
Middle Cities

EDUCATION ASSOCIATION

2003 ANNUAL REPORT



Creating Opportunities for the Urban Learner

MISSION STATEMENT

Middle Cities Education Association is a consortium of urban school districts which was formed out of a shared commitment to improving educational opportunities for the urban learner. The unique mission and emphasis of Middle Cities is to serve as an advocate for member districts to insure quality educational programs for all students.

MIDDLE CITIES EDUCATION ASSOCIATION STAFF

Raymond S. Telman, Executive Director
William H. Tunnickliff, Governmental & Legislative Liaison
Laura Wotruba, Director of Communications & Member Services
Shirlean Hauser, Manager of Financial Services
Patricia Perry Alderman, Executive Assistant & Webmaster
Karen Klegon, Administrative Assistant



Members & Superintendents

Albion Public Schools	Carol Hansen
Battle Creek Public Schools	Charles Coleman
Bay City Public Schools	David Hutton
Beecher Community Schools	Kenneth Jackson
Benton Harbor Area Schools	Paula Dawning
Buena Vista School District	Deborah Clarke
Ferndale Public Schools	Gary Meier
Flint Community Schools	Felix Chow
Garden City Public Schools	Richard Witkowski
Grand Rapids Public Schools	Bert Bleke
Hazel Park Community Schools	Victor Mayo
Highland Park School District	Theresa E. Saunders
Inkster Public Schools	W. Howard Morris
Jackson Public Schools	Daniel Evans
Kalamazoo Public Schools	Janice Brown
Lansing School District	E. Sharon Banks
Monroe Public Schools	David Taylor
Mt. Clemens Community Schools	T.C. Wallace, Jr.
Mt. Pleasant Public Schools	Gary Allen
Muskegon Public Schools	Joseph Schulze
Muskegon Heights Public Schools	Edmond Beverly
Niles Community Schools	Douglas Law
Pontiac School District	Mildred Mason
Port Huron Area School District	William Kimball
Romulus Community Schools	Joel Carr
Saginaw City School District	Gerald Dawkins
Southfield Public School District	Cecil Rice
Traverse City Area Public Schools	Jim Pavelka
Waterford School District	Tom Tattan
Wayne-Westland Community Schools	Gregory Baracy
Westwood Community School District	Ernando Minghine
Willow Run Community Schools	Douglas Benit
Ypsilanti Public Schools	David Zuhlke



Past Presidents

2003	William Kimball, Port Huron Area School District
2002	David Zuhlke, Ypsilanti Public Schools
2001	Howard Heitzeg, Waterford School District
2000	Joseph Schulze, Muskegon Public Schools
1999	Judyth Dobbert, Albion Public Schools
1998	David Taylor, Monroe Public Schools
1997	Blanche Fraser, Mount Clemens Community Schools
1996	Michael Bitar, Battle Creek Public Schools
1995	John Huffman, Niles Community Schools
1994	Richard Halik, Lansing School District
1993	Ira Rutherford III, Beecher Community Schools
1992	Larry Moeller, Port Huron Area School District
1991	James Agee, Muskegon Public Schools
1990	Frank Rapley, Kalamazoo Public Schools
1989	William Pearson, Jackson Public Schools
1988	Odell Nails, Pontiac School District
1987	Richard Klahn, Marquette Public Schools
1986	Foster Gibbs, Saginaw City School District
1985	James Hawkins, Ypsilanti Public Schools
1984	Joseph Pollack, Flint Community Schools
1983	Harry Howard, Ann Arbor Public Schools
1982	William Austin, Muskegon Public Schools
1981	George Owen, Midland Public Schools
1980	George Owen, Midland Public Schools
1979	John Sydnor, Muskegon Heights Public Schools
1978	Jack Mawdsley, Battle Creek Public Schools
1977	Phillip Runkel, Grand Rapids Public Schools
1976	Jack Taylor, Saginaw City School District
1975	I. Carl Candoli, Lansing School District
1974	I. Carl Candoli, Lansing School District
1973	I. Carl Candoli, Lansing School District



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President's Message

William Kimball, Superintendent - Port Huron Area School District

As president of Middle Cities Education Association, it is my honor to present the 2003 MCEA Annual Report. Within this report, you will find highlights of the past year, a review of legislative and governmental activities, reports from task forces and divisions and statistical information relative to member districts. The Annual Report serves as a record of the activities and initiatives impacting MCEA districts; I trust you will find this document both informative and useful.

Middle Cities Education Association represents 33 urban school districts in Michigan that are collectively responsible for educating more than a quarter million children each year. The 2002-03 school year marked one of the most challenging periods Middle Cities districts faced in decades. With Michigan's implementation of the federal No Child Left Behind Act, continued development of the Education YES! accreditation system and the state's worsening economy, districts experienced enormous external pressures while trying to remain focused on the day-to-day business of preparing young people for the future.

Middle Cities Education Association continued to be the lead organization on a number of education issues and legislation this year and provided members and decision-makers with the information necessary to understand the impact of various initiatives on our districts. I would like to recognize Executive Director Ray Telman and his staff for their efforts to keep superintendents and districts informed, for their quick response to inquiries and for their continued work on behalf of urban schools and students in Michigan. Our appreciation and gratitude also goes out to the Middle Cities Risk Management Trust and Workers' Compensation Fund staff for their fine efforts in providing excellent service to our member districts despite a very difficult insurance market.

It is difficult to talk about Middle Cities without mentioning the Middle Cities Task Forces. With regard to district participation, the 2002-03 school year was one of the most successful in Middle Cities' history. Each month during the school year, the task forces meet to gather and share information with colleagues while providing guidance in addressing the many education policy issues affecting our association. Our thanks is extended to the individuals on each task force who dedicate their time and expertise in an effort to improve the educational opportunities available to all urban students.

Integrity Without Compromise

Having integrity means being honest and forthright with ourselves and in working with our members and each other. Moreover, we say what needs to be said not simply what people want to hear. Above all else be true to our mission and values.

Do Right by All Our Customers

Doing right means acting with the best interests of the other party in mind. We treat each other, our business partners, and our colleagues with the same care and respect with which we treat our members.

It's the People

We have great people who want to do well, who are committed to our mission, who are capable of doing great things, and who come to work fired up to achieve them. Great people flourish in an environment that liberates and amplifies their energy.

Excellence Through Continuous Improvement

We seek to adopt the best ideas and to be the best at whatever we do. We believe we can always get better. We strive continually to improve our processes, to help people do their jobs better and to produce high quality services and products.

Listen, Understand, and Respond

We have a responsibility to create an environment that encourages people to speak openly, knowing they will be listened to when they do. Listening, however, is only a first step. It's also key to verify our understanding and to respond - if not through direct action, then through acknowledgement or feedback.

Teams Work

Believing that **Together Everyone Achieves More**, we promote a culture of teamwork. Working in cooperation with others leads to better solutions and success for all. In a quality team, empowerment partners with ownership.

Members Define Quality

Part of adapting to changing member needs and desires is knowing what our members want. We actively solicit input from our membership.

Think Forward, Think Boldly

We are continually in search of forward thinking people, new ideas and new possibilities. We support courageous behaviors necessary to go forward in the face of risk. We look beyond conventional borders to find fresh perspectives.

Attention to Detail

We strive for simplicity, clarity and accuracy to help our audience understand the message. We look with a critical eye to eliminating the unnecessary. Clutter is catastrophic. It's often the lack of attention to little details that trip up the best ideas.

We Care and Give Back

We seek to contribute to our community in ways that reflect broadly held values, have meaningful impact, draw on our unique strengths as a service organization, and, whenever possible, reinforce our goals





Executive Director's Message

Raymond S. Telman

Middle Cities Education Association is a unique organization with a clear mission relative to urban schools in Michigan – to create opportunities for urban learners. That mission is apparent in all of the activities reviewed in this year's edition of the MCEA Annual Report. From task force meetings to work on legislative issues, MCEA superintendents, task forces and staff are dedicated to using their considerable talent and industry in focusing on student success in Michigan's urban centers.

The 2002-03 school year will most likely stand out as a transition period for our member districts. With the state's implementation of No Child Left Behind, continued development of the Education YES! accreditation system, a worsening budget situation and a host of other issues, schools faced a number of external pressures in addition to the day-to-day challenges of managing large, urban school districts. Recognizing early on that information in the "Age of Accountability" would be our most precious resource, MCEA added to its legislative and other activities by evaluating and enhancing our communications efforts in an attempt to deliver critical information in a timely, efficient manner. This effort has been well received by superintendents and task force members alike, and our public relations effort will continue to build in the upcoming year.

I am proud of the efforts of MCEA members and staff. Our members are sophisticated and hardworking, and their leadership reflects those qualities. As our school districts prepare for the challenges, successes and opportunities that are sure to come our way over the course of the next school year, MCEA will continue to address issues and enhance services to help make our mission a reality.



Public Relations

Laura Wotruba, Director of Communications & Member Services

In June 2002, MCEA superintendents discussed a number of public relations concerns during the Annual Meeting, particularly with regard to the federal No Child Left Behind Act (NCLB) and the state's Education YES! accreditation plan. As a result of these discussions, MCEA refocused its public relations efforts.

In subsequent discussions with MCEA superintendents and district personnel, it was determined that MCEA can be instrumental in forming a unified voice for urban education in Michigan. MCEA districts need proactive, research-based information and resources that allow them to understand "big-picture" issues from a statewide perspective and communicate about those issues from a local perspective. At the same time, MCEA can be an effective voice in giving local issues a statewide focus when it comes to members' successes, concerns and challenges.

The 2002-03 school year served as a building year for MCEA's public relations program, the highlights of which are listed below.

- Created a two-year public relations plan outlining the direction of MCEA public relations programs and encompassing the goals and objectives of association members.
- Restructured the delivery and distribution of information to association members based on input from superintendents and district personnel. This resulted in a shift to using e-mail and other electronic means as the most reliable way to communicate with members.
- Monitored the development of Education YES! and provided reports, articles and other communications about the progress of this initiative to member districts and other organizations.
- Monitored the development of the state's implementation plan for No Child Left Behind and provided reports, articles and other communications about the progress of this initiative to member districts and other organizations.
- Represented MCEA at State Board of Education meetings and on various state-level committees.
- Worked with the Michigan School Public Relations Association to develop the Adequate Yearly Progress toolkit, which received national recognition for its usefulness in communicating about AYP and No Child Left Behind.
- Organized the MCEA Legislative Day in March 2003 to provide a venue for superintendents and legislators to discuss legislative issues and No Child Left Behind.



Governmental Relations

William H. Tunncliff, Legislative & Governmental Liaison

FEDERAL GOVERNMENT

No Child Left Behind

The big news during the 2002-03 school year was the state's implementation of the federal No Child Left Behind Act (NCLB). The massive 1,200 page legislation, signed into law by President Bush on January 8, 2002, represents the federal government's largest ever expansion into local K-12 education. Major features of the law include:

- Yearly state-administered tests in reading and math in grades 3-8; science assessments will be added in 2005-06.
- Determining a school building's adequate yearly progress (AYP) based on statewide yearly assessments. AYP is reported for each building and district and includes student subgroups based on race, ethnicity and socio-economic status. All students in all subgroups are expected to reach 100 percent proficiency by 2013-14.
- Sanctions for school buildings and districts that receive Title I funding and do not make AYP for two or more years in a row. The sanctions range from providing intra-district school choice and transportation to students if a building does not make AYP for two years in a row to firing staff or making the school a charter school if a building does not make AYP for five years in a row.
- Preparation and dissemination of an annual district report card to parents, schools and the public that summarizes the academic performance of district schools and students.
- All teachers teaching core academic areas being designated as "highly qualified" by 2005-06. Each state is responsible for determining the definition of a highly-qualified teacher.
- All paraprofessionals, except those in non-instructional roles, being designated as "highly qualified" by 2005-06. Each state is responsible for determining the definition of a highly-qualified paraprofessional.
- Determining whether a school building is "persistently dangerous" based on a definition of the term established by each state. Those buildings identified as persistently dangerous are required to notify parents and provide students with the option of transferring to a building that is not identified as persistently dangerous.
- Changes to the way Limited English Proficient (LEP) students are assessed and receive services.

In April, the MDE along with Gov. Jennifer Granholm released the first round of schools identified as not making AYP; the release included a list of 216 “high priority” schools, or those schools that had not made AYP for three years in a row. The Governor announced a series of initiatives to help high priority schools, including a principals’ academy (held in May) and the Children’s Action Network, an inter-departmental effort designed to streamline the delivery of health and human services to children attending high priority schools and their families.

The next release of schools not making AYP is expected in September, and the number of schools on the list is expected to increase. Work with high-priority schools is expected to continue into the next school year.

Throughout the year, MCEA sent out a number of notices with regard to NCLB policy guidance and development. A list of those policies, along with their location on the Internet, appears below.

- Statewide Safe Schools Policy – addresses persistently dangerous schools requirements of NCLB
http://www.michigan.gov/documents/safeschoolchoicepolicy_63131_7.pdf
- Approved supplemental service providers
http://www.michigan.gov/mde/0,1607,7-140-6525_17014-61646--,00.html
- Guidance related to military recruitment of high school students
http://www.michigan.gov/mde/0,1607,7-140-6525_17014-54704--,00.html
- LEP testing policy
www.michigan.gov/documents/policyregardingtestingoflepstudents_58661_7.pdf
- Constitutionally Protected Prayer
http://www.michigan.gov/mde/0,1607,7-140-6525_17014-61642--,00.html
- Adequate Yearly Progress (AYP)
<http://136.181.114.10/AYP/>
- Michigan’s definition for highly qualified teachers
http://www.michigan.gov/documents/definitionofhighlyqualifiedteachers_63281_7.pdf
- Definitions of full academic year, graduation rate and attendance rate
http://www.michigan.gov/documents/fullacademicyearetc_63308_7.pdf
- Michigan’s consolidated federal accountability plan
<http://www.ed.gov/offices/OESE/CFP/csas/micsa.pdf>
- Homeless education dispute resolution process
<http://www.ed.gov/offices/OESE/CFP/csas/micsa.pdf>

STATE DEPARTMENTS

Two new members join State Board of Education

In January, two new members joined the State Board of Education as a result of the November election. Elizabeth Bauer, D-Birmingham, was elected to a term that expires Jan. 1, 2011. She is a self-employed international consultant in human rights and civil society and a former executive director of the Michigan Protection and Advocacy Service.

Carolyn Curtin, R-Evart, is a homemaker and volunteer who was also elected to serve a term that expires Jan. 1, 2011. She is a former member of the Evart School Board and the Osceola County Intermediate School Board.

Bauer and Curtin replaced Sharon Wise, R-Owosso, who chose not to run for another term, and Michael David Warren, Jr., R-Beverly Hills, who lost his bid for State Board in the November election.

Earlier this summer, Sharon Gire, D-Clinton Twp., left the Board upon her appointment by Gov. Granholm to director of the Office of Services to the Aging leaving Democrats with a 5-2 edge over Republicans on the Board. Granholm is expected to fill the vacancy before the end of the year.

MDE and State Board wrap-up work on Education YES!

The development of the state's accreditation system, Education YES!, continued throughout much of the 2002-03 school year. This spring, the State Board of Education, along with the Board's Accreditation Advisory Committee and members of the Michigan Department of Education wrapped up much of their work on the initiative. As a result, Education YES! is slated to launch with the release of public report cards in the fall of 2003.

Under the system, each school building in Michigan will receive a letter grade of A, B, C, D-Alert, or F-Unaccredited based on scores in the following three general areas:

- **Status** - a three-year history of academic achievement based on MEAP tests in reading, writing, math, social studies and science.
- **Change** - the difference in student MEAP scores from year to year compared at each grade level against a 12-year growth goal.
- **Performance Indicators** – a series of measurements designed to gauge school quality in three areas: Engagement, Instructional Quality and Learning Opportunities. To determine the letter grade in this category, schools complete a Web-based self-evaluation from which the points a school gives itself in each category are translated into a score and letter grade.

Before a building's final letter grade is calculated, each school's AYP status is taken into consideration. Under Education YES!, a building that receives As in all categories, but does not make AYP, cannot receive an A as its final letter grade. Conversely, buildings that make AYP, but score an F-Unaccredited grade in Education YES! categories, cannot receive an F as a final letter grade.

Education YES! report cards are slated for public release via the Michigan Department of Education's web site in late-September 2003. In anticipation of the public launch of the report cards, the MDE has prepared the Education YES! Report Card Guide and Tool Kit, available online at:
www.michigan.gov/documents/Education_YES!_Report_Card_Guide_and_Tool_Kit_71572_7.doc

MEAP problems plague MCEA districts

Updates made to the 2003 MEAP test in an effort to save money and comply with NCLB appear to be the root of a series of MEAP-related problems that have plagued MCEA districts since January. The problems have continued through the summer and into the start of the 2003-04 school year.

Changes to this year's MEAP occurred in four different areas: student pre-identification; answer documents; packaging and shipping; and online MEAP reporting. Additionally, the MEAP office, which is housed in the Michigan Department of Treasury, also began working with new contractors that promised to be able to tabulate, score and report the 2003 MEAP test results by April 2003.

Problems began to arise in January as schools prepared for the MEAP testing window that usually opens at the end of the month. Some districts received pre-identified testing materials for children who were not students at the school listed; others did not receive enough testing materials for the number of students in a particular grade. There were a number of cases within MCEA districts where a district's testing materials were sent to a different school district altogether.

Testing materials did not arrive at many districts until days before the testing window was scheduled to begin; in some cases, materials failed to arrive until after the testing window opened. Eventually, most districts received their testing materials and were able to administer the MEAP test, but the process did not go as smoothly as hoped for.

The April deadline for MEAP reporting came and went. Results were reportedly delayed in getting to schools due to problems launching the web-based site that would report the scores. In August, districts were asked to verify student demographic data online in anticipation of the release of elementary and middle school scores to schools; the data are essential for calculating AYP for subgroups in accordance with NCLB. The process was a nightmare. Demographic data listed for many school districts did not match up with student populations, and attempts to correct the data were often futile due to technical glitches with the web site.

The issue came to a head after two weeks, when Sen. Wayne Kuipers (R-Holland) launched a series of Senate hearings to investigate the vendor contract the state entered with ECS, an Atlanta-based company that was charged with putting the MEAP scores online. However, with the release of preliminary MEAP scores for elementary and middle school students, many MCEA districts reported continuing problems with demographic reporting and data as recorded by the MEAP office.

STATE LEGISLATURE

School Construction

Public Act 628 was signed into law on December 23, 2002. It amended PA306 of 1937, Construction of School Buildings Act, by removing much of the plan review and supervision of school building construction from the Superintendent of Public Instruction and replacing it within the purview of the Department of Consumer and Industry Services. It also provided for school construction, additions, alterations and repair of school buildings to meet the construction codes of the Stille-DeRossett-Hale Single State Construction Code Act.

Shortly upon receiving the responsibility to review school construction plans, issue permits and provide on-site inspections, the Bureau of Construction Codes announced their intention to enforce licensing requirements on school districts. Communications to school districts advised that only licensed electricians and plumbers could perform much of the work that school maintenance personnel had been performing for years without, perhaps, realizing they were violating skilled-trades licensing requirements. A coalition of school organizations is currently working with the Bureau of Construction Codes to address the issue and its impact on school personnel and construction-related costs.

Before- And After-School Programs

PA696 of 2002 amended the Child Care Organization Act (PA116 of 1973) to allow facilities or programs for school-age children, operated by school districts, to request an exemption from the requirements of the Act effective July 1, 2003. The legislation was prompted by concerns over what was considered to be aggressive oversight by the Department of Consumer and Industry Services (CIS) in some areas of the state. Facilities, staffing and supervision of before- and after-school programs were subjected to standards that exceeded what was provided to the same students during the regular school day.

In order to be eligible for exemption from some of the provisions of PA116 and CIS regulations, the school must have been currently licensed, in operation for four years prior to a request for exemption, free from substantial violation of the Act or its regulations during that time and have the school board pass a resolution requesting exemption from the Act. PA695 of 2002 set out minimum requirements for guidance to exempt schools. These were developed by Michigan Department of Education and address recognized indicators of out-of-school-time program quality

relating to: (1) health, safety and nutrition; (2) human relationships and staffing; (3) indoor and outdoor environment; (4) program and activities; and (5) administration. Although serving as a guide, there are still requirements that apply to exempt schools as delineated in "Model Standards for Out-of-School Time Programs in Michigan," adopted by the Board of Education, February 2003.

Charter School Cap

Charter school proponents continued their efforts to lift the 150-school cap on university authorized public school academies during the 2002-03 school year. HB4800 appeared to be primed for passage during the lame-duck session in December; however, it got tangled up in politics with the Detroit Area Regional Transportation Authority issue and did not come to a vote in the Senate as the 91st Legislative Session came to an end.

Republican legislators were given new hope as newly-elected Gov. Jennifer Granholm announced that she would support a charter bill if the numbers were right, the Bay Mills loophole was closed and the Thompson Foundation offer to open 15 new urban high schools in Detroit was included. She expressed support for a bill that would encompass many of the provisions of the McPherson Commission but with fewer new charters. The legislative response was HB4148, sponsored by House Education Chairperson Brian Palmer (R-Bruce Twp.), which provided for 30 new charter schools over the next 10 years and no resolution of the Bay Mills Community College issue. The Senate response, SB393, sponsored by Senate Education Chairperson Wayne Kuipers (R-Holland), similarly failed to close the Bay Mills loophole and called for even more new charters authorized by colleges and universities. In mid-July, the House, recognizing that the Governor would veto SB393, passed a substitute bill that only addressed the issue of 15 new urban high schools in Detroit proposed by multi-millionaire Robert Thompson over a five-year span. The Senate rejected the proposal, and the matter was referred to a conference committee. On August 13, the Senate, upon pressure from the Thompson group, voted to reconsider the substitute and passed it along strictly party lines with no Democratic Party support. Indications are that it is to be vetoed by Gov. Granholm, and the issue is expected to emerge again when the Legislature returns to session in the fall.

Sluggish Economy Impacts School Funding

School officials in Michigan began the 2002-03 school year relatively confident that funding for education had been preserved with the passage of HB5881 prior to legislators convening for recess in the summer of 2002. Gov. Engler had again reached into his bag of tricks to successfully assure that the additional \$200 to bring the foundation to \$6,700 as previously promised would be in place. A 50-cent increase in the tobacco tax with 20 cents going to the School Aid Fund provided the necessary reassurance.

It soon became apparent, however, that the sluggish economy was not rebounding, and newly-elected Gov. Jennifer Granholm faced her first school budget crisis just weeks after her inauguration. The January Revenue Consensus Conference reported that both the General Fund and the School Aid Fund revenues were severely below budgeted appropriations. She immediately responded with the announcement of a pro-ration in school funding as provided in Sec.11(3) of the School Aid Act. The shortfall was estimated at approximately \$127 million and required a 3.87% reduction in funding of all non-protected categorical funds. Sections that were not subjected to reductions included Durant payments, school lunch, special education and Proposal A obligations. According to the statute, legislators could provide an alternative method of reductions if they acted within a 30-day timeline; however, it became obvious that the Legislature preferred to leave the cuts in the Governor's lap. Attempts to provide a more equitable reduction in funds, for example, an equal percentage or equal dollar per-pupil reduction, failed to secure sufficient support. A long-term resolution of the proration issue was resolved in the subsequent FY-04 State Aid Act and, in the event of future prorations, they are to be based on an equal dollar per pupil approach.

The May Revenue Consensus Conference provided a continued gloomy forecast for school funding. The FY-03 budget was another \$61 million short; the FY-04 budget was projected with an additional \$105 million in the red. The Governor and legislative leaders quickly announced, however, that they would not issue further cuts to school districts since the school fiscal year was close to an end and school districts could not handle further cuts. During the entire spring, the legislators were working feverishly on the FY-04 school budget.

In her Executive Recommendation, Gov. Granholm heeded the advice of the education community and proposed maintaining the foundation allowance at \$6,700 for the 2003-04 school year while eliminating some categorical line items and severely reducing others; adult education experienced the most drastic reduction (a \$57 million reduction from the current funding of \$77 million). Line items that were held harmless from cuts included "at risk" funding and the Michigan School Readiness Program (funded at \$314 million and \$72.8 million, respectively). In addition to proposed budget reductions, the Governor proposed additional sources of revenue through the closing of tax loopholes, two new lottery games and by relying on a few one-time sources of revenue such as refinancing of the School Bond Loan Fund and channeling surplus funds from revenue sharing to education. The Republican-controlled Legislature concurred with the Governor on many of the issues but drew a line in the sand on proposed cuts to the Merit Scholarship proposed by Gov. Granholm. Eventually the Legislature and administration reached agreement on budget targets, and the State Aid Act (HB4401) was passed by both houses of the Legislature on July 16. Key assistance in the process was provided by the federal government with the awarding of close to \$700 million in emergency relief to the state. The one-time eagle drop helped resolve the FY-03 budget deficit and provided funds for a new School Aid "rainy day fund" to minimize the likelihood of future proration possibilities.

MCEA played a major lobbying role in the budget development process. We feel particularly proud of maintaining the "at risk" and "school readiness" line items as well as protecting the adjustment to foundations for school districts who had received grants under the former Sec.32(e) Small Class Size categorical. The greatest disappointment certainly was the devastating reductions in Adult Education programming. Overall, however, we can be grateful that our legislative leaders and administration elevated the funding of education as the number one priority. Our challenge remains as we enter the 2003-04 school year with a continuing staggering economy, with one-time revenue sources exhausted and revenue forecasts insufficient to match current expenditure levels and future needs.

LEGISLATIVE UPDATE

Each legislative session, many education-related bills are introduced in the Legislature. MCEA staff monitors legislation in the House and Senate education committees, the appropriations committees and other committees that consider legislation with an education impact. In the 92nd Legislative session, which began in January 2003, more than 100 education-related bills have been introduced. The following is a selection of the most significant bills still pending and those enacted into law (shaded).

Senate Bills

SB16 Snow Days (R. Jelinek, R-Three Oaks) - A bill that allows for the carryover of unused snow days.

SB25 Local Zoning Ordinances (V. Garcia, R-Howell) - Requires local school districts to conform to local zoning ordinances.

SB157 Reform School Board (M. Scott, D-Highland Park) - Establishes an August 2003 election for the voters of Detroit to consider retention of the Reform Board. *[Passed in Senate; on Second Reading in the House.]*

SB179 Sports Training (B. Hammerstrom, R-Temperance) - A bill to require that high school coaches have a course in sports safety training. *[Passed in the Senate.]*

SB183 **Proration Percent** (A. Cropsey, R-Dewitt) - A bill to amend proration language to be determined by an equal percent for all districts.

SB192 **Proration Equal Dollar** (R. Jelinek, R-Three Oaks) - A bill to amend proration language to be determined by an equal dollar amount per pupil.

SB294 **Cell Phones** (D. Cherry, D-Burton) - Provides authority of the local school board to establish policy on student use of cellular phones. *[Passed in the Senate; Referred to House Education Committee.]*

SB364 **180-Day Requirement** (V. Garcia, R-Howell) - A bill to eliminate the 180-days of school requirement while retaining the 1,098 hour requirement. *[Passed in the Senate; Passed in the House; vetoed by the Governor; key provision incorporated into HB4401 (State Aid Act).]*

SB365 **CEPI** (N. Cassis, R-Nov) - A bill to require that all state agencies coordinate their school data collection through CEPI. *[Passed in the Senate and House; awaiting enactment.]*

SB366 **Professional Development Days** (A. Cropsey, R-Dewitt) - A bill to eliminate the professional development day requirement for beginning and all teachers. *[Passed in the Senate.]*

SB367 **At-Risk and School Readiness** (W. Kuipers, R-Holland) - A bill to remove restrictions and requirements on the use of Sec. 31(a) and Sec. 32(b) categorical funds. *[Substitute bill was reported out with School Readiness component deleted and Small Class Size included in flexibility of use. Passed in Senate; referred to House Appropriations; key provisions incorporated into HB4401 (State Aid Act).]*

SB368-369 **Accreditation** (S. Johnson, R-Royal Oak) - Bills that would eliminate Education YES! and remove the penalty for non-compliance. *[Under consideration in the Senate Education Committee.]*

SB393 **Charter Schools** (W. Kuipers, R-Holland) - A bill to lift the cap on charter schools by 30 new charters per year for next 10 years in addition to 5 new high schools each of next 10 years. *[Passed in Senate; Substitute in House; Referred to Conference Committee.]*

SB427 **Retirement** (J. Barcia, D-Bay City) - Provides early retirement incentive by changing multiplier from 1.5% to 1.75% of final average compensation effective April 1, 2004. *[Under consideration in Senate Education Committee.]*

SB520 **Homestead Exemption Violators** (C. Brown, R-Sturgis) - A bill to establish an audit process to identify individuals who claim the homestead exemption for both their residence and a second (vacation) home. *[Enacted as PA105 of 2003 with Immediate Effect.]*

House Bills

HB4025 **Psychotropic Drugs** (S. Tabor, R-Lansing) - Provides for a model state policy and a district policy regarding chronic misbehavior and psychotropic medication. *[Passed in House; referred to Senate Education Committee.]*

HB4038 **C.P.R.** (S. Rocca, R-Sterling Hts.) - Requires that new teachers be certified in C.P.R. prior to certification. *[Enacted as PA18 of 2003.]*

HB4054 **Sinking Funds** (G. Whitmer, D-East Lansing) - Expands permissible uses of sinking fund millage consistent with bond issues.

HB4128 **Compulsory School Age** (K. Daniels, D-Detroit) - Increases the compulsory school attendance age to 18.

HB4148 **Charter Schools** (B. Palmer, R-Bruce Twp.) - Lifts the cap on university authorized charter schools by 30 for each of next 10 years. *[Passed in the House; awaiting Senate consideration.]*

HB4161 **Prevailing Wage** (F. Sheen, R-Plainwell) - Eliminates the prevailing wage requirement on public school construction projects.

HB4215 **School Elections** (C. Ward, R-Brighton) - Provides for the cancellation of uncontested school board elections. *[Reported out of Committee on Local Government; on the House floor for consideration.]*

HB4218 **Cell Phones** (M. Middaugh, R-Paw Paw) - Provides authority to local school boards to establish cell phone policy. *[Enacted as PA132 of 2003.]*

HB4227 **Proration** (M. Pumford, R-Newaygo) - A bill to change the proration language to an equal dollar amount per pupil. *[Passed in House; Incorporated into Senate substitute for HB4401 (State Aid Act).]*

HB4322 **School Attendance** (R. Johnson, R-Holly) - Exempts "take our children to work day" from the 75% attendance rule to count as a day of instruction.

HB4338 **ISD Board Elections** (R. Johnson, R-Holly) - Requires the election of members to intermediate school district boards of education.

HB4401 **School Aid** (M. Shulman, R-West Bloomfield) - Provides funding for FY04 K-12 school aid. *[Enacted as PA158 of 2003.]*

HB4452 **180-Day Requirement** (J. Hoogendyk, R-Kalamazoo) – The House counterpart to SB364; however, it requires 1,098 hours with a minimum of 164 days; 30 hours of snow days. *[Passed in the House following the Governor's veto of SB364.]*

HB4453 **Retirement** (J. Hoogendyk, R-Portage) – A bill to change the MPSERS requirement to qualify for a year of service credit for retirement from 170 days to 1,020 hours per fiscal year. *[Enacted as PA175 of 2003, immediate effect.]*

HB4693 **Ed-Flex** (B. Palmer, R-Bruce Twp.) - Allows school districts to apply for waivers to statutes and regulations via a student performance-based contract between the school and the state superintendent. *[Passed in House.]*

HB4716 **Teacher Certification Panel** (M. Nofs, R-Battle Creek) – Provides for a 14-member advisory committee of school administrators, teachers and board members to review and make recommendations relative to teacher certification rules. *[Passed in House; referred to Senate Education Committee.]*

HB4719 **Distance Learning** (T. Casperson, R-Escanaba) – Provides that a student receiving all or a majority of instruction through a distance learning program operated by a school district or charter could be counted in membership. *[Passed in House; referred to Senate Education Committee.]*

HB4820-28 **Election Consolidation** (C. Ward, R-Brighton) - A package of bills covering election consolidation issues, i.e., control of election, number of elections per year, dates, ballot questions, etc. *[Passed in House; referred to Senate.]*



Task Force Activities

2002-03 TASK FORCE ACTIVITIES REPORT

MCEA Task Forces are a key vehicle for communication, leadership, mentoring and networking. The task forces, each with representation from MCEA districts, meet monthly during the school year to focus on their areas of specialization and promote success among urban students. Each task force is assisted by MCEA staff members who facilitate their efforts. The task forces play a key role in state and federal policy matters and often work on issues of common concern.

During the 2002-03 school year, a timely and thought-provoking series of Lead-In programs complementing the SuperWednesday Task Force monthly meetings resulted in a significant increase in attendance. The intent of the Lead-In programs is to provide information while promoting communication and collaboration among MCEA Task Forces. A summary of the 2002-03 task force programs and other SuperWednesday activities as presented throughout the year in *Newsbrief* are highlighted below.

Friday, September 6, 2002

MCEA kicked off the start of the 2002-03 school year at the annual Fall Roundup on Sept. 6 at the Kellogg Center in East Lansing. More than 180 people from school districts across the state gathered at the Lead-In presentation to hear an update on Education YES!, No Child Left Behind (NCLB) and Adequate Yearly Progress (AYP) delivered by staff members from the Michigan Department of Education.

Paul Bielawski, Special Assistant to the State Superintendent, started the presentation by updating attendees on Education YES! Under Education YES!, each school in Michigan will receive seven letter grades, comprised of one composite grade and six individual grades for MEAP achievement status, change and growth; and indicators of engagement, instructional quality, and learning opportunities. Schools will receive their scores in the form of an annual report card that will assign one of the following letter grades to each of the areas mentioned above: A, B, C, D-Alert, or F-Unaccredited.

To establish the framework in which grades are determined, the State Board of Education created the Accreditation Advisory Committee. The Committee includes five nationally recognized experts in accountability, measurement, school improvement and accreditation systems: Ed Roeber, Sharon Lewis, Mark Reckase, Philip Kearney and Larry Lezotte. Bielawski said the Committee is dedicated to developing a framework that encourages schools to reach for high academic standards rather than a system that hammers school districts down, but cautioned attendees that the Committee will finish its project "as fast as it can get it right."

Over the course of the last few months, the Committee has worked on determining measurements for 11 performance indicators and cut scores in the areas of change, status and growth. The Committee wants to develop a system that forces schools to focus on a goal while supporting schools in reaching that goal and rewarding schools for moving students out of the lowest-performing categories on tests. Bielawski said the group wants to avoid a train wreck between NCLB and Education Yes!, where a different set of schools “failing” under each system exists.

“We don’t want to unduly penalize schools in Michigan,” Bielawski said. “We want a system that is fair.”

The Advisory Committee is expected to make recommendations to the State Board of Education in the coming months.

The second half of the Lead-In presentation featured Linda Brown, Assistant Director of the Office of Field Services, with a brief review of AYP. The state has heard from numerous school districts whose parents and community members are inquiring about some of the sanctions called for in NCLB.

“Our current definition of AYP is not suited to the federal standards, and it’s not suited to sanctions.” Brown said.

The current model for determining AYP in Michigan was established in 1997. According to the model, AYP in Michigan means that 75 percent of students score proficient in all four subject areas of the MEAP. Failure to meet the 75 percent mark in one subject area means failure to make AYP.

With NCLB, only two subject areas – math and reading – are used in determining AYP. Furthermore, the scoring benchmark begins at the 20th percentile, which would be around 40 percent, as opposed to 75 percent. The Department is re-examining the way Michigan determines AYP in light of NCLB and is awaiting a final decision by the State Board of Education before schools can be notified of their status.

According to NCLB, Title I schools that fail to meet AYP for two years in a row are identified for school improvement and must notify parents of their status in addition to offering students transportation to intra-district schools not listed for improvement with priority given to the lowest-income students. If a school fails to meet AYP for three years in a row, the school must notify parents, continue providing transportation and offer supplemental educational services to students, with priority given to the lowest-achieving students from the lowest-income families. To cover the costs of these programs, schools must allocate up to 20-percent of their Title I funds.

Brown said the Department is aware of the pressures some local schools are facing and plans to distribute guidelines in a month and a half. In the meantime, Brown encouraged district leadership who think their schools may be subject to improvement, to set aside a portion of their Title I funds to prepare for possible sanctions.

Wednesday, October 2, 2002

Andrew Henry, director of the Center for Educational Performance and Information (CEPI), joined MCEA members at the October SuperWednesday meeting for an overview of where CEPI has been, where it’s at right now and where it’s going.

The goal of CEPI, which is housed in the Michigan Department of Treasury, is to collect, manage and report school and student data. Data are reported to CEPI through the Michigan Education Information

System (MEIS), which is comprised of five core data sets that are interconnected:

- Single Record Student Database (SRSD): contains student data on enrollment, grade level, etc.
- School Infrastructure Database (SID): contains data on criminal instances and safety practices and, in the future, will contain information about computer technology and building structure.
- Financial Information Database (FID): will contain financial information and will re-engineer the current financial collection system used by school districts.
- Registry of Educational Personnel (REP): contains employment information about instructional and non-instructional personnel.
- Student Test and Achievement Repository (STAR): will contain student performance data (MEAP, GED, ACT, etc.).

According to Henry, the 2001-02 school year was a benchmark year for CEPI with regard to data collection. Close to 100 percent of local school districts participated in submitting data to the SRSD and REP. More than 87 percent of schools participated in submitting crime and safety information for the SID.

Henry said the data CEPI collects is used for reports that the office generates throughout the year, such as Michigan's graduation/dropout rates. The office also provides information to Standard and Poor's for School Evaluation Services (www.ses.standardandpoors.com) and the Michigan School Info Online Web site at www.michigan.gov/mischoolinfo.

In the coming months, CEPI has a number of improvements in the works. The CEPI office will continue to look at ways to improve customer service and response time for questions and answers. CEPI is also working on a technology upgrade that will allow schools to submit information easily and efficiently through the Internet; the office is trying to get away from specialty software that was needed in the past to submit data.

Following the Lead-In presentation, Henry and members of the CEPI office met with three MCEA Task Forces to further pursue ways that CEPI can improve its relationship with urban schools across Michigan.

For more information on CEPI, visit their Web site at www.michigan.gov/cepi or e-mail them at cepi@michigan.gov

Wednesday, November 6, 2002

Bill Schmidt, co-director of the Education Policy Center at Michigan State University, served as the Lead-In speaker during the November SuperWednesday meeting. Schmidt was on hand to discuss the importance of rigorous, coherent standards in terms of the state's current project to create grade-level benchmarks.

"The most important conversation the state will have is regarding benchmarks, because it has a profound effect on children." Schmidt said.

Schmidt provided input based on his involvement with the Third International Mathematics and Science Study (TIMSS), a comparative survey of education in approximately 50 countries. Schmidt said the TIMSS study revealed that top performing countries in mathematics tended to concentrate curriculum on teaching children basic mathematics concepts and building upon those concepts as the students progressed from grade to grade. As students moved into higher grades, higher-level concepts were introduced. The study also showed that the curriculum in top performing countries tended to provide students with a deep understanding of a relatively short list of mathematics concepts.

On the other hand, in the U.S., Schmidt said that curriculum tends to be, “an inch wide and a mile deep.” He pointed out specifically that higher-level mathematics concepts are often introduced much earlier in the U.S. than in other countries where students out-perform U.S. students in mathematics. Schmidt said we can learn a lot from countries where students out-perform U.S. students.

“Our standards and benchmarks really lack coherence in Michigan and throughout the nation,” Schmidt said. “They’re like an arbitrary collection of topics that, like chairs, can be moved from grade to grade.”

In terms of the statewide effort to develop grade-level benchmarks, Schmidt said Michigan has a great opportunity to develop standards that will have a meaningful impact on children. It’s especially important as Michigan tackles the No Child Left Behind legislation and Education YES!

“This is the change of a lifetime to really get it right and really make a difference,” he said. “No Child Left Behind will have a bad effect if we accept lousy standards and lousy benchmarks.”

Schmidt said the standards and benchmarks currently being developed by the MEAP office show progress toward the development of standards that are coherent and rigorous.

For more information on the Third International Mathematics and Science Study visit www.ustimss.msu.edu.

Wednesday, December 4, 2002

The December SuperWednesday Task Force Meeting featured a Lead-In presentation from Marilyn Roberts regarding updates to the 2003 MEAP test and what schools can do to prepare for the changes. Roberts is the director of the Michigan Assessment and Merit Award office at the Michigan Department of Treasury, a position previously held by Dr. Jeremy Hughes.

Over the course of the last nine months, state officials have taken stock of the MEAP test. The MEAP office worked with districts to identify where and when changes could be made in addition to looking at the cost-efficiency of the MEAP office. A significant portion of the department’s total budget was consumed by contracts with outside vendors, so the department brought things home to Michigan.

“We wanted to get quality tests in front of kids,” Roberts said. “We looked at other places where we could make things better.”

Changes to the MEAP this year occur in four different areas: student pre-identification; answer documents; packaging and shipping; and online MEAP reporting. School teachers, staff and students will also notice a new MEAP logo. Answer folders, which were formerly known as answer booklets, will feature information and pictures about Michigan.

Each district has the option of using the student information submitted to the Single Record Student Database (SRSD) for the pre-printing of student answer documents or for providing an electronic file, in the same file format as in previous years. Schools also have the option of having answer documents pre-sorted according to student class/groups. While students will still have to print their name and the names of their teacher, school and district, other student information and a barcode will appear on the folder. In most cases, demographic information that has been bubbled on the cover of each student’s answer folder is no longer needed. Test administrators can also register students online or by using an alpha-grid form up to the day of the test.

According to Roberts, the state needed to also look at the way it collects data to make sure accurate information was collected from schools for the reporting requirements outlined in NCLB. The MEAP office is working with the staff at the Center for Educational Performance and Information (CEPI) to track students from grade-to-grade and school-to-school.

Roberts said that instead of waiting 8-10 weeks for assessment results, schools should receive this year's results sometime from April 1 to April 15.

For more information about MEAP, visit their Web site at www.meritaward.state.mi.us/mma/meap.htm

Wednesday, February 5, 2003

According to the federal No Child Left Behind Act (NCLB), students attending schools that are persistently dangerous have the option of transferring to a school not identified as persistently dangerous. But what is a persistently dangerous school? Dr. Don Weatherspoon, assistant superintendent with the Michigan Department of Education (MDE), was on hand at MCEA's February Task Force Meeting to discuss the state's progress on defining this requirement of NCLB.

As outlined by the U.S. Department of Education, each state, in consultation with a sampling of local schools, should develop the criteria to be used in labeling persistently dangerous schools. The criteria must be objective and could include data such as the number of times a firearm was brought into a school, the number of fights, etc. The state is charged with monitoring the data for trends and patterns of incidents within the most recent school year to determine if a school should be tagged as persistently dangerous.

The MDE assembled a select group of educators, child advocates, school safety experts and others to develop a persistently dangerous schools policy in Michigan.

As of Feb. 19, Michigan's draft proposal stated that a school would be designated as persistently dangerous if, for each school year for three consecutive years, more than 2.5 percent of pupils enrolled in the school have been expelled or suspended for more than ten consecutive days. The list of offenses factored into a building's designation as persistently dangerous range from homicide and criminal sexual conduct to assault and bomb threats.

Weatherspoon said the process of pounding out a draft policy was complicated by the fact that Michigan schools operate on different definitions of expellable offenses. He said that there are a few points of contention that still need to be worked out in the proposal, but it is expected that the proposal will be presented to the State Board of Education in March for approval.

Friday, May 9, 2003

MCEA wrapped up the 2002-03 school year during the annual Spring Roundup on Friday, May 9, where the federal No Child Left Behind Act (NCLB) again took center stage to cap off a year devoted to understanding this complicated federal law.

During the Lead-In presentation, MCEA superintendents and task force members were joined by a host of presenters who discussed recent NCLB updates. Chuck Wilbur, deputy chief of staff for Gov. Jennifer Granholm, kicked off the discussion with a message of support from the Governor. Wilbur said schools have a friend in Gov. Granholm; she is sincere and focused in her commitment to help schools not making adequate yearly progress (AYP), or high priority schools, as they have come to be known. According to Wilbur, the Governor has some criticisms of NCLB, but she embraces the goals of the law and recognizes that the issue is not one for the education community alone.

In response to more than 200 schools throughout Michigan being identified as high priority schools, the Governor has begun work on a number of initiatives designed to “triage” schools in need of improvement and assist the families served by those schools. Two of the Governor’s initiatives - the AYP Principals’ Academy and the Children’s Action Network - are described in further detail below.

Sue Carnell, director of the Office of School Excellence at the Michigan Department of Education, provided Spring Roundup attendees with a general overview of one of the Governor’s initiatives to help high priority schools - the AYP Principals’ Academy held on May 16 and 17. The two-day workshop was designed to provide principals with the tools needed to develop an action plan that will help them move their buildings off the AYP list. The event focused on such things as data-based decision making, staff development, fostering relationships and identifying the underlying reasons schools were identified as not making AYP.

Discussion of AYP continued with Dr. Jeremy Hughes, MDE Chief Academic Officer and Deputy Superintendent. Hughes provided an update to NCLB and Education YES!, the state’s accreditation system. With regard to NCLB and the next round of AYP status reports, the MDE is currently waiting for the arrival of the 2002-03 MEAP data, which the state hoped to receive sometime in May. Upon receipt, the MEAP office must audit and evaluate the data before it is forwarded to school districts. At this time, AYP status reports for 2002-2003 are slated to be released in June or July barring any further delays.

Hughes said the list of schools not making AYP could increase significantly during the next AYP release. The 2002-03 AYP release will include breakdowns by subgroup, which did not count in the 2001-02 AYP status reports schools received in April. Based on data compiled for the April AYP release, 217 more schools may not make AYP because of subgroups not meeting the AYP targets. Additionally, 685 buildings made AYP for one year only . If those buildings do not make AYP in the 2002-03 release, they will also face sanctions as called for by NCLB.

With support from the State Board of Education, Education YES! is moving ahead despite legislation introduced by Sen. Wayne Kuipers (R-Holland) to remove from state law the mandate calling for a statewide accreditation system. According to Education YES!, schools will receive one composite grade for performance indicators; however, schools will not receive a grade for the growth portion of the report card until grade-level testing is in place in 2005-06. Until then, schools will receive letter grades for status, change and the performance indicators.

The Education YES! report cards are currently slated for release at the end of June and will be accessible via the state’s Education YES! web site at www.educationyes.com.

Dr. Donald Weatherspoon, deputy director of the Family Independence Agency (FIA), concluded the Lead-In presentation with a discussion about the Children’s Action Network, an initiative proposed by Gov. Granholm to help schools not making AYP.

The Children’s Action Network (CAN) is an inter-departmental endeavor designed to bring information and assistance to children and families in distress via school-based or school-linked services, specifically targeted to those schools not making AYP.

Weatherspoon said CAN takes a “silo-busting” approach to what schools do by helping to eliminate the walls that exist around the services children and families may receive from various state agencies. The goal of the initiative is to streamline the services families receive while sharing information that will allow each service provider, including schools, to refine programs to better meet the needs of children and families with whom they have direct contact. For example, Weatherspoon said FIA is working with CAN to attempt to place a caseworker in every building not making AYP.

ACTIVITIES REPORT BY TASK FORCE

Adult Education – Lynn Aldrich Spearing (Muskegon), Chairperson

- Discussed new participant accounting manuals, professional development opportunities, federal funding and MAERS reporting issues/training.
- Throughout the year, fielded updates from officials with the Michigan Department of Education and the Michigan Association of Community and Adult Education.
- Hosted an informational session with Dr. Patty Cantu, interim director of Adult Education with the Michigan Department of Career Development.
- Discussed how state budget shortfall could impact adult education programs.
- Hosted an informational session with David Mills from MDE regarding Education YES! and other issues related to the pupils served by adult education programs.
- Organized a lobbying effort in response to proposed state budget cuts to adult education categorical (Sec. 107) in the School Aid budget.

Assessment and Evaluation – Erika Bolig (Grand Rapids), Chairperson

- Hosted Jane Faulds from the MEAP Office to discuss the new English Language Arts MEAP test, which will be implemented beginning Winter 2003.
- Discussed implications of No Child Left Behind and Education YES! on Middle Cities school districts.
- Hosted Marilyn Roberts from the MEAP office for informational sessions regarding upcoming changes to the MEAP test.
- Discussed changes to the MEAP and their impact on school district testing policies; shared suggestions and problem-solving measures and answered questions.
- Worked with MCEA on a number of MEAP-related problems and issues with regard to this year's testing window and reporting requirements.

Business – Dick Powell (Saginaw) and Stephanie Wilkinson (Port Huron), Co-chairpersons

- Discussed current State Aid concerns, including state revenue forecasts for future fiscal years.
- Shared categorical revenue concerns specifically affecting Middle Cities districts.
- Reviewed communication efforts with district staff, community and legislators.
- Discussed applicable new or pending legislation that may impact schools financially or otherwise.

Career and Technical Education – Ralph Carducci (Monroe), Chairperson

- Discussed No Child Left Behind and Education Yes! and how it relates to CTE students. Also discussed career pathways and Michigan.
- Guest speaker, Doug Neal of MSU, discussed the topic of comprehensive counseling and guidance programs and its relationship to CTE students and general population.
- Examined what different districts are doing in relation to work-based learning. Shared handouts with regard to this issue.
- Discussed the high school senior year in relation to the senior project and how it ties into Career Pathways. Also talked about authentic instruction.
- Discussed the topic of the new Business Management, Marketing and Technology Pathways and the new upcoming features of national and Michigan clusters.

Early Childhood – Jill Swanson (Battle Creek), Chairperson

- Hosted multiple speakers invited to discuss the financial ramifications of early childhood education.
- Discussed the future structuring of early childhood within different school districts.
- Held a workshop on alignment of goals and objectives for grant application purposes and for direction of MSRP management.
- Formulated plans for the year of 2003/04.

Educational Technology – Carl Hoffman (Monroe) and Mike Travis (Mt. Pleasant), Co-chairpersons

- Examined professional development models and programs for the implementation and integration of educational technology in the classroom.
- Multiple taskforce sessions revolved around the examination of the following ed tech professional development models: Ameritech Tech Academy; MarcoPolo; Intel (Teach to the Future); as well as district models.
- Examined the technology standards and benchmarks of the Michigan Curriculum Framework and the National Education Technology Standards (NETS) for teachers and engaged in discussion and debate about integrated technology curriculum vs. stand-alone technology curriculum.
- Examined resources for developing a technology curriculum.
- Met with CEPI (Center for Educational Performance and Information) personnel to provide advice and insight for the on-going development of the CEPI web site.

Instructional/Professional Development – Cathy Lozen (Port Huron) and Noni Miller (Ypsilanti), Co-chairpersons

- Addressed types and uses for the following assessments: MEAP, computerized and MLPP.
- Discussed MEAP: who should have access to student data; packaging of materials and not retaining MEAP booklets.
- Talked about the implications of NCLB legislation and AYP by subgroups.
- Reviewed and discussed “drafts” of grade-level benchmarks (math and ELA) posted on the Web.
- Reviewed and discussed performance indicators (Education YES!) posted on the Web.

Language Arts/Social Studies – Ingrid Snyder (Waterford), Chairperson

- Hosted guest speaker Jane Faulds in an informational session about ELA benchmarks.
- Discussed curriculum audits.
- Addressed MEAP preparation.
- Examined constructed responses for social studies and ELA. Discussed how we could coordinate.
- Discussed using PALM for ORI

Personnel/Labor – Don Thomas (Brighton), Chairperson

- Discussed vacancy, transfer and assignment (contract language).
- Reviewed professional development (certified and administrative staff) initiatives.
- Discussed implications of the Registry of Educational Personnel.
- Hosted an informational session with Andrew Henry, director of CEPI.
- Discussed concerns regarding staff reductions, staff retention and negotiations
- Compared insurance providers (MESSA vs. others)
- Strategized ways for combating health care costs.
- Hosted an informational session on the “Troops to Teachers” program with guest speaker – David Ratajik, program manager.
- Shared with each other various district hiring practices (testing, physicals, drug screening, etc.)

Principals – Lea Gourlay (Port Huron), Chairperson

- Sharing of teacher evaluations and discussion to possibly have a statewide template for evaluation that reflects best practice and a rubric.
- MEAP and the building culture – this includes professional staff development (higher-level thinking, best practice, release time for teacher observation, dealing with difficult students and service learning).
- Unsafe schools as laid out in NLCB. Discussed implications and concerns and made suggestions. Information access is at www.michigansafeschools.org

Public Relations – Marijean Silver (Battle Creek), Chairperson

- Discussed budget issues and adequate yearly progress (AYP)
- Hosted informational sessions on Education YES! and No Child Left Behind.
- Shared activities and materials with regard to district-wide public relations initiatives and large events
- Reviewed the use of video production software

Pupil Personnel – John McCoy (Flint), Chairperson

- Shared information about health services: delivery models; cost; partnering
- Discussed SRSD submissions: Fourth Wednesday; Second Wednesday; UCI Code Utilization
- Reviewed attendance issues: truancy court development (Lansing model); state and district regulations
- Discussed implications of Persistently Dangerous Schools designation as called for by No Child Left Behind: the criteria; how the initiative will be implemented by the State.

Science/Math – Pat Adams (Romulus) and Kathy Berry (Monroe), Co-chairpersons

- Hosted guest speaker Chuck Allan about the changes to the math, science and language arts benchmarks
- Dedicated a lot of time dealing with the new grade-level content expectations and the constant changes to them.
- Discussed Bill Schmidt's TIMSS report and its implications for changes to the benchmarks and the MEAP.
- Shared what districts are doing for students/schools that are not making adequate yearly progress (AYP), such as summer school, MEAP coaching, etc.

Special Education – Cindy Green (Kalamazoo) and Gary Quitiquit (Waterford), Co-chairpersons

- Reviewed budget concerns. Discussed current staffing, literacy movements and staff development initiatives. Caseloads for ancillary staff were shared. Group problem-solved ways to cut budgets.
- Phase II of MI-Access, the alternative to MEAP, was reviewed. The State Department of Education continues to work on the area of alternative education.
- In order to meet the requirements of NCLB, directors discussed ways to assist paraprofessionals. Work Keys is one alternative being analyzed to measure paraprofessional competency levels.



Insurance Services Report

Thomas E. Bell, Sr., Director and Chief Operating Officer

This Year's Renewal: The Calm after the Storm?

Last year, we truly lived the old Chinese proverb, "May you live in interesting times." In doing so, we concluded chapter one of what was forecasted to be a multi-chapter "book" in the market cycle. This year we begin chapter two and the interesting times continue but at a less detrimental pace. Although the insurance market continues to be a "hard" market, coverage restrictions, limit reductions and atmospheric increases are becoming the exception instead of the norm. Nevertheless negotiations this year proved difficult due to the continuing development of our loss experience. As the industry began to come back after 9-11, companies began to emphasize return on earnings and initiated renewed efforts to truly "underwrite" the business. As we forged ahead this year in negotiations for our renewal, staff's goal was simple – stay the course, continue our ACTION© Plan, strengthen the new alliances formed from the prior year, and seek out flexible options.

Early on we went to the market players, meeting on their home base or at national conferences. Promoting a renewed focus on risk management and risk control and a willingness to listen to alternatives, we began to find ourselves armed with other flexible solutions and reasonable pricing. In every meeting we had with commercial underwriters and company management, we seized every small opportunity that presented itself. As a result, we gained opportunities to retain a greater portion of our own risk at reasonable cost factors and loss funding.

Greater retentions and increased self funding are the opportunities of today. As the Greek philosopher, Demosthenes, was quoted as saying, "Small opportunities are often the beginning of great enterprises." We believe this year's "small opportunities" have provided us with the focus to "begin great enterprises" – enterprises which will lead us to even greater innovative approaches in controlling our own destiny in terms of stabilizing losses, maximizing cost savings and extending broader insurance protection for our pool members. As we begin the 17th year of pool operations, we will convert the small opportunities we have found into great enterprises of advocacy, service and protection.

The Beginning of Chapter Two

Last year at this time, I commented that future chapters will unfold depending a great deal on the loss experience of our member districts, the leadership decisions forged by the Board of Directors and the alliances we form now and in the near future. I believe the results of this year's renewal in terms of cost,

coverage enhancements, and the opportunities to not only retain more of our coverage enhancements and predictable risk, but to establish foundations of control, will benefit our members for many years to come and will, as future chapters unfold, be our golden era of achievement.

As your Director, I will once again sound my pledge from last year and pledge assurances that all members will receive the most professional and responsive risk management service possible, the broadest risk protection (insurance) available, and the most economical pricing we are able to achieve. To that, however, I will add one more pledge – that we will do so by continuing to “push the edge of the envelope” with innovation and creativity.



Statistical Reports

The following reports are included in this section:

DISTRICT FUNDING DATA, 2002-2003

Ranked by Enrollment

Ranked by Foundation Grant

Ranked by TV/PP

SELECT COMPARATIVE FINANCIAL DATA, (Bulletin 1014) FY2002-2003

TITLE 1 ELIGIBILITY AND FUNDING, 2002-2003

FREE- AND REDUCED-LUNCH PARTICIPATION, 2002-2003

TEACHER SALARY & BENEFIT DATA, 2002-2003

STUDENT RACIAL/ETHNIC DATA, 2001-2002

Middle Cities Education Association 2002-2003 District Funding Data

DISTRICT	-----General Ed.-----			-----Special Ed.-----			Pupil Count	Taxable Value Per Pupil	Debt Millage Rate
	Spring '02	Fall '02	Blended	Spring '02	Fall '02	Blended			
	FTE	FTE	FTE	FTE	FTE	FTE			
Albion	1,720.42	1,730.04	1,742.18	112.83	108.52	109.79	1,851.97	\$94,088.25	3.7000
Battle Creek	7,048.62	7,330.25	7,321.87	488.11	458.28	462.53	7,784.40	72,452.07	0.0000
Bay City	9,356.76	9,497.21	9,487.01	370.72	349.22	346.39	9,833.40	145,846.41	1.2000
Beecher	1,949.70	1,960.73	1,951.42	151.74	145.90	149.95	2,101.37	38,149.83	0.0000
Benton Harbor	4,666.93	4,753.67	4,750.41	432.07	392.33	394.92	5,145.33	103,196.01	0.0000
Buena Vista	1,152.54	1,167.08	1,185.73	151.74	139.59	141.95	1,327.68	163,537.22	0.0000
Ferndale	3,705.84	3,769.89	3,810.49	116.60	114.42	116.42	3,926.91	147,812.45	7.0000
Flint	19,133.69	19,679.26	19,724.82	1,370.38	1,314.51	1,329.41	21,054.23	67,645.19	0.0000
Garden City	4,590.26	4,652.24	4,642.87	567.12	561.65	564.27	5,207.14	111,573.93	5.8829
Grand Rapids	20,327.51	20,860.02	20,853.30	3,336.24	3,284.31	3,295.86	24,149.16	137,089.94	0.9800
Hazel Park	4,264.23	4,310.94	4,294.64	481.92	472.45	473.47	4,768.11	74,966.46	7.0000
Highland Park	3,233.26	3,453.73	3,462.10	240.73	228.31	233.72	3,695.82	33,568.78	0.7000
Inkster	1,284.47	1,324.42	1,368.54	70.90	71.34	71.00	1,439.54	68,501.04	9.0000
Jackson	6,649.29	6,753.56	6,750.98	431.01	406.09	405.62	7,156.60	143,745.88	1.9500
Kalamazoo	10,262.31	10,537.81	10,523.50	514.20	482.14	488.58	11,012.08	183,796.89	4.2000
Lansing	15,487.15	15,878.02	15,845.21	1,523.34	1,439.59	1,462.24	17,307.45	125,052.56	1.0856
Monroe	6,900.43	6,984.12	6,957.99	141.98	134.41	132.84	7,090.83	298,088.60	0.0000
Mt. Clemens	2,821.89	2,888.00	2,908.63	264.07	268.36	267.08	3,175.71	132,913.07	9.4200
Mt. Pleasant	3,738.85	3,806.79	3,823.53	185.92	176.93	181.34	4,004.87	150,399.44	7.9400
Muskegon	5,330.97	5,498.07	5,499.22	812.89	828.43	826.98	6,326.20	79,816.02	7.0000
Muskegon Heights	1,990.29	2,065.33	2,055.22	237.98	238.27	243.44	2,298.66	45,804.31	12.5000
Niles	3,616.60	3,677.10	3,670.70	368.83	349.79	346.84	4,017.54	108,446.80	1.3500
Pontiac	9,957.20	10,277.07	10,293.32	1,084.27	1,034.86	1,032.31	11,325.63	276,862.23	2.8000
Port Huron	11,067.79	11,160.65	11,133.30	845.85	804.61	804.23	11,937.53	129,040.70	2.0000
Romulus	3,945.79	3,994.09	3,969.88	223.37	211.94	214.37	4,184.25	186,442.44	7.5000
Saginaw	10,428.95	10,717.35	10,677.40	1,372.30	1,314.89	1,318.55	11,995.95	69,983.25	0.0000
Southfield	9,789.11	9,883.00	9,774.36	403.99	416.07	419.78	10,194.14	305,645.23	2.2600
Traverse City	10,489.23	10,609.64	10,570.38	426.32	400.30	404.22	10,974.60	252,356.92	3.1000
Waterford	10,745.83	10,919.67	10,897.46	882.94	863.95	859.22	11,756.68	201,479.41	3.1700
Wayne-Westland	13,255.06	13,402.69	13,357.25	941.44	931.98	929.76	14,287.01	150,701.57	4.7000
Westwood	1,850.21	1,901.51	1,908.33	161.79	154.49	153.63	2,061.96	121,750.05	0.0000
Willow Run	2,743.85	2,725.33	2,744.93	99.37	92.20	94.84	2,839.77	107,032.88	10.3000
Ypsilanti	4,373.97	4,447.11	4,433.50	218.23	202.20	207.68	4,641.18	166,908.69	7.0000
AVERAGE	6,905	7,049	7,042	577	557	560	7,602	\$136,203	3.75

Data Source: MDE State Aid Database, (6/2003)

Middle Cities Education Association Ranked by 2002-2003 Enrollment

<i>DISTRICT</i>	<i>2002-2003 ENROLLMENT</i>
Grand Rapids	24,149
Flint	21,054
Lansing	17,307
Wayne-Westland	14,287
Saginaw	11,996
Port Huron	11,938
Waterford	11,757
Pontiac	11,326
Kalamazoo	11,012
Traverse City	10,975
Southfield	10,194
Bay City	9,833
Battle Creek	7,784
Jackson	7,157
Monroe	7,091
Muskegon	6,326
Garden City	5,207
Benton Harbor	5,145
Hazel Park	4,768
Ypsilanti	4,641
Romulus	4,184
Niles	4,018
Mt. Pleasant	4,005
Ferndale	3,927
Highland Park	3,696
Mt. Clemens	3,176
Willow Run	2,840
Muskegon Heights	2,299
Beecher	2,101
Westwood	2,062
Albion	1,852
Inkster	1,440
Buena Vista	1,328
 AVERAGE	 7,602

Data Source: MDE State Aid Database, (6/2003)

Middle Cities Education Association Ranked by 2002-2003 Foundation Grant

<i>DISTRICT</i>	<i>2002-2003 GRANT</i>
Southfield	\$10,802
Romulus	8,373
Buena Vista	7,700
Ferndale	7,609
Inkster	7,487
Ypsilanti	7,424
Westwood	7,410
Mt. Clemens	7,404
Wayne-Westland	7,396
Highland Park	7,374
Beecher	7,319
Flint	7,252
Hazel Park	7,234
Muskegon Heights	7,190
Garden City	7,184
Kalamazoo	7,171
Lansing	7,105
Willow Run	7,083
Waterford	7,068
Saginaw	6,983
Muskegon	6,958
Battle Creek	6,924
Pontiac	6,884
Grand Rapids	6,782
Mt. Pleasant	6,762
Jackson	6,752
Albion	6,728
Monroe	6,710
Bay City	6,700
Benton Harbor	6,700
Niles	6,700
Port Huron	6,700
Traverse City	6,700
 AVERAGE	 \$7,229

Data Source: MDE State Aid Database, (6/2003)

Middle Cities Education Association Ranked by 2002-2003 TV/PP

<u><i>DISTRICT</i></u>	<u><i>2002-2003 TV/PP</i></u>
Southfield	\$305,645
Monroe	298,089
Pontiac	276,862
Traverse City	252,357
Waterford	201,479
Romulus	186,442
Kalamazoo	183,797
Ypsilanti	166,909
Buena Vista	163,537
Wayne-Westland	150,702
Mt. Pleasant	150,399
Ferndale	147,812
Bay City	145,846
Jackson	143,746
Grand Rapids	137,090
Mt. Clemens	132,913
Port Huron	129,041
Lansing	125,053
Westwood	121,750
Garden City	111,574
Niles	108,447
Willow Run	107,033
Benton Harbor	103,196
Albion	94,088
Muskegon	79,816
Hazel Park	74,966
Battle Creek	72,452
Saginaw	69,983
Inkster	68,501
Flint	67,645
Muskegon Heights	45,804
Beecher	38,150
Highland Park	33,569
 AVERAGE	 \$136,203

**Middle Cities Education Association
Select Comparative Financial Data—Fiscal Year Ending June 30, 2002
REVENUE**

District	Local Revenue Amt Per Pupil	Ranking With Other Districts*	State Revenue Amt Per Pupil	Rank	Federal Revenue Amt Per Pupil	Rank	All Revenue Amt Per Pupil	Rank
Albion	\$705	392	\$6,610	222	\$929	68	\$8,642	141
Battle Creek	862	319	6,356	345	789	92	8,990	112
Bay City	941	292	6,039	500	457	193	7,769	329
Beecher	438	524	7,506	40	2,310	12	10,375	46
Benton Harbor	1,118	253	7,318	62	1,193	35	9,754	67
Buena Vista	2,883	65	6,637	215	847	82	10,652	38
Ferndale	1,286	211	7,011	116	652	120	8,959	118
Flint	959	290	7,446	47	1,070	46	9,865	64
Garden City	488	500	6,489	281	78	652	7,822	308
Grand Rapids	997	276	6,515	269	578	140	8,724	134
Hazel Park	843	323	7,341	59	703	111	10,556	41
Highland Park	554	463	7,031	110	842	83	8,436	172
Inkster	605	437	7,956	14	1,304	30	10,002	58
Jackson	1,136	245	6,523	263	550	152	9,145	101
Kalamazoo	1,695	146	6,214	409	1,087	44	9,628	72
Lansing	1,227	223	6,849	160	1,168	36	9,916	60
Monroe	2,112	110	4,864	672	292	333	7,740	336
Mount Clemens	1,742	143	7,578	32	781	95	10,360	47
Mount Pleasant	1,595	157	5,983	521	616	127	8,642	141
Muskegon	990	278	7,098	90	916	69	10,355	48
Muskegon	626	429	7,852	16	1,357	27	10,641	39
Niles	713	388	6,212	411	378	252	7,886	288
Pontiac	3,689	48	4,037	698	971	58	9,326	86
Port Huron	905	304	6,247	393	385	247	7,931	276
Romulus	3,076	57	5,497	623	475	183	9,207	94
Saginaw	805	338	7,063	101	1,115	42	9,272	88
Southfield	6,326	20	4,708	678	499	174	12,041	21
Traverse City	2,040	113	4,908	666	192	479	7,363	521
Waterford	1,059	265	6,321	360	239	409	8,043	246
Wayne-Westland	1,361	196	6,358	341	364	261	8,440	171
Westwood	948	291	7,611	28	437	208	9,288	87
Willow Run	1,243	218	7,258	69	709	109	10,160	50
Ypsilanti	1,527	170	6,589	235	652	120	9,899	62

* Statewide rankings include charter schools and L.E.A.'s for a total of 735.

**Middle Cities Education Association
Select Comparative Financial Data—Fiscal Year Ending June 30, 2002
EXPENDITURES**

<i>District</i>	<i>Basic Instr'l Per Pupil</i>	<i>Rank</i>	<i>Added Needs Instr'l Per Pupil</i>	<i>Rank</i>	<i>Adult Ed Instr'l Per Pupil</i>	<i>Rank</i>	<i>Total Instr'l Per Pupil</i>	<i>Rank</i>
Albion	\$4,441	73	\$1,196	101	\$106	101	\$5,743	47
Battle Creek	4,183	103	1,052	174	64	135	5,299	81
Bay City	3,614	307	999	202	11	234	4,624	266
Beecher	3,823	191	1,586	33	148	72	5,557	58
Benton Harbor	2,975	650	1,986	13	0	0	4,961	150
Buena Vista	3,751	213	2,559	6	108	99	6,419	31
Ferndale	3,379	460	871	300	1,109	3	5,359	75
Flint	3,698	253	1,334	64	152	69	5,185	100
Garden City	3,375	466	1,079	161	162	60	4,616	271
Grand Rapids	3,217	565	1,603	31	143	74	4,963	147
Hazel Park	3,797	199	1,568	36	537	11	5,902	39
Highland Park	3,054	628	885	283	230	40	4,170	504
Inkster	3,214	567	1,929	15	5	245	5,148	104
Jackson	4,026	123	1,376	55	19	210	5,421	67
Kalamazoo	4,511	62	1,241	82	52	152	5,804	43
Lansing	3,778	204	1,576	34	89	111	5,443	65
Monroe	3,616	302	758	391	0	0	4,373	398
Mount Clemens	4,851	46	1,204	96	0	0	6,056	36
Mount Pleasant	3,035	635	1,396	51	138	82	4,569	298
Muskegon	3,071	621	2,078	10	213	42	5,362	74
Muskegon	3,616	302	1,628	30	243	37	5,486	62
Niles	3,104	610	1,680	25	74	125	4,858	171
Pontiac	3,158	593	1,879	17	198	48	5,235	88
Port Huron	3,117	606	1,429	45	63	137	4,608	276
Romulus	3,860	180	917	264	333	21	5,111	109
Saginaw	3,176	589	1,947	14	33	179	5,156	102
Southfield	5,518	30	1,180	107	0	0	6,698	22
Traverse City	3,523	363	702	439	0	0	4,225	473
Waterford	3,204	575	1,101	146	108	99	4,413	379
Wayne-Westland	3,423	428	989	209	78	119	4,489	339
Westwood	3,870	174	1,264	75	131	86	5,266	86
Willow Run	3,788	201	1,421	48	206	44	5,415	68
Ypsilanti	3,221	564	1,633	29	257	32	5,110	110

Data Source: MDE Bulletin 1014, (6/2003)

**Middle Cities Education Association
Select Comparative Financial Data—Fiscal Year Ending June 30, 2002
EXPENDITURES (CONTINUED)**

District	Total Instr'l Support Per Pupil	Rank	Total Admin Per Pupil	Rank	Total Operat/ Maint Per Pupil	Rank	Total Support Services Per Pupil	Rank
Albion	\$675	210	\$1,066	302	\$741	312	\$2,830	290
Battle Creek	1,248	29	852	511	939	141	3,350	177
Bay City	454	414	973	379	694	385	2,511	427
Beecher	1,729	10	807	571	1,414	48	4,170	70
Benton Harbor	1,096	54	1,368	207	1,204	78	4,158	72
Buena Vista	1,406	21	1,871	129	1,266	66	4,900	23
Ferdale	813	129	1,347	211	1,247	70	3,669	121
Flint	1,155	43	1,049	318	1,278	64	3,857	105
Garden City	923	91	908	444	814	221	2,926	270
Grand Rapids	1,046	64	1,029	330	707	363	3,151	213
Hazel Park	1,223	31	997	359	1,047	109	3,455	157
Highland Park	889	98	1,418	196	1,239	71	3,687	116
Inkster	997	74	1,780	144	1,108	95	4,372	41
Jackson	1,049	63	1,150	265	770	275	3,371	171
Kalamazoo	1,193	36	1,057	308	856	190	3,538	141
Lansing	1,666	13	1,150	265	1,076	100	4,312	48
Monroe	736	169	873	485	810	225	2,800	300
Mount Clemens	846	113	870	489	789	251	2,750	316
Mount Pleasant	1,181	40	708	672	879	174	3,065	234
Muskegon	1,755	8	983	367	1,027	116	4,077	80
Muskegon	1,180	41	1,102	282	982	128	3,667	122
Niles	820	124	698	682	678	416	2,552	392
Pontiac	1,099	53	1,178	251	965	134	3,573	134
Port Huron	780	145	717	665	649	474	2,425	476
Romulus	1,050	62	1,323	214	1,264	67	4,238	56
Saginaw	1,293	26	1,051	314	880	173	3,450	158
Southfield	1,450	19	1,317	217	1,307	60	4,672	29
Traverse City	677	208	764	620	685	404	2,576	380
Waterford	888	99	1,019	334	854	192	3,016	247
Wayne-Westland	949	84	797	586	1,011	122	3,107	224
Westwood	786	141	1,256	226	886	170	3,085	230
Willow Run	1,856	7	1,095	284	874	180	4,211	58
Ypsilanti	1,548	16	998	356	1,089	97	4,125	76

Data Source: MDE Bulletin 1014, (6/2003)

**Middle Cities Education Association
Select Comparative Financial Data—Fiscal Year Ending June 30, 2002
MISCELLANEOUS**

<i>District</i>	<i>Avg K-12 Teacher Salaries</i>	<i>Rank</i>	<i>Total State Aid Membership</i>	<i>Rank</i>	<i>Pupil/Teacher Ratio</i>	<i>Total # of K-12 Basic Ed Teachers</i>
Albion	\$52,063	153	1,962	246	20	90.10
Battle Creek	49,100	263	8,029	33	18	414.45
Bay City	58,927	41	9,931	26	24	388.30
Beecher	52,311	144	2,207	216	21	92.10
Benton Harbor	39,231	527	5,174	70	21	231.50
Buena Vista	48,534	292	1,432	316	17	77.20
Ferndale	52,299	146	4,827	78	18	198.40
Flint	51,931	160	22,102	4	20	1,006.30
Garden City	62,966	14	5,416	63	23	195.90
Grand Rapids	54,298	91	25,602	3	22	918.90
Hazel Park	61,119	25	4,973	75	20	202.90
Highland Park	46,447	357	4,419	89	19	142.50
Inkster	32,818	569	1,626	289	18	88.00
Jackson	54,778	84	7,361	40	20	328.60
Kalamazoo	49,096	265	11,190	22	17	611.70
Lansing	55,748	68	17,875	6	20	788.76
Monroe	51,847	164	7,112	43	23	303.52
Mount Clemens	83,479	1	3,277	138	28	108.82
Mount Pleasant	50,756	193	4,247	95	22	162.15
Muskegon	46,172	370	6,603	45	21	261.50
Muskegon	50,083	222	2,398	197	19	103.00
Niles	49,087	266	4,026	102	21	168.90
Pontiac	45,567	396	11,760	20	25	411.50
Port Huron	50,628	198	11,984	18	22	492.53
Romulus	52,408	140	4,098	100	20	183.45
Saginaw	51,912	162	12,018	17	22	480.00
Southfield	66,893	6	9,845	27	19	503.10
Traverse City	50,460	209	10,986	23	21	511.80
Waterford	50,391	211	11,964	19	23	479.00
Wayne-Westland	57,576	49	14,530	12	23	583.41
Westwood	52,237	147	2,304	205	19	108.90
Willow Run	51,199	180	3,038	154	21	139.00
Ypsilanti	44,704	423	4,766	81	20	221.00

Data Source: MDE Bulletin 1014, (6/2003)

**Middle Cities Education Association
2002-2003 Title I Allocations**

District	Oct. 2001 Free Lunch Eligibles	Census Eligibles	Enrollment	Poverty Percentage	Basic Grant Allocation	Concentration Grant Allocation	Total Allocation
Albion	916	879	1,938	33.83	\$654,648	\$160,463	\$986,418
Battle Creek	4,006	3,518	7,896	36.06	2,654,577	652,959	4,036,995
Bay City	2,468	2,650	9,888	19.46	1,973,626	408,696	2,770,806
Beecher	1,448	1,817	2,152	52.21	1,582,036	311,419	2,413,860
Benton Harbor	3,971	4,378	5,500	53.80	3,096,693	669,424	4,814,571
Buena Vista	1,048	811	1,432	43.84	700,220	139,317	1,041,828
Ferndale	1,036	859	4,159	15.27	639,752	178,663	913,302
Flint	13,298	12,519	21,787	41.61	9,799,434	2,164,247	14,949,486
Garden City	557	287	5,274	4.72	229,562	0	229,562
Grand Rapids	14,195	9,675	24,633	25.65	7,270,390	1,505,540	10,794,337
Hazel Park	1,658	1,061	4,775	19.15	997,676	290,711	1,413,762
Highland Park	2,503	1,968	3,919	48.26	1,653,276	380,210	2,565,935
Inkster	1,345	1,391	1,626	44.51	1,140,308	268,817	1,763,394
Jackson	4,115	3,061	7,344	27.83	2,290,151	474,241	3,276,954
Kalamazoo	5,507	4,814	11,100	30.56	3,627,748	751,228	5,265,633
Lansing	8,282	7,711	17,646	30.12	5,742,878	1,189,225	8,388,080
Monroe	1,360	1,589	7,112	16.20	1,183,431	245,063	1,633,561
Mt. Clemens	1,692	523	3,277	25.59	531,963	203,342	816,568
Mt. Pleasant	765	814	4,135	16.31	607,728	125,847	821,876
Muskegon	3,976	3,140	6,456	39.36	2,400,504	503,974	3,606,180
Muskegon Heights	2,097	1,472	2,263	47.01	1,224,912	245,017	1,860,020
Niles	1,246	702	4,007	14.77	560,100	126,358	757,648
Pontiac	7,316	6,658	11,671	37.17	4,992,899	1,328,064	7,735,742
Port Huron	3,238	2,680	11,853	18.68	2,006,396	585,085	2,987,853
Romulus	1,386	775	4,051	15.56	797,795	174,827	1,056,841
Saginaw	7,488	5,967	11,960	38.79	5,314,248	1,057,330	7,680,749
Southfield	2,174	998	9,845	8.51	1,061,487	308,927	1,486,883
Traverse City	1,712	1,477	10,985	10.97	1,101,506	9,777	1,299,646
Waterford	1,480	895	11,895	6.91	844,776	0	945,096
Wayne-Westland	3,430	1,900	14,385	10.96	1,579,710	332,768	2,164,485
Westwood	1,212	729	2,229	22.33	611,056	133,854	845,886
Willow Run	1,548	1,200	2,978	29.20	893,718	185,070	1,282,384
Ypsilanti	2,032	1,594	4,665	24.58	1,195,347	247,531	1,684,462

Data Source: MDE Title I Allocation Report, 2002-2003

**Middle Cities Education Association
2002-2003 Free and Reduced Lunch Participation**

District	Enrollment	Free Lunch Applications	Percent Free Lunch	Reduced Applications	Percent Reduced Lunch	Total Free/Reduced Applications	Free/Reduced Percentage of Enrollment
Albion	1,644	937	57.00	121	7.36	1,058	64.36
Battle Creek	8,150	4,419	54.22	674	8.27	5,093	62.49
Bay City	9,983	2,789	27.94	711	7.12	3,500	35.06
Beecher	2,767	1,987	71.81	171	6.18	2,158	77.99
Benton Harbor	5,399	4,075	75.48	222	4.11	4,297	79.59
Buena Vista	1,342	1,029	76.68	76	5.66	1,105	82.34
Ferndale	3,626	1,020	28.13	301	8.30	1,321	36.43
Flint	21,242	13,373	62.96	731	3.44	14,104	66.40
Garden City	5,180	650	12.55	364	7.03	1,014	19.58
Grand Rapids	24,255	15,362	63.34	2,043	8.42	17,405	71.76
Hazel Park	4,798	1,872	39.02	591	12.32	2,463	51.33
Highland Park	4,763	2,600	54.59	106	2.23	2,706	56.81
Inkster	1,470	1,151	78.30	55	3.74	1,206	82.04
Jackson	7,659	4,043	52.79	578	7.55	4,621	60.33
Kalamazoo	11,565	5,923	51.21	820	7.09	6,743	58.31
Lansing	17,407	8,860	50.90	1,529	8.78	10,389	59.68
Monroe	6,711	1,724	25.69	395	5.89	2,119	31.58
Mount Clemens	3,254	1,654	50.83	302	9.28	1,956	60.11
Mount Pleasant	4,917	852	17.33	223	4.54	1,075	21.86
Muskegon	6,904	4,359	63.14	609	8.82	4,968	71.96
Muskegon	2,571	2,081	80.94	149	5.80	2,230	86.74
Niles	3,957	1,307	33.03	372	9.40	1,679	42.43
Pontiac	11,914	7,455	62.57	888	7.45	8,343	70.03
Port Huron	11,956	3,641	30.45	957	8.00	4,598	38.46
Romulus	4,303	1,612	37.46	373	8.67	1,985	46.13
Saginaw	13,064	8,149	62.38	730	5.59	8,879	67.97
Southfield	10,359	2,503	24.16	869	8.39	3,372	32.55
Traverse City	11,236	1,976	17.59	896	7.97	2,872	25.56
Waterford	11,763	1,657	14.09	599	5.09	2,256	19.18
Wayne-Westland	14,190	3,747	26.41	1,357	9.56	5,104	35.97
Westwood	2,153	1,231	57.18	207	9.61	1,438	66.79
Willow Run	3,128	1,507	48.18	370	11.83	1,877	60.01
Ypsilanti	4,702	2,125	45.19	423	9.00	2,548	54.19

Data Source: MDE School Breakfast and Lunch Report, (10/2002)

Middle Cities Education Association 2002-2003 Teacher Salary Survey

District	BA Min	BA Max	Steps	MA Min	MA Max	Steps	Max Salary	% Increase	Work Days	Instruction Days
Albion	\$30,117	\$48,669	11	\$32,526	\$54,774	12	\$58,832	1.50	194	183
Battle Creek	Not Available									
Bay City	32,309	54,586	13	36,127	60,620	13	62,238	3.01	185	180
Beecher	Not Available									
Benton Harbor	30,124	48,198	10	32,534	54,223	12	55,428	N/A	186	180
Buena Vista	36,467	60,533	12	38,595	65,833	12	68,051	2.99	190	185
Ferndale	Not Available									
Flint	31,899	54,364	-	35,146	59,898	-	66,294	3.48	200	180
Garden City	37,511	61,143	10	43,138	72,772	11	76,898	-4.52	184	181
Grand Rapids	Not Available									
Hazel Park	31,900	61,173	10	35,094	71,426	10	76,452	2.51	186	183
Highland Park	Not Available									
Inkster	Not Available									
Jackson	Not Available									
Kalamazoo	Not Available									
Lansing	32,291	53,926	18	34,874	64,094	22	69,535	2.55	190	185
Monroe	34,358	52,453	11	38,311	65,575	16	69,038	1.05	187	183
Mount Clemens	33,949	54,617	9	36,621	64,128	8	71,841	3.00	187	181
Mount Pleasant	29,991	44,986	10	33,323	51,650	12	58,314	3.00	183	180
Muskegon	34,622	56,434	12	36,699	61,973	12	64,542	2.00	192	182
Muskegon	32,981	56,252	11	35,456	61,369	11	63,109	3.25	180	180
Niles	31,117	45,261	10	35,360	52,333	14	59,405	3.00	188	183
Pontiac	Not Available									
Port Huron	30,846	56,555	11	33,636	61,593	11	69,672	3.50	187	183
Romulus	38,177	64,372	9	42,549	75,602	9	81,109	3.00	191	185
Saginaw	Not Available									
Southfield	36,795	66,549	13	39,146	79,176	13	82,004	3.00	188	182
Traverse City	29,685	52,690	16	31,781	59,314	16	61,683	1.00	186	182
Waterford	34,377	60,291	10	37,971	69,588	11	72,406	2.00	193	185
Wayne-Westland	32,187	57,743	10	35,562	67,505	11	68,405	2.71	187	183
Westwood	Not Available									
Willow Run	Not Available									
Ypsilanti	Not Available									
AVERAGE	\$33,085	\$55,540	11	\$36,222	\$63,672	12	\$67,763	2.21	188	182

**Middle Cities Education Association
2002-2003 Teacher Salary Survey (Continued)**

District	Longevity Min		Longevity Max		Health Plan	Dental Plan	Vision Plan	LTD %	Life Amount	Sick Days		Contract Status
	Year	Amt	Year	Amt						Pd/Yr	Max	
Albion	15	\$1,500	30	\$1,500	SC1	80/80/50	Y		\$50,000	17	Unlimited	2/3
Battle Creek	Not Available											
Bay City	17	1,615	27	2,881	SC1	80/80/80	Y	50	0	14	Unlimited	2/4
Beecher	Not Available											
Benton Harbor	-	-	-	-	SC1	80/50/50	Y	-	50,000	-	-	2/2
Buena Vista	14	0	28	0	-	80/80/70	Y	66	0	10	75	2/5
Ferndale	Not Available											
Flint	16	350	20	500	SM1	80/80/80	Y	67	50,000	10	Unlimited	1/3
Garden City	0	0	0	0	4 Point	100/90/90	Y	66	0	Unlimited	Unlimited	4/4
Grand Rapids	Not Available											
Hazel Park	16	1,700	26	2,400	SC1/CHOIC	80/80/80	Y	66	0	12	Unlimited	2/3
Highland Park	Not Available											
Inkster	Not Available											
Jackson	Not Available											
Kalamazoo	Not Available											
Lansing	0	0	0	0	SC1	80/80/80	-	66	20,000	10	Unlimited	4/4
Monroe	-	-	-	-	SC2	70/70/70	Y	0	0	12	Unlimited	2/2
Mount Clemens	15	600	25	1,200	SM1 or TR	80/80/80	Y	67	60,000	12	240	3/3
Mount Pleasant	12	1,500	30	7,500	SC1	100/80/80	Y	67	0	10	120	2/2
Muskegon	15	1,074	35	5,409	SM1	80/80/80	Y	0	0	Unlimited	Unlimited	4/4
Muskegon	13	21,648	21	23,271	SC1	80/80/80	Y	0	45,000	9	200	4/4
Niles	-	-	-	-	SC1	80/80/80	Y	66	0	10	Unlimited	3/3
Pontiac	Not Available											
Port Huron	0	0	0	0	SM1	80/80/80	Y	50	45,000	15	220	4/4
Romulus	-	-	-	-	MVF2	-	Y	60	0	12	Unlimited	3/4
Saginaw	Not Available											
Southfield	15	875	30	1,175	SC1	100/90/90	Y	70	45,000	14	14	3/3
Traverse City	15	0	20	0	SC1	90/70/70	Y	0	0	10	125	2/3
Waterford	0	0	0	0	SM1/BCN	100/50/70	Y	60	60,000	130	130	4/4
Wayne-Westland	12	500	25	2,000	SC1	100/90/90	Y	67	45,000	10	Unlimited	3/4
Westwood	Not Available											
Willow Run	Not Available											
Ypsilanti	Not Available											

Middle Cities Education Association 2001-2002 Student Racial/Ethnic Report

District	Native Americans		Asian		African Americans		Hispanic		Caucasian		Total		Minority	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Albion	5	0.26	7	0.37	930	48.72	74	3.88	893	46.78	1,909	53.23		
Battle Creek	137	1.83	38	0.51	2,815	37.68	437	5.85	4,044	54.13	7,471	45.87		
Bay City	127	1.29	76	0.77	402	4.07	566	5.74	8,697	88.13	9,868	11.87		
Beecher	3	0.15	0	0.00	1,741	84.64	53	2.58	260	12.64	2,057	87.37		
Benton Harbor	1	0.02	1	0.02	4,846	93.91	82	1.59	230	4.46	5,160	95.54		
Buena Vista	0	0.00	3	0.21	1,325	91.00	80	5.49	48	3.30	1,456	96.70		
Ferndale	17	0.47	39	1.08	1,372	37.88	39	1.08	2,155	59.50	3,622	40.51		
Flint	449	2.11	107	0.50	16,089	75.64	516	2.43	4,109	19.32	21,270	80.68		
Garden City	20	0.43	20	0.43	62	1.32	24	0.51	4,567	97.32	4,693	2.69		
Grand Rapids	299	1.40	362	1.70	9,192	43.11	4,800	22.51	6,669	31.28	21,322	68.72		
Hazel Park	194	4.55	90	2.11	172	4.04	79	1.85	3,726	87.44	4,261	12.55		
Highland Park	10	0.34	1	0.03	2,946	99.26	4	0.13	7	0.24	2,968	99.76		
Inkster	0	0.00	0	0.00	1,602	97.39	1	0.06	42	2.55	1,645	97.45		
Jackson	95	1.29	96	1.30	2,635	35.69	263	3.56	4,294	58.16	7,383	41.84		
Kalamazoo	97	0.87	201	1.80	5,083	45.60	818	7.34	4,947	44.38	11,146	55.61		
Lansing	205	1.20	879	5.15	6,731	39.41	2,495	14.61	6,769	39.63	17,079	60.37		
Monroe	4	0.06	80	1.14	534	7.62	195	2.78	6,195	88.40	7,008	11.60		
Mount Clemens	32	1.00	40	1.24	1,447	44.99	72	2.24	1,625	50.53	3,216	49.47		
Mount Pleasant	273	6.82	104	2.60	113	2.82	65	1.62	3,446	86.13	4,001	13.86		
Muskegon	95	1.61	37	0.63	3,055	51.62	564	9.53	2,167	36.62	5,918	63.39		
Muskegon Hts	4	0.18	0	0.00	2,204	96.67	40	1.75	32	1.40	2,280	98.60		
Niles	10	0.27	24	0.64	564	15.04	127	3.39	3,025	80.67	3,750	19.34		
Pontiac	63	0.55	535	4.64	7,307	63.35	1,598	13.85	2,031	17.61	11,534	82.39		
Port Huron	252	2.16	97	0.83	920	7.90	307	2.64	10,070	86.47	11,646	13.53		
Romulus	33	0.86	13	0.34	1,827	47.47	62	1.61	1,914	49.73	3,849	50.28		
Saginaw	24	0.20	127	1.05	7,396	60.95	1,610	13.27	2,977	24.53	12,134	75.47		
Southfield	17	0.17	183	1.86	8,481	86.06	53	0.54	1,121	11.37	9,855	88.63		
Traverse City	175	1.61	120	1.10	37	0.34	223	2.05	10,322	94.90	10,877	5.10		
Waterford	24	0.21	232	2.06	298	2.65	467	4.15	10,219	90.92	11,240	9.07		
Wayne-Westland	155	1.11	227	1.62	2,385	17.01	271	1.93	10,982	78.33	14,020	21.67		
Westwood	6	0.27	18	0.81	1,589	71.64	15	0.68	590	26.60	2,218	73.40		
Willow Run	9	0.30	26	0.87	1,597	53.52	31	1.04	1,321	44.27	2,984	55.73		
Ypsilanti	5	0.11	79	1.73	2,511	54.84	128	2.80	1,856	40.53	4,579	59.48		
TOTALS	2,840	1.16%	3,862	1.58%	100,208	41.00%	16,159	6.61%	121,350	49.65%	244,419	50.35%		

Data Source: Center for Education Performance and Information, July 2003

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