

*Cooperative Educational Service  
Agency No. 7*

Jim Coles, Administrator



Northeastern Wisconsin In-School Telecommunications

Studio B, IS 1040, University of Wisconsin

Green Bay, WI 54311

(920) 465-2599

TV 38  
FM 89.3

March 25, 1999

Joint Finance Public Hearing Committee  
Brown County Library  
515 Pine Street  
Green Bay WI 54301

Dear Member of the Joint Finance Committee:

Northeastern Wisconsin In-School Telecommunications (NEWIST) in Green Bay is a subsidiary of CESA 7 and was established in 1967 to provide instructional television services to public and private schools throughout northeastern Wisconsin. NEWIST/CESA 7 was in existence before the beginning of the Wisconsin Public Television network, providing its member schools with two hours of instructional television broadcast daily via time purchased from Channel 11 in Green Bay.

In 1972, Channel 38 in Green Bay became the first station in the new Wisconsin Public Television Network to go on the air. Schools in northeastern Wisconsin were now able to receive instructional television (ITV) programming all day, every weekday.

K-12 instructional television has changed a great deal since the first broadcast in 1967, with many multi-media resources now accompanying the programming in various curricular areas. There are computers, application software, CD ROM, Internet, VCRs, broadcast television, High Definition Television (HDTV) Digital TV, distance education networks, fiber optic distance education networks, etc. Instructional television programs now have these integrated materials which use the latest technology to help the K-12 student learn.

What hasn't changed from the beginning in 1967 is the excitement of the K-12 educational community around the use of instructional television in the classroom. Since 1967, with the establishment of NEWIST and the beginning of Wisconsin Public TV in 1972, Wisconsin is considered a model that other states are trying to emulate:

Northeastern Wisconsin In-School Telecommunications (NEWIST)/CESA 7, Green Bay, would like to request that:

- When the Joint Finance Committee considers in the 1999-2001 Biennial Budget the creation of a new non-profit corporation to manage public broadcasting that there be K-12 representation on the transition committee or the board of the new organization.
- Funding be considered for the conversion of public television in Wisconsin to digital in the Governor's Capital Budget. For public broadcasting to continue in Wisconsin and meet the FCC requirement for digital broadcasting beginning in 2003, funding for the conversion to digital must be apart of the 1999-2001 biennial budget. Since the federal government mandates that Wisconsin Public Television stations be able to transmit a digital signal by 2003 in order to keep their broadcast

licenses, funding for the 1999-2001 biennium is targeted toward towers and transmitters and planning for the broadcast network center.

If funding were approved for the 1999-2001 biennium, there would be sufficient time to procure a contractor and complete critical tower and transmitter work. However, if funding were delayed until the 2001-2003 biennium, timelines would be dangerously compressed and multiple phases would have to be completed simultaneously.

Enclosed are documents that support these requests as well as information about the activities that NEWIST/CESA 7 has been engaged in implementing in northeast Wisconsin.

If you have any questions, please do not hesitate to contact me at 920-465-2599.

Sincerely,

A handwritten signature in cursive script that reads "Eileen Littig". The signature is written in black ink and is positioned above the typed name and title.

Eileen Littig  
Director/Producer  
Northeastern Wisconsin In-School Telecommunications

Northeastern Wisconsin In-School Telecommunications (NEWIST) in Green Bay is a subsidiary of CESA 7 and was established in 1967 to provide instructional television services to public and private schools throughout northeastern Wisconsin. NEWIST/CESA 7 was in existence before the beginning of the Wisconsin Public Television network, providing its member schools with two hours of instructional television broadcast daily via time purchased from Channel 11 in Green Bay.

In 1972, Channel 38 in Green Bay became the first station in the new Wisconsin Public Television Network to go on the air. Schools in northeastern Wisconsin were now able to receive instructional television (ITV) programming all day, every weekday.

The reason initial funding was given for Channel 38, Green Bay was education both for in-school K-12 and nighttime broadcast. In fact, it was called "educational television" in the early years, and some people in this area still call Channel 38 and Wisconsin Public TV "educational television."

K-12 instructional television has changed a great deal since the first broadcast in 1967, with many multi-media resources now accompanying the programming in various curricular areas. There are computers, application software, CD ROM, Internet, VCRs, broadcast television, High Definition Television (HDTV) Digital TV, distance education networks, fiber optic distance education networks, etc. Instructional television programs now have these integrated materials which use the latest technology to help the K-12 student learn.

What hasn't changed from the beginning in 1967 is the excitement of the K-12 educational community around the use of instructional television in the classroom. Since 1967, with the establishment of NEWIST and the beginning of Wisconsin Public TV in 1972, Wisconsin is considered a model that other states are trying to emulate:

- Instructional television (ITV) programming directly correlated to Wisconsin's Model Academic Standards
- Supplemental teacher materials such as *Parade of Programs*, *Interconnect* and teacher guides accompany the ITV series
- The teacher's role in the ITV program selection process including ITV PreViews and participation on Teacher Advisory Committees
- Tape Dubbing Service
- World Wide Web sites to complement and enhance the instructional programming
- A database of instructional resources giving quick and easy access to instructional program information using a key word, academic standard or curriculum emphasis as a starting point
- Production of multimedia projects such as *Wisconsin: Celebrating People, Place and Past* and the *Storylords* CD-ROMs

- Professional Development on-line services such as MATHLINE, ScienceLine, PrincipaLine; WASDILine
- Support of the regional educational telecommunications area directors such as SWECS, WWBIC, NEWIST, SEWIST, NIBS, and LSBIC, in their role in providing utilization training and support to school districts
- Production of programming to meet the specific curricular needs of Wisconsin such as *Investigating Wisconsin History* and the new culture, heritage and diversity series at the fourth grade social studies level, *Storylords* programming for the second and third grade reading level; and *Teaching Through Technology*, a professional development resource for teachers using technology in the classroom.
- Participation in national consortium productions, such as *Tracks: Impressions of America* at the fifth grade social studies level, and the conflict resolution series *Getting Along* for grades K-2 and *Working Together* for grades 3-6.

During this 1998-1999 school year there are over 130 ITV programs broadcast, all matched to the new Wisconsin Model Academic Standards. The new ITV Database on the Educational Communications Board's website correlates the Standards to each instructional television program that is broadcast.

NEWIST/CESA 7 works with public and private schools in northeastern Wisconsin in the use of instructional television programming in the classroom, offering inservice workshops for teachers on any of the ITV program that are broadcast, professional development workshops, and curriculum/technology workshops focusing on Internet resources for educators. NEWIST/CESA 7 provides monthly publications, a free-loan video library, access to a tape-dubbing service and local option broadcast which offers northeastern Wisconsin students programming that is unique to this area. Teachers from NEWIST member schools also have the opportunity to serve on the Teacher Advisory Committee which meets yearly to help select new ITV programming to be broadcast on the Wisconsin Public Television network.

Students and teachers from NEWIST member schools may be involved in NEWIST's television production: *Teen Connection* and *Parent Connection*, as well as other documentaries that NEWIST produces.

Because NEWIST is the established instructional television agency in northeastern Wisconsin, it also includes television production as part of its instructional services. NEWIST produces instructional television programs for the Wisconsin Department of Public Instruction and for the Wisconsin Public Television Network, whose broadcasts are used by 88% of the state's total school population, or approximately 800,000 elementary and secondary students.

Since its inception, NEWIST has produced over 8 million dollars worth of educational programming and has been awarded more than 75 major national instructional television awards. Funds for production have been garnered through state, federal and foundation grants; all



programs have been broadcast statewide on the Wisconsin Public Television Network as well as nationwide.

Television programs are produced in partnership with Wisconsin Public Television, Channel 38, Green Bay, which is a professional multi-media facility distinguished by an excellent staff of television production specialists, whose programming meets all the broadcast standards of the Society of Motion Picture and Television Engineers (SMPTE) and have received many prestigious awards. Television production at Channel 38 is exemplary, which can be verified by its many TV and videotape programs that are broadcast and disseminated nationwide.

Eileen Littig, Director of NEWIST/CESA #7, creates, directs and implements the projects. She has produced more than 300 television programs for children and has five TV series in national distribution, has received many national awards for television production and has completed a series of television programs on the feminization of poverty, sex equity, sexual abuse, single parents, emotional abuse, teenage suicide prevention, helping children cope with death (cancer), adolescent pregnancy, preventing child abuse and neglect among teen parents, preventing child abuse and neglect among children of alcoholic parents, AIDS education for junior and senior high school students, homelessness in Wisconsin, women and children with AIDS, drugs and violence and at-risk children.

Ms. Littig, NEWIST, and Wisconsin Public Television, Channel 38, have received many national TV production awards including: International Film and Video Festival of NY, Chicago Film Festival, CINDY in Los Angeles, Central Educational Network, Ohio State, National Association of Educational Broadcasters, Birmingham International Film Festival, Houston International Film Festival, National Commission on Working Women, Wisconsin League of Women Voters, Wisconsin Council on Youth Suicide Prevention, Wisconsin Center for Public Representation, Wisconsin Committee for the Prevention of Child Abuse, National Educational Film & Video Festival and National Council on Family Relations, Midwest Emmy, etc.

Projects NEWIST/CESA 7 and Wisconsin Public TV are currently working on in the Channel 38 area:

NEW FACES ON MAIN STREET- 60 minute documentary on the Latino and Southeast Asians in Northeastern Wisconsin. Mayor's Neighborhood Resource Board will be having Public Hearings beginning March 11 on housing, employment, social service and youth issues (in Green Bay at Howe School)

TEEN CONNECTION (4 sixty minute live call-in television programs each year on issues facing youth produced in the Green Bay Wisconsin Public TV studios and broadcast live statewide on Wisconsin Public TV--over 36 programs produced over a 10 year period)

PARENT CONNECTION (4 sixty-minute television programs each year on the issues of parenting produced from the Green Bay Wisconsin Public TV studios and broadcast statewide--in our 2nd year.)

Producing a 60-minute program called HMONG IS OUR WORD FOR FREE about the Hmong in northeastern Wisconsin.

Producing a 60-minute program with middle school girls entitled BEYOND THE BUTTERFLY - working with 25 classrooms throughout the state on what these young girls are thinking, doing and feeling.

NEWIST is excited by the prospect of High Definition and Digital Television because we will be keeping up with the industry standards. We are excited about working in the schools with the latest technologies that will help the students of Wisconsin learn.

NEWIST has been working with our schools for over 32 years, and it has been a wonderful technological journey. We would like to see a K-12 representative on the transition committee or the board of the new organization so that we can continue to meet the needs of Wisconsin students.

For over 32 years we have had Teacher Advisory Committees from this area that have helped select the ITV programming that is broadcast statewide. In fact, we just finished this selection process less than a month ago.

We are now conducting Internet workshops in the schools helping teacher correlate the ITV programming with new resources. We are seeing a great deal of excitement in our area about these new technologies including HDT and Digital TV.

We encourage the Joint Finance Committee's support the 1999-2001 Biennial Budget Proposal to convert public TV in Wisconsin from analog to digital. In order to meet FCC requirements for digital broadcast by 2003 so public broadcasting continues in Wisconsin, funding for the conversion to digital must be a part of the 1999-2001 biennial budget. Digital TV and multi-channel broadcast provide great opportunities for Wisconsin schools, making available data and additional information during the broadcast for use by teachers and students.



# Instructional Programming Services

Basic to our state's progress in economic development

Critical to the advancement of new generations of learners

Vital to personal enrichment and quality of life

Essential to the development of teaching and lifelong learning in Wisconsin

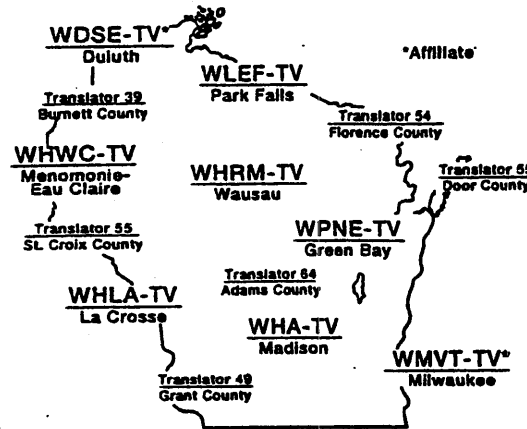
The Wisconsin Educational Communications Board (ECB) produces and delivers curriculum-based multi-media programs for Wisconsin learners of all ages.

The ECB's partners in programming production, acquisition, and delivery include:

- PK-12 schools
- regional educational telecommunications areas
- cooperative educational service agencies
- the Wisconsin Department of Public Instruction
- the University of Wisconsin
- the Wisconsin Technical College System
- independent colleges and universities
- state and federal PK-12 projects

Funding for instructional programming is provided by:

- \$1.2 million in program revenues
- \$1.8 million in general purpose revenues, appropriated by the Wisconsin Legislature



Wisconsin Public Television stations, affiliates, and translators

## Instructional Programming Services Annual Broadcasts

### PK-12

- 1,085 hours for PK-12 classrooms statewide
- 1,680 programs in 16 curricular areas
- 130 series used by 37,000 Wisconsin public school teachers
- 565,000 public school students reached

### Adult Learning

- 50 credit-bearing telecourses for the UW and Technical College systems
- 10 non-credit telecourses
- Enrollment for credit of over 8,000 students

## Current Projects Package Video, Web and CD-ROM

- *Wisconsin Cultural Heritage* includes the ECB's first digital video, sharing the New Dawn of Tradition Powwow with fourth graders
- *Wisconsin: Celebrating People, Place and Past* CD-ROM guides elementary students through Wisconsin history with a complementary Sesquicentennial Web site
- *Storylords* CD-ROM continues to capture students' imaginations through fantasy while teaching reading comprehension strategies
- *Conflict Resolution Project (Getting Along/Working Together)* helps PK-6 students develop skills needed to resolve conflicts peacefully in their day-to-day activities

## ECB On-Line Services

- *ECB Home Page*, [www.ecb.org](http://www.ecb.org), directs users to the transition to digital television and a database of all broadcast and computer-based instructional programs, including correlations with Wisconsin's model academic standards
- *Web sites enrich and enhance ITV programs*: Tracks, Exploring Wisconsin Our Home, Investigating Wisconsin History, and Teaching Through Technology
- *Surf Report* guides teachers and students to educational sites on the Web

## WECB Online

- *MATHLINE* – Professional development for K-12 teachers fosters state standards through online yearlong professional development
- *WASDILine* – Wisconsin Academy Staff Development Initiative, a statewide NSF-funded project for K-12 math, science, and technology
- *PrincipaLine* – Network serving more than 1,000 principals in collaboration with AWSA
- *SCIENCELINE* – Modeled after MATHLINE, science teachers of grades K-5 come online in 1999
- *TIEIn* – Run by Nicolet Distance Education Network to facilitate curriculum development by math and science teachers in rural northern Wisconsin

Annual Outreach through management and co-sponsorship of the Governor's Wisconsin Educational Technology Conference plus presentations at many state-wide and regional conferences

# The Case for Digital Television

Digital television (DTV), the first new television system in 50 years, is here. DTV is a convergence of broadcasting and computer technology that will provide

- stunning picture quality when transmitting in high-definition television (HDTV) mode,
- CD-quality sound,
- multiple channels, and
- a high-speed, high-capacity data delivery system that can serve the education and training needs of Wisconsin citizens.

DTV is a reality. Television stations are building DTV transmission and production facilities. Retailers are selling HDTV sets to consumers.

As of November 1998, 42 stations across the country, including WKOW-TV in Madison and Milwaukee Public Television, were transmitting a digital signal. These 42 stations serve 37.4 percent of U.S. homes. By the end of 1999, 50 percent will be served. By May 2002, all households will be served by commercial stations.

Commercial broadcasters are required to transmit a digital signal by 2002. Public broadcasters must meet this requirement by 2003.

Wisconsin Public Television (WPT) will be able to convert to digital only if the state provides the funding to make it happen. Without this funding, public television will go off the air in large areas of Wisconsin (roughly, the area north of a line from Prairie du Chien in the southwest to Pembine in the northeast).

Wisconsin must decide between realizing the potential of DTV for furthering the education and training missions of our schools, colleges, and employers, or losing this potential forever. Two issues are at stake in the decision to continue WPT by funding the cost of transitioning to digital television:

- What is the value of what we are doing now and will continue to do?
- What will the new technology enable us to do?

## Current Service

National public opinion polls rank public television third highest in terms of perceived value of government services (63 percent of respondents), after national defense (67 percent) and public radio (65 percent).

Wisconsin Public Television is the only statewide television network that can reach all the state's citizens with Wisconsin news and programming, such as the Sesquicentennial programs aired during the past year, the governor's State of the State address, and election debates. In addition,

- 472,000 Wisconsin households tune into WPT each week.
- 60,000 Wisconsin households contribute almost \$4 million to support WPT.
- 37,000 public schoolteachers use in their classrooms the instructional television programming that is broadcast on WPT.
- 565,000 Wisconsin schoolchildren view WPT's instructional television programming each school year.

## Digital Broadcasting Technology

Digital broadcasting, of which HDTV is one aspect, allows the following new capabilities:

### The Convergence of Computing and Broadcasting

Digital television will enable us to blend the powerful technologies of computing and broadcasting. Computing applications will be able to make use of DTV's high-quality video and audio.

Broadcasting will be made more interactive and user-oriented by use of computing technology.

#### **Multicasting**

When not in the high-definition mode, DTV can transmit four to six channels in standard definition television (SDTV) that will provide a major new delivery technology for education at all levels, employee training, staff development, and more programming diversity.

#### **Datacasting**

The digital capacity of DTV will permit transmission of a variety of media, including video, audio, and data. The transmission rate will be 700 times faster than current telephone modems.

Datacasting could support video-on-demand for many purposes. Teachers could identify materials for classroom use, which could be delivered directly to the teacher's school with very little, if any, time delay.

State employee training also could be delivered statewide. The Wisconsin Technical College System could deliver basic skills programs, customized labor training, and employee training to people at their workplace or in their homes at times of their choosing. The University of Wisconsin is designing courses to be delivered using DTV.

#### **Multichannel Sound**

Digital television allows for 5.1-channel surround sound, providing a theater-quality experience that will enhance any program content.

#### **Stunning Picture Quality**

With six times the detail of current TV sets, HDTV sets display brighter colors and sharper images. Further enhancing the HDTV visual experience is a wider screen format, a 16-by-9 display ratio for HDTV versus 4-by-3 for analog TV.

These features not only are aesthetically enriching, they open up new avenues of media application. For instance, because a digital picture is free of distortion and interference, it now is possible for the media to serve professional fields such as telemedicine and nursing.

## **DTV Funding**

The Educational Communications Board has submitted a 1999-2001 capital budget request which will ensure that Wisconsin citizens will have access to DTV technology. A national consultant's report estimated the total cost of converting ECB facilities to digital at \$44 million over several biennia.

The University of Wisconsin has identified additional costs for production facilities (\$17.6 million) and a transmitter and associated tower (\$2.8 million). Federal funding and a capital campaign are anticipated to offset some of the cost, especially in the area of production. In addition, equipment costs likely will decline significantly as manufacturers reach full production levels.

The request reflects a phasing of implementation over a four-year period. Since the federal government mandates that WPT stations be able to transmit a digital signal by 2003 in order to keep their broadcast licenses, funding for the 1999-2001 biennium is targeted toward towers and transmitters, and planning for the broadcast network center.

General obligation bonding authority of \$14.2 million has been requested. It is critical that this funding be provided if WPT is to meet the federally mandated deadline for conversion to digital television.

If funding were approved for the 1999-2001 biennium, there would be sufficient time to procure a contractor and complete critical tower and transmitter work. This phase could be completed before beginning work on the broadcast network center. However, if funding were delayed until the 2001-2003 biennium, timelines would be dangerously compressed and multiple phases would have to be completed simultaneously.

March 26, 1999

Joint Finance Committee Public Hearing  
Brown County Library

I am the Preschool Programs Coordinator/Head Start Director in the Green Bay Public Schools. I have worked in education for twenty-four years, twenty of those in preschool. For seven years, I was a teacher in Head Start and for the past thirteen, I've been in program management.

Head Start works with low-income parents and children. I have seen AFDC and W-2 and have a pretty good understanding of the hopes, dreams and struggles of our families.

Governor Thompson's proposed initiatives in the area of child care and early childhood education are a positive step. Quality child care begins a process that develops quality young people who have a good chance to be productive citizens. The proposed co-pay changes:

- Lowering maximum co-payment to 12% of a family's income.
- Reducing co-payments for children in part-time care and,
- Reducing co-payments for the first month for parents leaving W-2 for unsubsidized employment

encourage the use of licensed child care, placing children in positive learning environments.

The initiatives concerned with eligibility will do the same as:

- Increasing initial eligibility to 185% of the federal poverty level.
- Establishing eligibility for parents of disabled children, ages 13-18
- Expanding eligibility to include parents who are taking GED, HSED, basic education or ESL courses in order to seek better employment.
- Making the income test look at net income, not gross income and,
- Not counting child support payment as income

are all designed to bring quality child care to more children.

I encourage you to support the \$4.95 million dollar increase in the state Head Start supplement in each of the next two years. While the present state funding is only 8.5% of the amount provided federally, it has allowed Head Start programs across our state to extend our services to 1289 more children.

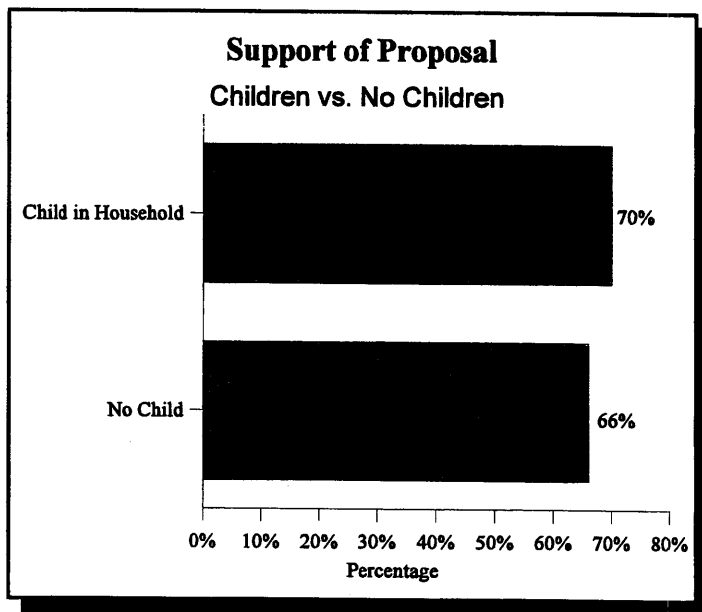
Head Start budgets are always tight. Going without even a cost-of-living increase in state funds since 1993, programs managed to continue services without reducing enrollment by very many children. The additional funds will help in this area and allows us to explore service designs that better serve the needs of young children living in poverty today, as well as reach more families.

Head Start is in touch with families living in poverty. We are a partner with other agencies and work hard to help parents access W-2 services and become self-sufficient, contributing citizens. All of our systems are in place – we just need adequate funds to maintain quality programs to get the job done.

Sincerely,

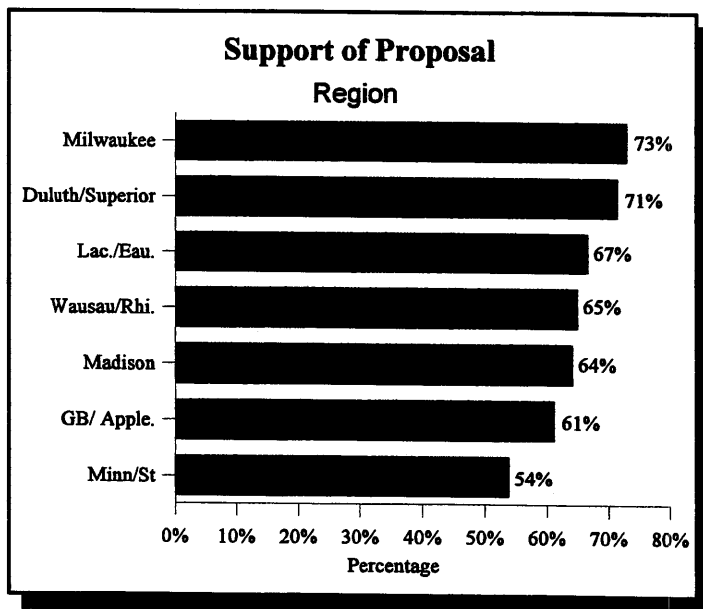


Tom Mattke  
704 Merlin Drive  
Green Bay, WI 54301  
(920) 337-9935 (h)  
(920) 448-2226 (w)



**Figure 4** - The percentages represent those who strongly support or somewhat support the legislation. Children in Household: n=207, No Child: n=388.

Support was equally strong among respondents with school age children and those without school age children. As figure 4 shows 70% of respondents with children under 18 years of age were at least somewhat supportive of the late start date. Sixty-six percent of those with no school age children in the household were at least somewhat supportive of the proposal.



**Figure 5** - The percentages represent those who strongly support or somewhat support the legislation.

Support of the proposal was high in all regions of Wisconsin. Support in the Milwaukee region was the highest, where 73% of respondents at least somewhat supported the September start date. Figure 5 shows respondent support in the various regions of the State.





# Budget Brief

## Work Based Learning Board

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### Background:

School-to-work and youth apprenticeship programs are currently in the Department of Workforce Development (DWD), and federal tech-prep programs are in the Department of Public Instruction (DPI) and the WTCS Board. Each district currently uses this funding to provide a tech-prep coordinator and other tech prep activities.

### Work-Based Learning Board Proposed: (1999 Assembly Bill 133)

The proposed budget would create a new Work-Based Learning Board to be chaired by the Governor with eight other members. The WBL Board will administer the programs currently administered by the Division of Connecting Education and Work within the Department of Workforce Development as well as several other new and existing programs.

The WBL Board would be composed of the following members:

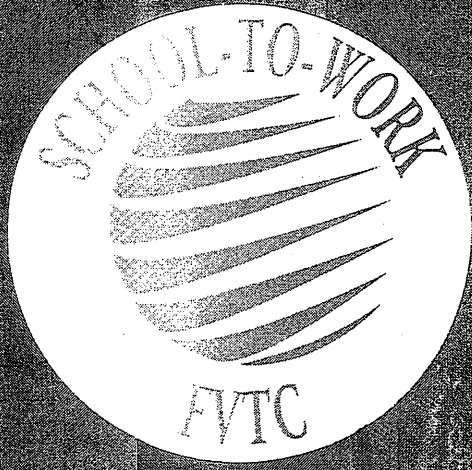
- Governor, who serves as the Board's chairperson
- State Superintendent of Public Instruction
- President of the WTCS Board
- Director of the WTCS Board
- Secretary of the Department of Workforce Development
- Administrator of DWD's Division of Workforce Excellence
- Representative of organized labor
- Representative of business and industry
- public member

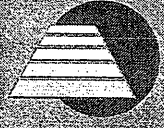
The WBL Board would administer the following programs:

- Local Youth Apprenticeship grants - \$1,150,000 GPR.
- Youth apprenticeship training grants - appropriation reduced to -0- in the Governor's budget.
- Tech-Prep program - \$2.1 million from Carl Perkins Vocational and Technical Education Act.
- School to work programs for at-risk youth. \$250,000 GPR from DPI.
- Technical college study grants - \$3.3 million GPR new money to WBL Board.

### WEAC/WFT Position

The Wisconsin Education Association Council and the Wisconsin Federation of Teachers are opposed to the creation of the Work-Based Learning Board.



 **Fox Valley  
Technical  
COLLEGE**  
*Knowledge That Works*

# FVTC SCHOOL-TO-WORK ANNUAL REPORT 1997-98

## Message From The President

Fox Valley Technical College joins with its K-12 partners in a shared belief that all students deserve the opportunity to prepare for a productive future. In an effort to support this shared objective, FVTC's School-to-Work office is committed to working with local school districts, other educational agencies, and business and industry to ensure all students opportunities to learn about the world of work. To that end, we seek to provide students with learning experiences that are based on authentic work and work tasks which employ emerging technologies and diverse learning strategies.

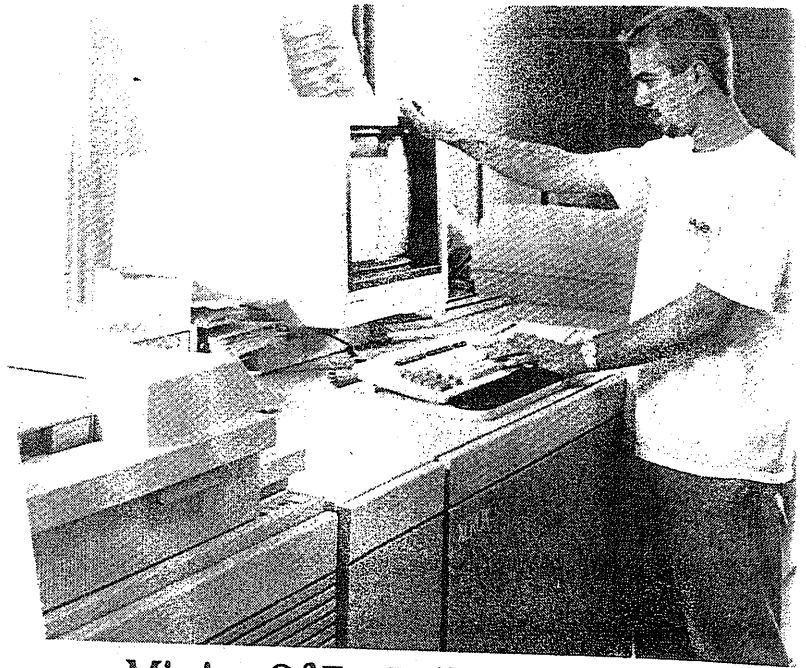
Fox Valley Technical College is proud of its role as a partner with many other community agencies, businesses, and schools in an effort to provide quality programming to benefit students in achieving their educational objectives.

This report highlights FVTC's efforts in reaching these goals.

Sincerely,



H. Victor Baldi, Ph.D.  
President



## Mission Of Fox Valley Technical College's School-To-Work Initiative

To meet the needs of the changing workplace, Fox Valley Technical College, in cooperation with the K-12 system, universities and colleges, will provide an applied/integrated, competency-based, curriculum within a student-focused environment. Efforts will link schools, employers, and the community to prepare local youth for life and work in a more competitive global economy.

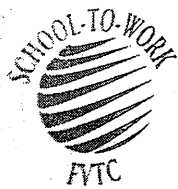
## Beliefs

All students deserve the opportunity to prepare for a productive future:

- Education is enhanced with learning experiences based on authentic life and work tasks.
- Effective school, work and community partnerships must be based on mutual collaboration that extends beyond cooperation.
- Successful workplace preparation requires commitment from all partners to develop technical knowledge and skills.
- All partners have a voice and a role in program design and a commitment to growth and improvement.
- Technology plays a key role in the teaching/learning process, developing and offering a wide variety of options for all students.
- All students need to be prepared for post-secondary educational opportunities in order to be effective workers in the challenging and changing 21st Century workplace.







# STW Office

In April 1997, the School-to-Work Office (STW), as a part of the new Instructional Support Services Division, was established to serve as liaison among Fox Valley Technical College and the K-12 system, business and industry, and other agencies.

The primary goal of STW is to meet the needs of our K-12 partners through benchmarking progress, establishing priorities, and setting goals. Some of the activities that occurred during the 1997-98 school year to support the meeting of this goal include:

Activity	Focus Participants	Number Secondary	Number Post-secondary
Annual Counselor Information Sharing Meeting for Contracted Services	H.S. Counselors and Principals FVTC Staff and Deans	110	20
Basic WIDS Workshops	H.S. Instructors and Curriculum Directors/Specialists	67	7
Robotics Workshop	H.S. Tech Ed Specialists	12	2
"How to Write Technology Plans"	H.S. Technical Coordinators FVTC Grants Specialists	26	2
Tech Prep Content Area Meetings	H.S. Instructors FVTC Instructors and Deans	10	3
ITV Training	H.S. Teachers	13	3
Internet Training	H.S. Teachers	3	2
KSCADE Facilitator Training	H.S. Tech Ed/Media Specialists	18	1
Youth Options Information Session	H.S. Counselors, Principals, Superintendents FVTC Staff	39	25
Grant 27 Tech Prep Mini-Grant Award	All Area High Schools	27	Joint Tech Prep Counsel
Formal and Informal Joint Meetings			
• Parent Meetings/Orientations	Youth Apprenticeship Parents	49	2
	K-12 Staff	20	2
	PSEO Students	30	2
• Serve on Area Interagency Advisory Boards			4 Plus Executive Dean
STW Staff visit to all FVTC District High Schools	H.S. Principals and Counselors	Approximately 100	2
Relocation of STW Office	H.S. and FVTC Staff Purpose: To More Centrally Locate Office for Easier Access to STW Staff		5
STW Newsletter	H.S. Staff FVTC Staff Community	Mailed to All High Schools	Mailed to All FVTC Deans & Counselors
STW Week			
• Avenue Mall Activities	Chamber of Commerce public	3	5
• Governor Thompson STW Reception	State-level activities		2
• STW Open House	HS students	3	
	FVTC staff	5	50

SCHOOL-TO-WORK OFFICE



## Tech Prep

Fox Valley Technical College has been actively involved in Tech Prep education programs since 1990. One Tech Prep educational opportunity for high school students is to acquire advanced standing through articulated agreements with their high school and FVTC. Secondary students who qualify to enroll in articulated courses receive credit from their high school and are eligible to receive advanced standing from FVTC when they:

- complete the course/s work for an articulated course/s at their high school;
- meet the advanced standing criteria; and,
- become FVTC students within 27 months of high school graduation.

More than forty courses are offered in articulated agreements with 31 area high schools in 27 districts.

In addition, some high schools have agreements with FVTC whereby students receive dual credit through transcribed credit courses by:

- enrolling in an FVTC course offered at their high school; and,
- meeting the FVTC criteria for the course.

Five FVTC staff serve on the Fox Valley Joint Tech Prep Council (JTTC) which includes members who represent secondary schools, universities, business and industry, and area K-12 CESAs. The JTTC sets direction for the development and implementation of Tech Prep education opportunities for secondary students and other consortium partners. Many of these opportunities are for secondary staff to participate in joint inservice activities that emphasize technology enhancement, and integration of applied/integrated vocational and academic design. During the 1997-98 school year the variety of activities that took place included:

- an Internet inservice;
- training for ITV techniques;
- 4 opportunities to attend WIDS (Wisconsin Instructional Design System) workshops; and,
- a robotics workshop.

The JTTC offers mini-grant dollars to secondary staff to fund activities that enhance Tech Prep education programs. In 1997-98, there were 27 applicants for Tech Prep mini-grant dollars from 12 of our area consortium high schools. Brillion, Clintonville, Hortonville, Kaukauna, Kimberly, Little Chute, Manawa, Omro, Seymour, Stockbridge, Wautoma and Weyauwega-Fremont all received one or more \$500.00 awards this year. The mini-grant dollars funded a wide range of activities that integrated academic and technology curriculum, including the opportunity to:

- create a joint science and technology fair;
- manage a school store;
- create a small embroidery business; and,
- design and produce a touring kayak.

## WIDS-Wisconsin Instructional Design System

The Wisconsin Foundation developed software that is designed to promote consistency in terminology and curriculum format. This will allow a greater ability to articulate between schools and grade levels.

High schools can purchase a WIDS site license from the Wisconsin Foundation which allows all high school instructors access to the software. The state standards are now available on disk and can be purchased from the Foundation for \$25.00. These standards can then be incorporated into the WIDS software.

The WIDS workshops conducted by FVTC are designed to provide K-12 instructors hands-on experience in developing/revising a course using the WIDS model and software. A maximum of 18 instructors can be accommodated per training session. Workshops consists of four 8-hour sessions.

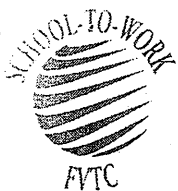
A fall workshop was held on Oct. 21, 28, Nov. 4 and 13th, for 13 instructors from the Freedom, Oshkosh and Clintonville school districts. A spring workshop was held April 9, 16, 23 and 30, for instructors from the Stockbridge school district. Both of these workshops were conducted at the Appleton campus. The June workshop was conducted by a staff member of the Wisconsin Foundation. The workshop was held June 8, 9, 10, and 11 at the Appleton campus for instructors from Neenah and Hilbert.

Schools can request FVTC to conduct orientation or work sessions at their site. Sessions can be tailored to a school's particular needs. A 2-hour orientation to WIDS and competency writing was conducted at the Hortonville High School on Jan. 30, with 24 instructors participating.

There are plans to contact the 13 schools in the FVTC district that currently do not have a WIDS site license to provide information on the software and use of the model, which is a requirement of the Tech Prep grants.

1997-1998 Tech Prep Enrollments as of May 1, 1998

HIGH SCHOOL	# STUDENTS	# COURSES	HIGH SCHOOL	# STUDENTS	# COURSES	HIGH SCHOOL	# STUDENTS	# COURSES
Appleton East	167	8	Little Chute	147	7	Shawano	11	1
Appleton North	82	7	Marion	6	1	Shiocton	20	2
Appleton West	88	3	Menasha	103	4	Stockbridge	21	3
Brillion	89	3	Neenah	12	4	Waupaca	18	5
Chilton	109	7	New London	61	4	Wautoma	4	1
Clintonville	29	3	Omro	115	3	Weyauwega-Fremont	8	1
Freedom	45	4	Oshkosh Christian	12	1	Wild Rose	5	1
Hortonville	52	2	Oshkosh North	75	6	Winneconne	54	3
Kaukauna	52	5	Oshkosh West	135	7	Wrightstown	19	2
Kimberly	251	6	Seymour	81	3	Xavier	5	1



## Post-secondary Enrollment Options (PSEO) (Now Youth Options\*)

Since the 1992-93 school year, the Post-secondary Enrollment Options (PSEO) program has allowed juniors and seniors in area high school schools the opportunity to take classes at a post-secondary institution. Any public school pupil enrolled in the 10th or 12th grade who is not attending a Technical College Alternative High School program under 118.15(1)(b) could enroll in an institution of higher education for the purpose of taking one or more nonsectarian courses, providing space is available.

During the 1997-98 school year, the final year under Post-secondary Enrollment Options legislation, FVTC staff saw an increase in numbers of students taking advantage of the PSEO opportunity. A couple of reasons may account for this increase. More communication with the high schools could have led to a better understanding of available educational opportunities for the students. Another reason could be the addition of distance education as a means of enrolling in associate degree courses while remaining in the high school setting. 77 area high school students, representing 19 school districts attended Fox Valley Technical College for one or more courses.

SCHOOL DISTRICT	# STUDENTS	SCHOOL DISTRICT	# STUDENTS
Amherst	2	Oshkosh	24
Appleton	5	Shiocton	2
Brillion	2	Stockbridge	3
Freedom	1	Tri-County	2
Hilbert	2	Waupaca	1
Hortonville	10	Wautoma	4
Iola-Scandinavia	5	Westfield	1
Kaukauna	2	Weyauwega-Femont	1
Neenah	5	Winneconne	4
Omro	1		
<b>TOTAL</b>		<b>77</b>	

Students chose to take courses from all of FVTC's divisions: Business, General Studies, Service Occupations, and the Technical Divisions of Transportation, Manufacturing, and Resource Management. Most popular courses were Nursing Assistant, Intro. to Criminal Justice (both on campus and through distance education), Diversity in the Workplace (on Internet), and Tech Math Basic.

FVTC DIVISION	# DIFFERENT COURSES TAKEN WITHIN DIVISION
Business/Marketing	21
General Studies	15
Service Occupations	17
Technical - Transportation	19
Technical - Manufacturing	5
Technical - Resource Management	9
<b>TOTAL OF 86 DIFFERENT COURSES</b>	

## Youth Options

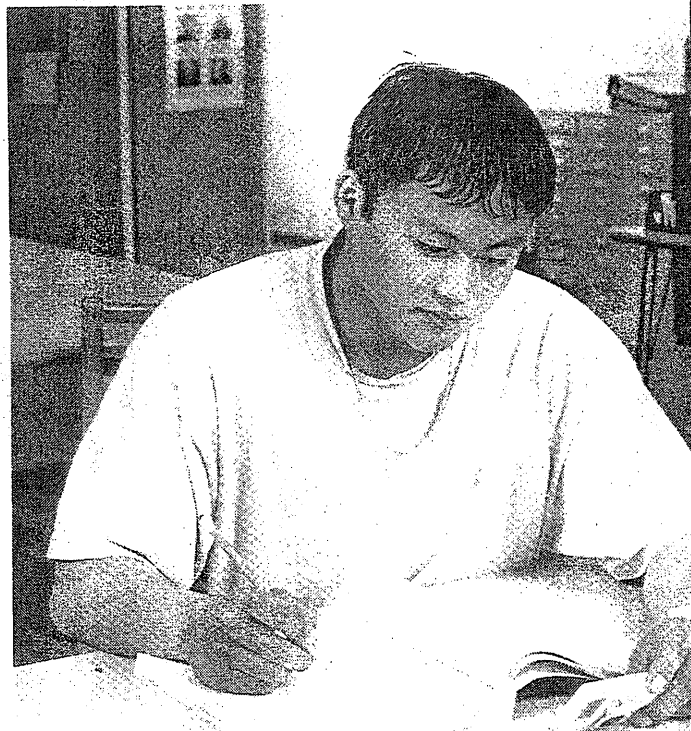
The Youth Options Program, which replaces the previous Post-secondary Enrollment Options Program (PSEO), applies to high school students intending to enroll in a technical college for the fall semester of 1998. The intent of Youth Options is to provide expanded opportunities for qualified high school students to take post-secondary (college-level) courses at participating colleges while still enrolled in high school. The guidelines reflect not only the new statutory provisions (s. 118.55 of the statutes) but also the revised administrative rules (PI 40) developed by the Department of Public Instruction.

Students applying for Youth Options must:

- have the written approval to participate in the program from his/her parent/guardian.
- be enrolled in a public school and have completed the 10th grade.
- be in good academic standing.
- not meet the statutory definition of a "child at-risk" (*that is, a child who is one or more years behind his/her age group in the number of high school credits attained or two or more years behind in basic skills levels and who is a dropout, habitual truant, parent or adjudicated delinquent.*)

In preparation for the implementation of the Youth Options program, the FVTC School-to-Work office hosted an information session for area high school superintendents, principals, counselors, and other interested people. At this session, representatives from the Department of Public Instruction and Wisconsin Technical College Board presented information on the state guidelines and Youth Options. The FVTC School-to-Work staff shared the processes and procedures to be used for students applying to Youth Options through FVTC.

Approximately 50 students have already applied for FVTC courses on FVTC campuses for the Fall of 1998. Another 400 will take advantage of 10 post-secondary courses from FVTC in Fall 1998, using the KSCADE network while remaining in their high school setting.



PSEO/YOUTH OPTIONS

\* Because of a change in state legislation, PSEO ended in May 1998, replaced with Youth Options.





## Youth Apprenticeship

The Youth Apprenticeship Program offers students a chance to do many things: explore a career area; learn about your skills and interests; get a jump-start on your career; have a chance to earn technical college credits.

Fox Valley Technical College partners with a number of groups within the Technical College district—the Fox Cities Alliance for Education; the New London School-to-Work Cluster; and the Oshkosh Public Schools/Chamber of Commerce partnership—to offer Youth Apprenticeship programming to area high school juniors and seniors. These students have a well-defined career interest and a desire for hands-on learning.

Students' schedules vary, but the elements of school-based learning, work-based learning, and connecting activities are key. Students take occupational course work, and at the same time, they practice skills and competencies on the job—with a mentor as an on-site teacher. Mentors reinforce skills learned in school and review students on how well they are applying their knowledge to the real world of work. Students are paid for the time they spend on the job.

Apprenticeships were offered in several areas during the 97-98 academic year: Auto Collision, Auto Technology, Healthcare and Printing & Publishing. The 98-99 school year will bring the addition of Manufacturing and Drafting and Design in the Fox Cities Alliance.

Partnerships are the key word in Apprenticeship. Parents, business and industry, local Chambers of Commerce, and school districts come together to ensure student success—in high school, technical college, and beyond.



YOUTH APPRENTICESHIP

SCHOOL DISTRICT	YOUTH APPRENTICESHIP STUDENTS ATTENDING COURSES ON FVTC CAMPUS				TOTAL BY DISTRICT
	Health Services	Auto Collision	Auto Technology	Printing & Publishing	
Appleton	4		6	7	17
Freedom	1	5	3	1	10
Hortonville	1	1	3	1	6
Kaukauna		1			1
Kimberly	1				1
Little Chute			2		2
Menasha	3			1	4
Neenah	1		3	3	7
<b>TOTAL</b>	<b>11</b>	<b>7</b>	<b>17</b>	<b>13</b>	<b>48</b>



**KSCADE**

## K-12/College Alliance for Distance Education (KSCADE)

### Overview

The KSCADE (K-12 Schools/College Alliance for Distance Education) distance network is designed to provide students with greater educational opportunities through the use of the most advanced fiber optic technologies. The KSCADE network, encompassing over 230 miles of fiber optics, links more than 30 schools, forming a consortium in the greater Fox Valley region. Through the use of this technology, schools have the capability to broadcast courses, as well as receive them from other schools within the consortium. By taking advantage of the programming choices offered over KSCADE, schools can provide courses normally not available, that would benefit both gifted and challenged students alike. This ability to use two-way audio and video, incorporated with Internet access, allows teachers to interact with students like never before.

The KSCADE network became operational in January of 1998, and included a core group of 15 initial sites. These sites (highlighted below) were able to originate and receive a variety of programming choices during the network's inaugural semester. A second phase of schools will begin programming in Fall of 1998 and have the opportunity to participate in new course offerings such as French I, Introduction to Health Careers, Global Marketing, Sociology and Veterinary Science. The current KSCADE consortium members are:

Appleton East	Hortonville*	Neenah	Stockbridge*
Appleton North	Iola-Scandinavia*	New London	UW-Oshkosh
Appleton West	Kaukauna	Omro	Waupaca*
Brillion*	Kimberly	Oshkosh North*	Wautoma
Chilton*	Little Chute	Oshkosh West*	Weyauvega-Fremont*
FVTC - Appleton*	Lourdes-Oshkosh	Seymour*	Wild Rose
FVTC - Oshkosh*	Manawa*	Shiocton*	Winneconne
Freedom	Menasha*	Wrightstown*	Xavier*

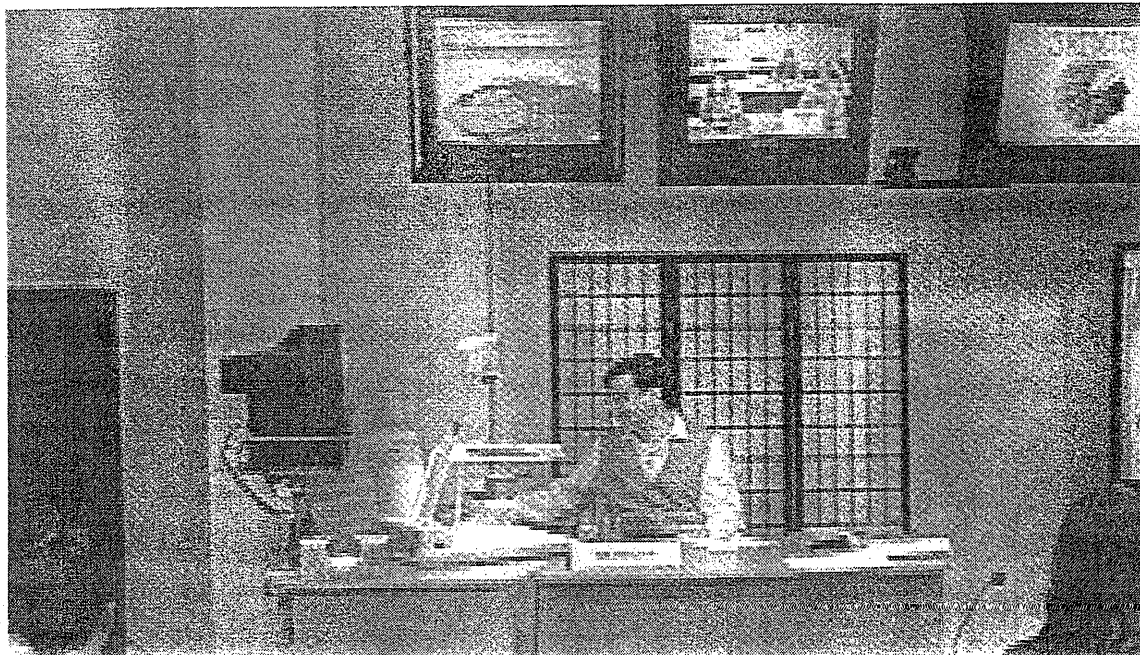
*Pending: St. Mary's Central, Oshkosh Christian*



SPRING 1998 PILOT PROGRAMMING ENROLLMENTS		COURSE OFFERINGS	
FVTC to K-12	33	FVTC to K-12	Creative Writing** Diversity in the Workplace** Intro to Criminal Justice Credit Deficient-English Credit Deficient-Economics*
K-12 to K-12	42	K-12 to K-12	Calculus Japanese Psychology Spanish III ACT Preparation
Staff Development	66		
Total	141		**KSCADE Internet

### KSCADE Mission Statement

The mission of the KSCADE consortium is to facilitate the shared use of educational resources among its members through the use of telecommunications technology in order to provide quality instructional programs at the lowest reasonable cost. KSCADE strives to provide and enhance an educational interconnect system which will allow all member students and staff to reach their full potential and function as active participants in the educational environment and the community.



**KSCADE**





ALTERNATIVE HIGH SCHOOL

## Alternative High School

Using the guidelines set forth in the Wisconsin State Statute 118.15, the Alternative High School program through Fox Valley Technical College is a competency-based, self-paced program for students ages 16 and older who are:

- one or more years behind their age group in the number of credits attained or
- one or more years behind their age group in basic skills levels, and
- at risk of not graduating.

Students attend the alternative high school through a paid contract between the high school and FVTC, and remain on their high school rolls. Contract fees are established by the Wisconsin Technical College System State Office. Fox Valley Technical College serves approximately 350 alternative high school students per year.

In 1997-98 Alternative High School classes were held at 7 locations in the FVTC district, including Appleton, Chilton, Clintonville, New London, Oshkosh, Waupaca and Wautoma. Virtually all school districts, including one parochial school, contract with FVTC to serve students. Several school districts from outside the FVTC district also contract for the education of their students that live closer to FVTC than their local technical college. Students attend classes 12 hours per week, with classes running 3 hours per day for 4 days per week. Students are encouraged to have jobs outside of class time.

The Alternative High School staff includes one coordinator, two counselors, 14 instructors, an Exceptional Education Needs (EEN) Transition Instructor, and 4 support staff.

Students enrolled in Alternative High School programming may work on high school credit courses to complete their individual high school diploma or they may work to earn the Wisconsin High School Equivalency Diploma (HSED). In 1997-98 school year, 2 students will complete their high school diploma and 98 will complete the HSED. Upon completion of the Alternative High School program, the students are invited to take part in the annual high school completion ceremony held every June. Many of the students also take part in their own local high school graduation ceremony.

## High School Equivalency Diploma (HSED)

The High School Equivalency Diploma (HSED) is acquired by participation in a orientation session, a reading assessment, career activities and successful completion of the GED test battery (or specified course work) along with requirements in health, civics, and employability skills. High school students may earn an HSED while enrolled in an alternative high school through a contract between the high school and the technical college. During the 1997-98 school year, approximately 500 students completed their HSED.

Students work on their HSED requirements through a series of competency-based, self-paced GOAL courses. Many of the courses include supplementary computer software, thus also giving the students the opportunity to learn and/or use their computer skills. An individual plan of study is developed between the instructor and the student based upon the student's abilities and skills.

HSED students have the choice of pursuing their education through testing (5.05) or 5.09 option, the completion of course work in lieu of testing. This option is especially desirable for learners that find testing difficult or threatening. It also gives HSED students the opportunity to choose some advanced level course work as part of their educational plan. This may include general studies or other technical college associated courses.

Students studying for their HSED through testing must earn a minimum of 230 points on the GED test battery. In the 1997-98 school year, approximately 50 students (adults and alternative high school students) earned over 300 points on their testing.

### Alternative High School

SITE	NUMBER OF STUDENTS SERVED	SCHOOLS SERVED	SITE	NUMBER OF STUDENTS SERVED	SCHOOLS SERVED	
Appleton	3	Appleton East	Clintonville	10	Clintonville	
	8	Brillion		3	Manawa	
	8	Freedom		5	Marion	
	36	Kaukauna		1	Shiocton	
	4	Kimberly		New London	28	New London
	3	Little Chute			Oshkosh	177
	1	Menasha		3		Omro
	3	Neenah		Waupaca	2	Amherst
	1	New London			7	Manawa
	3	Shiocton		Wautoma	7	Weyauwega-Fremont
	1	Xavier			7	Princeton
	Chilton	3		Brillion	1	Tri-County
		1		Hilbert	16	Wautoma
		5		Kiel	10	Westfield
9		New Holstein	6	Wild Rose		
	1	Stockbridge	<b>TOTAL</b>	<b>373</b>	<b>31</b>	



## Credit Deficient

Under Wisconsin Statute s.38.14, students 16 years of age and older attending high school during the day may take course work after the regular school day or in the summer to make up credits toward their high school graduation requirements. In 1997-98 contracts were written with 16 high schools enabling students to work on course work pre-approved by the high school before registration to ensure granting of credits.

Students may attend classes at an FVTC campus in Appleton, Chilton, Clintonville, Neenah, New London, Oshkosh, Waupaca or Wautoma. Students may enroll in courses in the areas of math, reading, English, social studies, science and health. These courses are self-paced and competency-based, with each student having an individualized educational plan of study.

SITE	NUMBER OF STUDENTS SERVED	SCHOOL DISTRICT
Appleton Main Campus	1	Menasha
	5	Stockbridge
	1	Xavier
Chilton	8	Chilton
	1	New Holstein
Clintonville	13	Clintonville
	14	Manawa
	11	Marion
	1	Shiocton
Neenah	2	St. Mary's Central
New London	2	New London
Oshkosh	10	Oshkosh
Waupaca	1	Amherst
	5	Waupaca
	2	Weyauwega-Fremont
Wautoma	3	Wautoma
<b>TOTAL</b>	<b>80</b>	

## Summer Credit Deficient

For classes during the summer months, FVTC contracts with some area high schools to offer credit deficient classes as a summer school program for the school districts. FVTC works with individual high schools to determine the best location and hours for their unique needs. The participation in Summer 1997 contracted classroom programs is listed below:

SITE	NUMBER OF STUDENTS SERVED	SCHOOL DISTRICT
Appleton	1	St. Mary's Central
Chilton	8	Chilton
Clintonville	35	Clintonville
	17	Manawa
	7	Marion
New London	44	New London
Oshkosh	5	Oshkosh
Waupaca	1	Waupaca
<b>TOTAL</b>	<b>118</b>	



CREDIT DEFICIENT/HIGH SCHOOL CONTRACTS



## High School Campus Visit Days:

High School Campus Visit Days provide group tours for high school students and an opportunity to speak one-on-one with FVTC staff and Student Ambassadors. A tour of the Appleton campus is also provided. Specific dates have been set aside and each school's Guidance Department receives registration forms to set up their visit. For more information on Campus Visit Days call (920) 735-5727.

## Junior High and Elementary Group Tours:

The Student Recruitment department provides group tours for junior high and elementary school-age students. A visit to FVTC includes a general introduction to the college including a video presentation and a tour of the campus. Specific dates have been set aside to accommodate groups. For more information, or to schedule a group tour call (920) 735-4835.



STUDENT RECRUITMENT





## Individual Tours:

Just call to schedule a general tour of the Appleton campus which includes specific information about classrooms, admissions, faculty and facilities. To arrange a time convenient for you, call (920) 735-4835.

## Discovery Days:

Discovery Days are designed to allow high school students, their parents and returning adults an opportunity to visit FVTC. They get a chance to find out details about FVTC programs and services. This event includes a student panel and tour of the campus with a Student Ambassador who is currently enrolled in a program at the college.

## Classroom Presentations:

Presentations in the K-12 system are conducted throughout the year. Student Recruitment representatives schedule these in a variety of settings. A presentation may be done for a high school instructor teaching in a discipline related to an FVTC program who hopes to spur interest in this career field in his or her students. A more general presentation may be done on the junior high or high school level in an English class that is currently doing career exploration. Number of students served through general and program-specific presentations in 1997 - '98: 2,087

## Wisconsin Education Fairs:

Representation of FVTC on the Wisconsin Education Fairs circuit is provided by the Student Recruitment team. Held at various sites throughout the state, the fairs offer high school students a chance to visit with representatives from trade, two-year and four-year schools. Some of the communities that FVTC visited included Ashland, Wausau, DePere, Marinette and Fond du Lac. Total contacts made with students at the fairs in 1997-'98: 1,078

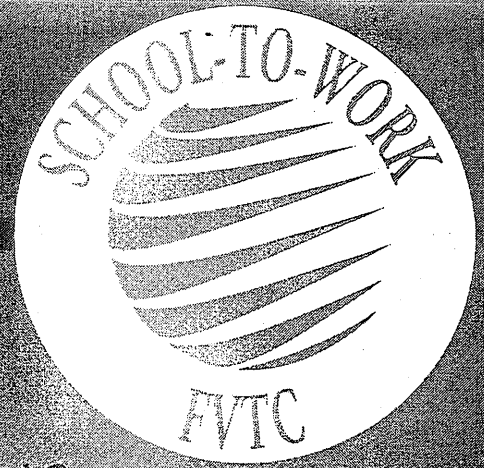
## College Camp:

College Camp is a week-long summer event designed for students in 6th-9th grades who would like to explore career fields offered at FVTC. 20 academic program areas participate each year, with students focusing on two of these areas. Hands-on activities allow the students to see first-hand what program students do while learning about specific careers. The camp started in 1990 and has planted the seeds of technical education with 1,466 students since then. Total number of participants in summer 1998: 236

SERVICE PROVIDED	NUMBER OF PEOPLE SERVED
Representative Visits to High School	764
Individual Tours on Campus	301
Group Tours on Campus	1854
General Presentations	1439
Freshman/Sophomore Presentations	649
Events	3699
Other	78
<b>TOTAL</b>	<b>8784</b>



STUDENT RECRUITMENT



### Appleton Campus

1825 N. Bluemound Drive  
Appleton, WI 54913-2277  
Phone: 920-735-5600  
FAX: 920-735-2582

### Neenah Regional Center

2320 Industrial Drive  
Neenah, WI 54956  
Phone: 920-725-4361  
FAX: 920-725-4771

### Chilton Regional Center

509 School Court  
P.O. Box 186  
Chilton, WI 53014  
Phone: 920-849-4416  
FAX: 920-849-9100

### Oshkosh Campus

150 N. Campbell Road  
Oshkosh, WI 54903-2217  
Phone: 920-233-9191  
FAX: 920-236-6130

### Clintonville Regional Center

525 South Main Street  
Clintonville, WI 54929  
Phone: 715-823-8324  
FAX: 715-823-1307

### Waupaca Regional Center

120 W. Badger Street  
Waupaca, WI 54981  
Phone: 715-258-4299  
FAX: 715-258-6997

### Wautoma Regional Center

205 E. Main Street  
P.O. Box 1110  
Wautoma, WI 54982  
Phone: 920-787-3319  
FAX: 920-787-4310



1 800-735-EVTC

[www.foxvalleytec.wi.us](http://www.foxvalleytec.wi.us)

(see School-To-Work under Instructional Support Services)



# SKILLS



# FUTURE

## Wolf River School to Work Council

Shawano Area Chamber of Commerce • P.O. Box 38 • 1404 E. Green Bay St. • Shawano, WI 54186 • 715/526-4047

### Today's Changing World Requires - Building Skill for the Future

A rigorous high school education that leads to a good job and a college education and results in a productive and satisfying life is the promise of Wisconsin's Skills for the Future school-to-work initiative. It is an exciting way of learning and teaching that can help all youth achieve high standards—one that can open many doors of opportunity.

The Wolf River School To Work program is a partnership between businesses, eight area school districts and the College of the Menominee Nation. The initiative combines school and work-based learning with enhanced career exploration and guidance—helping students develop a deeper understanding of what they're learning and strengthening their ability to then apply that knowledge. Educators, local business and labor representatives and parents work together to teach young students about work, personal responsibility and the importance of learning. The program helps connect the classroom with careers and the world of high-skills work and it transforms workplaces into places of learning. Participating school

districts include Bonduel, Shawano, Gresham, Menominee Indian, Wittenberg, Birnamwood, Tigerton, Bowler, Marion and Clintonville. School-to-work builds workplace values such as dependability, honesty, the ability to work with others and work ethic," says Rich Hess, superintendent of Shawano-Gresham School District and chairperson of the Wolf River School To Work Partnership. "It provides the opportunity for businesses to develop a productive, homogeneous workforce for the future.

If our schools don't help students with their school-to-work transition, the young people who are leaving our high schools and colleges may not be equipped with the skills they need to perform the jobs our country's modern, competitive economy is creating. They then founder in the job market—waiting a decade or more in internment, low-paying jobs. When this happens everyone loses. Young employees become discouraged because their psyches and progress fall short of their hopes and expectations. Employers become frustrated because they can't find workers who are adequately prepared. And in the end our communities, our state, and



First-year tourism students get a tour of the Menominee Casino-Bingo-Hotel operations.

our nation become weakened, because productivity lags and hampers our ability to compete in world markets.

The Wolf River partnership businesses recognize that a strong academic foundation and technical know-how are necessary to our emerging workforce. Changing workplace demands development of attitudes and skills—a good work ethic, problem solving, critical thinking, communication, leadership and teamwork. These are the skills students learn with on-the-job training.

The Wolf River's Youth Apprenticeship Program involves high school juniors and seniors in a rigorous learning experience that combines school-based learning with work-based learning. Currently 46 students are apprentices in area businesses. The occupational areas approved by the State of Wisconsin Department of Workforce Development and offered by the Wolf River School To Work Partnership include: Printing, Graphic Arts, Financial Services, Health Services, Automotive Technology, Manufacturing, Tourism, Drafting & Design and Engineering.

### Director's Message: Guiding Our Workforce, Strengthening Our Economy

Over the last several months I have had the opportunity to visit and tour many local businesses. During these visits the main area of concern among both large and small companies was universal: finding competent employees. Without skilled workers a company's growth is limited and their future uncertain. To ensure a viable economy our community needs to help businesses succeed by providing a quality workforce. One way to do that is to give high school students the training they need to be productive in today's technical work environments.

The Youth Apprenticeship program provides local businesses with the chance to hire and train young people to become an asset to their organization. Many student companies hire these high school students with the intention of training them specifically to meet their needs. Basically these mentors can build their own perfect employee.

The Youth Apprenticeship students are at the worst time to gain technical and employability skills. Even though they are still in the process of learning, they are able to be productive. Many mentor companies depend on their Youth Apprentice so much

so that they schedule their other employees around the Youth Apprentices' schedule. The Youth Apprenticeship program is a win-win situation. The productive, energetic, enthusiastic employee, technical skills and the community builds its trained workforce.



Patty Warkentin

### Business & Education Partners

- Bonduel • Bowler • Clintonville • College of the Menominee Nation • Marion Menominee Indian • Shawano/Gresham • Tigerton • Wittenberg/Birnamwood

Celebrating Wisconsin's School To Work Week March 1-5, 1999

# Youth Apprenticeship: Building the Workforce of Tomorrow

## THE CHALLENGE

Today's workplaces, and those of the 21st century, require a new kind of worker who excels at solving problems, thinking critically, working in teams, and constantly learning on the job. In addition, global and technology driven economies, the high cost of the workforce, and a company's major competitive advantage are a company's major competitive advantage. Corporate, community, and individual success in a new economy means that our education system has to change, too.

The old "drill and grill" method of educating young people cannot keep up with or prepare all young people for the changing demands and opportunities of modern society. We can no longer afford a two-tiered educational system with high-standards academic preparation for some and low-standards general track or vocational preparation for others. Today's schools must offer all students challenging, relevant academic and meaningful work-based experiences in their own homes. The consequences of our education system being out of sync with the changing nature of work have taken all on American business. More than 50 percent of U.S. employers say they cannot find qualified applicants for entry-level positions. It is estimated that American business spends nearly \$30 billion training and retaining its workforce. Until we as a society fully address the disconnect between what and how students are learning in high school and what they will be required to know and do to ensure successful careers, this figure is likely to continue to rise.

**THE SCHOOL-TO-WORK RESPONSE**  
The school-to-work, or school-to-careers, movement provides a timely response to this problem, creating a

new form of education for a new economy that links learning and earning. The goals of the school-to-work movement are to provide better education; better employment prospects; adult role models; and multiple post-secondary options for all students. School-to-work experiences are designed to develop young people's competence, confidence, and connections that ensure successful careers and citizenship. They connect students to a range of post-secondary options, from year colleges, two-year colleges, technical training, to four-year entry-level work along a career path—the beginning of a paradigm of lifelong learning—where often young people find none.

## ELEMENTS OF THE SCHOOL-TO-WORK OPPORTUNITIES SYSTEM

The school-to-work approach to learning is based on the fact that individuals learn best by doing and by relating what they learn in school to their experiences as workers. This approach has come to be described as a better way to educate all young people. Instead of traditional general track and vocational education programs that were based on the theory that student who didn't go to college needed to be taught a skill they could use to make a living for the rest of their lives, the school-to-careers approach is based on the concept that education for all should be more relevant and useful to multiple future careers and lifelong learning.

Developed with the input of business, education, labor, and community-based organizations that have a strong interest in how American students prepare for work, the effort to create a national school-to-work system retains three fundamental elements: school-based learning; work-based learning; and

activities connecting the two.

**School-based learning.** School-to-work programs restructure the educational experience so that students learn how academic subjects relate to the world of work. Teachers work together with employers to develop broad-based curricula that help students understand the skills needed in the workplace. Students actively develop projects and work in teams to integrate the modern workplace. Teachers work in teams to integrate their usually separate disciplines and create projects that are relevant to work and life in the real world.

**Work-based learning.** Employers provide learning experiences for students that develop broad, transferable skills. Work-based learning provides students with opportunities to study complex subject matter as well as vital workplace skills in a hands-on, "real-life" environment. Working in teams, solving problems, meeting employer expectations are workplace skills that students learn best through doing and master under the tutelage of adult mentors.

**Connecting activities.** Connecting school and workplace does not happen naturally. It requires a range of activities to integrate the worlds of school and work to ensure that the student is on "the slender thread" that connects the two. Connecting activities provide program coordination and administration, integrate the worlds of school and work, through school and business staff exchanges, for example; and provide student support, such as career counseling and college placements.

## Meet one of the graduates...

Travis Schmitt graduated from the Manufacturing Youth Apprenticeship program in 1998. The skills and experience he gained through the program have helped him in obtaining his current position at Trintec Industries, Inc. in Shawano. While in the Youth Apprenticeship program he worked for I & R Machine in Shawano where he learned to read



Travis Schmitt


blueprints and use industrial equipment to produce machine parts. His experience with blueprints, along with his interest in drawing, made him a perfect candidate for Trintec's Product Support Department.

Trintec does not have an engineering department to provide the technical data required to create product support material. Product support personnel must have the ability to gather this information on their own manuals, sales brochures, and product videos. All material is created using computer aided design (CAD), graphic, and video editing software. Whoever Trintec hired would need to be trained to meet their unique needs. Travis Schmitt was just the right person.



Baylor High School senior, Melissa Cook, works at the Shawano Medical Center. She has had the opportunity to rotate through many departments at the hospital.

## Meet Some of Our Youth Apprenticeship Participants

				
Jerry Wiskul, a Junior at McDonough, works as a technician at the Shawano Clinic.	Brandon Hatcher, a Junior at McDonough, works as a technician at the Shawano Clinic.	Brandon Hatcher, a Junior at McDonough, works as a technician at the Shawano Clinic.	Michelle Zinbick, a Senior at McDonough, works as a technician at the Shawano Clinic.	Paula Lutz, a Senior at McDonough, works as a technician at the Shawano Clinic.

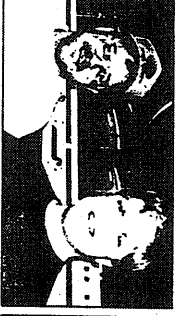
# 1998-99 Wolf River School to Work



Jerry Hahn, a Shawnee Community High School senior, works at 3D Manufacturing Inc. In addition to work and school, Jerry is ranked 23 in the state in a national competition. His mentor, Tommie Kuegel, is happy to have his help.



Ryan Stiller, Ryan Shawnee, Community High School senior works for the Village of Bonded with his mentor, Bob Kuegel.



Competing Manufacturing employs Dustin White, Dustin, a junior at Marion High School, will complete a rotation through various assignments. His mentor in painting was Bob Kuegel.



Manufacturing Production Technology student, Brian, Marion High School works at Polk & Sauer in Clintonville with his mentor, Tim Allmonds.



Chris Backer of Barrer Bank in Barnwood works with Wilhelms/Barnwood High School student, Jennifer Hubner.



Clintonville High School student, George Fralls works at Keen Dodge in Clintonville. His mentor, Larry Quardt is one of many people helping George learn Automotive Technology.



3D Manufacturing of Shawnee employs three Youth Apprenticeship students. Left: Christopher, middle: Tom, right: Scott. Apprentice.



Marion High School senior, Dan Jones works on large grain now. Equipment for Mar, Patrick at Kell Sand and Gravel in Marion.



Marion High School senior, Dan Jones works on large grain now. Equipment for Mar, Patrick at Kell Sand and Gravel in Marion.



Bobby Jo Park, a senior at Barnwood High School, works for Rhapsody Corporation with Finn Luedtke. Bobby has had a chance to assist in the Accounting and Customer Service departments.



Central Bank, a senior from Marion High School works at First State Bank in Cantonville. Scotty's mentor is Bob Walker.



Shawnee Community High School student, Scotty Stone, works at the Shawnee area. His mentor, Scotty Stone, works at the Shawnee area. His mentor is Bob Walker.



The Moorehead and Stone Center in Indiana has two students, Chris Foulds and Tom Henson. Their mentor, Steve Winkler, works closely with the two students from Moorehead Indian High School.



Stuart Stockinger, mentor, Wilhelms/Barnwood High School student, Sarah Peck, at the Central Clinic in Barnwood. Sarah Peck is a senior at Marion High School.



Bonnie Schmidt from First National Bank of Tipton works with Tipton High School senior, Adam Konek.



Shawnee Community High School senior, Adam Konek works in 3D Manufacturing in Shawnee. His mentor, Ben Michonka, helps Adam with his 3D printing.



Adam Konek is a senior member of the Future Health and Fitness Center in Clintonville. He is a junior from Tipton High School. His mentor is Ben Michonka. Adam is working on a project to address the problem of obesity.



Dallas Frings is a senior at the position of Dallas Frings, a junior at Shawnee Community High School. He is working on a project to address the problem of obesity.



Manufacturing Production Technology Youth Apprenticeship student, Justin Dudak, works at Wilhelms/Barnwood High School. His mentor is Laura Carlson.



Justin Dudak, a senior at Shawnee Community High School, works at Wilhelms/Barnwood High School. His mentor is Laura Carlson.



Travis Knight, a senior at Clintonville, his mentors are Dallas Frings and Billy Kieps. Travis Knight and Ross Lohrey (shown left) to right) work at Competing in Clintonville. Travis is a junior at Marion High School.



# Youth Apprenticeship Businesses/Students

## Automotive Technology:

Klein Chevrolet - Andy Goford, Clintonville  
 Menominee Auto Service Center -  
 Tom Harrison, Menominee Indian  
 Menominee Auto Service Center -  
 Charles Tourtellot, Menominee Indian  
 Gresham Auto Center - Spencer Hoffman,  
 Gresham  
 Klein Dodge - George Fields, Clintonville  
 Kent, Sand & Gravel, Inc. - Ben Joos, Marion  
**Engineering:**  
 City of Shawano Department of Public Works  
 - Timothy Lamkin, Shawano  
**3-D Manufacturing -** AJ Diemel, Bonduel  
**Finance:**  
 Pioneer Credit Union - Kristin Peters, Marion  
 First State Bank - Crystal Ahlers, Marion  
 Shawano County Finance Department -  
 Julia Kratzke, Shawano  
 First National Bank of Tigerton -  
 Jamie Hauser, Tigerton  
 Banner Bank - Jennifer Kucker,  
 Wittchenberg/Birnamwood

## Tourism:

Menominee Tribal Gaming -  
 Jerry Waukau, Menominee Indian  
 Stockbridge-Munsee Indian Tribe -  
 Lezantony Pecore, Bowler  
 Village of Tigerton - Amy Jozwiak, Marion  
 Richter Manufacturing -  
 Mandy Richter, Bonduel  
 Menominee Tribal Gaming -  
 Michelle Gauthier, Menominee Indian  
 Shawano Area Chamber of Commerce -  
 Kim Stead, Shawano  
 Menominee Tribal Gaming -  
 Stacy Penn, Menominee Indian  
 Little Rapids Corporation -  
 Bobbie Reim, Bonduel  
 Village of Bonduel - Renee Stalzy, Shawano  
**Manufacturing/Production  
 Technology**  
 3-D Manufacturing - Adam Konkki, Shawano  
 3-D Manufacturing -  
 Nathan James, Clintonville  
 3-D Manufacturing - Jerry Hem, Shawano

## Jenkins Meat Market - Dallas Pingel, Shawano

L K Precision - Travis Killips, Shawano  
 Nieske Hillcrest Farm Meats -  
 Jessica Dudzik, Wittchenberg/Birnamwood  
 Peck N Save - Brian Mocerck, Clintonville  
**Printing:**  
 Shawano Leader - Rhea Laurent, Shawano  
 Converting, Inc. - Dustin White, Marion  
 Plain Sense Printing -  
 Richard Kostely, Marion  
 Converting, Inc. - Travis Knight, Marion  
**Health:**  
 Shawano Medical Center -  
 Melissa Cook, Bowler  
 Shawano Clinic - Michelle Zimbrick, Bonduel  
 Shawano Clinic -  
 Angela Peterson, Clintonville  
 The General Clinic - Sarah Fierek,  
 Wittchenberg/Birnamwood  
 Greentree Health 8 Rehab Center -  
 Amy Jensen, Tigerton High School  
 Menominee Community Health -  
 Jaci Vigie, Gresham

**Thank You to the Wolf River School to Work Businesses and mentors. Without your commitment the 1998-99 Youth Apprenticeship Program would not be possible**

## School to Work

### "Right approach" for Wisconsin

By Linda Stewart, Secretary of the Wisconsin Department of Workforce Development

Wisconsin's school-to-work initiative very much deserves the public spotlight today. In the short life of this program, it already has provided many very positive experiences and benefits for participating students, parents, educational institutions, employers, and organized labor. For example, over 50,000 students have developed career plans, almost 100,000 students have participated in classes designed to help them better understand how academic knowledge is applied to the work world, and nearly 30,000 have participated in "job shadowing." And we're headed for even bigger payoffs in the months and years ahead. We have to be, because our employers can't wait. As this relatively-new program matures, we'll then be able to effectively measure the long-term impact of how these experiences related to students' ultimate career choices and interest in academic learning.

Wisconsin needs more work-based learning to help increase awareness of, and prepare, Wisconsin's young people for the high-skilled jobs of the next millennium. Young people should be prepared to choose from the vast array of opportunities available in the 21st Century. Current trends show many opportunities for high-skill, high-wage jobs and careers in fields requiring a variety of post-secondary training ranging from apprenticeships to baccalaureate degree.

Indeed, Wisconsin's youth apprenticeship program has consistently received positive evaluations. A study by the University of Wisconsin's Center on Education and Work shows employer satisfaction with the program at 90%, and 90% of employers offer permanent jobs to youth apprenticeship graduates. The data also show that youth apprentices who continue their studies in the LW system and technical colleges have grade point averages that are at or above other beginning freshmen. Building our school-to-work initiative, while emphasizing those aspects which have shown the most promise, is the right approach for our citizens, our employers, and our students.

For more information about the Youth Apprenticeship Program and other school-to-work programs call Wolf River School to Work at 715-526-4047.

No individual shall be excluded from participating in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of, or in connection with any school to work program on the basis of race, color, religion, sex, national origin, age, handicap, political affiliation or belief or sexual orientation.

## Benefits to Employers

### Business partners are able to:

- Improve the skill level of potential workers
- Work in partnership with education
- Observe and screen potential employees
- Reduce employee turnover and retraining costs by hiring youth apprentice graduates
- Increase career options for young people in their community
- Improve their competitive positioning in the world marketplace by developing a highly skilled and educated workforce

## School to Work Transition

### Informational Summary from the State of WI Dept of Public Instruction

**THE NEED**  
 By most conventional measures, Wisconsin's educational system is performing well. Average scores on college entrance exams are consistently among the highest in the country, while dropout rates are among the lowest. Wisconsin's K-12 public education system is recognized as among the best in the nation. But because of our country's rapidly changing labor market conditions, we are forced to rethink our traditional educational systems and assess whether or not these systems are adequately preparing students for eventual success in the workplace.  
 Some statistics cannot be ignored:  
 • 75% of students who graduate from high school do not complete a 4-year college degree  
 • 50% of students who initially attend 4-year college do not complete a course of study  
 • 17% of students enrolling in the university system need remedial education  
 • 35% of students enrolling in the technical college system need remedial education  
 • 60% of the labor market consisted of unskilled workers in 1950. In 1991, 35% were unskilled workers, and in the year 2000, it is predicted only 15% will be unskilled workers.

## Why Do We Need Youth Apprenticeship?

### Did you know:

- That 90% of new U.S. jobs in this decade will require technical education beyond high school.
- Three-fourths of America's high school students enter the work force without baccalaureate degrees.
- That the average young person holds 7 jobs in the first 10 years after high school graduation and is out of work nearly 25% of the time.
- That 80% of the jobs in the next 20 years will not require a baccalaureate degree.
- That 92% of Wisconsin employers say they have trouble finding skilled workers.

GREEN BAY AREA PUBLIC SCHOOL DISTRICT  
GREEN BAY, WISCONSIN

TO: Joint Finance Committee

FROM: Green Bay Board of Education

DATE: March 24, 1999

RE: **INPUT TO THE JOINT FINANCE COMMITTEE**

The following are key issues which the Green Bay Board of Education brings to the attention of the Joint Finance Committee:

- The costs of special education continue to increase and yet the State percentage support for these programs has declined. Initially the State identified a goal of 63% funding for special education; when the State committed to 2/3 funding for public education, the percentage support by the State had fallen to 45%; currently the State percentage of funding for special education is below 40% and the Governor has proposed eliminating the 63% guide from the original legislation. Knowing that special education is a mandate, the trend toward escalating costs with reduced percentages of State aid, has and will continue to cause serious problems in creating District budgets. The competition for resources among special education and other programs will result.
- With the revenue caps limiting budget increases, the cost of building maintenance and needed remodeling has and will continue to be neglected. This will jeopardize whether current programs can be offered in outdated facilities, in addition to bring into question how Districts can meet safety codes, especially if referendum legislation limits this option. Added costs for technology also present a serious problem.
- Declining and even leveling off enrollments are factored into the revenue cap calculations and yet the reduced student population usually doesn't result in a comparable loss in costs. As a result many Districts, especially with smaller enrollments, are projecting serious concerns about operations into the future. This type of financial crises will involve an increasing number of Districts in the State over the coming years;
- With the demand for more learning accountability for all students, it is evident that many students who struggle with learning need extended learning opportunities. The additional time is as important for these students as is the 180 day calendar is for others (one time standard does not meet the learning needs of all students). Despite this need for flexibility in learning time, academic focused summer and after school programs are not fully funded through the State aid formula. As a result, what we know is needed for the learning success for some students, may not be offered due to a lack of State aid as well as due to the limits imposed upon Districts through the revenue caps.

My name is Dr. Michael Kretz. I live and work in the Eagle River area in northern Wisconsin. With me today is Linda Kunelius, Superintendent of the Northland Pines School District. We believe some of the tobacco settlement money coming to our state should be used to teach parents, individuals, organizations, and communities of our state two things. The first is what factors need to be present in a child's life to make him or her successful; and second, what we can do in our daily lives to become better protectors of all children and promoters of their development.

The Search Institute is a non-profit national research organization located in Minneapolis, dedicated to the promotion and wellbeing of children and adolescents. They have studied the issue of which factors in a child's development lead to a successful outcome. They identified 40 factors, or assets, that are powerful protectors of young people, as well as enhancers of positive youth behavior. Using tobacco as an example, a child with 0-10 assets has a 43% incidence of smoking daily. When 31-40 assets are present, the incidence drops to 1%. This dramatic decrease in risky behavior occurs in 24 categories including alcohol usage, drug usage, sexual expression, and violence. These assets also enhance school performance. Success in school ( gets mostly A's on their report card) rises from 7% for those with 0-10 assets to 53% with those having 31-40.

Since 1993 the State of Wisconsin has had a Comprehensive School Health Program administered through the Department of Public Instruction and the Department of Health and Family Services. This is a wonderful multi-strategy school-based approach that recognizes how the social, emotional, and relational aspects of a child have a profound effect on how well a child learns. The teaching of assets and how parents, individuals, organizations, and communities can become asset builders throughout the state is necessary and would be a powerful addition to the current comprehensive school health program.

The State of Colorado is currently working with the Search Institute on a five year endeavor to bring the asset building message to all three million of their people. The cost is \$10 million dollars. It is our hope that this committee will want to learn more about asset building for our state, and the positive effect it would have on the education and health of our young citizens. With that knowledge, we believe you will see the value of authorizing significant tobacco money for an initiative similar to that in Colorado.

I have provided 2 handouts and an audio tape of a very special presentation by Peter Benson, President of the Search Institute. These will add clarification of the unique nature of this proposed initiative and why it is so powerful yet so badly needed.

Thank you for your kind attention.

Michael J. Kretz, M.D.  
P.O. Box 1717  
Eagle River, WI 54521  
715-479-2638  
email: [mkretz@newnorth.net](mailto:mkretz@newnorth.net)



# 40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

CATEGORY	ASSET NAME AND DEFINITION
<b>EXTERNAL ASSETS</b>	<b>Support</b> <ol style="list-style-type: none"> <li>1. <b>Family support</b>—Family life provides high levels of love and support.</li> <li>2. <b>Positive family communication</b>—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).</li> <li>3. <b>Other adult relationships</b>—Young person receives support from three or more nonparent adults.</li> <li>4. <b>Caring neighborhood</b>—Young person experiences caring neighbors.</li> <li>5. <b>Caring school climate</b>—School provides a caring, encouraging environment.</li> <li>6. <b>Parent involvement in schooling</b>—Parent(s) are actively involved in helping young person succeed in school.</li> </ol>
	<b>Empowerment</b> <ol style="list-style-type: none"> <li>7. <b>Community values youth</b>—Young person perceives that adults in the community value youth.</li> <li>8. <b>Youth as resources</b>—Young people are given useful roles in the community.</li> <li>9. <b>Service to others</b>—Young person serves in the community one hour or more per week.</li> <li>10. <b>Safety</b>—Young person feels safe at home, at school, and in the neighborhood.</li> </ol>
	<b>Boundaries &amp; Expectations</b> <ol style="list-style-type: none"> <li>11. <b>Family boundaries</b>—Family has clear rules and consequences and monitors the young person's whereabouts.</li> <li>12. <b>School boundaries</b>—School provides clear rules and consequences.</li> <li>13. <b>Neighborhood boundaries</b>—Neighbors take responsibility for monitoring young people's behavior.</li> <li>14. <b>Adult role models</b>—Parent(s) and other adults model positive, responsible behavior.</li> <li>15. <b>Positive peer influence</b>—Young person's best friends model responsible behavior.</li> <li>16. <b>High expectations</b>—Both parent(s) and teachers encourage the young person to do well.</li> </ol>
	<b>Constructive Use of Time</b> <ol style="list-style-type: none"> <li>17. <b>Creative activities</b>—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li>18. <b>Youth programs</b>—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</li> <li>19. <b>Religious community</b>—Young person spends one or more hours per week in activities in a religious institution.</li> <li>20. <b>Time at home</b>—Young person is out with friends "with nothing special to do" two or fewer nights per week.</li> </ol>
<b>INTERNAL ASSETS</b>	<b>Commitment to Learning</b> <ol style="list-style-type: none"> <li>21. <b>Achievement motivation</b>—Young person is motivated to do well in school.</li> <li>22. <b>School engagement</b>—Young person is actively engaged in learning.</li> <li>23. <b>Homework</b>—Young person reports doing at least one hour of homework every school day.</li> <li>24. <b>Bonding to school</b>—Young person cares about her or his school.</li> <li>25. <b>Reading for pleasure</b>—Young person reads for pleasure three or more hours per week.</li> </ol>
	<b>Positive Values</b> <ol style="list-style-type: none"> <li>26. <b>Caring</b>—Young person places high value on helping other people.</li> <li>27. <b>Equality and social justice</b>—Young person places high value on promoting equality and reducing hunger and poverty.</li> <li>28. <b>Integrity</b>—Young person acts on convictions and stands up for her or his beliefs.</li> <li>29. <b>Honesty</b>—Young person "tells the truth even when it is not easy."</li> <li>30. <b>Responsibility</b>—Young person accepts and takes personal responsibility.</li> <li>31. <b>Restraint</b>—Young person believes it is important not to be sexually active or to use alcohol or other drugs.</li> </ol>
	<b>Social Competencies</b> <ol style="list-style-type: none"> <li>32. <b>Planning and decision making</b>—Young person knows how to plan ahead and make choices.</li> <li>33. <b>Interpersonal competence</b>—Young person has empathy, sensitivity, and friendship skills.</li> <li>34. <b>Cultural competence</b>—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</li> <li>35. <b>Resistance skills</b>—Young person can resist negative peer pressure and dangerous situations.</li> <li>36. <b>Peaceful conflict resolution</b>—Young person seeks to resolve conflict nonviolently.</li> </ol>
	<b>Positive Identity</b> <ol style="list-style-type: none"> <li>37. <b>Personal power</b>—Young person feels he or she has control over "things that happen to me."</li> <li>38. <b>Self-esteem</b>—Young person reports having a high self-esteem.</li> <li>39. <b>Sense of purpose</b>—Young person reports that "my life has a purpose."</li> <li>40. <b>Positive view of personal future</b>—Young person is optimistic about her or his personal future.</li> </ol>

# Protective Consequences of Developmental Assets

HIGH RISK BEHAVIOR PATTERNS		PERCENT WITH HIGH RISK PATTERNS			
CATEGORY	DEFINITION	If 0-10 ASSETS	If 11-20 ASSETS	If 21-30 ASSETS	If 31-40 ASSETS
ALCOHOL	Has used alcohol three or more times in the past month or got drunk once or more in the past two weeks	53	30	11	3
TOBACCO	Smokes one or more cigarettes every day or uses chewing tobacco frequently	45	21	6	1
ILLCIT DRUGS	Used illicit drugs three or more times in the past year	42	19	6	1
SEXUAL INTERCOURSE	Has had sexual intercourse three or more times in lifetime	33	21	10	3
DEPRESSION/ SUICIDE	Is frequently depressed and/or has attempted suicide	40	25	13	4
ANTI-SOCIAL BEHAVIOR	Has been involved in three or more incidents of shoplifting, trouble with police, or vandalism in the past year	52	23	7	1
VIOLENCE	Has engaged in three or more acts of fighting, hitting, injuring a person, carrying or using a weapon, or threatening physical harm in the past year	61	35	16	6
SCHOOL PROBLEMS	Has skipped school two or more days in the past month and/or has below a C average	43	19	7	2
DRIVING AND ALCOHOL	Has driven after drinking or ridden with a drinking driver three or more times in the past year	42	24	10	4
GAMBLING	Has gambled three or more times in the past year	34	23	13	6

\*Based on studies of 6th-12th grade public school students during the 1996-97 school year. Sample includes 99,462 students in 213 cities.

\*\*For further elaboration on developmental assets and the capacity of communities to promote these assets, see Peter Benson (1997). *All Kids Are Our Kids: What Communities Must Do to Raise Caring and Responsible Children and Adolescents*. San Francisco: Jossey-Bass.

# Thriving Consequences of Developmental Assets

Thriving Indicators	Percent with Thriving Indicators			
	Category	If 0-10 Assets	If 11-20 Assets	If 21-30 Assets
<b>Succeeds in School:</b> Gets mostly A's on report card	7	19	35	53
<b>Helps Others:</b> Helps friends or neighbors one or more hours per week	69	83	91	96
<b>Values Diversity:</b> Places high importance on getting to know people of other racial/ethnic groups	34	53	69	87
<b>Maintains Good Health:</b> Pays attention to healthy nutrition and exercise	25	46	69	88
<b>Exhibits Leadership:</b> Has been a leader of a group or organization in the last 12 months	48	67	78	87
<b>Resists Danger:</b> Avoids doing things that are dangerous	6	15	29	43
<b>Delays Gratification:</b> Saves money for something special rather than spending it all right away	27	42	56	72
<b>Overcomes Adversity:</b> Does not give up when things get difficult	57	69	79	86

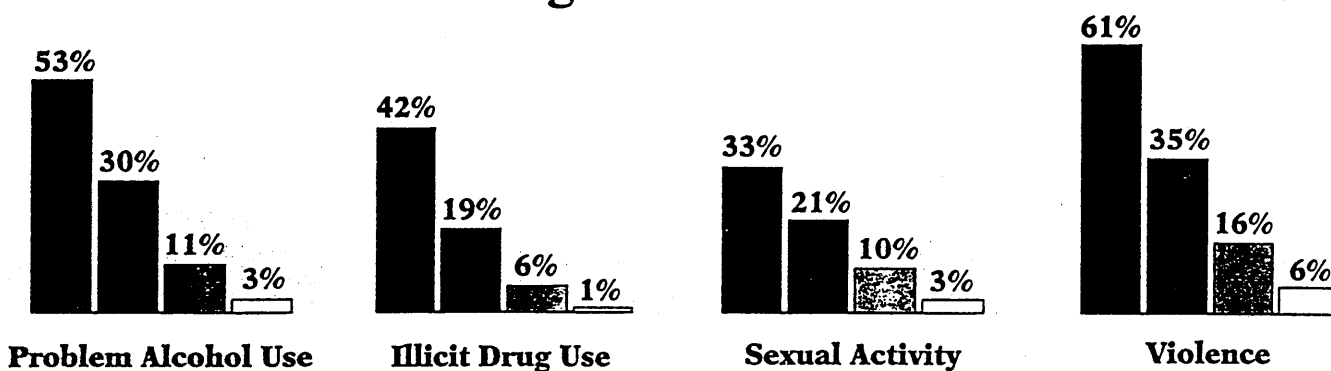
\*Based on studies of 6th-12th grade public school students during the 1996-97 school year. Sample includes 99,462 students in 213 cities.

# The Power of Developmental Assets

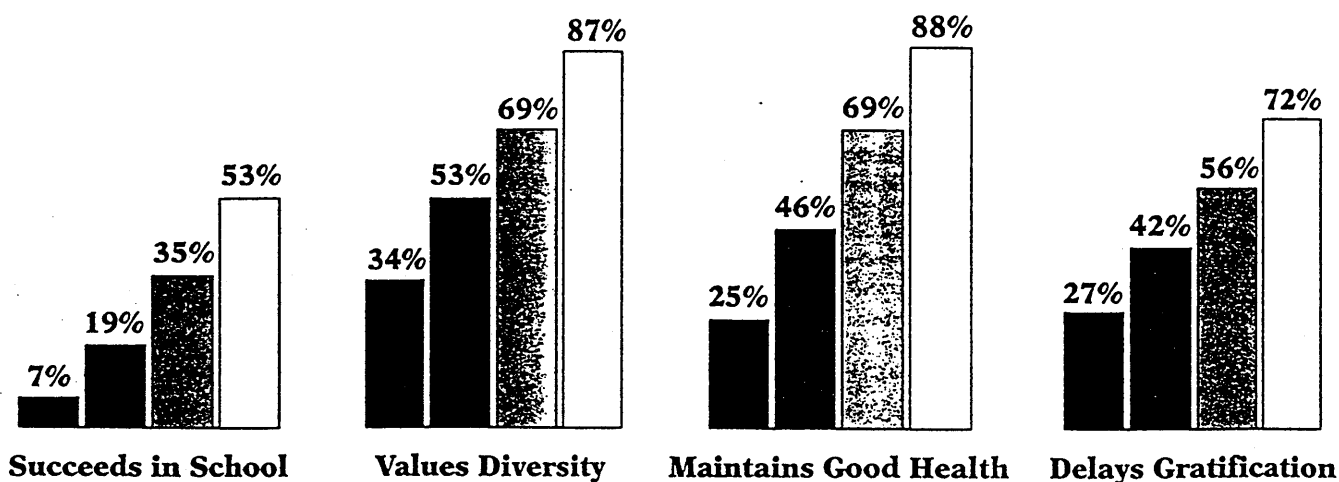
Based on Search Institute's study of almost 100,000 youth in 213 towns and cities across the United States during the 1996-1997 school year, this chart shows that the more assets young people experience, the less likely they are to engage in a wide range of risky behaviors, and the more likely they are to engage in positive behaviors.



## The Power of Assets to Protect from High-Risk Behaviors



## The Power of Assets to Promote Positive Attitudes and Behaviors



Based on survey responses of 99,462 6th- to 12th-grade youth in 213 towns and cities across the United States.  
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# HEALTHY COMMUNITIES FOR YOUTH

ECONOMIC AND SERVICE INFRASTRUCTURE		THE HUMAN DEVELOPMENT INFRASTRUCTURE (DEVELOPMENTAL ASSETS)	
PUBLIC SECTOR, PROFESSIONALS		I. THE PEOPLE AND THEIR LEADERS MOVING IN THE SAME DIRECTION	
		IV. EVERYDAY ACTS OF ASSET BUILDING	PLANNED ACTS OF ASSET BUILDING
<ul style="list-style-type: none"> <li>• Economic vitality</li> <li>• Affordable housing</li> <li>• Access to quality daycare</li> <li>• Access to quality health care</li> <li>• Access to quality human services and interventions</li> <li>• Neighborhood preservation</li> <li>• Environmental protection</li> <li>• Public safety</li> <li>• City-wide efforts to minimize threats to human development (e.g., poverty, racism, family violence, abuse, neglect)</li> </ul>	<b>II. NORMS AND DOMINANT BELIEFS</b> <ul style="list-style-type: none"> <li>• Children and adolescents belong to all of us</li> <li>• All citizens have asset-building capacity and responsibility</li> <li>• All residents and organizations expected to take action</li> <li>• Commitment to inclusivity</li> <li>• Commitment to inter-generational community</li> <li>• Commitment to youth engagement and empowerment</li> </ul>	<b>V. ORGANIZATIONS AND SYSTEMS</b> <ul style="list-style-type: none"> <li>• Families</li> <li>• Schools</li> <li>• Religious institutions</li> <li>• Neighborhoods</li> <li>• Youth organizations</li> <li>• Employers</li> <li>• Health care providers</li> <li>• Police</li> <li>• Media</li> <li>• Agencies</li> <li>• Civic organizations</li> <li>• Parks and recreation</li> <li>• Coaches</li> <li>• Libraries</li> <li>• Local government</li> </ul>	<b>VI. NAMING, AFFIRMING, AND EXPANDING CURRENT ASSET-BUILDING ACTIVITIES</b> <ul style="list-style-type: none"> <li>• Peer helping</li> <li>• Mentoring</li> <li>• Intergenerational connections</li> <li>• Community service, service learning</li> <li>• Clubs, teams, organizations</li> <li>• Family education</li> <li>• Cultural heritage</li> <li>• School readiness initiatives</li> <li>• School to work initiatives</li> </ul>
	<b>III. CONNECTIONS ACROSS SOCIALIZING SYSTEMS</b> <ul style="list-style-type: none"> <li>• Consistency</li> <li>• Redundancy</li> </ul>	<ul style="list-style-type: none"> <li>• Informal, relational support (hundreds of experiences per year for each child)</li> <li>• Inclusion of youth in decision-making and leadership</li> <li>• Adult articulation and modeling of boundaries and values</li> <li>• Sustained non-family relationships (all youth experience three or more)</li> <li>• Intergenerational gatherings, dialogue, and activities</li> <li>• Youth-to-youth asset-building</li> <li>• Teenagers bonding with children (all elementary school children have at least one sustained, caring relationship with an adolescent)</li> <li>• Informal, non-programmatic, intergenerational service to community</li> <li>• Discovery and affirmation of residents who already engage in asset-building</li> </ul>	<b>VII. INTRODUCTION OF NEW EFFORTS</b> <ul style="list-style-type: none"> <li>• Safe places for youth to gather</li> <li>• Gender-appropriate programs</li> <li>• Family celebrations</li> <li>• Celebrations of asset-building people</li> <li>• Connecting teenagers to children</li> <li>• Family support centers</li> </ul>

Benson, P. L. (September, 1997). *All Kids Are Our Kids: What Communities Must Do to Raise Healthy Children and Adolescents*. San Francisco: Jossey-Bass.



# ***12 Essential Paradigm Shifts Needed to Build the Asset Foundation for Children and Adolescents***

**FROM . . .**

**TO . . .**

- |   |   |
|---|---|
| <b>* Deficit language predominates</b>                            | <b>*Asset language is common</b>  |
| <b>*Focus on troubled and troubling youth</b>                     | <b>*Focus on all children and adolescents</b>                                 |
| <b>*Focus on ages 0 to 5</b>                                      | <b>*Focus on ages 0 to 18</b>   |
| <b>*Age segregation</b>   | <b>*Intergenerational community</b>   |
| <b>*Self-interest</b>   | <b>*Shared responsibility</b>   |
| <b>*Approach is to buy and implement new programs</b>             | <b>*Approach is to expand asset-building actions by residents and systems</b> |
| <b>*Fragmented agenda</b>   | <b>*Unifying vision around developmental assets</b>                           |
| <b>*Disconnected socializing systems and conflicting messages</b> | <b>*Connected socializing systems and consistent messages</b>                 |
| <b>*Efficiency</b>  | <b>*Intentional redundancy</b>  |
| <b>*Youth are objects of programs</b>                             | <b>*Youth are actors in the process of change</b>                             |
| <b>*Constant switching of priorities</b>                          | <b>*Long-term commitment</b>  |
| <b>*Civic disengagement</b>                                       | <b>*Engaged public</b>  |

# Self-Esteem Builders

Students know what makes them feel successful or good about themselves. Here's what they say:

- Smile when you see me.
- Call me by my name.
- Listen to me when I talk.
- Let me know that you missed me when I was absent.
- Recognize my own special talents, even if they do not show up on my report card.
- Give me a chance to succeed in at least one small way each day.
- Praise me when I do something right.
- If you do not like something that I do, help me understand that you still like me as a person.
- Show me that I have a lot of options for the future and that I can set my own goals.
- Encourage me to aim high.



Below are ideas for how youth, adults, families, organizations, and communities can build assets in children and adolescents.

### ***Ideas for Young People***

1. Ask yourself what things you'd like to change in your neighborhood, then get involved with changing them.
2. Participate in at least one group, team, or sport—or find something creative that appeals to you, like theater, pottery, singing, or dancing.
3. Get to know an adult you admire.
4. Start a book club with friends.
5. Call friends and make a date to visit a hospital, treatment center, or nursing home to read to residents.

### ***Ideas for Adults***

1. Get to know the names of kids in your neighborhood and make a point of greeting them by name.
2. Challenge people who use negative stereotypes about youth.
3. Volunteer as a tutor or mentor at a nearby school or recreation center.
4. Make your home a safe haven, a place kids feel welcome and valued.
5. When you see a child or young person make a good decision, especially if it's a hard one, offer your praise and admiration.

### ***Ideas for Parents/Guardians***

1. Each day, pick an asset to purposefully nurture.
2. Think of your teens as "practicing" adults—teach them something practical, like how to change a tire on your car or fix a leaky faucet.
3. Introduce your children to other neighborhood adults and help them get acquainted.
4. Stay in contact with teachers about your child's progress, rather than waiting for report cards.
5. Pick a service project to do together, like collecting items for a food drive or delivering meals to homebound elders.

### ***Ideas for Organizations***

1. When looking for new volunteers for projects, remember to invite youth to participate.
2. Present the asset-building concept to employees, members, volunteers, or constituents.
3. Make sure employee policies encourage asset building.
4. Recognize children and young people who contribute to the community.
5. Set high standards for youth who work for you and give them as much control as possible over things that happen to them on the job.

### ***Ideas to Mobilize Your Community***

1. Talk informally with friends, family, neighbors, church members, and colleagues about assets.
2. Organize a community-wide meeting to talk about asset building. Be sure to include principals, business leaders, elected officials, and clergy.
3. Search out asset builders in your community and see what you can do to help or expand their efforts.
4. Help create or participate on a "vision team" to gather information, set priorities, and plan a community asset-building initiative.
5. Partner with another community or group actively building assets to swap ideas and share resources.

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# Resources



The following materials are available from Search Institute. For a catalog or to order, call 800-888-7828.

- ***All Kids Are Our Kids***—A revolutionary book by Dr. Peter L. Benson that presents a comprehensive vision of what children and adolescents need to grow up healthy and what everyone in a community must do to rebuild this foundation for healthy development.
- ***What Kids Need to Succeed***—An easy-to-read book that gives ideas for building assets at home, in school, in congregations, and in youth-serving organizations.
- ***Starting Out Right***—A report that extends the assets concept to children from birth through age 11 and offers practical ideas for building assets for different age groups.
- ***150 Ways to Show Kids You Care***—A folded handout that doubles as an eye-catching poster.
- ***Building Assets Together***—A best-selling book filled with common-sense ideas for building assets at home, in the congregation, at school, and in the community.
- ***Building Assets in Congregations***—A practical book that offers youth workers, clergy, volunteers, and others the tips and tools they'll need to create an asset-building congregation.
- ***The Asset Approach***—An informative flier that provides a handy overview of the asset-building approach. Features a checklist for assessing assets of youth in your life.
- ***101 Asset-Building Actions***—A colorful poster that offers practical and easy ideas for promoting asset building.
- ***The Troubled Journey***—The groundbreaking 92-page report that set the stage for asset building.

## **ALSO:**

- ***Assets*** magazine—A quarterly periodical that offers ideas, stories, and resources on asset building, and explores new areas of youth development and research. To subscribe, call 800-869-6882.

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# The Asset Approach

## giving kids what they need to succeed

Why do some kids grow up with ease, while others struggle? Why do some kids get involved in dangerous activities, while others spend their time contributing to society? Why do some youth “beat the odds” in difficult situations, while others get trapped?

Many factors influence why some young people have successes in life and why others have a harder time. Economic circumstances, genetics, trauma, and many other factors play a role. But these factors—which seem difficult, if not impossible, to change—aren’t all that matters. Research by Search Institute has identified 40 concrete, positive experiences and qualities—“developmental assets”—that have a tremendous influence on young people’s lives. And they are things that people from all walks of life can help to nurture.

Research shows that the 40 developmental assets help young people make wise decisions, choose positive paths, and grow up competent, caring, and responsible. The assets (see page 2) are grouped into eight categories:

- ▶ **Support**—Young people need to experience support, care, and love from their families and many others. They need organizations and institutions that provide positive, supportive environments.
- ▶ **Empowerment**—Young people need to be valued by their community and have opportunities to contribute to others. For this to occur, they must be safe and feel secure.
- ▶ **Boundaries and expectations**—Young people need to know what is expected of them and whether activities and behaviors are “in bounds” or “out of bounds.”
- ▶ **Constructive use of time**—Young people need constructive, enriching opportunities for growth through creative activities, youth programs, congregational involvement, and quality time at home.
- ▶ **Commitment to learning**—Young people need to develop a lifelong commitment to education and learning.
- ▶ **Positive values**—Youth need to develop strong values that guide their choices.
- ▶ **Social competencies**—Young people need skills and competencies that equip them to make positive choices, to build relationships, and to succeed in life.
- ▶ **Positive identity**—Young people need a strong sense of their own power, purpose, worth, and promise.

The asset framework is a framework that includes everyone. Families, schools, neighborhoods, congregations, and all organizations, institutions, and individuals in a community can play a role in building assets for youth. This brochure introduces the assets, shows their power and presence in young people’s lives, and gives concrete suggestions for what you can do to build assets.



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# 40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people *grow up* healthy, caring, and responsible. Percentages of young people who experience each asset represent almost 100,000 6th- to 12th-grade youth surveyed in 213 towns and cities in the United States.

ASSET TYPE	ASSET NAME AND DEFINITION	PERCENTAGE
EXTERNAL ASSETS	<b>Support</b>	1. Family support—Family life provides high levels of love and support. 64%
	2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s). 26%	
	3. Other adult relationships—Young person receives support from three or more nonparent adults. 41%	
	4. Caring neighborhood—Young person experiences caring neighbors. 40%	
	5. Caring school climate—School provides a caring, encouraging environment. 24%	
	6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school. 29%	
	<b>Empowerment</b>	7. Community values youth—Young person perceives that adults in the community value youth. 20%
	8. Youth as resources—Young people are given useful roles in the community. 24%	
	9. Service to others—Young person serves in the community one hour or more per week. 50%	
	10. Safety—Young person feels safe at home, school, and in the neighborhood. 55%	
	<b>Boundaries and Expectations</b>	11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts. 43%
	12. School boundaries—School provides clear rules and consequences. 46%	
	13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior. 46%	
	14. Adult role models—Parent(s) and other adults model positive, responsible behavior. 27%	
	15. Positive peer influence—Young person's best friends model responsible behavior. 60%	
	16. High expectations—Both parent(s) and teachers encourage the young person to do well. 41%	
	<b>Constructive Use of Time</b>	17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 19%
	18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 59%	
	19. Religious community—Young person spends one or more hours per week in activities in a religious institution. 64%	
	20. Time at home—Young person is out with friends "with nothing special to do" two or fewer nights per week. 50%	
INTERNAL ASSETS	<b>Commitment to Learning</b>	21. Achievement motivation—Young person is motivated to do well in school. 63%
	22. School engagement—Young person is actively engaged in learning. 64%	
	23. Homework—Young person reports doing at least one hour of homework every school day. 45%	
	24. Bonding to school—Young person cares about her or his school. 51%	
	25. Reading for pleasure—Young person reads for pleasure three or more hours per week. 24%	
	<b>Positive Values</b>	26. Caring—Young person places high value on helping other people. 43%
	27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. 45%	
	28. Integrity—Young person acts on convictions and stands up for her or his beliefs. 63%	
	29. Honesty—Young person "tells the truth even when it is not easy." 63%	
	30. Responsibility—Young person accepts and takes personal responsibility. 60%	
	31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs. 42%	
	<b>Social Competencies</b>	32. Planning and decision making—Young person knows how to plan ahead and make choices. 29%
	33. Interpersonal competence—Young person has empathy, sensitivity, and friendship skills. 43%	
	34. Cultural competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35%	
	35. Resistance skills—Young person can resist negative peer pressure and dangerous situations. 37%	
	36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently. 44%	
	<b>Positive Identity</b>	37. Personal power—Young person feels he or she has control over "things that happen to me." 45%
	38. Self-esteem—Young person reports having a high self-esteem. 47%	
	39. Sense of purpose—Young person reports that "my life has a purpose." 55%	
	40. Positive view of personal future—Young person is optimistic about her or his personal future. 70%	

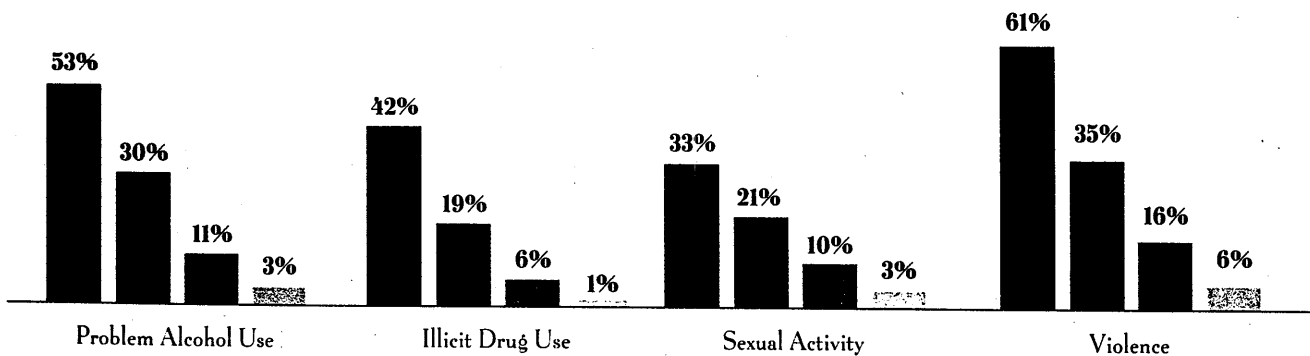
This chart may be reproduced for educational, noncommercial uses only.

# The Power of Assets

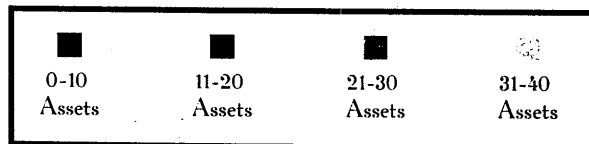
On one level, the 40 developmental assets represent everyday wisdom about positive experiences and characteristics for young people. In addition, Search Institute research has found that these assets are powerful influences on adolescent behavior—both protecting young people from many different problem behaviors and promoting positive attitudes and behaviors. This power is evident across all cultural and socioeconomic groups of youth. There is also evidence from other research that assets may have the same kind of power for younger children.

## Protecting Youth from High-Risk Behaviors

Assets have tremendous power to protect youth from many different harmful or unhealthy choices. To illustrate, these charts show that youth with the most assets are least likely to engage in four different patterns of high-risk behavior. (For definitions of each problem behavior, see page 7.)

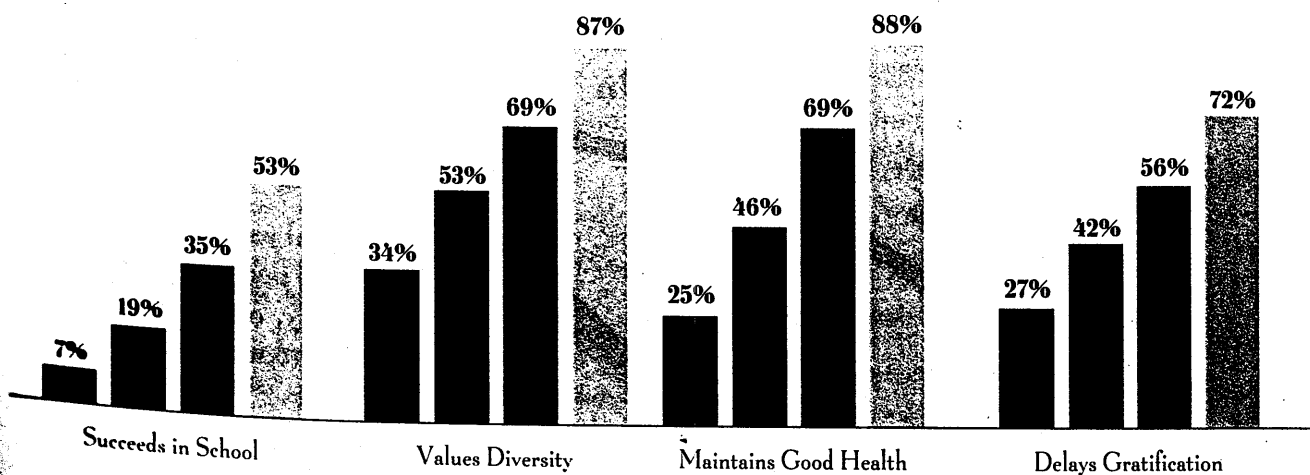


The same kind of impact is evident with many other problem behaviors, including tobacco use, depression and attempted suicide, antisocial behavior, school problems, driving and alcohol, and gambling.



## Promoting Positive Attitudes and Behaviors

In addition to protecting youth from negative behaviors, having more assets increases the chances that young people will have positive attitudes and behaviors, as these charts show. (For definitions of each thriving behavior, see page 7.)

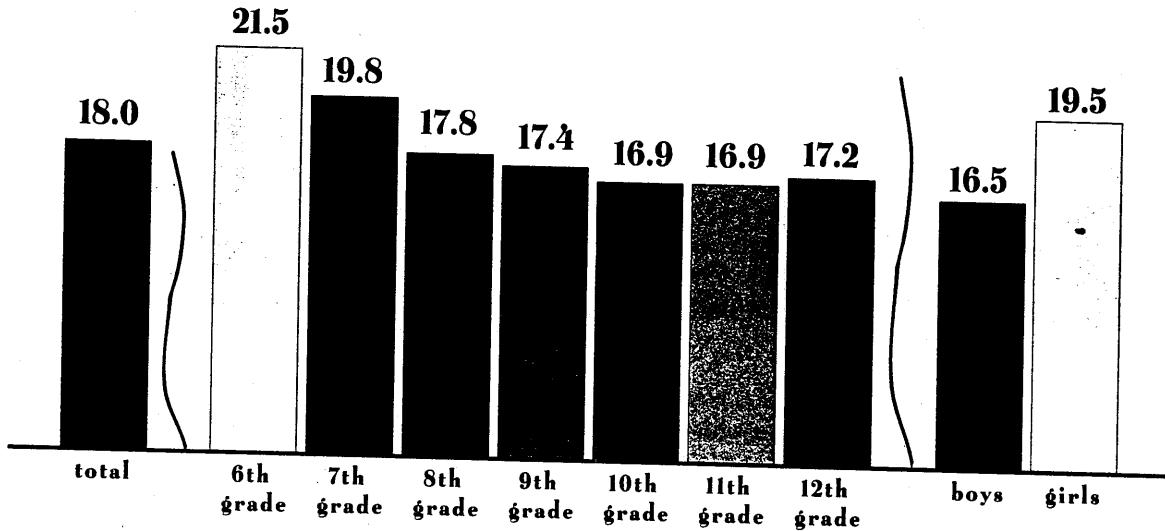


# The Challenge Facing Communities

While the assets are powerful shapers of young people's lives and choices, too few young people experience many of these assets. Twenty-five of the 40 assets are experienced by less than half of the young people surveyed.

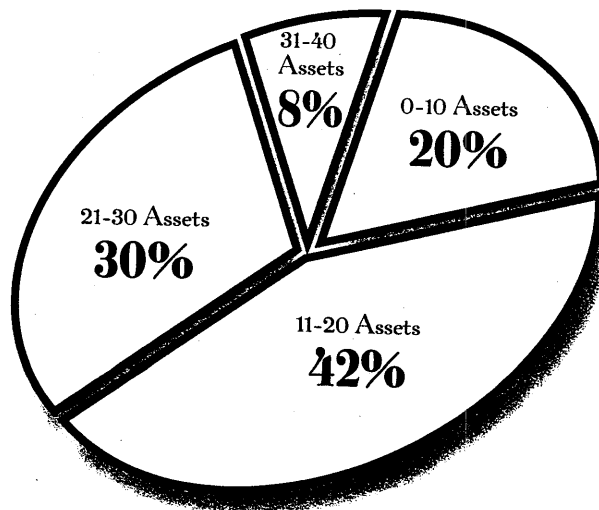
## Average Number of Assets by Grade and Gender

The average young person surveyed experiences only 18 of the 40 assets. In general, older youth have lower average levels of assets than younger youth. And boys experience fewer assets than girls.



## Youth with Different Levels of Assets

Ideally, all youth would experience at least 31 of these 40 assets. Yet, as this chart shows, only 8 percent of youth experience this level of assets. Sixty-two percent experience fewer than 20 of the assets.

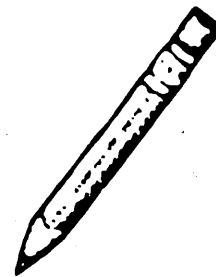


What goal would you set for young people in your community, organization, neighborhood, or family?



# An Asset Checklist

Many people find it helpful to use a simple checklist to reflect on the assets young people experience. This checklist simplifies the asset list to help prompt conversation in families, organizations, and communities. *NOTE: This checklist is not intended nor appropriate as a scientific or accurate measurement of developmental assets.*



- 1. I receive high levels of love and support from family members.
- 2. I can go to my parent(s) or guardian(s) for advice and support and have frequent, in-depth conversations with them.
- 3. I know some nonparent adults I can go to for advice and support.
- 4. My neighbors encourage and support me.
- 5. My school provides a caring, encouraging environment.
- 6. My parent(s) or guardian(s) help me succeed in school.
- 7. I feel valued by adults in my community.
- 8. I am given useful roles in my community.
- 9. I serve in the community one hour or more each week.
- 10. I feel safe at home, at school, and in the neighborhood.
- 11. My family sets standards for appropriate conduct and monitors my whereabouts.
- 12. My school has clear rules and consequences for behavior.
- 13. Neighbors take responsibility for monitoring my behavior.
- 14. Parent(s) and other adults model positive, responsible behavior.
- 15. My best friends model responsible behavior.
- 16. My parent(s)/guardian(s) and teachers encourage me to do well.
- 17. I spend three hours or more each week in lessons or practice in music, theater, or other arts.
- 18. I spend three hours or more each week in school or community sports, clubs, or organizations.
- 19. I spend one hour or more each week in religious services or participating in spiritual activities.
- 20. I go out with friends "with nothing special to do" two or fewer nights each week.
- 21. I want to do well in school.
- 22. I am actively engaged in learning.
- 23. I do an hour or more of homework each school day.
- 24. I care about my school.
- 25. I read for pleasure three or more hours each week.
- 26. I believe it is really important to help other people.
- 27. I want to help promote equality and reduce world poverty and hunger.
- 28. I can stand up for what I believe.
- 29. I tell the truth even when it's not easy.
- 30. I can accept and take personal responsibility.
- 31. I believe it is important not to be sexually active or to use alcohol or other drugs.
- 32. I am good at planning ahead and making decisions.
- 33. I am good at making and keeping friends.
- 34. I know and am comfortable with people of different cultural/racial/ethnic backgrounds.
- 35. I can resist negative peer pressure and dangerous situations.
- 36. I try to resolve conflict nonviolently.
- 37. I believe I have control over many things that happen to me.
- 38. I feel good about myself.
- 39. I believe my life has a purpose.
- 40. I am optimistic about my future.

## About the Research in this Brochure

Search Institute has been studying developmental assets in youth in communities since 1989, using a survey called *Profiles of Student Life: Attitudes and Behaviors*. In 1996, the current framework of 40 developmental assets was released. The data in this brochure is based on surveys during the 1996-97 school year of 99,462 6th- to 12th-grade public school students in 213 towns and cities in 25 states.

### How Problem Behaviors and Thriving Indicators Were Defined

Here is how each of the behaviors and attitudes shown in the charts on page 3 were defined in the survey. *Note that the definitions of high-risk behaviors are set rather high, suggesting ongoing problems, not experimentation.*

#### High-Risk Behavior Patterns

- ▶ **Problem Alcohol Use**—Has used alcohol three or more times in the past 30 days or got drunk once or more in the past two weeks.
- ▶ **Illicit Drug Use**—Used illicit drugs (cocaine, LSD, PCP or angel dust, heroin, and amphetamines) three or more times in the past 12 months.
- ▶ **Sexual Activity**—Has had sexual intercourse three or more times in lifetime.
- ▶ **Violence**—Has engaged in three or more acts of fighting, hitting, injuring a person, carrying a weapon, or threatening physical harm in the past 12 months.

#### Thriving Attitudes and Behaviors

- ▶ **Succeeds in School**—Gets mostly A's on report card.
- ▶ **Values Diversity**—Places high importance on getting to know people of other racial/ethnic groups.
- ▶ **Maintains Good Health**—Pays attention to healthy nutrition and exercise.
- ▶ **Delays Gratification**—Saves money for something special rather than spending it all right away.

## About Healthy Communities Healthy Youth

This brochure is part of Search Institute's national Healthy Communities • Healthy Youth initiative, which seeks to equip communities across the country to build assets for youth. This initiative is underwritten by Lutheran Brotherhood, a not-for-profit organization providing financial services and community service opportunities for Lutherans nationwide. Search Institute's work on asset building also has received support from the Blandin Foundation, the Cargill Foundation, the DeWitt Wallace-Reader's Digest Fund, and the W.K. Kellogg Foundation.

Search Institute also leads Assets for Colorado Youth, a statewide initiative that seeks to mobilize all Coloradans to build assets in children and adolescents. Major support for Assets for Colorado Youth is provided by The Colorado Trust.

Search Institute is a nonprofit, nonsectarian organization whose mission is to advance the well-being of adolescents and children by generating knowledge and promoting its application. The institute conducts research and evaluation, develops publications and practical tools, and provides training and technical assistance.

### For More Information About Asset Building

Healthy Communities • Healthy Youth  
Search Institute  
700 South Third Street, Suite 210  
Minneapolis, MN 55415  
Phone: 612-376-8955  
Toll-free: 800-888-7828  
Web: [www.search-institute.org](http://www.search-institute.org)

Assets for Colorado Youth  
Search Institute—Colorado  
1580 Logan Street, Suite 700  
Denver, CO 80203  
Phone: 303-832-1587

# How You Can ... On Your Own Build Assets

Everyone—parents and guardians, grandparents, teachers, coaches, friends, youth workers, employers, youth, and others—can build assets. It doesn't necessarily take a lot of money. But it can make a tremendous difference in raising

confident, caring young people. What it takes is building relationships, spending time together, and being intentional about nurturing positive values and commitments. Some things you can do:

- ▶ Get to know the names of kids who live around you. Find out what interests them.
- ▶ Get to know what young people around you are really like, not just how they are portrayed in the media.
- ▶ Eat at least one meal together every day as a family. Take time to talk about what's going on in each other's lives.
- ▶ Volunteer as a tutor, mentor, or youth leader in a youth-serving program.

## ... In Your Organization

If you're involved in an organization such as a school, youth organization, congregation, family service agency, health-care provider, or business—either as an employee or volunteer—you can encourage asset-building action within that organization. Some possibilities:

- ▶ Educate your constituency, employees, or customers about their potential as asset builders.
- ▶ Develop policies that allow parents to be involved in their children's lives and that encourage all employees to get involved with kids in the community.
- ▶ Contribute time, talent, or resources to support community asset-building efforts.
- ▶ Develop or strengthen programs and activities that build assets, such as mentoring, service-learning activities, peer helping, and recreation.

## ... In Your Community

Hundreds of communities across the United States are discovering the power and potential of uniting efforts for asset building. They involve people from all parts of the community in shaping and coordinating strategies that will help all young people be more likely to succeed. You can use your influence in the community to:

- ▶ Talk about asset building with formal and informal leaders and other influential people you know. Get their support for asset building.
- ▶ Conduct a survey to measure the asset levels of young people in your community. (Call Search Institute for information.)
- ▶ Develop opportunities for youth to contribute to the community through sharing their perspectives and taking action and leadership.
- ▶ Celebrate and honor the commitments of people who dedicate their lives and time to children and youth.

## Six Keys to Asset Building

It doesn't cost a lot of money or require special training to build developmental assets. Here are six keys to guide asset-building action.

- 1. Everyone can build assets.** Building assets requires consistent messages across a community. All adults, youth, and children play a role.
- 2. All young people need assets.** While it is crucial to pay special attention to those youth who have the least (economically or emotionally), nearly all young people need more assets than they have.
- 3. Relationships are key.** Strong relationships between adults and young people, young people and their peers, and teenagers and children are central to asset building.
- 4. Asset building is an ongoing process.** Building assets starts when a child is born and continues through high school and beyond.
- 5. Consistent messages are important.** Young people need to receive consistent messages about what's important and what's expected from their families, schools, communities, the media, and other sources.
- 6. Intentional redundancy is important.** Assets must be continually reinforced across the years and in all areas of a young person's life.

# tools for asset builders

Here is a sampling of asset-building resources available from Search Institute.

*101 Asset-Building Actions* is a full-color poster that lists the 40 assets and gives ideas for individuals and organizations on how to build assets. Portions of the poster are bilingual (English and Spanish).

*All Kids Are Our Kids* is the groundbreaking book by Search Institute President Peter L. Benson that gives in-depth information on the assets and how communities can mobilize individuals and organizations to build assets in young people.

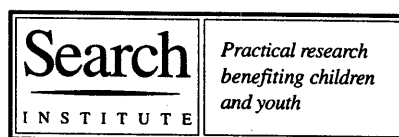
*Assets: The Magazine of Ideas for Healthy Communities & Healthy Youth* offers information and strategies for building assets and promoting positive youth development in kids. The magazine has ideas, stories, and resources for individuals, organizations, and community-wide initiatives that care about young people. To subscribe, call 800-869-6882.

*Parenting with a Purpose* is a booklet that challenges parents to view parenting through the asset framework, highlighting how the assets can reshape major parenting tasks and suggesting ways parents can find support in their community.

*Starting Out Right: Developmental Assets for Children* offers new frameworks for understanding and building the foundation that children from birth through age 11 need to begin a healthy life. It blends Search Institute's extensive research on adolescence with the literature on child development and the practical wisdom of people who work with and care for children.

*What Kids Need to Succeed* is an easy-to-read book that shows the importance of helping youth make positive life choices and gives practical ideas for building each developmental asset.

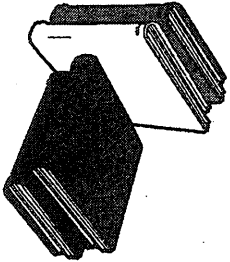
*Introducing Healthy Communities • Healthy Youth* is an informational handout that provides an overview of the Healthy Communities • Healthy Youth initiative and Search Institute. It opens to a colorful poster of asset-building ideas.



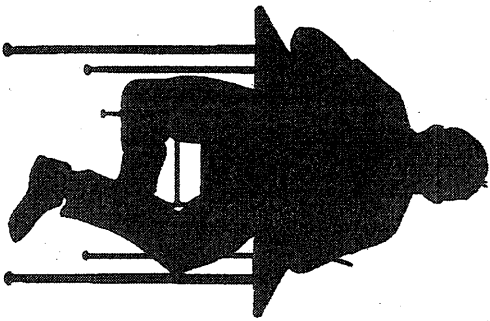
For more information on these resources and others, contact Search Institute, 700 South Third Street, Suite 210, Minneapolis, MN 55415. Toll-free: 800-888-7828. Web: [www.search-institute.org](http://www.search-institute.org).

# A Successful Learner

- Performs well in school
- Applies learning to everyday life
- Understands the importance of good health practices
- Thinks critically and solves problems
- Exercises self-discipline
- Communicates effectively



## Achieves full potential



**Mentally**

**Physically**

**Socially**

**Emotionally**

### For more information call

Wisconsin Department of Public Instruction  
 Student Services  
 Prevention and Wellness Team  
 125 South Webster Street  
 Madison, WI 53707-7841  
 (608) 266-8960 — 1-800-441-5084



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# How Can You Become Involved?

## Parents

- Talk to your children about health and safety
- Model healthy choices and behaviors
- Set clear rules and limits and stick to them
- Encourage and reward achievement
- Emphasize and demonstrate positive values
- Support your Comprehensive School Health Program

## Educators

- Set a good example as a healthy role model
- Offer programs that promote health and prevent risk
- Provide strong support systems for youth at risk
- Demonstrate care for each child
- Encourage and demonstrate positive values
- Share information with parents and community leaders about comprehensive school health programs

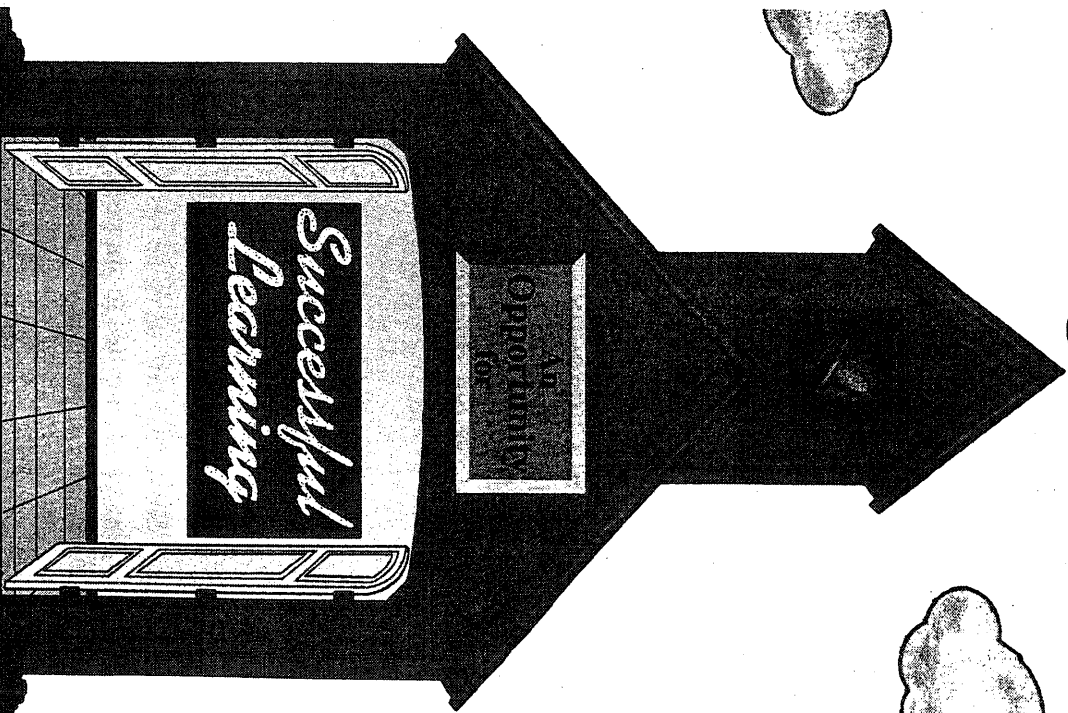
## Community Leaders

- Teach, by example, effective and constructive behavior
- Create a community-wide vision for healthy children and families
- Work to implement that vision
- Advocate for greater state and federal resources to support children and families
- Ensure that your community offers a range of services for families and structured activities for youth



The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

# Comprehensive School Health Programs



Wisconsin  
 Department of  
 Public Instruction



# Goals

- Promote the well-being of every child
- Help children avoid risky health behaviors
- Help children become successful students

The Wisconsin Departments of Public Instruction and Health and Family Services have developed a framework to assist schools in creating and improving Comprehensive School Health Programs.

## Healthy School Environment

A healthy school environment includes  
 Clean, safe buildings and transportation  
 Nutritious meals  
 Personal respect and responsibility  
 Appreciation for students and staff  
 It's a place where everyone – students, teachers, parents, staff and community members – wants to be.

## Family and Community Connections

Family – School – Community  
 We are all partners in the development of our children.

## Pupil Services

School Counseling  
 School Social Work  
 School Psychologist  
 School Health Services  
 Pupil Services Staff serve as resources to teachers and families in supporting the development of children. They make effective connections between the school and other community health resources.

## Programs for Students

Student Assistance Program  
 Conflict Management  
 Peer Leaders  
 SADD Chapters  
 Achieving wellness must reach beyond the classroom. These student programs, and many others, give youth greater opportunities to apply their learning about health and safety in daily life.

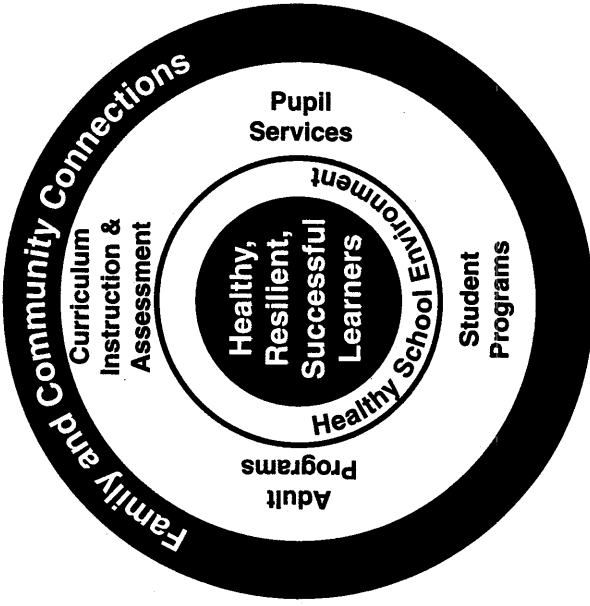
## Curriculum and Instruction

Good health is not accidental. It is the result of good teaching and meaningful learning. Instruction focusing on the health of children should be a part of every classroom.

## Programs for Adults

Parents, teachers and others need support too.  
 Training – Networking  
 Wellness Programs  
 Information can help concerned adults meet the challenge of guiding student decisions about health and safety.

# Comprehensive School Health Programs



“Comprehensive School Health Programs support the important health messages taught at home.”

National School Boards Association

“In order to support educational achievement, schools need to promote the health of every child. School health programs are key to ensuring that children are ready to learn.”

John Benson,

Wisconsin State Superintendent

*Healthy children are better learners!*