
LEA Flexibility



LEA Flexibility

Key Takeaways

- Allotments are simply the way money goes out the door
 - **Not** a requirement on how money is to be spent
- There is no “correct” level of LEA flexibility
- Disconnect between *perceived* flexibility and *actual* flexibility?

LEA Flexibility

The positive side of local control

- Increased local control can possibly
 - Better match school spending to local priorities
 - Allow LEAs to respond quickly to unforeseen spending needs or new opportunities
 - Instill sense of ownership for local educational outcomes

LEA Flexibility

The positive side of State control

- Greater State control can possibly
 - Equalize children's access to education regardless of residence
 - Increase oversight
 - Allow State and local decision-makers to combine resources and knowledge
 - Facilitate more radical reforms in low-performing school districts
 - Exploit certain economies of scale

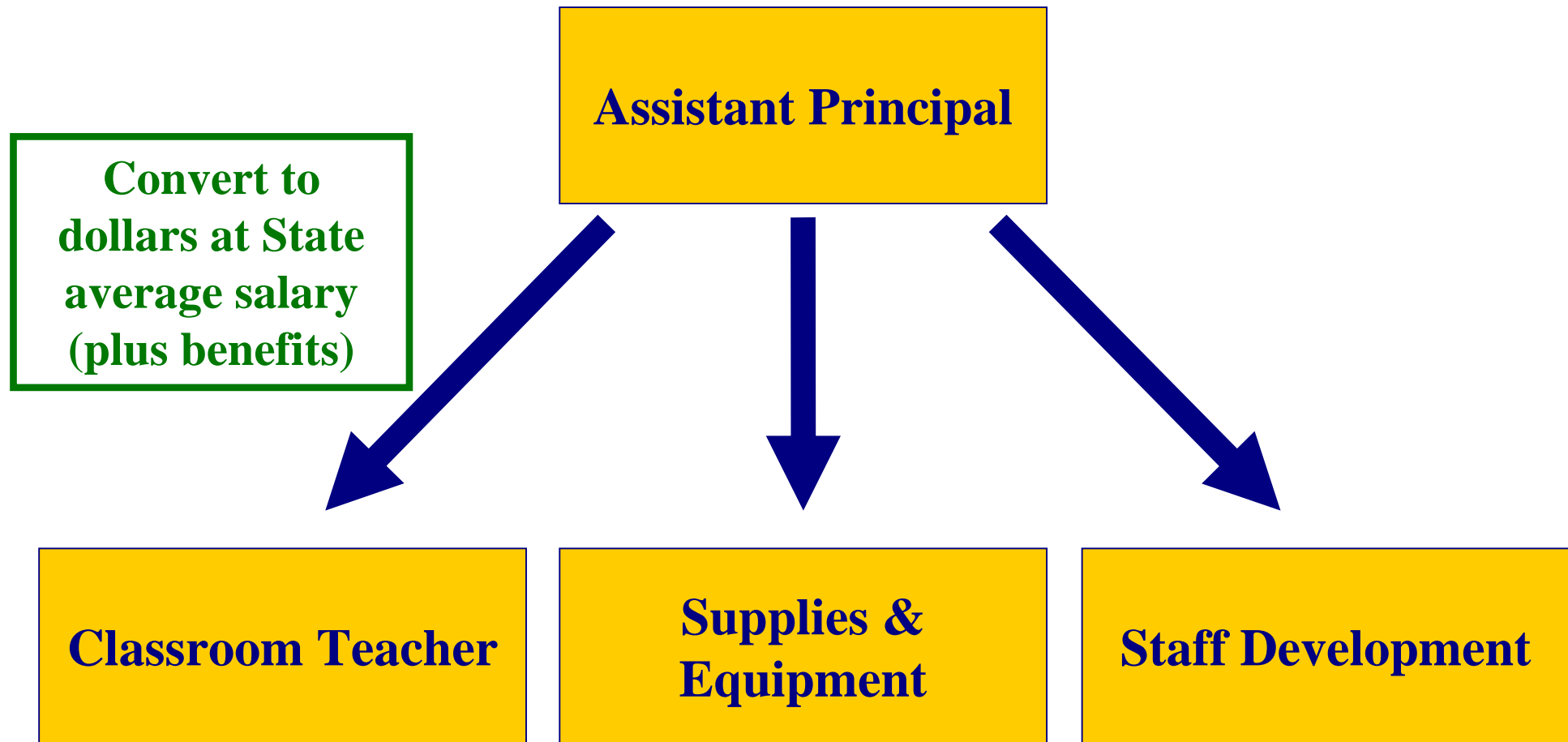
LEA Flexibility

Flexibility within position allotments

- Utilization of months of employment (MOE)
 - Each teacher position provides an LEA with 10 MOE; principal positions provide 12 MOE
 - LEA can hire 1 teacher for 10 months, 2 half-time teachers for 10 months, 10 teachers for 1 month, and so on...
 - As long as class size requirements are met, LEAs are free to assign teachers however they choose

LEA Flexibility

Flexibility within position allotments

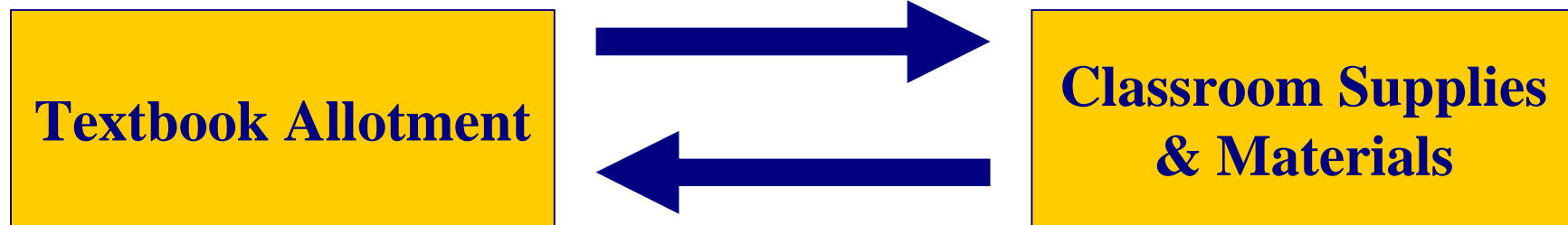


LEA Flexibility

Flexibility within dollar allotments

Most dollar allotments can be transferred for purchase of some other educational input

Example 1



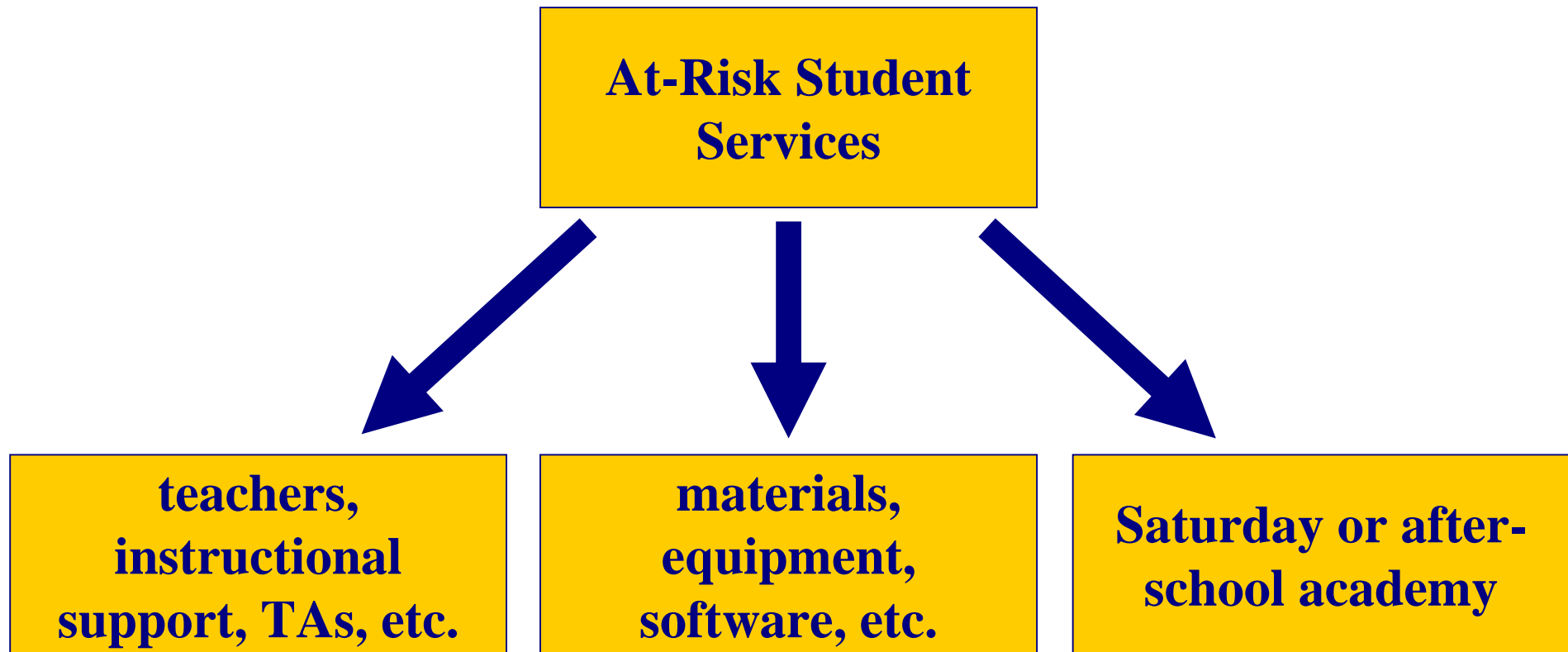
Example 2



LEA Flexibility

Flexibility within categorical allotments

Categorical allotments designed to provide flexibility to meet specific needs of targeted population

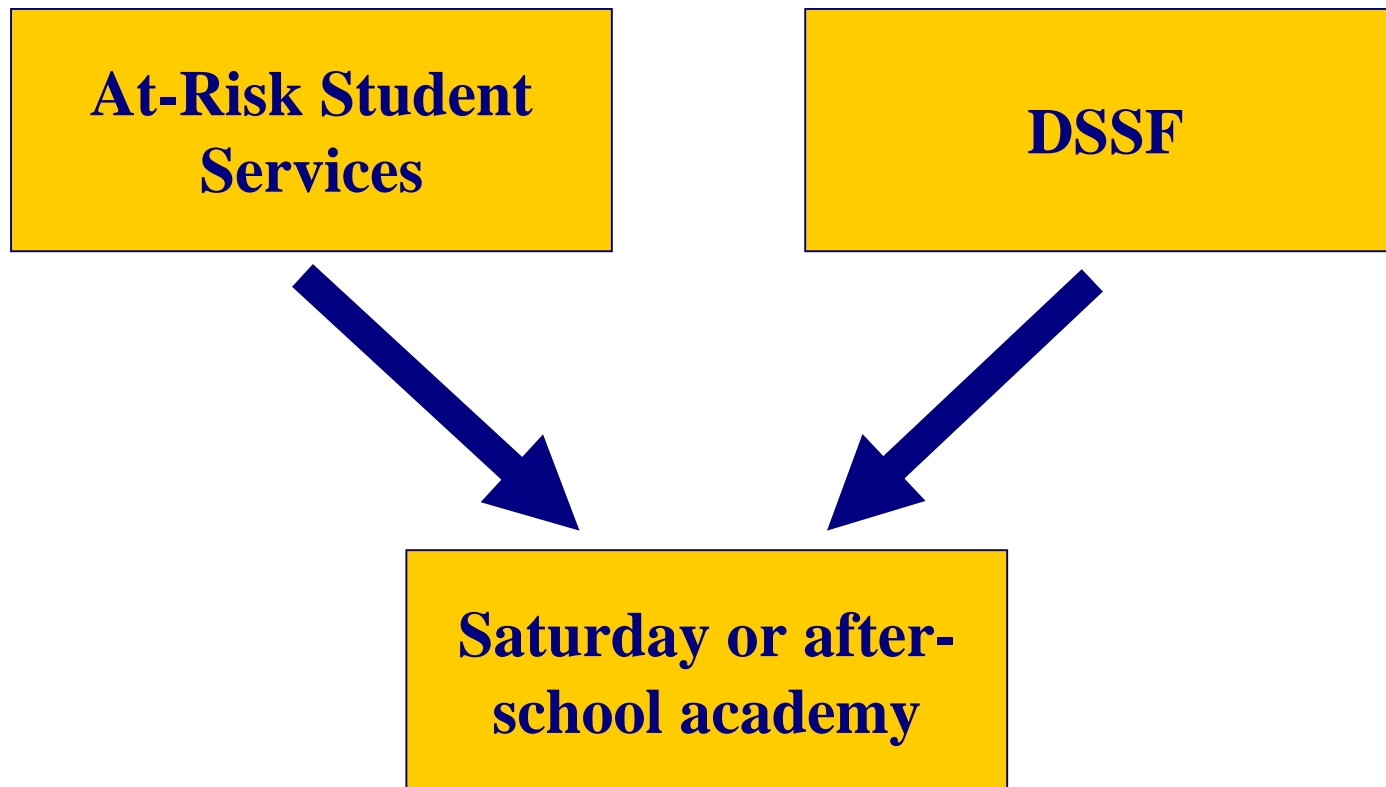


LEA Flexibility

Flexibility within categorical allotments (cont.)

LEAs can pool resources from multiple categories

Example 2



LEA Flexibility

An outside view: School Finance Redesign Project

- Case study of NC's school finance system
- Interviewed 49 State and LEA-level officials to determine factors enabling and constraining efforts to connect resource allocations with educational goals
- Enabling factors:
 - supportive and flexible arrangements

LEA Flexibility

An outside view: School Finance Redesign Project

- Constraining factors:
 - the perceived tendency for the state to ‘interfere’ by constraining local decision-making
 - strings on the use of resources (federal as well as State)
 - the legacy of centralization that contributed to a culture of ‘rule following’ rather than innovation
 - “Limited funding was mentioned as a constraint but was not a strong theme among interviewees.”
- Disconnect between *perceived* flexibility and *actual* flexibility?

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