



Prepared Testimony for the Colleges and Universities Assembly Committee

Susan Ballard
Human Resources Manager
Osceola, WI 54020
April 14, 1999

History of Polaris Industries

Polaris Industries was established in 1954. Today Polaris is a worldwide manufacturer and marketer with four major product lines and employs more than 3,400 people. This year Polaris celebrates its 45th Anniversary. Polaris is headquartered in Minneapolis, Minnesota. The company operates engineering and manufacturing facilities in Roseau, Minnesota; Osceola, Wisconsin; and Spirit Lake, Iowa; a warehouse distribution center is located in Vermillion, South Dakota and has a wholly owned Canadian subsidiary in Winnipeg, Manitoba. In 1998 Polaris had total sales of 1.2 billion dollars.

Osceola Operations Background

- Purchased in 1991
- One Building - 190,000 sq. ft.
- 140 Employees
- One Product - Stamping
- **\$8 Million Annual Volume**

Osceola Operations Today

- Two Plants
 - Original Building 190,000 sq. ft.
 - Plant Two 90,000 sq. ft.
- Total Employees 800 +
- 4 Business Units & Commodities
 - Fabrication
 - Seat Manufacturing
 - Exhaust Manufacturing
 - Drive Train
- Victory Development (Motorcycle)
- **1999 Volume Projected \$163 Million**

Financial Points of Interest

- Operational Budget \$30 Million
- Capital Budget \$ 5 Million
- Tooling Budget \$ 4 Million
- Total Payroll \$16 Million
- Material Purchases \$150 Million

Training Needs

Of the more than 800 employees in Osceola, approximately 19% are degree professionals, 15% are skilled labor and the remaining are semi skilled or general labor. Polaris has a strong commitment to the training and development of its employees. Good training programs help reduce turnover, improve quality, productivity and efficiency. We feel fortunate to be near the WITC campuses where we can access training for all of our employees. We use WITC for training in such areas as computer programs, welding classes and programs, Supervisory Management programs, accounting, secretarial and tool and die. We currently have a Supervisory Leadership Certificate program being offered on site, for 1st, 2nd and 3rd shift employees. There are 53 employees enrolled. We have received a WorkPlace Education Grant from the State and are working with WITC to improve our Core Skills for our entry level employees. We have just tested 309 of our entry level employees against identified core skills to find that 17% could not pass the core skills test associated with the job level they are performing. This is a definite concern which reinforces our need to continue Core Skills training.

Although our turnover is low for our industry, we still experience turnover of about 18% annually. The low unemployment rate makes it extremely difficult to hire all levels of employees, especially the technically skilled. That has made it even more important that we train our existing employees so they have the opportunity to fill our skilled positions and be more flexible to fill the jobs we have open that require certain types of training. The access to the WITC system and the broad range of technical programs they offer, along with the flexibility they offer for training throughout the day, has allowed Polaris to train and develop its existing workforce without interruption in production.

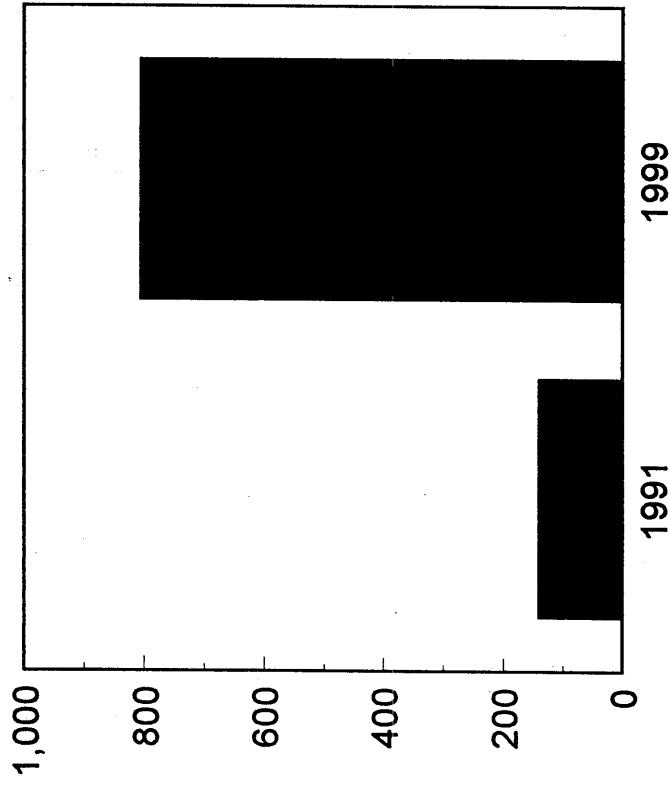
Support for the Technical College System

Polaris is a strong supporter of our technical college system, especially WITC because of their strong programs and their proximity to our location. We are the major employer in Polk County and have a significant financial impact on the local communities, this impact will continue to increase as Polaris grows. As we strive to improve our workforce we need to train and educate our employees. We have found success in working with WITC and look forward to an ongoing relationship with them to fill our future training needs. We strongly encourage the State of Wisconsin to provide the funding needed to the technical college budget so they can continue the work they are doing for the growth and prosperity of our communities.

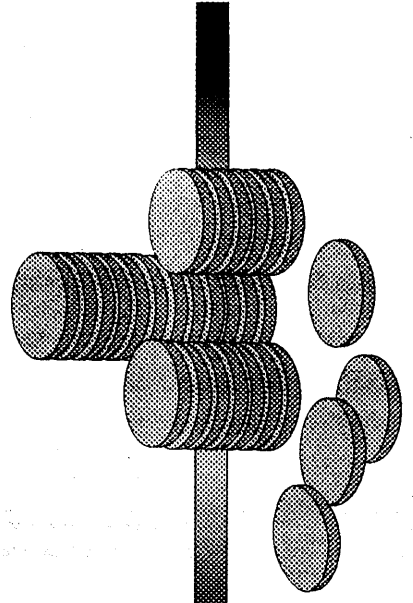
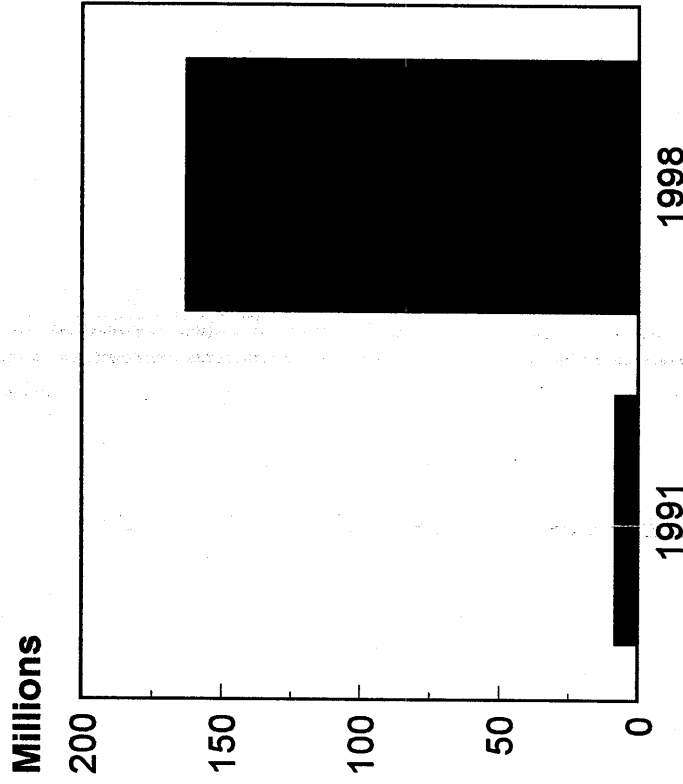
Polaris Growth from 1991 to 1999

Osceola Facility

EMPLOYEES



Volume in Dollars



WEAC TESTIMONY ON
WISCONSIN TECHNICAL COLLEGE SYSTEM FUNDING
SUBMITTED TO
JOINT COMMITTEE ON FINANCE
APRIL 14, 1999

PRESENTED BY STEVE HOLDEN
CHIPPEWA VALLEY TECHNICAL COLLEGE
WISCONSIN TECHNICAL COLLEGE SYSTEM
FACULTY DIRECTOR
ON
THE WEAC'S BOARD OF DIRECTORS

THANK YOU FOR THE OPPORTUNITY TO TESTIFY TODAY. THE WISCONSIN TECHNICAL COLLEGE SYSTEM (WTCS) IS AN ESSENTIAL PROVIDER OF TRAINING FOR THE EMPLOYERS AND PEOPLE OF WISCONSIN. YOU ARE PROBABLY AWARE OF THE LIFE LONG TRAINING NEEDS OF TODAY'S WORKERS AND THAT THE WTCS MEETS THESE NEEDS. WTCS GRADUATES INCREASE THEIR EARNINGS SUBSTANTIALLY AFTER COMPLETING THEIR TRAINING AND THEREFORE INCREASE THE AMOUNT OF INCOME TAXES THEY PAY. HOWEVER, YOU SHOULD BE AWARE THAT THE STATE HAS NOT REINVESTED THIS INCREASED REVENUE IN THE WTCS. LET ME PUT THIS ISSUE IN CONTEXT FOR YOU.

THE WTCS MAY BE A RELATIVELY SMALL PART OF WISCONSIN'S EDUCATIONAL SYSTEM, BUT IT HAS A MAJOR IMPACT ON WISCONSIN'S ECONOMY. ONE OF EVERY NINE WISCONSIN ADULTS TAKES AT LEAST ONE WTCS CLASS ANNUALLY. IN ADDITION, 88% OF WTCS GRADUATES STAY IN WISCONSIN TO WORK, DIRECTLY RETURNING INCREASED TAX DOLLARS TO THE STATE, AND THUS HAVING A LARGE IMPACT ON WISCONSIN'S TAX REVENUE.

THE WISCONSIN TECHNICAL COLLEGE SYSTEM DEPENDS ON THREE MAJOR SOURCES OF REVENUE TO DO THIS TRAINING: STATE FUNDING, PROPERTY TAXES, AND OTHER FUNDS THAT INCLUDE TUITION. EACH OF THESE FUNDING SOURCES COMES WITH ITS OWN SET OF RESTRICTIONS. FOR EXAMPLE, THE TUITION PAID BY STUDENTS IS SET BY STATUTE AND COVERS ABOUT 17% OF THE COST. THE LOCAL PROPERTY TAX IS ANOTHER SOURCE OF FUNDS THAT IS LIMITED BY A 1.5 MILL RATE CAP, ALSO SET IN STATE STATUTE.

THE THIRD SOURCE OF REVENUE IS STATE FUNDS IN THE FORM OF GENERAL STATE AIDS APPROPRIATED BY THIS BUDGET PROCESS. THE APPROPRIATED GENERAL STATE AIDS ARE THEN ALLOCATED TO EACH TECHNICAL COLLEGE DISTRICT BY A COMPLEX FORMULA. TOGETHER, THESE THREE SOURCES OF REVENUE PROVIDE THE EXCELLENT TECHNICAL EDUCATION THAT THE PEOPLE OF WISCONSIN, BOTH EMPLOYEES AND EMPLOYERS HAVE COME TO RELY ON AND EXPECT.

IN THIS CONTEXT, DATA FROM THE WTCS STATE AGENCY SHOWS GROWTH IN STATE SUPPORT FOR THE WTCS HAS INCREASED JUST 28%, FROM \$88.6 MILLION IN 1989-90 TO \$113.5 MILLION IN 1998-99. THIS 28% INCREASE OVER 10 YEARS IS 10% LESS THAN THE CONSUMER PRICE INDEX, 21% LESS THAN GROWTH IN THE REST OF THE STATE'S BUDGET, AND 133% LESS THAN GROWTH IN THE PRISON BUDGET. IN TERMS OF OTHER EDUCATION GPR SPENDING, THE \$113.5 MILLION SPENT IN 1998-99 FOR THE WTCS COMPARES TO THE 3.9 BILLION FOR K-12 EDUCATION AND THE \$911 MILLION SPENT ON THE UNIVERSITY SYSTEM.

HISTORICALLY, STATE FUNDS, PROPERTY TAXES, AND OTHER REVENUE THAT INCLUDES TUITION, EACH COMPRISED APPROXIMATELY ONE-THIRD OF THE WTCS'S TOTAL FUNDING. HOWEVER, IN RECENT YEARS, THIS BALANCE OF FUNDING HAS CHANGED BECAUSE THE PROPORTION FUNDED BY GENERAL STATE AIDS HAS BEEN STEADILY DROPPING. IN FACT, UNLESS WTCS GENERAL STATE AID FUNDING IS INCREASED, THE STATE'S SHARE OF FUNDING FOR THE WTCS WILL DROP TO THE POINT OF BEING BARELY 20% OF AIDABLE COSTS BY THE END OF THE NEXT BIENNIUM. GENERAL STATE AIDS HAVE DECLINED STEADILY SINCE 1990 WHEN THE STATE PAID 30% OF WTCS'S COSTS. THIS DECLINE HAS DRIVEN UP THE SHARE PAID BY THE OTHER FUNDING SOURCES, AND, AT THE SAME TIME, THIS DECLINE IN STATE FUNDING HAS LIMITED THE WTCS'S ABILITY TO REpond TO THE NEEDS OF BUSINESSES AND WORKERS IN WISCONSIN.

THE GOVERNOR HAS RECOMMENDED A 0% INCREASE FOR THE NEXT TWO YEARS. THIS MEANS THE WTCS WILL HAVE RECEIVED A 3% INCREASE OVER A SIX YEAR PERIOD OR 1/2% PER YEAR. AS STATED PREVIOUSLY, STATE SUPPORT FOR THE WTCS WILL HAVE DROPPED FROM 30% TEN YEARS AGO TO 20% BY THE END OF THIS BIENNIUM. YOU CAN SEE THAT WTCS STATE SUPPORT IS NOT IN LINE WITH WISCONSIN'S BOOMING ECONOMY.

WEAC URGES YOU TO SUPPORT THE GENERAL STATE AID INCREASE REQUESTED BY THE WTCS AGENCY, FOR A 4.4% AND A 4.8% INCREASE. THIS REQUEST REPRESENTS APPROXIMATELY A \$5 MILLION AND A \$5.7 MILLION DOLLAR INCREASE IN EACH YEAR OF THE BIENNIUM, AND REFLECTS WHAT THE TECHNICAL COLLEGES NEED TO MEET THE REQUESTS FOR TRAINING AND RE-TRAINING COMING TO THEM FROM WISCONSIN BUSINESSES AND WORKERS.

AT CHIPPEWA VALLEY TECHNICAL COLLEGE, THE FOLLOWING ARE SOME OF THE CUTS THAT HAVE BEEN RECOMMENDED FOR NEXT YEAR'S BUDGET BECAUSE OF A LACK OF STATE FUNDING. THEY INCLUDE:

- CANCELLATION OF A PROPOSED PHYSICAL THERAPISTS ASSISTANT PROGRAM
- DELAYING IMPLEMENTATION OF THE CHILD CARE SERVICES PROGRAM IN RIVER FALLS
- REDUCING CURRICULUM DEVELOPMENT BUDGET BY 1/3
- CLOSING THE HISTOTECHNOLOGY PROGRAM
- REDUCING THE ACCOUNTING PROGRAM BY ONE INSTRUCTOR
- REDUCING THE BASIC SKILLS EDUCATION BUDGET BY \$100,000

THESE CUTS ARE JUST SOME OF THE PROGRAMS AND SERVICES BEING ELIMINATED TO REDUCE THE CHIPPEWA VALLEY TECHNICAL COLLEGES BUDGET BY \$600,000 AND THESE ARE NOT HEALTHY CUTS FOR OUR BUSINESSES AND COMMUNITIES.

ONE THING IS ABSOLUTELY CERTAIN. THESE REDUCTIONS WILL ALSO REDUCE THE NUMBER OF CHIPPEWA VALLEY TECHNICAL COLLEGE GRADUATES AND THE INCOME AND SALES TAXES THEY WOULD HAVE PAID TO THE STATE. FUNDING THE WISCONSIN TECHNICAL COLLEGE SYSTEM SHOULD NOT BE CONSIDERED AN EXPENSE, BUT A WISE INVESTMENT IN THE HEALTH OF WISCONSIN'S PRESENT AND FUTURE ECONOMY.

TESTIMONY OF WILLIAM McREYNOLDS , RACINE COUNTY SHERIFF
BEFORE THE STATE OF WISCONSIN - JOINT COMMITTEE ON FINANCE
APRIL 8, 1999
JI CASE HIGH SCHOOL - RACINE, WISCONSIN

HELLO,
MY NAME IS WILLIAM McREYNOLDS. I AM THE SHERIFF OF RACINE COUNTY.

I AM COMING BEFORE YOU IN REGARDS TO THE ISSUE OF FUNDING FOR THE WISCONSIN TECHNICAL COLLEGE SYSTEM. I AM CONCERNED AS TO THE DIRECTION THAT FUNDING HAS TAKEN IN THE LAST 10 YEARS.

TO THE LAW ENFORCEMENT AREA GATEWAY IS VERY IMPORTANT. IT IS THROUGH THE EFFORTS OF GATEWAY THAT THE OFFICERS ARE TRAINED AND UPDATED TO CURRENT, MODERN PROCEDURES.

BECAUSE GATEWAY IS OUR LOCAL EDUCATIONAL FACILITY IT IS EASY TO TRAIN AND EDUCATE OUR OFFICERS. THROUGH GATEWAY'S ADVISORY COMMITTEE, OF WHICH I AM THE CHAIR, WE CAN CUSTOMIZE THE TRAINING TO MEET OUR LOCAL NEEDS. GATEWAY HAS BEEN EASY TO WORK WITH AND WHEN NEEDED TO IMPLEMENT CHANGES THAT WE IN THE FIELD NEED ADDRESSED GATEWAY HAS BEEN VERY RECEPTIVE AND MADE THE CHANGES.

I HAVE FOUND GATEWAY TO BE A GOOD PARTNER IN THE FIELD OF EDUCATION. WE HAVE SHARED INSTRUCTIONAL PERSONNEL AND EQUIPMENT. THE COOPERATION HAS BEEN GOOD FOR BOTH OF US. MANY OF THE CLASSES ARE FUNDED THROUGH PROJECTS FROM THE DEPARTMENT OF JUSTICE. HOWEVER, THE EXPENSE OF BUILDINGS, INSTRUCTION AND MATERIALS CAN NOT BE MET BY THESE FUNDS ALONE. GATEWAY SUPPORTS THE TRAINING OF LAW ENFORCEMENT OFFICERS THROUGH ITS GENERAL FUND AS WELL AS THE PROJECT MONIES.

I WOULD URGE THE STATE TO LOOK AT THE IMPORTANCE THAT THE TECHNICAL COLLEGE SYSTEM OFFERS THE EMPLOYERS OF WISCONSIN. THE COLLEGE IS ONE OF OUR MAIN SOURCES OF COMPREHENSIVE, REASONABLY PRICED AND CURRENT INFORMATION. ITS INSTRUCTORS KEEP CERTIFICATIONS CURRENT AND UPDATE THOSE IN THE FIELD CONSTANTLY.

AS THE SHERIFF OF RACINE COUNTY I ENDORSE ANY ENDEAVOR THE STATE WOULD MAKE IN LOOKING AT HELPING TO KEEP THE TECHNICAL COLLEGE ABLE TO PROVIDE THE SERVICES THAT WE HAVE COME TO EXPECT.

**WEAC TESTIMONY ON WTCS FUNDING
SUBMITTED TO
JOINT COMMITTEE ON FINANCE
APRIL 13, 1999
GIVEN BY: ROBERT J. HENNING, FACULTY MEMBER,
NORTHCENTRAL TECHNICAL COLLEGE**

WEAC believes that the Wisconsin Technical College System (WTCS) works effectively to train Wisconsin's workforce. WEAC also believes that the WTCS works to provide Wisconsin's businesses a trained and well-qualified workforce. The WTCS has a long, although largely untold, history of being a strong, stable system that helps maintain Wisconsin's strong and stable economy.

The WTCS may be a relatively small part of Wisconsin's educational system, but in its small, quiet way, the WTCS system has a major impact on Wisconsin.

- One of every nine adults takes at least one WTCS class annually.
- 88% of the graduates stay in the state to work, which leads to increased tax dollars to the state, which leads to a huge impact to the state's economy and standard of living.
- The funding sources for this system is a four way partnership, local, state, federal, and student tuition, with the local resources being the largest part. Over the last few year the states part has dropped from 30% to 20% of aidable costs.
- In a recent report presented to the Northcentral Technical College Board of Trustees it stated that for every dollar of cost of instruction the graduates return approximately two dollars in earning. (report available upon request)

If this system is to continue to get these results, a 0% increase is unacceptable. WEAC urges you to support the general state aid increase requested by the WTCS agency, for a 4.4% and a 4.8% increase.

Further, WEAC opposes the creation of a new work-based learning board. This board is seen as another government entity which shifts WTCS state board and DPI functions. The shifting of Tech-Prep monies to this new board will result in further significant funding losses to the WTCS system.

WEAC views this board as a significant shift in public policy that should be removed from the budget, so that interested parties can have the opportunity to appear at a public hearing, where full and open debate can occur on the creation of such a board.

I thank you for your time. If you have any questions, my business card is attached.

Bob Henning, :- }

The students with special education needs in Shawano are very lucky to have district administrators who believe in supporting progressive programs in spite of their high cost. Twelve years ago I began a community based work program for kids with special needs. Some of the students in this program are those that in the past were typically segregated in a special work facility after they graduated. With the financial support provided by the Shawano-Gresham district I am able to place these students in work sites during their school years. The district provides the funds for transportation to the sites and for one on one job coaches. Some of the students who were given this opportunity are now tax paying citizens of Shawano instead of being in that segregated facility. Just this week one of my students was offered a part time paying job at one of her work sites through my work program. I doubt that she would have had the self-esteem and motivation to obtain a paying job without the community based job experience provided by the district work program.

Each fall when I begin school I fear that the district is going to tell me that, because of constraints caused by Governor Thompson's budget, they are cutting this valuable work program from the special education budget. I keep hoping that they won't do this until Brenda gets enough training to secure a job, until Nick learns enough to become a tax paying citizen and on and on. However, it is a very real possibility for the work program funding to be gutted if the state continues to shirk its duty to ALL students.

Please don't let my fears become reality!! Don't allow Governor Thompson's budget to continue to freeze the appropriation for handicapped aids and to eliminate the 63% reimbursement rate. ALL children of Wisconsin deserve the best education!! THANK YOU.

Thank you chairpersons Gard and Burke for bringing the Joint Finance Committee to Green Bay for this public hearing. My name is Paula Witbro and I am a special education teacher in Shawano. As a teacher of students with special needs, I believe that every child should be afforded the opportunity to reach their full potential. I have concerns about some of the policies set forth in Governor Thompson's budget proposal. I am afraid that these proposals will hurt the most needy students in school districts—those students with special education requirements.

As you know, the law mandates that the state reimburse local school districts for 63% of the cost of educating students with special needs. However, for almost a decade MY state has failed to fulfill this requirement. Since 1994-95, the state has frozen handicapped education aids at a time when the cost of special education services has risen 6.8% annually. By the end of this year, Wisconsin will be reimbursing districts for only 34% of special education costs.

GREEN BAY AREA PUBLIC SCHOOL DISTRICT
GREEN BAY, WISCONSIN

TO: Joint Finance Committee

FROM: Green Bay Board of Education

DATE: March 24, 1999

RE: **INPUT TO THE JOINT FINANCE COMMITTEE**

The following are key issues which the Green Bay Board of Education brings to the attention of the Joint Finance Committee:

- The costs of special education continue to increase and yet the State percentage support for these programs has declined. Initially the State identified a goal of 63% funding for special education; when the State committed to 2/3 funding for public education, the percentage support by the State had fallen to 45%; currently the State percentage of funding for special education is below 40% and the Governor has proposed eliminating the 63% guide from the original legislation. Knowing that special education is a mandate, the trend toward escalating costs with reduced percentages of State aid, has and will continue to cause serious problems in creating District budgets. The competition for resources among special education and other programs will result.
- With the revenue caps limiting budget increases, the cost of building maintenance and needed remodeling has and will continue to be neglected. This will jeopardize whether current programs can be offered in outdated facilities, in addition to bring into question how Districts can meet safety codes, especially if referendum legislation limits this option. Added costs for technology also present a serious problem.
- Declining and even leveling off enrollments are factored into the revenue cap calculations and yet the reduced student population usually doesn't result in a comparable loss in costs. As a result many Districts, especially with smaller enrollments, are projecting serious concerns about operations into the future. This type of financial crises will involve an increasing number of Districts in the State over the coming years;
- With the demand for more learning accountability for all students, it is evident that many students who struggle with learning need extended learning opportunities. The additional time is as important for these students as is the 180 day calendar is for others (one time standard does not meet the learning needs of all students). Despite this need for flexibility in learning time, academic focused summer and after school programs are not fully funded through the State aid formula. As a result, what we know is needed for the learning success for some students, may not be offered due to a lack of State aid as well as due to the limits imposed upon Districts through the revenue caps.



State of Wisconsin
Department of Public Instruction

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(608) 266-3390 TDD (608) 267-2427 FAX (608) 267-1052
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John T. Benson
State Superintendent

Steven B. Dold
Deputy State Superintendent

March 22, 1999

Mr. Nissan B. Bar-Lev
Director of Special Education
Calumet County
Cooperative Educational Service Agency No. 7
421 Court Street
Chilton, WI 53014

Dear Mr. Bar-Lev:

I support Brown, Calumet, Racine and Walworth Counties in their efforts to adequately fund their special education programs. It is my understanding that the special education programs in these four counties were not fully funded in the proposed 1999-2001 biennial budget bill. These programs are valuable to their respective communities and should be funded through the general aid formula at the same level as participating school districts.

If I can be of further assistance as you discuss this issue with members of the Joint Committee on Finance, please feel free to contact me.

Sincerely,

A handwritten signature in cursive script that reads "John T. Benson". The signature is written in dark ink and includes a small flourish at the end.

John T. Benson
State Superintendent

TESTIMONY BEFORE THE STATE OF WISCONSIN JOINT COMMITTEE ON
FINANCE Thursday, April 8, 1999

Zina R. Haywood

Good Afternoon. My name is Zina Haywood. I am speaking today as Director of Student Financial and Employment Services at Milwaukee Area Technical College (MATC), as a member of the Wisconsin Association of Student Financial Aid Administrators (WASFAA) and as a resident of Kenosha.

My comments will focus on MATC's, WASFAA's and my personal support of Governor Thompson's recommendation to increase funding by 6% for the Wisconsin Higher Education Grant and the Wisconsin Tuition Grant programs.

Milwaukee Area Technical College, as you are aware, is the largest Technical College in the Wisconsin Technical College System. In the 1997-98 academic year MATC enrolled 21% or 1/5 of the Technical College System FTEs. Minority students make up 30% of MATC's student body and 46% of the minority students enrolled in the Wisconsin Technical College System are enrolled at MATC.

Being a large, urban, public, 2-year institution, the social, ethnic and economic demographics of our student body are very diverse. The economic status of our students that attend the downtown campus speaks for itself when 70% of them receive some form of financial aid. The Wisconsin grant programs are a significant part of our students' aid packages. In 1997-98 MATC disbursed over \$3.5 million in Wisconsin Higher Education Grant (WHEG) which benefited 4,668 students. Our disbursement of WHEG was approximately 1/3 of the total disbursement of the Technical College WHEG by the Higher Educational Aids Board, and nearly 1/3 of the total recipients. Needless to say, the proposed increase would affect many students at MATC, as well students in all the institutions of higher learning in our state. Since WHEG as well as Tuition Grant are need-based, this increase will be helping our neediest students.

Many students that are ineligible for Federal Pell Grants based on the federal formula are eligible for state grant funds. These state grant funds allow my office to award grants to a student that the Federal Government has denied grant funding. They also may eliminate or decrease a student's need to borrow. This provides access to an affordable college education which in turn supplies a skilled workforce for our state which in turn supplies taxpaying citizens. Well, we all know that after graduation, many students do not stay and work in Wisconsin. However, over the last 10 years, the Wisconsin Technical College System has graduated 120,000 students of which 90% are living and working in Wisconsin.

Even with the millions of federal and state dollars disbursed to students annually in our state, there remains a significant unmet need. Information from the Wisconsin Higher Educational Aids Board indicates that if you combined all the 1997-98 student budgets of all the students in the state (approximately \$643,000,000) and subtracted all the family

contributions and grant funding, (approximately \$432,000,000) you would have a statewide unmet need of approximately \$211,000,000. If you then subtracted all the student loans that students received (approximately \$111,000,000) you still have an unmet need of approximately \$100,000,000.

It is because of this unmet need and the previously stated benefits to Milwaukee Area Technical College students that MATC, WASFAA and I are in support of the recommendation to increase funding for the Technical College and UW system WHEG and the Tuition Grant programs.

An increase in state grant funding is an investment in Wisconsin's future.

Thank you for your time.

700 West State Street
Milwaukee Wisconsin 53233-1443
website: www.milwaukee_tec_wi.us

matc

Milwaukee Area Technical College

Zina R. Haywood
Director

Student Financial and Employment Services
414-297-6279
fax: 414-297-6466
haywoodz@milwaukee_tec_wi.us

Have you ever experienced a situation where other people surrounded you and yet you still felt alone?

I'm sure that we've all felt that at one time or another.

The current trend is away from schools such as Syble Hopp where the entire school population is differently abled, or DIS-abled as some would say.

They also say that INCLUSION is better and that at schools like Syble Hopp, the kids don't experience INCLUSION.

But I ask you, WHAT IS INCLUSION?

I have a 10-year old daughter, Kristin, who has Down Syndrome and who has been a student in both a "fully included" classroom in the public schools AND a student at Syble Hopp.

As a parent, I've spent many hours in both settings actually watching what was happening.

During her year in the FULLY INCLUDED public school classroom

- **She was not invited to a single birthday party**
- **She was not invited to anyone's house to play**
- **The only time other children played with her in the classroom was when the teacher assigned playmates**
- **Even though this was only kindergarten, the academics progressed faster than Kristin's ability to learn.**
- **There was ONE teacher, 19 children, and ONE high-school aide who helped during the last 45 minutes of most days.**
- **There was NO instruction geared specifically to Kristin's ability level, and NO time available for the teacher to provide that instruction.**
- **There were NO other children with noticeable disabilities.**
- **My husband and I were invited for parent-teacher meetings every 6 to 8 weeks and the focus of those meetings was ALWAYS on Kristin's deficits, and her inability to fit in.**

Even though Kristin was FULLY INCLUDED, she was very isolated. Although children were usually polite, she had NO REAL friends, couldn't keep up with the academic pace, and was obviously thought to be a burden to the teacher.

Now let me contrast that to the environment she is in at Syble Hopp.

- **She has been in classrooms with 6 to 8 other children with similar academic abilities.**
- **The academics are geared to her abilities. She is learning to read, add and subtract, tell time, make change, and other skills that will be meaningful to her in her adult life.**

- There are probably about a dozen other girls that are within a couple years of Kristin's age that are potential friends, and three or four of those girls that Kristin has become friends with and who spend time together both within and outside of school.
- Kristin is **FULLY INCLUDED** in activities within the school
 - She sometimes does morning announcements on the PA system.
 - She is involved in Special Olympics along with several of her friends:
 - Basketball
 - Track
 - Cross country skiing
 - Swimming
 - Once a year, she goes to camp with her friends from Syble Hopp
 - On special holidays, there are all school dances
 - When she gets a little older, there will be school proms and other typical high school activities
 - We are still invited in for meetings with the teachers and staff, but the focus of those meetings is how we can build on Kristin's strengths to help her become a happy and functional adult.

Now put yourself in Kristin's shoes for a few moments and ask yourself, which one of these environments would make you feel **MORE INCLUDED**.

And I ask you again to put yourself in my shoes – a parent who has actually spent many hours in both settings – if you had a child with a disability such as Down Syndrome, **WHICH ONE OF THESE SETTINGS WOULD YOU CHOOSE FOR YOUR CHILD?**

I respect the rights of those parents who choose to have their child educated in an **INCLUSIONARY** classroom.

However, I strongly believe that **EACH** family should have the right to choose what is best for their child and their values.

As parents of Syble Hopp students, we should not have to fight for funding. A free appropriate education should be available to **ALL** children, and parents should have a choice as to where their child's educational and life goals can best be met.

Patricia M. Albers
1611 Talus Circle
De Pere, WI 54115-9488
(920) 336-2511

Patricia M. Albers

**Joint Finance Hearing
March 26, 1999
Brown County Library, Green Bay**

TO: JOINT FINANCE COMMITTEE

Rep. John Gard, Co-chair
Sen. Brian Burke, Co-chair

Rep. Cloyd Porter
Rep. Dean Kaufert
Rep. Sheryl Albers
Rep. Marc Duff
Rep. Greg Huber
Rep. Antonio Riley
Sen. Russ Decker
Sen. Bob Jauch
Sen. Kevin Shibilski
Sen. Gwendolynee Moore
Sen. Kim Plache
Sen. Robert Cowles
Sen. Mary Panzer

FROM: Chuck Hastert, CESA 8 Director of Special Education

CH

I am the Director of Special Education for CESA 8. Today, I am representing the Wisconsin Council of Administrators of Special Services, a member School Administrators Alliance.

BUDGET PRIORITIES

The following issues are of foremost concern as we enter into discussions for the 1999-2001 state budget:

- Special Education Funding;
- Declining Enrollment;
- Two-thirds funding;
- Revenue Caps/QEO; and
- Standards and Assessment.

Special Education Funding

- Categorical aids have to be increased. Ideally I would like to see the increase set at a 50% sum sufficient level.
- A 50% sum sufficient position would effectively increase aids desperately needed by districts in CESA 8 and throughout the State.
- With categorical aids frozen since 1994-95 at \$275.5 million we are now at an actual reimbursement rate of 34% in the 1998-99 school year.
- While I recognize that categorical aids are inherently somewhat disequalizing, in an era of revenue caps they provide districts with the greatest discretion and allow us to hold the state accountable for funding special education.
- With special education costs expected to continue their increase, school districts can no longer be expected to absorb what is essentially a budget shortfall.
- The state has forced local districts to pay for IDEA mandated programs, and services, which they do not have the money to do. In turn districts have had to cut what they can out of regular education, maintenance, curricular materials, etc., to pay for these mandates.
- The 63 and 51% reimbursement rates represent important benchmarks detailing the Wisconsin's commitment and allowing us to hold them accountable. We need to maintain this language.

Declining Enrollment

- I support SAA Position of a 75% recurring hold harmless limited to the next biennium. Most school districts in CESA 8 have declining enrollments, but increasing special education enrollments.

- The non-recurring hold harmless does not fully address the needs of many declining enrollment districts in CESA 8 who are unable to absorb the loss in revenue. A long-range plan of action is necessary.

Two-thirds funding

- It is imperative that the state maintains its two-thirds funding commitment.

Revenue Caps / QEO

- Any increase in the QEO needs to be accompanied by a corresponding increase in revenue caps.
- Revenue cap restrictions simply do not generate enough money for districts in CESA 8 to fund the state's minimum qualified economic offer for their represented professional employees.
- Schools in CESA 8 cannot operate if money for salaries eats up that for programs under revenue caps due to increases in the QEO that do not correspond with increases in revenue caps.

Standards and Assessment

- I do not support high stakes assessment. I would prefer to see multiple assessments that allow districts and parents to address the diversity of the student population. If this latitude is available we will support the elimination of the various opt out provisions for the 4, 8, and high school graduation test (HSGT).
- I support AB 94; the Assembly Education Committee passed which provides the latitude we are requesting for grades four and eight. It allows promotion based on the test, grades, teacher recommendation, and accordance with written school board policy.

Thank you. If you have questions, especially on special education I would be glad to answer them.



WISCONSIN FAMILY TIES
16 N. Carroll St., Suite 830
Madison, WI 53703

Cindy Fahlstrom
Brown Co. Support Group Leader

Cindy Fahlstrom
1660 Woodland Dr.
Green Bay, WI 54313
(920) 498-8598
March 26, 1999

920-498-8598; 1-800-422-7145 (parents only)
Madison: 608-267-6888

I have been a resident of Brown County for 21 years. My husband and I will celebrate our 25 wedding anniversary in December of this year. We have two children ages 18 and 16. Our 18 year old son has character above the average peer his age because of his years of struggling with ADHD.

As his Mother, my own character has gone through a metamorphosis through the years as I attempted to educate myself about living with and educating our son. Openly searching for answers led me to other Mothers on the same quest. Our unified goals and drive led us to the beginning of the State support network now known as Wisconsin Family Ties.

Years ago the figure of 5 children in every classroom were ADHD. At one school in-service I learned, the figures of 18 out of 20 ADHD boys end up in prison. When our son was seven, I was told by our Pediatrician to consider our self lucky if we kept him out of jail through adolescence. Science and technology found how to help these kids, and many of the teachers responded with, if we do for one, we have to do for all and we don't have time.

600 people go into Wisconsin prisons every month. 300 are leaving. My son is not in the system and I hope he stays out of it. He also dropped out of High School after struggling for years with academics and daily reminders from many teachers that he was a failure. Good parenting and the influence of family and positive reinforcement by a few teachers were not enough to mend the self esteem of my son. He has fallen between the cracks and coming closer to becoming a statistic.

Society is losing an industrious, hard working and willfully devoted young man.

As his mother, this is extremely difficult to live with. As a tax payer, I'm disgusted with how my tax dollars have been spent. As a veteran advocate in North East Wisconsin, I know this is standard for many children who display challenging behaviors. I hope we start utilizing the research available to help this unique population.

As a representative of the mental health community, and Board Member for Wisconsin Ties, I support the recommendations and language in the final report of the Blue Ribbon Commission on Mental Health. A new system of delivery may catch some of our youth while their needs only

require short term care. The flip side of a new system is consumers out of school may benefit from interventions that to date are rare and difficult to access. Our older population will be included. As a society, we haven't neglected the elders, we just wait until they lose their independence and then place them in nursing homes. Intermediate help may help them maintain their dignity and independence longer,

This report addresses the Mental health/alcohol and other drug abuse issues of all age groups. Consumers are served based on level of care rather than the name of their label.

In this report eight target sights were recommended. The Governor's 1999-01 budget allowed for two demonstration pilots at the amount of \$290,000. The tobacco settlement dollars could be considered and possibly another sight or two could be added. Wisconsin is recognized as a leader in the area of Human Services. This would be another area where Wisconsin could set an example and help consumers. No one will argue that something needs to be done.

As a resident of Brown County, I would like to see my area chosen as a target sight. Currently we don't have an integrated service project in Brown County. This area may fit the criteria if local agencies agree with the benefits of collaboration and strive for success.

Thank you for your time.

Sincerely,

Cindy Fahlström



cc: Chris Hendrickson
JoAnn Stormer
Representative Lee Meyerhofer



School District of Cameron



600 Wisconsin Avenue • P.O. Box 378
Cameron, Wisconsin 54822-0378

HOWARD A. HANSON
DISTRICT ADMINISTRATOR
715-458-4560

MICHAEL SCHOCH
HIGH SCHOOL PRINCIPAL
715-458-4510

THOMAS SPANEL
MIDDLE SCHOOL PRINCIPAL
715-458-4510

PATRICIA SCHROEDER
ELEMENTARY PRINCIPAL
715-458-2210

DATE: Wednesday, April 14, 1999

ATTN: The Honorable Members of the Joint Finance Committee

Senator Brian Burke (Co-Chair)
Senator Russell Decker
Senator Robert Jauch
Senator Kevin Shibiiski
Senator Gwendolynne Moore
Senator Kimberly Plache
Senator Robert Cowles
Senator Mary Panzer

Representative John Gard (Co-Chair)
Representative David Ward
Representative Cloyd Porter
Representative Dean Daufert
Representative Sheryl Albers
Representative Marc Duff
Representative Greg Huber
Representative Antonio Riley

We appreciate the opportunity to share our thoughts with you pertaining to education issues in the state budget. We also recognize the major allocation of state resources that go to fund public education in the state. In evaluating items contained in the proposed budget, those listed below emerge as priority concerns.

SPECIAL EDUCATION FUNDING

State statutes provide that 63% of Special Education costs and 51% of Psychological Services are to be provided through Categorical Aid. Even though the statute remains on the books, in 1994-95 the amount of money that was allocated in the state budget for these purposes was frozen. As costs have risen, the percentage of support from Categorical Aid has declined to less than 35%. The difference is required to be made up from other resources which are limited due to revenue caps legislation.

With escalating costs in Special Education, Categorical Aid has to be increased. We would support an increase to a 50% sum sufficient level.

Statewide, it would take \$400,000,000 to fund the difference to achieve the statutory 63%. Passing that on to local districts is essentially asking them to fund a significant budgetary shortfall substantially pressuring scarce resources. Nationally, the state cost share equivalent of Categorical Aid is over 50%.

We are seeking this remedy in a manner that is not at the expense of the General Aid appropriation or other education appropriations.

DECLINING ENROLLMENT; DECLINING GRANTS; INCREASING COSTS:

As enrollment declines, districts are not able to reduce services nor lay-off personnel at a rate corresponding to the loss of revenue that is calculated in the revenue cap formula. The 75% hold harmless concept in the Governor's budget must remain, but it should be on a recurring basis. The non-recurring hold harmless concept does not sufficiently address the needs of declining enrollment districts who are unable to absorb the loss in revenue.



One of the concerns over the loss of revenue corresponding with declining enrollment is that we are simultaneously compelled by legislation and by best educational practices to improve instructional programs. Please note as follows:

- 1) Students now have the opportunity to participate in Youth Options with the district required to pay the tuition. We do not have a corresponding reduction in cost to offset this new expenditure. As a result, the General Fund gets pressured with required new programs like youth options.
- 2) Districts are pressured to reduce class sizes in the early grade levels. If districts are fortunate enough to qualify for SAGE Grants, assistance is available for addressing the pupil-teacher ratio, while other districts with the same needs, do not have this opportunity. The General Fund gets pressured if Cameron desires low class sizes for best early learning experiences.
- 3) We are in line for a decrease in Goals 2000 Grant money and the Carl Perkins Grant. These sources are diminishing at a time when a lot of work needs to be done on Standards, Curriculum, and Assessment. The General Fund gets pressured as grants decline.

Without the 75% hold harmless provision on a recurring basis, declining enrollment schools will not have the resources to support programs required by legislation or recommended by best educational practice.

TWO-THIRDS FUNDING

The proposed budget includes increases of aid state-wide which amounts to \$213.8 million in 1999-2000 and \$410 million in 2000-2001 to maintain the state's commitment. It is absolutely important that the state maintains its two-thirds funding commitment for qualifying Fund 10 and Fund 30 expenditures.

In 1989, initiatives were undertaken which provided a means for schools to address needs related to aging and unsafe facilities. As building projects became eligible for aid through the formula, districts across the state have been able to respond to much needed replacements and upgrades. The legislature's commitment to two-thirds funding has had a dramatic effect on helping districts address these issues and contain their local levy. This is particularly significant to districts with a small tax base. Because of this action by the legislature, opportunity was provided to the Cameron District to make facility upgrades which have addressed safety and code compliance issues.

The two-thirds commitment has also brought a substantial increase in General Fund Aid to many Districts that have had a low tax base. Therefore, legislated program requirements, technology initiatives, and other program costs have been able to be met while local mill rates related to school costs in communities like ours have been reasonably contained or have gone down.

Again, it is vital that the state maintain a commitment to two-thirds funding.

REVENUE CAPS / QEO

There are some ways in which revenue caps positioned our school disadvantageously at the time they went into effect in 1993-94. At that time, we were among the 10% lowest spending districts in the state on a cost per student basis. Essentially, revenue limits froze our relative position.

Joint Finance Committee
April 14, 1999
Page 3

We have had a gradual increase in enrollment over the years, so to a degree, we have been able to mitigate the issues. However, a fixed rate of growth (\$208.88) per student per year is not aligned with the affordability of a 3.8% wage and benefit package if enrollment is stable or declines. Presently, that rate of revenue increase calculates to be 3% for our District if our three year enrollment average remains stable.

Knowing that personnel costs comprise 80% or more of a district's budget, you can see that Districts face serious dilemmas. Consider for a moment that schools are faced with increased costs in many areas of operations such as maintenance, staff development, transportation, and the implementation of requirements like Standards and Assessment. When in context with the decline in Special Education Categorical Aid, the decline in Goals 2000 and Carl Perkins Grants, and a decline in revenues when enrollment falls; the concern over revenue limits is exacerbated.

Stated candidly, the revenue caps simply do not generate enough money for many districts to fund the qualified economic offer for certified staff. For reasons related to harmony and perceptions of fairness, support staff contracts have customarily been settled at or about the same level. Legislative relief needs consideration so that adequate resources exist.

STANDARDS AND ASSESSMENT

We understand that the proposed budget includes fiscal provisions for the development and implementation of the High School Graduation exam. We also understand that the proposal would eliminate the opt out provisions for the High School exam, except for qualifying EEN students and LEP students.

We do have concerns related to the "high stakes" nature of testing at grades four and eight. One manner in which our concern may be expressed is that we prefer for excellence in education to not turn into an obsession with high test scores. We would support legislation which would allow districts to have broader latitude to include other variables in determining the need to retain. We do not view retention on the basis of one test as good public policy, especially when retention is not solidly supported by research.

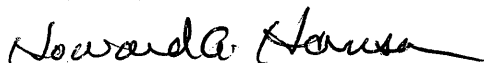
We do support Standards and Assessment from the perspective that what students need to know and be able to do is more explicitly defined. Also the disaggregation of test data will allow us to be much more responsive to individual needs where 'relearning' or specific remediation is warranted.

We are concerned that the "high stakes" graduation test may also not be the best public policy. There are circumstances where students will not respond well to the pressure of this kind of a test, and yet on other measures they would meet graduation requirements and qualify for entrance into post-secondary schools. Why deny them a diploma?

We recognize that the law has a provision for local Districts to create an alternative to the High School Graduation Test. Considering the time that would be for research needed to do this; the expertise that is required to develop an alternative to the test; the resources that would be needed to validate the alternative; and the liability implications for Districts if they were to withhold diplomas based on their alternative plan, it would appear that few districts will choose this option.

We appreciate your attention to our concerns and request careful consideration as the budget is deliberated.

Respectfully,
SCHOOL DISTRICT OF CAMERON



Howard A. Hanson
District Administrator

Support Education

I am the parent of four sons. Three of them have been diagnosed with learning disabilities. I have been fortunate that the school system my children have attended have done their best to provide for their specific educational needs. Two of them have graduated and the third learning disabled son still receives special education services at the high school level.

This has not been easy. You see my children are not the kind children that cause a disturbance in the classroom. They are not the child with medical conditions that require expensive machinery to simply survive physically in the classroom or a sign language interpreter to be able to hear the information presented for the days work or in need of Braille to complete their days assignments. Yet they are children with a disability as described by federal law and entitled to the support needed to receive an appropriate education. They need the extra educational supports of trained staff and accommodations appropriate for their specific disability needs.

This has become an increasingly difficult task for my children's school district to provide. The reimbursement to school districts for special educational costs has not been funded as promised at the 63% level. In fact this percentage has never been appropriated leaving the impression that this is yet another unfunded mandate for local school boards to be left to provide.

With the increased complication of the lack of proper reimbursement and revenue caps limiting school districts budgets, staff and equipment is keep to the minimum.

The medically fragile and high risk children with disabilities within programs tend to be put first in line for services and justifiable so. When a crisis in the classroom occurs, need staff and resources must go to meet the challenge of the moment. Children with less urgent needs are forced to wait for time for staff and for other needed services.

You may not think this is of great importance unless you remember that the children in need of these services have all been designated as having disabilities severe enough to need the additional services that have been detailed in their Individual Education Plan. These children are all at least two years behind classmates in their ability to keep up in class and that the loss of a days instruction places them even farther behind. They can not afford the instructional time lost with staffing interruptions.

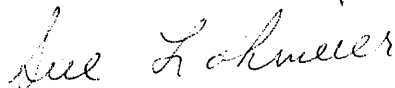
I am fortunate and so are my children that their disabilities are not more severe than they are, however under the Americans with Disabilities Act and The Rehabilitation of Act 504 my children are entitled to be treated like any other person with a disability. They are not required to be disabled to the same degree as others with severe or disruptive disabilities to be served under their Individual Education Plan.

School Districts do not have the funding flexibility to meet the unexpected needs of this changing population. Families migrate to schools that can best meet their child's needs. Districts that have a reputation for superior programs have more children coming to their districts and they need the funding from the state level to serve them. These are Wisconsin's children not necessarily home grown local Madison or Green Bay or Baldwin-Woodville children, they deserve the help of Wisconsin to overcome their limitations to the extent possible for their given disability.

Class sizes must be reduced to at least 15 or less under the direction of a special education instructor similar to the SAGE program Governor Thompson has promoted that has documented improvements in learning for most children. The promised reimbursement can fund smaller class sizes as well as much needed equipment and computer programs that can close the learning gap for many children as well as much needed inservice of staff on new assistive technology and teaching methodology required under the reauthorization of IDEA 1997.

Keep you promise to the children of Wisconsin to provide the educational start in life they need! Fund the reimbursement of Special Education at the 63% level that has been traditionally the figure you and your fellow legislators have designated in the past. The need like the cost of everything has only increased over the years. Besides Wisconsin children are worth it!

Sue Lohmeier
Woodville, Wisconsin



FUNCTION	EMPLOYEE SALARIES	EMPLOYEE BENEFITS	TRAVEL, TRANSP & PURCH SERV.	ADJUSTMENTS (SEE ATTACHED)	FEDERAL AIDS (DEDUCTED)	AIDABLE COST	ESTIMATED PRORATED AID	NUMBER OF PUPILS PUBLIC*	TRANSPORTED PRIVATE*	SPECIAL TRANSPORTATION COST	ADJUSTMENTS	FED. AIDS (DED)	AIDABLE COST	34.0000000000%
152 000 EC	53,671.78	15,178.95	0.00	0.00	0.00	68,850.73	34.0000000000%	22.00	0.00	44,935.19	0.00	0.00	44,935.19	15,277.96
153 000 ED	131,670.47	41,230.25	0.00	803.00	0.00	173,703.72	23,409.25	0.00	0.00	0.00	0.00	0.00	0.00	59,059.26
155 200 CDB	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
155 300 CDS	0.00	53.92	0.00	0.00	0.00	53.92	18.33	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 110 HR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 120 DB	0.00	0.00	0.00	14,417.00	0.00	14,417.00	4,901.78	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 210 HB	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 310 OT	0.00	97.93	0.00	0.00	0.00	97.93	289.02	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 320 PT	0.00	0.00	0.00	-21.00	0.00	152.26	51.77	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 410 OHI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 430 OI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 510 SABC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 520 SAPH	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 600 SP	102,256.05	30,558.03	0.00	0.00	0.00	132,814.08	45,156.79	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 700 VI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
157 000 LD	118,476.42	37,243.26	0.00	0.00	0.00	155,719.68	52,944.69	0.00	0.00	0.00	0.00	0.00	0.00	0.00
158 100 MC	215,392.27	80,101.91	0.00	0.00	0.00	295,494.18	100,468.02	0.00	0.00	0.00	0.00	0.00	0.00	0.00
158 200 SN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
223 300 LS	57,120.00	19,152.60	0.00	0.00	0.00	76,272.60	25,932.68	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL	678,586.99	223,616.85	925.39	15,199.00	0.00	918,328.23	312,231.59	81,643.86	25,970.73	0.00	0.00	0.00	107,614.59	30,132.09
212 000 SW	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
215 000 PS	81,643.86	25,970.73	0.00	0.00	0.00	107,614.59	30,132.09	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL	81,643.86	25,970.73	0.00	0.00	0.00	107,614.59	30,132.09	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 420 HOS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
256 912 R&B	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
256 252/752 BH	0.00*	0.00*	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
PREVIOUS YEAR AID ADJUSTMENT	SEE ATTACHED													
AID ADJ FOR ROUNDING	SEE ATTACHED													
TOTAL	760,230.85	249,587.58	45,860.58	15,199.00	0.00	1,070,879.01	357,641.64	760,230.85	249,587.58	45,860.58	15,199.00	0.00	1,070,879.01	357,641.64

FUND 10 AID (ROUNDED) 357,642
 1ST+2ND+3RD PAYMENTS 160,938
 TOTAL PAYMENTS ACTUALLY PAID 160,986
 BALANCE -48
 4TH PAYMENT 15% 53,646
 ACTUAL 4TH PAYMENT 53,598
 5TH PAYMENT 15% 53,646

FUNCTION	EMPLOYEE SALARIES	EMPLOYEE BENEFITS	APPROVED			FEDERAL AIDS (DEDUCTED)	AIDABLE COST	PRORATED AID
			TRAVEL, TRANSP. & PURCH SERV.	ADJUSTMENTS (SEE ATTACHED)	SPECIAL TRANSPORTATION COST			
152 000 EC	45,824.00	13,515.00	0.00	0.00	0.00	59,339.00	37,531,087,028%	
153 000 ED	118,329.00	35,890.00	0.00	0.00	0.00	154,219.00	22,270.57	
155 200 CDB	0.00	0.00	0.00	0.00	0.00	0.00	57,880.07	
155 300 CDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 110 HR	0.00	0.00	0.00	12,914.00	0.00	12,914.00	4,846.76	
156 120 DB	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 210 HB	0.00	36.62	179.08	0.00	0.00	215.70	80.95	
156 310 OT	0.00	0.00	5,024.24	0.00	0.00	5,024.24	1,885.65	
156 320 PT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 410 OHI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 430 OI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 510 SABC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 520 SAPH	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 600 SP	96,095.00	29,198.00	0.00	0.00	0.00	125,293.00	47,023.82	
156 700 VI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
157 000 LD	112,931.00	31,511.00	0.00	0.00	0.00	144,442.00	54,210.65	
158 100 MC	203,373.00	72,540.00	0.00	0.00	0.00	275,913.00	103,553.15	
158 200 SN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
223 300 LS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL	576,552.00	182,690.62	5,203.32	12,914.00	0.00	777,359.94	291,751.62	
212 000 SM	0.00	0.00	PSYCH/SOC WKR	0.00	0.00	0.00	30,382,308,546%	
215 000 PS	49,600.00	20,363.00	0.00	0.00	0.00	69,963.00	21,256.37	
SUBTOTAL	49,600.00	20,363.00	0.00	0.00	0.00	69,963.00	21,256.37	
156 420 HOS	0.00	0.00	RM&BD/HOS/BH TR	0.00	0.00	0.00	21,256.37	
256 912 R&B	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
256 252/752 BH	0.00*	0.00*	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
FUNCTION	NUMBER OF PUPILS TRANSPORTED	PUBLIC*	PRIVATE*	SPECIAL TRANSPORTATION COST	ADJUSTMENTS	FED. AIDS (DED)	AIDABLE COST	37,531,087,028%
256 251/751 ST	17.00	0.00	0.00	38,327.90	0.00	0.00	38,327.90	14,384.88
256 255/755 WT	2.00	0.00	0.00	13,480.11	0.00	0.00	13,480.11	5,059.23
256 257/757 PO	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL	19.00	0.00	0.00	51,808.01	0.00	0.00	51,808.01	19,444.11
PREVIOUS YEAR AID ADJUSTMENT -- SEE ATTACHED								
AID ADJ FOR ROUNDING								
TOTAL	626,152.00	203,053.62	57,011.33	12,914.00	0.00	899,130.95	332,452.10	332,452
FUND 10 AID (ROUNDED)								
TOTAL PAYMENTS ACTUALLY PAID								245,835
FINAL PAYMENT								85,617

FUNCTION	EMPLOYEE SALARIES	EMPLOYEE BENEFITS	APPROVED		ADJUSTMENTS (SEE ATTACHED)	FEDERAL AIDS (DEDUCTED)	AIDABLE COST	PRORATED AID
			TRAVEL, TRANSP. & PURCH SERV.	COST				
152 000 EC	36,079.29	10,590.72	0.00	0.00	0.00	46,670.01	40.226618636%	
153 000 ED	135,672.23	41,178.85	0.00	0.00	0.00	175,909.08	18.773.77	
155 200 CDB	0.00	0.00	0.00	0.00	-942.00	0.00	70,762.27	
155 300 CDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 110 HR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 120 DB	0.00	0.00	0.00	0.00	2,342.00	2,342.00	942.11	
156 210 HB	92.16	19.03	0.00	0.00	0.00	111.19	44.73	
156 310 OT	0.00	0.00	5,264.01	0.00	0.00	5,264.01	2,117.53	
156 320 PT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 410 OHI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 430 OI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 510 SAPH	0.00	0.00	70.82	0.00	0.00	0.00	0.00	
156 520 SAPH	353.28	0.00	90.00	0.00	0.00	514.10	206.81	
156 600 SP	91,961.29	28,689.34	0.00	0.00	0.00	120,650.63	48,533.67	
156 700 VI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
157 000 LD	100,781.00	31,161.00	0.00	0.00	0.00	131,942.00	53,075.81	
158 100 MC	192,123.00	66,833.00	0.00	0.00	0.00	258,956.00	104,169.24	
158 200 SN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
223 300 LS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL	557,062.25	178,542.76	5,354.01	1,400.00	0.00	742,359.02	298,625.94	
212 000 SM	0.00	0.00	0.00	0.00	0.00	0.00	32.564405563%	
215 000 PS	48,580.06	20,116.06	0.00	0.00	0.00	68,696.12	22,370.48	
SUBTOTAL	48,580.06	20,116.06	0.00	0.00	0.00	68,696.12	22,370.48	
156 420 HOS	0.00	0.00	0.00	0.00	0.00	0.00	63.851775613%	
256 912 R&B	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
256 252/752 BH	0.00*	0.00*	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
FUNCTION	NUMBER OF PUPILS	TRANSPORTED	SPECIAL COST	ADJUSTMENTS	FED. AIDS (DED)	AIDABLE COST	40.226618636%	
256 251/751 ST	17.00	0.00	22,076.35	0.00	0.00	22,076.35	8,880.57	
256 255/755 WT	2.00	0.00	12,006.45	0.00	0.00	12,006.45	4,829.79	
256 257/757 PO	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL	19.00	0.00	34,082.80	0.00	0.00	34,082.80	13,710.36	
PREVIOUS YEAR AID ADJUSTMENT -- SEE ATTACHED								
AID ADJ FOR ROUNDING								
TOTAL	605,642.31	198,658.82	39,436.81	1,400.00	0.00	845,137.94	334,706.78	
FUND 10 AID (ROUNDED)								
334,707								
TOTAL PAYMENTS ACTUALLY PAID								
247,335								
FINAL PAYMENT								
87,372								

FUNCTION	EMPLOYEE SALARIES	EMPLOYEE BENEFITS	APPROVED TRAVEL, TRANSP. & PURCH SERV.	ADJUSTMENTS (SEE ATTACHED)	FEDERAL AIDS (DEDUCTED)	AIDABLE COST	PRORATED AID	
152 000 EC	0.00	0.00	0.00	0.00	0.00	0.00	42,474,041.999%	
153 000 ED	131,039.48	0.00	0.00	0.00	0.00	170,755.32	72,526.69	
155 200 CDB	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
155 300 CDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 110 HR	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 120 DB	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 210 HB	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 310 OT	0.00	0.00	10.50	0.00	0.00	86.27	36.64	
156 320 PT	0.00	0.00	16,717.00	0.00	0.00	16,717.00	7,100.39	
156 410 PHC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 510 SABC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 520 SAPH	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
156 600 SP	59,288.90	0.00	462.69	0.00	0.00	526.78	223.74	
156 700 VI	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
157 000 LD	0.00	0.00	0.00	0.00	0.00	79,725.59	33,862.68	
158 100 MC	97,604.91	0.00	0.00	0.00	0.00	0.00	0.00	
158 200 SN	143,565.80	0.00	0.00	0.00	0.00	127,337.96	54,085.58	
223 300 LS	0.00	0.00	0.00	0.00	0.00	192,185.80	81,629.08	
SUBTOTAL	431,499.09	138,580.17	17,255.46	0.00	0.00	587,334.72	249,464.80	
212 000 SW	0.00	0.00	PSYCH/SOC WKR	0.00	0.00	0.00	34,383,748,285%	
215 000 PS	47,688.96	18,410.32	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL	47,688.96	18,410.32	0.00	0.00	0.00	66,099.28	22,727.41	
156 420 HOS	0.00	0.00	RMEBD/HOS/BH TR	0.00	0.00	66,099.28	22,727.41	
256 912 R&B	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
256 252/752 BH	0.00*	0.00*	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
FUNCTION	NUMBER OF PUPILS	TRANSPORTED	SPECIAL TRANSPORTATION COST	ADJUSTMENTS	FED. AIDS (DED)	AIDABLE COST	AIDABLE COST	42.474041999%
256 251/751 ST	22.00	0.00	25,445.04	0.00	0.00	25,445.04	10,807.54	
256 255/755 WT	2.00	0.00	11,621.97	0.00	0.00	11,621.97	4,936.32	
256 257/757 PO	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL	24.00	0.00	37,067.01	0.00	0.00	37,067.01	15,743.86	
PREVIOUS YEAR AID ADJUSTMENT		SEE ATTACHED					15,743.86	
AID ADJ FOR ROUNDING							0.00	
TOTAL	479,188.05	156,990.49	54,322.47	0.00	0.00	690,501.01	287,936.07	
							287,936	
							213,315	
							74,621	

TOTAL PAYMENTS ACTUALLY PAID 213,315
FINAL PAYMENT 74,621

FUNCTION	EMPLOYEE SALARIES	EMPLOYEE BENEFITS	TRAVEL & PURCH SERV.	ADJUSTMENTS (SEE ATTACHED)	FEDERAL AIDS (DEDUCTED)	AIDABLE COST	PRORATED AID
152 000 EC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
153 000 ED	107,085.45	34,881.35	0.00	0.00	0.00	141,966.80	63,781.64
155 200 CDB	0.00	0.00	0.00	0.00	0.00	0.00	0.00
155 300 CDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 110 HR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 120 DB	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 210 HB	0.00	109.86	1,057.05	0.00	0.00	1,166.91	524.26
156 310 OT	0.00	0.00	30,585.00	0.00	0.00	30,585.00	13,740.97
156 320 PT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 410 PHC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 510 SAPC	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 520 SAPH	0.00	19.37	139.84	0.00	0.00	159.21	71.53
156 600 SP	55,845.43	19,380.44	0.00	0.00	0.00	75,225.87	33,796.84
156 700 VI	0.00	0.00	0.00	0.00	0.00	0.00	0.00
157 000 LD	92,890.76	28,572.46	0.00	0.00	0.00	121,463.22	54,614.89
158 100 MC	143,621.00	47,489.00	0.00	0.00	0.00	191,110.00	85,860.28
158 200 SN	0.00	0.00	0.00	0.00	0.00	0.00	0.00
223 300 LS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL	399,542.64	130,452.48	31,781.89	0.00	0.00	561,777.01	252,390.41
212 000 SW	0.00	0.00	PSYCH/SOC WKR	0.00	0.00	51%	36,369.58
215 000 PS	46,710.00	17,948.00	0.00	0.00	0.00	64,658.00	23,515.85
SUBTOTAL	46,710.00	17,948.00	0.00	0.00	0.00	64,658.00	23,515.85
156 420 HOS	0.00	0.00	RM&BD/HOS/BH TR	0.00	0.00	100%	71,312.93
256 912 R&B	0.00	0.00	0.00	0.00	0.00	0.00	0.00
256 252/752 BH	0.00*	0.00*	0.00	0.00	0.00	0.00	0.00
SUBTOTAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
256 251/751 ST	16.00	0.00	15,745.58	0.00	0.00	15,745.58	7,074.04
256 255/755 WT	2.00	0.00	10,075.69	0.00	0.00	10,075.69	4,526.72
256 257/757 PO	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL	18.00	0.00	25,821.27	0.00	0.00	25,821.27	11,600.76
PREVIOUS YEAR AID ADJUSTMENT -- SEE ATTACHED							
AID ADJ FOR ROUNDING							
TOTAL	446,252.64	148,400.48	57,603.16	0.00	0.00	652,256.28	287,507.02
FUND 10 AID (ROUNDED)							287,507
TOTAL PAYMENTS ACTUALLY PAID							211,365
FINAL PAYMENT							76,142

FUNCTION	EMPLOYEE SALARIES	EMPLOYEE BENEFITS	TRAVEL, TRANSP. & PURCH SERV.	ADJUSTMENTS (SEE ATTACHED)	FEDERAL AIDS (DEDUCTED)	AIDABLE COST	PRORATED AID
152 000 EC	1,145.03	210.82	0.00	0.00	0.00	1,355.85	45,487,103.64%
153 000 ED	70,784.45	20,254.03	0.00	0.00	0.00	91,038.48	41,401.87
155 200 CDB	0.00	0.00	0.00	0.00	0.00	0.00	0.00
155 300 CDS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 110 HR	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 120 DB	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 210 HB	662.40	50.67	0.00	0.00	0.00	713.07	324.31
156 310 OT	0.00	0.00	23,897.00	0.00	0.00	23,897.00	10,870.01
158 320 PT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
158 410 PHC	48,492.00	15,653.00	0.00	0.00	0.00	64,145.00	29,177.71
158 510 SAPH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 520 SAPH	0.00	0.00	0.00	0.00	0.00	0.00	0.00
156 600 SP	48,288.80	18,915.39	0.00	0.00	0.00	67,204.19	29,859.56
156 700 VI	0.00	0.00	0.00	0.00	0.00	0.00	0.00
157 000 LD	63,437.21	28,551.93	0.00	0.00	0.00	91,989.14	50,030.81
158 100 MC	75,559.17	27,480.18	0.00	0.00	0.00	103,039.35	48,874.11
158 200 SN	0.00	0.00	0.00	0.00	0.00	0.00	0.00
223 300 LS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL	328,349.08	107,126.00	23,897.00	0.00	0.00	459,372.08	208,955.01
212 000 SW	0.00	0.00	PSYCH/SDC WKR	0.00	0.00	51%	38,822,893.42%
215 000 PS	34,272.72	13,050.87	0.00	0.00	0.00	47,323.59	17,425.91
SUBTOTAL	34,272.72	13,050.87	0.00	0.00	0.00	47,323.59	17,425.91
158 420 HOS	0.00	0.00	RM&BD/HOS/BH TR	0.00	0.00	100%	72,201,751.810%
256 912 R&B	0.00	0.00	0.00	0.00	0.00	0.00	0.00
256 252/752 BH	0.00*	0.00*	0.00	0.00	0.00	0.00	0.00
SUBTOTAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FUNCTION	NUMBER OF PUPILS	TRANSPORTED	SPECIAL TRANSPORTATION COST	ADJUSTMENTS	FED. AIDS (DED)	AIDABLE COST	45,487,103.64%
256 251/751 ST	18.00	0.00	21,959.43	0.00	0.00	21,959.43	9,988.77
256 255/755 WT	2.00	0.00	7,898.62	0.00	0.00	7,898.62	3,500.91
256 257/757 PO	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL	18.00	0.00	29,858.05	0.00	0.00	29,858.05	13,489.68
PREVIOUS YEAR AID ADJUSTMENT -- SEE ATTACHED							
AID ADJ FOR ROUNDING							
TOTAL	362,621.78	120,176.87	53,553.05	0.00	0.00	536,351.70	239,870.61
						FUND 10 AID (ROUNDED)	239,870.61
						TOTAL PAYMENTS ACTUALLY PAID	170,291.00
						FINAL PAYMENT	69,580.00

LEGISLATIVE SPEECH 4/8/99

Good ^{evening} ~~morning~~ and thank you for this opportunity to voice my thoughts,

I am here to speak to you about equalizing state funding for Racine County Handicapped Education Board and to align handicapped education boards funding with that of individual school districts state reimbursement.

I am a teacher and resident of Racine County. I have worked with children who have special needs and handicaps for the past 18 years. I chose this career to help students learn no matter what barriers they may encounter, and to help guide them to be productive, happy adults.

Recently, this nation and state have promoted excellence in education goals for both students and teachers. I feel that I have always given 100% plus for my students and that the majority have gone into adulthood as successful, employable adults.

I have further assured the deliverance of quality education by earning a Master's Degree, 3 teaching licenses, and I am working to obtain a 4th. I can truly say that I have given these students the type of quality education that I would want for my own child.

Now, because of a lack of legislative foresight and thought-----all this striving for Excellence will be ended.

Since there are only 4 handicapped boards ^{education} left in Wisconsin---present legislation is Condemning them to death.

I feel that you, as competent and caring legislators, should ask yourselves why these 4 Children's Handicapped Boards ^{Education} are still in existence. Is this due to a book-keeping oversight in the laws? Or Is it because of the quality of staff dedication and services provided, in addition to parental support?-----to which Wisconsin standards in education

are striving for.

Please reconsider a funding amendment to present legislation to bring equitable funding to County handicapped education boards with that of individual school districts. And, keep true to your promises and goals as legislators to promote a continuance of excellence in Wisconsin schools.

*Thank you for your time,
Cathy Becker
Muskegon County Resident &
Educator*

Special Education Funding
April 13, 1999

In the Wausau School District during the past ten years, special education costs have risen from \$2,990,312 to \$8,577,123 and enrollments have increased 58%. At the same time state reimbursement for categorical aids went from 59.15% to the present reimbursement of 33%. This resulted in a shortfall of \$2,573,370 for the 1998-99 school year in the Wausau School District assuring state aids were to be reimbursed at the 63% level per state statute.

As a result the amount of revenues transferred from regular education services to special education continues to increase. Costs associated with special education are also expected to increase due to new IDEA 97 regulations and the 1997 Wisconsin Act 164 and enrollments increases statewide at 3% per year versus regular education at 1% per year. Special education represents an entitlement and regular education does not. School districts are required to provide FAPE (Free Appropriate Public Education) to special education students regardless of the costs. Recently the United States Supreme Court ruled that an Iowa School District had to pay for one-on-one nursing for a disabled student. Yet IDEA and state officials are not making good on their promises to pay for these costs. The state promised funding initially (1974) at the 70% level for these special education mandated services.

Members at the Joint Finance Committee, you can see that in Wisconsin the growing cost of special education services combined with the constraints of revenue limits and a decline in funding has resulted in extreme pinching of district budgets at the expense of other educational programs.

The current scenario gives you the opportunity of increasing categorical aids to a 50% sum sufficient level as recommended by the School Administrator's Alliance. At the same time, I would support lifting revenue caps for local special education costs (includes short falls in categorical aides) which would relieve regular education program budgets and provide state flexibility ^{without} ~~or~~ significantly going over the two-thirds state commitment to fund public school costs.

State Handicapped Aid for Wausau School District

Year	Actual State Reimbursement	Statutory Reimbursement Rate (63%)	Total Program EEN Costs	% Reimbursement	Aid Loss	Abbrev. Aid Loss % Loss
1991-92	2,431,121	2,890,313	4,587,798	52.99%	459,192	\$-46M -10.01%
1992-93	2,423,913	3,173,816	5,037,803	48.11%	749,903	\$-75M -14.89%
1993-94	2,606,040	3,685,205	5,849,532	44.55%	1,079,165	\$-1.1M -18.45%
1994-95	2,855,274	4,080,804	6,477,466	44.08%	1,225,530	\$-1.2M -18.92%
1995-96	2,953,557	4,458,361	7,076,763	41.74%	1,504,804	\$-1.5M -21.26%
1996-97	2,985,522	4,753,368	7,545,061	39.57%	1,767,866	\$-1.8M -23.43%
1997-98	3,060,674	5,218,308	8,283,029	36.95%	2,157,634	\$-2.2M -26.05%
1998-99	2,830,451	5,403,587	8,577,123	33.00%	2,573,136	\$-2.6M -30.00%

Note: 1998-99 Aid % estimated 3/16/99

State ESL Aid for Wausau School District

Year	Actual State Reimbursement	Reimbursement Rate (63%)	Total Program ESL Costs	% Reimbursement	Aid Loss	Abbrev. Aid Loss % Loss
1991-92	466,824	691,348	1,097,377	42.54%	224,524	\$-22M -20.46%
1992-93	502,889	956,005	1,517,468	33.14%	453,116	\$-45M -29.86%
1993-94	524,247	1,095,079	1,738,220	30.16%	570,832	\$-57M -32.84%
1994-95	588,783	1,323,306	2,100,485	28.03%	734,523	\$-73M -34.97%
1995-96	654,637	1,629,988	2,587,282	25.30%	975,351	\$-98M -37.70%
1996-97	657,397	1,796,499	2,851,586	23.05%	1,139,102	\$-1.1M -39.95%
1997-98	697,088	2,064,875	3,277,579	21.27%	1,367,787	\$-1.4M -41.73%
1998-99	688,748	2,283,742	3,624,987	19.00%	1,594,994	\$-1.6M -44.00%

Note: 1998-99 aid estimated 3/16/99

Combined State Handicapped Aid and State ESL Aid for Wausau School District

Year	Actual State Reimbursement	Reimbursement Rate (63%)	Total Program EEN & ESL Costs	% Reimbursement	Aid Loss	Abbrev. Aid Loss % Loss
1991-92	2,897,945	3,581,661	5,685,175	50.97%	683,716	\$-68M -12.03%
1992-93	2,926,802	4,129,821	6,555,271	44.65%	1,203,019	\$-1.2M -18.35%
1993-94	3,130,287	4,780,284	7,587,752	41.25%	1,649,997	\$-1.6M -21.75%
1994-95	3,444,057	5,404,110	8,577,951	40.15%	1,960,053	\$-2.0M -22.85%
1995-96	3,608,194	6,088,349	9,664,045	37.34%	2,480,155	\$-2.5M -25.66%
1996-97	3,642,919	6,549,887	10,396,647	35.04%	2,906,968	\$-2.9M -27.96%
1997-98	3,757,762	7,283,183	11,560,608	32.50%	3,525,421	\$-3.5M -30.50%
1998-99	3,519,199	7,687,329	12,202,110	28.84%	4,168,130	\$-4.2M -34.16%

Note: 1998-99 aid estimated 3/16/99

EEN AID & COSTS - WAUSAU SCHOOL DISTRICT

MARCH 16, 1999

YEAR	TOTAL PROGRAM \$	% REIMBURSEMENT	ACTUAL AID DOLLARS	STATUTORY AID-63%	AID LOSS
1987-88	2,990,312	59.15%	1,768,714	1,883,897	115,183
1988-89	3,285,259	56.26%	1,848,193	2,069,713	221,520
1989-90	3,654,890	58.48%	2,137,201	2,302,581	165,380
1990-91	4,108,358	57.79%	2,374,383	2,588,266	213,883
1991-92	4,587,798	52.99%	2,431,121	2,890,313	459,192
1992-93	5,037,803	48.11%	2,423,913	3,173,816	749,903
1993-94	5,849,532	44.55%	2,606,040	3,685,205	1,079,165
1994-95	6,477,466	44.08%	2,855,274	4,080,804	1,225,530
1995-96	7,076,763	41.74%	2,953,557	4,458,361	1,504,804
1996-97	7,545,061	39.57%	2,985,522	4,753,388	1,767,866
1997-98	8,283,029	36.95%	3,060,674	5,218,308	2,157,634
1998-99*	8,577,123	33.00%	2,830,451	5,403,587	2,573,137
TOTALS	58,896,270		27,444,592	37,104,650	9,660,058

186.83% - Increase in handicapped expenditures since 1987-88

*ESTIMATED



BROWN COUNTY TAVERN LEAGUE

Vern Krawczyk, President

2294 Manitowoc Road

Green Bay, WI 54311

Re: Governor's Budget Hearings

Dear Committee

Both as President of Brown County Tavern and a board of director of Wis. Restaurant Association local Chapter I hope you can support the governor's school start bill. Uniform starting after September certainly make sense and would have a great tourism impact.

Also I do urge you to support the creation of the economic grants & loans for small business. Casino gambling has hurt many small business/tavern owners & grants & available loans would help us overcome the negative impact of casino gambling.

I had intended to appear in person but due to an equipment breakdown I was short of time.

Thank You,

Vern Krawczyk

I AM HERE ON BEHALF OF THE GREEN BAY AREA HOSPITALITY
INDUSTRY WHICH FULLY SUPPORTS STARTING SCHOOL IN
WISCONSIN AFTER SEPTEMBER 1 .

TOURISM IS BIG BUSINESS IN THE GREEN BAY AREA. STATE
STUDIES SHOW THAT \$295 MILLION WAS SPENT IN BROWN
COUNTY ON TOURISM RELATED ACTIVITIES IN 1997. THESE
EXPENDITURES DO THREE IMPORTANT THINGS...THEY SUPPORT
JOBS FOR OUR PEOPLE. IN 1997, TOURISM PROVIDED 8,943 FULL-
TIME EQUIVALENT JOBS LOCALLY. TOURISM GENERATES
INCOME FOR OUR RESIDENTS...AND THEY RAISE GOVERNMENT
REVENUE AT THE CITY, COUNTY, STATE AND FEDERAL
LEVELS...THROUGH PAYROLL, AND SALES TAXES, AS WELL AS
LICENSE FEES. BROWN COUNTY REVENUES IN 1997 WERE \$8.3
MILLION DOLLARS.

THESE NUMBERS ARE IMPRESSIVE...BUT AS ALWAYS, IT IS WHAT
IS BEHIND THE STATISTICS THAT IS EVEN MORE SIGNIFICANT.
CONSIDER, FOR EXAMPLE, HOW MANY INDUSTRIES IN
WISCONSIN IMPROVE THEIR MOMENTUM AND GROWTH DUE TO
MEETINGS AND TOURISM. TO NAME JUST A FEW, THERE'S
CONSTRUCTION WHICH BUILDS NEW HOTELS, CONFERENCE

FACILITIES, RESTAURANTS, ARENAS, ATTRACTIONS AND OTHER
VENUES TO MEET THE NEEDS OF VISITORS...THERE'S
MANUFACTURING WHICH HAS TO FILL ALL THOSE NEW
FACILITIES WITH FURNITURE, APPLIANCES, AND SO ON...AND
THERE'S RETAIL WHICH HAS TO STOCK UP WHEN TOURISTS
COME TO TOWN. TOURISM IN OUR COMMUNITIES SHOULDN'T
BE MINIMIZED OR TAKEN FOR GRANTED.

TOURISM IS IMPORTANT TO WISCONSIN AND BROWN COUNTY,
IT'S IMPORTANT TO EXPAND OUR TOURISM MONTHS
THEREFORE, THE GREEN BAY AREA VISITOR AND CONVENTION

BUREAU AND THE ENTIRE GREEN BAY AREA HOSPITALITY

INDUSTRY URGES THE WISCONSIN LEGISLATURE TO KEEP THE

SCHOOL START LANGUAGE IN THE STATE BUDGET.

PRIMARY

IN ORDER TO INCREASE

THE ECONOMIC
IMPACT OF
TOURISM


Holiday Inn
City Centre
DOWNTOWN

To: Joint Finance Committee Members

From: Patrick Olejniczak
General Manager, Holiday Inn City Centre
Board Member, Wisconsin Innkeepers Association

Re: Statement for September 1st school start date, & added
funding for tourism marketing

I am here as a local businessman of this community to voice my support for a September 1st school start date. My motivation for a September 1st school start date is from a financial and business standpoint. On average over the past five years, my hotel occupancy has decreased 7% to 10% during the last two weeks of August as compared to the first two weeks. I can attribute this decrease in occupancy, or loss of business to my leisure market. My "get away package" and summer great rates, which are geared to the family market are down 1375 roomnights as compared with the first two weeks of August. This calculates a loss of business of \$27,000.00 to \$35,000.00 for my business alone. I know that my fellow colleagues in the lodging industry both locally and on a state level experience similar losses if not greater. I know that in 1997 a major market television survey was done with 1400 callers responding and that 82% were in favor of having public schools start after labor day. The idea of having schools start after September 1st is practical and makes sense for vacationing families and from a business standpoint.

Additionally, I would like to ask for support for additional funding for tourism marketing. With the tourism industry being one of the top three industries in Wisconsin, I believe it is important that tourism remains a high priority when it comes to funding. I feel that Wisconsin must continue to promote and market Wisconsin for all seasons. I particularly believe that more marketing is required for our winter months and this additional funding could accomplish this marketing effort.



**WISCONSIN
TOURISM
FEDERATION**

Members

- American Automobile Assoc.
- Assoc. of Wisconsin Tourism Attractions
- Golf Course Owners of Wisconsin
- Outdoor Advertising Assoc. of Wisconsin
- Tavern League of Wisconsin
- Wisconsin All Terrain Vehicle Association
- Wisconsin Association of Campground Owners
- Wisc. Assoc. of Convention & Visitors Bureaus
- Wisconsin Dells Visitors & Convention Bureau
- Wisconsin Grocers Assoc.
- Wisconsin Innkeepers Association
- Wisconsin Manufacturers & Commerce
- Wisconsin Restaurant Association
- Wisconsin Wholesale Beer Distributors Association

Joint Finance Committee
Co-chairs Senator Burke and Representative Gard
RE: WTF and WRA support for budget proposal to start the fall school term for K-12 schools after September 1
March 26, 1999

Testimony by
Edward J. Lump
President, Wisconsin Tourism Federation
Executive Vice President, CEO, Wisconsin Restaurant Association

Starting school after September 1 has great fiscal impact on the tourism industry and the state of Wisconsin. Therefore, it is appropriately included as a part of the state budget.

Economic research conducted by the Wisconsin Department of Tourism shows that by adopting Governor Thompson's proposal, tourist traffic in Wisconsin would increase by approximately \$66 million. State tax collections would increase \$6.4 million and local tax collections by \$4.6 million.

The Governor's proposal is also consistent with the following tourism trends:

1. A 1997 field study by the Wisconsin Department of Tourism identified the time of the year that people were most likely to vacation in Wisconsin. The highest frequency months mentioned

2. were June at 34%, July at 56% and August at 57%. Based on data, there is a high probability that many who have not yet vacationed will choose the last two weeks of August to do so.
3. Based upon economic research conducted during August 1998, there is a decline in occupancy rates from 79% during the first two weeks of August to 67% during the last two weeks of August. This includes both business and leisure travel. It can be deduced that this decline is primarily the result of families with children returning home for the new school year.
4. National and state trends indicate four-day extended weekends are becoming more of the norm for family vacations. Shortened vacation length has created more opportunities for families to take multiple vacations within the preferred summer season.
5. The limitation of available family time for vacationing or other opportunities for families to unite in quality time has been substantially diminished over the past decade.

Educational issues: The effect that this type of legislation could have on education is important to the Wisconsin Tourism Federation, its member associations, and their collective members. None of us would want to do anything that would hurt education. The individual businesses that we represent are owned and managed by people who are parents and

grandparents too. And just like parents everywhere they want the best for their children.

1. WTF has researched past school start dates, educational performance tests and spent time talking with educators. What we found is that all of the schools that began after September 1 in the 1997/98 school year had test scores that were above the national average. In fact, those schools were 22% above the national average in reading and 24% above the national average in math.
2. Also, some schools with post September start dates were actually the highest performing schools in the state. These nine schools were 29% above the state national average and 32% above the national average in math.
3. We think these types of statistics demonstrate that at a minimum, a later start date will not adversely affect a school's performance or the learning environment for our students.

We think parents know best and they know that little learning can take place when it is hot outside and the schools aren't air-conditioned. In addition, what sense does it make to start school and turn right around and give everyone a big weekend off (Labor Day). Maybe this is why, as our survey demonstrates, 70% of parents support a September school start.

Local Control issues: The majority of business members of WTF organizations are small businesses. These types of businesses generally like local government and local control. However, in this instance they believe the state must mandate a start date of after September 1 because the current system that has schools starting between August 18 and September 8 is "local out of control". Parents with children in different schools can't plan vacations. Students who need to earn money for college or to help their family are deprived of a prime opportunity. Businesses that need workers to properly serve their tourist customers can not provide that service.

1. The governor's proposal requires a post September 1 start date. It does not affect the total number of days or hours children will be in school. That scheduling is at the discretion of the local school boards.
2. Local school boards would determine the last date of classes, vacation days, conference days, and inservice days, etc.
3. The school year would still be 180 days.

Finally, Tourism is one of Wisconsin's top three industries. In 1977, travelers spent an estimated \$6.7 billion in the state, with \$ 3.3 billion spent between May and August. Travel spending generated more than 200,000 full-time equivalent jobs and \$4 billion in income for Wisconsin residents.

Expenditures by tourists, including taxes derived from motel rooms, attractions, gift shops boat docks and gasoline provided more than \$1 billion in taxes and other fees for state and local governments.

Tourism has a problem in mid to late August that cannot be fixed except by legislation. The remedy we request does not harm education. Therefore, we believe the school start language should be left in the state budget. It would help tourism, but would also help families and students. It would give the great Wisconsin late summer back to Wisconsin citizens.

Thank you for your consideration.