

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Mike Cohen

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MESSAGE: Mr. OH MN & WIINFO + clips on MNCONFIDENTIALITY NOTICE

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21 PAGE(S) TO FOLLOW

DEPARTMENT: EDUCATION
Memo Author: Catherine Jovicich
401-0039

DATE: June 14, 1995

STATISTICAL HIGHLIGHTS: As of June 2, MI has received 103 awards (\$186m) so far in FY 95. In FY 94, MI received 361 awards, totalling \$524m. (Figures do not include student financial aid or Impact Aid.)

BRIEF DESCRIPTION OF ACCOMPLISHMENTS: Current success stories focus on: violence prevention, vocational rehabilitation, special education, and math and science education.

ISSUE AREAS:

- | | |
|---|---|
| ☐ 1. President's Economic Program | ☐ 5. Welfare Reform |
| ☐ 2. Making Government Work Better | ☒ 6. Crime |
| ☒ 3. Education and Job Training | ☐ 7. National Security |
| ☐ 4. Middle Class Bill of Rights | |

GEOGRAPHIC LINKS: STATE: MICHIGAN

- | | |
|--------------------|------------------|
| 1. City: Detroit | 4. City: Flint |
| 2. City: statewide | 5. City: Flint |
| 3. City: Coloma | 6. City: Detroit |

ACCOMPLISHMENT CONTACTS:

1. (Issue) Education and Job Training
Dept. Program: Tech Prep
Why Special? Work-based learning
Contact: Dr. Thomas Lloyd, President
Highland Park Community College
Glendale & 3rd Ave.
Highland Park, MI 48203
tel: 313-252-0436

4. (Issue) Education and Job Training
Dept. Program: Vocational Rehabilitation
Why Special? Disabled leader
Contact: Gerald Granter
District Manager, Flint District Office
303 W. Waters St., Suite 204
Flint, MI 48503
tel: 810-760-2103

2. (Issue) Education and Job Training
Dept. Program: Eisenhower Program
Why Special? Revitalize math & science
Contact: Barbara Johnson
MI Dept. of Ed.
Higher Education Mgt Services
P.O. Box 3008
Lansing, MI 48909
tel: 517-373-8577

5. (Issue) Education and Job Training
Dept. Program: Vocational Rehabilitation
Why Special? Man rehabilitated after drug abuse
Contact: Gerald Granter
District Manager, Flint District Office
303 W. Waters St., Suite 204
Flint, MI 48503
tel: 810-760-2103

3. (Issue) Education and Job Training
Dept. Program: Special Education
Why Special? Inclusive education
Contact: Richard Baldwin
Director of Special Education
MI Dept. of Ed.
P.O. Box 3008
Lansing, MI 48909
tel: 517-373-9433

6. (Issue) Education and Job Training/Crime
Dept. Program: Safe & Drug-Free Schools
Why Special? Violence prevention
Contact: Ms. Leslie Touma
Advisor to the Governor
P.O. Box 30013
Lansing, MI 48909
Other Contact: Ms. Pat Nichols
MI Dept. of Ed.: 517-373-7247

ACCOMPLISHMENTS IN MICHIGAN

1. Program: Tech Prep

Supervisor: Augusta Kappner
Assistant Secretary, Vocational & Adult Education
202-205-5451

Students in Detroit are readying for the workforce by learning about careers and workforce skills as they complete their high school and postsecondary academic courses.

- The Highland Park Community College in partnership with the Detroit Public Schools has built a prototype integrated Tech-Prep program that will eventually be developed for the 58 technical and career programs offered by the Detroit school system. The program will consist of a closely integrated relationship between the math department of Henry Ford High School, the Mass Communications program at Golightly Career and Technical Center, and the Visual and Applied Communications program at Highland Park Community College.

- Future plans for the program include forming a working partnership with the MI Bell Telephone Company's Television Projection Department as a source of support for practical and co-op placements, apprenticeships, monitoring, and, in some instances, job placements for program graduates.

2. Program: Eisenhower Professional Development

Supervisor: Thomas Payzant
Assistant Secretary, Elementary & Secondary Education
202-401-0113

MI is preparing teachers to revitalize and improve math and science education for all students in the state, using federal Eisenhower program funds.

- The Making Mathematics Accessible to All (M²A²) Program serves as a catalyst and support for systemic change in high school mathematics instruction. In the first phase, school teams including teachers, administrators and counselors meet bi-monthly to explore issues associated with transitioning to standards-based instruction. The second phase is intensive training in content, instructional pedagogy, assessment and technology. The program is funded by the Eisenhower program.

- The MI Mathematics Inservice Project (M²TP) is a statewide effort to improve mathematics achievement in grades K-8. In the first two years of implementation, 4,586 teachers each received 40 hours of training that focuses on problem solving, assessment and mathematics equity.

- SEMS-plus is a project that provides staff development to teachers in how to develop science curriculum and prepare to teach it. Teachers report improved student learning in science that also carries into other subjects.

3. Program: Special Education**Supervisor: Judy Heumann**Assistant Secretary, Special Education & Rehabilitative Services
202-205-5465

Special education students in Coloma, MI are benefitting from educational experiences with their peers in "regular" classroom settings.

- Coloma Elementary School, Coloma, MI has successfully integrated special-education students into the regular classroom by: a) utilizing a thematic approach to make the academic curriculum more interesting to students; b) the use of teacher collaboration to ensure that the needs of all children, both those with disabilities and non-disabled students, are being addressed; and c) the use of a variety of experience-based classroom activities.

- The program is designed to promote cooperation & respect for differences among students, capture students' curiosity & creativity, & to prompt interest & motivation for learning among all students.

4. Program: Vocational Rehabilitation**Supervisor: Judy Heumann**Assistant Secretary, Special Education & Rehabilitative Services
202-205-5465

Carlos Juan Lambaria, disabled through urban violence, overcame severe health and personal problems to become an advocate and role model in the community.

- Carlos was visiting a local funeral home when he was shot in the spine during a drive-by shooting. He had wanted to be an engineer prior to his injury.

- MI Department of Rehabilitation Services (MRS) assisted Carlos in completing his education at Mott Community College and at General Motors Institute; he currently is completing an internship program at General Motors Proving Grounds.

- Carlos also is a two-time winner of the Sam Duncan Scholarship sponsored by the United Auto Workers of America.

5. Program: Vocational Rehabilitation**Supervisor: Judy Heumann**Assistant Secretary, Special Education & Rehabilitative Services
202-205-5465

Delmus Harrington is a product of the inner-city, a former substance abuser, who came to MRS for assistance with vocational and health-related services after completing treatment for drug abuse. He is on the road to success in obtaining a medical degree.

- He currently is a pre-med student at the University of Michigan/Flint, where he is studying to complete a degree in Laboratory Medicine. He maintains a GPA between 3.5 and 4.0. He also is a winner of the UAW/Sam Duncan Scholarship.

- Delmus is a single parent raising a young daughter; he would like to serve as a role model in the inner-city, and to be a speaker to inner-city black youngsters trying to overcome substance dependency problems.

6. Program: Safe & Drug-Free Schools**Supervisor: Thomas Payzant**Assistant Secretary, Elementary & Secondary Education
202-401-0113

Students in Detroit benefit from several model programs to prevent violence and drug abuse.

- *Von Steuben Middle School* has two excellent programs in the area of conflict resolution and drug abuse prevention/education. The *Violence Reduction/Conflict Resolution Program* advocates peaceful resolution to potential problems through peer mediation training, classroom guidance, student non-violence advocate clubs, community forums, student summits and thematic assemblies. There is also a drug curriculum in place designed to provide age and grade level appropriate drug prevention education.

- *MacKenzie High School's* violence prevention program focuses on helping students learn and understand the need for cooperation and structure in order to be positive contributors to society. The school has seen a remarkable decline in the number of student infractions and violent incidents since this program was instituted. The drug abuse prevention program teaches students about substance abuse while motivating students to complete their education and avoid involvement with drugs and crime.

AGENCY ACTIVITY IN MICHIGAN

Grants: As of June 2, MI has received 103 awards (\$186m) so far in FY 95: 36 new awards (\$171.6m) and 67 continuation awards (\$14.4m). In FY 94, MI received 361 awards, totalling \$524m. (NOTE: These figures do not include student financial aid or Impact Aid.)

Goals 2000. In July, 1994, MI received \$3.5 million in Goals 2000 money to develop a State plan. The State has decided to submit a pre-existing plan for consideration by the Secretary. This plan includes six major areas: academic standards (known as essential goals); assessments; an academic core curriculum; a high school proficiency tied to graduation; teacher preparation; charter schools; and governance reforms. MI's estimated FY 95 allocation is \$14.8 million.

MI has made the following Goals 2000 subgrants: 11 for local improvement (\$788,685), 5 for preservice teacher education (\$307,922), and 89 for professional development (\$895,258). For example: the Flint Community Schools and Michigan State University's College of Education were awarded a \$50,000 Goals 2000 subgrant to complete performance standards for its intern teachers. They also want to work with other faculty and faculty from other districts to develop new standards and assessments in connection with their teacher certification program. They plan to hold a conference for feedback and will have an evaluation plan with bi-monthly data collection during the developmental process.

School-to-Work: On September 29, 1994 MI one was of 8 States to receive a *School-to-Work Implementation Grant*. MI's grant was \$8 million. In order to benefit from the promising programs that existed in the State at the time, MI has worked closely with local program operators of tech prep, career academies, cooperative education, school-to-apprenticeship, work-study, business-education compacts, and charter schools. The goal is to incorporate the best practices of these local programs to benefit the local partnerships being established as a result of the State's school-to-work (STW) initiative.

MI has divided itself into 75 labor market areas through which it will disseminate both Development and Implementation Grant funds. 45 of these local areas have received planning grants, with 30 of these areas moving into the implementation stage. At present, the implementation plans of these 30 areas are being reviewed by State STW team members.

Local Partnership Grant: On September 15, 1994 a \$577,500 Local Partnership Grant was awarded to the MECA (Manufacturing, Engineering, Construction, and Automotive) Partnership in Saginaw to implement and expand their local initiative. Out of 265 applicants, only 15 local partnership grants were awarded. Local Partnership Grants last for one year, after which their activities are to be incorporated into emerging Statewide systems.

Urban/Rural Opportunities Grant: On January 23, 1995 a \$516,078 Urban/Rural Opportunities grant was awarded to the Highland Park STW Opportunities Partnership in Detroit to develop and implement their local initiative in a high poverty urban area. Out of 187 applicants, only 26 grants were awarded under this program. Urban Rural Opportunity Grants may receive federal funds for up to five years.

Title I: It is estimated that MI will receive \$298.4m in Title I funds for FY 95 (1995-96 school yr.).

Professional Development: Under the Eisenhower program, states receive funds based on the size of their student enrollment and the number of poor students in the state. Until FY 95, Eisenhower funds were used only math and science programs. However, from FY 95 forward, funds may be used for any academic subject. MI's allocation for FY 95 is \$12.6 million.

Title VI: Title VI (Chapter 2) is a formula grant program that allocates funds to the States to be used for 7 broad targeted assistance programs. For the 1994-95 school year, MI received \$13.4 million (a 15% reduction from the previous year) in Title VI funds. A major focus of Title VI funds at the State level is the support of a statewide elementary Targeted Assistance Grant Program which provides grant assistance to LEAs for the establishment of non-graded continuous progress programs for students in classrooms at the elementary level.

Safe and Drug-Free Schools: MI received \$13.5 million under the Safe and Drug-Free Schools program in FY 94. MI was estimated to receive \$17.7 million in FY 95. In FY 94 the State Education Agency received \$10.2 million to serve children and youth through a formula grant to local districts for school programs that focus on drug and violence prevention. The Governor received \$3.3 million in FY 94 to provide funding for community-based programs, as well as Statewide organizations and replication of successful drug abuse prevention programs. (Please see the "Major Issues" section for a description of issues with this program in MI.)

Vocational Education: MI received \$41.1 million in FY 94 (for the 94-95 school year) under the Carl D. Perkins Vocational and Applied Technology Education Act. These funds may be used to fund State administration and leadership activities and to improve programs in local secondary and postsecondary programs. Perkins funds may also be used to provide for the full participation of special populations in programs by providing supplemental services necessary for them to succeed in vocational education. Tech-Prep programs in MI were supported by \$3.9 million of the State's Perkins allocation.

Adult Education: MI received almost \$8.8 million in FY 94 adult education funds. MI's allotment under the Basic Grants program was almost \$8.5 million, and is used to improve the educational opportunities for adults, and to encourage the establishment of adult education programs that will: enable adult learners to acquire the basic educational skills necessary for literate functioning; provide adults with sufficient basic education to benefit from job training and retraining programs; and enable

adults who so desire to continue their education to at least the level of completion of secondary school. MI received \$263,547 for *State Literacy Resource Centers*.

Special Education: MI received almost \$68.6 million in FY 95 *Part B* funds under the Individuals with Disabilities Education Act (IDEA) to fund the education of 166,049 children with disabilities aged 6-21. The State received \$11 million in *Section 619 preschool grants* to assist State education agencies in providing special education and related services to 15,464 children with disabilities aged 3-5. The State also received \$8.2 million in *Part H* funds to support programs for infants and toddlers aged 0-2 and their families. MI received almost \$70.3 million in a Rehabilitation Services Act Basic Support Program grant in FY 94 to provide a wide-range of services to assist individuals with disabilities in preparing for and engaging in gainful employment.

MI has 48 *discretionary grants for disability and rehabilitation research, rehabilitation services, and special education programs* totalling \$8.2 million.

Direct Lending: Six schools, including the University of MI, participated in the first year of the Direct Student Loan Program, covering 19% of the State's student loan volume. This year 50 schools are participating -- including the University of Michigan, Central Michigan University, and Michigan State University -- with a total loan volume to date of over \$318.3 million, or 56 % of the 1993 total student loan volume for Michigan. While the application period for the 1996-97 school year remains open, to date, a total of 58 schools have been accepted to participate next year. Schools new for 1996-97 include Michigan Technological University and Wayne State University. In all, third year schools account for \$354.1 million, or about 63 % of the total student loan volume.

Student Aid: MI students are eligible for our student financial aid programs, including Pell Grants, and Work-Study Grants, and student loans. Awards are based on financial eligibility and go to students regardless of whether they attend an institution in MI.

HOT ISSUES IN MICHIGAN

School Finance Reform: In March 1994, voters approved a statewide referendum that raises the state sales tax from 4 to 6 cents, limits homestead property taxes to 6 mills, and cuts income taxes from 4.6 to 4.4%. The referendum included higher property taxes on commercial property and second homes as well as a cigarette tax. Under the state's plan, all districts are now guaranteed \$4,200 per student during the 1994-95 school year and \$5,000 per student within the next 5 years. Districts that were spending between \$4,200 and \$6,500 will be guaranteed their former level of funding. The 34 districts in the state that were spending more than \$6,500 can request permission from their residents to raise property taxes so that per-pupil funding stays at its previous level. In some cases, these communities have had to raise property tax rates to their previous levels to maintain their level of school funding.

Standards: In December 1993, the state legislature enacted Public Act 335, which requires the state board of education to approve a mandatory core curriculum for all schools in the state. The state board recently indicated, though, that it feels teachers and local administrators should be given responsibility for making decisions about curriculum and instruction and that any curriculum standards should be voluntary. The legislature is likely to address the issue of whether standards should be mandatory or voluntary in the fall when it discusses the state role in education.

School Accreditation: In November 1994, the MI State Board of Education approved the first phase of a 3-step process to raise accreditation standards for all of the State's schools. Each year the Department of Education will review assessment data on student performance to determine levels of

ACCOMPLISHMENTS IN WISCONSIN

1. Program: Safe and Drug-Free Schools

Supervisor: Thomas Payzant

Assistant Secretary, Elementary & Secondary Education
202-401-0113

The FAST program works with families, schools, and communities to reduce violence, substance abuse, and school dropouts. This highly successful program has been recognized nationally.

- From the Governor's portion of the DFSCA, WI began providing funds in 1988 to Family Service, which is a not-for-profit organization in Madison, WI, for the development of an AODA (Alcohol and Other Drug Abuse) high-risk youth prevention project entitled Families and Schools Together (FAST). SDFSCA funds continue to fund adaptations of this project.

- The FAST program is designed to address three problems: alcohol and drug abuse; violence and delinquency; and school dropout. Its strategy is to reduce causal factors related to these problems by starting with young children and using a family-based model. It develops a support network for empowering the parent to be the primary prevention agent for their own child. FAST collaborates with schools, parents, and not-for-profit human services agencies to strengthen bonds in the family, the school, and the community.

- Results after 8 weeks show statistically significant improvements in the child's classroom behaviors, home behaviors, self-esteem, in family closeness, in parent involvement in school, and reduction in social isolation. Follow-up data suggests the children continue to improve and some parents self-refer for counseling, get jobs, go back to school, and attend community events.

- Six unrelated agencies of the federal government have independently identified FAST as a program model that works. . . . The WI State Legislature and Governor Tommy Thompson supported FAST to become a WI State initiative under the Anti-Drug Bill AB 122, in 1990, for \$1 million annually. . . In 1993, the FAST program was supported and endorsed through video presentations and written communication by U.S. Senator Herbert Kohl (D) and U.S. Representative Scott King (R). In 1994, this project was the first runner-up in receiving the Ford Foundation and John F. Kennedy School of Government (Harvard University) Innovations in State and Local Government Award.

2. Program: Title I

Supervisor: Thomas Payzant

Assistant Secretary, Elementary & Secondary Education
202-401-0113

The Albert E. Kagel School in Milwaukee has a highly successful schoolwide project that has benefitted all students and resulted in dramatic academic and social growth and success.

- Schools with very high poverty rates are encouraged to implement a schoolwide project under Title I. In a schoolwide project federal funds can be used to benefit all students in the school rather than targeted to pullout programs for specific students.

- The neighborhood that Kagel serves is among the poorest and most ethnically diverse in the city. 88% of the students receive free lunch. Student enrollment is 78% Hispanic, 9.9% Asian, 9.1% Caucasian, 2.3% African American, and .2% Native American.

- The School-Based Management Council at Kagel — consisting of staff, parents, and community representatives -- has been the vehicle for implementing the schoolwide project. Parents are a key component of Kagel's success — donating thousands of hours in volunteer time. The school collaborates with other community agencies to sponsor courses for parents such as E.S.L., G.E.D., citizenship, math, Writing to Read, communicating with and understanding teenagers, and family budgeting.
- The average NCE gain in advanced skills for reading and math were, respectively, 7.9% and 12.5% for Title I students in grades 2-5 in 1992-93 — far above the national average. Kagel 3rd graders who scored above the performance standard statewide reading test increased from 45% in 1990 to 88% in 1993.

3. Program: Vocational Rehabilitation
 Supervisor: Augusta Kappner
 Assistant Secretary, Vocational & Adult Education
 202-205-5451

Mike Derousseau has utilized vocational rehabilitation services in Rice Lake to successfully start his own business.

- Mike Derousseau came to WI Division of Vocational Rehabilitation (DVR) in 1992 for services while recovering from a serious back injury sustained at work as a welder. Despite his injury, Mike had been working successfully part-time in a silk-screening company in Rice Lake, WI.
- Mike collaborated with a DVR counselor in Rice Lake, and made plans to purchase the business of silk-screening caps, t-shirts, sweatshirts, team jerseys, jackets and other clothing. With the assistance of a small-business consultant from the University of WI/Eau Claire, Mike and his DVR counselor developed a small-business plan, resulting in the approval of a commercial loan request. DVR, using the business plan, agreed to provide funds to purchase equipment and some inventory; the balance of the purchase price for the silk-screening business came from Mike's savings.
- Mike now works out of his own store front on Main Street in Rice Lake and has had an excellent start-up year. Mike was one of 419 people with disabilities served in Barron County, WI in 1993.

4. Program: School-to-Work
 Supervisor: Augusta Kappner
 Assistant Secretary, Vocational & Adult Education
 202-205-5451
 JD Hoyer
 Director, School-to-Work Office
 202-401-6222

WI has been a national leader in developing a school-to-work system. Last year WI won one of the eight State Implementation Grants as a result of the first round of competition. This grant allowed WI to give two local areas funding to implement local STW partnerships.

- The Northwest WI STW Opportunities Partnership includes ten rural counties joined in a system which builds on existing tech prep, youth apprenticeship, and STW programs.
- Fox Valley Education for Employment Consortium will develop the existing tech prep and youth apprenticeship program into a more comprehensive STW program.

AGENCY ACTIVITY IN WISCONSIN

Grants: As of June 8, WI has received 91 awards totalling \$59 million so far in FY 95. In FY 94, WI received 276 awards, totalling \$254.4 million. (NOTE: These figures do not include student financial aid or Impact Aid.)

Goals 2000: In November 1994 WI received a Goals 2000 planning grant of almost \$1.7 million. WI's State Planning Panel has not been seated. Governor Thompson will not discuss panel activities or Goals 2000 until Congress acts on pending amendments to the Goals 2000 Act. Governor Thompson would also prefer to have Federal education money flow to the State through the Governor's office. His budget, currently before the legislature, proposes reconstructing the current Department of Public Instruction (DPI) and creating a new Department of Education with an appointed Secretary. DPI would be parred down to the Superintendent (an elected position) and about 6 positions. The State's budget should be approved by July. WI's estimated allocation for FY 95 is \$6.8 million.

While WI stalls on its implementation of Goals 2000, its current reform agenda supports the notion of high standards and would be augmented by Goals 2000 funds and planning activities. In 1993, the DPI adopted 10 Learner Goals, 10 Institutional Support Goals, and 8 Societal Support Goals. Three of the Learner Goals are measured in a statewide performance assessment system, scheduled to begin implementation in 1996-97. Linked with the goals are 17 interdisciplinary Learner Outcomes, developed in 1994. The WI DPI is working with the WI Center for Education Research at the University of WI to develop the assessment of meeting the standards, which will be used in grades 8 and 10. The State also has a third grade reading test, used statewide since 1987; knowledge and concept tests at grades 8 and 10 were begun in 1994.

School-to-Work: On September 29, 1994 WI one was of 8 States to receive a *School-to-Work Implementation Grant*. WI has received almost \$4.8 million so far to implement its State School-to-Work system. In total WI received \$27 million over a five year period and intends to have all school districts receive funding by the year 2000. The State's vision for a statewide system has at its foundation State legislation, strong governance, and a number of well-developed programs -- including youth apprenticeship and tech prep programs -- that are closely linked to other education reform efforts. The State has focused on expanding the shared commitment of the major State partners in School-to-Work (STW) activities by regularly meeting to review, plan and further develop the State STW system.

\$3.3 million was awarded in the first year to 21 local partnerships involving 240 school districts and 269 high schools, giving half of the students in the State access to the STW system. The State plans to release an additional \$3.8 million in the second year.

Local Partnership Grant: On September 15, 1994 two local areas in WI received funding to implement local school-to-work partnerships. Out of 265 applicants, only 15 local partnership grants were awarded. The Northwest WI School-to-Work Opportunities Partnership includes 10 rural counties joined in a system which builds on existing tech prep, youth apprenticeship, and school-to-work programs. Fox Valley Education for Employment Consortium's will develop the existing tech prep and youth apprenticeship program into a more comprehensive school-to-work system.

Title I: It is estimated that WI will receive almost \$121.1 million in Title I funds for FY 95 (1995-96 school year).

Curriculum Frameworks: In the fall of 1993, the WI Department of Education received a curriculum frameworks grant under the Eisenhower Program in the amount of \$597,818 to develop and implement new multidisciplinary curriculum frameworks in math and science. The frameworks

will define content and student performance standards, generate a unified course of study tied to those standards, and use the framework as a basis for teacher preparation programs. WI has also received 2 other curriculum frameworks grants under the Fund for the Improvement of Education: \$200,000 for the development of multidisciplinary content standards in English/language arts, foreign languages, history, geography and the arts (from 1994-97); and \$417,000 to develop a multidisciplinary approach to curriculum, teacher preparation, and professional development in the State's five priority disciplines (from 1993-96).

Title VI: Title VI (Chapter 2) is a formula grant program that allocates funds to the States to be used for 7 broad targeted assistance programs. For the 1994-95 school year, WI received \$7.3 million (a 16% reduction from the previous year) in Title VI funds.

School Dropout Demonstration Program: The Milwaukee Area Technical College received a grant designed to use partnership activities to encourage high school completion; college placement, vocational counseling, occupational training, and job placement. This program coordinates with the Milwaukee Public Schools and community-based organizations. In FY 94 this grant was almost \$490,000.

Safe and Drug-Free Schools: WI received \$7.1 million under the Safe and Drug-Free Schools program in FY 94. WI was estimated to receive \$8.2 million in FY 95. In FY 94 the *State Education Agency* received \$5.3 million to serve about 790,000 children and youth through a formula grant to 424 out of 427 local educational agencies for school programs that focus on drug and violence prevention. Local districts used these funds as a consistent source of financial support for adult and student training, curriculum purchases and development, and staff time to support the program. The *Governor* received \$1.8 million in FY 94 to provide funding for community-based programs, as well as wide organizations and replication of successful drug abuse prevention programs.

Professional Development: Under the Eisenhower Professional Development program, States receive funds on a formula based upon the number of school-age children and the number of disadvantaged students in the State. Up until FY 95, Eisenhower funds were used only for math and science programs. Due to changes in our legislation, however, from FY 95 forward Eisenhower program funds may be used for any academic subject. WI received \$4.5 million in FY 94, and its FY 95 allocation is \$5.9 million.

Vocational Education: WI received \$22.1 million in FY 94 (for the 94-95 school year) under the Carl D. Perkins Vocational and Applied Technology Education Act. These funds may be used to fund State administration and leadership activities and to improve programs in local secondary and postsecondary programs. Perkins funds may also be used to provide for the full participation of special populations in programs by providing supplemental services necessary for them to succeed in vocational education. *Tech-Prep* programs in WI were supported by \$2.1 million of the State's Perkins allocation.

Adult Education: WI received almost \$4.4 million in FY 94 adult education funds. WI's allotment under the *Basic Grants program* was \$4.2 million, and is used to improve the educational opportunities for adults, and to encourage the establishment of adult education programs that will: enable adult learners to acquire the basic educational skills necessary for literate functioning; provide adults with sufficient basic education to benefit from job training and retraining programs; and enable adults who so desire to continue their education to at least the level of completion of secondary school. WI received \$131,000 for *Literacy Resource Centers*.

Special Education: WI received almost \$40.3 million in FY 95 *Part B* funds under the Individuals with Disabilities Education Act (IDEA) to fund the education of 97,546 children with disabilities aged 6-21. The State received \$9 million in *Section 619 preschool grants* to assist State education agencies in providing special education and related services to 12,642 children with disabilities aged 3-5. The State also received \$4.1 million in *Part H* funds to support programs for infants and toddlers aged 0-2 and their families. WI received \$41.6 million in a Rehabilitation Services Act Basic Support Program grant in FY 94 to provide a wide-range of services to assist individuals with disabilities in preparing for and engaging in gainful employment.

WI has 7 *discretionary grants for disability and rehabilitation research* for a total of \$3 million. It also has 16 discretionary grants, totalling \$2.1 million, for *rehabilitation services* for people with disabilities. The State has also received 25 discretionary grants for *special education programs* for a total of \$3.4 million.

Direct Lending: Only 2 schools in WI participated in the first year of the Direct Student Loan program, covering .75% of the State's student loan volume. This year 20 schools are participating -- including Marquette University, the University of Wisconsin Milwaukee, and the University of Wisconsin Eau Claire -- with a total loan volume to date of over \$93.3 million, or 26% of the 1993 total student loan volume for WI. (Figures as of March 1995.)

Student Aid: WI students are eligible for our student financial aid programs, including Pell Grants, and Work-Study Grants, and student loans. Awards are based on financial eligibility and go to students regardless of whether they attend an institution in WI.

HOT ISSUES IN WISCONSIN

Budget Cuts and Political Issues: WI's governor, who has long been at political odds with the WI Department of Instruction's (DPI) Commissioner, has called for budget cutbacks for all state agencies over the next two years. While most agencies will take a 5 percent cut in 1995-96 and 10 percent in 1996-97, the governor proposes that DPI take a 14 percent cut in 1995-96 and a 33 percent cut in 1996-97. About 50 of 200 state-funded DPI staff members recently received notices that they are at risk of being laid off. The governor has also proposed the creation of a new department of education with a governor-appointed superintendent. Under the new budget, the current elected state superintendent would have an office with five staff members. The joint finance committee is expected to approve this measure in May 1995.

School Finance: In May 1994, Governor Tommy Thompson signed legislation to increase the state's share of education spending statewide from approximately 40 percent to about 67 percent by 1997. The legislation did not specify how the state will raise the extra funds it needs (estimated to be about \$1.2 billion). A commission composed of legislators and representatives from the governor's and state superintendent's offices will recommend strategies for raising the additional funds by September 1995, and the legislature has one month to act on those recommendations or develop a different strategy.

To impose a meaningful deadline on the commission and the legislature, the new legislation specifies that by 1997, no community may impose a levy in excess of 10 mills. The current statewide average is about 17 mills. This draconian measure should provide sufficient incentive for the commission and the legislature to agree on funding by that time.

The new legislation also set limits on teacher salaries that complement earlier revenue controls imposed on school districts. In 1993, the governor ordered that communities could not increase total education revenues by more than the rate of inflation, which at the time was 2.3 percent. Because

ACCOMPLISHMENTS IN OHIO

1. Program: Vocational Rehabilitation

Supervisor: Judy Heumann

Assistant Secretary, Special Education & Rehabilitative Services
202-205-5465

Bill Webb of Twinsburg became a quadriplegic after a car accident. He is now a company production engineer at Pro-Fab.

- A few years ago, Bill was the foreman for Pro-Fab, a Cleveland-area manufacturer. He did "roll-up-your-sleeves," physical work alongside the other employees in the shop. Then his life abruptly changed; he and his wife Tiffany had only been married two weeks when Bill had a diving accident that resulted in quadriplegia and a six-month hospital stay.
- Less than a year after his discharge from the hospital, Bill was back at work as company production engineer at Pro-Fab. Today, using a computer, he creates intricate product diagrams and proposals for customers, and simplifies blueprints for his co-workers. Because Bill focused on developing new skills after his accident, his company is growing and prospering.
- The Ohio Rehabilitation Services Commission (ORSC) provided Bill with a computer system and instruction, as well as an electric wheelchair. His VR counselor encouraged him to believe in his abilities, and connected him with services that could help Bill overcome personal and career obstacles after the accident. Pro-Fab made its facility fully accessible, and family, friends, and church volunteers rallied to give Bill and Tiffany the support network they needed. Bill's competence on the job wasn't diminished by his disability. He acknowledges that life using a wheelchair is harder than it was before the accident; however, having accepted that and vowing not to give in to self-pity and negative attitudes, Bill is back on track.

2. Program: Safe & Drug-Free Schools

Supervisor: Thomas Payzant

Assistant Secretary, Elementary & Secondary Education
202-401-0113

The Akron Public Schools desperately need Safe & Drug-Free Schools funding to institutionalize its programming/training for drug/violence prevention.

- The Akron community has worked long and hard to build a comprehensive drug/violence prevention program in its schools, and is about half way toward getting a prevention system in place. Over the last 9 years several accomplishments have been made including: student/employee drug prevention policies have been written/implemented; teachers, students, and parents have received awareness training; curriculum materials have been purchased; 14 of 62 buildings have received some student assistance services training; peer prevention programs have been started in approximately 12 of 62 buildings; DARE has been implemented in the 5th or 6th grades in 20 of 40 elementary buildings; peer mediation/conflict resolution training has been started in 28 of 62 buildings; gun safety programs have started K-12; and training teachers to deal with violence in schools has started.
- The schools estimate that a minimum of \$600,000 per year is needed for the next 3-4 years to get the program institutionalized and at least \$350,000 per year will be needed to maintain and update the curriculum/training. Since the school system is \$21 million in debt, the local budget could not restore the Drug-Free Schools funding if it is rescinded.

- "The Akron City Schools would be seriously affected if drug prevention funds are rescinded. The entire prevention staff and drug/gang intervention security specialist would be lost at a time when violence related to drugs is escalating and our peer prevention/mediation programs are just really getting a good hold."

AGENCY ACTIVITY IN OHIO

Grants: As of June 2, OH has received 98 awards (\$214.2m) so far in FY 95: 29 new awards (\$200.5m) and 69 continuation awards (\$13.6m). In FY 94, OH received 279 awards, totalling \$244m. (NOTE: These figures do not include student financial aid or Impact Aid.)

Goals 2000: Instead of applying for first-year planning funds, OH submitted a "preexisting" plan to the Department for review in May. The peer review process is almost complete. OH has already drafted academic standards with broad public input, instituted an assessment system tied to the standards in grades 2, 4, and 12, and established a 9th grade proficiency test as a requirement for high school graduation. OH's estimated FY 95 allocation is \$15.3 million.

School-to-Work: OH has received \$850,000 so far to develop a comprehensive School-to-Work system, and plans to apply for an implementation grant this year. Last year, the State conducted a 7 regional forums to solicit broad input into the State plan. Prior to receiving a Development Grant, the State made STW awards, funded entirely by State monies, to 11 demonstration sites. As with the forums, the results of these site visits are being incorporated into the State plan for implementation. The State has worked closely with the Cincinnati Youth Collaborative in the replication of that program in high poverty areas and sharing the "lessons learned" in Cincinnati with other areas throughout the State.

Urban/Rural Opportunities Grant: The Cincinnati Youth Collaborative received an Urban/Rural Opportunities grant to implement a local school-to-work initiative. Their proposed T-CAP (Taft Career Academic Program) is a system that begins serving all students in the elementary schools with career education and continues through high school and into postsecondary educational opportunities.

Title I: It is estimated that OH will receive \$297 million in Title I funds for FY 95 (1995-96 school year).

Professional Development: Under the Eisenhower program, states receive funds based on the size of their student enrollment and the number of poor students in the state. Until FY 95, Eisenhower funds were used only math and science programs. However, from FY 95 forward, funds may be used for any academic subject. OH's allocation for FY 95 is \$13.3 million.

Title VI: Title VI (Chapter 2) is a formula grant program that allocates funds to the States to be used for 7 broad targeted assistance programs. For the 1994-95 school year, OH received \$12.5 million (a 16% reduction from the previous year) in Title VI funds.

Safe and Drug-Free Schools: It is estimated that OH will receive about \$15 million in grants under the Safe and Drug-Free Schools program for FY 95. \$15 million will go to the State Department of Education, of which 91% is distributed to all 611 local districts on a formula basis for school programs focusing on drug and violence prevention. \$3.7 million will go to the Governor's community-based efforts to prevent violence and drugs.

Special Education: OH received \$88.8 million in FY 95 Part B funds under the Individuals with Disabilities Education Act (IDEA) to fund the education of 215,000 children with disabilities aged 6-

2b. The State received \$11.6 million in Section 619 preschool grants to assist State education agencies in providing special education and related services to 16,300 children with disabilities aged 3-5. The State also received \$9.7 million in Part H funds to support programs for infants and toddlers aged 0-3 and their families. OH received almost \$94.5 million in a Rehabilitation Services Act Basic Support Program grant in FY 94 to provide a wide range of services to assist individuals with disabilities in preparing for and engaging in gainful employment.

OH has 86 discretionary grants for disability and rehabilitation research, rehabilitation services, and special education programs for a total of \$13.8 million.

Vocational Education: OH received \$49.3 million in FY 94 for the 94-95 school year under the Carl D. Perkins Vocational and Applied Technology Education Act. These funds may be used to fund State training and leadership activities and to provide support programs in local, secondary, and postsecondary programs. Perkins funds may also be used to provide for the full participation of special populations in programs by providing supplemental services necessary for them to succeed in vocational education. Tech-Prep programs in OH were supported by \$4.7 million of the State's Perkins allocation.

Adult Education: OH received almost \$10.6 million in FY 94 adult education funds. OH's FY 94 allotment under the Adult Grants program was \$10.6 million and is used to improve the educational opportunities for adults and to encourage the establishment of adult education programs that enable adult learners to acquire the basic educational skills necessary for interstate functioning, provide adults with sufficient basic education to benefit from job training and retraining programs, and enable adults who so desire to continue their education to at least the level of completion of secondary school. OH received \$500,000 for State Literacy Resource Centers.

Direct Loans from schools: including Ohio University, participated in the first year of the Direct Student Loan program, covering 5% of the State's student loan volume. This year 15 schools are participating, including Bowling Green State University, Case Western Reserve University, Kent State University, Miami University, Ohio State University, The University of Toledo, and Wright State University. With a total loan volume to date of over \$366.5 million, or 48 % of the 1996 total student loan volume for Ohio. While the application period for the 1996-97 school year remains open, to date, 75 schools have been accepted to participate next year. Schools new for 1996-97 include Franklin University, the University of Dayton, and Xavier University. In all, third year schools account for \$406.4 million, or about 54% of the total student loan volume.

Student Aid: OH students are eligible for our student financial aid programs, including Pell Grants, and Work-Study Grants, and student loans. Awards are based on financial eligibility and go to students regardless of whether they attend an institution in OH.

ACCOMPLISHMENTS IN MINNESOTA

1. Program: Special Education

Supervisor: Judy Heumann

Assistant Secretary, Special Education & Rehabilitative Services

202-205-5465

Tim overcame multiple disabilities to become a successful, productive, responsible citizen, fully employed as a chef in a major Twin Cities restaurant.

• In high school, Tim, a young man with learning, behavioral, social and chemical-dependency difficulties, would not have been voted "most likely to succeed." Tim just barely accumulated the credits to graduate from high school; however, his special education teacher and his parents knew Tim was bright and creative, and they encouraged him to continue his education.

• Despite his own problems, Tim found time to volunteer at the Courage Center and establish a life-long supportive relationship with a student who has multiple physical disabilities. Tim continued his education at a local community college, and then enrolled at the American Culinary Institute in New York.

• Since completing his postsecondary education, Tim studied under a Master Chef in Spain and also has bicycled his way through central America. Last year, Tim married a woman from the Netherlands, and he is now a chef in a major Twin Cities restaurant.

2. Program: Safe & Drug-Free Schools

Supervisor: Thomas Payzant

Assistant Secretary, Elementary & Secondary Education

202-401-0113

Students are decreasing substance abuse in Glyndon which has a model, comprehensive drug prevention program.

• In Glyndon-Felton High School, Glyndon, Principal Kent Hjelmstad explains, "An '85 survey showed that 50% of our students were using alcohol on a regular basis. By '89, our drug education program had that number down to 19% - and we'll keep on lowering it."

• This program was spotlighted by State Drug-Free Schools coordinator, Carol Thomas, for the comprehensive nature of its services. Family education and services are an important component of the program, particularly with children in the early grades (K-5). In the later grades, students invest their time and energy in the planning process and program delivery of peer-led, student-oriented programs.

• Thomas also recommended 4 other districts that use federal Safe & Drug-Free Schools dollars, saying, "Each of these districts has been successful also in developing a strong community base for integrating services in collaboration with service providers, businesses, and other agencies in the school district."

Burnsville Public Schools, District 191

100 River Ridge Court

Burnsville, MN 55337

612.895.7200

Contact: Dr. Gary L. Nelson

Mounds View School

2959 North Hamline Ave.

St. Paul, MN 55113

Contact: Carol Seidenkranz

612.636.3650

White Bear Lake Public Schools, District 624
 3554 White Bear Ave.
 White Bear Lake, MN 55110
 Contact: Lyle Helke
 612.773.6101

St. Paul Public Schools, District 625
 360 Colborne St.
 St. Paul, MN 55102
 Contact: Jay Ettinger
 612.293.5100

4. Program: Vocational Education
 Supervisor: Augusta Kappner
 Assistant Secretary, Vocational & Adult Education
 202-205-5451

Minnesota's Business/Industry Internship Program provides an exceptional staff development opportunity for technical college instructors to gain industry experience.

- The program releases full-time technical college instructors from their teaching responsibilities to work in a production oriented business or industry setting related to their teaching assignment. Internships are a minimum of three consecutive weeks at each site with a maximum of six weeks during each academic year. During the internship, instructors validate and update their present skills and/or acquire new skills and thought processes. Business and industry have accepted and support this program enthusiastically.
- All instructors are required to update their curriculum and officially report these changes to the employer and the SBTC. Over 98% of all participating companies have stated in writing they would approve another internship site for a technical college instructor. Instructors have identified 50 companies desiring technical updating for their employees that could be provided by the technical college. The number of employees requiring training in each company ranges from one to over 200. This information is referred to the Custom Training Coordinator at each college for follow-up.
- This program has been nationally recognized for 2 consecutive years as an exemplary program. It is funded and operated by the State Board of Technical Colleges (SBTC).

AGENCY ACTIVITY IN MINNESOTA

Grants: As of June 2, MN has received 64 awards totalling \$45 million so far in FY 95. In FY 94, MN received 270 awards, totalling \$207.1 million. (NOTE: These figures do not include student financial aid or Impact Aid.)

Goals 2000: In August 1994 MN received a Goals 2000 planning grant of almost \$1.4 million. MN is using Goals 2000 as a way to build upon its recently adopted Graduation Standards. Since last fall, a panel has been convening to develop a State comprehensive reform plan, that is scheduled for completion in August. MN's estimated allocation for FY 95 is \$5.5 million.

In February, the State awarded subgrants to local districts: 3 preservice grants totalling \$74,163; 3 professional development grants, totalling \$103,176; and 6 local reform grants totalling \$531,176. Some examples of subgrants: In *Moorhead*, a \$24,000 preservice grant will support the development of a results-oriented approach to teacher education through a collaboration with Moorhead State University. Training will help teachers tie the curriculum to MN's new graduation standards and increase parental and community involvement. A \$104,000 local improvement grant will support results-based instruction and assessment at the high school level. In *Minneapolis*, a \$24,000 preservice grant will help plan an Urban Leadership Development Academy to develop leaders who are aware of

and capable of meeting urban education leadership needs. A professional development grant of \$35,000 will allow the district to develop authentic assessment measures to identify effective teaching of urban youth.

Curriculum Frameworks: The Minnesota Department of Education received a curriculum frameworks grant to develop, implement, and evaluate curriculum frameworks in the arts for grades K-12 and model guidelines for colleges and universities that ensure the success of all learners based on educational improvement strategies and approaches. The Department will collaborate with the Arts Partners, the Arts Advisory, the West Metro Service Team, several project committees, and the Allied Arts Organization.

School-to-Work: The State of Minnesota has received \$334,000 to develop a statewide School to Work initiative. The State will use some of its funds to make implementation grants to 15 local partnerships in winter of 1995 and more local grants are planned. Minnesota is building its work-based learning strategy on its established youth apprenticeship system. Initially, the State is focusing on the manufacturing industry, particularly metalworking, electronics, and printing, due to the growth and wage rates of that industry in the state. Minnesota is readying an application for a School to Work State Implementation Grant due to the Departments of Education and Labor on June 19.

Local Partnership Grant: The Northeast Minnesota School-to-Work ProTech Program in Cloquet has received a \$256,082 Local Partnership Grant to implement its local initiative.

Urban/Rural Opportunities Grant: The American Indian Opportunities Industrialization Center in Minneapolis received a \$455,393 Urban/Rural Opportunities Grant to implement its local School-to-Work initiative in an urban area of high poverty.

Title I: It is estimated that Minnesota will receive almost \$81.3 million in Title I funds for FY 95 (1995-96 school year).

Professional Development: Under the Eisenhower program, states receive funds based on the size of their student enrollment and the number of poor students in the state. Until FY 95, Eisenhower funds were used only math and science programs. However, from FY 95 forward, funds may be used for any academic subject. MN's allocation for FY 95 is \$4.8 million.

Magnet Schools: Minneapolis received magnet schools grants totalling \$1.5 million in FY 94 to support 3 magnet schools: global arts/communications (K-5), math/science/technology (K-8), and Montessori (K-6). The St. Paul Public schools received \$1.3 million in FY 94 to support 2 magnet schools: global education (grades 7-9) and math/science/technology (grades 1-6).

Title VI: Minnesota received \$6.6 million in Title VI funds for FY 94, approximately a 15% reduction from FY 93. The State retained the maximum twenty percent (\$1,311,601) at the State level for technical assistance in the areas of alternative learning strategies for at risk students, improvement of school media centers and staff development.

Safe and Drug-Free Schools: Minnesota received \$6.3 million under the Safe and Drug-Free Schools program in FY 94. Minnesota was estimated to receive \$6.7 million in FY 95. In FY 94 the *State Education Agency* received \$4.7 million to serve children and youth through a formula grant to local districts for school programs that focus on drug and violence prevention. The *Governor*

EDUCATION WEEK · NOVEMBER 29, 1995

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Minn. Governor Unveils Private School Voucher

By Joanna Richardson

Plan

Gov. Arne Carlson of Minnesota has announced the details of a voucher plan that would give families public money to send their children to private or religious schools.

His model resembles the controversial programs that have already been enacted in Ohio and Wisconsin—and are being introduced in several other states.

Gov. Carlson unveiled his 1996 education package Nov. 15 at City Academy, a St. Paul charter school. It includes money for computers, a college-investment fund, and after-school programs for urban children.

But the tuition vouchers of up to \$3,000 per child are the showpiece of the Republican governor's plans, which require approval by a legislature controlled by Democrats.

The pilot program would be limited to Minneapolis, St. Paul, and Brooklyn Center, a Twin Cities suburb. The districts were chosen because of their concentration of students whose families receive federal aid.

The commissioner of the state's new department of children, families, and learning would choose one or more rural districts to participate in the pilot.

While vouchers have become one of Mr. Carlson's favorite subjects in recent months, they are still the subject of scrutiny in other states

that are testing the concept.

In Wisconsin, for example, legislation passed at the urging of Gov. Tommy G. Thompson that adds religious schools to Milwaukee's four-year-old voucher program has drawn fierce criticism. Oppo-

nents of the expansion, who claim it violates the constitutional separation of church and state, are challenging the state in court.

Gov. George Voinovich of Ohio, meanwhile, plans to move ahead with a voucher program in

Cleveland, where low-income families could use state funds to enroll their children in non-public schools next fall.

Similar measures have also been introduced this year by governors in Pennsylvania and Connecticut. Lawmakers in Illinois and Oregon considered voucher plans this year. And in Congress, a measure passed by the House would create a voucher program for District of Columbia students.

Gov. Carlson believes his proposal would overcome constitutional challenges because "it puts money in the hands of families," who make the decision whether to support religious schools, said Brian Dietz, one of his spokesmen.

Model looks like those enacted in Ohio and Wisconsin.

The governor also claims his plan would force all schools to improve as they vie for students.

"Where there is no choice, there is no competition, and where there is no competition, there is lost potential for academic excellence," Mr. Carlson said in a statement this month.

The \$500 to \$3,000 vouchers would be given on a sliding scale according to income. A family of

four could make about \$41,000 a year and still qualify. Parents with students now attending nonpublic schools would also be eligible.

The state now spends \$6,200 a year per pupil. The portion of that money not used by families in the voucher program would remain in the school districts where they live.

Sandra Peterson, the president of the Minnesota Federation of Teachers, called Mr. Carlson's voucher plan a "gimmick" that would add little to the state's range of options in public education. "We already have it all: open enrollment, alternative schools, magnet schools, even post secondary options," she pointed out.

"We all know what we really need: standards," Ms. Peterson added. She said she was afraid the governor's attention to school choice would stall the state's effort to adopt new graduation requirements.

Mr. Carlson is expected to present his plan to the legislature in January. So far, lawmakers who have approved other unorthodox school-improvement programs in Minnesota appear divided over the issue.

Even though the legislature is in the hands of Democrats, who usually oppose vouchers, Mr. Carlson's aides said they believe the plan has a fighting chance because Minnesotans expect a high degree of freedom from their state and local governments.

Weekly Report - February 15, 1996

Region VIII - Denver

Page Three

Minnesota

GOVERNOR'S SCHOOL VOUCHER PLAN FAILS INITIAL TEST: Minnesota Governor Arne Carlson's top legislative priority -- taxpayer-paid private school vouchers -- was recently voted down by the Minnesota Senate Education Funding Division. The committee action was a serious setback to the plan to provide tax money to send children to private school. However aides to Carlson say the Governor will continue to push for vouchers during the current legislative session and may attempt to attach the proposal to other legislative measures.

South Dakota

SOUTH DAKOTA HOUSE AND SENATE REJECT OPEN ENROLLMENT MEASURE: A plan allowing students to choose schools they would like to attend within their school district or in another district was recently voted down by both the South Dakota House and Senate. The legislation failed after opponents argued it would lead to recruiting of athletes to build sports powerhouses and allow the wealthy to choose desirable schools away from home while leaving the less affluent without such a choice. Proponents said the measure would encourage schools to offer high quality education and that competition for students would be healthy for schools.

SOUTH DAKOTA HOUSE COMMITTEE APPROVES STUDENT EXPULSION BILL: The South Dakota House Education Committee recently voted to give school superintendents greater flexibility to discipline kids who carry guns to schools. Currently students caught with guns may be expelled up to one year; the legislation removes that limitation. South Dakota Education Secretary Karon Schaack warned the committee that without the bill's passage, the state could lose more than \$88 million in federal education money. Schaack told lawmakers that South Dakota was one of just three states that does not give school superintendents the broad authority required under the Gun-Free Schools Act of 1994.

IV. ON THE HORIZON

SRR TO PARTICIPATE IN FEDERAL EXECUTIVE BOARD MEETING: On February 15, SRR Lynn Simons will participate in the quarterly meeting of the Denver Federal Executive Board.

SRR TO MEET WITH DENVER MAYOR'S EDUCATION AIDE: On February 16, SRR Lynn Simons will meet with Carol Boignon, education aide to Denver Mayor Wellington Webb.

STATE EDUCATION IMPROVEMENT PARTNERSHIP

FACSIMILE

To: Michael Cohen, U.S. Department of Education, Fax: 401-0596

From: Kate Kelliher, National Governors' Association

Date: July 16, 1996

Number of Pages: 2
(including cover)

MESSAGE:

The summary report from the State Education Improvement Partnership's Milwaukee conference, "From the Summit to the States: Linking Standards to Learning," is nearing completion. Attached is an excerpt from the report that includes a quote from you. Please review the quote for accuracy and make any necessary changes. You may fax your changes to me at (202) 624-5313 or call me at (202) 624-5376 to indicate your approval. Thank you for your time and assistance.

CHARTER SCHOOLS

Charter schools can be an important vehicle for raising academic standards, involving parents, business, and communities in education, and providing dramatic new flexibility in exchange for accountability for results.

Business is getting involved in the development of charter schools; for example, a business/labor/education partnership has established one charter school called Skills for Tomorrow designed to provide school-to-work experiences for students. A recent survey showed that 25% of charter schools reported business involved in the design of the school.

Goals 2000 and Charter Schools

Any state can use Goals 2000 funds to support the development of charter schools, and at least three states are already doing so: Minnesota, Michigan, and Massachusetts.

In Michigan, 8 charter schools were funded last September with 94-95 Goals 2000 funds. One intermediate school district also received a grant to provide additional products and information that are helpful to charter schools.

In Massachusetts, 14 charter schools are receiving Goals 2000 funds. Minnesota is using Goals 2000 funds to help one charter school.

An Example: New Visions School in Minnesota

In Minnesota, New Visions Charter School focuses intensively to help children overcome reading problems, and its students have had impressive gains in reading. Before arriving, the average student attending the school gained only one half a year in reading every academic year. At New Visions, the students are now averaging between 13 and 18 months of reading gains every year. It uses both Goals 2000 funds, and is taking advantage of new flexibility under Title 1 as a "schoolwide project".

New Visions was founded by a parent who had worked for years to help his daughter overcome a reading disability, and wanted to share what he learned with other students. It has been so successful, that the school received a Goals 2000 grant to train other schools in nearby districts in the use of New Vision's innovative reading curriculum and instructional strategies. There is extensive parental involvement in the school, and in their children's education.

Other Federal Funds

The Administration requested \$20 million for a program to provide start-up funds for charter schools in FY 1995, and \$6 million was appropriated as part of the 1994 reauthorization of the Elementary and Secondary Education Act. The Administration again requested \$20 million in FY 1996; the House appropriations bill provides \$6 million for charter schools, and the Senate Appropriations committee is recommending \$10 million. Grants were recently awarded to 10 states, and two individual schools, for school design and early implementation activities.

This grant program was carefully designed to meet the most pressing need facing charter schools; indeed, a recent survey of charter schools by ECS and the University of Minnesota shows that the most significant obstacle facing charters is lack of access to start-up funds.

DRAFT

Summit with specific activities in states. This report highlights the general themes that emerged from participants' small-group discussions and remarks made by featured speakers. In addition to summarizing the issues and concerns raised, this report outlines distinct responsibilities for each state-level constituency group to undertake unilaterally and collaboratively to improve the quality of public education in their state.

ACADEMIC STANDARDS

"There is widespread agreement that raising academic standards for all students, if it is not the most important step, is at least the first step that we need to take to improve the quality of education in our nation's schools," Michael Cohen, U.S. Department of Education.

Participants at the Partnership conference recognized that while standards are a critical first step in the reform process, they must be part of a broader reform agenda. Howard Fuller, professor of education and director of the Institute for the Transformation of Learning at Marquette University, noted that "standards are a critical part of any comprehensive reform strategy but in and of themselves cannot orchestrate system change." For systemic change to occur, he argued, schools must be opened up to innovation and creativity, governance structures changed, authority transferred to local schools, school choice considered, and public/private partnerships cultivated. Robert Wood, Governor Thompson's education policy advisor, reiterated that "standards are a building block" from which other reforms can move forward.

States already involved in the development of content and performance standards shared valuable information about the importance of soliciting public and professional comment on draft standards; working with the various constituencies that influence the political environment; and communicating with parents, business leaders, and community members about the purpose of content and performance standards. Participants agreed that business leaders can serve as spokespersons for standards, adding legitimacy to systemic reform efforts.

To ensure that standards are part of a larger policy framework that supports student learning and provides academic and professional options for students, state leaders also discussed the need to foster greater collaboration between K-12 and higher education to guarantee that college admissions criteria recognize reforms in curriculum and assessment. Other leaders discussed the importance of supporting students in reaching the standards and assisting teachers in their efforts to implement them. As Fuller noted, "To just say we're going to have higher standards, but then continue to do things the way we've done them is not serious.... You can't have higher standards unless you actually establish them, hold [students] to them, and then tell kids you expect them to get there." To implement standards effectively, state leaders argued that the organizational capacities of local schools must be expanded by increasing planning time, facilitating greater collaboration, and restructuring teacher preparation programs to incorporate and complement standards-based reforms.

GOALS 2000: A BIPARTISAN APPROACH

- o **Enacted March 31, 1994 with strong bipartisan support.** The House of Representatives approved Goals 2000 by a bipartisan vote of 306-121. The Senate passed Goals 2000 with a bipartisan vote of 63-22.
- o **Builds on bipartisan agreements between Nation's governors and Bush Administration at 1989 Charlottesville Education Summit.** The foundation for Goals 2000--federal support for state-led education reforms, a focus on challenging academic standards, accountability for results, flexibility in the use of federal funds--was developed at the 1989 Education Summit. The National Governors' Association reiterated its bipartisan support for Goals 2000 on July 16 at its annual meeting in Puerto Rico.
- o **Supported by every major business, education and parent organization.** Goals 2000 was supported by a wide range of groups, including the U.S. Chamber of Commerce, The Business Roundtable, the National Alliance of Business, the National School Boards Association, the National PTA, the American Federation of Teachers, the National Education Association, and the National Association of Elementary School Principals (illustrative list).
- o **Helps states and local communities improve academic achievement** by raising academic standards, using technology to improve teaching and learning, increasing parental involvement in schools, providing training to teachers, and holding schools accountable for improved academic performance. Goals 2000 is designed to strengthen and support education reforms developed at local and state levels. At least 90% of Goals 2000 funds must be spent at the local community level.
- o **A responsible block grant.** States and local communities have tremendous flexibility in how Goals 2000 funds can be spent, so long as it fits within the state or community's own approach to improving education. Goals 2000 is being administered with no new regulations, and provides, for the first time in history, the Secretary of Education with the authority to waive requirements in other federal programs if they interfere with state or local approaches to improving education.
- o **Widespread, national participation in Goals 2000** Governors and state education leaders of both parties are actively using Goals 2000 to carry out their own education reform initiatives:

- o 48 states are participating in Goals 2000 (all except Virginia and Alabama).
- o More than 4,500 local school districts are participating in Goals 2000, as a result of the first two years of funding.
- o 19 states have completed comprehensive education reform plans called for under Goals 2000. The remaining states are completing the development of plans. Every state that submitted a plan for approval by the U.S. Department of Education has had its plan approved.
- o Every participating state is working to raise standards of learning in academic subjects, and to develop assessments to test student performance with respect to the state's academic standards.
- o Eight states are participating in Goals 2000 Ed-Flex Demonstration Program. This permits the state (rather than the Secretary of Education) to waive statutory and regulatory requirements of federal education programs if the requirements interfere with state or local approaches to education reform. States participating in Ed-Flex are: Colorado, Kansas, Maryland, Massachusetts, Ohio, Oregon, Texas, and Vermont.
- o **Examples of how States are using Goals 2000 funds:**
 - o **Delaware** is using its funds to enable local schools to develop model curriculum that are aligned with the state's recently adopted academic standards.
 - o **Kentucky** has used its Goals 2000 funds to promote greater parental involvement in its own reform effort, the Kentucky Education Reform Act (KERA).
 - o **Ohio** is targeting its Goals 2000 funds on those schools whose students are not making progress toward meeting academic standards, as a component of its approach to hold schools accountable for performance. The Goals 2000 funds are being used to help turn around low performing schools.
 - o **Texas** is using Goals 2000 funds to support Gov. Bush's Academics 2000 program, by providing the resources needed to revise and update the state's curriculum, and by providing funds to local school districts to help student learn to read by the 4th grade.
 - o **Massachusetts** uses Goals 2000 funds to support the start-up of charter schools.
 - o **California** is using Goals 2000 funds for a new reading

initiative designed by Gov. Pete Wilson and State Superintendent Delaine Eastin.

- o **Minnesota** is giving some Goals 2000 funds to the New Visions Charter School--a school with a demonstrated track record at helping low performing students make dramatic achievement gains--so it can help other Minnesota schools learn its successful methods.
- o **Wisconsin** is using Goals 2000 funds to help 94 local school districts design strategies for increasing student achievement and parental and community participation education. For example, the Monroe School District uses Goals 2000 funds for a two week math, science and technology teacher training institute to upgrade teachers' skills.
- o **Michigan** has used a portion of its Goals 2000 funds to support 8 charter schools.



Wisconsin Department of Public Instruction • John T. Benson, State Superintendent • 125 South Webster Street • P.O. Box 7841 • Madison, WI 53707-7841 • (608) 261-4563

Goals 2000 Update

Wisconsin Activities

Local school restructuring activities in Wisconsin are gaining support from \$940,000 in federal Goals 2000: Educate America grants awarded for the 1995-96 school year.

The 26 grants the Department of Public Instruction awarded ranged from \$12,400 to \$142,400. They are assisting 94 Wisconsin districts to plan for increased student achievement and greater parent and community participation in education. The funding supports integration of technology and instruction and will help districts link the varied initiatives they already have in place. Because Goals 2000 stresses a locally designed vision of high student achievement and carries funding for planning efforts, districts will be able to join with community members in school restructuring that allows them to step back, assess their strengths, and focus on enhanced expectations for all students.

In a competitive process, the DPI reviewed 91 Goals 2000 grant applications which included more than half of the state's 426 school districts. Nineteen applications proposed linkages with institutions of higher education to bring prospective teachers, university personnel, and classroom teachers and students closer together. All grant proposals focus on increasing student academic achievement in a variety of ways, which include enhanced staff development and training opportunities for staff members, parents, and community members. Additionally, among those grants funded, some will focus on challenging and integrated curriculums, others will coordinate existing improvement projects, and still others will build on school-to-work activities already in place.

Based on current projections for next year's federal Goals 2000 funding, the DPI anticipates that Wisconsin will receive \$6.5 million. Ninety percent of those funds will flow to local districts.

Six institutions of higher education will participate in Goals 2000 activities in the coming year by exploring the

unique connections between teacher preparation programs and classroom experience. Districts listed with an asterisk (*) are the fiscal agent for the consortium. Preservice grant recipients are:

Beloit/Beloit College	\$10,000
Fond du Lac/Marian College	\$20,000
Platteville/UW-Platteville	\$20,000
River Falls/UW-River Falls	\$40,000
Superior/UW-Superior	\$25,000
Wauwatosa/Cardinal Stritch*	\$35,000

Other consortium participants: Hamilton, Kenosha, and Racine.

A description of Goals 2000 activities for each planning grant follows.

Ashland* (\$130,000) Funds will be used in a two-phase plan that includes development of a regional blueprint for action supported by local district planning. Blueprints will include recommendations for curriculum and academic standards, technology, evaluation and assessment, staff development, strategic planning, and systemwide improvements as well as community involvement. Other consortium participants: Bayfield, Butternut, Drummond, Glidden, Hayward, Hurley, Maple, Mellen, Northwood, Solon Springs, South Shore, Superior Washburn, and Winter.

Ashwaubenon* (\$142,400) Funds will be used to expand a three-district partnership—Ashwaubenon, Green Bay, and Howard-Suamico—with the purpose of developing lifelong learning and content standards for consortium members. Planning also will address capacity building for shared governance and the school/building level. Other consortium participants: Algoma, Brillion, Cedar Grove, Chilton, Denmark, De Pere, Elkhart Lake, Green Bay, Hilbert, Howard-Suamico, Howards Grove, Kiel, Kohler, Luxemburg, Mishicot, New Holstein, Plymouth, Random Lake, Reedsville, Southern Door, Sturgeon Bay, Washington Island, and West De Pere.

Bangor (\$12,400) The district, with help from an outside consultant, will explore restructuring and developing local capacity in organizational and planning skills.





Learning Together

Wisconsin Department of Public Instruction • John T. Benson, State Superintendent • 125 South Webster Street • P.O. Box 7841 • Madison, WI 53707-7841 • (608) 261-6563

Beloit (\$20,000) Funds will be used to develop a communication network based on the Village Partnership model. The district will explore a new vision for Beloit's community of learners through the use of collaborative program efforts.

Blackhawk (\$12,000) The district will use Goals 2000 funding to learn how to enhance teaching and learning through technology.

Bonduel (\$20,000) Funds will be used to study effective teaching through "Dimensions of Learning" technology. The district's Facilities Long-Range Study Committee will join this effort.

Evansville (\$20,000) The district will complete strategic planning that will align the K-12 curriculum, instructional techniques, and building initiatives with the strategic plan and identify the knowledge and skills needed to successfully implement the plan.

Hamilton* (\$31,600) Focus for grant activities is guided by the belief that all children can learn. Funds will use technology to increase learning opportunities based on rigorous academic content standards. Consortium partner: Menomonee Falls

La Crosse* (\$131,000) Each district in the consortium will develop a planning process to develop a comprehensive local school improvement plan while connecting regional staff development activities to the project. Other consortium participants: Alma Center, Arcadia, Black River Falls, Blair-Taylor, Cashron, De Soto, Galesville-Etrick-Trempealeau, Hillsboro, Holmen, Independence, Norwalk-Ontario, Onalaska, Tomah, Viroqua, West Salem, Westby, and Whitehall.

Lake Country* (\$24,500) The consortium will build skills among planning, community, and administrative teams; provide staff development in technology and school-to-work; and explore and develop performance-based assessments and cross-district/cross-grade portfolios. Other consortium participants: Hartland/Lakeside, North Lake, Richmond, Stone Bank, and Swallow.

Manitowoc (\$20,000) The district and community will collaborate to establish a vision for high expectations and high student achievement. Work will begin with site-based analysis of existing student data.

Medford* (\$20,000) Grant funds will be used to create a telecommunications network called Rural TechNet. Other consortium participants: Abbotsford, Gilman, and Owen-Withee.

Milwaukee (\$50,000) Six schools will develop improvement plans that focus the various initiatives at the schools into a unified vision. Two elementary, two middle, and two high schools in the district will participate.

Monroe* (\$28,000) Grant funds will help develop a shared knowledge base about best practices and research findings that support high academic achievement in math, science, and technology. Additionally, the project will develop a contemporary curriculum and community support for the effort. Consortium partner: Monticello.

Mosinee (\$20,000) The district will prepare a High School Goals 2000 plan, derived from the district's strategic plan. The purpose will be to transform the high school into a learning organization that finds ways to implement community linkages, research instruction, applied knowledge, and technology.

Racine (\$20,000) A 25-member planning team, representing diverse school and community groups, will develop a strategic plan for the district.

Reedsburg (\$16,800) The district will expand its strategic planning to sites/buildings and develop local-level plans.

Rice Lake (\$20,000) Grant funds will be used to train site councils on all aspects of team building and formation of study groups to develop a shared knowledge base about best practices.

Southwestern Wisconsin* (\$20,000) The consortium will establish a Tri-Schools Strategic Planning Committee to link teaching, learning, assessment, planning, parental involvement, and staff development and to eliminate duplication among districts. Other consortium participants: Benton and Cuba City.

Webster* (\$33,700) Grant funds will address evaluation and assessment through a study group process. Other consortium participants: Frederic, River Falls, and Siren.

GOALS 2000:
SUPPORTING COMMUNITIES ACROSS THE NATION RAISE
STUDENT ACHIEVEMENT

Goals 2000 funds are helping three rural school districts in Fulton County, Illinois form a multi-district cooperative to provide concentrated professional development opportunities for primary educators in the use of technology. The teachers learned how to use technology to enhance instruction, assessment, and student learning. Teachers who attend the workshop then become teachers of other teachers.

In Louisiana, the Ouachita Parish School System surveyed over one thousand citizens and found that discipline is overwhelmingly the number one priority. Therefore, the parish is using Goals 2000 funds to improve student discipline, reduce suspensions, better communicate with parents by involving them in school activities, and develop rigorous academic standards for in-school suspension classes. Furthermore, the district is creating programs in which students who have expelled or suspended will be expected to attend and succeed in alternative, rigorous academic classes.

In Wisconsin's Monroe School District, teachers are participating in a two-week math, science, and technology institute to develop new expertise in strategies which will help students meet rigorous academic standards in math, science, and technology.

In Meridian, Mississippi, Goals 2000 funds are supporting a "Grades One Through Three Remediation Program" which works with low-performing students in order to develop their reading comprehension, word skills, and appreciation of reading for both pleasure and information.

Rural Southeastern Iowa Schools are using Goals 2000 funds to gain greater access to technologies such as the Iowa Database (an electronic information source for educators and administrators) and numerous other on-line resources. Specifically, the money is being used to improve the schools via an area-wide infrastructure and to design a comprehensive local technology plan.

New Mexico's Loving Municipal Schools is using Goals 2000 funds to develop kindergarten through grade twelve grade-level expectations for every content area and discipline. The teachers will engage in site-level development of both the expectations and the assessment criteria of these expectations.

In Colorado, Goals 2000 funds are being used to develop hands-on science and math curriculum for all elementary schools in Denver. Teachers in Jefferson County, Colorado are developing new tests that measure student progress toward the country's new math standards.

Utah's Murray School District, in collaboration with the University of Utah and four other school districts will develop a parent involvement coordinator network to increase the participation of low income, poorly educated parents. The coordinator from each of the five

Schools have developed a partnership with the Massachusetts Institute for Technology (MIT), and they are participating in a math and science training course developed by some of the most noted scientists and professors in the country.

→ Michigan's Bangor Township Schools are using Goals 2000 funds to improve the quality of their preservice teacher education. The grant money will allow public school teachers to work together with local college professors in order to develop an effective, on-site teacher training program.

The Coventry School District in Rhode Island is using funds to implement its plan for local improvement. For example, six elementary schools are concentrating on improving their mathematics and language arts curriculum in order to improve student performance levels in these areas.

MI Goals 2000

CHARTER SCHOOLS

Michigan has one of the most active charter school movements in the United States. With strong leadership from Governor John Engler, Michigan has chartered 43 schools -- 41 of which are currently operating. This is the third largest number of charter schools in the country, behind only California and Arizona. Colorado is fourth, with about 30. Michigan received a federal charter schools start-up grant, and is using Goals 2000 funds to support a number of charter schools as well.

Generally "strong" charter school laws produce more charter schools, and Michigan is one of the strongest laws in the country. Michigan charter schools are truly autonomous of their former local school districts, and a large number of charter schools are permitted in Michigan.

Michigan's first charter schools opened in 1994.

Engler has taken a different tack on charter schools leaders in other states with charter schools -- and some say he has gone too far. He is perceived by many to be using charter schools as a way to bash public schools, rather than strengthen them. While the national teacher unions have expressed cautious support for charter schools, state teacher unions oppose charter schools in Michigan on the grounds that the state is not developing charter schools in the right way.

Michigan's first charter school law was ruled unconstitutional by a state court because it opened the doors for public funds to go to essentially private schools. The law was amended by the state legislature to address the court's concerns. Now, public funds may only go to schools that are considered public schools.

Aside from concerns about Governor Engler's rhetoric, other substantive concerns remain about Michigan's charter schools. First, private schools may still convert to charter school status. Once they convert, they must abide by all laws and regulations governing charter schools; however, many are concerned that funds are being drained from public schools to pay for students who previously had been in private schools. Most states with charter laws expressly prohibit the conversion of private schools to public charter school status.

Second, Michigan is one of the few states that allows entities other than local or state education boards to approve a charter application, and essentially making the decision to form a new public school. In Michigan, public universities are permitted to charter schools, and one university -- Central Michigan University -- has chartered the majority of charter schools in the state. The state legislature recently passed a law putting a limit on the total number of charter schools that can be founded by universities in the state. People express concern that too many schools could open without the needed scrutiny to ensure they will be high-quality schools.

Ohio does not have a charter schools law; therefore no charter schools exist in the state.

Bills have been under consideration in the state legislature to authorize charter schools, but none have been approved.

Wisconsin is also one of the 21 states with charter school laws, but it has had very few charter schools actually open. The state law placed a cap of 10 on the number of charter schools in the state, and the schools are given relatively little autonomy from their local school district. Moreover, only existing public schools may become charter schools; unlike many other states, Wisconsin does not permit the establishment of totally new charter schools.

Governor Thompson is pushing to amend the law to encourage the development of more charter schools in the state. He is also pushing to expand Milwaukee's private school voucher program.

Vouchers -- very different than charter schools -- have been opposed by this administration.

Author: Jennifer Davis at WDCB02
Date: 3/20/96 5:41 PM
Priority: Normal
TO: Leslie Thornton at WDCB01
CC: Jennifer Davis
Subject: Michigan, Wisconsin

----- Forwarded w/Changes -----

Author: Lynyetta Johnson at WDCJ01 3/20/96 4:27 PM
TO: Jennifer Davis at WDCB02
Subject: Michigan, Wisconsin

----- Message Contents -----

Leslie--I have had a difficult time getting information out of the Goals 2000 office on the three states. Here is Michigan. I have revised what they sent me. I'll work on the other two and hope to send soon. Jennifer

GOALS 2000 in Michigan

Michigan was awarded \$3.62 million in 1994 and \$14.4 million in 1995 under the Goals 2000 Act. These funds are supporting high-quality professional development for teachers, expanding the use of technology in the classrooms, raising academic standards, and increasing parental and community involvement in education.

Several examples of how Goals 2000 is supporting Michigan's education improvement efforts follow:

Goals 2000 funds were used in Battle Creek Michigan to help develop 50 lead teachers from 14 different districts, who after training, would return to their own districts and serve as mentor and trainers for other teachers.

Jackson Public Schools had a collaborative effort with Spring Arbor College and Consumers Power Company that will equip teachers with the skills to help improve student academic achievement learning.

The West Iron County Public Schools used Goals funding to help in their Computer As Tools (CATS) program which will help introduce technology including telecommunications into the classroom.

Michigan is also using some of its Goals 2000 money to launch public charter schools.

Governor Engler chairs the National Education Goals Panel and has been very active on the issues of standards and assessments, charter schools, and increasing technology in the classroom. He has not been an outspoken supporter of Goals 2000 per say, however. He has also publically called for the elimination of the U.S. Department of Education and has been critical of the federal role in education. He is one of the lead Governors planning the Education Summit March 26-27 in New York.

GOALS 2000 BRIEFING

March 20, 1996

OHIO*asked me about Ed Flex
on e-mail.*

First Year: \$14,833,684

Second Year: \$29,085,459

Plan Approved: July 18, 1995

Instead of applying for first-year planning funds, OH submitted a "preexisting" plan to the Department for review in May, 1995. Its comprehensive state improvement plan was approved on July 18, 1995. OH has already drafted academic standards with broad public input, instituted an assessment system tied to the standards in grades 2, 4, and 12, and established a 9th grade proficiency test as a requirement for high school graduation. Ohio is using its Goals 2000 funds to target assistance to low-performing school districts.

WISCONSIN

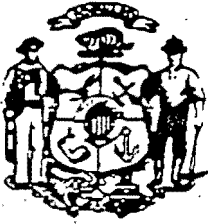
First Year: \$1,682,771

Second Year: has not applied yet, due to receive \$12,878,364

Plan Not Submitted Yet

As far as I know, Wisconsin still does not have a state planning panel. The state has not yet applied for second year funding under Goals 2000 nor submitted a state plan. Wisconsin has until June 30, 1996 to apply for second year funds.

While WI stalls on its implementation of Goals 2000, its current reform agenda supports the notion of high standards and would be augmented by Goals 2000 funds and planning activities. In 1993, the Department of Public Instruction adopted 10 Learner Goals, 10 Institutional Support Goals, and 8 Societal Support Goals. Three of the Learner Goals are measured in a statewide performance assessment system, scheduled to begin implementation in 1996-97. Linked with the goals are 17 interdisciplinary Learner Outcomes, developed in 1994. The WI DPI is working with the WI Center for Education Research at the University of WI to develop the assessment of meeting the standards, which will be used in grades 8 and 10. The State also has a third grade reading test, used statewide since 1987; knowledge and concept tests at grades 8 and 10 were begun in 1994.

**TOMMY G. THOMPSON****Governor
State of Wisconsin**

September 18, 1995

Michael Cohen
Senior Advisor to the Secretary
United States Dept. of Education
Washington, D.C. 20202

Dear Mr. Cohen:

Thank you for your letter, and the information regarding the technical assistance services available to the State of Wisconsin. I appreciate the time you took to write and your patience in awaiting a response.

Although *Goals 2000* has only been in effect a short time, the program has changed the face of education as we know it. I applaud your efforts to help children everywhere reach the high academic standards we have set for them. Your new technical assistance services sound like a wonderful way to continue down the road to successful education reform. Keep up the good work.

Thank you again for the letter and materials. I have forwarded them to my policy staff for their consideration. Should they have any questions or comments, they will contact you directly. Please do not hesitate to keep my office informed.

Sincerely,

A handwritten signature in cursive script, reading "Tommy G. Thompson".

TOMMY G. THOMPSON
Governor

TGT/bwl

cc: [illegible]

MEMORANDUM

U.S. DEPARTMENT OF EDUCATION
REGION V, CHICAGO

To: Leslie Thornton

From: Stephanie Jones
Secretary's Regional Representative

Date: March 19, 1996

Re: Program Information for Michigan, Ohio & Wisconsin

Following, in response to your request of March 18, is a summary of issues and Department of Education programs in Michigan, Ohio and Wisconsin.

We're also faxing recent news stories and editorials.

MICHIGAN:

Governor John Engler - Strong supporter of Charter Schools. Also supports School-to-Work and AmeriCorps.

Study: More African-Americans Tossed Out of School

Black students are nearly three times as likely as whites to get kicked out of Michigan schools, according to a recently released study. While some school districts are improving their records, others are ignoring the issue and the state should monitor them, said the Michigan Advisory Committee to the U.S. Commission on Civil Rights in its report on discipline in Michigan schools. The report was in response to complaints about unfair punishments for minority students from across the state, especially in the Grand Rapids area, since the 1991-92 school year. In that school year, blacks made up 10.8 percent of students in Michigan but accounted for 27.2 percent of suspensions. Whites, with 82.7 percent of the enrollment, had 68.4 percent of the suspensions.

Hot Issues

GOP Lawmakers Asks Michigan Gov. for More School Money: The Senate's leader on school funding has proposed an extra \$156 million for public schools next year, setting up a rare showdown between the Republican Senate and Gov. John Engler. Sen. Dan DeGrow, R-Port Huron, also proposed spending an extra \$32 million for schools to upgrade their technology. DeGrow said senators aren't satisfied with the amount of money Engler proposed for schools. "Given this is a good year in the economy, 2.2 percent (per-pupil increase) doesn't reflect what we thing Proposal A was supposed to do," said DeGrow, who chairs the Senate Appropriations Subcommittee on School Aid.

Engler Attacked on Adult-Education Cut: Gov. John Engler's education budget proposing a \$185 million cut in adult-education funding came under fire at a public hearing called by a House Democratic task force. State Rep. Jim Agee, chairman of the Michigan House Democratic Task Force on Education Standards, was among those criticizing the reduction, which was recently presented to House and Senate Appropriations committees. Engler proposed that only students under age 20 will qualify for adult-education classes in math and reading. Those older than 20 would receive job training or literacy training once they have jobs. Public school advocates also complain that the 1996-97 proposed budget shortchanges K-12 students.

Tourism Group Renews Call for Later School Start: Tourism leaders have renewed a decade-long effort to require public schools to wait until after Labor Day to begin their school years. A coalition of businesses and tourist associations urged the House Education Committee to back legislation to prohibit earlier school openings. The committee took no action. Tourism groups contend the change would extend the summer vacation season and add \$35 million to their industry. That, in turn, would add about \$1.5 million in taxes to state coffers, they said. But school officials argue that local school districts are best positioned to set the calendar. "To mandate the school year based on a single industry is a dangerous precedent," said Tom White, lobbyist for the Michigan Association of School Boards.

Charter Schools in Trouble: The resounding defeat of legislation that would have given public money to some public schools could also spell trouble for charter schools. In a 33-15 vote, the state Senate voted to kill the private-school proposal, which would have given state funding to nonpublic, accredited schools to remediate students who fail the state's skills tests. The charter-school bill will soon come up for a vote in the Senate. Charter Schools: Michigan taxpayers could be asked to shell out \$107.4 million more for education if Gov. John Engler reaches his goal of 200 charter schools by this fall. A report by the Senate Fiscal Agency says taxpayers would face the extra bill if just 10 percent of the projected 194,000 charter school students come from private or home schools.

Changes in School Codes: A bill now in the legislature would provide more flexibility to local schools by amending the School Code of 1976. Among its provisions, the revised school code would make public school academies available to all state students and increase the required number of pupil instruction days by the 2002-2003 school year. The sweeping changes represent a new approach to education, reflecting the competitive, free-market policy espoused by Gov. John Engler and the board of education. Democrats called the legislation a step backward. "It lowers standards, decreases parental involvement... and will be a drain on the school aid fund as more private schools are converted to charter schools," said Sen. Gary Peters, D-Bloomfield Township.

Expansion of Choice: A school code now under consideration would allow school-age children in Michigan to attend any public school in the state offering the appropriate

grade level. The bill also would remove the maximum of 75 on the total number of public school

academy contracts that all state public universities may issue, and permit community colleges to contract for more than one academy.

OHIO:

Governor George Voinovich - Voinovich has been supportive of Goals 2000, but not overwhelmingly so. In 1995, he said that he'd like to see national standards implemented so that Ohio could compare itself to other states. But, he said, the federal government should stay out of decisions on how Ohio schools would prepare to meet those standards, suggesting that somehow Goals 2000 results in improper interference.

Hot Issues

Community (Charter) School Bill Advances: The bill allowing the establishment of an unlimited number of charter schools has passed the Ohio House and the Senate Education Committee. The bill also authorizes school districts, state colleges and universities, the state board of education and a community school commission to sponsor charter schools. The Senate vote is expected early in April.

Vouchers Approved: Vouchers have been approved for a 1996-97, \$5.25-million pilot program for K-3 students in Cleveland. Parents can use public money to send their children to any private/religious school in the Cleveland area, or to any public school in the district with an open enrollment policy. Opponents argue that the plan is an unconstitutional melding of church and state. A lawsuit has been filed by the Ohio Federation of Teachers and others to block implementation of the program.

Education Funding Lawsuit: Ohio is involved in an education funding lawsuit brought by a coalition of urban and rural school districts statewide. The suit is being heard by the Supreme Court of Ohio, and a ruling is expected by this fall.

Teacher Licensure Standards: Senate Bill 230, licensure standards for pre-K through 12, has passed the Senate and a vote is expected in the House in April. The standards committee of the Ohio State Board of Education is discussing proposed changes.

WISCONSIN:

Governor Tommy Thompson - Chairman of the Education Commission of the States and the National Governors' Association. Although he was very supportive of Goals 2000 at one time, that has changed in recent years. According to a September 18, 1995 story in the Capital Times, "However, with Bill Clinton taking over leadership of a Goals 2000 agenda, Thompson was so adroit at paddling away that no one seems to remember that he was a 'Goals 2000' governor once just as he is a 'choice' governor now."

Hot Issues

Gov. Backs Reform for Choice Schools: Gov. Tommy Thompson said he supports legislation to make Milwaukee choice schools more accountable to the state. Two schools participating in the Milwaukee school choice program have closed, and two others have admitted to financial problems. Legislation and administrative rules have been introduced to establish standards for choice schools. The bill also would authorize the state department of public instruction to do on-side school inspections and audit school finances at any time.

The Wisconsin Legislature's Joint Finance Committee has voted against a bill to allow public school choice statewide, prompting one of its chief proponents to declare the measure dead for 1996.

Committee Approves English-as-Official-Language Bill: A bill designating English as the official state language has been approved, 6-4, by a state Assembly committee in Madison. The vote sent the bill to the full Assembly, which could debate it within weeks. To become law, it must also pass the state Senate. In recommending the bill, the Assembly State Affairs committee dismissed objections from some legislators and Milwaukee Public Schools officials, who warned that it would endanger Wisconsin's diverse population and cultures.

Fairness in School Funding: The state circuit court is reviewing a constitutional challenge by 200 of Wisconsin's 427 school districts that questions the fairness of distribution of funding for schools. The challenge claims that the 1995-96 budget will increase inequities by amending the distribution formula to ensure that districts that have too much property wealth to qualify for equalization aid will still receive aid, even at the expense of poorer districts. It also alleges that making the revenue limits on school districts permanent freezes the inequities in place. An Associated Press analysis shows that the state budget gives \$473 million in new state money to the school districts of Assembly Republicans, \$136 million more than to districts represented by Democrats. The biggest winners are wealthy suburban districts that already spend a lot on schools, have a strong property tax base and are represented by key Republicans. The losers, AP reports, will be Milwaukee and the state's other big-city school districts, represented mostly by Democrats. Gov. Tommy Thompson denies that his school funding formula was politically motivated. He said the AP analysis failed to take into account provisions in the new formula that would lead to greater equity over several years.

Tax Dollars for Religious Schools: The state supreme court is considering the arguments in an injunction brought against implementation of Wisconsin Act 27, which would

expand the Milwaukee Parental Choice voucher program to include private, religious schools in the city. Opponents say that the act compels taxpayers to support institutions that promote specific religious beliefs, and the payment of state funds to such schools violates the constitutional prohibition against drawing state money to support religious societies. Also, they charge that expansion of the program in Milwaukee will serve as a precedent for expansion throughout Wisconsin.

GOALS 2000: STANDARDS-BASED REFORM

Research suggests that standards, when coupled with valid and reliable assessments and aligned support, can focus the efforts of school systems, students, parents, and the wider community on improving student performance. The educational purpose of standards-based reform is summarized in a recent report of the National Academy of Education:

Standards-based reform developed out of the common sense notion that student effort and level of achievement are directly affected by the expectations that have been set. Thus, standards-based reform calls for the setting of standards in academic subject areas as an important means of improving student achievement. Once agreed upon, standards are expected to affect performance by focusing the efforts of students, teachers, and schools, and by providing a yardstick to monitor progress. (McLaughlin, Shepard, & O'Day, 1995, p.1)

Standards can drive content-rich instruction that is indispensable for all children; guide staff preparation to enable teachers to teach challenging curriculum; and hold school systems accountable for improvement (McLaughlin, Shepard, & O'Day, 1995). Goals 2000 provides state and local education agencies with flexibility and resources to support their efforts to give all students a chance to achieve to high standards. School improvement efforts supported by states through Goals 2000 represent bottom-up reforms—what local people want their students to achieve.

WHAT IS THE NEED?

In order for the United States to be at the economic forefront and to maintain its vibrant democracy amidst global change, its students must be able to reach high levels of academic achievement. National and international studies have shown that U.S. students do not perform to high standards. While top performers in the U.S. can compete with the best internationally, U.S. students at the bottom or even on average fall far short of their counterparts in other countries.

- In 1994, 25 percent of fourth graders, 28 percent of eighth graders, and 34 percent of twelfth graders attained the Proficient level in reading on the National Assessment of Educational Progress (NAEP). Across the three grades, two to five percent reached the Advanced level.
- Although math and science scores have improved on NAEP, the U.S. lags behind other nations. In the 1991 International Assessment of Educational Progress (IAEP) mathematics assessment of 9-year-olds from 10 nations, all had average test scores that were significantly higher than those from the United States. In the assessment of the 13-year-old students from 15 nations, the U.S. students were higher than only one country, Jordan. On the other hand, U.S. students in both age groups, produced relatively high scores on reading literacy. What's more, some states are performing at high levels,

although the variation across the states is wide. In 1992, when states' results in the U.S. were compared with the results from other countries, eighth grade students from Iowa, North Dakota, and Minnesota ranked among the top five in mathematics. Standards-based reform can enable all states to reach these levels and beyond.

- High expectations should be held for all children. The last National Assessment of Chapter 1 found that, on average, "A" students in high-poverty schools in math perform about as well as "C" students in low-poverty schools on the same math test, suggesting that students in high-poverty schools are neither exposed to or held to the same high standards as their more advantaged peers.

The American public recognizes the need to develop and upgrade the standards we set for our students and our schools:

- Public support is high (82%) for setting up "very clear guidelines on what students should learn and teachers should teach in every major subject" (Public Agenda, 1994).
- Six in 10 Americans (61%) say academic standards are too low in their own schools (Public Agenda, 1994).

Many states have been moving toward high standards, but much work remains to be done. Although national organizations and the states have made progress in setting new content standards, just 13 states have adopted standards "strong enough to carry the weight of reforms being built upon them," according to the American Federation of Teachers' 1995 review.

WHAT IS WORKING?

Public dissatisfaction with the low level of achievement demonstrated by American students brought President Bush and nation's governors together at the 1989 Education Summit in Charlottesville, Virginia. With a mission to develop broad education goals to be reached by the year 2000, the Summit began the commitment to standards-based reform at state and national levels.

In 1992, the National Council on Education Standards and Testing (NCEST) further clarified proponents' underlying assumptions of national goals and standards-based reform by calling for national standards and systems of voluntary assessment. Congress passed the 1994 Goals 2000: Educate America Act, which enacted the goals into law and provided resources for the development of standards and assessments. It established the National Education Goals Panel, a bipartisan group of governors and other state and federal officials to report on progress toward the goals (McLaughlin, Shepard, & O'Day, 1995). A planning paper for a 1996 education summit meeting in New York outlines governors' commitment to setting strategies to reach high expectations: "we believe that efforts to set clear, common, and community-based academic

standards for students in a given school district or state is a necessary step in any effort to improve students performance" (Education Week, February 14, 1996).

Standards-based reform is working across the country. In New York, newly approved standards encompass all of the state's 2.7 million public school students. (Education Week, February 14, 1996, p. 15). New Jersey has taken a similar direction by releasing a proposed core curriculum. New Jersey's Governor Christine Todd Whitman says the route to educational equity in the state is tough curriculum standards for all students (Education Week, January 24, 1996, p. 14). The centerpiece of New Jersey's education plan is a set of core curriculum standards now being completed in eight academic areas.

Efforts in California are also moving in this direction with the development of the "Challenge" Plan, which encourages districts to set standards to fit their district and calls on them to meet specific student performance targets, including rigorous high school graduation requirements (Education Week, February 14, 1996, p. 16). Virginia Governor George Allen has proposed a rigorous testing system to assess basic skills. Virginia, like many other states, is imposing tougher curriculum requirements coupled with such accountability mechanisms. Under this plan, passing exams on particular subjects, such as math, science, English, and social studies would be a condition for graduation (Washington Post, February 16, 1996, p. A1). Similarly, Wisconsin Governor Tommy G. Thompson is urging the state legislature to mandate a high school exit examination and create a system by which local districts would adopt performance standards that their students must master. These tests would be based on those standards and vary from district to district (Education Week, February 7, 1996, p. 12).

Goals 2000 stimulates and supports states to develop challenging standards and assessments for all students. States and local district efforts under Goals 2000 are focused and strategic.

- States use funds to support standards-driven reforms and to help local and regional districts engage in standards reform; they are aligning curriculum to higher standards, developing performance-based assessments, improving teacher training, and helping educators learn to use data to evaluate their progress on higher standards.
- Local interest in reform is high and is encouraged by the competition for Goals 2000 grants. Local requests to states exceeded available funds in the first year by 200 to 600 percent.

Evidence demonstrates the strong positive effects that standards-based reform, when coupled with state and local strategies, can have on improving educational performance:

- **Kentucky's comprehensive school reforms** are showing substantial improvement in student performance—six years after a state judge ruled that the school system was "educationally bankrupted." The state's reforms included creating new assessment tools,

upgrading curriculum and professional development, and establishing an accountability system with multiple components, as well as the overhaul of its school finance system. Kentucky's 4th, 8th and 12th graders showed substantial improvement on its 1993-94 assessment and showed continued improvement on the 1994-95 assessments, with the most dramatic gains experienced by 4th graders. In all grades, the percentage of students performing at the proficient/distinguished level in mathematics, reading, science, and social studies increased over time. In Grade 4 the average of the scores across all subjects tested rose from 24 in 1993 to 38 points in 1995, on a scale from 0 to 140. In reading, the percentage of 4th graders scoring at the proficient/distinguished level increased from 8 percent in 1993 to 30 percent in 1995.

- **The New York Times (5/9/95) reports that tougher graduation requirements in New York City public schools** are spurring thousands more high school students to take and pass college-preparatory mathematics and science courses. The number of Hispanic and black students who passed the science test more than doubled from the previous year. A more recent article (The New York Times, 12/10/95) highlights that the entering freshmen at the City University of New York are the best prepared academically in two decades. Since the College Preparatory Initiative began, the number of New York City freshmen with four years of English has risen by 59 percent. In 1993 then-Chancellor Ramon Cortines required all students to take tougher Regents-level math and science. This fall State Education Commissioner Richard Mills announced that all students would be required to take Regents-level classes.
- Participation in advanced placement (AP) courses has increased dramatically since 1982. The Advanced Placement program represents a clear example of a standards-based curriculum and an assessment aligned to measure performance in achieving the standards covered by the curriculum. The number of candidates taking AP examinations rose from 140,000 in 1982 to 450,000 high school students in 1994. Especially impressive is the growth in participation of minority students. In 1994, 26 percent of AP candidates were minority students, compared with 11 percent in 1982.

Examples from several states participating in Goals 2000 provide a picture of what they have accomplished and are continuing to work on in order for their students to reach challenging academic standards.

- A framework of high standards in **Delaware** is advancing its statewide school improvement plan—"New Directions"—to improve teaching and learning. With support, from Goals 2000, local school districts are able to work towards upgrading the curriculum under the new standards, to change assessments to better measure student progress, and to integrate technology into the classroom. According to State Superintendent of Public Instruction, Pascal Forgione, Delaware's system of standards-based reform is primarily dependent upon a strong program of teacher training and development that will allow 6,800 classroom teachers to become familiar with and enable them to teach to the new

standards.

The state has enlisted the public in the process of creating its academic standards through review and open communication. Some Goals 2000 subgrants have supported comprehensive reform, as part of a demonstration program. In the Smyra School District, a comprehensive local improvement plan is focused on curriculum, instruction, assessment, shared decision-making, and the use of technology. The planning process aligns existing efforts, expands parental involvement in school change, and utilizes electronic communications to broaden community participation.

- **Vermont**, with the assistance of Goals 2000, has continued a strong tradition of community participation and support for high levels of academic achievement. The state's "Green Mountain Challenge," a five-year plan to reform the entire educational system establishes high standards for what students should know and be able to do and transforms learning experiences so that all students can meet the standards. The guiding principle behind the plan is ensuring "High skills for all students: No exceptions, no excuses." Vermont has also allocated small amounts of money for several other initiatives. Four schools will be helping to develop community support plans—for example, some schools are planning to implement a "Neighborhood Watch for School Improvement" based on the popular anti-crime community groups. In addition, the state has given grants to three schools to develop new professional development models. These "professional development schools" will focus on developing new pre-service models in school settings, as well as new collaborations between higher education and schools on inservice training for teachers.
- In some districts in **Massachusetts**, Goals 2000 funds are used to support the development of charter schools for local improvement. Throughout the state, these schools are organized by groups of teachers, parents, non-profit organizations, institutions of higher education, and corporations. One school in Boston was founded by two teachers eager to structure a school around civic education, student involvement in the local community, and diplomas awarded for clear academic progress. It is working with Northeastern University and other local groups to provide learning and volunteer opportunities in the community. The school holds weekly town meetings with all students and teachers to carry on the civic spirit which shaped revolutionary Boston in 1776, and plans to expand over the next few years to serve students from grades 7-12.
- Eight charter schools in **Michigan** are also using Goals 2000 subgrants as seed money. One intermediate school district received a grant to collaborate, share information and resources that are helpful to charter schools. Other districts in the state are using subgrants for other innovative efforts. For example, the Battle Creek Public Schools have developed a cadre of 50 "lead teachers," one from each partner school, who will receive comprehensive training, preparing them to serve as trainers, mentors, and feedback facilitators with teachers at their home schools. Training is constructed of a spring

seminar and a summer leader teacher institute.

The Jackson Public Schools, guided by the Michigan Statewide Systemic Initiative, is strengthening partnerships among the district, Spring Arbor College, and the business community, with support from Goals 2000 subgrants. Businesses such as the Consumers Power Company and the Jackson Area Manufacturers are equipping pre-service teachers with pedagogical expertise across the grades to improve student achievement in mathematics and writing.

- Using Goals 2000 as a instrumental tool, **Wisconsin** is promoting local ownership of education efforts by expanding a three-district partnership to assist in the development of a system of shared governance at the school building level. In Southwest Wisconsin, a consortium is establishing a Tri-school Strategic Planning Committee to link teaching, learning, assessments, staff development, parental involvement and planning. These efforts are facilitating coordination of services across the region. In Medford, Goals 2000 funds support a telecommunications network, "Rural TechNet" to link rural communities.
- **Florida**, has decided to use part of its Goals 2000 award to create innovative and successful "break the mold" schools in high-poverty areas. In its fifth year of comprehensive education reform, the state is moving forward to achieve its goals as outlined in the state's Blueprint 2000 initiative. Across other districts, Goals 2000 funds are working to establish comprehensive elementary/middle school science programs for the implementation of a systemic, district-wide science curriculum reform, for the establishment of an urban professional development center to provide pre-service and inservice training to teachers, and to implement a telecommunications program for elementary, middle, secondary, and exceptional education teachers in public and private schools. Inservice training focuses on the teaching of rigorous content by providing skills workshops that include integrating distance learning technologies into staff learning experiences.

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

July 16, 1996

TO: MIKE COHEN
WHITE HOUSE DOMESTIC POLICY COUNCIL

FROM: FRANK SOBOL, GOALS 2000 STAFF

RE: GOALS 2000 FUNDING, 1994, 1995, 1996

Mike,

Tom Fagan asked me to send you these figures.

1. 1994 Funding

- A. 50 States + DC & PR: \$ 91,480,000. Includes \$5 million for technology.
- B. 8 Outlying Areas: \$ 920,000. No technology money for these areas.
- C. Total of A & B: \$92,400,000.

2. 1995 Funding

- A. 50 States + DC & PR and EXCLUDING Alabama, S.Dakota, Virginia, & Idaho-- \$342,666,664. [Note: Total for the excluded States equals \$ 15,581,636. These funds can be redistributed to the other States.]
- B. 8 Outlying Areas: \$ 3,621,700.
- C. Total of A & B: \$ 346,288,364.

3. 1996 Funding for 19 States Funded as of 7/16/96

- A. 19 States Funded: \$ 109,778,404.
- B. Only Outlying Area funded is BIA for \$ 2,125,600.
- C. Total of A&B equals \$ 111,904,004.

cc: Tom Fagan

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