

Module S2 Activity Journal:

Strategic Resource Allocation

# School:

# Name:

# Date:

# Journal Entries:

[ ]  Activity S2.2 – Reflect & Post on Community Wall

[ ]  Activity S2.3 – Read the Case Study & Reflect

[ ]  Activity S2.4 – Watch: Key Concepts 1: New Mexico Funding Basics

[ ]  Activity S2.5 – Check Your Understanding on New Mexico Funding

[ ]  Activity S2.6 – Watch: Key Concepts 2: Strategic Resource Allocation

[ ]  Activity S2.7 – Connect the Principles of Strategic Resource Allocation with the
 NM DASH Process Guide

[ ]  Activity S2.8 – Re-Connect to Module 5 & Reflect

# Activity S2.2 – Reflect & Post on Community Wall

Directions

Please take a few minutes to consider and respond to the following prompts. If you are completing the module with a group, first respond to these questions individually. Then, discuss as a group before continuing to the next activity in Module S2.

Step 1: Read the following short text

When thinking about equitable distribution of resources based on student needs, it is important to understand that **equitable does not mean equal**. Research suggests that educating disadvantaged students, such as those from a low-income background or those who are limited English proficient, may cost twice as much as educating students from more affluent backgrounds.[[1]](#footnote-1)

It should also be noted that **resources refer to more than just funding**. Resources include a range of elements beyond just funding, such as staff talent and expertise, staff time, student learning time, and outside services offered by community partners. Effective resource allocation strategies should consider the quality and variety of existing investments in people and programs — not just the per-pupil quantity of investments — and align those resources with district priorities.

Step 2: Reflect on your own

1. What is your prior experience with resource allocation processes?

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1. Where in the process guide modules 1–6 did you examine student data or consider programmatic choices to address student needs? Please identify an example to share here.

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1. Based on your responses, what are you hoping to learn from this module?

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Step 3: Post on the Community Wall

Post a response to the prompt “What I hope to learn from this module is...”

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# Activity S2.3 – Read the Case Study and Reflect

Step 1: Review & Read the following framing for revisiting the case study

The six main modules in this series all include elements of information and decision points that directly link to a strategic allocation process. For example, in the modules you analyze data, identify school needs, address those targeted school needs, and monitor implementation of critical actions to achieve student academic goals utilizing the NM School DASH process and tools. Any data review should include a close examination of academic indicators across student groups as well as other collected data on program impacts. To get a holistic picture of each school context and zero in on potential student needs, data collection should include school-level data beyond per-pupil funding.

Consider the following examples: teacher experience levels, teacher turnover rates, student data on demographics, poverty rates, and achievement levels.

Using these data, leaders can identify inequities in current resource distribution as well as student achievement gaps. Once these gaps have been identified, leaders can determine how to intentionally allocate staff and other necessary resources either by school-level needs or based on specific performance gaps (e.g., for specific student groups) to support school turnaround priorities. For example, we discuss the importance of tracking and monitoring the distribution of highly qualified teachers to ensure equity across school sites.

Step 2: Revisit the Case Study and look for the following

* Data for student groups
* Critical actions identified to address student needs
* Funding sources identified

Step 3: Reflect

Take a few minutes to consider and respond to the following prompts. If you are completing the module with a group, first respond to these questions individually. Then, discuss as a group before continuing the module.

1. Where in the case study did you see evidence of the following?
* Analysis Data for student groups
* Critical actions identified to address student needs
* Funding sources identified

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1. What, if any, non-funding resources are surfaced in the case study to address student needs?

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# Activity S2.4 – Watch: Key Concepts 1: New Mexico Funding Basics

Directions

While watching the video, jot down any questions that arise or thoughts that you would like to keep in mind as you work through the module or would like to share with your school team. An organizer is provided below.

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| What is New to Me |  | Key Take-Aways |
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# Activity S2.5 – Check Your Understanding on New Mexico Funding

Directions

This is an opportunity to review your own understanding of funding sources in New Mexico from Key Concept Segment 1.

1. What is the primary source of funding in New Mexico? Federal, state, or local?

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1. Is funding in New Mexico distributed by students, by programs, or by resources?

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1. What is the SEG?

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# Activity S2.6 – Watch: Key Concepts 2: Strategic Resource Allocation

Directions

While watching the video, jot down any questions that arise or thoughts that you would like to keep in mind as you work through the module or would like to share with your school team. An organizer is provided below.

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| What is New to Me |  | Key Take-Aways |
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# Activity S2.7 – Connect the Principles of Strategic Resource Allocation with the NM DASH Process Guide

Directions

In the Key Concept 2 video, you were introduced to the Four Principles of Strategic Resource Allocation. In this activity, you will crosswalk the NM DASH Process Guide for Schools and the activities underpinning each principle using the table below\*. As you work through the table:

* Consider the following prompt: Where do the links between funding, outcomes for student groups and programmatic decisions surface in the planning process?
* Review each suggested alignment and take notes about where you see or don’t see the alignment in the table below.
* Also consider any implications for planning.

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| Strategic Resource Allocation Principles | Related Process Guide Component and Module | Where do you see alignment? Where is alignment missing? | Implications for Planning |
| Consider resources beyond just funding | Component/Module 3 – Conduct Data Analysis and Identify THE Performance ChallengeComponent/Module 4 – Conduct Root Cause Analysis and Select Focus Areas |       |       |
| Establish Priorities through Stakeholder Engagement | Component/Module 1 – Build School Core TeamComponent/Module 2 – Set Student Achievement GoalsComponent/Module 3 – Conduct Data Analysis and Identify THE Performance ChallengeComponent/Module 4 – Conduct Root Cause Analysis and Select Focus Areas |       |       |
| Blend, braid, and layer resources | Component/Module 5 – Build a 90-day PlanComponent/Module 6 – Implement Plan and Monitor Progress |       |       |
| Equitably distribute resources | Component/Module 5 – Build a 90-Day PlanComponent/Module 6 – Implement Plan and Monitor Progress |       |       |

\*This worksheet is available as a standalone document at the link provided at the end of this module.

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# Activity S2.8 – Re-Connect to Module 5 & Reflect

Directions

Revisit Component 5 of the Coggins Middle School Case Study. Review the details of their 90-day Plan. Consider the following prompts and reflect on implications for your own planning efforts.

1. What resources are necessary to sustain the implementation of the critical actions outlined in Coggins Middle School’s 90-day Plan? Remember that resources include more than funding.

Consider: How Coggins School Core Team might leverage time, staff capacity, class size, technology, and community partners as they consider allocation of resources to the meet the needs of their students?

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1. For your own school and district, where would you consider embedding the principles of strategic resource allocation into your planning processes?

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1. Duncombe, W. D., & Yinger, J. (2004). How much more does a disadvantaged student cost? (Working paper). Center for Policy Research at Syracuse University. Available in NM DASH Resource Library. [↑](#footnote-ref-1)