Building the Formulas

- **Per Pupil Weights** – reflect ongoing resources needed by a specific population
- **Guaranteed Tax Base** – reflects local wealth and education effort
- **Add-on Grants and Categorical Funding** – reflect short-term initiatives or restricted funding

**Foundation Program** – reflects ongoing resources all students need

- **Wealth**
- **Equity**
- **Enrollment**
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?