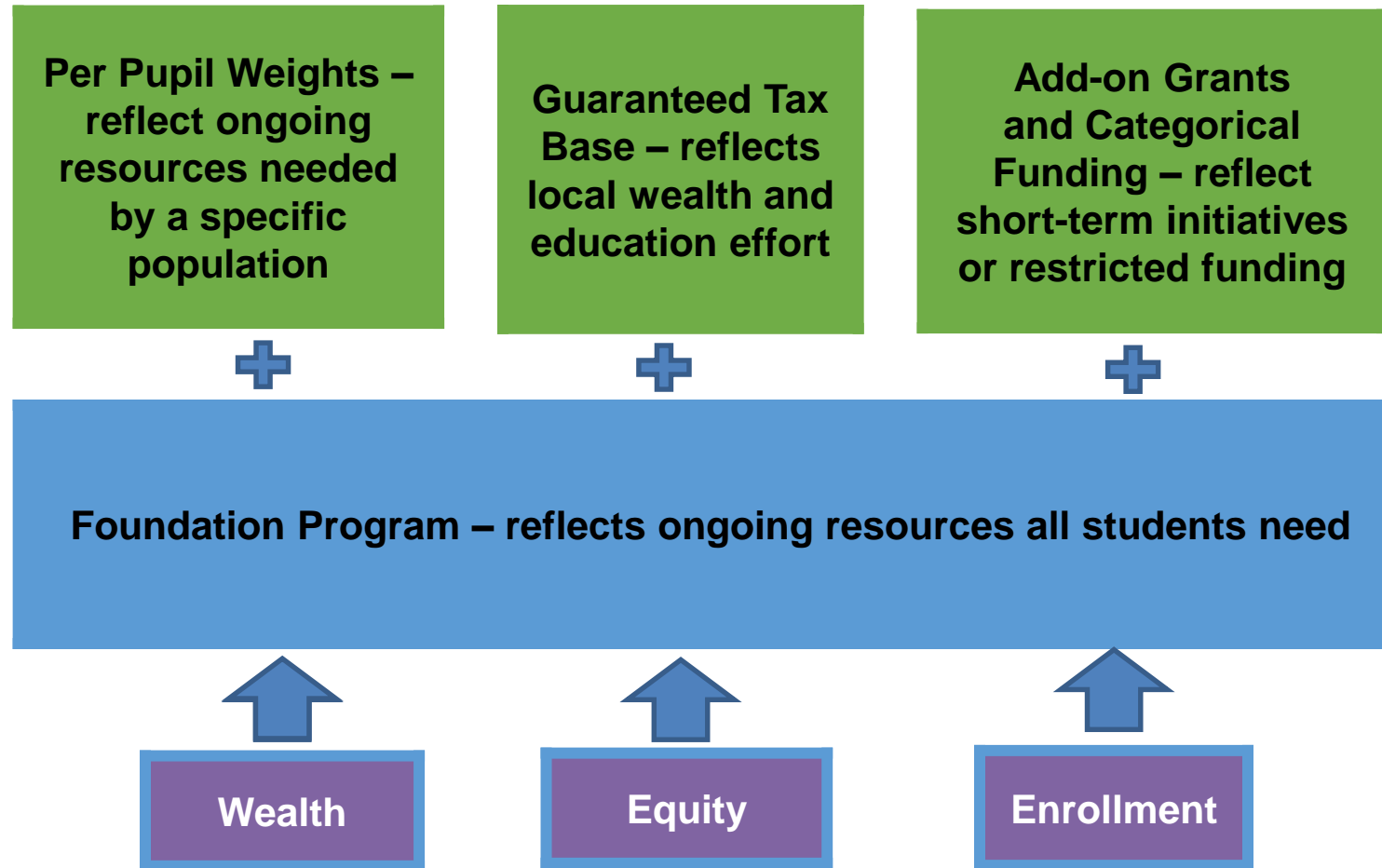

Building the PreK-12 Funding Formulas

Presentation to The Blueprint for Maryland's Future Funding Formula Workgroup

**Department of Legislative Services
Office of Policy Analysis
Annapolis, Maryland**

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Building the Formulas



Enrollment Decision Points

- Incorporate the declining enrollment calculation (the “greater of” prior three-year average or most recent 9/30 full-time equivalent (FTE) enrollment count) in the Foundation program?
- Include pre-K students in FTE count or count separately?
- For compensatory education proxy, use unduplicated count based on direct certification including Medicaid?

Wealth Decision Points

- Property and income proportions in local wealth calculation – multiplicative? rebased additive?
- Use only November 1 net taxable income and eliminate the current grant?
- Incorporate tax increment financing district adjustment into wealth calculation and eliminate the current grant?

Wealth per Pupil Decision Points

- Use the “greater of” enrollment count *or* the unadjusted count to calculate wealth per pupil?
- Include pre-K students in current wealth per pupil calculation *or* wealth equalize pre-K funding separately?

Equity Decision Points

- Formula funding floors – eliminate? reduce?
- Geographic cost of education index – State fund both State and local shares? Adjust for counties with lower than average cost? Switch to comparable wage index?
- Guaranteed tax base – enhance?
- Supplemental grant – eliminate?

Maintenance of Effort Decision Points

- Use which enrollment count in calculation?
 - pre-k students
 - “greater of” FTE count
- Phase in new costs?
- Require locals to pay local share of compensatory education, English learners, special education, and concentration of poverty formulas?

Building the Foundation

- Which policy recommendation costs should be in the per pupil Foundation amount?
 - pre-K teachers in the career ladder
 - raise teacher pay and career ladders
 - additional teachers to restructure school day
 - getting students to college and career readiness (CCR)
 - alternative educational approaches
- Other ongoing costs not covered:
 - school maintenance
 - other?

Building the Weights

- Which policy recommendation costs should be included in the weights?
 - full-day pre-K cost of quality
 - compensatory education
 - concentration of poverty (school-based per pupil)
 - adjustment for English learners?
 - English learners
 - adjustment for low-income students?
 - special education

Determining Add-on and Categorical Programs

- Add-on program – cost shared between State and local jurisdictions
- Categorical program – State bears the full cost
- Which policy recommendation costs should be included as either add-on or categorical funding (instead of in the per pupil Foundation or weights)?
- Should any existing add-on or categorical programs be eliminated or phased out?

Building Add-on Programs (State/local cost share)

- Transitional supplemental instruction
- 11th and 12th grade transition (non-CCR)
- Post-CCR pathways including career and technical education (CTE)
- CTE career counselors
- Concentration of poverty per pupil funding

Building Categorical Programs (State Funded)

- Judy Centers and Family Support Centers
- Teacher Collaborative Grants and CTE Innovation Grants
- Teaching scholarships and loan repayment assistance
- Expert review teams
- Concentration of Poverty base grant for community schools coordinator/health care practitioner

Building Infrastructure

- Maryland State Department of Education one-time and ongoing costs
- CTE Committee
- Independent Oversight Board
- Information technology capacity for performance and financial data collection
- Other State and local capacity building?