



District  
Management  
Group

## MANAGER'S TOOLKIT

# Identifying Opportunities to Shift Resources

Originally published in *District Management Journal*, v.18, Fall 2015

*How do you identify opportunities to shift resources? Before diving too deep into an examination of your operating budget, answer these questions to screen for areas worthy of deeper analysis.*

# DMC

## MANAGER'S TOOLKIT

## Identifying Opportunities to Shift Resources

As districts are expected to do even more for students within already tight budgets, finding ways to deliver current programs and services most effectively and efficiently and to shift resources to support strategic priorities is crucial. But how do you identify opportunities to shift resources? Before diving too deep into an examination of your operating budget, answer the following questions to screen for areas worthy of deeper analysis.

	QUESTIONS	A	B	C	D
GENERAL EDUCATION	1. Do elementary principals place a high priority on maintaining smaller class sizes?	<input type="checkbox"/> Few principals	<input type="checkbox"/> Some principals	<input type="checkbox"/> Most principals	<input type="checkbox"/> Do not know
	2. Are elementary specials teachers allocated on a one-per-school basis (e.g., 1 music, 1 art, and 1 PE teacher per school)?	<input type="checkbox"/> Rarely, if ever	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Do not know
	3. At the secondary level, does the number of teachers in a given grade level or department change from year to year based on shifting enrollment?	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Rarely, if ever	<input type="checkbox"/> Do not know
	4. At the secondary level, are class-size guidelines, rules, or targets different for core and noncore classes?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> There are no guidelines/rules/targets	<input type="checkbox"/> Do not know
	5. Do middle school teachers have an additional period for team planning?	<input type="checkbox"/> There is no team planning time	<input type="checkbox"/> Yes, 1-3 days per week	<input type="checkbox"/> Yes, every day	<input type="checkbox"/> Do not know

	QUESTIONS	A	B	C	D
FEDERAL FUNDING	6. Does senior teaching and learning leadership (e.g., Chief Academic Officer) manage and direct the use of Title I funds?	<input type="checkbox"/> Yes, actively manages and directs most or all funds	<input type="checkbox"/> Yes, reviews uses of funds but does not manage funds	<input type="checkbox"/> No, has limited input	<input type="checkbox"/> N/A – the district has very little Title I funding
	7. Last year, were Titles I and III used to fund paraprofessional/aide positions?	<input type="checkbox"/> Very little, if any funds	<input type="checkbox"/> Yes, a small portion of funds	<input type="checkbox"/> Yes, nearly all funding	<input type="checkbox"/> Do not know
PROFESSIONAL DEVELOPMENT	8. Has the district reduced or eliminated professional development opportunities based on student achievement data in the past two years?	<input type="checkbox"/> Yes, many	<input type="checkbox"/> Yes, some	<input type="checkbox"/> Few, if any	<input type="checkbox"/> Do not know
	9. Do most teachers have full days devoted to professional development, planning, or orientation?	<input type="checkbox"/> No	<input type="checkbox"/> Yes, 1-2 full days per year	<input type="checkbox"/> Yes, 3 full days per year	<input type="checkbox"/> Yes, more than 3 days per year
SPECIAL EDUCATION	10. Do special education teachers create their own schedules?	<input type="checkbox"/> Rarely, if ever	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Often	<input type="checkbox"/> Do not know
Total Number of As, Bs, Cs, and Ds					
		Multiply x 1	Multiply x 2	Multiply x 3	Multiply x 4
Score by Group					
Sum of Group Scores					
Total Score					

### Rate your chance of uncovering opportunities to shift resources

**Over 30 points:** There are very likely opportunities to shift current resources to fund your top priorities.

**Between 12 and 30 points:** Exploring the way current resources are managed may uncover some funds that could be shifted toward top district priorities.

**Under 12 points:** Congratulations! You are already maximizing the use of your current resources.