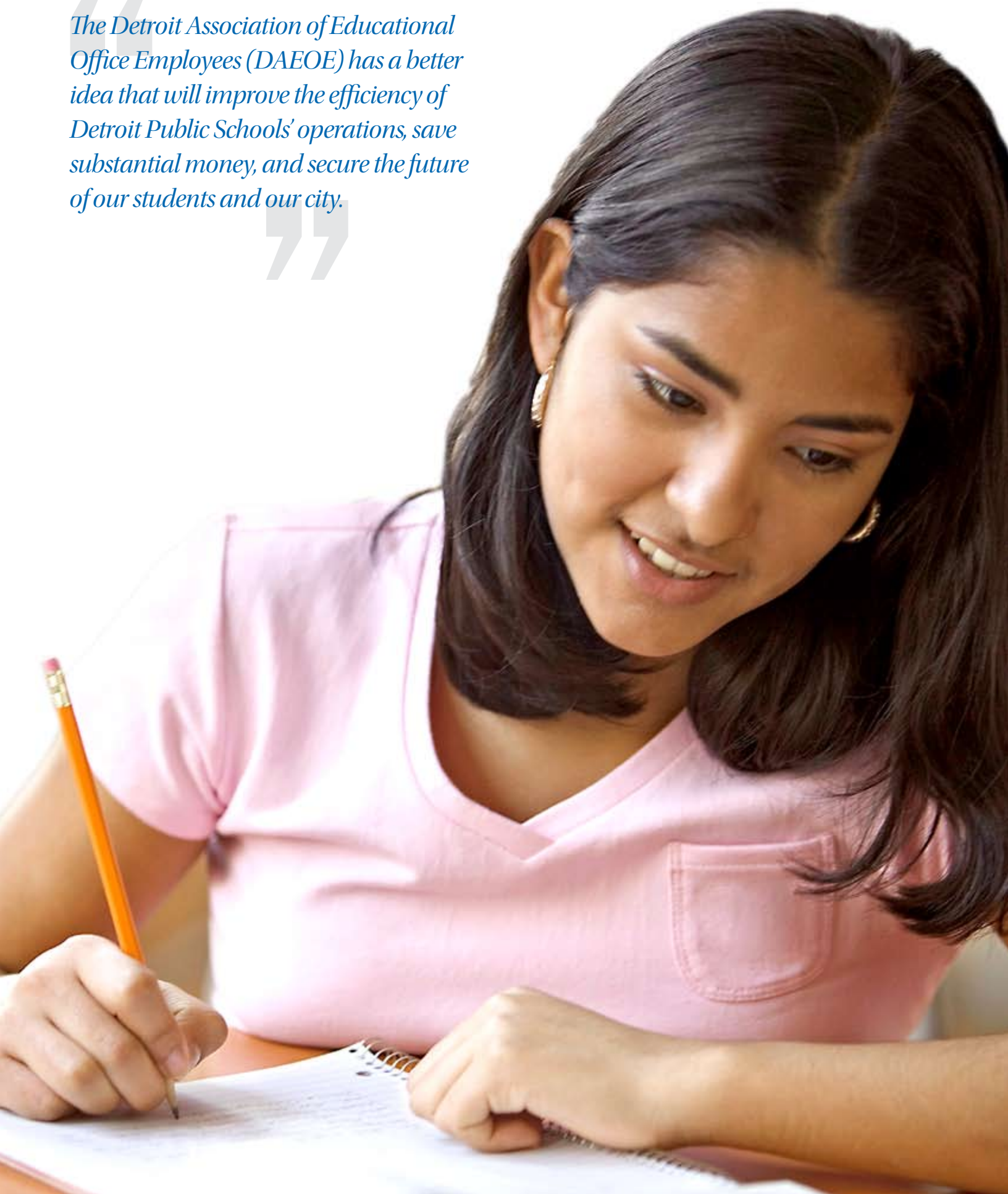


A Stronger Detroit for Our Kids

A PROPOSAL FOR BUILDING
STRONGER DETROIT PUBLIC SCHOOLS



The Detroit Association of Educational Office Employees (DAEOE) has a better idea that will improve the efficiency of Detroit Public Schools' operations, save substantial money, and secure the future of our students and our city.



Executive Summary

A Stronger Detroit for Our Kids

THE DETROIT ASSOCIATION OF EDUCATIONAL OFFICE EMPLOYEES (DAEOE)

represents the more than 460 office employees serving the parents and children of the Detroit Public Schools (DPS). As long term-employees and active members of the Detroit community committed to the success of our schools, we share a strong concern for the future of DPS. We see the impacts of budget cuts on our children's education. And we also see a lot of waste in how DPS operates. We know how to make this school system work better, and we have taken the initiative to start this process.

Our purpose with the proposal is to demonstrate that working with our members is the best way to improve service and save money at DPS.

Working with our members, educational specialists, management experts and representatives from the American Federation of Teachers, we have already begun a process to identify ways of working with DPS to increase revenues and save substantial sums of money. Our first step was to involve our members in a survey targeted at identifying waste, improving service, and developing ideas to streamline inefficient procedures at DPS. This effort resulted in a large number of ideas for improvement and many specific suggestions for cutting waste. The DAEOE then held focus groups to refine these ideas and to target those of greatest benefit.

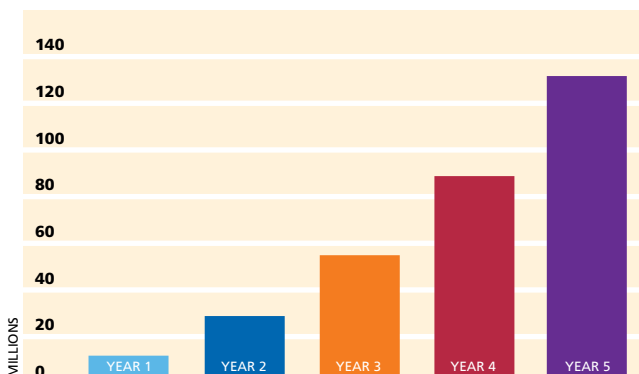
Our project team took just four of these ideas and determined the potential cost savings that could be expected from implementing them. We then projected these savings over the next five years. The ideas ranged from ways to decrease absenteeism and increase enrollment to methods for reducing the waste of supplies. We estimate that over the next five years, these ideas alone can generate almost \$130,000,000 in savings and increased

revenue. There are many more ideas we would like to discuss, and many more ways we can help to make DPS better for our kids. We propose to work with the administration of DPS to build on our members' ideas by establishing a formal and well-proven cooperative process based on union-management respect and cooperation. Specifically, we want to establish a new Labor-Management Committee initiative at DPS. Labor-Management Committees are a widely used method to improve efficiency in the workplace and are supported by the federal government through the Federal Mediation and Conciliation Service. The Federal Mediation and Conciliation Service offers

guidance, materials and grant money to support such efforts. We recommend involving these experts as we begin our improvement initiative.

Working together, we can make Detroit Public Schools more efficient and—more importantly—the schools of choice for Detroit parents. We are ready to begin this process immediately and to work for a Stronger Detroit for Our Kids.

COST SAVINGS AND INCREASED REVENUE FROM DAEOE PROPOSALS



Accumulated Savings by Year

Foreword

NO SCHOOL SYSTEM in the United States has been faced with the number and severity of challenges that now confront the Detroit Public Schools (DPS). Today, more than 100 school buildings sit empty as students move to charter schools, transfer to other school districts, or leave the city of Detroit altogether. Budget shortfalls in excess of \$219 million leave the remaining schools in a precarious position and morale at an all-time low. Some have called for radical solutions, such as privatizing the entire system. Others suggest a wholesale move to charter schools, even in the face of evidence that charter schools do not provide an overall better educational experience for most students. Some would replace long-term, committed administrative staff with temporary workers or outside contractors, not committed to the Detroit Public Schools, but rather beholden to corporate interests. The Detroit Association of Educational Office Employees (DAEOE) has a better idea that will improve the efficiency of Detroit Public Schools' operations, save substantial money, and secure the future of our students and our city. Based on our preliminary work, we have identified more than \$130 million in savings and increased revenues that we can help capture over the next five years.

We're dedicated to the success of our kids in the Detroit Public Schools. We want to be part of the solution. We want to be part of the change. We want to work with parents, teachers and administrators to make our school system the best choice for students and parents. We see the kids every day; we care about them; we are the heart of DPS.

—**Ruby Newbold**, President, DAEOE.

We believe that by working with the committed members of DAEOE, rather than seeking inexperienced part-time replacements, Detroit Public Schools (DPS) can realize its goals of improved service to parents and students while reducing costs. Today, the best way to bring an organization out of a period of decline is to promote innovation and cooperation between labor and management to find creative solutions. Members of DAEOE bring personal commitment; 6,750 years of work experience at DPS; and an unparalleled knowledge of how to improve the efficiency of DPS operations. We want to work with DPS managers to make DPS stronger. We propose to move forward with a process not often used at DPS, but with a long track record of success in other school districts — namely, Labor-Management Committees (LMCs).

Labor-Management Committees are joint working groups composed of organized members, local labor leaders, managers and senior administrators who work together in a formal process to improve efficiency, service and working conditions in the workplace. They have a long history of success in both public and private sector organizations and have been effective in a wide range of settings—including school systems. For example, both Philadelphia's school district and the Los Angeles Unified School District have had substantial success in improving the learning environment through the innovations generated by working with staff members as part of an LMC program. LMCs are supported by the federal government through the Federal Mediation and Conciliation Service.

Both the members and leadership of DAEOE are committed to the success of DPS and the city of Detroit, and look forward to working collaboratively for a positive future. We are the heart of DPS, and we care about everyone's future ... most importantly, that of our children.

Who are the members of DAEOE?

THE DETROIT ASSOCIATION of Educational Office Employees is made up of more than 1,000 committed, active employees and retirees of the Detroit Public School system. We trace our roots to the early part of the 20th century, when in 1931 a group of workers came together to seek a better public school system in Detroit. In our 78 years we have worked to promote social justice, improve working conditions, secure a living wage for our members, and support a quality education for our children.

DAEOE members are highly involved in the life of our schools. They are long-term employees and have long-term ties to DPS. More than 80 percent of our members graduated from the Detroit Public Schools and almost half (47 percent) have children or grandchildren currently in DPS schools. On average, our members have 15+ years of experience with DPS. The majority (60 percent) are the sole support for their household.

Our members fill critical jobs at Detroit Public Schools. We are the school secretaries who help you with enrollment, make sure the paperwork is done to qualify your kids for the benefits they deserve, contact you when your child is ill, and perform many other school-related activities. We are the clerical staff who see that special education students are placed in the classes they need to help them thrive. We are the financial and payroll staff members who make sure the bills and salaries get paid. For example, this ensures that suppliers deliver the items students use in the classroom, and that teachers are paid. We collect and verify the attendance information that DPS depends on for reimbursement from the state and federal government. We are the employees who handle all the critical tasks that would fall through the cracks if we were not there. It is worth noting that for all we do, our salaries amount to only a little more than 1.6 percent of the Detroit Public Schools' budget for 2010. On average we earn less than \$25,500 a year.

Recently we asked our members what they did in the course of a work day. A partial list of the tasks these workers perform on a regular basis is shown at right.

We also asked our members if they donated any of their time beyond the standard 37.5 hours of paid work

per week. The answer was almost unanimously yes. Examples of this donated time include staying after regular hours to get work done, coming in on weekends or evenings to help with school events, etc. We mention this not to ask for more money, but rather to demonstrate our commitment to DPS. In addition to donating our time, we have many stories of how we make a real difference outside normal school hours. DAEOE members give of our time and energy every week to help the kids.

We would like for you to meet some of our members and hear from them about their commitment to the Detroit Public Schools and our kids. We have established a Web site that describes our efforts to improve DPS, and provides an opportunity to hear directly from active DAEOE members. This Web site is <http://www.strongerdetroitforourkids.com/heroes>. We hope you will take a few minutes to visit the website and hear some of our stories.

A FEW OF THE THINGS WE DO FOR DPS, DETROIT'S KIDS, PARENTS AND OUR COMMUNITY

- Complete required enrollment forms
- Dispense medication to children
- Duplicate and prepare material for teachers
- Collect immunization records, birth certificates, proof of address documents, proof of guardianship documents
- Oversee entry into the building and support building security
- Help children with everyday problems—often serve as the school “mom”
- Train other school personnel in policies, procedures and technology
- Assist the principal in finding substitute teachers and aides
- Input student data such as enrollment, attendance, citizenship and transfer information
- Assist students with schedules and class assignments
- Manage and submit payroll information
- Assist teachers in inputting and distributing grades and report cards
- Assist teachers, principals and other administrators with day to day tasks
- Prepare materials for shipping
- Receive materials and supplies
- Answer phone calls from parents and respond to email questions
- Supervise children when parents arrive late to pick them up
- Operate and service office machines
- Prepare and process payroll checks
- Prepare and process checks to vendors
- Process lunch applications, grade changes, and many other types of paperwork
- Help identify families for programs such as Toy for Tots and Goodfellows
- Manage funds at school and maintain various ledgers
- Help families by directing them to various support services
- Complete and file accident reports and incident reports
- Help arrange and manage school meetings and events

I act as an ambassador for my school. I am a mediator with parents, community and school personnel. I am a first aid provider; childcare aide, seamstress, clothes closet, office decorator, and I am skilled in Microsoft Office....As a secretary, you must be able to multi-task...dispense meds correctly while answering the phone, typing a letter and opening the door. All this while keeping a smile on my face.

That's what I do-if I see a need with a child, I try and help out....If you don't care about the students, you're never going to come up with any ideas to help them out.



I love Detroit public schools, I attended Detroit public schools, my children attend Detroit public schools... There is a dedication, there is a loyalty, and I do believe in giving back...so the best that I can do is to serve Detroit public schools the best way I can and be the best employee I can.

Why privatizing DPS employees' jobs is NOT the best plan

PRIVATIZATION, the contracting out of essential services to for-profit companies, is often suggested as the answer to financial distress in the public sector. Far from a cure-all, privatization carries with it both hidden costs and a significant risk of failure. A recent 50-state review of privatization trends compared the promises of privatization to the promise of a free lunch. The review found that: "Like most promises of a free lunch, privatization of government services—also known as 'contracting out'—has rarely delivered on its promises, with most studies showing little gain and often substantial losses for the public."¹ By embracing privatization as a significant cost-saving measure, the DPS administration appears to be promising benefits it will likely be unable to deliver. Good management practice demands that the DPS administration carefully weigh the costs and benefits of privatization before pursuing a very risky and unproven endeavor.

The track record thus far at DPS and elsewhere demonstrates that privatization has failed to produce the promised cost savings, and has instead proven to be an inefficient and wasteful strategy for providing essential services. The 2008 report by the Council of Great City Schools (CGCS) found DPS oversight and administration of contractors was generally lacking in the key area of facilities management. This is but one example of the past failure of DPS to properly manage a privatization effort.²

It should come as no surprise that oversight and administration of contractors was found by the Council of Great City Schools (CCGS) to be lacking. School officials rarely factor in the costs of oversight, contract administration, and enforcement, or of managing disputes with contractors, when making the decision to privatize services. These are among the "hidden costs" of privatization. A plan to privatize services that fails to account for these hidden costs is a recipe for failure and a threat to the quality of the essential services supporting the education of Detroit's children.

DAEOE members provide essential services extending from the school secretary's office, to the finance clerk who pays the system's bills, to the benefits clerk who helps make sure other employees receive healthcare insurance. The privatization process will marginalize and reduce in-house expertise, thus diminishing a school's capacity to provide services. Once that happens, the district has already become dependent on private contractors, who bolster their profits by cutting staff and repeatedly raising their rates. Private contractors have less need to remain accountable. Instead of reducing bureaucracy, they can add additional layers to an already overburdened system. These are unacceptable risks.

In addition to these risks, privatization is simply not an effective strategy for producing cost savings that will significantly reduce budget deficits. Nearly every state government in the country is currently dealing with its worst budget crisis in many years. If privatization produced significant cost savings, one could expect nearly all the states in the country to be pursuing such strategies to balance their budgets. Yet in the middle of a deep economic downturn, only a handful of state governments are looking to privatization as an option. According to the National Association of State Budget Officers (NASBO) most recent Fiscal Survey of States,³ only three states identified a privatization strategy to balance their budgets for fiscal year 2009, and just two did so for 2010. The prevailing wisdom of the overwhelming majority of states is thus, that privatization is not the answer to their problems.

¹ Progressive States Network, "Privatizing in the Dark: The Pitfalls of Privatization and Why Budget Disclosure is Needed, with a 50-State Comparison of Privatization Trends," December 2007. www.progressivestates.org/files/privatization/PrivatizationReport.pdf

² Council of Great City Schools "Reforming and Improving the Detroit Public Schools: Report of the Strategic Support Teams of the Council of the Great City Schools," 2008, www.cgcs.org/Pubs/Detroit08.pdf

³ National Association of State Budget Officers (NASBO) Fiscal Survey of the States www.nasbo.org/Publications/PDFs/FSSpring2009.pdf

What will be successful? ... Working Together for the Success of Our Children

A **S WE HAVE SEEN**, privatizing the jobs of DPS staff members is a high-stakes strategy with serious financial and social risks. But there is agreement that we need to work smarter, save money and deliver improved services to everyone associated with DPS. The best way to accomplish this goal is to work together, drawing on the strengths and commitment of both DAEOD members and DPS managers. There is ample evidence that such partnerships can strengthen an organization under challenge and help everyone succeed.

To help address the financial crisis of DPS, DAEOD proposes to establish a formal Labor-Management Committee (LMC) process. This solution will provide a useful way to build upon the experience and ideas of our staff and DPS managers, to implement better ways of doing things. The federal government strongly encourages organizations to establish labor-management committees as a “best practice” in managing large organizations. The Federal Mediation and Conciliation Service (FMCS) was established to encourage and support organizations to work with employees to make organizations more successful. The FMCS can assist DAEOD and DPS in moving forward in a variety of ways ranging from technical assistance to grant money and trained facilitators.⁴ The FMCS describes the goals of such committees as follows:

The goals of such committees can range from a sincere desire to simply improve communications to an extensive program aimed at modifying behavior patterns, job enrichment and productivity improvement. Regardless of their goals, they have one thing in common—the essential need for representatives of labor and management to join together to talk about mutual problems. The labor-management committee is one of the keys to accomplishing this.

LMCs have been implemented with good success in a number of school districts across the country. These include large, city-centric systems such as the Philadelphia School District, Los Angeles Unified School District, Cleveland Municipal School District, the School District of Pittsburgh, and the Buffalo City School District. Each of these districts faced major challenges similar to those confronting the Detroit Public Schools, but chose to work with their employees to seek solutions rather than seek confrontation and layoffs.

LMCs are effective because they allow the most knowledgeable experts about a job—namely the people doing the work—to come together with management to make work more efficient and to improve service. Ideas for improvements created with the involvement of frontline workers are more likely to be successful than those imposed by management or expensive consultants. By including DAEOD members in the improvement process, commitment, buy-in and long-term success are assured.

⁴The FMCS website (www.fmcs.gov) contains a wealth of information about the effectiveness of LMCs and suggestions for ensuring the success of these efforts.

Planning for Progress, Labor Management Committees, FMCS, 2008.

DAEOE's commitment to innovation and improvement

IT'S EASY TO TALK ABOUT improving services and containing costs at DPS, but the real test is the commitment of all groups to make this happen. DAEOE is committed and has already begun an initiative to save money and improve service at DPS. This initiative was undertaken at no cost to DPS and demonstrates our belief that DPS has a future and can become a part of Detroit's renaissance. The results to date demonstrate that DAEOE members have a wealth of ideas to contribute, and can be a partner with DPS management to build a stronger school system for our kids.

This past August, the DAEOE began working with its members, educational experts, business experts and representatives of the American Federation of Teachers on an initiative to bring fresh ideas and fresh thinking to DPS. This process included an extensive survey of DAEOE members, meetings with key staff personnel, focus groups to help refine cost-saving ideas, and interviews with knowledgeable experts. This effort required a major commitment of time and personal effort for DAEOE members. As part of the initiative, we asked members if they were willing to work with DPS to find new and more efficient ways to do their work. The answer was a resounding YES.

DAEOE members were asked to think about what they could do to help DPS improve during this time of economic hardship. They were asked to think about their work and how it might be done more efficiently, how waste might be reduced or avoided, and how service to everyone touched by DPS might be improved. The membership took this task very seriously and developed a lengthy list of suggestions for increasing service quality and saving money at DPS. Many of these suggestions revolved around common core ideas, or themes. Working with DAEOE leadership and

educational experts, we consolidated the suggestions into a set of 17 themes. Most of the ideas will need further development before they can be implemented, but they can serve as the roadmap for a Labor-Management Committee initiative. These ideas will create long-term savings or revenue increases for DPS, while simultaneously improving services and preserving local jobs. Shown on the table below are the themes we identified.

Each theme has great potential to generate new revenues or significant cost savings for DPS. To demonstrate the value of listening to our members, we conducted further research on the potential savings for just four of the ideas. Based only on these few ideas alone, we estimate that DPS can save money or increase revenues by more than \$130 million over the next five years.

THEMES (OR CORE AREAS) FOR IMPROVEMENT
IDENTIFIED BY OUR RESEARCH WITH DAEOE MEMBERS
<ul style="list-style-type: none">• Enrolling students• Redundant and unnecessary paperwork• Managing and ordering supplies• Standardizing software and programs• Computerizing manual processes• Recycling and green programs• Managing and reducing absenteeism and turnover• Reducing duplication of effort• Enhancing teamwork at Detroit Public Schools• Improving communication efficiency and tone• Improving employee skills through better training• Standardizing procedures and increasing efficiency• Improving maintenance of equipment• Utilizing supplies and resources from closed schools• Increasing expectations of work performance• Setting clear priorities in our work• Eliminating waste in supplies, work processes, and use of outside contractors

Four ideas and the potential financial impact on DPS

BETTER IDEA #1:

Work with our kids, families and attendance agents to reduce absences and keep our children in school.

RATIONALE:

Why is this important?

Our kids can't learn if they are not in school, and absenteeism is a major problem in the Detroit Public Schools. Our students are absent for a variety of reasons, and as the frontline workers in our schools, we see this problem every day. We know the kids and we know their families. We know how to help these families keep their children in school. Reducing absenteeism and increasing enrollment is also important to Detroit Public Schools financially. Less money means fewer teachers, larger classes, and fewer supplies for our students. This year, absenteeism will cost the Detroit Public Schools millions of dollars in lost state aid. A 1 percent increase in enrollment produces \$6 million in state aid for Detroit Public Schools. We want to work with the administration of the Detroit Public Schools,

the attendance agents, and Detroit's families, to reduce this threat to our kids' future. As the clerical staff, we deal with this every day. We have a unique understanding of the problems and the potential solutions.

ANTICIPATED SAVINGS:

How much can we improve funding for Detroit Public Schools?

We believe that by working together and drawing on our experience, we can increase enrollment by 1 percent per year over the next five years. We want to help and to share our experience. By working together, we believe we can bring more than \$92.4 million in revenue to Detroit Public Schools over the next five years. More importantly, we can help our kids get the education they need for their future.

TOTAL INCREASE IN REVENUE AS A RESULT OF IMPROVING DPS ENROLLMENT 1% A YEAR					
	DPS ENROLLMENT IF IT REMAINS CONSTANT(1)	DPS REVENUE FROM STATE AID IF ENROLLMENT REMAINS CONSTANT(2)	DPS ENROLLMENT IF IT IS INCREASED 1% PER YEAR	DPS REVENUE FROM STATE AID IF ENROLLMENT IS INCREASED 1% PER YEAR	DIFFERENCE IN REVENUE
Today	83,812	\$608,307,496	83,812		
Year 1	83,812	\$608,307,496	84,650	\$614,390,571	\$6,083,075
Year 2	83,812	\$608,307,496	85,497	\$620,534,477	\$12,226,981
Year 3	83,812	\$608,307,496	86,352	\$626,739,821	\$18,432,325
Year 4	83,812	\$608,307,496	87,215	\$633,007,220	\$24,699,724
Year 5	83,812	\$608,307,496	88,087	\$639,337,292	\$31,029,796
Total Revenue Increase Over Five Years:					\$92,471,901
(1) 83,812 is the number of enrolled students DPS stated in its press release dated 10/27/09 that it would receive full-funding for on a per-pupil basis because they were attending all required classes. Total enrollment was reported as 85,851 on 10/27/09					
(2) Revenue from state aid is calculated as \$7,258. (The \$7,550 per-pupil figure DPS stated in its press release dated 8/06/09 minus the current \$292 per student state aid cut.)					

I meet any new challenge with the determination to master it. We find scholarships for students we know need assistance. We mentor students and counsel them while they are in the office.



Because of the cutbacks, we're short-staffed. So wherever needed, I'm basically on the forefront in putting myself out there to extend a hand to help others. I go over and beyond. But it's something I enjoy doing.



We care not only about the teachers and the principals and the counselors, but we also care about the children. If people could actually get a chance to see what we actually do, I think their whole conception would be different.



BETTER IDEA #2:

Reduce waste in purchasing supplies and equipment.

RATIONALE:

Why is this important?

Detroit Public Schools will spend \$67 million⁵ on supplies this year ... and there is a lot of waste. We know; we see it every day. We have several ideas for making better use of what we buy, and how we use it. For example, often one school has more of something—like paper—than it needs, while another school has too little. Currently, there is no way for the extra paper to be sent where it is needed. We have a way to do a better job of sharing what we have. And we have many more examples of ways in which we can save money, and make better use of what we have, but we need your support to make these suggestions work. Every dollar we save can be a big help in these tough economic times.

ANTICIPATED SAVINGS:

How much can we improve funding for Detroit Public Schools?

Based on our experience, we estimate that almost 10 percent of supplies and equipment purchased annually do not get to where they are needed, or are ineffectively used. Working together with Detroit Public Schools' management, we propose to set a goal of saving 15 percent of our budget for supplies and equipment over the next five years. We believe we can save 3 percent this year and an additional 3 percent each year over the next four years. Saving 3 percent on supplies each year will produce on average nearly \$1.9 million in savings per year. If we are successful in reducing waste 3 percent per year for five years, in the fifth year the district will be spending a total of \$57.5 million, or \$9.5 million less on supplies than they do currently. If all the savings are added together from reducing wasted spending on supplies by 3 percent each year, then over five years, a total of \$29 million would be saved.

TOTAL SAVINGS AS A RESULT OF REDUCING SUPPLY COSTS 3% PER YEAR

CURRENT SPENDING ON SUPPLIES FY 2010: \$67 MILLION	COST OF SUPPLIES IF NOTHING IS DONE TO REDUCE WASTE (COLUMN A)	SPENDING ON SUPPLIES WITH 3% ANNUAL REDUCTION (COLUMN B)	TOTAL REDUCTION IN SPENDING (COLUMN A MINUS COLUMN B)
Year 1	\$ 67 million	\$ 64.99 million	\$ 2.01 million
Year 2	\$ 67 million	\$ 63.04 million	\$ 3.95 million
Year 3	\$ 67 million	\$ 61.15 million	\$ 5.85 million
Year 4	\$ 67 million	\$ 59.31 million	\$ 7.68 million
Year 5	\$ 67 million	\$ 57.35 million	\$ 9.46 million
Total	\$335 million	\$306 million	Total Savings Over Five Years: \$29 million

⁵ This figure includes supplies for federal programs for which the district is reimbursed.

BETTER IDEA #3:

Improve service to students and parents by developing better ways to get them the answers they need.

RATIONALE:

Why is this important?

Parents have questions about their children's education. Eligibility for special programs and services can be put into jeopardy when documents are not complete and accurate. Time is often wasted in trying to find the right person at Detroit Public Schools to answer key questions. This problem has gotten dramatically worse in recent years, as position after position is cut, and department after department is closed. It is often almost impossible to get the critical information that parents need.

These delays in finding key information cost real money. Parents can't get documents they need for benefits. Our students don't get services to which they are entitled. And the Detroit Public School System does not get all the state and federal aid that it deserves.

ANTICIPATED SAVINGS:

How much can we improve funding for Detroit Public Schools?

Each hour wasted trying to get answers costs everyone. Based on our interviews with DAEOE members, we estimate that an average of three hours per week is wasted in searching for information that should be readily available. Using the current average rate of pay for staff members including benefits, the cost is almost \$1.5 million per year in lost work time. Carried over five years this comes to \$7.3 million. Equally important, that time could be better spent helping parents, arranging services for students and working to ensure that Detroit Public Schools get all the financial support we deserve. Improving our service to parents and students is an important way to make DPS schools the schools of choice in Detroit.

BETTER IDEA #4:

Reduce the cost of photocopying.

RATIONALE:

Why is this important?

Each year, DPS spends hundreds of thousands of dollars on photocopying. We often don't have enough books for all our students, and have to photocopy large amounts to fill the gap. While we want to improve the distribution and delivery of textbooks, we know that the need for photocopying will always be with us.

Photocopying is expensive. We have to buy paper and copying supplies. There is the cost of buying and maintaining equipment. And we have the cost of employee time that might better be spent on other duties.

We estimate that at least 30 million black-and-white copies and 6 million color copies will be produced for classrooms and for administrative purposes in Detroit Public Schools this year. At the current enrollment level, that's about 350 black-and-white copies per student per year and 70 color copies per student per year, or about 2 black-and-white copies per student per school day and 2 color copies per student per week. Suppose Detroit Public Schools is paying 5 cents for black-and-white copies and 10 cents for color copies right now: that works out to \$1.5 million annually for black-and-white copies and \$600,000 for color copies or a total of \$2.1 million per year.

ANTICIPATED SAVINGS:

How much can we improve funding for Detroit Public Schools?

Based on our estimates, we could save \$2.25 million over the next five years if a broader effort to centralize as much copying as possible were undertaken. One model to examine is Pittsburgh Public Schools, which centralizes as much printing and copying as possible. At their centralized location they are able to produce black-and-white copies for 3 cents a copy and color copies for 5 cents a copy and deliver them to the work-sites where they are needed. The 3 cents for black-and-white and 5 cents for color include all supply, labor and distribution costs. If half of all the copies could be produced for Detroit Public Schools, using the same model and for the same cost as in Pittsburgh, that could save as much as \$300,000 annually for black-and-white and \$150,000 annually for color copies. That adds up to \$2.25 million over the next five years. Keep in mind that we also have many other ideas for reducing the total amount of printing and copying done by DPS.

A better way forward

THESE IDEAS ARE ONLY A START on the potential wealth of suggestions that DAEOE can provide. We need a way to bring these ideas forward and to make them successful. This goal can be accomplished through LMCs, with the help and assistance of the Federal Mediation and Conciliation Service.

The members of the DAEOE are committed to the Detroit Public Schools and want to be part of the renaissance of the system. We are the products of DPS and we send our children and grandchildren to DPS. We see the good in the system, and we see where the system can be improved. Working together, we can address many of the challenges facing DPS. We propose

to immediately establish an LMC process, with the assistance of the Federal Mediation and Conciliation Service. We propose an organizational meeting during the next 30 days to begin this process. And we propose to set a goal of saving almost \$10 million during our first year of work, on our way to saving more than \$130 million over the next five years. We want DPS to be successful and we will help build that success for our students, families and children. We are ready to begin this process immediately and to work for a Stronger Detroit for Our Kids.

The members of the DAEOE are committed to the Detroit Public Schools and want to be part of the renaissance of the system. We are the products of DPS and we send our children and grandchildren to DPS.





A Union of Professionals

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