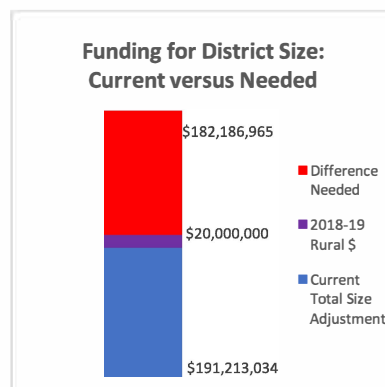
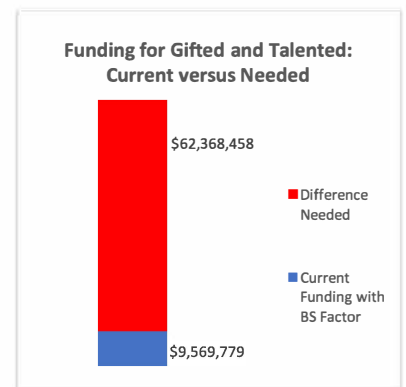
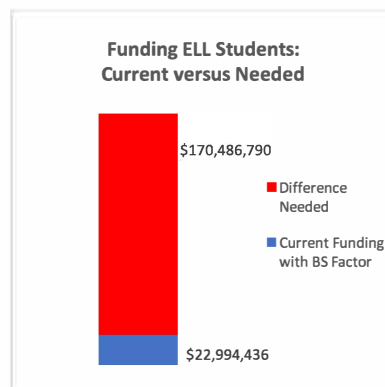
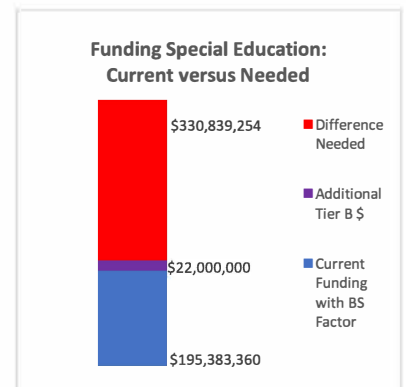
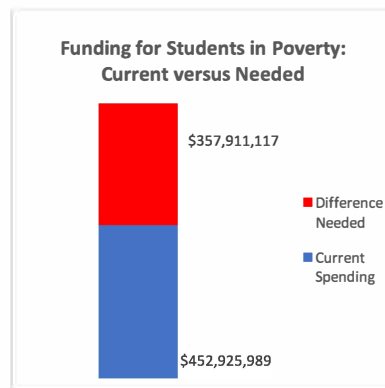
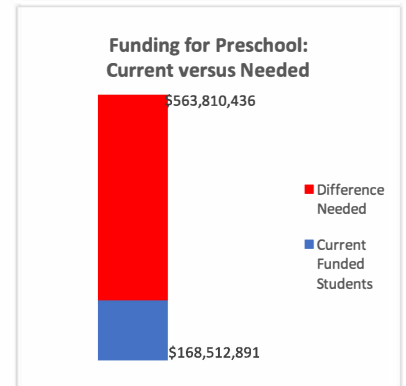
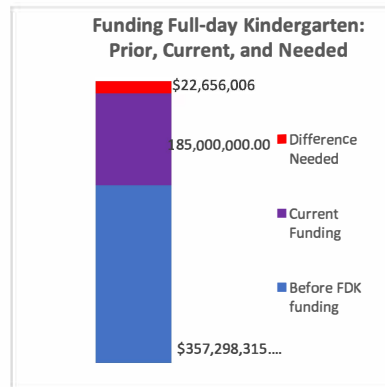
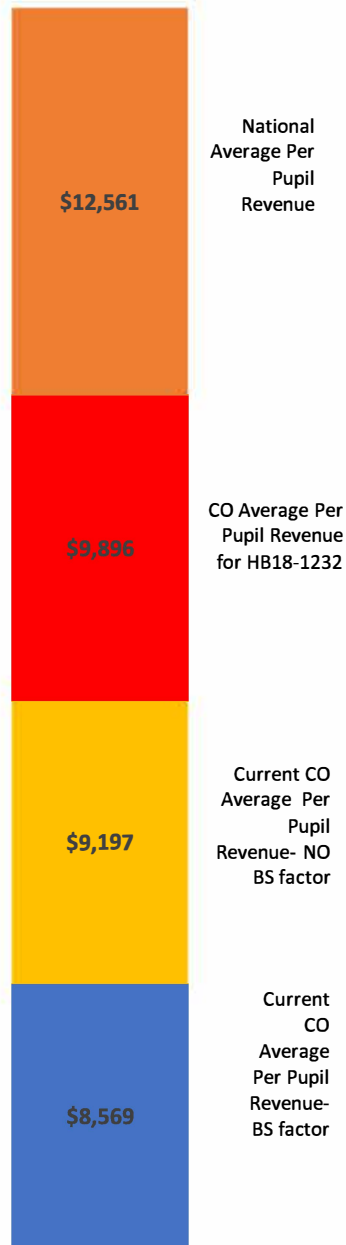


Where is Colorado after 2019 Legislative Session?

A look at progress toward equitable and more adequate school funding.

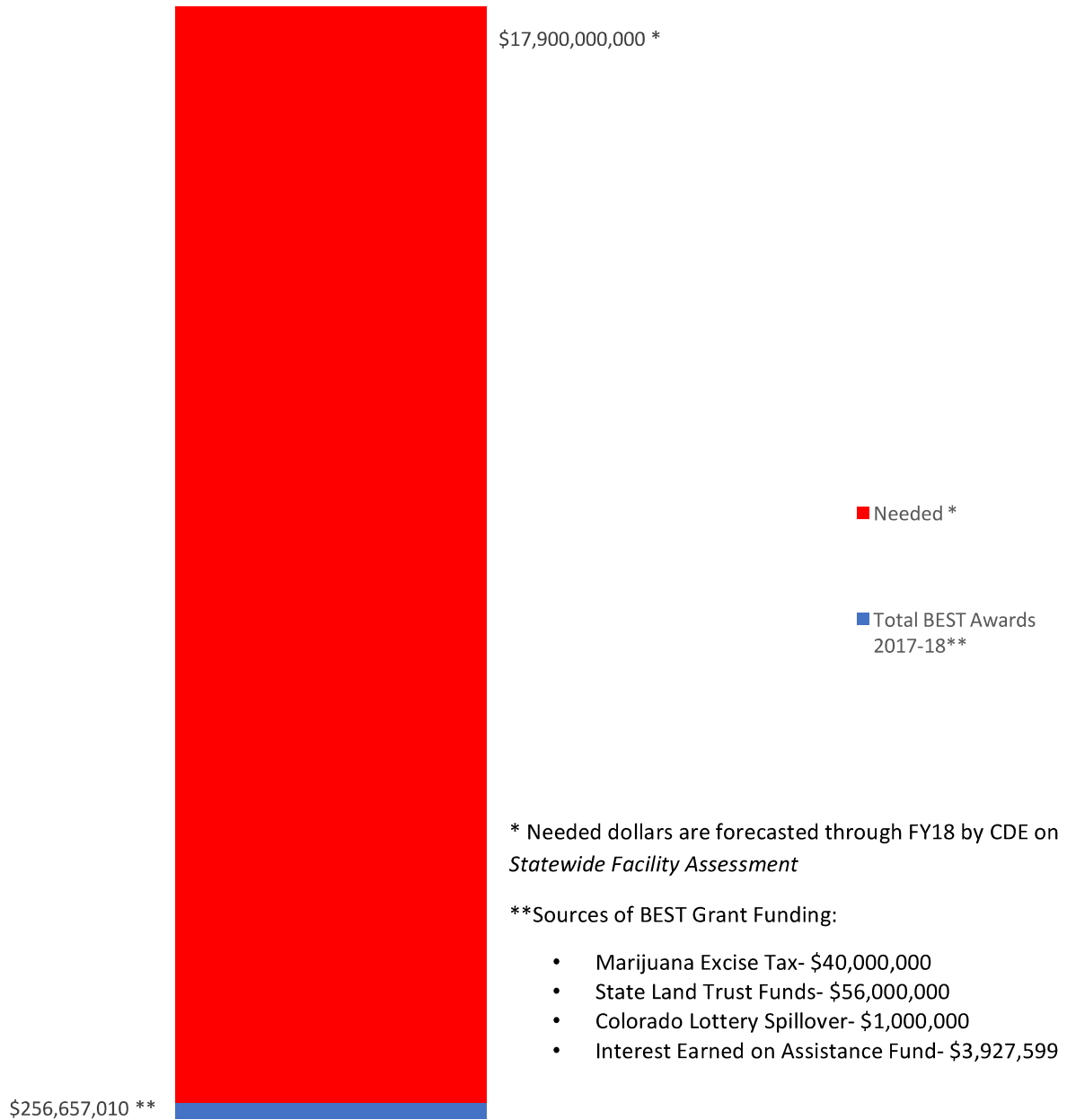
Total Per Pupil Funding Differences



Notes:

- Enrollment data from CDE 2019-20
- National comparisons from the US Census Bureau
- Poverty are students eligible for free and reduced-price lunch program
- Colorado revenue is reflective of local property tax, specific ownership tax, and state sales tax and state income tax. Revenue calculations exclude individual district grants and federal dollars
- Budget Stabilization Factor/Negative Factor – a mechanism created by the general assembly to remove dollars beginning in the great recession from K-12. The current dollars owed is \$572 million. The cumulative last year to date is \$8.1 billion
- HB18-1232 – school finance legislation that was introduced that had the support of over 170 of the school districts in the state – reflecting the principles of adequacy, equity, sustainability and adaptability.

Funding for Capital: Current versus Needed



COLORADO SUPERINTENDENTS' School Finance Legislative Values



COLORADO RANKS LAST IN THE NATION ON PROVIDING TEACHERS A COMPETITIVE WAGE

Teacher compensation vs. professions with similar education

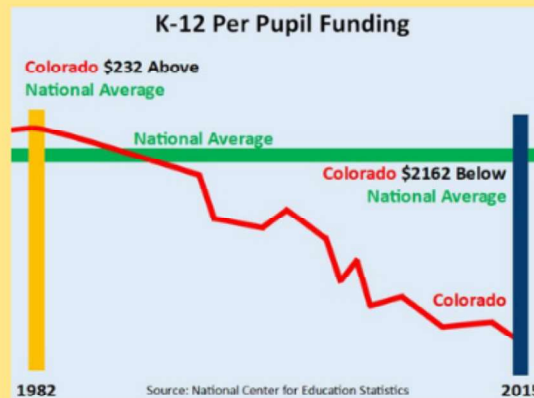


3000 unfilled teaching positions



95%

of Colorado's rural teachers have salaries that do not meet the cost of living in their own community



16%

reduction in people entering Colorado educator preparation programs between 2013-2017

QUALITY SCHOOL FUNDING MUST CHECK ALL THESE BOXES

ADEQUACY



Adequate school funding includes annual Amendment 23 increases for inflation and pupil growth as well as



Significant buy-down of the **Budget Stabilization Factor**

EQUITY



An equitable school finance act recognizes the unique learning needs of **Each Student**



Including students who are impacted or advanced by factors such as **Poverty, Disability, English as a Second Language, and Gifted and Talented**



Access for all students to **Full Day Kindergarten**

OPPORTUNITY GAPS



Superintendents understand that there are also issues of district adequacy and equity to be considered

A QUALITY EDUCATION SHOULD NOT DEPEND ON ZIP CODE