

DOCUMENT RESUME

ED 094 643

HE 005 762

TITLE The Coordination of Postsecondary Education Services Within the Michigan Department of Education.
INSTITUTION Michigan State Dept. of Education, Lansing.
PUB DATE Jun 73
NOTE 24p.

EDRS PRICE MF-\$0.75 HC-\$1.50 PLUS POSTAGE
DESCRIPTORS Adult Education; *Educational Coordination; Graduate Study; *Higher Education; Interagency Coordination; Libraries; Planning; *Postsecondary Education; Professional Education; School Services; *Services; State Aid; *Statewide Planning; Teacher Education

ABSTRACT

Planning for the growth and development of postsecondary education in Michigan is by its very nature a continuous and evolutionary process carried on in cooperation with the postsecondary institutions and other interested groups. The State Board of Education, in addressing this goal of an effective and efficient education planning system, has developed the graphic portrayal in this document depicting the blending of elements involved in the delivery of postsecondary services for the achievement of this goal. Displays include: postsecondary education planning and coordination; a system for meeting the educational needs of adults; State Board of Education planning and advising for postsecondary education; Michigan Department of Education services; student financial assistance; teacher preparation and professional development; adult noncollegiate education; off-campus collegiate programs; instructional and facilities grants; library services; graduate and professional programs; and constitutional responsibilities of the State Board of Education. (Author/PG)

the coordination of postsecondary education services within the michigan department of education



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Michigan Department of Education

June, 1973

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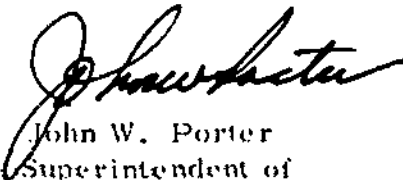
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FOREWORD

Planning for the growth and development of postsecondary education in Michigan under the provisions of the Constitution of 1963 is, by its very nature, a continuous and evolutionary process carried on in cooperation with the postsecondary institutions and other interested groups. No plan, regardless of how well it is conceived, can be considered permanent in the face of constant changes in the needs of society and the changing contributions that the postsecondary education community can make toward meeting those needs. A recognition of this fact has led to the concept of cooperative and continuous planning for the future development of postsecondary education in Michigan, rather than the development of a single fixed plan.

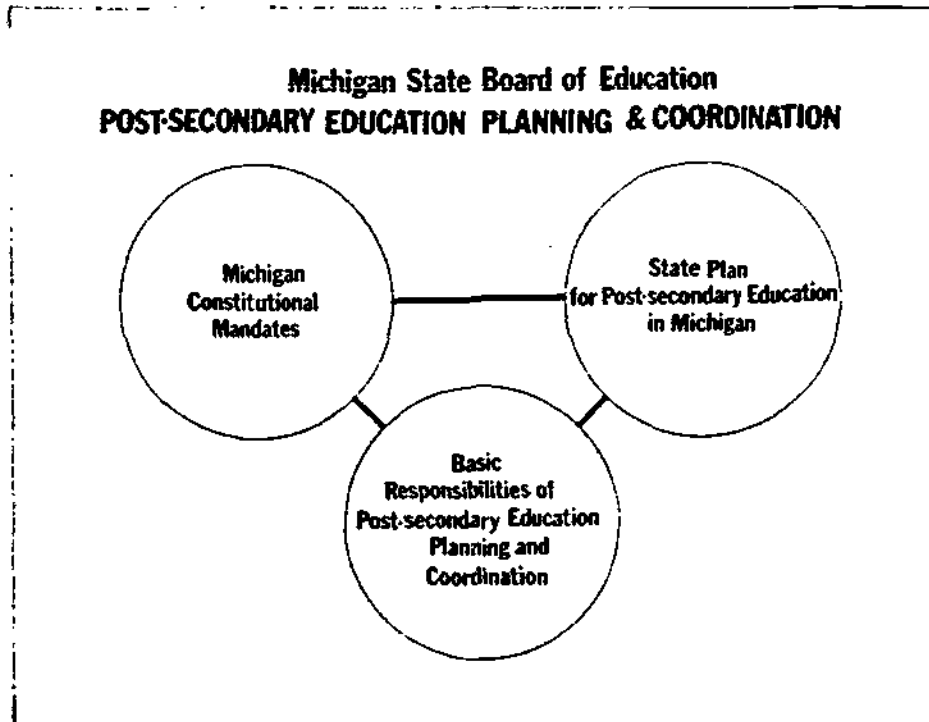
The State Board of Education, in addressing this goal of an effective and efficient educational planning system, has developed the following graphic portrayal which depicts the blending of the elements involved in the delivery of postsecondary services for the achievement of this goal. Just as the State Board of Education recognizes that effective planning and coordination is a developmental process, the concepts inherent in this document are intended to be shared with the advisory committees within the postsecondary delivery system for further development and elaboration.

In summary, the planning and coordination system envisioned by the State Board of Education is designed to facilitate the total effort of the postsecondary education system as it addresses the needs of Michigan's citizens.



John W. Porter
Superintendent of
Public Instruction

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Given the mandate in Article VIII, Sections 3 and 7 of the Michigan Constitution (See Exhibit A Attached), the State Board of Education has approached the planning and coordination of postsecondary education from the perspective of the State Plan for Higher Education. In delineating the scope of the State Plan, the State Board of Education adopted a statement of five basic responsibilities.

Section 3 of Article VIII of the Constitution addresses the general requirement of the State Board of Education to plan and coordinate postsecondary education as well as advise the Legislature as to the system's financial needs. Section 7 provides for the creation of the State Board for Public Community and Junior Colleges and delineates its role.

The State Plan for Higher Education in Michigan was adopted by the State Board of Education on July 11, 1969. It consists of four chapters in which 38 goals are defined.

The State Board of Education has adopted the following five basic responsibilities which address postsecondary education:

1. To engage in comprehensive and continuous planning and coordination at the postsecondary level, involving both long-range and short-range goals.
2. To develop a statewide system for collecting appropriate information from both public and private institutions, as well as government agencies.

3. To approve or disapprove all proposals for the establishment of new public institutions, and to approve or disapprove the establishment of new programs or the discontinuance of existing programs at public institutions.
4. To review and make recommendations concerning operating and capital budgets of public institutions,
5. To administer or coordinate state and federal programs resulting in grants to postsecondary institutions or students attending those institutions.

In summary, a mechanism for planning and coordination of postsecondary education in Michigan exists in the form of the State Board of Education, which has adopted a State Plan, and has clearly defined its basic responsibilities.

MICHIGAN POST-SECONDARY EDUCATION IS:

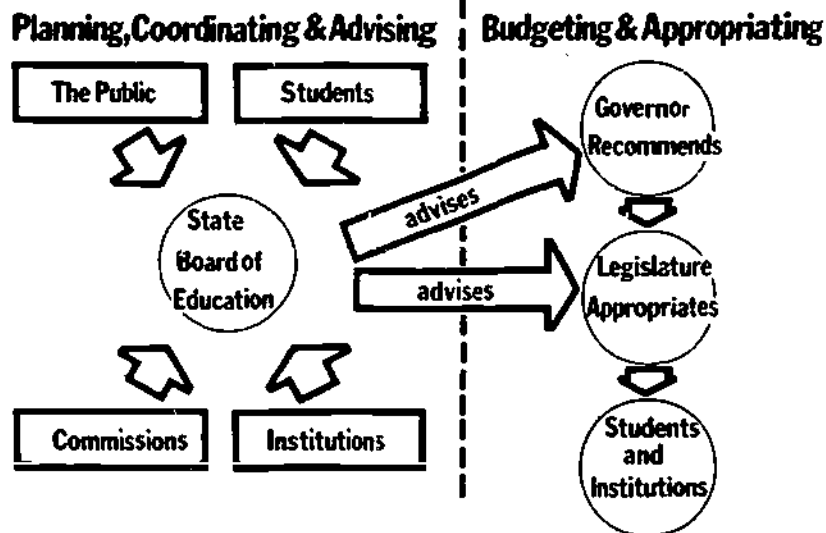
	<u>Students</u>	<u>Investment</u>
13 public 4-year colleges/universities	218,700	\$346 million
29 public community colleges	137,600	\$ 57 million
46 independent colleges/universities	50,600	
500 private occupational school	66,000	
450 public high schools offering adult programs	228,000*	\$ 17 million
1,038	700,900	\$420 million

*estimated

The magnitude of postsecondary education in Michigan is exemplified in this chart.

Michigan's postsecondary education is conducted by more than 1,000 educational delivery systems; it affects more than 700,000 students, and the entire operation represents an investment in excess of \$420 million annually in operating costs.

A SYSTEM FOR MEETING THE EDUCATIONAL NEEDS OF ADULTS



One of the many advantages of a state coordinating system is that it provides the opportunity for input from the public, the students, various commissions, and the educational institutions as decisions affecting the delivery of services are being made. Given this type of input, this agency advises the Executive Office, and the Legislature on matters pertaining to the educational needs of Michigan's adults. The Governor makes recommendations to the Legislature, while the Legislature appropriates the necessary funds to the delivery agencies which, in turn, serve students.

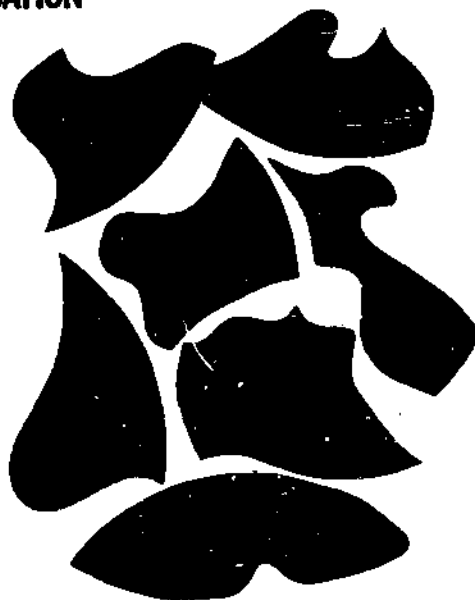
STATE BOARD OF EDUCATION ADVISES & PLANS FOR POST-SECONDARY EDUCATION

- **comprehensive and continuous planning**
- **citizen needs and services**
- **academic programs**
- **financial requirements**

As has been presented, a functional planning and coordination system for postsecondary education requires an open communication system among all the participants within the system. It is essential that the State Board of Education and the postsecondary educational institutions develop their service plans, their academic programs, and their projected financial requirements on the needs of Michigan's citizens. In such an atmosphere the planning and coordination system can be responsive both to short and long-range demands.

MICHIGAN DEPARTMENT OF EDUCATION SERVICES

- **student financial assistance**
- **teacher preparation & professional development**
- **adult continuing education**
- **non-collegiate off-campus programs**
- **instructional & facilities grants**
- **college & university library services**
- **graduate & professional education**



The individual services of the Michigan Department of Education, impinging upon postsecondary education, are depicted above. Their configuration portrays the need for establishing a functional system of relationships for the delivery of postsecondary planning and coordination. It becomes necessary that the major services concerned with postsecondary education be reorganized into a single delivery system. This concept is based upon the contention that educational planning embraces all of the respective services, and is not done in isolation in any one given service unit.

STUDENT FINANCIAL ASSISTANCE

Programs	Annual Investments
federal	\$34 million
state (direct)	\$16 million
state (scholarships, grants, loans)	\$36 million
institutional	\$10 million
Total	\$96 million



The Department has a well-established Student Financial Assistance Program. The Board has requested, however, the establishment of an opportunity grant program and a revolving loan program, consistent with Goals 14 and 15 of the State Plan for Higher Education. These goals read as follows:

"The State Board of Education will foster the coordination of state institutional, and federal funds available to students, and will recommend that sufficient state financial assistance be available to every individual who is academically qualified to undertake a higher education program of his choice."

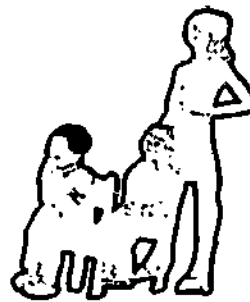
and

"The State Board of Education will seek legislative action to provide sufficient funds for the state guaranteed loan fund and to accomplish greater participation by financial institutions,"

In addition, if the principle of comprehensive financial assistance to college students is to be an integral part of postsecondary educational planning and coordination, it would seem that the \$15 million for State Scholarships and Tuition Grants should be a part of the postsecondary education budget, and that some coordination should be developed among the various types of aid now flowing directly into the colleges and universities.

TEACHER PREPARATION & PROFESSIONAL DEVELOPMENT

- competency-based training for new teachers annual investment
\$ 15 million
- supply & demand
- in-service training ?
- improved student performance



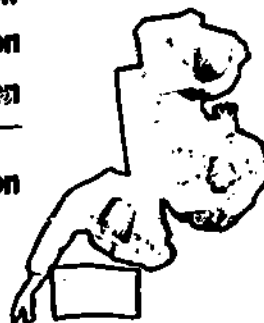
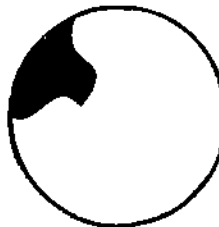
Approximately one-half of all Michigan's college students are enrolled in teacher preparation programs which normally result in routine state certification for all those who complete their programs satisfactorily regardless of their degree of competency in teaching. Since the State Board of Education has statutory responsibility for certification, the Board has authorized department staff to develop a competency-based preparation program and a professional in-service training program aimed at improving the performance of school personnel. The plan encompasses the investigation of proposed models or concepts which provide for the local district's participation in the certification of instructor competency, a cooperative in-service training program, and a closer relationship between the teacher training institutions which will result in the improvement of student performance at all levels. Unless the Legislature is willing to finance teacher preparation and the professional development activity progress will be very slow in implementing the next steps in carrying out the elementary and secondary education accountability model.

ADULT NON-COLLEGIATE EDUCATION

Programs

Annual Investment

basic education	\$ 2.5 million
high school completion	\$ 17.0 million
vocational technical	\$ 5.5 million
continuing education	\$ 0.2 million
total	\$ 25.2 million



* does not include college/university effort

The State Board of Education has established an Adult and Continuing Education Service in the Department of Education. It consists of these programs:

1. The Adult Basic Education Program --

This program provides federally financed personnel to monitor the federal grant funds. The State Adult Basic Education funds which are granted through the State School Aid Act are not commingled with these federal funds nor are they monitored. As a result of the High School Completion Program for Adults, \$17 million is granted by local school districts through the State School Aid Act which the state does not monitor even though the GED certificates are issued by the Adult and Continuing Education Service.

2. Adult Vocational Education Program --

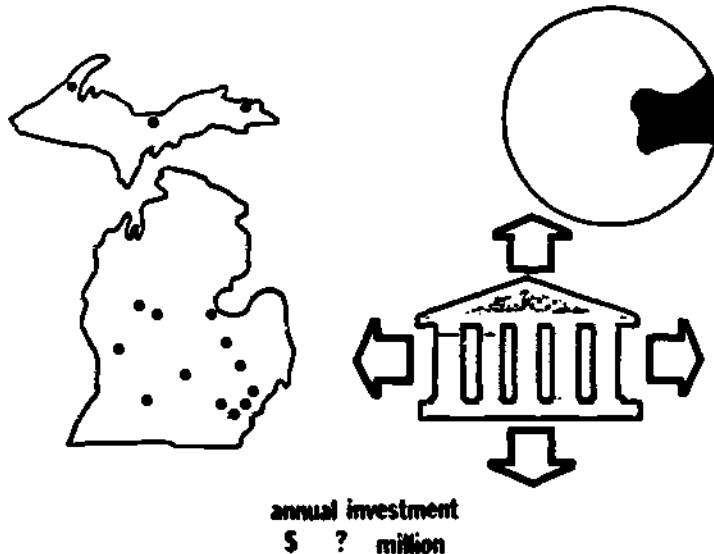
The programs in this area currently receive 90 percent federal reimbursement.

3. Adult Off-Campus Continuing Education Program --

This area is solely responsible for the administration of Title 1 of the federal Higher Education Act of 1965.

There is approximately \$25 million of state tax funds distributed to school districts and institutions of higher education for basic adult education, adult high school completion, adult vocational education, and adult continuing education. These funds should be identified and separated from other state aid appropriations, and then distributed by a single state aid formula which would allow commingling with, or supplement to, the federal funds currently being used for the same purposes. Such a mechanism would allow for equal distribution of existing tax resources for like services to all levels of the delivery system (school districts, community colleges, universities, private postsecondary institutions, etc.) while improving the adult program content (counseling, guidance, basic education, high school completion, vocational, technical, consumer education, continuing education, etc.). Such an integrated system would better serve the millions of eligible adults in Michigan and provide the taxpayer with a degree of accountability. Legislation will be required to change the existing funding patterns.

OFF-CAMPUS COLLEGIATE PROGRAMS



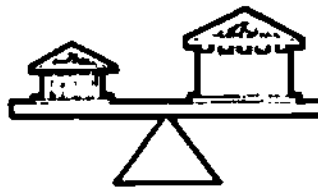
Collegiate off-campus educational services are offered at a myriad of locations, many of which generate or utilize state funds. Information relative to the extent of duplication, the total tax funds utilized for off-campus courses, the relationship between offerings and adult needs or desires and the location of courses being offered is not available in a form which permits determining the cost-effectiveness of the state's resources. Legislation probably will be required to affect a significant coordination of delivery of extension services among all regions of the state. Further, legislative action will be necessary if such areas as: (1) Provision of opportunity for external degrees; (2) Recognition of learning which has occurred through experience or measured by equivalency examinations; (3) Utilization of independent study; (4) Centralized record-keeping system service; (5) Uniformity in transferability of credit; and, (6) Elimination of off-campus requirements.

INSTRUCTIONAL AND FACILITIES GRANTS

Equal Funding For Like Programs



- vocational-technical programs
- liberal arts and business
- health occupation



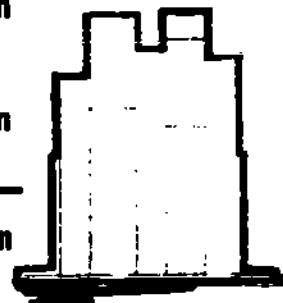
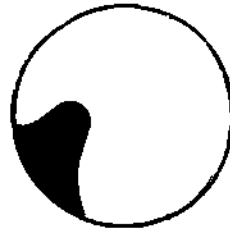
**annual investment
\$ 403 million**

At the present time, there is no apparent equality in state appropriations for like services among the four-year institutions nor between the four-year institutions and the community colleges. Each baccalaureate institution, under the present system, makes a presentation pertaining to appropriations directly to the Legislature without benefit of relating its cost per student per program with like programs in other institutions, nor relating requests for appropriations with the labor market supply and demand situation.

The State Board of Education must be provided with the capabilities for instructional planning and coordination which embraces all aspects of educational programming and fiscal planning so that the State Board of Education can better advise the Governor and the Legislature on needs and costs, and thereby fulfill its constitutional responsibility.

LIBRARY SERVICES

	annual investment
- state library	\$ 1.2 million
- 4 year college/university libraries	14.7 million
- community college libraries	4.5 million
Total	\$ 20.4 million



Michigan has long been proud of its well-established library services. While the State Board of Education, by the authority granted to it by law, is responsible for library development in the state as it pertains to public libraries and school libraries, there is absolutely no mechanism or statutory requirement for the State Board of Education through the State Board for Libraries to advise on the library needs of the state-supported colleges and universities. To date, there has been little relationship between the proposed regional library system for Michigan and the development and growth of community college libraries and the baccalaureate institution libraries.

It is, therefore, necessary that the Legislature, if there is to be any effective coordination of library services, enact legislation that would provide for library planning and coordination at the postsecondary level. Only through such a library planning and coordinating mechanism can the State Board of Education carry out its goal of making library services available to all Michigan residents.

GRADUATE AND PROFESSIONAL PROGRAMS

- need**
- comprehensive
planning**
- institutional
role**



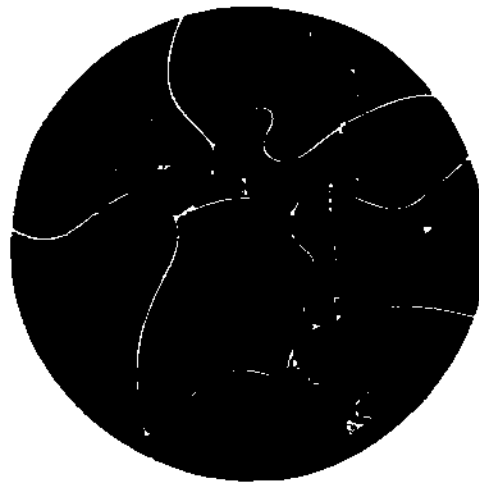
annual investment
\$? million

In view of recent developments, it becomes apparent that the graduate and professional educational programs should receive the benefit of a comprehensive and continuous review and evaluation process. Every institution of higher education cannot provide such services, nor should they be expected to. The needs of the citizens of Michigan should be met, but in an orderly and planned manner recognizing the inherent higher costs involved in education at this level, as well as the need to capitalize upon present strengths and existing facilities at respective institutions.

The State Board of Education has no resources for continuing review of graduate and professional programs at public institutions of higher education as a basis for determining: (1) Need for specific programs in relation to employment opportunities; and (2) Possible modifications in appropriations required to encourage elimination of programs for which adequate justification cannot be demonstrated. As a result, the Department's budget request reflects the need for personnel to initiate such a review process.

POST-SECONDARY SERVICES TO MICHIGAN ADULTS

- **student financial assistance**
- **teacher preparation & professional development**
- **adult continuing education**
- **non-collegiate off-campus programs**
- **instructional & facilities grants**
- **college & university library services**
- **graduate & professional education**



This chart depicts the components put together in mosaic style -- bringing together all elements into a central unified approach.

This unified approach offers numerous possibilities for the more effective planning and coordination of postsecondary education in Michigan. It will result in better communication among the various service areas involved in postsecondary education as well as providing for a more functional approach to guaranteeing educational opportunity to all the citizens of Michigan.

**CONSTITUTIONAL RESPONSIBILITIES OF
THE STATE BOARD OF EDUCATION**

The responsibilities of the State Board of Education concerning higher education can be found in the Constitution, Article VIII, Sections 3 and 7. Section 3 specifically mandates that the State Board of Education 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."

Section 7 provides for the creation by the Legislature of the State Board for Public Community and Junior Colleges "which shall advise the State Board of Education concerning general supervision and planning for such colleges and request(s) for annual appropriations for their support."

**THE CONSTITUTION
OF THE STATE OF MICHIGAN**

ARTICLE VIII

Education

Encouragement of education.

Sec. 1. Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

Free public elementary and secondary schools; discrimination.

Sec. 2. The legislature shall maintain and support a system of free public elementary and secondary schools as defined by law. Every school district shall provide for the education of its pupils without discrimination as to religion, creed, race, color or national origin.

State board of education; duties.

Sec. 3. 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.

Superintendent of public instruction; appointment, powers, duties.

The state board of education shall appoint a superintendent of public instruction whose term of office shall be determined by the board. He shall be the chairman of the board without the right to vote, and shall be responsible for the execution of its policies. He shall be the principal executive officer of a state department of education which shall have powers and duties provided by law.

State board of education; members, nomination, election, term.

The state board of education shall consist of eight members who shall be nominated by party conventions and elected at large for terms of eight years as prescribed by law. The governor shall fill any vacancy by appointment for the unexpired term. The governor shall be ex-officio a member of the state board of education without the right to vote.

Boards of institutions of higher education, limitation,

The power of the boards of institutions of higher education provided in this constitution to supervise their respective institutions and control and direct the expenditure of the institutions' funds shall not be limited by this section.

Higher education institutions; appropriations, accounting, public sessions of boards,

Sec. 4. The legislature shall appropriate moneys to maintain the University of Michigan, Michigan State University, Wayne State University, Eastern Michigan University, Michigan College of Science and Technology, Central Michigan University, Northern Michigan University, Western Michigan University, Ferris Institute, Grand Valley State College, by whatever names such institutions may hereafter be known, and other institutions of higher education established by law. The legislature shall be given an annual accounting of all income and expenditures by each of these educational institutions. Formal sessions of governing boards of such institutions shall be open to the public.

University of Michigan, Michigan State University, Wayne State University; controlling boards.

Sec. 5. The regents of the University of Michigan and their successors in office shall constitute a body corporate known as the Regents of the University of Michigan; the trustees of Michigan State University and their successors in office shall constitute a body corporate known as the Board of Trustees of Michigan State University; the governors of Wayne State University and their successors in office shall constitute a body corporate known as the Board of Governors of Wayne State University. Each board shall have general supervision of its institution and the control and direction of all expenditures from the institution's funds. Each board shall, as often as necessary, elect a president of the institution under its supervision. He shall be the principal executive officer of the institution, be ex-officio a member of the board without the right to vote and preside at meetings of the board. The board of each institution shall consist of eight members who shall hold office for terms of eight years and who shall be elected as provided by law. The governor shall fill board vacancies by appointment. Each appointee shall hold office until a successor has been nominated and elected as provided by law.

Other institutions of higher education, controlling boards.

Sec. 6. Other institutions of higher education established by law having authority to grant baccalaureate degrees shall each be governed by a board of control which shall be a body corporate. The board shall have general supervision of the institution and the control and direction of all expenditures from the institution's funds. It shall, as often as necessary, elect a president of the institution under its supervision. He shall be the principal executive officer of the institution and be ex-officio a member of the board without the right to vote. The board may elect one of its members or may designate the president, to preside at board meetings. Each board of control shall consist of eight members who shall hold office for terms of eight years, not more than two of which shall expire in the same year, and who shall be appointed by the governor by and with the advice and consent of the senate. Vacancies shall be filled in like manner.

Community and junior colleges; state board, members, terms, vacancies.

Sec. 7. The legislature shall provide by law for the establishment and financial support of public community and junior colleges which shall be supervised and controlled by locally elected boards. The legislature shall provide by law for a state board for public community and junior colleges which shall advise

the state board of education concerning general supervision and planning for such colleges and request for annual appropriations for their support. The board shall consist of eight members who shall hold office for terms of eight years, not more than two of which shall expire in the same year, and who shall be appointed by the state board of education. Vacancies shall be filled in like manner. The superintendent of public instruction shall be ex-officio a member of this board without the right to vote.

Services to handicapped persons.

Sec. 8. Institutions, programs and services for the care, treatment, education or rehabilitation of those inhabitants who are physically, mentally or otherwise seriously handicapped shall always be fostered and supported.

Public libraries, fines.

Sec. 9. The legislature shall provide by law for the establishment and support of public libraries which shall be available to all residents of the state under regulations adopted by the governing bodies thereof. All fines assessed and collected in the several counties, townships and cities for any breach of the penal laws shall be exclusively applied to the support of such public libraries and county law libraries as provided by law.

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