

# Educational Funding Inequality in Southern US High Schools

Emma Madeux

## FOOTNOTES

1. "High School Graduation Rates by State," *Wisevoter*, accessed November 17, 2023, <https://wisevoter.com/state-rankings/high-school-graduation-rates-by-state/#missouri>.
2. Victoria E. Sosina and Ericka S. Weathers, "Pathways to Inequality: Between-District Segregation and Racial Disparities in School District Expenditures," *AERA Open* 5, no. 3 (Fall 2019), <https://doi.org/10.1177/2332858419872445>.
3. "Dropout," *Cambridge Dictionary*, accessed March 21, 2022, <https://dictionary.cambridge.org/us/dictionary/english/dropout>.
4. Clive Belfield, *The Economic Burden of Racism from the US Education System* (Boulder, CO: National Education Policy Center, June 2021): 3, <https://files.eric.ed.gov/fulltext/ED613079.pdf>.
5. "The Human Capital Project: Frequently Asked Questions," *The World Bank*, accessed December 8, 2023, <https://www.worldbank.org/en/publication/human-capital/brief/the-human-capital-project-frequently-asked-questions#HCP>.
6. Joan H. Liem, Kara Lustig, and Colleen Dillon, "Depressive Symptoms and Life Satisfaction Among Emerging Adults: A Comparison of High School Dropouts and Graduates," *Journal of Adult Development* 17, no. 1 (August 6, 2009): 33, <https://doi.org/10.1007/s10804-009-9076-9>.
7. "A Fair Wage Definition," *Law Insider*, accessed December 8, 2023, <https://www.lawinsider.com/dictionary/a-fair-wage>.
8. "Racial Disparity," *Howard University School of Law*, accessed February 5, 2022, <https://library.law.howard.edu/socialjustice/disparity>.
9. "Redlining," *Britannica*, accessed February 23, 2022, <https://www.britannica.com/topic/redlining>.
10. Bruce D. Baker and Sean P. Corcoran, "The Stealth Inequities of School Funding: How State and Local School Finance Systems Perpetuate Inequitable Student Spending," *Center for American Progress*, September 19, 2012, <https://www.americanprogress.org/article/the-stealth-inequities-of-school-funding/>.
11. "Inequality in Public School Funding: Key Issues & Solutions for Closing the Gap," *School of Education*, September 10, 2020, <https://soeonline.american.edu/blog/inequality-in-public-school-funding/>.
12. Rosalind Ray and Teresa Lao, "The Relationship Between Georgia Public School Educational Funding Sources and Academic Achievement," *Journal of Higher Education Theory & Practice* 19, no. 2 (2019): 110, <https://search.lib.byu.edu/byu/record/edsbyu.edo.136668128?holding=3wjm3q51smd0f6l8>.
13. Sylvia Allegretto, Emma Gracia, and Elaine Weiss, "Public Education Funding in the US Needs an Overhaul: How a Larger Federal Role Would Boost Equity and Shield Children from Disinvestment During Downturns," *Economic Policy Institute*, July 12, 2022, <https://www.epi.org/publication/public-education-funding-in-the-us-needs-an-overhaul/#:~:text=However%2C%20in%20reality%2C%20state%20and,as%20shown%20in%20Figure%20E>.
14. Ruth Goodman and Diana Burton, "What is the Nature of the Achievement Gap, Why Does it Persist and Are Government Goals Sufficient to Create Social Justice in the Education System?" *International Journal of Primary, Elementary and Early Years Education* 40, no. 5 (2012), <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003316862-25/nature-achievement-gap>

-persist-government-goals-sufficient-create-social-justice-education-system-ruth-goodman-diana-burton.

15. Nicholas Gage and Wilhelmina van Dijk, "Academic Achievement," in *Disproportionality and Social Justice in Education*, ed. Nicholas Gage et al. (Cham Springer, 2022): 199–220, [https://doi.org/10.1007/978-3-031-13775-4\\_10](https://doi.org/10.1007/978-3-031-13775-4_10).
16. Maureen Ewing and Jeff Wyatt, "Understanding Racial/Ethnic Gaps in AP Exam Performance," *College Board*, March, 2023, [https://research.collegeboard.org/media/pdf/Understanding\\_Racial\\_Ethnic\\_Performance\\_Gaps\\_in\\_AP\\_Exam\\_Scores.pdf](https://research.collegeboard.org/media/pdf/Understanding_Racial_Ethnic_Performance_Gaps_in_AP_Exam_Scores.pdf).
17. "School Districts That Serve Students of Color Receive Significantly Less Funding," *The Education Trust*, December 8, 2022, <https://edtrust.org/press-release/school-districts-that-serve-students-of-color-receive-significantly-less-funding/#:~:text=WASHINGTON%20%E2%80%93%20Across%20the%20country%2C%20districts,%2413.5%20million%20in%20missing%20resources>.
18. Ibid.
19. Linda Darling-Hammond, "Inequality and School Resources: What Will it Take to Close the Opportunity Gap?" in *Closing the Opportunity Gap: What America Must Do to Give Every Child an Even Chance*, ed. Prudence Carter and Kevin G. Welner (Oxford University Press, 2013): 77, <https://ebookcentral.proquest.com/lib/byu/reader.action?docID=3055242&ppg=94>.
20. Nirmita Panchal, Cynthia Cox, and Robin Rudowitz, "The Landscape of School-Based Mental Health Services," *Kaiser Family Foundation: The Independent Source for Health Policy Research, Polling, and News*, September 6, 2022, <https://www.kff.org/mental-health/issue-brief/the-landscape-of-school-based-mental-health-services/>.
21. Mir M. Ali et al., "Utilization of Mental Health Services in Educational Setting by Adolescents in the United States," *Journal of School Health* 89, no. 5 (March 18, 2019): 393–401, <https://doi.org/10.1111/josh.12753>.
22. Mao-Min Jiang et al., "The Influence of Academic Pressure on Adolescents' Problem Behavior: Chain Mediating Effects of Self-Control, Parent-Child Conflict, and Subjective Well-Being," *Frontiers in Psychology* 13 (2022), <https://doi.org/10.3389/fpsyg.2022.954330>.
23. "Inequality in Public School Funding: Key Issues & Solutions for Closing the Gap," *School of Education*, September 10, 2020, <https://soeonline.american.edu/blog/inequality-in-public-school-funding/>.
24. Stephen J. Wermiel, "Inequitable and Inadequate School Funding," *American Bar Association*, January 6, 2023, [https://www.americanbar.org/groups/crsj/publications/human\\_rights\\_magazine\\_home/wealth-disparities-in-civil-rights/inequitable-and-inadequate-school-funding/#:~:text=In%20a%2020%20report%20entitled,is%20underfunding%20education%20by%20%24150](https://www.americanbar.org/groups/crsj/publications/human_rights_magazine_home/wealth-disparities-in-civil-rights/inequitable-and-inadequate-school-funding/#:~:text=In%20a%2020%20report%20entitled,is%20underfunding%20education%20by%20%24150).
25. Mohamed Moslimani et al., "Facts about the US Black Population," *Pew Research Center*, March 2, 2023, <https://www.pewresearch.org/social-trends/fact-sheet/facts-about-the-us-black-population/>.
26. "Highest US Poverty Rates Are in the South, With Over 20 Percent Poor in its Rural Areas," *Economic Research Services*, US Department of Agriculture, March 13, 2020, <https://www.ers.usda.gov/data-products/chart-gallery/gallery/chart-detail/?chartId=98028>.
27. Victoria E. Sosina and Ericka S. Weathers, "Pathways to Inequality: Between-District Segregation and Racial Disparities in School District Expenditures," *AERA Open* 5, no. 3 (Fall 2019), <https://doi.org/10.1177/2332858419872445>.

28. Michael Leachman and Chris Mai, "Most States Still Funding Schools Less than Before the Recession," *Center on Budget and Policy Priorities* 16 (2014): 1–12, <https://media.mlive.com/lansing-news/other/2014%20K-12%20EMBARGOED%20copy.pdf>
29. Ibid.
30. "US Census Bureau Quick facts: Oklahoma," *US Census Bureau*, accessed November 17, 2023, <https://www.census.gov/quickfacts/fact/table/OK/AFN120217>.
31. Ibid.
32. Ibid.
33. Ibid.
34. "Rural Low-Income School Program Frequently Asked Questions," *Kentucky Department of Education*, accessed November 16, 2023, <https://www.education.ky.gov/federal/progs/tvib/Documents/Rural%20Low%20Income%20School%20Program%20Frequently%20Asked%20Questions.pdf>.
35. "Amount Allocated Annually to State Education Agencies Under the Rural and Low-Income Schools Program, by State or Other Jurisdictions: Fiscal Years 2004 Through 2013," *National Center for Education Statistics*, accessed March 24, 2022, <https://nces.ed.gov/surveys/ruraled/tables/e.1.b.-1.asp>.
36. "Public Elementary and Secondary Revenues and Expenditures, by Locale, Source of Revenue, and Function of Expenditure: 2006-07," *National Center for Education Statistics*, accessed September 19, 2023, <https://nces.ed.gov/surveys/annualreports/topical-studies/locale/reference-tables>.
37. Ibid.
38. "Every Student Succeeds Act (ESSA): History of ESEA," *US Department of Education*, accessed November 13, 2023, <https://www.ed.gov/essa?src=rn>.
39. Pedro A. Noguera, "The Achievement Gap: Public Education in Crisis," *New Labor Forum* 18, no. 2 (Spring 2009): 61–69, <https://www.proquest.com/docview/237229614?pq-origsite=gscholar&fromopenview=true>.
40. Andrew M. I. Lee, "What is No Child Left Behind (NCLB)?" *Understood*, accessed November 13, 2023, <https://www.understood.org/en/articles/no-child-left-behind-nclb-what-you-need-to-know>.
41. "Every Student Succeeds Act (ESSA): History of ESEA," *US Department of Education*, accessed November 13, 2023, <https://www.ed.gov/essa?src=rn>.
42. Frederick Hess, "It's Been 20 Years Since No Child Left Behind. What'd We Learn?" *Forbes*, September 21, 2022, <https://www.forbes.com/sites/frederickhess/2022/09/21/its-been-20-years-since-no-child-left-behind-whatd-we-learn/?sh=46af84263311>.
43. "Every Student Succeeds Act (ESSA): History of ESEA," *US Department of Education*, accessed November 13, 2023, <https://www.ed.gov/essa?src=rn>.
44. Drew Atchison, Jesse Levin, and Aaron Butler, *Using ESSA to Improve the Fairness of School Funding* (Washington, DC: American Institute for Research, April 2019), <https://www.air.org/sites/default/files/Using-ESSA-to-Improve-the-Fairness-of-School-Funding-508-April-2019.pdf>.
45. Kelly Roboson, Jennifer O. Schiess, and Justin Trinidad, *Education in the American South: Historical Context, Current State, and Future Possibilities* (Bellwether Education Partners, May 2019), <https://files.eric.ed.gov/fulltext/ED596492.pdf>.
46. "High School Graduation Rates by State," *Wisevoter*, accessed November 17, 2023, <https://wisevoter.com/state-rankings/high-school-graduation-rates-by-state/#missouri>.
47. Ibid.
48. "Table 13. Averaged Freshman Graduation Rates of Public High School Students and Change in Rates, by State: School Years 2001–02, 2002–03, 2003–04, and Change from 2001–02 to

- 2003–04,” *National Center for Education Statistics*, accessed December 1, 2023, [https://nces.ed.gov/pubs2007/dropout05/tables/table\\_13.asp](https://nces.ed.gov/pubs2007/dropout05/tables/table_13.asp).
49. “Public High School 4-year Adjusted Cohort Graduation Rate (ACGR) for the United States, the 50 States and the District of Columbia: School Years 2010-11 to 2012-13,” *National Center for Education Statistics*, accessed December 1, 2023, [https://nces.ed.gov/ccd/tables/acgr\\_2010-11\\_to\\_2012-13.asp](https://nces.ed.gov/ccd/tables/acgr_2010-11_to_2012-13.asp).
  50. “Table 13. Averaged Freshman Graduation Rates of Public High School Students and Change in Rates, by State: School Years 2001–02, 2002–03, 2003–04, and Change from 2001–02 to 2003–04,” *National Center for Education Statistics*, accessed December 1, 2023, [https://nces.ed.gov/pubs2007/dropout05/tables/table\\_13.asp](https://nces.ed.gov/pubs2007/dropout05/tables/table_13.asp).
  51. “High School Graduation Rates by State,” *Wisevoter*, accessed November 17, 2023, <https://wisevoter.com/state-rankings/high-school-graduation-rates-by-state/#missouri>
  52. “How Are Public Schools Funded?” *USA Facts*, July 21, 2023, <https://usafacts.org/articles/how-are-public-schools-funded/>.
  53. Rosalind Ray and Teresa Lao, “The Relationship Between Georgia Public School Educational Funding Sources and Academic Achievement,” *Journal of Higher Education Theory & Practice* 19, no. 2 (2019): 110, <https://scholarworks.waldenu.edu/dissertations/5407/>.
  54. Mike Winters, “US States Where Homeowners Pay the Most in Property Taxes- California Isn’t in the Top 5,” *CNBC*, September 23, 2023, <https://www.cnbc.com/2023/09/23/us-states-where-homeowners-pay-the-most-in-property-taxes.html#:~:text=It's%20worth%20noting%20that%20property,home%20values%20and%20infrastructure%20costs>.
  55. James E. McLean and Steven M. Ross, “The Urban-Rural Funding Disparity,” *Institute of Education Sciences*, accessed March 24, 2022, <https://files.eric.ed.gov/fulltext/ED374957.pdf>.
  56. Alison Fields, Kelly Ann Holder, and Charlynn Burd, “Life off the Highway: A Snapshot of Rural America,” *US Census Bureau*, December 8, 2016, [https://www.census.gov/newsroom/blogs/random-samplings/2016/12/life\\_off\\_the\\_highway.html#:~:text=Only%2010.0%20percent%20of%20the,Massachusetts%2C%20Arizona%20and%20Indiana%20combined](https://www.census.gov/newsroom/blogs/random-samplings/2016/12/life_off_the_highway.html#:~:text=Only%2010.0%20percent%20of%20the,Massachusetts%2C%20Arizona%20and%20Indiana%20combined).
  57. Janelle Fritts, “Where Do People Pay the Most in Property Taxes?” *Tax Foundation*, September 13, 2022, <https://taxfoundation.org/data/all/state/property-taxes-by-state-county-2022/>.
  58. Andrew DePietro, “Property Taxes by State: A Breakdown of the States with the Highest and Lowest Property Taxes in 2023,” *Forbes*, September 1, 2023, <https://www.forbes.com/sites/andrewdepietro/2023/09/01/property-taxes-by-state-a-breakdown-of-the-highest-and-lowest-property-taxes-by-state/?sh=555cd257441b>.
  59. Gabe Cohen, “Doubling Up on Classrooms, Using Online Teachers and Turning to Support Staff: How Schools Are Dealing with the Ongoing Teacher Shortage,” *CNN*, September 11, 2023, <https://www.cnn.com/2023/09/11/us/ongoing-teacher-shortage-creative-solutions/index.html#:~:text=Education%20experts%20blame%20a%20range,of%20school%20curricula%20and%20teaching>.
  60. Talia Richman, “Uncertified Teachers Filling Holes in Schools Across the South,” *The Dallas Morning News*, October 13, 2022, <https://www.dallasnews.com/news/education/2022/10/13/uncertified-teachers-filling-holes-in-schools-across-the-south/>.
  61. “How is Money Spent on Education Actually Used?” *Find Law*, June 20, 2016, <https://www.findlaw.com/education/curriculum-standards-school-funding/education-finances-and-funding-where-the-money-goes.html#:~:text=Instruction%3A%20Teachers'%20salaries%20and%20benefits,plant%20is%20in%20poor%20repair>.

62. Chris Fawson and M. Royce Van Tassell, "Opinion: Utah Should Lift Restrictions on Education Dollars," *Deseret News*, January 14, 2022, <https://www.deseret.com/opinion/2022/1/14/22878963/utah-legislature-education-funding-restricted-money-programs-evidence-based>.
63. Jennifer Park, "School Finance" *Education Week*, December 6, 2007, <https://www.edweek.org/policy-politics/school-finance/2007/12>.
64. Vivian W. Ikpa, "Politics, Adequacy, and Educational Funding," *Education* 136, no. 4 (2016): 468–72, <https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip&db=eric&AN=EJ1104214&site=ehost-live&scope=site>.
65. "Political Ideology Among Adults in the South," *Pew Research Center*, accessed October 26, 2023, <https://www.pewresearch.org/religion/religious-landscape-study/region/south/political-ideology/>.
66. Adam N. Michel, "It's Not Just Republicans, Democrats Want Trillion-Dollar Tax Cuts Too," *CATO Institute*, December 5, 2023, <https://www.cato.org/blog/its-not-just-republicans-democrats-want-trillion-dollar-tax-cuts-too>.
67. Aidan Davis, "The Real Impact of State Tax Cuts," *Institute on Taxation and Economic Policy*, June 5, 2023, <https://itep.org/the-real-impact-of-state-tax-cuts/>.
68. Wesley Tharpe, "States' Recent Tax-Cut Spree Creates Big Risks for Families and Communities," *Center on Budget and Policy Priorities*, November 30, 2023, <https://www.cbpp.org/research/state-budget-and-tax/states-recent-tax-cut-spree-creates-big-risks-for-families-and>.
69. Sandra Lizarazo, Adrian Peralta-Alva, and Damien Puy, "The Benefits and Costs of a US Tax Cut," *International Monetary Fund*, September 1, 2017, <https://www.imf.org/en/Blogs/Articles/2017/09/01/the-benefits-and-costs-of-a-u-s-tax-cut>.
70. Timothy J. Shrom and William Hartman, "Property Tax Restrictions on School Board Taxing Authority in Pennsylvania," *Educational Considerations* 41, no. 2 (2014): 1–7, <https://web-s-ebscohost-com.byu.idm.oclc.org/ehost/pdfviewer/pdfviewer?vid=6&sid=4ff09e05-908d-4bf0-8a9b-46bb293ae579%40redis>.
71. Kenneth E. Quindry and William F. Fox, "The Effects of State-Local Fiscal Constraints on Education Financing," *Educational Evaluation and Policy Analysis* 5, no. 2 (1983): 173–183, <https://web-s-ebscohost-com.byu.idm.oclc.org/ehost/detail/detail?vid=8&sid=4ff09e05-908d-4bf0-8a9b-46bb293ae579%40redis&bdata=JkF1dGhUeXBIPWlwJnNpdGU9ZWhvc3QtbGl2ZSZZY29wZT1zaXRI#AN=EJ289052&db=eric>.
72. Michael Leachman, Kathleen Masterson, and Eric Figueroa, "A Punishing Decade for School Funding," *Center on Budget and Policy Priorities*, November 29, 2017, <https://www.cbpp.org/research/state-budget-and-tax/a-punishing-decade-for-school-funding>.
73. Ibid.
74. "Share of Students Enrolled in K-12 Public Schools in the United States in 2021, by Ethnicity and State," *Statista*, Fall 2021, <https://www.statista.com/statistics/236244/enrollment-in-public-schools-by-ethnicity-and-us-state/>.
75. "Enrollment and Percentage Distribution of Enrollment in Public Elementary and Secondary Schools, by Race/Ethnicity and Region: Selected Years, Fall 1995 Through Fall 2023," *National Center for Education Statistics*, accessed February 5, 2022, [https://nces.ed.gov/programs/digest/d13/tables/dt13\\_203.50.asp](https://nces.ed.gov/programs/digest/d13/tables/dt13_203.50.asp).
76. "School Districts That Serve Students of Color Receive Significantly Less Funding," *The Education Trust*, December 8, 2022, <https://edtrust.org/press-release/school-districts-that-serve-students-of-color-receive-significantly-l>



ess-funding/#:~:text=WASHINGTON%20%E2%80%93%20Across%20the%20country%2C%20di  
stricts,%2413.5%20million%20in%20missing%20resources.

77. Man Hung et al., “Exploring Student Achievement Gaps in School Districts Across the United States,” *Education and Urban Society* 52, no. 2 (March 2019): 175–193, <https://doi.org/10.1177/0013124519833442>.
78. “Effect of Standardized Testing on Students & Teachers: Key Benefits & Challenges,” *School of Education*, July 2, 2020, <https://soeonline.american.edu/blog/effects-of-standardized-testing/>.
79. Rachel R. Hardeman, Simone L. Hardeman-Jones, and Eduardo M. Medina, “Fighting for America’s Paradise: The Struggle Against Structural Racism,” *Journal of Health Politics, Policy and Law* 46, no. 4 (2021): 563, <https://search.lib.byu.edu/byu/record/edsbyu.eoh.1940205?holding=h352ud901po0znw9>.
80. “Mapmaker: Redlining in the United States,” *National Geographic Society*, accessed December 1, 2023, <https://education.nationalgeographic.org/resource/mapmaker-redlining-united-states/>.
81. Leonard E. Egede et al., “Modern Day Consequences of Historic Redlining: Finding a Path Forward,” *Journal of General Internal Medicine* 38, no. 6 (February 2023): 1534–1537, <https://doi.org/10.1007/s11606-023-08051-4>.
82. Dylan Lukes and Christopher Cleveland, “The Lingering Legacy of Redlining on School Funding, Diversity, and Performance,” *Annenberg Institute at Brown University*, no. 21 (November 2021): 1–86, <https://doi.org/10.26300/qeer-8c25>.
83. Ibid.
84. Jennifer M. Villafana, “History of Redlining: Students of Color in American Public Schools,” *Digital Commons @ CSUMB*, California State University, May 2023, [https://digitalcommons.csUMB.edu/caps\\_thes\\_all/1512/](https://digitalcommons.csUMB.edu/caps_thes_all/1512/).
85. Dylan Lukes and Christopher Cleveland, “The Lingering Legacy of Redlining on School Funding, Diversity, and Performance,” *Annenberg Institute at Brown University*, no. 21 (November 2021): 1–86, <https://doi.org/10.26300/qeer-8c25>.
86. Bell Wong and Cassie Bottorf, “Average Salary by State in 2023,” *Forbes Advisor*, August 23, 2023, <https://www.forbes.com/advisor/business/average-salary-by-state/#:~:text=Within%20each%20re%20gion%20of%20the,in%20the%20Midwest%20with%20%2463%2C930>.
87. “South Region: Economy at a Glance,” *US Bureau of Labor Statistics*, August 2023, <https://www.bls.gov/eag/eag.south.htm>.
88. “Characteristics of Minimum Wage Workers,” *Bureau of Labor Statistics*, February 2021, <https://www.bls.gov/opub/reports/minimum-wage/2020/home.htm#:~:text=The%20states%20with%20the%20highest,Louisiana%2C%20Mississippi%2C%20and%20Virginia>.
89. Chandra Childers, “Rooted in Racism and Economic Exploitation: The Failed Southern Economic Development Model,” *Economic Policy Institute*, October 11, 2023, <https://www.epi.org/publication/rooted-in-racism/>.
90. “Wages and Fair Labor Standards Act,” *US Department of Labor*, accessed December 18, 2023, <https://www.dol.gov/agencies/whd/flsa>.
91. “State Minimum Wages,” *National Conference of State Legislatures*, October 12, 2023, <https://www.ncsl.org/labor-and-employment/state-minimum-wages>.
92. Chandra Childers, “Rooted in Racism and Economic Exploitation: The Failed Southern Economic Development Model,” *Economic Policy Institute*, October 11, 2023, <https://www.epi.org/publication/rooted-in-racism/>.
93. “Cost of Living Index by State,” *World Population Review*, June 2023, <https://worldpopulationreview.com/state-rankings/cost-of-living-index-by-state>.
94. Lesly Gregory, “Georgia in 2023,” *Rent*, September 23, 2023, <https://www.rent.com/blog/cot-of-living-in-georgia/#housing-costs>.

95. "The Southern Economic Development Model Has Failed to Provide Economic Security for Workers and Families," *Economic Policy Institute*, October 11, 2023, <https://www.epi.org/press/the-southern-economic-development-model-has-failed-to-provide-economic-security-for-workers-and-families/#:~:text=In%20fact%2C%20the%20South%20lags,and%20vicious%20opposition%20to%20union.>
96. Makiko Hori and Mark J. Shafer, "The Spatial Dynamics of High School Dropout: The Case of Rural Louisiana," *Journal of Rural Social Sciences* 21, no. 4 (2006): 55–79, <https://egrove.olemiss.edu/cgi/viewcontent.cgi?article=1283&context=jrss>.
97. Ibid.
98. Lyss Welding, "College Enrollment Statistics in the US," *Best Colleges*, August 8, 2023, <https://www.bestcolleges.com/research/college-enrollment-statistics/>.
99. "Employment and Unemployment Rates by Educational Attainment," *National Center for Education Statistics*, May 2023, <https://nces.ed.gov/programs/coe/indicator/cbc/employment-unemployment-rates>.
100. Kristina C. Weber, "A Qualitative Study of School Social Workers' Roles and Challenges in Dropout Prevention," *Children & School* 40, no. 2 (2018): 82–90, <https://doi.org/10.1093/cs/cdy003>.
101. Makiko Hori and Mark J. Shafer, "The Spatial Dynamics of High School Dropout: The Case of Rural Louisiana," *Journal of Rural Social Sciences* 21, no. 4 (2006): 55–79, <https://egrove.olemiss.edu/cgi/viewcontent.cgi?article=1283&context=jrss>.
102. Ibid.
103. Grace Chen, "Decreasing Budgets Mean Increasing Dropouts in Public Schools," *Public School Review*, August 4, 2020, <https://www.publicschoolreview.com/blog/decreasing-budgets-mean-increasing-dropouts-in-public-schools>.
104. Christopher A. Candelaria and Kenneth A. Shores, "Court-Ordered Finance Reforms in the Adequacy Era: Heterogeneous Causal Effects and Sensitivity," *Education Finance and Policy* 14, no. 1 (2019): 31–60, [https://doi.org/10.1162/edfp\\_a\\_00236](https://doi.org/10.1162/edfp_a_00236).
105. Stacey J. Klepfer, "Self-Esteem and Motivation Effects on Predicted High School Graduation Outcomes," *Walden Dissertations and Doctoral Studies* 394 (2015), <https://scholarworks.waldenu.edu/dissertations/394>.
106. Russell W. Rumberger, "The Economics of High School Dropouts," *The Economics of Education* (2020): 149–158, <https://doi.org/10.1016/B978-0-12-815391-8.00012-4>.
107. Ibid.
108. "Featuring the Southeast MHTTC: School Mental Health Regional Learning Community," *Mental Health Technology Transfer Center*, 2019, <https://mhhttcnetwork.org/centers/global-mhhttc/mic-stories-southeast-mhhttc-school-mental-health-regional-learning-community>.
109. "The Status of Rural Education," *National Center for Education Statistics*, accessed November 6, 2023, [https://nces.ed.gov/programs/coe/pdf/coe\\_tla.pdf](https://nces.ed.gov/programs/coe/pdf/coe_tla.pdf).
110. Mir M. Ali et al., "Utilization of Mental Health Services in Educational Setting by Adolescents in the United States," *Journal of School Health* 89, no. 5 (March 18, 2019): 393–401, <https://doi.org/10.1111/josh.12753>.
111. "National Center for Rural School Mental Health Home Page," *Rural School Mental Health*, accessed November 6, 2023, <https://ruralsmh.com/>.
112. Ann R. Peden, Deborah B. Reed, and Mary K. Rayens, "Depressive Symptoms in Adolescents Living in Rural America," *Journal of Rural Health* 21, no. 4 (June 2006): 310–316, <https://doi.org/10.1111/j.1748-0361.2005.tb00100.x>.

113. Michael Griffith, "What is the Cost of Providing Students with Adequate Psychological Support," *National Association of School Psychologists*, October 17, 2018, <https://www.nasponline.org/research-and-policy/policy-matters-blog/what-is-the-cost-of-providing-students-with-adequate-psychological-support>.
114. Ibid.
115. Emiel W. Owens, "Mental Health Services in the United States Public High Schools," *Journal of School Health* 91, no. 1 (January 2021): 70–76, <http://dx.doi.org/10.1111/josh.12976>.
116. Adrinan Vega, "Is School Funding Failing Behavioral Students?" *Medium*, September 28, 2018, <https://medium.com/@avega16/is-school-funding-failing-behavioral-students-86388de87dcf>.
117. Howie Knoff, "The Impact of Inequitable School Funding: Solutions for Struggling Schools without the Money to Fully Help Struggling Students," *The American Consortium for Equity in Education*, accessed November 8, 2023, <https://www.ace-ed.org/inequitable-school-funding/#:~:text=Correlated%20with%20the%20poverty%2C%20many,and%20the%20exposure%20to%20violence>.
118. Ibid.
119. "More than 80 Percent of US Public Schools Report Pandemic Has Negatively Impacted Student Behavior and Socio-Emotional Development," *National Center for Education Statistics*, July 6, 2022, [https://nces.ed.gov/whatsnew/press\\_releases/07\\_06\\_2022.asp](https://nces.ed.gov/whatsnew/press_releases/07_06_2022.asp).
120. Horatio Sanchez, "How Poverty and Stress Influence Students' Behavior," *Association for Supervision and Curriculum Development* 79, no. 2, (October 2021), <https://www.ascd.org/el/articles/how-poverty-and-stress-influence-students-behavior>.
121. "More than 80 Percent of US Public Schools Report Pandemic Has Negatively Impacted Student Behavior and Socio-Emotional Development," *National Center for Education Statistics*, July 6, 2022, [https://nces.ed.gov/whatsnew/press\\_releases/07\\_06\\_2022.asp](https://nces.ed.gov/whatsnew/press_releases/07_06_2022.asp).
122. Laura Conrad, "Federal Funding to Meet Children's Behavioral Health Needs in Schools," *The Common Wealth Fund*, November 8, 2022, <https://www.commonwealthfund.org/blog/2022/using-new-federal-funding-meet-kids-behavioral-health-needs-school>.
123. Ibid.
124. "More than 80 Percent of US Public Schools Report Pandemic Has Negatively Impacted Student Behavior and Socio-Emotional Development," *National Center for Education Statistics*, July 6, 2022, [https://nces.ed.gov/whatsnew/press\\_releases/07\\_06\\_2022.asp](https://nces.ed.gov/whatsnew/press_releases/07_06_2022.asp).
125. Desiree Carver-Thomas and Linda Darling-Hammond, "The Trouble with Teacher Turnover: How Teacher Attrition Affects Students and Schools," *Education Policy Analysis Archives* 27, no. 36 (April 2019): 1–32, <https://files.eric.ed.gov/fulltext/EJ1213629.pdf>.
126. Brian A. Collins et al., "Behavior Problems in Elementary School Among Low-Income Males: The Role of Teacher-Child Relationships," *The Journal of Educational Research* 110, no. 1 (2017): 72–84, <https://doi.org/10.1080/00220671.2015.1039113>.
127. Timothy L. Hope and Karen L. Bierman, "Patterns of Home and School Behavior Problems in Rural and Urban Settings," *Journal of School Psychology* 36, no. 1 (1998): 45–58, [https://doi.org/10.1016/s0022-4405\(97\)00049-6](https://doi.org/10.1016/s0022-4405(97)00049-6).
128. "Teaching, Administrative, and Other Work Experience of Public School Principals," *National Center for Education Statistics*, June 1993, <https://nces.ed.gov/pubs93/web/93452.asp#:~:text=Almost%20all%20principals%20teach%20before,2%20years%20of%20teaching%20experience>.
129. "Characteristics of Public and Private School Principals," *National Center for Education Statistics*, November 2023, <https://nces.ed.gov/programs/coe/indicator/cls/public-school-principals>.
130. Brooke Selg, "How to Become a Principal," *TEACH*, accessed November 15, 2023, <https://www.teach.org/articles/become-a-principal>.



131. "How Do I Earn a Principal Certification?" *Learn.org*, accessed November 15, 2023, [https://learn.org/articles/How\\_Do\\_I\\_Earn\\_a\\_Principal\\_Certification.html](https://learn.org/articles/How_Do_I_Earn_a_Principal_Certification.html).
132. "WestEd Home Page," *WestEd*, accessed November 15, 2023, <https://www.wested.org/>.
133. "Finance Training for School and District Leaders: Federal Financial Management, Single Audit, and Fiscal Monitoring," *WestEd*, October, 2022, [https://www.wested.org/wested\\_event/finance-training-for-school-and-district-leaders-federal-financial-management-single-audit-fiscal-monitoring/](https://www.wested.org/wested_event/finance-training-for-school-and-district-leaders-federal-financial-management-single-audit-fiscal-monitoring/).
134. Ibid.
135. "Budget Meets Mission: School Finance for Non-Business Leaders," *National Business Officers Association*, accessed November 15, 2023, <https://www.nboa.org/programs/online-courses/course/budget-meets-mission-school-finance-for-non-business-leaders>.
136. Ibid.
137. "Finance Training for School and District Leaders: Federal Financial Management, Single Audit, and Fiscal Monitoring," *WestEd*, October 2022, [https://www.wested.org/wested\\_event/finance-training-for-school-and-district-leaders-federal-financial-management-single-audit-fiscal-monitoring/](https://www.wested.org/wested_event/finance-training-for-school-and-district-leaders-federal-financial-management-single-audit-fiscal-monitoring/).
138. "Budget Meets Mission: School Finance for Non-Business Leaders," *National Business Officers Association*, accessed November 15, 2023, <https://www.nboa.org/programs/online-courses/course/budget-meets-mission-school-finance-for-non-business-leaders>.
139. Ibid.
140. Ibid.
141. "Finance Training for School and District Leaders: Federal Financial Management, Single Audit, and Fiscal Monitoring," *WestEd*, October 2022, [https://www.wested.org/wested\\_event/finance-training-for-school-and-district-leaders-federal-financial-management-single-audit-fiscal-monitoring/](https://www.wested.org/wested_event/finance-training-for-school-and-district-leaders-federal-financial-management-single-audit-fiscal-monitoring/).
142. *History and Evolution of Public Education in the US* (Washington, DC: Center on Education Policy, 2020), <https://files.eric.ed.gov/fulltext/ED606970.pdf>.
143. "Top Performing Countries," *National Center on Education and the Economy*, accessed December 1, 2023, <https://ncee.org/top-performing-countries/>.
144. Ibid.
145. Ibid.
146. "PISA Scores by Country 2023," *World Population Review*, accessed December 1, 2023, <https://worldpopulationreview.com/country-rankings/pisa-scores-by-country>.
147. Ibid.
148. "Top Performing Countries," *National Center on Education and the Economy*, accessed December 1, 2023, <https://ncee.org/top-performing-countries/>.
149. LynNell Hancock, "Why are Finland's Schools Successful?" *Smithsonian Magazine*, September 2011, <https://www.smithsonianmag.com/innovation/why-are-finlands-schools-successful-49859555/>.
150. Jeff Neal, "Why is Change So Hard to Accomplish in Government?" *Federal News Network*, June 12, 2014, <https://federalnewsnetwork.com/management/2014/06/why-is-change-so-hard-to-accomplish-in-government/>.
151. "Comparing Federal & State Courts," *United States Courts*, accessed December 13, 2023, <https://www.uscourts.gov/about-federal-courts/court-role-and-structure/comparing-federal-state-courts#:~:text=The%20US%20Constitution%20is%20the,have%20their%20own%20court%20systems>.

