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**THE PUBLIC INTEREST LAW CENTER**

**EDUCATION LAW CENTER**

## Longstanding problems

1. No goal of fully funding schools
2. Low relative state contribution – 38%
3. Most funding not based on formula
4. Inadequate state funding leads to gross inequities between districts
5. Low-wealth communities need the most, try the hardest, have the least

2

# The Petitioners

School Districts • Parent Organizations • Community Advocates

**William Penn School District**  
Delaware County

**Panther Valley School District**  
Carbon County

**Wilkes-Barre Area School District**  
Luzerne County

**School District of Lancaster**  
Lancaster County

**Greater Johnstown School District**  
Cambria County

**Shenandoah Valley School District**  
Schuylkill County

**NAACP Pennsylvania State Conference**

**PA Association of Rural & Small Schools**

**Parents in William Penn, Wilkes-Barre, and Philadelphia**

3

**Underfunded schools are unconstitutional, Pa. court rules**

Crumbling buildings, teacher shortages and canceled academic offerings violate the rights of students, a judge writes

By Mike Mitnick

February 9, 2022 at 4:27 a.m. EDT

OPINION > EDITORIALS

**At long last, an equitable ruling on school funding. Change must now follow swiftly. | Editorial**

Gov. Josh Shapiro and state lawmakers do not have to wait for the courts to tell them what is obvious to everyone: It is past time to properly fund public education for all students.

POLITICS & POLICY EDUCATION & FINANCE

**Pennsylvania's school funding system violates state constitution, judge rules**

By Dan McDevitt | Updated 2:00 p.m. EDT | Updated February 9, 2022, 10:00 a.m. EDT

PENNSYLVANIA EDUCATION

**Judge deems Pennsylvania's school funding system unconstitutional**

The judge said students who live in school districts with low property values and incomes do not get the same opportunities and resources as those in high-income districts.

By Audei Alvarez | Updated Feb. 9, 2022 9:02 a.m.

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NEWS EDUCATION


**Pa. court sides with plaintiffs in K-12 school funding case**

"It is now the obligation of the Legislature, executive branch, and educators to make the constitutional promise a reality in this commonwealth," the order states

By Katelyn Pardo and Peter Hall | Updated Feb. 9, 2022, 4:57 p.m.

**PA school funding ruled unconstitutional**

The lawsuit alleged all state funding should be given out using the fair funding formula, dividing money amongst the state's 500 school districts.



4

## What Does the Education Clause Require?

To summarize, the Education Clause requires that every student be provided with a meaningful opportunity to succeed academically, socially, and civically, which requires that all students have access to a comprehensive, effective, and contemporary system of public education. This is consistent with the plain language of the Education Clause, as well as its history. Moreover, it is consistent with how other jurisdictions with similarly-worded education clauses have interpreted their constitutions.


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## What Does the Education Clause Require?


### *a. The Inputs*

As the parties agree that the Court must examine the inputs into the system of public education in order to evaluate its constitutionality, the Court begins with those. The most obvious input is funding, and the resources provided to students are also inputs, such as courses and curricula, staff, facilities, and instrumentalities of learning. These resources inevitably are tied to funding to some degree, so the Court begins there.

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## Low-Wealth Districts Try Hard, and Need More


1885. Moreover, Dr. Kelly credibly testified that when measured by equalized mills, low-wealth Pennsylvania districts have substantially higher tax rates than high-wealth Pennsylvania school districts even though the poorest Pennsylvania school districts also have the greatest percentage of high-need students. (Tr. at 1195-96, 1249.)

1886. Dr. Kelly explained that according to the need metrics embedded in the Fair Funding Formula, the student body of the poorest quintile of Pennsylvania districts has a need for 38% additional funding, while the student body of the wealthiest quintile of districts has a need for only 11% additional funding. Dr. Kelly stated this pattern is consistent across wealth quintiles. (Tr. at 1195-96.)

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## Low-Wealth Districts Have Less

1887. Dr. Kelly credibly testified Pennsylvania has one of the largest gaps of any state in the country in per child spending between the Commonwealth's poorest and wealthiest districts. (Tr. at 1147.) For example, Dr. Kelly opined that the

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## A “situation known to the Legislature”


The Court finds the Costing Out Study, the subsequent calculation of adequacy targets and shortfalls, the BEF Commission, the Fair Funding Formula, and the Level Up Formula, all credibly establish the existence of inadequate education funding in low wealth districts like Petitioners, a situation known to the Legislature. The Costing Out Study calculated a \$4.38 billion shortfall as of 2005-

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## Hold Harmless


through the Fair Funding Formula. At trial, the parties presented evidence illustrating the pros and cons of this provision, which addresses perceived funding shortfalls that would occur without the hold harmless provision in districts whose funding would be adversely affected by the Fair Funding Formula. As Mr. Splain described, hold harmless is “sort of like rearranging . . . the deck chairs on the Titanic[, and w]e’re all going in the wrong direction” because while “[w]e can change things around,” “if we’re not changing the direction with the funding that’s available, we’re headed in the wrong path when it comes to meeting the needs of our students and of our schools to support those students.” (FOF ¶ 1700.) The concerns that underlie the perceived need for the hold harmless provision provide further support for the existence of the funding shortfalls.

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## Lack of Staff



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21 Q. And so with 80 percent of students in  
22 1st grade needing Tier 2 or Tier 3  
23 intervention, are you able to meet those  
24 students' needs?

1 A. No.

2 Q. What would it take to meet those  
3 students' needs?


4 A. It would take additional teachers to  
5 provide intervention and to increase that  
6 capacity at the Greater Johnstown School  
7 District; it would require more money in our  
8 budget.

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## Leads to Triage



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1176. Dr. Costello described the dilemma the district faces:

We don't have the ability to analyze the situation and say that this is something that we — we need. We need a Title I reading teacher to

661. Due to large class sizes, Superintendent McAndrew testified, "I'm seeing people raise their hand in a first grade classroom and want help and our teachers not being able to go over and give that help . . . these kids want to learn. It's not they're choosing not to learn. They're not getting the opportunity to learn." (Tr. at 260-61.)

1153. Superintendent Waite described his role as being someone who creates "collateral damage" in "trying to provide opportunities for kids in [his] district" because "he can't meet those needs." (Tr. at 3373.) He recounted a story from the

12

## Students Lack Adequate Facilities

### iv. Facilities

Another component of a thorough and efficient system of public education that is generally not in dispute is the need for facilities. However, it is not enough that the facilities in which students learn are “generally safe,” as Legislative Respondents contend. (President Pro Tempore’s Br. at 42-43; *see also* Speaker’s Br. at 46.) Rather, they must **be** safe, and adequate. The Department and State

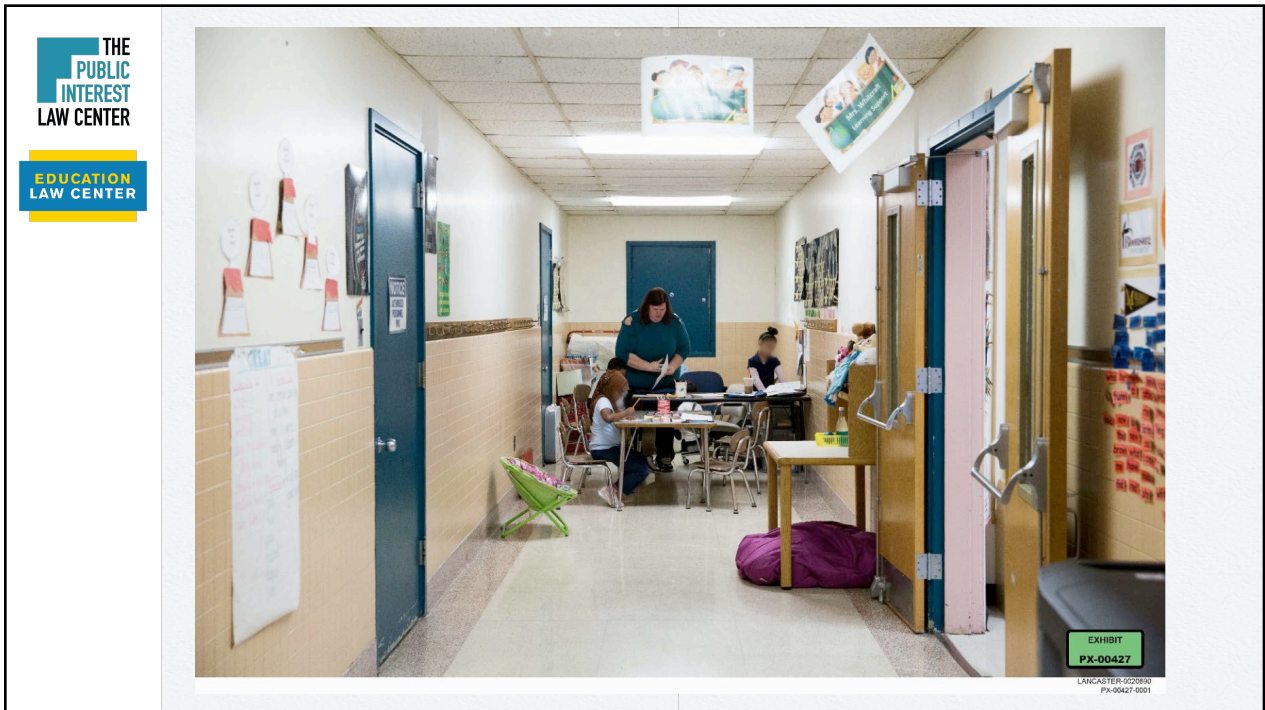
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## Low-Wealth Districts Cannot Provide the Resources Students Need

The evidence demonstrates that low-wealth districts like Petitioner Districts, which struggle to raise enough revenue through local taxes to cover the greater needs of their students, lack the inputs that are essential elements of a thorough and efficient system of public education – adequate funding; courses, curricula, and other programs that prepare students to be college and career ready; sufficient, qualified, and effective staff; safe and adequate facilities; and modern, quality instrumentalities of learning.

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## Cause and Effect

Next, after hearing months of testimony, reviewing voluminous amounts of evidence, and rendering findings of fact, the Court applied the constitutional standard to these facts. The findings regarding inputs, such as funding, courses, curricula and programs, staffing, facilities, and instrumentalities of learning, demonstrate manifest deficiencies between low-wealth districts, such as Petitioner Districts, and their more affluent counterparts. Educators credibly testified to lacking the very resources state officials have identified as essential to student achievement, some of which are as basic as safe and temperate facilities in which children can learn. Educators also testified about being forced to choose which few students would benefit from the limited resources they could afford to provide, despite knowing more students needed those same resources. The effect of this lack of resources shows in the evidence of outcomes, which also must be considered to determine if the system is “thorough and efficient” and to give effect to the phrase “to serve the needs of the Commonwealth.”

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## Cause and Effect

Based upon the evidence presented, it is evident to the Court that the current system of funding public education has disproportionately, negatively impacted students who attend schools in low-wealth school districts. This disparity is the result of a funding system that is heavily dependent on local tax revenue, which benefits students in high-wealth districts. (FOF ¶¶ 293, 295, 379.) It is also impacted by a funding formula that does not adequately take into account student needs, which are generally higher in low-wealth districts. (See, e.g., FOF ¶¶ 824, 1702.) As a result, students in low-wealth districts do not have access to the educational resources needed to prepare them to succeed academically, socially, or civically.

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### The Commonwealth of Penn's Woods Minor League Teams School Districts

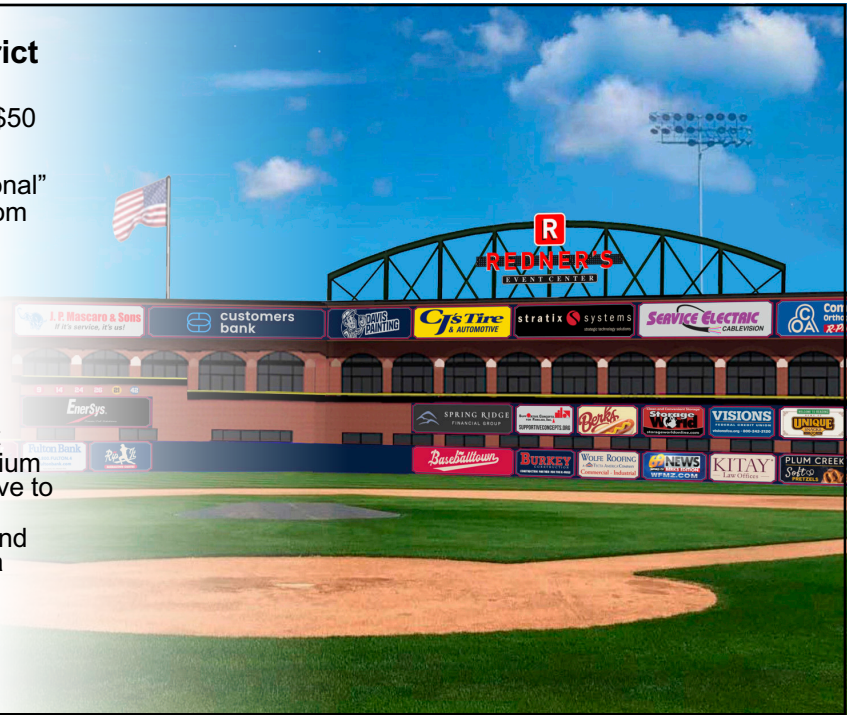
- All districts have similar fan bases ADMs
- Conservative adequacy target to spend on salaries: \$50 million
- But: not every district has \$50 million.
  - Not enough league revenues
  - 1991 attendance figures give some districts more, even though now they are all the same



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### Fightins School District

- Current expenditures: \$50 million
- Which includes “additional” hold harmless funds from 1991 enrollment ~~fan~~ attendance: \$9 million
- Baseline, with no hold harmless: \$41 million
- Adequacy Target: \$50 million
- Adequacy Gap: \$0, but while the baseball stadium is beautiful, its expensive to maintain, ticket prices cannot be increased, and the ticket takers need a raise



25

### RailRiders School District


- Current expenditures: \$44 million
- Which includes “additional” hold harmless funds from 1991 enrollment ~~fan~~ attendance: \$3 million
- Baseline, with no hold harmless: \$41 million
- Adequacy Target: \$50 million
- Adequacy Gap: \$6 million, missing the most basic modern equipment, and if they don't start paying the mascot more, he is taking an offer from the Senators



26

### Sea Wolves School District

- Current expenditures: \$35 million
- Lost hold harmless funds: \$6 million
- Baseline, with no hold harmless: \$41 million
- Adequacy Target: \$50 million
- Gap: \$15 million, with a field that isn't regulation size, the parking lot is pitted, no uniforms, 1 bat, and unfilled emergency need for three trainers, two pitchers, and a right fielder

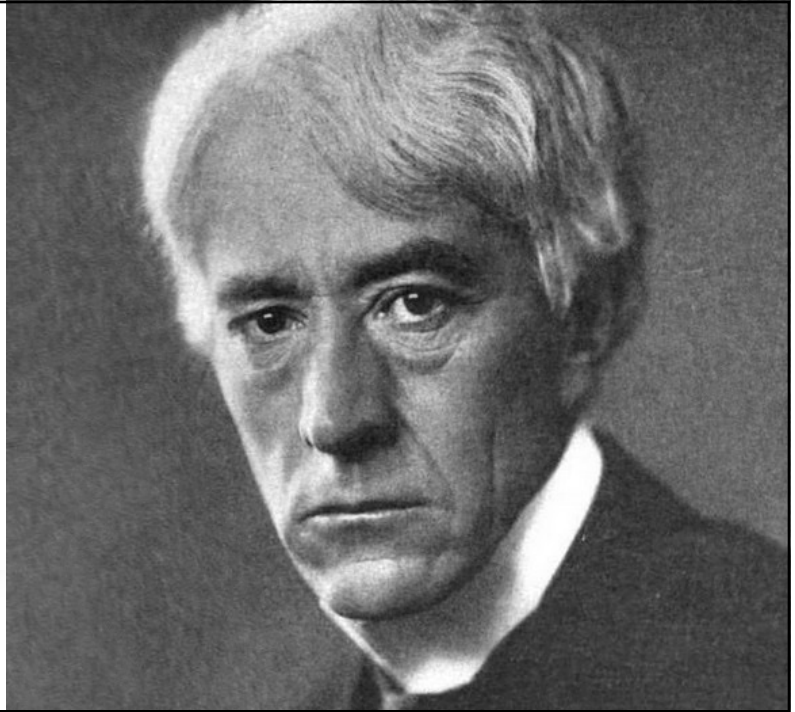


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Fightins School District	RailRiders School District	Sea Wolves School District
<ul style="list-style-type: none"> <li>• Current expenditures: \$50 million</li> <li>• Which includes “additional” hold harmless funds: \$9 million</li> <li>• Baseline, with no hold harmless: \$41 million</li> <li>• Gap: \$0</li> </ul>	<ul style="list-style-type: none"> <li>• Current expenditures: \$44 million</li> <li>• Which includes “additional” hold harmless funds: \$3 million</li> <li>• Baseline, with no hold harmless: \$41 million</li> <li>• Gap: \$6 million</li> </ul>	<ul style="list-style-type: none"> <li>• Current expenditures: \$35 million</li> <li>• Which in part is from lost hold harmless funds: \$6 million</li> <li>• Baseline, with no hold harmless: \$41 million</li> <li>• Gap: \$15 million</li> </ul>

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**Judge Landis  
demands a  
solution**



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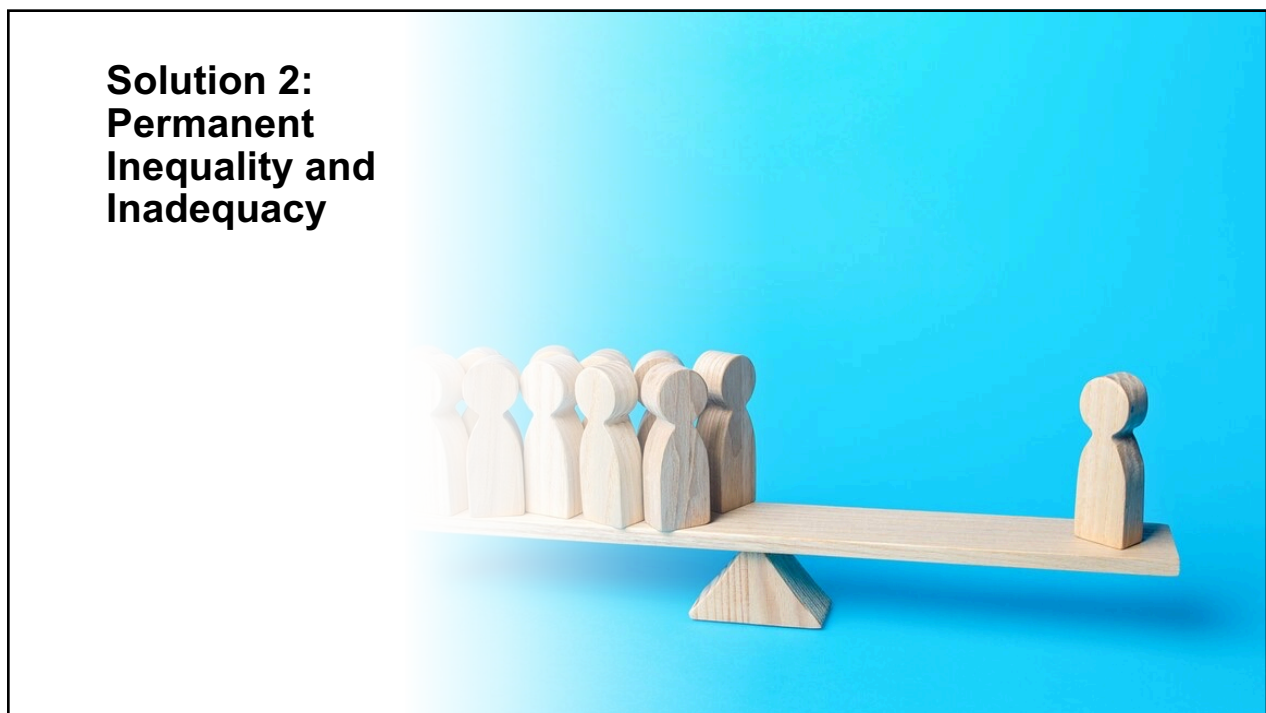
**Solution 1: Throw  
the deck of cards  
in the air**



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Fightins School District	RailRiders School District	Sea Wolves School District
<ul style="list-style-type: none"> <li>• Current expenditures: <del>\$50 million</del> \$41 million</li> <li>• <del>Which includes “additional” hold harmless funds: \$9 million</del></li> <li>• Baseline, with no hold harmless: \$41 million</li> </ul> <ul style="list-style-type: none"> <li>• Gap: <del>\$0</del> \$9 million</li> <li>• Adequacy funding: \$1 million per year</li> <li>• BEF and SEF Funding</li> </ul>	<ul style="list-style-type: none"> <li>• Current expenditures: <del>\$47 million</del> \$41 million</li> <li>• <del>Which includes “additional” hold harmless funds: \$6 million</del></li> <li>• Baseline, with no hold harmless: \$41 million</li> </ul> <ul style="list-style-type: none"> <li>• Gap: <del>\$3 million</del> \$9 million</li> <li>• Adequacy funding: \$1 million per year</li> <li>• BEF and SEF Funding</li> </ul>	<ul style="list-style-type: none"> <li>• Current expenditures: <del>\$35 million</del> \$41 million</li> <li>• <del>Which in part is from lost hold harmless funds: \$6 million</del></li> <li>• Baseline, with no hold harmless: \$41 million</li> </ul> <ul style="list-style-type: none"> <li>• Gap: <del>\$15 million</del> \$9 million</li> <li>• Adequacy funding: \$1 million per year</li> <li>• BEF and SEF Funding</li> </ul>



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## The Remedy

parties. Assuming Petitioners prevail, any plan devised by Respondents at the Court’s direction will have to provide all students in every district throughout Pennsylvania, not just Petitioners, with an adequately funded education, i.e., a “thorough and efficient” one, and the absent parties will have an opportunity to

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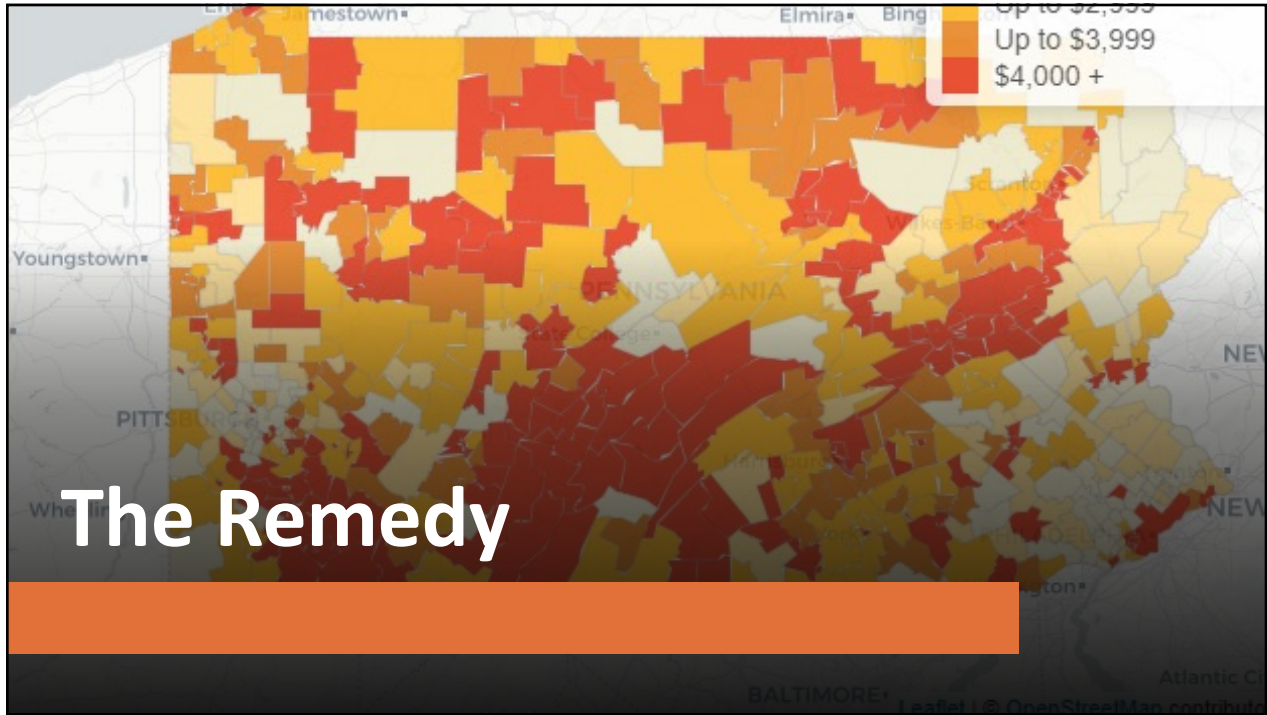
### Solution 3: Catching Up



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Fightins School District	RailRiders School District	Sea Wolves School District
<ul style="list-style-type: none"> <li>• Current expenditures: \$50 million</li> <li>• Which includes “additional” hold harmless funds: \$9 million</li> <li>• Baseline, with no hold harmless: \$41 million</li>   <li>• Gap: \$0</li> <li>• Adequacy Funding: \$0</li> <li>• End: \$50 million (plus inflation)</li> </ul>	<ul style="list-style-type: none"> <li>• Current expenditures: \$47 million</li> <li>• Which includes “additional” hold harmless funds: \$6 million</li> <li>• Baseline, with no hold harmless: \$41 million</li>   <li>• Gap: \$3 million</li> <li>• Adequacy Funding: \$3 million (over time)</li> <li>• End: \$50 million (plus inflation)</li> </ul>	<ul style="list-style-type: none"> <li>• Current expenditures: \$35 million</li> <li>• Which in part is from lost hold harmless funds: \$6 million</li> <li>• Baseline, with no hold harmless: \$41 million</li>   <li>• Gap: \$15 million</li> <li>• Adequacy Funding: \$15 million (over time)</li> <li>• End: \$50 million (plus inflation)</li> </ul>

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HOUSE AMENDED  
 PRIOR PRINTER'S NOS. 873, 1183      PRINTER'S NO. 1816

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THE GENERAL ASSEMBLY OF PENNSYLVANIA

## SENATE BILL

No. 700      Session of 2023

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INTRODUCED BY BROOKS, DUSH, LAUGHLIN, BROWN, HUTCHINSON, MILLER, HAYWOOD, SCHWANK, MASTRIANO, MUTH AND PENNYCUICK, JUNE 14, 2023

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AS RE-REPORTED FROM COMMITTEE ON APPROPRIATIONS, HOUSE OF REPRESENTATIVES, AS AMENDED, JULY 11, 2024

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AN ACT

1 Amending the act of March 10, 1949 (Pub. 30, No. 14), entitled "An Act  
 2 relating to provisions applicable to schools; amend-  
 3 ing two existing provisions of that act."  
 4  
 5  
 6  
 7 AMENDING THE ACT  
 8  
 9 ACT RELATING TO PROVISIONS APPLICABLE TO SCHOOLS; AMENDING  
 10 LAWS RELATING TO SCHOOLS; AMENDING LAWS RELATING TO  
 11 FOR ADVERTISING; FURTHER PROVIDING FOR ENHANCEMENTS; IN  
 12  
 13  
 14  
 15 FOR QUALIFICATIONS; IN CERTIFICATION OF TEACHERS, FURTHER  
 16 PROVIDING FOR STATE CERTIFICATES, FOR CAREER AND TECHNICAL  
 17 INSTRUCTION AND FOR BACCALAUREATE CERTIFICATION BASIC SKILLS  
 18 ASSESSMENT; IN EDUCATOR PIPELINE SUPPORT GRANT PROGRAM,  
 19 FURTHER PROVIDING FOR DEFINITIONS, FOR PROGRAM ESTABLISHMENT  
 20 AND DUTIES OF AGENCY, FOR ELIGIBILITY AND FOR REPORT; IN  
 21 SCHOOL SAFETY AND SECURITY, FURTHER PROVIDING FOR SCHOOL  
 22 SAFETY AND SECURITY GRANT PROGRAM, FOR SCHOOL SAFETY AND  
 23 SECURITY COORDINATOR, FOR TARGETED SCHOOL SAFETY GRANTS FOR  
 24 NONPUBLIC SCHOOLS AND SCHOOL ENTITIES PROGRAM AND FOR SCHOOL  
 25 SAFETY AND SECURITY TRAINING AND PROVIDING FOR SCHOOL SAFETY  
 26 AND MENTAL HEALTH GRANTS FOR 2024-2025 SCHOOL YEAR; IN SCHOOL  
 27 SECURITY, FURTHER PROVIDING FOR DUTIES OF COMMISSION,  
 28 PROVIDING FOR SCHOOL SECURITY PERSONNEL AND ESTABLISHING  
 29 SCHOOL SECURITY PERSONNEL FUND; IN SCHOOL SECURITY, FURTHER  
 30 PROVIDING FOR DUTIES OF COMMISSION AND PROVIDING FOR SCHOOL  
 31 SECURITY PERSONNEL AND FOR SCHOOL SECURITY PERSONNEL FUND; IN

13 (F) THE PROVISIONS IN THIS SUBSECTION RELATE TO THE ADEQUACY

14 SUPPLEMENT. THE FOLLOWING SHALL APPLY:

15 (1) THE DEPARTMENT SHALL CALCULATE AN ADEQUACY GAP FOR EACH

16 SCHOOL DISTRICT AS FOLLOWS:

38



13 (F) THE PROVISIONS IN THIS SUBSECTION RELATE TO THE ADEQUACY  
 14 SUPPLEMENT. THE FOLLOWING SHALL APPLY:  
 15 (1) THE DEPARTMENT SHALL CALCULATE AN ADEQUACY GAP FOR EACH  
 16 SCHOOL DISTRICT AS FOLLOWS:

1	AUN	School District	County	>21 at 1	2020-21 Cat 2	2020-21 Cat 3	2019-20 Cat 1	2019-20 Cat 2	2019-20 Cat 3	Act 16 Weighted Student Count	Total WSC for Adequacy calc (new)	Adequacy Target Weighted Student Count (new) x \$14,120	Adequacy Gap
440	117596003	Northern Tioga SD	Tioga	412	34	3	408	36	4	440,300	2,994,245	\$42,278,739.40	\$8,426,569.70
441	117597003	Southern Tioga SD	Tioga	465	12	2	459	13	6	401,700	2,625,803	\$37,076,338.36	\$5,602,989.28
442	117598503	Wellsboro Area SD	Tioga	285	21	4	301	26	5	310,270	2,152,538	\$30,393,836.56	\$4,420,930.47
443	116604003	Lewisburg Area SD	Union	287	13	13	294	15	9	333,870	2,527,762	\$35,691,999.44	\$949,191.39
444	116605003	Mifflinburg Area SD	Union	258	10	6	241	4	8	261,523	2,553,502	\$36,055,448.24	\$2,442,741.46
445	106611303	Cranberry Area SD	Venango	250	18	4	250	23	6	294,967	1,731,399	\$24,447,353.88	\$4,929,861.38
446	106612203	Franklin Area SD	Venango	582	23	5	578	22	4	516,423	2,780,007	\$39,253,698.84	\$6,102,312.75
447	106616203	Oil City Area SD	Venango	375	20	4	310	16	4	337,837	2,682,035	\$37,870,334.20	\$5,696,210.50
448	106617203	Titusville Area SD	Venango	341	30	4	319	30	2	376,110	2,750,241	\$38,833,402.92	\$5,483,728.67
449	106618603	Valley Grove SD	Venango	192	12	0	193	11	0	177,467	1,287,491	\$18,179,372.92	\$2,941,845.55
450	105628302	Warren County SD	Warren	149	30	9	991	30	6	876,827	5,996,073	\$84,664,550.76	\$4,334,907.88
451	101630504	Avella Area SD	Washington	116	1	0	126	3	1	89,400	800,940	\$11,309,272.80	\$192,653.73
452	101630903	Bentworth SD	Washington	240	6	5	240	10	1	226,530	1,576,439	\$22,259,318.68	\$4,496,789.76
453	101631003	Bethlehem-Center SD	Washington	303	14	16	304	27	10	397,140	1,712,897	\$24,186,105.64	\$3,391,457.56
454	101631203	Burgettstown Area SD	Washington	204	7	1	221	7	3	183,803	1,477,353	\$20,860,224.36	\$106,932.93
455	101631503	California Area SD	Washington	178	8	6	160	8	5	191,217	1,301,598	\$18,378,563.76	\$3,295,023.66
456	101631703	Canon-McMillan SD	Washington	901	90	40	855	82	45	1,369,590	7,147,446	\$100,921,937.52	\$20,249,294.15
457	101631803	Charleroi SD	Washington	311	15	8	303	19	6	333,150	2,316,492	\$32,708,867.04	\$7,871,050.61
458	101631903	Chartiers-Houston SD	Washington	222	2	2	235	2	4	180,760	1,473,898	\$20,811,439.76	\$474,652.75
459	101632403	Fort Cherry SD	Washington	226	7	3	257	11	2	221,420	1,345,173	\$18,993,842.76	\$299,096.74
460	101633903	McGuffey SD	Washington	394	3	9	339	3	7	337,617	2,145,792	\$30,298,583.04	\$312,190.98
461	101636503	Peters Township SD	Washington	545	24	10	536	29	11	537,517	4,461,705	\$62,999,274.60	\$0.00
462	101637002	Ringgold SD	Washington	536	31	16	500	35	14	619,903	3,870,348	\$54,649,313.76	\$12,800,738.35
463	101638003	Trinity Area SD	Washington	716	30	9	683	47	18	719,733	4,403,180	\$62,172,901.60	\$3,717,502.95
464	101638903	Washington SD	Washington	220	22	8	283	22	8	216,537	1,320,383	\$18,763,983.08	\$3,693,353.04



## Giant Shortfalls in PARSS Districts


School District	County	Adequacy Gap	State Adequacy Gap Per Student
Sto-Rox SD	Allegheny	\$15,103,382.71	\$9,235.28
Blacklick Valley SD	Cambria	\$4,953,918.05	\$8,045.81
Minersville Area SD	Schuylkill	\$9,540,761.21	\$7,864.91
Hanover Area SD	Luzerne	\$17,340,072.91	\$7,788.34
Shenandoah Valley SD	Schuylkill	\$9,794,267.37	\$7,436.46
Panther Valley SD	Carbon	\$16,006,397.89	\$7,342.91
Brownsville Area SD	Fayette	\$10,813,814.81	\$6,848.71
Aliquippa SD	Beaver	\$8,596,798.76	\$6,742.24
Big Beaver Falls SD	Beaver	\$11,719,677.93	\$6,726.17
Mount Carmel Area SD	Northumberland	\$10,689,831.42	\$6,655.26
Port Allegany SD	McKean	\$5,890,982.18	\$6,631.35
Juniata Valley SD	Huntingdon	\$4,464,899.87	\$6,540.24



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## Hold harmless (all of PA)

Status	Students	Total Hold Harmless Impact
Hold Harmless "Winners"	631,759	\$1.1 billion
Hold Harmless "Losers"	1,040,874	-\$1.1 billion


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## Hold harmless (PARSS)

Status	Students	Total Hold Harmless Impact
Hold Harmless "Winners"	314,082	\$691 million
Hold Harmless "Losers"	119,282	-\$124 million


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## Hold harmless (Non PARSS)

Status	Students	Total Hold Harmless Impact
Hold Harmless "Winners"	317,677	\$411 million
Hold Harmless "Losers"	921,592	-\$973 million

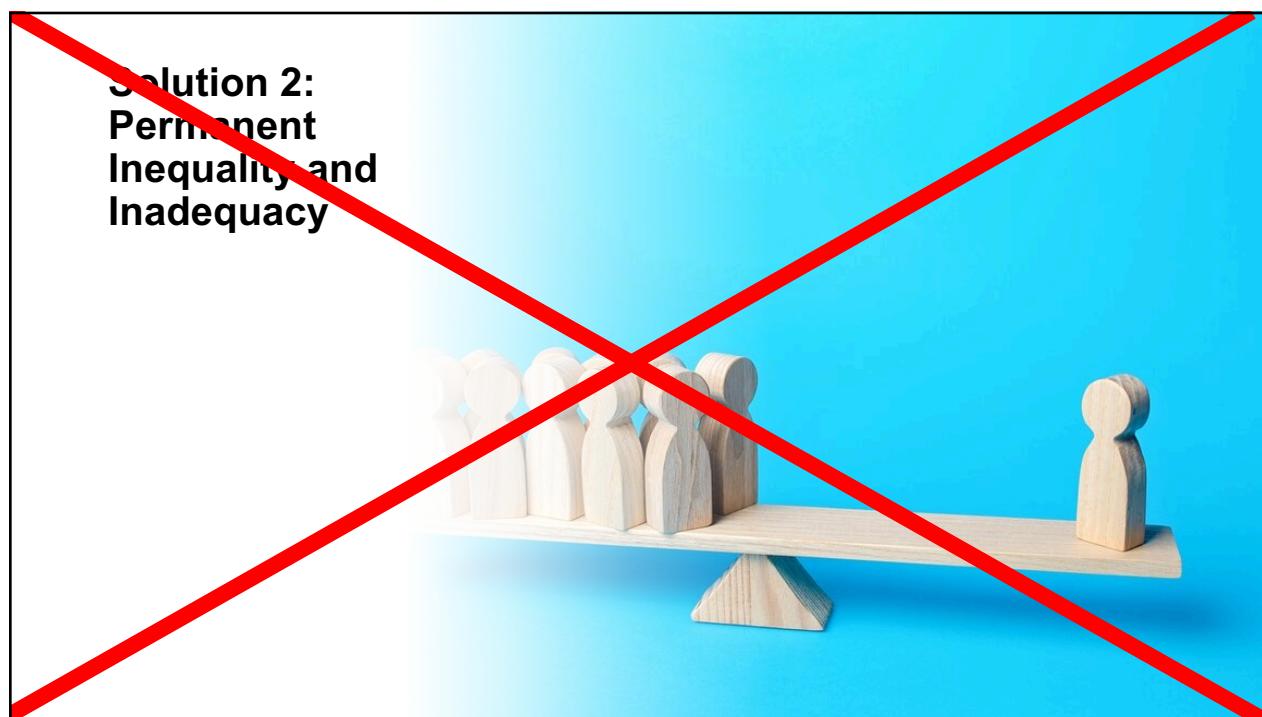
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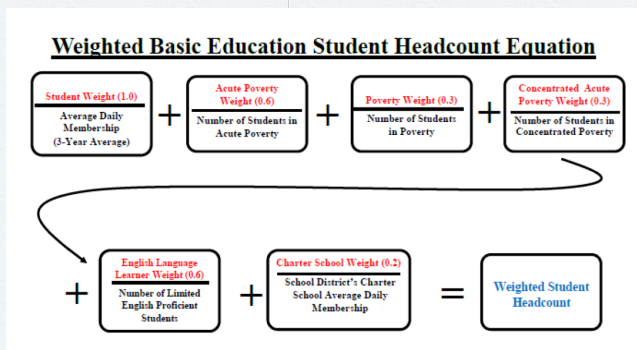
## Reaching Adequacy

1. Use Pennsylvania's performance standards to ascertain which districts are meeting state targets on PSSA's/Keystones and High School Graduation
2. Use Pennsylvania's school funding formulas to calculate each district's need (weighted student counts)
3. Determine what those successful Pennsylvania schools spend per weighted student
4. Eliminate high-spending outliers and take the median district
5. Apply the successful schools' adequate spending level as a target for all school districts
6. Determine the state share of funding

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## Measuring Need

Use Pennsylvania's school funding formulas to calculate weighted student counts



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## Measuring Need

Use Pennsylvania's school funding formulas to calculate each district's need (weighted student counts)

Reccomended Weighting Factors		
Category	Average Cost	Weight
Regular Education	\$ 7,140	
Category 1	\$ 11,677	1.64
Category 2	\$ 35,920	3.08
Category 3	\$ 74,031	6.34

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## **Bipartisan Agreement: Widespread Funding Inadequacy**

Districts with an adequacy shortfall: 364 (1.22 million students)

Districts with shortfall > \$5,000 per student: 54 (421,000 students)

Median shortfall: \$2,884 per student

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## **Bipartisan Agreement: Widespread Funding Inadequacy in PARSS Districts**

PARSS districts with an adequacy shortfall: 203

PARSS districts with shortfall > \$4,000 per student: 55

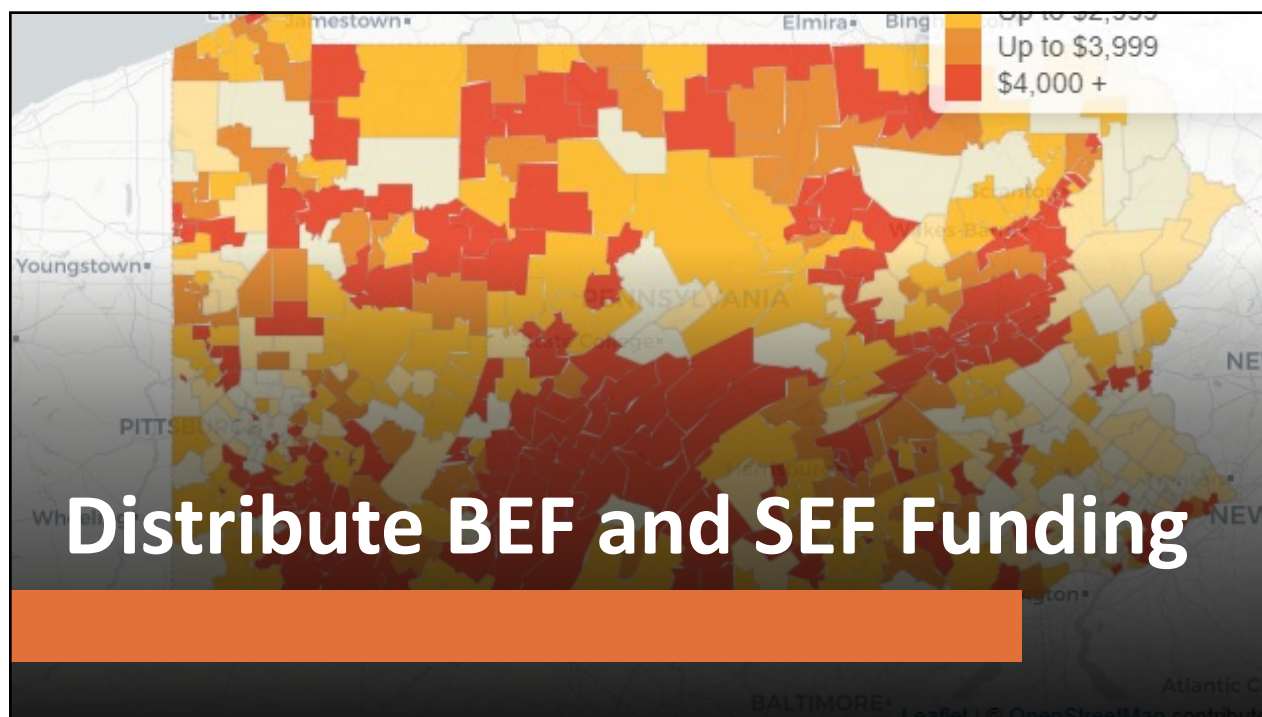
PARSS median shortfall: \$3,000 per student

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## Tax Effort Penalty Removed

- Reduction in adequacy for low-tax districts removed
  - 64 school districts (49 PARSS members) receive at least \$100 per ADM more as a result

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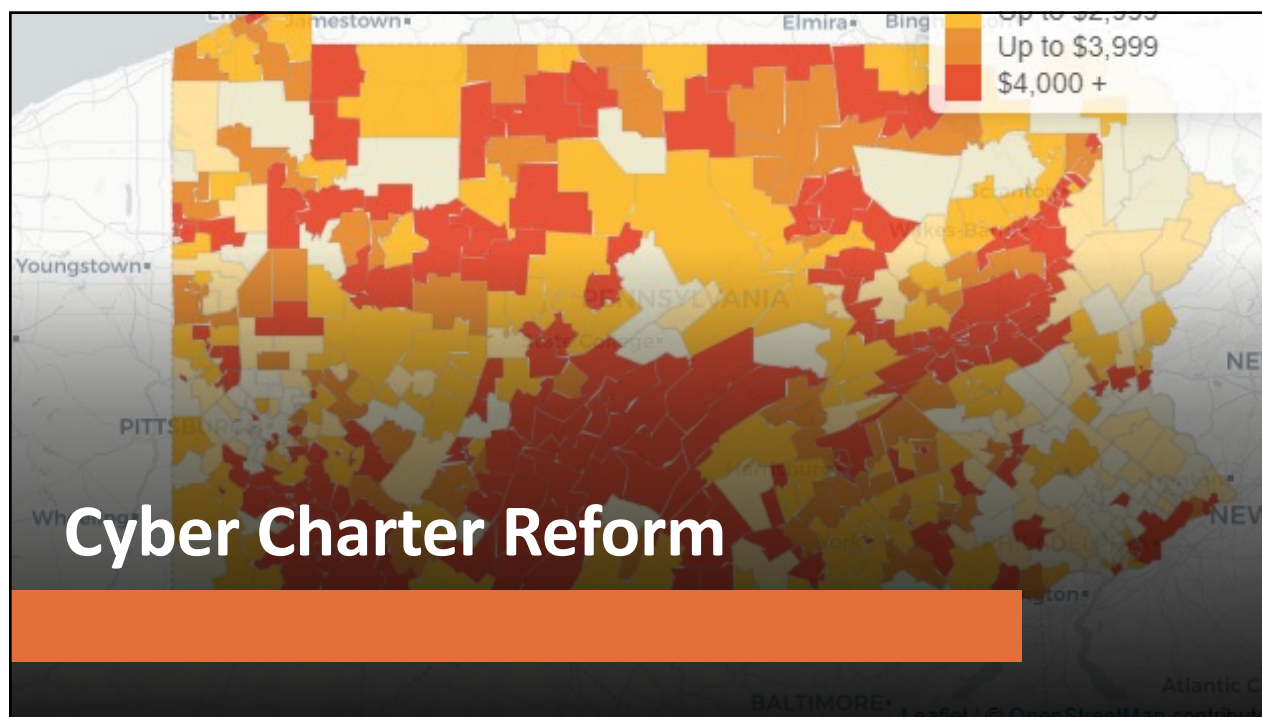


54

## 25-26 Money through the formulas

- \$105 million through fair funding formula to all districts (below inflation)
- \$40 million through special education funding formula to all districts (below inflation)

55

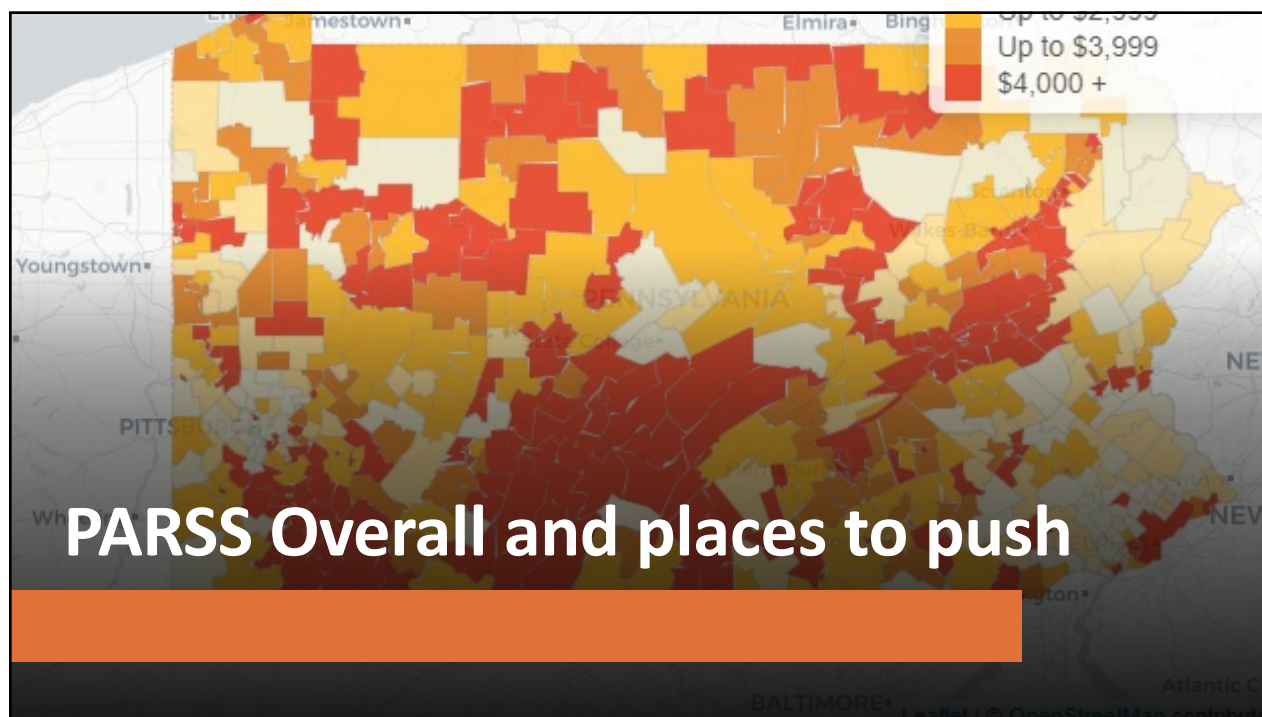


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## Setting Statewide Tuition Rates

- Statewide: \$178 million savings
  - But \$100 million reimbursement lost
- PARSS districts: \$39.7 million
  - But \$28.5 million in reimbursement lost

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## 2026-27 Budget

- Adequacy: \$526 million
- BEF: \$50 million (below inflation)
- SEF: \$50 million (below inflation)
- **Where can we push?**
  - BEF, adequacy, charter reform

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## Longstanding problems

- ~~1. No goal of fully funding schools~~
- ~~2. Low relative state contribution — 38%~~
- ~~3. Most funding not based on formula~~
- ~~4. Inadequate state funding leads to gross inequities between districts~~
- ~~5. Low-wealth communities need the most, try the hardest, have the least~~

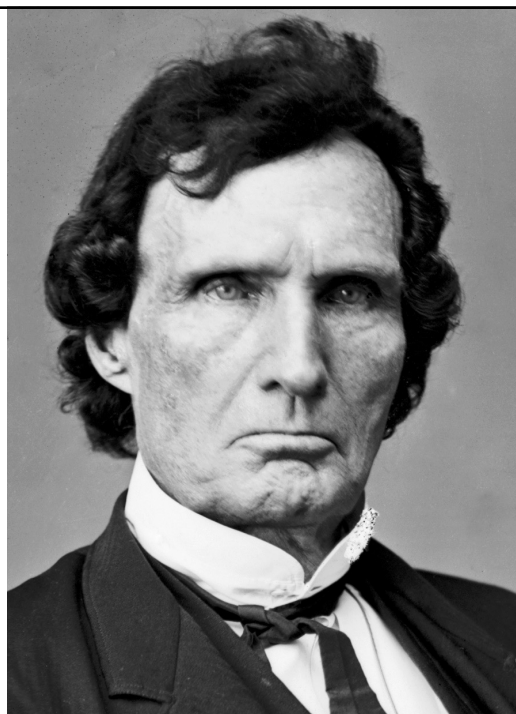
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“Today’s budget proposal could be the start of transformational change for my students,” said **Dr. David McAndrew, superintendent of Panther Valley School District**. “It means more reading specialists, counselors, teachers, and social workers, support that has been denied because of a lack of local wealth in our community. I hope that our leaders in Harrisburg can make this multi-year proposal a reality faster than seven years—our kids have unmet needs right now—but the governor’s plan provides the meaningful opportunity that children in Panther Valley and across Pennsylvania deserve.”

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“I trust that when we come to act on this question, we shall take lofty ground, look beyond the narrow space which now circumscribes our vision, beyond the passing, fleeting point of time on which we stand, and so cast our votes that the blessing of education shall be conferred on every son of Pennsylvania, shall be carried home to the poorest child of the poorest inhabitant of the meanest hut of your mountains, so that even he may be prepared to act well his part in this land of freedom.”



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