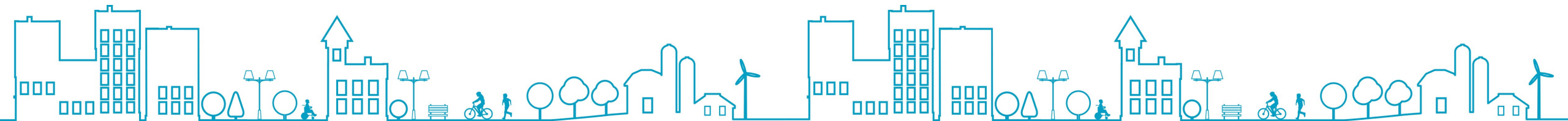




Resource Allocation Review

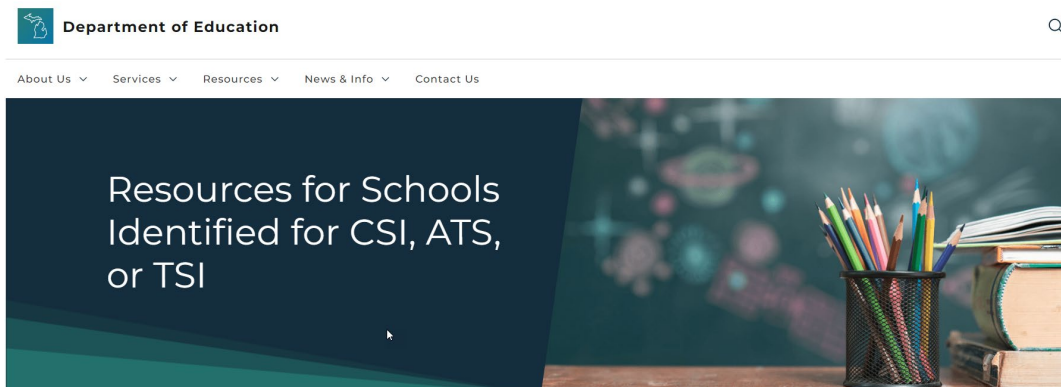
MSBO

March 2023



Getting to Know the Resource Allocation Review

A Resource Allocation Review (RAR) is a team-based inquiry process in which the participants focus on the equitable distribution of available assets within a school and/or district to meet the needs of each student.



Resource Allocation Review Process Guide

A guide for districts and schools considering resource equity for improving student outcomes.

Fall 2022



Resource Allocation Review (RAR) Overview

RAR Objective: To identify any existing resource inequities to be addressed within the improvement plan as required by ESSA (Sec. 1111(d)(1)(B)(iv); ESSA Sec. 111(d)(1)(B)(2)(C)). This will occur through collaborative discussions focused on available resources and utilizing the needs assessment process that informs evidence-based planning.

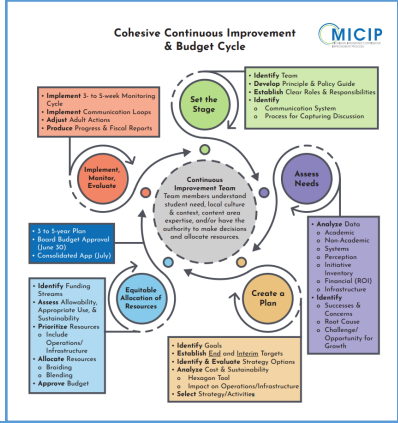


Enables sustainable systems and strategies to support desired outcomes for each student.

District and School Continuous Improvement



Throughout the continuous improvement process, a representation of various perspectives is used to develop a [cohesive improvement and fiscal plan](#). This engagement supports sustainable district-wide systems for implementing evidence-based strategies as intended.

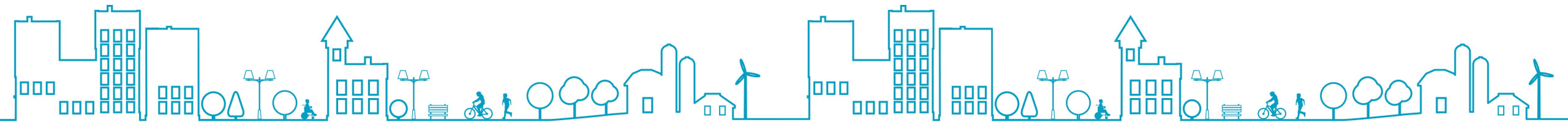


WHY?

- **Identify Resource Equity - CSI:**

ESSA Sec. 1111(d)(1)(B)(iv)

- **(1)** Comprehensive Support and Improvement-
- **(B) Local Educational Agency Action...**
- **(iv) identifies resource inequities**, which may include a review of local educational agency and school-level budgeting, **to be addressed through implementation of such comprehensive support and improvement plan;**



WHY?

- **Identify resource Equity - ATS:**

ESSA Sec. 1111(d)(2)(C)

- **(2) TARGETED SUPPORT AND IMPROVEMENT.**—
- **(C) ADDITIONAL TARGETED SUPPORT-** a plan described in subparagraph (B) that is developed and implemented in any school receiving a notification under this paragraph from the local educational agency in which any subgroup of students, on its own, would lead to identification under subsection (c)(4)(D)(i)(I) using the State's methodology under subsection (c)(4)(D) **shall also identify resource inequities** (which may include a review of local educational agency and school level budgeting), **to be addressed through implementation of such plan.**



WHY MSBO?

- Informed team members
 - Business officials
 - HR officials
- Allocation vs Expenditures
- Risk Management
- Maintained awareness of goals and plan implementation
- Maintenance of effort & Equity



Bridging to ESSER Requirements

- Informed team members
 - Business officials
 - HR officials
- Allocation vs Expenditures
- Risk Management
- Maintained awareness of goals and plan implementation
- Maintenance of effort & Equity



RAR Implementation

Collaborating to Complete the Resource Allocation Review

Schools identified for CSI and ATS must identify and address any resource inequities within the improvement plan.
(ESSA sec. 1111(d)(1)(B)(iv); sec. 1111(d)(2)(C))

Districts with schools identified for CSI must identify and address resource inequities within the improvement plan.
(ESSA sec. 1111(d)(1)(B); sec. 1111(d)(1)(B)(iv))

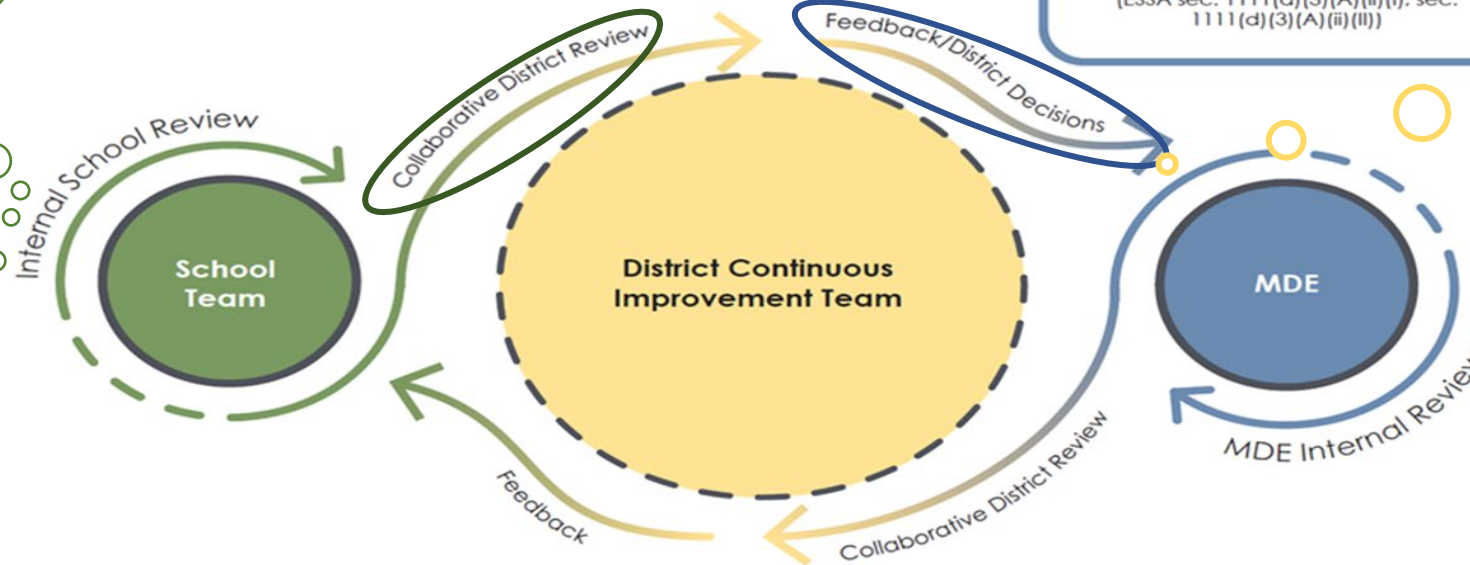
MDE must periodically complete a resource allocation review to support school improvement in districts with a significant number of schools identified for supports.
(ESSA sec. 1111(d)(3)(A)(ii)(I); sec. 1111(d)(3)(A)(ii)(II))

Assessed Needs inquiry

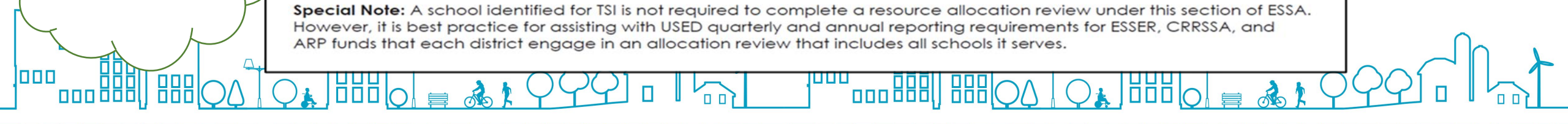
Collaborate with District Leadership.

Collaborate with ISD/RESA Partners

Submit CSI plan to MDE

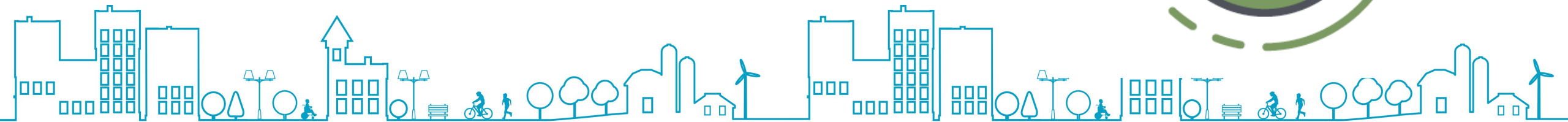


Special Note: A school identified for TSI is not required to complete a resource allocation review under this section of ESSA. However, it is best practice for assisting with USED quarterly and annual reporting requirements for ESSER, CRRSSA, and ARP funds that each district engage in an allocation review that includes all schools it serves.



Flexible Options for Implementation

- Consideration of option or approach to conducting the RAR
 1. Centered on the needs of a specific student group
 2. Centered on a MICIP strategy intended to address a root cause need related to the identification for support
 - 3. Financial resource distribution and utilization**
 4. Comprehensive system review



Option 1: Centered on the Needs of a Specific Student Group

- Is there a student group that contributed to the identification of the LEA for additional supports?
- Current strategies designed to serve the focus population of students
- Resources currently utilized to serve the focus population of students
- **Identify resources and allowable funding sources that are not currently being utilized to implement strategies intended to improve learner outcomes for the focus group(s).**
 - **Staffing**
 - **Course offerings**
 - **Supplemental materials**
 - **General Funds**
 - **Section 31a (State to support at-risk students)**
 - **Section 41 (State categorical to support English Learners)**
 - **Consolidated Application (Federal Title funds)**
 - **Philanthropic grants (local, state, national)**

Option 3: Financial Resource Distribution and Utilization

- District methodology for distributing resources
- School level expenditure reports
- Detailed district & school budgets
- Final Expenditure Reports (FER)
- Internal controls
 - Communicating and recording expenditures
- Demographic data
- Academic data



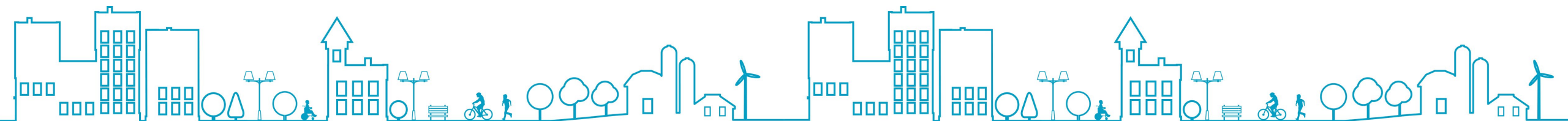
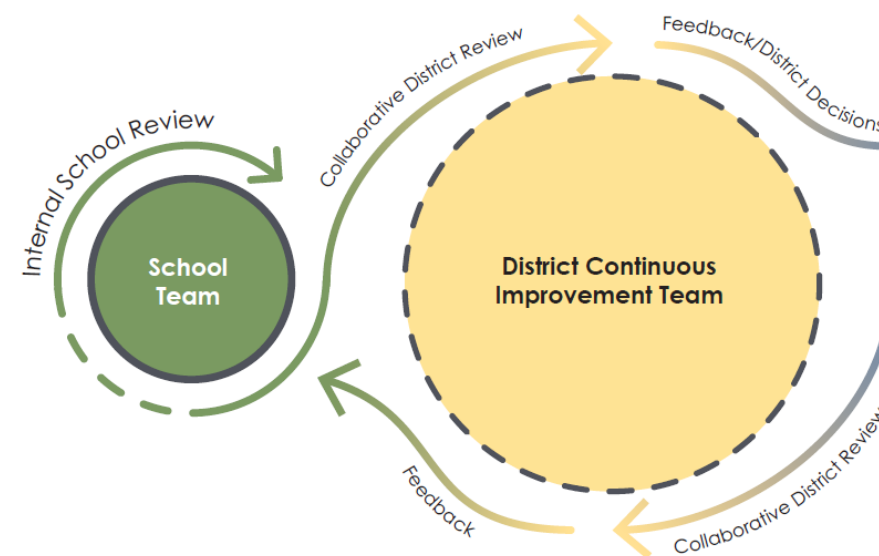
Financial Resource Distribution and Utilization Considerations

- Resources aligned to meet student needs
- Correlations between academic performance and where resources are being allocated.
- Internal controls assuring resources are being utilized as intended



Equity Determination

- Determine if there is an inequity.
 - Explain the root cause challenge identified from the resource allocation & utilization inquiry.
- Develop a plan to address the inequity in the improvement plan.
- Report findings to district leadership



Prepared to set sail

