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[00:00:01] **Speaker 1** So this, probably will be rolled into our program, tomorrow on here and now. And, I've written a little lead into it, but. So this will just be.

[00:00:13] **Speaker 2** Okay.

[00:00:14] **Speaker 1** Some questions.

[00:00:15] **Speaker 2** Okay.

[00:00:16] **Speaker 1** Not. And this isn't a half an hour long deal.

[00:00:20] **Speaker 2** Okay. How long will this be? Just.

[00:00:22] **Speaker 1** I think I've been given five minutes, but I've also been told I can go over, so.

[00:00:28] **Speaker 2** I'll probably edit.

[00:00:29] **Speaker 1** Some items. Well, we we we don't have to, but, it prevents me from chiming in on my phone, which is pretty awkward.

[00:00:37] **Speaker 2** Okay. Okay. Well.

[00:00:39] **Speaker 1** It's know it looks like I'm texting somebody in the area. All right. I am. Okay, great. Well, first of all, thanks very much for doing this with us.

[00:00:50] **Speaker 2** Sure. Yeah. Thanks for having.

[00:00:51] **Speaker 1** Me. So I know that you have said that this, reading Bill was the most important thing that you have worked on, in the Capitol. What's your reaction, then, to the governor's veto and the lawsuit over it, as at 20 is really already, being enacted?

[00:01:09] **Speaker 2** Yeah. It's frustrating. You know, it's sort of politics. You know, what the governor did, actually, with the veto was not that horrible. It's just the precedent of that of him being able to to go in and use a partial light in the veto where traditionally he has not been able to use it in our lawyers when they drafted the bill, said he does not have that authority. So it would set a dangerous precedent. And it's it's sort of it's similar to the problems that we're having with that bill, where the governor seems to think that he can change, you know, how the how the money is spent. And that's just going to be a problem.

[00:01:47] **Speaker 1** But meanwhile, it kind of catches this whole piece of policy right in the midst of that veto and the lawsuit now.

[00:01:55] **Speaker 2** Right. So it's unfortunately my bill, it was up sort of being a test case on this. That's really unfortunate. So hopefully it doesn't slow it down too much. I know there are portions of it and I've been in touch with DPI about it. I think, you know, as far as the testing and the assessments, they'll have the money for that. But hiring the coaches statewide, certainly they do not have that money. So until this lawsuit settled, that won't happen. You know, we are encouraging the schools as far as getting the training for the teachers, buying new curriculum. Go ahead and doing that. You know, we will have the money there. It's just it's just the lawsuit has to play out.

[00:02:29] **Speaker 1** So the governor's veto message also spoke to the idea that he wanted to give DPI the flexibility of where to put this money. Do you take exception to that?

[00:02:42] **Speaker 2** You know, again, I don't so much as because I think we're on the same page on it. It's really, really unfortunate with this and against some other bills that he didn't just talk to us, you know, because I think we can work out the details in this. It's just that when you do that in an area that's never where that's never been allowed before. It's a problem. And I know when he first did that, you know, I talked to the members of JFC and they were back and forth. Well, you know, should we challenge this? But I think they decided that, you know, the precedent. It's too strong to to ignore that and let him do that because then it'll continue to escalate from there.

[00:03:14] **Speaker 1** Is there anything to the idea that, Republicans might have been concerned because he vetoed a part of the appropriation that would have given per pupil increases to private choice schools and independent charter schools?

[00:03:28] **Speaker 2** You know, I haven't heard that be part of the concern with it. You know, what I'm hearing from JFC is just that it's the precedent of it. And yeah, there's a lot of distrust of DPI, but I think, you know, again, the substance of what that parcel of veto did is not the big deal. It's just the precedent.

[00:03:47] **Speaker 1** So, as we've said, meanwhile, this, act 20 is going into effect in the fall. Have you heard from educators about, you know, concerns they might have about being able to be ready to do that?

[00:04:03] **Speaker 2** Yeah. And we, you know, we address some of those. There were a lot of concern. So we we made the first assessment, which would have taken place in September. We made that optional. So you don't have to do that until later because we were trying to, you know, to speak to their fears. And, and now with this of course, everybody's like what's going on? So again, we keep telling people and I think DPI is giving them the same message. Just go ahead. Go forward. You know, you're you're the money's going to be there. And and it's really important that we get this going.

[00:04:30] **Speaker 1** Because, some of that money goes to these grants that would allow them to buy the curriculum, for example. Can districts are they in a position to just go ahead and do it and wait for the culmination of this lawsuit? I it's like in process right now. It goes to a briefing calendar in July or something.

[00:04:51] **Speaker 2** Yeah. You know, I hope that they will I hope they'll make that purchase. In the overall scheme of their entire budget, it's not that huge an amount and a lot. Districts already borrowed money just because they're waiting for the property taxes to come in and that kind of thing. You know, I think DPA has talked about maybe already beginning to process those grants so that they're ready when the money is there, that they can they can get them out. But again, the money it's going to come in. This is just it's a delay.

[00:05:17] **Speaker 1** So in the research that you've done around this important issue for you, how soon do you think these kinds of changes will result in more children being able to read at a proficient level?

[00:05:31] **Speaker 2** Yeah, I expect it to be pretty rapid. I think that in two years we will see the difference in those kids. And again, this is, you know, kids learning to read. There's not a more important thing in their whole lives than to read if they don't learn how to read. Their chances of success in school and really in life are so diminished that this is really important. And I was, you know, gratified to hear Speaker Vos when he gave his in to the session. Wrap up. He said this was the most important thing that we pass this session to. And I think it really is. And so, you know, we have to get this going. And I think, I think we'll see progress pretty quickly.

[00:06:08] **Speaker 1** Because going back to Wisconsin's, reading test scores, what does that like for you as someone who works on these issues to see that.

[00:06:18] **Speaker 2** Yeah, it's pretty awful. It's been, you know, since 1992. At that time, I think we were sixth in the, in the, in the country overall. And now we're 28th. And, you know, Mississippi, who was always dead last. I mean, they have the highest minority population of the poorest state. They are now tied with us because they instituted these changes several years ago now. So when you see those kinds of results and, you know, our African-American students have fallen from where they used to be, kind of middle of the pack, now they're dead last in the country. So we have got to turn that around. It's just it should really scare people to think of of what that means to the future of these kids. And then you throw the pandemic, you know, on top of it where some of those kids you spend, unfortunately, especially in our big cities, didn't have any real instruction for a year where you can't take a year off from school when you're in first, second, third grade and think you're going to make up for it later.

[00:07:10] **Speaker 1** What do you know about the ability to take a child, a student who is behind and reading at an older grade and implement this kind of instruction? Does that also work?

[00:07:24] **Speaker 2** It can work, yes. It's it's much more difficult. But there are a lot of success stories. And, you know, unfortunately, what we see is that that we shouldn't say unfortunately. But, the kids from, you know, higher income backgrounds, their parents will get them those tutors and they can catch them back up later. But the kids and poverty, that doesn't happen and they just fall by the wayside so it can work. And that's what, you know, one of the goals of this program is that when we identify these kids that are struggling, we're going to have a special plan for them. They're not going to come off of that plan until we have them at grade level. And the parents have to sign off and say, yeah, we're good now, you know? So, you can catch up. It's just it's more difficult if you get them off to a good start at the beginning. It's just that's the way to do it.

[00:08:09] **Speaker 1** Again, you have some confidence that this is all going to be worked out. And this will be implemented even in really just several months.

[00:08:19] **Speaker 2** It will be it's not going to roll out. You know, we're not the reading coaches. That portion is going to be difficult to afford right away without that money. DPS just they don't have that kind of, you know, fund those kinds of funds just sitting around and they can divert to that so that we're going to be slow in getting that out. So we're not going to see the full effect. And I you know, it's unfortunate because we have to come back to JFC in a couple of years and, and sort of renew this. And we need to have something to show for it. So this is going to slow down that progress a little bit. But you know I'm very confident it's going to happen. It's just a question of how long it's going to take to solve the lawsuit.

[00:08:56] **Speaker 1** All right. Represent kitchens. Thanks very much.

[00:08:58] **Speaker 2** Well thank you.

[00:09:01] **Speaker 1** All right. Thank you.

[00:09:02] **Speaker 2** Yes. Thing 100%. I could just have you one clapping. It's all right.

[00:09:08] **Speaker 1** There we go. It's to sync the cameras.