According to Blankenau, Cassou, and Ingram (2007), states accounted for more than 90% of all primary and secondary (K-12) spending and nearly half of all spending at the post-secondary (college) level. Further, the Southern Regional Education Board (2009) estimates that roughly 15,000 local boards of education, with nearly 95,000 school board members govern America's schools. Governmental leaders at the state and local levels establish the laws and policies for operations of school systems and schools at the local level. You will write a paper that discusses issues of access, equity, and equality for learners within your state.

**General Requirements:**

Use the following information to ensure successful completion of the assignment:

* This assignment uses a grading rubric. Download the file, print it, and use the rubric to guide your completion of the assignment. Instructors will be using the rubric to grade the assignment; therefore, learners should review the rubric prior to beginning the assignment to become familiar with the assignment criteria and expectations for successful completion of the assignment.
* Include two scholarly resources other than those in the assigned readings with references and in-text citations.
* Prepare this assignment according to the APA guidelines found in the APA Style Guide, located in the Student Success Center. An abstract is not required.

**Directions:**

Write a 1,500-1,750-word paper in which you discuss the impact of state governmental laws, local policies, and funding for K-12 education upon access, equity, and equality for learners in your state. In the paper, include the following ideas:

1. The organizational and governance structure at the state and local levels for K-12 schools in the state
2. State law regarding funding for schools such as charter schools, private schools, and homeschooling
3. The impact of state funding of education on access for all students to quality educational programs at the local school level
4. The state initiatives and funding for improvements to teacher and administrator preparation programs through higher education and professional development
5. A comparison of the interventions that occur at the state and local levels and how they impact learning in the local schools.

RUBRIC

**Government Intervention - Federal Level Paper**

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| --- | --- | --- | --- | --- | --- |
|  | **1 Unsatisfactory 0.00%** | **2 Less Than Satisfactory 74.00%** | **3 Satisfactory 79.00%** | **4 Good 87.00%** | **5 Excellent 100.00%** |
| **70.0 %Content** |  | | | | | |
| **15.0 %Issues addressed by federal and state government and changes needed to address each issue.** | Discussion regarding the issues addressed by federal and state government and changes needed to address each issue is not present. | Discussion regarding the issues addressed by federal and state government and changes needed to address each issue is present but incomplete. | Discussion regarding the issues addressed by federal and state government and changes needed to address each issue is present but done at a cursory level. Research uses scholarly sources. | Discussion regarding the issues addressed by federal and state government and changes needed to address each issue is thorough. Research is from original sources. Most are authoritative but some are outdated. | Discussion regarding the issues addressed by federal and state government and changes needed to address each issue is insightful and detailed. Research is from original, current sources. |  |
| **15.0 %Impact of each issue on education of children of poverty.** | Analysis of the impact of each issue on education of children of poverty is not present. | Analysis of the impact of each issue on education of children of poverty is present but incomplete. | Analysis of the impact of each issue on education of children of poverty is present but done at a cursory level. Research uses scholarly sources. | Analysis of the impact of each issue on education of children of poverty is thorough. Research is from original sources. Most are authoritative but some are outdated. | Analysis of the impact of each issue on education of children of poverty is insightful and detailed. Research is from original, current sources. |  |
| **10.0 %Potential contribution of technology for improving the issue.** | Identification of the potential contribution of technology for improving the issue is not present. | Identification of the potential contribution of technology for improving the issue is present but incomplete. | Identification of the potential contribution of technology for improving the issue is present but done at a cursory level. Research uses scholarly sources. | Identification of the potential contribution of technology for improving the issue is thorough. Research is from original sources. Most are authoritative but some are outdated. | Identification of the potential contribution of technology for improving the issue is insightful and detailed. Research is from original, current sources. |  |
| **10.0 %Impact of social, economic, and cultural shifts in American society upon the issues identified.** | Discussion of the impact of social, economic, and cultural shifts in American society upon the issues identified is not present. | Discussion of the impact of social, economic, and cultural shifts in American society upon the issues identified is present but incomplete. | Discussion of the impact of social, economic, and cultural shifts in American society upon the issues identified is present but done at a cursory level. Research uses scholarly sources. | Discussion of the impact of social, economic, and cultural shifts in American society upon the issues identified is thorough. Research is from original sources. Most are authoritative but some are outdated. | Discussion of the impact of social, economic, and cultural shifts in American society upon the issues identified is insightful and detailed. Research is from original, current sources. |  |
| **10.0 %Research perspective** | Discussion of a researcher's perspective of the challenges is not present. | Discussion of a researcher's perspective of the challenges is present but incomplete. | Discussion of a researcher's perspective of the challenges is presented and is cursory. Learner attempts to draw upon previous learning to support the perspective but falls short. | Discussion of a researcher's perspective of the challenges is presented and is convincing. Learner draws upon previous learning to support the perspective but may not completely support the position taken. | Discussion of a researcher's perspective of the challenges is presented and is perceptive. Learner draws upon previous learning to support the perspective. |  |
| **10.0 %Synthesis and Argument** | No synthesis of source information is evident. Statement of purpose is not followed to a justifiable conclusion. The conclusion does not support the claim made. Argument is incoherent and uses non-credible sources. | Synthesis of source information is attempted, but is not successful. Sufficient justification of claims is lacking. Argument lacks consistent unity. There are obvious flaws in the logic. Some sources have questionable credibility. | Synthesis of source information is present, but pedantic. Argument is orderly, but may have a few inconsistencies. The argument presents minimal justification of claims. Argument logically, but not thoroughly, supports the purpose. Sources used are credible. Introduction and conclusion bracket the thesis. | Synthesis of source information is present and meaningful. Argument shows logical progressions. Techniques of argumentation are evident. There is a smooth progression of claims from introduction to conclusion. Most sources are authoritative. | Synthesis of source information is present and scholarly. Argument is clear and convincing, presenting a persuasive claim in a distinctive and compelling manner. All sources are authoritative. The synthesis and argument in the paper are of publication caliber. |  |
| **25.0 %Organization and Effectiveness** |  | | | | | |
| **20.0 %Thesis Development and Purpose** | Paper lacks any discernible overall purpose or organizing claim. | Thesis and/or main claim are insufficiently developed and/or vague; purpose is not clear. | Thesis and/or main claim are apparent and appropriate to purpose. | Thesis and/or main claim are clear and forecast the development of the paper. They are descriptive and reflective of the arguments and appropriate to the purpose. | Thesis and/or main claim are clear and comprehensive; the essence of the paper is contained within the thesis. The development indicated by the thesis and/or main claim is acceptable for publication. |  |
| **5.0 %Mechanics of Writing** | Mechanical errors are pervasive enough that they impede communication of meaning. Inappropriate word choice and/or sentence construction are used. | Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language choice (register), sentence structure, and/or word choice are present. | Some mechanical errors or typos are present, but are not overly distracting to the reader. Correct sentence structure and audience-appropriate language are used. | Prose is largely free of mechanical errors, although a few may be present. A variety of sentence structures and effective figures of speech are used. | Writer is clearly in command of standard, written, academic English. |  |
| **5.0 %Format** |  | | | | | |
| **5.0 %APA Format** | Required format is rarely followed correctly. An appropriate number of topic-related scholarly research sources and related in-text citations is not present. No reference page is included. No citations are used. | Required format is attempted, but some elements are missing or mistaken. A lack of control with formatting is apparent. Some included sources are not scholarly research or topic-related. Reference page is present. Citations are inconsistently used. | Required format is used correctly, although some minor errors may be present. Scholarly research sources are present and topic-related, but the source and quality of some references is questionable. Reference page is included and lists sources used in the paper. Sources are appropriately documented, although some errors may be present. | Required format is fully used. There are virtually no errors in formatting style. Scholarly research accounts for the majority of sources presented and is topic-related and obtained from reputable professional sources. Reference page is present and fully inclusive of all cited sources. Documentation is appropriate and citation style is usually correct. | The document is correctly formatted to publication standards. All research presented is scholarly, topic-related, and obtained from highly respected, professional, original sources. In-text citations and a reference page are complete and correct. The documentation of cited sources is free of error. The paper could readily be accepted for publication. |  |
| **100 %Total Weightage** |  | | | | |  |