

DEPARTMENT OF EDUCATION
FY 2019-20 JOINT BUDGET COMMITTEE HEARING AGENDA

Thursday, December 13, 2018
1:30 pm – 5:00 pm

1:30-2:00 INTRODUCTIONS AND OPENING COMMENTS

Presenters: Dr. Katy Anthes, Commissioner
 Angelika Schroeder, State Board Chair
 Joyce Rankin, State Board Vice-Chair

Topics

- General discussion and overview. Slides 1-24

2:00-2:30 FY 2019-20 DECISION ITEMS

Main Presenters:

- Katy Anthes, Commissioner
- Alyssa Pearson, Deputy Commissioner
- Melissa Colman, Associate Commissioner Student Learning
- Jennifer Okes, Chief Operating Officer

Supporting Presenters:

- Bill Kottenstette, Executive Director Schools of Choice

Topics:

- R3 Schools of Choice Unit: Pages 1-2, Question 1 in the packet.
- R4 Funding for School Turnaround: Pages 2-5, Questions 2-4 in the packet.
- R5 CPP Tax Checkoff: Page 5, Question 5 in the packet.

2:45-3:00 RURAL SCHOOL FUNDING

Main Presenters:

- Katy Anthes, Commissioner

Supporting Presenters:

- Jennifer Okes, Chief Operating Officer

Topics:

- Uses of the Rural School Funding: Pages 5-6, Question 6 in the packet.

3:00-3:15 BREAK

3:15-3:45 EARLY LITERACY AND OPEN DISCUSSION

Main Presenters:

- Katy Anthes, Commissioner
- Melissa Colman, Associate Commissioner Student Learning

Supporting Presenters:

- Floyd Cobb, Executive Director Teaching and Learning

Topics:

- READ Act early literacy results and improvements: Pages 6-8, Questions 7-8 in the packet.

3:45-4:00 GOVERNOR'S ELC DECISION ITEMS

Main Presenters:

- Katy Anthes, Commissioner
- David Padrino, Deputy Chief Operating Officer, Governor's Office

Topics:

- R9 ELC Educator Talent Priorities: Pages 8-9, Questions 9-10 in the packet.

4:00-4:30 COLORADO SCHOOL FOR THE DEAF AND THE BLIND (CSDB)

Main Presenters:

- Ms. Carol Hilty, CSDB Superintendent

Supporting Presenters:

- Mr. Andy McElhany, CSDB Board of Trustees
- Ms. Teresa Raiford, CSDB Board of Trustees
- Ms. Janelle Donley, CSDB Controller

Topics:

General discussion of CSDB priorities, external program review, etc. No additional materials: Page 10 in the packet.

4:30-5:00 COLORADO STATE CHARTER SCHOOL INSTITUTE (SCSI)

Main Presenters:

- Terry Croy Lewis, Executive Director
- Amanda Karger, Director of Finance

Topics:

- General discussion of CSI priorities, mill levy equalization, etc. Page 10 in the packet, CSI Slides 1-13.

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Thursday, December 13, 2018
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FY 2019-20 DEPARTMENTAL DECISION ITEMS

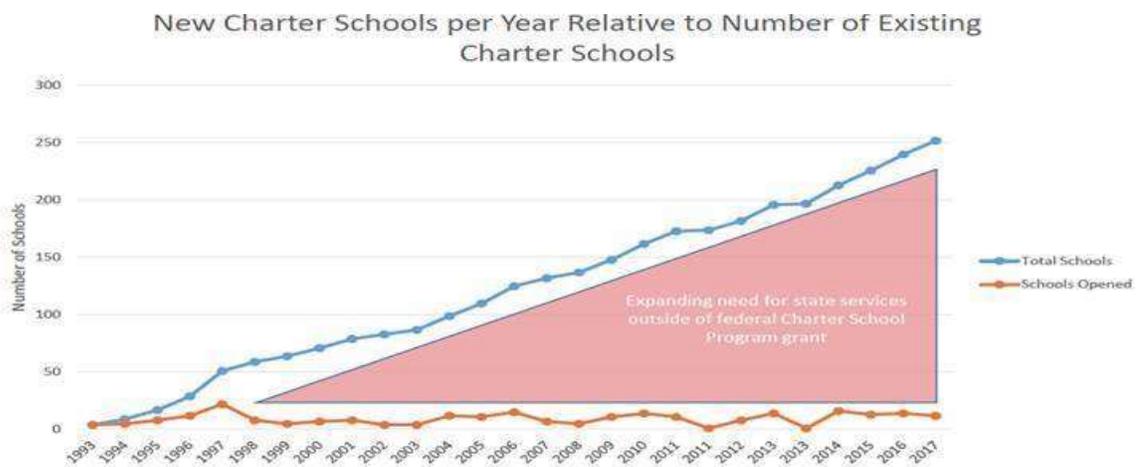
REQUEST R3 – SCHOOLS OF CHOICE UNIT

1. The Department is requesting an increase of \$360,374 General Fund and 2.6 FTE to support the Schools of Choice Unit’s ongoing oversight of and assistance to charter schools statewide. The request seeks to offset what the Department reports as a decline in federal funds and to provide ongoing support for the Unit’s work. Please provide further explanation of the state of federal funds supporting the Schools of Choice Unit, including the most recent federal grant, and why the ongoing state funding is necessary. How does the request interact with the most recent round of federal grant funding? Please explain.

Response:

The state and federal funding will be used for two distinct purposes. The federal grant funds must be used for new and expanding charter schools or charter school networks, whereas the state funding will be used to serve the existing, mature charter school sector that continues to grow and to implement the various state charter school statutes. The new and expanding schools of today become the mature schools of tomorrow, and with the growth of the mature charter school sector, the Schools of Choice Unit spends more time and requires more resources to support these schools and school districts which authorize charter schools.

At the same time the needs for the mature sector have grown, and the new and expanding charter activity has begun to decline, along with the federal funding associated with it. The graphic below illustrates the shift and the way the state and federal programs interact.



The decline in new and expanding charter schools is a trend that the US Department of Education is seeing nationwide. Although the state has received a new federal award that will allow the office to support the start-up of new high-quality charter schools, as fewer charter schools open or expand, the US Department of Education will reduce awards accordingly, and it is likely Colorado will see reductions to the new award if this slowdown continues.

On the other hand, the mature charter sector has 250 charter schools operating in the state today, serving approximately 13 percent, or 120,000 of Colorado's public school students of which, the Federal Grant is not designed to support. The request for a state appropriation will allow the Schools of Choice Unit to sustain the services it provides to these schools, to the districts/authorizers with the responsibility for overseeing charter schools, and to ensure the state is providing timely and relevant public information about charter schools, charter law, and charter school performance in the state. Without state funding, the Schools of Choice Unit will not be able to continue the support provided to the mature charter schools.

REQUEST R4 – FUNDING FOR SCHOOL TURNAROUND

2. The Department's request includes an increase of \$2.4 million General Fund and 1.8 FTE to expand state support for schools identified as turnaround or priority improvement status under the state accountability system. The request would approximately double the existing School Transformation Grant Program and increase technical assistance support for state-identified schools. Please provide further explanation and description of the services provided to turnaround and priority improvement schools and districts, including any supports and services beyond those discussed in the FY 2019-20 JBC Staff Briefing Document.

Response:

CDE offers a menu of supports to schools and districts identified for Turnaround or Priority Improvement (as well as those identified by the federal criteria). Our philosophy is that different schools need different supports and that "one size does not fit all." With this needs-based approach, we require that schools participate in a thorough analysis of their needs and associated action planning through a unified improvement planning process. We then are able to match identified needs with the available supports, within available resources. Given the complexity of the work, CDE has assigned a support coordinator to every district with at least one identified school. The support coordinator learns about each district's unique context and needs, brokers school improvement resources and supports on behalf of the district and its schools, and provides ongoing support to help the district understand the requirements of the accountability system.

One of the main ways CDE distributes school improvement resources is through the Empowering Action for School Improvement (EASI) application. Aimed to support implementation of strategies for improvement in our most struggling schools, this is an opportunity for districts to apply for state and/or federal school improvement funds as well as a wide array of school improvement services. Through the EASI application, districts can apply for:

- *Exploration: Services available through CDE and through external providers that help schools analyze their needs through external reviews, facilitation of stakeholder engagement and assistance in thorough improvement planning.*

- *Diagnostic Review Available:*
 - *Holistic School Review (review of the whole school system)*
 - *English Language Development (ELD) Service Review*
 - *Focused Review on Early Literacy (PK-3)*
 - *Special Education Service Review*
- *Stakeholder and Community Engagement Planning*
- *Improvement Planning*
- *District Designed and Led Improvement Strategies: District-designed approaches to school improvement that build upon research and fit the unique context of the district and its school. District may purchase services through external providers.*
- *Offered Services: Comprehensive services (i.e., needs assessment, planning and implementation support), designed by CDE or proven external providers, that focus on improving school systems. This includes:*
 - *Accountability Pathways Planning and Implementation (for schools reaching the end of the state accountability clock)*
 - *Connect for Success (schools learning from high achieving schools in Colorado with similar student populations)*
 - *School Turnaround Network (schools working with CDE staff and other experts to implement best practices in turnaround)*
 - *Colorado Multi-Tiered System of Supports (CO-MTSS) (implementation of school culture and behavior supports in schools)*
 - *School Turnaround Leaders Development Program (leadership development for individuals and teams interested in leading turnaround schools)*
 - *Fundamentals of Literacy Instruction Training (early elementary literacy instruction support)*

For detailed information about any of the supports listed above, please visit the EASI application website: <http://www.cde.state.co.us/fedprograms/easiapplication>.

3. Please describe the results of the turnaround support services to date. How much is the state spending on turnaround support grants and services? Are most schools and districts successfully exiting turnaround and priority improvement status? Please explain how additional resources will improve outcomes under the program.

Response:

The state has allocated \$2 million dollars per year for the State Turnaround Leadership Development program for the past 4 years. This grant program was focused on building turnaround leadership capacity for leaders in Priority Improvement or Turnaround Schools. With the passage of HB18-1355, the State Turnaround Leadership Development Grant has expanded to the School Transformation Grant. Now, in addition to leadership development, the grant can also support schoolwide improvement activities as well as planning and implementation for accountability pathways directed by the State Board of Education.

Through 2018, 256 participants have been served through the State Turnaround Leadership Development program. Surveys given to leadership participants indicate the vast majority reported an increase in more effective instructional practices and an increase in use of data to improve instruction.

The results for schools that have participated in CDE's more intensive supports such as Connect for Success or the Turnaround Network show an even higher rate of success than other schools in the state. Specifically, 20 schools were part of CDE's first Connect for Success cohort. All 20 of those schools began the support program with Priority Improvement or Turnaround plan types (0 percent had earned an Improvement or Performance rating prior to receiving supports). After participating in Connect for Success supports, 70 percent of the schools had earned an Improvement or Performance rating. Very similar outcomes exist for the first two cohorts of the Turnaround Network (24 schools). When supports were started, only 4 (17 percent) had an Improvement or Performance rating. After participation in the Turnaround Network, 71 percent earned an Improvement or Performance rating.

As noted above, CDE provides a wide array of ongoing school improvement needs assessment and planning support and resources for districts and schools identified as Priority Improvement or Turnaround. On average, approximately 50 percent of schools exit Priority Improvement or Turnaround status every year statewide. Of the 179 schools identified as Priority Improvement or Turnaround in 2016, 50 percent of them received Improvement or Performance ratings in 2017. The 2018 plan types are scheduled to be finalized by the State Board on December 12th. Following this meeting, CDE can provide the most recent data.

With additional resources, CDE will be able to expand the number of schools that can be served by Connect for Success and the Turnaround Network as well as increase the level of ongoing support provided for diagnostic reviews, high quality improvement planning, and supports coordination for school districts. In turn, this will provide for better educational opportunities to more students in Colorado schools. Additionally, the requested funding for evaluation will help the department to refine these support structures and accelerate the improvement of schools for students.

4. Please explain the timing of support services provided to turnaround and priority improvement schools and districts. How does the Department currently prioritize services and supports? Will the requested resources allow the Department to provide supports to schools earlier in the process (more quickly following identification)? Please explain.

Response:

Currently, schools and districts are identified for improvement under the state accountability system and federal criteria by early September every year. At that time, CDE sends a letter to districts notifying them of the district's improvement status and a listing of all schools identified as priority improvement or turnaround or as in need of support and improvement pursuant to the federal criteria. Every district with at least one identified school is assigned a support coordinator. As part of the notification, CDE shares the name of the support coordinator assigned by CDE and explains the process for applying for funds and supports through EASI. CDE support coordinators reach out to each district to help them understand the reasons the schools were identified for support and improvement, the support options that are available to them and the EASI process. This year, the EASI application was due in mid-November. CDE staff are finalizing funding decisions now and official awards will be made by early January enabling districts to get underway with their improvement efforts early in the calendar year.

The EASI application includes both state and federal school improvement funding. While EASI is designed to provide support services to all eligible schools, in the event that the amount of state school improvement funds requested exceeds the amount available, schools and districts that are farthest along on the accountability clock (identified as priority improvement or turnaround for the longest time period) are given priority. With regard to federal school improvement funds, ESSA statute requires that funding priority be given to schools identified for comprehensive support and improvement. In an effort to maximize the state school improvement funds, CDE utilizes federal school improvement dollars in support of state-identified schools (that are also federally identified) when possible.

Additional funding will enable the Department expand services to more state schools, including schools that have been on the clock for less time.

REQUEST R5 – CPP TAX CHECKOFF

5. The Department’s request includes an increase of \$410,000 cash funds from the Public Education Fund (originating from an income tax checkoff) for distribution to Colorado Preschool Program (CPP) providers. According to the JBC Staff Briefing Document, the tax checkoff is no longer available. Please explain the expiration of the checkoff.

Response:

The CPP tax checkoff is no longer available because the statutory timeframe as defined by Section 39-22-1001, C.R.S. has elapsed. Voluntary contribution programs have a sunset clause providing the program shall apply to no more than three income tax years unless continued or reestablished through new legislation.

RURAL SCHOOL FUNDING

6. The FY 2017-18 and FY 2018-19 appropriations have each included \$30.0 million in one-time funding to be distributed to rural schools on a per pupil basis. Please describe the school districts’ use of this funding in each year.

Response:

While districts were not required to report details on the specific uses of these funds, several districts did code detailed expenditures for these funds. However, districts are still in the process of reporting financial data for FY2017-18. Therefore, we only have information available for approximately 31 percent of the \$30 million appropriated in FY2017-18. The Department will collect financial information for FY2018-19 beginning in the fall of 2019.

Based upon the available data for FY2017-18, approximately 36 percent of the funds were spent on salaries and benefits for staff, 26 percent of funds were spent on property, 20 percent were spent on supplies, 15 percent on purchased services, and 4 percent on other goods and services.

Of the funds spent on salaries and benefits, the majority (87 percent) was for professional instructional staff.

Looking at the reported data by program, 56 percent was spent on instructional programs, 17 percent was spent on operations, maintenance, facilities acquisition or construction services, 10 percent was spent on transportation, and the remaining 16 percent was spent on various other support services.

Although district needs vary greatly, anecdotally we have heard from districts that the top priorities for the rural district funding include off-setting expenditures for staffing (including recruitment and retention of staff), facility maintenance, transportation, and professional development. These needs are consistent with the available reported data.

EARLY LITERACY

7. The JBC Staff Briefing Document focuses on early literacy results for students from kindergarten through third grade. Please describe the impact of the READ Act on students beyond third grade (e.g., students on READ Plans in subsequent grades). How many students are on READ Plans in subsequent grades? Does the State provide additional funding to support those students? Please explain.

Response:

Students who have been identified with a significant reading deficiency remain on a READ plan until they reach grade level competency regardless of grade level. Grade level competency is based upon a body of evidence that is determined at the district level; there is no set state criteria for READ plan removal. READ plans are required to be annually updated, and for students on a READ plan for more than one year, the plan is required to include additional, more rigorous instruction and intervention including increased daily time in school for reading instruction.

Currently, there are 30,720 students beyond third grade, specifically in grades 4 through 8, who remain on READ plans. Close to half of these students are removed from READ plans in fourth-through sixth-grade. This may be due to the fact that reporting READ plans gets more difficult in higher grades.

Grade	Number of Students with a READ Plan
Grade 4	11,000
Grade 5	7,000
Grade 6	6,000
Grade 7	4,000
Grade 8	2,000

Of those students, 21,926 (71.4 percent) are also receiving special education services through an individual education program (IEP).

The READ Act only provides funding for students in kindergarten through third grade identified with a significant reading deficiency. It does not provide additional funding for students who have progressed enough in reading to no longer have a significant deficiency but who are still below grade level (i.e., on a READ plan) or for students beyond third grade.

8. Please discuss potential plans and mechanisms to improve results under the READ Act.

- For example, should the General Assembly dedicate additional funding to early childhood efforts as a means of improving early literacy outcomes?

Response:

It is important to note that plans for policy changes, including recommendations for increases in funding, come through the State Board of Education. During the 2018 legislative session, via HB18-1393, the State Board worked closely with the legislature to make some improvements to the READ Act including the expansion of the Early Literacy Grant program, the formation of a READ Plan Working Group tasked with recommending ways to improve the effectiveness of READ plans, providing more flexibility for districts to use READ funds, and setting a regular review process for required assessments and optional resources.

The Department has been in the process of extensive analysis of READ Act data to better identify trends in reading performance to inform policy decisions for the State Board and legislature. In the early childhood area, the Department has examined outcomes for students who have been funded through the Colorado Preschool Program.

Results from the 2017 showed that kindergarteners who participated in CPP for half- and full-day were 0.93 times less likely to be identified with a significant reading deficiency than children who did not participate in CPP, even after accounting for free and reduced price lunch eligibility, language proficiency, disability, gender, and race and ethnicity. Said differently, the odds of CPP-funded children being identified with a SRD are 7 percent less than children who did not receive CPP funding. A similar trend was noted when looking at reading by third grade, however these results were not statistically significant. These results are consistent with analyses of outcomes from previous years.

- Please discuss any other options that the Department believes could improve early literacy results.

Response:

Colorado has seen only a very modest decline in the percent of students identified with a significant reading deficiency from 16.5 percent in 2013 to 15.5 percent in 2018 with an average rate of 15.1 percent. While this decrease may seem inconsequential, it is important to note that during the first 3 years of READ Act implementation, not all students were included in the reporting especially those students with disabilities. This means that each year more students with disabilities were added to the data collection. Given that the

greatest proportion of students identified with significant reading deficiencies are students with disabilities, the very slight decrease in the statewide significant reading deficiency rate does indicate some progress.

To be clear, this incremental improvement is insufficient to ensure that children will be on track in reading by third grade. In addition to the early childhood analyses reported in the previous section, the Department has identified four important trends that could inform improvements in early literacy.

- First grade is a critical year for identifying reading challenges. Of the third grade students with a significant reading deficiency in 2017-18, the majority of students were initially identified in first grade. The spike at first grade is likely due to the expectation of mastery of key foundation reading skills needed at this grade level.*
- Close to 60 percent of students who were identified with a significant reading deficiency in kindergarten were still identified in 3rd grade. This means that students identified with a significant reading deficiency are not making sufficient progress each year.*
- Students are entering significant reading deficiency status at a higher rate than those exiting. On average, 3.1 percent of students exit the significant reading deficiency status each year. Unfortunately, these student are replaced with new students identified with a significant reading deficiency at a rate of 5.25 percent.*
- A substantial portion of students identified with a significant reading deficiency are also receiving special education services. On average, close to 50 percent of students in grades K – 3 identified with a significant reading deficiency also have an Individualized Education Program or IEP. Of these students, 60 percent have been identified with a specific learning disability which is the disability category that includes dyslexia. Because reading by third grade is so critical, working to support effective implementation of the READ Act is a key component of the Department’s strategic plan. The Department is utilizing the results of our data analyses to inform improvements in our support to teachers, schools, and districts. Specifically, the Department is conducting a thorough review of its resources and support for:
 - Teachers at kindergarten and first grades to provide better support for teaching foundational reading skills.*
 - Classroom and intervention teachers, to foster a strong a knowledge and skill base for scientific- and evidence-based interventions to move kids to grade level competency.*
 - Solid, scientific- and evidence-based daily reading instruction for all children to prevent reading challenges and ensure students with reading challenges have high quality instruction in addition to intervention services.*
 - Better integration of general education and special education services for students.**

GOVERNOR’S ELC DECISION ITEMS

REQUEST R9 – ELC EDUCATOR TALENT PRIORITIES

9. The request includes an increase of \$4.0 million cash funds from the State Education Fund (originating as a proposed transfer from the General Fund to the State Education Fund) in one-

time funding to support educator talent (recruitment, retention, and professional development) efforts aligned with the anticipated recommendations of the Education Leadership Council. The request includes \$1.0 million to support a proposed Principal Leadership Academy to provide training and professional development for school principals.

- Does the Department have existing statutory authority for the proposed Principal Academy, including the proposed use of funds? Please explain.

Response:

Current state statute (Section 22-9.5-101, et. seq. C.R.S.), authorizes the Principal Development Scholarship Program and associated fund in the state treasury. This program is authorized to provide individual stipends for principal professional development based on the degree of professional need and the quality of the professional development program for which a principal requests a stipend. The proposed Principal Leadership Academy is more focused in its approach to principal professional development. However, it is possible that the exiting statutory language for the program and fund could be altered slightly to fit the description of the leadership academy.

Further, Section 22-2-109(1)(j), C.R.S. gives the state board the responsibility to “conduct or arrange for research pertinent or essential to implement provisions of article 60.5 of this title, including but not limited to educator licensure and educator preparation programs in institutions of higher education...” The proposed Principal Leadership Academy could certainly be considered research pertinent to educator licensure and preparation programs. As such, this current statute may give the State Board the authority to “conduct or arrange for” the proposed program.

10. According to the JBC Staff Briefing Document, the Department intends to use the \$1.0 million over a period of three years (FY 2019-20 through FY 2021-22), with the expectation that the Principal Academy will be self-sustaining in subsequent years. Please explain how the program will be self-sustaining.

Response:

It is anticipated that the funds would be used to design and create a pilot program with two cohorts. We would anticipate that the pilot program—if it showed quality outcomes—could be used as a proof point to request additional fund in future years. There is also interest from organizations like CDE and CASE to partner together to keep it sustaining into future years if it is shown to be successful—possibly with other membership or foundation resources. Research shows that the quality of the principal has great impact on teacher support and effectiveness, and school and student outcomes. We would anticipate the pilot program would show high quality outcomes and that it would be a potential high-leverage point in the future of school improvement.

COLORADO SCHOOL FOR THE DEAF AND THE BLIND (CSDB)

Please discuss the School's priorities for FY 2019-20 and any other items that the School would like to bring to the Committee's attention.

COLORADO STATE CHARTER SCHOOL INSTITUTE (SCSI)

Please discuss the Institute's priorities for FY 2019-20 and any other items that the School would like to bring to the Committee's attention.

ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED. PLEASE RETAIN THE NUMBERING IN ORDER TO MAINTAIN CONSISTENT LABELING FOR COMMON QUESTIONS ACROSS DEPARTMENTS.

- 1 Provide a list of any legislation that the Department has: (a) not implemented, or (b) partially implemented. Explain why the Department has not implemented or has only partially implemented the legislation on this list. Please explain any problems the Department is having implementing any legislation and any suggestions you have to modify legislation.

Response:

The Department has identified several education statutes that were intended to be implemented with gifts, grants or donations or other resources that in some cases, may not have been made available. While CDE has attempted to meet the intent of such statutes where possible, there are some that have not been fully implemented. Please find a description of these areas below:

- *Section 22-27.5-106 (2), C.R.S. requires CDE to provide an annual report on the number and amounts of Dropout Prevention Activity Program grants awarded, a description of the programs that received grants, the number of students participating in each program, and the student dropout rates of the schools at which the programs were operated. CDE has not received funding to administer this grant program for the past 6 years and so has no available data to report.*
- *Section 22-69-106 (1), C.R.S. requires CDE to provide a report on the Alternative Teacher Compensation Grant Program, “so long as grant moneys were awarded to at least one school district pursuant to the grant program during the preceding calendar year.” CDE has not received funding to administer this grant program for the past 6 years and so has no available data to report.*
- *Section 22-2-108 (4), C.R.S. requires the State Board to submit an annual report detailing the total amount of federal funds received by the State Board of Education in the prior fiscal year, accounting how the funds were used, specifying the federal law or regulation that governs the use of the federal funds, if any, and providing information regarding any flexibility the board has in using the federal funds. To CDE staff’s knowledge, this report has never been funded or completed. The Department’s annual budget submission to the JBC does include a schedule that lists out most, if not all, federal funds received and/or distributed by CDE, the authorizing statute, and the purpose of those funds. In addition, the recent reauthorization of the Elementary and Secondary Act, the Every Student Succeeds Act (ESSA), offers potential flexibility to Colorado in some areas. CDE staff has worked with the Board, the State Legislature, and a variety of stakeholders on the ESSA State Plan to ensure that Colorado takes advantage of whatever flexibility is available that is supportive of student learning.*

Additionally, there are other grant programs that were created by the Legislature in the past but have not been funded recently. These programs do not require CDE to report information to the legislature, but are also not currently being implemented. These include:

- *Strengthening Civic Education Grant (Section 22 -1-104(6)(a), C.R.S.);*
- *School CPR and AED Training Grant (Section 22-1-129, C.R.S.);*
- *Funding for Regional Service Areas (Section 22-5.5-106, C.R.S.);*
- *Parent Involvement in Education Grant Program (Section 22-7-305, C.R.S.);*
- *Closing the Achievement Gap Program (Sections 22-7-611 to 22-7-613, C.R.S.);*
- *Teacher Development Grant Program (Sections 22-7-701 to 22-7-708, C.R.S.);*
- *Summer School Grant Program (Sections 22-7-801 to 22-8-807, C.R.S.);*
- *Principal Development Scholarship Program (Sections 22-9.5-101 to 22-9.5-104, C.R.S.);*
- *Early Childhood Educator Development Scholarship Program (Sections 22-9.7-101 to 22-9.7-104, C.R.S.);*
- *Grant Program for In-School or In-Home Suspension (Sections 22-37-101 to 22-37-105, C.R.S.)*
- *Second Chance Program for Problem Students (Sections 22-52-101 to 22-52-107, C.R.S.);*
- *Science and Technology Education Center Grant (Section 22-81-203 C.R.S.);*
- *Colorado Information Technology Education Grant Program (Sections 22-81.5-101 to 22-81.5-107, C.R.S.); and*
- *Healthy Choices Dropout Prevention Pilot Program (Sections 22-82.3-101 to 22-82.3-110, C.R.S.).*

Finally, below is a list of 2018 legislation that the Department has partially implemented. Though these are listed as partially implemented, the Department is on track to meet any deadlines or later effective dates noted in the legislation.

- *HB 18-1019 Kindergarten through Twelfth Grade Accreditation Weighted Factors – Implementation is underway. The State Board will conduct rulemaking to align with this legislation in early 2019 and changes to reporting and pipeline requirements will take place during the 2019-20 school year.*
- *HB 18-1070 Additional Public School Capital Construction Funding – Implementation is underway. The Capital Construction Assistance Board (CCAB) will approve the amount of lease purchase grants and cash grants by spring 2019.*
- *HB 18-1306 Improving Educational Stability for Foster Youth – Implementation is underway. The Department has started to communicate with the field regarding changes made by the bill. In addition, the State Board will begin rulemaking for the new Education Stability Grant Program early next year in order to ensure that funding will be distributed in FY 2019-20.*
- *HB 18-1309 Programs Addressing Educator Shortages – Implementation is underway. The Department has been working with the field to gather input on the Teacher of*

Record and Grow Your Own programs. The State Board is expected to promulgate rules related to the bill early next year in order to award grants under the program(s).

- *HB 18-1333 Part C Child Find Responsibilities of State Departments – Implementation is underway. The Department has finalized its interagency agreement with the Department of Human Services (CDHS) and will report on the results of the study by June 30, 2019.*
- *HB 18-1355 Public Education Accountability System – Implementation is underway. The State Board has adopted rule amendments related to the School Transformation Grant Program and will begin rulemaking related to other changes in the bill in January 2109. The Department’s subsequent duties related to the bill’s changes will continue through the 2019-20 school year.*
- *HB 18-1393 Effective Implementation of the Colorado READ Act – Implementation is underway. The State Board has completed making rule amendments for the Early Literacy Grant Program and funds have been distributed accordingly. The State Board will initiate rulemaking for the programmatic changes to the READ Act early next year and will report on the READ Act working group’s findings by February 2020.*
- *HB 18-1396 Advanced Placement Exam Fee Grant Program – Implementation is underway. The Department has communicated with the field and received feedback on the new program. The State Board will initiate rulemaking early next year and funds will be distributed by the end of FY 2018-19.*
- *HB 18-1430 State Agency Long-range Financial Plan – The Department is awaiting guidance from the Office of State Planning and Budgeting (OSPB) concerning implementation of the new requirements.*
- *SB 18-012 Military Enlistment School Performance Indicator – Implementation is underway. The Department will continue to explore ways to locate these data and incorporate them into the performance frameworks. The data are expected to be included in the frameworks by the fall of 2021.*
- *SB 18-151 CDE Bullying Policies Research – Implementation is underway. The Department has conducted research on the approaches, practices, and policies related to bullying prevention and is in the process of developing a model bullying prevention and education policy.*
- *SB 18-225 Definition of Early College High Schools – Implementation is underway. The Department has met with stakeholders and the Attorney General’s Office to vet early college criteria. The State Board is expected to approve the criteria early next year and review schools designated as early colleges to ensure that they meet the new definition.*

- 2 Does the Department have any HIGH PRIORITY OUTSTANDING recommendations as identified in the "Annual Report: Status of Outstanding Audit Recommendations" that was published by the State Auditor's Office and dated June 30, 2018 (link below)? What is the Department doing to resolve the HIGH PRIORITY OUTSTANDING recommendations? [Please indicate where in the Department's budget request actions taken towards resolving HIGH PRIORITY OUTSTANDING recommendations can be found.](http://leg.colorado.gov/audits/annual-report-status-outstanding-audit-recommendations-june-30-2018)

<http://leg.colorado.gov/audits/annual-report-status-outstanding-audit-recommendations-june-30-2018>

Response:

No. The Department does not have any high priority outstanding recommendations.

- 3 If the Department receives federal funds of any type, please respond to the following:
- a. Are you expecting any changes in federal funding with the passage of the FFY 2018-19 or 2019-20 federal budget? If yes, in which programs, and what is the match requirement for each program?

Response:

CDE is not anticipating any significant reductions or increases in Every Student Succeeds Act (ESSA) or Individuals with Disabilities Education Act (IDEA) federal funding levels at this time. The table below reflects current FY 2018-2019 funding as well as projections for FY 2019-2020. There are no matching requirements for any of the grants included in the table.

ESSA Federal Program	FY 18-19 Allocation	FY 19-20 National Projected Funding
ESSA Title I, Part A	\$152,699,672	Level Funded
ESSA Title I, Part C (Migrant)	\$6,353,732	Level Funded (possible decrease for Colorado of up to 10 percent)*
ESSA Title II, Part A	\$23,360,309	Level Funded
ESSA Title III, Part A	\$9,779,417	Level Funded
ESSA Title IV, Part A	\$10,458,031	Level Funded
ESSA Title IV, Part B	\$11,437,425	Level Funded
ESSA Title V, Part B	\$600,692	Level Funded

****Due to reduced numbers of migrant students, Colorado is operating under a hold-harmless provision with regard to the State's allocation. Colorado's migrant program can anticipate up to a 10 percent decrease in Migrant Education Program funding over the next several years.***

IDEA Federal Fund	FY 18-19 Allocation	FY 19-20 Projected Funding
IDEA Part B	\$167,500,962	\$ 168,673,469
IDEA Preschool	\$4,926,737	\$5,055,818

b. Does the Department have a contingency plan if federal funds are eliminated?

Response:

Yes, in the event of significant cuts to existing programs, CDE would employ the following strategies to make up for the shortfall:

- *Utilization of carryover funds from the program that has been cut.*
- *Use of other appropriate funding sources to make up for the shortfall.*
- *Reduce state level projects that utilize federal funds from cut programs as their primary funding source.*
- *Attrition – not filling vacant positions that are supported with the program that has been cut.*
- *Lay-offs of staff funded by the program that has been cut.*

c. Please provide a detailed description of any federal sanctions or potential sanctions for state activities of which the Department is already aware. In addition, please provide a detailed description of any sanctions that MAY be issued against the Department by the federal government during FFY 2018-19 or 2019-20.

Response:

The Department is not subject to any federal sanctions or potential sanctions for Federal Fiscal Year 2018-19 or 2019-20.

4 Is the Department spending money on public awareness campaigns? If so, please describe these campaigns, the goal of the messaging, the cost of the campaign, and distinguish between paid media and earned media. Further, please describe any metrics regarding effectiveness and whether the Department is working with other state or federal departments to coordinate the campaign?

Response:

- *The School Nutrition Unit annually receives federal funds to support the administration of the Summer Food Service Program (SFSP). In 2018, \$4,500 was dedicated to statewide marketing and outreach strategies, including sponsored Facebook and Instagram ads as well as creation and distribution of magnets for families.*

The marketing campaigns were targeted to low income communities with summer meal sites and messaging was targeted to parents and caregivers. Messaging (in both English and Spanish) included:

- *Kids eat free all summer long! To find a site near you, visit kidsfoodfinder.org or text FOOD to 877-877*
- *Summer fun is here with free meals for CO kids and teens! Find free #summermeals at a site near you: kidsfoodfinder.org or text FOOD to 877-877*
- *Have your kids eat free nutritious meals this summer in a safe and fun environment. Find a summer site near you at kidsfoodfinder.org or text FOOD to 877-877*

The overall measure of effectiveness is an increase in program participation over the previous year. Campaign results from 2018 are currently being evaluated, but at this time include:

- *2,389 texts were sent to the hotline.*
 - *The magnet distribution at Children’s Hospital, UC Denver and WIC clinics reached 5,651 English speaking households and 2,580 Spanish speaking households.*
- *The Communications Unit received a grant in fall 2018 from the Council for Chief State School Officers to develop and promote videos highlighting stories about schools and districts that have developed innovative practices that result in improved student outcomes. The grant provides \$12,000 for marketing strategies in the first half of 2019, which will be used to promote the video stories on Chalkbeat and through sponsored posts on the Department’s Facebook and Twitter sites.*
- 5 Based on the Department’s most recent available record, what is the FTE vacancy and turnover rate by department and by division? To what does the Department attribute this turnover/vacancy? Do the statewide compensation policies administered by the Department of Personnel help or hinder in addressing vacancy or turnover issues?

Response:

Based upon our data for Calendar Year 2018 (January through August), the turnover rate by division is as follows:

	IMS	Assessment	Student Learning	School Quality and Support	School Finance and Operations	Educator Talent	Deputy Commissioner	Commissioner and State Board Office	Total for CDE
January	0	1	2	0	0	0	0	0	3
February	0	1	0	0	1	0	0	0	2
March	0	0	0	0	2	0	0	0	2
April	1	0	2	0	0	1	0	1	5
May	1	0	2	0	1	1	0	0	5
June	0	1	2	2	4	2	0	0	11
July	0	0	2	0	2	0	0	1	5
August	1	0	5	1	3	1	0	0	11
September	0	0	0	0	0	0	0	0	0
October	0	0	0	0	0	0	0	0	0
November	0	0	0	0	0	0	0	0	0
December	0	0	0	0	0	0	0	0	0
Total # of Separations	3	3	18	5	13	5	3	3	53
Number of Employees	44	13	179	38	92	38	61	22	487
Turnover Rate by Division	7%	23%	10%	13%	14%	13%	5%	14%	11%

Based upon the separation data, 70 percent of the overall separations were attributed to staff accepting a job outside of the state system. The second largest reason for separation was attributed to employees who retired from the state system. This accounted for 19 percent of the total separations.

Based upon our exit interview data as well as data obtained from resignation letters, compensation policies have hindered our ability to hire and retain qualified staff. The data shows that at least 20 percent of our staff are leaving for private employment due to compensation and clear increase opportunities. Also, the lack of merit based increases is not just a funding issue. Merit increases, when funding is available, utilize salary quartiles to determine merit pay increases. This methodology is confusing for staff and perceivably minimizes larger increase opportunities based upon their current wage for those that may perform the best.

- 6 Please identify how many rules you have promulgated in the past two years (FYs 2016-17 and 2017-18). With respect to these rules, have you done any cost-benefit analyses pursuant to Section 24-4-103 (2.5), C.R.S., regulatory analyses pursuant to Section 24-4-103 (4.5), C.R.S., or any other similar analysis? Have you conducted a cost-benefit analysis of the Department’s rules as a whole? If so, please provide an overview of each analysis.

Response:

The table below provides details on the number of rulemakings promulgated by the State Board of Education, the Charter School Institute, the Capital Construction Assistance Board, and the Facility Schools Board from July 2016 through June 2018. Please note that in some cases, a set of rules was amended twice over the two-year period. The figures below represent the number of complete permanent rulemaking processes enacted by each entity.

	All Complete Rulemakings	New Rules	Rule Amendments	Rule Repeals
State Board of Education	31	2	21	8

Capital Construction Assistance Board	5	0	5	0
Charter School Institute	0	0	0	0
Facility Schools Board	0	0	0	0
Total	36	2	26	8

The Department has not conducted any cost-benefit analyses pursuant to Section 24-4-103 (2.5), C.R.S. or regulatory analyses pursuant to Section 24-4-103 (4.5), C.R.S., as these have not been required for any of the rulemakings in the last two years. However, the Department continues to review its rules as to make sure they align with current practice and statute. The review includes an examination of the effectiveness and necessity of the Department’s current regulations and has resulted in recommendations for improving and sometimes repealing rules. This process has informed some of the rulemakings in the past two years and will continue to do so in the coming year. The Department has not conducted a cost-benefit analysis of its rules as a whole.

- 7 What are the major cost drivers impacting the Department? Is there a difference between the price inflation the Department is experiencing compared to the general CPI? Please describe any specific cost escalations.

Response:

The Department distributes over 98 percent of its funding to school districts and other recipients. Of the remaining funds, the primary cost drivers are split fairly evenly between the major cost categories of Payroll, Contracts, and Operating (34.5 percent, 31.5 percent, and 32.6 percent respectively). The Department has not seen a difference between the general CPI and the price inflation it is experiencing.

- 8 How is the Department’s caseload changing and how does it impact the Department’s budget? Are there specific population changes or service needs (e.g. aging population) that are different from general population growth?

Response:

Given that almost 98 percent of the Department’s budget is for assistance to public schools, the caseload changes and budget drivers that are most relevant are those effecting the school districts. Districts are facing difficulties recruiting and retaining teachers and staff. As the majority of district expenditures are for salaries and benefits, this issue has a direct impact on districts’ budgets. Additionally, districts are experiencing cost pressures due to increased maintenance and repair costs and many are making needed investments in buildings and capital assets. Safety and security is a major area of focus for many school districts. As such, some districts are investing in facility upgrades. Many districts are also experiencing additional pressures to address student needs including mental health needs and special education needs.

- 9 Please provide an overview of the Department’s current and future strategies for the use of outward facing technology (e.g. websites, apps) and the role of these technologies in the Department’s interactions with the public.

Response:

The CDE has a significant web presence that provides information to parents, schools, districts, teachers, researchers, legislators and other education partners. The information provides vital information for each of these stakeholder groups and allows them to make informed education-based decisions. The technology used to deliver the information is varied and aligned with needs of the public.

CDE uses Drupal as its web content management system to allow each of CDE’s divisions to administer information for which they are responsible. CDE’s Communications Unit provides design and a central coordination functions, ensuring that formats are consistent and sites are easy to navigate. The Communications Unit is currently working to refresh the website design to make information easier to find for all of the Department’s audiences, including parents, educators and district staff.

The Department provides both static and dynamic reports through its established business intelligence tool suite (Cognos / Tableau) via the web. That reporting is typically done through our SchoolView tools, known as Data Center and Data Lab. These tools allow the more informed users, such as district staff, education advocates and researchers, to quickly access and analyze complex education data.

The Department has initiated a Public Data Reporting project to better provide information to all levels of users, with an emphasis on visualization of data for parents and community members, as they have needs for clear, high-level information that are not easily accessed today. Those efforts will result in a parent dashboard that summarizes data about students, teachers, schools and districts in an easy-to-understand format. As the public demands more visualization in data reporting, the department will prioritize accessibility for all to ensure that visually challenged and other disabled people can access the information.

Approximately 4 years ago, the Department rolled out Data Pipeline, a custom developed tool to collect statutorily required school and district data. This tool, along with other similar data collection-based applications, are only accessed by pre-authorized district and state employees through CDE’s single sign-on application.

The Department also contracts with a number of proprietary web sites run by third parties that provide information and functionality for teacher licensing, school and district financial transparency, special education, and other program-specific topic areas.

CDE anticipates continuing to use a hybrid approach of CDE-developed, hosted and vendor applications, the department will continue to emphasize the need for single sign-on capabilities, ease of use for all constituents, and consistency in look and feel.

- 10 The federal Family First Prevention Services Act of 2018 makes significant changes to the child welfare system aimed at keeping children and youth safely with families and avoiding placement in foster care by strengthening the protective capacity of families long before child welfare services are needed. The Act also expands the eligible use of funds from Title IV-E of the Social Security Act to include approved prevention and intervention services meeting the evidence-based threshold of promising-, supported-, or well-supported practices as defined by the federally selected clearing house. Several programs currently exist in the State of Colorado through which services are provided and that are intended to strengthen the protective capacity of families. The coordination or delivery of many of these services are or could be integrated with other programs and services with the intent of providing wrap-around services to children and families. The FFPSA provides an opportunity for the State of Colorado to evaluate existing programs and funding in order to leverage resources across systems, departments, and divisions and to improve service delivery.

In what way will the federal Family First Prevention Services Act impact the Department's programs and budget? What statutory, policy, and rule changes does the Department anticipate will be required to ensure that the State of Colorado complies with all provisions of the federal Act?

Response:

CDE does not receive IV-E funds and is not eligible to receive these funds. Our understanding is that these funds go to state departments of human services. As a result of not receiving funds, there are no direct fiscal or program impacts. We do not anticipate any statutory, policy and/or rule changes. Also, schools/districts/facility schools do not receive IV-E funding, although children in our schools/districts/facilities may be impacted by these resources.

COLORADO DEPARTMENT OF EDUCATION

**Every Student,
Every Step of the Way**



COLORADO
Department of Education

Joint Budget Committee Hearing
Katy Anthes
December 2018





Today's Agenda

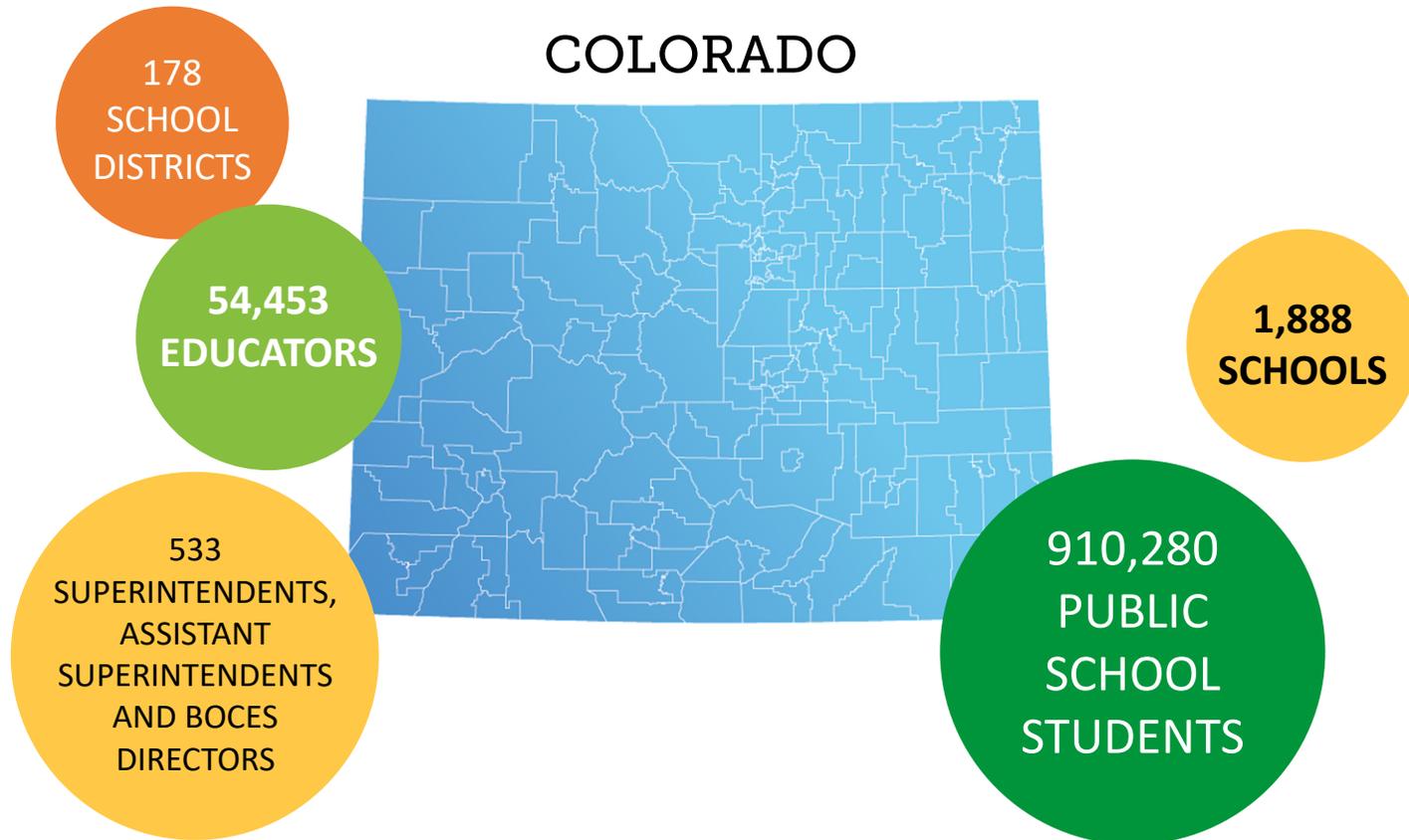
- Education Overview
- 2018 Review
- Strategic Performance Plan
 - Goals
 - Our Five Key Initiatives
- JBC Questions

CDE Responsibilities

- Implement state and federal education laws
- Disburse state and federal funds
- Hold schools and districts accountable for performance
- License educators
- Provide public transparency of performance and financial data



Colorado Education By the Numbers



2018 in Review

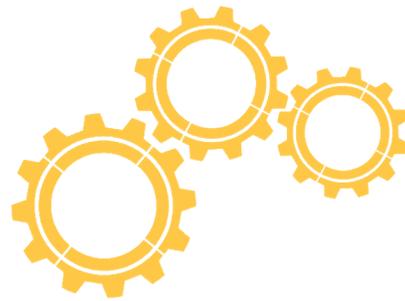
- Adopted revised Colorado Academic Standards
- Revised and administered unique-to-Colorado English Language Arts and Math assessments
- Received approval for ESSA plan
- Kicked off and improved the new school support grant process
- Updated licensure rules, including support for English Learners
- Revised teacher quality standards and teacher/principal evaluation rubrics
- Established working group to improve READ Plan effectiveness
- Implemented grants and other teacher supports for computer science education
- Continued accountability hearings and progress monitoring
- Provided leadership and support for the Governor's Education Leadership Council

GOALS

Our Goals



Schools needing academic improvement will raise and maintain their performance.



Students will earn a postsecondary credential, degree or certificate in or after high school.



Historically underserved students will achieve academic expectations.

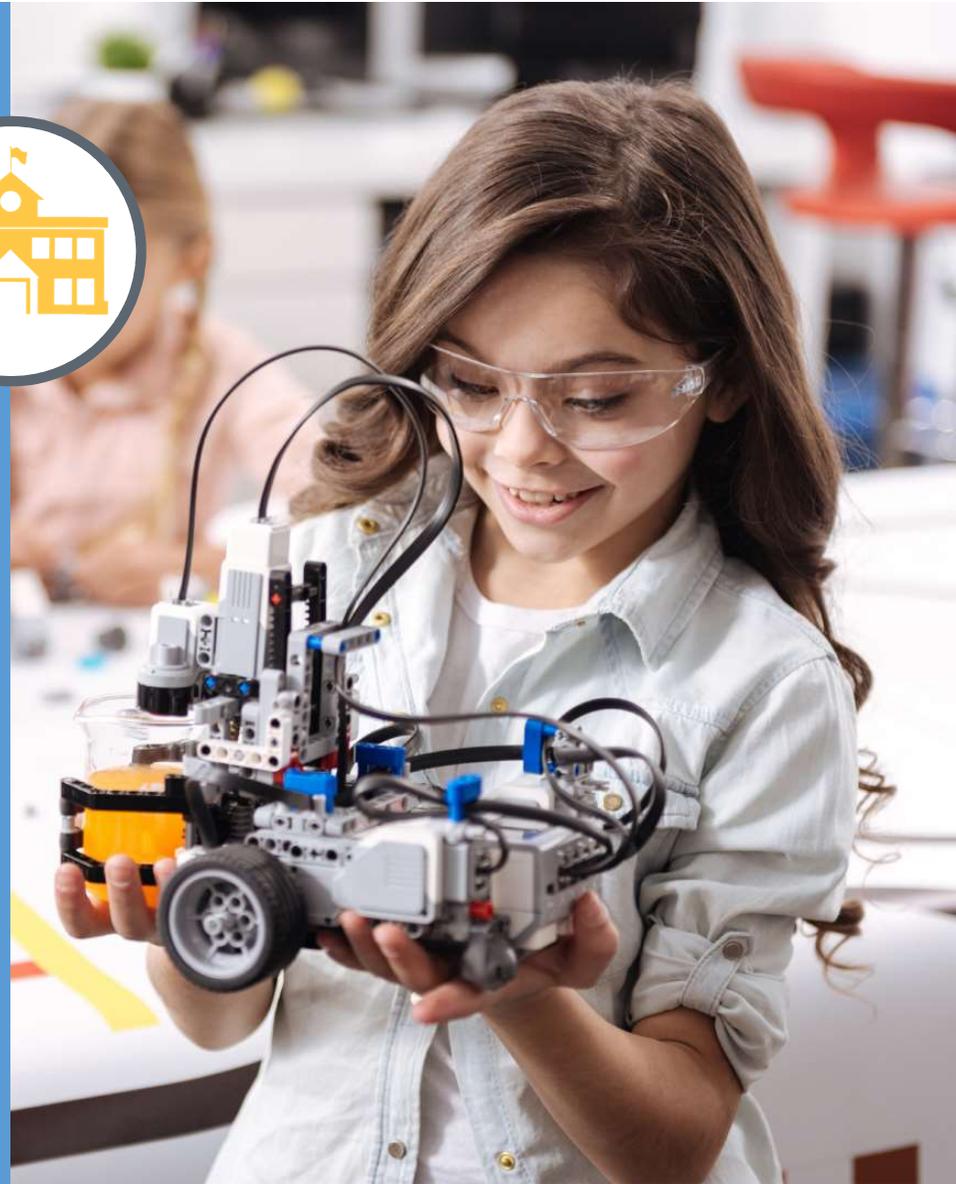


Students will read at grade level by the end of third grade.

SCHOOLS
IMPROVING

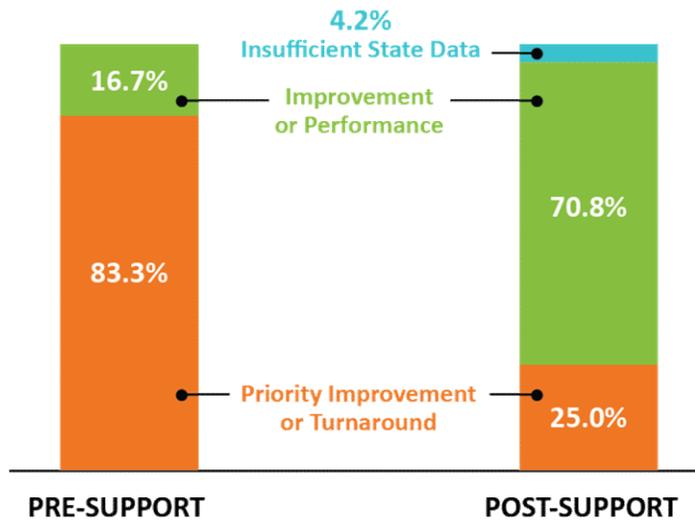
55%

of schools came off the
accountability clock
in 2017.

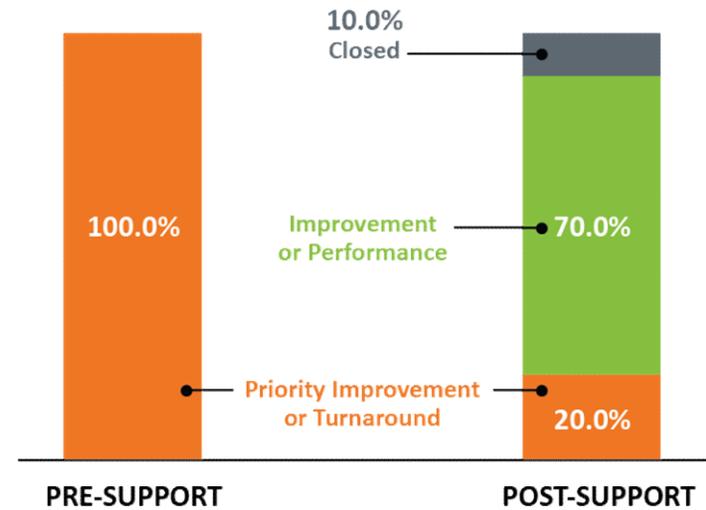


School Support Outcomes

Turnaround Network Cohorts 1 and 2



Connect for Success Cohort 1



Accountability Clock from 2010 to 2018

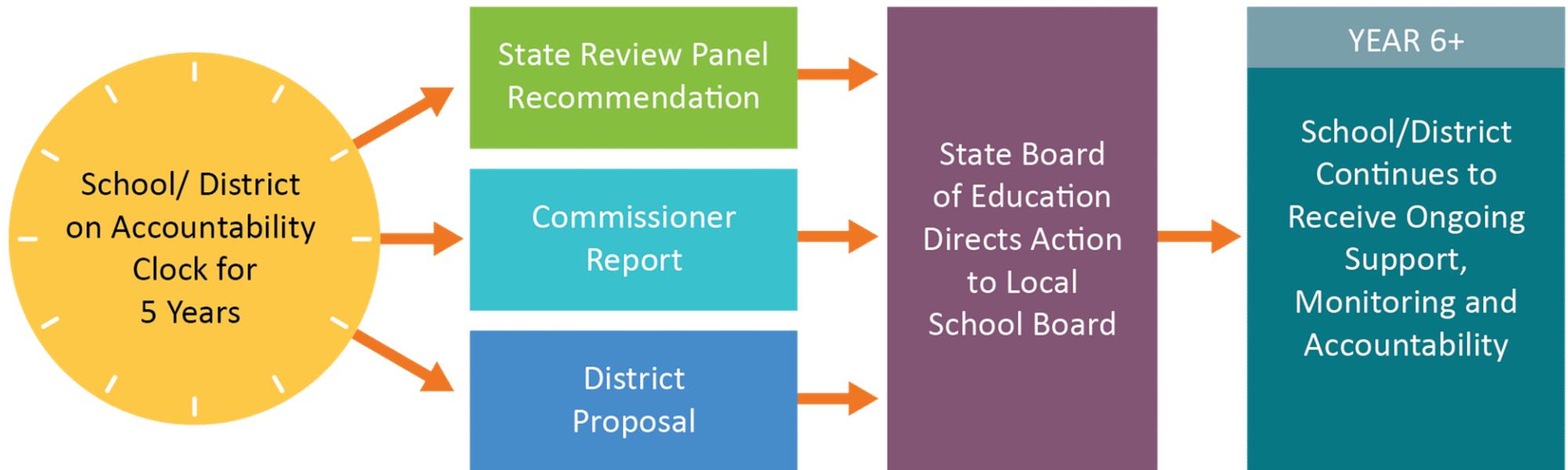
DISTRICT NAME	2010	2011	2010	2013	2014	2016	2017	2018
Adams County 14	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8
Aguilar Reorganized 6	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	YEAR 8
Westminster 50	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6	YEAR 7	
Montezuma-Cortez Re-1	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6		YEAR 1
Julesburg Re-1	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6		
Ignacio 11 JT	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5		YEAR 1	
Pueblo City 60	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5			
Sheridan 2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5			YEAR 1
Karval Re-23	YEAR 2	YEAR 3	YEAR 4	YEAR 5			YEAR 1	
Vilas Re-5	YEAR 2	YEAR 3	YEAR 4	YEAR 5				
Rocky Ford R-2	YEAR 1	YEAR 2	YEAR 3	YEAR 4				
Charter School Institute	YEAR 1	YEAR 2	YEAR 3					
Denver County 1	YEAR 1	YEAR 2	YEAR 3					
Englewood 1	YEAR 1	YEAR 2	YEAR 3				YEAR 1	
Mountain BOCES*	YEAR 2	YEAR 3	YEAR 4					
Huerfano Re-1	YEAR 2	YEAR 3				YEAR 1		
Center 26 JT	YEAR 2	YEAR 3						
Lake County R-1	YEAR 1		YEAR 1	YEAR 2		YEAR 1		
Branson Reorganized 82	YEAR 1		YEAR 1					
De Beque 49JT	YEAR 1							
Fort Morgan Re-3	YEAR 1							
Las Animas Re-1	YEAR 1							
Mountain Valley Re 1	YEAR 1							
South Conejos Re-10	YEAR 1						YEAR 1	

BOX COLOR INDICTES:

- OFF CLOCK
- PRIORITY/IMPROVEMENT
- TURNAROUND

*Mountain BOCES no longer authorized any schools as of the 2017-18 school year

Accountability Clock Process



Statutory Accountability Options

The State Board of Education must select one of these actions:

DISTRICT ACTIONS

(C.R.S. § 22-11-210)

District Reorganization

Management by a Public/Private Entity

Conversion to a Charter School

Innovation Status

School Closure or Revoked Charter

SCHOOL ACTIONS

(C.R.S. § 22-11-209)

Management by a Public/Private Entity

Replace charter school operator or board

Conversion to a Charter School

Innovation Status

School Closure or Revoked Charter

State Board Accountability Actions

In November 2018, the State Board reconsidered initial actions (directed in 2017) for:

The State Board directed that:

-
- Adams 14 School District and Adams City High School



Adams 14 turn over full management of the district to an external management organization.

-
- Heroes Middle School and Risley International Academy of Innovation from Pueblo City Schools



Pueblo City Schools hire an external organization to wholly manage Heroes and Risley

The orders are intended to spur dramatic improvement within Adams 14 and these two Pueblo schools, which have received the lowest ratings in the state's accountability system for eight straight years

POSTSECONDARY READINESS

85%

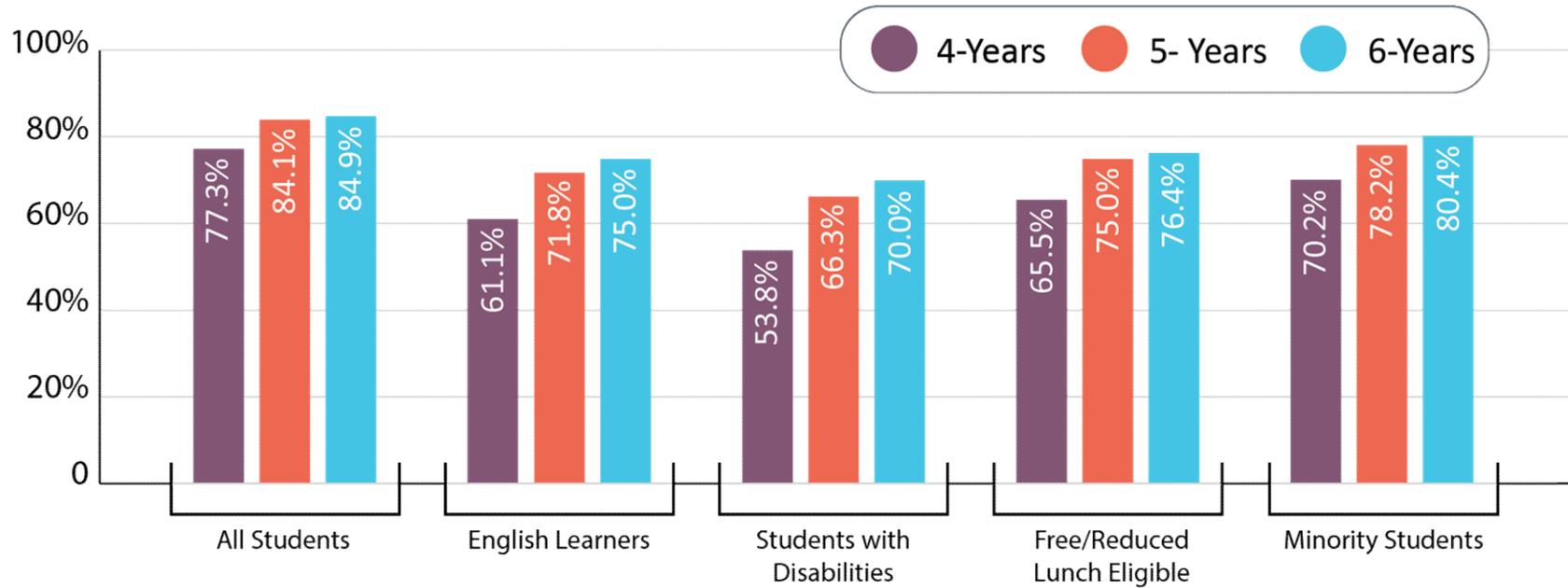
of students graduate
in six years.

(Class of 2015)



Graduation Rates for the 2015 Cohort

Four-, Five- and Six-Year Graduation Rates for the 2015 Cohort

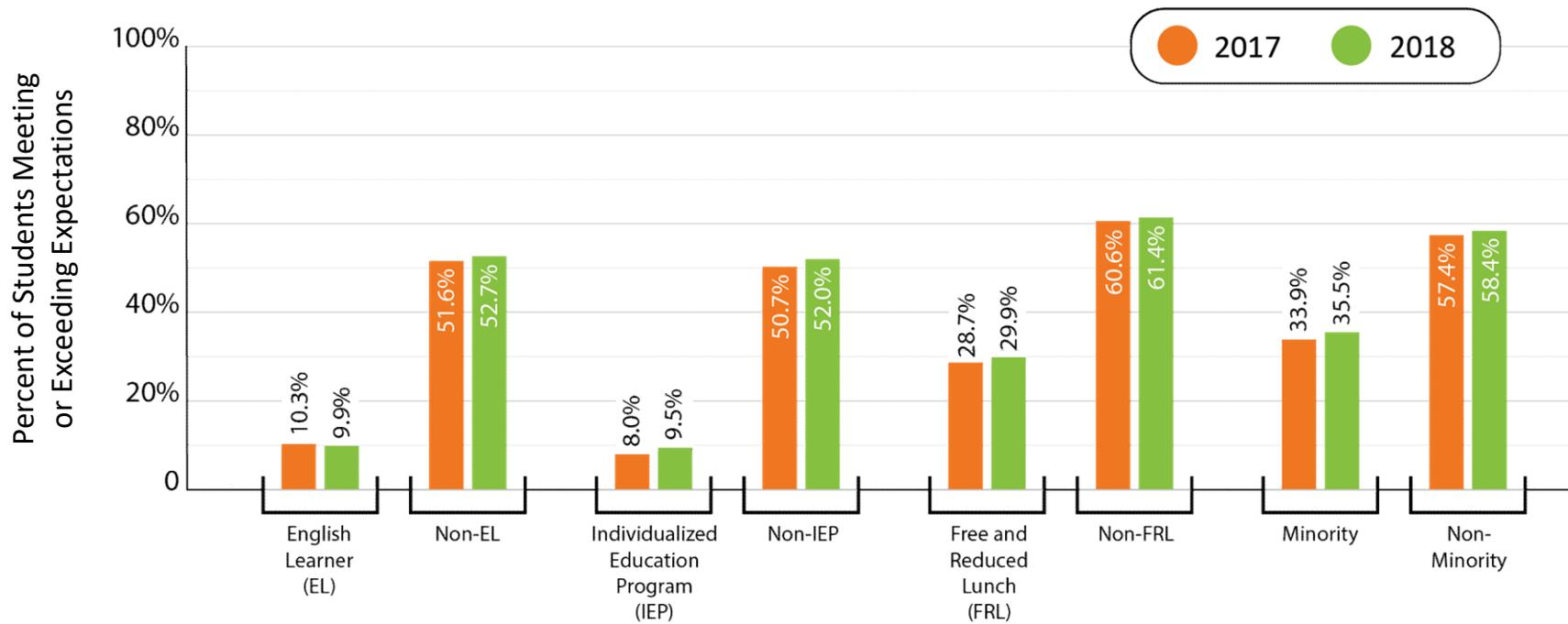


HISTORICALLY UNDERSERVED

Gaps continue
to exist between
historically underserved
students and
performance targets.



Historically Underserved Students Achieving Expectations English Language Arts – Grade 5



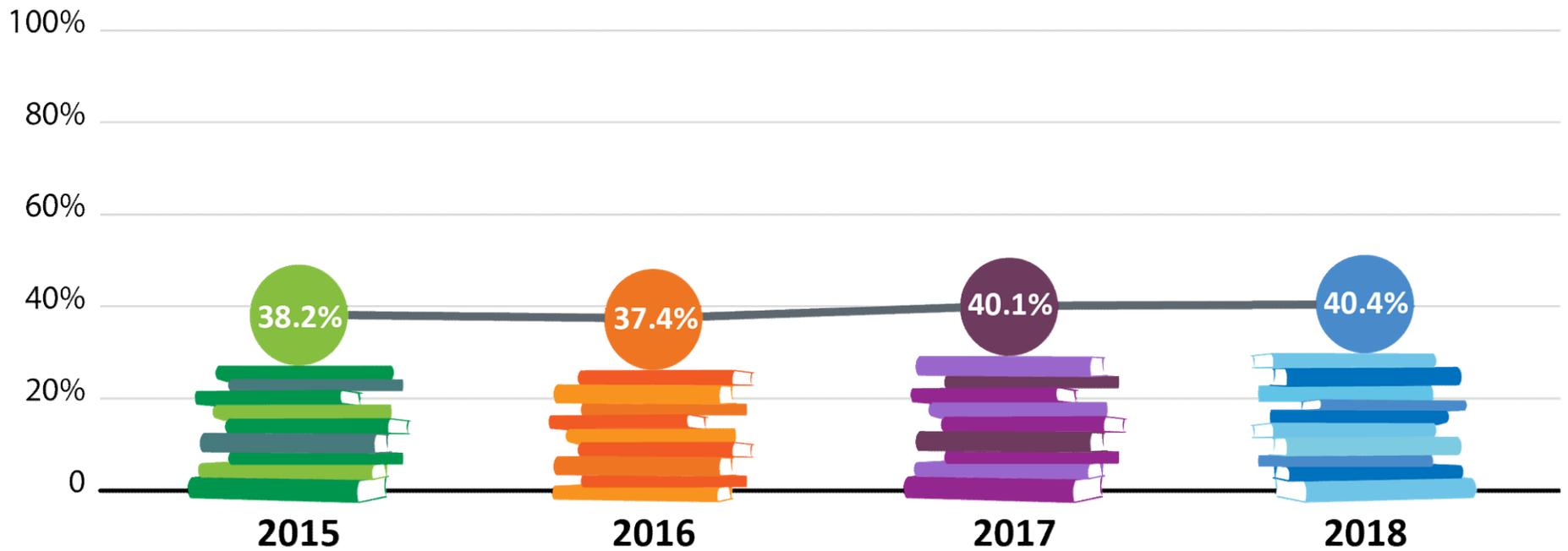
READING BY
THIRD GRADE

40%

of third graders are meeting
or exceeding expectations
in English Language Arts
in 2018.



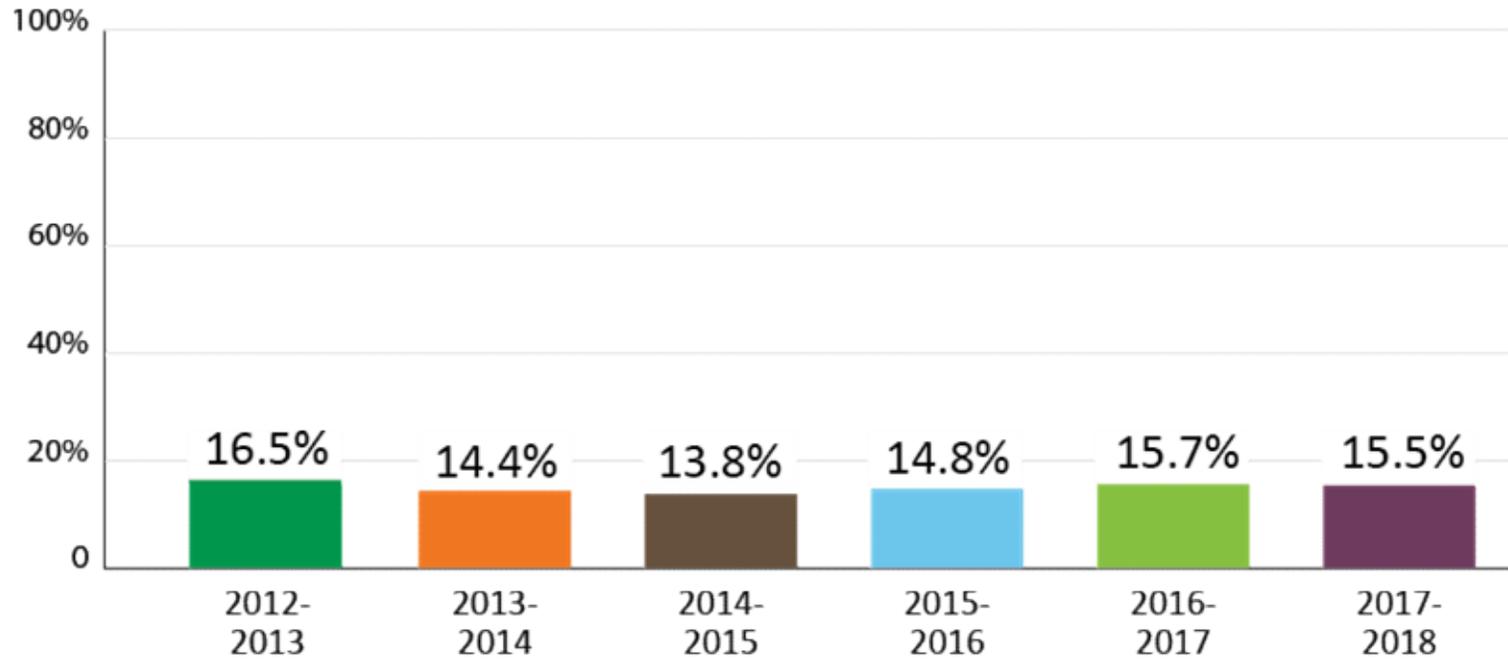
Reading by Third Grade



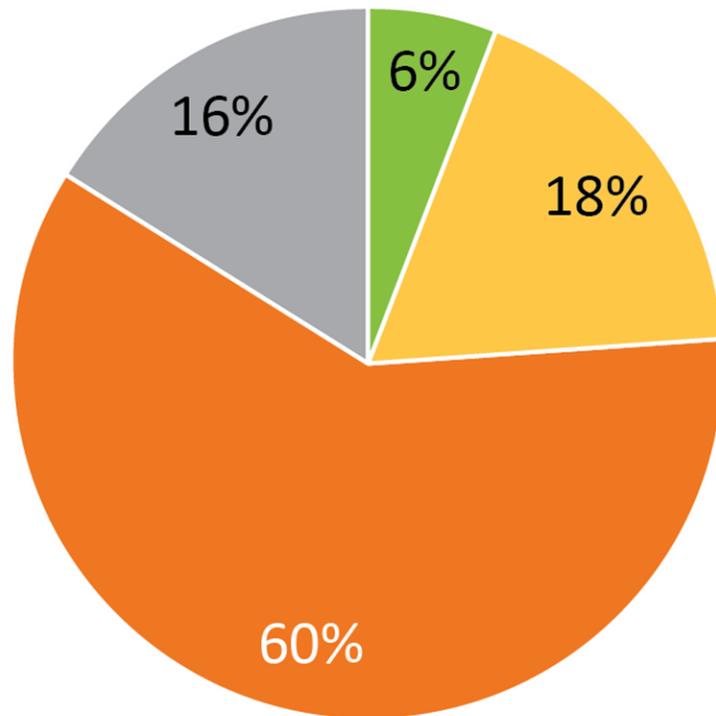
Percent of Third Graders Meeting Expectations on CMAS ELA

Significant Reading Deficiency (SRD) Rate Over Time

Percentage of K-3 Students Identified with a Significant Reading Deficiency



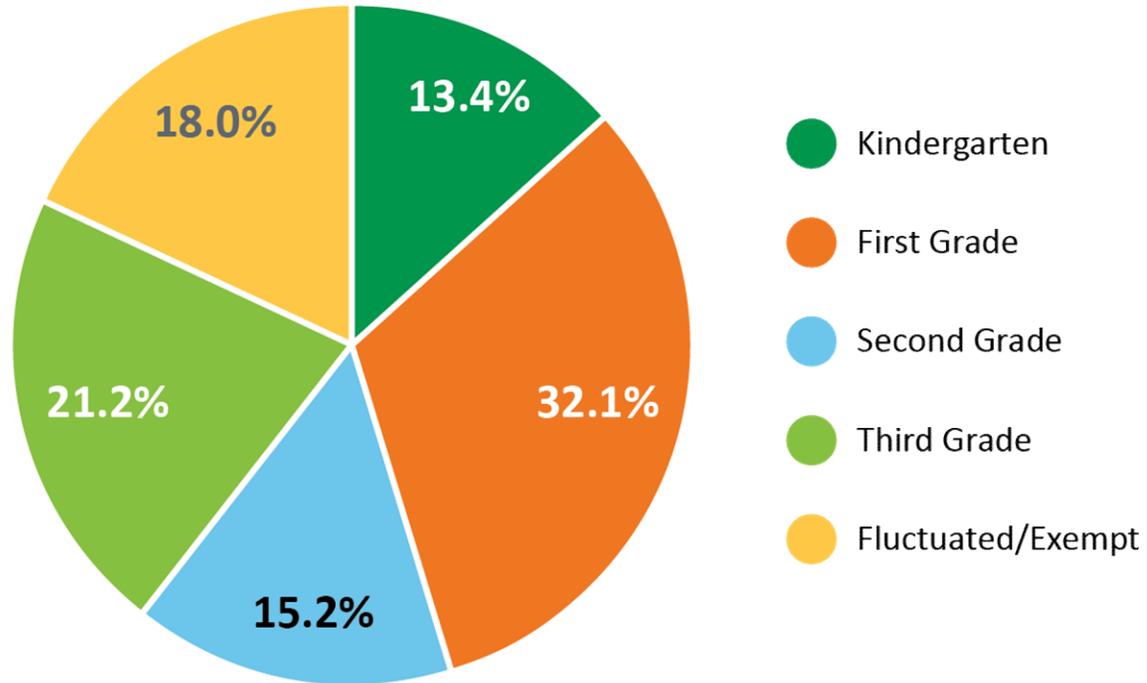
SRD Status at Third Grade of Students Identified with SRD as Kindergartners



- No Longer Identified as SRD or on a READ Plan
- On a READ Plan but No Longer Identified with an SRD
- Still identified with an SRD
- Exempt or Inaccurate/Missing Data

Grade Level of Initial Identification of SRD

First Identification of SRD for 2017-18 – Third Grade Cohort



Important Findings Related to Students With Disabilities

In 2018, 15.5% of kindergarten through third-grade students were identified with an SRD.

49.6% of these students were identified with a disability.

60% of these students were identified with a specific learning disability, including dyslexia

Our Strategic Performance Plan



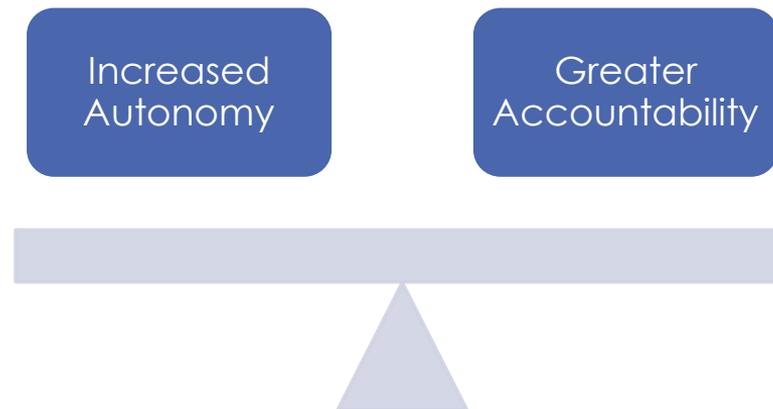
R6 Mill Levy Equalization Fund Budget Request

DR. TERRY CROY LEWIS, EXECUTIVE DIRECTOR

What is the Charter School Institute (CSI)?

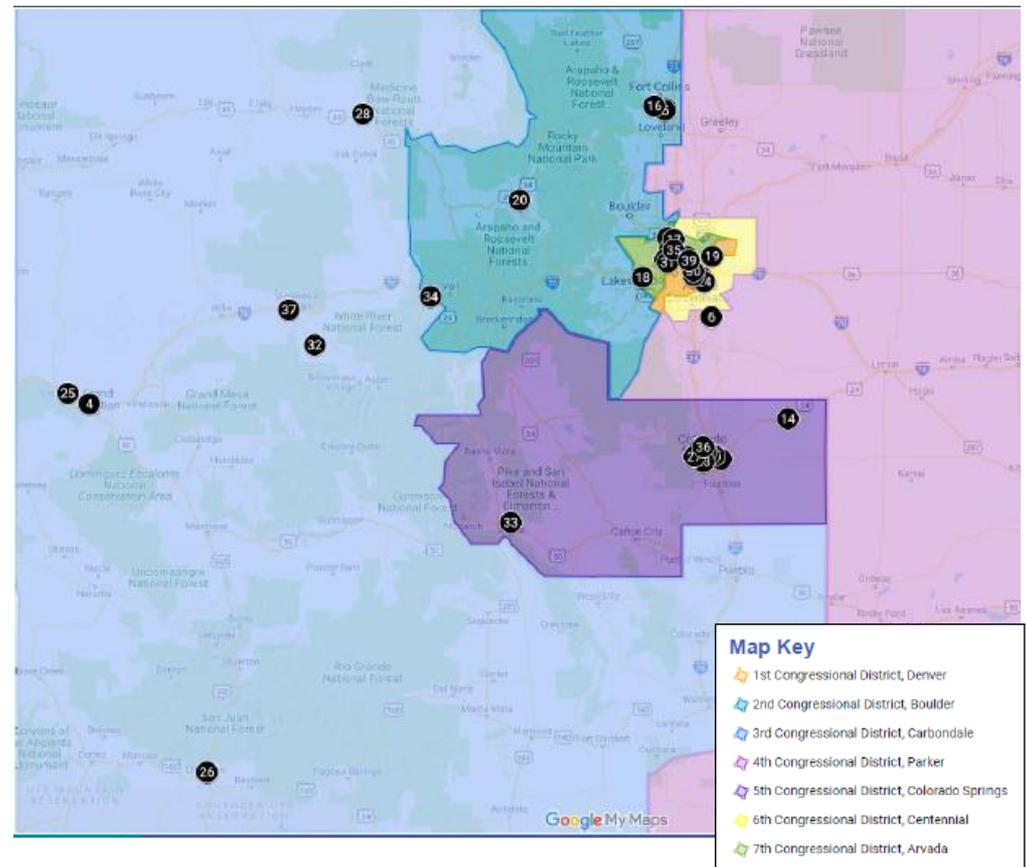
In 2004, the General Assembly adopted the Charter School Institute Act.

The role of charter authorizers (district and CSI):

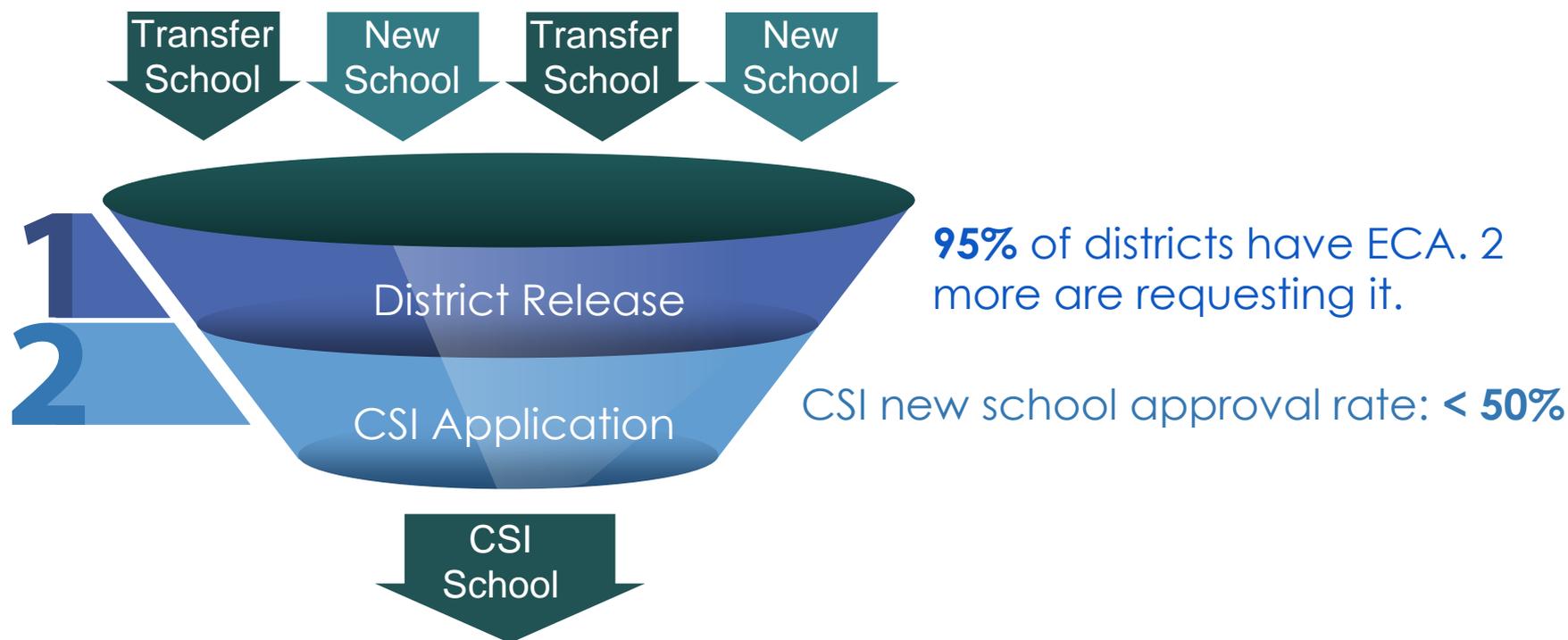


CSI's Portfolio At-A-Glance

- ▶ 39 schools
- ▶ 18,000 students
- ▶ 30 to 2,000 students/school
- ▶ 19 towns/cities
- ▶ 14 educational models



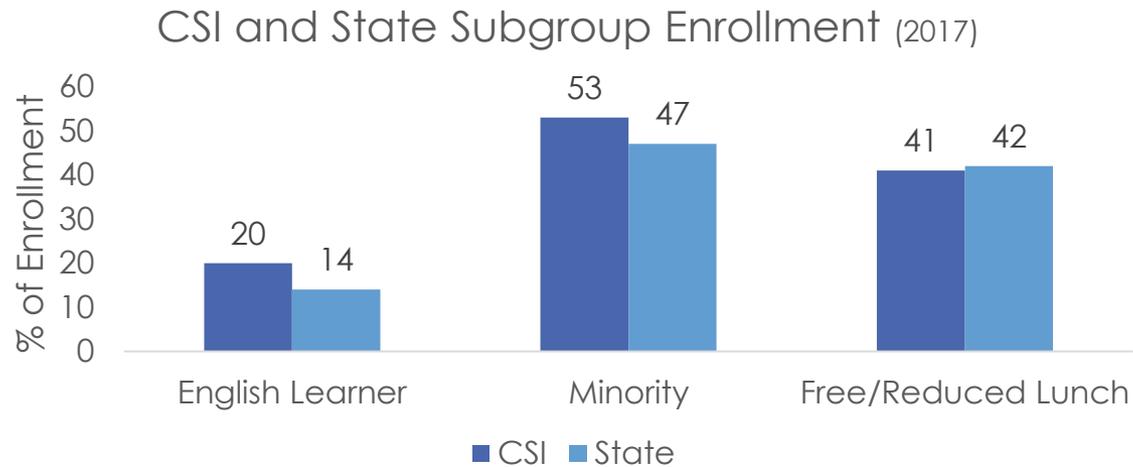
How are charter schools authorized by CSI?



Our Mission

Foster high-quality, **high-performing** charter schools with a particular focus on service to **at-risk students**.

We serve at-risk students.

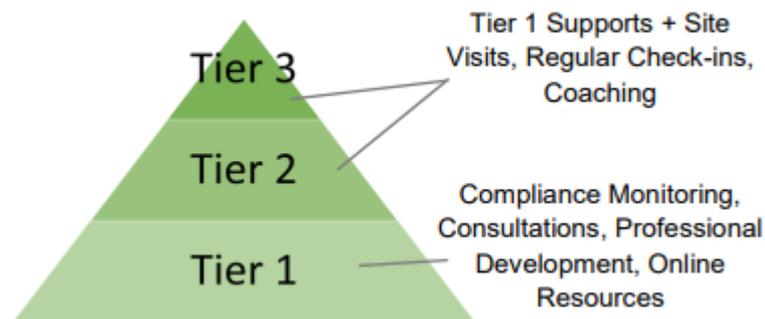


We continue to focus on access and equity.

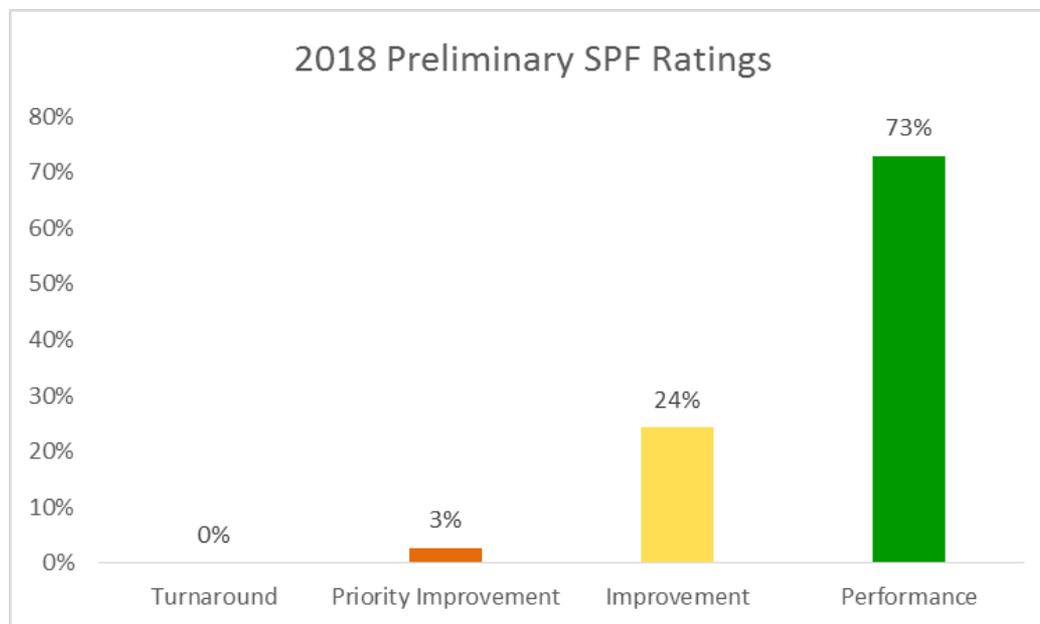
Student Screener

SPED	504	ELL	GT
Enrollment			
Stability			
Growth			
Graduation (HS)			
Discipline			
Compliance			

Tiers of Support



We seek to serve all students well.



Budget Request

R6 CSI MILL LEVY EQUALIZATION FUND

Every public school student
deserves equal access to
public resources.



Students from Montessori del Mundo (Aurora)

What's the Disparity?

Students attending CSI schools lack access to over \$6.8B in public resources.

Public Funding Source	State Aggregate Amount	Average Per Pupil Amount
Mill Levy Override	\$1.2 B	\$ 1,463
Bond Redemption Mills	\$2.5 B	\$ 2,966
Federal Forest Funds	\$1.5 M	\$ 3.04
Federal Mineral Lease Funds	\$1.6 M	\$ 6.98
Total Estimated Inequity	\$6.8 B	\$ 4,439

The MLO Disparity

FY20 Request

Traditional School



**District-Authorized
Charter School**



**CSI-Authorized
Charter School**



[FY19 Request ~ \$311/student]

Our Request

Take another step toward funding equity by granting students in CSI schools access to greater levels of MLO funding.



Students at New Legacy Charter School and their children.