



**Everyone benefits from
great Public Schools!**

Parents United
Parent Leadership
Summit

February 12, 2007

Tying education funding
to student success.

A Quest for the Greater Good

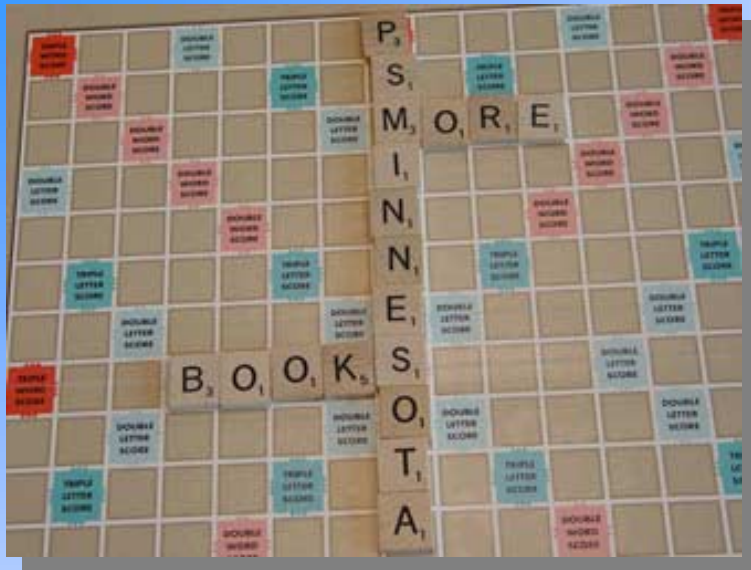
- ◆ **A Tale of Two Students**
- ◆ **A Tale of Two Schools**
- ◆ **Our Duty to Acknowledge Differences**



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Developing a New School Funding Formula

Central Premise:

A good school funding formula should have a rational link to student needs, be based on research, and be supported by data.

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Characteristics of a Good Funding System

- ◆ Base student success on standards
- ◆ Adjust for differences in district property wealth
- ◆ Adjust for differences in both students and districts
- ◆ Provide resources to build and maintain facilities
- ◆ Provide resources sufficient to meet state standards without reliance on local levies
- ◆ Permit local levies for extra programs and services
- ◆ Build a stable, sustainable, predictable revenue stream



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Basic Funding Formula

- ◆ **“A Kid is a Kid”**
(And then there are Kids!)
= LEARNER COMPONENT

- ◆ **“A District is a District”**
(And then there are Districts!)
= DISTRICT COMPONENTS

- INSTRUCTIONAL SERVICES COMPONENT
- SUPPORT SERVICES COMPONENT



Learner Component



"A Kid is a Kid"
(And then there are kids!)

Learner Component

Key Factors:

- Student funding levels are based on research
- All students counted as ONE unit (All-Day Kindergarten included)
- At-Risk students require more resources
- English Language Learners require more resources
- Real, current year costs for Special Education should be covered



Special Education

Concerns:

- ◆ The state is not keeping up with current special education costs
- ◆ Open enrollment is a state responsibility
- ◆ Salary, benefit and contract costs need to be covered
- ◆ Supplies and equipment need to be covered
- ◆ Costs for significant program growth need to be covered



Learner Component Factors



**Average Student
= 1.0**



Base Student
Weight (K-12)



**ELL Student
= 1.9**



**At-Risk Student
= 1.75**



Individual Adjustment Factors
(Additional Student Weights)



**Special Ed Student
with > 2:1 needs**



Reimbursed
Special Ed. Costs

Learner Component Summary



$$\begin{aligned} \text{Learner Component} &= [(\text{Student Count}) + \text{Adjustments}] \times \text{Base} \\ &+ \text{Special Education} \end{aligned}$$

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District Components



"A District is a District"
(And then there are districts!)

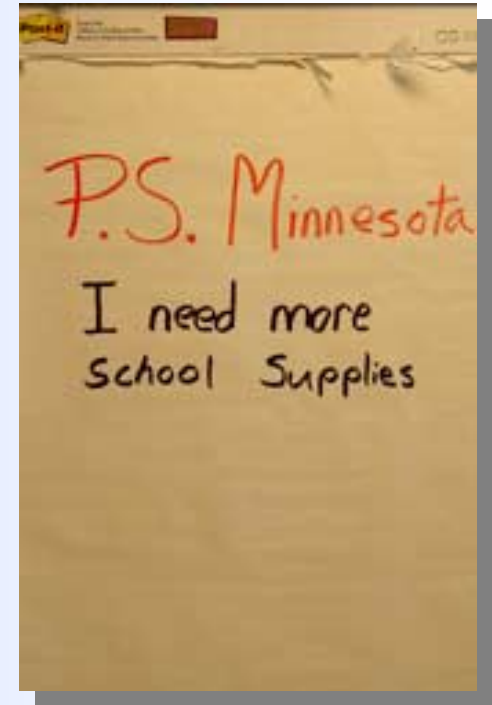
District Components

- ◆ **District Instructional Services (DIS)**

- ◆ Adjustments for District Size, Location, and Enrollment Issues

- ◆ **District Support Services (DSS)**

- ◆ Adjustments for Operational Needs of Buildings, Technology, Transportation, and Targeted Initiatives



District Instructional Services (DIS)

Key Factors:

- Costs associated with district size (student enrollment)
- Costs associated with doing business in a particular location
- Costs associated with declining student enrollment



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District Instructional Services (DIS) Summary



*District
Instructional
Services (DIS)*

=

District Size

+ Location

+ Declining Enrollment

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District Support Services (DSS)

Key Factors:

- ◆ Building operation costs
- ◆ Technology costs
- ◆ Transportation costs
- ◆ Desegregation/Integration costs
- ◆ State Pilot Program costs
 - **Opportunities available to all districts and fully funded**



Transportation Funding

Concerns:

- ◆ State defines services and funds real costs of transportation
- ◆ Adjustments for sparsity
- ◆ Special education transportation provided fully funded
- ◆ Adjustments for hazardous conditions
- ◆ Adjustments for energy price spikes
- ◆ Resources to build/maintain fleets



District Support Services (DSS) Summary



*District
Support
Services (DSS)*

= Buildings + Technology
+ Busing + Desegregation
+ Pilot Programs

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P.S. Minnesota *Funding Formula*



Education funding that is rationaly
linked to student achievement

P.S. Minnesota Funding Formula Summary



Basic
School
District
Funding

=

Learner
Component
*[(Students + Adjustments) x Base]
+ Special Education*

+

District
Components
DIS + DSS

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Let's Change the Way We Fund
Public Schools in Minnesota.

Beyond the Formula ...

- ◆ School Board discretionary levies exist for local initiatives BEYOND the base program
- ◆ Voter-approved levies exist for local initiatives BEYOND the base program
- ◆ All levies are equalized and limited
- ◆ Fair funding is established to construct new facilities

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Next Steps ...

What can you do to support the effort?

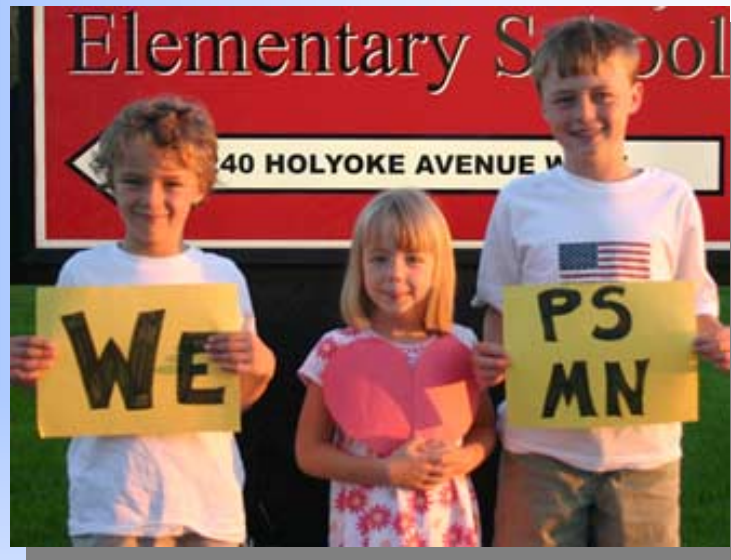
- ◆ **Share your stories with legislators**
- ◆ **Build a coalition of local support**
- ◆ **Share the P.S. Minnesota Funding Formula as one which:**
 - ◆ Responds to differences among students and districts
 - ◆ Reforms the current formula with a rational link to student achievement
 - ◆ Is designed for the GREATER GOOD!



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... funding which benefits
all of our children,
and all Minnesotans.