

APPENDIX C: PUBLIC HEARING SUMMARIES



September 7, 2004: Marquette

September 13, 2004: Saginaw

September 20, 2004: Traverse City

September 28, 2004: Lansing

October 11, 2004: Grand Rapids

October 18, 2004: Detroit

PUBLIC HEARING SUMMARY

MARQUETTE

September 7, 2004

Community College Comments

Michael Allkins said that community colleges not only provided a good opportunity for adult learners, but they also offered rigorous, challenging classes for high school juniors and seniors. He also thought that community college courses should be more easily transferred between institutions.

Collaboration, Community, and Culture

- During the Marquette hearing, several testifiers mentioned the importance of maintaining and increasing current levels of higher education funding.
- Debbie Peterson spoke of the need for increased collaboration between industries and businesses and higher education institutions. This would improve outcomes for students and provide mentoring opportunities.
- June Schafer stressed increasing teacher preparation and developing preparation programs as ways to improve student preparation.
- Rachelle Giuliani thinks administrations need to support teachers who teach rigorously even if they're not popular with students.

System Focus

- Leslie Wong, president of Northern Michigan University, indicated that higher education approaches should not be “cookie cutter” and that risk-taking should be rewarded.
- Roger Ubbelohde spoke to encouraging the independent university sector.

PUBLIC HEARING SUMMARY

SAGINAW

September 13, 2004

Community College Comments

- Students Lupe Blankenship and Carlos Amos spoke of returning to school after many years; they found that Mott Community College offered additional support to nontraditional students that was not available in a larger university setting.
- Businessman Sixto Olivo remembered how a community college had provided him with a second beginning. Community colleges are also great vehicles for increasing the number of degreed and credentialed citizens in Michigan, but their funding has been cut in recent years as attendance has exploded.
- Community college students Sean Enszer and Alyson McCloy lauded the supportive environment of the community college setting but wished to see better transferability of credits.
- Debra Lutz stated that the “nontraditional” student is now the norm. The majority of students work at least part time.
- Several attendees noted that there is a disconnect between the high school MEAP and college assessment.

Collaboration, Community, and Culture

- Attendees representing the Greater Flint Education Consortium said that partnerships leverage the resources of multiple institutions, eliminate redundancy, and streamline curricular design.
- Chery Wagonlander spoke of the work at Mott Middle College, which provides a supportive high school environment for at-risk teens within Mott Community College, allowing them access to higher education resources.
- Ronnie Newman spoke of how businesses should partner with educational institutions to ensure that students entering the workforce meet their changing needs.
- Frank Starkweather spoke of the quantity of vacant land in the Flint/Saginaw area, the amount of capital available for business loans, but the lack of microloans available for small businesses. He stressed that most businesses in the country are small, and most people are employed in small businesses, but the development structure is aimed at giving financial incentives to large businesses. By providing a portion of resources to smaller business, Michigan could help redevelop some blighted areas. Teaching entrepreneurship and financial literacy in school could also help to develop future small business owners.
- Joe Liefbroer spoke of giving students job-training experience while in high school to help them acquire the skills needed for the job market.

Financial Aid

- State Senator Goschka and other community representatives stressed the need for per pupil funding at public universities and community colleges. At this time of budget shortfalls, per pupil funding could help keep expensive technical programs at schools that might otherwise cut them.
- An attendee said that the Michigan tuition grant program is a good program to help low-income students attend their school of choice.
- Terri Winegarden spoke of how time spent on education should count toward work hours for individuals on cash assistance. Studies consistently show that education is the best way to keep families out of poverty, yet the state system does not encourage low-income individuals to start or continue their education.
- Written comments from Mary Poma suggested that state and federal funds should not limit grants and scholarships to undergraduate programs. Her daughter lost all grants and the Michigan Competitive Scholarship after completing her associate in science degree because her pharmacy program at Ferris State University was considered a graduate program.

System Focus

Eric Gilberston, president of Saginaw Valley State University, emphasized the differences among state universities and urged that the commission recognize and enforce the roles played by each institution.

PUBLIC HEARING SUMMARY

TRAVERSE CITY

September 20, 2004

Barriers

Stephen Siciliano of Northwestern Michigan College (NMC) spoke of the community college role in doubling the number of degrees in Michigan, serving as the primary bridge between secondary and university education and also serving place-bound students. He also mentioned barriers to higher education, including the difficulty of dual enrollment and community college credits transferring to four-year institutions.

Community College Comments

- Mike Hill also mentioned the difficulty of articulation between institutions and suggested rewarding institutions that made credit transfers easier.
- Jean Morciglio, from Lansing Community College, also spoke on the difficulties of articulation and how upset community college students often became when they discovered that their classes didn't transfer to four-year schools. She also mentioned that only 5 percent of vocational students go on to bachelor's programs and that there should be a means of transferring vocational competencies into general education credits that would count toward a four-year degree.
- Marguerite Cotto, of NMC, highlighted the population of students served by community colleges, traditionally nontraditional students, but noted that NMC was seeing an increase in the number of traditional students, largely because of rising costs.
- Cheryl Gore Follette, chair of the NMC Board of Trustees, spoke of the great economic benefits that community colleges provide to both the community and individual students. By being so close to local issues and local employers, community colleges are most responsive to surrounding businesses and also the most cost effective for their students.
- Community members also expressed their support of local community colleges. Gary Dawley thought that the University Center concept was valuable in Northern Michigan and thought the programs should be expanded to include more bachelor's and master's classes for place-bound students.

System Focus

Cameron Bruner-Koch, president of North Central Michigan College, told commissioners of needed systemwide changes: improving students' readiness to learn, increasing collaboration between K-12 and higher education, expanding dual enrollment opportunities and their acceptance, enhancing career pathways, and changing the way students are tracked throughout the system.

Collaboration, Community, and Culture

- Bob Van Dellen, president of Baker College of Cadillac, thought collaboration between public and private universities would be a more effective use of resources.
- James Candela from MDE wants to see more parental and community involvement in developing high school reform strategies.
- Leonard Zolnierek stressed the need to change cultural ideas about higher education, highlighting the importance of education to populations who wouldn't traditionally consider college.
- Mike Kenney also spoke of the need to stress life-long learning in all populations.
- Elaine Wood mentioned the career pathways program as a means for bringing traditionally non-college-bound students into the higher education arena.

Standards and Testing

- Mike Ryan, a professor at Ferris State University, questioned if by increasing admission standards, we were leaving behind a large group of citizens.
- James Pavelka, the superintendent of Traverse City Area Public Schools, voiced his support for implementing the ACT instead of the MEAP. If more high school students take the ACT, more will go to college, as witnessed in other states that have adopted the ACT as their statewide exam.
- Lynn Gullekson thought that students currently see college as a risk because of cost and the lack of jobs; we need to stress why education is a good investment.

Remediation

- Ranai Kruth and Karen Mulligan from Tynsdale College spoke on the need of many students for remediation. They mentioned that remedial courses usually don't succeed in isolation. Comprehensive programs with support from faculty and administrators are crucial.
- Bob Van Dellen also mentioned the serious need to address preparation; 75 percent of students coming to Baker College of Cadillac need some remedial work.

Financial Aid

- Bob Van Dellen supported increasing the amount of grant money available to students, as opposed to loans.
- Mike Hill wanted to see the ACT work keys option protected as a pathway to qualify for the Merit Award.
- Ranai Kruth and Karen Mulligan wanted to see financial aid extended to cover remedial courses, which currently are not considered college level classes and thus are not eligible for financial aid.

PUBLIC HEARING SUMMARY

LANSING

September 28, 2004

Dual Enrollment and Articulation

- Several testifiers stressed the importance of dual enrollment.
 - Rebecca Douglas, a student at Lansing Community College (LCC), noted that it could shave off some of the credits needed to begin the college process while also getting students interested and more familiar with postsecondary education early on.
 - Bewar Haji, also a student at LCC, said that dual enrollment could provide a better ratio of teachers to students and provide students with a smooth transition to college.
- Articulation agreements were also directly and indirectly mentioned several times.
 - Joan Hartwig, LCC, said LCC provides several services to help students to transfer to universities and has many courses that transfer. She said that high school graduation requirements should be more aligned with community college requirements, and community colleges should work on being aligned with four-year institutions.

Apprenticeships and Vocational Education

- Jan Danford, LCC, discussed the importance of M-TECs (Michigan Technical Education Centers) in building a dynamic, skilled workforce. She noted that high schools and community colleges need to work together to develop the skills needed for employment, and said a blend of online and face-to-face interaction is important.
- Mike Crawford, National Electrical Contractors Association, said that one way to increase graduation rates overall is to grant college credit to apprenticeship programs; these programs already have a high completion rate.
- Ralph Hansen, Eaton ISD, cited vocational education and technical training as factors in student's success in college. To assess high school success, the state should look at all the skills, talents and knowledge students have gained, and a more appropriate way to do this is through the ACT and workplace readiness assessments rather than the MEAP.
- Phil Schloop, International Union of Operating Engineers Local 547, said vocational education shows capable students a path toward concrete job opportunities. Teachers and high school counselors need to understand the importance of apprenticeship programs and how they apply math and physics principles in particular to real life situations. Students in apprenticeships are able to make decent wages while receiving training. He said that while technical classes are sometimes more expensive to operate and are usually the first to be cut, they are an important investment in the future workforce.

- Russ Bellant, Local 547, echoed many of these points and also noted the need for K–12 counselors to make sure students are aware of careers in the skilled trades.

Workforce/Career Preparation in K–12 and Higher Education

- Mac MacIlroy, Michigan Manufacturers Association, stated that a good business climate includes a commitment to public education, but that the system should be held accountable. He stressed that the duty of K–12 and technical training, in addition to higher education, is to graduate competent students who are ready to compete in the global economy. He also noted the importance of (1) developing a common language between the educational and business communities, (2) eliminating bureaucracy, and (3) using the correct assessment tools, including the ACT and workforce preparation test.
- Jim Sandy, representing Michigan Business Leaders for Education Excellence, also noted that K–12 preparation was key to success in higher education and the future workforce. He cited the need for rigorous and challenging high school courses. He posed the idea of a state curriculum that mandated higher numbers of math and English courses.
- Jack Davis, trustee of the Lansing School District, said there is a need to educate the public on the importance of education for a career. He said that in order to decrease dropout rates, the system must work with students even prior to the 9th grade. There is a need to work with more middle class teachers on identifying and working with their low income and minority students.
- Lee Schleicher, Washtenaw Technical Middle College, talked about the three Rs of education—relevance, relationships, and rigor. He feels there is a need to apply academic learning and make it relevant to potential jobs. He offered several ideas for the state—dropping seat time as a measurement of learning; allowing those who are ready to move ahead; expecting more than K–12 from students; ensuring that taxpayers are not paying for the same credit twice by allowing easier transfer of credits; offering incentives for dual enrollment.
- Ken Akini, a student at LCC, said LCC offers him a chance to gain the knowledge needed to get a job he enjoys and his professors have helped him succeed. The core classes have intertwined curriculum, which makes them relevant to the real world.
- Jann Jencka, Ingham ISD superintendent, discussed professional development in K–12. She said there is a link between a well-educated workforce and a good economy, but the challenge is to incorporate career planning into the K–12 system. Each graduating senior should have a postsecondary plan. Contextual and applied courses in high school are important to focus students on the relevance of their learning to their career paths. It is also important to offer high-quality professional development for teachers, which should include training teachers to engage their students in career preparation.
- Chris Laverty, LCC board chair and UAW/GM member, discussed how technology was taking the place of people in many manufacturing jobs, but there will still be a

local skilled worker shortage. He talked about the Lansing Area Manufacturing Partnership (LAMP) and the fact that there needs to be more partnership development among business, labor, schools, and the state.

Standards and Testing

- Several testifiers responded that they were in favor of making the ACT the state assessment test.
- Mark Reckase, Michigan State University, noted that high school students have different paths of courses and it makes designing an assessment test difficult. He presented four options—a minimum competency test, end of course exams, survey battery tests that focus on common courses (like the MEAP), or a prerequisite skills test like the ACT and workplace readiness tests. He suggested that the latter is the best choice for Michigan.
- Bill Scaletta, Lakeshore High School principal, said that while a high school diploma is no longer enough for success, discrimination prevents many minority students from getting to higher education. There is a need to close the educational gap between African-American and other students. He supports changing the high school assessment test from the MEAP to the ACT.
- Barbara Blanchard, Michigan PTSA, says that her organization is supportive of a change in assessment tests from the MEAP to the ACT. The following issues with the MEAP were noted by her and other testifiers:
 - Takes too much time out of educational time
 - Designed as an assessment tool for the state, but has no relevance to postsecondary institutions. Students desiring to go to college still must take the ACT.
 - Does not assess workplace readiness
 - The ACT provides prompt results to evaluate curriculum

Higher Education and Economic Growth, “Cool Cities”

- Phil Diamond, Governor’s Council of Economic Advisors, cited higher education institutions as catalysts for growth and vitality in their local communities. Higher education institutions are centers of research, innovation, and new industries that will generate more growth in the knowledge economy. He will offer more specific recommendations for the commission’s review in November.
- Doug Drake showed information and statistics that demonstrate this. There are eight states plus the District of Columbia that had above-average per capita income and above-average income growth; these areas are all considered “knowledge-based” economies with a low ratio of manufacturing relative to knowledge occupations. These areas have metropolitan areas with a higher percentage of degreed workers than in Michigan.

Incentives for Participation in Higher Education

- Jenessa Demps and Sititria Pugh are 8th grade HOPE scholars. They said this program is very important for putting them on the path to success. They receive tutoring and have the opportunity to engage in community service. They said being introduced to college through programs at LCC encourages them to do well in school now and makes them look forward to going to college after graduation.
- Linda Minter, Women's Resource Center, LCC, stated the need for funding of programs that help adults reenter the educational system and make it easier for single moms to participate, including subsidized child care, financial aid, and services to help those adult students with lower skills and poor study habits. She also said public assistance program's work requirements make it difficult for people to attend school to improve their situation.

High School Reform

- Charles Breiner, Howell Public Schools, spoke on behalf of the Michigan Department of Education's High School Reform Committee. He provided a copy of the most recent draft of the committee's work. This committee is looking at several areas of reform to increase graduations rates and better prepare students for post high school experiences and economic independence.

PUBLIC HEARING SUMMARY

GRAND RAPIDS

October 11, 2004

Introduction

Lieutenant Governor John Cherry commenced the public hearing, held at Grand Rapids Community College in Grand Rapids on October 11, 2004, at 4:03 P.M. Lieutenant Governor Cherry's opening remarks recapped the goal of the commission and placed it in the context of other economy-growing strategies. He explained that a high school diploma is no longer a ticket to a middle-class lifestyle, that higher education (a baccalaureate degree at a minimum) is necessary in today's economy, and that developing an expectation of postsecondary training for all high school graduates is key.

Lieutenant Governor Cherry outlined the agenda for the public hearing and then led the commissioners in introductions.

John Austin, policy director for the commission, provided background information and reiterated the focus of the commission. He noted that all commission-related public documents can be found at the commission website, www.cherrycommission.org.

Jeff Williams, Public Sector Consultants Inc. and staff for the commission, reviewed the administrative procedures of the public hearing.

Juan Olivarez, president of Grand Rapids Community College (GRCC), welcomed everyone to the facility. Olivarez explained that GRCC celebrates its 90th birthday this year, commemorating the first community college in Michigan. He also emphasized the important role that community colleges play in Michigan's communities.

Independent and Community College Comments

- Gaylen Byker from Calvin College and others pointed to the role independent and community colleges play in host communities. He noted that independent colleges and universities can handle expanded enrollment, especially for minority students.
- Like other testifiers, Tim Davis, former GRCC student and alumnus, stressed the importance of several community college components: (1) the transferability of credits to a four-year institution, (2) the cost savings for quality higher education, and (3) personal contact with professors.
- Several testifiers spoke about the importance of community college and university relationships, particularly in crafting specialized degrees (2+2, 3+1, simultaneous enrollment). It was noted that such programs can cut students' costs by more than half.

- Bev Drake of the Michigan Works Program ASCET urged the continued support of community colleges and workforce initiatives. She cited three concepts important for success: (1) inclusivity (openness) and diversity, (2) adaptability and flexibility, and (3) basic employer and academic skill sets (life or soft skills).
- Donald Green, dean of Ferris State University’s Grand Rapids campus, shares similar opinions with other testifiers that community colleges can serve as catalysts for economic growth. He believes that the applied, career-oriented services that community colleges offer to Michigan citizens where they live and work is the key.

Collaboration, Community, and Culture

- During the Grand Rapids hearing, several testifiers mentioned the importance of maintaining and increasing current levels of higher education funding.
- Several testifiers spoke of the importance of adaptability and flexibility of programs.
- Randy Flechsig of Davenport University and other testifiers stressed the importance of promoting private sector partnerships to meet relevant needs, ensuring that the link between career and education is strong, and connecting the business community to education. Davenport employs an employer education advisory group to assist in curriculum and outreach endeavors.
- Win Irwin, CEO and president of Irwin Seating and Chair, made four recommendations to the commission: (1) continue to drive connections between careers and education, (2) promote guaranteed high school diplomas, (3) focus on math and science, and (4) explore the impact of access to adult education.
- Gene Pierce from the Tuscola Intermediate School District offered testimony supporting secondary career and technical education (CTE). Pierce stated that CTE is a crucial aspect of competing in a global economy and an integral component of the total education experience. CTE is often a catalyst for bringing education and business together.
- Susan Broman, executive director of the Steelcase Foundation, spoke about the company’s Education Reform Initiative (ERI) and how it is used as a catalyst to bring together stakeholders to solve problems, particularly in urban education. ERI has four main priorities: (1) creating a community accountability system (student performance and achievement and community involvement), (2) integrating health and human services, (3) changing policy, and (4) ensuring that school readiness begins at birth. The program focuses on voluntary, accessible, culturally competent, and universal services.
- Crystal January-Craft, systems director for Employment and Organizational Development at Spectrum Health, spoke of her concerns about the labor shortage in critical health care services. She recommended four actions to address this problem: (1) expose children earlier (middle school) to professions in health care, (2) use internships to increase young people’s exposure to careers, especially if the internships are linked to scholarships, (3) expand college programs related to health care professions, and (4) increase the visibility of health care services as “cool” careers.

- When asked about retention strategies, she replied that Spectrum Health focuses its employee retention efforts during two periods: within the first five years and post ten years, the time when professionals are likely to seek a career change.
- Ken Chester of Pro-Active Search encouraged replicating the success that the University of Michigan and Michigan State University have had with commercial spin-offs.
 - Glenn Oxender from Glen Oaks Community College urged the commission to be bold and not to be afraid to increase taxes to support key programs. He explained that a one-mil tax increase for community college education would raise \$290 million. A 0.25-percent increase in the sales tax would raise \$271 million for capital improvements.
 - Nino Rodriquez, Early Childhood Multi-Cultural Education program, emphasized the importance of multilingual education in global relations.
 - Donald Roy, Ferris State University, promoted increasing student enrollment among at-risk kids, the need for continuing education, and faculty study circles. He pointed to the “Early Success” program, a 0–5-year program in Osceola County that has been successful and deserves continuing funding.

At-Risk Students

- Raymond Gant, Ferris State University Minority Affairs, explained that providing multiple opportunities for students to visit and experience a campus coupled with personal contact from someone within the university encourages minority students to enroll.
- Bill Wiener, dean at Western Michigan University, spoke about increasing numbers of students of color in terms of attending and completing college. He noted the lack of both available students as freshman and minority faculty to help recruit students of color. Wiener pointed to the King-Chavez-Parks Future and Faculty Fellowship Program as one method to help fill in these gaps, but also stressed that the program is underfunded.
- Linda Spöelman, Michigan Developmental Educators, offered four suggestions stemming from her work with at-risk students: (1) use the Michigan Developmental Educators, (2) use research from their field, (3) look at their model programs, and (4) employ a holistic approach and remember to put the student’s needs first.
- Charles Burt offered his experiences with GRCC’s “Learning Corner at Wealthy” as a nontraditional delivery system to disadvantaged neighborhoods in Grand Rapids. In terms of preparation, the program starts with high expectations and offers GED preparation and seamless transitions to postsecondary education and job readiness skills. Collaborations with businesses to promote life-long change increase participation. Strong faculty/student relationships, peer support, and English as a Second Language (ESL) classes help raise completion rates.

High School Issues

- Several testifiers in Grand Rapids spoke about the need to expose students to career and higher education opportunities sooner in life. These advocates pointed to middle school as the ideal time to introduce options to youngsters.
- Terri Handlin, Forest Hills teacher, GRCC board member, and Michigan Education Association (MEA) member, summarized several testifiers' viewpoints. She spoke of the disconnect between curriculum and the economic needs of society. She explained that many students ask why they are taking courses; they don't understand the spirit of entrepreneurship and don't believe they can make a living doing something they are passionate about. Her suggestion to create internships for teachers to experience the "real world" was echoed by others. Both teachers and students need opportunities to interact in the business world.
- Paul Bergen explained that the goals of the Berrien County Career Pathways are highly transferable to the commission: that all students going through school have focus and a plan, and all students go on to college. Other testifiers shared his view and have had success driving the first year of community college into the senior year of high school to help prepare students for postsecondary education.
- Jeremy Hughes, Michigan Department of Education (MDE), explained that the MDE would submit to the commission a white paper with recommendations by October 20. These recommendations would center on four key concepts: (1) the rigor of high school curriculum, (2) the relevance of high school curriculum, (3) relationships between students and adults for success, and (4) rethinking of structures and functions of high schools. He suggested that the Michigan Curriculum Framework (raising standards) be revised and graduation standards be enhanced, improved, and increased.
- Bert Bleke, superintendent of Grand Rapids Public Schools, noted that too few superintendents think about "quality instruction" and suggested that we examine how we teach our children and how to improve our teachers. When asked about the relationship between K–12 and community colleges, Bleke replied that being small is critical and low student-teacher ratios are key.
- Parents David McCarthy and Melanie Kurdys of Portage Parents for Quality Education (portagescience.org), expressed frustration with how the Portage public school system changed science courses to meet No Child Left Behind regulations. They shared their concern over the lack of parental input in the public education system and also emphasized the importance of a learning culture.

PUBLIC HEARING SUMMARY

DETROIT

October 18, 2004

Introduction

Lieutenant Governor John Cherry commenced the public hearing, held at Wayne State University in Detroit on October 18, 2004, at 4:05 P.M. Lieutenant Governor Cherry's opening remarks recapped the goal of the commission and placed it in the context of other economy-growing strategies. He explained that a high school diploma is no longer a ticket to a middle-class lifestyle, that higher education (a baccalaureate degree at a minimum) is necessary in today's economy, and that developing an expectation of postsecondary training for all high school graduates is key.

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Jeff Williams, Public Sector Consultants Inc. and staff for the commission, reviewed the administrative procedures of the public hearing and other ways to submit comments.

Irvin Reed, president of Wayne State University (WSU), welcomed the commission to the WSU campus. He provided a brief background on WSU, noting that partnerships have been a key to its success. WSU has 220,000 alumni around the world, but most graduates (90 percent) remain in Michigan. Reed mentioned that WSU caters to the needs of Michigan's residents and is positioned to maintain quality yet boost enrollment to meet the governor's challenge. Several presenters testified about WSU programs as potential models.

- Michelle Hunt-Bruner, Academic Success Center, spoke of tutoring and supplemental programs that help students become 95 percent more confident to succeed in their courses after going through the program. The program teaches students how to learn by focusing on the basics of time management and note taking and creates an individualized plan of work that addresses identified needs.
- William Hill spoke on keys to increasing student graduation and noted four strategies that WSU focuses on: (1) improving access through relationships with community colleges, (2) retention and support through an emerging scholars program that supports students in the classroom, (3) learning from other institutions via best practices, and (4) evaluation.
- Jerry Herron introduced the Med Start Program, which offers a special curriculum

and options for medical students. The program also offers the chance to be pre-accepted into medical school.

Community College Comments

- Many testified about the positive impact independent and community colleges play in host communities, their vital role in the comprehensive outlook of post-secondary education in Michigan, and the value of their education for the cost.
- Richard McMillan, vice president of Macomb Community College, spoke of the important role of community colleges in creating a knowledgeable workforce. New economy challenges and employers want workers with bachelor's degrees in technology. Most public universities do not offer these degrees, and community colleges are adaptable and underutilized. McMillan recommends replicating other states' programs in which community colleges award technical baccalaureate degrees (four-year degrees built on existing two-year technical degrees) designed to meet critical workforce needs. This approach would not require new funding or institutions, would not compete with current university offerings, but would improve Michigan's technical and educational profile and meet workforce needs.

University Comments

- Paula Wood, dean of the WSU College of Education, had four recommendations for the commission to consider: (1) We need a laser focus on achievement and excellence so that students learn at very high levels; (2) "advanced education for all" needs to be a mantra; (3) university/school/business partnerships must be seen as important; and (4) urban educators are a special breed and need attention and creative solutions with all partners at the table (alternative pathways-limited license to instruct, online courses and seminars).
- Alice Horning, Michigan Writing Program Administrators and University Writing Program at Oakland University, urged the commission to pay close attention to budget priorities and the teaching of writing, noting that small class size matters. She offered the group as a resource.
- Charles Chambers, president of Lawrence Technological University (LTU), offered specific recommendations. For preparation, he urged the commission to consider offering college courses in high school. For participation, increase need-based financial aid access across the board and utilize the capacity of independent universities and community colleges. For completion, use combination degrees (2+2+2 program). For economic development, reward institutions involved in R&D.

Collaboration, Community, and Culture

- Several presenters spoke to the success of the Detroit Area Pre-College Engineering Program (DAPCEP) and offered personal testimonies of their experiences with the program. Arthur Haman explained that 90 percent of DAPCEP graduates attend college, with 62 percent of those in engineering, math, and sciences. DAPCEP high

- schoolers can earn college credit, and classes are offered free. Corporate and city, state, and federal government funds are used to support DAPCEP. Teacher training is crucial to make great teachers who prepare students well.
- Greg Handel, senior director for Workforce Development at the Detroit Regional Chamber, suggested that there is a huge untapped resource in those who graduate high school, attend college, but drop out. He stated that there needs to be a partnership to expose people to careers that do not require four-year degrees but that do require some training. He encouraged the commission to explore a system to get to these people, track them, and get them into programs.
 - Peggy Kahn with the Coalition for Independence through Education (CFITE) and the University of Michigan-Flint talked about removing barriers to access to higher education for parents on public assistance. CFITE has proposed a pilot program in which hours in full-time education count to meet work requirements; partnerships between public agencies and education institutions are involved.
 - Terri Simmons, executive director of Technology and Support Services at Lenawee Intermediate School District (ISD), spoke on maximizing the potential of institutions to educate students through partnerships by recounting Lenawee ISD's experience with Jackson Community College (JCC). The union of JCC vocational technology center on Lenawee ISD's campus sends a clear message that K–12 education is connected to postsecondary education. Understanding that it may not be the last step in the education ladder, JCC has partnerships with other universities and colleges. Postsecondary education that is affordable, accessible, and convenient is paying off for Lenawee citizens.
 - Greg Newson, International Union of Operating Engineers (IUOE 324), introduced the Journeyman and Apprentice Training Fund and programs. The three-year, privately funded program has a staff of 20, houses 50 pieces of equipment in its 30,000-square-foot program, and provides 6,000 people with on-the-job training as apprentices and journeymen. Newson offered several recommendations. To boost participation, he recommends career days and job fairs offered to middle and high schoolers that send the clear message that the construction industry is “teching” up. These potential students need to know that they will need good math, English, and computer skills and a high school diploma or GED. We also need a better screening process that encourages serious students.
 - Lisa Phillips, principal of Detroit Technology High School, explained that the structure of schooling needs to change, and we need to change the culture of low achievement in communities. She pointed to a collaborative effort between Detroit public schools and the Bill and Linda Gates Foundation that reduced class size and brought more interaction and accountability on all levels to education. Phillips stated that perhaps Detroit Technology High School is a model program.
 - Mark Clevey, vice president of the Small Business Association of Michigan, provided comment on how entrepreneurial businesses can act as catalysts to economic growth through (1) scientific breakthroughs (research universities) that generate successful research results, (2) breakthrough products, and (3) entrepreneurial business

development, which is currently lacking. Clevey said that entrepreneurs, with their great potential to impact the economy, are the business engine and the primary liaison between Michigan manufacturers and research universities. He offered the following recommendations designed to foster a robust strategic partnership between Michigan universities, cutting-edge small business entrepreneurs, and Michigan manufacturers. The state should (1) establish realistic and measurable goals and programs to encourage the transfer of university technology to industry, (2) establish business incentives to encourage the purchase of university technologies by Michigan businesses and follow-on product development, and (3) work to get federal research grants for cutting-edge businesses.

- Al Hermsen, president of the Michigan Student Financial Aid Association, asked the commission to address two important issues: (1) the lack of financial aid and (2) encouraging early (elementary and middle school) awareness of higher education opportunity programs that include parents. Hermsen responded to a question about financial aid limits to part-time students by saying that some scholarship programs do require fulltime enrollment.

Minority and/or At-Risk Students

- Julian Pate, director of Education at Focus: HOPE, introduced the program as a potential model. Focus: HOPE provides opportunities to overcome racism, poverty, and injustice by serving neglected, low-income populations across all ages and education. Its students are directed to employment in skilled manufacturing areas and are matriculated at local community colleges. Focus: HOPE is a holistic approach that addresses basic work skills and soft or life skills. Pate suggests investing in longer-term programs that prepare students for careers.
- Reggie Turner, State Board of Education, expressed deep concern over several issues including the future of affirmative action and the creation of a stronger K–12 system that feeds to higher education institutions.
- Jorge China, WSU, explained that more political participation by Latino populations is needed. They also need meaningful retention programs and support that is multifaceted (social, psychological, cultural, institutional). He pointed to the WSU's Center for Chicano and Latino Studies programs as ones that meet these needs and can be used as models.
- Andre Furtado, WSU, urged the commission to fund those institutions that are willing to work with minority and open enrollment students. He explained that learning communities that elicit trust and consider family responsibilities can reach these students and help them succeed.
- Norman Bent, board member of the Detroit Hispanic Development Corporation and Advocates for Latino Student Advancement in Michigan Education, suggested removing the barriers that residency policies present in accessing in-state tuition.

High School Issues

- Several testifiers in Detroit spoke about the need to expose students to career and higher education opportunities sooner. These advocates pointed to middle school as the ideal time to introduce youngsters to options.
- Other testifiers spoke of the disconnect between curriculum and the needs of the economy, and suggested making high schools accountable for preparing students.
- Gail Shenkman, Michigan Department of Education High School Reform Team and principal of Dearborn High School, explained that a white paper recommending reforms to high school education would be submitted to the commission by October 20. These recommendations would center on four key concepts: (1) the rigor of high school curriculum, (2) the relevance of high school curriculum, (3) relationships between students and adults for success, and (4) rethinking of structures and functions of high schools. She suggested that the Michigan Curriculum Framework (raising standards) be revised and graduation standards be enhanced, improved, and increased.

