

to do, but having the rest of the school structured in a way that will support that type of teaching.

SPEAKER BARRETT: Time has expired. Thank you. Senator Scofield, followed by Senator Bernard-Stevens and Warner.

SENATOR SCOFIELD: Mr. President and members, I guess I'd like to give Senator Withem an opportunity to continue the discussion that we've started here and also since Senator Beck's question raised a question in my mind about, one, Senator Withem, I'm going to reel off a bunch of things and then give you my time to continue responding. How do you envision the grant application process working? There is a committee outlined in here but I don't see...if you want to embellish upon that and probably, if we're going to use that, I think we ought to...we should embellish on that a bit. I could see quite a competitive situation emerging which probably is what we want to see. On the other hand, I'm intrigued by the suggestions here that perhaps we should think of other ways to encourage this to happen, not being sure that you bring about change simply by sending out a grant. Maybe you do. The other question that I have, and I don't have an answer for this, but it's one that I think all of us here in the body should work with Senator Withem or anybody else who wants to bring about change. It seems to me on the handout, Senator Withem, under State/District Roles in Restructuring, item 2 really gets at a central assumption to any kind of change process as we talk about encourage wise use of resources with resources being allocated on what is best for student learning. Correct me if I'm wrong, but I'm making the assumption that that means that you might, in fact, take resources that are currently being spent on one thing and even reallocate them to a different area which I've always been a strong advocate of and, in fact, we've pushed that, tried to push that notion in the children's study. But I can tell you that I cannot think of a time when we've made a meaningful reallocation of resources anywhere in government. It tends to end up just being add ons rather than actual shifts because you have a constituency out there for something that is already going on and I've had lots of school boards' experience with that when they've got in financial trouble trying to make some changes and everybody comes rushing in that wants to support that one program. I guess I want to know, is that the assumption and then, too, what do we have to do as a Legislature to set the tone for that to show that that can be done. I think it would be a major breakthrough because I've never seen anybody