Michigan Civil Rights Initiative (MCRI) Could Have Unfortunate Outcomes for Michigan Residents

The Michigan Civil Rights Initiative (MCRI), a constitutional amendment proposed to be on the state ballot in November 2006, would, if passed, ban government “preferences” based on race, sex, color, ethnicity or national origin in public education, government employment and government contracting. In 2004, the UM President’s Advisory Commission on Women’s Issues, which is chaired by CEW director Carol Hollenshead and which advises UM President Mary Sue Coleman on gender-related policy and practice, became concerned about the potential effects of the ballot initiative. For example, in remarks at a February 2004 Diversity Summit, UM President Coleman expressed her concern that “[m]any programs across the state that open doors for women and minorities are at risk” because MCRI “seeks to limit the ability of public institutions to consider race and gender as factors in determining participation.” Similarly, in January 2005 remarks on Martin Luther King, Jr. Day, President Coleman stated her belief that MCRI was “not a ‘civil rights’ initiative,” but would instead “close the doors to outreaching programs, mentoring and financial aid that encourage women and under-represented minority students to seek the highest possible academic achievements.”

To address these questions and concerns, CEW conducted research on the gender impact of Proposition 209, a nearly identical initiative passed by California voters in 1996. That research, conducted by CEW researchers Susan Kaufmann and Anne Davis and reported in “The Gender Impact of the Proposed Michigan Civil Rights Initiative,” found that Proposition 209 has had strongly negative consequences for all women and for men of color in California. While Proposition 209, like the MCRI, explicitly addressed public education, public employment and government contracting, the CEW report found that Proposition 209 has resulted in additional challenges to health care, domestic violence services and other programs essential to women’s well-being. If interpreted as Proposition 209 has been, the report concluded, MCRI appears to provide no new civil rights and could seriously erode the gains women and minorities have made in the last several decades. The key findings of the CEW report are summarized below.

The MCRI appears to have been designed by its backers to encompass all functions and all levels of state and local government.

“IT (MCRI) could ban outreach programs to recruit men to nursing or girls and women to science, math and technology. It could make illegal any scholarships based on race, sex, ethnicity or national origin. It could prohibit programs to help women and minorities become apprentices in the skilled trades, where their numbers remain very low.”
Women comprise 56% of Americans over 18 who live in poverty. Yet, women's earnings and income increase dramatically when they have college degrees. Completing a four-year college degree "sharply reduces women's chances of being poor, from 16.7 percent to 1.6 percent."

In Ann Arbor as across the country, we've been seeing news stories related to Hurricanes Katrina and Rita since Labor Day weekend. Commentators and newscasters alike have noted that these stories have shown the nation images of Americans living in poverty and have illustrated issues of poverty. In the aftermath of these hurricanes, a new spotlight has shone on poverty in the U.S.

For those of us at CEW, our dismay at seeing these terrible images is coupled with a reminder of one of the fundamental needs for women in America today – the need for education. While only 4.3% of the population holding a four year degree or higher is below the poverty line, the numbers rise dramatically for those with only a high school diploma (12%) and reach 21% for those without a high school degree. Clearly, economic and social stratification translates into educational levels, as David Brooks describes in a September 25, 2005 editorial in the New York Times. Students in the poorest quartile of the population have less than a 10% likelihood of completing a college degree, while those in the top quartile economically have a 75% chance.

Women comprise 56% of Americans over 18 who live in poverty. Yet, women's earnings and income increase dramatically when they have college degrees. Completing a four-year college degree “sharply reduces women's chances of being poor, from 16.7 percent to 1.6 percent.” Higher education is even more vital for women because in order to reach the income levels of men with high school diplomas, women need post-secondary education. Men with a high school degree in 2001 earned more than $34,000, while women who had an associate degree earned just over $32,000.

According to UM's National Center on Poverty, “Poverty rates are highest for families headed by single women, particularly if they are black or Hispanic. In 2004, 28.4 percent of households headed by single women were poor, while 13.5 percent of households headed by single men and 5.5 percent of married-couple households lived in poverty.”

The grim photos of women and children in poverty in New Orleans illuminate the need for women, and especially single mothers, to improve their economic prospects through education. Not only does women's educational attainment result in higher earnings and a reduced probability of living in poverty, recent research points to the intergenerational benefits of higher educational attainment. “Higher levels of parental education… increase the likelihood that children will be successful in school,” and the educational attainment of parents is reflected in the subsequent educational attainment of their children.

The suffering following the Gulf Coast disasters reminds us that CEW's ongoing work to improve educational access for women can have tangible results. Improving the lives of individual women and consequently their children's lives happens in many ways at CEW. Working to advance women's educational attainment is one important way we touch the lives of hundreds of women each year.

For a version of this column that includes citations, please visit the CEW website at www.cew.umich.edu.
CEW Counselors Cover a Variety of Topics: Educational Goals, Career Directions, Financial Issues or Rebuilding Lives After a Crisis

“I am delighted that you exist. I can’t believe the professionalism and knowledge that is available to me through your counselors!”

The above quote illustrates the kind of feedback that CEW typically receives from individuals who have taken advantage of our counseling service. The professional counselors at CEW work one-on-one in over 1,000 appointments each year—sometimes seeing a woman once, sometimes for a series of appointments as they work on a specific issue such as a decision about a career change.

Describing CEW’s counseling can be challenging. The concerns that individuals bring into their meetings with counselors range from exploring educational goals or a new career area to rebuilding life after divorce, to a serious financial crisis. The following stories illustrate the variety of ways in which CEW works with women and men as partners in life transitions.

- Eva, a scientist with a doctoral degree, came to CEW when she was uncertain about continuing in her career track. She learned about the “imposter feelings” sometimes experienced by high achievers in the academy, reacquainted herself with lost goals, and renewed connections with those who believed in her talents. Several months later, she was able to accept “the job of her dreams.”

- An office worker for a small manufacturing business, Roxy felt smothered and bored. Art had always been an outlet for her, and her counselor suggested an art degree as one possibility. The counselor offered a number of resources and informational contacts, and Roxy followed through on each one. She decided to pursue a degree in art, and was admitted to the University of Michigan.

- Jenny and her husband had been looking at finances and the timing of having a second child. But Jenny was also interested in starting a demanding graduate program and felt that the department would expect her to continue as a full time student without an interruption. In meetings with a counselor, Jenny explored how she and her husband could balance their career and family demands; the counselor also provided her with information about child care resources and potential financial help while assisting her to explore the leave policies available to her.

- Carol recently retired from a successful career. While her retirement has afforded her the opportunity for greater travel with her still-employed husband and the time to become more involved in volunteer and community activities, Carol yearns for more. She came to CEW for assistance in determining what activities, paid or unpaid, she can now embark on that will challenge her mind and keep her active. She is working with a CEW counselor to explore her values, skills and interests, and to discover ways to explore her options and weigh her choices.

- The combination of classroom and clinical requirements in her demanding academic program, combined with her job and a 45 mile commute, forced Donna to consider the frightening prospect of quitting her job, as her advisor urged. A single mother, struggling economically, Donna needed financial support but also personal support. The counselor was able to assist her financially with a Critical Difference grant and also linked Donna to a number of campus resources, including a student-run single parent support group.

Each story is different, yet in each case CEW counselors provided an assortment of services: personal support, guidance, problem-solving assistance, financial aid, or simply a listening ear for a woman trying to cope with challenging circumstances or a difficult change. In addition, CEW counselors assisted these women in finding informal and formal resources on campus and in the community. Working within the Center’s services that include multiple program offerings, public access computers available in the library, and the library’s books and journals, each counselor has at hand an array of resources for different issues, different types of learners, and different interests.

The Center is committed to providing this free counseling service to assist persons in transition. These illustrations clearly show the power of such support and the ability to change stress to success.

The Counseling and Program

Fund represents the single largest category in the Center’s current fundraising campaign efforts. (The fund goal is $927,000.) This work, and consequently this campaign goal, are central to all we do at the Center and drives our programs, research and advocacy efforts. If you are interested in changing lives or have questions regarding this fund, please contact Beth Halloran at 734.998.7698 or email her at bethhall@umich.edu
A gift to the Center for the Education of Women may be part of a thoughtful, comprehensive estate plan that provides a way to complete a lifetime of giving or allows a donor to make a significant gift that was not possible to make at an earlier stage of life.

Ensuring Your Support Through Planned Giving to the Center

The Center for the Education of Women represents different things to different people. For some of our closest friends, the Center represents a safe haven where they were supported during earlier, difficult times in their lives. For others, the Center represents a dynamic organization dedicated to improving the lives of women, and that mission resonates with their personal passion. For still others, the Center offers a wonderful blend of supporting the University’s mission as well as reaching out to the community of Southeastern Michigan to help ensure that all community members have access to academic and career success. Whichever category best describes their relationship with the Center, one question is central to all friends of the Center: “How can I turn my appreciation into action?”

A gift to the Center for the Education of Women may be part of a thoughtful, comprehensive estate plan that provides a way to complete a lifetime of giving or allows you to make a significant gift that was not possible to make at an earlier stage of life. “Planned giving” takes into consideration tax advantages, potential income generating gifts, and estate commitments.

In this issue of the newsletter, we are providing information on including the Center in your estate plans. We offer the following broad overview of a number of options that might be of interest to you as you consider the question, “How can I turn my appreciation into action by supporting the Center financially?”

Life Income Agreements
Life income agreements are gifts that provide lifetime income to you. Upon your death, or termination of the agreement, CEW will use the remaining assets for the purpose you have specified. You receive a charitable deduction at the time of the gift. In addition, you may enjoy capital gains tax and estate tax savings. These trust and annuity arrangements can be structured to pay a fixed, guaranteed income, or one that can grow over time.

Retirement Funds – IRA, 401k or 403b accounts
Many friends of CEW have accumulated retirement funds in excess of what they need to live on. Income and possible estate taxes can erode retirement plan assets when they are left to heirs. With careful planning, you can name the Center for the Education of Women as a partial or full beneficiary of your IRA, 401k or 403b plan after your lifetime. Gifts to CEW through retirement funds avoid taxes on the plan balance.

Creating a Bequest for CEW
For many donors a bequest offers the opportunity to make a gift from a will or living trust without affecting their current financial situation. A properly structured bequest allows you to specify the gift amount, the purpose of your gift, and to identify the transfer of certain assets to minimize estate and other taxes.

A Bequest to Support Women’s Success
Alice Landau has had a life-long concern about the disadvantages that are a reality for many women. Along with her late husband, Henry, she has supported organizations that help promote education and the well being of women so that they may improve their lives and positively impact their futures. Through her personal friendship with Molly Dobson (a dedicated volunteer, Leadership Council member and financial supporter of the Center), Landau has become increasingly acquainted with the important work of the Center for the Education of Women that helps women achieve their goals. And it is the Center’s success in working with women and their specific concerns that inspired her to make a provision in her estate plan for a generous bequest to support the Center’s Counseling and Program Fund.

World War II interrupted the Landaus’ education in Poland. After emigrating to the United States, Henry founded a successful business building custom homes. In the early years, Alice Landau enjoyed working in her husband’s business, but eventually stayed home to raise their four children. With her children grown now, she is proud of their successes and delights in her many grandchildren.

Over the years, Alice Landau became more aware of the discrimination against women. She also knows that many women serve in two roles – they must raise their families while also working outside the home. The cost of living is the same for men and women, so it concerns her that, on average, women earn less than 75% of what men earn. “It’s not fair,” she says. “With educational opportunities, women can do anything.”

Alice Landau knows that her bequest to CEW, in addition to her annual support, will enable women to get the education they need to succeed, and is confident that, with help from CEW’s advocacy initiatives, one day inequalities that hold women back will no longer exist. It is her dream that her gift, and others like it, will positively impact the needs of women so that her granddaughters will not know the inequities that women face today.

Henry and Alice Landau

Center for the Education of Women  University of Michigan  Fall 2005
Your will is your way to disperse your property after you are gone. A bequest provides for a transfer of wealth that happens upon a person’s death. For many, a bequest offers the opportunity to make a more substantial gift than would be possible during your lifetime. Others view a bequest as an opportunity to round out a lifetime of giving with a lasting legacy to the Center for the Education of Women.

Friends of CEW may bequeath cash, securities, real estate, works of art or other specific property and receive an unlimited estate tax charitable deduction for the value of the gift they have left to CEW. Certain retirement fund assets, IRAs and savings bonds may also be used for charitable bequests to derive both estate and income tax savings. In future newsletter, look for additional expanded descriptions of giving opportunities.

There are four ways that you can give a bequest to the Center for the Education of Women through your will:

- **Specific Bequest** – a distribution of a specific amount of cash, securities or personal property.
- **Percentage Bequest** – a stated percentage of the donor’s estate.
- **Residue of the Estate Bequest** – the remainder of the donor’s estate after specific bequests have been satisfied and taxes and costs have been paid.
- **Contingent Bequest** – ensures that if circumstances make it impossible to carry out a donor’s primary provisions (such as heirs who do not survive the donor), assets then pass to CEW.

The University of Michigan can provide suggested wording to you and/or your attorney for designating your gift to the Center for the Education of Women. We can also provide more information about other types of planned gifts. Please call Beth Halloran at 734-998-7698 or email bethhall@umich.edu to discuss planned giving opportunities. There is no cost or obligation and all inquiries are strictly confidential.

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**Charitable Contribution Incentives For Cash Gifts Temporarily Increased**

In late September President Bush signed legislation that will help victims of Hurricane Katrina and other public charities. This law is designed to encourage gifts of cash made during the period August 28, 2005 through December 31, 2005.

The new legislation increases the limit for certain outright gifts of cash from 50% of adjusted gross income to 100% of adjusted gross income. This change may present some donors with an attractive opportunity to make outright gifts with assets withdrawn from an IRA or other qualified retirement plan.

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**Wulp Counseling Fund Honors CEW Counselor**

As we reported to you in the fall CEW News, a long time and important member of the CEW family, Patricia Wulp, Associate Director/Counselor, died in July 2004. Patricia is remembered fondly as a constant presence in the lives of the women going through transition who turned to the Center for resources and assistance. Many women who came to the Center remember Patricia not only for her knowledge and advocacy on their behalf, but for the reassurance and confidence she provided them. A long time friend and colleague to Patricia, Jean Campbell comments,

“Patricia exemplified the best ideals of the Center. She saw each woman as a unique individual, on a personal journey and she supported them in highly personalized ways.”

We would like to thank all of you whose lives were personally touched by Patricia and who chose to remember her by making gifts to the Center. These funds will be used to support the counseling and program fund within the Center, thereby continuing the very essence of Patricia as we work with today’s clients. A former counseling client and scholarship recipient, Professor Brenda Flanagan remembered:

“When I needed a friend, she was present to listen, encourage, and provide the support that made me into the person I am today. Of the women I admire most, Patricia Wulp runs a close second to my mother who lived the faith that if she could help someone, her living would not be in vain.”

If you would like to support this memorial to our dear friend, please send donations to the Center and note your intention to support the Wulp Counseling Fund. If you have questions about this or any other fund within the Center, please call Beth Halloran at (734) 998-7698.
Depending on its subsequent interpretation by Michigan courts, the CEW report found that the MCRI could have a number of unfortunate outcomes. It could ban outreach programs to recruit men to nursing or girls and women to science, math and technology. It could make illegal any scholarships based on race, sex, ethnicity or national origin. It could prohibit programs to help women and minorities become apprentices in the skilled trades, where their numbers remain very low. In the decade since the passage of Proposition 209, California women have experienced the following:

- An immediate and dramatic drop in hiring of women faculty, with the annual rate only now approaching pre-1995 levels;
- A decline in women and minorities enrolling in and completing medical, computer science and technology programs and entering the workforce in those fields;
- An immediate decline not only in the direct awarding of state government contracts to women-owned businesses but also in the number of bid opportunities communicated; and
- A steep and rapid decline in the number of women employed in the skilled trades.

In addition, as described in the CEW report, the Los Angeles chapter of the National Coalition of Free Men has unsuccessfully used case law arising under Proposition 209 to attempt to close battered women's shelters and other services. A Coalition lawsuit sought to eliminate all state funding and support for programs targeted to women. In other cases, California courts have consistently construed Proposition 209 broadly, striking down not only those programs designed specifically for women or for racial and ethnic minorities but also those seeking to remedy documented patterns of discrimination.

Women have made significant gains in employment and education during the last thirty years, helped along by civil rights laws that forbid discrimination and require efforts to promote equal opportunity. The CEW report found, however, that Proposition 209 marked a reversion of that trend in California; it has been used to erode legal, court-sanctioned efforts by state and local governments to reverse historic discrimination by reaching out to women and minorities to provide fair and equal access to opportunity. Programs providing women and minorities access and exposure to education, job training, employment and business opportunities have been challenged, eliminated or amended. The CEW report further found ample evidence to suggest that passage of the MCRI in Michigan would likely result in a similar pattern of lost services and restricted opportunities.

As the CEW report describes, redevelopment of the Michigan economy from a manufacturing to a knowledge base will require a highly qualified and technologically educated workforce, in which women's talents and skills will be indispensable. Full access to opportunity strengthens women, their families, communities and the state.

For more information, see “The Gender Impact of the Proposed Michigan Civil Rights Initiative” on the Center's website at www.cew.umich.edu/research/resrep.htm.

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**Ms. Foundation President to Speak at CEW Mullin Welch Lecture**

Sara K. Gould, President and CEO of the Ms. Foundation for Women, is scheduled to present the Mullin-Welch Lecture on Monday, January 30th, 2006, Michigan League, Hudson Room, 4:00 p.m.

The Mullin-Welch Lecture is part of CEW's 2005-2006 focus on women, economics, and (in)equity. Funded by Frances Daseler and Marjorie Jackson, the Mullin-Welch Lectures allow us to bring onto campus speakers addressing important topics of the moment.

An expert on women's economic security, Ms. Gould has worked with economic development organizations as well as women's groups. Ms. Gould currently serves on the Twink Frey Visiting Social Activist Advisory Council for CEW.

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**CEW Research and Advocacy Working Together (Continued from page 1)**

faculty who gave birth to or a family medical emergency required extended caregiving time. The Michigan policies regarding tenure-clock extension (allowing a period of time that will not be counted as part of their tenure probationary period) and modified duties (allowing faculty members a reduction in their job responsibilities without any reduction in pay – most often used in a term in which they bear a child) were the results of the focus groups and subsequent advocacy efforts.

Recent CEW research on the use of Michigan’s policies since their inception indicated that the policies can make a significant difference in faculty lives and workplace success, but that it is important that departments support those faculty who decide to use the policies. This research coincided with a CEW research project funded by the Alfred P. Sloan Foundation that explored flexible work policies in higher education institutions across the nation.

Researchers surveyed a large representative sample of U.S. education institutions to determine whether types of family-friendly policies and programs are in existence, or under development, who is eligible to use them, and to what extent institutional climates support them. Theresults of this research have been reported in national journals, are outlined in a new CEW publication, “Family Friendly Policies in Higher Education: Where Do We Stand” and are being expanded by a new research project that looks at the work experiences, including benefits and hiring policies, for non-tenure track faculty.

To request a copy of “Where Do We Stand,” email us at cew.mail@umich.edu

CEW Director Carol Hollenshead recently addressed an invitational conference convened by the American Council of Education and led a discussion of the Michigan experience that supported the conference goal of spurring other universities to develop and implement flexible policies.

To read the entire report on UM policy use: “Tenure Clock, Modified Duties, and Sick Leave Policies: Creating A Network of Support and Understanding for University of Michigan Faculty Women During Pregnancy and Childbirth” go to the Center’s web site: http://www.cew.umich.edu/research/resrep.htm
Leadership Council Member Ann Schriber Talks about CEW

As a former English teacher, Ann Arbor News researcher and writer, and marketing professional, Ann Schriber contributes a rich background to the Center for the Education of Women’s Leadership Council. Her twenty-year history of working with or serving on the boards of many organizations, including the University Musical Society, St. Joseph Mercy Hospital, Ann Arbor Area Community Foundation, Farm and Garden, and Rotary, has also helped make her a valued member.

“Ann Arbor has a multitude of wonderful non-profit organizations in all segments of the community, but the ones in need of some specific kind of help, such as CEW, are the most interesting to me,” explains Schriber. “CEW occupies an important niche: reaching out to women who wish to continue their education and personal growth. I find it a challenge to fit into the circle of professionals at the Center who contribute in many ways to help women rebound from any number of situations and obtain the wherewithal to become successful. Counseling scholarships, research and publishing are all important facets, and I’m proud to be a part of that circle in my capacity as a volunteer promoter, fundraiser, and the reader for the Center.”

Schriber first discovered CEW during a time when she herself was seeking a new direction after her children were mostly grown. “I knew I wanted to do something out of the home, but I had no idea what that might be!” She came to the Center and was counseled by Myra Fabian, whom she describes as a good listener and guide. “Just by listening to me, Myra built my self-confidence and guided me to formulate ideas and develop my own plan of action, which I then carried out.”

CEW was clearly as impressed with Schriber as she was with us. Center Director Carol Hollenshead soon asked her to serve on a scholarship applicant review committee and later invited her to join the Leadership Council, where she has been a member for the past five years.

Being “hands on” is important to Schriber – whether she’s chairing the St. Joe Ball or the Arbor Hospice auction, offering emotional and social support to members of the community through Catholic Social Services, or helping high school students at Stone School get back on track as part of Rotary’s Strive program. She is a knowledgeable and dedicated member of our Leadership Council, donating her time to promote the Center’s many outreach programs to her large community network of potential participants and supporters.

“Counseling, scholarships, research and publishing are all important facets, and I’m proud to be a part of that circle in my capacity as a volunteer promoter, fundraiser, and cheerleader for the Center.”

Born and raised in Oklahoma, Schriber attended the University of Oklahoma and later completed a Master’s degree in the Teaching of English at the University of Michigan. She and her husband Tom, a UM Business School professor, have three children: Sarah, a lawyer; John, a human resources manager; and Marie, a professional photographer. The family has lived in Zurich and Singapore, but today when she’s not working in the community or traveling, she’s likely to be in her kitchen. “I love to cook!”

We are grateful to Ann Schriber for being such a loyal and effective CEW ambassador. If you are interested in speaking to her about some aspect of the Center’s activities or how to become involved, please contact Beth Halloran at 734-998-7698 or bethhall@umich.edu.

CEW: A STRONG TRADITION OF VOLUNTEER SUPPORT CONTINUES VIA THE LEADERSHIP AND EMERITAE COUNCILS

Since 1990 the Center has benefited from the guidance and support of a strong Leadership Council. This Council is a knowledgeable body of volunteers who act as guides to the Director and staff as well as ambassadors of the Center within the community. They meet throughout the year to discuss issues facing the Center and help the Center in establishing our objectives to carry out our mission. Their support represents a commitment of time, passion, knowledge and care. We are grateful to each of them for each of these gifts.

During this past year, as we celebrated our 40th anniversary, we took the opportunity to look back over all the wonderful gifts and commitments individuals have made to the Center. We recognized the many contributions that were made possible by all the former Leadership Council members. We wish to honor them now and in the future by creating the Emeritae Council: a group that allows us to recognize all those that have worked for the benefit of the Center through their years of service on the Leadership Council.

Please note the names of our current Leadership Council and Emeritae Council on page 2 of this newsletter. We ask you to join us in thanking this dedicated group of individuals who illustrate the true meaning of the Center, people working together to achieve the greater good.
**CEW Welcomes Jean Campbell Scholar in Residence Jana Nidiffer**

With the advent of the new academic year, CEW welcomes Dr. Jana Nidiffer as the Jean Campbell Scholar in Residence. Dr. Nidiffer, also an Assistant Research Scientist in UM’s School of Education, is a leading scholar in the history of education. Her work on pioneering women deans, the history of women administrators in higher education, and on access to higher education is consistent with CEW’s longtime focus on women’s access to and experiences in higher education as well as on women’s leadership.

As CEW’s Scholar in Residence, Dr. Nidiffer will be able to focus on her newest project on college women activists during the women’s suffrage movement at the turn of the twentieth century. Dr. Nidiffer is working on this research in conjunction with a recent CEW scholarship award winner, Karen Downing, who is a UM librarian and graduate student in the School of Education’s Center for the Study of Higher and Postsecondary Education. Dr. Nidiffer will present preliminary research findings at CEW on November 15 from noon – 1:30.

We welcome this year-long opportunity for CEW researchers and other staff to work collaboratively with Dr. Nidiffer. Recent winner of the Harold Johnson Diversity Service Award (UM), former Assistant Dean of Brandeis University; Coordinator of the Brandeis Women’s Studies Program and consultant for institutions such as Melbourne University and the Harvard Graduate School of Education, Dr. Nidiffer brings significant experience and expertise to CEW’s research team.

**CEW Scholarships**

**Applications Available**

Applications for the 2006-2007 UM CEW scholarships are now available at www.cew.umich.edu or at our office at 330 East Liberty in Ann Arbor. Applications are due by January 9th, 2006. Students from all three University campuses are eligible.

The CEW Scholarship Program for returning women students was established in 1970 to recognize and support the academic performance and potential of women who have experienced significant interruptions in their education. The 2005-2006 recipients’ interruptions in education ranged from four to 26 years and their ages ranged from 25 to 50. All CEW scholarships are privately funded. Please call Roxann Howard at 998-7699 with any questions.

**CEW Website**

Upcoming events, CEW’s program information, research and current initiatives. [www.cew.umich.edu](http://www.cew.umich.edu)

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**Visiting Scholar Leslie Bloom completes research report on “Beyond Welfare” at CEW**

As part of the Visiting Scholar program, Dr. Leslie Bloom completed a research report during her Fall 2004 term as CEW Visiting Scholar. The report, “Staying in School After Welfare Reform: How Beyond Welfare, Inc. Supports Student Mothers in Higher Education,” examines the organization, Beyond Welfare. The report looks at how Beyond Welfare supports participants in higher education who are welfare recipients by considering the experiences of a selection of student mothers who are participants of Beyond Welfare.

The paper then considers whether Beyond Welfare is a meaningful organization for student mothers and whether the support it provides increases these student mothers’ school retention and success. Dr. Bloom offers recommendations gleaned from this study to help other community-based organizations and policy makers who are concerned with alleviating poverty.

Dr. Bloom, who serves as Associate Professor, Department of Curriculum and Instruction, and Program in Women’s Studies at Iowa State University, has worked with the Beyond Welfare organization for several years. As a Visiting Scholar at CEW, Dr. Bloom was able to analyze interview and ethnographic data she had collected in Iowa and to write her analysis as a research report. According to Dr. Bloom, “The time at CEW provided me with an opportunity to focus on a single research project while not having teaching responsibilities as well as to interact with other scholars and activists concerned with access to higher education for welfare recipients.” The full report is available on the CEW website at [www.cew.umich.edu/research/resrep5.htm](http://www.cew.umich.edu/research/resrep5.htm)