

MINUTES

STATE BOARD OF EDUCATION

Ladislaus B. Dombrowski Board Room
John A. Hannah Building
608 West Allegan
Lansing, Michigan

May 11, 2010
9:30 a.m.

Present: Mr. Michael P. Flanagan, Chairman
Mrs. Kathleen N. Straus, President
Mr. John C. Austin, Vice President
Mrs. Carolyn L. Curtin, Secretary
Mrs. Marianne Yared McGuire, Treasurer
Mrs. Elizabeth W. Bauer
Mr. Reginald M. Turner
Ms. Casandra E. Ulbrich

Absent: Mrs. Nancy Danhof, NASBE Delegate
Ms. Niya Hardin, representing Governor Jennifer M. Granholm,
ex officio

Also Present: Mr. Rob Stephenson, 2009-2010 Michigan Teacher of the Year

REGULAR MEETING

I. CALL TO ORDER

Mr. Flanagan called the meeting to order at 9:38 a.m.

II. INFORMATIONAL FOLDER ITEMS

A. Information on Nominations to the Special Education Advisory
Committee (SEAC)

III. APPROVAL OF AGENDA AND ORDER OF PRIORITY

**Mrs. Straus moved, seconded by Mrs. Bauer, that the State
Board of Education approve the agenda and order of priority.**

The vote was taken on the motion.

**Ayes: Austin, Bauer, Curtin, McGuire, Straus, Turner, Ulbrich
Absent: Danhof**

The motion carried.

IV. PERSONAL PRIVILEGE – MR. MICHAEL. P. FLANAGAN

Mr. Flanagan said it is important to honor people for the work they do. He said people who retire from the Michigan Department of Education will receive a resolution approved by the State Board of Education in appreciation of the contributions they have made.

V. INTRODUCTION OF STATE BOARD OF EDUCATION MEMBERS, DEPARTMENT STAFF, AND GUESTS

Mrs. Eileen Hamilton, State Board Executive, introduced members of the State Board of Education, Department of Education staff, and guests attending the meeting.

VI. RECESS

The Board recessed the Regular Meeting at 9:59 a.m. to convene the Committee of the Whole.

COMMITTEE OF THE WHOLE MEETING

VII. CALL TO ORDER

Mr. Flanagan called the Committee of the Whole to order at 10:00 a.m.

VIII. DISCUSSION ITEMS

A. Discussion Regarding State Board of Education's Recommendations Regarding School Reform/Finance

Mr. Flanagan said he was filled with pride watching the Board model working through important issues in a bi-partisan way. He said the Board, based on its Constitutional authority to make educational recommendations to the Legislature, developed *Recommendations to Better Support Michigan's Education System – Reforms, Restructuring and Revenues*.

Mrs. Straus said the Michigan Constitution states that the State Board of Education will "serve as the general planning and coordinating body for all public education, including higher education, and shall advise the legislature as to the financial requirements in connection therewith."

Mrs. Straus said the State Board of Education has convened a series of meetings in which economists, educators, business and labor leaders, and citizens have addressed the Board regarding school reform and finance. She said Michigan is in a long-term crisis and there needs to be a solution. She said a strong public education system is essential in building the economy and the

future, and many school districts are suffering. Mrs. Straus said the Board will make bipartisan recommendations to the Governor and Legislature to help resolve the problem and put education on a sound footing for the future.

Mrs. Straus said Mr. Austin has done a marvelous job of coordinating the effort and putting into writing the recommendations of Board members and stakeholders as they relate to reform, restructure and finance of Michigan's educational system from early childhood education through post-secondary education.

Mr. Austin thanked his colleagues for demonstrating leadership by sharing ideas and listening to each other as they worked in a bi-partisan manner to develop a comprehensive balanced plan. He urged everyone to read the recommendations regarding the need to develop and invest in a strong educational system that greatly impacts the economic strength of the State of Michigan and its citizens.

Mr. Austin said Ms. Danhof is unable to attend today's meeting due to a death in the family, but has expressed her strong endorsement of the Board's proposal.

The Board will take action on this item later in the meeting.

Board member comments included:

1. proud of bi-partisan effort; the report contains some items that will not make everyone happy, but when policy is being developed that is what happens;
2. proud that resolutions were reached from differences of opinion;
3. this was an exercise in the way government is supposed to work; everyone that reads the document will agree with some things and disagree with others; that speaks to the fact that the document is balanced; members of the Legislature should look at the plan in its entirety;
4. bi-partisanship is essential to develop an educational plan that invests in education from early childhood through post-secondary education; education is the key to restoring Michigan to the state we know it can be; investment in the education of children is essential to Michigan's future and the future of the nation;
5. as is the case with many documents, the process of developing the document was valuable because people

dialogued and learned from each other, and reached an agreement on some things and not on others; this is how a democracy works; grateful to all stakeholders who participated in the process;

6. a balanced approach is necessary with both cuts and investment; this is not only for children but also for the whole society;
7. the Board has received comments that the plan for early childhood education should begin at birth rather than preschool; should revisions to the document be made; and
8. at the Wexford-Missaukee County Early On Conference there was a panel of parents of children birth to three years old who discussed the valuable services they receive.

B. Update on Common Core Standards

Mrs. McGuire said Mr. Austin; Ms. Deborah Clemmons, Supervisor, Education Improvement and Innovation; and she attended the Common Core Standards Conference in St. Louis, Missouri on March 29 and 30, 2010. Mrs. McGuire said the regional meeting was sponsored by the National Association of State Boards of Education. She said the Common Core Standards are being developed to equalize the standards across all states in the nation in English Language Arts and Mathematics for students in kindergarten through twelfth grade. She said Ms. Clemmons has been working closely with the National Governors Association and the Chief State School Officers on the Common Core Standards.

Ms. Sally Vaughn, Deputy Superintendent and Chief Academic Officer, and Ms. Clemmons presented a verbal report on the status of the Common Core Standards and a timeline for approval.

The Standards will be presented for Board approval at its June meeting.

Board member questions and *clarifications* included:

1. in general, what has the feedback been from the field – *for both Mathematics and English Language Arts most comments have been favorable; most of disagreement was around developmental appropriateness and assessment at the kindergarten through second grade level and alignment; rollouts will spend time on alignment;*

2. a concern has been that Michigan has too many Grade Level Content Expectations; does this effort result in fewer more focused expectations – *more focused, but not fewer*;
3. many states had lowered standards, and Michigan did not; were they aligned to Michigan’s rigorous standards – *the agenda is to bring all states up to the same rigor; we want high learning expectations for all students, and not all states are comfortable with that; there are issues regarding math, but they are expected to be resolved when the Common Core is adopted*;
4. will content expectations need to be redone – *these are standards; rewording may be needed for some of the content expectations; some grade levels may vary; the Common Core aligns well and will extend and support Michigan’s current standards; and*
5. will assessments need to be altered – *yes, we are one of the governing members of a consortium called SMARTER that will address this; it is part of the Race to the Top.*

C. Presentation on Michigan’s Phase 2 Race to the Top Application

Mr. Flanagan said Michigan’s second round application for Race to the Top is based on the consensus of education stakeholders including representatives from all the appropriate education associations. He said the stakeholders have been involved from the beginning and have been integral in writing the application.

Mr. Flanagan said the final application was made available on the Michigan Department of Education website on Friday, May 7, 2010, allowing districts ample time to review the full application and finalize their memoranda of understanding (MOU). He said the U.S. Department of Education requires that both the local superintendent and board president sign, but leaves it up to the states to determine whether or not to require local union president signatures. The stakeholder group decided, through consensus, that the MOU should include a signature line for union presidents to sign, but that the Michigan Department of Education should accept the MOU without union signatures.

Mr. Flanagan read a list of organizations that support Michigan’s application and sent messages to their membership encouraging local support:

- American Federation of Teachers-Michigan
- Michigan Association of School Administrators
- Michigan Association of School Boards

- Michigan Association of Public School Academies
- Michigan Association of Secondary School Principals
- Michigan Education Association
- Michigan Elementary and Middle School Principals Association
- Michigan Middle Cities Association

Mr. Flanagan said Michigan's Race to the Top application was signed earlier in the day by Governor Jennifer M. Granholm.

Dr. Sally Vaughn said the Race to the Top second round application was built on the strong reform legislation that was signed in January, 2010. She said there have been four months to digest the legislation and reviewer comments from the first application have been taken into account. She said there was more time to convene work groups, discuss, and build consensus with stakeholders. Dr. Vaughn provided a brief overview of the application.

The Board will be asked to adopt a resolution supporting the application later in the meeting.

Board member questions and *clarification* included:

1. appreciative of the work that has been done that has resulted in an excellent application; groups working together made a difference and they seem to be happy with the process; U.S. Secretary of Education Arne Duncan had a conference call with State Board Presidents and he stressed that the focus is reform and buy in is necessary; up to 15 states will share in approximately \$3.4 billion;
2. leadership in the collective effort of staff and associations coming together and building on reform resulted in ownership of an effective proposal; and
3. it will be a true state win with everyone feeling that they have a stake; it is good to have emphasis on shared responsibility among teachers and principals working together in the evaluation; is there an assurance that there will be time for teachers to take courses and get the support they need – *yes, goals of leaders should provide resources for employees to meet their goals; it was built to be a framework to allow for local bargaining and not be prescriptive.*

Mr. Flanagan, Superintendent of Public Instruction, and Mrs. Kathleen Straus, President of the State Board of Education, signed the Race to the Top application during the meeting.

IX. ADJOURNMENT

The Board adjourned the Committee of the Whole at 11:10 a.m. to reconvene the Regular Meeting.

REGULAR MEETING

X. APPROVAL OF STATE BOARD OF EDUCATION MINUTES

- A. Approval of Minutes of Regular and Committee of the Whole Meeting of April 13, 2010

Mr. Turner moved, seconded by Ms. Ulbrich, that the State Board of Education approve the Minutes of the Regular and Committee of the Whole Meeting of April 13, 2010.

The vote was taken on the motion.

Ayes: Austin, Bauer, Curtin, McGuire, Straus, Turner, Ulbrich
Absent: Danhof

The motion carried

- B. Approval of Minutes of Closed Session of April 13, 2010

Mrs. Bauer moved, seconded by Mrs. Straus, that the State Board of Education approve the Minutes of Closed Session of April 13, 2010.

The vote was taken on the motion.

Ayes: Austin, Bauer, Curtin, McGuire, Straus, Turner, Ulbrich
Absent: Danhof

The motion carried.

- C. Approval of Record of Committee of the Whole of April 28, 2010

Mr. Turner moved, seconded by Mrs. Curtin, that the State Board of Education approve the Record of Committee of the Whole of April 28, 2010.

The vote was taken on the motion.

Ayes: Austin, Bauer, Curtin, McGuire, Straus, Turner, Ulbrich
Absent: Danhof

The motion carried.

XI. PRESIDENT'S REPORT

A. Governor's Education Summit

Mrs. Straus said Mrs. Bauer, Mrs. Curtin, Mrs. McGuire, Ms. Ulbrich, and she attended the Governor's Education Summit on April 19. She said former Board members Eileen Weiser and Barbara Roberts Mason also attended. Mrs. Straus said there were interesting perspectives by Mr. Flanagan and several Department staff members regarding Race to the Top. She said Mr. Flanagan's comments got everyone off to a good start on the second round of the Race to the Top application process.

B. State Board of Education Legislative Committee Meeting

Mrs. Straus said the State Board of Education Legislative Committee met on April 26, and recommendations will be presented during the Legislative Report later in the meeting. She said there were several members of the Education Alliance who attended the meeting and provided their perspective on legislative topics.

C. Elizabeth Bauer Received Wonder Woman Award

Mrs. Straus said Elizabeth Bauer received the Wonder Woman Award for Advancing Human Rights from the Women Officials Network Foundation of Oakland County. Mrs. Straus said she was pleased to attend the event to honor Mrs. Bauer who does so much good work in Michigan and around the world.

D. Team Nutrition Youth Wellness Mid-Year Meeting

Mrs. Straus said she attended the Team Nutrition Youth Wellness Mid-Year Meeting on April 30. She said it was part of the Eat Healthy + Play Hard = Smart Students Conference in Dearborn. She said it was organized by the School Health Unit of the Department and sponsored by a grant from the National Association of State Boards of Education. She said there were teams of teachers, principals, administrators, and students from the 50 pilot schools that are working on implementing the nutrition standards adopted by the Board. She said the students reported, and they are educating their parents on healthy living. She said the students are exercising and making healthy food and drink choices.

XII. REPORT OF THE SUPERINTENDENT

Reports

G. Human Resources Report

- H. Report on Branch Intermediate School District Plan for the Delivery of Special Education Programs and Services
- I. Report on Administrative Rule Waivers

Grants

- J. Report on Grant Awards
 - 2009-2010 Title I, School Improvement Funds to Support Regional Assistance to High Priority Schools – Amendment
 - 2009-2010 Title I, Part A, Pilot ISD Partnership – Amendment and Continuation
 - 2009-2010 Safe and Drug-Free Schools Technical Assistance Grant – Initial
 - 2009-2010 Michigan Charter School Grant Program – Amendment and Continuation
 - 2009-2010 Title I Technical Assistance Grant – Amendment and Continuation
 - 2008-2009 Reading First – Amendment
 - 2009-2010 Title II, Part D, Enhancing Education Through Technology – Amendment
 - 2009-2010 Governor’s Discretionary Grant – Amendment
 - 2009-2010 Title I, Part C Summer Migrant Program Allocations – Amendment
 - 2009-2010 McKinney-Vento Homeless Students Assistance Grant – Amendment

Mr. Flanagan provided a verbal report on:

- A. Dorothy Anderson Receives Outstanding Adult Learner Award

Mr. Flanagan said Dot Anderson was selected as this year’s winner of the Outstanding Adult Learner Award from the Capital Area Higher Education Network. He said Mrs. Anderson, who is a former employee of the Superintendent’s Office, worked during the day and took classes at night to receive her college degree. He said he was honored to attend the ceremony with her and hear her acceptance speech.

- B. Common Core Standards and Common Assessments

Mr. Flanagan said he learned yesterday that Michigan has to sign its commitment to adopt and implement the common assessments before the application is due in late June. He said the Board will be asked at the June meeting to consider approval of common core standards and commitment to adopt common assessments.

XIII. PUBLIC PARTICIPATION IN STATE BOARD OF EDUCATION MEETING

- A. Mr. Mike Boulus, Lansing, Michigan. Mr. Mike Boulus, Executive Director, Presidents Council, State Universities of Michigan, provided verbal comments on the Board's recommendations regarding school reform and finance.
- B. Mr. Jack Kresnak, Lansing, Michigan. Mr. Kresnak, President and CEO, Michigan's Children, presented verbal comments and written information on the Board's recommendations regarding school reform and finance.

XIV. APPROVAL OF STATE BOARD OF EDUCATION'S RECOMMENDATIONS REGARDING SCHOOL REFORM/FINANCE

This is a continuation of the Board's Committee of the Whole discussion earlier in the meeting.

Mr. Austin said he recommends approving *Recommendations to Better Support Michigan's Education System – Reforms, Restructuring and Revenues* as written with the acknowledgement that it is a living document. Ms. Ulbrich said she agrees.

Mrs. Bauer said reference to the Board's policy on Universal Education Vision and Principles, speaks to assuring resources. Mr. Austin said it is on page 4 and speaks to all those things. Mrs. Bauer suggested that there be a second footnote referencing the Board's Policy on Universal Education Vision and Principles.

There was Board consensus to modify the document.

Mr. Austin moved, seconded by Mrs. Curtin, that the State Board of Education adopt the *Recommendations to Better Support Michigan's Education System – Reforms, Restructuring and Revenues*, a bi-partisan plan to reform, restructure and finance Michigan's education system, from early childhood education through post-secondary education, as modified.

Mr. Austin said Mrs. Danhof, although she is unable to attend the meeting, has expressed her strong support.

The vote was taken on the motion.

**Ayes: Austin, Bauer, Curtin, McGuire, Straus, Turner, Ulbrich
Absent: Danhof**

The motion carried.

Recommendations to Better Support Michigan's Education System – Reforms, Restructuring and Revenues, as approved, is attached as Exhibit A.

The distribution plan was discussed later in the meeting during Comments by State Board of Education Members.

XV. APPROVAL OF LETTER OF SUPPORT/RESOLUTION REGARDING MICHIGAN'S RACE TO THE TOP APPLICATION

This is a continuation of the Board's Committee of the Whole discussion earlier in the meeting.

The State Board of Education Resolution in Support of Michigan's Phase Two Race To The Top Application was distributed. Mrs. Bauer noted that the last Whereas statement in the resolution has been amended to include "that advance the State Board of Education's framework and foundation for policy direction, *Universal Education: Vision and Principles...*"

Mr. Turner moved, seconded by Ms. Ulbrich, that the State Board of Education approve the Resolution in Support of Michigan's Phase Two Race to the Top Application, as modified.

The vote was taken on the motion.

**Ayes: Austin, Bauer, Curtin, McGuire, Straus, Turner, Ulbrich
Absent: Danhof**

The motion carried.

The State Board of Education Resolution in Support of Michigan's Phase Two Race to the Top Application, as adopted, is attached as Exhibit B.

XVI. CONSENT AGENDA

Approvals

- N. Approval of Presentation on 2009 Public School Academy Legislative Report
- O. Approval of State Board of Education Expense Report – January – March, 2009

Resolution

- P. Approval of Resolution Honoring Roberta E. Stanley

Mr. Austin moved, seconded by Mrs. Bauer, that the State Board of Education approve the Consent Agenda as follows:

- N. receive the Report to the Legislature on Public School Academies as attached to the Superintendent's memorandum dated April 26, 2010, and approve its transmittal to the Legislature;**
- O. approve the January 1 - March 30, 2010 report of State Board of Education expenses, dated April 26, 2010; and**
- P. adopt the resolution honoring Roberta E. Stanley, as attached to the Superintendent's memorandum dated April 26, 2010.**

The vote was taken on the motion.

Ayes: Austin, Bauer, Curtin, McGuire, Straus, Turner, Ulbrich
Absent: Danhof

The motion carried.

The resolution honoring Roberta E. Stanley is attached as Exhibit C.

XVII. RECESS

The Board recessed the Regular Meeting at 11:45 a.m. and reconvened at 1:00 p.m.

XVIII. PUBLIC PARTICIPATION IN STATE BOARD OF EDUCATION MEETING (continued)

- C. Ms. Sharisha Thota, Farmington, Michigan. Ms. Thota, representing Metropolitan Detroit Youth Policy Leaders, provided verbal comments and written information on the need for diversity in Michigan schools.**
- D. Mr. Jim Farrar, Milan, Michigan. Mr. Farrar, founder, Michigan Coalition Against Racism in Sports in Media, provided verbal comments on Native American mascots, logos, and nicknames in Michigan schools.**
- E. Mr. Tom Wilson, Wyandotte, Michigan. Mr. Wilson, President, Michigan Gender Equity Team, provided verbal comments on gender equality in Michigan middle and high schools.**
- F. Ms. Cynthia Diane Madsen, Grand Rapids, Michigan. Ms. Madsen, Vice President, Michigan Gender Equity Team, provided verbal comments and written information on athletic equity.**

- G. Mr. Dan Quisenberry, Lansing, Michigan. Mr. Quisenberry, President, Michigan Association of Public School Academies, provided verbal comments regarding the 2009 Public School Academy Legislative Report.
- H. Ms. Mary Ann Dupuis, President of Saginaw Education Association; Dr. Carlton Jenkins, Superintendent, Saginaw Public Schools; and Ms. Delena Spates-Allen, President, Board of Education, Saginaw Public Schools; provided verbal comments and written information on Saginaw Public Schools and its commitment to transforming the community.
- I. Ms. Elspeth Geiger, Ann Arbor, Michigan. Ms. Geiger provided verbal comments on Native American mascots and logos in the Clinton School District.

XIX. PERSONAL PRIVILEGE – MR. MICHAEL P. FLANAGAN

Mr. Flanagan said, although Board members do not usually comment during Public Participation, he would like to address the comments made regarding the use of Native American mascots and logos.

Mrs. Straus suggested that a referent group to review the Grade Level Content Expectations on Native American education in the curriculum could be formed.

Mrs. Bauer said Wisconsin has enacted Senate Bill 25 to address use of race-based names, nicknames, logos, and mascots by school boards, requiring the exercise of rule-making authority, and providing a penalty.

Mr. Austin said in 2003 the Board passed policy guidance discouraging districts from using Native American mascots, nicknames, and logos. He said he would support reviewing the curriculum and also discussion by the Board's Legislative Committee regarding legislative action.

Mr. Turner said there is a need to minimize problems associated with singling people out from the mainstream of society, and more could be done to address this problem.

Mr. Flanagan suggested that the Board's Legislative Committee discuss this issue. He said reviewing the curriculum is another option.

Mr. Stephenson says formalizing and modernizing the curriculum is the way to address the omission.

Mr. Flanagan and Mrs. Straus said discussion on this topic will occur at the Board's Legislative Committee and Agenda Planning Committee meetings.

XX. PUBLIC PARTICIPATION IN STATE BOARD OF EDUCATION MEETING
(continued)

- J. Ms. Kylista Geiger, Ann Arbor, Michigan. Ms. Geiger provided verbal comments on Native American mascots and logos in the Clinton School District.
- K. Mr. Steven Bridenstine, Novi, Michigan. Mr. Bridenstine provided verbal comments and written information on Native American mascots and logos in the Clinton School District.
- L. Ms. Linda Cypret-Kilbourne, Marshall, Michigan. Ms. Cypret-Kilbourne, representing Michigan Coalition Against Racism in Sports and Media, provided verbal comments and written information on Native American mascots and logos.
- M. Ms. Mary Pollock, East Lansing, Michigan. Ms. Pollock, Legislative Vice President, Michigan National Organization for Women, provided verbal comments and written information on gender equity in education.
- N. Ms. Sharron Detz, Grand Rapids, Michigan. Ms. Detz, former Director of Native American Ministry, Diocese of Grand Rapids, provided verbal comments and written information on Native American mascots and logos.

XXI. STATE AND FEDERAL LEGISLATIVE REPORT

Ms. Lisa Hansknecht, Legislative Director, presented State and Federal Legislative Report.

Ms. Hansknecht provided an update on state and federal legislative initiatives including the Fiscal Year 2011 budgets, Senate Bill 757 – Curriculum, Financial Issues before the House Education Committee, and the reauthorization of the Elementary and Secondary Education Act.

Ms. Hansknecht said the State Board of Education Legislative Committee met on April 26, 2010, and proposed the following recommendation.

Mrs. Straus moved, seconded by Mrs. Bauer, that the State Board of Education (1) support House Bill 4580 and Senate Bill 275 (anti-bullying), as introduced; (2) support House Bills 6008, 6009, and 6010 (shared superintendent between intermediate school districts and local districts); and (3) recommend to the Legislature that Public Act 72 be amended to clarify (a) the role of the Michigan Department of Education as it relates to the roles and responsibilities of Emergency Financial Managers, (b) the role of Emergency Financial Managers between academic and fiscal responsibilities, (c) that the Michigan Department of

Education focus on its role with academics and deficit elimination plans, and (d) that the Michigan Department of Treasury has responsibility for oversight of Emergency Financial Managers.

The vote was taken on the motion.

**Ayes: Austin, Bauer, Curtin, McGuire, Straus, Turner, Ulbrich
Absent: Danhof**

The motion carried.

XXII. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

A. Follow Up to the Board's Reform Plan – Mrs. Kathleen Straus

Mrs. Straus said the plan should be sent to all candidates from the Governor on down. She said editorial boards of newspapers from around the state should be contacted.

Mr. Austin said since the Board's Constitutional mandate is to advise the Legislature, a formal letter should be sent to the Legislature.

Mr. Turner said Ms. Hansknecht can go over the mechanics with regard to one on one meetings as previously done for the high school graduation requirements.

Mrs. Straus said all Education Alliance members and associations should receive the document. She said it should also be sent to everyone who testified before the Board on this topic.

Mrs. Straus asked Board members who may have ideas for language edits to submit them.

XXIII. TENTATIVE AGENDA FOR NEXT MEETING

Mr. Flanagan said Board members may contact a member of the Agenda Planning Committee comprised of Mrs. Straus, Mr. Austin, and Mrs. Curtin with suggestions for agenda topics.

XXIV. FUTURE MEETING DATES

- A. Tuesday, May 18, 2010 (Postponed)
- B. Tuesday, June 15, 2010 (9:30 a.m.)
- C. Tuesday, July 13, 2010 (if needed)
- D. Tuesday, August 10, 2010 (9:30 a.m.)

XXV. ADJOURNMENT

The meeting adjourned at 2:44 p.m.

Respectfully submitted,

Carolyn L. Curtin
Secretary

Recommendations to Better Support Michigan's Education System

Reforms, Restructuring and Revenues

A Framework for Education Investment and Reform

Driven by our economic crisis, Michigan's leaders are struggling to make fundamental choices about the direction of the state.

At the center of these choices are decisions that must be made about the kind of education system Michigan needs to provide economic opportunity for our residents and their children, and to build a stronger Michigan for tomorrow.

The State Board of Education, as directed by Article VIII, Section 3 the Michigan Constitution, shall provide:

"Leadership and general supervision over all public education, including adult education and instructional programs in state institutions, except as to institutions of higher education granting baccalaureate degrees, is vested in a state board of education. It shall serve as the general planning and coordinating body for all public education, including higher education, and shall advise the legislature as to the financial requirements in connection therewith."

In carrying out this mandate, and to inform the necessary public debate and discussion about the direction of the state's education system and overall economic welfare, the Board, following a series of public meetings and fact-gathering sessions, provides the following guidance concerning the needed education system that can deliver effective educational outcomes, create economic opportunity for Michigan children and citizens, and help our state's economy.

The Case for Education

Everything the State Board of Education heard from economists, policy analysts, and stakeholders suggests consensus that:

- Education is the most reliable path to state economic prosperity;
- Education is the way to provide equal economic opportunity;
- Our current budget priorities and fiscal crisis are crippling Michigan's commitment to education and long-term economic prospects

There is broad agreement that the top priority for Michigan is growing the state's economy. No other issue is even close. Increasingly it is clear that, by far, the most reliable path to prosperity for each of us, our children and grandchildren, and the state is education attainment.

In the Twentieth Century many of us enjoyed a high standard of living with only a high school diploma. No more! Nationally, median earnings for those with high school diplomas is \$28,000 compared to \$48,000 for those with a four-year degree or more. At every level, those with more education attainment earn more.

The Bureau of Labor Statistics calculates that over the course of a career those with a four-year degree will on average earn a million dollars more than those with a high school diploma. With an advanced degree the advantage grows to more than two million dollars.

The same story is true for states. By far, the best predictor of a state's per capita income is the proportion of adults with a four-year degree. Of the top ten states in college attainment, nine are in the top twelve in per capita income.

Michigan's biggest economic challenge is that we are thirty fourth in four-year degree attainment. As long as that is the case it is highly likely that we will be one of the poorest states in the nation. As the economy becomes increasingly knowledge-based, Michigan has fallen from eighteenth in per capita income in 2000 to thirty seventh in 2008. To reverse the trend – of falling farther and farther behind the nation – nothing matters more than increasing the human capital – the education and skills broadly defined – of the people of Michigan.

To do that requires Michigan to make lifelong learning the centerpiece of the state's economic growth strategy. The delivery of high quality teaching and learning is not just another budget item, but rather, the public investment that matters most to our future economic success.

The State Board of Education believes that this is the time for state policy makers, on a bi-partisan basis, to establish a base level of services and structure for education that the state will provide to learners of all ages even in these difficult budget times; and a revenue system that will allow public investments for teaching and learning to grow with the Michigan economy. To do less delays Michigan's return to the high prosperity it enjoyed for the last century.

Guiding Principles for Financing and Restructuring Michigan Education

The following are principles to guide reform of the education financing system for Michigan.

Principles to Guide Michigan's Education System Restructuring

Equitable: The education program should be the same across the state (it should not matter where you go to school -- big or small; rich or poor). Resources appropriate to deliver comparable quality education for all students need be provided.

Predictable and Durable: Funding for education needs budget decisions made in a timely, predictable manner allowing all education systems (K-12, colleges, universities) to make high quality decisions, with revenue sources that keep pace with the Michigan economy.

Holistic: If Michigan citizens are to succeed and our economy improve, Michigan's education system needs to include support of a continuum of learning: early childhood education; K-12 education, and higher education.

Shared Sacrifice: Given Michigan's long-term financial challenges, need to cut costs, and focus resources where they are needed to support learning, there must be shared sacrifice in operating education and all of state government more efficiently.

21st Century: Need to bring education service delivery into the 21st Century – in its structure, organization, expectations, schedule, and modes of operation.

Balanced Approach: A combination of reforms, cuts, and impactful investments are needed to restructure Michigan's system for effectiveness. The problems cannot be solved by cuts, or more money alone. The State Board of Education recognizes we have to have reform, do more with less, and do it differently.

A 'Clean Sheet': Starting with the Education System Michigan Needs for the State and its Citizens to Compete

At the heart of the State Board of Education's approach and recommendations is a description of the education system Michigan needs to put in place, if our citizens are to realize economic opportunity, and our state is to thrive economically.

The approach recommended here is to define what an effective education system needs to look like in order to conform to the principles above. The education "base" should be defined as a level of services to be provided to learners of all ages. The focus needs to be on providing high quality teaching and learning, not a funding level. Identifying the base level of required education services is the first step. The second step is determining what changes are needed in terms of revenue, cost-savings/reforms, and the structure of the system, in order to deliver it.

The State Board of Education believes that the basic elements of an effective Michigan education system should be:

- Universal access to quality early childhood programming for all four year old children and universal high quality kindergarten.
- Support for a level of K-12 services (class-sizes, qualified teachers, etc.) comparable to those in place for the 2008-2009 school year.
- Comparable learning infrastructure (physical and virtual) for all students.
- Support to allow all citizens to achieve a level of post-secondary education at a new minimum threshold¹.
- Support for higher education institutions at least comparable to peer states, given higher education's role in economic growth and education opportunity.

The State Board of Education also believes that support for this system must be coupled with commitment to reforms that maximize every dollar invested in education. Funding must come with clear expectations that:

- Every school and district is expected to help all students:
 - Make yearly progress.
 - Graduate without needing remediation at the post-secondary level.
 - Have sufficient learning time on task to master expected competencies, and accommodate different timeframes for learning among different students, (e.g. some may need more than traditional four years of high school).
 - Organize instruction and learning supports in a manner that ensures success for *all* students, including those with special needs, consistent with State Board of Education's policy direction: *Universal Education: Vision and Principles*.²
- Every child has opportunity for dual enrollment, early college credit and/or career/technical courses.

¹ As defined by Lt. Governor's Commission on Higher Education and Economic Growth, consistent with two (2) years of postsecondary education or technical training.

² http://www.michigan.gov/documents/UnivEdBrochureFINAL_incl_152066_7_Glossary_03-02-06a.pdf

- In return for increased operational and financial aid support, and reduced remediation costs, higher education institutions need to restrain tuition levels, participate in the statewide student data system, better align and accept transfer credits, and participate in dual enrollment.
- A system that provides for education funding with sufficient flexibility to support innovation at the school and district level, i.e. providing flexible resources for use in providing for: infrastructure, professional development, delivery on the state’s Universal Design for Learning policy, differentiated instruction, professional learning communities—and other needs.

Table A. Summarizes the basic elements of this education system, and the reforms and new expectations that must accompany the continuum of education services recommended.

Table A. Key Elements of Comprehensive Michigan Education System

Funding should support a *continuum of early childhood, K-12, and higher education*:

- Universal preschool for all four year olds.
- Mandated (preferably all-day) kindergarten for all children.
- K-12 State Aid to restore funding level prior to FY 10 State Aid cut, without stimulus money.
- Post-secondary education financial support for all citizens to reach a new minimum threshold (as defined by Lt. Governors Commission on Higher Education and Economic Growth [2004], consistent with two years of postsecondary education or technical training).
- Higher Education operational support for Michigan’s universities and community colleges at a level consistent with peer states.

Michigan’s PreK-Higher Education funding structure should be reformed so that:

- Every school and district is expected to help students make yearly progress, and graduate all students without need of additional remediation. Schools and districts are held accountable for annual and ultimate student outcomes through transparent reporting of student achievement, and outcome data (e.g. assessment, graduation rates, and remediation-needs of graduates).
- An equitable base amount of financial support is available to all schools – the State Board of Education recommends a school-based “foundation grant”³, coupled with a per pupil “innovation” grant to be flexibly used to

³Grant to be adjusted, perhaps every five years based on actual pupil enrollment history (to provide time to plan for and accommodate enrollment changes)

innovatively meet any and all education requirements, and to include virtual and physical infrastructure⁴.

- Synch up state school and budget cycles; guarantee no pro-ration of funds during school year.
- All schools provide sufficient time on task, and flexible but sufficient instructional time during the year to ensure content and skill mastery. Michigan students are challenged today by new rigorous content expectations, and similarly high learning expectations are being pursued by states and countries around the world—many of whom are dedicating *more* time to students learning—not less. The State Board of Education strongly encourages districts to desist from translating the 180-day, hour of instruction equivalent (1,098), into effectively less learning time by tacking “minutes” onto fewer school days. If anything, the generous support called for here should support districts in providing more learning time, and we strongly recommend, that to compete in the 21 Century, schools continue to innovate and explore innovations such as year round schooling, and alternative calendars that increase learning time, and improve learning retention.
- Every child should have an opportunity for a post-secondary education (dual enrollment, early college, technical school, or other career opportunity). The current system of financial disincentives for dual enrollment, early college credit and career technical course must be eliminated.
- In return for increased operation and financial aid support, and lowered remediation costs, higher education institutions must participate in PreK-Higher Education student data system, restrain tuition, improve acceptance of transfer credits from other institutions, including community colleges, and dual enrollment course credits for credits taken during high school.
- Take full advantage of local education choice options: many public school districts face financial losses under per-pupil funding if charter schools siphon-off students. It is noted that a largely un-realized “tool” in local public school districts toolbox is to charter more of their own schools, thereby keeping both students and dollar flows supporting their school district’s educational program.

⁴School infrastructure was left out of Proposal A, is wildly inconsistent among school districts, and proposed by 2004 SBE-sponsored Doug Roberts-David Olmstead study to equate to approximately 10% of the cost of educating a child.

Paying for the Education System Michigan Needs – Recommendations for Comprehensive – Long-term Reform

The current debate about the budget is characterized by an either/or choice. Some advocate for spending cuts and regulatory relief, others for tax increases. We may need to do all three.

To put in place the education services we need, we must save money and find efficiencies, free schools to innovate, reallocate resources within and outside of education, and be willing, if necessary, to raise new resources.

This must be done at a large enough scale so that we preserve a base level of quality services for students, and that allow Michigan to make essential and effective investments in key areas such as early childhood and higher education that pay long-term dividends, for both individuals and our state⁵.

The proposed state system also demands that we make the most effective and efficient delivery of education services; maximizing the impact of every dollar invested. To achieve this needed level of investment, a combination of cost-saving reforms, and changes to the way revenues are raised are required. Only after cost-savings reforms are implemented and the revenue base modified to be aligned to Michigan's economy and its movement—should more revenues, be sought.

If we were to implement the full and needed vision of Pre-K, K-12, and Higher Education investment and reform to carry Michigan forward it would demand a reallocation of \$3 billion in cuts, reforms, or new revenues.

Table B. summarizes the costs for the core elements of a winning Michigan education system.

To get there the State Board of Education strongly endorses a balanced approach. To provide the resources to get to the base education level we recommend, we encourage a combination of spending reductions that do not undermine the provision of services to students, tax changes, and structural reform.

In practical terms we first lay out the cost-saving measures, and structural reforms to the delivery of education essential to both make Michigan education delivery more efficient, and demonstrate commitment to Michigan taxpayers that we are serious about reform.

We then lay out the recommended changes to the revenue mix to both link education revenues more firmly to the movement of the Michigan economy, and to provide guidance (per our Constitutional mandate) as to where, should additional revenues be necessary to fund the overall education system, these revenues could be obtained.

⁵ For example, economists agree a conservative estimate is \$1 spent on high-quality pre-school returns \$3 in higher earnings, home ownership rates, lower crime, and social service rates; (Bartik, Economic Development Effects of Early Childhood Programs, UpJohn Institute, 2008); other studies show returns as high as \$1-\$8.

Given the concerns on both sides that either “cuts will be made, and needed revenues never found,” or “taxes will be raised, but no meaningful cost-cutting or reforms occur” –it is important that elements of any needed comprehensive fix be advanced together, i.e. cuts/reforms to be made, and linked, if necessary, to needed revenue fixes.

Table C. describes specific recommendations of where and how Michigan should save money, and repurpose resources.

Table D. describes recommended changes to revenue base to link it more firmly to the economy, and describes recommended ways to raise additional revenues to provide the education system we need, if necessary.

The State Board of Education appreciates the challenges, particularly in an election year with continued partisan positioning among many elected officials and candidates, of coming to consensus around meaningful, comprehensive reform.

The State Board of Education notes that its Constitutional mandate is to make recommendations regarding the education system and the funding requirements needed to deliver it in Michigan. It is the responsibility of the Legislature and Governor to forge agreement on the combination of cuts, reforms and revenues necessary to deliver this system.

Largely because of the inability, or unwillingness, of the Legislature and Governor to cross partisan lines and agree on a meaningful, balanced approach to fund education—that delivers on the education system needed in Michigan -- does the State Board feel compelled to make and model bi-partisan recommendations on how to get the job done.

The State Board of Education encourages immediate steps to stabilize education support, make needed reforms, find cost-savings, and rearrange education as a budget priority, for the FY 11 budget. Our recommendation is consistent with the balanced approach for the long-term, and our October 26th 2009, State Board of Education resolution, e.g. that we promote together cost-savings -- including consolidated services, and reforms to reimagine education, while asking the Governor and Legislature to find the revenues necessary to support K-12 education without further cuts in foundation grant. The Legislature needs to approve a budget so school districts can adopt budgets by July 1 as required by law.

We also strongly recommend all stakeholders come together and find agreement around the framework for long-term education improvement outlined in this report—and the specific recommendations for education service delivery, structural reform and changes to revenues and expenditures here named.

All recommendations should become part of the debate. Conversations and discourse on each recommendation is essential to changing the way we endeavor to educate all individuals in Michigan.

To further the process of realizing comprehensive reform and the balanced, comprehensive changes recommended here, the State Board of Education will with the Superintendent of Public Instruction, promote public education, media and stakeholder dialogue around the report and its recommendations—and collaborate with key stakeholders to further agreement on a comprehensive package of reforms, revenues and restructuring. Such an effort can encourage a bi-partisan set of recommendations be available to this and future-Governors and Legislatures.

Table B. Key Elements of Michigan Education System	Annual Cost to Deliver
<p>Funding should support a <i>continuum of early childhood, K-12, and higher education</i>.</p> <ul style="list-style-type: none"> • Universal preschool for all four year olds. • Kindergarten for all children (preferably full-day, but not mandated). • K-12 State Aid to keep funding level prior to FY 10 state aid cut and projected FY 11 cuts. • K-12 State Aid sufficient to provide 180 days (or more) equivalent of learning time. • K-12 State Aid to incorporate 10% virtual and real infrastructure (not included in Proposal A-per Olmstead-Roberts recommendation). • Post-secondary education financial support for all citizens to reach a new minimum threshold (as defined by Lt. Governor’s Commission on Higher Education and Economic Growth, consistent with two years of post-secondary education or technical training). • Higher Education operational support for Michigan’s universities and community colleges to be competitive: 50/50 tuition/state appropriations, which places Michigan back to ‘02 level of support for higher education system and competitive with national averages for state support. 	<p>State currently spends approximately \$132 Million for Pre-K. Estimated \$150 - \$300 Million more for universal (dependent on target for participation)⁶</p> <p>State currently spends approximately \$875 Million annually on Kindergarten. At an estimated \$10 - \$20 Million more, Kindergarten could be mandated for all kids⁷</p> <p>\$850 Million - \$1 Billion more⁸</p> <p>Sufficient with revenue level identified in this report</p> <p>\$960 Million (estimated at 10% of cost of educating a child for infrastructure)</p> <p>\$140 Million for “Promise-style” award for K-12 graduates⁹</p> <p>\$200 Million for adults subscribing to No Worker Left Behind – two years of community college</p> <p>\$950 Million¹⁰</p>

⁶ Estimate is based on Michigan census data, and targets range from: “all eligible for current Great Start and Head Start” to “80% of all 4 year olds” as high-end target

Cost-Savings and Other Reforms for Efficiency and Effectiveness

It is recommended that the first step in providing the revenue needed for Michigan’s education system is to implement cost-saving reforms and efficiencies.

Table C. identifies recommendations for these reforms—and their contribution to savings.

Table C. Recommended Education Reforms that Generate Savings	Projected Annual Savings
<p>Prescribe through legislation or create strong incentives to LEAs and ISDs for consolidation and/or competitive bidding of goods and non-instructional services, and/or shared administrative services — so all non-instructional services are delivered at an efficient level (ISD, county-wide, statewide)¹¹; or,</p> <p>“Darken the Dotted Line with ISDs more—continue to strengthen and redefine roles of ISDs and relationship to implementing State Board/MDE priorities, avoid duplication, and continue to align to State Board of Education/Michigan Department of Education initiatives. Could shift costs from local districts to ISDs requiring a 5% savings for non-instructional services; or,</p> <p>If progress is not made on options above, initiate a Base-closing style (BRAC-style) Commission established by Legislature to make binding decisions on school consolidations that can create significant cost savings.</p>	<p>\$150 - \$300 Million¹²</p> <p>\$300 Million (duplicated savings for consolidation of non-instructional services)¹³</p> <p>Same savings as ISD consolidation of services proposals above</p>

⁷ Estimate based on state spending and headcount data available at the Center for Education Performance and Information (CEPI), Michigan Department of Education, combined with Michigan census information in estimating the number of 5 year olds in the state; Obtained March 2010

⁸ Estimate based on historical consensus revenue estimating conference data and conversations with House Fiscal Agency

⁹ Estimate based on state funding for Promise Grant prior to being eliminated. “Background Briefing, Higher Education,” House Fiscal Agency, January 2010

¹⁰ Estimate based on calculation from data of university operations (1977-2009), provided by House Fiscal Agency

¹¹ Require competitive bidding for contracted services including opportunity for public employers to bid

¹² Estimate based on state spending data available at the Center for Education Performance and Information (CEPI), Michigan Department of Education, March 2010

¹³ “Driving More Money into the Classroom: U.S. State Government Guide,” Deloitte Development LLC, 2010

Move all newly hired public employees including education employees from defined benefit to defined contribution pension system while grandfathering in current employees (modeled after the state employee program).	Estimated \$200 - \$250 Million in annual savings, realized in varying years, depending on formula 21 ¹⁴
Integration of special education and general education administrative functions and silos. Saves time and money on integrating school improvement plans, special education plans, avoids duplication of curriculum and school improvement administrators, consistent with Universal Education Vision and Principles.	\$40-60 million ¹⁵
Reduced higher education remediation costs. Proposed K-12 spending plan expects all districts to ensure each student masters a years worth of learning each year, and exit K-12 with required competencies—not needing remediation.	\$25 - \$50 Million
Realize savings through reforms to health care and health care benefit structures for education employees consistent with direction of reforms for all public employees. New health care systems can be encouraged and supported by state legislation setting targets, or providing incentives for savings, while respecting local bargaining rights and local control issues in realizing savings.	\$200 - \$700 Million ¹⁶
Savings to local districts and taxpayers from proposed move to state-based infrastructure support financing system.	Growing to \$1 Billion over time
Savings for taxpayers in reduced tuition costs of higher education support.	\$700 Million
Eliminate “double dipping” of retirees who come back to a district on contract while receiving a pension.	\$2 - \$10 Million
Establish a ceiling (recommend 15%) for fund equities, coupled with appropriate guarantees of state payment schedules so large fund balances are not needed.	\$25 - \$50 Million
Maximize the capture of Internet Sales Tax – Michigan join national effort to effectively capture internet sales taxes.	\$25 - \$100 Million

¹⁴ “Converting MPSERS from a Defined Benefit to a Defined Contribution System,” House Fiscal Agency, February 2010; Senate Fiscal Agency analysis of Senate Bills 1226-1227

¹⁵ Estimate from saving 2 Administrator FTE’s in @ half (300) Michigan school districts and ISDs

¹⁶ A number of approaches are under consideration, including from Michigan’s teachers unions, and estimates of cost savings from changes to the treatment of health care and health care benefits range widely, but there clearly are savings in the hundreds of millions of dollars depending on the exact proposal (Doug Drake, Public Policy Associates)

Revenue Side Changes

Table D. lists recommended options to make education support more predictable, better linked to the movement of the economy, and to find additional revenue sources if needed.

Table D. Making Revenue More Predictable, Tracking the Economy, and Additional Revenue Sources if Needed	Estimate of Annual Revenue Gain
Modernize the sales tax system – extending sales tax to services, while lowering the rate of the sales tax. This is the principle means to make revenues more predictable and better connected to the movement of today’s economy.	Net of reducing rate (from 6% to 5.5%) and extending to services. Year 1 - \$730 Million Year 2 - \$910 Million Year 3 - \$940 Million Year 4 - \$990 Million ¹⁷
Eliminate the business tax surcharge – all agree it has got to be replaced – represents revenue loss. Reduced 50% in year one and remainder in year two.	Year 1 – (\$170 Million) Year 2 – (\$455 Million) Year 3 – (\$570 Million) Year 4 – (\$580 Million) ¹⁸
Allow local units to increase millages if a share of revenues was used to underwrite general fund or statewide education needs.	\$10 - \$100 Million
Tax private pensions (not social security). Michigan is one of very few states that do not.	\$200 Million - \$500 Million annually depending on rate
Reduce targeted tax credits and tax loopholes that do not support Michigan’s economy.	\$200 - \$400 Million (picking least productive using estimates of economic development impact) ¹⁹
Implement a graduated income tax - taxing wealthier citizens at higher rates, while reducing income tax rates for most citizens.	\$500 Million to \$1 Billion annually depending on rate and the ability to maintain the current number of tax payers.

¹⁷ “Review and Analysis of FY 2010-11 Executive Recommendation,” Pg 8, House Fiscal Agency, March 2010;

¹⁸ “Review and Analysis of FY 2010-11 Executive Recommendation,” Pg 8, House Fiscal Agency, March 2010;

¹⁹ State has over \$35 Billion in tax expenditures, which represent exemptions in the current tax code across business, property, consumption and income tax groups (“Appendix on Tax Credits, Deductions, and Exemptions,” Treasury, FY 2010). Anderson Economic Group identified the Michigan Economic Growth Authority Act (\$140 Million), the Renaissance Zone Act (\$140 Million), and the Film Industry Incentives (\$150 Million) as ineffective business tax incentives. “Effectiveness of Michigan’s Key Business Tax Incentives,” Anderson Economic Group, March 2010

RESOLUTION

SUPPORT FOR MICHIGAN'S PHASE TWO
RACE TO THE TOP APPLICATION

WHEREAS, the Michigan State Board of Education has adopted as its 2009-2010 Goal "Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students"; and

WHEREAS, Michigan's phase two Race To The Top application to the United States Department of Education supports and addresses the Board's Priorities for 2009-2010 including:

- Continue to reimagine the pre-K-12 educational system in Michigan that will lead to the State Board of Education's expectation for student achievement
- Continue to review and improve Michigan's teacher preparation system
- Continue to advocate and promote high school reform, with an emphasis on rigor, relevance, relationships, and implementation; and

WHEREAS, the State Board of Education believes that Race To The Top represents a critical opportunity for Michigan to engage in the essential reforms that are needed to develop the state's workforce and stimulate education innovation that will accelerate and increase student achievement; and

WHEREAS, the State Board of Education is committed to adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy; building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction; recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and turning around our lowest-achieving schools; and

WHEREAS, Michigan's Race To The Top application includes many bold, yet achievable initiatives that advance the State Board of Education's framework and foundation for policy direction, *Universal Education: Vision and Principles* and will benefit all students in Michigan now and into the future; now therefore be it

RESOLVED, That the Michigan State Board of Education proudly supports Michigan's phase two Race To The Top application and encourages local school district superintendents, board presidents, and labor leaders across the state to support the application and sign their Memorandum of Understanding (MOU) to reflect the broad efforts to move Michigan's education system forward.



Adopted May 11, 2010

Kathleen N. Straus, President

Michael P. Flanagan, Chairman and
Superintendent of Public Instruction

RESOLUTION

Roberta E. Stanley

WHEREAS, Roberta E. Stanley, prior to joining the Michigan Department of Education in 1975 as its Director of Legislation and School Law, was an Editorial Assistant at Michigan State University and a Capitol Press Corps Reporter with Gongwer News Service, Inc., in Lansing, Michigan; and

WHEREAS, in 1977 until 1983 Roberta E. Stanley left the Lansing area for Washington, D.C., to become a Professional Staff Member of the House Subcommittee on Postsecondary Education, Committee on Education and Labor from 1977-1980, and the Director of Information and Legislation for Congressman William D. Ford from 1981-1983; and

WHEREAS, Roberta E. Stanley returned to the Michigan Department of Education in 1983 when she was appointed the Assistant Superintendent for State and Federal Relations, a position she held from 1983 until 1992; served as Director of Administrative Law and Federal Relations from 1992-2008, and as Client Services Director in the Office of Professional Preparation Services from 2008-2009; and

WHEREAS, at the state level Roberta E. Stanley led efforts to rewrite the Michigan School Code in 1976, helped craft amendments for the Teachers' Tenure Act in 1993, initiated and conducted a prototype orientation session for gubernatorial appointees to the State Teacher Tenure Commission on the newly-reformed Teachers' Tenure Act, utilizing legislators, lobbyists and attorneys representing labor and management perspectives; and helped negotiate compromises on the School Safety legislation in 2006; and

WHEREAS, at the federal level Roberta E. Stanley built Michigan and multi-state coalitions and worked on federal budget and appropriations issues, Medicaid School-Based Services, reauthorizations of the Elementary and Secondary Education Act, the Child Nutrition Act, the Vocational Rehabilitation Act, the Individuals with Disabilities Education Act, the Higher Education Act, the Carl D. Perkins Vocational Education Act, Head Start and the Job Training Partnership Act, among many more federal bills; and

WHEREAS, Roberta E. Stanley retired from the Michigan Department of Education on November 28, 2009, to return to Washington, D.C. to become the Director of Federal Affairs of the National Association of School Boards; and

WHEREAS, Roberta E. Stanley was elected Chair three times of the Federal Liaisons of the Council of Chief State School Officers, and has received awards from the National Association of Federal Education Program Administrators, the Michigan Association of Community and Adult Education, and the Michigan Association of State and Federal Program Administrators; and

WHEREAS, in addition to her professional career, Roberta E. Stanley has been involved in many community activities including service as a member of the YMCA Central Branch Board, the Boarshead Michigan Public Theater Board, the Michigan State University School of Journalism Advisory Council, and the Michigan Humanities Council Board; and on behalf of the MDE she served on the Interstate Migrant Education Council, the Michigan Women's Commission, and the Michigan Children's Trust Fund Gift Committee; and served as an Advisor to the YMCA Youth Legislature, and as a Quiz Bowl Judge; now, therefore, be it

RESOLVED, that the State Board of Education received with deep regret the news of the departure of this able and distinguished public servant, and thanks Roberta E. Stanley for her more than 28 years of dedicated service to the Michigan Department of Education and the students, parents, and educators in Michigan; and be it finally,

RESOLVED, that the State Board of Education expresses its fervent wish that Roberta E. Stanley enjoys many more years of happiness, good health, and rewarding experiences.



Adopted May 11, 2010

Kathleen N. Straus, President

Michael P. Flanagan, Chairman and
Superintendent of Public Instruction