

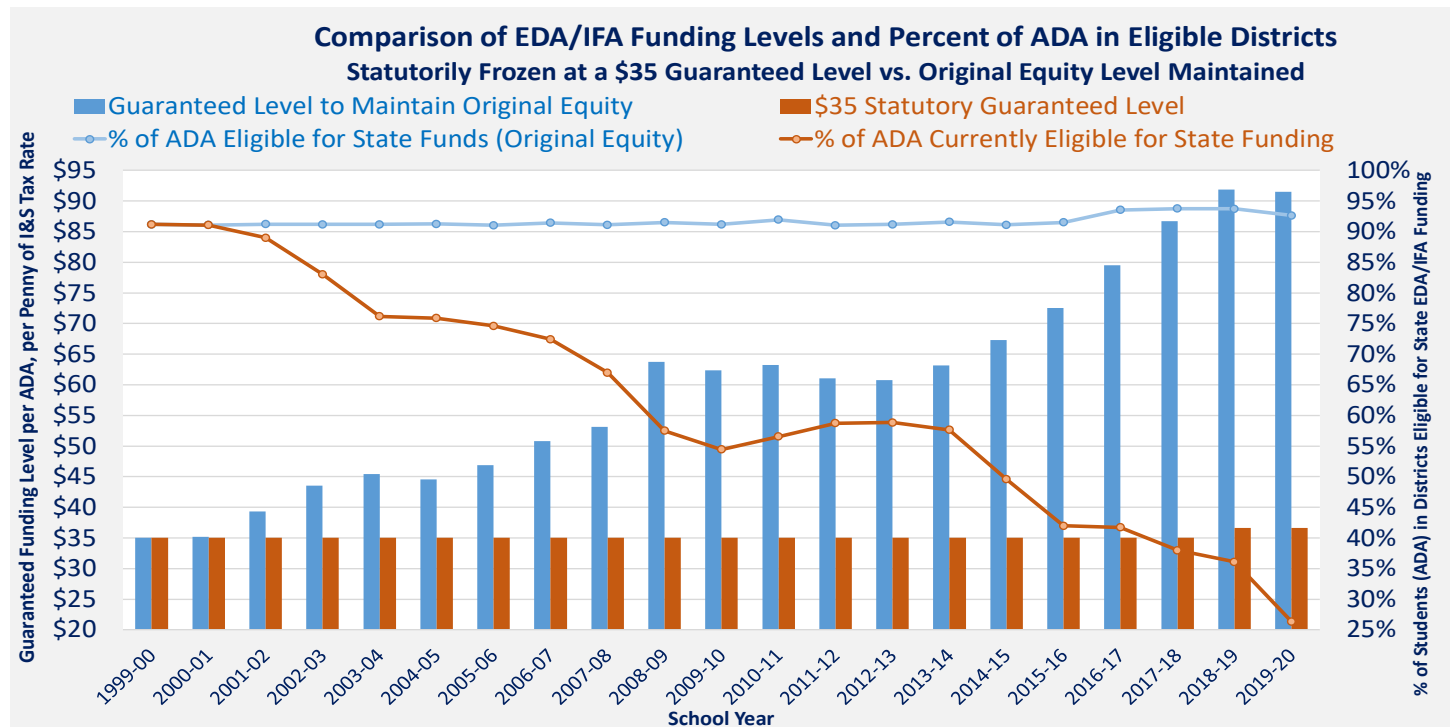


The Texas Plan, Part 2: Addressing Facilities Funding Formula Needs

HB 3 in 2019 was the result of an enormous effort by the legislature to address programmatic and formula funding deficiencies in the Maintenance and Operations portion of our school funding system. Even though over \$11 billion of new state revenue and another \$12 billion of efficiency changes were addressed, facilities funding (I&S) was left to be tackled another day. **Now is another Day!** With a \$25 billion projected surplus of state funds in the next biennium, it is time to use our resources to dramatically reduce the ever-increasing inequities and inefficiencies of our current I&S funding system.

As shown in chart 1 below, in the 1999-2000 school year, a high level of efficiency and equity for I&S funding was created by a yield of \$35 per penny of tax effort per student in average daily attendance (ADA). At that time, the \$35 yield resulted in a formula system that included 91% of students in districts that were eligible to receive state assistance through the Instructional Facilities Allotment (IFA) and the Existing Debt Allotment (EDA). However, as the red bars in chart 1 demonstrate, the original \$35 yield level has **remained essentially flat since the 1999-2000** school year. That caused the highly equitable 91% of students in the formula system in 2000 to erode, and in 2020, only 25% (one in four) of students lived in districts property poor enough to receive state assistance for bonded debt payments.

The blue bars and the blue line in chart 1 show what the yield per penny of tax effort per ADA **should have been** in each year to maintain a high level of equity and efficiency in the system - 91% of the students in districts qualifying for state aid for facilities construction. The gaps for 2020-21 and 2021-22 will widen.



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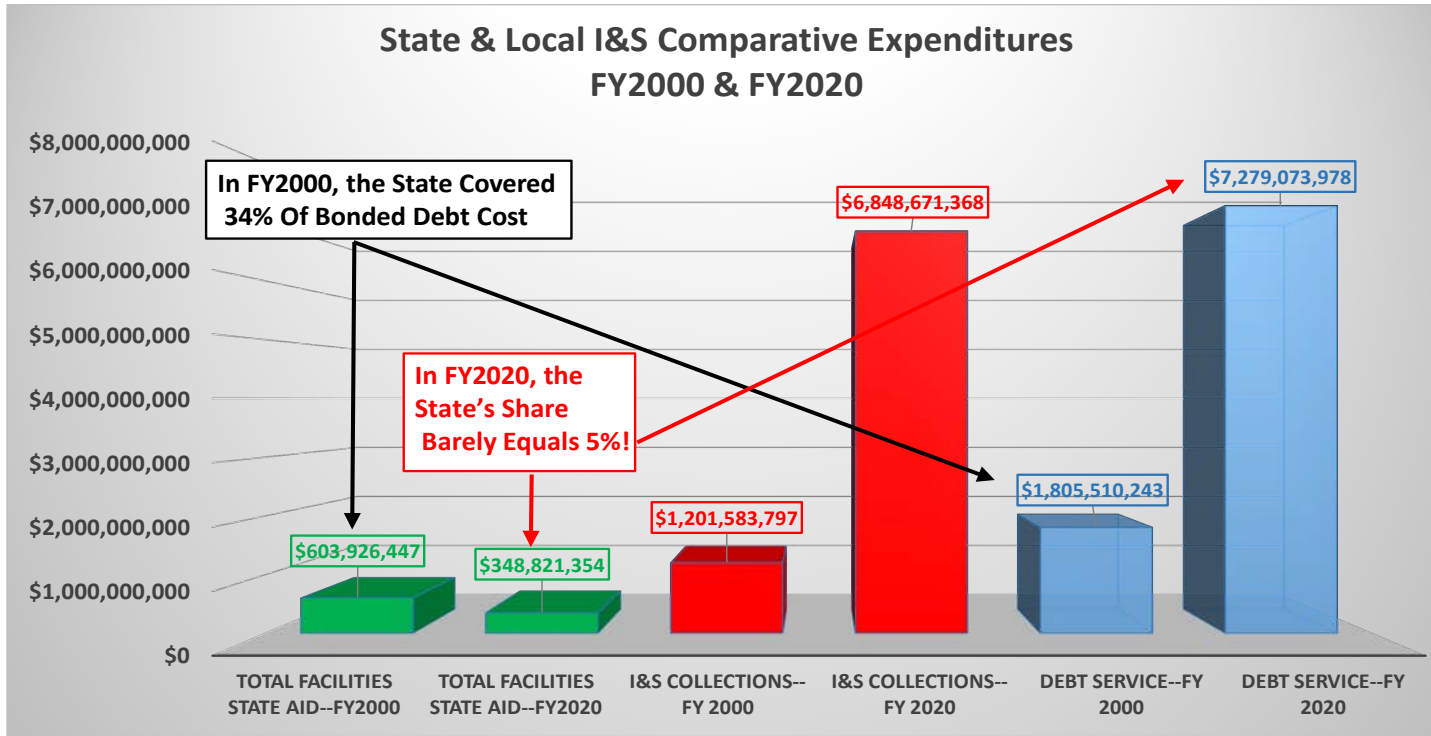
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Texas Plan, Part 2: Facilities Funding... continued

Chart 2 below compares state and local I&S expenditures for FY 2000 and FY 2020. It demonstrates the dramatic increase in the cost of building school facilities over those 21 years. Reflecting both increases in the cost of construction and student population growth, it demonstrates the tremendous growth in bonded debt over that time and the stagnate and failing state participation in helping school districts and local taxpayers pay for those costs. In FY 2000, the state's \$600 million expenditure to help school districts make bonded debt payments equaled **just over a third** of the cost of all school district bonded debt payments. However, because the legislature failed biennium after biennium to increase the \$35 yield per penny of tax effort per ADA, by FY 2020, the state's total share of funding I&S debt payments had decreased to less than \$350 million. **The state's share of bonded debt payments dropped to a dismal 5%!**



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Why Should We Focus on this Issue? There are at least two primary reasons the state must address this issue. First, the overall equity and efficiency of our funding system are negatively impacted by the lack of state funding. The fact that no pennies of I&S tax effort are recaptured creates a system that allows some property wealthy school districts to raise hundreds of dollars per ADA per penny of tax effort, while the property poorest districts can only raise the state minimum. This results in a system so inefficient that taxpayers in one district can build for a nickel or less of tax effort what a neighboring district might have to levy the maximum 50 cents of tax effort to build. A taxpayer inequity of over 10 to 1.

Second, because local districts are only supposed to issue I&S tax rates at an amount needed to raise the funds necessary to cover that year's bonded debt payment, additional state aid for facilities funding automatically provides local taxpayers property tax relief. As the state's share of bonded debt payments increases, local property tax rates for those payments decrease. Additionally, those property tax decreases will occur in the districts with the highest tax rate burdens.

The Solution: Multiple solutions can address this problem, but we believe the solution must include the following:

1. The current IFA and EDA formulas should be combined and simplified.
 2. There should be a recognition in the formula that costs increase over time and the per ADA yield should be updated as such.
 3. There should be a connection between the yield for already existing debt and the year that debt was acquired.
 4. Even if it must be phased in over time, the goal for the increased yield should be to achieve a high level of equity approaching the level of efficiency of the original formulas.
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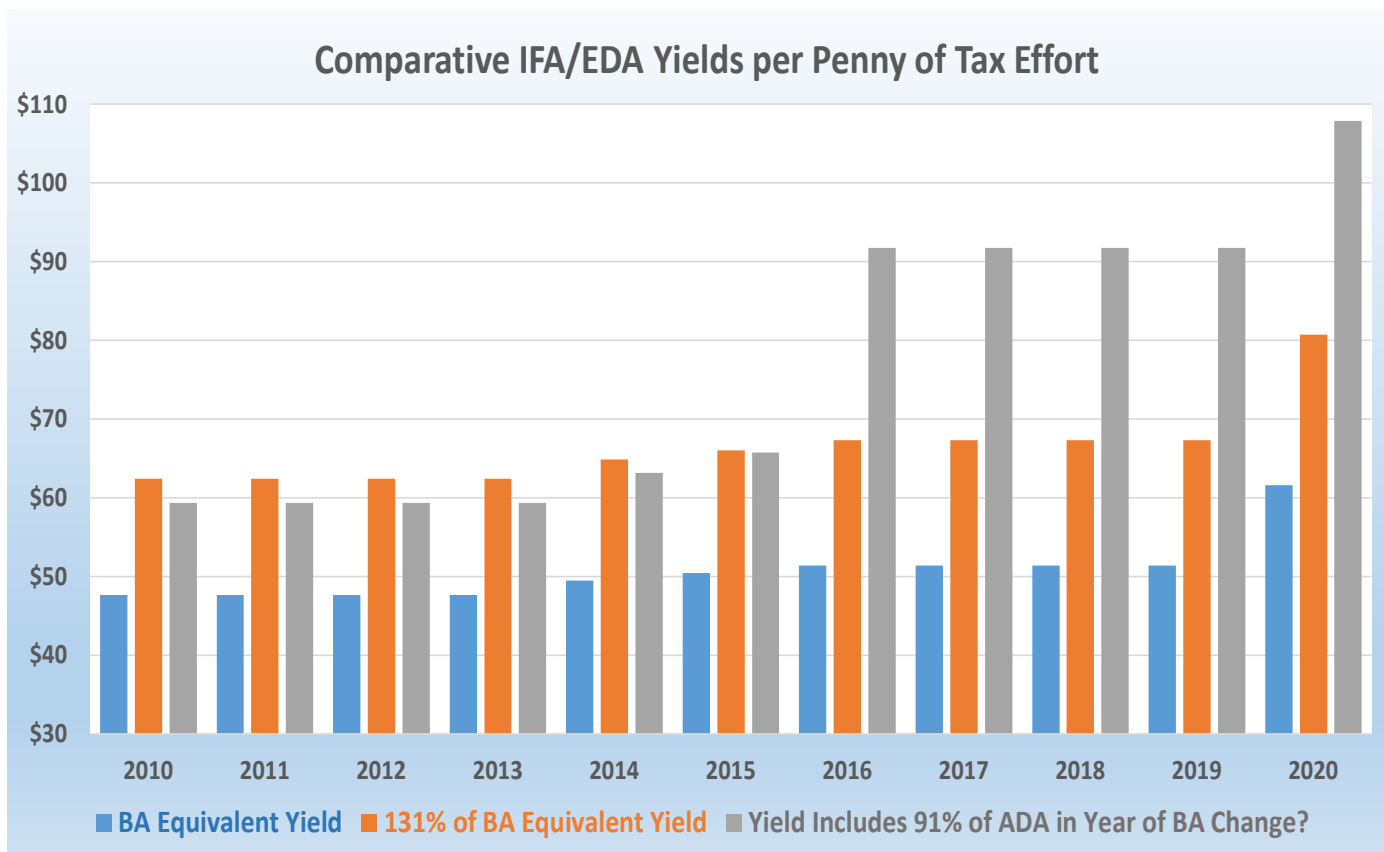
Texas Plan, Part 2: Facilities Funding... continued

Charts 3, 4, and 5 reflect three different models that use these elements to move towards a more equitable and efficient formula funding system for I&S. The first model is the BA equivalent yield model. This model would tie the yield for I&S to the level that would equal the Basic Allotment. For this model, we employed the BA for each year starting in 2010 to achieve a yield per penny per ADA for each year. For example, the Basic Allotment for 2020 was \$6,160. As a result, we used a yield of \$61.60 per penny per ADA for FY 2020.

To achieve a higher percentage of ADA in districts that benefit from state funding, the second model uses the BA in each year multiplied by 131% (a 31% increase) to achieve the new yield per penny per ADA. As you can see in chart # 3, the orange bar represents the yield for the 131% of BA Equivalent Yield model. For the 2010 school year, it raises the yield to just over \$60 per penny per ADA.

The third model assumes an amount that would raise the yield to the amount needed to get 91% of ADA back in school districts that would qualify for state assistance for I&S. The grey bars reflect the yield levels in each year for the 91% of ADA model. However, as is noted in the model description on chart # 3, the changes to include 91% of ADA in the funding model only occur in the first year of a change to the BA. In all three models, in the years the BA is flat, the Yield for I&S does not change.

Chart 3 below reflects the comparative IFA/EDA yields for the three models from 2010 through 2020. The yields for FY 2021, 2022, and 2023 would be the same as FY 2020 since the BA has remained constant for those years.



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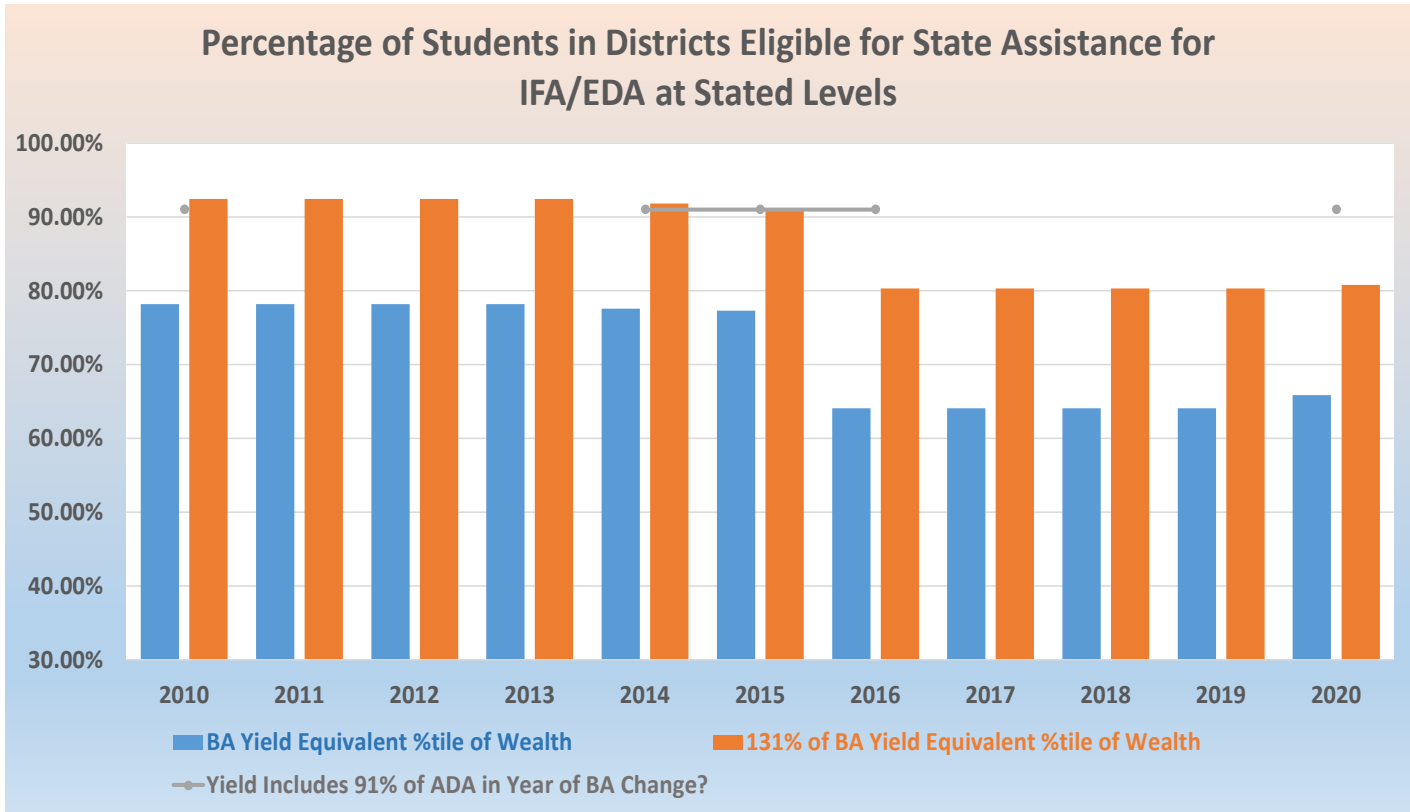
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Chart 4 (on the following page) shows the same three models but is based on the percentage of students that would be in districts eligible for state funding based upon the yield per penny of tax effort per ADA. The percentages are tied to the first year the BA is at a particular level and remains as such until the BA changes.

(continued on page 4)

Texas Plan, Part 2: Facilities Funding... continued



Based on FY 2020 TEA data, the final chart is a comparative table reflective of the various cost, state and local, and possible average tax reductions of the 3 models. As the table reflects, matching the IFA/EDA yield to the BA would cost around \$370 million in additional state aid and result in a nearly 6 cents average reduction in I&S tax rates for the districts qualifying for state assistance. If the state returned to a yield that matches the original 91% of students in districts qualifying for state assistance for IFA/EDA, the new cost to the state would be just short of \$1.5 billion, but would also result in an average decrease in I&S taxes of almost 11 cents.

(continued on page 5)



Texas Plan, Part 2: Facilities Funding... continued

Comparative Table for New Investment In Facilities Funding (I&S)

	Current Law	Yield Equal BA	Yield Equal 130% of BA	Yield Maintain 91 st Percentile
Local Share	\$6,762,604,136	\$6,390,951,241	\$5,763,315,363	\$5,298,171,575
State Share	\$289,753,316	\$661,406,211	\$1,289,042,089	\$1,754,185,877
New State Funding		\$371,652,895	\$999,288,773	\$1,464,432,561
Calculated I&S Tax Rate Reduction		\$0.0602	\$0.0928	\$0.1082

Calculations based on FY 20 TEA data

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In our opinion, reasonable solutions to mitigate the negative shortcomings of our current facilities funding program exist. Just as leaders stepped forward to tackle our M&O woes with HB 3, we need our leaders to step forward now and finish the job by addressing our I&S funding problems.

With the current projected surplus, this is the time to get the ball rolling forward!

Stay Tuned... membership letters coming soon!

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- * **Legislative Alerts & Videos**
- * **Board Trainings, Presentations**
- * **Help with school finance questions**
- * **And more!**

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Tax Compression & School District Funding

House Bill 3 ushered a completely new component into school finance - ongoing state and local tax rate compression. This new concept of recalculating yearly property tax rates based on statewide or local property tax growth projections has caused a lot of confusion, and it is easy to understand why.

When statewide property values are projected by the Comptroller to grow by more than 2.5%, property tax rates are compressed by the amount over the 2.5% threshold. If local school district property value growth is projected to increase above the statewide amount, the local increase in values will be used to further compress tax rates, with the exception that a district cannot have a Tier I rate that is more than 10% less than the district with the highest compressed Tier I rate. While this rate floor does limit the amount of discrepancies amongst district tax rates, it still allows for inequities and inefficiencies for taxpayers.

Tax rate compression by itself is not necessarily a bad thing, because of the state/local share of Foundation School Program funding, it ultimately serves as a mechanism for keeping the state share up while not actually affecting individual school district funding.

Thankfully, the post-HB 3 world of funding school districts is not subject to the whims and fluctuations of local property values. Instead, as the formulas were initially intended, Tier I funding is driven by school district characteristics and student makeup. As a result, the formula system delivers a set "entitlement" in Tier 1, regardless of whether a school district is "property value" poor or "property value" rich. That is why it is called an "Entitlement."

There may be legitimate questions about the state's ability to fund the growing state cost of continued compression. The more state General Revenue necessary to fund ongoing compression the less discretionary funding there may be for improvements such as increasing the Basic Allotment and other functions that impact the overall adequacy of the system.

As Governor Abbott pointed out recently in his proposed Taxpayer Bill of Rights, **the state allocated \$5 billion in HB 3 to compression and has spent more than \$18 billion on property tax reductions since 2015.** Even so, current Comptroller projections for the next legislative session suggest a **possible surplus of state funds close to \$25 billion** (that includes the projected amounts in the Rainy Day Fund).

The adequacy problems that continue to exist in school finance are driven by the lack of legislative adjustments to the Basic Allotment and student weights to reflect increased costs and demands in local schools.

By the time the legislature meets again in 2023, the Basic Allotment will have been completely stagnant for **four years**, while costs continue to increase. The legislature must institute an adjustment factor to the core components of formula funding that reflects the financial realities districts face. **Absent this reform, we will continue to chase adequacy as the state falls further behind.**

Somewhere 'N' Texas ISD

Tax rate *before* compression: \$1.00

Tier 1 Entitlement: \$1,000,000

State Share: \$400,000

Local Share: \$600,000

Tax Rate *after* compression: \$0.90

Tier 1 Entitlement: \$1,000,000

State Share: \$500,000

Local Share: \$500,000

While acknowledging there are real issues that need to be addressed with on-going tax compression, we cannot allow future legislatures to use surplus funds to further compress property taxes **without addressing the need for cost adjustments to the Basic Allotment and other areas of the formula system.** Placing the blame for inadequacy on issues such as this or revenue in excess of entitlement (recapture), simply serve to distract decision-makers from the real issues that need to be addressed for all districts to receive adequate funding. Adequacy is totally dependent on equity for all. We cannot fix adequacy for all students one district at a time.

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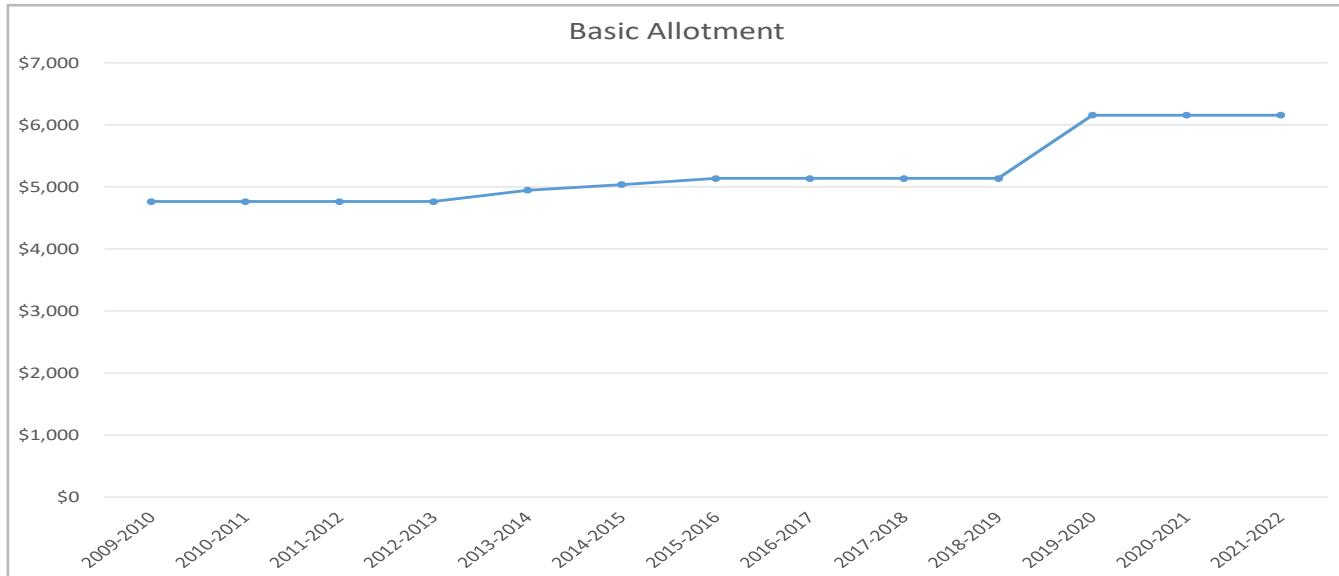
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Basic Allotment Cost Adjustment

The Basic Allotment (BA) is the core component of school district funding. Increasing it is the most effective way to deliver meaningful increases in funding to all school districts. The problem is that the Legislature has a history of not addressing the BA on a regular basis so that it reflects actual costs each of you face. Over a 12 year period, since the 2009-2010 school year, the BA has gone up \$1,395. During that time, the BA remained stagnant for a four year period two times, and we are currently approaching a third four year stagnation.



Over the last ten years inflation has averaged 1.73% per year, effectively eroding the buying power of your funding. Aside from inflation, payroll costs almost always increase year over year.

The good news is that fixing this problem is not difficult and the funds currently exist to accomplish this. The Legislature needs to enact a regular cost adjustment factor to the Basic Allotment so that it better reflects the costs of goods and services as they increase. We will take an extended look at this issue in our Summer InDepth.

Legislative News: Interim Charges Announced

Lt. Governor Patrick named Senator Brandon Creighton (R-Conroe) to serve as Chair of both the Senate Committee on Education and the Committee on Higher Education during the interim, effective immediately. Senator Angela Paxton (R-McKinney) will serve as Vice-Chair of the Senate Committee on Education through the interim.

Below (and in the following pages) you'll find a list of the interim charges for Senate Education and Finance as well as for House Appropriations and Public Education Committees. *visit www.senate.texas.gov and www.house.texas.gov to find the full list of interim charges for each chamber. And let us know your thoughts!

Senate Education Committee

- **Parent Empowerment:** Review Texas' existing parental rights and responsibilities in current law. Evaluate current public school practices toward parental and community engagement related to: curriculum and learning materials, campus and district management, governance, accessibility to school officials, and data usage and privacy. Make recommendations to enable parents to exert a greater influence on their child's learning environment, including enacting meaningful change at their public school campus or district, and affirm parents as primary decision-makers over their child's schooling options.

- **COVID-19 Pandemic Impact on Educator Talent Pipeline:** Examine the COVID-19 pandemic's impact on the public school educator talent pipeline, staffing patterns and practices, and declining student enrollment and attendance. Review any policies and regulatory actions that prevent students from receiving instruction from a highly effective teacher. Monitor the impact of both the Teacher Incentive Allotment and non-administrator compensation increases directed under House Bill 3, (86th Legislature), (continued on page 10)

Legislative News: Interim Charges... continued

as well as the teacher pay raises implemented in 2019. Explore innovative models to improve recruitment and make recommendations to maintain a strong educator workforce pipeline, while adapting resilient school strategies to meet emergent demands in public education.

- **Student Discipline:** Review and evaluate the operation of disciplinary alternative education programs (DAEP) and juvenile justice alternative education programs (JJAEP) with an emphasis on: quality of academic instruction, lengths of placements, physical conditions, administration of student discipline and law enforcement interventions, implementation of positive behavior management strategies, and the availability and delivery of mental health support services. Make recommendations to support and promote the success of these programs and enhance the ability of public schools to meet the needs of students through innovative school discipline models.
- **School Library Advisory Council Review:** Assess current standards adopted by the Texas State Library and Archives Commission, the State Board of Education, and public school policies and practices related to materials in campus libraries or servers. Assess current adoption, placement, and review structures for library materials and make recommendations to ensure: 1) materials are grade, age, and developmentally appropriate; 2) publicly searchable and accessible; and 3) parents and the public are given a prominent role in the process.
- **Vaping in Schools:** Examine the enforcement of current law, which requires school districts to prohibit the use or possession of e-cigarettes, tobacco products, or “vape pens.” Determine whether existing practices are effective at preventing vaping or use of other tobacco products on school campuses. Identify methods for schools to determine the contents within vape pens, including whether the pen contains nicotine, THC, or other chemicals. Investigate and report on the impact to student health, and determine if additional policies or laws are needed to protect students’ health.
- **Bond Efficiency:** Conduct a comprehensive review of the school district bond issuance process. Specifically, review public notice and disclosure requirements, the bond election process, procurement requirements, and how unused bond proceeds may be utilized. Study the best practices implemented by school boards and make recommendations to improve bond issuance efficiencies.
- **Local Government Exclusion:** Investigate how some cities and counties are prohibiting the expansion of charter schools through local ordinances. Make recommendations to ensure the fair and equitable treatment of charter schools and independent school districts.
- **Homestead Exemption:** Study the use and effect of the optional homestead exemption available to independent school districts. Examine and report on costs to the state if school districts receive incentives to increase the optional percentage exemption.
- **Monitoring:** Monitor the implementation of legislation addressed by the Senate Committee on Education passed by the 87th Legislature, as well as relevant agencies and programs under the committee’s jurisdiction. Specifically, make recommendations for any legislation needed to improve, enhance, or complete implementation of the following:
 - Senate Bill 3 (87th Legislature, Second Called Session), Relating to civics training programs for certain public school social studies teachers and principals, parental access to certain learning management systems, and certain curriculum in public schools, including certain instructional requirements and prohibitions;
 - Senate Bill 15 (87th Legislature, Second Called Session), Relating to virtual and off-campus electronic instruction at a public school, the satisfaction of teacher certification requirements through an internship teaching certain virtual courses, and the allotment for certain special-purpose school districts under the Foundation School Program;
 - Senate Bill 1365 (87th Legislature), Relating to public school organization, accountability, and fiscal management;
 - Senate Bill 1716 (87th Legislature), Relating to a supplemental special education services and instructional materials program for certain public school students receiving special education services;

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Legislative News: Interim Charges... continued

- House Bill 1525 (87th Legislature), Relating to the public school finance system and public education;
- House Bill 4545 (87th Legislature), Relating to the assessment of public school students, the establishment of a strong foundations grant program, and providing accelerated instruction for students who fail to achieve satisfactory performance on certain assessment instruments;
- House Bill 3 (86th Legislature), relating to public school finance and public education; and
- House Bill 3906 (86th Legislature), relating to the assessment of public school students, including the development and administration of assessment instruments, and technology permitted for use by students.

Senate Finance Committee

- **Federal Funds:** Report on the state use of federal COVID-19 relief funds provided under the Coronavirus Aid, Relief, and Economic Security Act, Coronavirus Response and Relief Supplemental Appropriations Act, the American Rescue Plan Act, Infrastructure Investment and Jobs Acts, and similar federal legislation. Examine local use of federal relief funding, including funding provided to school districts through the Elementary and Secondary School Emergency Relief (ESSER) Fund. Evaluate the overall fiscal impact of the COVID-19 pandemic on state agencies, including costs incurred due to federal mandates. Identify barriers to the effective utilization of funds and make recommendations on the expenditure of unappropriated funds. In addition, evaluate and report on the spending by state agencies that have been utilizing “one-time” federal funding (temporary enhancements, e.g. FMAP and ESSER) sources, where federal funding will likely be significantly reduced in future biennia.
- **Property Tax Relief:** Examine and recommend ways to reduce Texans’ property tax burden. Review and report on proposals to use or dedicate state revenues in excess of the state spending limit to eliminate the school district maintenance and operations property tax.
- **Inflation:** Review and report on the effect inflation is having on the business community and state government, including state salaries, retiree benefits, the state economy, and cost of state services.
- **Inflation:** Review and report on the impact of inflation on units of local governments’ revenue collections and property taxpayers’ tax bills, including the homestead exemption.
- **Tax Exemptions:** Examine Texans’ current tax exemptions and report on whether adjustments are merited because of inflation or any other factors.
- **Russia Divestiture:** Examine and report on options for state asset owners to divest their positions in companies that invest in the Russian Federation.
- **State Pension Reforms:** Monitor the implementation of recent statewide pension reforms to the Employees Retirement System of Texas and the Teacher Retirement System of Texas.
- **Bail Bond Reform:** Monitor the implementation of recent bail bond reform legislation along with its economic impact on the judicial and correctional system. Assess any barriers to implementation, the law’s effect on pretrial release and jail populations, and ways to further promote public safety and efficiency. 10
- **Operation Lone Star:** Monitor appropriations and spending supporting Operation Lone Star. Evaluate and report on the effectiveness of spending to secure the southern border. Identify and report on resources needed to ensure support for the State National Guard, as well as overall resources necessary for border security for future legislative consideration.
- **Nursing Home Funding:** Examine state investments in the long-term nursing home care system. Study nursing facility funding issues and the impact of the pandemic on capacity and delivery of care. Explore nursing facility quality metrics and recommend strategies to improve the sustainability of the long-term care workforce.

(continued on page 12)

Legislative News: Interim Charges... continued

- **Medicaid:** Monitor the financial impact of federal decision-making affecting supplemental Medicaid funding for Texas hospitals and health care systems, including negotiations between the Centers for Medicare and Medicaid Services and the Texas Medicaid agency regarding the state's 1115 Medicaid waiver and other federal proposals reducing supplemental funding streams for Texas.

- **Mental Health Delivery:** Examine the state mental health service delivery system. Study the state's Comprehensive Plan for State-Funded Inpatient Mental Health Services and the Statewide Behavioral Health Strategic Plan and evaluate the existing state investments in mental health services and state hospital capacity. Review current forensic and civil mental health service waitlists, and recommend ways to improve coordination and outcomes to reduce waitlists. Explore and report on options for additional mental health service capacity, including building state hospitals in the Panhandle and Rio Grande Valley areas.

House Appropriations Committee

1. Monitor and oversee the implementation of appropriations bills and other relevant legislation passed by the 87th Legislature, including the following: x SB 1 (87R), General Appropriations Act; x HB 5 (87S2) and SB8 (87S3), relating to making supplemental appropriations and giving direction regarding appropriations; and x SB 52 (87S3), relating to the issuance of revenue bonds to fund capital projects at public institutions of higher education.
2. Complete study of assigned charges related to the Texas-Mexico border issued in June 2021.
3. Evaluate the history of appropriations from General Revenue-Dedicated Accounts 5010 (Sexual Assault Fund) and 0469 (Crime Victims Compensation Fund). Consider whether revenue sources for these accounts are sufficient to maintain historical commitments to victims services grants.
4. Monitor efforts by the Department of Family and Protective Services to implement Section 11, HB 5 (87S2), relating to foster care capacity improvement.
5. Review the information technology (IT) supporting the Texas Medicaid Program. Evaluate the IT systems' capability to meet the needs of Texas Medicaid to ensure the Health and Human Services Commission's acquisition and procurement processes comply with the requirements of SB 1, Rider 6 (Health and Human Services Commission), relating to Texas Medicaid and Healthcare Partnership); Section 9.01 (Purchases of Information Resources Technologies); and Section 9.02 (Quality Assurance Review of Major Information Resources Projects). Identify ways to: x Modernize systems and improve interoperability between systems; x Ensure IT functionality is aligned with the needs of the Medicaid Program, including conformity to the managed care model; x Reduce administrative burdens; x Provide cost savings; x Improve future procurements; and x Create better transparency and oversight of Medicaid IT contracts.
6. Review the utilization by the Texas Education Agency and local school districts of federal dollars appropriated from the Elementary and Secondary School Emergency Relief funds made available by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (Public Law No. 116-260) and the American Rescue Plan Act of 2021 (Public Law. 117-2) to address students' instructional loss and mental health challenges.
7. Make funding recommendations for the phased installation of climate control equipment in state correctional facilities, prioritizing facilities that serve vulnerable populations.
8. Examine the long-term capital needs of the Texas Parks and Wildlife Department, including deferred maintenance and planned land acquisitions for new state park land.
9. Monitor the use of appropriated funds by the Texas Water Development Board (TWDB) from the Flood Infrastructure Fund. Examine the criteria used by TWDB in making loan and grant 3 awards and any unintended consequences that limit the competitiveness of projects in certain communities.
10. Monitor the Strategic Fiscal Review process and the agencies currently undergoing evaluation.

(continued on page 13)

Legislative News: Interim Charges... continued

House Public Education Committee

1. Monitor the agencies and programs under the Committee's jurisdiction and oversee the implementation of relevant legislation passed by the 87th Legislature. Conduct active oversight of all associated rulemaking and other governmental actions taken to ensure the intended legislative outcome of all legislation, including the following: x HB1525 and HB 3 (86R), relating to public school finance and public education; x HB 4545, relating to assessment of public school students and providing accelerated instruction; x SB 1365, relating to public school organization, accountability, and fiscal management; x SB 1716, relating to supplemental special education services and instructional materials for certain public school students; and x HB 3906 (86R), relating to the assessment of public school students, including the development and administration of assessment instruments, and technology permitted for use by students.
2. Complete study of assigned charges related to the Texas-Mexico border issued in June 2021.
3. Identify and examine efforts to ensure that parents have a meaningful role in their children's education. Recommend necessary changes in both independent school district board and open enrollment charter governing board governance to protect the right of parents to participate in their child's education.
4. Examine partnerships between K-12, higher education institutions, and employers that promote postsecondary and career readiness and identify current obstacles that public schools, higher education institutions, and employers face. Make recommendations to ensure career and technical education programs, internships, apprenticeships, and other opportunities are more accessible.
5. Evaluate the impact of the pandemic on the state's teacher workforce, and current practices to improve the recruitment, preparation, and retention of high-quality educators. Explore the impact of the educator preparation program regulatory environment. Make recommendations to improve educator recruitment, retention, and preparation throughout the state. (Joint charge with Committee on Higher Education)
6. Study the effects of COVID-19 on K-12 learning loss and best practices that exist to address learning loss. Monitor the implementation of state and local plans to address students' achievement gaps. Make recommendations for supporting the state and local efforts to increase academic development.
7. Examine the impact of COVID-19 on students' mental health, including the availability and workload of mental health professionals across the state and their role in the public school system. Make recommendations to reduce or eliminate existing barriers to providing mental health services in a traditional classroom setting or through tele-therapy.
8. Study the unfulfilled recommendations from the 2016 Commission on Next Generation Assessments and Accountability. Evaluate the state's progress on assessments and accountability and consider possible legislation to support the recommendations from the report. Study and recommend measures needed at the state level to prevent unintended 26 consequences to students, campuses, and districts, including changes that could improve the system for students or help public schools serving a disproportionate number of educationally disadvantaged students impacted by the pandemic.
9. Monitor and analyze the state policy on curriculum and instructional materials used in public schools.
10. Examine the causes and contributors for chronic absenteeism in public schools and its impact on student outcomes. Consider techniques and approaches that have been utilized by public schools to identify students who are chronically absent and return these students to classrooms. 11. Review the impact of investments of the Permanent School Fund by the State Board of Education in businesses and funds owned or controlled by the Russian government or Russian nationals, and determine the need for investment restrictions. Consider the impact of any proposed investment restrictions on fund performance.

*****While we know many of these may not seem pressing or relevant to school finance, we wanted you to have the list of charges which indicate priorities for the coming Legislative Session set to begin in January 2023. Let us know your thoughts and concerns and be sure to communicate with your Legislators also.***

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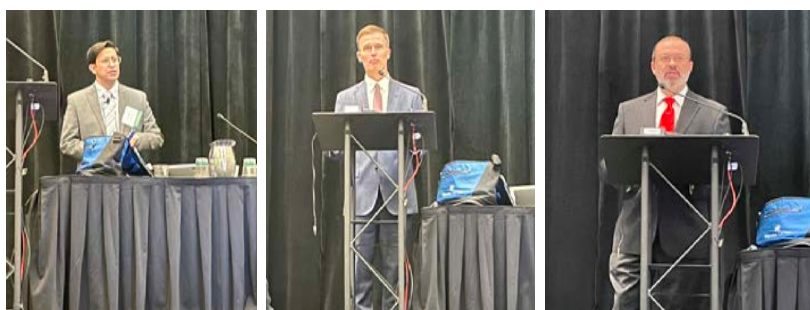
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Snapshots: 21st Annual School Finance & Legislative Workshop



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Thank you Equity Center members and sponsors for attending this year's event. It was good to be in-person again. A big thank you to our keynote speakers, presenters and legislative panel for providing valuable insight and timely information. We'll see you again next January 2023!



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