



## **Educational Leadership: School Finance**

### **Course Description**

This course introduces the tools and techniques education leaders will need to be able to budget, administrate, and manage school funding. Participants will develop an understanding of the fundamental issues of education finance by examining sources of revenue on federal, state, and local levels. Participants will also learn about approaches and procedures for budgeting, forecasting budgets, managing business operations, the reporting and auditing of funds, and issues specific to funding special education and school choice.

### **Course Prerequisites**

No prerequisites for this course are required.

### **System Requirements**

- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files

<b>Operating Systems</b>	<b>Browsers</b>
<b>Windows XP</b>	Firefox, Chrome
<b>Windows 7 and 8</b>	IE9, IE10, Firefox, Chrome
<b>Windows Vista</b>	IE9, IE10, Firefox, Chrome
<b>Mac OSX</b>	Safari, Firefox, Chrome
<b>iOS devices (tablets and phones)</b>	Safari
<b>Android devices (tablets and phones)</b>	Chrome

NOTE: Additional software will be used, but will either be free and open-source or trial versions, and will be based on the individual needs of each teacher's Web site development and deployment needs. The instructor will work closely with each teacher to assist in determining the appropriate software.

## **Text Books/Supplemental Reading**

Critical reading of assigned articles and text is embedded throughout the course.

## **Global Goals of the Course**

Upon completion of the course, the learner will be able to:

1. Analyze the goals and purposes of funding in public education
2. Examine how financial resources are generated for public education on federal, state, and local levels, including the influence of equity and adequacy in the allocation of resources
3. Explore the costs and resources that are associated with special education and with school choice
4. Evaluate procedures for building and maintaining school facilities and for purchasing supplies and equipment with school funds
5. Appraise the procedures in place to create school budgets and account for financial resources in public school systems

## **Instructional Objectives**

The learner will deepen existing knowledge of content and apply professional expertise to the skills and strategies contained in this course by meeting the following instructional objectives:

### Lesson 1: The Challenge—The Future of Funding of Public Education

- 1.1 Describe individual benefits of education
- 1.2 Explain the societal benefits of education
- 1.3 Explain the relationship between Human Capital Theory and financing public education
- 1.4 Describe economic theories addressing public education
- 1.5 Identify societal factors that financially impact the funding of public education
- 1.6 Identify the social issues involved in funding public education
- 1.7 Describe how current and future demographic changes in the United States will affect the funding of public education
- 1.8 Compare how education levels in other countries affect issues in school finance
- 1.9 Describe ways in which advances in technology affect public education funding
- 1.10 Explain why education administrators need to be prepared for change and adaptation in addressing the funding of public education

### Lesson 2: Financing Education—Equity and Adequacy

- 2.1 Compare equality to equity in terms of public education
- 2.2 Explain the role and purpose of equity in revenue distribution
- 2.3 Compare and contrast the concepts of horizontal and vertical equity in public education
- 2.4 Explain how equity is addressed in state public education funding systems

- 2.5 Explain why certain issues in education finance can lead to litigation
- 2.6 Identify court cases that addressed issues in funding equity
- 2.7 Describe the issues of funding equity addressed in seminal court cases and how the case outcomes affect current policy
- 2.8 Explain how adequacy is determined in public education
- 2.9 Identify components that impact funding adequacy
- 2.10 Compare adequacy to equity in public education
- 2.11 Explain how adequacy is addressed in state public education funding systems
- 2.12 Identify court cases that address issues of funding adequacy
- 2.13 Describe how the outcomes of seminal court cases related to education adequacy affect current policy

### Lesson 3: Models for Funding of Public Education

- 3.1 Describe the development of public education in the United States
- 3.2 Explain the tenets of funding for public education in the United States
- 3.3 Explain the role of federal funding in public education
- 3.4 Identify the types of federal funding for public education
- 3.5 Compare and contrast the basic purposes and restrictions of the various federal programs
- 3.6 Compare the criteria for up to three federal entitlement grants: IDEA, NCLB, Race to the Top program, American Reinvestment & Recovery Act, Education Jobs (Edujobs) program

### Lesson 4: Models for State Funding of Public Education

- 4.1 Describe the role and parameters of the state in funding public education
- 4.2 List and describe the sources of state funding for public education
- 4.3 Compare different types of state taxes
- 4.4 Explain the difference between progressive and regressive taxes
- 4.5 Explain how state funding is distributed
- 4.6 Explain how the states get the money to the districts
- 4.7 Appraise Hawaii's model of full school funding
- 4.8 Compare the purpose of flat grants, equalizing grants, and foundation programs in funding education on a state level
- 4.9 Explain how funding for flat grants, equalizing grants, and foundation programs are distributed

### Lesson 5: Local Sources of Revenue

- 5.1 Describe the local role in funding public education
- 5.2 Identify stakeholders and participants in decision-making in public funding
- 5.3 Describe the sources of local funding for public education
- 5.4 Describe ways in which district wealth is measured
- 5.5 Identify and compare different types of property that can be taxed for public school funding
- 5.6 Organize real property by classifications
- 5.7 Explain how property values are assessed

- 5.8 Apply a given millage rate to determine the tax yield for property
- 5.9 Explain the role of tax yield in funding public education
- 5.10 Describe the different ways in which property taxes are used to fund public education
- 5.11 Compare the benefits and limitations of using property taxes to fund public education
- 5.12 Compare the benefits and limitations of using sales tax and income taxes to fund public education
- 5.13 Determine the property wealth per student in a given school district
- 5.14 Describe the role of program weights in identifying and addressing educational need
- 5.15 Apply a given set of program weights to a student enrollment to determine the weighted value
- 5.16 Identify the role of categorical allocation
- 5.17 Describe how base student allocation is used in determining value of a student
- 5.18 Compare benefits and limitations of methods for determining allocation

Lesson 6: Financing the Cost of Special Education and School Choice

- 6.1 Explain the purpose of special education services
- 6.2 List the different types of programs service required to deliver special education
- 6.3 Identify the specific costs for special education services
- 6.4 Describe how special education students are counted for funding
- 6.5 Explain the need for special education funding above what is needed for basic education
- 6.6 Describe how special education students are funded across the United States
- 6.7 Identify sources for funding special education
- 6.8 Compare the benefits and limitations of the various approaches to funding special education
- 6.9 Describe how special education resources/services are allocated to the individual school centers
- 6.10 Identify the federal sources of funds available to supplement the cost of providing special education
- 6.11 Describe how federal support is provided to the Local Education Agency (LEA)
- 6.12 Explain the provision and purpose for school choice
- 6.13 Identify the types of school choice options currently in use across the states
- 6.14 Explain the role and purpose of choice zones
- 6.15 Describe how parents make and implement school choices
- 6.16 Identify issues in funding charter schools
- 6.17 Identify specific costs associated with school choice options
- 6.18 The effect of school choice funding on a district level
- 6.19 Describe the role of federal funding for school choice
- 6.20 Explain how Vouchers are used to accomplish school choice

## Lesson 7: Administering School District Budgets

- 7.1 Explain the purpose of budgeting
- 7.2 Identify the goal of budgeting in education finance
- 7.3 Identify the key components of the budget
- 7.4 Describe the role of a budget calendar in school budgeting
- 7.5 Identify the stakeholders in a school district budget
- 7.6 Identify the people involved in creating a school district budget
- 7.7 Identify the key activities involved in creating a school district budget
- 7.8 Identify the different types of funds or budgets used in public education
- 7.9 Identify the activities, services, and programs associated with each type of budget
- 7.10 Compare the primary purposes of the different budgets
- 7.11 Identify revenue sources for the various funds (budgets) used in public education
- 7.12 Identify the types of expenses associated with each fund (budget)
- 7.13 For a given school district budget, classify specific expenses and revenues into the appropriate Fund (budget)
- 7.14 Identify the five different approaches to budgeting district funds
- 7.15 Explain the purpose of cost classification in budgeting
- 7.16 Identify the types of costs that would be classified into function
- 7.17 Explain the purpose of the object classification in school budgets
- 7.18 Identify the types of costs that would be classified into objects

## Lesson 8: Human Resources in School Finance—Employee Compensation

- 8.1 Explain the purpose of cost classification in budgeting
- 8.2 Identify the types of costs that would be classified into function
- 8.3 Explain the purpose of the object classification in school budgets
- 8.4 Identify the types of costs that would be classified into object
- 8.5 Identify the costs that determine the cost of school personnel
- 8.6 Identify the types of personnel that need to be included in a school budget
- 8.7 Identify the funding used to cover the cost of school personnel
- 8.8 List the types of employee compensation included in a school budget
- 8.9 Compare a salaried employee to a wage employee
- 8.10 Compare the costs and advantages of contracted labor to hiring personnel
- 8.11 Explain the purpose of salary scales
- 8.12 Compare salary scales to performance/merit pay
- 8.13 Explain the purpose of employee benefits
- 8.14 List the different types of employee benefits a budget may need to consider
- 8.15 Compare variable benefits to fixed benefits
- 8.16 In a given school budget, identify variable benefits

## Lesson 9: Financing of School Facilities

- 9.1 Identify the types of facilities that need to be included in a school budget
- 9.2 Identify the costs of facilities that need to be included in a school budget

- 9.3 Identify the local and state sources of funding used to cover the cost of school facilities
- 9.4 Identify the local and state sources funding used to cover the cost of building school facilities
- 9.5 Identify other sources used to fund building school facilities (bonds, impact fees, discretionary property taxes)

#### Lesson 10: Handling of Cash Receipts/Purchasing

- 10.1 Identify supplies, goods, and services typically purchased for public schools
- 10.2 Identify the personnel involved in purchasing supplies, goods, and services purchased for public schools
- 10.3 Outline procedures for purchasing supplies and equipment for public schools
- 10.4 Outline procedures for purchasing goods and services
- 10.5 Identify acceptable standards for purchasing goods and services for public schools
- 10.6 Explain procedures and tools schools use to monitor purchases
- 10.7 Describe the purpose of cash receipts for school level purchases
- 10.8 Outline commonly used guidelines and procedures used by schools for handling cash receipts
- 10.9 Describe the procedures used to document and manage cash receipts at the school level
- 10.10 Explain the rules and regulations used by schools for addressing the handling of cash receipts
- 10.11 Explain the purpose of a p-card
- 10.12 Identify the source of p-card funds
- 10.13 Identify the types of purchases for which a p-card can be used
- 10.14 Explain how p-card distribution and usage is monitored

#### Lesson 11: Accounting and Auditing

- 11.1 Identify the three different approaches for accounting of school funding
- 11.2 Compare and contrast the three different approaches to accounting used by school systems in managing funding
- 11.3 Indicate when different approaches for accounting are used
- 11.4 Explain the role of government accounting standards in school finance
- 11.5 Explain the purpose of a comprehensive annual financial report
- 11.6 Explain the purpose of an audit of a school budget
- 11.7 List the types of audits on school budgets
- 11.8 Compare the types of audits that can take place
- 11.9 Identify who is responsible for conducting a school audit
- 11.10 Outline the procedures involved in a school audit
- 11.11 Identify the information and documentation that is required for a school audit
- 11.12 List the types of actions that may be required of personnel during and after an audit
- 11.13 Describe the consequences of audit discrepancies
- 11.14 Describe how schools can best avoid detrimental outcomes from an audit

## Lesson 12: Business Management

- 12.1 Provide the criteria for a school business operation
- 12.2 Describe the purpose of the various business operations for running a school system
- 12.3 Explain how various business operations for running a school system are funded
- 12.4 Identify the eight key business operations for running a school system
- 12.5 Identify supplies and equipment typically purchased by a school
- 12.6 Identify who is responsible for managing the purchase of supplies and equipment
- 12.7 Identify who is responsible for managing and maintaining school supplies and equipment
- 12.8 Describe the purpose of a bid
- 12.9 Identify reasons for which a bid would be issued
- 12.10 Outline the procedures for issuing a bid
- 12.11 Outline the procedures for awarding a bid
- 12.12 Explain the purpose of capitalizing
- 12.13 Describe how schools can capitalize on their supplies and equipment
- 12.14 Explain the purpose of risk management
- 12.15 Follow the steps and make considerations for managing risk

## Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, assignment and quiz completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into Lessons/Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

## Topics Agenda

### *Milestone One: The Challenge—The Future of Funding of Public Education*

This milestone focuses on the economics of funding public education, issues in a changing society, and societal benefits. After completion of this milestone,

participants will be able to address the purposes and goals of funding in public education.

*Milestone Two: Financing Education—Equity and Adequacy*

This milestone focuses on equality vs. equity and adequacy. After completion of this milestone, participants will be able to explain how and why equity and adequacy in the allocation of financial resources impacts public schools.

*Milestone Three: Models for Funding of Public Education*

This milestone focuses on historical funding models and federal contributions. After completion of this milestone, participants will be able to explain how federal financial resources contribute to public education.

*Milestone Four: Models for State Funding of Public Education*

This milestone focuses on the role of the state in funding public education, sources of state funding for public education, and distribution models for state funding. After completion of this milestone, participants will be able to compare the types of state resources commonly used to support public education.

*Milestone Five: Local Sources of Revenue*

This milestone focuses on the role of local sources in funding public education, property tax considerations, counting, classifying, and distribution. After completion of this milestone, participants will be able to determine how revenue is generated and allocated to local school districts for public education.

*Milestone Six: Financing the Cost of Special Education and School Choice*

This milestone focuses on school choice, funding school choice, special education services, and funding sources for special education services. After completion of this milestone, participants will be able to evaluate the costs and resources that are associated with the provision of special education and school choice.

*Milestone Seven: Administering School District Budgets*

This milestone focuses on budgeting, funds or budgets used in public education, approaches to budgeting, and cost classifications. After completion of this milestone, participants will be able to determine how school budgets are created.

*Milestone Eight: Human Resources in School Finance—Employee Compensation*

This milestone focuses on budgeting for personnel, employee compensation, employee benefits, approaches to budgeting, and cost classifications. After completion of this milestone, participants will be able to determine how school budgets are created.



*Milestone Nine: Financing of School Facilities*

This milestone focuses on school facility costs and funds for building public school facilities. After completion of this milestone, participants will be able to budget local and state sources of funding for building and maintaining school facilities.

*Milestone Ten: Handling of Cash Receipts/Purchasing*

This milestone focuses on purchasing p-cards, collecting cash and purchases at the school level, and purchasing supplies, equipment, goods, and services. After completion of this milestone, participants will be able to evaluate procedures for purchasing supplies and equipment with school funds.

*Milestone Eleven: Accounting and Auditing*

This milestone focuses on accounting, audits, and legal consequences. After completion of this milestone, participants will be able to appraise the procedures in place to account for financial resources in public school systems.

*Milestone Twelve: Business Management*

This milestone focuses on business operations, supplies and equipment, and managing operations. After completion of this milestone, participants will be able to determine the types of business functions that are required to operate a school district.

**Assessments and Grading**

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge linked to the instructional objectives of this course. Assessment of the projects should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work. Assessments are due and will be submitted to the instructor within the 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

Graded Assessment Types	Weights (%)
Writing Assignments	80%
Quizzes	20%
Total:	100%

Copies of performance assessment rubrics are included in the course. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

**Distinguished:** The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and

depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

**Proficient:** The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

**Basic:** This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

**Unsatisfactory:** The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

### **Academic Honesty and Integrity**

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

### **Americans with Disabilities Act Compliance**

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Director of Academic Affairs prior to the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

## **Attendance**

Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given.

## **Late Work and Make-Up Policy**

Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

## **University Compliance**

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.

## **Compliance with National Standards**

Upon successful completion of the course, the participant will demonstrate competence in the standards developed by the Educational Leadership Constituent Council (ELCC) of the National Policy Board for Educational Administration (NPBEA) and The Interstate School Leaders Licensure Consortium (ISLLC) in alignment with guidelines for the National Council for Accreditation of Teacher Education (NCATE).

## **Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards for Teachers**

InTASC is guided by the basic premise that an effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to ensure that all students learn and perform at high levels.