



Book Series

# *Conducting Research in Education Finance: Methods, Measurement, and Policy Perspectives*

Series Editors

David C. Thompson, *Kansas State University*; R. Craig Wood, *University of Florida*

Education in the U.S. is a multi-billion dollar enterprise that encompasses preschool, elementary, secondary, and postsecondary institutions. Tax revenues from the local, state, and federal levels combine to support education across tens of thousands of communities nationwide. In particular, public elementary and secondary schools are charged with educating all children regardless of the challenges and additional costs incurred to ensure equality of educational opportunity. At the same time, many higher education institutions struggle to provide access to families and students of modest economic means by controlling tuition increases without compromising the quality of education students receive. However, tax revenues are limited and must be divided among a host of other public services we value as a society. The role of research in education finance is one that systematically analyzes the equity, adequacy, efficiency, accountability, and stability of education funding so that legislators, policymakers, educators, parents, communities, and other stakeholders can make informed decisions on how best to allocate and deploy fiscal resources to achieve multiple and sometimes competing educational goals. This series is designed to address the challenging issues raised above.

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- Funding Public Schools in the United States, Indian Country, and US Territories
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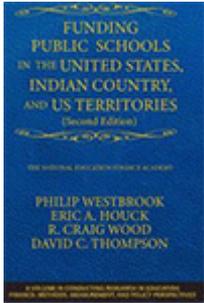
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## Funding Public Schools in the United States, Indian Country, and US Territories (Second Edition)

Philip Westbrook, University of Alabama; Eric A. Houck, University of North Carolina at Chapel Hill; R. Craig Wood, University of Florida; David C. Thompson, Kansas State University

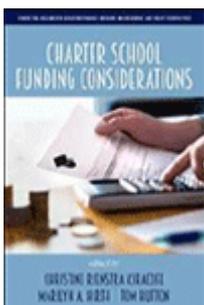
2023. Paperback 979-8-88730-268-3 \$99.99. Hardcover 979-8-88730-269-0 \$114.99. eBook 979-8-88730-270-6 \$85.

The National Education Finance Academy has once again convened university faculty members, state-level administrators, officials from state level chapters of the Association of School Business Officials, and others to provide a single-volume reference of school funding mechanisms for each of the states, the District of Columbia, Indian Country, and the US territories.

This volume supplements the annual “state-of-the-state” profiles produced by the National Education Finance Academy so that educators, policymakers, and researchers can have access to accurate and concise information on how K12 education functions are supported across multiple jurisdictions. In addition, each profile addresses state level efforts to provide education funding to support schools during the COVID- 19 pandemic.

The second edition expands upon groundbreaking work in the first edition, which for the first time reported comprehensively on the multiple jurisdictions and mechanisms impacting funding for Native American students, by also reporting on policies and funding mechanisms for public schools in US Territories.

**CONTENTS:** America’s Public Schools, *William E. Thro*. Introduction: Creating a Scholarly Ecosystem for School Finance Studies, *Eric A. Houck, Philip Westbrook, R. Craig Wood, and David C. Thompson*. **PART I: SCHOOL FINANCE MECHANISMS OF THE FIFTY STATES.** Alabama, *Amy Dagley and Philip Westbrook*. Alaska, *Amy Dagley and Amy Lujan*. Arizona, *Daniel W. Eadens and Gayle A. Blanchard*. Arkansas, *Steve Bounds*. California, *Ann Blankenship-Knox, Paul Jessup, and Bob Blattner*. Colorado, *E. Glenn McClain, Jr. and Spencer C. Weiler*. Connecticut, *Michael Morton and George Sinclair*. Delaware, *Christopher Brooks*. Florida, *R. Craig Wood*. Georgia, *David G. Martínez, Lauren G. Epps, and Patrick D. Bennett*. Hawai’I, *Brenda Mendiola*. Idaho, *David C. Thompson*. Illinois, *Michael A. Jacoby, Benjamin Boer and Melissa Figueira*. Indiana, *Marilyn A. Hirth and Daniel Hile*. Iowa, *Ain A. Grooms*. Kansas, *Kellen J. Adams, S. Craig Neuenswander, and David C. Thompson*. Kentucky, *William E. Thro*. Louisiana, *Janet M. Pope, Dannie P. Garrett, III, Markey W. Pierre’, and Wendy Baudoin*. Maine, *Sharda Jackson Smith*. Maryland, *Chelsea E. Haines*. Massachusetts, *David Danning*. Michigan, *Brett Geier and Scott Sawyer*. Minnesota, *Nicola A. Alexander*. Mississippi, *Spencer D. Stone*. Missouri, *R. Craig Wood and Kai Cui*. Montana, *Lou L. Sabina and Devon Viola*. Nebraska, *Joel Applegate, Bryce Wilson, Kellen J. Adams, and David C. Thompson*. Nevada, *Jacob D. Skousen and R. Karlene McCormick-Lee*. New Hampshire, *Osnat Zaken*. New Jersey, *R. Craig Wood and Kai Cui*. New Mexico, *Marianna Olivares and Cristóbal Rodríguez*. New York, *Brian O. Brent and Karen J. DeAngelis*. North Carolina, *Eric A. Houck, Walter Hart, and Jim R. Watson*. North Dakota, *Eric A. Houck*. Ohio, *Barbara M. De Luca and Steven A. Hinshaw*. Oklahoma, *Jeffrey Maiden and Shawn Hime*. Oregon, *Andy Saultz and Alyssa Nestler*. Pennsylvania, *Andrew L. Armagost and Timothy J. Shrom*. Rhode Island, *Jacob D. Skousen*. South Carolina, *Mazen Aziz and Henry Tran*. South Dakota, *Wade Pogany and Tyler Pickner*. Tennessee, *Lisa G. Driscoll*. Texas, *Catherine E. Knepp and Mary P. McKeown-Moak*. Utah, *W. Bryan Bowles and Robert W. Smith*. Vermont, *Tammy Kolbe and D. Akol Aguek*. Virginia, *William Owings and Leslie S. Kaplan*. Washington School Finance: Exploring the History and Present-Day Challenges for Fiscal Equity, *David S. Knight, Pooya Almasi, and JoLynn Berge*. West Virginia, *Keith A. Butcher*. Wisconsin, *Lisa Lambert Snodgrass*. Wyoming, *Neil Theobald*. **PART II: SCHOOL FINANCE IN INDIAN COUNTRY, US TERRITORIES, AND THE DISTRICT OF COLUMBIA.** District of Columbia, *Michael C. Petko*. Indian Country, *Alex RedCorn, Meredith L. McCoy, and Hollie J. Mackey*. U.S. Territories, *Lou L. Sabina and Anna Peters*.



## Charter School Funding Considerations

Christine Rienstra Kiracofe, Purdue University; Marilyn A. Hirth, Purdue University; Tom Hutton, Education Law Association

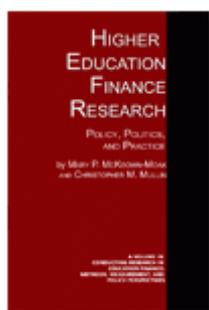
2022. Paperback 978-1-64802-833-5 \$52.99. Hardcover 978-1-64802-834-2 \$94.99. eBook 978-1-64802-835-9 \$85.

Much has been written about how public schools in the United States are funded. However, missing in the current literature landscape is a nuanced discussion of funding as it relates to public charter schools. This text, authored by

researchers and professionals working in the charter school world, provides readers with a comprehensive overview of issues related to the funding and operation of charter schools.

The book opens with an introduction to charter schools and how they are funded. The financial management and oversight of charter schools and issues related to funding equity, including how charter schools impact district school finances, are addressed. Special considerations for charter schools related to serving special education students and transportation issues are also addressed. After reading this book, readers will have a thorough understanding of how charter schools are funded and managed financially.

**CONTENTS:** Foreword, *Christine Rienstra Kiracofe, Marilyn A. Hirth, and Tom Hutton*. Understanding Charter Schools, *Paul O'Neill*. Overview of Charter School Finance, *R. Craig Wood*. Charter School Financial Management and Oversight, *Charisse Gulosino and Elif Şişli-Ciamarra*. Charter School Funding Equity: An Examination of Policy and Litigation, *Rob Reed and Renita Thukral*. What We Know About the Impacts of Charter Schools on District School Finances, *Paul Bruno*. Charter School Funding and Student Achievement: Does Money Matter? *Marilyn A. Hirth*. Funding Special Education in Charter Schools, *Lauren Morando Rhim, Stephanie Lancet, and Paul O'Neill*. Charter Schools and Transportation Services, *Spencer C. Weiler, Luke M. Cornelius, and Terence W. Cavanaugh*.



## Higher Education Finance Research Policy, Politics, and Practice

Mary P. McKeown-Moak, Moak, Casey & Associates; Christopher M. Mullin, Board of Governors of the State University System of Florida

2014. Paperback 9781623964931 \$52.99. Hardcover 9781623964948 \$94.99. eBook 9781623964955 \$85.

There is a void in the literature on how to conduct research in the finance and economics of higher education. Students, professors, and practitioners have no concise document that examines the field, provides history, definitions of terms, sources of data, and research methods. Higher Education Finance Research: Policy, Politics, and Practice fills that void.

The book is structured in four parts. The first section provides a brief history and description of the general organization of American higher education, the sources and uses of funds over the last 100 years, and who is served in what types of institutions. Definitions of terms that are unique to higher education are provided, and some basic rules for conducting research on the economics and finance of higher education are established. Although in some ways, conducting research in higher education funding is similar to that for elementary/secondary education, there are some important distinctions that also are provided. The second section introduces guiding philosophies, sources of data, data elements/vocabulary, metrics, and analytics related to institutional revenues and expenditures. Chapters in this section focus on student oriented revenues, institutionally-oriented revenues, and funding formulas. The third section introduces accountability-related concepts by first examining the accountability movement in higher education and performance-based approaches applied in budgeting and funding, then looking at methods to determine public and private returns on investment in postsecondary education, and closing with an examination of finance from the perspective of the primary consumer: students. The fourth and last section of the book focuses on presenting postsecondary finance research to policy audiences to assist in connecting academic research and policy making. Chapters focus on accounting for time considerations in analysis, the placing of data in context to make the data and findings relevant, and ways to effectively communicate findings to various policy-making audiences.

**CONTENTS:** Foreword. **SECTION I: INTRODUCTION TO HIGHER EDUCATION FINANCE RESEARCH** 1. Organization of Higher Education. 2. Foundations of Fiscal Analyses. **SECTION II: REVENUES AND EXPENDITURES** 3. Student-Oriented Revenues and Expenditures. 4. Institutional Revenues and Expenditures. 5. State Funding Formulas. **SECTION III: ACCOUNTABILITY AND RETURN ON INVESTMENT** 6. Accountability in Higher Education. 7. Performance-Based Approaches in Postsecondary Finance. 8. Human Capital Development and Returns on Investment. 9. Student Perspectives on College Costs and "Price" **SECTION IV: PRESENTING RESEARCH** 10. The Influence of Time. 11. On Groups and Events. 12. Presenting Research to an Audience of Policymakers. List of Figures. List of Tables. References. About the Authors.



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