



Resource Allocation: National & State Best Practices

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Poll:

Two schools that serve similar populations of students and spend the same amount of money on the same things will get the same results (student outcomes).

Yes – thumbs up

No – thumbs down



Think of a school you lead or know well and how it compares to other schools in the state with similar student demographics.

Poll:

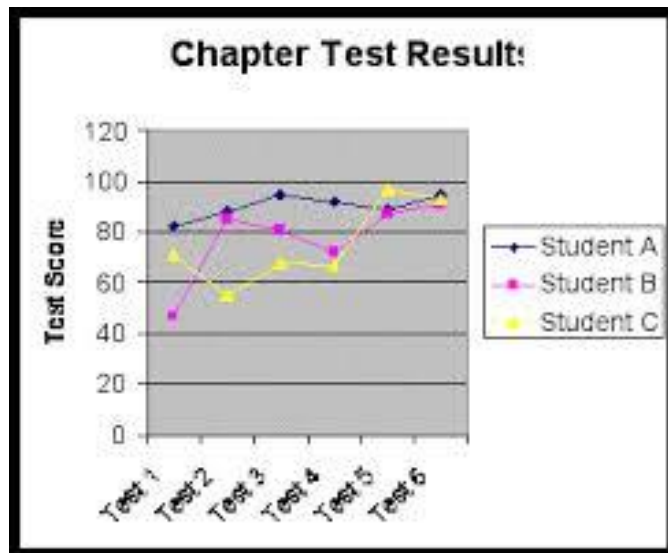
How would you characterize your school relevant to peers with similar students? My school is:

1. High spending and high outcomes
2. High spending and low outcomes
3. Low spending and low outcomes
4. Low spending and high outcomes



New data enables comparisons of spending with student outcomes, by school

Outcomes by school



+

Spending by school



How to use the interactive data explorer

Step 1: Find the tool <http://www.bestnc.org/ppe201819/>

Step 2: Start exploring!



The data can be used to answer questions like:

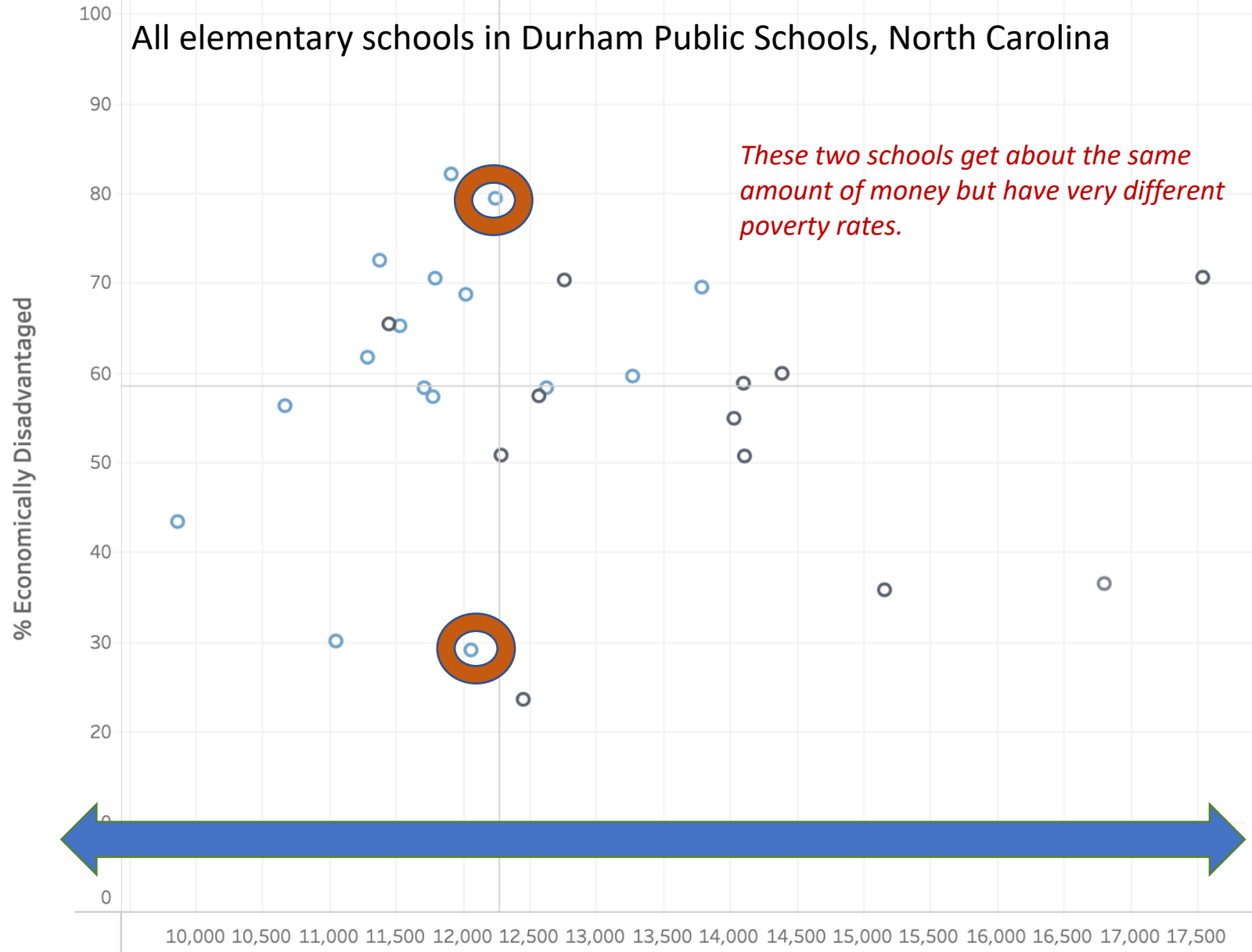
→ 1. How equitably does a district allocate its funds?

FOR EQUITY ANALYSES: Select a single district. Examine which schools get more funds (schools toward the right of the graph) vs schools that get less (those toward the left of the graph). Anything stand out as deserving more attention?

2. How well is each school able to leverage its dollars to do the most for its students?



All elementary schools in Durham Public Schools, North Carolina



- School District**
- Davidson County Schools
 - Davie County Schools
 - Duplin County Schools
 - Durham Public Schools
 - Edenton-Chowan Schools
- School Level**
- (All)
 - Elementary

These schools received **less \$** from the district

These schools received **more \$** from the district



The data can be used to answer questions like:

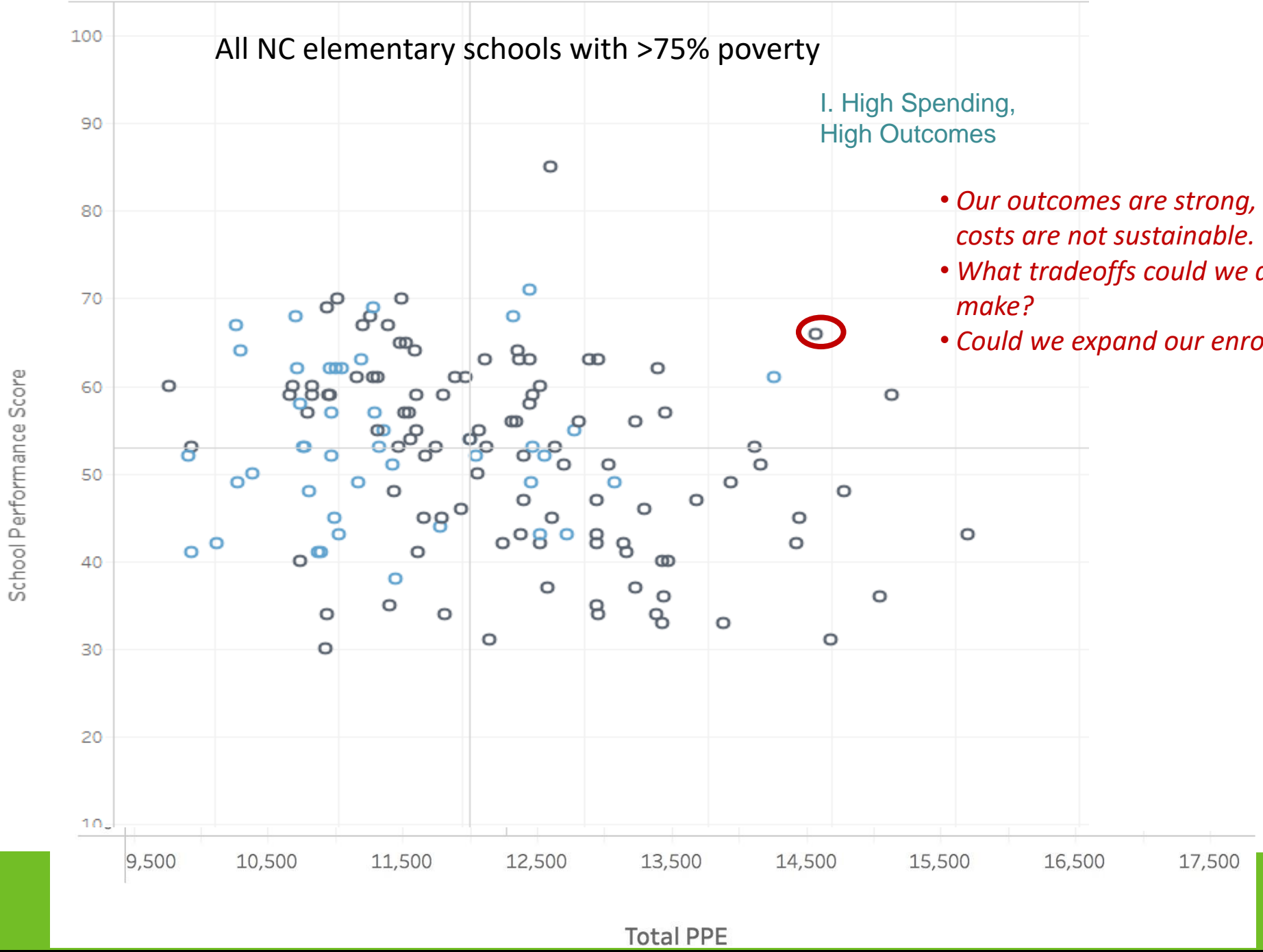
1. How equitably does a district allocate its funds?

→ 2. How well is each school able to leverage its dollars to do the most for its students?

Explore similar schools by narrowing comparisons. Filter by grade band, poverty level, and size of the school. Which quadrant is your school in?



Relative to meaningful peers, how well are dollars being leveraged at each school to drive outcomes?



- *Our outcomes are strong, but our costs are not sustainable.*
- *What tradeoffs could we afford to make?*
- *Could we expand our enrollment?*



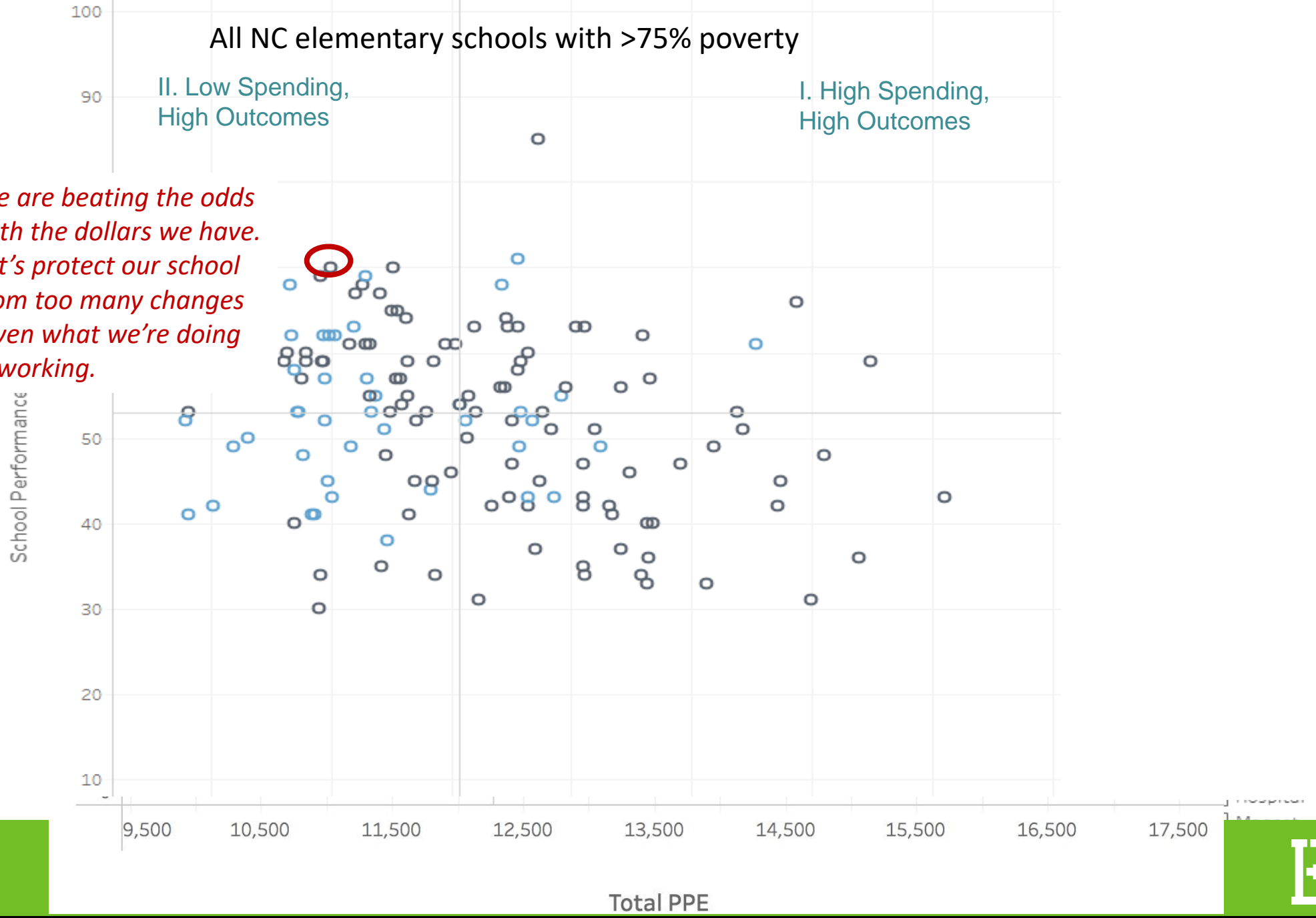
Relative to meaningful peers, how well are dollars being leveraged at each school to drive outcomes?

All NC elementary schools with >75% poverty

II. Low Spending, High Outcomes

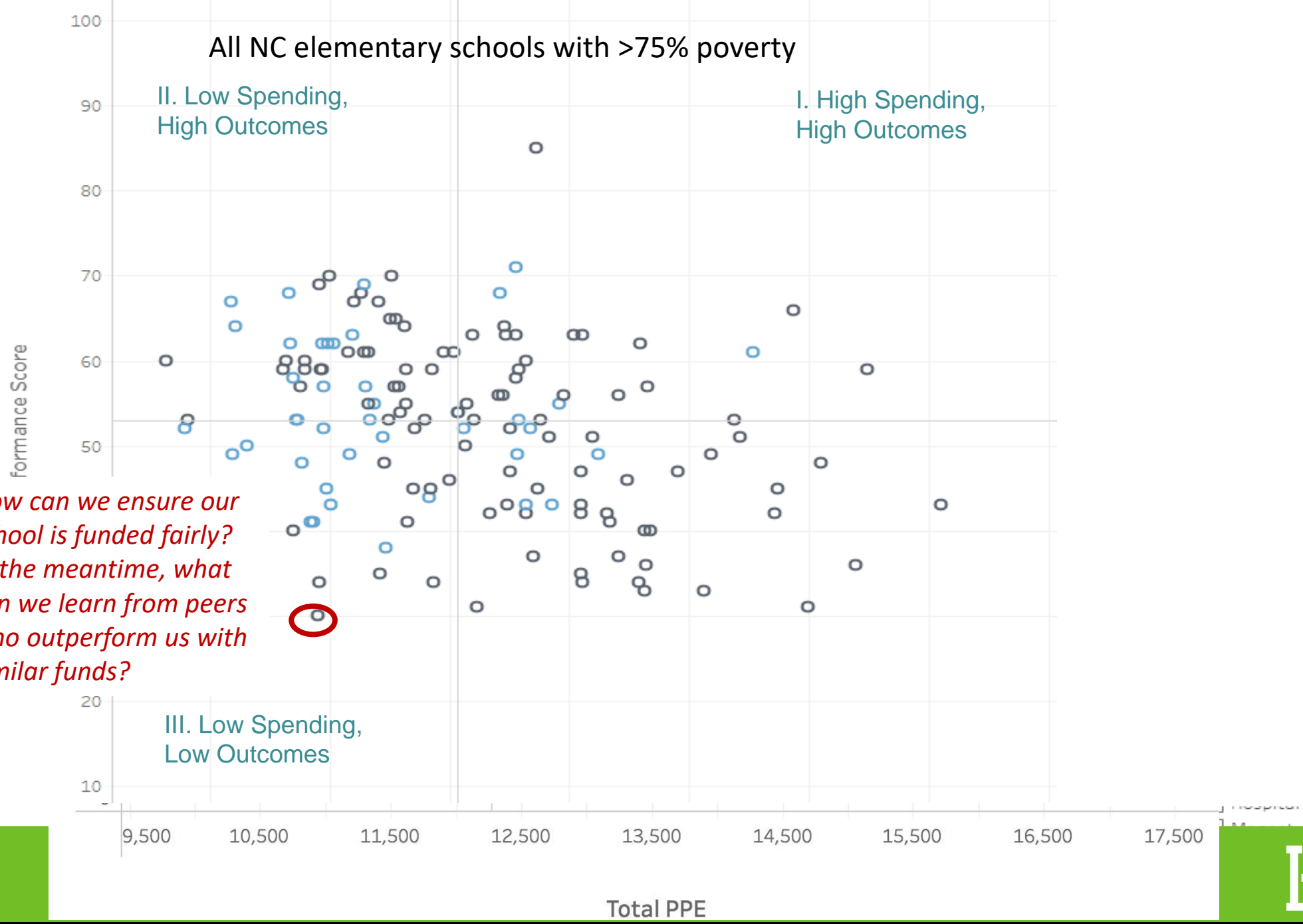
I. High Spending, High Outcomes

- *We are beating the odds with the dollars we have.*
- *Let's protect our school from too many changes given what we're doing is working.*



Relative to meaningful peers, how well are dollars being leveraged at each school to drive outcomes?

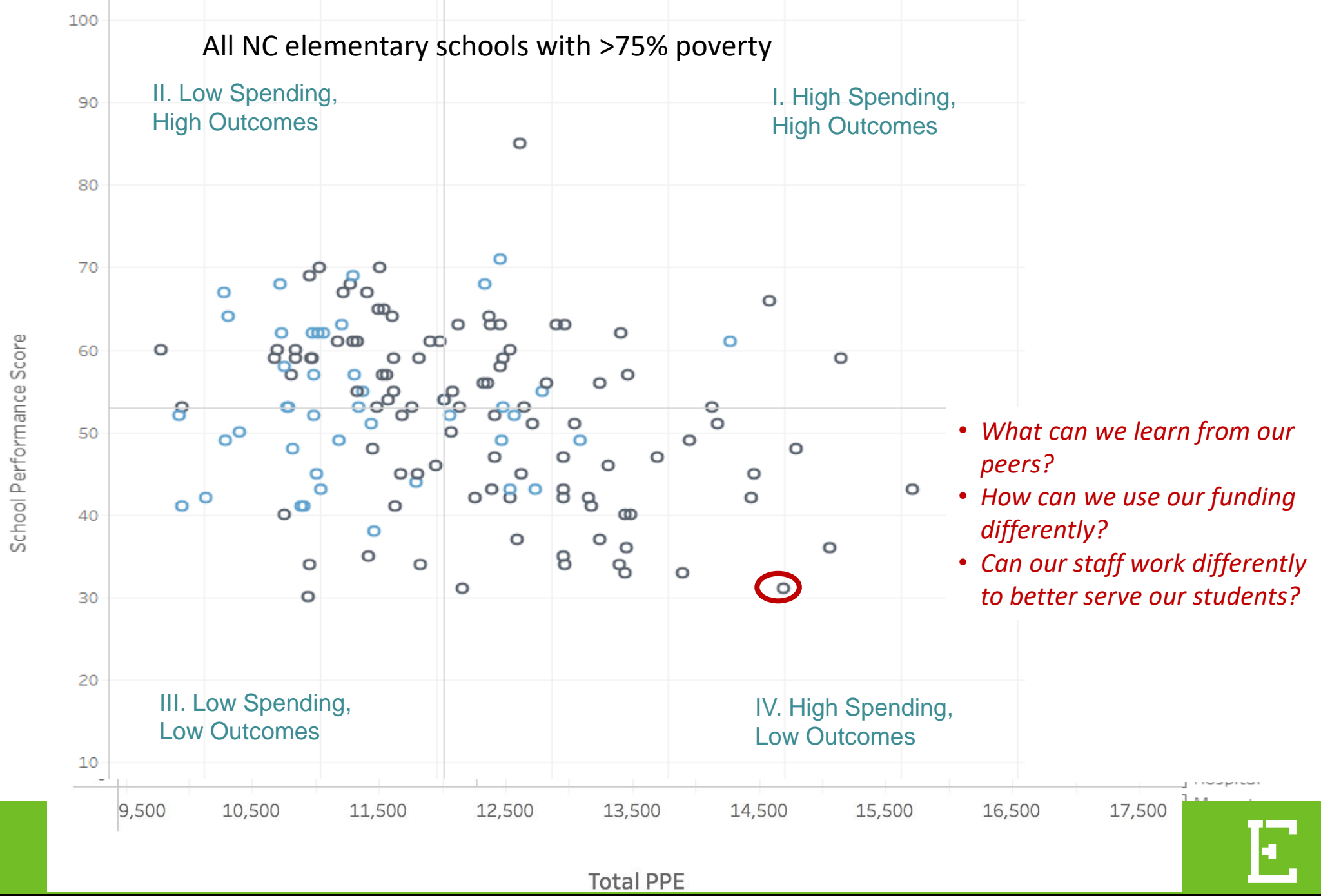
All NC elementary schools with >75% poverty



- *How can we ensure our school is funded fairly?*
- *In the meantime, what can we learn from peers who outperform us with similar funds?*



Relative to meaningful peers, how well are dollars being leveraged at each school to drive outcomes?



North Carolina could use this data to support its Resource Allocation Reviews (RARs)

Federal law requires states to:

periodically review resource allocation to support school improvement in each local educational agency in the State serving—

(I) a significant number of schools identified for comprehensive support and improvement... and

(II) a significant number of schools implementing targeted support and improvement plans



What makes for an effective RAR?

True (T) or False (F)	
T/F	1. ESEA prescribes an RAR framework that each SEA must follow.
T/F	2. “Resources” refers to federal funding only.
T/F	4. An RAR can simply be a conversation between the SEA, LEA, and school leaders about resource allocation and student outcomes.
T/F	5. As part of the RAR, the SEA must specify a reallocation of state and local funds.
T/F	7. The goal of a RAR is <u>school improvement</u> .

For a sample protocol, see:

<https://edunomicslab.org/2019/09/25/appendix-a-sample-data-report/>



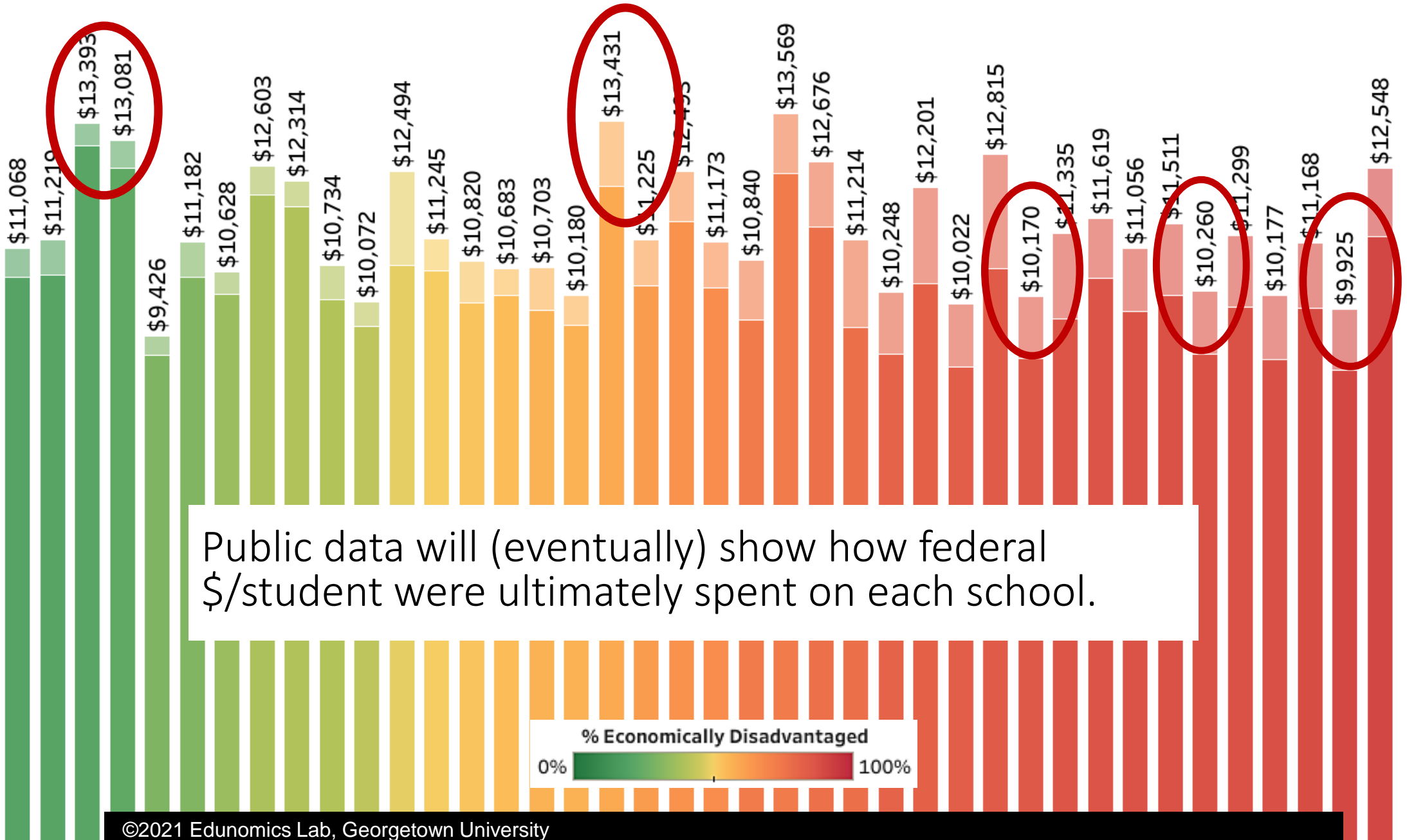
money

It's 2023. Where did the time go?

2023

JANUARY	FEBRUARY	MARCH	APRIL
W T F S	S M T W T F S	S M T W T F S	S M T W
4 5 6 7	1 2 3 4	1 2 3 4	
11 12 13 14	5 6 7 8 9 10 11	5 6 7 8 9 10 11	2 3 4 5

ESSER was a grand experiment: What happens when feds give large sums to districts with few strings attached?





Six potential mistakes districts might be making with federal relief funds

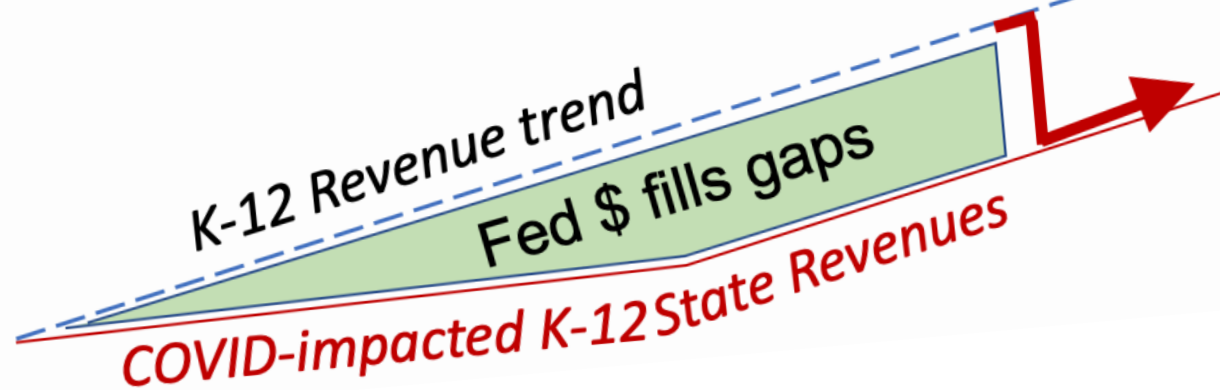
- ➔ **1. Spending in a way that creates a disruptive fiscal cliff**
- 2. Offsetting lost funds due to permanent enrollment declines**
- 3. Issuing problematic contracts that come back to haunt leaders**
- 4. Deploying funds inequitably across schools**
- 5. Failing to make sure community sees/values investments**
- 6. Investing without demonstrating real results for students.**



Making of a cliff:

Funding cliffs are typical when federal relief aid stops

Beware of adding recurring labor costs!



2020 2021 2022 2023 2024

COVID HITS!

Furloughs/ layoffs,
stagnant pay

Instead of recurring labor costs:

- **New hires** (nurses, counselors, VPs)
- **Base pay raises:** % raises, COLAs
- Increased **benefits**

Consider one-time strategies:

- ✓ **Stipends**
- ✓ One time bonuses
- ✓ **Contractors** (e.g. nurses, tutors)

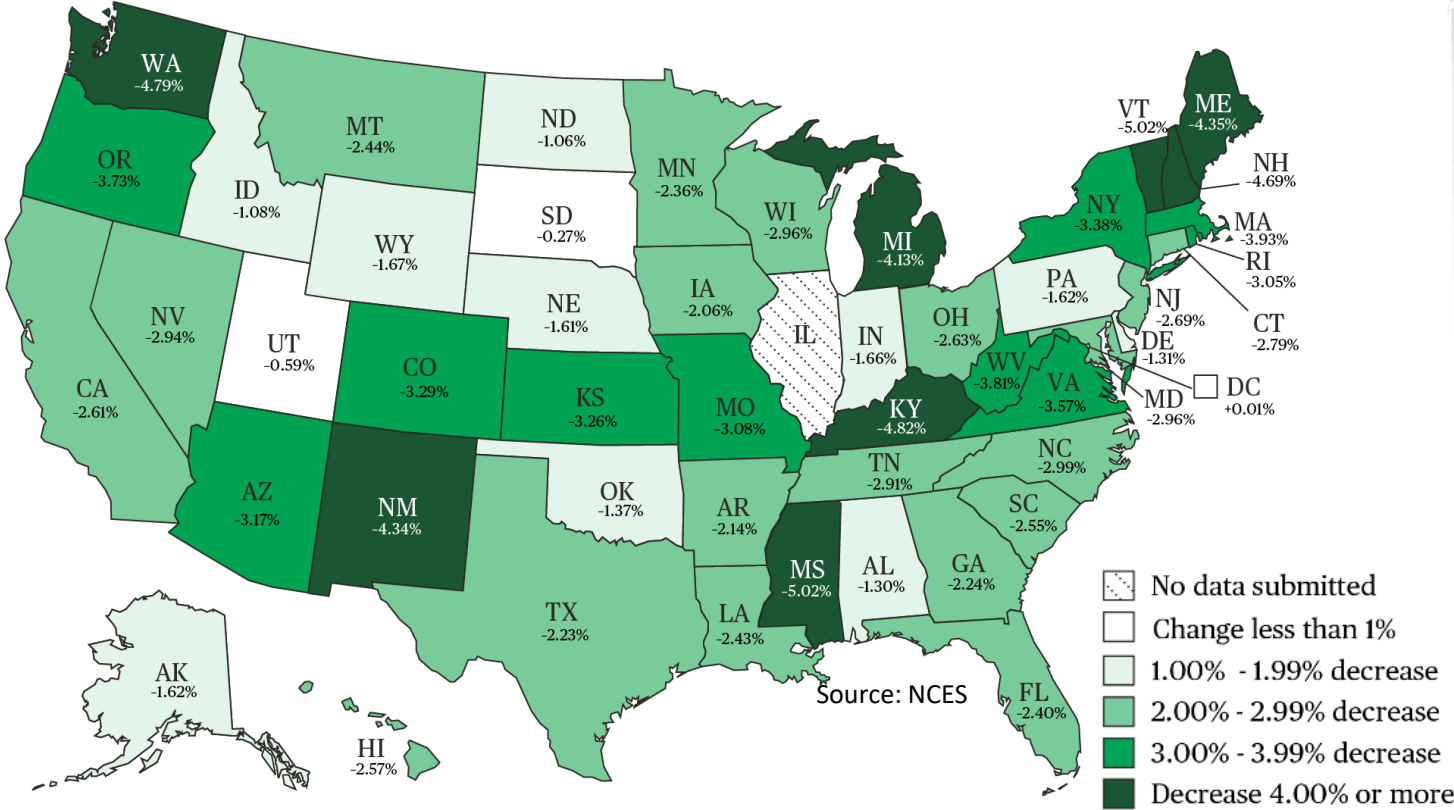
Six potential mistakes districts might be making with federal relief funds

1. Spending in a way that creates a disruptive fiscal cliff
- ➔ 2. Offsetting lost funds due to permanent enrollment declines
3. Issuing problematic contracts that come back to haunt leaders
4. Deploying funds inequitably across schools
5. Failing to make sure community sees/values investments
6. Investing without demonstrating real results for students.



School districts have a hard time downsizing. Public school enrollments fell 3% last year.¹ Will all students come back?

- School district revenues are tied to the number of students they enroll
- A “COVID baby-bust³” suggests enrollment declines may continue



¹ <https://nces.ed.gov/blogs/nces/post/new-data-reveal-public-school-enrollment-decreased-3-percent-in-2020-21-school-year>
² https://nces.ed.gov/programs/digest/d20/tables/dt20_203.10.asp
³ <https://www.brookings.edu/blog/up-front/2021/05/05/the-coming-covid-19-baby-bust-is-here/>
 * In 2017, Roza examined spending data from districts >20,000 with and without enrollment declines. A powerpoint covering the analysis and findings is available upon request.



Six potential mistakes districts might be making with federal relief funds

"It's Procurement-palooza!"

1. Spending in a way that creates a significant fiscal cliff

2. Offsetting lost funds due to permanent

→ 3. Issuing problematic contracts that com

4. Deploying funds inequitably across sch

5. Failing to make sure community sees/v

6. Investing without demonstrating real r



Six potential mistakes districts might be making with federal relief funds

1. Spending in a way that creates a disruptive fiscal cliff
2. Offsetting lost funds due to permanent enrollment declines
3. Issuing problematic contracts that come back to haunt leaders
- ➔ 4. Deploying funds inequitably across schools
5. Failing to make sure community sees/values investments
6. Investing without demonstrating real results for students.



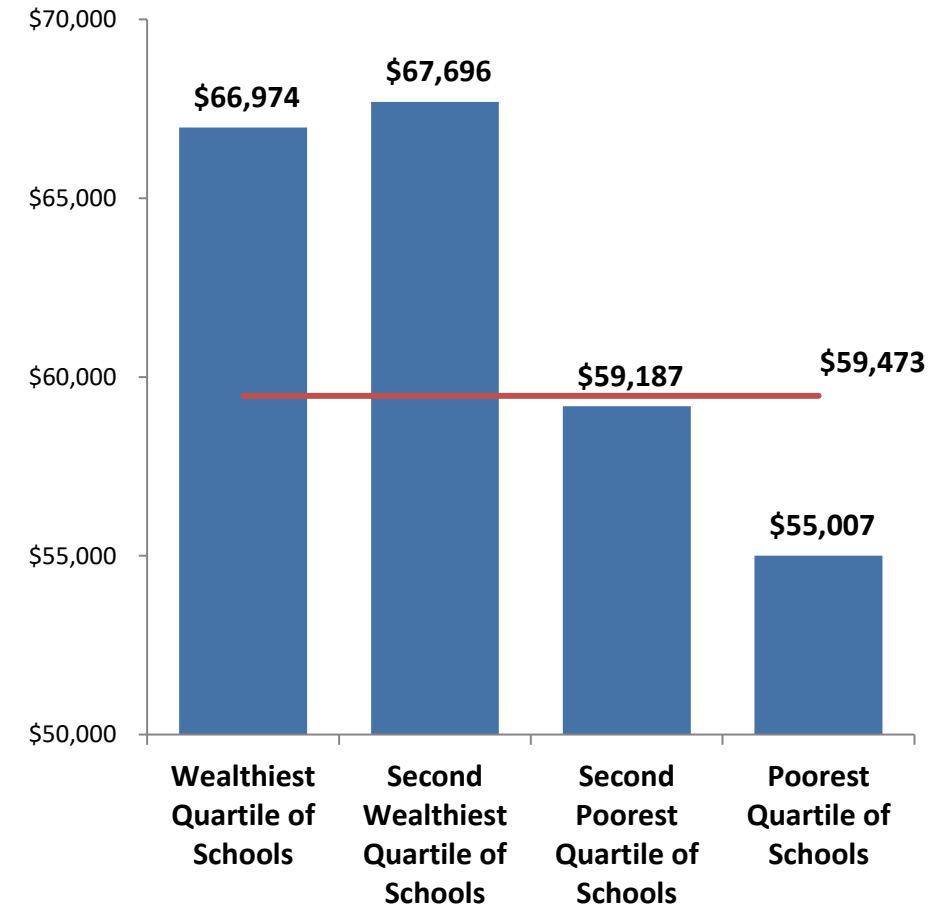
Poll

If a district is adding learning time by paying current staff, how should they pay them?

- A. Fixed dollar amount (e.g., \$35 per hour per teacher or \$1300 for starting school 2 weeks early)
- B. Use of current salaries (e.g., each teacher's hourly rate based on individual salaries)
- C. Other

Using current salaries could exacerbate current inequities across schools.

Average Salary by % of L-I Students - School Level



Six potential mistakes districts might be making with federal relief funds

1. Spending in a way that creates a disruption
2. Offsetting lost funds due to permanent enrollment declines
3. Issuing problematic contracts to
4. Deploying funds inequitably across
- ➔ 5. Failing to make sure community sees/values investments

Community: Where'd that money go?

Principal: Who knows how they spent it. All I know is we didn't get any.

Parent: I'm not sure if the money made a real difference.

Teacher: They always spend it on central office and then blame us when kids do poorly.

Six potential mistakes districts might be making with federal relief funds

1. Spending in a way that creates a disruptive
2. Offsetting lost funds due to permanent
3. Issuing problem
4. Deploying
5. Failing to make sure community sees/values investments
- ➔ 6. Investing without demonstrating real results for students.



Low outcomes happen when leaders take their eye off the ball!

Q&A and Thank you!

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