

STATEMENTS TO THE JOINT FINANCE COMMITTEE REGARDING GOVERNOR'S BUDGET
PROPOSAL TO TRANSFER CARL PERKINS TECH PREP Title III-E FUNDS FROM THE DPI-WTCS
CONSORTIUM SUPERVISION TO THE PROPOSED WORK-BASED LEARNING BOARD

By

John Hamilton, WWTC Vice President of Instruction and representing the Western Wisconsin School-to-Work Consortium

April 14, 1999

I offer to the record the following letter as statements of support for retaining the existing structure for utilization of the Title 111 E Carl Perkins Tech Prep funds.

April 8, 1999

Senator Brian Burke
Senator Russell Decker
Senator Robert Jauch
Senator Gwendolynne Moore
Senator Kevin Shibiliski
Senator Kimberly Plache
Senator Robert Cowles
Senator Mary Panzer

Representative John Gard
Representative Cloyd Porter
Representative Dean Kaufert
Representative Sheryl Albers
Representative Marc Duff
Representative David Ward
Representative Gregory Huber
Representative Antonio Riley

Dear Joint Finance Committee Member:

As a partner in the Western Wisconsin School to Work Consortium, I am writing to encourage serious consideration of the ramifications from the proposed changes in the Governor's budget to move Title III E Tech Prep funds to the newly proposed Work-Based Learning (WBL) Board.

Western Wisconsin has been an exemplar model for school and business/trade/industry partnerships and has been recognized locally, statewide and nationally for the STW model and effectiveness of programming. We feel we have had a significant impact on educational reform in the state of Wisconsin, the nation, and even internationally with our partners in training in Ireland.

Currently we have formed a project team to implement the recommendations of an external evaluation team (2-99). This team is a collaboration of WWTC, K-12 District leaders and educators, Business (PIC), and CESA (Standards and Assessment team) to sustain STW initiatives and to maintain contextual learning, applied academics, and performance based assessment within the curriculum created and aligned with Wisconsin's academic standards. The evaluation team affirmed the success of, and necessity for continuation of, reforms and initiatives resulting in workplace learning and technical preparation. Building this

productive, collaborative relationship between multiple agencies has taken much time, effort, and energy. A trusting relationship between education, business, trade and industry exists in Western Wisconsin.

It is also impressive to see the positive, collaborative network that exists between WTCS, DPI, and the 16 technical college district consortiums. If Title III E money, which supports the Tech Prep initiative, is removed from the WTCS and DPI consortium, the investments of human capital and significant volunteer hours of business, trade and industry partners will be lost, in addition to the loss of significant opportunities for learners in a career path. These initiatives were designed to meet the needs for a technically trained workforce.

The existing structure, including the Tech Prep Curriculum Specialist being positioned at the technical college, is a very powerful model. Left intact, it could be used to benefit Governor Thompson's recommendation to increase technical education in the state of Wisconsin.

The relationship between technical colleges and high schools continues to strengthen as the tech prep initiative helps shape educational reform. We encourage the governor to use the existing consortiums to implement effective programs supporting technical education for Wisconsin.

We offer the Western Wisconsin Consortium as a model for effective implementation of the goals for effective partnering of business and education for creating an educated workforce—technically trained and with effective employability skills. With this model in fact, we have experienced a significant increase in students enrolling in a technical career program directly out of high school.

We feel that without additional funding a significant loss of momentum would occur, and this situation would inhibit the continuation and expansion to the next level.

We are at the precipice of some really great things! Let us stay on course, lest we lose the ground we have gained?

Sincerely,
Jerry Berns
Vice Chair
Western Wisconsin School-to-Work Council

Attachments:

- 1) Listing of Western Wisconsin School-to-Work Council Membership
- 2) Western Wisconsin School-to-Work Consortium Strategic Plan
(Mission, Belief Statement, Goals, Committee Membership, Council By-Laws, and Communication Structure)

Attachments include the listing and business or school partner position and the Strategic Plan for the Western Wisconsin School to Work Consortium of which I also have a copy for each committee member because it indicates the firm foundation and broad spectrum of our consortium.

In addition, I offer similar letters of support for retaining the existing structure and representing individuals in the following categories from the Western Wisconsin Consortium:

SUPPORT OF	INITIATED BY	ADDITIONAL SUPPORTIVE STATEMENT	CO SIGNED BY
K-12 District Superintendents	Jerry Friemark Whitehall School Superintendent	Our school district would support having the Western Wisconsin Consortium as a model for effective implementation of the Wisconsin's work-based learning initiative. There is value in having these initiatives continue to be coordinated through the Tech Prep Curriculum Specialist position at WWTC, as evidenced in the success we are experiencing	<u>14</u> CESA #4 School District Superintendents
High School and Post Secondary Counselors	Sam Jentzch Holmen High School Counselor	Activities facilitated through the WWTC Tech Prep Curriculum Specialist position have provided for a coherent sequence of courses, curriculum maps for career pathways, articulation agreements with alignment integrity, and advanced standing credit for students choosing post secondary technical preparation. Learning opportunities for high school youth have been greatly expanded as a result of the partnership between the secondary school and technical college. This partnership has also extended the awareness of academic skills necessary for success in technical careers, for necessary employability skills, and for career opportunities and expectations in the workplace.	<u>12</u> High School Counselors and representatives of counseling from UW-LaCrosse and WWTC
SUPPORT OF	INITIATED BY	ADDITIONAL SUPPORTIVE STATEMENT	CO SIGNED BY

STW Planning and Implementation Committee (Teacher/Instructors/Liaisons)	Mary Koblitz, Onalaska High School STW Coordinator and Youth Apprenticeship Liaison	Having the Title III E Tech Prep funds available in the Western Wisconsin Technical College position and projects of the Tech Prep Curriculum Specialist has provided us with leadership to extend technical preparation to more students. This partnership has provided for uninhibited transfer of credit to technical training through articulation agreements, and expansion of learning opportunities, particularly through distance learning.	17 committee members representing high schools, agencies, and the UW-La Crosse and WWTC.
Western Wisconsin STW Consortium Fiscal Agents	Bob Peterson, CESA# Director and Fiscal agent for the School to Work Opportunities Grant	Dr. Lee Rasch, President of WWTC, Fiscal Agent for the Carl Perkins Tech Prep Grant	Jerry Hanoski, Director of the Western Wisconsin Private Industry Council and supervisor of the Career Exploration Link

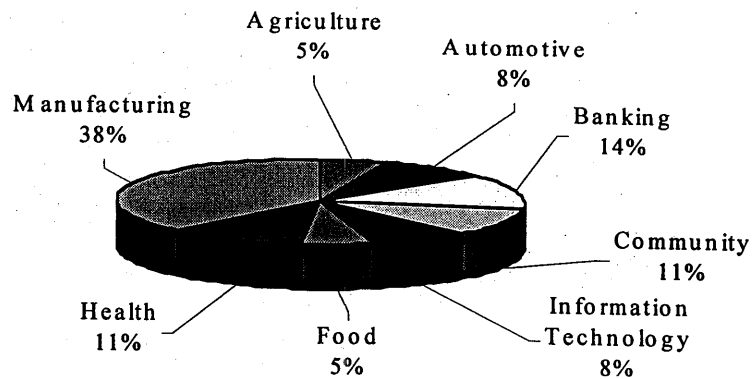
The final exhibit of support offered is a listing of 37 Business/Trade and Industry individuals who agreed to serve on a business-led consortium in the event that additional funds for workforce development would become available. They represent large and small employers in our district, the industries of Manufacturing, Health, Technology, Banking, Auto and Agribusiness.

These individuals are committed to partnering with us in developing expansions of our school to work programs and opportunities. They are interested in partnering with secondary schools and coordinating with our postsecondary training for engaging an educated workforce.

The following Western Wisconsin businesses will create a regional, business-led consortia:

Region	Industry Type	Business	Contact	No. of Employees
Westby	Agriculture	Accelerated Genetic	Dave Larson/Roger Hanson	25-49
Arcadia	Agriculture/ Manufacturing	Gold 'N Plump Poultry	George Hanson	500-999
La Crosse	Auto	Bob's Auto Techno	Bob Marconi	Less than 10
New Lisbon	Auto	Rudig Jensen Ford-Mercury	Mark Rudig	20
Viroqua	Auto	Jim Olson Ford-Mercury Inc.	Jim Olson	10-20
La Crosse	Banking	Coulee State Bank	Dirk Gasterland	25-50
La Crosse	Banking	State Bank of La Crosse	Lisa Arndt	100-249
Mauston	Banking	Bank of Mauston	Lynn Erickson	25-50
Westby	Banking	Fortress Bank	Shirley Hagen	25-50
Whitehall	Banking	Associated Bank	Viola Jacobson	10-49
La Crosse	Community	Business & Student Education Committee	Jerry Berns/Paul Winans	NA
La Crosse	Community	LADCO	Jim Hill	Less than 10
Sparta	Community	Sparta Chamber of Commerce	Sharon Folcey	Less than 10
Tomah	Community	Tomah Chamber of Commerce	Eric Prise	Less than 10
Caledonia, MN	Information Technology	Winnebago Software Co.	Nancy Hager	250-499
La Crosse	Information Technology	Electronic Data Systems	Dawn Davis	50-100
La Crosse	Information Technology	Firstlogic	Kevin Murtha	250-499
La Crosse	Food	Kwik Trip	Amy Hansen	500-999
Whitehall	Food	Whitehall Specialties	Kristy Abrahamson	100-249
La Crosse	Health	Mayo/Franciscan Skemp Healthcare	Joan Mueller	1,000+
La Crosse	Health	Gundersen Lutheran Medical Center	Jill Blokhuis	1,000+
Mauston	Health	Hess Memorial Hospital	Carol Purvis	250-499
Tomah	Health	VA Medical Center	Kathy Fasbender	100-249
Arcadia	Manufacturing	Ashley Furniture	Lara Mc Rae	1,000+
Arcadia	Manufacturing	Nelson Muffler	Dave McKeeth	100-249
Black River Falls	Manufacturing	D&S Manufacturing Co.	Larry Hessen	100-249
La Crosse	Manufacturing	Badger Corrugating	Mike/Katherine Sexhauer	100-249
La Crosse	Manufacturing	Trane	Art Scheskie	1,000+
Mauston	Manufacturing	Brunner Manufacturing	Ron Brunner Sr.	100-249
Mauston	Manufacturing	Vacuum Platers Inc.	Vivian Gbower	100-249
Necedah	Manufacturing	Necedah Screw Machine	Kelly Jump	50-99
Tomah	Manufacturing	CARDINAL IG	Oak Moser	250-499
Tomah	Manufacturing	CARDINAL TG	Marshall Bosworth	100-249
Tomah	Manufacturing	MECA SPORTS	Debra Vrana	100-249
Tomah	Manufacturing	OCEAN SPRAY	Mike Scott	100-249
Tomah	Manufacturing	UNION CAMP	Ann Kelley	100-249
Tomah	Manufacturing	USEMCO Inc	Pat Rezin	100-249

Percentage of Industry Mix in Business-Led Consortium



Also indicated in the handout (I have copies for each committee member) is the correlated labor information for Western's district, offered as indication that we could provide a model program.

Western Wisconsin Consortium has a firm foundation and a structure that will provide the model for achieving the goals identified in the Governor's budget. It is working! Let us continue and expand!

THANK YOU FOR YOUR TIME AND ATTENTION.

SHELL LAKE
Testimony on Declining Enrollment
To the Joint Finance Committee
Wisconsin State Legislature
April 14, 1999 - Osceola High School

Roger Hulne, Superintendent

Hello, my name is Roger Hulne, I am the Superintendent at the School District of Shell Lake, which is located in Washburn County.

Five years ago I had no concerns about declining enrollment as Shell Lake's enrollment increased from 601 students in 1991 to 658 students in 1994. During this time we added no classroom teachers as we averaged 50 students per grade, or two elementary class sections of 25 students each. Even with moving into a new 3-12 school in 1993 and with no levy caps overrides we had enough money to meet our needs.

Since 1994 Shell Lake's enrollment has dropped to 594 students in the fall of 1998, and is projected to drop to 553 students two years from now in the fall of 2001. This is a decline of 105 students in a seven year period. We would then average 42 students per grade or 21 students per class section, still needing two teachers per grade. The loss of 105 students at \$6,914 (98-99 cap) is over \$725,000.

Shell Lake will be required to meet all state and federal regulations regarding Special Education, Gifted and Talented Education, Foreign Language, State Standards and QEO's while reducing its revenue over \$725,000. Already this years budget is less than \$6,000 more than the \$4,730,826 we spent last year. We managed to balance the budget by cutting special education staff, now we have one elementary special education teacher who has 12 to 16 students at one time, we have cut back on teacher aides, put off purchasing a school bus, frozen and reduced travel, supplies, equipment and textbook budgets the past three years. This year we replaced seven teachers who left for better jobs or retired with lower paid beginning teachers.

Still we are finding ourselves short of the \$725,000 or 15% of our budget we need to cut in the next two years. We need your help, the current law is not working for declining enrollment schools. Further cuts may have to include worthwhile programs such as Consumer Economics, Music, Physical Education, Technology and Computer Education, and extra curricular activities and athletics. We need all these programs to meet the wide range of student needs we are asked to meet.

Please consider Shell Lake and other declining enrollment schools as you set the next state budget. If modifications are not made the education of our young people will suffer severely.

SCHOOL DISTRICT OF SHELL LAKE
SUMMARY OF FINANCIAL PROJECTIONS - March 15, 1999
Grade Enrollment - January of 1999

Grade		Grade		Grade	
12	42	7	49	2	35
11	61	6	39	1	36
10	54	5	47	K	42
9	47	4	35	Pre-K	4
8	59	3	41	Summer Sch	3

Levy Caps - Assume we graduate each class and bring in 37 kindergarten students. Increase in the levy cap of \$208.00 a year and expenses increasing 3.8% a year.

Year	Three Year Avg. Membership	Revenue Cap Base Per Year +\$208. a student	Change from Prior Year	Percent Change	Amount Short of 3.8%
1995-96	648	\$4,055,935			
1996-97	644	\$4,179,105	+123,170	+3.04%	-\$30,955
1997-98	630	\$4,224,245 with 75% hold harmless	+45,140	+1.08%	-\$113,665
1998-99	610	\$4,321,671 with 75% hold harmless	+97,426	+2.31%	-\$63,095
Projected 1999-00	601	\$4,288,389	-33,282	-.007%	-\$197,505
Projected 1999-00	601	\$4,331,130 with 75% hold harmless	+9,459	+0.002%	-\$154,764
Projected 2000-01	586	\$4,303,244	+14,855	+0.003%	-\$148,103
Projected 2001-02	572	\$4,319,406	+16,162	+0.004	-\$147,361

THIRD FRIDAY SEPTEMBER MEMBERSHIPS

YEAR	YEAR	YEAR			
1991	601	1995	654	1999	594 Projected
1992	600	1996	620	2000	570 Projected
1993	631	1997	615	2001	553 Projected
1994	658	1998	594		

WAYS SHELL LAKE SCHOOL DISTRICT
HAS CUT THE 1998-99 BUDGET

Cut a half time elementary aide	\$ 10,167.
Hired a new Elementary Special Education Teacher half time to replace a full time teacher	\$ 36,086.
Hired seven new teachers (14% staff) at lower salaries and benefits	\$ 61,287.

Total Savings	\$107,540.

Effect of cutting a half time Special Education Teacher is we have had 12 to 16 elementary special education students at one time in a room with one teacher.

FUTURE NEEDS ON HOLD

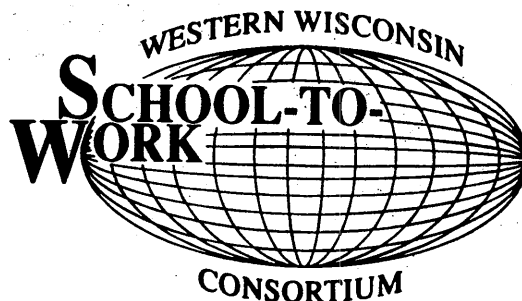
- New school bus \$50,000
- Re-surface parking lot 11,000
- Seal the track 10,000
- Replace old technology 30,000
- No increase in supply budgets
- No increase in travel budgets
- No new elementary textbook series
- Freeze in adding new positions

Officers

Chair, Wayne Ellefson
IAMAW-AFL-CIO

Vice Chair, Jerry Berns
School District of La Crosse
(608) 789-7667

Secretary, Robert Peterson
CESA #4
(608) 785-9364



WESTERN WISCONSIN SCHOOL-TO-WORK COUNCIL

School-To-Work Office
Western Wisconsin Technical College
(608) 785-9089 FAX (608) 789-6212

- Pat Reichenbacher, Director
Instructional Services
- Cheryl Hanson, Coordinator
Work-Based Learning
- Betty Brendel, Coordinator
School-Based Learning
- Ann Stansbury, Secretary

April 8, 1999

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Consortium partners: The school districts of Alma Center-Humbird-Merrillan, Arcadia, Bangor, Black River Falls, Blair-Taylor, Cashton, Cochrane-Fountain City, De Soto, Elroy-Kendall-Wilton, Gale-Ettrick-Trempealeau, Hillsboro, Holmen, Independence, La Crosse, La Farge, Mauston, Melrose-Mindoro, Necedah, New Lisbon, Norwalk-Ontario, Onalaska, Sparta, Tomah, Viroqua, West Salem, Westby, Whitehall, Wonewoc-Union Center, CESA #4, CESA #5, Western Wisconsin Technical College, Western Wisconsin Private Industry Council, UW-La Crosse, Viterbo College, Job Service, Greater La Crosse Area Chamber of Commerce, District Lodge 66, Machinist Union, Education Committee La Crosse AFL-CIO, area businesses, parents and students.

Currently we have formed a project team to implement the recommendations of an external evaluation team (2-99). This team is a collaboration of WWTC, K-12 District leaders and educators, Business (PIC), and CESA (Standards and Assessment team) to sustain STW initiatives and to maintain contextual learning, applied academics, and performance based assessment within the curriculum created and aligned with Wisconsin's academic standards. The evaluation team affirmed the success of, and necessity for continuation of, reforms and initiatives resulting in workplace learning and technical preparation. Building this productive, collaborative relationship between multiple agencies has taken much time, effort, and energy. A trusting relationship between education, business, trade and industry exists in Western Wisconsin.

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Sincerely,

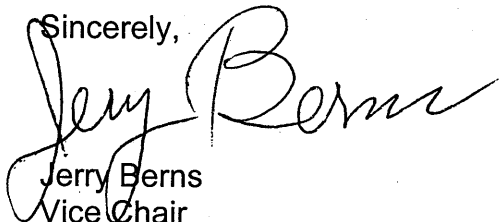
A handwritten signature in cursive script that reads "Mary Koblitz".

Mary Koblitz
Onalaska High School
STW Coordinator/Youth Apprenticeship Liaison

Attachment: Co-signatures of School-to-Work Consortium Planning & Implementation Committee Members

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Sincerely,

A handwritten signature in cursive script that reads "Jerry Berns". The signature is written in black ink and is positioned to the right of the word "Sincerely,".

Jerry Berns
Vice Chair

Western Wisconsin School-to-Work Council

Attachments:

- 1) Listing of Western Wisconsin School-to-Work Council Membership
- 2) Western Wisconsin School-to-Work Consortium Strategic Plan
(Mission, Belief Statement, Goals, Committee Membership, Council By-Laws, and Communication Structure)

WESTERN WISCONSIN SCHOOL-TO-WORK CONSORTIUM

1998-99 SCHOOL-TO-WORK COUNCIL MEMBERS

Consortium

TREMPEALEAU VALLEY Arcadia, Alma
Center (Lincoln), Blair-Taylor, Independence,
Whitehall

Viroqua, Westby

Holmen, Onalaska

Black River Falls, Tomah

Sparta

La Crosse Schools
(Logan and Central)

CESA 5
Elroy-Kendall-Wilton (Royall), Hillsboro,
Necedah, New Lisbon, Mauston, Wonewoc-
Union Center

CESA 4
Bangor, Norwalk-Ontario (Brookwood), Cashton,
Cochrane-Fountain City, DeSoto, Galesville-
Ettrick-Trempealeau, La Farge, Melrose-
Mindoro, West Salem

Agency

Western Wisconsin Private Industry Council, Inc.

CESA #4

CESA #5

Director of STW Office

WWTC

UW-La Crosse

Viterbo College

Postsecondary Student

La Crosse Development Corporation

Labor-District Lodge 66, Machinist Union

Labor - ATU Local 519

Job Service

Parent

At-Large (Past President)

At-Large

Ex-Officio

Education Representative

Guy Leavitt, Superintendent
School District of Blair-Taylor

Char Brunje, Instructor
Westby High School

Anita Dahlby, Counselor
Onalaska High School

Nancy Berklund, Director of Instruction,
Tomah High School

Glenn Martin, Principal
Sparta High School

Jerry Berns, Supervisor
Applied Studies
School District of La Crosse

Ann Brandau, STW Consultant
EKW/Mauston

Vacant

Business Representative

Viola Jacobson, Branch Manager
First Financial Bank-Whitehall

Ingrid Mahan, Manager
Viroqua Main Street

Ruth Ann Lee
River Bank, Holmen

Vacant

Vacant

Judy Berg
Human Resources Director
Courtesy Corporation

Kelly Jump, President
Necedah Screw Company

Ruth Ann Lee
River Bank, Holmen

Representative

Jerry Hanoski, Executive Director

Robert G. Peterson, Administrator

Pam Hillsheim-Setz, Vocational Director

Pat Reichenbacher, Director, Instructional Services

Ed Mathwig, Supervisor, Counseling

Tim Lewis, Director of Admissions

Tim Walls, Viterbo Career Center

Dan Retzinger, Student Representative, UW-La Crosse

Jim Hill, Executive Director

Wayne Ellefson, Advertising Concepts

Rick Mickschl, Trane Company

Bill Brockmiller, District Director

Karen Draskowski

Jerry Freimark, Superintendent, Whitehall Schools

Sheila Ruhland, Business Division Dean, WWTC

Betty Brendel, School Based Coordinator, WWTC

Cheryl Hanson, Work Based Coordinator, CESA 4

Kerry F. Hogan, Instructional Design Specialist, WWTC

Brenda Leahy, Career Exploration Link

**Western Wisconsin School-to-Work Consortium
Planning and Implementation (P&I) Committee**

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As a member of the Western Wisconsin School-to-Work Consortium Planning and Implementation (P&I) Committee, I support the statements in the April 8, 1999 letter to the Joint Finance Committee from committee member Mary Koblitz, Onalaska High School School-to-Work Coordinator

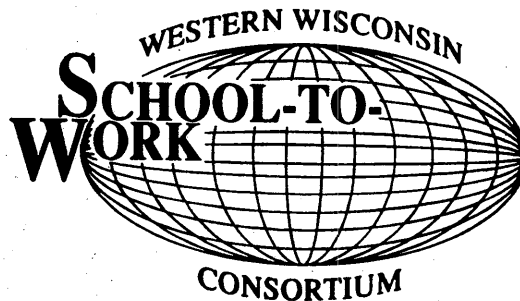
Signature	Representing	Position
<i>DeLaine Stendahl</i>	<i>Trempealeau Valley Comp Schools</i>	<i>Special Projects and School-to-Work</i>
		<i>Director</i>

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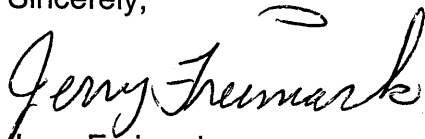
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Sincerely,

A handwritten signature in cursive script that reads "Jerry Freimark". The signature is written in black ink and is positioned above the printed name.

Jerry Freimark
Superintendent
Whitehall School District

Attachment: Co-signatures of CESA #4 Superintendents

CESA #4 SCHOOL DISTRICT SUPERINTENDENTS

I would like to express my agreement with Superintendent Jerry Freimark's statements in the April 12, 1999 letter to the Joint Finance Committee. Our school district would support having the Western Wisconsin Consortium as a model for effective implementation of the Wisconsin's work-based learning initiative. There is value in having these initiatives continue to be coordinated through the Tech Prep Curriculum Specialist position at WWTC, as evidenced in the success we are experiencing.

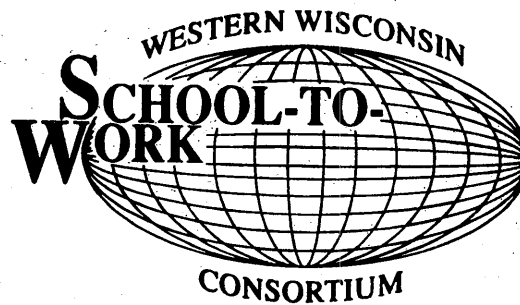
Superintendent Signature	School District	Date
Alan Szegi	Novato-Ontario	4/13/99
Roy Green	Westby	4/13/99
Gene Est	West Salem	4/13/99
Arthur Winkler	Tomah Area	4/13/99
J. Downs	La Crosse	4/13/99
Mike Marsoning	W-C	4/13/99
Bob Bush	La Farge	4-13-99
Ron Benish	Hillsboro	4/13/99
Frank Schuk	Cashton	4-13-99
Jerry Trachenschiff	Sparta	4/13/99
Ken Terry	Melroe-Mindoro	4/13/99
Randall Stanley	Alma Center & Humboldt	Marshall 4/13/99
Steve Muder	Cochran-Fountain City	4/13/99
Charles W. Jones	De Soto	4/13/99

Officers

Chair, Wayne Ellefson
IAMAW-AFL-CIO

Vice Chair, Jerry Berns
School District of La Crosse
(608) 789-7667

Secretary, Robert Peterson
CESA #4
(608) 785-9364



WESTERN WISCONSIN SCHOOL-TO-WORK COUNCIL

School-To-Work Office
Western Wisconsin Technical College
(608) 785-9089 FAX (608) 789-6212

- Pat Reichenbacher, Director
Instructional Services
- Cheryl Hanson, Coordinator
Work-Based Learning
- Betty Brendel, Coordinator
School-Based Learning
- Ann Stansbury, Secretary

April 13, 1999

Senator Brian Burke
Senator Russell Decker
Senator Robert Jauch
Senator Gwendolynne Moore
Senator Kevin Shibiliski
Senator Kimberly Plache
Senator Robert Cowles
Senator Mary Panzer

Representative John Gard
Representative Cloyd Porter
Representative Dean Kaufert
Representative Sheryl Albers
Representative Marc Duff
Representative David Ward
Representative Gregory Huber
Representative Antonio Riley

Dear Joint Finance Committee Member:

As fiscal agent partners in the Western Wisconsin School to Work Consortium, we are writing to encourage serious consideration of the ramifications from the proposed changes in the Governor's budget to move Title III E Tech Prep funds to the newly proposed Work-Based Learning (WBL) Board.

Western Wisconsin has been an exemplar model for school and business/trade/industry partnerships and has been recognized locally, statewide and nationally for the STW model and effectiveness of programming. We feel we have had a significant impact on career pathways exploration and educational reform in the state of Wisconsin and the nation.

Consortium partners: The school districts of Alma Center-Humbird-Merrillan, Arcadia, Bangor, Black River Falls, Blair-Taylor, Cashton, Cochrane-Fountain City, De Soto, Elroy-Kendall-Wilton, Gale-Ettrick-Trempealeau, Hillsboro, Holmen, Independence, La Crosse, La Farge, Mauston, Melrose-Mindoro, Necedah, New Lisbon, Norwalk-Ontario, Onalaska, Sparta, Tomah, Viroqua, West Salem, Westby, Whitehall, Wonewoc-Union Center, CESA #4, CESA #5, Western Wisconsin Technical College, Western Wisconsin Private Industry Council, UW-La Crosse, Viterbo College, Job Service, Greater La Crosse Area Chamber of Commerce, District Lodge 66, Machinist Union, Education Committee La Crosse AFL-CIO, area businesses, parents and students.

Currently we have formed a project team to implement the recommendations of an external evaluation team (2-99). This team is a collaboration of WWTC, K-12 District leaders and educators, Business (PIC), and CESA (Standards and Assessment team) to sustain STW initiatives and to maintain contextual learning, applied academics, and performance based assessment within the curriculum created and aligned with Wisconsin's academic standards. The evaluation team affirmed the success of, and necessity for continuation of, reforms and initiatives resulting in workplace learning and technical preparation. Building this productive, collaborative relationship between multiple agencies has taken much time, effort, and energy. A trusting relationship between education, business, trade and industry exists in Western Wisconsin.

The existing structure, including the Tech Prep Curriculum Specialist being positioned at the technical college, is a very powerful model. Left intact, it could be used to benefit Governor Thompson's recommendation to increase technical education in the state of Wisconsin.

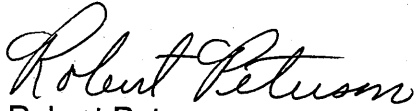
We offer the Western Wisconsin Consortium as a model for efficiently implementing goals for effective partnering of business and education for creating an educated workforce—technically trained and with effective employability skills. With this model in fact, we have experienced a significant increase in students enrolling in a technical career program directly out of high school. In 1994, 12.2% of students enrolled in WWTC after high school and in 1998, 17.1% of students enrolled—a 5% increase.

The Western model is an example of collaboration that works. The Career Center, Job Center, Staff Development Projects, Career Fairs, Articulation Agreements, and the Youth Apprenticeship Program are some of the tangible successes within our consortium. Our partnerships with business, trade, and industry is evidence of a successful venture.

We feel that without additional funding a significant loss of momentum would occur, and this situation would inhibit the continuation and expansion to the next level. As collaborative partners in the fiscal responsibility of this consortium, we feel we are at the precipice of some really great things!

Please give consideration to the Western Wisconsin STW Consortium model as an efficient and effective continuation of successful initiatives, designed to meet the needs for an educated and productive workforce.

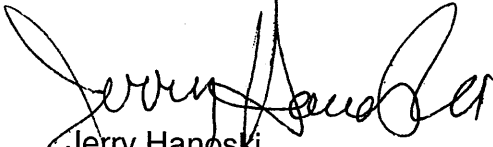
Respectfully submitted by representatives of fiscal agents in Western Wisconsin
STW Consortium:



Robert Peterson

CESA #4

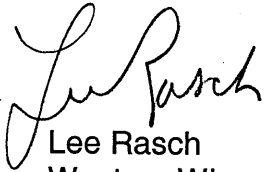
School-To-Work Opportunity Grant



Jerry Handowski

Western Wisconsin Private Industry Council, Inc.

Career Exploration Link of Western Wisconsin



Lee Rasch

Western Wisconsin Technical College

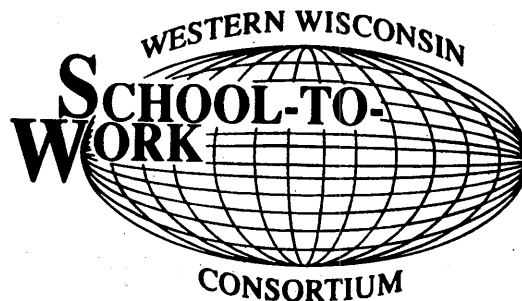
Tech Prep Title III E Grant

Officers

Chair, Wayne Ellefson
IAMAW-AFL-CIO

Vice Chair, Jerry Berns
School District of La Crosse
(608) 789-7667

Secretary, Robert Peterson
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Dear Joint Finance Committee Member:

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Western Wisconsin has been an exemplar model for school and business/trade/industry partnerships and has been recognized locally, statewide and nationally for the STW model and effectiveness of programming. We feel we have had a significant impact on educational reform in the state of Wisconsin, the nation, and even internationally with our partners in training in Ireland

Consortium partners: The school districts of Alma Center-Humbird-Merrillan, Arcadia, Bangor, Black River Falls, Blair-Taylor, Cashton, Cochrane-Fountain City, De Soto, Elroy-Kendall-Wilton, Gale-Ettrick-Trempealeau, Hillsboro, Holmen, Independence, La Crosse, La Farge, Mauston, Melrose-Mindoro, Necedah, New Lisbon, Norwalk-Ontario, Onalaska, Sparta, Tomah, Viroqua, West Salem, Westby, Whitehall, Wonewoc-Union Center, CESA #4, CESA #5, Western Wisconsin Technical College, Western Wisconsin Private Industry Council, UW-La Crosse, Viterbo College, Job Service, Greater La Crosse Area Chamber of Commerce, District Lodge 66, Machinist Union, Education Committee La Crosse AFL-CIO, area businesses, parents and students.

Currently we have formed a project team to implement the recommendations of an external evaluation team (2-99). This team is a collaboration of WWTC, K-12 District leaders and educators, Business (PIC), and CESA (Standards and Assessment team) to sustain STW initiatives and to maintain contextual learning, applied academics, and performance based assessment within the curriculum created and aligned with Wisconsin's academic standards. The evaluation team affirmed the success of, and necessity for continuation of, reforms and initiatives resulting in workplace learning and technical preparation. Building this productive, collaborative relationship between multiple agencies has taken much time, effort, and energy. A trusting relationship between education, business, trade and industry exists in Western Wisconsin.

It is also impressive to see the positive, collaborative network that exists between WTCS, DPI, and the 16 technical college district consortiums. If Title III E money, which supports the Tech Prep initiative, is removed from the WTCS and DPI consortium, the investments of human capital and significant volunteer hours of business, trade and industry partners will be lost, in addition to the loss of significant opportunities for learners in a career path. These initiatives were designed to meet the needs for a technically trained workforce.

The existing structure, including the Tech Prep Curriculum Specialist being positioned at the technical college, is a very powerful model. Left intact, it could be used to benefit Governor Thompson's recommendation to increase technical education in the state of Wisconsin.

✕ The relationship between technical colleges and high schools continues to strengthen as the tech prep initiative helps shape educational reform. We encourage the governor to use the existing consortiums to implement effective programs supporting technical education for Wisconsin.

We offer the Western Wisconsin Consortium as a model for effective implementation of the goals for effective partnering of business and education for creating an educated workforce—technically trained and with effective employability skills. ✕ With this model in tact, we have experienced a significant increase in students enrolling in a technical career program directly out of high school.

We feel that without additional funding a significant loss of momentum would occur, and this situation would inhibit the continuation and expansion to the next level.

We are at the precipice of some really great things! Let us stay on course, lest we lose the ground we have gained?

Sincerely,

A handwritten signature in black ink, appearing to read "Sam Jentsch". The signature is written in a cursive style with a large, sweeping initial "S".

Sam Jentsch
Guidance Counselor
Holmen High School

Attachment: High School Guidance Counselors

High School Guidance Counselors

Activities facilitated through the WWTC Tech Prep Curriculum Specialist position have provided for a coherent sequence of courses, curriculum maps for career pathways, articulation agreements with alignment integrity, and advanced standing credit for students choosing post secondary technical preparation.

Learning opportunities for high school youth have been greatly expanded as a result of the partnership between the secondary school and technical college. This partnership has also extended the awareness of academic skills necessary for success in technical careers, for necessary employability skills, and for career opportunities and expectations in the workplace. It is for these reasons that I support the statements made by Sam Jentzsch, Holmen School Counselor, in his April 13, 1999 letter to the Joint Finance Committee.

Counselor	School District	Date
Jack Meyer	New Lisbon H.S.	4-13-99
Julie Hrats-Rykowski	La Crosse	4/13/99
Mike Holler	Aguares HS	4/13/99
Janice Berbach	Onalaska	4/13/99
Ray Rowe	Urogon	4/13/99
Carline Bohle	Norwalk-Ontario	4/13/99
May P. Cruesch	Hale-Ethick-Temp	4-13-99
Teresa Beck-Moore	Worewar-Center	4-13-99
Janita Dahelby	Onalaska H.S.	4-13-99
Robert B. Marmas	Cochran-Jr City H.S.	4-13-99
Kent Spauld	CASHTON H.S.	4-13-99
Debra B. Schreder	Tonal HS	4/13/99

COUNSELOR'S LIST

School	Address	First Name	Counselor
Aquinas	315 South 11 Street La Crosse, WI 54601	Mike	Mike Holler
Aquinas	315 South 11 Street La Crosse, WI 54601	Angela	Angela Hunstad
Arcadia	308 East Main Street Arcadia, WI 54612	Will	Will Greele
Bangor	Post Office Box 7 Bangor, WI 54614	Dennis	Dennis Kelley
Black River Falls	1200 Pierce Street Black River Falls, WI 54615	Dennis	Dennis Lee
Black River Falls	1200 Pierce Street Black River Falls, WI 54615	Sue	Sue Leadholm
Blair-Taylor	219 South Main Street Blair, WI 54616	Steve	Steve Nelson
Brookwood	Route 1 Ontario, WI 54651	Darlene	Darlene Bohle
Cashton	540 Coe Street Cashton, WI 54619	Kent	Kent Sparland
Central	1801 Losey Boulevard South La Crosse, WI 54601	Elizabeth	Elizabeth Janvrin
Central	1801 Losey Boulevard South La Crosse, WI 54601	Colleen	Colleen Wiemerslage
Central	1801 Losey Boulevard South La Crosse, WI 54601	Tom	Tom Murray
Central	1801 Losey Boulevard South La Crosse, WI 54601	Linda	Linda Kockenderfer
Central	1801 Losey Boulevard South La Crosse, WI 54601	Doris	Doris Skogstad
Cochrane- Fountain City	Fountain City, WI 54629	Bob	Bob Norman
De Soto	Main Street De Soto, WI 54624	Michael	Michael Dishnow
Gale-Ettrick- Trempealeau	Galesville, WI 54630	Mary	Mary Csiacsek
Gale-Ettrick- Trempealeau	Galesville, WI 54630	Chuck	Chuck Forster
Hillsboro	Hillsboro, WI 54634	Moralee	Moralee Mollendorf
Holmen	502 Holmen Street Holmen, WI 54636	Laurie	Laurie Kessler
Holmen	502 Holmen Street Holmen, WI 54636	Patty	Patty Shepard
Holmen	502 Holmen Street Holmen, WI 54636	Sam	Sam Jentzsch
Independence	23786 Indee Boulevard	Dawn	Dawn Easterly

School	Address	First Name	Counselor
	Independence, WI 54747		
La Farge	La Farge, WI 54639	Joe	Joe Niles
Logan	1500 Ranger Drive La Crosse, WI 54603	Julie	Julie Slaats-Reikowski
Logan	1500 Ranger Drive La Crosse, WI 54603	Jim	Jim Rowe
Logan	1500 Ranger Drive La Crosse, WI 54603	Peggy	Peggy Pfister
Logan	1500 Ranger Drive La Crosse, WI 54603	Pat	Pat Haas
Luther	Post Office Box 129 Onalaska, WI 54650	Keith	Keith Heinze
Mauston	Grayside Avenue Mauston, WI 53948	Lanny	Lanny Olson
Mauston	Grayside Avenue Mauston, WI 53948	Doug	Doug Kolb
Melrose-Mindoro Necedah	Melrose, WI 54642 Sixth and West Streets Necedah, WI 54646	David James	David Nowinski James Mills
New Lisbon	500 South Forest Street New Lisbon, WI 53950	Jack	Jack Mansell
Onalaska	700 Wilson Street Onalaska, WI 54650	Anita	Anita Dahlby
Onalaska	700 Wilson Street Onalaska, WI 54650	Janice	Janice Gerlach
Royall	Post Office Box A Elroy, WI 53929-1025	Jack	Jack Sulik
Sparta	506 North Black River Street Sparta, WI 54656	Barb	Barb Everon-Bunton
Sparta	506 North Black River Street Sparta, WI 54656	Gene	Gene Olson
Sparta	506 North Black River Street Sparta, WI 54656	Roger	Roger Kramer
Tomah	Lincoln Avenue Tomah, WI 54660	Ron	Ron Geurkink
Tomah	Lincoln Avenue Tomah, WI 54660	Karen	Karen Riggs
Tomah	Lincoln Avenue Tomah, WI 54660	Debra	Debra Schroeder
Viroqua	Black Hawk Avenue Viroqua, WI 54665	Kay	Kay Rowe
Westby	206 West Avenue South Westby, WI 54667	Ken	Ken Manning
West Salem	East Hamlin Street West Salem, WI 54669	Karen	Karen Ferguson

School	Address	First Name	Counselor
Whitehall	1817 Dewey Street Whitehall, WI 54773	Bob	Bob McCune
Alma	Alma, WI 54610	Jay	Jay Mielke
Boscobel	Boscobel, WI 53805	Ron	Ron Havlik
Kickapoo	Viola, WI 54664	Barry	Barry Donovan
Lincoln	Alma Center, WI 54611	Ron	Ron Laudén
North Crawford	Route 1, Box 1589 Soldiers Grove, WI 54655	Chuck	Chuck Bolstad
Prairie du Chein	800 East Crawford Prairie du Chein, WI 53821	Roberta	Roberta Dillman
River Ridge	Post Office Box 78 Soldiers Grove, WI 53817	Caron	Caron Townsend
Seneca	Seneca, WI 54654	Larry	Larry Stephenson
Wauzeka	Wauzeka, WI 53826	Mark	Mark Marsh
Wonewoc	Wonewoc, WI 53968	Theresa	Theresa Beck-Mills
Caledonia	Caledonia, MN 55921	Judith	Judith Flaten
Filmore Central	Harmony, MN 55939	Steve	Steve Zmyewski
Houston	Houston, MN 55943	Mary	Mary Haines
La Crescent	Lancer Drive La Crescent, MN 55947	Jon	Jon Larson
Lanesboro	Lanesboro, MN 55949	John	John Brose
Mabel-Canton	Mabel, MN 55954	Steve	Steve Zmyewski
Spring Grove	Spring Grove, MN 55974	Jocelyn	Jocelyn Rostad

Updated November 10, 1997



Wisconsin School Food Service Association

My name is Peggy Eller. I am a registered dietitian and the Vice President of the Wisconsin School Food Service Association. This association represents over 1600 school nutrition professionals that serve meals in our schools. I am here to testify on the associations' behalf in support of the proposed School Breakfast Program Reimbursement.

First, we want to thank Governor Thompson for including an increase in the Morning Milk and Elderly Nutrition Programs. He did not, however, include the proposed state funding of 10 cents per breakfast reimbursement, which was recommended in the Department of Public Instruction's Budget package. We would like to see this included so more schools could participate in the School Breakfast Program. Currently Wisconsin has the lowest number of Breakfast programs and serves breakfast to the lowest percentage of students eligible for free and reduced meals in the nation.

Children need breakfast to learn. Many studies have shown that students who eat breakfast have better test scores in math and reading. Studies conducted by the Minnesota Department of Education have also concluded that students who eat school breakfast are better behaved and are absent or tardy less often. The increased participation anticipated with the proposed state breakfast reimbursement would capture more federal dollars in Wisconsin.

I would ask that you please consider making a motion to include this request in Governor Thompson's 1999-2000 budget. We feel the children of Wisconsin deserve every educational opportunity, and school breakfast is one of those important opportunities we can not afford to underestimate. Thank you for your attention.

Sincerely,

Peggy Eller, R.D.

S John @ grantsburg . K12 . WI . US

Good morning. My name is Steve Johnson. I am here to address the Wisconsin Rural Challenge Initiative.

I stand before you representing many different factions. First, I represent myself who has spent 24 years teaching middle school students. You may wonder why anyone would spend 24 years of his life with 8th graders. It is because I find it exciting and rewarding. During these years I have seen many educational initiatives spark and fade away. Like many persons in my profession, I recognize the ones that will endure. Secondly, I represent my school system. We recognize the importance of education, which includes a holistic approach to personal, and community development. I also represent Grantsburg, itself. Grantsburg is located on the scenic St. Croix River that also runs through the city of Osceola. We are a rural community that is located adjacent to Crex Meadows, which boasts of 30,000 acres of refuge. We are nestled between the woods and the cornfield. Our school system is strong and rewards innovation.

During the past three years, our Middle School has been involved in a Service Learning Grant. It is a program that stresses academic achievement while serving your community. It develops student resiliency through decision making and citizenship. The very small amount of money, given as a grant to four CESA schools, has been a spark that has rejuvenated our staff through programs that involve our community. Our students are beginning to take pride in the fact that they can affect the local environment. They are viewing themselves as contributing citizens, not just future citizens. In last year's program, "The Seasons of the St. Croix", students spent five days learning about the St. Croix River and assisting the National Park Service in land restoration. The students supplied countless hours of manpower to carry rocks, spread black dirt and plant native trees. They tested water, collected frogs for examination, and groomed trails for hikers as they developed an appreciation for the river. Math classes, science classes, language classes as well as physical education classes were held at the river instead of learning from the textbook. We met our educational objectives as well as our service goals as we used the river as our classroom. Students still take their parents past the bridge to view their handiwork as they developed pride in the area.

This spark has continued this year as we continue our partnership with the National Park Service. Students created Native Species pamphlets for display at the river. They learned about the issues of the river while they were using technology to create finished products. They felt a need to inform people in the area. We have extended our program this year to

include work with the Department of Natural resources. Students have been involved with surveys from local deerhunters. They collected data from 400 area hunters and used the Excel application to create dynamic charts as well as a web page. They collected comments from the hunters and expect the DNR to answer the concerns as well as educate the local hunters. The DNR was so happy that they asked the students to help with the Sharptailed Grouse surveys. After doing some sampling research, they send out 1100 surveys throughout the state of Wisconsin. They collected data and again displayed it on a web page while learning the technology. On April 26, a class of students will visit Crex Meadows during the dancing season of the grouse. It is another link to the community. They have also invited students to climb the local fire tower and see how angles are used for taking bearings.

The student's perspective of school is changing. These have been real links with the community and with a paradigm shift in the learning perspective. It all started because of a small amount of money that was given to our school.

I am excited about these activities. The students are excited about new learning opportunities. We are giving them challenges that parallel the Wisconsin Standards. My vision is that other schools share in this excitement. If the state commits to the Rural Challenge program, it may spark a new burning desire for education in Wisconsin. Wisconsin has been and should remain the educational leader in the Midwest. This committee, as well as the teachers of Wisconsin understands that this style of educational initiative will strengthen rural Wisconsin, one of our greatest natural resources. Please support this initiative. Thank you Senator Burke and Representative Gard for your time.

4/12/1999

SCHOOL DISTRICT OF CAMERON

Howard A. Hanson, District Administrator

SUMMARY OF BUDGET RELATED CONCERNS:

- 1) 3.8% Minimum wage / benefit settlement for certified staff. In all likelihood, this will be the range of settlement for all staff. Staffing comprises between 80 and 85% of the General Fund Budget.

 Within the remaining 15 to 20% of the General Fund Budget we need to plan for increases in operational costs of the schools: Electric, Phone, Heat, Instructional Supplies, Custodial Supplies, Equipment, Transportation, Staff Development, & New Regulations such as Integrated Pest Management, etc.
- 2) \$ 208.88 Allowable per student increase in the revenue cap formula.
- 3) 895 1999-2000 Membership Multiplier (three year average).
- 4) \$ 186,948 Multiply #2 by #3. Allowable new revenue, assuming that the enrollment has remained constant during the three years.
- 5) \$ 6,271,000 General Fund Budget for the current fiscal year.
- 6) 2.98% Divide #4 by #5. Percent increase in General Fund Revenue for 1999-2000. Revenue Sources other than Equalization Aid and the Tax Levy are projected to remain constant.

OBSERVATIONS:

- A) Given a stable enrollment, it is our observation that the new revenue generated through the Revenue Limit formula will not be sufficient to cover expenditures.
- B) The problem is exacerbated by factors such as the following:
 - * Special Education costs have risen sharply. Special Education Categorical Aid has declined.
 - * Many Grants (Goals 2000, Carl Perkins, others) are declining.
 - * New initiatives (Standards and Assessment, etc) to increase our expenditures for Staff Development and for implementation.
 - * Alternatives to state testing are more resource intensive to local schools than adopting the state's plan.
 - * New initiatives (Youth Options and Open Enrollment) result in new expenses that are not off-set by new revenue sources.
 - * Declining enrollment is the greatest concern. Districts are not able to reduce staff in a manner that off-sets revenue loss because the enrollment decline is broadly distributed throughout grades k-12.

**Testimony Before the Joint Finance Committee
Wednesday, April 14th, 1999**

**By
Paul Hambleton, teacher
Viking Middle School, Woodville, WI**

RELIEF FROM REVENUE CAPS ON SCHOOL DISTRICTS

Thank you chairpersons Burke and Gard and members of the Joint Finance Committee for appearing in Osceola to hear from the public on AB133, the 1999-2001 biennial budget bill.

I am speaking before you today to urge the Joint Finance Committee to provide local school districts with relief from revenue caps in this biennial budget. I applaud the governor for extending temporary relief from the revenue caps for school districts hurt by declining enrollments.

Continuing the current 75% hold harmless provision will reduce the severity of the blow Northwestern Wisconsin school districts have been dealt by revenue caps. The time has come, however, for the Legislature to either repeal this law or at least provide additional relief from the caps.

Revenue caps continue to hinder efforts to improve the quality of education in Wisconsin. Surveys of school district administrators have consistently shown that districts are cutting back on programs and services in order to stay within the revenue caps. At the same time the state is raising expectations for students through academic standards and testing, districts are losing resources to meet those expectations.

Short of absolute repeal of the revenue caps, I urge the Joint Finance Committee take action to provide relief from the caps in the area of special education funding.

The impact of revenue caps has forced school districts to pit the needs of the most needy students against other educational programs. Districts are forced to make the choice between funding strict state and federal mandates to educate special needs children and cutting back on other general education programs or extracurricular activities.

The governor's decision to continue to freeze special education categorical aids at the 1994-95 level and to repeal the state's commitment to fund 63% of those costs only make matters worse when tied to revenue caps. The state has not met its funding commitment for special education costs for over a decade. By the end of this year, the state will only reimburse a mere 35% of such costs to districts. The alarming rate of increased costs in special education is beyond the control of school districts. The federal and state mandates for these programs are well intentioned, but when combined with frozen categorical aids it only tightens the strangle hold that the caps have on local school districts.

I urge the Joint Finance Committee to give school districts the authority to raise revenue outside the caps in order to fund the difference between what the state currently provides in special education categorical aids and what the district must spend to meet the needs of all children. This ability to fund the special education gap will help school districts to strike the balance between special education needs and the needs of all students.

In addition, I urge the Joint Finance Committee to consider funding a higher level of reimbursement for special education categorical aids than the current 35%. With this added flexibility, local districts will be free to fund a wide continuum of programs and services for children. School districts will be able to offer summer school programs, remedial education as well as programs for talented and gifted students. When all is said and done, it is my hope that the members of the Joint Finance Committee will seek a way for local school districts to meet the needs of all children. Thank you for this opportunity to speak before you today.



Baldwin-Woodville Area School District

Educating Our Future Leaders!

F. 02
Superintendent
550 Hwy. 12
Baldwin, WI 54002
Phone: (715) 684-3411
Fax: 684-3168

HANDICAPPED AID

YEAR	AMOUNT	%	63%	TOTAL COSTS
1991-92	\$ 319,482	53%	\$ 379,138	\$ 601,807
1992-93	\$ 339,098	48%	\$ 441,003	\$ 700,004
1993-94	\$ 315,729	45%	\$ 442,966	\$ 703,120
1994-95	\$ 339,556	44%	\$ 483,907	\$ 768,107
1995-96	\$ 336,822	42%	\$ 507,526	\$ 805,597
1996-97	\$ 334,707	40%	\$ 532,437	\$ 845,138
1997-98	\$ 332,452	37%	\$ 466,453	\$ 899,131
1998-99	\$ 357,642	34%	\$ 647,653	\$1,070,878
TOTALS	\$2,356,006	41%	\$3,648,945	\$5,791,975

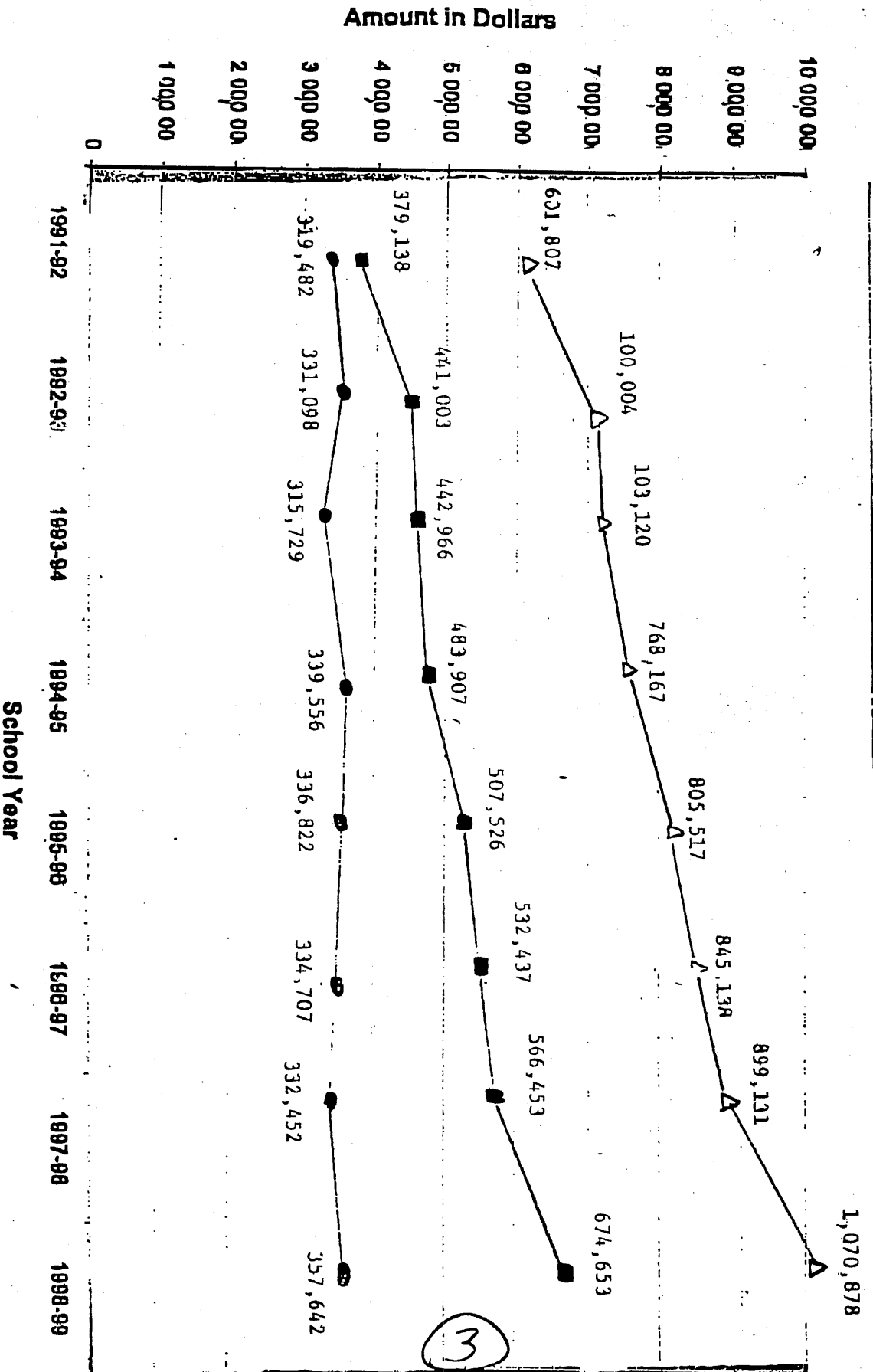
Baldwin-Woodville High School
1000 13th Ave.
Baldwin, WI 54002
Phone (715) 684-3321 Fax: 684-5160

Viking Middle School
116 N. Elder St.
Woodville, WI 54028
Phone (715) 698-2456 Fax: 698-3315

Greenfield Elementary School
1160 14th Ave.
Baldwin, WI 54002
Phone (715) 684-3334

2

State Handicapped Aid for BALDWIN-WOODVILLE AREA SCHOOL DISTRICT



3



WADEN

Wisconsin Association of
Distance Education Networks

Robert Hannu • 1000 W. Campus Dr • Wausau, WI 54401 • (715) 675-3331 Ext. 4051

Response to the Joint Finance Committee on the 1999-2001 Biennial Budget

April 13, 1999

University of Wisconsin- Stevens Point
Stevens Point, Wisconsin

Thank you for the opportunity to address the committee. My name is Robert Hannu, and I'm the director of the Wisconsin Overlay Network for Distance Education Resources, which is one of the more than 30 regional interactive television networks in the state. I also serve as the current chair of the Wisconsin Association of Distance Education Networks, or WADEN.

I would like to begin by thanking the legislature and the governor for the creation and funding of TEACH Wisconsin. The support provided by TEACH for new and existing schools that are participating in Distance Education programs has been invaluable. As an example of the success of the program, the WADEN organization has set up a database of programs offered through interactive television that shows that 330 programs took place during fall semester 1998 and more than 450 programs during spring semester 1999 were carried over interactive television systems supported by TEACH Wisconsin. It is in light of this extensive growth in the use of the BadgerNet video network that we in the WADEN organization strongly support and encourage the continued funding of the shared system infrastructure, in specific network interswitch backbone links. My organization, which has acted as the "inter-network" scheduling entity for the past several years, has submitted information to TEACH Wisconsin identifying where we feel additional links should be placed, based on classes scheduled for next year. We hope that adequate funding can be put in place each year to make sure that the statewide linkages keep pace with the number of new sites brought on line through TEACH Wisconsin each semester. Without adequate funding from the state for these links, it will be impossible for the schools to fully develop new distance learning partnerships and to fulfill the Governor's vision of students in Ashland being able to participate in classes originating in Madison, Milwaukee, Kenosha, or even in other states and countries. The alternative of charging individual users or groups of users for these links is regressive and in the end inefficient and unmanageable.

The second issue I'd like to address is the matter of funding for the systems and software required to make statewide interactive television programming a reality. We strongly believe that program scheduling is a matter that is best handled by the network users. While each regional interactive television group is able to provide some level of staffing to coordinate their internal programming, we have found that no provision has been made to support the central coordination that's required to facilitate statewide distance education programming. My network, the WONDER system, has provided this service to all the BadgerNet video sites throughout the state

for the past year, under a temporary authorization from the Department of Administration. We have worked through the WADEN group as well as with DOA and TEACH Wisconsin to determine cost models for staffing and software for the continuation of this service. I believe that state funding of a computer based scheduling system that can be used by all of the regional ITV networks in addition to a combination of state support and user network funding of coordinating staff is the fairest method of providing these increasingly necessary services.

In conclusion, I would like to again thank the legislature and the administration for the support that has been given to distance education through TEACH Wisconsin. There are many challenges facing schools involved with distance education. The issues of assuring capacity to deliver programs to our constituents, of providing resources for coordination, and finding funding for gateways into schools not currently a part of the state network are just a few of the tasks facing us today. But, with continued robust funding, I believe that Wisconsin will become an example to the rest of the country how the state and the schools can work together to provide world class opportunities for students.

Thank you for your attention. If you have any questions or wish to receive any reference information, please feel free to contact me.

Robert W. Hannu
Director, Wisconsin Overlay Network for Distance Education Resources (WONDER)
Chair, Wisconsin Association of Distance Education Networks (WADEN)

1000 W. Campus Drive
Mailstop G
Wausau, WI 54401
(715) 675-3331 Ext. 4051
(715) 675-5868 (fax)
hannu@northcentral.tec.wi.us

**SCHOOL DISTRICT OF NEKOOSA
600 SOUTH SECTION STREET
NEKOOSA, WI 54457**

David J. Scarpino, Ed.D Telephone: (715)886-8000
Superintendent of Schools Fax: (715)886-8012

Thank you for this opportunity to speak on the proposed 1999-2001 state budget. My name is Dr. David J. Scarpino, and I am the superintendent of the School District of Nekoosa. Nekoosa is located in central Wisconsin, next to Wisconsin Rapids and Port Edwards. Nekoosa's student membership is composed of 1,500 kindergarten through twelfth grade children.

The two areas I would like to address in my allotted time are (1)Special Education Funding and (2)The Schools First Initiative, being proposed by Senator Kevin Shibilski.

1. Special Education Funding.

I am very concerned about the escalating costs of educating children with special education needs. Though I fully understand and agree that all children have a constitutional right to a free and appropriate education here in our state, I am having difficulty understanding how we can successfully accomplish this task, when the dollars we have to educate children with special education needs continue to dwindle.

The number of special education students served continues to rise at a rate that exceeds the increases in state and federal aids designated to serve them. Funds are also being stretched to pay for a special education population that appears to be growing faster than the general K-12 enrollment. Please refer to Table number 1.

Table number 1.

Wisconsin Special Education Enrollment		Total K-12 Enrollment
1995 - 1996	+3.2%	+1.0%
1996 - 1997	+3.0%	+1.0%

Source: DPI Special Education Task Force Notes: June 1, 1998.

As a result, the amount of revenues transferred from regular education services to special education services, continues to increase. Because of this increase, many district administrators and boards of education are forced to take money from their regular education budget to pay for special education needs. This action is resulting in an increasing number of conflicts between and among various groups of parents, educators, and advocates.

Additionally, costs associated with special education will most likely increase due to new IDEA regulations and Wisconsin Act 164. In Wisconsin, children who have been identified as needing special education may now attend school through the age of 22. I believe the new IDEA regulations and Wisconsin Act 164 will result in substantial increases in costs for school districts across the state.

Additional points I would like to make for the committees information include:

- Nationally, in 1996, children with disabilities receiving services in federally supported programs constituted 12 percent of all students enrolled in public schools (grades K-12), up from 8 percent in 1977.
- Nationally, the number of students who participated in federal programs for children with disabilities increased 51 percent

between 1977 and 1996, rising from 3.7 to 5.6 million students.

- Nationally, between 1977 and 1996, the percentage of children with specific learning disabilities as a percentage of total public school (grades K-12) enrollment, rose from 2 to 6 percent.
- Nationally, the share of public school budgets devoted to "regular" education declined from 80 percent in 1967 to 58.6 percent in 1996.
- Nationally, from 1991 to 1996, regular education accounted for only 23 percent of total spending on new school programs.
- The total cost of the Individuals With Disabilities Education Act is projected to be \$60 billion per year.
- In 1975, the federal government promised to fund 40 percent of IDEA's cost, or about \$2,640 out of an average national per pupil expenditure of \$6,600. Instead, the federal contribution stands closer to 10 percent of the actual cost, or about \$710 per child served.
- According to the Advisory Council on Intergovernmental Affairs, IDEA creates the fourth greatest amount of litigation of any U.S. statute.

Sources: U. S. Department of Education, Office of Special Education and Rehabilitative Services, Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, various years, and unpublished tabulations; and National Center for Education Statistics, Common Core of Data Survey.

Time magazine, Sept. 14, 1998; Educational Research Service; and "Where's the Money Going," a study of nine school districts by Richard Rothstein for the Economic Policy Institute.

The current statutes call for the state to pay 63% of handicapped education costs and 51% of school psychologist-social worker costs. During the 1998-1999 school year, I am looking at an actual reimbursement rate of 34% for my school district. This 34% is a far cry from what the statute calls for. With special education costs continuing to increase year after

year, school districts can no longer be expected to absorb these dollars.

The impact of increased numbers of children with special education needs upon school districts is potentially devastating. Each year, the costs for employees (salary and benefits) rise. Each year, costs for support services (including support personnel, supplies and materials) rise. Each year, the cost for contracted services for special education children rise. However, since the 1994-1995 school year, the percent of categorical aids from the state, have continually declined. Because local districts are literally forced to pay for state and federally mandated programs, superintendents and boards of education must cut what they can out of regular education, maintenance and curricular materials to pay for these mandates.

While enrollment and special education costs rise, actual levels of categorical aids from the state continue to decline. If we are to ensure that the needs of both special education and regular education students are met, and that both are provided with the quality public education the State of Wisconsin has promised them constitutionally, we need to begin to address this problem now.

Therefore, I ask that the decline in special education categorical aids be stopped and reversed. If the state is not going to abide by their own statute which calls for the state to pay 63% of handicapped education costs and 51% of school psychologist-social worker costs, then I would like to see the categorical aids set at a 50% sum sufficient level. If something is not done to rectify this current crisis, I can foresee a backlash from regular education parents.

2. Schools First Initiative, Senator Kevin Shibilski

Upon reviewing Senator Shibilski's Schools First Initiative proposal, I am pleased to report that I endorse his proposal 100%. The two specific portions of the Senator's proposal I would like to address are: (1)The call to eliminate the third tier of the states formula for funding and (2)The expansion of the Student Achievement Guarantee in Education (SAGE) program.

First, I believe by eliminating the third tier, we would create a more equitable funding system statewide. The current third tier has resulted in inequitable funding for school districts.

Second, To improve education, one must examine the research of what makes children successful and what insures student success. My doctoral dissertation chair, Dr. Charles Achilles, is known nationally for his research on class size. He was one of four principal investigators of the STAR experiment, conducted in Tennessee. I am including for your information letters from Dr. Achilles to the Honorable Senator Edward M. Kennedy, MA and the Honorable Senator Patty Murray, WA.

My purpose is to provide data that supports smaller class size and to propose that the SAGE program be expanded to other districts.

Again, thank you for this opportunity. If you have any questions or would like additional information, please feel free to contact me.

Cordially,

Dr. David J. Scarpino
Superintendent of Schools