

1997-98 SESSION
COMMITTEE HEARING
RECORDS

Committee Name:

Senate Committee on
Education(SC-Ed)

Sample:

Record of Comm. Proceedings ... RCP

- 05hrAC-EdR_RCP_pt01a
- 05hrAC-EdR_RCP_pt01b
- 05hrAC-EdR_RCP_pt02

➤ Appointments ... Appt

➤ **

➤ Clearinghouse Rules ... CRule

➤ **

➤ Committee Hearings ... CH

➤ **

➤ Committee Reports ... CR

➤ **

➤ Executive Sessions ... ES

➤ **

➤ Hearing Records ... HR

➤ **

➤ Miscellaneous ... Misc

➤ 97hr_SC-Ed_Misc_pt27

➤ Record of Comm. Proceedings ... RCP

➤ **

Vote Record

SB 89

Senate Committee on Education

Amendment

Date: May 14 97 *grobschmidt* Roessler

Moved by: _____ Seconded by: _____

AB: _____ Clearinghouse Rule: _____

AB: _____ SB: _____ Appointment: _____

AJR: _____ SJR: _____ Other: _____

A: _____ SR: _____

A/S Amdt: _____ to A/S Amdt: _____

A/S Sub Amdt: _____ to A/S Sub Amdt: _____

A/S Amdt: _____ to A/S Amdt: _____ to A/S Sub Amdt: _____

Be recommended for:

- Passage
- Introduction
- Adoption
- Rejection

Sub-1

- Indefinite Postponement
- Tabling
- Concurrence
- Nonconcurrence
- Confirmation

Committee Member

- Sen. Calvin Potter, Chair
- Sen. Robert Jauch
- Sen. Kevin Shibilski
- Sen. Richard Grobschmidt
- Sen. Alberta Darling
- Sen. Joanne Huelsman
- Sen. Carol Roessler

<u>Aye</u>	<u>No</u>	<u>Absent</u>	<u>Not Voting</u>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Totals: _____

Motion Carried

Motion Failed

Vote Record

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Senate Committee on Education *As Amended*
Passage SB 89

Date: May 14 *Grobschmidt*
Moved by: _____ Seconded by: Roessler
AB: _____ Clearinghouse Rule: _____
AB: _____ SB: _____ Appointment: _____
AJR: _____ SJR: _____ Other: _____
A: _____ SR: _____

A/S Amdt: _____
A/S Amdt: _____ to A/S Amdt: _____
A/S Sub Amdt: _____
A/S Amdt: _____ to A/S Sub Amdt: _____
A/S Amdt: _____ to A/S Amdt: _____ to A/S Sub Amdt: _____

- Be recommended for:
 Passage *as amended*
 Introduction
 Adoption
 Rejection

- Indefinite Postponement
 Tabling
 Concurrence
 Nonconcurrence
 Confirmation

Committee Member	Aye	No	Absent	Not Voting
Sen. Calvin Potter, Chair	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Robert Jauch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Kevin Shibilski	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Richard Grobschmidt	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Alberta Darling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Joanne Huelsman	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sen. Carol Roessler	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Totals: _____

Where do these people come from? Under a rock?

EQUAL SHARED PARENTING BILL

LRB 2530

Providing children with two parents and parents with equal opportunity to parent

INTENT OF PROPOSAL:

- To give Wisconsin children the opportunity to have both parents' full involvement, parental love, guidance, protection, and nurturance, regardless of the marital status of their parents
- To ensure that Wisconsin parents are no longer denied their fundamental right to a full and equal role in the rearing of their children
- To let fit parents decide what is best for their children rather than outsiders
- To stop the adversarial, lawyer-dominated nature of child custody decisions and replace it with cooperative, parent-made decisions
- To minimize the taxpayers' and family's divorce expenses (Note 1)
- To curb domestic violence and child abuse (Note 2)
- Reduce juvenile delinquency and improve educational success (Note 3)

KEY PROVISIONS:

- Lets parents of non-intact families arrange a time-sharing schedule that best works for their family
- Restricts the ability of one parent to terminate or minimize the other parent's relationship with the child
- Provides for joint legal custody, unless a parent is unwilling or unfit
- Bars a parent from unilaterally moving the child away from another loving parent, his/her school, and familiar community
- Requires separated parents to assume the same responsibilities as parents in traditional families

BENEFITS:

- Reduces, not increases, domestic abuse and child abuse (Note 2)
- Spares our children the greatest trauma children can suffer, the loss of a parent
- Reduces unpaid child support (Note 4)
- Lowers juvenile delinquency, crime, unwed pregnancy rates, and high school drop-out rates (Note 3)
- Reduces the annual \$250 million expenditures on divorce litigation in Wisconsin (Note 1)
- No research or expert has ever demonstrated that children are better off raised with one parent rather than two, barring parental unfitness (Note 5)

LETTING CHILDREN HAVE TWO PARENTS

Note 1 According to research by LKD, expenditures by Wisconsin citizens on divorce totals \$200 million per year. Statewide taxpayer expenditures on divorce related items such as courts, county family court counseling, child support enforcement totals approximately \$50 million per year. Equal shared parenting, by minimizing child custody disputes, would dramatically lower both public and private expenditures on divorce.

Note 2 A parent straddled with full responsibility for rearing his/her child experiences greater stress and frustration. He/she is more likely to "lose it" and strike out against the child. Single parents have higher child abuse rates than couples who share child rearing responsibilities. Also a person cut off from his/her child and limited to a visitor role is frequently angry at the other parent and more prone to be abusive towards their ex-spouse. According to a research project conducted by an Arizona court service when two highly-conflictual parents were forced to share the child, parental conflict decreased. (Family and Conciliation Courts Review, Vol. 33 No. 4, October 1995 495-505) Equal Shared Parenting will allow child rearing responsibilities to be shared and virtually eliminate the unwanted child loss that angers many loving parents.

Note 3 87% of Wisconsin juvenile delinquents are from father-absent homes. (Wisc. Dept. of Health and Social Services, 1994) Fatherlessness is the single best predictor whether or not a child will turn to crime as an adult. 72% of adolescent murderers, 60% of rapists, and 70% of long-term prisoners grew up in father-absent homes. When fathers share in rearing their children, antisocial behavior is minimized. Elementary school children reared without fathers have to repeat grades at rate two times higher than children reared by both biological parents. (National Center for Health Statistics, Deborah Dawson, 1991) Fatherless children are twice as likely to drop out of school. (U.S. Dept. of Health and Human Services, Survey on Child Health, 1993)

Note 4 According to US Bureau of Census, 90% of parents with equal shared time with their child pay their full child support, while only 79% of parents with just placement rights pay their full child support and only 44.5% of parents without placement rights pay their full child support. Involved parents financially support their child.

Note 5 Paraphrasing an observation reported in "Understanding and Collaboratively Treating Parental Alienation Syndrome" by Kenneth Waldron, Ph.D. and David E. Joanis, J.D. of Madison, Wisconsin in American Journal of Family Law, Vol. 10, 121-133 (1996)

Equal Shared Parenting is supported and promoted by following Wisconsin grassroots organizations:

- Citizens for Law Reform
- Domestic Abuse Project
- Family Action Association
- Legislation for Kids and Dads
- Madison Men's Organization
- Mothers without Custody
- Parents' Rights Coalition
- Wisconsin Fathers for Equal Justice
- Wisconsin Children's' Advocates
- Wisconsin Organization of Fathers for Equal Rights

For further information on this proposal, contact Clair Wiederholt, Director of Legislation for Kids and Dads at telephone number (608) 849-8438 or at his email address caw3893@madison.tec.wi.us.



◆ INFORMATION HOTLINE
(414) 255-6781



CITIZENS FOR FAMILY LAW REFORM

Come Help Make The Difference

PO BOX 1909, WAUKESHA, WI 53187-1909



Phone: (414) 299-0658

E-Mail: www.EXECPC.COM/WISMEN/CFLR.HTML

This is Sen. George's
bill.

Representatives from
the Groups checked
on back dropped it
off.

They are looking for
Co-sponsors.

(Breske & Luck have
signed on so far)

WANS MEMBER ORGANIZATIONS



Christian Schools International
District IV

Archdiocese of Milwaukee

Diocese of Green Bay

Diocese of LaCrosse

Diocese of Madison

Diocese of Superior

Lutheran Church - Missouri Synod
Northern Wisconsin District

Lutheran Church - Missouri Synod
Southern Wisconsin District

Wisconsin Conference of
Seventh Day Adventists

Wisconsin Association of
Independent Schools

Wisconsin Evangelical
Lutheran Synod

TO: Members, Senate Committee on Education

FROM: Lee Nagel, President

DATE: March 12, 1997

RE: SB 89 -- grants for family involvement in education

On behalf of the Board of Directors of the Wisconsin Association of Nonpublic Schools (WANS), I would like to register our support for Senate Bill 89.

Our Association, whose members are listed on this letterhead, represents 75 percent of the state's nonpublic schools. We enroll 128,000 students in nearly 700 nonpublic schools across the state.

While the education community is divided on a range of issues today, there seems to be general consensus that children benefit when their parents and family are involved in their education.

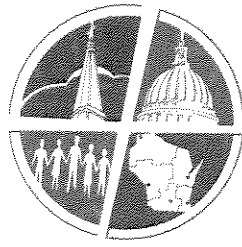
This was affirmed by Congress in 1994 when it added the goal of increased parental involvement in schools to the list of national education goals. The national goals were written to include participation by students in nonpublic schools. In fact, at the time the goal was adopted, U.S. Education Secretary Richard Riley launched an initiative to improve parental involvement with the support of businesses and more than 30 church groups, many of which operate schools.

Our support for SB 89 comes from our commitment to working with parents, which is integral to our philosophy of education. Whenever public policy makers choose to support parents in their educational decisions, such as provided in SB 89, we applaud those efforts.

We also support SB 89 because it recognizes the role of nonpublic schools in educating the state's school children. Fully 15 percent of the state's school students attend nonpublic schools. The vast majority are enrolled in kindergarten through 8th grade and graduate on to the public high schools. By including nonpublic schools and their students and families, you are providing equity for an often overlooked minority.

In addition, our nonpublic schools accept the challenge presented by SB 89 to develop new family involvement initiatives and to work with other community groups to make these initiatives successful.

We urge you to support SB 89.



WISCONSIN CATHOLIC CONFERENCE

30 WEST MIFFLIN STREET • MADISON, WISCONSIN 53703 • 608/257-0004 • FAX 608/257-0376

TO: Members, Senate Committee on Education
FROM: Sharon L. Schmeling, Associate Director
DATE: March 12, 1997
RE: Senate Bill 89

The Wisconsin Catholic Conference supports Senate Bill 89.

The Catholic Church operates the largest single private education system in Wisconsin, operating 400 elementary and secondary schools enrolling 80,000 children annually.

One of the foundations of Catholic education is the belief that parents are the primary and best educators of children and that the school -- whether Catholic or not -- exists to support parents in the work of educating their children and preparing them for life.

We support Senate Bill 89 because it affirms the role of parents and family in education. In addition, through its insistence on partnerships with other community groups, SB 89 recognizes the responsibility of the entire community for working in partnership with parents to educate and raise children.

SB 89 is also noteworthy because it includes nonpublic schools, which enroll 15 percent of the state's school children. The parents of nonpublic school children are every bit as deserving as public school students of society's encouragement and support in educating their children.

Given the demands of work and home life, families need more help than ever in building relationships with their children's teachers and schools. Like their public school counterparts, families of nonpublic school students also need help in this endeavor.

You can provide this support to families by approving SB 89 and we encourage you to do so.

WISCONSIN EDUCATION ASSOCIATION COUNCIL

Affiliated with the National Education Association

*Evaluation
Component*

**SENATE EDUCATION COMMITTEE - WEDNESDAY, MARCH 12, 1997
TESTIMONY BY: MARCIA ENGEN, WEAC LEGISLATIVE COMMITTEE**

GOOD AFTERNOON. THANK YOU CHAIRPERSON POTTER AND MEMBERS OF THE SENATE EDUCATION COMMITTEE FOR THIS OPPORTUNITY TO SPEAK IN FAVOR OF SB 89. MY NAME IS MARCIA ENGEN. I HAVE BEEN A TEACHER IN THE APPLETON AREA SCHOOL DISTRICT FOR TWENTY-SEVEN YEARS. I AM ALSO A MEMBER OF THE WEAC LEGISLATIVE COMMITTEE. OVER A YEAR AGO, TEACHERS, SUPPORT PERSONNEL AND OTHER EDUCATION PROFESSIONALS THROUGHOUT THE STATE BEGAN WORK ON A LEGISLATIVE AGENDA FOR WEAC. THIS AGENDA WAS OFFICIALLY ADOPTED BY THE WEAC LEGISLATIVE COMMITTEE AND BOARD OF DIRECTORS. AN ESSENTIAL COMPONENT OF THIS AGENDA IS SUPPORT FOR PARENTAL AND FAMILY INVOLVEMENT IN SCHOOLS WEAC, WHICH IS MADE UP OF TEACHERS, SOCIAL WORKERS, GUIDANCE COUNSELORS AND SUPPORT PERSONNEL BELIEVES THAT PUBLIC SCHOOLS ARE AT THEIR VERY BEST WHEN PARENTS OR GUARDIANS PARTICIPATE IN PARTNERSHIPS THAT INCREASE EACH CHILD'S SOCIAL, EMOTIONAL, AND ACADEMIC GROWTH. HUNDREDS OF STUDIES SHOW THAT ONE OF THE MOST ACCURATE PREDICTIONS OF A STUDENT'S ACHIEVEMENT IN SCHOOL IS THE EXTENT TO WHICH THAT STUDENT'S FAMILY IS ABLE TO CREATE A HOME ENVIRONMENT THAT ENCOURAGES LEARNING.

SENATE BILL 89 REPRESENTS A SOLID BASE FOR FAMILY INVOLVEMENT PROGRAMS. THE BILL ESTABLISHES GUIDELINES FOR FAMILY INVOLVEMENT IN EDUCATION PROJECTS, SUPPORTS THE CONCEPT OF FAMILY RESOURCE CENTERS IN SCHOOLS, PROVIDES FINANCIAL INCENTIVE GRANTS ADMINISTERED BY THE DPI, AND REQUIRES A LOCAL COMMITMENT THROUGH MATCHING FUNDS FOR FAMILY INVOLVEMENT PROJECTS. THESE ARE ALL FAMILY INVOLVEMENT PROGRAMS WEAC SUPPORTS.

WHEN THE WEAC LEGISLATIVE COMMITTEE RESEARCHED THIS ISSUE, WE MADE SOME OBSERVATIONS ABOUT FAMILY INVOLVEMENT PROGRAMS THAT WE OFFER FOR YOUR CONSIDERATION.

WE AGREE THAT THE MOST EFFECTIVE FAMILY INVOLVEMENT PROGRAMS ARE DEVELOPED LOCALLY AND MUST INVOLVE PARENTS AT THE VERY BEGINNING OF THE PROCESS. ALL TOO OFTEN, HOWEVER, LOCAL SCHOOL DISTRICTS FIND IT DIFFICULT TO GET EFFECTIVE PROGRAMS STARTED.

WEAC SUPPORTS THE DPI'S INVOLVEMENT IN THIS INITIATIVE BEYOND ADMINISTERING GRANTS. WE SUGGEST THE CREATION OF A NINE MEMBER COUNCIL ON PARENT AND FAMILY INVOLVEMENT FOR WISCONSIN. THIS ENHANCES CURRENT RESOURCES DEDICATED TO FAMILY INVOLVEMENT PROGRAMS IN PUBLIC SCHOOLS.

THE COUNCIL WOULD OFFER RECOMMENDATIONS ON PARENT AND FAMILY INVOLVEMENT PROGRAMS; PROVIDE TRAINING INCLUDING SKILL DEVELOPMENT FOR APPROPRIATE FAMILY INVOLVEMENT IN SCHOOL

GOVERNANCE; FACILITATE COORDINATION AMONG SCHOOL OFFICIALS, PARENTS, EDUCATORS AND COMMUNITY LEADERS; COORDINATE SERVICES WITH OTHER STATE AGENCIES AND CREATE AN EVALUATION INSTRUMENT TO MONITOR THE PROGRESS OF FAMILY INVOLVEMENT PROGRAMS. THE COUNCIL WOULD ALSO BE AUTHORIZED TO DEVELOP GUIDELINES FOR PROGRAMS FOCUSED ON FAMILY INVOLVEMENT THAT DIRECTLY AFFECT STUDENT ACHIEVEMENT.

FINALLY, WEAC RECOGNIZES THAT WE ARE IN A PERIOD OF TIGHT BUDGETS. FAMILY INVOLVEMENT IN EDUCATION MUST, HOWEVER, BE A PRIORITY. WITH REGARD TO SB 89, WE BELIEVE THAT PUBLIC TAXPAYERS DOLLARS SHOULD BE APPROPRIATED SOLELY FOR PUBLIC SCHOOL PROGRAMS WE ARE ALSO CONCERNED THAT THE AMOUNT APPROPRIATED MAY NOT BE ENOUGH TO PROPERLY ASSIST SCHOOL DISTRICTS STARTING PROGRAMS FOR THE FIRST TIME. SB 89 IS, HOWEVER, A GOOD START.

IN ADDITION, WE BELIEVE THAT LOCAL EXPENDITURES ON FAMILY INVOLVEMENT PROGRAMS MUST BE CONDUCTED OUTSIDE OF THE STATE IMPOSED REVENUE LIMITS. WE THINK THAT FLEXIBILITY MIGHT ALSO BE ACHIEVED THROUGH DPI RULES THAT ALLOW SCHOOL DISTRICTS TO ACHIEVE THE 20% MATCH THROUGH IN-KIND EXPENDITURES SUCH AS VOLUNTEER TIME OR ALLOCATION OF SPACE FOR PROGRAM CENTERS IN THE SCHOOLS OR AT COMMUNITY CENTERS. THIS WOULD RECOGNIZE THE VALUE OF PERSONAL INVOLVEMENT IN THIS VENTURE.

WITH PROPER SUPPORT, FAMILY INVOLVEMENT PROGRAMS CAN HELP
NURTURE STUDENT ACHIEVEMENT WHICH IS A PRODUCT OF STUDENTS,
TEACHERS, PARENTS AND COMMUNITY MEMBERS WORKING TOGETHER. AS
EDUCATORS, WE LOOK FORWARD TO FINAL PASSAGE OF SB 89.

Virgil Roberts



March 12, 1997

308 Park Lane
Holmen, Wisconsin 54636
(608) 526-3435

Chairman Grobschmidt & Members of the Committee

Thank you for the opportunity to appear on behalf of SB 89, a persistent proposal which basically provides for positive prevention as opposed to the present failing cures in dealing with young students who display abnormal behavior and non-productive study habits.

The history of this proposal will show that it has been introduced each session in this decade, was an amendment to the 1991 budget bill vetoed by the Governor and in 1993 and 1995 it died in committee. This is indeed puzzling and especially so when all statistics show that present practices are not doing the job.

Now, the general public must be asking, "why hasn't the bill passed"? That's what I am asking too. Is it too complex or is it too simplistic? Social scientists have long proclaimed the benefits of collaboration and cooperation of individuals and families in groups. Why do our government leaders dispel this notion and instead, continue long-range plans for incarceration? I can only conclude that the crux of this bill is too simplistic to capture their attention.

What are the basic tenets? A caring, concerned parent (or parents) and a caring, concerned teacher! Now, with rare exceptions, the teacher is already on-line and that narrows it down to the parent(s). This is not too difficult to grasp. Establish some liason between the school and the parents and get to work. Is it going to be easy? No! Will we see instant resolution? No! What we will see, I believe, will be a noticeable sign of change. Kids are not born bad! Violent behavior is a "learned behavior". If it is not recognized and suppressed early it leads to prison and we see these results daily as we read the records of our police, our courts and our prisons.

Dr. Robert McAfee, former President of the A.M.A., proclaimed that we are losing the battle when 100,000 kids go to school carrying a gun, death by firearms exceeds all other causes, the women killed by husbands or boyfriends exceed the lives lost in the Viet Nam war, more years of life are lost to violence than to heart disease, stroke and cancer. Trying to stop the problem fails when the wife makes an appointment with a family counselor and the husband cancels it. Births to single mothers become a street problem less than a decade later. In conclusion Dr. McAfee says "money spent to cure this problem should be on those aged six and under".

We can make the start to reduce the school drop-out rate and the crime and violence problem. Passage of this bill will be the first step. The start-up costs are much less than any comparable incarceration cost and the results will show a rapid pay-back.

The rewards will come when we witness the wave of enthusiasm as people sense that there is a system that works. Hopefully it will provide a ray of shining light toward the 21st century.

1997 Senate Bill 89

Awards for Family Involvement in Education projects

Senate Education Committee Hearing

1 p.m., March 12

Comments from Jane Grinde, 266-9356 (grindjl@mail.state.wi.us

Director, Family-School-Community Partnerships

Wisconsin Department of Public Instruction

I am pleased to represent the Wisconsin Department of Public Instruction in support of this legislation. Special thanks to Senator Grobschmidt for his leadership and to former State Representative Virgil Roberts for returning today in support of the bill for which he advocated in the past.

I am very fortunate to work in the family-school-community partnerships program at the DPI. As the parent of three school-aged daughters, who this year happen to be in elementary, middle, and high school, I can genuinely say that this program is important and practical. I have learned so much as a parent volunteer that reinforces the importance of this focus.

The current Families in Education program began at the DPI during the 1987-88 school year when the state superintendent and governor proclaimed it the Year of the Family in Education. A broad-based state task force advised the department, and funding was received from many private sector donors, including foundations, the Green Bay Packers, Milwaukee Brewers, Hardee's restaurants of Wisconsin and lots of others. We also used what was then federal Chapter 2 money. We held 13 regional forums to seek opinions of thousands of citizens about family involvement in education.. The year ended with a prestigious Wingspread Conference and a set of recommendations. This legislation represents some of those recommendations.

During the first year of the program, we were able to get our only state funds for this program, thanks to the dedicated efforts of the late Jerry Paradowski, a Milwaukee County lobbyist. We received \$50,000 over a two-year period to give out as grants to promote family involvement in education.

And, here it is almost 10 years later, and we are going strong but still with no state funding. We have learned so much and have focused our program. Our effort is based on research. We are part of the Partnership-2000 Schools Network. In fact, we were one of the first states to join and are known nationally for our efforts, even though we don't have a state policy nor mandate nor funding. We believe the most successful programs evolve from initiatives designed and implemented locally by family, school, and community members working together and making the connection with agreed-upon school-improvement goals. The link between practices and student learning, of course, is critical. The research provides direction and a framework, and we at the DPI can offer information and resources about what works to the local schools.

State Superintendent John Benson's commitment to family-school-community partnerships is strong. He is a good example of practicing what he believes. He appointed a parent advisory council that meets five times a year to

share issues of concern and advise him. He initiated a volunteer policy that encourages all employees to volunteer in schools, libraries or child-care centers. His budget proposal included a number of initiatives, but not willing to wait for state dollars, he has allocated discretionary federal Goals 2000 money for this focus at the DPI. Most of this money is used to provide seed grants to school districts. In the last three years, we have given away nearly one-quarter of a million dollars to almost 200 school districts. Attached is a summary of how schools used the money in the 1995-96 school year, and I can provide you names of additional schools that have received money. These grants are small, ranging from \$200 to \$500 and are given to those districts who send teams of parents, teachers, administrators, and community members to a conference on partnerships. The money is used to establish family centers in the school, to reach out to families who don't feel comfortable with the school, to improve communications, and the list goes on.

This year we added another grant program--again with federal Goals 2000 money. With only \$2,500, 17 school districts have hired parent partnership coordinators to work a few hours a week with family-school action teams to promote partnerships linking practices to improved student learning. They use the family-school-community partnership framework that promotes six types of participation: parenting and family skills, communicating, volunteering, learning at home, decision making, and collaborating. Basically, it is simple, but it takes time, energy, and perseverance. In our work with the districts--and the national research bears this out--it really takes a budget and staff commitment to be effective. The amount of money is up to the district, but an allocated budget and staff add credibility to the process. Last week we met with our Partnership grantees--the ones receiving the \$2,500--and the enthusiasm was contagious. The schools are located in Potosi, Dodgeville, Verona, Sun Prairie, Milwaukee, Whitewater, Racine, Stevens Point, Kohler, Brillion, Flambeau, Superior, Altoona, Wisconsin Rapids, Northland Pines, Thorp, Cornell, and Waupun. They include high schools, middle schools, but mostly elementary schools. They are doing great work, and they are learning from each other. Last week, the northern group met via videoconferencing, and the southern group met in Verona, and it was heartwarming to see a parent volunteer from Dodgeville Elementary School and a teacher from the inner city of Milwaukee deeply engrossed in conversation.

These efforts are important, and they take a little money. The federal money has been good, but we receive more requests than we have money for. This legislation will enable us to continue to progress in promoting partnerships. The grants will be well spent, and the staff position will help us stretch even further.

Wisconsin has been a leader in families in education. Our materials, developed with lots of local input, are used across the country. They are practical and promote the recognition that everyone can contribute to improved learning opportunities for all children. Indeed, the research clearly tell us that those children whose families involve themselves in the education of their children do better in school, and the schools are better for it for all the children.

Thank you for your attention to this important issue.

Summary of Plans

1995 Family-Community-School Partnership Teams

November 1995

Each of the 50 Wisconsin school or district teams attending the 1995 Family-Community-School Workshop with Joyce Epstein on August 10 received a \$500 seed grant to plan or implement activities that would promote such partnerships during the 1995-96 school year and beyond. Following is a short account of each team's plans, summarized from written reports sent by teams to DPI.

Altoona School District CESA 10 Susan Hintgen, EEN Teacher

Altoona's Family-Community-School Action Team agreed to use the seed grant to offer a six-week "Positive Parenting" course to all interested parents. The course will be co-facilitated by a University of Wisconsin Extension Family Living Educator and an area Head Start Family Services Specialist. Transportation, child care, and a stipend for facilitators will be offered.

Amery School District CESA 11 Mary Ann Bowman, Community Ed. Director

The primary activity will be to start a Parent Resource Center in the public library, complementing existing parenting education programs. Other efforts will focus on hosting the first Child Development Days to replace Kindergarten screening and link families with community services for children, school volunteer opportunities, and child development concepts. A Family Read-In will be held in the elementary school gym, with families bringing sleeping bags and books, to educate parents about the benefits of reading together. In November, a team of teachers and parents will meet to create a survey asking parents for their ideas about how the school can be more responsive to involving them with their children's learning, in school decisionmaking, and with parenting programs.

Arbor Vitae-Woodruff School District 9 William Pollard, District Administrator

The Partnership Team decided to apply its seed monies to supporting two projects which link families to learning, developed in 1993 by a Strategic Planning Committee. Middle school students and Kiwanis Club members will develop Curiosity Kits children can check out at the public library. The students purchase and design materials for kit bags, including puzzles, educational games, and art supplies. Middle school students will also create the 2nd project: writing and illustrating a children's book. Middle school students will make an audiotape of the book, display it in pre-school and kindergarten rooms, and read stories from it to younger children.

Baldwin-Woodville School District 11 Jan Charpentier, Greenfield El. Psychologist

The Partnership Team decided to use its monies to hire a coordinator to start a "Peaceful Playgrounds" program which uses student and community volunteers to improve the playground environment, offer structured playground activities, and provide opportunities for children to learn how to resolve conflicts and increase social skills. A team of school staff and parents will help design the program.

Birchwood School District 11 Carol Addington, Community Ed. Director

The Partnership Team planned a number of activities to promote the six types of family-community-school partnerships, including a district picnic and open house, a Halloween celebration for families, providing child care and refreshments at Parent-Teacher Conferences, and extending open hours for public use of the school library.

Black River Falls School District 4 Sherry Sackett, Teacher

The following activities were planned by the Partnership Team for 1995-96 to promote family-community-school partnerships: three Family Nights for Third, Fourth, and Fifth Grade families; develop an in-school resource area for parents, send Great News postcards to parents, and designate a volunteer coordinator, bulletin board, and recognition program for school volunteers.

Brodhead School District 2 Joy Black, Teacher
Albrecht Elementary School

Efforts planned by the Partnership Team for 1995-96 include starting a "Big Buddy" program for high school students to mentor elementary students, expanding the School-Community Network begun in 1994, offer Active Parenting classes, and expand a reading-at-home program co-sponsored by the Optimists for elementary students.

Chetek School District 11 Barney Slowey, Dir. of Instruction

The Partnership Team, in conjunction with a community Senior Citizens Committee, will use funds for the following activities: expand classroom performances of the "Mad Hatters," a group of senior citizens that performs fairy tales for youngsters; increase the participation of high school students who deliver "Meals On Wheels" to senior citizens and conduct other volunteer activities; start a spring Senior Citizens Olympics coordinated by high school and middle school students.

Clintonville School District

8

Donna MacDonald, Pupil Services Dir.

The Clintonville Partnership Team agreed to use its funds to provide Homework Hotline services to parents of Clintonville Middle School students and toward purchase of a phone booth to enable elementary teachers to call families or agencies confidentially.

DeForest School District

2

Judy Ecker, School-Public Library Liaison

The DeForest School District-Public Library Team will use grant monies to award honoraria to school staff and community members to present a series of Family Learning Nights. These evening workshops will serve parents of students at all levels of K-12 learning. Topics will be based on parent requests and include advanced research for high school students, reading to young children, Family Math Night for middle schoolers, and learning about children's learning styles. The team will also continue supporting the efforts of school board members and school administrators who meet informally with the public on Tuesday evenings at the public library; re-write the district's learner objectives into language that non-educators can understand; and use the Framework for Participation to investigate new ways to involve parents and community members in children's learning.

Drummond School District

12

Tom McMullen, Superintendent

The Drummond Partnership Team developed a one-year plan to increase parents' understanding of and involvement with their children's education, focusing on Preschool through Grade 3. Plans include a series of parenting education classes, listening sessions for parents and teachers, parent-teacher conferences, school open houses, volunteer training, designating an in-school "family center," developing take-home book bags and the "Reading Is So Exciting" (RISE) Program to encourage reading at home, and creation of a Youth Service Learning Program. The district recently hired a volunteer coordinator to conduct some of these activities.

The Family-Community-School Action Team consists of representatives of school administration, certified staff, school board, chamber of commerce, clergy, parent-teacher-student organization, county extension family living agent, community service clubs, and area social/human service agencies.

Elmbrook School District

1

Anne Kreul, Principal

Wisconsin Hills Elementary School

The Elmbrook School Board voted to decline accepting seed grant monies for this effort.

Franklin School District

1

Phil Posard, Elementary Principal

the school's Family Involvement Committee, composed of parents and teachers. Possible series topics for consideration include alcohol and drug abuse prevention, school discipline, parent-teen communication about school issues, and a technology workshop for parents and teens to learn desktop publishing together.

Medford School District 10 Sue Alberti, Curriculum Specialist

The Medford Partnership Team decided to improve community outreach opportunities by creating a youth service learning program. The program, entitled "The Road Home," to help students realize the importance of family and community ties, will involve parents, community leaders, and many other volunteers.

Menomonie School District 11 Nick Kaiser, Principal
North/Cedar Falls Elementary

The North/Cedar Falls Team targeted its funds to hire substitute teachers to allow regular classroom teachers to meet with parents and students in goal-setting conferences held in September. During the conferences, parents, teachers, and students will develop informal goals for the student and review an informal parent-teacher-student agreement. A parent column will be added to the school newsletter and, during open house, parents would be asked to complete a volunteer "time and talent" survey.

Middleton School District (two teams) 2
Kromrey Middle School Michael Harris, Principal
Elm Lawn Elementary George Mavroulis, Principal

The Kromrey and Elm Lawn Teams will use their funds to train their respective site-based school councils. The district is in the process of building a second middle school and is moving sixth grade students from the elementary to the middle school level.

Milwaukee School District (two teams) 1
Milwaukee Village School and Community Center Tim Fosshage, School Psychologist

The Milwaukee Village School Team will use its funds to start a side-by-side reading and learning program. Located in the North Division High School building, Village School students and families will be able to use North Division's school library. "Library Moms," parents of Village School student will be trained in library usage alongside their children. Library Moms and students will gradually be introduced to a nearby public library, the Milwaukee Central Library, and various university libraries. Participants will acquire library cards, be introduced to learning-

at-home activities, be invited to participate in community field trips, and volunteer to help new "Moms" along the way. The program is overseen by the Village Partnership Empowerment Council, composed of staff members and parents.

Milwaukee Public Schools

Freya Neumann

This MPS Team is creating an action team to deal with parents' issues concerning employers, legislation, and school board policy regarding how each affects family-school partnerships. The team will also explore the creation and staffing of an information center for parents, and other avenues of communicating effectively with parents.

Montello School District

5

Chris Himsel, Parent-Teacher Coordinator

Partnership Team members who attended the Aug. 10 workshop form the core of a new PTO in Montello called, IMPACTS -- Improving Montello Public Schools -- Parents, Administration, Community, Teachers, and Students. The PTO has planned numerous family programs and activities for the 95-96 school year, including the Parent Helper Program. In this program, one parent works with each teacher and helps organize other parents around classroom needs. To recruit volunteers, the PTO conducts a Phone-a-thon to personally contact parents and develop a help resource list.

Neenah School District

6

Christine Zingler, Dean, Neenah High School

The Neenah Partnership Team is involved in starting a Parent and Adolescent Nurturing Program. The program will help 35 students and their families recognize parenting attitudes and skills to build self-esteem, make decisions, and to prevent and treat child abuse and neglect. High school counselors and an administrator will work with a community youth organization to carry out the eight-week program.

New Auburn School District

10

Charles Zielin, Asst. Supt.

The New Auburn Partnership Team plans to expand into a larger Action Committee and develop a three-year plan for family-community-school partnerships. Initial activities planned for 1995-96 include offering home visits to new families, developing TIPS (Teachers Involving Parents) activities, encouraging teachers to provide parents with skills information and unit study updates on a regular basis, offering parenting classes, and improving volunteer opportunities.

Oconomowoc School District

1

Gary McClurg, Student Services Director

The Oconomowoc Team will use its seed grant to develop and distribute a resource guide for families. The intent of the guide is to help families understand how to connect with the schools and increase their children's learning. An outgrowth of the Team is the establishment of a school, community, and family-represented committee to connect partnerships with the district's strategic plan. Specifically, the committee will help implement a communications plan for the district and increase its community partnerships.

Oconto Falls School District
Washington School

8

Jeanne Czech, Assistant Principal

The Oconto Falls Partnership Team is using its grant monies to supplement materials in its Community/Family Resource Center, located in the local public library. The goals of the center focus on helping all families with parenting skills, providing information to parents about child health and nutrition, and offering parents ideas about how to help children learn at home.

Osceola School District

11

Greg Zimmerman, Middle School Principal

The Osceola Partnership Team received approval from the school board to form an Action Team and devote 1995-96 to strategic planning for family-community-school partnerships. The district intends to form its team according to the recommendations of Joyce Epstein, creating a committee of at least six individuals (including the three people who attended the Aug. 10 workshop) and six subcommittees to examine how the district can address each of the six partnership elements. Funds will be used for meeting accommodations and communications.

Portage School District

5

Lori Anne Weiss, parent

The Portage Team expanded to form an Action Team which it calls CISPAT (Community Involvement Strategic Plan Action Team). The team meets monthly and has identified a need to improve volunteer opportunities in the junior and senior high schools. The team thus far has surveyed teachers for their volunteer needs, and parents for their talents and availability to help. The business community, senior citizens, and the community-at-large will also be recruited as volunteers. The team plans to evaluate this year's program by surveying participants, and will host a recognition ceremony for volunteers at the end of this school year.

Potosi School District

3

Joci Grinde, parent

Potosi's four-member Partnership Team, consisting of a parent, district administrator, teacher, and the mayor has been meeting monthly to evaluate how parents and community members are presently involved in the school, how the school reaches out to them, and what is working. The

Sauk Prairie School District

5

Mary Ann Meyer, Program Coordinator

The Sauk Prairie Partnership Team decided to create a committee of parents, teachers, administrators, community members, and law enforcement personnel to plan and implement a Youth Service Program for students in Grades 6 to 12. Offered through the Afterschool Program, students may choose either to mentor younger students in the Afterschool Program or to create their own YSL project.

Shawano-Gresham School District
Brener Elementary School

8

Jeanne Cronce, Asst. Principal

After much deliberation, the Shawano-Gresham Partnership Team voted to supplement the collection in Brener School's Parent Resource Room. The tapes, books, and other reading materials in the room will be distributed to family and community members who want to learn more about child development, discipline, self-esteem, helping with homework, and other topics.

Sheboygan School District

7

Sherrie Akinsanya, Alternative Program Coord.

Sheboygan Alternative School's Partnership Team is establishing a Parent Advisory Council to involve parents in program decisionmaking. The council will include team members who attended the Aug. 10 workshop and have a student representative. In addition, the team decided to develop a parent newsletter and to increase student participation in various community service activities.

Shell Lake School District

11

Tom Butler, Elementary Principal

The Shell Lake Partnership team identified three goals, to be accomplished in three phases, to improve family-community-school partnerships. In 1995-96, the district will establish a Youth Service Learning Task Force to implement the program. Secondly, the district will explore ways to improve and increase distribution of its home-school newsletter, encourage teachers and parents to communicate frequently via notes and telephone calls, work with local media to promote school events, and construct a bulletin board to announce school activities. Third, the team plans to hold district-wide Community in Education Nights to link families with learning. A volunteer committee of parents, school staff, and community members will develop activities and topics for the nights.

Shullsburg School District

11

Donna Rae Saunders, Principal

The Shullsburg team will work on improving home-school communications this year. The district will host a Go-to-School Night for parents to meet teachers and learn about curricula and expectations for student performance. Teachers will also be encouraged to send home 20 or 30 positive postcards to students' home with space for personal comment about the child's progress. Finally, the school newsletter will also be expanded to include room for discussion of educational issues and possibly be mailed home.

Stevens Point School District
McDill Elementary School

5

Elizabeth Fulton, Principal

The Stevens Point team will continue the process, begun at the Aug. 10 workshop, of analyzing where McDill Elementary's strengths and areas for improvement are in family-community-school partnerships. The team is committed to including all parties in the evaluation and goal-setting process and will use funds to bring in resource people, pay for substitute teachers, and keep community and family members informed and involved.

Stoughton School District

2

Becky Weaver, Family Council Facilitator

The Stoughton team met with the district's Family Advisory Council and is developing a one-year implementation plan and several activities. One of the group's efforts will be to compile a district-wide list matching volunteer opportunities with individuals, businesses, and community groups. Each school building presently has a volunteer coordinator. The group will also meet with the district science team to see how homework or other learning-at-home initiatives could be linked with learner goals the science team is now developing.

Verona School District

2

Pence Revington, Family Ed. Coordinator

The Verona team decided to hold a "mega meeting" on Sept. 26, inviting parents, school administrators, and representatives of the PTA, early childhood, the family council, and community education council, to identify areas of concern and need for families. The Framework for Participation was presented at the meeting, and a "trainer of trainers" program was developed so the Framework could be presented to all segments of the school community who work with families. The team will conduct various activities identified at the September meeting to support the Framework during the year.

Waupun School District

6

Tom Zerbel, Community Ed. Coordinator

The Waupun team will seek to bolster family-community partnerships at the middle and high schools. Specifically, the team will try to link ideas and efforts to increase parent partnerships by re-activating two parent advisory councils, strengthening parent involvement in alcohol and drug abuse prevention programs, beginning a youth service learning program, inviting parents to be

guest speakers in classrooms, and hosting community education classes for parents at the middle and high schools.

Wausau School District

9

Brian Stezenski-Williams, Youth Programs Coord.

To build more effective family-community partnerships with high schools, the Wausau team decided to present a series of four workshops for low-performing students and their parents. The workshops, focused on helping parents and teens maintain two-way communication with the school, resolve conflicts, and make decisions, will be presented in Fall '95 and Spring '96.

West DePere School District
West DePere Middle School

7

Kathy Brockdorf, Principal

The West DePere team decided to work on improving home-school communications, assigning its family-community-school partnership ideas to a newly-developed group, Parents and Community Together (PACT). An initial project identified by the group as an effective means of improving two-way communication was the production of Take Home Envelopes, introduced to parents at a back-to-school orientation the night before school started. The envelopes will contain report cards, school newsletters, and other important information, then be initialed by parents before being returned to school. The team, which also attended the 1994 workshop, continues to improve materials and the environment in the school's year-old Parent Resource Room.
