

**New Milford Board of Education
 Special Meeting Minutes
 December 3, 2019
 Lillis Administration Building – Board Room**

RECEIVED
 TOWN CLERK
 2019 DEC -4 P 2:41

NEW MILFORD, CT

Present:	Mrs. Angela C. Chastain Mr. Joseph Failla Mrs. Wendy Faulenbach Mr. Pete Helmus Mr. Brian McCauley Mrs. Eileen P. Monaghan Mrs. Cynthia Nabozny Mrs. Olga I. Rella
Absent:	Mrs. Tammy McInerney

Also Present:	Dr. Kerry Parker, Superintendent of Schools Mr. Anthony Giovannone, Director of Operations and Fiscal Services Mr. Kevin Munrett, Facilities Director Mrs. Laura Olson, Director of Pupil Personnel and Special Services Mr. Brandon Rush, Director of Technology Mr. Pete Bass, Mayor of New Milford
---------------	--

1.	<p>Call to Order</p> <p>A. Pledge of Allegiance</p> <p>The special meeting of the New Milford Board of Education was called to order at 6:45 p.m. by Mrs. Chastain. The Pledge of Allegiance immediately followed the call to order.</p>	<p>Call to Order</p> <p>A. Pledge of Allegiance</p>
2.	<p>Presentation</p> <ul style="list-style-type: none"> • Lisa Hammersley, Deputy Executive Director of the CT School Finance Project, presented information on how Connecticut’s school funding system impacts New Milford Public Schools and the community. That presentation is attached to these minutes. • Following the presentation, Mr. Giovannone commented that the excess cost grant highlighted on slide 80 is very difficult for the district to predict, which creates a significant problem when budgeting. Ms. Hammersley said it is a significant concern for both BOE and municipalities. She said a Task Force is 	<p>Presentation</p>

currently reviewing the idea of a SPED cost cooperative, which could provide some stability.

- Mr. Giovannone asked about slide 58 and the use of direct certification for free and reduced price lunch (FRPL), a process New Milford uses. Ms. Hammersley said direct certification provides a more accurate compilation of low income students and eliminates the stigma of self reporting.
- Mr. Helmus questioned slides 42 and 43, which show that student poverty in New Milford increased by 3 percentage points over the past 10 years, while FRPL-eligible students have increased by 14 percentage points over the past 10 years. Ms. Hammersley said the difference is in the income threshold versus the FRPL threshold which the ECS uses.
- Mayor Bass questioned New Milford's median household income of \$83,676 referenced on slide 102, saying it seemed high. He asked what source was used. He also asked if New Milford could be compared to towns in Litchfield County, not Fairfield County. Ms. Hammersley said she would provide a state-wide comparison as well as information on the median household income source.
- Dr. Parker said the presentation is a starting point and that Board members should let her know if they have additional research requests.
- Mrs. Faulenbach said it was interesting to note the clear link between enrollment and funding. She said it is important to examine the other needs that drive up funding, in particular special education and FRPL.
- Mrs. Faulenbach referenced slide 116. She asked about the reference to public transportation. She said New Milford's large geographical area makes this a factor. Ms. Hammersley said that ECS does not take transportation into account. She will research the reference further.
- Mr. Giovannone referenced the new EFS reporting which details funding by school within a district. Ms. Hammersley said the Excel format is not user friendly and if the

**New Milford Board of Education
 Special Meeting Minutes
 December 3, 2019
 Lillis Administration Building – Board Room**

	<p>district sends its data to the CT School Finance Project, they will provide a presentation to help view it and identify any discrepancies.</p> <ul style="list-style-type: none"> • Mrs. Faulenbach asked for confirmation that the timeline for the Minimum Budget Requirement (MBR) exception is for the previous fiscal year. Ms. Hammersley said that is correct. • Dr. Parker thanked the presenter, Ms. Hammersley, and said she looks forward to building the relationship. 	
	<ul style="list-style-type: none"> • Mrs. Faulenbach said that understanding all funding for the BOE and Town and its cycle is extremely important. 	
<p>3.</p>	<p>Adjourn</p> <p>Mrs. Faulenbach moved to adjourn the meeting at 7:52 p.m., seconded by Mrs. Monaghan and passed unanimously.</p>	<p>Adjourn</p> <p>Motion made and passed unanimously to adjourn the meeting at 7:52 p.m.</p>

Respectfully submitted:



Angela C. Chastain
 Secretary
 New Milford Board of Education

CONNECTICUT SCHOOL FINANCE PROJECT

SCHOOL FINANCE 101

How Connecticut's school funding system impacts New Milford Public Schools and the community

UPDATED: October 18, 2019

Contact Us

For questions or comments about the information presented today, please contact us:

Erika Haynes, Director of Community Engagement
Email: erika.haynes@ctschoolfinance.org
Cell: 860-336-6902

To learn more about the Connecticut School Finance Project, visit us at:
www.ctschoolfinance.org

Follow us on Twitter:
@CTSchoolFinance

CONNECTICUT SCHOOL FINANCE PROJECT 2

About the CT School Finance Project

- Founded in 2015, the nonprofit Connecticut School Finance Project aims to ensure Connecticut has a fair and equitable school finance system and be a trusted, nonpartisan, and independent source of accurate data and information.
- Although not a member-based organization, the Connecticut School Finance Project actively works with a diverse group of stakeholders, including education and community leaders, nonprofit organizations, and individuals interested in how school finance impacts their students and schools.
- We aim to develop fair, well-thought-out solutions to Connecticut's school finance challenges that incorporate the viewpoints and perspectives of stakeholders.

CONNECTICUT SCHOOL FINANCE PROJECT 3

CT School Finance Project's Goals

- Build knowledge about how the current school funding system works,
- Bring together stakeholders who are impacted by how schools are funded, and
- Identify solutions to Connecticut's school funding challenges that are fair to students and taxpayers, and strengthen schools and communities.

CONNECTICUT SCHOOL FINANCE PROJECT 4

What We Do

- **Accurate, Independent Data and Analysis**
 Accurate data and analysis is the backbone of our organization. We provide up-to-date data with easy-to-understand analysis about 1) how CT funds its public schools and 2) CT's budget and financial state.
- **Reports and Policy Briefings**
 We consistently produce in-depth reports and policy briefings about various topics related to education finance, the state budget, and other issues impacting CT's fiscal health.
- **Handouts, Education Materials, and Policy Toolkits**
 We create customized, approachable handouts and materials that help communities and stakeholders better understand CT's education and state finances, and then effectively share that information with their neighbors, policymakers, and personal networks.
- **Support ALL Students and Public Schools**
 As part of our education finance work, our organization is committed to developing, and raising awareness about the need for, an equitable, unified state education funding formula that treats ALL students fairly based on their learning needs and the needs of the districts and communities that serve them.

CONNECTICUT SCHOOL FINANCE PROJECT 5

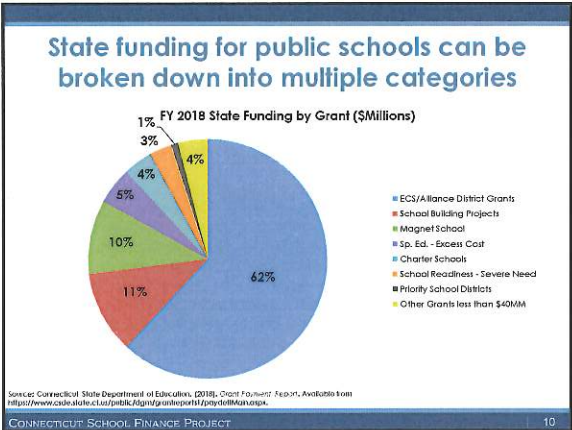
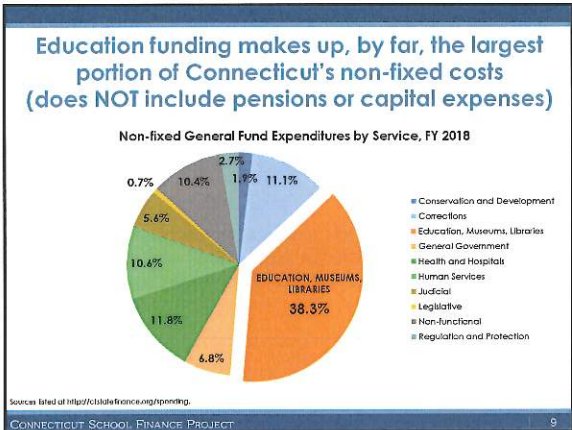
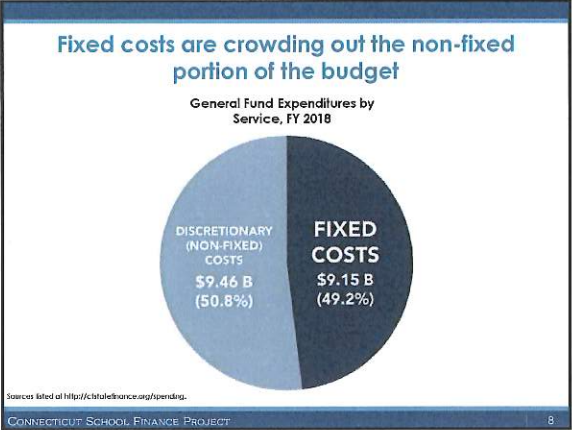
What We Don't Do

- **Weigh In on Local Education Finance or Budget Issues & Policies**
 While municipalities play an important role in the state's education finance system and have an obligation to appropriately (while considering the town's wealth and needs) contribute funds to the education of their school-age children, we do not work on local education finance or budget issues and policies.
- **Support and/or Endorse Local Initiatives**
 As an organization focused on statewide issues and policies related to education funding and state finance, we do not support and/or endorse any local initiatives.
- **Endorse Elected Office Candidates & Referendums**
 As a nonprofit, nonpartisan organization, we do not endorse elected officials, candidates for elected office, and/or referendums/ballot measures. Furthermore, we do not engage in and/or interfere in any election in any way.
- **Manipulate Data or Present Inaccurate Data Findings**
 We never manipulate data, present inaccurate findings, or provide information without proper context. As an independent organization, we also do not change data to show a particular finding or support a policy position. We use official state and federal data as much as possible and all data used is for the most recent year available.

CONNECTICUT SCHOOL FINANCE PROJECT 6

CONNECTICUT SCHOOL FINANCE PROJECT

CONNECTICUT'S FISCAL STATE




CONNECTICUT SCHOOL FINANCE PROJECT

How Does This Impact SCHOOL FINANCE?

CONNECTICUT SCHOOL FINANCE PROJECT

School finance is about...

Kids




CONNECTICUT SCHOOL FINANCE PROJECT 13

Schools



CONNECTICUT SCHOOL FINANCE PROJECT 14

Communities



CONNECTICUT SCHOOL FINANCE PROJECT 15

CONNECTICUT SCHOOL FINANCE PROJECT

JACOB'S STORY

A note about per-pupil expenditures

- Connecticut does not currently require revenues or expenditures to be reported at the school level.
 - As a result, it is not possible to determine per-pupil expenditures at the school level.
 - This example uses average per-pupil expenditures at the local education agency (LEA) level.
- In reality, districts don't allocate resources equally to all schools or students.
- Our methodology for calculating per-pupil expenditures at the LEA level can be found in the appendix of this presentation.


CONNECTICUT SCHOOL FINANCE PROJECT 17

Education Financial System (EFS)

- In an effort to adapt and respond to the financial reporting requirements passed by Congress in 2015 as part of the Every Student Succeeds Act (ESSA), in FY 2018, Connecticut began collecting school district financial data through a new mechanism called the Education Financial System (EFS).
- The EFS is a financial reporting system used by Connecticut's school districts, including local and regional boards of education, charter schools, and regional educational service centers.
- The EFS system include a standardized set of processes to capture, manage, and report financial and statistical information, including district-level and school-level expenditures.
- No date has been announced for when this new data through the EFS will be released.

CONNECTICUT SCHOOL FINANCE PROJECT 18

Jacob



- Jacob lives in New Milford.
- He is a 2nd grader.
- When he grows up, he wants to become a pilot.

CONNECTICUT SCHOOL FINANCE PROJECT | 19

How much funding does Jacob's school district receive to educate him?

CONNECTICUT SCHOOL FINANCE PROJECT | 20


It depends on where he goes to school.

Let's take a look at funding for Jacob at three similar school districts.

CONNECTICUT SCHOOL FINANCE PROJECT | 21

New Milford Public Schools: \$14,257


District Name	New Milford Public Schools
State Contribution (2016-17)	\$2,794
New Milford Contribution (2016-17)	\$10,835
Other Contributions (2016-17)	\$628
Total (2016-17)	\$14,257



Source: Connecticut School Finance Project. (2019). Connecticut Local Public School District Per-pupil Expenditures by Revenue Source, 2014-17. Available from <http://ctschoolfinance.org/newmilford/connecticut-local-school-district-expenditures-by-revenue-source>.

CONNECTICUT SCHOOL FINANCE PROJECT | 22

Regional District #12: \$29,482




District Name	Regional District #12
State Contribution (2016-17)	\$147
Town Contribution (2016-17)	\$28,332
Other Contributions (2016-17)	\$1,003
Total (2016-17)	\$29,482

Source: Connecticut School Finance Project. (2019). Connecticut Local Public School District Per-pupil Expenditures by Revenue Source, 2014-17. Available from <http://ctschoolfinance.org/newmilford/connecticut-local-school-district-expenditures-by-revenue-source>.

CONNECTICUT SCHOOL FINANCE PROJECT | 23

Sherman Public Schools: \$18,138

District Name	Sherman Public Schools
State Contribution (2016-17)	\$163
Sherman Contribution (2016-17)	\$17,648
Other Contributions (2016-17)	\$327
Total (2016-17)	\$18,138



Source: Connecticut School Finance Project. (2019). Connecticut Local Public School District Per-pupil Expenditures by Revenue Source, 2014-17. Available from <http://ctschoolfinance.org/newmilford/connecticut-local-school-district-expenditures-by-revenue-source>.

CONNECTICUT SCHOOL FINANCE PROJECT | 24

How much funding does Jacob's school district receive to educate him?

It depends on where he lives.

School District	New Milford Public Schools	Regional District #12	Sherman Public Schools
State Contribution (2016-17)	\$2,794	\$147	\$163
Town Contribution (2016-17)	\$10,835	\$28,332	\$17,648
Other Contributions (2016-17)	\$628	\$1,003	\$327
Total (2016-17)	\$14,257	\$29,482	\$18,138

Sources: Connecticut School Finance Project. (2019). Connecticut Local Public School District Per-pupil Expenditures by Revenue Source, 2016-17. Available from <https://schoolfinance.org/research/connecticut-local-school-district-expenditures-by-revenue-source>.

CONNECTICUT SCHOOL FINANCE PROJECT | 25

Why?

CONNECTICUT SCHOOL FINANCE PROJECT | 26

CONNECTICUT SCHOOL FINANCE PROJECT

OVERVIEW

Why is school finance a state-level issue?

- Education is **not** a fundamental right under the United States Constitution.
- Public schools fall under the authority of state government and are primarily funded through state and local tax dollars.
- All 50 states have concluded children have a right to a free, public education under their state's constitution.

Sources: San Antonio Independent School District v. Rodriguez, 411 U.S. 1 (1973).

CONNECTICUT SCHOOL FINANCE PROJECT | 28

What are the funding sources for public education in Connecticut?

Funding by Source (\$Billions)

Source	Funding (\$Billions)
From Local Sources	\$6.39
From State Sources	\$4.21
From Federal Sources	\$0.47
Total	\$11.1B

Sources: U.S. Census Bureau. (2019). Table 1. Summary of Public Elementary-Secondary School System Finance by State: Fiscal Year 2017. 2017 Annual Survey of School System Finance. Washington, DC: Author. Available from https://www.census.gov/programs-surveys/schools/data/states/2017/secondary-education/finances/fin17_sumtbl02.xls.

CONNECTICUT SCHOOL FINANCE PROJECT | 29

CONNECTICUT SCHOOL FINANCE PROJECT

EQUITY & SCHOOL FINANCE

Equality vs. Equity

Equality = SAMENESS
GIVING EVERYONE THE SAME THING → It only works if everyone starts from the same place

Equity = FAIRNESS
ACCESS TO SAME OPPORTUNITIES → We must first ensure equity before we can enjoy equality

CONNECTICUT SCHOOL FINANCE PROJECT 31

Why should we fund students based on their learning needs?

CONNECTICUT SCHOOL FINANCE PROJECT 32

Challenges and potential support for different types of learning needs

Learning Need	Potential Challenges Impacting Student's Education	Examples of Potential Support
Student from a low-income family	<ul style="list-style-type: none"> Unstable housing situation (may move frequently or be homeless) Food insecure or lack access to healthy foods Parents may be less able to dedicate time and resources to education Exposure to traumatic or unsafe situations More likely to be absent from school May have limited language capability (by the age of 3, children from low-income households hear – on average – 30 million less words than those from affluent households) 	<ul style="list-style-type: none"> Reading interventionist Software to help build vocabulary and develop language Social worker
English Learner student	<ul style="list-style-type: none"> May be only English speaker in household Cultural differences Emigrated from possible violence/warfare Unfamiliar with US education system – or any education system 	<ul style="list-style-type: none"> ESL/bilingual teacher Software to assist in learning English Books and other materials in first language
Student with disabilities	<ul style="list-style-type: none"> Each student's learning needs will be unique and can vary significantly from student-to-student Students may have physical, learning, or social-emotional changes 	<ul style="list-style-type: none"> Special education teacher Physical or occupational therapist Adaptive technology

Sources: Weisz, E. (2015). Homelessness affects student academic performance. Teaching with a Mountain Mind. Association for Educational Supervisors & Councils Development. Retrieved from <http://www.aesd.org/education/2015/04/06/homelessness-affects-student-academic-performance/>
 Cook, L. & Weisz, E. (2015). The Homeless Children: The 2015 Homeless Youth Report. Page 33. Retrieved from <http://www.aesd.org/education/2015/04/06/homelessness-affects-student-academic-performance/>
 https://www.aesd.org/education/2015/04/06/homelessness-affects-student-academic-performance/

CONNECTICUT SCHOOL FINANCE PROJECT 33

Does money matter?

CONNECTICUT SCHOOL FINANCE PROJECT 34

Shifting scholarly debate

Earlier studies:

- The Coleman Report (1966): Found **no clear relationship between school funding and student outcomes.**
- Hanushek (2003): "...a wide range of analyses indicate that **overall resource policies have not led to discernible improvements in student performance.**"

Recent studies:

- Jackson/Johnson/Perisco (2016): "For low-income children, a **10% increase in per pupil spending each year** for all 12 years of public school is associated with **0.46 additional years of completed education, 9.4% higher earnings, and a 6.1 percentage point reduction in the annual incidence of adult poverty.**"
- Lafortune, Rothstein, and Schanzenbach (2016): "Using representative samples from NAEP, we also find that [school finance] reforms **cause gradual increases in the relative achievement of students in low-income school districts....**"
- Candelaria & Shores (2017): "Seven years after reform, the **highest poverty quartile in a treated state experienced a 11.6 to 12.1 percent increase in per-pupil spending and a 6.8 to 11.5 percentage point increase in graduation rates.**"

Sources: See Appendix for full of sources.

CONNECTICUT SCHOOL FINANCE PROJECT 35

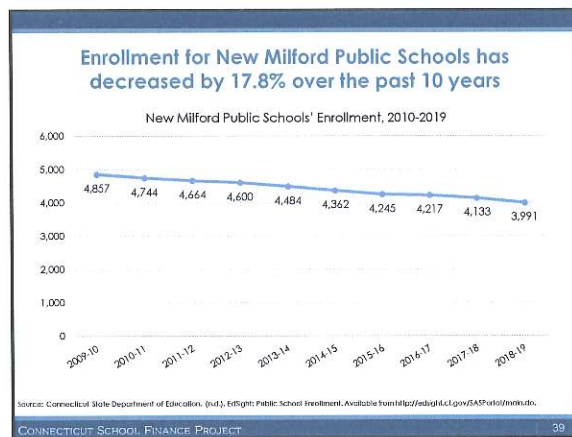
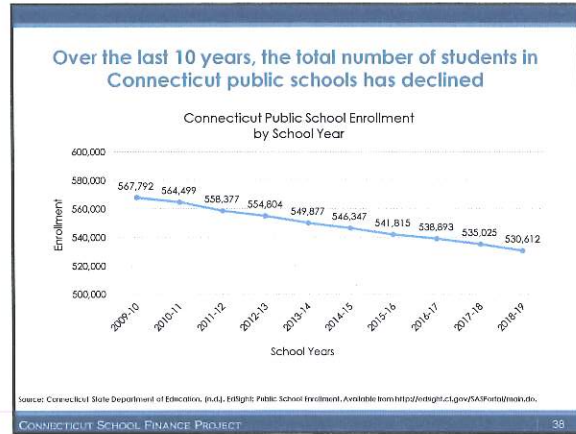
What does all this mean?

Funding does matter to student success inside and outside of the classroom.

CONNECTICUT SCHOOL FINANCE PROJECT 36

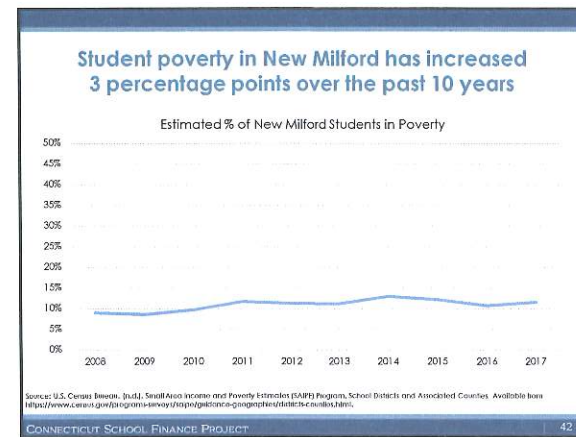
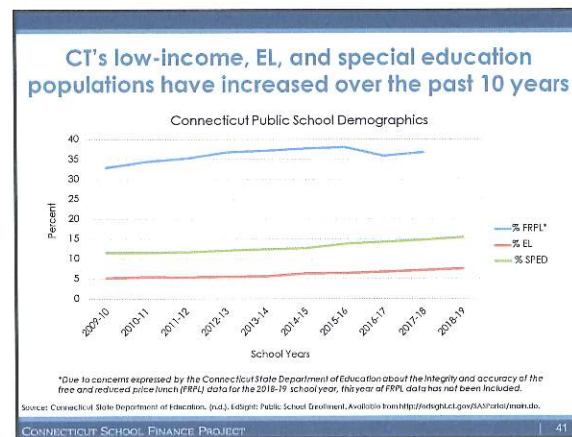
CONNECTICUT SCHOOL FINANCE PROJECT

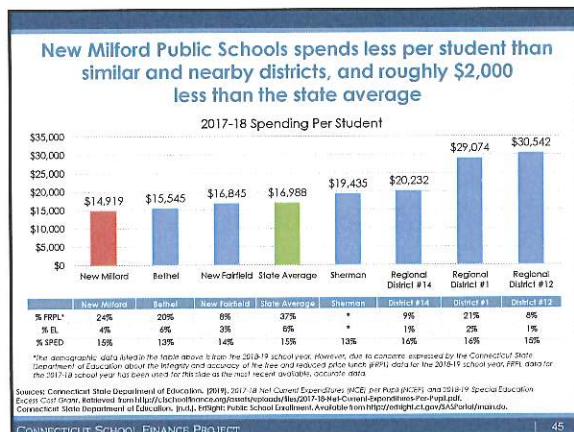
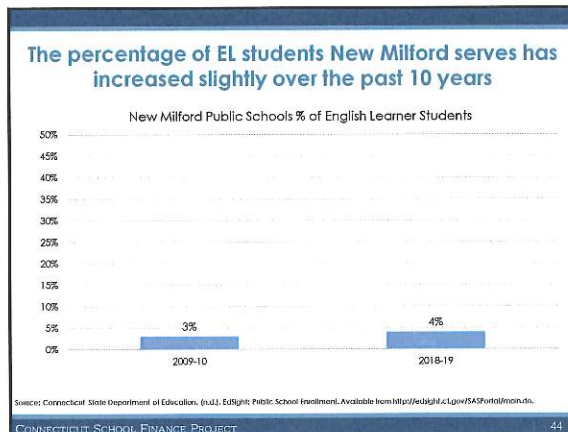
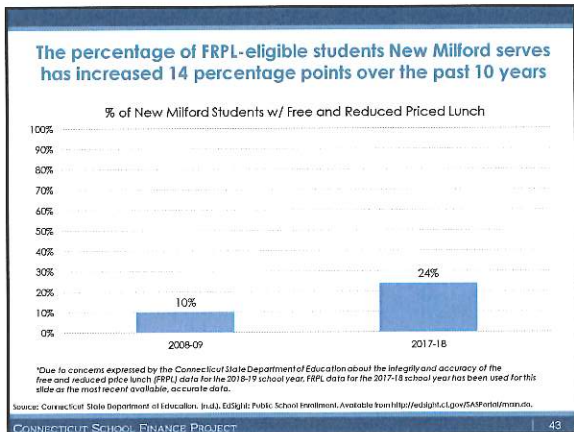
STATE AND NEW MILFORD OVERVIEW



Student need has increased in New Milford and across the state

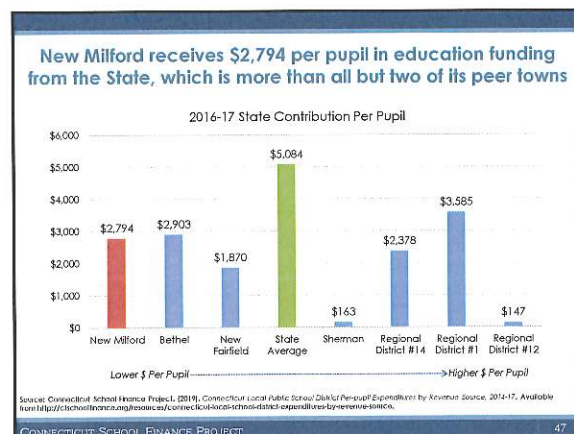
CONNECTICUT SCHOOL FINANCE PROJECT 40





CONNECTICUT SCHOOL FINANCE PROJECT

STATE FUNDING



CONNECTICUT SCHOOL FINANCE PROJECT

How does the state determine how much money each school should get?

CT has more than 10 different funding formulas to divide up money between public schools

- Each "type" of school has its own funding formula that is part of the Connecticut General Statutes (the laws of the state).
- The formula that distributes most of the money is the Education Cost Sharing (ECS) formula.
 - This is the formula the state is supposed to use to distribute approx. \$2 billion in state education funding to public schools each year.

Sources: Connecticut General Assembly, Office of Legislative Research, (2013), *Fall Force to Study State Education Funding Final Report*, Retrieved from <http://www.cga.ct.gov/2013/pdf/2013-R-0264.htm>.
 Conn. Gen. Statutes ch. 142-55 (2009), 10-507c.
 Merritt, J.D., & Balger, A. (2018). *Comparison of Charter, Magnet, Agricultural Science Centers, and Technical High Schools* (2018-R-0030). Hartford, CT: Connecticut General Assembly, Office of Legislative Research. Retrieved from <http://www.cga.ct.gov/2018/html/2018-R-0030.pdf>.

CONNECTICUT SCHOOL FINANCE PROJECT | 49

CONNECTICUT SCHOOL FINANCE PROJECT

EDUCATION COST SHARING (ECS) FORMULA

The Education Cost Sharing (ECS) formula determines how much money the state is supposed to give to each city/town to fund its public schools.

CONNECTICUT SCHOOL FINANCE PROJECT | 51

Why does CT have the ECS formula?

- The state began providing aid to cities/towns as a result of a 1977 CT Supreme Court decision, *Horton v. Meskill*.
- In *Horton* (1977), the Court ruled that an education funding system that allows "property wealthy" towns to spend more on education with less effort, is a system that impedes children's constitutional rights to an equal education.
- As a result, CT established a formula to give money to public school districts that took property wealth into consideration.
 - In 1988, CT established the Education Cost Sharing (ECS) formula to serve this purpose. It has been revised numerous times since.
 - In theory, the ECS grant is supposed to make up the difference between what a community can afford to pay and what it costs to run a public school system.

Sources: Horton v. Meskill, 172 Conn. 455 (Conn. Sup. Ct. 1977).
 Connecticut General Assembly, Office of Legislative Research, (2013), *Fall Force to Study State Education Funding Final Report*, Retrieved from <http://www.cga.ct.gov/2013/pdf/2013-R-0264.htm>.

CONNECTICUT SCHOOL FINANCE PROJECT | 52

In October 2017, the Connecticut General Assembly passed a new ECS formula as part of the biennial budget for fiscal years 2018 and 2019.

CONNECTICUT SCHOOL FINANCE PROJECT | 53

The new ECS formula began being implemented in fiscal year 2019 includes a 10-year phase-in/out schedule.

The 2019-20 school year marks the second year of the formula's phase-in/out schedule.

CONNECTICUT SCHOOL FINANCE PROJECT | 54

Overview of ECS Formula

- Current formula began in FY 2019 and is scheduled to be phased in over 10 years.
 - Increase of \$37.6 million (over FY 2019 ECS funding) in FY 2020
 - Estimated increase of \$37.6 million per year from FY 2020 – FY 2028
 - Estimated total increase, after phase-in, of \$361 million — over FY 2019 spending levels — in FY 2028 and beyond.
- Student-based, weighted funding formula
- Formula only applies to local public schools, all other types of Connecticut public schools (magnet schools, local and state charter schools, Connecticut Technical Education and Career System, Vo-Ag schools, Open Choice) will continue to be funded by 10 other formulas

Source: Conn. Acts 19-117, Connecticut General Assembly, Office of Fiscal Analysis (2019), CVA Expenditure Detail June 2019, Hartford, CT Author, Retrieved from https://www.ct.gov/officeofiscalanalysis/document/20190625_June202025_S2020192525Expenditure2020.html.pdf. Conn. Gen. Statutes ch. 172, § 10-262i, 10-262k.

CONNECTICUT SCHOOL FINANCE PROJECT | 55

Based on the most recent available data, if the formula were fully funded this year, New Milford would receive an estimated \$2.06 million — roughly \$67K less than the district received in FY 2019.

Estimated ECS Funding for New Milford by Year

Year	Estimated ECS Funding
Last Year (FY 2019)	\$2,132,335
Current Year (FY 2020)	\$2,064,996
Full Funding (based on current data)	\$1,522,797

Source: Conn. Gen. Statutes ch. 172, §§ 10-262i, 10-262k. Conn. Acts 19-117, Conn. Acts 19-81.

CONNECTICUT SCHOOL FINANCE PROJECT | 56

Foundation

- Foundation amount is intended to represent the estimated cost of educating a CT general education student who does not have any additional learning needs.
- Foundation in new formula = \$11,525 per pupil
 - Same as most recent ECS formula
- Foundation continues to "incorporate" State's share of general special education funding.
- Foundation based on past foundation amounts and not derived using verifiable education spending data
 - However, \$11,525 is within a range of reasonable foundation amounts when accounting for the inclusion of special education aid.

Source: Conn. Gen. Statutes ch. 172, § 10-262i.

CONNECTICUT SCHOOL FINANCE PROJECT | 57

Formula Weights

- Formula contains three "need-student" weights, which increase per-pupil state education aid for students with additional learning needs.
- Low-income student weight**
 - Formula includes a low-income student weight of 0.3
 - Increases foundation amount by 30 percent for students who live in low-income households as measured by eligibility for free and reduced price lunch (FRPL)
- Concentrated poverty weight**
 - Formula increases per-student funding for low-income students who live in districts with high concentrations of low-income students
 - Concentrated poverty weight is 0.05
 - Increases foundation amount an additional five percent (for a total of 35 percent) for low-income students residing in districts with concentrations of low-income students of over 75 percent of district enrollment
- English Learner weight**
 - Formula includes weight of 0.15 for English Learners
 - Increases foundation amount by 15 percent for students needing additional English-language skills

Source: Conn. Gen. Statutes ch. 172, § 10-262i.

CONNECTICUT SCHOOL FINANCE PROJECT | 58

Formula Weights

Student Need	Funding Per Student
General Education (Non-need) Student	\$11,525
Low-income Student	\$14,983
Concentrated Low-income Student	\$15,559
Low-income and English Learner	\$16,711
English Learner	\$13,254
Concentrated Low-income English Learner	\$17,288

Source: Conn. Gen. Statutes ch. 172, § 10-262i.

CONNECTICUT SCHOOL FINANCE PROJECT | 59

Base Aid Ratio

- Formula includes equity metric to distribute state education aid, where the towns with the least ability to fund their public schools receive the most state aid.
- Town's ability to fund its public schools is calculated by:
 - 70% Property Wealth Factor**
 - Determined using a town's Equalized Net Grand List per Capita (ENGLPC), compared to the state median town ENGLPC, as calculated annually by OPM
 - Prior ECS formula used 90% Property Wealth Factor
 - 30% Income Wealth Factor**
 - Determined using a town's Median Household Income (MHI), compared to the state median MHI, as calculated by the U.S. Census Bureau's American Community Survey
 - Prior ECS formula used 10% Income Wealth Factor
- Formula uses a Statewide Guaranteed Wealth Level of 1.35.
- Formula uses a minimum aid ratio of 10% for Alliance Districts and 1% for all other districts, which guarantees all districts some ECS aids.

Source: Conn. Gen. Statutes ch. 172, § 10-262i.

CONNECTICUT SCHOOL FINANCE PROJECT | 60

Additional Funding for Towns in Need

- Formula adds additional funding for communities that have a Public Investment Communities (PIC) index score of over 300.
 - PIC index is calculated annually by OPM and measures the relative wealth and need of CT's towns
- If a town has one of the top 19 highest PIC Index scores, under the formula, the town will receive a bonus of three to six percentage points to its base aid ratio, which determines each community's ability to financially support its public schools

Town's PIC Index Rank	Additional % Points Added to Base Aid Ratio
1-5	6 percentage points
6-10	5 percentage points
11-15	4 percentage points
16-19	3 percentage points

Source: Conn. Gen. Statutes ch. 172, § 10-202b.

CONNECTICUT SCHOOL FINANCE PROJECT | 61

Phase-in Schedule

- Formula began in FY 2019 and will be phased in over 10 years
- Alliance Districts that would otherwise receive a decrease in aid, according to the formula, are permanently held harmless at their fiscal year 2017 ECS grant amounts.

Phase-in Schedule		
	FY 2020-2027	FY 2028
Towns Receiving Increase in ECS Funding Over FY 2017 Grant	Increase phased in by 10.66% per year	Towns receive 100% of their ECS grant, as calculated by formula
Towns Receiving Decrease in ECS Funding Compared to FY 2017 Grant	Decrease phased out by 8.33% per year	Towns receive 100% of their ECS grant, as calculated by formula

Source: Conn. Gen. Statutes ch. 172, § 10-202b.

CONNECTICUT SCHOOL FINANCE PROJECT | 62

Alliance Districts "held harmless"

- Current formula uses both the original and updated Alliance District lists, resulting in 33 districts being held harmless

Ansonia	Hartford	Putnam
Bloomfield	Killingly	Stamford
Bridgeport	Manchester	Thompson
Bristol	Meriden	Torrington
Danbury	Middletown	Vernon
Derby	Naugatuck	Waterbury
East Hartford	New Britain	West Haven
East Haven	New Haven	Winchester
East Windsor	New London	Windham
Groton	Norwalk	Windsor
Hamden	Norwich	Windsor Locks

Source: Conn. Gen. Statutes ch. 172, § 10-202b; Connecticut State Department of Education. (n.d.). Alliance Districts. Retrieved from <https://portal.ct.gov/SDE/Alliance-Districts/Alliance-Districts>.

CONNECTICUT SCHOOL FINANCE PROJECT | 63

Example of How Phase-in Plan Works

- It is important to remember that the formula is calculated on an annual basis using updated district and town data.
- As a result, a town's calculated ECS grant will change as its district and town inputs change.
- Additionally, as a town's calculated ECS grant changes, so will the difference between the town's calculated ECS grant and its FY 2017 ECS grant, which will impact the phase-in schedule of the town's grant.

Using Bristol as our sample Connecticut town, below is a hypothetical example of how a change in district enrollment (in this case a 5% increase) — with all other inputs remaining the same — would impact a town's ECS grant for a given year (FY 2021) compared to if all of the district/town inputs remained constant.

Example Town	FY 2019 Actual	FY 2020 Actual	Estimated FY 2021 if District/Town Inputs Remain the Same	Estimated FY 2021 if District Enrollment Increases 5%
Bristol	\$45,324,316	\$46,286,500	\$47,308,491	\$47,598,671

Source: Conn. Gen. Statutes ch. 172, § 10-202b.

CONNECTICUT SCHOOL FINANCE PROJECT | 64

Although the new ECS formula takes steps toward equitable funding, there are several areas where it falls short.

CONNECTICUT SCHOOL FINANCE PROJECT | 65

Maintains More than 10 Different Formulas

- ECS formula only applies to local public schools
- All other types of Connecticut public schools (magnet schools, local and state charter schools, CTECS, vo-ag schools, Open Choice) continue to be funded by 10 other formulas/statutory amounts
- All other formulas not based on student and community needs
- Continuation of more than 10 different formulas also continues the challenges many districts have experienced related to choice programs charging tuition

CONNECTICUT SCHOOL FINANCE PROJECT | 66

Low-income Metric Remains a Challenge

- Use of FRPL eligibility as a proxy for identifying low-income students has become functionally unusable for the purposes of a school finance system.
- Previously, students' families were asked to complete paper forms stating their family income and return them to school. Now, students are "directly certified" by their school district as eligible for FRPL if they are enrolled in the Supplemental Nutrition Assistance Program (SNAP), otherwise known as food stamps; Temporary Family Assistance (TFA), otherwise known as cash assistance; state- or federally-funded Head Start programs; or children's Medicaid.
- As a result of this change and the elimination of paper-based household income surveys, the old method of counting low-income students has become inaccurate and needs to be updated to the new direct certification method.
- An example of this inaccuracy was shown during a March 6, 2019 hearing before the Connecticut General Assembly's Appropriations Committee, when the Connecticut State Department of Education's commissioner and chief financial officer repeatedly stated there are "data integrity" issues with the FRPL numbers that will be used to calculate FY 2020 ECS grants.
- While the department is investigating the cause of the "data integrity" issues, it has also proposed moving to direct certification as a way to attain a more accurate count of low-income students for the purposes of the ECS formula.

Sources: National Forum on Education Statistics (NFES), Form Guide to Alternative Measures of Socioeconomic Status in Education Data Systems (NFES 2015-16), Washington, DC; U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/ipeds/data/2015-16.pdf>. Connecticut State Department of Education. (2017). 2017-18 Alternative Income Survey. Retrieved from <http://portal.ct.gov/-/media/SDPE/Finance/Forms/Collection/2017-18/2017-18-Alt-Int-Inv-Comp-Form-2017-18-en.pdf>.

CONNECTICUT SCHOOL FINANCE PROJECT | 67

Funding for Special Education

- Formula does not disentangle special education funding from ECS grant, and instead leaves state aid for special education "incorporated" into the foundation amount.
 - Approximately 22% of the foundation amount is attributable to special education.
- Continuing to incorporate special education funding into the foundation puts Connecticut at continued risk of violating its federal maintenance of support (MOS) requirement, which is the primary fiscal measure by which states are judged to be eligible for federal funding under the Individuals with Disabilities Education Act (IDEA).
- If Connecticut has to reduce ECS grants due to fiscal distress, such a reduction would also result in a reduction in state financial support for special education.
- To be eligible for federal IDEA funding, a state cannot provide less state financial support for special education than it did in the preceding fiscal year.
 - If a state has been found to have failed to maintain support, the U.S. Secretary of Education may reduce federal funds to that state.
- Leaving special education funding incorporated into the ECS formula's foundation means that Connecticut runs the risk of violating its MOS requirement and having its federal IDEA funding reduced.

Sources: Connecticut General Assembly, Office of Fiscal Analysis and the Office of Legislative Research. (2014). CT Special Education Funding (PowerPoint slide). Hartford, CT. Author. Retrieved from <http://www.ctgeneralassembly.gov/committees/education/2014-15/Presentations/2014-15-02.pdf>. Connecticut School Finance Project. (2014). Memorandum Regarding Maintenance of Effort and Support Requirements Under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004. New Haven, CT. Author. Retrieved from <http://education.ct.gov/committees/education/2014-15/Memorandum-IDEA-2004-and-Support.pdf>.

CONNECTICUT SCHOOL FINANCE PROJECT | 68

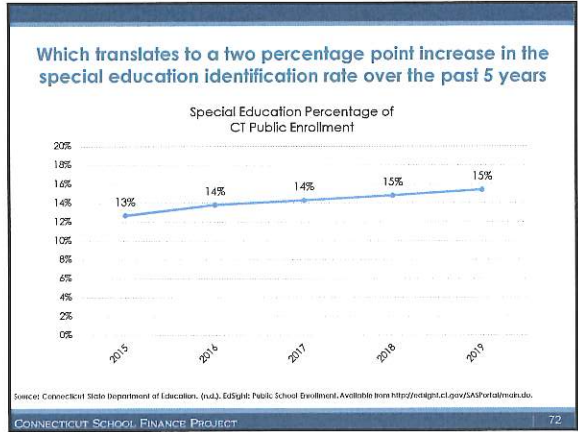
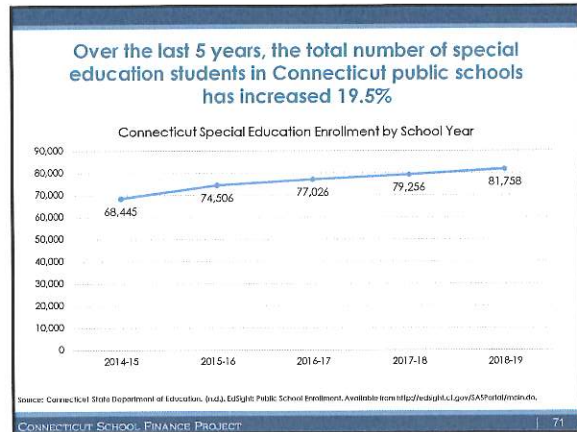
Overall Formula Cost

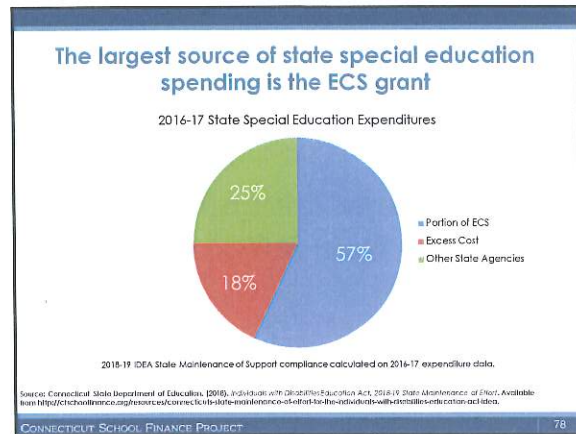
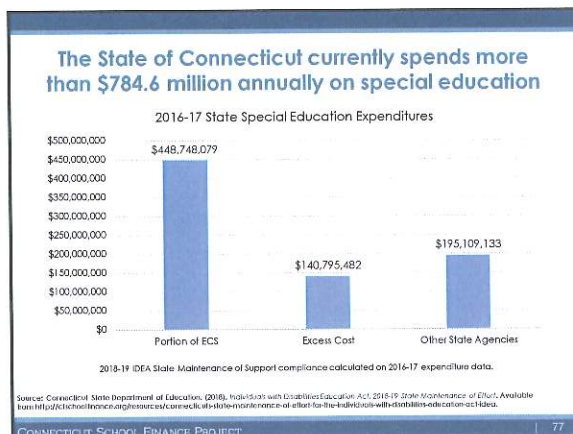
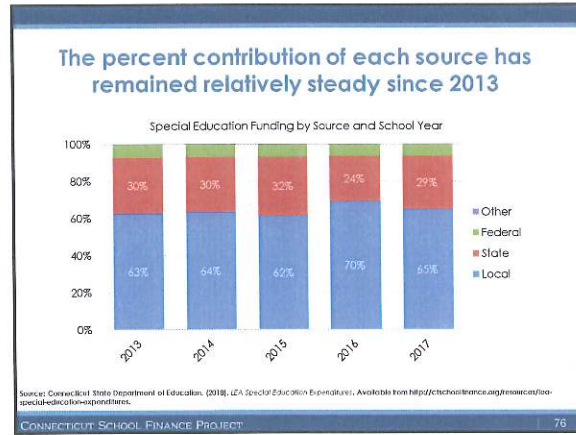
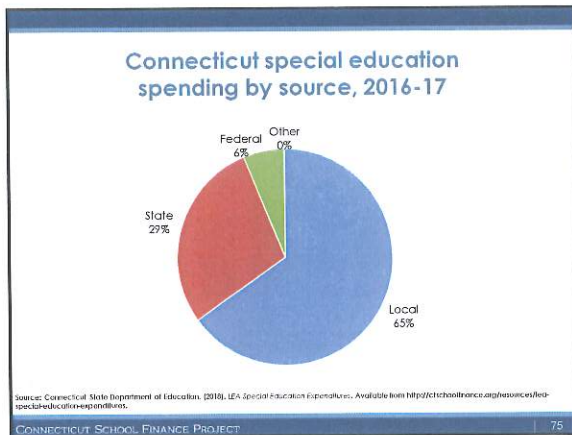
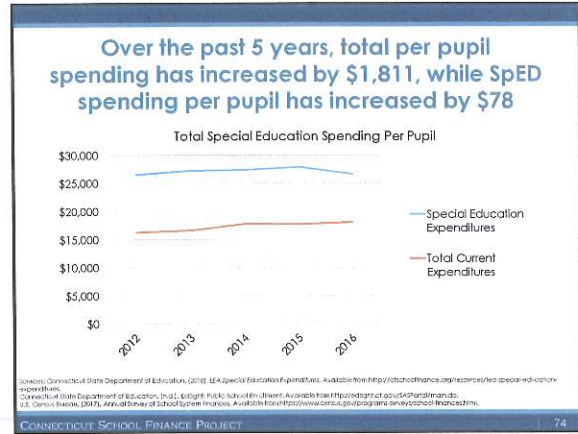
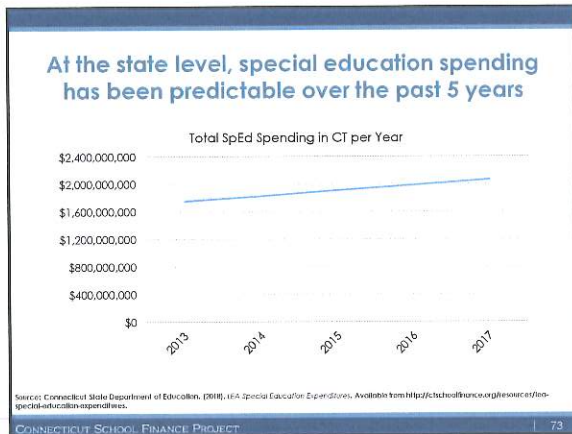
- The continued growth of fixed costs, and looming unfunded pension obligations are expected to stress the State's finances for the near future, potentially causing large deficits.
- As a result, the State could resort to not fully funding the formula (and its estimated total increase of \$361 million) or abandon it altogether like it has in the past.
- At the beginning of FY 2014, Connecticut stopped using the previous iteration of the ECS formula because the State did not have enough money to fund the formula's phase-in plan.
- With fiscal and economic obstacles, and a longer 10-year phase-in schedule, sticking to the ECS formula will be a continual challenge for the General Assembly.

CONNECTICUT SCHOOL FINANCE PROJECT | 69

CONNECTICUT SCHOOL FINANCE PROJECT

SPECIAL EDUCATION





Special education funding in the Education Cost Sharing formula

- All of a town's resident students, including special education students, are included in resident student counts used to calculate equalization grants.
- In 1995, the CT General Assembly increased the ECS foundation by \$911 to account for special education costs.
- According to CSDE, approximately 20-25% of ECS funding is assumed to be attributed to special education expenditures.
- ECS grant accounted for 57% of state special education spending in FY 2017.

Sources: Conn. Gen. Statutes ch. 172, § 10-262c; Connecticut State Department of Education, (2018), Individuals with Disabilities Education Act: 2016-19 State Maintenance of Effort, Available from <http://schoolsfinance.sde.state.ct.us/education/education-finance-of-all-the-residents-with-abilities-education-act-idea>; Connecticut General Assembly, Office of Fiscal Analysis and the Office of Legislative Research, (2014), CT Special Education Funding (PowerPoint slide), Hartford, CT, Author, Retrieved from http://www2.sos.ct.gov/MDR/SPED/SPED/DFA-DIR_Presentation_2013-01-23.pdf.

CONNECTICUT SCHOOL FINANCE PROJECT | 79

The Excess Cost grant is Connecticut's method for paying extraordinary special education costs

- Reimburses districts when expenditures for educating a special education student are 4.5 times greater than the district's spending per pupil.
- Reimburses districts when expenditure for state agency placements are greater than a district's spending per pupil.
- Currently funded at \$140 million, which is less than is needed to fully fund costs over the 4.5x threshold.
- In FY 2019, the Excess Cost grant was not fully funded – it was funded at 74%. As a result, districts did not get back all of the money they were eligible to receive.
- Excess Cost grant accounted for 18% of state special education expenditures in FY 2017.

Sources: Conn. Gen. Statutes ch. 144, § 10-74g (g) & (h); Connecticut State Department of Education, (2018), Individuals with Disabilities Education Act: 2016-19 State Maintenance of Effort, Available from <http://schoolsfinance.sde.state.ct.us/education/education-finance-of-all-the-residents-with-abilities-education-act-idea>; Connecticut General Assembly, Office of Fiscal Analysis and the Office of Legislative Research, (2014), CT Special Education Funding (PowerPoint slide), Hartford, CT, Author, Retrieved from http://www2.sos.ct.gov/MDR/SPED/SPED/DFA-DIR_Presentation_2013-01-23.pdf; Connecticut State Department of Education, (2019), 2018-19 Revenues for Selected State Grants, Available from <http://www.csa.state.ct.us/public/gsm/gmreports/RevtSelect.aspx>.

CONNECTICUT SCHOOL FINANCE PROJECT | 80

Regardless of wealth, districts spend about the same percentage of their total expenditures on special education

Average SPED % of Total Expenditure by DRG in 2017

DRG	Average SPED %
A	24%
B	22%
C	22%
D	23%
E	21%
F	24%
G	25%
H	24%
I	25%

Sources: Connecticut State Department of Education, (2018), 2017-17 ED001s for Local Public Schools, Hartford, CT, Author, Available from <http://schoolsfinance.sde.state.ct.us/ed001s>; Connecticut State Department of Education, (2006), Research Quarterly District Reference Groups, 2006, Retrieved from <http://www.csa.state.ct.us/public/gsm/gmreports/RevtSelect.aspx>.

CONNECTICUT SCHOOL FINANCE PROJECT | 81

However, on average, wealthier districts spend significantly more per pupil on special education

Average SpEd Spending Per Pupil by DRG in 2017

DRG	Average SpEd Spending Per Pupil
A	\$35,331
B	\$28,239
C	\$24,988
D	\$24,048
E	\$25,574
F	\$21,814
G	\$20,742
H	\$19,769
I	\$17,241

Note: As pupil count is measured by district enrollment, special education expenditures exclude special education tuition.

Sources: Connecticut State Department of Education, (2018), 2017-17 ED001s for Local Public Schools, Hartford, CT, Author, Available from <http://schoolsfinance.sde.state.ct.us/ed001s>; Connecticut State Department of Education, (n.d.), EdRight Public School Enrollment, Available from <http://edright.ct.gov/SASchoolEnrollment>; Connecticut State Department of Education, (2006), Research Quarterly District Reference Groups, 2006, Retrieved from <http://www.csa.state.ct.us/public/gsm/gmreports/RevtSelect.aspx>.

CONNECTICUT SCHOOL FINANCE PROJECT | 82

Special Education in New Milford

CONNECTICUT SCHOOL FINANCE PROJECT | 83

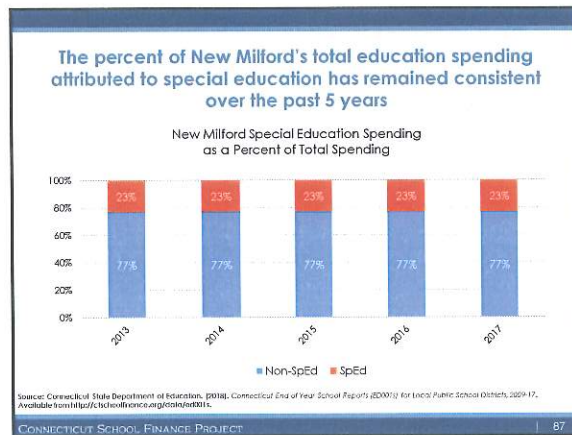
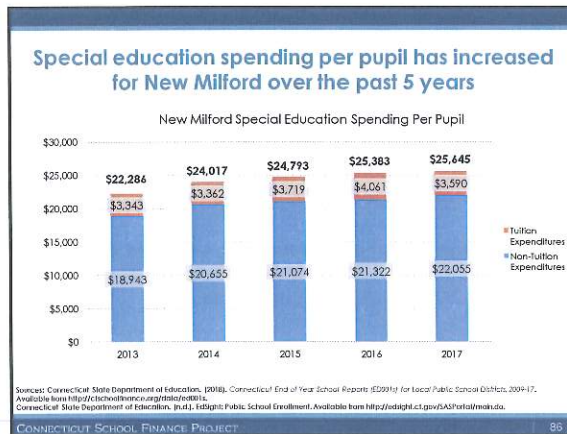
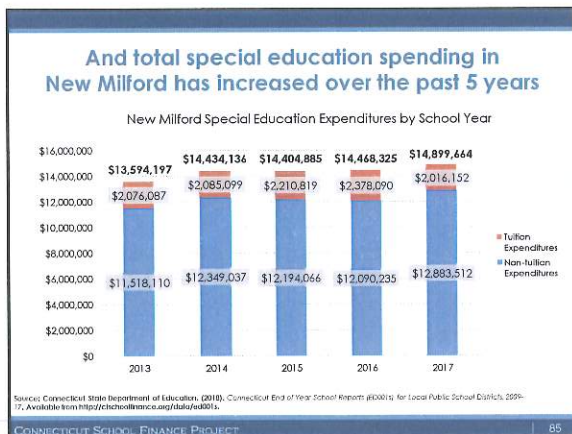
Over the last 5 years, the total number of special education students in New Milford has increased by 7

New Milford Special Education Enrollment by School Year

School Year	Enrollment
2015	581
2016	570
2017	581
2018	589
2019	588

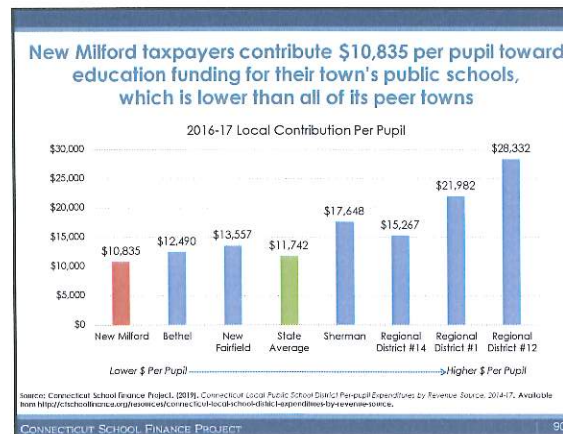
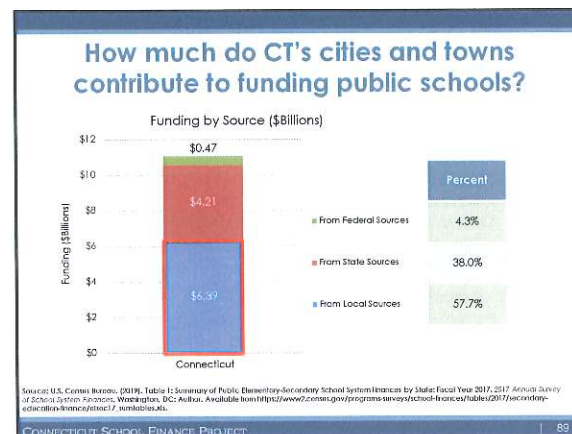
Sources: Connecticut State Department of Education, (n.d.), EdRight Public School Enrollment, Available from <http://edright.ct.gov/SASchoolEnrollment>.

CONNECTICUT SCHOOL FINANCE PROJECT | 84



CONNECTICUT SCHOOL FINANCE PROJECT

LOCAL FUNDING



How much do cities and towns need to contribute toward funding their public schools?

- Cities and towns must make up the difference between what their local public school system receives from state and federal sources and the local public school district's budget.

School District Budget – Federal Revenue – State Revenue
 =
Municipal (Local) Contribution

CONNECTICUT SCHOOL FINANCE PROJECT | 91

Who decides how much money is in the school district's budget?

Sources: Conn. Gen. Statutes ch. 164, § 10-91.

CONNECTICUT SCHOOL FINANCE PROJECT | 92

Minimum Budget Requirement (MBR)

- CT has a "minimum budget requirement," also known as the "MBR," which all communities—with some exceptions—must adhere to in providing funding to their local school districts.
- According to the MBR, a town may not budget less for education than it did in the previous fiscal year, unless it meets one of several exceptions.
- If a town fails to meet its MBR, the State can withhold ECS funds from the town in an amount equal to the difference between the town's MBR and what it actually budgeted for education.
- Towns in which Alliance Districts are located are not permitted to reduce their educational expenditures and are not eligible for any of the MBR exceptions.
- The state's 10% highest-performing districts, according to the State Department of Education's accountability index, do not have to adhere to the MBR.

Sources: Conn. Acts 19-117 § 271; Conn. Acts 19-117 § 280; Mooney, J.L. (2018). A Practical Guide To Connecticut School Law (9th ed.). Westfield, CT: Connecticut Association of Boards of Education, Inc.

CONNECTICUT SCHOOL FINANCE PROJECT | 93

Previously Existing Exceptions to the MBR

- A non-Alliance town may reduce its MBR in if it experiences a decrease in ECS funding; however, the MBR reduction may not be more than the decrease in ECS funding.
- If a district does not maintain a high school and the number of students for which it pays tuition has decreased, the district's town may reduce its MBR by the difference between the number of students it paid tuition for in the previous year and the number of students it currently pays tuition for, multiplied by the cost of tuition.
- The commissioner of the State Department of Education may allow a town to reduce its MBR by an amount determined by the commissioner if the town's school district has closed one or more schools due to declining enrollment.
- Member towns of a newly formed regional school district do not have to adhere to the MBR during the first full fiscal year following its establishment.

Sources: Conn. Acts 19-117 § 271.

CONNECTICUT SCHOOL FINANCE PROJECT | 94

Revised or New Exceptions to the MBR

- Districts that have experienced a reduction in their resident student count may look back up to a 5-year period to calculate their decrease in resident student count. The district can decide which consecutive years, up to the last five years, they would like to include in this calculation.
 - However, the decline in student count for a given year can only be used one time to prevent districts from counting the same student count decline twice.
- When calculating a MBR reduction under this exemption, the district is permitted to reduce its MBR by an amount equal to the net reduction in resident students multiplied by 50 percent of its net current expenditure per resident student.
- If a district realizes new and documented savings through increased efficiencies approved by the commissioner of the State Department of Education or through regional collaboration or cooperative arrangements, the town may reduce its MBR by half of the achieved savings, provided that amount does not exceed 0.5 percent of the district's budget. Efficiency savings include, but are not limited to, the following:
 - Reductions in contract costs not including collective bargaining agreements, transportation service efficiencies, or a cost savings in school district administration;
 - Cost savings in medical or health care benefit agreements;
 - Cooperative agreements related to administrative or central office functions;
 - Reductions in costs due to purchasing of insurance including property insurance, casualty insurance, and workers' compensation insurance;
 - Reductions in costs associated with the purchasing of payroll or accounts payable software;
 - Savings from the consolidation of information technology services; and
 - Reduction in costs associated with athletic field care and maintenance.
- Expenses that are incurred as a result of a catastrophic insurance loss can be excluded from expenditures for the purposes of calculating a district's MBR in the following year. This exemption can only be taken by a school district that is self-insured and can only be taken when the school district provides documentation that the expenses are a result of a catastrophic event by a nationally recognized catastrophic loss index provider.

Sources: Conn. Acts 19-117 § 271.

CONNECTICUT SCHOOL FINANCE PROJECT | 95

How do cities and towns raise money to pay for public schools?

- Cities and towns raise money to pay for town services (including public schools) through property taxes.
 - Cities and towns are able to collect tax on property that is owned by the people who live there.
 - Cities and towns can collect taxes on "real" property (e.g. office building, apartment buildings, houses) and "personal" property (e.g. cars and boats).
- Not all property in the town is taxable.
 - Property that belongs to some nonprofit organizations, like universities, hospitals, and churches, may be exempt from property tax.

Sources: State of Connecticut, Office of Policy and Management. (2018, May 17). Statutes Governing Property Assessment and Taxation. Retrieved from <http://www.ct.gov/opm/cwp/view.asp?a=3333a>.

CONNECTICUT SCHOOL FINANCE PROJECT | 96

Facts about City/Town Budgets

- Each year, every city and town creates a "municipal budget" – this includes all of the money the town will need to pay for town government.
 - Some examples of what is included in the budget are: fire and police force, highway department, maintenance of town roads (including snow removal), the parks and rec department, and of course, public schools.
- Public schools are the biggest expense for every city and town in CT.
- Cities and towns must collect enough money through property taxes to pay for all of the expenses in the municipal budget.

CONNECTICUT SCHOOL FINANCE PROJECT | 97

How much money does the city or town need to collect in property taxes?

- The city or town figures out how much money it needs to raise through property taxes by subtracting money they get from the state and federal government from the municipal budget.

Municipal budget (including cost of schools) – state revenue (including ECS grant) – revenue from other sources

=

Total amount of \$ that needs to be raised through property taxes

Sources: State of Connecticut, Office of Policy and Management, (2018, May 17), Statutes Governing Property Assessment and Taxation. Retrieved from <http://www.ct.gov/ops/pwp/new.asp?c=33128>.

CONNECTICUT SCHOOL FINANCE PROJECT | 98

Facts about City/Town Property Taxes

- Each city/town has a different amount of property available to tax.
 - Each city and town adds up the value of all of the property in the town – this is known as the "grand list."
- Once the city/town knows how much money they need to raise in taxes and the value of the "grand list," the city/town sets a tax rate for property, known as a "mill rate."

Sources: State of Connecticut, Office of Policy and Management, (2018, May 17), Statutes Governing Property Assessment and Taxation. Retrieved from <http://www.ct.gov/ops/pwp/new.asp?c=33128>.

CONNECTICUT SCHOOL FINANCE PROJECT | 99

The value of "grand lists" varies widely

Municipality	Equalized Net Grand List GLYR 2016
GREENWICH	\$48,596,792,470
STAMFORD	\$32,825,480,973
NORWALK	\$19,248,812,949
WESTPORT	\$16,088,221,534
FAIRFIELD	\$16,008,062,420
...	...
NEW MILFORD	\$4,182,241,085
CANAAN	\$245,942,596
EASTFORD	\$224,628,571
HAMPTON	\$215,119,348
SCOTLAND	\$161,579,503
UNION	\$130,830,403

Sources: State of Connecticut, Office of Policy and Management, (2016), Municipal Fiscal Indicators, Fiscal Year Ending 2013-2017. Hartford, CT: Author. Retrieved from <https://portal.ct.gov/medford/0196/MilfordIndicatorsFY2013-14-Follow-Up-1-31-19.pdf#st=1>.

CONNECTICUT SCHOOL FINANCE PROJECT | 100

The Equalized Net Grand List per Capita (ENGLPC) represents the value of taxable property per resident. New Milford's ENGLPC falls in the middle of the ENGLPCs for its peer towns and the state median.

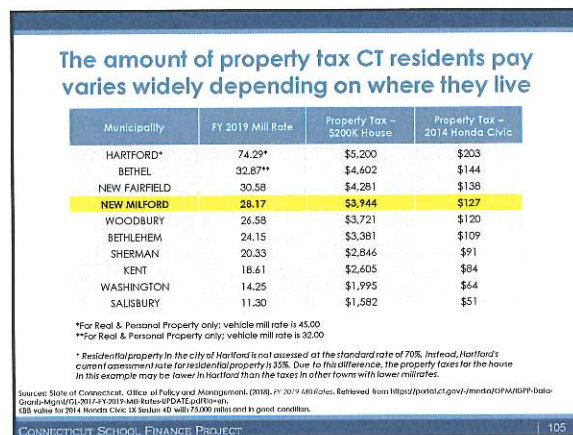
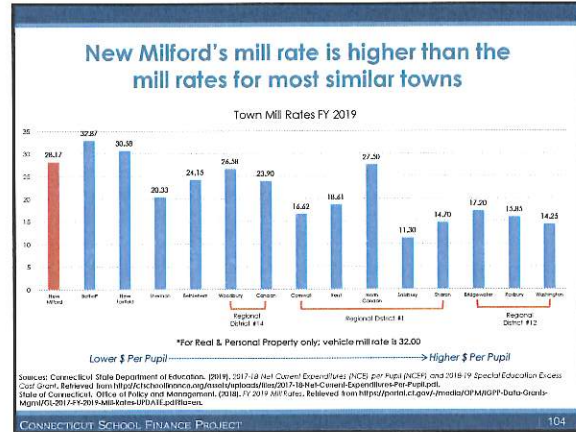
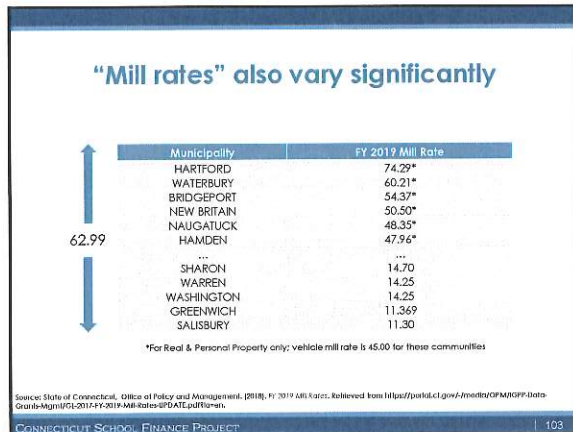
Sources: Connecticut State Department of Education, (2019), 2017-18 (08) District Expenditures (ECE) per Pupil (C27) and 2018-19 District Education Excess Cost Data. Retrieved from <https://data.ednet.org/medford/2017-18-Net-Current-Expenditures-Per-Pupil-2018>. State of Connecticut, Office of Policy and Management, (2019), Municipal Fiscal Indicators, Fiscal Year Ending 2013-2017. Hartford, CT: Author. Retrieved from <https://portal.ct.gov/medford/0196/MilfordIndicatorsFY2013-14-Follow-Up-1-31-19.pdf#st=1>.

CONNECTICUT SCHOOL FINANCE PROJECT | 101

Median Household Income (MHI) refers to the income level earned by a given household where half of the homes in the area earn more and half earn less. New Milford's MHI falls in the middle of the MHIs for its peer towns and the state median.

Sources: Connecticut State Department of Education, (2019), 2017-18 (08) District Expenditures (ECE) per Pupil (C27) and 2018-19 District Education Excess Cost Data. Retrieved from <https://data.ednet.org/medford/2017-18-Net-Current-Expenditures-Per-Pupil-2018>. State of Connecticut, Office of Policy and Management, (2019), Municipal Fiscal Indicators, Fiscal Year Ending 2013-2017. Hartford, CT: Author. Retrieved from <https://portal.ct.gov/medford/0196/MilfordIndicatorsFY2013-14-Follow-Up-1-31-19.pdf#st=1>.

CONNECTICUT SCHOOL FINANCE PROJECT | 102



CONNECTICUT SCHOOL FINANCE PROJECT

HOW ARE OTHER TYPES OF PUBLIC SCHOOLS FUNDED?

With 10 more formulas!

- Connecticut has a different funding formula for each different type of public school. These public school types include:
 - Magnet schools (5 different formulas)
 - Charter schools (2 different formulas)
 - CT Technical Education and Career System (1 formula)
 - Agriscience schools (1 formula)
 - Open Choice program (1 formula)

Source: Connecticut General Assembly, Office of Legislative Research, (2017), Issue Paper to Study State Education Funding Final Report. Retrieved from <http://www.cga.ct.gov/2017/leglib/0130/2017-01-06-04.htm>

Wentz, J.D., & Birkley, A. (2018). Comparison of Charter, Magnet, Agriscience, Centers, and Technical High Schools. (2018-R-003). Hartford, CT: Connecticut General Assembly, Office of Legislative Research. Retrieved from <https://www.cga.ct.gov/2018/leglib/0130/2018-R-003.pdf>

CONNECTICUT SCHOOL FINANCE PROJECT | 107

Connecticut's other education funding formulas are not based on student learning needs

Formula	Low-Income Students	English Learners	Students with Disabilities
ECs (local school districts)	✓	✓	✗
State Charter Schools	✗	✗	✗
Local Charter Schools	✗	✗	✗
CT Technical Education and Career System	✗	✗	✗
Regional Agriscience Centers	✗	✗	✗
Hartford East Magnet Schools	✗	✗	✗
BESC-Operated Joint Magnet Schools	✗	✗	✗
Edson Magnet School	✗	✗	✗
Non-Charter BESC Magnet enrolling less than 50% of students from 1 town	✗	✗	✗
Non-Charter BESC Magnet enrolling 55% of students or more from 1 town	✗	✗	✗
Non-Charter East Magnet School	✗	✗	✗

Source: Connecticut General Assembly, Office of Legislative Research, (2013), Issue Paper to Study State Education Funding Final Report. Retrieved from <http://www.cga.ct.gov/2013/leglib/0130/2013-01-06-04.htm>

Conn. Gen. Statutes ch. 172, § 10-2a(2).

CONNECTICUT SCHOOL FINANCE PROJECT | 108

Magnet School Formulas

- There are 5 different formulas for magnet schools.
- The formula for a magnet school depends on:
 - Whether the magnet school is operated by a Regional Education Service Center (RESC) or a local public school district.
 - Whether the magnet school was created as part of the *Sheff v. O'Neill* settlement.
 - One magnet school—Thomas Edison Middle School in Meriden—has its own funding formula. (It is a non-*Sheff* magnet administered by ACES.)
- RESC-operated magnet schools and some host district magnet schools can charge tuition to the sending districts for the amount it costs to educate the student above the State's per-pupil allocation.

Sources: Connecticut General Assembly, Office of Legislative Research. (2013). *Talk Note to Study State Education Funding Final Report*. Retrieved from <https://www.cga.ct.gov/2013/inf/2013-0043.htm>.
Morris, J.B., & Kelley, A. (2018). *Comparison of Charter, Magnet, Agricultural Science Centers, and Technical High Schools* (2018-R-0020). Hartford, CT: Connecticut General Assembly, Office of Legislative Research. Retrieved from <https://www.cga.ct.gov/2018/inf/inf2018-0020.pdf>.

CONNECTICUT SCHOOL FINANCE PROJECT | 109

Charter School Formulas

- There are 2 different formulas for charter schools.
- The formula for a charter school depends on whether it is a *state* or *local* charter school.
- *State* charter schools receive a per-pupil amount from the state (\$11,250) per student. They receive not required to receive local funding.
- *Local* charter schools receive:
 - Local per student costs
 - An additional \$3,000 per student from the State

Sources: Conn. Gen. Statutes ch. 104, § 10-66e.

CONNECTICUT SCHOOL FINANCE PROJECT | 110

Other Choice School Formulas

- **Agilience Programs: Mix of state and local funding**
 - State funding: \$4,200 + potential for supplemental funding; sending district receives ECS funding for each student
 - Local funding: The sending district can be charged up to \$6,822.80 per student
- **Connecticut Technical Education and Career System: State funding only**
 - State funding: 100% state funding; approx. per-pupil amount for 2017-18 school year (most recent year of available data) was \$17,321 (appropriation includes fringe benefits for employees)
- **Open Choice: Mix of state and local funding**
 - State funding: Receiving district gets a subsidy (based on Open Choice enrollment as a percentage of the district's total enrollment) that ranges from \$3,000 to \$8,000 per student participating in the Open Choice program. Each participating student is counted as half of a student in the sending and receiving districts ECS student counts.
 - Local funding: The receiving district pays the remaining cost to educate the student.

DeVries, M., & Kelley, A. (2018). *Comparison of Charter, Magnet, Agricultural Science Centers, and Technical High Schools* (2018-R-0020). Hartford, CT: Connecticut General Assembly, Office of Legislative Research. Retrieved from <https://www.cga.ct.gov/2018/inf/inf2018-0020.pdf>.
Conn. Gen. Statutes ch. 104, § 10-66d.
Conn. Gen. Statutes ch. 104, § 10-66e.
Conn. Gen. Statutes ch. 104, § 10-66f.
Walker, J. (2018). *Connecticut Technical Education and Career System (CTECS) Report of Local Operations for Fiscal Year 2017-18*. Hartford, CT: Connecticut Technical Education and Career System. Retrieved from <https://www.ctecss.org/Portals/0/CTECS%20Local%20Operations%2017-18.pdf>.

CONNECTICUT SCHOOL FINANCE PROJECT | 111

CONNECTICUT SCHOOL FINANCE PROJECT

WHAT YOU CAN DO

Add Your Voice to the Conversation

- Talk about school finance with others
- Attend local municipal meetings such as the board of education, city/town council, or subcommittee meetings
- Host a workshop or meeting with us
- Complete the monthly challenges
- Stay informed and help keep others informed
- Let elected officials know school finance is an important issue for kids in your community

CONNECTICUT SCHOOL FINANCE PROJECT | 113

CONNECTICUT SCHOOL FINANCE PROJECT

APPENDIX

