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Resource Allocation

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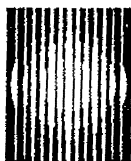
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PRINCIPALS FOR OUR CHANGING SCHOOLS

THE KNOWLEDGE AND SKILL BASE

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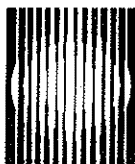
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RESOURCE ALLOCATION

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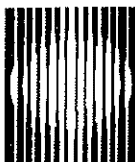
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RESOURCE ALLOCATION

DEFINITION

Resource Allocation: Procuring, apportioning, monitoring, accounting for, and evaluating fiscal, human, material, and time resources to reach outcomes that reflect the needs and goals of the school site; planning and developing the budget process with appropriate staff.

To understand resource allocation, it is helpful to conceptualize the terms *resource* and *allocation* separately.

Resources are available means of supply or support that assist in accomplishing goals and meeting needs. Caldwell and Spinks (1986) define resources as culture and knowledge; however, most experts agree with Guthrie, Garms, and Pierce (1988), who define resources as "time, personnel, and materials . . . as well as money" (p. 216). Thomas (1980) suggests that student and parent time is a "nonpurchased resource" that school leaders interested in effective and efficient allocation should consider. Rossmiller (1983) distinguishes between resource inputs and resource applications. Inputs, he says, are the available human and material resources, whereas applications are the "alternative ways resource inputs are mixed to achieve students' educational goals" (p. 174).

Allocation is apportionment for a specific purpose or to particular persons or things. It also is an earmarking of resources for distribution.

According to Guthrie et al. (1988), resource allocation is embodied in a budget, which "represents a plan for the direction of an organization's total discretionary resources . . ." (p. 216) and is determined through a budgeting process. This process is cyclical and includes planning, budgeting, and evaluation, all of which take place within a given time period.

Caldwell and Spinks (1986) link policy-making to resource allocation; Westbrook (1988) links resource allocation to the political process. Hoyle, English, and Steffy (1990) view resource allocation as a twofold process, which examines "the fundamental nature of the enterprise," then discovers and implements "the most effective processes that will realize these purposes" (p. 205).

Thus, resource allocation:

- is a cyclical series of actions or operations that cover a specified time period;
- is anchored to a budget document but encompasses more than dollars; and
- requires leadership to administer the process appropriately, efficiently, and effectively in the learning environment.

LITERATURE REVIEW

What must principals know and what skills must they have to provide the necessary resources for their schools? What resources do they allocate? How do they decide who or what will receive them and in what proportion? In short, what is the resource allocation process and how can it be used to benefit the school?

Hoyle et al. (1990) suggest that to change schools and unlock their potential, principals must think differently about them, because the manner in which resources are allocated must reflect the articulated purposes of the school. Smith and Andrews (1989) state that the principal who provides the necessary resources for achieving the school's academic goals is perceived as an instructional leader. Two issues are of primary importance in this regard: "the value that principals place on the dimensions of their roles and how they allocate time to those various dimensions" (p. 23).

Other researchers offer varying perspectives on the role principals play in allocating resources:

- Hughes and Ubben (1989) believe that the principal's primary tasks are personnel management, communications development, building operation, and budget oversight.
- Caldwell and Spinks (1986) state that school-site budgeting is more complex than district-

level budgeting and that principals must understand and employ line-item and work-flow budgets. The former ensures proper spending; the latter enables on-site alterations in program decisions.

- Campbell and Sparkman (1990) stress the importance of identifying resources that contribute to school outcomes and affect school-site budget issues.
- Monk (1989) notes the labor-intensive technologies behind education reform and how schools of the future must employ different strategies in their use of labor and capital.
- Swanson and King (1991) assert that labor is the most critical and costly educational resource and is the most likely to affect and be affected by trends for involving teachers in decision-making processes. They posit that in managing human resources, principals must understand the importance of delegation and provide "leadership in finding and coordinating resources to achieve [a building team's] identified goals." (p. 300)

Principals differ on the importance of resource allocation. A large sample of Texas principals, for example, viewed physical plant management, budgeting, and finance skills as being less important than campus leadership, instructional leadership, and inter-

personal relations (Beck, 1987). The results of another sample, however, indicate that principals and American Education Finance Association (AEFA) members perceive school budget administration as the most important school finance topic, although they differed significantly in their opinions on legal issues, accounting principles, and resource allocation ethics (Garber, 1990).

Principals have voiced a need for further training in specific areas of the allocation process. Andrews (1989) reported that first-year principals recommend additional training in time management and in communication with staff who work with parents, budgeting, curriculum, and instruction. Purcell (1987) found that attitudes of principals, their ability to secure resources, and their promotion of the in-service education as a personnel resource were crucial to effective staff development. Saville (1986) suggested that the principal's knowledge of the teacher employment interview is a major human resource element. Specifically, principals must conduct effective interviews, have knowledge and practice in setting up better forms for collecting pre-interview data, have access to or information for understanding the "prima facie" evidence, be aware of unlawful inquiries, and be able to maintain the necessary focus to perform an interview.

THE PROCESS MODEL

In sum, resource allocation is a process that requires principals to:

- 1) identify needs and determine goals for a specified time cycle;
- 2) recognize that resources are defined in many ways;
- 3) plan strategies that result in a budget and the allotment of time, ways, and means to accomplish goals;
- 4) identify sources of resources and procedures for procuring them;
- 5) procure appropriate resources to meet goals or satisfy needs;
- 6) apportion resources to site locations, programs, and personnel groupings;
- 7) manage resources using accounting, monitoring, and reapportionment, as necessary;
- 8) evaluate effects of resource apportionment; and
- 9) judge the validity and implications of evaluation results.

Regardless of the type of resources with which principals are concerned, they must follow a procedure that allows them to maxi-

mize inputs and account for their use to achieve goals. Figure 13-1 illustrates this process and is based on the above components.

DETERMINING NEEDS AND GOALS

The resource allocation cycle is driven by the goals principals establish with staff to meet the learning needs of students. Regardless of the resources required, principals must procure available resources, apportion them among various school programs, manage them, and evaluate their use, all within a given cycle of time. Evaluation of outcomes fuels goal development within the next cycle and affects strategies to be employed in the procurement, appropriation, and management of subsequent resources.

PLANNING

Planning is the systematic determination of future resource allocation (Guthrie et al., 1988). According to Keith and Girling (1991), a financial plan translates intentions into resource allocation that reflects the school's priorities. This translation includes the elements of procurement and apportionment. The first step in the resource allocation process requires principals and their colleagues to determine the procedures and means to meet prede-

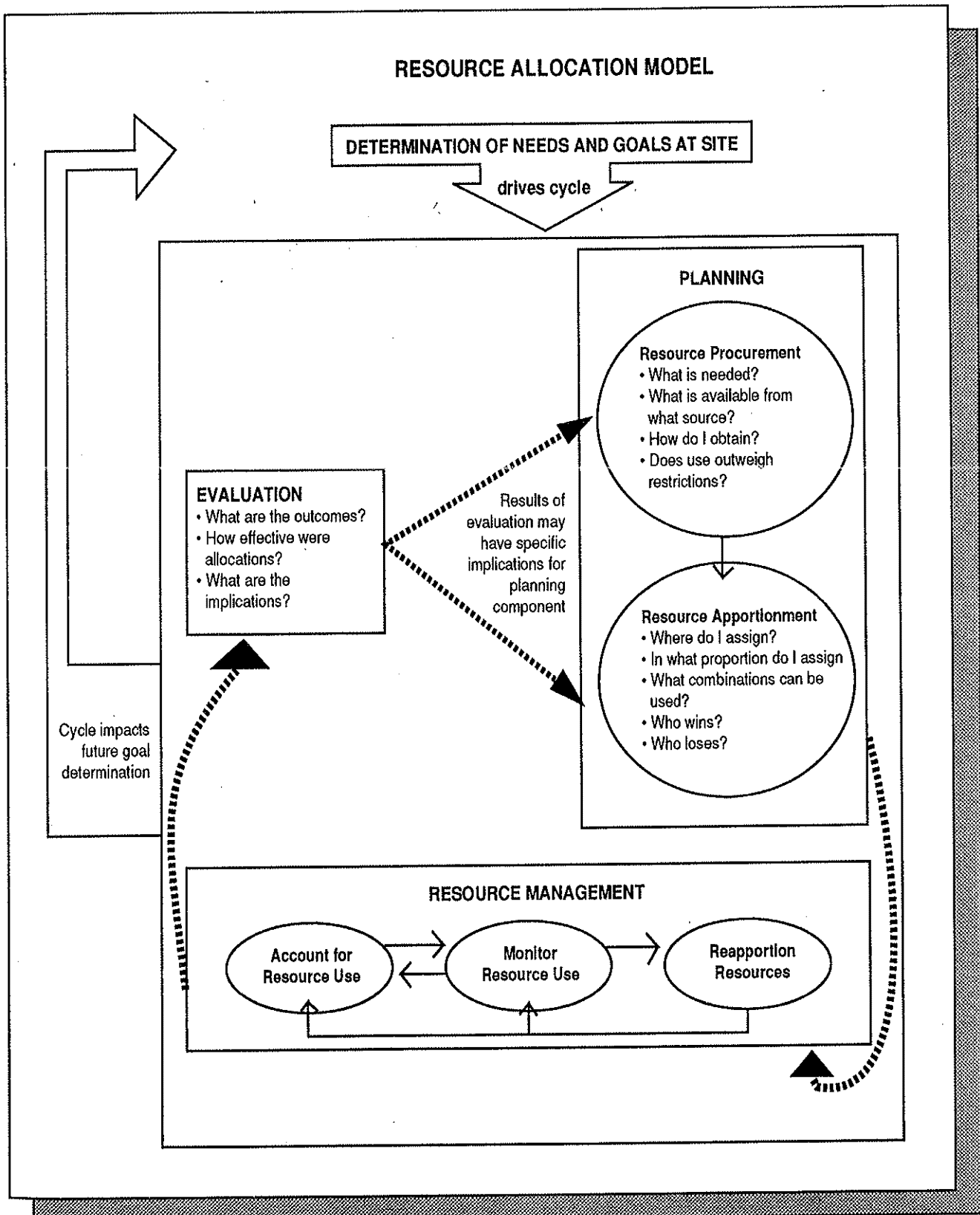


FIG. 13-1

terminated needs and goals for a specified time period.

Procurement: Procuring resources precedes their apportionment and distribution. Principals must ask themselves what specific resources are needed and where and how the fiscal, personnel, and material resources can be obtained. The amount, type, and quality of resources will vary according to the principal's skill in identifying and obtaining the resources.

Apportionment: According to Guthrie et al. (1988): "Budgets are the financial crystallization of an organization's intentions. It is through budgeting that decisions are made about how to allocate resources to achieve goals" (p. 216). Principals, who often work with budget committees in this stage of the planning process, assign resources to programs and sites as they answer questions such as: How much? What combinations are optional? Who gains? Who loses? Apportionments often are reflected in the budget document. Resources like student and parent time may require supplemental documents, schedules, or procedures.

- 1) account for procured and apportioned resources;
- 2) monitor resource arrival, resource use, and resource storage and retrieval; and
- 3) reapportion unused or underused resources during the school year.

These three elements are separate yet interdependent. To understand and employ each, principals must have a broad knowledge base and sizeable skill bank.

Accounting for Resources: This element provides information that initiates monitoring procedures and is dependent upon data from the monitoring element (see Monitoring Resource Use below). Principals must establish consistent and accurate procedures for record-keeping, reporting, auditing, and maintaining up-to-date inventories of resources at the school site. In many cases, these methods reflect district policy; in other cases, they are site-specific.

Monitoring Resource Use: This element provides data for the accounting element above as well as for the reapportionment element below. All resources that have been apportioned or assigned must be monitored. Principals use formal and informal procedures in their observations and in data collection. They monitor teacher-student ratios and interactions; the use of paraprofessionals; the number of parent and community

RESOURCE MANAGEMENT

During this phase of the cycle, principals must:

volunteers; the frequency and amount of their nonpurchased time, equipment, material consumption; storage practices; year-to-date expenditures; and expenditure patterns of allotted fiscal resources. Synthesis and analysis of these data is useful to reapportioning resources during the time cycle.

Reapportioning Resources: If they are to manage resources efficiently and effectively, principals must reassign those that are unused, misused, or underused. Reapportionment depends on the data collected through consistent, competent, and thorough monitoring of resource use. Resource reassignment leads to additional accounting and monitoring efforts.

EVALUATION

Guthrie et al. (1988) state that "Evaluation involves assessing the outcomes of one or more events, making judgments regarding effectiveness, and providing information that can shape future decisions" (p. 216). Before initiating a new resource allocation cycle, principals must determine the degree to which their planning and management satisfied the needs and goals established in the current cycle. Feedback, therefore, is essential.

Near or at the end of the cycle, assessments and evaluation results feed into the identification of needs and the establishment of

goals for the school's next allocation cycle. Past performance data influence not only goal determination, but also resource procurement and apportionment strategies (e.g., which resources should be continued, augmented, downgraded, or shifted).

KNOWLEDGE AND SKILLS

The knowledge and skills necessary to assess needs and formulate goals are developed in Domains 1, 2, and 4 (Leadership, Information Collection, and Judgment, respectively). After working with others to determine school needs and goals, principals develop a plan to procure and apportion needed resources, manage them throughout the school term, and evaluate the outcomes of this apportionment. Information gathered throughout the year and included in the summary evaluation directs principals in the definition of needs and goals and subsequent resource allocation.

PLANNING

This stage includes the procurement and apportionment of resources that will meet the goals and needs established for the time cycle. Planning models borrowed from business management—Planning, Programming, Budgeting, Evaluation System (PPBES), Pro-

gram Evaluation and Review Technique (PERT), zero-based budgeting, Gantt charts, multiyear costing techniques, forecasting and projection techniques, and quantitative analysis of alternatives (e.g., cost-benefit and cost-effectiveness analyses)—may enhance the principal's ability to plan for the procurement and apportionment of resources. Hoyle et al. (1990) report that successful adaptations of some of these models have resulted in simplified reporting procedures and easy-to-understand budget documents.

Principals must be able to develop a budget that reflects staffing and facility requirements and the program needs that parent, student, and community members agree are relevant and appropriate. Principals must be knowledgeable about specific statutes and state and district regulations governing the budget process. They also need the skills to assess staff and community desires, to develop marketing and public relation programs, to make computer projections, and to plan strategies for enhancing interpersonal relations. Principals who apply the planning stage are more likely to attain what Guthrie et al. (1988) call allocative efficiency—the ability to allocate resources to meet client and organizational needs and goals.

Resources are defined broadly and include not only dollars but the services and objects purchased with dollars. Therefore, selected knowledge and skills pertaining to other domains (e.g., Do-

main 5, Organizational Oversight, Domain 8, Instruction and the Learning Environment, and Domain 11, Staff Development) are useful in the planning component.

Effective behaviors of principals include:

- surveying historical, current, and future demographic data for the school site;
- incorporating needs assessment into project planning;
- establishing a system for prioritizing competing claims for resources;
- using project planning charts;
- employing “if this, then that” computer procedures to assess alternative allocations;
- considering internal and external sources of funding, personnel, and material acquisition;
- considering district procedures relative to building improvements;
- developing building staffing plans;
- planning marketing strategies to maximize goal-related student activities;
- creating a planning cycle for the purchase and replacement of materials and equipment; and
- weighing alternative possibilities using varied apportionments.

Ineffective behaviors of principals include:

- increasing the yearly budget through the incremental budget process only;
- not considering the site's need

- to innovate and experiment; and
- not considering multiyear projects in planning allocation procedures.

PROCUREMENT

Principals who intend to obtain fiscal, personnel, and material resources rely on a variety of knowledge and skills. These include:

- knowledge of traditional and nontraditional funding sources;
- knowledge of district discretionary funding policies;
- knowledge and skill in purchasing and requisition procedures;
- skill in grant seeking and grant writing;
- knowledge of community resource pools (e.g., elderly and teen volunteers, potential business partnerships, social agencies open to collaborative service offerings, etc.);
- skills related to marketing that may increase resource support at the school site; and
- skills in staff recruitment relative to district policies and practices, including staff interview and selection procedures.

In addition, the knowledge and skill bases underlying the four contextual domains—Philosophical and Cultural Values, Legal and Regulatory Applications, Policy and Political Influences, and Public Relations (Domains 18–21, respectively)—may influence resource procurement.

Effective behaviors of principals that relate to *fiscal* procurement include:

- seeking funding from district and external sources;
- initiating business support for school projects;
- encouraging teachers to apply for classroom teaching grants;
- seeking appropriate and required services from social service agencies;
- creating a purchase and replacement cycle for materials and equipment;
- using published databases (e.g., *Education Interface* by the American Association of School Administrators) to draw on sources of resource support;
- seeking appropriate federal grants; and
- seeking matching grants from the district or state.

Effective behaviors of principals that relate to *human resource* procurement include:

- differentiating among personnel services required (e.g., psychological services, remedial, counseling, etc.);
- drawing on their internal personnel pool for potential candidates for positions;
- evaluating schedules for potential savings in student and staff time; and
- seeking community volunteers for school needs.

Effective behaviors of principals that relate to *material* procurement include:

- using inventories to justify purchases;
- completing purchase requests for replacement of materials and equipment;
- submitting an annual list of needed materials and equipment; and
- establishing criteria for selecting materials and equipment.

Ineffective behaviors of principals that relate to *fiscal* procurement include:

- ignoring guidelines governing purchases for special state and federal programs;
- failing to coordinate the purchase of supplies and equipment with the central office;
- disregarding data bases that provide multiple sources of support;
- overlooking timeliness for purchases; and
- failing to develop a strategy for engaging extracurricular fundraising.

Ineffective behaviors of principals that relate to *human resource* procurement include:

- failing to be apprised of services available to students and required of social agencies outside the school;
- ignoring potential sources of human intervention in problems; and

- not using central office personnel to the best advantage.

Ineffective behaviors of principals that relate to *material* procurement include:

- failing to consider vendor incentives that would allow savings;
- ignoring previous timelines for securing scarce supplies; and
- having no concept of the overall consumption rate of building supplies and service needs.

APPORTIONMENT

Skill in the efficient yet equitable distribution of resources is important. Principals, therefore, must be knowledgeable of state laws, district regulations, and negotiated contract restrictions that govern the assignment and the use of resources. They also must understand the rationale for building contingency funds, have knowledge of costing concepts (e.g., delayed costs, opportunity costs, controllable and uncontrollable costs, unit costs, average costs, and marginal costs), and be skilled in involving subordinates with the decision-making process. In addition, in the wake of greater parent and student choice among schools and programs, principals must be able to attract new clients, to match the strengths of teachers with the needs of students, and to establish activities that support curricular and cocurricular programs.

Effective behaviors of principals include:

- assigning material and equipment according to established criteria;
- linking essential materials to program goals;
- establishing a contingency fund for a portion of fiscal resources;
- balancing department allotments;
- suggesting and encouraging personnel transfers when appropriate;
- retrieving and moving in and out of use stored materials and equipment;
- developing guidelines and timelines for grant expenditures; and
- initiating a volunteer program to supplement on-task reading time among students.

Ineffective behaviors of principals include:

- using incremental budget procedures to assign resources;
- failing to discriminate among the needs of recipients;
- failing to consider long-range implications of apportionments;
- being secretive in the manner in which apportionment is made;
- deciding arbitrarily about resource apportionment; and
- waiting for staff members to initiate resource procurement.

MANAGEMENT OF RESOURCES

Managing resources includes accounting for, monitoring, and re-apportioning resources as necessary during the specified time cycle. Harris and Dawes (1988) report that building-level administrators must be responsible for: the building's fiscal and electronic services; the coordination of custodial operations; the coordination of local food service operations; space management; school safety and security; storage and purchasing management; cooperation with the central office transportation program; and management of pupil and teacher personnel, and clerical support staff.

Accounting: Accounting for resources is more than fiscal accounting. It includes accountability for materials, equipment, and personnel assignments and performance. Principals must be knowledgeable about state and district regulations governing fiscal accounting. They must be familiar with the district's accounting system and language and its reporting, auditing, and inventory procedures so they can maintain accurate records of the resources purchased, received, expended, stored, and wasted during a given time period. Principals also must be able to provide written reports to external funding agencies and to account for "soft" money received. In addition, they must furnish periodic accounts to central

office personnel, to parents, and, ultimately, to the school board and community members.

Effective work schedules and time plans can serve as accountability measures for staff assignment. Documentation from personnel monitoring practices provides accountability for staff performance. Knowledge and skills in the Organizational Oversight, Implementation, and Delegation domains (Domains 5, 6, and 7, respectively) also support this phase of the resource allocation process.

Effective behaviors of principals include:

- specifying records that must be maintained to account for expenditures;
- retaining multiyear inventories of materials and equipment;
- keeping files of custodial and food service personnel schedules;
- maintaining internal ledger accounts for activity funds;
- maintaining daily records of cash received at the site;
- making regular deposits of cash received at the site;
- submitting required reports to the central office;
- preparing monthly and yearly financial statements for the school;
- examining year-to-date reports with appropriate staff or departments;
- identifying building-level budget codes;
- coding expenditures by accepted district system;

- developing guidelines for grant expenditures;
- meeting granting agency report calendars;
- preparing reports for external granting agencies;
- documenting meetings, requests, accolades, and reprimands;
- duplicating correspondence concerning interagency collaboration efforts;
- completing a space utilization report by program; and
- maintaining vigilance over the transportation budget for extracurricular activities.

Ineffective behaviors of principals include:

- failing to maintain documents and records;
- failing to issue receipts for cash received;
- keeping receipts in the cash box over the weekend;
- disregarding the need for a periodic site-level audit; and
- failing to delegate routine fiscal procedures to appropriate staff.

Monitoring Resource Use: The intent of monitoring is to affirm apportionments, guard against ineffective allocation, and intervene with appropriate resources when faced with unexpected challenges. Accordingly, principals must be knowledgeable and skilled in building and space management, security and safety measures, information collection, and time management.

Effective behaviors of principals include:

- demonstrating current knowledge of student academic progress;
- using spreadsheets to track changes and patterns in resource use;
- tracking school-business partnership activities;
- reporting the percentage of unexpended program dollars;
- recognizing when expenditures in an activity area deviate from past norms;
- overseeing activity sponsors' cash collection and reporting procedures;
- seeking and expecting informal feedback from mentors serving as resources to new staff members;
- tracking the use of part-time personnel;
- reviewing job descriptions on a periodic basis;
- maintaining data on employee absenteeism;
- logging grievance issues and grievance frequencies;
- determining and documenting levels of staff performance;
- conducting personnel evaluations;
- encouraging staff to use periodic self-assessments;
- monitoring class enrollments;
- monitoring student participation in cocurricular programs;
- monitoring the expected life span of equipment;
- noting the overuse and underuse of the school building;
- noting peak computer usage periods;
- regulating the building maintenance plan;
- reviewing building security policies meant to safeguard resources; and
- making periodic alterations of key systems and computer entry codes.

Ineffective behaviors of principals include:

- having no regular review of resource allocation in place;
- being inconsistent in monitoring staff duties;
- being unaware that security codes have been shared with unauthorized personnel;
- failing to halt unapproved staff member purchases;
- ignoring the need for monitoring chemical disposal; and
- having no system for monitoring the custodial care of the building.

Reapportionment of Resources:

Knowledge and skills required for this element are similar to those relating to apportionment. The ability to assimilate information quickly, make decisions, and implement change also is required to reapportion resources mid-cycle.

Effective behaviors of principals include:

- reprioritizing administrative tasks after self-assessments;
- canceling or supplementing programs or activities in re-

- sponse to midyear assessment;
- redirecting community volunteers as necessary;
- shifting department funding emphases in response to cross-department collaboration;
- shifting in-service emphases in response to emerging needs;
- altering schedules in response to current information;
- seeking new funding for unforeseen emergencies; and
- reassigning equipment as necessary.

Ineffective behaviors of principals include:

- ignoring the need to shift in-service emphases in response to emerging needs;
- assuming a "start-up" plan will guide resource allocation for the school year; and
- being indecisive about changing student class assignment when a situation is counterproductive to learning.

EVALUATION

The purpose of an evaluation is to collect highly objective data that indicate change in specified areas. Principals need to know how to develop surveys that accurately assess attitude changes among students, staff, and parents; use academic progress data to ascertain if academic goals are being met; and determine the impact of secondary elements on the allocation cycle. Neal (1991) defines

secondary elements as student attendance, suspensions, expulsions, staff absenteeism, and teacher turnover. Principals should have skill in preparing questionnaires, doing telephone interviews, and drawing a sample to have varied and reliable evaluation data. Principals might consider employing the quantitative analyses used in the planning phase (i.e., cost-effective analysis) to evaluate the results of an implemented allocation.

Effective behaviors of principals include:

- synthesizing and summarizing documented information gathered during the school year;
- defining evaluation procedures in the planning stages of the resource allocation cycle;
- using cost-effective analysis to quantify evaluations;
- projecting consequences of maintaining present apportionment; and
- appraising forms for clarity, purpose, appropriateness, degree of complexity, and economy of use.

Ineffective behaviors of principals include:

- failing to engage staff in the periodic assessment process;
- failing to request feedback from central office personnel;
- disregarding information provided by individuals;
- being unable to identify areas of budget inadequacy;
- failing to consider the impact of

time allocation on effectiveness of personnel and material allocations; and

- failing to identify why goals were not met.

PERFORMANCE STANDARDS

After completing this domain, principals should be able to:

- 1) design resource allocation systems;
- 2) describe the role of resource allocation in meeting school goals;
- 3) identify various nontraditional resources available to schools;
- 4) design a strategy to gain resources from nondistrict sources;
- 5) describe the relationship of resource procurement to resource appointment;
- 6) design a monitoring and re-apportionment system for resource use;
- 7) develop an accountability system for resource use;
- 8) connect resource allocation to student outcomes;
- 9) develop a system for staff participation in determining goals, apportioning resources, and evaluating use of resources;
- 10) develop and administer a school budget and an activities budget;
- 11) define resources as human and material as well as fiscal;
- 12) employ technical procedures such as spreadsheets, planning charts, and program budgeting;
- 13) develop a school purchasing system; and
- 14) design and administer a materials and equipment inventory system.

EDUCATION AND TRAINING

Education and training for this domain may proceed according to the methods suggested below.

TRAINING METHODS

Trainees should be provided with increasingly complex opportunities to blend knowledge and skills related to resource allocation and should progress from a receptive to a more expressive framework. Learning situations employing a receptive mode require students to identify, label, and sort infor-

mation related to allocating resources. Situations employing an expressive mode ask students to develop, devise, formulate, and frame responses to a given situation.

Training should include a combination of lecture, discussion, case study analysis, and simulations. Through lectures and discussions, trainees will hear, identify, and sort information. Through case study analysis, they will identify specific procedures, label strategies, and provide rationales for decisions about which they have read. Through simulations, trainees will engage the steps in the resource allocation cycle: They will initiate strategies for procuring resources, apportion resources, and identify methods and strategies for monitoring personnel, material, and fiscal resources within a time cycle. Trainees should support their decisions through artifacts that demonstrate their knowledge of and skills in forecasting, accounting, evaluating, etc.

TRAINING CONTENT

A survey of a sample of 42 principals and 24 superintendents (LaCost & Grady, 1991) yielded numerous content-specific suggestions to be included in university principal preparation programs. A summary of survey responses is offered below.

Formal Training: Preparation programs should:

- involve students in the resource allocation process as soon as possible and give them first-hand experience;
- provide coursework on site-based management and budgetary development;
- provide information about teacher empowerment and participatory management in budget construction;
- follow the budgetary process from teacher requests to schoolwide improvement recommendations;
- include instruction in in-service budgeting for teaching staff and ancillary staff, planning for aides and contracted employees (e.g., music accompanists), and budgeting for cocurricular programs, assemblies, special projects, and summer school;
- provide a full understanding of the entire operation of the school (e.g., fiscal, personnel, managerial); and
- engage trainees in the budgeting process schoolwide. Trainees must know the source of budget dollars. They must know taxpayers' views, how to find tax levies, and what tax revenues are available. They also must understand that a budget needs to be realistic.

Experiences: Preparation programs should:

- provide simulations in the classroom;

- require participation in allocation of resources to a particular organization;
- involve trainees in the decision-making process via practicum or class simulations;
- enable trainees to work with a mentor in a real school setting; and
- provide practical experiences that allow trainees to work with allocating limited financial resources among a variety of competing needs.

Skills: Preparation programs should:

- provide special emphasis on staff and department chair involvement;
- teach trainees to be competent in the use of the computer;
- have trainees develop and defend a building budget as well as administer it;
- have trainees apply budget information for staff development; and
- have trainees calculate detailed costs of instruction, support systems, materials, equipment, and extracurricular and administrative services.

Resources: Preparation programs should:

- have trainees develop a guide to preparing for the new year.

MEASUREMENT PROCEDURES

Several of the skills used in the resource allocation process are quantifiable; others are appropriate for direct observation by trainers. Accordingly, it is recommended that skills that are easily measurable be separated from those that are not. Specific tests and standards can then be devised.

Measurable skills include accounting techniques, report writing, and quantifiable planning and evaluation procedures (e.g., cost analysis). For skills that do not lend themselves to specific measurement (e.g., the preparation of planning charts that might produce several acceptable alternatives), and for skills that require interpretation before measurement, the multimodal approach outlined in Fig. 3-1 ("Process Model of Effective Problem Analysis") in Domain 3, Problem Analysis, can be employed.

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