Colleague to Colleague

Advice from Education Governors

James B Hunt, Jr Institute for Educational Leadership and Policy

Working at the intersection of policy and politics

AUTHOR | STEPHANIE DEAN
Director of Research and Evaluation

Table *of* Contents

pg · **1** HISTORY LESSON: *Governors at the Helm of an Evolving State Role in Education*

pg · **3** DEVELOPING AN EDUCATION KNOWLEDGE BASE

pg · **4** FORMING AN EDUCATION POLICY AGENDA

pg · **6** GETTING STARTED

pg · **8** PRIMER ON MAJOR FEDERAL COMMITMENTS

EDUCATION & JOBS:

AN EDUCATION GOVERNOR'S PERSPECTIVE

GOVERNOR JIM HUNT
1977-1985 | 1993-2001

Congratulations on your recent election. In these tough times, I know you will be focused on getting your economy back on track and creating high-paying jobs in your state. Education is your best economic development tool and your state's largest dollar investment. It is the key to a strong economy and to ensuring well-informed, productive citizens. To attract new business to your state, and keep the ones you have, you will need an educated workforce that can compete with the best in the world. Sixty-three percent of tomorrow's jobs, ranging from blue collar to managerial and professional positions, will require a credential beyond a high school diploma.

As a new governor, you will face competing interests and priorities. Without hesitation, I will tell you that education should be at the top of the list, and you must ensure that you get the best information possible upon which to make your decisions. It is the very reason I founded the Hunt Institute — to ensure that governors have access to experts from around the country and they're able to harness the energy and momentum needed to drive systemic educational improvement.

The good news is that recent years have seen the combining of forces to undertake joint and cross-state efforts — rising to the challenges of educating students to a higher level. You may have your own thoughts and ideas about education, but I encourage you not to abandon solid efforts already underway.

For example, 80 percent of states have adopted the Common Core State Standards, embarking on the challenge of helping every student to graduate ready for college or a career. An even greater number of states are working together to develop new assessments based on those standards. Through this joint effort, states will share the cost of developing a much improved product and can then focus saved resources on the demanding work of helping students meet the standards.

To help you navigate these and other critical education issues, the Hunt Institute has gathered advice from your colleagues — both former and sitting governors — who know what it takes to become an effective education governor. These individuals understand through experience that the challenge of providing every child a world-class education does not belong to one party or administration. As an incoming governor, you have the opportunity to build on their hard-earned knowledge and benefit from their advice.

Now, more than ever, there's a strong desire and demand for student success and solid economic outcomes — and policymakers see the connection. My advice is this: Take the helm and advance change, and be audacious in the process.

HISTORY LESSON:

GOVERNORS AT THE HELM OF AN EVOLVING STATE ROLE IN EDUCATION

In recent decades, many governors have joined a growing tradition of placing education at the center of the vision for their respective states. Regardless of political party affiliation, education governors share the desire to foster student achievement and economic opportunity. These leaders are keenly aware that America's status as a first-rate nation cannot be maintained if the country falters in its ability to prepare students to excel in a knowledge-based society. However, any education governor who has taken on a comprehensive effort to strengthen the school system knows that this work spans a longer period of time than a single governor's term in office.

To appreciate the shift that has occurred in recent decades, it is important to reflect on the forces that have led governors to assume a central role in education policymaking. Though states have constitutional authority over public education, the majority of education funding through the first half of the 20th century came from local revenue sources. As noted by political scientists Samuel Gove and Federick Wirt, "Prior to the 1970s, the governors' role in school policy was almost nonexistent."[1]

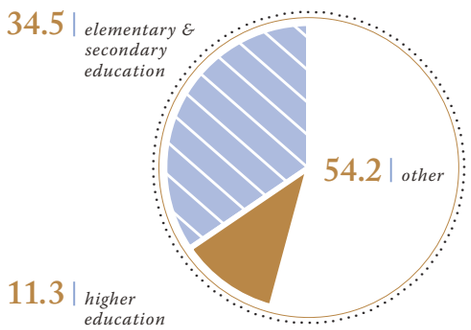
The state's role in education evolved in the latter half of the 20th century when concerns converged over America's economic stability, technological prowess, and ability to ensure individual opportunity for all citizens. The nation burned with humiliation over the Sputnik launch in 1957, jobs in farms and factories vanished, and many citizens found themselves displaced by the shift to a knowledge-based economy that made new demands of the workforce. Unrest over the increasingly dim opportunities for children in low-income communities prompted civil rights court rulings that called for states to ensure equity in funding and adequacy in educational offerings.

Not long after the 1983 release of *A Nation At Risk*, the very influential report calling for education reform, the nation's governors pulled together to take up the cause of education reform in their respective states. A series of Southern governors mobilized the public and their state legislators to support tougher school standards, better pay for teachers, and more state funds for K-12 education. Many of these governors — such as *Lamar Alexander (TN), Bill Clinton (AR), Bob Graham (FL), Jim Hunt (NC), Thomas Kean (NJ), Richard Riley (SC), and William Winter (MS)* — later became leaders of national efforts to improve American schools.[2]

Today, states play the leading role in education finance and policy. In fiscal year 2008, states allocated nearly half of their general fund expenditures to education: 34.5 percent to elementary and secondary education and 11.3 percent to higher education.[3] As noted by Vermont Governor Jim Douglas, "Public education is among the greatest expenses for the taxpayers of Vermont. We have to make sure that

money is being spent as efficiently and effectively as possible."[4]

2008 GENERAL FUND EXPENDITURES



Despite increased state investment and leadership in education, the United States continues to lag behind top-performing nations on international assessments. American students ranked 15th in reading, 25th in math, and 21st in science out of 30 industrialized countries that participated in the Program for International Student Assessment (PISA), an international assessment designed to measure a student's ability to apply their knowledge to solve problems.[5] Researchers conclude that part of the cause has been our failure to address two basic issues: developing and nurturing a strong teaching force and insufficient measures to ensure that all students are educated in high-quality settings.[6] Desired outcomes will not be achieved unless several critical steps become the natural order of education reform: pinpointing shortcomings, diagnosing and addressing those systematically and strategically, relying on proven interventions, and continually examining results.

In 2009, the nation's governors demonstrated their collective influence by joining forces to establish Common Core State Standards — a set of high-quality, K-12 standards to be voluntarily adopted by states. This unprecedented effort by governors influenced federal resource allocation; the idea of shared state standards was quickly integrated into requirements for several federal funding programs and attracted $350 million in federal investments for state assessments built upon these standards.

Conversations about the need to improve education in our nation, and the various strategies for doing so, have been ongoing for decades. Governors entering office today have the opportunity to learn from the experiences and wisdom of their predecessors, allowing them to more quickly assume the position of education governor and to move expeditiously in their efforts to propel their states from the past to a future that is bright with individual opportunity and economic resiliency.

"I RECOMMEND THAT NEW GOVERNORS TRAVEL TO CHINA TO SEE WHAT THE GLOBAL ECONOMY REALLY LOOKS LIKE. YOU'LL COME BACK MOTIVATED AND WITH A CLEAR VISION. THIS COUNTRY WAS BUILT UPON INNOVATION AND THE PRODUCTION OF GOODS AND SERVICES, AND THAT ALL HINGES ON EDUCATION."

— Bev Perdue, Governor of North Carolina

DEVELOPING AN EDUCATION KNOWLEDGE BASE

"Get ahold of understanding the systems before launching new initiatives."
— Former Governor Roy Romer, Colorado

Some incoming governors arrive at their new post with a background in education, such as North Carolina Governor Bev Perdue, who worked as a public school teacher and holds a Ph.D. in Education Administration, or Rhode Island Governor Don Carcieri, who taught high school math before pursuing a career in business. Most governors, however, will arrive less steeped in the field of education and will need staff to quickly bring them up to speed as they prepare to take office.

UNDERSTAND THE ESSENTIAL COMPONENTS OF A COHERENT EDUCATION POLICY AGENDA. An education governor avoids rushing into piecemeal initiatives and is careful to craft a policy agenda that promotes sustained, systemic improvement. Colorado Governor Bill Ritter explains, "You can't just think about one part of the continuum — you must be thinking about all of them." To be equipped for this task, governors must be acquainted with the basic components of an educational system: standards, assessments, data, training and evaluation of teachers and principals, and supports for low-achieving students and special populations. It is important to understand the way these components influence each other. For example, when academic standards are raised, students who are struggling will need additional supports to help them close the gap between their performance and the new expectations. Before pulling what appears to be the most urgent or attractive lever in the education system, a governor needs to remember that education systems are extraordinarily complicated. In order for any real reform or improvement to take hold, one needs to address related pieces simultaneously or in a logical sequence. Failure to plan comprehensively will cause even the best reform strategies to fail.

DEEPEN KNOWLEDGE GAINED ON THE CAMPAIGN TRAIL. As noted by Bob Graham, a former governor and former US senator from Florida, "The political campaign ought to be part of the diversity of learning experiences for would-be political leaders."[7] During the campaign, position papers on various issues are developed, providing an early exercise in gathering relevant research and data. Mark Warner, former governor of Virginia and a current US senator, explains, "I did a broad, nationwide survey of what other states were doing, and consulted with leading organizations such as the National Governors Association, Education Commission of the States, and others." Using this base of knowledge, Warner developed pilot projects to test the effectiveness of various strategies within his state.

"I have become passionate about data. It empowers teachers to make decisions and governors to make budgets. I urge you to look at data...We need to be able to track how we are doing every step of the way."

GOVERNOR BOB WISE
WEST VIRGINIA | 2001-2005

Governors need to ask hard questions and demand evidence before embarking on new initiatives or supporting efforts in place. Evidence should include both research and implementation experience. It's important to know which

strategies have been shown to improve student achievement when implemented effectively and which strategies lack a research base. Even innovative efforts that seem promising should be backed by solid research.

DEMAND DATA. A governor also needs to deeply understand the current status of education at all levels within his or her own state. Rhode Island Governor Don Carcieri notes his surprise when reviewing his state's data to investigate achievement disparities. "I didn't have an appreciation for the size of the gap between urban and suburban districts — the gap is enormous, especially in the areas of mathematics and science."

A good first step for governors is to determine whether data systems exist to answer key policy questions. What percentage of high school graduates take remedial courses in college? Which teacher preparation programs produce graduates whose students have the strongest academic growth? The Data Quality Campaign has identified 10 essential elements of a longitudinal data system that are needed to answer such critical questions. Though some states are still missing several of these elements, 12 states have the full set in place. Governors must find out what their state data system can and cannot do.

UNDERSTAND WHAT OCCURS AT THE GROUND LEVEL. Former three-term Colorado Governor Roy Romer notes that as governor his view of education remained at the 30,000-foot level. He explains that his policy agenda was in line with the trends, such as ensuring quality, affordable child care, improving K-12 education, and reforming higher education. Later, as the superintendent of the Los Angeles Unified School District, he developed a much better understanding of the ways that policies play out at the ground level — in the classroom. Romer explains that if he could revisit his years as governor, he would identify and focus on the root issues that need to be addressed to raise student achievement: the quality of teachers, curriculum, and assessments.

"Since the nation annually spends $650 billion on education, we have to relate spending as closely as possible to the outcomes we desire. Getting that right really matters, then that becomes part of how you think about new resources and how they should be allocated."

GOVERNOR JOHN ENGLER
MICHIGAN | 1991-2003

FORMING AN EDUCATION POLICY AGENDA

"It's important to begin working on an education reform agenda right away — lag time for results is often fairly long."
—Bill Ritter, Governor of Colorado

Armed with state-specific data and reliable information about proven strategies and investments, governors will be better equipped to zero in on improvements that need to be made. Veteran governors offer several suggestions to help incoming governors establish a cohesive education policy agenda.

ESTABLISH AND ARTICULATE A LONG-TERM VISION. Veteran education governors provide visionary, forward-thinking leadership for both the short and long term. Communication is key. Both Colorado Governor Bill Ritter and Tennessee Governor Phil Bredesen recommend that governors articulate a 10-15 year vision for educational improvement, and then identify the steps that they will take while in office. For example, in Ritter's first State of The State speech, he proposed a series of goals to accomplish during a 10-year period. Though many perceived that to be a very long time frame, he explains, "That time was needed, and it was important to articulate the goals so the rest of the education community could get on board." Bredesen encourages governors to develop broad support and institutional structures that will allow long-term work to continue into the future. He notes this is a lesson he learned while mayor of Nashville, which he later applied during his two terms as the governor of Tennessee.[8]

BUILD ON EXISTING MOMENTUM. Perdue and Carcieri encourage incoming governors to look carefully at education efforts currently underway — these could provide incoming governors with an opportunity to launch strategic initiatives that contribute to long-term, systemic improvements within the state. This advice is particularly meaningful today, as many states have adopted the Common Core State Standards and are now establishing timelines and plans to help students achieve those high goals. Governors will also be inheriting promises that their predecessors made in applications for State Fiscal Stabilization Funds, School Improvement Grants, and Race to the Top Grants. *(See the Primer on Major Federal Commitments at the end of this document.)* Significant statewide planning efforts were undertaken during the preparation of these proposals, bringing collections of stakeholders together to develop comprehensive plans to improve student performance. An incoming governor can harness this energy to move his or her state toward the goals that stakeholders established. Indiana Governor Mitch Daniels believes that the current environment — with both sides of the aisle and many constituent groups already engaged in conversations about educational improvement — will allow an incoming governor to quickly emerge as an education governor and move straight to real reform. Daniels notes, "This is the right year to become an education governor...momentum is gathering and tough issues can be addressed in this environment."

"I AM REALLY GLAD WE DIDN'T GIVE UP WHEN THE GOING GOT TOUGH BECAUSE TODAY FLORIDA'S FOURTH GRADE STUDENTS ARE READING AND DOING MATH ABOVE THE NATIONAL AVERAGE... THESE RESULTS WERE ACHIEVED BECAUSE WE ESTABLISHED HIGH EXPECTATIONS AND THEN WE ORGANIZED OURSELVES AROUND ACHIEVING THEM."[9]

—Jeb Bush, Governor of Florida, 1999-2007

CHOOSE PRIORITIES AND AVOID DISTRACTIONS. Education governors are disciplined in focus, concentrating on key issues that are likely to leverage critical changes within the system. Many current and past governors emphasize the need to focus on just a few priorities, as difficult as that may be. In reflecting on his approach to agenda setting, former North Carolina Governor Jim Hunt notes that during his second two-term governorship, he perceived a pattern of randomness in education programs — unaligned and

undirected — and the need for a more cohesive pattern of governance and programs to carry out a longer-term strategy. To emphasize that, he would govern according to a defined set of priorities; Hunt physically posted his priorities in his office for all to see and used this visual as a daily reminder to stay focused.[10]

"It's important for governors to be open to what is happening in other states and to avoid provincial thinking. This will help ensure that your state is not drawn toward the lowest common denominator."

GOVERNOR MITCH DANIELS
INDIANA

CAPITALIZE ON OPPORTUNITIES TO WORK IN PARTNERSHIP WITH OTHER STATES. Many incoming governors will find that their states have made commitments to one or more state assessment consortia. The Common Core State Standards Initiative, a state-led effort coordinated by the National Governors Association and the Council of Chief State School Officers, has established standards for math and English language arts that participating states will share. More than 40 states and the District of Columbia have now adopted the Common Core State Standards (CCSS). These standards are designed to clearly communicate the knowledge and skills a student needs to be college- and career-ready. States and local school districts must determine the best ways to help students reach those goals. Participating states will have the opportunity to share resources such as student assessment and professional development for teachers. Two assessment consortia, the Partnership for the Assessment of Readiness for College and Careers and the SMARTER Balanced Assessment Consortium, recently received federal grants to begin the development of innovative assessment systems that are aligned to the CCSS. These assessments will provide a measure of student achievement that will allow states to compare their progress with one another.

DEMAND THAT FUNDS BE USED WISELY, BUT ALSO WORK TO PROTECT EDUCATION. The National Association of State Budget Officers predicts that state revenues are likely to remain sluggish through 2012, and stimulus funding from the federal government will soon be gone.[11] In an era of declining resources, sitting governors must look at the whole system, deal with budget limitations, and make decisions that might be unpopular. Tommy Thompson, a former governor of Wisconsin and former US Secretary of Health and Human Services, warns that today's incoming governors are likely to be overwhelmed by the initial task of establishing priorities and preparing a budget. Even in these tight fiscal times, governors need to refine their state's budget and protect education from being sacrificed. Thompson explains, "Education should always be one of the governor's top three priorities, and new governors must keep a clear mind and focus on how they can improve education in their state and keep that plan front and center."

GETTING STARTED

Current and former governors have articulated several early actions that their incoming peers can take to ensure that they set out on the right foot while establishing their administrations.

BE THOUGHTFUL WHEN ESTABLISHING A TEAM. As a governor sets out to staff his or her office, it is important to set a tone for the way business will be done within the administration. Romer encourages governors to, "Organize staff so you always get both sides of any question before making a decision. Always start with 'what is the right answer' before discussing the politics." Data and evidence should rule the day.

Former governors Hunt and Romer emphasize that it is critical for an education governor to surround him or herself with experts in education — "the voice of education." Hunt advises governors to establish direct lines of communication with educators, and Romer warns that it is not sufficient for a governor to rely on unions as the only connection with teachers. Within Hunt's own administration, he established a Governor's Teacher Advisory Committee, appointed a cabinet-level senior education advisor, and appointed a teacher advisor — believed to be the first in the country on a gubernatorial staff. Hunt notes that these teachers "talked straight to me about what needed to be done. Including them in this way demonstrated that I valued their input and it helped me to get some answers."

USE STAKEHOLDER OUTREACH TO DEEPEN KNOWLEDGE BASE. Governors need to find a balance between the time needed to become knowledgeable about the education system and the need to begin early outreach to stakeholders. Former New Jersey Governor Jon Corzine explains that one of the key activities during a governor's transition to office is bringing together stakeholders from different areas, including higher education, businesses, and K-12. Several current and former governors warn their incoming counterparts to prepare for the inertia of a large bureaucracy and vested interests. Corzine notes the value of including "rebels" who are willing to challenge resistance to change. It is important to construct an outreach environment that is relatively free from politics and is focused on key educational issues. Governors will get the most out of early outreach if they are somewhat informed about research evidence and the story that is told by data — this allows the governor to probe constituents to look for the deeper reasons behind their claims and frustrations.

PREPARE TO BECOME THE STATE'S EDUCATION QUARTERBACK. As noted by Thompson, "The governor must prepare to take the lead — the quarterback position — in education." In addition to establishing relationships with the state's "movers and shakers," Thompson urges governors to carve out a weekend to spend with the minority and majority leaders of the state legislature to focus solely on the status of education in the state and the way in which it is funded. He warns that without this discussion, governors will not be able to accomplish a great deal. Engler agrees, noting that "everyone in the legislature will have strongly held views about education."

Hunt and former Governor of Florida Jeb Bush encourage incoming governors to set ambitious goals and to be persistent and aggressive in the pursuit of quality education for all students. Hunt often cites the message that he gleaned from former North Carolina Governor Terry Sanford — "A governor has to be audacious to get things done." Bush is clear that results will take time to achieve, and new governors need to prepare themselves to push through disappointments. In reflecting on progress that Florida has made in closing the achievement gap, Bush notes that he lived by the mantra, "Success is never final and reform is never finished."[12]

PRIMER ON MAJOR FEDERAL COMMITMENTS

Though federal funding represents a relatively small share of total education revenue, the acquisition of those funds is influential and binding. Incoming governors will inherit promises that their predecessors made in federal applications, and will also inherit the energy that was generated when stakeholders recently developed these plans. Below are summaries of the major grant programs that allocated education stimulus funds and a brief update on the most comprehensive federal education statute, the Elementary and Secondary Education Act. Incoming governors can use this primer to begin building their awareness of state plans that are now in play and recognize opportunities to use these funds in a comprehensive and targeted way.

THE AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009 (ARRA) included funding for education that was primarily allocated to states via three programs: *the State Fiscal Stabilization Fund, School Improvement Grants, and the Race to the Top grant programs.*

1 **THE STATE FISCAL STABILIZATION FUND** (SFSF) provided a one-time appropriation and was designed to help states restore threatened education funds while encouraging reforms in several areas. SFSF was allocated through two funds: 1) the Education Stabilization Fund, used to restore support for schools, including early childhood education programs, elementary and secondary schools, and institutions of higher education, and 2) the Government Services Fund, used to support essential government services such as public safety and to modernize, renovate, and repair education facilities.

To receive SFSF funds, each state submitted an application signed by the governor and chief state school officer (CSSO) outlining assurances in four areas of education reform: standards and assessments, improving collection and use of data, achieving quality and equity in teacher distribution, and supporting struggling schools. For each year of the program from 2009 to 2011, states must submit an annual report to the US Secretary of Education that describes the use and distribution of funds and the outcomes that were achieved in several specified areas, such as the state's progress in reducing inequities in the distribution of highly qualified teachers or in implementing a longitudinal data system.

2 **SCHOOL IMPROVEMENT GRANTS** (SIGs) existed prior to the ARRA, but received an increase in available funding and new program requirements. These funds are awarded to state education agencies, which in turn award sub-grants to local education agencies (LEAs) to support school improvement efforts. States are now required to focus these funds on the rapid improvement of persistently underperforming schools using four intervention models.

School improvement funds awarded in fiscal year 2009 are available for obligation through September 30, 2011, though state education agencies may request a waiver to extend this deadline to September 30, 2013. At least 95 percent of the school improvement funds must be allocated to LEAs. State education agencies may retain a maximum of five percent of the funds for state administration, evaluation and technical assistance.

3 **THE RACE TO THE TOP FUND** (RttT) was designed to encourage and reward states that are constructing conditions for education innovation and reform, accomplishing significant improvements in student outcomes, and implementing significant plans in four core education reform areas: 1) adopting standards and assessments that will prepare students to compete in the global workforce, 2) building comprehensive data systems, 3) recruiting and retaining effective teachers, and 4) turning around low-achieving schools.

RttT funds were awarded in March 2010 and August 2010. State applications were signed by the governor and CSSO and included detailed plans to address the focus areas. States that received a grant are now developing scopes of work to carry out their extensive plans.

The RttT Assessment Program allocated funding to state consortia to develop "comprehensive assessment systems" that are valid and reliable, support and inform instruction, capture accurate information about what students understand, and measure student achievement against standards that are aligned with requirements for success in college and the workplace. The winning consortia, the SMARTER Balanced Assessment Consortium (SBAC) and the Partnership for Assessment of Readiness for College and Careers (PARCC), include a total of 44 states and the District of Columbia. These consortia are now developing work plans and establishing their operational structures.

THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA), last revised as the No Child Left Behind Act of 2001 (NCLB), has been eligible for renewal since 2007. In March 2010, the Obama Administration released a plan for reauthorization that builds upon the framework of the ARRA. With states now moving to implement the plans they laid out under ARRA grant programs, there is great interest in the ways that ESEA reauthorization might support or impede this work.

QUICK DATA RESOURCES | *Below are a few sources to help governors begin exploring education data in their respective states.*

–*Education Week* annually publishes *Quality Counts* and *Diplomas Count*, two reports that collect valuable state-level data. The *Education Week* website also provides mapping tools to help policy makers further explore data within their state. (www.edweek.org/rc)

–The National Center for Education Statistics provides state profiles that include key data about K-12 education and postsecondary institutions. (http://nces.ed.gov/programs/stateprofiles)

–The Data Quality Campaign provides information to help governors assess the quality of their own state's data systems. (www.dataqualitycampaign.org)

REFERENCES

[1] **FERREL GUILLORY.** (2005). *Education Governors for the 21st Century*. James B. Hunt, Jr. Institute for Educational Leadership and Policy.

[2] **MARIS A. VINOVSKIS.** (1999). *The Road to Charlottesville: The 1989 Education Summit.* The National Education Goals Panel.

[3] **NATIONAL ASSOCIATION OF STATE BUDGET OFFICERS.** (2010). *State Expenditure Report 2008.*

[4] **COMMENTS MADE BY VERMONT GOVERNOR JIM DOUGLAS AT THE 2009 GOVERNORS EDUCATION SYMPOSIUM.** June 15, 2009.

[5] **PISA IS ADMINISTERED EVERY THREE YEARS.** These rankings are from different years: Reading (2003), Math (2006), and Science (2006). Reading was also assessed in 2006, but due to an error in the testing booklets the scores were held from public release. Results from the 2009 PISA will be publicly released in December 2010.

[6] **NATIONAL RESEARCH COUNCIL.** (2008). Common Standards for K-12 Education? Considering the Evidence. Summary of a Workshop Series. Committee on State Standards in Education. Division of Behavioral and Social Sciences and Education. The National Academies Press.

[7] **GUILLORY,** (2005).

[8] **COMMENTS MADE BY TENNESSEE GOVERNOR PHIL BREDESEN DURING THE ACHIEVE, INC. MEDIA RELEASE OF ACHIEVING THE POSSIBLE:** *What Americans Think About the College- and Career-Ready Agenda.* August 10, 2010.

[9] **COMMENTS FROM PREPARED REMARKS BY FORMER FLORIDA GOVERNOR JEB BUSH DURING A NATIONAL CONFERENCE OF STATE LEGISLATURES EVENT.** July 28, 2010.

[10] **GUILLORY,** (2005).

[11] **NATIONAL ASSOCIATION OF STATE BUDGET OFFICERS AND THE NATIONAL GOVERNORS ASSOCIATION.** (2010). *The Fiscal Survey of States, Spring 2010.*

[12] **BUSH,** (2010).

AUTHOR | STEPHANIE DEAN
Director of Research and Evaluation

The Hunt Institute thanks the Bill and Melinda Gates Foundation for supporting this publication. The Institute also thanks the Wallace Foundation for its support of Education Governors for the 21st Century, an earlier publication that provided additional interviews and historical accounts for this guide.