

April 5, 2001

9

Good Morning Representative Gard and committee members.
Thank you for this opportunity to talk about the importance of the U. W. System budget to our area and local citizens.

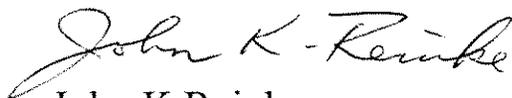
My name is John Reinke and I'm the president of the Stephenson National Bank & Trust in Marinette. I was president of the U.W. Marinette Foundation and have been affiliated with the Foundation Board for the past decade. I'm here to emphasize the close partnership between the U.W. Colleges and our economy. One of the greatest features of the U.W. College System is its service to non-traditional students. I was a non-traditional student at U.W. Marinette. I received my associate degree in 1989, twenty years after my high school graduation. The U.W. Marinette afforded me the opportunity to further my education without leaving the area. My degree gave me the confidence to continue my career at the same financial institution for 26 years. It helped me stay in this community and serve the area in hopes of giving back a small fraction of what this community has given me.

Two other officers at our bank are graduates or spent significant time at our U.W. Kim Ellingson is our Human Resources Officer and Jeff Isaacson runs our investment center. It's no coincidence that both of them contribute greatly to our bank's success as well as service to the community by coaching youth, serving on school boards, chambers of commerce, and other charities. They epitomize the close link between the economy, the community, and the U.W. System. Non-traditional students bring powerful force to bear on our area. I know because I've experienced it. They have special needs that require State funding for the U.W. College's Initiative to Extend Services to Adult Populations as part of the Governor's U.W. Business and Workforce Development budget and the Regents' Economic Stimulus Proposal. Those needs include more evening classes, evening and weekend access to the library, computers, advisors, and extended campus services so

U.W. Marinette can host a baccalaureate degree completion program with a 4 year U.W. campus. It's a wonderful idea to make bachelor degrees available right here, so returning adult students don't need to move away from work and family to complete their education.

Our campus has experienced significant growth of over 50% in the last five years. This is further proof of the value of the U.W. Colleges and our push for more local programs. We can be part of the answer for the shortage of skilled workers predicted for our state in the next ten years. This investment will continue to pay big dividends for our area and the entire state. Please help us continue this effort.

Thank you for your time.

A handwritten signature in cursive script that reads "John K. Reinke".

John K. Reinke

**Testimony before the
Joint Finance Committee of the Wisconsin State Assembly**

**April 5, 2001
10:00 – 5:00 p.m.
Pestigo Middle/High School**

Good morning! Thank you, Representative Gard, for this opportunity to meet with the Joint Finance Committee as it exercises its critical role in translating public priorities into state budget dollars for the two years that begin this July.

My name is Dr. Sid Bremer; I am the campus executive officer and dean of UW-Marquette.

It is my pleasure to introduce two strong advocates for UW-Marquette and for the state's investment in the UW System. Both are local leaders who have matched their words with their own time, energy, and money. Amy Schwaba and John Reinke work hard on behalf of our students as the current president and her immediate predecessor at the non-profit UW-Marquette Foundation.

As you know, the state provides operating expenses for the UW Colleges, but the physical facilities of each of our campuses—unlike other UW institutions—are built and maintained by local government. So our local citizens have expressed their support for UW-Marquette many times over—through personal and business donations, through state and local tax dollars—like the \$5.1 million allocated to this past year's campuswide remodeling and expansion project by the Marinette County Board, whose current chair, Mark Anderson, is our host today.

Our local supporters keep reminding us that the purpose of all these local dollars is to ensure top-quality UW education for students from our borderlands area. Our local supporters keep reminding us, too, that they expect the state to uphold its share in the partnership to ensure our students access to the UW System.

UW-Marquette is proud to be part of the UW Colleges, the University System's primary "access institution." The UW Colleges has the second largest freshman class in the state—over 6,200 this past Fall, right behind Madison in size. A tremendous number of Wisconsin citizens begin their university education with us.

And as the UW System's primary access institution, we have particular need for authority to create the GPR positions our students need. For our area's new economy to grow, we need to reach more students with new and more sophisticated educational programs. And that requires new faculty and new technology and service staff—potentially totalling more in number because at a wider range of salaries. Such hiring can make other creative efficiencies possible—such as hosting courses from other UW institutions, while ensuring necessary personal attention for students with ever more diverse backgrounds

and preparation. We need enough faculty and staff to serve the students we attract this Fall—not six months or two years after they enroll with us. We need you to exercise your best wisdom to translate public priorities into state budget dollars, not into a fixed number of positions that will hamstring our ability to meet the needs of change.

I thank you for listening, but enough from me. You need to hear from these two community advocates—beginning with a man I'm proud to claim as an alumnus of UW-Marinette, John Reinke.

Good Morning. My name is Steve Nanninga and I am here representing Florence High School in Florence, Wisconsin. I am here today to talk about the financial problems at my school. Financial problems, which are caused by revenue caps.

Things are looking bad at my school. By April 2003, we will not have enough money to pay operating costs. Our county is the third poorest in the state and is aging quickly. This accounts for declining enrollment, which in turn cuts our state money even more while our operating costs stay the same. Pass a millage you say. Well, it's not quite that simple. Being as poor as the county is, people are reluctant to vote for yet another tax increase.

As the finance plan is now, Florence High receives \$6,790 per student from the state. Nicolet Union High School receives \$12,614 per student. That's a difference of \$5,824 per student. I ask you, is this fair? Does the State of Wisconsin value the students of Nicolet High more than the students of Florence High? It would seem so. How else could you explain the inadequacies of the finance plan. How is Florence High supposed to compete with other schools for enrollment when all the schools aren't playing on the same field. When we cut programs because we haven't got the funding, how will we keep students at our school?

In April of 2003 I will have spent 11 years of my life attending Florence County Schools. That's 11 years of hard work and dedication. That's 11 years of achievements, of friends. How will the school district running out of operating funds affect me when it's time to graduate? What happens if I can't graduate in 2004? What about all of my dedication and achievements? What about all the friends I have gone to school with since kindergarten and hoped to graduate with? Do I turn my back on all this and go to another school?

I don't know the answers to these questions. What I do know, is our school will be flat broke in April 2003. To me, it sounds like the State of Wisconsin is turning it's back on my education. Just because we students are not old enough to vote, doesn't mean we have nothing important to say. I may not be able to vote today, but in three years I will remember every person who said yes to revenue caps.

Thank you.

Steve Nanninga
Route 1 Box 71A
Niagara, WI 54151

School District of Florence County

Post Office Box 440 ~ Florence, WI 54121 ~ (715) 528-3218

Memo

To: Members of the Joint Finance Committee

From: Heidi T. Gareau, Financial Manager *HG*

Date: April 5, 2001

Re: School Funding

The School District of Florence County is projected to run out of funds to operate in April of the 2002-2003 school year if nothing changes at the State level for school funding. The School Board has decided not to cut any more programs for next year because so much has already been cut and the quality of education would suffer without enough savings to make a significant difference.

Revenue Limits

The School District of Florence County was fiscally cautious in the 1992-1993 school year. As you know, that is the year upon which the revenue limit per pupil amount is based. Had the District overspent in 1992-1993, we would be in much better fiscal shape today.

The revenue limit makes up 90% of total District revenues and is projected to increase only 1.32% in 2001-2002 due to declining enrollments. Salary and benefits make up 78% of total District expenditures and if they increase by only the QEO of 3.8% in 2001-2002, the District will have expenditure increases greater than revenue increases. The following is a simplified example of the negative impact of revenue limits:

Revenues =	\$7,000,000
Revenue limit (90%) =	\$6,300,000
Revenue limit increase of 1.32% =	\$83,160
Expenditures =	\$7,000,000
Salaries & Benefits (78%) =	\$5,460,000
Salaries & Benefit increase of 3.8% =	<u>\$207,480</u>
New Revenues =	\$83,160
Less New Expenditures =	<u>\$207,480</u>
Deficit =	<u>(\$124,320)</u>

A referendum to exceed the revenue limit will be almost impossible to pass because the State Equalization Aid formula is causing the Florence School District's property tax levy to increase at double digit percentage rates even without a referendum.

Equalization Aid Formula

State School Funding needs to take into consideration factors other than a district's total equalized value. For instance, the Florence County School District is made up of the entire county which encompasses 489 square miles. Sixty-six percent of Florence County is public, non-taxable land. Our equalized value increased

23.48% in 1999-2000 to \$284,169,800, which increased our equalized value per member to \$319,855 or 105% of the State average. However, the per capita personal income in Florence County is 74% of the State average. The unemployment rate in Florence County is 3.9 percentage points greater than the State average. We are not a rich district; however, the State Equalization Aid formula sure makes it look like we are rich by taking tertiary aid away and forcing the District to tax the local taxpayers.

To add salt to the wound, the State then takes away another \$37,900 of aid and gives it to Milwaukee's Parental Choice Program and Milwaukee Charter Schools. This forces the District to tax the local residents even more. The Milwaukee Parental Choice and Charter School Programs do hurt taxpayers!

Below is a summary of the dollar and percent changes for the Florence School District from 1999-2000 to 2000-2001:

*Revenue Limit Change	+\$137,672 or +2.28%
*Equalization Aid Change	-\$320,826 or -7.79%
*Operating Property Tax Levy Change	+\$458,517 or +23.92%
*Debt Service Property Tax Levy Change	+\$19,800 or +4.43%
*Total Property Tax Levy Change	+\$478,317 or +20.23%

Special Education Funding

The number of students in the School District of Florence that require Special Education has increased 21.25% since 1993-1994. The State has continually failed to meet its funding commitment by about 30 percentage points. If the Florence School District had received the full 63% of funding in 2000-2001, the District would have \$176,242 more to support its programs. Instead, the District has been forced to cut other programs in order to fund Special Education.

Teacher Salary Comparison to near-by Michigan Schools

The School District of Florence is finding it increasingly difficult to hire and retain quality teachers partly because Michigan school districts that are only 15 miles away are offering salaries that exceed Florence's by \$2,000 to \$4,500 for first year teachers and \$4,000 to \$10,000 for Master level teachers with 7 years experience plus 12 credits. This is very frustrating for the Florence School District in light of the fact that the District has implemented Comprehensive School Reform at the elementary level and has trained these young teachers in the High/Scope method only to have them move 15 miles away to earn more money.

SAGE

The Governor's budget would decrease SAGE funding so that districts with less than 50% of children in poverty will not be able to continue SAGE programs in the second and third grade levels. The School District of Florence began receiving SAGE funding in the 2000-2001 school year, and would like the SAGE funding to stay as it is now.

Summary

Revenue limits need to be changed to allow Districts to keep up with increasing expenditures such as compensation, insurance, utilities, etc. and to make them more equitable for all students.

The State Equalization Aid formula also needs to be changed or a new funding formula developed to make school funding more equitable for all Districts.

Funding for Special Education needs to be increased so that regular education programs do not need to be jeopardized.

SAGE needs to remain as it is in 2000-2001.

If you have any questions or would like additional information, please contact me at (715) 528-3218.

Report to Joint Finance Committee
April 5, 2001

RE: College of the Menominee Nation Work-Based Learning Program

I'll begin by expressing my gratitude on behalf of the College of Menominee Nation for the State funding we received this year to develop Work-Based Learning Programs on our campus.

This is the first year that the College of the Menominee Nation in Keshena received money from the Governor's Work Based Learning Board to implement such a program at the College. We call our program "Learn & Earn" and this is how it works.

High School students from Bowler, Gresham, and Menominee Indian High Schools are targeted to participate in the program. However, all students are welcome to apply regardless of where they attend school.

Program participants enroll at the College of Menominee Nation and take 3-6 credits per semester in Business Administration, Early Childhood Education, or Forestry coursework. The Learn & Earn Program pays tuition and book fees for these students. In addition, these students are placed at job sites according to their preferences and career interests and are paid at least minimum wage for this work experience. The businesses in which students are placed are given a \$600 stipend for their participation and involvement as work-sites and mentors.

Learn & Earn allows students to get a head start on college and to gain confidence in their ability to succeed at the college level. Their job-site experience enhances and improves their employability skills for future job placement.

The Program Goals are:

- To encourage students to pursue higher education
- To provide students with experience related to their career interests.
- To teach students the job skills and work ethic they'll need for future success
- To provide students with positive role models and mentors in their community.

Another aspect of this year's program was geared to adults. Working adults in the community (specifically Shawano and Menominee counties) were offered the opportunity to take any College of Menominee Nation 3-credit class free of charge that was job-related or that would improve or enhance their job skills. Enrollment in our Work-Based Learning Programs is open to all students, Native American and Non-Native American.

We currently have 24 high school students enrolled in the Learn & Earn Program and 212 adults have participated or are currently participating in the Adult Work-Based Learning Program by taking classes such as Medical Terminology, Microcomputer

Literacy, Accounting, Oral Communication, Interviewing Skills, Criminal Law, Microeconomics, Infancy & Early Childhood Development, and Carpentry Basics.

For our first year of operation, we are very proud of what we've accomplished and pleased with the positive response from the community as evidenced by the high number of participants.

Should we receive continued funding, we plan to increase the number of high school students from our current 24 to a total of 55. We also plan to add more course options for these students and expand on the number of businesses participating as job-sites.

We work very closely with the Wolf River Youth Apprenticeship Program in Shawano to make sure that we are not duplicating services or competing for students. We offer programs that Wolf River does not and vice versa. We coordinate and cooperate with one another on recruitment efforts and share information to help one another improve on the services we offer.

I hope that the College of Menominee Nation will continue to receive this State funding from the Governor's Work Based Learning Board in order to build on what we've begun this year.

Thank you for your support.

Sincerely,



Cathy J. Caldwell, Work-Based Learning Coordinator
College of the Menominee Nation
P.O. Box 1179
Keshena, WI 54135
715/799-5600 ext. 3041
cjcaldwell@menominee.edu



High School Juniors & Seniors:

Get a head start on College Classes,
Learn about career opportunities,

And

Enhance employability skills!

Join your classmates in the
Learn and Earn
Work-Base Program!



Cathy Caldwell, Prog. Coordinator
Learn & Earn Work-Base Program

PH:

799-5600, ext. 3041 or 3076

E-Mail:

Cjcaldwell@menominee.edu

COLLEGE OF MENOMINEE NATION

A multicultural environment where
you can experience a quality
education while attaining your life
goals and dream for a better world.

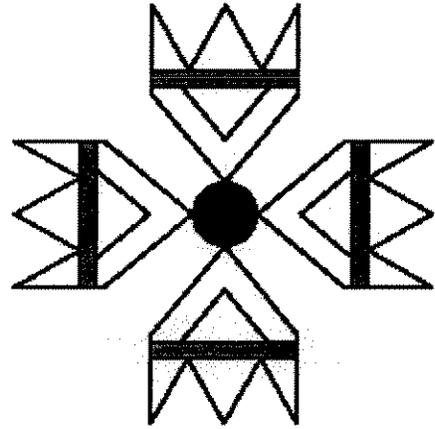
Main Campus

P.O. Box 1179
Keshena, WI 54135
(715) 799-5600
FAX (715) 799-1336

www.menominee.edu

Auxiliary Sites

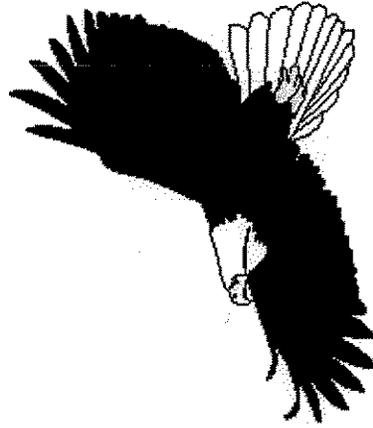
W13447 Camp 14 Rd.
Bowler, WI 54416
(715) 793-4900
FAX (715) 793-4896



LEARN & EARN

Work-Base Program

For High School Students



Program Overview

The "Learn & Earn" program is free of charge and open to all high school juniors and seniors.

Program participants enroll at the College of Menominee Nation, take 6 credits in either Business Administration or Early Childhood Education, and participate in career exploration activities such as job shadowing, job training, and college campus visits.

The "Learn & Earn" program pays tuition and book fees for its participants. In addition, students will receive a stipend for their career exploration experience (up to 100 hours per semester).

Class Offerings

HUD136 Infancy & Early Childhood: Learn current research in human development from conception through the early primary years. (3 credits)

EDU160 Group Care for Young Children: Learn about the current research and practices of quality childcare environments for young children. (3 credits)

ENG090 Fundamentals of English w/Business Emphasis: Learn basics of Standard English, Business Writing, use of Word, Power Point, and portfolio development. (3 credits)

MAN090 Fundamentals of Business: Learn the basics of Business Administration. (3 credits)

Classes will be held outside of school hours at Bowler High School, Gresham High School, or Menominee Indian High School.

Who Can Participate?

All High School Juniors and Seniors in Shawano, Menominee, or Brown County are eligible to apply to the program.

Selection will be on a first-come first-serve basis with a limit of 50 students accepted each semester.

Participants are responsible for their own transportation to and from their classes and job sites.

How to Apply:

1. Contact the Work-Base Coordinator at the following number:
799-5600, Extension 3041 or 3076
2. Request application materials for the "Learn & Earn Work-Base Program"
3. Complete the application and registration forms and return to the Program Coordinator.
4. Take the Accuplacer College Placement Test.

How does the Program Work?

After students have completed the application process and are accepted in to the program, they will:

- Attend classes as scheduled.
- Be assigned to a Youth Supervisor who will place them at job sites according to their interests and availability.
- Spend one to four hours per week at their designated job sites.
- Complete a weekly "Record of Career Exploration Activities" sheet.
- Attend field trips to be scheduled on days when school is not in session, including college campus visits and tours of local businesses/industries.
- Attend monthly meetings with Program Coordinator and Youth Supervisor.
- Develop a professional portfolio.
- Maintain good study habits and work ethic.
- Attend an Awards Banquet at the end of the semester.



Wanted:

Business Managers, Professionals, and
Program Administrators
interested in participating in the

College of Menominee Nation
Learn & Earn Program.

Cathy Caldwell, Coordinator
Learn & Earn Work-Base Program
PH: 799-5600 ext. 3041 or 3076
E-Mail:
Cjcaaldwell@menominee.edu



COLLEGE OF
MENOMINEE NATION

A multicultural environment where
you can experience a quality
education while attaining your life
goals and dream for a better world.

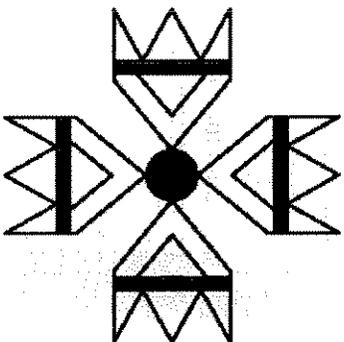
Main Campus

P.O. Box 1179
Keshena, WI 54135
(715) 799-5600
Ext. 3041 or 3076
FAX (715) 799-1336

www.menominee.edu

Auxiliary Sites

W13447 Camp 14 Rd.
Bowler, WI 54416
(715) 793-4900
FAX (715) 793-4896



LEARN & EARN
Work-Base Program

Work Site

Information Guide



Are you a Business Professional or Program Administrator interested in helping high school youth reach their potential for success in the work world?

Can your business or organization provide learning and career exploration opportunities for student trainees?

If you answered yes to these questions, then your place of business is just what we are looking for as a job site placement for our Learn & Earn Program participants.

What is Learn & Earn?

The "Learn & Earn" program is open to all high school juniors and seniors in Shawano, Menominee, and Brown Counties.

Program participants enroll at the College of Menominee Nation, take 6 credits (tuition-free) in either Business Administration or Early Childhood Education, and receive experience at a job site as a way to explore career interests and improve their employability skills.

Program Goals:

- To encourage students to pursue higher education.
- To provide students with experience related to their career interests.
- To teach students the job skills and work ethic they'll need for future success.
- To provide students with positive role models and mentors in their community.

What is Expected?

A Learn & Earn Work Site Agreement form is signed by the student trainee, the Program Youth Supervisor, and the Work Site Supervisor before the student begins his/her experience at the job site. In this agreement,

The student agrees to:

- Provide his/her own transportation to and from job site.
- Schedule experience at the job site at times that are acceptable to the work site supervisor (not to exceed 100 hours).
- Complete the same application process as other employees.
- Follow all company policies and procedures.
- Behave in a professional manner.

The Learn & Earn Youth Supervisor

agrees to:

- Be readily available for assistance to student and work site supervisor during all phases of the student's experience at the job site.
- Orient the student and work site supervisor to program guidelines and expectations.
- Visit the work site on a regular basis to monitor student progress, attendance, and behavior.
- Deal with job site problems in a timely and professional manner, and advocate for students as needed.

The Work Site Supervisor agrees to:

- Require the student to complete the same application process as other employees.
- Inform the student of company policies and procedures.
- Set up a schedule for student's experience at the job site that is convenient and acceptable to everyone involved (not to exceed 100 hours).
- Provide meaningful tasks and learning opportunities that give the student a feel for the job or career they are interested in.
- Act as a mentor and coach, sharing advice and information, answering questions and being a positive role model.
- Cooperate with the Learn & Earn Youth Supervisor to facilitate the process of monitoring and evaluating the student's progress, behavior, and job skills.

Why get Involved?

Not only is this a great opportunity to provide a valuable community service, but it is also a way to make a positive difference in an individual's life.

In addition, your place of business will be named and highlighted in all promotional materials generated by this program, including newsletters, newspaper articles, brochures, and powerpoint presentations.

Get involved in a rewarding experience with far reaching benefits for you and the future success of young people in your community.

Work-Based Learning Program

Progress Report & Information Guide



Main Campus
P.O. Box 1179
(715)799-5600 ext. 3041 or 3076

College of Menominee Nation Work-Based Learning Program

Deanna Bisley, Dean of Auxiliary Sites
Cathy Caldwell, Program Coordinator

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**College of Menominee Nation
Work-Base Program 2000-2001**

PROGRAM OVERVIEW

Goals & Objectives

- To encourage students to pursue higher education.
- To provide students with experience related to their career interests.
- To teach or enhance job skills and work ethic needed for future success.
- To provide students with positive role models and mentors in their community.

Plan of Operation

PART I: Learn & Earn Project for High School Students.

Four area high schools in Shawano, Menominee, and Brown County have been targeted: Bowler High School, Gresham High School, Menominee Indian High School, and Oneida Tribal High School. A maximum of fifty high school juniors and seniors from these target schools will be recruited to participate in the program.

Each participant completes a program application with selection being on a first-come first-serve basis. Selected students then complete the College of Menominee Nation (CMN) application and registration process. This process includes taking the Accuplacer Test—this placement test is used by CMN to determine each student's current math and language skills. Program participants choose between two areas of study: Early Childhood/Elementary Education or Business Administration. Once an area of study is chosen, each student registers for six CMN credits or two 3-credit classes from the following selection:

Early Childhood/Elementary Education Courses	
HUD136 Infancy & Early Childhood Development 3 credits <i>Learn current research in human development from conception through the early primary years.</i>	EDU160 Group Care for Young Children 3 credits <i>Learn about the current research and practices of quality childcare environments for young children.</i>

OR

Business Administration Courses	
EDU090 Fundamentals of English w/Business Writing Emphasis 3 credits <i>Learn basics of Standard English, Business Writing, Word, Power-point, and portfolio development.</i>	MAN090 Fundamentals of Business 3 credits <i>Learn the basics of business administration.</i>

In addition to taking classes, students are placed at a job site based on their personal preferences, area of study, and career interests. The classes and experience at a job site take place primarily outside of school hours. Students spend one to five hours per week at their designated job sites or engaging in career exploration activities such as field trips or campus visits in order to receive a program participation stipend.

Participation in the program requires a 26-week time commitment: January 1-June 30, 2001. During this time frame, students will attend classes, accumulate a maximum of 100 hours of career exploration experience, meet with the Youth Supervisor and Program Coordinator at least once a month, and develop a professional portfolio. An Awards/Parent Night Banquet will be held as a closing ceremony and to celebrate each student's completion of the program.

PART II: Work-Base Learning for Adults

College of Menominee Nation students participate in internship and work experiences. Five or more Education or Human Services students will work at the Menominee Indian High School as tutors. Approximately ten information technology students will pursue work experience in web-page design, database construction, network management and specialty graphics. These students are paid as regular CMN employees.

In addition, community members are offered the opportunity to take any College of Menominee Nation class (free of charge) that will enhance or improve their job skills. Enrollment is open to both non-Native and Native American people currently employed at an agency or business located on the Stockbridge-Munsee Reservation, Menominee Reservation, or Oneida Reservation. Those wishing to participate cannot possess a bachelor's degree or higher and must enroll as a non-degree seeking student or special student. The Work-Base Program pays for tuition and books for these students. Work-Base participants complete an "Employee Career Development" form which requires them to answer questions about how the class will help them at their work site and what their future career plans are. Once that form is turned in, the participants complete the application and registration process required of all CMN students, and they are expected to attend all scheduled classes, complete all assigned coursework, and receive a passing grade.

In order to carry out the various aspects of this program and meet the program objectives, the following job titles and position descriptions have been created:

PROGRAM COORDINATOR – 100%

The Work Base Coordinator plans and develops the academic and work site activities, hires and supervises Work Base Program employees, and oversees the daily operation of the Work Base Program.

ADMINISTRATIVE ASSISTANT – 100%

The Administrative Assistant is responsible for organizing and performing the secretarial and administrative functions of the Work Base Program office. S/he shall

perform various duties which may include scheduling, preparing and distributing correspondence, establishing and maintaining files, preparing reports, creating a database, assisting with recruitment efforts, and managing a variety of office functions.

YOUTH SUPERVISOR – 100%

The Youth Supervisor will act as a job coach and will be responsible for finding job placements for his/her students. S/he assists with recruitment, monitors the students' job performance, and is the liaison person between students, parents, school counselors, teachers, Program Coordinator, and job site supervisors. The Youth Supervisor meets with students and visits job sites on a weekly basis. This person will also assist with recruitment efforts and academic advising.

INSTRUCTORS – Adjunct Status (4-8 positions to be filled)

Instructors will plan and provide instruction for one or more of the work-base classes being offered. They will maintain student records, monitor attendance, and prepare and submit the required forms and grade reports.

Progress & Status Report

As of February 20, 2001:

- All Program personnel have been hired.
- Thirty-four students are currently participating in the program: eight from Bowler High School, eleven from Gresham High School, fourteen from Menominee Indian High School, and one student from Shiocton. The Oneida Tribal School was not interested in participating in our program at this time, but may do so in the future.
- Twenty of the students are enrolled in the Early Childhood/Elementary Education classes and fourteen are enrolled in the Business Administration classes.
- Those students in the Early Childhood/Elementary Education classes are earning career exploration hours at the following job sites: Menominee Tribal Day Care Center (Keshena) Menominee Tribal Headstart Program (Keshena) Stockbridge-Munsee Tribal Day Care Center (Bowler), Stockbridge-Munsee Tribal Headstart Program (Bowler), Mohican Family Center After-school Program (Bowler), Kids Klub Day Care Center (Shawano), Kids in the Country Day Care Center (Shawano), and Under the Rainbow Day Care Center (Shawano).
- Students in the Business Administration classes are earning career exploration hours at the following job sites: Shawano Flying Service, Shawano County Courthouse, Hillstop Gas Station/Convenience Store (Keshena), GENEX (Shawano), Stockbridge Tribal Clinic (Bowler), Menominee Tribal Clinic (Keshena), Menominee Food Distribution Center (Keshena), Menominee Tribal Supermarket (Keshena), Gresham Auto Shop, Konkapot Hotel (Bowler), College of Menominee Nation MIS Department, and Menominee Tribal Police Department (Keshena).

- Five CMN tutors have been hired to work at the Menominee Indian High School and the Bowler High School. Each student works between five to fifteen hours per week tutoring high school students in math, language arts, history, biology, physics, and study skills.
- A total of 217 adults are taking CMN classes as part of the Work-Based Learning program. Below is a table detailing the number of participants in the Work-Based Learning project, along with the classes they are taking and where they work:

Course	# Enrolled	Work Site
YAH103 Medical Terminology	11	Menominee & Stockbridge-Munsee Tribal Clinics
ENG090 Fundamentals of English	14	Oneida Tribal School and Daycare Center
MAT090 Fundamentals of Math	14	Oneida Tribal School and Daycare Center
MAN100 Intro. to Business	14	Oneida Nation Casino
CMP090 Microcomputer Literacy	122	North Star Casino & Bingo Hall
ACC090 Fundamentals of Accounting	4	Menominee & Stockbridge-Munsee Tribal Offices
ACC101 Intro. to Accounting	5	Menominee & Stockbridge-Munsee Tribal Offices
ACC102 Accounting	4	Menominee & Stockbridge-Munsee Tribal Offices
CMP151 Intro. to Microcomputer Applications	13	Menominee & Stockbridge-Munsee Tribal Offices
COM100 Oral Communication	2	Menominee & Stockbridge-Munsee Tribal Offices
HIS121 Survey of American Indian History	2	Menominee & Stockbridge-Munsee Tribal Offices
HUD236 Infancy & Early Childhood Development	1	Menominee & Stockbridge-Munsee Tribal Headstart/Daycare
ENG101 Intro. to College English	4	Menominee & Stockbridge-Munsee Tribal Offices
MAT106 College English	2	Menominee & Stockbridge-Munsee Tribal Offices
ECN 102 Microeconomics	1	Menominee & Stockbridge-Munsee Tribal Offices
EDU090 Student Success Strategies	1	Menominee & Stockbridge-Munsee Tribal Offices
HUS200 Interviewing Skills	1	Menominee & Stockbridge-Munsee Tribal Offices
PLC110 Criminal Law	1	Menominee & Stockbridge-Munsee Tribal Offices
CAR131 Exterior Construction	1	Menominee & Stockbridge-Munsee Tribal Offices

MEETING OUR GOALS

GOAL #1: To encourage students to pursue higher education.

One way in which the Work-base Project encourages students to pursue higher education is by providing them with the opportunity to take college level coursework free of charge. This is especially rewarding for high school students because it not only allows them to get a head start on college, but also gives them confidence in their ability to succeed at the college level. In addition, students participate in a number of scheduled campus visits to find out more about the various institutions of higher learning available to them and with whom CMN has articulation agreements. Some of these campuses are close to home, such as UW-Green Bay, UW-Stevens Point, UW-Fox Valley, NWTC, and NTC. Others are farther away, but have programs of study that the students are interested in, such as UW-Eau Claire and UW-Stout. Campus visits can help students feel more comfortable with the idea of leaving home and can help them make an informed decision about where they'd like to go to school in the future.

For the adults participating in the program, this may be their first experience taking a college level course. Successful completion will give them the confidence to continue or to consider seeking a degree in the future. The coursework may also help these non-traditional students feel more comfortable in a college setting.

GOAL #2: To provide students with experience related to their career interests.

The high school students complete a survey indicating their academic interests, career interests, and job sites they'd be willing to work at. Students also meet one-to-one with their Youth Supervisor to discuss possible job placement sites. Based on these surveys and conversations, every effort is made to place students in work environments that best meet their interests and needs.

The CMN students doing the tutoring or internships are placed according to their areas of interest and proficiency.

The adults who are already employed, take classes related to their jobs or career interests. Their coursework is meant to enhance their job skills or to give them skills needed for promotion or job advancement.

GOAL #3: To teach or enhance job skills and work ethic needed for future success.

All students placed at job sites will be required to go through the same application and hiring process that regular employees go through as part of their learning experience. They will be expected to follow the policies and procedures that all other employees follow at that job site. The Youth Supervisor or Program Coordinator will make regular site visits to observe the students and to discuss each student's learning experience with the job site supervisor. The Youth Supervisor and Program Coordinator act as coaches and mentors by giving job success tips and advice on how to handle work related

problems in a professional manner, and by providing whatever assistance is needed for the student to improve or enhance his/her employability skills.

Under the direction of their instructors and the Youth Supervisor, each of the high school students will develop a professional portfolio which will include a resume, sample cover letter, transcripts of grades, awards received, letters of recommendation, and best examples of course work, writing assignments, or class projects.

Since coursework is chosen according to each student's job or career interests, it is expected that this coursework will enhance employability skills for all students, including the adult participants who are employed in permanent positions in the community.

GOAL #4: To provide students with positive role models and mentors in their community.

The job site supervisors are expected to take on a mentoring role with the students placed at their job sites. As part of the Learn and Earn Work Site Agreement, the work site supervisor agrees in writing to: 1) provide meaningful tasks that give the student a feel for the job or career they are interested in; 2) act as an on-the-job mentor, sharing advice and information, answering questions, being a positive role model, and providing the student with a letter of reference if one is deserved; and 3) cooperate with the Learn and Earn Youth Supervisor to facilitate the process of monitoring and evaluating the student's progress, behavior, and preparation for the work world.

Adults participating in the program can become positive role models at their work sites, in their communities, and within their families as they take on the challenge of pursuing higher education while continuing to meet the demands of job, family, and career advancement in their lives.

ASSESSMENT PLAN

The program will be assessed by students, parents, staff members, and work site supervisors. The following types of assessments will be done:

- Program Coordinator will evaluate the instructors according to the criteria and format used by the College of the Menominee Nation Dean of Academic Affairs.
- The students will also evaluate their instructors, using the same form that is used by College of Menominee Nation students at the end of each semester.
- The work site supervisor/mentor will complete a Program Evaluation Form and will evaluate the student worker in terms of job performance and skill competencies.
- A Program Evaluation Form will also be completed by the students and parents who participated in the program.
- Students will receive grades and transcripts from the College of Menominee Nation for classes that they are enrolled in.

The Program Coordinator and Youth Supervisor will maintain contact with the job site supervisors and will make job site visits in order to evaluate student performance and learning on a weekly basis.

PLANS FOR THE FUTURE

The CMN Work-Base Learning project plans to develop strong linkages with the Wolf River Youth Apprenticeship Program in order to enhance the existing Learn & Earn Program for high school students and to work towards increased enrollment in this aspect of the program. In addition to offering Learn & Earn opportunities in Early Childhood/Elementary Education and Business Administration, the Work-Base project will add coursework and work-site options in the areas of tourism, hotel/motel, and finance in cooperation with the Wolf River Youth Apprenticeship Program.

Meetings have been scheduled with the Wolf River Program Coordinator to discuss how we can work together and to come up with strategies to get more students involved. Efforts are being made to determine what CMN can do to help the Wolf River Youth Apprenticeship Program enhance their services, particularly in the areas of tourism, hotel/motel, and finance.

The CMN Learn & Earn Project is also planning to offer a 1-credit course in the area of Natural Resources and Forestry Management, focusing on career opportunities in this field. This course will be offered in June of this year to interested area high school students (ten to fifteen students per class). The students will attend class in the morning and will be placed with the Menominee and Stockbridge-Munsee Tribal Forestry Departments in the afternoon for career exploration activities. Students will receive experience in the areas of forestry management and sustained yield forestry. The forestry class and site placements are scheduled to begin June 4 and end on June 29, 2001.

Report to Joint Finance Committee
April 5, 2001

RE: College of Menominee Nation Financial Aid Department

For the past two semesters we have had two grants that ran out of funding. The Tribal WHEG grant ran out of funding the first semester and the Wisconsin Indian Grant ran out the second semester.

Because of the financial hardship 24 Menominee students did not return for the second semester. Many of our students are non-traditional students that are single parents with low incomes. These grants mean the difference between attending college and dropping out to these students. Please also consider raising the Wisconsin Indian Grant back to the \$2,200 per year that it was originally at.

If you should have any questions, please contact Regina Prey – Director of Financial Aid at 715-799-5600 ext.3039 or Virginia Nuske – Director of Tribal education at 715-799-5110

Thank You!



COLLEGE OF MENOMINEE NATION

Programs Offered

ACCOUNTING SPECIALIST	TECHNICAL STUDIES IN ACCOUNTING
BUSINESS ADMINISTRATION	COOPERATIVE AGREEMENT (2+2) UW-GREEN BAY TRANSFER
EDUCATION (EARLY CHILDHOOD)	COOPERATIVE AGREEMENT (2+2) UW-GREEN BAY TRANSFER
HUMAN SERVICES/SOCIAL WORK	COOPERATIVE AGREEMENT (2+2) UW-GREEN BAY TRANSFER
LIBERAL STUDIES	GENERAL EDUCATION COURSES
MICROCOMPUTER SPECIALIST	1 YEAR CERTIFICATE/2 YEAR DEGREE
NATURAL RESOURCES	COOPERATIVE AGREEMENT (2+2) UW-STEVENS POINT TRANSFER
NURSING	COOPERATIVE AGREEMENT (2+2) BELLIN COLLEGE OF NURSING TRANSFER
PRE-APPRENTICESHIP CARPENTRY	1 YEAR PRE-APPRENTICE CERTIFICATION
POLICE SCIENCE	COOPERATIVE AGREEMENT (1+1) FOX VALLEY TECHNICAL TRANSFER
SUSTAINABLE DEVELOPMENT	2 YEAR DEGREE

For more information, please call the Main Campus at (715) 799-5600.

WE DO NOT DISCRIMINATE. ENROLLMENT IS OPEN TO ALL ETHNIC GROUPS



COLLEGE OF MENOMINEE NATION

Sustainable Development Program

The Associates of Arts and Sciences degree in Sustainable Development provides a student with a broad-based understanding of renewable resources. This program focuses on a multidisciplinary approach where emphasis courses are designed to foster awareness of and responsibility for these resources

Students who earn a Sustainable Development Degree from College of Menominee Nation have the opportunity to pursue their careers in various fields, including timber harvesting, research activities and community awareness of sustainable development. This degree allows students to earn a bachelor's degree by completing the required courses at CMN and finishing the junior and senior level classes at a four-year college or university.

Program Requirements:

- Students must possess a high school diploma or equivalent before enrolling.
- During their first semester at CMN, students will be required to complete a student success strategies course.
- Students must fulfill the general education and emphasis course requirements.
- Students must obtain the approval of an advisor for their class schedules and degree sheet updates.

General Education Proficiency Requirements

MAT106	College Algebra	3 cr.	ENG101	Intro to College English	3 cr.
CMP151-3	Intro to Microcomputers	3 cr.	ENG102	College English & Research	3 cr.
COM100	Oral Communications	3 cr.			
<i>15 credits</i>					

General Education Breadth Requirements

Natural Sciences	I lab course-Biology, Chemistry or Physics And ENV280 Environmental Science	8 cr.
Environmental Literacy	ENV150	3 cr.
Social Science	POL211 Environmental Law & PSY100 Intro to Psychology	6 cr.
Humanities	History 121 or 122, History 123-Treaty Area And PHL207 Env. Ethics	6 cr.
Fine Arts	ART106	3 cr.
<i>26 Credits</i>		

Emphasis Course Requirements

SDE100 Intro to Sustainable Development.	3 cr.	SDE290 Implementing Sustainable Development	3 cr.
ANT200 Intro to Anthropology	3 cr.	GEC110 Physical Geography	5 cr.
ECN102/103 Economics	3 cr.	NAR 245 Geographical Information System	3 cr.
<i>20 Credits</i>			

TOTAL REQUIRED FOR SUSTAINABLE DEVELOPMENT -- 61 Credits

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Sustainable Development Program

Emphasis Course Requirements

SDE100 Introduction to Sustainable Development

Exploration of dimensions of sustainable development with emphasis on technology, environment, institutional equations, human factors, economics, and the landscape.

SDE290 Implementing Sustainable Development

This course is for graduating students who experience a faculty mentored individual project. Students select implementation project based on six dimensions of sustainable development, and with appropriate faculty guidance develop a project based on the implementation of one of the dimensions of sustainable development to a new initiative.

GEG110 Physical Geography

Physical geography is the study of the physical properties of the planet as the home for human kind. This course is an introductory course with emphasis on the four individual spheres of the physical environment—the atmosphere, hydrosphere, biosphere, and the terrestrial landscape and the interrelationships between them. Lecture 3 hours, Lab 2 hours.

NAR245 Geographical Information System

Introduction to concepts and principles of geographic systems (GIS) and related spatial information technologies. Overview of uses, components, and technical aspects of GIS and application use including automation, analysis, query, and display. Functionality and introduction to Spatial Analyst and the Avenue programming language.

ANT200 Introduction to Native American Cultures

An introductory survey of selected Native American cultures, including the Menominee and other Wisconsin Tribes. Includes basic anthropological concepts to aid the student in the study of culture.

ECN102 Economics

Introduction to the behavior of our economy in the aggregate, focusing upon the process by which the economy achieves a certain level of output and employment.



COLLEGE OF MENOMINEE NATION

Liberal Studies Program

The Liberal Studies degree provides a student with a broad-based understanding of the world. This program focuses on a multidisciplinary approach where emphasis courses are selected on the basis of the student's special interests.

Students who earn a Liberal Studies Degree from College of Menominee Nation have the opportunity to continue their education in various fields. This degree allows student to earn a bachelor's degree in a variety of fields by completing the required courses at CMN and finishing the junior and senior level classes at a four-year college or university.

Program Requirements:

- Students must possess a high school diploma or equivalent before enrolling.
- During their first semester at CMN, students will be required to complete a student success strategies course.
- Students must fulfill the general education and emphasis course requirements.
- Students must obtain the approval of an advisor for their class schedules and degree sheet updates.

General Education Proficiency Requirements

MAT106	College Algebra	3 cr.	ENG101	Intro to College English	3 cr.
CMP151-3	Intro to Microcomputers	3 cr.	ENG102	College English & Research	3 cr.
COM100	Oral Communications	3 cr.	EDU090		
<i>15 Credits</i>					

General Education Breadth Requirements

Natural Science	2 courses, with at least one lab course	8 cr.
Environmental Literacy	1 course	3 cr.
Social Science	Courses from at least 2 disciplines	9 cr.
Humanities	Electives	9 cr.
Fine Arts	Electives	3 cr.
<i>32 Credits</i>		

Emphasis Course Requirements

Electives may be selected from list of other general education courses (University Transfer courses)
<i>13 Credits</i>

TOTAL REQUIRED FOR LIBERAL STUDIES -- 60 Credits

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WE DO NOT DISCRIMINATE. ENROLLMENT IS OPEN TO ALL ETHNIC GROUPS.

Liberal Studies Program

General Education Proficiency and Breadth Requirements

MAT106 College Algebra

Properties of the real numbers, solving linear and quadratic equations and inequalities, polynomial, fractional expressions and equations, exponents, powers and roots, systems of linear equations. Additional lab work may be required (Prerequisite: Satisfactory placement test score or a grade of C or higher in Fundamentals of Mathematics I, MAT090, or Fundamentals of Math II, MAT091)

CMP151-3 Intro to Microcomputers

This course consists of three sections, each introducing basic concepts and skills Microsoft Word, Excel, and Access.

COM100 Introduction to Oral Communication

Introduction to application of principles that lead to an understanding and facility with practical discourse.

ENG101 Intro to College English

A basic composition course to develop the understanding and skills needed to read and write intelligently at college level. Assignments will require critical reading, logical thinking, and effective writing. Students write frequently in and out of class, using strategies for a variety of purposes and audiences. Additional lab work may be required. (Prerequisite: Satisfactory placement test score or a grade of "C" or higher in Fundamentals of English I, ENG090, or Fundamentals of English I, ENG091)

ENG 102 College English & Research

A fundamental course in expository writing, stressing style, logic, research, and methods of development. Analytical reading and writing and the methods of inquiry common to various academic disciplines will be explored. Students will write a documented research paper using suitable sources of information and appropriate methods of documentation. (Prerequisite: English 101 or advanced standing based on placement test score.)



COLLEGE OF MENOMINEE NATION

Nursing Program

The Associate of Arts & Sciences degree in Nursing provides students with a broad-based understanding of health care. CMN graduates will be able to enter the job market under the supervision of professionals who hold bachelor and master level degrees.

Students who earn a Nursing Degree from College of Menominee Nation have the opportunity to complete their education at Bellin College of Nursing. This allows students to earn a bachelor's degree by completing the required courses at CMN and finishing the junior and senior level classes at a four-year college or university.

Program Requirements:

- Students must possess a high school diploma or equivalent before enrolling.
- During their first semester at CMN, students will be required to complete a student success strategies course.
- Students must fulfill the general education and emphasis course requirements.
- Students must obtain the approval of an advisor for their class schedules and degree sheet updates.

General Education Proficiency Requirements

MAT106	College Algebra	3 cr.	ENG101	Intro to College English	3 cr.
CMP151-3	Intro to Microcomputers	3 cr.	ENG102	College English & Research	3 cr.
COM100	Oral Communications	3 cr.			
<i>15 Credits</i>					

General Education Breadth Requirements

Natural Science	2 courses: BIO, CHM105	8 cr.
Environmental Literacy	1 course	3 cr.
Social Science	3 courses (PSY100, HUD210)	9 cr.
Humanities	Bellin and UW-EC require 1 course from each of the following areas: Philosophy, History and Literature	9 cr.
Fine Arts	1 course	3 cr.
<i>32 Credits</i>		

Emphasis Course for Pre-Nursing Degree

BIO204	Microbiology	4 cr.	MAT260	Statistics	4 cr.
BIO204	Anatomy and Physiology	5 cr.			
<i>13 Credits</i>					

Total Required For Nursing -- 60 Credits

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We do not discriminate. Enrollment is open to all Ethnic Groups

Nursing Program

Emphasis Course Requirements

BIO207 Principles of Microbiology

Microorganisms and their activities; their form, structure, reproduction, physiology, metabolism, and identification; their distribution in nature and their relationship to each other and other living things.

BIO204 Anatomy and Physiology

Structure and function of the body, its organs, and organ systems; include skeletal, muscular, nervous, endocrine, digestive, respiratory, cardiovascular, urinary and reproductive systems.

Mat260 Statistics

*Descriptive and inferential statistics, frequency distributions, graphical techniques, measure of and of dispersion, probability distributions, large and small estimation and inference, regression correlation, analysis of count data, analysis of variance.
(Pre-requisite: College Algebra)*



COLLEGE OF MENOMINEE NATION

Education Program

An Associate of Arts and Sciences degree in Education is designed to allow students to earn a degree that can be used as an entry point into the job market while at the same time allowing students to earn credits toward a baccalaureate degree.

This degree allows student to earn a bachelor's degree in Education by completing the required courses at CMN and finishing the junior and senior level classes at a four-year college or university. The College of Menominee Nation has a formal Cooperative Agreement with Education Department at the University of Wisconsin, Green Bay. Upon completion of an Associate Degree at CMN, and within the entry requirements of this agreement, students can transfer to UWGB to complete their Bachelor's degrees and earn teacher certification.

Program Requirements:

- Students must possess a high school diploma or equivalent before enrolling.
- During their first semester at CMN, students will be required to complete a student success strategies course.
- Students must fulfill the general education and emphasis course requirements.
- Students must obtain the approval of an advisor for their class schedules and degree sheet updates.

General Education Proficiency Requirements

MAT106	College Algebra	3 cr.	ENG101	Intro to College English	3 cr.
CMP151-3	Intro to Microcomputers	3 cr.	ENG102	College English & Research	3 cr.
COM100	Oral Communications	3 cr.			
<i>15 Credits</i>					

General Education Breadth Requirements

Natural Science	2 courses, with at least one lab course	8 cr.
Environmental Literacy	1 course	3 cr.
Social Science	Courses from at least 2 disciplines (HUD210)	9 cr.
Humanities	Electives	6 cr.
Fine Arts	Electives	3 cr.
<i>29 Credits</i>		

Emphasis Course Requirements

HUD210	Intro to Human Development 3 cr.	HUD236	Infancy & Early Childhood	3 cr.
HUD237	Observation & Interpretation of Child Behavior			3 cr.
EDU239	Middle Childhood & Adolescence** or	HUD238	Play & Creative Activities*	3 cr.
EDU256	Social & Family Influences on Early Development			3 cr.
EDU250	Field Experience in Education			3 cr.
<i>*Required for pre-school and kindergarten certification **Required for secondary education</i>				
<i>17 Credits</i>				

TOTAL REQUIRED FOR EDUCATION -- 61 Credits

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WE DO NOT DISCRIMINATE. ENROLLMENT IS OPEN TO ALL ETHNIC GROUPS.

Elementary Early Childhood Education Program

Emphasis Course Requirements

HUD210 Intro to Human Development

Introduction to Human Development, Human development from conception through death; physical development, social and emotional development, personality development, the development of language intellectual development and creativity, and the process of human learning.

HUD236 Infancy and Early Childhood

Current theories, methods of study and research in the study of Human Development from conception through the preschool years and the interrelationships among biological, socio-cultural and psychological aspects of development. (Prerequisite: HUD 210)

HUD237 Observation & Interpretation of Child Behavior

Study of the behavior and the development of young children through direct systematic observation of children in selected situations and comparison with established child development theories and data. (Prerequisite: HUD210)

HUD238 Play & Creative Activities in Childhood

Concepts of the contributions of play and creative activities to physical, intellectual, emotional, and social aspects of development; specific contributions of selected creative activities. (Prerequisite: HUD210)

EDU256 Social and Family Influences on Early Development

An ecological systems approach to social and family influences affecting success or failure in school. Child development and education risk theories, research, and practitioner accounts. Prevention and intervention programs for children (prenatal to age 8) and families at-risk.

EDU250 Field Experience in Education

Direct field experience working with children in educational settings; biweekly campus classes and 30 hours direct observation, participation and interviews. Must be completed no later than the first semester after admission to teacher certification. (Prerequisite: HUD237)



COLLEGE OF MENOMINEE NATION

Accounting Specialist Program

An Associate of Applied Science – Technical Studies in Accounting gives graduates the skills and understanding necessary to enter the workforce as Staff Accountants in the private sector, governmental agencies, or not-for-profit organizations. Students will obtain knowledge in the areas of financial accounting, cost and managerial accounting, as well as payroll and income tax accounting.

Program Requirements:

- Students must possess a high school diploma or equivalent before enrolling.
- During their first semester at CMN, students will be required to complete a student success strategies course.
- Students must fulfill the general education and emphasis course requirements.
- Students must obtain the approval of an advisor for their class schedules and degree sheet updates.

General Education Proficiency Requirements

MAT106	College Algebra	3 cr.	ENG101	Intro to College English	3 cr.
CMP151-3	Intro to Microcomputers	3 cr.	ENG102	College English & Research	3 cr.
COM100	Oral Communications	3 cr.			
<i>15 Credits</i>					

General Education Breadth Requirements

Natural Science	Directed Elective	3 cr.
Social Science	Directed Elective	3 cr.
Humanities	Directed Elective	3 cr.
<i>9 Credits</i>		

Emphasis Course Requirements

ACC101 and ACC102	Intro to Accounting I and II	(OR)	ACC131	Accounting 1	4-6 cr.
ACC203	Managerial Accounting	(OR)	ACC132	Accounting 2	3-4 cr.
MAT260	Statistics	4 cr.	MAN290	Internship	2 cr.
ACC133	Accounting 3	4 cr.	ACC134	Accounting 4	4 cr.
ACC231	Payroll Accounting	3 cr.	ACC232	Personal Tax Accounting	4 cr.
ACC233	Adv. Managerial Acctg.	3 cr.	ACC234	Cost Accounting	4 cr.
<i>36 to 37 Credits</i>					

TOTAL REQUIRED FOR ACCOUNTING SPECIALIST PROGRAM--- 60 to 61 Credits

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WE DO NOT DISCRIMINATE. ENROLLMENT IS OPEN TO ALL ETHNIC GROUPS.

Accounting Specialist Program

Emphasis Course Requirements

ACC101 Intro to Accounting I

Introduction to basic accounting principles. Accounting theory and practice related to cash, fixed assets, and current liabilities. Recording business activity in an accounting system. The preparation and importance of basic financial reports. Understanding the uses of accounting information in business decision making. Ethical considerations.

ACC102 Intro to Accounting II

Continuation of ACC101. Accounting theory and practice related to receivables, inventories, long-term liabilities, investments and equity. Usage and application of basic financial statement analysis for business purposes. Students will analyze corporate financial reports. (Prereq: ACC101)

ACC203 Managerial Accounting

The use and understanding of management accounting information for planning, control, and decision making. Product costing, just-in-time, cost-volume-profit relationships, budgeting, variance analysis, relevant costing and ethics. (Prereq: ACC101 or ACC131)

ACC131 Accounting 1

Introduction to basic accounting principles: the accounting cycle and the end of the fiscal period, specialized journals, receivables and payables, voucher system, deferrals and accruals, inventory systems, depreciation, payroll and payroll taxes, partnerships, and sole proprietorships.

ACC132 Accounting 2

Concepts and principles covering corporations, capital stocks, dividends, bonds, amortization of bond premiums and discounts, manufacturing, job order, process and standard cost systems, variances. Managerial applications including decision making and financial analysis. (Prereq: ACC131 or ACC102)

ACC133 Accounting 3

Income statements, balance sheets, cash flow statements, cash and receivables, revenue recognition, inventories and cost of goods sold, and financing activities. (Prereq: ACC132 or ACC203)

ACC134 Accounting 4

Equity financing, changes in retained earnings, noncurrent operating assets, investments in debt and equity securities, leases, employee compensation, derivatives and contingencies, earnings per share, accounting changes and corrections, and statement analysis. (Prereq: ACC133)

ACC231 Payroll Accounting

Payroll and personnel records, social security, withholding tax, unemployment compensation, time sheets and time-keeping records, and legal aspects of payroll. (Prereq: ACC101 or ACC131)

ACC232 Personal Tax Accounting

History and research of tax law and regulations; preparation of Federal and State of Wisconsin individual income taxes including Forms 1040, 1040A, and 1040EZ, and supporting schedules and forms. (Prereq: ACC101 or ACC131)

ACC233 Adv. Managerial Accounting

Cost behavioral patterns, cost-volume-profit relationships, segment reporting, profit planning, budgets and overhead analysis, decentralized operations, pricing decisions, capital investment decisions, and service department costing. (Prereq: ACC203 or ACC132)

ACC234 Cost Accounting

Contemporary cost environment and issues; selecting, analyzing and tracking costs, production costing methods: job order, process, and standard costs, by-product and joint costing. (Prereq: ACC203 or ACC132)



COLLEGE OF MENOMINEE NATION

Microcomputer Specialist Program

The Associate of Applied Science Technical Studies degree for Microcomputer Specialist prepares students for employment in the business community in a variety of areas involving microcomputers. Career choices can include Microcomputer Consultant, Programmer, MIS specialist, Network Manager and many others.

Students who earn a Microcomputer Specialist Degree from College of Menominee Nation have the opportunity to continue their education in various fields. Students interested in using their degree to begin their own businesses are also encouraged to pursue the Certificate of Entrepreneurship.

Program Requirements:

- Students must possess a high school diploma or equivalent before enrolling.
- During their first semester at CMN, students are required to complete a student success strategies course.
- Students must fulfill the general education and emphasis course requirements.
- Students must obtain the approval of an advisor for their class schedules and degree sheet updates.

General Education Proficiency Requirements

MAT106	College Algebra	3 cr.	CMP180	Intro Computer & Info Tech	3 cr.
ENG101	Intro to College English	3 cr.	COM100	Oral Communications	3 cr.
<i>12 Credits</i>					

General Education Breadth Requirements

Natural/Physical Science	Choose from:	PHY103	Fundamentals of Physics	3-5 cr.
		SDE100	Introduction to Sustainable Development	
		ENV150	Environmental Science	
		BIO202	Principles of Biology	
Social Science		Elective		3 cr.
Humanities		Elective		3 cr.
<i>9-11 Credits</i>				

Required Professional Courses

CMP128	Intro. Microcomp Program	4 cr.	CMP161	Spreadsheet/Databases	3 cr.
ACC101	Intro to Accounting I	3 cr.	ADM215	Business Writing	3 cr.
CMP206	Microcomp Op Systems	4 cr.	CMP207	Intro Network Management	3 cr.
CMP220	Microcomp Graphics	3 cr.	CMP205	Internet/Web Publishing	3 cr.
CMP208	Hardware Practicum	3 cr.	CMP228	Int. Microcomp Programming	4 cr.
CMP106	Microcomp Hdw. Theory	4 cr.	CMP240	Internship/Field Study	2 cr.
<i>39 Credits</i>					

TOTAL REQUIRED FOR MICROCOMPUTER SPECIALIST -- 60 Credits

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WE DO NOT DISCRIMINATE. ENROLLMENT IS OPEN TO ALL ETHNIC GROUPS.

Microcomputer Specialist Program

Selected Emphasis Course Requirements

CMP106 Microcomputer Hardware

In this course students will learn about the basic technology of microcomputers including computer design, processing concepts, memory management, and the use of utility programs.

CMP128 Intro. Microcomputer Program

Students will be introduced to microcomputer programming concepts, logic, and data structures using Basic. (Prerequisite: Microcomputer Hardware)

ACC101 Intro to Accounting

Introduction to basic accounting principles . Accounting theory and practice related to cash, fixed assets and current liabilities. Recording business activity in an accounting system. The preparation and importance of basic financial reports. Understanding the uses of accounting information in business decision making, ethical considerations (Prerequisite : Satisfaction of math competency requirement)

CMP206 Microcomputer Operating Systems

Students will study and develop proficiency in MS-DOS commands, Windows management, Network Operating systems, and software installation (Prerequisite: Introduction to DOS, Introduction to Windows)

CMP220 Microcomputer Graphics

An introduction to the concepts and applications of computer graphics. Includes fundamental principles of graphics and the practical applications of computer generated images, raster and vector graphics, programming techniques, scale parameters, coordinate systems, and two- and three-dimensional picture generation.

CMP 240 Internship /Field Study

This is a part-time work experience to give the students an opportunity to apply what they have learned. (Prerequisite: second- year status)

CMP161 Spreadsheet and Database projects

This course consists of completing projects using Excel and Access (Prerequisite: Advanced Microcomputer Applications)

CMP207 Intro Network Management

The focus of this course is on the use of Local Area Networks (LANs) and how microcomputers can access the services of the Internet. (Prerequisite: Microcomputer Operating Systems)

CMP205 The Internet/Web Publishing

This includes the history, terminology, and customs of the Internet. Subjects include exploring the World Wide Web, FTP, Gopher, search engines, Telnet, newsgroups, and e-mail. Students will learn how to create and load their own web pages.

COLLEGE OF MENOMINEE NATION

Police Science Program



The Certificate of Completion/Recognition is awarded to students who complete the initial requirements of a cooperative articulation agreement with Fox Valley Technical College in the area of Police Science. CMN students will be able to complete their associate degree program by earning approximately 38 additional credits at FVTC.

With a two-year Associate Degree in Criminal Justice, and a Wisconsin Law Enforcement Certificate, you will have the education necessary to work for law enforcement, correctional, and outdoor protection agencies throughout Wisconsin.

Program Requirements:

- Students must possess a high school diploma or equivalent before enrolling.
- All students must meet the requirements for Student Success Strategies
- Students need to know that Wisconsin Law prohibits convicted felons from being certified as sworn law enforcement officers.
- Students must before the end of their second semester at CMN pass an academic assessment test required by FVTC. (Students not earning a passing score will be required to complete remedial work, retake the assessment test , and earn a passing score before transferring to FVTC.)
- FVTC accepts only those CMN courses in which students earn a grade of "C" (2.0) or better.
- FVTC'S Police Science Associate Degree is 71 credits. Therefore, most people will take longer than two years to earn a Police Science Associate Degree.
- Program requirements may change. Students must work with their CMN advisor to plan their class schedules.

Important: To be eligible for Wisconsin Law Enforcement Certification, Students must complete their Police Science Associate Degree within 3 years of taking CMN courses which have a * PS * notation next to the course name.

General Education Requirements

MAT106	College Algebra	3 cr.	ENG101	Intro to College English	3 cr.
CMP151-3	Intro to Microcomputers	3 cr.	COM100	Oral Communications	3 cr.
Social Science Directed Electives		6 cr.			
<i>18 credits</i>					

Required Professional Courses

PLC100	Intro to Law Enforcement	3 cr.	PLC217	Police Report Writing *PS*	2 cr.
PLC120	Police /Community Relations	3 cr.	GAM210	Gaming Law & Regulations	
PLC110	Criminal Law *PS*	3 cr.	(or Directed Elective)		3 cr.
<i>14 Credits</i>					

TOTAL REQUIRED FOR POLICE SCIENCES -- 32 Credits

College of Menominee Nation, PO Box 1179, Keshena, WI 54135 Phone 715-799-5600 www.menominee.edu

WE DO NOT DISCRIMINATE. ENROLLMENT IS OPEN TO ETHNIC GROUPS

Police Science Program

Emphasis Course Requirements

PLC100 Intro to Criminal Justice

Introduces the student to the study of crime and the administration of justice in the United States. The course focuses on the roles of police, prosecution, courts, and corrections in dealing with people charge with the commission of crimes. Upon completion of this course, students will have a better understanding from a historical perspective of how the criminal justice process evolved is carried out today in the U.S. today.

PLC120 Police/Community Relations*PS*

Because police are the most visible criminal justice practitioners, positive police/citizen partnerships are essential. This course deals with the responsibilities that law enforcement officers and citizens have to each other, including relations with minority groups. Values and ethics in law enforcement also are emphasized.

GAM210 Gaming Law and Regulations

Study the history and politics of gaming laws, regulations and Tribal gaming compacts. Explores current legal issues and challenges to gaming laws and regulations.

PLC110 Criminal Law*PS*

This course covers the general principles of criminal law and the elements of specific crimes in Wisconsin. Students will learn to recognize when a crime has occurred under Wisconsin law and determine what charge is appropriate.

PLC217 Police Report Writing *PS*

Purposes, principles, and components of law enforcement reports are examined. Course is designed to give students the proficiency to write narrative reports meeting the suggested requirements of Wisconsin Law Enforcement Standards Board.

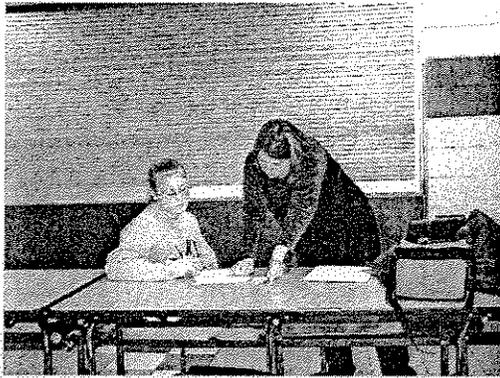
Learn & Earn Photo Gallery



Karen Hall, Early Childhood Ed. Teacher



Mary Kay Peterman, Group Care for Young Children Instructor



Ali Koss, Youth Supervisor w/student



Brenda Tomow, Business Adm. Teacher w/students



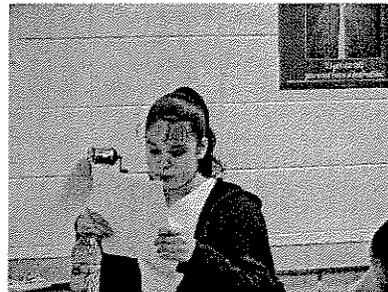
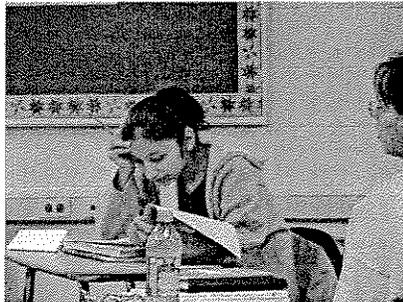
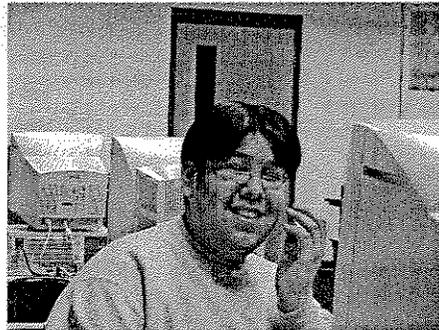
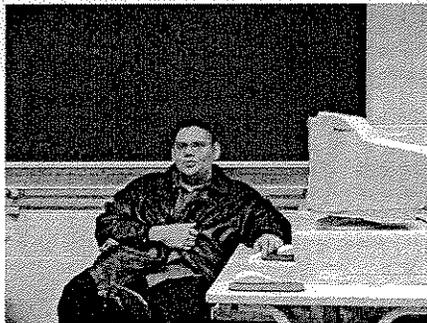
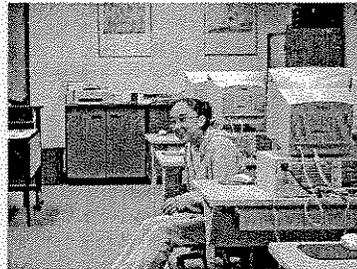
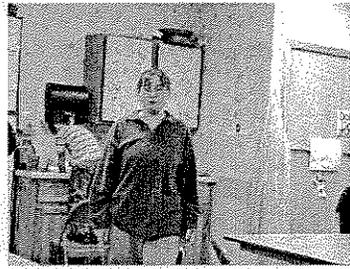
Stephanie Erdmann, Business Writing Teacher



J. Arias-Flynn, Early Childhood Ed. Teacher

Learn & Earn Students





APRIL 5, 2001

Joint Finance Committee Public Hearing; John Guard, Assembly Chairperson

RE: Waiting Lists and a Public Hearing

1. My name is Ida Micheals, I live at 1834 Wisconsin Street Marinette, WI 54143. I am a single mother who also is disabled with ADHD and other problems.
2. I have a 5 year old son who is Autistic named Michael, Michael is very hard on our home, breaking everything including windows---- he needs to have every room stripped down and made safe for him. I

I had to buy my own house in order to have things the way I have to for my son. Such as putting on new locks so he can't get out of the house without me knowing it- bathroom door lock with a key so he can't lock himself in there and can't get out and I can't help him get out without a key to open the door.

The Landlord had invited us to move out because Michael made to much noise with his screaming, slamming doors and other obsessions.

3. Michael is almost always in a state of anxiety, this is something that goes along with autism. We had done a lot of searching & testing for things and ways to help him. We buy him alot of music this helps him to calm down. To be able to play outside would also help him, but people use our driveway, like it was a public street. A fence would be needed to keep him safe.

Michael is beginning to communicate with 2 word sentences but it is often hard to understand him, he is very mechanical, although socially he functions most of the time between 14 months to 2 years of age. We would dearly love to help him with a computer and programs, but because of all the other extra expenses cannot possibly buy one.

At age 5, Michael is still eating only bland baby foods and wearing diapers, he is extremely hyperactive. We have been offered some Respite Care but cannot find any one who is qualified or willing to work with him. Day Care is not an option on this respite care program.

Michael spends 3 hrs a day ----- 4 days a week at school in Early Childhood, although he spends about 50% of this time out of school because of sickness and disease.

At the present time he is home sick with strep throat. We would like to be at the Joint Finance Hearing today. But are absolutely not able to attend.

Children with Autism can be helped the most while they are still very young. We would like to help Michael learn and get over these hurdles and yet keep him safe at all times. Lack of funding makes it extremely difficult at times to be as successful as we would like.

Michael has been on a waiting list since 1997. We are hopeful that there might be more funding soon. We make our appeal to this committee.

RESPECTFULLY YOURS,

Ida & Micheals
Lorna Micheals
IDA & LORNA MICHEALS

1834 Wisconsin St.
Marinette WI
54143

JOINT FINANCE MEETING – PESHTIGO – APRIL 5, 2001

Members of the Joint Finance Committee,

I want to thank you for the opportunity to speak today. My name is Trent Zeitler. I am a pharmacist and part-owner in Streu's Pharmacy in Green Bay. I am here today to ask you to eliminate Governor McCallum's budget proposal to reduce Medicaid reimbursement to pharmacies. I am also asking you not to support the Governor's proposal for his Senior Rx program, a statewide prescription discount plan – regardless of age or income, and the use of mail-order pharmacy.

Governor McCallum's recommendation to reduce Medicaid reimbursement to pharmacies would create the lowest rate in the country. Currently Wisconsin ranks 22nd. His proposal would cut reimbursement rates to the point where some pharmacies may cease operation or stop providing service to Medicaid recipients. As a Medicaid provider with a high percentage of MA patients, my pharmacy provides services that would not be available under Governor McCallum's current proposal. At Streu's we blister pack medications in weekly and monthly calendar cards. This service alone is invaluable as it allows some patients to function independently. Without the blister packs, these patients would likely need to live in assisted living facilities in order to function, or worse, be hospitalized due to compliance problems in taking their medication.

The Governor's Senior Prescription plan is not a good fit for the state of Wisconsin. It is unfunded and there are not provisions for funding this program in the Governor's budget. It is poorly structured as the deductibles are complex and the coverage is inadequate. It also places price controls on WI pharmacies without any provisions for relief from the drug manufacturers who actually set the cost of drugs.

Governor McCallum is encouraging the use of a discount prescription plan for all WI residents regardless of age and income. Our pharmacy currently does not accept prescription discount plans as we are a service pharmacy. However, Governor McCallum would like to require pharmacies to accept the proposed discount plan if they are a Medicaid provider. Again, A

provision such as this may force pharmacies out of business or to drop medicaid altogether.

This would limit access to pharmaceutical care for MA patients.

The governor is encouraging the use of Mail order pharmacy for maintenance medications. I urge you not to support this extremely dangerous practice. This disrupts the continuity of care and compromises patient safety. Pharmacies may not have all the needed information about the patient's current medications that they are taking because they come mail order. This is dangerous because drug interactions can occur that can be serious or life threatening. Without a patients complete medication profile, pharmacists are not able to make appropriate interventions to stop these interactions before they can occur.

In closing, I ask that you strongly consider my testimony. The future of my pharmacy practice and the quality pharmaceutical care for MA recipients depends on it. Thank you.

Trent Zeitler R.Ph.

STREU'S PHARMACY, INC.

934 MAIN STREET, GREEN BAY, WI 54301

PHONE (920) 437-0206

FAX (920) 437-0276



TRENT ZEITLER R. Ph.
PHARMACIST CONSULTANT

Comments to the Joint Finance Committee Hearing 4/5/01

Hello. My name is Bob Jarentowski. I'm Director of Health and Human Services in Marinette County.

Thank you for coming to Marinette County and giving citizens of Northeast Wisconsin an opportunity to participate in the budget process.

As Health and Human Services Director, I have many concerns about the proposed state budget but I want to briefly mention just a few.

- 1) Community Aids—The state and counties have had a partnership in providing human services for many years. Originally the state agreed to pay a significant portion of the costs of services and the counties agreed to provide or purchase services and pay a portion of the costs. As costs have increased the state's share has not come close to keeping up with even inflationary increases over the years. Therefore counties have had to pay a higher and higher share of those costs over the years. In 1986 county overmatch was \$49 million. In 2000 county overmatch was \$222 million. This budget does nothing to address this gap. It only makes it worse as again there is no increase in Community Aids while the cost of providing mandated services continues to climb. And there is nothing to address those people who have been on various waiting lists for years. The state budget gets balanced and local property taxes increase to pay for state mandates.
- 2) Youth Aids—There is no increase in Youth Aids to help pay for services for delinquent youth but at the same time the rate the state charges counties for juvenile correctional placements increases 11.09% the first year and 2.86% the second year for a total of 14.27% for the biennium! The daily rate increases from \$154.08 to \$171.16 this year, then \$176.06. Annual costs increase from \$56,239 to \$62,473, then \$64,262 with no increase in Youth Aids to counties. This again translates to an increase in local levy to pay these costs. What happened to that partnership between counties and the state? In 1982 YA covered 92% of costs for these youth. In 1998 YA covered 41% of these costs.
- 3) W2/Income Maintenance—The past 4 years saw a dramatic decrease in cash welfare payments (formerly AFDC) thanks to good work by county economic support staff and a good economy. Unfortunately what gets the headlines is that cash grants are down 80% in Wisconsin. The implication is that the total income maintenance caseload and workload is down. The true caseload and workload that leads to the reduction in cash payments is increasing, not decreasing. Supportive services that make it possible for people to work such as Medicaid, Food Stamps, child care, BadgerCare, transportation and case

management are at record highs and the workload has increased with more and more accountability.

In January, 1998 there were 169,168 cases in the state (1741 in Marinette County). In 2000 there were 197,270 statewide (1864 in Marinette County). While our caseload has increased the preliminary figures on our W2 contract show a decrease in funding of about 30%. Again this is a significant burden on the local tax levy to help balance the state budget.

- 4) COP Waiting List—Marinette County currently has approximately 100 elderly, physically disabled and developmentally disabled adults waiting for community services. This budget proposes no new COP slots. Many of these people will end up in nursing homes which will cost much more than community care. We ask that funding be added to the budget to eliminate COP waiting lists.
- 5) DD Waiting List—There are 23 developmentally disabled adults and 30 developmentally disabled children on waiting lists in Marinette County. This budget does nothing for those individuals and their families.
- 6) Tobacco Settlement—The state has received a very substantial settlement from tobacco companies. From a public health standpoint it is imperative that those dollars be used for long term tobacco prevention efforts.
- 7) Prescription Drug Assistance—This is partly personal as I know the impact the cost of prescription drugs has on my 86 year old mother who is living in her own home and struggling to make ends meet on a very small income. She takes medicine for heart problems and high blood pressure that costs more than \$200 per month. I know there are thousands like her who must choose between food, medicine or heat. I urge you to include funding for prescription assistance in this budget.

Thank you for the opportunity to express my thoughts on the 2001-03 budget.

CRIVITZ PHARMACY
710 MAIN/PO BOX 488
CRIVITZ, WI 54114-0488
715.854.7425

MEMBERS OF THE JOINT FINANCE COMMITTEE:

I WANT TO THANK YOU FOR VISITING NORTHEAST WISCONSIN TODAY.

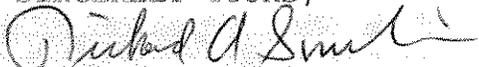
I WOULD LIKE TO EXPRESS MY CONCERNS OVER PHARMACY ISSUES IN WI.

WE HAVE A SHORTAGE OF PHARMACIES IN RURAL WISCONSIN, AND WE
HAVE A STATE SHORTAGE OF PHARMACISTS IN WISCONSIN AND THE NATION.

I FEEL THE ACTIONS OF GOVERNOR'S MA REDUCTION IN THE BUDGET ARE
UNFAIR, AND THESE ACTIONS WILL CREATE AN EVEN GREATER PROBLEM FOR
THE STATE. LOCAL PHARMACIES WILL CLOSE AND OUR WMAP PATIENTS
WILL BE FACED WITH AN EVERYDAY PROBLEM OF WHERE TO GO FOR RX
DRUGS. THE CHAIN STORES ARE ALREADY EXCLUDING THE HIRSP PROGRAM,
AND THEY WILL NOT ALL TAKE THIS MA PROGRAM IS WISCONSIN.

PLEASE REMOVE THE MA REDUCTION FROM THE BUDGET, AND GO AFTER THE
PROBLEM OF THE LARGE PHARMACEUTICAL MANUFACTURERS.

SINCERELY YOURS,



RICHARD A. SMITH , RPH

APRIL 5, 2001

RPH040501.LET

Representative John Gard, Assembly
Co-Chair Joint Finance Committee

April 5, 2001

RE: STATE BUDGET HEARING

- Restore Forestry Division Budget to full amount requested by Forestry Division.
- Eliminate funding for Kickapoo Valley Reserve Center from the Forest Mil Tax Fund.
- Eliminate or reduce stewardship debt service from Forest Mil Tax Fund.

My name is Robert Skalitzky; I'm employed by Oconto County as the County Forest Administrator. I represent the Forest, Parks, Recreation/Land Information Systems Subcommittee of the Oconto County Board of Supervisors. On December 21, 2000 the Oconto County Board of Supervisors passed a resolution in support of the Department of Natural Resources 01-03 Forestry Budget Initiatives including 23 New Forestry Positions. Resolution states "NOW THEREFORE BE IT RESOLVED, that the Oconto County Board of Supervisors, recognize the tremendous importance of Wisconsin Forests to the States economic, special and environmental vitality and support these initiatives so that these forests are protected and managed for the benefits that Wisconsin's citizens need and deserve.

The Forest, Parks, & Recreation/Land Information Systems Sub-committee of the Oconto County Board of Supervisors request:

1. The Forestry Division Budget be restored as requested by the Forestry Division.
2. The funding source for the Kickapoo Valley Reserve Center not be the Forest Mil Tax Fund.
3. Eliminate or reduce the Stewardship Department Service of 8 million in FY02 and 4 million in FY03, unless projects being funded match the constitutional intent of the forestry mil tax when established.

Sincerely

Robert Skalitzky
Oconto County Forest/Park Administrator
301 Washington Street
Oconto, WI 54153

 4/5/01