

**The Role of Education in the 2011
State of the State and Inaugural Addresses:
*A Summary of Common Themes, Promises and Goals***



March 2011

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Executive Summary

Most of the nation's governors have delivered their annual State of the State or Inaugural Addresses, and not surprisingly, have dedicated plenty of air time to education. An annual rite of passage, these speeches are an opportunity for each Governor to map out their Administration's priorities, and typically is a strong indicator into areas where the state will likely focus attention, money, and/or political capital.

State of the State speeches are by no means all encompassing, and are not meant to be. They are a way for an incoming or incumbent Governor to kick off the new year, generate public support and highlight key priorities. Some Governors barely touched on education in their speeches – like **Arizona** Governor Jan Brewer, for example, who focused mainly on the recent shooting of Congresswoman Gabrielle Giffords—but that should not be seen as a signal that her Administration will not prioritize education.

Education First Consulting reviewed every State of the State, budget and/or inaugural address delivered prior to February 28, 2011. We chose to summarize 38, all of which contained substantive comments about education that spanned a range of common themes, promises and goals. A detailed listing is in Appendix A, but among them:

- Budget implications were referenced in 23 speeches
- School and/or district accountability was referenced in 14 speeches
- Workforce development was discussed 12 times
- The importance of a high quality early education was referenced in 16 speeches; college readiness was referenced in 7
- Teacher effectiveness was discussed 9 times; teacher evaluation was only directly addressed in 5 speeches (CO, CT, IN, NJ and WY)
- Increasing access to charter schools was discussed in 9 speeches (CT, FL, GA, IN, MS, NJ, NV, UT and WY)
- 23 speeches referenced access to postsecondary education; 9 referenced degree completion directly (AK, HI, MO, NV, UT, VA, WA, WV, WY)
- STEM was strongly featured in 8 speeches (DE, GA, MO, NH, NJ, SD, TX, UT and VA) and math and science were referenced by four other governors (ID, MS, NE, ND)
- Common Core Standards are referenced only once by name (DE), but four other governors made more general references to “standards” (AR, NH, MS, TN)
- Only one governor talked in depth about “comprehensive assessments (DE), though three others made references to assessments (NE, ND, NV)

- Virtual education was played up prominently only once (ID) but referenced 5 other times (DE, NC, NE, NH, TX)

Among the strongest speeches were the ones delivered by **Delaware** Governor Jack Markell, who focused heavily on Race to the Top elements, and **Indiana** Governor Mitch Daniels, who focused largely on the global knowledge economy and the need for action in key policy areas such as teacher effectiveness and accountability.

Strong statements and highlights of upcoming proposals appeared throughout the speeches:

- **Nevada** Governor Brian Sandoval described the state's education system as "broken."
- **Indiana** Governor Mitch Daniels was among several (including the governors of Idaho, Nevada and New Jersey) who took on common teacher tenure practices, noting that they should earn it "by proving their ability to help kids learn."
- **Georgia** Governor Nathan Deal described education as the state's "number one economic development tool" and pledged to end teacher furloughs and keep students in school for a full school year.
- **New Jersey** Governor Chris Christie noted that more than 100,000 students are "trapped in nearly 200 failing schools," and called on the Legislature to give them help toward "improvement, more hope and more choice."

Despite tough economic times, some governors pledged or proposed spending *more* money on education. **New York** Governor Andrew Cuomo proposed \$250 million for districts that improve the performance of historically low-achieving students and another \$250 million for districts that demonstrate savings through efficiencies. **Georgia** Governor Nathan Deal proposed \$231 million in bond funding for K-12. **Nebraska** Governor Dave Heineman proposed \$50 million for K-12 and \$25 million for higher education, despite a \$1 billion projected shortfall in the overall budget.

The attached summary shows the date each speech was delivered, the complete text of sections related to education, and a brief bulleted summary of highlights. Excluded states include those that did not prominently highlight education (including CA, MI, OR, RI, SC and TN) and those in which State of the State addresses are scheduled for March.

Economists predict that state budgets in 2011 will be as bad as—if not worse than—those of 2009 and 2010. This grim reality will force tough decisions across the nation as governors are forced to choose which of their many priorities to fund. Who will ultimately emerge as the true education reformers in their states and nationally remains to be seen.

Education-Related Comments: 2011 State of the State/Inaugural Speeches

State	Date	Comments as Delivered by Governors	Themes and Budget Implications
<p>Alaska Governor Sean Parnell</p>	<p>January 19, 2011</p>	<p>Working together, we gave Alaska’s children more access to life-transforming education. Because of the work we’ve done together, implementing the Alaska Performance Scholarship, this year more than 9,000 high school seniors have the opportunity to earn scholarships for university or job training. In the next three years, 30,000 more Alaska high school students will have the same opportunity. Did you hear that? Thirty thousand high school students will have this opportunity. And because of the work we’ve done together, more than 500 rural children, in Kipnuk, Alakanuk and Kwigillingok, will now have the opportunity to attend a brand new school, just like their peers in the organized areas of the state. Together we’ve also renovated entire schools, we’ve added gyms and classrooms, sprinkler systems and space for vocational education all across this state. Our children will have more, and better, space to learn and grow. Because of the work we’ve done together, post-secondary education will get supercharged by private-sector donations, now that we boosted tax credits for gifts to Alaska’s higher education and job-training institutions.</p> <p>So let’s turn our attention to education. Our goal is a transformational education for every student; one that adequately prepares them for post-secondary education and good jobs. We describe the Alaska Performance Scholarship as an invitation to excellence, but it’s so much more. Every student willing to take the challenge of a more rigorous curriculum can earn these scholarships. Over the long term, these scholarships will have a profound impact on the quality of life in Alaska, and on our state’s ability to compete in the global economy. Even now in its early stages, we are seeing encouraging signs that the power of high expectations is taking hold all across Alaska. The Lower Yukon School District reports that several of its students stepped up to increase the rigor in their class schedules in order to meet the requirements of the Alaska Performance Scholarship. One of those students is with us today. Please welcome Daniel Edwards of Russian Mission School, and his mother, Helen. This year, let’s work together to pass a sustainable funding mechanism for these scholarships so these students’ hard work will be rewarded.</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Focused on k12 school renovations; • Alaska Performance Scholarships for students who take rigorous curriculum <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • No mention beyond scholarships; • State has \$12 billion budget savings account <p><u>Budget:</u></p> <ul style="list-style-type: none"> • Need sustainable funding for Alaska Performance Scholarships

<p>Arkansas Governor Mike Beebe</p>	<p>January 11, 2011</p>	<p>My proposed budget for the coming fiscal year is generally flat. Nearly all agencies and services will remain funded at the same levels as this year. With our state economy recovering, we anticipate a small increase in revenue.</p> <p>This additional revenue will allow us to further bolster public-education funding, keep pace with adequacy requirements, and continue our push toward excellence. Based on the study and recommendations of this legislature, my budget includes a two-percent increase in per-pupil funding. Our education system has come a long way in the past decade. And while we won't realize the full results of our work for many years, stronger standards and increased funding are already producing positive results. We've come from consistently settling among the bottom few states in the nation all the way up to number ten in the nation for K-12 education. And throughout the past year, I've sounded like a broken record at times celebrating that progress. Well, today, I'm done. I'm not talking about tenth in the nation anymore, because the new rankings have been announced for 2011 this morning, and Arkansas is no longer tenth. We're now sixth: the highest ranking our state has ever seen. While this ranking is unprecedented and certainly praiseworthy, it does not signal an end to our work. Even as we see our education system rise in esteem and create impressive opportunities, we still lag behind much of the country in the results that system produces. We will tackle this issue through more than increased student funding. Money that comes into Arkansas meant to close achievement gaps is often stashed away instead of being spent efficiently on the very purpose for which it was intended. My office is working with the Department of Education on legislation to push more of that funding into active efforts to help our students, while still allowing districts to save some funding in reserve.</p> <p>We have a much bigger hill to climb, however, when it comes to higher education. Our woefully low rates of degree completion must change if we are to truly claim educational success. With thousands more Arkansans now receiving academic scholarships, we have begun addressing the financial barriers that block some students from obtaining their degree. To counterbalance the sharp influx of new students on campus, I have requested a small one-percent increase in higher-education funding to help our institutions with their rising enrollment. It is likely that this funding alone will not cover growing operational costs for our colleges and universities, so I ask administrators to be measured and modest when looking at raising tuition. With this increased enrollment and increased opportunity, I am committed to seeing increased responsibility for results. I want to tie funding for higher-education institutions more closely to coursework completion and graduation rates, not simply to enrollment. These tax dollars must produce college graduates, not just fill up seats. We can and must double the number of college graduates in Arkansas by 2025 if we are to stay competitive. This is a lofty goal aimed at the future, but we must begin implementing it today.</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Education quality improving, now 6th in unspecified rankings; • Increased funding will shrink achievement gaps <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Higher education needs work – low degree completion rates; • Goal to double the number of college graduate by 2025 <p><u>Budget:</u></p> <ul style="list-style-type: none"> • Budget will be flat, any additional revenue will go to education; • 2% increase in per-pupil funding; • 1% increase in higher education funding
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<p>Colorado Governor John Hickenlooper</p>	<p>January 13, 2011</p>	<p>Education is the social bedrock for the hopes and dreams of our children and the foundation that is necessary for their future prosperity.</p> <p>No community can have sustained economic growth without a good education system.</p> <p>The link between education and economic development is clear. Ask any business leader thinking of moving or relocating a business to another state and she'll likely tell you that tax incentives and public subsidies matter less than a state's quality of life and the excellence of its schools.</p> <p>Beyond economics, however, we have a moral obligation to the children of Colorado to do all that we can in the midst of this economic downturn to see that our budget decisions avoid compromising their future.</p> <p>The past four years have marked Colorado as a leader in education reform and we have important work to see through – both the goal of ensuring a student-centered education system articulated in CAP4K and the creation of a fair and effective educator evaluation system. We must change the dynamic that a child's potential not be predetermined by his or her ZIP code.</p> <p>We have read, and commend to you, a strategic plan recently completed by Gov. Ritter's citizen panel led by Rico Munn and co-chaired by Jim Lyons and Dick Monfort, outlining the stark choices we must make for higher education in Colorado.</p> <p>We have asked Lt. Gov. Garcia to pick up where this important report leaves off and to work with the Colorado Commission on Higher Education to help us make the tough decisions.</p> <p>In the end, we believe we'll need to engage all of Colorado in a serious conversation about the value of higher education. As somebody who chose to start a new business in the midst of a previous recession, let me tell you, this doesn't have to be the time to limit our investments or our dreams.</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • CO is a leader in K-12 education reform, particularly in educator evaluation <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Previous governor's panel completed a strategic plan on higher education; • New Lt. Gov. will work on higher education with panel's recommendations
<p>Connecticut Governor Dannel Malloy</p>	<p>February 16, 2011 (Budget Address)</p>	<p>There's more good news in the form of some of the investments and down payments this budget makes in some important areas.</p> <p>It is dismaying to all of us, that Connecticut has the largest achievement gap of any state in the nation.</p> <p>That so many of our children are falling behind without ever getting the chance to get ahead -- is something we should not tolerate.</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Will form a committee charged with recommending steps to reforming local funding

<p>Connecticut Governor Dannel Malloy (Cont'd)</p>	<p>That’s why, despite the fiscal challenges we face, I refuse to put an additional burden on our cities and towns by reducing funding for local education.</p> <p>Last year local education was funded with \$270 million dollars in one-time revenue. That money is gone, leaving behind a gaping hole.</p> <p>We’ve filled that hole, completely, and we should be proud of it.</p> <p>But while we’re proud of that achievement, we also need to recognize that the ECS formula needs to be overhauled. It’s broken, and we all know it.</p> <p>To that end, I will soon be reaching out to legislative leadership and relevant stakeholders to form a committee to recommend smart steps we can take to overhaul the way we fund local schools.</p> <p>I’ll ask this committee to begin convening at the end of the school year, and to report back to me on October first.</p> <p>And then I’ll seek to take that report and turn it into legislation in the next session. We need to fix this formula once and for all, and we will.</p> <p>One of the other ways we can close the achievement gap is by giving every child in this state – irrespective of their family’s income – a chance to have a pre-kindergarten learning experience.</p> <p>Too many of our children today don’t get that chance, meaning they are simply too often not ready to learn when they begin school. Which means they’re behind before they even get started.</p> <p>As Mayor of Stamford, I made pre-kindergarten education a reality for every child in the City; as Governor, I’d like to do the same for every child in the State.</p> <p>While we don’t have the money to do that today, we do have the money to make a down payment on that dream.</p> <p>And this budget does that, to the tune of 5.7 million dollars over 2 years.</p> <p>This state investment will leverage approximately 4.1 million dollars from private philanthropic</p>	<p>formula;</p> <ul style="list-style-type: none"> • Proposed large public and private investment in PreK; • Called for tenure reform; • Proposed the state fulfill commitments to build student data and teacher accountability systems; • Proposed a budget increase for magnet and charter schools; • Requested that teachers and staff not ask for additional education funding to go to pay raises <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Called for a complete overhaul of the state’s higher education systems, giving more autonomy to individual campuses
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<p>Connecticut Governor Dannel Malloy (Cont'd)</p>	<p>sources, including the Graustein and Annie E. Casey Foundations, as well as the Child Health and Development Institute.</p> <p>Now let's talk about education reform.</p> <p>Too often over the years people have been labeled pro-reform or pro-teacher.</p> <p>I reject that false choice. I'm both – I'm pro-reform, as long as it doesn't mean teacher-bashing, and I'm pro-teacher, as long as it doesn't mean maintaining the status quo.</p> <p>We can't maintain the status quo, and everyone in this chamber knows it.</p> <p>That's why I'm proposing reform of the teacher tenure rules to give local school districts the flexibility they need to retain new, talented teachers.</p> <p>That's why I'm proposing we invest more than two million dollars to start to build the student data and teacher accountability systems we committed to last year.</p> <p>That's why this budget proposes sixty million additional dollars for magnet schools, to provide for more than 8,000 additional seats, 6.5 million dollars for 747 additional charter school seats, 7.2 million dollars for more than 1,300 new seats in the OPEN Choice program, and 50,000 dollars to fund a Regional Educational Service Center to study ways communities can regionalize transportation services to save local dollars.</p> <p>I am also proposing that we begin the process of transferring the State Vocational Technical Schools to the local districts and regions that host them.</p> <p>These schools are a valuable option for families and students in districts across the state, and I want to share the strength of those institutions with those districts.</p> <p>These are all important investments, and I'm committed to making them happen.</p> <p>Before we leave the discussion of primary and secondary education, I want to issue a challenge to the teachers, administrators and custodians of this state.</p> <p>We have done our part in increasing funding for education, but we need all of you to step up to the plate – as some of you already have.</p>	
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<p>Connecticut Governor Dannel Malloy (Cont'd)</p>		<p>I am asking you not to take this additional two hundred and seventy million dollars in funding for education and use it to demand raises that will surely result in some of your colleagues losing their jobs or having larger classroom sizes.</p> <p>All that would accomplish is more people out of work and more students per teacher.</p> <p>And please don't take that as a threat. It's not. It's a respectful request that reflects the reality of our times.</p> <p>Look, I would not be standing here today as your Governor but for the teachers I was fortunate to have as a young child.</p> <p>They, along with my mother's love and hard work, helped me overcome some pretty severe learning disabilities.</p> <p>Teachers do heroic work, and I salute and admire them for it.</p> <p>But in these difficult times, we need to ask that you too share in the sacrifices we're all making.</p> <p>No discussion of education would be complete without discussing higher education.</p> <p>Last week, I proposed a complete overhaul of our State University and community college system – all with an eye toward giving each campus the flexibility it needs to better serve its students.</p> <p>I'm confident those changes will allow us to focus our resources more directly on the goal at hand: graduating more students and graduating them in two and four years.</p> <p>Yes, this budget asks our colleges and universities to step up just as the rest of state government must, but we are preserving their independence.</p> <p>I firmly believe that UCONN and the new Board of Regents will demonstrate the creativity, the intelligence, and the resolve to live within their block grants without raising tuition beyond the inflation rate.</p>	
<p>Delaware Governor Jack Markell</p>	<p>January 20, 2011</p>	<p>We won the national Race to the Top competition for our plan to create stronger schools. Our determination to help the private sector create jobs has led to significant progress on the issue most critical to our long-term success – working with Delaware's excellent educators to ensure we have the best possible public schools. Employers want to know that their children will</p>	<p>K-12:</p> <ul style="list-style-type: none"> • Tied good schools to good economy and competition

<p>Delaware Governor Jack Markell (cont'd)</p>	<p>have a great place to learn and that our schools will graduate young people ready to thrive in the work world.</p> <p>Our students today are graduating into a job environment far different from what their parents faced. They are competing with graduates from around the world for jobs and we are competing with governments around the world to help make those opportunities available.</p> <p>That’s why we recently proposed, and the State Board of Education, led by Teri Quinn Gray adopted, the final regulation making Delaware one of a handful of states to require completion of a world language in order to graduate.</p> <p>Let me explain why it is so important that our kids be multi-lingual. The international insurance firm Cigna employs 500 people in North Wilmington who service workers all over the world. Cigna has support centers in many different countries, and they’ve found that their employees are most productive when they speak multiple languages. Their employees in Belgium speak an average of three languages. We helped Cigna stay in Delaware, but if we want companies like them to grow, they need workers here ready to meet the challenge of communicating around the world.</p> <p>That is why, during my recent trip to China, I signed an agreement with the Hanban Institute to bring several teachers from China to Delaware, offering Chinese language courses to our students at virtually no cost to our State. We will leverage this opportunity by offering a new, high-quality online Chinese language course developed with federal grant funding and the best national experts. We need to be China’s trade partner, not just a customer or debtor, and together these innovations will help give Delaware’s students the language skills needed to do that.</p> <p>The language that underpins most of the innovation that drives global growth is science, technology, engineering and math, or “STEM.” We have created a STEM Council, to be led by Jud Wagner of the Brandywine School District and Senator Ted Kaufman – himself an engineer and someone who is passionate about helping Delaware students develop critical STEM skills. The Council will ensure that Delaware schools have the high quality programs and partnerships necessary so that students gain the critical skills and knowledge needed for high-quality jobs. And we are funding a new STEM Teacher Residency Program to attract individuals with experience in the STEM areas to the teaching profession. This year, we’ll be bringing to our classrooms a former senior scientist with Astra-Zeneca and a Master’s-level physicist with prior experience at NASA.</p>	<p>against the world (not just other states);</p> <ul style="list-style-type: none"> • Requiring world language for graduation; • Mentioned: STEM, Common Core standards, Race to the Top, More Advanced Placement, Incentive pay for teachers at high-needs schools, Kindergarten readiness, and Partnership Zone (school turnaround)
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<p>Delaware Governor Jack Markell (cont'd)</p>	<p>We need our kids to compete and win on a global level. So, our state board of education recently adopted new, clearer and higher “common core standards.” But new standards alone are not enough. We must assess more accurately how proficient our students are at meeting them. Last summer, Education Secretary Lillian Lowery convened a group of 150 stakeholders to consider our standards and our students’ performance on national and international assessments. They concluded we need to face facts in a new way.</p> <p>Here’s an analogy. It’s as though kids in Delaware and across the country have essentially been practicing basketball on an 8-foot high rim. But kids around the world have been practicing on a hoop 10 feet high. Our kids may be good at hitting those 8-foot shots – but the game is played at a higher level. So when we tell our kids they are proficient based on an assessment that is used only within our borders, but then they must compete with students outside of our borders used to making the harder shot, then we’re not being very honest with them.</p> <p>Of course, it’s one thing to raise the goal. We need to ensure that we are also lifting our kids’ game. That is exactly what we are doing.</p> <p>With the help of teachers, DSEA, administrators, the business community, parents, and others across the state, Secretary Lowery developed a plan that was ranked #1 in the country in the Race to the Top Competition. And we’re working together with our state’s educators to make that plan a reality – and here’s what it means for our kids:</p> <ul style="list-style-type: none"> • A better assessment system, measuring student growth during the year and providing real-time feedback so teachers can adjust and improve student learning on-the-spot. • Measuring student growth in every subject area so we can link teacher evaluations with how much their students learn in their classroom, identify what works, and raise the quality of instruction across the state. • More time for teachers to collaborate with their colleagues and to work with data coaches in interpreting student data and developing strategies to address identified needs. • Meeting parents’ requests for more Advanced Placement courses. • Incentive pay to attract highly effective teachers to high-needs schools. <p>And we launched the Partnership Zone effort to provide more focus on our lowest- achieving schools. The schools selected are required to implement significant and difficult changes – and many doubted whether our local school boards, charter schools and local unions would reach agreement to meet this challenge. Well, I am proud to say that all four of the Partnership Zone schools have done so. We received bold plans including leadership and staffing changes, hiring flexibility, the creation of focused academies, and the implementation of longer school days and</p>	
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<p><i>Delaware</i> Governor Jack Markell (cont'd)</p>		<p>school years.</p> <p>We also know that as critically important as our K-12 initiatives are, it is essential to ensure that children arrive at kindergarten ready to learn. Building on recommendations from a task force co-chaired by Lt. Governor Matt Denn and Connie Bond Stuart, President of PNC Bank, Delaware, and from our Early Childhood Council, led by Dan Rich, we are increasing the focus on this issue within state government, improving assessment and the use of data, and better coordinating and integrating funding.</p> <p>In the last two years, Delaware established itself as the First State when it comes to education reforms. Now, we're working to make Delaware the First State when it comes to education results.</p>	
<p>Florida Governor Rick Scott</p>	<p>January 4, 2011</p>	<p>Floridians differ in their dreams for their children. Every child is unique, and every child can learn. We need an education system that offers the maximum amount of choice.</p> <p>A system focused entirely on what's best for individual student learning. We can't create a workforce for the future with an education model that's stuck in the past. To capture the world's best jobs, we'll need to offer the world's best-educated workforce. In the health sector, top-down government programs treat patients like interchangeable parts on an assembly line.</p> <p>But patients want to be treated as individuals... Choosing their own doctors and making their own decisions in consultation with those doctors.</p> <p>Increasingly, bureaucrats are trampling all over that key relationship, setting arbitrary limits and stifling innovation, without regard to the priorities of patients.</p> <p>The very wealthy will always have plenty of options. But most Floridians have far too little say in how their children are educated or how health care services are provided. NONE of this is written in stone. All that's missing is the courage to change.</p> <p>Here's how we'll move toward better services. First, we'll refuse to allow increased government intrusion in these areas. We'll put FLORIDIANS back in the driver's seat with increased use of free markets. Because when government does the buying, government chooses what services are available.</p> <p>The truth is he who pays the piper calls the tune. We want EVERY Floridian to be in a position to</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Called for an education system that offers the "maximum of choice"

<p>Florida Governor Rick Scott (Cont'd)</p>		<p>call the tune.</p> <p>We'll also apply some of the key tools that private businesses use to create a culture of constant improvement. We'll measure everything. We'll implement changes based on what we learn from those measurements. And, most importantly...</p> <p>We'll hold everyone accountable.</p>	
<p>Georgia Governor Nathan Deal</p>	<p>January 12, 2011</p>	<p>Both budgets make funding for K-12 education a top priority. Let me be clear: my budget will end teacher furloughs and keep students in school for a full school year. I view education as our number one economic development tool and there is no more forward-looking or strategic place to invest.</p> <p>Let me highlight some of the projects I propose for bond funding: \$231 million for K-12 construction, equipment and buses; \$15 million for funding for STEM charter schools that focus on Science, Technology, Engineering and Mathematics education, areas that are vital to our competitiveness in the global economy.</p> <p>...</p> <p>My budgets reflect my commitment to preserving the HOPE Program. Since its creation, it has served over 1.2 million students and provided benefits totaling more than 5 billion dollars. It has also established the first state universal program for Pre-Kindergarten that has served over 1 million children.</p> <p>...</p> <p>Over the past several years, HOPE pays out more than the lottery brings in. In FY 2010, over \$150 million of reserve funds were spent. In FY 2011, it is estimated that over \$300 million of reserves will be needed and for FY 2012, over \$400 million of reserve funds will be needed. If this pattern is not preserved by FY 2013 all of the reserves will have been expended and HOPE cannot meet its obligations. If we are to save HOPE we must make programmatic changes during this legislative session. I am ready and your leadership has indicated they are ready to make those changes. My 2012 budget does not authorize HOPE expenditures beyond what the lottery produces; therefore, we must act now to maintain the Georgia jewel known as HOPE.</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> Proposed bond funding: \$231 million for K-12; \$15 million for STEM charter schools <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> Committed to preserve the HOPE scholarships, but budget does not add funding for HOPE
<p>Hawaii Governor Neil Abercrombie</p>	<p>January 24, 2011</p>	<p>A weakened government affects everyone — business owners waiting for permits that are piling up in offices with a fraction of the necessary personnel; school children without proper tools to learn; public facilities in disgraceful disrepair....Worst of all, we have put off making the sacrifices necessary to provide for the education, care, and financial security for our children and future generations. And as we suffered through this erosion of capacity and public confidence —</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> Committed to continuing Race to the Top; Emphasized need

<p>Hawaii Governor Neil Abercrombie (Con't)</p>	<p>distracted by the question of who was to blame for all this—we are seen as protecting narrow interests to the detriment of all.</p> <p>For example, we have ambitious capital improvement plans for the University of Hawaii system, including the UH West Oahu campus and the Palamanui campus in Kona, which will provide new educational opportunities for students....I will also convene a group of experts and University officials to consider the future of sports and the future of development on Oahu to make a definitive decision on Aloha Stadium and any future stadium we might build. Other than maintenance related to health and safety, I will divert all other capital improvement dollars for Aloha Stadium to other projects. Right now, multimillion dollar plans to extend the life of Aloha Stadium by 20 years could take 40 years to implement. It is time to reprioritize.</p> <p>This past Saturday at Washington Place, both the Superintendent of Schools and the President of the University of Hawaii participated in our first cabinet retreat. The Department of Education is on the cusp of transformative change as a result of winning President Obama’s Race to the Top. I am totally committed to that effort. But to move this forward, we need an immediate resolution to the appointed school board issue. In the coming weeks, the legislature needs to give me the enabling legislation allowing the Governor to appoint the school board. The Senate Education Committee is meeting this afternoon and considering a bill that will create a clear line of accountability and direct appointment by the Governor. I am already receiving applications and recommendations through the Governor’s website that will allow me to move quickly. This is the clear will of Hawaii’s people. I am prepared to act now.</p> <p>As for the University of Hawaii, I have high expectations for how it will transform our state under President Greenwood’s leadership. Through its Hawaii Graduation Initiative, UH will increase the number of college graduates by 25 percent by 2015. We can achieve this goal by keeping education affordable and reaching out to students across the state who have not been traditionally well served at UH, including Native Hawaiians and neighbor island students. The University is also the state’s think tank. The Thirty-Meter Telescope on Mauna Kea, and the Beacon health information grant at UH-Hilo are two examples of the kind of practical research and innovation that will provide jobs for our people and revenue for the state. Research programs at the University will play a big part in our economic recovery by bringing external dollars into our State and building innovative industries. The University’s current research activity brings \$450 million to the table. I will strongly support measures to increase that capacity.</p> <p>I also want to take a moment to note a unique element in our education system that is often overlooked but is vitally important to the future of our Hawaii. In 1896, it was made illegal to</p>	<p>to fix appointed school board issue (now elected Governor would like it appointed for the Governor has clear authority over the school board);</p> <ul style="list-style-type: none"> • Called for a Department of Early Childhood education <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Prioritized capital improvement for higher education; • Mentioned: goal to increase number of college graduates by 25% by 2015, and affordability; • Called for Hawaiian language curriculum in UH <p><u>Budget:</u></p> <ul style="list-style-type: none"> • \$844 million deficit.
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<p>Hawaii Governor Neil Abercrombie (Con't)</p>		<p>teach in the Hawaiian language. In 1986, a group of legislators and community leaders removed that ban. I was part of that group. Today, I would like to introduce founding member of Punana Leo and the first student of Native Hawaiian ancestry to receive a PhD in Hawaiian and Indigenous Language and Culture Revitalization, Dr. Kauano'e Kamanā, please stand and be recognized. Today, we have an opportunity to organize a Hawaiian language university-within-a-university as a next step. Language is a key element in ensuring that the Hawaiian culture remains strong and perseveres into the future for the benefit of all. When our young children master language, they master themselves. When they master themselves, they can achieve anything. For our youngest children, my office has been working with private and public agencies and will be utilizing federal, state and private resources to develop a leadership position in the Governor's office for early education. This person will coordinate efforts across departments and in the private sector as we lay the groundwork for the future establishment of a Department of Early Childhood.</p>	
<p>Idaho Governor C.L. "Butch" Otter</p>	<p>January 10, 2011</p>	<p>Now, we all know that one of State government's most important responsibilities is maintaining a "general, uniform and thorough system of public, free common schools." It was an unfortunate necessity that prompted us to reduce the current year's General Fund public schools appropriation after two years of backfilling with reserve funds and one-time federal money. So while my budget recommendation does call for a little more State support for public schools, it also includes significant, targeted investments in our children's future – investments like a third year of math and science in high school, and paying for all Idaho juniors to take college entrance exams.</p> <p>Those investments are part of important changes that Superintendent Luna and I are proposing in the way our public schools do their jobs.</p> <p>We're proposing to improve Idaho's education system by advancing the recommendations of our partners in this effort, led by Guy Hurlbutt and the Education Alliance of Idaho.</p> <p>It will mean a fundamental shift in emphasis from the adults who oversee the process and administration to the best interests of our students. Our priorities need to be refocused from how much we're spending to how much our children are learning. Now, it's important for you to know that we're starting from a position of strength. Idaho students continue to out-perform national averages on math and reading. That's despite the fact that we spend far less per student than the national average, and less than half as much as New York, New Jersey and Washington, D.C. Yet our Idaho students generally score higher on achievement tests. Again, we need to refocus from how much we are spending to how much our children are learning – learning in large measure due to responsible parenting and the excellence and sustained efforts of our fine public school teachers.</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Urged a paradigm shift from attention to spending to attention to outcomes; • Will pursue a pay-for-performance system; Emphasized virtual schooling <p><u>Budget:</u></p> <ul style="list-style-type: none"> • Reduced current year's general fund public school appropriation

<p>Idaho Governor C.L. "Butch" Otter (Con't)</p>	<p>That excellence should be rewarded – which is why Superintendent Luna and I are committed to establishing a pay system for teachers that emphasizes their performance, not their tenure. Truly one of the bright spots of the past couple of years for me has been watching the impact of the Idaho Education Network’s expansion into every corner of our state. I’ve watched and listened to classes delivered over broadband Internet connections. I’ve talked with the teachers and the high school students who already have earned 1,300 college credits by using the IEN. I’ve seen how a calculus teacher in Eagle can reach students in Sandpoint and Sugar City. I’ve seen how our Idaho students can use the IEN to take interactive guided tours of world-class resources like the Great Barrier Reef, the Holocaust Museum, the Alaska Sea Life Center and NASA facilities. And just as importantly, I’ve seen how the IEN is becoming a true community and economic development resource.</p> <p>For example, Superintendent Jim Reid and Principal Dave Davies in Weiser opened up the high school’s IEN connection to the local Chamber of Commerce, which arranged for Idaho State University’s Workforce Training department to provide marketing and management training for local businesses. Schools also are using the network to offer master’s degree programs, POST Academy training, firefighter and paramedic training, and professional development courses for teachers. A growing number of school districts are embracing the opportunities. In Idaho Falls, the Bonneville School District is generating revenue and improving the educational experience for students by creating an e-Center and a Virtual Academy. The Vallivue School District in Caldwell also is rolling out a virtual school option for students, and several other districts are heading that direction.</p> <p>Superintendent Luna and I will use the IEN at 3 p.m. today – right across the street at the Department of Education – to answer questions from reporters across the state about today’s address and our education initiatives. And Superintendent Luna will lay out all the details of our proposals this coming Wednesday. While the Idaho Education Network and online education are making great strides, our efforts to provide more affordable higher education options are paying off.</p> <p>The College of Western Idaho is one of the fastest-growing community colleges in the nation. CWI and President Bert Glandon are responding to Idaho employers’ needs with an emphasis on workforce training. It’s a tremendous resource, and I appreciate your continuing support for its growth. Speaking of growth, I’d like to take just a minute now to begin engaging all Idahoans more directly in our Project 60 campaign – since it’s all about growth, and it affects us all.</p>	
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<p>Illinois Governor Pat Quinn</p>	<p>February 16, 2011 (Budget Address)</p>	<p>Illinois currently has 868 school districts, and our fiscal reality demands consolidation. I am proposing the formation of a commission that will review the number of school districts in our state. Consolidation lowers administrative overhead, improves efficiency and will save taxpayers \$100 million. I am also proposing eliminating state funding for the salaries and office costs for regional school superintendents. The \$13 million annual savings will be spent in the classroom, rather than on administration...</p> <p>We must also keep improving our education infrastructure – the system that develops the minds of our children and prepares them for a productive life. We don’t want any state to out-educate Illinois. Just over a year ago, I appointed the members of the first P-20 Council in Illinois, including business leaders, teachers and parents from across the state.</p> <p>We must ensure that everyone acquires the skills demanded by the 21st century workplace. In today’s world, that means that our high school students must be prepared for postsecondary education. Children born this year will be in high school in 2025. We must begin at birth to provide the foundation that is needed to prepare our children for high school and success in college and careers.</p> <p>We also need to revamp our higher education system to increase access for all students. Therefore, we will increase funding for the monetary assistance program, which provides scholarships for qualified needy students, with a particular focus on community college students. We should abolish the legislative scholarship program. College scholarships - paid for by Illinois taxpayers - should only go to those that have true financial need for them.</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Consolidation of districts to reduce costs; • Renewed focus on 21st century skills to ensure students are prepared for workplace demands <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Increase scholarship opportunities for neediest students
<p>Indiana Governor Mitch Daniels</p>	<p>January 11, 2011</p>	<p>In no realm is our opportunity larger than in the critical task of educating our children. The need for major improvement, and the chance for achieving it, is so enormous tonight that opportunity rises to the level of duty.</p> <p>Advocates of change in education become accustomed to being misrepresented. If you challenge the fact that forty-two cents of the education dollar are somehow spent outside the classroom, you must not respect school boards. If you wonder why doubling spending didn’t produce any gains in student achievement, you must be criticizing teachers. If your heart breaks at the parade of young lives permanently handicapped by a school experience that leaves them unprepared for the world of work, you must be “anti-public schools.”</p> <p>So let’s start by affirming once again that our call for major change in our system of education, like that of President Obama, his education secretary and so many others, is rooted in a love for our schools, those who run them and those who teach in them. But it is rooted most deeply in a love for the children whose very lives and futures depend on the quality of the learning they</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Called teacher quality the most important factor in education reform, called for changes in evaluation, end to seniority based firing system; • Suggested principals be held accountable for student

<p>Indiana Governor Mitch Daniels (Con't)</p>	<p>either do or do not acquire while in our schools. Nothing matters more than that. Nothing compares to that.</p> <p>Some seek change in education on economic grounds, and they are right. To win and hold a family-supporting job, our kids will need to know much more than their parents did. I have seen the future competition, every time I go abroad in search of new jobs for our state, in the young people of Japan, Korea, Taiwan, China. Let me tell you—those kids are good. They ought to be. They are in school, not 180 days a year like here, but 210, 220, 230 days a year. By the end of high school, they have benefited from two or three years more education than Hoosier students. Along the way, they have taken harder classes. It won't be easy to win jobs away from them.</p> <p>It's not just tomorrow's jobs that are at stake. The quality of Indiana education matters right now. When we are courting a new business, right behind taxes, the cost of energy, reasonable regulation, and transportation facilities comes schools. "What kind of school will my children, and our workers' children attend?" is a question we're always asked. Sometimes, in some places, it costs us jobs today. There is no time to wait.</p> <p>In 1999, Indiana passed a law that said schools must either improve their results or be taken over by new management. The little ones who entered first grade then, full of hope and promise, are eighteen now. In the worst of our districts, half of them will not be graduating. God bless and keep them, wherever they are and whatever life now holds for them. For those children, we waited too long.</p> <p>And it's not just about the most failing of our schools. The last couple years have seen some encouraging advances, after years of stagnation. But the brute facts persist: only one in three of our children can pass the national math or reading exam. We trail far behind most states and even more foreign countries on measures like excellence in math: at the recent rate of improvement, it would take twenty-one years for us to catch Slovenia, and that's if Slovenia stands still. That's too long to wait. That's too many futures to lose.</p> <p>In every discussion, someone says "This is very complicated." Then someone says, "These changes won't be perfect," and then you hear "The devil is in the details." All true. But we can no longer let complexity be an excuse for inaction, nor imperfection the enemy of the good. When it comes to our children's future, the real devil is not in the details, he's in the delay, and 2011 is the year the delay must end.</p> <p>We know what works. It starts with teacher quality. Teacher quality has been found to be twenty</p>	<p>achievement</p>
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<p>Indiana Governor Mitch Daniels (Con't)</p>	<p>times more important than any other factor, including poverty, in determining which kids succeed. Class size, by comparison, is virtually meaningless. Put a great teacher in front of a large class, and you can expect good results. Put a poor teacher in front of a small class, do not expect the kids to learn. In those Asian countries I mentioned, classrooms of thirty-five students are common, and they're beating our socks off.</p> <p>We won't have done our duty here until every single Indiana youngster has a good teacher every single year. Today, 99 percent of Indiana teachers are rated "effective." If that were true, 99 percent, not one-third, of our students would be passing those national tests.</p> <p>Today's teachers make more money not because their students learned more but just by living longer and putting another certificate on the wall. Their jobs are protected not by any record of great teaching but simply by seniority. We have seen "teachers of the year" laid off, just because they weren't old enough. This must change. We have waited long enough.</p> <p>Teachers should have tenure, but they should earn it by proving their ability to help kids learn. Our best teachers should be paid more, much more, and ineffective teachers should be helped to improve or asked to move. Today, the outstanding teacher, the Mr. Watson whose kids are pushed and led to do their best, is treated no better than the worst teacher in the school. That is wrong; for the sake of fairness and the sake of our children, it simply has to end. We have waited long enough.</p> <p>We are beginning to hold our school leaders accountable for the only thing that really matters: Did the children grow? Did the children learn? Starting this year, schools will get their own grades, in a form we can all understand: 'A' to 'F.' There will be no more hiding behind jargon and gibberish.</p> <p>But, in this new world of accountability, it is only fair to give our school leadership full flexibility to deliver the results we now expect. Already, I have ordered our Board of Education to peel away unnecessary requirements that consume time and money without really contributing to learning. We are asking this Assembly to repeal other mandates that, whatever their good intentions, ought to be left to local control. I am a supporter of organ donation, and cancer awareness, and preventing mosquito-borne disease, but if a local superintendent or school board thinks time spent on these mandated courses interferes with the teaching of math, or English, or science, it should be their right to eliminate them from a crowded school day.</p> <p>And, while unions and collective bargaining are the right of those teachers who wish to engage</p>	
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<p>Indiana Governor Mitch Daniels (Con't)</p>	<p>in them, they go too far when they dictate the color of the teachers' lounge, who can monitor recess, or on what days the principal is allowed to hold a staff meeting. We must free our school leaders from all the handcuffs that reduce their ability to meet the higher expectations we now have for student achievement.</p> <p>Lastly, we must begin to honor the parents of Indiana. We must trust them, and respect them enough, to decide when, where, and how their children can receive the best education, and therefore the best chance in life.</p> <p>Visiting with high school seniors, I discovered one new option we should be offering. A significant fraction of our students complete, or could complete, their graduation requirements in well under twelve years. We should say to these diligent young people, and their families, if you choose to finish in eleven years instead of twelve, we will give you the money we were going to spend while you cruised through twelfth grade, as long as you spend that money on some form of further education. In this year's survey of high school students, three out of four said they would like to have that option. Let's empower our kids to defray the high cost of education through their own hard work, by entrusting them with this new and innovative choice.</p> <p>Another new kind of choice has come to Indiana parents the last couple years, as a byproduct of our property tax reductions. Families are now able to choose public schools outside the districts they reside in, tuition-free. Schools have begun advertising campaigns, touting their graduation rates and higher test scores. This competition is a highly positive development, as long as it is fair. I ask you to protect our families against any possibility of discrimination by requiring that any school with more applicants than room fill it through a lottery or other blind selection process.</p> <p>Indiana has lagged sadly behind other states in providing the option of charter schools. We must have more of them, and they must no longer be unjustly penalized. They should receive their funding exactly when other public schools do. If they need space, and the local district owns vacant buildings it has no prospect of using, they should turn them over. Widening parents' options in these ways will enable the vast majority of children to attend the school of their choice. But one more step is necessary: For families who cannot find the right traditional public school, or the right charter public school for their child, and are not wealthy enough to move near one, justice requires that we help. We should let these families apply dollars that the state spends on their child to the non-government school of their choice.</p> <p>In that gallery and outside sit the most important guests of the evening. They are children, and</p>	
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<p>Indiana Governor Mitch Daniels (Con't)</p>		<p>parents of children, who are waiting for a spot in a charter or private school. They believe their futures will be brighter if they can make that choice. Look at those faces. Will you be the one to tell the parents “tough luck”? Are you prepared to say to them “We know better than you do”? We won’t tell you where to buy your groceries or where to get your tires rotated, but we will tell you, no matter what you think, your child will attend that school, and only that school. We have the money to send our children where we think best, but if you don’t, well, too bad for you.</p> <p>These children, and their parents, have waited long enough, for a better chance in life. And Indiana has waited long enough for the kind of educational results that a great state must achieve. I have spoken of the economic implications. But, at bottom, this is not about material matters. It is about the civil right, the human right, of every Indiana family to make decisions for its children. It’s about the right of all Hoosier children to realize their full potential in life. Will you join me in saying, the waiting is over, change has come, and Indiana intends to lead it?</p>	
<p>Iowa Governor Terry Branstad</p>	<p>January 27, 2011 (Budget)</p>	<p>While school systems across this country are reeling from massive budget cuts, this budget for the next two years holds school spending authority at the current level. No increase. No decrease – but with an assurance that we can deliver on this promise and allow our creative school leaders more flexibility and opportunity to make things work.</p> <p>And let’s not forget, even while holding spending authority at current levels, last year the state underfunded its commitment by \$156 million. Local school districts were left holding the bag with little choice but to levy additional property taxes to make up the difference. This budget funds that commitment with state dollars and provides direct property tax relief to Iowa taxpayers.</p> <p>But education isn’t all about dollars and cents. It is about our children and our willingness to take the steps necessary to reform our schools and make them among the best in the world.</p> <p>To that end, I will convene an education summit this summer—bringing together the nation’s most dynamic educational reform leaders. These national leaders will work with our new education policy team and strive to reach a consensus on what changes are needed to give our children the nation’s highest quality schools.</p> <p>Should we reach that critical consensus, and I have no reason to believe we won’t, I will convene a Special Session of the Iowa Legislature in the fall of this year to approve our bold reform agenda and make good on our new covenant promise to provide our children with a globally competitive education.</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Planning an education summit this summer of national education leaders; • Will convene special Legislative session this Fall to approve reform agenda; • Called for access to quality preschool for every child <p><u>Budget:</u></p> <ul style="list-style-type: none"> • Level funding public education for next two years

<p>Iowa Governor Terry Branstad (Con't)</p>		<p>In addition, I cannot leave the education discussion without renewing my commitment to ensure that every Iowa child has access to quality preschool.</p> <p>This budget proposes a \$43 million annual investment in providing preschool assistance to those families in greatest need.</p> <p>Research shows preschool investments have the most long-lasting impact on children who come from homes with financial need. As such, our program will be targeted to those families and will give parents flexibility to choose the preschool environment that best meets their needs.</p> <p>But we cannot do this alone, all across this state parents, private donors and caring organizations have for years partnered with preschool providers to ensure access. I am happy to have the state of Iowa join them—as a partner, not as the sole provider.</p>	
<p>Kansas Governor Sam Brownback</p>	<p>January 12, 2011</p>	<p>This Administration will tackle the daunting challenges facing our state through four significant and distinct initiatives, including Growing the Kansas Economy, Excelling in Education, Reforming State Government and Protecting Kansas Families.</p> <p>...</p> <p>Educating children is to the state government as national defense is to the federal government: it is the state's primary function and the lion's share of the state's budget. And that is as it should be.</p> <p>Great educations grow great futures. Yet our public universities have suffered severe cuts and stagnant rankings at a time when the Kansas economy needs better educated students and ascending institutions. A crisis of learning exists for many Kansas children failing to acquire the basic reading skills they need to succeed in school and the workplace. The situation is especially dire for our children who are economically disadvantaged.</p> <p>The budget I am submitting to this Legislature for its consideration will provide school districts with more overall state funding and will also stabilize state support for higher education for the first time since the Great Recession began.</p> <p>Since state money will be tight and federal funds declining for the foreseeable future, we need to make sure we target our funding in the right places to give children the foundation they need for success. This is why I am proposing we dedicate \$6 million this year from the Children's Initiative Fund to the development of early childhood education centers in our most needy school districts. I look forward to meeting with the Children's Cabinet to focus more funding on early childhood reading.</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Emphasized early childhood and literacy <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Higher education facing severe cuts <p><u>Budget:</u></p> <ul style="list-style-type: none"> • School districts more overall state funding and stabilize support for higher education; • \$6 million for early childhood centers

<p><i>Kansas</i> Governor Sam Brownback (Con't)</p>		<p>No child should pass the 4th grade without being able to read. If a child cannot read, her world closes in. If she can read, her world expands.</p> <p>Before leaving the critical topic of education, let me briefly touch on the issue of what our Kansas constitution means when it speaks to the need of providing a “suitable” education for our children. For years, we have faced repeated legal action against the state because no one knows what a “suitable” education actually means. I invite this Legislature to define suitability and end the confusion. This will provide us with a definition of what we need to undertake reform of our school finance formula and provide our school districts with stable, sustainable funding for the future. Let the Legislature resolve school finance... not the courts, so we can send more money to the classroom, not the courtroom.</p>	
<p>Kentucky Governor Steven Beshear</p>	<p>February 1, 2011</p>	<p>But for businesses to succeed long term, we need a better-educated workforce.</p> <p>Kentucky has made real progress on education at all levels. In Education Week's 2011 Quality Counts report – which offers a highly respected assessment of education – Kentucky ranked 19th among the 50 states. A decade ago, such a ranking would have been considered unattainable.</p> <p>Furthermore, our students are performing at a higher level. On the most recent National Assessment of Educational Progress – called “the nation's report card” -- Kentucky's 4th and 8th graders outperformed the national average in science. In reading, Kentucky was the only state to improve both 4th- and 8th-grade scores between 2007 and 2009.</p> <p>At the same time, a growing number of Kentucky students are entering college, fewer need remedial help and more are graduating.</p> <p>I credit strong leadership at all levels of education -- our teachers, principals, school board members, superintendents and university presidents. But we must not be satisfied, because we are not yet where we should be.</p> <p>That's why we should move ahead with the implementation of Senate Bill 1 ... and that's why we must address a long-standing problem by raising the mandatory school attendance age to 18.</p> <p>Our youth need more education, not less. Their economic security depends on it.</p> <p>A student who drops out will earn about \$7,000 less a year than a student who completes high school in Kentucky. If a person goes on to college, that gap is larger – over a career, it tops a million dollars. Dropouts also add burdens in the way of higher welfare and prison costs. It's incomprehensible that some Kentucky leaders passively watch while so many of our youth</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Highlighted Graduation Bill, aimed at curbing dropouts and developing alternative education programs for students who need it; • Called for quality early education program to ensure kindergarten readiness

<p>Kentucky Governor Steven Beshear (Con't)</p>		<p>walk away from school with no plan for their future.</p> <p>The Graduation Bill will change that. House Bill 225 phases in the new requirement to give schools time to implement it. And it answers concerns about unmotivated students by creating alternative programs. Some students simply don't learn as well in traditional settings.</p> <p>Last year, the House passed this bill overwhelmingly in a bi-partisan vote, and I am confident it will do so again this session. It's time for the Senate to do the same. To further help in reducing our dropout rate, we're aligning our early childhood education and development programs to ensure our children enter kindergarten prepared and able to do the work.</p>	
<p>Maine Governor Paul LePage</p>	<p>February 10, 2011 (Budget Address)</p>	<p>Reforms to our pension liabilities make it possible to increase state aid to local education by \$63 million over the biennium from the state aid provided in FY 2011. In 2013 we will contribute \$914 million to General Purpose Aid to Education.</p> <p>And it will not be enough. Education funding is never enough because too many resources are diverted before they reach the classroom. We are working on reforms that make the student the most important person in the classroom.</p> <p>Our budget has no cuts for higher education. Our community colleges and universities have to remain affordable options for our high school graduates and for adults who need to upgrade their skills to remain competitive in a changing job market. We also continue to provide strong support for scholarship programs.</p> <p>We need to consider additional ways to pay for the cost of higher education as well. While not included in our budget submission, I want to start the discussion about creating Maine Higher Education Savings Bonds.</p> <p>A new initiative in our budget is a new collaboration between the Kennebec Valley Community College and Good Will-Hinckley to expand opportunities for kids who need a stable, alternative learning environment. The program will provide career training and prepare students for Maine's workforce.</p> <p>Not every kid has the same needs or goals. Not every student is well served by traditional schools. Our resources need to follow the student to make sure his or her unique needs are being met.</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Noted that diverting resources away from the classroom ultimately hurt the students, particularly the ones with unique needs; • Called for pension reform savings to be used to increase K-12 education aid <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Called for the development of Maine Higher Education Savings Bonds

<p>Maryland Governor Martin O'Malley</p>	<p>February 3, 2011</p>	<p>Balancing budgets, cutting spending, reducing the size of government—all of these things are an important means to a much larger end. If we're going to make this new economy ours – if we are going to win the future, if we are going to make it in America – then we must also have the courage and the foresight to make strategic investments that actually improve our children's education, that strengthen our workforce and our infrastructure, to create jobs through innovation.</p> <p>Innovation is key. And the foundation of innovation — as all of you have demonstrated by your choices in years past — is education. It's one of the most important investments we make together. Now that's why, over the last four years, every year, we have increased education funding. Last year, together as a State – and with the courageous help of our President and our Congressional delegation – we chose to make the largest investment that we have ever made as a State in the important mission of public education. And when this economy recovers, we're going to do even more for public education. In the meantime –in these lean times – we will make that same level of investment that we made last year. Yes, it is level funding. Most school systems for the first time during this crisis will now have to make the same tough choices that the rest of government has been making for the last four years. And I know it won't be easy. And I know that you are going to make sure that we continue to make progress for our kids even with this challenge.</p> <p>But to make this new economy ours, we also have to continue other important work. We have to continue to make college more affordable for more families. Now because of your tough choices, we are making solid progress on this front. Alone among the fifty states we chose to freeze in-state tuition four years in a row. No other state in America was able to do that. Today, Kiplinger's says the University of Maryland is now among the top 5 best national values for a college education.¹⁸ And ParentsAndColleges.com ranks Bowie State University as #1...We can applaud for that I think.</p> <p>Access to college, as you've demonstrated by your choice, is really important, but you know what? Completing college is absolutely essential in this knowledge-based economy. And that's the goal of Complete College Maryland, which I hope you will support in this year's budget. Now this is a step – but it's only a step. In order to move forward, we must rethink the way we fund higher education so that there is a greater incentive for completing college on time.</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> Said the budget crisis has forced the state to level-fund public education <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> Will freeze in-state tuition for the fourth year in a row to increase college access
<p>Massachusetts Governor Deval Patrick</p>	<p>January 6, 2011</p>	<p>So, just like families across the Commonwealth, we took a fresh look at our plan, stiffened our resolve, and made choices. We chose to invest in education, in health care, and in job creation, because we all know that educating our kids, being able to count on good health care, and having a job is the path to a better future. And that's why today Massachusetts leads the Nation in student achievement and health care coverage for our residents.</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> Emphasized Massachusetts lead in student

<p><i>Massachusetts Governor Deval Patrick (Con't)</i></p>	<p>That’s why we won the national Race to the Top competition ... That means jobs to create, schools to strengthen, health care costs to reduce, and urban violence to end. ... That means we must invest in education, in the innovation industries that are expanding opportunity around the Commonwealth, in the small businesses that are the backbone of our economy, and in the infrastructure that supports it all. ... We can’t be satisfied until a great school is within reach of every young person in the Commonwealth. That means we must find the ways to invest in public schools, from early education to public universities, because young people get their chance now and don’t have the option to sit out their education until the recession is over.</p> <p>And it is critical that we use the tools we have in the landmark Achievement Gap Act, which the Legislature passed and I signed only last year, to support the imagination and creativity of great teachers, principals, parent groups, and business partners, to reach the poor children and children with special needs and children who speak English as a second language – the children on whose preparation and optimism our future economy and quality of life depend. We will close the achievement gap in Massachusetts and continue to show leadership in public education. Being first in the Nation is a good start.</p> <p>... More jobs. Stronger schools for all our children. Affordable health care. Safer neighborhoods. That’s the work of our second term. ... On Saturday, through something we call Project 351, we will gather 8th graders from every single city and town in the Commonwealth for a day of service. They are remarkable young people, who are already contributing to making a better community. They are young people like Angelidi Monegro from Lawrence, who serves as a companion to children with severe disabilities and volunteers at the local food pantry.</p> <p>Kids like Stephen Vercollone of Pembroke, who as one of 11 children, led a school drive to create holiday packages for our troops in Afghanistan, where his older brother is currently stationed. The point of Project 351 is to lift up their examples, to encourage the substance and the spirit of their work, and the parents, teachers and communities that inspire them, and to send them back to their communities as a beacon and a challenge for the rest of us. Service for them is not just about what they do, but also about who they are.</p>	<p>achievement, Race to the Top win, investments in public schools, early education, and community service learning;</p> <ul style="list-style-type: none"> • Called for action under the previously enacted Achievement Gap Act <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Asked for investment in public universities
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<p><i>Massachusetts Governor Deval Patrick (Con't)</i></p>		<p>Surely, if these 8th graders can find a way to serve, a way to bear their generational responsibility, the rest of us can also. In that same spirit of service and sacrifice, we embark on the journey of this second administration, humbled by the public trust, invigorated by the task, confident in our plans, committed to our responsibility to build a better Commonwealth, and certain that with optimism and effort, and the grace of God, our best days lie ahead.</p>	
<p>Minnesota Governor Mark Dayton</p>	<p>February 9, 2011</p>	<p>Better education is key to a better Minnesota. It is why I was so pleased to re-affirm last week my promise to increase state funding for public K-12 education every year I am Governor, with no excuses and no exceptions. Our children's futures are in our hands. Their futures are our responsibility.</p> <p>I ask the Legislature to follow my lead and increase state funding for K-12 education. That doesn't mean more money to maintain the status quo. To the contrary, every additional dollar we spend on education should be directed toward improving the quality of that education. Starting with the experiences we provide our state's children in the very first months and years of their lives.</p> <p>I have been greatly impressed with the careful thought being devoted by many dedicated adults to the best use of our resources for early childhood education. That is why I will re-establish the Governor's Council on Early Childhood Education and the Children's Cabinet, both to be led by Education Commissioner Brenda Cassellius. This is a terrific opportunity for continued public-private partnerships, involving business leaders, foundation executives, parents, educators, and everyone else who cares about our children and their success.</p> <p>Then we need to commit more state money to providing all parents with the option of affordable all-day kindergarten for their children. How can states like Alabama, Louisiana, and Mississippi fund all-day kindergarten, while we in Minnesota do not? Despite our deficit, my budget will propose increased funding to expand the number of children who can receive all-day kindergarten. I ask the Legislature to help me find the additional money as soon as possible to make all-day kindergarten an option for every child in Minnesota.</p> <p>In our shared desire to improve our elementary and secondary schools, our colleges, and our universities, I urge all of us to work together – instead of against one another. For too long, teachers and other educators have been battered by continuing criticisms of their commitment, their ability, and their effectiveness.</p> <p>For too long, words like accountability, responsibility, and acceptable progress have been used to imply that there is none. To say that is untrue does not mean we are satisfied with every</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Pledged to increase education funding, with a focus on quality outcomes; • Will focus on providing quality early education by re-establishing Governor's Council on Early Childhood Education, and the Children's Cabinet; • Called on business leaders and other community members to get involved in improving public schools

<p>Minnesota Governor Mark Dayton (Con't)</p>		<p>aspect of our educational services today. It means that we are going to take a different approach to making them better. We are going to listen to one another's concerns; we are going to work cooperatively and constructively; and we are going to enlist the best ideas from the real experts: the parents, teachers, principals, and superintendents, who are most in touch every day with our students and their needs.</p> <p>As someone said, all the reform we could possibly use is available to us right now in those schools, colleges, and universities, which are educating students most successfully. We need to identify those successes, share their strategies, and both encourage and require their use elsewhere.</p> <p>I again ask every business in Minnesota to adopt a school, college, or university: to become actively involved in making them better. They will benefit from you, and you will learn from them.</p>	
<p>Mississippi Governor Haley Barbour</p>	<p>January 11, 2011</p>	<p>Our four research universities have become more effective engines of economic growth. All four have a lot to offer. Mississippi State's Center for Advanced Vehicular Studies and Raspet Flight Center; the ECenter at Jackson State; the Polymer Institute at USM; and the Center for Manufacturing Excellence at Ole Miss are obvious resources that major and small employers find terrifically useful. And companies like SemiSouth in Starkville, FNC in Oxford and WarmKraft in Taylorsville spun off from our research universities.</p> <p>Further, our community colleges have been and remain critical in the enormous and continuing improvement of skills in our workforce. Toyota said the main reason it chose Mississippi for its newest assembly plant, the most sought after economic development project in the country that year, was the quality of our workforce. And I remember well when the Vice Chairman of General Electric, one of the biggest manufacturers in the world, announced GE Aviation would locate a facility to make composite jet engine fan blades and assembles in Batesville. He said, "This is the most sophisticated manufacturing General Electric does anywhere in the world, and we're going to do it in North Mississippi." What a tribute to our workforce!</p> <p>Eighty-nine percent of our state's kids go to public schools. To have the kind of workforce to succeed in the 21st century, we start in K-12. Our schools are getting better. Our last NAEP scores were up more than the national average, and the dropout rate is going down. But that improvement is not enough. We need to make dual enrollment easier and more common. The students can learn more, and their parents will save money as college credits are earned while in high school. In constrained budget times we must put more resources into the classroom and</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> Briefly mentioned: need for education to deliver 21st century workforce skills, dual enrollment, teacher preparation, technology for learning, and more access to charter schools <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> Said universities and community college are important to economic growth

<p><i>Mississippi Governor Haley Barbour (Con't)</i></p>		<p>reduce what is spent on administration. We must continue to focus on improving the quality of teachers coming out of our colleges of education, while simultaneously using technology more in teaching our kids. Finally, because competition is good in every sphere, I urge you to reform Charter School law so more children can benefit.</p> <p>With excellence in education we will keep pushing for job creation.</p>	
<p>Missouri Governor Jeremiah Nixon</p>	<p>January 19, 2011</p>	<p>Together, we're fighting every day, for every job. ...We're fighting for every worker who needs a new skill to compete. [...]We're fighting for every student who dreams of college and a career.</p> <p>And because we've been frugal, we have money to invest in the things that matter most to Missourians: jobs, education, health care, and law enforcement.</p> <p>To compete for 21st Century jobs, we need a highly skilled and well-trained workforce. Our Training for Tomorrow and Caring for Missourians initiatives are preparing thousands more workers for the careers of tomorrow.</p> <p>We've invested millions in training workers to meet the growing demand in fields like computer technology, clean energy, automotive technology and health care. Much of that training is taking place at our excellent community colleges, where the link between education and employment has always been strong. ... That's why this year, I am expanding Caring for Missourians to provide more opportunities for nursing students at our four-year schools.</p> <p>Education is a lifelong journey that begins at birth. That's why my budget for 2012 provides funding for programs to get our youngsters off to a good start, like First Steps, Head Start, and Early Childhood Special Education.</p> <p>And we must continue to invest in young minds from the day our children enter their first classrooms, to the day they accept their diplomas.</p> <p>So even in a difficult year, we will protect our investment in K-12 classrooms. As you know, states received additional federal funds, to be allocated to school districts this year.</p> <p>But in spite of receiving this money, some states are making cuts to their K-12 classrooms. Not in Missouri. In Missouri, we're partnering with our school districts to allow this money to be used to keep stable funding for our K-12 classrooms - not only for fiscal year 2011, but also for fiscal year 2012.</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Announced early childhood funding <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Emphasized community colleges and workforce training; • Wants to enroll more students in college; • Called for extending the A+ scholarship program so more student qualify and more money for scholarships <p><u>Budget:</u></p> <ul style="list-style-type: none"> • Called for stable k-12 funding for 2011 and 2012

<p>Missouri Governor Jeremiah Nixon (Con't)</p>	<p>In the next ten years, Missouri student achievement must rank in the nation's top ten, if we expect to compete for the best jobs in the global economy.</p> <p>How will we accomplish that? Hard work, high standards and higher expectations. It's an ambitious goal.</p> <p>But as any parent or teacher will tell you, children will rise to meet our expectations.</p> <p>And we must do more to help students make the leap from high school to college. For too long, too many excellent Missouri high school students have been unable to get A+ scholarships - through no fault of their own - simply because their schools weren't designated as A+ schools. That's just not fair.</p> <p>Every good student in Missouri deserves the opportunity to go to college - whether they live in the urban core in St. Louis or Kansas City, or down a country road in the Bootheel. I'm talking about students like Alicen Brown and Willie Love. Alicen is a junior at Southwest High School in Kansas City. She's the president of the student body, a member of the district's scholars committee and a peer mediator. She gets good grades and has already taken courses that will count toward her college degree.</p> <p>But Alicen can't get an A+ scholarship because Southwest High has not been designated an A+ school. That's just not fair.</p> <p>Willie Love is a senior at Carnahan High School in St. Louis. He's a scholar-athlete with honors in baseball, football and basketball. He's vice-president of a community service club at school, and works with youngsters at the Demetrius Johnson football camp.</p> <p>Willie's just the kind of young achiever that A+ scholarships are intended to help. But because his school isn't designated as an A+ school, he can't even apply. That's just not fair.</p> <p>Good students like Alicen and Willie deserve an equal opportunity to succeed - no matter what high school they attend.</p> <p>I call on every member of the legislature to extend our A+ program so that outstanding students all across our state are guaranteed access to A+ college scholarships. In recognition of their outstanding achievements, please welcome Alicen Brown and Willie Love.</p> <p>My budget for 2012 also includes millions of dollars for Missouri's most successful college</p>	
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<p>Missouri Governor Jeremiah Nixon (Con't)</p>		<p>scholarship programs, including:</p> <p>Bright Flight, to help keep our top students at our excellent Missouri institutions; Access Missouri, which serves students with the greatest financial need; and A+, which has helped more than 50,000 students afford and attend college.</p> <p>And to improve our students' preparation for careers in science and technology, we'll give a \$500 bonus to A+ and Access Missouri recipients who score well on Advanced Placement exams in math and science.</p> <p>Because job prospects and lifetime earnings are tied directly to education, we've got to lift our aspirations for higher education as well.</p> <p>Today, just 35 percent of Missouri adults hold college degrees. We need to kick that number up to 60 percent if we want to compete for the best jobs in the new economy. How?</p> <p>By bringing the dream of a college education within reach for more Missouri families. College affordability has been a top priority of mine since Day One.</p> <p>So while tuition soared by double digits around the nation, Missouri schools kept tuition and fees flat for two years running. Even if some schools impose modest tuition increases next year, we'll have protected Missouri families from the sharp tuition spikes seen in other states.</p> <p>And the response has been overwhelming. College enrollment jumped by 10,000 students last year, hitting record highs at more than half of Missouri's universities, and boosting applications at all of them. That's progress.</p>	
<p>Montana Governor Brian Schweitzer</p>	<p>January 26, 2011</p>	<p>The best path to a higher paying job is a good education. Most states are cutting their funding for education, but our good planning, resilient economy and money in the bank means that we can continue to invest in public education. Members of this legislature, if you choose to cut funding for public education, you do so as a reflection of your values, because we have the money in the bank.</p> <p>When John and I were running for Governor, we talked to a lot of people, a lot of businesses and they said what we really need to do is reform our higher education system, because all of these new jobs that are coming to Montana. We need to have a system that trains and retrains adults and young people for these emerging jobs. John, remember? We traveled around the state. Well, I'd actually go out to eastern Montana, John kind of handled Billings, and that's what we</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Stressed value of strong early education; • Urged Legislature to refrain from cutting education budget <p><u>Higher Ed:</u></p>

<p>Montana Governor Brian Schweitzer (Con't)</p>	<p>heard, we went to Plentywood, Scobey. One time, though, after we were elected, I started getting some new information from Linda McCulloch. Then she ganged up with Carol Williams and they came in and they said, “Brian, we understand that you want to invest in higher education and these two year programs, but don’t you know that if you have another penny you ought to invest it earlier?” And then they introduced me to a fellow who’d won a Nobel Prize in economics and he told me if you invest earlier, you’ll have better students when they’re in eighth grade. And then I met some principals from all around the world who said the same thing, some university presidents who told me the same thing. You know I’m half German, so it took me a while, but I started listening, and these two gals they were biting on me like dang bull dogs. And then I started noticing and I found that if we started early enough, if we start when a child is five years old, it won’t matter whether their parents both are doctors or lawyers and live at the country club or whether their parents didn’t even graduate from high school, like mine. If we start early enough, every child can soar to their God given capabilities and their destiny won’t be decided by how much money and how much capability and how much early education their parents can give them at home before they start school. And so, when this Legislative body decided to fund full-day kindergarten for five days for every child in Montana you started to change the world.</p> <p>When you saw these children come here today, they’re very special in my heart. They’re third graders. They are the first graduates of Montana’s full-time kindergarten and they represent the future. I want to recognize Erica Henshall their third grade teacher, but I want to embrace Martin Coole who is their kindergarten teacher because there is a special place in heaven for those who teach in kindergarten.</p> <p>I have some bad news for you, politicians don’t change the world, innovators, ideas, scientists, and engineers change the world. Montana must invest our income today from coal, oil and gas and the energy technologies of the future. We will develop Montana’s energy on Montana’s terms, not as a colony for our energy hungry country. Montana can lead in breaking our addiction to foreign oil, with our coal and oil and wind and gas and hydroelectricity. Let’s build an energy system that’s cleaner and greener, that’s designed in Montana, by Montana engineers and built by Montana labor. Engineers and skilled labor that are trained at Montana’s universities and through our apprenticeship programs.</p> <p>My proposed budget provides enough money to cap tuition for every college student in Montana going to a Montana college or university for the next two years. Don’t force the burden of a tuition increase on Montana families. A tuition increase is a tax increase. Don’t increase taxes on Montana families, today. Our university system is the incubator of innovation. Innovators trained in Montana will create the jobs of tomorrow in Montana.</p>	<ul style="list-style-type: none"> • Called for a cap on in-state tuition for residents for the next two years.
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<p>Nebraska Governor Dave Heineman</p>	<p>January 13, 2011</p>	<p>First, my budget recommendations support the Department of Education, the University of Nebraska and Nebraska’s P-16 Initiative in their joint efforts to develop a virtual high school. A rigorous online high school curriculum offers important opportunities to rural Nebraska and urban areas alike. The \$8.5 million initiative will be funded from lottery funds. A virtual high school would allow Nebraska high school students to take courses ranging from basic Spanish classes to advanced placement courses. In rural Nebraska, it can be difficult to hire foreign language, math and science teachers. A virtual high school would allow rural schools and rural communities the opportunity to survive. Online courses allow students to complete course work on their timetable in the evenings or on weekends. A virtual high school is a way to expand learning beyond the traditional school day and school year. My second education proposal is a one-time \$25 million investment in the University of Nebraska’s Innovation Campus. This proposal would jump start and accelerate the development of Innovation Campus.</p> <p>The University of Nebraska is a critical component to our state’s economic future. With its pending move to the Big Ten, the University of Nebraska has an outstanding opportunity to significantly increase student enrollment, expand its rapidly growing research base and develop public-private partnerships at Innovation Campus that will increase job opportunities for Nebraskans. This bold investment is needed now, not five years from now.</p> <p>Additionally, I am very supportive of Senator Ashford’s efforts to reduce truancy. Last year, 22,000 Nebraska students missed more than 20 days of school, and students can’t learn if they are not in school. For example, Commissioner of Education Roger Breed has informed me that students who miss more than 20 days of school score approximately 30 points less on the reading assessment. Many schools would see a significant increase in reading scores if truancy were reduced.</p> <p>Even though Nebraska has a nearly \$1 billion projected shortfall, our two-year budget prioritizes education. State funded state aid to education in FY12 remains at \$810 million and increases by \$50 million to \$860 million in FY13. I am not proposing any reduction in higher education funding for the University of Nebraska, our state colleges and Nebraska’s community colleges. In order to prioritize education and economic growth, my budget proposal significantly reduces funding for many agencies and eliminates several programs. Many of the proposals in your LR542 report have been included in my budget recommendations. The decisions were difficult but necessary. We are facing unprecedented financial challenges. The national economy is recovering slowly and many are predicting a jobless recovery. I have tried to minimize the reductions by transferring \$260 million from the cash reserve, and using cash transfers of \$68 million and re-appropriations of \$15.5 million.</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Recommended funding for development of a virtual high school; • Briefly mentioned support for truancy prevention <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Called for investment in the U of Nebraska Innovation Campus <p><u>Budget:</u></p> <ul style="list-style-type: none"> • Budget for education remains flat for FY12 and adds \$50 million for FY 13; • No reduction in funding for higher education; • \$1 billion projected shortfall in overall budget
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<p>Nevada Governor Brian Sandoval</p>	<p>January 24, 2011</p>	<p>Finally, due to reductions in local revenues, the State must contribute an additional \$440 million to our public schools.</p> <p>Basic Support in our K-12 schools is reduced by \$270 per pupil. The change in total support from current spending is just over nine percent. While this is not ideal, I believe the reductions are within reason if the education establishment is willing to make real changes in how those dollars are spent. State, local, and student revenue for the Nevada System of Higher Education is reduced by less than seven percent. With the loss of one-time stimulus dollars, the total reduction is 17.66 percent. However, the Regents have the option of bringing tuition and fees more in line with other Western States, so many of these funds can be recovered.</p> <p>Therefore, we made \$1 billion of public money work harder so as to mitigate cuts to services and programs. None of this money comes from new taxes. We made better use of existing dollars. The public does not think of revenue as yours or mine. All of it, every last penny, is theirs. Whether it's in this bucket or that bucket does not matter. My budget continues to redirect nine cents of property tax from Clark and Washoe Counties. I will restrict this money to the support of universities and community colleges in those counties, because property values rise and economic growth occurs where universities contribute to economic development. We are turning to the school districts, but not to capture capital construction dollars already allocated to projects. Instead, we propose to change the level of reserves required for debt service in all those counties with bond funds. School improvements, maintenance, and equipment purchases will continue — which means no construction jobs will be lost. Simply put, these tax dollars were unnecessarily locked away in one of those separate buckets. We will use \$425 million of these funds to offset the \$440 million in lost local funding I mentioned earlier. The money will stay in education and be used in the district of origin. And I have committed that the State will replenish these funds over time as the Local School Support Tax rebounds. We must also make temporary use of room tax revenue now slated for teacher salaries in order to defray the costs of overall education spending. I had planned to use that money to reward teacher performance through merit, but we must live with current realities. Pay-for-performance is still included in my budget, just on a different scale.</p> <p>As governor, part of my job is to tell people things they don't like to hear. And when it comes to education in our state, I want to level with the people of Nevada. Our education system is broken. Not the people, but the system. While many teachers, professors, and students are excelling, collectively they are held back by an antiquated system that emphasizes too many of the wrong things — and for which the only suggested answer has been more and more money. Educators who are effective at teaching students and leading schools are paid exactly the same as those who are failing. Graduation rates remain the worst in the nation. The achievement gap</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Affirmed support of pay-for-performance; • Stated that Nevada's education system is broken and announced support for several ideas, including: creating block grants for innovation, eliminating teacher tenure and expanding parental choice (including open enrollment, better charter school options, and vouchers); • Called for K-12 governance reform allowing the Governor to appoint the state board and superintendent of public instruction <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Cited low graduation rates; • Called for giving
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<p><i>Nevada Governor Brian Sandoval (Con')</i></p>	<p>leaves too many students without hope or opportunity. And grade-level performance on national assessments lags.</p> <p>I know that many students take personal responsibility for their education and succeed as a result. I want them to know they are not alone — Since the advent of the Class Size Reduction program in the early 1990s, hundreds of millions of dollars have been provided to local school districts. The students who first participated in that program should now be graduating — yet many are not. I believe we have put too many constraints on local school districts. My budget proposes the creation of a Block Grant Program that encourages districts to be innovative and results-oriented. If one district chooses to continue class size reduction, so be it. If another district wants to pursue other programs, we will no longer hold them back. Flexibility, local autonomy, and accountability are the keys.</p> <p>The new Superintendent of Schools in Clark County, Dwight Jones, recently demonstrated why he is already a leader in our state. He wrote: “The downturn in the economy offers a real opportunity to change how we deliver our services. Yes, funding will be a challenge, but the greater imperative is outlining what we want to achieve.” I agree. So here is my outline of significant reforms in the way we manage our schools: End teacher tenure. An important first step is to eliminate the protection of seniority when decisions about force reductions must be made. Rely heavily on student achievement data in evaluating teachers and principals. As incentives, we will provide \$20 million in performance pay for the most effective teachers. Eliminate costly programs that reward longevity and advanced degree attainment. Bill Gates, Secretary of Education Arne Duncan, and others have repeatedly noted this kind of spending does not improve student achievement. End social promotion. Students who cannot read by the end of third grade will not be advanced to the fourth grade. It’s simple — until third grade, we learn to read. After that, we read to learn. Most kids who start behind, stay behind. It has to stop. Improve accountability report cards and provide more parental choice: Open enrollment, better charter school options, and vouchers to make private school education a possibility for more families. Reform K-12 governance.</p> <p>I ask the Legislature to support the recommendations of Nevada’s Promise to provide an improved governance model in which the governor appoints the state board of education and the superintendent of public instruction. Finally, I am pleased to announce tonight that the Executive Budget includes an additional \$10 million to preserve the Kenny C. Guinn Millennium Scholarship.</p> <p>And what of our colleges and universities? It is widely acknowledged that they are important for our state’s economic development. But here again, the system has failed us. Graduation rates</p>	<p>more autonomy over tuition to the board of Regents in exchange for performance indicator targets;</p> <ul style="list-style-type: none"> • Called for 15% of increased tuition revenue to be dedicated to financial aid <p><u>Budget:</u></p> <ul style="list-style-type: none"> • \$1.2 billion “hole;” • State must contribute additional \$440 million to local school (because of reduction in local revenues); • Reduction of basic K-12 support by \$270 per pupil; • Higher education reduction of less than 7%, may raise tuition and fees
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<p><i>Nevada</i> Governor Brian Sandoval (Con't)</p>		<p>after six years at the state’s public two-year colleges range from a high of 20 percent, to a dismal low of only four percent. Our four-year institutions have graduation rates below 50 percent. There is concern that further budget reductions will require significant changes to the university and community college system. Perhaps a new system is precisely what we need in this new era. Therefore, I will move forward to grant autonomy over tuition to the Regents. Nevada’s tuition rates are well below our Western neighbors — the Regents have long asked for the authority to raise them. Universities and community colleges must develop a more strategic focus that connects degree programs and the state’s economic development efforts. I would also ask that at least 15 percent of any increased tuition be reserved to ensure access for those who need financial aid. As we increase autonomy, we will also increase performance indicators so that graduation rates, completion times, and access are measures of success.</p> <p>I know that none of this is easy to hear. So let me be clear: Nevada has many effective teachers in our schools. We have great principals and outstanding college professors. But there are also some who have no business teaching or serving as an administrator. It is unacceptable that children in classrooms literally across the hall from one another achieve at dramatically different levels because of the quality of their teacher. The current system cannot address this. It is too cumbersome and so focused on the wrong things that we lose students along the way. There will be many debates about these issues in the coming weeks. And one who will debate them with us is here tonight as my guest. I am pleased that Michelle Rhee, former chancellor of the Washington, DC public school system and the Founder and Chief Executive Officer of Students First, a national advocacy organization, is here tonight. Michelle is recognized throughout America as a leader in education reform. She will add her considerable voice to our debate, and I thank her for demonstrating the importance of finally having a frank and honest conversation about public education. Michelle, I know we will hear your voice as one advocating for students first.</p>	
<p>New Hampshire Governor John Lynch</p>	<p>January 6, 2011</p>	<p>Inaugural Address in Lieu of State of the State: Just as our educated workforce is helping our state’s economy grow today, the education that we give New Hampshire’s children now will determine the strength of our state’s economy for decades to come.</p> <p>Our schools have long been among the best in the nation; we’ve been working to make them even better. We’ve improved standards. We expanded the Community College System’s Project Running Start to more high schools, giving students access to college classes and credits.</p> <p>And at long last, we’ve ensured that every child in every community can attend public kindergarten.</p>	<p>K-12:</p> <ul style="list-style-type: none"> • Highlighted achievements in public kindergarten for all and lower dropout rates; • Called for improved alternative programs (online, night school, internships)

<p>New Hampshire Governor John Lynch (Con't)</p>	<p>We've led the way in tackling one of the biggest problems facing American schools, the high school dropout rate. At a time when the number of high school dropouts is of epidemic proportions across the nation, we've cut our high school dropout rate in half to a remarkably low 1.7 percent.</p> <p>A high school diploma is not a luxury; it is a necessity to succeed in the workforce. We've made remarkable progress. But we're not done; we've set a goal of reducing our dropout rate to zero. Let us make sure every child graduates from high school.</p> <p>Our efforts to reduce the high school dropout rate and improve education are succeeding because we've provided new alternatives for children to learn and thrive – online learning, internships and night school. And we are working with our schools to expand that approach throughout our educational system.</p> <p>The Kearsarge School District is planning to move to online classes on some snow days. Students at Spaulding High School are taking Advanced Placement classes online. Programs like the FIRST Robotics competition are teaching children things they could never get from a textbook. I encourage all of you to attend a FIRST competition and see the excitement of the students, all geared around science, math, technology and engineering.</p> <p>We need to spur these types of changes in education by encouraging school districts to expand opportunities through technology; by giving students credit for participating in activities like FIRST; and by investing in alternative education.</p> <p>We should not expect 21st century results with a 20th century educational model. We must and we will give our students opportunities to learn in new ways so they can succeed in a new economy.</p> <p>State government has a role in ensuring that all New Hampshire children have access to these new opportunities and to a quality education.</p> <p>Our current education funding formula halted nearly 20 years of litigation. But that formula must be improved to ensure sustainability; to avoid dramatic cuts in aid to communities; and to prevent the return of donor towns.</p> <p>I will present a proposal for improving the current formula. But we must recognize that our ability to make significant change – change that could expand opportunities for children across New Hampshire – is constrained by the decisions in the Claremont and Londonderry lawsuits.</p>	<p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Highlighted expansion of Community College Running Start dual credit program <p><u>Budget:</u></p> <ul style="list-style-type: none"> • Will present a proposal to change the current funding formula for K-12; • Will proposed constitutional amendment on funding
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<p><i>New Hampshire</i> Governor John Lynch (Con't)</p>		<p>Those decisions have made it harder to address the root problem – local disparities in education. Unlike any other state in the nation, our court required the state to pay the first and the last dollar of an adequate education for every community, making it very difficult for us to lift up the educational opportunities in communities with greater needs.</p> <p>That is why I will propose a constitutional amendment. An amendment that affirms our responsibility for education; but gives us the flexibility we need to give every child in every town the opportunity for a quality education. Let’s work together to pass an amendment that will ensure a great education for every child in New Hampshire.</p>	
<p>New Jersey Governor Christopher Christie</p>	<p>January 11, 2011</p>	<p>We made a down payment — with unanimous support in the legislature, by the way — on an education reform package which created a permanent interdistrict public school choice program. And we approved 6 new charter schools in New Jersey — a small first step, but with many more to come soon.</p> <p>The third critical action item for this year — perhaps the biggest thing of all for the future of our State — is education reform. We cannot ask children and families stuck in chronically failing public schools to wait any longer. It is not acceptable that a child who is neglected in a New Jersey school must accept it because of their zip code. We must give parents and children a choice to attend better schools. Why do I say this? Let me tell you a story. A few years ago, I visited the Robert Treat Academy in Newark. Like those in many charter schools, the slots in this charter school — because it has been so successful, and because we do not have enough charter schools — are limited. So the slots were allocated by lottery. Near the end of my visit, I asked a mother of one of the students how she felt on the night her son was in the lottery. The way she framed the issue was simple, and in so many ways tragic. Whether her son was chosen for this lottery, she said, meant the difference between him going to college — or going to jail.</p> <p>Over 100,000 students are trapped in nearly 200 failing schools. This awful situation is unacceptable in New Jersey. We made some progress this year, with the interdistrict choice bill, with the expansion of charter schools, and with Mark Zuckerberg’s landmark \$100 million gift to Newark. I thank Mark Zuckerberg, and I look forward to continuing my work with Mayor Cory Booker to reform Newark’s schools. But we need to tell those children, and those families, trapped in poor schools that we are coming— and that before this Legislature goes home we will give them more help toward improvement, more hope, and more choice.</p> <p>Our commitment to these principles is why I have asked, and I am honored to have, my friend, former D.C. Schools Chancellor, Michelle Rhee in this chamber today. No one in America has been more clear that we must change our public education system — from one that caters to</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Called for an end to the belief that money and achievement are directly related; • Offered support for improved access to quality charter schools; • Urged development of improved teacher evaluation system – a task force is currently working on the issue; • Called for elimination of teacher tenure • <p><u>Budget:</u></p> <ul style="list-style-type: none"> • Budget is balanced; • Highest statewide per-pupil in the

<p>New Jersey Governor Christopher Christie (Con't)</p>		<p>the feelings of adults to one that prepares our children for the challenges of the 21st century. Michelle, thanks for coming today, and count New Jersey among those who are finally putting our students first. We must expand the charter school program beyond the six we approved this year and the 73 operating in New Jersey. That is a top priority.</p> <p>I am ready to work with you, the members of the Legislature, to attract the best charter school operators in America to New Jersey; to increase our authorizing capacity so they can start charter schools here; to implement the interdistrict school choice law we passed last year; and to send help now to children in failing schools by passing the bi-partisan opportunity scholarship act, without any further delay. Overall, statewide per pupil spending in New Jersey is the highest in the nation, at over \$17,600 per student. But our results in terms of achievement are not number one, and they are not uniformly excellent or even acceptable. In multiple categories, and at multiple grade levels, the gap between at-risk students and those not at risk has not changed little in years — and it is way too high.</p> <p>We must end the myth that more money equals better achievement. It is a failed legal theory—and we can no longer waste our children’s time or the public’s money waiting for it to finally work. The time for real reform is now. Here is what we must do: We must empower principals. We must reform poor-performing public schools or close them. We must cut out-of-classroom costs and focus our efforts on teachers and children. I propose that we reward the best teachers, based on merit, at the individual teacher level. I demand that layoffs, when they occur, be based on a merit system and not merely on seniority. I am committed to improving the measurement and evaluation of teachers, and I have an expert task force of teachers, principals, and administrators working on that issue right now. And perhaps the most important step in that process is to give schools more power to remove underperforming teachers.</p> <p>The time for a national conversation on tenure is long past due. Teaching can no longer be the only profession where you have no rewards for excellence and no consequences for failure to perform. Let New Jersey lead the way again. The time to eliminate teacher tenure is now.</p>	<p>nation</p>
<p>New Mexico Governor Susana Martinez</p>	<p>January 18, 2011</p>	<p>New Mexicans are not fooled when bureaucrats, whose salaries are many times that of the average teacher, claim the only place to cut is from the classroom. They’re not fooled when a school district spends hundreds of thousands of dollars on PR staff and then claims it has nowhere to cut but the classroom.</p> <p>Or when school districts waste education dollars hiring lobbyists but then claim that the budget must be balanced by cutting teachers. The truth is, the waste is there and it must be eliminated.</p> <p>In order to protect classroom spending in education and basic health care for those most in need</p>	<p>K-12:</p> <ul style="list-style-type: none"> • Announced a comprehensive reform package based on four key initiatives: <ol style="list-style-type: none"> 1. Money out of bureaucracy and

<p><i>New Mexico Governor Susana Martinez (Con't)</i></p>	<p>we must find savings elsewhere.</p> <p>This session, I propose a comprehensive reform package that will transform our schools. Our “Kids First, New Mexico Wins” plan is comprised of four key initiatives. First, we will get money out of the bureaucracy and into the classroom. Today, only 61 cents of every education dollar makes it to the classroom. Wasting money on lawyers in the Public Education Department in Santa Fe does nothing to help a child read in a Farmington classroom. By cutting waste and inefficiency in the bureaucracy, we will increase the percentage of funds that reach the classroom. So our kids will benefit. Second, we will adopt an easy-to-understand, easy-to-implement system of grading. Schools will be assigned letter grades A, B, C, D or F. And these grades will be posted to the Web. That’s real accountability that will yield real results.</p> <p>Greater accountability will ensure we identify struggling students in all grades. And focus attention on the lowest-performing 25 percent of students. We will get them help immediately. Just as we’ll target struggling students with immediate help, so too will we target failing schools with immediate intervention. Currently, it takes approximately five years to identify and intervene in a failing school. Five years. We can’t wait that long to help these kids. That’s why they lose hope, that’s why they drop out. Third, we will end social promotion, the practice of passing children from one grade to the next before they have mastered the basics. The New Mexico “Ready for Success” initiative will get struggling students the help they need before we pass them on to the next grade. We aren’t doing our kids any favors by thrusting students who aren’t ready to advance into an environment where we know they have little to no chance for success. Those kids fall further and further behind, they start seeing their dreams slipping out of reach. They get frustrated and disappointed and many eventually give up. But by identifying a student’s challenges in the early grades, we can give them the help they need and lay a strong foundation as they move to the next grade.</p> <p>Finally, we will reward New Mexico’s best teachers. The most important people in the lives of our students are parents and teachers. The quality of our teachers is the key to improving our quality of education. A system that evaluates and rewards excellence will attract the best and brightest to New Mexico classrooms. As I stated just days ago, “Nothing we do is more indispensable to our future well-being or will receive more attention from my administration than guaranteeing our children a quality education.” Just as I view educating our children as a core function of government, I also believe providing public safety is one of our central responsibilities.</p>	<p>into classrooms;</p> <ol style="list-style-type: none"> 2. A-F accountability system for schools; 3. End social promotion and identify struggling students quickly; 4. Reward best teachers
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<p>New York Governor Andrew Cuomo</p>	<p>January 5, 2011</p>	<p>Our schools, in many cases, are underperforming— even though we spend the most in the nation on education.</p> <p>...</p> <p>We have a vast network of higher educational institutions in our State, which include our great SUNY and CUNY systems, and we need to better tap into their economic potential. While New York’s universities rank second nationally in total research spending, they still lag behind other states’ universities in finding ways to commercialize New York research. One of the most important tasks of the regional economic development councils will be to assist those institutions in transforming their research into meaningful economic activity.</p> <p>...</p> <p>Current education funding is largely formula- based grants with no performance incentives. The federal government’s recent move to performance based grants, including the Race to the Top program, has resulted in reform. Therefore, I am proposing two competitive funds to incentivize management improvements. First, I will propose a \$250 million school performance fund for districts that proportionally increase performance in the classroom (e.g. improving grades of historically underperforming children). The second will be a \$250 million administrative efficiency fund for districts that can find demonstrative savings through efficiencies. These grants will complement the objectives of the Race to the Top program by stimulating innovation in the classroom as well as in the administrative office.</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Reported NY spends the most in the nation on education <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Emphasized need to tap into economic potential of higher education institutions; • Called on regional economic development councils to improve ability to commercialize higher education research <p><u>Budget:</u></p> <ul style="list-style-type: none"> • Budget deficit of \$10 billion, could grow to \$17 billion in 2014; • Announced two new competitive grant funds incent school improvement and administrative efficiencies •
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<p>North Carolina Governor Bev Perdue</p>	<p>February 14, 2011</p>	<p>Our public schools are growing to meet the demands of a new North Carolina - enrolling 5,000 more students over the last two years...</p> <p>We are also providing a 21st century education imbedded with technology, more career and academic choices for students of all ages - and have established a new level of accountability for our teachers and administrators. Today, 46,000 high school students are taking courses from the NC Virtual Public School. Teachers are using handheld computers to determine what a child knows, or needs to know, so the child can get the help needed, before falling behind and being unable to catch up.</p> <p>A year ago I asked North Carolina to join me in our Career and College- Ready Set Go! initiative. We challenged educators at all levels, from kindergarten through community colleges and universities, to focus on one single goal: to prepare all students to graduate ready for * a career, * college * or technical training. North Carolina accepted that challenge with gusto. Leaders from throughout the education community and beyond joined together to make Career and College Ready Set Go! the standard for public schools across the state. Then - as North Carolina so often does - we took it a step further. Using Ready Set Go as our foundation, we applied for federal Race to the Top funds - and we won.</p> <p>Because we are not afraid to think differently and to demand more from our students and educators, we were recognized nationally as one of only 12 states leading the way in education reform. Career and College Ready Set Go! won us 400 million dollars in federal Race to the Top funds and a spot on the lists of states to watch. So we are resetting state government, and resetting education....</p> <p>Tonight I am following through with a promise I made to North Carolina more than two years ago: a College Promise. Except tonight I am rebranding it as North Carolina's Career and College Promise.</p> <p>By consolidating existing programs and nurturing partnerships between high schools and our community college system, career training and a college degree will be more affordable to our students than ever before. In the budget I will submit to you, any high school junior who signs up at school for the Career and College Promise - who meets certain criteria while maintaining high academic standards will be eligible to earn a two-year college degree at no cost.</p> <p>The students of the Career and College Promise will have a new reason to stay in school - because for what may be the first time / for many of them / or their families / they will have a clear, attainable path to success.</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Highlighted success of Ready Set Go! College Readiness initiative, and announced rebranding as NC's Career and College Promise; • Called for maintaining funded needed to keep every existing teacher and teaching assistant position <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Under Career and College Promise, pledged two year college degrees for all high school juniors who sign up and maintain high standards
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<p>North Carolina Governor Bev Perdue (Con't)</p>		<p>They will have the ambition to conquer tomorrow. They will be the workforce we depend on to propel our futures. These students will be the workers who fill our 21st century industries and workplaces. The North Carolina Career and College Promise will set them on the path to a career or college degree.</p> <p>But we can never forget / that real education begins in the early years, long before they reach high school. Every single child in this state must have the very best education we can muster. Every single child has a right under North Carolina's constitution to a basic, quality public education, no matter where he or she lives.</p> <p>I go in and out of schools all across North Carolina and meet many, many marvelous teachers and principals. Teachers like Jennifer Facciolini, of Midway High School in Newton Grove. Jennifer is North Carolina's teacher of the year, and she is here with us tonight. Please stand up, Jennifer. We wish every classroom had a teacher like Jennifer.</p> <p>But the truth is, teaching positions have been lost during this recession. There are schools all over the state that are failing our children. And there are teachers and administrators failing to meet the standards of excellence that we need from them.</p> <p>My friends, this is unacceptable. The budget I submit to you will fund every current state-supported teacher and teaching assistant position. We will demand that all teachers and administrators meet our standards of excellence or we will replace them. Now is not the time to let our children fall behind.</p> <p>We must act decisively, and we must act now to ensure all children in every single school system get the sound education they must have to compete in the workforce of tomorrow and keep our state competitive. I urge the General Assembly to join me in making critical choices about how we invest our state's resources.</p> <p>The leaders in this room tonight have a decision to make: invest in our students or cross your fingers and hope for the best.</p>	
<p>North Dakota Governor Jack Dalrymple</p>	<p>January 4, 2011</p>	<p>The fourth strategy is to build, educate, and retain our workforce. We have jobs now, but we still have work to do finding the employees and matching them with the jobs that companies have to offer. Using WorkKeys, an assessment tool developed by ACT, we can evaluate new and prospective employees to determine the best placements of those individuals within a business. We will teach employers how to use this tool effectively, saving time and cost by not placing employees in mismatched jobs. Our two-year colleges can use this test for their own</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Made broad comments about accomplishments in improving

<p>North Dakota Governor Jack Dalrymple (Con't)</p>	<p>students, showing them the jobs where they would excel, and adjusting their training accordingly. This approach can be formalized into the new Workforce Center of Excellence.</p> <p>No plan for economic development can succeed without a simultaneous commitment to excellence in education. With the help of the legislative assembly, our state's accomplishments are many. Senate bill 2200, passed in 2007, laid to rest the issue of equity in school funding. In 2009, House bill 1400 addressed the issue of adequacy and brought us to the long-sought goal of 70 percent funding from state resources. This measure joined with another breakthrough piece of legislation to reduce a school districts' reliance on local property taxes through a reduction of 75 mills in the general fund levy. This reduced the bill to local taxpayers by an average of 18 percent. North Dakota has received recognition in K-12 education as well. We received the prestigious Frank Newman Award from the Education Commission on the States for "Outstanding Innovation in Education Policy." But perhaps the most important measure in the long term is something else. A recent Time magazine poll indicates that parent involvement is the single greatest factor in improving student achievement. The National Education Goals Panel ranked North Dakota No. 1 in parental involvement, a key factor in predicting a student's chance of success.</p> <p>Are we satisfied? Of course not. We must finish the job of funding adequacy and move to the great challenge of improving the quality of instruction in our schools. We all know there are many great teachers in our schools. But what would it be like if all of our teachers could learn to become great teachers? We would see many wonderful things happen, like what we have seen from a group of six West Fargo students who in April won first place in a national science and engineering competition organized by NASA. The middle school students spent more than 800 hours researching the competition's premise: to reduce future lunar settlers' dependence on water from Earth. The students beat out 300 others by designing a system that can turn wastewater into drinking water. As the country's top design team, the students received a trip to NASA's Kennedy Space Center in Florida where they viewed the launch of the Space Shuttle Atlantis. Let us congratulate Principal Tabitha Joyce and the talented students from West Fargo.</p> <p>Higher education also is a key to our state's future. We must encourage young people to seek advanced education because we know they become more productive, higher-earning individuals for the rest of their lives. In recent years we have taken significant steps forward in making post-secondary education more affordable for all of our young people. In 2009 the legislative assembly appropriated \$19 million for needs-based scholarships and instituted merit scholarships totaling \$10 million for students who achieve a certain grade-point average and ACT score. Our university system is providing students with the knowledge and skills they need to succeed. At North Dakota State College of Science, for instance, 98 percent of last year's</p>	<p>education and called for continued support</p> <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Called for tying funding to outcomes; • Highlighted recent expansions of need and merit based aid; • Reported new tools in workforce development
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<p><i>North Dakota Governor Jack Dalrymple (Con't)</i></p>		<p>graduates are employed or are continuing their education. But we know we have work to do. After decades of funding our eleven campuses on the basis of past appropriations and past expenditures, we have lost track of the rationale for each campus’s funding level. We must begin a new approach to funding higher education where we ask the board of higher education to develop a funding methodology that is based on the outcomes that education leaders and citizens would like to see from their college campuses.</p>	
<p>Oklahoma Governor Mary Fallin</p>	<p>February 7, 2011</p>	<p>Lastly, there is nothing more important to our future and our long-term prosperity than education. It is the cornerstone of a prosperous society.</p> <p>We have pockets of excellence in education throughout the state. Many of our teachers – like my sisters in law Rameen and Jane—along with many such as my sisters in law and administrators can be counted as some of the best in the country.</p> <p>But the unfortunate truth is that Oklahoma too often comes up short when it comes to quality education. We can do better. And we must do better in a challenging environment, in the midst of a serious and prolonged budget shortfall.</p> <p>It is critically important that we restructure our spending and our educational programs in order to get more money into the classroom, where it can do the most good. That will require cutting down on overhead and educational bureaucracy by sharing administrative resources.</p> <p>And like in any industry, we also need to find ways to encourage innovation and good results. That’s why I’m working with Superintendent Barresi to find available funds for a new public-private partnership where private money matches state dollars to fund innovative learning programs that are shown to increase student performance and close the achievement gap. And to address the limited circumstances where teachers are underperforming, I’m asking the legislature to send me a bill eliminating a practice known as “trial de novo;” a system that makes it nearly impossible to dismiss even the most underperforming teacher. By implementing these reforms, we’ll make the system more accountable and better able to reward good results.</p> <p>We have a lot more work to do.</p> <p>It has been shown that from the first through third grade a child “learns to read,” but from the fourth grade on a child “reads to learn.” Our children must be able to read at grade appropriate levels to be successful, and so I will work with our superintendent and my secretary of education to take steps towards the elimination of social promotion.</p> <p>We also need to make some common sense changes that save money, like moving towards</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Described need to restructure spending by cutting educational “bureaucracy;” • Focused on importance of early literacy; • Announced hope to make it easier to dismiss underperforming teachers

<p>Oklahoma Governor Mary Fallin (Con't)</p>		<p>electronic textbooks where appropriate. And we must reduce remediation rates and develop better and more accurate systems to track student progress, so we know what’s working and what isn’t.</p> <p>In the next few years, I am confident Oklahoma will be the beneficiary of true education reform that delivers on many of these fronts.</p> <p>Superintendent Janet Barresi and Secretary of Education Phyllis Hudecki are two of the strongest, most dedicated and most qualified women ever to spearhead education reform efforts in Oklahoma.</p> <p>I know the legislature is committed to improving our schools as well. And it must be. Because nothing – and I mean nothing – is as important to the success of this state than raising the bar in education.</p> <p>With the right tools, our children will be the business leaders, the entrepreneurs, the social workers, and the teachers of the future. They will be our innovators and our civic leaders. But to get there tomorrow, they need us to make the right choices today ... to budget responsibly, to ensure that our government operates efficiently and effectively and to reform those agencies that don’t, to pursue an agenda that is pro-jobs and pro-business, to empower our citizens, to improve our health and to recommit ourselves to providing quality education and quality schools. It won’t happen overnight. But it starts now.</p>	
<p>South Dakota Governor Dennis Daugaard</p>	<p>January 11, 2011</p>	<p>Our schools receive \$109 million more than they did eight years ago. We have record enrollments and dramatically more research at our state universities.</p> <p>As we discuss economic development, we must remember that the foundation of our economy is an educated workforce. Every year, education is one of the dominant issues of the legislative session, but too often, the discussion is only about funding. That is an important discussion – and certainly one we will have this year. But we should not measure our schools by how much money they receive or spend. We should measure them by the success of our students. By many measures, South Dakota students are succeeding. Eighty-nine percent of our high school freshmen complete high school – one of the best rates in the nation. Seventy-two percent of our graduates go on to college or technical school – also one of the best rates in the nation. And among states that test at least half of their students, our average ACT score is near the top of the list. I believe our students and schools are successful because of good parenting that sends most SD kids to school ready to learn. They are met there by hard-working and committed educators who cause that learning to occur. My wife, Linda, worked for years as a teacher, school librarian, and coach. These professionals dedicate their careers to our young people. It is because of</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Hailed the quality of the state’s education system; • Called for expanded technical education opportunities and STEM opportunities in general; • Reiterated support for education reform while calling for increased local

<p>South Dakota Governor Dennis Daugaard (Con't)</p>		<p>committed teachers and administrators, hard-working students, and involved families that our schools achieve at the high level that they do. Can we do better? Of course. I am firmly committed to ensuring every student who wants to go to college is fully prepared to enter and graduate. I am also committed to expand technical education opportunities, through partnerships with our tech schools and private businesses, so that high school students can have exposure to skilled, technical fields. I will also be sponsoring a bill to increase the bonding capacity of our post-secondary tech schools, to allow them to continue to expand their campuses and add new programs in technical fields.</p> <p>We also must do a better job in the fields of science, technology, engineering, and mathematics. South Dakota does relatively well in these fields when compared to other states, but our children are not competing against Iowa and Minnesota. They are competing against India and China. Over the next year, I will begin to work toward new approaches to strengthen education in these important areas. I want to use my office to promote new approaches in education and help schools implement them. But I also want to allow local school boards and school administrators to run their own districts. That is why I will be sponsoring bills this year to repeal the 100 student minimum for state aid to school districts, and to remove the cap on school district reserve fund balances. We must trust local officials to make the best decisions for their districts. And if they fail, we must trust local voters to find new local officials.</p>	<p>autonomy</p> <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Announced support for legislation to increase bond capacity of post-secondary technical schools <p><u>Budget:</u></p> <ul style="list-style-type: none"> • Schools receive \$109 million more than 8 years ago
<p>Texas Governor Rick Perry</p>	<p>February 8, 2011</p>	<p>Fourth, thanks to leaders like Representative Rob Eissler and Senator Florence Shapiro, we've increased accountability in our public schools. We've engaged legislators, local districts, teachers and parents in the process and genuinely reformed education in our state.</p> <p>Over the past decade, the state's share of public education spending increased from \$11 billion per year, to \$20 billion in '09. That's an 82% increase. Part of our push for accountability has included a sharper focus on the basics like math, science, English & social studies.</p> <p>Those efforts are paying off in the lives of our young people. For example, Texas has been recognized as one of only four states closing the achievement gap in math. On the latest National Assessment of Educational Progress, Texas children scored significantly higher than their peers.</p> <p>The quality of education in our state is getting better and better preparing hardworking Texans to apply their legendary work ethic and provide for their families.</p> <p>Those families sent a pretty clear message with their November votes. They want government to be even leaner and more efficient, and they want us to balance the budget without raising taxes</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Reported success from past increases in accountability; • Called for an expanded virtual schools network; • Suggested incentive programs for employers who encourage employees to continue high school education; • Asked for expanded STEM academies

<p><i>Texas Governor Rick Perry (Con't)</i></p>	<p>on families and employers....</p> <p>... As those bills come to my desk for signature, I hope they'll be closely followed by others aimed at improving our public education system, especially efforts to reduce our dropout rate.</p> <p>So let's expand our Virtual School Network, with a Virtual High School that will not only enable students who have dropped out to earn a diploma online, but also give students across the state access to classes their own schools may not offer.</p> <p>To encourage students to stay in high school, let's require them to either be enrolled or working towards a GED, if they want to get and/or keep their Texas driver's license.</p> <p>Let's also create an incentive program for employers who encourage their employees to continue their high school education.</p> <p>Let's offer employers a \$1,500 tax incentive for every employee who earns their diploma or GED after receiving two hours off per week with pay to study or go to class.</p> <p>Let's expand our STEM academies, those innovative schools that teach young Texans the science, technology, engineering and math skills they need, to compete for high tech jobs and college scholarships.</p> <p>We also need to help school districts reduce their expenses in these tight budgetary times, made worse by a certain Texas Congressman who singled out our state for punishment in pursuit of his own agenda.</p> <p>One approach is to encourage districts to enter into shared service arrangements with other entities in their area.</p> <p>On the higher education front, we've experienced enrollment growth over the last two years higher than any time in Texas history. Our public institutions had 200,000 more students enrolled in 2010 than they did in 2008, so let's be sure those students and their families are getting the best value for their time and money.</p> <p>Change does not come easily or naturally to these big institutions, but it is critical to educational effectiveness and efficiency. Back in September of '09, I ordered a review of cost efficiencies at</p>	<p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Called for outcomes based funding, a 4-year tuition freeze, and an effort to minimize overall higher education costs
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<p><i>Texas</i> Governor Rick Perry (Con't)</p>		<p>our universities as a way to make education more affordable.</p> <p>One idea that emerged from that process is called "Outcomes-Based Funding" in which a significant percent of undergraduate funding, would be based on the number of degrees awarded. Texans deserve college graduation for their hard-earned tax dollars, not just college enrollment.</p> <p>As families continue to struggle with the cost of higher education, I am renewing my call for a four-year tuition freeze, locking in tuition rates at or below the freshman level for four years.</p> <p>As leaders like Senator Zaffirini search for more low-cost pathways to a degree, it's time for a bold, Texas-style solution to this challenge, that I'm sure the brightest minds in our universities can devise. Today, I'm challenging our institutions of higher education to develop bachelor's degrees that cost no more than \$10,000, including textbooks.</p> <p>Let's leverage web-based instruction, innovative teaching techniques and aggressive efficiency measures to reach that goal. Imagine the potential impact on affordability and graduation rates, and the number of skilled workers it would send into our economy.</p>	
<p>Utah Governor Gary R. Herbert</p>	<p>January 26, 2011</p>	<p>Like any sound structure, Utah's future prosperity will be built upon four cornerstones - education, energy development, job creation, and Utah's ability to solve its own problems. EDUCATION is the first cornerstone because an educated workforce is not just critical, it is essential for a prosperous economy. One of Utah's strengths is that we have the fastest growing population in the country. This impacts our classrooms. In the past two years alone, we added over 25,000 new elementary school students. But due to declining tax revenues, our schools and our teachers had to be innovative to absorb that growth. However, we can add only so much water to the soup without diluting the quality. This year we will add another 14,700 students.</p> <p>However, the good news is that for the first time in three years, because of economic expansion, we have the opportunity to fund this growth in our public and charter schools. Therefore, in this legislative session, funding our children's education MUST BE OUR NUMBER ONE BUDGET PRIORITY.</p> <p>Last year at the State of the State, I announced the creation of my Education Excellence Commission. This Commission, which I chair, includes leaders and experts across the state and across all disciplines, including six of your fellow legislators. Together, we spent hundreds of</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Listed education as the first of four key cornerstones, noting that funding public education must be the state's No. 1 priority; • Announced long-term plan to ensure that 66 percent of residents between 20 and 64 have a post-secondary degree by 2020; • Called for the legislature to enact

<p>Utah Governor Gary R. Herbert</p>		<p>hours developing this long-term action plan that you now have on your desks. The vision of this plan is that by the year 2020, 66% of Utahns, ages 20 to 64 will have a postsecondary degree or professional certification.</p> <p>The pattern holds true from Dixie State to Utah State -higher education success translates into economic success. For example, the University of Utah is not just a new PAC-12 contender on the playing field; it is a national champion in the classroom and in the laboratory. Last year, the U of U surpassed MIT to take the top spot in the country for the number of start-up companies with their beginnings in university research. This extraordinary goal of 66% by 2020 is indeed ambitious - and it will not be accomplished overnight. But we must be bold and we must begin NOW.</p> <p>That is why this action plan also includes eight specific proposals, the initial steps recommended unanimously by the Commission members, proposals that I ask you to address this session. These initiatives include ensuring reading proficiency by the third grade, and matching classroom instruction to real-world jobs-especially in the areas of science, engineering and math.</p> <p>The pathway to success in post-secondary education, which leads to economic prosperity as an adult, begins in elementary school as a child. That is why another of the eight proposals focuses on all-day kindergarten. I have listened as teachers and parents explain how this optional, Utah-crafted program helps our youngest, most at-risk students, and improves their ability to meet their future job-ready. I have also seen the data. The message is clear - investing in our children today, benefits all of us tomorrow.</p>	<p>an action plan to improve education, including an initiative to ensure reading proficiency by third grade and one related to STEM instruction</p>
<p>Vermont Governor Peter Shumlin</p>	<p>January 6, 2011</p>	<p>In a democratic society, educating our citizens is our single greatest obligation. I hereby call for an end to the war of words launched from Montpelier that pits property tax payers against our children, teachers, principals, and school board members, and invite instead a respectful conversation on how to create the best education system for our future; how to produce the best workforce for the jobs we’ve just discussed. We take pride in Vermont's quality education system that is the envy of the rest of the country. Let’s build upon our success by doing even better. The objective is simple: every Vermonter must have the same opportunity for success that Claire Ogelsby made possible for me; economically, intellectually and socially.</p> <p>Part of achieving that success is ensuring that our children don’t grow up in poverty. Almost one in three Vermont children live in low-income households. Without proper nutrition, quality early education, or a stable home, these children too often enter kindergarten far behind their peers, and the spiral begins. They are more likely to drop out of school, abuse substances, and become statistics later in life. We can make a difference in their lives, and we will.</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Emphasized nutrition in low-income households; • Called for accelerated paths of study, dual enrollment and technical school options; • Called for eliminating a cap on the number of

<p>Vermont Governor Peter Shumlin (Con't)</p>	<p>We can also do better at ensuring the success of all of our students in school. While we are rightfully proud of our outstanding education system, we are not delivering what is required for every student. Time spent in class does not measure acquisition of skills. For those who quickly demonstrate clear levels of achievement, let's accelerate their path to enriched programs in that area of study. For students who do not learn in traditional ways, let's support creative approaches that may be outside the four walls of our classrooms.</p> <p>From early education to higher education; from dual enrollment to technical school; we have the most innovative offerings in the country. Our challenge is to break down the silos into a seamless system that allows each individual learner to integrate the array of programs that inspire lifelong learning.</p> <p>Of course, education extends beyond our schools and to our workforce. Herein lies a great challenge. At a time when Vermonters are facing unemployment and underemployment, many of our jobs creators can't find qualified employees, and it's government's responsibility to help fix this problem. Let me be specific: right here in the chamber today we have representatives of businesses who are looking for qualified employees. IBM in Essex is looking; GE in Rutland is looking; Vermont Circuits in Brattleboro is looking; Sonnax in Rockingham is looking. Our job is to have a pool of applicants trained and ready to work.</p> <p>Today I am calling for expansion of the state's pre-kindergarten program for ages three, four, and five, by lifting the cap on the number of students counted in Pre-K funding. Vermonters will be able to exercise local control and vote to spend money without the heavy hand of Montpelier preventing them from doing so. When this cap is lifted, over time, if half of Vermont's eligible children are enrolled in a Pre-K program – an optimistic goal – the cost to the state's Education Fund would be about \$14 million. Let us make Vermont the national leader in early childhood education.</p> <p>We must also invest in workforce development. My budget proposes \$4.8 million for fiscal 2012 to assist Vermont workers and employers with high quality job training. As Vermonters grow older, we must keep more young people in our state in order to have a workforce to train. Ensuring that young Vermonters pursue post-secondary education is critical to our economic future. Vermont students and families have one of the highest education debt loads in the nation. I propose a sustainable higher education income tax credit that will enable Vermont students who stay here and work here to reduce their college debt.</p>	<p>students counted in Pre-K funding</p> <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> Proposed funding for workforce development
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<p>Virginia Governor Robert McDonnell</p>	<p>January 12, 2011</p>	<p>College tuition has doubled for Virginia students over the past decade. That is unconscionable.</p> <p>TOP PRIORITIES: Implement major reforms and more accountability in higher education to make college more affordable and accessible for our students.</p> <p>When I ran for Governor, I pledged to create a pathway towards the issuance of 100,000 more degrees in the Commonwealth over the next 15 years, with a focus on science, technology, engineering, math and healthcare, which lead to the good jobs of the future. While Virginia is home to a top-ranked system of colleges and universities, the stark news we are learning is that our state and nation are falling behind other countries in these STEM disciplines which is harmful to our long term economic and military security. These new degrees will make Virginia one of the most highly-educated states in the world.</p> <p>A college education gives more people greater access to the American Dream. If you want to attract good jobs, you must have a well-educated workforce.</p> <p>One of the most troubling Virginia statistics from the last decade is that college tuition has doubled. That cannot continue. I will not tolerate a system that prices our young people out of their futures. To fix the problem we must reverse the decade long trend of disinvestment, while requiring more accountability and innovation at our institutions.</p> <p>Our "Top Jobs for the 21st Century" Virginia Higher Education Opportunity Act" is highlighted by a new \$50 million investment in higher education, much less than needed to fund our base adequacy model, but a start in getting there. I want to thank Senators Tommy Norment and Edd Houck, and Delegates Kirk Cox and Rosalyn Dance for leading this effort. The new dollars will be targeted to undergraduate financial aid and funding incentives for efficiency and economic development, technology, increased four-year graduation rates, year round use of facilities and degree attainment. These actions will make college more affordable and accessible and create a better educated workforce and more jobs.</p>	<p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Reiterated campaign pledge to create STEM degrees <p><u>Budget:</u></p> <ul style="list-style-type: none"> • Announced new \$50 million investment in financial aid for higher education
<p>Washington Governor Chris Gregoire</p>	<p>January 11, 2011</p>	<p>Education, the number one duty of the state, is the key to the jobs of tomorrow.</p> <p>Today we have eight education agencies with 14 plans. They spend critical time and resources trying to coordinate and provide an education system built in silos.</p> <p>I propose we enact legislation creating one agency — the Department of Education — which will be focused solely on student education with one plan for a seamless system from pre-school to Ph.D. Our students deserve it and our parents demand it.</p> <p>With that focus we can start by making the 12th grade relevant and exciting.</p>	<p><u>K- 12:</u></p> <ul style="list-style-type: none"> • Proposed replacing the state’s eight education agencies with one Department of Education; • Called for changes that would make

<p>Washington Governor Chris Gregoire (Con't)</p>		<p>Twelfth grade should be the launch year of a career. We can give our students a leg up in the competitive world of tomorrow by ensuring they leave their senior year on their way to certification, apprenticeship or college credits.</p> <p>In 2009, those with a bachelor’s degree had an unemployment rate of 4.6 percent, while those with a high school diploma were unemployed at the rate of 10.5 percent.</p> <p>We need to encourage every student to “complete to compete”— complete an AA, bachelor’s or advanced degree so he or she can compete for the jobs of tomorrow.</p> <p>We need tuition flexibility at our colleges and universities to keep the doors of higher education open to all and to maintain high-quality education in good and bad times.</p> <p>I will ask you to adopt the recommendations of the Higher Education Funding Task Force, which increase the number of graduates, require greater accountability from our colleges and universities, ensure stable funding, and establish a \$1 billion Washington Pledge Scholarship Program.</p> <p>Educating our students is their future; a world-class education system is our state’s future.</p>	<p>grade 12 “exciting and relevant” by linking it to college and career needs</p> <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Called on legislature to adopt recommendations of higher education task force (increase graduates, stabilize funding, greater accountability and new scholarship program)
<p>West Virginia Governor Earl Ray Tomblin</p> <p>West Virginia Governor Earl Ray Tomblin (Con't)</p>	<p>January 12, 2011</p>	<p>Our top priority must be to continue to improve our business climate to attract, retain, and create good paying private sector jobs. We must improve and reform our entire educational system to better prepare our citizens for the jobs of tomorrow</p> <p>And while we must do all we can to foster the creation of good paying jobs, it all goes for naught if we do not have a world-class, educated workforce to fill those jobs. As I discuss education, I must begin by thanking my closest confidant, my best friend, my partner, my wife, a true education leader for West Virginia. Thank you Joanne for everything you have done for me and for Southern West Virginia Community and Technical College. We have worked so hard over the years to create a consistent, comprehensive system of education. Now, our community and technical colleges have the independence to focus on teaching the skills needed for our workforce. Again — providing West Virginians with the skills needed, not only to compete — but to succeed in today's economy.</p> <p>We are also very lucky to have with us tonight Drema McNeal, the 2011 Teacher of the Year. Drema teaches language arts at Park Middle School in Raleigh County and is known for her belief that teachers must learn to help students on a personal level. Drema is also an author — her first book — Kyle's Colorful Life won four national awards, and she has just recently published Jake</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Tied education to economy and called for reform; • Highlighted need to decrease the dropout rate and the teacher vacancy rate; • Proposed improving vocational education beginning in middle school; • Called for pay raises

		<p>Learns All Eight Parts of Speech. Drema exemplifies the commitment of educators who put children first. Drema, please stand and be recognized. I also want to thank Blue Cross Blue Shield and Toyota for their sponsorship of the Teacher of the Year award. Tonight we have representatives from both Blue Cross Blue Shield and Toyota. As we all know, Toyota has been a huge success story in our state. Recently Toyota has welcomed a new president to its West Virginia operations. Please give a warm welcome tonight to Yoji Suzuki, the new President of Toyota-WV and Cathy McAlister of Blue Cross Blue Shield for their support.</p> <p>Last year, West Virginia embarked on yet another effort to reform our primary and secondary education system. We need, on so many fronts, to improve our education system. We need to refocus our emphasis on creating an environment where our children learn the skills necessary to be productive citizens so they can compete in our global economy. Simply put, a good education today means a better job tomorrow. And as we move forward, we must remember that it will not take breaking the bank to improve our system of education. Instead we must break the mold. We must make sure that we are using our resources efficiently and appropriately. We must decrease our dropout rate in high school and in college. We must find ways to eliminate the high level of teacher vacancies we have in certain areas of the State.</p> <p>And, we need to focus on developing the vocational skills from the middle school level up. When we build or improve our schools we need to design classrooms that will foster the development of 21st century skills. I will submit legislation to accomplish these goals.</p> <p>I know that our teachers deserve a higher salary. That is one of the reasons why I supported our efforts in 2005 to fill in all of the steps in the teacher salary scale in statute. When we filled in those steps, we ensured that every teacher in West Virginia gets an approximate 1.5 percent pay raise every single year. This year will be the same, and the budget I submitted to you tonight contains funding for those increases. And although I would like to do more, the fact is at this moment we cannot afford additional pay raises that will add to the State budget forever. Our economy is too fragile, and our long-term budget too constrained. Instead, we need to start thinking about pay the same way that the private sector does. In the private sector, businesses often have programs for one-time additional compensation. Accordingly, tonight I am proposing a one-time, \$800 across-the-board enhancement for our teachers. This recognizes the hard work that our teachers put into our system while at the same time does not add to our base budget. Frankly, it should be more and we all need to continue to strive for a day when our teachers are paid at a rate equivalent to the most important role they play in our children's lives.</p>	<p>for teacher s via salary schedule as well as a one-time \$800 bonus for all teachers</p> <p><u>Higher Ed:</u></p> <ul style="list-style-type: none"> • Reported improvements in the community and technical college system
<p>Wyoming Governor Matthew</p>	<p>January 12, 2011</p>	<p>I want to recognize the achievements of our fine teachers and students from around the state. One teacher from each of the state's 48 school districts receives a Teacher of the Year award and from that group a panel of parents, teachers and legislators selects the statewide Teacher of the Year. We have with us the teacher selected last fall to receive this year's award. Please welcome</p>	<p><u>K-12:</u></p> <ul style="list-style-type: none"> • Called for a fresh look at how the state spends money

<p>Mead</p>	<p>Laurie Graves. Laurie teaches 3rd grade at Big Horn Elementary School, and she is the 2011 Wyoming Teacher of the Year. Laurie, you represent all the fine teachers we have in Wyoming, and I thank you for being here and for your excellence in the classroom. We have a couple of our outstanding students with us. James Wilson is an award-winning pianist from the UW Lab School in Laramie. James won his Division of the Asian-American Music Society’s 2010 International Competition and performed at the Kennedy Center in Washington, D.C. in December. Taylor Ballek is Wyoming’s spelling bee champion for 2010. She is from Clear Creek Middle School in Buffalo. She represented Wyoming in the National Spelling Bee last spring. You both represent all the many accomplished students attending school in Wyoming. We are proud of you both and expect more great things from you in the future.</p> <p>In Wyoming it is my belief the vast majority of teachers and administrators are doing a good job. But we recognize we are spending on a Cadillac education plan and not getting Cadillac results. We all know we need to do better. We should not accept the average. And we should be bold in our approach. From where I sit education is too important to remove any debate from the table; there are no sacred cows.</p> <p>From money spent building schools to block grants provided to districts — let’s look at everything. It is also fair to look at changing teacher contracts, but a simple statutory change to alter teacher contracts without more is not a cure-all. Great teachers should be rewarded. Poor teachers should be removed. But, as you consider teacher contracts, it should not be done in a vacuum. We do not want teachers fired for the wrong reasons or for no reasons. What criteria should be used? We want greater accountability and accountability can only come from removing teachers for the right reason; that is that they are not doing a good job teaching. To determine the quality of teaching requires an objective standard. Failing the use of an objective standard we presume the infallibility of administrators. We need a testing program that is administered in a way that will measure students and teachers alike in a manner that clearly identifies both success and problems. The issue of charter schools is one I’m interested in moving forward. It is my belief that charter schools could provide some new ideas to be used at traditional schools. For this model to work, the charter schools cannot cherry pick the best students. We all talk about local control, but I expect school districts to use block grants — state money — in ways that put our students in the best position to succeed. We cannot provide endless funds to school districts without results. I look forward to working with the legislature and with Superintendent Hill on all education issues.</p>	<p>on education, highlighting teacher contracts and the need to inject accountability through reformed evaluation systems;</p> <ul style="list-style-type: none"> • Suggested charter schools may provide new ideas to public schools
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Appendix: Key State Address Themes

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Accountability		◆			◆	◆				◆	◆							◆				◆				◆	◆	◆		◆			◆					◆		
Assessments					◆																		◆	◆				◆												
Budget implications		◆	◆	◆			◆	◆	◆		◆	◆				◆	◆	◆				◆		◆	◆			◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Charter school access				◆		◆	◆					◆								◆						◆		◆					◆						◆	
College readiness					◆						◆					◆	◆					◆										◆				◆				
Degree completion		◆						◆											◆									◆					◆	◆		◆	◆	◆	◆	
Dropout Rate														◆												◆	◆									◆	◆	◆	◆	
Early Education				◆	◆		◆	◆	◆				◆	◆	◆			◆	◆		◆					◆		◆				◆		◆						
Incentive Pay					◆					◆																◆		◆												
Literacy													◆														◆		◆											
Postsecondary Education	◆		◆	◆				◆		◆	◆			◆	◆	◆	◆		◆	◆	◆	◆	◆	◆			◆	◆			◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Scholarships	◆	◆					◆				◆						◆		◆				◆				◆							◆		◆				
STEM					◆		◆												◆							◆				◆	◆	◆	◆							
Teacher Effectiveness				◆								◆								◆		◆				◆	◆	◆			◆							◆		
Teacher Evaluation			◆	◆								◆														◆														◆
Virtual Education					◆					◆												◆		◆	◆					◆										
Workforce Development					◆	◆					◆	◆					◆		◆			◆	◆		◆										◆	◆		◆	◆	