

Denise Solie

SERGEANT-AT-ARMS
WISCONSIN STATE ASSEMBLY

Anne Tonnon
DEPUTY SERGEANT-AT-ARMS

Steven Krieser
EXECUTIVE ASSISTANT

A
State Capitol • Room 411 West
Post Office Box 8952
Madison, Wisconsin 53708-8952
(608) 267-9808 • Fax: (608) 266-7038
<http://www.legis.state.wi.us/assembly/asgt/>
Denise.Solie@legis.state.wi.us

Sen Burke
3165

To: All Members and Staff of the State Joint Finance Committee
From: Sherab Phunky & Eric B. Schneiderman
Date: April 19, 1999
Re: Public hearing testimony from Osceola, Wisconsin; Held April 14, 1999

In addition to the included testimony, exists also limited numbers of extensive publications and videotaped testimony that has been distributed to the co-chairs, senior members, and fiscal bureau staff. A master copy of these items will be available per request from the Assembly Sergeant at Arms office for your review.

Although the bulk of the testimony is not arranged by subject or chronological order, some testimony from large groups of citizens containing similar subject matter regarding AB 133/SB 45 and or proposed amendments are grouped together.

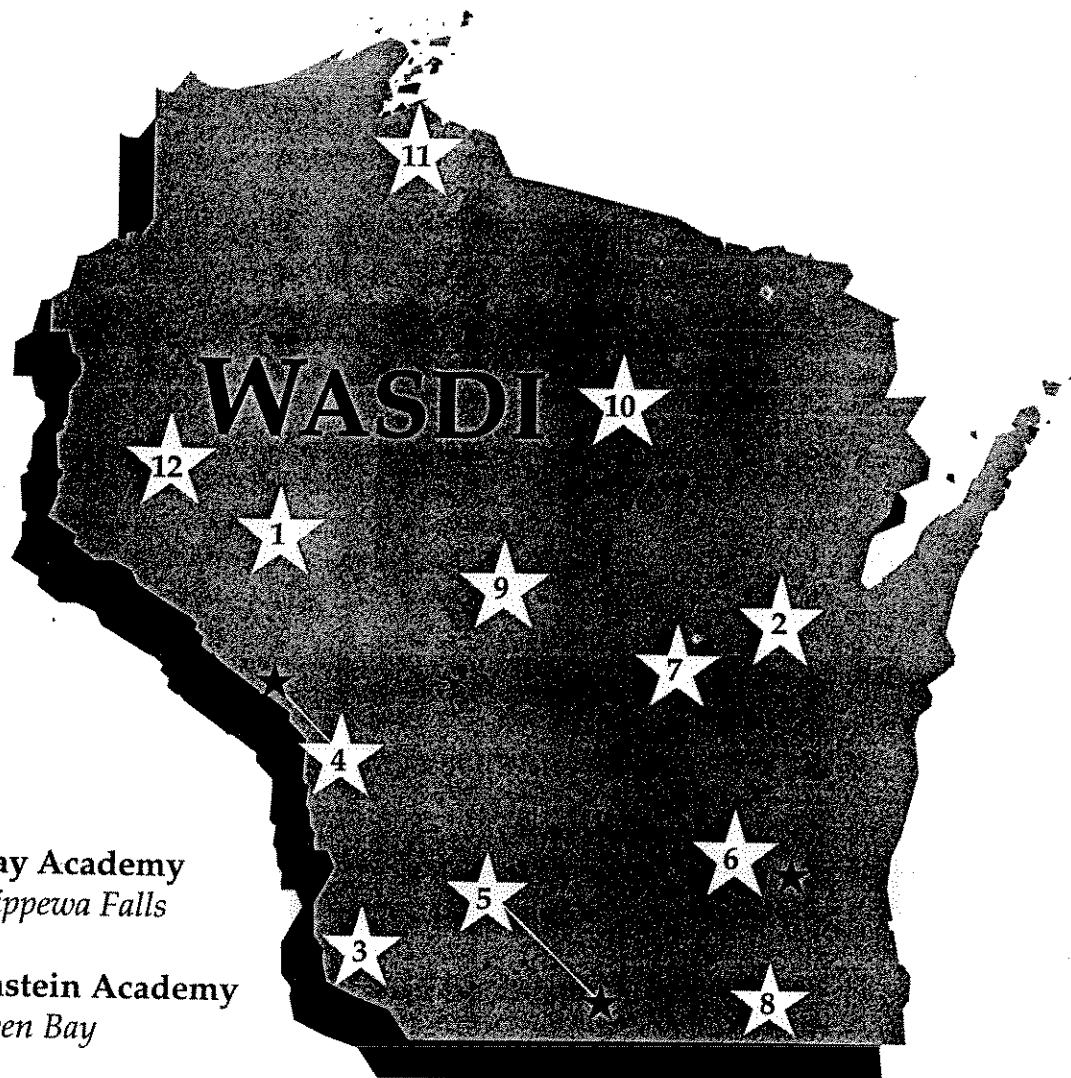
Attached is a brief description of the publications and videotaped testimony not included in this packet that are available per request.

Any questions? 266-1503

Enjoy!

Wisconsin Academy Staff Development Initiative

Growth Over Time Evaluation Summary

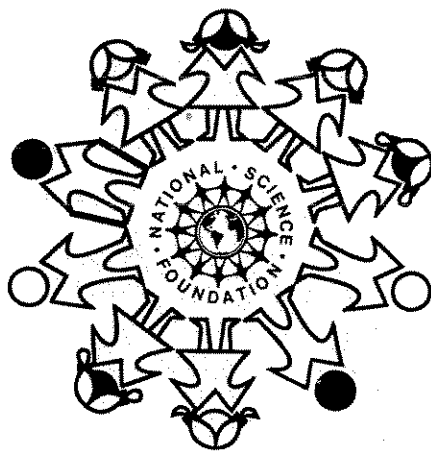


- | | |
|--|--|
| 1. Cray Academy
<i>Chippewa Falls</i> | 8. Chiwaukee Academy
<i>Kenosha</i> |
| 2. Einstein Academy
<i>Green Bay</i> | 9. Wisconsin River Valley Academy
<i>Stevens Point</i> |
| 3. Southwest Academy
<i>Fennimore</i> | 10. Northwoods Academy
<i>Rhineland</i> |
| 4. Washburn Academy
<i>Onalaska/Holmen</i> | 11. Gitche Gume Academy
<i>Ashland</i> |
| 5. John Muir Academy
<i>Williams Bay/Verona</i> | 12. Star Academy
<i>Amery</i> |
| 6. Sally Ride Academy
<i>Waukesha/West Allis</i> | |
| 7. Christa McAuliffe Academy
<i>Appleton</i> | |

WASDI

The Wisconsin Academy Staff Development Initiative (WASDI) is a program of the Wisconsin Academy of Sciences, Arts and Letters with principal funding from the National Science Foundation.

The work described in this document was supported by National Science Foundation Grant ESI-9453923.



Partners which provide support and direction for this grant project:

Chippewa Falls Area Unified School District

University of Wisconsin-Eau Claire

Silicon Graphics, Inc.

Cooperative Educational Services Agencies

Wisconsin Department of Public Instruction

Wisconsin Educational Communications Board

For more information on this project contact:

Dr. Julie C. Stafford, Project Director

140 West Elm Street

Chippewa Falls, WI 54729

715-723-1181

email: julie_stafford@wetn.pbs.org

WASDI Web site:

www.wisc.edu/wisacad/programs/wasdi-two/wasdi.html

Bollof Statements

To prepare
all youth
in western
Wisconsin
for success
in life
and
work
in a
competitive,
rapidly
changing
global
economy.

1 Our educational system should provide a better system of transition to postsecondary education and employment for all students.

2 In order for School-To-Work to be successful, business/industry/labor must participate in the educational process.

3 Competencies critical for the current and future workforce include personal qualities such as honesty and responsibility, thinking skills such as decision-making and problem-solving, and basic skills such as writing and reading.

4 There should be better linkages among all levels of education.

5 Effective School-To-Work programs combine school-based and work-based learning.

6 A high performance economy, characterized by high-skill, high-wage employment is beneficial to everyone.

7 An effective, developmental PK-12 career education program is integral to School-To-Work.

8 Students, parents, as well as community, business, industry, labor, government, and educational leaders must assume personal responsibility for successful School-To-Work transition.

9 School-To-Work activities should be equally accessible to all students and all school districts.

10 Students benefit from learning in the context of real life applications.

11 All parents, students, and educators can benefit from exposure to the workplace.

12 The integration of academic and vocational curricula is essential to School-To-Work.

13 Because parents and teachers exert a primary influence on students' beliefs and behaviors, they are vital to the planning and implementation of School-To-Work.

1 To ensure that all students have the opportunity to acquire the knowledge, skills, and attitudes they need to succeed in a high-skills economy and to participate fully as productive members of their communities.

2 To actively recruit participation and involvement of business, industry, and labor in School-To-Work initiatives.

3 To facilitate collaborative partnerships among parents, secondary schools, post secondary institutions, community organizations/agencies, and business/industry/labor that will assist students as they make the transition from school to work.

4 To plan and implement marketing strategies that will encourage citizen participation in School-To-Work and will enhance public understanding, clarify misconceptions, and improve perceptions of School-To-Work.

5 To provide students and parents with a career selection process including awareness, exploration, and preparation that leads to future employment and continued education.

6 To support in the following ways the efforts of local school districts in their development of equitable, cost-effective School-To-Work programs:

- act as a clearinghouse for resources and effective practices
- network with state and local agencies
- coordinate staff development
- develop policies and procedures
- coordinate federal, state, and community resources
- promote business, industry, and labor involvement
- develop a regional framework

7 To foster educational reform:

- improve curriculum, instruction, and assessment through input of all partners
- accommodate a variety of learning styles
- encourage participation in a variety of work-related activities

8 To coordinate School-To-Work activities with other programs for special populations.

Western Wisconsin
School-To-Work
Consortium

School-To-Work Office
Western Wisconsin
Technical College
Academic Resource Center
Room 232
304 North Sixth Street
La Crosse, WI 54602-0908
(608) 785-9089
Fax (608) 785-9212

School-To-Work Council Bylaws

CONTINUED

- Section 5. Quorum.** One-third (1/3) of the existing members of the Council will constitute a quorum for the conduct of business at any regular or special meeting.
- Section 6. Voting.** At all Council meetings, each Council member shall have one vote. No proxy votes shall be permitted. Simple majority vote of the quorum shall prevail in all matters except those matters which these by-laws require other than a majority vote.
- Section 7. Minutes.** The Council shall keep a correct and complete record of all Council proceedings which shall be attested to by signature of the Secretary.

Article VI Parliamentary Authority

- Section 1.** Rules of order. Meetings shall be conducted according to Robert's Rule of Order in all areas not outlined by the by-laws.

Article VII Amendments

Amendments to these by-laws shall be submitted to all members of the Council in writing at least seven (7) days prior to the meeting and shall require a two-thirds (2/3) vote of all members present.

Articel VIII

Conflict of Interest

No Council member or employee of the School-To-Work Council shall have or acquire any interest, direct or indirect, in any project which the Council is operating or promoting, or in any contract relating to any such project of the Council without making written disclosure to the Council of the nature and extent of his/her interest. No Council member who has such interest shall vote on any matter relating to it. Further, no Council member, officer, or employee of the Council shall violate the conflict of interest regulations as established by funding sources or as established by or contrary to Wisconsin Statutes 181.225 or its successors thereto.

Consortium Partners

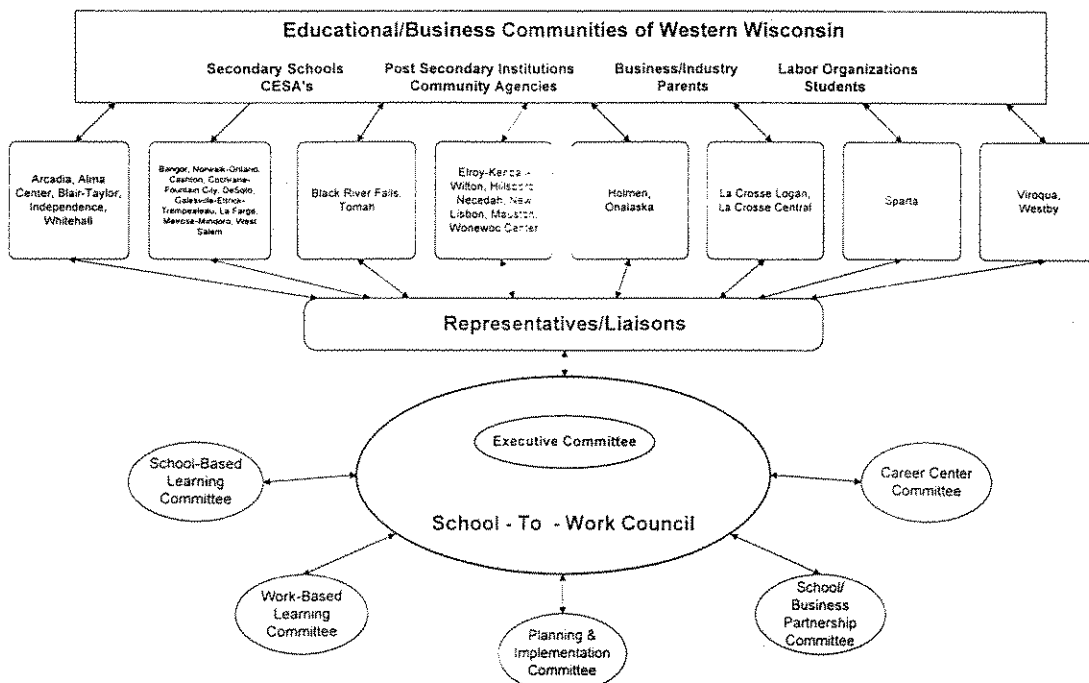
The school districts of Alma Center-Humbird-Merrillan, Arcadia, Bangor, Black River Falls, Blair-Taylor, Cashton, Cochrane-Fountain City, De Soto, Elroy-Kendall-Wilton, Gale-Etrick-Trempealeau, Hillsboro, Holmen, Independence, La Crosse, La Farge, Mauston, Melrose-Mindoro, Necedah, New Lisbon, Norwalk-Ontario,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

96-W-1890-A4

Committee Membership and Communication Structure

WESTERN WISCONSIN SCHOOL TO WORK CONSORTIUM

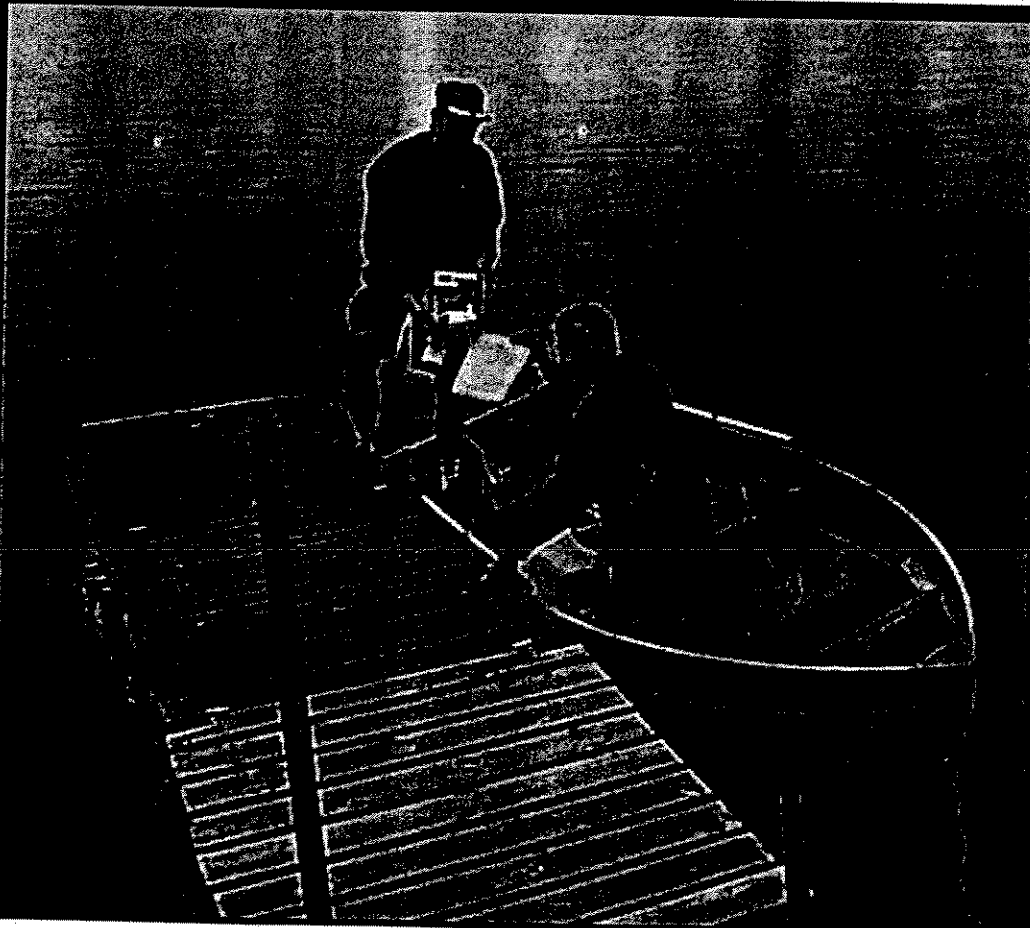
Committee Membership and Communication Structure



Western Wisconsin Technical College will receive approximately \$734,610 in Carl D. Perkins Vocational and Applied Technology Education Act funds from July 1, 1995 to June 30, 1996 to provide school-to-work opportunities and services to assist students with special needs. These federal funds represent approximately 3 percent of the projected College operational budget of \$25,771,612.

STAR ACADEMY

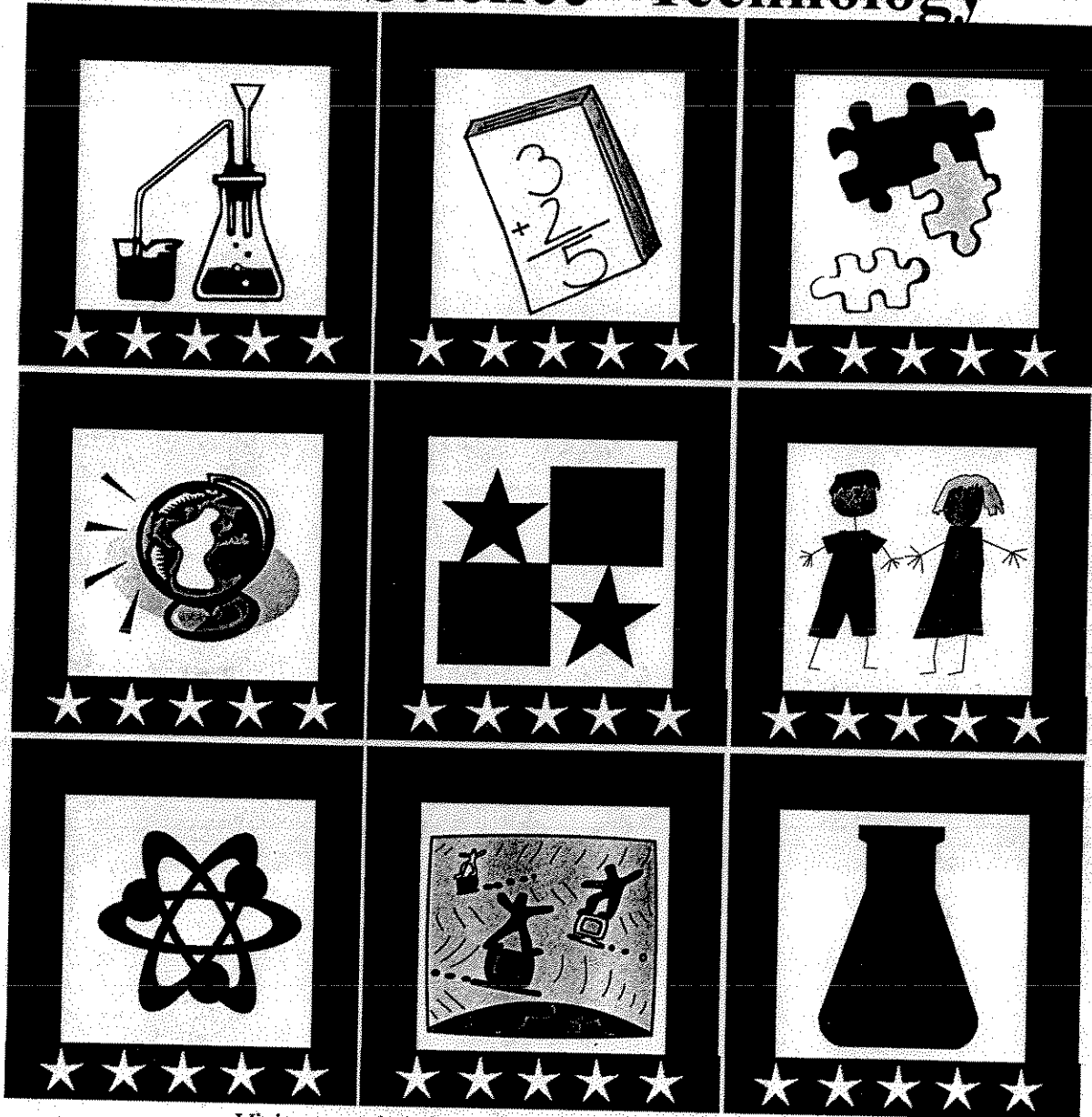
★ Amery High School
Amery, Wisconsin
June 14 - 18, 1999



STAR Academy..... "Planet for your summer!"

S★T★A★R ACADEMY

Math ★ Science ★ Technology



Visit our website at www.wisc.edu/wisacad/programs/

Brenda Ramin, Director
STAR Academy
Cooperative Educational Service Agency 11
225 Ostermann Drive
Turtle Lake, WI 54889
(715) 986-2020

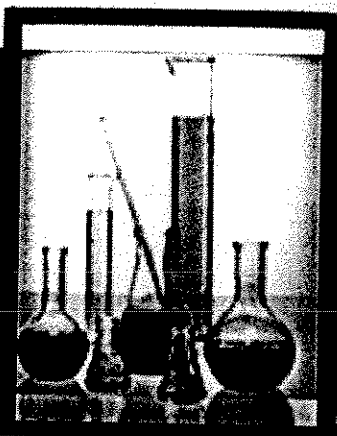


Funding is provided in part by the National Science Foundation Grant #ESI 9453923.

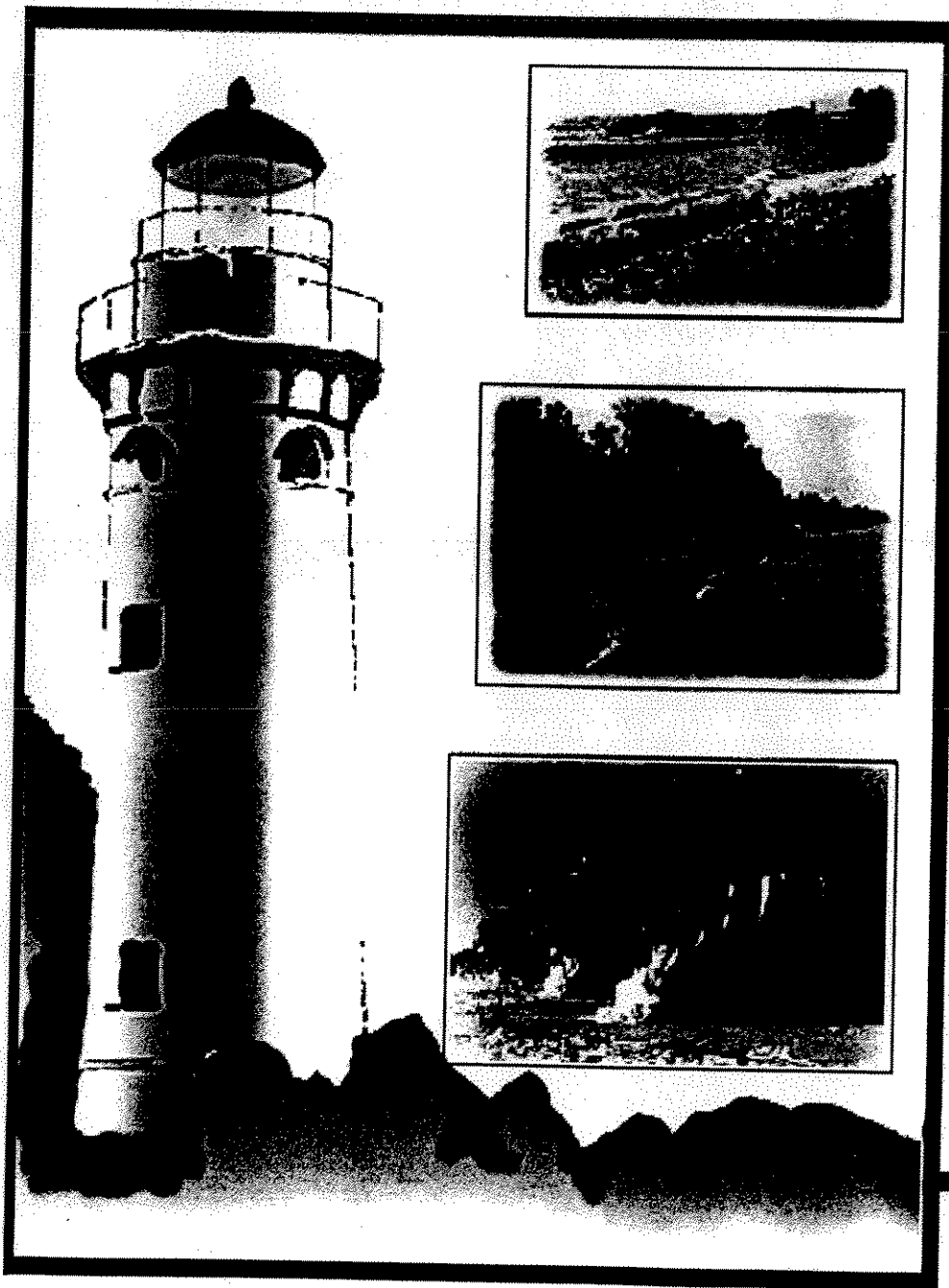
The STAR Academy is part of the Wisconsin Academy Staff Development Initiative, a project of the Wisconsin Academy of Sciences, Arts and Letters.

Gitche Gumee Academy

June 14 thru 18, 1999. Ashland, WI



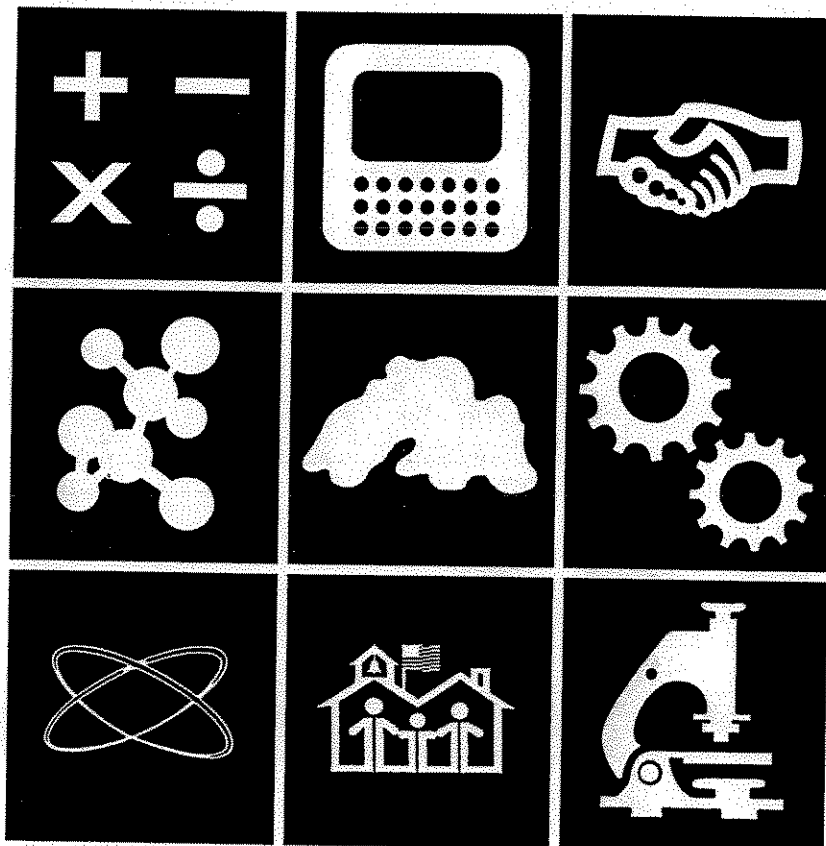
MATH | SCIENCE | LANGUAGE ARTS | SOCIAL STUDIES | TECHNOLOGY | MATH | SCIENCE
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MATH | SCIENCE | LANGUAGE ARTS | SOCIAL STUDIES | TECHNOLOGY | MATH | SCIENCE



MATH | SCIENCE | LANGUAGE ARTS | SOCIAL STUDIES | TECHNOLOGY | MATH | SCIENCE
MATH | SCIENCE | LANGUAGE ARTS | SOCIAL STUDIES | TECHNOLOGY | MATH | SCIENCE

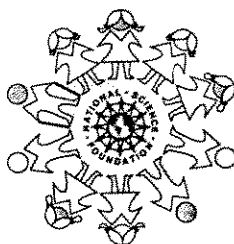
Gitche Gurnee Academy

June 14 thru 18, 1999



Visit our website at www.wisc.edu/wisacad/programs/

CESA #12
618 Beaser Avenue
Ashland, WI 54806



The Gitche Gurnee Academy is part of the Wisconsin Academy Staff Development Initiative, a project of the Wisconsin Academy of Sciences, Arts and Letters. Funding is provided in part by the National Science Foundation grant #ES19453923.

LOGY

June 21-25, 1999

**West Allis/West Milwaukee
Middle School**

and

August 2-6, 1999

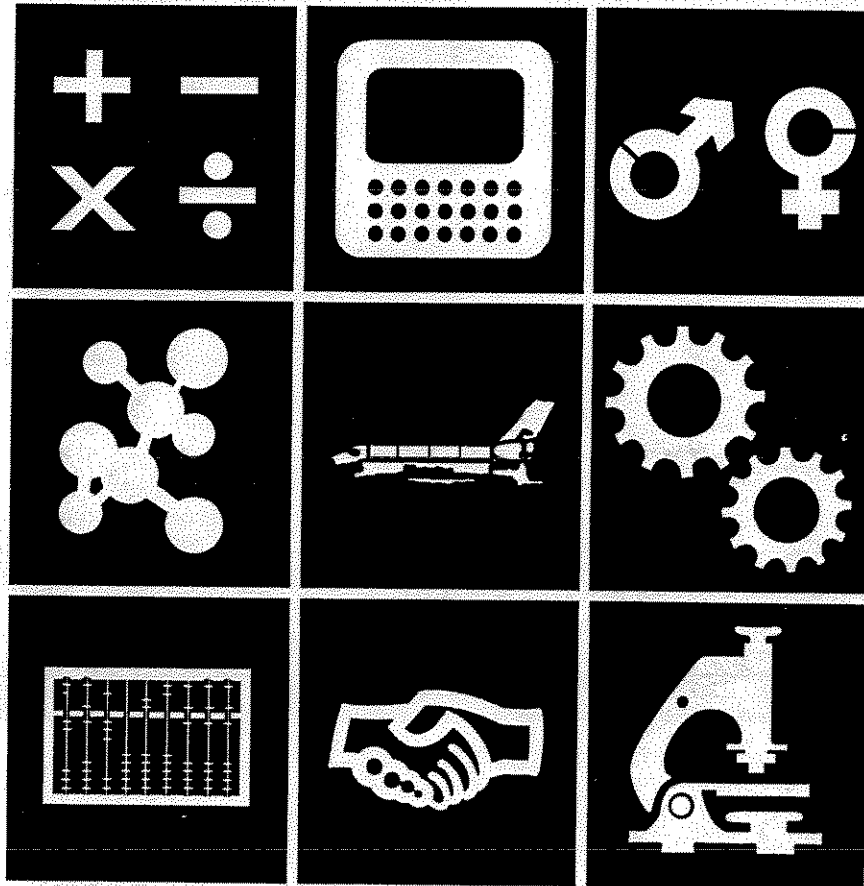
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In Cooperation with Cardinal Stritch University, Nicolet School District,
and Waukesha School District.



With Principal Funding from the National Science Foundation
in Partnership with the Wisconsin Academy of Sciences, Arts, & Letter.



NORTHWOODS ACADEMY

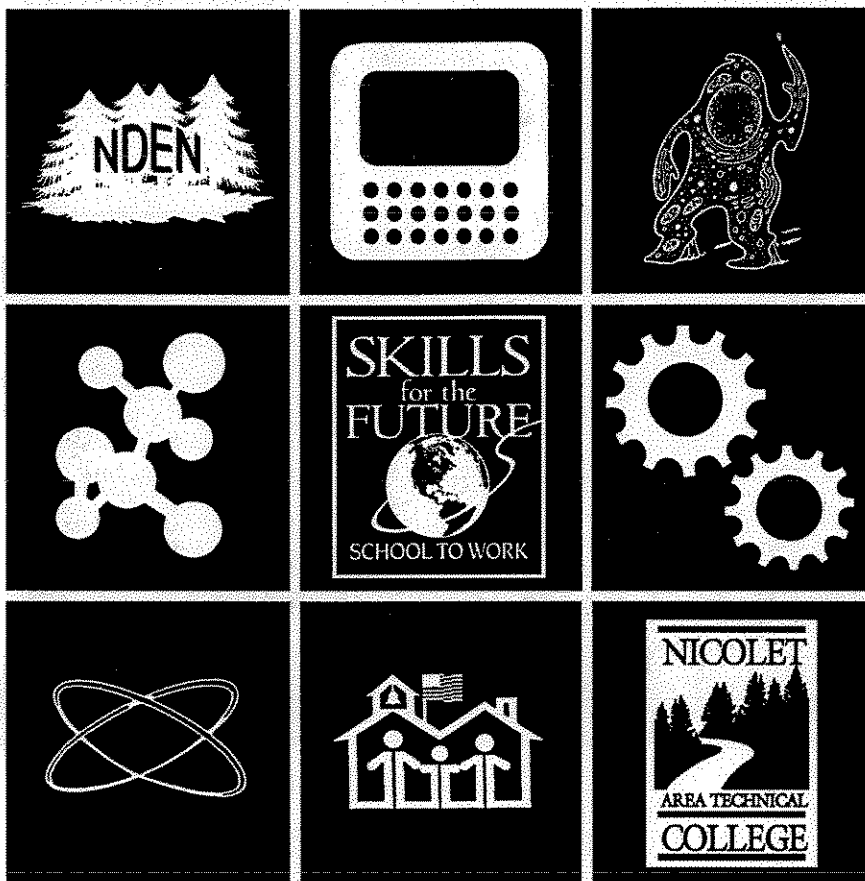
Professional Development for the 21st Century

August 2-6, 1999

**Nicolet Area Technical College
Rhineland, Wisconsin**

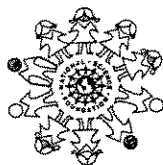


NORTHWOODS ACADEMY



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Nicolet Distance Education Network
NATC-Lake Julia Campus
P.O. Box 518
Rhineland, WI 54501
(715) 365-4410



The Northwoods Academy is a cooperative effort coordinated by the Nicolet Distance Education Network, the Northwoods School to Work Consortium, the CESA 9 Eisenhower Consortium, and the CESA 8 Eisenhower Consortium working in collaboration with Nicolet Area Technical College. The Northwoods Academy is part of the Wisconsin Academy Staff Development Initiative, a project of the Wisconsin Academy of Sciences, Arts, and Letters. Funding is provided, in part, by the National Science Foundation grant #EOL 0450000.

JOHN MUIR ACADEMY

Teachers Teaching Teachers:

Learning Together For Students

MATHEMATICS • SCIENCE TECHNOLOGY

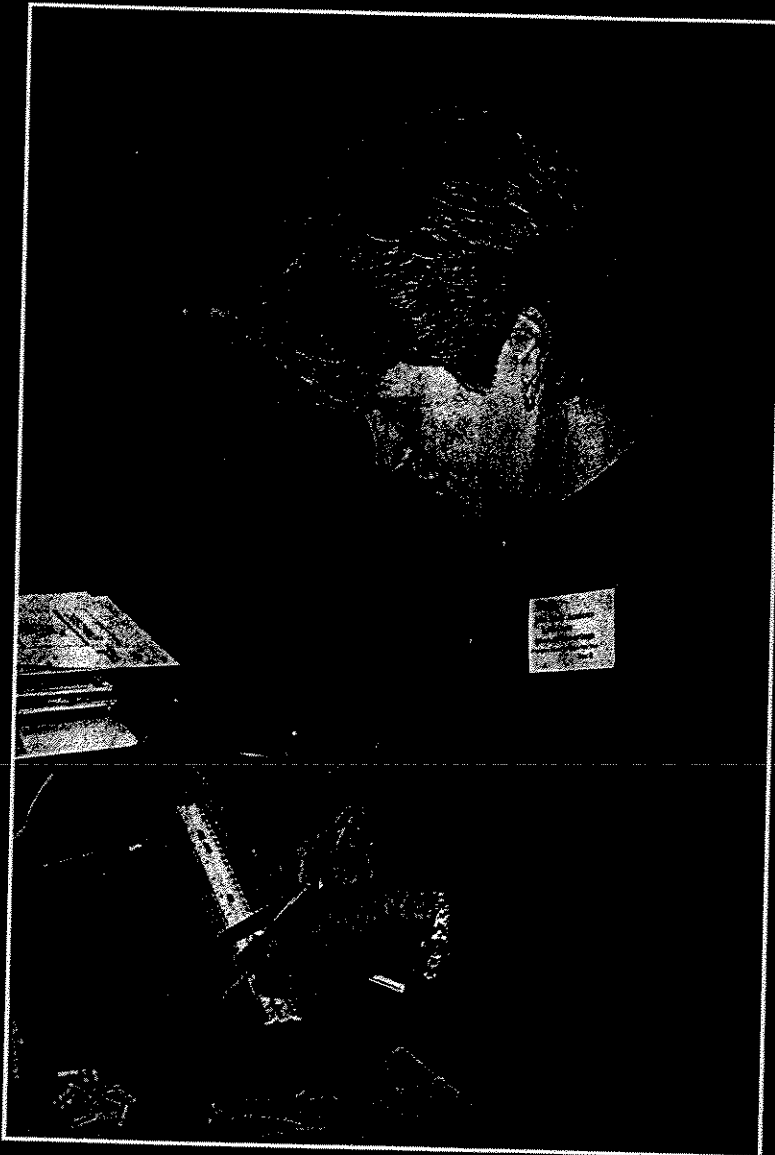
*Locations
& Dates*

June 21-25, 1999

Williams Bay High School
500 West Geneva, Box 259
Williams Bay, WI 53191

July 26-30, 1999

Verona Area Middle School
740 North Main Street
Verona, WI 53593



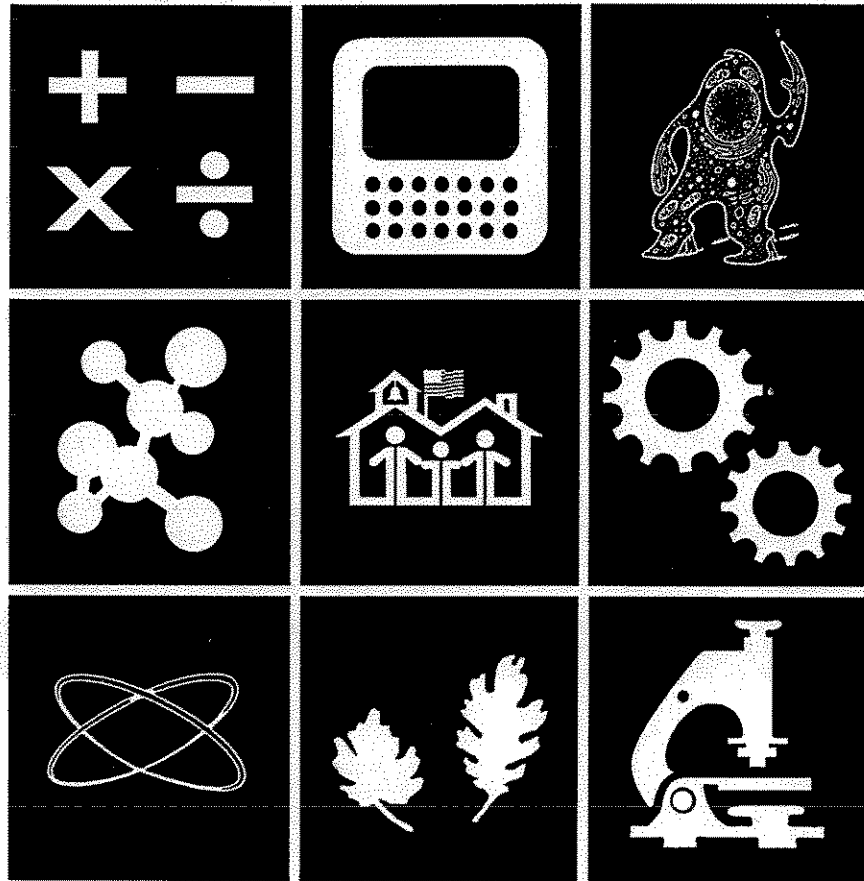
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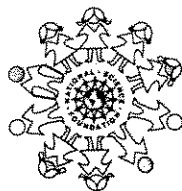
John Muir Academy
3319 West Beltline Highway
Madison, WI 53713
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JOHN MUIR ACADEMY
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John Muir Academy
3319 West Beltline Highway
Madison, WI 53713



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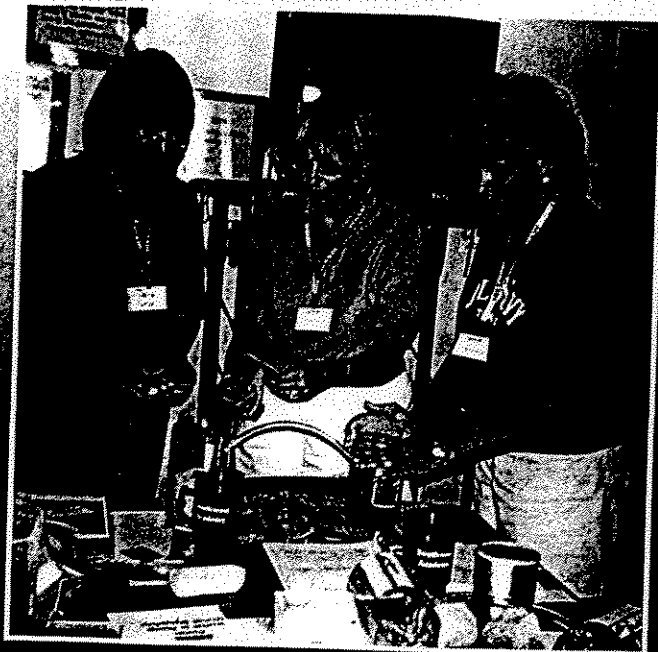
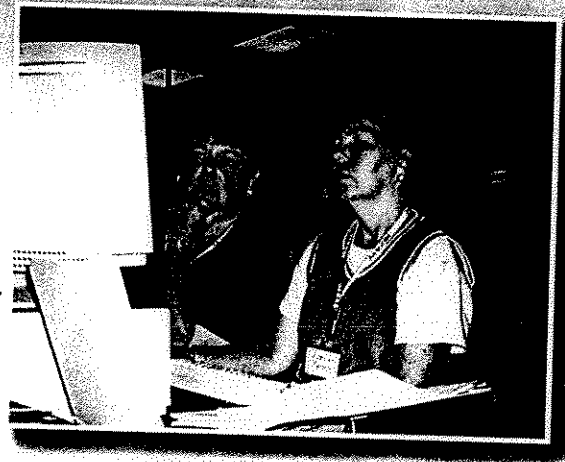
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July 26 - 30, 1999

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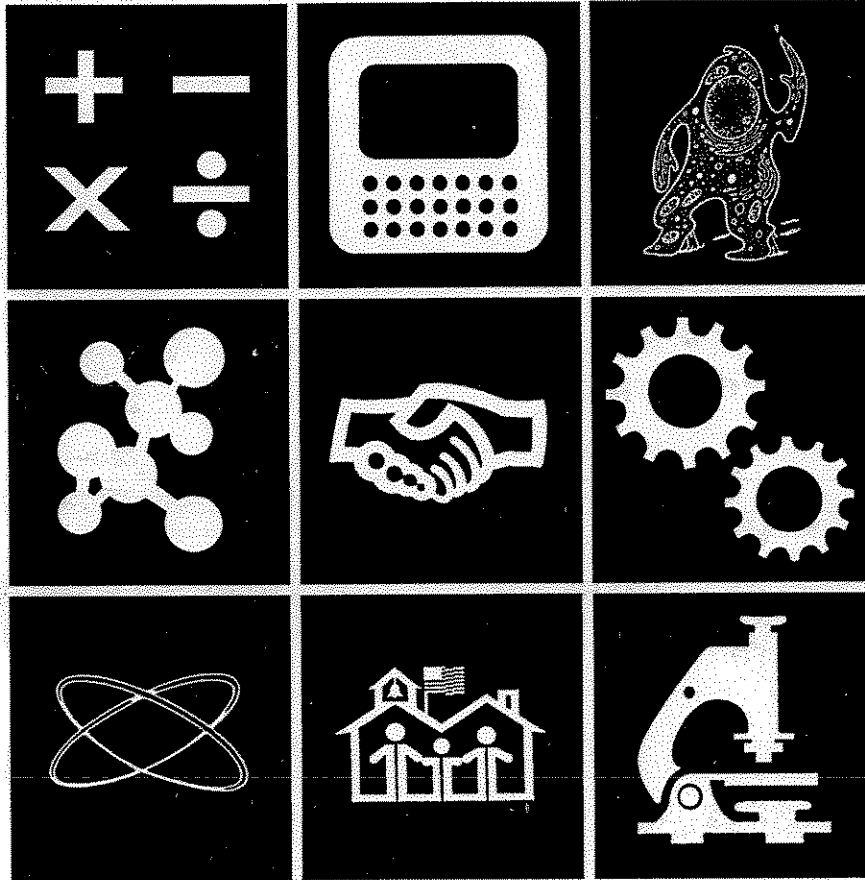
**Southwest Wisconsin
Technical College**
Fennimore, WI



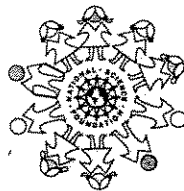
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UW-Platteville Credits

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Cesa #3
1300 Industrial Drive
Fennimore, WI 53809



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The Southwest Academy is part of the Wisconsin Academy Staff Development Initiative, a project of the Wisconsin Academy of Sciences, Arts and Letters.

MATH • SCIENCE • TECHNOLOGY



August 2-6, 1999

Southwest High School
1331 Packerland Drive
Green Bay, WI 54304



The
Einstein
Project



The
Einstein
Project

Bringing the Wonders of the World to the Fingertips of Children

The Einstein Project is a non-profit school-business partnership dedicated to the support of quality science, mathematics and technology education for K-12 students in Northeast Wisconsin.

Visit our website at www.wisc.edu/wisacad/programs/
or www.itol.com/einstein

The Office and Science Resource Center is located at:

3100 Market Street

Green Bay, WI 54304

phone: 920-983-1104 fax: 920-983-1152

e-mail: einsteinproject@itol.com

Einstein Project Staff

Sue Theno - Project Director

Jen Metcalf - Business Manager &
Staff Development Coordinator

Cheryl Newhouse - Secretary

Carol Madacey - Science Resource Center

Dan Wesenick - Science Resource Center

Nancy Duppler - Science Resource Center

Carol Pearson - Science Resource Center

Serving teachers is our number one Priority!



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WASHBURN ACADEMY

"Eventually, why not now?"

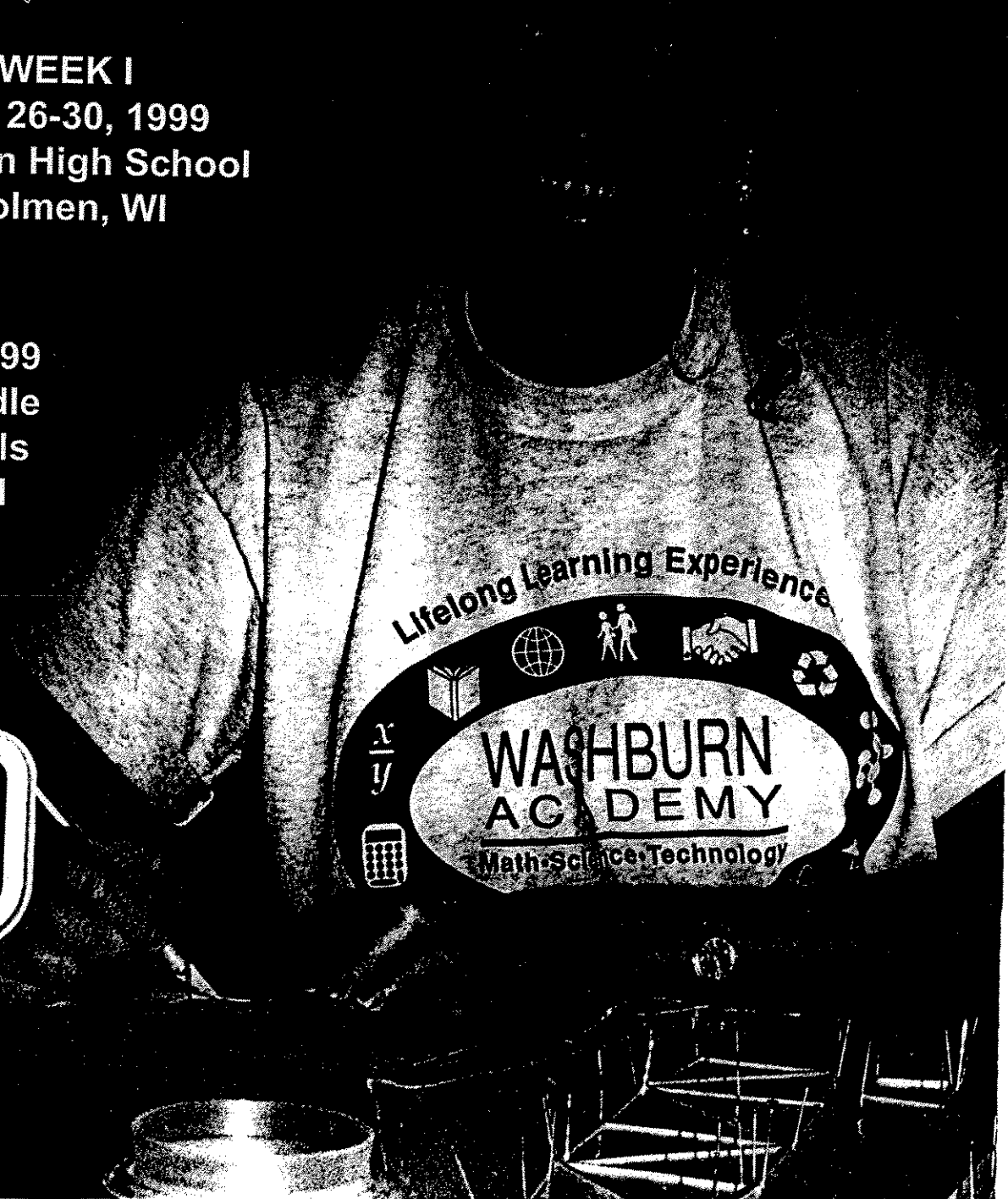
AN ALL
NEW LINEUP
OF WORKSHOPS
FOR K-12
EDUCATORS

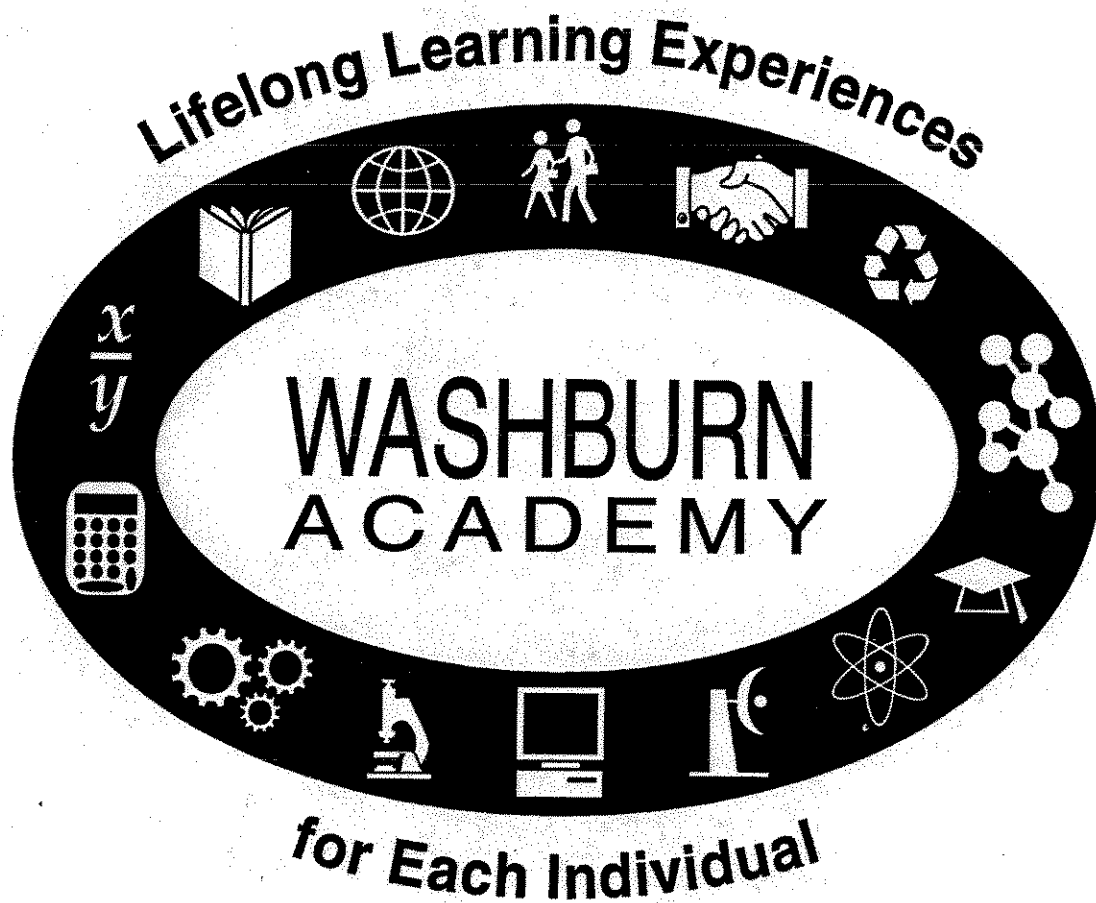
WEEK I

July 26-30, 1999
Holmen High School
Holmen, WI

WEEK II

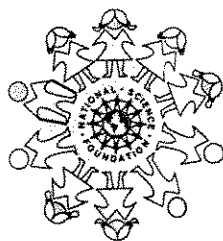
August 2-6, 1999
Onalaska Middle
& High Schools
Onalaska, WI





Cooperative Educational Service Agency #4
923 East Garland Street; P.O. Box 157
West Salem, WI 54669

Web Site: <http://www.cesa4.k12.wi.us>



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The Washburn Academy is part of the Wisconsin Academy Staff Development Initiative (WASDI), a project of the Wisconsin Academy of Sciences, Arts and Letters.

CHIWAUKEE ACADEMY

Teachers TEACHING Teachers

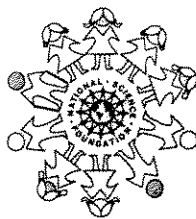
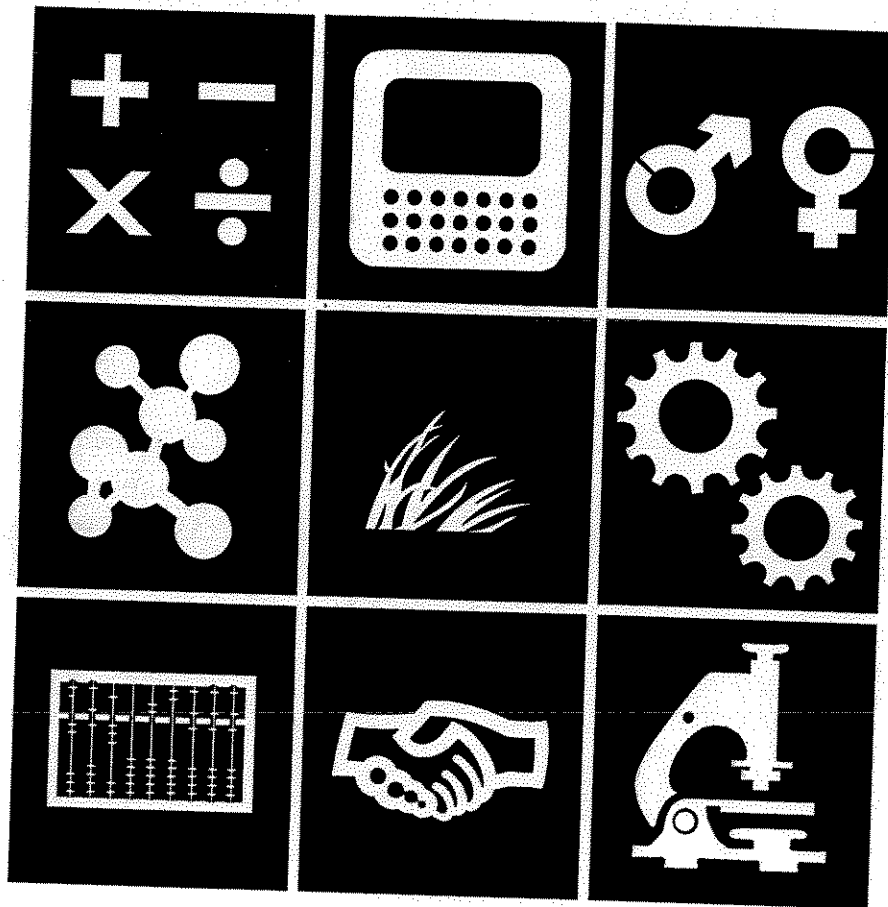
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Math,
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Science, and
Technology
Education**



**1999 Summer Workshops for K-12 Teachers
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1999 Chiwaukee Academy

Computer, Math, Reading/Language
Arts, Science, and Technology
Education for K-12 Teachers



Funding is provided in part by the National Science Foundation
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Chiwaukee Academy is part of the Wisconsin Academy Staff
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Sciences, Arts and Letters.



CRAY ACADEMY

MATH • SCIENCE • TECHNOLOGY

July 26 - 30, 1999
August 2 - 6, 1999

Chippewa Falls Senior High School
735 Terrill Street
Chippewa Falls, WI 54729

Photo Courtesy of Gregerson Photography

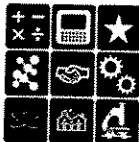
THANK YOU!

The following businesses, industries, agencies, institutions, and individuals have demonstrated their commitment to and support of the Cray Academy by providing financial contributions, resources, or materials/supplies to the Cray Academy. Sincere appreciation and gratitude is expressed for their contributions in making the Cray Academy experience an innovative and successful program as well as a national model for staff development.

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Chippewa Herald	Rooney Printing Co., Inc.
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CRAY ACADEMY
Math • Science • Technology
CESA #10
725 West Park Avenue
Chippewa Falls, WI 54729



Funding is provided in part by the National Science Foundation grant #ESI 9453923. The Cray Academy is part of the Wisconsin Academy Staff Development Initiative, a project of the Wisconsin Academy of Sciences, Arts, and Letters.

Cover photo of the Star Mill Dam in Chippewa Falls provided by Rick Gregerson of Gregerson Photography.

WISCONSIN RIVER VALLEY ACADEMY

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Working to Meet the State's Standards

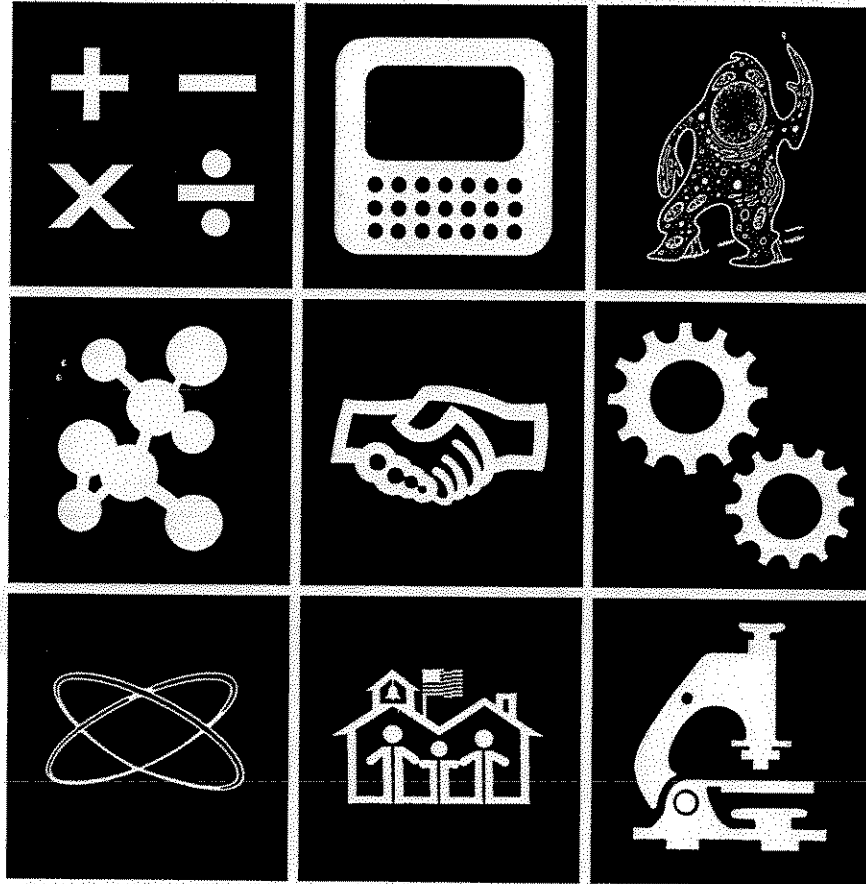
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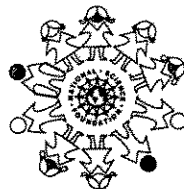
WISCONSIN RIVER VALLEY ACADEMY

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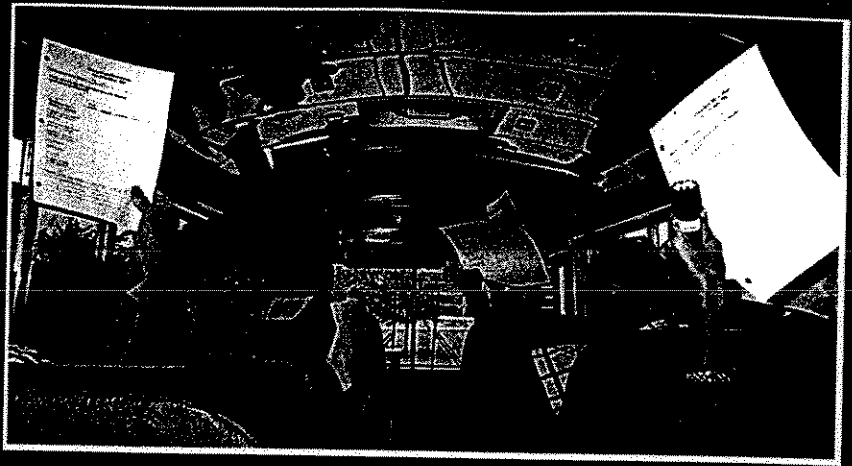


Funding is provided in part by the National Science Foundation grant #ESI 9453923.

The Wisconsin River Valley Academy is part of the Wisconsin Academy Staff Development Initiative, a project of the Wisconsin Academy of Sciences, Arts and Letters.

CHRISTA MCAULIFFE ACADEMY

OF THE FOX VALLEY



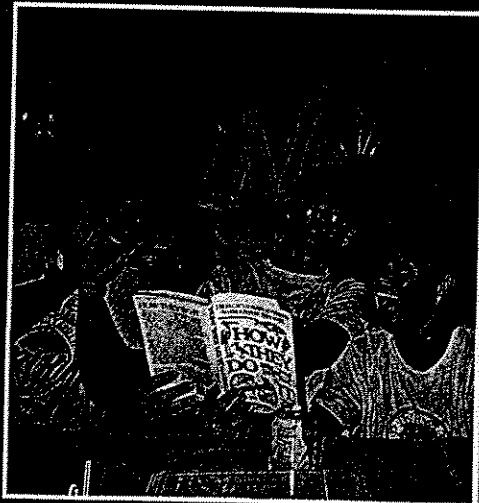
JULY 19-23
1999
APPLETON
NORTH
HIGH
SCHOOL

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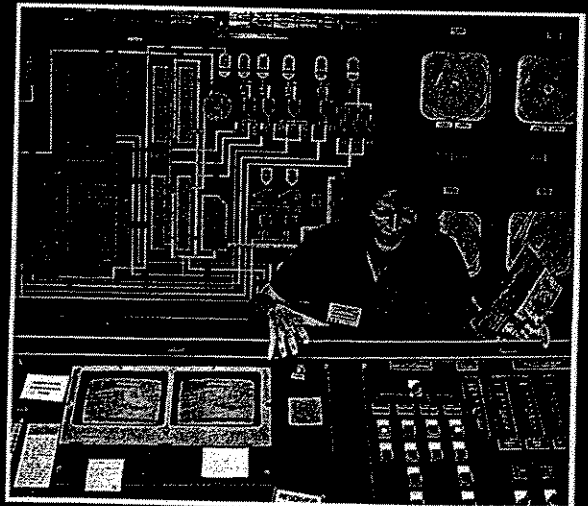
To ensure priority placement, complete the registration form in this catalog, include payment, and return to:

Christa McAuliffe Academy
of the Fox Valley
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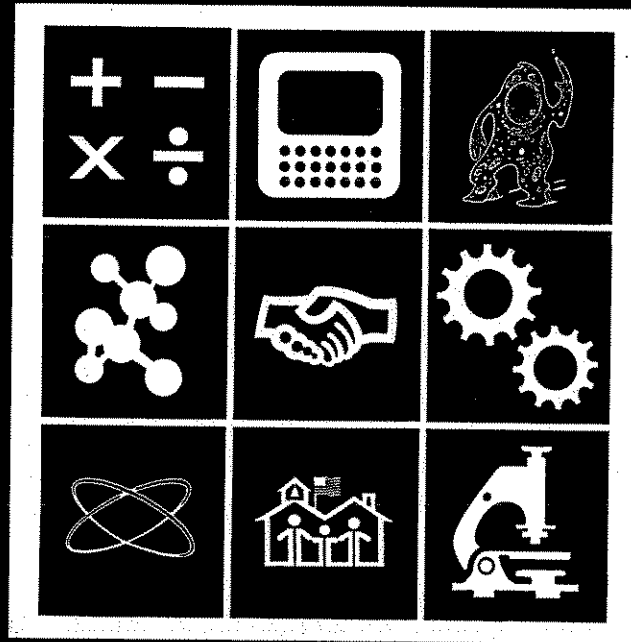
For information call
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MATH
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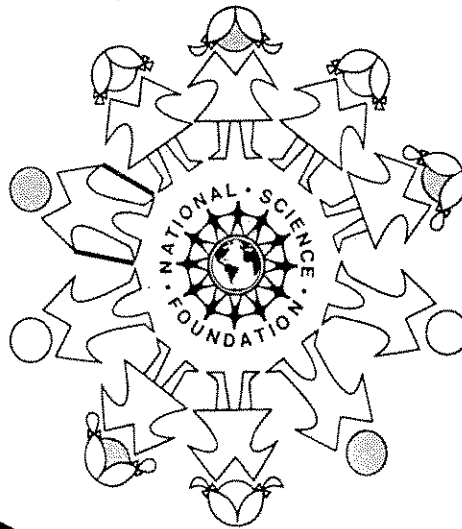
The Christa McAuliffe Academy of the Fox Valley
is a cooperative effort coordinated by the
Fox Cities Alliance for Education of the:
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227 S. Walnut Street, PO Box 1855, Appleton WI 54913-1855
Phone (920) 734-7101 Fax (920) 734-7161



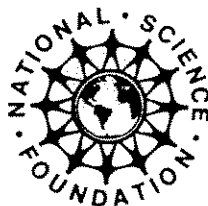
Credit for Christa McAuliffe Academy participants is offered by
the University of Wisconsin-Oshkosh.
Funding is provided in part by the National Science Foundation.
Christa McAuliffe Academy is part of
the Wisconsin Academy Staff Development Initiative,
a project of the Wisconsin Academy of Sciences, Arts and Letters.

WISCONSIN ACADEMY STAFF DEVELOPMENT INITIATIVE

**“LEAD
TEACHER
INSTITUTE”**

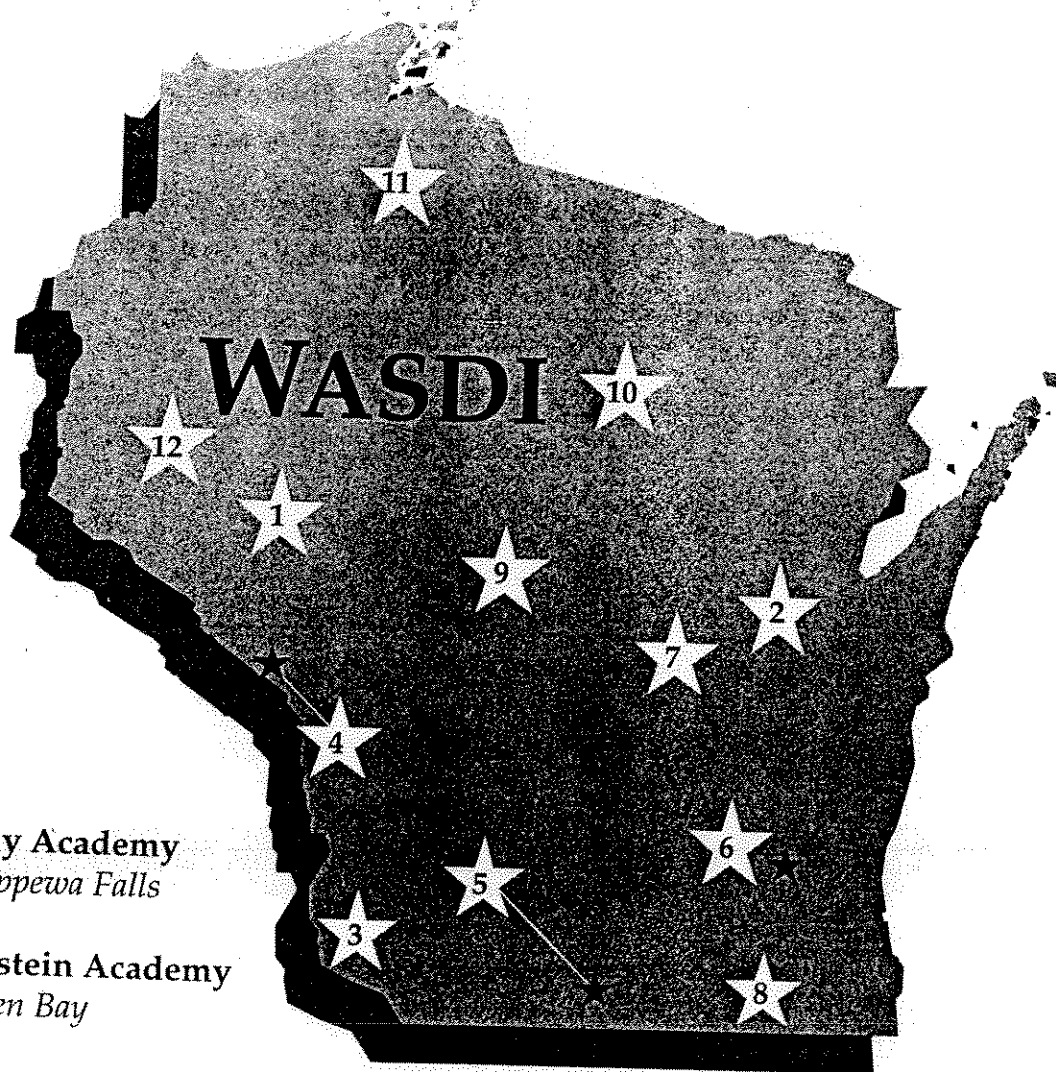


1998 - 99



Principal funding comes from the
National Science Foundation in partnership with the
Wisconsin Academy of Sciences, Arts, & Letters

Wisconsin Academy Staff Development Initiative
1999 Summer Academy Workshops for K-12 Teachers
in Science, Mathematics, and Technology Education



- | | |
|--|--|
| 1. Cray Academy
<i>Chippewa Falls</i> | 8. Chiwaukee Academy
<i>Kenosha</i> |
| 2. Einstein Academy
<i>Green Bay</i> | 9. Wisconsin River Valley Academy
<i>Stevens Point</i> |
| 3. Southwest Academy
<i>Fennimore</i> | 10. Northwoods Academy
<i>Rhineland</i> |
| 4. Washburn Academy
<i>Onalaska/Holmen</i> | 11. Gitche Gume Academy
<i>Ashland</i> |
| 5. John Muir Academy
<i>Williams Bay/Verona</i> | 12. Star Academy
<i>Amery</i> |
| 6. Sally Ride Academy
<i>Waukesha/West Allis</i> | |
| 7. Christa McAuliffe Academy
<i>Appleton</i> | |

WASDI

The Wisconsin Academy Staff Development Initiative (WASDI) is a program of the Wisconsin Academy of Sciences, Arts and Letters with principal funding from the National Science Foundation.

The work described in this document was supported by National Science Foundation Grant ESI-9453923.



Partners which provide support and direction for this grant project:

Chippewa Falls Area Unified School District

University of Wisconsin-Eau Claire

Silicon Graphics, Inc.

Cooperative Educational Services Agencies

Wisconsin Department of Public Instruction

Wisconsin Educational Communications Board

For more information on this project contact:

Dr. Julie C. Stafford, Project Director
140 West Elm Street
Chippewa Falls, WI 54729
715-723-1181

email: julie_stafford@wetn.pbs.org

WASDI Web site:

www.wisc.edu/wisacad/programs/wasdi-two/wasdi.html

Funding is Available

Starting right now, there are incentive and cost-sharing funds available through your Priority Watershed Project.

As an eligible landowner, you not only get financial assistance to install water quality practices, you also get technical assistance to make sure your conservation plan fits your needs and management style.



The Priority Watershed Project is ready to provide financial incentives for your practices. Funding is limited, so sign-up will be by a first-come, first-serve basis.

Talk to one of your watershed employees to find out more about this new incentive program.

Practices & Rates for Incentive Payments & Cost-Sharing

SOUTHERN RAIN FOREST WATERSHED POLLUTION REDUCTION AND NUTRIENT ENRICHMENT PROGRAM

Cropland
Farm plan to "T" and 380 Nutrient Management Plan
Annual Payment: \$6.00/acre for NHLE fields \$8.00/acre for HEL fields

Barnyard

Cropland plans have to be implemented prior to receiving barnyard incentive. Payment Scale (one-time payment):

20% reduction receives \$10/lb	70% reduction receives \$40/lb
30% reduction receives \$20/lb	40% reduction receives \$35/lb
40% reduction receives \$30/lb	50% reduction receives \$60/lb
50% reduction receives \$40/lb	100% reduction receives \$70/lb

Stream Corridor Management

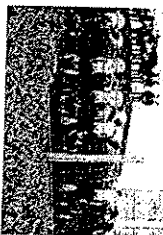
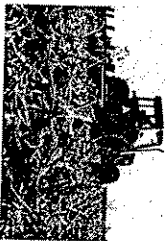
Management Plan required
Annual Payment is \$2.00/acre
One-time Payment \$0.25/lb of streambank

Woodland

Annual Payment is \$2.00/acre for exclusion

Cost-Shared Best Management Practices:

Agricultural Sediment Basins	70%
Critical Area Stabilization	70%
Grade Stabilization Structures	70%
Grassed Waterways	70%
Land Acquisition	50%*
Manure Storage Facilities	70% and 50%†
Manure Storage Facility Abandonment	70%
Milking Center Waste Control	70%
Pesticide Handling Spill Control Basin	70%
Shoreline and Streambank Protection	70%
Structural Urban BMP	70%
Wall Abandonment	70%
Wetland Restoration	70%



* Payments may be entered into in conjunction with State BMP.
† Cost sharing is available to acquire land for the construction of an urban manure practice or to acquire land which is contributing or will contribute to nonpoint source pollution.
* Cost share of 70% for first \$30,000 of cost and 50% for remaining cost, not to exceed \$35,000.

Steps to Cleaner Water

Landowners are contacted

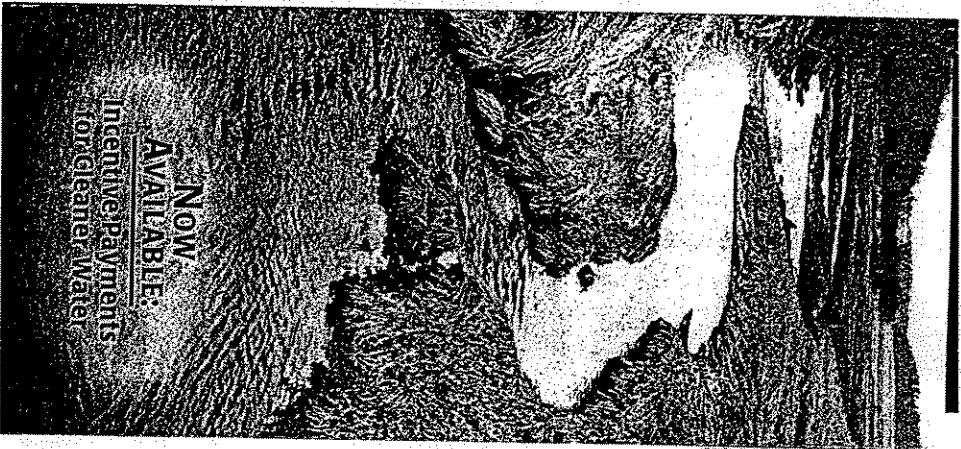
This is where we are now. Project staff are contacting landowners to explain how the program works.

An agreement is drafted

If you decide to participate in the program, then you work with the county staff to develop a conservation and nutrient management plan designed specifically for your farm. From there, other practices can be discussed to see what fits into your management plan.

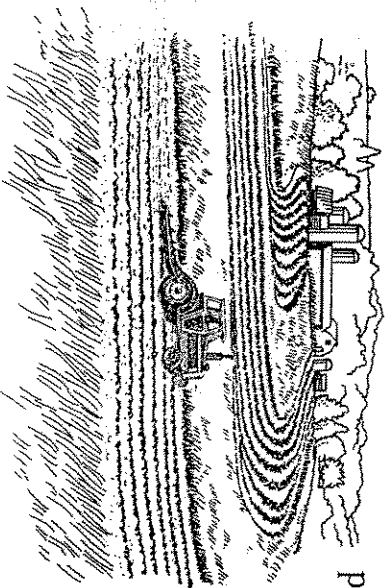
An agreement is signed

Signing an agreement is an important step. With it, you agree to carry out and maintain the practices which you have selected. The agreement outlines what will be done, estimated costs and completion dates.



**NOW
AVAILABLE:
Incentive Payments
for Cleaner Water**

South Fork Hay River Watershed Project Presents:
**The Pollution Reduction
Incentive Program.**



A new conservatio
program designe
by local citizens
with you in
mind.

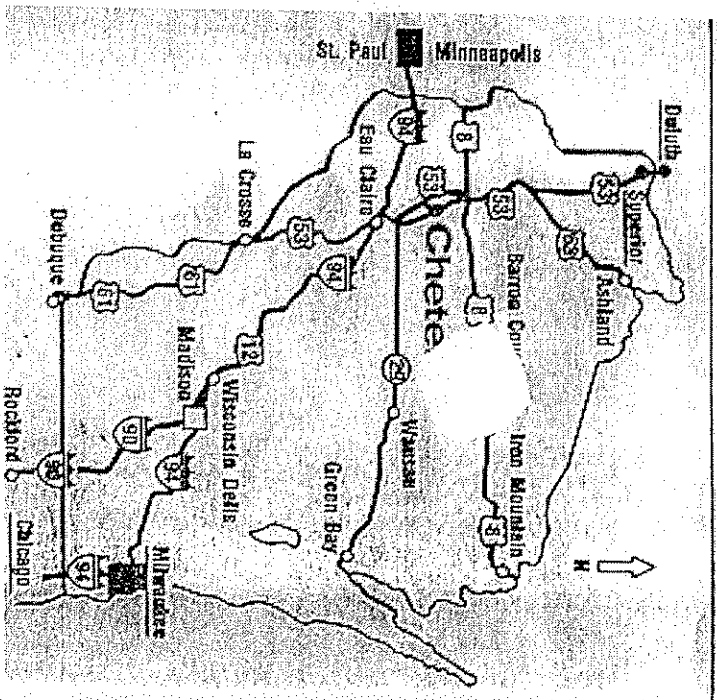
Look inside to
check out what
options would work
best on your land -
contact the office
listed below:

St. Croix County
Land Conservation Department
Ag Center
P.O. Box 95
1960 8th Ave.
Baldwin, WI 54002
(715) 684-2874 ext. 132

Dunn County
Land Conservation Department
Ag Center, Suite C
390 Red Cedar St
Menomonie, WI 54751
(715) 232-5983

VHS

Chetek-City of Lakes

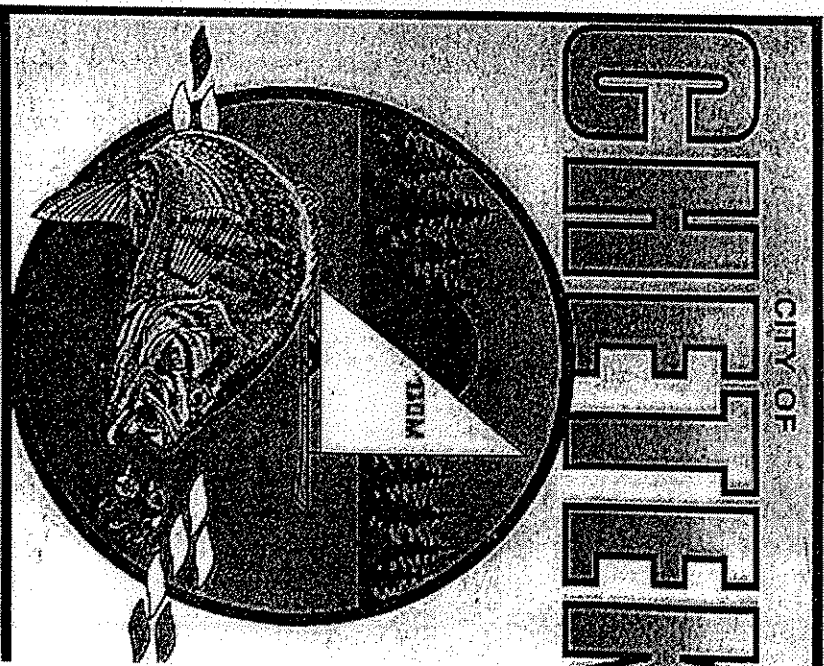


Chetek, City of Lakes includes beautiful scenery and the lifestyles of the people of Chetek. This video includes demographics, history, recreation, fishing, wildlife and hunting, special events and activities all year round, businesses, services, schooling, churches, and senior citizens.

Gary Mohr-IMC Running Time: 71 minutes
 1001 Knapp Street <http://www.chetek.k12.wi.us>
 Chetek, WI 54728 video@chetek.k12.wi.us



Purple Puppy
Productions



"City of Lakes"

Produced By:
School to Work Project
Chetek High School
Chetek, Wisconsin



UW-LA CROSSE
BUDGET HEARING:
OSCEOLA
Prof. JOE HEIM.

Institutional Initiatives REGENTS REQUESTS

UW Colleges: Student Services Initiative for Admissions (\$1,000,000 GPR/Fees)

- Currently, each of the 13 UW Colleges has very limited resources to provide student services.
- Market studies show that students lack awareness of the educational opportunities available at UW Colleges.
- There is a need to establish a coordinated admissions outreach program to meet students needs for information and to improve the application and registration process.
- Four regional centers servicing the 13 campuses would focus on assessing prospective students' educational needs and matching them with their career goals.

UW La Crosse: Medical Health Science Operations Support Initiative (\$1,185,000 GPR/Fees)

- The La Crosse Medical Health Science Consortium, Inc. is a nonprofit, corporate alliance between UW La Crosse and four other organizations that optimizes resources to provide education, training and research in health care.
- The Consortium established a Medical Health Science Education and Research Center for which maintenance, operations and technology expense will be charged to its users.
- The facility will provide distance education for consortium members, serve as a telecommunications hub for a 19 county network and support 13 fully integrated health profession programs.
- The basic operation of the Center will require staff with specialized skills.
- UW La Crosse needs additional resources to fund its share of operating costs of the Center.

UW Milwaukee: Urban Environmental Health Initiative (\$1,001,000 GPR/Fees)

- Increasing urban and suburban populations have resulted in increasing stress on biological, chemical, physical and lifestyle conditions in these areas.
- Diminishing the incidence of disease that results from urban conditions will depend on early recognition and reduction of disease-causing factors.
- UW Milwaukee is uniquely positioned to establish a model program to research and provide recommendation to improve the conditions of urban life.
- UWM will bring together the cumulative resources of several schools and colleges on campus to focus the diverse environmental health-related activities to benefit metropolitan Milwaukee and other Wisconsin cities.

UW Stout: Graphic Communications Management Initiative (\$1,813,600 GPR/Fees)

- The demand in Wisconsin for graduates in Graphic Communications Management currently far exceeds the numbers of graduates.
- The printing industry is the 4th largest manufacturing employer in Wisconsin (53,000).
- The lack of available graduates severely limits future growth in the industry.
- This initiative will provide funding to increase the number of graduates to about 25 annually and make use of distance education, collaboration with other institutions and industry partners.

UW Superior: Integrated Assessment Program Initiative (\$1,217,900 GPR/Fees)

- While student assessment methodology is critical to program review and improvement, only limited implementation of new instruments has occurred.
- A student portfolio assessment system is a computer based approach that would provide the university with the ability to document learning of individuals and the student body as a whole.
- The student can use his or her portfolio to later demonstrate skills/achievements to potential employers.
- Development of a pilot portfolio assessment system will provide a model that would be available to other UW System institutions.



Institutional Initiatives

Governor's recommendations

UW Colleges: Student Services Initiative for Admissions

(\$500,000 GPR/Fees)

- Currently, each of the 13 UW Colleges has very limited resources to provide student services.
- Market studies show that students lack awareness of the educational opportunities available at UW Colleges.
- There is a need to establish a coordinated admissions outreach program to meet students needs for information and to improve the application and registration process.
- Funding would provide for 5.5 FTE to focus on assessing prospective students' educational needs and matching them with their career goals.

UW La Crosse: Medical Health Science Operations Support Initiative

* (\$852,000 GPR/Fees)

- The La Crosse Medical Health Science Consortium, Inc. is a nonprofit, corporate alliance between UW La Crosse and four other organizations that optimizes resources to provide education, training and research in health care.
- The Consortium established a Medical Health Science Education and Research Center for which maintenance, operations and technology expenses will be charged to its users.
- The facility will provide distance education for consortium members, serve as a telecommunications hub for a 19 county network and support 13 fully integrated health profession programs.
- The basic operation of the Center will require staff with specialized skills.
- UW La Crosse needs additional resources to fund its share of the operating costs of the Center.

UW Stout: Graphic Communications Management Initiative

(\$895,700 GPR/Fees)

- The demand in Wisconsin for graduates in Graphic Communications Management currently far exceeds the numbers of graduates.
- The printing industry is the 4th largest manufacturing employer in Wisconsin (53,000).
- The lack of available graduates severely limits future growth in the industry.
- This initiative will provide funding to increase the number of graduates by about 75 annually and make use of distance education, collaboration with other institutions and industry partners.

UW Madison Initiative:

(\$30 million GPR/Fees)

- This new investment will allow UW-Madison to enhance its ability to leverage federal support and private giving, recruit and retain outstanding faculty, attract the best and brightest students and help Wisconsin maintain its competitiveness in the global economy.
- Faculty
- Biological Life Sciences (phase 2)
- Facilities renewal
- Student financial assistance

**Testimony for the Joint Finance Committee
Osceloa, Wisconsin - April 14, 1999
Gary S. Smith, CIO UW-River Falls**

Topic: Information Technology Student Training DIN
Position: Recommending Approval

Introduction

My name is Gary Smith. I am the Chief Information Officer and Director of Information Technology Services at UW-River Falls. I am also serving on the UW Council of Chief Information Officers planning group for the Information Technology Student Training DIN.

Background

The Information Technology Student Training DIN was initiated by the UW Council of Chief Information Officers. This funding request was brought forward by the UW Board of Regents and has been recommended, as modified, by Governor Thompson.

General Purpose

The idea behind the Information Technology Student Training request is elegant yet simple. The premise is to hire, train and pay 800 IT support students System-wide by the end of the biennium. Once trained, these students would be capable and available to augment permanent IT support staff in providing the much-needed support for these services on our campuses.

Problems and Issues Being Addressed

There are two main problems or issues that we hope to address through this funding initiative. The first is the global problem of there simply not being a large enough, trained information technology support workforce available. It is very difficult to hire such individuals, difficult to pay them competitively and, consequently, difficult to retain them. In example, I have personally had multiple staff members approach me indicating that they had received job offers from the commercial sector that were from 25% to 100% higher than I was currently paying them. It is very difficult to counter such competition and retain our top IT staff. Even at the CIO level, within the UW System the current average tenure of a CIO is only 2 years.

The second issue is that our current students are frequently hired away from the University by other State agencies and the commercial sector. Sometimes, this is only for the Summer but occasionally, such activities result in the interruption or curtailing of our students' education. It is often very difficult if not impossible under current funding constraints to pay students high enough wages to be competitive with what industry can and does offer.

This is a Win-Win-Win Proposition

By aggressively entering into this IT Student Training program, all participants come away winners. The campuses win by having a trained workforce of students to augment our permanent staff. It is our intent that these students will remain in the training program throughout their educational careers. Industry wins by having fully trained and educated workers to hire once these students complete their degrees. The students win by completing their degrees, becoming trained in information technology support, receiving a UW System Certification to that effect and by receiving a better wage during their training and University employment.

Conclusion

In reality, it is the economics of the situation that makes this initiative so very appealing. The University campuses desperately need additional IT support workers. Funding permanent staff positions to meet this need is much more expensive than hiring student workers. This is not to say that we don't and won't need additional permanent IT support staff. However, by utilizing our student resources in such a way that augments their education and skill level both economically addresses the University's needs while simultaneously generating more marketability in our graduating students. Many of these students will go on to work in other State agencies and Wisconsin industries providing a resource to them that is currently unavailable.

Thank you.

Karen Jefson
Grantsburg Public Library
416 South Pine Street, Grantsburg

Supporting SB 66

I am a co-director at the Grantsburg Public Library, which is one of the 27 libraries that the Northern Waters Library System serves. We depend on Northern Waters for support, leadership, and guidance.

Several years ago, the state agreed to fund library systems at a set percentage of the previous year's local public libraries expenditures. However, the state has never fully funded its commitment to the public library systems. System services have been forced to maintain at inadequate funding levels. Despite this fact, they continue to pursue the needs of the citizens of Wisconsin and attempt to meet those needs with the same high caliber. Over the last 10 years, Northern Waters Library System has received the 15th lowest percentage increase of the seventeen library systems in our state. With Governor Thompson's proposed budget, Northern Water's will experience a decrease of .1% for the next two years. They have been forced into the position of having to decrease services and staff.

Providing support for public library systems correlates with Wisconsin's commitment to technology. Automation is a growing necessity for a small library to survive in the near future. Our library could never have afforded, or supported for that matter, a shared automated system on the same level that Northern Waters has offered our library. This system will basically eliminate the barriers of our limited inventory. I just heard of an 82 year old retired professor who had recently purchased a computer and was having access to the Internet set up for him. Technology is no longer unobtainable and is reaching people we would never expect. Now that this 82 year old man has access to the Internet, from his home he could request a book from any library to be mailed to him. This is lifelong learning at it's best. This service is due to Northern Waters hard work of keeping on top of the needs of all of the residents in our state.

I fear the results of the proposed budget will eventually cripple Northern Waters, which would in turn affect every public library it serves and every citizen that benefits from that library. Increased funding to public library systems will serve all citizens in our state and help in promoting life long learning. I urge you to do anything you can to help increase aid and fulfill the state's funding commitment to public library systems. Thank you for your time and consideration of this issue.



A big part of better performance.™

**Prepared Testimony
For The
Joint Committee on Finance**

Dan Conroy
Human Resources Director
Horton Manufacturing
Webster, Wisconsin
April 14, 1999

Introduction:

Horton Manufacturing is a major employer in Burnett County. We provide our employees with excellent wages and benefits, and our continuing investments in plant, equipment, and technology make our manufacturing facility a showcase. The Wisconsin Indianhead Technical College System has been a crucial partner in our success, and has allowed us to grow, providing critically needed jobs in our area. A vibrant technical college system will be an important part of our future success.

Description of Our Company:

Horton was established in 1902. It manufactured wooden boxes for wagons and Model T pickups. At some point, it began to manufacture clutches that controlled fans to cool movie theaters. The company encountered financial difficulties, and in 1951, it was purchased by the current owner, Hugh Schilling, and it remains a family owned business to this date.

Hugh Schilling built up the business from its very modest beginnings (four employees), to a well respected, financially sound, and growing business (both domestic and international). The corporate offices are located in Minneapolis, MN. The Webster, WI plant was built in 1982, and currently employs over 100 individuals. As stated earlier, the manufacturing facility is a showcase, and numerous tours are provided for K-12 education, technical colleges, universities, and other businesses.

We are a leader in the use of high tech equipment, leading edge processes, and manufacturing techniques. We have 60 CNC (computer numerically controlled) machines ranging in price from \$50,000 to \$250,00. Our most expensive piece of equipment cost \$450,00 with the tooling. Obviously we need well trained, highly skilled individuals to operate this equipment.

Concerns About the Availability of a Skilled Labor Force:

About 68% of the jobs at Horton require technical college training. About 16% of the jobs require a university degree and about 16% require a high school diploma (this group is shrinking). We maintain our competitive edge by doing what we do better than anybody else. We accomplish this through the wise use of technology, hiring and retaining highly skilled and motivated individuals, and an uncompromising focus on quality and customer satisfaction.



A big part of better performance.™

The largest portion of our workforce are machinists. Fortunately we have almost nonexistent turnover, because skilled machinists are hard to find. **Currently, there is a shortage of 60,000 machinists in the US.** There are similar shortages in the areas of electronics, computers, quality, etc.

Our conversations with other major businesses reinforce these concerns. We are all having to deal with a tight labor force, but the shortage of candidates with technical skills is alarming. Add to that the demographics figures that show a declining number of new entrants into the labor force, and you have a sense of our apprehension. Our future success will depend on the wise use of technology, and we will need highly skilled employees to utilize that technology.

Our Reliance on the Technical College System:

The technical college system in general, and the WITC system in particular are crucial partners for us. They do an outstanding job of staying connected with the business community in terms of keeping their curriculum relevant, and scanning for future changes. They are a primary source for recruiting for our technical positions (remember, 68% of our positions). They also provide training for our current employees. This training ranges from supervisory management, to quality, to various machining courses, to "soft skills" such as interpersonal skills, communication, etc.

Economic Development Considerations:

Part of the reason we built a plant in Webster, is because of the excellent technical colleges in the area. It is useful to consider how WITC contributes to local economic development. We provide over 100 excellent jobs. Individuals who have a solid education in technical areas have high placement rates, and command good wages. Finally, business are drawn to areas that can provide them with a good labor force. Those business that hire technically trained individuals tend to be among those that pay the highest wages, and contribute most to the local economies.

Support for State Investment in the WITC System:

As I understand it, there is a request before the joint finance committee to put more money into the technical college budget. I recognize that you have many conflicting demands, and I do not presume to tell you how to vote. I did want to give you our perspective as to how important the technical college system is to the people and businesses of (economically depressed) Burnett and Washburn Counties.

I cannot predict what the future will bring. I do know that the pace of change will continue to accelerate. I know that the demand for individuals with strong technical skills will continue to grow. I know that that is where the good jobs are. I know that WITC provides us with the types of people we need to hire. We at Horton support additional state funding for the technical college systems in general, and WITC in particular.



School District of Cameron



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

HOWARD A. HANSON
DISTRICT ADMINISTRATOR
715-458-4560

MICHAEL SCHOCH
HIGH SCHOOL PRINCIPAL
715-458-4510

THOMAS SPANEL
MIDDLE SCHOOL PRINCIPAL
715-458-4510

PATRICIA SCHROEDER
ELEMENTARY PRINCIPAL
715-458-2210

DATE: Wednesday, April 14, 1999

ATTN: The Honorable Members of the Joint Finance Committee

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

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

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

SPECIAL EDUCATION FUNDING

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

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

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

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

DECLINING ENROLLMENT; DECLINING GRANTS; INCREASING COSTS:

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



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

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

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

TWO-THIRDS FUNDING

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

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

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

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

REVENUE CAPS / QEO

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

Joint Finance Committee
April 14, 1999
Page 3

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

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

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

STANDARDS AND ASSESSMENT

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

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

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

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

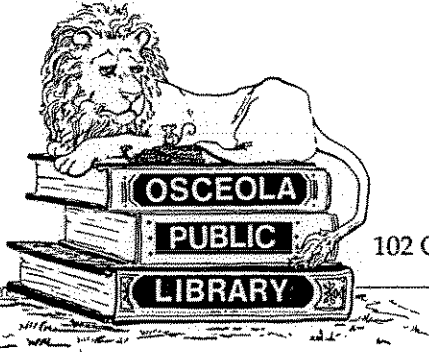
We recognize that the law has a provision for local Districts to create an alternative to the High School Graduation Test. Considering the time that would be for research needed to do this; the expertise that is required to develop an alternative to the test; the resources that would be needed to validate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

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

Respectfully,
SCHOOL DISTRICT OF CAMERON



Howard A. Hanson
District Administrator



102 Chieftain Street, PO Box 596, Osceola, WI 54020 • Phone 294-2310 • Fax 755-3510

April, 14, 1999

Sister Mary Ellen Paulson, president of Friends of Wisconsin Libraries is unable to attend this hearing so she called me to testify on her behalf.

1. She is asking that that the System Aids be left in tack as they are badly needed in the state of Wisconsin.
2. She wants the 4 contracts to be left as they are, we need the support for state resource sharing.
3. The Common School Fund monies should not be robbed for such programs as "Teach". She is in favor of Teach but not taking the funds from the Common School Funds.
4. She is appreciative of the backing of Badgerlink.

Peggy Tomfahle

**PREPARED TESTIMONY
FOR THE
JOINT COMMITTEE ON FINANCE
APRIL 14, 1999**

**DAVID LOGGHE
BOARD MEMBER
WISCONSIN INDIANHEAD TECHNICAL COLLEGE**

OVERVIEW OF COLLEGE

Wisconsin Indianhead Technical College (WITC) is the largest geographic district in the 16 technical college system. Located in northwestern Wisconsin (see map), we cover an area that is larger than eight states in the USA. We operate four campuses located in the population centers in the region. Two campuses in the north, at Superior and Ashland, and two campuses in the south at New Richmond and Rice Lake. Our administrative office is located in Shell Lake, Wisconsin. Our population is sparse - averaging 24 people per square mile. The state average is over 80 people per square mile. Providing educational services to our citizens effectively and efficiently in this sparsely populated region is always an on-going concern.

ENROLLMENTS

During the 1997-98 school year WITC provided educational services to the following number of students:

Associate Degree Programs	2908 students
Vocational Diploma Programs	<u>1794</u>
Total Post-Secondary Program	4702 students (4604 unduplicated)
Basic Education Programming (Adult Basic Education, Remediation, GED, HSED)	2316 students
Adult Continuing Education	
• Aidable Courses	18,990 students
• Non-aidable Courses	<u>581</u>
	19,571 students (19,425 unduplicated)
Total Number of Unduplicated Students Served	<u>24,869</u>

During the 1997-98 school year one in ten citizens took courses from WITC.

WORK WITH BUSINESS/INDUSTRY

During the 1997-98 school year, WITC contracted with 127 businesses in the region. Over 2,600 employees were served. Technical assistance contracts were signed with 28 companies. Contract volume totaled \$330,000. With 60% of the current school year completed, contract volume already exceeds \$400,000.

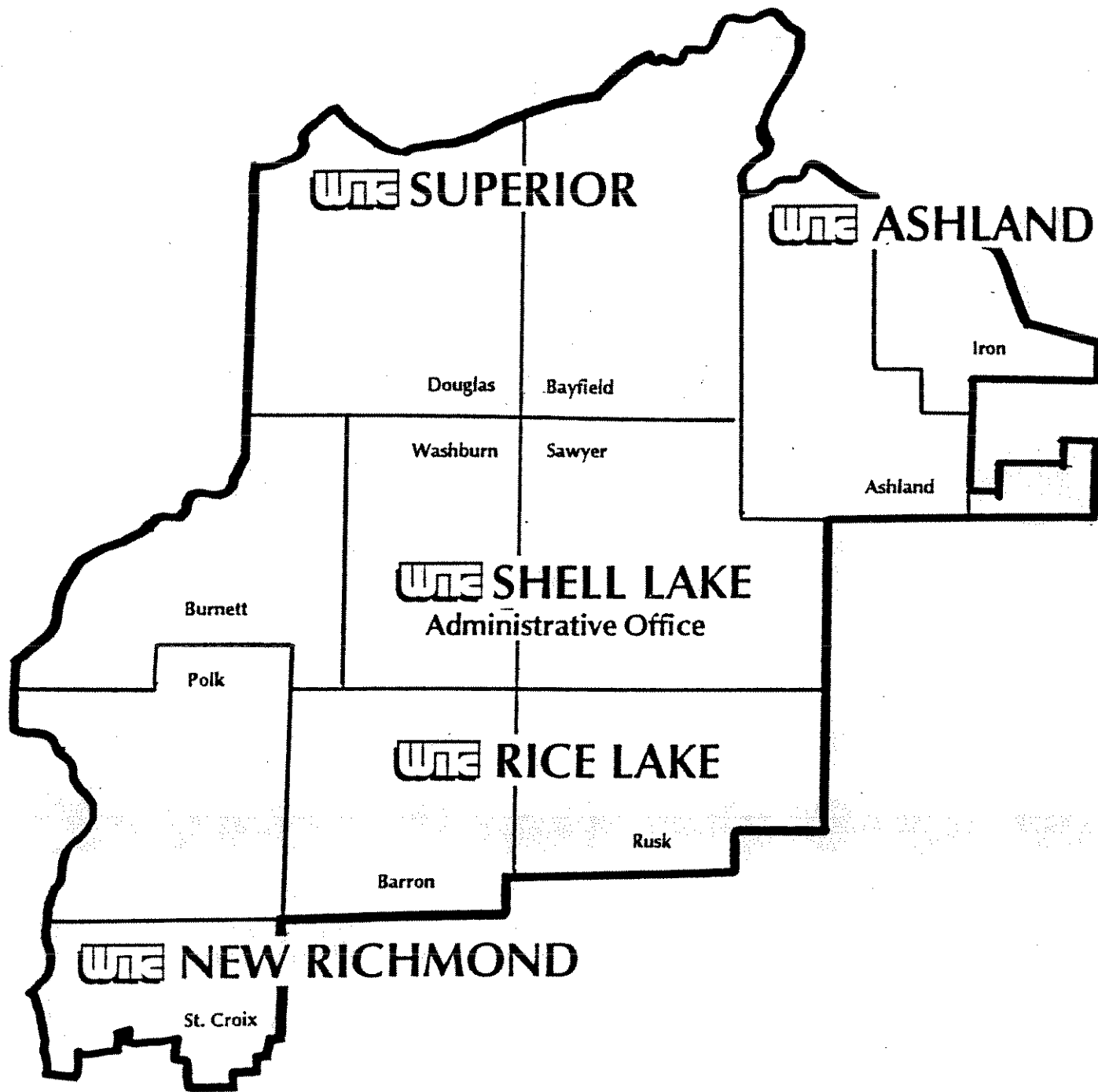
STATE SUPPORT TO THE COLLEGE

The attached table clearly indicates that state support to WITC has eroded. In the last eight years, state aids to WITC have gone up only \$291,000. To make up for the loss in state aids the college has increased its tax levy by \$6,412,000.

During the eight year period WITC had to increase its property taxes by \$22 to secure an additional \$1.00 in state aid. These additional taxes come from citizens whose per capita income is significantly below the state average.

As a WITC Board member, I ask that the state stop eroding its support for our college. The state should view its support for the college as an investment with an excellent rate of return. Over 75% of the graduates that we train work and live and pay taxes in Wisconsin.

I ask that you increase state aid by 4.4% in the first year of the biennium budget and 4.8% in the second year.



**WISCONSIN INDIANHEAD
TECHNICAL COLLEGE
DISTRICT**

WISCONSIN INDIANHEAD TECHNICAL COLLEGE

EQUALIZED VALUATION, PROPERTY TAX, MILL RATES & STATE AIDS

FISCAL YEAR	PROPERTY TAX	PERCENT GROWTH	EQUALIZED VALUATION	PERCENT GROWTH	TOTAL MILL RATE	STATE AIDS	GROWTH IN STATE AIDS
1989-90 (BASE)	10,998,046	7.5%	6,539,461,208	4.09%	1.68179	3,922,536	10.3%
1990-91	11,473,447	4.32%	6,768,836,334	3.51%	1.69504	4,066,297	3.67%
1991-92	12,243,160	6.71%	7,127,509,199	5.30%	1.71773	3,835,561	-5.6%
1992-93	13,018,089	6.3%	7,444,394,882	4.45%	1.74870	3,839,400	.0%
1993-94	13,723,404	5.42%	7,867,165,429	5.68%	1.74439	3,847,700	-1.1%
1994-95	14,585,216	6.28%	8,422,667,772	7.06%	1.73166	3,992,800	3.8%
1995-96	15,402,855	5.61%	9,145,839,849	8.59%	1.68414	4,267,800	6.9%
1996-97	16,452,496	6.81%	10,118,619,040	10.64%	1.62596	4,373,400	2.5%
1997-98	17,410,001	5.82%	11,302,078,991	11.70%	1.54043	4,213,500	-3.7%
Dollar increase	6,411,955		54,092,534			290,964	
Percent increase	58.3%		57.8%			9%	

During the eight year period, WITC has had to expend \$22 in taxes to secure \$1 in state aid.

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