

CSFP Intro: BBCO Steering Committee

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COLORADO SCHOOL FINANCE PROJECT

Support Children - Support The Future

Colorado School Finance Project

Non-profit, non-partisan organization- Supported by school district contributions- Provide school finance analysis for local and state policy makers since 1995- Governed by a board comprised of national and state experts on school finance

Our Mission: *To compile, collect and distribute research-based, non-partisan information and data on topics related to school finance for state and local policymakers.*

What is the problem?

Before discussing solutions- have you identified the problem?

How did you evaluate it? Is it research-based?

In solving the problem, have you an agreed upon objective?

Have you determined a process for gathering research, expertise, and input from stakeholders?

School Finance – Funding Sources

Where does the revenue come from?

What taxes are going to support the system?

Is the tax effort equalized? For example, the same level of mill by rate (40 mills was the 1994 act) not by \$ contribution

School Finance – Funding Sources

What are the goals regarding tax effort? For example, 50% state and 50% local?

Is the revenue sustainable?

Are you addressing only operating dollars? Or also facility dollars?

Have you addressed the types of equity?

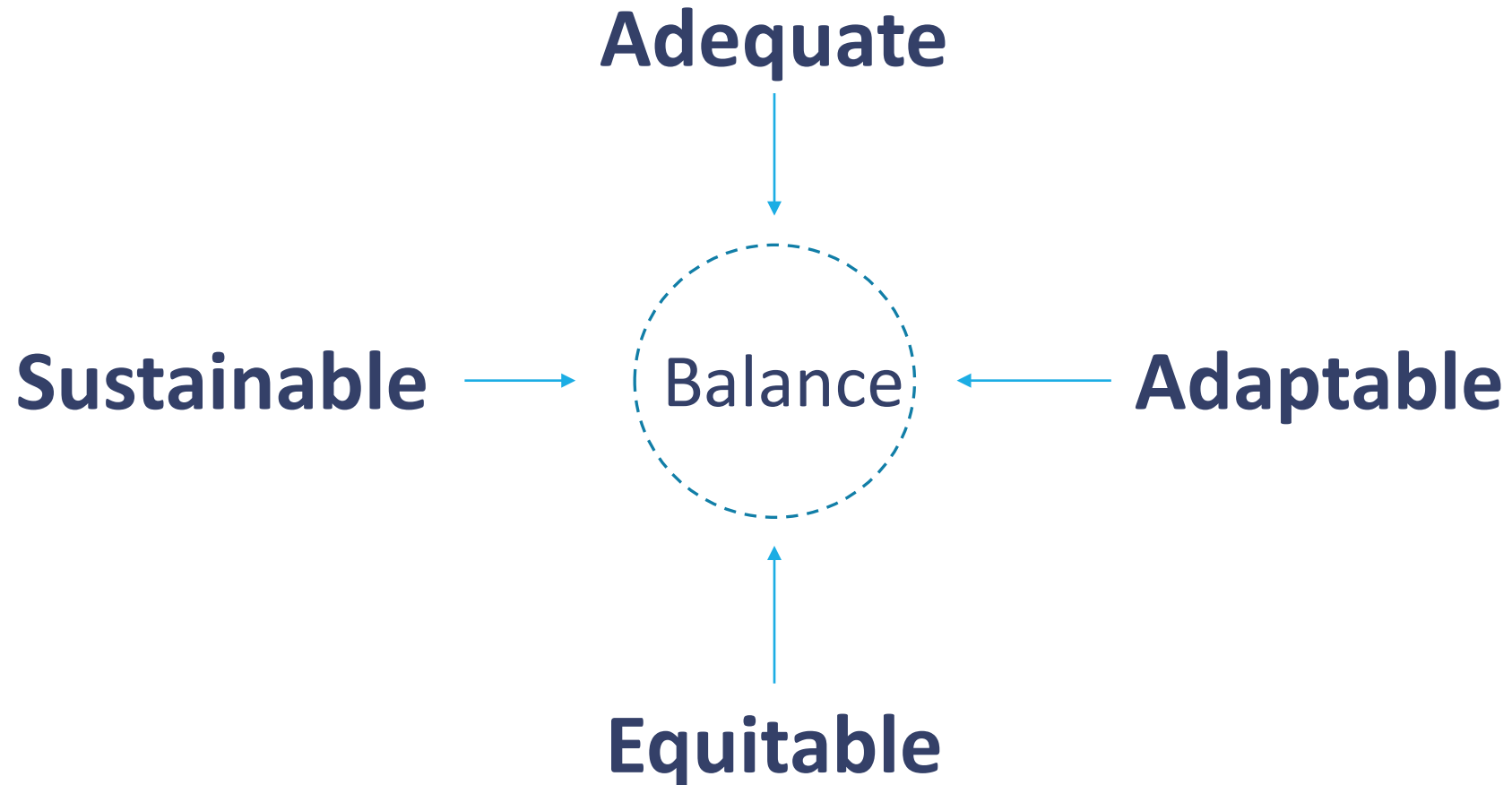
Horizontal Equity – are similar students and communities treated the same?

Vertical Equity – are uncontrollable factors, such as student and district characteristic differences, addressed?

Fiscal Neutrality – is there limited relationship between the property wealth of districts and the resources available to serve students?

Taxpayer Equity – can taxpayers expect to raise similar resources for similar tax effort both within and outside the formula?

Principles: School Finance System & Tax System



How are the dollars distributed?

How is the “base” amount determined?

- Should reflect the level of funding needed for a student with no special needs in a district with no special characteristics to meet the expectations of the state. (This is not just compliance but success.)

What are the adjustments needed for students and districts to equalize the variances?

What district characteristics should be included? (economies of scale)

How are the dollars distributed?

Which students should be included?

- Poverty
- Special Education
- Emerging Bilinguals
- Gifted

What definitions are used? [Poverty]

How are the dollars distributed?

What weights are applied?

Research-based?

What is in the formula?

- Per pupil allotments are typically in the formula.

What is outside the formula?

- Categoricals are for non-per pupil items like, transportation, CTE, and are typically outside the formula

How are you going to count students?

- They are the multiplier against the base and adjustments.

Does your revenue system support your distribution system?

Do you have a balance of adequate, equitable, sustainable, adaptable *revenue*?

Do you have a balance of adequate, equitable, sustainable, adaptable *distribution or formula*?

How do you know?

How will you review?

Questions

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