**Syllabus**

**Course Overview**

This course focuses on the many intergovernmental issues surrounding the funding of public education. These issues require constant interaction between the various branches of government that affect the funding of public schools. The branches of government include state and federal courts and legislatures, the individual states, and local units of government.

Education leaders often view public schooling without understanding it as a social system that is in the business of human capital development. This course introduces you to the financing of public education and the consequences of funding decisions. It focuses on governmental entities separately, but it also fosters an understanding of the intergovernmental nature of the agencies' interactions. By focusing on present and future funding patterns, you will examine the fundamental roles of the courts, legislatures, states, counties, and other factors in school finance reform.

Education leaders must have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context of public school funding.

## Field Experiences

You will be required to complete 24 hours of fieldwork to complete this course successfully. The field experiences for this course include the following:

- **Unit 2 – Role of the Courts:** This activity requires you to meet with your school principal (or other appropriate school administrator) to discuss how courts can impact revenue sources and types of funding for education. In a discussion with your peers, you will compare your thoughts on these issues to your interviewee's. **Note:** This activity will take approximately four hours.
- **Unit 4 – Sources of Funding:** This activity requires that you meet again with your school principal (or other appropriate school administrator) to share your description of the school's education program you identified in Unit 1. The purpose of this meeting is to discuss whether the education programs at the school are funded using general funding, categorical funding, or both. In a discussion with your peers, you will describe the program you selected and provide a summary of your interview. **Note:** This activity will take approximately four hours.
- **Unit 6 – Funding Allocation and Accountability, and Site Budget:** These activities require that you meet with your district's business manager to discuss how funds are allocated in the district, how the district demonstrates accountability for how funds are used, the overall financial health of the district, and other topics. You will use the information gained during your interview in an assignment and a discussion in this unit. **Note:** This activity will take approximately eight hours.
- **Unit 9 – Capital Financing:** This activity requires that you meet again with your district's business manager. The purpose of this meeting is to discuss the ways in which a district can use innovative partnerships to enhance the district's financial stability, improve facilities, and improve education. You will use the information from this interview to complete an assignment in this unit. **Note:** This activity will take approximately eight hours.

## Submitting Posts to Discussions: Timeliness

Unless it is otherwise stated, post your initial discussion response by Wednesday evening of each week and your responses to peers' posts by Friday of each week. This will allow all learners time to comment and provide feedback on the posts of other learners during the remainder of the unit. Your thoughtful responses in each discussion are essential in creating a stimulating and enjoyable learning environment.

## Important: Proficiency on Public Education Funding Analysis assignment

The Public Education Funding Analysis is an assessment that measures your proficiency related to select specialization outcomes and the ELCC standards. It is imperative that you demonstrate your proficiency on this project to successfully complete this course. As such, you will need to score at least an 80 percent on the Public Education Funding Analysis. Candidates who score below an 80 percent on the Public Education Funding Analysis will receive an *incomplete (I)* for the course until the final paper has been revised to meet the minimum requirement. **It is important for you to understand that an *incomplete* in this course may impact your ability to enroll next quarter, if future courses have this course as a prerequisite.** Thus, if you have to revise the final paper, you will need to do so as soon as possible to avoid hindering your progress in the program.

## Alignment to Standards

This course is aligned to various standards to meet Capella requirements for P–12 education leadership programs.

Alignment to Standards

| Course Competency | Specialization Outcome | Educator Preparation Provider (EPP) Outcome | International Society for Technology in Education (ISTE) | Educational Leadership Constituent Council (ELCC) | Minnesota Board of School Administrators (MN BOSA) | Professional Standards for Educational Leaders (PSEL) | CAEP Key Area |
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| | | | | | | | |

| Course Competency | Specialization Outcome | Educator Preparation Provider (EPP) Outcome | International Society for Technology in Education (ISTE) | Educational Leadership Constituent Council (ELCC) | Minnesota Board of School Administrators (MN BOSA) | Professional Standards for Educational Leaders (PSEL) | CAEP Key Area |
|---|---|---|---|---|---|---|---|
| **C1: Assess how federal and state legislation and the courts affect and enable education funding (per-pupil expenditure and facilities).**<br><br>• Identify the most common sources of education funding.<br>• Describe the mechanisms for education funding.<br>• Explain the pros and cons of using property taxes for funding education.<br>• Examine the general and categorical formulas by a specific state to fund education.<br>• Evaluate the legal objections and positions related to typical education funding mechanisms.<br>• Identify and describe a specific education program, including its program goals and mechanics. | SO4 | EPPO5<br><br>EPPO4 | ISTE SA: 4e, 1a, 1b, 1c | ELCC 3.2 | MN BOSA: Subpart 1B5, B7, J6, J7 | PSEL: Standard 9c, 9d | • Data Literacy: u04a1, u01d1.<br>• Data Analysis: u10a1, u02d2.<br>• Technolog u10a1.<br>• Laws: u02a1, u02d1.<br>• Diversity: u08a1, u08d1. |
| **C2: Evaluate sources (federal, state, and private) of education** | | | | | | | |

| Course Competency | Specialization Outcome | Educator Preparation Provider (EPP) Outcome | International Society for Technology in Education (ISTE) | Educational Leadership Constituent Council (ELCC) | Minnesota Board of School Administrators (MN BOSA) | Professional Standards for Educational Leaders (PSEL) | CAEP Key Area |
|---|---|---|---|---|---|---|---|
| **funding and apply them to a school's or school district's vision, mission, and goals.**<br><br>• Examine state statutes to determine how education funding is established in state law.<br>• Analyze court opinions regarding the resolution of a challenge to a state's education funding system.<br>• Consider whether the courts' role in school funding has resulted in better education funding and better results for children.<br>• Estimate the financial impact on local school districts as a result of pending finance legislation or court cases. | SO4<br><br>SO6 | EPPO14a<br><br>EPPO14b<br><br>EPPO13 | ISTE SA: 4e, 5b | ELCC 5.1 | MN BOSA: Subpart 1 A3, C1, K2, K5 | PSEL: 1a, 1c, 2a, 3a, 7c | • Data Literacy: u04a1.<br>• Research-Driven Decision Making: u03d1.<br>• Data Analysis: u10a1, u03d2.<br>• Collaborat Skills: u02d1.<br>• Technolog u10a1.<br>• Disposition u10a2.<br>• Diversity: u08a1, u08d1. |
| C3: Analyze current best practices in securing and allocating funding for the development and management of budgets and the financial health of a school district. | | | | | | | • Data Literacy: u09a1, |

| Course Competency | Specialization Outcome | Educator Preparation Provider (EPP) Outcome | International Society for Technology in Education (ISTE) | Educational Leadership Constituent Council (ELCC) | Minnesota Board of School Administrators (MN BOSA) | Professional Standards for Educational Leaders (PSEL) | CAEP Key Area |
|---|---|---|---|---|---|---|---|
| • Identify the criteria for evaluating an education funding system.<br>• Describe how school districts allocate funding by function.<br>• Identify a specific state's allocation of funds by functional area and determine where the spending focus is.<br>• Identify a local school district's allocation of funds by functional area and determine where the spending focus is.<br>• Determine whether the allocation for the district is equitable and effective. | SO4 | EPPO4<br><br>EPPO5 | ISTE SA: 1a, 1b, 4e | ELCC 3.2 | MN BOSA: Subpart 1 B5, B7, J6, J7 | PSEL: 9c, 9d, 10g | u05d1, u06d2.<br>• Research-Driven Decision Making: u06a1, u01d2.<br>• Data Analysis: u09a1 u10a1, u05d1, u06d2.<br>• Collaborat Skills: u04d1, u06d2.<br>• Technolog u06a1, u09a1, u10a1.<br>• Disposition u10a2, u06d2, u07d1.<br>• Laws: u04d2.<br>• Code of Ethics: u05d1, u06d2.<br>• Diversity: u05d1. |
| **C4: Evaluate a school's or district's plan for ensuring that public resources and funds (federal, state, and foundation) are used appropriately and wisely.**<br><br>• Analyze the pros and cons of site-based | | | | | MN | | • Research-Driven Decision Making: u06a1, u01d2.<br>• Data Analysis: |

| Course Competency | Specialization Outcome | Educator Preparation Provider (EPP) Outcome | International Society for Technology in Education (ISTE) | Educational Leadership Constituent Council (ELCC) | Minnesota Board of School Administrators (MN BOSA) | Professional Standards for Educational Leaders (PSEL) | CAEP Key Area |
|---|---|---|---|---|---|---|---|
| management versus centralized, standards-based management.<br>• Identify the administrative roles in a school-based funding system.<br>• Explain how increased accountability requirements for schools have influenced the effective use of school resources. | SO4 | EPPO4<br><br>EPPO5 | ISTE SA: 1a, 1b, 4e | ELCC 3.2 | BOSA: Subpart 1 B5, B7, J6, J7 | PSEL: 9c, 9d, 10g | u10a1, u02d2.<br>• Collaborat Skills: u02d1, u06d1.<br>• Technolog u06a1, u10a1, u06d1.<br>• Disposition u07d2.<br>• Laws: u02a1, u04d2. |
| **C5: Evaluate how innovative partnerships with area businesses, institutions of higher education, or community groups enhance a district's financial stability, improve facilities, and improve the quality of education.**<br><br>• Determine where a particular state ranks in per-pupil education expenditures.<br>• Identify non-traditional and innovative ways to fund education locally.<br>• Identify ways to organize a community effort to raise funds for | SO1<br><br>SO2<br><br>SO5 | EPPO3<br><br>EPPO7<br><br>EPPO4<br><br>EPPO13 | ISTE SA: 1a, 1b, 3a, 3b | ELCC 3.4 | MN BOSA: Subpart 1 A3, A9, E2, E4 | PSEL: 1c, 2e, 6f, 7c, 7g, 9g | • Data Literacy: u09a1.<br>• Data Analysis: u09a1, u10a1, u03d2, u09d1.<br>• Technolog u09a1, u10a1.<br>• Disposition u10a2.<br>• Diversity: u09d1. |

| Course Competency | Specialization Outcome | Educator Preparation Provider (EPP) Outcome | International Society for Technology in Education (ISTE) | Educational Leadership Constituent Council (ELCC) | Minnesota Board of School Administrators (MN BOSA) | Professional Standards for Educational Leaders (PSEL) | CAEP Key Area |
|---|---|---|---|---|---|---|---|
| school facilities. | | | | | | | |
| **C6: Examine the per-pupil expenditures, state of facilities, and financial health of a local district.**<br><br>• Evaluate how well a school district's facilities contribute to and foster successful student learning.<br>• Explain a school district's plans and resources for capital facilities.<br>• Evaluate how well a school district's facilities contribute to and foster successful student learning.<br>• Explain a school district's plans and resources for capital facilities. | SO4 | EPPO4<br><br>EPPO5 | ISTE SA: 1a, 1b, 1c, 4e | ELCC 3.2 | MN BOSA: Subpart 1 B5, B7, J6, J7 | PSEL: 9c, 9d | • Data Literacy: u05d1, u06d2.<br>• Research-Driven Decision Making: u06a1.<br>• Data Analysis: u10a1, u05d1, u06d2.<br>• Collaborat Skills: u06d1, u06d2.<br>• Technolog u06a1, u10a1,<br>• u06d1.<br>• Dispositior u06d2.<br>• Code of Ethics: u05d1, u06d2.<br>• Diversity: u05d1. |
| **C7: Communicate in a manner that is professional and consistent with expectations for members of the education profession.**<br><br>• Follow APA guidelines. | SO7 | EPPO10 | ISTE SA: 3.1, 3.3c | ELCC: 1.1.2.3, 2.2.2.3, 4.1.2.2, 4.3.1.3 | MN BOSA: 1.6. F, 1.6.1(1), 1.6.8(8), 1.6.9(9) | PSEL: 8.1.3 8c | |

| Course Competency | Specialization Outcome | Educator Preparation Provider (EPP) Outcome | International Society for Technology in Education (ISTE) | Educational Leadership Constituent Council (ELCC) | Minnesota Board of School Administrators (MN BOSA) | Professional Standards for Educational Leaders (PSEL) | CAEP Key Area |
|---|---|---|---|---|---|---|---|
| • Use appropriate writing style. <br> • Use correct grammar, usage, and mechanics. | | | | | | | |

**Course Competencies**

To successfully complete this course, you will be expected to:

1. Assess how federal and state legislation and the courts affect and enable education funding (per-pupil expenditure and facilities).

2. Evaluate sources (federal, state, and private) of education funding and apply them to a school's or school district's vision, mission, and goals.

3. Analyze current best practices in securing and allocating funding for the development and management of budgets and the financial health of a school district.

4. Evaluate a school's or district's plan for ensuring that public resources and funds (federal, state, and foundation) are used appropriately and wisely.

5. Evaluate how innovative partnerships with area businesses, institutions of higher education, or community groups enhance a district's financial stability, improve facilities, and improve the quality of education.

6. Examine the per-pupil expenditures, state of facilities, and financial health of a local district.

7. Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the education professions.

**Course Prerequisites**

This course requires access to a P–12 classroom and/or educational stakeholders in a P–12 school or district. Prerequisite(s): ED5320 or ED7820.

**Required**

The materials listed below are required to complete the learning activities in this course.

### Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the Course Materials page on Campus for more information.

Book

Brimley, V. R., Jr., Verstegen, D. A., & Garfield, R. R. (2016). *Financing education in a climate of change* (12th ed.). Boston, MA: Pearson. ISBN: 9780133919783.

### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Finn, C. E., Jr., Hentges, C. M., Petrilli, M. J., & Winkler, A. M. (2009). When private schools take public dollars: What's the place of accountability in school voucher programs?. *The Education Digest, 75*(2), 13–15.
- Roberts, L. W. (2009). Measuring school facility conditions: An illustration of the importance of purpose. *Journal of Educational Administration, 47*(3), 368–380.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Center for Negotiation and Justice. (n.d.). _Recent decisions in education adequacy litigation_ [PDF]. Retrieved from http://www.schoolsforequity.org/files/51296393.pdf
- ETS. (n.d.). Retrieved from http://www.ets.org
- Forster, G. (2016). _A win-win solution: The empirical evidence on school choice_ (4th ed.). Retrieved from https://www.edchoice.org/research/win-win-solution
- GreatSchools. (n.d.). Retrieved from https://www.greatschools.org/gk/
- Individuals With Disabilities Education Act. (n.d.). IDEA. Retrieved from https://sites.ed.gov/idea/
- McNamara, C. (n.d.). General guidelines for conducting research interviews. Retrieved from http://managementhelp.org/businessresearch/interviews.htm
- National Center for Education Statistics. (n.d.). Retrieved from http://nces.ed.gov
- National Conference of State Legislatures. (n.d.). NCSL. Retrieved from http://www.ncsl.org/
- Schools for Equity in Education. (n.d.). Retrieved from http://www.schoolsforequity.org/
- U.S. Department of Education. (n.d.). No Child Left Behind: Elementary and Secondary Education Act (ESEA). Retrieved from http://www.ed.gov/nclb/landing.jhtml
- U.S. Department of Education. (n.d.). Retrieved from http://www.ed.gov/
- Verstegen, D. A. (2015). A quick glance at school finance: A 50 state survey of school finance policies. Retrieved from http://schoolfinancesdav.wordpress.com/
- Vryhof, S. C. (2005). _A system where everyone wins: The legitimacy of faith-based schools in a system of choice_ [PDF]. _Educational Horizons, 83_(2), 125–142. Retrieved from https://files.eric.ed.gov/fulltext/EJ685044.pdf

**Suggested**

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

**Optional**

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

**External Resource**

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- U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA) https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- U.S. Department of Health & Human Services. (n.d.). Summary of the HIPAA privacy rule https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html

## Projects

**Project ≫ Public Education Funding Analysis**

**Project Overview**

As a leader in your district, it is important to demonstrate understanding of the analysis and evaluation of public school funding issues. During this course, you will examine various issues of public school funding, including the effects of legislation and the courts, sources of funding, best practices in securing and allocating funding, a plan to assure that resources are spent appropriately, innovative partnerships, and capital facilities. In addition, you will evaluate the impact that each area of school finance has on an education program of interest to you.

You will submit components of your project throughout the course, each of which will provide support for the final component—a PowerPoint presentation to the superintendent, board of education, or a faculty or stakeholder group that covers your analysis and evaluation of education funding for the program you selected earlier in the course.

## Project Requirements

Your assignments should meet the following requirements:

- **Written communication**: Written communication is free of errors that detract from the overall message.
- **APA formatting**: Resources and citations are formatted according to current APA style and formatting.
- **Style and format**: Your written paper components should follow the specific directions provided in each assignment, including double-spacing and readable fonts. Your PowerPoint presentation should reflect best practices for PowerPoint presentations, which you can find on the Internet.

**Unit 1 ❯❯ Funding Education Overview**

**Introduction**

In this unit, you will examine the continuum of economic theory on public education as an investment in human capital. The purpose of this unit is to illustrate the role of public education in the macrosystem of our society. You will examine how economists regard the system of public education, and you will analyze the human capital development function and the economic impact of financing education. Further, you will examine the roles of government, education perspective, taxes, and property across the continuum of economic theory, as well as the consequences of inadequately financing public education.

Education leaders often do not understand how policy makers view public education and the role education plays in the national economic vision. Recent discussions by educators on the federal No Child Left Behind (NCLB) Act tend to omit an understanding of the national interest to improve the United States' global position in math and science achievement by elementary and secondary students. Therefore, it is important to develop a broader view of the role of education and its funding than the view afforded at the district and school level.

## Connection to Educational Leadership Constituent Council (ELCC) Standards

This unit aligns to the following ELCC standard:

- ELCC: 3.1: Educational leaders understand and can monitor and evaluate district management and operational systems.

**Learning Activities**

**u01s1 - Studies**

## Readings

Use your *Financing Education in a Climate of Change* text to read the following:

- Chapter 1, "The Economics of Education."
    - There are various economic concepts that relate to the funding of education. In this chapter, the authors discuss how economic concepts affect school funding decisions.
- Chapter 2, "The Need for Adequate Funds."
    - This chapter discusses the importance of providing adequate funding for schools in the United States and issues related to this topic.

Use the Internet to examine the following:

- U.S. Department of Education. (n.d.). <u>No Child Left Behind: Elementary and Secondary Education Act (ESEA)</u>. Retrieved from http://www.ed.gov/nclb/landing.jhtml
  - As a school leader, it is important to be familiar with the components of NCLB.

## Media

Click **The Funding of Educational Institutions** to listen to the presentation.

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Course Resources

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The Funding of Educational Institutions

u01s1 - Learning Components

- Explore basic concepts related to the funding of educational institutions.
- Evaluate how economic concepts affect school funding decisions.
- Explain the importance of providing adequate school funding.
- Become familiar with No Child Left Behind Act.

**u01s2 - Selecting an Education Program**

Select an education program from your school district to use as a foundation for your work in the course. This program must be specifically defined by the district and have an accompanying budget to support the program's activities. Send an e-mail to your instructor, describing your selected program. **Note**: Your instructor must approve your choice.

u01s2 - Learning Components

- Identify a school district to use as the focus of your project and upcoming interview.

**u01s3 - Fieldwork: School Principal**

Review the Unit 2 discussion, Role of the Courts, in preparation for the interview with the principal of your school. Schedule the interview for this week or early next week to allow you to complete the interview and your discussion post on time.

u01s3 - Learning Components

- Prepare for an upcoming course activity.

**u01s4 - Assignment Preparation: Courts and Legislation**

Review the Courts and Legislation: Effects on Education Funding assignment instructions and scoring guide, which is due in Unit 2. Begin working on this assignment now.

u01s4 - Learning Components

- Prepare for an upcoming course activity.

**u01s5 - Assignment Preparation: Professional Dispositions**

Learners in the P–12 programs that fall under the Professional Education Unit are expected to develop the professional attitudes, values, and beliefs that support student learning and development. Learners are also expected to demonstrate the professional dispositions in their interactions with students, families, colleagues, and communities.

The dispositions include the following:

- Is committed to fairness.
- Is committed to personal and professional conduct that is both ethical and respectful of the rights of others.
- Believes that all children can learn at high levels.
- Persists in helping students from diverse populations achieve success by applying different approaches until they achieve that success.
- Is willing to explore and use technology in the classroom.
- Recognizes when one's own dispositions may need to be adjusted.
- Is committed to reflective practice, professional development, and lifelong learning.

Review the Learner Self-Assessment of Professional Dispositions [DOC] document, given in the resources. This will prepare you for the assignment in Unit 10, in which you will evaluate how well you demonstrate these dispositions.

u01s5 - Learning Components

- Prepare for an upcoming course activity.

**u01s6 - Your Online ePortfolio**

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

## Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time, you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

## Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

## Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom to store your assignments for you as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the Online ePortfolio Guidelines [PDF] to ensure you set up your online portfolio correctly. For more information on ePortfolio, visit the Campus ePortfolio page.

## Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the Family Educational Rights and Privacy Act (FERPA) and/or the Health Insurance Portability and Accountability Act (HIPAA) if you have specific questions or concerns about your choices.

u01s6 - Learning Components

- Prepare for an upcoming course activity.

**u01d1 - Funding Sources**

In your post:

- Describe the education program in your school district that you identified in this unit's second study, including its goals and objectives.
- Discuss the program, its funding sources, the pros and cons of the funding sources, and your experience with funding in general. As part of your discussion, identify your state and what you know of its particular funding sources.

## Response Guidelines

Respond to at least one other learner, comparing your perspectives. In addition, comment on the pros and cons of the funding sources your peer described. Support your perspective with APA-cited resources.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

u01d1 - Learning Components

- Discuss the pros and cons of various education funding sources.
- Describe the goals and objectives of a school district.

**u01d2 - Funding Viewpoints**

Educators and administrators must understand the different perspectives on education funding to effectively obtain financial support.

For this discussion, review Table 1.2, "Political and Economic Continuum," in your *Financing Education in a Climate of Change* text.

In your post:

- Identify the economist most likely to advocate for the perspective of choice and competition in education, and the one mostly likely to view education as essential to capitalism.
- Discuss the economists' views on education. How do these perspectives relate to policy options for education funding in your state?

## Response Guidelines

Respond to at least one other learner, comparing your analyses. In addition, describe how the policy options in your state have affected the quality of education institutions and the learning outcomes for students.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Learning Components

- Discuss policy options relative to various economic positions.
- Compare economic and strategic perspectives on educational goals and financing.

**Unit 2 ›› Conceptual Framework of Education Finance**

**Introduction**

This unit will introduce you to the key governmental components that finance education and the effects they have on funding. The existence of legislation or pending litigation that challenges a state's education funding system illustrates the dynamic, interactive, and intergovernmental nature of financing public schools. This unit will challenge you to determine the impact of various intergovernmental entities on education funding and the controversies they spawn.

Often, education leaders view the actions of government entities in isolation, without understanding the interlocking directives among them. This unit will begin to illustrate the interactive features of these entities.

## Connection to Educational Leadership Constituent Council (ELCC) Standards

This unit aligns to the following ELCC standard:

- 6.2: Educational leaders understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.

**Learning Activities**

**u02s1 - Studies**

## Readings

Use your *Financing Education in a Climate of Change* text to read the following:

- Chapter 3, "Financing Education Equitably."
    ◦ It is important that students, no matter where they live, receive a strong education. In this chapter, the authors discuss inequalities in funding schools, and strategies that attempt to address these inequities.

Use the Internet to read or review the following:

- Vryhof, S. C. (2005). *A system where everyone wins: The legitimacy of faith-based schools in a system of choice* [PDF]. *Educational Horizons, 83*(2), 125–142.
    ◦ In 2002, the U.S. Supreme Court legalized public vouchers for use in religious schools (*Zelman v. Simmons-Harris*, 122 S. Ct. 2460). Since this ruling, states have developed voucher systems. In this article, Vryhof presents an argument for inclusion of faith-based schools in public funding.
- Center for Negotiation and Justice. (n.d.). *Recent decisions in education adequacy litigation* [PDF]. Retrieved from http://www.schoolsforequity.org/files/51296393.pdf
    ◦ School funding litigation is fluid as courts continue to consider cases dealing with school funding. This article offers recent court decisions related to school funding.
- National Conference of State Legislatures. (n.d.). NCSL. Retrieved from http://www.ncsl.org/
    ◦ Browse the Research section on this website.
- Schools for Equity in Education. (n.d.). Retrieved from http://www.schoolsforequity.org/

## Library Guides

Review the following library guides to become familiar with conducting legal research:

- Legal Research.
- Legal Research: School of Education.

## Media

Click **How a Bill Becomes a Law** to view the presentation.

- Existing laws, pending legislation, and court interpretations of laws each have varying degrees of impact on federal, state, and local education funding. As an education leader in your community, it is important that you understand the ways in which legislation becomes law. You do not need to understand the fine details of this process, but it will be helpful to understand the overall route a bill takes on its journey to becoming a law. This media element helps you review this process.

Course Resources

How a Bill Becomes a Law

u02s1 - Learning Components

- Identify the state and federal statutes that have most affected state education funding.
- Survey state and federal means for financing education.

**u02s2 - Researching Court Decisions**

The Vryhof 2005 article, "A System Where Everyone Wins: The Legitimacy of Faith-Based Schools in a System of Choice," is just one example of the effect of a court decision on education funding. While the concept of choice, provided for by the courts, plays an important role in providing options to students and families, it can also have a potential negative impact on public funding.

In preparation for the discussions in this unit, use the Capella library and the Internet to research recent court decisions and current controversies affecting public school funding. See the resources for a website you may want to visit and library guides to help you conduct legal research in the Capella library.

Preview the discussions for this unit, so that you are prepared when conducting your research.

Course Resources

Capella University Library

National Conference of State Legislatures (NCSL)

A System Where Everyone Wins [PDF]

Legal Research

Legal Research: School of Education

u02s2 - Learning Components

- Research the impact of legal developments and legislation on student learning and educational success.

**u02a1 - Courts and Legislation: Effects on Education Funding**

As a leader in your school or district, it is important to be knowledgeable about the effects of legislation and the courts on education funding for children. Education funding encompasses a wide variety of facets that can have a direct or indirect impact on students. Physical facilities, textbooks, staff salaries, classroom materials, and sports and music programs are just a few of the expenses impacted by funding legislation.

In this assignment, which will be incorporated into your course project, you will identify and evaluate the effects of legislation and the courts on education funding.

In your paper:

- Summarize the state and federal statutes that have most affected the education funding in your state. You may use your course readings as a starting point. You can also use the legal research resources to locate the education sections of your state's statutes.
- Choose a pending or passed education funding court case or legislation, and summarize and describe how it affects the education program you chose in Unit 1.
- Evaluate the overall effect of the court case or legislation on your school district and its impact on student learning and educational success. In addition to a high-level evaluation, provide concrete examples of how students are affected by the legislation.

Submit your paper to the assignment area.

## Additional Requirements

Your assignment should meet the following requirements:

- **Written communication**: Written communication should be free of errors that detract from the overall message.
- **APA format**: Resources and citations must be formatted according to current APA style and formatting.
- **Length of paper**: 2–3 typed, double-spaced pages.

Course Resources

APA Style and Format

National Conference of State Legislatures (NCSL)

Schools for Equity in Education

Legal Research

Legal Research: School of Education

**u02d1 - Role of the Courts**

Using the resources you located in this unit's second study as well as your course materials, reflect on the following:

- How do you think the courts have affected the funding of public schools?
- How have the courts' roles in funding affected results for students?
- Have the courts played an appropriate or inappropriate role in education?
- How would you define, or what are your criteria for, adequacy and equity in terms of school funding?

Then, meet with a principal (or other appropriate school administrator) and ask him or her to answer the same questions. Compare your answers with the administrator's answers.

In your post:

- Include your answers and the administrator's answers.
- Describe any differences to the administrator's answers, and compare those answers to the course materials.
- Discuss what you learned from the interview as well as the implications for you as an aspiring leader.

Use examples from your research to support your perspective. Remember to use current APA format when citing your references.

## Response Guidelines

Respond to at least two learners, comparing your perspective with theirs. In addition, critique their criteria for adequacy and equity in school funding, providing potential strengths and weaknesses of those criteria. Support your perspective with APA-cited resources.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

Capella University Library

Legal Research

Legal Research: School of Education

**u02d2 - Funding Controversies**

For this discussion, locate and read a newspaper or magazine article from the Capella library or Internet that illustrates an education funding controversy in your state. Use the research you completed earlier in this unit to help you with this discussion.

In your post:

- Prepare a review of the article by identifying points of controversy for stakeholder groups such as the business community, parent teacher associations, educators, and the community at large.
- Choose one group and describe how you would address its concerns through proactive communication about funding.

## Response Guidelines

Respond to at least one other learner, comparing the points of controversy you identified in your articles. In addition, analyze his or her approach to communicating with stakeholders, and suggest additional strategies for addressing stakeholder concerns.

Course Resources

Graduate Discussion Participation Scoring Guide

Capella University Library

**Unit 3 ≫ Public Funding of Education**

**Introduction**

This unit will continue to introduce key governmental components that finance education and the effects they have on funding. This week, you will shift your focus from the roles of the courts and legislative branches in public school financing to that of state and local units of government. You will examine property tax as the lifeblood of public school financing. There are pros and cons with this financing, and this unit requires you to take a position on the role of property taxes in funding public schools. This unit further illustrates the changing role of the states in the financing of public schools and the various policy options states use to distribute funding to local education agencies.

## Connection to Educational Leadership Constituent Council (ELCC) Standards

This unit aligns to the following ELCC standard:

- ELCC 6.2: Educational leaders understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.

**Learning Activities**

**u03s1 - Studies**

## Readings

Use your *Financing Education in a Climate of Change* text to read the following:

- Chapter 6, "Eroding Local Control."
  - Over time, states have increased funding as well as control of local public schools. In this chapter, the authors provide an historical perspective of the local property tax and trends in local taxation.
- Chapter 7, "Education: A State Function."
  - As states took over more funding and control of local public schools, they developed various funding systems to support public schools. This chapter discusses the development and implementation of various funding programs.

Use the Internet to browse the following:

- Verstegen, D. A. (2015). A quick glance at school finance: A 50 state survey of school finance policies. Retrieved from
  http://schoolfinancesdav.wordpress.com/
  - This report provides descriptions of funding formulas, components, and revenues and expenditures for each of the 50 states.

## Media

Click **Types of School Funding Programs by State** to view the illustration.

- In this illustration, you can examine the types of education funding used for each state in the United States. Each state has its own structure for education funding support, determined by many factors, including population composition, specialty programs, student needs, and alternative options. Some states have a simple funding structure while others are more complicated, but in general, each state can be described as using one major type of funding.

Course Resources

Types of School Funding Programs by State

u03s1 - Learning Components

- Identify trends in education financing and finance-related legislation.
- Examine the diminishing control of local communities and the increasing role of states in public education and school funding.
- Compare funding formulas, components, revenues, expenditures and trends across states.

**u03s2 - Fieldwork: School Principal**

Review the Revenue Sources assignment instructions and scoring guide, which is due in Unit 4. In addition, read the Unit 4 discussion, Sources of Funding. Prepare the interview questions you will ask your school principal. Schedule and conduct the interview early enough to allow time to complete the discussion and assignment.

u03s2 - Learning Components

- Prepare for an upcoming course activity.

**u03d1 - Property Taxes**

Address the following in your post:

- Are property taxes an appropriate tool for funding education, regardless of the level of government that collects the taxes? Explain the pros and cons.
- How does one balance the need for school funding resources and the political impact of increased taxes?
- What would you recommend as an alternative to property taxes? Use examples from your area to support your perspective.

## Response Guidelines

Respond to at least one other learner, comparing perspectives on using property taxes to fund education. Discuss the impact of property tax funding on education programming and achievement results for students, if you have not already done so. Use examples from your experience or research to support your perspective. Remember to use current APA format when citing references.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

u03d1 - Learning Components

- Describe the pros and cons of using property taxes for funding education.

**u03d2 - Policy Options**

Use the Types of School Funding Programs by State illustration and Verstegen's 2015 report, "A Quick Glance at School Finance: A 50 State Survey of School Finance Policies," to locate your state and determine the program or programs it uses to fund local school districts.

In your post, discuss the pros and cons of the programs your state used.

- What is the most frequently used program for funding school districts among the 50 states?
- Why does this appear to be the most frequently used funding program?

## Response Guidelines

Respond to at least one other learner, seeking clarification on the funding programs' pros and cons he or she discussed.

Course Resources

Graduate Discussion Participation Scoring Guide

A 50 State Survey of School Finance Policies

Types of School Funding Programs by State | Transcript

u03d2 - Learning Components

- Discuss pros and cons of state funding programs.

**Unit 4 ➤➤ School Finance Structures**

**Introduction**

This unit illustrates the various sources of funding for public schools. Education funding comes from a variety of sources, including federal, state, local, and private entities. This unit illustrates the origins of funding and the role of states in determining the goals of school districts and school programs. It demonstrates the proportional role of each unit of government and the intergovernmental system of funding public schools.

## Connection to Educational Leadership Constituent Council (ELCC) Standards

This unit aligns to the following ELCC standard:

- ELCC 3.2: Educational leaders understand and can efficiently use human, fiscal, and technological resources within the district.

**Learning Activities**

**u04s1 - Studies**

## Readings

Use your *Financing Education in a Climate of Change* text to read the following:

- Chapter 8, "Federal Interest in Education."
  - In recent history, the federal government developed and implemented programs to provide funding for specific categorical programs. In this chapter, the authors discuss the role of the federal government in public school funding and specific categorical initiatives.

Use the Internet to browse the following:

- National Center for Education Statistics. (n.d.). Retrieved from http://nces.ed.gov
  - This U.S. Department of Education site provides current data in several categories on education in the United States. It is the primary federal entity for collecting and analyzing data related to education.
- U.S. Department of Education. (n.d.). Retrieved from http://www.ed.gov/

## Media

Click **Education Law Timeline** to view the presentation.

- This presentation shows a timeline of passed education legislation. There have been many court cases that have impacted public education in this country, but there are only a few key acts of legislation that have served as the basis for these court findings.

Course Resources

Education Law Timeline

u04s1 - Learning Components

- Discuss the role of the federal government in public school funding and categorical initiatives.
- Identify trends in education financing and finance-related legislation.
- Describe sources of federal data related to education.
- Identify correlations between per-pupil expenditure and student performance.

**u04s2 - Fieldwork: District Business Manager**

In Unit 6, you will complete an evaluation of your school district's accounting and budget allocation processes. To complete your evaluation, you will need to conduct an interview with a business manager in your school district or area.

You should conduct your interview by the end of Unit 5 to complete the assignment by the end of Unit 6. **This week, contact the business manager in your area and schedule your interview to be completed by the end of next week. You should also develop the interview questions you will use**.

## Developing the Interview Questions

First, read the assignment descriptions and scoring guides for:

- Funding Allocation and Accountability (due in Unit 6).
- Capital Financing (due in Unit 9).

These assignments require that you interview the business manager for your district. When developing your interview questions, keep the following questions in mind:

- How does your school district demonstrate accountability in the allocation of its education funds? Discuss the budgeting processes, chart of accounts, state and internal audits, and annual reports with your interviewee. (See the Example Chart of Accounts [PDF].) Be sure to determine if your school district uses a management letter to address post-audit process recommendations.
- What software program does your district utilize to provide accuracy and accountability and what functions does it provide?
- What are the criteria included in your school's plan for evaluating the appropriate use of school funds?
- How are fund expenditures communicated to stakeholders to best address their concerns?
- How would the district partner with other institutions, businesses, and groups to have an impact on funding for education?
- How can leadership drive innovative partnering?

It is important that you go to the interview fully prepared, with your questions ready. See the following Internet resource for some tips:

- McNamara, C. (n.d.). General guidelines for conducting research interviews. Retrieved from http://managementhelp.org/businessresearch/interviews.htm

u04s2 - Learning Components

- Prepare for an upcoming course activity.

**u04a1 - Revenue Sources**

As a leader in your district, it is important that you understand where funding originates for your state and how available funding fits with the goals of your school district and school programs. The purpose of this assignment is to evaluate the sources of federal, state, local, and private funding for public schools.

In this assignment, which will be incorporated into your course project, you will identify sources of funding and evaluate the connection between the school district's vision, mission, and goals.

In your paper:

- Evaluate the most common sources of operational funding at various levels (that is, federal, state, local, and private). **Note**: Provide your evaluation at the national level, not just for your state or district.
- Identify the largest sources of operational funding for your state.
- Locate the per-pupil education expenditures of two states, analyze the correlation between per-pupil expenditure and student performance for each state, and then compare your findings on the two states.
- Identify sources of funding for the education program you identified earlier in the course.
- Evaluate the relationship between funding and your school district's vision, mission, and goals. Include an example of a well-supported connection between them.

Submit your paper to the assignment area.

## Additional Requirements

Your assignment should meet the following requirements:

- **Written communication**: Written communication should be free of errors that detract from the overall message.
- **APA format**: Resources and citations must be formatted according to current APA style and formatting.
- **Length of paper**: 2–3 typed, double-spaced pages.

Course Resources

National Center for Education Statistics

U.S. Department of Education

APA Style and Format

**u04d1 - Sources of Funding**

Meet with your school principal (or other appropriate school administrator) to again share your description of the school's education program that you selected in Unit 1. Ask the administrator to:

- Describe whether the education program you selected is funded using general funding, categorical funding, or both.
- Assist in describing how these two categories are different and to describe whether these funds were allocated as operational or capital funding in the budget.
- Answer any other questions you have on funding allocations.

For this discussion, complete the following:

- Reflect of what you learned from the interview with the administrator and the implications your learning has for you as an aspiring leader.
- Describe briefly your education program and include a summary of what you learned in your interview.

## Response Guidelines

Respond to at least two learners, briefly describing your own education program. Compare the funding allocations for your program to their programs. Where possible, provide answers to their funding allocation questions.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d1 - *Learning Components*

- Compare sources of funding and funding allocations for a selected educational program.

**u04d2 - State and Federal Regulatory Functions**

Describe the federal and state regulations that govern the use of funding for the education program you selected in Unit 1. How do these regulations affect budgeting and accountability decisions within your school district?

## Response Guidelines

Respond to at least one other learner, comparing responses. In addition, analyze his or her discussion on the effects of regulations on school budgets. Provide some feedback or recommendations based on your experience in your area and what you have learned in this course.

Course Resources

Graduate Discussion Participation Scoring Guide

u04d2 - *Learning Components*

- Describe federal and state regulations that govern the use of funding for an education program.
- Discuss how federal and state regulations affect budgeting and accountability decisions within a school district.

**Unit 5 ≫ Allocating Funding Resources**

**Introduction**

In this unit, you will begin to shift your focus from outside the local education agency to the internal finances of the district. The unit will illustrate how funds are allocated by functions. These functions translate into a chart of accounts, which sets the framework for budgeting and spending. You will examine how this framework for spending is used to allocate and account for the wise and appropriate use of funding.

## Connection to Educational Leadership Constituent Council (ELCC) Standards

This unit aligns to the following ELCC standard:

- ELCC 3.2: Educational leaders understand and can efficiently use human, fiscal, and technological resources within the district.

**Learning Activities**

**u05s1 - Studies**

## Readings

Use your *Financing Education in a Climate of Change* text to read the following:

- Chapter 15, "Human Resources and School Finance."
  - School districts have a responsibility to provide a reliable human resources department to assist in the operation of the district. This chapter provides information on the functions and considerations of a district's human resources department.

## Media

Click **Business Manager Interview** to listen to the presentation.

- As part of your activities in this unit, you will be completing your business manager interview. To help you prepare for the interview, listen to this sample interview with a business manager related to her role in a district and the ways in which funding affects budgets.

Course Resources

Business Manager Interview

u05s1 - Learning Components

- Describe strategies used to develop a school budget and determine its spending focus.
- Examine the functions and financing considerations of a district's human resources department.
- Identify classifications of functions in a budget and chart of accounts.

**u05s2 - Fieldwork: District Business Manager**

First, read the assignment descriptions and scoring guides for:

- Funding Allocation and Accountability (due in Unit 6).
- Capital Financing (due in Unit 9).

These assignments require that you interview the business manager for your district. By the end of this unit, you should have developed your interview questions and conducted the interview.

When developing your interview questions, keep the following questions in mind:

- How does your school district demonstrate accountability in the allocation of its education funds? Discuss the budgeting processes, chart of accounts, state and internal audits, and annual reports with your interviewee. (See the Example Chart of Accounts [PDF].) Be sure to determine if your school district uses a management letter to address post-audit process recommendations.
- What software program does your district utilize to provide accuracy and accountability and what functions does it provide?
- What are the criteria included in your school's plan for evaluating the appropriate use of school funds?
- How are fund expenditures communicated to stakeholders to best address their concerns?
- How would the district partner with other institutions, businesses, and groups to have an impact on funding for education?
- How can leadership drive innovative partnering?

It is important that you go to the interview fully prepared, with your questions ready. See the following Internet resource for some tips:

- McNamara, C. (n.d.). General guidelines for conducting research interviews. Retrieved from http://managementhelp.org/businessresearch/interviews.htm

u05s2 - Learning Components

- Define methods for demonstrating accuracy and accountability in the allocation of education funds.
- Identify software programs and data used to demonstrate accuracy and accountability in in the allocation of education funds.

**u05d1 - Spending by Function**

Review the data on the allocation of spending by function in your state, either in your textbook or on the National Center for Education Statistics website, and then respond to the following questions:

- How does your school or school district classify functions in its budget and chart of accounts?
- What approximate percentage of the school's or district's budget is allotted for special education and ELL population instruction? Do you think these percentages are appropriate to meet the needs of the diverse populations in your school? Why or why not?
- What did you identify as the focus of the district's spending in the budget? Why do you think the focus is effective or ineffective?

## Response Guidelines

Respond to at least one other learner, comparing assessments. In addition, provide your perspective on improving the effectiveness of a school's budgeting focus. Use examples from your work experience or references to support your position.

Course Resources

Graduate Discussion Participation Scoring Guide

u05d1 - Learning Components

- Discuss a school or school district's budget allocations and its ability to meet diverse needs.

**Unit 6 ≫ Administering School Budgets**

**Introduction**

It is important for education leaders to have a firm grasp on the factors that affect fund allocation in school districts, as well as the ways in which school districts use those allocations. School budgets serve multiple functions within a school district, including outlining yearly educational plans, managing funds and expenditures in a controlled system, informing the public on a school's education program, evaluating previous educational plans, and illustrating the distribution of federal, state, and local funds.

As in any other industry, school budgeting involves specific steps in a cyclical pattern that includes planning, receiving, spending, and evaluating. The entirety of this cycle is completed in a specific time period; for instance, within one year, as in the case of school districts. School budgets also include funds for many things other than education programs. In this unit, you will examine some of the additional aspects of a school budget, including supplies, equipment, insurance, and those items that fall under school management.

Your goal in this unit is to evaluate your school's or school district's plan for administering its budgets. To complete your evaluation, you will conduct an interview with a business manager in your school district.

## Connection to Educational Leadership Constituent Council (ELCC) Standards

This unit aligns to the following ELCC standard:

- ELCC 3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.

**Learning Activities**

**u06s1 - Studies**

## Readings

Use your *Financing Education in a Climate of Change* text to read the following:

- Chapter 12, "Administering the District and School Budget."
  - There are several steps and procedures in developing a budget for a public school. This chapter's strategies use budgeting for a school district.
- Chapter 14, "Business Aspects of the School Community."
  - The school district business office provides several services to assist in the operation of the school district. In this chapter, the authors discuss the various roles and services of the business office that support the district stakeholders.

## Media

Click **Blooming Park: Budget Cuts** to view the interactive simulation.

- In this simulation, you will take the role of Madison Middle School's acting principal. As the acting principle, you must deal with a major budget issue for next year, a projected funding loss of approximately 100,000 dollars, equal to one full classroom of students. You will gather information, and explore, prioritize and balance various options before making a decision about where and how much to cut areas of the school budget. As you work through this simulation, remember that this school is performing poorly in math. You will use your experience with the simulation to participate in discussions in this unit.

Course Resources

Blooming Park: Budget Cuts

- Define methods for demonstrating accuracy and accountability in the allocation of education funds.
- Discuss roles and services of business offices that support district stakeholders.
- Describe strategies used to develop a school budget and determine its spending focus.
- Identify correlations between per-pupil expenditure and school district financial health.

**u06a1 - Funding Allocation and Accountability**

As a leader in your district, it is important to have a firm grasp of the factors that affect fund allocation in your school district as well as the ways in which school districts use those allocations. The purpose of this assignment is to evaluate your school's or district's plan for allocating funds.

**Note**: Be sure to incorporate the funding allocation information you discussed with your district's business manager into this assignment.

In your paper:

- Analyze your district's chart of accounts by functional area, including the spending focus of each area.
- Analyze the per-pupil expenditures, state of facilities, and financial health of the district.
- Describe the software program and types of data used to demonstrate accuracy and accountability in how funds are employed in the district.
- Evaluate your school district's criteria for determining the appropriate use of school funds. Include federal, state, and foundation funds in your evaluation.
- Evaluate your district's plan for demonstrating accountability in the appropriate and wise use of funding.
- Reflect on what you learned from the interview with the business manager and the implications your learning has for you as an aspiring leader.
- Transcribe your interview as an appendix to the assignment. Include both the questions asked and the responses.

Submit your paper to the assignment area.

## Additional Requirements

Your assignment should meet the following requirements:

- **Written communication**: Written communication should be free of errors that detract from the overall message.
- **APA format**: Resources and citations must be formatted according to current APA style and formatting.
- **Length of paper**: 3–5 typed, double-spaced pages.

Course Resources

APA Style and Format

Example Chart of Accounts [PDF]

General Guidelines for Conducting Research Interviews

National Center for Education Statistics

**u06d1 - Site Budget**

Each building principal must develop a budget for that particular building. Each district has its own expectations and standards for principals to follow in this process. In some cases, a district may support a total site-based approach where the building principals have a great deal of flexibility when creating budgets. Some districts may use a centralized budget management system that allows little flexibility for building principals. And other districts may fall somewhere in between these approaches.

Meet with your principal (or appropriate school administrator) and discuss the budget process in the building. Ask your principal to explain what type of budget management approach the district takes. During the interview, ask the principal to identify key points and time lines in the development of the building budget.

## In your post:

- Discuss the building budget process, given the feedback from the principal.
- Provide an analysis of the process and make an assessment on the effectiveness of the process to meet the needs of students. Remember to use current APA format to cite your sources.

### Response Guidelines

Respond to at least one other learner, providing a comparison with the other learner's building budget process. In addition, identify a point of potential improvement for other budget processes.

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Course Resources

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Graduate Discussion Participation Scoring Guide

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APA Style and Format

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u06d1 - Learning Components

- Discuss a selected school's building budget process and its effectiveness in meeting student needs.

**u06d2 - Blooming Park Budget Cuts**

Review the work you did in the Blooming Park: Budget Cuts simulation. In your post, discuss how you prioritized the competing areas presented as possible areas for budget cuts or reduction.

- What choices did you make, and what was your rationale for making them?
- Was there additional data you would have liked to have seen or people you think you should have been able to speak with?
- What do you think would be the overall impact of the cuts on school success?

### Response Guidelines

Respond to at least one other learner, seeking clarification and discussing how your choices and expectations were similar to or differed from those he or she discussed.

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Course Resources

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Graduate Discussion Participation Scoring Guide

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Blooming Park: Budget Cuts | Transcript

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u06d2 - Learning Components

- Analyze how decisions are made for budgeting resources to meet the vision, mission, and goals of a district and school.

**Unit 7 ⟫ Accounting, Auditing, and Reporting**

**Introduction**

The processes of accounting, auditing, and reporting a school district's spending assure stakeholders that funds are being used appropriately for their designated areas and programs, and that such information is communicated to the public.

The auditing process begins with the school board, with the selection of the auditing firm and the engagement of the selected firm. The auditing process is conducted to assure all stakeholders that the financial management and operations of a district have been conducted according to relevant regulations, with controls, and according to sound fiscal practice in compliance with the entity governing the fiscal operations of a district.

## Connection to Educational Leadership Constituent Council (ELCC) Standards

This unit aligns to the following ELCC standard:

- ELCC 3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.

**Learning Activities**

**u07s1 - Studies**

## Readings

Use your *Financing Education in a Climate of Change* text to read or review the following:

- Chapter 13, "Accounting and Auditing."
  - It is important for a district to demonstrate financial accountability to its stakeholders. This chapter outlines the principles, procedures, and strategies districts utilize to demonstrate accountability.
- Chapter 3, "Financing Education Equitably."
  - It is important that students, no matter where they live, receive a strong education. In this chapter, the authors discuss inequalities in funding schools and strategies that attempt to address these inequities.

## Media

Click **Auditor Interview** to listen to the presentation.

- Auditing is a necessary step in the proper, legal, and effective management of school budgets. As a school administrator, it is essential to understand the requirements of the auditing process and how that translates into proper financial record keeping. In addition, it is important to understand the perspective of an auditor to ensure that your school is fully prepared for the auditing process. Use this presentation to examine the topics of budgeting and auditing from an auditor's perspective.

Course Resources

Auditor Interview

u07s1 - Learning Components

- Outline the principles, procedures, and strategies districts use to demonstrate accountability to its stakeholders.
- Examine inequalities in funding schools and strategies that attempt to address these inequities.
- Examine budgeting and auditing from an auditor's perspective.

**u07s2 - Assignment Preparation: Impact of Education Choice**

Review the Impact of Education Choice on Public Funds assignment instructions and scoring guide, which is due in Unit 8. Begin working on this assignment now.

u07s2 - Learning Components

- Prepare for an upcoming course activity.

**u07d1 - Standard Classification of Expenditures**

For this discussion, compare your district's revenue and expenditure classifications and chart of accounts with the national format. Use the National Center for Education Statistics website to compare the local school district's chart of accounts (the reporting format) with the national format.

## Response Guidelines

Respond to at least one other learner, comparing the learner's school district's reporting formats with the national format. In addition, discuss potential improvements to either your own or your peer's school district's budget reporting structure that would allow it to work more closely with the national format.

### Course Resources

Graduate Discussion Participation Scoring Guide

National Center for Education Statistics

**u07d1** - Learning Components

- Compare your local school district's chart of accounts (the reporting format) with the national format.

**u07d2 - Audit Processes**

The role of the auditing process is to ensure the financial health of a school district. Both public and private entities use audits to assure stakeholders that invested resources are used wisely, appropriately, and according to the regulations.

In your post:

- Discuss the steps in your district's auditing process.
- Determine if your district has used categorical funding to supplant or supplement its budget.
- Determine if your district operated with a surplus or deficit by examining the audit report in your district.
- Propose methods for improving funding allocation procedures to move your district toward a budget surplus.

## Response Guidelines

Respond to at least one other learner, comparing your school district's budgeting performance to his or her district's performance.

### Course Resources

Graduate Discussion Participation Scoring Guide

**u07d2** - Learning Components

- Discuss the auditing process used in your school district and recommendations for improving its funding allocation procedures.

**Unit 8 ❯❯ Public Funds and Nonpublic Schools**

**Introduction**

This unit introduces the public policy of choice in the funding of public education. The many education choices available to families, including charter schools, school vouchers, tuition tax credits, and home schooling, all have a significant impact on the funding of public schools. Families that choose these education alternatives may be seen to question their responsibility to their local public schools and the statutes that require taxpayer monies to contribute to public schools. Parents may prefer the choice of education, which may cause resistance to school bond referendums and referendums against property tax allocation. Some may argue that the depletion of these available funds has contributed significantly to the local corrosion of school funding. In this unit, you will analyze the impact of nonpublic school legislation on public school funding.

## Connection to Educational Leadership Constituent Council (ELCC) Standards

This unit aligns to the following ELCC standard:

- ELCC 4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.

**Learning Activities**

**u08s1 - Studies**

# Readings

Use your *Financing Education in a Climate of Change* text to read the following:

- Chapter 10, "Public Funds and Nonpublic Schools."
  - Many states provide various forms of public funding for nonpublic schools. In many instances, courts have upheld such forms of funding. In this chapter, the authors describe court-approved funding programs for nonpublic schools.

Use the Capella library to read the following:

- Finn, C. E., Jr., Hentges, C. M., Petrilli, M. J., & Winkler, A. M. (2009). When private schools take public dollars: What's the place of accountability in school voucher programs?. *The Education Digest, 75*(2), 13–15.
  - For this article, the authors sought advice from 20 experts in the school choice field. To support the need for greater accountability for parents and schools receiving vouchers, the article synthesizes their insights, opinions, and advice on how to improve accountability for voucher programs.

Use the Internet to read the following:

- Forster, G. (2016). *A win-win solution: The empirical evidence on school choice* (4th ed.). Retrieved from https://www.edchoice.org/research/win-win-solution
  - This resource provides a review on school choice. In the article, the author offers support for the positive effects of school choice, including academic outcomes, fiscal impact, racial segregation, and civic values and practices.

# Media

Click **The Lottery** to view the presentation.

# Funding for Alternative Schools Research

Review the following report:

- Verstegen, D. A. (2015). A quick glance at school finance: A 50 state survey of school finance policies. Retrieved from http://schoolfinancesdav.wordpress.com/
  - Determine your state's policy for funding nonpublic schools.
  - Compare your state with another to determine which state provides the best example of choice for all pupils. You will use this research to help complete the unit discussion.

Course Resources

The Lottery

u08s1 - Learning Components

- Describe federal and state regulations that govern the use of funding for an education program.
- Define methods for demonstrating accuracy and accountability in the allocation of education funds.
- Identify issues and legislation related to the topic of public funding for nonpublic schools and the issue of choice.
- Determine your state's policy for funding nonpublic schools.

**u08s2 - Assignment Preparation: Capital Financing**

Review the Capital Financing assignment and scoring guide, which is due in Unit 9. Continue your work on this assignment and note that this assignment requires information captured during the interview with your district's business manager.

**u08a1 - Impact of Education Choice on Public Funds**

As a leader in your district, it is important to understand the significant impact of school choice programs on public schools. There are many education choices available to families, including charter schools, school vouchers, tuition tax credits, and home schooling. All have a significant impact on the funding of public schools. The purpose of this assignment is to evaluate the effect that funding these school choice programs has on public schools.

In this assignment, which will be incorporated into your course project, you will identify and evaluate the effects school choice programs have on public school funding.

## In your paper:

- Describe statutes that determine how education funding is established in state law and how a specific state statute enables school choice and school choice programs. You should include the effect of the statute over time.
- Analyze how courts have historically resolved challenges to state funding systems.
- Evaluate how courts have progressed toward using public funds for school choice.
- Analyze the past and current roles of federal and state legislation and the courts in determining education funding for all children.
- Compare the choice dimension of NCLB Act and the Elementary and Secondary Education Act of 1964.

Submit your paper to the assignment area.

## Additional Requirements

Your assignment should meet the following requirements:

- **Written communication**: Written communication should be free of errors that detract from the overall message.
- **APA format**: Resources and citations must be formatted according to current APA style and formatting.
- **Length of paper**: 2–3 typed, double-spaced pages.

Course Resources

APA Style and Format

**u08d1 - Nonpublic School Funding**

Using the resources you have located in this course, as well as your course materials, answer the following questions:

- Cite and describe a federal or state court case that enabled use of public funding for nonpublic schools through charters, vouchers, tuition tax credits, or home schooling.
- Analyze the effect the case may have on funding for public schools.
- State if the use of public funds to support nonpublic schools appropriate. Why or why not?

Remember to use current APA format to cite your references and provide examples to reinforce your position.

## Response Guidelines

Respond to at least one other learner, providing your insight into the appropriate use of public funds. In addition, brainstorm with the learner on other options or solutions to the alternative education funding controversy.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

u08d1 - Learning Components

- Discuss possible impacts of federal and state court cases enabling the use of public funds for nonpublic schools.

**Introduction**

This unit compares the funding needs of operating a school district with the various ways facilities are funded. Since facilities are such an essential and visible part of the school district's profile in the community, they are a large part of the resource focus of the district's administration and school board. In this unit, you will analyze a school district's needs and plans, and the correlation of facilities and capital resources with student learning.

## Connection to Educational Leadership Constituent Council (ELCC) Standards

This unit aligns to the following ELCC standard:

- ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.

**Learning Activities**

**u09s1 - Studies**

## Readings

Use your *Financing Education in a Climate of Change* text to read the following:

- Read Chapter 11, "Financing School Facilities."
  - It is necessary for school districts to build and maintain facilities to support a strong education for students. This chapter outlines ways in which school districts plan for the improvement of facilities and the sources of funding to support such improvements.

Use the Capella library to read the following:

- Roberts, L. W. (2009). Measuring school facility conditions: An illustration of the importance of purpose. *Journal of Educational Administration, 47*(3), 368–380.
  - Research related to school facilities and student learning is mixed. In 2009, Roberts measured schools in a Canadian division to determine the effects of school conditions on student learning. Two central findings took place. Engineering assessments of facilities are unrelated to the quality of teaching and learning environments in schools, and educator assessments of school facilities are systematically related to quality of teaching and learning environments in schools.

Use the Internet to examine the following:

- GreatSchools. (n.d.). Retrieved from https://www.greatschools.org/gk/
  - School districts employ various forms of fundraising and volunteer activities to provide alternative funding and support for public schools. This Web site provides recent articles utilized by schools for fundraising events and volunteer activities. On this site, review articles about volunteering and fundraising.
    - To find the articles, search using the keywords "volunteering" and "fundraising."

## Media

Click **The Superintendent, Fundraiser in Chief** to view the presentation.

- Superintendents must research and utilize various forms of funding for a school district. One such source is a levy referendum. At some point, most districts must go to the voters and request a levy increase for operating or bonding purposes. Superintendents must develop a plan to engage the public and provide relevant referendum information.

Course Resources

The Superintendent, Fundraiser in Chief

u09s1 - Learning Components

- Explain how a school district's facilities may contribute to and foster successful student learning.
- Identify sources of funding and in-kind support to improve school facilities and education programs.
- List actions and steps leaders can take to drive innovation and partnership.

**u09s2 - Assignment Preparation: Public Education Funding**

Review the Public Education Funding assignment instructions and scoring guide, which is due in Unit 10. Begin working on the assignment now.

u09s2 - Learning Components

- Prepare for an upcoming course activity.

**u09a1 - Capital Financing**

As a leader in your district, it is important to understand why facilities are such an essential and visible part of a school district's profile in the community. Facilities are a large part of the resource focus of the district's administration and school board.

In this assignment, which you will incorporate into your course project, you will evaluate the role of capital funding in a district and how this fosters successful student learning. You will also consider how innovative partnerships can enhance the financial stability of a district and improve education for all students.

**Note**: Be sure to incorporate the capital financing information you discussed with your district's business manager into this assignment.

In your paper:

- Analyze the research on how a school district's facilities contribute to and foster successful student learning. Provide citations to supportive references.
- Describe how innovative partnerships with businesses, institutions of higher education, or community groups can enhance a district's financial stability, improve facilities, and improve education. Provide supportive examples and references.
- Describe various ways that leadership can affect or drive innovative partnerships and community efforts to pass a bond referendum. Provide examples of leadership actions and steps required to organize a community effort.
- Reflect on what you learned from the interview with the business manager and the implications your learning has for you as an aspiring leader.

**Note**: See unit readings for articles on facilities and some ideas for partnering to enhance student learning.

Submit your paper to the assignment area.

## Additional Requirements

Your assignment should meet the following requirements:

- **Written communication**: Written communication should be free of errors that detract from the overall message.
- **APA format**: Resources and citations must be formatted according to current APA style and formatting.
- **Length of paper**: 4–5 typed, double-spaced pages.

Course Resources

APA Style and Format

GreatSchools

Measuring School Facility Conditions

**u09d1 - Community Fundraising**

In your post:

- Explain how you would go about developing a community effort to raise funds for a bond referendum for facilities, in light of the focus on student achievement, school reforms, and adequacy.
- Evaluate a successful (or unsuccessful) project that you observed or were a part of.

- Identify reasons for the project's success or the ways in which it could have been improved.

If you have not yet done so, you may wish to go to the GreatSchools website and examine articles about volunteering and fundraising, using the keywords "volunteering" and "fundraising."

## Response Guidelines

Respond to at least one other learner, suggesting additional strategies for organizing community fundraising, using examples from your experience.

| Course Resources |
| --- |
| Graduate Discussion Participation Scoring Guide |
| GreatSchools |

u09d1 - Learning Components

- Suggest ways to organize a community effort in support of a bond referendum to raise funds for school facilities.

**Unit 10 ≫ Future of Public School Finance**

 **Introduction**

This unit is a culmination of the topics within the course. It requires you to synthesize the effects of federal and state courts and legislatures, state litigation, and local educational agencies on public school funding. It is designed to illustrate the interactive, continually changing nature of education funding. As part of your course project, you will demonstrate your understanding of the intergovernmental nature of school financing by preparing a PowerPoint presentation for a school board on an education program that you have analyzed throughout the course.

Through your presentation, you will analyze the impact of the courts and legislation, the best practices for securing funding for school financing, the uniqueness of funds for capital facilities, and the potential future of public school funding. The presentation is meant to provide an opportunity to apply what you have learned to a real-life practice situation.

## Connection to Educational Leadership Constituent Council (ELCC) Standards

This unit aligns to the following ELCC standards:

- ELCC 3.1: Educational leaders understand and can monitor and evaluate district management and operational systems.
- ELCC 3.2: Educational leaders understand and can efficiently use human, fiscal, and technological resources within the district.
- ELCC 3.3: Educational leaders understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.
- ELCC 4.2: Educational leaders understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.
- ELCC 6.2: Educational leaders understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.

**Learning Activities**

**u10s1 - Studies**

## Readings

Use your *Financing Education in a Climate of Change* text to read the following:

- Chapter 16, "The Road Ahead in School Finance."
  - The funding of public education will continue to be a challenge in the future. In this chapter, the authors discuss future challenges, unresolved issues, characteristics, and goals for public school funding.

## Research on Future Issues Affecting Education

Review the following:

- U.S. Department of Education. (n.d.). <u>No Child Left Behind: Elementary and Secondary Education Act (ESEA)</u>. Retrieved from http://www.ed.gov/nclb/landing.jhtml
- Individuals With Disabilities Education Act. (n.d.). <u>IDEA</u>. Retrieved from https://sites.ed.gov/idea/

NCLB Act and the Individuals With Disabilities Education Act (IDEA) have both had a profound effect on education funding and they continue to impact many aspects of education, including expectations for teachers, students, and schools. Do some research on your own regarding the impact of these acts or other legislation that have a significant effect on education funding now and in the future. You will use your findings in the unit discussion.

u10s1 - *Learning Components*

- Explore potential challenges, unresolved issues, characteristics, and goals for public school funding.
- Research the impact of key legislative acts on education funding and community expectations.

**u10s2 - External Assessment Requirements**

The P–12 leadership program has two types of external assessment requirements associated with its programs. The P–12 leadership program includes:

- Leadership in Educational Administration.
- Special Education Leadership.

# External Assessment for the Quality of Candidate Preparedness

The first external assessment is mandated as a program requirement. This assessment is not connected to you applying for certification in your state to be an administrator (principal, superintendent, special education director, curriculum director, et cetera). This assessment is a program component for all learners regardless of the state requirements in which they are seeking certification/licensure. This program requirement is in place because the Leadership in Educational Administration and the Special Education Leadership specialization are a part of the Educator Preparation Provider (EPP) that has received national recognition and accreditation through CAEP. Part of the accreditation requirement includes providing candidate performance data.

External assessments have been chosen through ETS to ensure that candidates are able to complete the computer-based assessment. These assessments are aligned with ELCC and CEC, and have been selected to provide performance data about how prepared learners are in each program. This data will be reported and used to assess the quality of the programs. It is important for learners to be aware that they must complete the appropriate assessment by the end of the second internship for their catalog. Learners will submit their score reports in the second internship course as a course requirement.

Below are the external assessments that learners will need to complete as a program requirement:

Leadership in Educational Administration (LEA)–MS, EdS, and PhD

School Leadership Emphasis–Principal

All learners:

- Beginning July 2016, LEA learners in the School Leadership Emphasis are required to take the *Praxis II Series: Educational Leadership: Administration and Supervision* that is administered through ETS and submit their score reports to successfully complete the program. To be recommended for licensure, learners must successfully pass the *Praxis LL Series: Educational Leadership: Administration and Supervision* with a score of 145 or above.
- LEA learners in the School Leadership Emphasis who enrolled <u>under an earlier catalog</u> must take the School Leaders Licensure Assessment (SLLA) that is administered through ETS and submit the score report to successfully complete the program. To be recommended for licensure, they must pass the exam with a minimum of 163.
- **UPDATE:** Because of the change in the licensure exam in the July 2016 catalog, LEA learners in the School Leadership Emphasis, who enrolled under an earlier catalog, can substitute the *Praxis II Series: Educational Leadership: Administration and Supervision* for the SLLA, if desired. If this option is chosen, learners must take the *Praxis II Series: Educational Leadership: Administration and Supervision* and submit the score report to successfully complete the program and pass the exam with a score of 145 or above to be recommended for licensure.
- Learners can visit the <u>ETS</u> website to learn more about the exams. Learners are responsible for any costs associated with this assessment.

District Leadership Emphasis–Superintendent

All learners:

- Beginning July 2016, LEA learners in the District Leadership Emphasis are required to take the *Praxis II Series: Educational Leadership: Administration and Supervision* that is administered through ETS and submit their score reports to successfully complete the program. To be

recommended for licensure, learners must successfully pass the *Praxis II Series: Educational Leadership: Administration and Supervision* with a score of 145 or above.

- LEA learners in the District Leadership Emphasis who enrolled under an earlier catalog must take the School Superintendent Assessment (SSA) that is administered through ETS and submit the score report to successfully complete the program. To be recommended for licensure, they must pass the exam with a minimum of 160.
- **UPDATE:** Because of the change in the licensure exam in the July 2016 catalog, LEA learners in the District Leadership Emphasis, who enrolled under an earlier catalog, can substitute the *Praxis II Series: Educational Leadership: Administration and Supervision* for the SSA, if desired. If this option is chosen, learners must take the *Praxis II Series: Educational Leadership: Administration and Supervision* and submit the score report to successfully complete the program and pass the exam with a score of 145 or above to be recommended for licensure.
- Learners can visit the ETS website to learn more about the exams. Learners are responsible for any costs associated with this assessment.

## Curriculum and Instruction (C&I)–EdS and PhD

Beginning July 2016, learners in the Curriculum and Instruction program do not have a licensure exam requirement.

## Special Education Leadership

Learners in the Special Education Leadership (PhD) specialization are required to take the *Praxis II Series: Educational Leadership: Administration and Supervision* and submit the score report to successfully complete the program. To be recommended for licensure, learners must successfully pass the *Praxis II Series: Educational Leadership: Administration and Supervision* with a score of 145 or above. Learners can visit the ETS website to learn more about the exams. Learners are responsible for any costs associated with this assessment.

## Notes

It important to note that learners are not allowed to substitute an alternate external assessment based on state licensure or certification requirements as a replacement for any of the external assessments that are taken as a program requirement. The example below provides a scenario that demonstrates what this means.

*Example:* Learners who reside in the state of Texas are required to complete the Principal TExES assessment to become certified as a principal. Learners cannot use the score on the Principal TExES assessment in place of the program external assessment *(Praxis II Series: Educational Leadership: Administration and Supervision)*. In this scenario, the learner would need to do two things:

1. Complete the program external assessment and submit the *Praxis II Series: Educational Leadership: Administration and Supervision* scores.
2. Complete the Principal TExES assessment and report the scores to the appropriate certification office along with any other state requirements for licensure as a principal.

In this scenario, the learner would be required to complete two different external assessments to meet both the program requirement and the licensure/certification requirement for the learner's state.

While taking these external assessments are program requirements, there are numerous states that also require learners interested in pursuing certification/licensure in the state to complete an appropriate assessment aligned to the certification/licensure being pursued. If you are in a state that requires you to complete one of the assessments above for licensure/certification, you can use the scores to report to your state. However, you will need to check with the state to determine its passing rate. The example below provides a scenario that demonstrates what this means.

*Example:* Learners in the state of South Carolina are required to complete the *Praxis II Series: Educational Leadership: Administration and Supervision* assessment to become an administrator. Since this assessment is also a program requirement for the LEA program (school and district emphases), learners could choose to submit their score reports as follows:

- Complete the *Praxis II Series: Educational Leadership: Administration and Supervision* and submit the score report to Capella. Identify the state agency when registering for the *Praxis II Series: Educational Leadership: Administration and Supervision*. The score report will automatically be sent to the state department of education noted during the registration process.

In this example, the score report is being used to satisfy two different requirements. However, it is important for learners to be aware of the pass rate for the state as it may differ from the program requirement.

While the assessment will not be completed until the internship experience toward the end of your program, learners are encouraged to become familiar with the assessments and the specifics around registering for them on the ETS site at least two quarters prior to beginning the clinical application process.

# External Assessment for State Approval

The second external assessment requirement is based on state approval and is mandated for the Leadership in Educational Administration (LEA) program. The LEA program has state approval in three states: Arizona, Georgia, and Minnesota. Because the LEA programs (MS, EdS, and PhD) are approved in these states, candidates are required to complete the required state assessment if they wish to pursue licensure as a principal or superintendent in the state. Below are the assessments associated with the three state approvals:

- Minnesota.

- The state of Minnesota does not have a state licensure/certification requirement. As such, candidates in the LEA (EdS and PhD) and SEL programs are not required to complete an assessment to be licensed as a principal, superintendent, or special education director in Minnesota.
- Georgia.
  - *Georgia Assessment of the Certification of Educators (GACE) Educational Leadership Assessment:*
    - The Georgia Professional Standards Commission requires Georgia learners who are currently enrolled in an approved performance-based educational leadership program <u>to attempt</u> the *GACE Educational Leadership* exam prior to program completion <u>and pass</u> the exam for certification. Georgia learners will be granted permission to take the exam when they begin the internship. Georgia learners can attempt the *GACE Educational Leadership Assessment* in either ED7901 or ED7902. Learners are responsible for any costs associated with this assessment.
  - *Georgia Ethics for Educational Leadership Assessment:*
    - The GaPSC now has two Georgia *Ethics for Educational Leadership Assessments: Program Entry (Test 370)* and *Program Exit (Test 380)*. Georgia learners who were enrolled in an approved performance-based educational leadership program in 2015 or earlier are not required to complete the *Program Entry (Test 370)*. However, we strongly encourage Georgia learners to do so. This assessment is a great way to assess how you would handle various situations, which is critical to strengthening your decision-making skills. Georgia candidates who are enrolled in a performance-based educational leadership program on or after July 1, 2016 are required <u>to attempt</u> the *Program Exit (Test 380)* <u>prior to program completion</u> and pass the exam for certification in the field of educational leadership. Learners are responsible for any costs associated with this assessment.
  - Arizona.
    - The Arizona Department of Education requires learners in the Leadership in Educational Administration (MS and PhD) who are pursuing licensure in Arizona to take and pass the following assessments to be recommended for licensure in Arizona: *Principal Emphasis: Arizona Educator Proficiency Assessment (two Principal sub-sets)* and *Superintendent Emphasis: Arizona Educator Proficiency Assessment (Superintendent)*. Learners must take and submit the assessment scores to the university to be recommended for licensure in the state of Arizona. Learners are responsible for any costs associated with this assessment.

u10s2 - *Learning Components*

- Review key requirements associated with your P–12 Leadership Program.

**u10s3 - Clinical Experience: Thinking Ahead**

Learners who are enrolled in the following P–12 leadership programs are required to complete a clinical experience to successfully complete their program:

- Leadership in Educational Administration (MS, EdS, and PhD).
- Curriculum and Instruction (EdS and PhD).
- Special Education Leadership (PhD).

You are encouraged to begin planning for the clinical experience now. Note that you will need to have a licensed/certified, practicing principal, superintendent, special education director, and curriculum director to serve as your site supervisor during the two-quarter internship. The site supervisor must be licensed and working in the position. It is important for learners who are pursuing the principalship to understand that an assistant principal *cannot* serve as the primary site supervisor; that role must be held by the principal of the school.

At least two quarters prior to your planned internship you should be prepared to submit your clinical application, which can be found on Campus. If you are unable to locate the clinical application, please contact the Clinical Experience Office at soeclinicalexperience@capella.edu.

u10s3 - *Learning Components*

- Review key requirements associated with your P–12 Leadership Program.

**u10a1 - Public Education Funding Analysis**

You have submitted components of your project throughout the course, each of which will provide support for this final component—a PowerPoint presentation to the superintendent, board of education, or a faculty or stakeholder group, which covers your analysis and evaluation of education funding for the program you selected earlier in the course.

In your 15–20-slide PowerPoint presentation, complete the following:

- Assess how federal and state legislation and the courts affect and enable education funding (per-pupil expenditure and facilities).
- Evaluate sources (federal, state, and private) of education funding and apply them to a school's or school district's vision, mission, and goals.
- Analyze current best practices in securing and allocating funding for the development and management of budgets and the financial health of a school district.
- Evaluate a school's or district's plan for ensuring that public resources and funds (federal, state, and foundation) are used appropriately and wisely.
- Evaluate how innovative partnerships with area businesses, institutions of higher education, or community groups enhance a district's financial stability, improve facilities, and improve the quality of education.
- Examine the per-pupil expenditures, state of facilities, and financial health of a local school district.

**Note**: Include speaker's notes in the Notes area for each slide in your presentation. A *script* is not required, but your notes should expand on the contents of each slide so that your message is clear.

Submit your PowerPoint presentation to the assignment area.

## Important: Proficiency on Public Education Funding Analysis

The Public Education Funding Analysis is an assessment that measures your proficiency related to select specialization outcomes and the ELCC standards. It is imperative that you demonstrate your proficiency on this project to successfully complete this course. As such, you will need to score at least an 80 percent on the Public Education Funding Analysis. Candidates who score below an 80 percent on the Public Education Funding Analysis will receive an *incomplete (I)* for the course until the final paper has been revised to meet the minimum requirement. **It is important for you to understand that an incomplete in this course may impact your ability to enroll next quarter if future courses have this course as a prerequisite.** Thus, if you have to revise the final paper you will need to do so as soon as possible to avoid hindering your progress in the program.

## Additional Requirements

Your assignment should meet the following requirements:

- **Written communication**: Written communication should be free of errors that detract from the overall message.
- **APA format**: Resources and citations must be formatted according to current APA style and formatting.
- **Length of presentation**: 15–20 slides.

**Portfolio Prompt**: You are required to save this learning activity to your ePortfolio.

Course Resources

APA Style and Format

ePortfolio

Online ePortfolio Guidelines [PDF]

**u10a2 - Professional Dispositions**

For this assignment:

- Download the Learner Self-Assessment of Professional Dispositions, given in the resources.
- Rate yourself by highlighting the box on the continuum that you believe best describes yourself.
- Provide, for all scores, a rationale for the score you assigned to each disposition.

Submit the completed self-assessment as an attachment in the assignment area.

Course Resources

Learner Self-Assessment of Professional Dispositions [DOC]

**u10a3 - ePortfolio Check**

In this assignment:

- Ensure that you have completed and added the course project, Public Education Funding Analysis, to Outcome 2 in your ePortfolio. If you need information regarding how to upload your assignment to your ePortfolio, see the study in Unit 1.
- Paste the link to your ePortfolio in the **WRITE SUBMISSION** text box in the assignment submission area. When you turn in this assignment, your instructor will check your ePortfolio to make sure that your assignment has been saved to the appropriate location.
- Note in the assignment text box that you have completed this step.

Course Resources

ePortfolio

**u10d1 - Course Reflection**

Now that you have come to the end of the course, reflect on your experiences and answer the following questions:

- How would you compare your knowledge of education funding before this course and at its conclusion? Describe theories, concepts, or pieces of research knowledge you learned from this course experience.
- How do you anticipate applying the course content and experiences to your world of work or practice?
- How have you grown personally and professionally because of completing this course? Be as specific as possible.
- What questions do you still have related to the subjects and topics in this course?

## Response Guidelines

Respond to at least one learner, comparing your experiences with your peer's. Provide any assistance you can in answering your peer's questions.

Course Resources

Graduate Discussion Participation Scoring Guide

u10d1 - Learning Components

- Reflect on your course experience and its value to your professional development and practice.