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

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

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

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

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

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

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

Thank You

Wesley R. Hollander

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

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

Dear Senator Plache,

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

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

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

Sincerely,



Kathryn Kaplan

April 8, 1999

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

Dear Senator Plache:

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

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

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

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

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

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

Sincerely,



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

Ann Cavanaugh Gibbons

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

April 07, 1999

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

Dear Senator Plache,

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

Sincerely,

Ann Gibbons

Ann Cavanaugh Gibbons

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

The CHILD CARE TASK FORCE proposes legislative steps to:

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

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

1. TO HELP WORKING FAMILIES:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1/11/99

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

Good Day.

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

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

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

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

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

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

Thank you.

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



University of Wisconsin-Parkside

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

Office of Scholarships and Financial Aid

414-595-2574
FAX (414)595-2216

April 8, 1999

Testimony Before the Joint Finance Committee

Dear Committee Members:

Thank you for the opportunity to appear today.

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

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

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

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

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

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

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

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

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

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

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

April 8, 1999

Testimony before the Joint Finance Committee's Public Hearing

Re: Funding of Public Schools

I am Joseph Witzcak, a resident of Greendale, Wisconsin.

Currently a small number of school districts operate as "Third Tier" or as they are more commonly known "Negative Aid Districts". The Greendale school district is one of those districts. At the present time under the current revenue cap formula, the school district of Greendale would be forced to tax \$1.62 for every \$1.00 it would spend if the district were to go to referendum for additional funding. I am without a doubt convinced that a burden of this magnitude is not what the Legislature had in mind when revenue caps were enacted.

Last year Senate Bill 268, which would have alleviated some of this burden failed to move out of committee on a very close vote. This year an alternative bill will be presented to the state legislature. Senator Alberta Darling will be one of the co-authors of this proposed legislation. The concerns that were raised last year in committee would be addressed. It should be relatively easy to support since:

- It would require no additional state funding.
- A supermajority vote of the school board would be required. A unanimous vote is not viable since it would allow one individual to block the process.
- This funding would be limited to districts with small surpluses.
- Funds would be restrictively limited to capital repairs and maintenance.

Although school boards already have a \$1,000,000 borrowing authority they are effectively precluded from using it. Since the debt service must come from operations within the revenue caps, equivalent cuts in operating expenditures must be made.

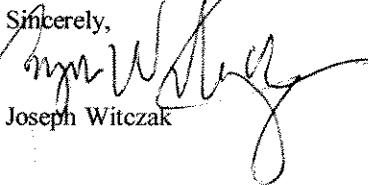
I would respectfully request that you review this alternative bill when it is introduced to determine if it would warrant your support.

For the last two and one half years I've been very involved, on a strictly volunteer basis, with the Greendale school district. My interest stems from having three children in the system. It is my firm belief that during that time this district has most admirably met the challenges posed by the current make up of the revenue cap formula. At the present time we need a little help to get our facilities in shape to serve the needs of our students in the years to come.

I would be more than happy to discuss this in more detail at your convenience. My schedule allows me flexibility to meet either in person here or in Madison or alternatively if you would wish to call or e-mail me I've listed that information.

Thank you in advance for your kind assistance.

Sincerely,



Joseph Witzcak

Joseph Witzcak
5879 Ramona Drive
Greendale, WI. 53129
Phone: 414-421-6679
E-mail: josephwitzcak@hotmail.com

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.

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

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

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

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

WASHINGTON MIDDLE SCHOOL

811 WASHINGTON ROAD KENOSHA, WISCONSIN 53140

PHONE 653-6291

April 1, 1999

To Whom It May Concern;

This letter is in support of the continuation of funding for the Outreach Program which provides a liaison for our Bridges Program. The liaison position is essential to the success of our Bridges Program. The Washington Middle School Bridges Program provides a supportive environment for students who have not experienced success in school and who are disengaged from school. This difficult population has been served through our Bridges Program. The liaison for the program works directly with the Bridges staff to contact the homes of all students enrolled in the program. The liaison has been very successful in getting these students to attend school and has provided ongoing support to ensure their academic success.

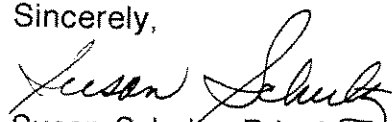
The liaison assigned to Washington Middle School is Beth Weidner. Beth is an effective member of our Bridges Team and her role is essential to the success of the Bridges Program.

It is my understanding that the funding for this program is in jeopardy. This would be a significant step backwards. We now know what works with this most difficult population and this must continue. Funding this program will prevent the need to fund other more costly services for these students if they fail in school. I encourage you to support our efforts by continuing to fund this important program.

I would be available to answer any other questions you may have regarding this request. Please do not hesitate to contact me at (414) 653-6294.

Thank you for considering this request and thank you for your continued support of this outstanding program which is making a difference for so many students.

Sincerely,


Susan Schultz, Principal

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
WASHINGTON MIDDLE SCHOOL
811 WASHINGTON ROAD KENOSHA, WISCONSIN 53140
PHONE 653-6291

April 1, 1999

Joint Finance Committee Members:

We would like to express our concern about the Governor's 1999-2000 biennial budget. It has been brought to our attention that this budget would cut a substantial amount of funding for public and youth aid programs. This presents a considerable problem in our eyes, for we work with students who benefit from these programs on a day-to-day basis. We have seen the positive impact that these programs have on our kids and feel that a cut in this funding would hurt the community greatly.

The students in our school come from primarily lower socio-economic backgrounds. Many come from environments lacking structure and consistent parenting. Often, their most basic needs are not met. Several do not have anyone to wake them in the morning, feed them, and see that they have transportation to school. Many lack opportunities for positive community involvement and extra-curricular activities

Youth and Community Aids programs provide for many of the needs of these children. It is through such programs that transportation, structured activities, community service involvement, and various youth groups are offered to our students. We have seen many students grow because of these opportunities and the consistent presence of a supportive adult in their lives. Many of our students become engaged in school only with the intervention of such programs.

The proposed budget cuts would do more than take away money; they would take away opportunities and experiences that are vital to the success of our students. We would like to voice our opposition to this proposal. These funds are essential for the well-being of our students, and ultimately the well-being of our community and its future.

Sincerely,

Faythe Mutchnick
Gail Netzer
Eighth Grade Teachers

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.

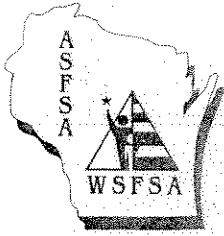
Thank you for your time.

700 West State Street
Milwaukee Wisconsin 53233-1443
website: www.milwaukee-tec.wi.us

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

matc



Wisconsin School Food Service Association

I am Cindy Ryan, the current President of the Wisconsin School Food Service Association. The association is over 1600 members strong and serves school breakfast and school lunch. 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. However, we are here to also support the proposed state 10 cents per breakfast reimbursement which was not included in the Governors budget. We would like to see this included so more schools can participate in the School Breakfast Program. Currently Wisconsin has the lowest number of School Breakfast Programs and serves breakfast to the lowest percentage of students eligible for free and reduced price meals in the nation.

Children need breakfast to learn. Studies show that students who eat breakfast have better test scores in math and reading. Studies have also concluded that student who eat school breakfast are better behaved and are absent and tardy less. The increased participation anticipated with the proposed state breakfast reimbursement would capture more federal dollars for Wisconsin.

Please consider making a motion to include this in Governor Thompson's 1999-2000 budget. We feel the children of Wisconsin deserve every educational opportunity and **SCHOOL BREAKFAST** is one of those opportunities.

Thank You for your attention.

Cindy Ryan

President Wisconsin School Food Service Association

1998-99
P-5 Program
Overview

Beloit
Kenosha
Milwaukee
Racine

School Districts

John T. Benson
State Superintendent
Department of Public Instruction

PRESCHOOL TO GRADE FIVE PROGRAM

Introduction

Welcome to the Preschool to Grade Five (P-5) Program. This handbook has been developed to introduce the P-5 Program to newcomers, and to address questions that may arise. The P-5 Program Coordinator at the Department of Public Instruction is available to respond to inquiries, at (414) 227-4942.

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Legislation -- Wisconsin Statute 115.45

Grants for Preschool to Grade Five Program

(2)(a) Annually by September 15, the school board, on its own initiative or upon receipt of an application from the principal of an elementary school located in the school district, may apply to the state superintendent for a grant under this section. The application shall include a plan specifying how the school board intends to meet the requirements under sub. (4), explaining the school board's selection process for individual schools and private service providers and identifying the schools in the school district, or the private service providers certified by the school board as providing the services under sub. (4) (b), to which the grant funds will be applied.

(b) The council for Milwaukee public schools grant program under s.115.28 (20) shall review the applications submitted under par. (a) and make recommendations to the state superintendent regarding the schools to be selected and amounts of the grants to be awarded. The council's recommendations shall be based upon and include information regarding the degree to which the proposed projects will effectively meet the requirements under sub. (4).

(3) The state superintendent shall determine the amount of the grant, if any, to be awarded a school board submitting an application under sub. (2) (a). Amounts awarded shall be paid from the appropriation under s. 20.255 (2) (do). Amounts awarded shall be used by the school board to supplement existing elementary school programs and not to supplant or replace funds otherwise available for such programs.

(3m) (a) In this subsection:

1. "Dropout" has the meaning given in s.118.153 (1) (b).
2. "Low-income pupil" means a pupil for whom aid to families with dependent children is bin received under s.49.19.

(b) The state superintendent shall give priority in awarding grants under this section to programs in existence on August 9, 1989, that have proven successful and to programs established in school districts with a high number of dropouts and low-income pupils.

(4) The school board receiving an award under this section shall ensure that the schools or private service providers identified under sub. (2) (a) comply with all of the following requirements:

(a) Each identified school or private service provider shall provide structured educational experiences for 4-year-old pupils. The structured educational experiences shall focus on the

needs of low -income pupils and shall include activities that encourage early skill development.

(b) Each identified school or private service provider shall annually test the pupils enrolled in grades 1 to 5 in reading, language arts and mathematics using tests approved by the department.

(c) Each identified school or private service provider shall implement a multidisciplinary team approach to the identification and remediation of problems of pupils with significant needs.

(d) Each identified school or private service provider shall restrict class size in all grades below the sixth grade to no more than 25 pupils for each teacher.

(e) The principal of each identified school and the administrator for each identified private service provider shall annually prepare a written performance evaluation of each staff member providing services under this subsection.

(f) All administrative and instructional staff in the elementary grades of each identified school or private service provider shall participate in inservice training that focuses on educational practices and policies identified by the department as effective in improving pupil achievement.

(g) Each identified school shall:

1. Establish a council composed of teachers, parents of pupils enrolled in the school district, school board members and community leaders to monitor and make recommendations to the school board concerning the school's educational programs.

2. Develop plans to encourage and increase parental involvement in efforts to improve the quality of education.

(h) Annually, each identified school or private service provider shall report to the state superintendent all of the following:

1. The results of the tests under par. (b).

2. The number and content of in-service training activities under par. (f).

3. The number of content of parental involvement activities and the number of parents attending each activity.

(5) Beginning in the 1986-87 school year, amounts awarded under this section should be awarded on the basis of improvements in academic performance.

(6) The state superintendent shall:

(a) Establish criteria for measuring and evaluating improvements in academic performance for the purpose of sub. (5).

(b) By March 1, 1986, and annually thereafter, submit to the joint committee on finance and the chief clerk of each house of the legislature, for distribution to the appropriate standing committees under s. 13.172(3), a budget report detailing the grants he or she intends to award under this section in the next fiscal year. The report shall provide summary data on the results of the annual testing required under sub. (4)(b) and include a description of the guidelines used to determine the individual schools and private service providers that will receive funds under this section and the types of expenditures eligible for such funds.

(6) (c) Annually submit to the legislature under s. 13.172(2) a report on the academic progress made by pupils enrolled in preschool to grade 5 programs under this section.

(7) The joint committee on finance may review the budget report.

(9)(a) If a pupil attending a school receiving a grant under this section moves from the attendance area for that school to another attendance area after the 3rd Friday in September during any school term, the school board may offer the pupil the opportunity to continue to attend school for the remainder of the school term at the school he or she was originally attending.

(b) The state superintendent may authorize a school district to use up to 8% of a grant to pay the costs of transporting pupils under par. (a).

(c) The school districts receiving funds under par. (b) shall give first priority under par. (a) the first grade students.

(10) Grants under this section shall be awarded for a 3-year period. The state superintendent and the grant recipient shall jointly establish performance objectives for each proposed project and criteria for evaluating whether the project meets the objectives. At the end of the 3-year period, the state superintendent shall determine whether the project met the objectives. A grant may not be renewed unless the state superintendent determines that the project met its objectives.

B. Program Overview

The Preschool to Grade 5 (P-5) Program is a unique approach to addressing the educational needs of economically disadvantaged elementary school students.

Inner city elementary schools enrolling large numbers of economically disadvantaged students may apply to receive annual state grants to develop innovative and successful supplementary educational services. Schools first received P-5 grants at the beginning of the 1986-87 school year. Thirty-nine schools from four urban school districts are current P-5 participants.

Schools chosen to participate in the program develop school effectiveness proposals using a site based management approach. Teachers, parents, community members and administrators are directly involved in developing all school proposals which articulate how P-5 funds are expected to meet identified needs of students.

The P-5 legislation (Wisconsin Statute 115.45) provides individual schools considerable autonomy to promote site-based management, although the following guidelines apply to all schools.

- Individual schools must revise and submit proposals each year to be reviewed by the state P-5 Advisory Council and approved by the state superintendent.
- Each school project must be evaluated each year based on locally developed goals and objectives, goals directed at improving academic performance.
- Class size in all grades below the sixth grade is restricted to no more than 25 students.
- Inservice training pertaining to a school's goals and objectives is required for all instructional staff members.
- Each school is required to establish a local P-5 Advisory Council to promote shared decision-making among teachers, parents, community members and administrators.
- Continued funding for all school is reviewed every three years. Future funding is approved only if a school has demonstrated satisfactory gains in student achievement.

One primary goal of the P-5 Program is the development of innovative and successful strategies for addressing the needs of economically disadvantaged students. Among these strategies are:

- parent training
- home/school workers
- learning style directed instruction
- science laboratories

- computer laboratories
- preschool programs
- reading incentive programs
- foreign language instruction
- language arts and mathematics instruction coordinators
- tutorial services
- busing of students to reduce the high rate of mobility that commonly exists for students residing in central areas of urban centers
- multiple evaluation methods to measure student progress and school success

The State Superintendent of Public Instruction appointed a P-5 Advisory council comprised of representatives from all school districts receiving P-5 funds. The Council meets on a regular basis to review recommendations for improving the Program.

1. CLEAR PROJECT GOALS AND OBJECTIVES THAT STATE HIGH EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR

- a. The overall goal of the P-5 Program is to raise academic achievement of economically disadvantaged students through a number of strategies that include the following
- site-based management
 - lower class size
 - staff inservice
 - improved attendance
 - greater parental involvement
 - reduced student mobility
 - improved instructional techniques

The need to raise academic achievement was apparent from low scores on criterion and norm-referenced achievement tests.

The goal of improved academic achievement and strategies for attaining this goal are communicated to parents, students, teachers and community members through local school site-based management councils that all P-5 schools are required to have in place. Local councils have the primary responsibility for developing appropriate strategies to address areas of academic deficiency in their particular school. Areas of

academic deficiency are identified in each of the 39 schools using multiple achievement measures, quantitative and qualitative.

- b. All 39 P-5 schools evaluate students each year in grades 1-5 in reading, language arts and mathematics. Attendance, suspension rates, level of parental involvement and type of staff inservice activities are also reported annually for all schools.

Evaluation results for each school are reviewed annually by the state level P-5 Advisory Council, the Wisconsin Department of Public Instruction and the Wisconsin Legislature's Joint Committee on Finance. Continued funding for individual schools is dependent on satisfactory gains in achievement. Satisfactory gains are determined by the State Superintendent of Public Instruction based on recommendations of the state P-5 Advisory Council. This review process is required as part of Wisconsin Statute 115.45.

- c. Positive and realistic expectations for students' achievement and behavior are determined by each local school council and articulated in each school's annual plan. The Department of Public Instruction and district central office staff members assist all schools in developing annual plans. The plans are then reviewed by the P-5 Advisory Council and approved by the State Superintendent of Public Schools.

If students do not meet achievement expectations, individual programs are modified accordingly. Lack of improved student achievement over the three-year funding cycle results in discontinuing funding.

2. APPROPRIATE INSTRUCTIONAL MATERIAL, METHODS AND APPROACHES THAT RESULT IN MAXIMUM USE OF ACADEMIC LEARNING TIME

- a. Individual schools determine how annual P-5 grants are expended using a site-based management approach. The project design, therefore, is based on relevant characteristics unique to each school. Most important of these is student need. Other important factors are financial and human resources, classroom space, and school commitment to various strategies that demonstrate success over time. Whole language, cooperative learning, peer tutoring and extended day strategies are examples of emerging trends in P-5 schools. The most important criterion for determining whether strategies will be continued over time is improved student achievement.
- b. Another unique feature of the P-5 Program is student mobility reduction. Up to eight percent of the total annual budget of a little over 7 million dollars can be used for transportation to keep students enrolled in the same school over time, regardless of multiple family moves which are characteristic among low income urban students. This effort has resulted in less student mobility in P-5 schools.

- c. Grouping practices vary among the schools, however, whole group instruction (heterogeneous grouping) and laboratory arrangements for science, mathematics and computer instruction are replacing ability grouping and pull out programs.
- d. Considerable inservice opportunities are provided to all schools to enable them to make decisions from an informed perspective. School commitment to program decisions is essential.

Each school is carefully monitored on an ongoing basis. If a school does not demonstrate improved student achievement, program adjustments are made with the assistance of Department of Public Instruction specialists, central office administrators or other outside support.

P-5 schools emphasize school-wide improvement benefiting all students, as opposed to any select stratum of the population. Special attention is directed toward integrating all program features to ensure curriculum alignment and reinforcement, within and across grade levels. Each school is required to articulate in their annual school plan how various instructional components fit together into the comprehensive program.

- e. Common materials and equipment among P-5 schools include hands-on manipulative, computer hardware, interactive computer software, multicultural literature and materials emphasizing problem solving and higher order thinking skills.

Common methods include using P-5 grant funds to hire home/school coordinators who work directly with parents, and to hire mathematics, reading, science, or language arts specialists to provide ongoing staff inservice on innovative approaches to instruction.

- f. Advanced skills that include decision-making, higher order thinking, interpretive versus literal reading comprehension, and problem solving are emphasized in all areas of curriculum. These advanced skills are taught with the aid of computers, science laboratories, field trips, and on-site specialists who help classroom teachers develop advanced teaching techniques. All schools are strongly encouraged to use P-5 funds for enrichment and active learning as opposed to traditional, passive and remedial focused approaches to instruction. Emphasis on advanced skills is imbedded in each school's programs, rather than being available as an add-on for selected students.
- g. Several management techniques are used to maximize instructional time. Some schools have implemented extended day programs, in which students receive additional services after the regular school day. Reduced pull-out instruction lowers the amount of time students spend in transit. Instructional aides and parent volunteers reduce adult/student ratios, thereby increasing individual attention. A fourth technique is hiring home/school coordinators who spend a great deal of them improving student attendance. P-5 schools average 90% of students in attendance each day.

- h. Home/school coordinators work exclusively with parents to ensure that families support the education of their children. This includes a number of creative approaches directed at homework completion. For example, one P-5 home/school coordinator met on a regular basis at the neighborhood Laundromat to discuss school issues while laundry was being done. P-5 funds paid for the machines, although parents were required to bring their children and their own detergent.

Several P-5 schools provide after school tutoring for both remedial and enrichment purposes. Transportation to the home after extended day tutoring is provided through P-5 funding.

Finally, individual P-5 schools have unique approaches to rewarding students and parents for good attendance and homework completion.

- i. Instructional design models, and learning activities vary greatly across the P-5 schools, and are adjusted to individual needs based on learning styles assessments. Some examples of instructional design models in use are:
- Pure Phonics
 - Direct instruction
 - Reading Recovery
 - Success For All
 - Sustained Silent Reading

3. COORDINATION WITH THE REGULAR PROGRAM

- a. The P-5 Program supports a total school improvement effort. Annual school grants averaging \$175,000 are used by schools to supplement and enhance existing efforts, as opposed to adding on fragmented or disjointed program components. All schools are required to clearly articulate annual goals and objectives, activities to meet objectives, and methods for evaluating stated goals. Coordination within and across subject areas is strongly encouraged to create a comprehensive school program. Regular classroom teachers and compensatory education staff members typically work together in the same room or laboratory to ensure coordination of content and skills instruction.
- b. All P-5 schools are required to have in place a local school council responsible for program planning through shared decision-making. The local school council is comprised of a cross section of teachers, parents, administrators and community members. Local school council members are provided with release time so that meetings can be held on a regular basis.

- c. The annual school plan developed by each P-5 school, through a site-based management approach, articulates how all program components support agreed upon goals. If a particular program component does support agreed upon goals. If a particular program component does not align with an achievement goal, that component is modified or eliminated. All school staff members are required to sign their plan each year indicating that they have read and understand the plan.
- d. The vast majority of students attending P-5 schools reside with impoverished families. For a number of school and non-school reasons, most P-5 students can be considered at risk of school and life failure. In the best interest of all children, they are all included in the benefits of P-5 funded services. They do not need to meet Title I or any other eligibility requirements. To the extent possible, mainstreaming and heterogeneous class composition is practiced.

4. **STUDENT PROGRESS CLOSELY MONITORED TO PROVIDE FOR REGULAR FEEDBACK REINFORCEMENT**

- a. Formal assessment tools include norm-referenced tests, criterion referenced pre and post-tests, writing samples that are holistically scored and a state level reading test administered to all third grade students.

Informal measures include individual reading and mathematics diagnostic tests, end-of-unit tests in core subject areas, teacher designed authentic academic measurements, and advancement of students in difficulty level of trade books and basal readers.

- b. Several mechanisms across the P-5 schools exist to communicate academic progress to students, parents and other classroom teachers. These include report cards, parent meetings/conferences, home/school workers who make home visits on a continuing basis, recognition ceremonies, newsletters, student portfolios and other methods as deemed necessary appropriate.

5. **STRONG LEADERSHIP**

- a. There is one state level administrator for the P-5 Program employed by the Wisconsin Department of Public Instruction. Leadership at the state level is important to promote site-based management and shared decision-making program sharing and improvement, and strong accountability among participating schools. Unlike most categorical programs where administrative costs commonly range from six to ten percent, less than three percent of the annual \$7.0 million P-5 budget is used for administrative costs. The remainder of the funding goes directly to schools.

Because site-based management and shared decision-making serve as the foundations for the P-5 Program, it is critical that each school principal play a strong leadership role to involve all members of the school community. They develop innovative approaches to educating disadvantaged children by harnessing the collective intelligence of staff members, parents and others.

Finally, each of the four school districts in which P-5 schools are located has a central office P-5 coordinator who is responsible for supporting individual building efforts. Specific tasks of central office coordinators include providing schools with the necessary expertise, information, human resources, and coordination of district wide efforts to enable site-based management to succeed.

- b. P-5 principals of all participating schools meet at least monthly. These regular scheduled meetings also include the Department of Public Instruction, P-5 administrator and central office coordinators. Meeting agendas cover a host of issues concerning school improvement such as evaluation, student mobility, community relations, coordination of P-5 with other school programs, and sharing of innovative and successful instructional techniques.

To ensure ongoing communication at the building level, local school councils also meet at regularly scheduled times. Newsletters and memoranda are also used for ongoing systematic communication between and within schools.

- c. Each year, a P-5/Title I/Precollege Sharing Conference is held, where presentations are given by nationally recognized speakers, P-5 school staff members and parents relating to improved instruction, parental involvement, and other related educational issues. This three-day event is attended by approximately 1,500 teachers, central office administrators, council members, parents, students, and other interested parties. A main goal of the conference is to enable both formal and informal communication between schools, and attendees of the participating districts.
- d. The primary vehicle for obtaining support for the P-5 Program among different constituencies is the state level P-5 Advisory Council. This council may be comprised of representatives of business, higher education, private foundations, state legislators, parents, and community agencies serving urban disadvantaged populations in the four school districts. Council deliberations involve all components of the P-5 Program and eventually result in recommendations that are advanced to the state superintendent, state legislators and the governor.

6. PROFESSIONAL DEVELOPMENT AND TRAINING

- a. State legislation (ss.115.45) governing the P-5 Program requires each school to invest a portion of its grant in staff inservice activities directly related to improving student achievement. The subject area and mode of delivery of staff inservice varies across the

participating schools, however, ongoing activities are encouraged as opposed to single session presentation.

A most effective model for inservicing staff members in reading/mathematics instruction, advanced skills, parent involvement, etc., is for schools to hire specialists with P-5 funds who are part of the school staff. Such specialists are available for providing daily inservice support to staff members as they improve instructional techniques.

- b. Staff members funded out of a school's P-5 grant are not separate from the regular school staff. The P-5 legislation, moreover, requires all staff members to be inserviced in areas relating to a particular school's achievement goals. The majority of training activities, therefore, are common to all instructional staff. This enhances new and innovative instructional techniques.
- c. The type of staff inservice needed to attain annual goals is also determined by the individual school, with support of state level and central office administrators. Each school's goal and staff development activities are reviewed annually by the state level P-5 Advisory Council and approved by the State Superintendent of Schools.

7. PARENT/COMMUNITY INVOLVEMENT

- a. Each P-5 school is required by state statute to have in place a local school advisory council comprised of parents, community members, teachers, administrators and other school staff members. Local school advisory councils are the centerpiece of site-based management. All planning, implementing, and evaluating activities involve a school's local council to ensure shared decision making.
- b. Home/school coordinators serve an important role in P-5 schools. They go beyond providing opportunities for parental involvement to encourage the expectation that parents will be involved and supportive of their children's learning. Specific actions toward accomplishing this include home visits by the home/school worker, heavy recruitment of parent volunteers, awards to parents for becoming involved in school activities, teaching parenting skills, listening to parental suggestions and concerns, and linking parents with other community resources.

In addition to these, traditional approaches to parental involvement such as report cards, conferences, and newsletters, are also used with regularity in P-5 schools.

- c. Home/school coordinators and other school staff members hold training sessions and other activities to assist parents on a regular basis. The type of parental training activities vary according to individual parents in helping their children include "make and take workshops," computer training for parents, GED classes for parents and assorted classes on various aspects of parenting which are held at the school site. P-5 funds may

or may not support the above activities however, parental involvement is a required component for schools to receive P-5 grants.

8. **POSITIVE SCHOOL/CLASSROOM CLIMATE**

- a. Shared decision-making is the primary design feature of the P-5 Program for creating a positive working environment. Not only does shared decision-making facilitate better decisions it also empowers teachers, parents and other members of the school community. This empowerment, more than any other factor, fosters a positive working environment and pride in accomplishments of the entire school.
- b. Individual schools have set high priority on fostering the development of sound character and the ability to work in a self-disciplined and purposeful manner. Among policies enacted are:
 - Child initiated learning
 - learning style directed instruction
 - guidance and counseling services
 - rewards and recognition for good attendance, grades, behavior, etc.
 - business and partnership award programs
 - peer tutoring
 - cooperative learning

The above activities may be supported by P-5 funds or other funding sources.

9. **EXCELLENCE RECOGNIZED AND REWARDED**

- a. Student progress and achievement are recognized in a number of different ways across the participating schools. Common methods of recognition include:
 - student award ceremonies for academic achievement, good attendance, citizenship, etc.
 - incentives such as special class field trips
 - community awards to students for academic excellence
 - awards to whole classes or entire schools for academic achievement, attendance, etc.

- b. The most important award for outstanding teaching is the continued eligibility of a school in the P-5 program. Schools that demonstrate improved academic performance after an initial three-year funding cycle may participate in the P-5 Program for a second three-year cycle. Also, the P-5 concept supports outstanding teaching through site-based management where teachers are truly empowered to make fundamental decisions on how services should be provided.

Traditional teacher recognition practices, such as special awards to outstanding teachers, also exist in the four participating school districts.

- c. Parents are annually recognized for their school involvement at the two day P-5 Program Sharing Conference. P-5 funds also support parent recognition activities at individual schools. Local schools have recognized and rewarded parents in many different ways:

- special awards
- free computer instruction
- paying parents to attend parenting classes
- free use of washing machines and dryers for attending 'Laundromat sessions' on school issues Bain and Frank Elementary Schools, Kenosha
- Empowerment through shared decision-making
- Special field trips for parents

10. EVALUATION RESULTS USED FOR PROGRAM OR PROJECT IMPROVEMENTS

In addition to the annual on-site evaluation reviews, each district formally reports to the state P-5 Advisory Council once a year on the progress of each P-5 school. The Council closely reviews each school's progress and makes recommendations are advanced to the Wisconsin State Superintendent of Public Instruction, and the Wisconsin Senate and Assembly Joint Committee on Finance for approval.

C. PROPOSAL DEVELOPMENT

The accompanying outline should help structure the proposal from each school. Schools are encouraged to involve all school staff in identifying needs, using multiple sources of data, and planning the program. Components of the program may address learning styles, self-esteem, peer mediation, positive action, parental involvement and a wide variety of other elements. Bear in mind that the underlying purpose of the P-5 Program is to identify and implement strategies that improve students' academic performance.

I. Demographic information about the school

- population
- ethnic composition
- number of students eligible for free or reduced lunch
- other pertinent comments about students, staff or the school in general

II. Standard Program features of P-5 that are listed in the P-5 legislation

- summary of programs being funded
- teacher/pupil ratios
- school advisory council composition
- staff development
- transportation
- parent involvement

III. Philosophy of the school

IV. School goals (e.g., improvement in vocabulary, parental involvement, staff development, etc.) or outcomes expected of school programming. Each program must have at least one goal, set of measurable objectives, set of activities, and specific ways that each goal will be measured. Academic growth must be measured as one factor. Accumulated growth must be demonstrated for schools who have been in the program for more than one year.

- A. Program goals should be stated in behavioral terms that can be easily evaluated and understood.
- B. Academic goals should be expressed in desired percentage of improvement in a specified area on standardized tests, criterion referenced tests, diagnostic tests or outcome based evaluation, in percentage above 50%, grade equivalent growth or stanine or quartile improvement.

1. State outcome.
2. What student need leads you to do this?
3. Activities designed to help students reach the outcome.
4. How will you know the students have attained the desired outcome?
5. List all the ways this outcome will be measured.

C. Goals for staff development, student attendance, suspension rate and parental involvement should also be stated in behavioral terms, with target measures.

D. Set enthusiastic goals. (Set your goals high, but not out of reach.)

V. Supplemental features of the P-5 Program that are unique to the school and funded out of the P-5 appropriation. Include job descriptions of positions funded by the P-5 grant. Examples are:

- Reading Resource Teacher
- Mathematics Resource Teacher
- Reading Recovery
- Phonics
- other

VI. Description of how P-5 Program addresses the identified needs of the students, in line with goals stated under IV.

VII. Evaluation

Describe how your students are evaluated. Include the type of tests used, such as norm or criterion referenced, plus the frequency of testing. Monitoring attendance and behavioral problems, staff development and parent involvement opportunities and levels of participation may be important components of the evaluation process.

VIII. Budget Information

Include the plan's budget, items and costs, (See attached copy of budget form used).

IX. Statement of support of the proposal, signed by all staff members and others involved in the site based advisory council.

If your school has other specially funded programs, like Title I, show how P-5 elements coordinate with other programs. For example, describe how the Title I, reading resources teacher, and P-5 staff will work together.

D. PRESCHOOL COMPONENT

Each P-5 school district will offer an age-appropriate program for the four-year old students in the district. The structured educational experience shall focus on the needs of low-income pupils, and shall include activities that encourage early skill development.

Parent involvement in the educational program from the earliest school contact is strongly encouraged.

E. SITE BASED MANAGEMENT SCHOOL ADVISORY COUNCIL

Most schools include a building leadership team that initiates the planning and development of the P-5 proposals. There should be extensive input from the entire school staff to enrich the proposal, promote ownership and share decision making.

Site based management takes slightly different forms in each school district decisions made at the school level must conform to district policies and guidelines, and meet contractual obligations.

The P-5 School Advisory Council is composed of representative parents, teachers, administrators and community members. This council should participate in the development of the P-5 proposal and to make recommendations to the Board of Education on the school's project. The P-5 School Advisory Council makes recommendations for the revision of the program annually. These recommendations become part of the P-5 proposal to the Board of Education.

F. STAFF DEVELOPMENT

All P-5 staff members are encouraged to participate in inservice activities to develop and improve strategies for working with students. Inservice will be conducted in areas of need as determined by the individual school. Schools are encouraged to focus inservice in areas that support their goals. Rather than touching on many different topics, prioritize and address fewer areas. Build in follow-up sessions and networking among staff members.

G. MOBILITY REDUCTION

State legislation permits a school district to use up to 8% of its grant for mobility reduction. If the local school district board chooses to bus students back to a P-5 school, all students, preschool through grade 5,

who move to another attendance area after the 3rd Friday in September, must be offered the opportunity to

remain at the P-5 school. If funds are limited, the district is encouraged to give priority to first grade students. The district will continue to offer the transportation until projected funds are depleted.

If the district board of education chooses to offer transportation, there is no discretion at the school level. All families that move must be informed of the option to remain. It is the parents' choice whether they participate or not.

H. OTHER CONSIDERATIONS

1. Budget Revision

As needed, Program Director/Coordinators will submit proposed budget revisions and an explanation of the proposed changes to the DPI program coordinator.

2. Other

SCHOOLS

Milwaukee Public Schools

Auer Avenue Elementary
Clarke Street Elementary
Franklin Elementary
Green Bay Avenue Elementary
Holmes Elementary
Hopkins Street Elementary
Kagel Elementary
Keefe Avenue Elementary
Kilbourn Elementary
King Elementary
LaFollette Elementary
Lee Elementary
Palmer Elementary
Pierce Elementary
Riley Elementary
Siefert Elementary
Westside Academy I & II
Thirty-Seventh Street Elementary
Twenty-Seventh Street Elementary
Vieau Elementary
Wheatley Elementary

Racine Unified School District

Olympia Brown Elementary
Goodland Elementary
James Elementary
Knapp Elementary
Wadewitz Elementary
Winslow Elementary

Kenosha Unified School District

Bain Elementary
Columbus Elementary
Curtis Strange Elementary
Frank Elementary
Jefferson Elementary
Lincoln Elementary
Wilson Elementary

Beloit School District

Burdge Elementary
Hackett Elementary
McLenegan Elementary
Merrill Elementary
Wright Elementary

DIRECTORY

To receive more information about the P-5 Program or to arrange a visit to a P-5 school, contact one of the following persons.

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II. BUDGET INFORMATION

A. BUDGET DEVELOPMENT			B. BUDGET REVISIONS	
1. Budget Summary			1. Budget Summary	
School or Private Service Provider Name	District Name		NOTE: Each revision request must include an update of this page, and a letter of justification.	
Function	Object	Amount	1st Revision	2nd Revision
ADMINISTRATION	Salaries	\$		
	Fringes			
	Purchased Services			
	Non-Capital Objects			
	Capital Objects			
	Insurance & Judgments			
	TOTAL Administration			
INSTRUCTION	Salaries			
	Fringes			
	Purchased Services			
	Non-Capital Objects			
	Capital Objects			
	TOTAL Instruction	\$		
OTHER SUPPORT SERVICES	Salaries			
	Fringes			
	Purchased Services			
	Non-Capital Objects	\$		
	Capital Objects			
	TOTAL Support Services	\$		
TOTAL BUDGET		\$		

- Continued on the next page -

II. BUDGET INFORMATION (continued)

2. Purchased Services

A. Item Name <i>Include all items budgeted under Purchased Services Classification</i>	B. Unit Cost	C. Estimated Total Cost	D. Function

III. IMPACT DATA

1. Expenditures per Function/Grade Level Participants

Of the total amount budgeted under INSTRUCTION estimate the amount to be spent for the following purposes:

1. Function	2. Amount	3. Grade Level	4. No. of Students/Participants
INSTRUCTION Language Arts	\$		
Mathematics			
Reading			
Science			
Social Studies			
TOTAL Instruction	\$		

Of the total amount budgeted under OTHER SUPPORT SERVICES, estimate the amount to be spent for the following purposes:

OTHER SUPPORT SERVICES Staff Inservice	\$	No. of Participants				
		Teachers	Aides	Administrators	Other Specify	Total Participants
Parent Training						
Pupil Services						
Evaluation Services						
Council Expenses						
Other Specify						
TOTAL Support Services	\$					

III. IMPACT DATA (continued)

2. Personnel Summary

List all personnel to be paid from the funds. If a vacancy exists which will be filled, indicate "Vacant". Use the code numbers in the key below to complete column D. *For personnel serving a multiple role list the FTE applicable to each function.

A. Name	B. Position Title	C. FTE	D. Staff Code

Staff and Function Code
Use for column D above.

STAFF CODE		STAFF CODE	
Teacher	01	Accounting-Bookkeeping-	
Teacher Aide	02	Data Processing	08
Program Coordination/Mgt.	03	Other Professional Staff	09
Counselor	04	Other Support Staff	11
Psychologist	05		
Social Worker	06		
Clerical	07		



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John T. Benson
State Superintendent

Steven B. Dold
Deputy State Superintendent

Date: March 1, 1998

To: Senator Brian Burke
Representative John Gard

From: John T. Benson 
State Superintendent

Subject: Annual Report on the Status of the Preschool to Grade 5 (P-5) Program — 1996-97

This annual report for the 1996-97 school year on the status of the Preschool to Grade 5 Program is submitted to the Joint Committee on Finance and the chief clerk of each house of the legislature as required under s. 115.45(6)(b) and (c), Wisconsin statutes.

During the 1996-97 school year, 39 elementary schools from four districts participated in this program. This included 21 schools in Milwaukee, seven schools in Kenosha, six schools in Racine, and five schools in Beloit. Grants are awarded for three-year periods. Per s. 115.45(10), Wis. stats., a grant may not be renewed unless the state superintendent determines the project met its objectives. Six of the 39 schools completed their three-year cycle in 1996-97, and this report contains recommendations for their continued funding. This was the second year of a three-year cycle for 26 schools and the first year for seven schools.

Specific testing is required under s. 115.45(4)(b), Wis. stats., annually in each school. This report will review the performance of the schools on these tests. In addition, it will discuss other program elements, including staff inservice, parent involvement and mobility reduction efforts implemented in the P-5 districts, and a report of funding the districts received in 1997-98 pending completion of the 1998-99 grants. The evaluation report from each P-5 district is attached.

Milwaukee Public School District

Three-Year Evaluation

Two schools in the Milwaukee Public School (MPS) District, Green Bay Avenue and Thirty-Seventh Street, completed their three-year funding cycles in 1996-97. The longitudinal review involved evaluation of 12 separate outcome measures by school, from 1994-95 to 1996-97, compared to the P-5 and district-wide average. This included test results on the Wisconsin Reading Comprehension Test for third graders; the reading and math test results of the Iowa Test of Basic Skills (ITBS) for fifth graders; the P-5 Writing Sample Assessments for second and fifth graders; reading, math, and writing results from the Wisconsin Student Assessment System (WSAS) test for fourth graders; and High Scope test results for first graders. Also reviewed were pupil attendance and suspension rates by school and the level of parent and staff involvement activities at both schools.

Green Bay Avenue School had an enrollment of 563 students in 1996-97, an increase of 1.8 percent over the previous year. Nearly 100 percent of enrollment is African American, and more than 95 percent of the pupils are eligible for free or reduced lunch. Student mobility has stabilized over the last three years at about 25 percent, and the percent of pupils enrolled from one year to the next rose to about 76 percent in 1996-97.

Green Bay Avenue School outperforms most other MPS P-5 schools in several key performance indicators and in some cases also outperforms the district as a whole. *Green Bay Avenue School* has shown achievement gains in the fifth-grade ITBS reading and writing assessment over the last three years. The percentage of third graders scoring at or above the state standard in reading declined somewhat, but the 1996-97 percentage is higher than the district as a whole. The fifth-grade ITBS math scores were down somewhat, but the drop was less than the decline for the district as a whole. The student average attendance rate of 93 percent continues to be above the district as a whole. Likewise, while scores for second- and fourth-grade writing declined slightly from last year, the scores are higher than the P-5 average. Most noticeable was *Green Bay Avenue's* performance on the fourth-grade WSAS for 1996-97.

The school's percentile rank for reading, math, and the three writing prompts were all higher than both the P-5 and district-wide averages and above the 50th percentile in all but math. *Green Bay Avenue's* performance on the first-grade High Scope test was also commendable, with 65 percent or more of the students tested meeting proficiency in language and literacy, mathematical thinking, scientific thinking, and social studies. In language and literacy, a key component of the test, more than 80 percent of students met proficiency, the highest of all P-5 schools employing the High Scope test. While the number of parent activities declined over the previous year, the number of staff development opportunities more than doubled. The number and percentage of students suspended has declined over the last three years.

Thirty-Seventh Street School had a student enrollment of 510 in 1996-97, a decline of 5.4 percent from the previous year. Nearly 100 percent of students are African American. An extremely large share of *Thirty-Seventh Street's* students come from poverty, and the school has a high rate of student mobility, factors over which the school has no control but which influence student achievement levels. Nearly 97 percent of its enrollment is eligible for free or reduced lunch, the third highest among 114 MPS elementary schools, and its mobility rate of 42 percent in 1996-97 was also third highest in the district.

Despite high student poverty and mobility rates, *Thirty-Seventh Street* pupils maintained achievement levels in most areas. Student attendance was stable at 89 percent over the last three years as were percentile ranks in fifth-grade ITBS reading and math. Although the percentage of third graders at or above the state average in reading declined in 1996-97, the percentage is higher for *Thirty-Seventh Street* than for the district as a whole. Scores in second-grade writing are up over last year, down somewhat in fourth grade, and about the same in fifth grade. While the school's percentile ranks in reading, math, and writing on the fourth-grade WSAS are lower than for the district as a whole, they are similar to most other schools with comparable demographics. While the number of staff development opportunities was about the same as last year, the number of parent involvement opportunities more than doubled.

♦ *Green Bay Avenue* and *Thirty-Seventh Street* schools are recommended for continuation in the P-5 program.

Annual Evaluation

The 21 P-5 schools in Milwaukee integrate a wide range of project components to create comprehensive programs for meeting the social and educational needs of disadvantaged students. Components such as parental involvement strategies, enrichment activities, reduced-class size, innovative teaching techniques, and frequent monitoring of student progress are interwoven into holistic school programs.

Measures used to evaluate P-5 schools included test results on the Wisconsin Reading Comprehension Test for third graders; the reading and math test results of the Iowa Test of Basic Skills (ITBS) for fifth graders; the P-5 Writing Sample Assessments for second and fifth graders; reading, math, and writing results from the Wisconsin Student Assessment System (WSAS) test for fourth graders; and High Scope test results for first graders. Also reviewed were pupil attendance and suspension rates by school and the level of parent involvement and staff development opportunities.

As part of its district-wide accountability system, Milwaukee Public Schools employs six accountability measures for evaluating student achievement in elementary schools. Collectively, P-5 schools compare quite favorably with all other MPS elementary schools in terms of meeting board-set achievement goals for each of these measures. Three P-5 schools met three of the board goals, and four other schools met half of them. As a group, P-5 schools improved in over half of the P-5 evaluation measures with comparable data from the previous year.

The collective attendance rate for P-5 schools now closely mirrors the attendance rate for all MPS elementary schools, with an average attendance of 92 percent in 1995-96, an increase of 1 percent over the previous year, and maintaining a 92 percent average attendance in 1996-97.

Parent involvement and staff development opportunities are important components of the P-5 program. The number of parent involvement opportunities rose by 45 percent, to 716 activities, in 1996-97. The number of parents participating in school events rose to over 40,000. Planned activities were intended to enhance the quality and increase the quantity of parental involvement in the P-5 schools. A wide variety of activities were conducted, including advisory committee meetings, parent volunteer efforts, and field trips. In addition, parents were trained and encouraged to make special efforts at home to support their child's education with respect to homework, school attendance, and achievement.

Staff development opportunities increased by 49 percent from the previous year, from 776 to 1,159. The number of staff participating in these opportunities remained about the same. A variety of workshops, seminars, and inservice sessions were offered, including portfolio assessment; computer skills; writing, math, and reading workshops; team building; multicultural training; inclusion; and behavior modification.

Beloit Public Schools

Three-Year Evaluation

One Beloit elementary school, *McLenegan*, completed the third year of the grant cycle in 1996-97. The longitudinal review involved the evaluation of results on the Wisconsin Reading Comprehension Test for third graders and the California Achievement Test (CAT).

An average of 81 percent of McLenegan Elementary School students scored at or above the objective of having 80 percent of students score above the standard on the Third Grade Reading Test for the three year period, with 100 percent of students scoring at or above the standard in 1995-96. McLenegan met

its California Achievement Test 1994-95 objective of 45 percent of students or more scoring above the 50th percentile, with 45 percent meeting the goal for Comprehension, 52 percent meeting the goal for Vocabulary, and 58 percent meeting the goal for Math Concepts subtests. During 1995-96, the CAT reporting changed from percentiles to Stanines of categories of high, average, and low. McLenegan's scores in stanines were solidly in the middle of the average achievement range for mean national percentage rank. McLenegan's students tested 60 percent in reading and language, 51 percent in math, 47 percent in science, and 58 percent in social studies.

- ◆ McLenegan Elementary School is recommended for continuation in the P-5 program.

Annual Evaluation

There are five P-5 elementary schools in Beloit. Measures used to evaluate the P-5 schools include test results on the Wisconsin Reading Comprehension Test for third graders, the Comprehensive Test of Basic Skills (CTBS-5), the P-5 Writing Sample Assessments for second and fifth graders, and the Wisconsin Student Assessment System (WSAS) test for fourth graders. Also reviewed were student attendance, suspension and truancy rates, parent involvement, and staff development opportunities.

Second-grade students attending four of the P-5 schools for at least one year prior to testing earned a mean percentile rank higher than the national reference group (50th percentile) in reading, language, and math. Beloit P-5 schools have on average exceeded the performance goal of at least 80 percent of students performing above the standard on the state Third Grade Reading Test. The proportion of students performing above the standard has been comparable to the state average since 1994-95. The percentage of second- and fifth-grade students producing middle- to high-quality writing samples last school year was slightly higher than the average score for P-5 program-wide.

Attendance rates increased in four of the five schools in 1996-97. The attendance rate for each school was 94 percent or above in 1996-97. Retention rates increased in four of the five schools, suspension rates decreased for each of the five schools, and truancy rates decreased for three of the schools.

Four of the five schools have a P-5 home-school coordinator. The home-school coordinators are important to the process of involving parents and maintaining communication with them. A variety of family activities has taken place in the P-5 schools. Beloit staff realize that parents support their children's education in many ways and that all parents are not able to come to school. Beloit P-5 schools have set a goal for more two-way communication with families, inviting participation on an idea level, if not a physical level.

Several P-5 schools reported a variety of in-school staff development as well as outside opportunities. Staff development activities designed by each school reflect concern with improved instruction in reading and written language, math, science, multicultural curriculum, and designed assessments to improve student performance. These staff development opportunities enable the schools to further prepare and enhance their ability to teach all children to the highest standards.

Kenosha Unified School District

Three-Year Evaluation

Columbus Elementary is the single school in the Kenosha Unified School District to complete its three-year cycle at the end of the 1996-97 school year. The Third Grade Reading Test and the Iowa Test of Basic Skills were used to measure student achievement. Over 80 percent of students scored above the

standard on the Third Grade Reading Test for all three years of the funding cycle, with improvement to 95.8 percent for the 1996-97 school year. In addition, over 51 percent of students scored above the 50th percentile in reading, language, and math combined for the three-year period. While the percent of students in need has risen from 59.3 percent during the 1994-95 school year to 69 percent during the 1996-97 school year, the average daily attendance has remained constant near 94 percent.

◆ Columbus Elementary is recommended for continuation in the P-5 Program

Annual Evaluation

There are seven P-5 elementary schools in Kenosha. While the average percent of poverty at elementary schools in Kenosha Unified School District rose, the percent in poverty also rose in each of the P-5 schools.

Measures used to evaluate the P-5 schools include the Iowa Tests of Basic Skills, the Wisconsin Reading Comprehension Test for third graders, the Wisconsin Student Assessment for fourth graders, and the P-5 Writing Sample Assessments for second and fifth graders. Also reviewed were pupil attendance and suspensions rates, parent involvement, and staff development opportunities.

On the Iowa Tests of Basic Skills in language, five out of the seven schools had at least 45 percent of students score in the 50th percentile or above. In math, four out of the seven schools had at least 45 percent of students score in the 50th percentile or above. In reading, one school had at least 45 percent of students score in the 50th percentile or above. In addition, over 48 percent of students in the P-5 schools scored at or above the district average in reading. Furthermore, P-5 students met or exceeded national average grade equivalents on over 68 percent of all language tests, 54 percent of all reading tests, and 58 percent of all math tests. On the Third Grade Reading Test, at least 80 percent of students in three of the seven schools scored above the performance standard. Two of the schools had 96 and 99 percent of their students score at or above the standard. Of the four schools not having 80 percent of students performing at or above the standard, two schools improved from the previous year.

On the P-5 writing assessment, the average score for second-grade students was slightly higher than the average P-5 program-wide score, and the average score for fifth-grade students was slightly lower.

Three of the seven schools continued to have an average daily attendance above 94 percent. Four schools recorded an increase in average daily attendance compared to the previous year. Three of the schools also saw a decrease in the percent of students suspended. Many of the schools have employed parent liaisons or coordinators to provide communication between the school and home. Getting parents actively involved in P-5 planning and school activities has had a major impact on attendance.

While all teachers in the P-5 schools attended in-house staff development, 67.2 percent participated in off-site conferences and workshops. These consisted of computers, software, portfolio, creating books for kids, Dimensions of Learning, academic workshops and conferences, Frameworks, conflict resolution, Title I, Reading Recovery, parenting, effective discipline, time management, integrating curriculum, inclusion, DARE, mentor program, multi-age, self-esteem, culture building, holistic assessment, plus many other areas.

Racine Unified School District

Three-Year Evaluation

Two schools in Racine, Goodland and Winslow, completed the three-year funding cycle in 1996-97. The Wisconsin Third Grade Reading Test and the California Achievement Test were used to measure student attainment of objectives.

Goodland Elementary School had a three-year average score of 73 percent of students scoring at or above the performance standard on the Third Grade Reading Test. On the California Achievement Test, the objective was that 45 percent or more of students score above the 50th percentile. Goodland students met the goal on 29 of 35 subtests.

Goodland kindergarten students experienced 31 computer lab visits for reading readiness and verbalization skill reinforcement. Over the past five years, the school has maintained an average daily attendance rate of at least 93 percent. Parent involvement exceeded 3,200 occurrences for the past four years. Goodland received the Heritage Awareness award from the Racine Unified District in 1995 and 1997. In addition, the Racine Police Department gave a Community Service Award to Goodland's teachers and staff in 1997.

Winslow Elementary School had a three-year average score of 66 percent of students scoring at or above the Third Grade Reading Test performance standard. On the California Achievement Test, Winslow students met the goal on 11 of 17 subtests.

At Winslow, a writing portfolio was maintained for all K-5 students. Winslow's average daily attendance for the past two years has been maintained at a rate of 93 percent or higher. On the P-5 Holistic Writing Assessment, scores at grades 2 and 5 were equal to or higher than the overall means for all P-5 students in the state. Winslow parent involvement increased in 1996-97 to 2,700 occurrences.

- ◆ Goodland and Winslow schools are recommended for continuation in the P-5 program.

Annual Evaluation

Each of the six Racine P-5 schools set academic goals for student achievement. A total of 31 specific objectives were identified; 71 percent of the objectives were met. One of the six schools met the 80 percent goal for the Third Grade Reading Test, and two other schools had over 76 percent of their students scoring above the standard, almost meeting the objective. On the P-5 writing sample assessment, five of the six schools' second graders scored higher than the P-5 program-wide average score, and three of the fifth graders scored higher than the P-5 program-wide score. Student average daily attendance was above 94 percent at all six schools, a 1 percent increase from last year.

Staff development and parent involvement opportunities were conducted at all of the schools. An intensive four-year-old program was provided to improve pupil readiness for kindergarten. A total of 121 youngsters in three sites completed all or part of the program year. Parent involvement continues to be a major objective, with participation and support sought through volunteer service, workshops, field trips, and home-school liaisons by the teachers. The combination of the developmental preschool program and cooperative teacher-parent involvement resulted in the achievement of significant end-of-year growth rates in work habits, social and emotional development, language/ cognitive development, and music/art. A total of 167 parents/families (95 percent) attended two or more school activities.

Staff development and parent involvement are important components of the P-5 program. A wide range of staff inservice opportunities were provided with a variety of topics related to the goals of the P-5 program. A total of 1,178 staff members at the P-5 schools attended 105 inservice sessions, which covered topics such as reading/writing workshops, CAT training, how to best meet student needs, portfolio and math workshops, computer inservice, and writing assessment training. In addition, teachers and assistants attended district inservice sessions.

More than 168 parent activities, workshops, and inservices were reported during 1996-97, and more than 25,000 parents attended these events. Activities were intended to improve the quality and quantity of parent participation in the P-5 schools. The workshops and inservices covered topics such as homework choices, stress management, anger management, family math night, primary tutoring, gang workshops, and computer inservice. The parent activities included PTA meetings, parent/teacher conferences, P-5 Advisory School Council meetings, bilingual advisory meetings, positive action activities, Special Persons Day, social events, and field trips.

Evaluation Summary

Three-Year Evaluation

Six schools completed three-year grant cycles, and all six schools are recommended to continue in the P-5 program. They all demonstrated a pattern of improved achievement reflected on at least two measures determined by the school and approved by the P-5 Advisory Council.

Annual Evaluation

Examination of assessment results showed growth in some areas for all P-5 schools:

1. Twelve schools showed overall achievement gains when compared to prior year's testing.
2. Sixteen schools maintained about the same levels of student achievement.
3. Seven schools did not show improved achievement overall, although they each had some areas of achievement gain.

The Milwaukee Office of Urban Education has assumed P-5 program responsibilities and has continued to work closely with the P-5 districts and schools to improve the achievement of low-income urban children. All administrative and statute requirements of the P-5 program are being met.

The second annual P-5/Title I Programs Sharing Conference took place in December 1997. This collaboration, designed to serve the same students at different stages of their education, links these program services, giving district administrators, school staff, students, and parents a better understanding of the interrelationship among P-5, Title I, and PreCollege programs. It offers continuity and continuum of services from preschool through twelfth grade. This highly successful sharing conference, with approximately 1,300 attendees, will be repeated in 1998.

Staff at P-5 schools are developing their knowledge of portfolios as a method of demonstrating student learning. They have attended workshops and devoted after-school time and Saturdays to define rubrics and standards for portfolios. Ideally, portfolio assessment involves student reflection on their own achievements, selecting items to be included in the portfolio, and explaining why each piece is important

to them and what they have learned. Carrying out this process is an example of active student participation in their own learning and an accurate reflection of what is being learned. It places the student in the center of the learning process. The analysis of progress helps the student set new goals for future learning.

Mobility Reduction

According to s. 115.45, Wis. stats., school districts may allocate up to 8 percent of their P-5 grant for mobility reduction. Whenever possible, parents have the option of accepting P-5 bussing back to the school of original enrollment for the year if they moved to another attendance area in the city during the school year. The intent is to slow mobility by providing school stability for these students. Dramatic increases in achievement due to mobility reduction efforts have not been documented, although each district documents slightly higher achievement scores for stable students.

P-5 school staff members have improved the learning environment and instruction. These factors, in addition to increased stability, influence the general improved achievement. Another factor is whether there are social and economic differences that would contribute to increased achievement in families that choose to maintain school continuity for their children. Harder to measure are the effects of stronger home-school bonds nurtured by ongoing connections between families and school staff. The number of students transported decreased in the 1996-97 school year due to rising transportation costs and exhausted funding allocated for this purpose.

Future Funding

The 1997-98 annual P-5 budget was increased by 5 percent (\$333,000) for the first time in six years, and this needed increase was greatly appreciated by the P-5 districts. In past years, schools were forced to reduce personnel because the P-5 budget was not increased along with the salary raises in personnel contracts.

District grants for the 1998-99 school year have not yet been calculated pending finalization of enrollment figures. An amendment to this report will be forwarded when completed information is available. In 1997-98, districts received the following amounts:

Beloit School District	\$ 511,220
Kenosha Unified School District	\$ 919,782
Racine Unified School District	\$ 1,072,280
Milwaukee Public Schools	\$ 4,499,718

Individual schools within the target school districts are selected on a number of criteria, including percentage of low-income/at-risk students, achievement scores, and other factors that signal a school is in need of special support.

Funds are expended to enable schools to implement educational goals and objectives determined by the schools' needs assessment process. Such funds may be used to hire approved staff, reduce pupil-teacher ratio, provide curricular or instructional expertise not currently available, support staff development and joint planning activities, promote family involvement activities, and/or purchase supplies, staff training, or equipment directly related to specified educational objectives. The P-5 funds are supplementary to funds expended by the districts and are not used to fund basic items the school district provides for all schools.

P-5 funds have been a strong strand in the safety net schools have constructed for their students. P-5 has promoted site-based decision-making to meet children's needs and supported the flexibility to design and implement appropriate programs. P-5 has funded programs to strengthen teaching strategies, build family and community involvement in the schools, and strengthen children's academic achievement.

Case Studies

Readers of this report might find the following case studies of interest. Schools from three of the P-5 districts submitted the following illustrations of the benefits of the P-5 program to their students:

- Keith entered Milwaukee's Kilbourn Elementary School two years ago. His father was in the military, and Keith lived overseas for the first eight years of his life. In addition, his father worked two jobs and his mother spoke no English. When Keith entered school as a third grader, he was reading on a kindergarten level, and his math and writing skills were extremely low. The Kilbourn staff joined together to provide the support and resources he needed to be successful. P-5 funding allowed Keith to receive individual attention from an education assistant in computer instruction, accelerated reading, and other academic program areas. During the school year, Keith faced another challenge when his mother became gravely ill. Through P-5 funding, the parent coordinator was able to work with the family. Despite all of the obstacles, Keith has been able to increase his writing and math skills. The gap in the reading level is closing, and Keith is a much more confident student.
- Throughout the five years this young man attended Racine's Goodland Elementary School, creative writing skills were targeted at each grade level. This year, his creative writing was selected by "Mindworks" performers to be presented at a school assembly. This child's enthusiasm for school and sense of pride were obvious when he heard the presentation of his work during school announcements. He came to the school as a nonreader with a great lack of parental support and weak social skills. Through the encouragement of staff and reinforcement of P-5 program goals, this child has made great progress. Social skills are practiced when he interacts with peers, his reading level is at grade level, and he is always ready to do his job in school.
- At the beginning of the 1996-97 school year at Kenosha's Bain Elementary School, Marqueeta knew how to write two words. She participated in the Reading Recovery program, a tutoring program for first-grade at-risk students, scoring the lowest on a variety of assessments. After 12 weeks in the program, this student had a 40-word writing vocabulary, and by the end of the school year, she had a 63-word writing vocabulary. Marqueeta was able to return to the classroom and be in the middle reading group. Her family was delighted with her success in reading. Her mother wrote, "It was a dream come true."