understand technology and must be facile with electronic equipment, software and operating procedures. The student technology training initiative in the budget will allow students to learn technology and people skills they will apply to any profession regardless of their chosen major. At Parkside we are already recruiting students to join the "Student Technology Corp" as we are calling it. Students from any academic major will be trained across the technology spectrum to serve their fellow students while learning how to conduct themselves in a technology service environment. The governor's initiative offers a solution to the university's pressing need for more student technology staffing while creating an opportunity for students to gain valuable hands-on IT experience. Parkside will recruit Student Technology Corp

members who reflect the student population. It is our intention to initiate long term working relationships with Corp members with the hope of keeping some interested in working for the university or other state agencies after graduation.

Finally, let me say a few words about Parkside's mission of community partnerships. Many students work part-time while attending school. Many employers of these students need high tech workers who are learning new technologies which may be applied immediately in the work place. Information Services, along with other academic and administrative offices, is initiating formal and informal internships with area firms who can use budding knowledge workers and who will assist with the support of the technology corp. program. That is a significant goal thanks to the instructional technology initiative in the governor's budget.

Thank you.

Dr. Thomas M. Peischl, Chief Information Officer
Assistant Vice Chancellor for Information Services
University of Wisconsin Parkside



University of Wisconsin-Parkside

900 Wood Road, P.O. Box 2000
Kenosha, Wisconsin 53141-2000

Office of Scholarships and Financial Aid
414-595-2574
FAX (414)595-2216

April 8, 1999

Testimony Before the Joint Finance Committee

Dear Committee Members:

Thank you for the opportunity to appear today.

I am Carl Buck, Director of Financial Aid and Scholarships at the University of Wisconsin-Parkside. I am here today to testify in support of a 6% biennial increase for Wisconsin's three major higher education aid programs: Wisconsin Higher Education Grants (WHEG) for UW students, WHEG for technical college students and the Tuition Grant (TG) program for students attending Wisconsin's independent colleges and universities.

Since I am more knowledgeable about WHEG funds and the UW system, I will limit my remarks to those specific areas.

According to UW system Office of Policy Analysis and Research, in 1997/98 aid to UW students from all State sources represented less than one-tenth (8%) of all aid. A percentage that has remained stable for the past three years.

Also in 1997/98, federal grants (46%) comprised the majority of grant assistance received by UW students, followed by State grants at 27%. As for WHEG, slightly less than one out of every five resident undergraduate students (18%) received a WHEG award in 1997/98, a proportion that has been relatively constant over the past decade.

When looking at the average Federal PELL Grant, that in 1976 covered 39% of the cost of tuition at a public institution, but in 1996 only covered 22%, we see a significant down trend.

Therefore, what we have is a de facto federal policy of reducing federal grant support to needy undergraduate students in real cost of attendance dollars while WHEG funds hold steady at best.

To bring this closer to "home," at UW-Parkside the average income of the parents of a WHEG recipient is approximately \$20,640. A modest income by today's standards. A 6% WHEG increase, is in effect, an effort by the State to extend higher educational opportunities to students from low-income family backgrounds, it is a worthy financial investment.

Research has shown that grants are far more effective in promoting persistence than loans. Whereas in 1997/98, 18% of UW students received a WHEG award, 42% of UW students received a loan. At UW-Parkside, in 1998, 880 students received a WHEG award, of this group 618 (70%) also received loans totaling \$1.9 million.

The most prominent trend in student aid has been the growing reliance on borrowing for higher education. As borrowing has increased and average federal grants to needy students have declined, the share of family income required to pay college costs has increased for all families, but it has gone up mostly for those on the bottom rung of the economic ladder.

Financial aid is not an expense, as stated earlier, it is an investment. The single most critical factor in determining a persons future income level is their level of education. The skills that college graduates attain, such as critical analysis, interpersonal skills, ability to understand causes and effects are essential characteristics in a rapidly changing world. Increased WHEG funds are the platform for individual fulfillment.

Thank you for acceptance of this testimony, I will be happy to try to answer any questions you may have.



United Council

of University of Wisconsin Students, Inc.

122 State Street, Suite 500, Madison, WI 53703 Phone: (608) 263-3422 Fax: (608) 265-4070

Full Tuition Flexibility

The Issue

The Wisconsin Legislature sets the amount of tuition revenue that the Board of Regents can spend. If the Regents want to spend, and collect, additional tuition revenue, they must ask the Legislature for the authority. This ensures that the UW System justifies increases, and the elected state officials ultimately decide if the funding requests are appropriate. This process has worked to keep tuition increases moderate, and within the realm of what Wisconsin citizens can afford.

In the 1997-99 Biennial Budget, the Legislature allowed the Regents 4% tuition flexibility in the first year of the biennium and 7% tuition flexibility in the second year of the biennium. The Regents used flexibility to fund the faculty pay plan when the state ran out of money. Tuition increased over 13% in the last biennium. For the past 25 years, tuition has increased at four times the rate of inflation.

The Problem

By allowing the Board of Regents complete responsibility over tuition, the legislature will lose control over the accessibility of the UW System. Without legislative oversight, the state will be unable to ensure that the citizens of Wisconsin can afford public higher education.

Additionally, the Regents largely consider the UW System and its needs separate from the needs of Wisconsin citizens. This is their job. However, legislators must take a bigger picture approach. Legislators have to answer to all of their constituents and decide on what is best for the state of Wisconsin. Thus, keeping control of tuition levels allows the state to balance the various needs of Wisconsin citizens.

The policy for tuition flexibility is a fundamental shift in who takes responsibility for public higher education in Wisconsin. Passage of this law would be the equivalent of the state saying that it can no longer manage the UW System by deciding what programs should be funded and how much money the citizens of this state should pay.

The Solution

The provision allowing full flexibility, and making tuition a continuing appropriation, must be removed from the Governor's proposed 1999-2001 Biennial Budget. Additionally, a sunset clause must be added to the current 4% tuition flexibility in the first year of the biennium and 7% tuition flexibility in the second year of the biennium. These measures alone will ensure that any increases in tuition are balanced with other state needs and funding options.



United Council

of University of Wisconsin Students, Inc.

122 State Street, Suite 500, Madison, WI 53703 Phone: (608) 263-3422 Fax: (608) 265-4070

Career & Academic Advising

The Issue

In the early 1990's, UW System began a working group to examine how to maintain the university's excellence into the next century. Throughout the process, the 21st Century Study group aimed to find ways to lessen the amount of time students spent on UW campuses working towards a degree. One proposal was excess charges for courses. Consistently, the group heard students say that poor advising was the reason for students taking a long time to graduate.

Over the next few years, students, system administration, and the Board of Regents worked to assess the needs of campuses in regards to advising. In the 1997-99 biennium, funding was requested for advising. The majority of the money provided by the legislature was vetoed out, with only enough remaining for a pilot program to be established at UW-River Falls.

Students and the Regents have once again requested funding for advising. When quality, professional advising is available, it can help students throughout their educational careers to shorten time-to-degree and credit-to-degree issues by ensuring that students are taking those courses which will fulfill requirements. Additionally, as more and more students transfer between UW campuses, and as transfer policies change, professional advisors are needed to help transfer students move credits from one institution to another, without losing credits for courses already taken. Students on several campuses need help and advice choosing major fields of study in which they can successfully find careers.

The Problem

The state has consistently under-funded career and academic advising proposals. In the 1997-99 Biennial Budget, the Legislature added \$400,000 to UW System's budget for advising. The Governor vetoed \$320,000. In this biennium, UW System requested \$5 million for advising services. The Governor provided about \$2.5 million, over \$2 million from tuition alone. This illustrates an apparent failure to understand the importance of advising in helping students move quickly and efficiently through their educational careers.

The Solution

The state must use GPR dollars to fund a greater portion of the advising initiative. UW System's request asks for funding to provide quality, professional advisors on each UW campus. In order to make this happen, the state must appropriate additional money for these positions.



United Council

of University of Wisconsin Students, Inc.

122 State Street, Suite 500, Madison, WI 53703 Phone: (608) 263-3422 Fax: (608) 265-4070

Plan 2008: Quality Through Diversity

The Issue

Wisconsin State Statutes requires the UW System to have a plan for increasing minority involvement in the university. Diversity plans are viewed as a necessary tool to ensure that the UW System provides the citizens of Wisconsin with a comprehensive education. By ensuring that students have academic experiences with people of different cultures, races, and ethnicities, UW graduates benefit from a higher quality education, and are better prepared for the culturally diverse world into which they enter.

In 1988, The Board of Regents approved an initiative called *Design for Diversity*, to increase students, faculty, and staff of color throughout the UW System. *Design for Diversity* was very successful in meeting its expectations to improve diversity within the UW System.

Plan 2008: Quality Through Diversity is the next ten-year initiative, passed by the Board of Regents in May 1998. The proposal aims to increase students, faculty, and staff of color throughout the UW System by focusing on pre-college programs, recruitment and retention, mentoring, and scholarships. A section of *Plan 2008* calls for each campus to create its own plan. Throughout this year, students, faculty, and staff have worked together to design campus-specific programs which would further system's goals.

The Problem

UW System requested \$7 million to fully fund *Plan 2008* initiatives, including pre-college programs, recruitment and retention, the Institute on Race and Ethnicity, the Business Council, mentoring, and scholarships. The Governor provided \$732,000 in his proposed budget, earmarked for pre-college programs.

The Solution

In order for UW System, and individual campuses, to be able to effectively carry out the recommendations from *Plan 2008*, additional funding must be appropriated. One of the biggest barriers to diversifying the university is the inability of the UW to retain qualified students of color. Various retention programs, including multicultural resource centers, mentors, and scholarships, are key aspects to ensuring that qualified students of color stay in the UW System.



United Council

of University of Wisconsin Students, Inc.

122 State Street, Suite 500, Madison, WI 53703 Phone: (608) 263-3422 Fax: (608) 265-4070

Libraries

The Issue

University libraries are the backbone of all institutions of higher education, and a benefit to society as a whole. Both undergraduate and graduate students, and faculty members, utilize university libraries for research and data. Members of Wisconsin's communities often utilize UW System libraries for information not available locally.

UW System libraries have not received significant increases in funding for nearly a decade. In order for UW libraries to ensure that they can provide access to the most up-to-date information and data, research, and new discoveries, additional funding must be provided. Recently, the publication of new journals and periodicals has increased, prices for materials has escalated, and there has been an explosion of information available on the world wide web.

The Problem

For nearly a decade, libraries have not received a significant increase in funding. During that time, many new books and periodicals were not purchased. Several campuses have had to cancel subscriptions to publications and journals; and, often these were the only subscriptions available in the UW System. There has also been an explosion in the amount of information available electronically; but, licenses and registrations must be purchased in order to access that information.

The Solution

UW System requested \$12 million for libraries. Of that request, nearly \$8 million (65%) was funded in the Governor's proposed budget. Students are very pleased to see that the Governor has recognized the need to restore and maintain our university libraries. If UW System libraries are to retain their excellence, funding for libraries must be maintained.

**PRE-COLLEGE PROGRAMS IN THE STATE OF WISCONSIN
BUDGET/FINANCE HEARING
RACINE, WISCONSIN**

**WHAT A WAY TO PREPARE OUR YOUNG PEOPLE FOR THE WORLD OF
EMPLOYMENT AND COLLEGE EXPERIENCES**

Pre-College Programs throughout the state of Wisconsin are the keys to future successes for all of our children. Pre-College Academic Enrichment programs have provided students with experiences aimed at strengthening academic skills in order to effect a smoother transition from high school to college.

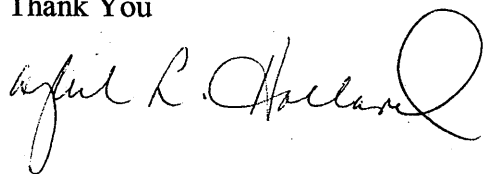
Each year, thousands of students visit our college campuses during the summer, fall, and spring semesters to develop skill building in the areas of math, reading, writing, critical thinking skills, problem solving skills and at some colleges, computer technology and analytical reasoning skills.

As we move even closer towards the 21st Century are students must be better prepared to face the challenges of a competitive work force, to accept the challenges of a fast-paced college environment. In order to assist these young people in coping with these major transitions in life, they must be prepared.

Our colleges and universities request greater funding so that we can expand, we can create, design, and develop more programming that addresses the major problems of our workforce and college students not being prepared for their new roles. We need more computer labs, we need more parental involvement in the lives of our children, we need more staff, and we need more field trips and cultural activities that provide greater access to learning opportunities. We need more money to fulfill the dreams that many of our students have in life. Why continue to defer the dreams of our children? Especially, when many of us are in a position to help them. My testimony on today is that pre-college program experiences work for many of our children. They develop greater levels of motivation, self-efficacy, self-esteem, determination, perseverance, and understanding of what it takes to make it today's competitive world.

We can make a difference in the lives of our children by empowering them with the skills, tools, and resources that they need to succeed in life. Pre-College Programs prepare them for the real world of opportunity. Let's provide the scholarships, tools, and resources that bridges them all for a brighter future.

Thank You



8740 South Country Drive #104
Oak Creek, WI 53154
(414) 764-2909
April 6, 1999

Senator Kimberly Plache
P.O. Box 7882
Madison, WI 52707

Dear Senator Plache,

My name is Kathryn Kaplan and I am currently enrolled in the Child Care and Development program at Gateway Technical College. I will be graduating in May 1999 with my associate's degree.

I strongly believe that early childhood educators need to have better wages and benefits. Being an early childhood educator myself, I enjoy and love working with children and I take pride in what I do. Fortunately, I am lucky enough to have a husband whose income combined with my own, can support the both of us. However, if by some unfortunate circumstances were to happen which obligated me to have to support us both or even myself, I would not be able to with the current average income that early childhood teachers receive. I would be forced to take another job that would most likely require much less knowledge and have less of an impact on society compared to giving quality care to the children of the future.

The Wisconsin Women's Network 1999 Legislative Agenda calls for a mechanism that will provide the child care work force with wage supplements aimed at reducing child care staff turnover, and encouraging higher levels of staff training. I ask you to please support this along with the other proposed initiatives given in the agenda in order to improve the overall quality of our child care system.

Sincerely,



Kathryn Kaplan

April 8, 1999

Kimberly Plache
P.O. Box 7882
Madison, WI 53207

Dear Senator Plache:

My name is Monica Huebschen and I'd like to tell you a little something special about my nephew Alex. I was reading him a book the other day when out of the blue he told me he could say his ABC's. I was so impressed with Alex knowing his ABC's at age 3, and I believe that it is due to his enrollment in a quality childcare program. I myself am going to graduate this spring with an Associate Degree in Childcare, and I have some concerns about the future of Childcare in Racine.

First I would like to discuss wages and benefits in the childcare field. Childcare teachers are some of the lowest paid people in our state. In some cases they earn little more than minimum wages, and if they are paid more, little or no benefits are available to them. Recently I have been looking for jobs in Milwaukee because they pay higher wages and offer full benefits. I don't believe I'd be able to make a living off the wages offered in Racine. I feel this is the main reason for such a high teacher turnover rate in childcare.

Governor Thompson has proposals in the 1999-2001 Biennial Budget for childcare. One of his proposals is to appropriate 8.8 million dollars for grants to improve the availability and quality of childcare programs. Part of this money is for providers that hire W-2 participants as workers. I feel this money should go toward improved wages and benefits for all qualified childcare teachers.

Second, the proposed \$3.5 million for scholarship and training programs for teachers in childcare is a great idea, but the funds are not enough when spread throughout the state. I would like to see the Governor put surplus money into this fund to make more money available. Childcare teachers should receive wages commensurate with their education.

My plans for the future are to continue my education in Early Childhood, and I'm planning on applying for scholarship money if it is available.

In closing, I would like to thank you for your time. I hope that you will act on these proposals and look for ways to improve the quality of childcare in Wisconsin.

Sincerely,



Monica Huebschen
1650 N. Wisconsin St.
Racine, Wisconsin 53402
(414) 632-8608

Ann Cavanaugh Gibbons

199 Lewis St. #3
Elkhorn, WI 53121
Home Phone (414) 723-1420

April 07, 1999

Senator Kimberly Plache
P.O. Box 7882
Madison, WI 52707

Dear Senator Plache,

I am a student of the Child Care and Development program at Gateway Technical College and I plan to graduate in May of this year. I must explain to you how worried I am about what I will do once I finish school. It is my understanding that child care providers make somewhere between \$10,000 and \$18,000 a year and I can't support myself on that income. My family gives me more than that to support myself while I attend school, so I need to make at least as much as they give me in order to pay my rent and other monthly expenses. It is shocking that an Early Childhood teacher with an Associate degree really makes only as much as the teachers with a lessor education. I understand that the parents are unable to pay more money for childcare, so the money must come from somewhere else. This is why I am writing to you. When parking lot attendants make more money than the people who care for our children, something is seriously wrong with the system! Please consider what I have said and help us support ourselves so we can continue to care for the children of Wisconsin in the best way possible!

Sincerely,



Ann Cavanaugh Gibbons

Child Care Task Force--Wisconsin Women's Network
Legislative Agenda 1999

The CHILD CARE TASK FORCE proposes legislative steps to:

- * Help make safe and healthy child care available for Wisconsin families who need it, at a reasonable cost to their parents.
- * Support increased benefits to the child care work force that will stabilize, sustain and promote overall quality within the child care system.
- * Continue to build and improve access to child care benefits that support working parents.

The CHILD CARE TASK FORCE endorses the following initiatives for legislative consideration:

1. TO HELP WORKING FAMILIES:

- * Reduce co-payments for low income parents receiving a state child care subsidy to no more than 10% of a family's income.
- * Increase eligibility for a child care subsidy to 255% of poverty (or 85% of state the state's median income, as is allowed by Federal law.)
- * Eliminate the age limit for child care services for families with children with special needs. (Eligible up to age 18)
- * Allow eligible families to use child care benefits under "Wisconsin Shares" (formerly W-2 child care) for education/training programs.
- * Allow eligible parents with children under 12 months to stay home to care for their babies. (Transitional income level, and reduction to 5 years of benefit would apply.)
- * Restore the state tax credit that allows for a percentage of the Federal Dependent Care Tax Credit to be a state tax credit for working families. (A tax cut for working families.)

2. FOR STABILIZING AND SUSTAINING A QUALITY CHILD CARE WORK FORCE:

- * Establish an initiative to provide scholarships for the child care work force to get additional training. Include mechanism that will provide the child care work force with wage supplements aimed at reducing child care staff turnover, and encouraging higher levels of staff training.
- * Restore the training requirement for all certified providers, and increase the minimum requirement for training in child development for providers receiving public child care funds to 20 hours.

* Institute program for loan forgiveness for higher education for early an childhood credential or degree that supports staff longevity in the field.

*Target health care reform initiative for child care work force.

3. FOR ENSURING SERVICES TO ELIGIBLE FAMILIES THAT HELP PARENTS WORK:

* Earmark and use in the 1999 fiscal year, all dollars left in last year's budget for child care. Use the surplus to reduce child care co-payments and to raise the income threshold for child care eligibility. Continue to earmark child care unspent child care funds to be spent in the next fiscal year for child care purposes.

* Mandate that the Office of Child Care develop a comprehensive plan for provider sustainability, for an infrastructure that:

- coordinates local and statewide efforts to maximize early care and education dollars for all families
- strengthens and stabilizes the child care workforce
- ensures sufficient qualified child care providers in coming years at wages commensurate with other early care providers
- gradually raises the family eligibility cap to 255% of state median income toward creating subsidy equality between early childhood and post secondary education.

* Mandate that by July, 1999, the Legislative Audit Bureau collect data on child care usage by parents with children with special needs, disabilities and illnesses, to determine effectiveness of program.

* Create Early Childhood Councils in each county to provide "review and comment" on county expenditures for early childhood programs, ease of parent access to these programs and coordination of care and education services.

* Create state tax credits for employers who provide any of a range of child care benefits to employees or the community.

SUPPORT THE DEPARTMENT OF PUBLIC INSTRUCTION'S EARLY LEARNING INITIATIVE (See attached)

Our Task Force supports the funding proposals for the early learning initiative, with the two changes itemized here:

1. Full funding for four year old kindergarten: We want to see at least 20% of the funds designated for providing these programs in full day child care settings, to accommodate parents' and children's needs.

2. Additional funding for School Nutrition Programs: we want the State of Wisconsin to supplement federal funds for the Child Care Food Program. \$1 million is requested to restore the cuts made in meal reimbursement rates by the federal government in July 1997.

1/11/99

Reem Fattah
1407 1/2 Superior St.
Racine, WI 53402

Hello,

My name is Reem Fattah and I am a sophomore at UW Parkside. First, I would like to thank you for allowing me to speak to you today. The reason I came here is to let you know the importance of keeping tuition low. According to the College Board, the average family income rises 2-3% a year. Whereas, tuition cost increases on an average of 4-6% per year and that doesn't even include dormitory room and board, which is an additional 4-5% on top of tuition cost. In order to pay for this increasing cost, lots of the students work either a full or a part time job. Most of these students are First Generation College and come from blue-collar families. Many others are non-traditional students who are coming back to better themselves economically and culturally. Also, many students of both of these groups do not have family financial backing. Therefore, tuition is their number one concern. Take me for an example, I go to school full time and that's about 12 credits per semester. But I, unlike the others, am fortunate enough to be eligible for Financial Aid but that still does not cover all my school expenses, so I am forced to work part time and I put in so many hours that I am almost working a full time job. The time I spend working cuts into my study time and that has a big impact on the grades that I receive. As I stated before, most students work in service industries getting minimum wage salaries. So, on the behalf of the students at Parkside, I would ask that you please stop tuition from increasing in your deliberations.

Josiah Redford
1620 East St
Racine, WI 53402

Hello, my name is Josiah Redford. I am a sophomore majoring in political science at UW Parkside. Being a political science major, I realize how important it is to receive feedback from your constituents, and that is why I am honored for the opportunity to provide that feedback to you on behalf of Parkside students.

When I came to college, I wasn't sure what classes to take or even how to work on acquiring my major. I went to my advisor and he told me to take a Spanish class. I expected a lot more from my advisor, especially since it was my first year in college. Unfortunately, I was forced to seek out help in other places in forming my schedule and creating an effective academic plan.

This experience has shown me how crucial advising is for a student's success in a college atmosphere. Although the bulk of the money to be used to fund the governor's initiative comes out of student pockets, the governor's recommendation for additional staff (it works out to 1.5 full time equivalents for Parkside), technology, training and development, and evaluation is a step forward to maintain ^a successful experience. This success is worth investing in.

Students often note the lack of proper advising as a significant factor in their decision to leave college. Without additional funding students are likely to continue to have difficulty in career decision making and graduating "on time".

In a 1995 survey, 95% of UW System students indicated overall satisfaction with the quality of instruction, yet only 73% said advising was always or usually available; furthermore, only 75% said they were satisfied with the quality of advising.

On a personal note I ^{was} have been able to witness firsthand students' feelings on their advisors when I organized a petition that I sent to the governor asking him to include advising as a priority in his budget proposal. The petition ran for only a week, but I easily gathered 500 names of students saying that they were in some way unhappy with their advisors.

This is not surprising. The increasing number of distance education courses, a growing number of transfer students, returning adults, and single parents makes it imperative that these changing advising needs are addressed.

Another group of students who have an immense reliance on advising are those who come to school as undeclared majors. Additional funding for staff, technology, training and development, and

Joseph Redford
1620 East St
Racine, WI 53402

evaluation will help to accommodate the heavy reliance on advising during the tumultuous period of a student's first year in school.

The UW System is one of the best in the country, but the burden of maintaining that distinction shouldn't fall entirely on the backs of students. Please support increasing state funding within the governor's recommendation to help make advising the tool that it is intended to be. Thank you.

To: Joint Finance Committee
From: Richard Gibson
Graduate Student at UW-Madison
225 E. Lakelawn Pl.
Madison, WI 53703
RE: Higher Education Funding

I want to address the issue of higher education funding in the upcoming state budget. Over the past decade, the legislature has decreased the percentage of the UW's budget that it has directly paid for. At the same time, tuition hikes have consistently been close to double the rate of inflation. This shift in priority has placed an increasingly difficult burden on students and their parents. I feel that the state's decreasing interest in funding the UW System is short-sighted.

One of the primary reasons that Wisconsin has been a prosperous and industrious state is because of the relatively high educational attainment of its citizens. College graduates and those with some college education have been able to lead Wisconsin with innovation and a high level of productivity. Beyond this, an educated society is a civil society. As the state shows less concern for maintaining the edge that Wisconsin has over many states in educational attainment, the advantaged position that its citizens have over others has been slowly eroding. High and increasing tuition in a good economy makes the choice of forgoing current earnings for future benefits more difficult. This is especially true for middle and lower-middle class students who do not have access to financial aid to cover their educational expenses. These students and poorer students are exactly the students that the public universities of the state of Wisconsin need to serve. Remember that education is the great equalizer in our society.

In recent years, other state schools such as Virginia and Oregon have begun to actually lower tuition for in-state residents. The legislators in these states have realized that opening access to more students is not only good for those students, but also for the longer-term economic and social health of their states. I hope that you as leaders of Wisconsin would follow the lead of these forward-thinking legislatures and consider using some of the budget surplus for an increased commitment to higher education as opposed to just the short-term gratification of temporary lower taxes. Please remember our state motto - forward.



Associated Students of Madison

511 Memorial Union • 800 Langdon St. • Madison, WI 53706 • (608) 265-4ASM • ASM@macc.wisc.edu

Members of the Joint Finance Committee;

Education is the great equalizer. But access to quality higher education is being threatened due to the continued under-funding of the University of Wisconsin System by the state of Wisconsin and Governor Thompson. What follows is a synopsis of three major critiques of the 1999-2001 Biennial Budget having particular implications for public higher education.

- **Tuition Flexibility**

In the 1999-2001 Biennial Budget, Governor Thompson proposes to grant the UW System appointed Board of Regents full tuition flexibility. Granting tuition flexibility would enable the Regents to set and collect tuition at *any* level without legislative oversight or check by the citizens and voters of Wisconsin. Bestowing the power to define tuition amounts to an unelected body is a manifestation of the ugly principle of taxation without representation, with power in the hands of an inaccessible, assigned body unaccountable to the public.

In granting an independent board complete responsibility over tuition levels, the Wisconsin Legislature would lose control over the accessibility of the UW System. Today's UW System senior has received only a 7% increase in General Purpose Revenue (GPR) funding for higher education since she/he arrived on campus four years ago. During this same 1994-95 through 1997-98 period, the rate of inflation was 11%. The math is simple - state funding which does not keep pace with the rate of inflation translates into negative dollars. The lack of state investment in higher education is unmistakable.

Without legislative oversight, the state will be unable to ensure that the citizens of Wisconsin can afford public higher education. The current trend in lagging higher education investment by the state of Wisconsin paired with the proposed full tuition flexibility ability for the Regents equals using students as a scapegoat to make up for the lack of state involvement and funding of higher education. A shifting of responsibility from the elected to the appointed translates into the balancing of the budget on the backs of students. Flexibility statutory language must be removed!

- **Career and Academic Advising**

When quality, professional advising is available, it can help students throughout their educational careers to shorten time-to-degree and credit-to-degree requirements by ensuring that students are taking those courses which will fulfill requirements. Additionally, as more and more students transfer between UW campuses and transfer policies change, professional advisors are needed to help transfer students move credits from one institution to another without losing credits for courses already taken.

Providing full funding for advising services is essential to the University's educational mission. The state has consistently under-funded career and academic advising proposals. In the 1997-99 Biennial Budget, the Legislature approved \$400,000 for advising; the Governor vetoed \$320,000. In this biennium, UW System requested \$5 million for advising services. The Governor allotted approximately \$2.5 million, with more that \$2 million to come directly from tuition. This illustrates a failure to understand and acknowledge the importance of quality advising in helping students move quickly and efficiently through their educational careers. Increased state funds are needed for career and academic advising!

- **Plan 2008: Quality Through Diversity**

Wisconsin State Statute 36.25(14m)a requires the UW System to have a diversity plan. Such plans are viewed as a necessary tool to ensure that the UW System provide the citizens of Wisconsin with a comprehensive education. By ensuring that students have academic experiences with people of different races, cultures, and ethnicities, UW graduates benefit from a higher quality education and are better prepared for the culturally diverse world into which they enter.

Plan 2008: Educational Quality Through Racial and Ethnic Diversity, is a ten-year initiative developed by the University of Wisconsin System to create greater opportunity and to improve the educational quality of the UW System. Students, faculty, staff, administrators, and community members all participated in the formation of individual plans for each campus as a means by which to maximize impact.

Plan 2008 works toward the fulfillment of the UW System's mission to serve all the people of Wisconsin by expanding educational opportunities. Its purpose is to create a campus environment that prepares students for the global marketplace they enter upon leaving UW

System institutions. Plan 2008 was designed to promote the recruitment and retention of students, faculty, staff, and administrators of color and those who are economically disadvantaged. Plan 2008 is designed to promote the achievement of all individuals and keep the University of Wisconsin System competitive well into the 21st Century.

The UW System requested \$7 million to fully fund Plan 2008 initiatives such as:

Increase the number of Wisconsin high school graduates of color who apply, are accepted, and enroll in the UW System.

Increase financial aid availability for needy students to reduce debt burden.

Increase faculty, staff, and administrators of color in both recruitment and retention efforts.

Improve accountability of the UW System and its institutions

Foster a campus community that enhances respect for racial and ethnic diversity.

The Governor failed to acknowledge the importance of Plan 2008 and only provided \$732,000, earmarked for pre-college programs. All other programs were zero-funded. On top of the measly amount to be split between all 26 UW System schools, with more than one-third (1/3) of the \$732,000 to be taken directly from tuition.

In order for the UW System and individual campuses to be able to effectively carry out the recommendations and components of Plan 2008, additional funding must be appropriated. Just at the benefits of a quality education are undeniable, so too is the benefit of a diverse sphere of experience. State funding for Plan 2008 must be restored!

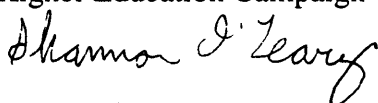
The state has not been pulling its fair share when it comes to funding the University of Wisconsin System. The designation of where to 'put' money is a reflection of priorities, but whose priorities are being catered to when it comes to the lack of any real state commitment to higher education? The aforementioned examples of the Governor's failure to set aside state funds for investment in higher education and the drafting of a tuition flexibility proposal to deflect responsibility when funds are not appropriated is unjust and negligent!

More GPR dollars are needed to ensure the stability and quality of the public's UW System

Sincerely,

Shannon O'Leary

Associated Students of Madison
Higher Education Campaign





Clarke St. School's

Math Messenger!

March 1999

Monthly Publication / Issue No. 68
"Another Successful P-5 School"

Top Math Honor Roll Students

The following students scored very high on their recent Mathematics chapter 6 test. Their names are posted on the "Math Honor Roll" bulletin board located on the first floor.

Jacline Allen, Tevin Alston, Kamisha Amos, Monica Anderson, Shenell Anderson, Denise Ballard, Myawgii Beeman, Maurice Bishop, Devonte Bonds, Anthony Bounds, Brittany Bounds, Danikka Bounds, Tina Bounds, Trevor Bounds, Ereonta Bowen, Jermaine Brisco, Joe Britton, Joyce Britton, Carl Brooks, Elbert Brooks, Kennetra Brooks, Lakendra Brooks, Kimberly Brown, Mariah Brown, Robert Brown, Montreal Bully, Charles Burnside, Brenisha Butcher, Reanna Butler, Tasha Butler, Dominique Carter, Janee Carter, Isis Chaney, Lonnetta Chaney, Chyna Chester, Jamal Clark, Dennis Clifton, Myesha Cook, Derrick Cooley, Deangelo Cooper, Levita Cotton, Tierra Cotton, Corey Cox, Michale Craft, James Crawford, Damone Cunningham, London Dabney, Naina Dallas, Paige Dietrich, Jackie Dixon, Jasmine Dixon, Tanisha Doss, Mikayla Ehmcke, Dejuana Farmer, Timothy Firley, Johnny Freeland, Kiera Garrett, Rebeccah Gilliam, Elijah Gilmore, Demanta Gray, Kevin Gray, Sasha Gray, Dominique Greenlee, Annie Grudowski, Shanice Guyton, Jeremy Hardman, Myra Hardman, Kevin Harper, Cheetara Harris, Robert Harrison, Jasmine Hennings, Terrence Hills, Sharlisa Holloway, Cory Hooks, Ashley Hope, Anthony Hubbard, Ashley Jackson, Gladys Jackson, Jasmine Jackson, Paris Jackson, Shayquan Jackson, Angela Jeff, Ericka Johnson, Jeff Johnson, Lloyd Johnson, Ravon Johnson, Tashyunna Johnson, Rybon Jones, Shequita Jones, Tanisha Julien, Christopher Keith, Lamont Keith, Markese Keith, Arwin Lacy, Bendell Lee, Shandria Lindsey, Candace Lizana, Vic Desirae Mallett, Terrance McDaniel, Lajoy McDonald, Diamc McLaurin, Lamar McNeal, Crystal Mitchell, Danica Mitchell, I Morrow, Anthony Murry, Dy'Sheun Murry, Ty'esha Murry, Jonat Stephanie Nolen, Ernest Norman, Cordarro Office, Jessyca Oli Pendelton, Ivory Phillips, Davion Poe, Alvin Reeves, Henry Ambrose Robinson, Kimani Robinson, Tammy Robinson, Wayn Sakikiya Scales, Audrey Scott, Yvonne Scott, Depriest Shaw, Sha Markeese Singleton, Jacquise Smallwood, Benjamin Smith, Lata Sneed, Troy Spears, Larry Stephens, Kwame Stephenson, Antoine David Stuart, Lamarr Sumlin, Desi Talley, O'Brein Tatum, Der Shaquila Thomas, Napoleon Thurman, Sehrena Tillmon, Teanis Kiara Wade, Deon Walker, John Wallace, Maurice Wallace, Gr Charkarlrys Washington, Da'ron Washington, Jerry Washington, Watson, Derek Watson, Pierre White, Andrew Williams, Ch Williams, Kayla Williams, Satisea Wilson, Kiara Wright, Alexandr

*Our many
successes are
achieved with
your help!*
M. Turck
Clarke St.
School

MPS honor roll

Here are Milwaukee schools that, in an analysis done by School Board member Bruce Thompson, performed significantly better than might have been expected, given the number of low-income and minority students enrolled:

These are the "90/90/90" schools in the Milwaukee Public Schools system, based on 1997-98 school year data: At least 90% of the students are from minority groups; at least 90% receive free or reduced-price lunch, and at least 90% performed at the basic proficiency level or better on the third-grade state reading tests. In addition, each school exceeded the MPS average of 56% for third-graders who performed at the general proficiency level or better level, a higher level than basic proficiency.

Auer Avenue
 2319 W. Auer Ave.
 632 students, 88% receiving free or reduced-price lunch
 Third-grade reading scores at least at basic proficiency level: 93%

Clarke Street
 2816 W. Clarke St.
 545 students, 98% receiving free or reduced-price lunch
 Third-grade reading scores at least at basic proficiency level: 96%

Samuel Clemens
 3600 W. Hope Ave.
 459 students, 83% receiving free or reduced-price lunch
 Third-grade reading scores at least at basic proficiency level: 96%

Garden Homes
 4456 N. Teutonia Ave.
 526 students, 89% receiving free or reduced-price lunch
 Third-grade reading scores at least at basic proficiency level: 96%

Hawley Environmental
 5610 W. Wisconsin Ave.
 330 students, 71% receiving free or reduced-price lunch
 Third-grade reading scores at least at basic proficiency level: 100%

Byron Kilbourn
 5354 N. 68th St.
 403 students, 81% receiving free or reduced-price lunch
 Third-grade reading scores at least at basic proficiency level: 100%

Golda Meir
 1555 N. King Drive
 246 students, 36% receiving free or reduced-price lunch
 Third-grade reading scores at least at basic proficiency level: 100%

Neeskara
 1601 N. Hawley Road
 438 students, 79% receiving free or reduced-price lunch
 Third-grade reading scores at least at basic proficiency level: 100%

Parkview
 10825 W. Villard Ave.
 397 students, 69% receiving free or reduced-price lunch
 Third-grade reading scores at least at basic proficiency level: 100%

West Side Academy
 1945 N. 31st St.
 766 students, 97% receiving free or reduced-price lunch
 Third-grade reading scores at least at basic proficiency level: 97%

Brown Street
 2029 N. 20th St.
 561 students, 91% receiving free or reduced-price lunch
 Third-grade reading scores at least at basic proficiency level: 100%
 Third-grade reading scores at general proficiency level or above: 75.4%

Clarke Street
 2816 W. Clarke St.
 545 students, 98% receiving free or reduced-price lunch
 Third-grade reading scores at least at basic proficiency level: 96%
 Third-grade reading scores at general proficiency level or above: 79.4%

Dr. Martin Luther King Jr.
 3275 N. 3rd St.
 514 students, 96% receiving free or reduced-price lunch
 Third-grade reading scores at least at basic proficiency level: 94%
 Third-grade reading scores at general proficiency level or above: 76%

Kapel
 1210 W. Mineral St.
 360 students, 94% receiving free or reduced-price lunch
 Third-grade reading scores at least at basic proficiency level: 100%
 Third-grade reading scores at general proficiency level or above: 71.4%

Lee
 921 W. Meinecke Ave.
 636 students, 96% receiving free or reduced-price lunch
 Third-grade reading scores at least at basic proficiency level: 92%
 Third-grade reading scores at general proficiency level or above: 66.7%

Pierce
 2765 N. Frattney St.
 599 students, 98% receiving free or reduced-price lunch
 Third-grade reading scores at least at basic proficiency level: 92%
 Third-grade reading scores at general proficiency level or above: 86.8%

Siefert
 1547 N. 14th St.
 609 students, 92% receiving free or reduced-price lunch
 Third-grade reading scores at least at basic proficiency level: 95%
 Third-grade reading scores at general proficiency level or above: 58.1%

West Side Academy
 1945 N. 31st St.
 766 students, 97% receiving free or reduced-price lunch
 Third-grade reading scores at least at basic proficiency level: 97%
 Third-grade reading scores at general proficiency level or above: 84.2%

Enrollment figures are based on third Friday in September 1997; third-grade reading scores are from 1997-98 school year. Statewide, 71% of students who took the third-grade test scored at the general proficiency level or better.
 MPS schools that were close to the "90/90/90" standards, including several that were slightly below 90% in minority or free/reduced lunch figures, include 21st Street, Holmes, 38th Street, Kluge, Keefe Avenue, Maryland Avenue, Kilbourn, Bruce, Longfellow, Granville, Garfield Avenue, Green Bay Avenue and Wheatley.
 Source: MPS 1997-98 Accountability Report

① P-5
 ② P-5
 ③
 ④ P-5
 ⑤
 ⑥ P-5
 ⑦
 ⑧
 ⑨
 ⑩ P-5

10 Ave P-5
 16

✓ P-5
 P-5
 P-5
 P-5
 P-5
 P-5
 P-5
 P-5
 P-5

William E. Gump
2535 N. Farwell Ave.
Milwaukee, WI 53211

Hello members of the Joint Committee on Finance.
My name is William Gump and I am a student at the University of Wisconsin Milwaukee, ^{OSWELL 95} ~~and~~ a member of The ~~WU~~ Student Association Senate and I am also a member of the United Council of ~~the~~ ^{WU} Students.

I am here to talk to you about the UW System Financial Aid Budget. Last year ~~6%~~ ^{6%} of all ~~the~~ ^{state university} students received some form of financial aid. The largest state grant program is the Wisconsin Higher Education Grant (WHEG). ~~At least~~ ¹ of ~~the~~ ³ UW students who are members of the WHEG committee, a part of HEAB, the Higher Education Aids Board, ~~is~~ ^{is} appointed ~~to~~ ^{to} the ~~committee~~ ^{committee} by the ~~state~~ ^{state} ~~legislature~~ ^{legislature}. ~~Without~~ ^{Without} this most of them would likely not be able to attend school. For many who would still be in school it would take them longer to graduate. The Governor proposed ~~to~~ ^{to} ~~increase~~ ^{increase} 6% in the WHEG in both years of the biennium. I think that's great, as does the UWMS student senate. So I ask you for your strong support for this vital program.

Another major grant program is the Lawton Undergraduate Minority Retention Grant. This program targets historically ~~undergraduate~~ ^{underrepresented} students of color at a UW school. But unlike the WHEG, it did not receive an increase in the Governor's budget. Like WHEG, it deserves an increase of 6% in both years of the biennium. ~~It is a vital program and the Governor should~~

I am ~~strongly~~ ^{strongly} opposed to the proposed tuition flexibility, otherwise known as the 'continuing appropriation'. This would create gigantic tuition increases and totally void increases in financial aid. So please eliminate tuition flexibility.

Thank you and remember that the UW System is the engine that drives the state's economy.

Testimony of Eric Brakken

- fully fund Plan 2008
- eliminate tuition flexibility
- budget for a tuition rollback

Good afternoon, my name is Eric Brakken. I am the Chair of the Associated Students of Madison, the student association which represents 38,000 students at the University of Wisconsin-Madison.

It is no coincidence that this past year was the 150th anniversary of both the State of Wisconsin and the University of Wisconsin System. In many ways, the state was built with the UW. It is the most cherished public good which you folks in government offer to the people of Wisconsin. The UW not only has been the engine which has driven the state's economy but it has been the gateway to opportunity for the state's people from Milwaukee to Medford. Yet, the state's commitment to this cherished public good which provides such high returns has been eroded. We are looking to you folks on the JFC to provide the leadership on recommitting this state to making ~~a~~ an investment in education its central priority.

The word coming out of the Capitol is that the Governor's budget is kind to education this year. Well I'm here to tell you that this is not what I've been hearing from students and families on the ground.

They are noticing that the Governor allocated less than 10% of UW System's request for Plan 2008, UW's commitment to increasing diversity in our universities, while he increased the budget for the Department of Corrections by over 20% in the biennium. This not only puts the year of work by thousands of committed students, faculty and staff to developing recruitment and retention plans jeopardy, but it reflects a lot on our state's priorities in prisons, not education. My school, the UW-Madison,

is the least diverse campus in the Big 10, and the Board of Regents have heard criticism from many of the state's corporations which cite how students graduating from UW System are not prepared for the realities of working with people from diverse ethnic backgrounds. Diversity benefits everyone in UW System, and committing to fully funding Plan 2008 would send a positive message to students of color who have traditionally been denied access to this gateway to opportunity. Next week, you will hear more testimony by students and families who will tell you why students of color are transferring from UW System or not going to UW at all — not because they can't compete academically but because of a hostile campus climate at many of our state's universities. For this reason, our most cherished public good is not accessible to all of Wisconsin's people and this budget — by increasing prison funding 20% instead of education diversity initiatives, — exacerbates that trend.

Students and families have noticed that this budget has placed full tuition flexibility into the hands of a Board of Regents who are fully unaccountable to the 140,000 students whom they govern in the UW System. Not only does this undermine the social fabric of a democratic society — it is taxation without representation, what this country fought a revolution for — but it threatens to significantly increase tuition levels throughout the UW. It is much easier for administrators to take a funding proposal through the Board of Regents and balance those programs on the backs of students than it is

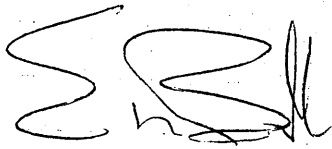
for them to seek funding from a Legislature accountable to its people. It also encourages the Legislature to deprioritize education, further eroding our commitment to this cherished public good.

Some representatives have proposed that we just trust the Board of Regents on this matter and give them a shot with tuition flexibility for a couple of years. Well, we have already done that, and it has been a failure. The last budget gave the Regents limited tuition flexibility with a sunset clause which ends this year. The result? A 13% tuition increase in the last biennium while we had record low inflation. Again, this budget prices the people of Wisconsin out of UW System. You must eliminate any tuition flexibility in the state budget.

Yes, tuition has been skyrocketing in this state for years, and the results are predictable: The median income for the average Wisconsin family is \$40,000 per year, while the median income for families sending their kids to UW System is \$50,000 per year. I'd encourage you to go back and find out what that means to families back in your district. This isn't just all about students working more and harder on meager wages to stay on campus; Wisconsin families are being priced out of access to UW System. That is why the Associated Students of Madison has called for a tuition rollback and the United Council of UW Students — the statewide student association — has called for a tuition freeze. ^{Some} people say this is

impractical. Well, it wasn't impractical for the Republican governor of Massachusetts who successfully fought for a 10% tuition rollback this year in his state. It wasn't impractical for the people of Oregon and California, who ~~have~~ ^{supported} a tuition freeze for the past two years, or many other states with similar initiatives. Without leadership of this kind on your parts, we will continue to price Wisconsin families out of access to our most cherished public good. We are looking to you to recommit this state to providing the quality, accessible education for all of Wisconsin's people. After all, that is how we built these past 150 years.

Thank you,



Eric Brakken

Chair, Associated Students of Madison

Coley Mandley - UWP
414-595-2800

Thurs & Weds next
week

Governmental agencies - Financial

* sign debt burden minority students
advocate who grad is \$1.5k

is a member
of the
Parkside Plan
2008 planning
committee

Good Afternoon to all. My name is
Coley Mandley & I am here to represent
the student Government @ UWP & I
would like to thank you for the opportunity
to address my concerns to you all of you
today. The three issues that
I will address are the need for
more ~~higher~~ funding for plan 2008, why a
majority of UWP & UW-United Council
are against tuition flexibility & finally
the need for an increase in financial
aid - especially in the minority underfunded
grant and Advanced Opportunity program

I believe & hope that most of you are well
educated on plan 2008.

~~Write~~ A young Black man I understand
that this plan can & will have a positive
impact on the lives of potential students, faculty
& staff if properly funded. The ~~concerns~~ It
is the opinion of many of my constituents
that the Governor's proposed Budget falls
painfully short of what is truly needed to
ensure that plan 2008 is a success. I
urge you to do all that you can to ensure
that the Dream Dr. King had for our nation

does not turn into a dream deferred, That is
a dream put on hold, a dream not realized
a dream destroyed. Plan 2008 has the potential
to undo the wrong that people of color have suffered
in the great nation. You hold the keys and I
pray to open the doors of opportunity. I pray
that you use them so that one day our
dream becomes a reality.

The second issue that I would like to
address is tuition fees. Our main concern
as students is that transferring complete tuition
control over to the Board of Regents the state
could balance the budget on the backs of students.
By allowing the board of regents to have complete
control than state the possibility that without
legislative oversight then the state will be unable
to ensure that all citizens of our state will
be able to afford public higher education. I
ask that you support our position.

There needs
to be some
type of
check and
balance on
how much tuition
is increased

13.2 Finally I would like to ask for your support
on increasing State Support for financial Aid.
As tuition increases federal & state support
for certain grants have not be increased or proportional
to the tuition increases. One of these grants is the
the top of the " " & the Lawton minority retention
grant. As a student I am a direct recipient
of both of these grants & I see the impact
that they have in the cost of my education. The
average debt burden of a UWP student is \$12,500
& data shows that there is a significant high debt burden
for disadvantaged students of color compared to that of white students

disappointed

It is my fear and concern that as financial aid steadily increases minority students will see the opportunity to receive a higher education ~~denied financially~~ because of financial circumstances

~~I~~ Again I thank you for your time
If it were not for these grants I wouldn't be able to spend to research

Joe Olson
1900 Briggs St.
Stevens Point, WI 54481

Written testimony to the JFC

My name is Joe Olson; I am a fourth year student at UWSP with one year of undergraduate school and Law school still ahead of me. Before I came to school I knew that it would put a huge financial burden on me. To counter act this burden I join the USAR and received the GI Bill and loan repayment assistance. This helped a lot but I still needed to apply for financial aide. I was one of the lucky ones who actually qualified. I receive a small amount, which covers only part of my tuition. As tuition raises every year my financial aide stays the same. Over the four years the difference has become significant enough that I was forced to take on a part time job, working security at a department store, in addition to my duties as a NCO in the USAR. I also have taken a job working as a tutor in my field of study, Political Science. If tuition continues to rise and financial aide continues to hold steady students like me will not be able to continue to attend the UW—system. I can not take a fourth job and still be a productive member of UWSP.

The part of the budget that scares me the most is what is being called tuition flexibility. This would give the power to set tuition directly to the Board of Regents, an unelected body that is not held accountable to the people of this state. This proposal is not democratic and in effect will privatize the UW—System. The Regents will then be able to spend tuition dollars on what ever it feels is important. All money controlled by the State of Wisconsin should be spent according to how the citizens of Wisconsin see fit. To ensure that this happens we need to make sure the power to set tuition remains where

it belongs; in the hands of the duly elected officials who represent the views and beliefs of the people of the State of Wisconsin. Anything short of that will be a small step toward destroying the representative democracy that has governed this State for the last one hundred and fifty years.

119 South Hall
Stevens Point, WI 54481
April 12, 1999

Whom this concerns at the Joint Finance Committee,

As a student I am concerned with where and how my money is being spent. I do not feel that the Board of Regents should decide how my money should be used. This power belongs to the elected student government at universities. There are certain things that I find crucial to my education that are being questioned. Not only am I irritated that the state chooses not to give education precedence, but I am disgusted that the governor even considers tuition flexibility which will make it difficult for me to continue as a student.

Tuition flexibility is dangerous for students. It is difficult for some students to pay for school already. I do not trust the Board of Regents with the decision of my education and what this is going to cost me. I transferred from a good private school because it was getting too expensive. I cannot pay more than what I am. I am an active student and struggle to juggle school, interest groups, and job positions. This semester I could not find a job position because I do not apply for Work Study and will have to work extra hard this summer while attending summer classes. It is also difficult for my parents to help me. I do not get much money in grants and nothing in financial aid. My parents and I all have loans to pay for my education.

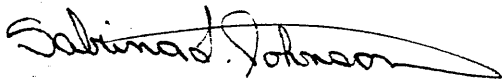
I believe that Plan 2008 should be given the amount requested. It is difficult to get students and faculty of color into certain universities and harder to retain them when they are here. Cutting retention grants is not a good idea. This grant is very important to some students. We should be concerned with the lack of diversity at our schools and interested in obtaining different cultures, experiences, and better education.

Some other things that I find important to my education are the library facilities and advising. Advising is important for student direction. We need assistance in choosing

classes and need class requirements finished in a timely manner. There are some students who have been forced to stay longer in order to graduate because they have received ill advising and have had to take extra classes. Because school is so expensive we cannot afford to stay here extra semesters. And while we are here we need to be using proper library facilities to help us in our research for expanding information in classes. I think that the library is at the core of a school because students need updated information in their studies. So I ask that you do not cut funds to libraries.

A key factor in school is the professors that we have to teach and direct us. Professors need sufficient pay and a raise is due. But I would like to make it clear once again that students cannot afford to pay much more in tuition. The state is going to have to give precedence to schooling once again. Our government is going to have to adjust the things our tax dollars go into. Universities, colleges, and other institutions of education need more funding. This is the future of our country that we are playing with when we discuss the amount and quality of education that we are being offered.

Sincerely yours,

A handwritten signature in black ink that reads "Sabrina L. Johnson". The signature is written in a cursive style with a long, sweeping underline that extends to the right.

Sabrina L. Johnson

FIGHT FOR STUDENT ISSUES!

We, the undersigned of the University of Wisconsin – Stevens Point, declare that the State of Wisconsin must make higher public education a top priority in the 1999-2001 Biennial Budget. We express concern over the proposed budget inclusion of tuition flexibility. This initiative shifts power to set and maintain tuition from the elected state legislature to the un-elected Board of Regents. This initiative **MUST BE REMOVED** from the budget. We, as students, also realize it is imperative that programs for the UW-System **CANNOT** be funded on the backs of students. Therefore, we also urge the State of Wisconsin to fully fund the UW-System requests for the following programs:

Plan 2008 at \$6.9 million

Career and Academic Advising at \$5 million

Faculty Pay-raise at 5.2%

Maintain current funding for libraries

Ensure 6% increase for Wisconsin Higher Education and increase Lawton Minority Grant 6%

The UW-System cannot be funded through tuition dollars. However, the quality of education cannot be compensated. Therefore, the UW-System must receive full funding in the 1999-2001 Biennial Budget.

Signature Print name Address Phone Number

Kara Hansen	Kara Hansen		
Alicia LaPanne	Alicia LaPanne		
Cory Navis	Cory Navis		
Kristy Slack	Kristy Slack		
Monika Sawyer	Monika Sawyer		
Traci Recklitz	Traci Recklitz		
Jaime Lang	JAIME LANG		
Christie Brindise	christie Brindise		
Kelly Podach	KELLY PODACH	252 MAY ROACH	340-5917
Andrea Hebein	Andrea Hebein		
Mara Lindeman	Mara Lindeman		
Stacy Janusz	Stacy Janusz		
Valari M. Bley	Valari Bley	2340 Clark St.	

FIGHT FOR STUDENT ISSUES!

We, the undersigned of the University of Wisconsin – Stevens Point, declare that the State of Wisconsin must make higher public education a top priority in the 1999-2001 Biennial Budget. We express concern over the proposed budget inclusion of tuition flexibility. This initiative shifts power to set and maintain tuition from the elected state legislature to the un-elected Board of Regents. This initiative **MUST BE REMOVED** from the budget. We, as students, also realize it is imperative that programs for the UW-System **CANNOT** be funded on the backs of students. Therefore, we also urge the State of Wisconsin to fully fund the UW-System requests for the following programs:

Plan 2008 at \$6.9 million

Career and Academic Advising at \$5 million

Faculty Pay-raise at 5.2%

Maintain current funding for libraries

Ensure 6% increase for Wisconsin Higher Education and increase Lawton Minority Grant 6%

The UW-System cannot be funded through tuition dollars. However, the quality of education cannot be compensated. Therefore, the UW-System must receive full funding in the 1999-2001 Biennial Budget.

Signature **Print name** **Address** **Phone Number**

<i>Jason Morheme</i>	Jason Morheme	410 South Hall	345-6258
<i>Denny Gillingham</i>	Denny Gillingham		
<i>Rebecca Post</i>	Rebecca Post	2501 Fourth Ave #8	343-0190
<i>Alexia Saari</i>	Alexia Saari	1810 Ponderosa St.	341-4844
<i>Lisa Doering</i>	Lisa Doering	304 Hyer Hall	345-2138
<i>Shari Daws</i>	Shari Daws	1908 College Ave	341-8952
<i>Tanessa Felber</i>	Tanessa Felber	237 Neale	342-3665
<i>Marie Christenson</i>	Marie Christenson	1908 College Ave	342-9781
<i>Amy Losacker</i>	Amy Losacker	1908 College Ave	342-9781
<i>Tracy Stuyton</i>	Tracy Stuyton	101 Baldwin Hall	346-2213
<i>Cassandra Pelot</i>	Cassandra Pelot	740 Vincent Ct. #208	343-0716
<i>Penny N. Titulaer</i>	Penny N. Titulaer	1908 College Ave	342-9781

Proposed Testimony, Larry M. Greb - Joint Finance Committee

April 8, 1999

My name is Larry Greb. I worked for 32 years for the S.C. Johnson Wax Co. in Racine, retiring as Director, Worldwide Marketing. For the past two years I have served as Executive Vice President of the Wisconsin World Trade Center and as a member of the Governor's International Education Task Force.

Therefore, as you might expect, I am here to speak in support of the Governor's budget proposals on international business and education. These include \$3 million for international education within the UW system and \$30 million for the so-called Madison plan.

The Governor's proposals for international education were drawn from this report (show report) presented to him last May. This report was compiled by a task force involving over 130 members from education, business and government. Those people spent almost a year examining, first, what was currently being done and then what should be done to expand and improve international education from kindergarten to college in Wisconsin.

I first became aware of the need to provide more international education for our young people back in the 1970's and 80's. During those years I would fly to Phoenix, Arizona for Johnson Wax to hire graduates from "Thunderbird," generally regarded as the best graduate school in the country for international business.

I found myself in the company of other Wisconsin businessmen and we kept asking ourselves "Why must we fly to Phoenix? Why can't we drive to Madison or Milwaukee and hire qualified people?"

The answer was that at that time our graduates were simply not qualified for threshold jobs in international business.

Today...ours is the first truly global generation. Like it or not, our future is international:

- We can fly to and communicate with any place in the world, farther, faster and cheaper than ever before. Between laptop computers and the Internet, the world is literally right in our laps.
- When we wake up in the morning, the first thing we hear on the news is what happened to the stock markets in London or Tokyo.
- Allen Greenspan of the Federal Reserve System can utter two words – "irrational exuberance" – and within hours the financial markets around the world are shaken.

- Today, McDonalds will sell more hamburgers on the streets of Tokyo than they will in New York City.
- When you fill out a McGraw-Hill subscription blank, it is very likely processed by a computer operator in Singapore.
- Finally, did you ever think that in your lifetime you would be able to buy a piece of the Berlin Wall at K-Mart! (It was a "blue light" special in Orlando, Florida not too long ago.)

Our future is truly international. The phrase "global village" is no longer just a cute label.

All this means we must prepare our young people for their Inheritance. We must assure that they can compete not only with graduates from Ohio, Illinois and Iowa, but from graduates of Heidelberg, Tokyo and Zurich.

To achieve this, one major provision in the Governor's budget involves helping deserving high school and college students to study abroad. It has been clearly demonstrated that the most effective way to globalize the mind of a young person is to have them live and study abroad. It becomes a positive, once-in-a-lifetime, life-changing experience.

For example, if you want to teach tolerance – respect for other races and cultures? Then send a young person overseas for a semester or even a few

weeks. Once they are thrust into a totally new culture – new language, new religion, now everything! -- they immediately learn what it is like to live as a minority.

In Wisconsin's private colleges like Beloit College and St. Norbert College, over 40 percent of the students spend one semester studying abroad. In the UW System, only 2 percent are able to take advantage of semester abroad programs.

And let me emphasize that this is just as much an economic development initiative as it is an education issue. Ask an American businessperson "What is the language of international business?" and he will likely say "English." Ask a Japanese businessperson "What is the language of international business?" and he will reply "The language of my customer." In short, more and more Wisconsin companies want to hire globally literate graduates.

REMARKS TO THE JOINT COMMITTEE ON FINANCE

April 8, 1999

RICHARD REHBERG, CHAIR RACINE COUNTY EXTENSION COMMITTEE

Thank you, Senator Burke (Representative Gard). My name is Richard Rehberg. I am chair of the Racine County Extension Committee. I am also a retired farmer in Racine County. I appreciate the opportunity to address the Committee in support of the proposed UW Budget in general and the UW-Extension budget in particular.

I am a staunch advocate of the Wisconsin Idea and University Extension. I have spent the last 15 years serving on Racine County's University Extension Committee, working to see that the resources of this great University System are shared with all of the state's citizens.

The Racine County Extension Committee supports the UW budget for two primary reasons. The first is that it maintains the UW's base budget; the second is it in part addresses an adequate compensation package for UW faculty and staff.

There are several reasons why a stable base budget is important for UW-Extension:

1. A stable base budget allows Extension to maintain its on-going educational collaborations with campuses like UW-Parkside and UW-Milwaukee and county governments in Racine, Kenosha and other 70 Wisconsin counties. For example, a strong relationship exists between UW-Extension in Racine and Kenosha Counties and UW-Parkside. This relationship has resulted in numerous collaborative efforts including a UW-Extension cross-divisional grant, which includes the Kenosha-Racine Small Business Development Center, to plan a "Community Research Institute" to serve the research and data needs of local government, nonprofit organizations, and small business.
2. A stable base budget allows UW-Extension to establish new partnerships which can expand the access of the UW to more of our citizens. In collaboration with Racine County Human Services, 330 participants attended parent education

classes and support groups. 23,000 low income children and their families received nutrition education through the Racine/Kenosha Nutrition Education Program.

3. A stable base budget helps UW-Extension to respond to new and emerging needs. A good example is the educational assistance UW-Extension is providing to local government. In Racine County UW Extension has collaborated with Emergency Management to host a number of Y2K forums to help local government, clergy, and citizens better understand the Y2K issue and consider ways in which they can decide for themselves the best course of action.

In addition, Racine County UW-Extension has worked with a number of local municipalities on issues related to land use, planning, community image, and impacts of development. For example, UW-Extension has helped the Village of Union Grove's Planning Commission think about community design elements and methods to develop a community sign ordinance. In addition, UW-Extension has assisted the Town of Caledonia consider impacts of growth, impact fees, and cost of development.

Another need identified locally is food security. Racine County UW-Extension has played an integral role in this issue - conducting research to define the need, assisting groups actively working to attract a grocery to the inner-city, and hosting a Community Food Forum which resulted in new action teams working on a variety of projects. These projects include community gardening, assisting small grocers to better serve their neighbors, and the larger issue of food policy.

4. A stable base budget helps UW-Extension to obtain additional federal resources for its programs. For example, UW-Extension in Racine and Kenosha played a significant part in developing the Neighborhood University Alliance project housed at UW-Parkside. This project, funded by the Department of Housing and Urban Development, links UW-Extension offices in Racine and Kenosha Counties, neighborhood centers in each community, community members, and

UW-Parkside in an effort to address issues identified by community members in two distressed neighborhoods.

Of course, we need to recruit - and RETAIN - quality faculty and staff to carry out these valuable extension programs. We need to be competitive with other states and universities. That's why we ask that you support a fully funded extension staff 5.2% pay plan for the University.

Please give your support to the UW-Extension and to the UW System budget. My fellow local government officials and I will be grateful. And we will continue to take advantage of our access to the UW's resources and expertise available through county and campus extension.

Thank you for allowing me to appear before you. I'd be happy to respond to any questions that you might have.

SPECIAL EDUCATION FUNDING

Mr. Chairman and Members of the Joint Finance Committee:

Allow me to preface my presentation with the following remarks as to my observation as a member of a local governmental body as to what is happening in government in general when it comes to financial responsibility and the financial burden. What I call **“the shuffle, shift and shaft dance”**.

In a mad rush to delegate the responsibilities to the “lowest level of local government” – **DEVOLUTION REVOLUTION** – both the Federal and the State governments are working in overdrive! There is not an issue or a problem that both the Federal and the State government politicians/bureaucrats are not advocating that the best solution is to delegate the responsibility to the Counties. The fiscal mechanism for the Federal government is **Block Grants**. For State government it is a mixture of **‘payments in lieu of’** or **State Aid**. The main problem with both Block Grants and State Aid to Counties is the ever elusive **“grant formula”**. There is neither a rhyme nor quite often the reason as to the convoluted way these formulas are structured. More often than not, **the result is that smaller rural counties are left with very little money to implement the mandates from both the Federal and State governments**. Simply put, the Federal Government has the money! the State government has the power!, and the Counties are left to pay! and solve the problems created by the Federal and State mandates on a shoestring budget that is derived from **none other than, property taxes**.

My Name is Peter Wenglowsky, and I am a Member of Walworth County Board (CDEB) and the Chairman of Walworth County Children with Disabilities Education Board. Walworth County CDEB serves 1,565 of our most vulnerable citizens – Children with disabilities from the age of 3 to the age of 21.

Walworth County operates one of the 4 remaining schools in this State that serves this segment of our population. The other 3 counties are Racine, Brown and Calumet Counties. However, all four counties operate these schools in a structure that in each case is very unique. Walworth County as County Government, levies through its general levy for the operations of the school with supplemental State aid formula. The County Board elects 5 members from among themselves to serve as the School Board for Children with Disabilities.

At this time I would like to draw your attention the two main issues of State funding for Walworth County Children with Disabilities School.

FIRST:

The current categorical aid reimbursement

In the mid - 70's the State made commitments to special education funding with a '**sum certain**' formula of 63%. Later the State changed that commitment to a funding formula based on a '**sum sufficient**' which has dwindled down to a current level of mere 35%.

At the same time the Federal government initially made a commitment to supplement special education funding up to 40% of **which only less than 10%** has been realized thus far. The further erosion of this meager 10% occurs when these funds come through the State where the State keeps funds for the '**State discretionary purposes**' and only then the rest of the district receive their fair share of that ever elusive grant formula.

SECOND:

2/3 State Funding

The State's 2/3 funding law has not included the Walworth County special education school in the State biennium budget. Once again, Walworth County will be losing out **\$1,149,000 each year**.

Thus far, the County has been unable to determine as to why the special education schools have not been 2/3 funded as the rest of the schools in the State? We have sought those answers from our legislators and education officials with the same answer from both "we don't know"? Certainly the State makes exceptions for charter schools, the State School for the deaf, the alternative high schools and perhaps others.

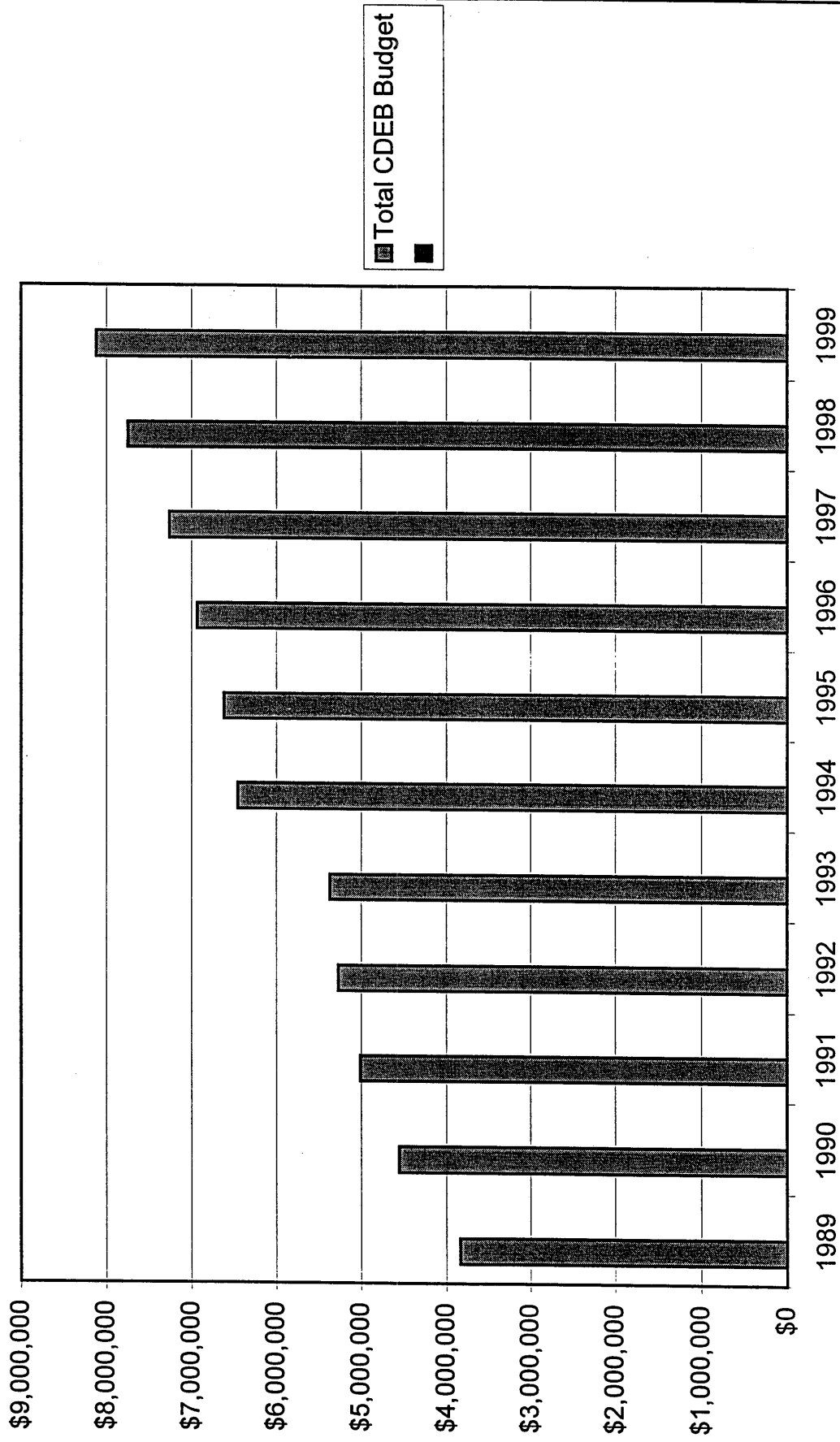
So the question to you at this time is **WHY NOT**, 2/3 funding for counties that operate schools for children with disabilities?

IN SUMMARY:

Program costs for Walworth County Children with Disabilities Education Board have risen from \$3,834,858 in 1989 to \$8,118,059 in 1999. **In 10 years our expenditure has more than doubled.**

The counties that have retained the responsibility and are providing a **county-wide** special education services have demonstrated the efficiency and economies of scale in providing these services as opposed to burdening each school district with the enormous financial investments in starting up these programs. The County special education programs should be funded – no less than the funding received by all other Wisconsin school districts. Given the State and Federal mandates, and Supreme Court decisions....indeed the County should be receiving more funding.

Ten Year CDEB Program Costs





KENOSHA AREA BUSINESS ALLIANCE
Representing
Manufacturers, Commerce & Development

Joint Finance Committee Hearing
Case High School
Racine, Wisconsin
April 8, 1999

The Kenosha Area Business Alliance is the lead economic development organization in Kenosha County. Its 500 members represent major business and industry, units of government, school districts and others throughout Kenosha County. We thank you for the opportunity to speak today in support of the governor's budget. We wish to call attention to four items.

1. The \$1.0 million **Advanced Technology Training Funds Grant** for the Southeast Wisconsin Regional Consortium for Education and Workforce Development
2. Allowing the **UW Board of Regents set university tuition limits**
3. The coordination of all school-to-work funding initiatives under a **Work-Based Learning Board**.
4. **Education System Improvements.**

Regarding the \$1.0 million **Advanced Technology Program**, upgrading current workforce skills in manufacturing and technology is reaching a critical level as the manufacturing base in this region and in Kenosha County, in particular, outpace most counties in Wisconsin. Looking to the next generation of employees and managers, we must attract more young people to careers in manufacturing and technology.

Within the Consortium, we are pleased with the leadership of U.W.-Parkside's new chancellor, Dr. Jack Keating, Gateway Technical College, the school systems and business communities in both Kenosha and Racine Counties. Parkside partners with the Small Business Development Centers. Gateway's incoming president brings a wealth of experience linking education with the business community. This Consortium is determined to bring innovative and effective training and education to young people and our maturing manufacturing workforce. The Advanced Technology Program is vital for maintaining the track record of attracting new business to the region and for keeping our existing businesses competitive in a world marketplace.

The second area is allowing the **Board of Regents to set tuition**. Of tuition charges at Big 10 schools, Wisconsin ranks 9th. The Regents can ensure competitiveness with this authority.

The third area is establishing the Governor's **Work-Based Learning Board**. Currently, funds administered throughout the state by various agencies lead to duplication of programs and administrative expense. We believe the Board can streamline delivery of funds to better prepare all students for the multitude of careers available to them.

Beyond these, the Kenosha Area Business Alliance members wish to voice support for **TEACH grants** that bring internet service to more schools and institutions throughout the state.

We support the **SAGE** program that lowers the class-size in kindergarten through third grades in schools with a high percentage of low-income students. Our own KABA mentor program that matches 100 at-risk, third-grade students, with role models from the business community is demonstrating that focused attention at this grade level is helping build a foundation of skills that will result in reduced dropout rates once these youngsters reach high school.

Finally, we applaud every effort to strengthen **teacher training and licensure**. The skill sets demanded of young people today are markedly different from less than a generation ago and continue to change rapidly. We must ensure the skills of teachers keep pace.

Thank you.

Birge Whitmore
Director of Education
Kenosha Area Business Alliance

414/605-1100

W63 N986 Holly Lane
Cedarburg, WI 53012
April 6, 1999

Members of Joint Finance Committee
c/o J.I Case High School
Kenosha, Wisconsin

Dear Members of the Joint Finance Committee:

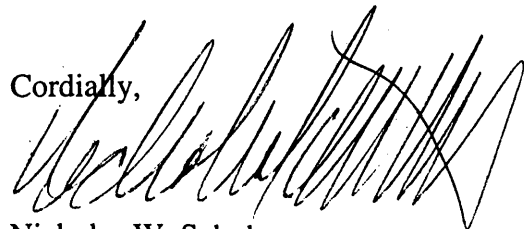
I am an employee of the University of Wisconsin - Milwaukee and appreciate the opportunity to submit written testimony to you relating to the Governor's proposed budget as it relates to the University of Wisconsin - System.

I would like to emphasize three points:

- 1) It is extremely important that the proposed budget be kept intact. Any further considerations should *not* involve redistribution or reduction. After six years of effective and real budget reductions, all of the initiatives are essential to the maintenance and improvement of quality services and delivery of quality instruction to our students.
- 2) The Continuing Appropriation is another essential aspect of the budget. I believe it is currently afforded to Program Revenue appropriations where it has shown to be an effective and efficient management tool. Efficiency and effectiveness is not well served if System has to obtain approval from Joint Finance, or the Legislature to obtain additional budget authority if they generate more revenue than what is budgeted in GPR.
- 3) The Board of Regents, after considerable study of the forces and issues involved, recommended a pay package of 5.2% in each year of the biennium. This would still leave faculty and academic staff well behind their peers. As a parent of two daughters at universities in the UW System, I am keenly aware of the rising cost of instructional fees. The State should find *additional* GPR funding to *fully fund* the pay plan with the traditional split of 2/3rd GPR and 1/3rd Fees and not require the System to make up the difference in increased instructional fees.

Thank you for your consideration.

Cordially,



Nicholas W. Schultz