

Senator Sams introduced--

S.F. No. 587: Referred to the Committee on Finance.

A bill for an act

relating to education; making the North Central Service Cooperative a contracting agency for the purpose of calculating special education revenue; amending Minnesota Statutes 2004, section 125A.76, by adding a subdivision.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. Minnesota Statutes 2004, section 125A.76, is amended by adding a subdivision to read:

Subd. 8. [CONTRACTOR STATUS FOR THE NORTH CENTRAL SERVICE COOPERATIVE.] For the purposes of special education revenue under this section, the North Central Service Cooperative shall be allowed to act as a contractor when providing staffing and other related services to its member government agencies.

Fiscal Note – 2005-06 Session

Bill #: S0587-0 **Complete Date:** 02/16/05

Chief Author: SAMS, DALLAS

Title: SP ED REVENUE; N. CENTRAL SVCE COOP

Fiscal Impact	Yes	No
State		X
Local	X	
Fee/Departmental Earnings		X
Tax Revenue		X

Agency Name: Education Department

This table reflects fiscal impact to state government. Local government impact is reflected in the narrative only.

Dollars (in thousands)	FY05	FY06	FY07	FY08	FY09
Expenditures					
-- No Impact --					
Less Agency Can Absorb					
-- No Impact --					
Net Expenditures					
-- No Impact --					
Revenues					
-- No Impact --					
Net Cost <Savings>					
-- No Impact --					
Total Cost <Savings> to the State					

	FY05	FY06	FY07	FY08	FY09
Full Time Equivalent					
-- No Impact --					
Total FTE					

Bill Description

This bill amends 125A.76 by adding a subdivision that would enable the North Central Service (NCSCCC) Cooperative to act as a contractor when providing staffing and other services to its member districts.

Minn.Stat. 125A.76 allows school districts to contract with "public, private or voluntary agencies other than school districts". MDE has long included service cooperatives, special education cooperatives and intermediate districts in the definition of "school district" for purposes of Minn. Stat. 125A.75 and 125A.76.

Assumptions

Since the legislature has set the amount of funding for special education and excess cost aid, this amendment will not result in a cost to the state. It will, however, cause a redistribution of aid among all school districts, with NCSC member districts receiving more of the set appropriated amount of funding.

The effect of the redistribution to school districts is unknown, since it cannot be determined what costs will be included in the contracts between NCSC and its member districts.

NCSC Member districts are:

0116-01	Pillager
0118-01	Northland Community Schools
0181-01	Brainerd
0182-01	Crosby Ironton
0186-01	Pequot Lakes
0482-01	Little Falls
0484-01	Pierz
0485-01	Royalton
0486-01	Swanville
0487-01	Upsala
0786-01	Bertha Hewitt
0787-01	Browerville
0818-01	Verndale
0820-01	Sebeka
0821-01	Menagha
2155-01	Wadena Deer Creek
2170-01	Staples Motley
2174-01	Pine River Backus
2173-01	Long Prairie Grey Eagle
2759-01	Eagle Valley
4012-07	Emily
4059-07	Cross Lake
4080-07	Pillager
0001-01	Aitkin

Expenditure and/or Revenue Formula

This bill would enable member districts of NCSC to claim base revenue at the rate of 52% of the contract expenditure rather than 68% of salaries of essential personnel allocated to them by the cooperative. The cost of the contract would include not only costs for salaries, but also costs for benefits and any other costs to which both parties agree. This might include items such as expenditures for administrative overhead, travel, facility costs, debt service, communications, postage, Internet service fees, etc.

NCSC and other similar organizations annually submit a program application and claim 68% salary base revenue for their employees under these statutes. Salary base revenue at the 68% rate is limited to "essential personnel employed in the district's program for children with a disability". Under legislation enacted in the mid-1990s, eligible expenditures for employees of cooperatives and the base revenue that these expenditures generate are allocated among the participating regular school districts for aid calculation purposes. However, if NCSC could act as a contractor it would cease allocating 68% of salaries of essential personnel as base revenue and 100% of

salaries for inclusion in the excess cost calculation to participating districts for selected services where nonsalary costs are a relatively high percentage of total costs. Instead, the member districts of the cooperative would be able to claim 52% of a potentially much higher contract cost as base revenue and 100% of a potentially much higher contract cost for inclusion in the excess cost formula. Since, there is a much broader definition of what can be included in contracts than in salaries, the member districts would be able to claim much higher expenditures.

Long-Term Fiscal Considerations

This legislation offers a short-term advantage to the 26 school districts that NCSC serves. As a greater portion of the capped aids for special education and excess cost are redistributed to these districts from the rest of the state's school districts and charter schools, the rest of the state's school districts and charter schools will seek similar legislative relief from this redistribution of aids. There are currently 11 school districts serving as "host" cooperatives, 11 education districts, eight service cooperatives, 13 special education cooperatives, one telecommunications/miscellaneous cooperative, one combined special education/vocational cooperative and three intermediate districts. They serve a total of 415 school districts and charter schools. Many school districts and charter schools participate with more than one of these cooperative entities. It can be anticipated that the 48 cooperative agencies and the 415 school districts and charter schools that they represent will seek similar legislation over the next few years. Additionally, differences in billing practices from the items that are included in the bill to the rates at which they are calculated, will present problems for which legislative solutions will be sought. Further complications may arise as some cooperative agencies that are receiving substantial federal grants and are acting as fiscal hosts for the school districts and charter schools that they serve find that if they lose their designation as a school district they will no longer be able to receive these substantial federal grants and act as fiscal hosts for school districts and charter schools. Finally, districts and charter schools that do not participate with cooperative agencies that follow the NCSC model will be put at a permanent fiscal disadvantage.

Local Government Costs

As a greater portion of the capped aids for special education and excess cost are redistributed to the 26 school districts that NCSC serves, more general education revenue will be needed to cross subsidize unfunded special education costs for the remainder of the state's school districts and charter schools.

Agency Contact Name: Hokenson, Carol 651-582-8840
FN Coord Signature: AUDREY BOMSTAD
Date: 02/14/05 Phone: 582-8793

EBO Comments

I have reviewed this Fiscal Note for accuracy and content.

EBO Signature: LISA MUELLER
Date: 02/16/05 Phone: 296-6661

Senators Stumpf, Kelley, Skoglund, Jungbauer and Gaither introduced--
S.F. No. 1403: Referred to the Committee on Finance.

1 A bill for an act

2 relating to education finance; providing additional
3 funding for school lunches; appropriating money;
4 amending Minnesota Statutes 2004, section 124D.111,
5 subdivision 1.

6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

7 Section 1. Minnesota Statutes 2004, section 124D.111,
8 subdivision 1, is amended to read:

9 Subdivision 1. [SCHOOL LUNCH AID COMPUTATION.] (a) Each
10 school year, the state must pay districts participating in the
11 national school lunch program the amount of eight cents for each
12 full paid, reduced, and free student lunch served to students in
13 the district.

14 (b) A district is eligible for an additional ten cents for
15 each full-paid, reduced, and free student lunch served to
16 students in the district if the district's school lunch program
17 exceeds federal nutrition standards and promotes healthier food
18 choices by implementing the following:

19 (1) offering at least three different fruits and vegetables
20 as part of the daily lunch menu, at least one of which must be
21 fresh;

22 (2) offering at least one whole grain item as part of the
23 lunch menu at least three days each week;

24 (3) offering healthier a la carte choices, including 100
25 percent fruit or vegetable juices, water, fresh fruits and

1 vegetables, whole grain snack foods, and low-fat dairy products;

2 (4) offering skim or one percent milk;

3 (5) encouraging increased consumption of low-fat milk by

4 one of the following methods:

5 (i) offering milk in attractive, modern packaging;

6 (ii) serving milk at its optimal temperature;

7 (iii) displaying milk in convenient locations; or

8 (iv) offering flavored milk; and

9 (6) performing an annual evaluation of the school lunch

10 program by reviewing all menu and a la carte items using local

11 and national guidelines, including those recommended by Action

12 for Healthy Kids in Minnesota in the report Healthy Foods for

13 Kids: Guidelines for Good Nutrition at School.

14 [EFFECTIVE DATE.] This section is effective for fiscal year

15 2006 and thereafter.

16 Sec. 2. [APPROPRIATION.]

17 Subdivision 1. [DEPARTMENT OF EDUCATION.] The sums

18 indicated in this section are appropriated from the general fund

19 to the Department of Education for the fiscal years designated.

20 Subd. 2. [NUTRITION ENHANCEMENT PROGRAM.] For the

21 nutrition enhancement funding according to Minnesota Statutes,

22 section 124D.111, subdivision 1, paragraph (b):

23 \$, , , , , 2006

24 \$, , , , , 2007

1 Senator moves to amend S.F. No. 1403 as follows:

2 Page 2, line 11, delete ", including those recommended by
3 Action"

4 Page 2, delete line 12

5 Page 2, line 13, delete everything before the period and
6 insert "and providing the evaluation to the school board"

Fiscal Note – 2005-06 Session

Bill #: S1403-0 Complete Date: 03/17/05

Chief Author: STUMPF, LEROY

Title: SCHOOL LUNCH NUTRITION ENHANCEMENT

Fiscal Impact	Yes	No
State	X	
Local	X	
Fee/Departmental Earnings		X
Tax Revenue		X

Agency Name: Education Department

This table reflects fiscal impact to state government. Local government impact is reflected in the narrative only.

Dollars (in thousands)	FY05	FY06	FY07	FY08	FY09
Expenditures					
General Fund		9,984	9,781	9,879	10,027
Less Agency Can Absorb					
-- No Impact --					
Net Expenditures					
General Fund		9,984	9,781	9,879	10,027
Revenues					
-- No Impact --					
Net Cost <Savings>					
General Fund		9,984	9,781	9,879	10,027
Total Cost <Savings> to the State		9,984	9,781	9,879	10,027

	FY05	FY06	FY07	FY08	FY09
Full Time Equivalents					
-- No Impact --					
Total FTE					

Bill Description

SF 1403 amends 124D.111 to provide 10 cents per school lunch, in addition to the 8 cents per school lunch now provided, for school lunches served at districts that exceed federal nutrition standards for the school lunch program and promote healthier food choices.

The bill provides six requirements for a district to meet in order to demonstrate that their school nutrition program exceeds federal nutrition standards and promotes healthier food choices. The district must:

1. Offer at least three different fruits and vegetables for school lunch, at least one of which must be fresh.
2. Offer at least one whole grain item at least three days during the week.
3. Offer "healthier" a la carte choices that are offered in addition to the school lunches.
4. Offer skim or one percent milk.
5. Promote increased consumption of low-fat milk by any of several methods described in the bill.
6. Perform an annual evaluation of all school lunch menu and a la carte items.

The effective date of the bill is for fiscal year 2006 and thereafter.

Comparison to Federal Guidelines

Several, but not all, of the proposed state requirements described above exceed the following minimum federal standards for National School Lunch Program.

Fruits and Vegetables Offered (Number 1 above): The federal minimum is two or more fruits and vegetables. There is no federal requirement that fruits or vegetables in school lunches be fresh.

Whole Grain Items Offered (Number 2 above): Breads and grains in school lunches may be either enriched or whole grain under federal guidelines. A minimum of 15 servings of breads and grains a week are required in the school lunch meal pattern.

A La Carte Foods Offered (Number 3 above): Federal guidelines do not regulate a la carte foods except to prohibit certain categories of foods that USDA defines as "foods of minimal nutritional value," including foods such as hard candies, carbonated drinks, and potato chips. The federal prohibition applies only to the lunch area during the lunch periods. The offering of all other a la carte foods is unrestricted by federal guidelines.

Milk (Numbers 4 and 5 above): Federal guidelines require that schools offer a variety (at least two) of milk fat contents. Federal guidelines do not require schools to encourage consumption of low-fat milk types.

Annual Evaluations (Number 6 above): Recent changes to federal school lunch guidelines will require districts to establish school wellness policies during school year 2004-05 to be in effect by school year 2006-07. Part of these wellness policies will be ongoing evaluation of the school lunch and a la carte programs as in the proposed state requirement.

Assumptions

All schools that participate in school nutrition programs - public, private, and residential - are potential recipients of the additional payment.

All schools that participate in school nutrition programs are potential recipients of the additional payment regardless of their school lunch menu planning method, i.e., whether they plan menus by using the federal school lunch meal pattern or by using federal nutrient analysis guidelines.

All schools choose to meet the higher standard and receive the additional reimbursement. This assumption is based on:

- Widespread school interest in improving nutritional quality of foods, helping to prevent childhood "obesity epidemic," etc.
- The connection between the proposed additional state requirements and federally-required "school wellness policies" that will be required to be in place as of school year 2006-07.

Schools serve a total number of lunches each year according to the Child Nutrition Programs State Aids Forecast.

MDE tracks the number of school lunches qualifying for the additional reimbursement by adding a data element to the monthly school lunch claim. This would require programming and testing costs of approximately \$300,000.

MDE school lunch monitors will continue to ensure that the federal requirements are met. Under federal requirements 20% of schools are monitored each year. No additional monitoring will be done to insure schools meet any additional state requirements.

Expenditure and/or Revenue Formula

The additional reimbursement of \$.10 would be paid under the current formula.

	FY 2006	FY 2007	FY 2008	FY 2009
Lunches Forecast to be Served	96,844,656	97,813,103	98,791,234	100,273,102
Additional Cost at 10 cents	9,684,466	9,781,310	9,879,123	10,027,310
Programming and Testing	300,000			
Total Additional Cost	9,984,466	9,781,310	9,879,123	10,027,310

This \$.10 per lunch reimbursement would be in addition to the following federal and state reimbursements already in place for all school lunches. (Districts that serve at least 60 percent of lunches to students eligible for free/reduced price meals receive 2 cents per lunch more than the amounts shown).

Free lunches: \$2.32 (\$2.24 federal plus \$.08 state)
Reduced-price lunches: \$1.92 (\$1.84 federal plus \$.08 state)
Paid lunch \$.29 (\$.21 federal plus \$.08 state)

Long-Term Fiscal Considerations

This is a continuing state aid program.

Local Government Costs

District food services vary in their ability to fund additional food service costs. In school year 2003-04, the average food service balance reported by school districts at June 30, 2004 was \$103,000, with a high of \$3,800,000 and a low of negative \$ 257,000.

Districts that choose to increase their variety of offered foods and to promote healthier food choices may incur additional costs to meet some of the six requirements in the bill. (See also comparison of minimum federal requirements to bill requirements in "Bill Description" section.)

Costs beyond the usual school meal standards may be incurred for meeting these proposed state requirements:

- Additional fruit or vegetable,
- At least one fresh fruit or vegetable,
- At least one whole grain item per week,
- Healthier a la carte choices,
- Encouraging consumption of low-fat milk may increase costs, depending on the method used such as changing packaging or display locations.

Costs would not be expected to increase beyond usual school meal costs to meet the proposed state requirements of:

- Low-fat milk,
- Annual review of the lunch program and a la carte choices.

Agency Contact Name: Leschner, Becky 651-582-8508
FN Coord Signature: AUDREY BOMSTAD
Date: 03/17/05 Phone: 582-8793

EBO Comments

I have reviewed this Fiscal Note for accuracy and content.

EBO Signature: LISA MUELLER
Date: 03/17/05 Phone: 296-6661

Bigger waists, shorter life spans?

Obesity is getting so bad that U.S. life expectancy could decline later in the century for the first time in generations, researchers say. The average life span of more than 77 years could be shortened by anywhere from a few months to five years, according to a study in today's New England Journal of Medicine.

The problem:

"We see a threatening storm — obesity — that will, if unchecked, have a negative effect on life expectancy."

— *Epidemiologist S. Jay Olshansky, coauthor of the study*

Other predictions on life span:

By 2060: 100 years (the Journal Science)

By 2300: 100 years (United Nations)

By 2065: mid-80s (Social Security Administration)

Compiled and written by Maura Lerner

Threatening life expectancy:

- Two-thirds of U.S. adults are overweight or obese.
- More kids are obese.
- Obesity complications kill 300,000 Americans a year.
- Severe obesity can reduce a person's life by five to 20 years.

— *From the journal article*

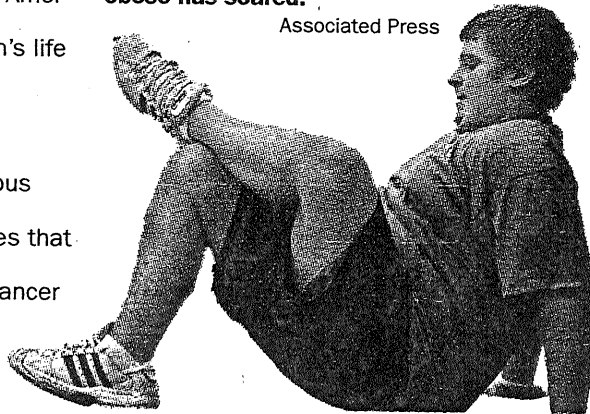
Helping life expectancy:

- People are smoking less than previous generations.
- Fewer people get infectious diseases that cause complications later in life.
- New treatments may be found for cancer and heart disease.
- Research in genetic engineering.

— *From a journal editorial by Prof. Samuel Preston of the University of Pennsylvania*

A Pennsylvania teenager participated in an exercise class. Across the nation, the percentage of children who are overweight or obese has soared.

Associated Press



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MPLS TRIB - 3/17/05



Dear Members of the Senate K-12 Education Budget Division,

The Minnesota Dietetic Association (MDA) supports SF 1403 to reimburse school lunch programs an additional ten cents per meal when increased nutritional standards are met. Minnesota dietitians know that few things are more important than providing all students with access to high quality foods, enabling them to be healthy and to develop lifelong, healthful eating habits.

There is an alarming and increasing incidence of child overweight and obesity in our country and our state. Childhood obesity causes health and social problems and often persists into adulthood where health issues and costs multiply. The Minnesota Legislature has an opportunity to be a part of the solution for this problem.

While the federally subsidized school lunches must meet nutritional standards, it has been a challenge to make the program work financially without the sale of a la carte items for which there are no standards. Selection of these items has been driven by what sells, not what is best for children. Having financial support to focus on fresh, healthy, attractive foods will be a step in the right direction for Minnesota's children.

Research has proven that children who are well nourished with healthful foods can pay attention in school and learn better. The future of our state depends on having healthy children with the best possible education who can become members of a productive work force.

Members of Minnesota Dietetic Association are willing to discuss this and other issues affecting the nutritional status of the people of Minnesota. Please feel free to contact us.

Sincerely,

Gloriann Kramer
President, Minnesota Dietetic Association
Perham MN 218/346-2770

Julianne Seiber
Public Policy Chair
Arden Hills MN 651/636-4294

Minnesota Dietetic Association

1910 W. County Rd B, Room 212
Roseville, MN 55113

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CONTINUED

+ Shorter lives

(continued)

Experts say obesity reduces life spans for today's children by 2 to 5 years

Scales tip to shorter lives

BY PAM BELLUCK
New York Times

BOSTON — For the first time in two centuries, children in America may have shorter life expectancies than their parents, according to a new report, which contends that the rapid rise in childhood obesity, if left unchecked, could shorten life spans by as much as five years.

The report, to be published today in the *New England Journal of Medicine*, says the prevalence and severity of obesity are so great, especially in children, that the associated diseases and complications — Type 2 diabetes, heart disease, kidney failure, cancer — are likely to shorten people at younger and younger ages.

The report, which wades into several controversial aspects of public health, is likely to stir debate on both scientific and political grounds. The health

effects of being obese depend on many factors, such as one's fitness level. And estimating these effects could alter the expected cost of medical care and the size of pension payouts.

The report says the average life expectancy of today's adults, roughly 77 years, is at least four to nine months shorter than it would be if there were no obesity. That means obesity is already shortening average life spans at a greater rate than accidents, homicides and suicides combined, it says.

And they say that because of obesity, the children of today could wind up living two to five years less than they otherwise would, a negative effect on life span that could be greater than that caused by cancer or coronary heart disease.

"Obesity is such that this generation of children could be the first, basically, in the history of the United States to live less healthful and shorter lives than their parents," said Dr. David Ludwig, director of the obesity program at Children's Hospital Boston, and one of the authors of the report.

"We're in the quiet before the storm. It's like what happens if suddenly a massive number of young children started chain smoking. At first, you wouldn't see much public health impact. But years later it would translate into emphysema, heart disease and cancer.

"There is an unprecedented increase in prevalence of obesity at younger and younger ages without much obvious public health impact," Ludwig said. "But when they start developing heart attack, stroke, kidney failures, amputations, blindness, and ultimately death at younger ages, then that could be a huge effect on life expectancy."

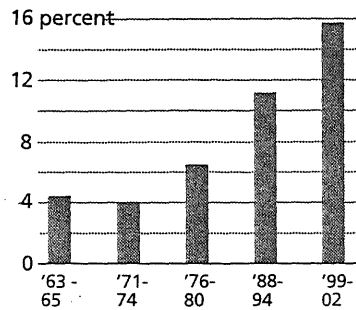
Longevity projections are slippery and politically charged, with consequences for issues like Social Security, corporate pension plans and health insurance. Some demographers and obesity experts question whether the authors'

Gains in longevity expected to level off

A study indicates that the long-running rise in life expectancy is likely to fall off. Researchers suggest that the increase in childhood obesity will have an adverse effect on average life expectancy in the United States.

Percentage of overweight

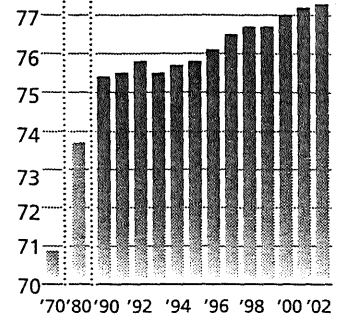
Ages 6 to 11



Source: Centers for Disease Control and Prevention

Life expectancy at birth

78 years of life



ASSOCIATED PRESS

estimate is overly alarmist.

"It is almost certain that the risks of these various diseases will rise as obesity rises in the population, but you also have to assume that the medical sciences will get better at treating some of these complications," said Dr. Rudolph Leibel, an obesity researcher at Columbia University. "Doing that is going to end up costing more, but it may not end up stripping months or years off life."

An editorial in the same issue of the *New England Journal*, written by Dr. Samuel H. Preston, a demographer at the University of Pennsylvania, raises similar questions. It suggests that the predictions of decreased life expectancy might be "excessively gloomy," given potential advances in medicine and genetic engineering, and the reduction of harmful behaviors like smoking.

Preston concludes, however, that "the rising prevalence and severity of obesity are capable of offsetting the array of positive influences on longevity."

The report's lead author, Dr. S. Jay Olshansky, a professor of public health at the University of Illinois at Chicago, said he considered the report's projections of reduced life expectancy to be "conservative, and I think the negative effect is probably greater than we have shown."

"Hopefully, we can fix obesity so that our projections are wrong," Olshansky added. "But

we're seeing such large increases in obesity in the last couple of decades that it's hard to imagine that we're going to be able to work fast enough."

Estimating the number of obesity-related deaths is controversial, too. Last November, the federal Centers for Disease Control and Prevention said its earlier estimate that 400,000 people die annually from obesity was inflated. The *New England Journal* report uses an estimate of 300,000 deaths, which some experts say is too high.

The report projected life expectancy by calculating how much longer people would live if "everyone who is currently obese were to lose enough weight to maintain an optimal" body-mass index, a measure of the relationship between the height and weight of a person. The authors believe it is more accurate than other projections.

The report comes as the country is embroiled in a debate over Social Security. While its authors say they started their research before the current debate, they write that "the U.S. population may be inadvertently saving Social Security by becoming more obese" and dying sooner, but that "this 'benefit' will occur at the expense of the economy in the form of lost productivity before citizens reach retirement and large increases in Medicare costs associated with obesity and its complications."

Senators Stumpf, Kelley, Marko, Anderson and Hann introduced--
S.F. No. 963: Referred to the Committee on Finance.

1 A bill for an act
2 relating to education; authorizing grants for
3 collaborative urban educator recruitment and training
4 programs; appropriating money.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

6 Section 1. [COLLABORATIVE URBAN EDUCATOR RECRUITMENT AND
7 TRAINING PROGRAMS.]

8 The following sums are appropriated from the general fund
9 to the commissioner of education in the fiscal years designated
10 for grants to collaborative urban educator recruitment and
11 training programs:

12	<u>\$1,000,000</u>	<u>.....</u>	<u>2006</u>
13	<u>\$1,000,000</u>	<u>.....</u>	<u>2007</u>

14 \$400,000 each year is for the Southeast Asian teacher
15 program at Concordia University, St. Paul; \$300,000 each year is
16 for the collaborative urban educator program at the University
17 of St. Thomas; and \$300,000 each year is for the Center for
18 Excellence in Urban Teaching at Hamline University. Grant
19 recipients must collaborate with urban and nonurban school
20 districts.

21 Any balance in the first year does not cancel but is
22 available in the second year.

23 [EFFECTIVE DATE.] This section is effective July 1, 2005.

Helping Minnesota Teachers Succeed in Urban and Urban-Like Schools

- Concordia University, St. Paul, Hamline University, and the University of St. Thomas have developed innovative programs to **recruit, train and retain teachers of color.**
- The three universities' programs are **direct responses to the need in the K-12 marketplace for teachers of color and teachers prepared to succeed in culturally diverse classrooms** in urban, suburban and rural communities.
- Concordia, Hamline and St. Thomas have sought and **received appropriations from the Minnesota Legislature in the past and continue their funding request.**
- The Southeast Asian Teacher (SEAT) licensure program, the Center for Excellence in Urban Teaching (CEUT), and the Collaborative Urban Educator (CUE) program are all products of these three private colleges' **commitment to innovation and an entrepreneurial approach to K-12 education.**
- The three universities' programs complement each other and jointly have a substantial **impact on recruiting, retaining and training teachers of color and delivering advanced professional development that promotes educational strategies for closing student achievement gaps.**
- The programs are **flexible and consistently responsive to changing needs in the demand for urban teaching** (e.g. recent greater needs for special education, English as a second language, and science/mathematics teachers) and for increasing teacher diversity in greater Minnesota.
- **Continued progress in recruiting and training teachers of color is needed.** For example: In St. Paul, where students of color are in the majority – 29% or 11,764 students are Asian Americans, while only 195 educators are of Asian heritage; and 29% or 11,922 students are African Americans, while only 202 educators are of African American heritage.

For more information, call Kris Amundson, Chris Georgacas, or Lynda Chilstrom at 651/292-8062.

Concordia University, St. Paul, Hamline University, and University of St. Thomas

SF 963 - Stumpf, Kelley, Marko, Anderson, Hann • HF 1111 - Sykora, Greiling, Klinzing, Erickson, R. Johnson

	Concordia University, St. Paul	Hamline University	University of St. Thomas
Program	<ul style="list-style-type: none"> • Southeast Asian Teacher (SEAT) Licensure Program 	<ul style="list-style-type: none"> • Center for Excellence in Urban Teaching (CEUT) 	<ul style="list-style-type: none"> • Collaborative Urban Educator (CUE) Program
Started	<ul style="list-style-type: none"> • 1998 	<ul style="list-style-type: none"> • 1998 	<ul style="list-style-type: none"> • 1991
Purpose	<ul style="list-style-type: none"> • To help Southeast Asians and other minorities who are employed as educational and teaching assistants earn their bachelor's degrees, teaching licenses, or both 	<ul style="list-style-type: none"> • To prepare new and veteran teachers to work with and within complex social and socio-economic environments by providing on-site professional development programs focused on practical strategies that support increased achievement in schools and school districts 	<ul style="list-style-type: none"> • To recruit and license people of color who already have a bachelor's degree to teach in urban or urban-like settings
Goals	<ul style="list-style-type: none"> • Improve student performance by increasing the number of teachers from underrepresented populations in school districts with growing Asian and other ethnic student populations • Prepare minority teachers who have a high probability of staying in the teaching profession • Support program graduates with mentoring during their first two years of teaching 	<ul style="list-style-type: none"> • Deliver professional development and advanced course studies that increase academic achievement, enhance the effectiveness of new teachers in their first three years of practice and veteran teachers new to urban and urban-like settings, and equip schools and districts to meet new federal education guidelines • Develop, support and implement initiatives that significantly increase and retain the number of highly qualified teachers of color practicing in urban and urban-like settings • Advance a concept of urban learners that acknowledges cultural, socio-economic, and linguistic differences, unrecognized abilities, and self-motivation 	<ul style="list-style-type: none"> • Provide part-time programs that average 18 months • Prepare more teachers for specialized programs in special education, English as a second language, and science/math licensure
Results	<ul style="list-style-type: none"> • 148 students have entered the program • 27 students are currently enrolled • 65 students have received Bachelor's degrees through the SEAT program • 90% of graduates are either currently teaching or in process of completing their licensure requirements • 80% of students entering the program have either graduated or are still engaged in completing their degree • All current SEAT students are working full time in Minnesota schools • Suburban districts are requesting to recruit SEAT graduates to address the underrepresentation of persons of color on their teaching staffs. • SEAT student cultural/ethnic backgrounds (1998-2004) include Hmong, African American, Cambodian, Guatemalan, Mexican, Vietnamese, African (Somalian, Oromoian, Liberian, Guinean), Native American, Russian, Columbian, Jordanian 	<ul style="list-style-type: none"> • As of June 30, 2004 nearly 10,000 teachers, administrators, parents and community members from more than 40 sites, 14 school districts, 6 private/charter schools, 6 community education programs and an adolescent correctional facility have completed on-site professional development training • 700 teachers and administrators have enrolled in graduate level urban teaching certificate courses • CEUT is an approved External Service Provider for schools not meeting Adequate Yearly Progress, and has provided services to four schools in three districts to date • 1,500 new and veteran educators have attended the Adventures in Urban Teaching seminars held at colleges and universities throughout Minnesota • Ongoing support for pre-service and limited-licensed teachers (155 to date) in skill enhancement preparation to pass the pre-professional skills assessment 	<ul style="list-style-type: none"> • Prepared and licensed 270 people from underrepresented populations for K-8 and 28 people for special education • 23 students are enrolled in 2004-05 special education cohort and will receive licensure in June 2005 • CUE alumni have a 78% retention rate in education and a 68% retention rate within partnering school districts • CUE educators work in 112 metro area schools in 7 districts – about 23% of St. Paul and 14% of Minneapolis licensed teachers of color are CUE alumni • 137 CUE alumni have gone on to receive master's degrees, 12 have received education specialist degrees, and 7 have been admitted to doctoral programs
Request	<ul style="list-style-type: none"> • \$800,000 for the 2005-2007 biennium 	<ul style="list-style-type: none"> • \$600,000 for the 2005-2007 biennium 	<ul style="list-style-type: none"> • \$600,000 for the 2005-2007 biennium
Contacts	<ul style="list-style-type: none"> • Doug Hartford, 651/641-8803 • Sally Baas, 651/603-6188 	<ul style="list-style-type: none"> • Dan Loritz, 651/523-2200 • Barbara Washington, 651/523-2477 	<ul style="list-style-type: none"> • Doug Hennes, 651/962-6402 • Jeanne Mortinson, 651/962-4659

For more information, call Kris Amundson, Chris Georgacas, or Lynda Chilstrom at 651/292-8062.



Concordia
UNIVERSITY SAINT PAUL

SOUTHEAST ASIAN TEACHER LICENSURE PROGRAM (SEAT)

PROGRAM GOAL

To prepare Minnesota public school paraprofessional and non-licensed teachers from population groups that are under-represented in K-12 teaching to meet the requirements for teacher licensure.



SEAT students, as pre-service teachers, have many opportunities to instruct students on campus during the Hmong Culture and Language Program, as well as at other service-learning sites.

PROGRAM DESCRIPTION

SEAT is a baccalaureate degree/teacher licensure program for culturally and linguistically diverse paraprofessional and non-licensed teachers who are currently employed in Minnesota school districts. It provides academic and personal advising, tutoring, evening classes, technical assistance, books, laptop, and financial support for students whose faces reflect those of the diverse students in urban and urban-like schools. As a public-private partnership between the state and the university, SEAT provides an investment in each student's future, expanding their potential, skills, talents and intellect while providing them with a circle of support from entrance to the program through their first year of teaching. All requirements of the university general education and education major must be met. Students with a bachelor's degree will do a post-baccalaureate program leading to teacher licensure.

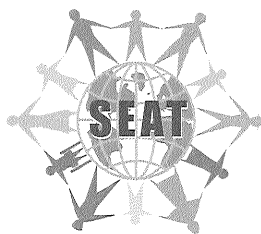
DEGREE COMPLETION

The Southeast Asian Teacher Licensure Program at Concordia University, St. Paul, is a bachelor's degree completion program for individuals currently employed in Minnesota school districts as para-professionals, educational assistants and teaching assistants who are seeking teacher licensure. The program was started with an initial grant from the 1998 Minnesota State Legislature and has been renewed in successive legislative sessions to assist in the training of under-represented populations, with a focus on Southeast Asians. The increasing number of students in Minnesota who are members of Southeast Asian ethnic groups, combined with the low number of licensed Southeast Asian educators, prompted the initiative.

SEAT OFFICE

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651-603-6240 (fax)
baas@csp.edu

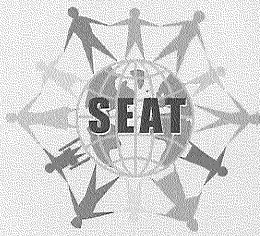
Concordia University-St. Paul
275 Syndicate Street North
St. Paul MN 55014
651-641-8278



www.csp.edu/seat



Using teaching strategies learned in their education classes, SEAT students assist children and youth with learning new skills to use in a variety of settings.



SOUTHEAST ASIAN TEACHER LICENSURE PROGRAM (SEAT)

TARGETED TO PERSONS WHO FIT THE FOLLOWING CHARACTERISTICS:

- Currently employed as a paraprofessional or non-licensed teacher in a Minnesota public school.
- From a population that is under-represented in teaching.
- Desire to complete an initial Minnesota teacher licensure program (undergraduate, post-baccalaureate, or graduate)
- The ability to successfully complete 12 credits each semester.
- The support of the school supervisor.
- Someone who demonstrates empathy for and ability to communicate with diverse populations.

COMMITTED TO TEACHING

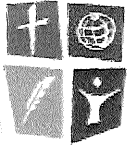
Concordia University's SEAT program seeks to admit qualified applicants who are working in a public school setting and want to become licensed teachers. The program strongly encourages persons of color to apply, but does not discriminate on the basis of race, creed, color, ethnicity, socio-economic status, or religion. Applicants are expected to demonstrate their commitment and capability to work as a teacher with urban and urban-like learners throughout the application process and training.

APPLICATION PROCESS

- Apply to Concordia University and the SEAT Program.
- Submit two letters of recommendation: one from the principal of the school of current employment, and one from the current teacher or mentor supervisor.
- Provide transcripts of college courses previously taken. Evaluated transcripts are needed if students have taken college course work outside of the United States.
- Interview with the SEAT director.
- Applicant files are reviewed by committee of university professionals.
- Applicant is notified of their acceptance or non-acceptance to the program.

WHEN ACCEPTED

- Student plans a course of study with the director or faculty member in the College of Education.
- Student is trained to use a laptop computer to facilitate electronic journaling, email, etc.
- Student attends required classes and meetings for SEAT Program students.



Concordia
UNIVERSITY • SAINT PAUL

March 15, 2005

Regarding H.F. No. 1111 and SF 963

Dear Senator Leroy Stumpf and Representative Barbara Sykora,

As the Director of the Concordia University, St. Paul Southeast Asian Teacher Program, I want to thank you for your commitment to education of all learners. I would like to encourage you to increase the funding of the Urban Teacher Programs so we can continue to train fine young teachers to meet the needs of Minnesotan children.

Following are a few excerpts from current and graduate students I want to share with you:

Bao Yang, SEAT Graduate: The SEAT Program is helping me be part of the solution:

Being the oldest of nine children, the mother of five children, a Bilingual Educational Assistant at Arlington high school, and a future ESL teacher, I have huge concerns about today's children. Society has changed and so have our children. Their world possesses powers and perspectives inconceivable to the older generation: computers, long life expectancies, the entire planet accessible through television, satellites, and air travel. However, today the temptations and hazards of the adult world descend upon children so early that too often they are cognitively and emotionally not ready to handle them effectively. Family support systems are not as strong as it used to be. Now parents are struggling financially due to high living costs. Therefore most parents work at least one job if not two outside of the home.

I strongly believe that all children can learn. However I am not sure how I can keep them out of trouble and motivate them to learn. Through my job I have met many parents who cry for help because they do not know how to deal with their children. They have tried everything their own parents taught them as well as advices from social services but thing still fall apart. They want their students to stay and learn in school so they can be successful in life but they feel powerless against peer pressure and gang activities in the community. This is probably the main reason I feel pressured to finish my education so I can turn around and devote more time toward children. I am proud that today we have so many Hmong scholars, doctors, lawyers, politicians, teachers, and business owners. On the other hand I am disappointed that the number of criminals and gang members has increased as well. Sometimes I am so afraid that I wish my children stay "children" and never grow up. I'm glad the SEAT Program is helping me be part of the solution!

Jena Vue, SEAT Senior: The SEAT Program is helping me teach respect, because I receive respect.

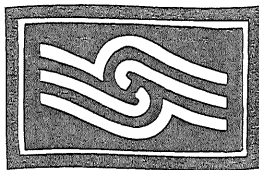
The SEAT Program is helping me to help students develop good values is by teaching them how to respect each other. Many students do not know how or not willing to do this sometimes. This is why it is important that as a teacher I have to model it first. Another way I can help students develop good values is by setting rules that allows them to make wise choices. For instance, if one of the class rules says not to bully others, they will have the sense to not act in that way.

Jen T, SEAT Graduate: The SEAT Seminar provides a network of friends for support.

SEAT has provided a network of people around me who supported me throughout the journey back to school. It is so important to have people in your corner that will be your cheerleader, your motivator, your sounding board, your strength when you feel down, etc. It is so important to have people in your corner that will help you get through the challenging times while in college, often away from families and friends. It is hard to work fulltime, go to school fulltime, and have family and friends who count on you. You need people around you to talk to and help you work through the everyday struggles you may find yourself in. SEAT provided that for me!

Thank you so much for you support,

Sally A. Baas, Ed.S.
Director, Southeast Asian Teacher Program
Director, Hmong Culture and Language Program



Hmong American
PARTNERSHIP

March 15, 2005

Dr. Robert Holst
President
Concordia University, St. Paul
275 North Syndicate Street
St. Paul, Minnesota 55104

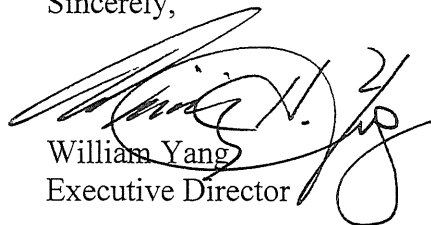
Dear Dr. Holst:

On behalf of the Hmong American Partnership, I am pleased to write this letter of support for Concordia University's Southeast Asian Teacher Licensure Program (SEAT).

As you know, Saint Paul is home to the largest Hmong population of any city in the United States. As the Hmong population continues to grow with the anticipated influx from Wat Tham Krabok, Thailand, it is important that we continue to increase the number of teachers who are of Hmong decent. The teachers will not only bring cultural knowledge to the classrooms but serve as role models for many of the Hmong students in the public school systems who are trying to become full contributing members of society.

I applaud Concordia University's long standing commitment to providing the highest quality education for past, present and future students and individuals, and for establishing the Southeast Asian Teacher Licensure Program.

Sincerely,


William Yang
Executive Director

Nao Thao
932 Hazel Street North
St. Paul, MN 55119

February 14, 2005

Regarding H.F. No. 1111 and SF 963

Dear Senator Leroy Stumpf and Representative Barbara Sykora,

Thank you very much for the previous funding of the Southeast Asian Teacher Program, as part of the Urban Teacher Grant funding, for Concordia University.

I am a current student at Concordia as part of Southeast Asian Teacher Program, and I can see how important this program is. With the time studying and experiences I have in the program, for me it is so beneficial to bring information from the university classroom and take it to work. It has made me more effective with the ELL, and it is very useful.

As a St. Paul employee, I can see that children are coming to school and they look up to us as their role models. Students do feel more confidence if they have a teacher or a staff person who is speaking in their language and understands about them. Also, I have six children who are going to St. Paul Public Schools. I do want my children to be comfortable with their spiritual lives and their self-esteem. The SEAT Program is helping me teach them.

Sincerely,

Nao Thao

Nao Thao

From: Rolanda DeShield, Concordia University Southeast Asian Teacher Program Student

Regarding H.F. No. 1111 and SF 963

Dear Senator Leroy Stumpf and Representative Barbara Sykora,

Thank you for previous funding of the Southeast Asian Teacher Program, as part of the Urban Teacher Grant funding.

My name is Rolanda DeShield. I am a student in the Southeast Asian Teacher Licensure Program at Concordia University, Saint Paul. Funding through the program has enabled me to return to school to become a teacher.

Four years ago, I wanted to return to school to become a teacher. I could not afford to do so without financial assistance. I researched and discovered that all the funding that could assist me in returning to school had been cut. There were no programs that could assist me in achieving my dream of becoming a teacher. Even though I work for a school district, I was told that the district had no funding to assist me become a teacher. For three years, I applied with the school district for financial assistance to help me pay for my education, each year I was informed that there was no money in the district to assist me. I became very depressed and discouraged. I work as a Paraprofessional and earn under \$18,000 a year. I could not afford to attend school and support myself and my family. Then I heard of the Southeast Asian Licensure Program and my life changed.

I am originally from Monrovia, Liberia, West Africa. The Southeast Asian Teacher Licensure Program has been a God send for me. It is because of the SEAT program and Professor Sally Baas' hard work and commitment to the program and us students that I am on the road to becoming a teacher. The program has enabled me to return to school and get the necessary education I need to become a teacher. In addition to the financial support the program provides, I find the program very supportive of my academic needs. Professor Baas has developed this program in a way which makes it a supportive, nurturing, caring and positive learning environment. All the students in the SEAT program are like family. We are supportive towards each other, whether it is academic or personal. We are there for each other. Professor Baas is great and very supportive to each one of us. She is a gem in my heart and I love her for all the great work that she is doing with the program. Without her extremely hard work and dedication to the program, I would not be where I am today. I am on the road to becoming a licensed teacher. I look forward to working with students of various backgrounds and diversity in Minnesota. I am so thrilled. I owe this all the Southeast Asian Teacher Licensure Program and Professor Sally Baas.

I need the Southeast Asian Teacher educational program funding increased because without it I will not be able to finish my education to become a licensed teacher. This program is key to my goal of becoming a licensed teacher.

Please continue to fund the SEAT program. Thank you for the funding.

Feb. 4, 2005

Senator Leroy Stumpf

and

Representative Barbara Sykora:

This letter is in support of Concordia University SEAT Program for Urban Teachers. By the way, I am originally from Ethiopia with 11 years of teaching experience. I support the SEAT program, not because I was in the program but it really works and makes my dream to be true. Though I have higher degree in science and several years of teaching experience in Ethiopia, as well as I like the profession, I could not teach here in the U.S.A without the teaching licensure. I applied into different teacher preparation colleges before I learned about SEAT program. All of my applications were not encouraging mainly because of financial issue or the timing of the trainings did not fit my interest. Thanks to the Concordia SEAT program, I just walked into visit and I got promising information and started processing my application for which I was accepted.

The SEAT program helped me to get my teaching license and back to my old lovely profession of teaching. Currently, I am teaching Chemistry and Earth Science as well I taught physics at St. Paul Central High School. This is my third year at Central High School I love working with diverse students of different background. Students are happy in having me as their teacher as I share my experience from my Ethiopian High School, culture, and much more. Students like my accent. They wonder, how I speak a fluent English, how I know the science, some students asked me how many Ethiopians have their degree in science, and we have many more interactions.

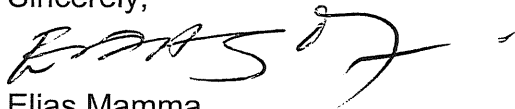
My presence as the only black science teacher in the building is for sure plus for minority students and I also realized that from the questions they asked me like "what do you advice me if I want to study chemistry?"

The SEAT program is designed in such a way to encourage minorities to get their teaching licensure. One great thing about the SEAT program was on the job

mentoring or the circles of support program that was given in the first two years after graduation. This was a very important program, which helped me a lot to do my job successfully, but because of budget it is no longer there.

Please, let's keep the SEAT program active by allocating the necessary fund.

Sincerely,

A handwritten signature in black ink, appearing to read 'E. Mamma', with a stylized flourish at the end.

Elias Mamma

Elias.mamma@spps.org

Tel. (651) 632-6000

Central High School

275 Lexington Pkwy, N.

St. Paul, MN 55104

Alberta Chang
102 West Diamond Lake Road, Apt. 202
Minneapolis, MN 55419

February 24, 2005

Dear Senator: Leroy Stumpf and Representative Barbara Sykora
Regarding H.F. No. 1111 and SF 963

Thank you for previous funding of the South Asian Teacher Program as part of the Urban Teacher Program funding.

My name is Alberta Chang and is currently a student at Concordia University, St. Paul's Southeast Asian Licensure Program. I am fifty-six year old woman who has many years of teaching experience but never had the opportunity to go to college until now. This has been the greatest opportunity of my life to be able get my degree and a teaching license.

I feel that increasing the funding will help me and others to continue our studies which will enable us to prepare to take our places in the Minnesota school system to help student to learn. I have included my philosophy of education to give you an idea how I feel about education.

What is Important about Education?

Let us provide an educational system that will encourage students who will have a vision of their roles as leaders but who can also be followers. Let us give them a breadth of knowledge that will carry them far. True education begins with the education of the heart. For out of the heart are the issues of life. And out of the heart flows compassion and wisdom. Education must be infused with morality, fair play, and an honor code.

What is important about education? Everyone has their own ideas or philosophy of what it should look like. In this paper my philosophy will unfold as I seek to answer the following questions: 1. What is it that I believe about education? (Metaphysical) 2. Why I believe the way I do? 3. What evidence do I have to defend my beliefs? (Epistemology) 4. What values support my beliefs? (Axiology) Answering these questions and presenting examples from my own personal teaching experiences will give a broad view of the components of my philosophy about what is important about education to me.

What is it that I believe about education? Education is not only a mental or physical experience but an experience of learning that comes from the heart. In the heart lives power wisdom and love as well as an inner teacher. Maria Montessori spoke of the child being able to learn from an inner teacher as well as a physical teacher who directs the child in the direction of learning. The education of the heart requires love of the parents and teachers, to love great enough to teach the child's heart the way to go, the way of doing things, the practical way, the commonsense way, the tidy way, the orderly way, the careful way, the loving way, the gracious way, the merciful way, the compassionate way and finally the intelligent way. These eleven ways of knowing are a very important part of what I believe what is important in education.

Education should incorporate acute observation, motivation, adhering to learning styles, language styles, thinking styles, and cultural styles to assist in the process of a student's learning pathways to produce successful productive students. Education should be a partnership between the student, teacher, parent and administration. Each one facilitating the greatest support system that will give to the student the foundation from

which he/she will successfully become the kind of citizens our nation needs to carry on its future. Education should encourage the genius potential that resides in all students.

Now we know that every student is not a genius, but I contend that every student has genius, which I define as the potential of their identity. As every flower came from a seed, so is also locked within every student a similar seed. My belief is that the blueprint of their destiny together with the resources to bring it forth is waiting to be unlocked. Flower blossoms depend upon the fertility of the soil, sun and the rain to bring forth growth. Whether or not the student will realize their peculiar genius, which I call the lodestone in his/her identity, depends upon their environment in the home and at school and the techniques used to assist the natural enfoldment of their genius at the optimum moment decreed by nature. And so the role of education is to bring out the special genius of all students as well as the talent with which they are naturally endowed, and to set in motion at all levels of their mind the mechanisms that will enable them to continue to develop and express that genius throughout a fruitful life. The following, statements mentioned above is a crucial part of what I believe about education.

Why do I believe the way I do about my beliefs concerning education? The most important reason is a personal one. At the end of 8th grade I went to the guidance counselor to choose my courses for 9th grade. My dream was to become a nurse, so I chose the academic subjects that would help me get into college. The councilor looked me in the eye and said I did not have enough brains to take academic subjects, because people like me are good for low paying jobs. I believed him so I took business subjects instead of general. I vowed that I would send my life making sure no student will have to go though what I was put though. The denial of my vision to be something more than the

system would allow me to be according to the standards they had set for African Americans back in the sixties. There was no partnership or support system to help me, my parents could not take off from work to confront the school. My ability to express my creativity in learning was stifled, I lived under a stereotyped system that did not care if I learned or not. Why do I believe as I do?

Other reasons are the education of the mind alone does not allow for students the ability to use the inner promptings and creativity that comes for the heart. Education is based on the students adjusting to the course. The educational system expects you to either sink or swim. True education would adjust the course to the student. To allow a student to sink is the fault of the educational system not the students. Our nation is changing there is an influx of immigrants from Somalia, South East Asia, and Mexico. Our educational system has to change to include the thousands of new students and the new generational trends or the future generations will fail this nation. Everyone does not learn the same way. It seems if you don't learn the way European Americans do then you are a reject to society. Why do I believe as I do?

Continuing my reasons why I believe as I do. There are not enough cultural role models in the classroom as teachers. This is one of my goals as a teacher to join the ranks of those being trained as teachers that are teachers of color to be a positive role model to the diverse student population. Our educational system is out dated there needs to be a reconstruction and rebuilding of every department of education including colleges and universities. These are many of the reasons of why I believe the way I do.

It is important to give examples to why I believe as I do. First example:

I taught a second grade class in an all black school. In this class there were three different skill levels, ten students at second grade level, eight at first grade level, and six below preschool level. Why were these students put in a grade that they did not have the skills to do? This was an example of the systems sink or swim philosophy just pass them on they are misfits they are a bunch of trouble anyway attitude. This was a situation that I had vowed not to see happen to any student as has happened to me in eighth grade.

These students were being denied a chance to be leaders in life and being prepared to take their rightful place in society. Well needless to say I worked with curriculum, love, caring, modeling, working with parents, and hard work to bring the two lowest groups up to second grade level standards. I witnessed a student who was below preschool level at the end of the year read chapter books. Because I believed in him by nurturing what was in his heart, showing him the can do spirit was possible for him to achieve anything in life. My classroom environment allowed all of the students to feel safe, loved, and full of opportunities to learn how they individually learned. This is why I believe as I do.

Second example, I was given an opportunity to teach in the same school a kindergarten class. This kindergarten class was unusual because it contained fifty students, four aides, and two very large rooms. The student make up was thirty-five Somali students, fourteen African Americans, and one European American. Out of the thirty-five Somali students ten could not speak or understand English. Here is an example of what many of the classrooms look like today. I mentioned earlier in this paper about how our schools are becoming more diverse in its population. Again here was an opportunity for me to fulfill my eighth grade vow to see that no student would be denied opportunity. The approach I took in teaching such a large class was to use the

philosophy that I talked about in the introduction of this paper the education of the heart. When you teach to the heart of a student you find many resources. The resource that I found in all of the students was love of community. So the theme of the classroom environment was on how to live in a community with many different kinds of cultures. This task required of me to use good classroom management, curriculum, parental involvement, learning styles, thinking styles, cultural styles, loving environment, and modeling. There was put into use my Montessori training, accelerated learning techniques, traditional education methods, reconstructive, constructivism educational theories. Community building and partnerships between the students, parents, school and administration was a vital part of teaching this kindergarten class. At the end of the year all fifty students were not only well prepared academically, socially but they were also prepared to conduct themselves as productive participants not only in the school community but also in the communities they lived in without finger pointing because they did not understand another's culture or way of life. This to me is what education should be about cultural diversity, capability to learn, motivation, and resilience.

The final question to be addressed is what values support my belief? It is one of my beliefs that the school system should provide a greater measure of studies in human relationships starting at an early age and older. This I attempted to do with the fifty kindergarten students mentioned earlier. What men have taught as ethics and integrity is but a shadow of what is to come because times are changing rapidly and we must keep up with those changes in every walk of life. The understanding of the larger circles should also be conveyed, circles of community, circles of friendship, circles of family, circles of cities, circles of states, circles of nations and circles of civilizations from the personal to

the impersonal perspective of life. Community action an involvement that does reinforce family as these twin pillars of family and community brace a path of individualism for those of all ages. Community then must be a stronghold of values, of serving together, or meeting one another's needs and is establishing goals and priorities these are just as essential in learning as academics. Education must be infused with morality, fair play, and an honor code. The so called rights of equality, liberty and fraternity can not be realized until all people can have access to them not just an elite class of privileged individuals while others are excluded. What values support my beliefs?

There many values but I will give you the ones that I feel are essential to be taught and modeled in our educational system. Mind you every value has its negative counterpart. More often the negative counterparts are used than the positives. The fourteen are: power, love, mastery, control obedience
Wisdom, harmony, gratitude, justice, reality, vision, victory, honesty, and attitude are a must to learn not only at school but at home. These are the building block of life. So often power is exerted as criticism, condemnation, and judgment. Love as hatred, gossip, and mild dislike. There is the expressing of mastery as doubt, fear, human questioning, and parilization. Control is realized as conceit, deceit, arrogance, and ego. Obedience is seen as disobedience, stubbornness, and defiance. Wisdom becomes envy, jealousy, and ignorance. Harmony is out played as indecision, self-pity, and self justification. Gratitude is out pictured as ingratitude, thoughtlessness and spiritual blindness. Justice becomes injustice, frustration, and anxiety. Reality becomes colored with dishonesty, intrigue, and treachery. Vision becomes blurred by lust, greed, selfishness, self-love, and idolatry. Victory the most misunderstood and not taught or model is expressed as

resentments, revenge, and retaliation. Finally attitudes about life, self, family and nation. These are the values that must be addressed in educating our children. Unless these values are learned modeled our future generations will not be able to become leaders and follows with dignity, integrity, and honesty.

In the classroom students encounter rules for what is right, what is not proper actions. At home there is another set of rules and then there are society's rules. The code of rules in those three areas must be taught hand and hand. It is like a road map to navigate in life. Unfortunately they don't mess because of cultural differences, gender, and sociality. This causes confusion, distrust, anger, and alienation. In the second grade class I taught and the kindergarten class it was important for me to teach, model and learn from the students their ethic of life that they brought to the classroom. Together we strove to understand one another's rules for life thereby harmony and peace pervaded the classroom where learning could occur without the stumbling block that hinder us.

Let us provide an educational system that will encourage students who will have a vision of their roles as leaders but who can also be followers. Let us give them a breadth of knowledge that will carry them far. True education begins with the education of the heart. My philosophy has touched upon the areas of metaphysical, epistemology, and axiology views, how the educational system is today, what changes need to be made, what is needed to ensure that students receive the greatest support and learning experiences that can be afforded to them. In closing I would like to quote Charles Swindoll to illustrate what is important about education to the student, parent, and the teacher:

“The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than

money, than circumstances, than failures, than successes. Than what other people think or say or do. It is more important than appearances, giftedness or skill. It will make or break a company...a church...a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past...we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude...I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you...we are in charge of our attitudes.” By Charles Swindoll (copied for UEES Program)

Without the right attitude of the student, teacher, parents, teachers, administration and society education is crippled and becomes an instrument of crippling life.

CUE

Collaborative Urban Educator

APPLICATION DEADLINE: NOV. 1, 2003

Licensure in special education with a specialty in learning disabilities, developmental disabilities or emotional/behavioral disorders.

Make a difference with the help of the University of St. Thomas Collaborative Urban Educator programs (CUE). CUE is a collaboration of St. Thomas, Minneapolis, St. Paul and selected suburban school districts. CUE is dedicated to bringing people from underrepresented populations with college degrees or people who have worked with urban youth into the teaching profession.

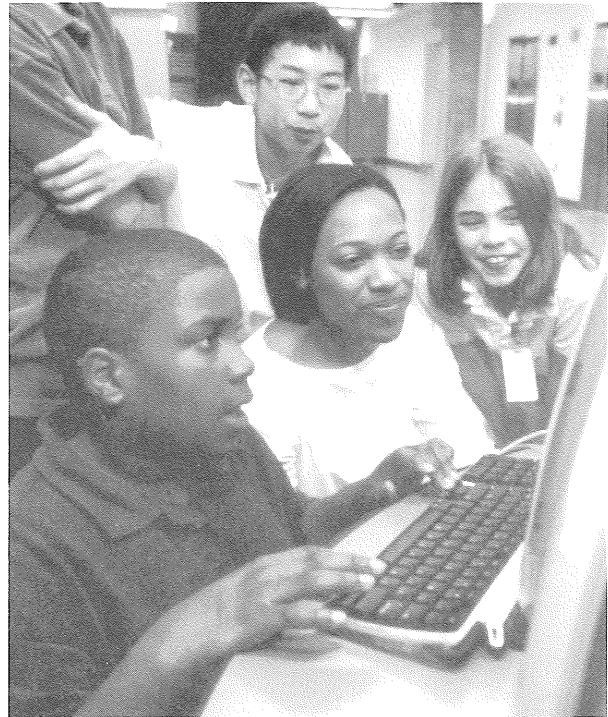
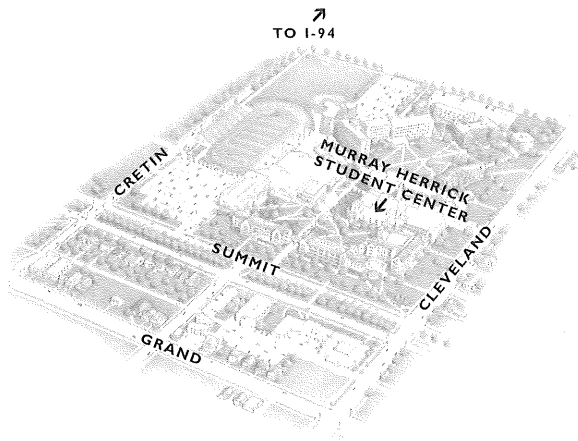
Participants in this standards-based, competitive program complete a specialized curriculum preparing them to be licensed teachers in 18 months.

Participants attend the program in exchange for teaching in Minneapolis, St. Paul or selected suburban public schools.

Information Sessions

All information sessions are held on the University of St. Thomas St. Paul main campus in Room 155 Murray Herrick Student Center (the building with the clock tower). See map below.

Date	Time
Tuesday, Sept. 16	7-8:30 p.m.
Saturday, Sept. 20	9-10:30 a.m.
Wednesday, Sept. 24	7-8:30 p.m.
Thursday, Oct. 9	7-8:30 p.m.
Saturday, Oct. 11	9-10:30 a.m.
Thursday, Oct. 16	7-8:30 p.m.



More information:

Dr. Jeanne Mortinson
(651) 962-4659
jmmortinson@stthomas.edu
www.stthomas.edu/education/teached/cue.html

Mail or deliver application and supporting materials to:

CUE Program
1000 LaSalle Ave. MOH217
Minneapolis, MN 55403

Application materials become the property of the CUE program and cannot be returned. Please do not include video tapes, CDs, or portfolios along with the application.

A CUE screening/interview team made up of representatives from the CUE partner districts and St. Thomas special education faculty will review all applications and select applicants for interviews. Individual partner districts will make the final decision to sponsor applicants in the program.



UNIVERSITY of ST. THOMAS



Applicant Criteria

Through a competitive process, the CUE Special Education CUE SPED program selects individuals who:

- Have a bachelor's degree
- Have personal, professional or volunteer experiences in the sponsoring districts and local urban communities
- Have extensive experience volunteering or working with youth from diverse backgrounds, particularly youth from diverse backgrounds with special needs
- Have demonstrated abilities to connect emotionally and intellectually with children or teens from urban settings
- Have demonstrated collaboration skills
- Demonstrate the ability to thrive in an academically challenging environment
- Willing to commit to an 18 month, rigorous schedule of coursework including a field-based practicum
- Have a current standard teaching license or willing to complete additional work during the 18 month program to demonstrate competency in the standards of effective practice
- Are legally eligible to work in the United States (U.S. citizen, permanent resident)
- Intend to teach in a Special Education setting in the sponsoring district upon completion of the program for at least four years

Benefits to CUE SPED Participants

- Tuition and fees are waived by St. Thomas for licensure courses
- Participants earn licensure in one of three areas: learning disabilities, developmental disabilities or emotional/behavioral disorders
- Participants earn graduate credits towards a Master of Arts in Special Education
- CUE SPED is a part-time program and participants can maintain outside employment
- A cohort of 20-30 participants and SPED faculty provide support
- Participants have access to university and district resources, computer labs, library, media centers and optional student health insurance

Obligations of CUE SPED Participants

- Participants pay for all testing, textbooks for all courses, official transcripts, parking at the downtown Minneapolis campus and miscellaneous expenses in some courses
- Upon successful completion of the CUE SPED program, participants agree to teach in a special education setting for four years in their sponsoring district (St. Paul, Minneapolis or selected suburban districts)
- Participants must complete clinical experiences and a practicum in an approved special education school setting
- Participants provide their own housing, health insurance, day care and transportation to schools and coursework sites
- Participants must be able to take the Praxis I series test as part of the application to the program (if you do not already have a standard license); and take the Praxis II test toward the end of the special education program
- Participants must be able to begin the program in January, 2004 and take classes with a cohort for 18 months

Obligations of the Sponsoring Districts

- Provide a welcoming climate for the participant
- Provide access to special education staff for mentoring and information on district policies and procedures
- Provide access to district human resource personnel for employment information
- Provide access to school site clinical experiences during the 18 months of the program
- Provide a school site for a practicum
- Provide an opportunity to be considered for any positions available in the sponsoring district

If participants do not have a first teaching license in Minnesota, the following is required coursework that must be taken during the course of the CUE SPED program, required coursework for working toward a first teaching license in Minnesota. These courses meet the Standards of Effective Practice.

C O U R S E

Education's Place in Society
St. Thomas courses TEGR 510
and 511 (3 credits total)

**Human Relations and
Multicultural Education**
St. Thomas course TEGR 512
(3 credits total)

**Psychology of Teaching
and Learning**
St. Thomas courses TEGR 530
and 532 (3 credits total)

**Portfolio development courses
at St. Thomas. See an academic
advisor for more information.**

**PRAXIS I
(Pre-Professional Skills Test
or CBT)**

**Forty-five hours of field experience in regular
education classrooms in elementary, middle level
and secondary settings.**



S p e c i a l E d u c a t i o n

phone numbers

CUE SPED

Dr. Jeanne Mortinson, program director
(651) 962-4659
jmmortinson@stthomas.edu

Learning Disabilities and Director of Special Education

Dr. Michael Brown, department chair
(651) 962-4987
mdbrown@stthomas.edu

Dr. Ann Ryan
(651) 962-4388
agryan@stthomas.edu

Emotional Behavioral Disorders

Dr. Kristine Melloy
(651) 962-4391
kjmelloy@stthomas.edu

Developmental Disabilities

Dr. Terri Vandercook
(651) 962-4389
tlvandercook@stthomas.edu

Dr. Michael Brown
(651) 962-4987
mdbrown@stthomas.edu

Learning Disabilities

Core Courses

Survey of Exceptionality SPED 750	3 cr.
Behavior Management SPED 785	3 cr.
Collaboration Skills for School Professionals SPED 714	3 cr.

Licensure Courses

Fundamentals of Learning Disabilities SPED 786	3 cr.
Basic Skills Instruction: Mild/Moderate Disabilities SPED 705	3 cr.
Educational Assessment SPED 645	3 cr.
Instructional Strategies: Mild to Moderate Disabilities SPED 788	3 cr.
Acquisition of Speech & Language SPED770	3 cr.
Learning Disabilities: Adolescent to Adult SPED 794	3 cr.
Practicum: Learning Disabilities SPED 790	3 cr.
Waiver Sub: Fundamentals of Emotional Behavioral Disorders SPED 752	

Total licensure credits: 30

Master of Arts - 4 additional credits

Educational Research CIED 500	3 cr.
Final Project SPED 799	1 cr.

**Total licensure and
master of arts credits: 34**

Emotional Behavioral Disorders

Core Courses

Survey of Exceptionality SPED 750	3 cr.
Behavior Management SPED 785	3 cr.
Collaboration Skills for School Professionals SPED 714	3 cr.

Licensure Courses

Fundamentals of Emotional Behavioral Disorders SPED 752	3 cr.
Basic Skills Instruction: Mild/Moderate Disabilities SPED 705	3 cr.
Educational Assessment SPED 645	3 cr.
Instructional Strategies: Mild-Moderate Disabilities SPED 788	3 cr.
Interventions: Emotional Behavioral Disorders SPED 733	3 cr.
Adolescents with Emotional Behavioral Disorders SPED 755	3 cr.
Practicum: Emotional Behavioral Disorders SPED 734	3 cr.
Waiver Sub: Fundamentals of Learning Disabilities SPED 786	

Total licensure credits: 30

Master of Arts - 4 additional credits

Educational Research CIED 500	3 cr.
Final Project SPED 799	1 cr.

**Total licensure and
master of arts credits: 34**

Developmental Disabilities

Core Courses

Survey of Exceptionality SPED 750	3 cr.
Behavior Management SPED 785	3 cr.
Collaboration Skills for School Professionals SPED 714	3 cr.

Licensure Courses

Fundamentals of Developmental Disabilities SPED 753	3 cr.
Basic Skills Instruction: Mild/Moderate Disabilities SPED 705	3 cr.
Assessment Developmental Disabilities SPED 709	3 cr.
Instructional Strategies: Mild-Moderate Disabilities SPED 788	3 cr.
Methods & Materials: Significant Developmental Disabilities SPED 754	3 cr.
Positioning, Handling & Augmentative Communication Strategies SPED751	3 cr.
Acquisition of Speech & Language SPED 770	3 cr.
Practicum: Developmental Disabilities SPED 756	3 cr.

Total licensure credits: 33

Master of Arts - 4 additional credits

Educational Research CIED 500	3 cr.
Final Project SPED 799	1 cr.

**Total licensure and
master of arts credits: 37**



Collaborative Urban Educator Program (CUE) 2003 Applicant Assessment Form for Special Education

Applicant's name _____
Last name First name

Note to assessor: The above applicant is applying to a graduate level teacher preparation program in special education. This completed form will be submitted with the candidate's application. Please seal the assessment in an envelope before returning to the candidate to include with her/his application. The committee members appreciate your assistance in expediting the process and are grateful for your help.

Return this form as soon as possible to the applicant. All applications are due on Nov. 1, 2003:

Assessor _____ Title _____

Organization _____

Address _____ Phone _____

How long have you known applicant? _____ In what capacity do you know the applicant? _____

Please use the scale below to assess the applicant's abilities. It is important that you use the space under each section to cite evidence/experiences to support your rating.

	SUPERIOR	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	NOT APPLICABLE
Ability to do academic work	----- ----- ----- -----				-----
Specific examples:					
Ability to work with others	----- ----- ----- -----				-----
Specific examples:					
Initiative	----- ----- ----- -----				-----
Specific examples:					
Follow through	----- ----- ----- -----				-----
Specific examples:					
Flexibility	----- ----- ----- -----				-----
Specific examples:					

Please attach additional comments that would be helpful to the committee's fair and accurate assessment of this applicant.

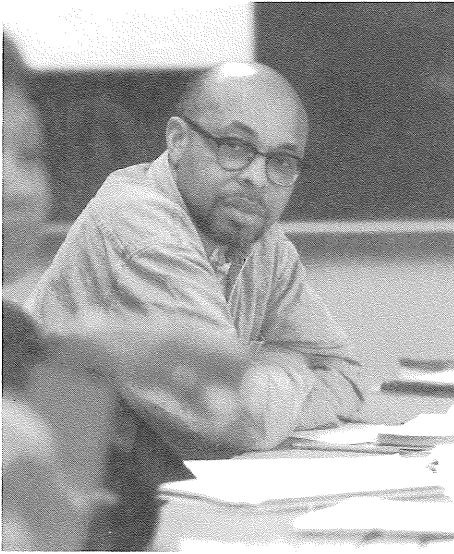
Signature of Assessor _____ **Date** _____

WAIVER OF RIGHT TO ACCESS TO CONFIDENTIAL STATEMENTS:

I hereby waive my right to inspect the letter which appears on this form and attachments of continuation. I understand I may not be required by the institution to waive that right as a condition for admission, employment or honor.

Applicant's Signature _____ **Date** _____

If the applicant does not sign the statement, the law specifically reserves to him/her the right of access to the letter in question.



What Else Should Applicants Be Doing?

Take the Pre Professional Skills Test (PPST)

If you do not have a standard teaching license you must take the PPST or computer based test as part of your CUE SPED application. The PPST is a three section test including reading, writing, and mathematics. Contact Praxis Series Services at 609-771-7395 or praxis@ets.org to schedule a paper version test or a computerized version.

Take the Miller Analogy Test (MAT)

If your cumulative GPA is under 2.75 you must take the MAT as part of your application. To register to take the MAT at St. Thomas call 651-962-6781 or go online at www.stthomas.edu/pc/testng/miller-analogiestest.htm. Other colleges and universities also offer the MAT.

checklist for CUE applicants

The numbers listed here correspond to the numbers on the opposite page.

- 1. Make sure your name, address and phone number are filled in. If you are a permanent resident or have another kind of visa, please include a copy with your application.
- 2. This application is only for the CUE SPED program. Please indicate license area of interest.
- 3. Statement of purpose: attach your statement answering the questions.
- 4. References: include your three references with your application. They do not have to be sent separately.
- 5. Placement preference: place a "1" next to your first choice for a sponsoring district and a "2" next to your second choice.
- 6. Education: indicate your bachelor's degree and major. On subsequent lines, please indicate any additional course work at other colleges and/or universities.
- 7. Resume: include a current resume, beginning with your most recent employment.
- 8. Attach an explanation if necessary of any criminal offense other than a traffic violation.
- 9. PPST scores must be sent directly to the CUE Programs prior to the application deadline. See the CUE Information Guide for details on taking the PPST and the Miller Analogies Test.

You may take the PPST at one of the following venues:
Sylvan Technology Centers:
Prometric Testing Centers, Edina (952) 820-5010,
Woodbury (651) 702-6791
University of Minnesota, Minneapolis (612) 624-5520

You may take the Miller Analogies Test at the University of St. Thomas. The automated registration number is (651) 962-6781 or call (651) 962-6791 to speak to someone in the Career Counseling Center. For online registration: www.stthomas.edu/pc/testing
- 10. Official Transcripts: Have your undergraduate transcript indicating a bachelor's degree sent directly from your undergraduate institution to the CUE Programs. CUE does not accept unofficial student copies of transcripts.

Attention: If your degree is from a foreign university, you must have your transcript evaluated by an educational credential evaluation service, such as ECE (www.ece.org or (414) 289-3400). You must request that a copy of your evaluation be sent directly to the CUE Programs.
- 11. Applicant signature: sign and date your application.

1. Name (last, first, middle initial, maiden)		Social Security #		Date
Local address	City	State	ZIP	Home phone (with area code)
Please indicate your status: <input type="checkbox"/> U.S. citizen <input type="checkbox"/> Permanent U.S. resident <input type="checkbox"/> Other (please attach a copy)			e-mail	Work phone (with area code)

2. **I am applying for CUE SPED with an interest in this specific license area:**

- Learning Disabilities
 Emotional Behavioral Disorders
 Developmental Disabilities

3. **Statement:** attach a typed or word-processed statement answering the following questions (2 paragraphs per question, please):

- | | | |
|--|---|---|
| 1. Why are you interested in pursuing a career in Special Education? | 2. What in your work, volunteer and personal background would contribute to your success as an urban teacher working with students with disabilities from diverse backgrounds in local schools? | 3. What in your work, volunteer and personal background would demonstrate your abilities to work collaboratively with many individuals, agencies and organizations? |
|--|---|---|

4. **References:** include three completed Applicant Assessment Forms (completed by individuals who have supervised you in a professional capacity). A master copy of the assessment form is included in this packet, please make copies for each of your assessors.

5. **Placement preference:** indicate a choice of School District to serve as your sponsoring District during your 18-month program and the following four years:

- | | | |
|--|--|--|
| <input type="checkbox"/> Saint Paul School District | <input type="checkbox"/> Minneapolis School District | <input type="checkbox"/> North St. Paul/Maplewood/Oakdale |
| <input type="checkbox"/> East Metro Integration District | <input type="checkbox"/> Hopkins | <input type="checkbox"/> No preference |
| <input type="checkbox"/> Roseville | <input type="checkbox"/> Brooklyn Center | <input type="checkbox"/> Are you currently an employee of a school district? If so, please indicate what district: _____ |

6. **Education**

College or University	School and location	Dates attended	Degree	Major	Minor
College or University	School and location	Dates attended	Degree	Major	Minor
Graduate	School and location	Dates attended	Degree	Major	Minor

Do you have a valid or renewable educational license from any state?
 Yes No If yes, indicate state _____

Type of certificate: Secondary _____ (teaching field)
 Elementary _____

7. **Resume:** attach a current, professional resume that includes:

1. Educational institutions attended (program requires a bachelor's degree) 2. Complete work history after graduation from high school to the present

8. Have you ever been convicted of a crime other than a traffic violation? Please indicate: yes no If yes, please explain below:

Answering "yes" does not automatically disqualify you as an applicant.

PPST score (required with application): Math _____ Reading _____ Writing _____

If you do not have an initial teaching license, you must have taken the state of Minnesota mandated PPST by the application deadline. Request scores be sent to the University of St. Thomas.

Miller Analogy Test score (if undergraduate GPA is below 2.75) Score _____

10. **Official transcripts/foreign equ. credentials:** must be directly sent from each undergraduate and graduate institution attended to the CUE program.

11. I attest that the information I have provided for this application is accurate. I also understand that I have an obligation to teach in my sponsoring district upon completion of CUE SPED if a position is offered. My signature below indicates that I intend to teach in my licensed field in the sponsoring school district for a minimum of four years.

Applicant signature	Date
---------------------	------

Mail application and all supporting materials to: CUE Programs, University of St. Thomas, MOH217, 1000 LaSalle Ave., Minneapolis, MN 55403-2009.

CUE

Collaborative Urban Educator

To help you select an emphasis for your program, below are descriptions of each CUE SPED specialty area.

Developmental Disabilities

A teacher of special education with an emphasis in developmental disabilities is authorized to provide specially designed instruction in kindergarten through grade 12 to students with a broad range of cognitive impairments and deficits in adaptive behavior and to collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing individualized education program plans for students.

Emotional Behavioral Disorders

A teacher of special education with an emphasis in emotional behavioral disorders is authorized to provide instruction in kindergarten through grade 12 to students who are experiencing emotional behavioral disorders and to collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing individualized education program plans for students.

Learning Disabilities

A teacher of special education with an emphasis in learning disabilities is authorized to provide specially designed instruction in reading, mathematics, written and oral expression, and listening comprehension, in kindergarten through grade 12 to students with learning disabilities or learning deficits and to collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing individualized education program plans for students.

University of St. Thomas

Collaborative Urban Educator Programs

History and Impact

- Since 1992, 270 persons have completed CUE initial licensure programs; 28 have completed Special Education Licensure Programs
- CUE Program funding continues for the '04-'05 biennium working with its third cohort in Special Education where 23 students will receive licensure in 2005
- CUE companion program, Transition to Teaching federal grant: 9 have already completed a Secondary Mathematics license and 34 have completed Special Education licensure
- CUE alumni in 112 schools across the metro area in Minneapolis, St. Paul, Hopkins, Roseville, St. Louis Park, Osseo, and East Metro Integration District
- 80% retention rate of CUE alumni in education; 68% retention in metro area districts as of Fall, 2004
- Currently working with the third CUE Special Education cohort; have produced 12 cohorts of the alternative route to licensure, 1-6 and K-8 license models. CUE EXpansion program has produced 3 cohorts of part-time options: K-8 license since 1997 and Secondary Math/Science since 1999.
- Programs designed to model best practices in teacher preparation
- A true collaborative – university, eight metro school districts, state and unions working together from beginning
- In-service impact for teacher continuing development:
 - More than 400 classroom teachers used as clinical supervisors and student teaching mentors (inc. CUE alumni)
 - More than 60 district teachers, administrators, and education personnel used as adjunct faculty (inc. CUE alumni)
 - Multicultural influence at the University of St. Thomas
- 137 CUE alumni have completed master's degrees, 12 have completed Ed. S. degrees in Education; 7 admitted to doctoral programs
- 19 CUE alumni are serving or have served as principals, assistant principals, administrative interns, or district administrators
- 2 CUE alumni are national board certified. One is on a national advisory board; others are in state and local leadership roles. One alumna received the Milken National Educator Award
- Funding includes 15 state, federal or private grants and four Minnesota legislative initiatives since 1997
- District and university contributions have included personnel, stipends, tuition and in-kind matches
- 49 local, state, national, and international presentations of the program
- National C.S. Robinson Award from AASPA for Teacher of Color Programs, 1996
MnATE State Collaborative Research Award, 1992
- Strong technology component; over 200 CUE alumni connected via e-mail telementoring

For more CUE information, contact: jmmortinson@stthomas.edu or 651-962-4659

University of St. Thomas

Collaborative Urban Educator programs

Briefing Sheet

Scope of Programs:

Current Offering

- **CUE EX Special Education license:** Earning EBD, LD or DD licensure. Part-time, 18-month program. Recruited 3 cohorts since 1999. Recruit every other year. Begin in January of an even year, end in June of following year.

Previous Offerings

- **CUE Alternative:** K-8 program, full-time, internship based, 12 months, state's only alternative licensure path. Recruited 12 cohorts since 1991.
- **CUE EX K-8 model with middle level specialty:** Part-time, 18-month program. Recruited 3 cohorts since 1997.
- **CUE EX Math/Science: 7-12 secondary license:** Part-time, 18-month program. Recruited 2 cohorts since 1999.

As of September 1, 2001, CUE offerings reflect new license laws: an elementary license for grades K-8 and a secondary license for grades 5-12. First Special Education cohort earned EBD license only. The second and third cohorts earned one of three licenses: EBD, LD, or DD.

Governance:

- CUE was initially developed, implemented and assessed by a partnership of St. Thomas and St. Paul and Minneapolis Schools.
- Licensure sign-off is by UST.
- Report through Minnesota Department of Education to Legislature as well as by invited testimony.
- Advisory Committee – formal annual meeting and frequent informal meetings.

Funding:

- For first seven years, UST and districts supported along with \$65,000 from state desegregation board.
- Additional grants (Howe, US West, UST funds, Federal Networking, parts of others).
- Beginning in 1997 (at the request of legislators to submit bill for funding) the Legislature appropriated \$895,000 for CUE Expansion Project. (Hamline received \$100,000 of that amount.)
- Subsequent funding sources: Legislative appropriations of \$800,000 in 1999, \$800,000 in 2001, and \$330,000 in 2003.

Staffing:

- Dr. Jeanne Mortinson oversees current program; St. Paul teacher on loan.
- Dr. Michael Brown, Chair, Special Education Department, serves as academic advisor.
- Hire adjuncts from Special Education Department and from districts at regular UST rate.

Suburban District Connections with CUE Expansion Project:

- Previous and current cohorts with suburban involvement from Brooklyn Center, Columbia Heights, Hopkins, East Metro Integration District, North St. Paul/Maplewood/Oakdale, Roseville

Awards:

- 2002 : A \$25,000 Milken Award given to Angela Mansfield, graduate of CUE
- 1996 : C. S. Robinson Award from The American Association of School Personnel Administrators (AASPA) for Teacher of Color Programs
- 1992: Minnesota ATE Research Merit Award from the Minnesota Association of Teacher Educators (MnATE)

Vital Statistics:

Please see CUE History and Impact sheet

University of St. Thomas

Collaborative Urban Educator Programs

Testimonials

The CUE program is far more than simply a teacher preparation program. Rather, it is a process of developing the minds, souls and hearts for those who choose to be urban educators. CUE does not just teach HOW to teach but offers concrete strategies and builds competency in tangible skills that are needed to be a lifelong learner, reflective practitioner and highly effective teacher in some of the most challenging and diverse situations. The experiences, classes and internships that CUE provides and requires are crucial to building the confidence that exceptional teachers need. The program's focus on continual self-reflection leads to a habit of constantly looking for ways to improve ones practice and fosters leadership skills to emerge. I was shown how to manage classroom behavior and dynamics, assess students in a variety of ways and contents.

After my CUE experience I am certain that I can walk into any classroom, anywhere and effectively instruct the students. I am currently working in North Minneapolis at a school with many challenges. However, CUE instilled in me the perspective that these challenges are an opportunity for change, new ideas and success rather than a reason to feel hopeless. The CUE program is a rigorous academic program combined with experiences that invoke and encourage personal growth, resulting in highly skilled and competent professional educators who are not afraid of a challenge. *Sonrisa Shaw, CUE 11, Classroom Teacher*

It is of central importance that there continues to be programs like CUE that provide training for groups of individuals interested in contributing their skills to the education of our youth. The program is a lot of work, comes with many challenges for balancing out already busy lives, and at times pushes time management skills to the limit. That much being said, it is also one of the greatest learning experiences I have ever had the opportunity to partake in. I do not think it would be possible should I also need to financially kick out funds for study, however. This is where the funding made possible via grants and a partnership between St. Thomas and sponsoring school districts eases the burden and helps to bring about a program that promises to provide metro area districts with experience, well trained, compassionate educators. Thank you again for the opportunity to be a part of this. *Paul Stern, Current CUE Special Education Program Participant*

CUE provided me the opportunity to develop into an educational profession. It prepared me for a life-long commitment to teaching and learning. With the CUE opportunity, I have advanced into a principalship career as well as currently serving as a district assistant director. I owe much of my success to CUE for providing the financial and academic support that I did not have coming from a family with limited resources and education. *Andy Xiong, CUE 5, Assistant ELL Director*

The C.U.E. program has helped me in getting my positions as a principal for St. Paul Public schools. I would not of had that opportunity if it had not been for the C.U.E. program. Also as an administrator, we do not have enough teachers of color in the St. Paul School district. I had six teaching positions open this spring and it was very difficult to find teachers of color to even interview for these positions. With a population of over 70% children of color it is important to have teachers of color in the building. It is important for children of color to see people like themselves in leadership positions. *Sharon Freeman, CUE 7, Principal*

I was a participant in the Collaborative Urban Educator Program's second cohort and was very well prepared to be a classroom teacher as well as a teacher leader. The CUE framework provided the strategies in the implementation of the state standards as well as the knowledge to navigate the political realm that is alive and well in school districts. CUE prepares educators that understand the cognitive as well as the social development of children. *Zelma P. Wiley, CUE 2, Principal*

The CUE program offered a former corporate manager on the brink of burnout, some light at the end of the tunnel. Making the move from Corporate America to the classroom has been the best, most fulfilling experience of my life. CUE offered me the opportunity to learn, observe and work with those at the top of the education chain. Coming to work and having my students listen attentively, work hard, and look to me for information while providing them an education, only reinforces that the classroom is where I should be. I would not be an educator

if it were not for the CUE program. I will always be eternally grateful for the opportunity I've been given.
Harold Scott, CUE EX 1, Classroom Teacher

The CUE program meets the needs of the children and parents that I work with in Minneapolis, since they can relate to an immigrant that has been able to challenge myself in spite that English is my second language. I am able to communicate more effectively with parents, discuss the similarities and differences between American culture and other cultures (specially Latin American). Students are able to learn from interactions with me that no matter who you are or where you come from, I expect the best from them.

Andrea Cortés Eastlund CUE 11, Classroom Teacher

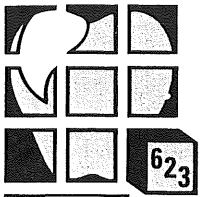
The CUE Program gave me the opportunity to share my love for education with inner-city students who may not had a chance. Now don't get me wrong they would have gone to schools where teachers care, education is important, and their education could flourish but as I see it, CUE gave me the opportunity to show the world of education that I care and I able to place power in the hands of students who so desperately need encouragement.

After college graduation I had a degree in Mass Communications from NDSU. I was not sure what I would do with this degree since I did not care for the direction in which TV news was heading. When a friend told me about the CUE Program, I knew I could make a difference with our future generation. I now have six years of teaching experience under my belt. I work at a year round school in Saint Paul. I have been able to use my Mass Communication skills to write grants from NASA for my school, help elementary students tell their stories by using our school's television equipment and ibooks for presentations, and have created Saint Paul's first all girls science club! I believe the best thing of all is that I learn from students who, everyday, want to keep coming back no matter how much I ask them to give. I credit the CUE Program and the mentors that lead CUE for where I am today. I am a teacher who cares to inspire our future generation to be peace prizewinners, inventors, doctors, scientists, researchers, and engineers.

Alissa Kuseske, CUE 8, Fifth Grade Teacher

Go GIRLS Coordinator

Crossroads Elementary Science a NASA Explorers School



Roseville Area Schools • District 623

Serving the Communities of Arden Hills, Falcon Heights, Lauderdale, Little Canada, Maplewood, Roseville, and Shoreview

February 21, 2005

The Honorable LeRoy Stumpf, Chair
Senate K-12 Education Budget Division
G 24 Capitol
75 Rev. Martin Luther King Jr. Blvd.
St. Paul Minnesota 55155

The Honorable Barbara Sykora, Chair
House Education Finance
485 State Office Building
100 Rev. Martin Luther King Jr. Blvd.
St. Paul Minnesota 55155

Dear Senator Stumpf and Representative Barbara Sykora:

As Superintendent of Roseville Area Schools, I am writing to endorse an important piece of legislation (House File 1111 and Senate File 963) to train teachers for diverse classroom settings. I hope you will consider supporting the efforts of the University of St. Thomas and the Collaborative Urban Educator program (CUE) to bring persons from diverse racial, ethnic, linguistic, and experiential backgrounds into the teaching profession.

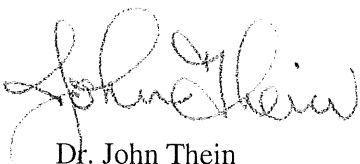
As superintendent of Roseville, I see every day the challenges that face our schools in our rapidly changing communities. For example, 30% of our students are students of color, 15.5% of those students come from homes where English is not the primary language (over 51 different languages are spoken in those homes), and over 26% of our students qualify for free and reduced lunch. We know that these students can achieve to high standards, but we need the resources that enable us to give them additional support to reach that goal.

A critical element of that support is providing our students with talented and dedicated teachers who are well prepared for the challenges and opportunities of the urban and urban like classroom. That means ensuring that our teachers are well grounded in their academic content areas. It means equipping those teachers with the most effective strategies for teaching and connecting with a diverse array of students, from English language learners to those students who are substantially behind grade level standards to those students who have special needs. Still further it means building a teaching force that is reflective of the growing ethnic, racial and cultural diversity of our student population.

The Collaborative Urban Educator program and the University of St. Thomas are partnering with metro area school districts like Roseville to offer innovative programs that train teachers of color to succeed in urban settings like ours. The Collaborative Urban Educator Program trains and licenses teachers in Special Education and English as a Second Language, whose skills are urgently needed in our district and others across the state.

I urge you to support the request for funding for the Collaborative Urban Educator Program (House File 1111 and Senate File 963).

Sincerely,



Dr. John Thein
Superintendent

Roseville Area School District is an equal Opportunity/affirmative action educator and employer, committed to a culturally diverse workforce.

District Center • 1251 County Rd B2 W • Roseville, MN 55113-3299
PHONE 651/635-1600 • FAX 651/635-1659 • TDD 651/635-1648



School District 622

NORTH ST. PAUL - MAPLEWOOD - OAKDALE

THE DISTRICT 622 EDUCATION CENTER
2520 E. 12TH AVENUE, NORTH ST. PAUL, MN 55109

Office of the Superintendent of Schools
651.748.7410 / FAX 651.748.7413

February 18, 2005

The Honorable LeRoy Stumpf, Chair
Senate K-12 Education Budget Division
G 24 Capitol
75 Rev. Martin Luther King Jr. Blvd.
St. Paul, MN 55155

The Honorable Barbara Sykora, Chair
House Education Finance
485 State Office Building
100 Rev. Martin Luther King Jr. Blvd.
St. Paul, MN 55155

Dear Senator Stumpf and Representative Barbara Sykora:

As Superintendent of School District 622 I am writing to endorse an important piece of legislation (House File 1111 and Senate File 963) to train teachers for diverse classroom settings. I hope you will consider supporting the efforts of the University of St. Thomas and the Collaborative Urban Educator program (CUE) to bring persons from diverse racial, ethnic, linguistic, and experiential backgrounds into the teaching profession.

As superintendent of School District 622 I see everyday the challenges that face our schools in this rapidly changing city. For example, we have 2984 of students of color, 660 students whose first language is not English, 3168 students living in poverty, 437 students of color needing special services. We know that these students can achieve to high standards but we need the resources that enable us to give them additional support to reach that goal.

A critical element of that support is providing our students with talented and dedicated teachers who are well prepared for the challenges and opportunities of the urban and urban like classroom. That means ensuring that our teachers are well grounded in their academic content areas. It means equipping those teachers with the most effective strategies for teaching and connecting with a diverse array of students, from English language learners to those students who are substantially behind grade level standards to those students who have special needs. Still further it means building a teaching force that is reflective of the growing ethnic, racial and cultural diversity of our student population.

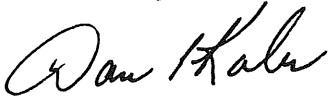
The Collaborative Urban Educator program and the University of St. Thomas are partnering with metro area school districts to offer innovative programs that train teachers of color to succeed in urban settings like ours. The Collaborative Urban Educator Program trains and licenses teachers in Special Education and English as a

A community partnership where learning and citizenship come first

Second Language, whose skills are urgently needed in our district and others across the state.

I urge you to support the request for funding for the Collaborative Urban Educator Program (House File 1111 and Senate File 963).

Sincerely,

A handwritten signature in cursive script that reads "Dan L. Kaler".

Dan L. Kaler
Superintendent

February 23, 2005

The Honorable LeRoy Stumpf, Chair
Senate K-12 Education Budget Division
House Education Finance
G 24 Capitol
75 Rev. Martin Luther King Jr. Blvd.
St. Paul, Minnesota 55155

The Honorable Barbara Sykora, Chair
Senate K-12 Education Budget Division
House Education Finance
485 State Office Building
100 Rev. Martin Luther King Jr. Blvd.
St. Paul, Minnesota 55155

Dear Senator Stumpf and Representative Barbara Sykora:

As Superintendent of East Metro Integration District 6067 (EMID) I am writing to endorse an important piece of legislation (House File 1111 and Senate File 963) to train teachers for diverse classroom settings. I hope you will consider supporting the efforts of the University of St. Thomas and the Collaborative Urban Educator program (CUE) to bring persons from diverse racial, ethnic, linguistic, and experiential backgrounds into the teaching profession.

As superintendent of EMID I see everyday the challenges that face our schools in this rapidly changing community. For example, we have 46% students of color, 8% students whose first language is not English, 33% students living in poverty, and 11% of our students needing special services. We know that these students can achieve to high standards but we need the resources that enable us to give them additional support to reach that goal.

A critical element of that support is providing our students with talented and dedicated teachers who are well prepared for the challenges and opportunities of the urban and urban like classroom. That means ensuring that our teachers are well grounded in their academic content areas. It means equipping those teachers with the most effective strategies for teaching and connecting with a diverse array of students, from English language learners to those students who are substantially behind grade level standards to those students who have special needs. Still further it means building a teaching force that is reflective of the growing ethnic, racial and cultural diversity of our student population.

The Collaborative Urban Educator program and the University of St. Thomas are partnering with metro area school districts to offer innovative programs that train teachers of color to succeed in urban settings like ours. The Collaborative Urban Educator Program trains and licenses teachers in Special Education and English as a Second Language, whose skills are urgently needed in our district and others across the state.

I urge you to support the request for funding for the Collaborative Urban Educator Program (House File 1111 and Senate File 963).

Sincerely,



Dr. Carl I. Wahlstrom,
EMID Superintendent

Inver Grove Heights Schools

Mahtomedi Schools

North St. Paul - Maplewood -
Oakdale Schools

Roseville Area Schools

Saint Paul Public Schools

South St. Paul Schools

South Washington County
Schools

Stillwater Area Schools

West St. Paul Schools

White Bear Lake Area
Schools



BROOKLYN CENTER INDEPENDENT SCHOOL DISTRICT NO. 286

6500 Humboldt Avenue North
Brooklyn Center, MN 55430-1897

Phone: (763) 561-2120
FAX: (763) 560-2647

"AN EQUAL OPPORTUNITY EMPLOYER"

ANTOINETTE JOHNS, Ed. D.
Superintendent

March 8, 2005

SCHOOL BOARD

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Daniel Krekelberg
Vice-Chair

Greg Thielsen
Treasurer

Cheryl Jechorek
Clerk

Tom Shinnick
Director

Kimberly Pearson
Director

The Honorable LeRoy Stumpf, Chair
Senate K-12 Education Budget Division
G 24 Capitol
75 Rev. Martin Luther King Jr. Blvd.
St. Paul Minnesota 55155

The Honorable Barbara Sykora, Chair
House Education Finance
485 State Office Building
100 Rev. Martin Luther King Jr. Blvd.
St. Paul Minnesota 55155

Dear Senator Stumpf and Representative Barbara Sykora:

As Superintendent of Brooklyn Center ISD #286, I am writing to endorse an important piece of legislation (House File 1111 and Senate File 963) to train teachers for diverse classroom settings. I hope you will consider supporting the efforts of the University of St. Thomas and the Collaborative Urban Educator program (CUE) to bring persons from diverse racial, ethnic, linguistic, and experiential backgrounds into the teaching profession.

As Superintendent of Brooklyn Center, I see everyday the challenges that face our schools in this rapidly changing city. For example, we have 1703 students; 66% are students of color, 34% of our students whose first language is not English, 60% of our students receive free and reduced lunch, and 8% of our students of color need special services. We know that these students can achieve to high standards but we need the resources that enable us to give them additional support to reach that goal.

A critical element of that support is providing our students with talented and dedicated teachers who are well prepared for the challenges and opportunities of the urban and urban like classroom. That means ensuring that our teachers are well grounded in their academic content areas. It means equipping those teachers with the most effective strategies for teaching and connecting with a diverse array of students, from English language learners to those students who are substantially behind grade level standards to those students who have special needs. Still further it means building a teaching force that is reflective of the growing ethnic, racial and cultural diversity of our student population.

The Collaborative Urban Educator program and the University of St. Thomas are partnering with metro area school districts to offer innovative programs that train teachers of color to succeed in urban settings like ours. The Collaborative Urban Educator Program trains and licenses teachers in Special Education and English as a Second Language, whose skills are urgently needed in our district and others across the state.

I urge you to support the request for funding for the Collaborative Urban Educator Program (House File 1111 and Senate File 963).

Sincerely,

Dr. Antoinette Johns,
Superintendent of Schools

EDUCATION SERVICES CENTER
1001 HIGHWAY 7
HOPKINS, MINNESOTA 55305-4723

"Passion for Learning...Learning for Life"

Michael L. Kremer, Ph.D.
Superintendent

952.988.4021 952.988.4092 (fax)
michael_kremer@hopkins.k12.mn.us

March 15, 2005

The Honorable LeRoy Stumpf, Chair
Senate K-12 Education Budget Division
G 24 Capitol
75 Rev. Martin Luther King Jr. Boulevard
St. Paul, Minnesota 55155

The Honorable Barbara Sykora, Chair
House Education Finance
485 State Office Building
100 Rev. Martin Luther King Jr. Boulevard
St. Paul, Minnesota 55155

Dear Senator Stumpf and Representative Sykora:

I am writing to endorse an important piece of legislation (House File 1111 and Senate File 963) to train teachers for diverse classroom settings. I hope you will consider supporting the efforts of the University of St. Thomas and the Collaborative Urban Educator program (CUE) to bring persons from diverse racial, ethnic, linguistic, and experiential backgrounds into the teaching profession.

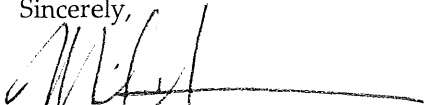
As Superintendent of the Hopkins School District, I see the challenges every day that face our schools in this rapidly changing community. For example, 22% of our students are students of color, 7% are English Language Learners, and 18% are eligible for free or reduced-price lunch. We know that these students can achieve to high standards but we need the resources that enable us to give them additional support to reach that goal.

A critical element of that support is providing our students with talented and dedicated teachers who are well prepared for the challenges and opportunities of the urban and urban-like classroom. That means ensuring that our teachers are well grounded in their academic content areas. It means equipping those teachers with the most effective strategies for teaching and connecting with a diverse array of students, from English language learners to those students who are substantially behind grade level standards, to those students who have special needs. Still further, it means building a teaching force that is reflective of the growing ethnic, racial and cultural diversity of our student population.

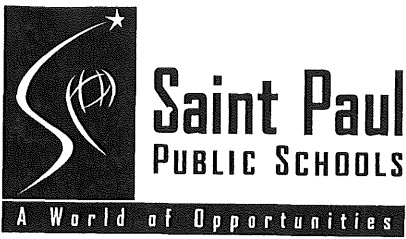
The CUE program and the University of St. Thomas are partnering with metro area school districts to offer innovative programs that train teachers of color to succeed in urban settings like ours. The CUE program trains and licenses teachers in Special Education and English as a Second Language (ESL), whose skills are urgently needed in our District and others across the state.

I urge you to support the request for funding for this legislation.

Sincerely,



Michael L. Kremer, Ph.D.
Superintendent



**Saint Paul
PUBLIC SCHOOLS**

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Capitol Hill Magnet School

Rondo Education Center • 560 Concordia Avenue • Saint Paul, MN 55103-2444

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February 14, 2005

The Honorable LeRoy Stumpf, Chair
Senate K-12 Education Budget Division
G 24 Capitol
75 Rev. Martin Luther King Jr. Blvd.
St. Paul, Minnesota 55155

The Honorable Barbara Sykora, Chair
House Education Finance
485 State Office Building
100 Rev. Martin Luther King Jr. Blvd.
St. Paul, Minnesota 55155

Dear Senator Stumpf and Representative Barbara Sykora:

Thank you for your past support and funding of the Collaborative Urban Educator Programs (CUE). The CUE Programs have made a profound and significant difference in the lives of its participants who bring to the program their diversity, ingenuity, expertise, and experiences. I was accepted into the CUE program in the third year of its inception. Having come from a background in law enforcement and working with adults with developmental disabilities, being a part of the CUE program was like no other experience I had ever encountered. It prepared me for the teaching profession, one of the hardest jobs that I had ever done.

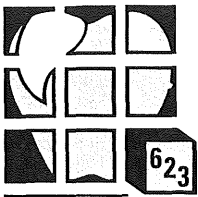
This is my twelfth year working as a teacher in the Saint Paul Public School District since getting my licensure through the CUE Program. I earned a special education license through CUE after being part of their first special education cohort. I've also had the opportunity to work with the St. Paul and Roseville district schools as the lead mentor representing the CUE Programs. We are indeed life long learners and I've stuck with teaching because for some of us it truly is a calling. I feel that I do make a difference with the students and their families.

The CUE Programs are run with integrity, foresight and lately with a lot of fortitude concerning funding. The CUE programs offered the best teaching and mentoring experiences that I had ever encountered. There has been and continues to be a tremendous ripple effect caused by this program. It continues to resonate not only in the state's largest school districts but throughout the state of Minnesota.

Your continued support of quality programs is much appreciated. Thank you.

Sincerely,


Gwendolyn Jones
CUE Alumni



Roseville Area Schools • District 623

Serving the Communities of Arden Hills, Falcon Heights, Lauderdale, Little Canada, Maplewood, Roseville, and Shoreview

February 10, 2005

The Honorable LeRoy Stumpf, Chair
Senate K-12 Education Budget Division
G 24 Capitol
75 Rev. Martin Luther King Jr. Blvd.
St. Paul Minnesota 55155

The Honorable Barbara Sykora, Chair
House Education Finance
485 State Office Building
100 Rev. Martin Luther King Jr. Blvd.
St. Paul Minnesota 55155

Dear Senator Stumpf and Representative Barbara Sykora:

First and foremost, I would like to express my gratitude to you for past support of the Collaborative Urban Educator (C.U.E.) program. Without the CUE program, I personally would not be doing the thing that I love, teaching. Before enrolling in the program, I had acquired my bachelor's degree in business, and worked in that profession for a number of years. Just before becoming a teacher, I worked in the public sector for a local municipality. I was content with my job, however I had a desire to better serve my community in a slightly different capacity. I wanted to become a teacher, a role model to our future generations.

Today, I am that role model and teacher! I teach sixth grade at Little Canada Elementary in the Roseville Area School District. I am in my second year of teaching, and I know that I am better serving my community. The days are long and sometimes exhausting (such is the life of a teacher), but my spirit is full and enriched in knowing that "I" make a difference in this world.

Most recently, my training as an "Urban Educator" has helped me expand my role as a teacher. This school year, I began facilitating Seeking Educational Equity and Diversity (S.E.E.D.) seminars in my district. My role is to help my fellow teachers in their personal journeys of teaching and learning with respect to our increasingly diverse student populations. It's amazing to me just how much CUE has made an impact in my life, my students' lives, and now the lives of my peers.

Sincerely,

Teresa Maria Laws



Saint Paul
PUBLIC SCHOOLS

A World of Opportunities

Capitol Hill Magnet School

Rondo Education Center • 560 Concordia Avenue • Saint Paul, MN 55103-2444

Telephone: (651) 325-2500 • Fax: (651) 325-2501 • www.spps.org

February 1, 2005

The Honorable LeRoy Stumpf, Chair
Senate K-12 Education Budget Division
G 24 Capitol
75 Rev. Martin Luther King Jr. Blvd.
St. Paul, Minnesota 55155

The Honorable Barbara Sykora, Chair
House Education Finance
485 State Capitol Building
100 Rev. Martin Luther King Jr. Blvd.
St. Paul, Minnesota 55155

Dear Senator Stumpf and Representative Barbara Sykora,

Thank you for your past support of CUE (Collaborative Urban Educator) program at the University of St. Thomas. CUE has allowed me to pursue a career in education which has become my life's work.

As a former corporate manager who became tired of the numbers game and impersonal climate of the corporate world, CUE gave me an opportunity to change careers (which is not always easy to do) and change my life. I say with great pride that I am helping to mold and shape the minds of tomorrow's leaders. I absolutely look forward to coming to work. There is no greater joy than doing one's part to positively impact the future. That is the joy and excitement that working in education has brought to my life.

In the five years that I have been teaching, I have been fortunate enough to have helped several new teachers and those studying to become teachers by giving them the opportunity to do classroom observations and student teaching in my class. It is because I appreciate the fact that someone mentored me and allowed me into their classrooms that I offer myself as a mentor. Several of my mentors have been former CUE students who were gracious hosts and excellent role models.

CUE is an invaluable contributor to the field of education for students in the greater Twin Cities area. Professionals from a variety of fields, have the opportunity to bring their vast experiences into the classroom as teachers. CUE teachers also bring a wealth of cultural diversity which makes our schools more welcoming environments for



Saint Paul
PUBLIC SCHOOLS

A World of Opportunities

Capitol Hill Magnet School

Rondo Education Center • 560 Concordia Avenue • Saint Paul, MN 55103-2444

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ALL students. America is known for and is proud of its rich diversity. Exposing young people to multiethnic teachers better prepares them for this rich diversity.

Thanks again for your support in the past and hopefully for your continued support in the future. Children are benefiting from a well trained, highly committed, and ambitious education professionals. The CUE program has consistently produced that.

Sincerely,

Harold Scott

World Geography Teacher
St. Paul Public Schools

TEACHER DIVERSITY AND STUDENT ACHIEVEMENT: A SUMMARY OF RECENT NATIONAL RESEARCH FINDINGS

The current state of diversity and cultural competence in the classroom

- 2001-02 data shows that public school student make-up was 60% White, 17% Black, 17% Hispanic, 4% Asian/Pacific Islander, and 1% American Indian/Alaska Native.
- In contrast, 2001 data shows that 90% of public school teachers were White, 6% Black, and fewer than 5% were of other races. Almost 40% of public schools had no teachers of color on staff.
- Across the states, the larger the percentage of students of color, the greater the disparity with percentage of teachers of color.
- Statistical projections show that while the percentage of students of color in public schools is expected to increase, the percentage of teachers of color is not expected to rise without action on the state and national levels.

The need for greater diversity and cultural competence in the classroom

Teacher Retention

- The question facing most urban school districts today is how to ensure a faculty of effective and culturally competent teachers when there is high turnover and relative inexperience.
- Almost 29% of teachers leave the profession after the first three years, and 39% leave after five years.
- A 1998 Metropolitan Life study predicted that teachers of color were leaving the profession in disproportionately greater numbers than their White counterparts. When surveyed, 40% of minority teachers indicated that they were likely to leave teaching over the next five years; 55% of minority teachers with less than five years of experience indicated that they were likely to leave. **The Minnesota CUE retention rate over the last 14 years shows that 80% of program graduates have remained in education as teachers and administrators.**
- Teachers who have well-planned professional development opportunities that help them learn about their work are more effective teachers and tend to stay in their jobs for longer periods of time.

Student Success

- Research presents evidence that when the race of the teachers and students is the same, students' standardized test scores rise (*Education Week*, September 18, 2001).
- Students of color tend to have higher academic, personal and social performance when taught by teachers from their own ethnic groups. However, this finding does not suggest that culturally competent teachers could not achieve similar gains with students of color from different ethnic groups.

- Teachers of color have higher performance expectations for students of color from their own ethnic group, leading to higher academic achievement.
- Teachers from different ethnic groups have demonstrated that when students of color are taught with culturally responsive techniques and with content-specific approaches usually reserved for the gifted and talented, their performance improves significantly.
- Success in teaching is directly linked to a teacher's ability to develop a deeper understanding of cultural groups to which he or she has an affiliation.
- When there is a lack of teachers of color in a school, higher rates of absenteeism amongst students of color have been observed, and more of them end up placed in special education programs.

Teacher Development

- Teachers of color bring with them an inherent understanding of the backgrounds, attitudes and experiences of students from certain groups and can therefore help inform majority teachers on effective ways and means to communicate with students of color (Supply and Demand of Teachers of Color).
- A critique of teacher education programs based on a study of Midwest students of color showed that exposure to racial diversity in the teacher education curriculum and liberal arts courses turned out to be the only opportunities for students to study issues affecting minority students in schools. Students were dissatisfied with the lack of preparation in their programs with regard to dealing with racial diversity as future public school teachers.

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- Education Commission of the States. *Recruiting Teachers of Color: A 50-State Survey of State Policies*, January 2003.
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- Lewis, Mark S. "Supply and Demand of Teachers of Color." *ERIC Clearinghouse on Teaching and Teaching Education*, February 1996.
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District 625

360 Colborne Street
Saint Paul, MN 55102-3299

Board Of Education

Telephone: (651) 767-8149
Fax: (651) 290-8331

March 23, 2005

Senator Leroy Stumpf
Representative Barbara Sykora
State Capitol
75 Rev. Dr. Martin Luther King Jr. Boulevard
Saint Paul, MN 55155

Dear Senator Stumpf and Representative Sykora,

I write to you with heartfelt thanks for your courage to champion restored resources for the Collaborative Urban Educator Recruitment and Training Programs at Concordia University-St. Paul, Hamline University, and Saint Thomas University during this legislative session (SF963 and HF1111). As a graduate of Concordia's SEAT program and member of the Advisory Board of Hamline's Center for Excellence in Urban Teaching, I can attest to the unique advantages these programs offer:

These programs increase the presence of teachers who reflect the varied ethnic and second language background tapestries we see increasingly in our schools. These new teachers bring a wealth of cultural and community knowledge and relationship, valuable in helping Minnesota schools *develop family and community partnerships* to meet the learning needs of today's diverse students.

Through the Urban Educator Programs pre-service and in-service teachers develop *competencies in teaching and learning strategies* that help increase their effectiveness as facilitators of learning for all our students. With the blanket of diversity gradually unfolding across our state, and with *No Child Left Behind* threatening sanctions for disparity, Minnesota must recognize the difference such competencies and resultant student achievement success will make for our schools.

The teacher candidates motivated through these programs are proven school employees, potential teachers who have tested their inclination to facilitate student learning through their current work as staff in our schools. The Collaborative Urban Educator Recruitment and Training Programs, geared to candidates who have already completed some college, prepare *a pipeline of qualified teachers to enter our schools on an expedited timeline*.

Finally, these Urban Educator Programs all maintain waiting lists for students who cannot currently be served. A restored level of funding (back to 2003 levels) will help to *double the number of teacher candidates and teachers served*, ensuring that greater numbers of teachers of color, second language backgrounds, and/or with urban learning framework skills will be able to serve Minnesota students.

I thank you both for your focus on *continual improvement and closing achievement gaps* in our schools by restoring resources for K-12 and partner programs for early childhood and post high school education. Within this context I am available to you should you require future assistance for your bills to support the Urban Educator Recruitment and Training Programs. You may reach me at 651-331-1243.

Sincerely,

Toni Carter

Chair, Saint Paul Public Schools Board of Education



SPECIAL SCHOOL DISTRICT NO. 1
An equal opportunity school district

BOARD OF EDUCATION

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MINNEAPOLIS PUBLIC SCHOOLS

807 Northeast Broadway
Minneapolis, Minnesota 55413-2398
(612) 668-0200 FAX: (612) 668-0195
TTY: (612) 668-0001

THANDIWE M.C. PEEBLES, Ed.D.
Superintendent of Schools

March 2, 2005

The Honorable LeRoy Stumpf, Chair
Senate K-12 Education Budget Division
G 24 Capitol
75 Rev. Martin Luther King Jr. Blvd.
St. Paul Minnesota 55155

The Honorable Barbara Sykora, Chair
House Education Finance
485 State Office Building
100 Rev. Martin Luther King Jr. Blvd.
St. Paul Minnesota 55155

Dear Senator Stumpf and Representative Sykora:

As superintendent of one of the largest and most diverse school districts in Minnesota, I urge you and your colleagues to support the funding request in House File 1111 and Senate File 963 for programs to train teachers for the urban and urban like settings.

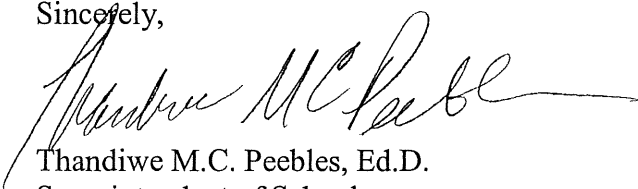
The Minneapolis Public Schools rely on teachers who are trained in Concordia University-St. Paul's Southeast Asian Teacher (SEAT) Licensure program, Hamline University's Center for Excellence in Urban Teaching (CUET), and the University of St. Thomas's Collaborative Urban Educator (CUE) Program. These teachers have the skills, experience and enthusiasm to help students from all cultures and backgrounds succeed.

That is tremendously important in the Minneapolis Schools, where 42% of our students are African American, 13% are Asian American, 14% are Hispanic, 4% are American Indian, and nearly one in five is learning English as a second language. These students need teachers who understand and value different ethnic backgrounds, are sensitive to the special challenges faced by some minority learners, and are role models themselves of what people of color can accomplish. Parents of these students need to feel comfortable with their children's teachers and be able to communicate easily with them, sometimes in a language other than English.

Our goal in the Minneapolis Public Schools is to provide all of our students with a truly international education that will prepare them for life in a global community. We are making great strides toward this goal, in part because we are fortunate to have excellent teachers who are committed to understanding and serving urban learners. We must continue to recruit, train, and motivate teachers of all backgrounds-including people of color-if we are to give each child the education he or she deserves.

Minnesota's schools need the teachers who graduate from Concordia, Hamline and the St. Thomas's unique programs. In turn, these programs need the support of the state legislature. I encourage you to support the three universities' joint funding request for \$2,000,000 for the 2006-07 biennium so they can continue to train the teachers who will make a difference in the lives of Minnesota students.

Sincerely,

A handwritten signature in black ink, appearing to read "Thandiwe M.C. Peebles", with a long horizontal flourish extending to the right.

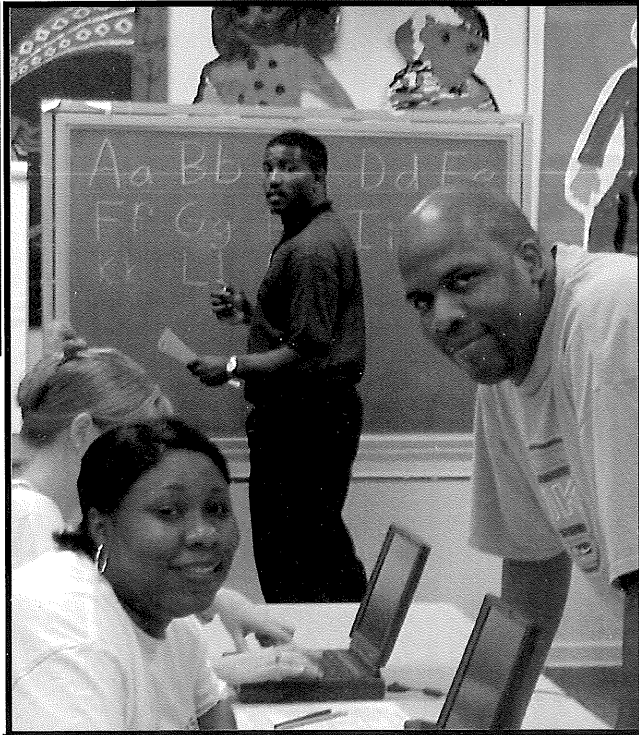
Thandiwe M.C. Peebles, Ed.D.
Superintendent of Schools

Collaborative Urban Educators Recruitment and Training Programs

Concordia University, St. Paul, Hamline University, St. Thomas University



These university programs focus on recruiting, training and retaining Minnesota teachers for success in culturally diverse classrooms.



	Concordia University, St. Paul	Hamline University	University of St. Thomas
Program	<ul style="list-style-type: none"> • Southeast Asian Teacher (SEAT) Licensure Program 	<ul style="list-style-type: none"> • Center for Excellence in Urban Teaching (CEUT) 	<ul style="list-style-type: none"> • Collaborative Urban Educator (CUE) Program
Started	<ul style="list-style-type: none"> • 1998 	<ul style="list-style-type: none"> • 1998 	<ul style="list-style-type: none"> • 1991
Purpose	<ul style="list-style-type: none"> • To help Southeast Asians and other minorities who are employed as educational and teaching assistants earn their bachelor's degrees, teaching licenses, or both 	<ul style="list-style-type: none"> • To prepare new and veteran teachers to work with and within complex social and socio-economic environments by providing on-site professional development programs focused on practical strategies that support increased achievement in schools and school districts 	<ul style="list-style-type: none"> • To recruit and license people of color who already have a bachelor's degree to teach in urban or urban-like settings
Goals	<ul style="list-style-type: none"> • Improve student performance by increasing the number of teachers from underrepresented populations in school districts with growing Asian and other ethnic student populations • Prepare minority teachers who have a high probability of staying in the teaching profession • Support program graduates with mentoring during their first two years of teaching 	<ul style="list-style-type: none"> • Deliver professional development and advanced course studies that increase academic achievement, enhance the effectiveness of new teachers in their first three years of practice and veteran teachers new to urban and urban-like settings, and equip schools and districts to meet new federal education guidelines. • Develop, support and implement initiatives that significantly increase and retain the number of highly qualified teachers of color practicing in urban and urban-like settings • Advance a concept of urban learners that acknowledges cultural, socio-economic, and linguistic differences, unrecognized abilities, and self-motivation 	<ul style="list-style-type: none"> • Provide part-time programs that average 18 months • Prepare more teachers for specialized programs in special education, English as a second language, and science/math licensure
Results	<ul style="list-style-type: none"> • 148 students have entered the program • 27 students are currently enrolled • 65 students have received Bachelor's degrees through the SEAT program • 90% of graduates are either currently teaching or in process of completing their licensure requirements • 80% of students entering the program have either graduated or are still engaged in completing their degree • All current SEAT students are working full time in Minnesota schools • Suburban districts are requesting to recruit SEAT graduates to address the underrepresentation of persons of color on their teaching staffs. • SEAT student cultural/ethnic backgrounds (1998-2004) include Hmong, African American, Cambodian, Guatemalan, Mexican, Vietnamese, African (Somalian, Oromotian, Liberian, Guinean), Native American, Russian, Columbian, Jordanian 	<ul style="list-style-type: none"> • As of June 30, 2004 nearly 10,000 teachers, administrators, parents and community members from more than 40 sites, 14 school districts, 6 private/charter schools, 6 community education programs and an adolescent correctional facility have completed on-site professional development training • 700 teachers and administrators have enrolled in graduate level urban teaching certificate courses • CEUT is an approved External Service Provider for schools not meeting Adequate Yearly Progress, and has provided services to four schools in three districts to date • 1,500 new and veteran educators have attended the Adventures in Urban Teaching seminars held at colleges and universities throughout Minnesota • Ongoing support for pre-service and limited-licensed teachers (155 to date) in skill enhancement preparation to pass the pre-professional skills assessment 	<ul style="list-style-type: none"> • Prepared and licensed 270 people from underrepresented populations for K-8 and 28 people for special education • 23 students are enrolled in 2004-05 special education cohort and will receive licensure in June 2005 • CUE alumni have a 78% retention rate in education and a 68% retention rate within partnering school districts • CUE educators work in 112 metro area schools in 7 districts – about 23% of St. Paul and 14% of Minneapolis licensed teachers of color are CUE alumni • 137 CUE alumni have gone on to receive master's degrees, 12 have received education specialist degrees, and 7 have been admitted to doctoral programs
Request	<ul style="list-style-type: none"> • \$800,000 for the 2005-2007 biennium 	<ul style="list-style-type: none"> • \$600,000 for the 2005-2007 biennium 	<ul style="list-style-type: none"> • \$600,000 for the 2005-2007 biennium
Contacts	<ul style="list-style-type: none"> • Doug Hartford, 651/641-8803 • Sally Baas, 651/603-6188 	<ul style="list-style-type: none"> • Dan Loritz, 651/523-2200 • Barbara Washington, 651/523-2477 	<ul style="list-style-type: none"> • Doug Hennes, 651/962-6402 • Jeanne Mortinson, 651/962-4659

For more information, call Kris Amundson, Chris Georgacas, or Lynda Chilstrom at 651/292-8062.

**Concordia University,
Saint Paul**

Hamline University

University of St. Thomas

Concordia University, St. Paul, Hamline University, and University of St. Thomas

Helping Minnesota Teachers Succeed in Urban and Urban-Like Schools

Concordia University, St. Paul, Hamline University, and the University of St. Thomas have developed innovative programs to **recruit, train and retain teachers of color**.

The three universities' programs are direct responses to the need in the K-12 marketplace for **teachers of color and teachers prepared to succeed in culturally diverse classrooms** in urban, suburban and rural communities.

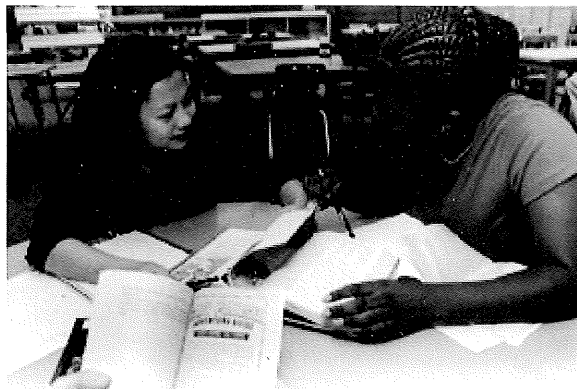
Concordia, Hamline and St. Thomas have sought and received **appropriations from the Minnesota Legislature in the past and continue their funding request**.

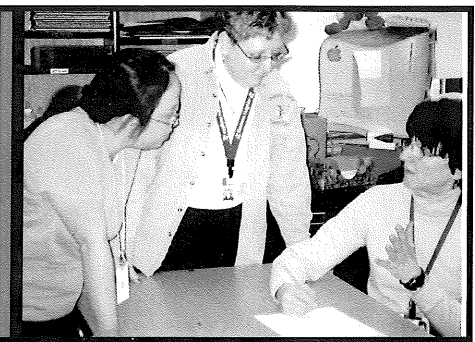
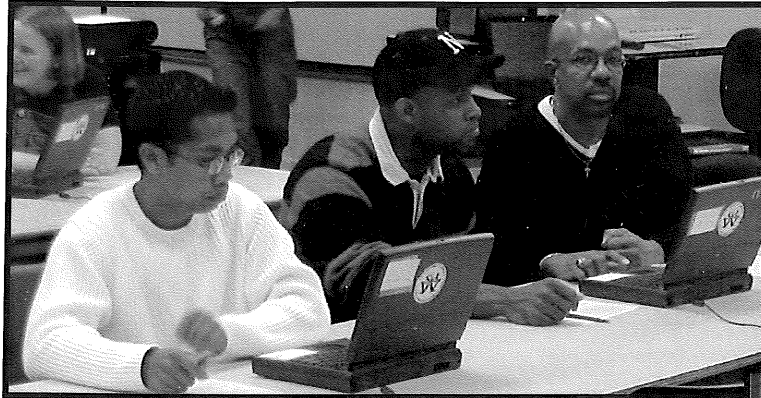
The Southeast Asian Teacher (SEAT) licensure program, the Center for Excellence in Urban Teaching (CEUT), and the Collaborative Urban Educator (CUE) program are all products of these three private colleges' **commitment to innovation and an entrepreneurial approach to K-12 education**.

The three universities' programs complement each other and jointly have a substantial **impact on recruiting, retaining and training teachers of color and delivering advanced professional development that promotes educational strategies for closing student achievement gaps**.

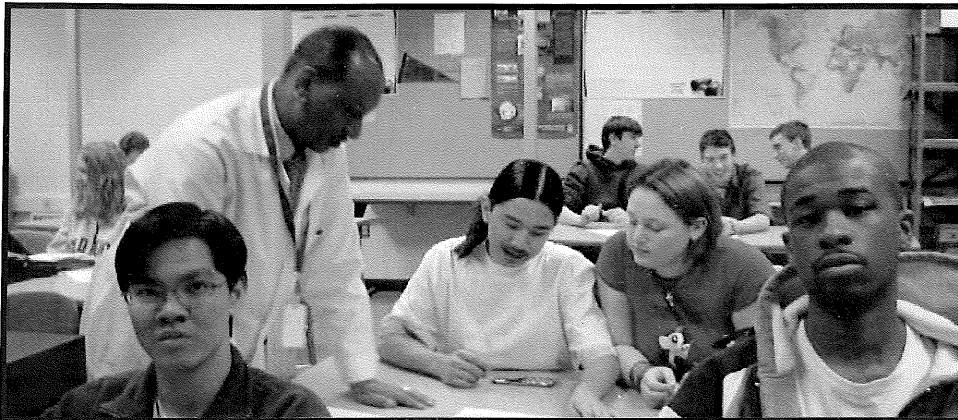
The programs are **flexible and consistently responsive to changing needs in the demand for urban teaching** (e.g. recent greater needs for special education, English as a second language, and science/mathematics teachers) and for increasing teacher diversity in greater Minnesota.

Continued progress in recruiting and training teachers of color is needed. For example: In St. Paul, where students of color are in the majority – 29% or 11,764 students are Asian Americans, while only 195 educators are of Asian heritage; and 29% or 11,922 students are African Americans, while only 202 educators are of African American heritage.

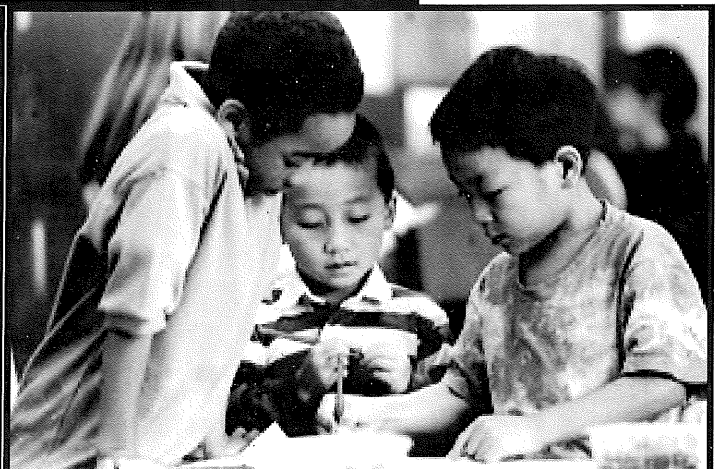
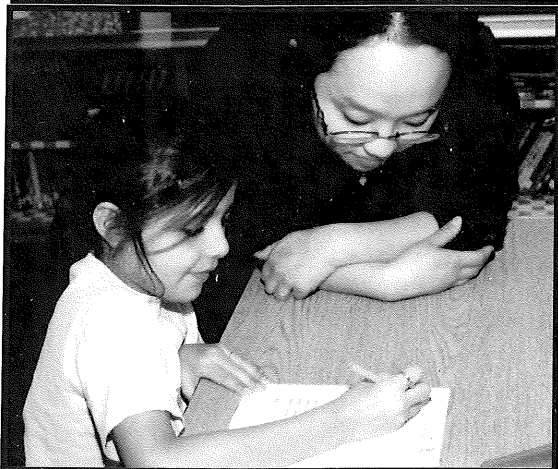




Urban Educators



Urban Educators Recruitment and Training Programs have a focus on educating urban and urban-like Minnesotans.



Senators Marko, Stumpf, Wergin, Olson and Kelley introduced--
S.F. No. 1838: Referred to the Committee on Finance.

1 A bill for an act

2 relating to education finance; defining a locally
3 controlled process for establishing hazardous traffic
4 condition pupil transportation zones; authorizing a
5 levy for certain hazardous pupil transportation
6 services; amending Minnesota Statutes 2004, sections
7 123B.88, by adding a subdivision; 123B.92, by adding a
8 subdivision.

9 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

10 Section 1. Minnesota Statutes 2004, section 123B.88, is
11 amended by adding a subdivision to read:

12 Subd. 3a. [PUPIL TRANSPORTATION SAFETY COMMITTEE.] (a) A
13 school board may establish a pupil transportation safety
14 committee. The chair of the pupil transportation safety
15 committee is the district's school transportation safety
16 director. The school board shall appoint the other members of
17 the pupil transportation safety committee. Membership may
18 include parents, school bus drivers, representatives of school
19 bus companies, local law enforcement officials, other school
20 district staff, and representatives from other units of local
21 government.

22 (b) The duties of the pupil transportation safety committee
23 include: (1) reviewing and recommending changes to the
24 district's pupil transportation safety policy required under
25 subdivision 1; and (2) developing a comprehensive plan for the
26 safe transportation of students who face hazardous
27 transportation conditions. The comprehensive hazardous

1 transportation plan shall consider safety factors including the
2 types of roads that students must cross, the speed of traffic on
3 those roads, the age of the students, and any other factors as
4 determined by the committee.

5 (c) The pupil transportation safety committee must hold at
6 least one public meeting before adopting its comprehensive plan
7 for transporting students who face hazardous transportation
8 conditions.

9 (d) Any recommended changes to the district's pupil
10 transportation safety policy and the comprehensive plan for
11 hazardous transportation must be submitted to the school board.

12 [EFFECTIVE DATE.] This section is effective the day
13 following final enactment.

14 Sec. 2. Minnesota Statutes 2004, section 123B.92, is
15 amended by adding a subdivision to read:

16 Subd. 11. [HAZARDOUS TRANSPORTATION LEVY.] (a) A school
17 board may annually levy the amounts necessary to provide
18 transportation services to students facing hazardous
19 transportation conditions. A district's hazardous
20 transportation levy must not exceed 20 percent of the district's
21 total regular to and from school transportation costs for that
22 year.

23 (b) For any year, a school board may levy the hazardous
24 transportation levy authorized in paragraph (a) only after the
25 school board has considered the comprehensive plan for hazardous
26 transportation submitted by the district's pupil transportation
27 safety committee at a regularly scheduled meeting of the school
28 board. The comprehensive plan may not be adopted until after
29 the board has allowed the public reasonable time to testify on
30 the plan.

31 [EFFECTIVE DATE.] This section is effective for taxes
32 payable in 2006.

Fiscal Note – 2005-06 Session

Bill #: S1838-0 Complete Date: 03/30/05

Chief Author: MARKO, SHARON

Title: HAZARDOUS STUDENT TRANSP ZONES

Fiscal Impact	Yes	No
State	X	
Local	X	
Fee/Departmental Earnings		X
Tax Revenue		X

Agency Name: Education Department

This table reflects fiscal impact to state government. Local government impact is reflected in the narrative only.

Dollars (in thousands)	FY05	FY06	FY07	FY08	FY09
Expenditures					
-- No Impact --					
Less Agency Can Absorb					
-- No Impact --					
Net Expenditures					
-- No Impact --					
Revenues					
-- No Impact --					
Net Cost <Savings>					
-- No Impact --					
Total Cost <Savings> to the State					

	FY05	FY06	FY07	FY08	FY09
Full Time Equivalents					
-- No Impact --					
Total FTE					

Bill Description

The bill would allow school districts to establish a pupil transportation safety committee chaired by the district's school transportation safety director. The school board will appoint other committee members who may be parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other district staff and representatives of other units of local government.

The bill identifies duties of the committee including reviewing the district's transportation safety policy, developing a plan for the transportation of students who face hazardous transportation conditions, holding public meetings and recommending changes in the district's transportation safety policy and the comprehensive plan for hazardous transportation.

Districts establishing a pupil transportation safety committee may levy for hazardous transportation services after the school board has considered the hazardous transportation plan submitted by the committee and the public has been allowed a reasonable amount of time to testify on the plan. The hazardous transportation levy must not exceed 20 percent of the district's regular to and from transportation costs for the same year.

Assumptions

All school districts will certify the maximum levy, equaling 20 percent of total regular to and from costs.

Total regular to and from transportation cost includes expenditures reported under UFARS finance code 720 and bus depreciation.

Estimates are based on projected cost figures used in February 2005 forecast.

Levy changes resulting from this bill will affect early levy recognition (tax shift) under M.S. 123B.75, Subd. 5. State aid adjustments related to the early recognition will change the required general education appropriation.

Expenditure and/or Revenue Formula

The actual amount of tax shift savings estimated below is dependent upon the decisions and actions of local school boards regarding the district's comprehensive plan for addressing needs identified by the pupil transportation safety committee.

Estimated Tax Shift Cost/(Savings)	Rate		0.486	
in thousands				
Levy Year	Pay 2006	Pay 2007	Pay 2008	**Pay 2009
Revenue Recognition Year	FY 2006	FY 2007	FY 2008	FY 2009
Levy Amt	48,746.5	49,896.4	51,017.3	52,163.4
Early Levy Recognition	23,690.8	24,249.7	24,794.4	25,351.4
Aid Cost (Savings) General Education	(23,690.8)	(558.9)	(544.8)	(557.0)

** Assumes costs will increase at the same rate as in the previous year.

Long-Term Fiscal Considerations

Change would be permanent.

Local Government Costs

This bill will increase local property taxes.

	<u>FY07</u>	<u>FY08</u>	<u>FY09</u>
To and From Cost	243,732,454	249,482,148	255,086,717
	* .20	* .20	* .20
Maximum Levy	<u>\$ 48,746,491</u>	<u>\$ 49,896,430</u>	<u>\$ 51,017,343</u>

Agency Contact Name: Sogaard, Greg 651-582-8858

FN Coord Signature: AUDREY BOMSTAD

Date: 03/30/05 Phone: 582-8793

EBO Comments

I have reviewed this Fiscal Note for accuracy and content.

EBO Signature: BRIAN STEEVES

Date: 03/30/05 Phone: 296-8674



April 11, 2005

Dear Colleague,

We would appreciate your support this morning for our proposal to improve safety for children going to school. Each of the three of us have introduced identical bills. We have summarized the bills below, and listed the authors of each proposal. As you can see from the list of coauthors, this proposal has broad bipartisan support in the House and the Senate.

SAFE TRANSPORT FOR KIDS BILL

Short Description: Hazardous traffic condition pupil transportation zone locally controlled process defined and levy for hazardous pupil transportation services authorized.

Brief Narrative: The bill allows school districts to form committees to determine where in the district it would be hazardous for children to walk to school. The bill allows the school district to provide bus transportation for those children and, at the district's discretion, levy for the amount it spends on transporting those children.

Three proposed bills have identical language:

<u>House files</u>	<u>House authors</u>	<u>Senate files</u>	<u>Senate authors</u>
HF 1434	Dittrich; Abeler; Hilstrom; Tingelstad; Hortman; Bernardy; Westerberg	SF 1574	Wiger; Sparks
HF 1435	Hortman; Abeler; Tingelstad; Goodwin; Westerberg; Hackbarth; DeLaForest; Hilstrom; Nelson, M.; Dittrich; Bernardy	SF 2106	Scheid; Betzold; Foley
HF 1686	Moe; Dill; Hortman	SF 1838	Marko; Stumpf; Wergin; Olson; Kelley

Thank you for your consideration.

Denise Dittrich *Melissa Hortman* *Frank Moe*

Rep. Denise Dittrich

Rep. Melissa Hortman

Rep. Frank Moe



Senators Sparks, Olson, Stumpf, Kelley and Hann introduced—

S. F. No. 464 Referred to the Committee on Finance

1 A bill for an act
2 relating to education funding; appropriating money for
3 the Minnesota Learning Resource Center.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

5 Section 1. [MINNESOTA LEARNING RESOURCE CENTER.]

6 Subdivision 1. [DEPARTMENT OF EDUCATION.] The sums
7 indicated in this section are appropriated from the general fund
8 to the Department of Education for the fiscal years designated.

9 Subd. 2. [MINNESOTA LEARNING RESOURCE CENTER.] For a grant
10 to A Chance to Grow/New Visions for the Minnesota Learning
11 Resource Center's comprehensive training program for education
12 professionals charged with helping children acquire basic
13 reading and math skills:

14	<u>\$250,000</u>	<u>.....</u>	<u>2006</u>
15	<u>\$250,000</u>	<u>.....</u>	<u>2007</u>

April 5th, 2005

Dear members of the K-12 Education Budget Division,

It is that time of year again when we rely on your support of SF 464, which continues the current funding level for the Minnesota Learning Center (MLRC). As you may remember, I recently testified at your hearings, sharing my experiences and positive results from implementing the SMART program and receiving mentoring from the MLRC. I am even more excited about what the program does for students and teachers after two more years of implementing it with my classes.

I continue to marvel at what comments I get from other teachers and parents about what a positive impact the program makes on the children. Just the other day our music teacher shared how he uses my first grade class as an example when he gives second grade classes directions. He says they can follow a series of directions and can stay on task and get things done so efficiently. He claims it's the SMART program that brings those results. Just yesterday my substitute wrote, "Today was a good day. Your students cooperated and worked hard on their assignments. They were a pleasure to teach." She also noted that in math, "everyone listened and participated for the lesson." I attribute those comments as a result of the self-discipline and sense of control the kids acquire through the SMART program.

Not only does the SMART program help children academically, socially and emotionally, I believe it also helps them stay healthier. I have done my own little study for several years, comparing the attendance of my students to those in classrooms not participating in the SMART program. Each time the numbers show my class has better attendance. In 2004 my first graders averaged 4.91 absences/year compared to 7.03 in a first grade class not participating in SMART. My second graders averaged 4.8 absences compared to 6.8 in one class and 7.3 in another not participating in SMART. This trend was consistent throughout our entire district. In fact, one year the results show my class brought in an estimated \$3,000.00 to the Moorhead School District as a result of better attendance. I feel a big part of the better attendance is that the students, through strategies learned in the SMART program, feel more in control of their bodies. They know what they can do to "wake their brains up" and be ready for the day. I also feel they are healthier because it is a movement program. They gain strength, endurance and better hand-eye coordination through the exercises they participate in daily. This leads to greater success in academic endeavors.

I hope to be able to continue to have opportunities to tell others about the SMART program and what it not only does for students but for the "shot in the arm" it gives to teachers so they can be at their best while guiding our future leaders. The training and ongoing mentoring for teachers is critical to continue this beneficial program for children. Your support of SF 464 is crucial for this wonderful program for children to continue.

Thank you for your time,

Lisa Seljevold

Lisa Seljevold

1st grade teacher, Moorhead, MN



Is it working?

If a child increases his percentile rank, he or she has achieved more than one year's growth. If a child has a lower percentile from year to year, he or she has less than one year's growth. Reading therapy seeks to accelerate the growth of students' reading. We wish to have more than one year's growth.

If growth is not occurring, the students' reading programs are changed to seek accelerated growth.

The chart on the following pages shows the average rates of growth per child for the students in reading therapy and compares it to the average rate of growth for the entire grade.

The following results are based on the Metropolitan Achievement Test. The starred results are using the NWEA.

Reading Growth Progress

A positive number means more than one year's growth. A negative number means less than one year's growth. A zero means one year's growth.

Year	Grade	Growth for regular classroom	Growth for reading therapy students
Statistics using the NWEA test			
04-05	7		+1.5 grade levels in 1/2 year
04-05	4		+1.3 grade levels in 1/2 year
04-05	3		+.76 in 1/2 year
Statistics using the MAT test in percentile changes			
03-04	7	-1.05	+8.5
03-04	6	-.71	+5.3
03-04	4	-9.5	-7.1
02-03	7	+2.69	+8.17
01-02	7	+1.7	+9.2
00-01	7	+4.1	+6.5

What therapies are done?

Comprehension/Visualization – This is the final step in the reading therapy process. Students are taught to turn words into pictures and images. If students use this process, reading is like watching a movie.

Phonemic Therapy – Students use a physical reference point to learn to identify and track sounds.

Decoding Therapy – Students learn how to break down a large word into parts to pronounce the word.

✳️ **Dyslexia Therapy** – Remembering sight words is the goal of this therapy. Without a good sight word memory, fluency and comprehension is difficult.

✳️ **HSAS** – If phonemic therapy does not produce adequate understanding of sounds, HSAS helps a student tune in and listen to certain sounds.

✳️ **SMART/Boost-up** – This is a kinesthetic process helping students learn reading, math, and science vocabulary through physical activities. Many children are kinesthetic learners and benefit from physical strategies.



What is reading therapy?

Students with reading difficulties may have many possible reasons for the difficulty. Reading therapy seeks to find the specific reason and match a strategy to solve or correct the problem.

Many programs treat all students with reading problems exactly the same. We have found that making the right match between the problem and its intervention produces faster growth and better results.

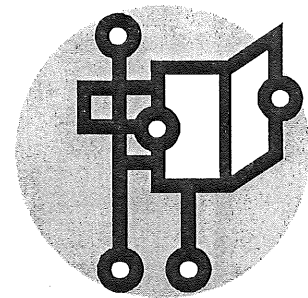
In determining if reading therapy is producing adequate results, we look at growth on standardized test scores in reading. When percentiles are compared, the same percentile rank from year to year means one year's growth has been achieved.



Phone:
Fax:
Email:



Reading Therapy Statistics



Is the program working?

Fairmont Area Schools
District 2752
714 Victoria
Fairmont, MN 56031
507-238-4487

Getting a Boost Up!

ACGC program gives elementary students a 'boost'

The best way for kids to get a boost in reading and math skills may be to get them down on the floor crawling on their belly — and bouncing on a trampoline, or spinning in circles or going hand over hand on the monkey bars.

The "Boost Up" program, which has a touch of new-age style that may seem a bit out of place in a rural school, is beginning its second year in the Atwater-Cosmos-Grove City School District's elementary schools in Atwater and Cosmos.

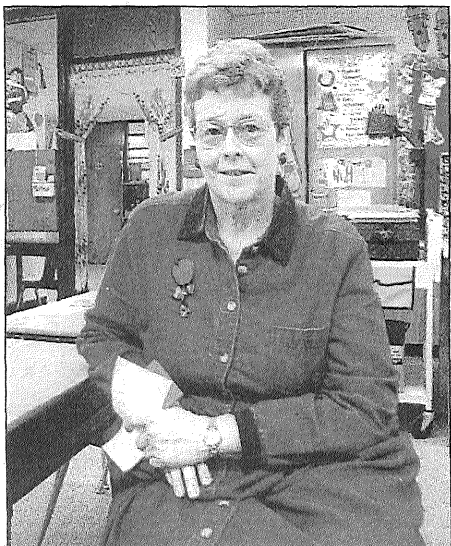
The program works on the premise that certain physical activities can make crucial connections in children's brains so they can accomplish skills, like reading.

Some kids who don't do those developmental activities as infants and toddlers may have difficulty doing academic tasks when they get to the classroom.

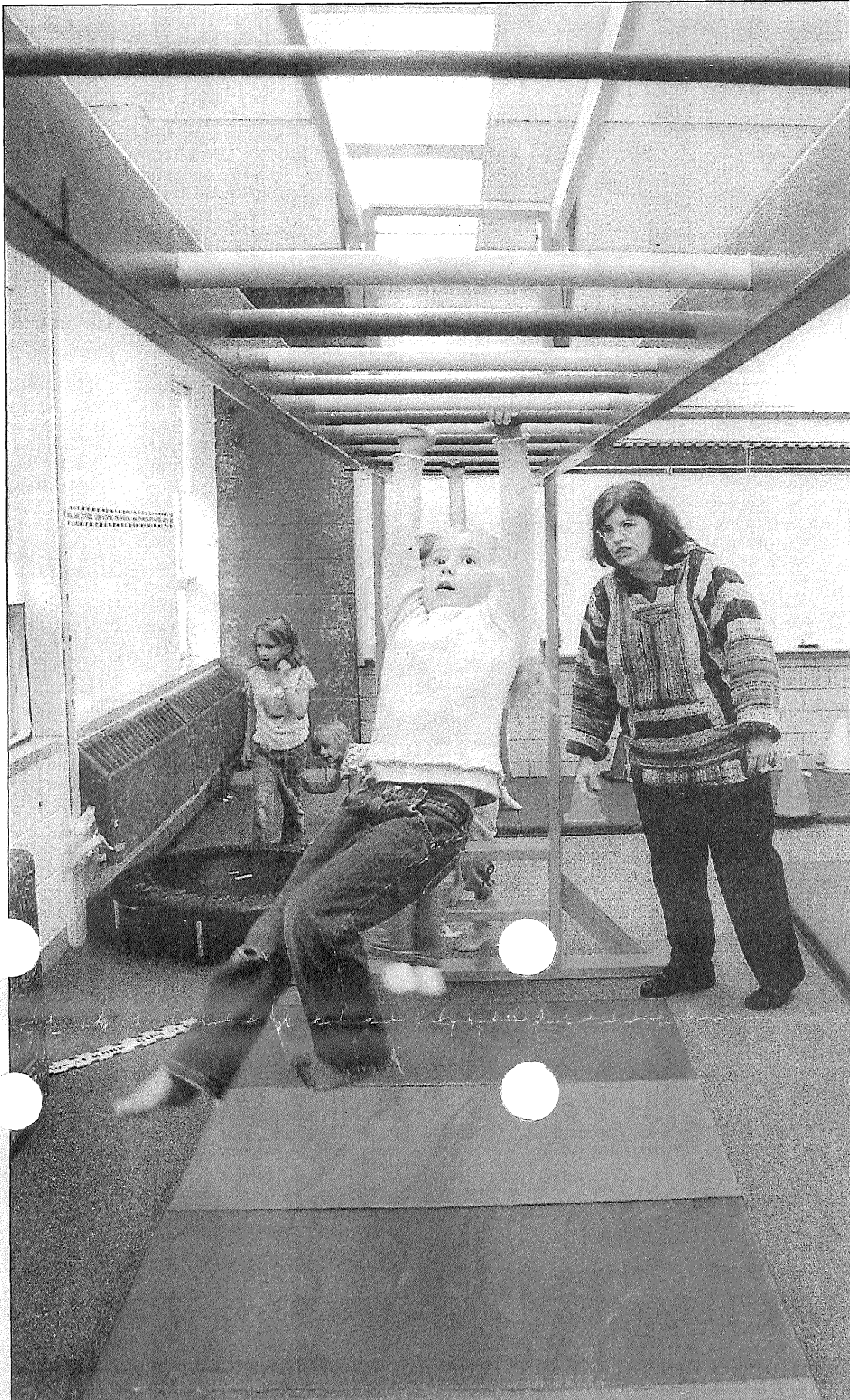
By spending time every day doing a variety of multi-sensory activities — gross-motor and fine-motor skills, visual perception and eye-hand coordination — researchers believe those connections can be made.

The program is "designed to develop and enhance the physiological and neurological readiness skills children need to succeed in school," according to a training manual.

Boost Up! / Page C6

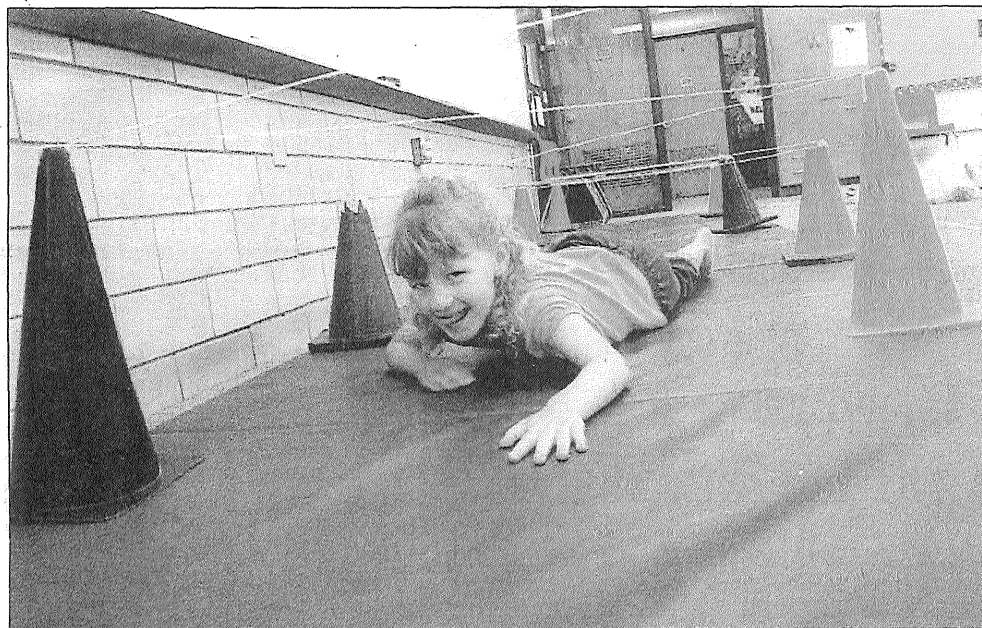


Lexi Cumings, an ACGC South third-grade teacher, said incorporating Boost Up has helped students. She said the school district "saw this vision of what could be good for kids and made it happen, in spite of budgetary constraints."



Determination is written all over the face of Amelia Miller, a kindergarten student at ACGC South in Cosmos, as she swings hand over hand on an overhead ladder as part of the Boost Up program. Karen Fischer, a paraprofessional with the district, encourages Miller to make it to the end of the ladder.

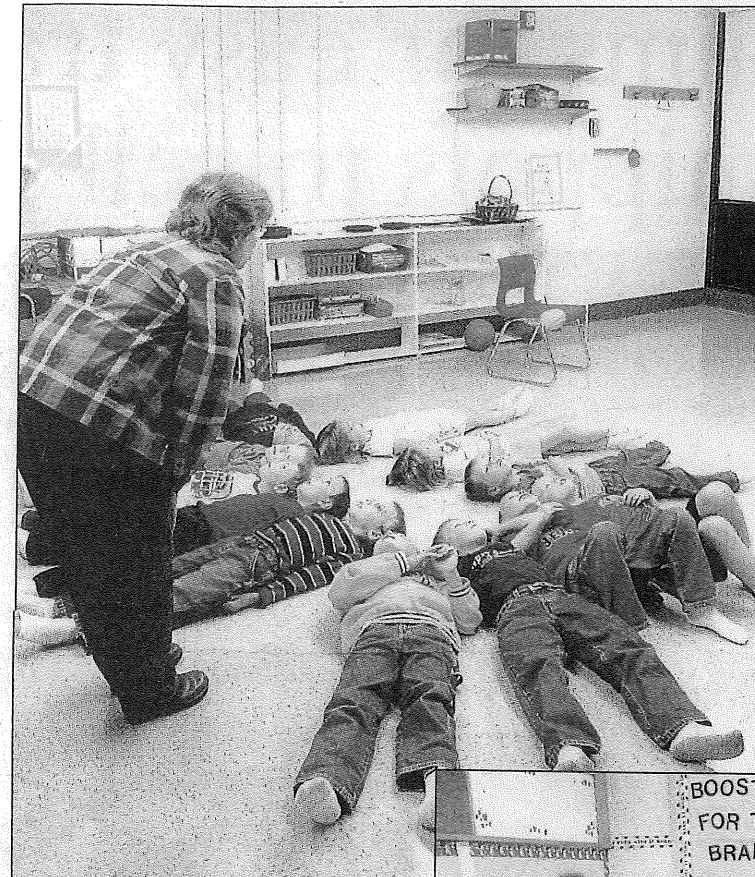
Stories and photos by Carolyn Lan



Whitney Trongard, an ACGC South kindergarten student, crawls like an alligator under a maze of string. The Boost Up activity is designed to improve coordination and integrate both sides of the brain.



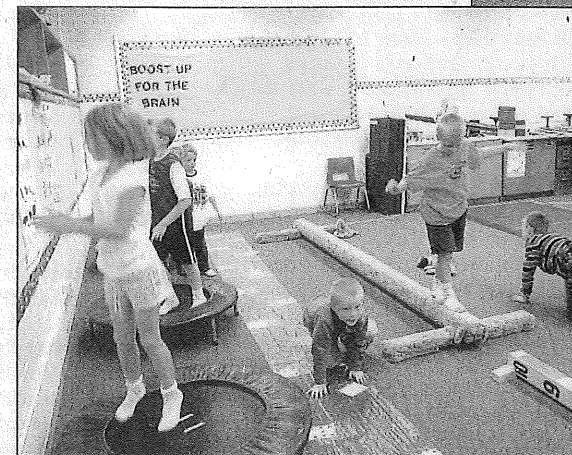
Holdon Stafford, an ACGC South first-grader, crawls on his hands and knees, while orally identifying the pictures or words that are on the floor. In the background, Karen Fischer, a para professional, helps another student bounce on the mini-trampoline while doing a criss-cross patty-cake with pictures on the wall.



LEFT: First-grade students at ACGC South lie on the floor as their teacher, Liz Wheeler, swings a suspended ball on a string in circles. The students are told to track the ball, which enhances eye movement skills.

BELOW: Developing balance is one of the skills practiced in the Boost Up room at ACGC South in Cosmos. Emily Todd, a first-grader, walks slowly on the low beam during a morning session.

BELOW: Elementary students move from one activity to another in the Boost Up room at ACGC South in Cosmos. They spend a couple of minutes on each activity, like bouncing on a mini-trampoline, walking on a balance beam and rolling like a log. The district's kindergarten through third-graders spend a half-hour every day doing Boost Up activities.



Boost Up!: School report says the district has 'happier, more contented children'

Continued from C1

So far, ACGC teachers love what they've seen the program do for their students.

Other area districts are also using Boost Up. The program is in its fourth year at Rocori ele-



In a second Boost Up room, which is sometimes dark, the kids do exercises to help their eyes focus and track.

All the different activity "helps to mature their systems," said Wheeler. Because some

Being able to master the physical routines also gives students confidence, said Cumings. That self-esteem boost is often carried over to classroom work.

The teachers and school administrators at

So far, ACGC teachers love what they've seen the program do for their students.

Other area districts are also using Boost Up. The program is in its fourth year at Rocori elementary schools and New London-Spicer began the program this school year for some elementary students.

ACGC elementary principal John Haas said he's been very impressed with what he's seen so far. The fine motor skills of the students are more developed, hand-writing is "quite a bit more advanced" and improvements in word recognition and auditory discrimination are "better than normal," he said.

"It got some 'wows' from the teachers," said Haas.

One of those teachers is Lexi Cumings, who teaches third grade at ACGC South in Cosmos. "We are definitely seeing gains in reading," she said.

Last year, their school received five stars in reading on the No Child Left Behind ratings. "We hope it has something to do with Boost Up," said Cumings.

After one year of Boost Up, the kids advanced, on average, 1½ grade levels on reading tests. Some advanced two levels.

There's no sure way to know if the Boost Up program is the sole reason for the success, as other classroom programs may also be contributing factors, said Haas. But the school is seeing other positive results in the kids linked to Boost Up.

The play-ground supervisors have also noticed fewer skirmishes and the lunch-room staff has reported that kids are less edgy and more tolerant, said Cumings.

The program has helped teachers understand that inadequate development "gets in the way of learning" and can be a "basis for some of the misbehavior," said Cumings.

The district has "happier, more contented children," Haas wrote in a report to the ACGC School Board.

New vision for learning

In 1983, a group of parents founded "A Second Chance to Grow" as a way to improve the success of children with developmental delays and serious brain injuries. With the SMART (Stimulating Maturity Through Accelerated Readiness Training) curriculum, Boost Up was developed and incorporated in a Minneapolis charter school called New Visions School.

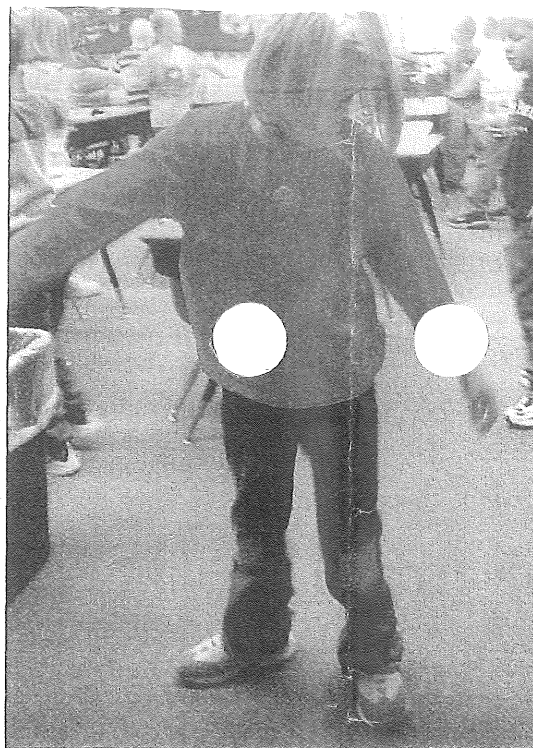
About half of the K-8 grade students at New Visions qualify for Title I services and many of the students struggle academically. Material from the school indicates that Boost Up is a "key" to "highly significant gains" in reading skills.

Every year, the school provides training, for a fee, to a limited number of school districts in Minnesota.

ACGC chose to use their Title I money to fund the training. By using existing school equipment, wood donated by Holmquist Lumber, a grant from Thrivent Financial for Lutherans and donated carpenter time by the teachers and their husbands, two colorful Boost Up rooms were pulled together at the Cosmos school.

The district "saw this vision of what could be good for kids and made it happen, in spite of budgetary constraints," said Cumings. General fund money has not been used for the program.

Boost Up is offered to all K-3 grade students at ACGC, even if their academic skills are on grade level. It is not viewed or used as a special education class, but as a tool to enhance development and learning skills for all students.



Kalley Lange, a first-grader, spins around and around as part of the Boost Up activities. Spinning helps kids stimulate the vestibular system and enhance their balance.

By using a "play-like atmosphere" the students do activities they enjoy and, at the same time, improve their biological and neurological readiness skills they need to perform school tasks, according to the manual.

The kids don't want to miss Boost Up, said Cumings. "Their little bodies are saying, 'give me more.'"

Jumping, crawling and reading

When the ACGC South kindergarten students line up to come into a Boost Up room, their eagerness to begin the round-robin activities is palpable. With toothy grins, bouncing pony tails and blue jeans that need to be hitched up every now and then, the kids go to the different stations and start jumping and crawling.

It's not just exercise, however. On the wall by the trampoline there are words, pictures and numbers. The kids do a criss-cross patty-cake with the pictures and say the words out loud as they bounce. While kids crawl on their hands and knees, they slap a word on the floor and say it is out-loud.

The tactile learning and auditory discrimination tools have improved students' classroom work, said Haas.

Crossing the right hand to the left side, and the left hand to the right side of a body is an important development that kids need, said Cumings.

Spinning around-and-around — like kids used to do on playground merry-go-rounds before they were removed from most school districts for liability reasons — can help kids become more organized. The spinning "re-orders their left and right brain," said Liz Wheeler, a first grade teacher at ACGC South in Cosmos. "It's comforting to them ... It's a need that children need to fulfill."

Rolling down hills, another old-fashioned activity that's out of vogue for kids, is replicated in the classroom by kids rolling on mats. That activity also helps make crucial brain connections.

eyes focus and track.

All the different activity "helps to mature their systems," said Wheeler. Because some kids don't incorporate as much physical play into their day as children did before, they aren't as developed as they should be when they come to school.

Wheeler said students who've participated in Boost Up have better listening skills and are "more in control of their bodies," than students who haven't been exposed to Boost Up.

classroom work.

The teachers and school administrators at ACGC say they've seen significant changes — both academically and developmentally — that Boost Up has given the students.

The kids like Boost Up for another reason. "Aw, that was fun," said one tow-headed boy when he was told the Boost Up time was up for his class for the day.

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See Page A9

SATURDAY

December 11, 2004
Worthington, Minnesota

Fulda girls ease past
Adrian Dragons
See Page B1

Daily Globe

No. 335

www.dglobe.com

Smart idea in Brewster

Stimulating
activities spur
growth in
pre-schoolers

BY JUSTINE WETTSCHRECK
DAILY GLOBE

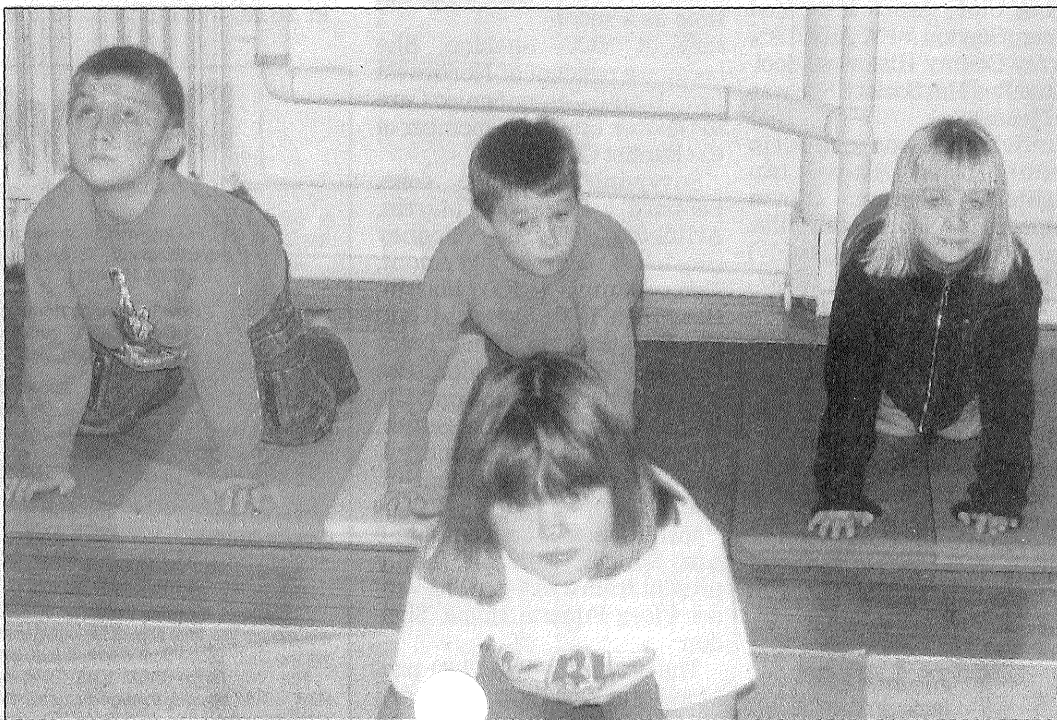
BREWSTER — The children at Brewster Elementary School are putting a spin on their morning by spinning. And bouncing, crawling and balancing.

Pre-school through second-grade students are getting a chance to improve their balance, coordination and motor development through a program called S.M.A.R.T./Boost Up.

Stimulating Maturity Through Accelerated Readiness Training, or S.M.A.R.T., the program was originally designed to accelerate the development of brain injured, learning disabled and delayed children. It emphasizes stimulating the brain stem to promote richer connections to the neurons.

"Time to spin," Charlene Wintz tells her second-grade class.

She turns on the music, and pretty soon the children are



JUSTINE WETTSCHRECK/DAILY GLOBE

Second-grade students at Brewster Elementary School work on reflexes and coordination as part of the S.M.A.R.T./Boost Up Program.

spinning in circles for 15 seconds at a time, then resting for 15 seconds.

"It improves their balance," Wintz said. "They really get in to it."

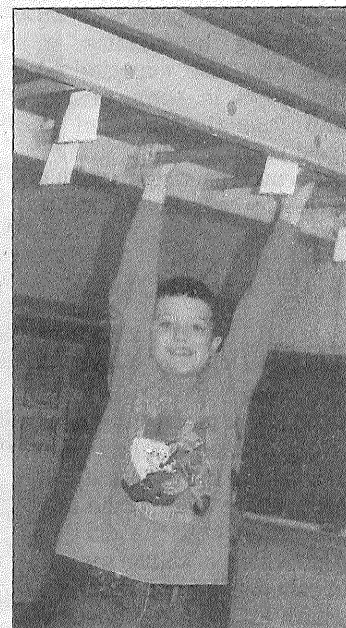
Over the summer break, five teachers attended a four-day training seminar to learn about the program. When school started, so did S.M.A.R.T.

"The four days were very involved," special education teacher Jeanette Proehl said. "We learned the scientific behind the program."

The children have several modules they rotate through daily. They bounce on small trampolines while reading a list of words on the wall, or naming colors on the wall for the lower grades. They cross

monkey bars while naming letters or colors attached to each bar. They crawl, roll and creep across mats, walk on balance beams, and have fun while they are doing it.

"Research has found that in this day and age, kids aren't out on the floor the way they used to be," Proehl said. "They aren't training their bodies to go on auto pilot."



JUSTINE WETTSCHRECK/DAILY GLOBE

Crossing the bars and reciting letters or colors is one of many exercises this student will do during an average school day as part of the S.M.A.R.T./Boost Up Program.

One of the exercises the children do is get down on hands and knees, look up, and move their bodies forward and back as the teacher tells them.

See SMART, Page A3

SMART: School hopes to add other grades in the future

from Page A1

"They are working on reflexes," said Proehl, "the ability to look away and still center and focus their bodies."

Children were tested at the beginning of the year for various things, including oral reading, word recognition and auditory discrimination.

Another exercise involves being in a darkened room while the teacher turns a light on for a second, then off for five seconds. The children count, recite words and do other word recognition exercises.

They will be tested again at the end of the school year to gauge their progress. The tests have an area for natural growth built in, and teachers are curious to see what kind of results they get.

According to the Web site for S.M.A.R.T., teachers could see as much as an eight-month gain in reading.

Some exercises are aimed at eye movements and teaming. The children are asked to trace a pattern with their left hand while keeping the right eye covered. Or, they follow the movement of a ball on a string with-

out moving their heads.

Getting the program up and running was relatively cheap as far as expenses go.

"We just gathered equipment up," Wintz said. "Old mats here and there, the preschool had a balance beam, one of our teachers' husbands made the crossbars. It wasn't much of an expense."

The only real surprise to the teachers after the program began was how the progress of the children followed what the teachers were told in the training session.

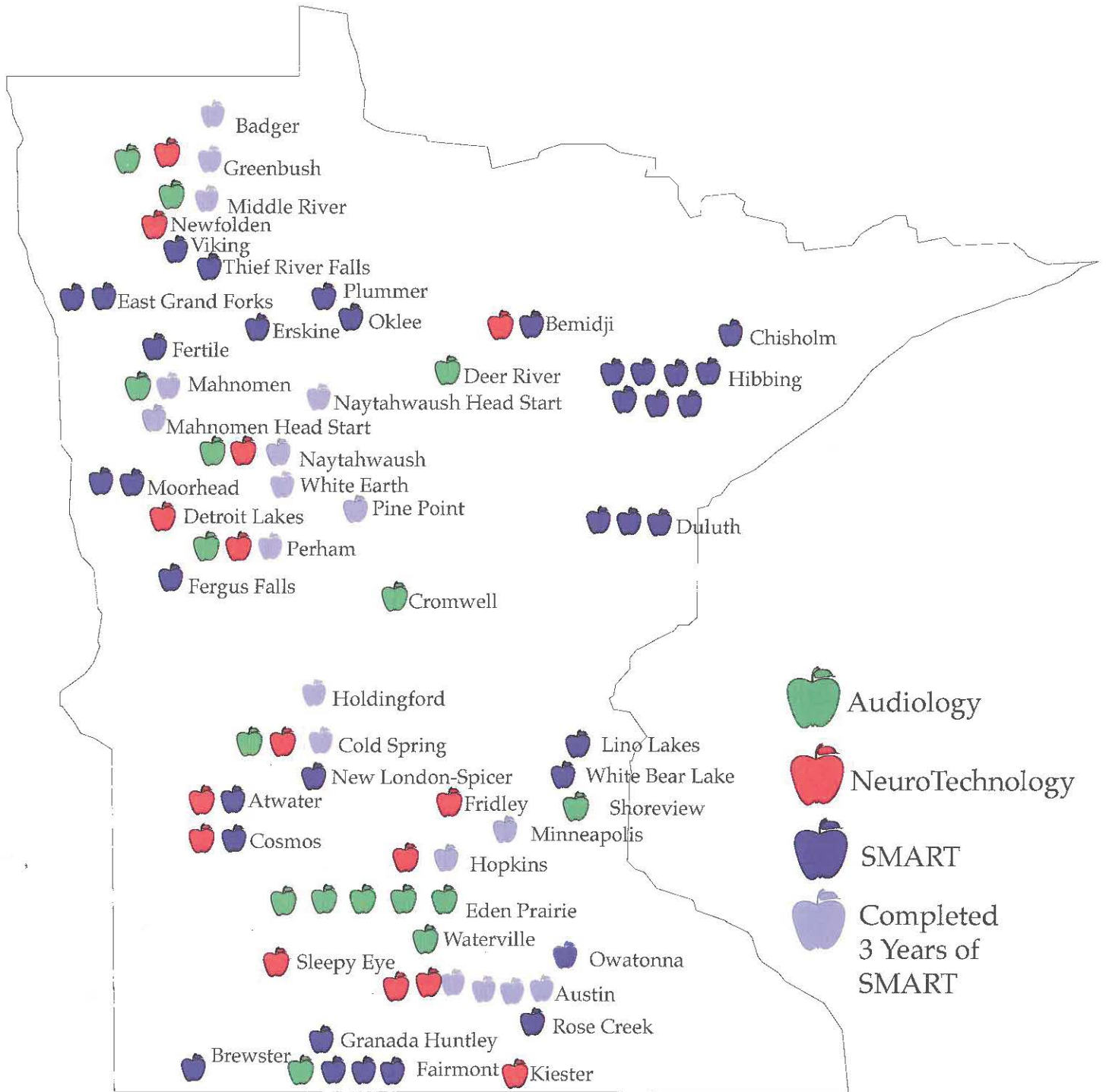
"They told us what would start to happen, and it is," Wintz said.

"And they really retain the reflexes," Proehl said. "Other teachers have commented that the kids are more focused, more aware of their space."

The school hopes to add a grade a year to the program until the whole school is involved.

"Students are continuously challenged and stimulated by the activities that are incorporated into their daily academic routines," the Web site states. "S.M.A.R.T. equals RESULTS."

Minnesota Learning Resource Center Minnesota Designated Learning Sites School Year 2004-2005





Minnesota Learning Resource Center

Impact on Minnesota Schools **since 1999**

- **Number of Minnesota schools that have implemented MLRC programs: 74**
- **Number of Minnesota teachers trained by the MLRC: 653, with 324 since July, 03**
- **Number of Minnesota students: 10,382, with 3,782 during past two-year cycle**

The Minnesota Learning Resource Center

2003 – 04 SMART Summary Highlights

Lyelle L. Palmer, Ph.D.
Bob DeBoer, M.A

Minnesota Learning Resource Center, Minneapolis

The Minnesota SMART/Boost-Up project reports preliminary results for early literacy skills of reading recognition of words in isolation and auditory discrimination phonemic awareness for 471 kindergarteners in 23 classes), 489 first-graders in 34 classes, and 231 second-graders following a year of neuro-stimulation integrated into regular curriculum. Deskwork, floor and playground activities promoted high levels of neuro-stimulation through systematic activation of exteroceptors (visual, auditory, tactile), proprioceptors (vestibular and balance) and interoceptors (joyous/playful mastery) integrated into regular curriculum with regular students. School readiness teams were trained to integrate 80-100 hours of structured movement processes to develop maturation of residual primitive and intermediate reflexes that interfere with attention during classes. Assessments in May following 8 months of stimulation for kindergarteners and some students at grades 1 and 2 experienced a second year of stimulation.

In kindergarten, the median number of words recognized from a list of high frequency words (Brigance K & 1 Screen) was 27 words, and 86% of students read at least 10 words within 5 seconds each in daily all-day classes. Half-day classes by veteran SMART teachers read a median of 29 words and 89% of students read 10+ words. The Slosson Oral Reading Test – R3 wordlist documented high proportions of first (88%) and second graders (92%) reading above Q1 (75% expected). Auditory discrimination medians progressed from the 41st to the 71st percentile for all-day kindergarteners with 65% of students scoring above Q1. The median for first graders moved from the 9th to the 71st percentile on the Wepman test. Second graders maintained pre-post medians at 64-62nd percentile, but the proportion of students above Q1 increased from 79% to 95% and 82% scored above the national mean. May kindergarten curriculum-based assessment of printing quality documented 80% of students at or above the 60% quality criterion for mid-fall first grade quality.

Use of Class Medians as the Central Tendency Measure

Results of measures of academic readiness and early literacy skills are presented here as medians of the distributions of class averages or medians from the various sites. Summary data in tables display the median of the class medians. Tables also report proportions of students scoring above the 25th percentile of the national standardization means or above criterion-referenced indicator levels.

The use of medians (middle scores) is an easy and efficient way to convey effectiveness findings to classroom teachers and administrators. Median values as an indication of central tendencies have a number of advantages including:

1. Averages are sometimes distorted because of extreme scores within a group. Medians are a conservative indication of central tendency. Distortion is reduced.
2. The individual classroom is of most interest to teachers, not the mean of a large group of students. Medians of a number of classes can be averaged or the median of the class medians can represent all classes. Teachers can make a direct comparison of the medians of their classes to the medians of classes reported. This information is practical at the classroom level.
3. The median represents the 50th percentile of any class or group of classes. Half of the students will score higher and lower than the median.
4. Quartile 1 equals the 25th percentile. The inter-quartile range between quartile 1 and 3 contains half the group and is considered to be the average range. Grade appropriate content for standardized test items has been traditionally considered to be mastered/known by 75% of the students at that grade. Teachers can quickly determine whether content is appropriate to the class or if the standards should be raised.

Use of medians does not preclude analysis of the data using inferential statistics and effect sizes can be calculated.

These characteristics make the median a good choice for a popular report available to the general public, legislators, school administrators and, especially, teachers.

2003 – 04 Highlights

Kindergarteners experienced one year of SMART stimulation, while some first and second- graders experienced a second and third year of the program .

After one year in SMART/Boost-Up, Minnesota kindergartens show that:

- 86% of 394 regular students recognized 10 or more words, predictive of good reading progress in first grade.
- The median for word recognition was 27 words
- 80%+ printed at fall first grade level printing quality

First Grade Results

- Reading gains of this group of 1st graders was 1 year and 6 months
- 2 year three months grade level was the median for these first graders
- 88% of students made at least one year of progress in reading

Second Grade Results:

- 92% of 2nd-graders word recognition skill advanced by one year
- The median word recognition progress in second-grade was 1 year five months.

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SMART 2004 School Districts Submitting Data

ACGC - North

ACGC - South

Austin Southgate Elementary

Austin Sumner Elementary

Badger

Duluth Lincoln Elementary

Fairmont Budd Elementary

Fairmont Intermediate School

Fertile-Beltrami

Holdingsford

Lino Lakes Blue Heron Elementary

Marshall Viking Elementary

Moorhead Washington Elementary

Moorhead Riverside Elementary

Oklee Elementary

Owatonna Wilson Elementary

Southland Rose Creek Elementary

White Bear Lake Birch Lake Elementary

White Earth Circle of Life Elementary

Win-E-Mac Elementary

Table 1

2003 - 04 Minnesota SMART Project Interim Summary : Demographics

Grade	Males N (%)	Females N (%)	F/R Meals * N (%)	Minorities N (%)	Excluded Special Ed N (%)
Half-Day Kindergarten	28 (36%)	49 (64%)	32 (42%)	22 (29%)	17 (18%)
Daily All-Day Kindergarten	184 (47%)	210 (53%)	157 (40%)	28 (7%)	70 (15%)
Grade 1	258 (53%)	231 (47%)	227 (46%)	77 (16%)	70 (13%)
Grade 2	108 (47%)	123 (53%)	124 (54%)	31 (13%)	28 (11%)
Grade 3	21 (49%)	22 (51%)	32 (74%)	11 (26%)	16 (27%)
Totals	599 (49%)	635 (51%)	572 (46%)	169 (14%)	201 (14%)

*Incomplete data; some schools do not report.

Table 2

2003 -2004 Minnesota SMART Project Interim Summary: Kindergarten

Phonemic Awareness: Wepman Auditory Discrimination Test

Half-Day K N = 96 in 8 Classes; All-Day K N = 394 in 2 Classes

Kindergarten By Schedule	Pupils/Classes N	Fall Standard Sc. Median Class	Fall Inter-quartile Range*	Fall % At/Above Q1(25%ile	May Standard Sc. Median Class	May Inter-quartile Range*	May % At/Above Q1(25%ile	May % At/Above Mean
K Half-Day	96/8	94	79-103	45%	108	93-113	75%	60%
Percentile Equivalent		36			71			
K Daily All-Day	394/21	96	89-101	56%	108	104-112	82%	68%
Percentile Equivalent		41			71			

Standard Score: Mean = 100, SD = 15, Q1 = 90.

*Normal range between 25-75th percentiles (Middle 50% of students)

Table 3

2003 – 2004 Minnesota SMART Project Interim Summary: Kindergarten

Quick Word Recognition: Brigance High Frequency Words

MN SMART 2003–2004 Kindergartens	SMART Pupils/Classes N	N = 77/6 Classes		N = 394/18 Classes		May N (%) Pupils Reading 10+ Words
		Fall Words Read Median Class	Fall % Pupils Reading 10+ Words	May Words Read Median Class	May Inter-quartile Range*	
Half-Day	77/6	0.5 Words	1%	29	28–30	61 (89%)
Daily All-Day	394/18	0 Words	4%	27	22–30	340 (86%)

Table 4

2003 – 2004 Minnesota SMART Project Brief Summary: Grade 1

Quick Word Recognition: Slosson Oral Reading Test – R3 Wordlists

Grade 1 Pupils/Classes N	Fall Class Median Standard Sc.	Fall Inter-quartile Range*	Fall % At/Above Q1(25%ile)	May Class Median Standard Sc.	May Inter-quartile Range*	May % At/Above Q1 (25%ile)	May % At/Above Mean
489/31	87	85–88	3%	109	102–115	88%	69%
Grade Equiv.	K.1			2.3			
Percentile Equivalent	19			71			

Standard Score: Mean = 100, SD = 15, Q1 = 90.

*Normal range between 25–75th percentiles (50% of students)

Table 5

2003 - 2004 Minnesota SMART Project Summary: Grade 1

Phonemic Awareness: Wepman Auditory Discrimination Test

N = 489 35 Classes

Grade 1 Pupils/Classes N	Fall Class Median Standard Sc.	Fall Inter-quartile Range*	Fall % At/Above Q1(25%ile)	Fall % At/Above Mean	May Class Median Standard Sc.	May Inter-quartile Range*	May % At/Above Q1(25%il)	May % At/Above Mean
489/31	99	93-103	49%	35%	108	102-116	88%	76%
Percentile Equivalent	48				69			

Standard Score: Mean = 100, SD = 15, Q1 = 90.

*Normal range between 25-75th percentiles (50% of students)

Table 6

2003 – 2004 Minnesota SMART Project Summary 2003–2004: Grade 2

Quick Word Recognition: Slosson Oral Reading Test – R3 Wordlists

Grade 2	N = 231			16 Classes			
	Fall	Fall	Fall %	May	May	May %	May %
Pupils/Classes	Class Median	Inter-quartile	At/Above	Class Median	Inter-quartile	At/Above	At/Above
N	Standard Sc.	Range*	Q1(25%ile)	Standard Sc.	Range*	Q1 (25%ile)	Mean
231/16	100	77-103	34%	111	107-112	92%	83%
Grade Equiv.	2.2			3.7			
%ile Equiv.	50			77			

Standard Score: Mean = 100, SD = 15, Q1 = 90.

*Normal range between 25–75th percentiles (50% of students)

Table 7

2003 – 2004 Minnesota SMART Project Summary: Grade 2

Phonemic Awareness: Wepman Auditory Discrimination Test

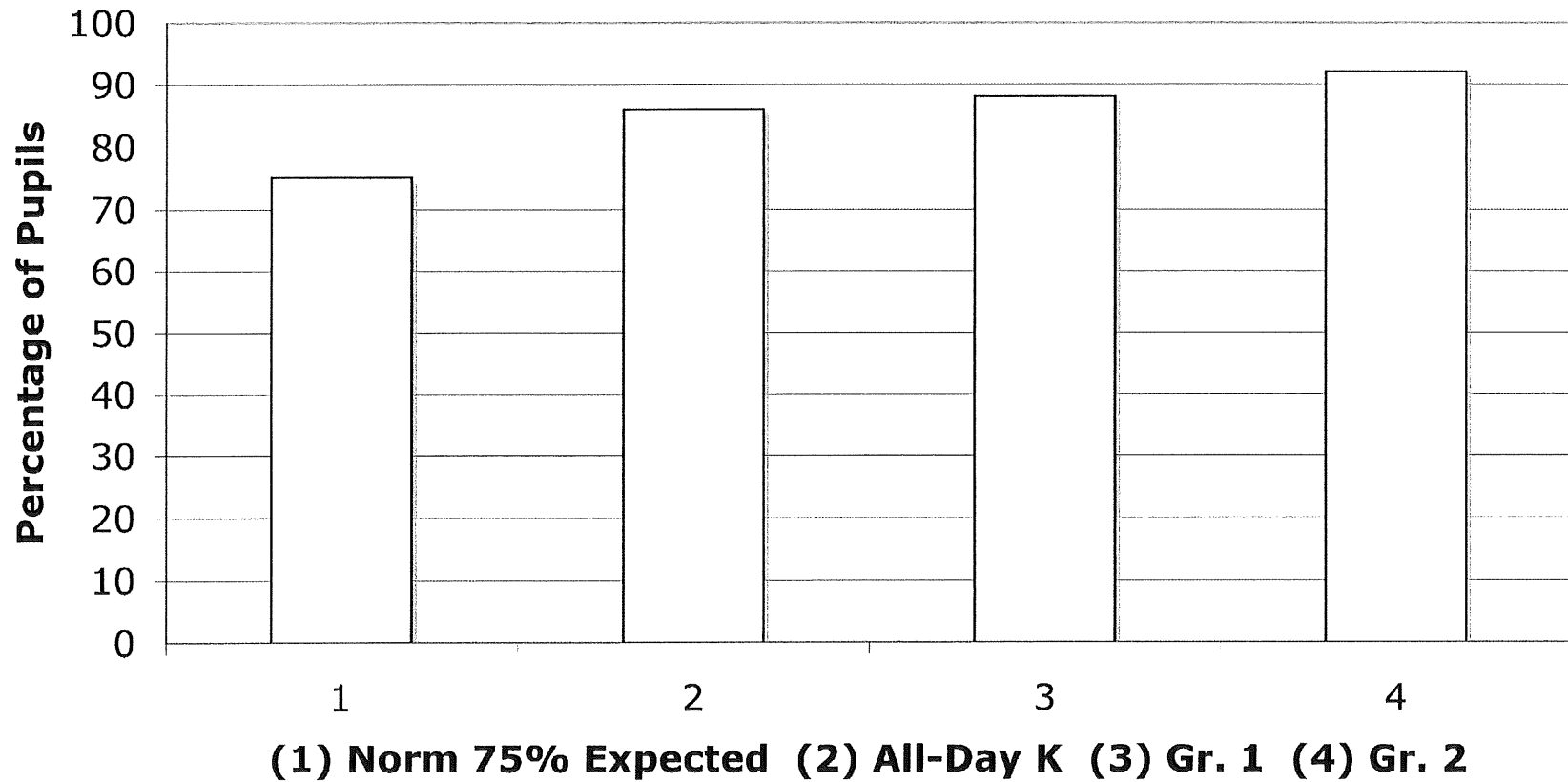
N = 489 35 Classes

Grade 2 Pupils/Classes N	Fall Class Median Standard Sc.	Fall Inter-quartile Range*	Fall % At/Above Q1(25%ile)	Fall % At/Above Mean	May Class Median Standard Sc.	May Inter-quartile Range*	May % At/Above Q1(25%ile)	May % At/Above Mean
231/15	106	98-110	79%	59%	105	103-126	95%	82%
Percentile Equivalent	64				62			

Standard Score: Mean = 100, SD = 15, Q1 = 90.

*Normal range between 25-75th percentiles (50% of students)

**Increasing Proportions of Regular MN K-2 SMART Students'
Word Recognition Above Quartile 1 (25th Percentile)
with Multiple Years of Stimulation 2003-3004**





A program of
A Chance To Grow / New Visions School
1800 Second Street NE
Minneapolis, MN 55418
(612) 706-5549 Fax (612) 706-5555

History of the Minnesota Learning Resource Center

Spring, 2005

New Visions Charter School was established in 1992 with the mission of accelerating the development of learning disabled and delayed children. As its reputation has grown at the state and national level it has become known as the "Reading School". Of the 200 kindergarten through eighth grade students who attend New Visions, nine out of ten are from Minneapolis with the remainder living in surrounding suburbs of the Twin Cities. The vast majority, 93%, qualifies for free or reduced breakfast and lunch and two-thirds are of minority races, mostly African American. Most of the students at New Visions have failed to succeed in their traditional school setting; with the majority of them arriving one or more years behind their grade level in reading or math.

The emphasis at New Visions is on preparing students to learn and develop the readiness skills that, for various reasons, had not previously been in place. Through a combination of four innovative programs designed to stimulate neurological development, these students who had previously fallen behind six months for each year that they had spent in school, make an average annual gain of one year and several months in key subjects. In addition, New Visions programs address attention issues such as those labeled ADD and ADHD with the goal of getting children off medications permanently.

The Minnesota Learning Resource Center (MLRC) was established in July of 1999 as the result of funding approved by the state legislature during that year's session. **The main mission of the MLRC is to train teachers in the methods used by New Visions and to assist in the implementation of the programs in schools throughout the state.** By entering into an agreement of expectations with the MLRC that outlines each party's responsibilities and indicates its commitment to replicate a program, a school becomes a Designated Learning Site (DLS). During the first year of partial implementation, school year 1999 – 2000, there were 16 schools involved on a statewide basis. The number of schools has increased steadily each year and, as of today, some 65 Minnesota public schools have been served by the MLRC.

Programs & Progress To Date

Three of the four interventions offered at New Visions School are designed to be replicated and have proved to be both effective and affordable in a public school setting. The funds provided by the state legislature have allowed Minnesota schools to implement these effective readiness programs through training and follow-up mentoring by MLRC professionals. Each of the 65 schools involved has also invested district funds in order to benefit from the three-year implementation model, by paying one half the fee of the MLRC workshops, covering the cost of substitutes and travel expenses and providing space and equipment within the school building.

New Visions Program Descriptions

SMART - All children attending New Visions School are involved in a program called SMART. A combination of physical and classroom activities, the curriculum stimulates high levels of pre-academic and early academic development among all children, from those at risk for failing due to receiving too little early stimulation to those full prepared for academic learning.

Auditory Stimulation and Vision - For those children with more specific developmental delays, an Auditory Stimulation or Vision Therapy program may be offered. The Auditory program, called, Hemisphere Specific Auditory Stimulation, is geared towards those children who have difficulty perceiving, processing and retaining speech sounds and requires only a head set and an individually formatted audiotape that is listened to each day for ten minutes. While Vision Therapy at New Visions is directed by on-staff developmental optometrists, a course for educators that utilizes concepts and techniques from proven methods has recently been offered to Designated Learning Site schools.

NeuroTechnology - For those children who have behavioral concerns or difficulty attending in the classroom, weekly EEG Neurofeedback or Audio Visual Entrainment sessions are offered at New Visions. These biofeedback sessions have a 50% success rate in getting children off medications and in training them to simultaneously relax, focus and attend.

MLRC Training & Program Implementation for Designated Learning Sites

For Minnesota teachers representing Designated Learning Sites, training seminars for any of the three programs are offered at one-half price. Some of these are held throughout the year at the MLRC Training Center in Minneapolis and several are held in locations across the state. This past year, the MLRC hosted 19 workshops in towns such as Hibbing, Bemidji, Fairmont and St. Cloud. Recently some workshops scheduled for the Minneapolis training center had to be moved off-site due to the large number of participants.

In addition to the reduction in training fees, a Designated Learning Site also benefits from the critical follow-up, on-site mentoring of MLRC professionals. Based on a three-year model, each site qualifies for free monthly (about 20 hours annually) mentoring for the first two years and every other month during the third year. Experienced professionals who have been trained and worked with students in Boost Up, Visions Therapy, Auditory Stimulation and NeuroTechnology spend time observing the program, meeting with the team of trained staff and administrators over the course of the school year, helping to gather data, etc.

Additionally, assistance is offered to DLS's in the purchase of some technical equipment, such as headsets and customized tapes for the Auditory Stimulation intervention.

Cost Efficiency

The average number of students served by the MLRC annually since 2000 - 2001, the first full school year of implementation, is 1840. Dividing that number into the average annual legislative allocation, the cost per student is \$125.

In addition to providing SMART training and follow-up mentoring to public schools in a cost effective manner, SMART can lead to considerable long-term cost savings. Cold Spring Elementary School in central Minnesota implemented SMART in 1999. That year, seven kindergartners who qualified for special education services began participating in SMART. By second grade, they made such great strides that each "graduated" out of special education. In Cold Spring, it costs approximately \$4,800 to provide one year of special education services for one child. Based on these seven children alone, then, Cold Spring will save \$33,600 in special education costs annually.

Number of Teachers trained

To date, the MLRC has trained teachers from all four corners of the state, from Greenbush and Mahnommen in the northwest to Austin and Rose Creek in the southeast and from Duluth/Hibbing to Fairmont and Granada. Recently sites have also been added and teachers trained across the middle of the state, in metro areas such as White Bear Lake and Lino Lakes to the western communities of Atwater/Grove City and Spicer. In all, some 700 Minnesota teachers have been trained by the MLRC since 1999.

Minnesota Designated Learning Sites and Program Involvement

1st & 2nd Year Sites:

Atwater -	North Elementary	--	SMART
Bemidji -	Central Elementary	--	SMART
Brewster -	Brewster Elementary	--	SMART
Cosmos -	South Elementary	--	SMART
Duluth -	Congdon Park Elementary	--	SMART
	Lowell Music Magnet	--	SMART
Erskine -	Win-E-Mac Elementary	--	SMART
Fairmont -	William Budd Elementary	--	SMART, Auditory
	Five Lakes Elementary	--	SMART, Auditory
Fergus Falls -	Cleveland Elementary	--	SMART
Granada -	Granada Huntley East Chain School		SMART
Lino Lakes	Blue Heron Elementary	--	SMART
Moorhead -	Ellen Hopkins Elementary	--	SMART
New London -	Prairie Woods Elementary	--	SMART
Plummer -	Plummer Elementary	--	SMART
White Bear Lake -	Birch Lake Elementary	--	SMART
White Earth -	Circle of Life Elementary	--	SMART

3rd Year Sites:

Chisholm -	Vaughan Steffensrud Elementary	--	SMART
Fertile -	Fertile-Beltrami Elementary	--	SMART
Hibbing -	Victory Christian Academy	--	SMART
	Assumption School	--	SMART
	Kids Korner Nursery School	--	SMART
	Hibbing Parents Nursery	--	SMART
Oklee -	Oklee Elementary	--	SMART
Owatonna -	Wilson Elementary	--	SMART
Rose Creek -	Southland Elementary	--	SMART
Viking -	Viking Elementary	--	SMART

Completed 3 years:

Badger -	Badger Elementary	--	SMART
Bemidji -	Bemidji State University	--	EEG
Austin -	Banfield Elementary	--	SMART
	Neveln Elementary	--	SMART
	Southgate Elementary	--	SMART
	Sumner Elementary	--	SMART
Cold Spring -	Cold Spring Elementary	--	SMART
Cromwell -Wright	King Elementary	--	Auditory
	Deer River Elementary	--	Auditory
Duluth -	Lincoln Park Elementary	--	SMART

East Grand Forks -	New Heights Elementary	--	SMART
	South Point Elementary	--	SMART
Eden Prairie -	Cedar Ridge Elementary	--	Auditory
	Central Kindergarten	--	Auditory
	Eden Lake Elementary	--	Auditory
	Prairie View Elementary	--	Auditory
	Forest Hills Elementary	--	Auditory
FACS-N	Shorewood	--	Auditory
Fridley -	Hayes Elementary	--	Auditory
	Fridley Middle School	--	Auditory
Greenbush-Middle River	Greenbush El.	--	SMART, Auditory, EEG
	Middle River	--	SMART, Auditory
Holdingford -	Holdingford Elementary	--	SMART, EEG
Hopkins -	Eisenhower Elementary	--	SMART, EEG
Mahnomen -	Mahnomen Elementary	--	SMART, EEG
	Mahnomen Mahube Head Start	--	SMART
Moorhead -	Riverside Elementary	--	SMART
	Washington Elementary	--	SMART
Naytahwaush -	Naytahwaush Elementary	--	SMART, EEG
	Naytahwaush White Earth Head Start	--	SMART
Park Rapids -	Frazee Elementary	--	SMART
Perham-	Heart of the Lakes Elementary	--	SMART
Ponsford-	Pine Point Elementary	--	SMART
Thief River Falls-	Challenger Elementary	--	SMART

Additional Support at National Level for Program Replication

A primary mission of charter schools is to take the innovations they have implemented within their own schools and share that knowledge with the large public school sector. As the charter movement has gained support across the nation, the federal government has recognized the special role these schools play in meeting the needs of all children. This acknowledgment has led to the examination of those schools offering the most innovative programming and New Visions is proud to have been selected amongst the leaders in this area. As a means of recognizing those schools in the forefront, Congress designated special funding to further the methods of these programs in the form of dissemination funds, distributed by state agencies and through direct grants from the U.S. Department of Education.

As of this time, New Visions has received some \$1.5 million from the federal government for purposes of replication of the SMART program in schools across the nation. This year, there are 90 such schools involved nationally, in the states of South Dakota, Wisconsin, North Dakota, Iowa, Delaware and Tennessee, where all of Knox County schools (52 buildings with more than 4000 kindergarteners) are involved in SMART on a daily basis. In addition, the 12 Title I schools in Tallahassee, Florida are involved in a study with researchers associated with Florida State University, to study the impact of the SMART program with inner city children. Results, due out in the summer of 2005, are based on compliance with the rigorous, scientifically based research required by No Child Left Behind.

National Designated Learning Sites and Program Involvement

Iowa Designated Learning Sites

1st Year Site:

St. Ansgar -	St. Ansgar Elementary	--	SMART
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Florida Designated Learning Sites

1st Year Sites:

Tallahassee -	Astoria Park Elementary	--	SMART
	Pineview Elementary	--	SMART
	Ruediger Elementary	--	SMART
	Brevard Elementary	--	SMART
	Sabal Palm Elementary	--	SMART
	Wesson Elementary	--	SMART

Delaware Designated Learning Sites

1st Year Sites:

Frankford -	Frankford Elementary	--	SMART
Georgetown -	Georgetown Elementary	--	SMART
Laurel -	Dunbar Elementary	--	SMART
Millsboro -	East Millsboro Elementary	--	SMART
Ocean View -	Lord Baltimore Elementary	--	SMART
Seaford -	Fred Douglas Elementary	--	SMART
	West Seaford Elementary		
Selbyville -	Phillip Showell Elementary	--	SMART

North Dakota Designated Learning Sites

1st Year Sites:

Fargo -	Fraser Center	--	SMART
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Tennessee Designated Learning Sites

2nd Year Sites:

Harriman -	Bowers Elementary	--	SMART
	Walnut Hill Elementary	--	SMART
Lenoir City -	Highland Park Elementary	--	SMART

South Dakota Designated Learning Sites

1st Year Sites:

Mitchell -	Gertie Belle Rogers Elementary	--	SMART
Pierre -	Buchanan Elementary	--	SMART
	Jefferson Elementary	--	SMART
	McKinley Elementary	--	SMART
	Washington Elementary	--	SMART

Completed 3 Years:

Huron -	Buchanan Elementary	--	SMART
	Huron Colony	--	SMART
	Jefferson Elementary	--	SMART
	Madison Elementary	--	SMART
	Riverside Colony School	--	SMART
	Washington Elementary	--	SMART
	Middle School/Opportunity School		SMART

Wisconsin Designated Learning Sites

1st Year Site:

Hayward -	Hayward Elementary	--	SMART
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3rd Year Sites:

Solon Springs -	Solon Springs Elementary	--	SMART
Spooner -	Spooner Elementary	--	SMART
New Richmond -	West Elementary	--	SMART

Completed 3 Years:

Birchwood -	Birchwood Elementary	--	SMART
Clayton -	Clayton Elementary	--	SMART
Frederic ** -	Frederic Elementary	--	SMART
Grantsburg-	Grantsburg Elementary	--	SMART
	Nelson Primary	--	SMART
Danbury -	North Community Center	--	SMART
Siren -	Siren Elementary	--	SMART
Turtle Lake** -	Turtle Lake Elementary	--	SMART
Webster -	Webster Elementary	--	SMART

** Completed program prior to three years

Senators Kelley, Stumpf, Sparks, Wergin and Gaither introduced--
S.F. No. 1237: Referred to the Committee on Finance.

1 A bill for an act
2 relating to education; appropriating money for
3 libraries and library programs.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

5 Section 1. [DEPARTMENT OF EDUCATION; LIBRARY
6 APPROPRIATIONS.]

7 Subdivision 1. [DEPARTMENT OF EDUCATION.] The sums
8 indicated in this section are appropriated from the general fund
9 to the Department of Education for the fiscal year designated.

10 Subd. 2. [BASIC SYSTEM SUPPORT.] For basic system support
11 grants under Minnesota Statutes, section 134.355:

12 \$10,561,000 2006

13 \$10,561,000 2007

14 Subd. 3. [MULTICOUNTY, MULTITYPE LIBRARY SYSTEMS.] For
15 grants under Minnesota Statutes, sections 134.353 and 134.354,
16 to multicounty, multitype library systems:

17 \$1,056,000 2006

18 \$1,056,000 2007

19 Subd. 4. [ELECTRONIC LIBRARY FOR MINNESOTA.] For statewide
20 licenses to online databases selected in cooperation with the
21 Higher Education Services Office for school media centers,
22 public libraries, state government agency libraries, and public
23 or private college or university libraries:

24 \$1,038,000 2006

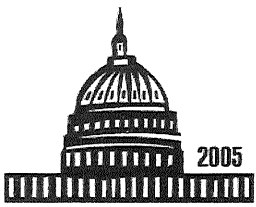
1 \$1,090,000 2007

2 Any balance in the first year does not cancel but is
3 available in the second year.

4 Subd. 5. [MNLINK.] To support school media center and
5 public library participation in MnLink:

6 \$ 250,000 2006

7 \$ 250,000 2007



Public Libraries Deliver!

Minnesota Library Association & Minnesota Educational Media Organization

For the cost of one stamp each, all Minnesotans can have information delivered!

Regional public library systems are seeking an additional \$1,991,000 to meet increased delivery demands throughout the state. How much is this increase? The cost of a single postage stamp for each Minnesotan! By investing in an increase in funding, the Legislature will strengthen an already efficient—but under-funded—delivery system that moves thousands of materials each day.

MLA/MEMO supports increasing Regional Library Basic System Support (RLBSS) funding by \$1,991,000 per year to maintain current service levels and to support increased costs for delivery of library materials between and among libraries. The volume of delivery will increase because Minnesota residents will be able to request library materials directly from any library using the MnLINK Gateway. This requested funding will partially cover the cost of delivery within the twelve regional public library systems.

The mission of Regional Public Library Systems is to coordinate and improve public library services within their regions and across the state. State funding is allocated to library regions through a formula based on population, square miles and property values (MS 134.35). Minnesota currently allocates \$8.57 million to assist regional public library systems in providing equitable access to library services for all Minnesotans.



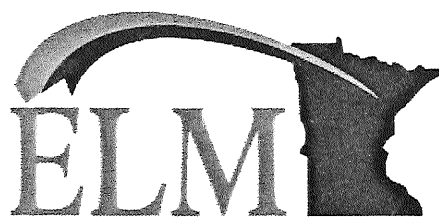
Information is 'on the move' in Minnesota!



The number of items moved between and among libraries by the state's twelve regional public library systems is at an all-time high. In 2004, the staffs of the various delivery systems handled 26,676,734 items. This means that 13,338,367 resources were shared amongst Minnesotans rather than being purchased by individual libraries. This represents a statewide average increase of 17% over 2003. At an average of \$20 per item, the state spent \$1,991,000 to deliver items that would have cost \$266,767,340 to purchase in 2004. The amount of items requested for delivery is expected to increase by as much as 50% during 2005 because Minnesotans will be able to place their own requests via the MnLINK Gateway.

As you can see, resource sharing is the backbone of library services in Minnesota. It is used by students, distance education participants, voracious readers and hobbyists alike!

Minnesota's regional public library systems are agents of change, equalizers of service, promoters of life-long learning, and providers of access and opportunity.



ELM: A world of information

Electronic Library for Minnesota (ELM)

The legislative intent for increased appropriations to MINITEX and the Minnesota State Library Agency was to provide the best possible access to electronic information resources for all Minnesota students (from K-12 through higher education) and to serve the general interest and life-long learning needs of Minnesota residents through public libraries.

The Electronic Library for Minnesota (ELM) offers all Minnesota residents electronic access to in-depth indexing to over 10,950 publications (over 60% with full text including 250 newspapers worldwide), over 13,200 electronic books, and information from encyclopedias, almanacs, directories and other resources. ELM access is available from local library web sites and through the MnLINK Gateway at <http://www.mnlink.org>. Minnesota residents, including K-12 students and teachers, college students and faculty, state government employees and the general public, have access to the ELM resources remotely from home and office and from in the library.

The MINITEX ELM statewide contract provides **equity, economy, and excellence**. Through ELM, an **equitable** core of information sources is available to every student and resident in Minnesota, 24 hours a day, 7 days a week, raising the level of **excellence** in colleges, schools, and communities across the state. ELM increases statewide collaboration to achieve an impressive **economy** of scale for Minnesota.

ELM is comprised of a rich suite of online resources providing comprehensive knowledge on a vast array of research topics, including: medicine, health and wellness, history, literature, biography, social studies, politics and business. ELM is available 24x7 remotely from your home, office, or in your library. <http://www.elm4you.org>

ELM Facts:

- The ELM statewide subscription cost for FY05 is \$1,874,494, providing access for everyone in Minnesota. \$849,464 comes from the MINITEX higher education base budget. \$400,000 comes from an annual appropriation to the K-12 Education budget through MDE. An additional \$625,030 is provided from federal Library Services & Technology Act appropriations through MDE's Minnesota State Library Agency.
- The number of searches in the ELM resources in FY04 was 9,033,717, a 48% increase over FY03.
- The number of full-text articles retrieved by Minnesotans in FY04 was 5,986,440, a 46% increase over FY03.
- Analysis of usage of the ELM resources shows that the number of searches by type of library in FY04 was: 48% academic libraries; K-12 Schools 35% ; public libraries 15% ; and special libraries (e.g. state government) 2% .
- 55% of searches and full-text articles retrieved were from the seven-county Metropolitan area and 45% of the searches and full-text articles retrieved were from Greater Minnesota.

If each MN academic, public, special library, and school media center were to purchase the online information available in ELM individually, the cumulative cost would be approximately \$41.2 million. The cost of licensing under a statewide MINITEX contract is \$1,874,494 resulting in a cost savings of \$39.4 million to Minnesota.

Please help to ensure that ELM resources remain available to Minnesotans in future years.



ELM is brought to you by your local library or school media center, the MINITEX Library Information Network, and State Library Services and School Technology, the MN state library agency with state appropriations to the Minnesota Higher Education Services Office (MHESO) and the Minnesota Department of Education, and federal LSTA funds under the support of the Institute of Museum and Library Services.

Electronic Library for Minnesota (ELM)

The following ELM stories are arranged alphabetically by city. These stories were collected in May/June 2004 and in December '04 through the middle of February 2005.

Aitkin	Minnetonka
Adams	Montevideo
Alexandria	Moorhead
Austin	Mora
Barrett	Mountain Lake
Belle Plaine	Mt. Iron
Blooming Prairie	Nevis
Buffalo	New Brighton
Burnsville	New Prague
Christholm	New Ulm
Cleveland	Northfield
Cloquet	Okabena
Cold Spring	Osseo
Cook	Owatonna
Coon Rapids	Perham
Crookston	Pierz
Detroit Lakes	Pine City
Edina	Pipestone
Elbow Lake	Princeton
Fairmount	Red Wing
Farmington	Rochester
Fergus Falls	Roseville
Finlayson	Sartell
Fosston	Sauk Rapids
Frazee	Shakopee
Fulda	Shoreview
Hallock	Spring Valley
Harmony	St. Cloud
Henning	St. Paul
Janesville	Stewartville
Lakeville	Thief River Falls
LeSueur	Tyler
Long Prairie-Grey Eagle	Victoria
Longsville	Virginia
Mahnomen	Wadena
Marshall	White Bear Lake
Melrose	Willmar
Menahga	Woodbury
Minneapolis	Zumbrota

MINITEX

Library Information Network

A program of the Minnesota Higher Education Services Office at the University of Minnesota

15 Andersen Library
222 21st Avenue South
University of Minnesota
Minneapolis, Minnesota
55455-0439

Office	Director	Wats	Fax
612-624-4002	612-624-2839	800-462-5348	612-624-4508

What are the resources that make up ELM?

ELM is made up of databases from 3 vendors (EBSCO, Gale, OCLC, and NetLibrary – a division of OCLC). More information about ELM is available at <http://www.elm4you.org>.

EBSCO (4 databases)

- **Academic Search Premier** *Academic Search™ Premier* contains indexing for nearly 8,050 publications, with full text for more than 4,600 of those titles. PDF backfiles to 1975 or further are available for well over one hundred journals, and searchable references are provided for more than 1,000 titles. *Academic Search Premier* contains unmatched full text coverage in biology, chemistry, education, engineering, humanities, physics, psychology, religion & theology, sociology, etc.
- **Business Source Premier** *Business Source® Premier* offers indexing and abstracts for the 350 most important scholarly journals back to 1965 or the first published issue. This database includes searchable references for more than 1,170 journals. Journal ranking studies reveal that *Business Source Premier* is the database for full text journals in all disciplines of business, including marketing, management, MIS, POM, accounting, finance, econometrics and economics.
- **Regional Business News** A supplemental database for customers of *Business Source Premier*. With daily updates, *Regional Business News* provides comprehensive full text for regional business publications (including titles from Crain Communications). *Regional Business News* has full text for more than 60 sources.
- **MasterFILE Premier** Designed specifically for public libraries, *MasterFILE™ Premier* contains full text for 2,053 periodicals covering general reference, business, health, education, general science, multicultural issues and much more. This database also contains full text for more than 350 reference books, 84,074 biographies, 86,132 primary source documents, and an Image Collection of 107,135 photos, maps & flags. *MasterFILE Premier* now offers PDF backfiles (as far back as 1975) for key publications including *American Libraries*, *Foreign Affairs*, *History Today*, *Judaism*, *Library Journal*, *National Review*, *Saturday Evening Post*, etc.

Gale (8 databases)

- **InfoTrac Student Edition (High Schools)**. Use this database (formerly SuperTOM), designed for schools, to search magazines, newspapers, and reference books for information on current events, the arts, science, popular culture, health, etc.
- **InfoTrac Junior Edition (Middle Schools)**. Use this database (formerly SuperTOM Junior), designed for schools, to search magazines, newspapers, and reference books for information on current events, the arts, science, popular culture, health, etc.
- **Junior Reference Collection**. With nearly 12,000 documents, 8,500 photographs and illustrations, 50 video and audio clips, and 3 complete Merriam-Webster's dictionaries (Collegiate, Biographical, and Geographical), the *Junior Reference Collection* is a complete reference source. The *Junior Reference Collection* is a comprehensive, cross-curricular research tool that combines Gale's U*X*L products into one database that is simple to navigate, easy to comprehend, and supports classroom learning. The JRC's search paths are distinguished by subject area—People, Places, Subjects, Authors, Books, Timeline—and the results are categorized by document type—Overview Essay, Biography, and Timeline Event.

- **Discovering Collection.** Provides in-depth content for five core curriculum areas, specifically literature, history, biography, science, and social studies. The *Discovering Collection* is aimed at grades 6-12 and contains all the content in *Junior Reference Collection* plus the DIScovering products to offer thousands of overview essays, literary criticisms, timelines, primary source documents, audio and video clips, and over 15,000 maps, images, and flags.

- **Kids InfoBits.** A reference and periodical resource, gives children easy access to magazines, reference books, and newspaper articles that have been selected just for their age group. Aimed at grades K-5, *Kids InfoBits* has taken the InfoTrac Kid's Edition and updated it to reflect the changes and innovations developed in Gale products.

- **¡Informe!** ¡Informe! was created exclusively for Spanish-speaking users, providing indexing, images, and full-text of popular Hispanic magazines—not just translations. Also included is a thesaurus and interface that are uniquely designed for Spanish-speaking users.

- **Consulta.** Consulta provides over 100 reference titles, more than 60 full-text journals, and over 1,000 primary source documents. Complementing this material are more than 6,200 full-color photographs, maps, and artwork. Consulta is entirely in Spanish, and provides several Spanish dictionaries, including English-Spanish and Spanish-English, Spanish definitions, Spanish synonyms and antonyms, and more.

- **Professional Collection.** The Professional Collection is a custom selection of more than 300 full-text journals for educators that is updated daily and provides 24-hour access from school or home. It offers balanced coverage for any professional educator in the following areas: arts and humanities; child and adolescent psychology and development; drug and alcohol abuse; health/nutrition/fitness; learning disabilities; literature; school law; science and technology; social sciences; and sports/athletic training.

NetLibrary (1 database)

The NetLibrary eBook Collection, along with the Electronic Libraries for Minnesota (ELM) databases in Minnesota, form a foundation collection of full-text materials that extends the range and depth of your libraries holdings. By combining time-honored print conventions like "browsing" and "checking out" materials with new functionalities like word searching within a text and electronic note-taking, NetLibrary eBooks help librarians create a more versatile and adaptable learning environment for their users. Over 13,000 eBooks are available to Minnesotan residents through the MnLINK gateway (<http://www.mnlink.org>).

OCLC (1 database)

- **WorldCat (The OCLC Online Union Catalog).** The world's most comprehensive bibliography, with more than 55 million bibliographic records that represent 400 languages. WorldCat covers information back to 2100 B.C. and includes holdings information from libraries across the world. WorldCat now includes the Library of Congress Subject Headings as its thesaurus. It includes records for musical scores, books, serial publications, computer files, Internet resources, sound recordings, archival materials, maps, and visual materials.

ProQuest (1 database)

ProQuest Newsstand Complete is an accessible and thorough Web-based database with citations and abstracts from over 350 newspapers, over 250 of which provide full-text, enabling users to search the latest news from around the world. Coverage, updated daily, of local, state, regional, national, and international newspapers is available, including full-text access to 27 major newspapers: the **Star Tribune**, **The Wall Street Journal**, **The Washington Post**, **The New York Times**, the **Chicago Tribune**, the **Los Angeles Times**, **Barron's**, and **USA Today**, to name just a few. The database also provides access to a wide range of articles, not only top new stories, but arts, sports, and entertainment stories as well. [ProQuest Newsstand Complete title list](#)

Electronic Library for Minnesota (ELM) Feedback

NAME Mike Johnson
INSTITUTION Southland ISD 500
INST. TYPE K-12
CITY Adams
EMAIL mjohnson@isd500.k12.mn.us
PHONE 507-582-3568

FEEDBACK ELM is very important to Southland because our students use the resource for research purposes. Our staff also used ELM for Graduate Studies. We have a number of teachers returning to college for administrative degrees. Please continue to fund this valuable resource. Thank you very much.

NAME Sue Benson
INSTITUTION Aitkin Jr-Sr. High School
INST. TYPE K-12
CITY Aitkin
EMAIL sbenson@lfalls.k12.mn.us
PHONE 218-927-2115 ext. 207

FEEDBACK One of the first things I did when I became a media specialist was attend an ELM training session. The school I was in was experiencing severe financial difficulties and had to cut online databases out of its budget, but we were able to offer students access to a large volume of quality information through InfoTrac and ProQuest. Where would we have been without ELM? I have since moved to a new school district and we are able to provide a variety of online databases; yet the ELM databases are basic to our information media program. I use ELM databases at home and teach students, staff, and parents to use them at home as well. Whenever I talk to students, parents, and the public, I tell them that they need to thank their legislatures for recognizing the need for this invaluable service to the extent that they have allocated funds to make it possible.

NAME Don Clausen
INSTITUTION Jefferson High School
INST. TYPE K-12
CITY Alexandria
EMAIL dsclausen@alexandria.k12.mn.us
PHONE 320-762-0612

FEEDBACK The media center never closes for the Jefferson Senior High School students in Alexandria, Minnesota thanks to ELM/MINITECH electronic resources. The media center's home page provides links to EBSCO, ProQuest, and Gale/InfoTrac periodical and reference databases, as well as netLibrary's electronic books. Our students, just as the students in the smallest and largest districts in this state, have immediate, continuous access to millions of dollars worth of our nation's best periodicals, reference works, and books. The availability of these resources equalizes the educational opportunities for every student in this state regardless of geographic, social or economic factors. In my judgment, the dollars spent on this program are among the most productive spent in the state's entire educational funding effort. I strongly urge continued support and growth for this valuable service!

NAME Kathy Johnson
INSTITUTION Voyager Elementary School
INST. TYPE K-12
CITY Alexandria
EMAIL kjohnson@alexandria.k12.mn.us
PHONE 320-762-5437

FEEDBACK In a time when money is short and storage space is at a premium, ELM has offered our school resources that we would not be able to afford or keep on hand. It gives us access to current professional information and assists us in gathering reliable information to use in our lessons. All students have access when they need it whether they are in school or at home and it also serves the families of our students for their information needs. This is a valuable resource!

NAME Jane Carlson
INSTITUTION Austin High School
INST. TYPE K-12
CITY Austin
EMAIL jcarlson@austin.k12.mn.us
PHONE 507-433-0471

FEEDBACK At Austin High School, we steer students away from general internet searches and toward quality online information. This would not be possible if it weren't for the state supported ELM databases. Our site budget would not support the subscription cost to any of these databases. Because of the support from the legislature, our students and their families have access to quality information 24/7. It enhances their learning, provides personal enjoyment, and is an absolutely critical piece of quality research. Whether it is a science class comparing current research on diseases or a sociology class looking for information on criminal cases - we can always find the information we need in ELM.

NAME Kathleen Nelson
INSTITUTION Riverland Community College
INST. TYPE Academic
CITY Austin
EMAIL knelson@river.cc.mn.us
PHONE 507-433-0533

FEEDBACK This is not a story about a specific incidence but thought I would share some of the comments I hear from students and staff when they understand how and why we use a set of databases like ELM.

"I looked hours on the Internet and could not find anything, I wish I would have known about this sooner."

"If I could just get those PDF files to work on my home computer, things would be great."

"Whenever the nursing instructors give an assignment, I always check the health database before coming to the library for a paper copy. Many times I can just print it off at home."

"This is so easy, everyone should know about this."

Although I used quotation marks, these are not direct quotes but rather the gist of the comments I often hear.

Students at Riverland appreciate the resources they find in the ELM databases, but this message concerns the citation information that is available. Our students, probably like students everywhere, are often confused about citing the information they use. The help screens on the ELM databases are very valuable as a resource that they can quickly access to see MLA or APA information.

NAME Pat Hanson
INSTITUTION West Central Area Secondary
INST. TYPE K-12
CITY Barrett
EMAIL phanson@wca.k12.mn.us
PHONE

FEEDBACK The Minnesota State Legislature and the Department of Education must maintain the funding for the Electronic Library for Minnesota. It is by far the most economic, comprehensive, and current reference collection for the diverse research use by patrons in elementary, middle school, high school, college, and public library systems. With the continual increase in the cost of maintaining current hard copy resources, the availability of the ELM databases becomes more valuable. The 2004 School Library Media Program Census that was conducted by METRONET, also supports the facts that we are losing ground on the per pupil spending on books in our public school media centers. I am sure that these results could also echo what is happening in other library systems also.

Our 7-12 school uses the Infotrac Student Edition, the Discovery Collection, the EBSCO newspaper database, and the ProQuest newspaper resources on a regular basis. Some of the specific areas that require its use include the Current Problems class which uses the newspapers every day, the Civil War Project, Ethnic Studies, Decades of the Twentieth Century Project, many persuasion papers and speeches, the diseases and dysfunctions of the human body systems one-pagers, and many other assignments in all subject areas. It is the first place our students will look and my first recommendation in all research is to use ELM resources. Besides its access on all the school computers, the remote access capability offers those resources to the students when the media center is not open. The email function also allows students to do the searching here in school and the sorting later in their own homes.

Funding the ELM databases is one of the best uses of our taxpayers' money. It must be continued.

NAME Becky Perkins
INSTITUTION Belle Plaine High School
INST. TYPE K-12
CITY Belle Plaine
EMAIL bperkins@belleplaine.k12.mn.us
PHONE 952-873-2403 ext. 506

FEEDBACK We recently started a new knitting and crocheting club at our school, Knit-Wits. Students used ELM to research other knitting clubs, to come up with a name, and to get ideas for where to donate completed articles. Students found a host of articles talking about the resurgence of knitting among teenagers across the country. Students found out boys are as likely to be knitting as girls. The students have created scores of snowboarding hats, scarves, and blankets for the homeless. ELM proved that it is cool to learn a new skill and share what you have learned with others.

Our personal finance class decided to research entrepreneurship possibilities. On ELM they found articles about successful start up companies and lots of information about marketing, business plans, and the demographics of success. One of our students went on to start his own boat repair business as a way to finance college. He did all of his research using information he found on ELM, even a suggestion to contact SCORE, counselors to small businesses, a free service for startups.

NAME Mary Malherek
INSTITUTION Blooming Prairie Public Schools
INST. TYPE K-12
CITY Blooming Prairie
EMAIL mmalhere@blossoms.k12.mn.us
PHONE 507-583-4426

FEEDBACK For a school the size of Blooming Prairie, (850 students), a resource like ELM is like gold to us. I steer students to the Gale databases everyday, many times a day. I work with teachers, often gathering just the information we need from Discovering Collection with its great reference books. Health and Wellness databases are used so often, it is not possible for us to survive without such sources. Why not just use the Web? The depth and credibility of the ELM resources for schools far exceeds information students find on the web. The web is the supplement; ELM is the core of our research. I am working with teachers to convince them to require ELM resources for their assignments. Once the teacher is convinced of the wealth of ELM information, they are more than happy to comply. No advertising, pop up boxes, false returns etc. happen with the use of ProQuest and the Gale databases, and this saves valuable on task time. As the media specialist in this district, I cannot thank the state enough for funding this. It is truly a commitment to education of our population and credible information strengthens our democracy. Thank you and please consider this program a top priority. Many months we hit over 2,000 searches in the high school alone. How else would our students have an opportunity to read from thousands of newspapers, journals, and current reference materials? ELM is our lifeline to the world.

NAME Mary Malherek
INSTITUTION Blooming Prairie High School
INST. TYPE K-12
CITY Blooming Prairie
EMAIL mmalhere@blossoms.k12.mn.us
PHONE 507-583-4426

FEEDBACK There is not a day that goes by in our Junior/Senior High School Media Center that we don't use Infotrac, Ebsco or SIRS (we purchase this one) articles to find information or to clear up MISINFORMATION and unsourced material garnered from web pages. Students are very naïve and open to web page misinformation. They are not sophisticated enough to check who is writing or designing a web page (studies back this up). They are more in need of credible information than ever before since they are exposed to so much information. This is a vital source to a free and open society. I shudder to think of where public schools would be without ELM since we have no budget to buy the extensive print collection to replace even a tiny fraction of ELM. This is the best service ever offered to public schools and libraries. It is a worthwhile use of taxpayer money. I can't imagine working here without ELM; I appreciate it and encourage students to use it daily. Last month our students did over 2,000 searches on just Infotrac. We have many units of study built around these databases.

NAME Michael Quady
INSTITUTION Parkside Elementary School
INST. TYPE K-12
CITY Buffalo
EMAIL mquady@buffalo.k12.mn.us
PHONE 763-682-8524

FEEDBACK The Contemporary Authors database has been particularly useful to me as I've designed lessons in my library media center about different authors and genres. The hardcover volumes of these materials cost hundreds of dollars and were often out of date shortly after they were published. Now I have timely materials at my fingertips at no cost to my media center. The ELM saves media centers thousands of dollars annually in subscription and reference material costs.

NAME Jane Paulsen
INSTITUTION Eagle Ridge Junior High School
INST. TYPE K-12
CITY Burnsville
EMAIL jpaulsen@burnsville.k12.mn.us
PHONE

FEEDBACK Health classes in grades 7 and 8 at Eagle Ridge Junior High in District 191 used ELM to find newspaper articles relating to drug use and diseases as part of the Health curriculum.

NAME Rita Charter
INSTITUTION Chisholm High School
INST. TYPE K-12
CITY Chisholm, MN
EMAIL rcharter@chisholm.k12.mn.us
PHONE 218-254-5727

FEEDBACK ELM is a marvelous teaching tool in these difficult days of shrinking library budgets and staffs! Our high school serves students in grades 7-12. ELM provides our students and staff with diverse, age-appropriate research tools that are well respected, current, and convenient. My library could never afford these programs, if I had to subscribe to them as a single user. Thanks to ELM, students are more willing to do research, and the quality of their work has improved.

NAME Virginia Grabow
INSTITUTION Cleveland Public School
INST. TYPE K-12
CITY Cleveland
EMAIL vgrabo@cleveland.k12.mn.us
PHONE 507-931-5953

FEEDBACK ELM has opened up the whole world of research to our students. A small, rural school, we have a very limited budget and could not begin to purchase the resources available to our students through ELM. Sincere thanks to the legislature for allowing us to have this wonderful resource.

ELM has been extremely valuable to our students. We are a small, K-12 school and with the budget cuts we've experienced, we do not have the money to offer much to our students by way of research resources. ELM has opened the world of research to them. The availability of periodicals goes way beyond what we have ever been able to offer our students on our own.

Thank you for giving our students all the resources ELM offers.

NAME Anja Bottila
INSTITUTION Cloquet Senior High School
INST. TYPE K-12
CITY Cloquet
EMAIL abottila@cloquet.k12.mn.us
PHONE 218-879-3393

FEEDBACK With shrinking budgets, the ELM databases are a necessity for our media center. Had this not come along, we would no longer be able to subscribe to a database with the depth necessary for high school students to perform research. Although I miss the inclusion of the health specific database, the professional collection is a great addition for teachers working on advanced degrees. Another nice aspect is knowing that the same databases are available in each and every library across the state so you don't have to learn the semantics of searching different databases.

NAME Linda M. Liebl
INSTITUTION ROCORI High School
INST. TYPE K-12
CITY Cold Spring
EMAIL liebl@rocori.k12.mn.us
PHONE 320-685-4919

FEEDBACK In so many ways ELM is an integral part of our curriculum in several content areas. We would NOT be able to provide the quality of information to students without the ELM resources and depend upon it greatly. In ROCORI High School the ELM resources are introduced in ninth grade classes and highlighted in grades 10-12. Students utilize the online databases as the primary source of print information when teachers require "non-Internet" resources. Our 10th grade biography unit requires ten sources. Many students purchase their own biography of a person who is currently popular and seldom found in any print reference material we own. Without ELM's InfoTrac collection, these students would not be able to find sufficient resources. They would have to pick a more classic than contemporary person to read about for their biography. The variety of ELM's offerings also helps us to show students how magazines and newspapers are cited differently than the reference books. Please continue to support K-12 education with the funding of ELM!

NAME Sue Tabaka
INSTITUTION ROCORI Middle School
INST. TYPE K-12
CITY Cold Spring
EMAIL tabakas@rocori.k12.mn.us
PHONE 320-685-3296

FEEDBACK Since we have had access to the ELM database, our 7th grade project for History Day and our 8th grade project for Values and Choices has become so much easier. We have made use of the historical aspect for the wide variety of History Day topics. The variety of information available for the Values and Choices project has come in so handy because it is impossible for me to keep current with all of the health-related information. (I currently do not have a link on my library homepage, so I have made use of the high school's link and Great River Regional Library's homepage.)

NAME Sharon Johnson
INSTITUTION Cook School
INST. TYPE K-12
CITY Cook
EMAIL sjohnson@isd2141.k12.mn.us
PHONE 218-666-5221 ext. 3321

FEEDBACK I teach and review with the high school students how to use ELM when they are starting a research project. With the elementary students, they learn how to use it in the fall when we are doing library skills packets. The students prefer using a computer to find information rather than a Reader's Guide to Periodical Literature. I still teach that resource, but it isn't used much. Students that have lost their Internet privileges need to rely on the Reader's Guide for Research when they do not have access to a computer.

NAME Linda Mitchell Anderson
INSTITUTION Coon Rapids High School
INST. TYPE K-12
CITY Coon Rapids
EMAIL lindam.Anderson@anoka.k12.mn.us
PHONE 763-506-7105

FEEDBACK The Opposing Viewpoints from Gale is probably the most-used resource that we have. Classes such as Youth Issues, Debate, and Speech use it extensively. The 9th grade US Government classes all do a project that requires students to research an issue and write a solution applicable to the situation. Opposing Viewpoints is invaluable to them. Students also appreciate being able to access the resource from home.

NAME Penny Andersen
INSTITUTION Lake Agassiz Regional Library, Crookston Branch
INST. TYPE Public
CITY Crookston
EMAIL andersenp@larl.org
PHONE 218-281-4522

FEEDBACK I have come to take many of the ELM databases for granted, but when I consider working without them I realize how important they have become. I don't know how we would function without Reference Center Gold when it comes to helping our patrons find magazine articles. I have often referred patrons looking for health information to the Health and Wellness Resource Center. And I make regular use of Contemporary Authors as both a public librarian and school media specialist. My 6th grade students are required to research important juvenile authors each year - this is made so much easier using Contemporary Authors database.

NAME Ruth Solie
INSTITUTION Northern Lights Library Network
INST. TYPE Public
CITY Detroit Lakes
EMAIL rsolie@nlln.org
PHONE 218-847-2825

FEEDBACK My daughter, while a student at the University of Minnesota, found the ELM resources of tremendous value while she was studying abroad. The ability to access the resources needed for her academic work, regardless of where she was, allowed her to graduate with honors and to continue her scholarly work in the field of international relations. Thank you for making ELM available to all Minnesotans - wherever they are.

NAME Sara Swenson
INSTITUTION Edina High School
INST. TYPE K-12
CITY Edina
EMAIL sarswenson@edina.k12.mn.us
PHONE 952-848-3800

FEEDBACK At Edina High School, we've been fortunate to have time to train all of our licensed staff (teachers and others) how to use the databases provided by ELM. This past fall (and this will happen again next year—hooray!), teachers were introduced to the resources in ELM. They explored the different databases and learned about the various features. Most importantly, they learned how to incorporate these databases into their classroom assignments. Now, when students need information they don't perform searches for random information found by search engines on the Internet, rather they head straight to the resources of ELM and search for quality information and make informed decisions from the information found there.

Thank you to the Minnesota State Legislature for their continued funding of this tremendous resource. We could never afford access on our own!

Thank you for the continued funding support of Electronic Library Minnesota. Without the financial support of the state legislature, our school would not be able to have access to so many online resources. A couple of stories to share:

1--Students in our Current Events class are charged with reading the news from around the world. Each week, they must find a newsworthy article from a reputable newspaper, one for every continent. ProQuest makes this assignment much easier! We have instructed students how to search by publication title and now, they can find newspapers from China, Brazil and Germany with a click of their mouse. Best of all, they are learning about the importance of using a databases to find good and reputable information versus surfing the web.

2--A number of our teachers are enrolled in graduate school classes. Gale's Professional Collection makes it much easier to find the latest research in the education world. It's a delight to have this sort of information at our fingertips and to be able to find it in the comfort of our classrooms and school libraries. When the governor talks about "highly qualified teachers", he can rest assured that this database makes it easy for teachers to get access to research to infuse into their classrooms, helping them to be the best teachers they can.

Thank you for your ongoing support of these important resources, ensuring that all Minnesotans have access to quality information, regardless of geography or income!

NAME Sue Maier
INSTITUTION West Central Area School
INST. TYPE K-12
CITY Elbow Lake
EMAIL phanson@wca.k12.mn.us
PHONE 320-528-2650

FEEDBACK The state-supplied ELM databases are some of the best resources our students have available. This is where they begin their research in our media center. We could not get along without them.

NAME Doug Bancks
INSTITUTION Fairmont Jr./Sr. High School
INST. TYPE K-12
CITY Fairmont
EMAIL dbancks@fairmont.k12.mn.us
PHONE 507-235-4107

FEEDBACK The ELM access is vital to the success of students and staff at Fairmont Jr./Sr. High School. Speech students use it, science students use it, and students writing essays for International Baccalaureate use it. The reading teacher is happy with the various reading levels it accommodates. It offers reliable information and is accessible from home as well as school. We could not afford to purchase this access on a local level. Having it supplied by the state allows me to use library dollars to meet some other vital need.

NAME Susan Wilmes
INSTITUTION Farmington Public Schools
INST. TYPE K-12
CITY Farmington
EMAIL SWilmes@farmington.k12.mn.us
PHONE

FEEDBACK I am the Media Specialist in grades 6 and 7 building.

For the 6th graders, I show them the InfoTrac Junior and Discovering Collection databases.

For the 7th graders, I work with them for several days prior to beginning their research papers by going more into depth with the ELM databases and also the EBSCO databases.

Our ESL Spanish students and their teachers are familiar with the Spanish databases on ELM.

When working with History Day students, I always make sure that they have used both ELM and EBSCO for their research.

NAME Walt Dunlap
INSTITUTION Fergus Falls Public Library
INST. TYPE Public
CITY Fergus Falls
EMAIL wdunlap@fergusfalls.lib.mn.us
PHONE 218-739-9387

FEEDBACK During a time when budget cuts have meant fewer periodicals on our subscription list and fewer NEW topical non-fictions, the ELM has been absolutely invaluable for students and adults looking for current, up to the minute information. Beleaguered as Minnesota's public libraries are, having the ELM is a fantastic resource to work with, and we -customers and staff alike - appreciate it very, very much.

NAME Terri Kerwin
INSTITUTION East Central Secondary
INST. TYPE K-12
CITY Finlayson
EMAIL tkerwin@eastcentral.k12.mn.us
PHONE 320-245-2216

FEEDBACK This is my second year as a media specialist. Last year was the first chance that I had to use the ELM resources with my students. East Central is a small district and budgets are tight. ELM enables my students to expand their research to reliable sources outside our four walls. ELM provides databases that we can't afford. These databases are used by faculty and students. Our AP English students rely heavily on the databases. Our ninth grade speech classes also use the ELM resources quite frequently.

NAME Diane Yliniemi
INSTITUTION Frazee Elementary School
INST. TYPE K-12
CITY Frazee
EMAIL dyliniemi@frazee.k12.mn.us
PHONE 218-334-3951

FEEDBACK A preschool teacher came in to my office looking very frustrated. "Can you help me find a professional journal article? I have been looking on the Internet for hours and I can't find anything." I had about 2 minutes before my next class came in. I told her about the ELM resources and gave her a very quick lesson before I had to leave. Later that day, I received an email full of praise. She was able to find her journal article within 15 minutes and was so thankful for my help. ELM resources made our library media center services look very good. Thank you!

NAME Dean McNeal
INSTITUTION Fulda High School
INST. TYPE K-12
CITY Fulda
EMAIL dmcneal@fps.mntm.org
PHONE 507-425-2516

FEEDBACK We have been using the Abridged Readers' Guide and we still do. However, we do not subscribe to all the 60+ magazines in the "Guide" and then the students become very frustrated because I do not have the article they need. Thank you ELM for providing InfoTrac. The articles are at the student's fingertips and they are from 1,000+ magazines. We could not afford a single subscription to InfoTrac. ELM is one of the best things that have come to schools in a long time. I also like ProQuest but I have a harder time getting the students to use it. I would hate to go back before ELM. THANKS from our students and myself here in Fulda.

Each year our 7th grade writes their first real research paper. The subject that they all had to use was WW II &/or the Holocaust. We have a good selection of books on that subject but not enough material for everyone. Using Infotrac & ProQuest, something that most schools cannot afford, the students were able to find huge amounts of material. With our very limited budget, our students have access to good, sound information that would not be possible otherwise! As you know, the students of MN are at or near the top in all the various ways that they are judged. The ELM plays a very important role in the achievement of the students of MN. Please keep up your support of the ELM and all other Library funding.

NAME Charlie Lindberg
INSTITUTION Kittson Central High School
INST. TYPE K-12
CITY Hallock
EMAIL clindberg@kittson.k12.mn.us
PHONE 218-843-3682 ext. 235

FEEDBACK After familiarizing myself with the new configuration of the ELM databases, I introduced the 9th grade health classes to them. After instruction in getting basic information from the Infotrac Discovering database, students used this source to access definitions of diseases and related words to be used as search terms in the Infotrac Student database. Using these two sources, most students were able to find sufficient specific information to make a presentation to their class.

Later when these same students came in from science class, they were able, with a quick review of search techniques, to locate information about numerous types of energy-production (oil, wind, solar, etc.)

I do not and could not provide up-to-date and in-depth books on these topics. It would be cost-prohibitive. Also, our teachers like to tie in to current events, such as the tsunami, and I cannot anticipate their needs.

The database is current, easy to use once students have received instruction and have simple tutorials available, and provides a wide range of information for students to choose from.

The juniors and seniors use the EBSCO database more than Infotrac, since the scope and sophistication of the materials is greater. This also necessitates more instruction to create more detailed searches and to evaluate the usefulness of the results of searches.

Through a MINITEX publication, I have recently learned how to help the students look for critical reviews of literature, which is what the seniors will need within the next two weeks. Finding literary criticism has always been difficult for us, but now we have a ready source through the ELM resources.

The students of Kittson Central benefit dramatically from access to ELM. Considering our isolated situation 60 miles from any major city (Thief River Falls, Crookston, Grand Forks) with their limited resources, we would be indeed "left behind" without ELM.

NAME Jill Eerdmans
INSTITUTION Fillmore Central
INST. TYPE K-12
CITY Harmony
EMAIL jill.eerdmans@isd2198.k12.mn.us
PHONE

FEEDBACK We access ELM resources through the iResearch page that SELCO provides. It is a valuable resource that we could never afford to replace as a school district. Students with a public library card also have easy access at home.

NAME Stephanie Silvers
INSTITUTION Harmony Public Library
INST. TYPE Public
CITY Harmony
EMAIL ssilvers@selco.info
PHONE 507-886-8133

FEEDBACK We use the Electronic Library for Minnesota as one of our sources to obtain information for our patrons, for information on cataloging our materials, and many more.

NAME Susan Bode
INSTITUTION Public School
INST. TYPE K-12
CITY Henning
EMAIL sbode@henning.k12.mn.us
PHONE 218-583-2927

FEEDBACK Our school depends on ELM for much needed resource information. We are a small school and the budget is tight. Our students use this site everyday. I am in the library and my budget is small and I cannot afford the books I would like to get let alone cover expenses for some of these web sites. We need ELM.

NAME Johnna S. Horton
INSTITUTION Janesville-Waldorf-Pemberton Schools
INST. TYPE K-12
CITY Janesville
EMAIL jhorton@jwp.k12.mn.us
PHONE 507-234-5181

FEEDBACK Our 3-12 students use ELM databases for almost every project imaginable. Currently the primary school is involved in preparations for their "Interest Fair," which encompasses many unique (and therefore hard to research) topics. InfoTrac has been used by every student in the third grade to great success. In the high school, the students taking World History recently used InfoTrac and ProQuest for Cold War research projects. The eighth grade Life Science students do virus and disease reports that rely heavily on the on-line databases because our print collection is woefully inadequate. Finally, our extra-curricular Speech team uses the databases to research for their various categories. We couldn't function without Minitex's help!

NAME Andy Charrier
INSTITUTION Lakeville High School
INST. TYPE K-12
CITY Lakeville
EMAIL andyc@iecmail.net
PHONE

FEEDBACK My name is Andy Charrier and I coach debate at Lakeville High School. (I'm on this email list because I'm also the Director of Technology at a charter school in Minneapolis that uses all of the ELM-provided resources.)

In my role as debate coach, our students use services like Lexis-Nexis and now JSTOR frequently. But, I pretty much always have them start their research EBSCO Academic. It provides us with such easy access to journals such as Foreign Policy, Foreign Affairs, National Interests, and World Policy Journal. What is especially nice is that students can email them for later reading and will save them to their G-mail accounts for full-text searching -- high school debate is very competitive (much more than the average person would think) and having access to high-quality journals is what feeds our base of knowledge. EBSCO Academic is an essential tool for us.

NAME Pat Larson
INSTITUTION McGuire Junior High School
INST. TYPE K-12
CITY Lakeville
EMAIL pmlarson@isd194.k12.mn.us
PHONE 952-469-6263

FEEDBACK As I write, I am looking at about 60 seventh grade students working on a collaborative English/Science project. At least 45 of them are using the ELM databases to research their projects. Most useful to them right now is Infotrac. As their research continues, I suspect they will branch into the other databases. The value of these databases is immeasurable, and in these days of shrinking school district budgets, I am thankful and grateful that our students have these research tools available. I know it would be impossible for us to subscribe to all of these without help from outside the district.

NAME Edrie Barton
INSTITUTION LeSueur-Henderson High School
INST. TYPE K-12
CITY Le Sueur
EMAIL ebarton@isd2397.org
PHONE 507-665-3305

FEEDBACK Research at our 7-12 school has never been as barrier-free and blind-to-economic-status as it is now. That's a direct result of the ELM access to online databases provided over the last few years. Were that access to be taken away at this point, our students and staff would expect our local district to fund a replacement. An impossibility given that we are again looking at substantial budget cuts for 05-06, just as we have for the last several years! The only way for us to assure equal access to information throughout the state, to students in large or small districts, is to continue the statewide funding of online resources.

NAME Debra Goerger
INSTITUTION Long Prairie-Grey Eagle Public Schools
INST. TYPE K-12
CITY Long Prairie-Grey Eagle
EMAIL deb_goerger@mail.lpge.k12.mn.us
PHONE

FEEDBACK We have two libraries in District 2753 that are making excellent use of the ELM Databases; a 9-12 and a K-8 Media Center. Whenever a high school class begins a new research project, I have the teacher bring their students into our Media Lab, which is equipped with a multi-media projector connected to the Internet. Prior to the presentation, I take samplings from the databases, which I feel will best serve the students need on a particular project and then share the information with them. I remind them that search results from the Internet are only valuable if they can verify the validity of the information and that the ELM Databases is the place to start because of its reliability. With a limited budget, it is essential that I am able to provide these resources without the considerable expense of purchasing databases. I tell the students that these wonderful resources are available to us because of the funding provided from our state legislature. The Long Prairie-Grey Eagle Public Schools appreciate your continued support for this wonderful resource.

NAME Holly Somrak
INSTITUTION Margaret Welch Memorial Library
INST. TYPE Public
CITY Longville
EMAIL Longville@krls.org
PHONE 218-363-2710

FEEDBACK Each Spring there is a surge of high school students seeking recent and current resources of controversial social subjects such as "capital punishment" or "abortion rights." Having ELM at our fingertips helps them locate needed info and sources to do the necessary research and thinking required to formulate an opinion and present it for school projects. Articles can be printed out right at the library or even e-mailed home to their personal computer. Such service! Thank-you. Education is power. ELM provides education to all library patrons.

NAME Lois Schaedler
INSTITUTION Mahnomen Branch of Lake Agassiz Regional Library
INST. TYPE Public
CITY Mahnomen
EMAIL
PHONE

FEEDBACK My patrons are always astounded when they ask for assistance in requesting a book. Most are computer-savvy and have already searched the LARL on-line catalog. But I access WorldCat, and not only am I usually successful in finding a copy to request, I can (and do) tell them exactly how many libraries in the world have the item. This never fails to bring on a dropped jaw and eyes wide open. Without this ELM resource I would not be able to provide my Mahnomen patrons with the items they desire.

NAME Amanda Grinager
INSTITUTION Marshall High School Library
INST. TYPE K-12
CITY Marshall
EMAIL amanda.grinager@marshall.k12.mn.us
PHONE 507-537-6935

FEEDBACK With all of the budget cuts happening in Minnesota schools, ELM offers a wide assortment of resources that I wouldn't have otherwise. I use ELM in almost every subject area. I have science classes that use ProQuest to find current science related articles. I have English classes that use the Discovering Collection and the Junior Reference Collection when working on reports. I would not be able to do my job if I did not have access to ELM.

NAME Jackie Meyer
INSTITUTION Melrose Area High School
INST. TYPE K-12
CITY Melrose
EMAIL jackie_meyer@melrose.k12.mn.us
PHONE 320-256-4224

FEEDBACK At Melrose Area High School, we have been promoting ELM databases with many classes. The Psychology students' research projects this past semester were the "best ever" according to the teacher. Students were encouraged to use EBSCOhost, ProQuest Newsstand Complete, and the Infotrac Collections at an introductory session to their research project. The FACS teacher was very pleased that students could find food poisoning articles quickly in ProQuest Newsstand Complete. The Health and Wellness Resource Center that was available last year in Infotrac Collections has been missed this year by the Health class in their research. They did use the available ELM resources very effectively to complete their assignment. Students throughout the school at different levels and in different subject areas are finding helpful resources in ELM.

The teachers, too, have benefited greatly from the resources available in ELM. We have a cohort of teachers who have been working on their master's degree over the past two years. They were pleasantly surprised to find that EBSCOhost has scholarly material available to them full-text. The Professional Collection in Infotrac Collections also has been very useful. Teachers as well as students are glad to have access to these ELM databases.

NAME Judy Baso
INSTITUTION Menahga High School Media Center
INST. TYPE K-12
CITY Menahga
EMAIL jbaso@menahga.k12.mn.us
PHONE 218-564-4141

FEEDBACK We have just gotten on the ELM bandwagon this year and are slowly introducing our staff and students to this dependable and accurate research tool. Our students have been able to access excellent and up-to-date geography and biographical references using the Discovering Collection and have found magazine articles on nearly every topic imaginable to aid in writing reports. We, like many public school libraries, have very limited resources. The research possibilities ELM brings to the students and staff of our small rural school could never be duplicated with the very limited budget guidelines we have to follow. ELM is without question, one of the best tools available for Minnesota public school students to come along in recent history. We look forward to library staff, as well as other teaching and paraprofessional staff, becoming ELM experts throughout the rest of this year and next year. It has become one of our goals to have our students use this resource first when researching online because we know we can depend on the accurate content found within the ELM family of products.

NAME Marcia Gabriel-Tanner
INSTITUTION Allina
INST. TYPE Other
CITY Minneapolis
EMAIL marcia.gabriel-tanner@allina.com
PHONE 612-863-4312

FEEDBACK I do ILL for Allina at the Abbott-Northwestern site and use the ELM resources every day. Because of the availability of full text articles on ELM I'm able to "WOW" my patrons with high quality copies in a matter of minutes rather than waiting for less than perfect copies that may take up to a week to arrive.

NAME Eileen Stanley
INSTITUTION Allina Hospitals and Clinics
INST. TYPE Other
CITY Minneapolis
EMAIL eileen.stanley@allina.com
PHONE 612-863-9060

FEEDBACK I have been very happy to find indexed and in full text articles from Harvard Business Review for the leadership of our health system. Both clinical and administrative leaders request articles from this title, which is indexed in Academic Search Premier. It's very useful to look there and find what I need.

NAME Debbie L. Janey
INSTITUTION Allina Library Services
INST. TYPE Other
CITY Minneapolis
EMAIL debbie.janey@allina.com
PHONE 612-863-4312

FEEDBACK A day, not even an hour, goes by when I don't link up to ELM for a full-text article for one of my patrons here at Abbott. It has saved so much time and I really appreciate the access through you. I hope we can continue to use it.

NAME Erika Bennett
INSTITUTION Institute of Production and Recording
INST. TYPE Academic
CITY Minneapolis
EMAIL erikabennett@iprschool.com
PHONE 612-436-5460

FEEDBACK As a small tech institute with a highly focused curriculum, our school could never have provided our general ed students the broad resource support they need without ELM. Thanks to the databases offered -- particularly Ebscohost and ProQuest, I have the means to teach proper research techniques and general Information Literacy to our students, as well. ELM is allowing our students to branch out into other interests, all the while supporting their core assignments with mainstream music industry news and scholarship. It's been vital to the growth and legitimacy of our library. In fact, we are undergoing a curriculum revision to make classes more writing intensive. This step may not have happened without ELM. Minnesota will receive residents that are very good at written analysis as a direct result.

NAME Judith Roggow
INSTITUTION De LaSalle High School
INST. TYPE K-12
CITY Minneapolis
EMAIL judith.roggow@delasalle.com
PHONE 612-676-7616

FEEDBACK The ELM databases make it possible for students at De LaSalle High School to expand their knowledge base and enhance their studies. The library was in an advanced state of neglect when I took the job here two years ago. The collection was very out of date and of minimal use. Through grants and donations I have been rebuilding the collection; but it will take years to get the monographs to a point where they are a strong support for our curriculum. The ELM databases are a wonderful resource that helps flesh out the library research tools. One of the best things about these resources is the scope and coverage. It is a tool I can use with lower level students to learn a basic knowledge as well as a strong resource for those approaching a college level project. The ELM resources make it possible for faculty at our school to prepare students for the online research component of required college level skills. Thank you for bringing them to citizens of Minnesota.

NAME Bob Peterson
INSTITUTION Minneapolis Public Schools
INST. TYPE K-12
CITY Minneapolis
EMAIL bpeterso@mpls.k12.mn.us
PHONE 612-668-2031

FEEDBACK We have used the ELM site for research on states, mammals, and various other topics in putting together our end of the year research papers. Very helpful site with excellent information.

NAME Renee Jesness
INSTITUTION Minneapolis Public Schools
INST. TYPE K-12
CITY Minneapolis
EMAIL reneeje@att.net
PHONE

FEEDBACK As coordinator of MPS Online and integrally involved in building online courses for Minneapolis high school students, we have lessons in each of our courses that teach students how to research. For those lessons we use the ELM databases. The databases themselves have an information literacy tutorial built into them, as well as a "how to research" component.

Having access to magazine and newspaper resources electronically are essential to providing a 21st century education in Minnesota. In addition to using these resources with students in the online program, every time I do in-services, workshops, and conference presentations I share the ELM database resource availability with teachers. In each instance I credit the state for being forward thinking and providing this very basic resource to our students and library patrons.

The state has provided this resource to education and libraries for a number of years now and it would be a mistake to consider this unappreciated or taken for granted. In fact, this past year as I have paid for and used Unitedstreaming (an online database of 40,000 educational video clips) and have received wide appreciation and clamoring desire for access to this resource, I think how in Minneapolis I can't afford to give every school access (I have provided it to 8 schools) and how this could be the next state provided resource for P-20.

Removing access to ELM databases will bring Minnesota schools to a grinding halt in exercising digital age literacy skills, which includes the most important skill of information literacy. Without ELM students' information sources will be considerably limited.

NAME Moira Heffron
INSTITUTION PM High School
INST. TYPE K-12
CITY Minneapolis
EMAIL Moira.Heffron@mpls.k12.mn.us
PHONE 612-668-1087

FEEDBACK We are a MPS alternative high school program and we value electronic resources highly! The ELM resources provide many of our students with their first and only experience of life beyond Yahoo! Few have learned to research with print resources, and many flounder around in the cyber sea looking for content. I can recall a student last fall being pleased and amazed at finding quality articles in respected journals addressing two different sides of a controversy. From this kind of experience, it's also a much easier step to move over to a library.

NAME RN Barr Library Staff
INSTITUTION RN Barr Library, MN Dept of Health
INST. TYPE Governmental
CITY Minneapolis
EMAIL library@health.state.mn.us
PHONE 612-676-5090

FEEDBACK Having access to the Wall Street Journal, New York Times, Washington Post, and LA Times has been invaluable. Often, our patrons need articles immediately for issues that arise during the legislative session, and having online access makes it possible for use to deliver!

In addition, Expanded Academic Index and ArticleFirst give us the only real access to the social sciences literature that we have. In a field as diverse as public health, it is crucial to have this literature searchable, not to mention having full text access to so many articles!

NAME Michael Ries
INSTITUTION Southwest High School
INST. TYPE K-12
CITY Minneapolis
EMAIL mries@mpls.k12.mn.us
PHONE 668-3039

FEEDBACK We use the Consulta Database extensively with our ELL Population. The access to these Spanish Language materials are invaluable to our World Language students as well as our ELL population.

NAME Sharon Lapensky
INSTITUTION Tanglen Elementary School
INST. TYPE K-12
CITY Minnetonka
EMAIL Sharon_lapensky@hopkins.k12.mn.us
PHONE 952-988-4908

FEEDBACK Our media center web page has a Student Links section with links for curriculum related websites for teachers and students. I wanted that page to look like a library shelf for reference so students weren't just clicking on Google and doing a blind search of the entire Internet. I also wanted it to make sense for teachers so they could refer students to the correct websites.

We reorganized the links to include student reference databases at the top and included our paid subscriptions and the most used ELM resources. When our district no longer subscribed to ProQuest this year, I found out at the TIES conference that we had access to ProQuest through ELM and immediately added the link.

Student in 5th and 6th grade at our school are required to write biographies and persuasive papers and the ELM databases have been a wonderful resource for them. The ELM resources allow them to access the most current information even though we cannot afford to pay for subscriptions to these databases or the many periodicals and newspapers that are accessed through ELM.

When students were researching whales this fall, I told them about a whale story that appeared on a news report on TV the night before my lesson. As I was demonstrating the use of ProQuest, the first article listed in the newspapers was the story about the whale from the day before! That's timely information, thanks to ELM! ☺

NAME Jane Boldenow
INSTITUTION Montevideo Public School
INST. TYPE K-12
CITY Montevideo
EMAIL janeb@monte.k12.mn.us
PHONE 320-269-6431

FEEDBACK We have put 'Links' on our Montevideo School Website, and students have learned to use Gale Resources (and more recently, ProQuest) from school and home. We have customized our passwords and publicized the information in our District Newsletter, so that the community has access to InfoTrac, ProQuest, and ELM. This has been a wonderful, wonderful, wonderful addition to our rural community's access to research resources!! Please continue to provide this valued and appreciated 'gift' to all of Minnesota! Thank you.

NAME Erika Rux
INSTITUTION Concordia College
INST. TYPE Academic
CITY Moorhead
EMAIL rux@cord.edu
PHONE 218-299-3904

FEEDBACK We use the EBSCO Academic Search Premier as a primary electronic database for our first year students. Our students love the easy to use interface and prolific full-text results and librarians and teaching faculty love the quality information students are finding for their papers.

NAME Marlys Lien
INSTITUTION Lake Agassiz Regional Library
INST. TYPE Public
CITY Moorhead
EMAIL lienm@larl.org
PHONE 218-233-7594

FEEDBACK An elderly lady and her daughter were sitting at a computer, doing research online. The computer was close to the Reference Desk so I could both see and hear parts of their conversation. They were looking for some medical condition, and the older lady would sort of cry and talk despairingly at times. After they looked for more than an hour, I decided to intervene and tell them that they might find our Health and Wellness Database Online, through ELM, of assistance. They went looking for the illness in it and were thrilled with the information they found on the topic.

NAME Stacy L. Voeller
INSTITUTION Minnesota State University Moorhead
INST. TYPE Academic
CITY Moorhead
EMAIL voeller@mnstate.edu
PHONE 218-477-2348

FEEDBACK I create a new web page for every instructional session I do, and the Ebsco databases Academic Search and Master File are ALWAYS included and demonstrated as well as the Gale Professional Collection. These databases have been widely used by students in the biology, nursing, athletic training, psychology, etc. courses I do instruction for.

NAME Larry Simonich
INSTITUTION Trailview Elementary
INST. TYPE K-12
CITY Mora
EMAIL
PHONE

FEEDBACK I am the media person that is responsible for grades 4-6 at Trailview in Mora, Minnesota. I am writing this in regards to continuing the financial support of the ELM databases. The ELM databases provide our students with a resource that we would not be able to afford or match on our own. Our periodical budget has been decreased over the years due to "financial cutbacks" in our district. The ELM databases allow our students to have access to periodicals and resources that we cannot afford to have in our school. Yet, they can access them via the Internet.

Students use these databases for recreational reading. They also use them for research. Accessing the ELM databases is a skill we teach in grade 4-6 and is utilized by students in grades 7-12.

The ELM databases allow our students the opportunity to access resources that are current and up-to-date.

It would be a shame and a disappointment to our students if we could not access the ELM databases. The ELM databases provide our students with a resource that we could not provide on our own.

NAME Jean Haberman
INSTITUTION Mountain Lake Public School
INST. TYPE K-12
CITY Mountain Lake
EMAIL jhaberman@mountainlake.k12.mn.us
PHONE 507-427-2325

FEEDBACK We have come to depend upon the ELM databases for research projects in our K-12 school. The students have used the Gale databases for finding information for history projects and senior research papers. The 7th graders found information about another country and compared that country with the United States. The science teacher has used them for finding articles for discussion on the topics of "genetically altered organisms" and "disaster survival stories." Her classes also did research on volcanoes using the Junior Reference Collection. The students only want to do research electronically...so I don't know what we would do without ELM!

NAME Rebecca Patton
INSTITUTION Arrowhead Library System
INST. TYPE Public
CITY Mt. Iron
EMAIL rpatton@arrowhead.lib.mn.us
PHONE 218-741-3840

FEEDBACK An 8th grade student needed to write a report on Georgia, the country that used to be a part of Russia. She needed information on a variety of topics including the culture and pets. After surfing the Web for 3 hours, she still had not found the information she needed. Her Mother asked her if she had her library card, and she did. They went to the Arrowhead Library System Website and using the magazines and newspapers link, she found the information she needed very quickly in ELM in the Gale, Junior Reference Collection. Her Mother was sorry she had waited 3 hours to see if her daughter needed help!

NAME Sharon Gunkel
INSTITUTION Nevis Public School
INST. TYPE K-12
CITY Nevis
EMAIL sgunkel@nevis.k12.mn.us
PHONE 218-652-3500 ext. 153

FEEDBACK It's no secret that the current cutbacks in educational funding affect the resources available to students. In our area, students could be especially affected, since we are a very small district and a rural one, which means that many students can't easily make their way to alternate providers such as their public library. The presence of the ELM resources, however, really levels the playing field for our students. It gives them access to the same articles that students in large urban districts have. The older students really appreciate being able to learn how to use some of the same databases that they will use when they move on to higher education. Students who have Internet access at home appreciate the opportunity to use those resources while working on their homework. I think that the statewide support of these resources indicates Minnesota's commitment to all their students, whatever their individual location or economic status might be. Thanks for helping our students be successful!

NAME Danny Kagol
INSTITUTION Highview Middle School
INST. TYPE K-12
CITY New Brighton
EMAIL danny.kagol@moundsvIEWSschools.org
PHONE 651-633-8144

FEEDBACK The InfoTrac databases have been as valuable as ever. I can safely say they have superseded our print resources as the most popular source of magazine articles. The importance of this resource is compounded, I believe, when this is considered in light of the budget for our LMC. This year the budget was cut by 22%. When considering the amount of pay our resources receive when making budgetary decisions, I am considering allowing all print periodical subscriptions to expire. This seems like drastic measure, but the use does not justify the expense. The remote access to InfoTrac is invaluable. Because we can offer that feature to our students, they can more easily understand our request that they limit their printing of articles. The email feature also helps with this.

NAME Aaron Blechert
INSTITUTION Irondale High School
INST. TYPE K-12
CITY New Brighton
EMAIL aaron.blechert@moundsvIEWSschools.org
PHONE 651-786-5200

FEEDBACK This year there were five teachers at our high school who received their master's degrees. Their success was largely due to the availability of the Gale Group resources provided by MINITEX. Teachers love to use the resource in their own professional development because of the "Expanded Academic" module; they can quickly find factual, specific information to assist them in teaching or learning.

One of the 10th grade teachers, Bill St. Martin, has his student read a biography of a noteworthy individual. The students are also required to do further research on the person they choose and the "Discovering Collection" has proven to be quite valuable for biographical information.

Students would simply not have the same high quality of education we've come to expect in Minnesota without this vital resource.

NAME Sr. Alice Kunz
INSTITUTION Cathedral High School
INST. TYPE K-12
CITY New Ulm
EMAIL cathhi7@newulmtel.net
PHONE 507-354-4511

FEEDBACK Our students in junior high use ELM for research, especially for the history day projects. I promote it among the teachers for their use and for the students. I especially like the Pro Quest newspapers in Spanish for our language program. It is a wonderful resource!

NAME Angela Hoek
INSTITUTION New Ulm Middle School #81
INST. TYPE K-12
CITY New Ulm
EMAIL ahoek@newulm.k12.mn.us
PHONE 507-369-8512

FEEDBACK Please continue funding the ELM project. The resources available through ELM are wonderful. There is something for all ages. The best part is the accuracy and accountability of the information. One way we use ELM at our school is to teach students about reliable Internet sites. Another great features is that it doesn't matter how big or small your school is, or how rich or poor your students are, they all have access to this information. They can access it at school or at their local public library. It gives all students throughout the state a balanced playing field. I would be lost without it! Thank you!

NAME Lori Weldon
INSTITUTION Scott County Library System
INST. TYPE Public
CITY New Prague
EMAIL lori.weldon@scott.lib.mn.us
PHONE 952-758-2391

FEEDBACK I have used the ELM databases many times myself for college. I needed many professional health journal articles for various assignments. I was able to get everything online, so I did not have to make extra trips to the college campus to find the information. Working full time and going to school, I really was grateful to be able to find professional journal articles with full text on ELM.

NAME Lynne Young
INSTITUTION Northfield Public Library
INST. TYPE Public
CITY Northfield
EMAIL lynney@selco.info
PHONE

FEEDBACK A patron, a retired college teacher not much interested in technology, visited our library recently on a hunt for a journal article. (I don't remember which journal - sorry). Of course, he asked the question the way people usually do, "Do you have such-and-such a journal?" I replied that we did not. His face fell and he started to turn away. I quickly said, "But it could possibly be online. Let me check." I quickly did a publication search for the article he wanted, found the article and printed it out. When I handed it to him (less than a minute later), he said, "This is it? The whole article? That fast?" I said, "Absolutely. Compliments of the State of Minnesota. Isn't it fabulous?" He said, "It certainly is" and walked away with a happy smile.

While this scenario is specific, it is by no means unique. We often get that "wow" sort of response when we print out or email a needed article. Patrons are impressed and grateful at the access that we have. I do not think we could operate our library without ELM. It is one of the, if not THE, best-leveraged, most efficient state-funded project, providing equal access to information across the state of Minnesota - in people's schools, libraries, and homes. Thanks to the legislature and to all those at MINITEX and around the state who have made this happen.

NAME Patti Schneider
INSTITUTION Southwest Star Concept School Library
INST. TYPE K-12
CITY Okabena
EMAIL schneidp@ssc.hlo.mntm.org
PHONE 507-853-4507

FEEDBACK I do not know what we would do without the ELM resources and the wealth of information they provide. Our small school library considers these databases etc. as a priceless source that we use so many times for research in almost every class. We are so very fortunate that we have this option available to us. "Thankful" is the word that sums up our feelings for this "gold mine of information" that is available to us.

NAME Janet Hewitt
INSTITUTION Osseo Senior High
INST. TYPE K-12
CITY Osseo
EMAIL osseo@k12.mun.us
PHONE 763-391-8664

FEEDBACK We will have delivered two workshops to senior high teachers in our district about the databases. For these workshops we have developed six sample lessons that incorporate use of the databases. The six demonstration lessons can be modified to be used in different curricular areas. Teachers are then given time to create their own lessons using the databases. We have had very positive reviews from the workshop participants and we would be happy to share the sample lessons if you would like to see them, but this box does not allow for attaching them.

NAME Gary Schwartz
INSTITUTION Owatonna High School
INST. TYPE K-12
CITY Owatonna
EMAIL gschwartz@owatonna.k12.mn.us
PHONE 507-444-8897

FEEDBACK A recent poll of adults showed that only 1 in 6 could accurately distinguish between paid advertising and legitimate information that is retrieved from a search engine. My own experience shows that high school students do a little better than this but the best way to guarantee good search results is to use an accurate database and a search engine designed for research. ELM - the Electronic Library of Minnesota - provided this resource for students. Thank you for making it available. I look forward to use it with my students for years to come.

NAME Nancy McGuire
INSTITUTION Pillsbury Baptist Bible College
INST. TYPE Academic
CITY Owatonna
EMAIL nancymcguire@pillsbury.edu
PHONE 507-451-2710 ext. 232

FEEDBACK The ELM resources are appreciated by faculty and students. Accessing information remotely from the dorm or home keeps students actively learning and researching 24/7. NetLibrary, EbscoHost, InfoTrac, ProQuest NewsStand, and FirstSearch all play vital roles in our ability to supply information for our students and faculty. Thank you.

NAME Thomas Neil Tomporowski
INSTITUTION Perham Dent Public Schools
INST. TYPE K-12
CITY Perham
EMAIL ttomporowski@perham.k12.mn.us
PHONE

FEEDBACK We in Perham Public Schools would not be able to be on the same "playing field" as more affluent schools in the state if we did not have equal access to the online databases provided through ELM. Because of equal access, and because of the credible information sources we find via the ELM databases, we need not take a back seat to anyone when it comes to doing quality educational research.

NAME Bonnie Bieniek
INSTITUTION Pierz High School
INST. TYPE K-12
CITY Pierz
EMAIL bbieniek@pierz.k12.mn.us
PHONE 320-468-6458

FEEDBACK We use the ELM resources daily in our school research. When our health classes are researching, with the ELM Health Reference Center, our students find it much simpler to find info to fit their needs. Because we have a 7-12 school, the break down of the resources makes it more appropriate for the different levels. As a smaller school, we could not offer our students this amount of authentic information.

NAME Ron McGriff
INSTITUTION Pine Technical College
INST. TYPE Academic
CITY Pine City
EMAIL mcgriff@pinetech.edu
PHONE 320-629-5169

FEEDBACK The ELM resources, accessible to our students and faculty members either on campus or at home via our library's home page, are undoubtedly the critical core of our various electronic information resources and services. This information vehicle is usually the "first stop" when library staff members are assisting library users in satisfying course work and research informational needs. As a librarian with experience in using ELM resources both in a public library and academic library environment, I cannot emphasize enough the importance and value of this vital and heavily used state provided service.

NAME Beverly Kvamme
INSTITUTION Pipestone Area Schools
INST. TYPE K-12
CITY Pipestone
EMAIL Bev.Kvamme@pas.k12.mn.us
PHONE 507-825-5861

FEEDBACK 3rd Graders – Info for endangered animal unit; 4th Graders – Info for different reports and computerized magazine database; 5th Graders – Info for ABC books; MS/HS – Info for reports.

Our sophomores are in right now doing their research papers and have used ELM resources extensively. 3rd graders are using it right now so when they do their unit on endangered animals this spring they will be familiar with how to use the database and will use it for information for their report.

NAME Barbara J. Janssen
INSTITUTION Princeton High School
INST. TYPE K-12
CITY Princeton
EMAIL barb.janssen@princeton.k12.mn.us
PHONE

FEEDBACK I am the High School Media Specialist at Princeton High School. It is important for you to know how extremely useful the ELM system is to our students at Princeton. I work with grades 9-12 and emphasize the simplicity and speed of the research on ELM with the students. Way too often our students think that the World Wide Web is "the" answer to all their research, and they have been delighted to discover how important this collection of CD-ROMS can be to their research process. ELM has helped in numerous ways to foster an understanding of the utilization of factual, accurate information sources for the students, and the staff as well. We are most grateful for this valuable resource system.

NAME Patricia Trask
INSTITUTION Red Wing High School
INST. TYPE K-12
CITY Red Wing
EMAIL ptrask@redwing.k12.mn.us
PHONE 651-385-4654

FEEDBACK The Electronic Library is the greatest research source for our high school students. I encourage and promote its use each day of school. I write emails, put notices in our daily bulletin and television screens as reminders for staff and students what is available. It is so much better that letting students just "surf" for information!!

NAME Beverly Jorgenson
INSTITUTION John Marshall Senior High School
INST. TYPE K-12
CITY Rochester, MN
EMAIL bejorgenson@rochester.k12.mn.us
PHONE 507-634-4063

FEEDBACK The students at John Marshall High School use the InfoTrac Databases provided by ELM for a variety of classes and research projects each day of the school year. These databases are so outstanding and reliable that many teachers require students to use InfoTrac rather than the Internet. As the school Media Specialist I have made the decision to cut back on magazine and journal subscriptions and use the saved portion of the media center's budget for other library materials. If the Gale Databases were discontinued we would not have enough current magazines and journals for our students who require current information for research projects. The Gale Databases are user friendly and can be used by students with a variety of computer skills and reading levels. It would be a huge loss to our students and staff if these databases were discontinued.

NAME Dianne Plager
INSTITUTION Kellogg Middle School
INST. TYPE K-12
CITY Rochester
EMAIL DIPLAGER@Rochester.K12.MN.US
PHONE 507-285-8715

FEEDBACK I just want to say how thankful Kellogg Middle School In Rochester is to have the ELM available to our students. In this age of finding verifiable and reliable information on the Internet it is so nice to have a source students can go to and know they are getting accurate information. We are finding so many inaccuracies on the Internet when doing a Google search that it is extremely important to be able to back your facts with a reliable source. Please keep the funding for ELM strong.

NAME Susan Hansen
INSTITUTION Rochester Public Library
INST. TYPE Public
CITY Rochester
EMAIL susan@rochester.lib.mn.us
PHONE 507-285-8002

FEEDBACK When a patron emailed that they were contemplating a move to Minnesota and wanted to know if Rochester would be a good place to live, they were extremely grateful for the speedy response we could give them by using ELM to send them full-text articles from Money Magazine and Forbes when Rochester was ranked in the top "best places to live."

NAME Frank W. Hawthorne
INSTITUTION Rochester Public Library
INST. TYPE Public
CITY Rochester
EMAIL frank@rochester.lib.mn.us
PHONE 507-285-8026

FEEDBACK I don't really have one story, per se; but as a reference librarian who's been in the business for 20 years, I've watched electronic resources evolve over time (and observed the public's response to them). While I doubt that they will ever completely replace hard-copy sources—nor would I want same—we would sorely miss not having them. Regarding specifically the NetLibrary & eBook - eContent collections, I sense an overall increased comfort level among users for accessing such resources. Even older users are asking more questions about eBooks, and seem more willing to register and sample some than before (and they're even accessing them from home!). I think that many patrons are (like their librarians helpers) amazed at the plethora of resources that may be accessed. As to the "ELM" sponsorship aspect of these various databases—though I'm sure that few members of the general public know or care where their information comes from, I'm also certain that they, like us, share a certain pride that Minnesota cares enough about educational opportunities for all persons so as to make such resources widely available. Thanks!

NAME Molly Vomhof
INSTITUTION Concordia Academy
INST. TYPE K-12
CITY Roseville
EMAIL mvomhof@concordiaacademy.com
PHONE 651-484-8429 ext. 138

FEEDBACK Our school is a Lutheran high school. We, like everyone else, feel the impact of tight budgets. Our students use the ELM databases extensively for Health, Literature, English and just about every other subject as well. The usage soars when the students are preparing their thesis papers as sophomores. Our teachers are impressed with the quality of the information and the scope of the resources.

NAME Juliana Elchert
INSTITUTION St. Augustine & St. Mary's Cathedral Elementary School
INST. TYPE K-12
CITY St. Cloud
EMAIL school.staug@stcdio.org
PHONE 320-529-3213

FEEDBACK Our sixth graders are introduced to some of the ELM databases. I do mini-search sessions with them using some of the materials I received during in-services. The sixth graders are able to use the ELM databases to research facts for their research papers. More importantly, they learn about online databases. They also begin to learn to determine whether a source is valid and valuable. Thank you for the opportunity and the support.

NAME Gregory Bruestle
INSTITUTION Tech High School
INST. TYPE K-12
CITY St. Cloud
EMAIL gregory.bruestle@isd742.org
PHONE 320-252-2231 Ext. 3045

FEEDBACK The Electronic Databases of Minnesota are a vital part of our reference resources. In the past few years the St. Cloud Public Schools have cut over 12 million dollars to our educational programs. In the past we had subscriptions to several online databases, however with virtually no local funding we are at the mercy of the state. Our students and staff are now dependent on these credible research tools. Please fund these resources for our students and staff. Thank you for all your past support

NAME Dorothy Wolle
INSTITUTION St. James High School
INST. TYPE K-12
CITY St. James
EMAIL dwolle@stjames.k12.mn.us
PHONE 507-375-3381

FEEDBACK Our students depend on the ELM resources. If we didn't have them, there would be a huge hole in our collection. Our students use them to research and complete assignments in their English classes, American History classes, American Government classes, health classes, and science classes. Our ESL students use Informe! and Consulta. We would not have these resources if they were not provided through state funding. Quality information accessed via the Internet needs to be available to our students. It is very important that our students be provided with databases that are dependable, reliable sources of information for research. The professional collection has been useful to our staff, most recently providing research information on block scheduling.

NAME Leslie Erickson
INSTITUTION Central High School
INST. TYPE K-12
CITY St. Paul
EMAIL leslie.Erickson@spps.org
PHONE 651-632-6000 ext. 5411

FEEDBACK Every class is given instruction and reinforced all year to use the databases instead of going to search engines as a first line of research. The information is golden! Our school district has made access difficult, at times, because the links are so imbedded through so many layers of pages. The patron must dig at the databases via several cluttered pages. Consequently, patrons often give up and go back to their stand-by of using a search engine. When they persevere, they see the merit of tired and true factual information in a database vs. opinions flying in a search engine.

Please convey to the powerful people that control our use of databases that our students depend on them to succeed in their learning endeavors. As a Media Specialist, I have spent many teaching moments showing students how "user friendly" the databases are to them in accessing information that is reliable and factual instead of hopping on a search engine. My heart skipped a beat this past summer when the funding was cut for various databases that we have all taught our school communities to use at school and home. Infotrac, for one, was an invaluable source of periodicals pertinent to any subject a student wished to pursue. I write an article every year for our school newspaper so parents know what a great source the databases are for students and the ease of use. I must admit, it is bogged down a bit this year with different passwords for each reference source (EBSCO, Grolier, Gale Group, SIRS, Ethnic Newswatch, and Atomic Learning all have different usernames and passwords). Please continue to fund them, as schools NEED them to access information for student success. Books in print will never go out of style, but databases play a vital role in our lifelong learning goal. COME AND SEE OUR SCHOOL IN ACTION ANYTIME YOU WISH. Thank you.

NAME Charlotte Knoche
INSTITUTION Concordia University
INST. TYPE Academic
CITY St. Paul
EMAIL Knoche@csp.edu
PHONE 651-641-8241

FEEDBACK Resource scarcity combined with escalating costs translates to educational institutions struggling to deliver quality education. The ELM databases provide the opportunity for all students, K – 12 and higher education students regardless of the wealth of the individual school district or college, to have access to quality resources. It is critical that all students recognize that not everything is on the web, and not everything on the web is credible.

The ELM databases provide resources for all ages, elementary students through adult learners. Concordia has both traditional students just looking forward to beginning their careers as well as strong adult degree completion and masters programs. Many of the adult students receive promotions while they are in the program, or shortly after completion of the program. There are also always a few that prepare their business plans during their studies. The resources available via the ELM databases are indispensable for these students as they work to complete their degrees. Many of them go on to start their own businesses. Since they often do their research after the children are in bed, the 24/7 availability of the ELM online resources enable them to complete their assignments while juggling jobs and family. Their ability to further their education would be severely handicapped were it not for the ELM databases. These resources are building a better-educated citizenry and a stronger Minnesota.

Concordia also conducted workshops for a Lutheran elementary school, a Lutheran high school, and a St Paul charter school. The ELM databases were also presented to a symposium of Lutheran school principals. Teachers and principals alike were amazed and excited at the wealth of resources available to them and their students and were excited to learn that these resources were available to them. These are resources that they could never begin to hope to be able to afford on their own.

NAME Jim Byerly
INSTITUTION Department of Transportation
INST. TYPE Government
CITY St. Paul
EMAIL jim.byerly@dot.state.mn.us
PHONE 651-296-7702

FEEDBACK I don't have stories regarding specific customers, but I can tell you about how I routinely use ELM to server our clientele. I routinely use ELM to search WorldCat to identify libraries that hold specific items that are not in our collection. I routinely use ELM to search for full text journal articles from the EBSCO files like Academic Search Premier and MasterFile Premier which allows me to provide our customers with the full text articles which meet their information needs. I can then email the articles directly to our clients. I routinely use ELM to search the ProQuest Newstand for articles in the Star Tribune and other national newspapers. I can then email the articles directly to our clients. I routinely use ELM to search the catalogs of Twin Cities area libraries to identify where our customers might quickly obtain the material they need.

NAME Gwen Schagrin
INSTITUTION Fire/EMS/Safety Center Library
INST. TYPE Academic
CITY St. Paul
EMAIL gwen.schagrin@so.mnscu.edu
PHONE 651-649-5415

FEEDBACK Legislators: Did you ever stop to consider that your support of the Electronic Library of Minnesota (ELM) would help your local firefighters and emergency medical personnel serve you better? Firefighter and EMT students, instructors, and practitioners who use the Fire/EMS/Safety Center Library are thrilled when we point out to them that they can get full text articles from Fire Engineering, Emergency Medicine, Fire Chief, Fire Safety Engineering, and Fire Management Today through the EBSCO ELM databases.

Students who are writing papers for the online Fire Service Administration and Managing Fire Service Personnel classes also benefit from the general management and leadership articles available full-text in the ELM databases.

NAME Angi Faiks
INSTITUTION Macalester College
INST. TYPE Academic
CITY St. Paul
EMAIL faiks@macalester.edu
PHONE 651-696-6208

FEEDBACK Thank you for the ELM resources! We are so appreciative of the tremendous value they bring to our patrons. In addition, we are able to apply the funds that we would have spent on the databases included in ELM towards additional research tools of importance to our users. With the help of ELM, we are able to increase the breadth and depth of research materials that we can offer to the students and faculty at our small institution. Again, thank you!!

NAME Dave Collins
INSTITUTION Macalester College
INST. TYPE Academic
CITY St. Paul
EMAIL Collins@macalester.edu
PHONE 651-696-6347

FEEDBACK Earlier this spring, I had the opportunity to work with 16 International Baccalaureate (IB) Students in the St. Paul Public Schools IB Program. One component of the program gets the students into an academic library setting in order to assist them with a lengthy research project. As I began my instruction, it became clear right away that nearly all of them were familiar with the Expanded Academic database search interface, having been exposed to it in their respective high schools through the ELM Program. This fact increased the level of our interaction, allowing us to cover more ground and get into some more advanced resources. Bottom line, I believe it is valuable as it provides "common experience" of sorts to all Minnesotans—often giving them a leg up on students from other states that I end up working with at Macalester.

NAME Pat Fenton
INSTITUTION MN Dept. of Employment & Economic Development
INST. TYPE Government
CITY St. Paul
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FEEDBACK Here are a couple of stories:

1. Located information for a MN businessperson on company sick leave policies. He felt that some of his employees were abusing his policies and he wanted information on how other companies deal with this issue.
2. Found information for a MN company on international market research on the cosmetics market in Japan.
3. Helped a MN company with information on steel alternatives, such as carbon fiber composites or high-density foam.
4. Helped a MN businessperson with information on teenager spending habits.
5. Found information for a MN state agency manager on employer surveys on their workforce needs.
6. Found information for a MN state government employee on the six-sigma process.
7. Located articles from the Star Tribune on MN employers' need for soft skills training for a state government employee.
8. Found information for a state government manager on how the temporary jobs industry is changing.

NAME Nathan Farley
INSTITUTION Northwestern College
INST. TYPE Academic
CITY St. Paul
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PHONE 651-631-5384

FEEDBACK Our student and faculty use ELM every day. The primary uses are in the Ebsco databases for research on every topic under the sun. Our use of ELM has encouraged us to expand our services through linking and new product. ELM gave us the fiscal resources to be able to do that.

NAME Margaret Tabar
INSTITUTION St. Paul Academy and Summit School
INST. TYPE K-12
CITY St. Paul
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PHONE 651-696-1304

FEEDBACK At the end of the semester, students in 10th grade biology class each chose an ecological issue, preferably with a Minnesota connection, to research and present to their classmates. They found the ProQuest Newsstand Complete Database a goldmine because it allowed them access to older articles from the Minneapolis Star Tribune. They were surprised to find that the Minneapolis Star Tribune newspaper site itself would not allow them into its archives without establishing an account, which led to interesting conversations about the difference between free Internet sites and password protected databases.

NAME Laurie Conzemius
INSTITUTION Pine Meadow Elementary School
INST. TYPE K-12
CITY Sartell
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PHONE

FEEDBACK (I'm writing this from the perspective of my previous job in Park Rapids – I now live in Sartell. 'Hope that's okay!) I remember my high school experiences - doing research and finding articles in the Reader's Guide that I could use - and then having to wait days for them to be delivered to our school, if they even ever were! I always found that experience to be frustrating, and was not looking forward to ever having to teach it to students. I taught in an elementary school for 23 years - but had 5 - 8th grade media added to my elementary media duties the last two years. Imagine my pleasure at discovering the ELM resources!! Not only could students do easy keyword searches and find current periodical references, they also often had the benefit of being able to read and print the article in full text immediately: no waiting for days to see if the article would be delivered to our school! In addition, students could do their research from their home or community library's networked computers. I constantly referred them to the ELM databases and constantly reminded them that this was provided to them by our state. Living in Northern Minnesota we often find access to materials difficult: not so with the ELM databases. They offer as much access to greater Minnesota as to those located in the metro area! The ELM databases provide a service that is necessary, appreciated and non-discriminative. Thank you!

NAME Tom Kuhn
INSTITUTION Sartell High School
INST. TYPE K-12
CITY Sartell
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PHONE 320-656-3701 ext. 523

FEEDBACK We, the Sartell-St. Stephen school district, finally have an active web site this year, and I was so excited to be able to create a web page for our high school library, which of course has links to the ELM databases. Having these databases available to all students in the state is a great equalizer, I think. And I know that Sartell High School students benefit greatly from an easily accessible resource that meets their needs for good, solid, and reliable information. I sincerely hope that these resources remain available to our students for a long, long time.

NAME Bob Kochmann
INSTITUTION Sauk Rapids-Rice High School
INST. TYPE K-12
CITY Sauk Rapids
EMAIL bob.kochmann@isd47.org
PHONE 320-258-1625

FEEDBACK ELM is the most significant item that the legislature provides that is equitable to all schools, libraries, and universities. We use the ELM databases in all curricular areas and have become dependent on its availability. Researching information has taken a high priority in our curriculum.

In this new age of educational access, the ability to get valid information quickly allows the users more time to process the information and has improved the products that they produce.

NAME Felicia Herman
INSTITUTION Minnesota School of Business
INST. TYPE Academic
CITY Shakopee
EMAIL fherman@msbcollege.edu
PHONE 945-516-7016

FEEDBACK We just opened our campus and library in October 2004. We could not adequately serve our students without the EBSCOhost and Infotrac databases from ELM. I make sure I show students how to use them effectively during library instruction sessions.

NAME Julie Lipelt
INSTITUTION Island Lake Elementary
INST. TYPE K-12
CITY Shoreview
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PHONE 651-639-6131

FEEDBACK We used KidsInfoBits a lot this year. Our 3rd graders used it for researching information for their animal reports and 4th grade used it for their state reports. It was especially useful for beginning researchers. Without this they would waste many hours searching for appropriate materials. We love INFOBITS!

NAME Julie Reimer
INSTITUTION Snail Lake Elementary School
INST. TYPE K-12
CITY Shoreview
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PHONE 651-483-6725

FEEDBACK Students at my school used ELM in several ways this year. Third graders used the Contemporary Authors database when researching favorite authors and illustrators; they created PowerPoint presentations about their chosen people. Fourth graders used various databases to locate information about topics relating to events from the day they were born. Many students used the ELM databases to locate answers to the weekly Trivia Tuesday questions. With a very limited budget, the many information sources provide our on-line link to resources we cannot afford to get by subscription.

NAME Laura Gudmundson
INSTITUTION Kingsland Middle and High Schools
INST. TYPE K-12
CITY Spring Valley and Wykoff
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PHONE 352-2731

FEEDBACK The ELM databases are essential to student success at Kingsland. As budgets are cut and cut again, there are very few resources available, especially on current topics, for student to use. ELM resources are used in many subjects, although we GREATLY miss the health and contemporary authors databases. I use the professional collection to provide in-house staff development since there is no budget for that either. Thank you for your continued funding.

NAME Barbara Haynes
INSTITUTION Stewartville Middle/High School
INST. TYPE K-12
CITY Stewartville
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PHONE 507-533-1652

FEEDBACK We are a small district and cannot afford quality electronic databases on our own. Without ELM, it's only books and the Internet for us. Both these formats are limited in meeting our informational needs. If the Internet is the only electronic resource offered to students, the result is much wasted search time and missed opportunities for gleaning quality, valid, safe information. Our 6th graders use ELM extensively to research their MN History Fair Projects. Truth be told, they would be lost without it. At the high school level, ELM is used across the curriculum. I get a lot of very positive feedback from teachers on the final products of ELM-based research. An honors English teacher has required her students to use at least 3 ELM sources for their semester research paper. This is becoming more the norm as I introduce teachers and students to this immeasurably valuable resource.

NAME Patricia Woodward Johnson
INSTITUTION Stewartville Public Library
INST. TYPE Public
CITY Stewartville
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PHONE 507-533-4902

FEEDBACK We are a small public library and with cuts in our funding for the past three years we have been very limited in buying periodicals and newspapers. The ELM databases have been very useful for our high school and college students when they are doing research. Other library patrons who are looking for information on various topics have also benefited from the ELM Databases. Our library staff uses the OCLC WorldCat for cataloging books. This is one of the most useful tools for us. We would have a very difficult time cataloging if we did not have this resource. Increased funding of these databases is vital for the public libraries to continue to offer the information the public wants and needs.

NAME Jamie Bakken
INSTITUTION Challenger Elementary School
INST. TYPE K-12
CITY Thief River Falls
EMAIL jbakken@trf.k12.mn.us
PHONE 218-681-2345

FEEDBACK 3rd, 4th, and 5th grade students work on research reports at Challenger Elementary. I am the Media Specialist here, and I have the students use Kid Infobits, Kid Edition, and Student Edition for their research. The students love the articles, pictures, and charts that are available to them with the click of the mouse. I am thankful that I have such a large database for students to use, and I don't have to worry that they will accidentally click onto an inappropriate web page. The Media Specialist at Franklin Middle School appreciates the 6th graders familiarity with ELM as 6th graders have numerous research projects. ELM is a useful resource!

NAME Bo Duncan
INSTITUTION RTR High School
INST. TYPE K-12
CITY Tyler
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PHONE 507-247-5911

FEEDBACK We are a small school in southwest Minnesota and the InfoTrac from GaleGroup and ProQuest has been a lifesaver. Students are required here to do research with the small library budget I am not able to maintain a current nonfiction section that would meet the needs of our students. The magazine articles from InfoTrac give them information that has accuracy and is not riddled with advertisements. The students use the contemporary authors for a yearly project and the health resources are also used for two different projects throughout the year.

This next year we will be trying the e-books for the first time. The titles of those books blew my mind. How could a library serving only 200 high school students possibly afford such resources? Your services really level the playing field when it comes to library resources available to out-state small school and metro large schools. There would be absolutely no way we could compete without these resources. Thank you so much for allotting monies for this information bank. My lectures always give credit to the legislature and I explain to the students that this is tax dollars working for them.

NAME Kelly Sharkey
INSTITUTION Holy Family Catholic High School
INST. TYPE K-12
CITY Victoria
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PHONE 952-443-4659

FEEDBACK I have taught the various English, History, Health, and Social Science classes about the ELM databases throughout the school year when they had research projects. The students and teachers were very excited to know that they could get access to the databases from home too. The kids are always amazed at how much information they find. One story in particular sticks out in my memory. A student was getting increasingly frustrated looking for information on the Internet when I suggested that he try the ELM databases. As I guided him with his search, he was blown away at how much we found that was related to his topic (sorry the specific topic escapes me now). As he scanned through the articles, he said, "Ms. Sharkey, you ROCK!" In my opinion, that is one of the best compliments one could receive from a sophomore in high school. Because the students are able to find relevant and reliable information quickly, they use it more and more. Honestly, we don't know what we would do without it! Thanks for your continued support – and the kids thank you too!

NAME Laurel Tekautz
INSTITUTION Mesabi Range College
INST. TYPE Academic
CITY Virginia, MN
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PHONE 218-749-7778

FEEDBACK As are other small community college who face dwindling financial resources, we are unable to purchase access to these databases with the budget allocated for library needs. The cost to our institution to purchase these databases on our own would be well over \$18,000. Not only do our budgets not allow this type of purchase but such access would not be cost effective. Our patrons (students on site, as well as distance and online learners) have access to these databases, seven days a week, twenty-four hours a day, on or off campus. This is especially important to our Technical campus students who are several miles away not able to come to the main campus library to do research. ELM gives our Technical campus students the same study and library research opportunities that the students on our transfer campus receive.

NAME Loni Anderson
INSTITUTION Wadena-Deer Creek High School
INST. TYPE K-12
CITY Wadena
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PHONE 218-632-2150 ext. 115

FEEDBACK I am a media specialist in a 7-12 grade building. One junior high teacher was having his students read biographies. Not only did the students need to report on the person the biography was about, but the student was expected to come up with information on the AUTHOR OF THE BIOGRAPHY as well. Info Trac—Contemporary Authors Database to the rescue! Some of these poor kids had picked out obscure, older books and couldn't find anything about the authors doing a regular search on the net. But when I showed a few the Contemporary Authors Database, it didn't take long to catch on! Imagine little Johnny's surprise when he read a 1965 book on Leonard DaVinci, but was STILL able to find the author, Jay Williams, in the database. They needed to find out when the author was born, other works by the author, and other general information.

It was incredible! The information they needed was all right there! The students were thrilled because it was easy to use, the teacher was happy because his class was getting the information he wanted them to have, and I was excited to show the database to them. What a win win situation!

"I've gone to heaven!" That's the comment I received when I asked a fellow teacher about his recent discovery of the EBSCO databases. He had come in to the media center earlier that week asking if I (school media specialist) could help him find more professional journal articles on the subject "homework completion" for work on his master's program.

NAME Chris Dahl
INSTITUTION Parkview/Centerpoint Elementary
INST. TYPE K-12
CITY White Bear Lake
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PHONE 651-653-2751

FEEDBACK Our district had Beth Staats out for an in-service on the features of ELM. We are in the process of setting up accounts and between Beth and Karen Docherty we have received excellent and friendly help in achieving this goal. I am looking forward to next week when I in-service teachers in my building. It will be useful particularly for our third grade students who are just beginning their animal reports and 2/3rd graders who are studying rocks and minerals. Thanks so much.

NAME Susan Heather
INSTITUTION White Bear Lake Public Schools
INST. TYPE K-12
CITY White Bear Lake
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PHONE

FEEDBACK We just had a demonstration on using the ELM sources. There were 9 elementary media specialists, 1 middle school media specialist and 3 REACH teachers from the elementary who work with the Gifted and Talented Students. We were all impressed with the databases we can use with our students. The elementary media department is looking forward to integrating these databases into our curriculum.

NAME Joel Brenckman
INSTITUTION Willmar High School
INST. TYPE K-12
CITY Willmar
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PHONE 320-231-8341

FEEDBACK What I discovered about the ELM databases is that it covers our basic research needs concerning newspapers and periodicals. This allowed us to take our existing online research budget and add depth and breadth to it by subscribing to databases that would otherwise be out of our reach. For example, ProQuest historical New York Times. Now our students can research historical events as they happened back in 1851...just imagine! Thank you ELM and MINITEX!

One of the biggest battles we are fighting as educators is getting our students off Google and other search engines when researching. Websites found using Google (and other commercial search engines) present at least three big problems: 1) validity (who published this website anyway); 2) number of hits (in the millions); and 3) commercial pop-ups and other advertisement.

What ELM helps us do is provide students with information for their research projects using the Internet without having to Google. These resources are subscription resources that can be accessed on the net 24/7 from any Internet location, which means that students can now have access from home as well as any networked computer at school. Thank you for ELM and thank you MINITEX for helping us access and use ELM. Job well done!

NAME Carla Petersen
INSTITUTION Valley Crossing Community School
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CITY Woodbury
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PHONE 651-702-5751

FEEDBACK I distributed ELM stickers and bookmarks at Meet the Teacher night on the eve of the school year, letting parents know what a great resource ELM is for the whole family. We also added a link to our school web site to facilitate access for families.

NAME Jeanne Pahl
INSTITUTION Zumbrota-Mazeppa Elementary School
INST. TYPE K-12
CITY Zumbrota
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PHONE 507-732-7848

FEEDBACK We depend on those resources and the online product we subscribe to. We have no budget for software or curriculum materials in our elementary lab. The lab is part of the prep time schedule in our building and we are expected to be doing something 'educational' with the students and yet have no money. We use the ELM resources and our online encyclopedias to create curriculum that will tie in with what is going on in the classroom and support the standards.