

M

CHERN'S MILL-VIEW ACRES

Francis Cherney
2830 Cherney Street
Milladore, WI 54454

April 13, 1999

Budget Hearing

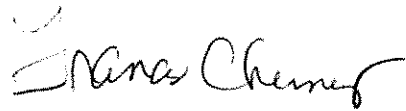
My name is Francis Cherney and I am a member of the Wood County Library Board.

I am speaking in favor of funding Public Library System Aid at the 13% it was originally targeted at.

If we want our public libraries to fully participate in the public library system, the public library systems must provide a level of service that makes participation desirable and beneficial to their member libraries. Libraries going it on their own will not be able to provide the information required of their borrowers and users. In Wood County our smaller libraries, especially, are not able to serve the public well without being part of the library system. All libraries depend on sharing resources with other libraries. This is necessary in order to give all the state's residents access to materials they need for their personal and professional goals.

I hope our State can find the way to satisfactorily fund library system aid at the 13% amount. It will help insure that our state residents will have access to the large amounts of information necessary to cope with today's and tomorrow's needs.

Thank you for allowing me to speak to you on this issue.



FRANCIS CHERNEY

Testimony: Bob Williams before the Legislature's Joint Finance
Committee

April 13, 1999, UW- Stevens Point

Open:

I am Bob Williams, owner of Idea Associates, a public relations firm here in Stevens Point. Mary and I moved here 46 years ago and raised four children, three of whom graduated from UW System schools. In fact, I met Mary in our senior year at UW-Madison, married her within a months after she graduated, saving her from spinsterhood at 21 years of age. (Later, she received her graduate degree in English here at UWSP.)

So, we are just another UW System family who has tried over the years to pay back our 1949 debt to the system.

In my four minutes I will briefly address a few reasons for you to support the Governor's budget as it applies to education - K-12 and UW Systems. Job creation . . . skilled employees . . . economic development will be the better for that budget.

Others appearing will enumerate all UW System recommendations and their financing in the Governor's budget. First, I will deal with a \$3 million item of which I

am familiar via my role as one of the seven chairs in the year-long Governor's Task Force on Global Education.

You are aware that in the mid-80's, Wisconsin was exporting about \$4 billion in manufactured products annually. Today, those goods manufactured here and sold off-shore amount to almost \$14 billion.

The difference in Wisconsin jobs? Each billion dollars of exports means 20,000 jobs in the state -- most of those the well-paid jobs of a skilled workforce. Or, nearly 200,000 new such jobs in 14 years.

Yes, in the 70's many Wisconsin firms thought exporting was shipping their product to Dubuque. Not so no more!

I toured the state interviewing executives in several exporting firms: Serigraph in West Bend; The Brady Corporation in Milwaukee; Kimberly Clark in Neenah; Greenheck Fan in Schofield, in others.

I learned that these firms are looking elsewhere for hundreds of new employees literate in two or more languages and cultures. They are hiring from elsewhere. Universities in Arizona, New York, Texas. The quality of export-ready new

hires are often not available here.

Please, honor the proposed funding that will help send Wisconsin students of modest means abroad to live and study in another culture.

I visited three elementary language immersion schools in Milwaukee where 4th graders were speaking only in French, Spanish and German each day, all-day in school. These children are already ahead of the game in preparing for high school and university courses. Please honor the budgeting for more language immersion classes.

I interviewed elementary teachers, high school Rotary exchange students, and college students in Beloit, Stevens Point, Madison and Milwaukee who told me of the semester or year that mattered most and prepared them best for jobs in multi-national Wisconsin firms. It was time spent living, schooling, off-shore. Please honor the monies at the ready for teachers to follow students abroad.

High school language teachers relayed that their years living abroad captured the culture, the "poetry" of China, France, Germany and vastly improved their quality of instruction.

As for the U.S. System request for the \$30 million Madison plan and specific amounts for other state universities, please remember Wisconsin would only be another Iowa if it weren't for the UW System. That superior faculty, technology and distance learning need more subsidation.

And that UW system is at work every day serving business, communities, professionals, farmers in the state. The UW System's boundaries are, indeed, the state's boundaries.

For example, the cornucopia of vegetable farming in Central Wisconsin -- our No. 1 industry -- would not be here were it not for UW-Madison scientists. Not only did the university Ag School scientists show the way to irrigated sand land growing in the early 60's, but UW professors saved the ground water irrigation rights for the growers from the misguided DNR staffers and their companion Tree Huggers, politically correct ideological so-called environmentalists. The legislation to prohibit all irrigation introduced in the assembly was only defeated because junk science was exposed by the UW in a long three-year expensive campaign waged by the farmers.

And, for UW-Stevens Point, now with its nationally recognized College of Natural Resources, the paper and forestry industry is continually grateful. The president of what is now Georgia Pacific, told me in the early 90's, that over half their forestry people were graduates here. And, paper science grads are fought for by all the paper firms.

So it goes in these luxuriant times with most of the UW System's grads. These are successful young people ready to help Wisconsin businesses, farms, professions and schools succeed.

UW-Madison ranks with Michigan as the top Big Ten Universities. And at the bottom or near it in faculty salaries and tuition costs? Buy a Chevrolet - pay the price; buy a Cadillac - pay that quality price. Works in my world of the private sector. Why not higher education?

Many have asked you legislators, I am sure, "What is it with Wisconsin that we reward our failures more than our successes?" Welfare families subsidized better than university students and faculty relative to their value to our citizens. The catch-up pay for those successes begins with the UW System budget before you.

Thank you for this opportunity to address you. Take better care of the UW-

System in this budget and you take better care of all of us.

#

Special Education Funding
April 13, 1999

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

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

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

The current scenario gives you the opportunity of increasing categorical aids to a 50% sum sufficient level as recommended by the School Administrator's Alliance. At the same time, I would support lifting revenue caps for local special education costs (includes short falls in categorical aides) which would relieve regular education program budgets and provide state flexibility ^{in that} ~~or~~ significantly going over the two-thirds state commitment to fund public school costs.

State Handicapped Aid for Wausau School District

Year	Actual State Reimbursement	Statutory Reimbursement Rate (63%)	Total Program EEN Costs	% Reimbursement	Aid Loss	Abbrev. Aid Loss % Loss
1991-92	2,431,121	2,890,313	4,587,798	52.99%	459,192	\$-.46M -10.01%
1992-93	2,423,913	3,173,816	5,037,803	48.11%	749,903	\$-.75M -14.89%
1993-94	2,606,040	3,685,205	5,849,532	44.55%	1,079,165	\$-1.1M -18.45%
1994-95	2,855,274	4,080,804	6,477,466	44.08%	1,225,530	\$-1.2M -18.92%
1995-96	2,953,557	4,458,361	7,076,763	41.74%	1,504,804	\$-1.5M -21.26%
1996-97	2,985,522	4,753,388	7,545,061	39.57%	1,767,866	\$-1.8M -23.43%
1997-98	3,060,674	5,218,308	8,283,029	36.95%	2,157,634	\$-2.2M -26.05%
1998-99	2,830,451	5,403,587	8,577,123	33.00%	2,573,136	\$-2.6M -30.00%

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

State ESL Aid for Wausau School District

Year	Actual State Reimbursement	Reimbursement Rate (63%)	Total Program ESL Costs	% Reimbursement	Aid Loss	Abbrev. Aid Loss % Loss
1991-92	466,824	691,348	1,097,377	42.54%	224,524	\$-22M -20.46%
1992-93	502,889	956,005	1,517,468	33.14%	453,116	\$-45M -29.86%
1993-94	524,247	1,095,079	1,738,220	30.16%	570,832	\$-57M -32.84%
1994-95	588,783	1,323,306	2,100,485	28.03%	734,523	\$-73M -34.97%
1995-96	654,637	1,629,988	2,587,282	25.30%	975,351	\$-98M -37.70%
1996-97	657,397	1,796,499	2,851,586	23.05%	1,139,102	\$-1.1M -39.95%
1997-98	697,088	2,084,875	3,277,579	21.27%	1,367,787	\$-1.4M -41.73%
1998-99	688,748	2,283,742	3,624,987	19.00%	1,594,994	\$-1.6M -44.00%

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

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

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

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

EEN AID & COSTS - WAUSAU SCHOOL DISTRICT

MARCH 16, 1999

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

186.83% - Increase in handicapped expenditures since 1987-88

*ESTIMATED

TESTIMONY BEFORE
THE JOINT FINANCE COMMITTEE BUDGET HEARING
April 13, 1999

I'd like to thank the Committee for the opportunity to speak today on the next biennial budget. As Chair of the Faculty Senate and Chair of the Department of Mathematics and Computing, I come before you to remind you that in setting the 1999-2001 budget you are, in large measure, setting the course the University of Wisconsin will take both in reputation and service to the citizens of this state.

A university is in large measure, the product of its faculty. A strong faculty makes a strong university; one able to attract the best and brightest students, one directed to excellence in teaching, learning and research; one able to work in effective partnership with the business, industry, and people of its state. The University of Wisconsin System has just such a strong faculty and as a result the campuses of this system are held in high esteem within their national peer groups and receive continued high rankings in national ratings such as those produced by *Kiplinger* and *U.S. News*. But to sustain this level of excellence, we must sustain the excellence of our faculty; as faculty leave the System they must be replaced with women and men of equal, if not greater, excellence in the classroom and research laboratory.

As the University of Wisconsin System moves into the new millenium, the need to maintain excellence through appropriate hiring takes on even greater significance for we face a new challenge—the impending retirement of a significant portion of our faculty—faculty who must be replaced. In the 1997-98 academic year, 35% of the 6,208 UW System faculty were age 55 or older and 51% were between the ages of 40 and 54. This means that within the next ten years the System can expect to replace almost 2400 or 40% of current faculty—and this does not include faculty who leave us for reasons other than retirement.

Under the best of conditions finding this many new faculty of equal quality to those who leave us would be a daunting task, but when our salaries are not competitive, it may be an impossible one. Make no mistake, all 26 of our institution now compete for faculty at the national level. But, based on salary, we don't compete very well, in every category we fall at or, usually, below the average, making recruitment difficult. Even today, in many areas, but especially in high demand areas such as my own field of Computer Information Systems, faculty positions go unfilled, usually due to our uncompetitive salaries

To turn this trend around, we must begin to raise our compensation package and the only meaningful way to do that is to provide appropriate salary increases not just in this biennium but for the next several. I urge you to support the Regents proposed 5.2% pay plan—without it, we are certain to see a decline in the quality of a great faculty. A vital state resource squandered.

Thank you.

James Gifford
Chair, Faculty Senate UW Stevens Point
Chair, Department of Mathematics and Computing

email: jgifford@uwsp.edu

4-13-99

To the Joint Finance Committee:

My name is Kaylyn Jennik; I am currently a freshman at the University of Wisconsin-Stevens Point. I am also a Senator of the College of Letters and Sciences in Student Government Association. I hope to one day help protect the environment and leave my mark on the world. I need college to help me do that, and now because of current parts of the budget that opportunity would be made even harder. I know that a lot of voters may back you on the current budget, but it will ultimately crush higher education in Wisconsin.

The largest problem that I have with the budget is the section giving the power of my tuition over to the UW Board of Regents. I am not voting for these members, rather I am voting for one person that appoints them, and I did not even vote for the one doing the appointing right now. There would be no check on my tuition, so almost assuredly it would go up. The surrounding states that have given tuition flexibility to similar boards all have higher tuition. I am sure that this is not new to any of you. There would be no check on this body. My tuition could double, and I would just have to try to stay in school.

The other big problem I see with giving the power to the Board of Regents is that it would pit professors against students. A professor wants a raise, so they go to the Board of Regents. The easiest way that they see to fund it would be to raise tuition. Therefore we would not want them to get raises, even though they are deserved. I think it is sad that there are so many people that are trying to make Wisconsin schools the very best, but the very people that should be promoting them are slowly destroying them. I know that maybe you didn't hear many voices on the budget, and that makes me aggravated. Some students care so little until they see something happen. They will still only complain to each other, and even then not with much conviction. It is about time that they were shown that speaking out could do something. I speak for my constituents when I say do not let our tuition rise.

Our school system has so much potential to be the very best. Wisconsin has finally set a standard and taken a noble stand on K-12. It is about time that we set a limit for higher education. The students of the UW system are trying to be something, but for some reason the people of this state want that opportunity taken away. I know that anyone that has children in the UW system would support changes to the budget. People often forget that we are the future, and our future is starting to cost too much. I am sorry that you feel your voters may want tuition flexibility, it is sad that they can not realize how much it really would cost us.

I am not going to give you my sad money story, like just about every college student I am poor, and am paying my own way. I am proud to say that I attend a UW school. My older sister is going to Eau Claire, and will graduate next year. My younger sister will be attending La Crosse next year. My family is proud that we are able to get an excellent education through public schools. I hope that my three jobs this summer will be enough, or maybe I will have to get four. I am trying everything to make sure I succeed, I think that it is horrible that someone wants me to lose that.

Stevens Point could be so much more than it is. Our libraries could be better, our professors could get fair salaries, I could have more opportunities to diversify myself, and I could get the advising I need. The best part about it would be if it were made a priority for those that we helped. I hope to some day make it to graduation without thousands of dollars of loans. I hope that I can take some time this summer to have a good time. I hope that I can enjoy my youth while I can, and not spend time fighting for something that should not even be questioned. Education is key, don't take mine away. I hope that someday I can work to improve this country, and that you will have given me a little help in doing it.

Sincerely,



Kaylyn Jennik
312 Sims Hall
Stevens Point WI
54481
(715) 346-5791

Joint Finance Committee Testimony

April 13, 1999

10:30 am to 5:00 pm

Stevens Point

University Center – Alumni Room

Good morning (afternoon). My name is Marilyn Hardacre and I am currently the Chair of the University Foundation University Relations Committee at the University of Wisconsin-Marshfield/Wood County. I am here today to speak in support of two particular items in the University of Wisconsin budget that are very important to UW-Marshfield/Wood County:

- 1) UW Colleges' Student Services Initiative for Admissions and
- 2) The Academic Advising Initiative for the UW System.

Providing a University of Wisconsin education at our campus in Marshfield is truly a community effort. The city of Marshfield and Wood County each contributed \$2.5 million toward our recent remodeling and expansion project. We are now able to offer a bachelor's degree at our campus through a collaborative program with UW-Stevens Point. These partnerships have enabled UW-Marshfield to better meet the needs of our local residents – which is demonstrated in a 14% enrollment increase over last year.

We also need the support of another partner – the state of Wisconsin – to continue this success.

UW-Marshfield/Wood County would like to increase its focus on meeting the needs of non-traditional students -- those working adults who want to return to college. These students struggle with balancing family, work and study demands. They also bring different experiences, needs and expectations for services to higher education. In other words, this diverse group of students needs specialized support.

Page Two: Joint Finance Testimony

The Student Services staff at our campus is stretched to the limit. With a staff of two, they provide a full range of services including admissions, recruitment, testing, advising and financial aid assistance to all students. The Student Services Initiative for Admission would provide additional staff specifically trained in the needs of nontraditional students. Funding provided this initiative would allow all of the campuses of the UW Colleges including Marshfield to expand services targeted at non-traditional students and focus on the specialized counseling they need.

In combination with funding for the UW System's Advising Initiative, one additional staff person could be assigned to UW-Marshfield. This help would be invaluable at a campus like Marshfield where the focus is on transfer. Increased academic advising will make the transfer process to UW baccalaureate institutions more efficient. We are proud of the fact that those who complete a freshman-sophomore course of study at UW Colleges and Marshfield have proven to be better prepared and successful in attaining a degree. We want to ensure that this tradition continues.

Thank you for this opportunity to talk with you today on the importance of these budget items for the University of Wisconsin and UW-Marshfield/Wood County.

Joint Finance Committee Testimony
April 13, 1999
10:30 am to 5:00 pm
UW-Stevens Point
University Center – Alumni Room

Good morning (afternoon). My name is Carol McCart and I am the dean at UW-Marshfield/Wood County. While I am here to show my support for the Governor's budget recommendations for the University of Wisconsin including the Student Services/Advising Initiatives, I would specifically like to focus on the concept of a continuing appropriation for our campus.

Currently the UW System operates under a specific tuition appropriation that effectively caps the amount of tuition revenue that can be spent in a given year.

The continuing appropriation would allow campuses like UW-Marshfield/Wood County to spend revenues as they are earned – just as it's done in business – to respond rapidly to market conditions and student demand for specific programs.

UW-Marshfield has a commitment to expand its service to non-traditional returning adult students. We offer a popular collaborative bachelor's degree program with UW-Stevens Point for students who would find it impossible to commute to a four-year campus because of work and family commitments. Through the technology of distance education, we have expanded the variety of the courses that we offer.

These options are proving to be very popular with our local citizens -- our enrollment is up 14%. And increased enrollments are good news at UW-Marshfield. It shows we know how to respond

to the educational needs of our community. But the additional resources to support extra classes shouldn't come at the expense of other program areas.

If we are to continue to meet the needs of the local community and the demands for specific courses and programs, UW-Marshfield needs the flexibility of continuing appropriation. It will be another step in allowing us to be more entrepreneurial.

Thank you for this opportunity to talk with you today on the importance of this management tool for the University of Wisconsin and UW-Marshfield/Wood County.

**JOINT FINANCE COMMITTEE HEARING
STEVENS POINT, WISCONSIN
APRIL 14, 1999**

REVENUE CAPS

Members of the Joint Finance Committee. I appreciate the opportunity to be here today to discuss the topic of declining enrollments and the impact that has on a school district's ability to educate children. This is a topic I have followed and have been involved in since revenue caps were implemented in 1994.

Having been a school district administrator for over 20 years and being in a declining enrollment school district when the revenue caps were implemented, I could immediately see the negative impact the caps would have, especially if enrollments were declining.

As a result, in 1995, I conducted a survey and asked how many districts in the State either had or anticipated having a declining enrollment within the next 3 years. Fifty-eight districts, at that time, said they either had or anticipated having a declining enrollment. Today, I believe approximately one hundred sixty-four districts have a declining enrollment based on their three year average.

As a result of the initial survey, I made a presentation to the School Administrators Alliance pointing out the impact of revenue caps on declining enrollment districts and recommended that the alliance form a study group to deal with this issue as I felt it would have a broad impact on our schools' ability to meet the needs of children.

A study committee was formed and recommended that a 90% Hold Harmless provision be applied to declining enrollments and that the funds created be provided on a recurring basis. In other words, they become part of the base revenues for the subsequent school year.

What eventually passed was the current formula with a 75% Hold Harmless provision on a non-recurring basis.

We appreciate consideration of the legislature in this regard. The problem with this current provision, however, is that it only provides assistance in one year.

In my district, for example, our largest drop in student enrollment will occur over the next 3-4 years. By applying the current revenue cap formula, our district will be able to increase revenues by \$270,929. Over this same three year period, our district will need \$900,000 just to meet the 3.8% salary and fringe benefit costs mandated by the State. This leaves us with a shortage of approximately \$629,071 over this three year period or having to cut our budget by about \$200,000 in each of the next three years. This is a result of losing a projected 97 students over this three year time period.

As our School Administrators Alliance Team recommended in 1995, I believe the solution to this problem for declining enrollment districts is to allow the funds generated by the Hold Harmless provision to be recurring. This formula still reduces the revenue available to declining enrollment districts, but does it over a longer period of time allowing for adjustments to be made.

I realize implementation of this provision would cost the State more money, but perhaps there are other initiatives that funding could be reallocated from.

For example:

- SAGE + 15,030,000 (2 yrs)
- Staff Development + 1,500,000 (2 yrs)
- Peer Review and Mentoring + 1,000,000 (2 yrs)
- Smoking Prevention Program + 1,000,000 (2 yrs)

These initiatives, while worthwhile, should not receive increased funding when approximately 164 districts, because of declining enrollments have to make cuts in basic programs and cannot even generate the revenues to meet a 3.8% salary and fringe benefit increase mandated by State law.

Perhaps there are other methods of providing assistance to declining enrollment districts, but I believe making the Hold Harmless provision revenues recurring would be the best method over a long period of time.

Your consideration of this proposal is greatly appreciated and critical to whether declining enrollment school districts are able to meet the basic educational needs of the children they serve.

Thank you for your consideration.

Joseph Innis
District Administrator
Southern Door County School District

James E. Smith
1362 Servais Street
Green Bay, WI 54304

April 21, 1999

Senator Brian Burke
Wisconsin State Legislature
PO Box 7882
Madison, WI 53707

Dear Senator Burke:

I am the Director of Special Education at the School District of Coleman, and I am very concerned about the negative effects that the revenue caps are having on the education of students with disabilities in Wisconsin.

As you know, school districts are mandated by state and federal laws to provide a "Free Appropriate Public Education" in accordance with each student's IEP. Failing to provide appropriate education places a district in jeopardy of judgements against the district in courts of law or even the loss of federal funds. You are also aware that this is largely an unfunded mandate, with only about one-tenth of the costs being born by the federal government, and roughly another third by the state through categorical funds. The majority of costs are funded through the general fund, in competition with other programs. This is a major problem for small districts such as Coleman, which have declining enrollments but increasing numbers of students with disabilities. We are finding that more and more low-income families are moving to our area from urban districts, and a large number of these families have children with disabilities. This is causing a significant increase in the number of children that we have in special education programs.

There are potential significant financial penalties to districts that do not comply with IDEA requirements. In order to fund special education programs, districts have to reduce funding to other program areas. This is unfair to the other students in school, and has the potential of causing a negative backlash to persons with disabilities. I urge the Joint Finance Committee to seriously consider the various ways that this unconscionable situation can be corrected.

I would be happy to answer any questions that you might have. You can reach me at Coleman Elementary School at 920-897-2235 or by e-mail at smithe@coleman.k12.wi.us should that be more convenient.

Sincerely,



James E. Smith

SCHOOL DISTRICT OF STRATFORD

BOARD OF EDUCATION

Frank Nikolai, President
Ellen Leick, Vice-President
Marty Kramer, Clerk
John Zuelke, Treasurer
Darlene Schmitt, Member



Thomas J. Tuttle
District Administrator
Bob Thom
Business Manager
715-687-3130
715-687-4074 Fax
Paul Rozak
Jr. - Sr. High Principal
715-687-4311
715-687-4652 + Fax
Barbara Gaulke
Grade School Principal
715-687-3535

Resolution to alter the proposed school funding bill by eliminating the 75% cushion on the three year enrollment average and then freezing the 1998-99 three year enrollment of its three straight years of declining enrollment districts

Whereas, the Stratford School Board believes the proposed legislation is unfair to the declining enrollment districts, especially the districts that have had three years of declining enrollment. Please see attachments.

Whereas, the Stratford School Board has laid off four teachers because of the proposed school funding legislation. Lower elementary class size will be greatly affected where those classes will be 26 in size. Previously, those class sizes were 17.

Whereas, the Stratford School Board is requesting the Wisconsin Legislature and Governor Thompson to freeze the 1998-99 three year enrollment of its three straight years of declining enrollment districts.

Approved by the Stratford School Board of Education on April 12, 1999.

Signed *Francis Nikolai*
School Board President

SCHOOL DISTRICT OF STRATFORD REVENUE AND EXPENSE PROJECTIONS

Prepared by Business Manager Bob Thom as of 2-24-99

No 75% exemption for declining enrollment.

School Year	Projected Enrollment	3 Year Average	Revenue Cap Per Pupil	Total Revenue Cap	New Cap Dollars	Projected Expenses(3.8%)	Revenue Outside Cap	Revenue Shortfall
1998-99	762	785	6,361	5,044,275	153,000			
1999-00	747	762	6,570	5,008,530	(35,745)	5,399,740	352,000	(39,210)
2000-01	716	742	6,779	5,027,758	19,228	5,604,930	352,000	(225,172)
2001-02	693	719	6,988	5,022,043	(5,716)	5,817,917	262,000	(533,875)
2002-03	678	696	7,197	5,006,713	(15,330)	6,038,998	262,000	(770,285)
2003-04	685	685	7,406	5,075,579	68,866	6,268,480	262,000	(930,902)
2004-05	674	679	7,615	5,170,585	95,006	6,506,683	262,000	(1,074,098)
					279,310			(3,573,541)

With 75% exemption for declining enrollment.

School Year	Projected Enrollment	3 Year Average	Revenue Cap Per Pupil	Total Revenue Cap	New Cap Dollars	Projected Expenses(3.8%)	Revenue Outside Cap	Revenue Shortfall
1998-99	762	785	6,361	5,044,275	153,000			
1999-00	747	762	6,570	5,120,220	75,945	5,399,740	352,000	72,480
2000-01	716	742	6,779	5,129,443	9,223	5,604,930	352,000	(123,487)
2001-02	693	719	6,988	5,140,839	11,395	5,817,917	262,000	(415,079)
2002-03	678	696	7,197	5,129,062	(11,777)	6,038,998	262,000	(647,936)
2003-04	685	685	7,406	5,134,827	5,765	6,268,480	262,000	(871,654)
2004-05	674	679	7,615	5,208,660	73,833	6,506,683	262,000	(1,036,023)
					317,385			(3,021,698)

Freeze 1998-99 three year enrollment average.

School Year	Projected Enrollment	3 Year Average	Revenue Cap Per Pupil	Total Revenue Cap	New Cap Dollars	Projected Expenses(3.8%)	Revenue Outside Cap	Revenue Shortfall
1998-99	762	785	6,361	5,044,275	153,000			
1999-00	747	785	6,570	5,157,450	113,175	5,399,740	352,000	109,710
2000-01	716	785	6,779	5,321,515	164,065	5,604,930	352,000	68,585
2001-02	693	785	6,988	5,485,580	164,065	5,817,917	262,000	(70,337)
2002-03	678	785	7,197	5,649,645	164,065	6,038,998	262,000	(127,353)
2003-04	685	785	7,406	5,813,710	164,065	6,268,480	262,000	(192,770)
2004-05	674	785	7,615	5,977,775	164,065	6,506,683	262,000	(266,908)
					1,086,500			(479,074)

IS THIS FAIR?

EXAMPLES OF ENROLLMENT TRENDS

ENROLLMENT DECLINING 20 PER YEAR

School Year	Projected Enrollment	Three Year Average	Revenue Cap Per Pupil	75% Declining		New Cap Dollars	Projected Expenses(3.0%)	Revenue Shortfall
				Enrollment (Cushion)	Total Revenue Cap			
1996-97	800	800	6,500	-	5,200,000	-	5,200,000	-
1997-98	780	793	6,709	35,222	5,355,459	155,459	5,356,000	(541)
1998-99	760	780	6,918	67,451	5,463,491	108,031	5,559,528	(96,038)
1999-00	740	760	7,127	106,905	5,523,425	59,935	5,770,790	(247,365)
2000-01	720	740	7,336	110,040	5,538,680	15,255	5,990,080	(451,400)
2001-02	700	720	7,545	113,175	5,545,575	6,895	6,217,703	(672,128)
2002-03	680	700	7,754	116,310	5,544,110	(1,465)	6,453,976	(909,866)
						338,680		(2,377,337)

NO DECLINE IN ENROLLMENT

School Year	Projected Enrollment	Three Year Average	Revenue Cap Per Pupil	75% Declining		New Cap Dollars	Projected Expenses(3.0%)	Revenue Shortfall
				Enrollment (Cushion)	Total Revenue Cap			
1996-97	800	800	6,500	-	5,200,000	-	5,200,000	-
1997-98	800	800	6,709	-	5,367,200	167,200	5,356,000	11,200
1998-99	800	800	6,918	-	5,534,400	167,200	5,559,528	(25,128)
1999-00	800	800	7,127	-	5,701,600	167,200	5,770,790	(69,190)
2000-01	800	800	7,336	-	5,868,800	167,200	5,990,080	(121,280)
2001-02	800	800	7,545	-	6,036,000	167,200	6,217,703	(181,703)
2002-03	800	800	7,754	-	6,203,200	167,200	6,453,976	(250,776)
						668,800		(636,877)

ENROLLMENT INCREASES 20 PER YEAR

School Year	Projected Enrollment	Three Year Average	Revenue Cap Per Pupil	75% Declining		New Cap Dollars	Projected Expenses(3.0%)	Revenue Increase
				Enrollment (Cushion)	Total Revenue Cap			
1996-97	800	800	6,500	-	5,200,000	-	5,200,000	-
1997-98	820	807	6,709	-	5,411,927	211,927	5,356,000	55,927
1998-99	840	820	6,918	-	5,672,760	260,833	5,559,528	113,232
1999-00	860	840	7,127	-	5,986,680	313,920	5,770,790	215,890
2000-01	880	860	7,336	-	6,308,960	322,280	5,990,080	318,880
2001-02	900	880	7,545	-	6,639,600	330,640	6,217,703	421,897
2002-03	920	900	7,754	-	6,978,600	339,000	6,453,976	524,624
						1,108,960		1,650,450

Julie Schneider
1501 Minnesota Ave.
Stevens Pt. WI 54481

I am opposed to the current method of funding K-12 education. Funding is still not equitable for all K-12 schools regardless of local property values. A new method needs to be established so that at least all schools receive the same **adequate base** funding from the state. The current spending caps at 1993 levels also need to be lifted or at least adjusted so that school districts are able to keep up with needed increases in their budgets to maintain facilities and programs.

I also oppose the current no social promotion law that has established a standardized test as the only criteria used to determine if students pass the 4th, 8th, and 12th grades. I support Senate Bill 98 that would establish a standardized test, the student's grades, teacher recommendations and any other criteria specified by the school board.

Public Hearing Testimony on biennial budget-- financial aid programs

I would like to offer my support for the increases in the biennial budget for the Wisconsin Higher Education Grant and Wisconsin Tuition Grant programs. The budget contains increases of 6% for each year of the biennium for each of these programs, and I find that level of increase to be entirely justified.

Nationally, college tuition and fee costs have risen between 40% at 4 year privates and 50% at 4 year public universities in constant dollars (after adjusting for inflation) during the ten year period from 1987-88 to 1997-98. During this same period, disposable personal per capita income has increased only 10% in constant dollars. Thus family income increases have been far outpaced by rises in college costs, leaving families less able than ever to meet college costs.

The percentage share of overall grants versus loans for college students nationally has gone from over 54% in 1981-82 to less than 39% in 1997-98. Most alarming is the fact that students have almost tripled the level of their borrowing in that same period and our nation's students are now borrowing close to \$34 billion annually.

Clearly the federal government has repositioned itself to no longer be a dominant provider of grants for students, expecting that it is the job of the states to do this. Thus in the last 12 years in Wisconsin we have seen the proportion of total aid devoted to Federal Pell Grants drop from 21% (1985-86) to only 9% (1997-98). The percentage of Federal Supplemental Opportunity Grants has likewise dropped from 4% to only 2%. During the same period, Wisconsin kept its WHEG program funded at a constant 4% percentage. There does not appear to be a commitment in Wisconsin to make up for the slack in federal grant support, and that is a foreboding signal for children that will want to attend college in Wisconsin in future years.

The bottom line is that we need to assess both the importance of higher education for our populace and what we as a state are prepared to do to insure that it is a real opportunity for our children. It is not difficult to make a case that Wisconsin benefits greatly when its citizens are better educated-- that is true at all levels, and it materializes in less need for public support services as well as in more revenue generated in a stronger tax base. We need to ask ourselves whether we really want to promote college attendance or whether we just want to offer a little encouragement. It is hard to see a 4% share of the overall aid pot as much more than just a little encouragement.

So, even though I am rising to support the 6% increase each year of the biennium for the WHEG and WTG programs, I would be remiss in not pointing out that this does not at all address the severe disproportion that now exists between grant and loan aid for our students. I am very concerned that, unless we make a major commitment to massively increase funding for these programs in the future, high college cost and forbidding debt will take away college as an affordable option for many of our citizens. This will be a national phenomenon that only the healthiest and most conscientious states will overcome. It would be grand if Wisconsin were to lead the way on this score with a strategy to insure college is kept as an affordable opportunity for all that could benefit from it.

History teaches us that educational opportunity has been provided when it appeared to be in the interest of society to make it available. We moved from a country that offered a college education to only the privileged few to one that understood it as the key to productive

assimilation into our culture. We created the GI bill after World War II to do just that, and when we became threatened by Russian superiority in space, we created the Higher Education Act as a way to insure that our country could compete globally. It always seems to have been a national initiative.

However, some states have discovered that economies can be stimulated and prosperity generated through education. That is the Wisconsin story. That we have had the label "progressive" is testimony to our penchant for producing new ways of thinking about things, new solutions. It is no accident that this was undergirded by our advanced educational system. This is an appeal for us to make decisions today that will insure Wisconsin's preeminence as a provider of higher education for its citizens in the future. This is too precious to lose.

My feeling is that we are approaching the funding of our state grant programs in an incremental, rather than rational, way. It's like trying to win a war without a goal in mind, at each stage just sending in some more troops, but never enough to win. Each year we have been adding a small percentage of funding to our state grant programs to try and keep up with, or catch up to, inflationary pressures, while completely ignoring the fact that federal grant support has been steadily diminishing. We have not even established a base upon which we should target our funding for the state grant programs. ***I think it is time that we choose a funding "formula" that ties the allocation for the WHEG and WTG programs to what it would take to fund 50% of the portion of UW tuition and fees not covered by the assessed estimated family contribution (EFC).***

The UW Board of Regents has now suggested such an approach for WHEG awards, setting the percentage to whatever is possible for the given program appropriation. However, we need to establish a sensible way to know just how much revenue we need in the budget to appropriately meet the portion of student need that should be covered by a grant. My belief is that our funding target should always be set at 50% of direct educational cost less EFC as described above. For a student with such limited means that there would be no EFC, that would mean that the state grant when tuition and fees was \$3,100 would be set at about \$1550 (about 18% of the overall \$8,800 public institution budget for an undergraduate student). The student's Pell grant would be approximately double that of the state grant, bringing the total percentage of cost met to about 53%. Schools with the ability to do so would add some campus-based grants (perhaps another \$800) to try and bring total grants to about 62% of the overall cost, leaving 38% to be met with self-help aid (work and loans). Thus the highly-needy student would have to come up with \$3,344 in part-time earnings and loans each year. This seems reasonable in today's economy.

I appreciate the opportunity to present these views at this public hearing, and I hope that my remarks are seen as both supportive of current efforts and encouraging that we can do better in future years.

Philip C. George
President, Wisconsin Association of Financial Aid Administrators
Director, Student Financial Aid
UW- Stevens Point
Pgeorge@uwsp.edu
Web site: <http://www.uwsp.edu/stuserv/finance/wasfaa>

April 13, 1999
Joint Finance Committee Public Hearing
Stevens Point, WI

Good Afternoon...

My name is Todd Norton and I'm a senior at UW-Stevens Point, majoring in Sociology. I'm here to testify in support of minority and disadvantaged students and more specifically address American Indian issues.

For the last year I've been chairing a student organization called COLLAB, which has been a cooperative effort of diversity groups to Many of our members are also active members of other student groups like AIRO, AISES, BSU,

In an effort to retain more students, many of our group members become peer mentors, with each other in mind as opposed to how much money we can make. **Which by the way is nothing!** My concern is that mentoring, advising, tutoring, other support programs, diversity programming and some financial aid programs, that fall under multicultural affairs budgets and direction, are in jeopardy of being cut from the next biennium budget. Specifically targeted are the Lawton Retention Grant, AOP grants for graduate students and Plan 2008.

Since other students have addressed tuition, faculty salaries, and high loan issues, I'd like to more specifically address a few American Indian issues.

I will begin with a brief bit of history..... I understand that the Wisconsin Indian Grant was cut in half by the Joint Finance Committee in 1995, without any analysis, public hearings or input from Tribes. Some legislators were under the misconception that

Tribes were not providing financial assistance to their own students. However, Tribes do provide BIA (ie federal funds) for need based students, in addition to supplemental funds from casino revenues. They also fund educational programs in some public schools and on the reservations. Another misconception is that the poorer Tribes should be assisted by the richer Tribes. This is like asking Brown County to subsidize Shawano County because they collect more revenue! **Not the way counties operate and not the way Tribes operate either as separate governing units!**

Another more recent historical fact is that the Governor has been negotiating with Wisconsin Tribes over their gaming compacts. My understanding is that several million dollars will be paid to the state each year by each Tribe. I also read last fall that the state was enjoying a surplus of funds. **I fail to understand the reasoning behind the elimination of funding for some key campus funding for minority and disadvantaged programs like AOP, Lawton and Plan 2008!**

Where is the state surplus and Tribal gaming revenue going?

Documents like Design for Diversity and Plan 2008, as well as a report written by the Commission on Minority Participation in Education and American life, called One Third of a Nation, certainly spell out the need to continue providing mechanisms and partnerships to support the educational journey of the diverse and disadvantaged populations of our country.

Please consider these issues in reviewing the state's biennium budget. I request that you forward a budget to the Governor that is intact with a recommendation to continue funding minority and disadvantaged programs at their current level or with increases as requested in some categories.

Mid-State Technical College Board of Directors

Robert Beaver, Superintendent Adams-Friendship Schools
Betty Bruski Mallek, Elections & Licensing Specials, City of Stevens Point
Patrick Costello, Director of Human Resources, Northland Cranberries, Wisconsin Rapids
Randall Dhein, Manager, Vulcan Chemicals, Nekoosa
Sandra Haasl, Office Manager, Thompson Newspapers-Stevens Point Journal
Dr. Alice Randlett, Professor, University of Wisconsin Stevens Point
Brenda Rhinehart, Homemaker, Dellwood
Ann Ruesch, Deputy Director/Public Health Nursing, Wood County, Wisconsin Rapids
John Wandrey, District Manager, Wisconsin Public Service, Plover

Mid-State Technical College Foundation Board of Directors

Gerald Bach, Director, Grower Services, Northland Cranberries, Wisconsin Rapids
Darwin Blanke, Retired President, First National Bank, Wisconsin Rapids
Marg Coker-Nelson, Director, Sentry Insurance Foundation, Stevens Point
Guy-Robert Detlefsen, Jr., Attorney, Wisconsin Rapids
Carol Dix, Vice President, Wood County National Bank, Wisconsin Rapids
Jack Gennaro, Owner, AB Promotions, Wisconsin Rapids
Jere Johnson, Vice President, Wood County Telephone Company
Donald Kropidowski, President, Anchor Bank, Stevens Point
Robert Lindaas, Department Head, Apprenticeship, Mid-State Technical College
Daniel Meyer, Partner, Ideas Associates, Stevens Point
John Moffat, President, Buena Vista Investments, Wisconsin Rapids
Dr. Mel Schneeberg, Retired President, MSTC
Loretta Schoechert, Vice President, Firststar Bank
James Shewchuk, Senior Vice President, Administration, Consolidated Papers, Inc.
Larry Turba, Vice President, Paper City Savings, Wisconsin Rapids
Lisa Wolters, Public Relations Director, Marshfield Clinic, Marshfield

WOOD COUNTY NATIONAL BANK

Solutions. Not Excuses.

STEVE BELL
PRESIDENT

April 12, 1999

Senator Kevin Shibilski
Room 401
PO Box 7882
Madison, WI 53707-7882

Dear Senator Shibilski:

I am an ardent supporter of technical education and strongly endorse the Wisconsin Technical College System in its pursuit of additional state aids. Wisconsin's dynamic economy and the demographics of an aging work force have created a critical shortage of labor, particularly in highly skilled technical fields. Wisconsin's Technical College System helps employers meet their workforce needs by providing state-of-the-art training with curriculum tailored to the needs of business and industry.

Here at Wood County National Bank, many of our employees continue to upgrade their skills through the excellent services and quality training offered at Mid-State Technical College. In addition, we hire technical college graduates because they're prepared to enter the labor force with the skills and attitudes we seek.

While Wisconsin had traditionally been a strong partner in technical education, a recent trend to significantly reduce state aid to the WTCS must be reversed. It is extremely important for state policymakers to understand the degree to which the state percentage of support toward the cost of the technical college systems has declined, especially during the last three years. The state share declined to the 30 percent level by the mid-1980s and remained at that level until 1990-91. Since then, the state's share has declined to the point where it is now below 25 percent. If the trend of minimal growth in general aid continues through the 1999-2001 biennium, the state share could reach the 20 percent level.

In closing, I wish to reiterate my support of the WTCS request for additional state aids. It is essential that the State resume its traditional role with WTCS in the creation and maintenance of a technically trained workforce.

Thank you for your consideration of this request.

Sincerely,



Steve Bell
President & CEO



April 9, 1999

Senator Kevin Shibilski
Room 402
100 North Hamilton Street
P.O. Box 7882
Madison, WI 53707-7882

Dear Senator Shibilski:

It has come to my attention that the State Finance Committee is considering proposals for the current biennium budget. My position today is to encourage you and your fellow committee members to strongly consider increasing state aids to the Wisconsin Technical College System.

As President and CEO of a medium-sized furniture manufacturing company in Marshfield, I have had direct training and development needs met by our community's technical college, MSTC. I have utilized MSTC to help employees upgrade their technical, customer service, and management skills.

I have read that eighty-eight percent of WTCS graduates stay in Wisconsin to work. I find it easy to conclude that WTCS graduates, as a result of their increased earning power, return significantly more taxes to the State than the State invests in their education. I hope you view the WTCS's request for additional financial support as an investment in all of our futures.

The State of Wisconsin has a key role in investing in the State's workforce for the future. The demand for technology training requires Wisconsin Technical Colleges to deliver flexible and appropriate training and education. More assistance from the State to WTCS is an investment that will produce solid returns.

Sincerely,

William J. Mork
President & CEO



2400 INDUSTRIAL STREET WISCONSIN RAPIDS, WI 54495 (715)423-4640 (800)472-4807 FAX (715)423-4681

April 9, 1999

Senator Kevin Shibilski
Room 402
100 North Hamilton Street
P. O. Box 7882
Madison, WI 53707-7882

Dear Senator Shibilski:

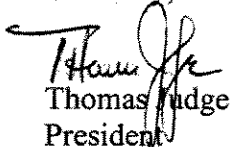
Through this correspondence, I seek your assistance in supporting an increase in the State's general purpose revenues for the Wisconsin Technical College System. Historically, Wisconsin has been an avid supporter of and a strong partner in technical education. Until 1990, the State provided at least 30% of the WTCS operational costs. However, the state share fell to less than 23% in the 1998-99 budget, and is proposed to provide only 20.8% for the upcoming 1999-2001 budget, reflecting a zero percent increase. This reduction in the percentage of State financial support is in sharp contrast to the increased responsibilities the technical colleges have been given.

As president of a small (40 employees) business, I can personally attest to the fact that technical colleges provide invaluable resources to business and industry. Judges Cleaners has become a computer literate company because of Mid-State Technical College. As the college is the local provider of technical education, I have used its services for several training needs.

Like its 15 counterparts throughout Wisconsin, MSTC is highly effective in training current and future employees. I understand that 88% of WTCS graduates stay in Wisconsin to work, and 95% of employers of these graduates say they are either satisfied or very satisfied with the technical education received by their employees. I believe this record speaks highly as to how WTCS helps Wisconsin businesses maintain their national and global competitiveness. I hope you agree with me and consider an increase in general revenue funds for WTCS as an investment in our state's future.

I appreciate your considerations of this request. If you wish to discuss this matter with me directly, you may reach me at (715) 343-1769.

Sincerely,



Thomas Judge
President

TJ/ss

UNIFORM & TEXTILE SERVICES
Innovative Solutions Meeting Your Needs



April 9, 1999

Senator Kevin Shibilski
Room 402
100 North Hamilton Street
P.O. Box 7882
Madison, WI 53707-7882

Dear Senator Shibilski:

Allow me to introduce myself. I am Manager of Buena Vista Investment Management LLC. In addition, I am also the President of the Mid-State Technical College Foundation and have served in this capacity for nearly five years.

I seek your assistance in increasing the State's general purpose revenue funds for the Wisconsin Technical College System. As a key senator in the education and finance arenas, I am confident you are well aware that the WTCS has an unblemished record of workforce training. The need for technically trained workers continues to escalate as we approach the 21st century. These increased demands come with a significant price tag. Unfortunately, over the past fifteen years, State support of the WTCS has decreased dramatically. To assure a technically trained workforce in the future, this trend must be reversed.

I firmly believe this proposed enhancement of State aid would be a sound investment in education, business, and industry, not an unnecessary expenditure. WCTS graduates, as a result of their increased earning power, return significantly more income taxes to the State than the amount the State invests in their education.

Thank you for your consideration of this request and letter of support for the WTCS.

Sincerely,



John Moffat, Manager
Buena Vista Investment Management LLC

**RESOLUTION IN SUPPORT OF
RESTORING WTCS FUNDING IN
THE STATE BUDGET**

WHEREAS, the Governor's proposed 1999-01 budget recommends no increase in Wisconsin Technical College System (WTCS) general aid funding; and

WHEREAS, the WTCS received no increase in general aid in 1995-97, and a 1.5% increase in general aid per year in the 1997-99 budget; and

WHEREAS, with no increase in the state aids, Technical Colleges will be forced to rely more heavily on local tax levies, to raise tuition and other user fees, and potentially to cut classes and services; and

WHEREAS, the state's share of funding for Technical Colleges has declined from more than 30% to less than 23% in the last ten years alone; and

WHEREAS, the WTCS cannot train the future workforce and respond to the needs of Wisconsin citizens and business unless it has the resources to provide state-of-the-art curriculum, equipment, facilities, and access to its programs; and

WHEREAS, the WTCS Coalition, representing the WTCS Board, Wisconsin Technical College District Boards Association, WTCS Administrators Association, Wisconsin Education Association Council, Wisconsin Federation of Teachers, Wisconsin Vocational Association, and Wisconsin Student Government, proposed an increase in funding of 4.4% in fiscal year 2000 and 4.8% in fiscal year 2001; and

WHEREAS, realization of a 4.4% and 4.8% general aid increase in 1999-01 will stop but not reverse the decline in state support for Wisconsin's Technical Colleges,

NOW, THEREFORE, BE IT RESOLVED that Mid-State Technical College reaffirms its support for the WTCS budget request of 4.4% and 4.8% increases in general aid funding in the 1999-01 biennium budget.

Good morning Co-Chairman Gard, Co-Chairman Burke, and members of the Committee. Welcome to Stevens Point and thank you for the opportunity to speak today. I am Peg Allen, a self-employed library consultant based in Stratford, working with Northern Wisconsin Area Health Education Center (NAHEC) and other organizations. I am a member of the Wisconsin Library Association and the Wisconsin Health Sciences Library Association, as well as several national library and health-related organizations. I am here to speak in favor of three initiatives:

1. Funding for the BadgerLink full-text initiative of the Department of Public Instruction, using TEACH funds as proposed by the Governor
2. Increased state support for University of Wisconsin library resources
3. Increased state funding for the Wisconsin Area Health Education Center system, part to the UW Medical School budget request.

BadgerLink full-text databases

BadgerLink full-text databases are periodical and newspaper indexes that cover many subjects, including consumer health and business. Many of the indexed resources are in full-text, which means that the reader does not have to go to a library to request the actual article or pamphlet. BadgerLink allows all Wisconsin citizens with Internet access to search databases and view articles from their home or business, which is particularly important for small businesses and health care organizations that cannot afford to maintain a complete reference library at their place of business.

For example, when writing a grant proposal for the Northern Wisconsin Area Health Education Center, I was able to find articles on senior citizen's use of the Internet to help them make more informed health care decisions. I was even able to find statistics that showed that rural senior citizens had less access to the Internet than their urban counterparts, which helped support the need for consumer health information centers and workshops for senior citizens in our rural communities.

Because the information in BadgerLink is from reputable published sources, we can recommend it with greater confidence than a general search of the World Wide Web. As you know, anyone can publish on the web, so we also need to teach critical evaluation skills. It's so much better to have resources like the BadgerLink full-text databases that we can recommend as the first place to search, especially when dealing with life and death issues. We really need BadgerLink as a resource to support our plans for offering consumer health information workshops, in partnership with our NAHEC members.

BadgerLink is funded through 1999 by \$2.1 million in federal Library Services and Technology Act funds, and has been criticized because it was started with federal funds. These funds were a one-time opportunity, used because representatives to Wisconsin's February 1998 Library Technology Planning Conference identified full-text information as the state's number one library technology priority. This conference was co-sponsored by the Department of Administration and the DPI. I was one of the health science librarians attending that conference, and concur in the recommendation. I was also the

only health science librarian on the full-text advisory committee, which helped the Department of Public Instruction develop the RFP for this project, and evaluate the vendor responses. This group represented all types of libraries – public, school, academic, business, and hospital – which is why Wisconsin ended up with one of the best collections of publicly available full-text resources in the U.S. Our library community is demonstrating the value of working together. The funds we are requesting, \$836,000 for fiscal year 1999-2000 and \$1.7 million for fiscal year 2000-2001, or \$2.5 million for the biennium, amount to less than 50 cents for each Wisconsin citizen. The resources can be accessed by all, wherever they have Internet access. For 35%, this is their home – a real boon for students, especially children who depend on their parents to drive them to the library, and for adults enrolled in programs to advance their careers. For distance education students, this resource is not a luxury – it is essential. The same can be said for high school students in advanced placement courses – their school libraries cannot support their advanced information needs. Can libraries pay for this? If all Wisconsin libraries could afford these resources, the cost would be almost \$50 million. The sad truth is that our rural schools and public libraries, and our small public and private colleges, are least able to afford these resources. What is the point of BadgerNet and the TEACH program if our students and citizens cannot access quality information? BadgerNet provides the information highway – BadgerLink represents some of the best content we can offer via the Internet. TEACH funds offer a means of providing this content, as well as the technology.

I'm now a member of the LSTA Advisory committee, which advises the State Superintendent on how best to use federal funds. I can assure you that we will not receive enough federal funds from this program to continue supporting BadgerLink full-text databases when the current funding ends in December. As it is, we have to use these funds to support programs that should have moved to state funding long ago, including WISCAT, the statewide database of library holdings that enables 1137 Wisconsin libraries to share their resources via interlibrary loan. Federal library technology funding is intended as a supplement to state and local resources, and as support for innovative demonstration projects.

University of Wisconsin Library Resources

Libraries cannot share what they do not own. The Governor's budget request for University of Wisconsin libraries was well below the actual request. We all depend on University of Wisconsin collections to share their resources via our interlibrary loan system, so funding for their collections benefits all Wisconsin library patrons. As the cost of books and periodicals is increasing faster than the rate of inflation, our UW libraries are less able to purchase the needed resources. For example, the medical school library has had to cut professional journal subscriptions, decreasing the availability of journal articles and scientific evidence that our physicians and other health professionals need to support patient care decisions. Wisconsin hospital libraries and individual health professionals pay only \$5.50 for articles they order from UW Madison, while they pay \$10 to \$12 or more for articles ordered out-of-state. Please consider increasing this funding from the \$7,344,000 recommended in the Governor's budget to the Regents'

request for \$12 million in new funding this biennium for UW library print and electronic collections and resource sharing.

Wisconsin Area Health Education Center program (UW Medical School)

Finally, I would like to speak in support of increased funding for the Wisconsin Area Health Education System. Research has shown that AHEC programs help recruit and retain health professionals in underserved communities. Many of our northern Wisconsin communities are designated as health professional shortage areas. Northern Wisconsin AHEC (NAHEC) worked with representatives of rural health care and education organizations to identify unmet education needs. One major need was access to health information resources via libraries and the Internet. The needs assessment funded by the Northern AHEC was the key to obtaining a \$363,000 National Library of Medicine grant to support health sciences library outreach in northern Wisconsin. With this grant, we funded computer workstations and the first year of Internet access at 36 sites, and offered 75 educational workshops at all 58 of our partner sites. We have developed a website as a guide to quality health information on the World Wide Web, and use an Internet mailing list to share Internet tips and education opportunities with our members. We have also applied for a new two-year grant to add new library outreach services, including consumer health information education. NAHEC activities help recruit and retain health professionals and support students in community based learning experiences. Please support the UW Medical School's request for additional funding for this program.

I would like to thank the committee members for your attention to the library, information, and educational needs of Wisconsin's citizens. I urge your support for the funding of BadgerLink full-text databases, University of Wisconsin library collections, and the Wisconsin Area Health Education Center system.

Margaret (Peg) Allen, MLS-AHIP <mailto:pegallen@tznet.com>
Library/Information Consultant
Project Director, Northwoods HealthNet, Northern Wisconsin AHEC, Inc.
<http://home.dwave.net/~nahec/nwhn/>
PO Box 2, 308 Kann, Stratford, WI 54484-0002
(715) 687-4976 Fax:(715) 687-4976

Written Testimony

To: Joint Finance Committee

From: Jeanne M. Wolfe J.W.

I am writing this testimony to ask the joint finance committee to please recommend to the Governor to NOT cut the Lawton Retention Grant and other Minority Funds.

As an older, non-traditional Native American Student its difficult enough to go on to school and plus add more difficultly by cutting funds. Thats not the answer, please retain the funding allotted for minorities.

Also please remember where you had to start in a career and its through education

What has WASDILine meant to me?

WASDILine has been a wonderful resource. First and foremost, it is a link with other people who have a similar desire for excellence in education. I never realized how important that was in maintaining one's motivation (which from a teacher's standpoint is critical in maintaining his peak influence on his students). Prior to WASDI and WASDILine, there were times where I felt myself wandering professionally. With WASDILine, I am always reminded and encouraged by people excited and involved at the cutting edge. All teachers in the state of Wisconsin should have access to such a wonderful resource.

Secondly, WASDILine has allowed me to maintain some of the networks that have been established through the various meetings. For instance, through the WASDILine connection, one of my students is taking advantage of the opportunity of a lifetime as she was selected to be one of the students to go to Japan as part of the SONY Student Abroad program. Without WASDILine, that would not have been possible. Through WASDILine, I have also been able to make acquaintances with individuals that I have not met at any of the meetings. Offhand, I am thinking of Bobbi Bruce, Lorna Vasquez (sp), and Marian S (I am not even going to attempt that one. :-). I don't have access to WASDILine here at home. I should soon, though. Hopefully.)

Third, WASDILine has been a wonderful bulletin board for asking questions. As an example, I had several student projects whose work demanded a larger audience. I posted a question asking if anyone knew of any venues for some exemplary science projects. LeRoy Lee and Marian S. among others came up with some very good suggestions. We finally decided on the American Chemical Society Meeting in Milwaukee.

In what ways does WASDILine continue the professional development that takes place during the face to face meetings of the Lead Teacher Institute?

Many of the discussions are allowed to be continued on the WASDILine. For instance, Bob Eichner was sharing with us some different chromatography methods he uses. He didn't have all of the information with him. But he was able to share it with several of us via the WASDILine.

I think of Kevin Cunningham's postings of the different rubrics he uses. Of the Hot Air Balloon files that were attached, of the pictures, of the surveys, of the multitude of information that was shared on WASDILine.

In addition to the information that is disseminated, WASDILine, also like the meetings, forces the point, "Hey. What have you done recently?" It is not done

in an overt or unfriendly way, but instead in a way that motivates you to want to work harder or try something new and innovative.

In what ways does WASDILine extends the Lead Teacher Institute program by continuing to develop and sustain a teacher in new and challenging teacher leadership roles related to K-12 curriculum reform?

I would like to comment on two ways in particular. One was the direction that it has led me into trying different teaching methods. Not only did we experience it at the meetings, but clearly it was also voiced on WASDILine that students need to be involved in order to learn. In the past, I have done quite a fair number of demonstration-like presentations – both as inservice to teachers as well as to students. Demonstrations don't cut it. In order to learn science, students need to do it. WASDILine, along with the institute itself, has helped me develop the courage needed to try some fairly innovative and unique curricular changes. Last year, students did science by making an electronic nose. This year, we had students fashioning rubber soles on shoes, making solar cells from scratch, isolating a rare, but important form of carbon. My teaching has been transformed. There is no question about that. And WASDILine was the impetus to get me to try some of these changes. Currently, I have gathered enough information to write several magazine articles (It looks like another article has passed the preliminary review.) It also led to a unique integrated math/science setting with advanced math classes pairing with chemistry classes to teach each other information. Whether or not this technique lends itself to an academy-like setting is yet to be seen.

The second way that I would like to share with you is how the WASDILine has forced me to be more of a leader in our school district K-12. I am constantly pilfering ideas from WASDILine to give to colleagues at the high school level. I usually run a copy of the idea and distribute to the whole department. Whether it was the egg activity or *Life by the Numbers*, people were constantly being bombarded by the ideas and thanking me for the info. I have also found myself to be disseminating info to middle and elementary teachers by sending the info home with spouses or directly to active school principals. I don't just teach in my own classroom any longer. I have a stake in the entire district. That ownership has certainly led to an enhanced leadership role.

Wisconsin Academy Staff Development Initiative (WASDI)

The Wisconsin Academy Staff Development Initiative (WASDI) is a kindergarten through twelfth grade (K-12) teacher enhancement professional development program designed to improve mathematics, science and technology education through specific leadership training and statewide Academies. It is a National Science Foundation funded program for \$6 million over five years from 1994 to 1999. WASDI components include a Lead Teacher Institute and the development of twelve academies throughout Wisconsin.

In the first four years of the Wisconsin Academy Staff Development Initiative, 236 Lead Teachers from approximately one fourth of Wisconsin's 426 districts were prepared to deliver systemic reform based staff development workshops in mathematics, science and technology education. Lead Teachers received training in at least twenty-four different curricular reform programs sponsored by the National Science Foundation or other nationally recognized groups. According to independent evaluation, 92 percent of the WASDI Lead Teachers reported they provided leadership for curricular change in their schools. Eighty-nine percent reported providing leadership in their districts as a result of their WASDI training. Lead Teachers are promoting the curriculum reform needed to raise student test scores.

According to outside evaluation, the results of this program demonstrate that WASDI Lead Teachers conducted staff development workshops for teachers and administrators and school board members in their own and other districts, became involved in national and state standards development, received numerous professional awards, obtained funds for instructional technologies and other grants, assumed leadership positions in other NSF funded grant programs, and helped industry representatives better articulate the skills needed by business and industry employers.

In 1998, thirteen regional academies delivered 160 kindergarten through twelfth grade (K-12) mathematics, science and technology education workshops throughout the state of Wisconsin to 2850 teacher-participants who attended these sessions. Academy teacher attendees reported teaching more math and science than before; they changed the way they taught and the way their students were engaged. Teachers used more hands-on instructional strategies, relied less on textbooks, knew more about performance and alternative assessment strategies, and used real-world applications. Their students did more problem solving and critical thinking activities and worked more in collaborative teams. They also reported they use more technology to enhance the teaching and learning of science and mathematics. One hundred percent of them reported that they felt they were more effective teachers and that they shared new teaching ideas with other teachers in their schools and districts.

Partnership development at each Academy site is a significant component of the WASDI program which exemplifies the connections between education and the workplace. In the first four years, all teacher-participants went on two or three of the nearly 500 business and industry tours throughout the state. Approximately 600 business representatives participated in structured discussions with teachers in their workshops about skills needed by the workforce now and in the future.

A more detailed report of this project is summarized on the following pages.

Wisconsin Staff Development Initiative Evaluation Growth Over Time: Results of the WASDI Program at the end of the 4th year

Recognition of the impact that the WASDI Project is having has grown steadily over the past four years. This has occurred for several reasons, such as Wisconsin adoption of Model Academic Standards and new high stakes student tests, and as other states have seen their State Systemic Initiatives (SSI) grants from the National Science Foundation (NSF) end prior to the accomplishment of the expected statewide K-12 curriculum reforms. WASDI is currently recognized as a successful statewide, regional and local approach to reform of K-12 mathematics, science and technology education. This recognition is evidenced in diverse actions taken by many groups:

- Increasingly, in Wisconsin, diverse groups are stepping forward to develop a K-12 teacher professional development, WASDI, Academies for their region.
- Established Academies are finding increasing support in the community and experiencing increasing enrollments.
- More districts are seeking out WASDI trained Lead Teachers to lead K-12 curriculum reform and increasingly these requests are due to the preparation of the WASDI Lead Teachers in implementation of the NSF “reform curriculum” in K-12 mathematics and science.
- WASDI Lead Teachers continue to extend the reach of their leadership activities.
- Increasing use of the WASDI asynchronous communication system —WASDIline.
- Districts are recognizing the outstanding quality of the workshops provided at the summer WASDI Academies.
- WASDI Lead Teachers and teachers participating at Summer Academies are increasingly recognizing ways to integrate technology into mathematics and science, as well as ways to integrate mathematics, science and technology.
- Technology Education is increasingly viewed as relevant to all areas of the curriculum, as a valid curriculum area in its own right, particularly in elementary curriculum, and as a rich source of activities for inquiry and problem-solving activities for the mathematics and science curriculum.
- State professional organizations are experiencing new leadership from WASDI Lead Teachers who are officers, board members and presenters.
- Other states have observed the project with the hope of replicating part or all of the WASDI approach to statewide K-12 curriculum reforms.
- The Wisconsin Department of Public Instruction is seeking state funds in order to extend the program to include other curriculum areas and to continue the WASDI program beyond 2000, the fifth year funding deadline for the current NSF grant.

Regional WASDI K-12 Teacher Professional Development Academies/Centers

From all corners of the state, Wisconsin educators and community members who are responsible for reform of K-12 mathematics, science and technology education are seeking to implement a WASDI Summer Academy to accomplish K-12 reform. When the project began in November 1994, there were 6 Academies that offered 96 professional development workshops to 1653 teachers. The project proposed to develop 10 professional development Academies or centers over a period of 5 years. At the end of 4 years, there were 13 Academies that offered 160 workshops to 2850 K-12 teachers.

A unique part of WASDI that is beginning to gain more importance in regional curriculum reform efforts is that WASDI connects mathematics and science curriculum reform with technology education curriculum reform. Academy offerings include technology education workshops, as well as instructional technology training. Increasingly, these technology education workshops have an explicit connection to curriculum reform in mathematics and science.

Another important reason for making this technology education connection is to promote the development of increased participation and commitment to school and business partnerships in order to enhance the preparation of students for the world of work. In 1998, teachers participating in the summer workshops spent a half day touring 500 businesses, discussing school-business partnership issues with 600 business and industries representatives, and 76 Wisconsin corporations made contributions to various Academies.

Prepared Teacher Leaders

One reason that there are so many educational groups developing WASDI Summer Academies statewide is availability of the 236 teachers who have participated in the 18-month WASDI Lead Teacher Institute. In 1998, fifty-four percent of the WASDI Academy workshops were presented by WASDI Lead Teachers. Three WASDI Academies are currently directed by Lead Teachers. Increasing numbers of Lead Teachers serve on the Academy Board of Directors.

The WASDI Lead Teachers are increasingly recognized for their preparation in leadership skills, such as how teachers work with administrators or teachers who are hostile towards reform. Lead Teachers have proven their competency with curriculum reform knowledge, skills and attitudes. Lead Teachers have demonstrated in depth knowledge of the national and state mathematics and science standards and the emerging technology education and instructional technology standards. They also have experience with implementation of one or more of the 26 national reform curricula sponsored by the National Science Foundation which have been part of the Lead Teacher Institute training program.

Monthly reports from Lead Teachers to the evaluator document the increasingly diverse leadership activities. For example, Lead Teachers are (a) leading district curriculum reform, (b) teaching district, regional and state courses and workshops related to curriculum reform, including the integration of standards, new assessment and instructional technology; (c) working at the district level to expand other teachers' vision of how K-12 education can benefit students and the community; (d) providing leadership in district adoptions of one or more of the 26 national reform curricula, and (e) preparing and receiving grants at regional, state, and national levels.

The WASDILine, asynchronous communication system that WASDI senior staff, Academy Directors, and Lead Teachers used for 10,000 hours in 1997-98, has been used for over 22,000 hours over four years. Lead Teachers claim that this online computer network provides the kind of daily support they need to shift into their new and diverse roles as teacher-leaders in curriculum reform. WASDI work, related to Academies, Lead Teachers, project staff, interstate and out of state outreach, is increasingly accomplished asynchronously, as is other project management work. That is, there are fewer face-to-face meetings and thereby, saved travel and meeting time. There is less surface mail and therefore, quicker turn around time and more timely information sharing.

A subgroup of WASDI Lead Teachers and the Senior Staff have improved their knowledge and skills in how to use WASDILine for continuing the professional development began during the face-to-face meetings of the Lead Teacher Institute. Lead Teachers and staff have committed extra efforts to developing the culture required in an online environment that is a continued learning opportunity. They do so because their personal experiences, as well as professional development research findings, tell them that learning and changes take place daily and incrementally, a phenomena that can occur more readily through the support provided via online learning communities. The WASDILine results experienced by Lead Teachers include these slow, continual personal changes in beliefs about teaching and learning, paradigm shifts, and new reform curriculum knowledge and skills. There is commitment to continue developing these online facilitation skills so that new Lead Teachers, and in the future, even teacher Academy participants, can experience the professional development results that online networking, that included facilitated learning community, provides.

Benefits to Teachers, Students, and Other Teachers

Teachers, students, and other teachers benefit from a teacher's participation in a WASDI Summer Academy workshop and these benefits increase the more years a teacher participates. Teachers who have participated for 4 or more years, taking workshops across science, mathematics and technology education begin to understand the constructivist (or teaching for understanding and daily problem-solving/inquiry) approach to teaching, in general, and the many ways they must reform teaching and learning for students to become confident with mathematics, science and technology education at their grade level.

At Summer Academies, teachers participate in particular kinds of workshops best described as places where teachers first experience the same lessons students will later experience. This permits teachers to gain comfort with what often is difficult science or mathematics content, new ways that “students” are required to communicate with one another about problem solution strategies or inquiry approaches, plus experience new assessment procedures. After participating in these exemplary or model lesson experiences, teachers are then introduced to the “theory” behind the lesson including the constructivist approach to teaching and learning, brain-based research and theory, equity theory, and the national and state standards. Teachers participate in half-day tours of at least two businesses and provide a career-oriented rationale for the constructivist approach to teaching that empowers students with the self-confidence needed to see oneself as successful with mathematics, science and technology education activities that may be new and unexpected – the, I can do it attitude that is needed in workers today.

Perhaps, because WASDI Lead Teachers represent three curriculum areas: mathematics, science, and technology education; represent the K-12 curriculum and grade span, or perhaps because their Institute training program includes developing new knowledge and skills related to both Technology Education and educational technology—for multiple reasons, a strong WASDI outcome has been Academy workshop offerings that promote integration. This integration comes in three forms: (1) integration of educational technology into mathematics and science; (2) integration of Technology Education activities into the mathematics and science program; and (3) integration of Technology Education into the K-12 curriculum. Elementary Technology Education is viewed as a legitimate new part of the K-5 curriculum for student benefits related to design engineering processes, inquiry and problem-solving—the same processes promoted by the new mathematics and science standards. Other legitimate student benefits are related to preparation for the workplace where problems and inquiry do not come as strictly mathematics or science problems, but rather require the problem solver to flow in and out of mathematics, science, and other areas of knowledge and related processes.

Project Extensions and View into 2000-2001

The WASDI Project Senior staff has solidified as a productive team who can readily explain to others how to go about doing an extension of the project in another state, or in other content areas. The DPI is particularly interested in extending the model to social studies and language arts and having this team continue their leadership in an extended program. The project leadership team is interested in continuing the project into next decade.

Margaret J. Wilsman, Ph.D., WASDI Evaluator

Wisconsin Educational Communications Board

3319 W. Beltline Highway

Madison, WI 53713

(608) 264-9691



Education:

PhD 1978 University of Minnesota

MS 1971 Purdue University

BS 1964 Purdue University

Professional Experience: 1983-Present

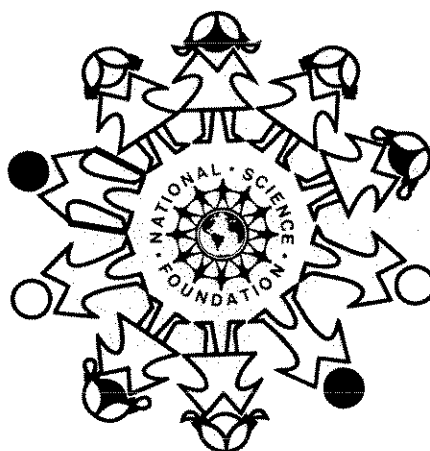
Director of Education Research and Evaluation and Wisconsin Educational Communications Board (WECB) Online. Marge is responsible for evaluation, research and development activities related to the use of telecommunications for professional development, school reform and classroom instruction. Her formative and summative evaluation projects have spanned the K-12 grade levels and a breadth of curriculum content, from primary reading to high school science.

In addition to the evaluation of the NSF funded WASDI project, Marge has conducted statewide evaluation projects related to curriculum reform and teacher professional development. These projects were for the Wisconsin Department of Public Instruction as well as for other ECB projects funded by the National Science Foundation, the U.S. Department of Education, the Corporation for Public Broadcasting, the U.S. Department of Commerce and the Public Broadcasting Service.

WASDI

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

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



Partners which provide support and direction for this grant project:

Chippewa Falls Area Unified School District

University of Wisconsin-Eau Claire

Silicon Graphics, Inc.

Cooperative Educational Services Agencies

Wisconsin Department of Public Instruction

Wisconsin Educational Communications Board

For more information on this project contact:

Dr. Julie C. Stafford, Project Director

140 West Elm Street

Chippewa Falls, WI 54729

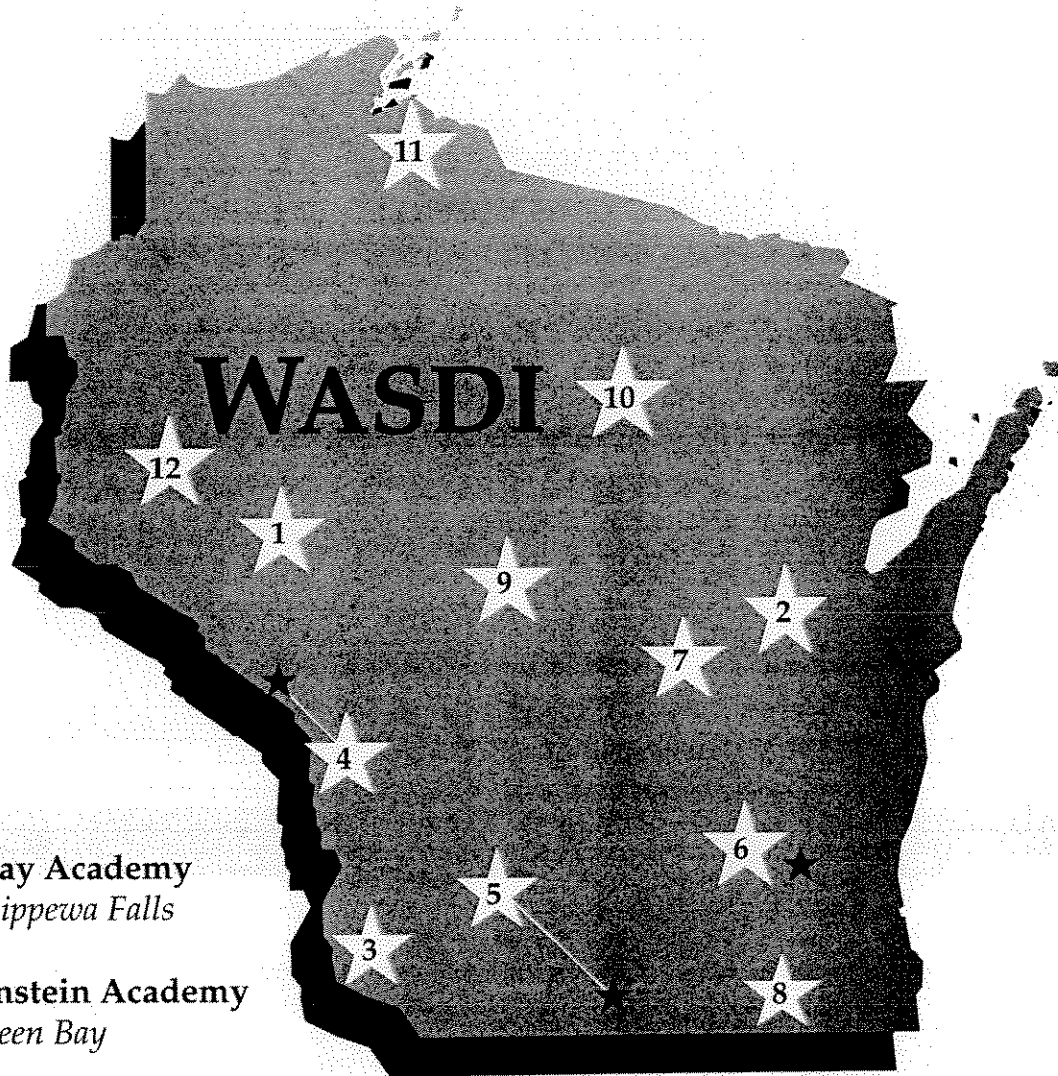
715-723-1181

email: julie_stafford@wetn.pbs.org

WASDI Web site:

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

Wisconsin Academy Staff Development Initiative Growth Over Time Evaluation Summary



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

As Director of Busi./Educ. Partnerships for the Central WI STW Partnership, I facilitate and coordinate the STW initiative for five school districts and business communities.

We have a strong partnership with many success stories to tell. Our YA program is strong and growing, along with other work-based learning opportunities happening as well. Job shadowing and cooperative education are experiences that we encourage EVERY student to take advantage of.

Thanks to STW, over 80% of our students in the 11th grade have written career plans. 100% have career portfolios. Students are being mentored by business professionals—gaining strong employability skills to make them successful no matter what career they decide to go into it. They are thinking about their futures NOW.

My role at the Marshfield Area Chamber of Commerce & Industry is to provide the link between our schools and our businesses within our partnership's five communities--our primary labor market. STW Coordinators at each of the high schools have contact with students, faculty, administrators and parents to promote STW programs. My role is constant contact with the business community—informing them of STW opportunities and keeping them informed of the ever changing policies affecting STW.

Marketing STW is another major responsibility for me. Through weekly articles in the Mfld. News-Herald and monthly editions of The Community Connection, our STW newspaper, we have increased awareness of STW and the critical role that STW plays in preparing students for life beyond high school graduation.

STW is industry-led, education driven. Through constant contact with business and industry, THEY decide the need for STW and new programs being developed. The need is great. Our businesses are facing a crisis situation with the labor shortage, and are looking to our high schools to inform students of the many careers available to them, beyond the traditional.

Tech. Ed. is needed in our high schools, and cannot be short-changed or looked down upon with core academics taking center stage due to the upcoming graduation exam. Core academics are taught in Tech. Ed., too, and many students are only able to learn "hands on".

Thanks to STW, we have over 6,800 students in our partnership alone involved in the WI Career Development Continuum. Starting in kindergarten, students begin Career Awareness, and move on to Career Exploration, Planning, Preparation, and Life-long Learning. With STW, students are prepared for a smooth transition from the school environment, to a career, to life-long learning. They have comprehensive information from which they can make informed choices about their futures.

We are very pleased to see the dollars in the Gov's proposed budget allocated to work-based learning, and encourage you today to fund STW next year at this year's level. The Dept. of Workforce Dev. has told us that time and time again, they hear that there must be someone coordinating work-based learning at the local level, or it just won't happen. This is the #1 thing that they are hearing consistently.

The STW Coordinators in our partnership and throughout the state wear many hats—they're guidance counselors, teachers, etc. It is difficult for them to get out of the building to meet with business and industry. That is my role. Without my role and funding from the state to support it, STW will suffer, with communication between our schools and businesses diminishing, and new STW programs difficult to start.

My position as Director has been funded through STW dollars. We have great support from our school districts and our business community, however, local funding ALONE will be difficult. With declining enrollments and revenue caps affecting school districts, and tightening budgets across the board, we need continued support from the state to keep STW strong and at the high level of quality that has been established over the past five years.

STW is a partnership...a partnership between our schools and business communities. We need you, the state, as a partner as well to ensure a skilled, qualified workforce for the future of WI.