

**Prepared Statement of  
Robert Lewke**  
  
**Presented to the  
Joint Committee on Finance  
March 28, 2001**

Senator Burke, Representative Gard, and Members of the Committee:

I am Robert Lewke, Chair of the Science Department at the Chippewa Valley Technical College (CVTC) where I also serve as the President of the Chippewa Valley Technical College Teachers' Union, WEAC, NEA. Our union appreciates the opportunity to submit testimony to you concerning the 2001-2003 state budget and its impact on CVTC and the Wisconsin Technical College System (WTCS) as a whole.

Wisconsin's technical colleges wear many hats – we produce skilled workers, we retrain displaced workers, we assist high school drop-outs in obtaining a GED, we teach English as a second language to immigrants, we assist students in overcoming their individual disabilities, and we provide options and alternatives to high school students. All of these efforts help attract – *and retain* – business and industry to Wisconsin. In fact, there is a direct relationship between the financial health of the WTCS and the economic health of Wisconsin.

Simply stated, we cannot provide all of these services alone. We need partners. Historically, we have depended upon state government to provide approximately one-third of our funding. This financing has assisted us in meeting past economic challenges.

However, the last ten years have seen a significant reduction in the portion of technical education funded by state government. Currently, only 20 percent of aidable costs come from the State. As a result, significant waiting lists exist for programs whose graduates are needed to provide essential services throughout the state – nursing, radiography, diagnostic medical sonography, protective services, and computer services to name just a few.

To meet the technological challenges of the 21<sup>st</sup> century, state government must be a player – not a mere spectator – in the training and retraining of skilled workers. If we are going to retain the great technical colleges we have in this state, the Joint Finance Committee and the Wisconsin State Legislature need to adopt the 2001-2003 budget proposals of the WTCS Board

and provide the system with at least 4.1 percent increase in general state aids in each of the upcoming two years. Essential programs such as TOP grants, capacity building grants, and additional course section grants must also be continued.

This enhanced investment in Wisconsin's economic future (about \$5 million each year) is relatively small when compared to the entire state budget. However, it may well make the difference when facing the challenges currently on the economic horizon.

While adequate funding of the technical college system is our union's top priority, it is important to address two non-fiscal policy matters included in the budget request submitted to your committee – alternative certification and charter schools.

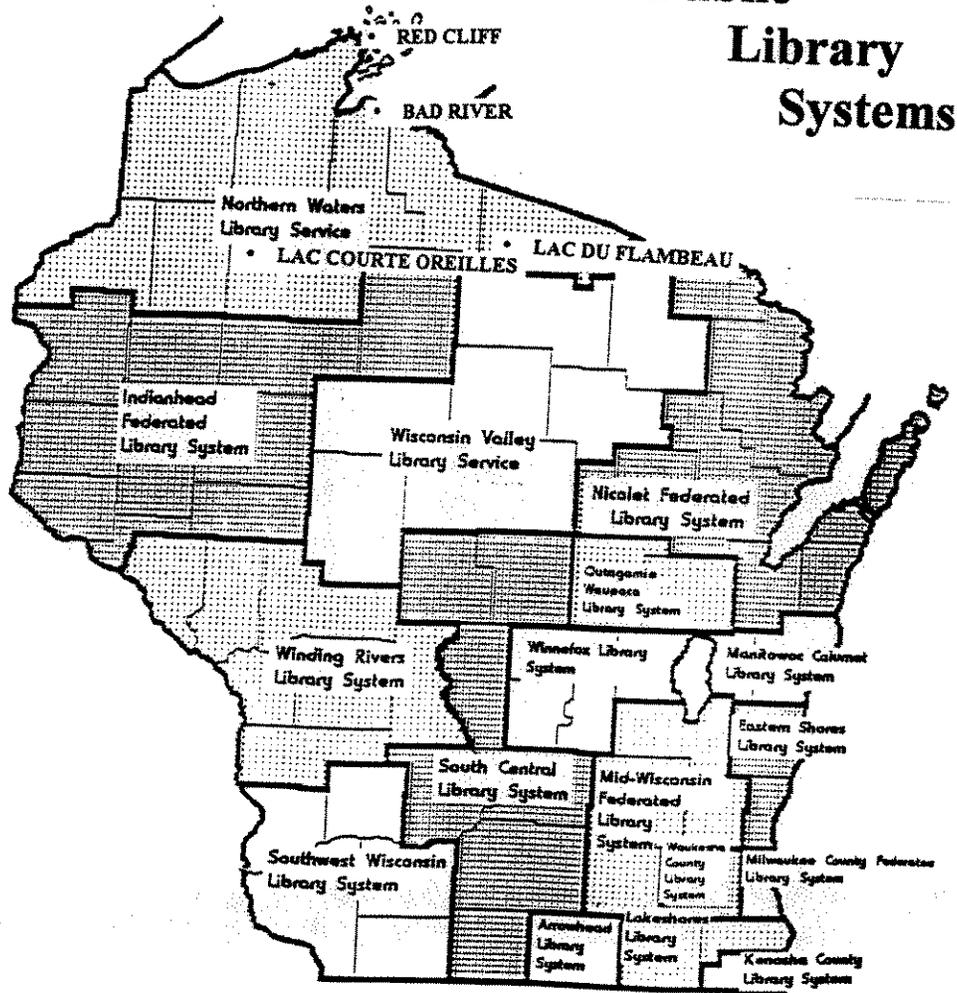
It is our position that the current system of certification employed by the Wisconsin State Technical System is working fine and there is no need for the alternate credentialing suggested in the budget request. In fact, no one within the WTCS requested the inclusion of this provision. We would, therefore, urge you to remove this non-fiscal policy language.

Similarly, charter schools are already addressed in the statutes. Currently, technical colleges are working with both at-risk high school students and youth options students. We don't need to move into the charter school area as well. Again, we urge you to remove this non-fiscal policy language from the budget bill.

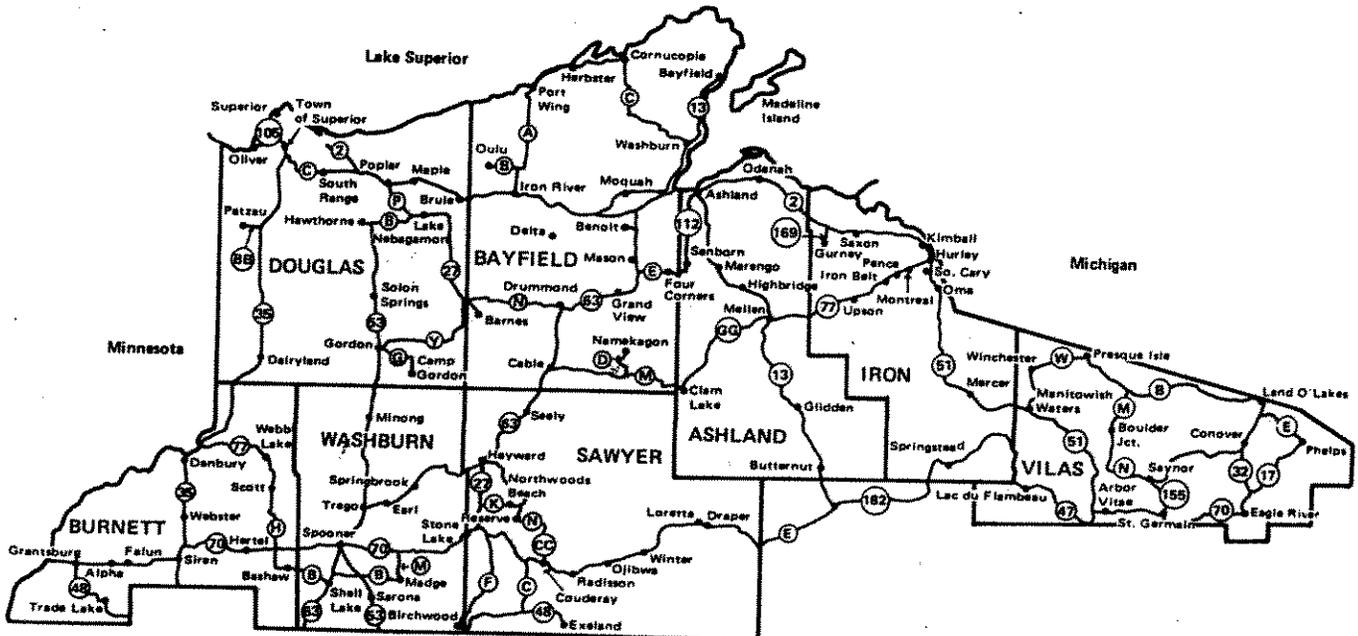
In closing, the CVTC Teachers' Union would again thank you for holding this hearing here in Eau Claire and for the opportunity to address you concerning the future of technical education in Wisconsin.

*Robert E. Fenwick*

# Wisconsin Public Library Systems



Northern  
Waters  
Library  
Service



**Preliminary Wisconsin Public Library System Aid Estimates  
for 2002 and 2003 with funding at statutory 13% index\***

System	2001 System Aid	2002 Aid at 13% Index	Increase 2002 over 2001	2003 Aid at 13% Index	Increase 2003 over 2002	Percent Change 2001-2003
Arrowhead Lib. Sys.	\$430,913	\$559,200	\$128,287 30%	\$591,200	\$32,000 5.7%	37%
Eastern Shores Lib. Sys.	\$568,398	\$689,200	\$120,802 21%	\$731,200	\$42,000 6.1%	29%
Indianhead Fed. Lib. Sys.	\$1,105,382	\$1,636,300	\$530,918 48%	\$1,736,700	\$100,400 6.1%	57%
Kenosha County Lib. Sys.	\$391,685	\$508,700	\$117,015 30%	\$543,200	\$34,500 6.8%	39%
Lakeshores Lib. Sys.	\$626,531	\$952,100	\$325,569 52%	\$1,011,300	\$59,200 6.2%	61%
Mamitowoc-Calumet Lib. Sys.	\$306,639	\$429,400	\$122,761 40%	\$455,700	\$26,300 6.1%	49%
Mid-Wis Fed. Lib. Sys.	\$741,190	\$1,049,700	\$308,510 42%	\$1,116,500	\$66,800 6.4%	51%
Milwaukee Co. Fed. Lib. Sys.	\$2,630,054	\$3,564,000	\$933,946 36%	\$3,744,400	\$180,400 5.1%	42%
Nicolet Fed. Lib. Sys.	\$1,050,657	\$1,541,800	\$491,143 47%	\$1,638,400	\$96,600 6.3%	56%
Northern Waters Lib. Ser.	\$519,826	\$743,400	\$223,574 43%	\$786,900	\$43,500 5.9%	51%
Outagamie Waupaca Lib. Sys.	\$596,859	\$811,300	\$214,441 36%	\$863,400	\$52,100 6.4%	45%
South Central Lib. Sys.	\$2,021,285	\$2,617,200	\$595,915 29%	\$2,780,600	\$163,400 6.2%	38%
Southwest Wisconsin Lib. Sys.	\$356,970	\$544,000	\$187,030 52%	\$576,400	\$32,400 6.0%	61%
Waukesha Co. Fed. Lib. Sys.	\$941,823	\$1,201,600	\$259,777 28%	\$1,282,700	\$81,100 6.7%	36%
Winding Rivers Lib. Sys.	\$754,237	\$1,065,800	\$311,563 41%	\$1,132,300	\$66,500 6.2%	50%
Winnefox Fed. Lib. Sys.	\$870,348	\$1,131,100	\$260,752 30%	\$1,198,200	\$67,100 5.9%	38%
Wisconsin Valley Lib. Ser.	\$837,003	\$1,163,600	\$326,597 39%	\$1,231,800	\$68,200 5.9%	47%
<b>Total</b>	<b>\$14,749,800</b>	<b>\$20,208,400</b>	<b>\$5,458,600 37%</b>	<b>\$21,420,900</b>	<b>\$1,212,500 6.0%</b>	<b>45%</b>

\*Final estimates will be made based on 2000 public library and system annual reports.

Note: Estimates based on 1992-99 public library expenditure data, 1996-2000 population estimates, and 2000 statement of estimated payments under s. 79.015. The aid formula factor percentage are: 7.5% square miles, 7.5% payments under s. 79.015, and 85% population. Each system receives its proportional share of each factor percentage multiplied by the state appropriation for that year.

**Testimony Joint Finance**  
**March 28, 2001, Superior WI**  
**By**  
**Roger Hulne, Supt.**  
**School District of Shell Lake**

The School District of Shell Lake has been severely hurt by the revenue caps and the effect of declining enrollment. Our enrollment has declined by 100 students since 1995 or 15% of our enrollment. We have had to take off over \$100,000 of one time hold 75% harmless money from the revenue caps each of the past three years due to the declining enrollment. Our class sizes in grades k-8 run from 30 to 45 students, while we still have classes of 50 to 60 students in grades 9-12. We are a two class section school regardless if we have 50 students per grade or 35 students per grade, allowing for little savings in classroom teachers. The rising energy costs have caused our expenses to almost double in this area. The rising costs of health and dental insurance means under the current QEO our most experienced teachers at the bottom of the salary schedule will receive only a .41% raise this year and a .23% raise next year. Last year our associate staff received a 1% salary increase, this year they may take a cut in pay. What other group in state government gets less than a 1% raise in pay, while being asked to do more with less? These small raises cost the district 3.8% under the current law, and at a time when our revenues are actually declining.

We have cut over \$100,000 out of the budget over the past two years, now we are looking at cutting another \$200,000 for next years budget and a projected \$300,000 the following year. Where does it end? We have already cut equipment and supplies by 50%, not longer have money in the budget for school buses and textbooks, laid off aides, reduced a teacher in special education, gave a 50% AODA coordinators job to our two counselors. We are working with the community and staff on further cuts that may include our gifted and talented program, Elementary Guidance program, a custodian, bus driver, and aide, note we only have one half time aide left in the school who is not working in Special education, a junior high teacher, athletics, and a reading teacher. Shell Lake was recently recognized as one of five model schools in the state of Wisconsin by the Wisconsin Association of School District Administrators, an example of a poverty district that is working to make a positive difference for all students, it hurts to dismantle an effective school.

Please treat all of the states schools fairly the current revenue caps are not fair, especially for those of us like Shell Lake who have and are experiencing declining enrollment. Thanks for listening.

SCHOOL DISTRICT OF SHELL LAKE  
Budget Cuts Due to the  
Revenue Caps and Declining Enrollment  
March 27, 2001

- Combined 50% ADDA position with the Elem. and 7-12 Guidance Counselors.
  - Cut teacher supplies and equipment 50% since 1998.
  - Laid off a kindergarten teachers aide.
  - Didn't replace a half time Primary school aide, half time when she retired.
  - Reduced field trip budgets for 2001-02.
  - Cut \$20,000 on purchases of computer technology, 2001-02.
  - Reduced board and administrative travel and supplies.
  - No money for new elementary textbooks in the budget, 2001-02.
  - Unable to purchase a new school bus in 2000-01 and 2001-02.
  - Didn't replace a special education aide when she left in 2000.
  - Need to cut \$200,000 from the 2001-02 budget.
  - Reduced a half time special education teacher in grades 3-6.
- Cuts considered for 2001-02:

- A bus driver
- Elementary Guidance Program
- Gifted and Talented Program
- Sinking and Interest Fund - \$30,000
- A custodian
- Teachers aide - We only have one half time teachers aide in grades K-6 that works with all staff other than special education. We have no teachers aides in grades 7-12 other than special education and library aides.
- Community Education
- A junior high teacher
- Chapter I Reading for grades 5 & 6
- FAST (Families and Schools Together) Program
- Reduce costs or programs in athletics
- Charge participation fees

NOTE: 3.8% salary increase for teachers would increase their per cent per cell by .41% in 2001-02 and .23% in 2002-03 due to rising health and dental insurance costs.

NOTE: We are looking at another \$300,000 in cuts for 2002-03.

SCHOOL DISTRICT OF  
SHELL LAKE

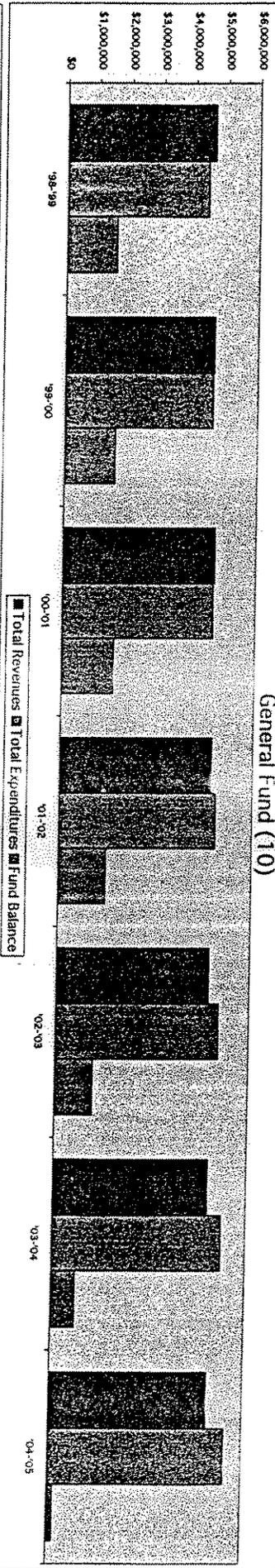
FORECAST MODEL

Scenario:

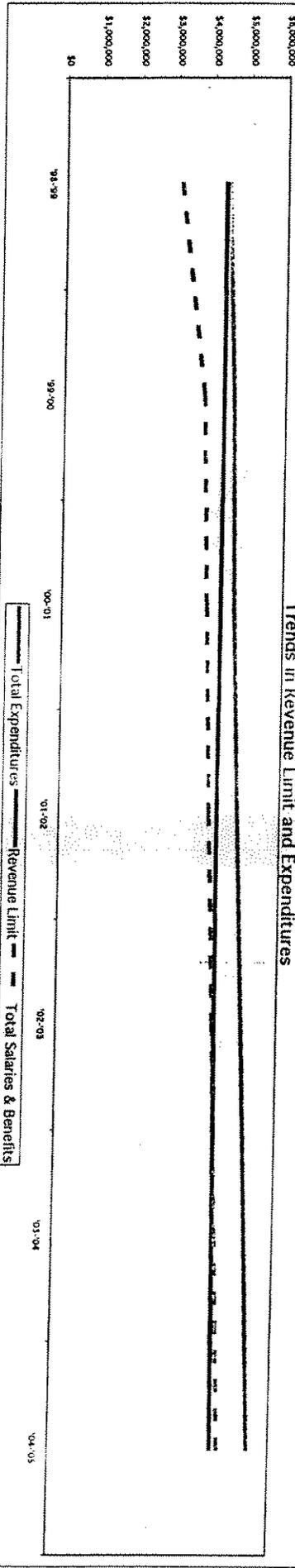
Base Scenario

	'00-'01	'01-'02	'02-'03	'03-'04	'04-'05
Enrollment Growth:	-2.31%	-1.50%	-1.50%	-1.50%	-1.50%
Equalized Valuation Growth:	16.69%	10.00%	10.00%	10.00%	10.00%
Fund 10 Revenues	\$4,721,883	\$4,718,910	\$4,741,330	\$4,807,911	\$4,881,308
Fund 10 Expenditures	\$4,685,530	\$4,862,588	\$5,046,585	\$5,237,800	\$5,436,521
Surplus (Deficit)	\$36,353	(\$143,678)	(\$305,255)	(\$429,888)	(\$555,213)
Fund Balance	\$1,598,750	\$1,455,072	\$1,149,817	\$719,929	\$164,716
Fund Balance as % of Expenditures	34.12%	29.92%	22.78%	13.74%	3.03%
Total Tax Rate per \$1,000 Equalized Valuation	\$10.82	\$10.73	\$10.29	\$10.05	\$9.88

General Fund (10)



Trends in Revenue Limit and Expenditures





**EAU CLAIRE**  
**AREA SCHOOL DISTRICT**

500 Main Street  
Eau Claire, WI 54701-3770  
715 839-6071 - Fax 715 833-3481

**State Budget Hearing**  
**March 28, 2001**  
**Eau Claire, WI**

Thank you Senator Burke and Representative Gard for coming to Northwest Wisconsin to listen to us regarding public school funding.

My name is Craig Vogt, I am the Deputy Superintendent for the Eau Claire Area School District. In my brief testimony I would like to present some pertinent information to assist you as you create legislation on funding public schools in Wisconsin.

The Eau Claire Area School District, after nine years of revenue controls, is running out of creative ways to continue to provide the instructional program our children need.

Up to this point we have coped with the revenue controls by:

1. Adding all-day kindergarten to increase our enrollment count and our revenue. The revenue generated exceeds the cost of the program so the excess can be used to supplement our general budget.
2. Meeting DPI technology standards for our schools and to meet our communities' expectations for their students our district found it necessary to propose a \$8.9 million technology referendum to exceed the revenue cap. This was necessary because our general fund could not support our technology needs. The community passed the referendum in 1998 and we are in year two of a three year program implementation that provides student computers and software, staff development for teachers, technology support and network development. The E-Rate and TEACH program have been extremely important in our implementation.
3. Maintaining our school facilities without cutting our instructional program our community passed a three year referendum to exceed the revenue cap for maintenance. The passage generated \$2.5 million over three years. Those funds expire in 2002.
4. Passing a \$31 million facilities referendum where approximately \$12 million went for plumbing, electrical, HVAC system upgrades that would have had to come from our general fund.

At this point we have run out of practical ways to maintain our childrens' programs.

Some of the funding problems we currently face::

1. Since the inception of revenue controls our general supply budgets are down 40%.
2. Rising health care insurance costs, 40% this year alone, will mean very few of our employees will get any of the 3.8% QEO settlement in increased salary.
3. Because the State is now excluding the teacher salary schedule lane change from the 3.8% QEO calculation, this will cost our district approximately \$120,000 from our general fund.
4. Parents now are demanding lower class size.
5. Cost for implementing the new state teacher certification program are an added burden.
6. Because of grade advancement requirements and the high school graduation tests we anticipate more student remediation will be needed. Most likely this will be in summer school.
  - a. Our teachers already work for less per hour in summer school.
  - b. The Governor's Budget Proposal also calls for reducing reimbursement for summer school.
7. Our energy for buildings and bus fuel has increased \$200,000 per year.
8. At the same time we need funds, the Eau Claire Area School District sends \$350,000 per year to Milwaukee Public Schools for the voucher systems to fund private schools that require no State testing.
9. Over the next two years we will lose \$1.6 million but only 200 students.

Given our situation what can help:

1. Maintain two-thirds state funding even though the Eau Claire Area School District receives only approximately 61% State aid.
2. More federal aid for special education is being proposed, but keep in mind our district only receives 5-6% of their revenue from federal sources. Even if the federal government were to double special education funding it would only amount to less than 1% budget increase for the Eau Claire Area School District.
3. Several proposals call for local school boards to be able to exceed revenue controls by 2% by vote of the board. Although this will help, it will not be enough in our district.
4. Our community is getting tired of referendums. We are the only government that needs to raise funds this way. If the State even makes it harder by limiting times to go to referendum, it may make it impossible to pass anything.

Summary:

Thank you for your time and consideration. Our district cannot function at its current level of service with the current revenue system. EXPECTATIONS MUST EITHER BE LOWERED OR FUNDING LEVELS RAISED.

**The Renaissance School**  
River Falls, Wisconsin

TO: Members, Joint Finance Committee      FROM: Dr. Carole Mottaz, Lead Teacher

RE: Charter School Governance              DATE: 3.28.2001

It is my fervent belief that removing all Charter Schools from the auspices of the public school system would be a grave mistake, for the following reasons:

1. Increased costs.

- ❖ The Charter School administrative needs align themselves well with the needs of the rest of the school district. As a result, I am not charged for any central administration services I receive.
- ❖ The Charter School curriculum development needs can be easily accommodated within the framework provided by the local school district. Obtaining workshops and curriculum oversight at the university or technical school level could be very expensive.
- ❖ The Charter School budget accounting needs align themselves well with the needs of the rest of the school district. Regular auditing is conducted along with the rest of the school district. As a result, I am not charged for financial services.
- ❖ At present, Charter School students are able to take classes at the local high school at no cost because they are members of the school district. If the latter was not true, then I would have to pay for these classes. I will never be able to offer classes such as Driver's Education, some foreign languages and specialty shop classes on site, and so rely on the goodwill of the local high school to provide my students with these experiences.
- ❖ At present, staff members from the local high school serve Special Education students. Contracted services such as these would be extremely expensive to provide.

2. Poor Use of Resources

- ❖ As Lead Teacher I wear many hats. I prefer the hat entitled "innovator", because that is our mission, to provide innovative education to students, many of whom are very bright, but did not succeed in the traditional setting of the high school. That takes time. At present I am able to wear that hat on many days because I spend little time on administrative duties. This would not be the case if the local university or technical school had issued my charter.

- ❖ At present, one administrator in the central office oversees my administrative duties, curriculum needs and budget. It's one stop shopping at its finest. In the university or technical school arena this would not be so. I would need to coordinate my efforts with an individual from finance who would not necessarily understand the K – 12 budget structure. I would need to consult with many professors in the curriculum department regarding curriculum issues. I would spend many hours on the telephone to the Department of Public Instruction requesting guidance with administrative issues.
- ❖ Allowing students to register for classes on the high school campus relieves some of the burden of creating unique elective classes for all the students.
- ❖ The local high school is generous in allowing us to borrow expensive equipment from them that we use once every few years. I cannot imagine a university or technical school being able to be this generous, even if they did own the correct equipment.
- ❖ Smaller universities and technical schools do not have the staff to provide adequate governance.

### 3. Lack of Quality Oversight

- ❖ The issuance of a charter does not necessarily bind a university or technical school to any obligations towards the chartered school. A charter could be granted and then all ties between the two organizations severed.
- ❖ A university or technical school would not be "responsible" to ensure that Charter Schools students receive a quality education.
- ❖ Even if the university or technical school felt obliged to help in the governance of the Charter School, it is very unlikely that "one" individual would be responsible for overseeing the Charter School, without significant cost to the Charter School.
- ❖ Higher education employees would probably receive their education about Charter School operations from the Lead Teacher. Lead Teachers typically have a background in classroom teaching rather than administration.
- ❖ Smaller universities and technical schools do not have enough skilled staff to provide quality oversight.

If a potential, or existing, Charter School believes that the local school district is not an adequate governing agency, then it should be allowed to petition to the state to request a charter elsewhere. Before this occurs, however, other chartering agencies should be required to file an "Application to Charter", providing evidence that they have the resources to provide appropriate governance and assistance.

The latitude afforded Charter Schools allows for a great deal of flexibility and innovation. It also allows for lax standards and inadequate financial controls if appropriate checks and balances are not in place.

UNIVERSITY OF WISCONSIN  
**RIVER FALLS**

Mailing Address: 410 S. Third Street  
River Falls, WI 54022



March 28, 2001

Senator Burke, Representative Gard and members of the Joint Committee On Finance--thank you for the opportunity to testify before you today.

My name is Virgil Nylander. I am the Vice Chancellor for Administration and Finance at UW-River Falls.

I am here today to speak on behalf of UW-River Falls and our Region as I ask you to reinstate funding requested by the Board of Regents. It is seeking an additional \$55 million beyond Governor McCallum's budget proposal to support New Economy initiatives in Wisconsin.

Our administration, faculty and staff think that this issue is crucial to the continued economic growth and financial health of not only the St. Croix Valley service area of our University, but also to the entire state of Wisconsin.

In our five-county region, we have taken New Economy issues seriously. In the past several months our campus has hosted three summits to explore the New Economy, to pursue Workforce Development Issues, and to explore new ways to grow existing businesses and to recruit new high technology industries and jobs. Several hundred people cumulatively have attended those sessions with strong representation from business, industry, government and education.

This is a time of real opportunity for us--particularly in the St. Croix Valley. Our campus is home to an exceptional program in biotechnology that is a true resource to our region. We are developing cooperative relationships with our sister institutions, with business and industry, and with the Chippewa Valley Wisconsin Technical College campus to pursue biotechnology job creation, work force training, and new business development.

Our opportunity is due to several factors:

- The prominence of Wisconsin as a top state nationally in biotechnology initiatives. This provides us with the critical mass to grow more jobs.

- Our proximity to the Twin Cities of Minneapolis-St. Paul, which represents an area ripe for future business recruitment.

- The exceptional population growth in the St. Croix Valley, with many highly paid white collar and managerial staff who we find are not only hoping to live here—but who are telling us that they want to work here rather than to commute.

The time is ripe to take advantage of these openings.

One recent example of how we are trying to address this on our campus was through a recent visit by Forward Wisconsin to inventory our biotechnology program and resources so that we can be an asset to their efforts to draw new business to Wisconsin during Forward Wisconsin's recruiting trips to Minnesota.

The Regents' New Economy initiatives will help UW-River Falls in many ways by providing the resources to educate high tech and biotech workers, to retrain our existing work force, and to enable us to more fully explore research and training collaboration opportunities with new and existing businesses.

A final note related to this. As you know, Governor McCallum's budget calls for base budget cuts in the UW System. This represents about \$200,000 at UW-River Falls. While that does not seem like much—it is for a small campus like ours. We will be unable to replace computers as frequently as we had planned and thus faculty will not have the up-to-date tools that they need to meet the needs of their students.

As the budget consideration progresses this Spring, I hope you will identify the resources to support both our New Economy initiatives and well as our campus needs.

I would be happy to answer any questions that you may have.

**PRINCIPALS:**

EDWARD J. HARRIS  
SENIOR HIGH SCHOOL

BRYAN YENTER  
MIDDLE SCHOOL

JEFFREY KOENIG  
ASSISTANT PRINCIPAL / ATHLETIC DIRECTOR

KATHY GJESFJELD  
ELEMENTARY

# *School District of Chetek*

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AL BROWN, Superintendent

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OSCAR SKOUG  
WAYNE OLSON  
KEN JOST

TO: Representative Gard and Senator Burke  
and members of the Joint Finance Committee

FROM: Kathy Gjesfjeld, PhD  
Roselawn Elementary Principal  
Chetek, WI

March 28, 2001

Thank you for this opportunity to share some concerns regarding the proposed budget and its impact on education, in particular, the SAGE program.

The population of Chetek is about 3,000 with another 2,000 people living in nearby townships. Local employers are (Parker-Hannfin-145 employees, School District-126 employees, Automated Building Corporation-120, and Private Label creations-70. Many are employed in the tourist industry during the summer. Many commute to the Turkey Store in Barron or to the Wright Products or McCain Foods in Rice Lake.

Historically we have been a low spending district so we are adversely impacted by the revenue caps in 1993. Because 80% of our budget goes to salaries we have had difficulty expanding programs, implementing technology, and making capital improvements. Student population is 1100. Our birth rate is declining (56 kindergartners compared to 88 seniors). Open enrollment has meant the loss of another 42 students. Our Board has projected a \$500,000 deficit for next year and just laid off eight and one-half teachers.

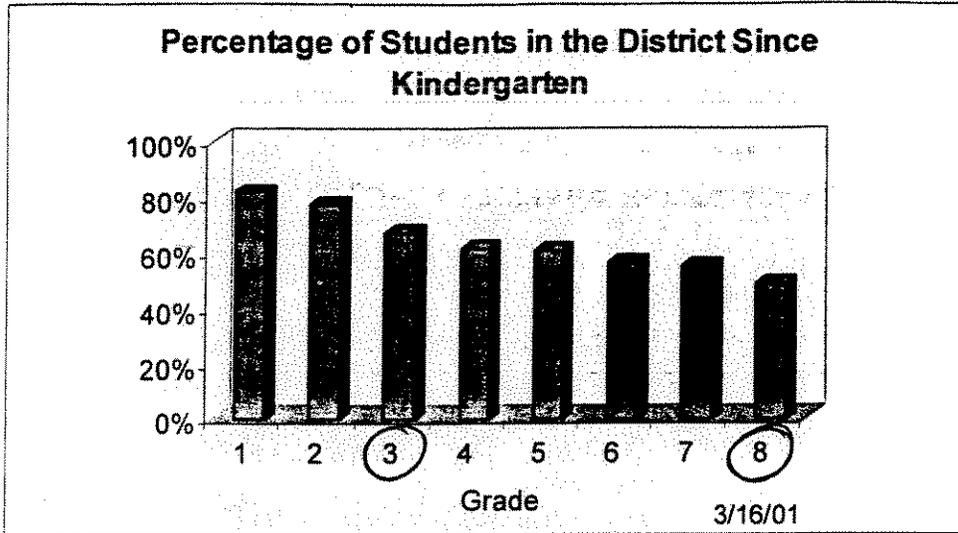
Roselawn Elementary (460 students) became a SAGE School this year. We qualified with a free and reduced lunch rate at 44%. In

my opinion, my student population is changing significantly. Since school started this year 68 children have moved in and 32 children have moved out. Over time one third of my original kindergartners have moved before third grade when we administer the third grade reading test. By eighth grade about half of the original kindergartners have moved. This mobility has significant educational implications, especially for those who move several times during the year. Many of the children moving in this year have special needs; family safety issues (17 children live with grandparents); a majority of new students needed special education services; and some of the single parents have financial hardships. See appendix for charts.

What does this mean for us as a school? A growing number of children come to school ill equipped both motivationally and academically to deal with the expectations of school. As preschoolers they were not exposed to a home environment that nurtured a love of books or provided readiness for school. These are not bad parents; they love their children and try to provide for them. So much of their energy is spent on economic survival.

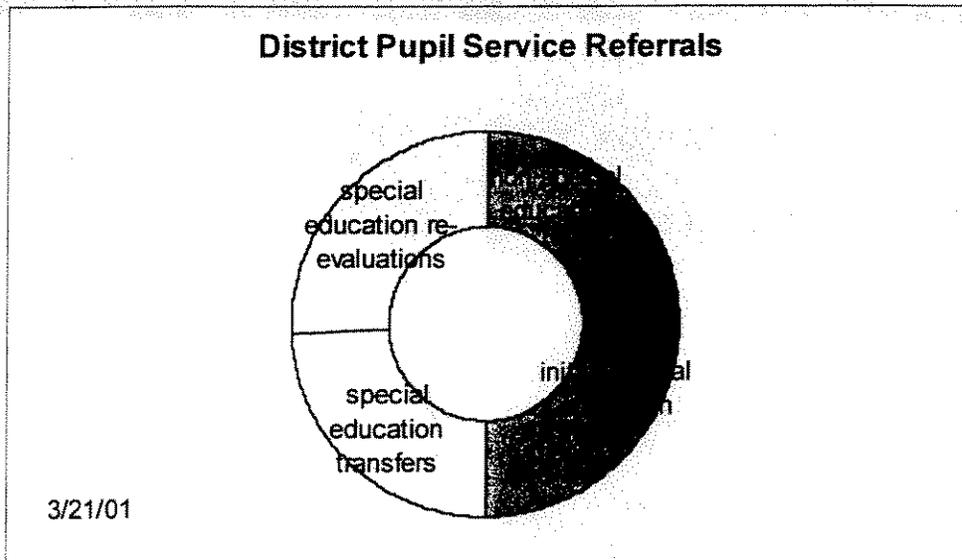
What have we done as a school? We have a breakfast program that provides an additional meal for students. We have a guidance counselor that helps children adjust to moving, gives assistance in making friends, and gives support for those experiencing divorce and loss. We have a well-trained and highly dedicated staff that educates and nurtures all children. Our district has written grants and provided professional growth opportunities for staff, particularly in the area of reading and alignment of curriculum to state standards. We have a reading promotion committee that is composed of educators and community members promoting reading. We have community volunteers that assist teachers with working with children. Our School Board approved implementing a four-year-old kindergarten for next year.

This year we became a SAGE school with reduced class sizes in grades K and 1 and started an after school tutoring program. Teachers believe all these efforts are making a difference. They cite the following benefits: more individual attention and support, better communication with families, better unit test scores, easier to keep some children on task, decrease in behavior problems, and increased



Grade	Here in Kindergarten	Total in Grade	Percentage in District since kindergarten
1	59	72	0.819444
2	54	70	0.771429
3	49	73	0.671233
4	61	99	0.616162
5	53	87	0.609195
6	48	85	0.564706
7	50	91	0.549451
8	43	88	0.488636

Information gathered 3/19/01



District Pupil Service Referrals as of 3/21/01				
Total referrals	non special education	initial special education	special education transfers	special education re-evaluations
132	21	45	32	34



Information compiled by Linda Zeman March of 2001



# Chippewa Falls Area Unified School District

Department of Special Services

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Chippewa Falls, WI 54729

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Fax 715-726-2795

March 28, 2001

Joint Committee on Finance  
% Co-Chairs Brian Burke  
John Gard

State Capital  
Madison, Wisconsin

I would like to thank chairpersons Brian Burke and John Gard for this opportunity to address the Joint Finance Committee concerning the Governor's Budget proposal. My name is Ronald Krueger. I am the Director of Special Services for the Chippewa Falls Public Schools and I am here today representing the School Administrators Alliance ... and the interests of my grandchildren. There are a number of issues in the Governor's budget that we take issue with.

First, the proposed increase in special education categorical aid is insufficient to continue the current rate of reimbursement. In fact special education categorical aid needs to be increased by more than \$25 million just to continue the current rate of support for existing programs and services. Chippewa Falls is not a very big school district when compared to the state of Milwaukee, where I was born and raised. So, by comparison I am sure that the loss of three (3) regular education teachers in Chippewa Falls, seems trivial... except to us.

Second, we request that "High Cost Children" be defined as three times the State average with 90% of the costs reimbursed by the State. The Governor's definition of 5 times the state average, \$50,000 and only 50% reimbursement for those costs, would, again, result in significant losses. Chippewa Falls is not a very big school district, compared to Milwaukee and Madison but the \$258,500 difference between 3X at 90% and 5X at 50% is a big deal to us. These reimbursements should be in addition to current handicapped aid and not from the current reimbursement aid, as the Governor's budget suggests. The difference between our suggestions and those proposed in the Governor's budget equals the loss of 5 to 6 regular education teachers in Chippewa Falls. A loss of \$258,500 probably appears inconsequential ... except to us.

We trust that you understand that decreased special education aid must be made up from somewhere and the only other "somewhere" is the regular education budget. This is a direct result of previous actions taken by the Wisconsin legislature as published in the Capital Times on August 3<sup>rd</sup> 1973. This same legislative action was later taken by Congress in December of 1975. These laws require that handicapped students be identified and served. Waiting lists, or excuses of "no more room" or "not enough money" to provide for students needs were, and are not, part of the Wisconsin or Federal

laws. The result is simple-decreased special education aide results in lowered funds for regular education.

A third proposal that we take issue with is the proposal that \$10 million in the first year of the biennium, 5% of the categorical aid in the second year of the biennium and 10% thereafter should be on a formula which would be 85% based upon general student population and not even consider special education numbers. The result of this proposal that disassociates the funding from the service will simply lower the rate of reimbursement for handicapped services. Chippewa Falls is not a very big school district, but this additional decrease in reimbursement for handicapped programs will once again come out of regular education program monies.

I had the pleasure of being allowed to address this important committee in Osceola not that long ago. At that time the concern was raised, by a previous member of this committee, that the current funding formula was somehow encouraging the over identification of handicapped students. Attached you will find a chart that documents the enrollment numbers for Chippewa Falls for the past 24 years. If the current funding formula encourages over identification why would a school district like Chippewa Falls, that has always been fiscally conservative, pass up all this extra money that could be theirs? I have been a special education administrator, in Chippewa Falls for the past 27 years of my 33 plus year career. Knowing what I know about the law, I can not understand why anyone would knowingly want to expose themselves, and/or their school district, now or in the future, to court action by inappropriately labeling someone handicapped and limiting their right to a regular education.

Within the past six months I had the privilege of listening to a talk show with a politician as the guest. He said that the plan truth is that you don't kill programs legislatively. You kill them administratively, with rules, procedures, criteria, budgets and the like. I know that is not your purpose, I just hope that this does not become an unintended outcome.

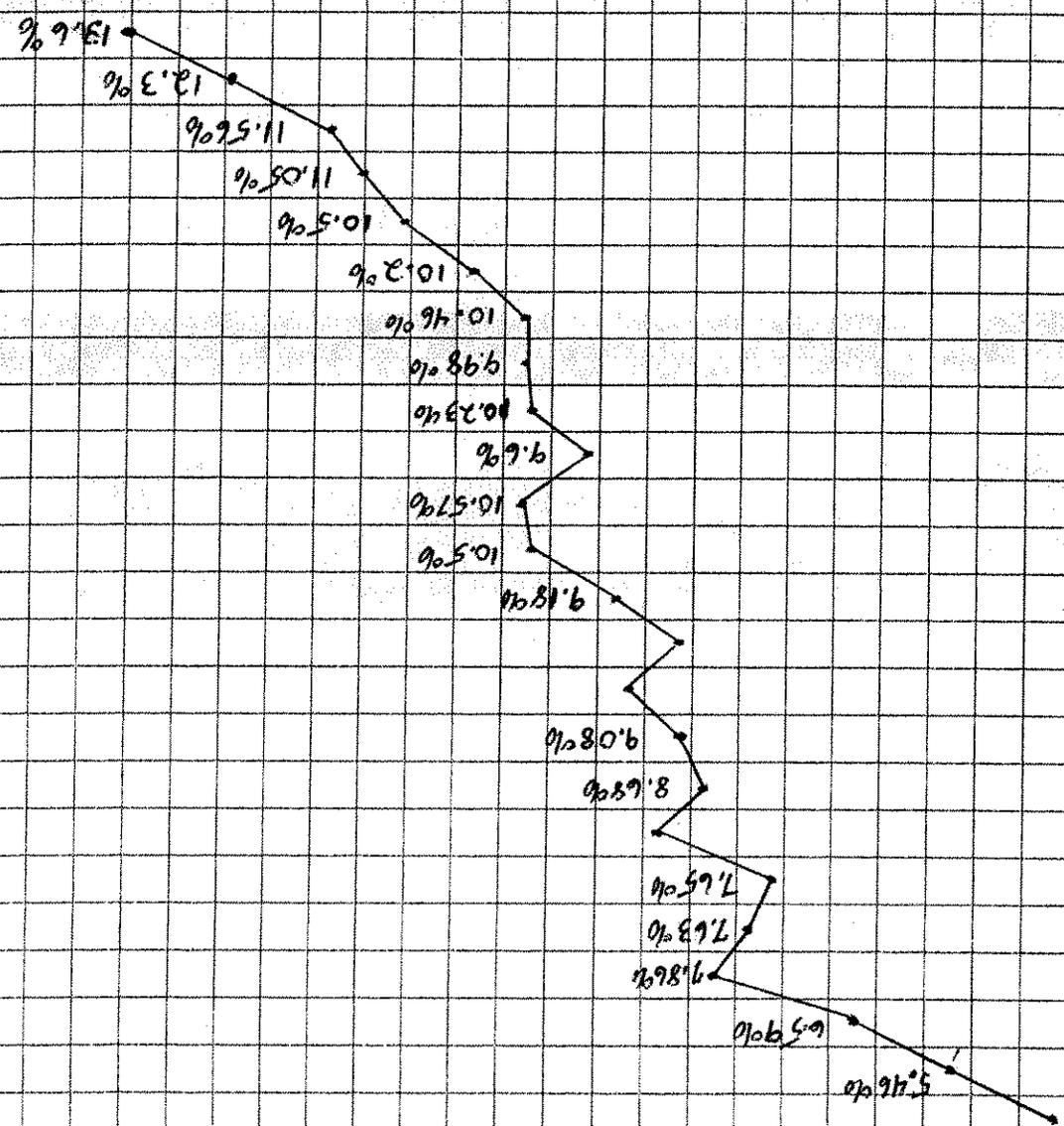
If I can be of any assistance or answer any questions please feel free to contact me at any time.

Sincerely,

Ronald P. Krueger  
Director of Special Services  
Chippewa Falls Public Schools  
715-726-2414 ex. 3008

Special Ed #15

200  
180  
160  
140  
120  
100  
80  
60  
40  
20  
0  
20  
40  
60  
80  
100  
120  
140  
160  
180  
200



Year	K-12 Enrollment
1977	4535
1978	4397
1979	4504
1980	4219
1981	4234
1982	4124
1983	4006
1984	4080
1985	4095
1986	4205
1987	4192
1988	4330
1989	4151
1990	4488
1991	4536
1992	4521
1993	4479
1994	4546
1995	4716
1996	4890
1997	4978
1998	5000
1999	5000

K-12 Enrollment

# Child Care Partnership Resource & Referral

A PROGRAM OF WESTERN DAIRYLAND E.O.C., INC.

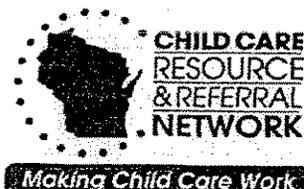
221 W. MADISON ST., SUITE 110

EAU CLAIRE, WI 54703

715-831-1700 OR 800-782-1880

FAX: 715-831-1707

[ccpart@westerndairyland.org](mailto:ccpart@westerndairyland.org)



March 28, 2001

To: WI. Joint Finance Panel Public Hearing

From: Dotty Lillo, Director 

Subject: Quality Child Care Matters

Thank you for the:

- ✓ 1.1 million dollar early childhood Excellence Outreach grant award to Bright Beginnings Child Care Center and Children's House Montessori
- ✓ \$170,000 Excellence Outreach that is currently being used to provide education for child care workers
- ✓ \$250,000 Excellence Outreach for grants that will be distributed by Child Care Partnership Resource & Referral for child care providers
- ✓ Local Pass-Through funding for child care
- ✓ \$200 million funding for WI. Shares to help parents pay for child care

It's a great start!

Brain development research demonstrates that the early childhood years have an impact that will last a lifetime. The rate that children learn during the first three years is unsurpassed. **THINK BIG. Start small. Quality child care matters.**

Even with all of the funding that has been directed toward child care, the child care supply and demand for our area remains in a *Trilemma*.

*Trilemma of Availability:* the year 2000 began with over 600 fewer full-time child care spaces than we had in 1999. 2001 began with 300 fewer spaces for children in the 5-county area than we had in 1999. We are slowly moving in the right direction. 75 % of the mothers of preschool children, living in Wisconsin, are in the work force – a higher % than any other State in the Nation. The demand for care has increased. The supply has diminished because providers do not earn a living wage. In Eau Claire, the entry-level wage is \$6.30 with no benefits. If you have a Bachelor's Degree in Early Childhood, the wage would be \$7.90 with no benefits unless you are employed at a center with employer support for child care. According to the national effort called "The Child Care Financing Project," if child care workers were paid at the same rate as public school teachers, the cost for child care would be \$650 per week per child (under age 2). Teachers would make \$21 an hour, and assistants would be paid \$9.

The only wage-benefit available to family child care providers is the DPI Child Care Food Program (CACFP). That benefit was cut in 1997 when the Tier I and Tier II System for Reimbursement went into effect.

Every year, half of the providers working in child care are new.

**Serving Buffalo, Chippewa, Eau Claire, Jackson and Trempealeau Counties  
Including the Ho-Chunk Nation**

*Trilemma of Affordability:* the cost range for child care in the 5 -County area is from \$90 (rural areas) to \$165 (urban areas) per child each week. The group center operates on a 3% profit margin; centers serving infants & toddlers lose money due to the 1 provider per 4 young children ratio. It is necessary for the center to make up for that loss in the 4 year-old room where the ratio is 1 to 13. If 4 year-old programs continue to open in the public schools, without child care collaboration, the group center will have to make the choice: close the infant room or close the center. That programming will also prevent a center from opening.

*Trilemma of Quality:* The 50% turnover rate reduces the quality of child care provided in WI. The education provided with grants and T.E.A.C.H. Scholarships will enhance the quality of care. Until providers can earn a living wage, the turnover will continue! Quality child care is characterized by:

- ✓ small groups of children and a caregiver who has time to interact with each child
- ✓ consistent relationships between the child and caregiver
- ✓ caregivers who are appropriately compensated
- ✓ caregivers with appropriate educational backgrounds
- ✓ caregivers who find joy in their work

**NOTE:**

**The child care *Trilemma* has been identified as a roadblock for working parents**

**Employers need employees**

**Employees need child care**

**Quality child care programs produce contributing members to society**

**Haphazard/inconsistent child care will produce tax consumers**

**THINK BIG. Start small. Quality child care matters!**

**Serving Buffalo, Chippewa, Eau Claire, Jackson and Trempealeau Counties  
Including the Ho-Chunk Nation**

## Child Care Partnership Resource & Referral - A Program of Western Dairyland

An accredited program "dedicated to enhancing the lives of young children through quality child care"

### 2000 DATA

#### Child Care Supply

County	Group Center		# of In-Home Providers			# of Shift Care		Total Capacity
	Full Day	Part-Day	Licensed	Certified	Prov. Cr.	2nd	3rd	
Buffalo	1	2	15	16	4	2	0	261
Chippewa	11	10	42	21	11	9	7	1391
Eau Claire	30	27	65	95	19	39	18	3938
Jackson	2	3	5	21	2	3	0	391
Tremp.	5	6	44	50	16	12	5	923
<b>Total</b>	<b>49</b>	<b>48</b>	<b>171</b>	<b>203</b>	<b>52</b>	<b>65</b>	<b>30</b>	<b>6904</b>

#### Child Care Demand

County	# of Referrals	Enhanced Referrals	# of Children	Under \$18,000	\$18,000 - \$27,000	\$27,000 - \$36,000	Over \$36,000	Income Unknown
Buffalo	24	0	35	12	1	5	6	0
Chippewa	215	11	352	96	33	18	56	23
Eau Claire	720	34	1126	331	106	60	178	79
Jackson	118	0	194	57	17	12	18	14
Tremp.	54	3	81	12	13	7	22	3
<b>Total</b>	<b>1131</b>	<b>48</b>	<b>1788</b>	<b>508</b>	<b>170</b>	<b>102</b>	<b>280</b>	<b>119</b>

#### Child Care Public Education

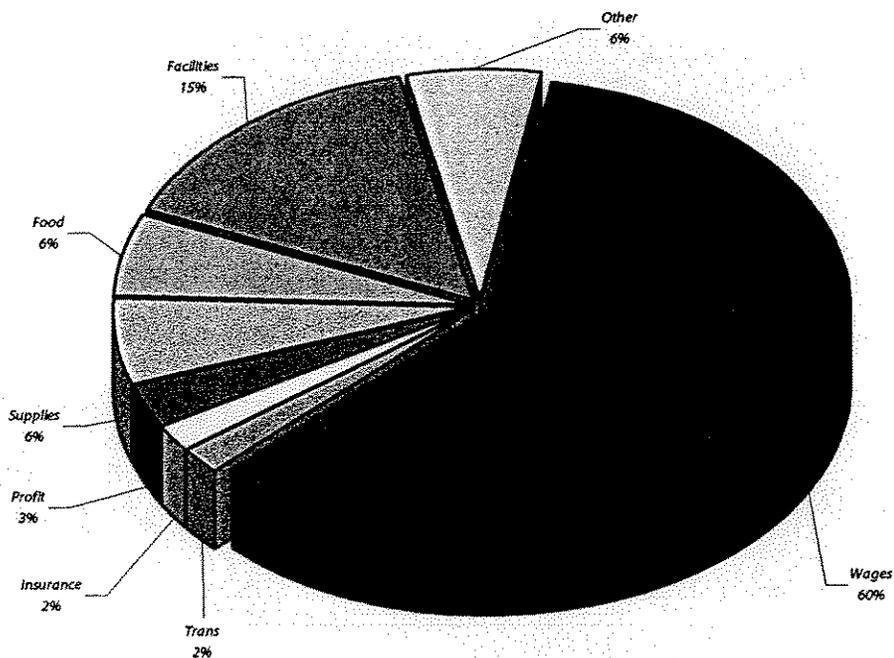
County	# of Trainings	# Attending	Provider T.A.	Employer T.A.	Agency Info.	Town/City Meetings
Buffalo	1	18	45	0	24	4
Chippewa	6	65	82	1	35	14
Eau Claire	51	1654	603	212	297	188
Jackson	3	27	53	2	16	4
Tremp.	2	26	123	9	33	11
<b>Total</b>	<b>63</b>	<b>1790</b>	<b>906</b>	<b>224</b>	<b>405</b>	<b>221</b>

Child Care Partnership Resource & Referral is one of seventeen agencies in the State of WI funded by the Department of Work Force Development.

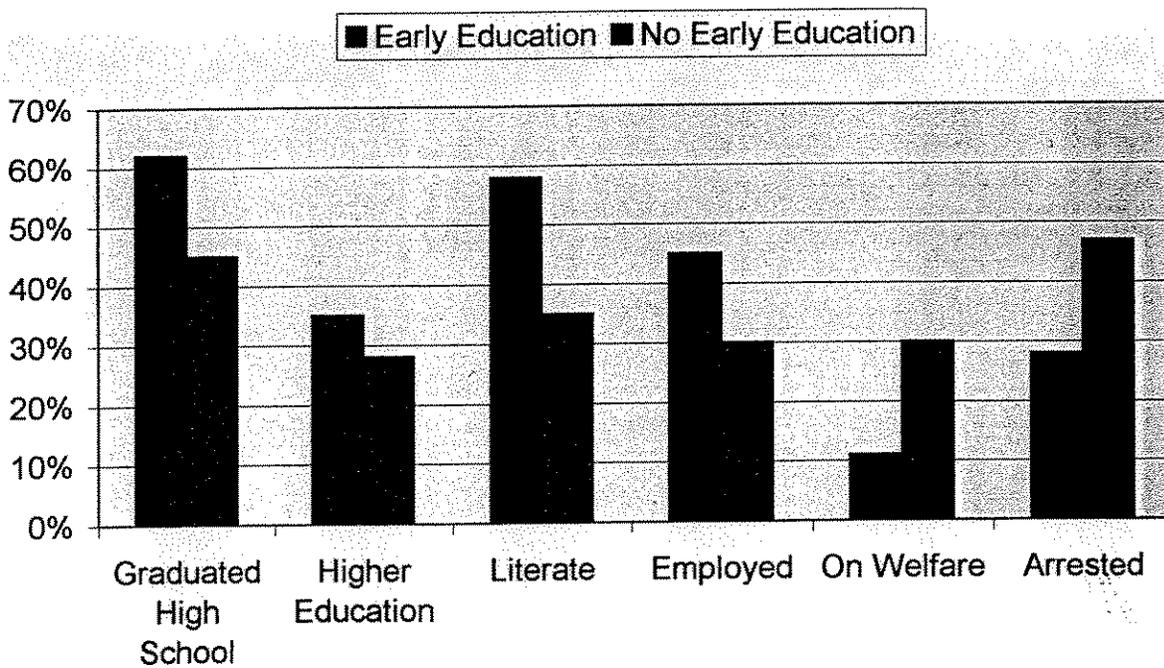
Other funding sources are:

- Eau Claire County Department of Human Services
- Chippewa Valley Technical College
- Department of Public Instruction - CACFP
- Buffalo County Safe & Stable Families
- Chippewa County United Way

### Where Do Your Child Care Dollars Go?



### Benefits of Early Education



Source: Ernest L. Boyer, Ready To Learn: A Mandate for the Nation, Princeton NJ: The Carnegie Foundation for the Advancement of Teaching, 1991

**Testimony Joint Finance  
March 28, 2001, Superior WI  
By  
Roger Hulne, Supt.  
School District of Shell Lake**

The School District of Shell Lake has been severely hurt by the revenue caps and the effect of declining enrollment. Our enrollment has declined by 100 students since 1995 or 15% of our enrollment. We have had to take off over \$100,000 of one time hold harmless money from the revenue caps each of the past three years due to the declining enrollment. Our class sizes in grades k-8 run from 30 to 45 students, while we still have classes of 50 to 60 students in grades 9-12. We are a two class section school regardless if we have 50 students per grade or 35 students per grade, allowing for little savings in classroom teachers. The rising energy costs have caused our expenses to almost double in this area. The rising costs of health and dental insurance means under the current QEO our most experienced teachers at the bottom of the salary schedule will receive only a .41% raise this year and a .23% raise next year. Last year our associate staff received a 1% salary increase, this year they may take a cut in pay. What other group in state government gets less than a 1% raise in pay, while being asked to do more with less? These small raises cost the district 3.8% under the current law, and at a time when our revenues are actually declining.

We have cut over \$100,000 out of the budget over the past two years, now we are looking at cutting another \$200,000 for next years budget and a projected \$300,000 the following year. Where does it end? We have already cut equipment and supplies by 50%, not longer have money in the budget for school buses and textbooks, laid off aides, reduced a teacher in special education, gave a 50% AODA coordinators job to our two counselors. We are working with the community and staff on further cuts that may include our gifted and talented program, Elementary Guidance program, a custodian, bus driver, and aide, note we only have one half time aide left in the school who is not working in Special education, a junior high teacher, athletics, and a reading teacher. Shell Lake was recently recognized as one of five model schools in the state of Wisconsin by the Wisconsin Association of School District Administrators, an example of a poverty district that is working to make a positive difference for all students, it hurts to dismantle an effective school.

Please treat all of the states schools fairly the current revenue caps are not fair, especially for those of us like Shell Lake who have and are experiencing declining enrollment. Thanks for listening.

SCHOOL DISTRICT OF SHELL LAKE  
Budget Cuts Due to the  
Revenue Caps and Declining Enrollment  
March 27, 2001

- 
- Combined 50% ADDA position with the Elem. and 7-12 Guidance Counselors.
  - Cut teacher supplies and equipment 50% since 1998.
  - Laid off a kindergarten teachers aide.
  - Didn't replace a half time Primary school aide, half time when she retired.
  - Reduced field trip budgets for 2001-02.
  - Cut \$20,000 on purchases of computer technology, 2001-02.
  - Reduced board and administrative travel and supplies.
  - No money for new elementary textbooks in the budget, 2001-02.
  - Unable to purchase a new school bus in 2000-01 and 2001-02.
  - Didn't replace a special education aide when she left in 2000.
  - Need to cut \$200,000 from the 2001-02 budget.
  - Reduced a half time special education teacher in grades 3-6.

Cuts considered for 2001-02:

- A bus driver
- Elementary Guidance Program
- Gifted and Talented Program
- Sinking and Interest Fund - \$30,000
- A custodian
- Teachers aide - We only have one half time teachers aide in grades K-6 that works with all staff other than special education. We have no teachers aides in grades 7-12 other than special education and library aides.
- Community Education
- A junior high teacher
- Chapter I Reading for grades 5 & 6
- FAST (Families and Schools Together) Program
- Reduce costs or programs in athletics
- Charge participation fees

NOTE: 3.8% salary increase for teachers would increase their per cent per cell by .41% in 2001-02 and .23% in 2002-03 due to rising health and dental insurance costs.

NOTE: We are looking at another \$300,000 in cuts for 2002-03.

SCHOOL DISTRICT OF  
SHELL LAKE

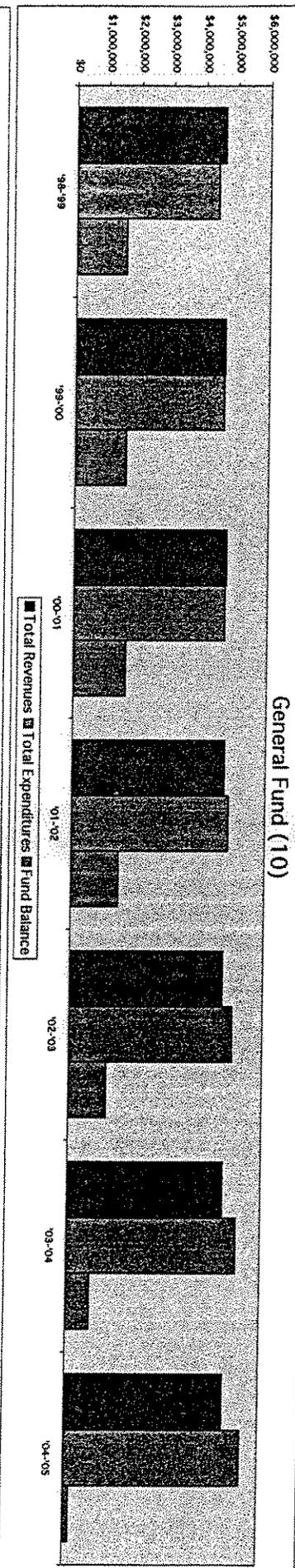
FORECAST MODEL

Scenario:

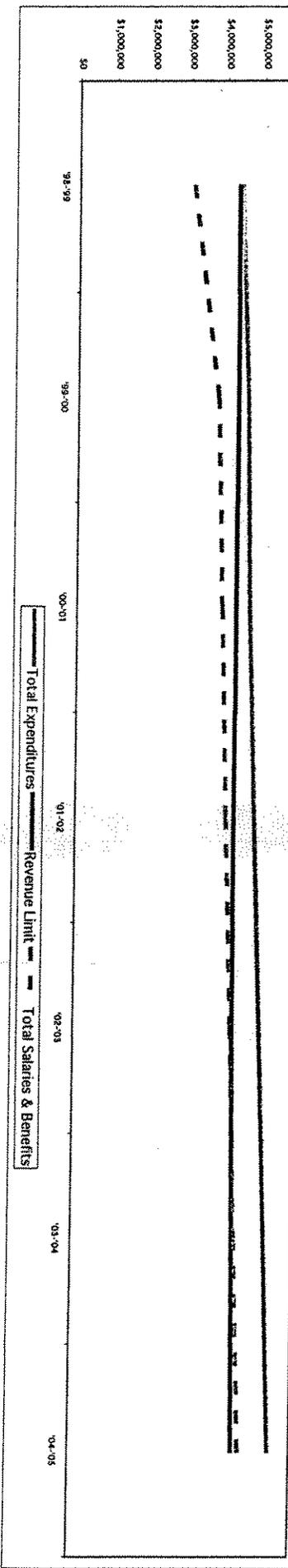
Base Scenario

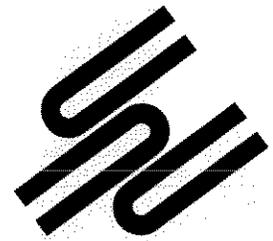
Enrollment Growth:  
Equalized Valuation Growth:  
Fund 10 Revenues  
Fund 10 Expenditures  
Surplus (Deficit)  
Fund Balance  
Fund Balance as % of Expenditures  
Total Tax Rate per \$1,000 Equalized Valuation

	'00-'01	'01-'02	'02-'03	'03-'04	'04-'05
Enrollment Growth:	-2.31%	-1.50%	-1.50%	-1.50%	-1.50%
Equalized Valuation Growth:	16.69%	10.00%	10.00%	10.00%	10.00%
Fund 10 Revenues	\$4,721,883	\$4,718,910	\$4,741,330	\$4,807,911	\$4,881,308
Fund 10 Expenditures	\$4,685,530	\$4,862,588	\$5,046,585	\$5,237,800	\$5,436,521
Surplus (Deficit)	\$36,353	(\$143,678)	(\$305,255)	(\$429,888)	(\$555,213)
Fund Balance	\$1,598,750	\$1,455,072	\$1,149,817	\$719,929	\$164,716
Fund Balance as % of Expenditures	34.12%	29.92%	22.78%	13.74%	3.03%
Total Tax Rate per \$1,000 Equalized Valuation	\$10.82	\$10.73	\$10.29	\$10.05	\$9.88



Trends in Revenue Limit and Expenditures





**L.E. Phillips Memorial  
Public Library**

---

400 Eau Claire Street  
Eau Claire, Wisconsin 54701  
Telephone (715) 839-5002  
Fax (715) 839-3822

To: Joint Finance Committee  
Wisconsin Legislature  
From: Mildred Larson, Associate Director *Mildred Larson*  
L.E. Phillips Memorial Public Library  
Date: March 28, 2001

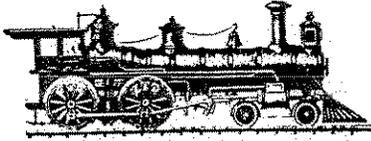
**LIBRARY LEGISLATION**

I am registering in support of funding for public libraries in Wisconsin. This is a time of greatly expanded use of libraries, with new technologies and the provision of information in new forms. Libraries are sharing resources as never before. State funding is essential for maintaining these shared resources.

Specifically, our library supports:

Full funding for public library system aids  
Funding for Badger Link, shared online access to periodicals  
Funding for state contracts including interlibrary loan (Reference and Loan Library, use of collection at Milwaukee Public Library) and the Cooperative Children's Book Center

We are appreciative of your recognition of the vital role of public libraries in enhancing the quality of life in Wisconsin.



*Altoona Public Library*  
*PO Box 278*  
*Altoona, WI 54720-0278*

*715-839-5029*

March 28, 2001

My name is Mary Vernau. I am the director of the Altoona Public Library. I urge the Joint Finance Committee to consider the importance of providing equitable library service to all residents of Wisconsin. Libraries offer numerous resources in order to ensure all citizens access to information. Without adequate state funding it will be difficult, if not impossible, for small libraries to offer adequate electronic resources. The importance of funding for BadgerLink cannot be overstated. Without funding for BadgerLink a great disparity will exist between those citizens who have access to electronic resources and those that are unable to afford access. The library is a great equalizer for patrons who do not own a computer and need assistance and training to use the Internet and other electronic resources. Our libraries in Wisconsin do a great job of providing this access, but we need continued financial support from the state.

I would ask you to consider an increase in funding to the public library systems. Small libraries throughout the state rely heavily on the library systems for training, guidance and support. Altoona Public Library joined the Indianhead Federated Library System Shared Automation System (MORE) in June 2000. Shared systems such as MORE allow patrons access to materials from libraries other than their own municipality. This joint venture would not have been possible for Altoona without assistance provided by the Indianhead Federated Library System. Increased funding of public library systems is crucial for maintaining the level of library service provided in Wisconsin. Many small libraries remain to be linked to a shared automation system and funding from the state will be necessary if we are to accomplish this goal.

Thank you for your time and attention to this matter.

A handwritten signature in cursive script that reads "Mary Vernau".

Mary Vernau, Director  
Altoona Public Library  
1303 Lynn Ave.  
Altoona, WI 54720  
715-839-5029



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SAUSAGE • BACON • HAM  
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715-926-4903 Mondovi  
715-834-1012 Eau Claire

847 E. Main Street  
Mondovi, Wisconsin 54755

Jim and Jean Weber  
Jon Seipel

3-28-01

To: Members of The Joint Finance Committee and The Budget Staff

I have been in the meat business most of my life and the owner of Gunderson Food Service in Mondovi, Wisconsin for almost twenty years. We slaughter, process, make sausage, sell retail and some wholesale.

Thanks to the great support of great people at The University of Wisconsin Meat and Muscle Biology Lab; Wisconsin is a leader in the meat industry.

When we in the industry have a problem; we can always turn to our University.

For the meat industry to continue to be a leader; we need to give our university the tools to do the job. We can't go into the 21st century with a Lab that was built in 1930.

Please help us build the new lab for the food safety of the people of Wisconsin, the United States and the world.

Thank you,  
Jim Weber  
Owner - Gunderson Food Service

March 28, 2001

To: Members of the Joint Finance Committee

My name is Robert Rose and I am the Director of Libraries at the University of Wisconsin-Eau Claire. I would like to express my support for several library funding requests before the legislature, not only from the perspective of my professional position but as a citizen of the State of Wisconsin.

Before remarking on current requests for funding, I would like to thank the legislature and former Governor Thompson for the support they provided the University of Wisconsin libraries in this biennium. Passage of the Library DIN for this biennium provided funding for system-wide acquisition of electronic databases, expansion of delivery services among UW libraries from three to five days a week, and support for local campus library budgets to enable them to begin re-building their book, journal, and other collections. The UW libraries have used this funding cooperatively and to maximum advantage to strengthen resources for students and faculty within the UW System.

The Regents of the University of Wisconsin have requested an additional \$4.7 million dollars for the UW libraries for the next biennium. This request was initiated by UW students through their United Council and is fully supported by the UW libraries. The \$4.7 million dollar figure represents the unfunded portion of the original \$12 million request made for this biennial budget cycle. This money would enable the UW libraries to continue to work together to build collections in support of student and faculty research. I believe the libraries have exhibited good stewardship of the additional funding they received this biennium and would continue to do so with additional funding.

I would like to point out that the previous DIN allowed the UW libraries to license cooperatively more than \$2 million dollars in electronic databases for use of students and faculty and we anticipate continuing this approach, which is the only cost effective way of providing such access. The cost of providing access to electronic resources continues to climb as such resources are typically as or more expensive than print alternatives – when such exist – and in some cases are only available when libraries subscribe as well to the print equivalent. If there is no increase in the libraries' acquisitions budget for the next biennium, the UW libraries will have to begin cutting back on such access and individual campus libraries will be severely hampered in their ability to meet new and changing campus needs. I would also note that maintaining and increasing the strength of library resources in science, technology, and medicine can have a positive impact on the state's economy and emerging high-tech industries.

As a private citizen, I would also like to express my support for increasing public library system funding. That funding represents the state's commitment to preserving and improving local libraries. I am fortunate in residing in a community that has an excellent

public library. Many Wisconsin residents are not so fortunate. Strong public libraries are, I believe, essential to our democracy and to our economy. All Wisconsin residents should have free and open access to nearby public libraries if their own library cannot provide the resources they need. Therefore, I strongly support the restoration of Wisconsin's 13% funding commitment to Public Library Systems, as outlined in Act 150.

As a final request, I would ask the legislature to pick up the on-going costs of BadgerLink. BadgerLink has proved to be an invaluable asset to libraries across the state of Wisconsin and, indeed, to its citizens generally. It is a system of which the state justifiably can be proud. Unfortunately, the costs of providing services through BadgerLink continue to climb. I would hope the state can fund these ongoing increases rather than pass charges on to already burdened schools.

Thank you for your consideration of these requests.



Robert F. Rose  
2816 Irene Dr.  
Eau Claire, WI 54701

Prepared Statement of

Jesse L. James

Presented to the Joint Finance Committee

March 28, 2001

Representative Gard, Senator Burke, and Members of the Committee:

Thank you for this opportunity to submit my testimony to the committee, the portion of the proposed 2001-2003 state budget which affects students and the technical education programs offered by the Wisconsin Technical College System (WTCS).

My name is Jesse James and I am a Protective Services-Police Science student, in the Advanced standings class at the Emergency Services Education Center of this college. I am currently the Student Government President and the District Ambassador to the college, representing our whole college district. Many of our students have made their concerns known and I share their concerns. I am not unlike most of the students that attend Chippewa Valley Technical College or CVTC. I started out in the workforce in the Chippewa Valley after my military service. Prior to this I had no post high school education. I started out at a full time position with full benefits and a decent wage for the area, with my girlfriend, and my new, born son. I then was offered a position in management in Springfield, Illinois. After my job taking my life over my girlfriend moved back to Eau Claire with my son. I fulfilled my obligation down there and ended up coming back here also. We never did rekindle our romance and we were over. I continued on with the same company and after being out on the road for so long living the hotel life, being lonely and drinking a lot, I hit what they call "rock bottom". I lost my job due to the position I held being deleted and no longer existing, I had to make a choice as to what I was going to do. This covered a period in my life of six years, 1993-1999. I stood at a cross road in my life and had to determine what I was going to do. I chose CVTC because I needed to get my book smarts. I had always been told I had the street smarts, but I needed the book smarts to take my next step in my life. I know that going to any WTCS college in the state, would offer this, but being in my home town with my son made it all the better. I also had family that attended classes here and complimented the training and experience that they received in a most profound way. I needed to get back into the workforce. I made some changes in my life, I now practice absolute sobriety in my life, I do not smoke either, both which are costly habits. I met with the Veterans liaison of the college and she pointed me in the right direction and held my hand through the whole process. I needed this being a non-traditional student, and having no idea where or what I was doing. My schooling has allowed me to receive the most up to date training in a constantly changing world, the hands on learning is very beneficial and quickest way to learn, and most importantly I am already out in the workforce making money in Law Enforcement and supporting my family of five, even before I have completed my degree and gaining all of my book smarts.

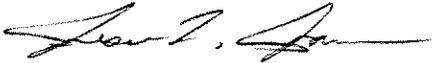
The Wisconsin Technical College System's mission prides itself on its traditional strengths as the premier provider of technical, career and adult education in Wisconsin. We need to continue to meet these strengths and face the economic challenges that are presented to all of us, whether we are students, instructors, or the employee's that have just been laid off again, or have lost their jobs due to plant closings. This is happening once again in the Chippewa Valley, at Hutchinson Technologies, Plainwell Tissue, and other businesses that are also down-sizing. We are suffering in the Chippewa Valley and the state as a

whole in the area of skilled labor. The WTCS provides the fastest, quality of instructional material to achieve that degree to get back out in the workforce. But how can the WTCS system continue on this path when the percent of aidable cost has decreased. Back in 1979-1980 the percent of aidable costs were at 35.7%, in 1990 it dropped to 29.8% and now today it is below 21%. How can we as a state that speaks so proudly of its technical education and was so committed at one time in its funding, now continually decrease its aid to the WTCS?

It is essential that the Joint Committee on Finance and the State legislature adopt the 4.1% increase proposed by the WTCS. It is also important to enhance the necessary programs such as the Technical and Occupational Program Grants or (TOP grant) for Students, the Capacity Building Grant, and the Study Abroad Grants. This proposal is also essential for another economic reason: an expected return on the state's investment. For the working man or woman, it is important that they continue to receive the technical and career education from the WTCS, this allows businesses to grow and stay competitive. The WTCS graduate of an associate degree program earns 1.5 times over the median income than that of someone with a high school diploma and 2.5 times over someone with no high school diploma. The WTCS also assists the tax consumers to become taxpayers who remain in Wisconsin. Finally, many of the WTCS graduates are not only employed in the field they have studied, but 90% of them stay right here, employed in Wisconsin.

I am urging this committee to strongly look at this proposal and adopt it. If it was not for the schooling that I have received on behalf of CVTC and the WTCS, I would not be where I am today. I owe my brand new career to the WTCS, CVTC, its administration, faculty, and staff. Allow the WTCS to grow and to prepare skilled laborers who want to work and stay right here in Wisconsin.

Thank you,



Jesse L. James  
President of the CVTC Student Government  
2000-2001 CVTC District Ambassador

620 W. CLAIREMONT AVENUE  
EAU CLAIRE WI 54703



**EAU CLAIRE**  
**AREA SCHOOL DISTRICT**

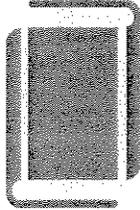
500 MAIN STREET  
EAU CLAIRE, WI 54701-3770  
(715) 839-6071  
FAX # (715) 833-3481

March 28, 2001

To: The Joint Finance Committee  
Date: March 28, 2001 *Holly Hart*  
From: Dr. Holly Hart – Charter School Administrator  
Eau Claire Area School District  
Re: Written testimony on the Governor's Budget

I respectfully request that the Joint Finance Committee recommend that the Governor's Budget be amended to exclude the provision that entities other than school districts or Cooperative Service Agencies be allowed to authorize charter schools in the state of Wisconsin outside of the city of Milwaukee. As a person born, raised and educated in a suburb of Milwaukee, I fully understand the need to have other authorizing agencies in Milwaukee. However, based on five years of experience developing charter schools in our area of the state, I would recommend that a model of cooperation and collaboration be supported through proper incentives and a preference in the award of grant and supplemental funding.

In Eau Claire, we have put together a unique collaboration of K 12 education, post secondary education, students, parents, and the business community to create charter schools that fulfil the intent of the Kettle Commission. Educators have been willing and excited to work as partners with the business community to dramatically change the face of education in our region. Our charter schools have had the support of the boards of education of the collaborating school districts and of the board of the area technical college. The presidents of both area universities support our charter schools. So does the board of our Cooperative Educational Service Agency. Business and community members make up the majority of the governance board of each of our charter schools. We have a five-year history of collaboration that could be used as a state model. Proper incentives from the legislature and Department of Public Instruction could insure that local communities work toward such collaboration. Therefore, I would urge you not to open the pandora's box by allowing multiple entities to charter, but rather to work through local districts and Cooperative Service Agencies to foster collaboration in the best interest of the students, parents and business partners that you represent. We would be happy to have you or your representatives visit to see what we have been able to accomplish in our area.



**Indianhead  
Federated  
Library  
System**

1538 Truax Boulevard, Eau Claire, WI 54703-1569  
Phone 715-839-5082 ■ Fax 715-839-5151

March 28, 2001

Hello, and welcome to Eau Claire. My name is Milton Mitchell. I am the director of the Indianhead Federated Library System which is generally called IFLS. I am here representing the IFLS Board of Trustees and our 57 member public libraries. I want to mention to you two important budget issues for libraries in this part of the state. One is funding for public library systems the other is funding for BadgerLink.

For more than 20 years our system has worked to raise the level and quality of public library service in this part of the state. I believe we have had some success. If that is so you deserve thanks for it is legislators like you who, thirty years ago, passed the legislation that enabled the creation of the network of public library systems we have across Wisconsin. It is you who in effect said we want all residents of Wisconsin to have a good quality of library service.

The legislation you enacted thirty years ago established a partnership between the state and local units of government aimed at providing improved library service. You expressed your commitment to match a certain percentage of the local effort for funding library service. This budget proposal reflects an erosion of the state's commitment. The Governor has proposed a zero increase over the entire biennium for most library programs.

Today's library users require access to more resources, faster than in the past. The way IFLS is doing that is to assist our libraries to create electronic information networks and to fund the rapid delivery of print materials between our libraries. As you might guess these are some very expensive undertakings. The electronic information networks have cost nearly \$1,000,000 to set up. The delivery of print materials will cost about \$100,000 this year.

We need your help. We need some increase to funding for public library systems so we can help the 50% of our libraries that are not yet able to participate in our information networks to do so. We need the state to pick up the entire cost of the BadgerLink electronic database service that is so important to its many users. The Governor's proposal to pass through ongoing costs to using institutions will ultimately lead to reduced use of this marvelous service.

Thank you for the opportunity to bring to you my concerns and those of library supporters in this part of the state.

Milton Mitchell, Director  
Indianhead Federated Library System  
1538 Truax Boulevard  
Eau Claire, WI 54703  
715.839.5082 (Ext. 11)

March 28, 2001

To the Joint Finance Committee, State of Wisconsin:

As the part-time guardian of Spencer Iverson, 20, it has become increasingly difficult for me to sit by and see the injustice perpetrated upon Spencer during the last several years.

Despite being evaluated as making excellent improvements at his respite living environment (Aurora House, where he has been evaluated to live full time) and at his workplace (Indianhead Enterprises, where he has been evaluated to work full time), Spencer has been denied, repeatedly, the opportunity to live and work at the places he has trained his whole life for, has been enthusiastically accepted in, and by Federal law (Olmstead Decision-~~see accompanying letter~~), has a right to live and work in, solely due to lack of funding by the State of Wisconsin.

While the state legislature complains that they are only receiving 90 cents of every Federal tax dollar paid in Wisconsin, the legislature, at the same time, does not take advantage of the 60% Federal funds available, simply for the asking, for developmentally disabled adults like Spencer. Currently, over 11,000 persons with disabilities are being denied funding, and access to 60% Federal funding, simply by the State's refusal to undermatch funds, even though it is against Federal law.

This is a travesty. As a former Special Education teacher for 23 years in the State of Minnesota, I cannot imagine telling parents that their children have been put on a 'waiting list' for special education services, and might receive them in 10 or 12 years if they're lucky. Yet that is exactly what the State of Wisconsin has been doing with disabled adults in far more critical areas - food and shelter and work - despite a Federal law to the contrary.

Please rectify this gross injustice. The State of Wisconsin presently has a budget surplus, and the undermatched funding for the disabled will cost far less than proposals for high speed rail and sports stadiums, luxury items at best.

The State of Minnesota has always complied with the Federal law, has evaluated and placed disabled persons in the least restrictive environment at age 18, when they become wards of the state, and does not currently have any 'waiting lists' due to lack of funding.

Please come up to the standards set by your neighboring state and comply with the Federal law.

Thank you. *William A. Pate*

William A. Pate, MA, resident of Wisconsin, former special education teacher, Minnesota

March 28, 2001

Dear Joint Finance Committee:

As Parent of children using the Integrated Services, special education, early childhood, birth-to-three programs. We are writing to support the continuation of SAGE and the Integrated Services for all students.

It would be a disadvantage for all children in need of these services. I don't know what I would have done without these services for my children. They have come along way with these services and I cannot think of what it would be like without the continuation of these services for these children.

Dalton is 6 yrs old attending Northwoods using the SAGE and special ed. Programs. He has a speech delay, behavior and sensory integration problems. He was in birth-to-three, speech services, early childhood, and Head Start Programs.

Devin is 4 yrs. old attending Lakeshore Elementary speech and language program using special Ed. He has a speech delay and sensory problems. He has been in the early childhood and birth-to-three program.

Please support the continuation of SAGE, Integrated Services, drop-in, and special education programs. I am requesting 50% increase reimbursement so these services can continue.

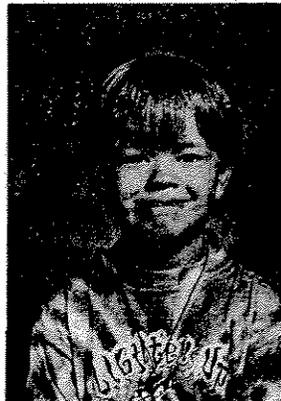
Sincerely

*Keith Dziuk*

*Linda M. Leavitt-Dziuk*

Keith and Linda Dziuk

lml





## University of Wisconsin-Eau Claire

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

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### Testimony of Craig P. Smith

JFC Hearing at Chippewa Valley Technical College

March 28, 2001

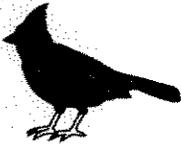
Good afternoon. I would like to thank the Joint Committee on Finance for accepting my written testimony in lieu of an oral presentation. While I would rather be here personally to testify before you today, conflicts with my class schedule prevent that.

I submit this testimony to you today both as a concerned citizen and as a UW-Eau Claire Student Senator. As a Student Senator, I represent over ten thousand students and they have elected me to represent their interests---much the same way your constituents have elected yourselves to represent them. Speaking on behalf of those students, I must come before you today to oppose the amount funding that Governor McCallum's budget allocates to higher education.

I believe that I am an excellent example of the type of student that is adversely affected by this proposed budget. I come from a lower middle class family. My father is a steelworker while my mother works for an insurance firm. I come from a family of six, so it is impossible for my parents to pay for any portion of my education. I have to pay one hundred percent of the costs of my education, whether it is tuition, books, or other miscellaneous expenses. I am heavily dependent on financial aid in the form of grants and loans to pay my way through school. I personally feel the crunch whenever tuition is increased. No one was happier than I was when tuition was frozen in the last biennial budget.

While I realize that tuition increases are a necessary evil, the amount of the proposed increase in Governor McCallum's budget makes me sick. It increases tuition rapidly without substantially improving the product that I am receiving. There is no additional money for libraries and the faculty pay raise is meager at best. The budget also underfunds financial aid programs as well as Plan 2008. This is unacceptable. To increase tuition without raising financial aid is irresponsible and wrong. If tuition is going to increase substantially, the least you can do is raise the amount of financial given to lower income students so they can continue to pursue their education.

I want to thank you for taking the time to listen to my testimony and I hope you enjoy your time here in Eau Claire.



## SCHOOL DISTRICT OF ELEVA-STRUM

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Dr. Bill Boyd  
Principal  
Central Middle School  
Central High School  
boydb@esschools.k12.wi.us

Dr. Kenneth Rogers  
Superintendent of Schools  
rogersk@esschools.k12.wi.us

Mr. Craig Semingson  
Principal  
Strum Primary School  
Eleva Intermediate School  
semingsonc@esschools.k12.wi.us

March 28, 2001

To The Wisconsin Joint Finance Committee  
Eau Claire Public Hearing  
Presented by: Kenneth R. Rogers, Ph.D., District Administrator, Eleva-Strum Schools

Thank you for taking the time to listen to the voice of Wisconsin. I personally appreciate the effort to spend some time and find out the opinions of the people affected by the biennium budget.

### ITEMS IN THE GOVERNOR'S PROPOSED BUDGET WE BELIEVE CONTRARY TO IMPROVING EDUCATION IN THE STATE

- ◆ Alternative Teacher licensing - As we try to raise educational standards for our children, we cannot lower standards for teachers. Teaching and school administration are demanding positions. Making standards lower for becoming a teacher or administrator will decrease quality in our schools - lowering standards decreases quality. If there were a shortage for doctors, would we lower standards? The job is hard. Adequate preparation for educators is extremely important for our children. SUPPORT THE CURRENT LAW.
- ◆ Dropping support for extension of SAGE (non-poverty schools) - If the state stops the continued support as contracted, it is renegeing on a promise to the citizens, parents and children of Wisconsin. SUPPORT THE CURRENT LAW.
- ◆ Moving responsibility for education from the Department of Public Instruction - There are a number of provisions in the budget that move educational positions, educational initiatives and educational governance to other governmental agencies. Our state cannot fully fund **one** state education department. We should not divide limited resources to conquer an enemy that isn't there. SUPPORT THE CURRENT LAW.
- ◆ Non-budget items being included in the biennium budget - This idea hides issues and allows unpopular, ill-conceived items to be passed without consideration on the individual merit alone.
- ◆ Expansion of Milwaukee's Parental Choice Program - Our state and nation cannot fully fund **one** educational system. We cannot divide limited resources to ideas that may be politically popular but unsubstantiated by research and standard evaluation practices.
- ◆ Provide revenue limit flexibility by allowing school boards to increase their local tax levies on a per-pupil basis above the state limits by not more than 2 percent of the statewide average cost per pupil.
- ◆ Maintain the school board as the sole chartering agency for charter schools. SUPPORT THE CURRENT LAW.

**ITEMS IN THE GOVERNOR'S PROPOSED BUDGET WE APPRECIATE AND SUPPORT:**

- ◆ Maximum amount of aid to the schools - There are a number of provisions that direct the maximum amount of aid to be given directly to the local school districts. We need to recognize WHERE THE STUDENTS ARE. Getting the money to where the students receive instruction can only help education. If you have a choice between consultants that can tell schools how to do things versus spending the money on textbooks or another teacher, it is an easy decision.
- ◆ Continuing two thirds support to school district - We are very appreciative of the continuing efforts of the state leaders to support schools and instructional technology.

1  
Mary Kowatch  
555 Sturgeon Eddy Rd  
Wausau, Wis. 54403  
(715) 848-8170 nbamj@edwave.net

Sorry I had to submit  
this in this handwritten  
form as I planned to  
orally present this.

Good Afternoon,

My name is Mary Kowatch. My family represents \$37,500.00 to the local Wausau school district as I have 5 kids. I am also the daughter of a high school principal & have other family members employed in the public school system. All of my family grew up in the public school system. My kids go to a great elementary school - use many services as my eldest son who is 10 & in the 4<sup>th</sup> grade has ADD. (I know he would do <sup>even</sup> better with homeschooling but for now I choose the public school system.)

Today you are empowering people to speak. - So in the public school system we have a voice but sometimes it takes the realization by the public school system that I as a parent have a choice as to how our family will educate our children. ~~I believe~~ This choice empowers me & gives me a stronger voice within my own public school system.

- I talked with Dr. Skunka over a week ago how to ~~we~~ increase revenue by working with homeschoolers who wanted to work with the public school system but as of last night he has failed to talk with

2

the head of the Wausau Home School Association - she made it clear that she wanted to work with him.

My kids go on at least 4 field trips a year & go to <sup>School</sup> Forest project every year. While test scores drop.

I have friends homeschooling whose kids have just excelled. ~~The~~ Many have left ~~I have~~ ~~been~~

the public school system because they weren't being listened to. Dr Skurka said he found homeschoolers don't want anything to do with the public schools. After repeated times of not being listened to - big surprise.

Your supporting homeschoolers & vouchers gives me as a public school mom empowerment in that administration in public schools are beginning to realize they have competition. Keep kids truly first.

Example playground safety school AIDS posted in 3rd grade

that discussed sexual intercourse. -

The way some teachers teach encourages summer school. Call for examples

Mary Kowatch (715) 848-8170

**Invest in the Wisconsin Labor Force  
Invest in the Wisconsin Technical College System**

**DR. JOHN R. BIRKHOLZ  
DR. MICHAEL ROSEN (Represented by Julie Klug)**

Co-chairmen Burke and Gard, distinguished committee members, I would like to thank you for providing me with the opportunity to address you. The state of Wisconsin is facing severe labor shortages in skilled labor markets. . At the same time, MATC has waiting lists in several programs in health occupations and information technology.

The state's labor force, its human capital, is an aging group. In fact, many of Wisconsin's largest employers will lose 50% or more of their work force to retirement in the next five years. Academic, business, and trade publication studies are uniform in agreeing that the skilled labor shortage is the principal obstacle to economic growth in Wisconsin

We cannot expect to increase the size or level of labor force participation to solve this problem. Education and training of the existing labor force is the key to solving Wisconsin's shortage of skilled and technical workers.

While job growth projections indicate an increased demand for workers with four year and post-graduate degrees, both the U.S. Department of Labor and the Wisconsin Department of Development have documented that most new jobs will require less than a four-year degree. The DOL projects an increase from 1996 to 2006 of less than 1% in the overall share of workers in occupations requiring a baccalaureate degree. At the same time, 70% of all new jobs, according to DWD, will require post-secondary training -- exactly the kind of education and training that the Wisconsin Technical College System (WTCS) provides.

The WTCS can help solve the growing labor shortage problem. MATC is the flagship technical college in a system that that is organized to provide apprenticeship and skilled worker training. MATC provides 150 associate degree and diploma programs to 65,000 students on 4 campuses. Our cost per FTE is the sixth lowest in the state while we provide the greatest number of programs and serve the highest number of students in non-funded Basic Skills programs.

Advisory Committees composed of CEOs and Human Resource officers connect our degree granting programs to the industries we serve. They ensure that our curriculum and technologies are state-of-the-art and that

our students graduate with industry specific skills. The WTCS's record of success in training and placement is unparalleled. We have 4.5 jobs for every graduate. 96% of our graduates are employed within 6 months of graduation, 83% in their area of study, at an annual starting income of \$23,000, and 90% live and work in Wisconsin.

The WTCS cannot provide the quality or quantity of training that our students, workers, and industries need and deserve without increased financial support from the state. Unfortunately, state support has been declining. The state's contribution to the WTCS has declined from 35% to 20%. The decline in state support has been made up by a combination of increased taxes, cuts in programs, and increases in tuition and fees. The state's failure to invest in the WTCS is undermining one of Wisconsin and Milwaukee's key strategic assets -- universally accessible, technical education and training.

The state needs to invest in Wisconsin's workforce. Investing in human capital is the key to competitive advantage in a highly competitive global economy and the answer to industry's skilled labor shortage.

An investment in the WTCS will more than pay for itself in increased productivity and economic growth. That skilled labor will also pay taxes, as will the businesses that hire these workers, as companies grow and expand. A recent study conducted by the University of Wisconsin Milwaukee and MATC also concluded that post secondary education leads to better pay and improved chances for advancement for workers.

The state needs to increase its investment in the WTCS by increasing the state aid appropriation by 4.1% or a little more than \$5 million for each year of the biennial budget. An economic impact study indicates that if the state does not make this investment thirteen of the sixteen WTCS districts will be forced to cut sections and programs, delay implementing new technologies and new high technology programs and increase tuition and fees. Unfortunately, the current budget proposal includes no increase in state aids.

It is critical that the state provide additional support to three districts, Milwaukee, Western and Southwestern, all property-tax-poor districts that have long been at the mill rate limit. The property-tax-poor districts, with 29% of the state's total FTEs, need a targeted investment or appropriation that recognizes the particular hardships that they are experiencing. There is a precedent for such action. In the late '80s, the state legislature designated a "distressed district" category and provided special appropriations for technical colleges meeting the designation.

The argument that districts should simply increase their mill rates fails to address our problems in two ways. First, three districts are already at the

statutory maximum. Second, relying solely on the property tax will lead to large inequities between the property-rich and property-poor districts.

In a recent article James Haney, President of Wisconsin Manufacturers and Commerce noted that the WTCS has "...a comprehensive strategy to increase the current skills of Wisconsin's workforce, expand the pool of skilled workers and increase access with leading edge instructional technology and techniques. We applaud their initiative...."

The state of Wisconsin is faced with a critical decision. We can invest in the WTCS, the institution established by the state to provide a skilled workforce, or we will continue to experience labor shortages that will restrict economic growth as well as the continued and rapid erosion of the WTCS.

A. VERNON JENSEN  
ATTORNEY AT LAW

1501 Sunnycrest Dr.  
New Berlin, WI 53151  
1-262-650-9889

Wisconsin Joint Finance Committee  
Wisconsin Budget Bill Hearing  
Washington High School

RE: Budget Bills SB-55 and AB-155

Mr. Chairman and members of the Joint Finance Committee:

I'm Vernon Jensen from New Berlin. I'm a former teacher and retired attorney. I'm a member of American's United for Separation of Church and State, and a group called Save Our Public Schools.

I would like to reiterate the problem you've heard about throughout the State, and a problem brought to the attention of the Senate Education Committee at it's January hearing in Madison during January and at other places in our State. That problem concerns the under-funding of our Public Schools due to Thompson's revenue caps and the appropriating of public funds to Parochial Schools under his school choice plan. This doesn't result in the choice of minority students to attend Parochial Schools at taxpayers expense as much as it does for the Parochial Schools to choose 5% or 10% of the best students from the Public Schools, who would succeed in any school and who make the Parochial Schools appear to be superior, thereby qualifying them for even more public funds, which is a gross violation of both our Federal and State Constitutions.

Thompson's School reform Program is beginning to appear more like a reform School program, which is going to benefit Catholic Schools at the expense of public education, and the ultimate thrashing and ruination of one of the best public school systems in the country.

A. VERNON JENSEN  
ATTORNEY AT LAW

1501 Sunnycrest Dr.  
New Berlin, WI 53151  
1-414-650-9889

Senator Russ Feingold  
716 Hart Office Building  
Washington, DC 20510

United States Senate

WASHINGTON, DC 20510-4903

January 19, 1999

Gentlemen:

The recent Supreme Court decision allowing taxpayers' funds to be used to pay for religious indoctrination of a few was a gross miscarriage of justice. It was the worse travesty of justice we have ever experienced in our state and nation. It was a culmination of a decade of religious bias, political puppetry, and improper political influence by religiously biased politicians in Madison. It was the product of a governor who had a special Mass said for him at each of his inaugural exercises. It also was a result of a rubber-stamp legislature that did everything that the governor dictated, without question, not by exercising any independent judgment. Then, religiously biased Supreme Court Justices who had been appointed by the governor failed to properly review the lower court's decision on the appeal over the constitutionality of this unconstitutional parochial legislation that had been declared unconstitutional by a District Court and Court of Appeals in Madison. Instead, they substituted their own biased opinion rather than to consider the

We urge you to stop this Parochial program called "School Choice", and use public funds for public schools only, before it ruins our system of public education completely. You all took the oath of office to support our Constitution, so it is your duty to eliminate this unconstitutional program where most or 90% of the minority students suffer for the benefit of the few because millions are taken from school funds to support Catholic education. Thereby, public schools are left behind with fewer funds to provide teachers, books and educational materials. With public school open enrollment, and the Chapter 22 Program, this Parochial program called School Choice isn't needed anyway. We hope you will stop this Parochial program and remove the revenue caps from our public schools so they can operate and provide a decent education for our children and grandchildren without the shackles that have been placed upon them by the Thompson Administration. Perform your constitutional duty and stop the nonsense of the Parochial School Choice Program which is hurting every public school in our State, and is opposed by public schools Statewide, while it benefits only the Catholic schools.

Thanks for your attention.

A. Vernon Jensen

# United States Senate

WASHINGTON, DC 20510-4903

January 19, 1999

lower court's decision. Only two members of the court considered and affirmed the lower court's ruling when they found it contained no reversible error. The majority not only failed to consider the case on its merits and to affirm the lower court's ruling, but it also failed to give credence to half a century of precedence by a myriad of court cases that have ruled that tax funds to support parochial schools violates both our State and Federal Constitutions. They completely ignored our system of jurisprudence that is based on precedent.

The governor, legislature, and Supreme Court are responsible for enacting a tax for religion for the first time in the history of our nation or state.

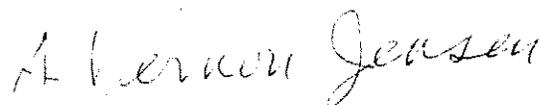
Our forebears came to this country to avoid that type of religious tyranny that forces people to pay taxes to support a religion that is not their own. The founders of our state and nation included provisions in our State and Federal Constitutions to prevent this from happening here.

Due to religious bigotry, we are now faced with this inequity in a pluralistic society. The already overburdened taxpayer will also pay to support a church, not their own. Our only hope is that another legislature with different personnel and party will repeal this atrocious legislation or that the

Milwaukee Journal Sentinel  
June 23, 1998  
Page 3

Federal Supreme Court will uphold our Constitution, to which they have sworn, and do something that our politicians in Madison have failed to do.

Sincerely,



A. Vernon Jensen

P.S. I am a retired attorney and former teacher. I am a member of Americans United for Church and State Separation and a former member of Preserve Our Public Schools.