

Sen. Burke
316 South A

This is the written testimony from the April 10th
meeting in Kenosha of the Jt. Committee on
Finance.

STARZYK

Plan 2008

at

INTRODUCE YOURSELF

- NAME
- CONCERNED STUDENT
- TRANSFER STUDENT

- REQUESTING TO TAKE INTO CONSIDERATION allocations ~~allocations~~ for Plan 2008 throughout the entire ^{UN system, but} specifically for 2 year campuses ^{specifically}
- NO multicultural resources
- NO multicultural classes

- ↳
- FOR EXAMPLE, → LARGE # ASIAN STUDENTS AT UNIFV that do not have the option to ~~attend~~ register into classes ~~specifically~~ specifically to & learn about that culture
- INCREASE recruitment of S.T.C.
 - ADDITIONALLY TO CREATE A STABLE & COMFORTABLE ENVIRONMENT FOR STUDENTS, STAFF & FACULTY OF COLOR THROUGHOUT THE UN SYSTEM THROUGH FUNDING FOR DIVERSITY TRAININGS

Rebecca Bruner
4019 a talcop rd.

CLASS Data

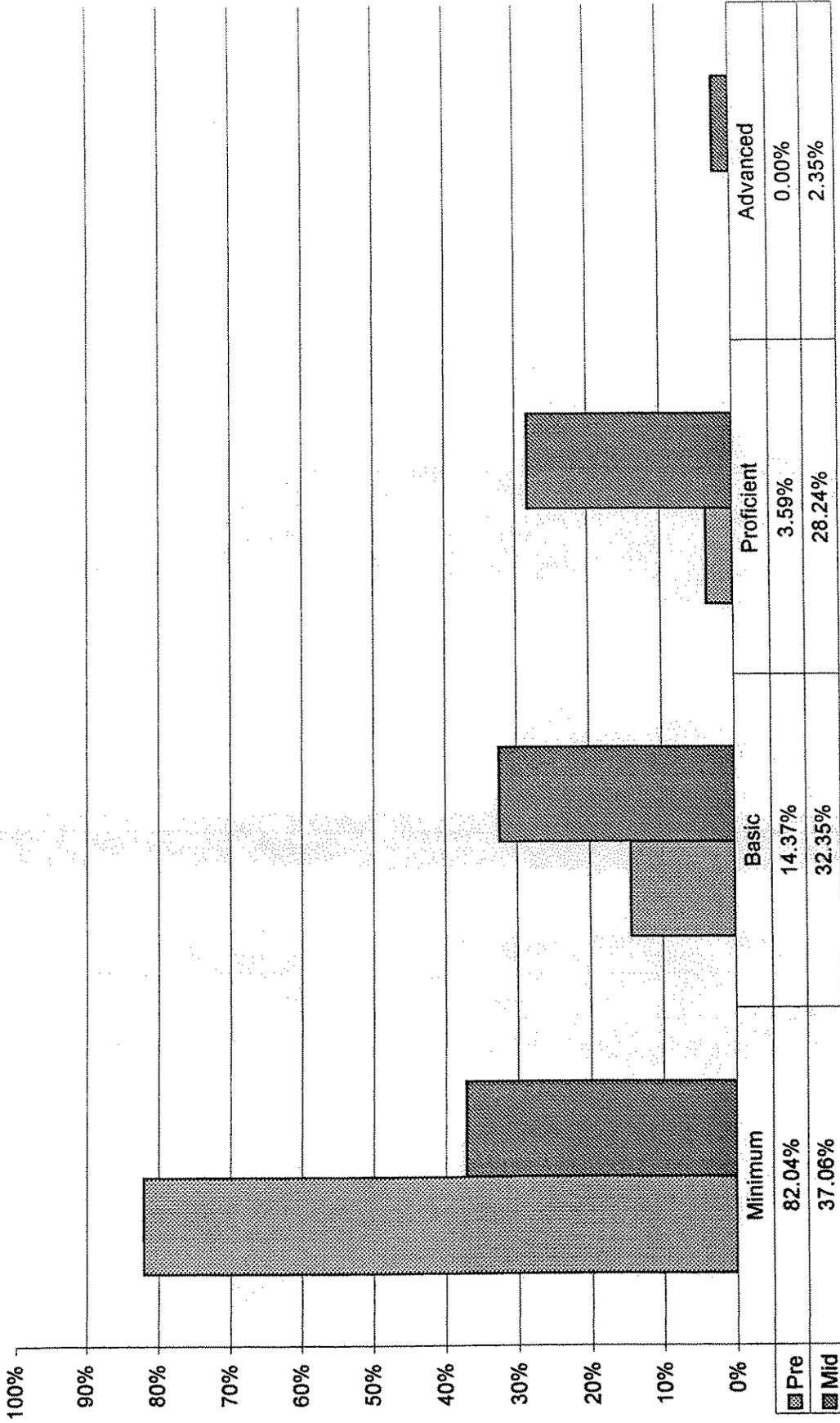
(Comprehensive Literacy Assessment Synchronized System)

District Update

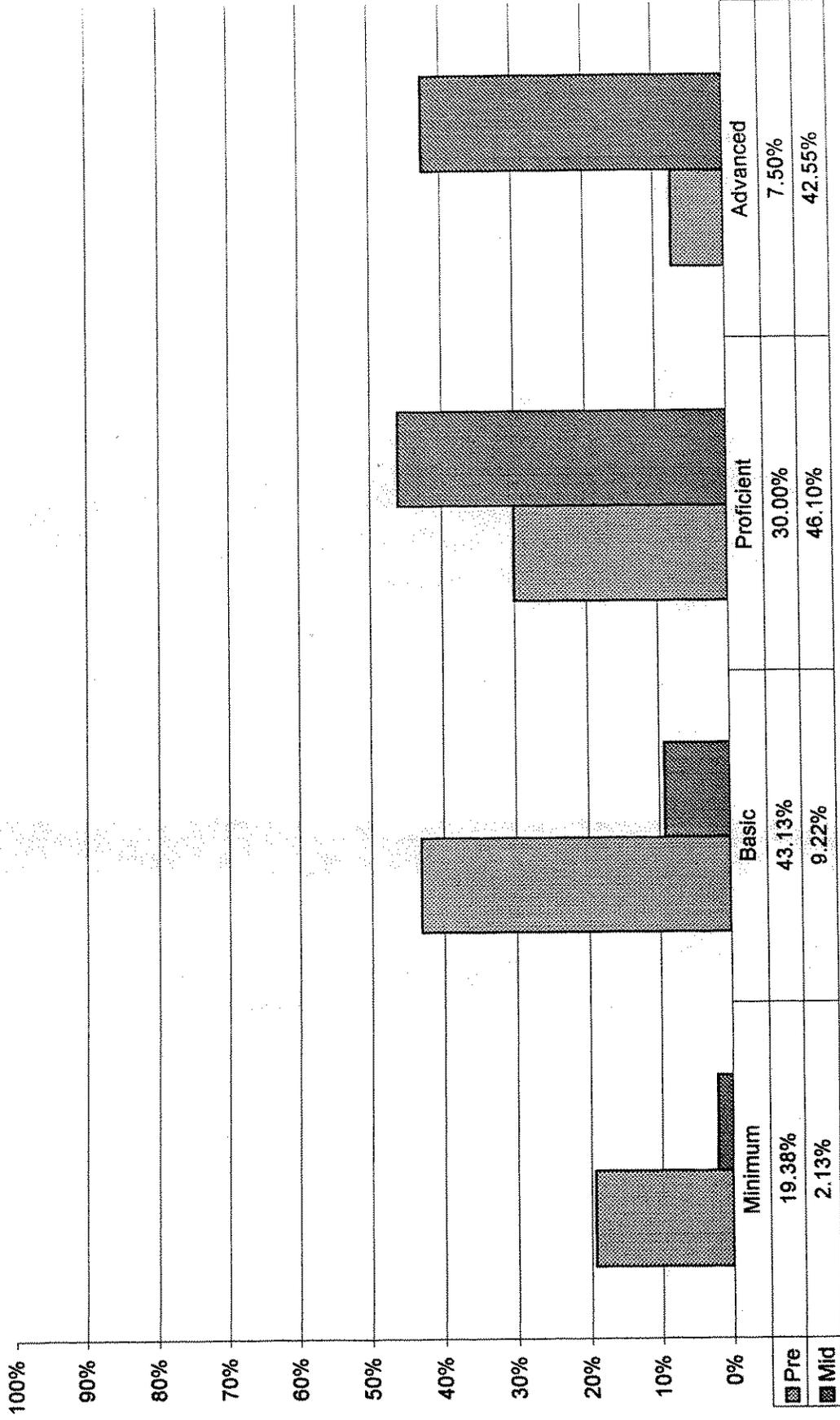
This report is intended to demonstrate growth towards literacy proficiency as defined by state and district standards and benchmarks. Data is organized in three levels: district, school and classroom. Included in this report you will find one assessment for each grade level across the district. Teachers are given additional data on their individual classes and parents are given information about the growth of their child. This initial report begins the process of analyzing data. As a result of analyzing this data, patterns, trends, and areas of strength and weakness can be determined. The next step is for individual teachers to determine the appropriate instructional practices that best match the needs of the students.

“All teachers need ways to determine what students are learning and the progress they are making. This information provides the basis for making decisions, planning instructional activities and experiences, and distinguishing effective from ineffective procedures.”
(Cooper, J.D. (1997). *Literacy: Helping children construct meaning* (3rd ed.). Houghton Mifflin)

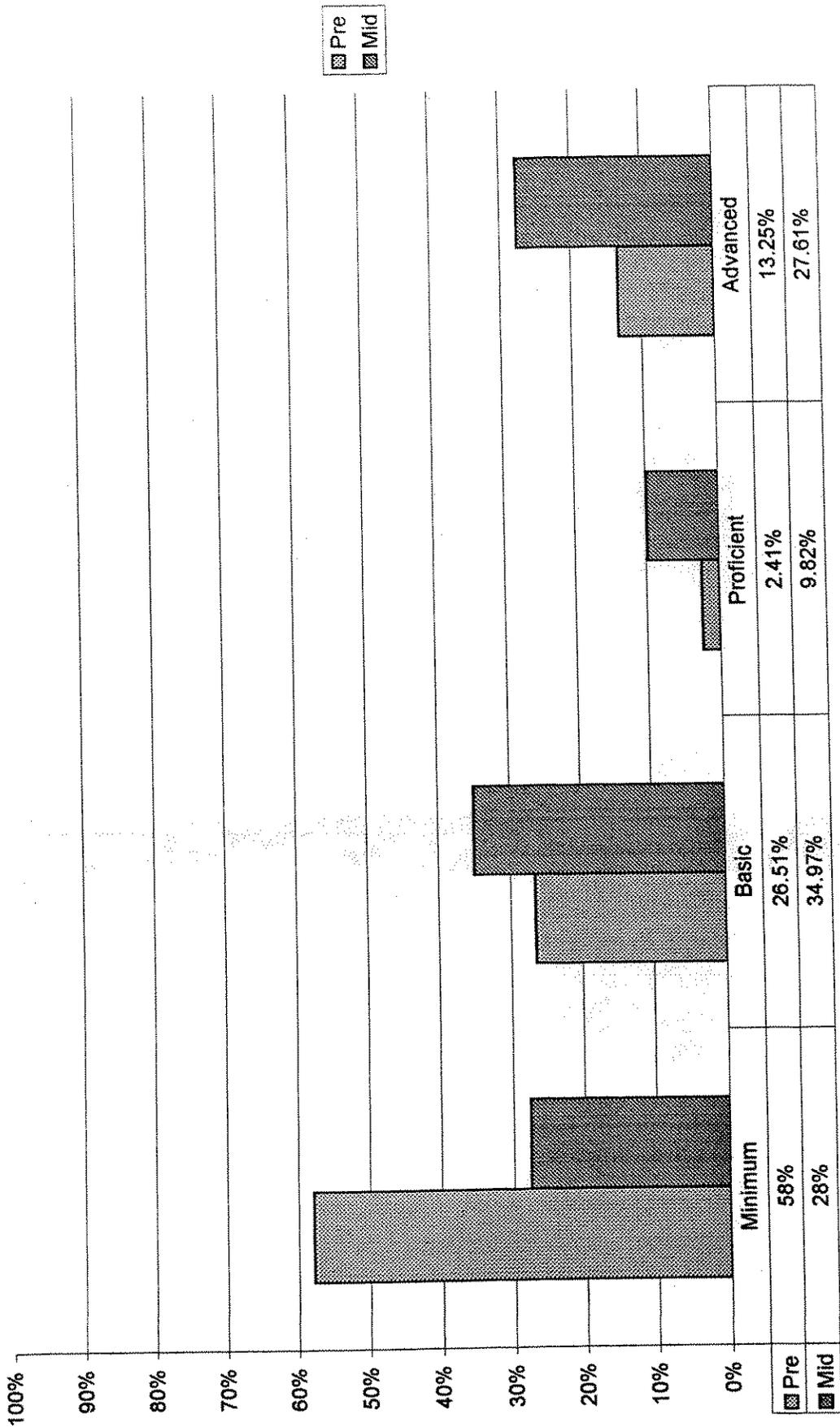
**Letter Fluency
District - Kindergarten**



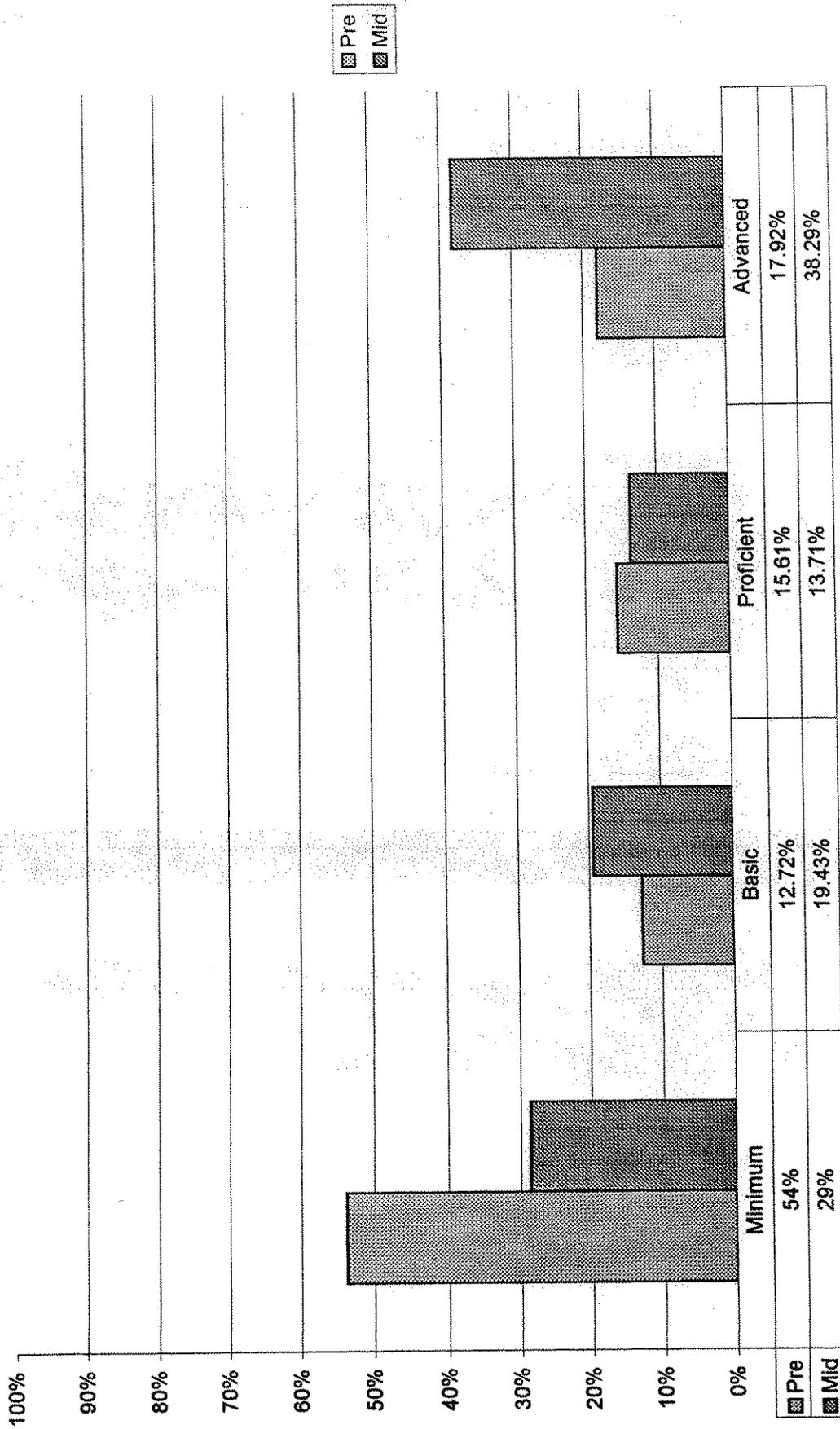
**Letter Fluency
District - First Grade**



**Star
District - Second Grade**

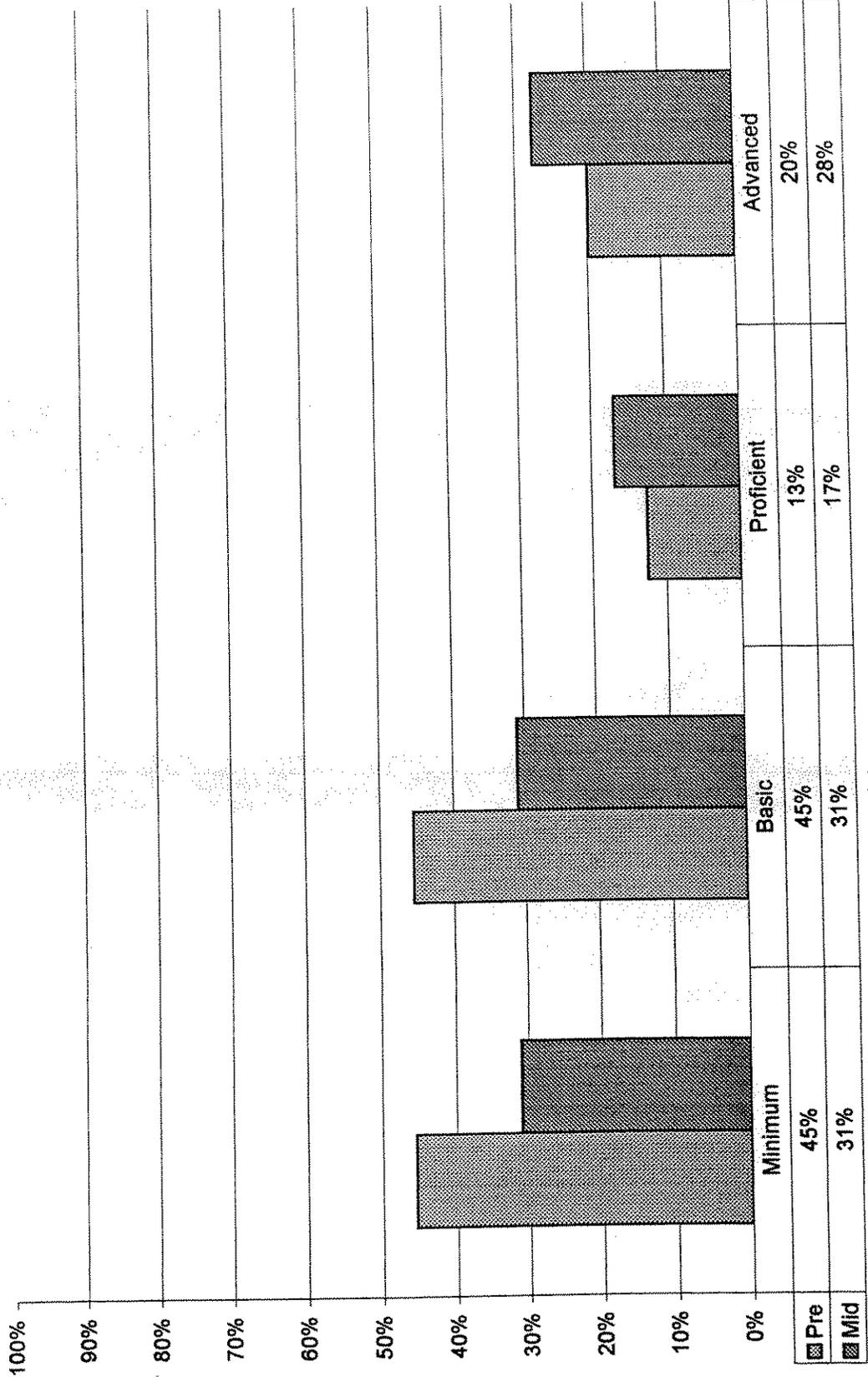


**STAR
District - Third Grade**

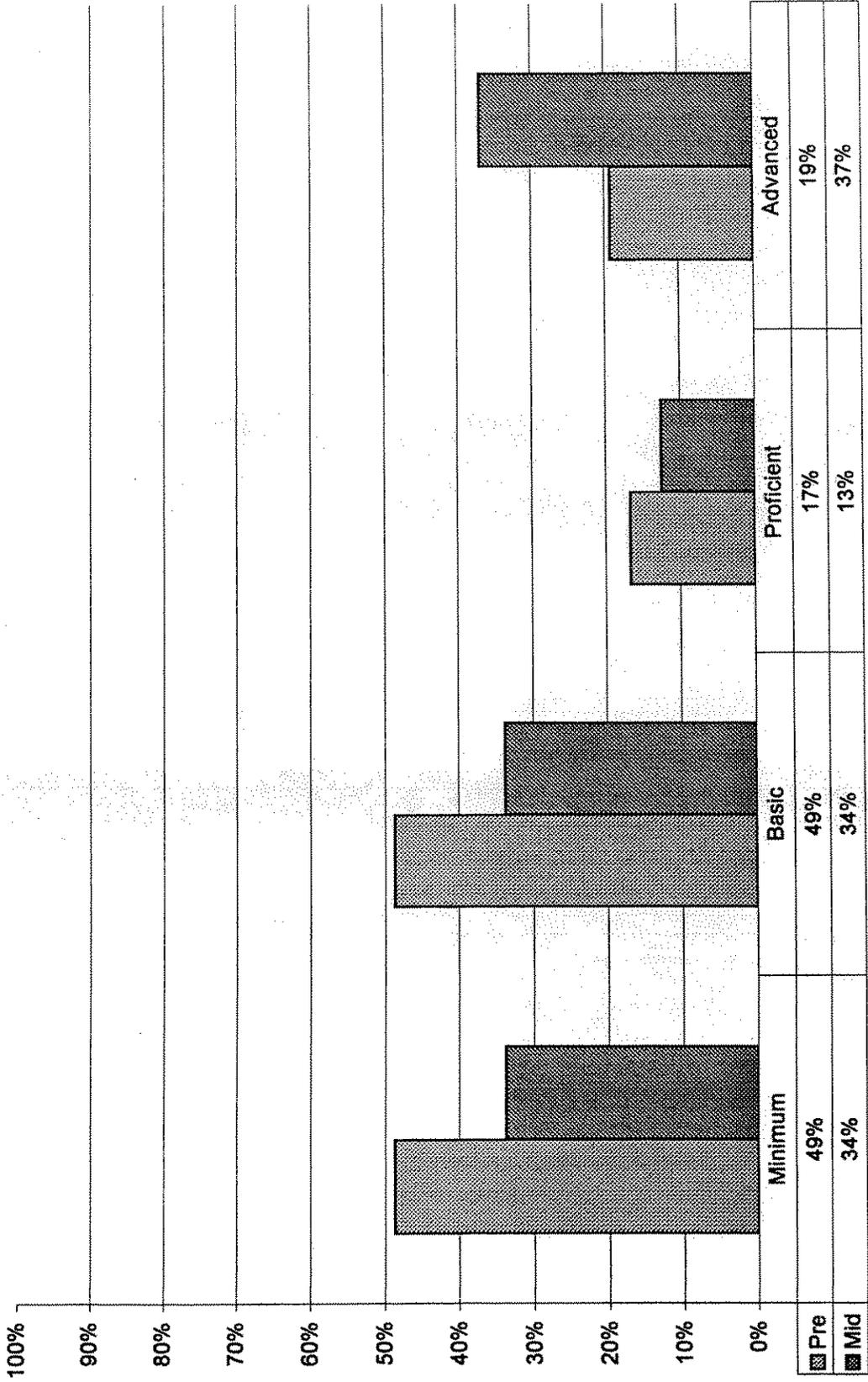


Pre
Mid

**Star
District - Fourth Grade**



**Star
District - Fifth Grade**



SAGE Performance Objectives Update Central Elementary

To demonstrate growth towards SAGE objectives, kindergarten and first grade teachers assessed their students on two math objectives and one reading objective. These "checkpoints" provide a general indicator of growth toward the objectives.

Attached you will find the current performance levels of both kindergarten and first grade students on the reading objective. In addition to those reports, an example of an individualized report of a student who is considered "at risk" regarding reading readiness skills has been added. (The close monitoring of this student, or others like him/her, allows teachers to evaluate the effectiveness of intervention strategies.) With this type of data-driven instruction, classroom teachers are cognizant of the needs of the students in class.

Lastly, kindergarten and first grade teachers reflections on the impact of the SAGE program on their classroom is included.

Kindergarten Math:

Students will write count to 100: 60% of students meet benchmark

Students will order #1-20: 80% of students meet benchmark

First Grade Math:

Students will add and subtract math facts through ten:

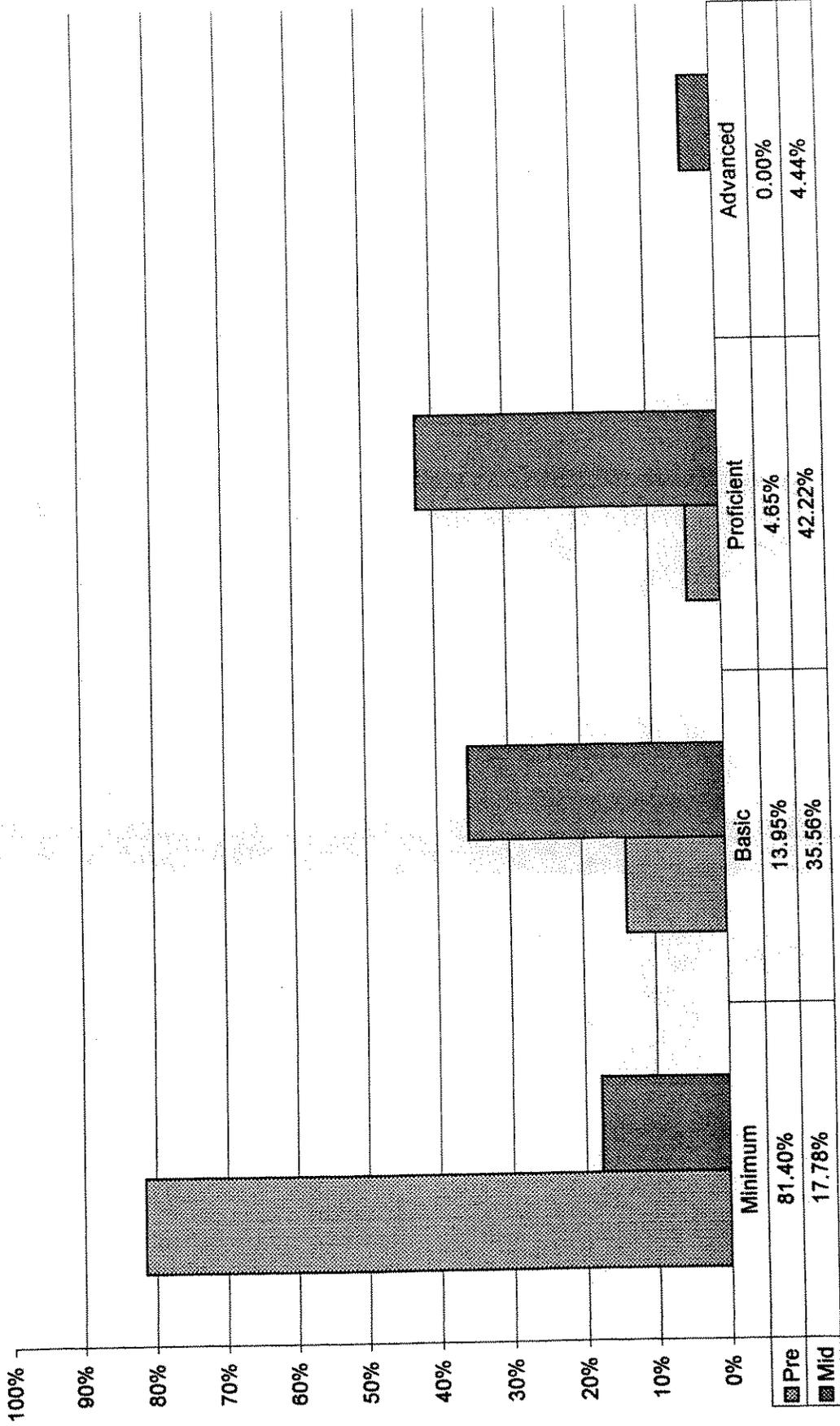
Addition: 75% of students meet benchmark

Subtraction: 43% of students meet benchmark

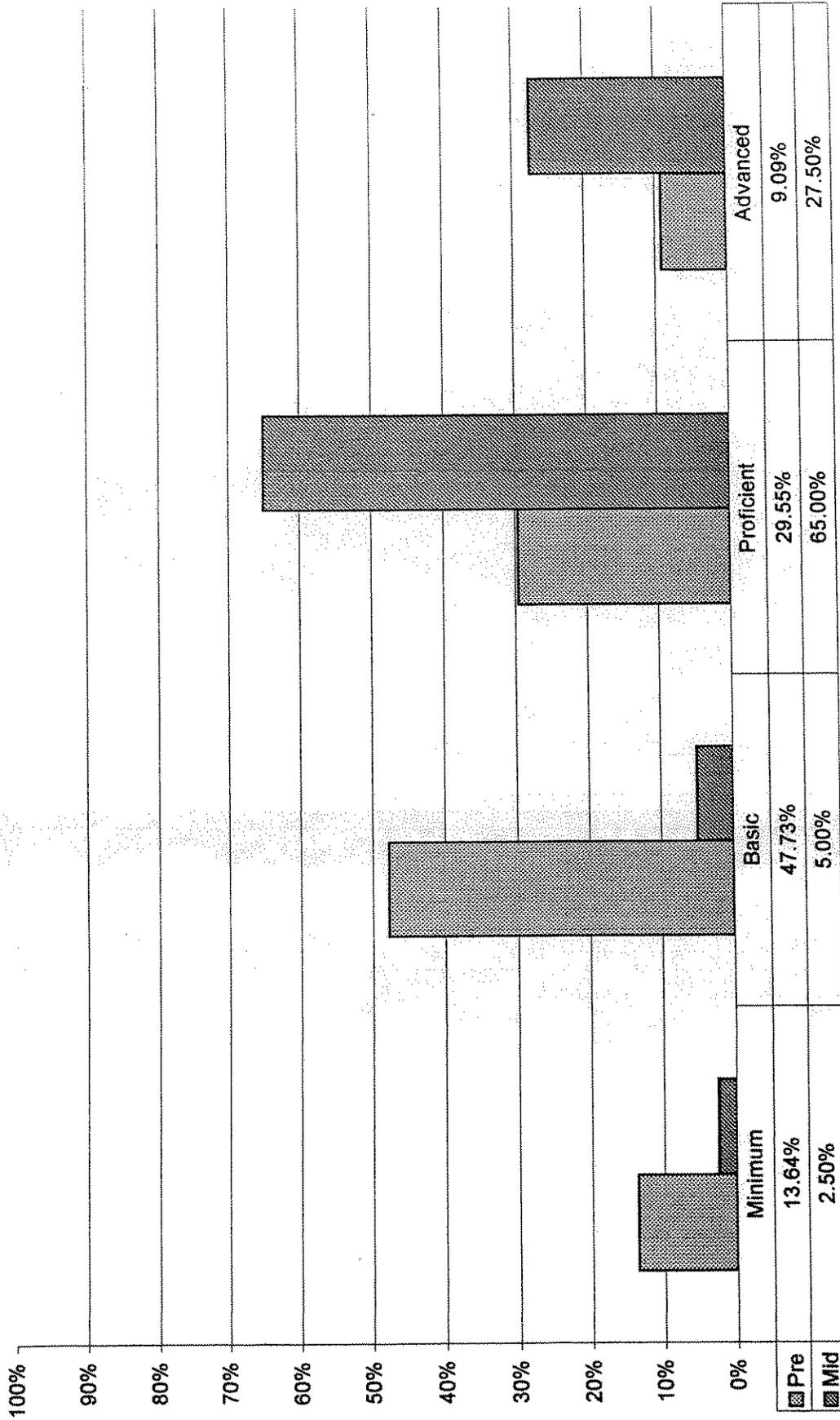
Kindergarten and First Grade Reading:

Students will recognize and name upper and lower case letters. (see attached)

**Letter Fluency
Central - Kindergarten**



**Letter Fluency
Central - First Grade**



Curriculum Based Measures

Teacher: Ms. Teacher

School: CENTRAL

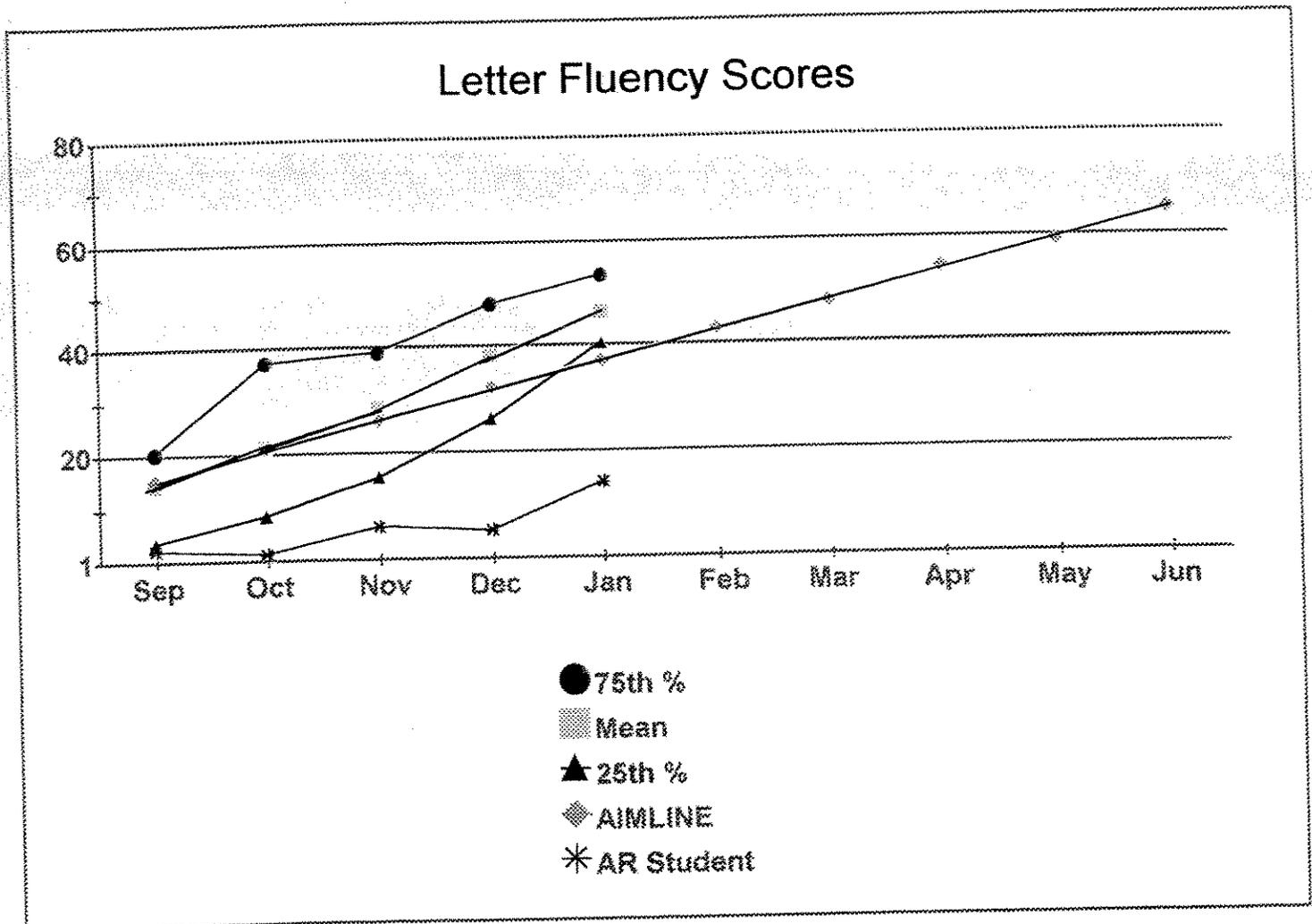
District: LAKE GENEVA

Subject: Letter Fluency

Year: 2000-2001

Grade:

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
75th %	20	37	39	48	53					
Mean	14	21	28	38	46					
25th %	3	8	15	26	40					
AIMLINE	15	21	26	32	37	43	48	54	59	65
AR Student	2	1	6	5	14					



Jan. 18, 2001

Dear Jt. 1 Board:

As a grade level the first grade staff at Central feels that the children have directly benefited from the SAGE program. Most obvious to us is the increased time we have been able to spend with each individual student. This time has allowed us to monitor individual progress more closely and better understand each student's preferred learning style. Assessment is a huge component of the new Trailblazers Math program, and we feel we have been able to assess the children's learning more completely with smaller classes. We have been able to provide each individual student with increased one-on-one instruction especially in the areas of reading and writing. We have been pleased with the growth each individual child is making to this point this year.

Sincerely,

Jacki Scholze
Betsey Bystol
Beth Hirschmann

During the course of the 2000/2001 school year, the kindergarten teachers at Central Elementary School have observed and assessed academic growth in their students. At this point in time it is difficult to determine if SAGE or the Full-Day Kindergarten program can be considered a stronger contributing factor to the success of the students. The kindergarten teachers believe it is a combination of the two programs that have allowed the following to occur in the kindergarten classrooms which result in successful learning.

1. More time for in depth teaching.
2. Students receive more one-to-one attention.
3. A rigorous curriculum can be taught well.

These simple factors help children learn more at a faster pace. We have more kindergarten students reading at an earlier stage due to an opportunity for more effective teaching methods.

At Central, the kindergarten teachers are impressed with Lake Geneva Jt. 1's decision to uphold the standards of the SAGE program by hiring a new kindergarten teacher mid-year. Keeping the class sizes to a 15 to 1 ratio is a SAGE guideline which enables teachers and students to address the rigorous curriculum laid out before them. Making proactive decisions in our district will help maintain the progress and integrity the SAGE program has allowed the teachers and students to begin.

S.A.G.E. MID- 2000/2001 SCHOOL YEAR SUMMARY for DENISON ELEMENTARY SCHOOL

Letter Fluency test results for Denison's kindergartens and first grades are shown on separate bar graphs.

Some Comments from Kindergarten:

- Nearly 100% of the students can recognize and name all the upper and lowercase letters.
- Nearly 100% of the students can differentiate between letters and words and demonstrate phonemic awareness.
- Nearly 100% of the students can write their first and last names without looking at name tags.
- Nearly 100% of the students can count to 20. Most are way beyond, counting to 100.
- A majority of the students can solve problems with addition, subtraction, interpret graphs, and measure with cubes.

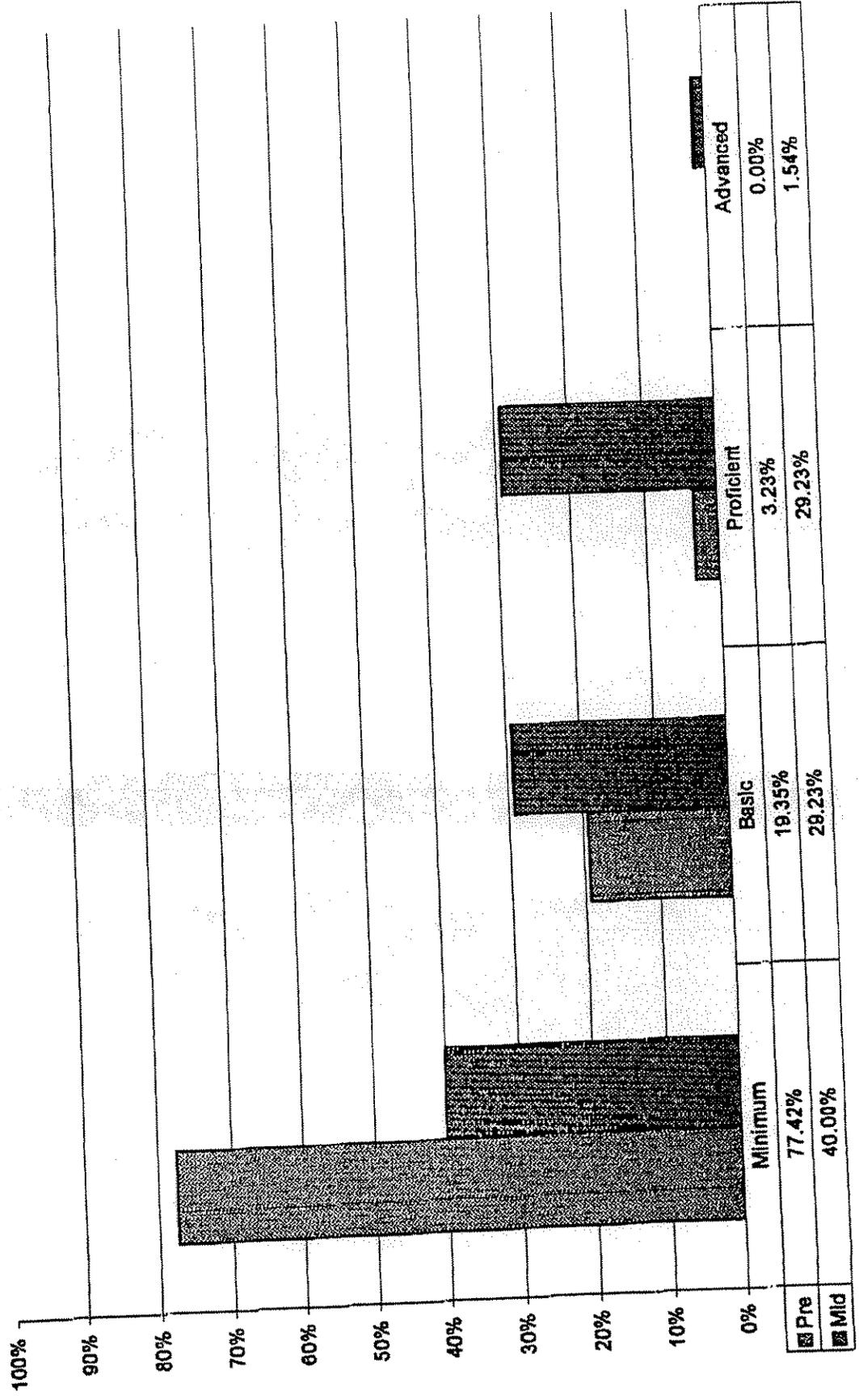
Some Comments from First Grade:

- One teacher's class has just completed the level 1.2 reading book.
- Vocabulary testing for that level resulted in all but three students missing more than 2 of 42 questions.
- Growth is seen in all areas of spelling and applying high frequency/sight words accurately.
- Growth is seen in writing complete sentences – capitalizing the initial word and using simple punctuation.
- The skills needed to write a basic story using a beginning, middle, and end are progressing well.
- On a recent math chapter test on adding math facts to 10, the average score for the class was 87%.
- On a recent math chapter test on estimating and measuring length using inches and non-standard units, the average score for the class was 81%.

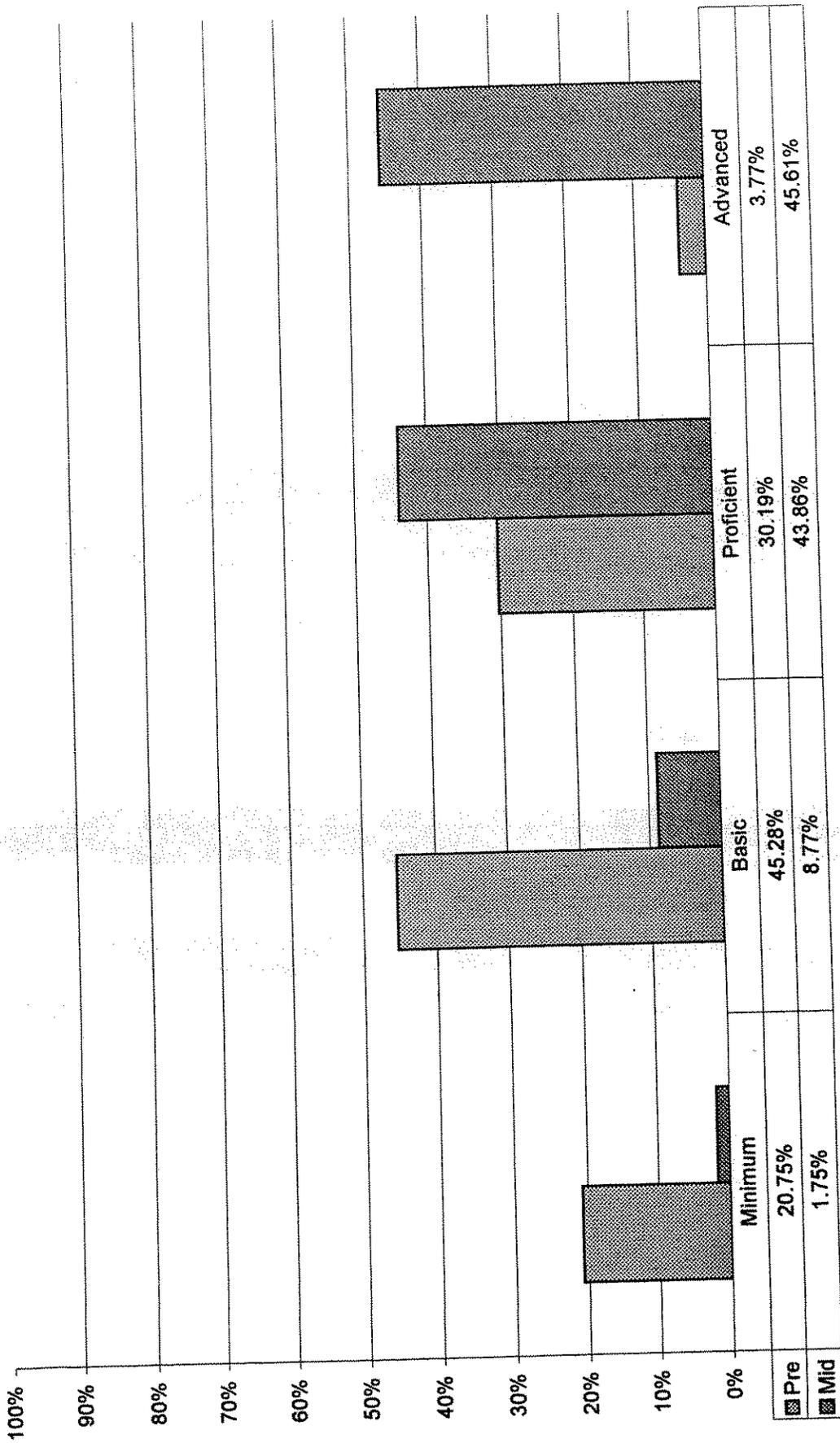
Lighted Schoolhouse Activities at Denison & Central

- After school assistance program for 3rd and 4th graders needing extra help (had been every Tuesday and Thursday – will be on Tuesdays only)
- Intramurals for 4th & 5th graders – every Monday – just finished volleyball – now basketball
- Open Computer Lab – every Tuesday & Thursday
- Family Literacy Nights – every Tuesday & Thursday
- Parent Workshops (Parent University) – series of workshops for parents

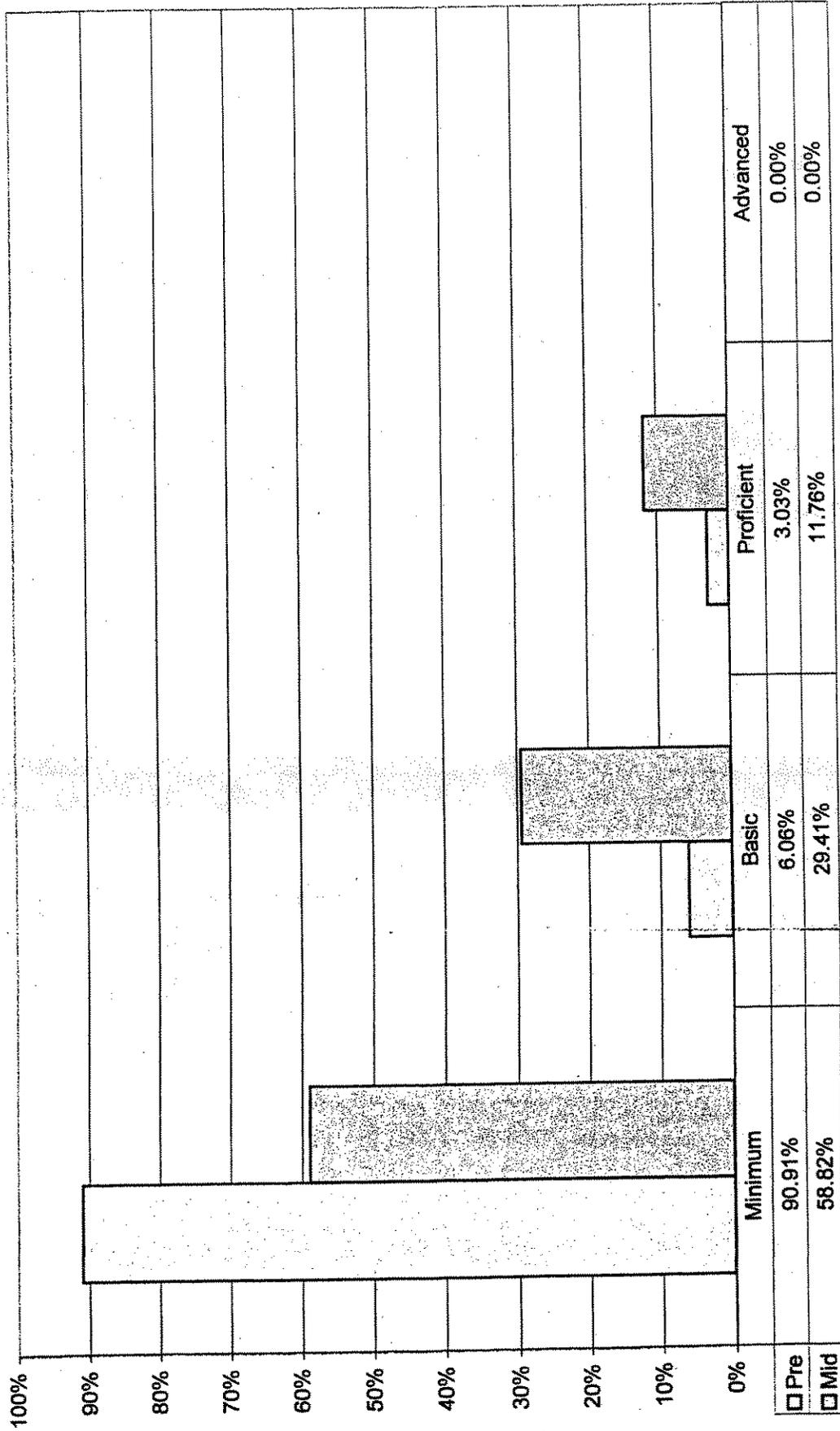
Letter Fluency Denison-Kindergarten



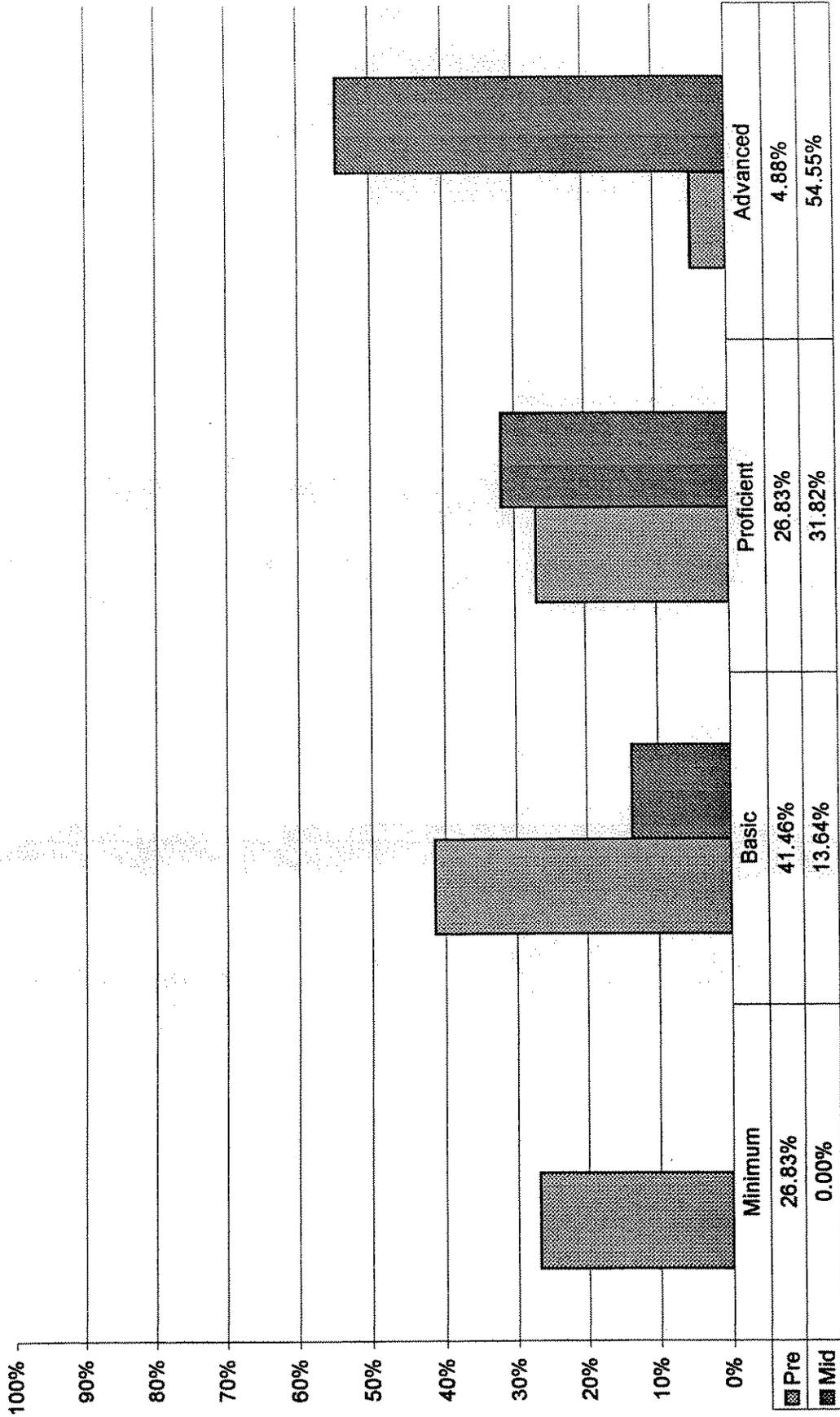
**Letter Fluency
Denison - First Grade**



**Letter Fluency
Eastview - Kindergarten**



**Letter Fluency
Eastview - First Grade**



Sage Mid-Year Summary

Star Center Elementary School

Teacher Comments

- We have more individual time to read what students have written and to listen to them read.
- I know what the students are absorbing everyday
- I am able to assess student learning throughout each day
- There is more time to talk to parents. At conferences we are able to make more valuable comments and have more valuable discussion.
- Disciplinary problems are easier to monitor.
- We are able to make adaptations in lessons for students who need differentiation
- We have more direct contact on a consistent basis
- There is more attention time for each student
- This allows us to promote the necessary hands-on, minds-on learning.
- Trailblazers has lots of hands on learning and Sage allows us to effectively implement this program.
- Without a doubt, it's allowed the phonemic awareness. This prepares the students for reading at a much better pace.
- The Sage kids are writing like Crazy!

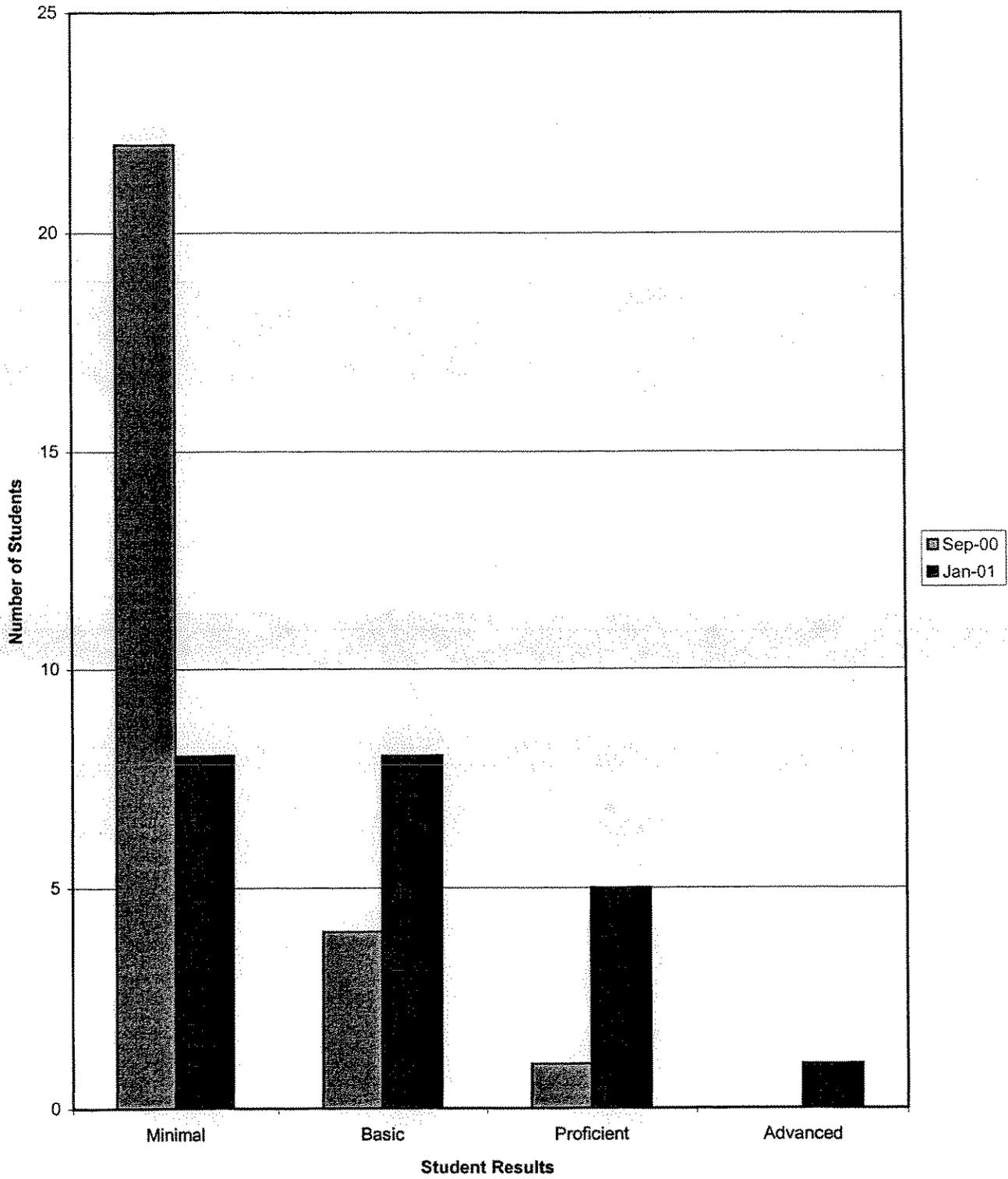
Parent Comments

- I love Sage. The attention my child gets in his room is great!
- Sage is wonderful, it's exactly what we needed for our child.
- The positive results of having small class size is evident to us.
- We think Sage is the best thing that has happened in this school system for the kindergarten kids.

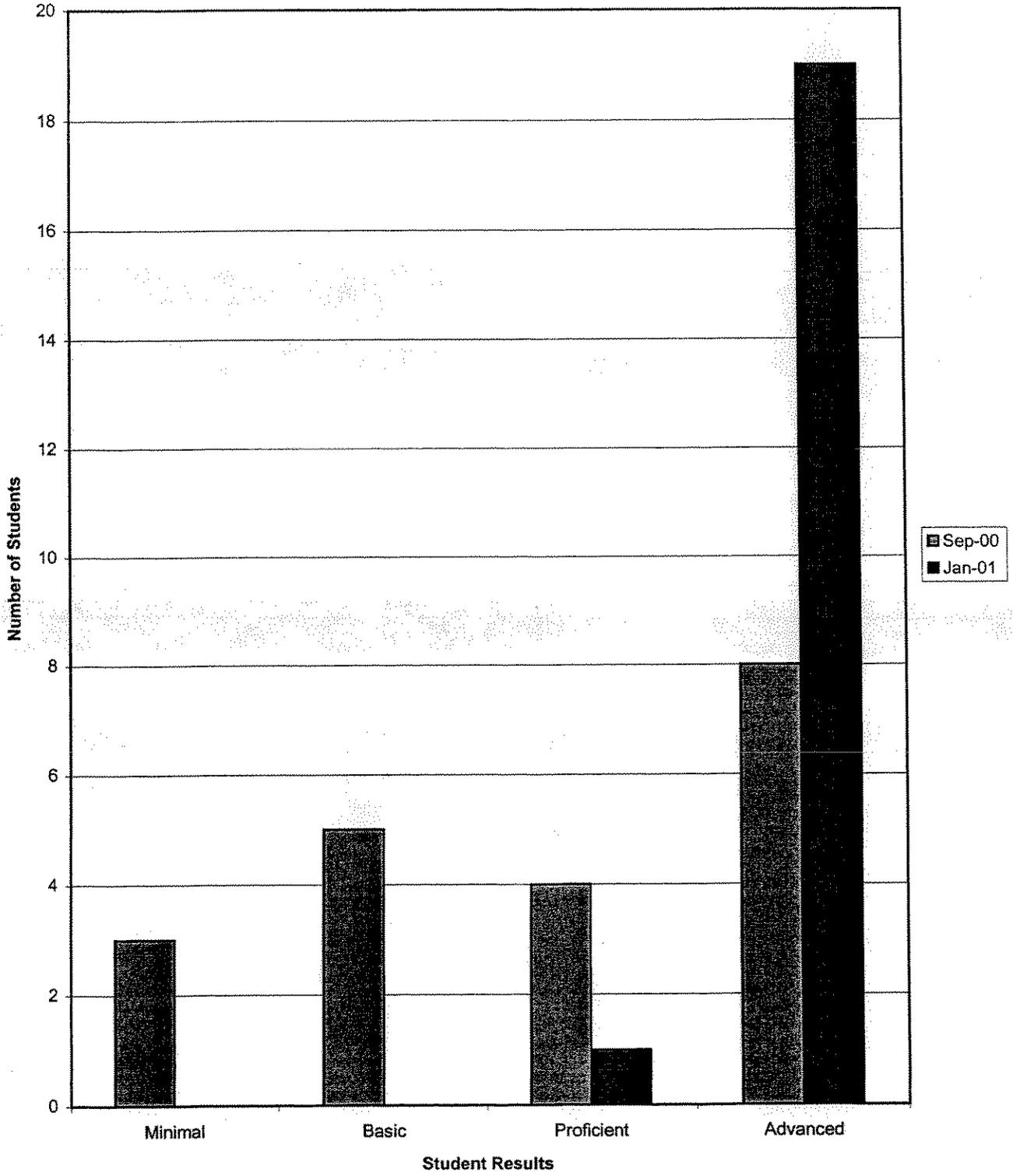
Lighted Schoolhouse Activities

- ◆ Homework Assistance, Tuesdays and Thursdays 3:30 – 4:30
- ◆ Fitness Fun, Thursdays 3:30 – 4:30
- ◆ Community Computer Lab 3:30 – 4:30
- ◆ Family Reading Nights (R.I.F.)
- ◆ Running Start (First Grade Reading Program)
- ◆ Parent Information Nights: What is the Third Grade Reading Test?
What is the Fourth Grade Reading Test?
What can I do to help my child read better?
What is standards-based math?
How can I help my child learn their math facts?
- ◆ Speaking Spanish Night - planned for May

Letter Fluency - Star Center Kindergarten



Letter Fluency - Star Center First Grade



Academic - no weigh comparison
to what Bill Steuter.

GOBY

Hello, Honor to speak on in favor
of more support ~~from the state~~ ~~and~~ from the
state for the UW-system.

* Higher ed. is at a critical moment in the
state of Wisconsin.

E racial stats J

* Equal and fair access is at stake with Gov. proposed budget

* Shortfalls in State Aid by 5% in comparison to surrounding states
Ill 6.1 Min 4.4 - Our state is almost at the

* bottom in the U.S. when it comes to increasing
financial support for higher education.

* GPR is only being use to fund things that are need to run UW

* No New programming has been allocated

* No Increase for Plan 2008 - [lect, Fac, stud, Admin

* With the New BUSH plan higher ed.

* No Increase for wher, Lawton, AOP

* Tuition Flexibility -

[Placke, Wirch, ~~USE~~]

Coley Mandley
4019 outcrop rd
Kenosha, WI 53144

My name is Patrick Sherman I am a school board member for Genoa City JT. 2. I am also a school board member for Lake Geneva-Genoa City Union High School and this year serve as President of the Wisconsin Association of School Boards. First I would like to thank you for this opportunity to talk to the Joint Finance Committee. The voice I raise today is not just that of my fellow school boards members, but it is the voice of individuals that have no voice in this budget debate, the over 3 million children that attend public schools in Wisconsin

The proposed biennium budget has items that I agree with and items that I do not. I do thank you for your commitment to continue funding school costs at the 2/3 level. I take exception to limiting referendum dates to just the spring and fall elections.

I would like to use the majority of my time to talk to you about student achievement. Ten years ago I chose to run for my local school board because I believed in public education. I believe that it is a community's responsibility to make sure every child is successful. I believed that the young minds we train today will someday train others. I believe that a young person that now sits in our classrooms will someday return to my community to practice medicine. That still others will build our homes, protect our streets and minister to our souls. Now ten years later I hold these beliefs more firmly, however I fear that the success of our young people is threatened. The threat I speak of is the ever-increasing pressure of revenue caps placed on school districts. I do not ask you today for more money to fund schools, but rather I ask you for the authority to allow school boards to exceed the revenue caps by 2% of the average statewide per pupil cost. These funds would be outside the 2/3 funding and be raised on the local tax levies. After years of operating our school budgets under revenue caps school districts thought out Wisconsin need this flexibility to continue to enhance student achievement. In my own school district this past year we have a group of low ability students, they are below grade level in reading. The majority of these students have recently moved into our district. They are now our students and our responsibility to educate. Ideally we would like to hire another staff member and lower class size so that these students needs can be addressed. However under revenue caps we do not have the funds to do this. This is just one example of how this 2% solution can enhance student achievement.

I remind this committee that school board members are locally elected officials and if the citizens in our communities do not agree with our use of this tax revenue we will not be board members for long. I ask you to allow school board members to do the job we were elected to do, make sure every child is successful.

For the past five years, though my work with the Wisconsin Association of School Boards, I have championed the cause of better public education on a national level. What I have learned is that Wisconsin is a leader in public Education, our yearly average ACT scores is proof of this leadership. The credit for Wisconsin's success is a tribute to you our state elected officials, to my fellow locally elected board members, to the administrators and teachers in our schools and to the taxpayers of Wisconsin. I ask you today, to allow school boards in Wisconsin, to continue to build upon this success. Allow us revenue cap flexibility so we can enhance student achievement and make sure every child is successful. Thank you for the opportunity to address you today.

Patrick L. Sherman

President Wisconsin Association of School Boards

Board of Education Genoa City JT. 2

Board of Education Lake Geneva-Genoa City Union High School

To: Members of the Joint Finance Committee

My name is Rita Leahy. I am the president of Lake Geneva Country Meats, Inc., a small meat plant in Lake Geneva. We slaughter and process beef, pork, lambs and buffalo, cure and smoke hams and bacons and make a variety of sausages. We also have a retail store in the front of the building. I have been in the business for 35 years. We are like many other small family owned meat businesses in the state.

I would like to ask you to support funding for building the new meat lab at the University of Wisconsin in Madison.

The help we receive from the current meat lab is very important to us as small businesses. For many of us it is the only place we can turn to for assistance and knowledge. The whole industry benefits from the seminars, demonstrations and research conducted at the Meat and Animal Science department. With the multitude of government regulations that govern our industry and especially the HACCP program, our small meat processors need the expertise of the University staff. Many of us consult with them on a weekly, sometimes daily, basis.

A new lab which could be used for the most up to date training, research and education of today's and tomorrow's meat processors and producers will help the state's agriculture industry overall. It will bring the University of Wisconsin into the 21st Century as a leader in education and research in the food industry.

Please support this very worthwhile project. This budget item will pay off in huge dividends for the health and well being of all the people of this state.

The Wisconsin Association of Meat Processors has dedicated \$100,000 of their monies for this project. We are happy to "put our money where our mouth is". I am Treasurer of that Association - it will be my pleasure to write that check.

Thank you for your attention.

Presented at UW-Parkside, Kenosha, WI - April 10, 2001

April 9, 2001

I am asking you to take my concerns into consideration. If you have any questions or would like additional information, please feel free to contact me at (262) 681-3425.

Sincerely,



Diane Zitzner

Joint Finance Committee Hearing/presentation @ UW-Parkside, April 10, 2001, by Jack Carter

Since 1990, I've been researching solutions to Wisconsin's 3 main "K-12 Plus" educational problems; namely:

- #1 Uneven funding,
- #2 Inefficient use of funding, and
- #3 Under-educated high school graduates. Solutions to these 3 problems are:

- Re1 A funding concept pronounced 'Or See,' ORSC, meaning One Room Schoolhouse Concept for 100% direct-funding of "optimized classrooms," (within a 66% down to 61% level)
- Re 2 & 3 A K-12 school reorganization concept called, SATT Schools 2000, a PK-10+2 primary-secondary+coop tech college educational continuum!

These solutions will require life-supporting "extra oxygen" in the form of new school legislation which will accomplish the following:

- a) Provides a means of ranking K-12 school districts from 1 to 426 based on an exit-grade assessment enjoying national acceptance, relevance & comparability,
- b) Provides a means of ranking Wisconsin's K-12 education among the 50 states,
- c) Provides a means of ranking Wisconsin's 6 largest K-12 school districts, individually & collectively, with the 'international community of nations' tested by global standards,
- d) Fully empowers school districts, tech & 4-year colleges and the mayors of Wisconsin's 6 largest school districts to create competitive school Sub Districts of the Charter Schools instrumentality and non-instrumentality types,
- e) Provides an 'expert teaching licensure' classification based on 10-year demonstrated career proficiency in any/all tech, 4-year & graduate college 2-to-7-year degree programs,
- f) Provides a fair, unencumbered & standardized process for entry & exit from instrumentality & non-instrumentality Charter governed schools, Sub Districts & Districts, and
- g) Provides a complete transformation of DPI into Wisconsin's "management overseer" for all educational research, researched-based "optimization specs," funding classifications, & funding allocations per classification (based on "optimization specs").

Both ORSC & SATT Schools 2000 are proprietary concepts developed by Carter Associates to achieve these main objectives:

- # Double the knowledge-base of grade 10 SATT high school graduates,
- # Lower 'per pupil costs' in the range of 10 to 35% (progressively over 7-years),
- # With cost savings provide 2-year/merit-based tertiary scholarships of \$5,000 to \$20,000,
- # Make coop tech college the last 2-years of state mandated education, and
- # Revolutionize teacher education via a coop/4-year/masters program which includes 3.6 years of teaching intership under the tutelage of master teachers! !!

Respectfully,



Jack Carter
President

CARTER ASSOCIATES



President

EDUCATIONAL CONSULTANTS in organizational optimization, ie, K-12 to PK-10+2 & Cooperative Tech College Reforms !!!
1444 Hickory Way, Racine, Wisconsin 53405-1714 U.S.A. // (414) 633-6481

Eighth-graders just average

Out of 38 nations, American students finished 15th in math, science

Cox News Service,
Associated Press

Washington — America's eighth-graders still are largely outperformed by children in industrialized Asian and European nations, scoring only at average levels on the latest round of international math and science tests.

The U.S. students finished 15th among 38 countries when scores on science and math tests were combined for an analysis released Tuesday.

Among countries ahead of the U.S. were Australia, Canada, Taiwan, Hungary, Slovakia and Slovenia.

Education Secretary Richard Riley emphasized the positive side of the U.S. performance on the latest round of global tests, which were given in the 1998-'99 school year as part of the Third International Mathematics and Science Study.

"We're not below the international average in any area in math or science," Riley said. "This is encouraging news, but we can do much better."

"That's an appalling way to look at it," said William E. Brock, a former labor secretary under President Ronald Reagan and a board member of the pro-reform, non-partisan Council for Basic Education. "The people who are beating us include the Slovak Republic and the Russian Federation, for goodness sake."

Describing the results as "dis-

TOP 25 NATIONS

MATH

Singapore
Korea
Taiwan
Hong Kong
Japan
Flemish part of Belgium
Netherlands
Slovakia
Hungary
Canada
Slovenia
Russian Federation
Australia
Finland
Czech Republic
Malaysia
Bulgaria
Latvia
United States
England
New Zealand
Lithuania
Italy
Cyprus
Romania

SCIENCE

Taiwan
Singapore
Hungary
Japan
Korea
Netherlands
Australia
Czech Republic
England
Finland
Slovakia
Flemish part of Belgium
Slovenia
Canada
Hong Kong
Russian Federation
Bulgaria
United States
New Zealand
Latvia
Italy
Malaysia
Lithuania
Thailand
Romania

Source: Associated Press

turbing, but not really surprising," Edward Rust, chairman and chief executive officer of State Farm Insurance Cos., said the U.S. scores show that "improving student achievement requires more than just adopting higher standards."

"We must also focus on curriculum and on teacher preparation and development to translate standards into performance," said Rust, who chairs the educa-

tion task force of the Business Roundtable, an organization of CEOs whose companies together employ more than 10 million people.

On the most recent science test, the countries' scores averaged 488 and ranged from 569 in Taiwan to 243 in South Africa. In math, scores averaged 487 and ranged from 604 in Singapore to 275 in South Africa.

The U.S. eighth-graders averaged 515 in science and 502 in math. Their scores were statistically identical to those in five other nations (Hong Kong, Russia, Bulgaria, New Zealand and Latvia) in science and in six other nations (Czech Republic, Malaysia, Bulgaria, Latvia, England and New Zealand) in math.

"If we'd brought this scorecard back from Australia after the Olympics, I don't think the United States would have been satisfied," said Arthur Eisenkraft of Bedford, N.Y., a high school physics teacher and president of the National Science Teachers Association.

Gary Phillips, acting head of the National Center for Education Statistics, which helped the National Science Foundation supervise the U.S. portion of the study, said there were three statistically valid ways to view the results:

■ In the latest 38-country test, U.S. eighth-graders "exceeded the international average" in both science and math.

■ In 23 countries that tested eighth-graders in 1994-'95 and in 1998-'99, average scores improved significantly in the latest round for Canada, Cyprus and Latvia and fell in the Czech Republic. The United States was among the 19 that showed no change.

■ In 17 countries that tested a cross-section of the same students as fourth-graders in 1994-'95 and as eighth-graders in 1998-'99, the Americans dropped from 9th to 12th place in math and from 3rd to 11th in science.

"As U.S. students pass through school, they fall further behind their international peers," Phillips said.

to decrease your risk

individuals can do

NOTES:



RUSD's 2002-03/2015-16 international academic ranking target ! ! ! !



RUSD's 2000-01 estimated international academic ranking? ? ? ? ?

visit us on-line at
roedtert.com

MEDICAL COLLEGE
Cardiovascular Center

in this

"Current U.S. K-12 education begets
.....uncompetitive U.S. graduates,
.....uncompetitive U.S. companies and
.....going forward
.....an uncompetitive United States.

THE U.S. 13-YEAR GOAL MUST BE TO BECOME #3, #2 OR #1!"

Jack Carter, President, TERM, January 24, 2001

Aquatic World
Wisconsin's Largest 22,000 Sq. Ft. Free

"The Gift of Adventure & Fun"

SHERPERS inc.
Everything for the Great Outdoors
and More!
1000's of Gift Items at

Request is to remove HMOs for the sake
of low-income children / families which serves
Head Start as well
as all children in the
State of Wisconsin,
Dolores H.

R/K CAA Head Start
Dolores Hernandez
Health Manager
April 10, 2001

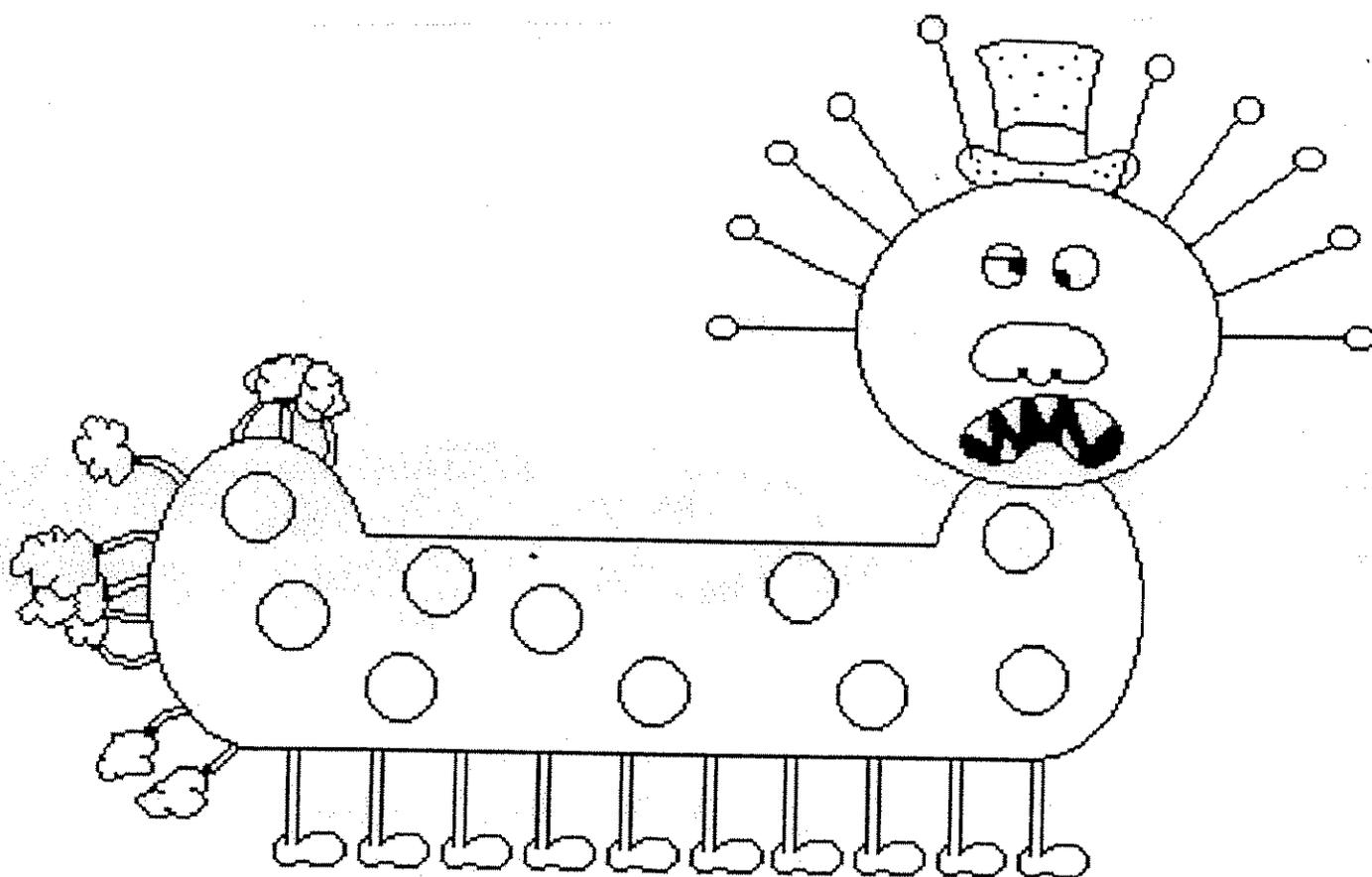
The Racine Head Start is a comprehensive preschool development program. The program assists low-income families in "Breaking the Cycle of Poverty." Core components of Head Start are Education, Social Service, Health, Nutrition, Parental Involvement and services provided to children identified with disabilities. Head Start takes great pride in providing these services to the families and in the Racine community.

Racine Head Start has 689 enrolled children, with a waiting list of 50 pending openings for enrollment. There are six sites. Four sites in the city of Racine and two sites west of I-94, in Union Grove and Burlington.

One key component in all Head Starts around the nation is that of Health services. Health Services is inclusive of medical, dental, nutrition, and immunizations. Head Start is required by the Federally Mandated Performance Standards to have all children receive a yearly physical exam, yearly dental exam and to be complete and/or current with their immunization.

I am here to speak to you today on the required portion of yearly dental exams. I have now been working in the Health Service Area for six years. I have seen both the good and the not so good in W-2 reform that have affected our low-income families. The not-so-good effects are felt primarily in the dental services for low-income families or shall I the lack of services for our low-income families.

- City of Racine has one dentist serving the low-income/badger care families.
- With a program of 689 children and families, the needs are not being met.
- Families have reservation because the dentist who accepts the state badger care is not a pediatric dentist and per their statements they feel a person who specialize with children would be their best choice for dental health care.



P-5 Four Year Old Program

Presenters: Judy Sommer, Sheila Johnson

Gilbert Knapp Elementary School

Racine, Wisconsin 53405

Knapp School P-5 Four Year Old Kindergarten Program

The goal of the Knapp P-5 preschool program is to work toward full development of each child who is enrolled in the early childhood program in the areas of communication, motor skills, self-help skills, socialization skills, and academic skills so that he/she will be prepared for future educational and life experiences.

This goal also extends to helping the parents of our children as they strive together with the school in developing their children's unique abilities. The Knapp preschool staff works to provide both children and parents with activities that develop a positive attitude toward school and the educational process.

Half day sessions are held on Monday, Tuesday, Thursday and Friday in the morning from 7:50-10:40a.m. and in the afternoon from 11:40-2:30p.m. Wednesday is a teacher visitation and planning day. NO CHILDREN ARE IN ATTENDANCE. A maximum pupil-teacher ratio of 17 to 2 is maintained in the classroom. Both the teacher and assistant in the Knapp four year old program are knowledgeable in the area of early childhood education.

Knapp's preschool staff recognize that young children learn by being ACTIVELY involved in their environment. Therefore Knapp's four year old program attempts to provide active learning experiences that are relevant to the children's lives in order to allow for real understanding and concept development, not simply memorization of little understood facts.

The Knapp preschool staff further recognize that young children develop at different rates and that the teacher's and assistant's job is to guide every child through his/her unique developmental growth pattern. Children are taken from where they are when they enter preschool and they are moved along the educational continuum as far as they can go in the short time they are in the Knapp program.

The staff is extremely conscious of the appropriateness of activities, providing children with "hands-on" learning opportunities whenever possible and keeping symbolic paper-pencil activities to a bare minimum. The length of time spent on any one activity is also monitored closely and adjusted according to the children's attention spans and interest levels.

The Knapp instructional program is CHILD-CENTERED with a major emphasis on language development. The teacher and assistant facilitate social and mental growth by providing children with experiences that allow for the manipulation of materials within their environment, the making of choices, and the using of creative problem solving techniques. These experiences may take place inside or outside of the classroom, in large group or small group settings.

The children's language skills are developed and expanded through these same learning experiences. The teacher and assistant ask the children to talk about what they are doing while they are going through the experience. They help the children make observations and see relationships by setting up problems that the children have to solve. They may follow up the activity by making charts or books about the children's experiences and by reading these written accounts back to the children. They may make tapes and then listen to the children's own spoken accounts to reinforce the learning experience as well. Library books on the same or related topics are continually shared and discussed. The teacher and assistant make the written and spoken classroom language an integral part of the children's school lives.

Instructional activities include curriculum that strengthens the children's abilities in the following areas:

- Language usage and communication
- Physical coordination--large and small muscle movement
- Self-help skills(eating, dressing, bathroom, etc.)
- Social skills(getting along with others, using manners)
- Age appropriate knowledge(size, order, pattern, likenesses and differences, color, number, general information, etc.)

The teacher and assistant make visits to the homes of their students during the school year. They inform parents about their child's progress and assist parents in learning techniques and skills that can be used at home to further develop their child's potential. The Knapp preschool staff views education as a responsibility shared by both school and home. They continually work with parents towards this end.

What We Want for Preschoolers

Perhaps the most difficult lesson any parent or teacher must learn is this: to allow children to live comfortably in their youthful world and to encourage them to discover and follow their self-chosen paths to knowledge and maturity. Our role is to accompany children on their journey, clearing the path of obstacles and offering encouragement and guidance, not surging to the forefront to lead-the way.

Basic long-range goals for preschoolers are as follows:

1. Develop each child's ability to make choices and decisions about what to do and how to do it, using his or her own time and energy effectively.
2. Develop each child's self-discipline and ability to identify, pursue, and complete self-chosen goals and tasks with originality and responsibility.
3. Develop each child's ability to work with other children and adults in group planning, cooperative efforts, and with shared leadership.
4. Develop each child's knowledge of objects, skill in the arts, and comfort with physical movement.
5. Develop each child's ability to express thoughts, ideas, and feelings; to speak about, dramatize, and graphically represent experiences in order to communicate them to others.
6. Develop each child's ability to comprehend others' spoken, written, dramatic, and graphic representations.
7. Develop each child's ability to apply his or her reasoning abilities to a wide range of situations, using a variety of materials.
8. Develop each child's creativity, initiative, spirit of inquiry, and openness to knowledge and other people's viewpoints.

* * *

This article is reprinted from High/Scope ReSource, Spring 1986.

P-5 Four Year Kindergarten Home Visit Information

First Visit:

- *Parents as Teachers
- *3-4/5-6 Year Old Characteristics
- *Handwriting Sheet
- *Parent Primer Booklet
- Attendance call-in reminder
- Parent questions from Orientation?
- Review Daily Schedule--routine, sharing, snack
- Hearing and vision retesting
- Progress report form
- Parent meeting ideas--public library, gingerbread house making,
Homemade games, discipline?
- Nicknames?
- Habits--likes/dislikes (food allergies)

Second Visit:

- Review previous progress report--update growth/behaviors
- Parent questions/concerns?
- *Reading to your child
- *Re-reading old favorites
- *Improving children's listening skills
- *Emergent writing skills
- *Writing process
- *Writing progression/stages (Visual Samples)
- *A Parent's Alphabet

*handouts given

AGES 3-4

COMES WITH A
PERPETUAL CHARGE
OF ENERGY

NEEDS SIMPLE,
CLEAR DIRECTIONS

MAY BE SOCIALLY NAIVE

KEEP ACTIVITIES
SHORT, SIMPLE
and VARIED

10 MINUTE
ATTENTION
SPAN

SPARKLE IN EYES*

SHORT
MEMORY...

IN → → OUT

PERSON OF FEW WORDS

LEARNING TO CUT,
PASTE and DRAW

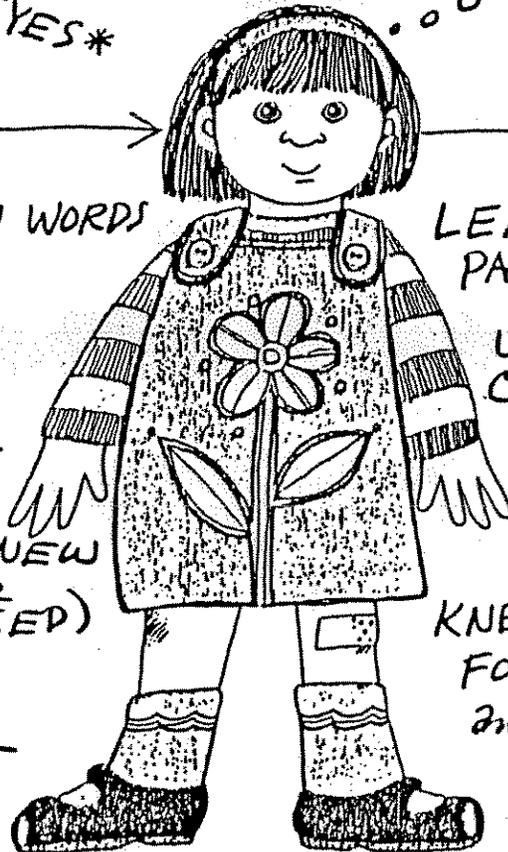
HAS MASTERED
POURING GLUE

USES
CLOTHING
AS COSTUME,
HANDKERCHIEF
and TOWEL

SEAT IS LIKE NEW
(HARDLY EVER
USED)

KNEES ALSO USED
FOR SITTING
and WALKING

RUNS FOR
PURE
ENJOYMENT



The school class may be a three- or four-year-old's first group experience. Warm, nurturing teachers make it a special time by accepting the children just as they are.

Preschoolers' energy and curiosity tend to be greater than their ability to concentrate or follow directions. Short, varied activities keep them busy and interested. Make directions simple. Repetition leads to mastery.

The children's motor, language, and social skills are developing. Learning to play with others, they may need help sharing and relating to classmates. Talking through difficulties works well. The children enjoy using dolls and blocks to act out their experiences.

AGES 5-6

BECOMING
MORE INDEPENDENT

PROUD OF
ACCOMPLISHMENTS

10-15 MINUTE
ATTENTION SPAN

SUDDEN
EMOTIONAL
UPS and DOWNS

STILL NEEDS
CLEAR and
SIMPLE
DIRECTIONS

PROBABLY A
VETERAN
OF 1-2 YEARS
OF SCHOOLING

RUDIMENTARY
KNOWLEDGE
OF
NUMBERS
and LETTERS

HEARING IS
SELECTIVE

SMALL MOTOR
COORDINATION
IMPROVING
BUT STILL
SHAKY

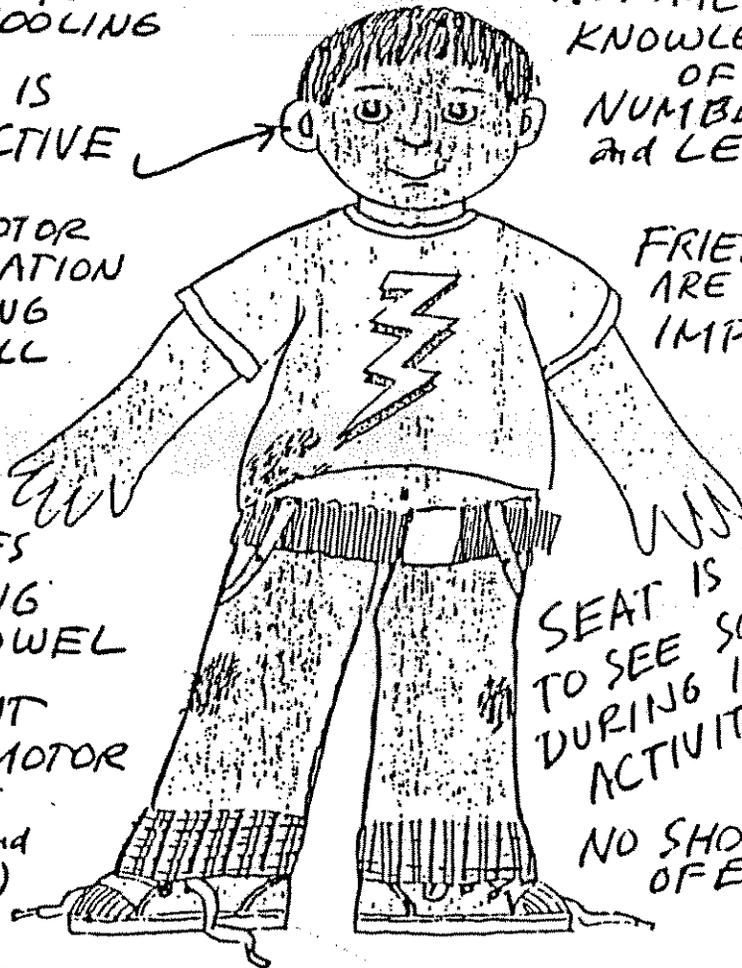
FRIENDS
ARE VERY
IMPORTANT

STILL USES
CLOTHING
AS TOWEL

EXCELLENT
LARGE MOTOR
SKILLS
(Running and
Jumping)

SEAT IS BEGINNING
TO SEE SOME WEAR
DURING INTERESTING
ACTIVITIES

NO SHORTAGE
OF ENERGY



Fives and Sixes are delightful. Eager to be part of a group and accustomed to school routines, they adapt quickly to new environments. Almost all enjoy learning new things. Their attention span is growing; give them opportunities to participate as well as listen.

Although more independent than preschoolers, Fives and Sixes still need encouragement and advice. They tend to move from emotion to emotion as quickly

as from place to place. Teachers can accept such feelings and help the children deal with them.

COMPUTER SOFTWARE

THE BACKYARD
BAILEY'S BOOK HOUSE
COLOR PLAYROOM
KIDSPIX
MACKIDS PRESCHOOL PACK
MILLIE'S MATH HOUSE
READY FOR LETTERS

MILLIKEN STORYTELLER:

CHILDREN'S CLASSICS--Little Red Riding Hood, Ugly Duckling, Henny
Penny
CHILDREN'S CLASSICS II--Aladin, Peter Rabbit, Jack and the Beanstalk

CHILDREN'S WRITING AND PUBLISHING
PICTURE CHOMPERS (MECC, 1990)
ANIMAL HOTEL--(Learning Technologies)
BIKE RIDE (LT)
LION'S WORKSHOP(LT)
SAME OR DIFFERENT(LT)

Bugs In A Box

Puzzles

Madeline

Peter Rabbit's Math Garden

Mother Goose

Chicka Chicka Boom Boom

Putt Putt

Easy Street

Computer Software

The Backyard by Broderbund

A playful place to learn about ecology, maps, people and more. *The Backyard* concentrates on science and social skills.

Bailey's Book House by Edmark

Six exciting activities that teach pre-reading skills. Children will create stories, identify letters, find and hear rhyming words, and enhance visual discrimination and memory.

The Playroom by Broderbund

Children learn about numbers, letters, time and develop thinking and computer skills while enjoying hours of stimulating play!

Kid Pix by Broderbund

A paint program for kids that combines sounds, graphics and magical special effects.

MacKid's Preschool Pack by Mackids

Preschool Pack consists of five activities designed to assist young children in learning basic skills.

Millie's Math House by Edmark

A fun program about numbers, patterns, sizes and shapes! Six interactive activities bring math concepts to life with animated characters, colorful graphics and music!

Reader Rabbit's Ready for Letters by the Learning Company

Children identify letters by sight and sound and more!

PARENT/CHILD HOME KITS

Today you are receiving a parent/child home kit. Each Thursday a new kit will be sent home with your child. It is to be returned on the following TUESDAY so we can inventory the contents on Wednesday and have them ready to go out again on Thursday. PLEASE TAKE EXTREME CARE WITH THESE KITS. PUT THEM IN A SPECIAL PLACE AND ONLY LET YOUR CHILD WORK WITH THEM UNDER ADULT SUPERVISION. We have very limited funds with which to purchase replacement items. A new kit will not be issued until the one checked out has been returned. You are expected to make an effort to replace items your child has broken or lost. A fee may be assessed.

There are four types of kits: literature, self-awareness, motor and readiness. Because our philosophy supports the development of the WHOLE CHILD, we will attempt to send a kit from each area in a four week cycle. All types of kits are of equal importance in your child's overall development.

Feel free to adjust the suggested activities for your child. These should be FUN learning activities. They are not meant to be a punishment or a burden. Remember to space the activities out over the week and to limit the time spent from 10-20 minutes in most cases.

Please let us know how you feel about the suggestions provided. We are always looking for ways to make the kits better. If you and your child invent any additional activities that you especially enjoy write them on the weekly kit verification form when you sign it. You should find this form in your weekly kit. Your comments are very helpful in assessing the usefulness of each kit.

If any item is missing from your kit there will be a note indicating such, otherwise you are to assume all the items listed on the direction sheet were present when the kit was given to your child.

Thank you for working with us on this project. Together we can make a positive difference in your child's early childhood experience.

MOTOR KITS.

- M41 Gross Motor--Streamers
- M42 Water Play
- M43 Playdough
- M44 Ball Skills
- M45 Fine Motor--Lacing
- M46 Gross Motor--Ropes
- M47 Fine Motor--Cutting
- M48 Fine Motor--Tongs, Tweezers, etc.
- M49 Catching and Throwing Skills--Newspaper Balls

LANGUAGE KITS.

- L1 Little Red Riding Hood
- L2 Little Red Hen
- L3 Goldilocks and the Three Bears
- L4 The Gingerbread Man
- L5 Three Billy Goats Gruff
- L6 Mary Had a Little Lamb, Little Bo Peep, Baa Baa Black Sheep
- L7 Peter Peter Pumpkin Eater, Little Jack Horner
- L8 Little Miss Muffet, Eensy Weensy Spider
- L9 Jack and Jill, Humpty Dumpty
- L10 Hey Diddle Diddle, Jack Be Nimble
- L11 *Jack + His Beanstalk*
- L12 *Hansel + Gretel*
- L13 *Three Little Kittens*

SELF-AWARENESS KITS.

- S21 Address
- S22 Happy Birthday
- S23 Phone Number
- S24 I Am Special
- S25 Myself and My Family
- S26 Look What I Can Do
- S27 Body Parts
- S28 Getting Along With Others
- S29 Pairs
- S30 Emotions--Angry
- S31 Emotions--Happy/Sad
- S32 Emotions--Scared

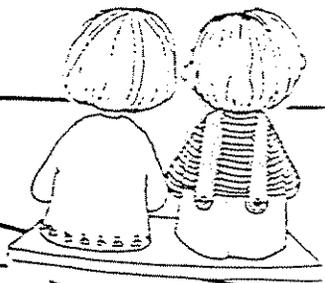
READINESS KITS.

- R61 Sorting/Classifying
- R62 Colors
- R63 Color Tiles
- R64 Shapes
- R65 Visual Discrimination--Patterning with Beads
- R66 Visual Discrimination--Peg Board Patterns
- R67 Hang Up the Clothes
- R68 Textures
- R69 Visual/Auditory Discrim.--Patterns with Sounds
- R70 Sounds in Our Environment
- R71 Opposites
- R72 Counting Objects--Number Recognition 1-10
- R73 Number Patterns 0-10
- R74 Set Recognition--Making Sets 1-10
- R75 Number Sequence 1-10

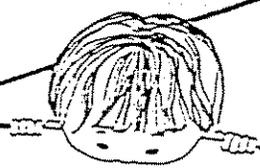


For the week of:

Message from the teacher

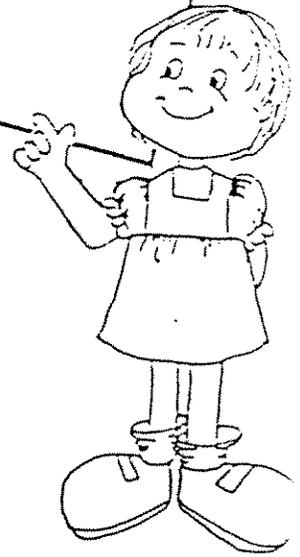
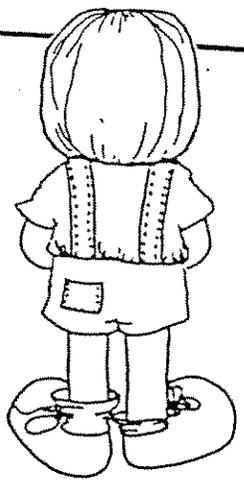


CLASSROOM NEWS



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UPCOMING EVENTS



Further support for P-5 is found in a February 2001 letter attached to my testimony from Dr. Spencer Korte, Superintendent of the Milwaukee Public Schools, addressed to Mr. Paul Spraggins, Head of the P-5 Program in the Department of Public Instruction. Here Dr. Korte indicates that 10 of 14 MPS 90-90-90 schools (schools with 90% or more minority students, 90% are eligible for free or reduced lunch, and 90% are performing at or above the state standard on the grade 3 Wisconsin Reading Comprehension Examination) are P-5 schools.

- Yesterday's report of 4th grade reading scores from 2000 by the National Assessment of Educational Progress again indicates what a challenge it is to raise test scores for the nation's urban children. I think we can generalize this to the children in Wisconsin's P-5 schools. This report is available at: <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001499>.
- The P-5 program needs increased funding in the 2001-2003 biennium in order to respond to the needs of the diverse children in our 39 schools. Therefore we are asking for an additional \$1 million in each year of the 2001-2003 biennium. While \$1 million seems expensive, when you divide it by 39 schools, it is only \$25,000 per school on average.
- Unlike the SAGE Program, no funding has been built into the P-5 Program for evaluation and, as a result, there has been limited assessment, particularly between schools in the four P-5 school districts. Therefore, we would be receptive to a portion of our increased funding for the 2001-2003 biennium being earmarked for assessment. As a result, there would be more definitive data on the functioning of P-5 and thus we as a board could chart P-5's future activities more precisely.

The Lighted Schoolhouse Program

Nicole Urquhart

April 10, 2001

I was first introduced to the Lighted Schoolhouse program last summer at Giese School. I had recently moved to Racine and I wanted to become acquainted with my neighborhood school. I was immediately impressed with the curriculum and staff. I soon realized that this was not any ordinary summer program where kids played games during most of their stay. This program was actually run by teachers from the school and other area schools using lesson plans preparing students for the upcoming school year. My children looked forward to attending and became more comfortable with their new surroundings.

As the new school year approached I had new concerns with the care of my children after school while I was at work. I was relieved to know that the Lighted Schoolhouse program was also available during the school year at my children's school. In the past I had my children in afterschool care where the emphasis was physical activity to keep the children occupied. Those type of programs are popular and can work well, but little attention is given to homework. Many times when children are picked up by parents and return home they are physically drained and are very tired when attempting to do their school work. Resulting in poor quality homework. The Lighted Schoolhouse program is an extension of the learning students received during school. It is also an extension of the responsibility the school has in providing a safe place for its students during and after regular school hours.

As more parents are working outside of the home the need for more supervision of school age children after school has increased. The need of constructive activity after school has become critical. We live in a day when we are competing for the attention of our young people against video games, music videos, sex and drugs. We can best fight for that attention during those hours when our youth is still quite attentive and ready to learn. The Lighted Schoolhouse program is staffed with teachers and aides that make sure that homework is completed and correct. The program provides tutoring assistance and expose students to educational activities that enhance their skills. The Lighted Schoolhouse program does not replace the parents' responsibility of checking their children's work, but provide a helping hand while parents are not available. Safety is a major concern and parents have a piece of mind knowing their children are in a secure area.

The Lighted Schoolhouse program is a free program which is very much appreciated by the parents. What is most appreciated is the piece of mind parents has knowing their children are in a safe and supervised environment. There is a familiar saying that it takes a village to raise a child. Lighted Schoolhouse is an excellent example of the village working with our children.



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College of Arts and Sciences

Teacher Education Department
Phone 262/595-2180
FAX 262/595-2265

April 10, 2001

TO: Joint Finance Committee, Wisconsin State Legislature

FROM: Dwayne G. Olsen, Chair, P-5 Advisory Council
Associate Professor of Teacher Education
(5118 Kinzie Avenue, Racine, WI 53406)

RE: 2001-2003 Biennium Budget for P-5

As chairperson of the state P-5 Advisory Council, I want to first thank you for your previous support for the P-5 program. As you know, P-5 is a program that responds to the needs of urban children in 39 schools in Beloit, Kenosha, Milwaukee, and Racine. The bottom line is that P-5 is NOT a program that requires schools to respond to "cookie-cutter" mandates from the state or a local school district. Rather, P-5 gives principals, parents, and teachers opportunity to respond to the needs of the children in their particular school, site-based management if you will, which is consistent with many current views of what quality public education should be.

I live in Racine, am a former member of the Racine School Board (1989-1994), and have a sense for the contributions of the P-5 Program to enriching the education of many children. I know of one Racine school which, when it lost its P-5 funding, had to drop its outstanding program for integrating technology into the curriculum (under current school district budget caps). I know of another P-5 school that had similar circumstances and, when P-5 funding was later restored, could only afford to employ an education assistant instead of a teacher to provide technology services to children.

I would like to make three further points:

- As a P-5 board, we are working hard to tighten up performance standards for Wisconsin's P-5 schools in order to assure that they are indeed accountable for children's learning. Over the years we have seen improvements in the functioning of our 39 schools, but they still must do better in order to close the gap between ~~minority~~ and minority children in Wisconsin and across the nation. *majority*



MILWAUKEE PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDEI

CENTRAL SERVICES BUILDING

5225 West Vliet Street

P.O. Box 2181

Milwaukee, Wisconsin 53201-2181

Phone: (414) 475-8001

Fax: (414) 475-8585

February 2001

Mr. Paul Spraggins
2410 Pendleton Place
Waukesha, WI 53188

Dear Mr. Spraggins:

I am pleased to provide you with the Milwaukee Public Schools' 1999-2000 annual report to the community. The report reveals a third consecutive year of improvement in the performance of fourth, eighth, and tenth grade students in the Wisconsin Knowledge and Concepts Exam (WKCE) tests in reading, mathematics, science, and social studies. Also, for the fourth consecutive year, the high school dropout rate has declined. Highlights of our progress and challenges are included.

MPS has a number of schools with high concentrations of minority students from low-income families that perform at very high levels. These schools have been coined our "90-90-90" schools. They are defined as follows: 90% or more of their students are minority, 90% are eligible for free or reduced lunch, and 90% of their students are performing at or above the state standard on the grade three Wisconsin Reading Comprehension Test. Fourteen MPS schools with these demographic conditions met or exceeded the 90% achievement level in 1999-2000. The schools are: Green Bay Avenue, Allen-Field, Keefe Avenue, Westside Academy, Story, Lee, Pierce, Thirty-seventh Street, Clark Street, Hayes Bilingual, Dr. Martin Luther King, Jr., Holmes, Longfellow, and Franklin.

We appreciate the support and involvement of many in the community on behalf of our students and schools. Community partnerships and the involvement of parents are essential to the success of our students. It is through this support that the district and individual schools have shown progress in a number of areas.

To get more information on individual school performance or additional districtwide information, please contact the MPS research and assessment office, 475-8259.

Sincerely,

A handwritten signature in black ink that reads "Spencer Korté". The signature is written in a cursive, flowing style.

Spencer D. Korté, Ph.D.
Superintendent of Schools

Enclosure

Ensuring Educational Excellence For Children Who Are Blind – Truth or Consequences?

By Mark A. Riccobono Director

Wisconsin Center for the Blind and Visually Impaired (WCBVI)

There are two general truths of educational finance that most people understand even if these truths are not easily swallowed. The first truth is appropriate quality education costs money to provide. The second truth is appropriate quality special education services cost even more money to be provided correctly. Let's face it, the second of these truths is often thought to be negative while the first is a noble and universally worthy thing. Who would argue against making more resources available to increase the quality of education, an investment in the future of our children. On the other hand, when times are tight, special education services are often the first to be questioned, scaled back, and reorganized. What does all of this have to do with children who are blind and the services of the Wisconsin Center for the Blind and Visually Impaired (WCBVI)? The answer depends on whether we are going to accept the truths surrounding education for children who are blind or whether we are going to accept the consequences that would result with passage of the biennial budget proposed by the Governor.

Truth:

In order for school districts to meet their obligation of providing a free appropriate education for children who are blind or visually impaired in the least restrictive environment:

- Assessments and evaluations should be conducted by professionals trained to understand the unique needs of the blind and visually impaired
- The full complement of placement options should be available
- Appropriate material and assistive devices should be accessible as needed
- Instruction in the expanded core curriculum (Braille, cane travel, etc.) must be included in the educational program
- Access to additional resources for the child and/or their family should be facilitated.

The WCBVI assists local educational agencies to meet these obligations while saving the LEA's money by providing support services, consultations, comprehensive instructional programs, and other materials and resources without drawing large revenues away from the districts. Furthermore, the WCBVI is expanding and enhancing these services as directed by the new statutory language of 1999 WI Act 9 and the Transition Plan submitted to the Governor and the Legislature from the State Superintendent on May 1, 2000.

Consequence:

If the provision in the Governor's budget directing the Department of Public Instruction (DPI) to maximize federal discretionary dollars to local school districts passes without corrective language allowing WCBVI to receive these funds from DPI, the WCBVI stands to lose \$1.7 million dollars of discretionary funding it currently receives to provide services (this includes 13 positions providing services across the state). Furthermore, if WCBVI takes the proposed 5% reduction in operating expenses, as part of the DPI's 5% reduction, services already operating on bare minimum funding will have to be reduced. The end result is that local districts will need to provide the necessary resources to replace those WCBVI could no longer provide in order to ensure FAPE and avoid violations of the I.D.E.A. legislation.

Example: Elimination of WCBVI discretionary funding would shatter all outreach services that presently directly impact over 250 blind and visually impaired children each year.

Truth:

The most requested service from WCBVI and the largest area of need across the state is in the area of assistive technologies for the blind. Wisconsin has very little expertise in the area of assistive technology for children who are blind and there are currently no programs or standards to guide local districts in evaluating and assigning technology to students. The WCBVI is working hard to develop a comprehensive pool of expertise and equipment to meet this great deficit across the state. Plans have been made and teachers of the visually impaired are waiting with anticipation for full implementation of this project.

Truth:

There is a tremendous shortage of teachers of the visually impaired and orientation and mobility specialists across the nation. Even districts actively seeking new staff are having a hard time attracting new teachers in the field of blindness. The DPI and WCBVI are actively supporting Wisconsin's only teacher preparation program in the area of blindness. This two year certification program, at Silver Lake College, is currently in its second year of its first class. Additionally, there is a waiting list forming for the class beginning in 2002. WCBVI is taking all steps to ensure that existing teachers stay current with professional practices and that there are new teachers entering the field.

Consequence:

The Governor's proposed budget includes \$526,000 to implement and upgrade the technology infrastructure and hardware/software available at WCBVI. This funding is crucial to meeting the increased demand by local districts for appropriate assistive technology evaluations and guidance on technology accessibility issues. If this funding does not remain in the budget, local districts and WCBVI will have the plug pulled on developing comprehensive tools and staff expertise for meeting assistive technology needs. In addition, the WCBVI requested the inclusion of 4.0 FTE to assist in the implementation of new supports and services in the area of assistive technology and higher education/teacher preparation. The new FTE were not included in the Governor's budget, these positions are essential to ensuring the provision of assistive technology and the preparation of new teachers in the field of blindness.

Truth:

Through three summers providing limited summer opportunities, WCBVI has demonstrated the enormous benefit that these opportunities have on enriching the skills of children who are blind or visually impaired. These programs were so demanded by parents that summer programs for children who are blind or visually impaired was added to the list of statutory services of WCBVI with the passage of 1999 Wisconsin Act 9. These services also assist with retention of crucial skills from one school year to the next.

Consequence:

WCBVI summer programs are currently an unfunded mandate supported by extra dollars squeezed out of the existing budget line. These programs have successfully developed but

can not grow any further, and are in real jeopardy of reduction, because of the current budgetary constraints. The proposed budget does not include the S&S increase of \$125,000 requested to fully fund WCBVI summer opportunities in multiple locations across the state.

Truth:

While solid measures are in place to tightly monitor overtime and limited term employee costs at WCBVI, the LTE expenditures for WCBVI can not be treated like those of other state agencies. When a teacher, teacher assistant, nurse, or residential dorm employee is absent, the work duties can not be left until the person returns to work. To do so would seriously compromise the educational services, safety, and health services being provided to children who are blind or visually impaired attending the WCBVI residential school program. Thus, LTE's must be brought in to maintain operations. The current LTE line is only adequate enough to fund about 68% of the actual LTE expenditures.

Consequence:

Without the requested increase in the LTE line, WCBVI must continue to reallocate funds from other areas to meet this crucial need. This limits the agency's ability to continue to make program improvements and add resources for statewide distribution.

Truth:

While blindness is a severe impairment, when proper training and opportunities are provided, the earlier in life the better, evidence shows that people who are blind or visually impaired can be successfully employed, contributing members of the community. However, all too often children who are blind or visually impaired are not provided appropriate services and opportunities and, additionally, make a poor transition to the adult rehabilitation system (Division for Vocational Rehabilitation). This transfers the responsibility to DVR to spend larger dollar amounts on comprehensive adjustment to blindness and employment training for these young adults. The better answer is for WCBVI to put in place the supports and opportunities to enhance the work of LEA's and send our children who are blind or visually impaired to the adult system, world of work, or post-secondary system, equipped with the tools necessary to be successful.

Consequences:

WCBVI requested funding for a number of ongoing supplies and services costs which will assist the state of Wisconsin to be a leader in successful outcomes for children who are blind or visually impaired. Furthermore, this up front funding would lessen the demands on the DVR as young adults who are blind would not have to secure long-term comprehensive training, to the degree required by many today, in order to achieve successful employment outcomes. None of the requested S&S items were included in the Governor's budget.

Truth (when it comes right down to it):

The WCBVI is not an agency which takes dollars away from, works in opposition to, or monitors the obligations to provide services to children who are blind in the local districts. Rather WCBVI saves districts dollars by providing instruction programs, evaluations, and resources that are better provided by the state than by each district individually taking advantage of economies of scale. WCBVI assists in the preparation of new teachers, provides on-going professional resources both for teachers of the visually impaired, general

curriculum teachers, and paraprofessionals, and provides resources on best practices in the field of blindness. Furthermore, the WCBVI has undergone a thorough review and examination over the past four years resulting in the legislature's reformulation of the scope and intensity of WCBVI services (see 1999 Wi Act 9). In addition, the DPI was required to and successfully completed a detailed plan for meeting increased services across the state to benefit children who are blind and visually impaired, their families, and the professionals who serve them.

IN THE END... It comes down to whether we want our children who are blind or visually impaired to grow up to be successful, employed, contributing members of our society or whether we prefer to support these children in the future through Social Security Income or Social Security Disability Income payments and other programs which provide a handout rather than the hand up they could have received as children...