

take a look...



How many times have you heard someone say, "I just want a real job!" Typically this is said when someone is dissatisfied with his or her current work situation. We all have varied needs from our jobs. First and foremost, we look to our jobs to help us support ourselves and our families. But, equally as important, we need to feel good about who we are and what we do during our hours at work.

For many people, the majority of waking hours is spent getting ready for work, driving to and from work, and then actually working. Needless to say, the desire to enjoy those hours is obvious. Unfortunately, so many people in our society truly don't enjoy their jobs. However, when you ask them why they continue to remain miserable every day, you get such varied responses as, "I'm too old to change careers" or "I'm not smart enough to go to school", to name just a few. This is where Mid-State Technical College can help.

Our job at MSTC is to provide quality education for technical careers. Many people come to MSTC to establish a new career while others come to re-career due to company closings/layoffs or out of desire to make a meaningful change in their lives. Whatever the reason for obtaining a technical college education, graduates repeatedly say it was the best decision they ever made. Not only do they have current skills in the field of their choice, the salary is good and the work is rewarding.

Meaningful lives are often complemented with meaningful careers.

- Learn more about the opportunities at your community's technical college.
- Read about the Respiratory Care Practitioner program today.
- Call or visit the nearest MSTC campus for more information regarding this program and all programs that are offered in your back door.



Connie Willfahrt, MSTC Marshfield Campus Director

FOCUS ON CAREERS

Respiratory Care Practitioner

THE OCCUPATION

Respiratory therapists study the problems of people with heart and lung diseases that cause breathing problems. They examine their patients to determine how severe their respiratory problems are and then try to help them to breathe more easily. Respiratory therapists may use life support equipment such as respirators. They may use medicines that include oxygen, drugs that can be sprayed, and moisture to help patients fight disease by getting more air into their lungs.

When treating patients, respiratory therapists constantly watch for problems. Respiratory therapists are experts in some emergency situations. They know how to get air into patients' lungs. They may take blood samples to find out how much air is getting into patients' bloodstream and to their brains.

Some patients must learn how to live with these problems at home. Respiratory therapists teach patients and families how to manage at home. They may make home visits to treat or examine patients.

Respiratory therapists generally work 40 hours per week. Some therapists work evenings and weekends. They may be on call in case of an emergency. Most therapists work in hospitals. Some work in convalescent homes or homes for the elderly. Some respiratory therapists treat patients in their homes.

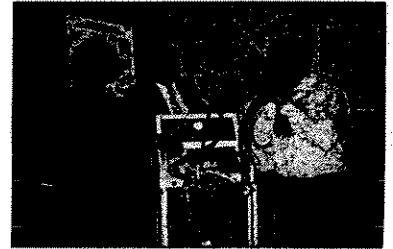


Photo Caption: Second year Respiratory Care students work with adult mechanical ventilators. These highly sophisticated devices are designed for patients who can not breathe on their own. Left-right: Renee Haase, Scott Osborne, instructor, Mary Knae, and Joseph Conley.

EDUCATION/TRAINING

Mid-State Technical College offers Respiratory Care Practitioner as a two-year Associate Degree program on the Marshfield Campus. Students learn the therapeutic use of medical gases and related equipment, humidifiers, aerosols, and other environmental control systems. In addition, students receive instruction in medication, ventilatory support, bronchopulmonary drainage, rehabilitation, airway management, long-term care and home care. Classroom instruction and clinical experience are provided. The program is accredited by the American Medical Association, Joint Review Committee for Respiratory Care Education.

EMPLOYMENT OPPORTUNITIES/CAREER OUTLOOK

- Potential Graduate Employment
- Hospital-Based Therapist
 - Home Care Therapists
 - EKG Technician
 - Hemodynamic Monitor Technician

- Potential Career Advancement
- Respiratory Therapy Educator
 - Respiratory Therapy Manager
 - Pump Technologist
 - Pulmonary Function Technologist
 - Cardiopulmonary Technologist
 - Class B Physician's Assistant

(Potential advancements generally require further education.)

- Job placement in this field is excellent! 100 percent of 1997 Respiratory Care Practitioner program graduates were employed in this field within six months after graduation!
- Average Wisconsin salary range: \$25,800-\$38,200
- Average National salary range: \$26,400-\$39,200

RECOMMENDED TRAITS

- Excellent interpersonal skills
- Self-confident
- Strong problem-solving ability
- Skilled at conflict resolution
- Good physical and mental health
- Dependable, conscientious, hardworking, honest

HELPFUL HIGH SCHOOL COURSES

- Algebra
- Chemistry
- Microbiology
- Computer/Keyboarding

For Further Information

- Scott Osborne, RCP Program Director (715) 389-7033
- Kathleen Hasenohr, Associate Dean, Health Careers (715) 389-7016

STUDENT PROFILES

AMY KAZ

I currently work at Aurora, a business which provides home care for developmentally disabled adults. I chose the Respiratory program for many reasons, but primarily because of my family. Within my family are loved ones who have asthma. Because of this, I see the importance of good respiratory care in their lives. The biggest reason I chose MSTC was because of its reputation for having excellent job placement, not only in RCP, in all programs.



One of my goals is to continue being active in various campus clubs and functions. This year I have been enjoying the time I spend holding office as the State Vice President of Health Occupations Students of America. My biggest goal of course, is to graduate in May, 2000.

Although I have no clinical experience to date, I look forward to starting clinicals in June. Throughout the summer and next year, I will get the opportunity to rotate between various hospital sites and shifts. I recommend to anyone considering this program to come to MSTC and take the time to talk to the advisors, students, and faculty. Although it may be a difficult program, it will definitely lead to an exciting and rewarding career.

JOSEPH CONLEY



After high school, I attended a few different colleges but nothing really sparked my interest. I have worked for Sam's Club for the past eight years. Going back to school at age 31 was a high decision for me.

I chose the Respiratory Care Practitioner field because it has an excellent job placement for the students who graduate from the program. It offers a rewarding career in healthcare and allows me a sense of fulfillment in being able to help my patients get better. Mid-State Technical College offers more than a great education, it also provides opportunities for students to get involved in the various student groups and organizations available. I am currently a member of the local and state chapters of the Health Occupations Students of America (HOSA). I am an officer in my local Marshfield chapter and President for the Wisconsin HOSA Chapter.

After I graduate I want to work in a hospital as a licensed Respiratory Therapist. Someday I would like to specialize in working with neonatal patients. Treating infant and pediatric patients has always been an area where I have a strong interest. My clinical rotations have been at varied hospitals and clinics throughout the area. I have had many positive experiences in my clinical rotations. Some of the areas in which I have worked include: pulmonary tests, pediatric and neonatal units, post surgical patients and emergency room settings. I can't believe how much I already know and also how much more there is still to learn.

Key Players In School-To-Work

Recent studies done by the Department of Workforce Development, Madison; the Center for Education and Workforce Competitiveness, UW-Green Bay; the Center on Education and Work, UW-Madison; and the U.S. Department of Education, National Center for Education Statistics, Washington DC, all report that employers, educators, students and parents involved in School-To-Work and Youth Apprenticeship activities are extremely satisfied with the results.

Program Profile

The Youth Apprenticeship program was authorized in 1991 by Wisconsin Assembly Bill 91 Act 39 and serves as the cornerstone of Wisconsin's School-To-Work system. The design of the Youth Apprenticeship program is aligned with the three primary components of the Federal School-To-Work Opportunities Act, which requires participating State systems to include: school-based learning, work-based learning, and connecting activities.

SCHOOL-BASED LEARNING

- * Career exploration activities in the 9th and 10th grade.
- * Four semester-long, competency-based technical courses.
- * Curriculum Map used to ensure scheduling of all required courses and credits for high school graduation.

WORK-BASED LEARNING

- * 900 hours of supervised work experience over approximately two school years.
- * All worksite mentors are provided with mentor training workshops.
- * Program graduates receive a high school diploma and an industry-recognized Certificate of Occupational Proficiency from the State of Wisconsin.
- * Apprentices rotate through the business.
- * Flexible work schedules allow students to participate in sports and other extra-curricular activities.
- * Apprentices will be paid minimum wage or higher for their work-based learning.

CONNECTING ACTIVITIES

- * Program completion provides 3-12 credits of advanced standing in a technical college degree program.
- * An Education Training Agreement is developed for each student and signed by the apprentice, their parent(s), school representative, and employer representative.
- * Individual progress conferences are held each semester to ensure communication between apprentices, parents, worksite mentors, and school coordinators.

TO BE CONSIDERED FOR ADMISSION TO A YOUTH APPRENTICESHIP PROGRAM, STUDENTS MUST HAVE:

- * achieved junior level standing,
- * participated in career planning activities over the past two years,
- * performed successfully the basic skills essential for success in the YA program, and enrolled in public or private secondary school.

PROGRAM PARTICIPATION PROVIDES STUDENTS WITH:

- * career exploration opportunities,
- * entry level technical skills,
- * a network of adults outside of school who provide connections between educational and real life experiences,
- * wages,
- * a state-issued Certificate of Occupational Proficiency that is recognized by businesses and trade associations statewide, and
- * a high school diploma.

The Employer's Perspective

Of the 700 plus employers working with Youth Apprentices, over 90% say they would "recommend the program to other employers." Follow-up surveys of recent graduation Youth Apprentices indicate that a high percentage of Youth Apprentices continue to work for their firms in which they were employed.

68% of Youth Apprentices continued to work an average of 12 months for their Youth Apprenticeship employer.

92% of respondents were working between 15 and 40 plus hours a week, 46% were working more than 40 hours per week.

70% of the 1996 graduates indicated they had obtained high wage employment opportunities directly related to their Youth Apprenticeship program.

Employers noted that the presence of a Youth Apprentice raises the interest of other employees in education and training, increases the potential for teamwork and flexibility in work sharing, and provides employees who become mentors with a substantial added measure of job satisfaction.

The Educator's Perspective

Youth Apprenticeship has brought schools and local businesses together in working relationships that didn't exist previously to address many of the challenges confronting schools.

Stimulation to rethink how secondary education is structured and delivered, and to envision a broader school-to-work transition effort.

The partnerships between our schools and businesses help students see the value of in-depth and applied learning that is difficult to convey in the classroom, especially given the rapid technological changes occurring in the workplace.

Strengthened ties with local businesses and post-secondary institutions.

Career Development

Youth Apprenticeship graduates' comments about the program's benefits reflected a strong sense of being well prepared and having a direction and focus for post-secondary educational and employment pursuits, in contrast to their peers.

Students describe the experiences of working with and learning from adults in the workplace as creating an invaluable network that supports their learning and career development.

THE STUDENT'S PERSPECTIVE

WHY ARE YOU IN THE FAMILY AND CONSUMER BUSINESS? WHAT ARE YOU GETTING OUT OF YOUR CO-OP?



"I became involved with the Youth Apprenticeship Program to help me pin-point what I wanted to do with my future. I knew I wanted to do something in finances, but I wasn't sure. Because of this program, I can make decisions based on what I have experienced in the actual work force. I think it's a great program, and the Mid-State credits help if I want to attend a technical college."

KRISTIN KAPFHAMER

"I got involved in a school-to-work program because I want to pursue a career in the business field. I saw the Youth Apprenticeship program as an opportunity to learn and get a feel of the business world. I really like the program, because I feel it will benefit me in the future. Being in this program has given me a better understanding about businesses and how they work."

JEFF BURKART - Financial Youth Apprenticeship at Associated Bank



ALEXANDRIA ZYGARLICHE - Marshfield Clinic Administration

"I wanted to learn more about jobs that are related to agriculture. I am also getting the knowledge I need to become successful in the future of Agribusiness."

JOE DAVID - Fleet Farm



REGINA SCHAEFER - UW-Research Station

"I enrolled in Agribusiness Co-op to learn more about agriculture opportunities in the state and the world. I'm also acquiring hands on learning in Agriculture through the work force."

PAUL FISHER - Dieninger Farms



DANA MAYER - Allen Mayer Farms

"I enrolled in this particular class because it was an excellent opportunity to learn about the agriculture world. I obtained the knowledge of the commodity marketing exchange. I now feel confident that I can start trading with real money."

ERIC STICHERT



"I joined the Agribusiness Co-op class because the opportunity to learn more about the agribusiness world. What I have gotten out of the co-op class is the chance to work at a business and to help me decide if I want to go into education or agribusiness."

KARLENE LINDOW - Nelson-Jameson Inc.



KATIE STERNWEIS - Prince Corporation

"I am in the Co-op program because I feel it is very beneficial to my future. I can learn about different careers hands on. In Co-op, I have a better idea about my abilities to perform different jobs. I have a greater knowledge about my strengths and weakness and how to use that to excel in my work place."

AMANDA LEPACK

"I wanted to obtain a wider perspective of agriculture in the classroom and work environment. I learned valuable knowledge of agricultural issues commodity marketing as well as on the job skills in dairy production and dairy management."



"I joined Agribusiness Co because I wanted to be able to work and get credit for it. I gained experience that I will be able to use in the future."

ANNIE STEINMETZ



"I wanted to experience the world before I actually got into it. Co-op has introduced me a variety of areas in agriculture that I never knew were available. Co-op lets me gain knowledge about various agricultural issues as well as the job knowledge. It gets me out into the 'real world'."



xtremely Satisfied With Results!

TIVE

R ED. CO-OP? EXPERIENCE?



"I got involved in business Co-op because the coordinator, Mrs. Brux, recognized I had talent with computers. She encourage me to interview for the Web Coordinator position at the Marshfield Medical Research Foundation, Information Systems department.

MENTORS: Jerry Dgdahl - Manager of Information Systems and Lori Brenner - Software Specialist"

WNE HANSEL
Marshfield Medical Research Foundation

"I knew about the co-op program. I like the freedom I have in gaining on the job experience. In co-op it's all about you and what you want, so that you can make an educated and experienced decision in a career choice. I am gaining knowledge of my field and service of childcare. I'm not just gaining job experience because of the age group I deal with (6 weeks - 2 years). I am learning 'Mommy' skills too, for a long way down the road."

MELANIE DEGRAFF



"The Business Co-op program has been very helpful to me. I have figured out what types of things I enjoy doing and what career I would like to pursue. Everyone should have work experience before going to college or before they choose a career. The Co-op prepares you for future jobs and you also get out of school part of the day, which is a big plus."

RENEE DILLENBECK - Associated Bank

"I joined the Family and Consumer Ed. Co-op because it gives me the opportunity to work in a job that I'm considering going to college for this is a great experience to help decide my future. I've learned about the pro and cons of my job and whether it's right for me. This class has given me experience and first hand insight about working at an elementary school"

ERIN SMITH



Youth Apprenticeship graduates are satisfied with the overall program, and the opportunity to make an informed career choice.

They believe it prepares them for both employment and post-secondary education.

97% of those surveyed said they would recommend the Youth Apprenticeship program to other students.

97% of those surveyed said that they were satisfied or very satisfied with the overall program.

92% of those surveyed agreed or strongly agreed that the training they received during the program was very beneficial.

89% of those surveyed agreed or strongly agreed that the program provided them with valuable career information, focus and direction.

72% of those surveyed felt that the skills learned in the Youth Apprenticeship program prepared them very well for employment.

Consistently over the past two years, nearly 80% of the graduates indicate that the skills they acquired through the Youth Apprenticeship program have "prepared them well" for the positions they currently hold.

Technical, basic academic and interpersonal skills acquired through Youth Apprenticeship programs are cited with equal importance as skills that are frequently applied in graduates' current workplaces. The mutual reinforcement gained by linking the theory and practice of key skills continues to be an important hallmark of the program's success.



"I want to become an elementary school teacher and the Family and Consumer Ed. Co-op gives me the opportunity to work in an elementary school classroom and gain experience in my field of interest. Through this experience I am gaining leadership skills and job skills for the future."

JENNIFER ERICKSON



"I thought it (School-To-Work) would be a good experience for me. It also gives me new skills that I can use in my career in Business Management."

LAURA SCHULZ - Marshfield Electric & Water Dept.



"I took Agribusiness Co-op because I wanted to experience something different. Taking agri-business co-op has given me a better understanding of what Agriculture is all about. At this time in class I've learned a lot about the working world and what it's going to take to be successful in the future."

KARA BLASKOWSKI - Central WI Co-op, Pet Pantry



"I enrolled in Agribusiness Co-op because I wanted to have a wider experience working in different agriculture related occupations. I now can work with a variety of animals and I feel more confident about being around horses."

CLORISSA BOYER - Widmare Stables

The Parent's Perspective

Generally speaking, parents were very pleased with the program and urged state and local implementers to maintain the high standards for program participation.

From parents' perspective, it was noted that the mentors and staff at various businesses have: treated the learners as adult co-workers, regarded them in some cases to be vital assets to the organization, and elevated the students' importance to the business, which in turn enhances students' self-concepts and their motivation to perform well.

Among the long-term benefits, parents in the focus groups listed: experiencing and observing the world of work, understanding the value of school work and its connection to work, getting on-the-job experience, and helping students make "informed" decisions about their futures.

Program Outcomes: Post-Secondary Education

Completion of the Youth Apprenticeship program creates career opportunities after high school and/or serves as a first step towards earning a technical college associate degree or a bachelors degree in the case of some programs.

96% of the youth apprentices and recent graduates surveyed indicated they intend to pursue this career in either 2 or 4-year post-secondary institutions.

Of those enrolled in post-secondary education, 65% were still enrolled after one year.

77% of the students surveyed who enrolled in technical college received advanced standing credits, with an average of 15 credits being awarded for both academic and Youth Apprenticeship program experience.

1994-96 Youth Apprenticeship Graduates Enrolled in Post-Secondary Education

55.9% enrolled in two-year Wisconsin Technical College System. Most frequently selected major fields of study were Printing and Publishing, Accounting, Banking and Financial Services and Machine Tooling Technics.

39.3% enrolled in four-year Campus University of Wisconsin System. Most fre-

quently selected major fields of study were Undeclared Major, Graphic Communication Management, General Business and Industrial.

WI Youth Apprentices (1994-96)	Comparison Data WI High School Graduates
University of Wisconsin System:	
<i>Average ACT Composite</i>	
• 22	• 23
<i>Grade Point Average (GPA) after 1 year</i>	
• 2.84	• 2.83

More Program Outcomes EMPLOYMENT

In early studies, graduates had better jobs than their peer graduates, based on hourly earnings, job skills required, and full-time employment status.

68% of those surveyed were pursuing a career in the field in which they received training in the Youth Apprenticeship program.

68% of those surveyed were employed by the companies which trained them as youth apprentices.

65% were working at a job and enrolled in a post-secondary education or training program.

Of the respondents who were working, 85% believed that their Youth Apprenticeship experience helped them to obtain

Youth Apprenticeship graduates were more likely than their peers to have a strong interest in industry and long-term, concrete career plans.

The program also provides direct access to relatively high wage employment opportunities that are directly related, for approximately 70% of the graduates, to their Youth Apprenticeship studies. The percentage of graduates earning higher wages increased considerable from 1996-97. For example, the percentage of graduates earning more than \$10 per hour jumped from 3% to 16%.

WI Youth Apprentices (1994-96)	U.S. High School Graduates Class of 1995
Employment in Perspective	
<i>Employed</i>	
• 94.7%	• 59.5%
<i>Median Hourly Earnings</i>	
• \$7.00-\$7.99	• \$5.04 (16-19 yrs.)
	• \$5.80 (16-24 yrs.)

Access

Of the 602 Youth Apprenticeship graduates from 1994-97, 29 (or 5%) were students with various learning and physical disabilities.

SCHOOLS CANNOT DO THIS ALONE



America's public schools can be traced back to the year 1640. The Massachusetts Puritans who created these first schools assumed that families and churches bore the major responsibility for raising a child. The responsibility of the school was intended to be limited, i.e., focused on:

1. teaching basic reading, writing and arithmetic skills.
2. Cultivating values that serve democratic society (some history and civics implied.)

America's schools stayed focused for 260 years.

At the beginning of this century, society began to assign additional responsibilities to the schools. Politicians, business leaders and policy makers began to see the schools as a logical site for the assimilation of newly arrived immigrants and the perfect place for the social engineering of the first generation of the INDUSTRIAL AGE. The practice of increasing the responsibilities of the nation's public schools began then and has accelerated ever since.

From 1900 to 1920, we added:

- nutrition
- immunization
- health

From 1930-1950, we added:

- vocational education
- the practical arts
- physical education
- school lunch program (We take this for granted today. It was, however, a significant step to shift to the schools the job of feeding America's children 1/3 of their daily meals.)

In the 1950's we added:

- safety education
- driver education
- foreign language requirements are strengthened
- sex education introduced (topics escalate through 1990's)

In the 1960's we added:

- consumer education
- career education
- peace education
- leisure education

- recreational education
- In the 1970's, the breakup of the American Family accelerates and:
- special education is mandated by federal government
 - we add drug and alcohol abuse education
 - parent education
 - character education
 - school breakfast programs appear (Now, some schools are feeding America's children 2/3 of their daily meals. In some cases these are the only decent meals these children receive.)

In the 1980's, the flood gates opened and we added:

- keyboarding and computer education
- global education
- ethnic education
- multicultural/non-sexist education
- english as a Second Language and bilingual education
- early childhood education
- full-day kindergarten
- preschool programs for children at risk
- after-school programs for children of working parents
- stranger/danger education
- sexual abuse prevention education
- child abuse monitoring becomes a legal requirement for all teachers

And finally, so far in the 1990's, we have added:

- HIV/AIDS education
- death education
- gang education
- bus safety education
- bicycle safety education

And in most states we have not added a single minute to the school year in decades!

Please note that as new responsibilities were added, few of the existing functions were ever removed; most of the added functions are highly valued by many American; and arguably, all of these things may need to be taught.

As Americans we must decide the role of parents, schools and communities if we are to effectively prepare our children to succeed in the 21st century.

In each future issue of The Community Connection, we will feature a cooperative education teacher from Marshfield High School. Cooperative Education (co-op) offers high school seniors a course of study that combines learning in school with learning on the job and getting paid for it. Students learn technical tasks and employability skills developed by business and industry representatives in cooperation with high school, technical college and university instructors. The student attends school part of the day and works part of the day. In the area of business, this arrangement is supervised by



KAREN BRUX
Business Systems Instructor
Business Co-op Coordinator
Marshfield High School

Karen came to Marshfield High School in 1972. Since then, she has been instrumental in ensuring that the Business Cooperative (Co-op) Program continues to offer career exploration opportunities to students.

When asked her thoughts about the School-To-Work initiative and the Business Co-op program in specific, Karen had this to say, "It's a super program. Students have hands-on, real life experiences on the job where they apply their technical skills along with people and human relations skills. Because of their Co-op experience, they are able to make informed decisions about their future. Co-op not only gives students a different outlook at a career through experience, but also lets them determine whether the career is the best personal choice for them."

"Business Co-op is a program where students explore careers of interest (administration, computers, information systems, accounting, and financial services) before they commit to them after graduation and/or invest in post-secondary education. Students also have the opportunity to job shadow someone in another career choice that they may be interested in, and that experience sometimes leads them to pursuing that career."

As with every career, there are advantages and disadvantages to the job. For Karen, the advantages definitely outweigh the disadvantages. "The advantages are that I have the opportunity to work with the business people in our community. Through this communication or "partnership", I am able to stay updated in the business world. As a Business Instructor, I need to know and keep up-to-date with what skills our community's employers are looking for in their applicants. I really enjoy working with the students and watching their successes as well. It's fun to watch a student grow and mature from August to June."

"The disadvantages are like any other job-it takes a lot of time. It's difficult to be on the job site with the student on a regular basis. I do most of my initial on-the-job visits during the summer and just prior to school starting."

Karen has seen many success stories during her years at Marshfield High School. "Students should get involved in the Business Co-op if they are interested in a career in business. Through the co-op program, they have the opportunity of "trying

on" a career before they put money into pursuing it and then find out that it's not what they thought it was. The co-op experience a success when the student finds out that it really what he or she wants to do, but it also a success when the student finds out that it's not-he or she still has time to change direction and "try on" another career field!"

What's good about the Business Co-op program? Lots! "The business community totally supports our co-op program. We have a wide-range of sites available for the students-so many job opportunities that I've had to turn down some employers due to the lack of students. It's a good problem to have I guess, knowing that our businesses are willing to hire a student, but I want to get more students into the program, so they can benefit from the experience, and we can better meet the needs of our businesses."

"What I would really like to see improve is the marketing of the Business Co-op and other co-op programs to students and parents. Co-op programs are for all students and all career goals. It's not just for the students that are going directly into the workforce after graduation. Everyone can benefit from a co-op experience-especially the mentoring that a student receives at the worksite from his business mentor. These mentors are wonderful teachers of not only the "hands-on" learning that supports what being taught in the classroom, but also teaching students employability skills-how to communicate effectively, work cooperatively with others, act responsibly, etc."

Karen has two main goals for the Business Co-op program this year. "I really want to get more students involved in the co-op program. Through more effective marketing, there will be a greater understanding of what the co-op program actually is, and that it offers wonderful opportunities to all students with diversified career goals, whether it be going directly into the workforce or pursuing post-secondary education."

"Many of the students involved in the Business Co-op are college or university bound students, and some of them walk into my class at the beginning of the year and don't have a clue what they want to do with their lives. My goal is to enable them to start finding a career path that they think they want to pursue. Once each student and have achieved that goal, it's a win-win for both of us!"

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GRANTON AREA SCHOOLS • GRANTON AREA SCHOOLS

STEPPING UP TO THE PLATE**The Granton 8th Grade Company Project***Written by one of the Teachers privileged to ride along with the 8th Grade class on this project*

The 8th Grade Class project, STEP ON US, Inc., is history for another year. For those of you who missed the write up by the class officers in the December issue of THE COMMUNITY CONNECTION, STEP ON US, Inc. was a company created by the 8th grade class at Granton Middle School, formed to select, develop, promote, sell and profit from the manufacturing of a product. The class selected and developed prototypes of a step stool. The stool was made from clear pine. It was stained and varnished, with touchup sanding as required.

The class was divided into a marketing department, a manufacturing department and an administrative department. The marketing department did a wonderful job creating ads and promotions to stimulate sales. They deserve credit for making so many people aware of the product that the class made. Each student was encouraged to solicit sales at home and in the community. The 57 stools, sold by the class of 31 students, at a price of \$7.95, suggests that the students, with marketing's help, certainly did their jobs well.

All the selling in the world can't redeem a product shortage. Manufacturing, with support from loaned staff from marketing and administration, produced all 57 stools in about 12 work-days. Since the students could only work in the school's shop during the 90-minute class period, and had to allow setup and knock down time, their success was very impressive.

The administrative department had the greatest amount of new material to learn. They went beyond this teacher's wildest expectations. We taught four members to use a local area network and Peachtree Accounting Software to maintain the company records on a 4 station LAN. The Internal Auditor developed a good grasp of the use of the Excel spreadsheet program while generating the company's break-even analysis, budget and profit projections. The company secretary and her two person staff became quite agile in using Microsoft Word to prepare minutes for meetings and other correspondence. During a lull towards the end of the project the auditor and secretary, with a minimum of teacher input, taught themselves to use PowerPoint to prepare a fine promotion for this type of classroom project. Our vice president learned the subtle art of supervising workers without breathing down their back. Our president learned how to manage a meeting of the company, followed a simplified version of Roberts Rules of Order and generally turned into a pretty good administrator. The whole administrative department learned how to design and develop a filing system. Our purchasing agent even came through at surprising times and did a better job than any of us expected.

As a business teacher, I had no idea what to expect from a group of 8th graders challenged the way I challenged these kids. I teach high school students. In particular, I am fortunate that

my classes tend to be the highly-motivated students. Very few students study accounting, keyboarding, or other business subjects unless they are already interested. Those students also tend to be juniors and seniors too. Yet the 8th graders were a joy. The idea that they might make money was a carrot to keep their attention. In point of fact, the class made a profit of over \$125 or a little better than \$1.00 per share. But their efforts went well beyond what I might have hoped for based on that carrot.

My attempts to challenge them did at times go a touch far. One student who shall remain nameless was quite ready to commit mayhem on this teacher when he kept asking her questions instead of giving her answers. Well, maybe there was more than one who felt that way. But they did learn to find those answers. In fact, they found some answers that showed a perception and depth of understanding that I certainly did not expect. They were one class act. I thoroughly enjoyed all of them very much.

A really nice benefit of working with this class was to make me aware of the quality of the students we will see at the high school level starting next year. In a small school like Granton, students are never just a number or just a face. But knowing what is a year away can't help but stimulate any teacher to strive to be worthy of those kids. They will take your best. We as teachers better have it to give. We only cheat ourselves if we missed these opportunities.

"WE ARE ALL ONE FAMILY UNDER THE SAME SKY!"

This is the theme of Granton Elementary's annual thematic unit. Teachers and students in grades K-5 will be learning about people of different cultures (during the month of February.)

Acquiring this knowledge of other cultures will be experienced through literature, arts and crafts, foods, music, games, language, and guest speakers. The entire K-5 staff gets involved to make this a fun and meaningful learning adventure for students. Classes will learn songs and music during music classes; listen to, read, and discuss literature; encounter arts and crafts in art

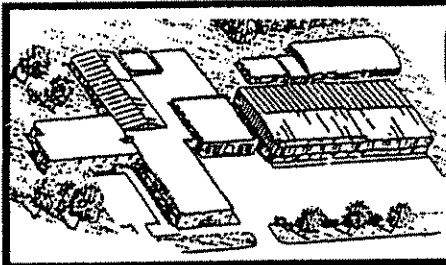
class and try new games in phy-ed. Our objective of this unit is to have a better understanding of others.

Kindergarten will be involved in Italy. First graders will be introduced to our neighbors, Canada and Mexico. In second grade children will undergo learning more about their United States. The third grade class will be celebrating the seven days of Kwanzaa. Students in fourth grade will take an in-depth look at our wonderful state of Wisconsin with its rich and diverse peoples and fifth grade will become well informed about

Japan.

These units will begin February 8th and continue through February 18th. Parents will be able to share in their children's learning when they come for parent-teacher conferences. The public is also welcome.

If anyone has materials, information, or experiences to share please contact the Granton Schools. Otherwise just come and join us as we learn about our "family" in other places.

**GRANTON AREA SCHOOLS**

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School-To-Work: Preparing a Competitive Workforce

The world that today's young people live and work in is full of exciting opportunities. It is also becoming more technological, computerized, customized and internationally competitive. Both a strong academic foundation and technical know-how are necessary in our emerging workplace. The best jobs will go to those who are both well educated and highly skilled.

Careers and jobs are changing. In 1950, 20% of the jobs required someone with skills, but by 1991 that percentage had jumped to 45%, and by the year 2000, the number is expected to rise to 65%. That means the majority of jobs will require a lot more skills than students get with a high school diploma, but different skills than they may acquire with a four-year college degree. The changing workplace also demands development of other attitudes and skills—a good work ethic, problem solving, critical thinking, communication, leadership and teamwork. Students need opportunities to develop in all

of these academic, technical and work-readiness areas. Most students are not sure what general career area they would like to pursue.

Career exploration is a key part of School-To-Work programs. Cooperative Education and State Certified Co-op are one year programs that offer students a course of study that integrates academic work, work-site learning and paid work experience in an area of career interest. Students can elect to participate in any one of the following

State Certified Co-op Courses: Agriculture, Business, Family & Consumer Education and

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Kids On The Block

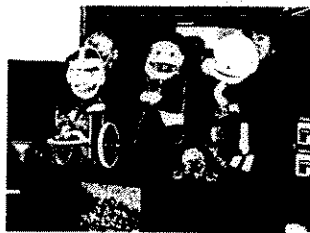
Marshfield High School students in Careers with Kids classes and FHA-HERO members Jenny Erickson and Karlene Lindow were awarded a Youth Service Learning Grant of \$1750 from CESA 5. The goal of the grant project was to increase awareness and acceptance of children with disabilities.

Erickson, Lindow, and Family and Consumer Educators, Carla MacArthur and Jane Wagner, used the FHA-HERO planning process to identify the concern that children and adults can be hurtful to individuals with disabilities. The action plan implemented through use of the grant funds included the following activities:

third graders and Careers with Kids students on January 8, 1999. This program consisted of five women with puppets who have different types of disabilities telling their story about characteristics of their disability, coping skills, and their desire to be accepted and treated with respect. The importance of developing social relationships with children with disabilities was highlighted during the performance.

c) Lindow and Erickson prepared an attitude survey for children following the classroom teaching activity and performance which was distributed by elementary teachers. Both high school student and elementary students indicated they will have greater acceptance of individual differences and try to include individuals with disabilities in their social activities.

d) Disability Awareness Tubs are being prepared for each Marshfield public elementary school library media center. Each tub includes videos, books and other reference materials for students and teachers to use in their classrooms. Jenny Erickson and Karlene Lindow will enter FHA-HERO STAR competition in February using this project as a Focus on Children event. Focus on Children recognizes participants who use family and consumer sciences to plan and conduct a child development project that has a positive impact on children.



Kids on the Block puppet performance for second and third grade children at Madison Elementary School.

a) Lindow, Erickson and Marshfield high school students Careers with Kids classes were guest speakers in the second and third grade classrooms at Madison Elementary School on January 7, 1999 surveying their attitudes about disabilities, teaching children about different types of disabilities, and assisting the children with construction of puppets with disabilities. High school students explained their personal experiences with asthma, allergies, learning disabilities, attention deficit disorder, and other disabilities while working one on one with the children.

b) The kids on the Block puppet program was performed for second and



Kathy Griesbach, Marshfield High School Careers with Kids student, assisting a Madison Elementary School third grader with construction of a puppet with a disability.

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A student in a Cooperative Education program is taught by skilled professionals in the student's area of career interest. In the State Certified Co-op program, the student will study their career field of interest using the standardized workplace competencies identified by business and industry. When the student completes the program, he or she will receive a state skill certificate issued by the Wisconsin Department of Public Instruction. This certificate validates the employability skills the student has learned and can be used when seeking permanent employment or entry into post-secondary schooling.

As the name implies, Cooperative Education is based upon the cooperation between two main components or partners: the workplace and the school. Coop experience is divided between classroom instruction related to the work being done on the job and workplace learning. This combined approach, bringing together school-based and work-based components, creates a learning environment which prepares students for

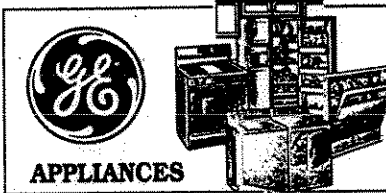
further training, be it post-secondary education experience, or an immediate entry into the world of work after graduation.

Too few students graduate from high school with realistic career plans that can be supported by the labor market demands. This mismatch is expensive both in terms of lost human resources and potential for earned income.

Making the transition from school to work can be exciting and rewarding for students who get turned on to their career potential. The earlier this process begins, the better the student will be able to select and take advantage of the multitude of school, family and business/industry resources available in their communities.

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

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MARSHFIELD JUNIOR HIGH GIRLS BASKETBALL

7TH GRADE

DATE	OPPONENT	LOCATION	COACH	TIME
Feb. 15	Wausau John Muir White	Home	Putzy/Jordan	4:00/5:00
	Wausau John Muir Blue	Home	Fredrick/Wisniewski	4:00/5:00
Feb. 16	Intra Squad	Home	Cap/Jordan	3:30
Feb. 18	DC Everest Gold	Home	Fredrick/Putzy	4:00/5:00
	DC Everest Green	Home	Wisniewski/Cap	4:00/5:00
Feb. 22	Wausau Horace Mann Red	Away	Fredrick/Putzy	4:00/5:00
Feb. 23	Medford	Away	Jordan/Wisniewski	4:30/5:30
	Intra Squad	Home	Cap/Fredrick	3:30
Feb. 25	Wausau John Muir Blue	Away	Putzy/Cap	4:45
	Wausau Horace Mann White	Away	Jordan/Wisniewski	4:45
Feb. 26	Intra Squad	Home	Wisniewski/Putzy	3:30
	Intra Squad	Home	Jordan/Fredrick	3:30

COACHES: PUTZY, WISNIEWSKI, JORDAN, CAPANNELLI, FREDRICK

8TH GRADE

DATE	OPPONENT	LOCATION	COACH	TIME
Feb. 15	Wausau John Muir White	Away	DeSmet/Carter	4:00/5:00
	Wausau John Muir Blue	Away	Gruenloh/Voss	4:00/5:00
Feb. 18	DC Everest Gold	Away-H.S.	Carter/DeSmet	4:00/5:00
	DC Everest Green	Away-H.S.	Gruenloh/Voss	4:00/5:00
Feb. 22	Wausau Horace Mann Red	Home	DeSmet/Carter	4:00
Feb. 23	Medford	Home	Voss/Gruenloh	4:30
Feb. 25	Wausau John Muir Blue	Home	DeSmet/Carter	4:00
	Wausau Horace Mann White	Home	Voss/Gruenloh	5:00

COACHES: DESMET, VOSS, CARTER, GRUENLOH

HOOKED ON BASKETBALL

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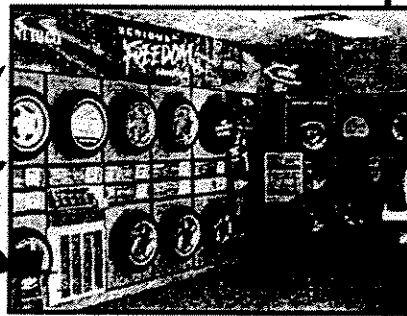


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June 14 - 18, 1999

Stevens Point Area
Senior High School (SPASH)

Stevens Point, WI



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Wisconsin River Valley Academy

"Your River of Opportunity"
GENERAL INFORMATION



Academy

Purpose

To provide educators with the staff development necessary to ensure that Wisconsin children can meet the academic standards at the proficient and advanced levels.

The Wisconsin River Valley Academy (WRVA - pronounced "riva") is a one week institute designed to help K-12 instructors improve their teaching skills and their student's achievement in Mathematics, Science, and Technology (Technology Education and Educational Technology). The Academy is based on a "hands-on, minds-on" approach to these three areas. Veteran teachers instruct other teachers about integration of subjects and concepts, cooperative learning, critical and logical thinking, and new forms of assessment. This is done with the latest technological equipment and teaching curriculum by experienced teachers that have successfully implemented these approaches and techniques with their students.

A very important aspect of the Academy is the Business Partnership Day which is designated for interaction with business and industries in the local area. The participants will start the morning touring a local business or industry. During lunch, representatives from the businesses and industries will join the participants for an informal discussion. At 1 p.m., the participants and representatives will be divided into small groups for round table dialogue on how to build partnerships with each other, and establish common goals on developing an adaptable, skilled labor force of good citizens.

The Academy is modeled after the successful CRAY ACADEMY in Chippewa Falls and is part of the WASDI initiative which is expanding academies to eleven other locations throughout the state. The Academy is a cooperative effort of local school districts, teachers, The University of Wisconsin - Stevens Point, Mid-State Technical College, local businesses, and CESAs 5 & 9.

It is the hope of the Wisconsin River Valley Academy to provide a "River of Opportunity" for teachers which will impact the learning opportunities for students in their districts.

Expenses

Each educator will be assessed a \$300 registration fee. This fee covers the cost of workshop materials, DPI clock hours, tours, daily continental breakfasts, lunches, breaks, and a WRVA t-shirt. Registration and application fees may be paid with district Eisenhower funds or, in many districts, School-to-Work funds. Carl Perkins funds may be available

for high school teachers. Some districts also use Gifted and Talented funds or Special Education funds. Policies vary from district to district and/or grant to grant. Please reserve these funds with your school immediately.

Wisconsin River Valley Academy provides equal opportunities in employment and programming.

Scholarships

A few scholarships may be available for teachers unable to receive district funding for registration. Scholarship application, if needed, is available by calling (715) 345-5569.

Credit Options

One graduate credit is available through UW-Stevens Point for attendance at the WRVA for \$55. For questions regarding UWSP credit, please contact Julie Hellweg at 1-800-898-9472 or in Stevens Point at (715) 346-3730.

A second UW-Stevens Point graduate credit may be earned by completing a follow-up project under the direction of Dr. Perry Cook or Dr. Jay Price. The project will involve some form of action research including the teaching of concepts learned in the WRVA workshop, assessment of subsequent student learning, and a reflection paper. It will require several e-mail correspondences and may include an actual site visit. The cost for the second graduate credit will be at full University tuition of \$182.50 (Fees subject to change by the Board of Regents.)
Mandatory attendance is required for full credit.

One graduate credit is available through Viterbo for attendance at the WRVA for \$65. For questions regarding Viterbo credit, please contact Christine Valenti at 1-800-234-8721.

Schedule: 8 a.m. - 4 p.m. daily

Monday: Keynote and Workshop Sessions
Tuesday: Workshop Sessions
Wednesday: Business/Industry Tours, Business Discussions
Thursday: Workshop Sessions
Friday: Workshop Sessions

Administration

Dave Rasmussen,
Academy Director
715-345-5569

Don Stevens,
Fiscal Director
608-742-8814 Ext. 222

Program Assistance,
Lori Omernik
Lorraine Jacobs

WRVA Office
2400 Main Street
Stevens Point, WI 54481
Phone: 715-345-5569
Fax: 715-345-7340

SUMMER WORKSHOP KEYNOTE

Monday, June 14, 1999

Steven B. Dold

Strengthening Professional Practice

Steve has spent almost 25 years in the field of education, as a teacher of social studies at both the middle and high school levels, as a teacher and administrator of adult level special education programs, and in college-level program administration.



After serving as the education analyst in the governor's budget office, he came to the Department of Public Instruction as the Director of the Bureau for Policy and Budget. He next served as an Assistant State Superintendent administering the department's educational accountability and policy division.

Currently, he is the Deputy State Superintendent of Public Instruction and the exceedingly proud father of three wonderful children.

Steve will discuss the challenges and opportunities educators face in implementing standards and assessment-based reforms, the importance of meaningful professional development, and the status of related state budget initiatives.

SUMMER WORKSHOP DESCRIPTIONS

Math 901

AIMS-Math Connections


Patterns, Problem Solving, and Practice


Grades K-2


To Be Announced


Students will find the AIMS approach to the study of numbers refreshing and interesting. In geometry, the approach differs from that in common use. Studies begin with solids, the geometric objects most familiar to students. Piaget would love this! Solids embody the characteristics of volume, surface area, length of edges, angles, etc. which are abstractions. By studying solids first, students are provided a context for such abstractions that imparts meaning.

The connection between mathematics and science becomes more meaningful within the AIMS curriculum in which combinations of measurements are studied for their production of new units of measurement. For example, rate multiplied by time produces a new measure: distance. Mass divided by volume produces the measure of density. Surface area divided by volume gives rise to scaling, a fundamental factor for determining how often an animal eats, where it can live, how rapidly its heart beats, and how long it can be expected to live!

 **Number Sense and Operations:** Number sense; counting; numeration; number relationships; place value; patterned arrangements; effect of operations on numbers; basic addition facts; fair shares; comparisons; mental math.

 **Geometry and Spatial Sense:** Observe, match, contrast, identify, describe solids; collect and use objects in a child's world, investigate objects' properties and relationships; build, draw, put together, take apart, and visualize solid figures; develop understanding of length, mass, area, capacity, volume, temperature, time, and money through direct and indirect comparisons and understanding of measurement tools that will be constructed.

 **Dealing with Data and Chance:** Gathering data by counting; comparing, organizing, and interpreting data; telling a story about graphs; drawing conclusions and looking at the shape of data.

 **Patterns and Functions:** Patterns and functions will be integrated in all activities and will serve as the principal means for studying all of the content.

Math 902

Building Basics With Better Understanding Grades K-2

Maggie Paoletti

This workshop is designed to emphasize the use of manipulatives and problem solving in a constructivist classroom. Participants will review CGT (Cognitively Guided Instruction), how best to manage the classroom using CGI, manipulatives, and math center activities.

Activities will include number sense and numeration, probability, geometry, communication, and guided practice of CGI problem types.

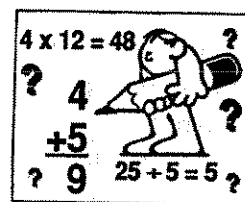
Friday's work will include a make and take session to recreate materials for use in your own classroom.

Math 903

Mathematics Their Way

Grades K-2

Chris Weinhold



This workshop introduces mathematical topics through practical and meaningful activities which inspire thinking and curiosity in the learner. The emphasis of the workshop is to help the learner understand interrelated mathematical processes within the context of rich experiences rather than mastery of isolated skills.

Mathematics Their Way provides teachers with a variety of classroom methods and materials which allow children to develop and use mathematical concepts.

The program is one in which the teacher becomes a facilitator of knowledge rather than a dispenser of information. The teacher learns to trust that children have already assembled a considerable amount of useful knowledge on their own. The teacher helps to provide ways for children to organize this knowledge and bring it out in a systematic, logical, usable form.

The goal of this program is to teach children how to learn. Learning is limitless. Mathematics Their Way takes away the arbitrary and unrealistic boundaries that are placed around areas of learning through the traditional textbook approach.

Math 904
(TI) EM+ (Elementary Plus)
Grades K-6
Provided By Texas Instruments

This five-day (30 hour) workshop is to engage teachers in mathematically worthwhile activities that illustrate the unique experiences that the TI Math Mate™ AOS™ four functions calculator and the TI Math Explorer fraction calculator brings to the learning of mathematics in the elementary grades.

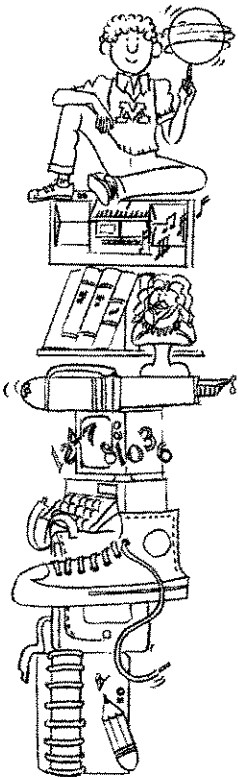
Topics addressed include numeration, operations, patterns, geometry, measurement, probability, statistics, and graphing.

This institute can be adapted for K-2, 3-6 and K-6 audiences. Although some of the topics in this institute are the same as those in the ELEM Institute, the activities are different and do not come from the *Uncovering Mathematics* books.

Organization of the Workshop

The components of the workshop include:

- ✎ Activities to promote *reflection* and *discussion* on current issues involving the use of calculators in mathematics instruction in the elementary grades.
- ✎ *Warm-up* activities to build your repertoire of calculator use in the elementary classroom.

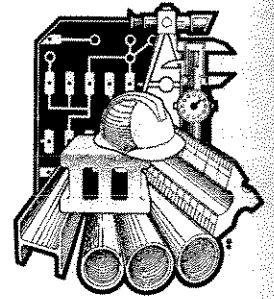


✎ Mathematics content activities for K-Grade 2, Grades 2-4, and Grades 4-6 in each of four content strands:

- √ Number/Operation
- √ Patterns/Algebraic Thinking
- √ Measurement/Geometry
- √ Probability/Statistics

✎ *Closing* activities to provide closure to discussion of issues and more ideas for classroom implementation.

Math 905
Math Under Construction:
"Redesign and Rebuild Your
Math Curriculum"
Grades 2-5
Shelly Long and Chuck
Paulson



You've redesigned your kitchen or your bathroom, but how about your math curriculum? Does your math time need a little boost? Well, Math Under Construction will help you redesign and rebuild your math curriculum. Math Under Construction will teach you to focus on your district's scope and sequence, the National and State Standards, and individual and multi-age developmental levels.

As a participant, you will learn how to add or replace parts of your curriculum by using supplemental materials and your own creative talents.

Math Under Construction is an interactive, hands-on, student driven, constructivist approach to teaching mathematics. You will be actively involved in topics such as measurement, geometry, problem solving, graphing and so much more.

So, if you are in need of redesigning and rebuilding your math program, this is the course for you.


Objectives:


- ✎ Develop a knowledge of how the National and State Standards influence curriculum and instruction.
- ✎ Become familiar with how to use teacher resources to enhance and rebuild present mathematics curriculum.
- ✎ Experience math as problem solving, communication, reasoning, and connections.
- ✎ Experience math integration across the curriculum.
- ✎ Participate in alternative assessment techniques.
- ✎ Be exposed to equity issues.
- ✎ Leave with a knowledge base of constructivist activities that may change the way participants view mathematics instruction.


Math 906
AIMS-Math Connections
Patterns, Problem Solving, and Practice
Grades 3-5
To Be Announced


Students will find the AIMS approach to the study of numbers refreshing and interesting. In geometry, the approach differs from that in common use. Studies begin with solids, the geometric objects most familiar to students. Piaget would love this! Solids embody the characteristics of volume, surface area, length of edges, angles, etc. which are abstractions. By studying solids first, students are provided a context for such abstractions that imparts meaning.

The connection between mathematics and science becomes more meaningful within the AIMS curriculum in which combinations of measurements are studied for their production of new units of measurement. For example, rate multiplied by time produces a new measure: distance. Mass divided by volume produces the measure of density. Surface area divided by volume gives rise to scaling, a fundamental factor for determining how often an animal eats, where it can live, how rapidly its heart beats, and how long it can be expected to live!

 **Number Sense and Operations:** Developing meaning for operations; intelligent, playful practice of basic facts/skills; alternate algorithms; place value; problem solving in mathematical microworlds; historical connections; literature correlation.

 **Geometry and Spatial Sense:** Sort and classify solids, observe properties; study shadows of 3-D objects, cut down solids into nets, construct solids from nets, make isometric drawings; study cubes, spheres, cylinders, cones, rectangular prisms, and pyramids; study measurable properties, use customary and non-customary units, build measuring tools, understand the approximate nature of measurement.

 **Dealing with Data and Chance:** Move from disorganization to organization; look at relationships; learn how to select and construct tables, charts, and graphs; learn how to interpret data.

 **Patterns and Functions:** Patterns and functions will be integrated in all activities, used to achieve mastery of basic skills, stimulate interest and understanding and serve as the principal means for studying all of the content.

Math 907
Meeting the Challenge of the State Math Standards
Grades 3-6
Elaine Hutchinson

The workshop is designed to give teachers experiences that focus on the goals of the Wisconsin Academic Standards.

Hands-on activities will relate the concepts of number operations and relations, geometry, measurement, probability, statistics, and algebraic relationships to the overarching goals of developing mathematical processes.

The workshop will be organized so that participants will work in group problem solving situations. The learning experiences for participants will model the framework for teaching described in both the National and State Standards.

Participants will be given exposure to activities and learning processes similar to those described in the State Standards. They will then be expected to use the experiences from the workshop to develop materials that can be used in their classrooms.

Math 908
Hot Numbers With Skillet
Grades 6-8
Lynn Scala



Don't be cooled off to math. It's time to warm up to "Hot Numbers" with Skillet. Participants will be led through classroom tested activities that model the Curriculum and Assessment NCTM Standards.

Participants will use an investigative approach to the following math strands: geometry, problem solving, measurement, number sense, ratio, and statistics.

Teachers will work in small groups to focus on Mathematics and implementation of the NCTM Standards, technology and mathematics, math in the business world, and alternative assessments.

Participants will have an introduction to the use of Hyperstudio in the math classroom. TI 80 graphing calculators and interactive television will also be used.

Math 909

Take Those Standards On The Road

An Integrated, Process Approach to Science, Math, and Technology

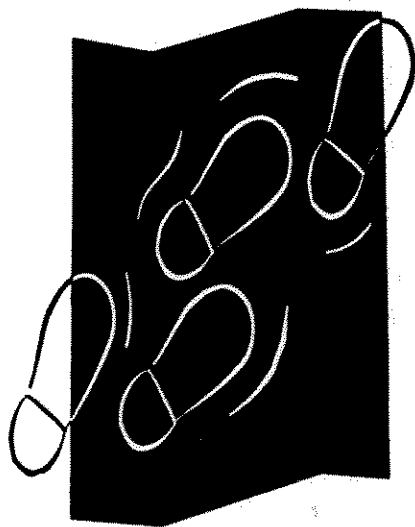
Grades 6-8

Polly Goepfert

Let's take a tour though the geometry strand of CMP (Connected Mathematics Project developed by Michigan State University, based on the NCTM Standards). We'll make a stop at Origami Land and the City of Standards and conclude our tour at the Assessment Arena.

Objectives:

- ✍ To experience many investigations of CMP unit.
- ✍ To increase the awareness of the philosophy behind the CMP project.
- ✍ To connect the standards to the investigations.
- ✍ To make a cube by paper folding.
- ✍ To apply authentic assessment to the geometry strand.
- ✍ To develop a better understanding of the vision the standards are seeking.



Math 910

AIMS-Math Connections

Patterns, Problem Solving, and Practice

Grades 6-9

To Be Announced

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✍ **Number Sense and Operations:** Proportional reasoning; distributive property; multiplication table patterns; multiplicative nature of proportions; common proportions; fractions, decimals, ratios, rates, percents, etc.

✍ **Geometry and Spatial Sense:** Relationships of shapes, 2-D and 3-D dimensional studies of perimeter, area, surface area, volume, and useful ratios among them; isometric drawings; spatial visualization; study of angles, lines, rays, segments; applications in density, light, mapping, etc. with focus on combinations of measurements that produce new measurement units.

✍ **Dealing with Data and Chance:** Decide on information to include for tables and graphs, how to gather, organize, interpret and communicate that information; study and compare numerous graph types.







✍ **Patterns and Functions:** Patterns and functions will be integrated into all activities and utilized to build bridges of understanding among the topics of mathematics, arithmetic, and algebra.

Math 911
Technology, Toys and Teaching Math
Grades 7-12
John C. Katz

Technology is changing the way we teach and allowing students to experience mathematics in a more hands-on and real world atmosphere. Focus on activities using both computer software and TI-92 Graphing Calculators which will transform a traditional math classroom into an interactive, hands-on, exciting learning environment your students will look forward to entering. Many of the activities involve applications to Geometry using Geometer's Sketchpad software as well as the Cabri II Geometry software on the TI-92. Other activities involve use of the CBL (Calculator Based Laboratory), applications of the TI-92 to courses from Algebra to Calculus, and hands-on experience applying geometric transformations to miniature golf and billiards.

Bring in your "How can I...?" and "I'd really like to..." ideas and leave with an arsenal of technology-enhanced activities that are sure to make your classroom an exciting place for students and teacher alike.

Objectives:

-  Participants will learn how the TI-92, Cabri II Geometry and Geometer's Sketchpad can be used to improve their students' motivation and interest.
-  Participants will learn the similarities and differences between these tools and gain a basic understanding of how to use each in creating or following previously created activities.
-  Participants will develop and present a lesson/activity and guide the class to the desired outcome of the activity.
-  Participants will become more aware of the Wisconsin's Model Academic Standards with regard to content and instruction. They will be given the opportunity to discuss how effectively the technology used in this course helps to meet those standards.
-  Participants will be given the opportunity to raise and discuss equity issues which may be encountered as a result of this type of instruction.
-  Participants will be able to share ideas on the proper format of assessment for activities involving technology.

Math 912
The Five Cs of Mathematics:
Toy Cars, Computers, Calculators, CBLs, and
CBRs!
Grades 9-12
Lauren Jensen

Bring your favorite toy car and come join us in investigating how mathematics can come alive by using technology and creative projects within the mathematics curriculum. Along with toy cars, participants will be working with other "toys" (weights, rubber bands, string, playground balls, and other easy to find equipment), with graphing calculators (TI-83 and TI-92), CBLs (Calculator Based Laboratory), and CBRs (Calculator Based Ranger) to obtain realistic data.

We will explore various models of the data with the use of residuals. Internet projects and an investigation of geometry with the Geometer's Sketchpad will be included.






Scope of the workshop will focus on student tested projects, activities, and materials designed for Algebra through Precalculus.

Don't forget your toy car!

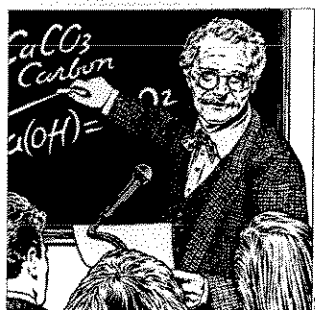


"My workshop will consist of 5 mini-workshops aimed at providing the participant with hands-on experience on how to integrate various technologies within the mathematics curriculum/classroom."

Objectives:

-  Gain knowledge of how to use simple equipment to model real world data.
-  Use residuals to investigate various equations to model data.
-  Use the Internet for research, data, and student projects.
-  Explore Geometer's Sketchpad and how it can be utilized within the classroom.
-  Gain experience using graphing calculators, CBLs, and CBRs.

Math 913
Core-Plus Mathematics Project (CPMP) . . .
An Integrated High School Curriculum
Grades 9-12
Mary Rosin and Marcia Olson



This workshop offers an exciting opportunity to explore an integrated high school curriculum. The Core-Plus Mathematics Project is based on the philosophy that all students can learn mathematics, if it is presented in a way that makes sense to them. The

curriculum is challenging, yet accessible to all students who are willing to learn.

The four major strands which run through this curriculum are algebra/functions, geometry/trigonometry, statistics/probability, and discrete mathematics. The NCTM's standards of problem-solving, communication, mathematical connections, and reasoning permeate every lesson.

This project incorporates technology and relevant problems as a means for learning and doing mathematics.

Objectives:

- ✎ Develop a knowledge of how this curriculum relates to the NCTM standards.
- ✎ Explore alternative assessment methods.
- ✎ Gain confidence using the TI-83 calculator for line plots, box plots, and creating tables.
- ✎ Investigate new ideas for teaching content from the four major strands of algebra/functions, geometry/trigonometry, probability/statistics, and discrete mathematics.
- ✎ The four-phase cycle of classroom activities will be modeled to allow the participants to understand the advantages of presenting mathematics with a specific cycle of instructional activities. The four-phase cycle is launch, explore, share and summarize, and on your own.

Math 914
(TI) AC²E-II Institute
Grades 9-12
Provided By Texas Instruments

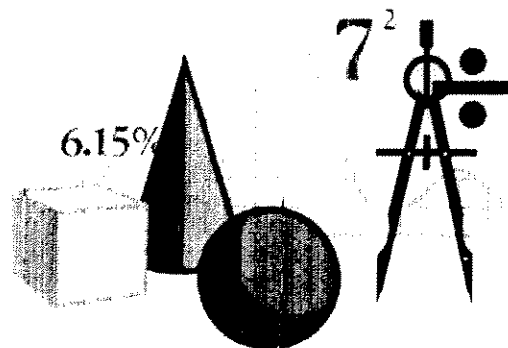
The T³ AC²E-II Institute is a week-long professional development program for teachers of Algebra I and high school algebra.

The primary focus of the activities is to explore algebra concepts and problems using hand-held calculator/computer technology as a tool for teaching and learning.

Participants will learn new teaching strategies and will have opportunities for hands-on experience. The goal of the institute's program is to instruct teachers in new and innovative ways to effectively teach mathematics using technology in the spirit of NCTM's *Curriculum and Evaluation Standards for School Mathematics* (NCTM, 1989) and *Professional Teaching Standards* (NCTM, 1991).

Objectives:

- ✎ Assist teachers in gaining confidence to use new teaching strategies and lessons as they incorporate the use of technology in their classrooms.
- ✎ Instruct teachers in the exploration/investigation mode of teaching secondary mathematics including algebra, data analysis, and other topics.
- ✎ Engage teachers in significant problem situations and in the use of technology as a tool for learning mathematics.
- ✎ Develop teachers' familiarity with the TI-83, the Calculator-Based Laboratory System (CBL) and/or Calculator Based Ranger (CBR).



Math 915

(TI) IM92 (Integrated Math for the 92TI)




Grades 9-12

Provided By Texas Instruments

IM92 is a one-week institute for all high school mathematics teachers. The institute will introduce participants to a wide range of context-based investigations emphasizing the relationships of topics within mathematics as well as between mathematics and other disciplines. Each topic will incorporate many of the features of the Texas Instruments TI-92 and the multiple perspectives this tool enables. Pedagogical and classroom management issues related to the routine use of the TI-92 level of technology will be addressed. Assessment, testing and grading issues will be approached "hands-on" during each day of the institute. Time is also set aside each day to focus on a variety of critical meta-issues such as how algebra understanding should be developed in an integrated mathematics environment based on technology. IM92 will focus on materials drawn from *Integrated Mathematics: A Modeling Approach Using Technology*. This four-year, high school curriculum was developed between 1991 and 1997 by the mathematics teachers of Montana through the Systemic Initiative for Montana Mathematics and Science (SIMMS). It is being published by Simon and Schuster Custom Publishing Company.

The curriculum at all levels assumes that every student has a graphing calculator and daily access to the functionality of a spreadsheet program, a geometry construction utility, a symbolic manipulator program, a statistics package, a graphing package, and a word processing program. In addition, many of the SIMMS modules assume that the students have access to a science interface device, such as the Texas Instruments CBL™, for electronic data collection within the classroom. Integrated mathematics written with this level of technology in mind benefits from the availability of an integrated tool such as the TI-92 which, with the CBL, incorporates nearly all of the required technology.

Objectives of IM92 are:

-  To prepare teachers to make effective use of the TI-92 as an integrated tool for teaching integrated mathematics.
-  To develop teachers' understanding of integrated mathematics within real world contexts.
-  To discuss with teachers the critical changes in high school mathematics due to NCTM standards and the increasing access to technology in classrooms.

Science 916




















Terra's Tots: *Earth's Tiny Stewards*

Grades PreK-1

Janet Hurley

Terra's Tots is a course designed to create and nurture a love for the natural world. Participants will be involved in activities that will develop an awareness and appreciation for plants, animals, and the environment. Developmentally appropriate activities will address multiple intelligences through a thematic approach. Come and experience drama, songs, poems, finger plays, the creation of models, and much more. Return to the classroom with ready-to-use materials and a notebook full of ideas. Topics covered will include habitats and wildlife, seasons, every growing thing, bugs and butterflies, and every day is earth day.

Objectives:

-  Develop an awareness and create an appreciation for the natural environment.
-  Share the wonder resulting from a deepened awareness of the natural world.
-  Understand that living things have four basic needs: space, shelter, water, food.
-  Identify and demonstrate understandings of life cycles of various living things.
-  Describe various animal and insect habitats.
-  Compare insect senses with those of humans.
-  Construct an insect model or sculpture, design and maintain an insect habitat.
-  Understand how camouflage can help animals survive.
-  Describe ways ants work together and how this cooperation helps the colony.
-  Observe insects and their behaviors.
-  Understand the concept of migration.
-  Follow and interpret animal tracks.
-  Compare features and changes of the seasons.
-  Observe and classify seeds and demonstrate how seeds travel.
-  Describe many uses of trees and seeds.
-  Understand that some plants and animals are endangered species.
-  Understand that concentrated heat from the sun is hot enough to cook food.
-  Develop an awareness of pollution and solutions to it.
-  Demonstrate stewardship and conservation.

Science 917
Nature-alizing Your Students
Grades K-8
Scott Lee

It doesn't matter what the season, what resources you have available, how knowledgeable you feel you are of our natural world, what age you teach - there is a lot that can be taught to help your students learn about their natural environment.

Many hands-on activities, make-and-take projects, and games to teach about nature to all age levels will be presented.

You will be presented many ideas to "environmentalize" and "nature-alize" your students in a fun and educational way.

This session's activities are very adaptable for high school ages.

Casual dress is recommended as participants will be actively involved, actually playing the games, etc. - not much "sitting around".



Science 918
Water Works
Grades 2-6
Joel Anderson and Randall Colton

The workshop goal is to promote awareness, appreciation, knowledge, and stewardship of water resources. Experience a collection of innovative, inquiry-based, interdisciplinary, water-related activities that are hands-on and easy to use.

The workshop will incorporate a variety of formats, including large group and small group learning. Field trips and resource people will be part of the week. We will examine how the course material relates to the National Science Education Standards and the Wisconsin State Science Curriculum Standards.

Instructors will model strategies from brain-based research. Participants will learn about networking which connects water education, business, industry, and related agencies.

Drop in for a flood of ideas that won't swamp you.

Participants will be able to:

- ☛ Use water as a topic for investigations in science content standards of earth, life, physical sciences, and science in personal and social perspectives.
- ☛ Receive training in **Project WET** and walk away with a 500-page **Project WET K-12 Curriculum and Activity Guide**.
- ☛ Explore water lessons in FOSS (Full Option Science System).
- ☛ Customize water units to their curriculum.
- ☛ Create their own water resources network.
- ☛ Return to their schools and initiate links with water-related businesses, industry, and agencies.
- ☛ Examine local water issues with greater understanding.

Science 919

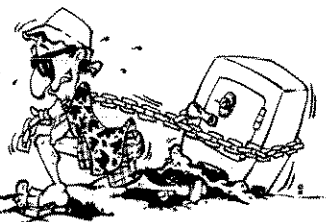
Criminalistics:

An Introduction to Forensic Science

Grades 7-12

James R. Hurley

Criminalistics is the scientific analysis of crime scene evidence for the purpose of determining the guilt or innocence of those suspected of breaking the law.



Participants in this workshop will examine a one semester high school criminalistics course and the activities involved, survey books and videotapes related to introductory forensic science, and perform experiments written as crime scene investigation scenarios.

Objectives:

- ☛ Compare and contrast the fields of criminology and criminalistics and discuss classic cases in forensic science.
- ☛ Determine density and index of refraction values for microscopic glass samples.
- ☛ Analyze soil samples utilizing density gradient tubes.
- ☛ Perform electrophoretic analysis of organic samples
- ☛ Exhibit proficiency in stereo and compound microscopy and identify scale and medullar patterns in animal and human hair samples.
- ☛ Employ appropriate techniques in lifting latent fingerprints from various surfaces.
- ☛ Perform Duquenois-Levine analysis on suspect marijuana samples.
- ☛ Prepare tool mark casts for stereoscopic examination.
- ☛ Perform elementary handwriting analysis.
- ☛ Discuss the incorporation of forensic science topics into existing curricula.

NOTE: It is a goal of the workshop to have participating teachers align the activities they elect to use to the appropriate Wisconsin state standards.

Science 920

Detectives, Dangers, Deductions: Dastardly Deeds! *A Multidisciplinary Unit on Mysteries, Crimes, and Forensic Science.*

Grades 4-9

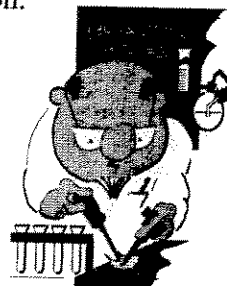
Christine Pace

Join us for the adventure of solving a real-life mystery! ***This class is not for the faint hearted!***

Teacher/Detectives will experience first hand crime solving techniques. Exciting centers, computer programs, field trips, simulations, puzzles, fascinating labs, and speakers will be components of the course. Fingerprinting, chromatography, blood/hair/dental/fiber analysis, criminology, autopsies, critical thinking, and problem solving skills are course highlights.

Objectives:

- ☛ Teachers/Detectives will examine a crime scene and apply rules, methods, principles, laws and theories of forensic science. Wisconsin Science Standards: A.8.3, A.8.4, A.8.5, A.8.6, A.8.7, C.8.1, C.8.2, D.8.1, D.8.4, F.8.1, F.8.4, F.8.7, G.8.1, G.8.2, G.8.3, G.8.5, G.8.6, G.8.7, H.8.1, H.8.2.
- ☛ Teachers/Detectives will evaluate and differentiate between evidence and inferences. Wisconsin Science Standards: B.8.4, B.8.5, B.8.6, C.8.1, C.8.2, C.8.4, C.8.8.
- ☛ Teachers/Detectives will explore literature from the genre of mysteries and relate these to today's world. Wisconsin Science Standards: C.8.9, C.8.10, D.48.1, D.8.2, E.8.1, E.8.2, H.8.1, H.8.2.
- ☛ Teachers/Detectives will work individually and collaboratively, using a variety of technology to evaluate a crime scene and recommend logical conclusions. Wisconsin Science Standards: B.8.1, B.8.2, B.8.4, B.8.5, C.8.9, C.8.10, D.48.1, D.8.2, H.8.1, H.8.2.
- ☛ Teacher/Detectives will be able to discuss/plan the incorporation of forensic science topics into existing curricula, integrating science with all other areas of instruction.



Science 921

Foods/Biology:

Using Foods To Teach Biological Concepts

Grades 9-12

Mark Totten

A basic "hands-on" course, providing activities using plants, bacteria, fungi, and DNA. Intended for general Biology, Advanced Biology, and teams of Family and Consumer Education and Biology teachers.

This course will use everyday food materials to teach biological concepts.

Objectives: *Teachers will be exposed to the benchmarks stated for grades 9 - 12 for:*

- ☛ The Nature of Science.
- ☛ The Nature of Mathematics.
- ☛ The Nature of Technology.
- ☛ The Human Organism.

Teachers will be expected to integrate mathematics and science, and food and biology.

Teachers will be evaluated on the higher levels of Bloom's Taxonomy.



Science 922

What's It Like Where You Live?

A Study of Local and World-Wide Biomes

Grades 5-8

Traci Roth

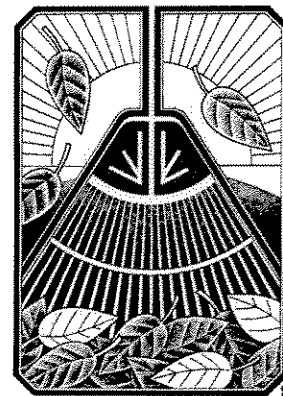
What's It Like Where You Live? is a curriculum developed by the Missouri Botanical Gardens that investigates the biomes of the world.

Participants will get a peek at this multi-media curriculum, targeted at the intermediate grades, and its activities, as well as other resources that can be used to develop an inquiry-based study of the world's biomes.

Participants should come prepared to share ideas and resources.

Objectives:

- ☛ Participants will familiarize themselves with an inquiry-based way to study one or more of the world's biomes in a way that is standards-based.
- ☛ Participants will actively engage in activities that can be done with students to study the biomes and the ecology issues, and concepts that are associated with ecosystem study (for example: predator/prey relationships, limiting factors, adaptations).
- ☛ Participants will familiarize themselves with a variety of resources that can be used to study biomes including: the What's It Like Where You Live? curriculum, CD-ROMs, trade books, Web sites, and natural science resources such as Project WILD and NatureScope.



Science 923
Basic Molecular Biology Techniques
Grades 9-12
Terese Barta

Genetics has become the fastest developing branch of biology.

The goals of this course are to give hands-on experience performing some basic molecular biology techniques and to show how those procedures are used to answer biological questions.

This is an introductory course for high school biology teachers who are looking for ideas to incorporate molecular biology into their courses, or those who simply wish to have a better understanding of the science in order to discuss current issues in their classes.

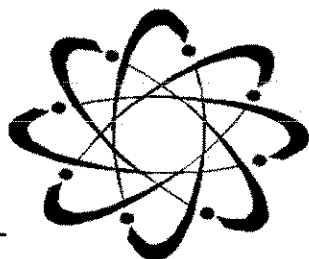
The course may be taken for one week (1 credit) or two weeks (2 credits).

Experiments carried out during week one will include:

- ✿ Introduction of DNA into bacterial cells
- ✿ Analysis of DNA by restriction enzymes
- ✿ Purification of DNA from bacterial cells

Week two will cover analysis of DNA by Southern blot hybridization and the polymerase chain reaction (PCR).

There will be a \$20.00 course fee for lab manual (complete with experimental procedures), supplies, enzymes, and molecular biology reagents.



Technology Education 924
Assessment Workshop
Investigating Mandated Standardized Tests
Portfolios as a Learning Tool and Assessment
Grades K-8
Faye Miller and Mary Lou Harris-Manske

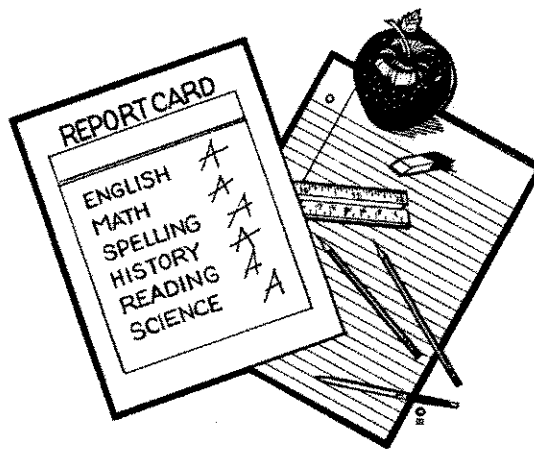
This workshop is designed for teachers who are interested in preparing students for mandated standardized tests and how to interpret results to parents and the public.

Teachers will also explore how portfolios can enhance assessment and classroom practices.

Participants will have the opportunity to develop strategies and rubrics that can be easily integrated into current instruction and a variety of curriculum areas.

Objectives:

- 💡 To examine mandated standardized tests and how information may be reported to parents and the public.
- 💡 To use portfolios as learning tools and ongoing assessments.
- 💡 To share and model a menu of successful teaching strategies that can enhance current practices and not be considered add-ons.
- 💡 Developing rubrics across the curriculum will be modeled and teachers will have opportunities to design their own.
- 💡 To explore ways in which students can be involved in self-reflection and self-evaluation.



Technology Education 925
Get Connected
Linking and Webbing Your Classroom
Grades K-12
Steven Stevenoski

This workshop is intended to be a hands-on, experiential institute with teachers interested in designing and implementing cross-disciplinary units that allow students the freedom and the opportunity to solve real world and highly complex problems using computers, the Internet, and other low cost digital technology.

The goal of the workshop is to provide the participants with an opportunity to investigate how vocabulary and approach may make the same data seem completely different when studied in a science or mathematics classroom.

The intention is to create a dialog where the technology can serve as a tool that bridges the two disciplines and serves as a resource for students to more fully understand mathematics and science applications.

Participants will also learn how the addition of a single computer with an Internet connection can be used to expand the science and mathematical opportunities for students using data collect using the computer and digital probes.

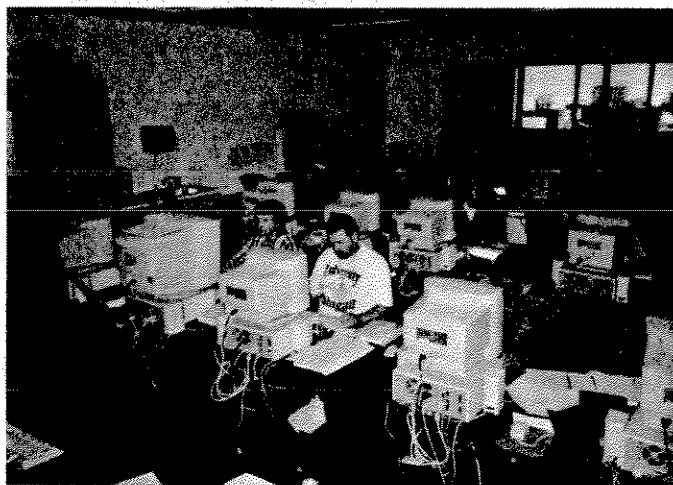
Objectives

The workshop will be conducted in three parts:

💡 Learning the language of the Internet and computers. Topics will include but will not be limited to:

- a) What is the Internet?
- b) How do you get on the Internet?
- c) What is a Web Page?
- d) How can I use CD-ROM software?
- e) What is E-mail?
- f) What is presentation software?
- g) How to use digital cameras and experimental probes.

💡 Putting the computer to work in the classroom. Topics will include but will not be limited to:



Technology Education 925 Continued
Get Connected

- a) Participants will participate in a variety of sample lessons and activities that can be used to integrate the Internet and various types of computer software into their classroom curriculum.
- b) Produce an activity or lesson of their own which will be classroom ready for inclusion into their subject area this school year.
- c) Conduct a variety of science experiments using a variety of digital probes.
- d) Work in groups to analyze the data from a math and science perspective.

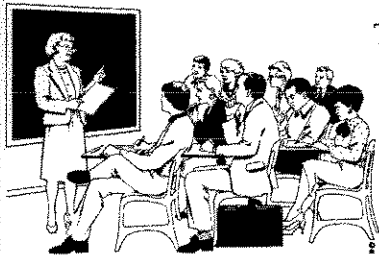
💡 Navigating the Internet. Topics will include but will not be limited to:

- a) How to use Web Browser to view Web pages. . .
- b) Finding data and resources on the Web and making them useable for your students.
- c) Using search engines to find things on the Internet.

Technology Education 926
Unlock the Door: Open the Communication
Grades 3-6
Net Alekna and Jan Drehmel

Open the door; flip the switch; and turn on the POWER! Here's your opportunity to make a powerful connection between school-home communications. Together parents and students can experience hands-on, minds-on science, technology, and math activities.

This is a workshop designed to get you, your students, and parents involved in meaningful activities with the math, science, and technology standards. Parents and students can be brought together in the school setting, or the activities are versatile enough to be completed at home. Research shows that these kinds of connections strengthen the relationships of parents/teachers/school and community.



Teachers will come away with many ideas and projects to be used with their students on parent nights or in the classroom.

Join us and experience the "surge" of power from the school-home connection!

Participants of this workshop will:

Experience a variety of hands-on activities supporting the math, science and technology standards.

Design a plan for implementing a student/parent/school connection.

Lead the teachers/parents to a better understanding of the standards.

Incorporate problem solving, critical thinking, investigation, and inquiry strategies that integrate math, science, and technology.

Gain an appreciation for the importance of parental involvement in school activities

Appreciate the value of using community resources in connecting school to everyday life.

Technology Education 927
Ready-Design-Go
Grades 4-6
Judy and Ruth Shookman

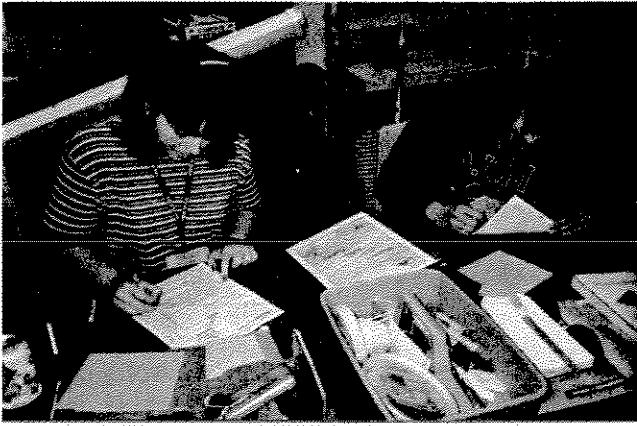


Does your "tired" classroom need a "SHOT" in the arm? Are you frustrated with problem-solving projects that are impractical and just don't work? DESIGN-READY-GO is a week of designing, measuring, sawing, wiring, hammering, gluing, and testing that will provide you with projects and experiences to be carried back to your classroom, exploring the themes of design technology and, MORE IMPORTANTLY, exciting and preparing your students for the workplace of the 21st century!

Objectives:

- 💡 Introduce participants to the concept of systems and the four themes composing a design technology program. Benchmarks: 8B, 8D, 11A, 11B, 11C - grades 3-8. Technology Standard B: Systems
- 💡 Help participants identify the Science, Math, Technology and Benchmark Standards forming the backbone of a design technology lab. Benchmarks: 3A, 3B, 3C - grades 3-8.
- 💡 Give participants the opportunity to experience first-hand the technological process so that they can incorporate what they have learned into their classrooms. Professional Science Development Standards: A, B, C. Technology Standard A: Nature of Technology.
- 💡 Model the format of the design brief and encourage participants to create their own. Science Assessment Standards: A, B, C.
- 💡 Provide resources.
- 💡 Explore activities which can be adapted to multiple intelligences.
- 💡 Construct working models of projects related to the four themes of design technology which participants can use to start their own design technology programs. Science/Tech Content Standards: A, B, E, F, G - grades 5-8. Technology Standard C: Human Ingenuity.
- 💡 Promote leadership and confidence among participants in using design technology. Technology Standard D: Impacts.

Note: There will be a \$25 student fee for a rocket launcher and circuit tester.



**Technology Education 929
Communication Electronics
Grades 7-12
Todd Vander Loop**

Experience the ins and outs of running a cable access T.V. channel.

Participants will take over the daily operations of Channel 99 and the electronics projects completed in the class, Communication Electronics. This is a hands-on workshop that will expose you to video (editing, production, broadcasting, etc.) and the electronics that make it all possible.

Objectives:

- 💡 Gain knowledge of how to use editing equipment to communicate a message.
- 💡 Experience the jobs in the field of television.
- 💡 Be able to design an electronic circuit.
- 💡 Design communication messages relayed over the television.
- 💡 Gain knowledge of a cable access T.V. channel.

**Technology Education 928
HyperStudio in the Classroom
Grades 4-12
Tony Gordon**

Bring multi-media into your classroom by adapting your existing projects for use with HyperStudio.

HyperStudio is multi-media authoring software based on the metaphor of index cards. Each slide created is called a card. A group of cards is called a stack. A stack operates in much the same way a Web site does.

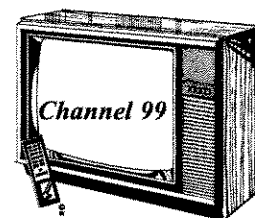
A hands-on approach will be employed during this course to ensure participants will have enough knowledge to use the program in a classroom setting. Skills such as importing pictures, recording sounds, and overall HyperStudio stack development will be covered.

Bring an existing project, create one from scratch, or work on sample projects provided by the instructor.

This class is designed for all levels of computer proficiency.

Objectives:

- 💡 Explore multi-media authoring and understand the basic concepts related to its use.
- 💡 Investigate HyperStudio as a curriculum enhancement tool.
- 💡 Discover how existing curriculum can be used with HyperStudio.



Technology Education 930

Keys For Success:

Investigation, Experimentation, and Competition

Grades 7-12

Charles Berben and Mark Vrieze

Engage your brain with Robo Pong. Satisfy your need for economy with a mousetrap-powered vehicle.

Cross a chasm with only kite sticks and an ounce of glue.

Inside, within lies the problems; you supply the solutions.

Experiment in making them dissolve. Problem-solving activities that have proven to be great incentives in the classroom using technology, math and science.

Participants will design, construct and troubleshoot the following:

A ping pong ball hawking robot

An efficient mousetrap-powered vehicle

The strongest 14" kite stick bridge

Objectives:

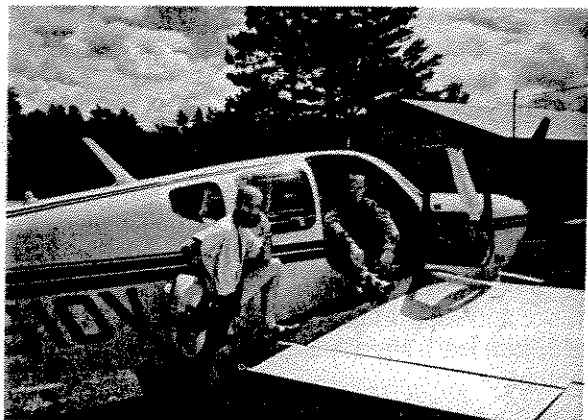
Experience hands-on activities in problem solving.

Take home problem-solving activities which can be implemented in the classroom with minimal cost per student.

Integrate math and science in solving technological problems to predict possible outcomes.

Select materials for design and development of solutions to a problem using technological systems.

Evaluate alternative solutions to achieve the best outcome via troubleshooting.



Technology Education 931

Aviation For The Beginner

Grades 7-12

Dan Fara

Explore the wonderful world of flight, with some hands-on experiences in aviation. This session is designed for the individual who wishes to learn about airplanes and how they fly.

Participants will become familiar with the basic fundamentals of aeronautics. They will build a glider, work with aerodynamics, navigation, radio communication, FAA regulations, physiology of flight, map reading, flight simulation, reading weather reports, and go on an actual flight.

Cost for this class will be determined by the length of the flight.

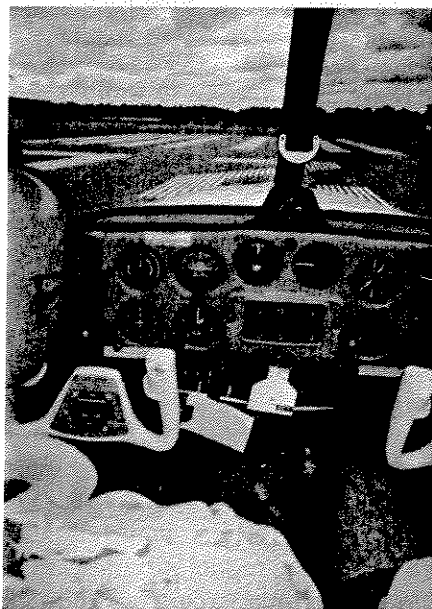
Objectives:

💡 Gain knowledge and experience in the field of aviation.

💡 Become acquainted with the social, economic, and cultural impact aviation has on our society.

💡 Investigate ways aviation might be incorporated into your curriculum.

💡 To gain an appreciation of the world of aviation.

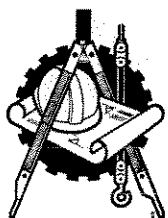


Technology Education 932
AutoCad R14 Fundamentals and
Advanced AutoCad R14
(For Windows 95)
Grades 9-12
Thomas J. Whelan

This course will provide participants with a chance to learn how computers and computer-aided drawing programs can improve their current manual drafting program, and prepare students for the challenge of the information age.

Be exposed to a variety of challenging exercises utilizing the software AutoCad R14, the most widely used international design program in industry today.

All participants will gain hands-on experience with this software which can in turn be incorporated into individual classrooms.



Advanced exercises involving Architectural Design, Mechanical Design, and Engineering will be explored.

Objectives:

- 💡 Assist teachers in the development of a Cad program.
- 💡 Understand basic computer terminology and concepts.
- 💡 Provide teachers with the skills needed to produce various 2D and 3D drawings in a Cad environment.
- 💡 Utilize sufficient skills in the use of Cad tools and functions and how to manipulate them on a computer.
- 💡 Develop an appreciation for Cad and its impact on industry.
- 💡 Develop faster techniques to improve drawing productivity.
- 💡 Create various exercises to be used in individual classrooms.

Integrated 933
Leadership Workshop for Building Effective
Family Involvement in Early Childhood . . Math
and Science
Grades PreK-2
Marta Larson

Playtime is Science (PS) and Family Math for Young Children (FMYC) are model programs that are nationally recognized for their excellence in math and science education, their ability to involve hard-to-reach parents, and their focus on providing

933 Continued
Leadership Workshop for Building Effective
Family Involvement in Early Childhood . .

educational opportunities for girls and children from cultural groups that are traditionally under-represented in the skilled scientific workforce. These models incorporate hands-on activities which foster a cooperative learning environment for families to approach math and science as a fun, everyday event in which anyone can participate. This leadership workshop will help teachers and school staff facilitate family classes in their own communities. Class participants will be eligible to earn additional credit from UW-Stout for leading parent-child workshops using materials and lessons from this course. Participants are asked to attend as part of a team that includes minimum of three persons from the same school.

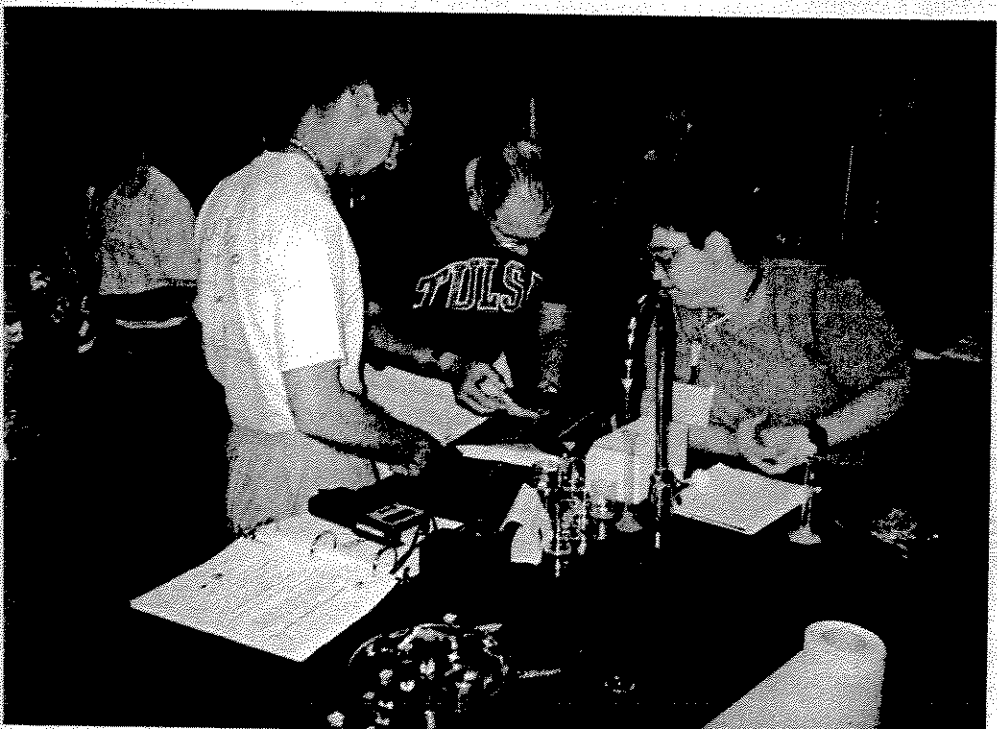
Objectives:

- Learn activities and strategies to empower parents in their role as their children's first and most important teachers, and engage children and parents to work on mathematics and science together.
- Learn strategies to encourage female and minority children to talk and think about mathematics and science.
- Learn strategies to encourage risk-taking, persistence, and intellectual self-esteem in girls, and children from cultural groups, that have not traditionally been successful in math and science.
- Learn strategies to use materials commonly found around the house to make math and science games and activities.
- Learn strategies to teach children and parents to focus on the process of thinking mathematically and scientifically rather than finding any one right answer.
- Learn strategies to help children and parents value alternative strategies for thinking about math and science problems.
- Learn strategies to create an awareness that mathematical and scientific thinking leads to many types of well-paying jobs.
- Learn strategies for recruiting and retaining hard-to-reach families.
- Develop an action plan for implementing parent/child classes in their school and/or community.
- Participate in an ongoing state-wide technical assistance and support network for helping parents and children learn about mathematics and science together.

**Integrated 934
In-Tech-Great!!!
Grades K-6**

Debbie Boggs and Bill Giese

Learn strategies to enliven your elementary classroom! Science, math, and reading strategies which use students to THINK as they utilize a hands-on, problem-solving approach will be presented. Leave with ideas that are easily implemented in your classroom.



A fast paced hands-on workshop will allow teachers to become familiar with the new Technology Education State Standards through engaging activities they can emulate in their own classrooms.

Projects are based on cross-curricular themes. Science, reading, and math connections will be made while utilizing a technical education philosophy.

Participants will be required to produce finished projects and participate in the design process. Additionally, a written theme-based unit based on the

**Integrated 934 Continued
In-Tech-Great!!!**

participants' grade levels will be assessed and presented at week's end.

Objectives:

- Develop an awareness and understanding of the Elementary Technology Education Standards.
- Become adept at using tools and materials.
- Learn ways to integrate Technology Education into classrooms.
- Learn creative ways to enhance group work.
- Create meaningful connections between math, science, and reading pedagogies.

**Teaching Method/
Strategies:**

With a basic philosophy that people learn by doing, we will pose problems and challenges which need to be solved. Solutions lie in the design, build, test, and evaluation process participants will engage in as they learn. Different learning styles will emerge and be valued as unique to the individual.

Integrated 935
T.O.Y.S.
(Teach Our Youth Science)
Grades K-8
Jaime Malwitz

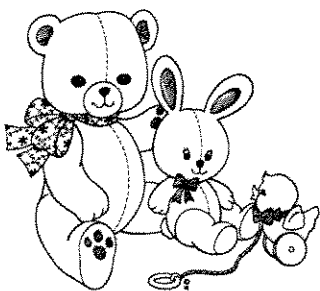
Teachers, don't take those toys away from your students. Instead use them as self-motivating teaching tools! This program uses toys as a launching pad to teach science, integrated with math and technology, in the classroom setting. Not only is it hands-on, but it is also a minds-on approach to actively involve all students while applying the Benchmarks for Science Literacy to math, science, and technology as well as Wisconsin's Model Academic Standards.

Imagine using DUPLOS to teach systems, communication, and math; BEADS to do estimation, graphing, or simple percents without division or calculators; GUMMI BEARS for inquiry learning and predicting; CARS and TRAINS to demonstrate Newton's Laws of Motion; and becoming a paleontologist while digging for DINOSAUR bones. These are among the many activities intended to introduce the novice teacher to the user-friendly aspects of science, math, and technology through an inexpensive, yet comprehensive, application of material readily available to teachers and students.

For the more experienced teacher, toys will be used as extensions for their current curriculum, and include helpful additions to SCIS, FOSS, and GEMS.

Methods of assessment will be discussed and demonstrated as they apply to the learning cycle of exploration, concept building, and application to the world outside the classroom. The multicultural aspects of toys, as well as gender equity, will be addressed throughout the program.

Teachers are encouraged to bring a favorite classroom or child's toy along, and learn how to incorporate it into their own curriculum. Each teacher will take home a T.O.Y.S. starter kit, a reading list of science related books for their grade level, and many activities created, shared, and distributed in class. Remember, when it's time for children, it's time for T.O.Y.S.!



Integrated 936
Adventure in The Classroom
Grades K-12
Dave Lockett

The primary thrust of this course is to provide teachers with instructional techniques and applications of adventure learning. Individuals will become acquainted with a variety of adventure activities that can be used in the classroom.

They will also be provided with an opportunity to participate on a high and low ropes course.

Seminar discussions will focus on the foundations of adventure education as well as philosophical issues including experiential learning theory, risk taking, and the aims of adventure education.

Objectives:

- Utilize a variety of adventure activities in the classroom.
- Explain the educational benefits of low and high elements.
- Explain how to set up, implement, and debrief problem-solving initiatives.
- Understand the main philosophical underpinnings of experiential learning and adventure education.



Integrated 937
ILK It!
Developing Multiple Intelligence Learning Kits for
Interactive Teaching
Grades K-12
Debbie Masterson and Jon Griffith

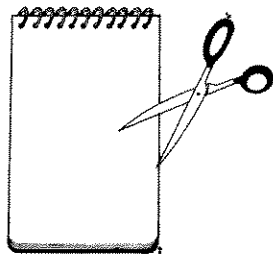
Have you ever found a way to reach each individual student? You know, find out what they learned in their own way?

This workshop is geared towards helping participants identify students' intelligence (learning style), developing standards-based activities that use students' intelligences, and developing assessment tools that use those intelligences effectively to display what the student has learned.

ILK IT! - Multiple Intelligence Learning Kits for Interactive Teaching. A variety of technological tools will be demonstrated through the workshop.

Objectives:

- Provide a background of Multiple Intelligence.
- Provide assessment tools for assessing Multiple Intelligences.
- Demonstrate hands-on, standards-based activities that are geared for interactive teaching.
- Provide examples of activities and assessment tools; including developing rubrics that target Multiple Intelligences.
- Have attendees create their own standards-based activities.



Integrated 938
Wisconsin Energy Education Program (KEEP)
Grades K-12
Jennie Lane

Put some energy into your classroom!

Through hands-on activities and class discussions, learn how you can enhance students' understanding of what energy is, where it comes from, and how it affects their lives.



You will also receive a copy of KEEP's comprehensive, easy-to-use Energy Education Activity Guide and be introduced to additional energy-related educational materials.

This course is designed for teachers who want to experience it today and teach it tomorrow. Applicable to teachers of Science/Mathematics, Social Studies, Language Arts, Technology Education, Family Living and Consumer Education, or to anyone who wants to promote energy as part of their environmental education curriculum.

Objectives:

- Appreciate the need for energy education.
- Gain knowledge about and hands-on experience in energy education.
- Become familiar with energy education support materials.
- Develop strategies using the Education Guide and other resources to integrate energy concepts into the curriculum.

Content/Syllabus:

Class as currently constituted covers 16 hours (will be expanded to meet Academy's needs).

Students are introduced to the Activity/Resource Guide.

Students are led through a number of activities.

Students are asked to cooperate with other students and explore other activities/resources.

Discussion of cross-curricular application of guide and activities.

Integrated 939
Shrink-Wrap
Grades 1-5
Mary Richards and Deb Wood

Integration! Standards!! Assessment!!! Technology!!!!
Brain-based Learning!!!!

BUT how do you “shrink” and “wrap” this all together into classroom lessons?

“Shrink Wrap” will provide some methods and models on how to package your lessons and still have all the necessary contents! This is a hands-on program.

Objectives:

- Explore Math, Science, Technology Standards.
- Discuss and model authentic assessment.
- Design integrated lessons.
- Explore lessons which reflect Multiple Intelligences model.
- Experience technology as a learning/teaching tool.
- Provide resources.
- Establish connections to Community, Business, and Industry.
- Promote professionalism and leadership among participants.



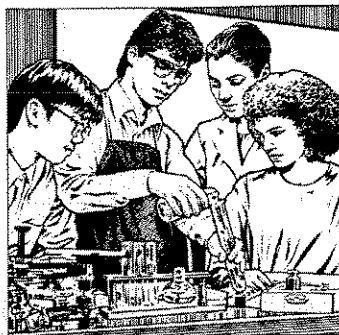
Integrated 940
Weird and Wacky Ways to Integrate Science and Math
Grades 4-6
Sue Hall and Betsy Muhvic

Put on your lab coats and become a super sleuth as we investigate innovative problem-solving activities.

Participants will discover new ways to integrate science and math with literature, social studies and art. Get ideas on using mysteries, inventions and problem-solving techniques that meet national standards that can be recreated in your classroom.

Objectives:

- Identify variables of problem-solving techniques used during this workshop.
- Practice safety with all chemicals used in “hands-on” activities.
- Process skills will be implemented following the NCTM and National Science Standards of questioning, observing, classifying, measuring, and collecting data.
- Thinking processes will be developed through communication, problem-solving, experimentation, and questioning techniques.
- Problem-solving will be emphasized in developing inferences, predicting and hypothesizing.



Integrated 941

**(TI) CMS (Connecting Math and Science)
grades 9-12
provided by Texas Instruments**

The T³ Connecting Math and Science (CMS) Institute is a week-long professional development program for secondary mathematics, physical science and physics teachers designed around the TI-83 graphics calculator and the Calculator-Based Laboratory System (CBL), a calculator interface used to collect data through probes or sensors, and the Calculator-Based Ranger (CBR).

The primary focus of the CMS institute is collection of data and the analysis of it from both scientific and mathematical standpoints.

Participants will gain hands-on experience collecting data with the CBL/CBR and modeling it with the powerful statistical tools of the TI-83. Working in groups, teachers will use this knowledge to develop a lesson focusing on the integration and connection of mathematics, physical science and physics.

The week will emphasize new and innovative teaching techniques as prescribed by NCTM's *Curriculum and Evaluation Standards for School Mathematics* (NCTM, 1989), *Professional Teaching Standards* (NCTM, 1991), and NSTA's *Standards for Science Teaching* (NSTA, 1995).

Objectives:

- 1] Develop teachers' familiarity and facility with the use and features of the latest graphing calculator technology.
- 1] Develop teachers' familiarity and facility with the use and features of the Calculator-Based Laboratory System (CBL) and the Calculator Based Ranger (CBR).
- 1] Explore the scientific aspects of the data collected using the CBL/CBR system as related to physical science and physics curricula.
- 1] Study the mathematical concepts inherent in the data collected with the CBL/CBR system.
- 1] Investigate traditional and alternative teaching and assessment techniques that utilize technology in a balanced program of reasoning, connections, and communications.

Integrated 941 Continued

(TI) CMS (Connecting Math and Science)

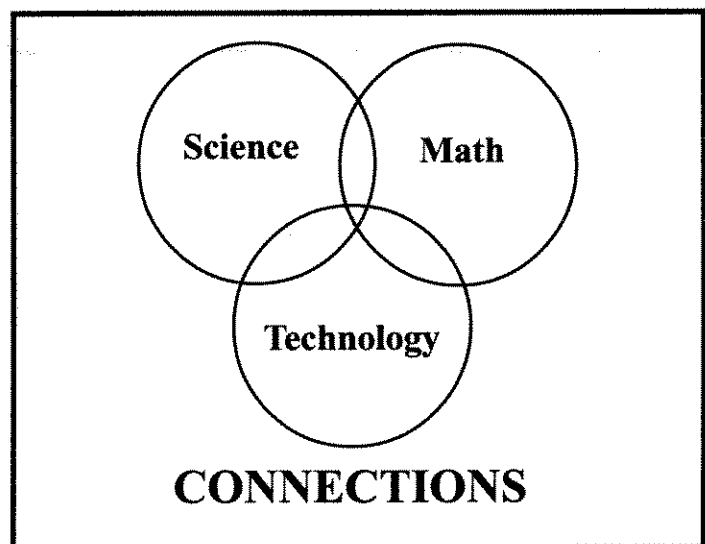
- Facilitate the cooperative efforts of mathematics and science teachers who will work together to develop an integrated lesson focusing on the collection and analysis of scientific data.

Targeted audience:

Participants in the T³ CMS Institute should be inservice secondary mathematics and science teachers in grades 9 through 12. The mathematics content will focus on topics from algebra, precalculus and calculus.

The science content will focus on physical science and physics.

There will be a \$10.00 materials fee for this workshop.



ACADEMY TOURS 1999

Tour 1

Ellis Stone Construction Company

Ellis Stone is a general contractor specializing in the design and construction of all types of commercial and institutional buildings. They employ individuals with backgrounds in architecture and the building construction trades.

R.H. Rettler & Associates

R.H. Rettler is a consulting firm providing recreation facility planning and design, engineering, site maintenance, construction management and survey services. Approximately 50% of their clients are Wisconsin school districts.

Tour 2

Wisconsin Rural Water Systems

Wisconsin Rural Water is a service agency that provides technical support and educational assistance to small water utilities throughout Wisconsin. It's part of a national organization providing similar services nation-wide.

Plover Water Systems

The Village of Plover operates a municipal water system providing portable water services to a community of over 5,000 persons. The system provides groundwater from two municipal wells. Part of the treatment system includes a reverse osmosis nitrate removal facility, one of only a handful of such systems in Wisconsin.

Tour 3

Saint Michael's Hospital

St. Michael's Hospital is a full service medical facility serving the Portage County area. The hospital recently completed a major addition and provides facilities to the Rice Clinic, a major out-patient service provider. The hospital's new rehab facility houses physical therapy, occupational therapy and sports medicine services.

Physical Therapy Associates

Physical Therapy Associates is a privately owned physical therapy practice with a multi disciplined staff who specializes in orthopedics, back and neck care, sports related injuries, pediatrics, geriatrics, work related injuries and home health. They maintain an up-to-date facility with the latest equipment and technology.

Tour 4

Signature Press Inc.

Signature Press features a state-of-the-art graphic design and pre-press department, a complete list-management and mailing department, the best presses and highly skilled personnel.

Notable Impressions

Notable Impressions is a specialist in Business Promotional Products. Their mission is to help companies build their business. Helping the customer to enhance and promote their image is what Notable Impressions is all about. They understand the importance of developing and maintaining a company or organization's image. Business promotional products are an inexpensive and very effective way of creating a profitable business.

Tour 5

Worzalla Publishing Company

Worzalla, a quality printing and binding organization, has been serving the needs of American publishers and businesses since 1892. Worzalla offers a wide variety of options for printing and binding.

The Copps Corporation

The history of The Copps corporation is synonymous with the growth and development of the grocery industry in the U.S. Over a century ago, E.M. Copps started selling groceries to loggers, river men, and farmers in central Wisconsin. Today, this same family-owned corporation operates its own retail supermarkets throughout Wisconsin and services independent retail grocers in Wisconsin and other states.

Tour 6

Skyward Inc.

Skyward is a leading provider of administrative software solutions for K-12 public and private schools. They have been serving customers since August, 1980. Their integrated software modules are easy to learn and implement, and their complete data management systems are the most cost effective and powerful tools available. Skyward's mission is to provide the most comprehensive, innovative, easy-to-implement and cost effective administrative data processing systems available anywhere!

Marten Machining

Marten Machining, Inc. is a machine shop specializing in precision tooling and custom designed machine parts for manufacturing companies. Marten Machining was established in 1984 and has a regional customer base. Parts are designed and produced using computer equipped work centers. Employees at Marten Machining have educational levels ranging from youth apprenticeships to technical degrees.

Tour 7

Sentry Insurance Industrial Hygiene Lab (Jeni)

Since it was founded in Stevens Point, Wisconsin in 1903, Sentry Insurance has developed into a multinational corporation of over 45 companies with operations in the United Kingdom, Australia, Lebanon and the Far East. Total world-wide assets exceed \$700 million. With headquarters in Stevens Point, Sentry offers the services of individual and group life, health insurance, pension plans, workmen's compensation, general liability, homeowner's and automobile insurance to its policyholders.

Paper Machine Tour, Science Building, UW-Stevens Point

The UWSP installed a smaller replica of an industrial paper machine in 1996. This machine provides the students the opportunity to develop a better understanding of paper machine operation and maintenance. The hands-on experience the students gain from the machine operations makes them more valuable to potential employers. The paper produced on the pilot machine is used to supply the entire Paper Science Department.

Tour 8

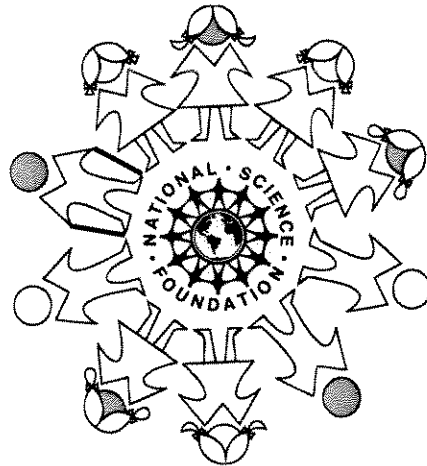
Materials Recovery Facility

The Portage County Materials Recovery Facility processes recyclable materials from throughout Portage County. The County owns the facility. It is operated on a contract basis. Paper, plastics, aluminum and ferrous metal are processed for sale on the recyclable material market.

Wisconsin Public Service

Wisconsin Public Service Corporation is a gas and electric energy utility serving Central, Northern and North Eastern Wisconsin. The utility provides a wide variety of job opportunities in marketing, sales, engineering and construction.

*Funding
is provided in part
by the*



*National Science Foundation
grant #ESI 9453923.*

*The Wisconsin River Valley Academy
is part of the
Wisconsin Academy Staff
Development Initiative,
a project of the
Wisconsin Academy of Sciences,
Arts and Letters.*



Points of Interest

About the Stevens Point Area

In the 1830's, John B. DuBay established a trading post 12 miles north of what is now Stevens Point along the Wisconsin River. In 1838, an Illinois lumberman, George Stevens, made the rugged journey from Fort Winnebago and took his first survey of the area. The following year, accompanied by a Native American and several loads of supplies he housed in a rough shack on an embankment of the Wisconsin River. This rough beginning gave birth to the town now known as Stevens Point. By 1850, Stevens Point had a population estimated at 200, in 1998 the population was 24,430. Today a marker stands at the west end of Main Street, along the Wisconsin River, where George Stevens began the settlement of Stevens Point. Industries, such as manufacturing, transportation, insurance and construction have long since replaced the lumber mills and trading post that used to dot the rivers shore. First-rate service accommodations and a friendly pace are the standard in Stevens Point.

Mainstreet Historic District

More than 60 downtown buildings comprise the Mathias Mitchell Public Square. An additional twenty buildings can be found throughout Stevens Point, some listed individually on the National Register of Historic Places, are designated local landmarks.

Central Wisconsin Children's Museum

CenterPoint Mall, 715/344-2003.
Create, explore and learn together at the Children's Museum. The Museum offers hands-on activities, changing exhibits and interactive play area for children ages 1-12.

Museum of Natural History

Albertson Learning Resources Center, 900 Reserve Street, UW-Stevens Point Campus, 715/346-2858.
This museum houses interactive exhibits, video stations, dioramas and permanent displays. Displays present topics on earth science, dinosaurs, mammals, North American bird eggs, snakes, fossils and other natural history subjects. No admission.

Recreation

The Green Circle

Stevens Point Parks and Recreation Department, 715/346-1531.
A 24 mile trail linking scenic natural areas that follows along the Wisconsin and Plover Rivers. The Green Circle accommodates recreationalists of all types in all seasons, including hiking, walking, bicycling, jogging, and wildlife watching.

Chmeeckle Reserve

North Point Drive, 715/346-4992.
Supported by UW-Stevens Point as a research and teaching resource, this 220 acre reserve is open to the public. Visitors can view wildlife, walk or jog the 5 miles of trails. A lake, visitor center, shelter building, and the Wisconsin Conservation Hall of Fame are open to the public at no charge.

Jordan Park

Located six miles NE of Stevens Point on Hwy 66 along the Plover River. The park maintains a nature center, beach, boat and canoe launch, fitness trail, wildlife and camping areas.

Rivers Edge Campground

3368 N. Campsite Drive, 344-8058.
Just 7 miles N on the beautiful Wisconsin River. This campground offers various activities for the whole family.

Stevens Point Parks

Stevens Point is home to nineteen city parks that offer recreational outdoor activities, including hiking, boating, volleyball, tennis, basketball and biking.

Sentryworld Sports Center

The Sentryworld Sports Center complex offers facilities for tennis, squash, racquetball and other indoor sports.

Local Golf Courses

SentryWorld Sports Center, 610 N. Michigan Ave., 341-1600.
Ranked as one of Wisconsin's top two public golf courses.

Tree Acres Golf Course, 5754 Pleasant Dr., Plover, 341-4530.
The public is always welcome on this scenic and well-maintained 18 hole golf course.

Wisconsin River Golf Club, 715 W. River Dr., 344-9152.
Totally redesigned with 30 new bunkers, 2 1/2 acre pond.

Fishing

A virtual fisherman's paradise awaits. The Wisconsin River is becoming known as one of the best Muskie waters in the state. Other fish to be found include Walleye, Northern, Bass, Crappie and Panfish.

Some Numbers to Know

EMERGENCY 911
Calendar of Events 715/341-6566
Parks & Recreation 715/346-1531
Time and Temperature 715/344-0123
Portage Co. Business Council . 715/344-1940

For more information about the Stevens Point area contact:
Stevens Point Area Convention and Visitors Bureau
340 Division Street North • Stevens Point, WI 54481
1-800-236-INFO (1-800-236-4636) or 715-344-2556
Fax (715) 344-5818 www.easy-access.com/spacvb

Wisconsin River Valley Academy

Your River of Opportunity

Registration Form

Name

Home Address

City/State/Zip

Phone (Work)

Phone (Home)

School District

Building

School Address

Grade Level

Discipline Taught

If you have special needs that require assistance, please notify us in writing or by phone (715-345-5569) four weeks in advance of the Wisconsin River Valley Academy.

T-Shirt Size (Circle one) Small Medium Large XLarge XXLarge

Please list below the CODE #, title of the course and the Bus Tour you would like to attend. List two alternatives. Note that workshops with less than 10 participants will be canceled. Participants will be enrolled in alternate workshop choices.

1st Choice: # Title Bus Tour 1st Choice

2nd Choice: # Title Bus Tour 2nd Choice

3rd Choice: # Title Bus Tour 3rd Choice

Final Registration due no later than April 15, 1999. Final Payment due no later than May 10, 1999.

Mail To: Dave Rasmussen

WRVA

2400 Main Street

Stevens Point, WI 54481

Please indicate: Purchase Order

Check Enclosed

Please indicate if you need additional information on any of the following:

Hotel information

Day Care (please call 345-5569, we will provide the information)

Credit Options/Type

Viterbo College

UW-Stevens Point

DPI CEUs

Wisconsin River Valley Academy

Your River of Opportunity

Registration Form

Name

Home Address

City/State/Zip

Phone (Work)

Phone (Home)

School District

Building

School Address

Grade Level

Discipline Taught

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2nd Choice: # Title Bus Tour 2nd Choice

3rd Choice: # Title Bus Tour 3rd Choice

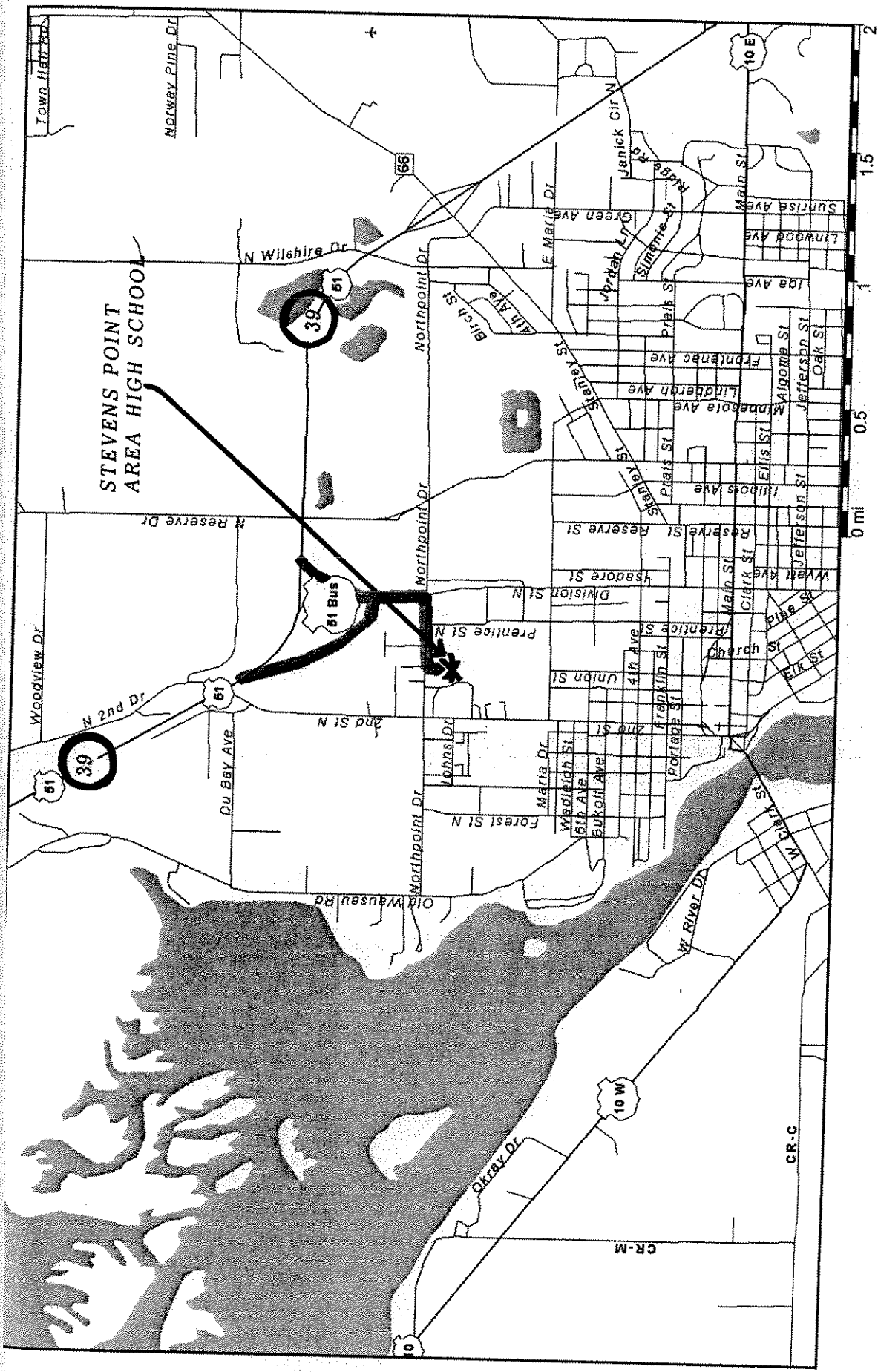
Final Registration due no later than April 15, 1999. Final Payment due no later than May 10, 1999.

Mail To: Dave Rasmussen
WRVA
2400 Main Street
Stevens Point, WI 54481

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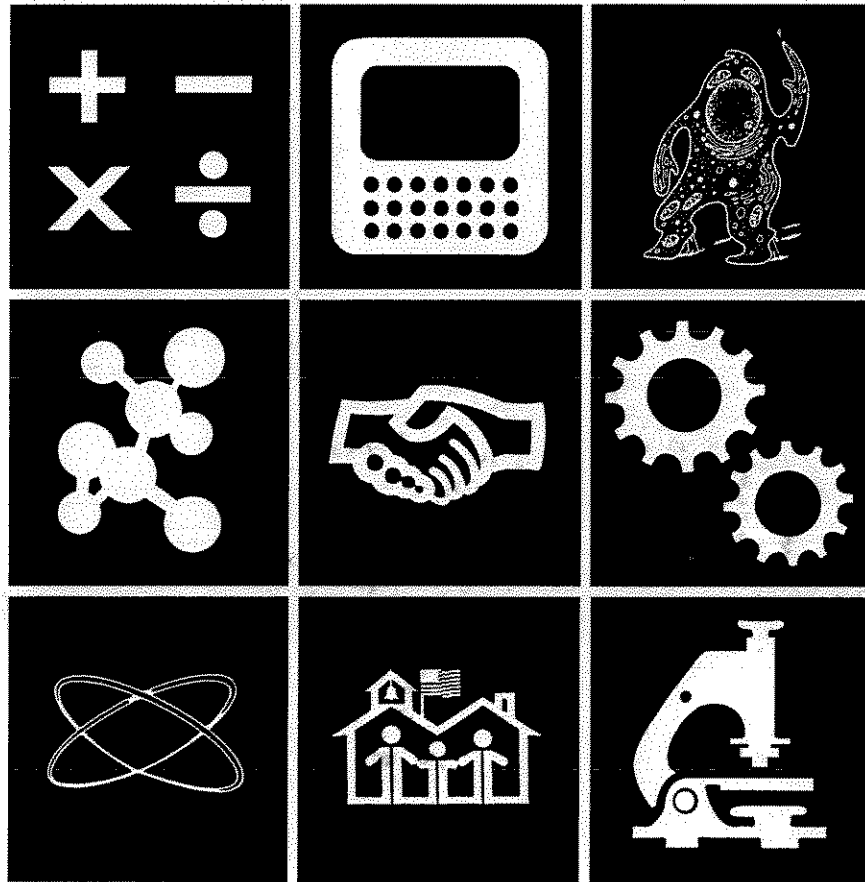
- Hotel information
- Day Care (please call 345-5569, we will provide the information)
- Credit Options/Type
 - Viterbo College
 - UW-Stevens Point
 - DPI CEUs



- From the North. Take I-39 (U.S. 51) to Stevens Point, get off at Exit #161. At first set of traffic lights turn right (Holiday Inn will be on that corner) SPASH is in the next block.
- From the East. Take U.S. Hwy 10 to I-39 North, get off on Exit #161. At first set of traffic lights turn right (Holiday Inn will be on that corner) SPASH is in the next block.
- From the South. Take I-39 (U.S. 51) North to Stevens Point. Get off at Exit #161. At first set of traffic lights turn right (Holiday Inn will be on that corner) SPASH is in the next block.
- From the West. Take U.S. Hwy 10 to Business 51, turn left. Go to the fourth set of traffic lights (Holiday Inn will be on that corner) and turn left, SPASH is in the next block.

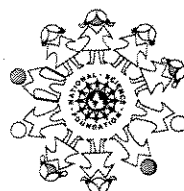
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JOINT FINANCE COMMITTEE TESTIMONY
SECRETARY JOE LEEAN
DEPARTMENT OF HEALTH AND FAMILY SERVICES
March 24, 1999

Introduction

Thank you for the opportunity to appear before you today. I would like to begin by giving some brief comments on the "state of the state" with respect to health and social conditions. I will then highlight a number of budget items.

The health and social well being of Wisconsin's population is strong in many areas.

- One of the most important—and impressive—outcomes is that Wisconsin has the lowest rate of uninsured population in the nation. In 1997, only 8% of the people in Wisconsin did not have health insurance whereas the national average is double that level--16%.
- The rate of births to teen mothers in Wisconsin is declining and is lower than the national average. The rate of births to teens aged 15-17 in Wisconsin fell from 24.2 per 1000 teen females in 1990 to 22.5 in 1997. Wisconsin's rate is significantly below the national average of 32.6.
- The rate of substantiated child abuse and neglect reports in Wisconsin is lower than the national average. In 1996, the rate of substantiated child abuse and neglect cases in Wisconsin was 12.8 per 1000 children under age 18, compared to the national average of 14.3.
- The publicly funded managed care programs in Wisconsin are producing positive health outcomes for clients. In 1996, the Medicaid HMO program had a higher proportion of children completing Health Check visits lower utilization of emergency room services, and greater frequency of primary care visits than the traditional fee-for-service health programs.

In my written testimony I have included graphs and tables which illustrate these points.

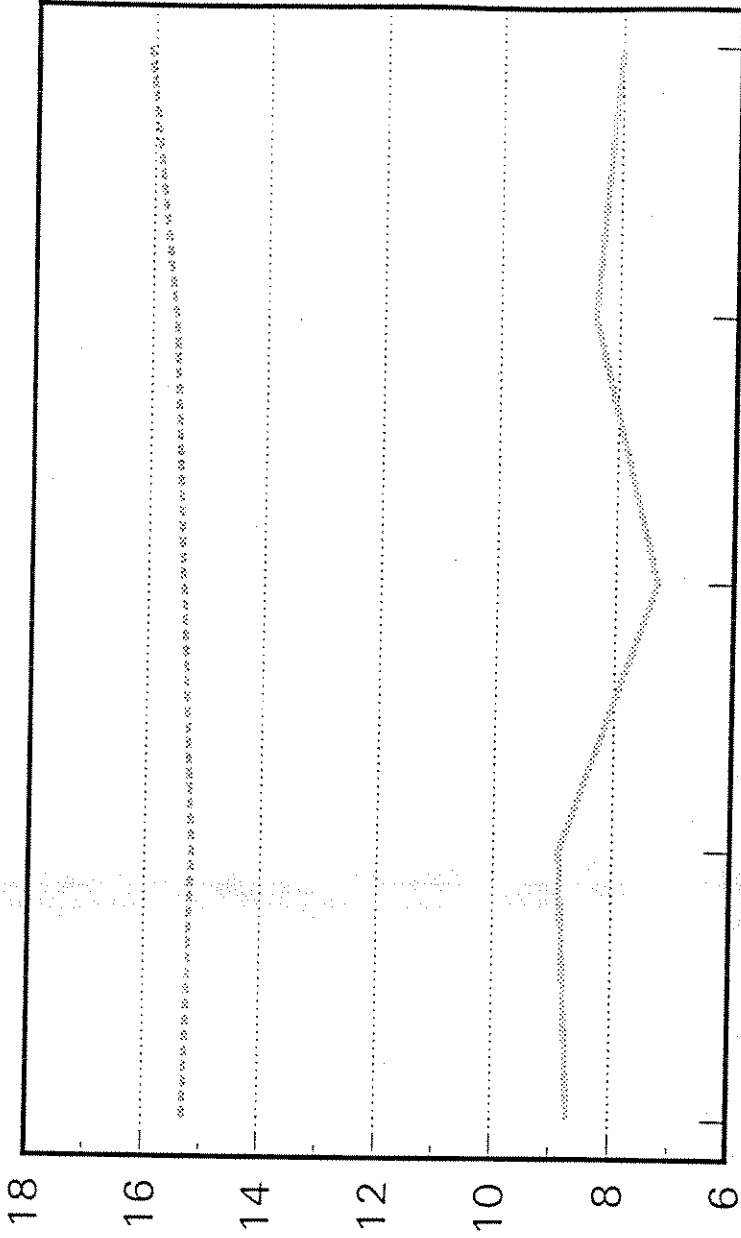
The Governor's 99-01 biennial budget builds on these positive trends and forges further improvements in the quality of life for Wisconsin citizens.

Family Care

The centerpiece of the DHFS portion of the Governor's biennial budget is Family Care, the Department's bold new program to provide long-term care services to people with disabilities and elderly people. Enactment of Family Care is one of the Administration's top priorities.

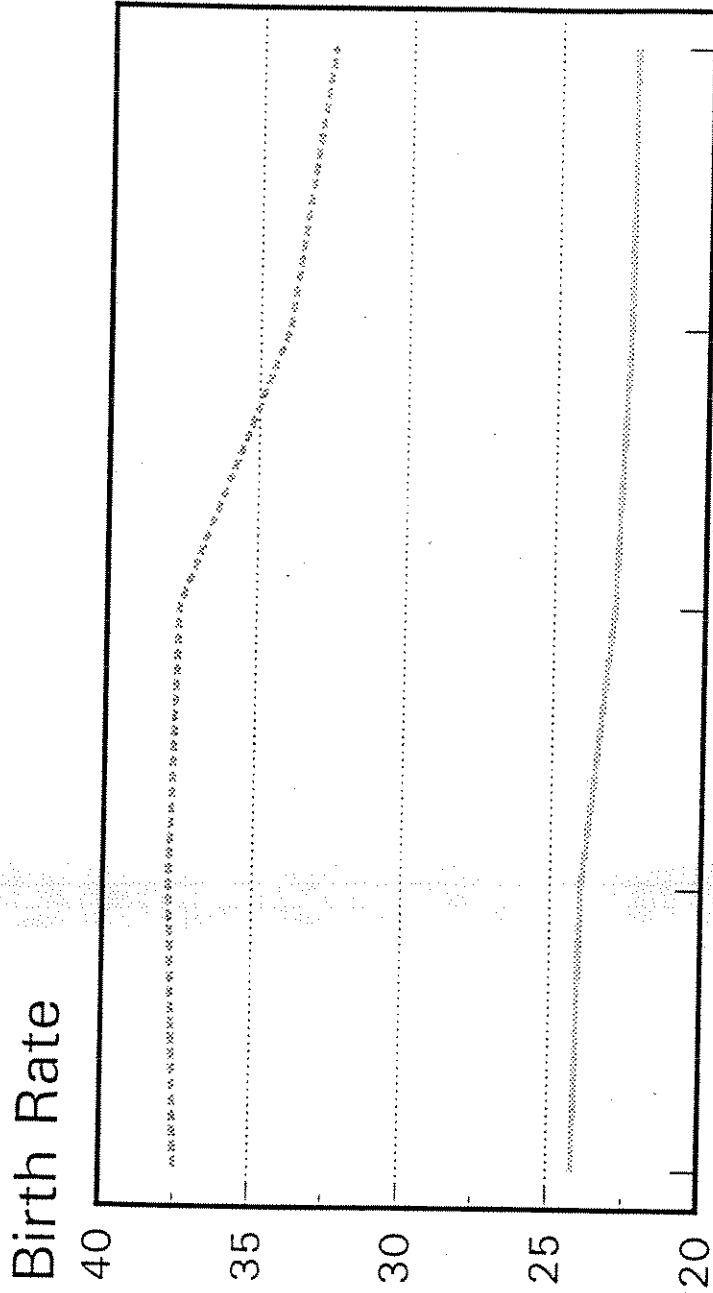
Percent of Population Without Health Insurance Wisconsin and the U.S. 1993-1997

Percent Uninsured



Year	1993	1994	1995	1996	1997
WI	8.7	8.9	7.3	8.4	8.0
US	15.3	15.2	15.4	15.6	16.1

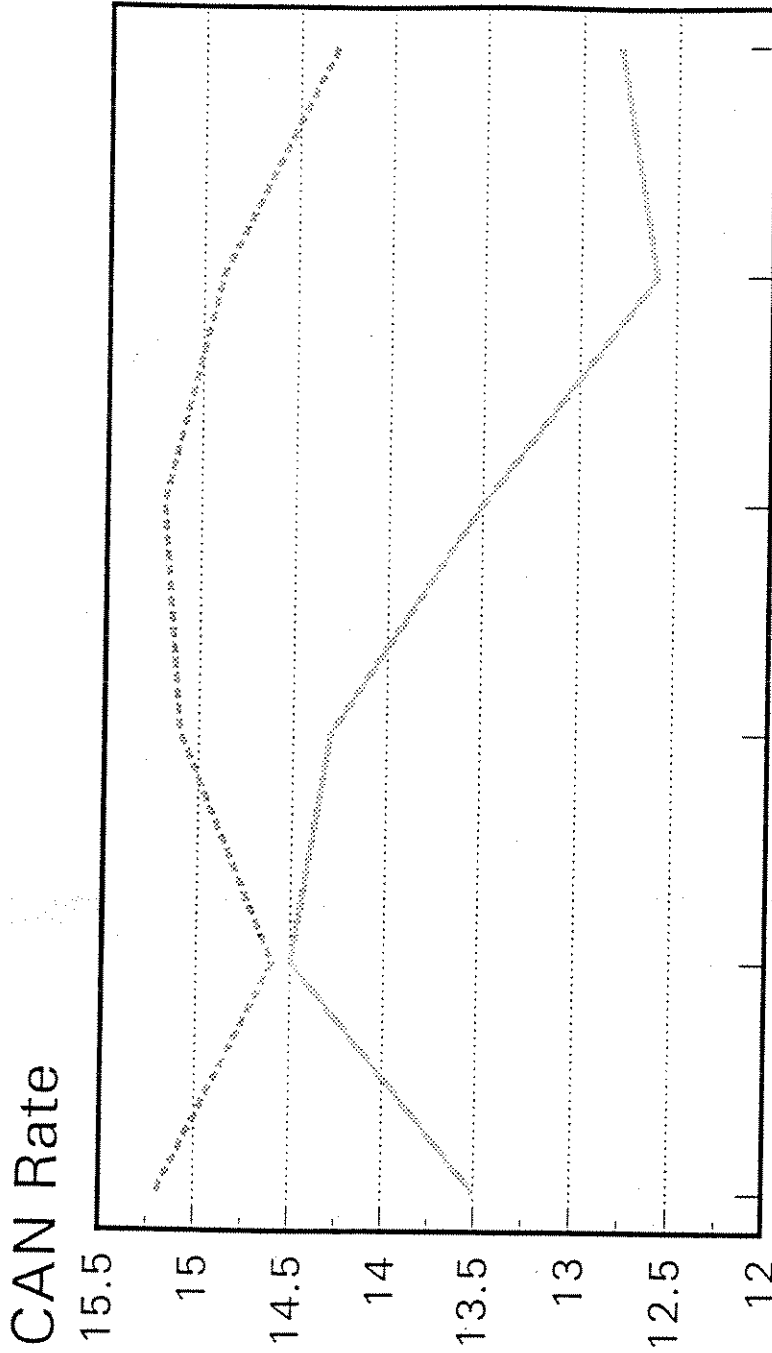
Birth Rates for 15-17 Year Olds, Wisconsin and the U.S. Selected Years 1990-1997



Year	1990	1992	1994	1996	1997
WI	24.2	24.0	23.0	22.6	22.5
US	37.5	37.8	37.6	34.0	32.6

Rate is births per 1,000 females 15-17. WI rate includes births to mothers under 15. The U.S. rate does not include births to mothers < 15.

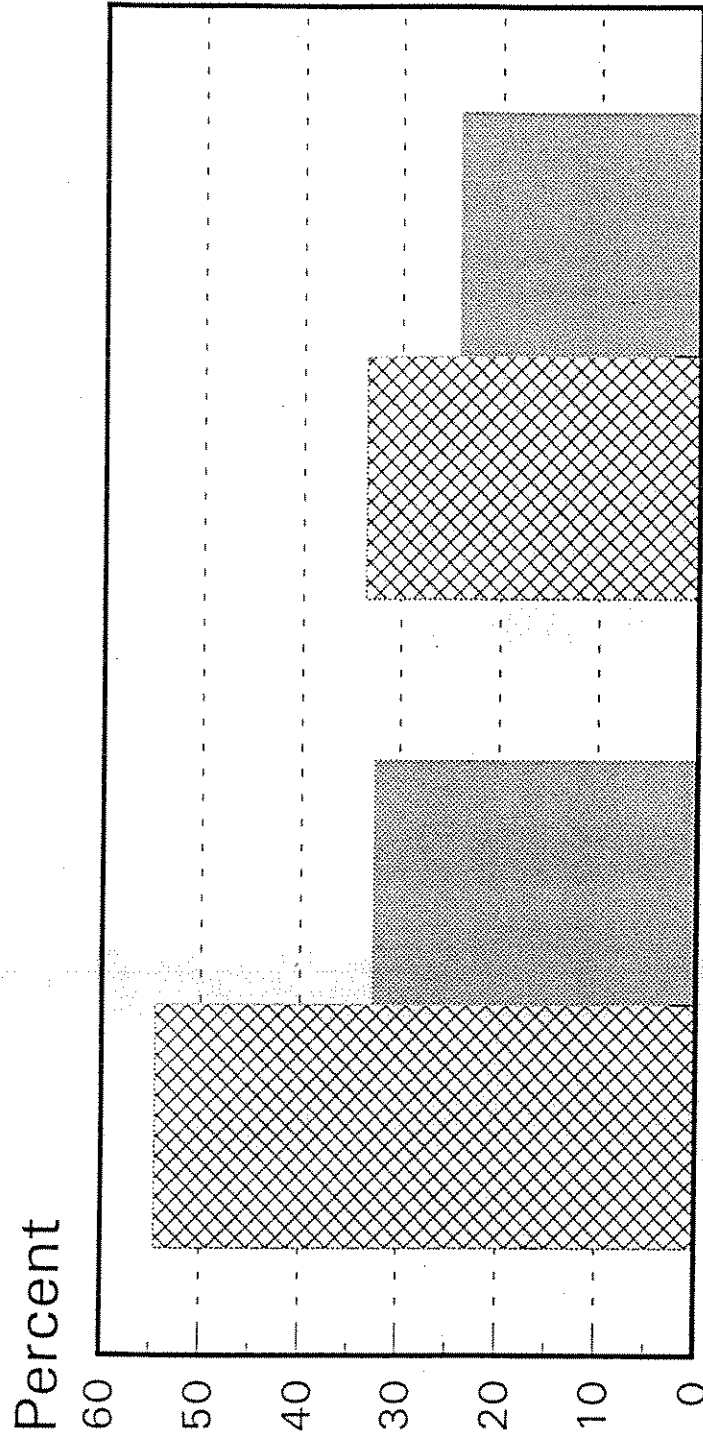
Substantiated Child Abuse and Neglect Rates Wisconsin and the U.S. 1991-1996



Year	1991	1992	1993	1994	1995	1996
WI	13.5	14.5	14.3	13.5	12.6	12.8
US	15.2	14.6	15.1	15.2	14.9	14.3

Rate is cases per 1,000 population 0-18 years.

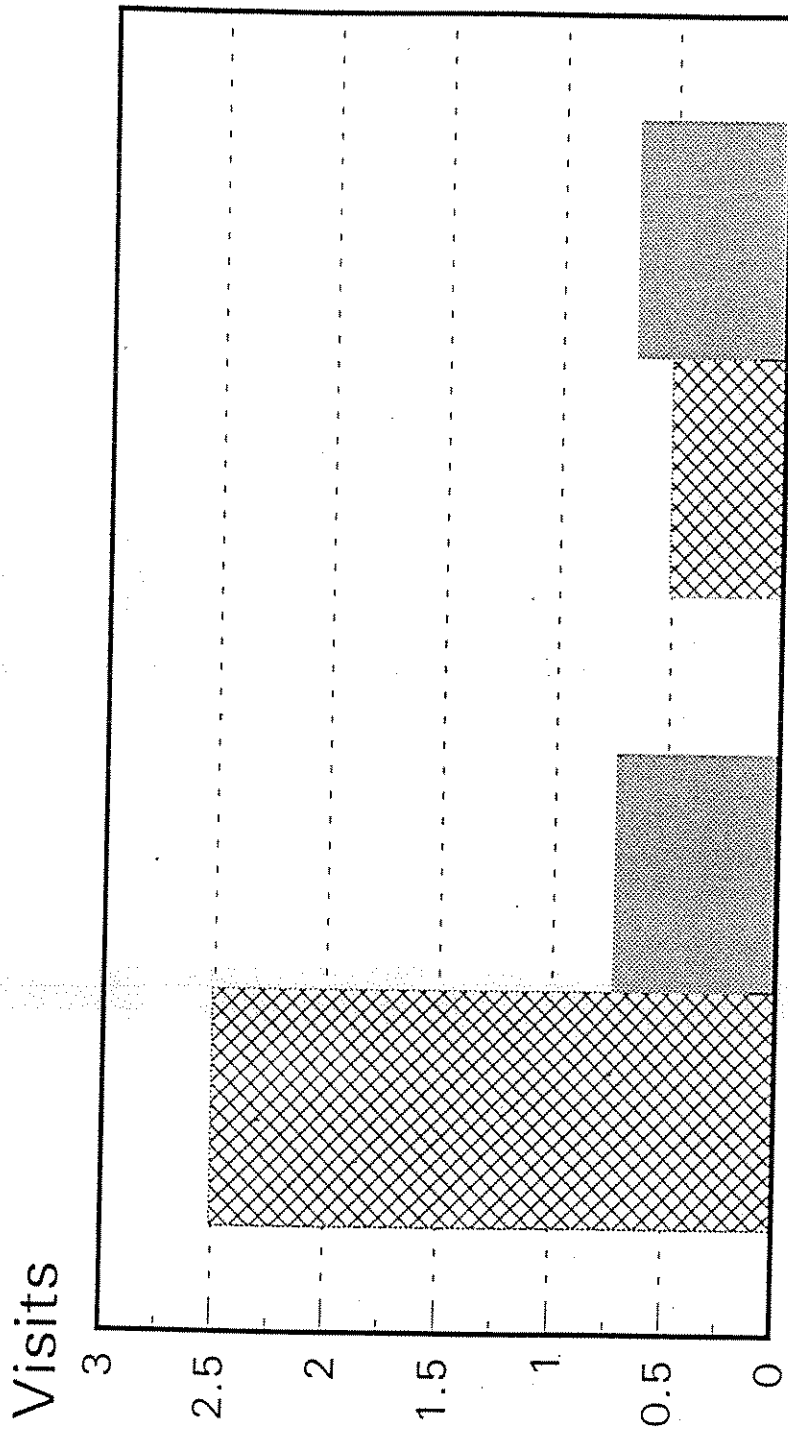
Percent of Medicaid Children with Health Check Visit and Blood-Lead Test, HMO and Fee-for-Service, 1996



	% w/Health Check	% w/Blood-Lead Test
HMO	54.6	33.6
FFS	32.6	24.2

Percentage is for children 0-6 years of age.

Medicaid Primary Care and Emergency Room Visit Rate, HMO and Fee-for-Service 1996



	Primary Care Visit	ER Visit
HMO	2.51	0.51
FFS	0.73	0.67

Visits are per person per year.

In the 99-01 biennium, Family Care will be implemented on a pilot basis. Under our plan, there will be 5 primary demonstration sites, 4 alternate sites, and 3 sites with just Resource Centers.

The total projected cost of Family Care is \$61.2 million in state fiscal year 2000 and \$172.2 million in state fiscal year 2001. The bulk of funding is reallocated from existing programs, particularly Medicaid fee-for-service, Community Options Program, and the Community Aids program. This reallocation reflects the fact that some individuals will be served in the Family Care program rather than these other programs. The amount of new GPR funding needed for Family Care is \$5.7 million in fiscal year 2000 and \$5.9 million in fiscal year 2001.

The Family Care budget proposal provides funding for: Aging and Disability Resource Centers, Care Management Organizations, the Pathways to Independence/Medicaid Purchase Plan and Employment Initiatives, Medicaid fee for service payments, and program accountability and oversight activities including external advocacy.

The key goals of Family Care are:

- Make the long-term care system more understandable and less fragmented;
- Give people better choices about where they live and what kinds of services and supports they get to meet their needs;
- Improve accountability and measure performance based on quality outcomes;
- Make the system more reliable and fair by guaranteeing access to those with the highest need and assuring that access is consistent from county to county; and
- Make the long-term care system more affordable.

As you may know, some individuals and groups have developed and are advocating for an alternative long-term care proposal. While many of the details of this alternative have not been specified, the alternative proposal appears to be a request for a significant increase in funding to be directed into the existing long-term care programs and service delivery systems, specifically Community Options and the home and community-based waiver programs. In my view, there are a number of drawbacks to this alternative proposal. First, it does not ensure that those with greatest need will have access to flexible services and supports. Waiting lists would be possible. In contrast, access to the flexible Family Care benefit is assured for everyone at the comprehensive level and everyone at the intermediate level who is either MA-eligible or needs Adult Protective Services. A second drawback of the alternative proposal is that it does not address the structural problems of the current system: it continues the institutional bias; maintains the current fragmented and confusing system; and continues a provider-based, rather than client-focused, payment system. In contrast, Family Care is a broad reform of the long-term care system which eliminates institutional bias in long-term care; creates a client-focused system in which "money follows the client"; and simplifies the long-term care system. A third drawback of the alternative proposal is that the amount of new funding required is unknown and may be very large.

Within the next few weeks, we expect to submit to the Joint Finance Committee a package of funding and statutory language corrections and clarifications for the Family Care program, based on developments since the completion of the Governor's budget, including the Department's discussions with federal officials, development of operational components with the pilot counties, and comments received from stakeholder groups.

Medical Assistance

I would like to comment now on another area of the Department's budget: the Medical Assistance (MA) program. MA is the largest program in DHFS and one of largest programs administered by state government.

The highlight in this area of the 99-01 biennium is the implementation of BadgerCare, the Department's new program to provide access to health care to low-income families. BadgerCare ensures access to health care for all children and families with income below 185% of the federal poverty level. Once enrolled, families may remain in BadgerCare until family income exceeds 200% of the FPL. With BadgerCare we will succeed in reducing even further the already low rate of uninsured population in Wisconsin.

Under BadgerCare families with income above 150% of the federal poverty level pay a monthly premium. The BadgerCare statutes allow the Department to set this premium at 3.5%, rather than 3%, of family income with the concurrence of the Joint Finance Committee. I would like to inform the Committee that I will be sending a letter to the Joint Finance Committee this week formally requesting a premium schedule for BadgerCare based on 3.5% of monthly income. Department budget projections indicate that the 3.5% premium level is necessary to provide sufficient funding to cover the number of families expected to be eligible and interested in participating in BadgerCare. A premium level of 3.5% is affordable and reasonable. For example, a family of three, which is the average BadgerCare family size, at 185% FPL would have an income of \$25,700 and would pay \$70 per month. A family of four at 185% FPL would have an annual income of \$30,900 and would pay a premium of \$87 per month. In exchange for this premium payment, the family obtains one of the most, if not the most, comprehensive package of health benefits and services offered by public or private insurers in the state.

Under the statutes, the submission of a 3.5% premium schedule triggers a 14-day JFC "passive review" process. I would like to request that if the JFC does not approve the schedule through the 14-day passive review process, that the Committee address this issue in its biennial budget Executive Session on health issues, rather than defer the issue to the June 13.10 meeting. We are scheduled to begin implementation of BadgerCare on July 1. It is important that we come to closure on the issue of the premium level as soon as possible so that we can complete the operational activities needed to meet the July 1 implementation date, such as programming our automated eligibility system and providing training and policy manuals to the eligibility workers.

With respect to other aspects of Medicaid, the Governor's 99-01 biennial budget maintains our broad array of MA benefits. DHFS will work with legislative staff at LFB to assist them in their standard procedure of re-estimating the needs of the MA program, based on the

most up-to-date information available. We request that any savings identified by DHFS, DOA, and LFB staff in this re-estimate, be allocated to high priority funding needs elsewhere in the Department. These high priority needs include:

- Funding for administration of the MA program. Certain administrative costs must be incurred to run the program efficiently and effectively. These include contracts with our fiscal agent for processing payments for the MA program and carrying out other administrative work and for necessary support services, such as actuary analysis, and the Medicaid Evaluation and Decision support system which provides the capability to store and analyze data for policy and management decision-making.
- Funding for administration of the new Badger Care program and funding to initiate and administer new managed care programs for foster care children and SSI recipients. The latter programs will help control future cost increases in providing services to these client groups.
- Operating costs, including the cost of medicine, at the DHFS mental health institutions, DD Centers and Resource Center.

Milwaukee Child Protective Services

The Milwaukee Child Protective Services (CPS) program is another large, complex program administered by DHFS. Effective January 1, 1998 the Department assumed responsibility for the administration of child welfare services in Milwaukee County. The Department's primary responsibilities are to ensure the safety of the children of Milwaukee and to help ensure that children are in family settings that are stable and nurturing.

The Department also needs to be mindful of meeting the concerns raised in the lawsuit filed in 1993 by the American Civil Liberties Union which prompted the Department take-over of the Milwaukee CPS system. Failure to meet key programmatic operating standards, either because of insufficient resources or other reasons, could result in federal court supervision of the system.

DHFS staff will work with legislative staff at LFB to assist them in re-estimating the needs of this program based on the most up-to-date and complete data available. At the time of the completion of the Department's budget request and the Governor's budget, the Department did not have even a full year of experience and information for this program. In addition, there have been developments since completion of the Governor's budget, such as a delay in the timetable for completion of the Milwaukee Information System. It is very possible that the re-estimate will identify an increased need for funding, due to changes in caseloads or other developments since the preparation of the Governor's budget. We request the JFC's favorable consideration of changes in funding needs in this program due to updated information.

I wish to brief the JFC on the status of a particular initiative that has major funding implications for the Milwaukee CPS program and Community Aids. The Department has been seeking federal approval to claim certain child welfare administrative activities as a Medicaid

targeted case management benefit instead of an administrative federal foster care (Title IV-E) activity. By claiming these costs under Medicaid, the Department can capture a higher amount of federal reimbursement. The federal government has approved this policy for two other states.

Department staff have been working hard for approximately a year pressing for federal approval, and have responded to numerous written and oral questions from federal officials, provided documentation related to the fiscal, policy, and legal issues involved; and briefed federal officials about the operational aspects of the policy during site visits in Milwaukee. At this time federal approval is very uncertain. We expect federal officials to provide a response by April 1. If federal approval is denied, there is an annual shortfall of \$7.4 million in the Milwaukee CPS program and \$5 million in the Community Aids program. In addition, in the event of a negative decision a pending MA waiver request to extend MA eligibility for child welfare mothers would be jeopardized. The inability to get the MA waiver approved would create an additional annual shortfall of \$5 million in the Milwaukee CPS program. We will inform the Committee immediately if the federal government denies our MA targeted case management request and develop a proposal to address the funding shortfalls created.

Adult and Child Care Licensing Staff

DHFS has the responsibility for licensing and regulating child day care, child welfare facilities, community based residential facilities (CBRFs), adult family homes, and adult day care facilities in the state. It is important that the Department have an appropriate level of staff to carry out these activities. Insufficient staff resources have a number of negative consequences: the frequency of monitoring and inspection visits deteriorates, investigations of client complaints can not be completed on a timely basis, complaints and enforcement actions are likely to increase, and technical assistance, which serves an important preventive function particularly for new facilities, must be curtailed. As a result, the safety and quality of services for clients in the facilities may be impaired. I recommend that the Committee review this area. We are prepared to work with LFB and DOA staff to examine total workload requirements, including facility growth as well as other factors such as complaint investigation and enforcement actions, of the adult and child care licensing staff to determine the appropriate level of staffing. Increasing the number of licensing staff would not have a GPR effect because non-GPR sources of funding are used to finance licensing staff--federal child care block grant in the case of child care facilities and fee revenue in the case of adult facilities.

The Health Insurance Risk Sharing Plan (HIRSP)

The next issue area I would like to address is the Health Insurance Risk Sharing Plan or HIRSP. HIRSP provides comprehensive health insurance coverage for the state's medically uninsurable population. HIRSP has traditionally been administered as a private insurance plan funded by a combination of policyholder premiums, high coinsurance and deductibles, and insurer assessments. HIRSP was transferred in January 1998 from the Office of the Commissioner of Insurance to DHFS.

Along with the transfer of the program to DHFS, the 97-99 biennial budget made a number of other changes to the HIRSP program. The bill created a very complex funding

formula involving GPR funding, insurer assessments, reductions in provider payments ("discounts"), and policyholder premiums. In addition, in an effort to contain costs in the HIRSP program, the bill required DHFS to apply certain Medicaid administrative procedures to HIRSP, including use of the Medicaid fiscal agent and requiring providers to be Medicaid-certified.

These program and funding changes resulted in an administratively complex and cumbersome system. Furthermore, the changes did not enable DHFS to make effective use of the Medicaid fiscal agent because HIRSP was sufficiently different enough from Medicaid that the Medicaid Management System (MMIS) required significant changes. Instead, a number of HIRSP-specific stand-alone management and information system components had to be designed. Finally, the changes created a considerable amount of confusion for policyholders and providers, due, for example, to adopting Medicaid billing and reimbursement policies in certain areas.

The Governor's 99-01 biennial budget includes a provision to generate \$2 million of GPR savings annually in the HIRSP budget. DHFS has developed a plan to meet the Governor's intent of generating this level of cost-savings and to simplify the administration of the HIRSP program. The plan enables DHFS to take advantage of the efficient administrative procedures used in Medicaid. It changes provider reimbursement to ensure rates are discounted, but not to as low a level as Medicaid rates. The specific components of the plan are:

- Create HIRSP-specific outpatient rates per visit and inpatient DRGs (diagnosis-related groupings) for hospital reimbursement;
- Continue to pay pharmacists Medicaid fee-for-service rates for dispensing fees and drug products;
- Limit drug coverage to no more than Medicaid;
- Pay physicians and related professionals (such as chiropractors) Medicaid maximum allowable fees plus 41%;
- Eliminate the provider reconciliation process;
- Eliminate coinsurance and deductibles and, instead, institute a simplified prescription drug co-payment and increase policyholder premiums and the premium floor and ceiling to reflect this change. This change would allow the Department to require providers to bill, eliminating policyholder billing;
- Implement a pharmacy point-of-sale system for HIRSP, based on the proposed Medicaid point-of-sale system;
- Create a HIRSP unit of 5 positions funded by HIRSP in DHFS to oversee the plan administrator and perform other statutorily-required HIRSP functions; and
- Create appropriations with the state budget and accounting system for all HIRSP benefit and administrative costs to improve accountability.

I will transmit in writing the details of the proposal to the Committee. I urge you to study it carefully and give it favorable consideration.

Items that Need to Remain in the Budget

Next, I would like to highlight two items that were included in the March 18 Legislative Fiscal Bureau memo as non-fiscal policy items. The first item is the statutory changes in the tuberculosis statutes. Part of these statutory changes do relate directly to the Disease Aids budget item in the Governor's budget on TB rates. Without the statutory change the Department will not be able to cover the full range of TB-related services assumed in this budget provision. The second item is the statutory language related to supervised release for Sexually Violent Persons. The supervised release program provides treatment to Sexually Violent Persons (known as SVPs) who have been released by the court under supervision of the Department. Although the number of individuals in this program is still small, the cost of individual placements can be very high, as courts order individuals who require 24-hour supervision into the community. The Department currently has one individual on supervised release whose annual costs are \$125,000, which is significantly more than the cost of care in an institution (approximately \$85,000/year). A second case with similar projected costs is pending. The Governor's budget bill contains language that would allow some measure of fiscal accountability in the supervised release program. It provides that a court cannot place an individual on supervised release whose cost of placement would exceed the cost of the institutional SVP program. Without this statutory language change, the costs of the supervised release program have the potential to become extremely high and the state will be powerless to control costs. I believe that the tuberculosis and SVP statutory measures should remain in the budget bill.

Technical Changes

The final area I would like to address is technical changes. The Department has identified a number of technical changes and corrections. We are working with the Department of Administration to identify those changes that DOA will be submitting as part of its statewide package of budget corrections. It is possible that we may be submitting to the Committee some technical changes with which DOA concurs but that were not included in the DOA budget package.

Conclusion

In conclusion, the Governor's 99-01 biennial budget for DHFS seeks to enhance the high quality of health and social services in the state. The budget launches several bold new initiatives, most notably Family Care and BadgerCare. I urge you to give favorable consideration to the Governor's budget proposals for DHFS and to the items I outlined in my testimony today. Thank you. I would be happy to address any questions.