

Next month the BSI is moving funds into
 - Co. School Districts

As an adoptive Mom of two Special
 needs children from Wisconsin's foster care
 system - I am a participant in a support
 group: Adoption Adventure and ask for
 continued support and aid to bring
 speakers and training up to this
 northern area

My girls are special needs - we are
 on waiting lists for Copp Kipp +
 Family Support. We have been told it will
 be 5 years before my 13 and 10 year
 olds will make it up the list. Please
 end the waiting lists

Lynn P Maas
 10661 E Saare Rd
 Poplar WI 54864
 715-363-2565

GOVERNOR'S PROPOSAL ON DISTRIBUTION OF FEDERAL AIDS

715-682-2363

By Fred Schlichting, Administrator
Cooperative Educational Service Agency (CESA) #12

618 Beaver Ave,
Ashland, WI

Governor McCallum recently released his budget proposals. One of his proposals changes the way the Department of Public Instruction (DPI) distributes some of the federal aids it receives. The Governor's proposal "requires DPI to distribute the maximum amount of federal aids to school districts."

On the surface this sounds great. Federal aids should be sent on to school districts to promote the programs and services they were designed to address. The concern, however, is that not all issues and problems that these monies are attempting to address can be dealt with strictly at the local school level. Often there are issues that are best addressed at the state or regional levels. The Governor's proposal would not allow DPI to use federal funds to address regional or statewide issues unless the local schools themselves developed a mechanism to identify and agree on regional or statewide issues. Asking local schools to identify and fund regional issues would be cumbersome at best and probably would result in little or nothing that could get complete agreement.

Currently, the DPI retains a small portion of most federal grants for two purposes:

To fund DPI positions to administer the grants

To fund discretionary grants for regional or statewide projects. These grants go through competitive review to insure they address important regional or state concerns in Wisconsin. Sometimes these discretionary grants even fund specific district concerns deemed to have great importance.

CESA #12 and the local schools of Northwest Wisconsin have successfully used both direct federal aids to schools and discretionary monies to meet the needs of children in our region. Often when common needs are identified, CESA writes grants to access discretionary monies to meet those needs. One successful example of this is the Parent Educator ~~Project~~ ^{Connection} Project. The project has been funded through IDEA (special education) discretionary monies. The purpose is to train and have available parents of special education children to work with other parents of special education students and the school to collectively better meet needs of children rather than focusing on confrontation and potential litigation.. This project has had great success in opening lines of communications between parents and schools and creating partnerships to address a child's needs. DPI has been so impressed with this regional success that the program has been gradually expanded statewide with funding through discretionary dollars. The Governor's proposal appears to eliminate DPI's discretion to address regional or statewide needs like this.

Paul Hambleton
Baldwin-Woodville School District
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English Teacher, B-W Schools
National Board Certified Teacher in Language Arts
President of West Central Education Association

Thank you for the opportunity to speak to you, the Members of the Joint Finance Committee, about my concerns for the great schools of Wisconsin, specifically for the schools of the West Central Education Association.

Quality counts. I have worked very hard to live this creed in my professional career. In addition to my regular education and staff development pursuits, I have worked for and received National Board Certification. Along with many of my colleagues, I believe that it is my obligation to constantly examine and improve my classroom practice so that I am providing my students with the best language arts instruction possible. As a leader in WCEA, I have the opportunity to meet teachers, administrators, and support staff from all over west central Wisconsin. I can say for certain that there are over 3,000 members of my association and hundreds of administrators from our area who believe that quality counts as well. As employees of your public schools, we sincerely desire to do the best job we can with the resources we are given.

However, we are finding our job to be increasingly difficult as we continue to work for quality under the constraints of revenue caps and an unfair bargaining law. Our schools are now held together by ingenuity, baling twine, and duct tape. School districts are running into serious trouble because of the complex and painful interaction the revenue caps, QEO, special education funding, changing enrollment levels, and the many new challenges of educating today's student. We need changes in or removal of revenue caps. We need a new bargaining law.

Durand, Menomonie, Pepin, and Boyceville are a few of the schools in our area that are experiencing the disproportionate effects of declining enrollments in a revenue-capped world. Pepin is \$150,000 short per year of what they need to operate a quality school system. Teachers and administrators are doing the best they can to prepare, but this is an extremely painful situation. The costs of educating students do not go down commensurately or precisely with a drop in enrollment. When twenty or thirty students fewer enroll in a school, you can't just hack out the amount in dollars per student and expect to provide the same level of education for those who are left. The transition to lower enrollment, if it is a permanent situation, takes time and careful planning. Revenue caps demand a painful solution that adversely affects the quality of the school.

Boyceville is \$275,000 a year short because of declining enrollments. The cuts required to meet this shortfall will be ruinous to the quality of the school programs at Boyceville. Menomonie has had to expand their ESL program because of an influx of ESL students, while at the same time declining enrollments have caused budget headaches. Ellsworth is on their third try to pass a referendum to adequately fund a brand new high school. They've already built the high school—they need the money to make it go. Referendums are not the answer. A fair, equitable system of funding our public schools for consistent quality is what we need, so that students, regardless what town they are from, receive a quality school.

The much-needed SAGE programs to reduce class size in these same schools and others around WCEA are also in danger from the Governor's budget proposal. The timing of the Governor's SAGE cuts could hardly be worse for the kids in our schools with declining enrollments. Voucher schools in Milwaukee have drained thousands of dollars from the money available to our public schools, and now the budget calls for increasing voucher programs. We need SAGE. We need the dollars that are going to voucher schools in Milwaukee. You can't improve quality by draining resources and cutting programs in our schools.

Even our schools with increasing enrollments are in trouble due to Revenue Controls and QEO. School Boards in Hudson, River Falls, and New Richmond find themselves with complex budget problems. Let me speak of one of these situations. Hudson teaching staff experiences unacceptable levels of turnover

because of the QEO and the difference between what teachers can make across the river in Minnesota and what they make at Hudson. They spend a couple years getting experience in Hudson, then they are soon off to Woodbury or St. Paul or other schools along the border. The turnover problem has gotten the attention of community groups in Hudson. Yet the QEO bargaining law and the revenue controls prevent the Hudson School Board from taking action to change this situation.

The best schools are staffed by a stable, well-trained group of veteran teachers. Yet with the QEO in effect now for eight years, beginning teacher salaries are not appealing to bright young college students who are thinking of their career choices. A fair bargaining law would allow us to bargain what is necessary to hire the best. A fair bargaining law would allow us to bargain contracts that encourage men and women to stay on it school districts and become career teachers. For the past 8 years, career teachers have seen their salaries essentially frozen. The career veterans are the heart and soul of great schools. We can't afford rapid turnover in schools; while new ideas and practices are always needed, the foundation must be a solid cadre of veterans who understand families, communities, and the children they teach. These elements are at risk right now in Hudson and in other communities across WCEA.

Wisconsin's public schools have consistently been among the best public schools in the nation. Probably even the world. The schools of WCEA have been among the best in the state. But our schools are seriously in trouble. Held together by ingenuity, baling twine, duct tape, and the dedication of an aging group of teachers, administrators, and support staff, the quality schools we have been so proud of face the prospect of decline. The decline will come from a lack of funding, and from the complex interactions of low funding, high expectations, low moral, high demands, and the ongoing politicization of one of our most precious resources—our public schools. Funding schools is difficult, expensive, and absolutely necessary. We need relief from revenue caps. We need a new, fair bargaining law.

The non-fiscal items included in the budget bill need to be separated out and considered on their own merit. It is outrageous and insulting to think that after earning a BA, a teaching license, a Master, and National Board Certification, I now find out that this budget bill seeks to allow a high school grad with five years work experience to teach in a classroom. I'm sure if Bill Gates wanted to teach, and we could afford to pay his salary, he would be willing to go back to school to get his teaching license. I support the rigorous licensing procedure that is now in place for 2004. Please cut all the non-fiscal items out of this budget and let them be heard on their own merits

Quality counts. I speak for many when I write these words: As a teacher, I am committed to the quality that the public demands. I have put myself to that test I'm proud to say that I passed it. I will continue to improve myself and meet the challenge of providing a great school for an increasingly needy population of youngsters.

I ask that you, the legislators of our state, give us relief from revenue caps, and give us a fair bargaining law, so that I have the resources to do the job I am committed to do. Remove the non-fiscal items from this budget. Help us get down to the business of educating children.



University of Wisconsin-Eau Claire

105 Garfield Avenue • P.O. Box 4004 • Eau Claire, WI 54702-4004

Frances Slezak
667 Towers North
University of Wisconsin-Eau Claire
Eau Claire, WI 54701

Members of the Joint Committee on Finance:

Thank you very much for giving Eau Claire the opportunity to host today's hearing on the current Biennial Budget proposal. My name is Frances Slezak. I am currently a freshman at UWEC. Every semester I am reminded that due to the generosity of Wisconsin's taxpayers, I am able to get a college education. Every year the citizens of the state of Wisconsin invest millions of dollars in the education of its sons and daughters in hopes that we may all continue to prosper. For the next two years, the University of Wisconsin System asked the governor to not only continue the current investment made by taxpayers, but to increase it by 3.7 percent. The governor, however, increased it at a rate below the current rate of inflation and on the backs of students. To make up the difference in its budget, the UW-System will have to cut back on its proposed ideas to make the system more efficient and raise tuition.

Some areas in which the UW-System needs to improve are in the areas of Financial Aid, the Lawton Grant, and Academic Advising. Financial Aid and the Lawton Grant need to be not only fortified by the taxpayers, but also increased so that the UW-System can be more diverse. For every \$100 tuition increases, the UW-System will lose 2.2 percent of its students from economically disadvantaged backgrounds for financial reasons, therefore raising financial aid with tuition is a priority. Many large corporations, such as Microsoft and IBM will not recruit students from the University of Wisconsin because they do not see enough diversity on our campuses. The only way to increase diversity is to make it feasible for students from diverse backgrounds to attend college, and as I well know, in order to attend college two things are necessary: good grades and money. Money can be difficult to come by without an education. This summer, I will probably have to work two jobs and unfortunately live away from my home and family in Neillsville, Wisconsin in order to pay for my tuition next year.



University of Wisconsin-Eau Claire

105 Garfield Avenue • P.O. Box 4004 • Eau Claire, WI 54702-4004

The UW-System also needs to increase training for Academic Advisors. Most of the advisors within the different departments of UWEC are also professors. They are trained to instruct, not to advise. With better training, they would become more familiar with the programs offered at the University and better equipped to answer questions students have as to how taking one class will benefit them over another. By knowing what classes to take, students can graduate sooner. This way the taxpayers of this state can collect on their investments sooner.

I realize that no one here wants to see Wisconsin's higher education program fall into disrepair. Many of you have spent long hours working on the program to make it top notch and do not want to see your hard work destroyed because of a lack of priority to fully fund it. Please do not neglect the UW-System or the future of Wisconsin as you finalize this budget. Thank you very much for your time, consideration and all the work you have put into Wisconsin's education system it has opened the world for my peers, myself and the future.

Sincerely,

Francis C. Sluzak

RICE LAKE AREA SCHOOL DISTRICT

GOVERNORS BUDGET IMPACT - 2001-03

1. **Deleting Inflation Adjustment to Per Pupil:** By deleting the inflation adjustment to the per pupil revenue amount from \$226.02, 2001-2002 and \$233.12, 2002-2003 to a flat rate of \$220.29 per student per year, will reduce available revenue by \$ (50,000).

TOTAL REDUCTION: \$ (50,000)

2. **Reduce Summer School Reimbursement from 40% - 25%:** By decreasing the Summer School factor from .40 to .25, a significant decrease in funding results. Summer School has been a time when remedial activities have been provided for students.

	3 year aver. FTE at 40%	Sum. School Revenue at 40%	3 Year aver. FTE at 25%	Summer School Revenue at 25%	Difference
2001-2002	19	\$130,975.74	15	\$124,682	\$(6,893)
2002-2003	28	\$199,317	20	\$163,724	\$(35,593)
2004-2005	32	\$235,163	20	\$168,576	\$(66,587)

TOTAL REDUCTION: \$(109,073)

3. **Reduction of Special Ed. Aids:** By decreasing the Special Education Categorical Aid multiplier, we experience a decline in revenue that has to be replaced by General fund resources within the Revenue Limits. This further pressures resources already stressed by an increased percentage of students with special needs.

	Aidable costs***	Aid at 35%	Aid at 32.5%	Difference
2000-2001	\$2,904,618	\$926,766	NA	NA
2001-2002	\$3,120,803**	\$1,016,616 *	\$1,092,281 *	\$(72,615)
2002-2003	\$3,345,635**	\$944,001*	\$944,001*	\$(78,020)

Total Reduction \$(150,635)

Rice Lake Currently has 0 students who exceed the \$50,000 expenditure level.

* = Aid is based at Previous Years Aidable Cost.

** = Assumes 100,000 in New Staff Costs Due to Increase Special Ed Needs.

*** = Projected Costs

4. **Milwaukee Parental Choice Payment Impact:** The Milwaukee Parental Choice Payment has had a significant impact of taking a portion of the Equalized Aid away from other districts in the state in recent years. The Governor's proposal increases funding for that program in each year of the biennium. We already lose over \$100,000 to this project each year. The MPCP multiplier was recently adjusted from .00619 to .00825. Below is the anticipated loss of aid for Rice Lake.

2001-2002 = \$ 118,000 2002-2003 = \$ 138,000

TOTAL = \$256,000.00

5. Milwaukee Charter School Payment Impact: The Milwaukee Charter School Program is also subsidized by a reduction in State Aid from the other districts in the state. In 1999-2000, our portion was \$4,000. In 2000-01 this jumped to \$35,000. Below are the estimates for the next biennium.

2001-2002 = \$ 40,000 2002-2003 = \$ 48,000 **TOTAL = \$88,000.00**

6. Revenue Limit Implications: Because of revenue limits and declining enrollments we will again face significant reductions in staff, services, supplies, textbooks, technology and elimination of programs offered to students. Below is graph highlighting the available revenue and the expected increases based on enrollment?

REVENUE

FISCAL YEAR	REV. LIMIT	ALLOWABLE REV. INCREASE FROM PRE. YEAR	EXP. INCREASE FROM PRE. YEAR (SAL/FR/OPER.)	SHORTFALL	ENROLL
1997/1998	\$16,908,267	\$1,083,072			2861
1998/1999	\$17,520,657	\$612,390			2812
1999/2000	\$18,111,556	\$590,899			2806
2000/2001	\$18,756,000	\$644,444	\$848,948	(\$204,504)	2706
2001/2002	\$19,047,000	\$291,000	\$831,773	(\$540,000)	2629
2002/2003	\$19,235,000	\$188,000	\$869,558	(\$681,558)	2594
2003/2004	\$19,339,000	\$164,000	\$909,126	(\$745,125)	2594

7. Reductions caused by revenue limits: Below are some of the reductions for 2001-02.

2001-2002 \$540,000 Reductions

- Layoff 2 Elementary teachers
- Eliminate Middle School German – Layoff 1 teacher
- Reduce Middle School Music by laying off ½ teacher
- Eliminate one eighth grade English teaching position
- Reduce all student field trips by 50%
- Reduce Band, Tech. Ed., Agriculture, and FACE extended summer contracts by 20-50%.
- Eliminate 2nd grade swimming lessons
- Eliminate parent, staff newsletters
- Reduce Administrative and operation expenses by 35%
- Reduce Athletic Equipment and supplies by \$10,000
- Eliminate one freshmen boys basketball coach
- Not replace one retiring HS Tech. Ed. teacher
- Not replace one retiring HS Math Teacher

2002-2003 \$681,000 (Projected)

(TO BE DETERMINED)

8. Anticipated Fixed Cost Increases

Expense	% Increase
▪ Health Insurance	35%
▪ Heating	25%
▪ Other Utilities	5-6%
▪ Additional Sp. Ed. Costs	5.1%

NOTES

From

Carl Stuebel
Sup. Town of Cleveland

What happens if the student
can't pass the standards test to
graduate. Will the state help
these students, so they can pass
and get their diplomas, and jobs
in areas where they have a
future.



NOTES

How much is the state will
to help education? To
keep school ~~small~~ Class size
small. So we can help the
kids who need special help
Why does all the aid go down
to Mil. Area & we get the
few pennies that are left.
Our kids are as good as
as there's.

NOTES

With all the revenue cap
the state put on school how
do you think we can give
kids quality education, and
hire the best teachers so
we can give them a good
education.



4214 East County Road C
Superior, Wisconsin 54880
March 26, 2001

*Joint Legislative Finance
Committee*
Madison, Wisconsin

Dear Committee Members:

Even though I maintain my values and enthusiasm fostered as a teenager during the Kennedy administration, the belief that I can change our community and our country for the better fades with each new pronouncement of budget cuts proclaimed in Madison. As a child growing up in Superior, I witnessed a community that possessed pride in the industry and beauty of our region. Even with the understanding that economies fluctuate and prosperity may be fleeting, the downturn in both our local economy and community self-esteem is disheartening. Not only that, mention of budget cuts and revenue caps create resentment because we know these cuts and caps affect our northern communities much more deeply than many of our counterparts in other parts of the state.

I am a high school English teacher in Superior. The needs of my students are greater than I have seen at any point in my thirteen year teaching career. The students have so many issues in addition to educational needs. Our school system cannot address many of these, which are poverty related problems, because we lack the financial resources to implement programs and hire staff. We plan to make changes in our educational curriculum at the high school to address some of the needs, and we hope to reach more students before they fall through the cracks. However, without sufficient funds, there is only so much that we as educators can possibly accomplish.

The worst enemy we are fighting is apathy in our students and our community. The belief that we in northern Wisconsin are not valuable to the rest of the state, especially the governor and the legislature, is widespread in this area. We have good people working hard to make this the beautiful, productive, proud city and county that it used to be. However, it is difficult to pull ourselves up by our bootstraps when someone keeps slicing them off. In a period when the state has more surplus budget money than ever before, common sense argues that this is the time to rebuild our struggling communities and schools. I predict, as an educator and an active community member, money that is not spent to improve our schools and society now will need to be allocated in the future for prisons and rehabilitation centers. For when young people see no future for themselves, studies show they are much more likely to assume at-risk behaviors. We are already witnessing that in Superior, and you know that a state is like a family—if there are problems with one member of the family, the rest of the unit will suffer as well. All we want is a chance to get back on our feet before we become permanently disabled, but we need your help. Please be open to our cry for financial assistance.

Sincerely,

Francy Chammings, Psy.D.

Francy Chammings, Psy.D.

4214 East County Road C
Superior, Wisconsin 54880
March 26, 2001

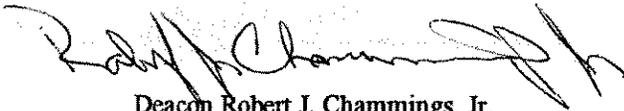
Joint Legislative
Finance Committee
Madison, Wisconsin

Dear Committee Members:

I wish to echo my wife's concerns. When I completed my tour of duty in the Marine Corps in 1971, we chose to live in Superior rather than my native New Jersey because we believed the quality of life was better here for raising our family. I too have witnessed the decline in the community's economy and self-esteem as Duluth has grown and we have fallen behind. Our retail stores, especially clothing enterprises, have not be able to compete with the Minnesota establishments that require no sales taxes on clothing. However, even though the sales tax was touted as a measure to lower other taxes and support education, we have not seen the benefits in our area. Instead, economic growth continues in Duluth while we wallow in wetlands we are told cannot be developed.

It appears that no matter what we try to do to improve our area, roadblocks are thrown up and funding disappears. Even though we try to lobby to have our voices heard in Madison, the replies we receive become more disappointing than ever each year. We believe Superior is still a "superior" place to live, and we voluntarily work with others in the community to improve the way of life for all of our citizens, but at times we feel like we are fighting a losing battle. We need the support of the state legislature and the governor, not only verbal pats on the head, but financial assistance as well.

Sincerely,



Deacon Robert J. Chamings, Jr.

Testimony from

Donna Stubbe

Parent of
John Stubbe, 7th Grade, East Jr. High School, Superior, WI
Michael Stubbe, 3rd Grade, Great Lakes Elementary School, Superior, WI



Make A Difference Today!

Support Our Kids!

" Education costs money, but so does ignorance."
Sir Claude Moser

"If the children are untaught, their ignorance and vices will in future life cost us much dearer in their consequences than it would have done in their correction by a good education."— Thomas Jefferson

That is why we are all here tonight – to ensure quality education for all children.

This year my son entered 7th grade at East Junior High School. During parent/student orientation, I was taken aback at the enrollment numbers in his classes.

In the core area classes in seventh grade, one can find classes with the following enrollment figures:

Math	34
Science	33
English	33
Social Studies	35

The reason these numbers are so high is that East currently only has one teacher per grade per core subject. The seventh grade currently has 160 students – divide that by five sections. Average: 32 students. Eighth grade is no different. The 8th grade currently has 197 kids – divide that by five sections. Average 39.4.

Currently East has Phy. Ed. Classes with 55, 46 and 44 students. Yes, those numbers are individual classes. Can you imagine trying to teach/work with this many students at one time and be effective?

The electives that currently exist for my son at the seventh grade level are Foreign Language Exploratory, Choir and Band. Just this school year Skills Enhancement, a course where students learned study skills, notetaking, etc. was dropped due to budget cuts. East suffered one position cut last year while Central had five positions cut. Neither school can afford more cuts.

Music is down to the bare bones with one section being offered for each grade.

With the way things are progressing, I am afraid to even think about his education at the ninth through twelfth grade level!

Just this year alone we will be operating with a 1.2 million-budget shortfall. If funding is not increased, the class sizes will continue to remain high. It is physically impossible to fit more student bodies into these classrooms.

I also have a son in third grade at Great Lakes Elementary School. I am worried that when he reaches fifth grade his decision to play a musical instrument might not be available for him - he may have to wait until 6th grade. Along with the

classroom teachers, the art, music, and physical education programs at Great Lakes are outstanding – superb. My oldest son blossomed because of his education at Great Lakes – will my youngest get the same chance – same opportunities – be allowed to develop and grow? Or will he be the victim of program cuts? Will the classroom sizes continue to increase?

Will they get the same equal education as students throughout the state of Wisconsin?

If funding measures don't change, will we be able to educate our children so that they can pass the state standardized tests?

Will they be prepared to continue their education beyond high school? Enter the workforce?

Will we be paying for this later in their lives? "It is better to build children than repair adults." Author Unknown

What we do today affects their future?

" Teach, encourage, inspire, respect and be good to all children.
They hold your future in their hands!"

Support our children as you support others throughout the state. They deserve an equal education.

Dear Governor McCallum,

When I was in Reading Class
our teacher told us about the
Budget Plan I became every
concerned as a 5th grader I
worried about the 1st graders and up
We all need to know about
Art, Music, Books, and Sports but IF we have
no money we can't buy the stuff

We need new stuff as it is.

In class we just had a spelling
test in 3rd ~~grade~~ grade words I'm

IN 5th Grade!! I got an A+

I can see why. I love hard words
like autobiography. It's a ripoff

for us all. So ask you

think about all the smart
6th graders having to learn 2nd

grade stuff then ~~and~~ when we have
hard stuff in high school. What

do you think would happen?

Pattison School
Jessica L. Patterson
5th grade

I need Gym, Music, art, Library too. And you
are taking my art, Gym, music, and Library?
Keep our activities!!!!

Sincerely,

Dallas Banks

Dear Mr. McCallum,

Revenue caps are going to ruin our educations. We all would be unhappy without our gym time and of course Music, Art & Library. And I think it wouldn't be right to take our time away from us. We all need these classes to get exercise. I think it wouldn't be right to make us pay for every activities for us in our school. Do you know what your doing to our education!!!

Sincerely,

Missy
5th grade.

Dear Mr. McCallum,

Your budget plan is going to hurt everyone's education. It will make homework harder or make us get less homework.

If you really cared about everyone and what we're doing to learn and to make our lives easier to grow up and to make them easier in living.

Please Gov. Scott McCallum lift the revenue caps NOW! I may be a 12½ yr old 6th grader who wants to become a teacher when I get ~~older~~ older. I ~~care~~ care about everyone's education.

Please if your willing to put aside money for our schools it would help kids be better students so someday they could ~~be~~ even be a great governor just like you!

Sincerely,

Amanda Swonger
Amanda Swonger is in the 6th grade

Linda Engleson
1605 E. 5th St.
Superior, WI 54880

3-26-01

To All those concerned:

I respectfully submit this letter as both an educator and as a parent of three children. The question at hand is, "Do we pay a little now, or do we pay tenfold in later years?" If you compare the cost of properly educating a student to that of housing an inmate - there is no contest. Did you know that up to 80% of Wisconsin's prison population is functionally illiterate? Do you think that an effective education would have helped these inmates become gainfully employed? The amount of money saved is enormous!

If the revenue caps are not lifted and schools continue to run at a huge deficit and continue to cut critical and highly effective programs such as the arts and SAGE, we are failing to provide the basic foundation for a successful life. Please reconsider lifting the revenue caps. This is our future.

Dear Governor McCallum

I'm a sixth grader from Pattison Elementary school. It's located on twenty-first street. It's kind of sad here. For one the bathrooms here are gross, they have wooden doors and they don't go up all the way; people can stand up on their tippy toes and see what you're doing. I'm only a sixth grader and you'll probably think this is dumb. In my opinion I think that we should be heard too. We need to keep this school up for one more year. It's also sad because it's like you taking some of our learning away from us. We don't have lots of books so some times we get only one to share with four people. We all need good education because some of us have dreams to grow up and do something we love; I know we have one, but we won't be able to do that if we don't get good education. The teachers here are great. The principal is a great plan; in our class

We have kids that always talk; it's sad to see all that learning go. The whole point of this letter is to allocate more money to the schools, and to lift the caps.

Sincerely,

Nicole Link

Dear, Governor McCallum

Revenue caps are taking so much stuff away that us kids won't have a good learning facility. We won't be able to learn as many things as we need to. I think that this is a dumb idea to take away things like, art, music, and you want us to pay more for sports? This is not a good idea to take things away.

Sincerely - Andrew Gilman

Pattison school

Grade: 6

Since the 1996-1997 school year, the state has committed financial resources through Student Achievement Guarantee in Education, ^{known as Sage} to assist school districts in reducing class sizes in kindergarten through 3rd grade. The reason for creating the S.A.G.E. program is to increase the academic achievement of children living in poverty. S.A.G.E. aid has allowed school districts to reduce the student teacher ratio to 15:1.

The S.A.G.E program is based on solid research which have documented greater achievement gains for students in small classes compared to their peers in large classes. In particular, members of minority groups and students in socioeconomically disadvantaged areas benefit from class size reductions. Follow up studies indicate that the benefits are long lasting for students who attend small class programs like S.A.G.E.

In the Ashland School District, we are in our 3rd year of a 5 year S.A.G.E. contract. Similar to other schools who have entered into a S.A.G.E contract, the program has made a positive impact in Ashland. Anecdotal evidence from Ashland supports the effectiveness of the S.A.G.E.

program. Elementary students are reading at higher level; students are able to spend more time developing their writing skills, and behavior referrals are lower. * At the 2nd & 3rd grade level, ~~SAGE~~ scores for math are significantly higher than those schools without Sage.

Throughout the state, the results of the S.A.G.E. program are positive and well documented. I am pleased that the governor has proposed to remove the sunset provision for S.A.G.E. and to give the Department of Public Instruction authority to renew existing S.A.G.E. contracts.

However, I am concerned about the governor's proposal which eliminates S.A.G.E. revenue for approximately 400 of the 500 new schools that started the S.A.G.E. program during the 2000-

* Comprehensive Test of Basic Skills May 2000.

2001 school year. These 400 schools have a poverty rate that falls below 50% which is needed to receive S.A.G.E. aid for 2nd and 3rd grade.

Although the Ashland School District is not affected by this proposal, I am concerned with the governor's proposal for a number of reasons. In this time of revenue caps, schools do not have the financial ability to maintain a student-teacher ratio of ~~15:1~~^{15:1}. S.A.G.E. aid is necessary to maintain a low student-teacher ratio. The governor's proposal sends a message to all school districts that the state is not fully committed to a program which they created. It also sets a precedent which could lead to a further deterioration of the State's financial commitment to fund the S.A.G.E. program. Finally, the governor's proposal to reduce the financial commitment of a program which is effective in raising the academic achievement of students is inconsistent with the State legislation and proposals which attempts to raise the academic achievement of students and to have students perform well in the Wisconsin Student Assessment System.

I ^{am asking} ~~would ask~~ that you reconsider the governor's proposal and fully fund the S.A.G.E program for all school districts! Thank you.

Sheila Schulz
712 Orchard Lane
Ashland, WI 54806

parent participant

Sheila Schulz

Benjamin Villarruel, Superintendent
Ashland School District
502 Main Street East
Ashland, WI 54806



The Ashland School District, like all school districts across the state, has taken seriously the mandate and the challenge to adopt the state standards and to increase the performance of our students on the Wisconsin State Assessment System. Recently, the Wisconsin Taxpayer Alliance published two studies on the academic performance of school districts. The first publication studies the performance of school districts on the 3rd grade reading test in the 1999-2000 school year. The second study was a longitudinal study which followed the same group of students and compared their performance on the 8th grade state test in the 1997-1998 school year with their performance on the 10th grade test in the 1999-2000 school year.

The Alliance found that with respect to the 3rd grade reading test, the Ashland School District performed at a level beyond expectation given the fact that approximately 50% of our students qualify for free and reduced lunch and that our minority student population is approximately 15%. In the 1999-2000 school year, only 1 student out of 151 students scored in the minimal level while over 88% of our students tested at the Proficient or Advanced level.

With respect to the second study, the Tax Payer alliance sought to answer how much students improved their performance on Wisconsin State Assessment System. Over a two year time period, the Alliance found that with respect to increasing students' performance, the Ashland School District was in the top 25% of all districts within the state of Wisconsin for improving test scores.

I mention these two studies because our district has worked hard to align our curriculum to the state standards and to increase the academic performance of our students. Part of our success is based on the hard work of our school board, teachers, and administrators. Another part of our success is based on the district's financial ability to hire additional staff to remedy the deficits which our students experience. Our school district has hired additional reading specialists at the primary level and a writing specialist to work with teachers and students. In addition, up until this summer, we have been able to offer a summer school program which focused on assisting students who were deficient in academic areas.

However, with our declining enrollment, we estimate that our expenses will exceed our revenue by \$200,000 for the 2001-2002 school year. This deficit comes at a time when we were forced in the 2000-2001 school year to reduce our summer school offerings, reduce a staff position which concentrated on increasing the writing skills of our students, and increase class sizes. These reductions were caused in part by a 40% increase in health insurance premiums (originally a 80% increase) and a 30% increase in utility costs. These program reductions have an adverse effect on the ability of our school district to improve our students' performance on the Wisconsin Student Assessment System.

The Ashland School District, like other school districts across the state, is experiencing a decline in enrollment. Because the revenue cap formula is based on average cost and not incremental cost, school districts experiencing enrollment decline have difficulty or are unable to reduce their costs to fall within their revenue limit. The fixed costs of a school district are not associated with enrollment decline. Furthermore, although the revenue cap assumes that a loss of 20 students will equate to a reduction of one staff person or a program, more often than not, the 20 students are enrolled in different grades making it difficult to reduce staff at any level or to reduce expenditures at any level.

There have been many proposals to deal with declining enrollment. Modifying the hold harmless provision or allowing districts with declining enrollment to increase their per pupil revenue cap number by 2% are a few solutions which attempt to deal with incremental costs and declining enrollment. I ask that you seriously consider these proposals.

As our enrollment continues to decline and as we are forced to further reduce our expenses, we will be forced to raise class sizes, to reduce or eliminate teachers who provide additional assistance to students who are deficient in academic areas, and to reduce or eliminate summer school programs which are targeted for students who need academic assistance. Our ability to seriously and effectively improve the performance of our students on the Wisconsin Student Assessment System will be greatly impeded. For a district with a high poverty rate and a significant minority student population, we need to maintain, if not increase, our programs. However, the revenue cap formula will force us to reduce academic programs.

Mary Jo Holzhaeuser, Speech-Language Pathologist
Ashland High School, 1900 Beaser Ave., Ashland, WI 54806



Testimony Before the Joint Finance Committee—Superior, March 27, 2001

Thank you, chairpersons Burke and Gard, and committee members, for providing this relatively local opportunity for input. My name is Mary Jo Holzhaeuser. I have worked as a speech-language pathologist in the Ashland School District for the past 15 years. I have lived in Wisconsin all my life, and I received my undergraduate and graduate degrees from state universities. I love working in special education; but, over the years, budget constraints imposed by the state have made my job more difficult. Moreover, many of the Governor's proposals for the upcoming biennium would make it even more of a challenge for me and my colleagues to provide quality, effective services to our students and their families.

Changes in four budget areas would certainly help us live up to our mandate to provide each child with a free, appropriate, public education:

1) Remove special education from revenue cap constraints.

In the years I have served the Ashland District, I have seen special education caseloads increase significantly. More and more children with special needs are identified each year--and their needs are greater. I realize that Governor McCallum believes this increase is due to "over-identification of students needing special education services." I deeply resent the implication--especially from a fellow alumnus of Fond du Lac Goodrich High School--that I am somehow 'padding' my caseload. Finding children who truly need our services is not a problem for my colleagues or myself. The problem is continuing to serve them well, in spite of diminishing resources.

In Ashland, overall enrollment is declining while the number of students with special needs is increasing. Special education costs more than regular education. For a poor school district like ours, these costs can be difficult to absorb. Furthermore, it is more difficult in special education than it is in regular education to predict the timing and amount of these types of expenses. If even a handful of those special needs students requires unusually expensive services, our budget can be very disproportionately affected. This disproportion can lead to tension between regular education and special education, especially when budgets are tight. The perception could be that "those expensive special ed. kids take money away from everybody else." In turn, when tight budgets cause the student-teacher ratio in the regular education classroom to increase, mainstreaming opportunities for students with special needs decrease. The more kids in the classroom, the less time the teacher has to make accommodations for students who learn differently. Taking special education out from under revenue cap constraints would prevent this type of backlash.

2) Reimburse school districts for at least 90% of costs for high cost/low incidence special education needs, and decrease the threshold at which this reimbursement goes into effect.

The current budget proposal advocates 50% reimbursement for costs over \$50,000 per child per year. For Ashland, this means that a child's annual expenses must be over *seven times* that of a regular education student before we receive any extra help from the state. This threshold is so high that it will actually provide very little relief.

3) Allow school districts to capture 90% of Medical Assistance Reimbursement, instead of the current 60%.

During the 1999-2000 school year, Ashland recovered \$160,000 from Medical Assistance. This was reimbursement for services that *we* provided, that *we* documented, and for which *we* processed and submitted that documentation. I'm not sure what part the state played in any of this; but, nonetheless, they kept 40% of what we would have received. Had Ashland received 90% of that reimbursement, as we were originally promised, we would have recovered \$240,000—an additional \$80,000 which could have been used to offset special education costs.

4) Increase state appropriation for mandated special education reimbursement.

If the state lived up to its original commitment to provide 63% reimbursement for these costs, instead of the current 35%, all of our students would be better served. As it is, we are annually asked to do more and more with less and less, as revenues fall further and further behind expenses.

If the funding situation continues as it is, we run another grave risk: the risk of discouraging the best possible individuals from choosing special education as a career. Although Governor McCallum seems to believe that pretty much anyone who is not a convicted felon can be a special educator, I respectfully beg to differ. Dealing with students who have special needs requires a sound, university-based, theoretical background; guided practice in the field; and specialized skills. Dealing with ever-changing state and federal special education laws and regulations requires knowledge and experience. Right now in Ashland, 10 of the 28 full-time equivalent special education positions are held by people with provisional licensure. While these fellow educators are dedicated and hard-working, I'm sure they would be the first to admit that extensive, population-specific education and experience—such as I received at UW-Eau Claire and UW-Stevens Point—would have enabled them to fulfill their roles more effectively. If we are going to attract fully-qualified, appropriately certified people to the field, we have to offer more than increasing caseloads, paperwork, and liability, along with stagnating pay.

Wisconsin has always been a leader in special education legislation. Before IDEA and PL 94-142, there was Chapter 115. I strongly urge you to continue that tradition by allocating the resources needed to enable all of our children to reach their maximum learning potential. They deserve the best.

Thank you for your kind attention.

Wisconsin Public Library Systems Fact Sheet Northern Waters Version

Fact:

WISCONSIN STATUTES

43.24(6) (6) In submitting information under s. 16.42 for purposes of the biennial budget bill, the department shall include an amount for the appropriation under s. 20.255 (3) (e) for each fiscal year of the fiscal biennium equal to 13% of the total operating expenditures for public library services, in territories anticipated to be within all systems in the state, from local and county sources in the calendar year immediately preceding the calendar year for which aid under this section is to be paid.

Fact:

Northern Waters has been on the losing end of a funding formula that will be changed when the state holds up its share of funding as legislated in the statutory reference above.

Fact:

Northern Waters Library Service is mandated to coordinate resource sharing among libraries, assure that all state residents can use any public library within the system, encourage the growth of libraries through information sharing technologies, continuing education of library staff and planning at the local, county and state levels. These are growing needs, not needs that can be met with zero funding increase.

Fact:

For three decades, Northern Waters Library Service has provided background support for libraries that are outstanding and unique-to-their-community information centers. We cannot let this support whither, which is what flat funding will guarantee. Circulation among these libraries continues to grow with another 2.5% increase for our region for 2000 which does not include the additional activity happening through public access to electronic information resources.

Fact:

The state has a technology plan for libraries in Wisconsin: it's vision is: **Access for anyone, at any time, from any where.** Nowhere is this more crucial than in rural communities where public libraries are bridging the digital divide – this is an enormous responsibility requiring that the technology is in place and that training of library staff is ongoing.

Fact:

Only eight of our twenty-eight member libraries meet the minimum cost components listed in the Wisconsin Public Library Standards, Third edition. NWLS must work with

these libraries to bring them up to the standards considered necessary for quality library service in Wisconsin

Fact:

What will our libraries lose if NWLS has flat funding?

After years of belt tightening, there are not many areas left to cut. NWLS went through the painful process of cutting our bookmobile at the start of the last biennium, we will have to choose between collection development for libraries, delivery services and continuing education.

Fact:

NWLS surveyed libraries and they want additional delivery service, continuing education, scholarships and help in meeting state standards—precisely those services that we would need to cut.

Fact:

Our libraries serve tourists—walk into any of our libraries on a rainy summer day and you will see what I mean. Our libraries improve the economic development potential of our region. One of the members of the recent space shuttle crew grew up in Winter, Wisconsin where one of our smallest libraries serves the information needs of this isolated area.

Listen to these words from Alice Hoffman

It was the best sort of miracle, the kind that happens when the heat outside is blistering or when a storm is brewing; when everything in your life is out of your control. It happens when you are eight, or ten, or twelve, at the moment when you discover that when you walk into the library you have complete freedom. You can leave your world behind and enter into any book you select. Here, where there is quiet, there are, at last, choices to be made. No one will tell you what to believe or how to feel. Best of all, no one will tell you what you can and cannot imagine. I think now that I would not have survived my childhood if not for those walks to the library.

Alice Hoffman in the essay "Nothing is as Healing as a Book."

Fund public library systems at the 13% level, or at the very least, make a step forward and fund a percentage so that our services are not going backwards. Our lifelong learners, our children, our senior citizens, our information seekers deserve no less. The alternatives are grim for northern Wisconsin.

Good Afternoon,

I am Julius Erlenbach, Chancellor for the University of Wisconsin-Superior. It is a pleasure for me to welcome you to our city and to speak to the Committee. And, if you haven't already noticed, to let you know that it is a beautiful day in Superior.

My brief remarks today will focus on three areas:

1. The importance of maintaining the UW System portion of the capital budget as approved to date by the Building Commission.
2. Briefly examine why the Board of Regents proposed Economic Stimulus Package is important to UW-Superior.
3. And to speak to the impact that base GPR budget cuts, as proposed in the Governor's Budget, have on a small state institution such as UW-Superior.

The capital budget as approved last week by the Building Commission will go a long way in helping the UW-System maintain quality buildings in which to enhance the learning experience. A great deal of the funding will go toward renovating existing buildings to modern expectations.

At UW-Superior, we are pleased that Governor McCallum visited our campus and pledged his support to the remodeling of our Gates Physical Education Building and constructing a new Health and Wellness Center. This will be our first new building on campus in 30 years. It will do absolute wonders in helping us deliver health and wellness education, promote the whole student, encourage athletic and intramural activities, and serve the community. I've left a brochure detailing the project with the clerk. Your continued support to the UW System's capital budget as a whole will help each campus improve the learning environment for our students.

The Economic Stimulus Package:

The initial budget presented for consideration by the Board of Regents was built on the concept of growing the economy. I understand that the downturn in the economic outlook has caused Gov. McCallum to make some difficult budgetary decisions. While the UW System fared better than some state agencies, the UW System is confident that a slight infusion of additional funds could accomplish more for the state. The Board of Regents have countered Governor McCallum's latest recommendations with the Economic Stimulus Package. I would encourage including this proposed addendum in the state's budget.

Among its many attributes, this package gives an additional amount of support for the UW-Superior Transportation and Logistics Research Center, already funded in the budget by \$800,000. Just flying and/or driving here today, you are bound to have noticed that Superior is a hub for rail, sail, air, pipeline and trucking industries. Our Transportation and Logistics Research Center, and its affiliated academic major, has received

unprecedented interest and support from the industry, and is beginning to attract attention from the Federal Government. It directly benefits the economy of Wisconsin in that it is a resource for industry research. Companies can learn to better distribute goods, lay pipeline, or maintain their fleets, based on cooperative research projects. They can also establish education programs that will help existing employees become strong managers and administrators. With the Center's assistance, these Wisconsin companies are gaining the tools and talents to become global players, bringing the money back to our state.

Already, student internships in this program are turning into quality jobs for our new graduates. The U.S. Dept. of Labor estimates that 2-3,000 new transportation and logistics job entrants will be needed in our area, and demand is driving wages up. The average salary is now \$41,000. What we need today are the additional funds to gear up the Center to serve the industry needs, and approval

of the five new positions to teach new enrollees in the credit and seminar-based programs.

Lastly, I would like to express my desire to have the Joint Finance Committee pay particular attention to the Governor's GPR portion of the budget.

The Governor's budget proposal that you are considering today increases GPR spending for the whole of state government by 3.9% and 2.9% in each of the next two fiscal years. By comparison, the UW System's proposed GPR increase is 2.9% in the first year and minus 3/10ths of a percent in the second year — for an average annual 1.6% increase in GPR/fees. This is less than the 1.9% increase that higher education averaged from 1994-95 to 1999-2000.

The Governor's budget provides \$59.6 million GPR earmarked for costs-to-continue, debt service, and utilities which is critical just to keep current operations going. We are delighted that he had done this.

There is also \$8.7 million in new GPR funding for a few new initiatives.

But at the same time, the budget also calls for a \$12.7 million base cut. The UW System is grateful that percentage-wise, this is the second smallest cut among state agencies, but at the same time is concerned that dollar-wise, it is the second largest cut, equal to state support for 1,273 UW students. When we factor in that \$12.7 million base cut, the System is left with a *negative* 4 million dollars to carry out new initiatives.

I know you have received previous testimony from UW System President Lyall about the overall impact of this base budget cut on the system. I would simply like to localize it for you.

UW-Superior's portion of that base budget cut is about \$90,000. Now that might seem like a small portion of funds, but in reality, that cut is almost equal to the amount currently needed to recruit three faculty to necessary

positions at UW-Superior. If those dollars are cut, the faculty won't be hired and the students suffer from a loss of curriculum delivery. So, while we would certainly work to minimize the affect the base budget cut would have, even if those dollars were taken from a budget line other than faculty positions, there will be a direct impact on students. For at UW-Superior the budget is such that people wear many hats to get the essential jobs done. A loss of base support in any area impacts students.

So what is it that I am asking you to do. Quite simply, reverse negative GPR funding for the UW System in the Governor's Budget. Turn the currently minus \$4million into positive numbers and support the UW System's Economic Stimulus package.

I ^{do} think you for your time and attention to these important elements of the Governor's Budget Proposal.

A cut in educational and medical assistance funding to Northwestern Wisconsin will:

- 1. Increase the risk to vulnerable youth and at-risk families due to the decrease in services that can be provided on the community level.**
 - 2. Decrease preventive and screening services to provide timely intervention to avoid more intensive and expensive services at a later time.**
 - 3. Disrupt a collaborative, efficient, money saving system that is currently multi-servicing families and children receiving mental health and special educational services. Such a service has decreased the amount of needed out of home placements, inpatient hospitalizations, and individualized special educational programming within the schools – all services that come at a great cost per child.**
 - 4. Disrupt a continuum of care within the community that has assured families and children timely crisis intervention followed by services to prevent future crises, as well as appropriate services to strengthen and support the family system.**
- Having worked in this community for 9 years as a social worker, I have seen this community come together to create the most efficient services available with the resources at hand. It is my belief that the community could be a model for collaborative services to help the State SAVE money down the road. This is only possible if the monies in special education and medical assistance are not cut. Please consider this as you decide the budget for 2001-2003.**

Thank you.

Northwest Counseling and Guidance Clinic

Superior Day Treatment

1514 Ogden Avenue

Superior, WI 54880

(715) 395-3805

fax (715) 395-3807

March 26, 2001

Dear Legislator(s):

I am writing in regards to Governor Scott McCallum's proposed 2001-03 budget regarding funding through Medical Assistance and Special Educational programs in Northwest Wisconsin. I work for Northwest Counseling and Guidance Clinic, a company that provides mental health day treatment services for youth. The proposed budget would jeopardize the much needed services for educationally at risk youth requiring mental health interventions that are provided in day treatment.

Northwestern Wisconsin does not offer a wide variety of services for children at risk. The proposed funding cuts cause concern for providing adequate intervention for children and families experiencing mental health and educational difficulties. The day treatment model that is practiced at Superior Day Treatment provides intensive mental health intervention, special educational programming and supportive family services. These services are provided in a collaborative effort, under one roof for efficiency and to assure support and non-duplication of services. Without these type of interventions, at risk youth face untreated mental illness which may lead to an increase in drug and alcohol use, youth suicide, out of home placements, victimization, and delinquency.

I appreciate your attention to these issues. I am hopeful that you will weigh the grave risks and potential long term effects and costs in cutting the needed funds to provide adequate mental health and educational services to youth and families of Northwest Wisconsin.

Sincerely,



Shar Fleming, CSW
Program Coordinator

Superior Day Treatment
1514 Ogden Ave.
Superior, WI 54880
715 395-3805
fax 715 395-3807

March 26, 2001

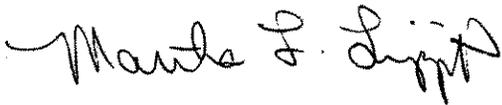
Dear Legislator:

I implore you to lobby for not less, but an increase in Special Education funding.

We provide imperatively needed services in Douglas County in Northern Wisconsin. I coordinate the Educational component here at Superior Day Treatment that serves Special Education, at Risk, and students with varied mental health needs. For many students we are the only hope to acquiring the skills to be able to transition back to public school after crisis or severe behavior issues. The comprehensive services that we provide under one roof is already saving \$, combining educational and mental health services collaboratively. I know that our work also saves \$ down the road in the area of corrections, but more importantly gives our children a chance to recognize their errors in thinking that lead them to irresponsible behavior. Our children learn and practice responsible replacement thinking to lead them to much needed success experiences in their lives.

I appreciate any attention that you can give to these matters and thank you for your time and kind consideration that our youth in trouble need!

Sincerely,



Martha L. Lippitt, MSE
Educational Coordinator

Superior Day Treatment
1514 Ogden Ave.
Superior, WI 54880
715 395-3805
fax 715 395-3807

March 26, 2001

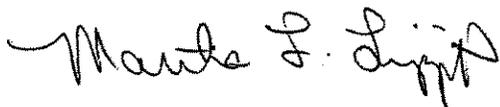
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I appreciate any attention that you can give to these matters and thank you for your time and kind consideration that our youth in trouble need!

Sincerely,



Martha L. Lippitt, MSE
Educational Coordinator



The Testimony of
Chris Voltzke, President of UW-Superior Student Senate

On
Full Tuition Flexibility

Good morning. My name is Chris Voltzke and I am the president of UW-Superior's Student Senate. We have all made this appearance today at the Capital to bring our input on the UW-System budget to our legislatures. Schools from across the state have taken time out of their education to bring to attention the effects that an initiative such as Tuition Flexibility will have on the students of this great state.

As we all know and fully understand, our legislature currently holds the authority to authorize how much the Board of Regents can raise tuition. The Governor has proposed to grant this authority to the Board. By giving this power to the Regents, there would be a shift of power from an elected body to a appointed body, which would be extremely dangerous for students. The Regents are not accountable to the students as is the legislature. We are all here today, to hold the Legislature accountable to the students.

The Board has proven to be irresponsible with this power when it has been given in limited form in the past. During the 1997-1999 Biennium, the Regents were given a limited flexibility, which allowed them to raise tuition over 13% and balance the budget on the backs of the students. The current language for full tuition flexibility takes out any sort of limitations as to what the Regents could raise tuition. This means that students could see tuition increases well into the double digits. This, coupled with the lack of support for increasing any financial aid programs, will close the doors of opportunity for hundreds of students and working families in the state of Wisconsin to achieve a public higher education.

For the students at UW-Superior, it is vitally important to maintain this contact between the Legislature and the students and through United Council, our voice can be heard throughout the state of Wisconsin. Superior is a great city, filled with working families and students, who must sometimes hold two or three jobs just to get a college education. This does not allow them much time to concentrate on their studies. They also graduate

thousands of dollars in debt upon graduation. These new graduates are then forced to leave the state to find employment elsewhere, where they can find higher paying jobs to pay off their student debt in a timely fashion. This phenomenon is called the "Brain Drain". Proposals such as tuition flexibility will only contribute to pricing hundreds of students from Superior out of an education.

Thank you to all of the students who have made an effort today to ensure that the students throughout the state will receive the best education possible. You must continue the fight for an affordable, accessible, and quality public higher education in the state of Wisconsin. I thank you for your time.

UNIVERSITY of WISCONSIN

Superior

Chris Voltzke
President

Stephanie Hilton
Vice President

University Student Senate
Rothwell Student Center, Room 11
Belknap & Catlin, PO Box 2000
Superior, WI 54880-4500

Office: (715) 394-8432
FAX: (715) 394-8454
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GOVERNOR'S PROPOSAL ON DISTRIBUTION OF FEDERAL AIDS

By Fred Schlichting, Administrator
Cooperative Educational Service Agency (CESA) #12

Governor McCallum recently released his budget proposals. One of his proposals changes the way the Department of Public Instruction (DPI) distributes some of the federal aids it receives. The Governor's proposal "requires DPI to distribute the maximum amount of federal aids to school districts."

On the surface this sounds great. Federal aids should be sent on to school districts to promote the programs and services they were designed to address. The concern, however, is that not all issues and problems that these monies are attempting to address can be dealt with strictly at the local school level. Often there are issues that are best addressed at the state or regional levels. The Governor's proposal would not allow DPI to use federal funds to address regional or statewide issues unless the local schools themselves developed a mechanism to identify and agree on regional or statewide issues. Asking local schools to identify and fund regional issues would be cumbersome at best and probably would result in little or nothing that could get complete agreement.

Currently, the DPI retains a small portion of most federal grants for two purposes:

To fund DPI positions to administer the grants

To fund discretionary grants for regional or statewide projects. These grants go through competitive review to insure they address important regional or state concerns in Wisconsin. Sometimes these discretionary grants even fund specific district concerns deemed to have great importance.

CESA #12 and the local schools of Northwest Wisconsin have successfully used both direct federal aids to schools and discretionary monies to meet the needs of children in our region. Often when common needs are identified, CESA writes grants to access discretionary monies to meet those needs. One successful example of this is the Parent Educator Project. The project has been funded through IDEA (special education) discretionary monies. The purpose is to train and have available parents of special education children to work with other parents of special education students and the school to collectively better meet needs of children rather than focusing on confrontation and potential litigation.. This project has had great success in opening lines of communications between parents and schools and creating partnerships to address a child's needs. DPI has been so impressed with this regional success that the program has been gradually expanded statewide with funding through discretionary dollars. The Governor's proposal appears to eliminate DPI's discretion to address regional or statewide needs like this.

Using the Governor's proposal, would a model like the Parent Educator Program have developed through local schools identifying this need and all agreeing to use a portion of their federal monies to address the need? Perhaps in some isolated cases this may happen, but more often than not, local schools do not unanimously see the immediate benefits before a program is initiated. Using the Parent Educator Program as an example, it took several years for both parents and schools to see this program as not a threat, but rather an opportunity to build partnerships with parents. Certainly today almost all schools view this program as one that helped greatly in reducing tension between special education parents and local schools.

The Governor's proposal also is somewhat contrary to the Kettle Commissions report that puts a greater emphasis on regional partnerships and encouraging cooperation to better meet local needs.

There are other examples of regional partnerships in our region that have been funded to address regional and statewide needs. DPI has funded a transition program to regionally help schools provide smooth transition for special education students into the community upon completion of school. This includes job placement help, postsecondary education opportunities and other services available through agencies, Counties and the State. The statewide assistive technology program provides assistance to parents and schools on technology items and devices that may help special education students to learn. Equipment is shared throughout the state so that expensive pieces of equipment will not financially burden a local school district. A regional early childhood grant has been used to produce training materials for schools to assist in ongoing assessment and team building between the school and non school programs like Head Start. The statewide Strengthening Professional Practices grant has helped each CESA region in the state to provide local staff development opportunities for teachers and to prepare teachers and schools for the new state teacher licensing reform.

All of these programs are examples of programs that may not be available statewide or regionally if all funding discretion is removed from the DPI. We advocate DPI having the continued authority to retain a small portion of federal aids to be distributed at their discretion to address local, regional, and statewide issues of great importance to a particular program. We believe this approach best meets program goals and encourages partnerships to address regional and statewide concerns.

STEPS YOU CAN TAKE TO MAKE A DIFFERENCE WITH THE STATE BUDGET PROPOSALS

ATTEND A JOINT FINANCE COMMITTEE FIELD HEARING AND REGISTER TO TESTIFY

Tentative Jt. Finance Committee Hearing

March 27	Superior
March 28	Eau Claire
April 3	La Crosse
April 4	Marshfield
April 5	Peshigo
April 10	Kenosha
April 11	Madison
April 20	Milwaukee

Hearings are tentatively scheduled to begin at 10 am.

Call the legislative hotline to verify date, time and location 1-800-228-2115

WRITE LETTERS TO MEMBERS OF THE JOINT FINANCE COMMITTEE

A list of Jt. Finance Committee Members is attached.

WRITE LETTERS AND CALL THE GOVERNORS OFFICE, YOUR STATE SENATOR AND STATE REPRESENTATIVE.

Even a short handwritten note to your legislator can make a difference. Follow it up with a phone call to his/her office.

Our local representatives are listed below:

Governor Scott McCallum
P.O. Box 7863
Madison, WI 53702 telephone 608-266-1212

A copy can also be sent to the governor's Education Policy Advisor, Katherine Hildebrand, at the same address.

State Senator Bob Jauch
313-S WI State Capitol
Madison, WI 53702 telephone 608-266-3510

If you call, you can talk to one of Bobs staff members, Dan Kanninen, Adam Korbitz, Dave Jahr or Linda Anderson.

State Representative Gary Sherman
323W State Capitol
Madison, WI 53702 telephone 608-266-7690

If you call, you can talk to Garys two staff members, Boots Freidig or Jerry

State Representative Frank Boyle
221 N State Capitol
Madison, WI 53702 telephone 608-266-0640

From: Kanninen, Dan <Dan.Kanninen@legis.state.wi.us>
To: "freds@cesa12.k12.wi.us" <freds@cesa12.k12.wi.us>
Date: Wednesday, March 7, 2001 10:35 AM
Subject: Joint Finance Members

SENATE MEMBERS OF JFC

* Letters to all the Senators can be addressed to P.O. Box 7882, Madison, WI 53707-7882.

Senator Brian Burke (D)
CO-CHAIR
Milwaukee
608-266-8535

Senator Russell Decker (D)
Schofield
608-266-2502

Senator Gwendolynne Moore (D)
Milwaukee
608-266-5810

Senator Kevin Shibilski (D)
Stevens Point
608-266-3123

Senator Kimberly Plache (D)
Racine
608-266-1832

Senator Robert Wirch (D)
Kenosha
608-267-8979

Senator Alberta Darling (R)
Menomonie Falls
608-266-5830

Senator Robert Welch (R)
Redgranite
608-266-8751

ASSEMBLY MEMBERS OF JFC

* Letters to Representatives Gard, Kaufert, Albers, Duff, Huebsch and Huber can be addressed to P.O. Box 8952, Madison, WI, 53708.

* Letters to Representatives Ward and Riley can be addressed to P.O. Box 8953, Madison, WI, 53708.

Representative John Gard (R)
CO-CHAIR
Peshtigo
608-266-2343

Representative Dean Kaufert (R)
Neenah
608-266-5719

Representative Sheryl Albers (R)
Reedsburg
608-266-8531

Representative Marc Duff (R)
New Berlin
608-266-1190

Representative David Ward (R)
Fort Atkinson
608-266-3790

Representative Michael Huebsch (R)
West Salem
608-266-0631

Representative Gregory Huber (D)
Wausau
608-266-0654

Representative Antonio Riley (D)
Milwaukee
608-266-0645

WHAT TO SAY WHEN YOU MAKE A CALL, WRITE A LETTER, OR APPEAR AT A HEARING

1. Tell who you are. Testimony from a parent or grandparent who has been positively affected by a particular program is much more effective than testimony from an employee who might lose a job because of a program.
2. Be brief and specific about what you want.

For example, if you are concerned about the Governor's proposal to distribute Federal aids, you might say,

I am not in favor of Governor McCallums proposal to require the DPI to distribute the maximum amount of federal aids to school districts.

You would then go on to explain your position such as,

I feel that the DPI should continue to have authority to award some of the federal grant monies to projects that are of regional or statewide importance to a particular program.

Finally, you should then be specific with an example of how a specific program has made a positive difference in a region or statewide. This is the most important part because it provides a real life example.

If you have other issues to address, consider writing a separate letter or letters for those concerns. I feel that keeping your call or letter focused to one main issue is an advantage in getting your message across.

3. Do not copy or duplicate another persons letter or example.

Use your own words.

If you are writing, feel free to hand write the letter. If you make a call to a legislators office or the governors office, feel free to talk to the legislator's aide to express your thoughts.

Finally, don't be afraid to write or make that call. Legislators are glad to hear from their constituents and want to know what you think.