



community conversation

EDUCATION ISSUE GUIDE

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WELCOME & PURPOSE

The Center for Michigan welcomes you to today's Community Conversation on the Future of Education. We thank you for making room in your busy schedule for today's event.

Our aim is to:

- Expand the knowledge of students, parents, employers and educators about the education choices facing Michigan today.
- Gather the perspectives and preferences of Michigan residents on major education policy and reform choices under debate in Michigan and around the country.
- Amplify the voices of Michigan residents and bring them to bear on the work on policy makers in Lansing.
- Provide participants with options on how to become more involved in improving educational opportunities for students in your own communities.

The Center aims to engage thousands of people across Michigan in these discussions through the end of 2012 in hopes of ensuring that the perspectives of Michigan residents on education are fully considered in the 2012 elections and by the newly elected state legislators once they reach Lansing in January 2013. However, the Center is a 501(c)3 nonprofit and nonpartisan organization. We never endorse political parties or candidates.

This brief issue guide offers background information on the topics we'll discuss in today's conversation. We hope this guide informs your perspectives!

This public engagement work and the in-depth journalism we produce weekly in our online publication, Bridge Magazine, are financially supported by many foundations and corporations, including:

Alticor, Inc.
AT&T Foundation
Bandstra Family Foundation
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Mott Foundation
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WK Kellogg Foundation

WHY TODAY IS IMPORTANT

Education is the basic foundation of a good life.

But that foundation is cracking.

Today's students must acquire advanced skills to compete for good jobs.

Yet the performance of Michigan students lags nationally and internationally.

High-quality educators are a crucial factor for K-12 student success.

Yet other nations have much stronger strategies for developing and retaining top educators and the question of how to evaluate educator performance is under fierce debate.

Future prosperity demands advanced training beyond high school.

Yet Michigan is near the bottom nationally in the percentage of adults with advanced training and college degrees — some 850,000 Michigan adults have not graduated from high school.

Young adults' margin for error is small and getting smaller.

They face skyrocketing college costs and debt loads. Many college students never graduate. Those who do not complete their studies face uncertain prospects in an intensely competitive global job market.

Michigan's education system is in turmoil.

Debates rage all across the state over how to educate students, how much to spend on education, and how to manage schools and colleges.

Now is the time to be heard.

Community Conversations like this one offer convenient ways for students, parents, employers and educators to share knowledge about the issues and provide direction to elected leaders in this era of change in education.

MICHIGAN LEARNING REPORT CARD

Total number of public K-12 students¹ **1,650,000**

High School Graduation Rate² **76.5 %**
*National Ranking*³ **27th**
 Annual number who drop out / don't graduate on time⁴ **37,000**

4th Grade Student Performance⁵

Math Proficiency **35%**
National Rank **38th**

Reading Proficiency **30%**
National Rank **34th**

8th Grade Student Performance⁶

Math Proficiency **31%**
National Rank **34th**

Reading Proficiency **31%**
National Rank **30th**

U.S. Student Performance World Ranking Among 34 Leading Nations (15-yr-olds)⁷

Reading Literacy **14th out of 34**
 Math Literacy **26th out of 34**
 Science Literacy **17th out of 34**

Michigan High School Grads Academically Ready for College⁸ **19%**
National Rank **37th**

K-12 Students per Teacher⁹ **18 to 1**
*National Ranking*¹⁰ **43rd**

K-12 Spending per Pupil¹¹ **\$10,483**
National Ranking **22nd**

Average Teacher Salary¹² **\$57,958**
National Ranking **12th**

MICHIGAN EARNING REPORT CARD

Adult Population with a High School Diploma¹³ **88 %**
National Ranking **21st**

Adult Population with a Bachelor's Degree or more¹⁴ **25%**
National Ranking **35th**

Total Number of Students in Degree Programs

Community College ¹⁵	254,000
Private College ¹⁶	133,000
Public University (undergraduate & graduate) ¹⁷	270,000

Graduation Rate¹⁸

Associate's Degree	16 %
Bachelor's Degree	55 %

Average Annual Cost (Tuition/Fees/Room/Board)¹⁹

Public Universities	\$17,852
<i>National Ranking</i>	9th
Private Colleges	\$23,170
<i>National Ranking</i>	38th
Community Colleges	\$2,312
<i>National Ranking</i>	38th

Student Debt Burden²⁰

Annual Debt Per College Student	\$6,825
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State Funds for Community Colleges & Universities²¹ **\$1.65 billion**
*National Ranking*²² **37th**

Employment Prospects: High School Dropouts

Projected Job Openings in Michigan (2008-2018) ²³	103,000
2010 Average Weekly Pay ²⁴	\$444
2010 Unemployment Rate	14.9 %

Employment Prospects: High School Graduates

Projected Job Openings in Michigan (2008-2018)	338,000
2010 Average Weekly Pay	\$626
2010 Unemployment Rate	10.3 %

Employment Prospects: Workers with Degrees or Advanced Training

Projected Job Openings in Michigan (2008-2018)	836,000
2010 Average Weekly Pay	\$767-\$1,272
2010 Unemployment Rate	4% - 7%

DISCUSSION TOPIC

TEACHER & SCHOOL LEADER QUALITY

THE ISSUE

Highly effective teachers are the most important school-based factor in a child's education.²⁵ Researchers, Gov. Rick Snyder and the state Board of Education agree on that point. Another important factor is having highly effective school leaders to support teachers.²⁶ There is disagreement, however, on how to develop, evaluate, pay and retain educators to ensure the best educators are in Michigan schools.

Focusing on teacher and school leader quality also means having difficult conversations about how to support, or, in some cases, remove, poor-performing educators. These conversations, and others, have often led to all teachers and school leaders feeling battered and unappreciated by the public at large. This can make recruiting top performers to the field even more challenging.²⁷

The long-term costs or savings of new educator evaluation and compensation systems are unknown. In 2011, the Michigan Legislature passed several bills with the intent to improve teacher and school leader quality. The Senate Fiscal Agency said the fiscal impact of this package at the state and local levels is "indeterminate."

Here are three possible options to improving teacher and school leader quality:

OPTION 1: IMPROVING TEACHER PREPARATION

Raising the Bar for Entry and Improving Teacher Preparation: Make it more challenging to: (1) enter and complete teacher certification programs, including deeper mastery of the subjects teachers will teach, and (2) obtain state teacher certification. Currently, teachers must complete an approved teacher preparation program and pass the Michigan Test for Teacher Certification in their content area to obtain a teaching certificate in Michigan. Teachers must complete courses at or above the master's level to maintain their certificate.²⁸

PRO

If it were more challenging to become a teacher, it could improve overall teacher effectiveness. For example, Finland requires new teachers to have a master's-level education and recruits them from the top third of the pool of new college graduates and scores at or near the top in worldwide student proficiency tests.²⁹

CON

Researchers have not definitively identified which factors predict how effective a potential teacher will be in the classroom. Also, not all the skills necessary to be an effective teacher can be taught in a preparation program or measured on certification tests.

OPTION 2: PROVIDING STRONGER SUPPORT FOR TEACHERS & SCHOOL LEADERS

Providing Stronger Support for Teachers and School Leaders: Create a stronger support system for teachers once they're in the classroom and school leaders once they are assigned to a school building. Ideas include: 1) mentoring and programs to help new teachers and school leaders acclimate to new schools and grade levels and master their craft; and, 2) ongoing, in-depth training, feedback and evaluation to help novice and veteran teachers and school leaders continuously improve.³⁰ A third approach is to develop more National Board Certified Teachers. North Carolina, for example, has nearly 20,000 of these highly technically trained teachers while Michigan has fewer than 400.³¹

PRO

As in many other professions, educators need ongoing training and feedback to be at the top of their game. If education becomes a more high-stakes, results-driven profession, ongoing training and support will be necessary to create an attractive work environment. At \$3,000 each in basic training and certification costs, Michigan could pay for 1,000 teachers a year to obtain National Board certification for a cost of \$3 million.³²

CON

Quality professional development can be expensive and those costs must be weighed against other more student-centric investments – especially in this age of austerity. Research is divided on whether national certification for teachers increases student proficiency – some studies suggest it does, while others suggest a small or negligible impact.³³

OPTION 3: HOLDING TEACHERS & SCHOOL LEADERS MORE ACCOUNTABLE FOR STUDENT SUCCESS

Holding teachers and school leaders more accountable for student learning/performance: Michigan recently passed new rules to do so. It is now somewhat tougher for new teachers to earn the job protections that come with tenure. It also will be somewhat easier to remove poor-performers from the classroom. New evaluation standards for teachers and school leaders will place heavy emphasis on student learning/performance.³⁴

Another approach to accountability is to institute new compensation systems such as pay for performance - the best teachers and school leaders (or schools) are paid more based on student achievement. Pay for performance could be instituted for individual educators or at the school level.³⁵ Or, pay scales could be reworked to move away from solely rewarding longevity or advanced degrees.³⁶ Another approach is to create “career ladders” to allow teachers to better advance and grow as professionals.³⁷

PRO

In valuing teachers and school leaders, performance in the classroom should supersede pure longevity. Holding teachers and school leaders more accountable for student learning can help ensure the best educators are in the schools and poorly performing educators are not. New pay systems can be used to attract and retain top performers – thus improving overall teacher and school leader quality.

CON

There is no consensus, even among researchers, on how best to measure and define excellent teaching and school leadership. Reliance on students’ standardized test scores fails to take into account societal factors and family situations far beyond teachers’ and school leaders’ control. Educator evaluations using professional observations are often criticized as too subjective.

Surveys show teachers are strongly opposed to pay for performance³⁸ – instituting it would likely create workplace tensions that could distract from student learning. Research and support for educator pay for performance are mixed. Federal support for these programs has increased in recent years and numerous states are experimenting with new compensation incentives. But other states and local districts are reducing or ending programs due to budget cuts and research suggests merit pay structures are having little initial impact on student achievement.³⁹

DISCUSSION TOPIC

IDEAS FOR IMPROVED LEARNING

OPTION 1: EXPAND PRESCHOOL AND EARLY CHILDHOOD PROGRAMS

THE ISSUE

Decades of research show learning begins long before kindergarten. Governors Snyder and Granholm and a variety of social welfare and business coalitions stress the need for strong early childhood programs. The state Board of Education recently called for universal preschool for all 3- and 4-year-olds. Michigan taxpayers spend about \$100 million per year on preschool — one-half of one percent of what we spend on K-12 education. But enrollment includes only about one in five 4-year-olds. Approximately 40,000 4-year-olds qualify for publicly funded preschool but are not enrolled because of a lack of open spots.

PRO

Brain development accelerates quickly in infancy and is well advanced long before five-year-olds reach kindergarten. High-quality health, wellness and education programs for preschoolers prepare them for school success and can reduce long-term welfare and prison costs while increasing educational achievement and long-term earnings, especially among children from low-income backgrounds.

CON

- Some critics view publicly funded preschool as a government intervention into home and family.
- Some research has questioned whether preschool programs result in long-term cognitive gain for students.

POTENTIAL COSTS AND TRADEOFFS

It would cost an estimated \$800 million per year to provide publicly funded preschool to all 3- and 4-year-olds in Michigan. It would cost an estimated \$200 million per year to provide preschool to the estimated 40,000 low-income 4-year-olds who presently qualify for publicly funded programs but are not in preschool due to a lack of funding. Some economists argue those short-term costs would more than be made up by savings later due to lower social welfare and prison costs as more students succeed later in life. But, in the short term, such additional investments would have to be funded by cuts to K-12 education, cuts to other government programs or increased taxes.⁴⁰

OPTION 2: CHANGE THE SCHOOL CALENDAR

THE ISSUE

Some education reformers and researchers call the American school calendar woefully outdated – more a relic of 19th century farm life than 21st century globalization. They point out that few other countries offer more than seven weeks of consecutive vacation for students. President Barack Obama is among those arguing that longer school days and shorter summer vacations would result in less class time devoted to reviewing lessons and a greater overall pace of learning. “The challenges of the new century demand more time in the classroom.” Obama has said.⁴¹ In Michigan, lawmakers recently forced a reversal of a trend in many local districts to drop weeks off the school calendar as a budget-cutting measure. Still, many countries hold far more days of instruction – up to 220 in Japan and 225 in South Korea.⁴² Many Michigan districts are still a week or two under the informal national standard of 180 days of instruction per year. The state Board of Education and Michigan Association of School Administrators have called for the return of 180 days or more of annual class time.⁴³

PRO

- Lengthening the school year and shortening the summer break could increase students’ retention rate. Research suggests summer learning loss is the equivalent of about one month of education.⁴⁴ Less time and money would have to be spent on re-teaching skills taught in the previous school year. Others have proposed a year-round system of education in which 180 days of instruction would be spread out over the entire year, with shorter breaks between terms. One possibility is 45 days of instruction followed by a 15-day break.
- Lengthening the school year could potentially make Michigan more competitive with schools in other countries offering far more instructional time.

CON

- Research is inconclusive and mixed on whether the length of the school year significantly impacts learning results. Some studies show no correlation. Some studies suggest longer school years may have a significant impact on low-income students. Some research suggests that how time was spent in the classroom was more important than the amount of time spent. So, research suggests, there is no guarantee that a longer school year would produce better-educated students.⁴⁵
- Shortening the summer break or spreading breaks out over the school year could interfere with high school students’ ability to maintain employment.

POTENTIAL COSTS AND TRADEOFFS

Lengthening the school year could increase staffing, busing and maintenance costs, forcing tax increases or additional cuts and efficiencies. Some research suggests that a 10 percent increase in instructional time results in a 6-7 percent cost increase. A hypothetical example: Going from 170 to 187 days of instruction is a bump of 10 percent. A corresponding 6.5 percent bump in costs is \$1.7 million per year for the average Michigan public school district.⁴⁶

OPTION 3: REDUCE CLASS SIZES

THE ISSUE

Reducing class sizes is a “perennial education improvement strategy.”⁴⁷ Statewide, Michigan has one teacher for every 18 students, which ranks us near the bottom nationally.⁴⁸ But those national numbers include special ed classes, which are smaller. The U.S. Department of Education estimates average class size at closer to 25 students per teacher. Class sizes vary widely between individual school districts. Recent budget cuts have led to increased class sizes in some communities, prompting parental concerns about quality instruction.⁴⁹ Research generally supports the notion that small class sizes can help student achievement. The impacts are highest in elementary grades and among minority and disadvantaged students. Class size reduction is probably the single most expensive form of reform at a time when overall school budgets face major strain for years to come.⁵⁰ In Michigan, for example, federal statistics suggest that reducing the statewide student/teacher ratio from 18 to the national average of 15 would cost approximately \$1 billion in new teachers’ salaries alone.⁵¹

PRO

- Smaller class sizes can provide for more individualized instruction, improved student and teacher morale and better opportunities for innovation in teaching and learning.
- Research consistently shows that early elementary students receive both short- and long-term benefits from reduced class size.

CON

- As mentioned above, reducing class sizes is expensive.
- Experts do not universally agree that smaller class size leads to improvements in student education. Research indicates that other reforms — such as investments in teacher training and professional development — are more cost-effective methods of improving student performance.

POTENTIAL COSTS AND TRADEOFFS

- The cost and potential benefits of reduced early elementary class size must be carefully weighed against other options to improve student performance.

OPTION 4: INCREASE SCHOOL CHOICE

THE ISSUE

It is widely recognized that not all public schools are created equal and that some schools do a better job of educating students than others. Michigan has long offered parents limited public school options beyond their traditional neighborhood schools. Some 110,000 students go to public charter schools and another 90,000 are enrolled in public school of choice programs, which allow students to enroll in traditional public schools outside the boundaries of the district where they live. Gov. Rick Snyder has declared “there must be greater choice for students and parents” and has advocated mandatory schools of choice for all districts. The Michigan Senate has followed suit, proposing to expand schools of choice and lift a cap on the number of charter schools in the state.

PRO

- No child should have to suffer the consequences of a failed school system. The quality of a child’s education should not depend on where his or her parents live. Parents should be able to make a choice that is the best for their children, including a traditional public school down the street, a more attractive public district nearby or a public charter school.
- The current school of choice system provides limited opportunity for parents to move their children from a failing district. Many districts, including many high-income districts, simply do not accept students from beyond district lines. Some charter schools have long waiting lists and lotteries.
- Some researchers suggest that providing high-quality viable alternatives to traditional public schools will improve education by increasing competition that leads to innovation.⁵³

CON

- Diverting money away from traditional public schools by paying school aid dollars to charter schools or school-of-choice programs can further hamstring already struggling local school districts, especially in urban areas. Money would be better spent improving the quality of education in our traditional public schools.
- Competition can lead to better consumer products and better customer value. It is not clear, however, that schools can educate children in the same way that companies provide products.

POTENTIAL COSTS AND TRADEOFFS

- Increased parent and student choice comes with the potential cost of duplication in terms of administrators, teachers, staff, books, equipment, utilities, maintenance, etc.
- Research on charter schools nationwide and in Michigan shows there is wide variation in the quality of charter schools. Some outperform public schools, while others perform worse than the traditional schools students would have been assigned to attend.⁵⁴

OPTION 5: Any Time Any Place Learning Through Online Technologies

THE ISSUE

"A new global market has emerged as parents, schools and students are realizing the power and effectiveness of online learning," Gov. Rick Snyder outlined in his April 2011 education message. Michigan first recognized the potential for online learning in 2000 with the creation of the Michigan Virtual School for middle and high school students.⁵⁵ Since then, students have taken more than 80,000 courses through the Michigan Virtual School.⁵⁶ Michigan Virtual School is funded by an annual state appropriation, course fees charged to enrolling schools and private grants.⁵⁷ There are also two virtual charter schools in the state, which receive funding on a per pupil basis – just like brick and mortar schools. Additionally, local districts run their own virtual programs that are funded through their per-pupil funding. The governor envisions expanding online learning to give students more choices in classes and learning styles and to increase students' ability to become proficient and ready for college or employment. He contends every child in Michigan who "needs or wants up to two hours of daily online education must receive it." Online, or virtual, education typically falls into three broad categories: 1) Students receive courses via web-based instruction designed and facilitated by a remote teacher, but students still attend classes in a traditional school setting for part of the day; 2) "Blended courses" that offer virtual and face-to-face instruction; and, 3) A completely virtual, or "full online" curriculum in which students only attend school remotely.

PRO

- Students have the flexibility to take courses at times that fit with work or family schedules and make up credits they need to graduate from high school.⁵⁸
- Students can take classes that may not be offered in their school. For example, any student in Michigan would be able to take advanced science courses, even if their school didn't employ a qualified advanced science teacher.⁵⁹
- It's an alternative to students in failing schools who are not able to transfer (for whatever reason) to a higher performing school.
- It's an example of public education adjusting to a "new social reality" where information is widely available to the masses in an instant.⁶⁰

CON

- The quality of online courses varies widely, so official oversight and quality control are very important.⁶¹
- Critics fear online courses will inhibit development of student social skills.⁶²

POTENTIAL COSTS AND TRADEOFFS

- Future expansion of online education may come at the financial cost of traditional public schools, but the detailed impacts are unclear.
- It may seem like virtual schools could be money-savers (no buildings, no buses, etc.) but costs are actually similar to operating traditional schools. Virtual school costs include: instructional staff (teachers), management, course development, technology staff, equipment and maintenance.⁶³
- Resistance to big change is a potential challenge. Some educators, parents and students may resist a cultural shift to online learning technologies beyond status quo classrooms.

DISCUSSION TOPIC

FAMILY & COMMUNITY INVOLVEMENT

THE ISSUE

Research has documented for more than 40 years the positive impact increased family engagement has on education outcomes.⁶⁴ Students whose families (whether parents, grandparents, guardians, or other adults) are engaged in their education are more likely to earn better grades and test scores, pass their classes, attend school regularly, have improved social skills, graduate from high school, and move on to a postsecondary education.⁶⁵ Researchers are now recommending that family engagement move beyond traditional efforts such as PTA meetings or bake sales and be seen as a strategy to improve student learning.⁶⁶ New approaches to family engagement include: hosting workshops to teach families the skills they need to support learning at home, helping families become advocates for their child and school, making schools more welcoming places (especially for bilingual families), and involving families directly in school improvement efforts (for example, setting school goals with input from families or teaching families how to support specific goals, like improved graduation rates, at home).⁶⁷ Potential policies to enhance family involvement include: building the capacity of educators and school officials to support families, providing funding for engagement efforts like skill building workshops for families, and expanding state requirements about family involvement (for both school and families).

At the same time, some communities are developing new, collaborations between business, community, philanthropic and education groups to jointly tackle shortcomings in student achievement. In the Cincinnati, Ohio region, an initiative called “Strive” has improved 34 of 53 education success measures the organization tracks. Some 300 participating organizations work in 15 different “Student Success Networks” to improve student outcomes.⁶⁸

PRO

- Research has shown that increased family engagement can improve important educational outcomes such as grades, attendance and graduation.
- School-age children spend about 70 percent of their waking time outside of school. Involved families can help children learn beyond school walls.⁶⁹

CON

- Family engagement policies are sometimes punitive rather than collaborative. For example, in 2010 a Wayne County prosecutor suggested jailing parents for repeatedly missing parent-teacher conferences.⁷⁰
- Stories of “helicopter parents” show that involvement can go too far. Schools can struggle to find a balance between family engagement and student independence.⁷¹

POTENTIAL COSTS & TRADEOFFS

Cost is unknown and would vary based on the specific family engagement strategy being implemented. Costs could be nominal or nonexistent. For example, in 2004, the Legislature passed Public Act 107 of 2004 which required school districts to implement a parent involvement plan and provide a copy to all families. The Senate Fiscal Agency determined this policy would have no fiscal impact on state government.⁷²

DISCUSSION TOPIC

THE PUBLIC'S INVESTMENT

MICHIGAN'S EDUCATION SPENDING: HOW WE COMPARE TO THE REST OF AMERICA

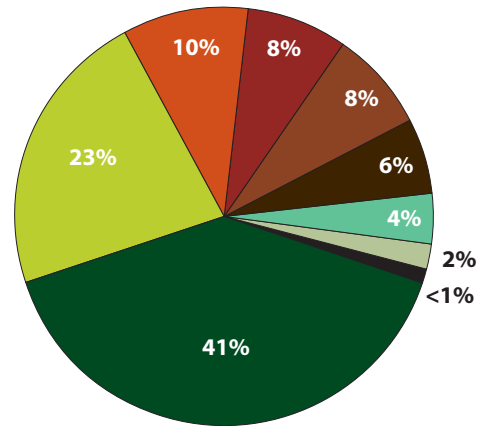
YEAR	MICHIGAN	US AVERAGE	NATIONAL RANK
1995	\$9,227	\$7,891	10 TH
2000	\$10,284	\$8,765	10 TH
2005	\$10,458	\$9,754	16 TH
2009	\$10,373	\$10,591	24 TH

*Inflation adjusted in 2009 dollars.
2009 is the last year for which full data is available
Source: National Center for Education Statistics (nces.ed.gov/ccd/pub_rev_exp.asp)*

MICHIGAN'S BUDGET PRIORITIES: WHERE EDUCATION FITS

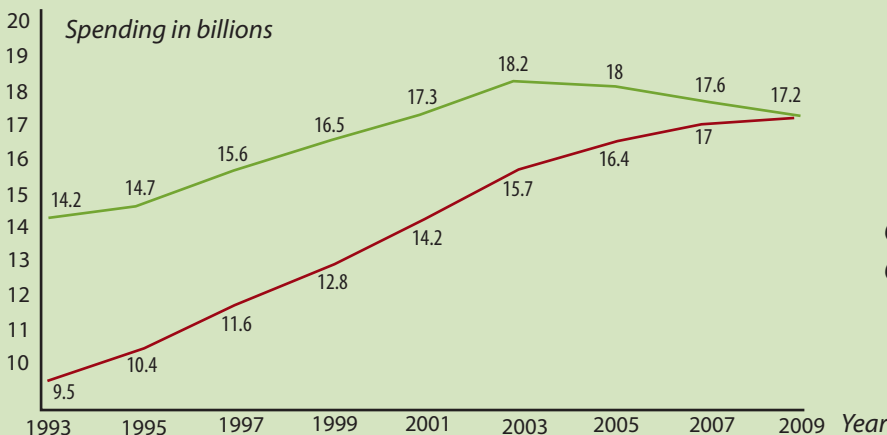
Total Spending from State Tax Revenue (FY2011-12)

K-12 Education	\$11,034,921,300	41%
Social Services/Medicaid	\$6,078,436,400	23%
Prison/Justice/Public Safety	\$2,600,531,400	10%
Transportation	\$2,029,655,500	8%
Other Government Operations	\$2,020,329,400	8%
Universities & Community College	\$1,549,732,500	6%
Revenue Sharing	\$1,000,804,600	4%
Environment	\$511,162,100	2%
Governor's Office & Legislature	\$104,082,400	<1%
TOTAL	\$29,929,655,600	



Source: "State Spending from State Resources," State Fiscal Agency, Sept. 2011

INVESTING IN EDUCATION: THE TRENDS IN MICHIGAN



Change from 1993-2009: 22%
Change from 2003-2009: -6%

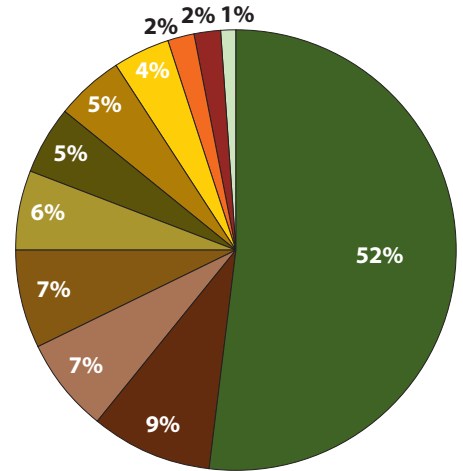
■ Total Spending ■ Inflation Adjusted

Source: National Center for Educational Statistics State Fiscal Reports, 1993-2009

WHERE THE MONEY GOES IN MICHIGAN SCHOOLS

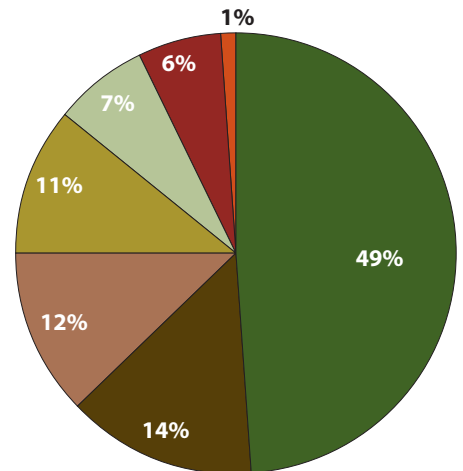
Michigan's public K-12 school districts spent over \$19 billion in federal, state and local tax revenue and other sources in 2009-2010, the last school year for which full data are available.

Instruction	\$9,895,953,130	52%
Operation Maintenance	\$1,717,504,332	9%
Student Services	\$1,352,691,212	7%
Other Support	\$1,285,190,486	7%
Facilities Acquisitions	\$1,167,084,904	6%
School Administration	\$953,243,358	5%
Instructional Staff Report	\$902,212,100	5%
Transportation	\$813,194,442	4%
Business Office	\$404,737,515	2%
General Administration	\$361,074,668	2%
Community Services	\$291,916,633	1%
TOTAL	\$19,144,802,781	



SCHOOL EXPENDITURES

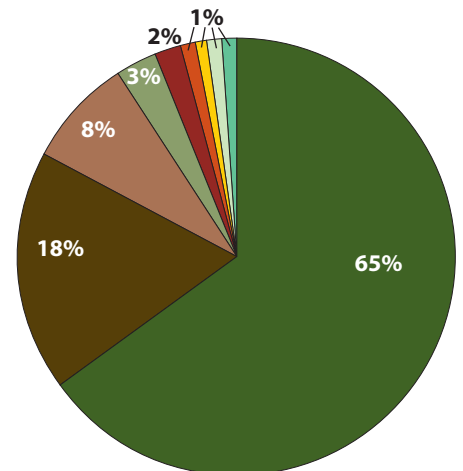
Salaries	\$9,379,283,313	49%
Purchased Services	\$2,618,300,893	14%
Pension Contributions/Social Security/etc	\$2,353,080,888	12%
Insurance and Other Benefits	\$2,132,339,952	11%
Capital Outlay	\$1,253,803,873	7%
Supplies and Materials	\$1,204,900,731	6%
Other	\$203,093,131	1%
TOTAL	\$19,144,802,781	



SCHOOL EMPLOYEE: COMPENSATION COSTS BY WORK TYPE

Public school employees in Michigan earned \$9.4 billion in compensation and benefits in 2009-10. Here's the breakdown by type of work performed:

Professional - Educational	\$6,058,518,661	65%
Operation and Service	\$1,653,428,596	18%
Administration	\$789,586,703	8%
Professional - Other	\$302,843,117	3%
Technical	\$228,783,736	2%
Temporary Salaries	\$115,211,476	1%
Special Salary Payments	\$84,647,099	1%
Overtime	\$81,538,973	1%
Professional - Business	\$64,724,950	1%
TOTAL	\$9,379,283,313	



NOTES

- ¹ 2009-10 school year. National Center for Education Statistics, data for 2009-10 school year: <http://nces.ed.gov/programs/stateprofiles/sresult.asp?mode=full&displaycat=1&s1=26>
- ² 2008-09 school year. National Center for Education Statistics: <http://nces.ed.gov/pubs2011/graduates/tables.asp>
- ³ 2008-09 school year. National Center for Education Statistics: <http://nces.ed.gov/pubs2011/graduates/tables.asp>
- ⁴ 2008-09 school year. National Center for Education Statistics: <http://nces.ed.gov/pubs2011/graduates/tables.asp>
- ⁵ U.S. Ranking from 2009 National Assessment of Educational Progress (<http://nces.ed.gov/nationsreportcard/subjectareas.asp>).
- ⁶ U.S. Ranking from 2009 National Assessment of Educational Progress (<http://nces.ed.gov/nationsreportcard/subjectareas.asp>).
- ⁷ National Center for Education Statistics PISA Data for 2009 (<http://nces.ed.gov/surveys/pisa/idepisa/>)
- ⁸ 2010 National and State ACT Scores (<http://www.act.org/news/data/10/benchmarks.html>)
- ⁹ 2009-10 school year. National Center for Education Statistics, Common Core of Data for 2009-10 school year: <http://nces.ed.gov/ccd/>
- ¹⁰ 2009-10 school year. National Center for Education Statistics, Common Core of Data for 2009-10 school year: <http://nces.ed.gov/ccd/>
- ¹¹ US Census Bureau Public School Finance Data (<http://www.census.gov/govs/school/>)
- ¹² NCES Digest of Education Statistics, 2009-2010 data (http://nces.ed.gov/programs/digest/d10/tables/dt10_083.asp)
- ¹³ Percentage as of 2008. 2011 US Census Bureau Statistical Abstract (http://www.census.gov/compendia/statab/cats/education/educational_attainment.html)
- ¹⁴ Percentage as of 2008. 2011 US Census Bureau Statistical Abstract (http://www.census.gov/compendia/statab/cats/education/educational_attainment.html)
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