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EAD 951A
Educational Finance

Course Requirements
The course requirements include regular attendance and participation in classes. The course will be conducted primarily on a seminar format, so completion of assigned readings prior to the class meeting in which they will be discussed is essential. Grades for this course will be determined by the following weighting of your work.

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<tr>
<th>Requirement</th>
<th>Weight</th>
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<tr>
<td>Class participation</td>
<td>10%</td>
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<tr>
<td>Leading class discussions</td>
<td>10%</td>
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<tr>
<td>Group district expenditure allocation exercise</td>
<td>20%</td>
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<tr>
<td>Data analysis problem set</td>
<td>10%</td>
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<tr>
<td>Final paper</td>
<td>40%</td>
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Class participation
Students are expected to come to class having read the assigned readings and prepared to participate in class discussion.

Leading class discussions
Students will have the opportunity to lead the class discussion of (at least) two course readings, once before spring break and once after. On the day when your reading is assigned, you should come to class with a brief (less than ten minute) presentation that (1) identifies the author’s main question(s), (2) summarizes their argument (including, if relevant, their data, methods and findings), and (3) offers your critical thoughts about the paper. Conclude your presentation by posing to the class a question or two that the reading prompted you to think about. In addition you are asked to submit two 500-word critical review essays. These essays may be based on the reading that you present or, if you prefer, some other course readings. A guide for these essays will be distributed separately.

Group district expenditure allocation exercise
Due March 2

Data analysis problem set
Due March 23

Final paper
One-page proposal due March 16
Class presentation & paper due April 27

Readings

These books have been ordered at the Student Book Store, 421 East Grand River, (517) 351-4210 and Collegeville Textbook Company, 321 East Grand River, (517) 922-0013.

Most of the other required readings are available online through MSU library’s online resources (http://er.lib.msu.edu) or the URL noted with the reading. All other required readings--marked (Angel) on the reading list--will be made available on the course’s Angel website.

Course Outline and Reading Assignments

Readings marked (*) are optional.

1/12 Introduction and Overview
No assigned readings

1/19 The Economics of Raising Student Achievement: Does Money Matter?


1/26 Conceptions of School Finance Equity and Adequacy


(*) Odden and Picus, Ch. 3.


2/2 Measurement of Cost Differentials


Browse the website of the National Access Network, Teachers College, Columbia University at: http://www.schoolfunding.info

**2/9 Systems of State Aid to Education**

Odden and Picus, Ch. 9. OR
Lawrence Picus, Margaret Goertz and Allan Odden, Intergovernmental aid formulas and case studies. Ch 15 in Ladd and Fiske.


**2/16 Reflections on Education Funding and Student Outcomes**


2/23  Allocation and Use of the Education Dollar.
No regular class meeting. Group work on expenditure allocation exercise.

Odden and Picus, Chs. 4 and 6.

3/2  Financing School Facilities

Odden and Picus, Ch. 5


Thomas Davis (2008). Investigating the link between school capital and student performance. Unpublished manuscript, University of Maryland. (Angel)


3/19  Spring Break

3/16  Analysis of Finance Data
Session devoted to standard techniques for the analysis of school finance data.

3/23  School Finance in Michigan


### 3/30 Strategies for Improving School Outcomes of Low-Income Children


### 4/6 Teacher Sorting, Effectiveness and Compensation


Dan Goldhaber (2008). Teachers Matter, but effective teacher quality policies are elusive Ch 9 in Ladd and Fiske.
Odden and Picus, Ch.12.


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**Educational Markets and Privatization: Contracting for Educational Services**


Browse website of the Friedman Foundation [http://www.edchoice.org/schoolchoice/](http://www.edchoice.org/schoolchoice/)


4/27 Student Presentations