

## FIGHT FOR STUDENT ISSUES!

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- Faculty Pay-raise at 5.2%
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Signature                      Print name                      Address                      Phone Number

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<i>Stephanie VanDay</i>	Stephanie VanDay	230 Knutzen Hall	(715) 346-3696
<i>Matt Bess</i>	Matt Bess	11617 Main St S	343-2637
<i>Mary J. Lovin</i>	Mary Lovin	1248 A. North Point Dr	343-1622
<i>Melissa Vaughan</i>	Melissa Vaughan	301 Roach Hall	346-5940
<i>Julie Limberg</i>	Julie Limberg	188 Sims Hall	345-6000
<i>Jill M. Schomacher</i>	Jill M. Schomacher	303 Steiner Hall	346-4602
<i>Michael Scieszinski</i>	Michael Scieszinski	407 West Hall	346-3194

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<i>Mark Neilitz</i>	Mark Neilitz	1417 4th Ave	(715) 343-0028
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<i>[Signature]</i>	[Signature]	[Signature]	[Signature]
<i>Kane Tan</i>	Kane Tan	1749 College	(715) 342-9834
<i>Almond Loh</i>	Almond Loh	239 Pray Hall	(715) 346-5722
<i>Jonathan M. Morgan</i>	Jonathan M. Morgan	321 Michigan Ave. Apt. #8	342-0493
<i>Richard Oestreich</i>	Richard Oestreich	632 Werle Ave, Warsaw	845-8892
<i>Joe Kell</i>	JOE KELL	813 Adams St., Warsaw	(715) 342-9797



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<i>Amanda Julian</i>	Amanda Julian	917A Union St. (715)	343-1648
<i>Wendy Stanislawski</i>	Wendy Stanislawski	717 Walker St	344-3812
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<i>Maria Bovoni</i>	Maria Bovoni	324 South Hall	346-6264
<i>Kathy Klapetke</i>	Kathy Klapetke	228 Knutzen Hall	346-3364
<i>Crista Coenen</i>	CRISTA COENEN	337 ROACH HALL	346-5943
<i>Jessica Conway</i>	Jessica Conway	314 Steiner Hall	346-4572
<i>Brad Thomack</i>			
<i>Melissa Tittel</i>	Melissa Tittel		346-4547
<i>Erick McGinley</i>	Erick McGinley	132 Knutzen	346-3517
<i>Andreas Halverson</i>	Andreas Halverson	3139 Davis Dr.	341-4047
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<i>Amy L. Mason</i>	AMY L. MASON	6444 Co. Hwy V	884-3309
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<i>Gregory J. Brasen</i>	Greg Brasen	441 Pray	x5840
<i>Holly Mae Fenske</i>	Holly Mae Fenske	343 Steiner	x2891
<i>Michele Jensen</i>	Michele Jensen	251 Forest Dr	341-3050
<i>Bobbie Jo Tuttle</i>	Bobbie Jo Tuttle	10295 Pray Rd Marshfield	387-0181
<i>Kara Gebhardt</i>	Kara Gebhardt	1316 Fremont, Stevens Point	(715) 345-2837
<i>Beth A. Reiersen</i>	Beth A. Reiersen	221 Nicolet Hill	346-4580



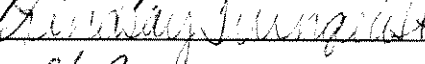


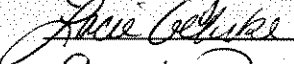
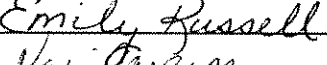

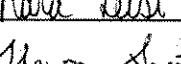

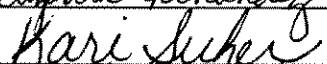
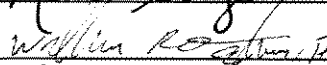
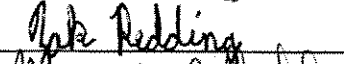
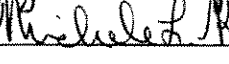
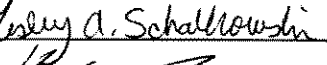
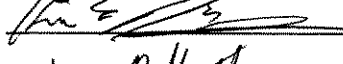
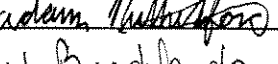
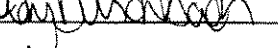

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Signature	Print name	Address	Phone Number
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	Jane Gilbert		343-0620
	PAMELA GANTZER	1640 College Ave, SP.	345-1282
	Lindsey Turcotte	1109 Division St., SP.	343-9633
	Erik Petersen	2901 5th Ave Apt B8	345-7264
	Kara McCoy	232 Prairie St. N. #46F	344-7109
	Lacie Gehrke	1424 East Ave, S.P.	345-7212
	Emily Russell	330 Smith Hall	346-2020
	Kari Carlson	789 Division #25	342-8817
	Kara Leist	2625 4th Ave #3	342-4798
	Shawn Szeszernak	2317 College Ave	342-5825
	Elizabeth Fernandez	2424 Stanley St.	343-0185
	Kari Sulzer	1404 Pansy Ln, Wausau	359-6998
	William Taylor	204 South Hall	345-6232
	Zak Redding	403 Burroughs Hall	346-2666
	Michele Ruhlman	336 Burroughs Hall	346-2604
	Lesley A. Schalkowski	203 Steiner Hall	346-2711
	Kira E. James	313 Watson Hall	345-6438
	Adam Rutherford	135 Smith Hall	345-6138
	Judy Birschbach	426 Knutzen	346-3579

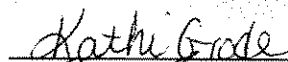

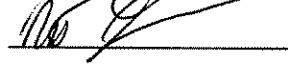
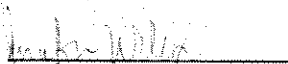




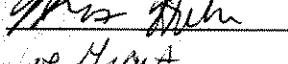
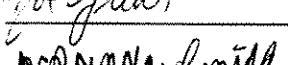
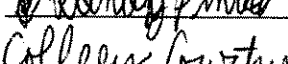
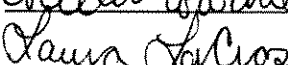




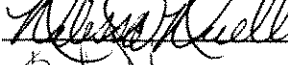
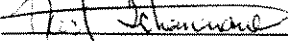
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	Kathi Grade	207 Steiner Hall Stevens Point	346-4601
	Rudy Avila	1220 N Point Dr Stevens Point	343-6128
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	Terri L Lauer	337 N. 1st Hall Stevens Pt	346-3149
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	JAMES OLAFSON	308 Burroughs	346-2483
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	JOE GRANT	1760 24th Ave Wausau	258-5333
	RANDY SMITH	240 Georgia St. N.	341-4477
	Randy Smith	124 Kealle Hall	346-8020
	Colleen Gurtney	219 Baldwin	346-2366
	Laura LaCrosse	244 Thomson	346-3448
	Gregory Gatten	4902 Birch St #5	355-9232
	ERIN YOTKO	122 South Hall	345-6298
	Carrie St. John	10109 Elm Rd Bancroft	335-6128
	Terry Foss	N2682 Co. Hwy K, Granton, WI	238-8904
	Melissa Mueller	3210 Joan Dr. Wausau, WI	848-2083
	Kurt Schenemur	836 S. 9th Ave Wausau	845-5290

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<i>Jason Sicchio</i>	Jason Sicchio	2000 McCulloch	715) 341-9935
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<i>Erin Carney</i>	Erin Carney	704 Vincent St.	343-1688
<i>Kelly J. Bloodorn</i>	Kelly J. Bloodorn	1532A College	343-0855
<i>Dave Carlstrom</i>	Dave Carlstrom	1600 College	341-9506
<i>Tate Mortenson</i>	TATE MORTENSON	116 MINNESOTA #8	343-0526
<i>Jason Langmeier</i>	Jason Langmeier	729 Division #25	342-8817
<i>Melissa Vandentkewel</i>	Melissa Vandentkewel	1208 Wisconsin St.	345-2961
<i>Gina Franzese</i>	Gina Franzese	409 Hyer Hall	346-2185
<i>David R Beauvillie</i>	David R Beauvillie	16396 Banner Rd	715-253-3791
<i>Casey Cook</i>	Casey Cook	143 Knutson Hall	346-3570
<i>Kelly McCarthy</i>	Kelly McCarthy	209 Watson	345-6402
<i>P Hensch</i>	P Hensch	2324 Algonquin St	343-1207
<i>Tina Salata</i>	Tina Salata	4101 Phay Sims	346-5819
<del>Secret</del>			
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<i>Roberta Kollmansberger</i>	Roberta Kollmansberger	207 Phay Sims	346-5754





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<i>Penny Landvatter</i>	Penny Landvatter	308 Hyer Hall, Stevens Point WI	346-2141 (715)
<i>Jamie Gilbert</i>	Jamie Gilbert	313 Sins Hall Stevens Point, WI	346-5193
<i>Katie Wolf</i>	Katie Wolf	1824A Main St. ST. P. WI	342-4870
<i>Rebecca Gallup</i>	Rebecca Gallup	231 Steiner Hall Stevens Pt. WI	346-2795
<i>Sharalee Paap</i>	Sharalee Paap	1248A North Point Dr. Stevens Pt.	343-1622
<i>Joe Howard</i>	Joe Howard	1624 Division St. Stevens Pt.	343-0127
<i>Elizabeth Grubke</i>	Elizabeth Grubke	311 May Roach Hall, Stevens Point	346-5968
<i>Todd Norton</i>	Todd Norton	2711 Frontenac Ave Stevens Point WI	54481
<i>Herb Lessmiller</i>	Herb Lessmiller	105 Hyer Hall	346-2262
<i>Melissa Innis</i>	Melissa Innis	423 Wilson hall	345-6038
<i>Carl Hermanson</i>	Carl Hermanson	408 Neale Hall	346-3191
<i>Alexa Priddy</i>	Alexa Priddy	407 Hyer Hall	346-2199

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<i>Christopher M Forseth</i>	Chris Forseth	1400 Brussels Apt A	343-0051
<i>Chris J Zarada</i>	Chris J Zarada	1440 17th Ave So. WR	421-4832
<i>Joseph L Olson</i>	Joseph L Olson	1900 Briggs St Stevens Point	342-9571
<i>Victor Rozmarok</i>	Victor Rozmarok	2901 5th Ave apt 5-A	343-1681
<i>Heather Feltz</i>	Heather Feltz	1700 B College Ave	343-0769
<i>Janelle Quirk</i>	Janelle Quirk	701 Vincent Ct SP	342-9706
<i>Christina Michalsen</i>	Christina Michalsen	401 Vincent Ct SP	342-9706
<i>Heidi Salzman</i>	Heidi Salzman	2214 Sims St	345-2793
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<i>Eric Graczkowski</i>	Eric Graczkowski	2623 Minn. Ave.	345-7954
<i>Michelle M. Vaughan</i>	MICHELLE VAUGHAN	317 Mary Ann Ave	344-2546
<i>Joel Atanburg</i>	Joel Atanburg	5307 Spring Brook	842-1098
<i>Liz Zimmermann</i>	LIZ Zimmermann	1220 Phillips St.	
<i>Jason Buford</i>	Jason Buford	1109 Fremont St.	343-1634
<i>Laurie Schaefer</i>	LAURIE SCHAEFER	2249 Main St.	342-4650
<i>Amy E. Dyer</i>	AMY E. DYER	336 WATSON	345-6440
<i>Keri Swiecichowski</i>	KERI SWIECICHOWSKI	246 SMITH	346-2006
<i>Nicole S. Loew</i>	Nicole S. Loew	343 Neale	346-3123
<i>Lucas Schmidt</i>	Lucas Schmidt	427 Burroughs	346-2501

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**Signature                      Print name                      Address                      Phone Number**

<i>[Signature]</i>	<i>[Print Name]</i>	<i>[Address]</i>	<i>[Phone Number]</i>
<i>Rocky Lange</i>	Rocky Lange	2340 Clark St	715-342-3631
<i>Amy Kimmes</i>	Amy Kimmes	8 Plover	344-4710
<i>Kristen Huff</i>	Kristen Huff	415 Hyer Hall	715-346-2202
<i>Trent Dudei</i>	Trent Dudei	3520 Ann Marie Plover	342-5912
<i>Miranda Schneider</i>	Miranda Schneider	418 Sims Hall	346-5862
<i>HANY WIBOWO</i>	HANY WIBOWO	1384 N. POINT DR.	344-3863
<i>Laurie Olsen</i>	Laurie Olsen	239 Roach	(715)345-6498
<i>Jeromy Spraker</i>	Jeromy Spraker	1417 Briggs St.	345-7979
<i>Erica Hundertmark</i>	Erica Hundertmark	319 Smith Hall	345-6120
<i>Kristin Langyel</i>	Kristin Langyel	419 Knutzen Hall	715-346-3519
<i>Elizabeth M. Henney</i>	Elizabeth M. Henney	421 Hyer Hall	715-346-2182
<i>LoRen Lauffer</i>	LOREN LAUFFER	232 Thomson Hall	715 346 2958
<i>Rebecca R. McDermott</i>	Rebecca R. McDermott	422 Watson Hall	345-6047
<i>Jason Dreier</i>	Jason Dreier	137 Watson Hall	345-6371
<i>Jenny Kimmes</i>	Jenny Kimmes	214 Thomson Hall	346-3465
<i>Angela Wood</i>	Angela Wood	339 Watson Hall	346-6453
<i>Christine Tielens</i>	<i>Christine Tielens</i>	1321 Robin Lane	344-2522
<i>Derra Lake</i>	Derra Lake	3230 Center Street	341-3086
<i>Jeremy Moss</i>	Jeremy Moss	102 SMITH HALL	346-5877

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<i>Kanyun Rokicki</i>	Kanyun Rokicki	301 Lindbergh Av #9	343-0268
<i>Marty Anderson</i>	Marty Anderson	439 Hansen Hall	346-3313
<i>Kevin Willis</i>	KEVIN WILLIS	2516A CENTER ST.	342-5774
<i>Jennifer Hojnacki</i>	JENNIFER HOJNACKI	209 4TH AVE	341-2180
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<i>Vickie L. Lott</i>	Vickie L. Lott	337 Hansen Hall	346-3305
<i>Josh Johnson</i>	Josh Johnson	432 May Roach Hall	345-6016
<i>Molly Ksionsk</i>	MOLLY KSIONSK	245 N. Green Ave	341-9381
<i>Katrina Franklin</i>	Katrina Franklin	340 Steiner Hall	346-2725
<i>Amy Flunker</i>	Amy Flunker	202 Hansen Hall	346-3254
<i>Steven G. Rodman</i>	Steven G. Rodman	104 Hansen Hall	346-3261
<i>R.M. Halle</i>	R.M. Halle	715 S. Cypress Marshfield WI	715-498-8108
<i>Curt King</i>	Curt King	5005 Campsite Dr.	341-7159
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<i>Melissa Fannin</i>	MELISSA FANNIN	325 Knutzen Hall	346-3532
<i>Angie Euge</i>	Angie Euge	521 Maple Hall	346-3151
<i>Chairman Wakefield</i>	CHAIRMAN WAKEFIELD	445 STEINER HALL	346-2851






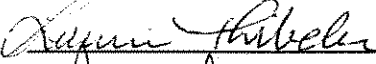
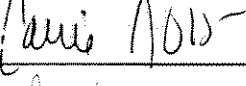
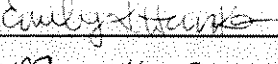
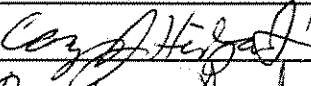
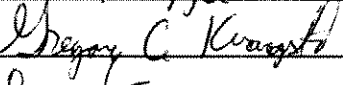
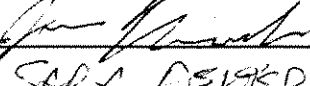

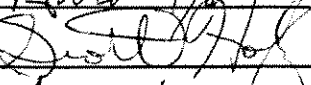
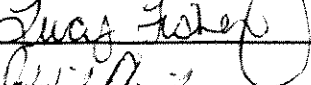
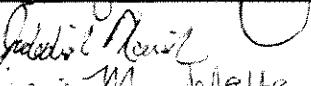
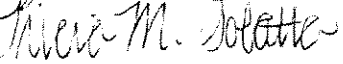


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<u>Signature</u>	<u>Print name</u>	<u>Address</u>	<u>Phone Number</u>
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Dana Churness	Dana Churness	402 Baldwin Hall St Point, WI	346-2231
	Laurie Thibedeau	801 Smith St. Stevens Pt, WI	54481 345-7838
	CARRIE OLSON	303 MINNESOTA AVE NPTS Stevens Pt, WI	54481 345-0905
	EMILY HANKA	801 Smith St Stevens Pt, WI	54481 345-7838 PH. 346-2323
Michelle Spiegel	Michelle Spiegel	236 Baldwin Hall, Stevens Pt, WI	54481
Nicholas Snavely	Nicholas Snavely	123 Knutson Hall, Stevens Pt, WI	54481
	Cory Hilgert	414 Steiner Hall	" " " 346-2592
Zachary Ford	Zachary Ford	241 Baldwin	346-2395
Jerry Struble	Jerry Struble	241 Baldwin Hall	346-2395
Neil Bygd	Neil Bygd	330 Baldwin Hall	346-2369
	Greg Koogsted	336 Baldwin Hall	346-2395
Brent Cooper	Brent Cooper	335 Baldwin Hall	346-2294
	James Church	338 Baldwin Hall	346-2294
SARA DEXTER	Sara Dexter	323 Michigan Ave	315-7132
Adam Wallace	Adam Wallace	322 Baldwin Hall	346-2315
	Aaron Johnson	314 Baldwin Hall	346-2234
	Scott Holz	" " " "	" " " "
	Lucy Fisher	223 Hansen Hall	346-2204
	Jed Kaurich	326 Baldwin Hall	346-2438
	Tricia Sobotta	242 Steiner Hall	346-2804





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<i>DeAnn Decker</i>	DeAnn Decker	232 Knutzen	*3680
<i>Elizabeth S. Reese</i>	Elizabeth Reese	1100 College Ave.	344-7437
<i>Lauren R. Demko</i>	Lauren R. Demko	228 Neale	346-3884
<i>Christine M. Miller</i>	Christine M. Miller	824 Union St.	343-0275
<i>Robert Stein</i>	Robert Steinbrenner	409 Neale	346-3112
<i>Carmen Marcucci</i>	Carmen Marcucci	206 Baldwin	346-2392
<i>Rachel Larson</i>	Rachel Larson	224 Thompson	346-3445
<i>Kelly Bandoch</i>	Kelly Bandoch	427 Watson	345-6048
<i>Pam Jenkins</i>	Pam Jenkins	204 Smith	345-6122
<i>Janelle Jantz</i>	Janelle Jantz	403 Myer	346-2181
<i>Nate Kofler</i>	Nate Kofler	405 Burroughs	346-2516
<i>AARON O'NEEL</i>	AARON O'NEEL	414 THOMPSON	346-3418
<i>Mary J. Revay</i>	Mary Revay	752 Franklin St	342 4579





## MARSHFIELD

*The City with a Center*

Darla Dielmann  
Director of Business/Education Partnerships  
Marshfield Area Chamber Foundation  
700 South Central Avenue • P.O. Box 868  
Marshfield, Wisconsin • 54449  
Phone 715/389-1587 • FAX 715/387-8925  
E-mail: [macci@wctc.net](mailto:macci@wctc.net)

As Director of Busi./Educ. Partnerships for the Central WI STW Partnership, I facilitate and coordinate the STW initiative for five school districts and business communities.

We have a strong partnership with many success stories to tell. Our YA program is strong and growing, along with other work-based learning opportunities happening as well. Job shadowing and cooperative education are experiences that we encourage EVERY student to take advantage of.

Thanks to STW, over 80% of our students in the 11<sup>th</sup> grade have written career plans. 100% have career portfolios. Students are being mentored by business professionals—gaining strong employability skills to make them successful no matter what career they decide to go into it. They are thinking about their futures NOW.

My role at the Marshfield Area Chamber of Commerce & Industry is to provide the link between our schools and our businesses within our partnership's five communities--our primary labor market. STW Coordinators at each of the high schools have contact with students, faculty, administrators and parents to promote STW programs. My role is constant contact with the business community—informing them of STW opportunities and keeping them informed of the ever changing policies affecting STW.

Marketing STW is another major responsibility for me. Through weekly articles in the Mfld. News-Herald and monthly editions of The Community Connection, our STW newspaper, we have increased awareness of STW and the critical role that STW plays in preparing students for life beyond high school graduation.

STW is industry-led, education driven. Through constant contact with business and industry, THEY decide the need for STW and new programs being developed. The need is great. Our businesses are facing a crisis situation with the labor shortage, and are looking to our high schools to inform students of the many careers available to them, beyond the traditional.

Tech. Ed. is needed in our high schools, and cannot be short-changed or looked down upon with core academics taking center stage due to the upcoming graduation exam. Core academics are taught in Tech. Ed., too, and many students are only able to learn "hands on".

Thanks to STW, we have over 6,800 students in our partnership alone involved in the WI Career Development Continuum. Starting in kindergarten, students begin Career Awareness, and move on to Career Exploration, Planning, Preparation, and Life-long Learning. With STW, students are prepared for a smooth transition from the school environment, to a career, to life-long learning. They have comprehensive information from which they can make informed choices about their futures.

We are very pleased to see the dollars in the Gov's proposed budget allocated to work-based learning, and encourage you today to fund STW next year at this year's level. The Dept. of Workforce Dev. has told us that time and time again, they hear that there must be someone coordinating work-based learning at the local level, or it just won't happen. This is the #1 thing that they are hearing consistently.

The STW Coordinators in our partnership and throughout the state wear many hats—they're guidance counselors, teachers, etc. It is difficult for them to get out of the building to meet with business and industry. That is my role. Without my role and funding from the state to support it, STW will suffer, with communication between our schools and businesses diminishing, and new STW programs difficult to start.

My position as Director has been funded through STW dollars. We have great support from our school districts and our business community, however, local funding ALONE will be difficult. With declining enrollments and revenue caps affecting school districts, and tightening budgets across the board, we need continued support from the state to keep STW strong and at the high level of quality that has been established over the past five years.

STW is a partnership...a partnership between our schools and business communities. We need you, the state, as a partner as well to ensure a skilled, qualified workforce for the future of WI.



## *D.C. Everest Senior High School*

6500 Alderson Street, Schofield, WI 54476  
715-359-6561 Fax 715-355-7220

Thomas W. Johansen, Principal  
Dawn A. Bratt, Assistant Principal  
Todd J. Bohm, Assistant Principal

July 21, 1998

Mr. John Benson  
Wisconsin State Superintendent of Schools  
Wisconsin Department of Public Instruction  
125 South Webster Street  
P.O. Box 7841  
Madison, WI 53707-7841

Dear Mr. Benson,

In many respects, I feel like a favored child. I have been fortunate enough to be a teacher in an exemplary school with a wonderful staff and, even more importantly, super students and families. Not all teachers have such positive working conditions. But there is a different reason why I feel like I have been graced. It is because of my involvement in the Wisconsin Academy's Staff Development Initiative (WASDI) and I would like to share with you just a few ways that WASDI has affected my classroom and me.

Imagine making a nose, an electronic nose--a device capable of detecting differences between various odors. Or how about creating "Buckyballs" with your own reactor, a substance that had just been discovered 15 years ago, a finding that won its discoverers a Nobel prize. Or you say that your interest is in photovoltaics? Great. Make your own. Or.... Over the past couple of years, WASDI has encouraged me to help students develop activities such as the ones above. I have had students do projects before. But not projects that require collaboration of numerous community members for funding, technical advice, or equipment use. We've garnered hundreds (thousands, if you include the real cost of the technical advice) of dollars of donations from various corporations for use in these projects.

Students not only learned a great deal of chemistry (the class I teach), but they also keyed in on communication strategies (as they wrote letters, faxed information, talked to people on the phone), the history behind the ideas, business procedures, .... among numerous other concepts that they would not have learned in the traditional classroom. For many of these projects, we required the help of many staff members--custodial, teachers, and administrators--to bring the projects to completion. They were wonderful interdisciplinary projects.

Several of the projects were so good that the students were invited to show their work at national forums. The electronic nose project was shown before the national Chem-Ed conference in Minneapolis during August '97. The buckyball and solar cell projects were exhibited before a regional American Chemical Society meeting in Milwaukee during June '98. All who observed these projects were very much impressed. Presently, one magazine article (*ties* Jan/Feb '98) has

been published regarding these projects and several others are presently under review. (No, I never had a magazine article published before either....another effect of WASDI.)

But that was not the only effect that WASDI had on my classroom. Without looking at all of the numerous classroom activities that were inspired by the great group assembled by WASDI, I would like to look at just one. It involved a group effort between science and math teachers as we worked to integrate our class work. We wrote a GOALS 2000 grant and then purchased CBLs (calculator based labs) and calculators with the money. Students from both the math and science classes worked with the equipment studying various phenomena. We then combined the math and science classrooms and had the students teach each other the math and science behind the lessons. It was great seeing how students, for the first time in many cases, were able to bring the different disciplines together. It was also great working with the other teachers. Not only had we not written a grant before, we never worked together before, despite having worked in the same building for years. WASDI, once again, was at the inspiration's heart.

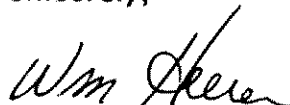
I could go on and on discussing the ways that WASDI has affected my classroom, district, and beyond. I could talk about the inservices delivered at the state and national levels. (WSST and Chem-ED) I could share how I forward information back and forth from WASDI-line with people from throughout our district. There were some terrific activities that were shared through that medium. But I think it is quite apparent that WASDI program has breathed life into my classroom and into my career. It has done the same for countless others.

Many businesses provide the opportunity for their employees to continue their professional development. School districts try to do the same, but within the school year and at school, staff development is like trying to sell lawn mowers to soldiers on an active front line. Summer professional development has also been the rule, but the problem with that is that the teachers are really on their own, doing their own things. Regrettably, this is like most staff development of teachers in the past, with teachers being relatively isolated from one another--unfortunately, very much like their classrooms.

WASDI is a unique program in the educational setting because it provides teachers the forum to continue their professional development together. Through WASDI-line and our meetings at Chippewa Falls and elsewhere, we're networked with people throughout the state. We are not individuals going in many different directions, but instead a group working together toward a common vision. We are not individuals working for separate school districts, but instead people working for the children and the future of our state.

WASDI was truly a positive experience for me. All teachers should be as fortunate to be able to participate in the WASDI program.

Sincerely,



William Heeren  
Chemistry Teacher

P.S. I'm sending a copy of this letter to the WASDI office as a token of my appreciation.



GOVERNOR'S

**WITCO**

on International



How to Create a  
**GLOBAL GENERATION**  
**IN WISCONSIN**  
*for the 21<sup>st</sup> Century*

GOVERNOR'S

## WITCO TASKFORCE

on International Education

“**T**his report of Governor Thompson's Task Force is a superb document, replete with imaginative, *workable* recommendations that, if implemented, will assure that Wisconsin's young people are prepared to meet the new and difficult challenges of the 21st century. Our world is becoming ever more complicated, ever more competitive, and ever more fascinating. Thanks to Governor Thompson's foresighted recognition of the need to prepare coming generations to think and act globally, Wisconsin will enter the next century prepared to cope with the new and wondrous world on our doorstep.”

—Lawrence Eagleburger  
Former U.S. Secretary of State

# THE FUTURE OF WISCONSIN IS INTERNATIONAL.

"We must all work together to export Wisconsin's most valuable assets—talent and intellect."

—Governor Tommy G. Thompson

On September 26, 1997, Governor Thompson announced a new education initiative to ensure that Wisconsin's students and businesses can continue to compete successfully in the global marketplace. As a result of Governor Thompson's directive, and under the leadership of Milton E. Neshek (Task Force Chairman), an executive of Kikkoman Foods in Walworth, Roger E. Axtell (Task Force Vice Chairman), author and public speaker, and Dr. Leslie O. Schulz (Project Coordinator), Professor of Health Sciences at UW-Milwaukee, the WITCO Task Force on International Education was launched.

"As we enter the 21st century, the graduates of Wisconsin's high schools, technical colleges, and institutions of higher education, as well as the managers of our businesses, will be required to live and compete in an increasingly global marketplace," Thompson said. "I have called on the Wisconsin International Trade Council (WITCO) to study our international education programs to ensure that young people throughout Wisconsin are properly trained and prepared to become the first truly global generation."

Since our world is changing rapidly, Governor Thompson recognized that lifelong learning would be a necessary component to maintain our high standard of living. Therefore, he proposed a bold new vision—to take the "Wisconsin Idea" global. Until now, the "Wisconsin Idea" referred to making the boundaries of our university campuses the boundaries of our state. On the eve of the 21st century, Thompson's directive was to expand our boundaries to encompass the earth. "With the intelligent use of telecommunications and distance learning technologies," Thompson said, "we can dramatically increase opportunities for our citizens to learn and to succeed."

Governor Thompson charged the Wisconsin International Trade Council (WITCO) with identify-

ing the necessary elements to ensure that Wisconsin's workforce can meet the challenges of the future by responding to three basic questions:

1. *What is currently being done in the area of international education?*
2. *What should be done to expand and improve international education?*
3. *How should it be done?*

The International Education Task Force was formed to carry out this charge and thereby provide a blueprint to ensure that Wisconsin citizens can thrive in a global economy. Seven committees were established:

- Committee on International Educational and Cultural Experiences (explored the current situation and made recommendations regarding student exchanges, teacher exchanges, sister city, sister state relationships)
- Committee on World Languages for Wisconsin Citizens (surveyed existing language learning opportunities and suggested areas for improvement)
- Committee on Global Electronic Education (tackled the idea of "taking the Wisconsin Idea global" by examining existing resources for distance education and future needs)
- Committee on Global Education and Training (identified strategies for increasing and improving global education and training opportunities)
- Committee on Wisconsin's Global Network (described a method for identifying resource people around the world who have Wisconsin ties)
- Committee on Global Awareness/Public Information (developed a plan for increasing

citizen awareness of the international nature of our future)

- Committee on Development (identified strategies for funding and expanding international opportunities)

*Names of the people who served on these committees are listed on page 22.*

## FINDINGS

The Task Force adopted 45 recommendations from the committee reports (see <http://badger.state.wi.us/agencies/commerce> for full reports). Following is a sampling from those recommendations. Important note: These have been selected as *representative of* the Task Force recommendations. Readers are urged to review *all* of the committee ideas as they appear later in this report.

### General Goals:

- Tomorrow's citizens must be globally literate and linguistically capable. This means they must be:  
**First**—Soundly grounded in core skills (reading, writing, calculating, critical thinking), able to use and adapt to technology, and capable of living healthy lives.  
**Second**—Geographically informed, media savvy, computer literate, technically skilled, artistically communicative, comfortable in relationships with other cultures, and proficient in a language besides English.
- The business community should take an active, supporting role because it has a huge stake in assuring that Wisconsin citizens are prepared to live and work in a global environment. The generation of jobs and wealth comes from Wisconsin businesses that are globally competitive. It is to their advantage to have a globally literate workforce. The growth of such companies in

Wisconsin would assure economic diversity, increase the number of skilled jobs, and attract additional companies to the state.

### Specific Goals:

- A major conclusion was that programs such as study abroad—whether for only one week or for a full semester—are the single most effective way to globalize the minds of both students and teachers. Accordingly, the Task Force recommends gathering funds from both public and private resources to allow significantly more students and teachers to travel and study overseas.
- Initiate an international internship tax credit. Businesses that pay Wisconsin taxes would receive a \$1,000 credit for each student they sponsored enrolled in an internship program. Enrollment must be with a nonprofit educational institution in this state that participates in an out-of-country internship program.
- Dramatically increase the number of foreign language immersion programs in elementary schools. Strive to have 200 school districts with immersion programs by 2015.
- Establish a public information technology (IT) authority within an existing state agency to negotiate IT contracts, set IT standards, and deal with the new information technology.
- Create statewide seamless digital electronic networks that allow educational access for every Wisconsin home and business.
- Organize a Wisconsin People Network encompassing alumni of Wisconsin schools and employees and agents of Wisconsin companies to advance the state's interests around the world.
- Develop a comprehensive Internet site from which businesses, employees, schools, and students could

access information on international training and trade opportunities/resources, develop a companion's guide with easy-to-understand instructions and tips for effectively using the site.

- Create a permanent Governor's Council on World Languages for Wisconsin Citizens.
- Businesses in Wisconsin with expertise in international business and cultural relations are asked to share their expertise with grade schools, high schools, and colleges.
- The Governor should embark on a speaking campaign to enlist the support of business and education groups for these recommendations.

### **Funding**

In any comprehensive study such as this, the natural and inevitable question is: *These recommendations may be both worthy and sound...but how much will all of this cost?* In many respects, the State has already begun to make critical investments to keep Wisconsin citizens competitive and also to join the world economy. The Governor's TEACH and BadgerNet initiatives in the 1997-99 State budget provide substantial investments in digital technologies that will hook up the schools, libraries, universities and other sectors of the state to an electronic global highway. The private sector is also investing substantial amounts to train employees, to venture into new markets overseas, and to support educational initiatives.

These investments plus the substantial state support of K-12 and higher education provide a foundation for linking Wisconsin to the global economy. By leveraging our past and current investments with additional investment, we are increasing the likelihood that Wisconsin citizens will, indeed, become world leaders for the 21st century.

As to the recommendations in this report, the cost is impossible to pinpoint because the parameters are imprecise. However, at a minimum, an expenditure of \$3-5 million per year over the next five years would provide Wisconsin with a critical edge. These funds should come from both private and public sources because both will gain from a globally prepared citizenry.

## **COMMITTEE RECOMMENDATIONS**

As the individual reports from the seven committees were assembled, four common themes emerged. Therefore, the committee reports have been summarized under these headings:

1. Cultural and International Education Opportunities
2. Language Proficiency
3. Communication in the Information Age
4. Economic Development

The responses to Governor Thompson's questions follow.

## CULTURAL AND INTERNATIONAL EDUCATIONAL OPPORTUNITIES

Wisconsin has always had strong international education programs. Indeed, the very oldest colleges (Beloit, Carroll, Carthage, and Lawrence) put major emphasis on global languages and cultures before Wisconsin even became a state. Beloit College has counted foreign students among its graduates for over one hundred years. Primary and secondary education, too, have long had an international dimension. In the early years of the state's history waves of immigrants forced recognition of diverse languages and cultures in the schoolhouse.

During the 1950s study-abroad opportunities experienced significant growth. Early efforts tended to be "island" experiences, i.e., Wisconsin students traveled with Wisconsin professors, usually to Western Europe, and the teaching emphasized languages and cultures. By the mid-1960s, study abroad opportunities expanded to include Asia, Latin America and the Middle East. At some institutions, the number of participants was high and growing higher (e.g., by the mid-1960s, 25 percent of the students at Beloit College were studying abroad). Levels of participation in the UW System, however, were much lower.

Over the years three models of post-secondary international education developed: (1) international study programs ("study abroad"); (2) the study tour; and (3) service learning/internships. Study abroad most often includes actual enrollment in an overseas institution for a semester or a year. The study tour usually consists of a short-term international learning experience geared to a particular subject (e.g. materials science in Germany) or to the international learning needs of non-traditional (older), working students. Service learning and internships provide "hands on" experience at all levels of education.

For nearly half a century these three models were the important foci for small colleges and universities.

Until the late 1980s, most research universities put their primary emphasis on technical assistance (much of it funded by the U.S. Agency for International Development and other governmental agencies). This had significant educational benefit because of the enrichment of the curriculum growing out of the faculty work in these areas. Fortunately, these technical assistance efforts continue despite the end of the Cold War. They constitute probably the most direct link of higher education to international economic development.

### *What is currently being done?*

- Wisconsin citizens are studying on every continent and in nearly every country.
- Students from abroad are flocking to our colleges and universities.
- Corporations and other organizations sponsor international learning opportunities in ever-greater numbers.
- Sister-city and sister-state relationships offer a wide range of educational and cultural experiences.
  - Thirty-six Wisconsin cities operate in 49 relationships.
  - Two Wisconsin counties have relationships with comparable political subdivisions abroad.
  - The State of Wisconsin has 7 sister states.

*What should be done?*

- Increase participation in international educational and cultural experiences. Today, approximately 45 percent of the students at Beloit College participate in study-abroad opportunities, while participation at UW campuses ranges from two to five percent. No one is satisfied with these numbers. This gap results not from the lack of program offerings, but primarily from financial barriers and, to a lesser extent, from a lack of appreciation for the global dimension in education. Until the 1970s, some institutions paid students' expenses (including airfare) as well as program development costs. Study abroad was then relatively inexpensive. Since that time, growing costs and declining resources have resulted in a shift of responsibility to students and their families. In particular, the cost gap between studying abroad and staying on campus has risen dramatically for in-state UW students.
- Diversify the distribution of international educational experiences across disciplines and types of students. Students currently studying abroad are disproportionately white, female, in the humanities, and (in the UW) from out of state. The low level of minority participation may also be attributable to fiscal reasons. The focus on the humanities is clearly a problem. Natural and social sciences, as well as business and the other professions (e.g., health care) need to be internationalized.
- Further recognize the impact foreign students and faculty coming to Wisconsin have on our efforts to internationalize education. International educational and cultural experiences can take place in Wisconsin; the world can come to Wisconsin to an even greater extent than it does now. These visitors can be great assets whether they return home as Wisconsin alumni or stay here as contributors to Wisconsin's culture and economy. Unfortunately, some resist the recruitment of foreign students out of a fear that they will drain resources that otherwise could be used by Wisconsin students. This perspective is misguided and needs to be changed. Bringing more international students to Wisconsin needs to be seen as an investment in learning on a par with investments in laboratories and libraries.
- Document international educational and cultural experiences, particularly at the elementary and secondary levels. It is questionable whether Wisconsin reaps the full potential benefit of international education programming (economic, educational, and cultural) because so little information is collected and disseminated.
- Increase the number of sister-city and sister-state partnerships. We are not achieving our potential from this type of educational and cultural experience. For Wisconsin to meet the national average of formal sister relationships, we would need to partner with 11 more international jurisdictions. The status of our current sister relationships varies greatly. Some are nearly moribund while others are expanding. On the Wisconsin side the relationships are usually maintained by volunteers, while it is common for the government to be a partner on the other side. Institutional backing is found in some municipalities; Wisconsin-Chiba (Japan) and Wisconsin-Hessen (Germany) are operated by nonprofit corporations, but are not staffed;

Carroll College provides operational support for another. A volunteer organization, Wisconsin Sister Relationships, Inc., provides information and technical assistance through volunteers.

- Internationalize education in Wisconsin. Foreign students studying in Wisconsin make an important contribution to the advancement of this and other worthy goals. Wisconsin corporations can play a critical role in supporting such internationalization of our educational institutions while at the same time addressing their own staffing needs. M&I Data Corporation and Marquette University have modeled such a mutually beneficial arrangement. M&I Data Corporation is paying tuition for 30 foreign students to attend Marquette. More of this needs to be encouraged.

#### *How should it be done?*

- Allow access to international experiences for economically disadvantaged students through WISCONSIN INTERNATIONAL SCHOLARS. Because participation in study-abroad opportunities is lower than it should be if Wisconsin citizens are to be educated to take the lead in global settings and because this problem results primarily from a fiscal rather than a programmatic gap, we propose the creation of WISCONSIN INTERNATIONAL SCHOLARS (WIS). This program would grant \$1,000 toward the travel costs of Wisconsin teachers and Wisconsin students enrolled in a Wisconsin elementary, secondary, or post-secondary institution and participating in a *bona fide* study-abroad, study-tour, or service-learning/internship program.

The WISCONSIN INTERNATIONAL SCHOLARS program, funded from state general purpose revenue, would be divided into four subprograms.

- The first would be for economically disadvantaged students in Wisconsin post-secondary institutions. Travel grants of \$1,000 would be made to students enrolled in the University of Wisconsin System, the Wisconsin Technical College System, or in one of Wisconsin's private colleges and universities.
- The second program would be for elementary and secondary students and accompanying teachers (mentors). This program would be called the JUNIOR WISCONSIN INTERNATIONAL SCHOLARS.
- The third and fourth programs would both be called the WISCONSIN INTERNATIONAL SCHOLARS-TEACHERS (WIS-TEACHERS) program. This program would provide grants of up to \$1,000 to support teachers enrolled in a teacher education program at a Wisconsin public or private nonprofit institution to complete their "student teaching" in a foreign country. This kind of practice-teaching experience will make a significant difference in internationalizing K-12 education in this state. WIS-TEACHERS would have additional foci on currently employed members of the Wisconsin teacher corps. Again, grants of up to \$1,000 would be made to help defray the cost of *bona fide* study-abroad, study-tour or internship programs.
- Offer an international internship tax credit in which businesses paying Wisconsin taxes would receive a \$1,000 credit for each student



enrolled in a public or private nonprofit educational institution headquartered in this state that participates in an out-of-country internship program sponsored by the company and certified by the educational institution. This would create incentives for businesses to partner with educational organizations to expand international educational opportunities for Wisconsin citizens. This credit would sunset after two biennia unless it could be demonstrated to the Legislature that it had significantly expanded international internships. This would require no bureaucracy and would be of clear benefit to the corporations, the academic institutions, and the people of Wisconsin.

- The Wisconsin Department of Commerce should work toward increasing the number of sister relationships to the national average.

To increase the number of foreign students studying in Wisconsin, businesses should be allowed a tax credit for up to half the cost of tuition the business pays to any state public or private nonprofit educational institution. This would not only help internationalize education at home, it would also encourage private investment in education, expand interest among foreign businesses in establishing or expanding a presence in Wisconsin, and multiply the number of future leaders who could be counted as enthusiastic supporters of Wisconsin.

- To address the fiscal concerns of accepting foreign exchange students, grant the Department of Public Instruction \$150,000 in state general purpose revenue to support grants of \$2,000 per student to school districts accepting foreign exchange students.

## LANGUAGE PROFICIENCY

The goal with respect to language study is one in which Wisconsin will be recognized as one of the nation's leaders in international education, with model programs and policies in place to enable citizens to participate actively in a globally interconnected 21st century. Schools and communities will put into place myriad opportunities to learn foreign languages, to work with persons and businesses in other countries and cultures and to exchange arts, technology, and ideas across borders.

Wisconsin enrollment in foreign language classes has never been higher. Over 50% of Wisconsin students in grades 6 to 12 are currently enrolled in foreign language instruction.

### *What is currently being done?*

#### K-12

- At the state and district levels, standards for academic excellence in learning foreign languages have been developed. They describe five key goals that focus on using a second language to develop proficiency. Across Wisconsin, students now learn a language by using it, rather than talking about it.
- Wisconsin has successfully pioneered immersion language elementary schools in Milwaukee, which annually receive recognition and hundreds of visitors from all over the nation and world.
- Brain research shows that learning a language early develops specific regions of the brain and affects many skills beyond communication. Data from Milwaukee's immersion schools confirm that their students, regardless of family socioeconomic status, score **higher on SAT** tests and college entrance exams, have better math comprehension, and have an earlier, wider, long-sustained interest in the world around them.
- On the other hand, fifty percent of Wisconsin students continue to graduate with no foreign language experience. Students with only two years of study, regarded by international standards as inadequate preparation, are understandably frustrated in later international travel or business settings.
- Despite the research that shows the best times for developing fluency in a second language are between the ages of 3 and 10, only 10% of Wisconsin elementary schools have programs, and few of these are immersion programs.
- Despite over 22,000 K-12 students coming into Wisconsin schools already fluent in one of 88 languages other than English, little is done to retain or build upon their knowledge of their mother tongue.
- Foreign-language teachers and English as a Second Language teachers are in great demand. Administrators confront a shortage of applicants when advertising new job openings.
- In spite of world demographics and global economic indicators, most schools have been unable to add languages like Russian, Chinese, or Arabic. By contrast, with modest legislative funding and state level leadership, Japanese enrollments increased from 50 to 1,700 in a few years.

## Higher Education

- There exist classes in 50 different languages, from Arabic to Zulu, taught at Wisconsin's public and private universities, colleges, technical programs, and independent study sites.
- The Wisconsin colleges, universities, and technical colleges have responded to the state's new needs, expanding both the number of languages taught and the levels offered. New specialized and applied courses in business and technical language are being developed.
- Public and private college students take advantage of global studies programs, dynamic study exchanges abroad, and technical courses linking languages and cultures to business needs.
- The University of Wisconsin-Madison has a nationwide reputation as being among the top five universities in the country in the breadth, depth, and quality of its foreign language programs. More than 40 languages are offered each semester, most at multiple levels and most taught by fully qualified permanent faculty.
- Private colleges like Lawrence, Beloit, and St. Norbert graduate students who are five times more likely to have majored in foreign languages or area studies than are college graduates nationally. Nearly 40% of their students study a foreign language each year.
- Private and public university and technical college graduates with a specialty and foreign language proficiency are hired quickly by international employers and garner impressive salaries for entry-level workers.
- On the other hand, only an estimated 4% of Wisconsin college graduates have genuine foreign language proficiency. Over 90% of these

are in the traditionally taught languages of Spanish, French and German. Few graduates—other than international students—are proficient in languages such as Japanese, Chinese, Russian, Korean, Indonesian, Swahili, or Arabic, all keys to opening doors to 21st-century markets, issues, and negotiations.

- The language-teaching resources of the UW System and private and technical colleges are not presently well connected to allow the resources to be drawn on across campuses or to truly serve the needs of the state as a whole.
- While beginnings have been made, development of “non-traditional” language programs to serve business, technical, and other applied needs lags behind fast-growing demands. New language programs, new forms of delivery, and new arrangements for access must be developed at a faster pace.
- Without a second (or third) language, even high-ranking university graduates are not qualifying for some of the best new international jobs and opportunities.

## In the Community

- Alliances between UW campuses, private and technical colleges, and businesses are rapidly expanding. For example, Harley Davidson Motorcycles hosted a Milwaukee Area Technical College language course at its plant to train international staff. Lawrence University assisted Fox Valley Technical Food Services in offering a course for Chinese restaurant owners.
- UW-System Divisions of Continuing Studies, the outreach programs and international centers of all Wisconsin public, private, and technical colleges, and U.S. Dept. of Education Title VI

Centers are invaluable language resources. They help business plan and train employees for specific needs. They give teachers and other adults chances to travel and to comprehend the complexity of global issues.

- For working adults, university course hours are seldom flexible enough to allow evening study. Opportunities to learn a language at work or in a job-subsidized program are virtually non-existent. Menomonie Public Schools received a good response to an after-school "father/daughter" course in learning Japanese. Opportunities for parents to learn alongside their children are rare, however.
- In business and technical companies, specialists are frequently hired from abroad because of the number of years required for Wisconsin counterparts to acquire appropriate foreign language skills.
- Without cultural knowledge, Wisconsin businesses and organizations have no way of estimating missed contacts, networks, profits, and partnerships.

#### *What should be done?*

- Create a permanent Governor's Council on World Languages for Wisconsin Citizens. The staffed council will promote foreign language education for all citizens. The council will promote communication among language teachers, programs, colleges, and various publics. Communication will highlight state standards for language learning, impacting the K-16 curriculum. The council will address ways to market international and foreign language education to various publics.

- Encourage all school districts to create a K-12 plan for foreign language education. Districts must address the need for more elementary-licensed language teachers and the need for funding for staff to study and teach abroad.
- Encourage elementary teachers to have a second language proficiency. Modify licensure requirements. As more immersion courses are created, teachers may be teaching their specialty subject in a foreign language or may be cooperating with a foreign language teacher.
- Link language learning with school-to-work initiatives and other subject areas. Work-based learning programs should connect students with businesses that have an international component whenever possible. Both school-to-work and language teachers can work with a business mentor to supervise these students.
- Re-examine foreign language proficiency as a graduation requirement for both high school and college. Establish proficiency standards based on state and national guidelines.

#### *How should it be done?*

- Establish foreign language immersion programs in elementary schools. The goal is to have 200 districts with immersion programs by 2015. For example, in immersion language schools in Russia, elementary students study their subjects in Russian in the morning and in English in the afternoons. Provide leadership to help school boards, administrators, and parents understand why this is important and cost-saving.

# WITCO

## COMMUNICATION IN THE INFORMATION AGE

The Wisconsin Idea, crafted shortly after Wisconsin became a state, provided a vision for post-secondary education that focused on applying educational research, knowledge, and resources to meeting the needs of all Wisconsin citizens. Almost 150 years later the WITCO Committee on Global Electronic Education crafted an expanded vision of the Wisconsin Idea for the Information Age. This vision positions Wisconsin to use electronic technology for the transmission of knowledge in ways that make it accessible and affordable to all Wisconsin citizens and businesses. In addition, this vision views education as a Wisconsin product to be exported to the people of the world.

As this vision becomes a reality, individuals and organizations worldwide will seek out quality education from Wisconsin. The cultivating and exporting of education will also result in increased global business opportunities, cultural exchanges, and enhanced educational opportunities for Wisconsin citizens. Wisconsin citizens will be supported in becoming expert users of Wisconsin technology-enabled information resources and will easily be able to take advantage of expert knowledge carefully cultivated and stored by Wisconsin institutions for the profit and pleasure of all Wisconsin citizens.

To achieve this far-reaching vision, five major areas of importance that need to be explored and acted upon were identified.

### 1) Physical infrastructure:

Wisconsin must create, implement, and maintain the physical infrastructure necessary to originate and deliver education from and to any place in the world. Physical infrastructure refers to networks, cables, equipment, and communication links that distribute electronic information.

### *What is currently being done?*

- Electronic education is currently delivered in Wisconsin via a variety of information technology media, including data communications such as the Internet, audio and video distribution in a number of formats, and on-line communication.
- WiscNet is one of the primary education Internet service providers in Wisconsin, serving Wisconsin higher education, technical colleges, K-12 schools, CESAs, public libraries, and state and local governments. There are currently over 200 institutional members of WiscNet, of which over half are K-12 schools or school districts. WiscNet provides high-quality and high-capacity service to the Internet and special services such as access filtering, centralized electronic-mail service, network-news services, and network-software distribution to those institutions that do not have sufficient technical staff or resources. With the advent of BadgerNet, WiscNet will extend its services to distribute video and other media as well.
- In addition to WiscNet, a number of regional video-based distance learning networks have been developed around the state to permit sharing of teachers and courses among school districts with limited resources. The distance learning networks vary in size and membership, and in the technology used to distribute the educational programs. These technologies include fiber optic systems, instructional television fixed service (ITFS), compressed video, microwave, and cable TV. Membership typically includes school districts within a region (often served by a common local telephone company), and may also include a local CESA office and one or more

local technical colleges or higher education institutions.

- The plans and architecture to provide more global access are currently in the initial stages of implementation of the BadgerNet project. BadgerNet is designed to reengineer, manage, and integrate the next-generation voice, data, and video networks that form the statewide network infrastructure for transportation of electronic information. It is based on a high-speed fiber optic SONET ring that will support ATM (Asynchronous Transfer Mode) which permits point-to-point distribution of data, video, imaging, and audio. BadgerNet will allow integration of broadcasting with the other information technologies.
- The State of Wisconsin has also established the TEACH Wisconsin initiative, whose purpose is to facilitate and accelerate the use of technology by K-12 schools, libraries, colleges, universities, and technical colleges. To accomplish this, TEACH Wisconsin subsidizes access to BadgerNet for these institutions, and provides loans and grants to schools for training and for improving their internal infrastructures.
- UW-Madison and UW-Milwaukee are active participants in the new Internet2 project to create the next stage of the Internet and a new family of advanced applications to meet emerging academic requirements in research, teaching, and learning. A major goal of the Internet2 project is to quickly transfer these new applications and services to all levels of educational use. UW-Madison and UW-Milwaukee both have vBNS (very high performance Backbone Network Service) connections that allow them to take part in the development of new applications and services.

WiscNet is positioning itself to deploy these applications and services to Wisconsin educational institutions via BadgerNet as they become available.

- Although the creation of BadgerNet is an important step in supporting the use of information technology for all citizens and businesses, several challenges remain. Obviously, the cost of building and maintaining such an infrastructure is a major ongoing challenge. Access is not yet available everywhere in the state. The high rate of change in information technology makes evolution very difficult to manage. Institutions often discover that their information technology is not compatible with other institutions with which they wish to communicate and collaborate. And finally, information technology too often drives the programs that use electronic delivery systems, forcing attention to center on the delivery of technology rather than on the content and purpose of the program being developed.

## 2) Institutional infrastructure:

Partnerships among Wisconsin educational institutions, corporations, associations, governmental bodies, and libraries are critical in allowing for the financing, generation, transmission, and sharing of knowledge. The building of an institutional infrastructure will allow Wisconsin to develop the ability to capitalize on the physical infrastructure. With a solid institutional infrastructure, Wisconsin entities will be able to work together to attain our vision of the Wisconsin Idea in the information age.

### *What is currently being done?*

- Some of Wisconsin's educational institutions have already begun to experiment with global electronic education by providing access to new

information technologies to enhance the educational opportunities of their students.

- Wisconsin faces a number of difficult challenges to overcome in this area because of the extent of change required to move from traditional ways of teaching, providing service, or doing business to the new modes of operation enabled by evolving information technology. Basic assumptions need to be challenged and innovative ways of thinking and doing need to be encouraged. Educators will need to focus not on teaching, but on learning. The transition will demand considerable short-term resources and concerted willingness. Of particular concern is the identification and reduction of barriers to inter-institutional cooperation and responsiveness.
- Individuals and institutions often have difficulty using information technology because the infrastructure has formed around information technology and contracts rather than content and application. For example, distance learning networks have grown up around local exchange carriers, which often makes collaboration between regions difficult.

### 3) People and support infrastructure:

To succeed in developing a global electronic education system that Wisconsin can afford, access, and export we must create, implement, and maintain a people and support infrastructure. People must be supported and rewarded for making this vision a reality. Operating rules and institutional support systems that allow individuals to originate and deliver educational products must be developed collaboratively among Wisconsin institutions. A system that provides incentives and rewards for the creation of knowledge relevant to a global economy must be developed. Independent scholars who can creatively contribute to this effort must be sought and encouraged. Training and development opportunities to

teach and encourage people to use the available information technology must be developed.

### *What is currently being done?*

- The lack of a supply of information technology professionals, a lack of people with the necessary expertise to assist others, and the lack of education for professionals and students in the use of information technology present a major challenge.
- People are needed who have expertise in information technology, in content development, and in the marketing of Wisconsin educational products.

### 4) Navigational infrastructure:

The rapid development of technology that allows for such an amazing expansion of knowledge demands the creation, implementation, and maintenance of a navigational infrastructure. It will not matter how much knowledge is available if it is not accessible.

### *What is currently being done?*

- Finding reliable information on the Internet today can often be a frustrating and time-consuming experience.

### 5) Research and product development:

Attention to research and product development is also critical as Wisconsin implements and sustains this vision. Wisconsin must develop a means to identify, apply, assess, and implement emerging information technologies. Care must be taken to constantly assess the needs of the people this vision seeks to serve and to develop new products in a timely manner to meet those needs. In addition, if Wisconsin is to become recognized as the leader in the exporting of education, we must develop the expertise necessary to assist with the business aspects of product development and marketing.

### *What is currently being done?*

- Currently, Wisconsin lacks an organization that can research and define markets for Wisconsin educational products. There is a need to determine market demand and commercial feasibility. Wisconsin also lacks an organization and environment for educators to consult with in the creation and commercialization of new educational products. We also lack a systematic way to identify, evaluate, implement, market, and export new learning technologies and products.

### *What should be done?*

- Continue strategic statewide investment in continuous improvement of information technology and the use of such technology.
- Ensure that basic proficiency in information technology is included in Wisconsin educational curricula at all levels.
- Create a public-service information campaign statewide to change citizen attitudes towards the use of information technology.
- Develop programs that encourage educational professionals (K-12 teachers, faculty, administrators, etc.) to take advantage of the opportunities available in Wisconsin educational institutions to retrain in information technology and in the application of information technology in the classroom.
- Adapt the reward structure for individuals involved in providing electronic educational opportunities to the changing information technology environment. We must create expectations and rewards for individuals involved in providing electronic educational opportunities to encourage entrepreneurial opportunities.
- Consider cooperative purchasing, training, and hiring strategies to minimize the cost and maximize the availability and potential of information technology and technologists.

- Develop an easy format for information distribution that allows people to find Wisconsin educational products easily and that provides a system of trustworthy links to quality information for citizens and businesses.

### *How should it be done?*

- Establish a public information technology (IT) authority within an existing state agency to negotiate IT contracts, set IT standards, and deal with new information technology.
- Create statewide seamless digital electronic networks that allow educational access for every Wisconsin home and business.
- Encourage the development of a nonprofit Electronic Education Association designed to coordinate policy, provide state-of-the-art information to members, and provide leadership training.
- Create an annual series of senior-level conferences with regional and state leaders to discuss public-policy issues and issues concerned with future IT vision and direction (i.e., an information-technology "Chautauqua").
- Examine state personnel policies in order to provide the flexibility needed to create new roles and to provide competitive compensation for information technologists and entrepreneurs experimenting with new information technology in education.
- Create a network of organizations with market research and development capabilities that can provide feedback to educational organizations to allow informed policy and program decisions.
- Create a network of resources with equipment and staff expertise to help scholars/entrepreneurs develop, market, distribute, and export educational products.



## ECONOMIC DEVELOPMENT

The strength of Wisconsin's economy affects tax rates and resources available for maintaining state programs, services, and infrastructure. The more money that comes from outside the state, the less state residents must contribute. Moreover, the basic generators of jobs and wealth are businesses that are globally competitive. In the past, jobs were generated by businesses that produced goods and services and shipped them over borders. Today, as producers are located closer to market, the real "value added" takes the form of intellectual capital, i.e., jobs are generated on the basis of trade in ideas.

### *What is currently being done?*

- Wisconsin has an immense variety of programs and opportunities related to international education throughout K-12, technical college, and public and private colleges and universities. For example, the International Trade Technical Resource Center at Waukesha County Technical College-Pewaukee Campus is the largest center in the Midwest.
- The Wisconsin Technical College System offers instructional programming designed to meet the needs of business and industry for workers with a global perspective and for specific skills related to international trade and marketing. Short-term certificates provide firms with opportunities for training each year for hundreds of employees in specific knowledge and skill areas related to international trade, marketing, business, and economics. In addition to specific program offerings and seminars offered on demand, industry-specific specialized courses with existing degree programs cover a variety of topics with international aspects.
- Despite the number of programs in the state, it is often a challenge to effectively match them to the needs of business and industry.
- The need for workers skilled in international

commerce and relations far exceeds the supply.

- Wisconsin's institutions of higher education have thousands of international alumni and friends who represent excellent business contacts.

### *What needs to be done?*

- Increase the awareness of all Wisconsin citizens of their role in a global economy. Citizens need to be aware that even products and services developed and sold only in Wisconsin face competition from around the world.
- Improve accessibility of Wisconsin companies to educational resources and training for their employees when they find opportunities for expanding their markets and partnerships beyond our national borders.
- Increase the accessibility of high school students to international business experiences at technical colleges and universities.
- Infuse international studies in content areas beyond foreign language and social studies and develop international connections throughout the curriculum; develop, disseminate, and provide training on the effective use of curriculum with global and international themes.
- Promote flexible training resources for businesses which are just beginning or expanding their involvement in international commerce; such resources should be deliverable on a short timeline, on short notice, and through various mediums, and should be cost-effective for small to large businesses.
- Examine the feasibility of establishing an Institute for Global Policy and Business Studies that will enable institutions of higher education to respond in dynamic and innovative ways to the

international needs of Wisconsin businesses and organizations, and train and prepare a truly "global workforce" that will enhance Wisconsin's competitiveness. The institute will involve collaboration among all campuses in developing and implementing programs, faculty development initiatives, overseas campus sites and facilities, and training for Wisconsin businesses.

- Promote resources available on best practices of small, medium, and large businesses that have entered international markets.
- Identify Wisconsin businesses that have products or services appropriate for international trade and help them explore this potential area of growth.
- Identify international alumni and friends of Wisconsin's institutions of higher education to serve as potential business contacts.

#### *How should it be done?*

- Develop or designate a funding source for the creation of a framework for infusing international studies and connections into all content areas. Provide professional development opportunities for educators to develop skills in implementing the framework at the local/institution level. Offer incentives for schools, individual teachers, and faculty members who are effective at this type of infusion.
- Create a state program or foundation from which scholarships could be given to students who excel in programs preparing them for international commerce related jobs.
- Explore incentives in regulatory and taxation policies for businesses and foundations which act to increase international exports from Wisconsin, either directly or indirectly, so that they boost Wisconsin's economy.

## CONCLUSIONS

During the late 1970s and early 1980s, the State of Wisconsin became part of the "rust belt" as its manufacturing and service industries fell prey to international competition. With hard work and good leadership, the State has fought back and after more than a decade of effort, the State is now again a world competitor.

With the emergence of the information age and the global economy, Wisconsin faces challenges from international and national competition. Ignoring those challenges will inevitably lead the state again toward the path of rust and decay. Avoiding that path and positioning the state for world leadership in the 21st century is a challenge that will require public and private investments in technology, education, and training. The recommendations contained in this report outline the critical areas in which public and private investments must be made to allow Wisconsin's citizens to operate in a global economy.

Some of the above recommendations can be done quickly by employing greater coordination and minimal seed money. Others require modest start-up funds for structure and administrative staff, but over time will pay for themselves. The third group requires significant base funding and long-range planning.

The answer to the question, "How can we afford this?" however, is "How can we afford not to?" Not preparing Wisconsin citizens for a global future also has a cost: lost jobs, missed commercial opportunities, second-rate industries, a citizenry without vital job skills, and a devaluing of multicultural assets. Conversely, global skills and understanding translate into increased opportunities, a vibrant economy, and a Wisconsin voice in vital decisions of the 21st century.

Much is at stake. Visionary initiatives and strong leadership are vital to achieve these goals.

# LANGUAGE OPPORTUNITIES

at Wisconsin Colleges, Universities and the Wisconsin Technical College System (WTCS)

## Commonly-Taught Languages

Language	WTCS and UW-System Two-Year Campus	UW-System Four-Year Campuses	Private Colleges Four-Year Campuses
<b>French</b>	UW-Barron UW-Fox Valley UW-Rock UW-Waukesha FVTC NTC MATC-Madison MATC-Milwaukee WITC WWTC	UW-Eau Claire UW-Green Bay UW-La Crosse UW-Madison UW-Milwaukee UW-Parkside UW-Platteville UW-River Falls UW-Stevens Point UW-Stout UW-Whitewater	Alverno College Beloit College Cardinal Stritch University Carroll College Carthage College Concordia University Edgewood College Lakeland College Lawrence University Marian College Marquette University Milwaukee School of Engineering Mount Mary College Northland College Ripon College St. Norbert College Viterbo College
<b>German</b>	UW-Manitowoc UW-Marathon UW-Waukesha BTC FVTC NTC MATC-Milwaukee MTC WITC WWTC	UW-Eau Claire UW-Green Bay UW-La Crosse UW-Madison UW-Milwaukee UW-Oshkosh UW-Parkside UW-Platteville UW-River Falls UW-Stevens Point UW-Stout (1 sem.) UW-Superior UW-Whitewater	Alverno College Beloit College Cardinal Stritch University Carthage College Concordia University Lakeland College Lawrence University Marian College Marquette University Milwaukee School of Engineering Mount Mary College Ripon College St. Norbert College Viterbo College Wisconsin Lutheran College
<b>Spanish</b>	UW-Fond du Lac UW-Fox Valley UW-Marathon UW-MARshfield UW-Richland UW-Rock UW-Sheboygan UW-Washington UW-Waukesha All 16 WTCS Campuses	UW-Eau Claire UW-Green Bay UW-La Crosse UW-Madison UW-Milwaukee UW-Oshkosh UW-Parkside UW-Platteville UW-River Falls UW-Stevens Point UW-Stout UW-Superior UW-Whitewater	Alverno College Beloit College Cardinal Stritch University Carroll College Carthage College Concordia University Edgewood College Lakeland College Lawrence University Marian College Marquette University Milwaukee School of Engineering Mount Mary College Mount Senario College Northland College St. Norbert College Silver Lake College Viterbo College Wisconsin Lutheran College

## Less-Commonly-Taught Languages

Language	WTCS and UW-System Two-Year Campus	UW-System Four-Year Campuses	Private Colleges Four-Year Campuses
Arabic		UW-Eau Claire UW-Superior	
Chinese	NTC MATC-Milwaukee WWTC	UW-Eau Claire UW-La Crosse UW-Madison UW-River Falls UW-Stout (occasionally)	Beloit College Cardinal Stritch University Lawrence University Ripon College Viterbo College
Czech		UW-Madison	Beloit College
Greek		UW-Madison	Beloit College Carthage College Concordia University Lawrence University Marquette University Ripon College Wisconsin Lutheran College
Hebrew		UW-Madison	Concordia University Marquette University
Hmong	LTC, NTC, WWTC	UW-Stevens Point (one summer)	
Hungarian			Beloit College
Italian	MATC-Milwaukee	UW-Eau Claire UW-Madison UW-Milwaukee	Alverno College Beloit College Mount Mary College Mount Senario College
Japanese	BTC MATC-Milwaukee WWTC	UW-Eau Claire UW-Madison UW-Milwaukee UW-Oshkosh UW-Superior	Alverno College Beloit College Carthage College Lakeland College Marquette University Milwaukee School of Engineering Northland College Ripon College St. Norbert College
Menominee			College of Menominee Nation
Ojibwa		UW-Superior	Mount Senario College Northland College
Polish	MATC-Milwaukee WITC WWTC	UW-Stevens Point (conversational) UW-Madison	Beloit College
Russian	MATC-Milwaukee NTC WITC WWTC	UW-Eau Claire UW-La Crosse UW-Madison UW-Oshkosh UW-Stevens Point UW-Stout (occasionally)	Lawrence University St. Norbert College Viterbo College
Turkish		UW-Madison	Beloit College

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# THE COMMUNITY CONNECTION

PUBLISHED BY THE MARSHFIELD BUYERS' GUIDE

VOLUME 1

ISSUE 13

700 SOUTH CENTRAL AVENUE, P.O. BOX 868 • MARSHFIELD, WISCONSIN 54449

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FEBRUARY 199

## Getting Results!

*"The main reason I'm in the Family and Consumer Ed Co-op is because I want to have a hands-on experience in the field I want to go into. Co-op has many other benefits too. The jobs that us students have are just like real jobs. You learn about the field you like and you get paid for it in return. I am learning how to handle many work situations such as criticism and sexual harassment. The main experience I am gaining out of Co-op is my hands-on training in the health care field."*



CHASITY POLER

*"I wanted to start in the work force as a senior and the agriculture Co-op program looked like a good idea.*

*I wanted to know what the program was about and if this program would help me in my future endeavors. I'm getting the knowledge of a work base setting, working and getting along with others I have more communications skills now. I enjoy getting a paycheck which has been put in the bank for future education."*



JENNY GOOD

**School-to-Work  
Awareness Week  
March 1-6, 1999**



MIKE SCHREINER

*"I wanted to explore more careers in agriculture. I am getting experience in the dairy industry. I am also gaining knowledge I can use in the future."*



TINA JONAS

**SKILLS FUTURE**  
**SCHOOL • TO • WORK**  
W I S C O N S I N

## Celebrating Success!

# MARSHFIELD HIGH SCHOOL HIGH SCHOOL

Welcomes

## Family & Consumer Education Interns



Hi my name is **LORI LUEDTKE** and I am a new intern at the Marshfield High School. The courses that I teach are Families in the 90's and Food, Family and Society. Families in the 90's encompasses the meaning of family and family relationships. Food, Family and Society is a course about the meaning of food and how food relates to family and society. I am excited to be here and teaching in this school system. I was a Marshfield graduate back in 1994. I will graduate in May from

the University of Wisconsin - Stevens Point with a degree in Family and consumer education. I also was the assistant Volleyball Coach and will be the co-head track coach for the Marshfield Tigers. This will be a great semester, I can see that already!

Hi my name is **BRIGITTA ALTMANN**. I am an intern at Marshfield Senior High teaching in the Family Consumer Education Department. My classes include Families in the 90's and Family, Food, Society. I have attended UW-Stevens Point for the past 5 years and will receive my bachelor's degree in May. I grew up in Junction City and attended junior high and high school in Stevens Point. I am looking forward to an exciting semester at Marshfield Senior High.



## School-To-Work Is Getting Results In Central Wisconsin

A report of a recent study done by two UWM professors, Shrug and Western, stated that School-To-Work (STW) "in Wisconsin has produced meager results."

One of my major concerns is the misconceptions that people are drawing from the figures that were presented in the report.

I contacted Bryan Albrecht, Director of the Life Work Education Team at the State Department of Public Instruction, regarding the \$195 million figure that was reportedly spent on STW since 1991. Bryan said, "The fact is, WI received a \$27 million STW grant in 1994 which was to be spent over a five-year period. That grant was distributed to 30 school and business partnerships. The grant is coordinated by the Department of Workforce Development (DWD) and has had a strong focus on Youth Apprenticeship."

Albrecht also stated, "Out of the \$195 million, \$27 million was targeted for STW and Youth Apprenticeship. The other \$160 million has been, and continues to be, a part of education reform in vocational education. It should also be noted that this \$160 million is for both high schools and technical colleges to improve vocational education and services to special populations."

My other major concern is the focus of the report being on Youth Apprenticeship-making the assumption that STW IS Youth Apprenticeship. This simply is not true.

The STW initiative combines learning in schools and learning on the job with comprehensive career development, starting in the youngest grades. Elementary students learn about work in the broad sense—they may visit local businesses; their parents may come into the classroom and talk about what they do in their career; their teachers may link their work habits in school to work habits on the job.

Middle school students spend time exploring the entire career landscape. Career Fairs give students the opportunity to talk with area business and industry representatives regarding the many exciting careers waiting for them and the post-secondary education required in those careers.

High school students participate in career planning and preparation through written career plans and work-based learning in Cooperative

Education, State Certified Co-op or Youth Apprenticeship. This "hands-on" learning gives students the opportunity to explore careers of interest before committing to the job or investing time and money in post-secondary education.

Students working and learning in business and industry with their worksite mentor are also being taught skills like good work habits, problem solving, critical thinking, communication, leadership and teamwork skills.

All of these STW activities are part of a STW system which provides career development opportunities for all students.

The success or failure of STW does not rest on one activity, such as Youth Apprenticeship. The success rests on how well we have prepared young people for their future. This is not easily measured.

It surely cannot be measured by counting how many students engaged in job shadowing, or how many students completed a Youth Apprenticeship program. In reality, success cannot be measured until several years after students have graduated from high school.

The future success of our students will depend on how well they are prepared to live, learn and adapt to technical changes. Our schools can help by providing opportunities like job shadowing, guest speaking, informational interviewing, mentoring, school-supervised work experience, teacher externships, business/industry tours and the involvement of parents.

School-To-Work is made up of many programs. When all of these programs are taken together; when they involve all K-14 students; when they involve all teachers, parents, community and business/industry leaders working together to increase career awareness and post-secondary options for students, then you have a STW system.

We have a strong STW system in Central WI. Partnerships between our schools and businesses have benefited thousands of students each year, and the federal grant dollars have been invested wisely. There has been systemic change in the way our students receive an education, and we need to build on the foundation that has been laid.

We have more people involved in education today than ever before, and I have to believe that is a good thing.

Why School-To-Work? Because it is the right thing to do...for all of us.

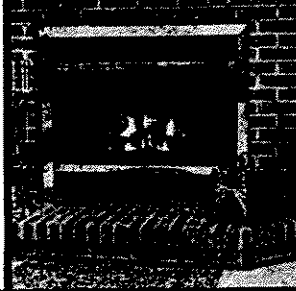
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UNIVERSITY  WISCONSIN

## MARSHFIELD/WOOD COUNTY

A Campus of the University of Wisconsin Colleges

**Summer Session courses offered at UW campus**

**ASTRONOMY 100** Survey of Astronomy (8 weeks: June 14-Aug. 4)  
0610001 Lec. 01 6:30-9 p.m. MW 3 credits Peterson 125  
0610002 Lab TBA MW 4 credits

Descriptive survey of astronomy for students with minimal background in mathematics and science; the solar system, stars, nebulae, galaxies, cosmology, astronomical methods. May be taken for three credits without laboratory work or for four credits with laboratory work consisting of telescopic observation, laboratory demonstration and astronomy exercises. Normally not open to students who have had the prerequisite of AST 200. Prerequisite: high school algebra and geometry or cons. instr. NS (if 4 credits, also LS).

**COMMUNICATION ARTS 103** Introduction to Public Speaking  
(8 weeks: June 14-Aug. 5)

1810301 Lec 01 9:30-10:45 a.m. MTWR 3 credits Rindfleisch 320  
Study of the principles and techniques of effective speaking and listening in a variety of selected communication experiences. AP

**ENGLISH 380** Figures in African American Literature  
(First 6 weeks: May 24-July 1)

3238001 Lec 01 1-3 p.m. MTWR 3 credits Alexander 405  
A study of Black American writers of the Twentieth Century from the pre-Harlem Renaissance to the post-Civil Rights Movement. Content is essay, personal narrative, fiction, poetry and drama which show the autonomy of the Black experience in the United States and its critical stance toward the values of the white mainstream. HE/ES

**GEOGRAPHY 350** Environmental Conservation  
(First 4 weeks: May 24-June 18)

3835001 Lec 01 7:30-9:30 a.m. MTWR 3 credits Bimer/Weinacht 135  
Study of the human use, conservation and management of the Earth's resources; ecosystems, human interactions with the environment; human population growth; impact of technology on the environment; and practical solutions to environmental problems. Field trip. Prereq: one semester of college work. GEO 350 meets DPI requirements for environmental education at some UW baccalaureate institutions. SS

**HISTORY 258** The Holocaust: The Politics of Race, Nationalism and War (First 6 weeks: May 25-July 1)

4425801 Lec 01 6:30-9:50 p.m. TR 3 credits Kleiman 409  
This class presents students with the historical background and implementation of the best documented genocide in recent history. Students will explore a variety of sources produced both during and after the Nazi era, including films and literature. Questions raised will include limits of obedience to authority, what constitutes "radical" or "ethnic" differences and any historical "lessons" that may be applicable for today. SS

**MATHEMATICS 091** Elementary Algebra  
(First 6 weeks: May 24-July 1)

5109101 Lec 01 6-8:40 p.m. MTWR 4ND credits Sachs 405  
Intended for students with little or no previous algebra. Topics include the real number system and operations with real numbers and algebraic expressions, linear equations and inequalities, polynomials, factoring and introduction to quadratic equations. Course does not carry degree credit.

**MATHEMATICS 117** Elementary Statistics  
(First 6 weeks: May 24-July 1)

5211701 Lec 01 608:15 p.m. MTR 3 credits Bhatia 320

The primary aim of the course is a basic understanding and use of statistical concepts and methods to facilitate study and research in other disciplines. Includes measures of central tendency, measures of variability, grouped data, the normal distribution, central limit theorem, hypothesis testing, estimation, T-distribution and chi square test. Prereq: a grade of C- or better in MAT 110 or MAT 106 or equivalent. MS

**PSYCHOLOGY 202** Introductory Psychology  
(First 6 weeks: May 24-July 1)

7420201 Lec 01 7:30-9:15 a.m. MTWR 3 credits Hensch 127

Survey of major content areas in psychology. Includes topics such as research methodology, learning and memory, physiological psychology, sensation and perception, motivation and emotion, development, personality, psychopathology and social psychology. Students may not receive credits for both PSY 201 and PSY 202. SS

**POLITICAL SCIENCE 290/SOCIOLOGY 290** Crime and Public Policy (First 3 weeks: May 24-June 11)

7229001 POL 290 Lec 01 9:30 a.m.-12:20 p.m. MTWRF 3 credits Lawn-Day/Bufenbarger  
7690001 SOC 290 Lec 01 9:30 a.m.-12:10 p.m. MTWRF 3 credits

This interdisciplinary course will begin with an overview of the politics of crime and violence, the social factors connected to these issues and the possible solutions to various types of crime and violence in our society. Four special topics: domestic violence, substance abuse, gun control and crimes against the moral order will be explored. SS/IS

**COLLABORATIVE DEGREE PROGRAM**

The University of Wisconsin Collaborative Degree Program between UW-Stevens Point and UW-Marshfield/Wood County offers the following junior and senior level Stevens Point business major classes for the summer session in Marshfield. For more information contact Ed Le CDP Academic Advisor, at (715) 389-6535.

**BUSINESS 384** Personal/Human Resources Management  
(June 14-July 8)

3 credits MTWR 5-7:30 p.m. Gillo 466

Integrates the daily operational activities of personnel management, such as job analysis training, recruiting and performance appraisal with the long-term strategic perspective of identifying and analyzing human resource issues and trends that may affect the organization and how it is managed. Includes maternity/paternity leave, lack of unskilled workers, increase in number of dual career families, provision for individuals with disabilities. Prereq: BUS 380.

**ECONOMICS 360** Money & Financial Markets (July 12-Aug. 5)  
3 credits MTWR 5-7:30 p.m. Milani 466

Depository institutions, central banking and money creation; price-level analysis; interest level-determination; interest-rate theory; money and capital markets. Prereq: ECO 210 and ACCT 210.

The following Stevens Point General Studies class will be offered for the summer session at UW-Marshfield/Wood County:

**POLITICAL SCIENCE 362** East European Politics (July 12-Aug. 5)  
3 credits MTWR 5-7:30 p.m. Brophy/Baermann 126

Political structures, processes and institutions of Central and East Europe. Emphasis is on the politics of transition and challenges to democratization.

**For more information on registration and fees, call Student Services: (715) 389-6530**

# School-To-Work: The Year In Review

This past year, the Granton, Greenwood, Marshfield, Spencer and Stratford communities have made great strides in building the bridge between what happens in our classrooms and what is happening in our communities. Called School-To-Work or School-To-Career, this expanded system of opportunities allows all students to explore and pursue future careers of interest, while it prepares them for the transition from the school environment, to a career, to life-long learning.

Under the umbrella of the Central Wisconsin School-To-Work Partnership, these five school districts and communities recognize that the entire community needs to be a contributing partner in helping educate our young people.

In 1998, The Central Wisconsin School-To-Work Partnership has coordinated and facilitated the following opportunities for students, educators and business and industry representatives in the School-To-Work initiative:

\*Youth apprenticeship programs providing in-depth work-based learning experiences in the automotive, financial, and health industries, with two new programs being added—Building Technology focusing on residential and commercial construction, and Manufacturing Production Technician beginning the fall of 1999.

\*Cooperative education skills certificates available in agriculture, business, family & consumer education and marketing, and co-op skills certificates available in all of these areas plus technology education.

\*Teacher externship opportunities with School-To-Career: Tours of Business and Industry and Teacher Link To The Community, so teachers know and understand the skills students need to succeed.

\*Staff development opportunities with the new Wisconsin River Valley Academy.

\*Job fairs for securing full-time, part-time or summer employment.

\*Career days for learning more about the many careers available in our communities and beyond.

\*Interview workshops for students to better inform them of interviewing etiquette.

\*Mentor training for all worksite mentors to help them develop the skills they need to work effectively with students.

\*Back To The Books where parents and business/industry representatives are invited to job shadow a student for a day to see firsthand what is happening in our schools today.

\*The Girls Can Do workshop focusing on building self-esteem in young girls and in providing information about careers.

\*Restructuring of the Partners In Education & Employment Council from a working council to a net

working council to promote collaboration of resources and reduce duplication of efforts.

\*School-To-Work Awareness We to inform our communities of our successes and the many opportunities available to them in the School-To-Work initiative.

\*A graduation reception honoring graduates from School-To-Work programs.

\*A breakfast to discuss the future of School-To-Work and funding issues.

\*Job shadowing, business tours, mock interviewing, and the list goes on.

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 can ensure successful careers and citizenship.

As we reflect upon the year, we send a sincere thank you to our students involved in School-To-Work programs to better prepare themselves for life after graduation; our parents for supporting their children in their endeavor; our employers in business and industry for transforming their worksites into classrooms for teaching employability skills; students need to make a living and continue learning; and our instructors for collaborating with business and industry to ensure that high school graduates have the skills that they need to be successful.

We wish you a blessed holiday season, and a prosperous new year.

For more information, call Dar Dielmann at the Marshfield Area Chamber of Commerce & Industry, 389-1587.

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