Study of Ohio's Funding Approach for Community Schools

Prepared for the
Ohio Department of Education

By

Augenblick, Palaich and Associates, Inc.

December 28, 2022

Executive Summary

Augenblick, Palaich and Associates (APA) was contracted by the Ohio Department of Education to examine if the funding approach for community schools should be on a per-pupil or other reasonable basis as a replacement for the discontinuance of a fixed per-pupil formula amount. Community schools are no longer funded on a fixed per-pupil formula. Under the Fair School Funding Plan (FSFP) – in year two of a six-year phase-in – funding is now based on a variable per-pupil amount and the use of traditional district funding amounts to drive some components of funding.

To answer this question, the study team surveyed community schools from across the state to gain a better understanding of how equitably and how well the FSFP supports community schools and their students. This includes understanding how well the formula funds the specific characteristics of community schools including adjusting for student demographic differences. In addition, the study team sought to understand how community schools receiving additional funding through the Quality Community School Support (QCSS) Fund, which provides funding to community schools that meet certain student performance and other criteria, utilized funding to support students. The survey asked a few additional questions of these QCSS grant recipients.

Respondents were divided regarding how equitably they felt the FSFP treats community schools and the positive impact of the FSFP. In general, respondents tended to view the overall impact of the FSFP as somewhat positive, while indicating that the FSFP still treats community schools inequitably compared to traditional schools. All respondents were concerned about the individual components of the FSFP, responses on average indicated each component has a negative to neutral impact and is not meeting the needs of community school well.

As the phase-in may impact individual schools differently, some concerns about the FSFP may be mitigated as the phase-in period progresses; other concerns are likely to remain. For example, currently four of the five base cost components are computed for traditional schools based on actual size, while community schools receive statewide average funding amounts, which may create some inequity in how community schools are treated based upon their size and school characteristics. Many community schools serve a specific grade span(s), which can impact the level of resources needed to serve students, while the funding is based on average funding across all grades. Similarly, community schools are often small and may be more expensive to run on a per pupil basis. However, it is important that any potential changes to the community schools funding approach should ensure no perverse incentives are created that would encourage providers to create a number of smaller settings simply to receive more per pupil funding.

Responses from QCSS grant recipients show that the grant is often used to hire additional staff and to ensure the schools can pay staff a competitive wage. Open response comments highlighted that though the QCSS dollars are "extra" funding, schools feel the resources purchased with the funds ensure they can meet the minimum educational opportunity they need for students. The QCSS enhances

opportunities for students in the school and allows community schools to provide a sound educational experience for students. With most grant recipients reporting that QCSS funds supported basic instructional needs, it raises the question of whether these funds should be available to more community schools.

Table of Contents

Executive Summary i
Introduction 1
Overview of Community School Funding Approach 1
Overview of Quality Community School Support Fund 2
Survey Methods 3
Survey Participation 3
Findings 5
Equity of Fair School Funding Plan 5
Overall Impact of Fair School Funding Plan 7
Impact of Each Fair School Funding Plan Component 10
How Well Fair School Funding Plan Components Meet Community School Needs 12
Perceived Benefits to Community Schools from the FSFP 13
Concerns of Community Schools Related to the FSFP 13
Use of Quality Community Schools Support Grant Funds 14
Conclusions 15
Appendix A: Survey Questions 16

Introduction

Augenblick, Palaich and Associates (APA) was contracted by the Ohio Department of Education to examine if the funding approach for community schools should be on a per-pupil or other reasonable basis as a replacement for the discontinuance of a fixed per-pupil formula amount. The engagement was the result of several studies assigned to the Department by the Ohio General Assembly in Am. Sub. S.B. 310 in December 2020. Subsequent to this action, the General Assembly made significant reforms to how both traditional districts and community schools are funded through the Fair School Funding Plan (FSFP) – in year two of a six-year phase-in. Community schools are no longer funded on a fixed per-pupil formula. Funding is now based on a variable per-pupil amount and the use of traditional district funding amounts to drive some components of funding. This approach is described in more detail below.

To answer this question, the study team surveyed community schools from across the state to gain a better understanding of how well the current funding system supports community schools and their students. This includes understanding how well the formula funds the specific characteristics of community schools including adjusting for student demographic differences.

In addition, the study team sought to understand how community schools receiving additional funding through the Quality Community School Support Fund, which provides funding to community schools that meet certain student performance and other criteria, utilized funding to support students. The survey asked a few additional questions of these sites.

The study team analyzed the overall impacts of the funding system on community schools. Utilizing the demographic information provided by each respondent school, it also analyzed if the funding formula impacts community schools of different size, region, and type of students served differently.

One of the studies in Am. Sub. S.B. 310 focused on the costs associated with community e-schools, a set of 15 community schools that provide learning primarily online and that have slightly different funding than traditional community schools. Knowing that a deep study of community e-school funding had been completed, this report only focuses on traditional brick and mortar community schools.

Overview of Community School Funding Approach

Community schools are currently funded similarly to traditional school districts, with a few key differences. Similar to traditional districts, overall funding is being phased in over time; FY2023 is the second year of this phase-in. Further, like traditional districts, community schools can receive funding for[1]:

- Multiple base cost components including teachers, student support, district leadership and accountability, building leadership, and athletic co-curricular activities;

[1] https://education.ohio.gov/Topics/Finance-and-Funding/School-Payment-Reports/State-Funding-For-Schools/Community-School-Funding/FY-2020-Community-Schools-Funding-Components-1

- Student demographic adjustments for special education, disadvantaged pupils, English learners, and gifted students; and
- Additional adjustments for areas such as career technical education (CTE), transportation, and facilities.

Like traditional schools, a community school's eligibility for some of these funds is dependent on meeting certain criteria: community schools must meet a minimum standard to receive the athletic co-curricular activities funding and must provide transportation to receive transportation funding.

One of the main differences in funding between traditional districts and community schools is the calculation of base costs. For four of the five base cost components (student support, district leadership and accountability, building leadership, and athletic co-curricular activities) the statewide average per pupil amount from traditional districts is applied to each community school's student count. Traditional schools have each of these base cost components calculated based on their specific demographics, not the statewide average, and receive a district-specific funding amount. The current funding approach does not differentiate funding for community schools based on the size or structure of each community school.

Overview of Quality Community School Support Fund

The Quality Community School Support grant provides additional funding to community schools that meets one of three criteria[2]. For each of the criteria a school's sponsor must be rated "Exemplary" or "Effective" on its most recent evaluation. In addition, the criteria include:

- Criteria 1 – the school must have received a higher Performance Index Score than the district it is housed in on the two most recent Ohio School Report Cards **and** received an overall rating of four stars or better on the Value-added progress dimension on the most recent report card **and** have at least 50 percent economically disadvantaged students.
- Criteria 2 - The school is in its first year of operation or the school opened as a kindergarten school and has added one grade per year and has been in operation for fewer than four school years **and** it is replicating an eligible community school's model.
- Criteria 3 – The school contracts with an operator that operates schools in other states and has received specific funding (either a grant through the federal Charter Schools Program or funding from the Charter School Growth Fund) **or** has high quality programming in other states, has over 50 percent economically disadvantaged students, the operator is in good standing in all other states in which it operates, and the Department has determined it is strong financially.

Schools eligible for the grant receive additional per pupil funding for each of their students. Community schools receive $1,750 for economically disadvantaged students and $1,000 for other students, though funding has been prorated in recent years. Fifty-four million dollars was distributed in SY21-22 to 100

[2] https://education.ohio.gov/Topics/Community-Schools/Quality-Community-School-Support-Fund

eligible community schools serving nearly 34,000 students[3]. Schools receive the funding for the year in which they qualify and two subsequent fiscal years and may renew the grant under criteria one.

Survey Methods

The survey included a series of questions for all community schools, and an additional series of questions for community schools that were recipients of the Quality Community Schools Support (QCSS) grant.

Question areas for all community schools included:

1. How equitably are community schools treated under the new funding formula compared to traditional schools
2. Overall impact of the changes to school funding that were made last year under the Fair School Funding Plan on community schools
3. Impact of the current approach to phasing in each of the components had on community schools
4. How well the state's approach to calculating the specific components of the funding formula for community schools meets the needs of these schools based on their actual demographics and context
5. Benefits for community schools from the new funding formula and its specific components
6. Concerns about the new funding formula and its specific components for community schools

Additional question areas for QCSS grant recipients were:

1. How these schools use Quality Community Schools Support grant funds
2. The greatest impact of the Quality Community Schools Support grant on these schools

The survey was distributed by ODE and respondents had a week to take the survey using an online link.

Survey Participation

Overall, 127 community school representatives participated in the survey, with 72 survey participants completing all questions available to them. Table 1 below presents information about the schools that completed the survey, including school size, region, and whether the school has a dropout prevention and recovery designation, was a QCSS grant reception, and if the school offered transportation.

[3] Funding under the program was prorated to stay within the available appropriation.

Table 1. Survey Participation

	Number of Survey Respondents	Percentage of Survey Respondents
School Enrollment *(n=71)*		
Less than 100 students	10	14%
100- 249 students	18	25%
250-500	18	25%
500-749	14	20%
750-999	4	6%
1,000 or more students	7	10%
Grade Span(s) Served *(n=71)*		
Elementary School (P/K-5/6)	43	61%
Middle School (6-8)	41	58%
High School (9-12)	33	46%
Region *(n=70)*		
Central	20	29%
Northeast	27	39%
Northwest	10	14%
Southeast	0	0%
Southwest	13	19%
Dropout Prevention and Recovery School *(n=70)*		
Yes	23	35%
No	48	65%
Grant Recipient *(n=67)*		
Yes	20	31%
No	47	69%
Offer Transportation *(n=72)*		
Yes	41	57%
No	31	43%

Note: not every respondent who completed the survey answered every question, so question totals (n) range from 67-72 respondents. Also, community schools may serve more than one grade span.

Table 2 below provides some information about the demographics of the schools represented by survey respondents.

Table 2. Demographics of Survey Participants' Schools

	Average for Survey Respondents
Free and Reduced-Price Lunch	76%
English Learners	14%
Special Education	23%
Career and Technical Education	15%

Overall, survey respondents represented schools with higher-than-average need, including the schools having on average 76% economically disadvantaged students (as measured by free and reduced-price lunch eligibility), 14 percent English learners, and 23 percent receiving special education services. On

average the schools had 15 percent of students in career and technical education; looking at just schools that had any CTE students the average was 38 percent.

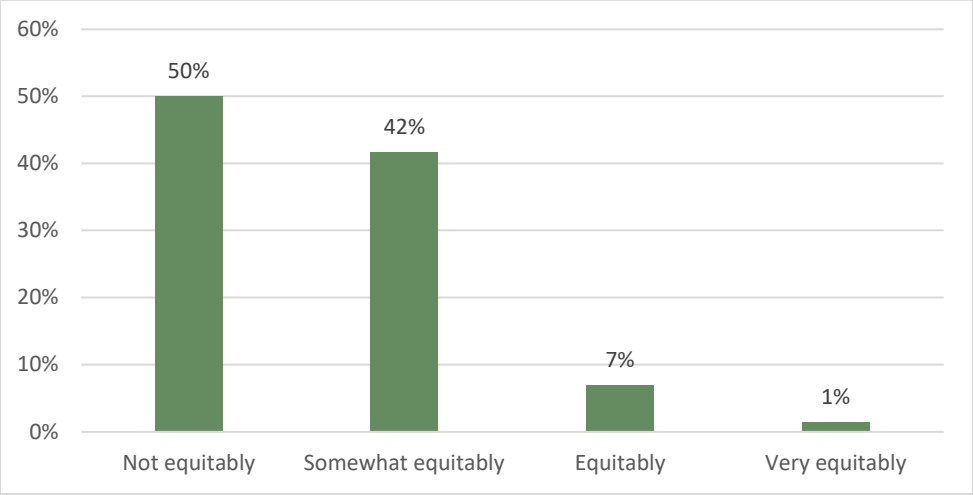
Findings

Equity of Fair School Funding Plan

All Community Schools

All respondents were first asked how equitably community schools are treated under the Fair School Funding Plan (FSFP) compared to traditional schools, as shown in Figure 1 below.

Figure 1: How Equitably are Community Schools Treated Compared to Traditional Schools by the Fair School Funding Plan *(n=72)*



Half of respondents felt that the Fair School Funding Plan did not treat community schools equitably as compared to traditional schools, while 42 percent of respondents said it treated community schools somewhat equitably and the remaining 8 percent said it treated community schools equitably or very equitably.

Comparison by Types of Community Schools

The study team also compared responses by different types of schools based upon whether the respondent represented a small school of less than 250 students or a larger school, a dropout prevention and recovery (DOPR) school or a non-DOPR school, and QCSS grant recipient or a school that does not receive the QCSS grant.

Responses for both small schools and DOPR schools were similar to their counterparts (within 5 percentage points) as shown in Figures 2 and 3, but responses were noticeably different for schools based upon whether they received a QCSS grant or not, as shown in Figure 4.

Figure 2. Comparison of Responses between Small Schools (less than 250 students) and Larger Schools

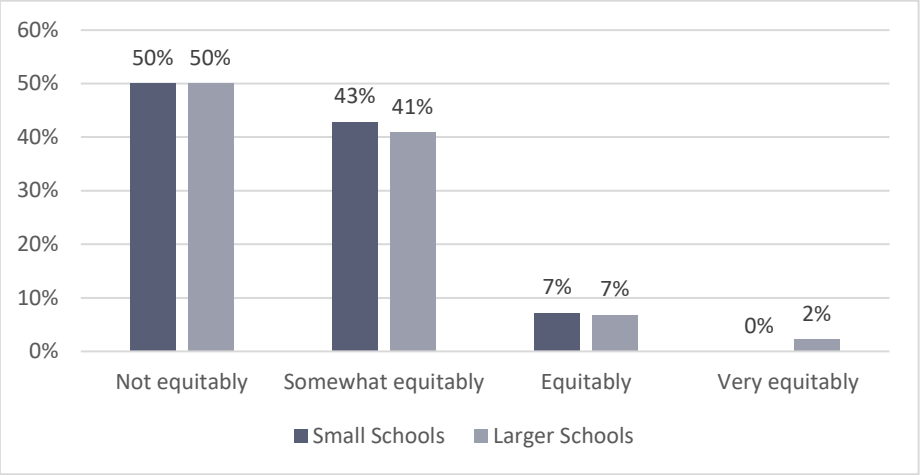


Figure 3. Comparison of Responses between DOPR Schools and Non-DOPR Schools

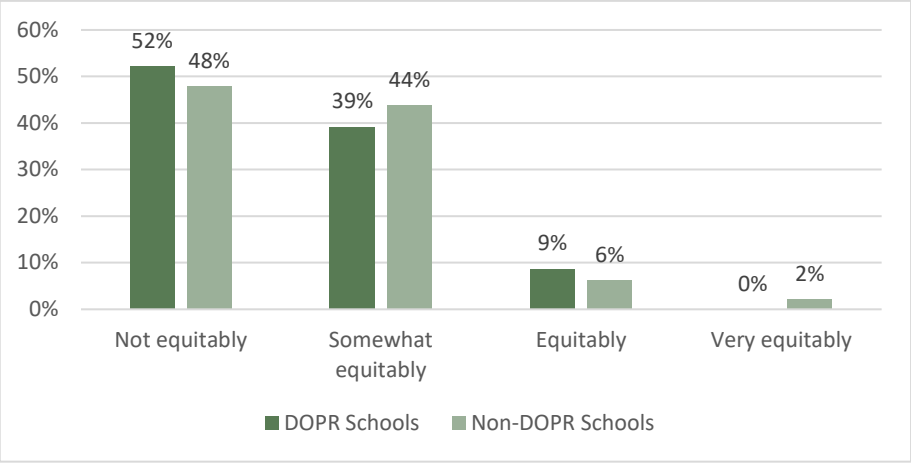
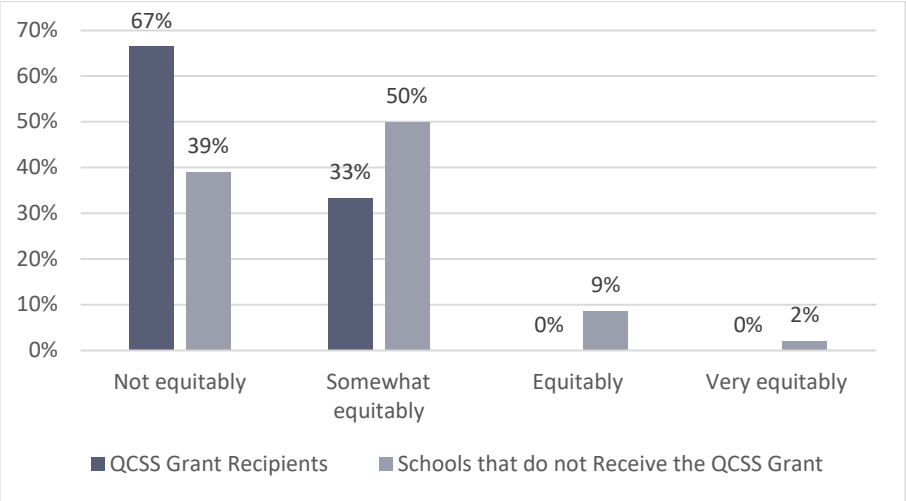


Figure 4. Comparison of Responses between QCSS Grant Recipients and Schools that do not Receive the QCSS Grant



QCSS grant recipients were much more likely to report that the FSFP did not treat community schools equitably (67 percent) than non-grant recipients (39 percent). No QCSS grant recipients said that the FSFP treated community schools equitably or very equitably, while 11 percent of non-grant recipients did.

Overall Impact of Fair School Funding Plan

Respondents were asked whether the impact of the FSFP on community schools was positive, negative, or if its impact was neutral. Respondents could rank the impact on a 7-point scale from very positive to very negative.

All Community Schools

Figure 5. Overall Impact of the Fair School Funding Plan *(n=70)*

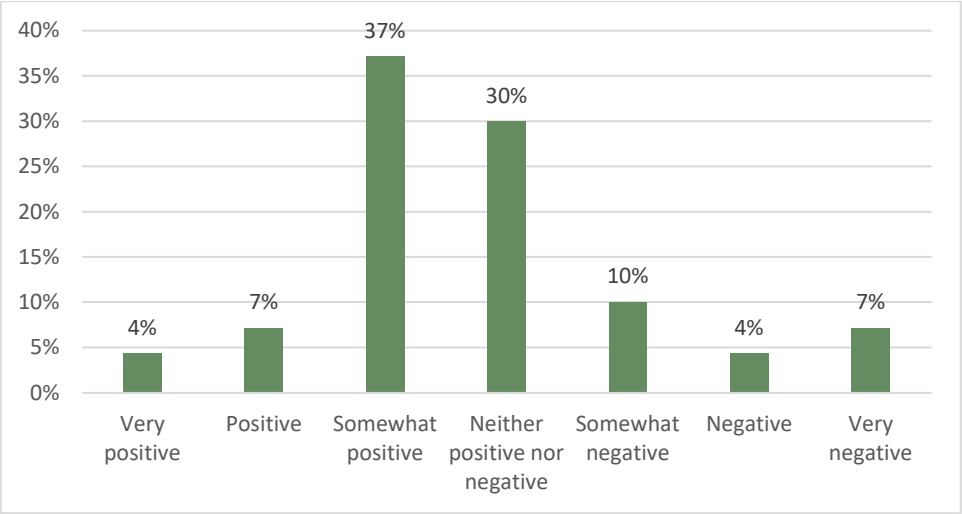


Figure 5 shows that survey responses about the overall impact of the FSFP on community schools skewed positive, with 37 percent indicating that it had a somewhat positive impact, 7 percent indicating the impact was positive, and 4 percent indicating that the impact was very positive. Thirty percent of respondents felt the impact of the FSFP was neither positive nor negative. A smaller percentage of respondents said that the impact was negative, from somewhat negative (10 percent) to negative (4 percent), or very negative (7 percent).

Figure 6 presents the same responses from all community schools shown in Figure 5 but collapses the responses into three broader categories of positive (somewhat positive to very positive impact), neutral (neither positive nor negative impact), or negative (somewhat to very negative impact).

Figure 6. Overall Impact of the Fair School Funding Plan, Collapsed into Three Categories *(n=70)*

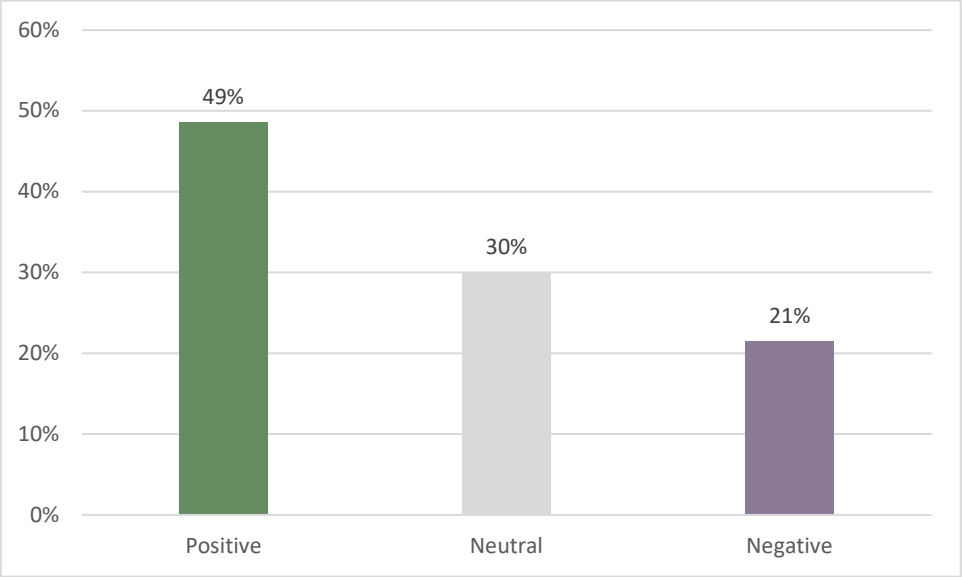


Figure 6 more clearly presents this positive skew, showing that when responses are collapsed into three categories, 49 percent of respondents thought the FSFP has had a (somewhat to very) positive impact[4], while thirty percent of survey respondents said the impact of the FSFP was neutral (neither positive nor negative). Twenty-one percent of respondents said the impact of the FSFP was (somewhat to very) negative.

Comparison by Types of Community Schools

Similar to Figure 6 that considered all community school responses, Figures 7, 8, and 9 present responses regarding the overall impact of the FSFP on community schools collapsed into positive, negative and neutral categories. These responses are then compared between (1) small schools and larger schools, (2) DOPR and non-DOPR schools, and (3) QCSS grant recipients and schools that do not receive the QCSS grant.

Figure 7 shows that small schools were far more likely to find the implementation of the FSFP to be positive than non-small schools, and far less likely to believe it had a negative impact. As seen in Figure 8, DOPR schools on the other hand, were much less likely to believe the FSFP implementation was positive but also far more likely to be neutral on its implementation. Figure 9 shows that QCSS grant recipients generally had the highest rates of positive feedback on the FSFP with low neutral and negative rankings.

[4] Note, due to rounding, when the responses for the positive responses (37 percent= somewhat positive impact, 7 percent= positive impact and 4 percent= very positive impact) are added up they equal 49 percent, not 48 percent.

Figure 7. Comparison of Responses between Small Schools (less than 250 students) and Larger Schools

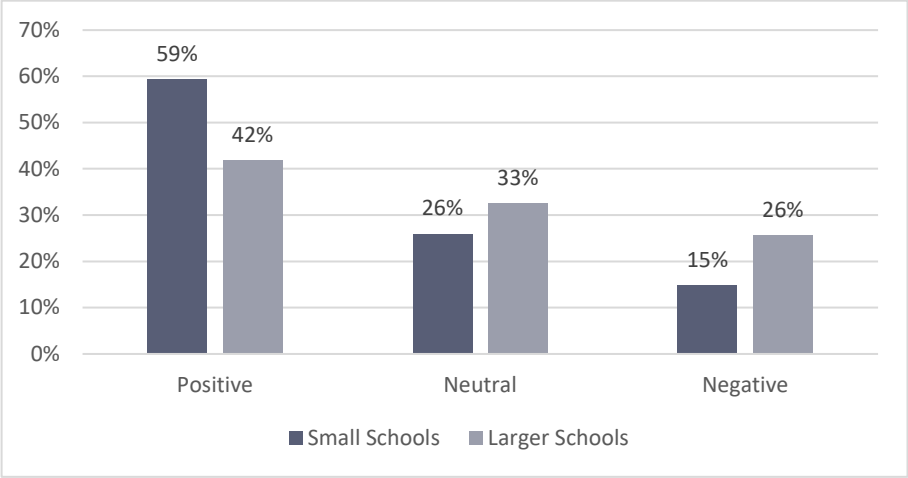


Figure 8. Comparison of Responses between DOPR Schools and Non-DOPR Schools

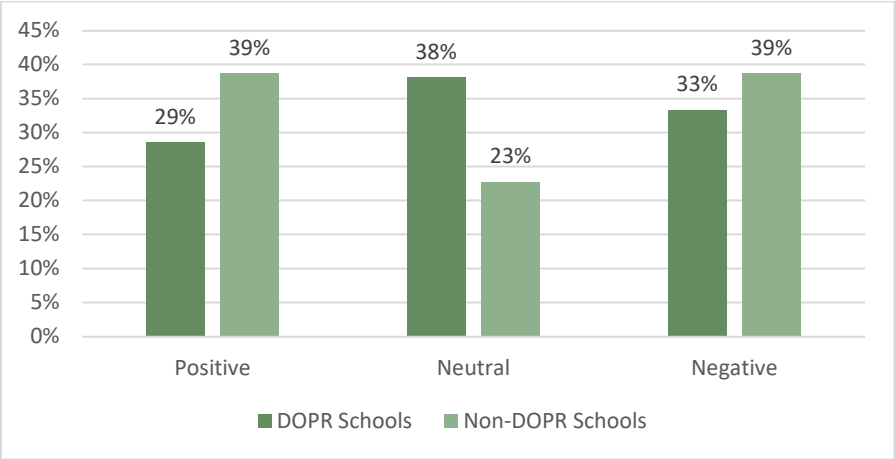
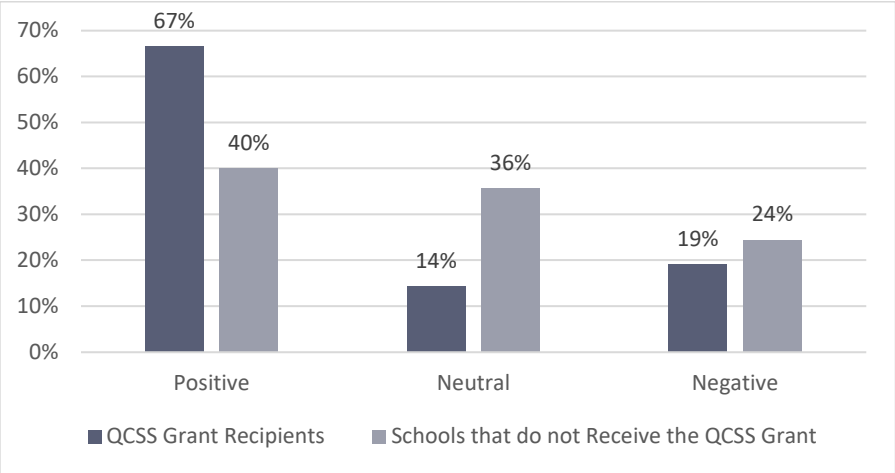


Figure 9. Comparison of Responses between QCSS Grant Recipients and Schools that do not Receive the QCSS Grant

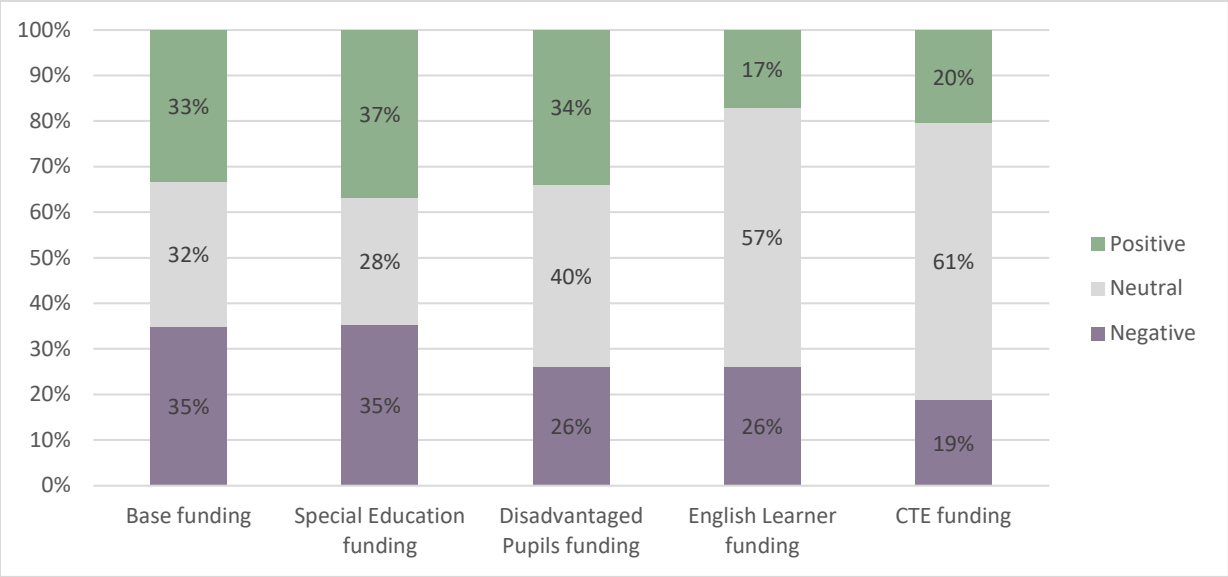


Impact of Each Fair School Funding Plan Component

After ranking the overall impact of the FSFP, respondents were asked to rank the impact of each component of the plan on community schools. This included the base, special education, disadvantaged pupils, English learner, and CTE funding.

All Community Schools

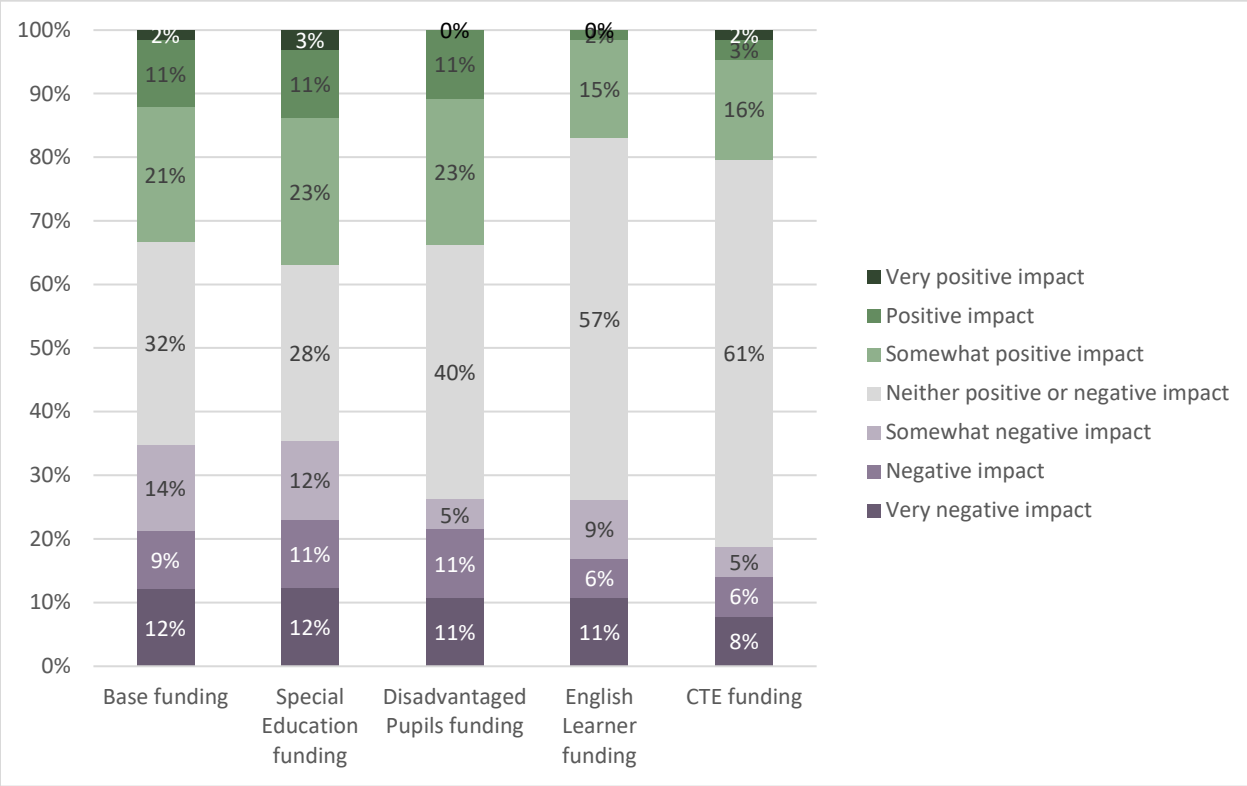
Figure 10. Impact of Each Component, Collapsed into Three Categories *(n=70)*



Although nearly 50 percent of respondents said the FSFP had a positive impact (shown in Figure 6), Figure 10 shows a majority of respondents did not rate the impact of any individual component as positive. In fact, only about a third of respondents found base, special education, and disadvantaged pupils funding as having a positive impact. Twenty percent or less found English learner and CTE funding as having a positive impact; around 60 percent of respondents identified both of those funding streams as having a neutral impact. The highest negative impact rankings were for base and special education funding, in each case the negative rankings were similar in size to the positive rankings.

When looking at the detailed responses, shown in Figure 11, once again the majority of positive responses fell into the somewhat positive category, with very small percentages of very positive responses. Negative responses were more evenly distributed, but very negative was always either the highest or tied for the highest negative response.

Figure 11. Impact of Each Component, Detail *(n=70)*



Comparison by Types of Community Schools

To allow for an easier comparison across the different types of community schools for each component, the following Table 3 presents the average response as a numeric value. Values were assigned to the 7-point scale ranging from 1 which indicates a response of "very negative impact" to 7 which is "very positive impact." The midpoint response of "neither positive no negative impact" is a value of 4. Average values below 4 would therefore indicate on average responses were negative, while an average above 4 would indicate that on average responses were positive. When comparing responses by types of schools, average responses that differed by 0.3 or more are **bolded.**

Table 3. Impact of Each Component, by School Type

	Small School		DOPR		QSS Grant Recipient	
	Yes	No	Yes	No	Yes	No
Base funding	**4.2**	**3.5**	3.6	3.9	**3.5**	**3.9**
Special Education funding	3.9	3.8	4.0	3.8	3.9	3.8
Disadvantaged Pupils funding	**4.0**	**3.7**	3.7	3.9	**3.6**	**4.0**
English Learner funding	**3.9**	**3.5**	**3.4**	**3.8**	**3.4**	**3.7**
CTE funding	3.8	3.9	3.8	3.9	3.8	3.9

Table 3 shows that small schools had a generally more positive view of the impacts of each component of the FSFP, though only the impact of base funding was rated above a neutral response, with most other funding categories rated slightly negative overall (below 4.0). DOPR schools rated the impact of all funding categories, except special education, lower than non-DOPR schools. Interestingly, while 67 percent of QCSS grant recipients rated the impact of FSFP as positive, shown in the prior Figure 9, QCSS grant recipient respondents did not rank any individual component as positive overall.

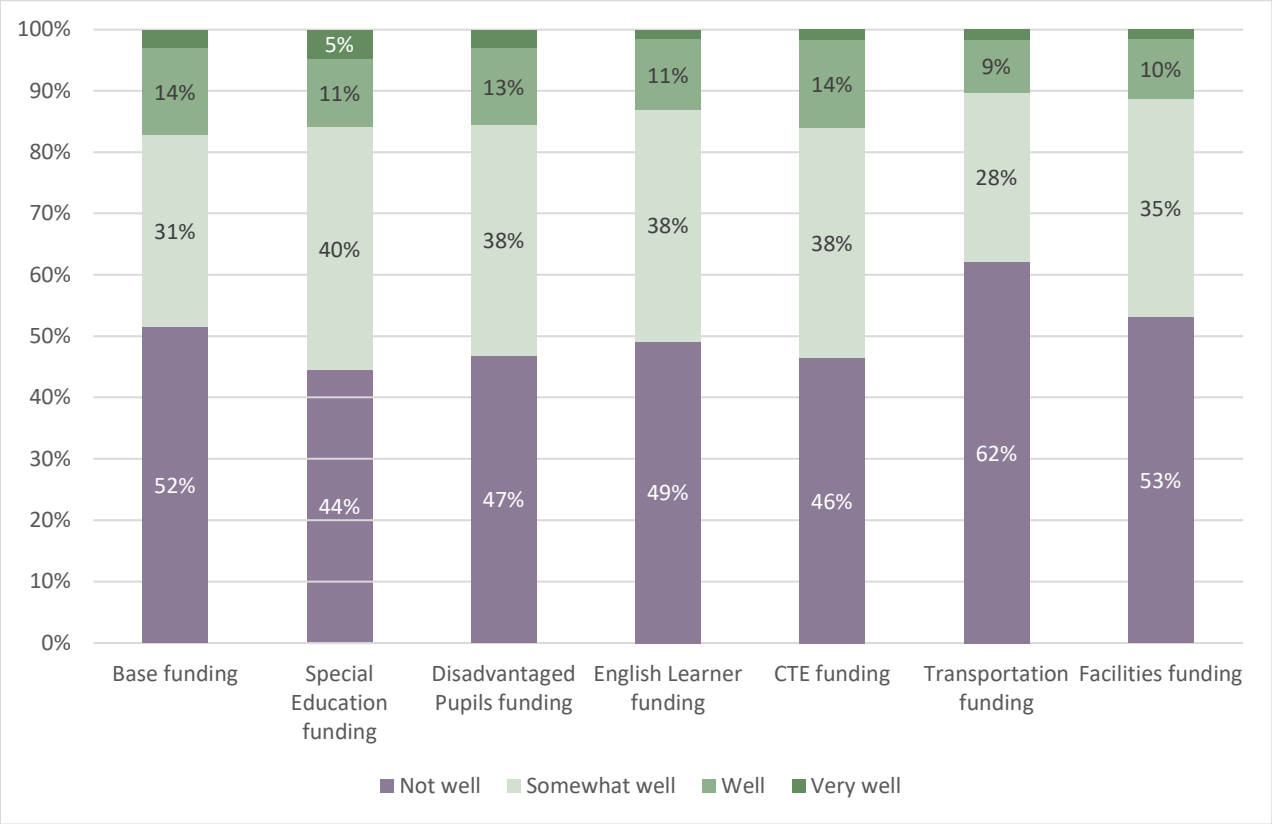
How Well Fair School Funding Plan Components Meet Community School Needs

Beyond the overall impacts of the FSFP, respondents were asked to identify how well each component met the needs of their school, ranking each component on a 4-point scale from not well to very well.

All Community Schools

Figure 12 first looks at responses for all community schools about how well each component met the needs of their school based upon its actual demographics and context.

Figure 12. How Well each Component Meets School Needs *(n=64)*



For all components, a high percentage of respondents indicated that the component did **not** meet the needs of their community schools well, ranging from 44 percent of responses (special education) to 62 percent of responses (transportation). Between 11-17 percent of respondents said any one component

met their school's needs well or very well. The remaining 28 to 40 percent for all components said that the component met the needs of their school somewhat well.

Comparison by Types of Community Schools

Similar to the approach taken for Table 3 where responses were converted to numeric values to allow for easy comparison across different types of community schools for each component, Table 4 presents average response to the question of how well each component is meeting the needs of a school given its demographics and context. For this 4-point scale, 1 equal "not well" up to 4 for "very well." A higher average indicates a more positive rating. Differences between school type comparison groups of 0.3 or more are **bolded.**

Table 4. How Well each Component Meets Needs, Comparison by School Type

	Small School		DOPR		QCSS Grant Recipient	
	Yes	No	Yes	No	Yes	No
Base funding	1.8	1.6	1.7	1.7	1.5	1.7
Special Education funding	1.7	1.8	1.8	1.8	1.7	1.8
Disadvantaged Pupils funding	1.7	1.8	1.8	1.7	1.6	1.8
English Learner funding	1.6	1.7	1.7	1.6	**1.4**	**1.8**
CTE funding	1.6	1.8	1.6	1.8	1.7	1.7
Transportation funding	1.4	1.5	**1.7**	**1.4**	**1.3**	**1.6**
Facilities funding	1.5	1.6	1.7	1.6	1.5	1.7

Table 4 shows that for all components, in all types of schools, average responses were between 1 (not well) and 2 (somewhat well). Few patterns emerged between school type comparison groups, although QCSS grant recipients tended to rank each component lower than non-grant recipients.

Perceived Benefits to Community Schools from the FSFP

All respondents were given the opportunity to describe the benefits they saw for community schools under the Fair School Funding Plan. About a dozen respondents provided some examples of how the FSFP benefited community schools, including:

- The approach providing direct funding to charter schools which minimized the tension or "battling" between community schools and traditional schools/districts.
- Some increases in funding overall, or better funding for transportation or certain student groups.
- Some narrowing of the gap in funding between community schools and traditional schools.

Concerns of Community Schools Related to the FSFP

All respondents were also given the opportunity to share the concerns they had about the Fair School Funding Plan as it relates to community schools. Approximately 30 respondents shared a wide range of concerns, including:

- Funding inequities between traditional schools and community schools persist under the new formula.
- A belief that community schools should be funded the same as traditional schools, including access to local tax revenue.
- Concern with the phase-in and its impact on community schools with enrollment fluctuations.
- CTE funding is insufficient to establish and maintain quality CTE programs. Schools with higher CTE enrollments now than in the guarantee years believe they have been funded at lower levels than they would have under the previous formula.

Use of Quality Community Schools Support Grant Funds

Table 5 below presents the survey responses regarding the use and impact of QCSS grant funds based on the 21 responses for QCSS grant recipients, respondents could select multiple areas of use.

Table 5. Use of QCSS Grant Funds (*n=21)*

Use	Percentage of QCSS Grant Recipients
To hire additional instructional or instructional support staff	67%
To increase staff salaries/compensation	67%
To purchase technology, supplies, materials, or equipment	62%
To hire additional student support staff (counselors, social workers, etc.)	48%
To offer expanded learning opportunities	38%
To hire other staff	19%
Other	10%
To hire additional administration staff	5%

The majority of QCSS grant recipient respondents said they used QCSS funds to hire additional instructional or instructional support staff (67 percent), to increase staff salaries/compensation (67 percent), and to purchase technology, supplies, materials, or equipment (62 percent). Additionally, 48 percent of QCSS grant recipients who responded indicated their school used the funds to hire additional student support staff, while 38 percent of respondents used the QCSS funds to offer extended learning opportunities. Other uses of QCSS funds including hiring other staff (19 percent) and hiring additional administrative staff (5 percent). Ten percent of respondents also indicated they used the funds for purposes not included as survey response options. Written in responses included to provide basics, like life skills, hygiene items and clothing, and "to survive."

Greatest Impact of QCSS Grant Funds

Open responses aligned well with the uses described by the grant recipients in Table 5 including:

- Using funds to provide a more competitive compensation package,
- Providing additional staff for both traditional instruction and enrichment opportunities, and
- Increasing supports for students.

Multiple respondents made it clear that the funds were seen as essential to providing a basic education for students in a time of rising costs and were not considered "extra" funding for the school.

Conclusions

Respondents were divided regarding how equitably they felt the FSFP treats community schools and the positive impact of the FSFP. In general, respondents tended to view the overall impact of the FSFP as somewhat positive, while indicating that the FSFP still treats community schools inequitably compared to traditional schools. Interestingly, respondents from schools receiving the QCSS grant rated the FSFP as more inequitable, compared to responses from other schools, while also being more positive than other schools about the overall impact of the FSFP. All respondents were concerned about the individual components of the FSFP, responses on average indicated each component has a negative to neutral impact and is not meeting the needs of community school well.

As the phase-in may impact individual schools differently, some concerns about the FSFP may be mitigated as the phase-in period progresses; other concerns are likely to remain. For example, currently four of the five base cost components are computed for traditional schools based on actual size, while community schools receive statewide average funding amounts, which may create some inequity in how community schools are treated based upon their size and school characteristics. Many community schools serve a specific grade span(s), which can impact the level of resources needed to serve students, while the funding is based on average funding across all grades. Similarly, community schools are often small and may be more expensive to run on a per pupil basis. However, it is important that any potential changes to the community schools funding approach should ensure no perverse incentives are created that would encourage providers to create a number of smaller settings simply to receive more per pupil funding.

Responses from QCSS grant recipients show that the grant is often used to hire additional staff and to ensure the schools can pay staff a competitive wage. Open response comments highlighted that though the QCSS dollars are "extra" funding, schools feel the resources purchased with the funds ensure they can meet the minimum educational opportunity they need for students. The QCSS enhances opportunities for students in the school and allows community schools to provide a sound educational experience for students. With most grant recipients reporting that QCSS funds supported basic instructional needs, it raises the question of whether these funds should be available to more community schools.

Appendix A: Survey Questions

Background:

1. What is your school's enrollment? *Select one*
2. What grade spans does your school serve? *Select all that apply*
3. What county is your school in? (*drop down menu)*
4. Does your school have a dropout prevention and recovery designation? *(yes/no)*
5. Is your school an e-school? *(yes/no)*
6. Does your school receive the Quality Community Schools Support grant? *(yes/no)*

For all respondents:

7. What is the overall impact of the changes to school funding that were made last year under the Fair School Funding Plan on your school?

   (Very negative impact, negative impact, somewhat negative impact, no impact, somewhat positive impact, positive impact, very positive impact)

8. What impact has the current approach to phasing in each component had on your school?
   a. Base funding
   b. Special Education funding
   c. Disadvantaged Pupils funding
   d. English Learner funding
   e. CTE funding

   (Very negative impact, negative impact, somewhat negative impact, no impact, somewhat positive impact, positive impact, very positive impact)

9. How equitably are community schools are treated under the new funding formula compared to traditional schools?

   (Not equitably, somewhat equitably, equitably, very equitably)

10. How well does the state's approach to calculating the specific components of the funding formula for community schools meet the needs of your school based upon your school's actual demographics and context:
    a. Base funding
    b. Special Education funding
    c. Disadvantaged Pupils funding
    d. English Learner funding
    e. CTE funding
    f. Transportation funding
    g. Facilities funding

(Not well, somewhat well, well, very well)

11. What benefits do you see in the new funding formula and its specific components as it relates to community schools?

    Open response

12. What concerns do you have about the new funding formula and its specific components as it relates to community schools?

    Open response

For Quality Community Schools Support grant recipients:

3. How do you currently use your Quality Community Schools Support grant funds?
    a. To hire additional instructional or instructional support staff
    b. To hire additional student support staff, such as counselors, social workers and psychologists
    c. To hire additional administration staff
    d. To hire other staff
    e. To increase staff salaries/compensation
    f. To offer expanded learning opportunities
    g. To purchase technology, supplies, materials, or equipment
    h. Other

    Check all that apply

4. What is the greatest impact the Quality Community Schools Support grant has had on in your school?

    Open response