

CONNECTICUT  
SCHOOL FINANCE  
PROJECT

# SCHOOL FINANCE 101

*An introduction to how public schools are  
funded in Connecticut*

*UPDATED: November 28, 2017*

# 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.

# 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.

**School finance is about...**

# Kids



# Schools

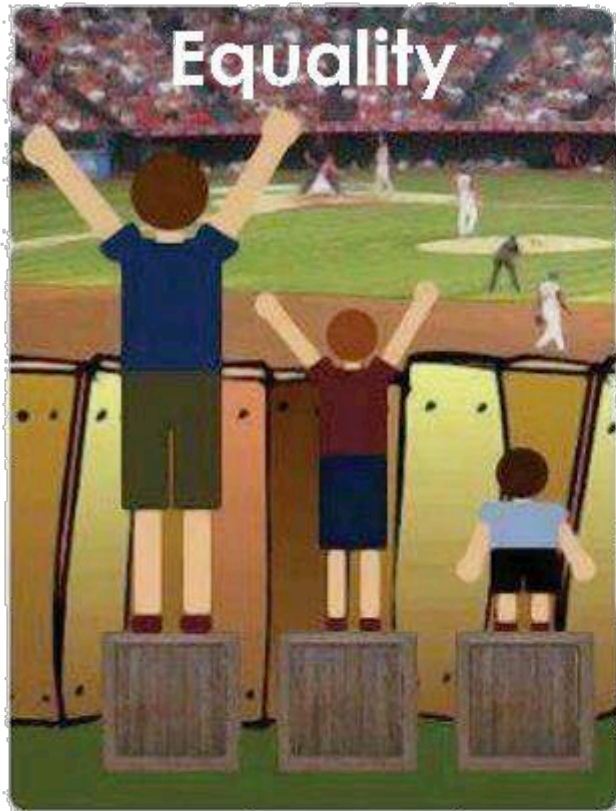




# Communities

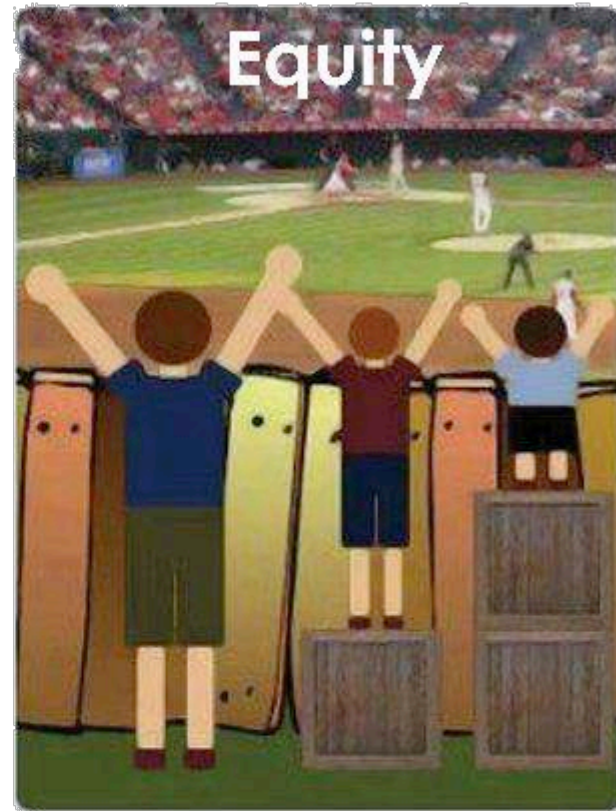


# Equality vs. Equity



**EQUALITY = SAMENESS**

**GIVING EVERYONE THE SAME THING** → If 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



# 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"> <li>• Unstable housing situation (may move frequently or be homeless)</li> <li>• Food insecure or lack access to healthy foods</li> <li>• Parents may be less able to dedicate time and resources to education</li> <li>• Exposure to traumatic or unsafe situations</li> <li>• More likely to be absent from school</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading interventionist</li> <li>• Software to help build vocabulary and develop language</li> <li>• Social worker</li> </ul>
English Learner student	<ul style="list-style-type: none"> <li>• May be only English speaker in household</li> <li>• Cultural differences</li> <li>• Emigrated from possible violence/warfare</li> <li>• Unfamiliar with US education system – or any education system</li> </ul>	<ul style="list-style-type: none"> <li>• ESL/bilingual teacher</li> <li>• Software to assist in learning English</li> <li>• Books and other materials in first language</li> </ul>
Student with disabilities	<ul style="list-style-type: none"> <li>• Each student's learning needs will be unique and can vary significant from student-to-student</li> <li>• Students may have physical, learning, or social-emotional changes</li> </ul>	<ul style="list-style-type: none"> <li>• Special education teacher</li> <li>• Physical or occupational therapist</li> <li>• Adaptive technology</li> </ul>

Sources: Jenson, E. (2009). How Poverty Affects Behavior and Academic Performance. *Teaching with Poverty in Mind*. Alexandria, VA: Association for Supervision & Curriculum Development. Retrieved from <http://www.ascd.org/publications/books/109074/chapters/How-Poverty-Affects-Behavior-and-Academic-Performance.aspx>.

Hart, B. & Risley, T. R. (2003). The Early Catastrophe: The 30 Million Word Gap by Age 3. *American Educator*, 4-9. Retrieved from <http://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf>.

**Does money matter?**

# 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, 9.6% 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 **11.5 to 12.1 percent increase in per-pupil spending** and a **6.8 to 11.5 percentage point increase in graduation rates.**"

Source: See Appendix for list of sources.

# DESHAUN'S STORY



# A note about per pupil expenditures

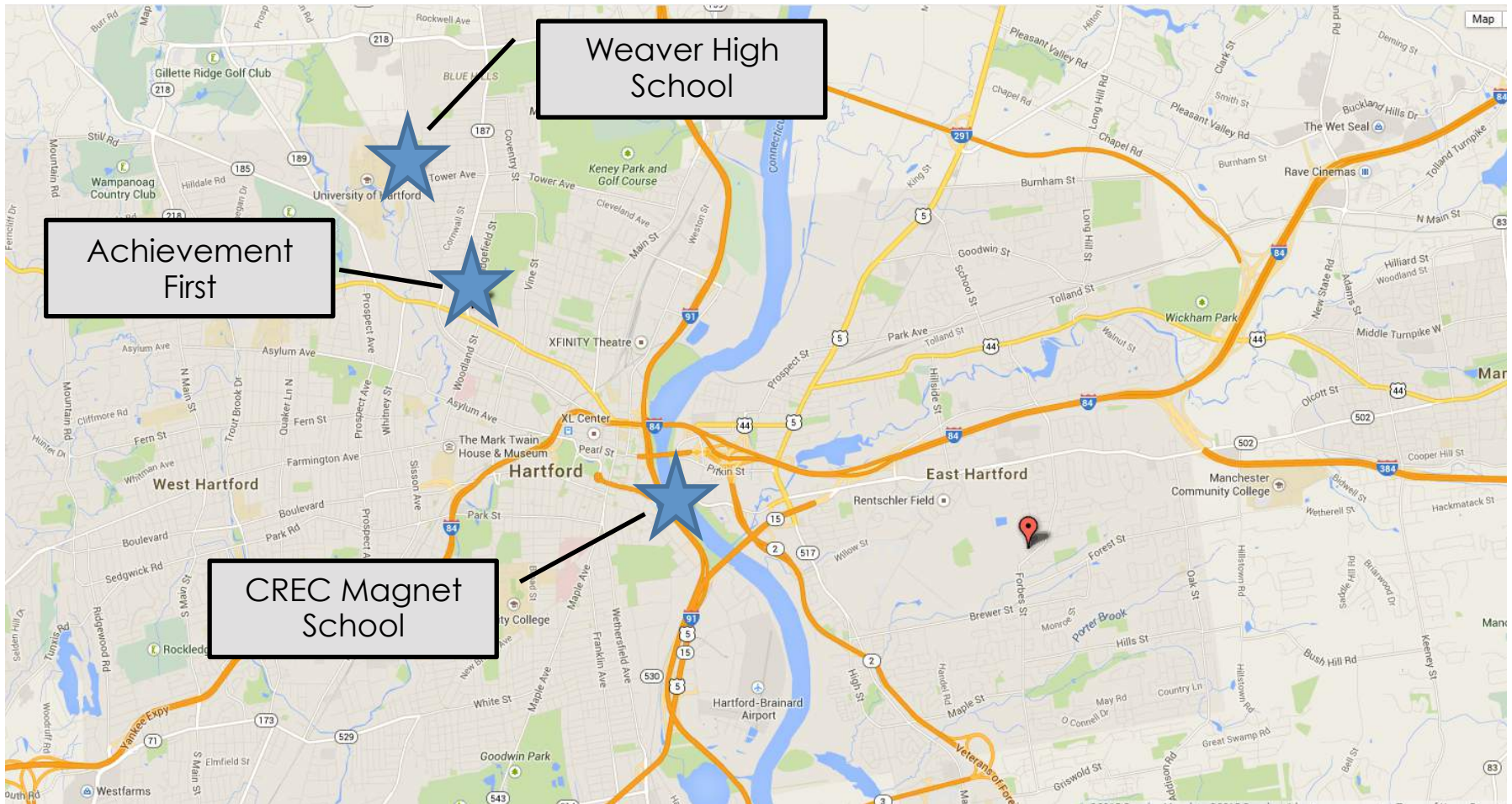
- Connecticut does not currently require revenues or expenditures to be reported at the school level.
  - As a result, it is not possible to determine per-pupil expenditures at the school level.
  - This example uses average per-pupil expenditures at the local education agency (LEA) level.
- In reality, 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.

# DeShaun



- DeShaun lives in Hartford.
- He is a 10<sup>th</sup> grader.
- When he grows up, he wants to become an engineer.

# DeShaun could go to any of these schools



Weaver High School

Achievement First

CREC Magnet School

**How much funding does  
DeShaun's school receive to  
educate him?**



**It depends on where he  
goes to school.**

# Hartford Public Schools: \$19,362

## Weaver High School

School Name	Hartford Public School
State Contribution	\$13,282
Hartford Contribution	\$4,240
Other Contributions	\$1,840
<b>Total</b>	<b>\$19,362</b>



Source: Connecticut State Department of Education. (2016). *Connecticut Local Public School District Per-Pupil Expenditures by Revenue Source & Property Tax Information, 2013-15*. Available from <http://ctschoolfinance.org/data/connecticut-local-school-district-expenditures-by-revenue-source>.

# Achievement First State Charter School: \$13,422

## Achievement First Hartford

School Name	State Charter School, Hartford
State Contribution	\$11,298
Hartford Contribution	\$1,034
Other Contributions	\$1,090
<b>Total</b>	<b>\$13,422</b>



Source: Connecticut School Finance Project. (2016). *Expenditures for Connecticut Schools of Choice, 2014-15*. Available from <http://ctschoolfinance.org/data/expenditures-for-schools-of-choice>.

# Sheff RESC Magnet, CREC: \$16,259



School Name	Sheff RESC magnet, CREC
State Contribution	\$13,153
Hartford Contribution	\$2,788
Other Contributions	\$318
<b>Total</b>	<b>\$16,259</b>

Source: Capitol Region Education Council. (2016). *Capitol Region Education Council Magnet School Expenditures, 2014-15*. Available from <http://ctschoolfinance.org/data/capitol-region-education-council-crec-per-pupil-expenditures-by-school-2014-15>.



# How much does DeShaun's family pay in taxes?



Annual property tax on a house with market value of \$200,000 in Hartford:

**\$4,786**



Annual property taxes on a 2012 Honda Civic in Hartford:

**\$123**

Source: State of Connecticut, Office of Policy and Management. (2017). *Municipal Fiscal Indicators*. Retrieved from [http://www.ct.gov/opm/lib/opm/igp/munfinsr/fi\\_2011-15\\_edition\\_as\\_of\\_1-11-17.pdf](http://www.ct.gov/opm/lib/opm/igp/munfinsr/fi_2011-15_edition_as_of_1-11-17.pdf).

KBB value for 2012 Honda Civic DX Sedan 4D with 75,000 miles and in good condition.

**What if DeShaun's family  
moves to West Hartford?**

# How much funding does DeShaun's school receive to educate him?

It depends on where he goes to school.

School Types	West Hartford Public School	State Charter School, Hartford	Sheff RESC Magnet, CREC
State Contribution	\$2,245	N/A	\$13,153
West Hartford Contribution	\$11,969	N/A	\$2,788
Other Contributions	\$365	N/A	\$318
<b>Total</b>	<b>\$14,579</b>	<b>Choice not available</b>	<b>\$16,259</b>

Sources: Connecticut State Department of Education. (2016). *Connecticut Local Public School District Per-Pupil Expenditures by Revenue Source & Property Tax Information, 2013-15*. Available from <http://ctschoolfinance.org/data/connecticut-local-school-district-expenditures-by-revenue-source>.

Connecticut School Finance Project. (2016). *Expenditures for Connecticut Schools of Choice, 2014-15*. Available from <http://ctschoolfinance.org/data/expenditures-for-schools-of-choice>.

Capitol Region Education Council. (2016). *Capitol Region Education Council Magnet School Expenditures, 2014-15*. Available from <http://ctschoolfinance.org/data/capitol-region-education-council-crec-per-pupil-expenditures-by-school-2014-15>.

# How much does DeShaun's family pay in taxes?



Annual property tax on a house with market value of \$200,000 in West Hartford:

**\$5,531**



Annual property taxes on a 2012 Honda Civic in West Hartford:

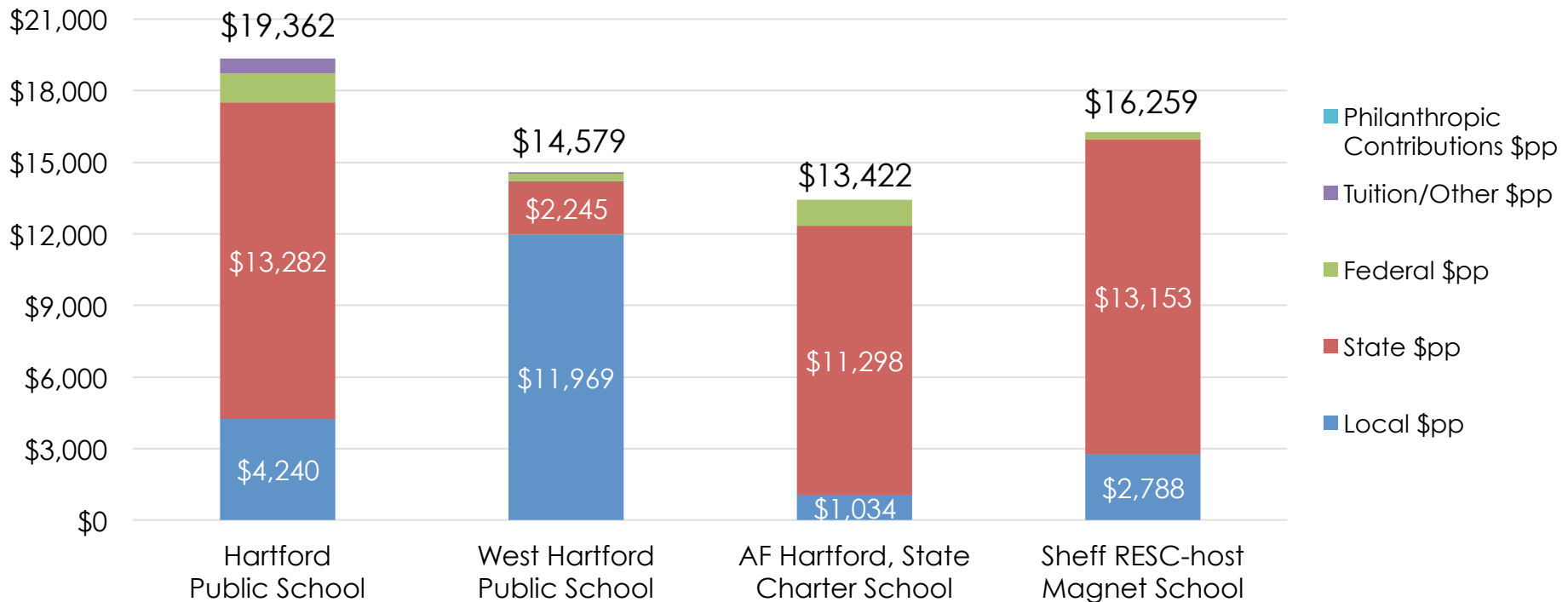
**\$123**

Source: State of Connecticut, Office of Policy and Management. (2017). *Municipal Fiscal Indicators*. Retrieved from [http://www.ct.gov/opm/lib/opm/igp/munfinsr/fi\\_2011-15\\_edition\\_as\\_of\\_1-11-17.pdf](http://www.ct.gov/opm/lib/opm/igp/munfinsr/fi_2011-15_edition_as_of_1-11-17.pdf).

KBB value for 2012 Honda Civic DX Sedan 4D with 75,000 miles and in good condition.

# DeShaun is the same kid, but different schools receive different amounts of money to educate him

Per-Pupil Funding by School Type, 2014-15



Sources: Connecticut State Department of Education. (2016). *Connecticut Local Public School District Per-Pupil Expenditures by Revenue Source & Property Tax Information, 2013-15*. Available from <http://ctschoolfinance.org/data/connecticut-local-school-district-expenditures-by-revenue-source>.

Connecticut School Finance Project. (2016). *Expenditures for Connecticut Schools of Choice, 2014-15*. Available from <http://ctschoolfinance.org/data/expenditures-for-schools-of-choice>.

Capitol Region Education Council. (2016). *Capitol Region Education Council Magnet School Expenditures, 2014-15*. Available from <http://ctschoolfinance.org/data/capitol-region-education-council-crec-per-pupil-expenditures-by-school-2014-15>.

**Why?**



# 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.

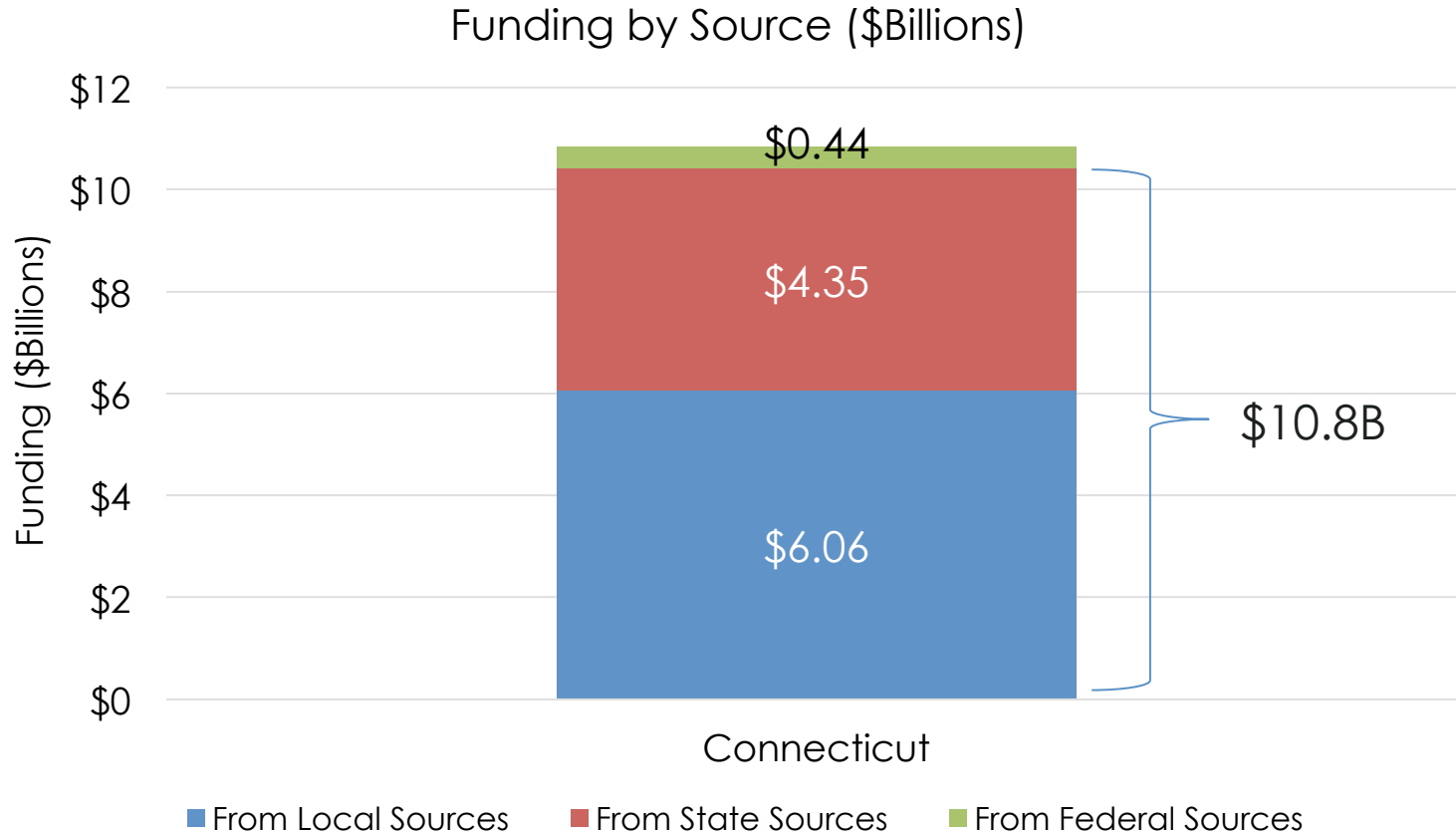
Source: San Antonio Independent School District v. Rodriguez, 411 U.S. 1 (1973).

# U.S. Supreme Court Case: *San Antonio Independent School District v. Rodriguez*

- Key Holdings:
  - School finance systems are NOT subject to strict scrutiny under the Constitution.
  - A school finance system based on local property taxes does NOT violate the Equal Protection Clause of the 14th Amendment, even if it results in wealthier communities getting more funding for their schools than poorer communities.
- Therefore, how schools are funded is determined at the state level.

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

# What are the funding sources for public education in Connecticut?



Source: U.S. Census Bureau. (2017). *Public Education Finances: 2015*. Retrieved from <http://www.census.gov/content/dam/Census/library/publications/2017/econ/g15-aspef.pdf>.

# Federal funding for CT public education

- Federal funding makes up a small percentage (4.1%) of overall funding for public education in Connecticut.
- We don't have much control over how much federal funding Connecticut gets for public education.
- Federal education funding is restricted to specific purposes. For example, funding programs and services for low-income children, children with disabilities, and English Learners.

Sources: U.S. Census Bureau. (2017). *Public Education Finances: 2015*. Retrieved from <http://www.census.gov/content/dam/Census/library/publications/2017/econ/g15-aspef.pdf>.

U.S. Department of Education. (2014). *10 Facts about K-12 Education Funding*. Retrieved from <http://www2.ed.gov/about/overview/fed/10facts/index.html?exp>.

# We are going to focus on state and local funding for public education

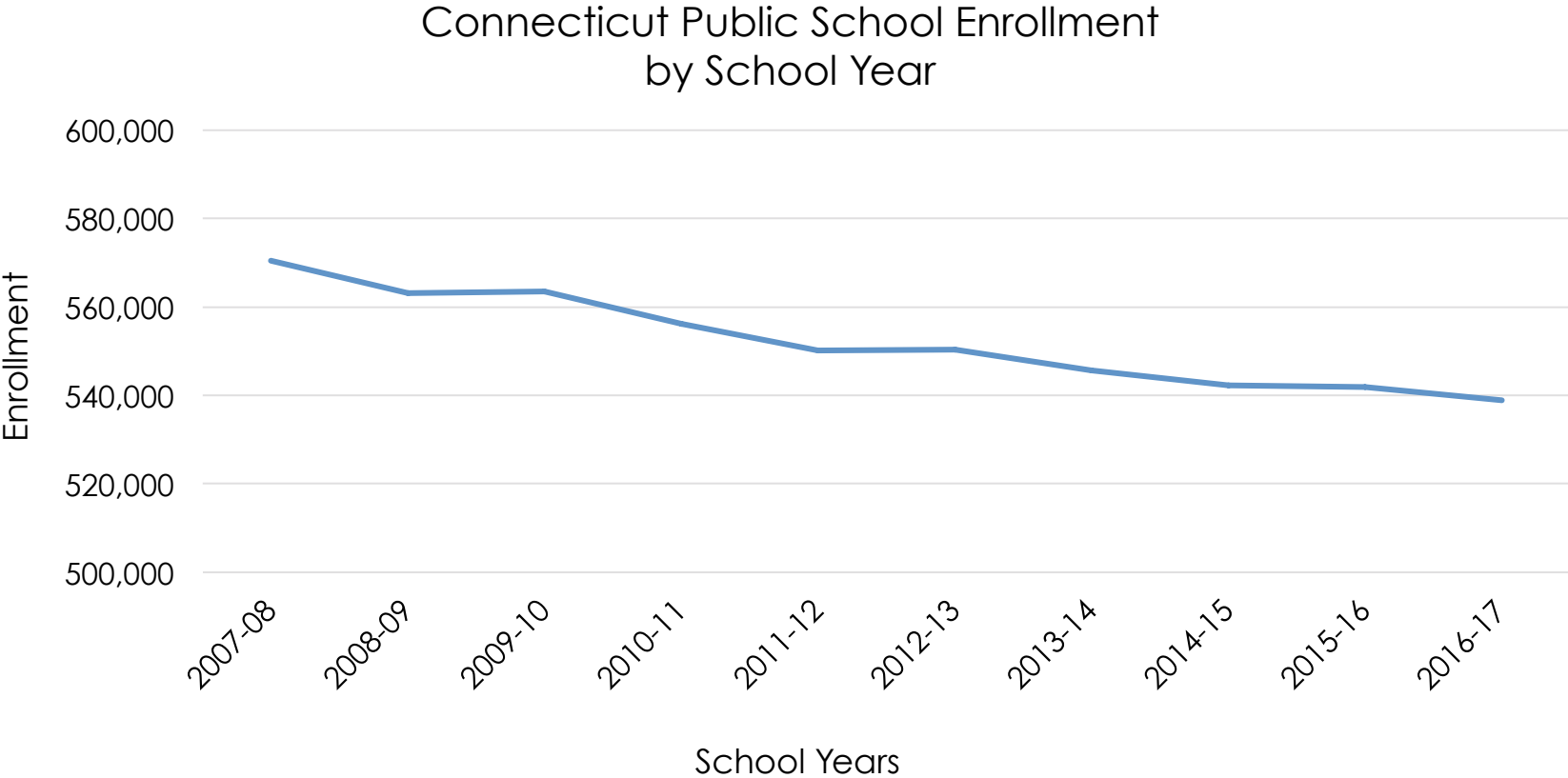
- This is 96% of the money that is spent on public education in Connecticut each year.
- Our state and local elected officials decide how much funding our public schools get and how that money is distributed to schools and districts.

Source: U.S. Census Bureau. (2017). *Public Education Finances: 2015*. Retrieved from <http://www.census.gov/content/dam/Census/library/publications/2017/econ/g15-aspef.pdf>.



# STATE FUNDING

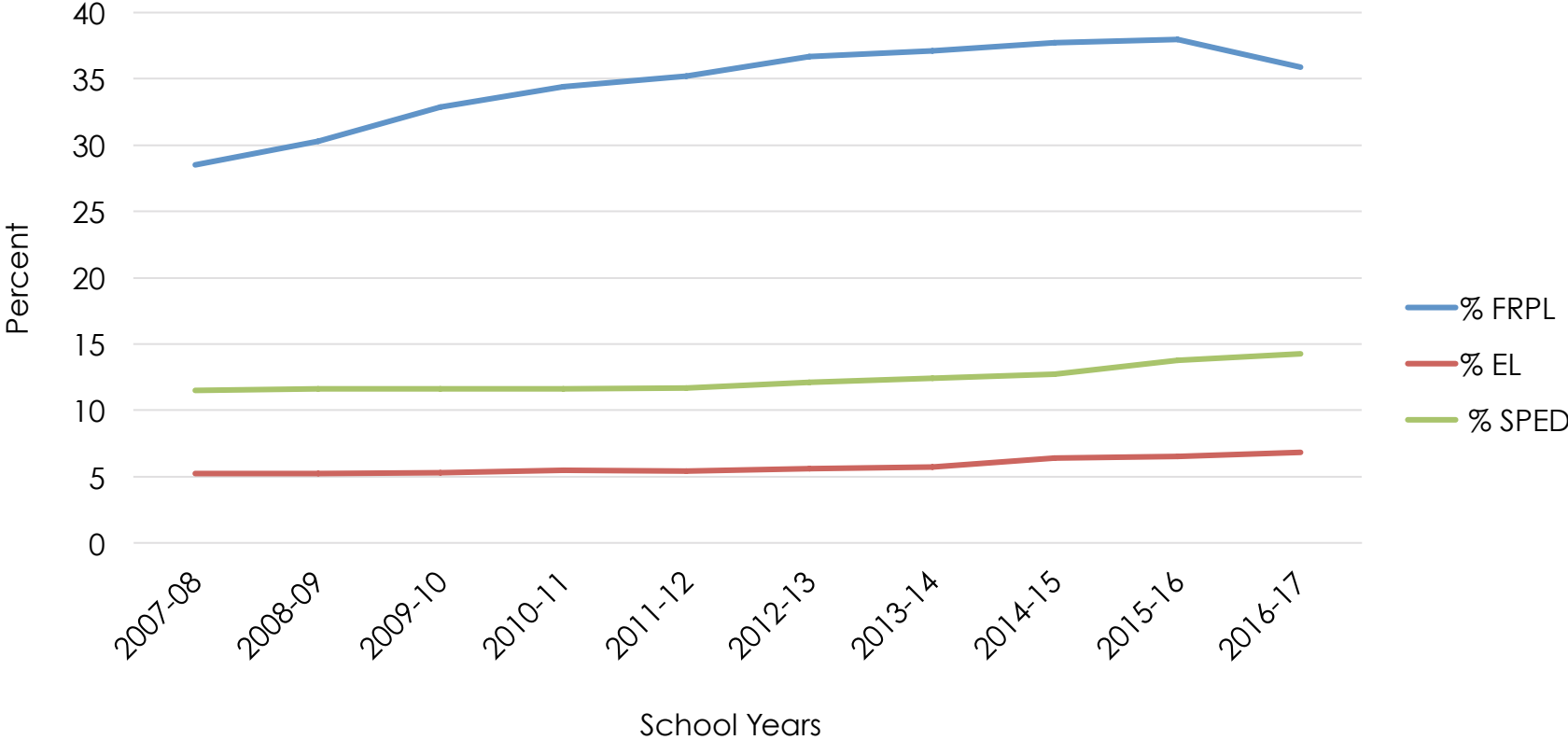
# Over the last 10 years, the total number of students in Connecticut public schools has declined



Source: Connecticut State Department of Education. (2017). *CT Public School Enrollment\_2000.mdb*. Available from <http://ctschoolfinance.org/data/connecticut-school-enrollment>.

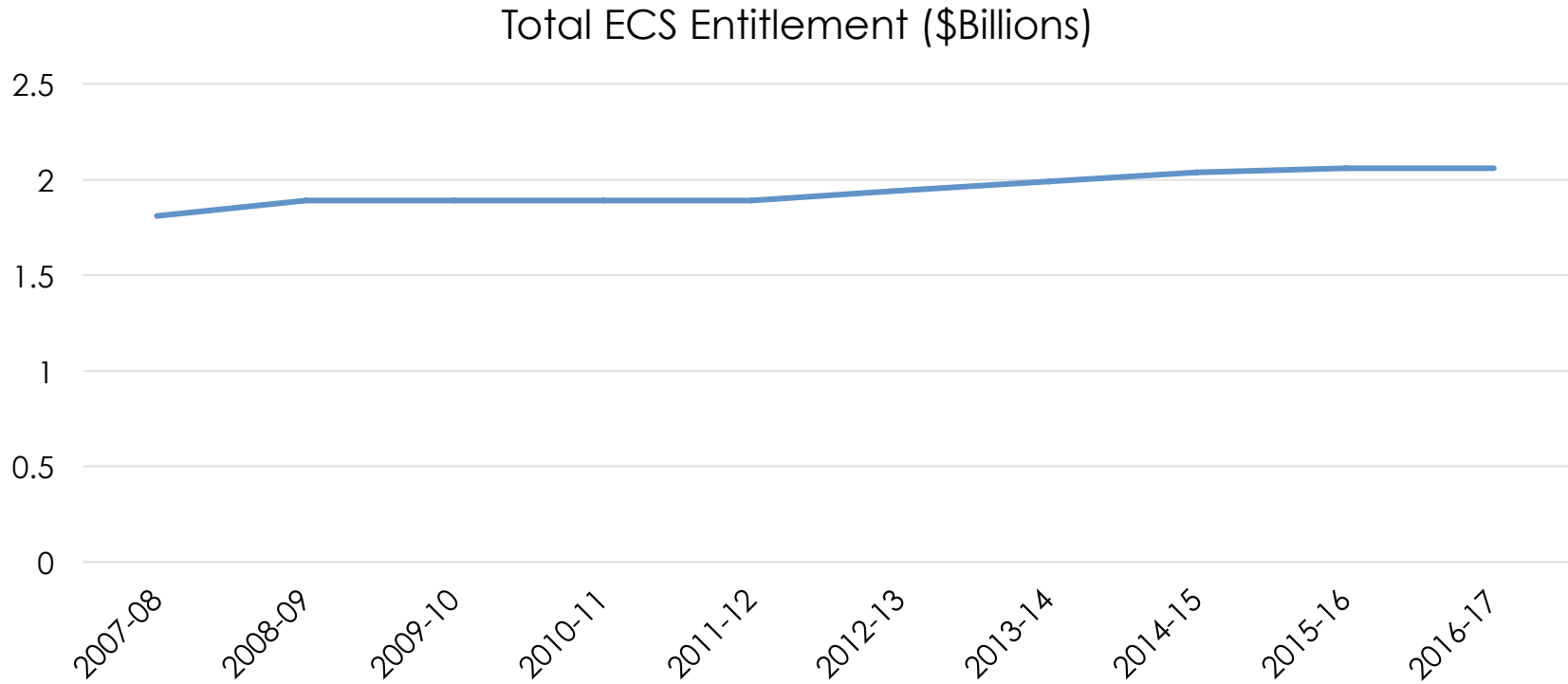
# But their needs have increased

Connecticut Public School Demographics



Source: Connecticut State Department of Education. (2017). *CT Public School Enrollment\_2000.mdb*. Available from <http://ctschoolfinance.org/data/connecticut-school-enrollment>.

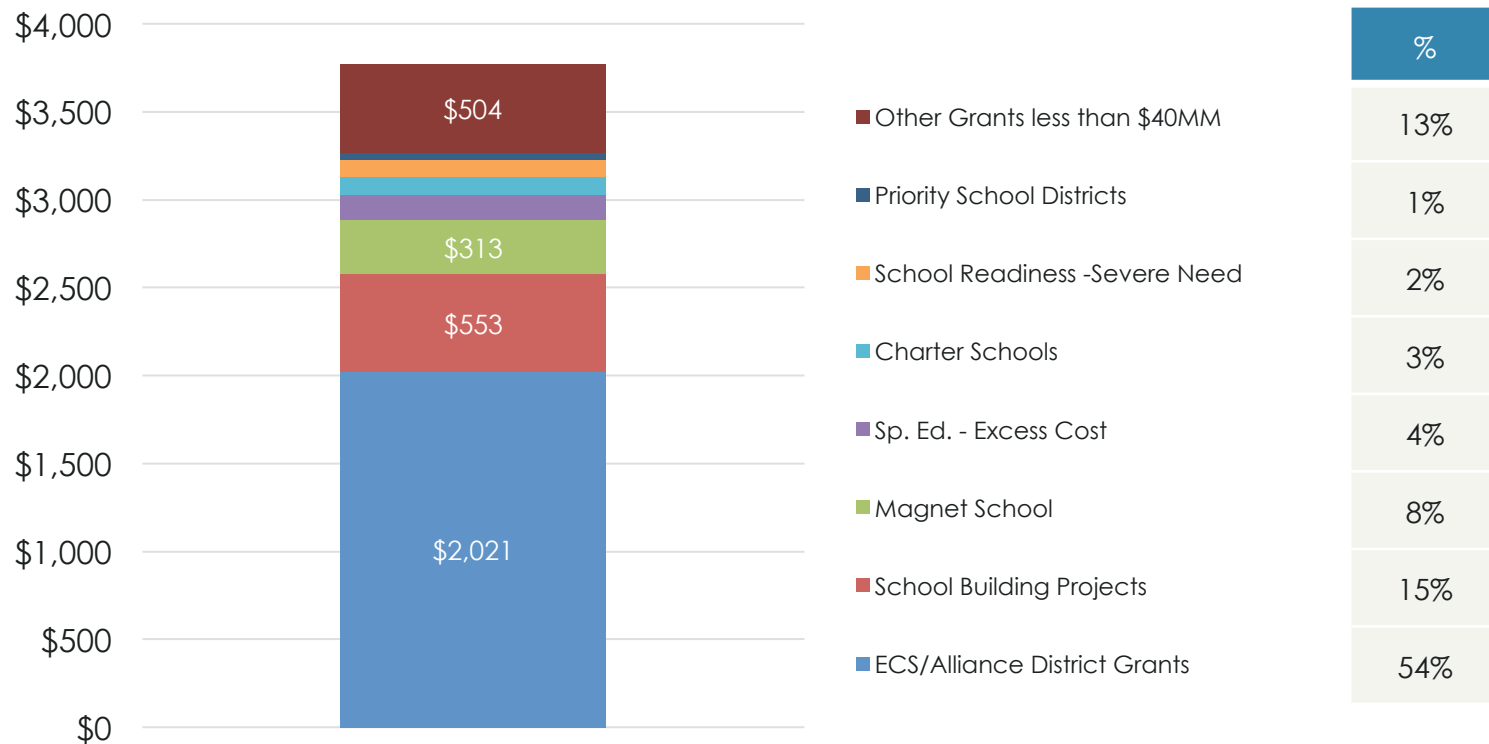
# And, up until 2016-17, total ECS grant aid to towns went up every year



Source: Connecticut State Department of Education. (2017). *Grant Payment Report*. Available from <https://www.csde.state.ct.us/public/dgm/grantreports1/paydetlMain.aspx>.

# State funding for public schools can be broken down into multiple categories

FY2017 State Funding by Grant (\$Millions)



Source: Connecticut State Department of Education. (2017). *Grant Payment Report*. Available from <https://www.csde.state.ct.us/public/dgm/grantreports1/paydetMain.aspx>.

**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). *Task Force to Study State Education Funding Final Report*. Retrieved from <http://www.cga.ct.gov/2013/rpt/2013-R-0064.htm>.

Conn. Gen. Statutes ch. 172, § 10-262h.

Moran, J. (2014). *Comparison of Charter, Magnet, Agricultural Science Centers, and Technical High Schools (2014-R-0257)*. Hartford, CT: Connecticut General Assembly, Office of Legislative Research. Retrieved from <http://www.cga.ct.gov/2014/rpt/2014-R-0257.htm>.

Conn. Acts 17-2 (June Special Session).

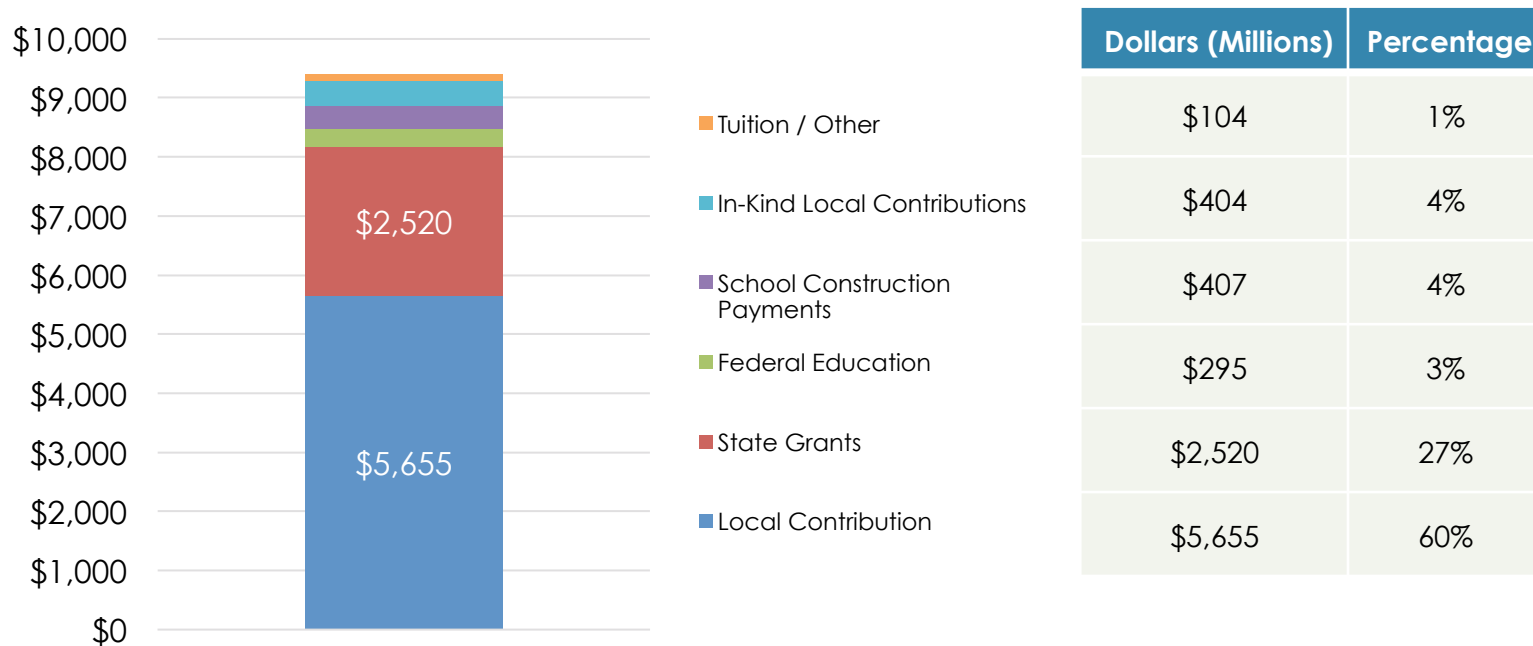
# Connecticut's Different Funding Formulas

- ECS (local school districts)
- State Charter Schools
- Local Charter Schools
- CT Technical High School System
- Regional Agriscience Centers
- District Host Magnet Schools
- RESC-Operated *Sheff* Magnet Schools
- Edison Magnet School
- Non-*Sheff* RESC Magnet enrolling less than 55% of students from 1 town
- Non-*Sheff* RESC Magnet enrolling 55% of students or more from 1 town
- Non-*Sheff* Host Magnet School

# HOW ARE LOCAL PUBLIC SCHOOLS FUNDED?

# State and local communities share the responsibility for funding local public school districts

FY 2014-15 Revenues for Local Public Schools (\$millions)



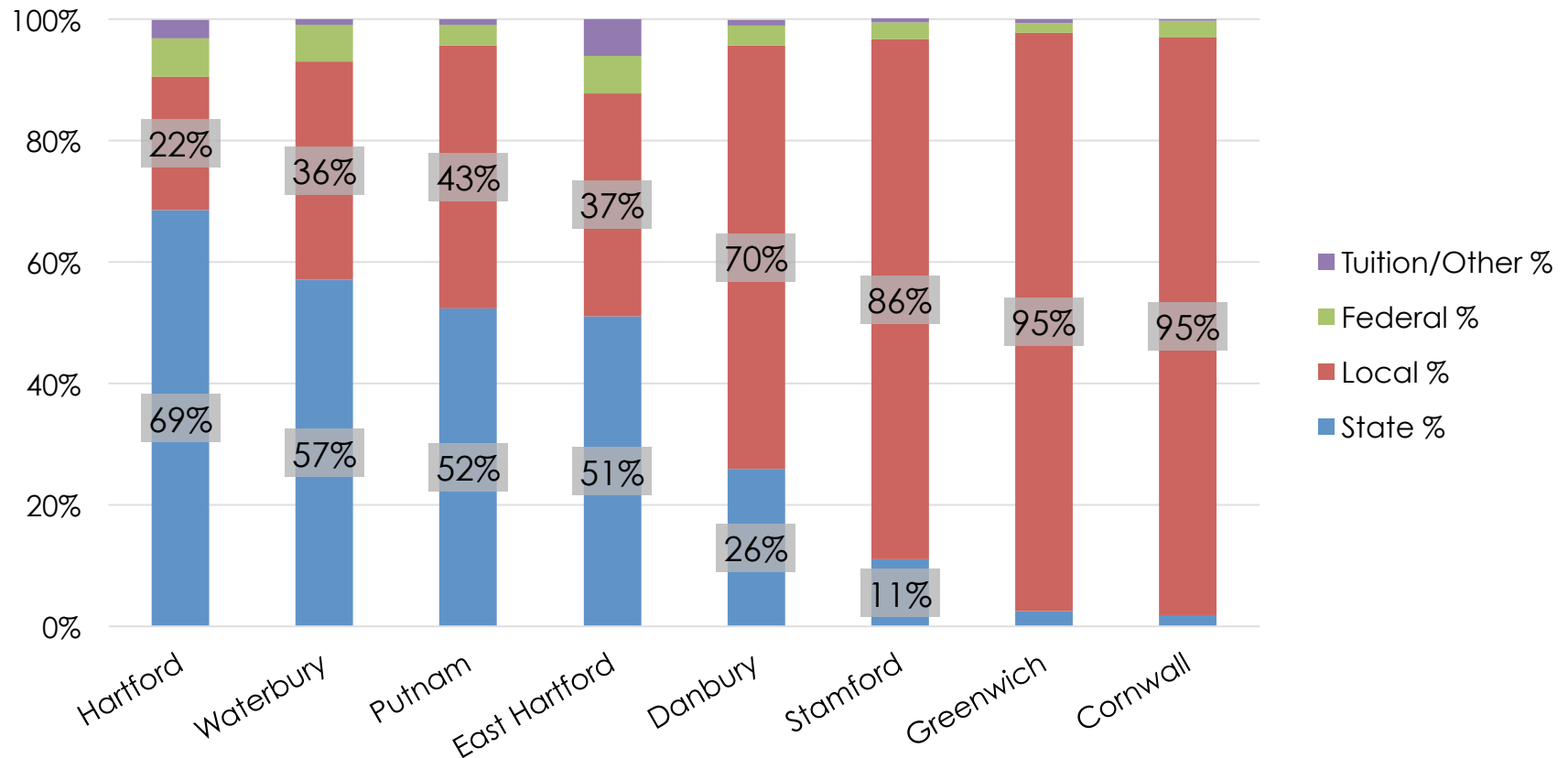
Sources: Connecticut State Department of Education. (2017). *Connecticut End of Year School Reports (ED001s)*. Available from <http://ctschoolfinance.org/data/ed001s>.

Connecticut State Department of Education. (2016). *Connecticut Local Public School District Expenditures by Revenue Source, 2006-15*. Available from <http://ctschoolfinance.org/data/connecticut-local-school-district-expenditures-by-revenue-source>.

Connecticut State Department of Education (2016). *Grant Payment Report*. Available from <https://www.csde.state.ct.us/public/dgm/grantreports1/paydetlMain.aspx>.

# District funding sources differ greatly across the state

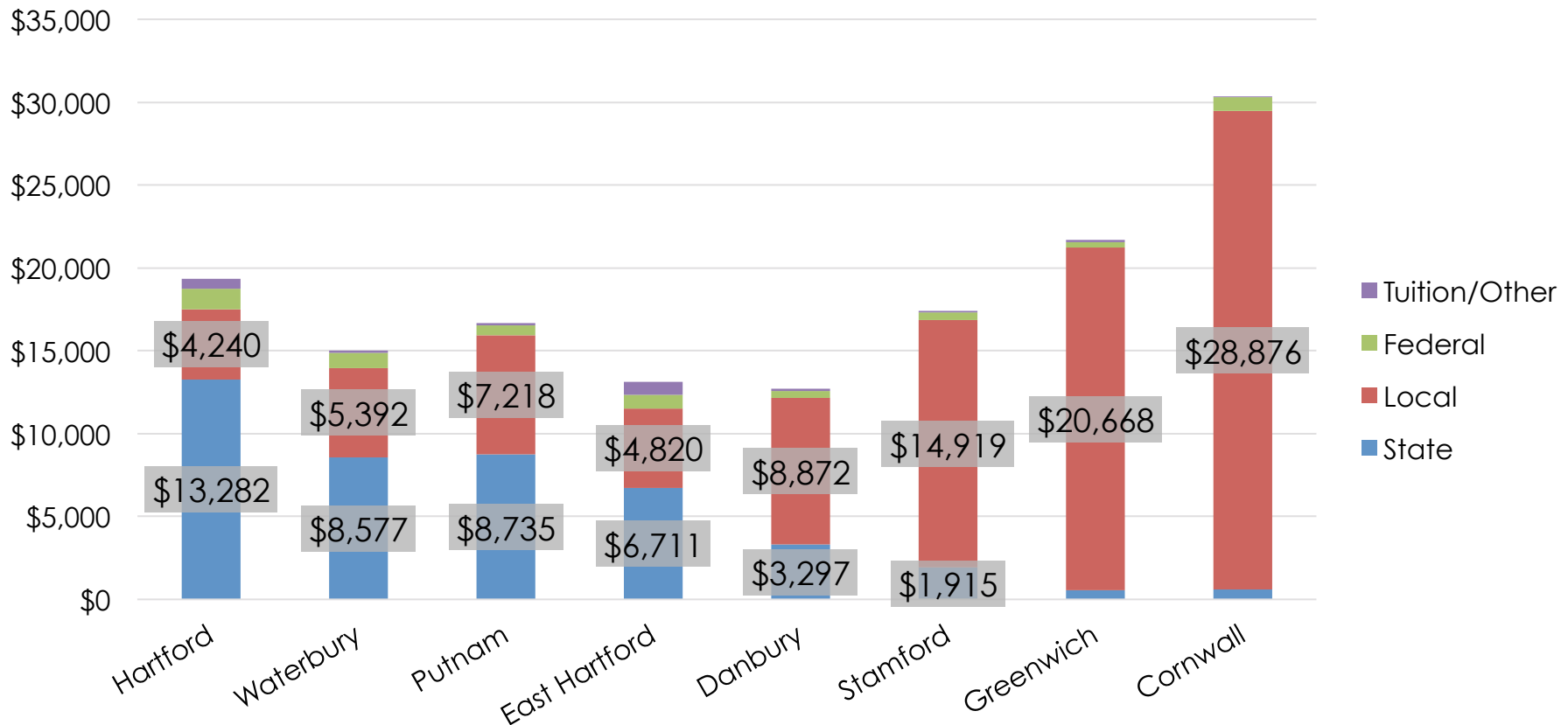
Funding by Source FY 2015



Source: Connecticut State Department of Education. (2016). *Connecticut Local Public School District Expenditures by Revenue Source, 2006-15*. Available from <http://ctschoolfinance.org/data/connecticut-local-school-district-expenditures-by-revenue-source>.

# District funding sources differ greatly across the state

Per-Pupil Funding by Source FY15



Source: Connecticut State Department of Education. (2016). *Connecticut Local Public School District Expenditures by Revenue Source, 2006-15*. Available from <http://ctschoofinance.org/data/connecticut-local-school-district-expenditures-by-revenue-source>.



# THE 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.**

# 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. 615 (Conn. Sup. Ct. 1977).  
Connecticut General Assembly, Office of Legislative Research. (2013). *Task Force to Study State Education Funding Final Report*. Retrieved from <http://www.cga.ct.gov/2013/rpt/2013-R-0064.htm>.

**In October 2017, the Connecticut General Assembly passed a new ECS formula in the biennial budget bill for fiscal years 2018 and 2019.**

# ECS block grants remain in place for FY 2018

- Budget does not implement new ECS formula until FY 2019
- For remainder of FY 2018, budget continues practice of distributing ECS funds via block grants
- FY 2018 ECS grants are based on what districts received in FY 2017
- Non-Alliance Districts receive percentage decreases from FY 2017 grants ranging from 75% to 13%
- Alliance Districts receive percentage decreases from FY 2017 grants ranging from 2.3% to .12%
- ECS is reduced by a total of \$88.9 million in FY 2018 after holdbacks are taken into account.

Sources: Conn. Acts 17-2 (June Special Session).

State of Connecticut, Office of Policy and Management. (2017). *Allocated Lapses FY 2018*. Hartford, CT: Author. Retrieved from [http://www.ct.gov/opm/lib/opm/budget/fy2018\\_holdbacks/holdback\\_list.pdf](http://www.ct.gov/opm/lib/opm/budget/fy2018_holdbacks/holdback_list.pdf).

**The new ECS formula is scheduled  
to be implemented beginning  
in fiscal year 2019.**

# Overview of New ECS Formula

- New formula would begin in FY 2019 and be phased in over 10 years
  - Increase of \$88.9 million (over FY 2018 ECS funding with holdbacks) in FY 2019
  - Estimated increase of \$42.3 million per year from FY 2020 – FY 2028
  - Estimated total increase, after phase-in, of \$380 million 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, CTHSS, vo-ag schools, Open Choice) will continue to be funded by 10 other formulas

Sources: Conn. Acts 17-2 (June Special Session).

State of Connecticut, Office of Policy and Management. (2017). *Allocated Lapses FY 2018*. Hartford, CT: Author. Retrieved from [http://www.ct.gov/opm/lib/opm/budget/fy2018\\_holdbacks/holdback\\_list.pdf](http://www.ct.gov/opm/lib/opm/budget/fy2018_holdbacks/holdback_list.pdf).

# Foundation

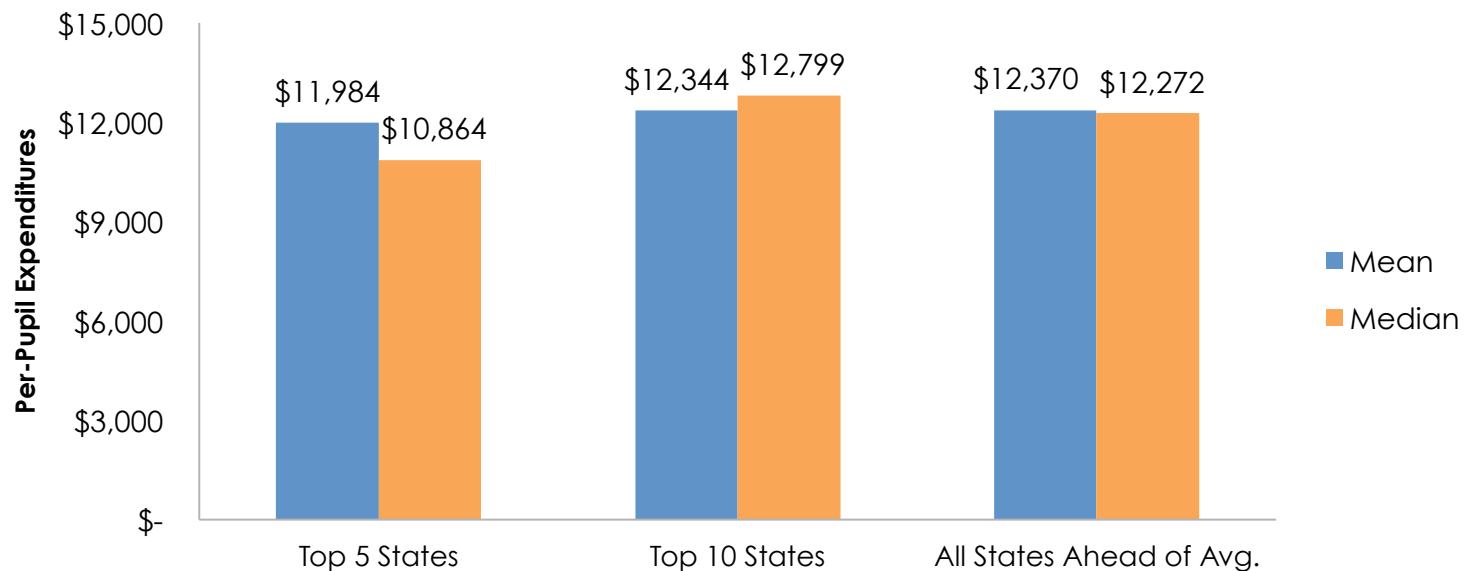
- Foundation amount is intended to represent the estimated cost of educating a CT general education student who does not have any additional learning needs.
- Foundation in new formula = \$11,525 per pupil
  - Same as most recent ECS formula
- Foundation continues to “incorporate” State’s share of general 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. Acts 17-2 (June Special Session).



# Performance Adjusted Foundation

- Below foundation estimates are based on state-level expenditures.
  - Derived by calculating an average of total state per-pupil expenditures on core instructional cost categories for states performing well on the 2013 NAEP.
  - Expenditure data is adjusted to CT cost-of-living and inflation from 2013-2017.
- Calculation of the relative performance of each state includes adjustments for factors such as poverty, English proficiency, race and ethnicity, and special education to ensure apples-to-apples comparisons between state performance levels.



Sources: Chingos, M.M. (2015). *Breaking the Curve: Promises and Pitfalls of Using NAEP Data to Assess the State Role in Student Achievement*. Washington, DC: Urban Institute. Retrieved from <http://www.urban.org/sites/default/files/alfresco/publication-pdfs/2000484-Breaking-the-Curve-Promises-and-Pitfalls-of-Using-NAEP-Data-to-Assess-the-State-Role-in-Student-Achievement.pdf>.  
U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics. (2015). National Public Education Financial Survey Data. Retrieved from <https://nces.ed.gov/ccd/stfis.asp>

# Formula Weights

- New formula contains three “need-student” weights, which increase per-pupil state education aid for students with additional learning needs.
- **Low-income student weight (NO CHANGE)**
  - 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 (NEW)**
  - 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 (NEW)**
  - Formula includes weight of 0.15 for English Learners
  - Increases foundation amount by 15 percent for students needing additional English-language skills.

Source: Conn. Acts 17-2 (June Special Session).

## Formula Weights Comparison

	Prior ECS Formula	New ECS Formula
<b>Low-Income</b>	<b>30%</b>	<b>30%</b>
<b>Concentrated Low-Income</b>	<b>X</b>	<b>5%</b> for districts with more than 75% of students identified as low-income
<b>English Learner</b>	<b>X</b>	<b>15%</b>

Source: Conn. Acts 17-2 (June Special Session).

## Formula Weights

Low-income Students	<b>Weight:</b> 0.3 <b>Concentration Threshold:</b> .75 <b>Concentration Weight:</b> .05 <b>Identification Method:</b> Eligibility for FRPL
English Learner (EL) Weight	<b>Weight:</b> 0.15 <b>Concentration Weight:</b> 0

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. Acts 17-2 (June Special Session).

# 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
    - Most recent 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
    - Most recent ECS formula used 10% Income Wealth Factor
- Formula lowers Statewide Guaranteed Wealth Level from 1.5 to 1.35, creating more equitable distribution of state education aid
- Maintains minimum aid ratio of 10% for Alliance Districts and reduces minimum aid ratio for all other districts from 2% to 1% (guarantees all districts some ECS aid).

Source: Conn. Acts 17-2 (June Special Session).

# 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 new 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. Acts 17-2 (June Special Session).

# Phase-in Plan

- New formula would begin in FY 2019 and be phased in over 10 years
- Alliance Districts that would otherwise receive a decrease in aid, according to the new formula, are permanently held harmless at FY 2017 grant amounts.

Phase-in Schedule			
	FY 2019	FY 2020-2027	FY 2028
Towns Receiving Increase in ECS Funding over FY 2017 Grant	Increase phased in by 4.1%	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 25%	Decrease phased out by 8.33% per year	Towns receive 100% of their ECS grant, as calculated by formula

Source: Conn. Acts 17-2 (June Special Session).

# Alliance Districts “held harmless”

- Budget 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

\* New Alliance District beginning in fiscal year 2018

Source: Conn. Acts 17-2 (June Special Session).



# Example of How Phase-in Plan Works

- It is important to remember that the new formula would be 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 2020) compared to if all of the district/town inputs remained constant.

Example Town	FY 2017 Actual	FY 2018 Actual with Holdbacks	FY 2019 Actual	Estimated FY 2020 if District/Town Inputs Remain the Same	Estimated FY 2020 if District Enrollment Increases 5%
Bristol	\$44,853,676	\$44,603,676	\$45,317,623	\$46,523,886	\$46,938,417

Sources: Conn. Acts 17-2 (June Special Session).

State of Connecticut, Office of Policy and Management. (2017). *FY 2018 Municipal Aid Holdbacks*. Hartford, CT: Author. Retrieved from [http://www.ct.gov/opm/lib/opm/budget/fy2018\\_holdbacks/tbt\\_estimates\\_post\\_holdback.pdf](http://www.ct.gov/opm/lib/opm/budget/fy2018_holdbacks/tbt_estimates_post_holdback.pdf).

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

# Maintains More than 10 Different Formulas

- New ECS formula only applies to local public schools
- All other types of Connecticut public schools (magnet schools, local and state charter schools, CTHSS, vo-ag schools, Open Choice) will 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

# 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.
- Need for a more accurate, verifiable proxy for low-income students is growing quickly as a result of the Community Eligibility Provision (CEP) of the federal Healthy, Hunger Free Kids Act of 2010.
  - To qualify for CEP, at least 40 percent of a school or district's enrollment must be identified as eligible for FRPL via direct certification.
- As higher-need districts adopt CEP district-wide, there is no incentive to collect household income information from students, resulting in inaccurate FRPL identification rates.
- As a result, an alternative proxy for measuring low-income students will need to be identified in order to effectively and accurately provide critical resources to higher-need students.

Sources: Healthy, Hunger-Free Kids Act of 2010, Pub. L. No. 111-296, § 104, 124 Stat. 3193, 3194-3201 (2010).

Connecticut State Department of Education. (2016, April 29). Community Eligibility Provision (CEP). Retrieved from <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=335336>.

U.S. Department of Education, Office of Elementary and Secondary Education. (2015). *GUIDANCE: The Community Eligibility Provision and Selected Requirements Under Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended*. Retrieved from <https://www2.ed.gov/programs/titleiparta/15-0011.doc>.

# 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, while also reducing total ECS spending in FY 2018 and FY 2019, 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).
- 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.
- By leaving special education funding incorporated into the ECS formula’s foundation, and then reducing ECS funding, Connecticut runs a serious risk of violating its MOS requirement and having its federal IDEA funding reduced.

Sources: Conn. Acts 17-2 (June Special Session).

Connecticut General Assembly, Office of Fiscal Analysis and the Office of Legislative Research. (2014). *CT Special Education Funding*. Retrieved from [http://www2.housedems.ct.gov/MORE/SPED/pubs/OFA-OLR\\_Presentation\\_2013-01-23.pdf](http://www2.housedems.ct.gov/MORE/SPED/pubs/OFA-OLR_Presentation_2013-01-23.pdf).

Connecticut School Finance Project. (2016). *Memorandum Regarding Maintenance of Effort and Support Requirements Under the Individuals with Disabilities Education Improvement Act (IDEA) of 2004*. Available from <http://ctschoolfinance.org/reports/memorandum-regarding-maintenance-of-effort-and-support-requirements-under-the-individuals-with-disabilities-education-improvement-act-idea-of-2004>.

# Overall Formula Cost

- Despite a new, bipartisan biennial budget, Connecticut still faces significant fiscal challenges ahead.
- Declining revenues, 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 \$380 million) or abandon it altogether like it has in the past.
- At the beginning of FY 2014, Connecticut stopped using the most recent 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 new formula will be a continual challenge for the General Assembly.

# HOW ARE OTHER TYPES OF PUBLIC SCHOOLS FUNDED?

# With 10 more formulas!

- CT 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 High School System (1 formula)
  - Agriscience schools (1 formula)
  - Open Choice (1 formula)

Sources: Connecticut General Assembly, Office of Legislative Research. (2013). *Task Force to Study State Education Funding Final Report*. Retrieved from <http://www.cga.ct.gov/2013/rpt/2013-R-0064.htm>.

Moran, J. (2014). *Comparison of Charter, Magnet, Agricultural Science Centers, and Technical High Schools (2014-R-0257)*. Hartford, CT: Connecticut General Assembly, Office of Legislative Research. Retrieved from <http://www.cga.ct.gov/2014/rpt/2014-R-0257.htm>.



# 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)	✓	✓	X
State Charter Schools	X	X	X
Local Charter Schools	X	X	X
CTHSS	X	X	X
Regional Agriscience Centers	X	X	X
Hartford Host Magnet Schools	X	X	X
RESC-Operated Sheff Magnet Schools	X	X	X
Edison Magnet School	X	X	X
Non-Sheff RESC Magnet enrolling less than 55% of students from 1 town	X	X	X
Non-Sheff RESC Magnet enrolling 55% of students or more from 1 town	X	X	X
Non-Sheff Host Magnet School	X	X	X

Sources: Connecticut General Assembly, Office of Legislative Research. (2013). *Task Force to Study State Education Funding Final Report*. Retrieved from <http://www.cga.ct.gov/2013/rpt/2013-R-0064.htm>. Conn. Acts 17-2 (June Special Session)

# 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 (RES-C) 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.)
- RES-C-operated 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). *Task Force to Study State Education Funding Final Report*. Retrieved from <http://www.cga.ct.gov/2013/rpt/2013-R-0064.htm>.  
Moran, J. (2014). *Comparison of Charter, Magnet, Agricultural Science Centers, and Technical High Schools (2014-R-0257)*. Hartford, CT: Connecticut General Assembly, Office of Legislative Research. Retrieved from <http://www.cga.ct.gov/2014/rpt/2014-R-0257.htm>.

# 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 (\$11,000) per student. They receive no local funding.
- *Local* charter schools receive:
  - Local per student costs.
  - An additional \$3,000 per student from the state.

Source: Conn. Gen. Statutes ch. 164, § 10-66ee.

# Other Choice School Formulas

- **Agriscience Programs: Mix of state and local funding**
  - State funding: \$3,200 + potential for supplemental funding; sending district receives ECS funding for the student
  - Local funding: The sending district can be charged up to \$8,622.80 per student
- **Connecticut Technical High School System: State funding only**
  - State funding: 100% state funding; estimate per pupil amount is: \$18,927 (appropriation only-does not include fringe benefits of employees)
- **Open Choice: Mix of state and local funding**
  - State funding: \$3,250 and a subsidy to the receiving district based on the percentage of students taken; sending and receiving district each receive 50% of ECS for the student.
  - Local funding: The receiving district pays the remaining cost to educate the child.

Sources: Connecticut General Assembly, Office of Legislative Research. (2013). *Task Force to Study State Education Funding Final Report*. Retrieved from <http://www.cga.ct.gov/2013/rpt/2013-R-0064.htm>.  
Moran, J. (2014). *Comparison of Charter, Magnet, Agricultural Science Centers, and Technical High Schools* (2014-R-0257). Hartford, CT: Connecticut General Assembly, Office of Legislative Research. Retrieved from <http://www.cga.ct.gov/2014/rpt/2014-R-0257.htm>.  
Conn. Gen. Statutes ch. 164, § 10-64-65.  
Conn. Gen. Statutes ch. 164, § 10-95.  
Conn. Gen. Statutes ch. 172, § 10-266aa.  
Conn. Acts 17-2 (June Special Session).  
Connecticut Technical High School System. (2017). *Connecticut Technical High School System (CTHSS) Calculation of Secondary (High School) Per Pupil Costs, Fiscal Year 2017 By School By Category as of June 30, 2017*.

# Choice Schools Funding Formulas Summary

Type of School	State funding per pupil	Can the school charge tuition to the sending district?	Does the city/town where the student lives get ECS for the student?
Agriscience	\$3,200 + potential for supp. funding	Yes, up to \$8,622.80	Yes
Charter, Local	\$3,000 + district per student costs	No but get district per student costs	Yes
Charter, State	\$11,000	No	No
CTHSS	\$18,927	No	No
Magnet, RESC, <i>Sheff</i>	Varies from \$7,900 - \$10,443	Yes, up to cost of educating student	Yes
Magnet, RESC, non- <i>Sheff</i>	Varies from \$3,000 - \$7,900	Yes, up to cost of educating student	Yes
Magnet, District, <i>Sheff</i>	\$3,000 (host district); \$13,054 (interdistrict)	No	No but get ECS for in-district students
Magnet, District, non- <i>Sheff</i>	\$3,000 (host district); \$7,085 (interdistrict)	Yes*	Yes
Open Choice	Varies from \$3,000-\$8,000 per student	No	50% to sending; 50% to receiving

Note: For fiscal year 2018, Connecticut is distributing ECS grants through block grants and is not faithfully following a formula. This means for FY 2018, the number of students included in the ECS calculation does not have a direct impact on the amount of funding a district is receiving. This has ripple effects throughout the school finance system because all of these formulas in some way impact a district's ECS student count.

\* Conn. Gen. Statutes ch. 172, § 10-264(m)(2) prohibits host magnet schools from charging tuition if tuition was not charged in FY 2014-15. Tuition may be charged with the Commissioner of Education's permission if the request is made by September 1 of the year before the tuition will be charged.

Sources: Conn. Gen. Statutes ch. 164, § 10-66ee.

Conn. Gen. Statutes ch. 164, § 10-95.

Conn. Gen. Statutes ch. 164, § 10-64-65.

Conn. Gen. Statutes ch. 172, § 10-266aa.

Conn. Gen. Statutes ch. 172, § 10-264l.

Connecticut Technical High School System. (2017). *Connecticut Technical High School System (CTHSS) Calculation of Secondary (High School) Per Pupil Costs, Fiscal Year 2017 By School By Category as of June 30, 2017.*

# A note about special education funding

- CT does provide some funding to offset the cost of educating children with severe disabilities. Once a student's education costs are more than 4.5x the district's per pupil expenditure, the district can apply for funding through the **Excess Cost grant**.
  - However, for FY 2018, the Excess Cost grant is not fully funded – it is funded at 75%.\* As a result, districts don't get back all of the money they are eligible to receive.
- No matter which school a child attends, the local school district in which the child lives must pay the special education costs for the student.
  - This means that local school districts must reimburse schools of choice (charter schools, magnet schools, etc.) for special education costs.

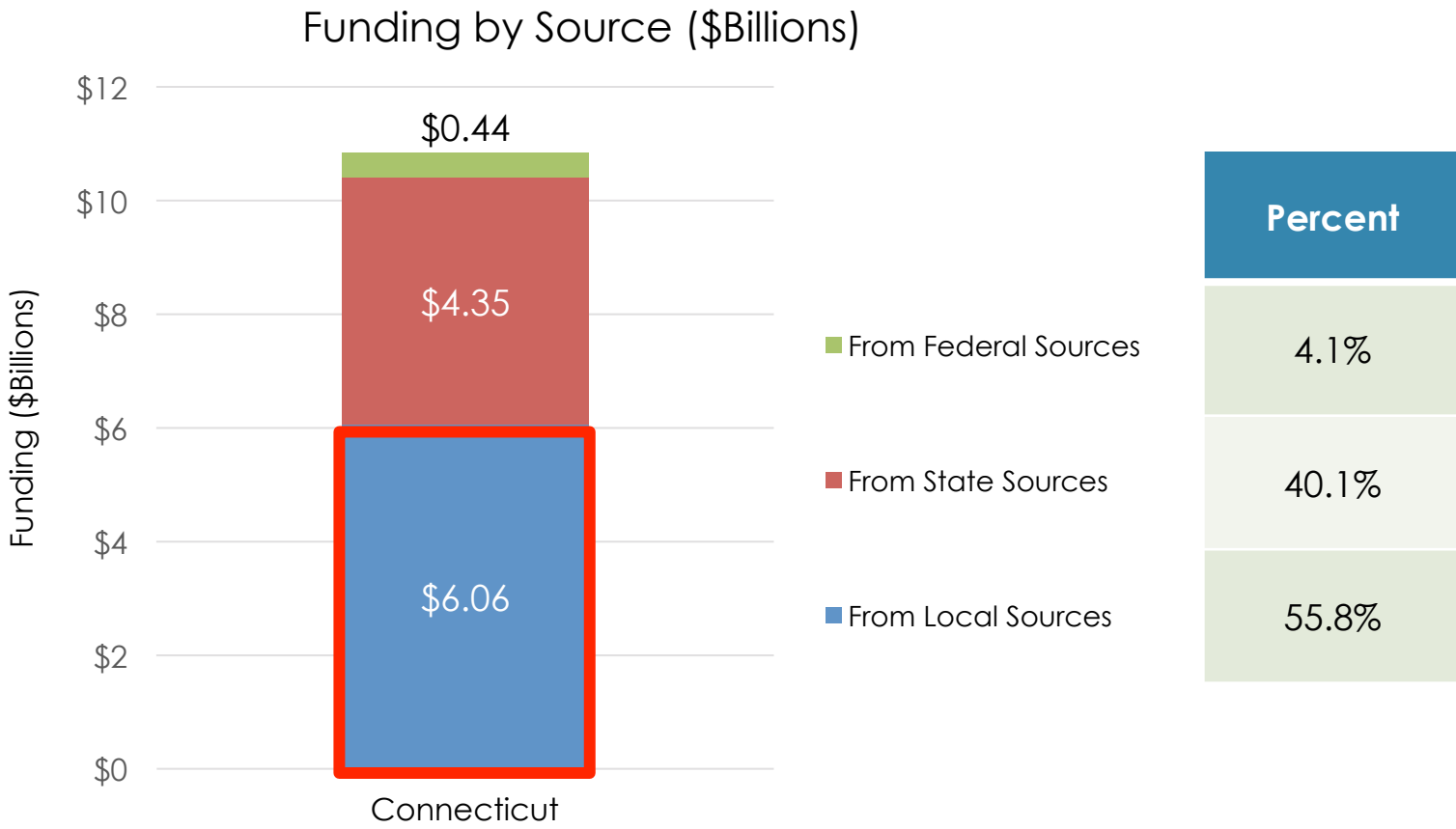
\*The % funded was calculated by Kathleen S. Guay based on Capped Funding/Full Funding.

Sources: Conn. Gen. Statutes ch. 164, § 10-76g (a) & (b).  
Conn. Acts 17-2 (June Special Session).

Connecticut General Assembly, Office of Fiscal Analysis and the Office of Legislative Research. (2014). *CT Special Education Funding*. Retrieved from [http://www2.housedems.ct.gov/MORE/SPED/pubs/OFA-OLR\\_Presentation\\_2013-01-23.pdf](http://www2.housedems.ct.gov/MORE/SPED/pubs/OFA-OLR_Presentation_2013-01-23.pdf).

# LOCAL FUNDING

# How much do CT's cities and towns contribute to funding public schools?



Source: U.S. Census Bureau. (2017). *Public Education Finances: 2015*. Retrieved from <http://www.census.gov/content/dam/Census/library/publications/2017/econ/g15-aspef.pdf>.



# 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.

$$\begin{aligned} & \text{School District Budget} - \text{Federal Revenue} - \text{State Revenue} \\ & = \\ & \text{Municipal (Local) Contribution} \end{aligned}$$

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

The Superintendent of Schools recommends a school district budget to the Board of Education

The Board of Education approves a school district budget (it may be more or less than the Superintendent's recommendation)

The city/town governing body approves the school district's budget as part of the city/town municipal budget (it may be more or less than the Board of Ed's recommendation)

In some cities/towns, there is a referendum, which means that the residents of the town (a.k.a. the taxpayers) must vote to approve the city/town budget, which includes the school district budget

Source: Conn. Gen. Statutes ch. 164, § 10-51.

# Is there a minimum budget amount?

- 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 can demonstrate specific achievements or changes within the town’s local school district.
- Exceptions to the MBR:
  - A town may reduce its MBR in FYs 2018 and 2019 if it experiences a decrease in ECS funding during those years. The MBR reduction may not be more than the decrease in ECS funding.
  - Districts with declining enrollment and **fewer** than 20% of students eligible for FRPL can decrease their MBR up to 3%
  - Districts with declining enrollment and **more** than 20% of students eligible for FRPL can decrease their MBR up to 1.5%
  - The state’s 10% highest-performing districts do not have to adhere to the MBR.
  - 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.
  - Other limited exemptions exist based on increased efficiencies, regional collaboration, and/or declining enrollment.

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

# 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.

Source: State of Connecticut, Office of Policy and Management. (2011). *Statutes Governing Property Assessment and Taxation*. Retrieved from <http://www.ct.gov/opm/cwp/view.asp?q=383128>.

# 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.

# 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**

Source: State of Connecticut, Office of Policy and Management. (2011). *Statutes Governing Property Assessment and Taxation*. Retrieved from <http://www.ct.gov/opm/cwp/view.asp?q=383128>.

# 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.”

Source: State of Connecticut, Office of Policy and Management. (2011). *Statutes Governing Property Assessment and Taxation*. Retrieved from <http://www.ct.gov/opm/cwp/view.asp?q=383128>.

# The value of “grand lists” varies widely

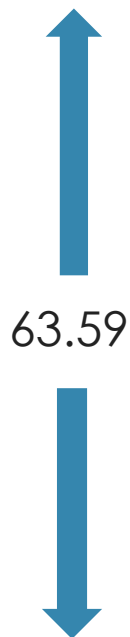
Municipality	Equalized Net Grand List GLYR 2014
GREENWICH	\$50,031,483,545
STAMFORD	\$32,163,709,171
NORWALK	\$17,956,313,819
WESTPORT	\$16,602,814,905
FAIRFIELD	\$16,170,416,830
COLEBROOK	\$225,255,646
EASTFORD	\$194,982,983
HAMPTON	\$179,533,474
SCOTLAND	\$151,789,305
UNION	\$118,614,798

\$49.9B

Source: State of Connecticut, Office of Policy and Management. (2017). *Municipal Fiscal Indicators*. Retrieved from [http://www.ct.gov/opm/lib/opm/igp/munfinsr/fi\\_2011-15\\_edition\\_as\\_of\\_1-11-17.pdf](http://www.ct.gov/opm/lib/opm/igp/munfinsr/fi_2011-15_edition_as_of_1-11-17.pdf).



# And so do “mill rates”



Municipality	FY 2016-17 Mill Rate
HARTFORD	74.29*
WATERBURY	60.21*
BRIDGEPORT	54.37*
NEW BRITAIN	50.50*
NAUGATUCK	47.67*
TORRINGTON	45.75*
...	...
WARREN	14.35
WASHINGTON	14.25
ROXBURY	13.70
GREENWICH	11.202
SALISBURY	10.70

\*For Real & Personal Property only; vehicle mill rate is 37.00 for these communities

Source: State of Connecticut, Office of Policy and Management. (2017). *Municipal Fiscal Indicators*. Retrieved from [http://www.ct.gov/opm/lib/opm/igp/munfinsr/fi\\_2011-15\\_edition\\_as\\_of\\_1-11-17.pdf](http://www.ct.gov/opm/lib/opm/igp/munfinsr/fi_2011-15_edition_as_of_1-11-17.pdf).

# How are property taxes calculated?



- \$200,000 house in East Hartford
- Mill rate of 45.86

- Property Tax = Value of Property \* Assessed Value (70%) \* Mill Rate /1000
- Property Tax =  $((\$200,000) * (.7) * 45.86) / 1000$
- Property Tax = \$6,420

Source: State of Connecticut, Office of Policy and Management. (2017). *Municipal Fiscal Indicators*. Retrieved from [http://www.ct.gov/opm/lib/opm/igp/munfinsr/fi\\_2011-15\\_edition\\_as\\_of\\_1-11-17.pdf](http://www.ct.gov/opm/lib/opm/igp/munfinsr/fi_2011-15_edition_as_of_1-11-17.pdf).

# HOW DOES THIS IMPACT TAXPAYERS IN CONNECTICUT?

# The amount of property tax CT residents pay varies widely depending on where they live

Municipality	FY16-17 Mill Rate	Property Tax – 200k House	Property Tax – 2012 Honda Civic
HARTFORD <sup>+</sup>	74.29*	\$4,786	\$123
BRIDGEPORT	54.37*	\$7,612	\$123
EAST HARTFORD	45.86*	\$6,420	\$123
NEW HAVEN	41.55*	\$5,817	\$123
WEST HARTFORD	39.51*	\$5,531	\$123
ORANGE	32.2**	\$4,508	\$106
BRANFORD	27.41	\$3,837	\$91
NORWALK	24.997***	\$3,500	\$96
FAIRFIELD	25.45	\$3,563	\$84
GREENWICH	11.202	\$1,568	\$37

\*For Real & Personal Property only; vehicle mill rate is 37.00 for these communities

\*\*Vehicle mill rate is 32

\*\*\*Vehicle mill rate is 28.907

<sup>+</sup> Residential property in the city of Hartford is not assessed at the standard rate of 70%. Instead, Hartford's current assessment rate for residential property is 32.21%. Due to this difference, the property taxes for the house in this example may be lower in Hartford than the taxes in other towns with lower mill rates.

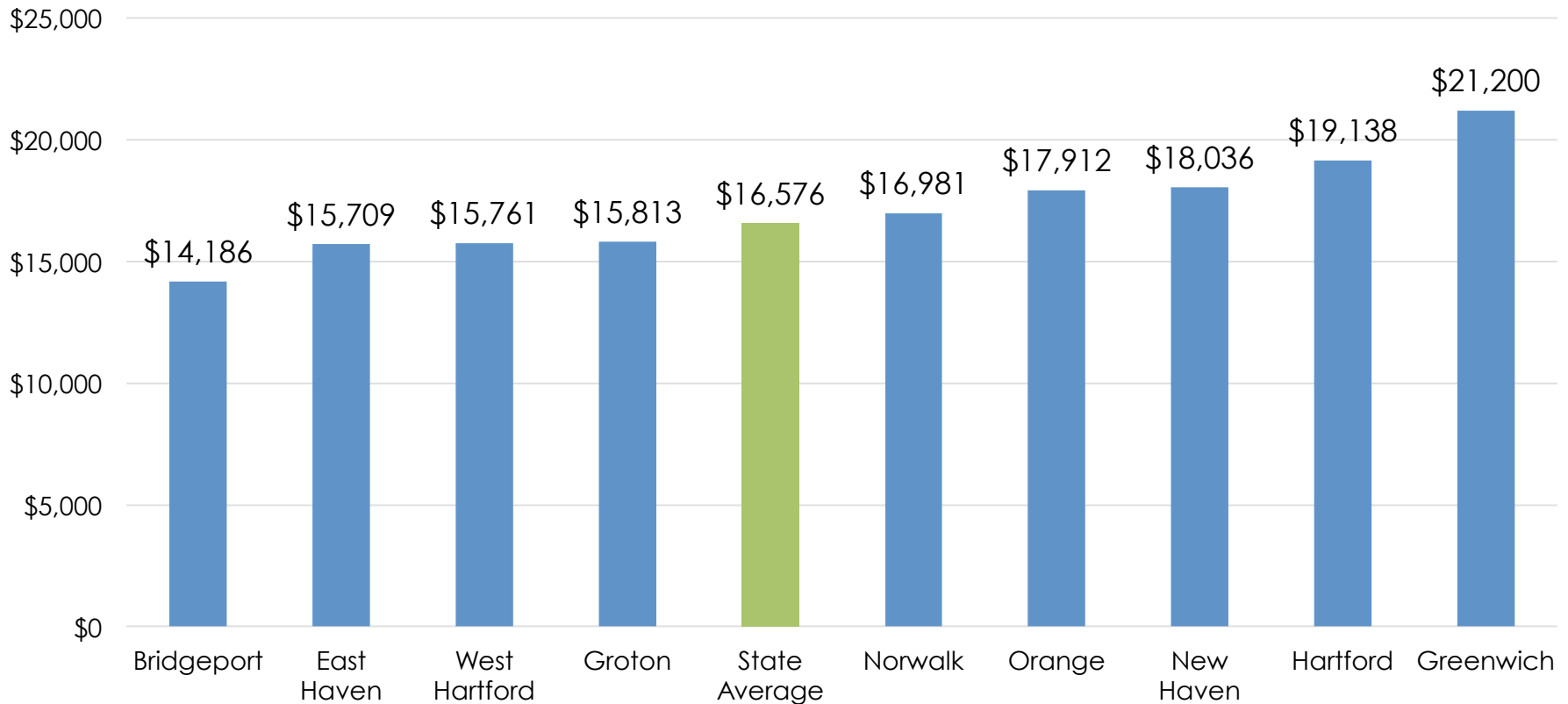
Source: State of Connecticut, Office of Policy and Management. (2017). *Municipal Fiscal Indicators*. Retrieved from [http://www.ct.gov/opm/lib/opm/igp/munfinsr/fi\\_2011-15\\_edition\\_as\\_of\\_1-11-17.pdf](http://www.ct.gov/opm/lib/opm/igp/munfinsr/fi_2011-15_edition_as_of_1-11-17.pdf).

KBB value for 2012 Honda Civic DX Sedan 4D with 75,000 miles and in good condition.

HOW DOES THE WAY CT  
FUNDS SCHOOLS IMPACT  
KIDS, FAMILIES, AND  
SCHOOLS?

# There is considerable variation in per-pupil funding between cities and towns

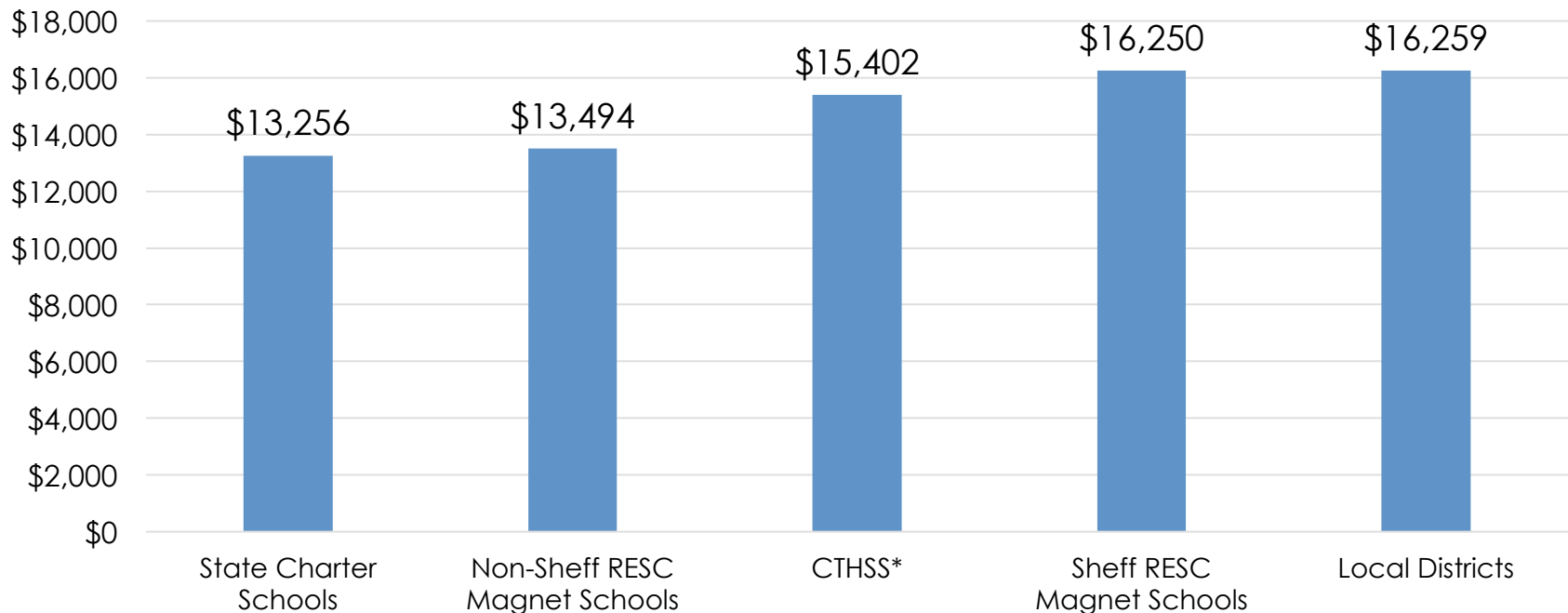
2016-17 Net Current Expenditures Per Pupil



Source: Connecticut State Department of Education. (2017). *2016-17 Net Current Expenditures Per Pupil*. Retrieved from <http://www.sde.ct.gov/sde/lib/sde/PDF/dgm/report1/basiccon.pdf>.

# And types of schools

Average Total Per-pupil Spending by School Type, 2015-16

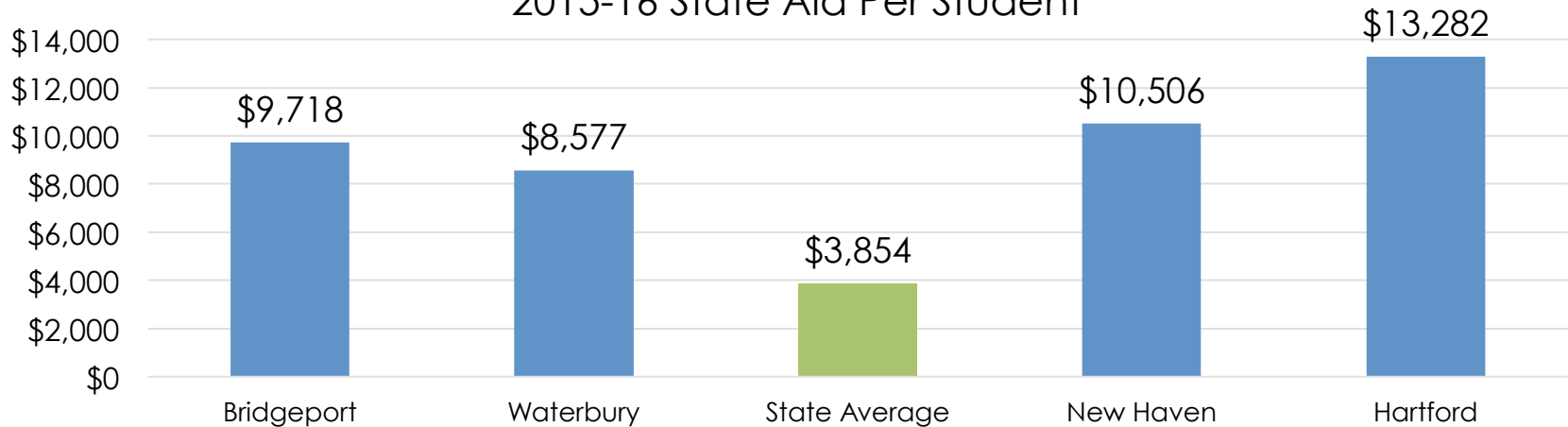


Sources: Connecticut State Department of Education. (2017). *2015-16 Net Current Expenditures Per Pupil*. Retrieved from <http://www.sde.ct.gov/sde/lib/sde/PDF/dgm/report1/basiccon.pdf>.  
Connecticut School Finance Project. (2017). *Expenditures for Connecticut Schools of Choice, 2015-16*. Available from <http://ctschoofinance.org/data/expenditures-for-schools-of-choice>.  
Connecticut Technical High School System. (2015, November 17). *Meeting of the Connecticut Technical High School System Board*. Retrieved from [https://www.cttech.org/assets/uploads/files/About/CTHSS%20Board/2015/Minutes\\_November-2015.pdf](https://www.cttech.org/assets/uploads/files/About/CTHSS%20Board/2015/Minutes_November-2015.pdf).  
Connecticut State Department of Education. (2016). *CT Public School Enrollment\_2000.mdb*. Available from <http://ctschoofinance.org/data/connecticut-school-enrollment-15-16>.

\*For CTHSS, the per-pupil expenditure amount is estimated by dividing the CTHSS operating budget by CTHSS' total enrollment. There are also significant fringe benefits costs (such as the employer shares for health insurance, unemployment, Social Security, and Medicare) that are not included in the \$165 million CTHSS operating budget. At the time of publication, information about fringe benefit costs and revenue from other sources was not available from CTHSS. However, as a point of reference, the CTHSS per-pupil expenditure, including fringe benefits, for 2013-14 was \$22,912.

# Even districts with similar student and economic needs receive varying state education aid

2015-16 State Aid Per Student



	Bridgeport	Waterbury	State Average	New Haven	Hartford
% FRPL	100%*	68%	36%	57%*	71%
% EL	15%	13%	7%	15%	19%
% SPED	16%	18%	14%	14%	18%
MHI	\$41,801	\$40,467	\$70,331	\$37,192	\$30,630
ENGLPC	\$53,489	\$52,441	\$148,231	\$74,553	\$55,465

Lower \$ Per Pupil -----> Higher \$ Per Pupil

\*Due to reporting discrepancies in Bridgeport Public Schools' and New Haven Public Schools' count of students eligible for free or reduced price lunch, we have used each district's reported FRPL percentage for the 2015-16 school year.

Sources: Connecticut State Department of Education. (2016). *Connecticut Local Public School District Per-Pupil Expenditures by Revenue Source & Property Tax Information, 2013-15*. Available from <http://ctschoolfinance.org/data/connecticut-local-school-district-expenditures-by-revenue-source>.

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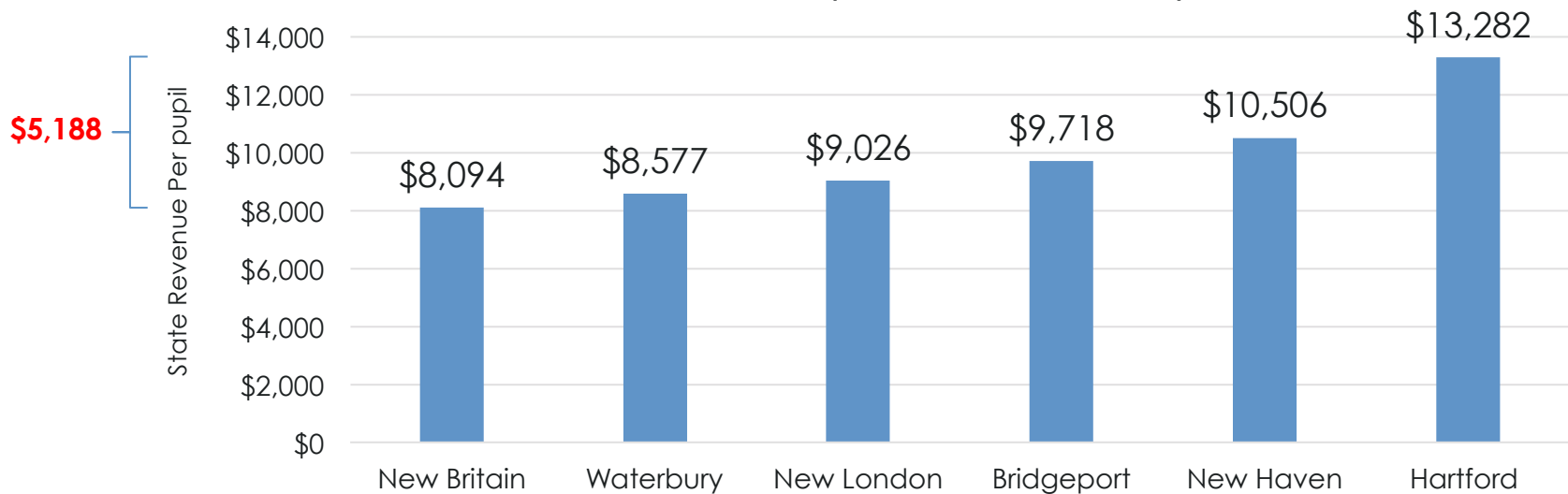
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State of Connecticut, Office of Policy and Management. (2017). *Municipal Fiscal Indicators*. Available from [http://www.ct.gov/opm/lib/opm/igp/munfinstr/fi\\_2011-15\\_edition\\_as\\_of\\_1-11-17.pdf](http://www.ct.gov/opm/lib/opm/igp/munfinstr/fi_2011-15_edition_as_of_1-11-17.pdf).



# Cities that serve student populations with similar needs receive different amounts of money

FY2015 State Revenue (Exc. Construction) Per Pupil



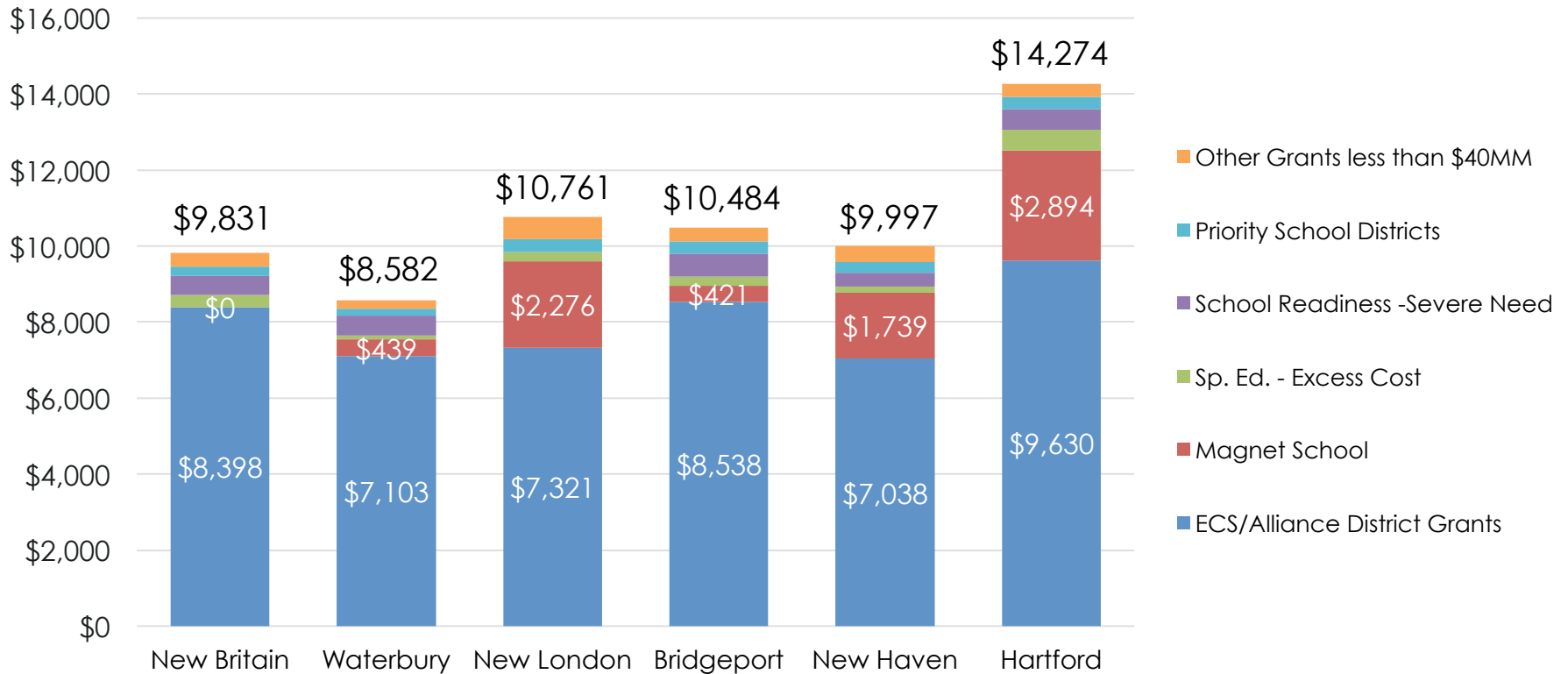
	New Britain	Waterbury	New London	Bridgeport	New Haven	Hartford
% FRPL	75%	68%	85%	100%*	57%*	71%
% EL	15%	13%	22%	15%	15%	19%
% SPED	19%	18%	17%	16%	14%	18%

\*Due to reporting discrepancies in Bridgeport Public Schools' and New Haven Public Schools' count of students eligible for free or reduced price lunch, we have used each district's reported FRPL percentage for the 2015-16 school year.

Sources: Connecticut State Department of Education. (2016). *Connecticut Local Public School District Per-Pupil Expenditures by Revenue Source & Property Tax Information, 2013-15*. Available from <http://ctschoofinance.org/data/connecticut-local-school-district-expenditures-by-revenue-source>. Connecticut State Department of Education. (2017). *CT Public School Enrollment\_2000.mdb*. Available from <http://ctschoofinance.org/data/connecticut-school-enrollment>.

# Cities that serve student populations with similar needs received varying amounts of state aid last year

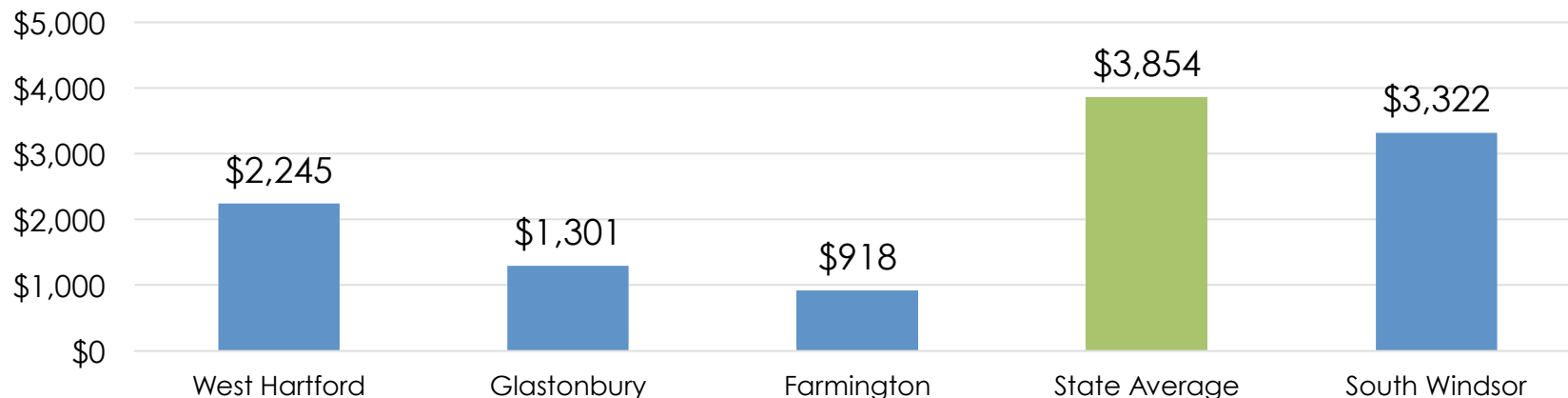
FY2017 State Funding Per Pupil by Grant and by District



Sources: Connecticut State Department of Education. (2017). *Grant Payment Report*. Available from <https://www.csde.state.ct.us/public/dgm/grantreports1/paydetlMain.aspx>.  
 Connecticut State Department of Education. (2017). *CT Public School Enrollment\_2000.mdb*. Available from <http://ctschoolfinance.org/data/connecticut-school-enrollment>.

# Suburban districts with similar student and economic needs also receive varying state education aid

## 2015-16 State Aid Per Student



	West Hartford	Glastonbury	Farmington	State Average	South Windsor
% FRPL	21%	10%	11%	36%	13%
% EL	5%	2%	3%	7%	4%
% SPED	12%	11%	12%	14%	14%
MHI	\$86,569	\$109,018	\$91,712	\$70,331	\$97,389
ENGLPC	\$145,214	\$165,798	\$203,461	\$148,231	\$143,195

Lower \$ Per Pupil -----> Higher \$ Per Pupil

Sources: Connecticut State Department of Education. (2016). *Connecticut Local Public School District Per-Pupil Expenditures by Revenue Source & Property Tax Information, 2013-15*. Available from <http://ctschoolfinance.org/data/connecticut-local-school-district-expenditures-by-revenue-source>.

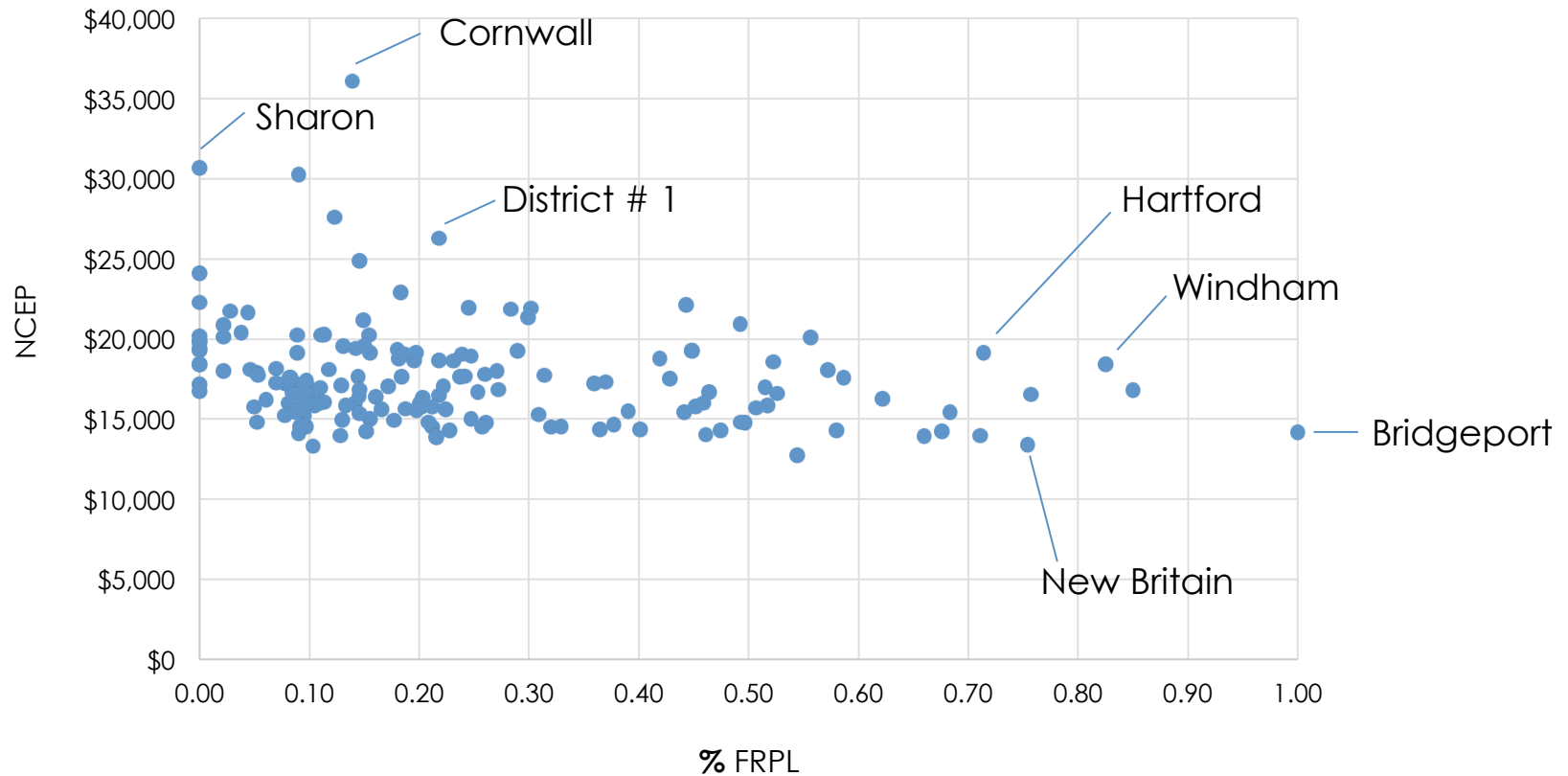
Connecticut State Department of Education. (2017). *2016-17 Net Current Expenditures Per Pupil*. Retrieved from <http://www.sde.ct.gov/sde/lib/sde/PDF/dgm/report1/basiccon.pdf>.

Connecticut State Department of Education. (2017). *CT Public School Enrollment\_2000.mdb*. Available from <http://ctschoolfinance.org/data/connecticut-school-enrollment>.

State of Connecticut, Office of Policy and Management. (2017). *Municipal Fiscal Indicators*. Available from [http://www.ct.gov/opm/lib/opm/igp/munfinstr/fi\\_2011-15\\_edition\\_as\\_of\\_1-11-17.pdf](http://www.ct.gov/opm/lib/opm/igp/munfinstr/fi_2011-15_edition_as_of_1-11-17.pdf).

# There is also no correlation between the percentage of low-income students a district serves and per-pupil expenditures

NCEP versus % FRPL 2016-17

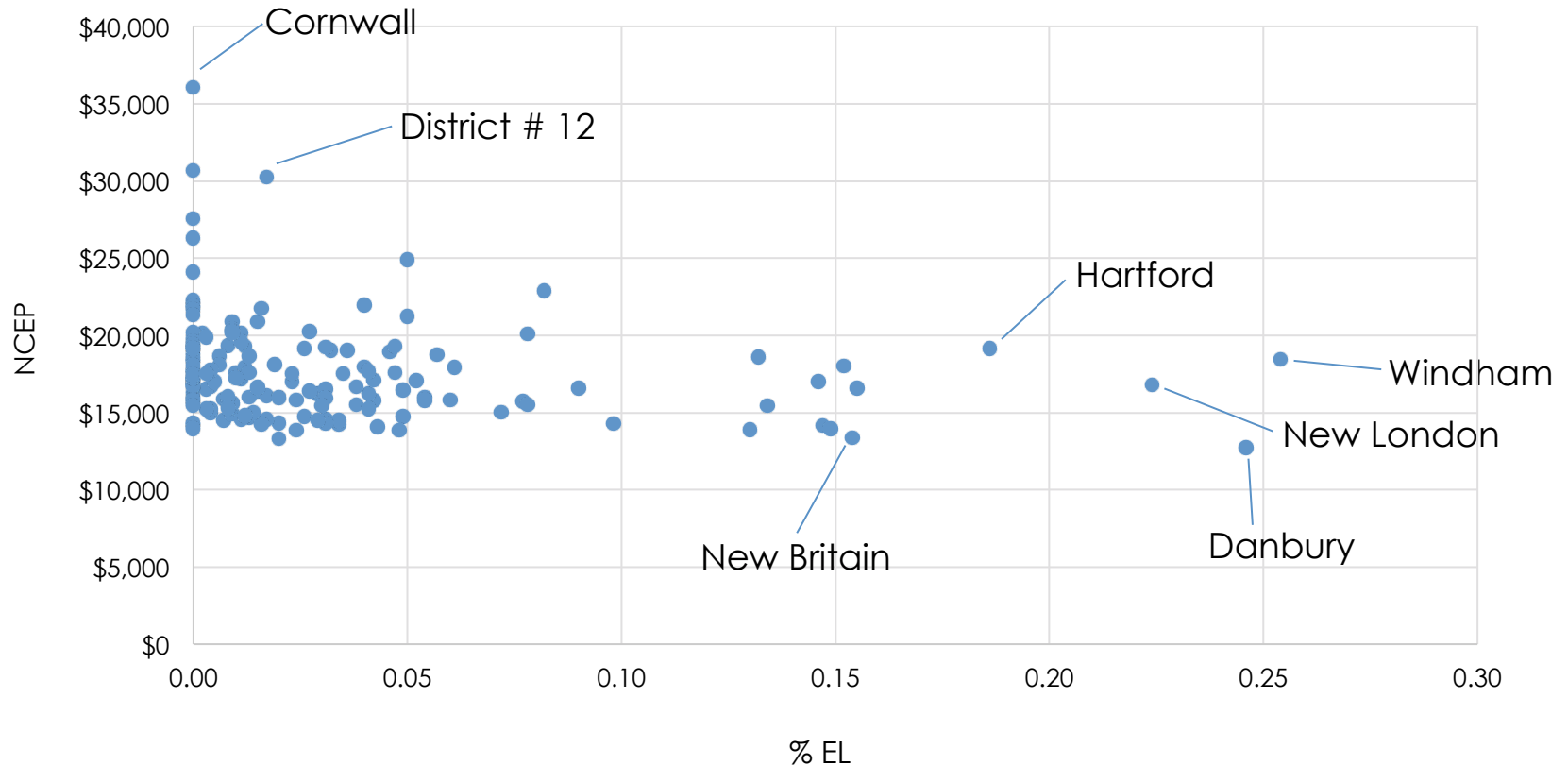


Sources: Connecticut State Department of Education. (2017). *2016-17 Net Current Expenditures Per Pupil*. Retrieved from <http://www.sde.ct.gov/sde/lib/sde/PDF/dgm/report1/basiccon.pdf>.

Connecticut State Department of Education. (2017). *CT Public School Enrollment\_2000.mdb*. Available from <http://ctschoolfinance.org/data/connecticut-school-enrollment>.

# Nor is there a correlation between the percentage of English Learners a district serves and per-pupil expenditures

NCEP versus % EL 2016-17



Sources: Connecticut State Department of Education. (2017). *2016-17 Net Current Expenditures Per Pupil*. Retrieved from <http://www.sde.ct.gov/sde/lib/sde/PDF/dgm/report1/basiccon.pdf>.  
Connecticut State Department of Education. (2017). *CT Public School Enrollment\_2000.mdb*. Available from <http://ctschoolfinance.org/data/connecticut-school-enrollment>.

# APPENDIX

# Calculating Expenditures per School Type

- Individual children receive different amounts of funding based on learning needs. DeShaun is an illustrative vehicle for conveying differences in funding amounts between schools, and has been given the average spending per pupil for each school accordingly.
- For all school types, the following have been excluded:
  - School construction – capital, not general operating costs
  - Loans – not income
- The individual items used to calculate state, local, and other contributions for each school type are found on the following slide.

# Calculating Expenditures per School Type

	Local Public	Charter	Sheff RESC Host Magnet
State Contribution	<ul style="list-style-type: none"> <li>Board of Education Services for the Blind</li> <li>ECS – Non-Alliance</li> <li>Excess Cost/State Agency Placement</li> <li>Healthy Foods</li> <li>Magnet Transportation</li> <li>Open Choice</li> <li>Other Direct State Grants</li> <li>Public Transportation</li> <li>Special Education Supplemental</li> <li>State Grants Managed by a Nonpublic/Quasi-Public Organization Serving Public Education</li> <li>State Match Child Nutrition</li> <li>State School Breakfast</li> <li>Total from ED141 Summary Report Column 3</li> <li>Voag</li> <li>Your Portion of Services/Expenditures from Consortium Grant Payment Arrangement</li> </ul>	<ul style="list-style-type: none"> <li>State Charter School Grant</li> <li>Common Core State Grant</li> <li>School Breakfast (state)</li> <li>Child Nutrition</li> <li>Special Education Reimbursement</li> <li>Interdistrict Cooperative</li> <li>Family Resource Center Program</li> <li>After School Programs</li> <li>Other State Grants</li> </ul>	<ul style="list-style-type: none"> <li>State Magnet School Grant</li> <li>State Magnet Transportation</li> <li>Two Rivers receives a separate state subsidy for magnet school transportation.</li> <li>Other State Grant Funds</li> </ul>
Local Contribution	<ul style="list-style-type: none"> <li>Local Share is Total less State+Other</li> </ul>	<ul style="list-style-type: none"> <li>Regular Education In-kind Services from local school district</li> <li>Special Education In-kind Services from local school district</li> <li>Other Sources of Revenue - Special Education reimbursement</li> <li>Other Sources of Revenue - Local Support</li> </ul>	<ul style="list-style-type: none"> <li>LEA Regular Tuition</li> <li>LEA Special Education Tuition/Transportation</li> </ul>
Other Contribution	<ul style="list-style-type: none"> <li>Bilingual Education (Federal)</li> <li>Headstart</li> <li>Other Direct Federal Grants</li> <li>Your Portion of Services/Expenditures from Consortium Grant Payment Arrangement</li> <li>Federal Grants Managed by a Nonpublic/Quasi-Public Organization Serving Public Education</li> <li>Total Tuition &amp; Transportation Revenues</li> <li>In-Kind Services</li> <li>Medicaid Revenue Expended on Special Education Services</li> <li>Medicaid Revenue Expended on Regular Education Services</li> <li>Third Party Billing/Insurance</li> <li>Contributions</li> <li>Rentals</li> <li>Endowment Funds</li> <li>Other Miscellaneous Revenues</li> <li>Total Miscellaneous Revenue from ED141 Summary Report, Column 3</li> </ul>	<ul style="list-style-type: none"> <li>Title I</li> <li>Title II</li> <li>National School Lunch</li> <li>Child Nutrition School Food Equipment</li> <li>Other Sources of Revenue - Remainder</li> <li>Interest Income</li> <li>Miscellaneous</li> <li>Title IV, Part B, 21st Century Community Learning</li> </ul>	<ul style="list-style-type: none"> <li>Federal Funds</li> </ul>

Sources: Connecticut State Department of Education. (2017). *Connecticut End of Year School Reports (ED001s) for Local Public School Districts, 2009-16*. Available from <http://ctschoolfinance.org/data/ed001s-local-districts>.  
 Connecticut State Department of Education. (2017). *Connecticut End of Year School Reports (ED001s) for RESCs and Charters, 2014-16*. Available from <http://ctschoolfinance.org/data/ed001s-RESCs-and-Charter>.



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