CHAPTER 9: FINANCING AND GOVERNING AMERICA’S SCHOOLS
WHY SHOULD TEACHERS CARE ABOUT FINANCING FOR SCHOOLS?

- Money is the key to what is happening in schools:
  - It affects the futures of your students & your own quality of life.
  - The way in which finances are used can affect how well students learn.
- In any career, it is important to be knowledgeable of key decisions and exert your influence for what you believe in.
Since colonial times, the responsibility of school funding has been placed on the states.

- Funds raised through property tax – real estate and personal property
- Where does this leave poor neighborhoods?

Court Cases and Reform

- San Antonio v. Rodriguez (1973)
  - Ruled against Rodriguez – education was not a “fundamental right” under the U.S. Constitution
  - Up to the states to change the flawed system
HISTORY, REFORM, AND UNEQUAL SCHOOLS (CONT.)

- Robin Hood Reformers
  - Take funds from the wealthy districts and redistribute the money to the poorer districts

- Adequacy Education
  - State constitutional clauses that ensure that all students will have the basic skills that they need to be effective citizens and compete in the labor market.
Public Education – Where the Money Comes From

- Local (43.9%)
- State (47.6%)
- Federal (8.5%)
Public Education – Where the Money Goes

- **Instruction** (teacher salaries, textbooks, etc.) (65.8%)
- **Administration** (10.8%)
- **Student Support Services** (5.3%)
- **Operations** (school maintenance, food, etc.) (18.0%)
FINANCING SCHOOLS

Local Support
- Property Tax

State Support
- Sales Tax
- Personal Income Tax
- State Lotteries
- Excise Tax
- Severance Tax
- Motor Vehicle License Fee
- Estate or Gift Taxes

Federal Support
- Categorical Grants
- Block Grants
STATE SUPPORT

- Sales Tax
- Personal Income Tax – Collected through payroll deductions
- State lotteries
- Excise Tax (Sin Tax) – Tobacco, gas, and liquor
- Severance Tax – State’s mineral wealth
- Motor Vehicle License fee
- Estate or gift taxes
FEDERAL SUPPORT

- Categorical Grants – Funds directed at specific categories and targeted educational needs
  - Library Construction
  - Loans to College Students
  - Lunch for Low-Income Youth
- Block Grants – Large sums of money given directly to the states with few strings attached
  - States have the power to make spending decisions
FEDERAL GOVERNMENT
INFLUENCE OF EDUCATION

- Exert Moral Suasion (push beliefs)
- Provide categorical aid
- Regulate (stop funding if school do not follow law)
- Fund educational research in response to goals
TRENDS AND FUNDING

- Vertical Equity
- Categorical Aid
- School Choice
- Voucher Systems
- Corporate-Education Partnerships
SCHOOL GOVERNANCE

Who controls our schools?
Who controls our schools

- Parents
- Students
- Teachers
- Administrators
- Taxpayers
- Federal/State/Local Authorities
- Ethnic and Racial Groups
- Educational Theorists
- Corporate Sector
- Special Interest Groups
- Corporate Sector
- Educational Theorists
- Federal/State/Local Authorities
- Ethnic and Racial Groups
- Teachers
- Students
- Administrators
- Taxpayers
- Who controls our schools
a.) Most school board members are white, male, and middle or upper class
  ▶ Male – Over 60%
  ▶ White – Over 85%
  ▶ Most – over 50 years of age or older
e.) School boards and chief state officers are elected by the people, elected by the people’s representatives, appointed by the governor, or appointed by officials other than the governor.

- Some states – officials are elected
  - Others – officials are appointed
- Why are there these differences?
  - The Tenth Amendment – “Powers not delegated to the United States by the Constitution…are reserved for the states”
  - Each state was free to create its own school system
Levy Taxes

Determine State Aid

Set Curriculum

Set Minimum Standards for Certification

Approve Text Books

Pass Legislation to maintain and support schools

Standards for Accrediting Schools

Result of 10th Amendment
b.) During the past two decades, the influence of local school boards has decreased.

- Questions of how to operate
  - Trustee Representatives
    - Educational Expertise, Good Judgment
  - Delegate Representatives
    - Implement the will of the public
- Focused on:
  - Administrative details
  - Representing special interest groups
Local school superintendents are often mediating conflicts, civil service-type administrators, sometimes elected and sometimes powerless figureheads.

- Budgets, buildings, new programs, daily operations
- Hire, fire personnel
- Work to please everyone – adapt to the community
- Management skills
d, e.) The school secretary and parents might be considered as part of the “hidden school government.”

- Have covert power – can bring pressure on which teachers stay and leave
- Secretary, janitor, etc. – may be the eyes and ears for the principal
- Parents – work to get what is best for their children, may have larger influence if they have a role in PTA or PTO
c.) The influence of the business community in U.S. schools can best be characterized as extensive and growing.

- Superintendent – many have business backgrounds
  - Need skills such as accountability, efficiency, management design, quality control
- Educational partnership – addition or personnel or contracts with companies
c.) In most schools, teachers are expected to comply with policies made by principals and by district and state officials.

- More responsive schools, more say
- School Restructuring
SCHOOL RESTRUCTURING

- Consolidation – merge small schools into large school or district
  - More cost effective
  - Less responsive
- Decentralization – creation of smaller schools or districts
- Site-based, school-based management
  - Decisions to individual schools
  - Empower teachers
- Collaborative Decision Making
  - Formation of teacher committees – share power with the principal
LEVELS OF SCHOOL GOVERNANCE

- State Board of Education
  - Formulates educational policy
- Chief State School Officer (superintendent, commissioner)
  - Oversees, regulates, and plans school activities, as well as implements the policies of the board of education.
- State Department of Education
  - Performs the administrative tasks needed to implement school policy
- School Districts – Local School Boards and Superintendents
  - Mirror the state organization
  - Responsible for school construction, taxing, budgeting, local school policy, hiring faculty
ROLE OF LOCAL COMMUNITY IN SCHOOLS

1. Local school district
2. Local School Board
3. Superintendent of School
4. Parents
5. School Restructuring