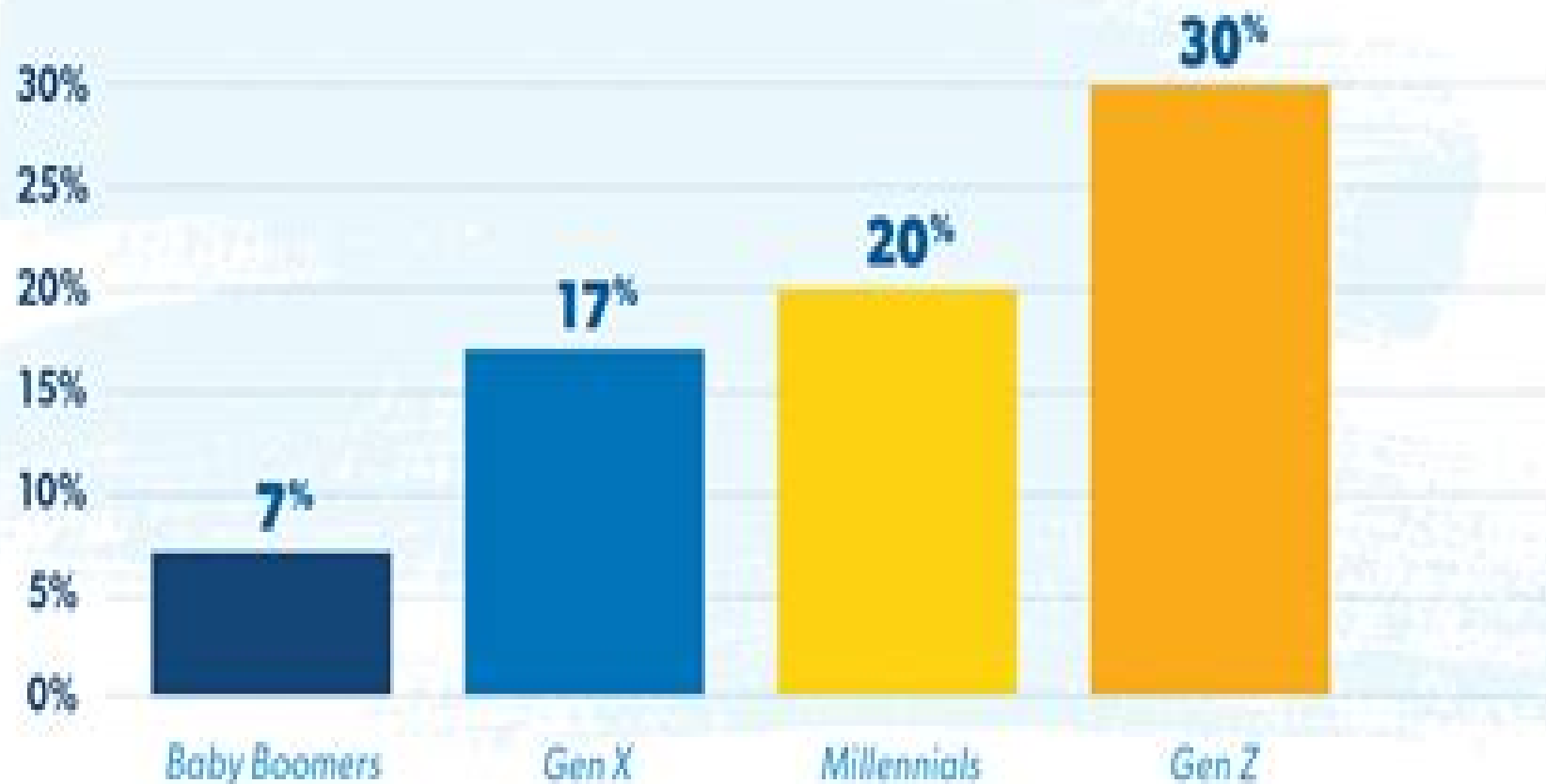


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policy options are available to states facing new challenges from court decisions mandating adequacy in school finance When measuring adequacy how do you consider differences in student needs and regional costs **A Federal Education Agency for the Future** United States. Office of Education. Committee on the Mission and Organization of the Office of Education,1961 **Schools, People & Money: the Need for Educational Reform** United States. President's Commission on School Finance,1972 **Recent Advancements in Education Finance and Policy** Thomas Downes,Kieran M. Killeen,2022-10-01 The past decade has seen a steady flow of important and innovative papers documenting the short and long term effects of finance reforms and the heterogeneity of the effects of reforms exemplified by papers like Jackson Johnson Persico 2016 Lafortune Rothstein Schanzenbach 2018 Hyman 2017 and Candelaria and Shores 2019 Those papers have reinvigorated research on the effects of finance reforms while raising important questions about how to best design a finance system and generate necessary revenues The papers mentioned above along with other papers too numerous to mention have taken advantage of better data and better methods to address long standing questions and generate provocative new answers Since the landscape has changed quickly policy makers and prospective researchers require a summary of the current state of the research on the effects of school finance reforms Answers are also needed to such questions as To what extent are lessons from the Great Recession applicable to the Covid 19 induced crisis For example how will states allocate cuts in grants and will those cuts undo state progress in equalizing educational access Are there strategies for allocating resources that best preserve student learning How do financing systems need to be modified to accommodate greater use of online education How should school finance systems be designed to provide equal access or at a minimum adequate access to students with special needs Why is there significant heterogeneity in the results of different finance reforms What have been the effects of recent state efforts to reduce the role of the property tax in financing K 12 education How should finance systems be designed to more effectively close persistent achievement gaps How if at all should states integrate the financing of preschool education with the financing of elementary and secondary education To help prepare the next generation of researchers and policy makers in the realm of school finance this volume includes papers that summarize the current state of research on the questions above as well as other pressing questions in education finance and policy The book aims to bridge a space between comprehensive textbooks and journal articles in the field of education finance and policy There are two main target audiences The book is meant to serve professionals like school district administrators and education policy practitioners that desire a contemporary update to their previous study of education finance and policy issues These audiences often have limited access to peer reviewed journals and knowledge of pertinent government and related policy reports in the field The book is also meant to serve students and faculty from programs in public administration public policy community development and applied economics education administration educational leadership and policy studies that are studying content related to education policy the economics of education state and local

public finance and taxation Some upper level undergraduate students may also benefit from this resource Handbook of Research in Education Finance and Policy Helen F. Ladd,Edward B. Fiske,2008 Sponsored by the Association for Education Finance and Policy AEFPP this groundbreaking new handbook assembles in one place the existing research based knowledge in education finance and policy thereby helping to define this evolving field of research and practice It provides a readily available resource for anyone seriously involved in education finance and policy in the United States and around the world The Handbook traces the evolution of the field from its initial focus on school inputs and the revenue sources used to finance these inputs to a focus on educational outcomes and the larger policies used to achieve them It shows how the current decision making context in school finance inevitably interacts with those of governance accountability equity privatization and other areas of education policy Because a full understanding of the important contemporary issues requires input from a variety of perspectives the Handbook draws on contributors from a variety of disciplines While many of the chapters cover complex state of the art empirical research the authors explain key concepts in language that non specialists can understand

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