

## Resource Allocation in Segregated Schools in the US South



Monday, February 27, 2017

2:00 - 3:30 pm

W113 Seashore Hall

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While equal educational opportunity manifests in various ways in districts throughout the nation, most scholars agree that equal educational opportunity considers inputs and outputs as related to students' schooling experiences. Inputs, for example, might refer to teacher quality, curricular options, and student assignment patterns, whereas outputs might refer to college attendance and job attainment by recent graduates. One reason the debate concerning equal educational opportunity continues is that "equal educational opportunity" can not be standardized, and the phrase varies depending on *who* receives which inputs. Oftentimes students who are of a higher socio-economic status receive "better" educational opportunities than students from lower socio-economic status. That same claim manifests along racial lines, meaning, White students are often afforded "better" educational opportunities than their non-White peers in U.S. public schools. Galster and Killen (1995) contend that geography is not typically included in the definition of "equal educational opportunity," and further argue that inequalities based on geographic location can affect individual opportunities. Thus, rural places, and especially Black students in rural places, are more routinely affected by *place stratification*.

The purpose of this research is to examine how school leaders in the rural U.S. South allocate Title I dollars in their schools. More specifically, this proposal will juxtapose the allocation of Title I dollars against the academic achievement of Black students enrolled in segregated schools in the rural South. The ultimate purpose of this proposal is to contribute to the literature on resource allocation, placism, and race as these concepts relate to the academic achievement of Black students in rural contexts.

This talk is part of the **Inequality Seminar** which is a seminar and speaker series that provides a forum on campus for faculty and graduate students who are interested in inequality broadly defined. It is an opportunity for faculty and graduate students to present their research and to hear about other inequality-related work from researchers on the off-campus. These talks are free and open to the public. For more information about the Inequality Seminar, contact Professor Sarah Bruch at [sarah-bruch@uiowa.edu](mailto:sarah-bruch@uiowa.edu).

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