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February 4, 2000, Friday, BC cycle

SECTION: State and Regional; Political News

LENGTH: 698 words

HEADLINE: Bush promotes charter schools, faith-based programs

BYLINE: By ALEXANDRA R. MOSES, Associated Press Writer

DATELINE: TROY, Mich.

BODY:

Saying he wanted every American to have the opportunity to prosper,

Texas

Gov. George W. Bush brought his campaign to Michigan Friday, calling for

free

trade and tax cuts.

"It's fitting to talk about the American dream in this building," Bush

told

several hundred supporters at the American Polish Cultural Center in Troy

after

circulating the room to greet attendees. "Walking through that crowd

lifted my

spirits."

Bush emphasized tax cuts and free trade as the means to

promoting
small
businesses and the entrepreneurial spirit.

"Michigan farmers and entrepreneurs ... can compete
anywhere," he said.

"We'll be prosperous if we have a president who understands
that."

He also attacked Arizona Sen. John McCain's criticism of his
tax plan,
saying
that surpluses "may appeal to the people of New Hampshire, but
that's not
going
to appeal to the people of Michigan."

Michigan's Republican presidential primary is Feb. 22.

Bush is advocating \$483 billion worth of tax cuts over the
next five
years.

McCain is saying it should be half that so more budget
surpluses can be
set
aside to protect Social Security and cut the national debt.

"Our tax code penalizes people who are trying to get to the
middle
class,"

Bush said Friday, before fielding questions from the
audience. "We want
to
knock down the toll booth to the middle class."

Jane Otto, 79, said after the speech that she is intrigued
by Bush's
stance
on tax reform - and education.

"I know he's honest and I know he'll do what he says," the
Troy woman
said.

Bush talked about expanding funding so parents have
options. At an
appearance in Detroit earlier in the day, Bush said charter
schools are
vital
to giving parents an alternative when they are dissatisfied
with their
children's education.

"The status quo must be challenged. Children are trapped in
a failed
system,"
he said in a speech to several hundred uniformed students in
the
auditorium at
Marvin L. Winans Academy of Performing Arts.

The publicly funded charter school abuts the Perfecting
Church, where
Marvin
L. Winans is pastor.

The Texas governor was accompanied by Michigan Gov. John Engler, one of the leaders of his campaign.

"We need more schools like this," Engler said before introducing Bush in Detroit. "We need more schools where children are cared for, where their God-given talents are developed."

In Troy, supporters applauded Bush's remarks on education.

"His stand on education is tantamount to making the country succeed," said Janice Nearon, chairwoman of the Macomb GOP.

Engler described Bush as a "special kind of individual" committed to ethnic inclusion and changing the old politics.

"He comes from a large diverse state with a diverse population" like Michigan's, Engler said.

At his speech in Troy, Bush returned praise to Engler, calling him "a man of accomplishment."

"I'm glad to have him on my team," he said.

That sentiment appealed to Marianne Weiss.

"I think Governor Engler should be his vice president," said Weiss, of Romeo.

Nearon said Engler's leadership will help make Michigan a state Bush can win.

Later Friday, Bush headed to west Michigan to speak at the Ottawa County GOP Lincoln Day Dinner in Allendale. There, he echoed many of his sentiments from earlier in the day.

On hand was Republican U.S. Sen. Spencer Abraham, who faces re-election challenge from U.S. Rep. Debbie Stabenow in November.

Bush said he was strongly endorsing Abraham.

"I hope you elect this man. I don't want to go up there unless you elect a

man like Spence," Bush told the crowd of about 500 at Grand Valley State University.

Judy Fiwek, a customer service representative from Grand Rapids, said she hadn't decided whether she will vote for Bush or McCain.

"They're both family men. With George W. Bush, the old saying is 'they don't fall far from the tree,' and I liked his dad very much."

Earlier in the day, Michigan Democrats held a news conference at Grand Valley, criticizing Bush as weak on education.

"Michigan is a very important state, not just as a primary or caucus state, but in the general election as well," said Mark Brewer, state Democratic party chair.

GRAPHIC: AP Photos XELG101-104

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To: Andy Rotherham

re: Key background on Minnesota/education/charter

oooo

1. Joe Graba suggests the President cite Minnesota's leadership and urge its leaders to maintain that. This is important: People do tend to rise to the expectation others have of them.

Highlights:

* In 1971 MN restored equalization to school-finance through the political process. Every other state had to do it through the courts (cf Serrano case in California; Abbott in New Jersey).

* In 1985 MN made it *the student's* option whether to finish high school in college.

* In 1988 MN (Rudy Perpich, DFL, governor) brought the idea of student choice into *public* education with 'inter-district open enrollment'.

* In 1991 with the charter law MN said it's OK for more than one organization to offer *public* education in the community; gave teachers and others the opportunity to design and run a public school.

* In 1998 Gov. Carlson and the DFL Legislature agreed on a tax-credit that could not be used to pay for regular education in private school. It opens up a new market for learning beyond 'school - which teachers, if they wish, can sell-to.

2. The Minnesota reforms have been consistently bi/non-partisan.

* The 1971 legislation was proposed by a DFL governor; passed by a Legislature with a Republican majority.

* The post-secondary option in 1985 was the initiative of Rep. Connie Levi, the Republican majority leader; supported by (DFL) Gov. Perpich.

* Al Quie, former Republican governor, was among the first to endorse Gov. Perpich's proposal for interdistrict open enrollment.

* The charter law, originally the initiative of DFL legislators, was signed and later championed by Republican Governor Arne Carlson.

3. Our charter-schools program started slowly; then grew rapidly.

* We had the first law, in 1991.

* Sen. Ember Reichgott (now, Junge) and Rep. Becky Kelso were the original legislative authors. Both suburban DFLers; Ember from an MFT district; Becky from an MEA district.

* The design of that law was basically worked out in a committee of the Citizens League through the summer of 1998.

* Through the '90s the Legislature improved the law steadily: raising, then removing, the limit on schools-allowed; adding additional sponsors; increasing the dollar-resources; introducing aid for lease, etc.

* Saint Paul has more charters by far than any other single district; about 18.

* The number of charter schools has grown rapidly since the cap came off. Districts are now kind of sensitive to this rapid growth: hence, some of the controversy.

* Minnesota's charter program has been set up more for disadvantaged, minority and special-ed kids than the program in many other states. We're now seeing more 'main-line' schools, though.

* The current state administration is new to the charter program. Neither Gov. Ventura nor Commissioner Jax had any prior experience with the idea, the law, the schools.

4. The super-basic facts about education in Minnesota:

All of what follows is from the "1999 Minnesota Education Yearbook" put out in March 2000 by the Office of Educational Accountability (state-created; housed at the University of Minnesota).

Enrollment

* There're around 900,000 kids in public K12.

* About 16% are minority; up from 6% a decade earlier.

* There're about 46,000 teachers. The average teacher salary (not 'compensation') is a little over \$38,000; about the national average.

Finances

* We spend \$6,400 per pupil; a little above the national average.

* Financing is pretty uniform. High-poverty districts get the most. We have a big kicker in our formula for 'compensatory'.

* Spending in Minneapolis is about \$10,000 per pupil.

* People talk about "Local revenue" and "state revenue" but that's basically nonsense: That's actually the split between property-tax revenue and non-property revenue. Almost all the property-tax revenue comes from a state-mandated levy. Only a very small part of the revenue is 'local' in the sense of discretionary local.

* Regular instruction gets a little less than half the dollar.

Achievement

* Statewide just over 75% of those entering ninth grade graduate four years later. In Minneapolis and Saint Paul and in some minority groups the proportion is around 50%.

* Student achievement looks pretty good *compared to most other states*. Relatively best in reading; less good in writing; "mediocre" in math certainly compared to other countries.

* We have a "basic skills test" (the low-standards part of the Graduation Rule) which is given first at eighth grade. Passage is required for graduation as of this year. The districts have been able to get almost all kids to pass this basic skills test by the time they finish 12th grade, (assuming the kids didn't quit).

* We're still arguing about the "high standards" part of the Grad Rule; a 'performance assessment' (not a test) "profiling" a student's learning in 10 of 20 content areas. Completing this would also be a requirement for graduation. Conservatives and (for different reasons) teachers are still resisting the Profile of Learning.

* We have not yet complied with Federal law requiring standards for Title I schools.

* We have not yet put in an assessment for Grades 10-12.

* The high-school test and adoption of the Profile of Learning as a graduation requirement will likely reduce graduation rates.



Jon Schroeder <jon@charterfriends.org>

04/28/2000 07:00:15 PM

Record Type: Record

To: Andy Rotherham/OPD/EOP

cc: "'KentPekel@netscape.net'" <KentPekel@netscape.net>

Subject: Charter Week Background

BACKGROUND INFORMATION FOR THE PRESIDENT ON CHARTER SCHOOLS AND NATIONAL CHARTER SCHOOLS WEEK

On charter schools nationally and in Minnesota

* Thirty-six states, the District of Columbia and Puerto Rico have passed charter school laws. Thirty-two states, DC and Puerto Rico have operational charters during this school year. (It now seems unlikely that any more states will be added this year. Washington will have a charter school initiative on the ballot this fall.)

* The U.S. Department of Education estimates there are now more than 1,700 charters in operation serving some 350,000 students.

* States with the most charters include Arizona (350+), California (300+), Michigan (175), Texas (150+) and Florida (115). Minnesota now has 53 charters in operation and will have about 70 approved charters by next fall.

* Hundreds of schools are now in various stages of development, making it likely the number of new schools opening next fall will meet or exceed the roughly 500 new schools that opened across the country last fall. Thus, it's not unreasonable to predict that well over 2,000 charters will be operating nationally in the fall of 2000 -- perhaps upwards of 2,200.

* Growth in quantity is now being matched by increased emphasis on quality and on accountability. A number of school districts and other sponsors around the country are stepping up to the plate to creatively and effectively assume their oversight roles.

* The St. Paul School District is a good example -- under Superintendent Pat Harvey's leadership, the district is now introducing a comprehensive accountability program for its charters -- along with the high stakes accountability program now being used in its district public schools.

* Charter schools continue to enjoy broad bi-partisan support (tri-partisan support in Minnesota!!) -- in Congress, from Governors and in Legislatures around the country. Charters have always enjoyed broad political support in Minnesota from Democratic and Republican governors and legislators. Governor Ventura has declared his general support for charters, as well.

* Strong bi-partisan support in Washington has contributed to rapid

expansion of the federal charter school grant program. In its first five years, \$400.0 million has been appropriated for this program, with more than \$11.0 million in grants awarded to charters in Minnesota since 1995. Former Minnesota Senator Dave Durenberger was the lead Republican sponsor of the legislation creating the federal grant program when it was enacted in 1994.

On National Charter Schools Week

- * More than 60 grassroots charter organizations in 38 states are co-sponsoring this first-ever national celebration, with coordinating support from the Charter Friends National Network.

- * More than a dozen governors from both political parties are issuing proclamations declaring "Charter School Week" in their states. They include Governors Tommy Thompson in Wisconsin, Gray Davis in California, George W. Bush in Texas, Paul Celluci in Massachusetts, Bill Owens in Colorado, Jeb Bush in Florida, Benjamin Cayetano in Hawaii and George Pataki in New York.

- * A proclamation designating May 1-5 as National Charter Schools Week is also being issued by the President and resolutions supporting National Charter Schools Week will be approved with strong bi-partisan support by both Houses of Congress during the week of May 1-5.

- * A number of Members of Congress will be participating in a "Congressional Salute to Charter Schools" bus tour next week, visiting charter schools in the District of Columbia.

- * Secretary of Education Richard Riley is doing a special televised town meeting on Wednesday from the Newseum in Arlington, Virginia, featuring charter schools and charter leaders from California, Minnesota, DC, Michigan, Florida and Colorado. Charter school students, teachers and other supporters are gathering in dozens of locations around the country to watch and participate in the Secretary's town meeting.

- * Hundreds of Charter School Week events are taking place all across the country at charter schools, city halls and state capitals all across the country. In Michigan alone, local Charter School Week events are planned at more than 100 charter schools. School-level Charter School Week events include breakfasts and lunches with legislators and local elected officials, community service projects, concerts, science fairs, open houses and many others.

ROCK ISLAND ARSENAL BACKGROUND

Prepared by Morley Winograd and Lynn Cutler

The threat of downsizing is an ongoing issue of great import for them. The Army has indicated to us that they will be re-scoping the number of workers impacted by the current A76 competitive review process at the request of the base commander. They have not gained approval from DoD for their decision to accept the recommendation of the base commander and postpone any consideration of the operational force size at the base until they see how the current contracting awards come out. Marconi, the principal howitzer contractor rejected their application for subcontract work on the howitzer on December 15, 1999. The problem remains that today's Army uses very few howitzers and that therefore the arsenal is trying to retain work for a constantly shrinking program. On December 9, 1999, Senators and Representatives from Iowa and New York sent a letter to President Clinton asking for the inclusion of \$50 million in the FY2001 budget, divided equally between the Rock Island Arsenal and the Watervliet Arsenal.

Howitzer Program:

The US Army and the Marine Corps are conducting a joint program to procure a new, more mobile and effective 155mm howitzer. The principal contractor is now a foreign company – Marconi -- having been selected on a sole-source basis after Textron could not complete the project. The delegation asked the Secretary to sole source work to the Arsenal for the 70% of the weapon that is to be made in the US. There was a Senate Appropriations Report that would include the Rock Island Arsenal in all aspects of towed howitzer design and production. The Marines and the Army are fighting the report. (See attached letter). On December 15, 1999, Marconi informed Rock Island Arsenal that their bid for work on the howitzer had been rejected

Secretary Caldera personally visited the site in September in order to determine the quality of the work force there. News reports of his visit included some hopeful comments about the future. There remains considerable opposition however within DoD to continuing operations at the Arsenal.

On July 15th, Congressman Lane Evans hosted a meeting on the Hill with Secretary Caldera and several of his staff. Also present at the meeting were Senators Harkin, Grassley, Durbin and Fitzgerald, in addition to Congressman Jim Leach. The delegation told the Secretary very forcefully about their concerns that the contributions made by the Arsenal to the local economy are threatened by the planned reduction-in-force. Ultimately about 60 people involuntarily lost their jobs in that process. None of the current conversations will change that outcome.

The Vice President has been called by Senator Durbin and Congressman Evans.

Community Sentiment:

There are differing reports on the degree of anger toward the Administration as a whole on this. We do get points because we have held several meetings and brought DOD people to the White House to meet with the community and worked closely with Congressman Evans' staff. Unfortunately, the competitive bidding process that we promised for the next phase of work, has resulted in the rejection of Rock Island's bid. The union's view is that this is our appointee, and we should be able to fix things. Senators Grassley and Fitzgerald are working hard from their side of the aisle on this issue as well. They were very tough on the Secretary at the meeting.

Rock Island Arsenal:

The Rock Island Arsenal is a 946-acre federal government military installation established in 1814. It is located on an island surrounded by the Mississippi River. This National Historic Site contains many solid limestone buildings that have served the Department of Defense for over 100 years. There are several more centuries of serviceable life left in these structures.

Today, there are 6,700 people who work on Arsenal Island in many tenant groups. The largest employers on the Island include the Rock Island Arsenal (1,500), Industrial Operations Command (1,400), ACALA (1,100), the Army Corps of Engineers (430), Defense Finance and Accounting Services (450), Army War Reserves (75), Regional computer center (80), and North Central Civilian Operations Center (170).

In 1994, the Defense Finance and Accounting Services and in 1996, the North Central Civilian Operations Center located here because of competitive costs, the support structure, the quality of the labor force, and the quality of life surrounding the Rock Island Arsenal in the Quad City community. The Illinois-Iowa Congressional delegation worked hard for the Quad City Community to secure those facilities.

The Rock Island Arsenal is the second largest employer in the Quad City region and the largest weapons manufacturing arsenal in the world. State of Illinois Department of Commerce and Community Affairs analysis estimated the annual economic impact to conservatively \$548 million per year.

The number of individuals affected directly by Rock Island Arsenal:

Active Duty	250
Reserves	600
Guards	700
Dependents	5,000
Civil Service	5,400
Other Civilians	1,160
Retired Military	5,000
Retired Civilians	10,000
Total	28,110

Beyond the economic impact to the region, the Rock Island Arsenal has served the defense of this nation for over 150 years. The Arsenal represents readiness to our national security. The military industrial-manufacturing capabilities represented here are unique in the world.

In addition to the manufacturing center, tenant groups are responsible for a logistical function within the Army. Before troops arrive in locations around the world, the personnel at the Rock Island Arsenal ship the goods required to assist soldiers. There has been talk in the past years about privatizing some of the Rock Island Arsenal functions. The community opposes this possibility.

In the 1993 and 1995 base Realignment and Closure Commissions ("BRAC") reports, Rock Island gained employees and benefited from the transfer of functions to Rock Island. Rock Island goes into the next rounds of BRAC with the strength of a top-notch work force, space to accommodate more employees, and good scores of from previous BRAC proceedings.

In the last two years, there have been several disputes related to Arsenal manufacturing. In BRAC 1995, the tank gun mounts manufacturing was ordered away from an aging facility at TACOM in Michigan and shifted to Rock Island.

After the 1995 BRAC, the government gave General Dynamics the plant and made a play to DOD for the tank gun mount work. They succeeded in getting half of the work away from the Rock Island Arsenal.

In a more recent incident, the Rock Island Arsenal teamed with Lewis Machine, a local manufacturer of guns to test and bid on a new howitzer. The Rock Island Arsenal lost their bid to Textron.

Immigration:

Last week, the Congressional Hispanic Caucus met with the President to discuss various issues. In the discussion, Congressman Gutierrez raised two issues with the President focusing on immigration matters: late amnesty and Central American and Haitian Parity. The Congressman raised these issues with **The Vice President** in his July 27 meeting with the Congressional Hispanic Caucus.

The courts, including the Supreme Court, have held that they cannot grant relief to anyone who did not actually apply within the deadline or anyone who was not "front-desked" before May 1988 – that is, an applicant who attempted to timely apply by tendering a completed INS form and fee which was then immediately returned to the applicant on the grounds ineligibility. For those immigrants who believed they were "front-desked," the INS had made it clear that they can submit their front-desking claims now and INS will review them. If INS determines an applicant was "front-desked", then the applicant can apply for legalization, even though the May 1988 deadline has long since passed.

For those immigrants who were not “front-desked,” Rep. Gutierrez and the Congressional Hispanic Caucus have asked the Administration to find an administrative remedy to help this group. Administration officials have recently briefed the Hispanic Caucus and are working with them on a legislative remedy. The legislative fix that is under consideration is a change in the registry date. Under current law, if an immigrant can show he/she has been in the country since 1982 and is in good moral standing, he/she may legalize their immigration status. The current registry date of 1982 is updated periodically by Congress. The last time was in 1986. The Administration is proposing to update the registry date and the President signaled his strong support for a legislative fix in his meeting with the Congressional Hispanic Caucus last week. The Administration will recommend a legislative fix to help those who were not front-desked and will work with Congress to enact this legislation.

Central American and Haitian Parity Act of 1999. Under the Nicaraguan Adjustment and Central American Act of 1997 (NACARA) and the Haitian Refugee Immigration Fairness Act of 1998 (HRIFA), certain Nicaraguans and Cubans were allowed to become legal permanent residents but other Central Americans and Haitians did not receive the equal treatment. On May 20, 1999, the Administration published regulations that simplified the process allowing certain Salvadorans and Guatemalans to become legal permanent residents under NACARA. However, NACARA does not permit the regulations to provide the equal treatment for all Central Americans. In August 1999, the President transmitted legislation to Congress, the Central American and Haitian Parity Act of 1999 that would address the inequities that continue to exist under current law. In the House, Representative Gutierrez is a lead sponsor of this bipartisan measure. In last week’s meeting with the Congressional Hispanic Caucus, the President reiterated his commitment to pass legislation.

John B. Buxton

04/28/2000 07:14:29 PM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP
cc: Karin Kullman/OPD/EOP@EOP
Subject: charter validators

Update on charter validators:

1. Had a good conversation with Marvin Winans of the Marvin Winans Performing Academy Charter School in Detroit. He is the pastor of the local church, but not the principal. I am scheduled to talk with the principal on Monday morning (they have been on spring break). Winans is pretty good, although I am thinking the principal may be a better validator--11 years as a teacher in Detroit public schools, now running this charter. Charter leases building from church next door and church runs a tutorial program for the kids, but in the pastors' words, "we teach math, not religion, history not the Bible." There seems to be a clear separation.
2. Another Minnesota charter didn't pan out--great story too many allegations of fiscal malfeasance and an NC site isn't good.
3. Metropolitan Ministries is a possibility but we have some problems with how they educate homeless kids and it's not exactly a faith-based group partnered with a charter, it's a charter spun-off of a church effort that works to get homeless kids into public schools--ave. tenure is a month. Great story in general, bad for our message.

On the business partnership validator side, I am finding one or two from among the following:

Academy for Plastics Manufacturing Technology -- Port Huron, Michigan
Henry Ford Academy -- Dearborn, Michigan
Michigan Health Academy -- Detroit, Michigan
The Charter School of Wilmington -- Wilmington, Delaware
Skills for Tomorrow High School -- Minneapolis, Minnesota (may be problematic because of Teamster tie-in).

More on Monday.

Ted Kolderie

59 West Fourth • Saint Paul MN 55102
612/224-9703

1 May 2000

For Andrew Rotherham

Dear Andy:

I live in the condo on top of the office building in the block with the Saint Paul Hotel. If there's anything it would be useful to visit about Wednesday night, give me a call.

Best . . .

TED

On Thin Ice

Audy Rothman

SCP

**How Advocates and
Opponents Could
Misread the Public's
Views on Vouchers
and Charter Schools**

A report from **Public Agenda**
By **Steve Farkas, Jean Johnson**
and **Anthony Folen**
With **Ann Duffett** and
Patrick Foley

FINDING FOUR: Charter Schools—So Far, So Good

 The public knows even less about charter schools than vouchers, but the more people learn, the more they like the idea. Most appreciate typical charter school features, such as less regulation, special themes or educational approaches and community involvement. This appreciation stems in part from the public's dissatisfaction with the bureaucracies they associate with traditional public schools. In the focus groups, people tended to assume that charter schools are "boutique" schools—small, specialized and similar to good private schools, but free of charge.

Difficult to Get Across

 Only 1 in 5 people (20%) know a lot or some about charter schools, and half of parents (51%) don't know if there are charter schools in their local area or not. Despite the public's lack of awareness, there is an impressive variety of charter schools across the country—so much so that defining "charter school" for a survey question is a thorny task. Out of the many topics discussed with focus group participants, the charter school idea was the most difficult to get across. A typical discussion of charter schools began with general confusion over the difference between a charter school, a public school and a private school. But once the moderator went over some of the defining characteristics of charter schools, participants became more engaged, facing this complexity, and taking a cue from the focus groups, the survey focused on each salient aspect of charter schools separately.

is explained by the overall disdain for public school bureaucracies, which is discussed below and in greater detail in Finding Six.

In the focus groups, charter schools for the most part were lauded as innovative and energetic, liberated from the burden of regulation. There was surprisingly little wariness about deregulation, provided that charter schools are held accountable in some way for student performance. A remark by a satisfied father of two charter school students sums up this feeling: "The charter school gave us a feeling like we're taking control back. We're giving our money to the government, and they're doing this mess. This is our way of saying, 'You can't have our money like that anymore, we're gonna do it our way.'"

Drawn to Deregulation

 When charter schools are defined by their relative lack of regulation, most Americans seem drawn to the idea. Almost 7 in 10 (68%) in the general public—and an even higher proportion of community leaders (77%)—favor the idea of charter schools that "are public schools that have a lot more control over their own budget, staff and curriculum, and are free from many existing regulations." Clearly, charter schools' autonomy from centralized regulation appeals—at least at the gut level—to most Americans. This in part

Autonomy Appeals to Most

How much do you favor or oppose the following idea? Charter schools are public schools that have a lot more control over their own budget, staff and curriculum, and are free from many existing regulations

% responding	General Public	Parents	Community Leaders
Strongly Favor	35	37	34
Somewhat Favor	33	32	43
Somewhat Oppose	8	8	10
Strongly Oppose	10	8	5

*10
This
page
discusses
Q
in the
focus
groups
2*

More Control over Hiring and Firing

In fact, the majority of Americans believe that with less regulation, charter school students will benefit. By a margin of almost 2 to 1 (54% to 28%), Americans think that it's more likely that "teachers and principals in charter schools will be able to concentrate on teaching kids instead of doing paper work," rather than "be more likely to experience mismanagement or fraud because there will be less supervision." And anti-tenure sentiments come out in full force: 71% of the public approve of the fact that "charter schools have a lot more control over hiring and firing employees, including teachers."

Special Themes

The fact that charter schools often specialize in a particular theme or educational approach is also a plus to most people. Fifty-six percent of the public approve of charter schools' "focus on a special theme, such as science or art," while 33% disapprove. As a man in Westchester said, "When I see arts-centered, or back-to-basics, that touched a nerve with me. I think about what I went through, and the arts saved a lot of people from going bad and gave people something that they didn't even know they can do." On the other hand, a father of a college-age daughter in Redwood City, California, cautioned, "Let's say I'd really like to see my daughter in a science-based charter school. I could ignore where her gifts really lay, instead of letting her flourish in an atmosphere that's well-rounded in all aspects, which is what I think happened with my daughter in her public school."

Getting the Community Involved

Many charter schools are started by local community groups that wish to provide an alternative to local public schools. Almost 6 in 10 (59%) approve of the fact that charter schools "can be started by groups of teachers or parents in a local area," while 28% disapprove. And when charter schools are started by groups of teachers or parents, 51% of the public think that it's more likely that "more schools will be started by motivated people who care about the kids in their community, so they'll do a good job," versus 35%

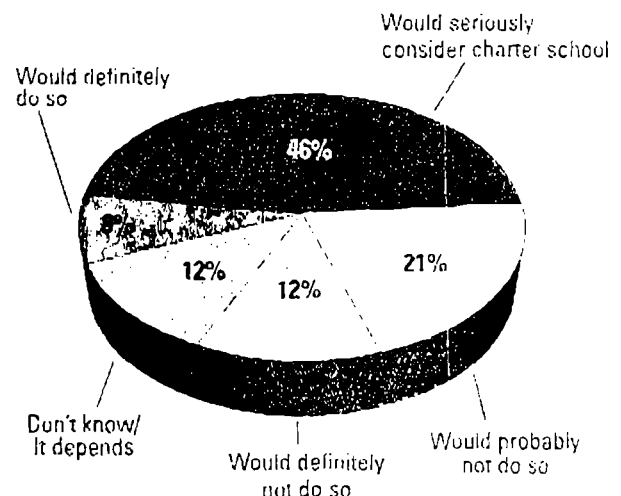
who think it's more likely that "too many people who don't know what they're doing will start opening schools, and kids will suffer." As one mother in Dayton, Ohio, remarked, "When you're talking about community groups running them, there's that whole thing—getting people involved. I like that. What I see in the public schools is a bureaucracy saying, 'This is what we're going to feed your kids, this is what we're going to do with your kids.'"

Sounds Like a Free Private School

Most people like these different aspects of charter schools. And many parents sound willing to make the switch. Over half (54%) of parents who do not send their children to charter schools would either seriously consider it or definitely do so. However, since many are still not sure what a charter school is, it's likely that many would want to see one for themselves before making a decision; only 8% would definitely send their child to a charter school—far fewer than the 23% who would definitely use a voucher to send their child to a private school.

Will Parents Choose Charter Schools?

If you had the chance to send your child to a charter school, would you do so or not?



Base: Parents who currently do not send their child to a charter school (n=360)

Many focus group participants did remark that charter schools seem a lot like good private schools—independent, innovative, committed and small, so that each student receives more attention. This remark from a Redwood City woman was typical: “When did they start this charter school idea? I want to know if they have had some positive results with the charter school, compared to private and compared to public, because this really sounds to me like a free private.”

Some Great, Some Lousy

Perhaps because of this assumption, there was some suspicion that charter schools may try to keep “difficult” students out, either openly or covertly. As another woman in Redwood City remarked, “There has to be some sort of standard, written or not. Would they be willing to take problem children? I think it would be good if they weren’t picking the cream of the students.” In Phoenix, parents knew more about actual charter schools, and they acknowledged that the schools’ quality ranged from extraordinary to fly-by-night. As a mother whose daughter is in a Mesa charter school said, “Each school is its own entity. So you’ve got to look at each school. . . . There are some great ones and some really lousy ones. Some are money makers. Some who are opening charters have no educational background. . . . It’s a whole gamut.”

But overall, most were enthusiastic or, at the very least, open to the idea. As a man in Dayton remarked, “If they can do these changes in charter schools, why can’t they make them across the board in the public?”

No Magic Bullet

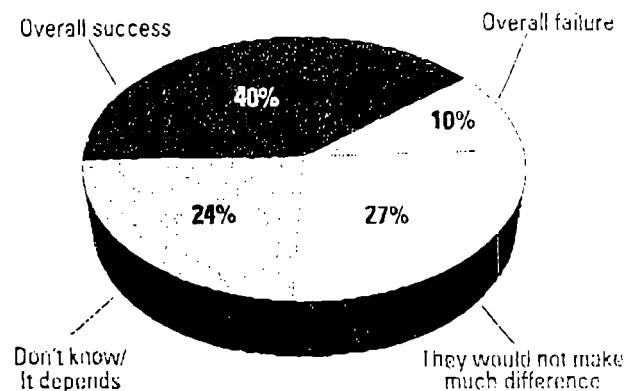
This does not mean, however, that citizens consider charter schools the magic bullet of school reform. As with vouchers, just about half of a cautious public (51%) would want charter schools started in their local area “only if they first show good results in other communities.” And while a plurality (40%)

believes that charter schools in their local area “would be an overall success as far as the quality of education kids received,” 27% believe they “would not make much difference,” 10% believe they would be an “overall failure,” and about a quarter (24%) were unwilling to venture a guess, answering “don’t know” or “it depends.” The percentages among community leaders are very similar. Therefore, while charter schools are appealing, they still must make their case to the public by demonstrating tangible results.

And even then, there is not high confidence that charter schools by themselves can help a whole district. As one mother of a preschooler in Redwood City remarked, “I think it’s good, but I don’t think it’s good for the kids who can’t get in. It’s too bad that the two groups—public schools and charter schools can’t get together and form a happy medium.” Asked to imagine they had to choose among four local school board candidates with different reform agendas, only 8% would cast their vote for the candidate who wants charter schools because they will “breathe fresh life into the public schools.” (See Table Five)

Would Charter Schools Make a Difference?

If charter schools were started in your local area, do you think they would be an overall success, an overall failure, or would they not make much difference as far as the quality of education kids received?



FINDING SIX: No Gold Stars for the Status Quo

Despite their lack of knowledge and mixed reactions to vouchers and charter schools, people are hardly endorsing the status quo. They have serious concerns about the public schools, even those in their own communities. Though most are not ready to dismantle the system, public frustration runs high, especially when it comes to school management and the slowness of reform. At this time, the public—more pragmatic than ideological in this domain—seems to be keeping its options open.

Some observers believe the general public and parents are basically satisfied with their local public schools. They cite surveys, such as the Phi Delta Kappa/Gallup polls, showing that while the public may give the nation's schools poor grades, they give their own communities' schools better grades, and parents are even more positive. Attitudes toward the nation's schools are less reliable, observers argue, because they are driven by media images and stereotypes; attitudes toward local schools are more reliable because they are based upon firsthand experiences and observations—and here the news is heartening. What's more, how can public support be questioned, they ask, when surveys routinely show citizens willing to pay more in taxes on behalf of the public schools?¹⁶

Faith in Diplomas?

Which statement is more accurate for the students graduating from your local public schools?

	General Public	Parents	Community Leaders
A high school diploma is no guarantee that the typical student has learned the basics	43%	38%	49%
-- OR --			
A high school diploma means that the typical student has at least learned the basics	52%	58%	45%

Our Schools, Their Schools

Anyone taking comfort in such conclusions may be enjoying a false sense of security. Beneath a surface layer of satisfaction, people are disappointed with the public schools—those in their own community as well as those across the nation. What's more, attitudes toward paying more in taxes for the public schools may be far more complicated and equivocal than they appear.

Local schools get better grades than the schools across the nation, but these grades are nevertheless far from stellar. It is true that in the latest Phi Delta Kappa/Gallup Poll, Americans are twice as likely to give their own community's public schools grades of A or B as they are to give the nation's public schools grades of A or B (49% versus 24%). But this still leaves local community schools with grades that are lackluster: 45% of Americans give their local schools grades of C, D or F.¹⁷

Some Groups Especially Concerned

Moreover, evaluations drop off steeply when survey questions introduce comparative criteria, asking people to judge their local schools against a standard they are familiar with. Ask survey respondents whether graduation means the typical high school student has mastered the basics, and the results—even on these elemental criteria—are far from heartening. More than 4 in 10 (43%) say a diploma from their local public high school is no guarantee the typical student has mastered the basics. "I just think it's a

nightmare," said a Westchester dad. "I get people coming through my office who are pretty much functionally illiterate with high school diplomas. I couldn't imagine having graduated from a high school in my day without being able to write a full sentence." Some may still take comfort from the fact that 52% of the public and 58% of parents believe a local high school degree does guarantee the basics, but other groups in the community are far less sanguine.

Strong majorities of professors (73%) and employers (59%) say a diploma from their local high schools is no guarantee students have learned the basics. More than 6 in 10 employers (64%) say most high school graduates do not have the skills necessary to succeed in the workplace; 55% of college professors say the

students they get do not have what it takes to succeed in college."

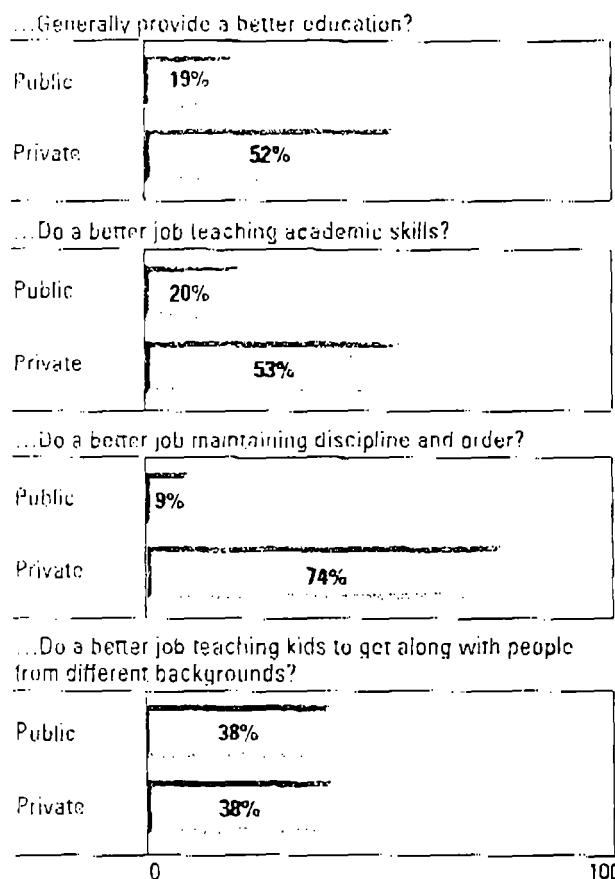
Private Schools Have the Edge

The survey also asked people, in a series of questions, to compare their local public schools with their local private schools. Respondents were asked which schools do a better job—in general and on specific criteria. The public's disappointment with their local public schools again clearly comes through: a 52% to 19% margin believes the local private schools are better overall than the public ones. "I would choose the private school, hands down," responded an Arizona mom when asked where she would send her child if money were not an issue.

Just as importantly, people believe the private schools outperform the public schools in precisely those areas that are most important to them. They say private schools are better at teaching the academic basics (private schools get the nod by a 53% to 20% margin here) and are better at maintaining discipline and order (by an overwhelming 74% to 9% margin). One might have expected the public to credit the public schools with "teaching kids to get along with people from different backgrounds." But perhaps surprisingly, people split even on this dimension, 38% to 38%.

Public Schools Vs. Private Schools

In your local area, is it the public schools or the private schools that:



Base: People who have private schools in local area (n: 879)

Not Focused on Elite Schools

Nor are people thinking about elite prep schools when they make these comparisons. Most (67%) are thinking about Catholic parochial schools or Christian academics—institutions with typically far more modest means and cachet.

More Money, Same Track?

Citing opinion surveys that routinely show the public is willing to pay more in taxes for public education, many educators and elected officials would recommend investing more money in a system they believe is fundamentally on track but needs more resources to do its job right.

The public's thinking, on the other hand, is far more complicated and conditional. First, survey data routinely show the public supports increased government spending for a great variety of causes and purposes, from education to health care to fighting crime." Such results should also be interpreted cautiously. One might imagine the agitation that would ensue if taxes were actually raised each time a survey suggested they could be.

"Where's the Money Going?"

More importantly, when people start talking about education's problems it is often clear that their analysis is that the problem is not too little money, but how that money is spent." The money is misappropriated in a number of ways," complained a Redwood City, California, man. "Where's the money going? We've got an overload of administrators. It's not the teachers' fault—it's the enormous bureaucracy we've got going on. All these people sitting behind desks in offices who don't teach but make tons of bucks. It's a horror." In the survey, more than 3 in 4 (77%) believe that "too much of the public schools' money is wasted on bureaucracy and fails to get into the classroom."

This attitude suggests that support for adequate public school funding is coupled with the notion that schools are not using money efficiently and not focusing their resources where they belong—in the classroom. Teachers often sound a very similar refrain, complaining about top-heavy bureaucracy and often believing that even if school systems drew more money, little of it would get to the classroom.

No to Abandonment, No to the Status Quo

But Americans are interested in more than simple efficiency. They are also keenly interested in changing the direction of the public schools.

Most people (62%) believe the system requires major change. Few people are satisfied with the state of the nation's public school system—only 19% say the nation's public schools are doing pretty well. Few are ready to abandon it altogether—only 16% say there is so much wrong with the nation's public schools that a whole new system is needed.

Nor does the public believe the problems in the schools are limited to the toughest areas: fully 82% think the problems are widespread, affecting schools across the nation; only 14% say most of the problems are limited to the inner city. Interview people in virtually any community today about their public schools and they will bring up problems with drugs, with behavior and discipline, with unmotivated students.

Few Ready to Abandon Public Schools

Which comes closest to your view about the nation's public schools?

<u>The nation's public schools:</u>	<u>General Public</u>
Are doing pretty well and need little change	19%
— OR —	
Have some good things about them, but they need major change	62%
— OR —	
Have so much wrong with them that we need to create a whole new system altogether	16%

And the Winner Is . . .

For some time now, opinion studies conducted by Public Agenda and other respected survey firms have shown that the American public believes that higher standards and improved discipline promise to set public schools on the right path. In this survey, after listening and answering many questions about vouchers, charter schools and school funding, respondents were asked a bottom-line question: if "you were voting in a local school board election, which of the following four candidates would you be most likely to vote for? Candidate 1, who believes charter schools will breathe fresh life into the public schools; Candidate 2, who believes school vouchers give parents the power to choose the best school for their children; Candidate 3, who believes if the public schools finally got more money and smaller classes, they can do a better job; or Candidate 4, who believes the real answer is higher standards and better discipline?"

The biggest vote getter was Candidate 4, the higher standards and discipline candidate—with nearly half (47%) of the general public choosing that candidate over the others. Support for a candidate espousing these policies is nearly twice as strong as that for the closest competitor—24% would vote for Candidate 3, the more money, smaller classes candidate. Although these findings might seem conclusive, a note of caution is warranted: at this point, the public is generally uninformed about vouchers and charter schools, so it's hardly surprising that these ideas are not as enticing when compared to other, more familiar measures.

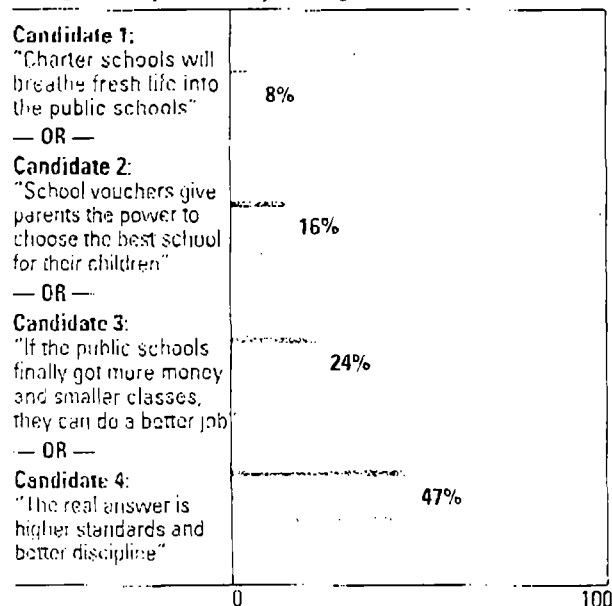
Schools Too Set in Their Ways

The public schools yet enjoy an abiding loyalty. Even in Milwaukee and Dayton, cities whose school systems had been under stress and performing below

The Public Weighs in: Standards, Discipline

Suppose you were voting in a local school board election. Which one of these four candidates would you be most likely to vote for?

% of general public responding



par for many years, people in the focus groups evinced a resilient—even tenacious—commitment to fixing their public schools. But people also harbor doubts about the system's ability to fix its problems. "The sad thing is," reflected a Milwaukee parent, "that we're talking about these same schools in our community that haven't improved for a long time. Over 20 years, we've been living with these problems." The public does not have an image of a nimble, responsive public school system, capable of responding to the challenges they believe it faces: about 6 in 10 (59%) say the public schools are too set in their ways and too slow to improve.

Is the public's loyalty born of a deep-seated, ideological commitment to the notion of public schools as assimilating societal institutions critical to their democracy? The survey data are virtually contradictory on this point. Nearly two-thirds (64%) say America needs a strong public school system to stay a healthy democracy, compared to 26% who say it can remain a healthy democracy even if most of its children go to private schools. Yet when asked how our society would fare if most students were attending private schools instead of public ones, only 9% say we would be worse off as a society. Nearly 9 in 10 (85%) say we would be better off or that it would make little difference.

Keeping Their Options Open

Americans rarely rush to dispense with institutions even when they are critical of their performance. "Try harder," they seem to be saying to the public schools. "We want you to succeed. Here are areas—standards and discipline—that we think are particularly crucial." But Americans are also a notoriously pragmatic people. This study shows they are not yet ready to place their hopes on vouchers and charter schools, but it also shows they have only begun to hear about these ideas and they are curious about how successful these policies will be in communities that try them. They are, in a fundamental sense, keeping their options open.



JNATHAN@hhh.umn.edu

04/28/2000 04:52:00 PM

Record Type: Record

To: Andy Rotherham/OPD/EOP

cc:

Subject: Key invitees for St. Paul

Andy, here are several people we hope you will consider inviting:

Many thanks,
Joe Nathan

DFL stands for Democrat/Farm/Labor which is what the Democratic in Minnesota is called.
R is Republican

Senator Roger Moe, Majority Leader (DFL) 651 296-2577
Senator Larry Pogemiller, DFL chair, Senate K-12 Education Committee (651) 296-7809
Senator Ember Reichgottse Junge, DFL - chief Senate author of 1st charter law (651)
296-2889

Rep Alice Seagren, R chair, Education Policy committee (651) 296-7803
Rep Steve Sviggum, R Speaker of the House, 651 296-2273
(former rep) Becky Kelso - Chief House author of original charter bill, and chair of
Minnesotans for Bill Clinton in 1992, now head of High Tech Council 651 683-3893

Nancy Smith, director of New Twin Cities Charter School Project at Humphrey Institute
(helps inner city people start charters - we work together) 612 625-7552
Bob DeBoer - head of one of most successful charters - New Visions 612 521-2266

Doug Thomas - helping people set up rural charters 507 248-3738
Steve Dess, head of Mn. Charter School Association 651 649-5470
Jim Bartholomew - education officer for Mn. Business Partnership 612 370-0840
Susan Heegaard - head of education for Mn. Chamber of Commerce 651-292-4661
Claudia Fuentes, Urban Coalition 612 348-8550
Cheryl Morgan -Spenser Urban League 612 827-9266

Paige Andrews, director of Sojourner Truth Academy 612 588-3599
David Greenberg, head of El Colegio 612 728-5466

Cheryl Aveina, Aurora Charter 651 646-3221
Chris Warren, head of Heart of the Earth Charter 612 331-8862
Collins Oakgrove, May dway ga new nin charter School - new charter on an Indian Reservation
218 679-3361
Mohamed Osman, (helping set up a Somali charter) 612 627-2658

PS - I have given the phone number of the White House press office to 4 very good, fair local
reporters

Allie Shah at the (Minneapolis Star-Tribune) 612 673-7530
Kristina Torres - St. Paul Pioneer Press 651 228-2120
Erik Escola - WCCO Radio (State's most listened to radio station)
Tim Pugmeir Minnesota Public Radio - 651 290-1082



Kent Pekel <KentPekel@netscape.net>

05/01/2000 06:02:07 PM

Record Type: Record

To: Karin Kullman/OPD/EOP, Bethany Little/OPD/EOP, Andy Rotherham/OPD/EOP

cc:

Subject: St. Paul Charter VIP wish list

Hi yet again. Understand we're going with a smaller event inside the school. Don't tell the charter school community here because they'll lynch me but I think that makes sense. mark from scheduling and advance tells me that leaves about 30 slots for VIPs in addition to the City Academy students and others. As you figure all this out, I thought it might be helpful to have in one place the MN charter community's wish list of invitees. Toward that end, I made a couple calls and here's a starting point from which you can pick and choose. If you want my thoughts/background on any of 'em, let me know. Andy, i believe that Joe Nathan and Ted Kolderie have given you more info than you ever wanted on the ins and outs of charter school battles in Minnesota. This list reflects those concerns. Note that I've butchered most of the name spellings.

A final point: you'll notice that I've inserted my wife Tanya below. After you're done barfing at the sentimentality of that, you should know that I did so because she's a former DPC staffer now out here fighting the good fight, etc. And, because we all know it matters in planning this kind of event, I'll just add that if you invite her, she and her boss the Superintendent would represent just about the only ethnic diversity among the group below (ensuring that at least some among the VIPs look like the students in the school the President will be visiting). Welcome to my homeland of Minnesota..... Kent

Ventura Administration

1. Governor Ventura
2. Lt. Gov. Mae Scheunk -- former St. Paul Public Schools teacher
3. Commissioner of Children, Families and Learning Christine Jaax

City of St. Paul

4. Former mayor Jim Scheibel: played a key role in starting City Academy as mayor, subsequently worked for Americorps in Clinton Admin, now head of NGO Project for Pride in Living
5. Current mayor Norm Coleman: big charter booster and helping to make this event run smoothly

Saint Paul Public Schools (City Academy Sponsor)

6. Superintendent Pat Harvey: advancing very Clintonesque reform agenda, met the President several times during her tenure and Chief Accountability Officer in Chicago during the turnaround there of which the President has spoken often

7. Tanya Martin Pekel, Chief of Staff to the Superintendent and former DPC staff member and Clinton Administration White House Fellow

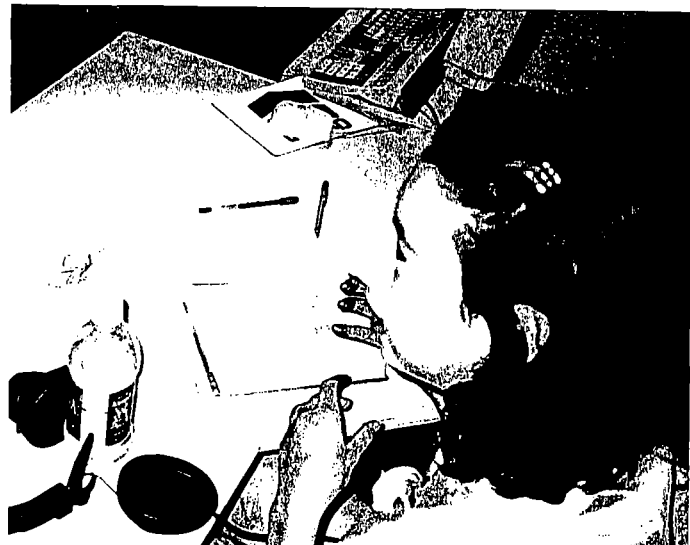
State legislature

- 8. Roger Moe: Majority leader in the state senate (Dem)
- 9. Steve Svigum: Majority leader in the state house (Rep)
- 10. Larry Pogemiller -- Education committee head in Senate
- 11. Alice Seagren -- Education committee head in House
- 12. Ember Reichgott Junge -- State senator who co-sponsored original charter legislation
- 13. Becky Kelso -- former state rep. who co-sponsored original charter legislation, now running non-profit workforce development initiative. I believe she was Clinton state chair in '92

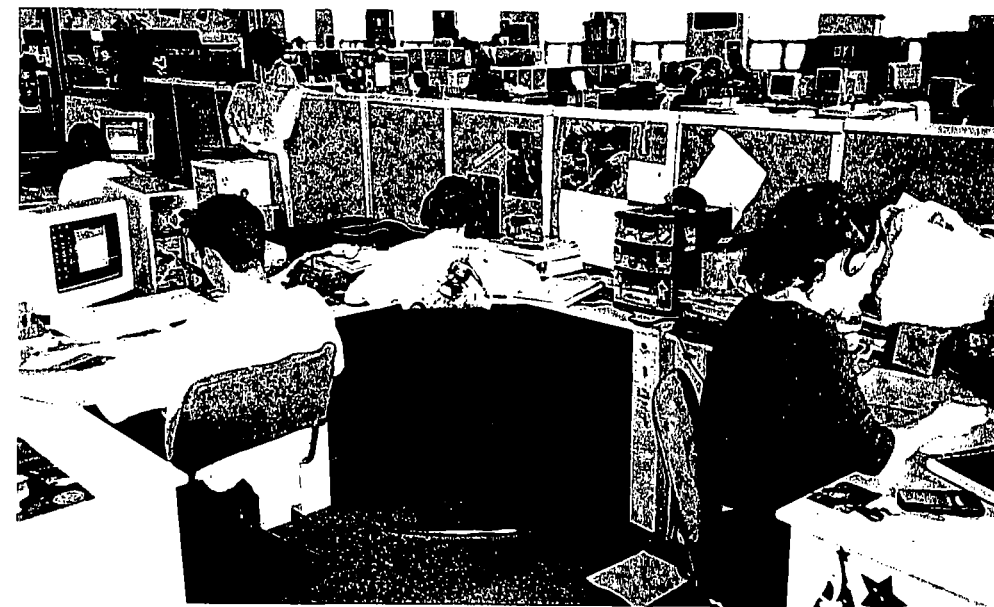
Charter community

- 14. Jon Schroeder -- current director of Charter Friends National Network, umbrella organization of state charter organizations based in St. Paul and chief organizer of National Charter Schools Week. As staffer for Senator Dave Durenburger (R-Min) was key drafter of original federal support for charters
- 15. Steve Dess -- head of the Minnesota Association of Charter Schools, the state umbrella organization for charters
- 16. Wayne Jennings -- charter school operator and current President of the Minnesota Association of Charter Schools
- 17. Ted Kolderie -- head of MN-based education think tank and one of the key people behind the development of MN's charter law
- 18. Joe Nathan -- head of University of Minnesota's Center for School Change and national advocate for charter schools
- 19. Nancy Smith -- works with Joe as head of University of Minnesota's New Twin Cities Charter School Project. Native American.

Get your own FREE, personal Netscape WebMail account today at <http://webmail.netscape.com>.



↳ "I'm teaching myself
zoology."



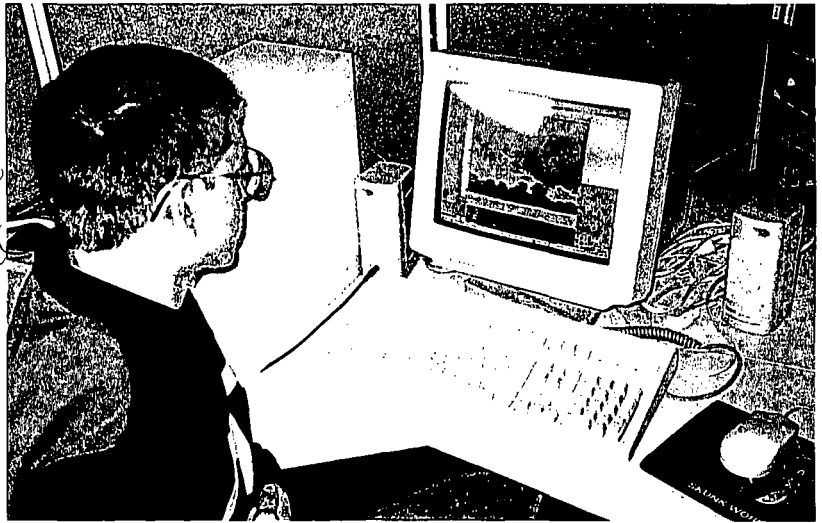
↳ His project
is "never
farm"



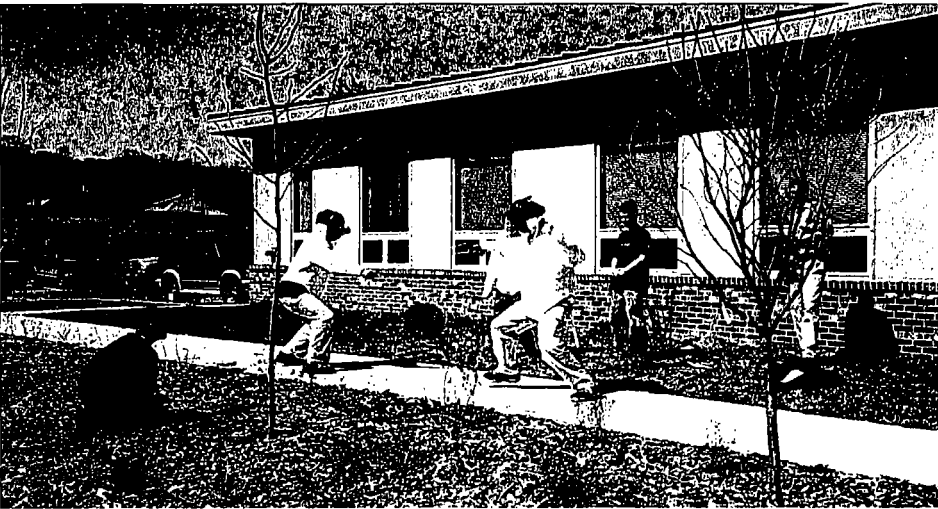
After the
student



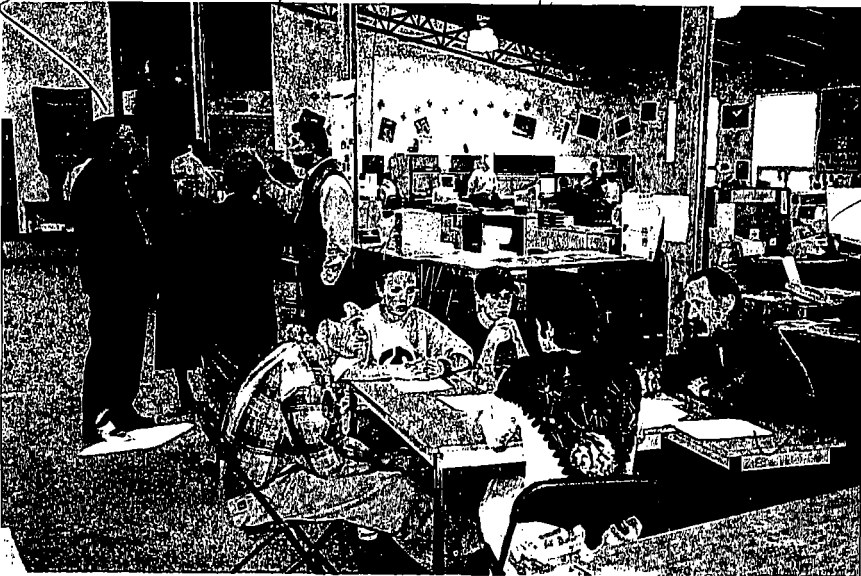
"I'm into
Three-
dimensional
imaging"



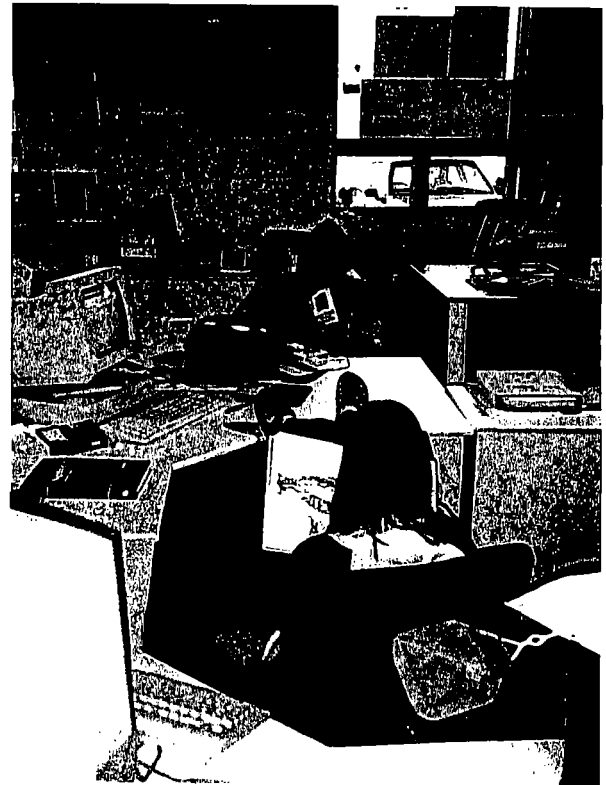
2:430 p.m., waiting
to be picked
up



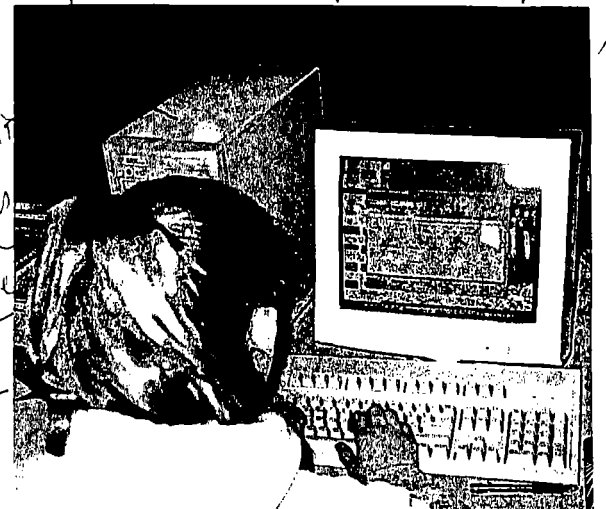
Tom Nelson, chair of Governor's task force
on K-12 governance & finance



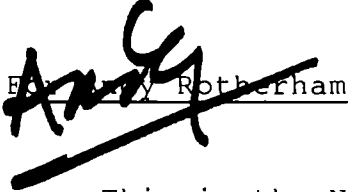
Students
& Teachers
in a
conference
about
a
project



"I'm learning the Greek alphabet"



27 April 2000


~~Andy Rotherham~~

This is the New Country school. It's in a little town up the Minnesota River about an hour southwest of Minneapolis. It's a secondary: 7-12, with about 130 students. It's been operating about five years. It's now in a new building in Henderson, built for it (\$70/sq ft; \$1.2 million).

It's the only school in America that combines the freedom afforded by the charter law with the opportunity and incentive created by teacher ownership of the learning program.

What's produced is one of the most different, most interesting, most important . . . and most visited . . . schools in the country.

There are no courses; no classes (except some groupings for math); no classrooms. The kids work on projects. They're responsible for their own learning. The teacher is over the kid's shoulder. It takes a lot from Ted Sizer's basic notions, though New Country was never formally part of his network. You can see from the photos how different it is. This bothers some traditional educators a lot. You have to be in the building . . . in the room . . . to feel how orderly and serious it is.

The school is equally different on the organizational side. It has no employees. For its learning program the school -- the nonprofit corporation set up under the charter law -- contracts with the teachers. The teachers have formed a professional partnership, through which they designed and run the program. Legally it is a 308A organization; a (workers) cooperative. The teachers control 'practice' in the school: the admission to practice, the canons of practice, the quality of practice, the improvement of practice.

Last year the cooperative had this one school. Next year it will have five.

It sets a pretty interesting and important question: If we tried again, other places, to combine school-autonomy with teacher ownership would we get this kind of innovation over and over?

I've shown these pictures to people interested in educational technology. They're fascinated. I tell them: Your mistake is to try to come through the superintendent. You need to come in through the teachers.



Andy:

Good quotes, for everyone involved in reform —

. . . (the) philosophy which concentrates on what is necessary is more realistic than one that takes account only of what is possible.

. . . change can come only from the outside under the pressure of necessity.

*

. . . gets to the heart of (difficulties) where everything is simple.

Simple ideas are often troublesome. That is one reason why they are scorned.

. . . Problems have not arisen by themselves, but are the product of circumstances. Only by modifying the circumstances -- lateral thinking -- can one disperse the difficulties they create. So instead of wearing myself out on the hard core of resistance I had been accustomed to seeking out and trying to change whatever element in its environment was causing the block.

*

It's a fundamental error to think that one can make progress without difficulties. . . . Nothing serious is easy.

As always, the most obvious solution aroused the greatest opposition.

*

Resistance is always proportional to the scale of the change being attempted. . . .

The progress of change can be measured by the intensity of the resistance.

*

When one is sure of the outcome one can afford to be patient.

The only true defeats are those one accepts.

- Mounet



FOR RELEASE
May xx, 2000

Contact: Melinda Kitchell Malico
(202) 401-1008

CLINTON ANNOUNCES \$145 MILLION IN SUPPORT FOR CHARTER SCHOOLS

The U.S. Department of Education has awarded more than \$145 million in federal grants to help meet the growing demand for public charter schools, President Clinton announced today.

“,” said President Clinton. “.,”

A total of \$16.5 million is being awarded to New Mexico and Kansas to fund the first year of three-year grants to support start-up and development of additional charter schools, and to provide a second round of three-year grants to Pennsylvania and South Carolina. In addition, more than \$121 million will support schools in 27 additional states, the District of Columbia (D.C.) and Puerto Rico that are receiving their second- or third-year funding. The remaining \$7 million will fund national activities including maintaining the uscharterschools.org web site; providing broad technical assistance; identifying and sharing model assessment practices in charter and non-charter schools; supporting new and ongoing research and evaluation; and supporting regional workshops and a national conference.

Charter schools are public schools operating with a contract—or charter—from a public agency. They are created by groups of parents, teachers, school administrators, or others who want to provide alternatives within the public school system. Museums, local businesses, and community organizations are among the partners involved.

Charter schools are public schools that are free, open to all, and designed to be publicly accountable and responsive to both student and parent needs. Charter schools must be non-sectarian and abide by the civil rights, health and safety laws. The schools must also meet standards set forth in their charters for students and the school as a whole, or the chartering agency can close the school.

More than 1,700 charter schools are operating this school year, putting the nation more than halfway to the President's goal of establishing 3,000 charter schools by the year 2002.

President Clinton has requested \$175 million from Congress for the Public Charter Schools Program (PCSP) in fiscal year 2001 to provide start-up funds for a new round of schools as well as continued support for existing charter schools. The three-year grants cover costs associated with growth and development. The President's request would support up to 1,700 charter schools serving some 350,000 students.

Alaska, Arkansas, California, Colorado, Connecticut, Delaware, D.C., Florida, Georgia, Hawaii, Idaho, Illinois, Louisiana, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, New Jersey, New York, North Carolina, Ohio, Oklahoma, Oregon, Puerto Rico, Rhode Island, Texas, Utah and Virginia are receiving either their second or final year of support to continue charter schools development.

Congress reauthorized the program in 1998 under the Charter Schools Expansion Act. Under the act, states may use up to 10 percent of their state grant to fund two-year grants to successful charter schools that allow them to share best practices with those who are creating new schools and those operating existing public schools. To be eligible for the dissemination grants, charter schools must have operated for at least three consecutive years and have demonstrated improved student achievement, high levels of parent satisfaction, and the leadership necessary to ensure a financially secure and educationally viable charter school. While most states with eligible charter schools are expected to conduct their own competitions for dissemination grants, the U.S. Education Department directly funded dissemination grants in four individual schools in **Arizona**.

###

NOTE TO THE EDITORS: Following is a list of grantees.

FISCAL YEAR 2000
Public Charter Schools Program Grantees-New Grants

ARIZONA

Ash Fork	Academy of Hope Contact: Terra Kubalek-Chestnutt (520) 637-0456	\$150,000
Bapchule	Ira H. Hayes Memorial Applied learning Center Contact: Carol Green (520) 315-3496	149,400
Campe Verde	Pace Preparatory Academy Contact: Holly Stiles (520) 394-9530	150,000
Chandler	Carmel Community Arts & Technology Contact: Jacci D. Hall (480) 899-6600	111,511
Chandler	Classical Kids' Academy Contact: Rachelle Sallee (480) 753-0000	150,000
Chandler	Solon Junior Academy/Advanced Education Services Contact: John Neiuber (909) 825-5797	99,960
Flagstaff	Painted Desert Demonstration Projects/ The STAR School Contact: Mark W. Sorensen (520) 699-7820	125,906
Glendale	International Studies Academy/Center for International Education Contact: Timothy A. Smith (602) 547-8806	128,500
Green Valley	Great Expectations Contact: Beth Phillips (520) 625-6638	150,000
Lake Havasu City	Desert Technology Public High School Contact: Judith I. Mahler (520) 453-3383	150,000
Mesa	Academy with Community Partners, Inc. Contact: Margaret Williamson (480) 833-0068	150,000
Patagonia	Patagonia Community Montessori Contact: Patty O'dea (520) 394-9530	150,000
Phoenix	AIBT Charter School Contact: Logan Bauer (623) 849-8208	150,000
Phoenix	Academy of Excellence Contact: Brenda Nelson (602) 389-4271	139,100
Phoenix	Benchmark Elementary Charter	150,000

	Contact: Barbara Darroch (602) 765-3582	
Phoenix	Capital Academic Charter School Systems Contact: Cheryl Sodja (602) 200-9800	149,389
Phoenix	Career Success Educational Development Contact: Robert L. Duffy (480) 829-1903	100,000
Phoenix	CJ Wilson Academy Contact: Charles Wilson (602) 730-0773	150,000
Phoenix	Crossroads Middle School Contact: Mercedes Kee (602) 957-1234	150,000
Phoenix	Liberty Traditional School Contact: Aaron Robinson (602) 937-5242	150,000
Phoenix	Metropolitan Arts Institute Contact: Matt Baker (602) 252-2530	150,000
Phoenix	New World Charter Contact: Sharon Lang (602) 238-9577	150,000
Phoenix	Omega Academy Charter School District Contact: Dr. Patricia A. Bassett (602) 938-2092	150,000
Phoenix	Progressive Leadership Academy Contact: Derrick B. Scott (602) 462-5525	150,000
Prescott	Kestrel Schools, Inc. Contact: David Wagner (520) 541-1090	111,250
Prescott	Painted Pony Ranch Charter School Contact: Janine Hudson (520) 776-1212	150,000
Prescott	Tri-City Prep Contact: Mary Ellen Halvorsom (520) 708-3950	150,000
Scottsdale	Milestones Charter School Contact: Tara Cabardo (602) 404-1009	150,000
Scottsdale	Scottsdale Educational Enrichment Service Contact: Thea Andrade (480) 481-5051	150,000
Sedona	Real Life Charter School Contact: Jim Richard (520) 300-6524	150,000
Tempe	James Madison Preparatory School Contact: David Batchelder (480) 730-0641	150,000
Tubac	Montessori de Santa Cruz Charter School	150,000

	Contact: Lisa Harrison (520) 398-9284	
Tucson	Children's Success Academy Contact: Dr. Nancy Aiken (520) 620-1943	150,000
Tucson	Desert Mosiac Contact: Wendy Weeks (520) 822-9809	150,000
Tucson	MASA Contact: Sergey Shayevich (520) 795-4505	150,000
Tucson	Southgate Charter School Contact: Sheryl Matyjasik (520) 294-4999	150,000
KANSAS		
Topeka	State Department of Education Contact: Phyllis Kelly (785) 296-3069	1,500,000
NEVADA		
Las Vegas	Odyssey Charter School Contact: Michelle M. Truman (702) 257-0578	150,000
NEW MEXICO		
Santa Fe	State Department of Public Education Contact: Dr. Michael A. Kaplan (505) 827-6576	4,450,000
PENNSYLVANIA		
Harrisburg	State Department of Education Contact: Dr. Timothy H. Daniels (717) 783-9781	4,000,000
SOUTH CAROLINA		
Columbia	State Department of Education Contact: Catherine Samulski (803) 734-8277	1,102,603
TOTAL NEW GRANTS		\$16.5 million

John B. Buxton

05/01/2000 01:00:17 PM

Record Type: Record

To: Paul D. Glastris/WHO/EOP
cc: Karin Kullman/OPD/EOP@EOP, Andy Rotherham/OPD/EOP@EOP
bcc:
Subject: Re: info asap 

Info below on Americorps involvement and the Graduation 2010 project in Daviess County (KY)

Paul, still waiting to hear back from Ed Ford from Patton's office.

Role of Americorps in Daviess County

Americorps members are involved as reading coaches in every elementary school in Daviess County. Americorps members, along with community volunteers, work one on one with students who need help in reading. The classroom teacher teaches the students to read and the coaches provide one on one tutoring for those in need.

Bullets on the Daviess County Graduation 2010 project

Graduation 2010, a Daviess County School District project which began in 1997-98, is a 13-year program that applies the most recent brain research to increase student learning for the district's graduating classes of 2010 and thereafter. The project is rooted in the belief that enhancing brain development in the early years will boost student achievement and increase the likelihood of success.

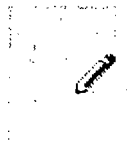
The project ensures that all primary school students will

- have the opportunity to learn to play the piano and be exposed to intense music instruction
- learn a foreign language in the primary grades
- master the basics before exiting the primary grades and learn critical thinking skills
- experience dance, theatre and the visual arts taught by professional artists.

Businesses are involved in Graduation 2010 through the Community Adoption Program, wherein businesses adopt an incoming class of kindergarten students. Owensboro Mercy Health Systems has adopted the class of 2010 and is committed to staying with them for thirteen years. The Lipton Company has adopted the Class of 2011; Kentucky Wesleyan College has adopted the Class of 2012; The RiverPark Center has adopted the Class of 2013.

Students already enrolled in school will also receive benefits from the 2010 project. All students will have access to the piano keyboard labs, the arts, foreign language, chess, and the reading coaches.

Support from non-public sources. The Hager Foundation has provided a grant for the elementary foreign language program. District will try to fund wholly through outside sources, but the school board has committed to support the project.
Andy Rotherham

 Andy Rotherham
05/01/2000 09:18:21 AM

Record Type: Record

To: John B. Buxton/OPD/EOP@EOP

cc:

Subject: info asap

please do up bullets on the Graduate 2000 program in KY and how it impacts Daviess SD and also what exactly Americorps is doing there. cc Glastris and Kullman on them.

Thx.

AR

Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: Real Person for City Academy Event

Here is the bio of the student we would like to have introduce the President at the charter school event in St. Paul, MN

Melinda Gonzalez, is a graduate of City Academy, a current student at Concordia University, and current staff member at City Academy. She is about to graduate on the dean's list with a degree in Communications Studies from Concordia. Melinda had attended small, Catholic schools for elementary and middle school. Melinda started at a large public high school, and immediately felt culture shock. At the time, Melinda was living with her sister, a single mom with 2 kids. Due to this situation, Melinda had many responsibilities at home in helping her sister raise the two younger children. Without much guidance/support at home and being a student at such a large school, she felt like she was lost in the shuffle and began struggling to fit in and perform well academically. She heard about City Academy from a friend, and very soon after went there to talk to the principal. She started at City Academy in Jan. 1993, and says that she blossomed at the school. With the small classes, direct attention from the staff, and diverse/close community of students, she was able to perform well academically and develop the self-confidence she lacked before. She is very loyal to City Academy, and has become a member of the staff through her college career. Melinda said that she likely never would have gone to college if it was not for the self-confidence she gained at City Academy.

Please let me know if you have any questions.

Message Sent To: _____

Minnesota Trip

Accept

Lt. Governor Mae Schunk (Security: Melissa Strassburg-Teltz)

Attorney General Mike Hatch

State Auditor Judith Dutcher

Senate Majority Leader Roger D. Moe

House Majority Leader Kevin Goodno

House Minority Leader Thomas Pugh

State Representative Tim Mahoney (Academy rep)

*** State Senator Randy Kelly (Academy rep)

*** State Senator Ember Reichgott-Junge

*** Becky Montgomery, Chair, St. Paul ISD

Mayor Norm Coleman

Council President Dan Bostrom

** Councilmember Chris Coleman

** Councilmember Pat Harris

** Councilmember Jim Reiter

** Councilmember Kathy Lantry

** County Commissioner Janice Rettman

Regret

Senate President Allan H. Spear

Senate Minority Leader Dick Day

House Speaker Steven Sviggum

State Senator Larry Pogemiller

Pending

Governor Jesse Ventura

Secretary of State Mary Kiffmeyer

State Treasurer Carol Johnson

Councilmember Jerry Blakey

Councilmember Jay Benanav

Former State Representative Becky Kelso

** Airport ONLY

*** Academy event ONLY

NAME

NUMBER

Ember Reichot Junge

(612) 535-5065

651 ~~(612)~~ 296-2889

Ted Kolderie

(651) 224-9703

Kent Pikel

(651) 698-4029

Joe Nathan

(612) 625-3506

(612) 626-1834

John Schroder

(651) 649-5479

(H)

651-698-1046

~~(H) 651-698-1046~~

(26)

8 ~~1046~~

EMBR → CHRISME TACK

o PROFILES of ~~THE~~ ARE (REMARKS with a margin)

o

EMBER REICHGOTT JUNGE
ASSISTANT MAJORITY LEADER

Senator 46th District
Room 205 State Capitol
75 Constitution Avenue
St. Paul, MN 55155-1606
(612) 296-2889
sen.ember.junge@senate.leg.state.mn.us
and
7701 48th Avenue North
New Hope, Minnesota 55428



Senate

State of Minnesota

April 27, 2000

The Honorable William Jefferson Clinton
President of the United States
The White House
1600 Pennsylvania Avenue
Washington, DC 20500

BY FEDERAL EXPRESS

Dear Mr. President:

It was good to talk with you briefly at the National Conference of State Legislatures (NCSL) Leader to Leader Dinner in February. I want to update you on some good news about charter schools.

This week the Ford Foundation named the Minnesota charter school law as one of 96 semifinalists in the 2000 Innovations in American Government Awards competition, administered by Harvard's John F. Kennedy School of Government. I thought you and your staff would like a copy of the semifinalist application, as it references your strong support for charter schools and provides a complete history of the origin and rapid growth of charter schools.

I also learned just today that you may visit Minnesota May 4 to discuss education reform and charter schools. What a perfect coincidence! Can you help us celebrate this recent recognition of Minnesota's pioneering role in public charter schools? I would be pleased to assist your staff in making arrangements to visit a charter school.

Your visit also coincides with the first-ever "National Charter Schools Week" to be held May 1-5. The celebration is coordinated by the leaders of nearly 60 grassroots charter school organizations in 37 states around the theme "New Choices in Public Education." The enclosed "Charter Friends Report" gives more details.

COMMITTEES: Vice Chair, Election Laws • Vice Chair, Rules & Administration • Chair, Ethical Conduct
Subcommittee • Children, Families and Learning • K-12 Education Budget Division • Crime
Prevention • Crime Prevention and Judiciary Budget Division • State Government Finance Committee • Legislative
Audit Commission • Legislative Commission on Planning & Fiscal Policy • Legislative Coordinating Commission

SERVING: Crystal • New Hope • Robbinsdale • Brooklyn Center • Golden Valley

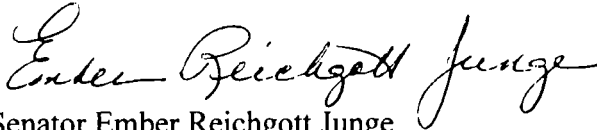


President Bill Clinton
April 27, 2000
Page 2

On a personal note, I am now in the last weeks of my 18th and final session in the Minnesota Senate, as I have decided not to seek re-election. You no doubt have the same mixed feelings about leaving public service. Recently I published my reflections about the "Gift of Public Service" in our Minnesota State Bar Association Magazine. I thought you would relate to these thoughts, as you have led our country with similar principles in mind.

I look forward to seeing you in Minnesota. And once again, thank you for making charter schools a national innovation.

Sincerely,

A handwritten signature in cursive script, reading "Ember Reichgott Junge".

Senator Ember Reichgott Junge
Assistant Majority Leader

CC: Secretary of Education Hon. Richard Riley
Andy Rotherham, Domestic Policy Advisor, White House
Eric Liu, Domestic Policy Advisor, White House
Jackie Lain, Office of Intergovernmental Relations, White House
Al From, President, DLC
Ted Kolderie, Center for Policy Studies, St. Paul
Steve Dess, Minnesota Association of Charter Schools

FOR IMMEDIATE RELEASE: Monday, April 24, 2000
FROM: Minnesota Association of Charter Schools (MACS)
CONTACT: Steve Dess, Executive Director, (651) 649-5470

Minnesota Charter School Law Named Semifinalist in
Government Innovations Award Program

Charter school parents, teachers and students gathered at Community of Peace Charter School in St. Paul to celebrate today's announcement that Minnesota's charter school law was named a semifinalist in the 2000 Innovations in American Government Awards competition. One of the most prestigious public service awards programs in the country, the competition is sponsored by the Ford Foundation and administered by Harvard University's John F. Kennedy School of Government.

"Charter schools have opened many doors for students and teachers in Minnesota and across the nation," said Steve Dess, Executive Director of the Minnesota Association of Charter Schools (MACS). "They serve diverse student populations and provide new public school choices that might not otherwise be available to meet student needs. Not surprisingly, the existence of charter schools has also motivated significant change in the existing public school system," he added.

The 1991 Minnesota charter school law was the first such law passed in the nation. It was sponsored by Sen. Ember Reichgott Junge (DFL-New Hope), Rep. Becky Kelso (DFL-Shakopee), and Sen. Gen Olson (R-Minnetrista). Today there are over 1700 charter schools in 39 states serving over 350,000 students. Minnesota has 53 operating charter schools, serving about 8300 students.

“This innovation award is a tribute to the Minnesota legislature for their leadership in education reform,” said chief author Sen. Ember Reichgott Junge. “More than that, it is recognition of the hard work and vision of charter school educators, families and students. They are the ones who have made charter schools successful in providing new opportunities for learners.”

As one of 96 semifinalists selected from a pool of more than 1300 applicants, the Minnesota charter school law will next be considered in the selection of 25 innovations award finalists (receiving a \$20,000 award) and 10 winners (\$100,000 award).

Junge also emphasized the immediate need to pass legislation regarding charter schools currently pending in the K-12 Education Conference Committee. “We need to keep charter schools moving forward in Minnesota,” she said. “This legislation will remove barriers to charter schools, provide the same funding as other public schools, and will fully fund charter school building lease aid that the legislature promised last year.”

Included in the conference committee are the following provisions:

- * allows nonprofit organizations to sponsor charter schools;
- * increases charter school start-up grants by \$1.2 million to accurately reflect the growth of charter schools in Minnesota;
- * increases charter school building lease aid by approximately \$10 million for the current biennium to fully fund lease aid commitments made by the 1999 legislature;
- * allows charter schools to receive integration revenue if they qualify like other public schools;
- * provides more oversight of charter school sponsors and allows modest payment to sponsors for monitoring and evaluation of the charter school.

Rep. Alice Seagren, author of the House provisions and Co-Chair of the Conference Committee added, “We need to help charter schools with their building lease commitments now and in the future. If the legislature does not keep our promise, some charter schools may be forced to close their doors.”

Minnesota in line for Ford Foundation

■ Charter school law, four other programs among semifinalists

DEBRA O'CONNOR STAFF WRITER

Minnesota's landmark charter school law, the first in the nation that permitted public schools to be developed and run by parents and teachers, was named a semifinalist Monday in the 2000 Innovations in American

Government Awards competition.

The awards, sponsored by the Ford Foundation and administered by the John F. Kennedy School of Government at Harvard University, are sometimes referred to as the Oscars or Emmys of public service, said Sen. Ember Reichgott Junge, DFL-New Hope, who in 1991 wrote the law that started charter schools. Other bill sponsors were former Rep. Becky Kelso, DFL-Shakopee, and Sen. Gen Olson, R-Minnetrista.

The law essentially lets Minnesotans create their own schools to respond to the specific needs of a group of students.

"Sometimes elected officials have to step back, remove the barriers and let citizens take the lead — capturing the energy and enthusiasm of parents and teachers in creating new opportunities to learn," Junge said.

Through competition for students and trying new ideas, charter schools also promote innova-

award honoring public service

PP
4-26-00

tion in all public schools, she said.

This fall, Minnesota is expected to have 10,000 students and 450 teachers in 65 charter schools. The population of low-income, special education and minority students in charter schools is at least double that in the general student population.

About two-thirds of the existing 53 charter schools have waiting lists, said Steve Dess, executive director of the Minnesota Association of Charter Schools. Nationally, there are 1,700 charter schools with

a student body of 350,000 students.

Five Minnesota projects are among the 96 semifinalists, including the Minnesota Board of Government Innovation and Cooperation, a state program that aims to cut bureaucracy and increase effectiveness of local government services; the Ramsey County Truancy Intervention Program; the Computer Modeling and Simulation Program, which helps businesses and government improve their efficiency and the Dakota County Citizen Jury Informed

Citizen Participation Program.

They were chosen from more than 1,300 federal, state and local nominations.

In September, the field will be narrowed to 25 finalists, each of which will receive a \$20,000 award, and in October, 10 winners will be announced.

Debra O'Connor covers politics and state government. She can be reached at doconnor@pioneerpress.com and (651)228-5453.

* THE STORY OF CHARTER SCHOOLS *

ADOPTION AND IMPLEMENTATION PROCESS

327 Charter School Law

6. When and how was the program or policy initiative originally **conceived** in your jurisdiction? What individuals or groups are considered the primary **initiators** of your program? Please substantiate the claim that one or more government institutions played a formative role in the program's development.

The charter school concept was literally developed by a legislator and several educators who sketched their vision on a dinner napkin at a 1988 conference in Minneapolis about education reform. The Minnesota legislature, just having passed the first-in-the-country public school choice open enrollment plan, was fertile ground. The seed just needed to be planted.

The October, 1988 Itasca Seminar, funded by the Minneapolis Foundation, brought together key businesspeople, educators and policymakers to explore ways to improve Minnesota's public schools. Speakers included American Federation of Teachers President Al Shanker, who proposed that teachers be empowered to create small schools within schools, or "charter schools." Sy Fliegel, another speaker, energized the group with his work in East Harlem schools, where dramatic improvements occurred when schools were made more autonomous. In the audience were key members of a Citizen's League Committee who, already aware of Shanker's views, had been developing a skeleton "charter school" policy proposal. Also attending were Sen. Ember Reichgott and Rep. Ken Nelson, authors of Minnesota's 1988 open enrollment law.

It soon became clear that more access to choices through open enrollment wouldn't be effective if there weren't new, different choices to access. A small group, spearheaded by Sen. Reichgott, brainstormed legislation to create independent charter schools. The Citizens' League report endorsed the concept in November. Sen. Reichgott and Senate Counsel Betsy Rice drafted legislation introduced by Reichgott and Nelson in the 1989 session. Though the bill passed the Democratic Senate in 1989 and 1990, the Democratic House was hostile to it.

In the fall of 1990, Education Commissioner Tom Nelson formed a task force to work through remaining issues. Reichgott and Rice revised the bill for introduction in 1991, this time with Rep. Becky Kelso as author. The bill passed the Senate, but was strongly opposed in the House. Two House conference committee members supported the bill; the swing vote was Rep. Nelson.

Sensing the bill might pass, teachers' unions put intense pressure on Rep. Nelson. He responded by insisting on three restrictions in the final bill: capping charter schools at eight; requiring a teacher majority on the board; and requiring charter approval by *both* the local district and state board of education. He provided the final vote for passage by the conference committee. Reichgott made the difficult choice to move forward, though the bill was severely weakened.

Teachers unions reacted with fierce opposition, telling House members to return the K-12 Budget bill to conference committee because charter schools would lead to vouchers and would destroy unions. Business groups, the Urban League and communities of color rallied support. Two days before session's end, a motion to send the bill back to conference failed by one vote. It was the first time the teachers' unions had lost such a significant vote. Charter schools were born.



**INNOVATIONS IN AMERICAN GOVERNMENT
2000 AWARDS PROGRAM**

SEMIFINALIST APPLICATION

327 Charter School Law

Submitted by: Sen. Ember Reichgott Junge, Assistant Majority Leader
Room 205 State Capitol, 75 Constitution Avenue.
St. Paul, MN 55155
651/296-2889

April 7, 2000

INNOVATIONS IN AMERICAN GOVERNMENT
Taubman Center for State and Local Government
John F. Kennedy School of Government
Harvard University
79 JFK Street
Cambridge, MA 02138
Tel: (617) 495-0557
<http://www.innovations.harvard.edu>

DEADLINE: MONDAY, APRIL 10, 2000

1. Describe your innovation; include the specific problem it addresses, and how it has changed previous practice.

"Charter Schools," once described by President Bill Clinton as "a real grassroots revolution in education," are a fundamental institutional innovation that create a new sector of American public education. They expand public school choice. Charter schools provide the incentive, the system leverage, and the financing tools to stimulate the public school system to accept innovative new choices.

This innovation comes directly from the Minnesota legislature, not the Governor or a state agency. In 1991 the legislature specifically authorized someone other than school district administrators to start and run a public school. In granting charter "contracts," the role of the local school board dramatically changed from delivering public education services to purchasing services, setting goals, measuring performance, and enforcing accountability. In some states, local school boards compete as charter school sponsors with state boards of education, post-secondary institutions, and even local governments. Charter schools totally change the dynamics of the public education system. They are an example of what Paul Houston at the American Association of School Administrators urges: "changing the church while preserving the faith."

How do charter schools work? Parents and teachers granted a charter have total autonomy as to budget, staffing, curriculum and teaching methods. Public school funding follows the student to the charter school. The school is exempted from nearly all state and local regulation, with basic exceptions like special education and desegregation. In return, teachers must meet outcome-based performance standards as agreed in the charter. It's simple: no results, no charter. Teachers trade regulation for results, bureaucracy for accountability. If charter schools don't perform, they are closed, as happened at least 27 times around the country. Charter schools insure accountability in education. They are held *more* accountable than other public schools.

Charter schools let citizens take the lead. The Minnesota legislature removed the government roadblocks and allowed the creative ideas of parents and teachers to go forward.

Charter schools respond to unmet student needs. They catch the students who fall through the cracks of the traditional public school system. Parents struggle to convince school districts to meet their child's specific needs, but are often denied. Denied families may lack resources to move their home. Charter schools insure quality education for all, regardless of residence.

Charter schools are all of these: one grade or 12 grades; year-round or extended day; "back to basics" or state of the art technology; environmental mission or arts focus; business/labor partnership, or partnership with parents; priority for special needs students or focus on ethnic culture. What students learn depends on what charter schools offer. All are different.

Charter schools have become the research and development sector of American public education. As the sign on one charter school says, "It doesn't look like school. It looks like learning."

DETAILED PROGRAM DESCRIPTION: RESULTS AND POLICY IMPACT

2. What is the single most important **achievement** of your program or policy initiative to date?

Minnesota's charter school law created a dynamic new sector within American public education that stimulated innovation and change at all levels from the smallest charter school to the largest public school district. Often called the "public school choice alternative" to private school vouchers, "charter schools" have reshaped the debate about public education across the nation.

Charter Schools are Different from Existing Schools. Tom Peters observed that large organizations are seldom responsible for major advances in their industries. A national study found that small firms produced 24 times as many innovations per research dollar as large firms. Charter schools, often small in size, allow creative educators to create and sustain innovations in their classrooms. Successful innovations often transfer to the larger public school system.

Examples of innovation abound: In Minnesota, hearing-impaired students can now live at home and attend Metro Deaf School. New Visions School, Minneapolis, uses biofeedback for education of brain-damaged children. At City Academy, St. Paul, which targets high school drop-outs, students on average made at least three-years' academic gain in reading and math (1996-7). All of the school's 1995 graduates were accepted into college. Teachers at the environmentally-focused New Country School in LeSueur, MN (where the deformed frogs were discovered that spurred national research) design and own their learning program and provide teaching services under contract to the school. Many charter schools change grade configurations to K-12, K-8, or ungraded grade spans. In some, teachers follow students into new grade levels. There is no single charter school model that dictates what to teach, who will teach it, where to locate, what hours to operate, how best to teach reading, how parents will volunteer time, or what technology will be used. (More examples: see sources in Q 11, 16).

Charters Create Change in Existing Districts. In Forest Lake, MN, parents were denied an in-district Montessori option for years until they submitted a charter proposal that garnered support to pass. When Massachusetts passed a charter law, the Boston school district launched a "pilot schools" project allowing waiver of certain rules. Yvonne Chan, frustrated by a year wait for her school district to buy computers, bought computers for her own charter school in six days for less money, causing Los Angeles District purchasing rules to be revamped. When Lansing school officials lost 726 pupils to charter schools, their officials promised to "out-charter" charter schools. When a charter school in Massachusetts offered full-day kindergarten, the local school district offered same. An Arizona study (James Madison University) found that the possibility of charters prompted "low-cost" reforms such as teacher training, while actual competition stimulated "high-cost" reforms like all-day kindergarten. (See also Rofes, Berkeley, 1998).

"Charter schools are a wake-up call to schools all over" —Michigan charter parent

3. What are the three most important **measures** you use to evaluate your program's success? In qualitative or quantitative terms for each measure, please provide the **outcomes** of the last full year of program operation and, if possible, at least one prior year.

I. Rapid Growth of Charter School Laws and Charter Schools

In the 9 years since Minnesota passed the nation's first charter school law, 36 states and the District of Columbia have passed laws authorizing charter schools. There are now 1,700 charter schools serving about 350,000 students nationally (U.S. Department of Education, ("USDE")).

Why such rapid growth? Nearly 2/3 of newly created charter schools seek to realize an alternative vision of schooling, and an additional 1/4 of newly created schools were founded primarily to serve a special target population of students. (USDE 2000 Report). Parents' top reasons for choosing charter schools include: small size (53%); higher standards (45.9%); educational philosophy (44%); greater parental involvement (43%) and better teachers (41.9%). Teachers' top reasons for choosing charters are: educational philosophy (76.8%); wanting a new school (64.8%); like-minded colleagues (62.9%), good administrators (54.6%); and class size (54.2%). (Hudson Report, Part I, June 1997.) (Note: all cites listed fully in Q 11, 16).

II. High Satisfaction of Charter School Parents, Students, Teachers

Seven of ten charter schools report a waiting list (USDE 2000). Surveys consistently find high support among charter school parents, teachers and students. 3/5 of students report their charter teachers are better than their previous schools' teachers. Over 2/3 of parents say their charter school is better than their child's previous school with respect to class size, school size, and individual attention from teachers. When parents rated their child's charter school against their other options, they ranked charter schools higher on every single indicator—but especially on individual attention and class/school size, curriculum and teaching. These numbers stand out at a time when 61% of Americans complained public school standards were too low. (Hudson, Pt I.)

Charter school teachers find personal fulfillment, empowerment, and professional reward. Over 90% of teachers are "very" or "somewhat" satisfied with their charter school's educational philosophy, size, fellow teachers and students; over 75% are satisfied with their school administrators, level of teacher decision-making, and challenge of starting a new school. Only 2.7% of charter school teachers say they "hope to be elsewhere" next year. (Hudson, Pt I.)

III. Performance Improvement for Charter School Students of Diversity or Special Needs

Charter school parents of children who are low-income, "at-risk," of color, or with learning disabilities agree with their children that they're doing better than in their previous schools (if in school at all). Improvements are reported for children of all ages, races, genders, income levels and special needs; from public, private, and "home" schools. Among students doing poorly in their previous school, nearly half are now doing "excellent" or "above average" work. About two-thirds of parents of special needs children think their charter school is better than the schools their children would otherwise attend, when it comes to curriculum, quality of teaching, providing extra help, and parental involvement. (Hudson, Pt I.)

4. Please describe the **target population** served by your program or policy initiative. How does the program or policy initiative **identify** and **select** its clients or consumers? How many **clients** does your program or policy initiative currently serve? What percentage of the **potential clientele** does this represent?

There are three "users" or target populations: students who enroll in charter schools (and their families); teachers and others who use the law to create new schools; and policymakers who pass the law and build on the Minnesota charter school experience.

Students. The 350,000 charter school students nationwide have similar demographics to students in all public schools. Basic charter school law requires students to be served on a first-come, first-served basis, and anti-discrimination laws apply. However, USDE 2000 Report found that 1/4 of all new charters were founded primarily to serve a special target group of students.

In Minnesota, 53 charter schools serve about 8300 students, about 1% of all public school students. These numbers are rapidly growing. Minnesota charter schools enroll a much higher percentage of students of color than Minnesota public schools generally (USDE), and charter students represent a higher concentration of special populations (students with disabilities, limited English proficiency, or families with limited incomes) than exist across the state as a whole (1998 MN Charter Schools Evaluation, see Q11.) The reason for this higher diversity is two-fold: Minnesota communities of color were early supporters of charter schools, seeing them as accessible education choices in local neighborhoods. Additionally, the 1993 Minnesota legislature directed sponsors, operators, and the department of education to disseminate information to the public on charter schools, specifically targeting low-income families and communities and students of color. The Minnesota Association of Charter Schools (MACS) and resource networks and centers in Minnesota also provided outreach statewide.

Educators. Creative and entrepreneurial teachers and principals try new approaches with charter schools. Boundaries do exist: Minnesota charter school teachers must be licensed and anti-discrimination laws apply to hiring practices. The 1998 MN Evaluation found 81% of teachers satisfied or very satisfied with their charter school experience; only 6% were dissatisfied. The report found that daily roles of charter teachers differ fundamentally from conventional teachers, and may include cross-grade team teaching; decision-making budget authority; participation in evaluation and reporting of student performance; membership on the board; development of school curriculum and procedures; thematic coordination of student assignments; development and implementation of student learning plans; and mentoring and counseling of students.

New service delivery opportunities also exist for teachers. An emerging "education industry" finds teachers creating partnerships and cooperatives to offer instructional services.

Policymakers. Minnesota policymakers essentially "exported" charter laws to other states, then improved Minnesota law based on experience elsewhere. To the extent other states are a "target population," 36 states and the District of Columbia have been served. Legislation is pending in several more states.

5. What would you characterize as the program's most significant remaining **shortcoming**?

More sponsors must be recruited and educated as to the value of sponsoring a charter school; then provided materials, training and technical assistance for sponsor oversight.

Historically, the relationship between many charter schools and their sponsors has been one of two extremes: suspicion and hostility or benign neglect. Many school districts remain uneasy about their role as charter sponsors—concerned about losing students and income and unhappy about the time required to consider proposals and oversee schools outside their direct control. Candid district leaders also admit to reservations about the high stakes accountability that charters face and the notion that a poorly performing public school could be forced to close.

Despite these reservations, a growing number of charter schools are being approved and allowed to open – with a variety of school district, university and other sponsors. Some sponsors see charter schools as advantageous for economic development and urban quality of life; for example, the St. Paul School Board has actively sought charter school sponsorship and currently sponsors more than a quarter of Minnesota's charter schools.

For sponsors, we need to move the discussion about charters from *whether* they should exist to *what kind of oversight* they should be given once approved. Some states have held extensive conferences of sponsors, charter school operators and support organizations to learn more about the innovative oversight roles being played by a variety of sponsors. A Colorado oversight model creates an ongoing process throughout the three-to-five year charter term that includes both self-evaluation by the charter school and external evaluation by a team of individuals including district officials, leaders of other charters, and post-secondary educators. The Superintendent of Northfield, Minnesota schools worked in partnership with leaders of its charter school to design a collaborative oversight process, beginning with self-assessment by the school and including an outside evaluation. In St. Paul, an evaluation process developed for its charter schools by the National Center on Educational Outcomes at the University of Minnesota is now being considered by the school board for *all* St. Paul district public schools.

What must be done? The 2000 Minnesota legislature is taking a first step with pending legislation that allows sponsors to assess their charter schools up to \$10 per student (maximum of \$3,500 per school) for monitoring and evaluation expenses. In addition, district and other sponsors should work together in developing oversight models with explicit accountability procedures and collaborative evaluations such as those described above. Finally, there must be outreach and technical assistance for sponsors. State, district, and other sponsors should work with state charter leaders to develop materials, training, and technical assistance on sponsor oversight for existing and prospective sponsors. Organizations representing school boards, school administrators, and post-secondary institutions should be included in this effort.

If done right, this kind of collaborative undertaking could ultimately create new models for more effective oversight of not just charter schools, but traditional *district* public schools as well.

6. When and how was the program or policy initiative originally **conceived** in your jurisdiction? What individuals or groups are considered the primary **initiators** of your program? Please substantiate the claim that one or more government institutions played a formative role in the program's development.

The charter school concept was literally developed by a legislator and several educators who sketched their vision on a dinner napkin at a 1988 conference in Minneapolis about education reform. The Minnesota legislature, just having passed the first-in-the-country public school choice open enrollment plan, was fertile ground. The seed just needed to be planted.

The October, 1988 Itasca Seminar, funded by the Minneapolis Foundation, brought together key businesspeople, educators and policymakers to explore ways to improve Minnesota's public schools. Speakers included American Federation of Teachers President Al Shanker, who proposed that teachers be empowered to create small schools within schools, or "charter schools." Sy Fliegel, another speaker, energized the group with his work in East Harlem schools, where dramatic improvements occurred when schools were made more autonomous. In the audience were key members of a Citizen's League Committee who, already aware of Shanker's views, had been developing a skeleton "charter school" policy proposal. Also attending were Sen. Ember Reichgott and Rep. Ken Nelson, authors of Minnesota's 1988 open enrollment law.

It soon became clear that more access to choices through open enrollment wouldn't be effective if there weren't new, different choices to access. A small group, spearheaded by Sen. Reichgott, brainstormed legislation to create independent charter schools. The Citizens' League report endorsed the concept in November. Sen. Reichgott and Senate Counsel Betsy Rice drafted legislation introduced by Reichgott and Nelson in the 1989 session. Though the bill passed the Democratic Senate in 1989 and 1990, the Democratic House was hostile to it.

In the fall of 1990, Education Commissioner Tom Nelson formed a task force to work through remaining issues. Reichgott and Rice revised the bill for introduction in 1991, this time with Rep. Becky Kelso as author. The bill passed the Senate, but was strongly opposed in the House. Two House conference committee members supported the bill; the swing vote was Rep. Nelson.

Sensing the bill might pass, teachers' unions put intense pressure on Rep. Nelson. He responded by insisting on three restrictions in the final bill: capping charter schools at eight; requiring a teacher majority on the board; and requiring charter approval by *both* the local district and state board of education. He provided the final vote for passage by the conference committee. Reichgott made the difficult choice to move forward, though the bill was severely weakened.

Teachers unions reacted with fierce opposition, telling House members to return the K-12 Budget bill to conference committee because charter schools would lead to vouchers and would destroy unions. Business groups, the Urban League and communities of color rallied support. Two days before session's end, a motion to send the bill back to conference failed by one vote. It was the first time the teachers' unions had lost such a significant vote. Charter schools were born.

7. Please identify the key **milestones** in program or policy development and implementation and when they occurred (e.g., pilot program authorization enacted by state legislature in June 1986; pilot program accepted first clients, September 1986; expanded program approved by legislature in July 1987). How has the implementation strategy of your program or policy initiative **evolved** over time?

Legislative Milestones

- 1989, 1990 Charter school legislation passed by Minnesota Senate, not House.
- 1991 Charter school legislation passed into law and signed by Governor Arne Carlson with three major compromises: cap of 8 schools; required teacher majority on charter board; approval required by *both* local district and state board of education.
- 1993 *First major improvements to law:* Cap increased to 20 schools; appeal allowed to state board if local district denies charter but two local board members support; conversion of existing schools to charters allowed if 90% of teachers sign petition (from California law); teachers may provide services through a cooperative.
- 1994 Cap increased to 35 schools.
- 1995 *More major improvements to law:* Up to three charter schools may be sponsored by public post-secondary institutions (from Michigan law); cap increased to 40 schools; transportation revenue provided to charters for first time. Some "comfort" language passed responding to various concerns, ie, charters cannot be home schools; charter schools are *public* schools; charter teachers are *public* school teachers for public pension purposes; a charter cannot be conditioned upon bargaining status of employees of school.
- 1996 Compensatory revenue (aid based on poverty index) expanded to charter schools
- 1997 *More major improvements to law:* All caps removed; private colleges added as sponsors; first charter school building lease aid dollars provided; first start-up grants passed; funding for state charter school evaluation provided.
- 1998 Intermediate school districts added as sponsor; new dollars for lease aid/start-up
- 1999 *More major improvements to law:* Integration aid and referendum aid provided for charter schools for first time; state board can waive requirement that teachers be a majority of the charter school board; conversion threshold reduced to 60% (not 90%) of teacher approval; more lease aid and start-up money provided.
- 2000 Legislation passed by both Houses, pending in conference committee: Non-profit foundations of at least \$3 million assets may be sponsors; teachers of charter school may elect to waive "majority of board" requirement.

Other Milestones: First charter school opened in St. Paul (City Academy) in 1992; California first to replicate law in 1992; Presidential Candidate Bill Clinton pledges support for charters in fall, 1992; Congress passes charter school start-up funding in 1994; Minnesota Association of Charter Schools formed in 1995 staffed with Executive Director to assist charter school applicants and operators; rapid growth of Minnesota charter schools begins in 1996 when legislative barriers and caps removed; St. Paul-based Charter Friends National Network established in 1997 to provide infrastructure of technical/information support to charter schools.

8. Please describe the most significant **obstacle(s)** encountered thus far by your program. How have they been dealt with? Which ones remain?

Obstacles to original passage of the charter school law were described in Question 6. It hasn't gotten much easier! As one school board member said, "We are on the bleeding edge of change."

Internal Obstacles: Charter School Development. USDE reports that in 1998-99, the most frequent barriers charter schools faced were lack of start-up (49%) and operating funds (37%); lack of planning time (35%); and inadequate facilities (32%). Start-up funding is becoming of less concern due to increased federal and state start-up funds. In Minnesota, recent legislation established lease aid for facilities and greater equity in funding formulas so that charter schools are closer to receiving the same funding as other public schools. Technical assistance is also needed. Educators often do not have the business and financial expertise necessary to run a small business. Charter school "Friends" groups and state associations help fill that gap.

External Obstacles: District Resistance. Many school districts still view charter schools as taking away funds from the larger district. Few see charter schools as a "research and development" opportunity to change and improve their own education offerings. Districts can be hostile when schools in their area are sponsored by others. Minnesota has confronted this by allowing appeals from charter denials and by authorizing new types of charter school sponsors.

9. What other **individuals** or **organizations** have been the most significant in (a) program development and (b) on-going implementation and operation? What **roles** have they played? What individuals or organizations are the strongest **supporters** of the program or policy initiative and why? What individuals or organizations are the strongest **critics** of the program or policy initiative and why? What is the nature of their criticism?

Key Leaders in Charter School Development: The key "visionaries" who brainstormed the charter school idea at that fateful 1988 Itasca Seminar included Sen. Ember Reichgott; Ted Kolderie, now with Center for Policy Studies; Joe Nathan, Center for School Change; Barbara Zohn, former Minnesota PTA President; and Elaine Salinas, Urban Coalition.

The Minnesota Senate stood firm in its commitment to charter schools. Sen. Gen Olson was lead Republican sponsor. Gov. Arne Carlson, while lukewarm toward charters at the start of his first term (1991), became a strong leader by 1994 in strengthening the charter school law. Gov. Carlson's Education Commissioners Linda Powell and Bob Wedl made charters a top priority.

Jon Schroeder took charter schools "national" in fall, 1991, as policy director for former U.S. Senator Dave Durenberger, helping to obtain federal start-up funding in 1994. The Democratic Leadership Council (DLC), of which Sen. Reichgott and Rep. Kelso were members, immediately promoted the concept to Congress and other states. By fall, 1992, Presidential Candidate Bill Clinton promised to promote charter schools as president.

Meanwhile, resource centers like the University of Minnesota Humphrey Institute "Center for School Change" and the Pioneer Institute in Boston offered help to fledgling charter schools. In 1995, the Minnesota Association of Charter Schools (MACS) was formed to support new charter applicants and operators.

Strongest Supporters: The strongest early supporters of charter schools were legislators, business groups, and the non-profit Citizens League, all of whom were committed to improving public education by providing more choices (and competition) in the system. The Urban Coalition and communities of color sought more choices in their local (often urban) neighborhoods for students whose families couldn't choose to move or use open enrollment. Parents of children with disabilities saw charter schools as a way to create schools meeting special needs. Finally, visionary public school teachers supported charter schools as an entrepreneurial opportunity. Today, with 53 Minnesota charter schools, the strongest constituency is charter school parents, teachers and students, as proven last month when a charter school rally filled the Capitol rotunda on three floors. Nearly every legislator is now touched by a charter school close by.

Strongest Critics: While every educational organization opposed charter schools at the outset, none were as vocal as teachers unions. They viewed charters as the first step to private school vouchers; as a "union-busting" tactic; as a drain on public schools; as "elitist;" as unregulated and not accountable to anyone. Sen. Reichgott was denied teacher union endorsement in her 1992 campaign, contrary to her past endorsements. Today, some charter teachers are union affiliates. Local superintendents still view charters as a threat, diverting limited resources and students.

10. If your innovation is an adaptation or replication of another innovation, please identify the program or policy initiative and jurisdiction originating the innovation. In what ways has your program or policy initiative adapted or improved on the original innovation?

The legislative innovation of a "charter school law" was emphatically invented in Minnesota. However, as noted in Question 6, the *idea* of charter schools was in part imported from elsewhere in the national policy discussion. The earliest reference to charter schools known to the founders was from Ray Budde, a faculty member at Michigan State and consultant on district organization. In 1974 he presented the paper, "Education by Charter: Key to a New Model of a School District." In early 1988 he published an updated paper with the Northeast Regional Lab entitled "Education by Charter: Restructuring School Districts."

Meanwhile, the 1983 "Nation at Risk" Report stimulated national response. AFT President Al Shanker claimed "the improvement of education is the professionalization of teaching." He said greater authority to schools would empower professional teachers. Thus, Shanker proposed "charter schools" in a March, 1988 speech to the Washington Press Club, and later in Minnesota. Ironically, when Sen. Reichgott once credited Shanker for the charter school idea, union representatives claimed the proposed legislation was far from what Shanker intended. They said he only visualized charter schools *within* the traditional public school system, not *outside* it.

11. If your program or policy initiative has been formally **evaluated** or **audited** by an **independent organization** or group, please provide the name, address, and telephone number of a contact person from whom the materials are available. Please summarize the principal findings of the independent evaluator(s) and/or auditor(s).

Since charter schools receive funding as a public school, there are no traditional financial audits as would be done for agency initiatives. Individual schools are audited by sponsors. However, there are several major program audits of charter schools in Minnesota and nationally:

The U.S. Department of Education "*The State of Charter Schools Fourth Year Report*," January, 2000, www.ed.gov/pubs/charter4thyear is a comprehensive description of charter schools operating in the 1998-99 school year. It tracks growth trends and makes the following findings: (1) most charter schools are newly created, small schools; (2) most charter schools seek to realize an alternative vision of schooling; (3) charter school students have similar demographics to students in all public schools, though charters in some states are more diverse; (4) Lack of start-up and operating funds are serious challenges; (5) Though charter schools have considerable autonomy, they are held accountable to provide appropriate financial and student achievement reports.

An upcoming report by USDE will focus on differences between charter schools and traditional public schools. Writer Beryl Nelson of California is at 510/450-2550.

The Minnesota Charter Schools Evaluation Final Report was prepared in 1998 for the Minnesota State Board of Education by CAREI, Center for Applied Research and Educational Improvement at the University of Minnesota (<http://carei.coled.umn.edu>). The contact is Dr. Patricia Seppanen, 612/625-6364. The report details the characteristics of the 16 charter schools existing in 1996; evaluates the roles of parents, teachers, students, community partners and sponsors; sets forth characteristics of enrolled students and their performance; enumerates factors associated with charter school success; and discusses policy considerations.

"Charter Schools in Action" is a six-part two-year study (commencing July 1995) by the Hudson Institute's Educational Excellence Network in Washington D.C., supported by The Pew Charitable Trusts (<http://www.edexcellence.net>); 1-800-HUDSON-0. Evaluated by Bruno V. Manno, Chester E. Finn, Jr., Louann A. Bierlein, and Greg Vanourek, the six parts include:

Charter Schools as Seen by Those Who Know Them Best: Students, Teachers, Parents
The Birth Pains and Life-Cycles of Charter Schools
The Policy Perils of Charter Schools (focusing on laws)
Charter School Accountability: Problems and Prospects
The Educational Impact of Charter Schools
How are Charter Schools Different? Lessons and Implications

12. To what extent do you believe your program or policy initiative is potentially **replicable** within other jurisdictions and why? To your knowledge, have any other jurisdictions or organizations established programs or implemented policies modeled specifically on your own?

Since passage of Minnesota's charter school law in 1991, charter school laws have been replicated in 36 states plus the District of Columbia. There are now about 1,700 charter schools; President Clinton wants 3,000 charter schools within the next two years. Here are charter school states, listed by date of passage of the law:

<u>State</u>	<u>Year</u>	<u># Ch. Scls.</u> (Fall '99)	<u>State</u>	<u>Year</u>	<u># Ch.Scls.</u> (Fall '99)
Minnesota	1991	57	D.C.	1996	28
California	1992	234	N. Carolina	1996	83
Michigan	1994	175	S. Carolina	1996	10
Mass.	1993	39	Florida	1996	112
Wisconsin	1993	45	New Jersey	1996	52
Georgia	1993	32	Illinois	1996	19
New Mex.	1993	3	Conn.	1996	17
Colorado	1993	68	Penn.	1997	45
Arizona	1994	348	Ohio	1997	48
Kansas	1994	15	Nevada	1997	5
Hawaii	1994	2	Mississippi	1997	1
Delaware	1995	5	New York	1998	3
Texas	1995	168	Missouri	1998	14
Louisiana	1995	17	Idaho	1998	8
N.H.	1995	0	Utah	1998	8
Alaska	1995	18	Virginia	1998	0
Rhode Is.	1995	2	Oklahoma	1999	0
Wyoming	1995	0	Oregon	1999	0
Arkansas	1995	0			

This innovation can be improved as well as replicated (see Question 7, Minnesota). Many states have added features not in the original law, such as "conversion" of existing schools; eliminating "caps" on number of charter schools; appeal to a state body; equalizing financing; new sponsors; and state aid for start-up and leasing facilities.

"The public school system is into mass production. But every flower doesn't bloom the same time. Kids come here yearning for special attention."

—Florida Charter School CEO

13. What is the program's current operating **budget**? What are the program's funding sources (e.g., local, state, federal, private)? What percentage of annual income is derived from each? Please provide any other pertinent budget information. Federal, state, local, or tribal government institutions must currently provide at least 50 percent of ongoing funding.

"Charter schools" is basically a "no-new-cost" innovation. Charter schools are part of public education and are financed like all of public education as a universal entitlement, all tax-paid. The mix of revenue sources for charter schools is nearly identical to the mix of sources for the public school district. There is some non-governmental contribution to the charter sector as there is to the district sector; probably about 5% or less of total funding.

Individual Schools. Charter schools are based on true "per pupil" funding. State education funding moves from where the student was enrolled to the charter school; policymakers like this dynamic. Aggregate expenditures may rise as students move into charters from private schools.

Minnesota and other state legislatures have added funding sources to charter schools, acknowledging that charter schools typically do not receive the same funding as other public schools. The Minnesota legislature gradually "leveled the funding playing field" by extending a variety of public school funding formulas directly to charter schools which had not been contemplated in the original law. For example, the legislature added transportation revenue to charter schools in 1995; compensatory revenue (for free and reduced lunch students) in 1996; lease aid (to compensate for capital building revenues) in 1997; aid to encourage integration in 1999; and referendum aid (state aid that districts receive to equalize property tax referenda) in 1999. Now charter schools in Minnesota receive nearly all state funding received by other public schools; they do not, however, receive the property tax portion of property tax referenda.

The only "unique" revenue received by charter schools and not generally by other schools is planning money, or "start-up grants." This recognizes the special planning efforts inherent in starting a new school and financial business. In 1994, responding to the great need shown by struggling charter school start-ups, Congress with rare bipartisan cooperation and at the urging of President Clinton established a start-up aid program which has provided over \$400 million for charter schools. The Minnesota legislature passed charter school start-up grants for the first time in 1997, and increased that funding each year since. The USDE 2000 Report reports progress in this area, with a lower percentage of charter schools citing start-up funding as problematic.

System Finance. With revenue both student-based and school-based, charter schools may be a model for American school finance. This innovative aspect was somewhat replicated by the 1999 Minnesota legislature for district schools; they must now allocate and report by school the revenue received for enrolled students. School districts will be paid only when students enroll there, not just move there. And within that district, money follows the student to the school for initial reporting. Parents will know how much money goes to that school, and can measure that against the school's performance. No longer can per-pupil funding be buried in the bureaucracy!

ORGANIZATION CHART

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14. Please attach an organization chart after your answer to question 16 to show the current number, responsibilities, and reporting relationships of key program employees or staff.

This question is not applicable to charter schools. Charter schools, by their "grass roots" nature, are innovative and different from each other and from other public schools. Sponsoring organizations vary as do their relationships with the charter schools they sponsor.

Charter schools are not an agency-directed initiative. They result from the direct authority granted by the legislature to sponsors other than the traditional public school system to deliver public education services.

PROGRAM AWARDS AND RECOGNITION

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15. Has the program or policy initiative received any **awards** or other honors? Yes X No

If yes, please list and describe the awards or honors and the sponsoring organizations.

While individual charter schools around the country have received awards of excellence and general recognition, there have been no formal awards given to the innovation of the "charter school law" itself.

There has, however, been extensive recognition of the charter school initiative by top political leaders and national media:

President Bill Clinton has visited several charter schools, including O'Farrell Community School in California.

U.S. Department of Education Secretary Richard Riley has visited numerous charter schools across the country, including New Visions Charter School in Minneapolis, MN.

Minnesota Sen. Ember Reichgott Junge, author of charter schools, has been a presenter with Secretary Richard Riley and Deputy Secretary Madeleine Kunin on a national satellite Town Hall Meeting sponsored by the U. S. Department of Education. (1996)

Sen. Ember Reichgott Junge appeared as a panelist with President Bill Clinton and Vice President Al Gore at the Vice President's "Family Reunion 6: Families and Learning" Conference in Nashville, Tennessee (1997).

Sen. Ember Reichgott Junge presented an update on charter schools to President Bill Clinton at the keynote session of the 1999 Democratic Leadership Council "National Conversation."

Sen. Ember Reichgott Junge was cited as one of six "Local Heroes Making a Difference" by **Business Week** in its special edition, "Reinventing America" (1992) for her authorship of charter schools (p. 203, 214).

Numerous Governors have visited charter schools as strong advocates, including former Governor Roy Romer (D-Colorado) and Gov. John Engler (R-Michigan).

Sen. Ember Reichgott Junge and other legislators sponsoring charter school laws around the country have been frequent presenters at the National Conference of State Legislatures, Council of State Governments, National Conference of State Boards of Education, and similar organizations.

16. Has the program received any press or other media coverage to date? Yes X No ____.
If yes, please list the sources and briefly describe relevant coverage.

The charter school initiative has received extensive coverage in national and local publications. As the first charter school state, Minnesota's law and public charter schools are usually described in every general review of the charter idea. Generally, coverage has focused on three areas: charter school laws and their passage in the states; charter schools themselves; and charter school impact on American public education.

The book, **Charter Schools: Creating Hope and Opportunity for American Education**, by Joe Nathan, 1996, reports best the battle to pass the first charter school law in Minnesota. Mr. Nathan, an adviser for the original law, also reports on the impact of charter schools on the larger system, and the range of innovations in charter schools. David Osborne and Peter Plastrik in their book **Banishing Bureaucracy** also report on the start of charter schools in Chapter 6, "The Customer Strategy: Putting the Customer in the Driver's Seat."

The following articles have been written by the author of charter schools, Minnesota Sen. Ember Reichgott Junge:

"Charter Schools Called Natural Extension of Choice in Education," **Minnesota Journal**, (Citizens League), May 7, 1991.

"The Promise of Charter Schools," **The New Democrat** (Democrat Leadership Council), October 1992, at p. 11-12, presented as one of "Seven Ideas that will Shape the 90's."

"Minnesota Schools: A Charter for Change," **Stateline** (The Council of State Governments, Midwestern Legislative Conference), June, 1993 at p. 7-8.

"Charter Schools Will Work Better than Private School Vouchers," Commentary, **Star Tribune**, Minneapolis, Minnesota, January 23, 1996, at p. A11.

"Let Citizens Take the Lead," **The New Democrat**, September/October 1996, at p. 20, presented in special issue for the Democratic National Convention.

It is impossible to list all of the local, national, and international press coverage of charter schools, although the following web site provides a good list:

<http://www.edexcellence.net/index.html>

Some of the most significant articles, reports, and editorials include the following:

"Through the Middle," by Rochelle Stanfield, The National Journal, September 12, 1992, p. 2957.

"Classroom Pioneers: It's Put Up or Shut Up for Founders of Charter Schools in Minnesota," by Marla Dickerson, The Detroit News, November 21, 1993.

"Life Inside a Charter School," by Judy Berglund, Minnesota Education Association Advocate, December 17, 1993, p. 10.

Three columns by Andrew Nikiforuk in the Toronto Globe and Mail, January 7, 14, 21, 1994.

"The Charter Half-Step," Editorial, Wall Street Journal, February 23, 1994.

"Chartering a New Course: States are Cracking Open the Door to Competition in Public Schools," by Elaine Stuart, State Government News, April 1994, p. 8.

"Why Charter Schools?" Commentary by Tony Wagner, Education Week, June 22, 1994, p. 56.

"Free at Last," The Economist, July 2, 1994, p. 26.

"Setting Schools Free: The Charter School Movement in Public Education," by Kathleen Sylvester, City Journal, Summer 1994, pp. 63-69.

"Comparing Charter School Laws: The Issue of Autonomy," by Louann A. Bierlein and Lori A. Mulholland, Policy Brief, Morrison Institute for Public Policy, Arizona State University, September 1994.

"Latest 'Best Hope' in U.S. Education: Chartered Schools," by Peter Applebome, The New York Times, October 12, 1994.

"A Class of Their Own," by Claudia Wallis, Time Magazine, Vol. 144 No. 18, October 31, 1994, p. 53.

"Charter School Update & Observations Regarding Initial Trends and Impacts," by Louann A. Bierlein and Lori A. Mulholland, Policy Brief, Morrison Institute For Public Policy, Arizona State University, April, 1995.

"12 States Join Move to Pass Charter Laws," by Mark Walsh, Education Week, May 10, 1995, pp. 1-3.

"As Entrepreneurs, Teachers Discover New Independence," by Peter Applebome, The New York Times, May 31, 1995, p. A1.

"Easing Rules but Requiring Hard Results," by Dennis Kelly, USA Today, June 7, 1995.

"Education Secretary Joins Push for Charter Schools Across Nation," St. Paul Pioneer Press and Duluth News Tribune, September 28, 1995, p. 1B.

"Embracing New Schools of Thought," by Rene Sanchez, The Washington Post, December 5, 1995.

"A Charter for Change," by Connie Koprowicz and Dianna Gordon, State Legislatures Magazine, Vol. 22 No. 2, February 1996, p. 16.

"Possibilities, Problems, and Progress: Early Lessons from the Charter Movement," by Joe Nathan, Phi Delta Kappan (special section), September 1996, pp. 18-40.

"Schools Our Kids Deserve," Editorial by Mortimer B. Zuckerman, Editor-in-Chief, U.S. News & World Report, September 23, 1996, p. 108.

"Under the Microscope," by Linda Jacobson, Education Week, November 6, 1996, pp.21-23.

"Charter Schools," The New Democrat, November/December 1996.

"Making the Case for More Charter Schools," by former Governor and Secretary of Education Lamar Alexander, edited transcript of conference keynote speech, Dialogue, Pioneer Institute, Boston, Massachusetts, January, 1997.

"General Satisfaction with Minn. Charters Documented," by Bess Keller, Education Week, Feb. 19, 1997.

"Off to Market," by Lynn Schnaiberg, Education Week, April 9, 1997, pp. 34-39.

"Reform by Charter," by Donna Harrington-Lueker, The School Administrator, August 1997, pp.6-13.

"First Lessons: Charter Schools as Learning Communities," by Priscilla Wohlstetter and Noelle C. Griffin, Policy Briefs, Consortium for Policy Research in Education, University of Pennsylvania, September, 1997.

"Charter Schools as a State Policy Innovation," Michael Mintrom and Sandra Vergary, State and Local Government Review, Vol. 29, No. 1, Winter 1997, pp. 43-49.

"Creating America's New Public Schools—Today," by Bruno V. Manno, Foresight, Hudson Institute, Indianapolis, Indiana, November 1997.

"Charter Schools, Policy Success Story Begins to Emerge," by Bryan Hassel, Policy Brief, Progressive Policy Institute (PPI), August 1999.

"Why Charter Schools? The Princeton Story," by Chiara R. Nappi, Thomas B. Fordham Foundation, October 1999 (To Order: 1-888-TBF-7474).

"Healthy Competition: The Benefits of Charter Schools," by David Osborne, The New Republic, October 4, 1999, pp. 31-33.

"Charter School Movement Growing Rapidly, Study Shows," by Darcia Harris Bowman, Education Week, February 16, 2000, p. 5.

"Charter School Legislation, State Rankings," School Reform News, March 2000, p. 21.

PRESS RELEASE SUMMARY

Please provide us with a **two sentence** summary of your program. This summary will be used for distribution to the media, and on our web page. (Innovations program staff reserves the right to edit these summaries as they see fit).

Describe your innovation in **no more than two sentences**.

In 1991, the Minnesota legislature authorized sponsors other than school districts to start independent public charter schools. This public school choice expansion stimulated innovation within American public education from the smallest charter school to the largest school district.



THE GIFT OF PUBLIC SERVICE

BY SENATOR EMBER REICHGOTT JUNGE

As I begin my last legislative session, I find myself reflecting on 18 years of public service. I offer these lessons I have learned — sometimes painfully, but always positively — from colleagues, constituents, and family. Each can be applied to our personal lives as well:

1. *There is more than one right answer.* It is not about my right answer and your wrong answer. It is about bringing people together to find *another* right answer. The search for the next right answer unlocks our creativity and frees us from the unreasonable fear of making a mistake. It allows us to resolve seeming unresolvable partisan conflict.

2. *Stay connected to your passion.* Passion is the energy and vision in each of us that propels us to use our talents. Our passion gives us purpose. The gift of public service allows us to pursue our passion and make an immediate difference in the lives of others.

3. *Celebrate the small victories.* Change in the public forum can be frustratingly slow. But that's how mountains are built. For example: while women still are only 28 percent of the Legislature, in 18 years we have seen women legislators change the public agenda from "women's issues"

"The search for the next right answer unlocks our creativity and frees us from the unreasonable fear of making a mistake."

to priorities for all — like health care, education, and investment in our youngest children.

4. *Restore a human face to the Capitol.* The public debate at the Legislature is about tax relief, bonding public buildings, and highways. What about the issues families struggle with each day? I long to hear the words "families" or "children" or "violence prevention" in the governor's initiatives. They aren't there. Let's not forget the human agenda.

5. *Public servants provide voices for people who don't have them.* Voices stifled are opportunities lost. Involvement, not intimidation, is the answer.

6. *Let citizens take the lead.* Public service is sometimes about letting go — encouraging the innovation in every citizen; then removing the barriers, encouraging risks, rewarding new ideas, and learning from the inevitable mistakes. I call it "free to be better." When barriers are removed, the solutions keep on coming. We've seen that in charter schools.

7. *Public service is about doing something important, not being important.* It's easy to get the two confused. The need to make political points, to justify our worth to constituents, to satisfy egos can get in the way of good public policy and finding the next right answer. To the extent we rise above that, individually and

collectively, Minnesotans will be best served.

8. *Most public servants are hard-working people of integrity.* That's what makes our government work. Most legislators work hard to do the right thing. Our system may not be perfect, but Minnesota's accessible Legislature has led the nation in innovative solutions like health care reform, education reform, campaign finance reform, and tobacco endowments. Let's celebrate that.

9. *Women's voices must be heard at the Statehouse.* Regretfully, women's voices are being drowned out in the media flurry surrounding the governor and the male tripartisan leadership. All three political parties are led by men. Yet, the 2000 elections will likely be decided by women. To the extent women voters hear voices like their own, talking about issues meaningful to them, they will be involved. That's good for Minnesota. Public debate benefits from strong women's voices.

10. *The gift of public service is the gift of presence.* It is being there for our constituents and colleagues. It is listening to constituents who want to know their legislator cares about them. It is being a role model for schoolchildren. It is being there for others, while not sacrificing the gift of presence with family and those who mean most to us.

Let the 2000 legislative session be not ~~one~~ of partisan grenades, screaming and shouting. Let it be one of listening, working together, and finding the next right answers. □

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