

Opinions of Superintendents about Specific Changes in the Revenue Caps Legislation

Superintendents were asked five questions about the existing revenue caps law. Only a small proportion of superintendents (9.5%) favor keeping the revenue caps law as it is, making no changes for the foreseeable future. Eighty-two percent oppose the status quo. On another question, nearly one-half of superintendents (47.9%) say they favor an outright repeal of the revenue caps law (31% oppose repeal of the law, while 21% say they neither oppose nor favor).

Between these two extremes, superintendents were asked to respond to other options. Two-thirds favor keeping the revenue caps law in place, but allowing greater increases in spending from year-to-year. Likewise, 87% say they would like to change the revenue caps law by allowing school boards greater flexibility to exceed the caps. Finally, slightly fewer than two-thirds of superintendents (62.3%) favor the use of alternative taxes (such as sales or income taxes) to support public schools. Responses to each question follow.

**Table 4
Responses of Superintendents to Five Questions About the Revenue Caps Legislation**

Question	Favor	Neutral	Oppose
Keep the revenue caps law as it is; make no changes for the foreseeable future.	9.5%	8.5%	82.0%
Keep the revenue caps law in place, but allow greater increases in spending from year to year.	67.8%	15.3%	16.9%
Change the revenue caps law to allow school boards greater flexibility to exceed the caps.	86.6%	8.0%	6.5%
Repeal the existing revenue caps law.	47.9%	21.3%	30.8%
Favor use of alternative taxes to support public schools (e.g., less reliance on the local property tax and greater use of income or sales taxes).	62.3%	19.5%	18.2%

Written Comments

All comments are included and presented as they were written, except for minor editing (which did not change the intent of the wording). All names of districts have been deleted.

"In a sentence or two, describe the impact of the revenue caps over the past four years on your school district."

- We are very tight and cannot go longer without student education suffering.
- We've had to reduce supplies, equipment and maintenance projects. We've reduced staff. Since we have been in an increase in enrollment cycle, the budget has gone well.
- District had successful referendum which included approval of \$800,000 annually to exceed the caps.
- These are a slowly throttling financial noise which subvert local control.
- Inhibits technology growth. Revenue caps force status quo. New programs require funds, professional growth for implementation.
- The _____ School District has been in a no win situation for the past five years. This district is the only one left with a negative balance. We have tried to pass a referendum to exceed the revenue cap, but it failed. The district could no longer maintain the steam heating system, technology, wiring, or the roofing and did a major project to complete increasing the deficit spending, however, maintenance will be less expensive.
- At this time, we have not reduced programs. It has limited our ability to add programs and service.
- We have had to reduce overall budgets in professional development by 2/3 and teacher aides by 20%.
- It has made everyone very cost conscious.
- Actually no impact. It has made us more fiscally responsible.
- It has not yet impacted us negatively. Next year will be difficult
- Caps limit the district's ability to provide the best education possible.
- Have not had a negative impact to this point.
- Last year we needed to use fund balance to supplement our budget. We will do that again this year, to a greater extent.
- We have not been able to expand and build on programs for our kids.
- Reduced money available for maintenance, equipment replacement, computer hardware purchase, and teacher salaries.
- We have not been able to offer classes that our students need to stay competitive - also not able to reduce class size.
- Revenue caps have kept salaries and benefits under control, but I question the judgment to do this over the long run. Education needs to attract quality personnel.
- Our school district will struggle to maintain current status in programs. Program improvement is done only at the expense of another area. Capital projects/maintenance are in trouble!
- (1) We were a low spending district and were able to exceed limit (2) Had growth also; however, we have reached the average; therefore, will have impact from now on.
- May notice greater restraints in year 2000-2001 and after when we no longer have consolidation.
- Reduction in staff, programs, transportation.
- It has been difficult to bring about educational reform in a small district with declining enrollment with the revenue caps determining our options.
- As long as our enrollment increased, it was ok.
- Facility needs have not been met - neither new buildings or maintenance. Unable to hire additional K teacher in 1998-99 due to lack of funds and classroom space.
- Limits amount of money available for added technology and building maintenance.
- Minimal impact in our district, as we receive only approximately 14% state aid, and our enrollment has remained rather controlled.
- The needs of students have changed dramatically during the past decade. Schools need to respond with significant changes in instructional environments and learning opportunities. The revenue caps make innovation, research and development, and staff training all but impossible without over extending all resources, especially human. Status quo becomes the viable alternative for everyone except the students.
- We were doing okay until 1997-98 when we had to use \$140,000 of fund balance.
- It has created a tendency to focus on the status quo.
- Because of the difference in the QEO 3.8%, each year the district falls behind .9%
- Revenue caps and declining enrollment are not compatible. We will have less money and are expected to do more - youth options, standards and assessment, remediation.
- Building maintenance issues are different to fix, i.e., roof leaks, asphalt holes, etc.
- Must struggle to maintain current programs.
- Things were good the first two years as enrollment climbed to 658 students in 1995 - now we are at 592 students, cutbacks in staffing and materials.
- Reduced budget by 750,000 to stay with QEO for 2 years!
- Have gone from adding to fund balance to subtracting, reduced ASC admin, reduced maintenance.
- Steady slow growth of enrollment has lessened the impact of revenue caps. They have, however, hindered programs.
- Lots of stress. Staff (additional) was put off even though there was a strong need.
- Labor-management relations have been strained.
- Up until this year there has been no impact. Now with declining enrollment, spending capacity is limited.
- We are a low spending district. We have to stay there!
- We have delayed or deferred maintenance and other improvements and not increased staff size as enrollment has increased.
- None to this time. We anticipate problems in the future.
- The budget is very tight - will have to explore alternative sources of money to continue current programming.
- Revenue caps cause us to set priorities based on "what will have the least negative impact."
- Need for roof repair. Lost elementary principal, instruction suffered, need for computers.
- Enrollment growth and increased valuations within the district have allowed us to overcome negative impacts of caps.
- We have had to prioritize all spending and eliminate some.
- We are just beginning to feel the crunch. We are a district that has enrollment growth, but the increase is not allowing the district to do all that is necessary to meet this growth.
- Limited impact, enrollment is growing, programs are expanding.
- Combined with lowered enrollments, low expectations to start with, and higher pupil teacher ratio - devastating.
- They have reduced our ability to do scheduled maintenance, purchases of replacement equipment and adding staff to address curriculum needs.
- Not able to keep up with essential curricular offers and meet the expectation of the community - eroding support!
- As enrollment growth stagnates and EEN student growth continues, we are approaching a time when only new special education positions will be filled.
- Areas of maintenance and remodeling have and will continue to take a hit, as well as other nonstaff costs will be diminished.
- Minimal. The _____ School District has experienced moderate enrollment increases during the time period. However, we are now facing slightly declining enrollments. The impact will be negative.
- Postponed m & o and purchases. Have not added staff to accommodate new numbers. Have not done as much as we would have liked with technology.
- There has been very little impact because our enrollment is increasing. This will change over the next 2 or 3 years.
- The district has significantly reduced the budget for supplies and equipment, programs will be cut from here on out!
- During the first few years of revenue caps, we were able to tighten some budget areas without having a significant impact on education programs. However, we have reached a ceiling and will begin cutting educational programs to comply with revenue caps.
- Fewer people trying to do more work, delayed, capital improvements (site buildings maintenance).
- We have maintained full programming.
- We have always been very conscious of the "cost-benefit ratio" for all our decisions in light of the primary district's mission! We do not "carry" any employees if the data do not justify it. But we will encounter challenges by people who continue to subscribe to the "Deep Pockets" theory of the past 30 years that are having major problems now.
- Until the last 3 years, we were forced to borrow heavily to meet our expenses. After doing without a number of services, etc., we have finally been able to conduct school without a large loan.

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- Increased class size, limit in instructional materials.
- Revenue caps will destroy our educational program. Things need to change or we will not be able to pay the bills.
- It has helped us to work smarter, although at the same time, prohibits new ventures (extending school year, for example). We will not be forced into using fund equity.
- Delayed maintenance, buildings and grounds, and equipment purchases.
- Problems are coming? How soon? Who knows!
- They have limited our expenditures.
- More conservative spending.
- Moving slowly on any new initiatives.
- Increase in special education costs . . . taken from regular education!
- With enrollments going up, we have not had much difficulty with the caps.
- In addition to items checked in 1-25, the district is unable to fund any new initiative developed by building staff to support the instructional program.
- Each year the results of revenue caps cause the budget to "tighten" what we can do. As long as other municipalities (technical colleges, cities, counties) continue to increase their levies, the public still believes it's the fault of the schools
- We have maintained a stable enrollment. That has helped us. For the 98-99 school year we are down 13 students. I hope this isn't the trend.
- Reduced fund balance.
- It has delayed major maintenance projects and is beginning to limit programs.
- We passed a referendum to exceed the caps by \$500,000 two years ago - we will need to do it again in a couple of years.
- Cap has limited maintenance and technology will result in layoffs next year.
- Limits educational opportunities for students.
- Devastating. We have had to reduce budget by more than 10%.
- Fund balance has dropped \$2 million; computers are obsolete; only minimal GT program; no K-8 foreign language.
- There have been postponed expenditures in maintenance and technology.
- Very negative. Only a referendum gave us temporary relief.
- Very detrimental to restructuring effects, implementation of technology plan and caused elimination of grammar school which will be tough to reinstate even with greater need because of Gateway test.
- Placed significant limits on the district's ability to respond to student's needs.
- Helped to stabilize taxes, prevented local uprisings, made us be more efficient and creative with budgets.
- This year we had a declining enrollment, we limited programs and personnel.
- Devastating - our students have suffered from lack of resources due to the last 3 years. It cost our district \$450,000 total of lost revenue. We can never replace that. Total budget \$1,192,000.00 You do the math!!!!
- Have forced us to take the approach of "maintaining" and not "progressing."
- Have had increasing enrollment, so minimal effect may change now that we are down.
- It takes us longer to do things because we continually "stagger" the cost over 2-3 year intervals.
- The revenue caps have caused us to go to referendum to get needed facilities and accompanying money to operate the new facilities. Our district was successful in passing both questions.
- None.
- The impact has been minimal at this point. However, if our enrollment growth remains at 2% or less, we will feel the pinch within three years.
- We are fortunate to have increasing enrollment and increasing property tax value, so the impact has been minimal.
- New programs not added. Less money for computers. Have started staff layoffs.
- It has diminished expectations and reduced innovation/invention, major impact on maintenance
- The impact will be felt during the 99-00 school year. Enrollments will level off.
- Impact was not truly felt until 1997-98 fiscal year. It now is having significant impact.
- We have not been able to purchase the necessary technology we need in order to offer an adequate program throughout this K-12 building.
- Delays in making change and improvements for capital concentrated areas.
- Bad news for kids.
- Maintenance issues, technology and staffing have lagged.
- Have had to have a 10 year reoccurring referendum for maintenance.
- They have helped in negotiations.
- Hindered development of new and more advanced courses.
- Just beginning to feel the impact.
- Caused delays in maintenance projects curriculum materials and technology purchases.
- The most (only) significant impact is on teacher salaries - pay increases -- about what has been the past practice.
- Revenue caps have significantly reduced our ?? maintenance program.
- The revenue caps have been a neutral influence since 1983. We have had modest student growth. Had the district fully spent the 1992-93 budget, we would be even in better shape financially.
- We have scrutinized all purchases for instructional materials!
- We have had to reduce or delay maintenance - cut staff.
- There has been no impact because enrollment has increased over the past 5 years.
- Declining enrollments have meant less money available to do more!
- With increased state funding and increasing student enrollment the impact of revenue caps has been minor.
- Does make for more exact financial projections and clearer priorities.
- Increasingly negative; dollars eroded by personnel settlements and inflation.
- Limited impact to date.
- To the taxpayers it is seen as positive. However, it is a constant battle to keep the district in a progressive mode. The taxpayers will not approve any attempt to exceed the caps. Need to rely on grants.
- Forced to "stay the same" rather than being innovative and contemporary, especially in technology.
- The District has eliminated its summer school, frozen all supply and equipment allocations for five years and has reduced staff. The cap probably has made us scrutinize our spending and establish our priorities.
- Revenue caps have limited our desire to expand curricular offerings, purchase and update technology (hardware), freeze staff and reduce maintenance and building improvements needed.
- It causes you to manipulate your budget and delay needed expenditures.
- We keep falling farther behind with our budget.
- Mixed review--cap limit may have actually brought us up -- but am worried about future.
- Class sizes have increased and strategic initiatives have been delayed or dropped.
- Has allowed us to control with QEO salaries and allowed us to do other things to make the district work better.
- With declining enrollments, our revenue caps have been reduced to less than the 3.8% increase necessary to cover salaries and benefits. We involuntarily transferred 1/3 of our staff to cover needs with current staff so as not to lay off employees.
- With increased enrollment for first 2 years, we were ok; since declining enrollment, the revenue limits have caused cessation of services, maintenance, staff development, field trips, textbooks, supplies...
- Limited amount to be spent on early intervention programs.
- Little if any negative impact.
- QEO has kept the salaries down somewhat so we could spend a little more on capital improvement.
- We have reduced teaching positions by increasing class size. We have also overspent (expenditures have exceeded revenue) for each of the past 5 years by \$70,000 to \$210,000 each year. Now we have to borrow money and pay interest several times each year.
- I am new to this district.
- Mainly purchase of additional equipment.
- The revenue caps have hurt students!
- We have been forced to dip into our fund balance as never before causing a dangerously low amount to remain there.
- It has been a struggle to maintain quality programs and not implement cuts.
- We have not been able to keep pace with increasing maintenance and

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facilities improvement, and we cannot install our technology program.

- I am not a good example: low spending school district; increasing enrollments; increasing property values.
- Delay or limit services and improvements and has forced a focus on approving referendum to meet capitol and operational requirements.
- Revenue caps do not keep pace with increasing operational costs.
- Had it not been for ?? we would be light years behind in educational technology. Our bus fleet is also getting old.
- Local control no longer exists except for coordinating the going-out-of-business activities.
- Delayed (indefinitely) expansion of any recurring cost programs.
- Revenue caps has resulted in the necessity of going out on referendum to fund basic preventive maintenance needs. Also has resulted in larger class sizes.
- Reduced maintenance and operational costs, restructuring of services to create greater efficiency, increased class size and delays in initiatives to improve programming.
- Caused the district to make difficult decisions that affect the education of children.
- We've really economized and cut to the bone - We reprioritize our needs annually.
- The revenue caps have delayed the implementation of technology plans.
- We have experienced increased enrollment - thus, minimal impact!
- Shift from 70% of budget to instruction in 1992 to 76% in 98.
- Typically, we have had twice the number of staffing and program requests than the revenue caps permit. There is a sense of competition for resources between and among departments.
- In my brief term here, I note the fund balance to be changing.
- The cap has hindered the ability of the school board to meet student needs. We are having trouble maintaining and cannot make improvements. In general, the cap will cause an excellent district to become mediocre.
- Delayed larger capital projects.
- A successful referendum combined with continual growth has situated us well even with revenue caps.
- Very restrictive on 556 & 411 budget areas as costs increase and more money in salaries and benefits.
- Very negative - it prevents us from having any money to implement, limitations - positive changes
- We have been fortunate in that we are a growing school district. Our revenue cap has been growing. Impact has been ameliorated by growth.
- No frills. \$150,000 referendum to exceed the revenue cap.
- The biggest impact has been on maintenance and improvements to facilities.
- Restricts any type of a contingency fund to help large cap expenses that are coming in future years.
- We have the lowest cost per pupil in _____ County. Stuck at the bottom.
- Kept our necks above water until this year - while growing we were okay - some limitation - now we are declining slightly. Hit hard this year.
- The increase in fixed costs exceeds the inflationary increase allowed by the state by upwards of 6%!
- Declining enrollment districts that were already operating at "bare bones" levels before revenue caps are being punished for that frugality.
- The impacts of revenue caps over the past five years are: (1) unable to reduce class size which would have greatest impact on student achievement and (2) unable to keep up with the maintenance on school facilities.
- Reduction of staff - cause increase in student/teacher ratio - devastating.
- Negative impact, particularly since we have experienced declining enrollment and we're into tertiary aid - our state aids were reduced this year by nearly \$200,000 above.
- We have cut our maintenance budget by 35% and delayed repairs such as roofs. We have spent \$700,000 from our fund balance to finance ADA compliance remodeling, adding a computer network and three labs. If we had not had a fund balance of 22%, we would have not kept up.
- Impact just starting as enrollment begins to decline.
- Operates much like a vise. As enrollment increases slow down, we will be ever more strapped.
- District passed referendum for 4M operation, 14M construction and building.
- We have been unable to implement or fully implement new programs: i.e., Foreign language at primary grades and more use of technology.
- General decrease in budget areas not directly controlled by contracts.
- As a district, we were designating ?? mill per year to fund 41 for future maintenance and building needs; this is no longer possible for us under the revenue caps.
- We are robbing Peter to pay Paul and it will catch up to us in 3 years. (We had a referendum to cover the cost of what we would have had to cut.)
- Reduced problems with negotiators.
- We have not been able to increase student offerings and (have had to) increase staff to improve programs, (not) meeting needs of students and community.
- This year will be extremely critical, coupled with declining enrollment.
- The effects of revenue caps had not been great until 1997-98 and this year. We have experienced a drop in student enrollments and have projected a deficit budget for 1998-99.
- We're just getting by - like a Yugo.
- The major impact will occur in two years.
- Revenue caps have had little impact so far, but significant declining enrollment begins next year. Big time troubles are coming fast.
- Facility care has slipped. New programs have virtually been eliminated.
- We are just starting to feel the impact. Our enrollments have declined in the past two years. We will experience increasing difficulties ahead.
- Limited - We have increased enrollment, however in the future. . .
- The required action to postpone district maintenance projects. Summer school not funded in 98/99 as of 9/25/98.
- We have to control our spending. We have to do with less, but we still have good programs.
- More selective in how we spend our money.
- No impact yet. We couldn't possibly raise taxes to support the limit. We are one of the 12 poorest districts and we tax above the state average We support a fairer distribution of general aid.
- Delaying normal maintenance projects are resulting in larger cost when they lead the top of the list of needs.
- Little impact to date, but we expect an impact with the 1990-2000 budget.
- The district passed a referendum for \$180,000 three years ago. We must ask for another 155,000. Reoccurring Base referendum this year as we cannot keep up with costs of additional students and their needs.
- Limited impact on the budget up til now, but negative impacts on the salaries of teachers and administrators. Difficult to retain administrative personnel.
- We are a growing district - impact has been limited.
- Enrollment increase has been stable, this has allowed the _____ District to work within the revenue cap without jeopardizing existing programs.
- _____ School District is experiencing enrollment growth; thus, the impact of the revenue caps has been muted and potentially the reverse of the intent to maintain room for growth.
- It has increased state aid from 3.5 million to 6.7 million, reduced the tax levy rate from \$18.35/1,000 to \$9.38/1,000 and allowed us to add new teachers - all to facilitate school growth and gain support of the local taxpayers.
- Reduced services to students, building maintenance suffering.
- Loss of local board control for capital projects.
- At this point there has been no impact. However, with our declining enrollment starting this year and if SAGE & Title I are dropped, we will be in big trouble.
- The district has delayed projects normally accounted for in Fund 10, such as roof repairs, etc.
- We have had to use some of our fund balances for items such as replacing our septic system.
- Revenue Caps/QEO have kept salaries down. Otherwise, we have done well because we are growing. Bad news is yet to come.
- While program and staff reductions have not been necessary to this time, funds are not available for additional programs and staff that are needed.
- Revenue caps have meant larger class sizes in the elementary school, fewer aides, and less planning. We are going year-to-year, which is not good.
- Our enrollment has been increasing; therefore, we have not been hurt as bad as some schools. Revenue caps have definitely affected the maintenance of our facilities.
- So far there has been very little impact, but if our enrollment declines another year we may have some difficulties.
- Revenue caps have taken away the board's ability to raise revenue to meet expenses. As a result, our fund balance is beginning to decrease.

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- Our enrollment figures, although rising, do not generate sufficient funds for comprehensive school improvement in the area of standards, technology and student services.
 - It has caused us to be more focused in our purchases. Due to tornado, large referendum was passed that helped us with numerous maintenance projects.
 - It's a slow death - we will feel the pinch in the next 5 years - declining enrollment, higher costs - trouble.
 - We were forced into a referendum situation to address capital, building and technical needs.
 - Due to increasing enrollment, our district is not severely impacted.
 - Little if any impact because we have been a growing district and a low spender prior to revenue caps.
 - The district has had to layoff six aides over the past two years. Declining enrollment with revenue caps is of great concern!
 - Keeping current programs going - very difficult to expand.
 - Four years ago was my initial year as District Admin. There was a substantial amount of excess money in that first budget which we have used for required increases each year since. We also have increasing enrollment at 25 students/year to 920 HS current enrollment. In addition we have experienced several voluntary retirements over the past several years. We have experienced little or no impact from revenue caps.
 - The impact is a result of not passing a building referendum.
 - We rank order the highest needs, fund those from top down, and drop the rest.
 - The cap has steadily eroded our budget, forced program cuts, etc.
 - Planning is virtually impossible to complete on a program need basis . . . community morale low because people do not grasp the system.
 - Used fund balance & borrowed money for technology.
 - We can no longer avoid cutting basic services.
 - Declining fund balances and increased long and short term borrowing - increased costs in interest and total costs to district. Costs of deferred maintenance.
 - Revenue caps are hurting our children - I hope that was not the intent of that legislation.
 - Revenue caps have not affected us to any great degree. Our tax base is small and we depend more on impact aide - federal dollars. We would be hard pressed to get 40% of our budget from taxes.
 - Tight budget, less "frills."
 - Little impact.
 - We have not completed remodeling for handicapped access. Delayed staffing to reduce elementary class size, delayed summer remedial programs, delayed 4 year pre-Kindergarten, delayed full day kindergarten.
 - In the coming years we will be doing many of the items on the first page. We will be running deficits 98-99, 99-00, 00-01 that are increasing in size. In three years our fund balance will be depleted.
 - No computers have been purchased over the last two years with general fund money. Maintenance projects have been delayed
 - Revenue caps have all but eliminated purchasing to improve technology, provide adequate building maintenance or replace aging, high mileage buses.
 - Limitations on spending for programs & services.
 - Revenue caps have limited staff addition and adversely affected the implementation of technology; reduced interest in budget at annual meeting.
 - Maintenance really suffers!
 - The wiggle room is totally gone; it's hand to mouth. We lean on the fund balance to keep things afloat. Significant cuts are next.
 - To this point we have not been negatively affected by the caps.
 - We have been fortunate due to steady enrollment. However, I foresee problems in the future as our enrollment declines.
 - Basically it puts limitations on the development and progress of good programs.
 - We have had a successful bond referendum but have 11 empty rooms because we lack staff money.
 - No growth in programs - reductions in many limited maintenance being done - no technology until 3 years ago. Teach has helped.
 - We develop our budget priorities backwards. We start with sizable funds.
 - This is the most severe blow to school districts. Second is the open enrollment - both are very poor choices by our legislature and Governor.
 - Simply makes it difficult to maintain programs at effective levels and certainly infringes on ability to restructure.
 - Has not allowed district to respond to changing needs, especially in regards to declining enrollment.
 - We have been a growing district so the budget has remained intact...until this year - we are cutting a lot at our October Board Meeting.
 - Used fund balance in 1996-97 and 1997-98. Cut back on maintenance budget both years.
 - Program has discouraged potential new teachers from seeking employment into the field.
 - When we had increases in enrollment, we were able to offer more services to students. With decreases, services decreased.
 - As the administrator for only 1 year, I believe the enrollment is going to be the greater impact.
 - We have been very fortunate that the 3 year rolling average has allowed us to keep pace with expenditures. However beginning in 1999-2000 we will see our student population decrease significantly. Bad News!!
 - Our enrollment continues to grow - however, we are not able to do all the things we feel need to be done for our staff & students.
 - We face greater problems in the future as we have become a declining enrollment district.
 - It has set long-term maintenance and technology into the dark ages.
 - We have been ok - but will suffer with a steady decline in enrollment.
 - Reduced maintenance, outdated technology - we are unable to improve our services to kids, making it difficult to meet the standards.
 - The revenue cap is slowly eroding the ability to fund the educational program.
 - It has kept us from expanding our programs.
 - Devastating.
 - Revenue caps have made us allocate resources more carefully, considering all financial requests.
 - Making us choose tough priorities. Cannot expand programs we need to fund. Budget not keeping up with costs and needs.
- 30. If you marked "Positive" or "Somewhat Positive" in question 29 (which asked about the long-term effects of the revenue controls), briefly explain your answer.**
- Bargaining restrictions were easier to apply without contention.
 - It has made bargaining somewhat easier and reasonable demands.
 - Held down spending.
 - We enjoy more support or at least less opposition, because of tax impact.
 - Forced us to be more fiscally responsible.
 - Helped control teacher salary.
 - Teacher dissatisfaction is a problem.
 - We have been able to lower our MR with revenue caps and QEO.
 - Negotiations with teachers has been much more positive. Budgeting has been more difficult.
 - The bashing of teachers by the public has disappeared!
 - Until the current school year (1998-99), the school district has been experiencing moderate enrollment increases.
 - Less negative pressure from property tax payers.
 - The line must be held.
 - The tax levy is higher than it would be without caps.
 - During early years actually aided in upping the budget but terrible if declining enrollment
 - Our school board was more restrictive with finances before revenue caps were in existence. QEO with revenue caps has put money in the bank. We are also increasing enrollment.
 - We have learned to live with the "caps," and have done a lot of soul searching.
 - People in our community are less critical of our school since property taxes declined. Without them, we would have had a property tax revolt; community blamed teachers for property taxes.
 - As a component of "three legged" stool - keeps the QEO in place and allows educational dollars to support more than teacher salaries.
 - It has helped us greatly in bargaining with the teachers. We have grown for 8 years in a row so we have not been hurt (yet).
 - Revenue caps were needed, along with negotiation QEO changes.
 - Less negative response from taxpayers - more acceptance of building referendum given state's 2/3's funding.
 - Up to now, we have been stable or growing. Declining enrollment starts

next year.

- Keeps salaries and fringes combined with QEO law at a fair amount.
- Very little impact thus far except to contain bargaining table positions on both sides.
- It only helped in the negotiation with teachers.
- We have been able to reduce taxes with minimal inconvenience due to funds from referendum passage and use of interest money.
- We have what we need - there is no limit on wishes, however.
- We have had the money to do what was needed. The taxpayers have had a more positive attitude toward schools.
- We have been limited to the quality and quantity of services provided.
- It has made our district choose our priorities and think of ways to do the job better and more efficiently. In other words, it has forced us to look for new ways.
- OK up to now - will depend on what Madison will do with declining enrollment district re : cushions.
- Growing District: By keeping salary and benefits in check extra money could be reallocated to adding staff and maintenance - repair of buildings! Fear future if we stabilize or start declining in enrollment.
- We are in good shape at this point, but we can only guess about the future.
- While we are growing, we have had declining increases in overall budget additions each year.

31. If you marked "Negative" or "Somewhat Negative" in question 29, briefly explain your answer.

- The district is unable to fund necessary programs in the areas described in #26 above plus we have made significant reductions in purchases for educational materials and supplies.
- We have been a frugal spending district with declining enrollment - it's taking its toll on us.
- Wage and price controls do not work. Savings on schools have been offset by increases elsewhere - cutting property taxes is a poor choice.
- This district was too much in need of repair and being a new administrator in the district in 1993, I did not have enough time to find out by July 12 what extra bills could be paid off such as lighting, lease and CESA purchase.
- Inhibits program changes or adding programs to meet new state demands.
- Mostly facility problem from 93 to passing a building referendum in 97.
- Teacher morale: they do very little for nothing!
- We have been limited but not severely.
- It has delayed necessary maintenance, and it has delayed purchase of textbooks.
- We have not been able to address state initiatives adequately.
- District has not been able to proceed with a building program.
- Teacher salaries have fallen behind.
- Decrease can't be made solely on what is in the best interest of students - revenue cap consideration often is the determining factor.
- Cut \$180,000 from budget. Lots of pressure on the administration because of Tommy Thompson's program. He should get the opportunity to hear the nation.
- Programs cannot be enhanced with limited resources.
- We're losing ground in program areas and building maintenance
- It has created a negative work atmosphere or climate.
- Our enrollment has increased which has enabled us to do some things - but not as much as we would like to do for kids.
- Without greater latitude to address some issues outside of the caps and/or waivers more readily available re: standards/mandates, our local creative options can't produce quality in a cost effective manner.
- Revenue limits have had a negative impact on employee-employer relations.
- Money is tight, class sizes and programs are impacted as a result.
- Referenda have mediated to negative impact.
- The caps have negatively impacted student achievement and our ability to provide a quality education..
- Class sizes keep increasing, and we cannot support new initiatives.
- Makes budgeting a win/lose proposition - favors specialized services.
- We are combining positions when a vacancy occurs, fewer staff - less service can't move ahead with educational needs due to declining enrollment and the revenue caps.

- If your enrollment declines, revenue caps don't work.
- When a district is facing declining enrollment, it is impossible to maintain programs.
- Caused us to defer some program and maintenance.
- It has limited our district's ability to increase spending on needed programs.
- No provision for revenue cap enrollment, high property ?? distributed.
- Lack financial resources to implement/maintain needed programs.
- Limits options, causes everyone to make tough choices.
- If one stops rowing when heading upstream, . . . you don't stay in the same place!!! We are losing ground!!!!
- Morale problems of high class sizes.
- Academic needs have been placed on hold.
- Staff morale has declined as work load increases.
- Reduced administrator positions - lack of building maintenance (roof repair).
- Cut back on building maintenance of school buildings and purchase new equipment and ??.
- We have had to limit our expenditures, which will be viewed as negative or positive depending on your perspective.
- Limiting programs, staff addition, major maintenance.
- The long range effect will be larger class sizes; delays in replacing instructional equipment; and delayed building maintenance.
- More increases are needed due to high stakes testing and curriculum needs.
- Restricts initiative, poor morale, delayed education and capital projects.
- We can maintain but cannot add needed new programs in parent involvement and parent education, tech ed, etc. The cap has constantly decreased our discretionary funds to the point that revenues now will not meet needed expenses - referendum.
- We've had less money for equipment and repairs. Have added no new programs.
- Programs have suffered, and we've lost 40% of our fund balance.
- District is way behind with maintenance and technology.
- It helps with negotiations, but it also slows down our "progress."
- Limited hiring, reduced needed maintenance.
- Not enough money to service students.
- Increased class size, problem serving at risk and gifted.
- It has caused us to reduce some support staff positions and to postpone program expansion. We have also worked very hard to write grants that have helped to fund some of our technology on staff development efforts.
- We have had to decrease staff overall. This is not a benefit to children.
- The Revenue limits hit districts very hard which have declining enrollments, which began in our district in 1998-99.
- Fund balance has disappeared/no new programs.
- We are operating with ?? less teachers than we need to run an efficient schedule.
- Programs for kids have been limited.
- Note the negative strategies used on the facing page.
- Increase in Impact Aid has helped to offset the "cap."
- We are pinched for funds.
- We are also in a precarious position as we attempt to open a new building.
- Delayed equipment purchases - it's causing us to use our fund balance.
- We have lost \$450,000 - building declining - our fund balance is just over \$100,000! We have suffered more than anyone else!
- Buildings and program (curriculum) have fallen behind community concerns on taxes appeased - school issues in neutral.
- We are facing a devastating drop in revenue the year after next.
- Many budget requests were not funded.
- The annual allowed increase is not realistic with inflationary costs.
- The impact in our district has not been that significant yet. However we will be losing 25-30 students per year off our three year average enrollments over the next two years. This will have a devastating impact on our district.
- The building is in need of repair - can't afford it.
- We have not been able to advance our curriculum and have appropriate staff.
- We have larger classes - unable to fund newly needed sessions - unable to adequately maintain buildings.

WISCONSIN EDUCATION ASSOCIATION COUNCIL

- It has created a mind-set of status quo in all that is possible.
- Building maintenance reduced.
- With declining enrollment, our revenue caps suffer greater while other increasing enrollment district flourish.
- We have not been able to modify or add programs to meet student needs.
- Revenue caps will have an impact beginning this school year.
- Some limits are necessary; however, schools need to be able to meet basic needs.
- We were spending conservatively and now are "stuck" with past decisions, unable to change.
- Community passed referendums for new facilities but not to exceed revenue cap for operational costs of new facilities.
- Delayed indefinitely expansion of any recurring cost programs.
- We have been forced to tighten spending in an already very conservative district. We are on the brink of this really having a negative impact.
- Quality of programs has suffered; accessibility to student services has become more difficult.
- Delayed the implementation of education programs.
- Things haven't been all bad, there have been controls; however, we can't go where we would really like to go.
- It has put limitations that are harmful to children
- We cannot implement a technology program.
- We've opened a new building and were required to reduce elsewhere for staffing and utility costs.
- Our staff is feeling overworked with increased tasks and no dollars to secure additional help.
- Increased property value, coupled with declining enrollment means more difficulty in passing referendum which before could be done at annual meeting.
- Limits resources to service the special/challenged student.
- It causes program limitations.
- Cannot move forward - cannot keep pace with educational costs.
- Lack of resources. Textbooks, supplies, material - no increase in five years. Starting to affect staff/student ratios negatively.
- With static or declining enrollments - quality education will suffer.
- Revenue caps have slowly but surely squeezed the operational budget to the point where a large referendum is necessary.
- Increased workload is apparent. Layoffs and cuts will come next year and when referendum expires.
- Caps have negatively impacted ability to expand programs/technology
- Declining enrollment and less money for programs.
- We didn't need revenue caps to keep us frugal - that is the local sentiment. Continued restriction will decrease the quality of instruction - long term. It is the sheer strength of our veteran teachers that allows us to 'weather this storm.' What will happen as they retire!??
- The district cannot reduce class size because buildings can't be built and operating costs of new buildings are not affordable.
- Special Ed costs should never have been allowed in cap calculation. There should be flexibility in cap for emergency maintenance.
- We have not had the money to implement needed programs.
- We have had to choose between instructional program or CIP's. Reduce ability to manage capital improvements projects.
- Needed referendum to avoid major cuts in programs.
- Revenue caps have helped with negotiations with staff, however, it has squeezed the instructional budget, eliminated fund 41 funding and caused us to use some of our fund balance.
- Because we were a low spending district before caps, we will always have less to spend on programs and students, etc.
- We were trapped in a low spending district and are stuck there.
- Increases in teachers' salaries have been very limited and we are no longer competitive, making it difficult to hire the new teachers we need, especially the top candidates.
- We have not provided the same level of programs and materials we had in the past.
- Large class size and inability to plan future maintenance is not healthy. It is going to get worse each year.
- We have had to make some hard decisions in how we spend our money.
- _____ school district has always been forward thinking in their educational programs. The revenue caps have found the _____ district to not consider some educational opportunities because of lack of space. The need for a referendum to exceed the revenue cap contributed to the failure of a building referendum.
- Two referenda to exceed revenue caps 5/12/98, 9/8/98 failed; facilities and programs will suffer.
- District has increased number of students. Three year average is hard to live with, with ever-increasing population.
- Maintenance has suffered, loss of local control.
- Students have suffered.
- Program growth to meet needs has been stunted. Facility repair and upkeep is suffering.
- It has put us in a reactive posture, not a positive proactive planning made.
- Our enrollment has been increasing; therefore, we have not had to take as big a hit as some schools.
- Technology isn't available to kids.
- With fairly rapid growth we are hindered by 3-year enrollment averages.
- Have not been able to add desired new programs and staff.
- I think we have been punished enough! Give back local control!
- It has required some delays and more focus on prioritizing but not sure that was all bad. Bigger problem is declining enrollment.
- As a declining enrollment district, we levy less every year and therefore have not been able to keep pace with technology.
- We have been forced to reduce staff, materials, and maintenance.
- The district change in leadership came after law unable to take advantage of change.
- As costs have increased, revenues have not. Increase in special needs - increase in teacher aids - no money to help support the increase.
- Programs, services & projects delayed, reduced, canceled.
- Teacher willingness to help; we've delayed programs for children.
- All revenue caps do is force erosion of programs.
- The tie to enrollments makes the cap too volatile for realistic budgeting, and negative ?? aids pass a promised state burden to local tax payers.
- Our enrollments grow; the impact is delayed - but will come! We spent prior to caps being implemented also.
- We've set priorities, reallocated fiscal resources, lost the safety net (AODA Coor, 6/T Coor, Soc Wkr, At-Risk Coor).
- Restricted growth of programs.
- We cut at-risk, G&T, Reading Specialist, school to work.
- Maintenance has been delayed. Example - flooring, roofs.
- Limited programs, increased workloads.
- Hinders acting on good things for kids.
- We are trapped with the caps over our history of very conservative fiscal policy.
- We are slowly reducing services to children.
- Limits us to increase programs.
- We are losing local control over our district. He who gives us the gold, makes the rules.
- See item 26, above.
- Maintenance has been delayed, lack of technology.
- Haven't maintained maintenance programs.
- Limited resources to maintenance and improvement - limited resources for technology.
- Revenue caps limit growth, maintenance and response to school, student and community needs.
- We have lost our local control.
- We are a low spending and low achieving district. We need people to teach remedial reading but cannot afford new staff.
- The yearly per student increase does not keep pace with increases in fixed costs - i.e., heat, electric, gas, textbooks, etc.
- Reduced programs for students.
- It's very difficult to plan ahead without knowing where the money comes from.
- Limits flexibility.
- We feel we need to look at our budget closer. We have been ok because of increasing enrollment, but it is leveling off.
- Delay of maintenance reduction in state developments, unable to meet specialty staffing needs (ex. G/T).
- Reduced overall services, purchases, etc.
- Caps have negatively impacted ability to expand programs/technology.

WISCONSIN EDUCATION ASSOCIATION COUNCIL

- Our district has suffered in every area!
- QEO's do not limit increases to the CPI given step and _____ changes. There are no counters to limit vendor increases - the revenue limits at the CPI are ridiculous when compared to outside effects! Increases in expenditures far exceed maximum allowable revenue limit increase. Revenue limits are stifling progress!!!
- Our maintenance budget and support for technology is inadequate.
- Our fund balance is cut in half, we are in need of technology, and we need technology exemptions from cap.
- Has started to impact education for students.
- We have not been able to modify or add programs to meet student needs.
- Not being able to move forward, focused attention on school spending.
- Our budget for personnel services is up from 72% to 78% the building will be affected.
- No needed services or changes in programming possible.
- Has not helped staff-board relationships - putting off projects.
- The revenue cap has sharply increased competition between and among critical programs in the district.
- It is harder to cover costs of major repair projects i.e., elementary roof.
- With a projected decline in enrollment and "revenue caps," the future looks challenging.
- Revenue caps do not meet the increased costs of current personnel (balance/_____) thus, requiring the differences to come from other areas (maintenance, supplies, textbook).
- The longer the caps are in place, the more the cuts affect students.
- We've had to reduce materials, equipment and delay maintenance and technology.

32. If you marked "Neutral" in question 29, briefly explain your answer.

- We have had to rethink our needs and wants.
- We were growing, and that has helped offset the effects others see.
- Limits to teacher salaries has led to staff unrest.
- We have yet to reach revenue caps.
- If the "OPEN ENROLLMENT" students continue to come and stay enrolled, we can stay even.
- We built a new building and the operation cost increase was greater than the revenue limit.
- Our enrollment has grown enough to allow our budget to increase. We are just now starting to cut back because of caps.
- Our revenue caps have been continually increasing because we are a growing district.
- We started in 93 in good financial shape. Enrollment has toned down slightly. Our resources are being depleted; the cuts are mainly coming in the next 3-4 years.
- Our tax base is small, we depend on federal dollars - impact aide - Title I etc. Our tax revenue is a little over 10% of budget.
- To date revenue caps haven't hampered the district because of projects the year before revenue caps and slight enrollment increases.
- Again - increasing enrollment has helped us.
- Prior to my arrival the board was extremely financially conservative. . . . There were large surpluses. I've had the good fortune to spend to the caps . . . I am not really sure of the impact of the caps.
- Hasn't been a factor.
- With staff aids and grants we have not had problems. However, we will be affected severely if we lose SAGE & Title I with our declining enrollment.
- _____ had a cushion in their budget before revenue caps.
- We've had increased enrollment - that has delayed our pinch.
- _____ is growing. Growth allows flexibility in fund allocation.
- As stated earlier, the revenue cap has had little impact on district.
- We have high state aid, increased enrollment, and before caps were a high spending district.
- The revenue limit can make it much easier for administration. We always know how much we have for our budget.
- Increased enrollments.
- We have been in great financial shape and are just beginning to feel the effects of the revenue cap this year for the first time.
- We are beginning to feel the pinch for the first time this year.

- Zero based budget practices have kept us in control.
- Increased enrollment has held us on track.
- This school district has traditionally been very frugal spending and probably would not have done business much different than has happened.
- Growth has ameliorated "revenue cap" constraints.
- We are a very low cost district; no frills, but, solid opportunities for kids.
- It has not affected our ability to provide what is needed and function effectively.
- Forced to make better priority decisions - reduced resources for a growing diverse population.
- It is unfair to put QEO limits only on instructional staff and administrators. Overall tax levies have been reasonable for school tax, but county and other taxes have picked up the slack when we've had a decrease. Schools still are blamed for high taxes. We have been able to survive, however.
- Keeps negotiations simple - controls spending.
- The QEO has to stay with revenue caps.
- Little or no impact because we are growing slightly each year.
- We have typically spent significantly under the cap.
- We have been able to maintain our programs and services to this point.
- Adding full time 5K and a new 4K program have helped increase FTE.
- Impact reality is anticipated over the next 5 years based on declining enrollment projections and 1st year impact public school choice participation.
- Our enrollment increases have allowed us to maintain quality.
- I am concerned about the future.
- Poor districts get poorer; rich get richer.
- We enjoyed a transfer of services from HCBB to local operation - exemption helps.
- It has had us be more responsible and resourceful - the declining enrollment clause has helped us.
- Promoted stronger business/fiscal management.
- Not hurt us yet.
- Had increasing enrollment - spent under limit each year. Carried over 75% of excess.
- We are a growing district. Money is available each year.
- Increases have allowed us to "slowly tighten the belt." Like the student enrollment story about the "frog that has the temperature slowly turned up," most people don't foresee the upcoming crisis.
- Has not been difficult with enrollments increasing.
- Although painful at first, it allowed us to gain control of spending - one primary reason is that it forces QEO for wage/benefit increases that correlates with inflation.
- Spending more wisely and local property taxes have held or declined; perpetuates status quo.
- The district (last 23 yrs) posed decisions on "Cost-Benefit," not "Wish list" and personal agendas. This has assisted us in meeting this challenge.
- Because of increasing enrollment, the revenue caps have not had an effect on programs.
- Although we have had an impact on maintenance of buildings our ability to provide an outstanding educational program for children without increased taxes has been OK.
- Due to successful referendum the impact has been lessened.
- We have had gradual enrollment growth so we've been ok!
- Essential growth, increased valuations.
- Enrollment grew until this year. The impact in the past was not severe; now we are in a serious problem unless enrollment increases again.
- We haven't had to make any changes because of the caps.
- It has greatly relieved citizen pressure in regards to taxes being too high. It has had a negative effect on maintenance this past year.
- It hasn't affected _____ yet, however, next year programs may need to be cut.
- So far we have been able to operate within the limits but it is getting extremely difficult.
- It has forced us to focus on our mission.
- Student growth has limited both the negative and positive impacts.
- We have not cut services, and, therefore, feel fortunate.
- I know our limit for 1999-2000 is already \$119,000 less than this year.
- The district experienced enrollment increases so was able to fair ok under the caps even when we had the middle school addition. We did have one building principal for 2 elementary schools.

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- It has not yet caused us to lose programs or staff but only because we are a growing district. If we start losing students, it will hurt.
- Revenue cap increases have increased but not at same rate as expenditures.
- Need to limit taxes balanced by need to maintain quality schools.

Footnotes

¹This was the area of greatest change between 1996-97 and 1997-98: 60.9% to 44.1%.

²"Property Tax Level in Wisconsin." Paper (#13) written by Rick Olin of the Wisconsin Legislative Fiscal Bureau. This paper is available on the State of Wisconsin website: www.legis.state.wi.us/lfb/index.html. Legislation passed in 1998 also exempted business computers from the local property taxes; however, the state agreed to reimburse local governments for revenues lost by using general purpose revenues.

³During the 1998 legislative session, business computer equipment also was exempted from taxation.

⁴Wisconsin Act 16 (1993) also changed the state's mediation-arbitration law for teachers. The law stipulates that if the combined salary and fringe benefit offer of the employer is at least 3.8%, this constitutes a Qualified Economic Offer, which is not subject to mediation-arbitration. For administrators who are not covered by the collective bargaining agreement, the total amounts available for increases in salaries and fringe benefits can be one of the following: (1) 3.8% of the total prior year's costs of salaries and fringe benefits for such employees, or (2) the average total percent increase in total salary and fringe benefit increases per employee provided by the school district for the most recent 12-month period ending on June 30.

⁵Superintendents from low spending districts consistently have argued that this legislation has "penalized" them for spending less than other districts or for having a "bare bones" budget during the base year of 1992-93.

⁶This is an average figure for all districts. The percent varies by the property value of districts.

⁷"Success Rate Drops for School Referendums," Milwaukee Journal-Sentinel, November 12, 1998. Also see "Property Tax Gains Up to 5.2 Billion." Wisconsin State Journal, Madison, Wisconsin, July 16, 1998. According to figures released by the Department of Revenue in December, 1998, school taxes increased 5.61% during 1998: "School Tax Rise 'Shocks' Zeuske," The Capital Times, December 11, 1998.

⁸Information provided by Robert Lang, Director of the Legislative Fiscal Bureau.

⁹As these data are reviewed, keep in mind that the percent figures shown in this table treat each cost cutting action as being equivalent. In other words, there is no distinction between a district which eliminates a few hundred dollars from a program and a district which eliminates the program entirely.

¹⁰See Projections of Education Statistics to 2007 which can be found on the U.S. Department of Education Homepage at the following internet address: <http://www.ed.gov/NCES/>.

¹¹According to data provided by DPI, 389 referenda have passed since the revenue caps went into effect. Of this number, most have been for building and maintenance; however, 92 were passed to exceed the revenue controls.

¹²The revenue controls were modified by providing: (1) \$3.2M for holding school districts harmless from declining enrollments which exceed 2% in the 1997-98 school year, and modify the provision to authorize a 75% hold harmless provision in 1998-99; (2) \$3.9M for school districts to recognize 20% of their summer school enrollment; (3) \$3M for a one-time per pupil revenue control inflationary increase from \$206 to \$211 in the 1998-99 school year; (4) \$2M to increase the low revenue limit exemption from \$5,600 per pupil to \$5,900 in 1997-98 and to \$6,100 in 1998-99; and (5) modify the Transfers of Service Law to provide more flexibility under the revenue controls. The Governor made a partial veto reducing the Legislature's request to allow school districts to spend \$217 per pupil in the second year. The Governor also partially vetoed the legislature's request for declining enrollment relief beyond the current biennium, committing to address this issue in the future.

¹³For example, in the 1996-97 study, districts with enrollment declines of 3% or greater reported 9 cuts (both mean and median values).

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

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

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

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

TOURISM IS IMPORTANT TO WISCONSIN AND BROWN COUNTY,
THEREFORE, THE GREEN BAY AREA VISITOR AND CONVENTION
BUREAU AND THE ENTIRE GREEN BAY AREA HOSPITALITY

PRIMARY
IN ORDER TO INCREASE
THE ECONOMIC
IMPACT OF
TOURISM

INDUSTRY URGES THE WISCONSIN LEGISLATURE TO KEEP THE
SCHOOL START LANGUAGE IN THE STATE BUDGET.

GREEN BAY AREA PUBLIC SCHOOL DISTRICT
GREEN BAY, WISCONSIN

TO: Joint Finance Committee

FROM: Green Bay Board of Education

DATE: March 24, 1999

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

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

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

UW COLLEGE/GOVERNOR'S BUDGET PROPOSAL

My name is John Reinke and I'm speaking in support of the Governor's Budget recommendations for the U.W. System.

I currently serve as President of the U.W. Marinette Foundation and feel I have clear insight to the value of the U.W. College System. I was a non traditional student who graduated from U.W. Marinette in 1987 and spent considerable time on the campus. I have been impressed with the tireless efforts of the faculty and staff of this institution.

While I support the entire budget recommendation of the governor, I want to focus on three specific initiatives. There is a total of \$2.5 million recommended for student and career advising with \$500,000 of that total targeted for the U.W. Colleges. This \$500,000 would allow us to increase our student services staff by 50%. This is much needed due to our 40% enrollment increase this year. We need the additional personnel to make our guaranteed transfer of credit program work as well as counseling our many non-traditional students.

The student services staff is working flat out to handle the current situation. Any future enrollment increases will strain their capacity beyond the limit.

As a former non-traditional student, I can attest to the continuing advisory need of this group of students.

The continuing appropriation concept is needed at our campus. Our recent growth and movement into distance education require us to cut expenses to meet the demand. The distance education program is very attractive to working professionals and other non traditional students. A more business like approach would be to give us the flexibility to spend some of the additional tuition revenue we are receiving on these new developments. It would be a worthwhile step in making our campuses more entrepreneurial.

In addition, the competitive pay plan has my whole hearted support especially as it relates to the U.W. Colleges faculty who are the lowest paid members in the U.W. System. Their dedication, ability, and tenure merit your support as well. We need to keep these professionals on staff especially

when you consider our rapidly increasing enrollment.

On a final note, our county board has approved and funded a \$5 million renovation of our campus which will begin this summer. They have recognized the need and the obligation to our community. I ask that you give us the support we need for the human capital side of our educational equation. Thank you for taking the time to listen to my concerns.

March 26, 1999

Committee Members:

I have come before you today not only as a student of the UW-system, but as a concerned resident, tax-payer, and regular voter of this state. My main concern centers around Wisconsin's ability to function in an increasingly diverse world and global workplace. I am also very concerned about the possibility of decreasing opportunities for students of color in this state, and the detrimental effects this has on the lives of all students. The reason for this concern centers around the considerable lack of proposed funding for Plan 2008; the diversity plan set forth by the board of regents to help aid students of color seeking higher education.

Plan 2008 was created with the understanding that increasing populations of people of color were not receiving adequate access and support in the UW-system. The strategies set forth by Plan 2008, once properly implemented, offer a comprehensive solution to the many challenges of students of color. Just as important, Plan 2008 promises to benefit all students by diversifying the university experience, and thereby better preparing students for life after graduation.

Over the past year, all the schools of the UW-system spent a great deal of time and effort developing individual plans that applied the ideas and goals of Plan 2008 to their specific campus needs. As this process neared a close, funding needs were pooled and a total request of just under \$7,000,000 was formed. To put this recommendation in perspective, in the next two years, UW-Green Bay will most likely spend \$2,300,000 to fund the budget of its university union alone. This figure is roughly 31% of the total funding requests of Plan 2008 for the entire UW-system. As you can see, the governor's recommendation is only 10% of the request. Not only is the total amount of funding drastically low, but it is structured in such a way as to give students of color no support once they enter a UW-system school. If funding for Plan 2008 is not well above and beyond the governor's recommendation, the state of Wisconsin as a whole will suffer.

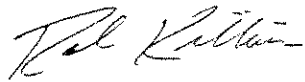
Increased diversity in education is absolutely essential for the future success and stability of this state. Over the past several years, our economy has become increasingly global in its nature and our state's population has become more heterogeneous than ever. People today are expected to interact, work, and appreciate people of many different racial and cultural backgrounds. Those people most familiar and comfortable with diverse backgrounds will be rewarded economically and personally. Others will be left wondering where everything went wrong. Once this reality of the future is understood, full funding for diversity in education through Plan 2008 becomes not only correct, reasonable, and just from a social and humanitarian standpoint, but from an economic standpoint as well. The benefits of which will be experienced by all residents of Wisconsin for generations to come.

Wisconsin has long prided itself on being a progressive state. Because of this tradition of forward-thinking, Wisconsin has remained a strong and viable state for its residents to grow-up, become educated, get a job, and raise a family. Full funding of Plan 2008 will help ensure that

this tradition and its related prosperity continues in the future.

I thank you for your time and look forward to your full support of Plan 2008 in the upcoming biennium.

Sincerely,

A handwritten signature in cursive script, appearing to read "Rob Killian".

Rob Killian

Mark Williams
Ashwaubena School Board President

The Ashwaubena, Green Bay and West De Pere School districts are all currently in the situation where we need to pass referendums to meet critical building Facility needs. Because our districts are in the negative tertiary aid category for State Aids, passing a referendum for our districts becomes extremely difficult. At this years Wisconsin Association of School Boards convention I submitted a resolution from the Floor for deligate consideration. The Resolution simply asks [that school districts like ours, be allowed to exclude Referendum Long term debt from the state aid formula] This would eliminate the negative tertiary aid for that portion of our budget only.

The resolution passed by a 76% - 24% vote of districts.

We feel that taxpayers be able to pay \$1.00 for 1.00 worth of products purchased not have to pay 1.30 for 1.00 ~~of goods~~ ^{of goods}, by ~~being~~ having to pay more because of Lost ^{state} aid. This would ~~be saved~~ ^{our \$5 billion} Ash taxpayers ^{over the life} of the debt on ^{only a 13%} ^{refuse} ~~only a 13% refuse~~. We don't feel this would ^{NOT} cause a hardship for other districts in the state, but it would help our districts and over 100 other school districts across the state immensely. We are asking that you please help changing this on the state level. Thank you for your help in this matter.

*Cooperative Educational Service
Agency No. 7*

Jim Coles, Administrator



Northeastern Wisconsin In-School Telecommunications

Studio B, IS 1040, University of Wisconsin

Green Bay, WI 54311

(920) 465-2599

TV 38
FM 89.3

March 25, 1999

Joint Finance Public Hearing Committee
Brown County Library
515 Pine Street
Green Bay WI 54301

Dear Member of the Joint Finance Committee:

Northeastern Wisconsin In-School Telecommunications (NEWIST) in Green Bay is a subsidiary of CESA 7 and was established in 1967 to provide instructional television services to public and private schools throughout northeastern Wisconsin. NEWIST/CESA 7 was in existence before the beginning of the Wisconsin Public Television network, providing its member schools with two hours of instructional television broadcast daily via time purchased from Channel 11 in Green Bay.

In 1972, Channel 38 in Green Bay became the first station in the new Wisconsin Public Television Network to go on the air. Schools in northeastern Wisconsin were now able to receive instructional television (ITV) programming all day, every weekday.

K-12 instructional television has changed a great deal since the first broadcast in 1967, with many multi-media resources now accompanying the programming in various curricular areas. There are computers, application software, CD ROM, Internet, VCRs, broadcast television, High Definition Television (HDTV) Digital TV, distance education networks, fiber optic distance education networks, etc. Instructional television programs now have these integrated materials which use the latest technology to help the K-12 student learn.

What hasn't changed from the beginning in 1967 is the excitement of the K-12 educational community around the use of instructional television in the classroom. Since 1967, with the establishment of NEWIST and the beginning of Wisconsin Public TV in 1972, Wisconsin is considered a model that other states are trying to emulate:

Northeastern Wisconsin In-School Telecommunications (NEWIST)/CESA 7, Green Bay, would like to request that:

- When the Joint Finance Committee considers in the 1999-2001 Biennial Budget the creation of a new non-profit corporation to manage public broadcasting that there be K-12 representation on the transition committee or the board of the new organization.
- Funding be considered for the conversion of public television in Wisconsin to digital in the Governor's Capital Budget. For public broadcasting to continue in Wisconsin and meet the FCC requirement for digital broadcasting beginning in 2003, funding for the conversion to digital must be apart of the 1999-2001 biennial budget. Since the federal government mandates that Wisconsin Public Television stations be able to transmit a digital signal by 2003 in order to keep their broadcast

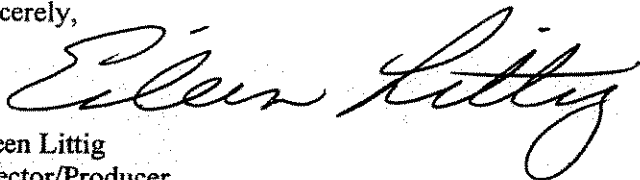
licenses, funding for the 1999-2001 biennium is targeted toward towers and transmitters and planning for the broadcast network center.

If funding were approved for the 1999-2001 biennium, there would be sufficient time to procure a contractor and complete critical tower and transmitter work. However, if funding were delayed until the 2001-2003 biennium, timelines would be dangerously compressed and multiple phases would have to be completed simultaneously.

Enclosed are documents that support these requests as well as information about the activities that NEWIST/CESA 7 has been engaged in implementing in northeast Wisconsin.

If you have any questions, please do not hesitate to contact me at 920-465-2599.

Sincerely,

A handwritten signature in cursive script that reads "Eileen Littig". The signature is written in black ink and is positioned above the typed name and title.

Eileen Littig
Director/Producer
Northeastern Wisconsin In-School Telecommunications

Northeastern Wisconsin In-School Telecommunications (NEWIST) in Green Bay is a subsidiary of CESA 7 and was established in 1967 to provide instructional television services to public and private schools throughout northeastern Wisconsin. NEWIST/CESA 7 was in existence before the beginning of the Wisconsin Public Television network, providing its member schools with two hours of instructional television broadcast daily via time purchased from Channel 11 in Green Bay.

In 1972, Channel 38 in Green Bay became the first station in the new Wisconsin Public Television Network to go on the air. Schools in northeastern Wisconsin were now able to receive instructional television (ITV) programming all day, every weekday.

The reason initial funding was given for Channel 38, Green Bay was education both for in-school K-12 and nighttime broadcast. In fact, it was called "educational television" in the early years, and some people in this area still call Channel 38 and Wisconsin Public TV "educational television."

K-12 instructional television has changed a great deal since the first broadcast in 1967, with many multi-media resources now accompanying the programming in various curricular areas. There are computers, application software, CD ROM, Internet, VCRs, broadcast television, High Definition Television (HDTV) Digital TV, distance education networks, fiber optic distance education networks, etc. Instructional television programs now have these integrated materials which use the latest technology to help the K-12 student learn.

What hasn't changed from the beginning in 1967 is the excitement of the K-12 educational community around the use of instructional television in the classroom. Since 1967, with the establishment of NEWIST and the beginning of Wisconsin Public TV in 1972, Wisconsin is considered a model that other states are trying to emulate:

- Instructional television (ITV) programming directly correlated to Wisconsin's Model Academic Standards
- Supplemental teacher materials such as *Parade of Programs*, *Interconnect* and teacher guides accompany the ITV series
- The teacher's role in the ITV program selection process including ITV PreViews and participation on Teacher Advisory Committees
- Tape Dubbing Service
- World Wide Web sites to complement and enhance the instructional programming
- A database of instructional resources giving quick and easy access to instructional program information using a key word, academic standard or curriculum emphasis as a starting point
- Production of multimedia projects such as *Wisconsin: Celebrating People, Place and Past* and the *Storylords* CD-ROMs

- Professional Development on-line services such as MATHLINE, ScienceLine, PrincipaLine; WASDILine
- Support of the regional educational telecommunications area directors such as SWECS, WWBIC, NEWIST, SEWIST, NIBS, and LSBIC, in their role in providing utilization training and support to school districts
- Production of programming to meet the specific curricular needs of Wisconsin such as *Investigating Wisconsin History* and the new culture, heritage and diversity series at the fourth grade social studies level, *Storylords* programming for the second and third grade reading level; and *Teaching Through Technology*, a professional development resource for teachers using technology in the classroom.
- Participation in national consortium productions, such as *Tracks: Impressions of America* at the fifth grade social studies level, and the conflict resolution series *Getting Along* for grades K-2 and *Working Together* for grades 3-6.

During this 1998-1999 school year there are over 130 ITV programs broadcast, all matched to the new Wisconsin Model Academic Standards. The new ITV Database on the Educational Communications Board's website correlates the Standards to each instructional television program that is broadcast.

NEWIST/CESA 7 works with public and private schools in northeastern Wisconsin in the use of instructional television programming in the classroom, offering inservice workshops for teachers on any of the ITV program that are broadcast, professional development workshops, and curriculum/technology workshops focusing on Internet resources for educators. NEWIST/CESA 7 provides monthly publications, a free-loan video library, access to a tape-dubbing service and local option broadcast which offers northeastern Wisconsin students programming that is unique to this area. Teachers from NEWIST member schools also have the opportunity to serve on the Teacher Advisory Committee which meets yearly to help select new ITV programming to be broadcast on the Wisconsin Public Television network.

Students and teachers from NEWIST member schools may be involved in NEWIST's television production: *Teen Connection* and *Parent Connection*, as well as other documentaries that NEWIST produces.

Because NEWIST is the established instructional television agency in northeastern Wisconsin, it also includes television production as part of its instructional services. NEWIST produces instructional television programs for the Wisconsin Department of Public Instruction and for the Wisconsin Public Television Network, whose broadcasts are used by 88% of the state's total school population, or approximately 800,000 elementary and secondary students.

Since its inception, NEWIST has produced over 8 million dollars worth of educational programming and has been awarded more than 75 major national instructional television awards. Funds for production have been garnered through state, federal and foundation grants; all

programs have been broadcast statewide on the Wisconsin Public Television Network as well as nationwide.

Television programs are produced in partnership with Wisconsin Public Television, Channel 38, Green Bay, which is a professional multi-media facility distinguished by an excellent staff of television production specialists, whose programming meets all the broadcast standards of the Society of Motion Picture and Television Engineers (SMPTE) and have received many prestigious awards. Television production at Channel 38 is exemplary, which can be verified by its many TV and videotape programs that are broadcast and disseminated nationwide.

Eileen Littig, Director of NEWIST/CESA #7, creates, directs and implements the projects. She has produced more than 300 television programs for children and has five TV series in national distribution, has received many national awards for television production and has completed a series of television programs on the feminization of poverty, sex equity, sexual abuse, single parents, emotional abuse, teenage suicide prevention, helping children cope with death (cancer), adolescent pregnancy, preventing child abuse and neglect among teen parents, preventing child abuse and neglect among children of alcoholic parents, AIDS education for junior and senior high school students, homelessness in Wisconsin, women and children with AIDS, drugs and violence and at-risk children.

Ms. Littig, NEWIST, and Wisconsin Public Television, Channel 38, have received many national TV production awards including: International Film and Video Festival of NY, Chicago Film Festival, CINDY in Los Angeles, Central Educational Network, Ohio State, National Association of Educational Broadcasters, Birmingham International Film Festival, Houston International Film Festival, National Commission on Working Women, Wisconsin League of Women Voters, Wisconsin Council on Youth Suicide Prevention, Wisconsin Center for Public Representation, Wisconsin Committee for the Prevention of Child Abuse, National Educational Film & Video Festival and National Council on Family Relations, Midwest Emmy, etc.

Projects NEWIST/CESA 7 and Wisconsin Public TV are currently working on in the Channel 38 area:

NEW FACES ON MAIN STREET- 60 minute documentary on the Latino and Southeast Asians in Northeastern Wisconsin. Mayor's Neighborhood Resource Board will be having Public Hearings beginning March 11 on housing, employment, social service and youth issues (in Green Bay at Howe School)

TEEN CONNECTION (4 sixty minute live call-in television programs each year on issues facing youth produced in the Green Bay Wisconsin Public TV studios and broadcast live statewide on Wisconsin Public TV--over 36 programs produced over a 10 year period)

PARENT CONNECTION (4 sixty-minute television programs each year on the issues of parenting produced from the Green Bay Wisconsin Public TV studios and broadcast statewide--in our 2nd year.)

Producing a 60-minute program called **HMONG IS OUR WORD FOR FREE** about the Hmong in northeastern Wisconsin.

Producing a 60-minute program with middle school girls entitled **BEYOND THE BUTTERFLY** - working with 25 classrooms throughout the state on what these young girls are thinking, doing and feeling.

NEWIST is excited by the prospect of High Definition and Digital Television because we will be keeping up with the industry standards. We are excited about working in the schools with the latest technologies that will help the students of Wisconsin learn.

NEWIST has been working with our schools for over 32 years, and it has been a wonderful technological journey. We would like to see a K-12 representative on the transition committee or the board of the new organization so that we can continue to meet the needs of Wisconsin students.

For over 32 years we have had Teacher Advisory Committees from this area that have helped select the ITV programming that is broadcast statewide. In fact, we just finished this selection process less than a month ago.

We are now conducting Internet workshops in the schools helping teacher correlate the ITV programming with new resources. We are seeing a great deal of excitement in our area about these new technologies including HDT and Digital TV.

We encourage the Joint Finance Committee's support the 1999-2001 Biennial Budget Proposal to convert public TV in Wisconsin from analog to digital. In order to meet FCC requirements for digital broadcast by 2003 so public broadcasting continues in Wisconsin, funding for the conversion to digital must be a part of the 1999-2001 biennial budget. Digital TV and multi-channel broadcast provide great opportunities for Wisconsin schools, making available data and additional information during the broadcast for use by teachers and students.

Basic to our state's progress in economic development

Critical to the advancement of new generations of learners

Vital to personal enrichment and quality of life

Essential to the development of teaching and lifelong learning in Wisconsin

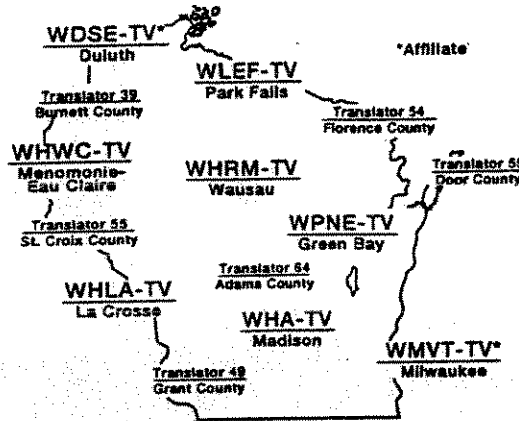
The Wisconsin Educational Communications Board (ECB) produces and delivers curriculum-based multi-media programs for Wisconsin learners of all ages.

The ECB's partners in programming production, acquisition, and delivery include:

- PK-12 schools
- regional educational telecommunications areas
- cooperative educational service agencies
- the Wisconsin Department of Public Instruction
- the University of Wisconsin
- the Wisconsin Technical College System
- independent colleges and universities
- state and federal PK-12 projects

Funding for instructional programming is provided by:

- \$1.2 million in program revenues
- \$1.8 million in general purpose revenues, appropriated by the Wisconsin Legislature



Wisconsin Public Television stations, affiliates, and translators

Instructional Programming Services Annual Broadcasts

PK-12

- 1,085 hours for PK-12 classrooms statewide
- 1,680 programs in 16 curricular areas
- 130 series used by 37,000 Wisconsin public school teachers
- 565,000 public school students reached

Adult Learning

- 50 credit-bearing telecourses for the UW and Technical College systems
- 10 non-credit telecourses
- Enrollment for credit of over 8,000 students

Current Projects Package Video, Web and CD-ROM

- *Wisconsin Cultural Heritage* includes the ECB's first digital video, sharing the New Dawn of Tradition Powwow with fourth graders
- *Wisconsin: Celebrating People, Place and Past* CD-ROM guides elementary students through Wisconsin history with a complementary Sesquicentennial Web site
- *Storylords* CD-ROM continues to capture students' imaginations through fantasy while teaching reading comprehension strategies
- *Conflict Resolution Project (Getting Along/Working Together)* helps PK-6 students develop skills needed to resolve conflicts peacefully in their day-to-day activities

ECB On-Line Services

- *ECB Home Page, www.ecb.org*, directs users to the transition to digital television and a database of all broadcast and computer-based instructional programs, including correlations with Wisconsin's model academic standards
- *Web sites enrich and enhance ITV programs: Tracks, Exploring Wisconsin Our Home, Investigating Wisconsin History, and Teaching Through Technology*
- *Surf Report* guides teachers and students to educational sites on the Web

WECB Online

- *MATHLINE* – Professional development for K-12 teachers fosters state standards through online yearlong professional development
- *WASDILine* – Wisconsin Academy Staff Development Initiative, a statewide NSF-funded project for K-12 math, science, and technology
- *PrincipaLine* – Network serving more than 1,000 principals in collaboration with AWSA
- *SCIENCELINE* – Modeled after MATHLINE, science teachers of grades K-5 come online in 1999
- *TIEIn* – Run by Nicolet Distance Education Network to facilitate curriculum development by math and science teachers in rural northern Wisconsin

Annual Outreach through management and co-sponsorship of the Governor's Wisconsin Educational Technology Conference plus presentations at many statewide and regional conferences

The Case for Digital Television

Digital television (DTV), the first new television system in 50 years, is here. DTV is a convergence of broadcasting and computer technology that will provide

- stunning picture quality when transmitting in high-definition television (HDTV) mode,
- CD-quality sound,
- multiple channels, and
- a high-speed, high-capacity data delivery system that can serve the education and training needs of Wisconsin citizens.

DTV is a reality. Television stations are building DTV transmission and production facilities. Retailers are selling HDTV sets to consumers.

As of November 1998, 42 stations across the country, including WKOW-TV in Madison and Milwaukee Public Television, were transmitting a digital signal. These 42 stations serve 37.4 percent of U.S. homes. By the end of 1999, 50 percent will be served. By May 2002, all households will be served by commercial stations.

Commercial broadcasters are required to transmit a digital signal by 2002. Public broadcasters must meet this requirement by 2003.

Wisconsin Public Television (WPT) will be able to convert to digital only if the state provides the funding to make it happen. Without this funding, public television will go off the air in large areas of Wisconsin (roughly, the area north of a line from Prairie du Chien in the southwest to Pembine in the northeast).

Wisconsin must decide between realizing the potential of DTV for furthering the education and training missions of our schools, colleges, and employers, or losing this potential forever. Two issues are at stake in the decision to continue WPT by funding the cost of transitioning to digital television:

- What is the value of what we are doing now and will continue to do?
- What will the new technology enable us to do?

Current Service

National public opinion polls rank public television third highest in terms of perceived value of government services (63 percent of respondents), after national defense (67 percent) and public radio (65 percent).

Wisconsin Public Television is the only statewide television network that can reach all the state's citizens with Wisconsin news and programming, such as the Sesquicentennial programs aired during the past year, the governor's State of the State address, and election debates. In addition,

- 472,000 Wisconsin households tune into WPT each week.
- 60,000 Wisconsin households contribute almost \$4 million to support WPT.
- 37,000 public schoolteachers use in their classrooms the instructional television programming that is broadcast on WPT.
- 565,000 Wisconsin schoolchildren view WPT's instructional television programming each school year.

Digital Broadcasting Technology

Digital broadcasting, of which HDTV is one aspect, allows the following new capabilities:

The Convergence of Computing and Broadcasting

Digital television will enable us to blend the powerful technologies of computing and broadcasting. Computing applications will be able to make use of DTV's high-quality video and audio.

Broadcasting will be made more interactive and user-oriented by use of computing technology.

Multicasting

When not in the high-definition mode, DTV can transmit four to six channels in standard definition television (SDTV) that will provide a major new delivery technology for education at all levels, employee training, staff development, and more programming diversity.

Datacasting

The digital capacity of DTV will permit transmission of a variety of media, including video, audio, and data. The transmission rate will be 700 times faster than current telephone modems.

Datacasting could support video-on-demand for many purposes. Teachers could identify materials for classroom use, which could be delivered directly to the teacher's school with very little, if any, time delay.

State employee training also could be delivered statewide. The Wisconsin Technical College System could deliver basic skills programs, customized labor training, and employee training to people at their workplace or in their homes at times of their choosing. The University of Wisconsin is designing courses to be delivered using DTV.

Multichannel Sound

Digital television allows for 5.1-channel surround sound, providing a theater-quality experience that will enhance any program content.

Stunning Picture Quality

With six times the detail of current TV sets, HDTV sets display brighter colors and sharper images. Further enhancing the HDTV visual experience is a wider screen format, a 16-by-9 display ratio for HDTV versus 4-by-3 for analog TV.

These features not only are aesthetically enriching, they open up new avenues of media application. For instance, because a digital picture is free of distortion and interference, it now is possible for the media to serve professional fields such as telemedicine and nursing.

DTV Funding

The Educational Communications Board has submitted a 1999-2001 capital budget request which will ensure that Wisconsin citizens will have access to DTV technology. A national consultant's report estimated the total cost of converting ECB facilities to digital at \$44 million over several biennia.

The University of Wisconsin has identified additional costs for production facilities (\$17.6 million) and a transmitter and associated tower (\$2.8 million). Federal funding and a capital campaign are anticipated to offset some of the cost, especially in the area of production. In addition, equipment costs likely will decline significantly as manufacturers reach full production levels.

The request reflects a phasing of implementation over a four-year period. Since the federal government mandates that WPT stations be able to transmit a digital signal by 2003 in order to keep their broadcast licenses, funding for the 1999-2001 biennium is targeted toward towers and transmitters, and planning for the broadcast network center.

General obligation bonding authority of \$14.2 million has been requested. It is critical that this funding be provided if WPT is to meet the federally mandated deadline for conversion to digital television.

If funding were approved for the 1999-2001 biennium, there would be sufficient time to procure a contractor and complete critical tower and transmitter work. This phase could be completed before beginning work on the broadcast network center. However, if funding were delayed until the 2001-2003 biennium, timelines would be dangerously compressed and multiple phases would have to be completed simultaneously.



United Council

of University of Wisconsin Students, Inc.

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

Comments of

John Grabel, President

on

UW System's 1999-2001 Biennial Budget

March 26, 1999

Before the Joint Committee on Finance

Chairperson Gard, Chairperson Burke members of the Joint Committee on Finance, thank you for the opportunity to speak to you today. My name is John Grabel, President of the United Council of University of Wisconsin Students. United Council represents over 140,000 students at 24 UW campuses.

For over a year, students throughout Wisconsin have engaged in the 1999-2001 biennial budget process. We began last year, working with UW System administration and the Board of Regents on a set of priorities for this budget cycle. Since then, students have consistently played a role in the process, working to ensure that their voices were heard at each level as the budget progressed.

With the release of the Governor's budget, students turn to the legislature as you will work over the next few months to finalize Wisconsin's biennial budget.

In 1995, my predecessors had a difficult fight on their hands. Then, the UW System faced a \$33 million cut to its base budget, with no money for new initiatives. The UW System is still recovering from those measures, which severely hampered the ability of students to access a quality, affordable public higher education in Wisconsin.

For the 1999-2001 biennium, the proposed budget is certainly a lot better for students. The state has the complicated task of balancing educational excellence and academic quality with affordability to ensure the greatest access for the broadest range of Wisconsin's citizens. In the proposed budget, it is clear that technology, information, and affordability are key priorities.

Students prioritized five items in this budget—libraries, career and academic advising, *Plan 2008: Quality Through Racial and Ethnic Diversity*, tuition and financial aid. Years of under-funding have stressed UW libraries, the backbone of any institution of higher education. UW System requested \$12 million for libraries; the Governor funded \$7.334 million of that request, nearly 65% of the requested

money. Students are pleased with this level of funding and would like to see it preserved.

Next, students focused on career and academic advising. Professional, quality advising helps to reduce time-to-degree and credits-to-degree by ensuring that students are taking the courses they need to graduate. Additionally, advising helps ease transfer between institutions by ensuring that students do not lose credits when they transfer, forcing them to take extra classes.

UW System requested \$5 million for advising and student services; the Governor proposed \$2.5 million for advising, \$2.2 of which is from tuition alone. The state must make a commitment to professional, quality advising by investing state GPR dollars to bring the funding up to UW System's budget request.

Plan 2008: Quality Through Diversity is the ten-year diversity plan passed by the Regents in May 1998. *Plan 2008* aims to increase the racial and ethnic diversity of the university through pre-college programs, recruitment and retention, scholarships, and community and business partnerships. UW System requested \$7 million for *Plan 2008*; the Governor funded \$732,000.

The proposed funding of \$732,000 is slated for the second year of the biennium and will address pre-college programs only. This funding is simply inadequate if *Plan 2008* is to have any hopes of succeeding. Students are seeking funding for the GPR portion of UW System's budget request for *Plan 2008*.

The final two issues I will address are tuition and financial aid. As tuition continues to increase at four times the rate of inflation, average Wisconsin students are priced out of an education. In the 1997-99 biennium, tuition increased 13.2%. The Governor's budget calls for 2.1% tuition increases in each year of the biennium. While this is significantly lower than last biennium, it is an incomplete number. The Governor's budget does not account for the 5.2% increase in faculty pay for both years of the biennium that was forwarded by UW System. Without state GPR support for the faculty pay increase tuition could increase as dramatically as it did in the 1997-1999 biennium.

Finally, the Governor has proposed increasing the Wisconsin Higher Education Grant (WHEG) by 6% in each year of the biennium. Students feel this proposal is desperately needed given the rapid increase in student debt which on average is now more than \$14,000 per student upon leaving UW System. Additionally the Talent Incentive Program (TIP) and the Lawton Undergraduate Minority Retention Program should receive the same increase as state grant aid across the board has fallen behind tuition increase over the last ten years. Currently the average WHEG award is just over \$1,000. This does not cover even one full-time semester's worth of tuition at any UW System institution.

Students urge legislative support for the Governor's proposed WHEG increase. Students also support commensurate increases in the TIP and Lawton programs, which serve the neediest students in the state and work to increase the diversity of UW System campuses respectively.

Michelle Diggles, United Council's Legislative Affairs Director will now comment on the Tuition Flexibility proposal in the Governor's budget.



United Council

of University of Wisconsin Students, Inc.

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

Comments of

Michelle Diggles, Legislative Affairs Director

on

Tuition Flexibility

March 26, 1999

Before the Joint Committee on Finance

Members of the Joint Committee on Finance, ladies and gentlemen, good morning and thank you.

The proposed 1999-2001 Biennial Budget includes a provision which would allow the Board of Regents complete control over setting tuition levels and spending tuition revenue. I am here to respond to this Full Tuition Flexibility proposal which would fundamentally change the way decisions about tuition are made. Students are very concerned about tuition increases which could result from this new authority. By removing all control and legislative oversight, there would be no check on how much tuition could increase.

High tuition increases continue to be the number one concern of students throughout Wisconsin. Tuition increases equate to a tax increase on the working and middle class families of Wisconsin. According to the American Council on Education, every \$100 increase in tuition/fees results in a 2.2% decline in enrollment for students whose families earn \$30,000 a year or less. Access to a public higher education in Wisconsin is being denied to the sons and daughters of Wisconsin's future.

Based on the use of tuition flexibility in the 1997-1999 biennium students see Full Tuition Flexibility as a threat to their ability to attend UW System institutions. In the 1997-99 Biennial Budget, the Regents were given limited tuition flexibility at 4% in the first year of the biennium and 7% in the second year of the biennium, specifically designed to be used for the faculty pay plan to bring salary levels for UW faculty up to peer averages. This limited tuition flexibility was intended for one-time use, and the legislature included a sunset clause to ensure that flexibility would not be a permanent policy change. Due to a lack of state support for faculty pay increases in the 1997-99 biennium, the Regents were forced to raise tuition 13.2%.

Students across Wisconsin see the move towards Full Tuition Flexibility for the Regents as a way to balance the state budget on the backs of students. With Full Flexibility students would suffer large tuition increases anytime UW System was underfunded in the budget process. Furthermore, any

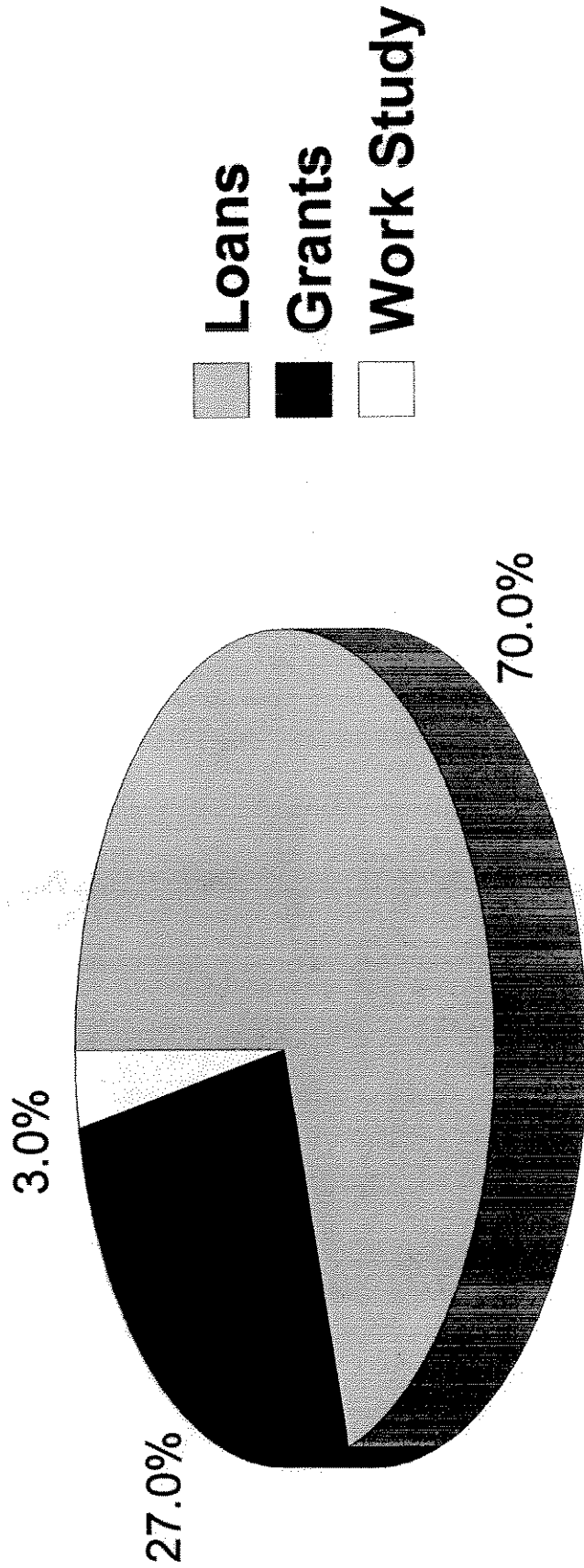
tuition increase, which erodes the accessibility of UW System, would be the fault of the Regents. Without legislative oversight the people of Wisconsin would have no one to hold accountable if they cannot afford a college education.

In the past two biennium, students and their families have felt the sting of tuition increases due to a lack of state support for the UW System. As a result, the quality and affordability of higher education in Wisconsin has been compromised to the point where the UW System finds itself in a critical state. While the proposed 1999-2001 Biennial Budget does include significant increases in state funding for the UW System, tuition flexibility creates the potential for greater tuition increases, which effectively closes the door to higher education for Wisconsin's working and middle class families.

Thank you.

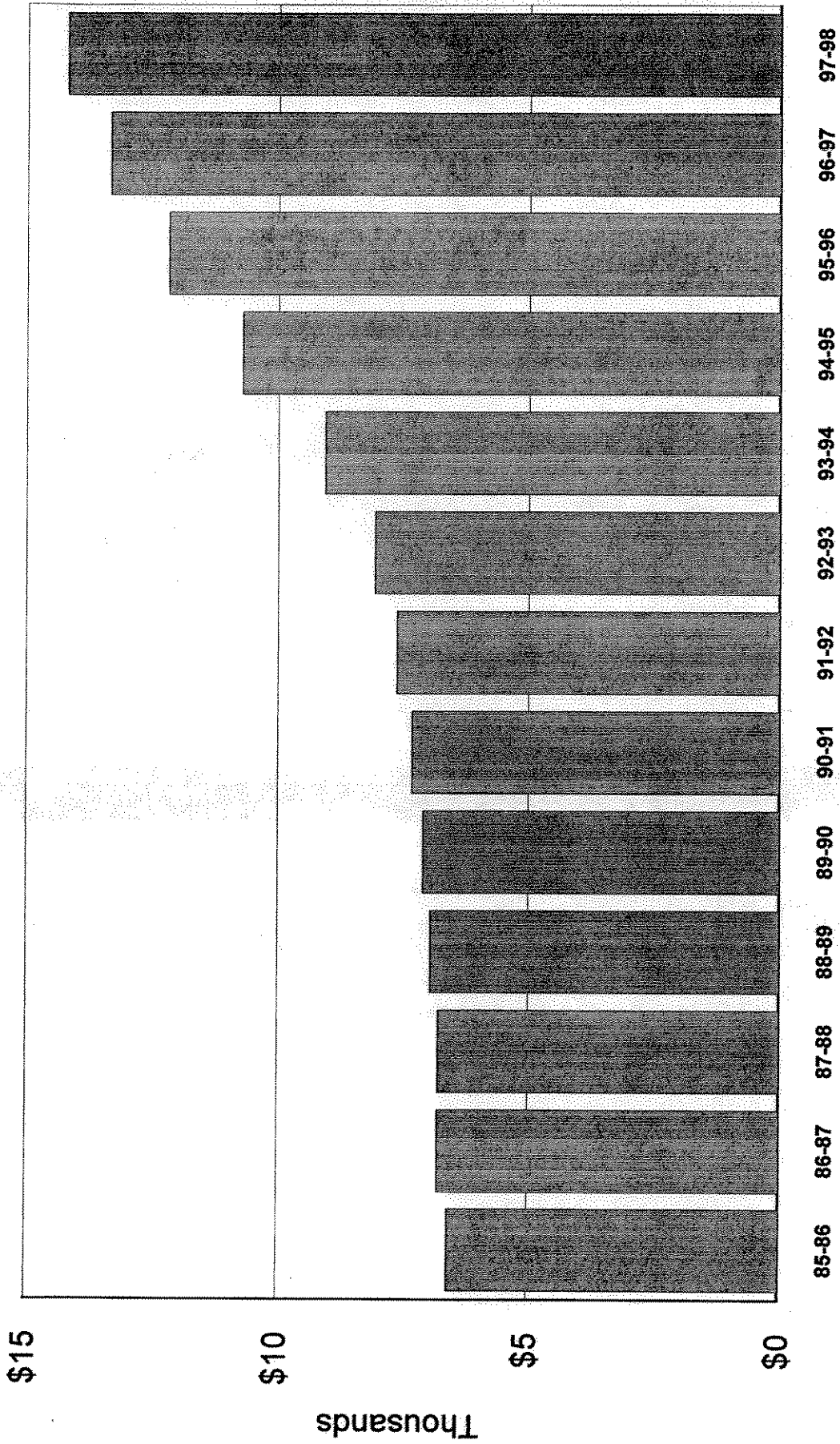
Financial Aid by Type 1997-98

56% of all undergraduates received financial aid
in the 1997-98 academic year.



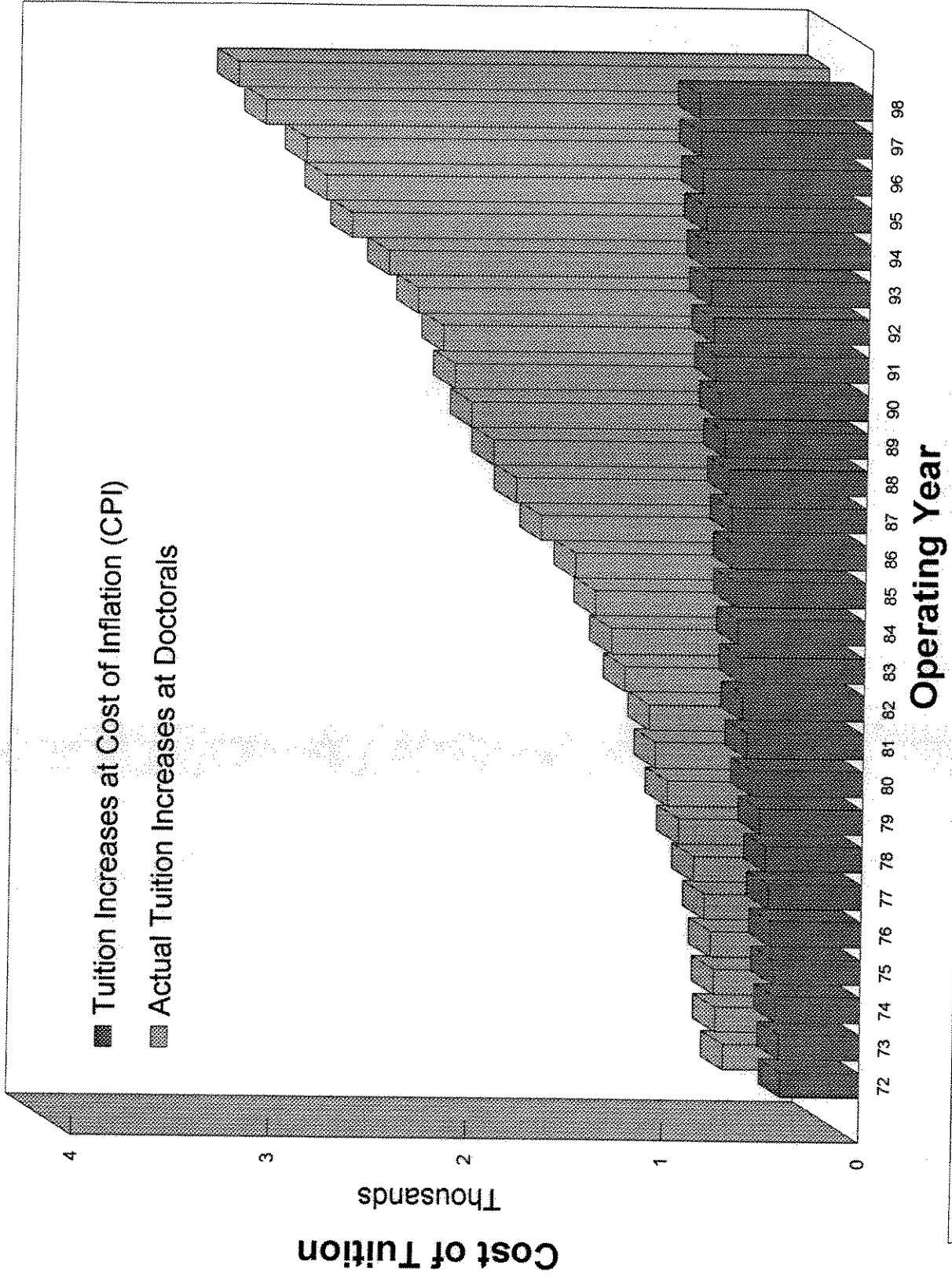
For more information contact United Council of UW Students at 608/263-3422. Copyright March 1999

Average Undergraduate Debt Upon Graduation



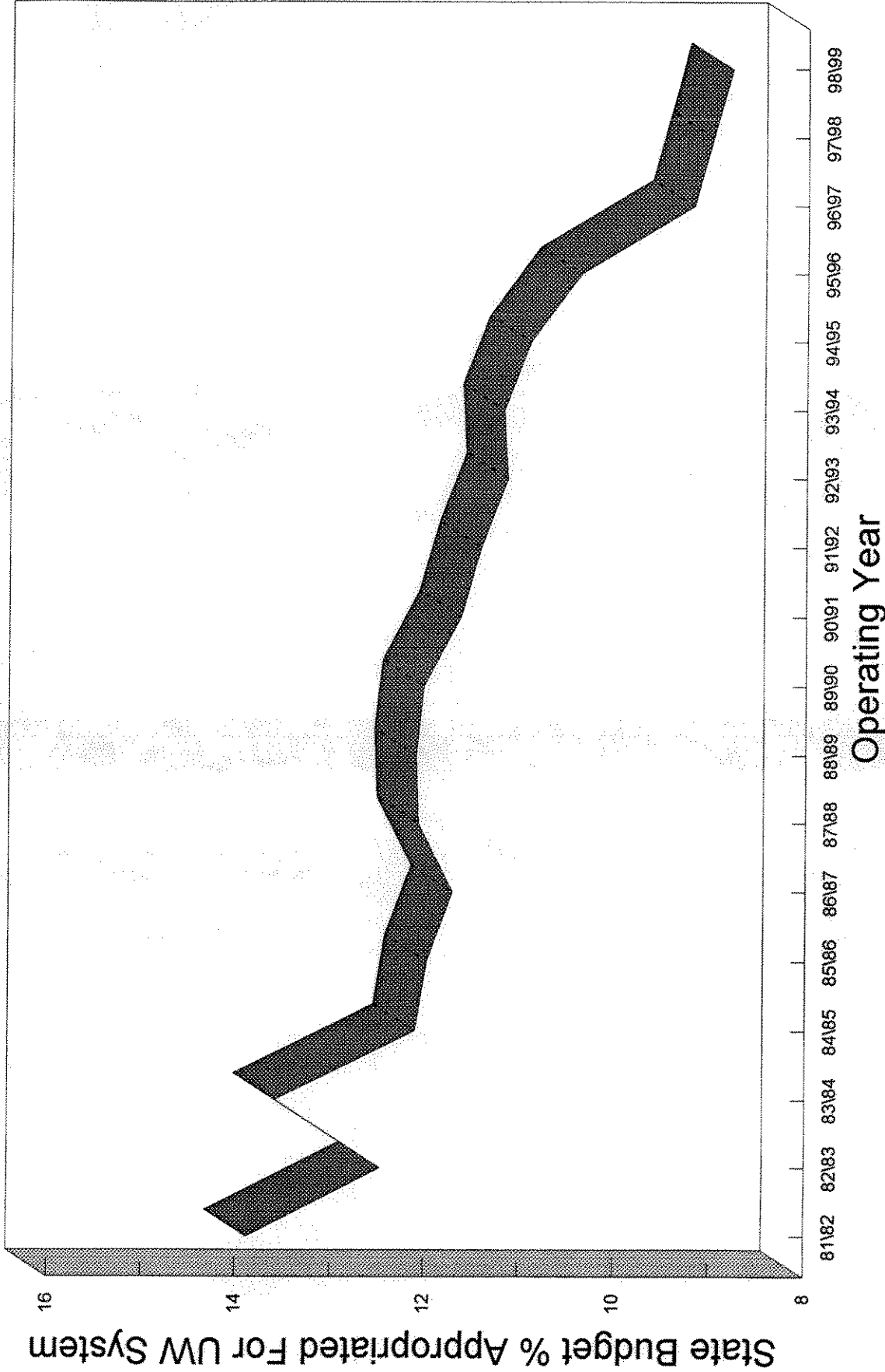
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Actual Tuition Increases vs. Tuition Increases at the Rate of Inflation



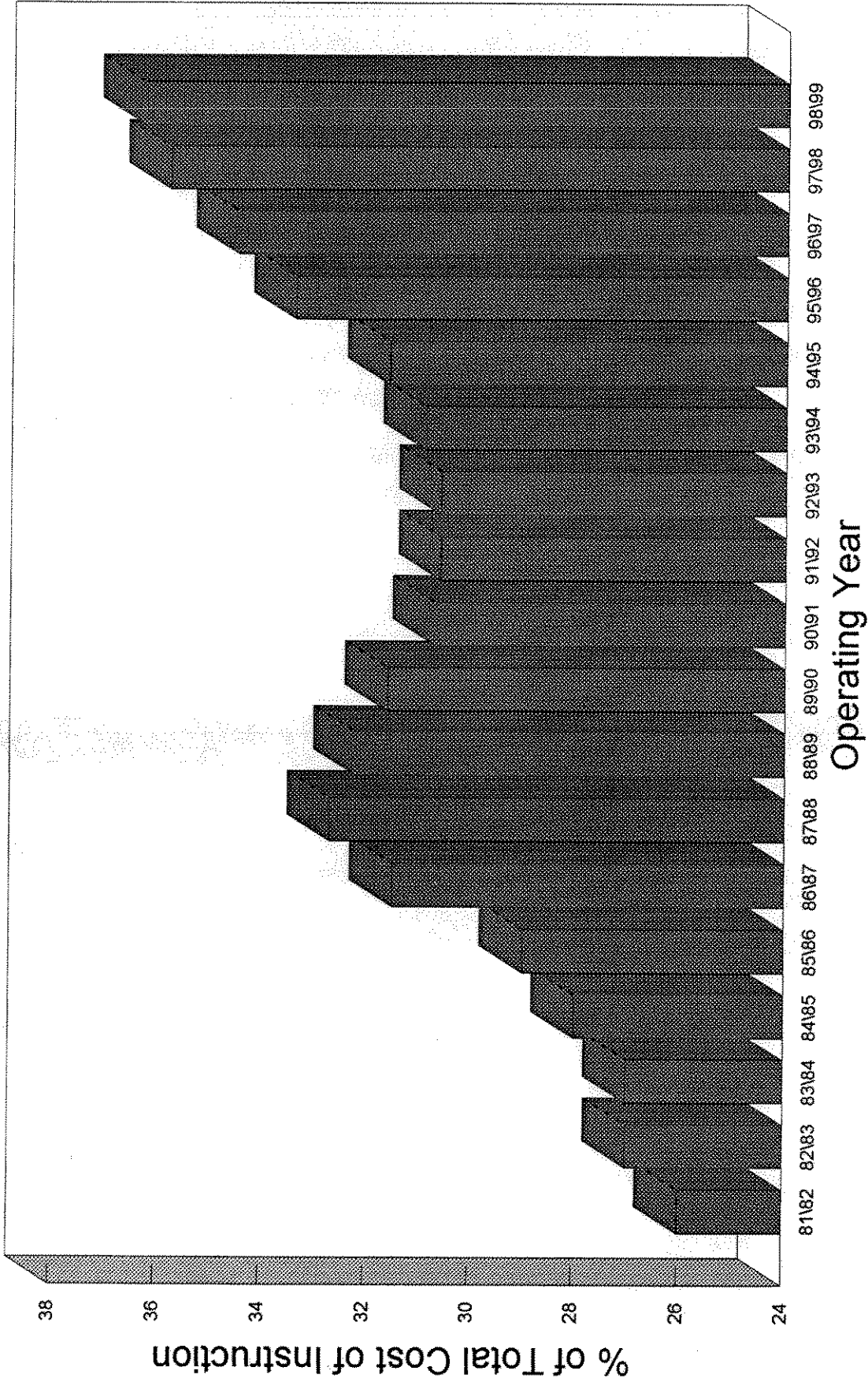
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Percentage of WI State Budget (GPR) Appropriated For The UW System



For more information contact United Council of UW Students at 608/263-3422. Copyright March 1999

Percentage of Total Cost of Instruction Paid By Resident Undergraduate Students



For more information contact United Council of UW Students at 608/263-3422. Copyright March 1999.

March 26, 1999

Joint Finance Committee Public Hearing
Brown County Library

I am the Preschool Programs Coordinator/Head Start Director in the Green Bay Public Schools. I have worked in education for twenty-four years, twenty of those in preschool. For seven years, I was a teacher in Head Start and for the past thirteen, I've been in program management.

Head Start works with low-income parents and children. I have seen AFDC and W-2 and have a pretty good understanding of the hopes, dreams and struggles of our families.

Governor Thompson's proposed initiatives in the area of child care and early childhood education are a positive step. Quality child care begins a process that develops quality young people who have a good chance to be productive citizens. The proposed co-pay changes:

- Lowering maximum co-payment to 12% of a family's income.
- Reducing co-payments for children in part-time care and,
- Reducing co-payments for the first month for parents leaving W-2 for unsubsidized employment

encourage the use of licensed child care, placing children in positive learning environments.

The initiatives concerned with eligibility will do the same as:

- Increasing initial eligibility to 185% of the federal poverty level.
- Establishing eligibility for parents of disabled children, ages 13-18
- Expanding eligibility to include parents who are taking GED, HSED, basic education or ESL courses in order to seek better employment.
- Making the income test look at net income, not gross income and,
- Not counting child support payment as income

are all designed to bring quality child care to more children.

I encourage you to support the \$4.95 million dollar increase in the state Head Start supplement in each of the next two years. While the present state funding is only 8.5% of the amount provided federally, it has allowed Head Start programs across our state to extend our services to 1289 more children.

Head Start budgets are always tight. Going without even a cost-of-living increase in state funds since 1993, programs managed to continue services without reducing enrollment by very many children. The additional funds will help in this area and allows us to explore service designs that better serve the needs of young children living in poverty today, as well as reach more families.

Head Start is in touch with families living in poverty. We are a partner with other agencies and work hard to help parents access W-2 services and become self-sufficient, contributing citizens. All of our systems are in place – we just need adequate funds to maintain quality programs to get the job done.

Sincerely,

A handwritten signature in cursive script that reads "Tom Mattke".

Tom Mattke
704 Merlin Drive
Green Bay, WI 54301
(920) 337-9935 (h)
(920) 448-2226 (w)



WISCONSIN TOURISM FEDERATION

Members

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

Joint Finance Committee

Co-chairs Senator Burke and Representative Gard

RE: WTF and WRA support for budget proposal to start the fall
school term for K-12 schools after September 1

March 26, 1999

Testimony by

Edward J. Lump

President, Wisconsin Tourism Federation

Executive Vice President, CEO, Wisconsin Restaurant
Association

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

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

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

1. A 1977 field study by the Wisconsin Department of Tourism
identified the time of the year that people were most likely to
vacation in Wisconsin. The highest frequency months mentioned

The Federation of Wisconsin Hospitality/Tourism/Recreation Groups

44 E. Mifflin St., Suite 101, Madison, WI 53703 • 608-286-9599 • Fax 608-286-0766

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

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

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

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

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

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

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

Finally, Tourism is one of Wisconsin's top three industries. In 1997, travelers spent an estimated \$6.7 billion in the state, with \$ 3.3 billion spent between May and August. Travel spending generated more than 200,000 full-time equivalent jobs and \$4 billion in income for Wisconsin residents.

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

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

Thank you for your consideration.

***INFORMATION RECEIVED FROM THE
WISCONSIN DEPARTMENT OF TOURISM***

Social Trends and Economic Impact Among Wisconsin's Summer Family Travelers

- According to the Wisconsin Department of Revenue, of the 2,459,000 households filing tax returns during 1997, 25.66% have dependent children. Of these 447,000 or 18.18% of all tax filers are dual income parents filing jointly and 7.48% are single parent working households.
- Based on the University of Wisconsin's Applied Population Lab, of the 651,278 households with children, 56.8% have dual income parents and 16.6% have working single parents, implying that 73.4% of all households with children have familial occupational time constraints.
- According to a study funded by the National Institute of Child Health and Human (NICHD) Development, 75% of mothers of school-age children are employed.
- A substantial number of Wisconsin school children are engaged in organized summer athletic, academic, arts or other extra-curricular activities. The NICHD study noted that children in after school programs had fewer emotional and behavioral problems and better grades when a firm but responsive parenting style was present.
- Wisconsin Department of Tourism quantitative and qualitative research has identified family and couples as primary traveler market segments. Within both segments, the need to reduce stress caused by the compression of available leisure time and the need to re-unite with family or spouse have both been identified as the primary drivers in the need for a vacation.
- The majority of extra-curricular organized summer activities engage in by school children typically lasts well into or through the end of July.
- The first 2 weeks of August are the peak vacation season for the families with children. This appears to be the case as most organized activities prevent June and July vacations and most families need to get their children back and prepared to start the new school year by the 3rd week in August.
- The limitation of available family time for vacationing or other opportunities for families to unite in quality time has been substantially diminished over the past decade.
- Wisconsin's teachers, many of whom are parents, may also benefit with extra time for their personal and family needs. Much of their summer period is used extensively for second careers, attending to family and children as well as further career education and preparation for the coming academic year.
- According to a recent study conducted by the University of Michigan Institute for Social Research, children's free time has decreased from 40% to 30% due to the increase in school hours, athletics and other activities and more time dedicated to study.
- Pre-school daycare hours have increased from 11.5 hours per week in 1981 to 20 hours in 1997. Overall, kids under 13 have also decreased their television viewing from 120 minutes to 90 minutes during this period.

Socio-Economic Implications

- Of the \$6.735 billion in 1997 traveler expenditures, nearly 50% or \$3.256 billion is generated during 1/3 third of the year, May through August. Of those expenditures, 77% is the direct result of leisure travel. The end of July and the first 2 weeks in August are the peak of the summer leisure travel season. August alone, which exhibits a sharp decline in travel volume during the second two weeks of the month, still accounts for about 30% of all travel from May through August.
- In a summer 1997 field study conducted by the Wisconsin Department of Tourism, respondents were asked to identify the time of year they were most likely to vacation in Wisconsin. The highest frequency months mentioned were June at 33.7%, July at 56% and August at 57.3%. January through April accounted for 17.6% collectively while September was mentioned with a 17.1% frequency.
- A series of other seasonal field studies conducted during 1997 and 1998 by the department indicate that summer is significantly higher than all other seasons for family travel with children. In the summer segment, 42.6% of all leisure travelers described their travel party as husband/wife/kids. In the winter and spring segments, only ¼ of those interviewed offered the same description of their travel parties. Fall was also less family oriented with slightly less than one-third of the respondents indicating they were traveling with their children.
- In a separate department study conducted during the spring of 1998, 22.5% indicated that they were traveling with children 12 years and under and a portion of which (12.3%) also included young adults age 13-17. The figures are similar for those defining their travel party as a combination of friends and family.
- Extending the school start date into early September will not guarantee that all families with school age children who have not yet taken a summer vacation will during late August. However, based on the data of preferred times for family vacation scheduling and the financial contribution that occurs even with a shortened August vacation period, there is a high probability that many who have not yet vacationed will choose to use this extra time during August to do so.
- There is a reasonable probability that some shifting of vacation schedules into late August from June or July would occur do to the additional time provided with an extension of the school calendar. However, with the patterns found in family travel research, mid July through August are still the most highly utilized. This is apparent from the combination of the variability of early summer weather, the volume of children involved in organized early summer sports, academic and artistic activities and the significantly diminished presence of children vacationing during other seasons of the year.
- Regardless, given the expressed *time compression* of our residents, providing some of them with an additional week or so during the summer period has other positive social implications. Additional quality family time before the new school year commences, extra work hours available for students who choose to increase their summer incomes and a dispersion of travel over a greater period of time to minimize the congestion that occurs in some summer vacation destinations.

Operational and Functional Considerations

Based upon various options suggested and concerns raised over the ramifications of adjusting the K-12 school schedule, the following operational considerations may offer cost effective alternatives without impacting the quality or quantity of educational opportunities in Wisconsin's school system.

- Operationally, if the number of minutes per school day was increased to off-set the shift in school start, other vacation and in-service periods during the school year including the summer vacation period would not need to be adjusted to maintain the number of class hours required. This offers teachers and school boards the ability to negotiate the details of their local schedules without impacting other industries accustomed to the current system.
- Teachers and students are already in attendance during school hours thus increasing the length of the day slightly would create a greater level of operating efficiency in student/teacher transportation, school heating/cooling and many other fixed costs associated with opening or keeping any physical plant operational.
- Although Wisconsin's school children scored among the highest in the nation in recent academic tests, if the quality of our current education is suspect, more time in school may not be as much of a remedy as implementing innovative changes in curriculum and teaching methodology.
- If interactive and asynchronous distance learning is integrated into more or all schools' curriculum, additional coordination and detailed standardization of participating school calendars will be necessary to achieve optimal results. Incentives may be required to encourage more participation among schools if distance learning is elective.
- If and at the time Wisconsin chooses to adopt a year round school year with a fully integrated interactive and asynchronous distance learning program throughout the state, the entire concept of school calendars will need to be revisited.

Chamberlain Research Consultants

CRC

4801 Forest Run Rd., Ste. #101 Madison, WI 53704 (608) 246-3010 Fax 246-3019

**September 1st Legislation
Wisconsin Tourism Federation**

Report prepared for:
**Wisconsin Tourism Federation
January 1999**

September 1st Legislation Wisconsin Tourism Federation

Methodology

Chamberlain Research Consultants, a marketing and opinion research firm in Madison, Wisconsin, was commissioned by the Wisconsin Tourism Federation in October 1998. The purpose of the study was to measure support for legislation that would require all public schools (K-12) to start school after September 1.

All 600 of the interviews were conducted by telephone between October 21 and November 1, 1998. The maximum margin of error for a 600 sample binomial (i.e. Yes/No) survey item is ± 3.97 using a 95% confidence interval.

Of the 600 respondents, 98 either refused to answer the question or had no opinion on the matter. The maximum margin of error for a 502 sample binomial (i.e. Yes/No) survey item is ± 4.34 using a 95% confidence interval.

Ten percent of the interviews were monitored or called back by supervisory staff to verify accuracy. All data entry and verbatim codes were double checked and cleaned to insure accuracy.

Detailed Findings

Respondents were asked their level of support or opposition to a proposal that all public schools, grades kindergarten through twelve be required to start the school year after September 1st. Respondents were told that such a proposal would not impact the total number of school days and that local school boards would be entitled to select the exact start date.

Figure 1 provides a breakout of support and opposition on this issue. Sixty-seven percent were at least somewhat supportive of the measure, leaving 17% who expressed at least some opposition to the idea.

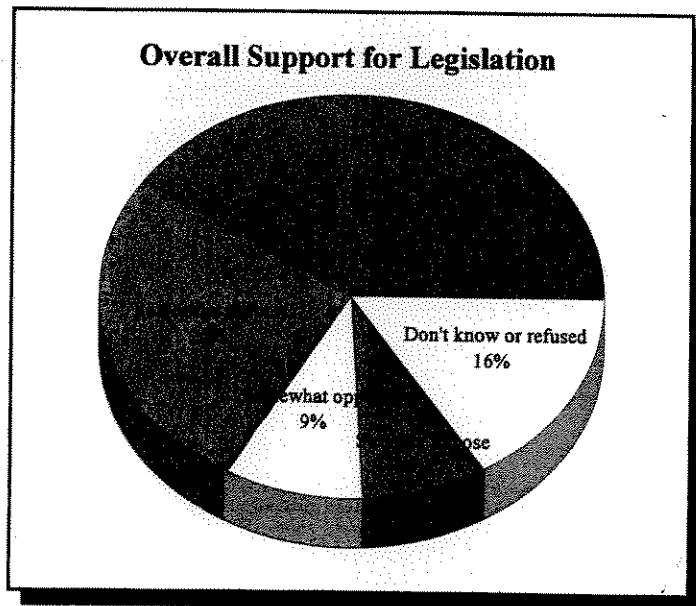


Figure 1

Support for the proposal was strong among voters. Two-thirds (67%) of respondents who say they vote in every election were at least somewhat supportive of the September start date. Likewise, figures were similar with respondents who try to vote in every election (69%) and those who vote in only the major races (68%). Among non-voters, support was somewhat lower (58%). Figure 2 compares the overall support of voters and non-voters.

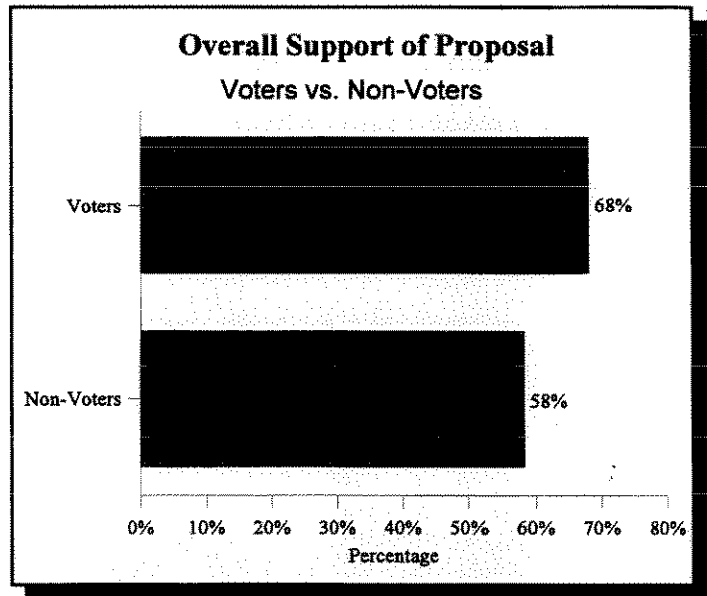


Figure 2- The percentages represent those who strongly support or somewhat support the legislation. Voters: n=545, Non-Voters: n=55.

Figure 3 shows support for the proposal along political party lines was non-partisan. Seventy percent of the respondents who say they typically vote Democrat and 73% of those who say they tend to vote Republican were at least somewhat supportive of the September 1 start date.

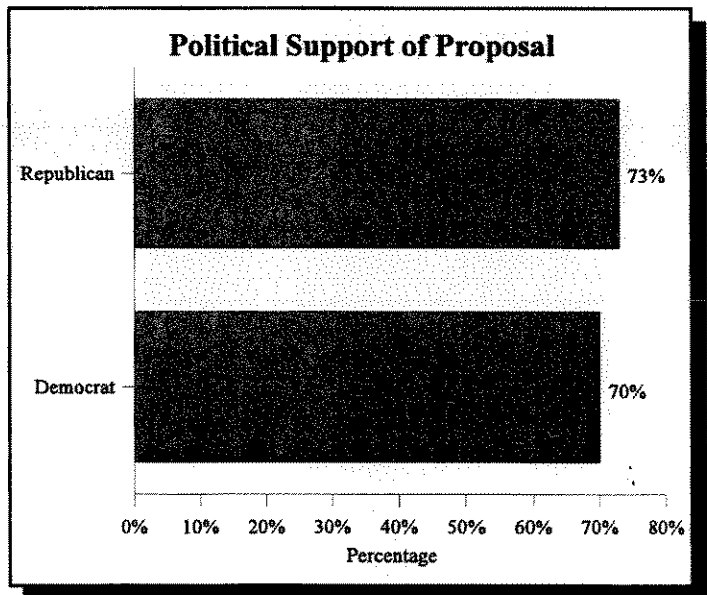


Figure 3 - The percentages represent those who strongly support or somewhat support the legislation. Democrat: n=186, Republican: n=155.