

# Brian J. Boggs

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## Education

### **PhD Educational Policy**

April 2014

### **PhD Educational Administration**

Michigan State University, East Lansing, MI

Dissertation: The Dark Side of Education: State Level Policymaking in the Age of Accountability

Specialization: Organizational theory

Urban Education Certification – Department of Educational Administration

Comprehensive exams: sociology of education and politics of education

### **JD**

Mitchell-Hamline College of Law, Saint Paul, MN

May 2021

Magna Cum Laude

Specialization: state & local government, education law, Constitutional law, employment law

Center for Computer-Assisted Legal Instruction (CALI) Award recipient

### **MA English Language and Literature**

April 2010

University of Michigan – Flint, Flint, MI

Specializations: Composition and rhetoric; modernist twentieth century literature

### **BA English and History**

April 2008

University of Michigan – Flint, Flint, MI

Specializations: American and British literature; American history

Teaching certificate secondary education

Maize and Blue Award recipient

## Experience

### **Assistant Professor,**

### **College of Education Health and Human Services**

### **University of Michigan – Dearborn, Dearborn, Michigan**

2022 to Present

Assistant Professor of Policy and Educational Leadership, teaching courses in educational law, leadership, human resources, labor, and research.

### **County Administrator**

### **Shiawassee County, Corunna, Michigan**

2020 to 2022

Service as the County's chief executive officer. Responsibilities include:

- Recommending and implementing board policies relating to county administration, including employee recruitment and retention, labor negotiations, budgeting and financial management, facilities and equipment management, and internal services.

- Set and oversee the County’s annual \$18 million general fund budget and \$55 million special revenue budgets, and supervise 300 employees including law enforcement (road patrol, jail, 911 operations), three court system, prosecutor, public defender, health department, community development, and statutory offices of clerk, treasurer, and register of deeds.
- Overseeing the daily activities of the County; serving as liaison to other boards and commissions; and supervising appointed departments and works in conjunction with other elected county officials including the courts.
- Developing and monitoring systems and strategies to accomplish the objectives of the Board; oversees: human resources, financial reporting, and legal counsel.
- Established human resources management department, employee classification and wage system, healthcare reform, and financial policies.

**Assistant Professor, International Studies and Programs,  
Michigan State University, East Lansing, Michigan.**

2020 to 2022

Teaches the Hubert H. Humphrey Fellowship Program seminar. This Fulbright Exchange program funded by Congress brings accomplished mid-career professionals from developing countries to the United States for a year of study, professional development, and networking. Focus on American government, economic development, and human resource management.

**Adjunct Professor, Law  
Mitchell Hamline School of Law, Saint Paul, Minnesota.**

2020 to 2022

Adjunct Professor of Law, teaching courses in Constitutional Law and Liberties in the blended learning J.D. program.

**Vice President  
Public Sector Consultants, Lansing, Michigan.**

2019 to 2020

Manages and oversees large-scale projects with clients in educational policy, including the Michigan Department of Education’s statewide special education monitoring and compliance initiative, Catamaran. Facilitates and provides strategic counsel for partnerships, task forces, coalitions, and education service organizations related to P-20 education systems. Conducts research, analysis, and focus groups on educational policy issues. Monitors state and national public policy activities. Works with local, regional, and state partners on community engagement efforts, program development, and grant applications.

**Associate Director of the Office of K-12 Outreach  
Adjunct Professor of Educational Administration,  
Michigan State University, East Lansing, Michigan.**

2010-2020

Advised and built leadership capacity in K-12 superintendents and principals, providing guidance onsite at the building and district level in schools across Michigan and specifically the Flint Community Schools. This included deploying

over 100 outreach field specialists to assist in closing achievement gaps and district turnaround in more than 200 districts and 350 schools. Managed human resources, finances, operations, grant resources, diversity officer, and Title IX coordinator. Developed, wrote, and reviewed public policy reports, including grant writing. Coordinated governmental affairs, public relations, and executive communications. Set strategic administrative planning objectives. Developed and implemented leadership, DEI, and achievement gap initiatives and professional development. Engaged educational associations, foundations, and the Michigan Department of Education on educational reform initiatives to improve student achievement and leadership capacity in Michigan’s schools. Served on State Superintendent’s Top Ten in Ten committee appointed by MSU president.

**Affiliate Professor—Master of Public Policy,  
Department of Political Science,  
Michigan State University, East Lansing, Michigan.**

2018 to present

Teaches courses related to state and local government, the role of bureaucracy, education policy, and policy evaluation.

**Lecturer,  
University of Michigan-Flint, Flint, Michigan.**

2010 to 2022

Teaches school law, educational policy, human resource management, and research methods courses in the educational doctorate and specialist program. Previously taught writing and rhetoric in the university’s English Department.

**Co-coordinator, Education Policy Fellowship Program  
Michigan State University, East Lansing, Michigan  
Institute for Educational Leadership, Washington, D.C.**

2013-2019

Engaged early to mid- career participants in a deeper understanding of state and national policy and policymaking, effective leadership, and professional networking in partnership with the Michigan State University Education Policy Center and the Institute for Educational Leadership in Washington, D.C.

**Secondary School Teacher  
Assistant to the Director of Technology,  
Durand Area Schools, Durand, Michigan.**

2001-2009

Taught middle-school and high-school English. Previously, managed educational technology throughout the district.

**Public  
Policy and  
Leadership  
Experience**

<b>Councilman</b>	2003 to present
City of Durand, Durand, MI	
<b>Mayor Pro Tem</b>	2005 to 2007; 2016 to 2020
City of Durand, Durand, MI	
<b>Notary Public</b>	2003 to present
State of Michigan	

**Honors**

**40 Under 40 Flint & Genesee's rising professionals, entrepreneurs and influencers, 2022** - <https://and.flintandgenesee.org/brian-boggs-37/>

**Publications**

**Boggs, B.** (2024 – in Production) *In the Shadow of the Capitol Dome: Critical Legal Theory and State Level Educational Policymaking*. Contemporary Perspectives on Educational Politics and the Law Book Series. Information Age Publishing. Charlotte: NC. (Book)

**Boggs, B.** & Cooper, D. (Contracted and in-progress). *History of Michigan Charter Schools* (working title). Contemporary Perspectives on Educational Politics and the Law Book Series. Information Age Publishing. Charlotte: NC. (Book)

Otto, C. & **Boggs, B.** (2025 – Accepted, awaiting review). Students. In C. Russo & J. Sun (Ed.), *Yearbook of Education Law 2024*. Education Law Association. (Book Chapter).

**Boggs, B.** (2024). Legal Issues Following Covid-19. In E. Everson, E. Krimbill, J. Surface, R. Muniz, C. Thomas, & R. Umpstead (Ed.), *The Principal's Legal Handbook* (7th Ed), Education Law Association. (Book Chapter)

Beverly, B. & **Boggs, B.** (2024 – Awaiting final proofs). Bridging the Gap: Professional Development and Technical Assistance Through K-12/University Partnerships. In K. Zenkov & D. Polly (Ed.), *Boundary-Spanning in School-University Partnerships*, IPA. (Book Chapter)

**Boggs, B.** (Nov. 2023). [Review of: Economic, Political, and Legal Solutions to Critical Issues in Urban Education and Implications for Teacher Preparation by S. Thomas, S.J. Lee, C.W. Lewis]. Teachers College Record.

**Boggs, B.** (Nov. 2022). How Much Can Public Schools Control What Students Wear? The Conversation: Academic Rigor, Journalistic Flair. <https://theconversation.com/how-much-can-public-schools-control-what-students-wear-193817>. 25,342 reads

**Boggs, B.** (2022). "Expression of LGBTQ Student Sexual Orientation and Gender Identity in Michigan's K-12 Educational System." In. *Mitchell Hamline Law Journal of Public Policy & Practice*. 43(1). (Journal Article)

**Boggs, B.** & Miller, A. (2022). "Everything Ends up There Anyways:" A History of Local Control and the Fight to Reclaim it through the Superintendency. In L. Wallace & M. Mountford (Ed.), *Research on the Superintendency, Volume II: Reclaiming Local Control Through Superintendents, School Boards, and Community Activism*. (Book Chapter)

- Ransaw, T. & **Boggs, B.** (2022). *Emerging Trends in Education Policy: Unapologetic progressive conversations*. Information Age Publishing. Charlotte: NC. (Book)
- Lane, J., **Boggs, B.** Chen, Z., & Torphy, K. (2019). Conceptualizing virtual instructional resource enactment in an era of greater centralization, specification of quality instructional practices, and proliferation of instructional resources. *Teachers College Record Year Book Issue*. (Journal Article)
- Beverly, B., Ellefson, N., & **Boggs, B.** (2020). Systemic School Reform Partnership to Address Adverse Childhood Experiences in Flint, Michigan. In R. M. Reardon & J. Leonard (Eds.), *Alleviating the educational impact of adverse childhood experiences: School-university-community collaboration* (pp. xx-xx). Charlotte, NC: Information Age Publishing. (Book Chapter)
- Potter, H. and **Boggs, B.** (2017). When Zero-Tolerance Discipline Policies in the United States Backfire. In G. Conchas & M. Gottfried (Eds.), *Policy Goes to School: Case Studies on the Possibilities and Limitations of Educational Innovations*. Routledge Research in Educational Equity and Diversity series. New York: Routledge. (Book Chapter)
- Potter, H. and **Boggs, B.** (2018). Conceptualizing Class to Race. In H. Mackey & E. Murakami (Eds.), *Beyond Marginality: Understanding the Value of the Intersection of Race, Gender, and Ethnicity in Studying Educational Leadership*. North Carolina: Information Age Publishing. (Book Chapter)
- Boggs, B.** (2017), The Future of Education: Nouveau “Pluc Que Ca Change ...” In .T. Ransaw and R. Major’s (Eds.), *Emerging Issues and Trends in Education*. (pp. 43-57). East Lansing, Michigan: Michigan State University Press. (Book Chapter)
- Potter, H., **Boggs, B.**, and Dunbar, C. (2017). Discipline and Punishment: How Schools are Building the Prison Pipeline. In N. Okilwa, M. Khalifa, & F. Briscoe (Eds.), *The School to Prison Pipeline: The Role of Culture & Discipline in School* (pp. 65-90). Bingley, United Kingdom: Emerald Books. (Book Chapter)
- Boggs, B.** and Dunbar, C. (2015). An Interpretive History of Urban Education and Leadership in an Age of Perceived Racial Invisibility. In M. Khalifa, C. Grant, & N. Arnold (Eds.), *Handbook for Urban Educational Leadership* (pp. 203-214). Lanham, MD: Rowman & Littlefield. (Book Chapter)
- Ghods, H. & **Boggs, B.** (2015) “Who Holds the Power: Teachers Perception of Principals in School Reform.” *Journal of Public School Relations*, 35(2). (Journal Article)
- Young, T.V., DiMartino, C., and **Boggs, B.** (2014). Interest Groups Revisited. In B. Cooper, J. Cibulka, & L. Fusarelli (Eds.), *Handbook of Education Politics and Policy* (2nd ed.) New York: Routledge. (Book Chapter)

**Boggs, B.** (2012). Engagement and “Competing Goods”: Must the Crown Always Bow Before the Altar? *Scholarship of Teaching*, 5(1). (Journal Article)

**Referred  
Conference  
Papers**

**Boggs, B.** “Revisiting Critical Legal Theory: State-Level Policy Applications.” Educational Law Association (ELA), October 2023, Reno, NV. [also panel facilitator]

**Boggs, B.** “The Missing—Court Actions and Student Removals.” University Council for Educational Administration (UCEA), November 2023, Minneapolis, MN. [also panel facilitator]

**Boggs, B.** “Ensuring Sustainable Environments in Leadership.” 2022 Humphrey Fellowship Leadership Form, October 2022, Washington, D.C. [also panel facilitator]

**Boggs, B.** “Using Critical Legal Theory to Understanding State Level Policymaking in an Age of School Accountability.” University Council for Educational Administration (UCEA), November 2022, Seattle, WA. [also panel facilitator]

**Grants  
Received**

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**Educational Grants Received**

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**Comprehensive System for Rapid District Intervention**

2015-2020

Through a grant from the C.S. Mott Foundation, developed and implemented a direct intervention for rapid school and district turnaround for the Flint Community Schools.

**Award:** \$7,468,520

**Crim Fitness Foundation Community Schools Initiative Evaluation**

2016-2018

Serve as co-principal investigator to evaluate the Crim Foundation’s Community School Initiative in the Flint Community Schools. This project is in coordination with MSU’s College of Human Medicine and the Department of Psychology.

**Award:** \$121,369 (2016-2017)

**Title II Part A(3): Improving Teacher Quality Competitive Grant**

2018

Developed and implemented a three-day summer institute for MDE’s identified partnership district teachers. The institute focused on National Board Certification engagement; leadership skill development; and educational policy understanding through analysis of policy frameworks and designs.

**Award:** \$285,000

**Fellowship of Instructional Leaders**

2014-2020

Through contracts with local school districts and foundations, provided professional development to build capacity of administrators and teachers to

improve the quality of classroom instruction and increase staff collaboration and effectiveness.

**Award:**

Flint Community Schools: \$378,000 (2014), \$378,000 (2015), \$825,000 (2016), \$507,452 (2017); \$507,452 (2018); \$500,000 (2019); \$500,000 (2020)

Detroit Public Schools: \$311,000 (2014), \$209,400 (2015), \$111,000 (2016)

**MI Excel – Coaching 101 Statewide System of Support**

2014-2015

Through a grant from the Michigan Department of Education, developed and sustained a statewide cadre of educational improvement coaches for intervention in schools.

**Award:** \$826,190 (2014-2015)

**Renewal:** \$750,000 (2015-2016)

**Renewal:** \$300,000 (2016-2017)

**Statewide System of Support Intervention Specialist and District Improvement Facilitators Transition Grant**

2014

Through a grant from the Michigan Department of Education, supported the transition of statewide intervention specialists to local intermediate school districts.

**Award:** \$1,746,140

**Oxford Foundation of Michigan**

2015

Researched and developed white papers about Michigan education policy initiatives to innovate K-12 public education.

**Award:** \$50,000

**Adolescent Reading Intervention**

2014

Through a grant from the Skillman Foundation, implemented an adolescent reading initiative in the greater Detroit area.

**Award:** \$50,000

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**Governmental Grants Received**

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**USDA-Urban Development**

2015-2016

Upgraded and replaced significant areas of water, sewer, and storm sewer within residential neighborhoods; renovated elevated and ground water storage tanks; replaced water system filter media and lining of existing sewer mains. Indirect benefit resulting from these improvements provided replacement of 18 severely deteriorated city streets.

**Award:** \$15,100,000

**Street Replacement Project**

2016

15 Additional auxiliary streets near the infrastructure project will be replaced as part of the vast project, due to the reduced cost of asphalt. Project funded through fund reserve.

**Award:** \$750,000

### **Downtown Infrastructure Grant**

2014

Through a grant from the Michigan Economic Development Corporation and Community Development Block Grant, built a new downtown parking experience.

**Award:** \$750,000

### **Clinton and Genesee Streets Replacement Project**

2013

Through a grant from the Michigan Department of Transportation, upgraded infrastructure and reconstructed major thoroughfares of Clinton and Genesee Streets.

**Award:** \$350,000

### **Façade Grant – Downtown Development Authority**

2012

Through a grant from the Michigan Economic Development Corporation and Community Development Block Grant, provided local business owners an opportunity to renovate building façades in the downtown – facilitated grant process to local businesses.

**Award:** \$500,000

### **North Saginaw Street Scape Project – Downtown Development Authority**

2009

Through a grant from the Michigan Economic Development Corporation and Community Development Block Grant, provided significant upgrades, including paving, to North Saginaw, Washtenaw, Sycamore, Gratiot, Pine, Montcalm, and Elms Streets.

**Award:** \$750,000

### **Street and Parking Lot Reconstruction Project**

2009-2010

Through a grant from the Michigan Department of Transportation, upgraded infrastructure and reconstructed major thoroughfares of Loyjoy, Russell, North Saginaw Streets. Provide parking lot upgrades to Durand Union Station (DMOT/AARA, 2008).

**Award:** \$1,235,000

### **Main Street Reconstruction Project**

2006

Through a grant from the Michigan Department of Transportation and U.S. Department of Housing and Urban Development, upgraded infrastructure and reconstructed Main Street and downtown street scape.

**Award:** \$774,000

**Professional  
Accomplishments**

**County Government Reorganization** – Through the leadership of the Board of Commissioners, performed a Human Resources Audit creating the first Human Resource Office. This included rewriting the 1983 employee handbook, designing retention and recruitment initiatives, updating job descriptions, and performing a wage and classification study. Renegotiated all union contracts to restructure retirement benefits ending a defined benefit pension and implementing a new defined contribution system. Changed the county health insurance plan from self-funded to a high deductible plan where the county pays the deductible. This has had a savings of \$1 million annually without changes for the employees. Audits had not been on time in seven years. Completed the 2019 audit in spite of covid and completed the 2020 audit early. Adopted 2021 and 2022 budgets on time for the first time in three years. Additional financial changes included establishing spending protocols and budget monitoring processes to prevent overspending.

Created and implemented a county-wide Covid management plan including reopening and cohorting staff to isolate exposure. One strategy included enacting the state workshare program to provide staff with four-day weeks (employee receiving a total of \$5,376) to prevent financial layoffs and maintaining talent during covid. This saved the county \$1.2 million in payroll and retained staff.

**Removal of Focus and Priority School Designation** – Through MSU’s work with the Michigan Department of Education in 2014, one-third of all priority schools (those in the bottom 5%) and one-third of focus schools (those with large, state identified achievement gaps) were removed from state intervention lists, including 19 of Detroit Public School’s 36 priority schools. As part of the executive leadership team, designed MSU’s technical assistance strategy and its implementation across the state as well as advised superintendents on effective district transformation strategies with a strong focus on using data to diagnose barriers to student success. In collaboration with MAISA and MDE, this innovative project supported struggling schools across the state to improve student achievement. It was by taking on the role of a servant-leader, working with each school and district daily in its unique context, that our team was able to successfully build system-wide capacity to improve student outcomes.

**Helping the Flint Community Schools Overcome the Water Crisis** – One of the hardest, yet most rewarding, experiences of my professional career has been assisting the Flint Community Schools in overcoming and navigating the water crisis. Being able to continue our mission of restructuring the district became increasingly difficult in the wake of the water crisis, and the district struggled to maintain basic educational functions. The entire city practically shut down and the school district was in jeopardy of doing the same. Instead, I worked alongside the superintendent advising him on how to keep the district open and make it a hub for students and families. We developed a strategic plan, including a communications strategy, and provided MSU staff members directly in the school to facilitate the needs of the FCS staff and students. This allowed the educational

process and the mission of educational students to continue despite the crisis and made sure that the students and their families had access to clean drinking water.

As the situation caught national attention, the focus had to be stronger than ever on maintaining the educational transformation work of the FCS. I advised the superintendent on many meetings with state and federal officials, and wrote and participated in the delivery of congressional testimony in Washington, D.C. At the end of the crisis, *Education Week* recognized the superintendent with an award for leadership in crisis management and this district was able to continue to meet the needs of students. Key to overcoming this crisis was maintaining an effort to avoid reactive thinking and focus on a strategic perspective that put what is best for students first.

**Development of Trend Data Analysis Metric** – In collaboration with trained statisticians, we designed a student data metric, using existing student data, to pinpoint specific areas of focus by student cohort. Measuring progress in student achievement requires longitudinal data that tracks student progress across time. However, often we compare one grade from one year to that same grade the next year hoping to glean an understanding of student achievement. This is done primarily because of how the state compares local school test results from one year to the next. There is a fundamental problem with this approach – the students are different from one year to the next and therefore, the actual progress and growth of the student is lost. Using Northwest Evaluation Association (NWEA) testing, we developed a specific cohort analysis that tracks student progress from one year to the next. A cohort analysis can, for example, compare student growth for third graders in year one to the same fourth graders in year two. The change in growth rates for that cohort yields an estimate of whether that group of students is learning more quickly relative to the national average than they did in the previous year.

Using this method over NWEA testing cycles has allows us to work with schools to determine how students are or are not developing, and provide direction on where to focus educational resources. For example, I used this tool to provide targeted assistance in closing a mathematics achievement gap. The district's third grader in 2015-16 performed poorly on the NWEA, but went undiagnosed because it was only compared to the next year's third graders. However, those third graders (now in fourth grade in 2016-17) not only grew more slowly than their peers, but had a decline in their rate of growth. This analysis allowed us to target that cohort (now in fifth grade in 2017-18) for mathematics intervention and reverse their trajectory. Because of the NWEA's alignment with state testing, it allows the district to better predict student achievement results on state tests.

**Avoiding an Organizational Fiscal Crisis** – In 2014-15, the MDE regionalized its statewide system of support to ISDs and has since changed the intervention model in the wake of the *Every Student Succeeds Act*. This resulted in the need for MSU K-12 Outreach to reinvent itself and was a difficult time for the office. In order to continue our work to support schools and districts, and secure additional funding, I lead our team to restructure the office and the nature of our technical

assistance operations by using targeted micro-assistance to districts. Further, we designed and authored several district and school intervention grant applications and managed to stabilize the fiscal outlook of the office while maintaining the people in the organization and the high-quality services that we provide to local schools and districts. At the present moment, the office continues to flourish and meet its mission of helping Michigan schools improve.

**Flint Community Schools Rapid Turnaround Model** – The FCS system has long struggled with low achievement and institutional dysfunction, but the 2016 water crisis exacerbated the district’s ongoing challenges. MSU’s Office of K-12 Outreach has played a critical role in helping the district navigate this crisis, and to lay the foundation for a more effective school system through a multi-million-dollar grant from the C.S. Mott Foundation. When we began working with the FCS, there were few efficient district administrative systems in place, but after two year of support there is strong evidence of change. Through the collaborative efforts of the FCS and MSU, there is increased program coherence for teaching and learning, and school and district alignment that are leading to higher educational achievement. Noteworthy accomplishments include: Supporting state and federal funding requests and expenditures, expanding early childhood programs, aligning the curriculum, enhancing district operations, targeting instructional programming and tiered supports, and re-establishing a district data office.

The collaboration between the FCS and MSU has led to positive changes in student discipline and achievement. Total discipline referrals have decreased by 25% from 2015-16 to 2016-17. Local district testing has shown that one-third of the grade-levels tested made progress in mathematics and almost half of the grade-levels made progress in reading. Thereby, increasing each student’s life chances.