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House Research Issues & Information: K-12 Education

Time Line of General Law Regulating School District Organization

Year Enacted	Statute	Description
1959	Consolidation [M.S. 122.23; 122.532; 122.533; 124.2726 <i>renumbered as M.S. 123A.48; 123A.75; 123A.76; 124D.30</i>]	Allows two or more school districts to consolidate into a single independent school district. Consolidation proceedings may be initiated by: <ul style="list-style-type: none"> - a resolution of the school board, or - a petition of 25% of voters (or 50 voters, whichever is less) in area proposed for consolidation The county auditor must prepare a plat with the new district boundaries, and a plan showing disposition of debt and reasons for consolidation. After approval by the state board of education, voters in either district may request a referendum on the question of consolidation.
	Detachment and Annexation of Land [M.S. 122.21 <i>renumbered as M.S. 123A.45</i>]	Allows the owner of land to petition the county board to detach the land from the school district where it is located and attach it to an adjoining district.
	Dissolution and Attachment [M.S. 122.22; 122.532; 122.533 <i>renumbered as M.S. 123A.46; 123A.75; 123A.76</i>]	Allows a school district to be dissolved and attached to another school district or districts. This process is seldom used. On July 1, 1993, the Verdi school district was dissolved and attached to two other school districts which was the first dissolution for many years.
1963	Nonoperating School District [M.S. 122.31 <i>repealed 1975</i> ; 122.32 - 122.35 <i>renumbered as M.S. 123A.60 - 123A.62</i>]	By July 1, 1965, all districts that don't operate an elementary or secondary school must be attached to or consolidated with a district that maintains either an elementary or secondary school.
1967	Duty to Maintain Grades K-12 [M.S. 122.31 <i>repealed 1975</i> ; 122.32 - 122.35 <i>renumbered as M.S. 123A.60 - 123A.62</i>]	By July 1, 1970, all districts without an elementary and a secondary school must be attached to or consolidated with an adjoining district that maintains schools for all grades.
1977	Experimental Pairing [M.S. 122.84 <i>repealed 1985</i> ; 122.85 <i>repealed 1985</i>]	Authorized specific school districts to discontinue any of the grades K-12 and provide for those grades in the other district.
1978	Expenses of Transition [M.S. 122.533 <i>renumbered as M.S. 123A.76</i>]	Authorizes the school board of a consolidated district to <u>levy for costs of consolidation.</u>
1979	Interdistrict Cooperation [M.S. 122.541 <i>renumbered as M.S. 123A.32</i>]	Allows school districts to establish agreements to discontinue grades or portions of grades. Students in discontinued grades attend school in a cooperating district.
1983	Agreements for Secondary Education	Allows two or more districts to jointly provide education for secondary students.

	[M.S. 122.535 renumbered as M.S. 123A.30]	
	Interdistrict Cooperation Aid [M.S. 124.272 repealed 1987]	Provides revenue to school districts outside the metropolitan area that have a cooperation plan approved by the Commissioner of Education. The revenue is based on \$50 per pupil unit or the instructional cost of the plan. State aid is equal to the revenue less the levy authority.
1987	Cooperative Secondary Facilities Grant Act [M.S. 124.491-124.495 renumbered as M.S. 123A.44 - 123A.446]	Provides incentive grants to groups of districts for building, improving, or expanding secondary facilities. Appropriations have funded grants for specific projects and for remodeling and improvement grants to consolidated or combined districts.
1989	Extra Capital Expenditure Levy for Cooperating Districts [M.S. 124.91, subd. 4 renumbered as M.S. 126C.40, subd. 3]	Allows a district to levy for the repair costs of a building in a cooperating district. Eligible districts must have an interdistrict cooperation agreement or an agreement for secondary education.
	Cooperation and Combination [M.S. 122.241 - 122.247 renumbered as M.S. 123A.35 - 123A.41]	Establishes procedures for qualifying districts to develop a five-year written agreement to: (1) cooperatively provide secondary instruction for two years; and (2) combine into one district. Authorizes the combined district to seek a referendum levy, to levy for bonded debt, and to levy over three years for transitional expenses. The legislature has approved specific combinations that did not meet the statutory criteria.
	Cooperation and Combination Revenue [M.S. 124.2725 repealed 1998 except subd. 15 - Retirement and Severance levy - renumbered as M.S. 123A.39, subd. 3]	Provides aid and levy of \$100 per pupil to districts that cooperate prior to combining. The revenue was available for four years after combining. The aid portion declined each year. In addition, districts received \$100 in per pupil aid the first year of cooperation and another \$100 the first year of combination. Districts that combine without prior cooperation receive revenue for two years after combining.
	Grants for Cooperation and Combination [M.S. 129B.12 renumbered as M.S. 124C.02; repealed 1997]	Provides a maximum \$250,000 grant to two or more districts with a plan to cooperate and combine. The grant award may be used for any purpose of combining school districts.
	Discontinuing Grades in Education Districts [M.S. 122.92, subd. 8 renumbered as M.S. 123A.16]	Authorizes member school boards of an education district to discontinue grades and provide instruction within the education district.
1990	Joint Powers Agreements for Facilities [M.S. 121.155 renumbered as M.S. 123A.78]	Authorizes districts to form a joint powers district to build or acquire instructional facilities. Provides for state review, voter approval of debt, and repayment. Amended in 1991 to include other shared facilities.
1991	School District Cooperation Revenue [M.S. 124.2727 subd. 1-6 -- intermediate district revenue -- repealed 1992 and 1994; Subd. 6a-6d renumbered as M.S. 126C.22, subd. 1-5]	Provides district with revenue for cooperative efforts to replace the state funding for education organizations, including service cooperatives, regional management information centers, intermediate districts, and secondary vocational cooperatives.
	Obligations of Reorganizing Districts [M.S. 122.5311 renumbered as M.S. 123A.73]	Provides for the payment of capital loan and energy loan obligations of reorganizing districts by the taxable property of the combined district unless the reorganization plan specifies that the debt remains with a pre-existing district.

1993	Capital Facilities Grants for Cooperation and Combination [M.S. 124C.60 <i>renumbered as M.S. 123B.66</i>]	Allows districts to apply for grants of up to \$100,000 for capital facilities. The grant award can only be made after the districts consolidate.
1994	Consolidation Transition Revenue [M.S. 124.2726 <i>renumbered as M.S. 123A.485</i>]	A state aid program that provides \$300 per pupil to districts that consolidated after June 30, 1994. The revenue must be used first for the cost of early retirement incentives and then to retire any operating debt from the reorganization.
	Special Consolidation Aid [M.S. 124.2728 <i>renumbered as M.S. 123A.486</i>]	Provides aid to a reorganizing school district if the effective date of the consolidation is July 1, 1994. Aid is based on early childhood education aid and community education aid for the separate and combined districts. The proportion of state aid declines over three years.

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Updated on Wednesday, 01-Nov-00 07:59:20

**School District of Black
River Falls**

**Student Achievement
Guarantee in Education
(SAGE)**

Testimony by Jon M. Warmke, Principal before
the Wisconsin Joint Committee on Finance

Ladies and gentleman, thank you for providing me with the opportunity to speak to you today. My name is Jon Warmke and I am an Elementary Principal in the School District of Black River Falls. Today I am here to talk to you about the Student Achievement Guarantee in Education program or as it is commonly called the SAGE program. SAGE as many of you are aware is a program begun in the 1996-97 school year and expanded in 1998-99 and again in 2000-01. The objective of the program is to improve student achievement through the implementation of four reform strategies: class sizes of no more than 15:1 in grades K-3; increased collaboration between schools and their communities; implementing a rigorous

curriculum, focusing on academic achievement and improving professional development and staff evaluation practices.

For my district and my school, our involvement in this program, starting in August of 2000, has been a wonderful educational opportunity for the students we serve. We have been able to reduce our student teacher ratios from 22.75:1 to 12:1 in Kindergarten and First Grade. Teachers have been able to gain valuable inservice experience in the area of reading education. New afterschool programming has been developed with various community agencies and additional resources to support our curriculum in the

area of reading have been able to be purchased.

Regretfully, Governor McCallum's budget is a dramatic step back from the position promoted by the former Governor Thompson and our state legislators last year regarding the SAGE program. My school, along with our school district, and many others throughout the state, investigated this program and became part of the program based upon, not only the success demonstrated by the program, but also the great amount of both verbal and fiscal support offered by both the Legislator and Governor's offices. The fiscal support is extremely important due to the revenue caps that are in place at this time. As without it, districts would be unable to fund such an

initiative. After just part of one year in the SAGE program at the Kindergarten and First grade level, I, as a building principal, can see the significant benefits it has provided for my young students.

When I talk to my teachers about being in the program, they become excited and talk about the academic growth their students have gained in just this short time, in comparison to past classes when the student to teacher ratio was much higher. SAGE is a program that works for our children. Research regarding SAGE, conducted by the University of Wisconsin - Milwaukee for the state has generally been positive and has been cited by many others, nationwide, who look at this program as a model for

success. Under the Governor's proposed funding, my school, along with 400 of the 500 schools that started the SAGE program this year will be prohibited from expanding SAGE into second grade next school year and into the third grade the year after. Only schools with a free and reduced lunch count of over 50% will be allowed to expand. My school with a minority population of 20%, a school wide free and reduced lunch population of 43% (48.48% for this year's first graders, who are in the SAGE program), will not be able to expand our SAGE program. First Graders, who are benefiting from a student-teacher ratio of 13:1, next year will be in classes of 22:1

At the same time, a successful program, effecting a large number of students across the state of Wisconsin is being irrevocably damaged by the limited commitment of funds by the governor's office. We see \$8.9 million additional dollars being added to the Milwaukee Parental Choice program next year and another \$1.8 million dollars for the Milwaukee Charter School program. These two programs alone allocate \$4.2 million more for a limited population, in programs that have no assessment components or documentation as being successful, than is being allocated to the SAGE program for all of Wisconsin.

It is my hope that you will continue to support the SAGE program within the structure and commitment that it was presented to Wisconsin Schools last year and make SAGE permanent through the third grade.

Thank you for your consideration.

April 3, 2001

Dear Joint Finance Committee:

Thank you members of the Joint Finance Committee for allowing me to speak on behalf of preschool programming in the School District of La Crosse. I have 3 points I wish to make.

- 1. Starting a school district preschool program does not mean that there has to be direct competition with Child Care Centers.**
- 2. Allow Districts to claim flexible funding, up to full time status.**
- 3. Open enrollment should be allowed for preschool irregardless of whether the home district has a program.**

About 3 years ago, administrators in the School District of La Crosse began planning for universal access to preschool (four year old kindergarten) We were soon met with obvious disapproval from private child care providers. Our Board of Education asked us to find a way to make public preschool work in harmony in our community. A committee was established which we call the Community Collaboration Committee. This committee consists of school district administrators, parents, child care directors, a private school administrator, a family provider, a preschool teacher, a member from a community based support organization called Family Resource Center, the Head Start Director, and a County Health Department member. This committee looked at the needs of families. Our thinking was not limited to a school based program, because, after study, we realized the needs of families could only be met by offering choices. Our District soon entered into a series of contracts between child care providers and the District. Today, we are successfully finishing our first year

Our District has 10 preschools located in public schools. But we also have 6 preschools located in private settings. In all cases, DPI licensed staff teach our 4 year olds. We have targeted 18 students with a teacher and teacher assistant. In the 6 "off sites", parents can opt to keep their child at the center for wrap around care. For example, if child A attends 2.5 hours of School District of La Crosse Preschool, with a teacher coming to the off site, they can attend the private child care the other 6 hours of the day, as their parents work. To date, we have 304 four year olds enrolled in our District program. All parents were recently surveyed and it was found that 38% of our families indicated that without the free access to preschool, their child would not have attended. A recent study of private child care facilities, indicated no one went out of business because of the district program and one site gained participants due to the wrap around located at her site. We appreciate the opportunity to offer universal access to all children.

Point 2: Before you is a proposal for full funding of four year old kindergarten. (preschool) I would urge serious consideration for this proposal, but with an addendum. I would ask consideration for flexible funding, with a maximum of full funding. Flexible funding would allow districts to look at their community needs and create environments that fit. In some situations, children need a full day quality program. In other situations, the need might be a 2 hour literacy and social development time. Flexible funding allows families and districts to find the right match. Our observations show that families are enjoying the participation in the program. We have received many favorable comments.

My last point is a frustration that has surfaced this year was the legislative change in restricting open enrollment for 4 year olds. The new legislation requires that the home school also offer a preschool program in order for the receiving district to accept the child. We can no longer think of preschool as just a frill, but as a vital part of the child's life long success, therefore if a district is not offering it, parents should not have to go without. I point again to the figure that 38% of parents would have not selected any preschool programming if it were not free. I have had many requests this year from neighboring districts to come to La Crosse. I have to turn them away. Some non resident children going to the same wrap around child care center may not be allowed to attend the district preschool portion of the day.

Thank you for hearing our story. I only hope that I have given preschool education its due respect.

**Jane Morken, Principal of North Woods Elementary
Supervisor of Early Years Education
School District of La Crosse
N2541 Sablewood Road
La Crosse, WI 54601**

BUILDING BLOCKS FOR EVERY KID

The science says it all: preschool programs are neither a luxury nor a fad, but a real necessity

By ANNA QUINDLEN

WHEN MY CHILDREN WERE NEWBORNS AND I was spending most of my time watching television while nursing, I saw a program with pediatrician extraordinaire T. Berry Brazelton in which he repeatedly stuck out his tongue at an infant on camera. The point of the exercise was that the infant responded to the doctor in kind. My own children did the same. I stuck out my tongue, they stuck out their tongues. The conclusion was inescapable: babies are nowhere near as stupid as they look.

Since then scientific research has compellingly reinforced this notion. Children, it turns out, begin learning at an astonishingly early age, even in those months when they appear to be doing little more than poking themselves in the eye. Toddlers are constantly seeking out new stimulus and information, their brains working away at a rate that is to an adult mind what a race car is to a lawn tractor. What kids learn between infancy and the time they begin kindergarten is, most scientists believe, the bedrock for all the rest of their intellectual development.

Which makes the need for a system of universal voluntary preschool in this country undeniable.

There is strong empirical evidence for the benefits of existing high-level programs that provide play and stimulation for toddlers and infants. One of the best known of these, the Abecedarian Project in North Carolina, did a follow-up study of young adults who'd been enrolled as babies and found reading scores, school retention and employment rates significantly higher than among their peers. A report on 2-year-olds in Early Head Start, the expansion of the government preschool program, showed that after a year kids had improved language skills.

And a study of grown graduates of the High/Scope Perry Preschool Project in Michigan discovered that their risk of getting in trouble with the law was significantly less than that of kids who had not been in the program. This last may have contributed to the formation of the strange-bedfellows coalition of the year. Fight Crime: Invest in Kids, an alliance of researchers, doctors and police chiefs ranging from Brazelton to former New York police commissioner Bill Bratton, is rallying behind early-childhood education as "one of our most powerful weapons against crime." Yet a distinguished group impaneled by the National Academy of Sciences produced a report that highlighted a staggering disconnect between the revelations of research and the inertia of public policy.

Many of the most highly touted government-funded preschool programs are aimed at poor children, whose parents are assumed unable, unwilling or unavailable to give them the stimulus to get their tiny synapses moving. But the notion that middle-class moth-

ers spend their day in a joyful succession of teachable moments is just a fairy tale. Many of them are at work, leaving their kids in centers that range from good to barely adequate, or with unlicensed and untrained caregivers who, ironically, may be the very same poor women whose own children are seen as in need of special intervention. Even those who stay home have a hard time keeping things lively. A lot of toddlers are in front of the TV, a lot of moms burned out. The average college freshman has five different professors working part-time on her education. Yet we expect the greater task, of teaching a toddler, to fall on the shoulders of one human being, often an undereducated or exhausted one, 24/7.

Why have policymakers preferred to focus on testing, the most joyless of all educational pursuits, when any parent who has ever put a Rugrats backpack on a 3-year-old can tell you that that's when excitement about school, classrooms, learning, is so high it's practically a chemical element? There is certainly the typical good-old-days resistance, the notion that an unstructured life that was good enough for grandparents should be good enough for grandchildren. Perhaps those grandparents forget how free



children were a century ago to educate themselves in fields, on farms, in the neighborhood, how younger children were taught by older siblings in the long-gone large families, and also how much work, how many jobs, required brawn instead of brains. Some of the opposition to preschool has to do with a reasonable fear of flash-cards and film strips, a terror of putting pressure-cooker kids under ever greater pressure at an ever more tender age. And certainly some has to do with a sub rosa view of the role of women, of motherhood as martyrdom, the same view that leads to disapproval of middle-class moms who will leave their kids to go to work (as well as disapproval of poor moms who won't).

But there are good models to allay those fears and trump all those outmoded archetypes. For more than a century the French have had a national voluntary *école maternelle*, a low-key learning and play program for children between the ages of 2 and 6 that virtually every family uses. It is the educational equivalent of well-baby health care, a long-view approach not only to teaching kids but to building citizens. By contrast, our national attitude is reminiscent of those people who get their health care on an emergency basis at the hospital, expensive and at the wrong end of the continuum: Head Start is underfunded, prisons do a booming business. This is shortsighted stupidity.

Maybe early-childhood programs raise subsequent reading scores, and maybe they don't. Maybe they cut down on crime, and maybe they don't. Maybe making them available will result in a future work force of imagination and increased intelligence. Or maybe these programs will simply make life more interesting for children and easier for parents, which is a considerable affirmative good. Certainly a widespread preschool initiative like the one under consideration in California would put money back in the pockets of many mothers and fathers, who are paying now for a patchwork of programs they know intuitively they curious little kids need. We have learned that children are teachable at a very young age. How teachable the policymakers are is now the critical issue.

Survey from District parents.

298 surveys sent

157 returned

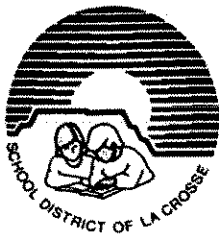
52% return on the surveys

Model I: Located in public schools

Model II: School District teacher goes into child care centers

Model III: School District contracts with child care provider to do preschool. Must have certified teacher and follow District BOE policies.

SCHOOL DISTRICT OF LA CROSSE



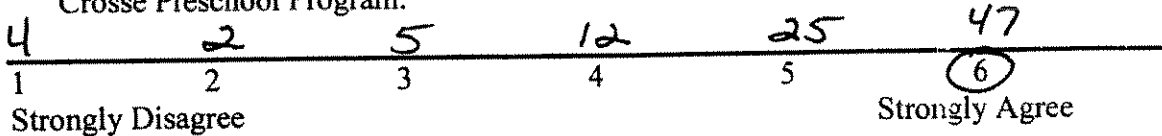
Return to Jane Morken, supervisor of programs for young children, by December 1, 2000

Model I

November 15, 2000

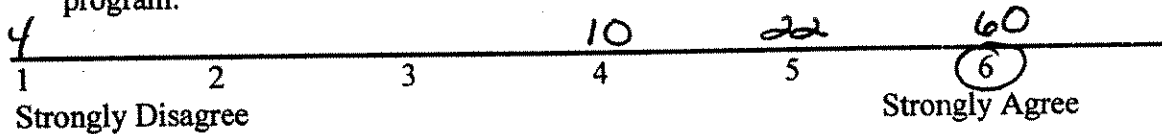
Parent Feedback Survey

1. I am satisfied with the number of days and hours offered for the School District of La Crosse Preschool Program.



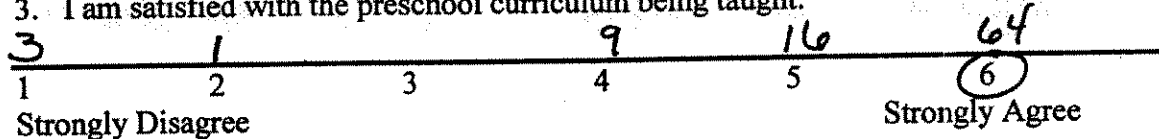
- Comments:
- * Would like longer hours-around 3 hours would be good.
 - * Some would like 5 days instead of 4 days
 - * Some love the hours- feel it is an easier transition for kindergarten.
 - * A couple would prefer only 3 days a week.

2. I feel there are enough opportunities for me to be connected in my child's preschool program.



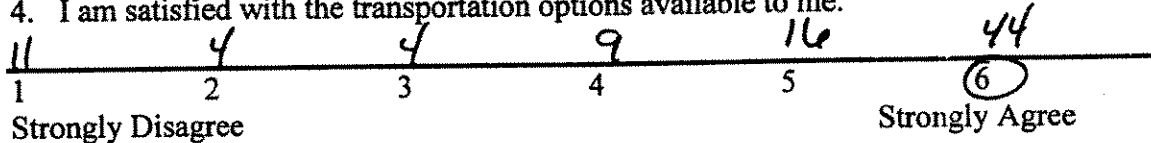
- Comments:
- * Always feel welcomed and informed.
 - * The Parent/Teacher conferences were well liked.
 - * The open door policy was well appreciated.

3. I am satisfied with the preschool curriculum being taught.



- Comments:
- * A few families think the holidays should be observed in school.
 - * Individual teachers were mentioned very positively.
 - * The material being taught is appropriate for the age group.

4. I am satisfied with the transportation options available to me.



- Comments:
- * Happy to have the bus available, but feel there should be more of a radi
 - * Should bus all the District children.
 - * Several families are not aware of the bus options.
 - * Several feel that those not bussed are faced with an expense as well as is hard to get off work to transport the children.
 - * The bus drivers are good at making sure kids get in the house before they leave.
 - * Families are happy the buses go to each individual home.

5. Check all that apply and circle primary reason.

I chose the School District of La Crosse Preschool Program for my child:

78 so my child could be with other children

14 to connect with other parents

85 to prepare my child for kindergarten

46 because it was affordable

7 because it was located in my child's child care

2 other:

6. I selected the center/school my child attends because of:

12 child care needs

9 location of parent work

68 location of center/school to home

32 curriculum taught

45 the environment

11 other

* Because this is the school the child will be attending for kindergarten
* Because siblings attend the same school.

7. Would you have enrolled in a preschool program if the School District of La Crosse did not offer one? 46 yes 40 no 2 - maybe

8. Has the number of transitions (moving from building to building) for my child decreased?

19 yes 46 no

Comments:

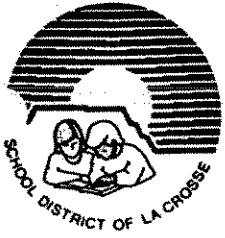
9. What is your overall satisfaction of the School District of La Crosse Preschool Program?



10. Please add comments.

- * Transportation in the afternoon is hard for parents who work
- * The teachers are aware of children's and family needs.
- * Families like the smaller class sizes.
- * Great transition for kindergarten.
- * Some worry about 17-18 kids with 1 teacher and 1 aide.

SCHOOL DISTRICT OF LA CROSSE



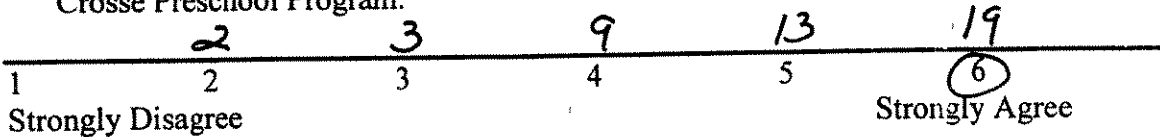
Return to Jane Morken, supervisor of programs for young children, by December 1, 2000

Model II

November 15, 2000

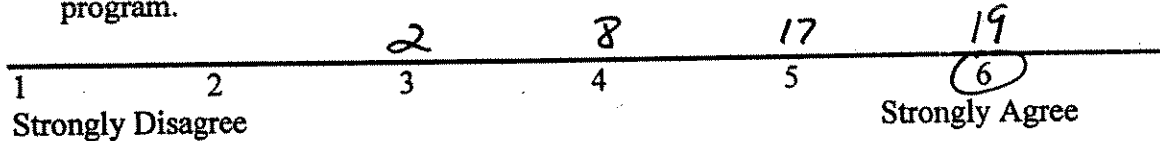
Parent Feedback Survey

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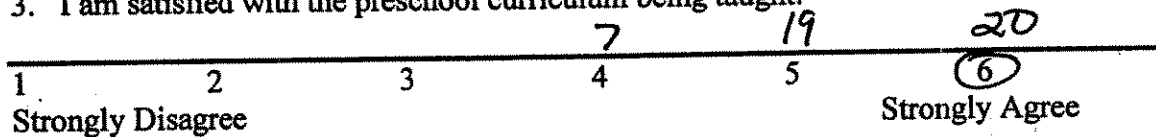
Comments: * Several are happy with 5 days a week program.
* Several would like slightly longer hours, at least 3 hours.

2. I feel there are enough opportunities for me to be connected in my child's preschool program.



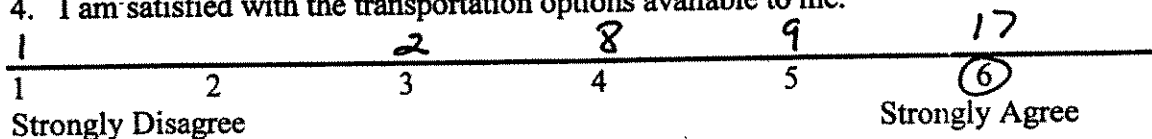
Comments: * Very happy with staff at off sites.
* Parents feel very welcomed.

3. I am satisfied with the preschool curriculum being taught.



Comments: * Some are upset about not honoring holidays, such as Halloween and Christmas
* Feel good about Kindergarten preparation.

4. I am satisfied with the transportation options available to me.



Comments: * Happy with bus service.
* A few would have liked more detailed information on bus service earlier.

5. Check all that apply and circle primary reason.

I chose the School District of La Crosse Preschool Program for my child:

28 so my child could be with other children

1 to connect with other parents

42 to prepare my child for kindergarten

27 because it was affordable

26 because it was located in my child's child care

1 other:

6. I selected the center/school my child attends because of:

26 child care needs

12 location of parent work

24 location of center/school to home

10 curriculum taught

19 the environment

8 other *staff is great
*time of classes are good
*a.m. program was offered

7. Would you have enrolled in a preschool program if the School District of La Crosse did not offer one? 25 yes 2 no

8. Has the number of transitions (moving from building to building) for my child decreased?

14 yes 15 no

Comments:

9. What is your overall satisfaction of the School District of La Crosse Preschool Program?

1	2	3	4	5	6
Very dissatisfied					Very satisfied
		1	4	17	23

*More consideration for students with special needs such as a speech teacher.

10. Please add comments.

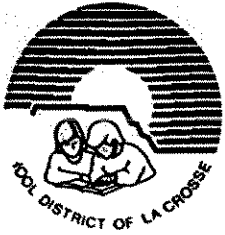
*transportation from daycare to school is needed.

*Very happy with progress both socially and academically.

*Like the program, but would not want to see it mandatory.

*1 parent concerned how the program has affected daycares.

Return to Jane Morken, supervisor of programs for young children, by December 1, 2000

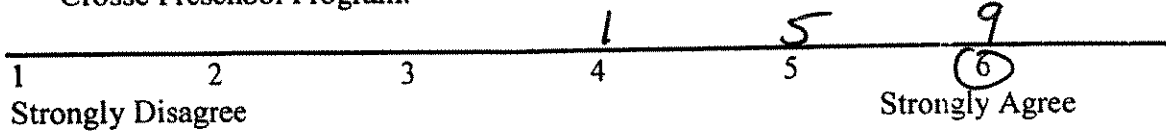


Model III

November 15, 2000

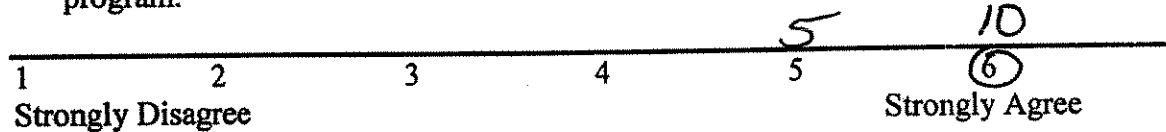
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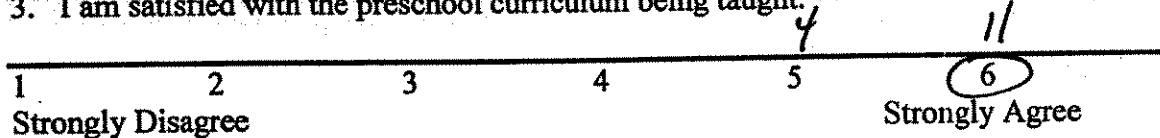
Comments: * The flexibility of days is wonderful, such as going 3 or 4 days.

2. I feel there are enough opportunities for me to be connected in my child's preschool program.



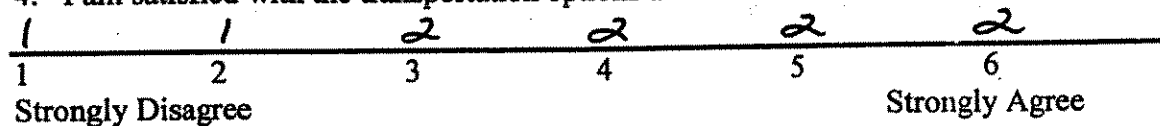
Comments:

3. I am satisfied with the preschool curriculum being taught.



Comments:

4. I am satisfied with the transportation options available to me.



Comments:

- * Several are not aware of transportation available.
- * Some would like transportation because it is too hard to leave work.
- * 1 parent said a carpooling sheet was hung up at a school and it was a great idea.

5. Check all that apply and circle primary reason.

I chose the School District of La Crosse Preschool Program for my child:

13 so my child could be with other children

4 to connect with other parents

13 to prepare my child for kindergarten

8 because it was affordable

2 because it was located in my child's child care

___ other:

6. I selected the center/school my child attends because of:

4 child care needs

3 location of parent work

5 location of center/school to home

12 curriculum taught

8 the environment

3 other

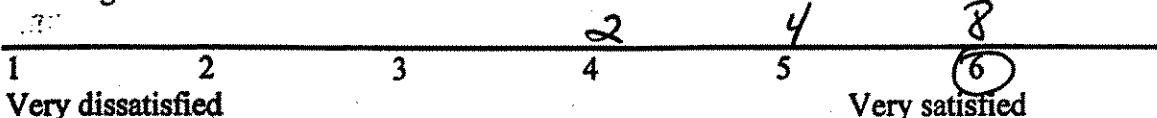
7. Would you have enrolled in a preschool program if the School District of La Crosse did not offer one? 10 yes 3 no 2 - maybe

8. Has the number of transitions (moving from building to building) for my child decreased?

1 yes 9 no

Comments:

9. What is your overall satisfaction of the School District of La Crosse Preschool Program?



10. Please add comments. * All are very pleased with the program.
* Several families are extremely impressed with Montessori.
* 1 family felt some confusion with registration fees and other costs.

To: Wisconsin Legislature Joint Finance Committee

From: Daniel Gelatt, President
NMT Corporation
2004 Kramer Street
La Crosse, WI 54601
(608) 781-0850



Date: April 3, 2001

Subject: Continuing funding for the Health Science Center at UW La Crosse

I am Daniel Gelatt, President and owner of NMT Corporation, a La Crosse-based software and digital services company and a former member of the University of Wisconsin Board of Regents.

I am here this afternoon to offer my strong support for continuing state funding for the operation of the Health Science Center at the University of Wisconsin La Crosse. This facility and the programs that it makes possible are an important training and economic development success story for western Wisconsin, the La Crosse community and UW La Crosse.

People have long commented on the slow response of the University System to the changing needs of the state. The Health Science Center is a notable counter-example. Over the past twenty years, La Crosse has evolved from a manufacturing-based economy to an economy led by health and high-tech services. UW La Crosse responded to that evolution by building the Health Science Center, a community-wide collaborative effort that provides:

- cutting-edge training to students from all three colleges and universities in La Crosse,
- distance education facilities for training in rural communities,
- a home for the Community Dentistry program, and
- incubator space for new health care initiatives.

It would be short-sighted for the state to deny continuing funding for this facility while we wring our hands about the problem of training students for new-economy jobs and providing support for high-tech businesses in Wisconsin. The Health Science Center makes possible exactly the kinds of economic development-related programs the current Board of Regents is focussing on providing. It deserves continuing state operations support.

Testimony: Joint Finance Committee
University of Wisconsin System Operating Budget, 2001-03

April 3, 2001

UW-L Cleary Alumni and Friends Center
La Crosse, Wisconsin

Allen T. Trapp
2001 Chair, Greater La Crosse Area Chamber of Commerce
Vice President, UW-L Foundation
UW-L Interim Assistant Chancellor for Advancement

Mr. Chairmen, members of the Committee, I thank you for the opportunity to address you regarding La Crosse area issues of concern in the 2001-03 biennial budget package. My name is Al Trapp and, for 2001, I serve as Chairman of the Greater La Crosse Area Chamber of Commerce. That's in addition to my day jobs as Vice President of the UW-L Foundation and the University's Interim Assistant Chancellor for Advancement. Previous to my career here on campus, I practiced law in La Crosse for 16 years. My professional commitment to the mission of this University and the economic vitality of the La Crosse area, as well as my experience representing small business, first as an attorney, and now as Chair of the Chamber of Commerce, compels me to urge this Committee to support reinstatement of full funding at the University of Wisconsin - La Crosse for the Operations and Maintenance expense associated with the Health Science Center. The \$679,00 per year reduction as proposed in this budget would severely compromise the University's fiscal ability and responsibility to maintain this extraordinary teaching, research and public service facility. Furthermore, if the institution were to internally reallocate in order to accommodate this significant support reduction, there is no question that other University programs and initiatives would be diminished.

A project like the Health Science Center represents all of the state's finest priorities as well as all of those things which business values and must itself pursue to survive: innovation, collaboration, technology and building the new economy. The University itself represents one of the great economic engines of this area. Loss of these operating funds for the Health Science Center would represent a significant present and future economic loss to La Crosse. We urge the state to continue this funding and continue its commitment to the growth and vitality of our regional economy..

Finally, on behalf of UW-L's Cleary Center, a facility built with private dollars from individuals and businesses who believe deeply in this University, it has been a privilege and a pleasure to host the Joint Finance Committee. We hope that this has been a successful day for you and for the people of Wisconsin. Please come back again.

Testimony to the Wisconsin Joint Finance Committee -- Budget Hearing -- April 3, 2001

Consider priorities as you examine the proposed state budget. Use principles to determine priorities that deserve a long-term commitment. Look no further than the first amendment for a principle upon which our state's budget be built. Freedom of speech is one example that could be used. Using the priority of free speech, I offer an interpretation that is deep and wide for your consideration as you evaluate the proposed state budget.

Funding for the Wisconsin Assistive Technology Initiative of the DPI is an imperative to assure freedom of speech. Free speech is abridged to the point of being mute for many children and students without conventional speech. Do you own a tape recorder? A computer? Adaptations and assistive devices such as these, from simple technology to combined technologies, must be made available. Professionals need training to provide accommodations for students. Make this a priority.

CESA is a vehicle for providing up-to-date training for teachers in an ever-changing field of technology. Not only do these advances in the field of communication and assistive technologies benefit young children and students, they stand to benefit a large segment of the population more dependent on interventions due to the aging process.

In the areas of assistive technology, early intervention, and early childhood special education (and countless other topics), CESA has provided training for trainers and workshops for professionals. Linking teachers to each other in the field has been an especially effective format.

Research confirms what educators and parents of young children have seen first hand: The early years are critical for the developing child. Support early intervention programs, special education, and SAGE programs. Funding at the 'front end' for prevention and intervention pays dividends unequal to any other time in the life of an individual.

Small class size under SAGE allows the child to form relationships with the teacher, gives the freedom to be heard and listened to, and develops a strong base of reading and writing. This support must continue through the developmental years, at least through third grade. Further support early learning by continuing the current rate of summer school reimbursement. Undeniably, reading and writing skills are essential in the present day for a citizen to exercise free speech.

SAGE not only gives a voice to children through smaller class size, it opens access for families to communicate with teachers. This builds positive relationships right from the start. This empowerment of families through early, successful partnerships with schools enhances the exercise of personal freedoms.

Retain a high level of local control and local involvement in issues such as the starting date of the school year. Protect educational freedoms by keeping partisan politics out of our state's Department of Education.

Set priorities based on principles and rights. Make a commitment to the priorities you select, and essentially to the citizens you represent. Give particular attention to the rights of those too young to speak for themselves. I appreciate the freedom and opportunity to speak to you today. Thank you!

Respectfully,



Mary L. Peters

320 N. 24th Street

La Crosse, WI 54601

608 784-1229

Testimony to the Wisconsin Joint Finance Committee -- Budget Hearing -- April 3, 2001

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Respectfully,



Mary L. Peters

320 N. 24th Street

La Crosse, WI 54601

608 784-1229

March 28, 2001

The La Crosse Tribune

La Crosse, WI 54601

To The Editor,

Foolhardy investors move funds before the investment pays. The proposed state budget hazards a similar loss, but the investment is an irreplaceable commodity: the educational success of our children. Reallocations jeopardize the gains of special education, small class size, and summer programs that both remediate and enrich student learning. As standards are being evaluated and raised for teaching, resources to support this priority are being reduced. Local school board controls are being challenged in issues such as the starting date of school.

Our state has shown a commitment to innovation in education with proven success and high potential, such as SAGE, special education funding, summer school programs, and programs which raise professional standards, such as programs of the Cooperative Educational Service Agency. A clear sense of priority is needed as we examine and give input to the proposed budget. Our state government allows for our involvement. Wise investors study the issues and know their priorities. Can we do less for the children of Wisconsin?

Study the issues and make your involvement an immediate priority:

- Contact your legislator (Legislative Hotline 800-362-9472). Urge support of educational priorities: special education, SAGE, summer school, local school district controls, and CESA programs.
- Attend the Joint Finance Committee Budget Hearing on April 3rd (10:00 am - 5:00 PM) at UW-La Crosse, Cleary Center. Be prepared to speak to the issues.
- Vote for Elizabeth Burmaster on April 3rd; her leadership as state school superintendent would bolster our investment in early literacy programs, standards for teacher certification, and retaining an elected governing body, rather than partisan appointments.

The stakes are high and our investment is at risk.



Stroh Controls

Mathematics

Specification
and
Tolerance

Training Manual

Western Wisconsin Literacy Services

January 2001

INTRODUCTION TO MATHEMATICS

SPECIFICATION AND TOLERANCE TRAINING MANUAL

Western Wisconsin Literacy Services initiated contact with Stroh Controls after the La Crosse Workforce Connection conducted individual testing in the literacy areas of Reading and Mathematics . Ten employees were approached by company management to determine interest in workplace schooling designed to incorporate computation and work skills within specification parameters. Those students formed the nucleus of this program, and provided valuable insight which was used to define the curriculum.

The curriculum gradually took shape with two shifts of five employees meeting two hours per week. Participation in the classroom instruction and homework assignments led to hands on equipment familiarization. The intent was to build confidence and demonstrate to the students that they had the comprehension skills which would be strengthened by repetitive problem solving.

The classroom environment provided by Stroh Controls was excellent and directly contributed to the effective training value of this program. The staff and management were equally important in providing encouraging feedback to maintain the high level of participation by their employees. The success of this workplace program demonstrated that input from management and the employees created the flexible environment for curriculum modification and would apply to various special skill work areas.

The instruction materials contained within this document are original, and were based on technical specification sheets to manufacture various pieces of equipment. This text can be used as a self-contained individual program or for new employee or refresher training.

TERMINOLOGY

The terminology contained within this text applies to the computation and interpretation of technical specifications used by Stroh Controls during the manufacture of parts and components.

Base Number Specification sheets may contain one or more base numbers. It is the primary number listed as the exact measurement of a given point on a part or component, with plus + and minus – tolerances that compose the range of measurement for an acceptable piece.

Example: Check .336 (.336 is the base number).

Tolerance Specification sheets may list a tolerance as a plus + and minus – decimal and defines the low and high number measurements which are in tolerance and are acceptable.

Example: Check .336 + and - .005 (.005 is the tolerance).
.336 - .005 = .331 (low) .336 + .005 = .341 (high)

Range The low and high tolerance measurements and all numbers between them form the range of acceptable measurements. The range is two times the amount of the listed tolerance.

Example: Check .336 + and - .005 The range is:
.331 .332 .333 .334 .335 .336 .337 .338 .339 .340 .341
Parts which are measured within the range are acceptable.

Note: Some specification sheets may list the range, Without listing the base number or tolerance.

Example: Check .331 to .341

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Mathematics Pretest

The purpose of this pretest is to determine individual computation skills necessary to spot check parts.

DO NOT WRITE IN THIS BOOK !

Example: Check $2.234 +$ and $- .015$

$$\begin{array}{r} 2.234 \quad 2.234 \\ - \underline{.015} + \underline{.015} \\ \hline 2.219 \quad 2.249 \end{array}$$

1. Check $1.126 +$ and $- .012$

2. Check $3.455 +$ and $- .015$

3. Check $.435 +$ and $- .010$

4. Check $.985 +$ and $- .005$

5. Check $.550 +$ and $- .015$

6. Check $8.905 +$ and $- .010$

7. Check $.800 +$ and $- .014$

8. Check $5.205 +$ and $- .015$

This portion of the pretest measures addition and subtraction skills.

1. There are 23 parts in the parts basket and the specification requires 200 per basket.
How many more parts are needed ?

2. The basket holds 200 parts and you have put 211 into the basket.
How many more parts do you need to put in ?

3. There are 84 parts in the basket and the specification sheet says there should be 250.
How many more parts do you need ?

4. The basket holds 280 parts and you have put 113 into the basket.
How many more parts do you need ?

5. There are 76 parts in the basket and the sheet says it should hold 280.
How many more will you put in the basket ?

6. The basket holds 225 parts and you have put 59 in already.
How many more parts are needed ?

7. There are 113 parts in the basket and the sheet calls for 250 total.
How many more parts do you need to put in ?

8. The basket holds 250 parts and you have put 159 into the basket.
How many more are required ?

The parts tolerance portion of this pretest is designed to simulate the inspection of parts to ensure they meet manufacturing specifications.

1. Write the numbers which are correct if the Base Number is .25 and the tolerance is + and - .015

.250 .255 .235 .200 .265 .22 .260 .242

2. Check 1.5 + and - .015 and write the numbers which are in tolerance.

1.959 1.515 1.55 1.539 1.485 1.458 1.510

3. Check 3.35 + and - .025 and write the numbers which are in tolerance.

3.345 3.34 3.349 3.347 3.339 2.376 3.350

4. Check .910 + and - .010 and write the numbers which are in tolerance.

.92 .930 .910 .905 .899 .895 .89 .926 .90

5. Check 1.958 + and - .015 and write the numbers which are in tolerance.

1.947 1.957 1.943 1.984 1.979 1.981 1.990

6. Check .88 + and - .010 and write the numbers which are in tolerance.

.89 .985 .895 .893 .998 .801 .875 .89 .90

The micrometer caliper portion of this pretest is designed to simulate measurement readings. If you are unfamiliar with micrometer caliper use, refer to the next page.

Example:

- a. Add the reading (number) from the sleeve .600
- b. to the number of lines showing (.025 each) 2 lines .050
- c. and add the number on the thimble (.001 to .025) .013
- d. gives you the reading for the measurement .663

1. The sleeve reading is .300

There is one line showing.

The thimble line shows 2

MEASUREMENT

2. The sleeve reading is .400

There are three lines showing.

The thimble line shows 11

MEASUREMENT

3. The sleeve reading is .100

There are two lines showing.

The thimble lines shows 15

MEASUREMENT

4. The sleeve reading is .200

There is one line showing.

The thimble line shows 18

MEASUREMENT

5. The sleeve reading is .500

There are three lines showing.

The thimble line shows 20

MEASUREMENT

PHASE ONE: SPECIFICATIONS

Stroh Controls

Date: _____

QUALITY SPECIFICATION

Die Number: _____

Operation: _____

Quality Information

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

STROH CONTROLS USES THIS SPECIFICATION SHEET AS A GUIDE FOR MANUFACTURING PARTS AND COMPONENTS. IT WILL LIST THE TYPE OF PIECE THAT IS MADE, AND WILL HAVE THE MEASUREMENTS THAT MUST BE CHECKED. THE DRAWING WILL SHOW THE LOCATION WHERE MEASUREMENTS MUST BE MADE ON THE PIECE.

PHASE ONE: SPECIFICATION PROCEDURES

The specification will list Quality Information that contains a CHECK number. For the purpose of consistent learning this CHECK number will be referred to as the BASE NUMBER.

The specification may have more than one CHECK number that must be measured to ensure the part is within acceptable manufacturing tolerances. This phase of instruction focuses on the mathematical computation of the tolerance range, from the lowest to the highest acceptable measurement.

Determine what the CHECK number is. That is the BASE NUMBER to use to find the low and high tolerances.

Example: CHECK .789 - and + .005.

The BASE NUMBER is .789, and the tolerance variation is .005.

To find the low number, subtract .005 from .789.

To find the high number, add .005 to .789.

ALWAYS do the subtraction part first on the left side of the problem to establish the pattern that the left side number is the low number.

CHECK .789 - and + .005.

$$\begin{array}{r} .789 \\ - .005 \\ \hline .784 \text{ low} \end{array} \quad \begin{array}{r} .789 \\ + .005 \\ \hline .794 \text{ high} \end{array}$$

Parts that measure between .784 and .794 would be acceptable and within tolerance.

The range of this specification is .005 (-) and .005 (+)
With a total of .010 difference between the low and high numbers.

1. Check .926 + and - .015
2. Check .815 + and - .010
3. Check .704 + and - .005
4. Check .693 + and - .015
5. Check .582 + and - .010
6. Check .471 + and - .005
7. Check .360 + and - .015
8. Check .259 + and - .010
9. Check .148 + and - .005
10. Check .037 + and - .005
11. Check .896 + and - .015
12. Check .785 + and - .010
13. Check .736 + and - .010
14. Check .625 + and - .005
15. Check .514 + and - .015
16. Check .403 + and - .010
17. Check .392 + and - .005
18. Check .281 + and - .015
19. Check .170 + and - .010
20. Check .069 + and - .005
21. Check .958 + and - .015
22. Check .847 + and - .010
23. Check .763 + and - .005
24. Check .652 + and - .015

1. Check .826 + and - .010
2. Check .715 + and - .005
3. Check .604 + and - .015
4. Check .593 + and - .010
5. Check .482 + and - .005
6. Check .371 + and - .015
7. Check .260 + and - .010
8. Check .159 + and - .005
9. Check .048 + and - .005
10. Check .937 + and - .015
11. Check .865 + and - .010
12. Check .758 + and - .005
13. Check .636 + and - .005
14. Check .525 + and - .015
15. Check .414 + and - .010
16. Check .303 + and - .005
17. Check .292 + and - .015
18. Check .181 + and - .010
19. Check .070 + and - .005
20. Check .969 + and - .010
21. Check .858 + and - .010
22. Check .747 + and - .005
23. Check .663 + and - .015
24. Check .552 + and - .010

1. Check .886 + and - .005
2. Check .785 + and - .015
3. Check .694 + and - .010
4. Check .573 + and - .005
5. Check .432 + and - .015
6. Check .361 + and - .010
7. Check .290 + and - .005
8. Check .139 + and - .015
9. Check .078 + and - .015
10. Check .917 + and - .010
11. Check .875 + and - .005
12. Check .778 + and - .015
13. Check .676 + and - .015
14. Check .565 + and - .010
15. Check .474 + and - .005
16. Check .353 + and - .015
17. Check .242 + and - .010
18. Check .131 + and - .005
19. Check .060 + and - .015
20. Check .949 + and - .005
21. Check .828 + and - .005
22. Check .757 + and - .015
23. Check .613 + and - .010
24. Check .572 + and - .005

1. Check .775 + and - .015
2. Check .674 + and - .010
3. Check .583 + and - .005
4. Check .462 + and - .015
5. Check .321 + and - .010
6. Check .250 + and - .005
7. Check .189 + and - .015
8. Check .028 + and - .010
9. Check .967 + and - .010
10. Check .806 + and - .005
11. Check .764 + and - .010
12. Check .667 + and - .010
13. Check .565 + and - .010
14. Check .454 + and - .005
15. Check .363 + and - .015
16. Check .232 + and - .010
17. Check .424 + and - .005
18. Check .313 + and - .015
19. Check .606 + and - .010
20. Check .494 + and - .015
21. Check .282 + and - .015
22. Check .575 + and - .010
23. Check .502 + and - .005
24. Check .461 + and - .015

1. Check .664 + and - .010
2. Check .563 + and - .005
3. Check .472 + and - .015
4. Check .351 + and - .010
5. Check .210 + and - .005
6. Check .149 + and - .015
7. Check .078 + and - .010
8. Check .917 + and - .005
9. Check .856 + and - .005
10. Check .705 + and - .015
11. Check .653 + and - .005
12. Check .556 + and - .005
13. Check .656 + and - .005
14. Check .343 + and - .015
15. Check .252 + and - .010
16. Check .121 + and - .005
17. Check .313 + and - .010
18. Check .202 + and - .010
19. Check .959 + and - .005
20. Check .383 + and - .010
21. Check .171 + and - .010
22. Check .464 + and - .005
23. Check .491 + and - .015
24. Check .350 + and - .010

1. Check .446 + and - .005
2. Check .366 + and - .015
3. Check .277 + and - .010
4. Check .155 + and - .005
5. Check .221 + and - .015
6. Check .944 + and - .010
7. Check .877 + and - .005
8. Check .711 + and - .015
9. Check .655 + and - .005
10. Check .500 + and - .010
11. Check .355 + and - .015
12. Check .882 + and - .015
13. Check .566 + and - .015
14. Check .344 + and - .010
15. Check .255 + and - .005
16. Check .122 + and - .015
17. Check .311 + and - .005
18. Check .200 + and - .005
19. Check .955 + and - .015
20. Check .388 + and - .005
21. Check .177 + and - .005
22. Check .466 + and - .015
23. Check .199 + and - .010
24. Check .095 + and - .005

1. Check .533 + and - .015
2. Check .655 + and - .015
3. Check .722 + and - .005
4. Check .944 + and - .015
5. Check .445 + and - .015
6. Check .339 + and - .005
7. Check .228 + and - .015
8. Check .616 + and - .010
9. Check .732 + and - .015
10. Check .300 + and - .005
11. Check .461 + and - .010
12. Check .178 + and - .010
13. Check .522 + and - .010
14. Check .455 + and - .005
15. Check .833 + and - .015
16. Check .211 + and - .010
17. Check .773 + and - .015
18. Check .387 + and - .015
19. Check .115 + and - .010
20. Check .848 + and - .015
21. Check .936 + and - .015
22. Check .559 + and - .010
23. Check .213 + and - .015
24. Check .689 + and - .015

1. Check .999 + and - .015
2. Check .777 + and - .015
3. Check .555 + and - .005
4. Check .333 + and - .015
5. Check .111 + and - .005
6. Check .800 + and - .005
7. Check .600 + and - .015
8. Check .400 + and - .010
9. Check .200 + and - .015
10. Check .987 + and - .005
11. Check .765 + and - .010
12. Check .543 + and - .010
13. Check .888 + and - .010
14. Check .666 + and - .005
15. Check .444 + and - .015
16. Check .222 + and - .010
17. Check .900 + and - .015
18. Check .700 + and - .015
19. Check .500 + and - .010
20. Check .300 + and - .015
21. Check .100 + and - .005
22. Check .876 + and - .010
23. Check .654 + and - .015
24. Check .432 + and - .015

1. Check .998 + and - .010
2. Check .774 + and - .010
3. Check .552 + and - .015
4. Check .339 + and - .010
5. Check .511 + and - .015
6. Check .841 + and - .015
7. Check .671 + and - .010
8. Check .462 + and - .005
9. Check .217 + and - .010
10. Check .927 + and - .015
11. Check .743 + and - .005
12. Check .514 + and - .005
13. Check .887 + and - .005
14. Check .663 + and - .015
15. Check .441 + and - .010
16. Check .228 + and - .005
17. Check .941 + and - .010
18. Check .751 + and - .010
19. Check .538 + and - .005
20. Check .379 + and - .010
21. Check .183 + and - .015
22. Check .849 + and - .005
23. Check .673 + and - .015
24. Check .456 + and - .015

1. Check .089 + and - .005
2. Check .297 + and - .005
3. Check .462 + and - .010
4. Check .635 + and - .005
5. Check .808 + and - .010
6. Check .129 + and - .010
7. Check .419 + and - .005
8. Check .573 + and - .015
9. Check .253 + and - .015
10. Check .637 + and - .005
11. Check .817 + and - .015
12. Check .921 + and - .015
13. Check .156 + and - .015
14. Check .374 + and - .010
15. Check .543 + and - .005
16. Check .721 + and - .015
17. Check .910 + and - .005
18. Check .579 + and - .005
19. Check .849 + and - .015
20. Check .893 + and - .005
21. Check .923 + and - .010
22. Check .247 + and - .015
23. Check .167 + and - .005
24. Check .841 + and - .005