

**Investing in P-12 Education and  
Achieving State Education Requirements**

Achieving academic success and meeting the accountability expectations in Colorado requires investing in students and teachers. Analysis of Colorado's education expectations for *all students to succeed* requires long term investments in:

1. Preschool for special needs students.
2. Universal full day kindergarten.
3. **Class size of 15-1 for Preschool – 3<sup>rd</sup> grade, 25-1 for 4<sup>th</sup> – 12<sup>th</sup>**
4. Additional instruction time for students struggling to meet academic expectations – (before and after school programs, more days in the year, summer school etc.)
5. Increased staff development.
6. Increased computers and technology for students and staff.
7. Additional support for students identified with special needs. (special education, at-risk, English language learners, gifted and talented)

These requirements are quite different than the current conditions in Colorado.

The implementation of these programs have substantial implications regarding the current facilities of school districts. Analysis of facilities would need to be completed and the financial investment would be additional and need to be addressed.

The Colorado School Finance Project (CSFP) contracted the nationally recognized firm of Augenblick, Palaich and Associates (APA) to assist with the analysis in Colorado. The focus was on the programs needed to meet the academic expectations required by the accountability systems. The analysis indicates an additional \$2.9 billion is needed to accomplish Colorado's goals for our students - universal proficiency.

The CSFP used 2005-06 as the basis for its cost estimates. After determining the cost in each school district, the CSFP added all costs together and compared the total to current operating revenues of school districts, excluding overrides. Assuming 100 percent proficiency goal, \$2.9 billion in new revenue would be required. The largest factors in this revenue calculation are: **class size reduction, 46,000 additional students and adequately serving special needs students.** Many of the parameters used to estimate costs could be used to distribute state support through the School Finance Act.

The current analysis recognizes the fact that standards, assessments and other school reform possibilities may be implemented. The current discussion around increased vocational education programs, more time for all students, and new student and accountability requirements would all need to be analyzed. The above costing out would be updated based on new goals or directions.

More detail of the analysis is on [www.cosfp.org](http://www.cosfp.org) under the Adequacy/Equity tab.