



**Education Policy Transition Committee: ANNOTATED APPENDIX**

*The following annotated list of studies, reports, and recommendations have been provided to demonstrate the wealth of research and analysis that has already been performed by a variety of legislated and appointed committees, stakeholder groups, and researchers around school funding and regionalization.*

**Funding**

Resource & Link	Contents	Publication Year
<a href="#">Task Force to Study State Education Funding - Final Report (PDF Version)</a>	<p>The final report for the State of Connecticut’s Task Force to Study State Education Funding features recommendations to address problems with the Education Cost Sharing (ECS) grant formula, which distributes the largest share of state education aid to towns, and certain other major state education grants. The final recommendations build on interim recommendations to (1) support efforts to increase and make more predictable ECS funding; (2) update and improve the ECS formula; (3) support equitable funding for school choice programs, including interdistrict magnet schools and regional agriscience technology centers; and (4) explore fairer and more reasonable approaches to funding services for students with special educational needs. Due to the state's budget constraints, the Task Force offered its recommendations without a specific recommendation for more ECS funding.</p>	2013
<a href="#">OFA Fact Sheet: ECS Formula Beginning in FY19</a>	<p>This fact sheet from the Connecticut General Assembly's Office of Fiscal Analysis details the revised Education Cost Sharing formula, which was passed in October 2017 as part of the bipartisan biennial budget and began being implemented in fiscal year 2019. The ECS formula is the formula the state legislature has established to distribute approximately \$2 billion in state education funding to local public school districts. Under the new formula, a</p>	2018

	district's full funding is to be phased in over 10 years.	
<a href="#">OFA Infographic: The ECS Formula</a>	This infographic from the Connecticut General Assembly's Office of Fiscal Analysis illustrates the workings of the revised Education Cost Sharing formula, which was passed in October 2017 as part of the bipartisan biennial budget and began being implemented in fiscal year 2019. The ECS formula is the formula the state legislature has established to distribute approximately \$2 billion in state education funding to local public school districts.	2018
OLR Issue Briefs: Education Cost Sharing Grant Formula <a href="#">November 2018</a> <a href="#">February 2017</a>	These issue briefs from the Connecticut General Assembly's Office of Legislative Research examine the Education Cost Sharing (ECS) grant, its legislative history, and its basic structure.	2017 2018
<a href="#">OLR Research Report: Comparison of Charter, Magnet, Agricultural Science Centers, and Technical High Schools</a>	Research report from the Connecticut General Assembly's nonpartisan Office of Legislative Research that compares Connecticut's laws and funding for four types of public schools: charter schools, interdistrict magnet schools, regional agricultural science and technology education centers ("agri-science centers"), and technical high schools.	2018
<a href="#">2017 Changes to the Education Cost Sharing (ECS) Formula</a>	Research report from the Connecticut General Assembly's nonpartisan Office of Legislative Research that describes the changes made in Conn. Acts 17-2 (June Special Session) to the formula for the Education Cost Sharing (ECS) grant.	2017
<a href="#">Public Education Funding Mechanisms in Other States</a>	This research report from the Connecticut General Assembly's Office of Legislative Research examines funding formulas for public education used by other states, and provides several examples. The report uses research from the Education Commission of the States, a nonpartisan organization created by states to track state policy trends, translate academic research, and provide unbiased evidence about education topics. According to the Commission, there are three primary types of public education funding formulas: (1) foundation programs, (2) resource allocation systems, and (3) a hybrid of the two.	2017
<a href="#">School Finance Reform</a>	This working paper studies the impacts of post-1990	2016

<a href="#">and the Distribution of Student Achievement</a>	<p>school finance reforms on gaps in spending and achievement between high-income and low-income school districts. The working paper finds reform events—court orders and legislative reforms—led to sharp, immediate, and sustained increases in absolute and relative spending in low-income school districts. Using representative samples from the National Assessment of Educational Progress, the paper also finds reforms caused gradual increases in the relative achievement of students in low-income school districts.</p>	
<a href="#">School Funding: Do Poor Kids Get Their Fair Share?</a>	<p>This feature article from the Urban Institute examines how states are using school finance formulas to allocate additional state dollars to low-income students who research has shown need additional resources to learn at similar levels to their non-need peers. The Urban Institute feature asks the question "Where is education funding progressive?" and looks at state, local, and federal funding to determine whether or not a state's school finance system is progressive, meaning most of the state's education aid is going to low-income students.</p>	2017
<a href="#">The Property Tax – School Funding Dilemma</a>	<p>The report includes a comprehensive review of recent research on both the property tax and school funding, and summarizes case studies of seven states—California, Massachusetts, Michigan, New Hampshire, New Jersey, Ohio, and Texas, the majority of them heavily reliant on property tax revenues to fund schools. One objective of the report is to provide information helpful to state policy makers and others who are grappling with the twin challenges of court mandates regarding school funding and constituent pressure to lower property taxes. Another objective is to correct some common misconceptions through a critical analysis of nine myths regarding school funding litigation, property tax characteristics, and the state role in funding education.</p>	2007
<a href="#">OLR and OFA Research Report: Education Cost Sharing Grants</a>	<p>Joint research report from the Connecticut General Assembly's nonpartisan Office of Legislative Research and Office of Fiscal Analysis that provides a history of the Education Cost Sharing (ECS) formula and describes how it has worked.</p>	2016

<a href="#">PreK-12 Public Education: How Massive Underfunding Threatens Connecticut's Social and Economic Future</a>	<p>In preparation for the 2016 elections, the Connecticut Conference of Municipalities issued this candidate bulletin detailing flaws in Connecticut's school funding system and why a new formula is needed. In addition to calling for a new school funding formula, the candidate bulletin urges state policymakers to implement changes to how special education is funded.</p>	<p>2016</p>
<a href="#">Improving the Equity and Efficiency of Connecticut's State K-12 Education Funding – A Student-Based Funding Proposal</a>	<p>In its 2015 report, the Connecticut Policy Institute offers a detailed proposal for how to reform state education funding in Connecticut. The paper reviews the shortcomings of Connecticut's current funding system and lays out a detailed proposal for replacing this structure with a new funding system centered on students, not educational bureaucracies. The report also discusses how much state educational aid each municipality or district would receive under the proposal, along with the implications of tweaking different aspects of the proposal.</p>	<p>2015</p>
<a href="#">Updating the Cost of Adequacy For Connecticut: An Update of The 2005 Connecticut Adequacy Study</a>	<p>An update to the cost-adequacy study that consulting firm Augenblick, Palaich and Associates, Inc. prepared for the Connecticut Coalition for Justice in Education Funding in 2005. The update uses more recent figures to provide an estimate for the cost of providing an "adequate education" to Connecticut's students.</p>	<p>2005</p>
<a href="#">Evaluating Connecticut's Education Cost Sharing Program, School Funding &amp; Educational Resources</a>	<p>Report from Dr. Bruce Baker, Rutgers University, and Dr. Robert Bifulco, Syracuse University, examining Connecticut's Education Cost Sharing grant. The report looks at the ECS by:</p> <ul style="list-style-type: none"> <li>Assessing the ECS grant "relative to conceptions of equity that are well established in the academic literature on school finance."</li> <li>Examining the grant's distribution of state education aid across districts, and then evaluating "the extent to which equal and adequate educational opportunities are provided across school districts and children."</li> <li>Exploring disparities in specific programs and services available to students in districts with low</li> </ul>	<p>2011</p>

	resource levels and low outcomes compared to students in districts with high resource levels and high outcomes.	
<a href="#">Problems with Connecticut's Education Cost Sharing Grant</a>	This Connecticut Voices for Children report examines the flaws in Connecticut's ECS formula and the challenges they present to fairly funding public schools. The report calls for Connecticut to align state aid with local need and for lawmakers to create an equitable funding system that will help achieve educational equality.	2011
<a href="#">Connecticut's Comprehensive Statewide Interdistrict Magnet School Plan</a>	In December 2016, as required by Conn. Gen. Statutes ch. 172, § 264l(b)(1), the Connecticut State Department of Education released a comprehensive statewide plan for Connecticut's interdistrict magnet schools. Along with providing an overview of Connecticut's interdistrict magnet schools and examining the State's interdistrict magnet program, the plan, which was submitted to the Connecticut General Assembly, included data and information about the challenges and future of interdistrict magnet schools in Connecticut, and highlighted recommendations for practice, policy, and research.	2016
<a href="#">Regional Educational Service Center (RESC) Special Education Funding Working Group Committee - Draft Recommendations</a>	PA15 5 JSS, Sec 274 established a regional educational service center special education funding working group. The working group was required to: (1) Study the funding provided to and expenditures of regional educational service centers for the provision of special education and related services, including, but not limited to, the sources of special education funds received by regional educational service centers and the ways in which regional educational service centers use such funds to provide special education and related services, and (2) make recommendations regarding how regional educational service centers can access additional special education funding and use such funds more efficiently and in ways that expand the provision of special education services, such as transportation, training and therapeutic services.	2016

## Regionalization

Resource	Contents	Publication Year
<a href="#">K-12 Regionalization in Connecticut: Pros, Cons and Surprises</a>	<p>In an effort to get a clearer understanding of the potential educational and community impacts of school and district regionalization, the Hartford Foundation for Public Giving sponsored a comprehensive analysis of the impacts of K-12 regionalization to help inform those efforts. The literature review focuses on what is known about the effects of K-12 regionalization on education expenditures and educational achievement, based on recent empirical studies.</p>	2018
<a href="#">Municipal Opportunities &amp; Regional Efficiencies (MORE) Commission Special Education Select Working Group – Recommendations for Legislative Action</a>	<p>The Municipal Opportunities and Regional Efficiencies (MORE) Commission was created by House Speaker J. Brendan Sharkey in 2010 to work on finding solutions to issues that face Connecticut’s municipalities. The Special Education Select Working Group was formed as a sub-committee of the MORE Commission in December 2013 with the mission of determining how to provide special education in a more effective manner. The bipartisan group aims to bring together legislators, town and school officials, advocates, and citizens to address critical issues in special education. This document represents the culmination of yearlong efforts to provide the Connecticut General Assembly with a set of working recommendations for legislative action.</p>	2015
<a href="#">URSA &amp; NASA Summary of Regional Efforts</a>	<p>A document presented at the University Region Superintendents Association &amp; Northeast Region Superintendents Association legislative breakfast describing examples of cooperative efforts / shared services currently in place in Northeast Connecticut.</p>	2018
<a href="#">Municipal Opportunities &amp; Regional Efficiencies (MORE) Commission Special Education Select Working Group – Recommendations for Legislative Action</a>	<p>The Municipal Opportunities and Regional Efficiencies (MORE) Commission was created by House Speaker J. Brendan Sharkey in 2010 to work on finding solutions to issues that face Connecticut’s municipalities. The Special Education Select Working Group was formed as a sub-committee of the MORE Commission in December 2013 with the mission of determining how to provide special education in a more effective manner. The bipartisan group aims to</p>	2015

	bring together legislators, town and school officials, advocates, and citizens to address critical issues in special education. This document represents the culmination of yearlong efforts to provide the Connecticut General Assembly with a set of working recommendations for legislative action.	
<a href="#"><u>Executive Summary and Recommendations - RESC Alliance Special Education Survey</u></a>	In response to state law, the RESC developed, distributed, and analyzed a survey of special education services and programs provided in the state for the purpose of identifying the need for enhanced or new special education services and programs provided by the RESCs. This document offers a summary of the findings of that survey.	2016
<a href="#"><u>How CREC is poised to help the MORE Commission actualize their recommendations.</u></a>	A document developed by CREC in response to the MORE Commission's recommendations related to special education services.	2016
<a href="#"><u>Preston Superintendent Report</u></a>	CABE produced a report for the Preston Public Schools that summarizes the use of part-time and shared staff in CT	2015
<a href="#"><u>Regional Cooperation Impacting School Districts</u></a>	A policy brief by the Connecticut School Finance Project that outlines the CT statutes that impact a school district's ability to pursue regionalization.	2018
<a href="#"><u>The Research on District Consolidation &amp; Vermont's Recent Efforts</u></a>	This policy brief by the Connecticut School Finance Project provides a summary of the academic research on the benefits and drawbacks of state-led efforts to encourage, or require, school districts with low enrollments or density to consolidate	2017