

**NATIONAL
GOVERNORS'
ASSOCIATION**Bob Miller
Governor of Nevada
ChairmanGeorge V. Voinovich
Governor of Ohio
Vice ChairmanRaymond C. Scheppach
Executive DirectorHall of the States
444 North Capitol Street
Washington, D.C. 20001-1512
Telephone (202) 624-5300

Facsimile Cover Sheet

NATIONAL GOVERNORS' ASSOCIATION

From:	Patricia Sullivan
Phone:	202-624-7723
Fax:	202-624-5313
TO:	<i>Mike Cohen</i>
FAX #:	<i>456-7028</i>
Date:	
Pages including this cover page:	

Comments:

Please call Shelly Coles (202) 624-5341 or Marsha Botts (202) 624-5978 if you have any problems with this transmission.

Our Families, Our Future:

By

John Engler

Governor of the

State of Michigan

Majority Leader Posthumus, Speaker Hertel, colleagues in government, citizens of Michigan:

I stand here tonight at the midpoint of my term, proud of what we have accomplished, optimistic about what we will do together.

I am proud to report to the people of Michigan that in terms of reform and results, the last legislative session is unmatched in state history.

Thus, the state of our state is better than ever.

For it has been a quarter century since welfare was needed by so few . . . a quarter century since the rate of violent crime was down so far . . . and a quarter century since unemployment was so low.

My friends, America knows that Michigan is back as a state of basic values, big ideas, and bold leadership.

State after state is copying Michigan -- reforming school funding, reorganizing government and reducing taxes.

We have strengthened Michigan's foundation -- now, our greatest challenge is to secure Michigan's future for our families.

Securing our future means making sure that our children have every chance to be safe, smart and successful.

Over the past six years, we have taken many steps that are making a difference for Michigan's families.

We are on the right course.

We will not turn back.

We must forge ahead.

We must forge ahead so every child can attend a high quality school . . . so every child is protected from violence and abuse . . . so every worker has the skills to compete and succeed . . . so every family is safe in their homes and neighborhoods . . . and in every generation to come is assured a Michigan as beautiful and bountiful as the Michigan we enjoy today.

Our families, our future -- let those words be our inspiration as we work together -- today, tomorrow, forever.

IMPROVING OUR SCHOOLS

My fellow citizens, nothing is more important to the future of families than the quality of our children's education.

Education is the ladder from poverty to prosperity. Education makes equal opportunity possible. Education is the key to the American dream. And it is the lack of education, or poor quality education, that too often makes welfare and prisons necessary.

Let me tell you where Michigan stands when it comes to public education.

We know firsthand that some of our public schools and many of our teachers are the very best in the world.

But we also know that too many schools are failing our children and that some teachers feel threatened in their own classrooms.

We know that Michigan students score above average on national tests.

But we also know that we can do better and our children deserve better.

We know that parental involvement is the key to student success.

But we also know that too many parents feel shut out and ignored. In particular, less than one-third of African-American families give their local schools high marks.

We know that Michigan spends \$11 billion a year on public education, that spending on our schools has quadrupled over the past 20 years and that we are more generous with our schools than 42 other states.

But we also know that money alone does not raise student performance.

We know that Proposal A has dramatically increased equity in school funding, and that next year, for the first time, every school district will receive more than \$5,000 per pupil.

But we also know that the performance gap between urban and non-urban districts is intolerable.

In addition to knowing where Michigan stands, it is important for you to know where I stand as governor. I am for public education.

Being for public education has meant increasing funding for public schools 25 percent in just five years.

Being for public education means that in the 1998 general fund budget I will send you next week, school spending, for the first time, will amount to more than everything else combined -- more than prisons, police, agriculture, courts -- everything else combined.

Being for public education means giving our 1.6 million students and their parents and teachers more quality school choices. Today, with 77 charter public schools and more than two hundred school districts participating in our landmark school choice program, Michigan is a national leader.

I am pleased to announce that the National Conference on Quality in Education has accepted my invitation to come to Dearborn this November. As a result, Michigan will have a chance to show America what we're doing and learn lessons from our sister states.

Being for public education means backing President Clinton's call for more charter schools. Last week, the President announced the doubling of federal support for charter schools.

I propose that Michigan be the first state to take advantage of this national public school initiative. Further, I invite members of the president's own party in this legislature to join us as partners in opening the doors to more charter public schools. Let's work together!

Being for public education means holding all of our schools accountable -- accountable to parents, to employers and to taxpayers.

Being for public education means insisting on high standards and rigorous tests to measure our progress.

Being for public education means empowering teachers, defending local control and disclosing to parents how their schools measure up -- with other area schools, with schools statewide, nationwide, worldwide.

Being for public education means making sure that every school, every classroom, every teacher, every student is safe.

Being for public education means keeping education our top priority!

One key to quality education is quality teachers. Proud, passionate -- these professional men and women are making a difference in the lives of students every day. That's why I was outraged to read in the Detroit News that in one high school this year nine teachers have been assaulted.

When teachers are attacked in their own classrooms, academic performance is also a casualty. I may be old fashioned, but it seems to me, if a student lays a hand on a teacher, that student is gone.

If a basketball player pushes a referee, that player is out of the game. If a student assaults a teacher, that student should be out of the school.

We've already taken a successful step forward by expelling students who bring weapons to school. As a result, we're moving bad kids out of class and helping good kids move to the head of the class.

Now it's time for the next step. I am proposing the immediate expulsion of any student who assaults a teacher.

This legislation will be sponsored by Senator Leon Stille and Representative Jessie Dalman and will also protect bus drivers, security personnel and all other school employees as well.

Let's do the right thing. Let's stand up for our teachers and kids who play by the rules. Let's pass this bill in 30 days.

Further, I invite the leadership of the Michigan Federation of Teachers and the Michigan Education Association to join with us in developing and passing this legislation.

I have just stressed the importance of protecting teachers from bad kids who disrupt their classrooms, but what should we do when the school is bad?

For too long, the reaction has been: "It's somebody else's school. It's somebody else's problem."

It may be somebody else's school but it is our problem.

If I told you that 99 percent of the 11th-graders in one southwest Michigan school district failed their state proficiency test in science and that 95 percent of the 11th-graders in our largest school district failed their science test, you would say: "That's an outrage -- something must be done."

I agree. We must act to help the children in Benton Harbor, in Detroit and in other failing school districts.

Last week, Detroit School Board member Dr. Margaret Betts said, "We need help. We're educating some kids, but we're losing too many." She's right. It's time we stand shoulder to shoulder to help these kids.

My friends, how in good conscience can we look the other way when thousands of children trapped in failing public schools have no other choice and no other chance?

Already, the state can hold school districts accountable when they fail to meet strict financial standards. However, nothing happens when school districts fail year after year to meet even minimal performance standards.

To me, a system of accountability that focuses only on dollars and cents makes no sense and shortchanges our children. We have no choice. We must change the system!

So to help our children, I propose the School District Accountability Act to be sponsored by one of Michigan's most able advocates for school reform and a public school parent himself -- Senator Dan DeGrow.

This new Accountability Act would allow state intervention in any school district if either of the following minimal standards is not met:

- first, when more than 80 percent of the students fail the state proficiency test;
- second, when the dropout rate is higher than 25 percent.

In addition, I support authorizing the State Board of Education to establish other criteria that would allow for state intervention.

I realize that some will recoil at the thought of state intervention. They will argue that local control means they should be in charge.

As I said earlier, I defend local control, but I cannot defend failure. The standards that will trigger state intervention -- 80 percent failing or 25 percent dropping out -- are proof that something is seriously wrong and we cannot sit by and ignore the problems in the name of local control.

No one -- no one in this room, no one in this state -- can stand up and defend a school district that fails 80 percent of our kids.

Make no mistake about it -- I will not, and this legislature should not, turn away from children in need. We must act to put the children first and fix their schools.

All of us took an oath to uphold Michigan's Constitution which says, "... schools and the means of education shall forever be encouraged."

Let's stand by that oath and do what it takes to educate our children.

**REFORMING WELFARE AND
PROTECTING CHILDREN**

Ladies and gentlemen, we are doing what it takes to break the cycle of dependency. As families go to work and incomes rise, welfare reform in Michigan continues to be a national model. The key to our success has been a requirement that all families work, and that policy will continue.

Welfare caseloads have dropped by more than one-quarter over the last three years. In Project Zero test areas, the number of families without income from employment dropped by more than one-quarter in just three months! Now, more than half of all Project Zero participants are working and earning a paycheck.

For Family Independence Agency social workers like Ann Hunt, who are now making housecalls to work with their clients, satisfaction from beating paperwork deadlines is being replaced by satisfaction at seeing families achieve success.

Tonight, I propose we build on the success of Project Zero -- our full employment initiative which I announced last year. We will double this program and continue to move social workers into the community and welfare recipients into the workforce.

We reform welfare not just because it gives parents a helping hand to independence but because it gives children a helping hand to a better future.

Children -- their health, safety, education and quality of life -- have been our priority from day one. I am proud of our accomplishments:

- the number of adoptions -- doubled;
- the number of abortions -- down;
- more than 100,000 welfare families -- independent;
- teen pregnancy -- down;
- infant mortality -- at a record low;
- immunization rate -- up dramatically;
- health insurance for kids -- top ten in the nation;
- welfare families working -- more than 30 percent statewide; and,
- number of child deaths -- down by 25 percent.

These accomplishments are making a difference in the lives of many Michigan families and improving the prospects for many Michigan children.

While fewer children are threatened by poverty and illness, unfortunately, too many children are threatened by adults, sometimes their own parents.

THE WHITE HOUSE

Mike:

3/3/97

Please review & add
Michigan - specific info
Thanks,

Terry

DRAFT

**PRESIDENT WILLIAM J. CLINTON
REMARKS TO THE MICHIGAN STATE LEGISLATURE
MARCH 6, 1997**

Acknowledgments: Mr. Speaker, Governor Engler....

I am especially honored at this pivotal moment in American history to become only the second sitting President ever to have addressed this legislature. Ninety years ago, at the dawn of the industrial era, Teddy Roosevelt, on his way to give a speech at what was then Michigan Agricultural College, now Michigan State, stopped here to address a joint session of the Michigan legislature in this same room, at this same rostrum. You have since renovated this building to restore the same charm, artistry and decorative splendor that was in place when Roosevelt visited. In 1907, America was on the move. This building had only been wired for electricity two years prior to Roosevelt's visit. And Roosevelt made his trip from here to the college campus in a brand new automobile, built by a Lansing company that was then just 10 years old. This year, Oldsmobile celebrates its centennial.

This too is a rare moment in American history. Peace and prosperity abound. We have just completed four years where we produced more new jobs than any other four year period in our history. And we are looking toward a world that is full of exciting new opportunities. Only a few times before -- after World War II and at the start of this century when we were entering the Industrial Era as a powerful and wealthy country at peace -- have we experienced anything like this. We have an incredible responsibility -- in America and in Michigan. Thanks to the leadership of your Governor, and the work all of you have done, your unemployment rate has literally turned around -- from 7.4 percent in 1993 to 4.7 percent today. You have added more than 380,000 new jobs. And more than 579,000 Michigan students are able to benefit from our direct student loan program. Things are good and getting better..

But this is a moment of choice. We cannot afford to squander this moment in complacency or division. We dare not miss this chance to decide what kind of future we want for America in the 21st century, and then to work together to build it. This is a time for us to build a new century. And we must do it, not as Democrats and Republicans, or liberals and conservatives. We must do it as Americans. We must do it as One America.

That is why I am here today --with a message I first carried to the Maryland legislature last month -- a message I will carry not just to this state legislature, but to other state legislatures, communities, and forums in the months to come. To prepare America for the 21st Century, I am asking for a new kind of partnership --with the people in this chamber, and people all across America. The era of big government is over. But the era of big national challenges is not. And while national leadership can point the way --while national leadership can remove some of the barriers that had prevented our states and our people from solving their own problems --the real responsibility is one we all share. As President, I am prepared to point the way --to shine a light on what is working --and to leverage the efforts of all Americans to meet our challenges. But you must be prepared to work

with me, to seize this moment of opportunity while America stands strong enough to do so.

Today, I want to talk about what we must do in two critical areas: giving our children the best education, and breaking the cycle of dependency by moving millions from welfare to work. Taken together, these issues are at the core of what we must do to prepare America for the new Century. We must help everyone have the tools to succeed in this knowledge economy --and that means high-quality education and training. And we must make sure everyone willing to use those tools --everyone willing to work hard and take responsibility --has a chance to do so. Education reform and welfare reform are about bringing all Americans to the starting line of this new economy, and then making sure they are ready to run the race.

Our number-one priority --the high threshold of the future we must cross --must be to ensure that all Americans have the best education in the world: that every 8-year-old can read; every 12-year-old can log on to the Internet; every 18-year-old can go to college; and every adult can keep learning for a lifetime.

Education has always been the heart of opportunity in this country. I think it is worth noting that between 1992 and 2000, 89 percent of the new jobs created in this economy will require post-high school levels of literacy and math skills. And virtually 100 percent of those jobs will pay what is now an above average wage. But only half the people entering the work force are prepared for those jobs. Our education system is still turning out millions of young people who simply are not equipped for the new world of work.

As we prepare for unimagined new work and careers, the best investment we can make is not in land or factories or equipment, but in our minds --the one asset we can carry with us no matter what the future holds, so we can make and remake our lives at every turn.

We must never forget that one of the greatest sources of our strength throughout the Cold War was a bipartisan foreign policy. Because our future was at stake, politics stopped at the water's edge. Now we need a non-partisan commitment to education --because education is the critical national security issue for our future, and politics must stop at the schoolhouse door. That is why America's states and businesses, parents and teachers must work with us, above and beyond the old divisions, to renew our schools --and I am pleased that a number of parents, teachers, and business people could join us today.

In my State of the Union address, I laid out a ten-point plan, a Call to Action for American Education [hold up booklet], that describes the steps we must take --and the State of Michigan is already doing many of the right things. We must help every child to read by the third grade --and I am pleased that Michigan has already launched a state-wide tutoring effort to help our children learn to read. I have proposed a similar model that can be applied in every state. The goal of our America Reads initiative is to build a citizen army of one million volunteer tutors to make sure every child can read independently by the third grade. We will use 35,000 of our AmeriCorps volunteers to mobilize this army. We think we can get at least 100,000 of these volunteers from the ranks of the new work-

study students approved by Congress in the last budget. We must expand public school choice --as Michigan is doing through its new charter schools. We must rebuild crumbling schools --a priority for Governor Engler as well.

We also must open the doors of college wider than ever before. My national HOPE Scholarships will make the first two years of college as universal as high school --a \$1,500 tax credit for the first two years of college and a \$10,000 tax deduction for all college costs, plus expanded IRA's to save for college and the largest increase in Pell Grants in 20 years. We must give more of our workers the ability to learn and to earn for a lifetime through my G.I. Bill for Workers --transforming the tangle of federal training programs into a simple skill grant that goes directly into workers' hands.

My education plan is a comprehensive one. But any education plan can only be as strong as the things our children learn each day. That is why our success depends upon holding our students to the highest standards --making sure they learn the basics that will be the foundation of success in the 21st Century. When 40% of our fourth graders do not read as well as they should --when students in Germany or Singapore learn 15 to 20 math subjects in depth each year, while our students often race through 30 to 35 without really learning them at all --we are not doing what we should to prepare our children for a knowledge economy.

Let's understand why these basics are so important. The point is not merely to teach our children facts and figures, but to teach them the ability to think and reason and analyze --to give them the tools and skills that will serve them in jobs and careers we cannot even contemplate today.

To compete and win in the 21st Century, we must have a high standard of excellence that all states can agree upon. That is why, in my State of the Union address, I called for national standards of excellence in the basics --not federal government standards, but national standards, representing what all our students must know to succeed in the 21st Century. I called on every state to test every 4th grader in reading and every 8th grader in math by 1999, to make sure these basic standards are met.

We already have widely-accepted, rigorous national standards in both reading and math --and widely-used tests based on those standards. Michigan and more than 40 other states have participated in a test called the National Assessment of Educational Progress --which measures the state's overall performance against a high national standard of excellence. Just last week, we released the annual assessment of math performance, and it shows that across the country our 4th, 8th, and 12th graders are doing better. Michigan's score was among the most improved in the nation. Tens of thousands of students across the country have also taken the Third International Math and Science Study --a test that reflects the world-class standards our children must meet for the new era. In January, I visited Northern Illinois, where 8th grade students from 20 school districts took that test, and tied for first in the world in science and came in second in math. We know it is the right standard --and we know our children can meet it if they are challenged to do so.

Unfortunately, the current tests don't provide individual scores; they only measure how an entire state is doing. What we need are tests that will measure the performance of each and every student, and each and every school. That way, parents and teachers will know how every child is doing compared to students in other schools, other states, and other countries.

That is why I am presenting a plan to help states meet and measure the highest standards. Over the next two years, our Department of Education will support the development of new tests for 4th grade reading and 8th grade math to show how every student measures up to the existing, widely-accepted standards. The tests will be developed by independent test experts in consultation with leading math and reading teachers. The federal government will not require them, but these tests will be available to every state that chooses to administer them. I believe that every state must participate, and that every parent has a right to honest, accurate information about their child's performance.

I am pleased that today Governor Engler and the Michigan Board of Education have endorsed our plan to test our 4th graders to make sure they are meeting the challenge in reading and our 8th graders to ensure they are measuring up in math. You have joined with us in refuting the naysayers who claim that in a country as big as America, we can't possibly have common national tests in the basics. To them we say: from Maryland to Michigan to Montana, reading is reading and math is math. We have plenty of standardized tests in America today; what we need are tests that reflect standards --and they are two very different things. If we are serious about holding our children to the highest standards, every state in America must follow Michigan's lead -- take up our challenge, and test our children in the same rigorous way.

If anyone understands the importance of high standards, it is the businesses that will depend upon our children in the 21st Century. They know that only by ensuring that we have the best-educated, the best-trained, the best-skilled workforce in the world can we compete and win. **Last month the national Business Roundtable also endorsed our call for national tests in 4th grade reading and 8th grade math. Together with America's parents, teachers, and lawmakers, they will join our crusade to make American education the best in the world.**

To reach high standards, we must also have the best teachers. For years, educators have worked to establish nationally accepted credentials for excellence in teaching. Just 500 of these teachers have been certified since 1995. My new budget will enable 100,000 to seek national certification as master teachers. [Michigan is headquarters for this effort]. We should reward and recognize our best teachers --quickly and fairly remove those few who don't measure up --and challenge more of our finest young people to consider teaching as a career.

Raising standards will not be easy. Some of our children will not be able to meet them at first. But good tests will show us who needs help, what changes in teaching we must make, and which schools need to improve. We're not doing right by our students when we set low expectations. For too long, too many students have moved through our schools who could not read and write at the

most basic levels. That is why, in addition to the 4th and 8th grade national tests we are urging, states should develop their own comprehensive benchmarks of what students should know to move up in school, and to graduate from high school. It's time to put an end to social promotions, and make sure a high school diploma really means something --not to put our children down, but to lift them up.

Throughout my career in public life --as a Governor, and as President --I have worked harder on education than on any other issue. That is because renewing education, raising our standards, and lifting up our schools is the embodiment of everything we must do to prepare for the 21st Century --to promote opportunity, demand responsibility, and build community. Nothing will do more to open the doors of opportunity to every American. Nothing will do more to awaken a sense of responsibility from every American, as they work to make the most of their education. And nothing will do more to build a strong, united community of all Americans --for if every American has the tools to succeed, we can move forward together, as one America.

When it comes to providing the tools to succeed, our other great challenge is helping to move the permanent underclass into our growing middle class. Working together, we ended the old welfare system. Over the past four years, we worked with 43 states to launch welfare reform experiments, moving a record 2.25 million people off our nation's welfare rolls. Here in Michigan, you used your waiver to move _____ people off the welfare rolls _____ [Michigan facts to come]. Now we have enacted landmark national welfare reform, to make responsibility a way of life all across America.

That legislation brought an end to the old welfare system --but it was really a new beginning. Now that we have demanded that those on welfare take responsibility, we must all take responsibility to see that the jobs are there, so people on welfare can become permanent members of the workforce. Our goal must be to move two million more Americans off welfare by the year 2000.

I have challenged the nation's businesses to join in this effort, and I have offered a plan to help them: Tax credits and other incentives for businesses to hire people off welfare; incentives for job placement firms and states to create more jobs for welfare recipients; training, transportation, and child care to help people go to work. I urge Michigan's businesses, non-profits, and religious organizations --large and small --to heed this important call. Each and every one of us must fulfill our responsibility --indeed, our moral obligation --to make sure that those who now must work, can work.

The most direct and effective steps must be taken by the states. The legislation we passed gives states the authority, for the very first time, to take the money that had been used on welfare checks, and subsidize private sector paychecks. Missouri began doing this under one of our waivers --and it is working. Now I challenge every state to follow their example. Use the new flexibility you have been given. Turn those welfare checks into paychecks. There is no better way to find jobs for welfare recipients, or to keep them employed.

Second, I urge you to use the money saved from welfare reform to make sure that even more people can move from welfare to work.

And I urge every state and every Governor, Republican or Democrat, to join with me to get Congress to restore basic health and disability benefits when misfortune strikes immigrants who came to this country legally, who work hard, pay taxes and obey the law. To do otherwise is simply unworthy of a great nation of immigrants.

We passed historic welfare reform --giving states the authority and flexibility they had asked for for years. We were right to do it. Now states must live up to their responsibility, and help us finish the job.

On education reform, on welfare reform, on all our major challenges --let us build new partnerships across old lines of responsibility. Preparing for the 21st Century is not a job for any one level of government alone. Many of our greatest challenges do not fall under the authority of Washington, nor should they. The power to solve our problems rests with all levels of government, and all sectors of society --and that is where we must forge our solutions as well.

Together, we must seize this moment of opportunity, and prepare our people for the changes and challenges of a new century. Together, we must renew our basic bargain of opportunity, responsibility, and community, and give everyone the tools to make the most of their own lives. If we rise to that challenge, we will enter the 21st Century full of new promise and possibility, for all who share a stake in the American dream.

Thank you, God bless you, and God bless America.

State of Michigan



Executive Office

JOHN ENGLER

Governor

Governor's Public Affairs Division

Phone: 517/335/1185 FAX: 517/335/6910

DATE: 3/4/97 TIME: _____

OF PAGES 5
(Including cover sheet)

TO: Mike Cohen

PHONE: _____ Fax: 202/456-7028

FROM: ☐ Rusty Hills, Director ☐ John Nevin, Chief Speech Writer
☒ Gleaves Whitney, Senior Writer ☐ Faye Armstrong, Administrative Assistant

MESSAGE:

Please call so we can talk about down-tailing
the Governor's and President's message.

Blaine

Charter enrollment zooms

SARA SCOTT

THE SAGINAW NEWS LANSING BUREAU
and THE SAGINAW NEWS

12-12-96

LANSING — The number of Michigan children attending charter schools exploded over the past year, with 37 schools opening and enrollment more than doubling, state figures show.

Since September of last year, enrollment at charter schools increased to 12,564 from 5,060, officials at the Michigan Department of Education said Wednesday. The number of charter schools jumped to 73 from 36.

"It's been a series of court cases to get where we're at," said John Truscott, a spokesman for Gov. John M. Engler, a strong supporter of the movement.

However, the statewide trend dodged Saginaw's four charter schools, where enrollments stayed about the same.

Benito Juarez Academy, a school at 623 Thompson geared toward Hispanics, enrolled 45 students last year and this year.

The Saginaw County Transition Academy, 919 Veterans Memorial Parkway, which focuses on troubled teen-agers, has 15 students, up from 12 last year.

Northlane Math and Science Academy, 220 Church in Freeland, saw a decline to 38 pupils this year from 42.

The Academy for Technology and Enterprise, part of the Saginaw Career Complex, 2102 Weiss, is Saginaw's lone exception.

That school has 102 more pupils this year than in 1995, mainly because it added five new programs, Assistant Principal Mercedes V. Perez noted.

"Our two area high schools are doing really good work as far as preparing students for career choices," she said. "Our parents

know more about our programs here and are getting more involved, and our students are more educated about careers and choices."

The academy has 561 pupils this year vs. 459 a year ago.

Statewide, public school enrollment grew just 3 percent, to 1,667,591 this fall from 1,617,379 in 1995.

Critics of charters, which receive per-pupil funding from the state just as other public schools do, say they drain needed money from traditional schools and that those hurt by the growth of charter schools are often impoverished students in large urban districts.

Observers say it's unlikely the charter school movement will continue such growth without changes in legislation or more support from community colleges and intermediate school districts. ■

Henry School shows off *Reflex* 1.24.97

MEAP gains should prompt board to see if other city schools can benefit

It's time to stop calling the 3½-year-old makeover of Henry Park Elementary School an experiment. By one important, objective measure, state testing, Henry has become a definite success story.

Grand Rapids Board of Education members should study what has turned around this school, where students once were among the weakest performers in the district. Many other Grand Rapids elementary schools desperately need the same help.

Henry, in a poor Southeast Side neighborhood, three school years ago started receiving special assistance to bring the curriculum and classroom conditions in line with those at Thornapple Elementary School in the Forest Hills School District. Class sizes were reduced, and money was raised publicly and privately to purchase new materials and equipment. Scores of volunteers were brought in to tutor the students.

The trend in test scores at Henry has been steadily upward. In 1992, no Henry fourth graders scored satisfactorily on the reading portion of the Michigan Educational Assessment Program (MEAP) test. In 1996, 26.9 percent scored in the highest range, "satisfactory." The percentage of students who fell into the lowest category, called "low," improved from 65.7 percent in 1993 to 50 percent last year. The gains in math also have been impressive. In 1992, just 3.8 percent of the students were satisfactory and 80.8 percent were low. Last year, 30.8 percent scored satisfactorily, while the low rate dipped to 34.6 percent.

Even more significant perhaps is that most schools throughout the state scored far lower on the 1996 MEAP tests than in 1993. Henry showed about 25 percent improvement. The difficulty now for Grand Rapids school board members is trying to figure out how to transfer Henry's relative success to other schools. There's a lot to be done.

Fewer than a third of all Grand Rapids 4th graders scored satisfactorily on MEAP reading tests. Fewer than 40 percent reached that standard in math. A

closer look shows that the averages are being pulled down by schools in the inner city, where crime and drugs are prevalent and two-parent families are not. None of the schools came close to Henry's MEAP scores. Only 16.9 percent of Hall Elementary School fourth graders scored satisfactorily in reading; at Oakdale, 15.8 percent; Harrison Park, 15.1 percent; Sigbee, 14.7 percent; Franklin, 13 percent; Campus, 13 percent; Burton, 12.2 percent; Madison Park, 10 percent; and Buchanan, 1.8 percent.

One thing that obviously cannot be exported to those schools is Henry's principal, Ruth Jones, who has brought order to the school. She also has hired a number of new teachers to replace others who were not producing good results. Although Ms. Jones can't be cloned, school board members can hire principals who are similarly motivated and then give them flexibility to do their jobs. The school board also needs the help of the teachers' union, the Grand Rapids Education Association. There must be a wage incentive program so that good teachers are willing to work in the neediest schools. That requires a change in union attitude and the teacher contract, which puts seniority ahead of all else in determining faculty assignments.

School board members probably cannot afford to duplicate the money put into Henry. More than \$1.5 million in equipment and supplies has been purchased. But it's clear that the schools in poor neighborhoods need more computers, encyclopedias, library books and maps.

The little things at Henry also can be copied. Students must wear uniforms, which has turned attentions somewhat from social status to studies. But most importantly, the school stresses student attendance and parental involvement. The attendance rate has crept up to 94 percent from 90 percent in 1992. Parents are required to get involved in their children's education by attending teacher conferences and signing homework. The school's Parent Teacher Association was revived and is now strong.

There is genuine hope in the accomplishments at Henry. Grand Rapids' low MEAP scores no longer can be explained away as the best that can be expected in difficult conditions. The school board should use Henry as a model and try to reform one or two more inner city schools right away. A focused effort is the best way to attract community involvement and dollars where necessary. It's unreasonable to anticipate that Henry or the other schools will reach Thornapple's test scores anytime soon. But Ms. Jones and her teachers have shown that with a lot of hard work, the obstacles found in the city's most poverty-stricken neighborhoods can be reduced in the classrooms.

State's charter schools are bursting at the seams

The downside is large, urban districts lose under budget cuts. **ON**

By Mark Mayes
Gannett News Service

9-6-96

The Lansing area's charter schools — including Michigan's two largest — are turning students away as they prepare to open their doors at or near capacity.

That means more than 1,800 area students will start the school year at one of the state's 67 alternative schools rather than a more traditional public or private setting.

"If we had two schools, we'd have enough students to fill them," said Jim Warren, co-founder of the 672-student Walter French Academy of Business and Technology on South Cedar Street. "We had 840-some students apply to the school this year. We are full up. I've got waiting lists in every class."

About 60 percent of Walter French students come from the Lansing School District, but others are from suburban districts and parochial schools, Warren said.

And organizers of other charter schools say the majority of their students come from the Lansing School District's pool of 20,000 students.

Each student who attends a charter school brings \$5,900 in state money with them. Lansing schools already cut \$5 million and 86 positions from this year's budget, and estimated they would lose as many as 400 students because of charter schools and schools of

choice.

It is possible the district will lose twice that many, but Lansing Superintendent Richard Halik said the district has to wait for the dust to settle before assessing how well it estimated. Even if only half the 1,800 expected charter school students come from the Lansing district, it would mean a loss of more than \$5 million.

"If the school district was adequately funded, it would not be a crisis," Halik said. "But when you're holding on by your fingernails, and you're further drained of funds, it becomes more of a concern."

Large, urban districts traditionally lose under plans where students are allowed to pick and choose schools as they flee perceived big-city problems and seek more personalized education, Halik said.

Some large, open facilities and the political climate fed by Gov. John Engler's strong political push for charter schools has helped attract the state's two largest charter schools to Lansing, he said.

The Mid-Michigan Public School Academy, a kindergarten through fifth-grade school opening Sept. 16 in the former Michigan School for the Blind, is the state's largest charter school with 690 students. Walter French's 672 students put it second in Michigan. The next largest school is the Detroit School of Industrial Arts with an enrollment of 500.

The Academy of Detroit is accepting 667 students at three Detroit-area locations.

Engler backs diploma test

BY PEGGY WALSH-SARNECKI
Free Press Education Writer 2-26-97

Gov. John Engler plans to take a personal interest in giving students a reason to take the state High School Proficiency Test, his spokesman said Wednesday.

The governor will pressure university officials and business leaders to ask for the diploma endorsements the test confers when they admit or hire graduates, John Truscott said.

His statement followed a report that more than half the parents of juniors in Birmingham's high schools and almost one-third of those at Troy High School signed waivers opting their children out of the test.

State officials say the waivers were intended for students with disabilities — not good students fearing failure.

"Obviously, the waiver process is being seriously abused," Truscott said. "It's certainly brought the problem to our attention and we plan to address it."

The 11-hour tests in math, writing, reading and science allow students

He'll insist jobs, schools demand it

scoring above a certain level to earn endorsements on their diplomas. But those who score below that level have "novice" stamped on their transcripts. Others who score below "novice" receive a "not yet novice" score, which is not stamped on their transcripts.

Many of the parents fear their students could be labeled failures — despite good grades and high college admissions test scores — if they did not earn endorsements.

If a waiver is granted and the student does not take the test, nothing is stamped on the diploma or transcript. Only one-third of students earned endorsements in science and writing when the test was first administered last year. Less than half earned endorsements in math and reading.

The governor can influence the universities through the state's \$1.5-

billion higher education budget. But university officials contacted Wednesday said they need more information before they will be convinced the year-old test is a valuable tool for them.

"What does it tell us about the student's background and potential performance? Moreover, what does it tell us that we don't already have?" asked William Turner, director of admissions at Michigan State University.

Julie Peterson, a spokeswoman for the University of Michigan, said the proficiency tests may be useful in assessing high school achievement, but "they're less helpful to universities."

"We already use a number of measures to predict the likelihood of student success here, including standardized tests such as the ACT and SAT. It's not clear to us how good a

predictor the high school proficiency test would be," Peterson said.

State Rep. Sharon Gire, chairman of the House Education Committee, said her committee will study testing issues after Easter. Members want more information, she said.

"We have many questions about it on both sides of the aisle," Gire said. "We need to go back and really take a close look at that, with the state board, prior to anything being tied to this with the students' futures."

Jim Sandy, director of the Michigan Business Leaders for Education Excellence, said businesses aren't sure what to make of the test or endorsements.

"Based on the waffling we're getting from the policymakers, and the lack of courage from the people who are supposed to be supporting the test and putting it forward, it's pretty hard to expect business to say, 'We're on board,'" Sandy said.

Education writer Tracy Van Moortem contributed to this report.

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First page

Successful systemic change as envisioned by the Michigan Department of Education (MDE) is a long-term process. Many pieces and levels of the state's education system and supporting community systems must be transformed and better linked in order for the system to become effective. Technology and telecommunications are critical components in the educational reform effort and the restructuring of instructional delivery systems. Several major initiatives demonstrate Michigan's commitment to improving the educational system through technology and telecommunications and have uniquely positioned the state to succeed in this effort:

- In May of 1992, the SBE adopted a comprehensive five-year State Technology Plan to assist schools in their planning for, and implementation of educational technology. In 1990, the State Board of Education (SBE) adopted 14 goals in a document entitled *Education: Where The Next Century Begins*. The development of a technology plan was an essential goal. Since the adoption of the State Technology Plan, the MDE has been working diligently to support the recommendations, urging the use of technology to transform teacher and student roles in Michigan classrooms. The recommendations contained in the Plan have broad implications for the restructuring of the educational system and preparing workers with the necessary technological skills for employment.
- In his "1993 Plan for Reforming Michigan Schools," Governor John Engler called for the "creation of the Michigan Information Network in order to access information from around the world." This was followed by P.A. 335 of 1993 which required the preparation of a state plan to create a Michigan Information Network (MIN). Once implemented this Network will link each local and intermediate school district, community college, independent nonprofit college or university, and local or regional library on an equal basis by fiber optic, or coaxial cable, or other comparable system allowing a world-class statewide interactive video and data access and exchange system. As Michigan has taken steps to enhance its telecommunications infrastructure, MDE has worked closely with the Governor's Office, the Department of Management and Budget, the Michigan Public Service Commission, and the private sector.
- In 1992, Ameritech and the Michigan Public Service Commission (MPSC) identified a substantial sum of money in "excess earnings," that would otherwise be refunded to ratepayers, and dedicated it to distance learning projects in Michigan. A "ratepayers' fund" ultimately provided about \$10.5 million for educational telecommunications projects in the state, while Ameritech created a matching fund of comparable size. By October 1994, eight projects were awarded money from the ratepayer's fund. Statewide projects were approved for Merit Network, Inc. to establish local dial-up access to the Internet from every calling area in Michigan, and for the Michigan Community College Association to complete a statewide compressed video network linking the state's community colleges. Regional projects serving every area of the state were approved.

community colleges. Regional projects were most emphasizing data networks, but some having a video component. The ratepayers' fund was administered by the MPSC, while Ameritech's matching funds were administered by the company.

- Beginning in July 1995, all Michigan teacher preparation institutions were required by P.A. 335 of 1993 to demonstrate that teacher education candidates have, in addition to knowledge of research-based teaching and high academic achievement, working knowledge of modern technology and use of computers for teaching and learning. This legislative requirement supports recommendations contained in the State Technology Plan calling for professional development for Michigan's learning community, as well as

the ongoing priority to provide training and support for teachers to use technology and integrate it into the curriculum.

In addition to the above major initiatives, several other noteworthy activities exemplify the various collaborative efforts to advance the development and use of new technologies in the educational setting to improve student learning.

- In 1993, a Technology and Telecommunications Planning Advisory Group (TTPAG) to the State Superintendent of Public Instruction was established to enhance planning efforts for the development, use and access to, technology and telecommunications. The TTPAG is comprised of representatives from over 40 key educational and business stakeholders to make recommendations regarding the implementation of the State Technology Plan. This is the first time that Michigan's broad educational community has come together to articulate a shared vision for the implementation of educational technology on a statewide scale.
- Since 1994, Michigan has participated in the national Star Schools initiative as a member of the Great Lakes Collaborative (GLC) through the Education Connection Network (ECNet™). The project has provided a K-12 mathematics and science instructional support system to schools, enabling access to a full spectrum of innovative worldwide resources through the use of multiple interactive telecommunications and multimedia technologies. While federal funding for the GLC was discontinued in 1995, the project has continued, under the Goals 2000 program, in its mission to improve instruction by integrating educational resources with technological development and to support teachers and students through the use of applied instructional technology.
- The Michigan Statewide Systemic Initiative (MSSI), a National Science Foundation project which serves as a catalyst and guide for systemic instruction reform in mathematics and science, has joined with the GLC to further the achievement of Goals 2000 statewide. The efforts of both entities are closely integrated with Michigan's statewide planning process for school improvement for educational technology. The project is helping to position students for participation in the national infrastructure for education and telecommunication that are currently underway.
- An effort is now underway in Michigan by a consortium of educators, business and government representatives to establish a Michigan Tech Corps chapter. Tech Corp is a national, non-profit organization of technology volunteers funded by the business community, helping to improve K-12 education at the grass roots through effective integration of technology into the learning environment. The organization utilizes the abilities of skilled volunteers across the country in an effort to prepare students, teachers, and schools for the 21st century. Tech Corps Michigan, now in its fourth month of organization, has 55 members. Tech Corps Michigan provides a unique partnership which enables the public and private sectors to support the development of new learning technologies into Michigan's schools.
- Michigan school districts are demonstrating their commitment to the development of new applications and the use of technology to support the school reform effort, as well as their ability to successfully compete in the national Challenge Grants for Technology in Education program. The Melvindale-Northern Allen Park Public Schools have successfully competed at the national level and was recently named as one of 24 new

fiscal year 1996 grants awarded under the national Challenge Grants for Technology in Education program. The project, *The Michigan Collaborative for Cross-Site Technology*, which includes a consortia of 14 school districts, Michigan State University, and the Henry Ford Museum, will use the World Wide Web and distance learning over the Internet to improve student learning. The grant will provide \$6.5 million over five years.

- In 1995, the Newaygo County Intermediate School District consortium was awarded a Technology Challenge Grant for its *Newaygo County Advanced Technology Service* project. The project brings together a consortium of public, private and non-profit institutions to implement a comprehensive plan to improve the education process in a rural school district through the development and maintenance of an advanced fiber optic cable telecommunications network.
- Under Michigan's Goals 2000 grant initiative, the SBE has supported a user-oriented assessment on how MDE collects, processes, analyzes and disseminates education information. The intent is to provide an effective statewide communication and technology support system for schools. The partners in this initiative, the Genesee Intermediate School District, Merit Network, Inc., Michigan State University, and The University of Michigan are working with MDE to develop a prototype system which will result in a set of Internet-based strategies for streamlining and improving the analysis and turn-around of information. Funding provided by the Goals 2000 fund source have leveraged substantial additional support for this effort from the private sector.

These and other initiatives demonstrate Michigan's commitment, from both the public and private sectors, to the expanded use of technology to improve education and the achievement of technology literacy in our schools. A measure of the State's success in linking school reform efforts with a greater emphasis on technology will be a system of continuous improvement that ensures that all students, regardless of background, ability, or disability, will acquire the knowledge and skills necessary to succeed in a rapidly changing society.

Goal 1 - All teachers in the Nation will have the training and support they need to help students learn through computers and the information superhighway.

Excerpted from Recommendations 5, 9 and 19:

The state technology plan recommends the integration of technology-based educational programs throughout the curriculum and, critically important to this specific recommendation, the plan strongly supports professional development programs to ensure the technological competency of preservice teachers, as well as to upgrade the technological skills of teachers, administrators, ancillary staff, parents, community members and local boards of education. The SBE is on record in favor of helping educators to become more aware of various technologies and technology services that may be available to educational institutions at little or no direct cost.

The impact of technology on teachers in particular, and their role in the adoption of technology into the existing school structure is extremely important, yet until recently too often overlooked. Since the SBE adopted these recommendations, legislation was approved in Michigan that requires new teachers to have a working knowledge of modern technology and the use of computers. Along this same line, the MDE's Office of Teacher Certification is currently exploring the creation of a technology endorsement for certified teachers.

Goal 2 - All teachers and students will have modern computers in their classrooms.

Excerpted from Recommendation 1:

The SBE's support for teachers and students having access to modern computers is explicit in its recommendation that educational institutions must recognize the many new technological skills which are needed by current and future workers, as well as the information skills required by a literate, educated citizenry. Such skill levels cannot be easily attained if students must learn using outdated, outmoded computers and related equipment. In 1986, the computer/student ratio in Michigan was reported to be one computer for every 35 students. According to a 1990 national survey of the number of computers in K-12 schools, conducted by Quality Education Data of Denver, Michigan's computer/student ratio was equal to the national average of 1:22. Based upon a 1989 MDE survey, that ratio was expected to be reduced to one computer for every 16 students.

Goal 3 - Every classroom will be connected to the information superhighway.

Excerpted from Recommendations 7, 13, 14, 3, 6, 10 and 12:

The SBE encouraged the establishment of "a statewide telecommunications system and a 'gateway' for voice, video, and data accessible by all citizens and educational institutions." This recommendation was among the first calls for a statewide telecommunications network in Michigan, a concept that evolved into the development of a virtual "Michigan Information Network" that would serve as Michigan's link to the national information superhighway for schools, libraries, media facilities, government offices and citizens.

Also encouraged by the state technology plan was legislative action to ensure affordable access to information, communications, and broadcast services for educational institutions. Lawmakers approved the Michigan Telecommunications Act (MTA), effective January 1, 1992, as one of the

first state laws to emphasize the provision of telecommunications services in a competitive market to help reduce costs to all users, including education. The law also confirmed the right for educational institutions to own and operate telecommunication systems largely free of state regulation. In 1995, the MTA was amended to allow most educational institutions to sell excess telecommunications capacity up to 25 percent of the institution's total capacity. Combined with the excess earnings case of Ameritech that was channeled through MPSC, the MTA helped create a foundation for the MIN and rallied educational institutions and organizations, the MDE and the recently created Office of the Michigan Information Network (Michigan Department of Management and Budget) around the goal connecting Michigan classrooms and the citizens of the state to the information superhighway.

Accompanying this application in the state technology plan are recommendations for minimum telecommunications capabilities for every educational building and every classroom at an educational institution, including teacher preparation facilities, that would make connections to the information superhighway feasible. The plan advocates that each building be equipped with a computer network, fiber optic technology, cable television access and satellite signal reception, while each classroom should have a telephone access, computer, videodisc player, videocassette recorder and television/monitor.

Other recommendations of the SBE that support access to the information superhighway from every classroom include a call for strategic planning on both a local and a regional basis to better utilize technology in learning, teaching and communication; a recognition that affordable access to information, communication and broadcast services is essential for educational institutions, while options for more stable funding of technology systems must be developed and institutionalized; plus an acknowledgment that facilities renovations and construction standards should be developed to help design technologically rich learning environments in older school buildings in Michigan.

Goal 4 - Effective and engaging software and online learning resources will be an integral part of every school curriculum.

Excerpted from Recommendations 13, 14, 19, 18 and 21:

The SBE's recognition of the importance of effective software and on-line learning resources is reflected in its recommendations for minimum technology specifications for each educational building and classroom, as well as recommendations that teachers receive the training necessary to incorporate technology into the curriculum. Effective software and on-line learning resources, like modern hardware and professional training, contribute greatly to fulfilling two other SBE recommendations: the establishment of a computer network accessible by all educational institutions and K-12 classroom teachers; and the enhancement of school-home communications using voice mail and similar computer-based telecommunications technologies. It is understood that a technologically rich learning environment, complete with a wide variety of learning resources and innovative communications opportunities, requires up-to-date hardware, software and training.

MDE's experience and success with on-line services provided through the Gopher and World Wide Web Servers documents the importance of on-line learning resources. Access to the Servers, which are designed to facilitate communication and information sharing between MDE and the public, has risen to 4,500 retrievals per weekday and to over 3,000 per day on the weekends, totaling over 2 million retrievals to date. Half of these retrievals occur outside normal working hours allowing MDE to serve the public more effectively.

Remarks by State Board of Education President, Mrs. Kathleen Straus
February 20, 1997

Thank you for giving me, as President of the State Board of Education, an opportunity to share my vision with you today. I hope my thoughts will help guide the Board in bringing improved student learning to all students in Michigan.

Throughout my tenure on the State Board I have supported many efforts to reform and improve public education. I stand by those efforts and firmly believe that the moves toward higher standards and greater accountability have and will continue to improve learning for our children. But I have an uneasy sense that we are still missing major components in our efforts. We have been tinkering in a lot of areas, but haven't pulled it all together. Let me set the stage for this discussion by giving some facts that will help illustrate my points.

- One in four children in Michigan live in poverty.
- One in three Michigan students receive free or reduced lunch.
- Seventeen percent of Michigan families have annual incomes of less than \$15,000.
- Nearly one in five households are headed by a single parent.
- Four of every ten middle grade students in Michigan are unsupervised after school.
- The average monthly cost of child care is \$388.
- In Michigan 23% of adults over age 18 do not have high school diplomas.
- Studies show that the poorer children are, the more they tend to be overweight and unhealthy.
- Schools have cut back on physical education classes and cities have substantially reduced public recreation programs.
- Illicit drug use is greater among high school students in America than in any other industrialized nation in the world.

These facts illustrate that our society has changed fairly dramatically since we were growing up. Much of the change is a direct result of demographic changes in our society. Today many children

either go to a babysitter, a day care center, or home to an empty house. For the most part after school time is play time, sometimes supervised, sometimes not. Help with homework is not always available.

But let's focus on what does go on during those three hours between school and the time when parents come home from work. Some situations may be educational and well supervised, but many are not. Many depend on television as a babysitter. Consider what they see -- soap operas? talk shows? movies? What else goes on during those afternoon hours? Certainly no time is more private, less directed or supervised, and more available for teenage sex, introduction to drug use and the formation of gangs. Afternoon hours are generally not being used productively by or for our children.

How about evenings? Parents get home from a full day's work at 6:00 p.m. Mom has to fix dinner, eat dinner, do dishes, shop if necessary (evenings or weekends), clean house, and pay bills. Dad is busy with other household chores including cutting the lawn, shoveling snow (and yes we want greater parent participation in our schools) and on and on. Oh, yes, and help the kids with their homework. Now that presents another problem. In many cases parents do not have either the time or the educational background to be able to help the kids with homework. Even those of us who have time and a good educational background are finding more and more that what the kids are learning in high school and even middle school or junior high far surpasses what we learned in school, particularly in math, science and technology. With the body of knowledge now doubling every three years, most of us can't keep up. So who is available to help kids with their studies?

A few other examples further illustrate the problem. We know that proper nutrition is important to learning. We've done something about that through the school breakfast and school lunch programs. We also know that proper physical exercise actually improves our ability to learn. Unfortunately, only about half of the kids participate in organized sports. Hardly any of the rest engage in regular physical exercise. In other words about half of our kids get no regular physical exercise. Does your child take music lessons? Religious instruction? Have a job? Need to see a doctor or a counselor? Or need a tutor because of learning problems? Who provides transportation to these activities? And when? And at what cost are all the extras? Day care takes all the extra money many Americans can muster.

We don't have to think long and hard to identify a host of areas that we are perfectly capable of addressing that could, and I believe would, have dramatic results in many of the areas that currently cost society millions of dollars each year and currently keep our kids from learning to their potential. I'm referring to problems such as crime, drugs and teen pregnancy. America ranks first in teenage pregnancy rates among industrialized nations at 14% with the next closest country at only 7%.

So what is the solution? I believe the solution lies in creating a system of education that is responsive to the changing demographics and meets the needs of our modern day families. Whether we like it or not, time and families have changed. Now it is time to change our schools to meet these needs.

I propose full day, full service schools where children are engaged in developing their minds and their bodies in safe educational environments.

Between 8:00 and 5:00 students would be engaged in educational activities. Educational activities would include academic class work, physical exercise, vocational training, study periods, arts, tutoring, and other activities which parents would choose for their children. The day would also include necessary break time, regardless of the grade, to give students the needed down time to refocus their energies. In the upper grades, parents might opt for a son or daughter to work in the community for a couple of hours or have release time for religious instruction. But whatever the time away from school between 8:00 and 5:00, it is at the parent's discretion and the school would have a record of the parent's request. In this system parents would make the choices and would know where and what their children are doing. They would be assured that their kids would be actively engaged in something useful. Best of all for students who need additional help, the help would be available to them. Work would get done in most cases before they go home. This is a system where students spend "more time on task," whether it is for extra activities beyond the basics or on the basics themselves. This is a system that recognizes that kids learn at different rates; accommodates fast, average and slow learners; and makes certain that adequate time is spent in well supervised learning environments.

Because the schools would be fully functional all day, activities could be spread throughout the day. The day would not have to be broken into academics in the first part and other activities in the late afternoon. Having a full service school all day is one of the reasons this proposal works. Teacher, teacher aides and volunteers from the community would assure that all activities are appropriately staffed and monitored.

Full service schools should also have a full complement of needed social services available on site. Basic health care could help to keep children healthy and in school rather than at home. The problems associated with immunizations, for example, would be much easier to handle if done right on site at the neighborhood school.

Teen pregnancy robs our teens of their youth, many educational opportunities and costs society millions of dollars each year. Gangs, which have no better time to form and be active than in the afternoon, rob our children of their freedom and in many cases their lives. In 1995 41% of Michigan students surveyed had tried marijuana one or more times, and over one quarter of those surveyed used marijuana one or more times during the previous 30 days. If we can lower any or all of these by keeping our kids in school, challenged and occupied during those hours they are most free to get into trouble, the cost will be small in comparison. I also believe that the costs will not be significantly higher. We will need more aides to help in the classroom, with tutoring and other activities that may not require certified teachers, but we won't need significantly more teachers. The facilities are heated, lighted and available, and we have the expertise to challenge, remediate and meet the needs of most of our students.

I would like to see us stop tinkering around the edges, look carefully at the demographic changes of our society and make some far reaching decisions that will truly address the needs of our parents and children. In the upcoming two years as president of the State Board of Education, I intend to push an agenda aimed at building a full service-full day education system that will provide the services needed by each child to be successful and healthy. I would like to hear from school districts that already have similar programs. I firmly believe that if the program is well conceived and executed, the district will have to turn away students because their schools will be full.

In the upcoming weeks the State Board of Education will be working to develop a list of priority items for policy development to implement this program and others.

Statewide Standards in Michigan

As part of the school reforms in 1993, the Legislature enacted a system of high school proficiency tests, which, when passed, would lead to endorsed diplomas. Related to these tests was the mandatory core curriculum statewide standards, designed to prepare pupils for the higher level of learning required by the endorsed diploma program.

The High School Proficiency Test

In 1993 a system of state endorsed diplomas was instituted. Successful completion of a high school proficiency test leads to a diploma endorsement. Diplomas may be awarded without endorsements, depending on each school district's standards. The proficiency tests are given in the 11th grade to test knowledge appropriate for 10th graders. They cover math, science and communication arts (reading and writing).

These tests are not minimum competency tests, but instead were intended by the Legislature to reflect high standards and the skills that Michigan employers believe students need to be successful.

Mandatory Standards Reduced to a Model

Late in 1995, the Legislature amended the School Code to reduce the required core curriculum content standards to an optional model. Schools are therefore now free to teach below the state standard. In August of 1996, High School Proficiency Test results revealed that less than half of our high schoolers scored well enough to receive endorsements on their diplomas. Recent MEAP scores are down around the state as well. Many argue that a mandatory core curriculum, adopted as a part of the endorsed diploma program, would have forced every school to teach up to the level of this statewide minimum standard.

Nearly 87 percent of parents who responded to a poll conducted by the State Board favored required content standards, as did prominent business groups, including the Michigan Chamber of Commerce, Michigan Manufacturers Association and the Michigan Business Leaders for Education Excellence. In addition, every major education group is on record in opposition to model standards.

Core Curriculum Incentives

Michigan House Democrats have introduced legislation that would encourage the adoption of the state model core curriculum content standards by providing, through the State Aid Act, \$5 per pupil to school districts that adopt these standards. These payments are made to those schools that submit a resolution to the Michigan Department of Education stating that they have adopted the state model content standards.

The Democratic Plan

The House bill on Core Curriculum Content Standards mirrors the President's call for higher national education standards.

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Charter Schools in Michigan

As of February 1997, 76 schools have been established educating 12,620 students. The growth of charter schools suggests that attention should be given to whether these schools offer a better option to our children and whether the state should allow an unlimited number of these school to open.

Because charter schools have yet to prove themselves as good as or better than neighborhood public schools, this new law includes limits on the number of schools.

Michigan House Democrats are concerned that while charter schools may represent an option for educating parents, they should prove themselves before they are greatly expanded. To do this, they must meet high educational standards, and oversight over the chartering process should be greatly enhanced. Currently in Michigan, sufficient oversight is rare.

The fiscal 1997 School Aid budget bill addressed another charter school problem. Many of these schools were formerly private schools. Known as "conversion charter schools," by law these schools must advertise their charter school status, and establish a lottery if applications exceed available space. As a public school, enrollment must be open to all applicants, preference cannot be given to former students of the private school. Conversion schools remain a concern for many Democrats: some conversion schools showed a suspicious number of private school students enrolling in the new charter school.

Reading Guarantee

The Michigan House Democrats are about to introduce legislation that would increase reading abilities by providing funding for the following programs:

- Full day kindergarten
- Additional teachers in Kindergarten to 3rd Grade to reduce teacher/student ratio to 15 to 1
- Teacher training designed to allow K-3 teachers to take advantage of the smaller classes
- Parent training programs designed to enhance home enrichment and support the curriculum
- Family resource centers located near each school with social workers and school nurses

The President's Proposal

- Create national education standards and require all states adopt those standards by 1999.
- Create "America Reads," an initiative to increase the percentage of 4th graders that can read.
- Spend \$5 billion on school construction.

The Democratic Plan

While the President's plan focuses on increasing reading scores through mentoring programs and other out-of-school initiatives, the Michigan House Democratic plan seeks to enhance the in-school attention given to this problem.

Access to Higher Education

The MET Program

In 1986, the Legislature responded to the rising costs of postsecondary education by initiating an innovative plan to help families save for college expenses.

Under Governor James Blachard, the Michigan Education Trust (MET) program was introduced to allow parents to pay for their children's tuition—at set-rates—years in advance. The theory was that the state would get a better return on the investment by pooling parents' funds than families could obtain with their own investments.

Shortly after Governor Engler took office in 1991, the program was closed to new contracts. At that time, an investment of \$3,380 would guarantee a newborn four years of tuition at any Michigan public university. Over 5,300 contracts were sold that year, with many purchasers opting for a monthly payment plan. Some 53,847 contracts were let from the inception of the program in 1986.

In October 1996, the Engler administration reopened enrollments. However, the cost of MET contracts increased tremendously. The cost of a contract in 1995 cost \$19,808 compared to \$6,745 in 1988. The effect on enrollments is predictable: In the program's first three years, 54,627 people enrolled. Now that the price has more than doubled, the number of people submitting applications was only 3,079.

Tuition Tax Credit

Legislation currently pending before the Michigan House, Democrats have proposed a \$500 tuition tax credit for families making under \$200,000.

The President's Proposal

Make the first two years of college education as common as a high school diploma through:

- HOPE scholarships,
- A \$10,000 income tax deduction for college expenses,
- Allowing IRA withdrawals without penalty for education expenses,
- Increasing Pell grants.

The Democratic Plan

The President and the Michigan House Democrats would provide greater access to higher education for middle class families who otherwise may not be able to provide this advantage to their children.

Governor Engler's Plan:***School District Accountability Act***

*Similar to Sec.
Ricci's SPEECH*

The Governor proposes that school districts be taken over by the state if less than 20 percent of students "pass the High School Proficiency Test," or more than 25 percent drop out.

Only the Benton Harbor school district would qualify under the dropout standard. The following districts qualify under the HSPT standard if a low pass-rate for all four subject matter tests is required:

Beecher
Highland Park

Benton Harbor
Westwood Comm.

Buena Vista
Whitefish

Detroit
Willow Run

If a low pass-rate on any one subject matter test is sufficient, 139 districts will qualify.

- The recent trend in Republican education "reform" has been to increase local control, except where political agendas like Governor Engler's School Accountability Act require otherwise.
- This proposal adds to the Governor's confused education policy. Originally, he supported a Mandatory Core Curriculum, now he opposes it.
- He supported Site Based Decision Making, now he opposes it.
- He has often said he's for local control, now he opposes it. He now believes that bureaucrats are better able to run schools than locally elected school boards, and to decide which students should be expelled.
- Although he says he wants to make schools responsible for the success of their students, he vetoed all professional development funds last year.
- He professes to support parental choice, but does not trust these same parents to elect school board members or grapple with financial difficulties.
- To base school takeovers on the High School Proficiency Test, while it is still effectively in its developmental stages, is misguided, and providing for the takeover of schools based on these results is irresponsible.



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THURSDAY, FEBRUARY 27, 1997

ON TESTING STANDARDS

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issues.

...the first sitting president since Theodore Roosevelt to address a
...ature when he speaks to the House and Senate on Thursday, March 6, on
... testing standards for education and other school performance improvement

Mr. Clinton will also discuss welfare reform in his
the national welfare reform law passed last
up the issue of transportation fund-

"The President will continue
America's schools," said White

Legislative and capital staff w
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and meetings were being held o
the president's arrival and speech

The address will be one of several
standards. Ironically, the annou
roughly the same time it was anno
students in the National Assessment
students outpaced the national average

Mr. Clinton was invited to address the
ready addressed the Maryland legislati

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national education
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the top quarter of
lowed that Michigan
fourth and eighth grades.

Governor John Engler. Mr. Clinton has al-
proposals for education reform.

Senate Majority Leader Dick Posthumus (R-Alto) said the address shows education improvement
is not a partisan issue. Michigan is a leader in charter schools and standardized testing, and the
president's appearance "should give us support in our efforts to make further improvements and
create more charter schools," he said.

Speaker Curtis Hertel (D-Detroit) said Democrats in Michigan are already "working toward the
goals he has outlined for the schools of the 21st century. From Washington to Lansing, Democrats
led by President Clinton are working to provide the education solutions Michigan's parents and
students need."

And Senate Minority Leader John Cherry (D-Chi) said the visit "symbolizes the continued Demo-
cratic commitment to preparing Michigan's students for the future."

Mr. Clinton is coming to Lansing the day after Mr. Engler and the four legislative leaders go to
Washington, D.C., to lobby for changes in the federal highway funding formula.

A.A. MILLER, President • L.P. LEE, Vice President/Editor • R.J. DRUMHELLER, Vice President • J.W. LINDSTROM, Staff Writer • C.A. KLAVER, Staff Writer • S.S. HARMON, Staff Writer

630 Michigan National Tower • Lansing, Michigan 48933 • Telephone: 517.482.3500 • Fax: 517.482.4367

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E-mail: gongwer@voyager.net

*Mike -
THE SORT
OF THING WE'RE
ALREADY DEALING
WITH*

-GREG

DRAFT

**PRESIDENT WILLIAM J. CLINTON
REMARKS TO THE MICHIGAN STATE LEGISLATURE
MARCH 6, 1997**

Acknowledgments: Mr. Speaker, Governor Engler....

I am especially honored at this pivotal moment in American history to become only the second sitting President ever to have addressed this legislature. Ninety years ago, at the dawn of the Industrial era, Teddy Roosevelt, on his way to give a speech at what was then Michigan Agricultural College, now Michigan State, stopped here to address a joint session of the Michigan legislature in this same room, at this same rostrum. You have since renovated this building to restore the same charm, artistry and decorative splendor that was in place when Roosevelt visited. In 1907, America was on the move. This building had only been wired for electricity two years prior to Roosevelt's visit. And Roosevelt made his trip from here to the college campus in a brand new automobile, built by a Lansing company that was then just 10 years old. This year, Oldsmobile celebrates its centennial.

This too is a rare moment in American history. Peace and prosperity abound. We have just completed four years where we produced more new jobs than any other four year period in our history. And we are looking toward a world that is full of exciting new opportunities. Only a few times before -- after World War II and at the start of this century when we were entering the Industrial Era as a powerful and wealthy country at peace -- have we experienced anything like this. We have an incredible responsibility -- in America and in Michigan. Thanks to the leadership of your Governor, and the work all of you have done, your unemployment rate has literally turned around -- from 7.4 percent in 1993 to 4.7 percent today. You have added more than 380,000 new jobs. Your welfare rolls have dropped 30 percent. And student achievement has risen and more schools are meeting the high standards you have set. Things are good and getting better..

But this is a moment of choice. We cannot afford to squander this moment in complacency or division. We dare not miss this chance to decide what kind of future we want for America in the 21st century, and then to work together to build it. This is a time for us to build a new century. And we must do it, not as Democrats and Republicans, or liberals and conservatives. We must do it as Americans. We must do it as One America.

That is why I am here today --with a message I first carried to the Maryland legislature last month -- a message I will carry not just to this state legislature, but to other state legislatures, communities, and forums in the months to come. To prepare America for the 21st Century, I am asking for a new kind of partnership --with the people in this chamber, and people all across America. The era of big government is over. But the era of big national challenges is not. And while national leadership can point the way --while national leadership can remove some of the barriers that had prevented our states and our people from solving their own problems --the real responsibility is one we all share. As President, I am prepared to point the way --to shine a light on what is working --and to leverage the efforts of all Americans to meet our challenges. But you must be prepared to work

with me, to seize this moment of opportunity while America stands strong enough to do so.

Today, I want to talk about what we must do in two critical areas: giving our children the best education, and breaking the cycle of dependency by moving millions from welfare to work. Taken together, these issues are at the core of what we must do to prepare America for the new Century. We must help everyone have the tools to succeed in this knowledge economy --and that means high-quality education and training. And we must make sure everyone willing to use those tools --everyone willing to work hard and take responsibility --has a chance to do so. Education reform and welfare reform are about bringing all Americans to the starting line of this new economy, and then making sure they are ready to run the race.

Our number-one priority --the high threshold of the future we must cross --must be to ensure that all Americans have the best education in the world: that every 8-year-old can read; every 12-year-old can log on to the Internet; every 18-year-old can go to college; and every adult can keep learning for a lifetime.

Education has always been the heart of opportunity in this country. I think it is worth noting that between 1992 and 2000, 89 percent of the new jobs created in this economy will require post-high school levels of literacy and math skills. And virtually 100 percent of those jobs will pay what is now an above average wage. But only half the people entering the work force are prepared for those jobs. Our education system is still turning out millions of young people who simply are not equipped for the new world of work.

As we prepare for unimagined new work and careers, the best investment we can make is not in land or factories or equipment, but in our minds --the one asset we can carry with us no matter what the future holds, so we can make and remake our lives at every turn.

We must never forget that one of the greatest sources of our strength throughout the Cold War was a bipartisan foreign policy. Because our future was at stake, politics stopped at the water's edge. Now we need a non-partisan commitment to education --because education is the critical national security issue for our future, and politics must stop at the schoolhouse door. That is why America's states and businesses, parents and teachers must work with us, above and beyond the old divisions, to renew our schools --and I am pleased that a number of parents, teachers, and business people could join us today.

In my State of the Union address, I laid out a ten-point plan, a Call to Action for American Education [hold up booklet], that describes the steps we must take --and the State of Michigan is already doing many of the right things. We must help every child to read by the third grade --and I am pleased that Michigan has already launched a state-wide tutoring effort to help our children learn to read. I have proposed a similar model that can be applied in every state. The goal of our America Reads initiative is to build a citizen army of one million volunteer tutors to make sure every child can read independently by the third grade. We will use 35,000 of our AmeriCorps volunteers to mobilize this army. We think we can get at least 100,000 of these volunteers from the ranks of the new work-

study students approved by Congress in the last budget. We must expand public school choice --as Michigan is doing through its new charter schools. We must rebuild crumbling schools --a priority for Governor Engler as well.

We also must open the doors of college wider than ever before. My national HOPE Scholarships will make the first two years of college as universal as high school --a \$1,500 tax credit for the first two years of college and a \$10,000 tax deduction for all college costs, plus expanded IRA's to save for college and the largest increase in Pell Grants in 20 years. We must give more of our workers the ability to learn and to earn for a lifetime through my G.I. Bill for Workers --transforming the tangle of federal training programs into a simple skill grant that goes directly into workers' hands.

My education plan is a comprehensive one. But any education plan can only be as strong as the things our children learn each day. That is why our success depends upon holding our students to the highest standards --making sure they learn the basics that will be the foundation of success in the 21st Century. When 40% of our fourth graders do not read as well as they should --when students in Germany or Singapore learn 15 to 20 math subjects in depth each year, while our students often race through 30 to 35 without really learning them at all --we are not doing what we should to prepare our children for a knowledge economy.

Let's understand why these basics are so important. The point is not merely to teach our children facts and figures, but to teach them the ability to think and reason and analyze --to give them the tools and skills that will serve them in jobs and careers we cannot even contemplate today.

To compete and win in the 21st Century, we must have a high standard of excellence that all states can agree upon. That is why, in my State of the Union address, I called for national standards of excellence in the basics --not federal government standards, but national standards, representing what all our students must know to succeed in the 21st Century. I called on every state to test every 4th grader in reading and every 8th grader in math by 1999, to make sure these basic standards are met.

We already have widely-accepted, rigorous national standards in both reading and math --and widely-used tests based on those standards. Michigan and more than 40 other states have participated in a test called the National Assessment of Educational Progress --which measures the state's overall performance against a high national standard of excellence. Just last week, we released the annual assessment of math performance, and it shows that across the country our 4th, 8th, and 12th graders are doing better. Michigan's score was among the most improved in the nation. Tens of thousands of students across the country have also taken the Third International Math and Science Study --a test that reflects the world-class standards our children must meet for the new era. The headquarters for that test is just down the road at Michigan State.

In January, I visited Northern Illinois, where 8th grade students from 20 school districts took that test, and tied for first in the world in science and came in second in math. We know it is the right

standard --and we know our children can meet it if they are challenged to do so.

Unfortunately, the current tests don't provide individual scores; they only measure how an entire state is doing. What we need are tests that will measure the performance of each and every student, and each and every school. That way, parents and teachers will know how every child is doing compared to students in other schools, other states, and other countries.

That is why I am presenting a plan to help states meet and measure the highest standards. Over the next two years, our Department of Education will support the development of new tests for 4th grade reading and 8th grade math to show how every student measures up to the existing, widely-accepted standards. The tests will be developed by independent test experts in consultation with leading math and reading teachers. The federal government will not require them, but these tests will be available to every state that chooses to administer them. I believe that every state must participate, and that every parent has a right to honest, accurate information about their child's performance.

I am pleased that today Governor Engler and the Michigan Board of Education have endorsed our plan to test our 4th graders to make sure they are meeting the challenge in reading and our 8th graders to ensure they are measuring up in math. You have joined with us in refuting the naysayers who claim that in a country as big as America, we can't possibly have common national tests in the basics. To them we say: from Maryland to Michigan to Montana, reading is reading and math is math. We have plenty of standardized tests in America today; what we need are tests that reflect standards --and they are two very different things. If we are serious about holding our children to the highest standards, every state in America must follow Michigan's lead -- put politics aside, work in a bipartisan fashion, take up our challenge, and test our children in the same rigorous way.

In addition, today I am directing the Department of Education and the National Science Foundation to identify and coordinate resources throughout the Federal government as well as the non-profit and private sectors that can be used to help students meet the high standards in math.

If anyone understands the importance of high standards, it is the businesses that will depend upon our children in the 21st Century. They know that only by ensuring that we have the best-educated, the best-trained, the best-skilled workforce in the world can we compete and win. **Last month the national Business Roundtable also endorsed our call for national tests in 4th grade reading and 8th grade math. Together with America's parents, teachers, and lawmakers, they will join our crusade to make American education the best in the world.**

To reach high standards, we must also have the best teachers. For years, educators have worked to establish nationally accepted credentials for excellence in teaching. I want to thank you for supporting the work that we are doing with the National Board of Certification for Master Teachers, which is headquartered in Detroit. Just 500 of these teachers have been certified since

1995. Michigan has the third highest number of board certified master teachers in the country. My new budget will enable 100,000 to seek national certification as master teachers. We should reward and recognize our best teachers --quickly and fairly remove those few who don't measure up --and challenge more of our finest young people to consider teaching as a career.

Raising standards will not be easy. Some of our children will not be able to meet them at first. But good tests will show us who needs help, what changes in teaching we must make, and which schools need to improve. We're not doing right by our students when we set low expectations. For too long, too many students have moved through our schools who could not read and write at the most basic levels. That is why, in addition to the 4th and 8th grade national tests we are urging, states should develop their own comprehensive benchmarks of what students should know to move up in school, and to graduate from high school. It's time to put an end to social promotions, and make sure a high school diploma really means something --not to put our children down, but to lift them up.

Throughout my career in public life --as a Governor, and as President --I have worked harder on education than on any other issue. That is because renewing education, raising our standards, and lifting up our schools is the embodiment of everything we must do to prepare for the 21st Century --to promote opportunity, demand responsibility, and build community. Nothing will do more to open the doors of opportunity to every American. Nothing will do more to awaken a sense of responsibility from every American, as they work to make the most of their education. And nothing will do more to build a strong, united community of all Americans --for if every American has the tools to succeed, we can move forward together, as one America.

When it comes to providing the tools to succeed, our other great challenge is helping to move the permanent underclass into our growing middle class. Working together, we ended the old welfare system. Over the past four years, we worked with 43 states to launch welfare reform experiments, moving a record 2.25 million people off our nation's welfare rolls. Here in Michigan, your efforts have helped move more than 208,000 people off the welfare rolls, a 30 percent drop. You have also realized a 21 percent increase in child support collections. These are all improvements you can be proud of.

But this is not the end of welfare reform, it is a new beginning. We have enacted landmark national welfare reform, to make responsibility a way of life all across America. That legislation brought an end to the old welfare system --but it did not end our responsibility. Now that we have demanded that those on welfare take responsibility, we must all take responsibility to see that the jobs are there, so people on welfare can become permanent members of the workforce. Our goal must be to move two million more Americans off welfare by the year 2000.

I have challenged the nation's businesses to join in this effort, and I have offered a plan to help them: Tax credits and other incentives for businesses to hire people off welfare; incentives for job placement firms and states to create more jobs for welfare recipients; training, transportation, and child care to help people go to work. I urge Michigan's businesses, non-profits, and religious

organizations --large and small --to heed this important call. Each and every one of us must fulfill our responsibility --indeed, our moral obligation --to make sure that those who now must work, can work.

The most direct and effective steps must be taken by the states. The legislation we passed gives states the authority, for the very first time, to take the money that had been used on welfare checks, and subsidize private sector paychecks. Missouri began doing this under one of our waivers --and it is working. Now I challenge every state to follow their example. Use the new flexibility you have been given. Turn those welfare checks into paychecks. There is no better way to find jobs for welfare recipients, or to keep them employed.

Second, I urge you to use the money saved from welfare reform to make sure that even more people can move from welfare to work.

Finally, I know that Michigan is taking steps to continue providing some basic benefits for legal immigrants who have lost federal aid under the new law. That's the right thing to do, but you shouldn't have to do it all by yourself. That is why I urge every state and every Governor, Republican or Democrat, to join with me to get Congress to restore basic health and disability benefits when misfortune strikes immigrants who came to this country legally, who work hard, pay taxes and obey the law. To do otherwise is simply unworthy of a great nation of immigrants.

We passed historic welfare reform --giving states the authority and flexibility they had asked for for years. We were right to do it. Now states must live up to their responsibility, and help us finish the job.

On education reform, on welfare reform, on all our major challenges --let us build new partnerships across old lines of responsibility. Preparing for the 21st Century is not a job for any one level of government alone. Many of our greatest challenges do not fall under the authority of Washington, nor should they. The power to solve our problems rests with all levels of government, and all sectors of society --and that is where we must forge our solutions as well.

Together, we must seize this moment of opportunity, and prepare our people for the changes and challenges of a new century. Together, we must renew our basic bargain of opportunity, responsibility, and community, and give everyone the tools to make the most of their own lives. If we rise to that challenge, we will enter the 21st Century full of new promise and possibility, for all who share a stake in the American dream.

Thank you, God bless you, and God bless America.



SPEAKER OF THE HOUSE

Curtis Hertel
2nd District

February 19, 1997

Mr. Richard Riley
Secretary of Education
600 Independence, SW
Washington D.C. 20202

Michigan House of Representatives
State Capitol Building
Lansing, Michigan 48913
Phone: (517) 373-1983

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To	Mike Cohen	From	Speaker Hertel
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Dear Secretary Riley:

As Speaker of the Michigan House of Representatives, I am writing on behalf of the House Democratic Caucus in support of the President's education agenda.

In his 1997 State of the Union address, President Clinton articulated a ten point plan designed to support the nation's public schools. Many of the issues contained in the President's agenda are also a priority for the new House Democratic Majority. Our caucus has worked to provide Michigan students with a quality education by supporting a mandatory core curriculum, teacher certification, advanced education tax incentives and adequate funding for our schools. However, one of the major battle grounds currently in our state is over the issue of charter schools.

As Democrats, we have always been supportive of innovative and creative proposals to improve our public schools - including charter schools. Our bottom line is increased student achievement. However, the current definition of charter schools in Michigan is problematic and we have seen evidence of decreased test scores and student failure. With the absence of a mandated core curriculum, and certified teachers, our charter schools have been a disappointment.

The President's charter school proposal combines all of the necessary elements to make them a success while strengthening our public schools. As I am sure you are aware, Michigan House Democrats have opposed the charter school initiative as instituted by Governor John Engler here in Michigan. In his 1997 State of the State address, Governor Engler declared his alliance with the President over this issue. It is our understanding that the charter schools proposed by the President are radically different than the Michigan system.

The President's charter school proposal, in conjunction with a mandated core curriculum and increased teacher certification, will empower American families and teachers to work for a stronger public school system. The Michigan model of charter schools does not call for the necessary tools to ensure a quality education for all students.

517 373 1775

313 885-9757
home

The charter school definition in Michigan has enabled the Governor to create a system that competes with public schools for funding and allows private schools an opportunity to collect Michigan tax dollars. Michigan's state law allows for the conversion of private students to public schools while at the same time placing a cap on the amount of funding a district can receive. As a result, many of our public schools are struggling with lower funding on an already limited budget. I urge your Department, as well as the President, to look at the mistakes of the Michigan system as you develop a funding plan for the charter school proposal.

As always, do not hesitate to contact my office if you require assistance in any way.

Sincerely,

Curtis Hertel
Speaker of the House



MICHIGAN
HOUSE OF REPRESENTATIVES

P.O. Box 30014
LANSING, MICHIGAN 48909-7514

MEMORANDUM

To: Dan Loepp
From: Kristen McDonald-Stone
Subject: Charter Schools
Date: February 28, 1997

You asked me to do a brief comparison of the Presidents Charter school proposal and the Governor's Charter school proposal. I found two key differences.

I. The President has pledged to pull the funding from any of these schools if they do not "set and meet the highest standards." Charter school existence under the Presidents plan depends on these standards.

Michigan's charter schools show dramatically low test scores in their first year yet the Governor has proposed increasing their funding. He has not publicly acknowledged a problem and has made no move to alter the structure of the schools. Under the President's plan, many of Michigan's charter schools would already be in danger of loosing their funding.

II. The President proposes charter schools only as part of an entire program to add to and support public education. He has a ten point plan (very similar to the House Democratic 90 day agenda) to improve our public schools and support our teachers. His plan includes:

1. Mandated Core Curriculum
2. National Teacher Accreditation
3. Eight Year Reading Guarantee
4. Increased Funding for Head Start
5. Charter Schools
6. Character Education
7. Increased Funding for School Construction

8. Advanced Education Tax Deductions
9. American GI Bill
10. School Internet Access

A cursory examination of the President's education plan reveals little in common with the Engler education record. House Democrats would be more willing to support charter schools under the Engler administration if public education did not consistently suffer as a result.

II. Further the President publicly and privately praises and supports America's teachers. His charter school program is designed to allow parents and teachers the opportunity to develop one of these schools if necessary. Time and time again, President Clinton has worked to empower teachers and parents in our education system. The Engler administration has worked to demoralize teachers and advance the views of a narrow group of outspoken parents. His entire focus has been on robbing public schools of their funding in order to advance a radical and religious agenda with Michigan tax dollars.

Although both President Clinton and Governor Engler have both proposed a charter school program, the two men are diametrically opposed in their views of public education. Even if the House Democratic Caucus chooses to oppose all charter school programs, the Presidents overall education plan is consistent with their philosophical views of the subject.

Please let me know if you require more detailed information on either of the proposals.

House Democratic Caucus Education Agenda

Overview

K-12 public education is at a bumpy crossroads in Michigan. Across the board, statewide testing of 4th, 7th, and 11th grade students has shown a need for education reform to take place. The question is: what type of education reform will heal our troubled schools, and help students learn the knowledge they need to compete for jobs in the global workforce of the 21st century?

In 1995, conservative reformers re-wrote Michigan's School Code and, in doing so, eliminated the primary ingredient House Democrats believe is essential for a sound educational system in this state: Required Core Curriculum academic standards. The Governor's charter schools program was expanded. This program, which differs significantly in substance and theory from the President's vision of charter schools, has been subject to scrutiny since Michigan Education Assessment Program scores revealed this year that charter schools continue to lag behind traditional public schools in student performance in reading and math (78 percent of charter school 7th-graders failed the reading exam, and 75 percent failed math). This year, Governor Engler has advocated a proposal to put state schools into "receivership" for failing performance. The question House Democrats ask is: "How can performance be judged fairly when there are no uniform standards to use as the basis for judgment?"

House Democrats believe we should take our schools higher, not take them over. We begin with standards. Required core curriculum academic standards would set the bar for all school districts across the state, allowing the state to judge school district performance fairly, and provide students with the rigorous academic training they need, and parents want them to have. We defend local control within this context, by promoting a return to site-based decision making, to allow parents and teachers to make decisions at the school building level. We are exploring ways to improve early education in K-3 by expanding kindergarten and lowering class size. We support teacher certification, to ensure quality instruction while maintaining fairness for educators. We support legislating "zero tolerance" for violent behavior in our schools by adding assaultive-type crimes committed by students to the state's expulsion law. Last, but not least, we extend our education approach to college, by expanding the college tuition tax credit, and allowing more families than ever to qualify.

House Democratic Education Initiatives

House Democrats have put three items on a priority list to pass the House in the first 90 days of the legislative session:

- **Required Core Curriculum** -- In 1996, 68 percent of 11th graders failed their high school proficiency test in science; 66 percent failed writing; 60 percent failed reading; and 53 percent failed math. These results cry out for statewide academic standards. Democrats in both the Michigan House and Senate argue that without required, uniform academic standards, the bar would be set at different heights for different schools. Performance could not be judged fairly and, most importantly, students would not receive the rigorous academic training they need to compete after grade 12. House Democrats have introduced legislation to reinstate the required core curriculum in the School Code.

- **Third Grade Reading Guarantee** -- This legislation, still in development, would reduce class sizes in grades K-3 in certain "at risk" school districts, and require full-day kindergarten classes. The intent is to explore the effectiveness of educational changes at the early stages of student development, then expand the program to schools throughout the state.
- **Expanding the College Tuition Tax Credit** -- This legislation, sponsored by Rep. A.T. Frank (D-Saginaw Township), passed its first committee hurdle on February 26. The bill expands Michigan's income tax credit for college tuition from \$250 to \$500, and expands it to all Michigan students by removing a regressive provision in the law which limits the credit only to those taxpayers who attend schools which keep tuition below inflation.

House Democrats also will be pursuing these other education initiatives:

- **Reinstating Site-Based Decision Making** -- House Democrats believe that allowing parents, teachers, administrators and students to participate in educational decision making at the school building level is vital to developing true "community" schools.
- **Teacher Certification** -- House Democrats support teacher certification standards which improve classroom performance, but maintain fairness for educators. To improve teacher performance, House Democrats also support professional development funding for educators.
- **Public School Funding** -- House Democrats support full and fair funding for public schools and oppose attempts to shift money from public schools into private schools.
- **Opposing State Receivership** -- In his State-of-the-State speech, the Governor proposed putting school districts where less than 20 percent of students pass the High School Proficiency Test or have dropout rates of higher than 25 percent under state "receivership". House Democrats believe we should take our schools higher, not take them over. We believe our agenda of academic standards, expanded early educational opportunities in grades K-3 and funding equity is the answer to helping troubled school districts recover from their difficulties and improving educational performance statewide.
- **Adding Assault Crimes to the Expulsion Law** -- House Democrats have zero tolerance for violence in our schools. Currently, the expulsion law which covers weapons possession in schools does not include physical assault of teachers or fellow students. House Democrats are exploring legislation to add assault crimes to the expulsion law.

From: Jan Ellis, MBE

Examples of Corporate's Volunteer activities regarding ACE. Most companies are setting a goal of encouraging 1% of their workforce to participate. Many are letting workers off during work hours. 2/28/97
ACE Corporate Status Report

ACE PARTNER

Amway Corporation

Amyway has recently joined ACE and is in the process of identifying school districts for possible employee volunteer recruitment activities.

Baker College, Flint

Baker College has recently joined ACE and will begin employee and student recruitment activities for Flint area HOSTS tutorial programs.

Big Rock Nuclear Power Plant Big Rock Nuclear Power Plant, a CMS corporation recently joined ACE and has been linked directly with a structured tutorial program modeled after HOSTS called STAR, "Success to All Readers" program.

Blue Cross/Blue Shield MI

BC/BS a HOSTS partner has recently joined ACE and has recruited 7-15 employees for Carrollton Elementary School's HOSTS program.

CMS Energy Corporation

Since the ACE announcement, Consumers Energy, has begun aggressive recruitment efforts statewide. As a result numerous employees in various locations across Michigan, as well as, entire facilities have joined ACE and have been linked with school programs.

Consumers also has implemented an aggressive recruitment effort with Jackson school HOSTS programs and will probably focus on Albion and Saginaw as well.

Both ACE and HOSTS were recently profiled in their January employee newsletter that goes company wide.

Chrysler Corporation

Since the ACE announcement, Chrysler has actively supported the ACE program and has incorporated the program into their World of Work effort. The company has identified several locations that have a large employee base for their ACE partnership including Pontiac, Warren and Detroit.

Chrysler representatives have personally visited a HOSTS program in Warren and have begun employee recruitment activities for this location. In addition, Chrysler has visited a HOSTS program in Waterford, however has determined the distance to this location may be too far for headquarter employees to travel.

Chrysler has identified Grayling Elementary in Detroit and is working with the school to implement a HOSTS program. In addition, ACE and Chrysler are working closely with the Pontiac School Superintendent to encourage the implementation of several HOSTS programs within the district. Chrysler has also arranged for the Pontiac Superintendent to visit a local HOSTS program in Waterford in the beginning of March. (For additional information on Pontiac, see School Status Report.)

Note: Bob Lutz, President of Chrysler is our Corporate Chair

ACE PARTNER**STATUS****Comerica, Inc.**

Comerica is in the process of selecting several potential school districts for their employee volunteer recruitment activities.

Delphi Automotive Systems

Delphi Automotive which has several thousand employees in the Flint/Saginaw area is in the process of joining ACE and will soon begin employee recruitment activities for several HOSTS program schools located throughout the Flint area.

EDS

EDS has identified Pontiac as a location to encourage employee volunteer recruitment efforts for ACE. EDS employees are currently volunteering in Pontiac's Franklin Elementary School.

ACE is also meeting with EDS Flint to discuss the possibility of linking with one or more of the HOSTS schools in either the Flint Community School District, West Bendle and/or Carrollton School Districts.

The Flint Journal

The Flint Journal has recently joined ACE and has begun volunteer recruitment activities for several HOSTS program schools located throughout the Flint area.

Foote Hospital

Foote Hospital is in the process of joining ACE and has been linked with two Jackson elementary HOSTS programs.

Ford Automotive Operations

Ford Motor Company has several headquarter employees who are volunteer HOST tutors in the Dearborn Heights and Wayne-Westland School Districts. They also are this year's recipient of the HOSTS Betty Sharp award for community commitment and volunteer activities.

Ford is in the process of identifying additional locations for volunteer recruitment activities.

Greater Detroit Chamber of Commerce

The GDCC has recently joined ACE and is placing information on the ACE program in their upcoming education publication.

General Motors Corporation

General Motors is in the process of developing an ACE implementation plan including identifying school district's for possible employee recruitment efforts.

Herman Miller

Herman Miller has actively recruited and placed numerous employees in the Zeeland and surrounding area HOSTS programs. ACE has addressed business leaders from three local counties to increase awareness and participation in the ACE program.

ACE PARTNER**STATUS****Kmart Corporation**

Kmart has identified their World Headquarter's as the first site for ACE employee recruitment activities. ACE is also actively working with the Ferndale School District to implement a structured tutorial program to be linked with Kmart World Headquarter employees. Kmart is also considering several other locations including Flint, Saginaw and Warren to encourage store managers and employees involvement in ACE.

MAC Steel

Mac Steel has recently become an ACE partner and has been linked with Napoleon School District's new HOSTS program. MAC Steel is in the process of beginning recruitment and placement activities.

Mercy Health Services

ACE is in the process of contacting Mercy Health Systems to encourage their involvement in six new HOST program schools located in NW Detroit.

**Michigan Business Leaders
for Education Excellence**

MBLEE has made ACE a major program effort and many MBLEE members are actively participating.

**Michigan Chamber of
Commerce**

The Michigan Chamber of Commerce has made ACE a major program focus for members and staff. Chamber leadership has also begun tutoring in Lansing schools.

Michigan National Bank

Michigan National Bank has begun an active statewide volunteer recruitment effort and is working with ACE to link more than 90 employees in 55 school districts.

Michigan Sugar Corp.

Michigan Sugar Corporation has recently become an ACE member and has been linked with Carrollton Public School's HOSTS program. They have begun recruitment activities and have identified and are now placing over a dozen employees.

Northwestern Dodge

Northwestern Dodge has identified Northwest Detroit and Ferndale as their ACE school locations. They will begin recruitment activities as soon as a structured volunteer tutorial program is operational in these areas.

Oakland ISD

Oakland ISD has joined ACE and has been directly linked with Waterford's HOSTS program. They are in the process of beginning recruitment activities to support next year's program.

Oakland University

Oakland University is in the process of formally joining ACE and has identified Pontiac and Waterford as possible sites for employee and student recruitment activities.

ACE PARTNER**STATUS**

**The President's Council
of State Universities**

The President's Council is supporting ACE and is in the process of working with all of the 15 State Universities to expand involvement.

SOROC Plastics, Flint

SOROC Plastics has recently become an ACE member and has been linked and has placed employees in West Bendle Elementary's HOSTS program.

Steelcase Inc.

Steelcase has identified Grand Rapids as the sole ACE partner and has begun actively recruiting employee volunteers. Steelcase has been linked with two Grand Rapids schools and they are in the process of identifying and placing over 50 employees within both schools HOSTS programs.

Valassis Communications

Valassis Communications has completed volunteer recruitment activities and has placed over 15 employee volunteer tutors in Elliott Elementary in Wayne/Westland School Districts HOSTS program.

Whirlpool Corporation

Whirlpool is in the process of working with Benton Harbor to determine the student and volunteer requirements for the Districts's 1st HOSTS program. Whirlpool has agreed to meet all of the school district volunteer requirements.

**Word of Faith International
Christian Center**

ACE is in the process of linking World Faith International with the new NW Detroit HOSTS programs. Each program will require in excess of 50 volunteer tutors.

MICHIGAN DEPARTMENT OF EDUCATION

FAX TRANSMISSION

Date: 2/20/97

To: Dr. Glenn Stevens
President's Council,
State Universities of Michigan

Phone Number: (517) 482-1563
Fax Number: (517) 482-1241

From: Jan Ellis
Office of the Superintendent

Phone Number: (517) 373-9391
Fax Number: (517) 335-4565

Subject: Alliance for Children's Education

Thank you again, for your interest in the Alliance for Children's Education (ACE).

As an association representing higher learning institutions, your association and members are uniquely aware of the basic academic skill level possessed by many of today's high school graduates. You are also aware of the critical role these skills play in assisting students to enter and succeed in college and throughout life.

If we as a society and nation are to prosper, we must recognize the need to support education reform efforts that have a proven record of success and can move our students back to the head to the class.

To help children improve their academic performance and basic educational skills, the Michigan State Board of Education has recently launched the Alliance for Children's Education (ACE.) The Alliance is a major statewide effort to call on schools, businesses and volunteers to help give children the extra one-on-one attention and encouragement they need to become better students and contributing members of society.

Beyond teachers, the most successful method schools can implement to improve individual student performance is through a structured mentoring-tutorial program specifically designed for each child. This type of program has permitted many children to gain as much as 2-5 years of academic growth per subject area, per year.

P.O. Box 30008, Lansing, Michigan 48909

Page 2 of 2

I have attached information on the ACE mentoring-tutorial program. As I mentioned during our phone conversation, there are many schools with structured tutorial programs located near member universities that have a great need for additional volunteer tutors to help children improve their reading skills. The ACE schools listed on page 4 of the attached overview, all have or are in the process of obtaining a structured tutorial program supported by volunteer tutors.

In addition, if a member university would like to join ACE and their local school district does not have a structured tutorial program, ACE will encourage both the school district and local schools to consider implementing a program.

I would like to invite your association and member universities to join MBLER and the State Chamber as an ACE association partner. In addition, I would like to invite your association to make ACE an active part of your Michigan Campus Compact by encouraging university members to inspire their staff and student body to become volunteer tutors and give a small gift of time to help a nearby student to succeed.

All staff and students interested in tutoring should contact our toll-free ACE hotline at 1-888-JOIN-ACE or I can be reached directly at (517) 373-9391. I would also be glad to draft a newsletter insert, public service announcement for member's radio stations or other materials that might be helpful.

Please let me know if I can share your association's support for this important initiative with Art Ellis, Superintendent of Public Instruction and the Michigan State Board of Education.

Again, thank you for your interest.

P.O. Box 30008, Lansing, Michigan 48909

FAX COMMUNICATION

TO: Jan Ellis
Superintendent's Office
Michigan Department of Education

DATE: February 26, 1997

FAX: (517) 373-9391-4525

FROM: Cynthia Duquette
Organizational Learning and Development
Michigan National Bank

PHONE: (810) 473-3088

FAX: (810) 473-3162

RE: Alliance for Children's Education - ACE

Jan,

Following is the list of Michigan National Bank team members who wish to participate in the Alliance for Children's Education tutoring program. There is also an indication of the schools and/or school districts in which they would like to volunteer.

It is my understanding that you will identify for each school / district the name and/or phone number of the local HOSTS contact. I will pass these along to team members who will then make the contact and follow-up arrangements for their participation.

If you have any questions about these materials, please give me a call. It would be helpful to me if you could call and let me know when you might be able to turn around the list of HOSTS contacts to me. With that information, I can give team members (and keep in mind myself) a timeline of how we will be proceeding.

Thank you.

Cynthia Duquette
Michigan National Bank

Sagittarius
Ron Schneider, P.O. Box 8100, Elm St.
Over the top (517) 759-2206.

Post-It™ brand fax transmittal memo 7671		# of pages > 5
To: Jan Ellis	From: Cynthia Duquette	
cc: Dept of Ed	cc: MNB	
Dept.	Phone #	
Fax #	Fax #	

**(TENTATIVE) VOLUNTEERS' SCHOOL LISTINGS
ALLIANCE FOR CHILDREN'S EDUCATION**

BATTLE CREEK

Lynn Race
Karen Parker

BENDLE

Yulanda Ferguson

BENTON HARBOR

Marcia J. Anstiss (esp: FAIRPLAIN ELEMENTARY, WATERVLIET)

BIRMINGHAM

Karen VanDyke
Keri Boyd

BRIGHTON

Patricia Kurish

CANTON

Janet Davis
Stephanie Avery

CHIPPEWA VALLEY

Terese M. DeClerq

CONCORD

Mary Dawson

CRESTWOOD

Renee Ochmanek
Mary Kinser

DETROIT

Brenda Ellington-Wallace (also: PLYMOUTH-CANTON)
Warnetta Sills
Julie Owens
Andrea D. Hakeem (also: SOUTHFIELD)
Theresa Y. Morton (westside)

DETROIT - AREA C

Rhonda Bealoro

DETROIT - AREA E

Naomi Cliett-Jackson

EAST LANSING

Kirk Chewning (also: OKEMOS)
Cindy Blackledge (esp: WHITEHILLS ELEMENTARY)
Ginny Cashbaugh (also: LANSING, OKEMOS, HASLETT)

FARMINGTON

Lynne Wood (also: FARMINGTON HILLS)
Nancy Bolla (esp: WILLIAM GRACE ELEMENTARY)

FLINT

Glenna Gates (esp: WHITTIER/PIERCE DISTRICT)

GARDEN CITY

Alan R. Bennett
Tracy Waszenski

GIBRALTAR

Lynette Thompson (also: **WOODHAVEN, TRENTON, DOWNRIVER**)

GRAND BLANC

Dorothy Robinson (esp: **McGRATH**)

GRAND LEDGE

Kate Cermak (esp: **NEFF ELEMENTARY, BEAGLE MIDDLE SCHOOL**)
Derica Sosnowski (also: **WAVERLY**)
Christi Huhn (also: **PORTLAND**)
Joni Sandy (esp: **DELTA CENTER, WAVERLY**)
Robin Pierce (esp: **HOLBROOK ELEMENTARY**)
Jennifer McCrumb

GRAND RAPIDS

Kathy Kent
Ellen Boyce (also: **FOREST HILLS**)
Latasha Cooperwood

GROSSE POINTE

Christianna Morgan

HAMTRAMCK

Fa-Trenna Stinson

HASLETT

Sumera Sumbal

HASTINGS PUBLIC SCHOOL

Barbara Marr

HOLT PUBLIC SCHOOLS

Carolyn Schmidt

HOWELL

Joseph Wagner

INKSTER

Chris Lock (also: **REDFORD, WEST SIDE DETROIT**)

KELLOGGSVILLE

Marilyn Hartwell

KENOWA HILLS PUBLIC SCHOOLS

Carol J. Elder

LAKE ORION

Ellen McDonough
Tiffany C. Williams

LAKEVIEW

Julie Szparaga

LANSING

Ann Daniels

Patti Whitford (esp: **WAINWRIGHT ELEMENTARY, DWIGHT RICH MIDDLE**)Staci Border (esp: **CAVANAUGH, LYONS, MT. HOPE ELEMENTARY, GARDNER MIDDLE**)

Kathleen Langschwager

LIVONIA

Jim Badge

Judy Gross (also: **GARDEN CITY**)

Wanda Nash

Deborah J. Mowery (also: **PLYMOUTH**)

Howard Yee

MASON SCHOOLS (INGHAM COUNTY ISD)

Angelina N. Zea

Pam Cline (also: **HOLT**)**MUSKEGON**

Janet Regentin

NORTHVIEW

Jack Keller

NORTHVILLE

Audrey Mistor

NOVI

Kathy Sadlier

Jeffrey S. Brown (also: **SOUTHFIELD**)**OKEMOS**

Bob Shaw

REDFORD UNION

Christine Springer

RIVERVIEW

Jim Tesen

ROMEO COMMUNITY

Vicki Laseke

ROYAL OAK

Denise Reske

Kathy Martens

Paul J. Frey

Cynthia Duquette

SAGINAW

Angela Harris

SAGINAW TOWNSHIP

Beth DeLeeuw

SOUTHFIELD

Robert Baitler

SOUTH LYON

Michael Wahl

SOUTH REDFORD

Lisa A. Byrnes

TAYLOR

Elizabeth Blizzard

Brandy Benrowski

UTICALaura A. Ferland (also: **ROCHESTER**)**WALLED LAKE**

Gwen Kollar

WARREN CONSOLIDATED

Paula M. Reid

WAVERLY

William J. Papanikolas

Margarita G. Morales

WHITE PIGEON ELEMENTARY

Gwendolyn R. Carpenter

YALE

Kaleen Dunsmore

HE IS RECEIVING HIS FIRST
NATIONAL AWARD FRIDAY,

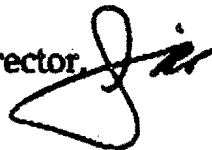


- Fax Memo -

Date: 1/27/97

To: Robert Lutz, President/COO, Chrysler Corporation
Arthur Ellis, State Superintendent, State of Michigan
Members of the Michigan State Board of Education

C: Valerie Becker, National Education
Program Administrator, Chrysler Corporation
Jan Ellis, State Board of Education, State of Michigan

From: Jim Eickhoff, National Sales Director. 
HOSTS Corporation

Subject: HOSTS "Champions for Children" Award

Congratulations! The Alliance for Children's Education (ACE) Initiative in the State of Michigan is one of two recipients from across the United States of the HOSTS (Help One Student To Succeed) "Champions for Children" award. After reviewing hundreds of nominations from across the Country, the ACE Initiative has laid a foundation to impact school children in a way which is unique and focused on making a difference in a child's social, emotional, and educational development through mentoring/tutoring.

The "Champions for Children" award is the highest form of recognition within HOSTS to an individual or group who have made outstanding contributions to the educational welfare of children. On Friday, March 7, 1997 at the HOSTS National Conference luncheon at the Wyndham Anatole Hotel in Dallas, Texas, we will be recognizing you and Chrysler Corporation along with the Michigan Department of Education for the innovative approach Michigan has taken through the ACE Initiative. Governor Thomas Carper of Delaware is the other recipient who has confirmed his attendance.

We look forward to your celebrating with us and over 1300 educators, business and civic leaders, parents, and children from across the Country your receiving the "Champions for Children" Award!!

— Breaking the Cycle of Student Failure —

36 North Elm • Zeeland, MI 49464

(616) 748-8432 PHONE • 1-800-538-1230 • (616) 748-0384 FAX

TOTAL P.02

MAR 4 1997

DETROIT FREE PRESS

Test us, Engler suggests

*He offers Michigan
for a national exam*

BY JACK KRESNAK
Press Staff Writer

6/4

Gov. John Engler said Monday that Michigan should become a testing ground for a national student achievement exam and parents should welcome the chance to see how their children stack up against their peers.

"I believe deeply that our success will be on benchmarking how we're doing against the rest of the world. It's really as simple as: You've got the best schools, you win," Engler said in a wide-ranging interview on education and child welfare issues.

Engler also said the state would hire more Children's Protective Services workers soon to provide better protection for abused and neglected children, that he expects childhood immunization rates to surpass 90 percent in a few years and that the key to keeping children out of trouble is to get them to stay in school until they graduate.

To do that, charter schools and school districts must compete to provide the best education possible, he said.

"I think that it is a moral crusade," Engler said. "It is a campaign that has to be waged, and we can't have people opting out. Everybody ought to join in that. Certainly, you know, the religious community ought to join in that, but so should the community leadership at large."

The governor said he believes Clinton was drawn to Michigan in part because of Engler's bid to have the state test a new National Assessment of Educational Progress exam that Clinton supports.

Currently, NAEP testing is done in a few school districts in Michigan. Engler, who chaired the national educational goals panel last year for the National Governors' Association, would like to see all students participate.

"What I've been arguing is that there has to be a way ... to take the NAEP test and embed that in our state test," Engler said, referring to the Michigan Educational Assessment Program.

"Then I could compare, and every parent could compare, their students' performance to the rest of the country. We'd like to be the pilot in the '98-'99 school year."

Engler said charter schools have had a dramatic impact on education in Michigan, though only about 12,000 of the state's 1.7 million public school students are in them. More competition for the privilege of teaching children inevitably will lead to better education, he said.

"I think you're going to see alternative public schools being developed; I think some may be developed by the Detroit public school system itself, I hope," Engler said.

"I hope that just as Romulus is now running programs for dropout students in Detroit, other suburban districts or districts wishing to expand their educational programming have the legal right to offer everything from elementary education to a high school education in the city of Detroit. And I certainly would encourage that."

To compete with charter schools, some astute superintendents have provided better and more classes, Engler said.

"That's what the marketplace is all about. That's what McDonald's is trying to do when they cut their burgers to 55 cents."

Engler, who has suggested that the state may have to take over districts that consistently fail to educate children, said local control of schools is important but so is ac-

countability.

"It's local control with public accountability to the local community and to the state," the governor said.

When he visits Thursday, he'll face those who back his agenda but criticize means for carrying it out.

Proponents of charter schools in Michigan also will listen closely to Clinton's education plans, which include using \$49 million in federal funds to jump-start the creation of 3,000 more charter schools.

But as much as he likes Clinton's educational agenda, Hook does not want to see it implemented by the federal government.

"It is a push to standardize the curriculum, and I think it is needed," Word said. "But you can also say that."

"I think it is a mistake to come to any conclusion about the Majority," he said. "I have told a number of people that I am not a traitor in this case. But some have felt that I am coming to be a traitor."

continued...

Administration officials say some money will come from streamlining the guaranteed student loan program and eliminating corporate tax subsidies.

U.S. Rep. Pete Hoekstra, R-Holland, complained that many of Clinton's education plans duplicate existing federal programs although he supports freeing more money for local schools.

"The president is talking about standardized testing and literacy. But the federal government is already involved in that," Hoekstra said. "There are 760 existing federal education programs, with at least 14 dealing with literacy."

As chairman of the House education oversight subcommittee, Hoekstra was in Delaware on Monday to talk with local education officials about which federal education programs work and which are wasteful. Similar hearings are planned for Michigan this spring.

"We're talking to people on the local level and saying, 'Hey, are these federal programs effective?'" Hoekstra said.

Even organizations that support Clinton's education efforts have questioned some of his funding priorities.

Jane Hannaway, director of The Urban Institute education policy center, said she would have liked to see more focus on correcting the performance and quality gaps that separate low-income schools from more affluent districts.

"When you take a step back and look at the educational proposals on balance, a lot of it is focused on post-secondary education, where we don't have our biggest problems," Hannaway said.

The American Council on Education last week endorsed the president's proposal for HOPE scholarships and tax deductions to help defray the costs of college tuition. But not before expressing concern that the tax savings could be offset by college tuition increases.

The HOPE scholarships also were criticized in a new report by the Joint Economic Committee of Congress, which concluded the scholarships would create regulatory burdens for colleges and give birth to a federal entitlement program.

"It marks a shift in federal education policy by making the HOPE scholarship a major subsidy mechanism," the report concluded.

In spite of such criticism, Gov. John Engler has expressed enthusiasm for several parts of Clinton's education reform agenda, including national standardized tests and charter schools. That enthusiasm helps explain why Clinton called Engler's office last week to solicit an invitation to speak to the Michigan Legislature.

"The governor is very much in favor of much of what Clinton said during the State of the Union," said Engler spokesman John Truscott. "Some of these are things the governor has been calling for for a long time."

What It means to Michigan

Here's a look at some of President Clinton's major education initiatives and how Michigan schools could benefit:

Kindergarten-Grade 12: Clinton has proposed spending more than \$49 million to fund 3,000 charter schools. Gov. John Engler has already filed an application to obtain federal funds to pay the start-up costs of charter schools in Michigan.

Clinton has also proposed spending \$1.2 billion on school construction and renovation, with much of the money targeted to the nation's 100 largest urban districts, including Detroit.

College: Clinton has proposed HOPE scholarships that provide \$1,500 in tax credits to finance two years of higher education for low- and middle-income families. As an alternative, families could take tax deductions for up to \$10,000 in college education or job training costs. Michigan college students would be eligible for part of an additional \$50 million in Pell Grants next year and about \$1 million more for federal work-study programs.

Adult education: Michigan schools would receive \$12.8 million in adult education grants, up from \$11.5 million this year. The president also proposes extending the tax exclusion for employer-provided education assistance and giving tax credits to small businesses that offer the benefit to employees.

SOURCE: U.S. Department of Education

AP J3596 rn mimi- MI-Clinton-Michigan, 0482 03-04 5:25a
State educators say they'll pay close attention to Clinton's message
By The Associated Press

President Clinton plans to discuss his ideas about education and welfare during his scheduled visit to Michigan, and some local officials are promising to scrutinize his message.

"Clinton is right on track in terms of identifying problems, but all of his solutions involve sending more money to Washington," Joseph Lehman, director of communications for the Mackinac Center for Public Policy, told The Detroit News in a report published Tuesday.

"We can't expect to improve schools just by transferring responsibility from one set of politicians to another set, especially when it sends programs farther from home."

Clinton is scheduled to address the Michigan Legislature on Thursday. Gov. John Engler's office announced last week that the president would speak on topics including standardized testing for public school students and charter schools.

Clinton's call for nationwide educational standards is overdue, said Paula Wood, dean of education at Wayne State University.

"But you can also see that he is being careful not to step on states' toes," she said. "This is a power that is coveted by the states, and they don't want to give it away."

Many of Clinton's education plans duplicate existing federal programs, said U.S. Rep. Pete Hoekstra, R-Holland, chairman of the House education oversight subcommittee.

"The president is talking about standardized testing and literacy. But the federal government is already involved in that," Hoekstra said. "There are 760 existing federal education programs, with at least 14 dealing with literacy."

Clinton also has proposed using \$49 million in federal funds to create charter schools.

"Providing any amount of money to charter schools is very good for them," said Ormand Hook, director of the Michigan Resource Center for Charter Schools. But, he added, "When the government tries to do it, it gets too big."

Clinton's itinerary didn't extend beyond his scheduled address to the Legislature, but the president had no shortage of invitations to stop elsewhere in the Lansing area.

Ruth Brazee said she and other members of Central United Methodist Church would like Clinton to attend a weekly luncheon for the needy and visit the day care center at the church across the street from the Capitol.

"They're all the time telling churches to take a bigger part in getting people off of welfare. This is two good examples of it," Mrs. Brazee told the Lansing State Journal. "It would be so easy for him to walk across the street and see for himself."

AP J3092 rn mimi- MI-Needy Schools, Mich Bjt,0703 03-04 1:21a
Survey: half of state districts have buildings in serious need of repair

PONTIAC, Mich. (AP) - About half of Michigan's school superintendents report they have buildings in their districts in serious need of repair and 157 buildings are in urgent need, a survey indicates.

"You can ignore it. But we are placing our children and youth at risk by ignoring it," Dick Wilson, president of the School Equity Caucus, which conducted the survey, told The Oakland Press in a story published Monday.

"When you know something is wrong and you don't deal with it, that is gross negligence and then you lose your governmental immunity," he said.

Superintendents of 257 districts - about half the statewide total - reported 320 school buildings are in serious need of repair and 157 buildings are in urgent need.

Because the respondents were promised anonymity, there is no breakdown of where the schools are located.

Wilson, former superintendent of the Brandon district in Oakland County, pointed to an electrical fire a few weeks ago that destroyed the Lake Orion Administration Building, built in 1923, as an example of what could happen in some of the state's older schools.

"The Lake Orion Administration building was a high school. What if that had happened and kids had been in it? There are many schools in this state where children and youth go to today that are a lot older than that, maybe decades older than that," he said.

Wilson wants the state to provide financial help, especially to poor and intermediate school districts. He said those districts can't raise millages enough to finance needed repairs, because a 1-mill tax levied by a poor district generates much less money than a rich district.

For example, each mill levied in affluent Bloomfield Hills generates \$418,062 per pupil, the Press reported. But in Brandon that same mill would raise \$94,321 per pupil and, in Hazel Park, \$51,003 per pupil.

Wilson cites Hamtramck as an example of the worst that can happen in building debt.

The Detroit enclave's newest school buildings date back to the 1930s and the school district is leasing at least 48 classrooms from parochial schools, he said.

According to a letter from state Treasurer Doug Roberts dated Jan. 17, 1996, the state would not grant a loan from the state school bond fund because Hamtramck would have to levy 13 mills (at \$37,326 per pupil) to generate \$51 million.

The interest on the loan balance eventually would accrue faster than the loan repayments, Roberts wrote.

"The district's balance owed to the state increases into perpetuity. By the year 2050, the balance would be approximately \$300 million; by the year 2080, approximately \$1.0 billion," Roberts wrote.

Wilson has proposed a bill that would require the state to start up a pot of money with about \$79 million the first year and increase each year. Districts whose voters approved at least 2 mills for school repairs and renovations would be eligible for state reimbursement for the difference between the amount their mill generates per pupil and the amount the average state school mill generates per pupil - \$111,668.

-more-

WELFARE REFORM IN MICHIGAN

Over the last four years, welfare rolls have declined dramatically in Michigan and child support collections have increased. Between January 1993 and November 1996, the number of people on welfare in Michigan decreased by 30 percent or 208,274 people; nationwide, the welfare caseload declined by 18 percent or nearly 2.5 million people. Michigan's percentage reduction ranks 16th among the states (Wisconsin's 44 percent decline is largest). Michigan increased child support collections by \$165 million, or 21.2 percent, from fiscal year 1992 to fiscal year 1996. At the same time, the state doubled the number of paternities established, from 29,087 to 60,827.

In the state there is a great political battle over credit for the lower welfare caseloads. According to staff of Speaker Hertell, Assembly Democrats think the good economy, for which they think the President is greatly responsible, is the primary reason for the caseload decline. (Michigan's unemployment rate, 7.0 percent in 1993, fell to 4.2 percent in November 1996.)

Democrats re-took the Assembly last fall and their major welfare-to-work proposal this session is a state earned income tax credit. The measure proposed by Rep. John F. Freeman of Royal Oak, would allow a family of four who claims a \$2,400 EITC on their federal income tax return to claim a \$240 tax credit on their state return. The measure was reported out of the committee on Wednesday, February 26th and is expected to pass the Assembly (but may not pass the Republican-controlled Senate). State Democrats think praise from the President could give this proposal legs.

The one thing Governor Engler and the state Democrats can agree upon is "Project Zero", a demonstration project in six sites around the state which provides intensive social services (child care, education, transportation, job placement) with the goal of achieving 100% employment. In January 1997, 54% of welfare recipients at these sites were working. In this pilot, welfare recipients receive intensive case management (including home visits if they don't attend work). The state spends extra funds for staff, child care, and transportation at these sites and the Governor's budget proposes to expand it to an additional six sites. The President could use Project Zero as way of arguing that as we move people off welfare into work and insist they take responsibility for their own lives, we must ensure their child is cared for, that they don't lose their health care, and they can get to their jobs. Child care spending in Michigan has increased 300% since 1991, Governor Engler's staff say.

Michigan is best known not for Project Zero but the tough new welfare rules imposed under President Clinton's reform-minded waiver policy. In both October 1994 and June 1996, President Clinton granted waivers to expand Michigan's "To Strengthen Michigan Families" program. The program encourages work and responsibility by:

- Cutting grants by 25 percent for those who refuse to work or go to school and eliminating assistance for those who refuse to cooperate for 12 months;
- Requiring minor teen parents to live in approved, adult-supervised settings and attend school as conditions of eligibility.
- Revoking drivers' licenses of parents who don't pay child support or don't allow the other parent visitation rights.

While Michigan's program allows them to subsidize jobs for welfare recipients, it is not a widely used option.

There is strong evidence that Michigan's program has been successful state-wide. In January, 31 percent of welfare recipients had earnings averaging \$466 a month. A June 1996 evaluation of the To Stengthen Michigan Families program conducted by Abt Associates found that welfare recipients randomly assigned to the program had earnings 11% higher than those assigned to a control group, half the impact of the GAIN program in California.

Michigan will continue its welfare reform program, with some minor changes, under the new welfare law. The state plans to use its own dollars to provide assistance to all adults who comply with program rules (despite the five year limit on use of federal funds). The governor's staff says the state provides cash assistance (using block grant dollars) and Medicaid to those legal immigrants in the U.S. before August 22, 1996 and who were eligible for AFDC or Medicaid. They do not use block grant dollars to provide cash assistance to SSI or food stamp recipients cut off because of the welfare law meaningly, generally, that poor families with kids will get cash assistance and other disabled individuals and other adults will not. Legal immigrants who arrive in the U.S. after August 22, 1996 will be banned from assistance for five years as required by the federal welfare law and then will be eligible. Currently, in Michigan some legal immigrants banned from SSI may be eligible for a state-funded disability program. The Governor's budget would prevent this, banning legal immigrants cut off of SSI from the state disability program. He needs legislation to accomplish this, and Democrats plan to fight him every step of the way. Because of this brewing battle, it may be best not to praise Michigan's immigration policy but simply to simply say the welfare bill's ban is unworthy of a great nation of immigrants.

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Clinton to talk at joint session of Legislature

BY DAVID MCHUGH
Free Press Lansing Staff

LANSING — President Bill Clinton will address a joint session of the Michigan Legislature on March 6 and talk about education, White House and state officials said Thursday.

Clinton is to talk about "challenges in reforming education and welfare and the importance of the role the states play in addition to the federal government," said White House spokesman John Murchinson.

Not just Democrats, but Republican Gov. John Engler welcomed the news.

House Speaker Curtis Hertel, D-Detroit, said, "We're honored to have President Clinton come to Michigan, where Democrats are already working toward the goals he outlined for the schools of the 21st Century."

Larry Owen, Democratic candidate for governor and a longtime Clinton backer, said the president is making similar addresses in other states. He said Clinton spoke at the Maryland Legislature a few weeks



Bill
Clinton

ago.

Owen, a Lansing lawyer, said he visited the White House on Tuesday and urged Clinton to respond to an invitation from Hertel and come to Michigan.

"He wants to heighten attention on the education problems of the

country," Owen said. "He has some good ideas."

Clinton made a courtesy phone call to Engler on Thursday, said Engler spokesman John Truscott.

"The president called this morning and said he was interested in coming to Michigan to discuss education," said Truscott.

"The governor said, 'I'd love to have you.'"

Truscott said Clinton and Engler "are in sync" on several educational issues, including standardized nationwide testing and charter schools, expected to be topics in Clinton's speech.

No time was announced, but the site for the joint session, meaning both the 110-member House and the 38-member Senate sitting together, is the more-spacious House chamber in

the Capitol in Lansing. No details were available on whether the public can attend. Space in the House gallery is very limited.

State officials said it wouldn't be the first time a president addressed a joint session.

Theodore Roosevelt did it in 1907, giving a 10-minute speech on the need to control great concentrations of corporate wealth.