



Special Education



15:00



ORGANIZATIONAL
DEVELOPMENT
SERIES

Session 2

Aligning Admissions & Funding



OBJECTIVES



Integrate decisions regarding admissions and funding with vision/mission

Predict and mitigate difficulties within the admissions and funding processes



“

Every system is
perfectly designed
to get the result
that it does.

~ Dr. W. Edwards Deming

”

What's Your Mission?

“

Your vision and mission ought to determine where you are going and how you get there.

”



REFLECTION

What is your school's vision/mission?

→ Share your school's vision/mission with your table.



REFLECTION

What is your school's vision/mission?

- Does it include the words **“for students who don't struggle”**?
- Does it include words like **“excellence”** or **“achievement”**?



REFLECTION

If excellence/achievement is in the mission/vision...

- Based on what metric?
- And to **what end**?



Christian schools ought to prepare
students for faithful, productive
lives of stewardship and flourishing.

(pg. 43)

If that is our target, who is that **NOT** for?



REFLECTION

→ To what extent should all students in your school be more prepared for a faithful, productive life of stewardship and flourishing after attending your school?



ANALYSIS & REFLECTION

Our mission is to provide a high-quality, Christian liberal arts education in a nurturing environment that will enable each student to become the individual God intends.



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Our mission is to provide a high-quality, Christian liberal arts education in a nurturing environment that will enable each student to become the individual God intends.

The liberal arts are defined as the studies (language, philosophy, history, literature, abstract science, and mathematics) intended to provide broad knowledge and to develop the intellectual capacities of reason, judgment, and discernment.

The education of students is of the utmost importance today and for future generations. ____ School provides students opportunities to grow into the individuals God intends by presenting a challenging academic curriculum from a Christian worldview. We strive to educate children through a high-quality Christian liberal arts education, producing graduates qualified for acceptance into the finest colleges and universities and who engage the world with wisdom, compassion, and courage.

ALIGNING YOUR SYSTEMS TO YOUR V/M/V



IF your vision, mission, core values, and/or portrait of a graduate are not:

- Articulated
- Consistently understood
- Agreed upon among leadership (board, HOS, LT)

THEN decisions about admissions, funding, etc. will be made based on whose voice is loudest or who wields the most influence or power



ALIGNING ADMISSIONS TO VISION & MISSION



Admissions decisions should:

- align with vision/mission
- consider a faithful, productive life of stewardship and flourishing after attending your school



ADMISSIONS DECISION TREES



- Skill, will, readiness
- Identification & notification process within admissions
- Extent of vision/mission alignment
- Classroom & environmental impact

Joanna & Clara & Tacy



ADMISSIONS QUESTIONS



PHILOSOPHICAL

- Is your school **able** to serve ALL needs?
- Is your school **willing** to serve ALL needs?
- Is your school **ready** to serve ALL needs?
- To what extent is it vision/mission aligned to do so?

PRACTICAL

How does your school articulate/**give notice** to prospective families you are serving regarding services



ADMISSIONS QUESTIONS



Identify & Articulate strategies to
MITIGATE BARRIERS at your school



TIME TO PROCESS

ALIGNING FUNDING TO VISION & MISSION



FUNDING decisions should:

- align with vision/mission
- consider a faithful, productive life of stewardship and flourishing after attending your school



FUNDING DECISION TREES



- Funding models
- Resource allocation
- External and shared funding sources
- Service model efficiencies funding impact



FUNDING MODELS



- “Baked in” model - access for all
 - ◆ Pros/cons
- State ESA/Voucher (Strings may be attached regarding testing and teacher certification**)
- Hybrid (offset costs, volunteerism, etc.)
- “Pay to play (*for services*)” model - access for those who you pay
 - ◆ Pros/cons



FUNDING SOURCES



- Access to Title / IDEA Funds
 - ◆ *strings/accountability may be attached*
- ESAs/Vouchers
- Share (teacher) within network
- Donors
- Grants/Foundations



SERVICE MODELS & FUNDING IMPLICATIONS



→ All In-House

- ◆ all funding owned by school

→ Hybrid

- ◆ Services provided at your school by public school employee (why would they? partial enrollment and \$)
- ◆ Services only provided at public school part day (transportation by parent OR public school depending on state)

→ All Out-of-School

- ◆ No funding owned by your school



PHILOSOPHICAL FUNDING QUESTIONS



PHILOSOPHICAL

- Should families who have students out of the “norm” of the bell curve pay for services? Is this “socialism”?
- Does your school have beliefs (or explicit policy) around receiving federal or state funds (are there strings attached to dollars)?
- To what extent is your school willing to receive funds or interact with public school processes?
- Is access for all, pay for what you get, or some combination preferred?



PRACTICAL FUNDING QUESTIONS



PRACTICAL

- Does your state have ESA/voucher?
 - Momentum is shifting*
 - Schools/admin/boards ought to prepare for this
- Do your students (or certain percentages) of students qualify for Title I, II, III, IV funds?
- Where is your school in terms of age, size, and stage?



ADMISSIONS & FUNDING - FROM THE FIELD



PRACTICAL APPLICATION

- Importance of Admissions Clarity & Strength
- L Family 1
 - Admissions, Funding, & Outcome
- P Family
 - Admissions, Funding, Notification, & Outcome
- L Family 2
 - Admissions, Funding, & Outcome



FUNDING QUESTIONS



Identify & Articulate strategies to
MITIGATE BARRIERS at your school

Reflection: What current systems, policies,
or procedures need to be reviewed,
reconsidered, or improved?



IMPLEMENTATION: SESSION 2

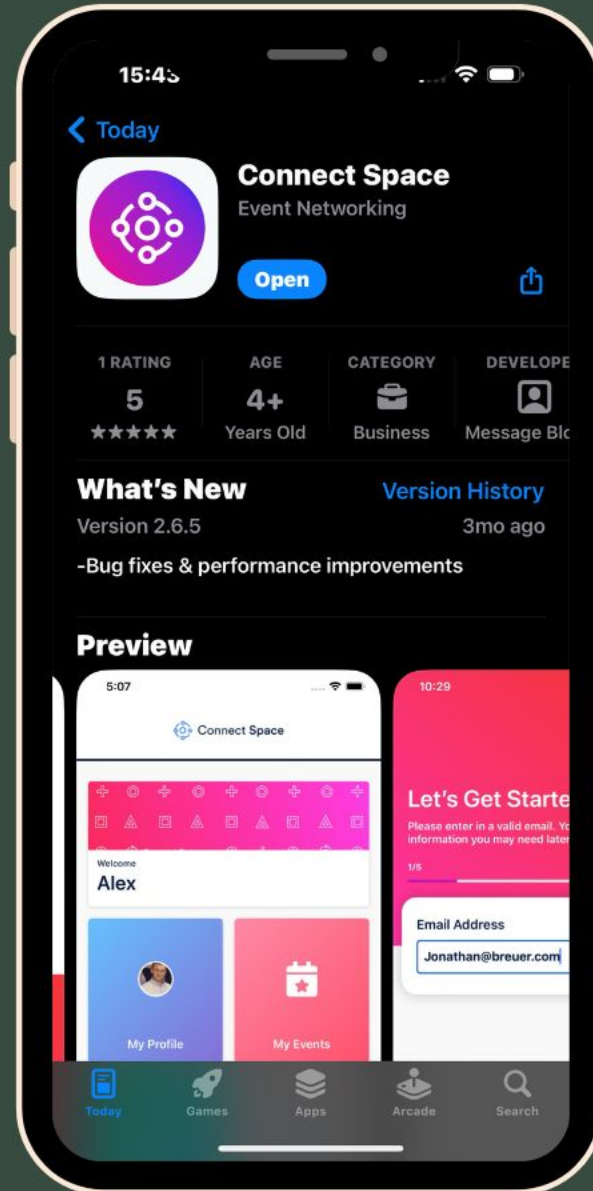
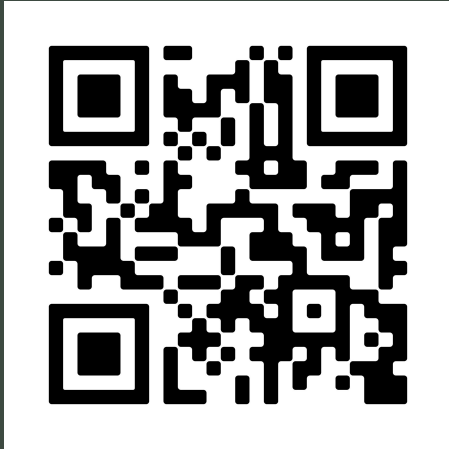


REFLECTION

- Key Take-Aways
- Lingering Questions
- 1-3 Action Items



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