

Mission Statement

Dane County Transition School (DCTS) cultivates and nurtures the individual talents of high school students deemed substantially “at risk” through uniquely customized educational curricula that promote social, emotional, academic, and vocational skills development and growth. As a result of DCTS efforts and interventions, students transform their personal lives, replacing formerly assigned “at risk” status with an “at promise” designation, while fully meeting all required state standards for earning a high school diploma and building the critical foundations for future success.

Program Description

In its 15th year of operations, Dane County Transition Schools (DCTS) were created to address an unmet need for high school students who are considered most “at risk.” Prior to its inception, there was no other programming available in the area that was geared toward the unique needs and challenges of this population of learner, most of whom would be unlikely to graduate from high school without targeted intervention. DCTS is still the only viable resource for this particular student group within the public school system in this Wisconsin region.

Categorized as an alternative public school, DCTS serves twenty school districts in the area. However, as is the case for most public school systems throughout the United States, dramatic budgetary cutbacks make it challenging for even the largest of individual schools to survive. This is especially dire for a school such as DCTS that relies on home school districts to provide funding allocations for each student. The tragic reality is that within our region there is no school choice and money does not “follow the child” from the public school to a specialized program. Bluntly stated, this keeps many schools from utilizing our program that may be the only answer for a particular student—solely based on the fact that they need to come up with additional monies in order to enroll a student at DCTS. This is becoming more problematic with each given year, prompting DCTS to close one location, thereby altering our name from the plural to the singular if one were to be completely accurate in descriptive terminology.

As recently as four weeks ago, we were blindsided by news from our administrative oversight body, the Core Educational Services Agency #2 (CESA-2), that funding was to be further slashed, resulting in layoff of teachers at DCTS. Although we had already moved into a strategic plan to diversify our funding streams to become less reliant on money from the school system itself, this action has prompted aggressive implementation of our new *Sustainability Project*.

Quickly mobilizing to address this elevated crisis, we secured \$10,000 in grant funding from two local sources and immediately appealed to the superintendent to retain some staff facing layoffs. Likewise, the Board of Directors for the Foundation for Dane County Transition Schools was armed with written proposals to garner classroom and project “sponsors” from the more affluent members of our community. We also have contracted with a new grants and program development consultant who has aided us in several recent funding submissions, including, now, the Coca-Cola Foundation. These most immediate response actions have already resulted in the pending layoffs affecting only one staff position rather than several.

In particular, we request funding from the Coca-Cola Foundation to retain our Experiential Coordinator/Science Teacher, Kevin Pollock, who is scheduled for layoff in January 2008. His role is in direct alignment with your giving interests in water stewardship and active lifestyles—and his contributions to DCTS are central to our school’s success.

Keith is a unique person who adds something of immeasurable value to our programming, often combining outdoor challenges with service-learning projects such as watershed restoration. Serving as a “science teacher with a twist,” Keith engages our youth in memorable outings that substantially impact on both retention of student learning and improved natural habitats. An example of one such project is listed in our budget justification section of this proposal.

By participating in rock climbing, caving, canoeing, wilderness trips, and challenge courses, students develop character by learning to trust themselves, their teachers, and their peers in high-stress situations that are often far beyond the scope of their previous experience. These physical activities foster teamwork, self-discipline, and enhanced problem-solving skills while naturally incorporating academic learning about ecosystems, biology, chemistry, geology, current events and environmental concerns, and just about any other subject you can imagine. But such programming cannot take place without a teacher who is certified and/or trained to lead such expeditions.

We acknowledge that the Coca-Cola Foundation receives more proposals than it can ever financially support. Like DCTS, there are many programs in our nation that count on partnerships with foundations and corporations in order to remain viable. So why should the Coca-Cola Foundation choose to support DCTS?

Fairly recently, a prospective supporter played devil’s advocate in asking our Principal, Judy Reed, why this program was important, trying to understand why the regular school system could not effectively educate these particular students. This person posed the question that many may ask, considering a small school that lacks many of the supposed perks and resources of a traditional school.

“What are these kids missing out on by not going to a ‘regular’ school?”

Without so much as a breath, Judy replied, *“Jail? The morgue?”*

DCTS educates teenagers who are considered by most to be “unreachable.” But that impression is absolutely not true. *All* students, given the right circumstances, can achieve and change the course of their lives and goals. Sometimes, it simply takes someone really believing in you, demonstrating a genuine interest and dedicated stake in your future—along with all the glorious possibilities that accompany that innate promise.

DCTS has found the way to deeply connect with these “at risk” youth, successfully tapping into their differences, individual talents, specific learning and emotional needs, and general adolescent quirkiness. Rather than a “one-size-fits-all” approach, the curricula is ever-changing, fluid, and focused on maintaining the fickle interests of otherwise distracted learners. In doing so, children who were temporarily trapped in a spiral of discouragement and academic failure discover that they most certainly CAN learn... and that learning does not need to be a chore. Suddenly, achievement matters and these teens adopt a new philosophy that includes respect for others and themselves.

They learn to reject former derogatory and limiting labels, embracing the real truth of their beautiful worth along with wholly attainable prospect of a solid and brightly lit future.

Before coming to DCTS, these students were disengaged from school, lagging in academic credits, and exhibiting high rates of absenteeism. Often challenged with special education needs and serious emotional issues, these students require customized interventions that cannot be found in more traditional learning environments. Yet, DCTS proves every day that under the right framework and customized teaching methodologies, all children can learn, grow and succeed.

With additionally complicated challenges such as extreme family dysfunction, drug and/or alcohol abuse, and a myriad of other psychological issues, our targeted student needs a specific educational culture—one filled with acceptance, unconditional support, and intolerance of bullying behavior. This formula, in addition to the unique methods used to teach subjects in wonderfully effective, unorthodox ways, has resulted in remarkable and fully documentable achievements.

For example, DCTS consistently meets a 99% graduation rate. Considering that most of these teens—95% of them, in fact—had previous histories of persistent truancy, this success should be enough. Yet, it does not end there. Not a week passes that a former student writes or calls to tell us how they are doing and how DCTS forever changed their lives. We believe that speaks volumes about not only our academic program, but the “family” we have created. As members of this chosen family, it is, for some, the only positive interpersonal relationships they have had to this point with interested and devoted adults whose commitment goes well outside school hours. Staffs’ personal cell phone logs can easily attest to this claim that they are often the first call for current and former students reporting both triumphs and tragedies—proof that DCTS relationships continue indefinitely.

Without DCTS and the many community partners who work with our students on continual service-learning projects, life would look very different for our teens. If we cease to exist, many will be lost to gang activity, drugs and alcohol, incarceration, suicide and other premature death, and futures of unemployment or underemployment. Additionally, our outreach impacts on not just the students themselves, but families and entire communities. It helps define and prepare for a collective future that is in direct correlation to the support we extend to today’s youth.

Indeed, DCTS is not a luxury for the lucky few. It is a critical necessity for countless teens who are crying for help. Despite economic shortfalls, we owe it to these children to provide the solution. They are, by all means, worth every ounce of frustration, concern, and sometimes, fear, as we scramble to meet this ever-increasing challenge of keeping our doors open. Every child deserves a fair shot and limited financial resources are not an acceptable excuse for not meeting their unique needs. Through our new *Sustainability Project*, we are committed to resolving this matter once and for all—reducing our fiscal dependence on funding that becomes increasingly scarce as a result of politics, misguided societal priorities, limited governmental resources, and poor planning of others.

Program Details

The goal of DCTS is to provide innovative academic, vocational, and social skills programming that cultivates and nurtures the individual talents and interests of high school students deemed substantially “at risk.”

The school supports teens with persistent histories of “failure” in both school and extended community systems. More detailed demographics of our traditional student are as follows:

- Most come from low-income families
- 95% had prior court involvement (reduced to only an 8% rate after DCTS enrollment)
- 96% have histories of alcohol and/or drug abuse
- 95% have been victims of abuse
- 95% were considered habitual truants prior to admission at DCTS
- Many have either learning differences or some type of emotional or psychiatric disorder

With a small staff to student ratio of 1:10, daily programming encompasses a combination of traditional classroom work, student-defined interest groups, service-learning projects, and experiential learning. This approach works especially well for a challenged learner, offering necessary diversity in curricula to promote continuous stimulation, as well as capitalizing on student-driven interest groups that present subject learning in a fresh and unusual way. Additional information on these approaches is contained in our budget justification.

Objectives

1. DCTS will secure funding to keep the Experiential Learning Coordinator on staff.
2. DCTS will continue to provide targeted educational, social, and vocational programming for “at risk” youth, maintaining a staff to student ratio of 1:10 at all times.
3. DCTS will continue to educate at-risk high school students through a combination of classroom study and student-driven “Interest Groups,” as well as capitalizing on the inherent value of weekly experiential and service-learning opportunities.
4. DCTS will continue to build a sense of community and duty to one another through internal and external programming that enhance leadership and character development.
5. DCTS will maintain a high school graduation rate of no less than 90%.
6. Through goal planning and other targeted outreach services, DCTS will not only assist at-risk high school students in meeting all required credits for earning a standard high school diploma, but also guide and aid students in their transition from high school to institutions of higher learning or other career path goals.
7. Through the support of the Foundation for Dane County Transition Schools and others, DCTS will expand its current funding streams to become less reliant on public school district funding through grants, corporate sponsorships, private donors, and the establishment of an endowment fund. Target goal is \$150,000 in new revenues (non-public school funding) by December 2008.

Activities

All activities associated with school programming are ongoing, solidified, and on target. In order to meet all measurable objectives, DCTS must expand its revenue streams through additional grants, donations, and corporate support.

As of this writing, two grants have been received and an additional five applications have been submitted, including our request to the Coca-Cola Foundation. More proposals will be prepared upon receipt of preliminary funding to support our grant writer fees, although we will also pursue opportunities independently. Likewise, the Foundation for Dane County Transition Schools is actively seeking financial support from individual members of the community.

Additional sources of support will also enable DCTS to serve more students, offering placements to home school districts in need of our specialized learning environment for their teenagers most at risk. Therefore, all objectives are directly related to funding support, which will allow us to continue our targeted outreach and program of educational excellence.

Leadership

Judy Reed has extensive administrative experience as the founder and Principal of DCTS. In this role, Judy administers all aspects of the program including supervision of the teaching staff, curriculum planning, student assessment, budgeting, and administration of grants. Judy has a Masters of Education degree from the University of Missouri and is currently completing her doctorate at the University of Wisconsin-Madison. Her dissertation topic is “*Personalizing High School Learning Environments: Educator Perceptions of At-Risk Learners and the Efficacy of Supports.*” Under her leadership, DCTS has received many honors for its innovative curriculum and its ability to help at-risk students graduate from high school and go on to be active and productive citizens. In 1995, Governor Tommy Thompson, in his State-of-the-State speech, recognized the efforts of DCTS as an exemplary educational program.

Relationship Between the Program & Mission

Support from the Coca-Cola Foundation and others will enable DCTS to continue our efforts to help at-risk students meet their potential. The current program is effective, but strained. In order to maintain operations, DCTS cannot be at the mercy of state budget cuts that affect staffing.

The role of the Experiential Coordinator is central to our programmatic success, allowing students opportunities for wilderness adventures that also improve environments through substantial water and park clean-up initiatives. Absence of this position will be a grave loss for the school and the students we serve.

Like the teens that come to us, DCTS is currently at-risk. But with the promise that lies ahead, we will be diligent in our goal of broadening our sustainability. *Our kids deserve nothing less.*

Additional Information Attachments

- Budget Justification
- IRS Letter of Determination
- Organizational Statement

**Dane County Transition School
Projected Annual Budget - 2007/2008**

Line Item	Description	Total Expense	CESA/DCPS	FDCTS	Other Funding (committed)	Amount Unfunded	Grant Request
Personnel Salary/Fringe							
Principal	FTE - Judy Reed (100%)	79,967	79,967				
	<i>Fringe</i> includes SS, workman's comp, etc.	35,553	35,553				
Lead Teacher (MA level)	FTE - Bill Kean (100%)	50,100	50,100				
	<i>Fringe</i> includes SS, workman's comp, etc.	32,195	32,195				
Lead Teacher (BA level +6)	FTE - Kevin Evanco (100%)	40,750	40,750				
	<i>Fringe</i> includes SS, workman's comp, etc.	30,496	30,496				
Experiential Coordinator	FTE - Keith Pollock (100%)	32,050				32,050	32,050
	<i>Fringe</i> includes SS, workman's comp, etc.	28,151				28,151	28,151
Transition Coordinator	FTE - Ken Martin (currently at 50%)	31,000	10,600		200	20,200	
	<i>Fringe</i>	6,200	948			5,252	
Teacher (MA level)	PT - Liz Bally (20 hours per week)	10,000			5,000	5,000	
	<i>Fringe</i>	-					
Teacher (BA level)	PT- Jay Hanson (20 hours per week)	10,000		3,000	5,000	2,000	
	<i>Fringe</i>	-					
Total Salary & Fringe		386,462	280,609	3,000	10,200	92,653	60,201
Consulting/Professional Services							
Grant Writer/Program Development	\$75 per hour/ 5 hours per week	19,500		7,000		12,500	4,500
Accounting	CESA bookkeeping - local	19,017	19,017				
Accounting - Grant Admin	Foundation for DCTS	in-kind					
Financial Audit	Independent audit/ FDN for DCTS	5,000				5,000	
Legal	Foundation for DCTS	500				500	
Program Evaluation	Cheryl Hanley-Maxwell, Ph.D.	5,000				5,000	
Total Consultants & Professional Services		49,017	19,017	7,000		23,000	4,500

**Dane County Transition School
Projected Annual Budget - 2007/2008**

Line Item	Description	Total Expense	CESA/DCPS	FDCTS	Other Funding (committed)	Amount Unfunded	Grant Request
Total Salary & Fringe	From 1st page	386,462	280,609	3,000	10,200	92,653	60,201
Total Professional Services	From 1st page	49,017	19,017	7,000		23,000	4,500
Program Expenses							
Rent/Lease	building lease, including utilities	34,000	34,000				
Rent - Supplemental Classrooms	2 Disability accessible classrooms	6,000		3,000		3,000	
Phone/Internet	self-explanatory	6,000	6,000				
Building Maintenance	repairs	1,500	1,500				
Supplies	classroom and office	22,100	22,100				
Service contracts	copy machine contract	425				425	
Travel/mileage reimbursement	48.5 cents per mile	7,000	7,000				
Subscriptions/Memberships	newspapers, maga zines, and prof	400				400	
Service Learning Materials	Project Warmth, Bike repair, environ	5,000			1,500	5,000	
Experiential Learning/Social Skills	activities/outings	8,000		2,500		5,500	1,034
Testing tools/books		1,000				1,000	
Staff Development/Conferences		3,000	1,500			1,500	
Continued Ed/Tuition Reimbursement		6,000	6,000				
Letterhead/ envelopes, business cards		2,000				2,000	
Advertising	Events and job vacancies	1,000				1,000	
Printing/Duplication	Brochures, newsletters, daily materials	4,000	3,500			500	
Postage	Newsletters, info requests, other	2,000	200			1,800	
Other							
Total Projected Budget		544,904	362,409	15,500	11,700	137,778	65,735
							TOTAL REQUEST

Dane County Transition Schools Coca-Cola Foundation Budget Justification

Item	Total Cost	Funding Request	Justification
Salaries	253,867	32,050	<p>As is delineated in our attached operational budget, this line item includes our Principal's salary, four full-time teachers and two part-time teachers. Funding is requested to support the annual salary of one teacher—our Experiential Coordinator.</p> <p>Due to recent public school funding cuts, Keith Pollock, DCTS's Experiential Coordinator/Science Teacher, is scheduled for layoff in January 2008. We seek support from the Coca-Cola Foundation to keep him on staff. More details about his role and the activities associated to your specific giving interests will be found on subsequent pages of this justification.</p>
Fringe	132,595	28,151	<p>The percentages attached to each salary vary depending on position, years of service, educational level, and teacher union requirements. Part-time staff do not receive a benefits package. Fringe includes workman's comp, general liability, life/health/dental insurance (individual or family), long-term disability, retirement, etc.</p> <p>We request financial support only for the Experiential Coordinator's fringe package in the amount of \$28,151.</p>
Consultants	49,017	4,500	<p>We are including both professional services and consultant needs under this category. This line item in our budget represents projected costs for the year, which include projects that are pending additional funding, such as a formal program evaluation to demonstrate best practices. This information will be used to package our curriculum to share with other interested schools. Cheryl Hanley-Maxwell, Ph.D. of the University of Wisconsin-Madison has been identified to design our evaluation tools for this purpose.</p> <p>CESA-2, our public school system administrative oversight body, charges 4.5% to manage our financial needs, including payroll. This fee is covered through our funding by the public school system, currently at \$19,017.</p> <p>The Foundation for Dane County Transition Schools serves as our fiscal sponsor for</p>

			<p>most grant applications. (More information is located at the end of this document regarding the Foundation’s role.) This non-profit organization, which was created solely to support the supplemental needs of DCTS, has begun administering some grants directly rather than issuing a check to CESA-2 when funding has been awarded through their activities and/or involvement. The only exception to this is in relationship to full-time staff salaries, which will continue to be administered through CESA-2 due to the complexities involved and requirements of the Teachers’ Union.</p> <p>Ongoing accounting and independent audit costs are included in our projected budget, anticipating a need for more intensive, internal oversight upon receipt of additional grant sources. Until financial activities warrant a higher level of fiscal management, Pro Bono services are and will be rendered by the accounting firm of a member of the Foundation for Dane County Transition Schools Board of Directors, Kenneth B. Klinzing, C.P.A., S.C. Certified Public Accountants (KBK). This includes monthly oversight and tax preparation. Additionally, an independent financial audit will also be arranged at the end of this current fiscal year through another local firm.</p> <p>As part of our attempt to become less reliant on the public school system for funding, we entered into a contract with a grant writer/non-profit program development consultant in the summer of 2007. Mary E. Costello of Creative Edge Consulting is a former Social Work Administrator with over 20 years experience in human services programming, development, and grants preparation/administration. She specializes in at-risk populations, including adults and children with a wide range of disabilities and mental health conditions.</p> <p>To date, our collaboration with Mary has resulted in modification of core materials, strategic planning, funding prospect research, PR and funding plea documents, and attention to improved systems for outcomes measurement. Six funding applications have been submitted as of this writing with her assistance, plus successful additional requests independently secured after minor edits by this professional. She charges DCTS \$75 per hour through a retainer agreement, charged in 15-minute increments. We seek funding in the amount of \$4,500 to secure her services for an additional 60 hours. This request is an integral part of our <i>Sustainability Project</i>. (Please see: www.CreativeEdgeConsulting.org for more information on this professional.)</p>
Printing/Publication	4,000	0	<p>The local public school system funds almost all of this line item at \$3,500. This includes brochures, quarterly newsletter printing costs, and other operational materials. This year, we will also produce our first annual report, which requires an increase in our fiscal projections in this category for the year.</p>

Media Costs		0	
Telecommunications	6,000	0	This line item is entirely funded by the public school system and includes both telephone costs and monthly internet access.
Supplies	22,100	0	The public school system provides \$22,100 to DCTS for our “supplies” line-item. It is, in a sense, a catch-all category, allowing us a great degree of freedom in how these monies are utilized. Generally, they are spent on classroom and office materials, curriculum needs, computer software, and other expenses not covered through other categories. It is also the category where we most often request small line-item transfers to accommodate other needs within our overall budget.
Postage	2,000	0	The public school system funds \$200 of postage needs. Since increasing our approaches to securing new funding, this need is greater than before. In particular, we now send our new quarterly newsletter to over 600 persons via the US Postal Service. We expect this number to increase over the upcoming year. Also, we find that people are more apt to read a hard copy rather than a computerized version, even though virtual means would be more cost effective. The new newsletter is a vehicle for gaining financial, in-kind, and volunteer support. Therefore, it is an activity that we are dedicated to continuing. Additionally, we have begun letter solicitations to local businesses and philanthropists, while also gearing-up to start our first annual campaign drive for general donations.
Other	67,325	0	The projected operational budget will specify all other items not included in the categories specified by the Coca-Cola Foundation. These expenses include rent for school space and two classrooms in another building that are wheelchair accessible, building maintenance, service contracts, travel, subscriptions, learning materials, testing tools, staff development and continued education for teachers, letterhead/envelopes/business cards, and small advertising costs.
Experiential Learning Needs	8,000	1,034	DCTS is involved in a wide range of conservation projects that incorporate fitness and active lifestyles with protection of our environment. Most of these activities require little to no money, however, we ask for support for one special project, the “Mound Builders and Mississippi Mud” trip. More details will be found in the subsequent section of this budget justification.
Total Grant Request		\$65,735	

Description of Service Learning and Experiential Curricula

With a small staff to student ratio of 1:10, daily DCTS programming encompasses a combination of traditional classroom work, student-defined interest groups, service-learning projects, and experiential learning. This approach works especially well for a challenged learner—offering great diversity in curricula while presenting subject learning in a fresh and unusual way that produces continuous stimulation and student interest.

Our Experiential and Service Learning projects are often times highly interconnected. A general description of these methodologies is as follows:

Experiential Learning promotes multi-faceted growth by providing students with hands-on, challenging experiences that expand upon themes and concepts covered in the traditional classroom. In keeping with the work of character education experts such as Dr. Thomas Lickona and Dr. Alan Lockwood, experiential education places heavy emphasis on character development as part of the daily curriculum. By participating in rock climbing, caving, canoeing, wilderness trips, and challenge courses, students develop character by learning to trust themselves, their teachers, and their peers in high-stress situations that are often far beyond the scope of their previous experience. These physical activities foster teamwork, self-discipline, and enhanced problem-solving skills while naturally incorporating academic learning about ecosystems, biology, chemistry, geology, current events and environmental concerns, and just about any other subject you can imagine.

Service Learning is an integral component of programming that centers on continual civic duty and character development. We all know that teenagers, in general, are narcissistic beings. Those with additional challenges carry this attitudinal stance to an even greater extreme, often feeling severely disconnected from others and as though no one can truly understand them. Through service-learning, students expand their view of life to include issues and needs outside the self, leading to greater self-esteem, sense of purpose, and responsibility to and for others.

As part of the daily curriculum, DCTS students are constantly involved in a wide range of community service projects, including weaving homemade blankets for local hospitalized children and victims of natural or man-made catastrophic events, repairing/refurbishing bicycles for economically-challenged families, substantial watershed and park environmental clean-ups, recycling projects, building “Woodshop for Wildlife” park benches and animal-specific sanctuaries, collecting and distributing toiletries for the homeless, and many other important civic and humanitarian contributions. While these activities are instrumental in the development of a young person’s character and sense of duty to his or her community, most also include credit-based educational lessons in history, economics and other math disciplines, science, current events, ecology, and other core subject areas.

Keith Pollack – Experiential Coordinator

Keith has been with DCTS for 7 years, leading adventures jam-packed with educational and character building opportunities for our students. He is a unique person who adds something of immeasurable value to our programming, often combining outdoor challenges with service-learning projects such as watershed restoration.

Keith received his bachelor's degree from Carleton College, majoring in biology with a concentration in environmental studies. He received his teaching certification from University of Wisconsin-Whitewater and he is currently enrolled in a master's degree program, focusing on developing an integrated multi-disciplinary curriculum that uses concepts of Service Learning to educate at-risk student populations.

Some core DCTS programming would not be available without specifically trained staff, including rock climbing, caving, and challenge courses. Keith holds current certification as a rock climbing instructor and has been leading youth climbing trips for 15 years. Likewise, this teacher has developed partnerships with the owners of three local caves and is a trained National Cave Rescuer.

Serving as a “science teacher with a twist,” Keith engages our youth in memorable outings that substantially impact on both retention of student learning and improved natural habitats. Under his guidance and direction, DCTS students build houses for wood ducks, eastern bluebirds, bats and butterflies through the “Woodshop for Wildlife” program. This program also has provided free park benches for local nature spots. He also teaches bicycle repair class where students learn basic physics principles while they restore these environmentally-friendly vehicles for needy families in the community.

DCTS is also actively involved with a program to restore Indian Mound Conservation Park in McFarland back to an oak-hickory savanna by removing invasive species and planting natives. In keeping with the DCTS green theme, students likewise have created a vegetable garden that is used by the Head Start children that share our building, and our teens annually test the water quality of Wingra Creek, entering readings into a database that tracks changes in the stream.

Keith has also shown amazing initiative and leadership in securing low-level funding for all these activities. His personally achieved grant successes include: Lowes Toolbox for Education program to build a woodshop, Dane County Bicycle Association for a bike shop, a grant from Dane County Environmental Board for ecological restoration equipment, and a grant from CUNA Mutual for the establishment of an outdoor science lab. Most recently, he received a Toyota Tapestry Award for Excellence in Science Education, enabling DCTS to continue restoration efforts at local natural areas. Through our valuable community work, the school has also been recognized as a Martin Luther King Service Program. Much of this is due to the diligence of our valued team player.

Keith is scheduled for layoff in January 2008. His absence will not only affect our low teacher to student ratios, but the scope of learning approaches that are intrinsically central to our success. For this reason, securing funding for his position is a top priority for our school.

Water Stewardship/Conservation Project **“Mound Builders and Mississippi Mud”**

During the course of this 6-week “Interest Group,” DCTS students will learn about the native peoples who constructed effigy mounds in southwestern Wisconsin and northeastern Iowa. The topography, geography, and geology of this region will also be covered. In particular, students will study the upper Mississippi River valley, especially the area of northeastern Iowa where Effigy Mounds National Monument is located. Students will also study the Mississippi River and its role in commerce and recreation. In addition to reading non-fiction materials on the Mississippi River and the mound-building cultures, we will also read all or part of selected works by acclaimed local novelist August Derleth.

The culminating activity of this interest group will be a three-day field trip to Wyalusing State Park, which is located near the confluence of the Wisconsin and Mississippi Rivers. Using their camp at Wyalusing as a base, students and staff will visit Effigy Mounds National Monument and the National Mississippi River Museum and Aquarium located in Dubuque, Iowa. *The service learning component of this trip will involve students and staff helping to clean up specific sections of Mississippi River shoreline and clearing invasive species such as honeysuckle and garlic mustard from areas of Wyalusing State Park where effigy mounds are found.* Students will also have opportunities to canoe, hike, and fish.

(Estimated cost of the field trip for five adults and twenty students: \$1033.75)

Materials Needed

- Classroom set of one or more specific works by August Derleth
- Pamphlets and booklets on mound-building peoples, courtesy of Wisconsin State Historical Society and Effigy Mounds National Monument
- Classroom set of *Up On The River*, by John Madson

Wisconsin State High School Credit Standards Incorporated Into This Activity

Social Studies

- B.12.7 Identify major works of art and literature produced in the U.S. and elsewhere in the world and explain how they reflect the era in which they were created.
- B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations.

English

- A.12.2 Read, interpret, and critically analyze literature.
- A.12.3 Read and discuss literary and nonliterary texts in order to understand human experience.

Science

- H.12.3 Show how policy decisions in science depend on social values, ethics, beliefs, and time frames, as well as considerations of science and technology.
- H.12.5 Investigate how current plans or proposals concerning resource management, scientific knowledge, or technological development will have an impact on the environment, ecology, and quality of life in a community or region.

Environmental

- B.12.14 Explain how technological development has influenced human relationships and understanding of the environment.
- B.12.16 Analyze how natural resource ownership and trade influences relationships in local, national, and global economies.
- B.12.17 Explain the concept of exported/imported pollution; e.g., smokestacks, watersheds, and weather systems.
- B.12.19 Illustrate how environmental quality affects the economic well-being of a community.
- B.12.22 Research individuals who have made important contributions to the field of resource management.
- E.12.3 Take action in regard to environmental issues in the home, school or communities.

The Foundation for Dane County Transition Schools

Fiscal Sponsor for DCTS

The Foundation for Dane County Transition Schools is a 501(c)3 organization that was created solely for the purpose of supporting the many needs of the Dane County Transition Schools (DCTS)—needs that, unfortunately, cannot possibly be fully accommodated through funding by today’s public school system. As a dedicated non-profit support arm of the school, the Foundation serves as fiscal sponsor on many grant applications, which is an officially sanctioned activity by the local public school system.

Until recently, grant and other fundraising activity was on a low level, with award monies forwarded to the designated public school system agency, Cooperative Educational Service Agency #2 (CESA-2), for fiscal administration. This arrangement is now changing with the Foundation for Dane County Transition Schools prepared to administer most new grant awards and other secured funding internally. The only exception to this is in relationship to external (non-public school) monies received for enhancing or funding teacher salaries, which will continue to be processed and recorded by CESA-2, with monthly accounting statements furnished to the school/Foundation for grant reporting purposes. Only teachers who are part-time will be paid directly through the Foundation.

CESA-2 manages the Dane County Transition Schools’ payroll needs for full-time teachers, with checks issued twenty-six times during the year. CESA #2 will handle payroll taxes, health care, retirement, and other designated paycheck deductions, ensuring that Teacher Union requirements are met. CESA# will deduct 4.5% from all revenue entered into their books to compensate for this service. CESA-2 has effectively managed the payroll and budget for Dane County Transition Schools for the past fourteen (14) years.

CESA-2 is monitored by the CESA #2 Board of Directors on a monthly basis. Approval of an employee contract is required for all personnel hired to work at DCTS. All salaries expenditures are required approval by the CESA-2 Board of Directors. These records are audited every year by an independent outside auditor—with Schenk as the auditor who received the bid for 2007 fiscal year services. During the fourteen years of CESA-2 managing the DCTS expenditures, no issues have been noted by either CESA -2’s Board of Directors or the independent fiscal auditors.

Despite this unique framework, the Foundation for Dane County Transition Schools accepts full legal responsibility for administrative oversight of this grant award, including, but not limited to, all reporting as required by your contributions program, detailed financial records, and program evaluation outcomes.

The Foundation for Dane County Transition Schools is committed to sound fiscal policy and practice. Record keeping and financial management protocols follow General Accepted Accounting Principles (GAAP). Currently, Foundation accounting services are offered Pro Bono by Kenneth B. Klinzing, C.P.A., S.C. Certified Public Accountants (KBK), although compensation for this service will be provided when our funding streams grow, become more complex, and necessitate more intense fiscal management oversight.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date **DEC 11 2003**

FOUNDATION FOR DANE COUNTY
TRANSITION SCHOOLS INC
C/O JUDY HENDERSON
2326 S PARK ST
MADISON, WI 53713-1994

Employer Identification Number:
74-3106021
DLN:
17053282028043
Contact Person:
MRS. Y. NOBLES ID# 75095
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
June 30
Foundation Status Classification:
509(a)(1)
Advance Ruling Period Begins:
August 29, 2003
Advance Ruling Period Ends: ~~June 30, 2008~~
Addendum Applies:
No

Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and

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FOUNDATION FOR DANE COUNTY

contributors may continue to rely on the advance determination until we make a final determination of your foundation status.

If we publish a notice in the Internal Revenue Bulletin stating that we will no longer treat you as a publicly supported organization, grantors and contributors may not rely on this determination after the date we publish the notice. In addition, if you lose your status as a publicly supported organization, and a grantor or contributor was responsible for, or was aware of, the act or failure to act, that resulted in your loss of such status, that person may not rely on this determination from the date of the act or failure to act. Also, if a grantor or contributor learned that we had given notice that you would be removed from classification as a publicly supported organization, then that person may not rely on this determination as of the date he or she acquired such knowledge.

If you change your sources of support, your purposes, character, or method of operation, please let us know so we can consider the effect of the change on your exempt status and foundation status. If you amend your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, let us know all changes in your name or address.

As of January 1, 1984, you are liable for social security taxes under the Federal Insurance Contributions Act on amounts of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the private foundation excise taxes under Chapter 42 of the Internal Revenue Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Internal Revenue Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Donors may deduct contributions to you only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, gives guidelines regarding when taxpayers may deduct payments for admission to, or other participation in, fundraising activities for charity.

You are not required to file Form 990, Return of Organization Exempt From Income Tax, if your gross receipts each year are normally \$25,000 or less. If you receive a Form 990 package in the mail, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return. Because you will be treated as a public charity for return filing purposes during your entire advance ruling

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FOUNDATION FOR DANE COUNTY

period, you should file Form 990 for each year in your advance ruling period that you exceed the \$25,000 filing threshold even if your sources of support do not satisfy the public support test specified in the heading of this letter.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete. So, please be sure your return is complete before you file it.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, we will assign a number to you and advise you of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we said in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Because this letter could help us resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

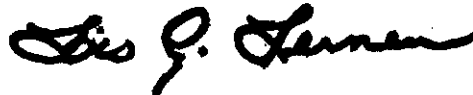
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FOUNDATION FOR DANE COUNTY

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Form 872-C

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Form **872-C**

Consent Fixing Period of Limitation Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

OMB No. 1545-0056

(Rev. September 1998)

To be used with Form 1023. Submit in duplicate.

Department of the Treasury
Internal Revenue Service

(See instructions on reverse side.)

Under section 6501(c)(4) of the Internal Revenue Code, and as part of a request filed with Form 1023 that the organization named below be treated as a publicly supported organization under section 170(b)(1)(A)(vi) or section 509(a)(2) during an advance ruling period,

Foundation for Dane County Transition Schools, Inc.

(Exact legal name of organization as shown in organizing document)

2326 South Park Street, Madison, WI 53713-1994

(Number, street, city or town, state, and ZIP code)

and the
District Director of Internal Revenue, or Assistant Commissioner (Employee Plans and Exempt Organizations)

consent and agree that the period for assessing tax (imposed under section 4940 of the Code) for any of the 5 tax years in the advance ruling period will extend 8 years, 4 months, and 15 days beyond the end of the first tax year.

However, if a notice of deficiency in tax for any of these years is sent to the organization before the period expires, the time for making an assessment will be further extended by the number of days the assessment is prohibited, plus 60 days.

Ending date of first tax year 8/30/2004
(Month, day, and year)

Name of organization (as shown in organizing document) Date

Foundation for Dane County Transition Schools, Inc.

10-06-03

Officer or trustee having authority to sign

Type or print name and title

Signature ▶

Judy Henderson, Director

For IRS use only

District Director or Assistant Commissioner (Employee Plans and Exempt Organizations)

Date **DEC 03 2003**

By ▶

For Paperwork Reduction Act Notice, see Section 6041 of the Form 1023 Instructions.
Manager, EP/EO:EO:7201

Cat. No. 16905Q