

Cyndi Barbian
2937 South 102nd Street
West Allis, WI 53227

Re: Teacher Licensure

I would like to address the issue of temporary teacher licensure that is proposed in the Governor's budget. I do not understand why, what is clearly an education and policy issue would appear in this budget proposal. Obviously, he is not thinking about the children who may be taught by such an untrained person.

Teaching is an art and a science. Certainly a person may be born with an aptitude toward teaching, but to be a good, qualified teacher requires appropriate training and experience. Wisconsin has long been recognized as a leader in public education and one reason for that would be the high standards in education and training we require of our teachers.

Some states have fast tracks for people wishing to move from another area of expertise into the teaching profession. The person is given credit towards a degree in education for previous schooling and experience. However, they are expected to take any and all of the education courses required of anyone initially going into the field of education including required student teaching under the supervision of a licensed teacher. This may be something to consider in Wisconsin, but not in the framework of this or any other budget.

A classroom teacher holds immense influence over the children being taught. We want teachers in our class rooms who understand the different types of learning, know numerous and varied techniques to help children learn, teachers who can recognize a child with a learning problem or disability and know how to evaluate a child's progress accurately while being able to relate that information to parents and other education professionals. There are no short cuts to being a good, effective teacher. There are no short cuts in educating a child.

Please do not short change Wisconsin's children by allowing this temporary teaching license to remain a part of this budget. Please strive to ensure that Wisconsin's teachers will continue to adhere to the high standards and requirements already established. And please, when considering the education portion of this budget, make Wisconsin's children your top priority and adequately fund Public Education.

Thank you.

Testimony – 2001-03 Budget Bill Public Hearing

Milwaukee, WI

My name is April Schmaus, and I am a student at Milwaukee School of Engineering (MSOE). I am testifying at this hearing in support of increased funding for the Wisconsin Tuition Grant (WTG). As a junior at MSOE with a high need for financial aid, I can honestly say that I would not be able to attend a private school in Wisconsin without the help of the WTG. Even with the help of this grant at its current level, I will still be more than \$30,000 in debt from attaining my undergraduate degree. This is not unusual for students at my school. In fact, I will be better off in this aspect than many of my peers. An increase in WTG funds would go a long way in easing this burden of debt for many Wisconsin students attending Wisconsin's private colleges and universities. In the past 20 years, the maximum WTG award has increased only 15%. This does not even come close to keeping pace with the rapidly growing cost of higher education. The disparity between private school costs and available funds is causing many of Wisconsin's brightest students to go out of state to pursue education at private universities. In closing, I compel the Committee to help keep Wisconsin talent in Wisconsin, and to help our students have the freedom to choose the type of education that is best for them, by increasing WTG funds.



April Schmaus
324 E. Junea Ave.
Milwaukee, WI 53202

Elizabeth Zdrojewski - Science Teacher

West A.P. Central

High School

To the members of the Joint Finance committee

My name is Elizabeth Zdrojewski, and I teach high school science here in the Milwaukee area. In my profession I have realized one major factor—in order to be effective, I need to discuss and share information with other teachers and take on more education.

A couple of years ago, I found the what I can consider today to be the best type of continuing education right here in Wisconsin. The program is called the Wisconsin Academic Staff Development Initiative, or WASDI for short.

This program academies across the state in which teachers can go to during their summer and get 30 hours of direct instruction on a class of their choosing. These academies are all over Wisconsin as well, so that instructors up in Superior can get the same great instruction that we here in southeast Wisconsin get.

You may be asking what are the benefits? I am a perfect example. 3 years ago I registered for the academy. It focused on learning and the brain. Other students beside myself included social workers, counselors, math, elementary, science and art instructors. This emerging new information was engulfed by all to understand the human learning process by how the brain works. Fascinating information.

Joint finance committee members, I have written by email to you all previously about this very special and unique offering that teachers have here in Wisconsin. We are proud of this academy that is supported by hundreds and even thousands of instructors state wide. In the past 6 years, over 12,000 instructors in Wisconsin went to an academy somewhere across the state. Just imagine how many more can benefit and continue to benefit from WASDI.

Wisconsin educators know about this need to make sure our students can benefit all that they can from their high school experience. With that (our future decision makers) in mind, a program was developed to educate instructors that could be accessed by everyone in the state. Not just those in urban areas. The program is called the Wisconsin Academic Staff Development Initiative, WASDI for short. Just since 1995 alone, WASDI academies have provided instruction for more that 12,000 teachers.

WASDI has been nationally recognized and supported by the federal government and National Science Teachers Association.

My name is Rania Hamad and I am a freshman at Marquette University. I am involved in a program call the Educational Opportunity Program, which helps minorities, first generation college students, and low-income students to attend college. I am also one of the many recipients of the Wisconsin Tuition Grant, and I am here today to urge you to maintain or if possible, increase funding for the program for the private colleges.

I am in great need of this grant because I am the first girl in my family to go to college and hope I can be the first to graduate. My brother is also a recipient of the Wisconsin Tuition Grant; he is the first man in our family to go to college. My parents migrated from the country of Palestine about thirty-five years ago. In their country education was not seen as a priority; women were to dedicate their lives to being subordinate housewives and men were to harvest the fields in order to make a living. My father never graduated from high school and my mother only finished the fifth grade. Both my parents have worked very hard all their lives in hopes of making a better life for themselves and their children, though as we know in life hard work does not always pay off. In today's society money is what makes the world go round, and the majority of the population does not have enough money for college. If it was not for the Wisconsin Tuition Grant then I would not be at Marquette University. I know that there is a concern that these funds are not being put to proper use, this is a false allegation. Without these funds, may of the college freshmen would not survive the first semester of college. I also feel that by helping us obtain a college education, this grant opens the door for thousands of others. As we take what we have learned in college and apply to life, we can help others to pursue a college education. Unlike the alumni of public universities, many of the alumni of Marquette continue to support the university through contributions and donations. So the way I see it is if you give us a little financial assistance now, then we can help others later. Thank you for taking the time to hear my opinion about the necessity of the Wisconsin Tuition Grant.

My name is Timothy Kusik and I am a recipient of the Wisconsin Tuition Grant. I am a graduate of Milwaukee Bay View and a current freshman at Marquette University majoring in mathematics. Many of my friends and students from high school are unable to afford a college education. I feel quite fortunate that with the help of the Wisconsin Tuition Grant, I have been one of the few to have the wonderful opportunity to attend a college, and an outstanding one at that. I am able to pursue my education without any restrictions on how far I may succeed. I am the first person in my family to attend college. Neither one of my parents had an opportunity to receive a college degree and it would mean the world to them if I was able to do so. I will be able to fulfill my parents' dream because of the assistance of the Wisconsin Tuition Grant. I grew up watching students around Marquette, dreaming that one-day I would be attending that fine university. Although I do receive a scholarship from Marquette, I still would be unable to afford the costs of the university without the Wisconsin Tuition Grant. At Marquette I am part of the Educational Opportunity Program which has assisted me with my educational pursuits and my financial needs in college. Educational Opportunity Program is an outstanding program dedicated to helping students who would not be able to attend college, make it through this rigorous process. They too are dependent on aid received from the state government and would be harmed greatly if funding was reduced. The elimination of the grant will make it impossible for me to attend any college, let alone a fine academic institution such as Marquette. I would like to thank you for allowing me time to speak on behalf of the Wisconsin Tuition Grant. Good day.



MAUDE SHUNK PUBLIC LIBRARY
The Public Library of Menomonee Falls
W156 N8446 Pilgrim Road
MENOMONEE FALLS, WI 53051-3140
Phone 262-532-8936 FAX 262-532-8949

To: Sen. Burke, Rep. Gard, & other members of the Committee:

I am a public library youth services librarian with 26 years experience who has an active program working with children and parents, day care providers, educators, home school families, and children with special needs. This testimony is being presented to share with you concerns I have about the impact of fiscal decisions being considered on the ability of libraries to maintain the current levels of quality service to the residents they serve. The Governor's budget provides for no increase for several essential library programs designed to provide state residents with equal access to information, regardless of income or where they live. The ability to maintain the current level of resource sharing and library system services that enable libraries to fully meet the service needs of their users at the local level is threatened, since costs to provide these are going up.

Badgerlink provides all Wisconsin residents with 6,000 magazines, journals, and newspapers, including information related to health, education, and business, and can be accessed by people in their homes, schools, libraries, and businesses. These are available to everyone, no matter how geographically remote the school or community is, or how economically stable or deprived a community or family might be. It provides an equal educational opportunity for all. It can be accessed through an Internet connection, and public libraries provide public access for families unable to afford computers in their home. Basic training offered within libraries allows everyone to effectively use this resource. To me, this is the ultimate in resource sharing, providing thousands of sources of information that no single library, or even library system, could hope to purchase individually. It is heavily used as by students, members of our business community, home school families, educators, and the general public with everything from concerns about a medical condition, locating a government agency appropriate to meet a need they have, or information to make a wise business development, career change, or consumer purchase decision. Its capability to limit searches to something appropriate to the reading or intellectual level of the user is also valuable. This could apply to students, adults needing only basic information on a topic, or adults returning to school for job retraining, after years out of the classroom, and out of practice in using traditional reference sources.

I was pleased to see continued funding for Badgerlink was in the Governor's budget within the Universal Service Fund, but dismayed to see that any increases for this valuable resource will only be possible through fees assessed to school districts. The same taxpayer dollars support both school and public libraries. This is an additional hardship on districts and communities already financially strapped, and making cuts. Spending caps make this particularly difficult for schools to pay additional fees for this vital resource. The Universal Service Fund should continue to be the source of all Badgerlink funding, including the requested increases.

The denial of an increase in public library system aids is also a concern. Within system help, our library is able to provide a level of service that could not be accomplished on our own. Resource sharing provides the most efficient use of materials through interlibrary loan. In our community, so far this year, 761 items were sent by other libraries in our system to our patrons, and 490 sent from other locations statewide. New technology has provided the means for better identifying resources in other libraries. This has resulted in increasing use of ILL, and the costs go up as volume increases. Again, this is an "equalizer." The same materials are available to all, no matter how small or geographically remote a resident's library is. These materials can be vital to users, with an example being the number of residents statewide being forced to be retrained and educated for different jobs, and needing information on these new skills.

Other library system services include a special needs coordinator, who provides continuing education workshops to train staff to better serve patrons with these needs, system-wide grant applications that provide specialized materials or equipment, such as hearing enhancement or magnifying devices, coordination of a homebound delivery service for seniors or handicapped within each local community, and specialized programming for developmentally disabled or handicapped children.

Training is provided to local libraries enabling them to better use new technologies, or develop new service programs. This enhances the level of service we provide. In our system, they pay for the summer reading program folders for each local library, and pay for several programs that bring young readers in over the summer. This summer reading program has a documented track record of maintaining children's reading skills. Reading teachers in my community have verified this.

Some systems purchase collections, such as specialized video, or rotating collections of large type books, or unabridged audio cassettes, that no local library could afford, but they can get from the system resource library. In short, strong public library systems are a key to equalizing the information playing field for children and their families statewide.

Several agencies are struggling to maintain quality services, in spite of the increased cost of doing business. Each of the four state contracts supports agencies that supply services not available locally.

The Cooperative Children's Book Center is an examination and research center for librarians, teachers, and others with a professional interest in children's books. It provides an opportunity to let them examine books, and their reviews, to evaluate them for possible purchase and makes it possible for them to get the most efficient use of what is in many cases a dwindling materials budget dollar. The CCBC also travels statewide to provide this opportunity in geographically distant parts of the state, as well as continuing education workshops on new children's books and creative uses of children's literature that make for better-informed teachers and librarians. Bibliographies created by their skilled staff are a godsend to teachers looking for material in particular areas.

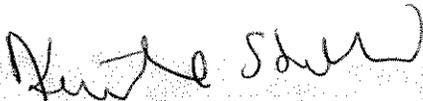
The Reference and Loan Library's materials budget is less than ½ of what it operated on in the 1980's. Again. . . This is a "most efficient use" resource sharing issue. They supplement local library collections by providing specialized sources not available or affordable locally, but badly need occassionly by users from throughout the state..

Additional support is needed for the Regional Library for the Blind and Physically Handicapped. Again . . . unique materials and services that could never be made available at the local level available for sharing.

Funding increases for Wisconsin Interlibrary Loan Service and Milwaukee Public Library , will ensure that the level of service can be maintained by both these agencies who fill requests for materials not available at the system level. Costs are increasing for the providing the same level of service.

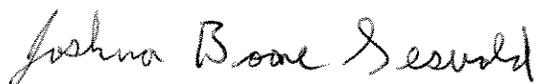
Wisconsin has more than 3,000 libraries, many of these community public libraries. Public libraries, in particular, are a part of the "safety net" that provides an avenue of resource for those personally affected by economically challenging times. Your support for funding adjustments will enable all these agencies to continue to support local library efforts. We appreciate your concern and interest in libraries and lifelong literacy and learning for all the state's residents, and respect the budget decisions you must make.

Respectfully,



Kristine Stabo
Youth Services Librarian

Good morning. I would like to thank the co-chairs and members of the committee for the opportunity to speak here today. My name is Boone Sesvold. I am a student attending the Milwaukee School of Engineering. I am speaking in support of increased financial funding for the Wisconsin Tuition Grant. As a student of a private school I fully understand the importance of financial aid. College in general is expensive, but private schools cost even more. Only half of the students that apply for the Wisconsin Tuition Grant will actually receive it. This is due in part to the fact that the WTG has not kept up with the financial need of the students. I am not one for gambling but I would not bet the farm with odds such as these. Unfortunately "betting the farm" is exactly what a majority of families must do in able to keep their sons or daughters in college. In the past 20 years the WTG has only increased by 300 dollars. This is simply not enough. Statistics have shown that the average family income for students attending private schools was less than that of UW system schools. Further funding made to the WTG will aid in balancing this out and help to keep the students attending private schools maintain the education they deserve. Thank you again for the opportunity to speak to you today on behalf of the WTG.



Joshua Boone Sesvold
N44077 Blount Road
Osseo, WI 54758

I would like to start by thanking the Joint Finance Committee for the opportunity to testify. My name is Benjamin Dobner and I am a Financial Aid Counselor at the Milwaukee School Of Engineering. I stand before you today in support of increased funding for the Wisconsin Tuition Grant. Working in the world of Financial Aid I see all of the students who benefit from the Wisconsin Tuition Grant. I wish I could have brought all of those students here today; unfortunately time does not permit and they are hard at work on their job. Their job is being a student and the Wisconsin Tuition Grant helps them focus on their job. The Tuition Grant helps students afford college and in doing so enables them to concentrate on their studies rather than how they will come up with the money to pay for their outstanding bill. I think we can all agree that a student's primary focus should be on their studies. Unfortunately I see more and more that students spend more time worried about their finances.

As my office has started awarding financial aid for the 2001-2002 school year it is obvious that many students will not be eligible for the Tuition Grant because of there being no increase in the funding. It is very difficult to explain to a student why they are not eligible for the Tuition Grant even though they may or may not have been in the past.

Just last week a student came in to see me who was trying to make his decision as to whether or not to return to school next year. He had gotten his award offer from us and saw he was no longer eligible for the Tuition Grant. Believe it or not that \$2300 which has only increased 15% in the past 20 years was the determining factor as to whether or not this student returned to school next year. So I ask that increased funding for the Tuition Grant be considered so that no other Financial Aid Officer has to have the same conversation with their own student that I had with one of mine last week.

Thank you for your time.

A handwritten signature in black ink that reads "Benjamin P. Dobner". The signature is written in a cursive style with a long horizontal line extending to the right.

Benjamin P. Dobner
Milwaukee School Of Engineering
1025 North Broadway
Milwaukee, WI 53202

My name is Christina Lien and I'm a junior attending Carroll College.

I'm from the small town of Cambridge, Wisconsin, where my family has lived for several generations. I was raised on our family farm along with my three sisters. We were all taught the value of working hard and the wisdom of giving and receiving help when it was needed. My mother is a graduate of a Wisconsin university but my father enlisted in the Air Force and served in southeast Asia during the Vietnam War instead of finishing college. Consequently, my parents understood the importance of a college education and accordingly stressed that importance with my sisters and I. So, from the time I started elementary school I knew that college would be a part of my future, and I started planning and saving money early. I also studied hard and graduated from Cambridge High School as the Valedictorian of my class.

I chose Carroll College because I felt it was the school that would best suit my needs. I only looked at schools in Wisconsin because I knew that I would be receiving the Wisconsin Academic Excellence Scholarship for my accomplishments in high school. Coming from such a small high school, the size of Carroll was an important consideration. I also wanted the solid academic base that a liberal arts education provides. The deciding factor for me, though, were the unique programs offered by the politics and history departments such as the Kennan History Fellowship. None of the other schools I was considering could offer me the same kind of opportunities.

As a student at Carroll, I have taken full advantage of the benefits that small colleges provide. I have become involved with the History Club, the Honors program and a campus political organization of which I am now an officer. I have also been involved in the community by volunteering as a tutor at a local elementary school and gathering medical supplies with the Waukesha Sister City Association to benefit those in need in Kokshetau, Kazakstan. Furthermore, I have maintained a 4.0 grade point average thus far. I have been able to accomplish this in part because of the excellent professors I have had. The small class sizes available at Carroll allow for students like me to really get to know our professors and for them to get to know us and our individual educational needs.

This extra attention comes at a price and when I first started looking at colleges I didn't think I would be able to afford a private school. I am primarily responsible for paying for my own tuition and other expenses because my family cannot afford to offer much financial help. I

have one other sister in college at the University of Wisconsin at River Falls and two who will be entering college soon. Also, my father passed away when I was a junior in high school after a long and courageous battle with cancer. My mother works as a substitute teacher and is the treasurer of our township but her income barely covers the basic needs of my family, let alone the costly tuition that comes with a private education. Thankfully, Carroll offered me several scholarships on the basis of my academic merit. I also received some outside scholarships as a result of spending much of my senior year of high school filling out countless scholarship applications and writing essays.

Even with these scholarships, work study, and my off-campus job, I would not be able to afford college without the additional aid I received from the state of Wisconsin in the form of the Wisconsin Academic Excellence Scholarship and the Wisconsin Tuition Grant. Due to my high level of need, I receive the maximum grant of \$2300. This grant has had an incredible impact on my life and without it I would not be able to continue my education at Carroll without threatening my family's financial stability and my academic success.

If anything we should be considering increasing this program, not cutting it. Since 1980, the maximum award in the Wisconsin Tuition Grant Program has increased by only \$300, while private school tuition increases by more than that amount every year.

This is a positive program which eases the financial burden college can cause for many Wisconsin families. It encourages good students to stay in Wisconsin and allows students who might not otherwise be able to afford college the opportunity to further their education. I cannot emphasize enough the positive impact it has had on my life.

After I graduate, I hope to stay in Wisconsin and pursue a career in law or politics. Eventually, I would like to influence public policy to ensure that every student has access to the same quality of education that I have. The Wisconsin Tuition Grant is a program that helps accomplish this worthy aspiration, and almost ten thousand students in Wisconsin, myself included, depend on it to help them attain their goals and pursue their dreams.

Pre-College Academy facts...

Brief history...

- In existence for more than *26 years*, the Pre-College Academy currently offers more than *11 different programs* and served nearly *6000 students* in 2000.

Programs and services offered....

- *Elementary through high school students* can participate in a variety of summer and academic year programs, some of which provide high school credit for participation.
- Academy programs and services range from *rigorous academic preparation* and support, tutoring, advising, *life skills training* and development, peer mentoring, to social and *leadership skill development*, career exploration, field trips and cultural events.
- Academy programs offer a holistic approach to student development, focusing not just on academics, but personal, social and leadership development, as well as parents, and family values

Statistics that show success...

- High school graduation rate of *92%*, versus MPS high school graduation rate of *50%*
- UWM pre-college participant *college continuation rate of 92%*, versus MPS college acceptance rate of *66%*, and national college continuation rate of *67%*.
- *92%* of pre-college graduates *are attending or have attended a postsecondary program*, and *66%* are attending or have attended one of the *UW System institutions*.
- *91%* of Academy graduates *attend a post-secondary institution in Wisconsin*

(over)

Who are our students?

- More than 80% attend a Milwaukee Public School
- Nearly 60% qualify for free or reduced lunch
- 70% are female

Average cost for participation...

- Average per-student program fee range from \$80 for a short 3-week mini-course, to \$660 for an intense six-week summer program
- Program fee allows for:
 - *Program Tuition including books and supplies*
 - *Instruction*
 - *Transportation*
 - *Meals*
 - *Field trips and cultural events*
 - *Awards & Incentives*
- Scholarships to cover a significant portion of the program fees are made available through funding from the Department of Public Instruction's Wisconsin Education Opportunity Program

Who are some of our partners?

Milwaukee Public Schools
Ameritech
United Community Center
Loyola Academy

Strive Media Institute
Christian Faith Fellowship Church
Wisconsin National Guard
UW-System Multicultural Affairs

Some of our future plans....

- Establish satellite operations at various locations in the Milwaukee community to reach more students
- Expand services to offer college course for credit for high school juniors and seniors

STEP TO A BRIGHTER FUTURE!

For more information about the Pre-College Academy please contact:

UWM Pre-College Academy
PO Box 413
Milwaukee, WI 53201
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(F) 414.229.2592
Email: precoll@dsad.uwm.edu



WLA Legislative Agenda

2001-2003 Biennial Budget Scorecard

(Version 1.0 – February 21, 2001)

	Request for additional funding	Governor's recommendation	Follow-up
13% benchmark funding of public library systems	\$12,130,000 total 5,458,900 FY01-02 6,671,100 FY02-03	\$0 add'l funding above base	
Statewide resource contracts I	\$ 222,600 total 97,300 FY01-02 125,000 FY02-03	\$0 add'l funding above base	
Statewide resource contracts II	\$ 161,600 for 1-time automated system replacement	Approved. "Funding will come from the dissolution of the WATF trust fund."	
Reference & Loan Library Materials Budget	\$ 80,000 total 40,000 FY01-02 40,000 FY02-03	\$0 add'l funding above base	
UW System Libraries	\$9,400,000 total 4,700,000 FY01-02 4,700,000 FY02-03	\$0 add'l funding above base	
BadgerLink (continued funding)	\$ 223,700 total 73,500 FY01-02 150,200 FY02-03	Approved. "The Governor also recommends authorizing the department to assess fees for the purpose of providing these services."	
BadgerLink (access to online encyclopedias)	\$ 730,200 total 365,100 FY 01-02 365,100 FY02-03	\$0 add'l funding above base	
Newsline for the Blind	\$ 45,000 total 23,000 FY01-02 23,000 FY02-03	Approved. (No caveat.)	
Trust Fund Loans to Public Library Systems	No fiscal impact.	Approved. (For public library systems comprised of 2 or more counties.)	
TEACH Wisconsin	No fiscal impact. See bullet points on page 3 of 2001 WLA legislative agenda.	All three requests approved.	



Student Association

University of Wisconsin- Milwaukee

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Testimony

Of

Cheryl Angelroth

President

Rainbow Alliance

Hi. My name is Cheryl Angelroth and I am the President of the Rainbow Alliance and a student at the University of Wisconsin Milwaukee. In my last five years at UW-Milwaukee, I have been at times, a live-at-home commuter student, a dorm resident and a pedestrian commuter, with a schedule that has included night classes almost every semester. And as a leader and representative of a group for gay, lesbian, bisexual and transgender students, I have had a unique opportunity to learn about the experience of GLBT students on our campuses.

I am here to tell you about a small portion of Governor McCallum's budget and how it will affect all UW-students. Campus Safety and UW-System libraries are two significant issues that have been left out of the Governor's Budget.

Campus Safety encompasses many issues that affect the ability of students to access quality higher education and to maintain a positive quality of life. In order for us to begin focusing on classes, homework, exams, and studying, we have to be able to feel safe. There is a large and growing number of hate crimes, discrimination, and threats to personal safety, which affects students emotionally, physically, and psychologically and impairs our ability to succeed in college. How can I go to class during the evening if I have the fear of being sexually assaulted or worse yet, being raped? How can lesbians, gays, bisexuals, and transgender persons have the best learning experience when they are facing persecution because of their sexual preference. How can students of color learn in an environment when they are afraid for their life?

In order for us to be able to learn and get the best education possible we need to feel safe and comfortable. We need services such as an LGBT resource center that will provide us

safety and work as a resource for us to go to. We need to educate and train administration staff and faculty to address campus safety issues for women, students of color, and LGBT students.

United Council & the Board of Regents has put forward a "Campus Safety Initiative" that would specifically deal with campus climate issues and increased resources of LGBT students, staff, and faculty. This initiative would create a more tolerant and safer environment for all students.

Governor McCallum however, feels extremely differently and this is shown when he decided to zero fund the "Campus Safety Initiative" proposal.

Governor McCallum also feels the same way about the importance of libraries. Governor McCallum zero funded the UW-System's request for \$4.7 million dollars for libraries which would have went to increase and enhance technological resources, such as inter-library loan, web availability, and electronic reserves. These funds would have been used to purchase and update library materials from books to journals and periodicals.

Read. Read. Read. The importance of libraries is often overlooked, but I'm here to tell you today that libraries are the backbones of education; the backbones of UW-System Universities. Without up-to-date information, without access to new information and data, how can UW-System schools be producing high quality, marketable, well educated students. Governor McCallum has shown that he does not feel that UW-System libraries are a priority for education.

So I urge you today members of the Joint Finance Committee, to provide funding, to invest in our education, to invest in our future, by increasing funding for UW-System libraries. I urge you today to make our campuses a safe learning environment for your children, and for us. I urge you to increase funding for Campus Safety.

Thank you.



Student Association

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Testimony of

Talia L. Schank, President-Elect

on

The Milwaukee Idea and Tuition Flexibility

Good morning. My name is Talia Schank, and I am the President-Elect of the Student Association at the University of Wisconsin-Milwaukee. The Student Association is the student government at UWM, and represents over 22,000 students at our campus. I am here today to discuss the Milwaukee Idea, and the requested tuition flexibility from the Board of Regents.

As you may know, the Milwaukee Idea is described as an outreach initiative to address challenges to education, economic development, the environment and public health.

During the budget process, UWM submitted a proposal asking for an investment in the Milwaukee Initiative with a \$24 million dollar new GPR request. There was no request for a tuition increase to fund the Milwaukee Initiative. Of the \$24 million requested, however, the Governor allocated only \$3.4 million dollars in state GPR dollars, and an additional \$8.4 million dollar *tuition increase* to fund the Milwaukee Idea. These increases come without any supplemental increases in state-based financial aid.

We must maintain the distinction between GPR dollars and tuition dollars. I am here today to ask that you remove the \$8.4 million dollar tuition component from the budget, and increase the amount of GPR money to fund the Milwaukee Idea.

There is an inherent problem with an outreach initiative that is designed to build community partnerships, when students from this community are the very students we would price out of an education with the predicted tuition increase. Several state legislators have gone on record to predict a double-digit percentage tuition increase as a result of the current proposal.



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The intent of the Milwaukee Idea is not to price students out of an education, but to increase access to our University, and increase access to higher education in general.

I would now like to use the remaining time to discuss tuition flexibility. Currently, the UW System Board of Regents must justify any increases to student tuition to the state legislature. This ensures that elected state officials ultimately decide upon student tuition.

The Governor currently supports the Board of Regents' request for full tuition.

The Board of Regents has proven that they are unable to use tuition flexibility responsibly. During the 1997-1999 Biennium, the Legislature granted the Regents 4% flexibility in the first year and 7% in the second. That flexibility was then used to fund the faculty pay plan on the backs of students when the state ran out of money. This resulted in a tuition increase of over 13% for that biennium.

Full tuition flexibility is problematic because it takes tuition authority away from the state Legislature and places it in the hands of a non-elected, unaccountable body.

I am asking you today that you maintain a system of checks and balances between the Legislature and the Board of Regents to ensure that working families and students across Wisconsin can afford public higher education. I am asking that you oppose the Regents' request for full tuition flexibility. I am asking you today to remove the tuition component from the Governor's budget and increase state GPR moneys to fund the Milwaukee Idea.



Student Association

University of Wisconsin- Milwaukee

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Testimony

Of

Jeffery Guenther

President

Cornerstone at UWM

Good morning. My name is Jeffery Guenther, President of Cornerstone at the University of Wisconsin-Milwaukee. I would like to thank the members of the Joint Finance Committee for hearing me speak today. I am here to talk specifically about the way myself, as well as other students at my University will be affected by the dramatic tuition hikes currently proposed in the Governor's Budget.

The current proposed budget will have a disproportionately negative effect on working class Wisconsin families. As a child of a working class family, I have seen my parents struggle to provide for our family. My father is a blue-collar worker who has felt the cyclical change in our economy, and so have I. Although I am currently employed full time, future semesters at UWM will be very, very difficult to even if they remain at current price levels. Any increases would be significantly felt and I believe that they would greatly hinder my ability to go to school and participate fully in my college experience.

It is also important for me to point out that my story is not unique. Most of the students at UWM currently struggle to pay their tuition. Not to mention the added costs associated with books and living expenses. In addition to having full-time jobs, as the average age of students at UWM is 26 years old, many students have other burdensome financial commitments such as raising children, house payments, and car payments. The story is even more critical for students from underrepresented groups who face additional barriers to the University and who are disproportionately negatively affected by tuition increases.

As the president of a large student organization, the majority if not all of the members of the student organization that I oversee, are also working their way through a post-secondary education. We are all frustrated about the projected double digit tuition increase we are likely to be facing in the upcoming biennium.

The state has a responsibility to working Wisconsin families to maintain a quality, affordable education system in this state. Not only is it the state's responsibility, but it is also in the state's best interest. I truly feel that if Wisconsin wants to be the best in technology, have a strong economy, and maintain our strong industrial infrastructure, it needs to make higher education a top priority. I will go as far as to say it should



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be our number one priority. If we invest in students at the front end, we have the best potential to prepare the next generation of citizens to contribute to this state with their highly trained jobs and tax dollars.

With that in mind, I would like to ask that on behalf of all the working Wisconsin families who attend UWM and the UW System, that the state make education its priority by increasing the level of state GPR support for the UW System, by taking the tuition component out of the Milwaukee Idea, and by increasing funding to state-based financial aid programs.

Thank you.



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Testimony

Of

Morgan Powell

Senator

Student Association at UW-Milwaukee

Good morning. My name is Morgan Powell and I am a student at the University of Wisconsin-Milwaukee as well as a member of WISPIRG and a Student Association Senator. I would like to talk to you today about the importance of investing more state dollars into financial aid.

Let me begin by reviewing the history of financial aid for the UW System. What we know is that tuition in past few biennia have been increasing at two to three times the rate of inflation. This means that while other goods and services were rising at 3% our tuition in the UW System was rising at 13% as in 97-98. While tuition has been increasing financial aid has not been increasing at even supplemental levels.

In addition to the minimal increases to state-based financial aid programs over these past few years, there has been an increasing disparity in the distribution of financial aid between loans and grants. 15 years ago 80% of all financial aid was distributed in the form of grants and 20% in the form of loans. Today that distribution is flipped. 20% of all financial aid is distributed in the form of grants at 80% in the form of loans.

This trend of skyrocketing tuition and dwindling pools of funds for financial aid has ultimately resulted in Wisconsin families being priced out of an education.

The tuition increases have been swift and dramatic, financial aid continues to be in jeopardy, and the picture gets infinitely worse in this biennium. We are looking at projected double digit tuition increases in the face of NO INCREASES to state-based financial aid programs.

Funding for financial aid for higher education in the state is in severe jeopardy. The Governor's Budget includes no increases for any Higher Education Aids Board (HEAB) request and will detract from our ability of our state to ensure access particularly for Wisconsin's economically disadvantaged sons and daughters.

If Wisconsin is to move from its traditional economy into the "new economy," it will need thousands of new, qualified graduates in the biotech and IT fields. Furthermore, in order to combat the "brain drain" phenomena, it is imperative that access to higher education in the state does not decrease due to a lack of financial aid for students from low-income families.

I am asking that you fully fund financial aid at the levels requested by the Higher Education Aids Board to ensure that all students in Wisconsin have access to the UW System.

I am also here to speak today about two financial aid programs that were incidentally left out of the Governor's Budget. They are the Lawton Undergraduate Minority Retention Grant and the Academic Opportunity Program.

The Lawton Undergraduate Minority Retention Grant was created to provide need-based assistance to African American, Hispanic/Latino American, American Indian, and statutorily defined Southeast Asian American students. These students have been traditionally under-represented groups on UW campuses. The grant provides additional financial aid to these students in order for these groups of students to have greater access and affordability in college. In addition these grants provide increased funding to effectively retain students of color in their undergraduate programs and eradicate economic barriers that close the door of opportunity for many students of color. The Grant currently provides up to \$2,500 per year for sophomores, juniors, seniors.

UW System urged Governor McCallum to double the current funding for the grant. However, Governor McCallum zero funded any increases. I would like to ask that you honor this request.

The Advanced Opportunity Program is a similar source of financial aid that reaches out to students of color who are seeking graduate and professional degrees. Students of color comprise only 9% of all graduate and professional students in UW schools in the 99-00 school year. Through the AOP students of color would have the opportunity to study at a UW university without having to struggle with financial difficulties and instead give their graduate education undivided attention. Through the AOP, UW System schools would be able to retain UW graduates and offer them graduate education here in the state.

I am asking that you fund UW System request to increase AOP funding to \$4,182,700, to bring the appropriation in line with the past 10 years of tuition increases and to supplement projected tuition increase in 2001-03 in order to ensure accessibility to the UW-System.

Thank you.

Why should the Joint Finance Committee support Senator Shibilski's Environmental Education Consultant Amendment that would re-establish this position within the Department of Public Instruction?

- **History.** The position had been in place from 1967-1994. In 1994, when Dr. Dennis Yockers left the position, it was not refilled and subsequently cut from the budget due to lack of funds. It was an easy target because the position was empty at the time, but it had been helping to establish Wisconsin schools and teachers as leaders in the field for almost thirty years!
- **It's mandated.** It is mandated that EE be integrated into the K-12 curricula. The Department of Public Instruction has developed EE standards, and environmental literacy assessment should, therefore, be part of DPI's existing state assessments. Who is available to help make sure these things are accomplished? Who is helping teachers find instructional resources?
- **Everyone wants it!** State-wide surveys have shown that an overwhelming majority of teachers, students, and administrators want more EE in the schools. Who can ensure that this happens for them?
- **Missed opportunities.** Wisconsin's schools are missing out on opportunities to take part in national studies because they have no EE position within the DPI.
- **Pre-service teacher training.** Who is ensuring that Wisconsin's pre-service teachers are getting the EE training that they need and deserve?

Help Wisconsin schools continue to be leaders and models. Please support the re-establishment of the Environmental Education Consultant in the Department of Public Instruction!

Submitted by Rachel Golden – contact me with any questions at rgold366@uwsp.edu

Hi, my name is Jacqueline Hurrunk
I am the President of the Student Senate
at the Stevens Point Area Senior High.

I am here today to encourage you to either
raise or eliminate the Budget Caps that are
currently hindering our schools.

I have personally been effected by these
Budget caps in many ways.

As a Senior I have had the opportunity
to take many elective courses to further my education.
However the School Board is currently looking at
options to put a cap on the # of classes ~~as~~ students can
take and to reduce both the Senior and Junior High
Schools to a 7 period day instead of the current
8 period day we have. If this were to go into
effect I feel that I would be at a great disadvantage
specifically applying to colleges and competing with
students from other states who do not face these
obstacles because I would not be allowed to take
classes in Music ~~and~~, Art and other electives
that I currently have room for in my schedule.

I'm also forced to use many outdated text books.
In departments such as Science and Social
Studies, where there are new discoveries and
current events that need to be taught and
may alter or discredit ~~ear~~ information in our
current text books which are from the 60's + 70's
At one time these text books were replaced
every 5 yrs and now that has been moved
up to 12 yrs due to a shortage of funds. Because we
are forced to use such outdated textbooks we
are at a disadvantage on nationally
distributed tests such as the SAT and
ACT.

These are just a few ~~of~~ examples of how the Budget caps affect students state wide.

These students are the new and upcoming work force for wisconsin. We should be encouraging them to excel and motivate them to do a good job at everything they do. Instead ~~we~~ ^{you} have told us that other things are more important and that we don't deserve the money that was once given to our schools. What could be more important than people-specific young people who are the future of america. I ask you to relook at what's really important and give the students of wisconsin the education they deserve.

3 min

Good afternoon, members of the committee. My name is Kyle Krueger, and I am a sophomore at Stevens Point Area Sr. High. I ^{am a different senior} will be serving as Parliamentarian of the Student Senate for the 2001-2002 school year. I ^{am not} ~~would like~~ ^{would like} to ~~emphore~~ ^{emphore} you to raise or eliminate the budget caps placed on ^{the} education.

Personally my biggest concern is the proposed limits on the number of credits that students may take. The current minimum number of credits for graduation at my school is 23 and one-half. The way I have the remainder of my high school years planned out ~~is~~ has me graduating with 29 or 30 credits. A credit cap would severely affect that, and it is very difficult to get into a good college with only 24 or 25 credits. I have ~~spoken~~ spoken with my friends, and they are in ^{total} agreement with me.

Also, I would be affected by the proposed elimination of elective programs, such as ~~driving~~ Driving Education. I personally have already taken the class, but I am sure that children that are younger than I am would like to take advantage of that opportunity, as it is less expensive ^{than} ~~than~~ taking it privately. These proposals were ^{made} ~~suggested~~ ^{made} by the St. Pt. Area School Board.

I am a member of the Student Body
I am a member of the Student Body
I am a member of the Student Body
I am a member of the Student Body

Hello, my name is Abby Calhoun. My purpose today is to promote a rise or elimination of the budget cap. ^{from a student point of view.} There have been many proposals from our school board concerning the budget caps. Our athletics programs have been threatened to be eliminated. Prices keep going up on transport, uniforms, equipment. If the budget does not rise, we cannot pay for these athletic needs. To keep the athletics the same, not to improve them, more money is needed every year, because prices are going up all the time. I have been a cheerleader for 5 years now, and I have spent up to \$500 a year on uniforms & busses. If I did not have a job on top of my schoolwork I would not have been able to be a cheerleader. Many students that do not have the money to pay. If students are not able to participate in athletics, what will they do after school instead of part. When you are in athletics we sign the athletic code, which states we will not use drugs or drink alcohol. To be punished you don't have to be drinking, all you have to do is be there at a party. Athletics keep students out of trouble. It gives them a reason not to use drugs and alcohol. Athletics also give students a passion to be at school. No one enjoys studying all the time. Some students find a passion in athletics, others find a passion in music, art, or foreign language. These programs have also been threatened. Right now we have a 2 1/2 credit requirement to graduate. This forces students to enroll in classes and find things they like. A proposal to lower the amount of credits to graduate and limit the amount of credits has been made. I already have 22 credits. Next year, my senior year, I would only be able to have 1 hour a day of classes if a limit was placed on our credits. Our 8 hour day may also be cut to a 7 hr. day. What would I do all day long? What would our students?

there
not
a
no

There would be less room to take elective courses. Music, art, & foreign languages. I would be very disappointed if I could not take my music classes. This weekend I am taking the AET test, and I am in the process of applying to college. If I would not have taken elective classes, I would have a difficult time getting into college. ^{ulbost} ^{lost} ^{for them} How can the students of America be told to get into a good college, work hard, be responsible, don't do drugs, don't drop out of school, when we are limited to the number of classes and extra curricular activities. It is like ^{community} telling us that we shouldn't be involved in school. We have ^{SPASH} 2000 students in our high school and are the largest high school in the state, and we are only 10, 11, 12 grades. ~~We~~ have 60 students in my chemistry class. My teachers do not know me. I'm a number in their grade book. We don't have room in our school. The budget caps make a problem for our district. 2 of our elementary schools may have to be merged together. Students don't get the help they need. ~~I am a committee member on our District Facilities Committee. Our alternative school is falling apart, and we may be forced to add those students to our high school. I do not want 70 students in my chemistry class. Please take this into consideration to raise the budget caps or eliminate them completely. Thank you. I'm not asking for your sympathy. I am asking you to look at it from a new view. I am not a concerned parent or community member. I am a current student. These budget caps affect me. Not my parents, but I am affected. Please think of the students, and young children of America. Thank you. We will be the ones suffering up there in 20 years. Please consider this~~

My name is Michele Jankey. I am a senior at Stevens Point Area Senior High. I am here to talk to you today about raising or eliminating the budget caps. One major issue in our school is the lack of space we have. We have around 2000 students in our school and right now there are approx. 30 students in each class which means us, the students, don't get much individual attention. If we raise these class sizes, that attention is only going to decrease. Students need their teachers to care about them. With more interaction between the two, student performance would increase.

We also have many students at Emerson school which I agree cannot stay there because it is physically dangerous. There are leaking & falling ceilings, with some areas even blocked off because it is too dangerous to even go near them without being injured. SPASH doesn't have enough space to fit these additional students into our school.

Hi my name is Robin Yetka. I am currently a junior at Stevens Point Area Senior High. I am here to talk to you about raising or eliminating the budget cap. I personally have been affected mostly by one proposal of the school board to make athletes pay for or rent their own equipment to participate in a sport. Also to have them pay for their transportation to and from games. I am currently a cheerleader at the high school. Right now we don't get very much money from the school. We don't even have enough money in our account to get new uniforms. I believe that if this budget pulls through ~~the~~ the money that we do have won't be enough. If this is implemented I don't think I would be able to participate in cheerleading. Cheerleading right now is my life. I arrange everything around my sport that I love. I believe that a lot of athletes would have the same problem. Paying for uniforms and transportation to and from games and competitions would become very costly for my family and many others. If you wouldn't be able to pay for that you wouldn't be able to be in a sport. Sports mean a lot to many and if people wouldn't be able to be in sports because of money and it

*Thank you for this opportunity to speak to you today on behalf of the Central WI
STW Partnership.*

Introduce myself.

Thank you for the continued funding of YA in the 2001-2003 state biennial budget!

Thanks to the YA funding in the current biennial budget, we have started 18 NEW YA programs in four NEW districts within our Partnership who never offered YA before. In addition, Marshfield began 11 NEW YA programs—adding to four YA programs already in operation!

We currently have 70+ students in YA, with 60+ new candidates—sophomores and juniors—who will be placed with an employer this spring and begin their career this fall.

We recently completed a two-year study of youth apprentices in three areas: Auto. Tech., Financial Services, and Health. We captured the apprentices GPAs as sophomores, prior to entering the YA program, and captured their GPAs again upon graduation. **ACROSS THE BOARD...100%...THESE YOUTH APPRENTICES GPAS WENT UP—SIGNIFICANTLY—DUE TO THEIR EXPERIENCE IN YOUTH APPRENTICESHIP!**

THAT'S EXCITING STUFF!

➔ These students are seeing the connection between learning and earning. They're "turned on" by education because they see the value of it in the real world.

We recently completed a graduate follow-up study of our Health apprentices. 17 of the 22 students used their Nursing Assistant Certification earned in the YA program, to support themselves in post-secondary education. All 22 students AND THEIR PARENTS, sang the praises of the YA program. It helped them sort out their career interests, and gave them valuable skills—transferable skills—that they can use in the health industry or any industry that they pursue a career in.

☺ Thanks to STW, education is **NOT** occurring in isolation away from the world of work. Thanks to STW, students are getting a taste of the real world and getting turned on to lifelong learning.

while still in HS and the current labor shortage crisis are
Workforce development ~~is~~ **WI ISSUES** and STW is **ONE** of the solutions. STW is workforce development "in the pipeline"—STW is building WI's future workforce. We are the feeder system to post-secondary education—technical college, four-year university, military, and business and industry—in providing skilled, qualified workers.

I have businesses telling me that they should have partnered with their high schools 15 years ago, and they wouldn't be in the crisis situation that they are today with skilled worker shortage.

We ARE building partnerships—between education, and business and industry—but we also need all of **YOU as partners as well.**

Thank you for your continued support ^{8/14} for the future success of our students, our communities, and the state of WI.

Thank you

My name is Lori Carlson. I live at 5064 Margaret Drive in Amherst, WI and teach high school students with learning disabilities at Amherst High School.

One of my concerns with the proposed budget deals with the issue of special education. I teach in a small district (fewer than 1000 students K-12) experiencing declining enrollment. While the general population of students is declining, the special education student population is growing. The cost of providing an appropriate education for ALL students has risen, including those students in the special education program. State funding for special education has not kept up with these costs. This means that our district has to take the money from the general education population, essentially pitting special and regular education against each other.

Amherst does not have any students with extremely high-cost special needs. We do, however, have several students who need one-on-one assistance for the majority of their time in school. Another student is moving into the district next year who will need full-time assistance. This assistance is costly and should be funded at the level required by statute. If we were to have a "high-cost" student and have to fund 50% of those costs, other programs would have to be eliminated. Our district held a referendum yesterday to exceed the revenue cap. The budget, with the extra money from the referendum, still includes many cuts. If a "high-cost" student were to enter our district, even more cuts would have to be made to fund that student. These cuts come from the general education areas, again pitting special and regular education against each other.

The School District of the Tomorrow River (Amherst schools) is looking at cutting one special education teacher next year. This is because there is not enough money to keep that position. The funding from the state for special education continues to be inadequate, requiring districts to cover the special education costs from the general budget. I think that the Tomorrow River School District provides a good education for all students, including those with special needs. If cuts in staff result because of the lack of state funding and the continued revenue controls, we will no longer be able to provide the same level of education. I know that there are people who moved into our district because of the school system, and I have been told by at least one of those people that they will move out of the district if it cannot continue to provide a quality education.

There is an item in the budget prohibiting IEP teams from recommending placement of special education children. This should be removed from the budget. Currently, a full team of educators, parents, psychologists, and any other individuals who may be invited (i.e. social workers, the student, etc.) make the placement determination at the IEP team meeting. Taking this away from the team and placing it in the hands of one individual seems to me to be very dangerous. I see the opportunity for misuse of power. In the past, I have seen administrators deny placement of students in certain programs because those programs weren't offered in that district. (No ED program here, so no ED students placed.) With the continued rising costs of special education, I am afraid that this practice could become common. That certainly would not be providing a quality education for all.

I would encourage you to remove all non-fiscal policy items from the budget. I am aware that the Joint Finance Committee co-chairs have the authority to take such action. Please do so. Thank you for the opportunity to address these issues. I appreciate the time and energy that you put into this process.

SAGE in Marshfield, Wisconsin

Barbara Buss: Principal of Jefferson School – a city school with transient population,

Principal of East Fremont School – a rural school in farming community

Email: buss@maarshfield.k12.wi.us Phone: 715-384-4909

Schools range in the 25-35% poverty level

First year in the SAGE program.

Can only afford to hire an extra half-time teacher for each class

But big bang for the buck!

1. First graders reading by November.
2. Lowest level children are succeeding.
3. Children have exceeded expectations in math.
4. Teachers are accountable for each student's success.

-set high goals

-focus time on essential skills becoming more effective as teachers

-support each other and strive to perfect teaching routine

-recruit and train parents, senior citizens, student buddies and volunteers to provide extra practice for students guaranteeing student success.

5. Schools are open evenings for family and community programs

SAGE works.

Continue this safety net for our neediest students.

Allow the solid educational foundation to continue through third grade.

Give these children the self-esteem that comes from success.

We will hold up our end of the bargain. Come visit.

Thank you!

P.S. Please keep the half-time option. Is it possible to guarantee funding based on last year's rate (with upward adjustment in fall) so that we might hire and train teachers during the summer?

Welcome to Central Wisconsin.

The event today has the feel of the popular public television program – “The Antique Road Show”. Over the course of the day, many citizens will bring before you their prize possessions and when the legislative process is complete, you will assign a value to those possessions.

Well I am here to place public education on the table for your evaluation. Public education has a story, as do most prized possessions, unfortunately its recent past has been tumultuous given the financial problems facing school districts as the result of revenue caps, costs for special-needs students and declining enrollments. The caps have frozen school spending to the level that existed 9 years ago creating a growing gap between school funding and the cost of running the schools. The brutal fact is that the school districts actual costs are greater than the allowable increase imposed by revenue caps on school districts.

The governor’s proposed budget continues to gut (down to about 1/3 of the cost) the state’s share of the reimbursement for mandated special education programming which has dropped from about 70 percent to 35 percent. In addition, the state now reimburses schools only 18 cents on the dollar that a district spends to deliver ESL programming. Many districts end up with no aid for this program. And, if the governor’s budget is approved, the state share will actually decrease.

I would be remiss if I now walked away without offering some solutions for refurbishing this prized possession we call public education. I ask that you bring the luster of public education back by allowing school boards to raise revenue caps by 1% of average state spending per pupil with state aid if the board elects to use it. Increase the state aid for ESL programs to 60% of the cost incurred by school districts for all students with limited English. Finally, the state should shoulder 50% of the actual cost of providing special education for students with severe disabilities.

Projection for what this approach would cost is in the neighborhood of 260 million dollars. The money is already available in the levy tax credit - 469 million dollars, money that was allocated to represent the state’s original two-thirds commitment to the funding K-12 public education—money that is already in the budget. This will cost the owner of a \$100,000 home only and additional \$7 per month.

I find it a bit ironic that there are laws on the books that require truth in advertising, truth in lending, truth in sentencing but we as citizens have allowed our elected officials to impose revenue caps on schools yet not honored the commitment to fund two-thirds the cost of K-12 public education.

Fortunately the process today allows for the issues to be aired and ideas presented and for that I am appreciative. You the legislators have through the process an opportunity to make a midcourse correction in the way Wisconsin funds public education, I urge you to provide the necessary financial relief to the school districts by upholding the state’s previous commitment to the funding of public education.

Thank you
John McCarty
8303 Pheasant Lane
Marshfield, WI 54449

SCHOOL DISTRICT OF *Neillsville*

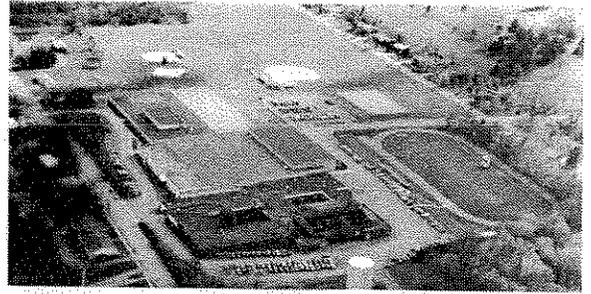
ADMINISTRATIVE OFFICE

614 East 5th Street

Neillsville, Wisconsin 54456-2057

Phone 715-743-3323 Fax 715-743-8718

John Gaier, ADMINISTRATOR



Thank you chairperson (s)

For allowing me this time. My name is Mark Craig, Elementary Principal, and I represent the Neillsville Public School District.

Three years ago our district began a four-year old kindergarten program. We implemented the outreach program, which provides at least 87.5 additional hours of outreach activities. Students attend Monday-Thursday with Fridays providing home visits, phone conferences, parent workshops and parent-child activities. The emphasis of our program is social skills, not the academic area.

Wisconsin had nearly 80% of children under the age of six who lived with either two working parents or a single working parent. The national average was 63% as stated in the 1998 Kids Count Data Book. A committee of teachers, parents, and community members studied and recommended the 4 Kdg program to our school board. Since this conception some of the following comments have been made by staff and parents:

- ◆ 5 year old kindergarten and first graders can work on higher math/reading skills
- ◆ stress socialization skills
- ◆ allows conversation and sharing of ideas
- ◆ shortage of quality area child-care providers
- ◆ builds self-esteem
- ◆ able to identify strengths/weakness and work on them earlier
- ◆ students adjust to the academic areas of school much better in later years
- ◆ school is a safe place with caring people

ELEMENTARY SCHOOL
504 EAST 5TH STREET

MIDDLE SCHOOL
504 EAST 5TH STREET

HIGH SCHOOL
401 CENTER STREET

SCHOOL DISTRICT OF *Neillsville*

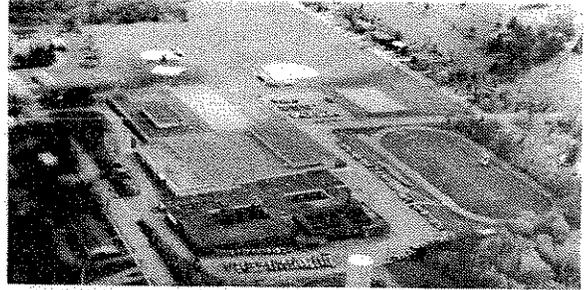
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John Gaier, ADMINISTRATOR



- ◆ helps students develop appropriate behaviors for learning
- ◆ more enthusiasm for school
- ◆ develop a positive attitude towards school and learning
- ◆ allows students to develop their own unique and valuable qualities
- ◆ gives students a sense of individual responsibility for their actions
- ◆ to allow students to become active, life-long learners

The local districts should be allowed to make the decision rather to go full or half days of instruction for 4 year olds. The question of equitable should be considered if districts are to receive full funding for full day programs. The cost of such a program depends on staffing needs and transportation.

Ladies and gentleman of the Joint Finance Committee I firmly believe the backbone of a good 4-year old program is the teaching staff and support from the school. Does it work and is it needed? The best answer to that is the number of students in our program since starting three years ago.

1998-1999	44 Students
1999-2000	47 Students
2000-2001	60 Students

I thank you for your time, effort, and allowing me to testify today.

TO: Wisconsin Joint Finance Committee

FR: Tom Carter, Math Teacher, Marshfield Junior High School

RE: School Revenue Caps and Their Effects

Dear Committee Members,

My name is Tom Carter. I have been teaching junior high mathematics in the Marshfield District for the past 10 years. I have a Masters of Education degree plus 54 credits past that. I have a few comments about the Governor's budget proposal.

We all know why the QEO was enacted. It was for Governor Thompson to look good to the public by limiting the amount of increase in people's property taxes. In doing so, the schools were put on a short leash. Now the problems are coming home to roost.

What are the problems?

- 1) **Lack of funds.** Schools (especially rural) have no money for basic repairs on their aging buildings. Many quality programs are being slashed. Districts that are trying to get extra monies by referendums are failing. Schools have no money to update technology, and kids have to be fluent with computers and the Internet. As in business, there is something called inflation that affects us all. In the Governor's budget, this seems to be overlooked.
- 2) **For various reasons, enrollments in schools are declining.** This is part of the proposal that really needs to be looked at. The funding formula must be changed so all schools have an equal share.
- 3) **Class sizes.** It would be wise to keep the number of students in each class to be in the low twenties. Classrooms which have a small number of students (20-23) have shown to be better learning environments than larger ones. There is more individual attention to students and less discipline problems. These lead to greater achievement. But the SAGE program seems to be on the chopping block.
- 4) **Loss of pay.** In my own circumstance, I have lost somewhere between \$6,000 and \$8,000 in earnings over the last 8 years! This does not include monies entering the WRS and interest I could earn in a TSA. Teachers are the only public employees with a salary cap! You want us to improve test scores, act like surrogate parents to children, and you threaten to bring in private business to run schools, but you are not willing to let us negotiate contracts in the way private businesses do. It is like rubbing salt into our wounds!

5) **Teacher shortages.** Because of salary caps, school violence, declining money for schools, and no respect for the teaching profession, what college graduate would want to go into education? We are going to have a major teacher and administrator shortage in the next 5 years and we need quality, college trained teachers to fill these rolls. But the Governor wants any person with 5 years of job training to teach? That is similar to me walking into a firehouse and becoming a fireman or becoming an accountant or a truck driver without having any training. Yet again, another slap-in-the-face basically saying that you don't need to be very smart to teach. You have to be able to relate to kids, have patience, and be very flexible to teach.

6) **Teacher unrest.** Teachers are sick of the QEO and other Governor policies! Many teachers are not putting in extra effort. Many are burning sick days and emergency days. We are not coaching or writing grants. Papers and tests are not being taken home and are not being handed back with the usual professionalism in terms of time. Many are adopting the attitude, "No one else cares, so why should we?" Don't kid yourselves, this is a very real circumstance in the "teacher's circle".

In conclusion, we are at a breaking point in Wisconsin education. We need to update our old buildings and technology and teacher training, but monies are being held back. There will be a huge teacher and administrator shortage in the near future, but the Governor wants to undermine the quality of Wisconsin education by bringing in any person off the street to teach. Teacher's salaries and benefits are capped, but no other public employee sees this outrageous injustice. (It is basically illegal, but the Wisconsin charter says the Governor can do it). We need more kids going into technology, but funds to tech. schools are being cut.

Do not let this spiral out of control. Do not adopt the American way of letting it go until it gets so bad that it will take years to undo the damage.

Keep Wisconsin schools #1 in America!

Thank you.

Sincerely,

Tom Carter

408 E. 21st St.

Marshfield, WI. 54449

Good morning.

I would like to begin by thanking the committee for this opportunity and Senator Shibilski in particular for his efforts to provide central Wisconsin with the opportunity for input into the budget process.

I have several points I would like to address briefly.

First is the provision to, in effect, renege on the contracts signed with schools involved in the SAGE program. When districts entered this program it was with the understanding that the state was making a commitment that the program would be expanded over the three-year life of the contract to include all grades 1-3. As I understand the governor's budget proposal it does not live up to that contract. Instead it maintains that commitment to schools with greater than 50% poverty but will not honor the commitment to other contracted schools to expand programming to grades 2 and 3 as indicated in the contract. This is a good program based on sound research with proven results. I urge the committee to live up to the promise made in the SAGE contracts.

My second concern is the proposed change in the teacher license law found in section 2692. I can see no reason that this item appears in the budget at all. There is certainly no obvious fiscal ramification associated with it.

Over the past several years the DPI under the leadership of Superintendent Benson, working with parents, community leaders and school people throughout the state a system has been created, which will enhance teacher preparation and ongoing licensure under PI 34. At first view section 2692 makes PI 34 virtually meaningless by allowing virtually anyone to become licensed to teach who has some knowledge of a subject. What this proposal fails to recognize is that knowledge of a subject or content area does not guarantee the ability to impart that knowledge to another. Just as there is more to parenting than giving birth, there is more to teaching than content knowledge. One must also understand how children learn, how they grow and develop. A teacher must be able to select and modify instructional materials and curriculum and delivery of instruction to meet the individual needs of students who may learn in a different way. They must understand handicapping conditions and how to accommodate them in learning environments, and many other areas far too numerous to detail here. I believe that PI34 will strengthen the quality of teachers through both the initial licensing process and renewal of those licenses. I urge you to eliminate section 2692 from the budget bill. If the governor is serious about this initiative it belongs in a separate bill to be debated on its merit.

I am concerned about section 2661 and its impact on special education.

It appears to me that section 2661 virtually guts the recently revised PI11. This section would make a difficult process even more difficult by creating more paperwork and additional meeting time during the IEP process to arrive at what I believe would be the same outcome.

I am also concerned that once again this budget does not live up to the existing requirement of 2/3 funding for special education programs. Although the information I have indicates that there will be an increase to 50% funding in this area, which is a significant improvement from current levels, it still falls short of the 66% required by existing legislation.

My final point relates to the Governor's proposal to turn assessment over to a politically appointed board or committee. We already have a constitutional officer in charge of education and educational policy in our state. That person is answerable to the voters of Wisconsin. To politicize the education system further without apparent benefit and no accountability to the public seems inappropriate.

Again, I thank the committee for allowing me to express my opinions and appreciate the willingness of the committee to conduct this hearing in central Wisconsin.

Tom Salo
5563 4th Ave
Pittsville, Wisconsin

Good Afternoon. I would like to thank you for the opportunity to speak to you today. My name is Chris Samz and I am President of the Oshkosh Student Association, the Student Government Association at the University of Wisconsin Oshkosh. I consider myself very fortunate to have attended the University of Wisconsin Oshkosh, and to be graduating in May. When I graduate, I will have attained a respectable degree at an affordable price. I believe all the students from a University of Wisconsin System School realize the great deal they have just received. The quality of education students receive for the price they pay is one of the great assets to our state. Sadly, Governor McCallum's budget threatens this asset.

I fully realize the constraints that the state is under regarding this budget, the structural deficit being a major concern. However, I feel that Higher Education should be a top priority and currently it is not. Not only is the increase to the UW system budget minute, the majority of the increase will fall on the backs of students. This is problematic. This has the ability to price some students out of an education they need or deserve. Students are already working more and the proposed Budget would increase this need to work. I firmly believe that if tuition is to increase then financial aid will need to increase as well.

The Proposed Budget not only hurts the students, but it also has the ability to hurt the Wisconsin Economy. In November I had the pleasure to attend the Wisconsin Economic Summit. At that summit it was a common theme that there had to be an investment in the Wisconsin Higher Education System. This point was driven home in former Governor Thompson's speech at the summit. In this speech, former Governor Thompson stated that Education was the key to the new economy. Governor McCallum also stated in his inaugural address that he was committed to Wisconsin Higher Education. This Budget does not make a true commitment to Wisconsin Higher Education. This lack of commitment is not only a let down in the eyes of students, professors, and Administration, but also to Wisconsin Businesses. Businesses need highly educated people in order to be successful in the Marketplace. Wisconsin Businesses are relying on the Wisconsin Higher Educational

System to provide educated individuals and I fear that we may let them and the Wisconsin Economy down if we do not increase the funding for the UW System.

I have recently had the opportunity to partake in a search and screen for a new Provost/Vice Chancellor for the University of Wisconsin Oshkosh. We brought in five candidates to date and when asked the question "Why Oshkosh?" each of them has mentioned the strength and quality of the Wisconsin Education System. They have each remarked that they want to be a part of such a great system. It is True. We have a quality higher Educational System that is nationally and internationally known. Sometimes when you have something good you tend to take it for granted until it is deteriorated or gone. I urge you not to take our system for granted or to let it deteriorate.

In Closing, Wisconsin has a rich history regarding education. Ever since our state was founded we have hung our hat on our educational system. Let's keep it that way.

Thank You,



Chris Samz
1221 Walnut St.
Oshkosh, WI 54901

Testimony

My name is Carol Weston. I live at 718 Linwood Ave, Stevens Point. I currently have 4 children who attend the Stevens Point school district; they are in the 9th, 8th, 5th, and 3rd grades. I don't know if any of you are starting to recognize me, but I'm starting to recognize most of you. For the past four years, I've been learning about school financing and watching the legislature deal with this issue. I've testified at hearings in Mosinee, Stevens Point and Madison. I was concerned four years ago and now I'm more than concerned. Our district is facing terrible choices and I'm getting angry about the lack of responsiveness from the legislature.

My District has already eliminated over 4 million dollars from its budget. Thankfully, our community passed a referendum last September, which prevented an additional 1.5 million dollars being eliminated from the district's budget - but these referendum dollars were only for **two years**. The passage of the last referendum has provided a very temporary solution to meeting some of our school needs. Our community will have to have yet another referendum this fall, if it is to prevent a four million budget shortfall in 2002. Once again we are facing:

- Raising class sizes
- Eliminating our athletic program
- Reducing electives
- Consolidation of schools
- Elimination of library services

And the list goes on-----

Last week we held a community forum in our high school about the budget shortfalls we are once again facing. The auditorium, which holds over 600 people, was packed. Our community is being torn apart by these school issues. I found myself arguing for the school board to keep the alternative high school in a building that is over 60 years old, in ill repair, and whose safety has come under question. Schools are being pitted against schools. Programs for children are being pitted against each other. Parents are fighting with other parents. Residents are angry with the school board, the administration and the school district in general. I don't like what I see happening in my community.

I'm here to tell you that you must shoulder some of the blame for what is happening in my community as well as communities all over Wisconsin. Our schools have the same increases in cost for personnel, insurance, heating & lighting, fuel, and maintenance as other government units, such as yourselves. Yet, school boards don't have the ability to respond to changes in district costs. And now the governor wants to decrease funding for

- children with disabilities
- ESL
- Summer school and
- SAGE

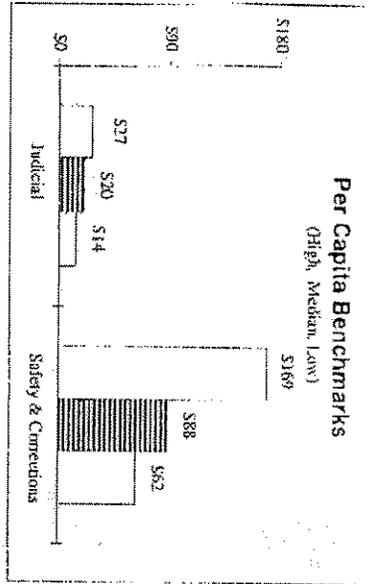
And he wants to take more money from our district to pay for voucher and charter schools. **Enough is enough!**

OUR CHILDREN cannot continue to survive as the “**sacrificial donors**” assigned to keeping property taxes low. We are punishing the least powerful group through this action. I do not want our children to bear the major impact of tax relief for this state.

I will fight and encourage our school board to hold another referendum this fall. I want to try to protect the educational programs for our kids. As someone who has been heavily involved in the referendum processes, I can tell it is a very time consuming and demanding activity. It takes time away from my career as well as my family. But you have left me with no choice:

- I still have a child who will have his band class in a closet.
- I still have a child who sits in a classroom trailer all day.
- I still have a child whose school has a leaky roof.
- I still have a child whose school water pipes broke and flooded the school this year.
- I still have yet another child whose school water pipes broke twice this year
- I still have yet another child in another school, whose water pipes also broke twice this year.
- And finally, I still have **children** who attend public schools that are not able to keep up with the demands and changes necessary to keep educating children into the 21st century.

Thank you.



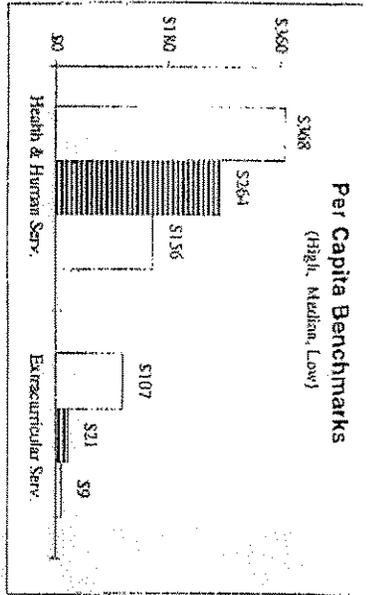
Counties: 50,000 to 500,000

Category	High	Median	Low	Middle 50%
Judicial	\$27	\$20	\$14	\$18
Public Safety & Corrections	\$169	\$88	\$62	\$79

Per capita spending for the courts, the law library, public defenders and coroner.

County	Pop.	High		Med. [4-yr. CPI chg.]		Low		% Chg. 94-98	Public Safety & Corrections				% Chg. 94-98
		94	95	94	95	94	95		96	97	98		
Jefferson	73,340	20.59	22.67	22.42	25.64	25.12	22.0%	86.33	90.62	97.21	98.70	106.32	23.2%
Kenosha	141,474	25.20	26.64	27.58	22.70	23.09	-8.4%	113.12	116.73	127.33	140.49	159.56	41.1%
La Crosse	105,299	14.33	15.28	16.42	17.12	18.09	26.2%	65.83	69.98	69.71	78.01	83.95	27.5%
Manitowoc	84,434	12.92	13.19	13.15	15.03	13.78	6.6%	78.24	83.46	91.17	90.18	88.62	13.3%
Marathon	125,491	12.17	12.62	13.14	13.57	14.21	16.8%	68.38	71.20	74.73	77.92	84.05	22.9%
Outagamie	155,953	19.20	19.93	17.98	19.37	19.99	4.1%	79.55	78.96	86.07	86.57	91.04	14.4%
Ozaukee	80,098	13.28	14.82	15.06	14.88	15.23	14.7%	75.37	77.42	77.21	80.71	79.66	5.7%
Portage	66,913	14.33	14.96	15.31	14.99	16.01	11.7%	80.10	85.70	89.11	96.98	102.68	28.2%
Racine	187,330	15.85	15.93	16.81	16.96	17.97	13.3%	85.35	90.26	97.18	101.08	110.08	29.0%
Rock	149,784	20.09	20.56	22.40	22.34	23.26	15.8%	86.36	102.77	107.05	111.51	112.70	30.5%
St. Croix	57,113	19.19	19.51	19.11	18.38	18.72	-2.4%	95.51	83.28	85.78	89.93	92.56	-3.1%
Sauk	52,334	19.09	18.91	19.55	21.46	22.33	17.0%	81.60	85.71	88.43	94.77	99.87	22.4%
Sheboygan	111,427	14.91	16.28	16.79	17.30	20.22	35.6%	66.38	74.52	75.49	83.02	95.03	43.2%
Walworth	84,414	24.21	24.85	25.98	26.31	26.63	16.0%	125.92	139.97	160.31	162.79	169.05	34.3%
Washington	112,326	16.85	18.47	19.98	20.52	19.91	18.1%	71.78	76.23	73.33	79.69	84.45	17.7%
Waukesha	345,410	18.70	20.44	21.06	21.14	21.76	16.4%	56.98	59.92	60.20	63.59	62.36	9.4%
Winnebago	153,937	17.55	17.89	18.75	19.54	20.99	19.6%	64.08	65.70	66.54	70.61	71.50	11.6%
Wood	77,538	13.20	14.18	14.94	15.67	15.50	17.5%	59.76	61.62	64.41	66.35	64.77	8.4%
Milwaukee	957,058	31.75	33.29	34.29	24.62	37.82	19.1%	85.15	86.35	94.04	78.30	125.72	47.6%

For Reference Only



Counties: 50,000 to 500,000

Health & Human Services

Per capita spending for general fund public and mental health services, income maintenance, social services, aging services, veterans services and other services.

High: \$368 Median: \$264 Low: \$156 Middle 50%: \$235 10: \$290

Extracurricular Services

Per capita general fund financing of libraries, museums, culture, education, parks, and recreational programs and facilities.

High: \$107 Median: \$21 Low: \$9 Middle 50%: \$14 10: \$33

County	Health & Human Services					% Chg. '94-'98	Extracurricular Services					% Chg. '94-'98	
	'94	'95	'96	'97	'98		'94	'95	'96	'97	'98		
High	\$306.56	\$312.37	\$327.87	\$352.06	\$367.56		\$88.06	\$91.30	\$97.55	\$98.95	\$107.00		
Med. [4-yr. CPI chg.]	\$218.22	\$234.90	\$244.69	\$247.74	\$263.52	[10.0%]	\$19.25	\$19.38	\$19.53	\$19.38	\$20.52	[10.0%]	
Low	\$139.58	\$149.17	\$157.84	\$155.67	\$156.08		\$6.39	\$7.07	\$8.00	\$7.81	\$8.58		
218,149 Brown	204.99	207.13	221.45	243.38	259.67	26.7%	54.66	56.10	57.70	58.05	65.23	19.3%	
54,761 Chippewa	234.26	232.98	243.97	246.65	252.33	7.7%	20.38	9.87	11.88	12.94	20.90	2.6%	
407,584 Dane	271.27	300.78	327.87	352.06	367.56	35.5%	27.38	24.53	28.76	30.45	33.44	22.1%	
83,348 Dodge	170.09	182.26	193.96	195.60	212.80	25.1%	10.02	11.06	12.27	14.62	16.74	67.1%	
90,691 Eau Claire	229.85	248.34	262.42	281.42	289.83	26.1%	9.14	10.88	13.39	14.68	14.07	53.9%	
96,131 Fond du Lac	222.68	251.47	263.33	276.30	284.98	28.0%	16.62	19.36	21.83	21.75	28.34	70.5%	
73,340 Jefferson	201.12	220.12	226.26	232.16	283.77	41.1%	16.04	24.87	18.99	20.19	23.18	44.5%	
141,474 Kenosha	279.42	293.82	320.30	321.97	332.01	18.8%	18.65	16.16	17.12	17.62	18.57	-0.4%	
105,299 La Crosse	233.22	257.60	262.47	273.45	290.82	24.7%	14.31	15.93	15.21	13.45	13.97	-2.4%	
84,434 Manitowoc	189.80	199.53	205.69	223.67	244.44	28.8%	45.32	11.30	11.78	12.65	11.81	-73.9%	
125,491 Marathon	152.87	165.50	162.63	171.75	176.72	15.6%	65.32	67.11	68.44	71.54	71.76	9.9%	
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80,098 Ozaukee	139.58	149.17	159.34	166.34	181.47	30.0%	6.39	7.07	8.00	7.81	8.58	34.3%	
66,913 Portage	205.70	215.00	217.50	225.77	238.31	15.9%	30.38	31.63	32.40	32.76	33.30	9.6%	
187,330 Racine	223.88	241.16	253.79	240.12	247.19	10.4%	39.53	40.28	42.74	45.96	48.83	23.5%	
149,784 Rock	306.56	312.37	318.29	323.45	359.79	17.4%	10.89	11.52	11.59	12.93	13.28	22.0%	
57,113 St Croix	254.01	261.88	262.15	278.13	294.63	16.0%	14.76	14.89	15.96	27.84	18.08	22.5%	
52,334 Sauk	216.14	240.04	251.98	266.04	294.16	36.1%	10.14	10.99	12.67	13.51	13.58	33.9%	
111,427 Sheboygan	230.48	248.76	289.81	296.42	270.95	17.6%	22.35	21.52	23.45	15.61	13.28	-40.6%	
84,414 Walworth	239.58	249.09	253.73	254.66	267.36	11.6%	88.06	91.30	97.55	98.93	107.00	21.5%	
112,326 Washington	183.13	197.96	201.64	208.36	225.68	23.2%	19.84	21.32	22.24	24.67	40.77	105.5%	
343,440 Waukesha	140.66	153.21	158.72	155.67	156.08	11.0%	21.23	21.13	22.69	23.97	24.05	13.3%	
153,937 Winnebago	220.30	236.83	239.20	238.98	274.42	24.6%	16.93	19.39	20.10	18.58	20.14	19.0%	
77,538 Wood	148.94	152.85	157.84	163.91	169.54	13.8%	21.43	21.46	20.07	20.81	21.94	2.4%	
For Reference Only	957,058 Milwaukee	313.04	296.55	302.81	308.67	333.78	6.6%	53.68	51.69	57.40	66.44	79.49	48.1%