Rhode Island Education Aid



House Fiscal Advisory Staff September 2019

House Finance Committee

Hon. Marvin L. Abney, Chairman Hon. Gregg Amore Hon. Jean-Phillipe Barros Hon. Grace Diaz Hon. John G. Edwards Hon. Alex Marszalkowski Hon. James N. McLaughlin Hon. Mario F. Mendez Hon. Michael Morin Hon. William W. O'Brien Hon. Justin Price Hon. Robert J. Quattrocchi Hon. Scott A. Slater Hon. Carlos E. Tobon Hon. Camille Vella-Wilkinson

Table of Contents

	Page No.
Introduction	
How Rhode Island Compares	
Historical Perspective and National Debate	9
Funding History	
Summary of Education Aid Programs	
Operations Aid	
Special Education Excess Aid	
Area Vocational Education Aid	
Limited English Proficiency Incentive Aid	
Conventional Public Housing Aid	
Distressed District Fund	
Special/Limited Appropriation	
State Support for Local School Operations	
Permanent School Fund	
Title I	
Special Education	
Central Falls School District	
Metropolitan Career and Technical Center	
Davies Career and Technical Center	
Targeted Aid	
Core Instruction Equity Fund	
Student Equity Investment Fund	
Professional Development Investment Fund	
Early Childhood Investment Fund	
Student Technology Investment Fund	
Student Language Assistance Investment Fund	55
Charter Schools	

Urban Collaborative Accelerated Program
Full-Day Kindergarten
Vocational Technical Equity Fund 64
Group Home Aid
Categorical - High Cost Special Education
Categorical - Career and Technical Education
Categorical - Early Childhood70
Categorical – Non-Public Transportation
Categorical – Regional District Transportation
Categorical – Limited Regionalization Bonus
Categorical – English Language Learners
Categorical – Charter School Density Aid75
Categorical – School Resource Officer Support 76
Progressive Support and Intervention77
Hasbro Children's Hospital School79
School Visits
Full-Day Kindergarten Pilot Program
Textbook Loans
School Breakfast
Recovery High Schools
Speech Pathologist Salary Supplement
Teacher Retirement
Supplemental Retirement Contribution
Construction Aid (School Housing Aid)
School Building Authority Capital Fund (School Housing Aid) 103
Historical Funding Issues
Recent Funding Issues 111
Glossary of Terms 117
Appendix I – Calculation and Distribution Tables – Funding Formula 121

Appendix II - Education Aid by Community	157
Appendix III – Construction Aid by Community	167
Appendix IV – State Share Ratio – Education Funding Formula	177
Appendix V – Share Ratio Calculation – Housing Aid	179

State Education Aid

Introduction

Rhode Island Education Aid is an annual publication of the House Fiscal Advisory Staff. It provides information on state aid to education. The Assembly enacted \$1,210.6 million for FY 2020 total aid for local school districts, which is \$48.1 million more than enacted for FY 2019. The Assembly concurred with the Governor's recommendation to fully fund the ninth year of the funding formula adopted by the 2010 Assembly.

Funding for FY 2020 includes \$979.7 million in direct distributions to local school districts, \$37.5 million in categorical funding, \$1.0 million in other aid for distribution by the Department, \$112.3 million for the state's contribution to teacher retirement, and \$80.0 million for school construction. Of the \$80.0 million for school construction, \$1.0 million is for the School Building Authority Capital Fund, created by the 2015 Assembly.



The 2010 Assembly adopted a funding formula to be effective with the FY 2012 budget to distribute aid to all districts, charter schools and the state schools: Davies Career and Technical School and the Metropolitan Career and Technical School. The formula is based on the principle that the money follows the student and includes a core instruction amount per pupil that every student will receive, a single poverty weight as a proxy for student supports, and a state share ratio that considers the district's ability to generate revenues and its poverty concentration. There is no minimum share in the formula. Because the formula results in a significant redistribution of funding among districts, it allows for a 10-year transition to smooth impacts. Districts that receive more state funding had the additional

funding phased in over seven years and districts that are going to receive less state funding have that loss phased in over ten years. As FY 2020 represents the ninth year of the transition period, only districts that are receiving less state aid are still subject to the phase in.

The funding formula calculation for FY 2020 uses March 15, 2019 student enrollment data adjusted for FY 2020 projected charter school enrollments, a per pupil core instruction amount of \$9,871 and state share ratio variables updated with June 30, 2018 data. Districts are billed quarterly for students attending charter and state schools.

The funding plan also allows for additional resources from the state to districts for highcost special education students, career and technical programs, early childhood education programs, transportation costs, English language learners and a limited two-year bonus for regionalized districts. Group home aid is paid on a per bed basis in addition to aid paid through the funding formula, adjusted for the impact of group home beds from education funding data, phased in over the remaining years of the transition period. FY 2020 is the second year of a three-year limited category of aid to support School Resource Officers enacted by the 2018 Assembly.

This report examines the programs through which the state has distributed its support for local school districts in prior decades, funding for which is summarized in the previous table. It offers a "How Rhode Island Compares" section. Historic and recent themes and issues in the debate over education aid in recent decades are highlighted in a special section. This edition includes state and local education spending as a percent of personal income and analysis of the school budget dispute resolution process often referred to as the Caruolo Act. There is also a description of the adjusted EWAV (equalized weighted assessed valuation) calculation in the Glossary of Terms section that begins on page 116 as well as a description of the calculation and distribution of enacted education aid to districts, charter and state schools located in Appendix I.

How Rhode Island Compares

In Rhode Island, for FY 2017, the state provided 40.5 percent of public school revenue from its own sources. Local communities contributed, primarily through property taxes, 52.2 percent, and federal funds were 7.2 percent of total revenue. This is shown in the table below. Data are the most recent available from the United States Census Bureau.

FY 2017 Share of Public School Revenue

	State	Local	Federal
Rhode Island	40.5%	52.2%	7.2%
New England	46.3%	48.0%	5.2%
US Average	47.1%	44.9%	8.0%

For FY 2017 the local contribution in Rhode Island was 52.2 percent, which is greater than the New England average of 48.0 percent and the national average of 44.9 percent. New England as a region was 3.1 percent more than the national average.

Federal funds were higher in Rhode Island than the New England average of 5.2 percent and lower than the national average of 8.0 percent. As a whole, the share of revenues from federal sources in New England is less than the national average.

For FY 2017, Rhode Island ranked 38th in state support for public education and 14th in local support. This means that Rhode Island ranks among the top in the nation when it comes to local funding of public education and among the bottom when it comes to state support. The following tables, based upon data reported by the Bureau of the Census, show this distribution for FY 2007, FY 2012, and FY 2017. Rhode Island's ranking of state support had worsened from 42nd in FY 2007 to 47th in FY 2012; however, it has since improved to 38th.

State Share of Public School Revenue

		New		KI
	RI	England	US	Rank
FY 2007	42.0%	31.8%	47.6%	42
FY 2012	35.0%	44.4%	44.4%	47
FY 2017	40.5%	46.3%	47.1%	38

For FY 2017, 40.5 percent of Rhode Island education funding was from state sources. Vermont had the greatest percentage of funding from state sources at 90.3 percent and New Hampshire had the lowest percentage at 32.1 percent.

Local Share of Public School Revenue

			RI	
	RI	England	US	Rank
FY 2007	52.9%	45.1%	44.1%	9
FY 2012	55.2%	46.6%	44.5%	7
FY 2017	52.2%	48.0%	44.9%	14

In FY 2017, local sources provided 52.2 percent of Rhode Island education funding, the 14th highest share of any state. New Hampshire had the highest percentage of local resources at 62.5 percent and Hawaii had the lowest percentage at 2.0 percent.

Between FY 2007 and FY 2017, the state's contribution decreased 150 basis points from 42.0 percent to 40.5 percent; the local contribution decreased by about half that amount, or 70 basis points from 52.9 percent in FY 2007 to 52.2 percent in FY 2017. Nationally, state contributions decreased 50 basis points from 47.6 percent in FY 2007 to 47.1 percent in FY 2017, and local contributions increased by 80 basis points from 44.1 percent in FY 2007 to 44.9 percent in FY 2017.

Nationally, the federal share has fallen 30 basis points in the ten-year period, from 8.3 percent in FY 2007 to 8.0 percent in FY 2017. The increase to 10.0 percent for FY 2012 is in large part because of the 2009 American Recovery and Reinvestment Act (stimulus funding), most of which expired during FY 2012. For Rhode Island, the federal commitment declined by 70 basis points in that ten-year period from 7.9 percent to 7.2 percent. For New England, federal contributions fell 110 basis points from 6.3 percent in FY 2007 to 5.2 percent in FY 2017.

Federal Share of Public School Revenue										
		New								
	RI	England	US	Rank						
FY 2007	7.9%	6.3%	8.3%	28						
FY 2012	9.3%	7.4%	10.0%	30						
FY 2017	7.2%	5.2%	8.0%	31						

The following chart shows historical revenue distribution for Rhode Island by source of funds from FY 1997 through FY 2017. The impact of the recession in 2008 is reflected in the decrease in state support in FY 2009 and FY 2010.



Another way to evaluate education funding nationally is to compare per pupil spending. In FY 2017, the average per pupil spending in Rhode Island was \$15,943. This is 3.5 percent less than the New England average of \$16,521 and 30.7 percent greater than the national average of \$12,201. Regionally, only the mid-Atlantic states, at \$19,270 per pupil, had higher per pupil costs than New England states. It should be noted that New York and New Jersey, both mid-Atlantic states, had the nation's highest and third highest per pupil expenditures, at \$23,091 and \$18,920, respectively. Connecticut was second highest at \$19,322.

Per Pupil Spending New											
		RI									
FY 2007	\$	12,612	\$	12,318	\$	9,666	7				
FY 2012	\$	14,005	\$	14,374	\$	10,608	8				
FY 2017	\$	15,943	\$	16,521	\$	12,201	8				

For FY 2017, Rhode Island ranked eighth highest in per-pupil spending nationally. Regional data on per pupil spending for FY 2007, FY 2012 and FY 2017 is illustrated in the following table. The ten-year change column displays the percent change from FY 2007 to FY 2017.

Per Pupil Spending

				10 Year
	FY 2007	FY 2012	FY 2017	Change
Mid Atlantic	\$14,257	\$16,719	\$19,270	35.2%
Mid West	9,200	10,521	11,987	30.3%
New England	12,318	14,374	16,521	34.1%
Rhode Island	12,612	14,005	15,943	26.4%
Pacific	9,978	11,551	13,511	35.4%
Rocky Mountains	8,324	9,057	9,957	19.6%
South	8,823	9,717	10,538	19.4%
US Average	9,666	10,608	12,201	26.2%

Over the ten-year period from FY 2007 to FY 2017, per pupil spending in Rhode Island increased 26.4 percent from \$12,612 for FY 2007 to \$15,943 for FY 2017. In New England, per pupil spending increased 34.1 percent in this period, the largest regional increase. Nationally, the increase was 26.2 percent, growing from \$9,666 in FY 2007 to \$12,201 in FY 2017. Factors such as teachers' salaries and benefit packages including retirement, student poverty and the cost of living affect the cost of educating children and can explain some of the difference in per pupil cost regionally.

While Rhode Island ranked eighth highest in per pupil spending nationally for FY 2017, when state funds alone are used as the measure, Rhode Island's ranking decreases to 22nd. While this is consistent with its ranking since FY 2014, it is higher than FY 2012 and FY 2011 when it ranked 24th and 27th, respectively. State spending in Rhode Island was \$7,428 per pupil in FY 2017. This is 17.0 percent less than the New England average of \$8,946 per pupil, although Vermont's \$18,597 raises New England's average significantly. With the passage of Act 60 in 1997, Vermont adopted changes to its funding formula, shifting most of the responsibility from local governments to the state. While local governments continue to contribute to education, that funding is significantly less than what had been collected prior to Act 60.

		State ending	Change from Prior
FY 2017	Pe	r Pupil	Year
Mid Atlantic	\$	9,168	4.5%
Mid West	\$	7,086	1.1%
New England	\$	8,946	1.0%
Pacific	\$	10,033	-0.6%
Rocky Mountains	\$	6,428	9.6%
South	\$	5,978	3.5%
US Average	\$ 6,732		2.7%
Rhode Island	\$	7,428	5.4%

The FY 2020 budget includes \$979.7 million for direct aid to local school districts, an increase of 43.5 percent from the first year of the formula. The funding formula costs are

driven by enrollment, wealth, and the core instruction amount. Since FY 2012, the per pupil core instruction amount has increased by \$1,538 or 18.5 percent, which is an annual increase of 2.2 percent. Aid per student has increased by \$1,484 or 27.5 percent during that same period, which is an annual increase of 3.1 percent. The table below shows these changes, as well as changes to enrollment, students in poverty, and average state share ratio since the first year of the funding formula. The formula provides a 40.0 percent weight for each student in poverty. The state share is determined using two factors: the full value of local property and the median family income as determined by the last five years of census data. Among all communities, the average state share ratio for FY 2020 is 38.4 percent. When weighted for the number of students, the average state share ratio is 55.0 percent; it was 52.5 percent when the formula began. Table 2 at the end of this report shows the funding formula calculation for FY 2020.

	F	Y 2012	F	Y 2016	F	FY 2019	F	Y 2020	(Y 2020 Chg. to Y 2012	FY 2020 % Chg. to FY 2012	Average Annual % Change
Per Pupil Core Amount	\$	8,333	\$	8,928	\$	9,422	\$	9,871	\$	1,538	18.5%	2.2%
Student Enrollment		140,913		140,486		142,306		142,202		1,289	0.9%	0.1%
Students in Poverty		63,446		68,682		67,972		67,298		3,852	6.1%	0.9%
Highest State Share Ratio		92.6%		93.5%		93.3%		94.8%		2.2%	2.4%	0.3%
Avg. State Share Ratio		38.7%		40.2%		38.6%		38.4%		-0.3%	-0.8%	-0.1%
Avg. Weighted State Share Ratio		52.5%		55.4%		55.1%		55.0%		2.5%	4.8%	0.3%
Aid Per Student	\$	5,393	\$	5,992	\$	6,652	\$	6,877	\$	1,484	27.5%	3.1%

State and Local Education Spending as a Percent of Personal Income. Another way to measure spending is by comparing it to a state's overall wealth. One useful measure of that wealth is total personal income. The following table shows elementary and secondary education spending in Rhode Island as a percent of personal income for the period 1994 through 2017. Education expenditure data are from the United States Census Bureau while personal income data are from the Bureau of Economic Analysis.



RI Education Spending as Percent of Personal Income

State and local spending on elementary and secondary education was 3.9 percent of personal income from non-federal sources in 1992 and slowly increased annually, reaching a high of 4.5 percent in 2001. It settled at 4.4 percent for several years reaching 4.5 percent again in 2008 and 2009. Since then, it has remained at or above 4.0 percent, the current

level for data available through 2017. The state share and local shares of elementary and secondary education spending as a percent of personal income followed similar patterns through the changes in local shares were somewhat less volatile. For additional context, the next table shows the growth rates for both Rhode Island personal income and education spending during the same period.



Historical Perspective and National Debate

Rhode Island's education aid history, like that of most states, has been characterized by the debate over the state's role in the financing of education. Since nearly half of all resources for education nationally are raised at the local level, states' attempts to distribute their share of support, in the 1970s and 1980s, were focused on reducing the disparities that exist among school districts' ability to raise local revenues. Those attempts were marked by a tension between the divergent notions of education equity. In the 1990s, the debate broadened to consider "equity" as equal outcomes and the concept of adequacy of resources emerged as the major funding issue.

The extent to which states have addressed local funding disparities has been the subject of legal challenges in 45 states since the 1971 landmark California case, Serrano v. Priest, which declared California's public school finance system unconstitutional. The California State Supreme Court found that the system violated the state's equal protection clause because education quality had become a function of the wealth of a child's parents.

California responded by implementing a public education finance system called Foundation Support. The basic idea of a foundation program is that the state sets a minimum per pupil spending level and a common local tax effort. The state then pays the difference between the revenues generated through this local tax effort and the minimum spending level. Such a system does guarantee equal funding at the minimum level, but a second court challenge resulted because wealthier districts could raise and spend much more than the guarantee level and therefore, education quality remained a function of local school district wealth. In the final appeal of Serrano v. Priest in 1986, the Appellate Court declared California's system constitutional because it took steps to reduce the final per pupil expenditure disparities across districts to what the courts said should be "insignificant differences."

As with the California case, challenges to other state systems have generally claimed that, to the extent that the states' constitutions require the provision of education, these spending disparities violate the equal protection guarantee. Most litigation has centered on equity, in particular, the equality of per pupil expenditures across school districts. Courts often examine the distribution of state aid in relationship to the ability of local school districts to raise local revenues. Roughly half of the constitutional challenges since the California case have prevailed. Prevailing challenges typically cite the state's limited responsibilities in the provision of education and the compelling interest in local control of education.

Similarly, the Rhode Island Supreme Court eventually rejected the 1994 challenge to Rhode Island's education aid system, brought by the state's poorest districts in The City of Pawtucket et al v. Sundlun et al. The court found that the Rhode Island Constitution does not guarantee an "equal, adequate and meaningful education." The court ruled that the General Assembly's role is to support and promote, not establish a system of public education. In 1993, Michigan, whose system was upheld in 1984, eliminated use of locally raised property taxes to fund education, and replaced it with a system financed by an increase in state sales taxes and a statewide property tax.

Vermont struggled with implementation of its controversial new funding plan following the 1997 State Supreme Court decision in Brigham v. Vermont. The court ruled that because the state's constitution creates a fundamental right to education, the state's funding system violated its equal protection clause. In response, Vermont adopted Act 60, which provides a state funded flat grant for roughly 80 percent of total expenditures. The remaining 20 percent is raised through a local option property tax that is subject to an equalization formula that guarantees each district with access to the same tax base. Since property rich districts raise more money for the same tax rate than property poor ones, their excess revenues are redistributed to the poor districts. Some wealthy communities responded by withholding tax revenues and reducing or eliminating the optional tax in favor of voluntary contributions that would not be subject to state recapture.

The challenge to the Kentucky education finance system in Rose v. The Council for Better Education, Inc. resulted in the 1989 declaration by the State Supreme Court that Kentucky's entire education system was unconstitutional. In addition to the finance system, the court struck down laws creating school districts, school boards, and the state education department, as well as laws and regulations pertaining to teacher certification and school construction. In addition to revamping the funding plan to increase spending and expenditure equity, the state's entire education delivery system has been overhauled. Although the case was initiated as a challenge to school finance equity, the State's pupils, confronted the issue of education adequacy.

This notion of adequacy attempts to address whether or not the funding provided is sufficient to produce a quality education. A system might be considered equalized without being financially adequate. Nationally, as in the Kentucky decision, equity is beginning to be addressed in terms of educational outcomes, not just dollars. New Hampshire's system was deemed unconstitutional in 1997. A September 2006 ruling by the New Hampshire Supreme Court upheld that decision. The Supreme Court gave the legislature until July 2007 to define a constitutionally adequate system. The legislature enacted legislation in 2008 that included an education aid distribution formula. The per pupil cost of the new formula has two components, an universal cost applicable to all students and "differentiated aid" which provides additional funding for programs that assist at-risk students and other special populations. The formula also allocates aid directly to schools instead of being distributed at the school district level. In October 2008, the Supreme Court ruled that the state had met the mandate to define an adequate education.

According to the National Access Network, only five states, Delaware, Hawaii, Mississippi, Nevada and Utah, have never had a lawsuit challenging the constitutionality of elementary and secondary education.

Consideration of education adequacy has led to a growing focus on school-level equity and accountability. This has in turn created the need for detailed and comprehensive school-level data systems. States, including Rhode Island, have begun to seek better data on school performance and implement performance accountability measures with their education aid programs. With the passage of the national No Child Left Behind legislation, there are now measurable outcomes that students and school districts must achieve.

The 2004 Rhode Island Assembly adopted the Education and Property Tax Relief Act, which indicated that it "recognizes the need for an equitable distribution of resources among the states' school districts, property relief and a predictable method of distributing education aid." The legislation established a joint legislative committee to establish a permanent education foundation aid formula for Rhode Island. It provided a framework for the deliberations and directed the appointment of technical advisory groups to assist the committee in reaching its finding and issuing recommendations by October 1, 2005. The 2005 Assembly extended the reporting deadline to March 15, 2006 and provided \$150,000 for contracted support for committee efforts. The 2007 Assembly extended the reporting deadline to May 15, 2007.

The committee met regularly, took testimony from a variety of stakeholders and relied on the expertise of R.C. Wood and Associates in its charge to develop a new system for funding public education. In May of 2007, the foundation aid technical advisory group to the joint committee made several recommendations for the establishment of a permanent foundation aid formula. The recommendations included establishing a statewide per pupil expenditure with weighting for special education, English language learners, eligibility for free or reduced school lunch, and vocational education. The group recommended that regardless of the outcomes of a new funding formula, communities be held harmless to current levels of state aid and that all communities receive at least 25.0 percent of school funding from the state. The recommendation also included shifting certain costs such as certain special education costs, out-of-district transportation, non-public school textbooks and group homes to the state. The recommendations of the committee were introduced as proposed legislation in House Bill 6539 and Senate Bill 1112 at the end of the 2007 session. The House and the Senate took no actions.

Similar legislation was introduced during the 2008 session as House Bill 7957. This legislation did not include the minimum state share provision that the previous year's legislation did. The House Finance Committee heard the bill and took testimony in May 2008. Witnesses spoke both in favor of and in opposition to the legislation. The Committee held the bill for further study. The companion Senate Bill, 2650, was introduced during the 2008 Session and referred to the Senate Finance Committee, but never heard.

The same legislation was introduced during the 2009 session as House Bill 5978. The House Finance Committee heard the bill and took testimony in June 2009. Witnesses spoke both in favor of and in opposition to the legislation. The Committee held the bill for further study.

The Senate passed similar legislation in Senate Bill 921 on June 26, 2009 and referred it to the House Finance Committee. The Senate bill prescribed that the new formula would take effect only after two consecutive fall Revenue Estimating Conferences in which there were increases in revenues over the previous fall conference. This is because reallocating existing resources through a new formula would produce winners and losers and no new resources were available. The House Finance Committee did not hear the bill.

The 2010 Assembly adopted a new funding formula to be effective with the FY 2012 budget. This legislation is contained in 2010-H 8094 Substitute A, as amended. This formula distributes aid to all districts, charter schools and the state schools: Davies Career

and Technical School and the Metropolitan Career and Technical School. It is based on the principle that the money follows the student and includes a core instruction amount per pupil that every student will receive, a single poverty weight as a proxy for student supports, and a new state share ratio that considers the district's ability to generate revenues and its poverty concentration. No minimum share is used in the formula.

The formula allows for additional funding from the state to districts for high-cost special education students, career and technical programs, early childhood education programs, transportation costs and a limited two-year bonus for regionalized districts. There is redistribution of aid among communities with some getting less aid than prior years. In an effort to mitigate any losses to communities, the formula is being phased in over a ten-year period.

The legislation also included a two-year phased increase in the state's minimum housing aid participation to provide that no district receives less than a 40.0 percent state reimbursement by FY 2013 for projects completed after June 30, 2010, which was rolled back to 35.0 percent by the 2012 Assembly. The previous minimum had been 30.0 percent.

The 2011 Assembly funded the first year of the funding formula for FY 2012; FY 2020 is the ninth year. A number of smaller changes have been enacted since then including a category of aid for English language learners created by the 2016 Assembly and made permanent the following year. Other changes include a temporary aid category for districts with more than 5.0 percent of resident students attending charter schools, which phased out in FY 2020, and a temporary aid category for certain new school resource officer positions at public middle and high schools, which began in FY 2019 and will phase out in FY 2022.

Funding History

The Assembly enacted \$1,210.6 million from general revenues for FY 2020 total aid for local school districts, concurring with the Governor's recommendation to fully fund the ninth year of the funding formula. The Assembly added \$3.5 million to the Governor's recommendation based on updated enrollment data and increased support through categorical aid.

Funding for FY 2020 includes \$979.7 million in direct distributions to local school districts, charter and state schools, \$37.5 million in categorical funding, \$1.0 million for other formula aid for distribution by the Department of Elementary and Secondary Education for specific programming, \$112.3 million for the state's contribution to teacher retirement and \$80.0 million for school construction costs. Of the \$79.0 million for school construction, \$1.0 million is for the School Building Authority Capital Fund, created by the 2015 Assembly.

The 2018 Assembly enacted legislation to temporarily expand incentives used to enhance the school housing aid ratio in to encourage new school construction and renovation projects, contingent upon approval of a bond referendum put before the voters on the November 2018 ballot. As the ballot measure was approved, districts are eligible for state share ratio increases of up to 20.0 percent for projects that meet specific criteria, such as project type, cost, and time of project start and completion.

The legislation established a permanent incentive for projects that address school safety and established minimum maintenance spending requirements. It also included additional requirements and oversight throughout projects, which are intended to control project costs, ensure building systems operate correctly, and ensure that projects are executed properly from design through construction. For FY 2019 and FY 2020, the School Building Authority Capital Fund is to be used for technical assistance to districts. These changes are discussed further in the construction aid and School Building Authority Capital Fund sections of this publication.

Specific allocations in each funding category in five-year increments from FY 1999 through FY 2019 as well as FY 2020 are shown in the table on the following page. Where applicable, prior year information in the table has been updated to reflect actual expenditures. Set-aside funds, teacher retirement and construction aid usually differ from the original enacted appropriations. The sections that follow explain each category and corresponding distribution method. Appendix I of this report shows the FY 2020 distribution of the direct formula aid by community.

Formula Aid (in millions)	FY 1999	FY 2004	FY 2009	FY 2014	FY 2019	FY 2020
Local School Operations	\$ 393.1	\$ 458.0	\$ 443.0	\$ 651.9	\$ 787.1	\$ 807.6
Central Falls Operations	24.3	35.6	44.4	38.4	40.8	41.5
Met School	1.2	5.8	11.8	11.1	9.3	9.3
Davies Career & Tech	-	-	-	12.8	13.7	13.7
Direct Charter School Aid	-	12.6	29.3	55.1	90.6	101.0
UCAP	-	-	-	0.3	1.4	1.5
Audit Adjustment	-	-	-	-	-	1.9
Targeted Aid	8.0	20.0	20.0	-	-	-
Core Instruction Equity	12.6	-	-	-	-	-
Student Equity	28.5	63.8	73.8	-	-	-
Professional Development	2.8	3.3	-	-	-	-
Early Childhood	5.5	6.8	6.8	-	-	-
Student Technology	3.4	3.4	3.4	-	-	-
Student Language Assistance	1.3	31.7	31.7	-	-	-
Charter-Indirect Aid	-	0.7	1.2	-	-	-
Full Day Kindergarten	-	4.4	4.2	-	-	-
Vocational Technical Equity	-	1.5	1.5	-	-	-
Group Homes Funding	-	8.3	9.9	7.2	3.7	3.2
Total	\$ 480.7	\$ 656.0	\$ 722.6	\$ 776.8	\$ 946.6	\$ 979.7
Categorical Funding						
High Cost Special Education	-	-	-	1.0	4.5	4.5
High Cost Career and Technical	-	-	-	3.0	4.5	4.5
Early Childhood	-	-	-	2.0	7.4	14.9
Non-Public Transportation*	-	-	-	1.6	3.0	3.0
Regional District Transportation*	-	-	-	1.7	4.4	4.6
Regionalization Bonus	-	-	-	-	-	-
English Learners	-	-	-	-	2.7	5.0
School of Choice Density Aid	-	_	_	-	0.5	-
School Resource Officer Support	-	-	-	-	0.2	1.0
Subtotal	\$ -	\$ -	\$ -	\$ 9.2	\$ 27.2	\$ 37.5
Set-Aside Funds						
Progressive Support & Intervention	-	1.1	2.4	-	-	-
Hasbro Children's Hospital	0.1	0.1	0.1	-	-	-
School Visits	0.4	0.4	0.1	-	-	-
Professional Development	-	0.1	0.5	-	-	-
Textbook Loans	-	0.3	0.3	0.2	0.1	0.2
School Breakfast	0.2	0.6	0.3	0.3	0.3	0.3
Recovery High Schools	-	-	_	-	0.5	0.5
Subtotal	\$ 0.7	\$ 2.7	\$ 3.7	\$ 0.7	\$ 0.9	\$ 1.0
Total	\$ 481.4	\$ 658.7	\$ 726.3	\$ 786.7	\$ 974.7	\$1,018.2
Other Aid						
Teacher Retirement	30.2	46.2	76.3	80.5	106.8	112.3
Construction Aid	22.6	40.7	54.1	67.7	65.3	79.0
School Building Authority	-	-	-	-	14.7	1.0
Statewide Total	\$ 534.2	\$ 745.7	\$ 856.7	\$ 934.9	\$1,161.4	\$1,210.6
* Prime to EV 2018 to man anti-					J D EV 20	

*Prior to FY 2018, transportion funding was allocated through a single category of aid. Pre-FY 2018 figures are adjusted to show the share allocated to each category.

Summary of Education Aid Programs

The following section provides a brief description of the state funded education aid programs. It is followed by more comprehensive descriptions of each source that include statutory references, legislative changes and funding histories.

Operations Aid (FY 1987 – FY 1997). The operations aid formula was established to provide local school districts with funds to support general operations. This program reimbursed communities' total expenditures based on the wealth of that community as compared to the rest of the state.

Special Education Excess Aid (FY 1987 – FY 1997). Special Education Excess Aid reimbursed communities for the difference between educating a regular student and a special education student. The district entitlement was up to 110 percent of the state median excess cost.

Area Vocational Education Aid (FY 1987 – FY 1997). The Vocational Education Incentive program was designed to encourage districts to participate in the eight regional vocational programs and to promote expansion in the programs.

Limited English Proficiency Incentive Aid (FY 1987 – FY 1997). This aid was designed to encourage school districts to establish, maintain, and expand programs and services for children with limited proficiency of the English language.

Conventional Public Housing Aid (FY 1987 – FY 1997). This program assisted communities where students attending public schools resided in public housing facilities that did not contribute to the district's tax base.

Distressed District Fund (FY 1994 – FY 1997). The 1993 Assembly appropriated \$1.7 million from general revenues for a Distressed District Fund for FY 1994. The funds were distributed according to those communities that were eligible for the FY 1992 retirement deferral option, and whose total reimbursable education expenditures declined between FY 1991 and FY 1992. Pawtucket, West Warwick, and Woonsocket received the aid.

State Support for Local School Operations (FY 1997 – FY 2011). Prior to FY 2012, this was the base operations aid for general state support that served as the foundation for all aid increases since FY 1997. The composition and distribution of this base is equivalent to the final funding for FY 1997 updated for minimum and maximum increases over each prior year.

The 2010 Assembly adopted a new funding formula to be effective with the FY 2012 budget. This formula distributes aid to all districts, charter schools and the state schools: Davies Career and Technical School and the Metropolitan Career and Technical School. It is based on the principle that the money follows the student and includes a core instruction amount per pupil that every student will receive, a single poverty weight as a proxy for student supports, and a new state share ratio that considers the district's ability to generate revenues and its poverty concentration. No minimum share is used in the formula.

Permanent School Fund (FY 2009). The 2008 Assembly enacted legislation that became law on May 6, 2008 that allowed the operation of video lottery games on a twenty-four hour basis on weekends and federally recognized holidays at the Twin River and Newport Grand facilities. That legislation mandated that the additional revenue accruing to the state as the direct result of the additional hours, up to \$14.1 million by June 30, 2009, be deposited into the Permanent School Fund and allocated as education aid. The Assembly enacted legislation that required the Department of Elementary and Secondary Education to monthly allocate to each school district all funds received into the Permanent School Fund, up to \$14.1 million, in the same proportion as the general revenue aid distribution.

Title I (FY 2010 – FY 2012). On February 17, 2009, President Obama signed the American Recovery and Reinvestment Act of 2009. It included additional relief to local schools through Title I programs. Total funding of \$34.0 million was allocated from FY 2010 through FY 2012.

Special Education (FY 2010 – FY 2012). On February 17, 2009, President Obama signed the American Recovery and Reinvestment Act of 2009. It included additional relief to local schools for special education through the Individuals with Disabilities Education Act. Total funding of 39.6 million was allocated from FY 2010 through FY 2012.

Central Falls School District (FY 1993 – Present). The Central Falls School district was placed under complete control of the Department of Elementary and Secondary Education in FY 1993. The City of Central Falls was adjudged to be unable to meet its contractual, legal and regulatory obligations without increased funding, which it could not afford because its tax base had sustained little or no growth over several years prior to 1991. The state has been responsible for 100 percent of the education costs for the district. Beginning with FY 2012, Central Falls is funded pursuant to the education funding formula.

Metropolitan Career and Technical School (FY 1997 – Present). The Metropolitan Career and Technical School is intended to be an innovative education facility with one main school and several small locations in the City of Providence. Its employees are not state employees, and the appropriation is handled much like Central Falls, with a lump sum allocation. The 2006 Assembly provided \$1.0 million to begin an East Bay campus on Aquidneck Island. The first class of 30 freshmen began during the 2006-2007 school year. Beginning with FY 2012, the Met School is funded pursuant to the education funding formula.

Davies Career and Technical School (FY 1992 – Present). The Davies Career and Technical School is a four-year high school that provides both academic and career-focused studies governed by an autonomous, business-led Board of Trustees. With the exception of the powers and duties reserved by the Director, Commissioner of Elementary and Secondary Education, and Board of Education, the Board of Trustees has the powers and duties of a school committee. Prior to FY 2012, sending districts did not pay tuition, only the costs of student transportation. Beginning in FY 2012, Davies is funded pursuant to the education funding formula.

Targeted Aid (FY 1999 – FY 2011). The Targeted Aid Fund was introduced by the 1998 Assembly to provide funds to locally or regionally operated districts in which tax effort

exceeds tax capacity and at least 40.0 percent of the K-3 students are eligible for free or reduced lunches. Districts used targeted funds to provide new or expanded programs for early childhood education, help improve instruction to meet high standards and reduce class size at the elementary level.

Core Instruction Equity Fund (FY 1998 – FY 2003). The Core Instruction Equity Fund was established to improve the capacity of cities and towns to support core instruction and reduce inequities in resource distribution. Certain communities, because of low tax capacity and high tax effort, are unable to appropriate sufficient funds for the support of core instructional programs. Communities with a gap in instruction costs compared to the statewide median and a tax effort well above the statewide median were eligible for this fund.

Student Equity Investment Fund (FY 1998 – FY 2011). The Student Equity Investment Fund was established to close gaps in student performance in mathematics, reading and writing by targeting students in greatest need of additional educational services. The funds were based on each district's proportion of children eligible for USDA reimbursable school meals relative to the total number of such students statewide.

Professional Development Investment Fund (FY 1998 – FY 2009). The Professional Development Investment Fund provided for continued skill development for Rhode Island's teachers and staff. These resources, based on a district's pupil-teacher ratio, were used to close student performance gaps in accordance with the school and district's strategic plans.

Early Childhood Investment Fund (FY 1998 – FY 2011). The Early Childhood Investment Fund provided support for schools and teaching staff for kindergarten through third grade to begin improving student performance. These resources were used in conjunction with literacy set-aside funds and were distributed based on the student population in these grades for each district.

Student Technology Investment Fund (FY 1998 – FY 2011). The Student Technology Investment Fund provided schools and teaching staff with up-to-date educational technology and training to help students meet the demands of the twenty-first century. Distribution of this aid was based on a district's proportion of total student population; it was not wealth based.

Student Language Assistance Investment Fund (FY 1998 – FY 2011). The Student Language Assistance Investment Fund targeted state resources to assist students that require additional language educational services. Distribution was based on a district's proportion of Limited English Proficiency students.

Charter Schools (FY 2000 – Present). Charter schools are public schools authorized by the state through the Board of Education to operate independently from many state and local district rules and regulations. Prior to FY 2012, the state shared the cost with the sending district using a wealth based share ratio with a minimum share of 30.0 percent. The aid also included an indirect cost payment to the sending district equal to five percent of the per pupil cost. Beginning with FY 2012, charter schools are funded pursuant to the

education funding formula. The 2016 Assembly reduced the local tuition payments made by districts to charter and state schools by the greater of seven percent of the local per pupil funding or the district's "unique" costs. Unique costs are preschool services, services to students ages 18 to 21, career and technical education, out-of-district special education, retiree health benefits, debt service and rental costs. When unique costs are greater, payments to mayoral academies are further reduced by the per pupil value of the unfunded pension liability.

UCAP (FY 2014 - Present). The 2012 Assembly adopted legislation that requires that beginning in FY 2014, the Urban Collaborative Accelerated Program (UCAP) be funded pursuant to the education funding formula. These students were in the district enrollment counts and the state was paying education aid for these students to the sending communities. The state now remits education aid for these students directly to the school and the sending districts send the local share to the school similar to the way the Met School is funded. UCAP operates as an independent public school dedicated to reducing the dropout rates in Providence, Central Falls and Cranston.

Full-Day Kindergarten (FY 2001 – FY 2011). The Full-Day Kindergarten Investment Fund was established by the 2000 Assembly to support full-day kindergarten programs. The appropriation was based on the number of students enrolled in full-day kindergarten programs and the tax equity index of each district.

Vocational Technical Equity Fund (FY 2001 – FY 2011). The Vocational Technical Equity Fund provided aid for districts that sent students to locally operated career and technical centers. The appropriation was intended to support the academic instruction component of vocational education for students enrolled in career and technical education programs.

Group Homes (FY 2002 – Present). This program provides a per bed allotment to districts in which group homes are located to support the cost of educating students in those homes who attend the local schools.

Categorical: High Cost Special Education (FY 2012 – Present). The funding formula allows the state to assume the costs related to high cost special education students when those costs exceed five times the district's combined per pupil core instruction amount and student success factor amount. The Department of Elementary and Secondary Education prorates the funds available for distribution among those eligible school districts if the total approved costs for which districts are seeking reimbursement exceed the amount of funding appropriated in any fiscal year.

Categorical: Career and Technical Education (FY 2012 – Present). The funding formula allows the state to provide resources to help meet the initial capital investment needs to transform existing or create new comprehensive career and technical education programs and career pathways in critical and emerging industries and to help offset the higher than average costs associated with facilities, equipment, maintenance, repair and supplies necessary for maintaining the quality of highly specialized programs. The Department of Elementary and Secondary Education has established criteria for the purpose of allocating funds provided by the Assembly each year and shall prorate the funds

available for distribution among those eligible school districts if the total approved costs for which districts are seeking reimbursement exceed the amount of funding appropriated in any fiscal year.

Categorical: Early Childhood (FY 2012 – Present). The funding formula allows the state to provide resources to increase access to voluntary, free, high-quality pre-kindergarten programs. The Department of Elementary and Secondary Education has established the criteria for the purpose of allocating funding provided by the Assembly.

Categorical: Non-Public Transportation (FY 2012 – Present). The funding formula allows the state to provide resources to mitigate the excess costs associated with transporting students to out-of-district non-public schools and within regional school districts. The state assumes the costs of non-public out-of-district transportation for those districts participating in the statewide transportation system. The Department of Elementary and Secondary Education prorates the funds available for distribution among those eligible school districts if the total approved costs for which districts are seeking reimbursement exceed the amount of funding appropriated in any fiscal year. Prior to FY 2018, funding for transportation costs was allocated through a single category of aid. For comparison, pre-FY 2018 figures have been adjusted to show the share allocated to each category and can be found on pages 14 and 71 of this report.

Categorical: Regional District Transportation (FY 2012 – Present). The funding formula allows the state to provide resources to mitigate the excess costs associated with transporting students to out-of-district non-public schools and within regional school districts. The state shares in the costs associated with transporting students within regional school districts. The state and regional school district shares equally the student transportation costs net any federal sources of revenue for these expenditures. The Department of Elementary and Secondary Education prorates the funds available for distribution among those eligible school districts if the total approved costs for which districts are seeking reimbursement exceed the amount of funding appropriated in any fiscal year. Prior to FY 2018, funding for transportation costs was allocated through a single category of aid. For comparison, pre-FY 2018 figures have been adjusted to show the share allocated to each category and can be found on pages 14 and 72 of this report.

Categorical: Limited Regionalization Bonus (FY 2012 – Present). The funding formula allows the state to provide a limited two-year bonus for regionalized districts. The bonus in the first year shall be 2.0 percent of the state's share of the foundation education aid for the regionalized districts in that fiscal year. The second year bonus shall be 1.0 percent of the state's share of the foundation education aid for the regionalized districts in that fiscal year. This bonus applies to districts that are currently regionalized as well as any districts that regionalize in the future. The Department of Elementary and Secondary Education will prorate the funds available for districts are seeking reimbursement exceed the amount of funding appropriated in any fiscal year.

Categorical: English Learners (FY 2017 – Present). Initially a one-year program, the 2017 Assembly established a permanent category of aid to support English language learners that are in the most intensive programs. The funding shall be used on evidence-

based programs proven to increase outcomes and will be monitored by the Department of Elementary and Secondary Education. The Department must collect performance reports from districts and approve the use of funds prior to expenditure. The Department shall ensure the funds are aligned to activities that are innovative and expansive and not utilized for activities the district is currently funding. The calculation is ten percent of the core instruction amount, adjusted for the state share ratio, for students based on criteria determined by the Commissioner.

Categorical: School of Choice Density Aid (FY 2017 – FY 2020). The 2016 Assembly enacted a three year program that would phase out in FY 2020. For FY 2017, districts who had at least 5.0 percent of their students enrolled in a charter or state school received \$175 per pupil for every student sent to a charter or state school. For FY 2018, districts received \$100 per student and for FY 2019, districts received \$50 per student.

Categorical: School Resource Officer Support (FY 2019 – **FY 2022).** The 2018 Assembly established a voluntary three-year pilot program for a new category of education aid to support school resource officers for a period of three years beginning in FY 2019. Funding will be used to reimburse school districts or municipalities one-half of the total cost of employing a new school resource officer at a middle or high school for districts that choose to do so. Staffing levels that exceed one officer per school with less than 1,200 students and two officers per school with 1,200 or more students are not be eligible for reimbursement.

Progressive Support and Intervention (FY 2001 – FY 2011). Funds for this set-aside were first provided in FY 2001 to assist schools and districts that fell short of performance goals outlined in the district strategic plans.

Hasbro Children's Hospital School (FY 2001 – FY 2009). This grant supports expenditures for educational personnel, supplies, and materials for students in the hospital.

School Visits (FY 1999 – FY 2010). Funds were allocated to the Department of Elementary and Secondary Education for on-site school reviews and other support for district accountability measures. These funds supported the School Accountability for Learning and Teaching system, known as SALT.

Full-Day Kindergarten Pilot Program (FY 2014 – FY 2015). The 2013 Assembly provided funding for a new full-day kindergarten incentive grant program to provide one-time, startup funding for school districts that move from offering a part-time kindergarten to a full-day kindergarten. Funds were allocated by the Department through a request for proposal process.

Textbook Loans (FY 2001 – Present). Rhode Island General Law mandates that school committees furnish textbooks in the fields of mathematics, science, English, history, social studies, and modern foreign languages to all elementary and secondary school pupils residing in the community. This program reimburses districts for English, history and social studies textbooks provided to non-public school students that are in grades K-8.

School Breakfast (FY 2004 – Present). State law mandates that all public schools provide a breakfast program and that the costs, other than transportation, associated with this program in excess of available federal money, which funds the meals, be borne by the state. Aid is subject to appropriation and based on each district's proportion of the number of breakfasts served relative to the statewide total.

Recovery High Schools (FY 2017- Present). The 2016 Assembly enacted legislation to provide \$500,000 for a pilot program for FY 2017 to support the state's recovery high school. Recovery high schools are specifically designed for students recovering from a substance abuse disorder. The 2017 Assembly removed the language in the legislation that limited funding to FY 2017 only.

Speech Pathologist Salary Supplement (FY 2007). This fund was established by the 2006 Assembly to provide an annual \$1,750 salary supplement to any licensed speech language pathologist who is employed by a school district who has met the requirements and acquired a certificate of clinical competence from the American Speech-Language-Hearing Association. The 2007 Assembly provided \$304,500 to fund the supplement for FY 2007 and eliminated the program for FY 2008 and beyond.

Teacher Retirement (Ongoing). The state shares in the cost of teacher retirement with teachers and local districts. Teachers contribute 8.75 percent of their salaries, which is set in the General Laws. The state and the local district pay the difference between the teachers' share and the amount needed to support the system, as determined annually by the State Employees' Retirement System. The state pays 40 percent of the employer's share and the local district pays 60 percent.

Supplemental Retirement Contribution (FY 2013). Rhode Island General Law, Section 36-10-2(e) requires that for any fiscal year in which the actuarially determined state contribution rate for state employees or teachers is lower than that for the prior fiscal year, an appropriation to that system equal to 20.0 percent of the rate reduction for the state's contribution rate shall be included in the annual appropriation act to be applied to the actuarial accrued liability of the system.

Construction Aid/School Housing Aid (Ongoing). The state provides local districts with partial reimbursement for approved school construction projects after the project is completed. The reimbursement rate is based on a district's wealth compared to the aggregate state wealth, with a minimum share for each district of 35.0 percent, while charter schools receive 30 percent. Reimbursement is based on total expended project cost; however, bond interest reimbursement is limited to those financed through the Rhode Island Health and Educational Building Corporation.

School Building Authority Fund (FY 2016 – Present). The 2015 Assembly enacted legislation establishing the Fund to complement the existing school construction program and is for smaller projects that do not require the full rehabilitation of a school. It provides for a school building authority within the Department of Elementary and Secondary Education to administer and oversee both school housing aid programs. The fund is administered in conjunction with the Rhode Island Health and Educational Building Corporation and funding would be used for financial assistance and loans for school

construction projects. The fund is supported by the difference between the traditional housing aid appropriation and actual entitlements, as well as any additional appropriation provided by the Assembly such as bond repayment interest savings.

This program differs from the regular school construction aid program in that disbursements from this fund do not require General Assembly approval and loans of up to \$500,000 do not require local voter approval, if that is allowed at the local level. Funds are disbursed on a pay-as-you-go basis for approved projects and the program retains cost sharing at current levels, though it includes a provision for incentive points, similar to the existing program.

The 2018 Assembly enacted legislation requiring that for FY 2019 and FY 2020, the difference between the annual housing aid appropriation and actual housing aid commitments be used for technical assistance to districts. The Assembly also included \$250.0 million of general obligation bonds, which was approved by the voters on the November 2018 ballot to be used for school construction along with potential enhanced state share ratio of up to 20.0 percent temporarily. No more than 5.0 percent of any amount of bonds issued a given year may be transferred to the fund.

Audit Adjustment (FY 2020). Following enactment of the FY 2019 budget, the Division of Municipal Finance adjusted the local property value data that is used to calculate the state's share of education costs, the apparent result of input errors by the Division. Updating the data, in turn, impacted the state's share of education formula aid for nearly all local education agencies. Excluding the state schools, the net impact of this adjustment is an additional \$18,947, but with more impactful redistributions among districts and charter schools. However, there was no established procedure, either in regulation or state law, for altering formula aid in the case of an audit that produces different results than the official certifications.

The 2019 Assembly enacted legislation to ensure proper notice of districts of data errors used in the calculation of education formula aid and a formal reconciliation process. Article 9 of 2019-H 5151, Substitute A, as amended, requires that if the state's share of education formula aid for any local education agency is determined to be incorrect after the budget for that fiscal year is enacted, local education agencies, the Senate President and the Speaker of the House must be notified within 15 days of the determination. Districts whose funding was underpaid would be paid in the following fiscal year; districts that have been overpaid would have an amount withheld in the following fiscal year prorated to the month in which notification occurred. The FY 2020 enacted budget includes \$1.9 million for those districts that were underpaid in FY 2019 and holds harmless districts that were overpaid.

Operations Aid

Statute(s). §16-7-20

Description. The operations aid formula was established to provide local school districts with funds to support their general operations. The formula was designed to encourage communities to spend more on education by financing a share of locally determined expenditures. Since the operations aid formula provided for the state to share in locally determined educational expenditures without placing a ceiling on the level of support, it gave the local school districts the opportunity to spend what they felt was necessary for education. This program reimbursed communities' total expenditures primarily based on the wealth of that community as compared to the rest of the state. A community's "share ratio" is a measure of its per pupil wealth as compared to the per pupil wealth of the rest of the state.

The share ratio is an element used in other aid distributions as well. Formulas using the share ratio, including operations aid, usually provided for minimum share guarantees. The original operations aid formula provided that each community received a minimum share regardless of wealth. The original minimum share was 25.0 percent, but it was eliminated for FY 1995 aid.

The share ratio formula measures state and community wealth using two factors: the full value of local property and the median family income as determined by the most recent census. Property value is certified annually by the Department of Administration, Office of Municipal Affairs, based on local sales data and appraisals. The total assessed local property value of a community is adjusted for differences in local assessment rates to allow the reporting of figures comparable on a statewide basis, resulting in the Equalized Weighted Assessed Valuation (EWAV).

The valuations are then adjusted by the ratio that the community's median family income bears to the statewide median family income, as reported in the most recent federal census data. Use of both the property value and the median family income is an attempt to compensate for districts that have a significant disparity between median family income and the full value of property.

Once community wealth is determined, it is divided by pupil counts to calculate the per pupil wealth for each community compared to the per pupil wealth for the state as a whole. The resulting relative per pupil community wealth is then multiplied by 50.0 percent, the mean state reimbursement, and subtracted from 1.0, yielding the district's share ratio. This share ratio was multiplied by approved reimbursable expenditures to determine the operations aid entitlement. If less than the full entitlement was appropriated, the entitlement was ratably reduced.

For regional school districts, a bonus was added to the operations aid entitlement based on the number of grades regionalized. Calculation of the bonus was modified a number of times and eventually separated from the operations aid appropriation. For comparability, it is reflected in the tables in this report as operations aid. **Significant Legislative Revisions.** Revisions to the original operations aid program implemented at the end of the 1960's included the addition of family income to the community wealth formula. Over the next two decades, the Assembly made changes to the operations aid formula in response to recommendations from auditors, special commissions and other timely issues. The 1975 Assembly implemented use of the two-year reference on expenditure reimbursements. This action allowed the Assembly to appropriate the exact aid entitlement rather than an estimate pending the compilation of district expenditure reports by the Department of Elementary and Secondary Education. In 1979, the Board of Regents adopted regulations governing what qualified as a reimbursable expenditure.

The 1985 General Assembly passed the "Omnibus Property Tax Relief and Replacement Act." Among the provisions of this act was language requiring a two percent annual increase in the state share of local education expenditures until the state share reached 50 percent. In 1988, the language was amended to increase the goal of average state support to 60 percent. The additional funds appropriated to reach the 60 percent state share were not through the operations aid program; rather they were restricted for use in block grants. Although 50 percent state funding was achieved in FY 1990, block grants have not been funded since FY 1990. The goal of reaching 60 percent state funding remains in Chapter 16-69 of the Rhode Island General Laws, but financial constraints faced by the state continue to prevent funding for realization of this goal.

Beginning in FY 1989, a percentage of the operations aid calculation was "set–aside" and restricted for use on literacy programs. This Literacy Set-Aside amount was 3.0 percent of the total of state operations aid in fiscal year 1989, 4.0 percent in FY 1990, 5.0 percent in FY 1991 through FY 1993, and 4.0 percent in FY 1994 and thereafter.

The recession in the early 1990s prompted several changes in the state's education funding system. This included the elimination of minimum aid guarantees. The original operations aid formula provided that each community received a minimum share regardless of need or wealth. The original minimum share was 25.0 percent. It increased to 30.0 percent in 1964 and decreased back to 28.0 percent in FY 1984. Between FY 1992 and FY 1995, the minimum share was incrementally phased out to zero.

The 1992 Assembly further amended the operations aid formula by allowing it to be capped. This meant that if less than the full funding of the formula was enacted, each community's entitlement was ratably reduced to the level of funding appropriated. For FY 1992, the state reduced total school aid from all categories in response to the fiscal crisis, including a \$26.3 million, or 9.4 percent, reduction in operations aid.

During this time, many urban communities also faced a declining property tax base. This weakened their abilities to raise funds for education and resulted in increasing local tax rates in order to maintain levels of service. As the state continued to use the operations aid formula, those communities that reduced or limited education spending to balance budgets received reduced reimbursements as well. This perpetuated the funding gap per pupil between the state's wealthy and poor school districts.

Some of these communities sought relief through the courts, and in February 1994, Justice Needham, of the Rhode Island Superior Court, declared the current distribution method of state education aid to be unconstitutional. He found that the formula did not meet either the equity or adequacy needs of the state's students.

The state appealed the ruling, however, and in July 1995, the Supreme Court of the State of Rhode Island overturned Judge Needham's lower court decision. This reversal was based on the argument that the state, through the General Assembly, was responsible for promoting, not establishing, a system of public education for Rhode Island. The court also ruled that the Assembly's authority to determine the distribution of aid was virtually absolute.

In the interim, the 1994 Assembly considered changes to the education aid formula. Governor Sundlun proposed a Guaranteed Student Entitlement (GSE) transition plan that incorporated several modifications including distributing all categories of aid, including the state contribution to teacher retirement, based on the operations aid formula. The operations aid formula would be modified by eliminating the minimum guarantee, phasing out the regional bonus by 40.0 percent, and instituting a poverty weighting that distributed funds according to the number of students eligible for free or reduced lunch.

The Assembly adopted some elements of this proposal. In an attempt to promote more equity, the changes included the elimination of guaranteed minimum shares, a component of the formula considered to be disequalizing, and the establishment of the Poverty Fund. The operations aid formula that year was funded at about 73 percent of the full entitlement.

The state, however, recognized certain continuing inequities in the distribution of aid and took some steps to rectify them. The Assembly froze operations aid at the FY 1995 levels in FY 1996 and FY 1997. Aid increases were again directed through other categories, discussed later, that emphasized student wealth. By FY 1998, the state adopted an education funding plan that eliminated calculation under the old aid categories, with the exception of Teacher Retirement and Construction Aid. The funding under the now defunct categories did remain for each community as part of a base entitlement to which new appropriations were added. Thus, the base appropriation for distribution of state aid, until the implementation of the education funding formula for FY 2012, reflected operations aid last calculated for FY 1995 and not fully funded since FY 1992.

Funding. Although it was the single largest category of education aid, over the years, greater shares of the state's education resources were directed to other aid programs. This is shown in the following graph.





In FY 1987, operations aid represented 76.1 percent of all education aid allocated to local districts and was as much as 79.4 percent of aid in FY 1991. By FY 1997, operations aid represented only 61.1 percent of all distributed school aid. Over this ten-year period, operations aid increased by 45.3 percent while aid distributed in all other categories increased nearly threefold. The other categories of aid that were enacted over the years addressed specific program needs in addition to operations aid. The sections that follow discuss those categories.

Special Education Excess Aid

Statute(s). §16-24-6

Description. With the passage of the 1975 Education of All Handicapped Children Act, now known as the Individuals with Disabilities Education Act, the federal government mandated public education for all children with disabilities. In 1976, the Assembly enacted a program designed to provide entitlements for special education students, which replaced a small categorical program for handicapped students. In FY 1980, communities began receiving aid under this program for the excess cost of educating handicapped or special education students. Special Education Excess Aid was based on reimbursing communities for the difference between educating a regular student and a special education student, using a two-year reference. The district entitlement was up to 110 percent of the state median excess cost in each special education category. This cap was instituted to control costs in an area of education that had the potential for significant growth in costs. Any costs incurred by the school district over this limit were not reimbursable under any aid programs. The distribution of special education excess aid was not based on wealth. In the early 1990s, there were rejected proposals that would have wealth-equalized special education aid by using the share ratio.

Each school district's entitlement for special education aid was calculated by multiplying the number of special education students, using full-time equivalents, by the lesser of a district's per pupil cost in each special education category or 110 percent of the state median in that category. If the Assembly did not fully fund the entitlement, the district allocations were ratably reduced.

It should be noted that in passing the special education legislation of 1975, Congress authorized grants to the states for up to 40.0 percent of special education costs. That funding level has never materialized. Increased funding in the late 1990's brought the federal share up to around 13 percent. For FY 2013, the federal share was nearly 15 percent.

Significant Legislative Revisions. Since its passage, this aid program was subject to a series of limits on growth and other caps on the entitlement. The limits imposed fluctuated, but generally remained at about eight percent growth over the prior year. For FY 1993, the entitlement became subject to budgetary appropriation. Like the operations aid, each community's entitlement was subject to a ratable reduction to the level of funding appropriated.

FY 1995 was the last year for which this category of aid was calculated and used as a distribution method under the statutory formula, and the total appropriation was \$33.4 million, which represented less than 50 percent of the statewide entitlement. Implementation legislation for the state's share of education aid in FY 1996 and FY 1997 froze special education excess aid at the FY 1995 level. Special education costs continued to rise, and special education funding represented about 40 and 37 percent of the statewide entitlement in FY 1996 and FY 1997, respectively.

Under the education funding plan prior to the implementation of the funding formula, that \$33.4 million was reflected for each community as part of a base entitlement to which new appropriations were added. Thus, the base appropriation for those distributions of state aid reflects Special Education Aid last calculated for FY 1995.

Funding. Between FY 1987 and FY 1993, special education funding was between 9.3 percent and 9.2 percent of all education aid, with little variance. Its share of the total education aid package had dropped to 7.2 percent by FY 1997. Total appropriations between FY 1987 and FY 1997 increased by 40.0 percent as compared to a combined 85.3 percent increase in all other categories. The following chart illustrates this pattern.



Since special education funding was one of the few non-wealth based programs, this relative decrease supports the fact that aid increases in the late 1990s were being directed to communities based on need. Fully funding special education aid in FY 1999 under this defunct formula would have cost the state \$100.3 million. This is equal to 22.1 percent of total aid distributed to local districts that year. The distribution would also be radically different than the one enacted. Because this formula was not wealth-based, in the state's poorer communities the special education entitlement would have represented as little as 10.8 percent of total FY 1999 education aid allocation. Conversely, in some wealthier communities, appropriation of the full special education aid entitlement would actually have exceeded the district's total FY 1999 aid.

Area Vocational Education Aid

Statute(s). §16-7-20.6

Description. The Vocational Education Incentive program was designed to encourage districts to fully participate in the eight regional vocational programs and to promote expansion in the programs. The district sending the student to one of these programs paid tuition to the host district. The sending school district's entitlement for aid under this program was calculated as the per pupil cost of vocational instruction multiplied by the full-time equivalents for attending students. The entitlement for this program was fully funded, although the statute did allow for a ratable reduction in the event of insufficient appropriations.

Significant Legislative Revisions. The aid distribution for this program was originally based on the number of pupils attending vocational education facilities and the communities' share ratios, using a two-year reference. In FY 1990, the basis for the distribution of the funds was changed, eliminating the use of the share ratios. This change reflected the policy decision to encourage vocational education by fully funding it, rather than offering a partial reimbursement. This shift in policy dramatically increased funding. This also meant that the program was no longer wealth-based.

Like other aid categories, FY 1995 was the last year for which this category of aid was calculated and used as a distribution method under the statutory formula and reference year. Unlike most other aid categories, however, vocational education aid did receive an increase for FY 1996. The appropriation was equal to FY 1995 aid, plus \$2,000 for each full-time equivalent student reported for the FY 1994 reference year. This was an increase of 25.9 percent. FY 1997 aid was frozen at the FY 1996 level of \$10.7 million.

Under the state's education funding plan prior to the implementation of the funding formula, that \$10.7 million was reflected for each community as part of a base entitlement to which new appropriations were added.

Funding. Vocational education aid was never more than 2.3 percent of the total aid distribution. However, the elimination of the share ratio calculation from the funding formula for FY 1990 increased aid for this program almost tenfold. Despite changes and reductions in other aid categories, this program remained fully funded through the end of its use as a method for aid distribution.

The chart on the following page shows the growth in funding for this program.



Area Vocational Education Aid FY 1987-FY 1997
Limited English Proficiency Incentive Aid

Statute(s). §16-54-4

Description. Established in 1986, Limited English Proficiency Incentive Aid (LEP) was designed to encourage school districts to establish, maintain, and expand programs and services for children whose proficiency of the English language is limited.

A district's entitlement for Limited English Proficiency Incentive Aid was based on the product of the average statewide cost per LEP pupil, the number of LEP full-time equivalents and the district's share ratio, developed for the operations aid formula. Like other aid categories, each community's entitlement was subject to a ratable reduction to the level of funding appropriated.

Like other aid programs, FY 1995 was the last year for which this category of aid was calculated and used as a distribution method under the statutory formula, and the total appropriation was \$986,387, representing about 23 percent of the statewide entitlement.

Under the state's education funding plan prior to the implementation of the funding formula, that \$986,387 was reflected for each community as part of a base entitlement to which new appropriations were added.

Funding. In its first few years of use, this aid program saw significant funding increases. Funding did not increase for FY 1992 and dropped slightly in FY 1993 through FY 1997; the aid level was frozen at the FY 1993 entitlement of \$986,387.

The following chart illustrates this pattern.



Conventional Public Housing Aid

Statute(s). §16-7-34.3; §16-7-20.6

Description. Conventional Public Housing Aid was designed to assist communities where students attending public schools reside in public housing facilities that do not contribute to the district's tax base. Property owned by the Solid Waste Management Corporation qualified under this program as of FY 1993, as did the North Kingstown Traveler's Aid housing project as of FY 1996. Approximately 25 percent of local school districts received Conventional Public Housing Aid.

Using a two-year reference, Conventional Public Housing aid was calculated by multiplying the district's average per pupil cost, its operations aid share ratio, and the number of students residing in public housing. Beginning in FY 1993, if the full entitlement under this program was appropriated, the maximum amount which all cities and towns were entitled to receive under this section was deducted from the sum appropriated for operations aid.

Like other aid categories, FY 1995 was the last year for which this category of aid was calculated and used as a distribution method under the statutory formula and reference year. Unlike most other aid categories, however, Conventional Public Housing Aid did receive an increase for FY 1996. The \$2.3 million increase funded the inclusion of the North Kingstown Traveler's Aid housing project and reversed a negative adjustment to the FY 1995 allocation. FY 1997 aid was frozen at the FY 1996 level of \$12.7 million. Under the state's current education funding plan prior to implementation of the funding formula, that \$12.7 million was reflected for each community as part of a base entitlement to which new appropriations were added.

Funding. The FY 1993 mandate for full funding of this program significantly increased expenditures. The state required that full funding of this program be at the expense of operations aid funding, if necessary. The following graph shows that increase and compares it to a relative leveling off of funding for operations aid.



Distressed District Fund

Statute(s). §16-7-20.4

Description. The 1993 Assembly appropriated \$1,672,310 from general revenues for a Distressed District Fund for FY 1994. The funds were distributed according to those communities that were eligible for the FY 1992 retirement deferral option, and whose total reimbursable education expenditures declined between FY 1991 and FY 1992. Three communities, Pawtucket, West Warwick, and Woonsocket, received the aid. The appropriation increased slightly to \$1,686,428 for FY 1995 and remained at that level through FY 1997. Under the state's education funding plan prior to implementation of the funding formula, that level was reflected for those three communities as part of a base entitlement to which new appropriations were added.

Funding. The FY 1994 appropriation was \$1.7 million. In FY 1995, the General Assembly continued the use of the Distressed District Fund, appropriating \$1.7 million in aid to the three districts. FY 1996 and FY 1997 repeated the \$1.7 million from FY 1995.

Special/Limited Appropriations

Along with all of the recurring aid categories, a number of one-time aid programs to accommodate specific areas of concern, or to provide hold harmless funds, were used through FY 1994. For simplicity, these special or limited appropriations are combined for display in the table on page 14. The paragraphs that follow discuss the specific appropriations.

Special Education Equity Fund (FY 1993 and FY 1994). The Special Education Equity Fund was a one-time sum paid to certain school districts in FY 1993 and FY 1994. This sum represented the difference between the final enacted distribution method for special education excess aid and the Governor's original proposal to distribute these funds based on the operations aid formula's share ratios. The proposal reflected an attempt to wealth-equalize the distribution of the special education excess fund. Fourteen communities benefited from the provision for a total of \$4.7 million in FY 1993 and \$5.0 million in FY 1994.

Hold Harmless Provision (FY 1993). The Hold Harmless Provision was a one-time payment of \$158,130 to certain school districts. This represented the difference between total aid based on the Governor's FY 1993 budget proposal and the FY 1993 aid enacted by the General Assembly. Approximately 15 school districts benefited by this hold harmless provision, requiring an additional \$158,130 in general revenues.

School Improvement Equity Delay (FY 1994). The School Improvement Equity Delay was a one-time sum paid to certain school districts in FY 1994. This equity delay represented the difference between the current distribution method for the state's contribution to Teacher Retirement and the Governor's proposal to distribute these funds based on the operations aid formula's share ratios. Four school districts were required to use half of these funds in FY 1994 for school improvement activities, although all districts were encouraged to begin similar efforts. Fourteen communities benefited from this school improvement equity delay in FY 1994 for a total of \$5.25 million.

Technology Set-Aside (FY 1994). The Technology Set-Aside Fund was a one-time sum paid to certain districts to further develop their technology resources. The Department of Elementary and Secondary Education used funds representing the difference between the current method of distributing the state's contribution to Teacher Retirement and the Governor's FY 1994 proposed distribution of funding. A total of \$1.1 million was budgeted for this one-time set aside.

Census - Hold Harmless (FY 1994). In the FY 1994 Appropriations Act, the Rhode Island General Assembly budgeted an additional \$6.0 million in FY 1994 for school aid, conditional on additional general revenue receipts due to federal income tax changes. The revenue was determined to be available in FY 1994 and was included in FY 1994 expenditures. The funds were distributed through two categories of hold harmless transition aid: the Census and Federal hold harmless transition aid categories. The General Assembly budgeted \$2.9 million in the census transition aid category to assist those communities that lost state aid due to formula changes using the 1990 median family income for the first time in the education aid calculation. (Previous calculations used 1980

median family income data). The federal transition aid category budgeted \$3.1 million to be distributed to communities that still would have received less education aid in FY 1994 than in FY 1993. The \$6.0 million was distributed between January and June 1994.

Education Improvement Fund (FY 1985 through FY 1988). The Education Improvement Funds were distributed in fiscal years 1985 through 1988. After an initial funding level in FY 1985 of \$264,378, the allocation was increased to approximately \$2.0 million over the next three years. The allocation was based on one-half of one percent of expenditures reported by school districts based on a two-year reference and were distributed based on operations aid. The fund was designed to address deficiencies reported as a result of the Basic Education Program evaluations, such as facilities related problems.

Block Grants (FY 1989 and FY 1990). In FY 1989, the Education Improvement Fund (EIF) was replaced by block grants, a portion of which was targeted to the same purpose as the EIF. Under block granting, the amount of the state allocation was determined by the difference between an average 50 percent state funding in operations aid and additional state funding in the transition to 60 percent state support. Once the allocation was determined, the funds were apportioned based on operations aid. In addition to the EIF purposes, the block grant funds were targeted to purposes such as pre-school programs, parent training and full-day kindergartens. Funding for the block grants totaled \$4.6 million in FY 1989 and \$4.4 million in FY 1990.

Literacy Excellence (FY 1988 and FY 1989). The Rhode Island Literacy and Dropout Prevention Act was passed in 1987 and targeted early childhood reading, writing, speaking, listening and mathematics instruction, and dropout prevention. The Literacy Excellence Fund was allocated \$1.0 million in FY 1988 and FY 1989. The Literacy Excellence funds were distributed based on total education aid. It was replaced by the literacy set-aside, based on operations aid, in subsequent years.

Vocational Education Tuition Reduction (FY 1988 and FY 1989). In FY 1988 and FY 1989, \$500,000 and \$800,000, respectively, was allocated to help offset tuition charged to local school districts for sending students to the regional area vocational-technical centers. The money was distributed based on the number of students sent by each district to each center, and used directly to lower tuition costs.

Textbook Fund (FY 1987 and FY 1988). The Assembly allocated funds specifically for use in purchasing textbooks. This aid was distributed based on student counts and totaled \$1.0 million in FY 1987 and \$2.0 million in FY 1988.

State Support for Local School Operations

Statute(s). §16-7-20; §16-7.1-7; §16-7.1-10; §16-7.2-3 through §16-7.2-10

Description. State Support for Local School Operations is the base operations aid for general state support that served as the foundation for all aid increases between FY 1997 and FY 2011. The composition and distribution of this base is equivalent to the final funding for FY 1997 under the old categorical aid programs the state had used. A detailed history of each of these categories and its share of this base is contained in the first section of this report.

This category was increased for FY 2000 by \$3.9 million to adjust the aid distribution to reflect minimum and maximum increases over FY 1999. Specifically, no community would receive less than a 3.5 percent or greater than a 13.5 percent increase over total aid enacted in FY 1999. Also, each community with a tax equity index of less than one, signifying that its tax effort exceeds its tax capacity, received a minimum increase of 6.75 percent over FY 1999. The minimum increases for FY 2001 were 5.0 and 7.5 percent, and for FY 2002 they were 3.5 and 7.0 percent.

The tax equity index was used in calculation and distribution of the Core Instruction Equity, Targeted Aid, and Full-Day Kindergarten funds. This tool was used to promote equity in education aid funding because it measured a community's effort and capacity to raise local resources to finance education relative to the state's other communities. It was calculated by measuring the actual municipal tax yield, tax effort, against a hypothetical yield on the same property value at the state average tax rate, tax capacity.

If a community were taxing its property at the statewide average, then it would have a tax equity index of one. Those communities that were taxing property at greater than the average would have an index of less than one. Conversely, those taxing at less than the average would have an index of more than one. Of the state's 39 cities and towns, 11 communities had an index of less than one, based on reference year data for FY 2001. A more detailed discussion of the tax equity index and sample calculations appears in the "Recurring Funding Issues" section of this report.

It should be noted that communities were required to continue using the same literacy setaside allocation required under the old operations aid formula. With the passage of Article 31 in 1997, the FY 1998 literacy set-aside amount was again equal to the FY 1996 calculation. However, the 1998 Assembly amended the new Student Equity and Early Childhood investment funds to require that three percent of the appropriations for these funds be added to the literacy set-aside base for FY 1998 and beyond. Therefore, growth in literacy set-aside funding was achieved by adding funding to the Early Childhood and Student Equity categories.

Beginning with FY 2012, the education funding formula adopted by the 2010 Assembly distributes aid to all districts, charter schools and the state schools: Davies Career and Technical School and the Metropolitan Career and Technical School. It is based on the principle that the money follows the student and includes a core instruction amount per pupil that every student will receive, a single poverty weight as a proxy for student

supports, and a new state share ratio that considers the district's ability to generate revenues and its poverty concentration. There is no minimum share in the formula.

The funding plan also allows for additional support from the state to districts for high-cost special education students, career and technical programs, early childhood education programs, transportation costs and a limited two-year bonus for regionalized districts. Group home aid is paid in addition to aid paid through the new funding formula.

There is a redistribution of aid among communities with some getting less aid than prior years. In an effort to mitigate any losses to communities, the formula is being phased in over a ten-year period.

The funding formula calculation for FY 2020 uses March 15, 2019 student enrollment data adjusted for charter school lottery selections, a per pupil core instruction amount of \$9,871 and share ratio variables updated with June 30, 2018 data. It assumes that districts that will receive more state funding will have the additional funding phased in over seven years and districts that are going to receive less state funding will have that loss phased in over ten years. As FY 2020 is the ninth year of the transition period, only those districts receiving less aid are subject to the phase-in. Districts are billed quarterly for students attending charter and state schools.

Governor Raimondo proposed legislation as part of her FY 2020 budget that would require cities and towns to pay their per pupil special education costs for each resident student sentenced to the training school and for youth in certain residential facilities. Currently, districts pay only for students living in group homes that do not have a contract with the Department of Children, Youth and Families for a predetermined number of placements, and education costs for students at the training school are paid by the state. The Governor showed the impact of that new requirement estimated to be \$1.3 million as a reduction to education aid. The Assembly did not concur with the proposal.

The 2019 Assembly included legislation in Article 9 of 2019-H 5151, Substitute A, as amended, to ensure proper notice of school districts of data errors impacting the computation of funding formula aid and a formal reconciliation process. The legislation requires that if the state's share of education formula aid for any local education agency is determined to be incorrect after the budget for that fiscal year is enacted, local education agencies, the Senate President and the Speaker of the House must be notified within 15 days of the determination. Districts whose funding was underpaid would be paid in the following fiscal year prorated to the month in which notification occurred.

Funding. The FY 2020 budget includes \$807.6 million for formula aid to locally operated school districts excluding Central Falls. This is \$20.5 million or 2.6 percent more than enacted. This reflects the ninth year of the funding formula.

The 2019 Assembly included legislation in Article 9 of 2019-H 5151, Substitute A, as amended, to ensure proper notice of school districts of data errors impacting the computation of funding formula aid and a formal reconciliation process. The Budget includes \$1.8 million for local school districts that were underpaid in FY 2019 and holds harmless districts that were overpaid.

The following chart shows funding from FY 1997 through FY 2011.



Support for Local School Operations

Permanent School Fund

Statute(s). §16-4; 2008 PL Chapter 13

Description. This fund is from duties paid to the state by auctioneers and is to be used for the promotion and support of public education. The 2008 Assembly enacted legislation that became law on May 6, 2008 that allowed the operation of video lottery games on a twenty-four hour basis on weekends and federally recognized holidays at the Twin River and Newport Grand facilities. That legislation mandated that the additional revenue accruing to the state as the direct result of the additional hours, up to \$14.1 million by June 30, 2009, be allocated as aid to local education authorities as determined by the General Assembly for FY 2009.

Funding. The 2008 Assembly enacted legislation that required the Department of Elementary and Secondary Education to monthly allocate to each school district all funds received into the Permanent School Fund, up to \$14.1 million, in the same proportion as the general revenue aid distribution. The FY 2009 budget assumed that \$13.6 million would be distributed to districts from this fund. This estimate is lower than the \$14.1 million limit, based on Newport Grand's decision not to change its hours of operation. It also included estimated revenues from May 2008 through June 2009. Funding to communities could be higher or lower, up to \$14.1 million, based on the actual revenues generated.

The 2008 Assembly also provided \$562,813 from the Permanent School Fund for Central Falls for FY 2008, which reflected the unreserved balance at the end of FY 2008. The FY 2009 final budget assumed that \$7.3 million would be distributed for December 2008 through June 2009 and reduced operating aid by approximately one-half that amount.

The FY 2010 budget did not include this funding, as the law expired on June 30, 2009. The Department of Administration administratively extended the overnight hours; the 2009 Assembly did not adopt legislation to direct those proceeds to the Permanent School Fund.

Since then, funding has been used to support reform efforts for persistently low achieving districts. In addition, \$59,000 is annually appropriated for the Rhode Island School for Deaf. Beginning in FY 2017, the Permanent School Fund has supported the advanced coursework network, which offers participating public middle and high school students access to credit-bearing courses provided by other school districts, non-profit organizations, and post-secondary institutions. Also, for FY 2019 \$1.1 million was used to support the state's ten prekindergarten classrooms.

Title I

Statute(s). American Recovery and Reinvestment Act of 2009 (ARRA; P.L. 111-5)

Description. On February 17, 2009, President Obama signed the American Recovery and Reinvestment Act of 2009. It included additional relief to local schools through Title I programs. Funding was to help school districts mitigate the effects of reductions in local revenues and state support. Funding was distributed through the existing formula, which flows through the Department of Elementary and Secondary Education. The formulas were based on census poverty estimates and per pupil expenditures for each state. Distribution formulae for these grants were weighted so that local education agencies with higher percentages of poor children receive more funds.

Funding. The Stimulus Act provided a total of \$45.1 million from FY 2010 through FY 2012 distributed through the Title I funding streams.

Special Education

Statute(s). American Recovery and Reinvestment Act of 2009 (ARRA; P.L. 111-5)

Description. On February 17, 2009, President Obama signed the American Recovery and Reinvestment Act of 2009. It included additional relief to local schools for special education through the Individuals with Disabilities Education Act. Funds were distributed to local education agencies by formula driven subgrants. A state was eligible to receive this funding if it submitted a state plan with assurances that it had policies to provide a free and appropriate public education to children with disabilities between the ages of 3 and 21. Funding was distributed through the existing formula, which flows through the Department of Elementary and Secondary Education.

Funding. The Stimulus Act provided a total of \$45.7 million for students with disabilities through three formulary-funding streams from FY 2010 through FY 2012.

Central Falls School District

Statute(s). §16-1-12

Description. The Central Falls School district was reorganized as of July 1, 1991 under the authority of Section 16-1-12 of the Rhode Island General Laws as a state operated school district. The City of Central Falls was adjudged to be unable to meet its contractual, legal and regulatory obligations without increased funding, which it could not afford because its tax base had sustained little or no growth over several years prior to 1991.

The district was placed under complete control of the Department of Elementary and Secondary Education in FY 1993, and the state became responsible for 100 percent of the education costs for the district. Prior to July 1, 2003, there was a state administrator for the Central Falls School System who was responsible for the management, care and control of the Central Falls School System. The Special Administrator reported to the Commissioner of Education. On July 1, 2003, the state administrator governance structure was replaced with a seven member Board of Trustees. The district represents the state's poorest community and has a disproportionate number of special education students.

Because of this unique situation, operations aid for the district was programmed in the budget of the Department of Elementary and Secondary Education, while distributions from special aid categories were reflected in the state aid appropriation line. This changed for FY 1999 when language was added in Article 31 to restrict the investment funds to "locally or regionally operated" school districts.

The state had full responsibility for funding Central Falls, thus inclusion in those investment fund distributions was discontinued. The investment fund and operations aid totals shown in the summary tables from FY 1998 have been adjusted accordingly for comparability with FY 1999 and FY 2000.

Beginning with FY 2012, Central Falls is funded pursuant to the funding formula. It includes a transition fund to stabilize the Central Falls School District until the city can begin paying its local share. FY 2015 was the first year of the transition funding and the budget included \$1.8 million; the FY 2020 budget includes \$8.0 million.

The 2012 Assembly adopted legislation that clarifies the method for calculating the amount to put into the transition fund and requires that the fund be supported through a reallocation of current resources to the school district and that the state does not have to provide new funding. The Assembly also added language that states the fund shall be annually reviewed to determine the amount of the state and city shares. It also adopted language to give the Commissioner of Elementary and Secondary Education the authority to exercise control and management over the district whenever he or she deems it necessary.

The 2013 Assembly enacted legislation in order to address the impact of a court decision that the schools are not part of the city which affected the district's ability to borrow and/or refund school construction bonds.

Funding. Funding for Central Falls increased dramatically over the last three decades. State support nearly doubled from FY 1991 to FY 1993 upon the takeover. Since FY 1994, aid has more than doubled again, as shown in the graph at the end of this section.

The FY 2020 budget includes \$41.5 million for formula aid for the Central Falls School District. This is \$0.7 million or 1.8 percent more than FY 2019 enacted aid. The formula includes a stabilization fund to stabilize the Central Falls School District until the city can begin paying its local share. The FY 2020 budget includes \$8.0 million of stabilization funding. It should be noted that the school district is responsible for the local share of payments to charter and state schools; however, this is drawn from the stabilization fund. Nearly 38 percent of Central Falls resident students are anticipated to attend charter and state schools for FY 2020, funding for that support is also shown in charter school aid.



State Support for Central Falls School District FY 1996-FY 2020

Metropolitan Career and Technical Center

Statute(s). §16-45

Description. The Metropolitan Career and Technical Center is intended to be an innovative education facility with one main school and several small locations in the City of Providence. In 1994, the voters approved a \$29.0 million general obligation bond capital project to site a state funded vocational school in Providence. In FY 1997, the first 50 students were housed in the state-owned Shepard building while permanent locations were developed.

The Dexter/Peace Street facility was completed in 1999 and the main campus opened in 2002. The main campus includes four facilities each having eight classes; two for each grade 9 through 12, and 15 students per class. The five facilities include the four buildings on the main campus and the Peace Street facility built in 1999. The Shepard building was previously one of the campuses, but it closed during FY 2008. The other Providence campuses absorbed those students, net the 30 that graduated, and reduced the number of incoming freshman for FY 2009 to offset the Shepard building transfer.

The 2006 Assembly provided \$1.0 million for a new East Bay Met School campus, which opened in FY 2007 with 30 students. Enrollment at the East Bay Campus was frozen at 90 students because of budgetary constraints for FY 2010 and FY 2011. For FY 2015 the East Bay Campus had 160 students and total enrollment of 888 students across all campuses. Enrollment decreased in FY 2016 because of staffing issues; there has been higher turnover and more vacant positions than anticipated thus the school limited the number of classes. Enrollment has remained steady at 824 students since FY 2016.

Enabling legislation for the Met School, which is considered a vocational technical school, is found in Chapter 16-45 of the Rhode Island General Laws. The Met School uses the state purchasing system, through the Department of Elementary and Secondary Education, like the School for the Deaf and the Davies Career and Technical School, which are also state schools. However, payroll and budgeting are through a private accounting system, similar to if the school were a separate school district. The school's employees are not state employees, and the appropriation is handled much like Central Falls, with a lump sum allocation. The Board of Education reviews and forwards the Met School's budget request to the Governor for consideration.

Funding. Prior to FY 2012, the Met School was fully state supported. Beginning in FY 2012, the Met School is funded pursuant to the education funding formula. It is funded like other districts with the state share being that of the sending district for each student plus the local contribution being the local per pupil cost of each sending district, which must pay that to the School. The estimated local contribution is \$4.8 million for FY 2020. Tables at the end of this report include estimated enrollment by sending district for FY 2020.

The FY 2020 budget includes \$9.3 million for formula aid for the Metropolitan Career and Technical School, consistent with the FY 2019 and FY 2018 enacted levels.

The 2016 Assembly concurred with the Governor's proposal for a new stabilization fund for the state schools. This would mitigate some of the losses in funding from the implementation of the funding formula and the implication of allowing local districts to hold back a share of its per pupil funding as well as recognize the additional costs associated with running a stand-alone school that offers both academic and career and technical education. The FY 2020 budget includes \$1.8 million in additional funding to the Met School from this fund. This is \$0.4 million more than in FY 2019, offsetting a similar reduction reflecting year nine of the formula.

In 2016, the Governor proposed two pieces of legislation to reduce the local tuition payments made to charter and state schools. The first would have reduced payments by \$355 per student; the second would have excluded the local share of funding paid to charter and state schools from the calculation of local per pupil expenditures, frozen at the FY 2014 level. The Assembly did not concur with those proposals and instead enacted a single measure that reduces the local tuition payments to charter and state schools by the greater of seven percent of the local per pupil funding or the district's "unique" costs.

Unique costs are the per pupil value of the district's costs for preschool services and screening, services to students ages 18 to 21, career and technical education, out-of-district special education placements, retiree health benefits, debt service and rental costs offset by those same costs for charter schools. In the case of districts where the unique cost calculation is greater, local tuition payments to mayoral academies with teachers that do not participate in the state retirement system are further reduced by the value of the unfunded pension liability reflected in the districts' per pupil cost.



The following graph shows funding and enrollment for FY 2006 through FY 2020.

Davies Career and Technical Center

Statute(s). §16-45

Description. The General Assembly mandated that there shall be a regional vocational school in the Blackstone Valley Area to serve the inhabitants of the greater Providence area (Rhode Island General Law, Section 16-45-4). William M. Davies, Jr. Career and Technical High School, located in Lincoln, serves students from Central Falls, Lincoln, North Providence, Pawtucket, Providence and Smithfield. Davies is governed by an autonomous, business-led Board of Trustees. With the exception of the powers and duties reserved by the Director, Commissioner of Elementary and Secondary Education, and Board of Education, the Board of Trustees has the powers and duties of a school committee. Prior to the implementation of the funding formula for FY 2012, sending districts did not pay tuition, only the costs of student transportation.

Davies is a four-year high school that provides both academic and career-focused studies. Students apply for admission to Davies, which is based upon grades, behavior, attendance, interest and an interview. The fully accredited academic program includes 4 years of math, English and science and 3 years of social studies to prepare students for further education and/or employment. After a ninth grade exploratory experience, students choose career and technical training in information technology, auto technology, business, cosmetology, electrical, electronics, graphic arts/printing, health careers, hospitality careers, machine technology and construction/woodworking.

Since FY 2012, Davies has been funded pursuant to the funding formula. It receives an amount from the state based on the share ratio of the sending district and the local community will be responsible for paying its local share. The Department estimated that Davies would lose approximately \$5.0 million after the ten-year transition period. At the time, it indicated that the school would have to institute program redesign, program downsizing, program elimination or enrollment reductions due to the loss of funding under the funding formula. Ultimately, the state established a fund to offset some of the losses from the implementation of the funding formula.

Davies enrollment grew from 757 students in FY 2000 to 875 students by FY 2014; this level has been maintained through FY 2020. The 2004 Assembly added \$815,000 to increase the school's capacity by 60 students. It further provided legislation to allow for 40 of those students to come from the City of Providence, which did not previously send students to Davies.

Funding. The FY 2020 budget includes \$13.7 million from general revenues for formula aid to support the Davies Career and Technical School. This is \$36,894 more than the FY 2019 enacted level. The local share for FY 2020 is estimated at \$3.4 million and is shown in the school's budget as restricted receipt expenditures. Davies' operating budget is still submitted as part of the Department's budget and Davies' employees are still state employees. Tables at the end of this report include estimated enrollment by sending district for FY 2020.

The 2016 Assembly concurred with the Governor's proposal for a new stabilization fund for the state schools. This would mitigate some of the losses in funding from the implementation of the funding formula and the implication of allowing local districts to hold back a share of its per pupil funding as well as recognize the additional costs associated with running a stand-alone school that offers both academic and career and technical education. The FY 2020 budget includes \$4.9 million in additional funding to Davies, \$0.9 million more than enacted for FY 2019. This offsets a similar reduction, reflecting year nine of the formula.

In 2016, the Governor proposed two pieces of legislation to reduce the local tuition payments made to charter and state schools. The first would have reduced payments by \$355 per student; the second would have excluded the local share of funding paid to charter and state schools from the calculation of local per pupil expenditures, frozen at the FY 2014 level. The Assembly did not concur with those proposals and instead enacted a single measure that reduces the local tuition payments to charter and state schools by the greater of seven percent of the local per pupil funding or the district's "unique" costs.

Unique costs are the per pupil value of the district's costs for preschool services and screening, services to students ages 18 to 21, career and technical education, out-of-district special education placements, retiree health benefits, debt service and rental costs offset by those same costs for charter schools. In the case of districts where the unique cost calculation is greater, local tuition payments to mayoral academies with teachers that do not participate in the state retirement system are further reduced by the value of the unfunded pension liability reflected in the districts' per pupil cost.

The following graph shows operating support for Davies from FY 2006 through the FY 2020 enacted budget.



Targeted Aid

Statute(s). §16-7.1-10

Description. The Targeted Aid fund was introduced by the 1998 Assembly to provide funds to locally or regionally operated districts in which tax effort exceeds tax capacity and at least 40.0 percent of the K-3 students are eligible for free or reduced lunches. Districts could use targeted funds for providing new or expanded programs for early childhood education, helping improve instruction to meet high standards and reducing class size at the elementary level.

These funds also supported after school programming for middle schools, junior and senior high schools; Child Opportunity Zones called COZs; teacher mentoring; curriculum revision to meet new standards; school and district intervention; or other programs which the Commissioner believes will result in increased student performance. The General Laws had allowed the Commissioner to require a district to reserve up to 5.0 percent of its allocation from this fund for intervention remedies. The 2002 Assembly amended that statutory language to provide that such reserved funds shall only be spent with the prior approval of the Commissioner.

Historically, East Providence, Providence, Pawtucket, West Warwick and Woonsocket qualified for distributions under this category of aid. For FY 2002 and FY 2003 the percent of K-3 students eligible for free and reduced price lunches in East Providence dropped below 40.0 percent making this district ineligible to receive funds from this category of aid.

Funding. The Assembly appropriated \$8.0 million for the Targeted Aid investment category each year from FY 1999 through FY 2002. That increased to \$10.0 million for FY 2003 and to \$20.0 million for FY 2004 through FY 2011. Those budgets froze the distribution to each community at the FY 2006 level and did not reflect the update of relevant data. The 2011 Assembly discontinued distributions from the Targeted Aid fund for FY 2012 with the implementation of the education funding formula enacted by the 2010 Assembly.

Core Instruction Equity Fund

Statute(s). §16-7.1-10

Description. The Core Instruction Equity fund was established to improve the capacity of cities and towns to support the core instruction activities that are the basis of daily teaching and learning in all classrooms and reduce inequities in resource distribution. The enabling statute noted that communities primarily rely on local property taxes to finance education programs, and that the state's highest effective property tax rates are concentrated in the state's urban communities. Therefore, certain communities, because of low tax capacity and high tax effort, are unable to appropriate sufficient funds for the support of core instructional programs.

The formula determined the statewide median per pupil instructional cost and the statewide property tax yield. These were compared to the median per pupil instructional costs and tax yields for each community. Communities with a gap in instruction costs and a tax effort well above the statewide median were eligible for this fund. Providence, Pawtucket and Woonsocket qualified in FY 1998 through FY 2002 for distributions from this category of aid.

The 2002 Assembly amended the formula used to distribute these funds. The amended language allowed for inclusion of previously eligible communities that may have been eliminated upon the update of relevant data. There was also a statutory change that required that 10 percent of funds from the category be used to increase student and school performance in a manner that has the prior approval of the Commissioner of Elementary and Secondary Education.

Funding. The 2003 Assembly discontinued distributions from the Core Instruction Equity Fund for FY 2004. Communities with a gap in instruction costs and a tax effort well above the statewide median were eligible for this fund. Since the inception of this fund, these instructional gaps have successfully been narrowed. FY 2003 funding for the Core Instruction Equity Fund was \$30.2 million, which is \$0.2 million more than the FY 2002 and FY 2001 levels. For FY 2001, funding in this category increased from \$22.6 million to \$30.0 million. From FY 1998 through FY 2003 funding in this category increased threefold.

Student Equity Investment Fund

Statute(s). §16-7.1-8

Description. The Student Equity Investment Fund was established to close gaps in student performance in mathematics, reading and writing by targeting students in greatest need of additional educational services. The funds were based on each district's proportion of children eligible for USDA reimbursable school meals relative to the total number of such students statewide.

No distinction was made between students eligible for free lunches and those eligible for reduced price lunches. This is the same distribution method that had been used for the Poverty/Equity fund under the old categorical formulas. The 1998 Assembly amended the new Student Equity and Early Childhood Investment funds to require that three percent of the appropriations for these funds be added to the literacy set-aside base.

Funding. The 2011 Assembly discontinued distributions from the Student Equity Investment Fund for FY 2012 with the implementation of the education funding formula enacted by the 2010 Assembly. FY 2011 funding for the Student Equity Investment Fund was \$73.8 million. This was \$10.0 million more than FY 2003 through FY 2005 funding of \$63.8 million and the same as FY 2006 through FY 2010 enacted levels. Those budgets froze the distribution to each community at the FY 2006 level and did not reflect the update of relevant data. FY 2003 through FY 2005 funding was \$0.1 million more than the FY 2002 level, which was unchanged from FY 2001. For FY 2001, the Assembly appropriated \$63.7 million for the Student Equity Investment Fund, a \$20.2 million increase over FY 2000. The initial investment in FY 1998 was \$8.6 million.

Professional Development Investment Fund

Statute(s). §16-7.1-10

Description. The Professional Development Investment Fund provided for continued skill development for teachers and staff. The expenditure of these funds was to be determined by committees at each school consisting of the school principal, two teachers selected by the teaching staff of the school and two parents of students attending the school. Collaborative programs among schools were encouraged. Resources were used to close student performance gaps in accordance with the school and district's strategic plans.

Distribution was based on a district's pupil-teacher ratio. Rather than award funds based on staffing levels, the formula used an ideal ratio of 17 students per teacher. For FY 2000, language was added to the enabling statute to require that \$555,000, or 14.3 percent of the distribution from this fund, be retained by the Department of Elementary and Secondary Education to support teacher professional development in all districts through a number of specified programs. That language was amended to eliminate the specific dollar amount and percentage and allow for some funds to be set aside for those programs.

Funding. Consistent with its action in the FY 2009 final budget, the 2009 Assembly eliminated the distributed portion of the Professional Development Investment Fund for FY 2010. The FY 2009 enacted budget had included \$5.8 million.

The enabling statute included language allowing for an additional appropriation to support teacher professional development in all districts through a number of specified programs. Governor Carcieri proposed allocating \$995,000 for Department programming for FY 2010, \$500,000 more than enacted. The additional funding was for the Department to develop and implement a new statewide performance management system for educators. The summary table at the beginning of this report displays the distributed funds and the set aside funds separately. The 2009 Assembly eliminated this indirect funding as well.

FY 2009 enacted funding by the 2008 Assembly was \$6.3 million, of which \$495,000 was the set-aside. The 2008 Assembly reduced the set-aside amount by \$175,000. This reflects a \$100,000 reduction as well as a shift of \$75,000 to the Department's budget to backfill unavailable federal funds for a position dedicated to English language learners. Consistent with the Governor's recommendation, the 2009 Assembly eliminated the distributed portion of professional development funds for FY 2009 for savings of \$5.8 million.

FY 2008 funding was \$6.5 million, which was equal to the appropriation for FY 2007, of which \$670,000 was the set-aside. Funding was added for FY 2007 for the Physics First program and to provide professional development in mathematics and science.

The FY 2006 appropriation was \$5.9 million, consistent with FY 2003 through FY 2005 funding. The 2005 Assembly amended statutory language to provide that funds shall only be spent with the prior approval of the Commissioner. For FY 2000 through FY 2002, the Assembly appropriated a total of \$3.9 million, of which \$0.6 million was set aside. The FY 2007 through FY 2009 budgets froze the distribution to each community at the FY 2006 level and did not reflect the update of relevant data.

Early Childhood Investment Fund

Statute(s). §16-7.1-11

Description. The Early Childhood Investment Fund provided support for schools and teaching staff for kindergarten through third grade to begin improving student performance. These funds were also used for early childhood pilot programs, including Child Opportunity Zones called COZs, that combine and/or leverage other sources of funds and that focus on beginning to improve student performance through developmentally appropriate early childhood education and integrated social and health service support. Districts were encouraged to give funding emphasis to programs in schools serving concentrations of at-risk students and integrated with programs for special needs students. Full-day kindergarten programs were also funded.

These resources were used in conjunction with literacy set-aside funds and were distributed based on the student population in these grades for each district. The 1998 Assembly amended the Student Equity and Early Childhood Investment funds to require that three percent of the appropriations for these funds be added to the literacy set-aside base.

Funding. The 2011 Assembly discontinued distributions from the Early Childhood Investment Fund for FY 2012 with the implementation of the education funding formula enacted by the 2010 Assembly. FY 2011 funding for the Early Childhood Investment Fund was \$6.8 million. This is the same as FY 2003 through FY 2010, \$0.3 million more than FY 2000 through FY 2002 levels and \$1.3 million more than FY 1999. The FY 1998 appropriation was \$3.5 million. The FY 2007 through FY 2011 budgets froze the distribution to each community at the FY 2006 level and did not reflect the update of relevant data.

Student Technology Investment Fund

Statute(s). §16-7.1-12

Description. The Student Technology Investment Fund provided schools and teaching staff with up-to-date educational technology and training to help students meet the demands of the twenty-first century. The funds were used for curriculum development to improve teaching and learning; in-service professional development to support the effective use of technology in schools; and infrastructure requirements such as equipment, technology related instructional materials, software and networking of systems. These resources were used to close student performance gaps in accordance with district strategic plans.

School districts could use Student Technology Investment funds to replace up to 35.0 percent of funds spent on technology related programs in the prior fiscal year. Distribution of this aid was based on a district's proportion of total student population; it was not wealth based.

Funding. The 2011 Assembly discontinued distributions from the Student Technology Investment Fund for FY 2012 with the implementation of the education funding formula enacted by the 2010 Assembly. For FY 2011, the Assembly appropriated \$3.4 million for the Student Technology Investment Fund, the same level of funding as in FY 1999 through FY 2010. The FY 1998 appropriation was \$1.4 million. The FY 2007 through FY 2011 budgets froze the distribution to each community at the FY 2006 level and did not reflect the update of relevant data.

Student Language Assistance Investment Fund

Statute(s). §16-7.1-9

Description. The Student Language Assistance Investment Fund targeted state resources to assist students that require additional language educational services, and distribution is based on a district's proportion of Limited English Proficiency students. Student counts were expressed as full-time equivalents in accordance with Section 16-54-4 of the Rhode Island General Laws, under which the old Limited English Proficiency aid was distributed.

Funding. The 2011 Assembly discontinued distributions from the Student Language Assistance Investment Fund for FY 2012 with the implementation of the education funding formula enacted by the 2010 Assembly. The Assembly appropriated \$31.7 million for the Student Language Assistance Investment Fund for FY 2011. This is the same as FY 2004 through FY 2010, which was \$24.7 million more than the FY 2003 level of \$7.0 million. The significant increase in funds was available largely from funds formerly programmed for Core Instruction Equity. FY 2001 and FY 2002 funding was \$5.1 million and \$3.7 million more than FY 2000. The FY 2000 appropriation was \$2.0 million over the FY 1999 and FY 1998 levels of \$1.3 million. The FY 2007 though FY 2011 budgets froze the distribution to each community at the FY 2006 level and did not reflect the update of relevant data.

Charter Schools

Statute(s). §16-77.1-2

Description. Charter schools are public schools authorized by the state through the Board of Education to operate independently from many state and local district rules and regulations. Current law limits the statewide total to no more than 35 charters. At least half of the total charters shall be reserved for charter school applications designed to increase the educational opportunities for at-risk pupils. The 2005 Assembly removed the cap on the number of charter schools per community but kept the statewide cap of 20. Previously, no more than two charters could be granted in a single school district, except if a district had more than 20,000 students, then four charters could be granted.

The 2010 Assembly increased the statewide total to no more than 35 charters; it had previously been no more than 20 charters serving no more than 4.0 percent of the state's school age population. At least half of the 35 total charters shall be reserved for charter school applications designed to increase the educational opportunities for at-risk pupils.

For FY 2020, there are 23 charter schools in nine communities. A list of each charter school and the host communities is shown in the following table. It should be noted that for charter schools with multiple campuses, each host community is listed.

Host Community	Charter School		
Central Falls	Learning Community		
	Segue Institute		
Central Falls & Providence	Nowell Leadership Academy		
Cranston	New England Laborers Construction Career Academy		
Cumberland & Lincoln	RI Mayoral Academies Blackstone Valley		
Providence	Achievement First Providence Mayoral Academy		
	Charette		
	Highlander		
	Hope Academy		
	Nurses Institute		
	Paul Cuffee		
	Southside Elementary		
	Textron (Academy for Career Exploration)		
	Times 2		
	Trinity Academy		
	Village Green		
Pawtucket	Blackstone Academy		
	International		
South Kingstown	Compass		
	Kingston Hill		
West Greenwich	Greene School		
Woonsocket	Beacon		
	Rise Prep Mayoral Academy		

The 1999 Assembly adopted legislation that changed funding for charter public schools. Charter public schools had formerly received operating support from the district in which they were located. This was equal to the per-pupil cost for the district multiplied by the school's share of the district's students. The new legislation was based on recommendations from a commission appointed to create a new funding plan.

This funding mechanism provided state funding equal to that per-pupil cost, reduced by the district's share ratio. The 2005 Assembly enacted a change in the calculation of charter school aid that set the minimum share ratio for each district at 30 percent.

The share ratio formula measured state and community wealth using two factors: the full value of local property and the median family income as determined by the most recent census. Property value is certified annually by the Department of Revenue, Division of Municipal Finance, based on local sales data and appraisals. The total assessed local property value of a community is adjusted for differences in local assessment rates to allow the reporting of figures comparable on a statewide basis, resulting in the Equalized Weighted Assessed Valuation (EWAV).

The valuations were then adjusted by the ratio that the community's median family income bore to the statewide median family income, as reported in the most recent federal census data. Use of both the property value and the median family income was an attempt to compensate for districts that have significant disparity between median family income and the full value of property.

There is also a statutory allowance for a mid-year aid adjustment if a school's October enrollment data in the current fiscal year shows a 10 percent or greater change from the prior October. The statute also allows for a ratable reduction in aid if the level of funding appropriated is not sufficient.

The 2005 Assembly extended the moratorium on final approvals of new charter schools, first enacted by the 2004 Assembly, through the 2007-2008 school year so new schools could open beginning in FY 2009. While the 2008 Assembly did not extend the moratorium, there was no funding in the FY 2009 budget for the opening of any new schools. The FY 2010 budget included \$1.5 million for the opening of new charter schools, including mayoral academies.

The share of public school students who attend charter schools has risen from 3.7 percent in FY 2012, the first year of the funding formula, to 8.3 percent estimated for FY 2020. In that same time period there has been a 44 percent increase in the number of charter schools, growing from 16 in FY 2012 to 23 for FY 2020.

Mayoral Academies. The 2008 Assembly revised the charter school statutes to allow for the creation of a new type of charter school, called a mayoral academy. These academies would have to go through the same approval process as other charter schools but would be exempt from teacher retirement and prevailing wage laws.

Employment Mandates. The Assembly did not adopt the Governor's proposed legislation to exempt charter schools that are chartered after July 1, 2009 and those subject to renewal

after July 1, 2009 from having to follow the same employee provisions as other public schools. He proposed that these schools be exempt from prevailing wage and benefit provisions and from participation in the state teacher retirement system or from classifying their employees as public employees. Currently only mayoral academies are exempt from these provisions. The state currently grants charters for a period of up to five years.

Funding Formula. Beginning in FY 2012, charter schools are funded pursuant to the education funding formula adopted by the 2010 Assembly. Charter schools are funded like other districts with the state share being that of the sending district for each student plus the local contribution being the local per pupil cost of the sending district.

Special Legislative Commission to Assess the Funding Formula. The 2014 House of Representatives passed a resolution establishing a special legislative commission to study and assess the "fair funding formula." The resolution states as one of its findings that the education funding formula was a major policy shift aimed at providing stable and predictable funding and addressing the inequities between districts that developed in the absence of a formula, and that it is incumbent upon the Assembly to assess that legislation to ensure that new inequities have not emerged as unintended consequences.

The commission consisted of 12 members, three of which were members of the House, appointed by the Speaker, an appointee of the Commissioner of Elementary and Secondary Education, the executive director of the Rhode Island Mayoral Academies, director of the Metropolitan Career and Technical School or designee, executive director of the Rhode Island League of Charter Schools or designee, executive director of the Rhode Island School Superintendents' Association or designee, president of the Rhode Island League of Cities and Towns or designee, president of the Rhode Island Chapter of the American Federation of Teachers or designee, and the president of the Rhode Island Association of School Committees or designee.

The stated purpose of the commission was to study and assess the funding formula, including, but not limited to:

- The types of expenses funded from local property taxes and by state sources and the extent to which those expenses are fixed or variable;
- The extent to which the total per pupil charter funding obligation is in line with the funding formula;
- The extent to which funding for expenses borne exclusively by districts is shifted to charters;
- The extent to which charter tuition obligations differ between communities; and
- The extent to which the local share of funding to charter schools impacts district out-year sustainability.

The impetus for this study commission was concern regarding the required local share of funding for charter schools. Under the formula, charter schools are funded like other districts with the state share being that of the sending district for each student and the local contribution being the local per pupil cost of the sending district. Some have argued that there are district expenses such as teacher retirement costs, retiree health, and debt service

that are part of a district's per pupil cost but not expenses borne by charter schools. This issue has become more acute as more charter schools are created and more students elect to go to charter schools. The share of public school students who attend charter schools has risen from 3.7 percent in FY 2012, the first year of the funding formula, to 5.4 percent estimated for FY 2016. In that same time period there has been a 38 percent increase in the number of charter schools, growing from 16 in FY 2012 to 22 for FY 2016.

The commission began meeting in January 2015 and reported its findings on May 18, 2015. The report identified numerous areas for further study and areas in which the funding formula appears not to be fair to both municipalities and charter schools, but it did not make any direct recommendations to adjust the funding formula to rectify the issues identified.

Working Group to Review the Permanent Education Foundation Aid Formula. On October 22, 2015, the Governor created a Working Group to Review the Permanent Education Foundation Aid Formula through an executive order. The group was tasked with reviewing the degree to which the funding formula is meeting the needs of all students and schools, ensuring formula fairness between school types, and the degree to which the formula incorporates best practices in funding, efficiency and innovation. The group recommended that the state consider providing additional support to traditional districts with high percentages of students enrolled in public schools of choice, including charter and state schools.

The Governor recommended legislation to the 2016 Assembly to reduce the local tuition payments made to charter and state schools by \$355 per student in an effort to capture the cost differential between traditional districts and charter schools in areas such as: preschool services and screening, services to students ages 18 to 21, career and technical education, out-of-district placements, retiree health expenses, debt service and rental costs. The proposed legislation would have required the Commissioner of Elementary and Secondary Education to review and recalculate the reduction to local funding every three years in order to ensure accuracy, though it is not clear what elements would be recalculated and by what standard.

The Governor also proposed legislation to codify the Department's practice in how it calculates the local per pupil cost used to determine local tuition payments to charter and state schools. Her proposal would have excluded the local share of funding paid to charter and state schools in the calculation of local per pupil expenditures and would have frozen the amount of this exclusion at the FY 2014 level. The impact of the two changes is estimated to have reduced local tuition payments to charter and state schools by \$7.0 million for FY 2017; the impact to charter schools would have been \$5.9 million.

The 2016 Assembly did not concur with those proposals related to local tuition payments and instead enacted a single measure that reduces the local tuition payments to charter and state schools by the greater of seven percent of the local per pupil funding or the district's "unique" costs. Unique costs are the per pupil value of the district's costs for preschool services and screening, services to students ages 18 to 21, career and technical education, out-of-district special education placements, retiree health benefits, debt service and rental costs offset by those same costs for charter schools. In the case of districts where the

unique cost calculation is greater, local tuition payments to mayoral academies with teachers that do not participate in the state retirement system are further reduced by the value of the unfunded pension liability reflected in the districts' per pupil cost.

Recent Legislation. During the 2019 session both the House and the Senate passed legislation regarding charter schools. House bill 2017 - H 6325 and Senate bill 2017 - S 0884, identical bills, were passed by the House and Senate. The bill would have expanded the definition of a network charter school to encompass a charter public school that operates or will operate elementary school grades and middle school grades, or operates or will operate middle school and high school grades. The Governor vetoed the bill on July 19.

The 2019 Assembly included legislation in Article 9 of 2019-H 5151, Substitute A, as amended, to ensure proper notice of school districts of data errors impacting the computation of funding formula aid and a formal reconciliation process. The legislation requires that if the state's share of education formula aid for any local education agency is determined to be incorrect after the budget for that fiscal year is enacted, local education agencies, the Senate President and the Speaker of the House must be notified within 15 days of the determination. Districts whose funding was underpaid would be paid in the following fiscal year prorated to the month in which notification occurred.

Funding. The FY 2020 budget includes \$101.0 million for formula aid to charter schools. This is \$10.5 million or 11.6 percent more than the FY 2019 enacted level and \$0.4 million less than the Governor's recommendation based on updated enrollment data.

The 2019 Assembly included legislation in Article 9 of 2019-H 5151, Substitute A, as amended, to ensure proper notice of school districts of data errors impacting the computation of funding formula aid and a formal reconciliation process. The Budget includes \$0.2 million for charter schools that were underpaid in FY 2019 and holds harmless districts that were overpaid.

For FY 2002 through FY 2011, community distribution tables do not reflect those funds paid directly to the charter schools. They do continue to reflect the indirect cost payment to the sending district through FY 2011, which is equal to 5.0 percent of the per pupil cost. For comparison, prior years' tables are adjusted accordingly.

The following graph shows funding and enrollment for FY 2006 through the FY 2020 enacted budget.



Urban Collaborative Accelerated Program

Statute(s). §16-3.1-11

Description. The 2012 Assembly adopted legislation that requires that beginning in FY 2014, the Urban Collaborative Accelerated Program (UCAP) be funded pursuant to the education funding formula. Prior to FY 2014, these students were in the district enrollment counts and the state paid education aid for these students to the sending communities. The state now remits education aid for these students directly to the school and the sending districts send the local share to the school similar to the way the Met School is funded. UCAP operates as an independent public school dedicated to reducing the dropout rates in Providence, Central Falls and Cranston.

Funding. The FY 2014 budget included \$0.3 million for the first year of new funding for the Urban Collaborative Accelerated. The FY 2020 budget includes \$1.5 million for the seventh year of funding. This is \$0.1 million more than enacted for FY 2019.

Fiscal Year	Ар	propriation
FY 2014	\$	296,703
FY 2015	\$	574,513
FY 2016	\$	856,203
FY 2017	\$	1,115,290
FY 2018	\$	1,494,741
FY 2019	\$	1,423,688
FY 2020	\$	1,539,913

Full-Day Kindergarten

Statute(s). §16-7.1-11.1

Description. The Full-Day Kindergarten Investment Fund was established by the 2000 Assembly to require that there be an appropriation to support full-day kindergarten programs. The appropriation was based on the number of students enrolled in full-day kindergarten programs and the tax equity index of each district. Districts received a minimum of \$500 for each student. Districts with a tax equity index below 1.0 received \$1,000 per student, and those with a tax equity index below 0.6 received \$1,500 per student.

In FY 2001, these funds were included in the determination of minimum aid increases. The 2001 Assembly's enactment excluded distributions from this fund in determining minimum aid increases. The Governor's FY 2003 budget recommendation used this fund toward a proposed 1.0 percent minimum increase in aid. The 2002 Assembly instead provided a 1.0 percent minimum increase, excluding full-day kindergarten funds, but did include this aid in calculating its overall provision of a 2.5 percent minimum increase.

Funding. The 2011 Assembly discontinued distributions from the Full-Day Kindergarten Investment Fund for FY 2012 with the implementation of the education funding formula enacted by the 2010 Assembly. For FY 2011, funding totaled \$4.2 million, the same as the FY 2010 level. The FY 2007 through FY 2011 budgets froze the distribution to each community at the FY 2006 level and did not reflect the update of relevant data. In FY 2001, \$2.4 million was distributed through this category and incorporated into the aid used to meet minimum increase guarantees. For FY 2002, funding totaled \$3.1 million and was excluded from the determination of minimum increases. For FY 2003 total funding was \$4.0 million. Funding was \$4.4 million for FY 2004, \$4.7 million for FY 2005 and \$4.2 million since FY 2006.

There are different programs related to full-day kindergarten that are noted later in the report.

Vocational Technical Equity Fund

Statute(s). §16-7.1-19

Description. The Vocational Technical Equity Fund was established by the 2000 Assembly to require that there be an appropriation to provide aid for districts that send students to locally operated career and technical centers. The appropriation was intended to support the academic instruction component of vocational education for students enrolled in career and technical education programs.

Prior to 2000, the state had been allocating \$10.7 million to support the vocational program component for these students. Those funds remained in the base operations aid allocation for each district. This fund provided districts with \$500 for each student, based on the prior year enrollment, who attended a locally operated career and technical center.

Funding. The 2011 Assembly discontinued distributions from the Vocational Technical Equity Fund for FY 2012 with the implementation of the education funding formula enacted by the 2010 Assembly. The Assembly provided \$1.5 million for the Vocational Technical Equity Fund in FY 2011. It fluctuated between \$1.7 million and \$1.4 million since FY 2001, based on changes in enrollment. The FY 2007 through FY 2011 budgets froze the distribution to each community at the FY 2006 level and did not reflect the update of relevant data.

Group Home Aid

Statute(s). §16-64-1.1-3; §16-64-2; §16-64-8

Description. The 2001 Assembly adopted legislation in Article 22 of the FY 2002 Appropriations Act to eliminate billing among communities for the education costs of children placed in group homes by the Department of Children, Youth and Families and create a mechanism for the state to pay those costs.

Prior to FY 2002, an official community of residence was determined for each child living in a group home, which is generally based on the parents' residence. The district of official residence is responsible to pay the district in which the child is placed for the cost of the child's education. This system produced numerous disputes among communities concerning financial responsibility. These disputes often resulted in costly legal fees for all parties involved and districts hosting group home were largely unsuccessful in seeking reimbursements.

The changes contained in Article 22 provide for a per bed allotment to districts in which group homes are located. This allotment would be set annually and attempt to reflect the mix of regular and special education students residing in these homes. The legislation also relieves the sending districts of financial responsibility for students placed in out-of-district group homes, and prevents the hosting district from billing for those students.

The 2007 Assembly enacted legislation to ensure that the payment of communities' group home aid more closely reflects the actual number of group home beds open at the time of the budget. The legislation mandates that increases in beds prior to December 31 of each year shall be paid as part of the supplemental budget for that year and included in the budget year recommendation. Decreases in beds will not result in a decrease in aid for the current year but will be adjusted in the subsequent year. Previously, there was no requirement for the funding of new beds in a fiscal year until the next fiscal year.

The 2008 Assembly increased the per bed amount from \$15,000 to \$22,000 for the group home beds associated with the Bradley Hospital's residential CRAFT program.

While most existing aid categories were replaced by the new education funding formula, communities hosting group homes continue to receive funding consistent with current law for group home beds. Group home aid is provided in addition to aid through the funding formula.

The 2014 Assembly changed the way group home beds affect total funding allowed under Rhode Island General Law, Section 16-7-22 (1)(ii), which requires that the number of group home beds be deducted from enrollment data for the purpose of determining average daily membership. Instead of showing the impact of group home beds on funding formula aid, the budget shows the impact on group home aid. The decrease in funding is phasedin over the remaining years of the transition period. The 2016 Assembly provided an additional \$2,000 per group home bed for a total of \$17,000 per bed. Payments for beds associated with Bradley Hospital's CRAFT program increased by \$4,000 for a total of \$26,000 per bed.

Funding. The FY 2020 budget includes \$3.2 million for group home aid. The chart below shows group home funding as well as group home beds for FY 2005 through FY 2020. In FY 2020, the 18 communities hosting group homes will have a total of 331 beds.

As previously noted, in the calculation of funding formula aid districts' total enrollment is reduced by the number of group home beds. The total amount of funding is reduced by the value of that districts' state share of core instruction and student success factor amounts times the number of group home beds. The impact is shown as a reduction to group home aid which accounts for the decline in funding attributed to this aid category relative to the bed count.



Group Home Funding
Categorical - High Cost Special Education

Statute(s). § 16-7.2-6 (a)

Description. The education formula allows for additional state resources to districts for highcost special education students when those costs exceed five times the district's combined per pupil core instruction amount and student success factor amount.

The Governor recommended legislation to reduce the threshold for eligibility to four times the per pupil core instruction amount and student success factor amount effective FY 2018. Absent additional resources provided for the change in eligibility, this could reduce the share of funding for some districts as the total is split among more students. However, no data was collected or evaluated to determine the impact of the proposal.

The 2016 Assembly did not concur and instead enacted legislation requiring the Department to collect data on those special educational costs that exceed four times the per pupil amount in order to evaluate the impact of a change in thresholds. The data indicated that a change in thresholds would have increased the amount of qualifying expenditures by more than 70.0 percent when compared to the existing threshold. For FY 2018, \$14.6 million of expenditures qualify for categorical aid under current law. Under the lower threshold, \$25.8 million would have qualified for aid.

The 2017 Assembly enacted legislation further requiring the Department to collect data on those special education costs that exceed two and three times the per pupil amount. The Department reported the data in January 2019, which showed that \$62.2 million and \$44.9 million of expenses exceeded the two and three times the per pupil amount thresholds, respectively.

Funding. The Department of Elementary and Secondary Education prorates the funds available for distribution among those eligible school districts if the total approved costs for which districts are seeking reimbursement exceed the amount of funding appropriated in any fiscal year.

Funding began in FY 2012 for the categorical funding categories with the implementation of the funding formula, though no funding was provided for high cost special education students until FY 2013. The FY 2020 budget includes \$4.5 million, which is consistent with the FY 2017 through FY 2019 enacted budgets. The Department has indicated that the total cost of full implementation for FY 2020 would be approximately \$15.9 million.

Fiscal Year	Appropriation		Fiscal Year	Ap	Appropriation	
FY 2012	\$	-	FY 2017	\$	4,500,000	
FY 2013	\$	500,000	FY 2018	\$	4,500,000	
FY 2014	\$	1,000,000	FY 2019	\$	4,500,000	
FY 2015	\$	1,500,000	FY 2020	\$	4,500,000	
FY 2016	\$	2,500,000				

Categorical - Career and Technical Education

Statute(s). § 16-7.2-6 (b)

Description. The funding formula allows the state to provide resources to help meet the initial capital investment needs to transform existing or create new comprehensive career and technical education programs and career pathways in critical and emerging industries and to help offset the higher than average costs associated with facilities, equipment, maintenance, repair and supplies necessary for maintaining the quality of highly specialized programs.

Recent Legislation. The House passed 2016-H 8268, Substitute A which would allow that, beginning in FY 2017, in the event the Board of Trustees on Career and Technical Education has assumed the care, management and responsibility of a career and technical school, said school shall be eligible for up to \$1.0 million from the career and technical categorical funds to be paid no sooner than FY 2018. The maximum amount of funding is capped at \$2.0 million in any fiscal year. The bill also gives the Board the authority to provide advice and consent on the allocation of any and all career and technical categorical funds. This bill was placed on the Senate calendar; the Senate took no action.

Funding. The Department of Elementary and Secondary Education has established criteria for the purpose of allocating funds provided by the Assembly each year and prorates the funds available for distribution among those eligible school districts if the total approved costs for which districts are seeking reimbursement exceed the amount of funding appropriated in any fiscal year.

Fiscal Year	Appropriation		Fiscal Year	Ар	Appropriation	
FY 2012	\$	-	FY 2017	\$	4,500,000	
FY 2013	\$	3,000,000	FY 2018	\$	4,500,000	
FY 2014	\$	3,000,000	FY 2019	\$	4,500,000	
FY 2015	\$	3,500,000	FY 2020	\$	4,500,000	
FY 2016	\$	3,500,000				

Funds are distributed in two priority areas: offset funding to diminish the financial costs incurred by districts that offer career and technical education; and support to schools starting up new career and technical education programming. Applicants requesting funding support for program start-ups have to provide a 20 percent cash match in order to secure categorical funding

The career and technical education fund will support the initial investment requirements to transform existing or create new career and technical programs and offset the higher than average costs of maintaining the highly specialized programs. Ongoing support is granted for more than one year by meeting specific performance targets, for example, 90.0 percent of students successfully transitioned into postsecondary career and technical education programs or employment. The following table itemizes the FY 2019 distribution of the appropriation.

Local Education Agency	FY 2	2019 Amount
Allocation - High Cost Programs		
Academy for Career Exploration	\$	34,596
Barrington		24,449
Bristol-Warren		10,187
Burrillville		56,605
Central Falls		61,191
Chariho		149,787
Coventry		176,829
Cranston		220,479
Cumberland		18,623
Davies		274,162
East Providence		154,159
Foster-Glocester		139,711
Lincoln		29,262
Met School		430,453
Middletown		15,731
Narragansett		52,770
New England Laborers		74,550
Newport		105,599
North Kingstown		26,775
North Providence		13,919
North Smithfield		6,199
Pawtucket		67,897
Portsmouth		53,045
Providence		298,722
RI Nurses Institute		39,798
Scituate		42,215
Smithfield		33,778
South Kingstown		15,769
Tiverton		37,082
Warwick		98,910
Westerly		126,409
West Warwick		54,056
Woonsocket		169,425
Subtotal	\$	3,113,142
Program Equipment Fund	φ	5,115,142
Chariho	\$	92,350
Coventry	φ	106,030
Cranston		95,024
Davies		217,285
Met School		9,688 30,000
Newport Providence		30,000
Providence		252,273
Warwick		102,350
Woonsocket	¢	95,000
Subtotal	\$	1,000,000
Advanced Coursework Network		386,858
Total	\$	4,500,000

Categorical - Early Childhood

Statute(s). § 16-7.2-6 (c)

Description. The funding formula allows the state to provide resources to increase access to voluntary, free, high quality pre-kindergarten programs.

Governor Raimondo proposed legislation in Article 10 of 2019-H 5151 establishing a voluntary universal prekindergarten program supported by state general revenues. The program would expand until every parent who wants a high-quality seat for their four-yearold has one. The Governor's expansion proposal estimated that 7,000 high quality seats would be available by FY 2023; in FY 2019, 1,080 seats were available through the state's prekindergarten program. While the expansion plan also included investments in prekindergarten offered through child care providers and Head Start classrooms, the Governor's out-year projections did not assume an increase in this category of aid. However, supporting documents suggest that the program could cost upwards of \$70 million once fully implemented. The Assembly did not concur with the proposal, but did provide additional funding to open new classrooms, expand existing classroom capacity from 18 to 20 students, and extend the school year for some Head Start students. The additional funding would add over 200 high-quality pre-kindergarten seats.

Funding. The early childhood program funds are distributed to pre-kindergarten sites selected through a request for proposals process. The Department of Elementary and Secondary Education has established the criteria for the purpose of allocating funding provided by the Assembly.

The Budget includes \$14.9 million for FY 2020, which is \$7.5 million more than enacted for FY 2019. These funds are currently distributed through a request for proposal process and have been going directly to childcare programs. From FY 2015 through FY 2019, early childhood categorical funds were used as a match for a federal prekindergarten expansion grant. With expiration of grant funds in FY 2019, the program is now fully supported from state sources. The Budget includes funding to maintain the existing 60 pre-kindergarten classes, as well as open new classrooms, expand existing classroom capacity from 18 to 20 students, and extend the school year for some Head Start students.

Fiscal Year	Appropriation	Fiscal Year	Appropriation	
FY 2012	\$ -	FY 2017	\$ 5,160,000	
FY 2013	\$ 1,450,000	FY 2018	\$ 6,240,000	
FY 2014	\$ 1,950,000	FY 2019	\$ 7,360,000	
FY 2015	\$ 2,950,000	FY 2020	\$ 14,850,000	
FY 2016	\$ 3,950,000			

Categorical – Non-Public Transportation

Statute(s). § 16-7.2-6 (e)

Description. The funding formula allows the state to provide resources to mitigate the excess costs associated with transporting students to out-of-district non-public schools and within regional school districts. The state assumes the costs of non-public out-of-district transportation for those districts participating in the statewide transportation system.

Recent Legislation. For FY 2016, Governor Raimondo proposed legislation repealing the requirement that local education agencies provide transportation for students attending private schools. Her recommendation reduced FY 2015 enacted expenditures by \$2.0 million and it included funding for the regionalized districts only. The Assembly did not concur and restored \$2.0 million.

Prior to FY 2018, funding for transportation costs was allocated through a single category of aid. The Department of Elementary and Secondary Education then divided and separately distributed funding for non-public schools and regionalized school transportation. The funds were divided based on each category's share of total transportation costs. The 2017 Assembly enacted legislation creating two distinct categories of transportation aid, one for non-public transportation and one for regional school districts.

Funding. The Department of Elementary and Secondary Education prorates the funds available for distribution among those eligible school districts if the total approved costs for which districts are seeking reimbursement exceed the amount of funding appropriated in any fiscal year. The pre-FY 2018 figures are adjusted to show the share allocated to each category.

Fiscal Year	Appropriation		Fiscal Year	Ар	Appropriation		
FY 2012	\$	577,028	FY 2017	\$	3,249,743		
FY 2013	\$	1,154,055	FY 2018	\$	3,038,684		
FY 2014	\$	1,560,283	FY 2019	\$	3,038,684		
FY 2015	\$	2,131,066	FY 2020	\$	3,038,684		
FY 2016	\$	2,000,000					

Categorical – Regional District Transportation

Statute(s). § 16-7.2-6 (f)

Description. The funding formula allows the state to provide resources to mitigate the excess costs associated with transporting students to out-of-district non-public schools and within regional school districts. The state shares in the costs associated with transporting students within regional school districts. The state and regional school districts share equally the student transportation costs net any federal sources of revenue for these expenditures.

Recent Legislation. Prior to FY 2018, funding for transportation costs was allocated through a single category of aid. The Department of Elementary and Secondary Education then divided and separately distributed funding for non-public schools and regionalized school transportation. The funds were divided based on each category's share of total transportation costs. The 2017 Assembly enacted legislation creating two distinct categories of transportation aid, one for non-public transportation and one for regional school districts.

Funding. The Department of Elementary and Secondary Education prorates the funds available for distribution among those eligible school districts if the total approved costs for which districts are seeking reimbursement exceed the amount of funding appropriated in any fiscal year. The pre-FY 2018 figures are adjusted to show the share allocated to each category.

Fiscal Year	Appropriation		Fiscal Year	Ар	Appropriation	
FY 2012	\$	510,812	FY 2017	\$	3,101,617	
FY 2013	\$	1,021,625	FY 2018	\$	3,772,676	
FY 2014	\$	1,703,237	FY 2019	\$	4,372,676	
FY 2015	\$	2,220,294	FY 2020	\$	4,622,676	
FY 2015	\$	2,351,360				

Categorical – Limited Regionalization Bonus

Statute(s). § 16-7.2-6 (g)

Description. The funding formula allows the state to provide a limited two-year bonus for regionalized districts. The bonus in the first year shall be 2.0 percent of the state's share of the foundation education aid for the regionalized districts in that fiscal year. The second year bonus shall be 1.0 percent of the state's share of the foundation education aid for the regionalized districts that fiscal year. This bonus applies to districts that are currently regionalized as well as any districts that regionalize in the future.

Funding. The following table shows the funding provided for the districts that were already regionalized when the funding formula was implemented. No additional districts have regionalized since.

Fiscal Year	Appropriation				
FY 2012	\$	851,241			
FY 2013	\$	412,951			
FY 2014 -2020	\$	-			

Categorical – English Language Learners

Statute(s). § 16-7.2-6 (h)

Description. On October 22, 2015, the Governor created a Working Group to Review the Permanent Education Foundation Aid Formula through an executive order. The group was tasked with reviewing the degree to which the funding formula is meeting the needs of all students and schools, ensuring formula fairness between school types, and the degree to which the formula incorporates best practices in funding, efficiency and innovation. The group recommended that the state consider providing additional support for English language learners in order to improve education outcomes.

The Assembly concurred with the Governor's recommendation to establish a new category of funding to support English language learners that are in the most intensive programs. The funding shall be used on evidence-based programs proven to increase outcomes and will be monitored by the Department of Elementary and Secondary Education. The Department must collect performance reports from districts and approve the use of funds prior to expenditure. The Department shall ensure the funds are aligned to activities that are innovative and expansive and not utilized for activities the district is currently funding. The calculation is ten percent of the core instruction amount, adjusted for the state share ratio, for students based on criteria determined by the Commissioner of Elementary and Secondary Education. Funding was provided for FY 2017 only.

The 2017 Assembly removed the provision limiting funding to FY 2017 only, establishing a permanent category of aid for English language learners.

Funding. The Department of Elementary and Secondary Education has established criteria for the purpose of allocating funds provided by the Assembly each year and prorates the funds available for distribution among those eligible school districts if the total approved costs for which districts are seeking reimbursement exceed the amount of funding appropriated in any fiscal year. The distribution of funds for FY 2020 is shown in Table 8 at the end of this publication.

Fiscal Year	Ap	propriation
FY 2017	\$	2,372,225
FY 2018	\$	2,494,939
FY 2019	\$	2,744,939
FY 2020	\$	5,000,000

Categorical – Charter School Density Aid

Statute(s). § 16-7.2-5 (e)

Description. On October 22, 2015, the Governor created a Working Group to Review the Permanent Education Foundation Aid Formula through an executive order. The group was tasked with reviewing the degree to which the funding formula is meeting the needs of all students and schools, ensuring formula fairness between school types, and the degree to which the formula incorporates best practices in funding, efficiency and innovation. The group recommended that the state consider providing additional support to traditional districts with high percentages of students enrolled in public schools of choice, including charter and state schools.

The 2016 Assembly concurred with the Governor's recommendation to create a new category of aid which would provide additional state support for those districts who have at least 5.0 percent of their students enrolled at a school of choice, which includes charter schools or state schools.

Funding. The 2016 Assembly enacted a three year program that would phase out in FY 2020. Consistent with legislation, the Budget excludes funding for this category of aid. Districts received \$175 per student for FY 2017, \$100 per student for FY 2018, and \$50 per student for FY 2019.

Fiscal Year	Appropriation				
FY 2017	\$	1,492,225			
FY 2018	\$	910,500			
FY 2019	\$	478,350			

Categorical – School Resource Officer Support

Statute(s). § 16-7.2-6 (i)

Description. The 2018 Assembly established a voluntary three-year pilot program for a new category of education aid to support new school resource officers for a period of three years beginning in FY 2019. Funding will be used to reimburse school districts or municipalities one-half of the total cost of employing a new school resource officer at a middle or high school for districts that choose to do so. Staffing levels that exceed one officer per school with less than 1,200 students and two officers per school with 1,200 or more students are not eligible for reimbursement.

School resource officers are sworn law enforcement officers responsible for safety and crime prevention in schools. They are typically employed by a local police department and work closely with school administrators to create a safe environment for both students and staff. Officers typically can make arrests, respond to calls for service, and document incidents, and may have other roles, such as mentoring or making safety presentations to students. It should be noted that school resource officers are not school disciplinarians; violations of school rules are the responsibility of school administration.

School districts or municipalities would have the option to employ school resource officers, and state reimbursement is only available for new positions. Funding may not be used to supplant current funding mechanisms. Reimbursement would be limited based on enrollment noted above. For example, if a district hired three new officers for a school with more than 1,200 students, they could also receive reimbursement for two officers, provided no other officers are assigned to that school.

Based on information collected in 2018, the total number of new officers that could be hired and qualify for reimbursement is estimated to be 69. Using an average cost of \$87,985 per position, the total cost of reimbursing one-half of each new officer would be \$3.1 million in FY 2019 if all districts participated. The average position cost was provided by the Budget Office and was calculated using a 21-community average of reported average compensation for uniformed police department employees of those municipalities currently reporting such data to the Department of Revenue.

Funding. The 2018 Assembly enacted a three-year program that will phase out in FY 2022. The Budget includes \$1.0 million for FY 2020 reflecting anticipated participation.

Fiscal Year	Ap	propriation
FY 2019	\$	229,936
FY 2020	\$	1,000,000

Progressive Support and Intervention

Statute(s). §16-7.1-5

Description. Section 16-7.1-5 of the Rhode Island General Laws authorized the Board of Education to adopt a series of progressive support and intervention strategies for those schools and districts that continue to fall short of performance goals outlined in the district strategic plans. The 1998 Assembly amended this section to specify the scope of those strategies. It also gave the Department of Elementary and Secondary Education the authority to exercise progressive levels of control over a school and/or district budget, program or personnel when, following a three year period of support, there has not been improvement in the education of students.

This section further delegated responsibility to the Board of Education for the reconstitution of those same elements of a school's operation, if necessary. The section did not specify a funding plan for this work.

Funding. The 2011 Assembly eliminated the general revenue support for these activities based on availability of federal Race to the Top funds. This type of work was part of the Department's Race to the Top planned activities.

For FY 2001 and FY 2002 the Assembly provided \$4.7 million for progressive support of reform efforts in selected school districts. Actual spending was slightly lower. The funds were to primarily be used to assist the Providence school district in its education reform efforts, in conjunction with its Excellence in Education Compact with the state. FY 2003 funding was enacted at \$0.5 million. It was increased to \$1.1 million for FY 2004 to reflect a \$0.6 million appropriation specifically targeted at achieving school improvement at Hope High School in Providence. For FY 2005, the budget included the Governor's recommendation for adding \$1.0 million to achieve school improvement at the state's urban high schools. This increased total funding to \$2.1 million.

The 2005 Assembly increased funding by \$0.8 million to \$2.9 million, as recommended by the Governor for FY 2006. Funding continued providing the \$0.6 million first allocated for Hope High School in FY 2004 and \$1.0 million to achieve school improvement at the state's urban high schools. The 2006 Assembly enacted \$2.9 million for FY 2007.

The 2007 Assembly included \$2.8 million for FY 2008 or \$93,212 less than the FY 2007 enacted level for support of reform efforts in selected school districts. The FY 2007 enacted budget contained legislation that dedicated \$100,000 from progressive support and intervention funds to support the Rhode Island Consortium for Instructional Leadership and Training. The 2007 Assembly included this funding as a community service grant and reduced progressive support and intervention funds by \$100,000 and increased community service grants by that same amount.

The 2008 Assembly provided \$2.7 million for FY 2009. This is \$0.1 million less than enacted for FY 2008. The reduction reflected the elimination of funding for a Principal Fellow position responsible for developing district leadership in both schools and central offices.

The 2009 Assembly enacted \$3.2 million or \$0.8 million more than the FY 2009 allocation for support of reform efforts in selected school districts. The additional funding was to fund two initiatives recommended by the Governor's Urban Education Task Force. This includes \$0.7 million for a preschoolers' pilot program to increase school readiness and \$0.1 million for extended learning time in the urban districts.

The 2010 Assembly enacted \$2.7 million or \$0.2 million less than the FY 2010 allocation for support of reform efforts in selected school districts. This reflected moving funding for an early education program from progressive support and intervention to program administration. It also reflected increased funding to hire experts to begin the design and development work for the transformation process contained in the Regents' strategic plan. No funding was included after FY 2011 because of the availability of federal Race to the Top funds, which could be used for this program.



Progressive Support & Intervention

Hasbro Children's Hospital School

Statute(s). §16-7-20 (e)

Description. The Hasbro Children's Hospital School program supported expenditures for educational personnel, supplies, and materials for students in the hospital. The Assembly also incorporated support for the Hasbro Children's Hospital School into the state aid program, which had formerly only been reflected in the operating budget of the Department of Elementary and Secondary Education.

Funding. The Assembly provided \$100,000 annually from FY 2001 through FY 2009 for the Hasbro Children's Hospital School program. This level of funding was \$4,804 greater than FY 2000 and \$20,000 greater than the several years prior to FY 2000.

The 2009 Assembly opted to treat the grant to the Hasbro Children's Hospital as a community service grant; the funding is now budgeted elsewhere in the Department's budget and no longer treated as education aid.

School Visits

Statute(s). §16-7.1-10

Description. Legislation establishing the Targeted Aid fund for FY 1999 also required an appropriation for comprehensive on-site school reviews as part of the School Accountability for Learning and Teaching system, known as SALT, and other accountability measures to carry out the purposes of the accountability legislation. These measures have included training sessions and the contracting of Master Teachers, called Regents Fellows, to work directly in the districts.

Funding. The Assembly appropriated \$461,273 for this purpose in FY 1999 and \$408,635 in FY 2000. For each FY 2001 and FY 2002, the Assembly enacted appropriations of \$658,635. The increase was intended to fund 20 additional school visits to fully implement SALT at 60 visits per year. This implementation schedule was to allow all of the state's schools to be visited every five years.

For FY 2003 funding dropped to \$0.4 million. This change continued support for the concept but required the Department to review the visit schedule and reallocate resources to the most essential expenditures. It remained at this level through FY 2008.

The 2008 Assembly included \$145,864 to support school visits, which is \$262,071 less than enacted. Combined with other reductions in the Department's budget, the total FY 2009 reduction for SALT was \$0.6 million. The 2009 Assembly provided \$145,864 for FY 2010, the same as for FY 2009.

The FY 2011 budget eliminated the enacted level of \$145,864 to support school visits as the Department stopped conducting the accountability visits. Funds were allocated to the Department of Elementary and Secondary Education for on-site school reviews and other support for district accountability measures. This funding supported the School Accountability for Learning and Teaching system, known as SALT. The accountability work was transitioned into a comprehensive district visit and incorporated into the Office of Transformation.

Full-Day Kindergarten Pilot Program

Statute(s). §16-99-2, §16-99-4, §16-99-5, §16-7-22

Description. The 2013 Assembly enacted funding for a new full-day kindergarten incentive grant program. This funding will provide one-time, startup funding for school districts that move from offering a part-time kindergarten to a full-day kindergarten. The Commissioner shall approve up to four eligible districts per year to voluntarily implement a full-day kindergarten program. Funds would be appropriated based upon criteria established by the Commissioner.

The legislation also allows the Department, beginning in the 2014-2015 school year, to include an estimate to ensure that districts converting from a half-day to full-day kindergarten program are credited on a full-time basis beginning in the first year of enrollment.

The 2014 Assembly enacted legislation to provide that districts that convert from half-day to full-day kindergarten in the 2014-2015 school year and thereafter will receive education funding formula aid for that conversion more quickly than the current transition, beginning in FY 2017.

The 2015 Assembly concurred with the Governor's proposal to provide startup funding to municipalities in FY 2016 that had not implemented universal full-day kindergarten by the 2014-2015 school year. This funding is provided with the regular formula aid. This funding is intended to assist in removing any barriers that may exist to implementing universal full-day kindergarten by August 2016, since the 2015 Assembly passed legislation mandating that all municipalities offer universal full-day kindergarten to all students by that date.

This program, as it was created, is no longer required since the remaining districts are funded with the kindergarten transition funds included with the formula aid, thus no funding in included for FY 2016 for this program.

Funding. The FY 2014 budget included \$250,000 for the first year of funding. The Department of Elementary and Secondary Education requested proposals from all districts that had half-day kindergarten. It received applications from six districts; the statute limited funding to four districts. The Department's review committee selected Cranston, Exeter-West Greenwich, Glocester, and Woonsocket. Cranston and Woonsocket eventually declined the funding and the Department then funded the eligible requests of the other two applicants, Barrington and Smithfield. With these awards, \$160,000 of the \$250,000 was obligated, leaving \$90,000. The Department offered planning grants of \$10,000 to the nine remaining districts with half-day kindergarten. These funds were to be used to develop a feasibility plan for the implementation of full-day kindergarten in these districts. Coventry, East Greenwich, Johnston, North Kingstown, Scituate, and Woonsocket all accepted the \$10,000 grant. Cranston, Tiverton, and Warwick declined the funding.

The FY 2015 budget also included \$250,000, which the Department indicated has been fully allocated to six districts; including two towns (North Kingstown and East Greenwich) that returned unspent funds from FY 2014, which were reallocated to the same communities in FY 2015. It also included funding to Cranston, Johnston, Tiverton, and Warwick.

Beginning in FY 2016, this program is no longer required since the remaining districts are pursuing the transition to full-day kindergarten or are funded with the kindergarten transition funds included with the formula aid. The FY 2016 budget included \$1.2 million as startup funding for the districts that did not offer universal full-day kindergarten in the 2015-2016 school year. The 2015 Assembly passed legislation requiring that all districts offer full-day kindergarten to all eligible children by August 2016 in order to receive any education aid. The FY 2016 funding was provided to address any issues that districts may have implementing full-day kindergarten by the deadline.

The FY 2017 enacted budget included \$2.6 million through the funding formula to fund the 13 districts that converted to full-day kindergarten in FY 2015 or after. Beginning in FY 2018, all districts have full-day kindergarten.

Textbook Loans

Statute(s). §16-23-2; §16-23-3; §16-23-3.1

Description. The 2000 Assembly enacted legislation expanding the class subjects covered by the Textbook Loan program. Prior to that, the law mandated that school committees of every community furnish, at the expense of the community, textbooks in the field of mathematics, science, and modern foreign languages appearing on the list published by the Commissioner of Elementary and Secondary Education to all pupils of elementary and secondary school grades resident in the community. The expansion required that English, history and social studies textbooks be available for loan to students that are in grades K-8. Since communities already provide books for all subjects to public school students, the additional costs relate to loaning books to non-public school pupils.

Although this expenditure is incurred at the local level, expanding the program without supporting appropriations would have presented an unfunded mandate to local communities. Therefore, the change included a provision that the state would reimburse districts for the expenditures incurred in providing English, history and social studies textbooks to non-public school students that are in grades K-8. The 2003 Assembly further expanded the availability of these textbooks to non-public school students in all grades.

Funding. The Assembly initially provided \$320,000 for the textbook loan program in FY 2001. Actual expenditures were \$80,253, likely related to late implementation of the program. Between FY 2003 and FY 2013, the average annual expenditure was \$0.3 million. Governor Chafee proposed eliminating the requirement that the state reimburse certain costs allowed under the program as part of his FY 2012 and FY 2013 budgets but the Assembly rejected the proposal each time. He also recommended eliminating funding for reimbursements allowed under the program for FY 2015; the Assembly rejected that proposal.

Governor Raimondo proposed legislation eliminating the requirement that municipalities provide textbooks for non-public school students and eliminated funding for the reimbursements allowed under the program for FY 2016. The Assembly did not concur and maintained the enacted level of funding.

The following table shows textbook loan program expenses from FY 2005 through FY 2020.

Fiscal Year	Expenditures		Fiscal Year	Expenditures	
2005	\$	325,000	2013	\$	237,032
2006	\$	240,000	2014	\$	195,052
2007	\$	313,500	2015	\$	115,745
2008	\$	329,000	2016	\$	150,709
2009	\$	316,677	2017	\$	159,541
2010	\$	233,861	2018	\$	88,960
2011	\$	241,490	2019	\$	88,576
2012	\$	265,698	2020	\$	240,000

School Breakfast

Statute(s). §16-8-10.1

Description. The School Breakfast Program provides daily balanced, low-cost or free breakfasts. Program participants include public school districts, private schools, residential child care centers, and state schools. As in the lunch program, children from families with incomes at or below 130 percent of poverty level are eligible for free meals. Children between 130 percent and 185 percent of poverty level are eligible for reduced-price meals. Children from families over 185 percent of poverty pay a regular price for their subsidized meal. About 95 percent of the breakfasts served in Rhode Island are served free or at a reduced price.

State law currently mandates that all public schools provide a breakfast program. The 2000 Assembly adopted this as a universal requirement. Previously the requirement was limited to districts based on specific poverty guidelines. That same statute provided that any costs (other than transportation costs) associated with this program in excess of available federal money shall be borne exclusively by the state and not by municipalities.

The 2005 Assembly concurred with Governor Carcieri's proposal, effective July 1, 2005, provide a per breakfast subsidy, subject to appropriation, to school districts based on each district's proportion of the number of breakfasts served in the prior school year. As part of his FY 2009 and FY 2010 budgets, Governor Carcieri proposed eliminating the administrative reimbursement, which would shift the cost to communities. The 2008 and 2009 Assemblies did not concur with this proposal.

Governor Chafee proposed eliminating the administrative reimbursement again as part of his FY 2013 budget; the Assembly did not concur with this proposal. Governor Chafee proposed eliminating the administrative cost reimbursement again for FY 2015; the Assembly rejected that proposal.

Funding. Reimbursement began as a pilot program in FY 1996 with funds from the Legislature's budget. Expenditures were \$168,068 in that year and reflected reimbursements for costs during the 1994-1995 school year. The 2003 Assembly transferred the responsibility to the Department of Elementary and Secondary Education.

Fiscal Year	Арр	ropriation	Fiscal Year	Арр	ropriation
2005	\$	700,000	2013	\$	270,000
2006	\$	600,000	2014	\$	270,000
2007	\$	600,000	2015	\$	270,000
2008	\$	600,000	2016	\$	270,000
2009	\$	300,000	2017	\$	270,000
2010	\$	300,000	2018	\$	270,000
2011	\$	300,000	2019	\$	270,000
2012	\$	270,000	2020	\$	270,000

The following table shows the funding for FY 2005 through FY 2020.

Recovery High Schools

Statute(s). §16-95-4 (c)

Description. Recovery high schools are specifically designed for students recovering from a substance abuse disorder. The 2016 Assembly enacted legislation to provide state support to the state's recovery high school. Anchor Learning Academy is currently the state's only recovery high school. The legislation also removes districts from the enrollment process and changes the local tuition payments from the local per pupil expenditures to the core instruction amount.

The 2017 Assembly removed the provision that limited funding to FY 2017 only.

Funding. The Assembly provided \$500,000 for FY 2020, consistent with the enacted budget.

Fiscal Year	Арр	ropriation
FY 2017	\$	500,000
FY 2018	\$	500,000
FY 2019	\$	500,000
FY 2020	\$	500,000

Speech Pathologist Salary Supplement

Statute(s). §16-25.3-2

Description. The 2006 Assembly created an annual \$1,750 salary supplement for any licensed speech language pathologist who is employed by a school district and who has met the requirements and acquired a certificate of clinical competence from the American Speech-Language-Hearing Association. Payments were made to the employee by the school department upon proof of certification and the state reimbursed the local school district for these costs.

Funding. The 2006 Assembly provided \$265,000 for FY 2007. The 2007 Assembly increased funding to \$304,500 for FY 2007 to pay the supplement to all full-time speech language pathologists as reported by the Department of Elementary and Secondary Education. The 2007 Assembly also repealed this law for FY 2008 and beyond.

Teacher Retirement

Statute(s). §16-16-22

Description. The state funds a percentage of the employer's share of the necessary contribution to the Teacher Retirement System, and municipalities contribute the balance. The employer's share is determined annually, based on actuarial reports by the State Employees' Retirement System and is applied to the covered payroll.

The state's share has varied over the years, but since FY 1993 it has been fixed at 40.0 percent, with the municipalities contributing 60.0 percent. The share does not vary by wealth of each district. Neither does the state limit what communities pay its teachers. Teacher contribution rates are set in the General Laws. Prior to changes enacted in a special legislative session during the fall of 2011, teachers had contributed 9.5 percent of their salaries; beginning July 1, 2012, teachers contribute 8.75 percent. In the early 1990s, there were proposals that were never adopted, that would have wealth equalized the state's contribution through use of the share ratio.

Significant Legislative Revisions. The state deferred its contributions to Teacher Retirement in both FY 1991 and FY 1992. These deferrals, valued at \$22.4 million in FY 1991 and \$22.2 million in FY 1992, is being paid back over time. The calculation now used to determine the state's contribution to Teacher Retirement includes an adjustment to accommodate the deferral liability.

Five municipalities including Burrillville, East Greenwich, Little Compton, New Shoreham and North Smithfield did not participate in these deferrals. Because they do not have to make up a deferral liability, they contribute a smaller percentage of teachers' salaries.

The 2005 Assembly made changes in teacher retirement benefits for new and non-vested teachers including changes to accrual of benefits, retirement age, maximum benefits and cost-of-living adjustments. The changes include: increasing the minimum retirement age eligibility from age 60 with ten years of service, or 28 years to age 65 with ten years, or age 59 with 29 years or age 55 with 20 years of service with a decreased benefit; decreasing the maximum benefit from 80 percent of the highest three years salary at 35 years of service to 75 percent at 38 years; revising the benefit accrual; and lowering the retirement pay cost-of-living adjustment from three percent to the lower of Consumer Price Index, or three percent.

The 2009 Assembly adopted pension changes that apply to those eligible to retire on or after October 1, 2009. The changes include a minimum retirement age of 62 with a proportional application of that minimum age to current members based on their current service as of October 1, 2009. This means that those closest to retirement eligibility would have the smallest change in their current minimum retirement age.

Changes also include freezing service credits for those in Plan A, shifting all future accrual to Plan B. Members in both plans would retain the respective 80.0 and 75.0 percent caps on their accruals. The cost-of-living adjustment would be based on the Plan B model of

the lesser of inflation or 3.0 percent on the third anniversary. Finally, the salary basis for benefits would be changed to the five consecutive highest years, from the current three.

The 2010 Assembly adopted pension changes that limit the cost-of-living adjustment to the first \$35,000 of a pension, indexed to inflation but capped at 3.0 percent, beginning on the third anniversary of retirement or age 65, whichever is later. This applies to all retirees that were not eligible to retire before the date of passage, June 12, 2010.

The 2011 Assembly adopted changes to that affect both the employer and employee rates, including participation in a new defined contribution plan for all employees, except judges, state police and correctional officers. Under the new plan, current employees not yet eligible to retire had an individualized retirement age based on their years of service but they must be at least 59 years old to retire. New employees would now work until their social security normal retirement age. The salary basis is the five highest consecutive years. Cost-of-living adjustments would only be granted when the pension systems' aggregate funded ratio exceeds 80.0 percent. The adjustments would be equal to the difference between the five-year smoothed investment return and 5.5 percent, but no more than 4.0 percent or less than zero. It is only applied to the member's first \$25,000 of pension income, indexed to grow at the same rate as the cost-of-living adjustment.

Participation in the new defined contribution plan includes a mandatory 5.0 percent employee contribution and a 1.0 percent employer contribution. For teachers not participating in Social Security, there is an additional 4.0 percent contribution to the defined contribution plan, of which 2.0 percent comes from the teacher and 2.0 percent is paid by the local employer. This is in addition to a 3.75 percent employee contribution to the defined benefit plan for all teachers.

For teachers participating in Social Security, the adopted changes resulted in a reduction of 75 basis points in the employee rate. For teachers that do not participate in Social Security, there was an increase of 1.25 percent in the employee rate.

Teacher Group	Previous	Current								
		Defined	Defined	Additional						
		Benefit	Contribution	Contribution	Total					
with Social Security	9.50%	3.75%	5.00%	n/a	8.75%					
without Social Security	9.50%	3.75%	5.00%	2.00%	10.75%					

Public labor unions challenged the constitutionality of the law subsequent to its enactment. State and labor unions were ordered into federal mediation. In February 2014, a proposed settlement was announced; however, the settlement needed the approval of retirees, state employees, as well as the General Assembly. If more than half of any one group were to vote against the settlement, the litigation would continue. Though most employees and retirees voted in support of the settlement, a majority of police officers voted against it; thereby rejecting the settlement in whole. The trial was originally scheduled for September 2014, and later rescheduled for April 2015.

In March 2015, another proposed settlement was announced and the 2015 Assembly adopted changes to codify this agreement. There are several changes to the cost-of-living

adjustment, accrual rates, and retirement age; it also allows municipalities to re-amortize the unfunded liability four additional years. The changes include providing a cost-of-living increase every four years instead of every five as well as two, one-time \$500 payments to all current retirees. It changes the formula for calculating the cost-of-living increase to use both investment returns and the consumer price index with a maximum of 3.5 percent. It also increases the base used for cost-of-living calculations from \$25,000 to \$30,000 for current retirees.

It returns state employees, teachers and Municipal Employees Retirement System (MERS) general employees with at least 20 years of service as of June 30, 2012 to a defined benefit plan with a 2.0 percent annual accrual and higher employee contribution rate. It also allows local municipalities to re-amortize the unfunded liability four additional years to 25 years for MERS plans and the local employer portion of teacher contributions. There was no impact to the FY 2016 budget; assuming all municipalities re-amortize, the local impact is a savings of \$3.3 million in FY 2017, while the state impact would be a cost of \$7.2 million.

Funding. The following graph depicts the state's contributions to Teacher Retirement since 1995. Because of occasional problems with System accounting, year-end expenditure data does not always reflect the obligations in the proper fiscal year.





The FY 2020 budget includes \$112.3 million to fund the state's 40.0 percent share of the employer contribution for teacher retirement, an increase of \$5.6 million or 5.2 percent to the FY 2019 final budget.

Despite major pension changes in the 1992, 2004, 2009 and 2010 legislative sessions, the contribution rates continued to increase and funding ratios declined. Employee rates are

fixed in statute, with the last increase imposed in the 1995 legislative session for FY 1996. Therefore, increased costs to the system appear in the employer rates, absent legislative action.

The table on the following page shows the employer and employee rate for FY 1982 through FY 2020 and assumes rates for a teacher that does participate in Social Security. Under Rhode Island General Law, the Employees' Retirement Board adopts the employer contribution rates for state employees, judges, state police and teachers annually. These rates are determined using actuarial valuations, which consider the current benefit provisions along with demographic assumptions such as mortality rates and age at retirement and economic assumptions such as salary increases and investment earnings. Changes in these variables result in rate changes. In May of 2017, the Employees' Retirement Board voted to lower the state's assumed investment rate of return from 7.5 percent to 7.0 percent. An actuarial experience study is also performed every three to five years to test the appropriateness of these economic and demographic assumptions. The actuaries also report the plans' funded ratios.

Fiscal	Employer	Employee	Total	Annual
Year	Rate	Rate	Rate	Change
1982	13.20%	6.50%	19.70%	13.87%
1983	14.60%	7.00%	21.60%	9.64%
1984	16.20%	7.00%	23.20%	7.41%
1985	18.70%	8.00%	26.70%	15.09%
1986	19.80%	8.00%	27.80%	4.12%
1987	18.90%	8.50%	27.40%	-1.44%
1988	18.60%	8.50%	27.10%	-1.09%
1989	20.30%	8.50%	28.80%	6.27%
1990	21.60%	8.50%	30.10%	4.51%
1991	15.40%	8.50%	23.90%	-20.60%
1992	15.10%	8.50%	23.60%	-1.26%
1993	14.74%	8.50%	23.24%	-1.53%
1994	16.02%	8.50%	24.52%	5.51%
1995	16.02%	8.50%	24.52%	0.00%
1996	14.71%	9.50%	24.21%	-1.26%
1997	14.57%	9.50%	24.07%	-0.58%
1998	14.25%	9.50%	23.75%	-1.33%
1999	11.52%	9.50%	21.02%	-11.49%
2000	14.64%	9.50%	24.14%	14.84%
2001	12.01%	9.50%	21.51%	-10.90%
2002	9.95%	9.50%	19.45%	-9.58%
2003	11.97%	9.50%	21.47%	10.39%
2004	13.72%	9.50%	23.22%	8.15%
2005	14.84%	9.50%	24.34%	4.82%
2006	20.01%	9.50%	29.51%	21.24%
2007	19.64%	9.50%	29.14%	-1.25%
2008	22.01%	9.50%	31.51%	8.13%
2009	20.07%	9.50%	29.57%	-6.16%
2010	19.01%	9.50%	28.51%	-3.58%
2011	19.01%	9.50%	28.51%	0.00%
2012	22.32%	9.50%	31.82%	11.61%
2013*	20.29%	8.75%	29.04%	-8.74%
2014*	21.68%	8.75%	30.43%	4.79%
2015*	22.60%	8.75%	31.35%	3.02%
2016*	23.14%	8.75%	31.89%	1.72%
2017*	23.13%	8.75%	31.88%	-0.03%
2018*	23.13%	8.75%	31.88%	0.00%
2019*	23.51%	8.75%	32.26%	1.19%
2020*	24.61%	8.75%	33.36%	4.64%
*Include			contribution	

*Includes 1.0 percent employer contribution to defined contribution plan.

Supplemental Retirement Contribution

Statute(s). §36-10-2(e)

Description. Rhode Island General Law requires that for any fiscal year in which the actuarially determined state contribution rate for state employees or teachers is lower than that for the prior fiscal year, the Governor shall include an appropriation to that system equal to 20.0 percent of the rate reduction for the state's contribution rate to be applied to the actuarial accrued liability of the system. The law requires that the amounts to be appropriated shall be included in the annual appropriation act.

The 2010 Assembly enacted legislation to provide that no supplemental contributions be made to the Retirement System for FY 2009, FY 2010 and FY 2011. Based on the pension changes adopted by the 2009 and 2010 Assemblies, the rates in those years would have been lower than the prior year's.

The Governor had proposed eliminating the requirement as part of his FY 2013 budget. The Assembly did not concur with the proposal.

Funding. The 2012 Assembly provided \$1.5 million for FY 2013.

Construction Aid (School Housing Aid)

Statute(s). §16-7-35 through §16-7-47

Description. The state provides local districts with partial reimbursement for school construction projects through the School Housing Aid Fund, also known as Construction Aid. The Commissioner and the Board of Education review and certify the need for the local community's request, which qualifies the project for reimbursement under the program. The program reimburses a community for expenditures after the project is completed.

The reimbursement rate is based on the cost of the project over the life of the bonds issued for the project. The housing aid share ratio calculation is similar to the operations aid share ratio calculation, i.e., based on a district's wealth compared to the aggregate state wealth. For this program; however, the minimum share for each district is 35.0 percent. It should be noted that although the reimbursement reference for completed projects is one year, there is a two-year reference for formula factors. For example, the FY 2020 allocations are based on 2018 enrollment levels.

Prior to legislation enacted by the 2018 Assembly, bonuses of four percentage points were given for projects that demonstrate that at least 75 percent of their costs are for energy conservation, asbestos removal, and/or handicapped access. The 2018 Assembly eliminated these bonuses but instituted a new four percentage point bonus for projects address school safety, so long as those projects demonstrate that at least 75 percent of their costs are for their costs are for that purpose. The Assembly maintained a two percent bonus for regional districts receive for each regionalized grade for new construction projects and an additional four-percent bonus for renovation projects. The calculation also includes a debt service adjustment for heavily burdened districts.

Reimbursement is based on total expended project costs, not on the amount of the original bond issuance. For example, if a community issued \$6.5 million for 10 years for a capital improvement to a school, but only spent \$6.0 million, the Department would only reimburse the community for the \$6.0 million spent on the completed project, as well as the bond interest payments over a ten-year period. If the community has a share ratio of 35.0 percent, which is the minimum share ratio, the state would reimburse the community approximately \$210,000 for ten years (\$6.0 million divided by 10 years, multiplied by the share ratio).

The share ratio formula measures state and community wealth using two factors: the full value of local property and the median family income as determined by the most recent census. Property value is certified annually by the Department of Revenue, Office of Property Valuation, based on local sales data and appraisals. The total assessed local property value of a community is adjusted for differences in local assessment rates to allow the reporting of figures comparable on a statewide basis, resulting in the Equalized Weighted Assessed Valuation (EWAV).

The valuations are then adjusted by the ratio that the community's median family income bears to the statewide median family income, as reported in the most recent federal census data. Use of both the property value and the median family income is an attempt to compensate for districts that have significant disparity between median family income and the full value of property. Each community's share ratio for FY 2020 is in a table in Appendix V at the back of this book.

Significant Legislative Revisions. Prior to FY 1998, only projects supported by general obligation bonds were reimbursable under the school housing aid program. In 1997, the General Assembly passed legislation to qualify projects supported by three additional financing mechanisms: lease revenue bonds, capital leases and capital reserve funds. The expansion of qualified projects contributed to the growth of this program.

The 2003 Assembly enacted changes to the program in an effort to control growth. The legislation limits bond interest reimbursements for new projects to only those financed through the Rhode Island Health and Educational Building Corporation. It also eliminated debt impact aid and made other changes to this program, largely to codify existing practice into the General Laws. Governor Carcieri had proposed eliminating the reimbursement of all interest costs on new projects. The FY 2004 budget assumed no savings from these changes, as they would apply only to new projects, for which the state would not likely begin reimbursing for at least a year. None of the projects for which reimbursement is included in the FY 2005 budget were financed through the Rhode Island Health and Educational Building Corporation.

Prior to FY 2006, a community's reimbursement was based on the total principal owed divided by the number of years of the bond and interest was reimbursed based on the actual amount owed. The community received an equal principal reimbursement throughout the life of the bond, even if the debt was structured so that the principal payments were lower in the early years and increased over time. The 2005 Assembly passed legislation to ensure that the reimbursement was based on the debt service payments made by a community in any given year. The Assembly also passed legislation that allowed housing aid to be paid to the Rhode Island Health and Educational Building Corporation or its designee. These actions were intended to strengthen the bond rating by showing a more stable link to aid programs and thereby reduce borrowing costs.

The 2007 Assembly increased its diligence over the program by requiring every school construction project to receive Assembly approval because of concern over the escalating cost of the school construction aid program. It also passed legislation providing incentive for communities to refund bond projects at a lower interest rate by allocating the net interest savings between the community and the state, by applying the applicable school housing aid ratio at the time of the refunding bonds.

The 2008 Assembly enacted legislation that mandated school housing aid bonds be refunded when net present value savings, including any direct costs normally associated with such a refunding, of at least \$100,000 and 3.0 percent are possible for the state and the communities or public building authorities. The legislation allowed for the refunding through the Rhode Island Health and Educational Building Corporation without additional legislative authority for projects that have already received enabling authorization from the Assembly.

The 2009 Assembly amended the education aid statutes to establish a repayment schedule for communities that have been overpaid school housing aid. The repayment schedule is based on the total amount of overpayment in relation to the amount of local revenues reported by the school district.

The 2010 Assembly enacted legislation that allows the state to spread reimbursement of debt service costs accumulated prior to project completion over three years if necessitated by appropriation level rather than paying it all in the first year of reimbursement, which is the current practice. The budget included \$4.5 million less than the estimated cost for full funding based on this proposal.

The education funding formula legislation adopted by the 2010 Assembly included a twoyear phased increase in the state's minimum housing aid participation to provide for a 40.0 percent minimum state reimbursement by FY 2013 for projects completed after June 30, 2010. The previous minimum had been 30.0 percent.

The 2011 Assembly imposed a three-year moratorium on the approval of new school housing aid projects with exception for projects necessitated by health and safety reasons, effective July 1, 2011. It also required the Department of Elementary and Secondary Education to develop recommendations for cost containment strategies in the school housing aid program.

The 2012 Assembly adopted the Governor's proposed legislation to roll back the state's minimum housing aid participation to 35.0 percent and added language to ensure that projects that received approval from the Board of Regents prior to June 30, 2012 and were expecting the 40.0 percent minimum would be allowed to receive it.

The 2013 Assembly adopted legislation to distribute 80.0 percent of the total savings from the local refunding of school housing bonds to the community and the state would receive 20.0 percent of the total savings. This provision would apply to any refunding between July 1, 2013 and December 31, 2015. Current law requires refunding when there are savings of at least \$100,000 and 3.0 percent and any savings resulting from the refunding of bonds is allocated between the community and the state by applying the applicable school housing aid ratio at the time of issuance of the refunding bonds.

The 2013 Assembly also enacted legislation to allow the Central Falls school district to borrow and/or refund school construction bonds. The court decision that the schools are not part of the city impacts the city's ability to borrow or refund school housing bonds.

The 2014 Assembly extended the moratorium on the approval of new school housing aid projects from June 30, 2014 to May 1, 2015. This was to allow time for the recommendations on cost saving measures proposed by the Department and the Senate to be fully vetted as well as time for the review of other ideas.

As the following table shows, the Board of Education approved \$162.0 million of health and safety projects during the three years of the moratorium and \$197.8 million through the end of FY 2015.

District Project						
FY 2012						
Bristol-Warren	\$	1,628,080				
Chariho		2,441,500				
Cuffee School		801,590				
Little Compton		11,306,519				
Middletown		1,766,162				
North Kingstown		6,460,627				
Portsmouth		2,485,500				
FY 2012 Subtotal	\$	26,889,978				
FY 2013						
Barrington	\$	2,464,305				
Coventry		11,479,672				
Lincoln		380,000				
Pawtucket		8,000,000				
FY 2013 Subtotal	\$	22,323,977				
FY 2014						
Burrillville	\$	5,941,591				
Cranston		23,123,252				
Lincoln		1,542,432				
South Kingstown		6,533,000				
FY 2014 Subtotal	\$	37,140,275				
FY 2015 - Before May 1						
Barrington	\$	11,297,669				
East Providence		10,000,000				
Narragansett		2,880,450				
Pawtucket		46,040,801				
Smithfield		5,438,328				
FY 2015 Subtotal	\$	75,657,248				
Total	\$	162,011,478				
FY 2015 - After May 1, 2015						
Cumberland		2,049,134				
Providence		33,788,534				
FY 2015- After May 1 Subtotal	\$	35,837,668				
Grand Total	\$197,849,146					

The 2015 Assembly created the School Building Authority Fund, discussed separately, which works with the existing school construction aid program and made several changes to the existing program. This includes requiring that districts submit and adequately fund asset protection plans for all properties, not just ones in which school construction aid is being sought, in order to be eligible for school construction aid funds. It also requires the Department to establish an annual application deadline, instead of the current rolling submission process and requires that a priority system be developed in order to rank all of the applications statewide.

The Department of Elementary and Secondary Education contracted for a statewide assessment to identify the statewide need. The total cost of the study was \$4.4 million.

The Rhode Island Health and Educational Building Corporation provided \$1.0 million and the Department used \$3.4 million from the School Building Authority Fund. Current law allows the Department to use funding from the Fund for "one-time or limited expenses".

The assessment began in February 2015 and the final report was released in September 2017. Each public school building in the state was assessed and evaluated by teams of architects and engineers against current building codes, the school construction regulations and the Northeast Collaborative for High Performance Schools Criteria (NECHPS). Schools were also evaluated to ensure that all spaces adequately support the districts' educational programs. The assessment, conducted by Jacobs Engineering, identified \$627.6 million of immediate safety needs across the state's public schools and total deficiency costs of \$2,222.7 million. The assessment also projected a five-year forecasted need of \$793.0 million, for a total combined five-year need of \$3,015.7 million.

Subsequent to the report's release, the Governor established the Rhode Island School Building Task Force through Executive Order 17-09. It was chaired by the General Treasurer and the Commissioner of Elementary and Secondary Education, and included 17 other individuals representing various stakeholders, including nonprofits, public schools, districts, and private industry. It should be noted that charter schools were not directly represented as neither a school representative nor the Rhode Island League of Charter Schools were included in the task force.

The Task Force made several recommendations for the school housing program, including temporary incentives to increase the state's share of projects and additional responsibilities and oversight throughout the projects. It also recommended a total of \$500.0 million of general obligation bonds be used toward public school construction and repairs over a tenyear period. This includes referendums to be put before the voters on the November 2018 and November 2022 ballots for \$250.0 million each. No more than \$100.0 million would be issued in any one year.

The 2018 Assembly enacted legislation to temporarily expand incentives used to enhance the school housing aid ratio in order to encourage new school construction and renovation projects, which were authorized approval of a \$250.0 million bond referendum by the voters on the November 2018 ballot. Districts would be eligible for share ratio increases of up to 20.0 percent for projects that address health and safety deficiencies, specific subject areas, replacing facilities, and consolidating facilities. Projects approved between May 1, 2015 and January 1, 2018 are eligible for state share increases of up to 20.0 percent so long as commissioning agents and Owners Program Managers are utilized; those projects that do not are eligible for a 5.0 percent increase. A district's local share cannot decrease by more than half of its regular share regardless of the incentives earned, nor can a district's state share increase by more than half of its regular share. Each incentive requires spending of 25.0 percent of project costs or \$500,000 on related items. The incentives require that projects begin by either December 30, 2022 or 2023 and be completed within five years.

	Share Ratio
Temporary Incentive	Increase
1 Health & safety	5%
2 Educational enhancements (includes early education & CTE)	5%
3 Replace facility with a facilities condition index of 65%+	5%
4 Increase functional utilization of a facility from <60% to 80%	5%
5 Decrease facility functional utilization from >120% to between 85% & 105%	5%
6 Consolidate 2+ buildings	5%

While the maximum state share increase is 20.0 percent, a district's local share cannot decrease by more than half of its regular share regardless of the incentives earned, nor can a district's state share increase by more than half of its regular share. The third incentive cannot be combined with the fourth or fifth incentive.

The legislation established a permanent incentive for projects that address school safety and establishes minimum maintenance spending requirements. Districts are required to meet one of three options to meet the requirement. Maintenance spending may either equal \$3 per square foot of school building space, 3.0 percent of a building's replacement value, or 3.0 percent of the school's operating budget; the latter two options are phased-in over four years.

The legislation included additional project requirements and oversight, which are intended to control project costs, ensure building systems operate correctly, and ensure that projects are executed properly from design through construction. Owners Program Managers and commissioning agents are required for projects exceeding \$1.5 million, and state prequalification of prime contractors are required for all projects exceeding \$10.0 million. Architects and engineers are also required to go through a prequalification process.

Funding. The following chart depicts statewide expenditures for the program from FY 1993 through FY 2020, excluding the new School Building Authority Fund. From FY 1992 through FY 2018, funding for the program increased from \$13.4 million to \$69.1 million. From FY 1998 to FY 2004, the cost of the program doubled from \$19.7 million to \$40.7 million. The figure for FY 2020 is an estimate. It is based on the ongoing costs, net of retired obligations and a projection of the additional costs to the program from newly completed projects.



FY 2003 through FY 2005 funding also includes a payment to the Town of Burrillville to lessen the impact of a change in the way the General Laws treat income that communities receive from certain tax treaties. This change affected the calculation of the reimbursement rate for school construction, causing a significant reduction in construction aid for Burrillville, which was the only community affected in this manner. The 2002 Assembly provided \$0.2 million for FY 2003 as part of a three year plan to phase in the impact of this change, with the understanding that \$0.1 million would be provided in FY 2004 and nothing additional in FY 2005. The impact of the law change continued to be greater than originally anticipated, and the Assembly provided \$225,000 in impact aid for FY 2004 and FY 2005. The 2005 Assembly repealed the tax treaty legislation.

As part of his FY 2009 revised budget, Governor Carcieri reduced Providence's education aid by \$9.5 million, which is the amount of overpaid school construction aid it received on expenditures not eligible for reimbursement. In previous years, when it had been determined that a community owed the state for overpayments it received through the school construction aid program, the community had been able to repay the state over a number of years. Applying the same treatment to Providence would have resulted in a seven-year payback at \$1.4 million per year. The Assembly allowed for the seven-year payback.

The Budget includes \$250.0 million of new general obligation bonds to be submitted to the voters on the November 2018 ballot for public school construction and repairs over the next five years, with an authorization limit of \$100.0 million in any one year. The legislation requires that bond proceeds first be used in the traditional housing aid program, with no more than 5.0 percent of available proceeds in any given year to be used by the capital fund. Annual debt service on the bonds would be \$20.7 million assuming a 5.0 percent interest rate and 20-year term; total debt service would be \$401.4 million.

Enabling legislation requires proportional distribution of the \$250.0 million of general obligation bonds approved by the voters. The School Building Authority released guidance in spring 2019 indicating that districts will receive 15.0 percent of the expected state share for their projects, including interest. This will be provided upfront on a reimbursement basis; for those projects that are eligible for incentive points, the difference between the

amount of upfront funding received and what would have been eligible under the incentives will be reimbursed through the traditional housing aid distribution, which occurs over the same period as the local debt service payments. Guidance on the award funding published by the School Building Authority stated that local education agencies have two years to spend the upfront funding. Districts must submit invoices to the Authority; upon verification of completed work, funds will be released to districts.

On May 14, 2019, the Council on Elementary and Secondary Education approved \$383.0 million for projects across six districts. Estimates provided to the Council by the School Building Authority project that FY 2019 approvals will begin reimbursement in FY 2021. The School Building Authority also reported that it will pursue two approval periods in FY 2020 to be more responsive to district needs. As of July 2019, the Authority anticipated approximately \$405 million of projects may be ready for Council approval in November. This reflects projects previously anticipated to be put before the Council in FY 2019, but delayed at the request of those districts. Based on the most recent information available, an additional \$598 million in projects are projected to be approved in FY 2020.

The following table lists projects approved in May 2019, as well as projected approvals for November 2019 and May 2020. This includes the current state share of the total project costs as presented to the Council at its May 2019 meeting. It should be noted that these amounts exclude the impact of the new incentives, pending calculation and confirmation of those final values, and the actual state share of projects will likely be higher. Enabling legislation requires proportional distribution of the \$250.0 million of general obligation bonds approved by the voters. The School Building Authority released guidance in spring 2019 indicating that districts will receive 15.0 percent of the expected state share for their projects, including interest. This will be provided upfront on a reimbursement basis; for those projects that are eligible for incentive points, the difference between the amount of upfront funding received and what would have been eligible under the incentives will be reimbursed through the traditional housing aid distribution, which occurs over the same period as the local debt service payments.

Approvals	Total Project Costs			ase State Share v/o Incentives	Upfront Bond Reimbursement			
FY 2015 to FY 2018	\$	538,462,880		357,460,960	\$	39,901,249		
May 2019								
Cranston	\$	13,497,432	\$	9,954,546	\$	-		
Foster		1,000,000		350,000		52,500		
Foster-Glocester		4,485,000		2,263,898		339,585		
Providence		278,430,300		326,127,721		48,919,158		
Trinity Academy		11,298,705		4,813,247		721,987		
Westerly		74,284,759		38,360,540		5,454,081		
May 2019 Total	\$	382,996,196	\$	381,869,952	\$	55,487,311		
November 2019 Projected		405,100,000		377,388,306		56,608,246		
May 2020 Projected		598,000,000		353,842,897		53,076,435		
Total FY 2019-2020	\$	1,386,096,196	\$	1,113,101,155	\$	205,073,241		

\$ in millions, excludes value of potential incentive points

As previously noted, no more than \$100 million from general obligation bonds may be authorized in any given year. Guidance on the award funding published by the School Building Authority stated that local education agencies have two years to spend the upfront funding. Districts must submit invoices to the Authority; upon verification of completed work, funds will be released to districts. The Governor's FY 2020 to FY 2024 capital budget includes \$250 million from new general obligation bonds for a second school construction bond to go before the voters in November 2022 with funding programmed to begin in FY 2024. The original \$250 million bond is programmed at \$50 million annually through FY 2023. Legislation is required for future referenda which occur every other year, coinciding with elections.

Cash Flow of General Obligation Bonds											
Approval Date Award		FY 2019	FY 2020	FY 2021	FY 2022	FY 2022					
Carry Forward	\$-	\$ -	\$ 49,226 \$ 2,354,796 \$ 4		\$ 4,768,800	\$ 7,463,230					
FY 2015-FY 2018	39,901,549	19,950,775	19,950,775	-	-	-					
FY 2019	55,487,311	-	27,743,656	27,743,656	-	-					
November FY 2020*	56,608,246	-	-	28,304,123	28,304,123	-					
May FY 2020*	53,076,434	-	-	26,538,217	26,538,217	-					
FY 2021*	44,926,460	-	22,463,23		22,463,230) 22,463,230					
Potential Distribution	r \$250,000,000	\$19,950,775	\$47,694,430	\$82,585,996	\$77,305,570	\$22,463,230					
GO Disbursement*		\$20,000,000	\$50,000,000	\$85,000,000	\$80,000,000	\$15,000,000					
Difference		\$ 49,226	\$ 2,354,796	\$ 4,768,800	\$ 7,463,230	\$ -					
*Projected											

Based on the School Building Authority's current assumptions that districts will have two years to expend their awards and the methodology for disbursement. The previous table shows an example of general obligation bond cash flow using School Building Authority approvals for FY 2019 and projected approvals for FY 2020 and FY 2021. Based on this example, current bond funds would be exhausted in FY 2022.

It should be noted that the out-year estimates included with the Governor's recommended FY 2020 budget assume that costs for the traditional program will remain at \$80 million. As the state's share will increase through the new temporary incentives included in the legislation, additional funding will be needed to reimburse these projects beyond the current \$80 million assumed annually in the Governor's projections and any bond funds. The Office of the General Treasurer previously estimated that state reimbursements would increase to \$100 million by FY 2022 and \$140 million by FY 2027 under the proposed incentive plan. This assumed \$200 million of approvals in FY 2018, \$300 million annually from FY 2019 to FY 2021, and \$200 million thereafter, and that projects would be completed within four years.

Districts began to submit proposals based on the enhanced program in the fall of 2018. As of July 15, 2019, the School Building Authority estimates \$1,386 million of projects will be approved between FY 2019 and FY 2020, nearly 25 percent more than had been approved in FY 2008 through FY 2018 combined. Based on projects approved through May 2019, the Governor's out-year forecast understates the cost of the program beginning in FY 2022 as shown in the table on the following page.

			Upi	front	Re	maining												
			Be	ond		State												
	Ар	provals*	Sh	are		Share	FY	2020	F١	Z 2021	F	2022	FY	2023	FY	2024	FY	2025
Current Entitlements		N/a	Λ	I/a		N/a	\$	60.4	\$	54.1	\$	52.0	\$	48.9	\$	46.8	\$ 4	42.1
Remaining Prior Approvals	\$	538.5	\$	39.9	\$	233.6		18.6		21.5		21.1		39.2		38.7		37.6
FY 2019		383.0		55.5		237.8		-		1.0		1.7		2.0		6.6		17.4
FY 2020		1,003.1	1	09.7		578.2		-		-		16.2		32.3		48.5	4	48.5
FY 2021		300.0		44.9		153.1		-		-		-		4.5		9.0		13.5
FY 2022		200.0		-		132.0		-		-		-		-		3.5		7.1
FY 2023		200.0		-		112.0		-		-		-		-		-		3.0
FY 2024		200.0		-		112.0		-		-		-		-		-		-
Total	\$	2,824.6	\$2	50.0	\$	1,558.6	\$	79.0	\$	76.5	\$	90.9	\$	126.9	\$ 1	153.1	\$1	69.2
Gov. Out-Years	\$	-	\$	-	\$	-	\$	80.0	\$	80.0	\$	80.0	\$	80.0	\$	80.0	\$ 3	80.0
Difference	\$	-	\$	-	\$	-	\$	1.0	\$	3.5	\$	(10.9)	\$	(46.9)	\$	(73.1)	\$ (89.2)

\$ in millions; *FY 2020-FY 2024 are estimates

This projection begins with known current entitlements and adds the value of prior approvals for which reimbursement has not begun because the projects are not yet complete. It then adds projected annual payments under FY 2019 approvals based on details from those approvals. For projects approved in FY 2020 and thereafter, the estimate assumes completion in three years. For simplicity, all projects are assumed to be bonded for 20 years with a 5.0 percent interest rate. Projects approved from FY 2020 through FY 2022 are assumed to receive bonuses that increase their state share by 10.0 percent or the maximum allowable increase, whichever is less.

As the table shows, this projection suggests \$10.9 million in new resources will be needed to support the program in FY 2022, growing to a total general revenue support of \$169.2 million by FY 2025 when the full impact of the new approvals begin showing up in the reimbursements. This is more than double the current state commitment. While these estimates are subject to significant revision based on actual bonuses, project timing, and a variety of other factors, it is clear that the program had the intended effect of encouraging a surge in new projects. Paying for those projects will require significant additional state resources in a few years.

These projections do not include debt service for the state bonds, which is shown in the Department of Administration's budget. That is \$1.9 million for FY 2020 based on \$30.0 million issued in April 2019. Debt service on the entire \$250.0 million would be \$20.7 million annually. If a second bond is issued, the added cost would be similar.

Tables in Appendix III offer reimbursement detail by community for FY 1990 through FY 2019.
School Building Authority Capital Fund (School Housing Aid)

Statute(s). §16-7-44, §16-105-1 through §16-105-9, and §45-38.2-1 through §45-38.2-4

Description. The FY 2015 Assembly established the School Building Authority Capital Fund and created a School Building Authority office within the Department of Elementary and Secondary Education to oversee the Fund. This program complements the existing one and is for smaller projects that do not require the full rehabilitation of a school. The intent is to provide another vehicle to get additional funding to communities more quickly than when bonds are issued and municipalities are reimbursed after project completion.

The program is administered by the Rhode Island Health and Educational Building Corporation and funding is used for financial assistance and loans for school construction projects. The Authority determines the necessity of school construction and develop a priority system, among numerous other related duties. Also, districts are required to submit and execute asset protection plans for all buildings under their control. The legislation established a seven member advisory board to advise the Authority, and requires the Council on Elementary and Secondary Education to approve all projects prior to the award of assistance through the Fund. The 2018 Assembly amended the board's composition, replacing a Governor's staff appointee with the Rhode Island Health and Educational Building Corporation chair and requiring one of four public members be an educator.

This program differs from the regular school construction aid program in that disbursements from this fund do not require General Assembly approval and loans of up to \$500,000 do not require local voter approval, if that is allowed at the local level. Funds are disbursed on a pay-as-you-go basis for approved projects and the program retains cost sharing at current levels, though it includes a provision for incentive points, similar to the existing program. The 2018 Assembly enacted legislation to temporarily expand incentives used to enhance the school housing aid ratio to encourage new school construction and renovation projects, which were authorized upon approval of \$250.0 million of new general obligation bonds by the voters on the November 2018 ballot.

Funding. The FY 2020 enacted budget includes \$1.0 million. The final FY 2019 allocation to the fund is \$14.7 million, or \$4.1 million more than enacted, consistent with current law that requires that the difference between the annual housing aid appropriation and actual aid goes to the fund. Startup funding in the FY 2016 budget included \$20.0 million from general revenues available from debt restructuring to begin the program.

The 2018 Assembly enacted legislation that requires that for FY 2019 and FY 2020, the difference between the annual housing aid appropriation and actual housing aid commitments be used for technical assistance to districts. For FY 2019, \$4.1 million was available for distribution and \$2.9 million was awarded to 30 districts including charter schools.

The following table shows expenditures for the School Building Authority Fund from FY 2016 through FY 2020. The decline in funding for FY 2020 from prior years reflects rising expenses in the traditional school construction program.

Fiscal Year	Appropriation			
FY 2016	\$	20,000,000		
FY 2017	\$	10,989,901		
FY 2018	\$	10,920,444		
FY 2019	\$	14,659,718		
FY 2020	\$	1,015,029		

The FY 2019 enacted budget included \$10.6 million for the School Building Authority Capital Fund, of which \$10.4 million was awarded to districts for capital projects at the October 23, 2018 meeting of the Council on Elementary and Secondary Education. The Council awarded a total of \$11.0 million, or \$0.5 million more than the enacted budget due to savings from past capital fund distributions. The final FY 2019 appropriation for the fund was \$14.7 million, \$4.1 million more than the enacted budget and was made available for technical assistance to local school districts. It does not appear that all spending is consistent with the statutory authorization or intent. This includes charging \$131,760 to the fund for half the cost of consultant services related to the Governor's proposal to establish universal pre-kindergarten. The following table summarizes capital fund expenditures for FY 2019. It should be noted that unspent committed funds are transferred to the Rhode Island Health and Educational Building Corporation and available for the School Building Authority's use in FY 2020.

	FY 2019
Capital Projects	\$ 10,445,995
Technical Assistance to Districts	2,929,000
Program Support	356,403
Blue Seats Consulting for Universal	
Prekindergarten Initiative	131,760
Other	40
Total Expenditures	\$ 13,863,198
Final Appropriation	 14,659,718
Carry Forward to FY 2020	\$ 796,520

Including available savings from prior capital project approvals, \$14.0 million of capital funds were directly distributed to local education agencies, including \$0.4 million for charter schools. The following table lists the capital fund projects approved by the Council on Elementary and Secondary Education and technical assistance awards by district since FY 2016.

School Building Authority Capital Fund Awards									
					Technical				
		Capital	Projects	Assistance					
District	FY 2016	FY 2017	FY 2018	FY 2019	FY 2019	Total			
Barrington	\$ 22,750	\$-	\$-	\$-	\$ 150,000	\$ 172,750			
Burrillville	562,366	-	-	53,290	100,000	715,656			
Central Falls	469,468	3,012,746	2,703,452	1,455,000	129,000	7,769,666			
Coventry	-	-	-	-	150,000	150,000			
Cranston	263,160	-	-	158,860	150,000	572,020			
Cumberland	-	-	-	-	100,000	100,000			
East Greenwich	-	-	-	-	150,000	150,000			
East Providence	268,770	450,423	462,860	-	-	1,182,053			
Foster	104,786	-	-	-	50,000	154,786			
Jamestown	-	-	-	9,065	-	9,065			
Johnston	-	-	-	7,434	150,000	157,434			
Lincoln	-	-	-	52,500	100,000	152,500			
Little Compton	-	-	-	175,000	50,000	225,000			
Middletown	73,500	-	-	25,430	-	98,930			
Newport	-	-	-	-	100,000	100,000			
New Shoreham	20,300	-	-	-	-	20,300			
North Kingstown	-	-	-	61,093	150,000	211,093			
North Providence	500,000	144,596	-	-	100,000	744,596			
Pawtucket	4,212,440	2,557,230	3,160,823	3,277,357	100,000	13,307,850			
Portsmouth	373,434	-	-	-	100,000	473,434			
Providence	9,894,789	4,667,534	3,112,395	3,537,929	50,000	21,262,647			
Scituate	-	-	36,887	-	100,000	136,887			
South Kingstown	-	-	-	174,999	150,000	324,999			
Tiverton	161,000	-	-	-	-	161,000			
Westerly	-	-	-	174,666	50,000	224,666			
West Warwick	-	-	-	1,043,200	-	1,043,200			
Woonsocket	621,192	2,030,336	1,277,450	-	150,000	4,078,978			
Bristol-Warren	1,335,559	-	-	314,999	150,000	1,800,558			
Chariho	-	-	274,500	370,270	-	644,770			
Exeter-W. Greenwich	-	-	-	-	100,000	100,000			
Foster-Glocester	371,690	-	15,510	80,850	50,000	518,050			
Subtotal Districts	\$19,255,204	\$12,862,865	\$11,043,877	\$10,971,942	\$ 2,629,000	\$56,762,888			
Charters	91,875	-	-	69,923	300,000	461,798			
Total	\$19,347,079	\$12,862,865	\$11,043,877	\$11,041,865	\$ 2,929,000	\$57,224,686			

Historical Funding Issues

Lottery Revenues. Since the establishment of the Rhode Island Lottery in 1974, the notion of a link between lottery revenue and education aid surfaces from time to time. State education aid for FY 2020 is over \$1,210 million. Conversely, projected deposits to the General Fund from lottery revenues are \$412.8 million.

The 2008 Assembly enacted legislation that became law on May 6, 2008 to allow Twin River and Newport Grand to operate video lottery games on a twenty-four hour basis on weekends and federally recognized holidays. The state share of any additional revenue from the additional hours, up to \$14.1 million through June 30, 2009 only, was allocated to the Permanent School Fund. Those funds were distributed as aid to local education authorities in the same proportion as the general revenue aid distribution. The FY 2010 budget does not include this funding, as the law sunset on June 30, 2009. The Department of Administration administratively extended the overnight hours; the 2009 Assembly did not adopt legislation to direct those proceeds to the Permanent School Fund.

Urban Issues. One of the challenges in the state's education funding system, which is so heavily reliant on the local property tax, is that the urban property tax base supporting students has not grown at the same pace as the suburban and rural communities. In fact, data suggest that a significant portion of the state's property wealth has shifted from the urban communities to non-urban communities. In addition, the influx of needy students to several of the urban communities has had an adverse impact on the amount of property value per student. Many of these students require additional services, such as language instruction, that are not directly related to general instruction activities.

Wealth Equalization. In order to promote a goal of equity in the distribution of aid, the state employs methods that allocate funds to districts that are not as able, relative to the rest of the state, to raise sufficient funds through the property tax. Use of the share ratio, tax equity indices and student wealth factors in distributing aid does promote equity. Construction aid still uses these methods. The funding formula share ratio considers the district's ability to generate revenues and its poverty concentration.

Distributions based on student or teacher population, hold-harmless guarantees and minimum increases are "disequalizing." This means that community and student wealth are not considered in the allocation of aid. These categories of aid include the Early Childhood funds, Professional Development funds, and Teacher Retirement support. Without additional funds, only a radical redistribution of existing resources, resulting in funding cuts to many communities, would achieve an equity ideal under a system that relies heavily on the local property tax.

60-40 Funding. Efforts were made in the late 1980's to achieve 60 percent state funding of statewide education costs. Funding constraints in the early 1990's resulted in the elimination of programs designed to promote this ideal. The 1985 General Assembly passed the "Omnibus Property Tax Relief and Replacement Act." Among the provisions of this act was language requiring a two percent annual increase in the state share of local education expenditures, until the state share reached 50 percent.

In 1988, the language was amended to increase the goal of average state support to 60 percent. The additional funds appropriated to reach the 60 percent state share were not distributed through the operations aid program; rather, they were restricted for use in block grants. Although 50 percent state funding was achieved in FY 1990, block grants have not been funded since FY 1990. The goal of reaching 60 percent state funding remains as \$16-69 of the Rhode Island General Laws, but financial constraints faced by the state continue to prevent funding for realization of this goal.

Upon implementation of the Rhode Island Student Investment Initiative in FY 1998, the statewide share of education aid increased from 42.9 percent to 43.7 percent of total education expenses. That increased to 45.6 percent in FY 1999 and 46.6 percent in FY 2000. By FY 2003 the share grew to an estimated 50.1 percent. It has since declined almost annually beginning with 48.9 percent in FY 2004 until reaching 38.7 percent for FY 2010. The share for FY 2019 is estimated to grow to 48.1 percent. Because state and local education expenses are now over \$1.8 billion, increasing support by one percent requires over \$18 million, plus funds to cover expenditure increases.

The table on the following page shows the state share since FY 1993. These calculations are based on a comparison of the statewide expenditures reported for the reference year and the aid allocation to local districts, excluding teacher retirement and construction aid. Funds set aside for department use such as professional development and school visits as well as the Hasbro allocation are excluded from the aid total.

FY 2003 uses FY 2001 actual expenditure data, the first year for which data collected through the In\$ite program is being used. In\$ite is the finance reporting system for school district expenditures managed by the Department of Elementary and Secondary Education. It replaced the old expenditure data collection system, which was designed to report reimbursable expenditures under the old aid formula.

In\$ite is designed to allow for the disaggregating of expenditure data in a number of different ways. Beginning with FY 2010, the Department implemented a Uniform Chart of Accounts, which replaced the In\$ite system. Expenditures included in FY 2003 through FY 2020 data have been adjusted to be as comparable to the old system as possible.

		State Aid	
	Reference Year	Excluding	a
	Reimbursable	Retirement and	State
	Expenditures	Construction	Share
FY 1993	786,179,924	322,119,499	41.0%
FY 1994	805,934,876	333,175,422	41.3%
FY 1995	842,799,851	381,761,726	45.3%
FY 1996	900,116,358	400,749,768	44.5%
FY 1997	960,254,518	412,197,645	42.9%
FY 1998	1,001,549,032	437,757,473	43.7%
FY 1999	1,051,570,024	479,507,364	45.6%
FY 2000	1,106,305,803	515,088,325	46.6%
FY 2001	1,170,980,829	567,546,261	48.5%
FY 2002	1,260,763,697	608,824,420	48.3%
FY 2003	1,269,360,060	636,095,389	50.1%
FY 2004	1,342,823,753	656,758,572	48.9%
FY 2005	1,421,887,254	664,930,195	46.8%
FY 2006	1,579,311,672	688,358,909	43.6%
FY 2007	1,676,241,941	724,520,724	43.2%
FY 2008	1,726,447,528	730,407,664	42.3%
FY 2009	1,685,407,791	723,176,843	42.9%
FY 2010	1,767,161,609	684,274,628	38.7%
FY 2011	1,743,656,943	683,881,297	39.2%
FY 2012	1,714,331,540	717,497,267	41.9%
FY 2013	1,766,556,463	755,813,855	42.8%
FY 2014	1,745,601,350	786,769,252	45.1%
FY 2015	1,775,279,492	820,172,822	46.2%
FY 2016	1,834,362,044	856,664,656	46.7%
FY 2017	1,894,338,445	906,231,407	47.8%
FY 2018	1,940,378,463	952,435,369	49.1%
FY 2019	2,011,870,343	974,664,565	48.4%
FY 2020	2,079,508,870	1,018,247,000	49.0%

The state share had been steadily increasing since FY 2010. In fact, the FY 2020 share of 49.0 percent is comparable to the rates in the early FY 2000's.

If the expressions of the state share were adjusted to accommodate both expenditures and aid for teacher retirement and construction, the data would show a greater level of state support. The adjustments add the value of the state contribution for retirement to both the expenditure and aid side of the equation. This is done because state support for teacher retirement is paid directly to the retirement system and is not otherwise reflected as a reimbursable expenditure. The expenditures side is then adjusted for the full value of the projects covered by the construction aid allocation. The corresponding construction aid allocation is then added to the aid total.

Making these adjustments to incorporate all direct education aid to communities increases the state share for FY 2020 by 30 basis points to 52.0 percent. This had been steadily increasing since FY 2010; however, declined slightly in FY 2019.

	Reference Year Reimbursable Expenditures	State Aid Excluding Retirement and Construction	Expenditures Adjusted for Retirement and Construction	Total State Aid	Total State Share
FY 1991	662,362,821	336,869,955	706,642,862	371,073,935	52.5%
FY 1992	733,496,034	308,894,886	782,487,057	345,165,717	44.1%
FY 1993	786,179,924	322,119,499	843,004,429	363,549,750	43.1%
FY 1994	805,934,876	333,175,422	872,375,383	383,116,082	43.9%
FY 1995	842,799,851	381,761,726	909,316,463	432,227,881	47.5%
FY 1996	900,116,358	400,749,768	968,812,299	451,100,866	46.6%
FY 1997	960,254,518	412,197,645	1,034,051,145	464,824,027	45.0%
FY 1998	1,001,549,032	437,757,473	1,079,723,737	493,048,860	45.7%
FY 1999	1,051,570,024	479,507,364	1,130,323,318	532,279,253	47.1%
FY 2000	1,106,305,803	515,088,325	1,200,303,742	580,591,125	48.4%
FY 2001	1,170,980,829	567,546,261	1,269,277,607	634,309,502	50.0%
FY 2002	1,260,763,697	608,824,420	1,358,506,654	672,809,950	49.5%
FY 2003	1,269,360,060	636,095,389	1,390,873,545	712,400,097	51.2%
FY 2004	1,342,823,753	656,758,572	1,467,272,941	743,711,785	50.7%
FY 2005	1,421,887,254	664,930,195	1,555,304,465	761,369,067	49.0%
FY 2006	1,579,311,672	688,358,909	1,726,904,518	794,163,592	46.0%
FY 2007	1,676,241,941	724,520,724	1,859,242,742	838,595,616	45.1%
FY 2008	1,726,447,528	730,407,664	1,887,395,365	862,409,469	45.7%
FY 2009	1,685,407,791	723,176,843	1,867,232,244	853,602,913	45.7%
FY 2010	1,767,161,609	684,274,628	1,952,621,922	814,920,632	41.7%
FY 2011	1,743,656,943	683,881,297	1,929,252,808	822,144,072	42.6%
FY 2012	1,714,331,540	717,497,267	1,914,615,409	871,258,796	45.5%
FY 2013	1,766,556,463	755,813,855	1,963,864,151	902,374,776	45.9%
FY 2014	1,745,601,350	786,769,252	1,943,645,203	934,978,874	48.1%
FY 2015	1,775,279,492	820,172,822	1,982,797,439	976,893,576	49.3%
FY 2016	1,834,362,044	856,664,656	2,043,712,841	1,040,377,602	50.9%
FY 2017	1,894,338,445	906,231,407	2,113,776,047	1,086,453,648	51.4%
FY 2018	1,940,378,463	952,435,369	2,162,506,418	1,134,209,297	52.4%
FY 2019	2,011,870,343	974,664,565	2,245,260,996	1,161,418,072	51.7%
FY 2020	2,079,508,870	1,018,247,000	2,328,838,541	1,210,584,502	52.0%

School Budget Dispute Resolution. Rhode Island General Law, Section 16-2-21.4 establishes the procedure when a school committee of a city, town or regional school district determines that its budget is insufficient to comply with the provisions of state law.

State law requires each community to contribute local funds to its school committee in an amount not less than its local contribution for schools in the previous year. This is expressed in Rhode Island General Law, Section 16-7-23.

The appropriation appeal process was created as part of the 1995 Public Laws and is often referred to as the Caruolo Act. Prior to enactment of this legislation, there was no statute that addressed the recourse available to school committees in the event of a budget dispute. The Department of Elementary and Secondary Education indicated that prior to the 1995 law, school committees appealed to the Commissioner of Elementary and Secondary Education when budget disputes between school communities and municipalities arose.

The procedure established in Rhode Island General Law, Section 16-2-21.4 is a multi-step process. First, the chairperson of the city, town or regional school committee must petition the Commissioner of Elementary and Secondary Education, in writing, to seek alternatives for the district to comply with state regulations and/or waivers to state regulations that would allow the school committee to operate within the authorized budget.

If the Commissioner does not provide waivers or approve the alternatives sought by the school committee, the school committee may submit a written request to the city or town council within ten days of receiving the Commissioner's response for increased appropriations for schools to meet expenditure requirements. In the event of a negative vote by the appropriating authority, the school committee has the right to seek additional appropriations by bringing actions in the Superior Court for Providence County and shall be required to demonstrate that the school committee lacks the ability to adequately run the schools for that school year.

The Governor proposed legislation to the 2008 Assembly as part of his original FY 2009 budget to modify the Caruolo process beginning with a negative vote by the appropriating authority. The article would have removed the school committee's right to bring action in the Superior Court. The 2008 Assembly did not enact this legislation.

The Governor proposed legislation to the 2009 Assembly as part of his FY 2009 revised budget requiring that when a category of state aid to education or general revenue sharing is reduced or suspended to any local school district or municipal government, the appropriation appeal process shall be suspended for the fiscal year in which the reduction or suspension of any aid is implemented. The article created a three-member budget resolution panel comprised of the Commissioner of Education or his/her designee, the Director of Revenue or his/her designee, and the Auditor General or his/her designee to determine a remedy, as binding arbitrators. The panel would develop a corrective action plan within 60 days of convening. The plan could include the suspension of any contracts or non-contractual provisions to the extent that state aid has been reduced and to the extent legally permissible. The 2009 Assembly did not enact this legislation.

Again, as part of his FY 2010 revised budget, the Governor proposed legislation to suspend the local appropriation appeal process in any fiscal year when education aid or general revenue sharing is reduced or suspended for that year. The article created a three-member budget resolution panel to resolve those school budget disputes. The Assembly did not enact this legislation.

Recent Funding Issues

Special Education. Many communities have cited the cost of special education services as a major factor in the rising cost of providing a public education. Consequently, they have called for the reinstitution of the special education funding formula. The now-suspended formula for Special Education Aid was based on the difference, or excess cost, between educating a regular student and a special education student, and it is not based on wealth. Using a two-year reference, districts were entitled to 110 percent of the state median excess cost. If the statewide appropriation were less than the entitlement, each district's entitlement was ratably reduced. In FY 1998, special education funding of \$33.4 million represented 36 percent of the statewide entitlement. In FY 1996 and FY 1997, special education funding represented 40 percent and 37 percent, respectively, of the statewide entitlement.

Calculating full funding of special education aid in FY 1999 under the suspended formula shows a statewide entitlement of \$100.3 million. This is 22.1 percent of total aid distributed to local districts. However, because this formula was not wealth based, the special education entitlement represents as little as 10.8 percent of total FY 1999 education aid appropriation in the state's poorer communities. Conversely, in some wealthier communities, appropriation of the full special education aid entitlement would actually exceed the district's total FY 1999 aid.

The 1999 General Assembly commissioned the Children with Disabilities Study Group to review special education within the context of Rhode Island school reform. The findings of that study were released in 2002 and generated recommendations and areas that needed further study. The 2002 Assembly, as part of Article 18 of the FY 2003 Appropriations Act, recommended addressing the needs of all children and preventing disability through scientific, research-based reading instruction and the development of Personal Literacy Programs for students in the early grades performing below grade level in reading, and a system of student accountability that will enable the state to track individual students over time. The article language indicated that additional study was needed to determine factors that influence programming for students with low incidence disabilities and alternatives for funding special education required examination.

The education funding formula allows for additional funding from the state to districts for high-cost special education students. The legislation defines high-cost as costs that exceed five times the core foundation amount. The Department of Elementary and Secondary Education will prorate the available funds for distribution among eligible school districts each fiscal year.

The Governor recommended legislation to reduce the threshold for eligibility to four times the per pupil core instruction amount and student success factor amount effective FY 2018. Absent additional resources provided for the change in eligibility, this could reduce the share of funding for some districts as the total is split among more students. However, no data was collected or evaluated to determine the impact of the proposal.

The 2016 Assembly did not concur and instead enacted legislation requiring the Department to collect data on those special education costs that exceed four times the per

pupil amount in order to evaluate the impact of a change in thresholds. The 2017 Assembly enacted legislation further requiring the Department to collect data on those special education costs that exceed two and three times the per pupil amount. The Department reported the data in January 2019, which showed that \$62.2 million and \$44.9 million of expenses exceeded the two and three times the per pupil amount thresholds, respectively.

The Budget includes \$4.5 million for high cost special education for FY 2020.

Tax Credit for K-12 Scholarship Contributions. The 2005 Assembly enacted a tax credit against corporate income tax liability for business entities that make contributions to Section 501(c)(3) scholarship organizations that provide tuition assistance grants to eligible students to attend non-public K-12 schools in Rhode Island. The 2007 Assembly amended the statutes to expand the private tuition tax credit to add Subchapter S Corporations, Limited Liability Corporations, and Limited Liability Partnerships to the definitions of business entities able to take the credit.

Students who are members of households with annual household income of 250 percent of the federal poverty level or less are eligible. The credit is 75 percent of the contribution for a one year contribution and 90 percent for a two year contribution provided the second year contribution is at least 80 percent of the first year's contribution. The maximum credit per tax year is \$100,000 and must be used in the year it is awarded. There is an annual total program cap of \$1.0 million awarded on a first-come-first-serve basis.

The Governor proposed legislation as part of his FY 2011 budget that would double the cap on the tax credit allowed for business entities making contributions to scholarship organizations from \$1.0 million to \$2.0 million. Currently, the funds are awarded on a first-come-first-serve basis. The maximum credit per tax year is \$100,000 and must be used in the year it is awarded. For 2012, 382 scholarships were awarded, totaling \$1.0 million. The Budget assumed a revenue loss of \$1.0 million. The Assembly did not enact this legislation.

The 2013 Assembly adopted legislation that increased the cap on the tax credit allowed for business entities making contributions to scholarship organizations from \$1.0 million to \$1.5 million. Currently, the funds are awarded on a first-come-first-serve basis. The maximum credit per tax year is \$100,000 and must be used in the year it is awarded. For 2019, there are four qualified scholarship organizations.

Career and Technical Education. The 2014 Assembly passed legislation that establishes a 15-member Rhode Island Board of Trustees on Career and Technical Education effective January 30, 2015. The legislation amends the statutes pertaining to the Rhode Island Advisory Council on Vocational Education and transfers all of the powers, rights, obligations and duties of the advisory council to the new board of trustees. The board shall advise the Commissioner of Elementary and Secondary Education and the Board of Education.

The goal of the board of trustees is to establish a coordinated and comprehensive system of career and technical education to improve education and foster workplace success. Among its responsibilities will be to assume management and jurisdiction of state-owned and operated career and technical schools, subject to the approval of the Board of Education, at the request of the governing body of the school, and assume management of other career and technical schools as agreed to by local districts with recommendation from the superintendent. In the event the Board of Trustees assumes responsibility, the Board shall act with the same authority as a local school committee.

The members of the Board of Trustees are limited to nine consecutive years of service and shall include nine representatives of the private sector, a representative of the Rhode Island Association of School Superintendents, one representative or the director of career and technical education programs or facilities, Commissioner of Elementary and Secondary Education or designee, Commissioner of Higher Education or designee, a representative of adult education and skills training, and the Secretary of Commerce or designees shall serve ex officio.

The legislation also creates a not-for-profit organization known as the CTE Trust on Career and Technical Education, effective January 15, 2015. The power of the trust shall be vested in nine members appointed by the Governor. The Trust shall create partnerships with employers to provide internships, apprenticeships, and other relationships which provide for student learning, provide advice to the Board of Trustees in developing programs and curriculum, and raise funds. Debt and obligations of the trust shall not be or constitute a debt of the state, municipality or subdivision thereof.

Membership of the board and trust were appointed by Governor Raimondo on February 19, 2015. During FY 2015, the CTE Trust became incorporated as a 501(c)3, the group adopted the following mission statement: *to create a system of career and technical education that prepares students to meet the evolving needs of employers*, and the groups are jointly working on the development of the biannual plan as required by statute.

The House passed 2016-H 8268, Substitute A which would allow that, beginning in FY 2017, in the event the Board of Trustees has assumed the care, management and responsibility of a career and technical school, said school shall be eligible for up to \$1.0 million from the career and technical categorical funds to be paid no sooner than FY 2018. The maximum amount of funding is capped at \$2.0 million in any fiscal year. The bill also gives the Board the authority to provide advice and consent on the allocation of any and all career and technical categorical funds. This bill was placed on the Senate calendar; the Senate took no action.

Special Legislative Commission to Assess the Funding Formula. The 2014 House of Representatives passed a resolution establishing a special legislative commission to study and assess the "fair funding formula." The resolution states as one of its findings that the education funding formula was a major policy shift aimed at providing stable and predictable funding and addressing the inequities between districts that developed in the absence of a formula, and that it is incumbent upon the Assembly to assess that legislation to ensure that new inequities have not emerged as unintended consequences.

The commission consisted of 12 members, three of which were members of the House, appointed by the Speaker, an appointee of the Commissioner of Elementary and Secondary Education, the executive director of the Rhode Island Mayoral Academies, director of the

Metropolitan Career and Technical School or designee, executive director of the Rhode Island League of Charter Schools or designee, executive director of the Rhode Island School Superintendents' Association or designee, president of the Rhode Island League of Cities and Towns or designee, president of the Rhode Island Chapter of the American Federation of Teachers or designee, president of the Rhode Island Chapter of the National Education Association or designee, and the president of the Rhode Island Association of School Committees or designee.

The stated purpose of the commission was to study and assess the funding formula, including, but not limited to:

- The types of expenses funded from local property taxes and by state sources and the extent to which those expenses are fixed or variable;
- The extent to which the total per pupil charter funding obligation is in line with the funding formula;
- The extent to which funding for expenses borne exclusively by districts is shifted to charters;
- The extent to which charter tuition obligations differ between communities; and
- The extent to which the local share of funding to charter schools impacts district out-year sustainability.

The impetus for this study commission was concern regarding the required local share of funding for charter schools. Under the formula, charter schools are funded like other districts with the state share being that of the sending district for each student and the local contribution being the local per pupil cost of the sending district. Some have argued that there are district expenses such as teacher retirement costs, retiree health, and debt service that are part of a district's per pupil cost but not expenses borne by charter schools. This issue has become more acute as more charter schools are created and more students elect to go to charter schools. The share of public school students who attend charter schools has risen from 3.7 percent in FY 2012, the first year of the funding formula, to 7.8 percent estimated for FY 2018. In that same time period, there has been a 38 percent increase in the number of charter schools, growing from 16 in FY 2012 to 22 for FY 2018.

The Commission began meeting in January 2015 and reported its findings on May 18, 2015. The report identified numerous areas for further study and areas in which the funding formula appears not to be fair to both municipalities and charter schools, but it did not make any direct recommendations to adjust the funding formula to rectify the issues identified.

Charter School Legislation. During the 2016 session, both the House and the Senate passed legislation regarding charter schools. House bill 2016-H 7051, Substitute A and Senate bill 2016-S 3075, Substitute A, as amended, identical bills, were passed by the House and Senate. The Governor signed 2016-S 3075, Substitute A, as amended into law on July 13. The bill requires local written support in the form of an ordinance from a town or city council for any new charter schools that encompass elementary and secondary schools or multiple elementary or multiple secondary schools, referred to as a "network charter school"; and would require the Council on Elementary and Secondary Education

to place substantial weight on the impact of the sending districts when considering a proposed charter or expansion of one.

The House also passed 2016-H 7066 which would require the Council on Elementary and Secondary Education to make an affirmative finding that a proposed new mayoral academy or charter school or expansion of such school would not have a detrimental impact on the finances and/or academic performance of the sending districts, prior to granting approval. This bill was forwarded to the Senate Education Committee, but not heard.

During the 2017 session, both the House and the Senate passed 2016-S 0884 which would have expanded the definition of a network charter school. A charter public school that operates or will operate elementary school grades and middle school grades, or operates or will operate middle school and high school grades would have been considered a network charter school. The Governor vetoed the bill on July 19.

The House also passed 2017-H 6203, Substitute A, as amended, which would allow the Cumberland Town Council to establish limits on the number of students from the Cumberland school district who may enroll in any charter public school, subject to a collective limit of not less than eight percent of average daily membership. This bill was forwarded to the Senate Finance Committee, but not heard.

In 2018-H 7200, Governor Raimondo proposed a number of changes to the school housing aid program in order to encourage local education agencies to pursue school construction projects. Among her proposals was to increase the minimum state share ratio for charter schools from 30.0 percent to 35.0 percent. The Assembly did not concur and maintained the minimum state share ratio of 30.0 percent; however, charter schools are eligible to receive state share incentives of up to 15.0 percent provided that new projects meet certain criteria. These incentives are outlined in the construction aid section of this publication.

During the 2018 legislative session, the House passed 2018-H 7884 which would have required any proposal for a new or expanding mayoral academy that is part of a network of charter school, provide evidence that attrition rates, special education enrollment, and suspension rates are each within plus or minus five percent of the state average. The bill was forwarded to the Senate Education Committee, but not heard. The following year, a similar bill, 2019-H 5520, was passed by the House but was not heard by the Senate.

The House also passed 2018-H 7885 which would have required the state's Auditor General to analyze the fiscal and programmatic impact of any proposed charter or expansion of a charter on the sending school districts. The Auditor General would report its findings to the Assembly and Council on Elementary and Secondary Education. No further action was taken on this bill.

Funding Formula Data Adjustments. Following enactment of the FY 2019 budget, the Division of Municipal Finance adjusted the local property value data that is used to calculate the state's share of education costs, the apparent result of input errors by the Division. Updating the data, in turn, impacted the state's share of education formula aid for nearly all local education agencies. Excluding the state schools, the net impact of this

adjustment was an additional \$18,947, but with more impactful redistributions among districts and charter schools.

While there was no established procedure, either in regulation or state law, for altering formula aid in the case of an audit that produces different results than the official certifications, the Governor included an adjustment to reflect the impact of this correction to the data, but in FY 2020.

The Assembly concurred with providing the correct aid to those districts that were underpaid because of the error but did not concur with reducing aid to any communities that were overpaid. The FY 2020 enacted budget includes a total of \$1.9 million for those districts that were underpaid in FY 2019 and holds harmless districts that were overpaid. The Assembly also enacted legislation to ensure proper notice of districts of such errors and a formal reconciliation process. Article 9 of 2019-H 5151, Substitute A, as amended, requires that if the state's share of education formula aid for any local education agency is determined to be incorrect after the budget for that fiscal year is enacted, local education agencies, the Senate President and the Speaker of the House must be notified within 15 days of the determination. Districts whose funding was underpaid would be paid in the following fiscal year; districts that have been overpaid would have an amount withheld in the following fiscal year prorated to the month in which notification occurred.

Glossary of Terms

Ratably Reduced. Ratably reduced refers to a group of numbers decreased by the same percentage. Certain aid programs allow for a ratable reduction of the aid in the event that a full entitlement is not appropriated.

Reference Year. The year, established by law, that provides the variable or data used in determining aid allocations is the reference year. Calculation of a formula with a two-year reference in FY 2020 would require using FY 2018 data.

Share Ratio. The share ratio is a measure of a community's per pupil wealth as compared to the per pupil wealth of the rest of the state. The formula measures state and community wealth using two factors: the full value of local property and the median family income as determined by the most recent census. Once community wealth is determined, it is divided by pupil counts to calculate the wealth per pupil for each community compared to the per pupil wealth for the state as a whole. The relative per pupil community wealth is then multiplied by 50 percent for the calculation of charter school aid, and 62 percent for the calculation of school housing aid, the mean state reimbursement, and subtracted from one, yielding the district's share ratio.

Adjusted EWAV. The adjusted Equalized Weighted Assessed Valuation (EWAV) is a calculation of a community's relative property wealth currently used in the distribution of school housing and charter school aid and is used in the new education funding formula. The computation is intended to weight property values more heavily in communities that also have higher family incomes.

Equalized weighted assessed valuations are from the most recently completed and certified study. This expression of community wealth measures the total assessed local property values of the communities and adjusts them for differences in local assessment rates to allow the reporting of figures comparable on a statewide basis. The values are then adjusted by the ratio that the community's median family income bears to the statewide median family income, as reported in the most recent federal census data to produce the "adjusted EWAV." The calculation is outlined in Rhode Island General Law, Section 16-7-21; the specific language is provided at the end of this report along with the most recent statewide calculations.

The following example shows the steps for calculating the adjusted EWAV for two sample communities.

Step 1. Start with the assessed value of real and tangible personal property for each city and town as of December 31 of the third preceding calendar year in accordance with Rhode Island General Law, Section 16-7-21. The assessed value as of December 31, 2015, is used for FY 2020 calculations and is that certified and used in the 2015 municipal tax rolls. The certification from the city or town includes the gross amount due to negate the impact of the various homestead exemptions and other tax treaties available at the local level.

Community A	Community B
Assessed value = \$5,323.4 million	Assessed value = \$5,482.6 million

Step 2. Bring all *assessed values* up to *full value* based upon market value. The Division of Municipal Finance does this by examining the past two years of sales in a community, including both residential and commercial. For each sale, the Division calculates the ratio of the assessed value of the property, which is obtained from the tax assessor, to the actual sale price. A separate ratio is developed for residential and commercial properties. The assessed values as reported by the community are then divided by the ratio of assessed value to sale price to arrive at the full value.

The Division of Municipal Finance determined that the ratio to full value for Community A is 93.66 percent and is 93.74 percent for Community B.

Community A

\$5,323.4 million / 93.66%= \$5,683.5 million Community B

\$5,482.6 million / 93.74% = \$5,848.9 million

Step 3. Calculate the *statewide ratio* of assessed value to full value. This is derived by dividing the total statewide assessed values by the total statewide full values. For FY 2020, the statewide ratio of assessed value to full value is 95.09 percent.

Statewide Ratio

Assed Value: \$117,082.8 million/Full Value: \$123,134.4 million= 95.09%

Step 4. Calculate the *equalized weighted assessed valuation* by multiplying the full value by the statewide ratio of full value to assessed value.

Community A	Community B
\$5,683.5 million*95.09%=	\$5,848.9 million*95.09%=
\$5,404.4 million	\$5,561.7 million

Step 5. Calculate the *adjusted equalized weighted assessed valuation* by adjusting for median family income. The median family income adjustment factor is based on the most recent United States Census Bureau census and is the ratio of the median family income of a city or town to the statewide median family income as reported in the latest available federal census data. In these scenarios, Community A's median family income is 28.67

percent higher than the statewide median family income. Community B's median family income is 73.96 percent of the statewide average.

The *equalized weighted assessed valuation* is multiplied by the median family income adjustment factor to get the *adjusted equalized weighted assessed valuation*.

Community A	Community B
\$5,404.4 million*128.67%=	\$5,561.7 million*73.96%=
\$6,953.8 million	\$4,133.4 million

Step 6. The law requires that the total state *adjusted* equalized weighted assessed valuation be the same as the total state *unadjusted* equalized weighted assessed valuation. For FY 2020, each community is adjusted by 94.75 percent to make the totals match.

Community A	Community B
\$6,953.8 million* 94.75%=	\$4,133.4 million* 94.75%=
\$6,588.7 million	\$3,897.4 million

While Communities A and B begin with assessed values of \$5.3 billion and \$5.5 billion respectively, once brought to full value and adjusted for the median family income, Community A's property value increases to \$6.6 billion while Community B's decreases to \$3.9 billion.

This information is then used to calculate property value per pupil for the purpose of developing share ratios used to distribute state aid. The adjusted equalized weighted assessed valuation is divided by the number of pupils in a community to determine property value per pupil. Communities with higher wealth per pupil receive less aid.

In the case of Community A with average daily membership of 8,895 pupils, the property value per pupil would be \$0.7 million. For Community B with average daily membership of 3,727 pupils, the property value per pupil would be \$1.0 million. Even if all calculations above were the same for two communities, a significant variation in the number of pupils yields a very different property value per pupil.

Appendix I

Calculation and Distribution Tables Funding Formula FY 2020 The nine tables on the following pages include the calculation and distribution of the FY 2020 enacted education aid to districts, charter and state schools. Tables 1A and 1B show the total recommended funding and Tables 2 through 8 illustrate different components of the funding formula.

- Table 1A: Total Education Aid for Districts for FY 2020
- Table 1B: Total Education Aid for Charter and State Schools for FY 2020
- Table 2: Calculation of Funding Formula for FY 2020
- Table 3: Calculation of Group Home Aid
- Table 4: Calculation of State Share Ratio
- Table 5: Transition Plan for Districts
- Table 6: FY 2020 Estimated Charter & State School Enrollment by Sending District
- Table 7: Transitioned Formula Funding to Charter and State Schools by Sending District
- Table 8: Categorical Aid for FY 2020

A. Column A is the Governor's FY 2020 recommended formula aid for districts. It was based on March 15, 2018 student enrollment data.

B. Column **B** is the amount of group home aid recommended by the Governor for FY 2020. Group home aid is paid through the funding formula pursuant to current law.

C. The formula allows for additional resources from the state for high-cost special education students, high-cost career and technical programs, early childhood education programs, transportation costs and a limited two-year bonus for regionalized districts. The 2017 Assembly enacted a permanent category of funding for English language learners beginning in FY 2018. The distribution from high-cost special education, transportation, and English language learners aid as recommended by the Governor is shown in column C.

D. Following enactment of the FY 2019 budget, the Division of Municipal Finance adjusted local property value data used to determine the state's share of education costs to correct input errors made by the Division. The Governor included this correction to the data in her FY 2020 recommendation rather than in the revised budget, shown in column D.

E. The Governor's budget shifts education costs for youth in certain residential facilities and sentenced to the state's training school to local districts, shown in column E.

F. Column F shows the Governor's total FY 2020 recommended aid.

G. Column G shows the change in aid per district from updating student enrollment based on March 15, 2019 student enrollment data.

H. Column *H* is the Governor's recommendation adjusted for the March 2019 data update.

I. The Assembly held districts harmless from any losses produced by the FY 2019 audit adjustment included in Column D, and that impact is shown in Column I.

J. The Assembly did not concur with the Governor's proposal included in Column E to shift education costs for youth in certain residential facilities and sentenced to the state's training school to local districts, and that is shown in Column J.

K. The Assembly included \$35,080 more for group home aid based on updated data and \$250,000 for the regional school transportation aid category, shown in Column *K*.

L. Column *L* shows the total FY 2020 enacted education aid based on March 15, 2019 student enrollment data.

M. Column *M* is the difference between FY 2020 enacted aid shown in Column *L* and the Governor's adjusted FY 2020 recommendation shown in Column *H*.

N. Column N shows total FY 2019 enacted aid.

O. Column **O** is the difference between FY 2020 enacted aid shown in Column **L** and the FY 2019 enacted budget shown in Column N.

	A	В	С	D	E
	FY 2020 Gov.				
	Recommended	Group Home		FY 2019 Audit	Training School
District	Formula Aid	Aid	Categoricals	Adjustment	Costs
Barrington	\$ 5,733,900	\$ -	\$ 179,222	\$ (110,642)	\$ -
Burrillville	12,645,871	80,022	158,038	59,789	-
Charlestown	1,607,264	-	320	-	-
Coventry	24,505,029	83,543	46,766	121,803	-
Cranston	64,163,387	37,602	1,266,568	(454,600)	(164,402)
Cumberland	21,025,844	-	139,381	214,114	(29,021)
East Greenwich	2,487,529	-	193,217	(143,710)	-
East Providence	36,574,399	509,554	300,311	65,480	-
Foster	1,224,145	-	65,218	3,628	-
Glocester	2,180,774	-	108,021	4,829	-
Hopkinton	5,137,769	-	250	12,319	-
Jamestown	420,184	-	40,076	-	-
Johnston	17,759,265	-	395,334	97,428	(28,531)
Lincoln	13,918,769	89,418	59,662	115,567	-
Little Compton	419,863	-	65	-	-
Middletown	7,576,228	-	59,269	(13,793)	-
Narragansett	2,302,681	-	37,918	-	-
Newport	12,779,258	145,520	58,206	-	(85,183)
New Shoreham	117,010	-	2,368	-	-
North Kingstown	9,970,989	-	75,358	400,298	(63,158)
North Providence	23,063,978	148,781	337,451	69,666	-
North Smithfield	5,816,759	100,435	67,489	44,340	-
Pawtucket	89,785,283	126,901	1,556,074	56,353	(47,536)
Portsmouth	3,415,706	557,258	62,891	20,834	-
Providence	256,571,868	441,024	4,030,708	(857,236)	(713,360)
Richmond	4,593,888	-	226	12,602	-
Scituate	2,763,958	-	56,851	21,334	-
Smithfield	5,963,577	219,137	157,131	62,464	-
South Kingstown	5,179,807	118,333	212,643	8,042	-
Tiverton	7,440,430	-	73,005	42,408	-
Warwick	38,688,900	279,648	302,164	252,111	(29,652)
Westerly	8,760,997	-	106,323	-	-
West Warwick	27,021,626	-	85,017	68,793	(52,488)
Woonsocket	62,312,576	44,244	329,587	(76,354)	(117,652)
Bristol-Warren	13,036,494	90,976	1,614,882	24,269	-
Chariho	38,321	-	2,016,338	-	-
Exeter-West Greenwich	5,090,818	125,677	1,196,483	(11,313)	-
Foster-Glocester	4,762,704	-	563,042	13,083	-
Central Falls*	41,087,651	-	521,878	-	-
Total	\$ 847,945,501	\$ 3,198,073	\$ 16,475,751	\$ 123,906	\$ (1,330,984)
Adjusted Chariho	11,377,242	-	2,017,134	24,921	

*This includes an \$8.3 million stabilization fund payment to Central Falls in FY 2019, \$8.4 million in the FY 2020 recommendation, and \$8.0 million in the FY 2020 enacted budget.

	F		G	Н		Ι	J	
	FY 2020 Total Recommended	Л	March	FY 2020 Adjusted		Audit Adjustment	Training	School
District	Aid	ι	pdate	Recommendation		Reversal	Rever	sal
Barrington	\$ 5,802,480	\$	(40,179)	\$ 5,762,301	\$	110,642	\$	-
Burrillville	12,943,720		220,910	13,164,631		-		-
Charlestown	1,607,584		(64,076)	1,543,508		-		-
Coventry	24,757,141		(294, 135)	24,463,006		-		-
Cranston	64,848,555		156,335	65,004,890		454,600		164,402
Cumberland	21,350,318		307,495	21,657,813		-		29,021
East Greenwich	2,537,036		44,001	2,581,037		143,710		-
East Providence	37,449,744	(1,167,035)	36,282,710		-		-
Foster	1,292,991		(78,033)	1,214,958		-		-
Glocester	2,293,624		(21,265)	2,272,359		-		-
Hopkinton	5,150,338		19,773	5,170,111		-		-
Jamestown	460,260		5,715	465,975		-		-
Johnston	18,223,496		36,964	18,260,460		-		28,531
Lincoln	14,183,416		235,404	14,418,820		-		-
Little Compton	419,928		(16,333)	403,595		-		-
Middletown	7,621,704		(43,035)	7,578,669		13,793		-
Narragansett	2,340,599		(84,763)	2,255,835		-		-
Newport	12,897,801		(402,006)	12,495,796		-		85,183
New Shoreham	119,378		13,452	132,830		-		-
North Kingstown	10,383,487		46,185	10,429,672		-		63,158
North Providence	23,619,876		(237,637)	23,382,239		-		-
North Smithfield	6,029,023		(144,800)	5,884,223		-		-
Pawtucket	91,477,075		(218,218)	91,258,858		-		47,536
Portsmouth	4,056,689		(7,790)	4,048,900		-		-
Providence	259,473,004		2,740,201	262,213,205		857,236		713,360
Richmond	4,606,716		34,095	4,640,811		-		-
Scituate	2,842,143		(17,832)	2,824,310		-		-
Smithfield	6,402,309		55,223	6,457,531		-		-
South Kingstown	5,518,825		(85,508)	5,433,317		-		-
Tiverton	7,555,843		(316,068)	7,239,775		-		-
Warwick	39,493,171		(761,707)	38,731,464		-		29,652
Westerly	8,867,320		(210,731)	8,656,589		-		-
West Warwick	27,122,948		(81,304)	27,041,644		-		52,488
Woonsocket	62,492,401		1,294,424	63,786,825		76,354		117,652
Bristol-Warren	14,766,621		(13,982)	14,752,639		-		-
Chariho	2,054,659		-	2,054,659		-		-
Exeter-West Greenwich	6,401,665		(52,405)	6,349,260		11,313		-
Foster-Glocester	5,338,829		(99,638)	5,239,191		-		-
Central Falls*	41,609,529	¢	388,999	41,998,528	¢	-	¢ 1	-
Total	\$ 866,412,247	\$:	1,140,696	\$ 867,552,943	\$	1,667,648	\$ 1,	330,984
Adjusted Chariho	13,419,297		(10,208)	13,409,089		-		-

*This includes an \$8.3 million stabilization fund payment to Central Falls in FY 2019, \$8.4 million in the FY 2020 recommendation, and \$8.0 million in the FY 2020 enacted budget.

	K	L	М	N	0
					Total
	Group Home &		Change to		FY 2019
	-	FY 2020 Enacted	Adjusted	FY 2019 Total	Change to
District	Adds	Aid	Governor	Enacted Aid	Enacted
Barrington	\$ -	\$ 5,872,943	\$ 110,642	\$ 5,481,235	\$ 391,708
Burrillville	-	13,164,631	-	12,467,771	696,860
Charlestown	-	1,543,508	-	1,602,569	(59,061)
Coventry	-	24,463,006	-	22,790,523	1,672,482
Cranston	-	65,623,892	619,002	61,904,926	3,718,965
Cumberland	-	21,686,834	29,021	20,796,258	890,576
East Greenwich	-	2,724,747	143,710	3,167,385	(442,638)
East Providence	-	36,282,710	-	35,710,484	572,226
Foster	-	1,214,958	-	1,164,308	50,651
Glocester	-	2,272,359	-	2,323,354	(50,996)
Hopkinton	-	5,170,111	-	5,223,049	(52,938)
Jamestown	-	465,975	-	522,234	(56,259)
Johnston	-	18,288,991	28,531	18,398,579	(109,589)
Lincoln	-	14,418,820	-	12,325,264	2,093,556
Little Compton	-	403,595	-	355,525	48,070
Middletown	-	7,592,462	13,793	7,979,347	(386,885)
Narragansett	-	2,255,835	-	2,313,574	(57,739)
Newport	-	12,580,979	85,183	12,433,123	147,856
New Shoreham	-	132,830	-	156,926	(24,096)
North Kingstown	-	10,492,830	63,158	10,127,666	365,164
North Providence	-	23,382,239	-	23,428,292	(46,053)
North Smithfield	-	5,884,223	-	6,219,135	(334,912)
Pawtucket	-	91,306,394	47,536	88,331,184	2,975,210
Portsmouth	-	4,048,900	-	4,178,680	(129,780)
Providence	35,080	263,818,881	1,605,676	253,712,258	10,106,623
Richmond	-	4,640,811	-	4,596,526	44,286
Scituate	-	2,824,310	-	3,369,504	(545,194)
Smithfield	-	6,457,531	-	7,854,975	(1,397,444)
South Kingstown	-	5,433,317	-	6,293,429	(860,112)
Tiverton	-	7,239,775	-	6,779,518	460,257
Warwick	-	38,761,116	29,652	37,379,213	1,381,904
Westerly	-	8,656,589	-	8,766,881	(110,293)
West Warwick	-	27,094,132	52,488	26,186,038	908,094
Woonsocket	-	63,980,831	194,006	62,454,134	1,526,697
Bristol-Warren	69,078	14,821,717	69,078	14,912,237	(90,520)
Chariho	93,145	2,147,804	93,145	2,126,257	21,547
Exeter-West Greenwich	58,908	6,419,481	70,221	6,071,142	348,339
Foster-Glocester	28,869	5,268,060	28,869	5,199,951	68,109
Central Falls*	-	41,998,528	-	41,173,119	825,409
Total	\$ 285,080	\$ 870,836,655	\$ 3,283,711	\$ 846,276,575	\$ 24,560,080
Adjusted Chariho	93,145	13,502,234	93,145	13,548,401	(46,166)

*This includes an \$8.3 million stabilization fund payment to Central Falls in FY 2019, \$8.4 million in the FY 2020 recommendation, and \$8.0 million in the FY 2020 enacted budget.

A. Column A is the FY 2019 enacted formula aid.

B. Column **B** includes mid-year revisions to FY 2019 based on current law requirements that any changes in enrollment as of October 1 that are greater than 10.0 percent get adjusted in that year.

C. Column C is the base formula aid calculation for FY 2020 as recommended by the Governor. It uses March 2018 enrollment and lottery data.

D. Column **D** is the difference between the recommended FY 2020 base funding and FY 2019 enacted formula aid.

E. Column *E* shows the transition calculation for districts that are receiving less state funding; that loss is being phased in over ten years. Charter and state schools that are receiving more state funding were subject to a seven-year phase in. As FY 2020 is the ninth year of the transition period, column *E* is the same as column *D* for gaining districts.

F. Column F is the Governor's FY 2020 recommended formula aid. It is the transition calculation in column E added or subtracted from the FY 2019 formula aid shown in column A. Growth due to adding grades is paid in the year of the growth.

G. Column G includes the distribution of English language learners and high cost special education categorical funding.

H. Following enactment of the FY 2019 budget, the Division of Municipal Finance adjusted local property value data used to determine the state's share of education costs to correct input errors made by the Division. The Governor includes this correction to the data in her FY 2020 recommendation rather than in the revised budget, shown in column H.

I. Column *I* is the Governor's total recommended aid for FY 2020.

J. Column *J* shows change in aid per district from updating student enrollment based on March 15, 2019 student enrollment data.

K. Column K is the Governor's recommendation adjusted for the March 2019 data update.

L. The Assembly held charter and state schools harmless from any losses produced by the FY 2019 audit adjustment included in Column H, and that impact is shown in Column I.

M. Column *M* shows the total FY 2020 enacted education aid based on March 15, 2019 student enrollment data.

N. Column I is the difference between FY 2020 enacted aid shown in Column M and the Governor's adjusted FY 2020 recommendation shown in Column K.

O. Column **O** is the difference between FY 2020 enacted aid in Column **M** and the FY 2019 enacted budget in Column A.

		A	В		С	D		E
		FY 2019	FY 2019		K 2020 B			
		Enacted	Revised	F	Y 2020 Base	Classic	T	.,.
					Formula	Change to		ansition =
School	F	ormula Aid ¹	Formula Aid ¹		Funding	 Enacted		D or 1/2*
Academy for Career								
Exploration (Textron)	\$	2,227,727	\$ 2,227,727	\$	2,193,873	\$ (33,854)	\$	(16,927)
Achievement First		11,647,816	11,647,816		14,276,048	2,628,232		2,628,232
Beacon		2,848,622	2,848,622		2,980,342	131,720		131,720
Blackstone		3,736,546	3,736,546		3,913,257	176,711		176,711
Charette		921,368	921,368		1,445,456	524,088		524,088
Compass		422,155	422,155		380,602	(41,553)		(20,776)
Greene School		1,190,698	1,190,698		1,254,505	63,807		63,807
Highlander		5,808,501	5,808,501		6,275,340	466,839		466,839
Hope Academy		1,813,351	1,813,351		2,268,923	455,572		455,572
International		3,380,912	3,380,912		3,564,480	183,568		183,568
Kingston Hill		543,753	543,753		517,821	(25,932)		(12,966)
Learning Community		6,455,494	6,455,494		6,835,496	380,002		380,002
New England Laborers		1,157,857	1,281,902		1,216,412	58,555		58,555
Nowell		1,720,108	1,720,108		1,792,660	72,552		72,552
Nurses Institute		2,726,258	2,726,258		2,846,074	119,816		119,816
Paul Cuffee		8,534,952	8,534,952		8,915,929	380,977		380,977
RI Mayoral Academies								
Blackstone Prep.		16,949,496	16,949,496		19,009,561	2,060,065		2,060,065
RISE Mayoral Academy		1,879,994	1,879,994		2,421,934	541,940		541,940
Segue Institute		2,823,238	2,823,238		3,006,581	183,343		183,343
Southside Elementary		1,301,720	1,301,720		1,630,420	328,700		328,700
Times2 Academy		7,900,487	7,900,487		8,253,143	352,656		352,656
Trinity		2,255,877	2,255,877		2,356,573	100,696		100,696
Village Green		2,246,369	2,246,369		2,343,908	97,539		97,539
Wangari Mathai		-	-		1,650,971	1,650,971		1,650,971
Charter Schools Subtotal	\$	90,493,299	\$ 90,617,343	\$	101,350,310	\$ 10,857,011	\$	10,907,680
Davies Career and Tech		13,658,087	13,658,087		8,194,255	(1,998,335)		(999,168)
Met School		9,342,007	9,342,007		6,952,304	(1,629,907)		(814,954)
Urban Collaborative		1,423,688	1,423,688		1,534,754	111,066		111,066
Total	\$	114,917,080	\$115,041,125	\$	118,031,623	\$ 7,339,835	\$	9,204,625

* Growth due to adding grades is all paid in the year of growth.

¹ Includes a state schools stabilization payment of \$4.2 million to Davies and \$1.4 million to Met.

		F		G		Н		Ι	J
	FY 2020						FY 2020		
	Recommended		FY 2019 Audit		2019 Audit	Recommended		March	
School	F	ormula Aid ²	Ca	tegoricals		djustment		Aid ²	Update
Academy for Career				0		9			1
Exploration (Textron)	\$	2,210,800	\$	9,678	\$	(2,399)	\$	2,218,079	\$ 11,132
Achievement First		14,276,048		80,797		(39,176)		14,317,669	230,759
Beacon		2,980,342		487		2,477		2,983,306	58,776
Blackstone		3,913,257		5,204		(312)		3,918,149	(14,512)
Charette		1,445,456		-		(3,157)		1,442,299	17,126
Compass		401,379		-		4,053		405,432	94,150
Greene School		1,254,505		557		4,276		1,259,338	4,287
Highlander		6,275,340		39,451		(16,859)		6,297,932	(62,138)
Hope Academy		2,268,923		9,169		(5,798)		2,272,294	(41,851)
International		3,564,480		46,607		(1,412)		3,609,675	(105,582)
Kingston Hill		530,787		-		6,470		537,257	139,085
Learning Community		6,835,496		62,361		(1,280)		6,896,577	(4,357)
New England Laborers		1,216,412		5,503		(3,965)		1,217,950	72,163
Nowell		1,792,660		12,765		(3,073)		1,802,352	(28,070)
Nurses Institute		2,846,074		12,203		(6,533)		2,851,744	90,565
Paul Cuffee		8,915,929		22,922		(29,244)		8,909,607	262,032
RI Mayoral Academies									
Blackstone Prep.		19,009,561		51,284		39,655		19,100,500	601,721
RISE Mayoral Academy		2,421,934		2,437		(474)		2,423,897	(15,879)
Segue Institute		3,006,581		15,043		1,580		3,023,204	14,521
Southside Elementary		1,630,420		5,094		(4,460)		1,631,054	2,950
Times2 Academy		8,253,143		20,884		(27,070)		8,246,957	(102,758)
Trinity		2,356,573		6,622		(7,729)		2,355,466	27,402
Village Green		2,343,908		7,640		(5,848)		2,345,700	(22,202)
Wangari Mathai		1,650,971		-		-		1,650,971	(1,650,971)
Charter Schools Subtotal	\$	101,400,979	\$	416,708	\$	(100,278)	\$	101,717,409	\$ (421,652)
Davies Career and Tech		13,694,981		2,853		-		13,697,834	-
Met School		9,342,007		11,093		-		9,353,100	-
Urban Collaborative		1,534,754		4,955		(4,681)		1,535,028	5,159
Total	\$	125,972,721	\$	435,609	\$	(104,959)	\$	126,303,371	\$ (416,493)

* Growth due to adding grades is all paid in the year of growth.

² Includes a state schools stabilization payment of \$4.9 million to Davies and \$1.9 million to Met.

		K		L		М		N		0
	Re	FY 2020 commendation		Audit ustment		FY 2020		hange to Governor	C	Change to
School		Adjusted ³	R	eversal		Enacted ³	A	Adjusted		Enacted
Academy for Career										
Exploration (Textron)	\$	2,229,211	\$	2,399	\$	2,231,610	\$	2,399	\$	3,883
Achievement First		14,548,428		39,176		14,587,604		39,176		2,939,788
Beacon		3,042,082		-		3,042,082		-		193,460
Blackstone		3,903,637		312		3,903,949		312		167,403
Charette		1,459,425		3,157		1,462,582		3,157		541,214
Compass		499,582		-		499,582		-		77,427
Greene School		1,263,625		-		1,263,625		-		72,927
Highlander		6,235,794		16,859		6,252,653		16,859		444,152
Hope Academy		2,230,443		5,798		2,236,241		5,798		422,890
International		3,504,093		1,412		3,505,505		1,412		124,593
Kingston Hill		676,342		-		676,342		-		132,589
Learning Community		6,892,220		1,280		6,893,500		1,280		438,006
New England Laborers		1,290,113		3,965		1,294,078		3,965		136,221
Nowell		1,774,282		3,073		1,777,355		3,073		57,247
Nurses Institute		2,942,309		6,533		2,948,842		6,533		222,584
Paul Cuffee		9,171,639		29,244		9,200,883		29,244		665,931
RI Mayoral Academies										
Blackstone Prep.		19,702,221		-		19,702,221		-		2,752,725
RISE Mayoral Academy		2,408,018		474		2,408,492		474		528,498
Segue Institute		3,037,725		-		3,037,725		-		214,487
Southside Elementary		1,634,004		4,460		1,638,464		4,460		336,744
Times2 Academy		8,144,199		27,070		8,171,269		27,070		270,782
Trinity		2,382,868		7,729		2,390,597		7,729		134,720
Village Green		2,323,498		5,848		2,329,346		5,848		82,977
Wangari Mathai		-		-		-		-		-
Charter Schools Subtotal	\$	101,295,758	\$	158,789	\$.	101,454,547	\$	158,789	\$	10,961,248
Davies Career and Tech		13,697,834		-		13,697,834		-		39,747
Met School		9,353,100		-		9,353,100		-		11,094
Urban Collaborative		1,540,187		4,681		1,544,868		4,681		121,180
Total	\$	125,886,879	\$	163,470	\$	126,050,349	\$	163,470	\$ 1	11,133,269

³ Includes a state schools stabilization payment of \$4.9 million to Davies and \$1.8 million to Met.

Table 2: Calculation of Funding Formula for FY 2020

The FY 2020 student counts are shown in column A based on the resident average daily membership as of March 15, 2019. Average daily membership calculates an average of the number of days all students are formally members of a district and/or a school per year.

B. Column **B** includes the number of students in pre-kindergarten through 12^{th} grade that are in "poverty status" which is defined as a child whose family income is at or below 185 percent of federal poverty guidelines.

C. Column C includes the percent of students that are in poverty status - column B divided by column A.

D. Column **D** is the core instruction funding, which is the student count in column **A** times the core instruction per pupil amount of 9,871. The legislation requires the core instruction per pupil amount to be updated annually.

E. Column *E* includes the student success factor funding, which is a single poverty weight as a proxy for student supports and is 40.0 percent times the number of students in prekindergarten through 12^{th} grade that are in poverty status in column *B* times the core instruction amount.

F. The total foundation amount in column F is the sum of the core instruction amount in column D plus the student success factor funding in column E.

G. Column *G* is the state share ratio; the calculation is described in Table 4.

H. Column *H* includes the state foundation aid under the funding formula. It is the total foundation amount in column *F* times the state share ratio in column *G*.

I. Column *I* is the FY 2019 enacted formula aid in Table 5.

J. Column **J** is the ninth year transition amount for districts that are receiving less state funding; that loss is being phased in over ten years. Charter and state schools that are receiving more state funding were subject to a seven-year phase in. As FY 2020 is the ninth year of the transition period, column **J** is the amount produced by the formula for gaining districts. Beginning in FY 2018, only districts that are receiving less state aid have that remaining loss phased in and, for those districts, it is the amount that will be subtracted from the FY 2020 base aid amount. This year's version calculates aid for regional school districts are calculated this way to comply with a 2015 Superior Court decision. The calculation is shown in Table 5.

K. Column K is the amount that districts would receive in the ninth year of the new formula's implementation pursuant to the ten-year phase in of the formula.

L. Column L is the difference between the ninth year of funding under the formula shown in column K and the total state foundation aid shown in column H.

Table 2: Calculation of Funding Formula for FY 2020

	A	В	С	D	E	F
	FY 2020 PK-12	FY 2020	% Poverty	Core Instruction	Student Success Factor	Total
District	RADM	Poverty Status	Status	Funding	Funding	Foundation
Barrington	3,349	130	3.9%	\$ 33,057,979	\$ 513,292	\$ 33,571,271
Burrillville	2,278	741	32.5%	22,486,138	2,925,764	25,411,902
Charlestown	761	171	22.5%	7,511,831	675,176	8,187,007
Coventry	4,634	1,338	28.9%	45,742,214	5,282,959	51,025,173
Cranston	10,181	4,170	41.0%	100,496,651	16,464,828	116,961,479
Cumberland	4,620	938	20.3%	45,604,020	3,703,599	49,307,619
East Greenwich	2,527	155	6.1%	24,944,017	612,002	25,556,019
East Providence	5,111	2,544	49.8%	50,450,681	10,044,730	60,495,411
Foster	256	65	25.4%	2,526,976	256,646	2,783,622
Glocester	525	68	13.0%	5,182,275	268,491	5,450,766
Hopkinton	1,116	236	21.1%	11,016,036	931,822	11,947,858
Jamestown	666	49	7.4%	6,574,086	193,472	6,767,558
Johnston	3,288	1,409	42.9%	32,455,848	5,563,296	38,019,144
Lincoln	3,086	793	25.7%	30,461,906	3,131,081	33,592,987
Little Compton	351	49	14.0%	3,464,721	193,472	3,658,193
Middletown	2,177	619	28.4%	21,489,167	2,444,060	23,933,227
Narragansett	1,230	235	19.1%	12,141,330	927,874	13,069,204
Newport	2,074	1,373	66.2%	20,472,454	5,421,153	25,893,607
New Shoreham	132	24	18.2%	1,302,972	94,762	1,397,734
North Kingstown	3,762	815	21.7%	37,134,702	3,217,946	40,352,648
North Providence	3,524	1,564	44.4%	34,785,404	6,175,298	40,960,702
North Smithfield	1,667	298	17.9%	16,454,957	1,176,623	17,631,580
Pawtucket	8,655	6,273	72.5%	85,433,505	24,768,313	110,201,818
Portsmouth	2,302	365	15.9%	22,723,042	1,441,166	24,164,208
Providence	22,748	18,836	82.8%	224,545,508	74,372,062	298,917,570
Richmond	1,144	18,850	15.7%	11,292,424	710,712	12,003,136
Scituate	,	224				
	1,288		17.4%	12,713,848	884,442	13,598,290
Smithfield	2,406	361	15.0%	23,749,626	1,425,372	25,174,998
South Kingstown	2,978	500	16.8%	29,395,838	1,974,200	31,370,038
Tiverton	1,763	450	25.5%	17,402,573	1,776,780	19,179,353
Warwick	8,769	2,899	33.1%	86,558,799	11,446,412	98,005,211
Westerly	2,751	920	33.4%	27,155,121	3,632,528	30,787,649
West Warwick	3,592	1,789	49.8%	35,456,632	7,063,688	42,520,320
Woonsocket	5,952	4,530	76.1%	58,752,192	17,886,252	76,638,444
Bristol-Warren	3,219	1,070		31,774,749	4,224,788	35,999,537
Chariho	0	0	0.0%	-	-	-
Exeter-West Greenwich	1,625	270		16,040,375	1,066,068	17,106,443
Foster-Glocester	1,140	192	16.8%	11,252,940	758,093	12,011,033
Central Falls	2,648	2,316	87.5%	26,138,408	9,144,494	35,282,902
Total	130,295	58,959		\$1,286,141,945	\$ 232,793,716	\$ 1,518,935,661
Bristol	1,956	552	28.2%	19,307,676	2,179,517	21,487,193
Warren	1,263	518	41.0%	12,467,073	2,045,271	14,512,344
Exeter	737	130	17.6%	7,274,927	513,292	7,788,219
West Greenwich	888	140	15.8%	8,765,448	552,776	9,318,224
Adjusted Chariho	3,021	587		29,820,291	2,317,711	32,138,002

Table 2: Calculation of Funding Formula for FY 2020

	G	Н	Ι	J	K	L
	State		EW 2010		EW 2020	
	Share Ratio	FY 2020 Base	FY 2019 Enacted	Adjusted Year	FY 2020 Enacted	Difference from
District	(Table 4)	FI 2020 Base Funding	Enaciea Formula Aid*	Nine Difference (Table 5)	Enaciea Formula Aid*	Difference from Base Funding
	(<i>Table 4</i>) 17.0%	0	\$ 5,290,812	\$ 402,909	\$ 5,693,721	S -
Barrington				1		ş -
Burrillville	50.6%	12,866,782	12,310,750	556,032	12,866,782	-
Charlestown	18.2%	1,487,796	1,598,581	(55,393)	1,543,188	55,393
Coventry	47.4%	24,210,894	22,643,353	1,567,541	24,210,894	-
Cranston	55.0%	64,319,722	60,596,918	3,722,804	64,319,722	-
Cumberland	43.3%	21,333,339	20,634,323	699,016	21,333,339	-
East Greenwich	9.9%	2,531,530	2,950,351	(418,821)	2,531,530	-
East Providence	58.5%	35,407,365	34,957,824	449,541	35,407,365	-
Foster	41.2%	1,146,112	1,101,212	44,900	1,146,112	-
Glocester	37.1%	2,024,576	2,294,441	(134,932)	2,159,509	134,932
Hopkinton	42.6%	5,092,262	5,222,822	(65,280)	5,157,542	65,280
Jamestown	6.3%	425,899	464,161	(38,262)	425,899	
Johnston	46.8%	17,796,229	17,985,420	(189,191)	17,796,229	-
Lincoln	42.1%	14,154,173	12,031,312	2,122,861	14,154,173	-
Little Compton	11.0%	403,530	355,487	48,043	403,530	-
Middletown	30.7%	7,348,124	7,718,262	(185,069)	7,533,193	185,069
Narragansett	17.0%	2,217,917	2,280,362	(62,445)	2,217,917	-
Newport	47.8%	12,377,253	12,234,060	143,193	12,377,253	-
New Shoreham	9.3%	130,462	156,532	(26,070)	130,462	-
North Kingstown	24.8%	9,989,746	10,044,602	(27,428)	10,017,174	27.428
North Providence	55.7%	22,826,341	22,862,888	(36,547)	22,826,341	-
North Smithfield	32.2%	5,671,959	6,040,807	(368,848)	5,671,959	
Pawtucket	81.3%	89,567,066	87,472,187	2,094,879	89,567,066	
Portsmouth	13.2%	3,178,122	3,637,712	(229,795)	3,407,917	229,795
Providence	86.8%	259,312,069	250,190,833	9,121,236	259,312,069	
Richmond	38.6%	4,627,983	4,596,330	31,653	4,627,983	
Scituate	16.6%	2,253,750	3,238,501	(492,376)	2,746,125	492,376
Smithfield	23.9%	6,018,799	7,537,638	(1,518,839)	6,018,799	472,570
South Kingstown	13.9%	4,347,892	5,840,706	(746,407)	5,094,299	746,407
Tiverton	37.1%	7,124,362	6,667,683	456,679	7,124,362	740,407
Warwick	38.7%	37,927,193	36,725,883	1,201,310	37,927,193	
Westerly	27.7%	8,533,901	8,566,631	(16,365)	8,550,266	16.365
West Warwick	63.4%				, ,	10,505
Woonsocket	83.0%	26,940,322	26,108,923	831,399	26,940,322	-
		63,607,000	62,092,562	1,514,438	63,607,000	-
Bristol-Warren	see	12,785,119	13,259,906	(237,393)	13,022,513	237,393
Chariho	table	-	76,641	(38,321)	38,321	38,321
Exeter-West Greenwich	below	4,986,571	4,728,793	309,620	5,038,413	51,842
Foster-Glocester	38.8%	4,663,066	4,576,385	86,681	4,663,066	-
Central Falls	94.9%	33,478,892	40,752,939	355,620	41,476,650	7,997,758
Total		\$838,807,839	\$827,845,533	\$ 20,872,573	\$ 849,086,197	\$ 10,278,359
Bristol	25.6%	5,504,245	5,859,252	(177,503)	5,681,749	177,503
Warren	50.2%	7,280,874	7,400,654	(59,890)	7,340,764	59,890
Exeter	25.9%	2,014,584	2,118,267	(51,842)	2,066,425	51,842
West Greenwich	31.9%	2,971,988	2,610,526	361,462	2,971,988	-
Adjusted Chariho		11,208,041	11,494,374	(127,340)	11,367,034	158,993

*This includes an \$8.3 million stabilization fund payment to Central Falls in FY 2019 and \$8.0 million in FY 2020.

Table 3: Calculation of Group Home Aid for FY 2020

The distribution of group home aid includes \$17,000 per bed with the exception of \$26,000 per bed for the group home beds associated with Bradley Hospital's residential CRAFT program. The districts total enrollment is then reduced by the number of group home beds. The total amount of funding is reduced by the value of that districts' state share of core instruction and student success factor amounts times the number of group home beds. The impact is shown as a reduction to group home aid. For those districts that are receiving less state aid, the reduction is phased-in over the remaining years of the transition period.

A. Column *A* is the number of beds eligible for group home aid. The Department of Children, Youth and Families identified 331 beds eligible for aid as of December 31, 2018.

B. Column **B** is the total cost of beds identified in Column **A**. It reflects \$17,000 per bed with the exception of \$26,000 per CRAFT bed.

C. Column C shows the cost of beds in Column B reduced by the value of districts' state share of core instruction and student success factor amounts times the number of group home beds.

D. Column **D** shows FY 2020 enacted group home aid.

E. Column *E* is the difference between the FY 2020 enacted aid in Column *E* and the Governor's FY 2020 recommendation. It should be noted the Governor's recommendation was based on a preliminary bed count of 324 and did not reflect an updated report from the Department of Children, Youth and Families released in February.

F. Column F is the FY 2019 enacted aid.

G. Column G is the difference between the FY 2020 enacted aid in Column E and the FY 2019 enacted aid in Column F.

H. Column *H* is the revised current law entitlement based on the Department of Children, Youth and Families report that identified 7 beds eligible for aid that were not assumed in the enacted budget.

I. Column *I* is the difference between the FY 2019 enacted aid shown in column *G* and the final FY 2019 aid shown in Column *H*.

	A	В	С	D	E
District	Beds as of Dec. 31, 2018	Total Cost of Beds	Funding Formula Reduction	FY 2020 Enacted	FY 2020 Enacted Chg. to Governor
Barrington	-	\$ -	\$ -	\$-	\$ -
Burrillville	8	136,000	(55,978)	80,022	-
Charlestown	-	-	-	-	-
Coventry	8	136,000	(52,457)	83,543	-
Cranston	4	68,000	(30,398)	37,602	-
Cumberland	-	-	-	-	-
East Greenwich	-	-	-	-	-
East Providence	39	825,000	(315,446)	509,554	-
Foster	-	-	-	-	-
Glocester	-	-	-	-	-
Hopkinton	-	-	-	-	-
Jamestown	-	-	-	-	-
Johnston	-	-	-	-	-
Lincoln	8	136,000	(46,582)	89,418	-
Little Compton	-	-	-	-	-
Middletown	-	-	-	-	-
Narragansett	-	-	-	-	-
Newport	14	238,000	(92,480)	145,520	-
New Shoreham	-	-	-	-	-
North Kingstown	-	-	-	-	-
North Providence	16	272,000	(123,219)	148,781	-
North Smithfield	8	136,000	(35,565)	100,435	-
Pawtucket	22	374,000	(247,099)	126,901	-
Portsmouth	36	612,000	(54,742)	557,258	-
Providence	95	1,615,000	(1,138,896)	476,104	35,080
Richmond	-	-	-	-	-
Scituate	-	-	-	-	-
Smithfield	16	272,000	(52,863)	219,137	-
South Kingstown	8	136,000	(17,667)	118,333	-
Tiverton	-	-	-	-	-
Warwick	24	408,000	(128,352)	279,648	-
Westerly	-	-	-	-	-
West Warwick	-	-	-	-	-
Woonsocket	8	136,000	(91,756)	44,244	-
Bristol-Warren	8	136,000	(45,024)	90,976	-
Chariho	-	-	-	-	-
Exeter-West Greenwich	9	153,000	(27,323)	125,677	-
Foster-Glocester	-	-	-	-	-
Central Falls	-	-	-	-	-
Total	331	\$ 5,789,000	\$(2,555,847)	\$ 3,233,153	\$ 35,080

Table 3: Calculation of Group Home Aid for FY 2020

	F	G	Н	Ι
District	FY 2019	FY 2020 Change to Enacted	FY 2019 Final	Final Chg. to FY 2019 Enacted
District	Enacted \$-	\$ -	\$ -	\$ -
Barrington Burrillville	\$ 81,848	(1,826)	»	љ -
Charlestown	01,040	(1,820)	01,040	-
Coventry	87,528	(3,985)	87,528	-
Cranston	39,375	(1,773)	39,375	
Cumberland	57,575	(1,773)	-	-
East Greenwich	_		_	
East Providence	523,497	(13,943)	523,497	_
Foster	525,477	(13,743)	525,477	
Glocester	-	-	-	-
Hopkinton	-	-	-	-
Jamestown	-	-	-	-
Johnston	-	-	-	-
Lincoln	107,866	(18,448)	107,866	-
Little Compton	107,000	(10,440)	107,800	-
Middletown	183,909	(183,909)	183,909	-
Narragansett	185,909	(185,909)	105,909	-
Newport	149,465	(3,945)	149,465	-
New Shoreham	149,405	(3,943)	149,405	-
North Kingstown		-	_	-
North Providence	150,389	(1,608)	150,389	-
North Smithfield	104,209	(3,774)	104,209	-
Pawtucket	245,140	(118,239)	245,140	-
Portsmouth	465,947	91,311	567,947	(102,000)
Providence				(102,000)
Richmond	568,961	(92,857)	568,961	-
Scituate	-	-	-	-
Smithfield	205,184	13,953	205,184	-
South Kingstown	115,989	2,344	115,989	-
Tiverton	115,989	2,344	115,969	-
Warwick	286,252	(6,604)	286,252	-
Westerly	280,232	(0,004)	280,232	-
West Warwick	-	-	-	-
Woonsocket	45 242	(999)	45 242	-
Bristol-Warren	45,243	(10,442)	45,243	-
Chariho	101,418	(10,442)	101,418	-
	-	10 151	120 526	-
Exeter-West Greenwich	113,526	12,151	130,526	(17,000)
Foster-Glocester Central Falls	-	-	-	-
	• 2 575 74C	- (242-502)	¢ 2 604 746	- ¢ (110.000)
Total	\$ 3,575,746	\$ (342,593)	\$ 3,694,746	\$ (119,000)

Table 3: Calculation of Group Home Aid for FY 2020
Table 4: Calculation of State Share Ratio

The following table shows the calculation of each community's state share ratio for the purpose of the new education funding formula. The share ratio formula considers the district's ability to generate revenues and its poverty concentration.

A. The assessed value of real and tangible personal property for each city and town as of December 31 of the third preceding calendar year in accordance with Rhode Island General Law, Section 16-7-21. The assessed value as of December 31, 2015, is used for FY 2020 calculations. Property value is certified annually by the Department of Revenue, Division of Municipal Finance, based on local sales data and appraisals.

B. The adjusted equalized weighted assessed property valuations for the third preceding calendar year per current law, as of December 31, 2015, as reported by the Department of Revenue's Division of Municipal Finance. The total assessed local property value of a community is adjusted for differences in local assessment rates to allow the reporting of figures comparable on a statewide basis, resulting in the equalized weighted assessed valuation (EWAV).

The valuations are then adjusted by the ratio that the community's median family income bears to the statewide median family income, as reported in the most recent federal census data. Use of both the property value and the median family income is an attempt to compensate for districts that have significant disparity between median family income and the full value of property. Once community wealth is determined, it is divided by pupil counts to calculate the per pupil wealth for each community compared to the per pupil wealth for the state as a whole.

C. The FY 2019 student counts are shown in Column C based on the resident average daily membership as of June 30, 2018. Average daily membership calculates an average of the number of days all students are formally members of a district and/or a school per year.

D. The resulting relative per pupil community wealth is then multiplied by 0.475 and subtracted from 1.0, yielding the district's share ratio. The result is multiplied by 100 to convert this share ratio to a percentage.

E. Column *E* includes the percentage of students in poverty status in pre-kindergarten through 6^{th} grade as of June 30, 2018. Poverty status is defined as being at 185 percent of federal poverty guidelines.

F. The calculation in Column F is the square root of the sum of the state share ratio for the community calculation in Column D squared plus the district's percentage of students in poverty status in grades pre-kindergarten through 6th in Column E squared, divided by two.

State Share Ratio (SSR) =
$$\sqrt{\frac{SSRC^2 + \%PK6FRPL^2}{2}}$$

G. Column *G* shows what the share ratio was for FY 2019. It uses property valuations as of December 31, 2014 and student counts as of June 30, 2017.

H. Column *H* shows the difference between the share ratio for FY 2020 and that for FY 2019.

State share ratios for FY 2016 through FY 2019 can be found in Appendix IV.

	A	В	С	D
			June 2018	
	Assessed Value	Adjusted EWAV	Student	Adjusted
District	12/31/15	12/31/15	Count*	EWAV
Barrington	\$ 3,038,657	\$ 4,601,259,072	3,366	23.5%
Bristol	2,842,537,429	2,785,602,001	1,964	20.6%
Burrillville	1,681,891,888	1,564,451,271	2,323	62.3%
Charlestown	2,353,396,361	2,588,709,343	890	0.0%
Coventry	3,361,396,680	3,539,287,492	4,741	58.2%
Cranston	7,374,295,401	6,582,943,336	10,516	65.0%
Cumberland	3,709,982,803	3,920,849,682	5,097	56.9%
East Greenwich	2,396,344,048	3,925,757,951	2,482	11.5%
East Providence	4,392,100,304	3,363,849,720	5,348	64.8%
Exeter	829,191,619	946,150,023	773	31.5%
Foster	227,685,192	226,075,021	278	54.5%
Glocester	423,510,828	473,034,581	534	50.4%
Hopkinton	880,711,943	903,585,835	1,118	54.8%
Jamestown	2,274,384,047	3,010,676,298	662	0.0%
Johnston	2,890,720,281	2,987,477,193	3,375	50.5%
Lincoln	2,883,051,612	2,891,273,451	3,342	51.6%
Little Compton	2,013,355,524	2,596,782,207	364	0.0%
Middletown	2,900,850,007	2,715,493,377	2,205	31.1%
Narragansett	4,680,883,374	6,807,581,514	1,280	0.0%
Newport	6,035,278,080	5,965,268,148	2,174	0.0%
New Shoreham	1,676,826,769	1,769,340,076	119	0.0%
North Kingstown	4,161,345,526	5,251,434,977	3,875	24.2%
North Providence	2,578,512,801	2,358,298,286	3,742	64.7%
North Smithfield	1,637,330,616	1,884,137,952	1,763	40.2%
Pawtucket	3,923,926,105	2,443,124,816	10,635	87.1%
Portsmouth	3,246,778,374	4,156,017,212	2,301	-1.1%
Providence	11,566,235,908	6,486,077,808	27,956	87.0%
Richmond	863,620,971	992,717,110	1,142	51.4%
Scituate	1,581,787,033	1,914,400,023	1,327	19.3%
Smithfield	2,763,944,798	3,010,015,506	2,409	30.1%
South Kingstown	4,657,373,798	5,644,797,813	3,166	0.2%
Tiverton	2,007,531,682	1,886,629,628	1,842	42.7%
Warren	1,203,327,674	1,006,915,597	1,256	55.1%
Warwick	9,537,359,242	9,593,428,927	9,032	40.6%
West Greenwich	891,360,767	941,008,075	906	41.9%
West Warwick	2,185,057,618	1,802,252,749	3,621	72.1%
Westerly	5,904,160,309	5,132,349,768	2,854	0.0%
Woonsocket	1,887,252,772	1,052,557,909	6,318	90.7%
Foster/Glocester	929,088,007	997,006,058	1,158	51.8%
Central Falls	513,387,168	188,104,104	4,201	97.5%
Total	\$ 117,870,814,015	\$ 120,906,721,910	142,455	
	, , , , , , , , , , , , , , , , , , , ,	, ., .,	,	

Table 4: Calculation of State Share Ratio

*Includes charter and state school students

	E	F	G	Н
			FY 2019	
	FY 2018 %	FY 2020 State	State Share	Change to
District	Students in Poverty	Share Ratio	Ratio	Share Ratio
Barrington	4.8%	17.0%	16.4%	0.6%
Bristol	29.8%	25.6%	24.1%	1.5%
Burrillville	35.3%	50.6%	51.3%	-0.7%
Charlestown	25.7%	18.2%	17.5%	0.7%
Coventry	33.4%	47.4%	46.0%	1.4%
Cranston	42.7%	55.0%	54.3%	0.6%
Cumberland	22.5%	43.3%	44.2%	-0.9%
East Greenwich	8.0%	9.9%	12.3%	-2.4%
East Providence	51.5%	58.5%	58.6%	-0.1%
Exeter	18.6%	25.9%	25.8%	0.0%
Foster	20.5%	41.2%	35.9%	5.3%
Glocester	14.8%	37.1%	39.6%	-2.4%
Hopkinton	25.1%	42.6%	45.3%	-2.7%
Jamestown	8.9%	6.3%	7.3%	-1.0%
Johnston	42.8%	46.8%	49.6%	-2.8%
Lincoln	29.8%	42.1%	38.0%	4.1%
Little Compton	15.6%	11.0%	7.5%	3.5%
Middletown	30.3%	30.7%	32.1%	-1.4%
Narragansett	24.0%	17.0%	17.6%	-0.6%
Newport	67.6%	47.8%	47.9%	-0.1%
New Shoreham	13.2%	9.3%	13.1%	-3.7%
North Kingstown	25.3%	24.8%	22.9%	2.0%
North Providence	45.0%	55.7%	57.6%	-1.9%
North Smithfield	21.3%	32.2%	34.8%	-2.6%
Pawtucket	75.0%	81.3%	82.4%	-1.1%
Portsmouth	18.6%	13.2%	14.1%	-0.9%
Providence	86.5%	86.8%	87.0%	-0.2%
Richmond	18.2%	38.6%	39.0%	-0.4%
Scituate	13.3%	16.6%	19.9%	-3.3%
Smithfield	15.4%	23.9%	31.7%	-7.8%
South Kingstown	19.6%	13.9%	14.7%	-0.8%
Tiverton	30.6%	37.1%	34.9%	2.3%
Warren	44.7%	50.2%	46.4%	3.8%
Warwick	36.7%	38.7%	38.5%	0.2%
West Greenwich	16.7%	31.9%	25.8%	6.1%
West Warwick	53.2%	63.4%	64.1%	-0.8%
Westerly	39.2%	27.7%	27.6%	0.1%
Woonsocket	74.5%	83.0%	86.0%	-3.0%
Foster/Glocester	18.2%	38.8%	38.3%	0.6%
Central Falls	92.2%	94.9%	93.3%	1.6%
Total				

Table 4: Calculation of State Share Ratio

Table 5: Transition Plan for Districts

The funding formula results in a redistribution of aid among communities with some getting less aid than prior years. In an effort to mitigate any losses to communities and allow for an adjustment period, the law allows for a transition of up to seven years. The Department of Elementary and Secondary Education developed a methodology to implement this transition based on how a district fares compared to funding distributions under the current system. This year's version calculates aid for regional school districts by member community; this is the third year that it is calculated this way to comply with a 2015 Superior Court decision.

A. Column A is the amount of formula aid that districts received in the seventh year of the formula's implementation, FY 2018.

B. Column **B** is the FY 2019 total base funding calculation.

C. Column C is the difference between FY 2019 base funding shown in Column B and the amount of formula aid received in FY 2018 and shown in Column A.

D. Column **D** shows the transition calculation for districts that are receiving less state funding; that loss is being phased in over ten years. Charter and state schools that are receiving more state funding were subject to a seven-year phase in. As FY 2019 is the eighth year of the transition period, Column **D** is the same as Column **C** for those districts. Beginning in FY 2018, only districts that are receiving less state aid will have that remaining loss phased in; the other districts will receive total aid as produced by the formula each year.

	A	В	С	D
District	FY 2019 Enacted Base Formula Funding	FY 2020 Base Calculation	Difference	Transition = C or 1/2
Barrington	\$ 5,290,812	\$ 5,693,721	00	\$ 402,909
Burrillville	12,310,750	12,866,782	556,032	556,032
Charlestown	1,598,581	1,487,796	(110,785)	(55,393)
Coventry	22,643,353	24,210,894	1,567,541	1,567,541
Cranston	60,596,918	64,319,722	3,722,804	3,722,804
Cumberland	20,634,323	21,333,339	699,016	699,016
East Greenwich	2,950,351	2,531,530	(418,821)	(418,821)
East Providence	34,957,824	35,407,365	449,541	449,541
Foster	1,101,212	1,146,112	44,900	44,900
Glocester	2,294,441	2,024,576	(269,865)	(134,932)
Hopkinton	5,222,822	5,092,262	(130,560)	(65,280)
Jamestown	464,161	425,899	(38,262)	(38,262)
Johnston	17,985,420	17,796,229	(189,191)	(189,191)
Lincoln	12,031,312	14,154,173	2,122,861	2,122,861
Little Compton	355,487	403,530	48,043	48,043
Middletown	7,718,262	7,348,124	(370,138)	(185,069)
Narragansett			(62,445)	(62,445)
Newport	2,280,362	2,217,917	143,193	
	12,234,060	12,377,253	· · · · · · · · · · · · · · · · · · ·	143,193
New Shoreham	156,532	130,462	(26,070)	(26,070)
North Kingstown	10,044,602	9,989,746	(54,856)	(27,428)
North Providence	22,862,888	22,826,341	(36,547)	(36,547)
North Smithfield	6,040,807	5,671,959	(368,848)	(368,848)
Pawtucket	87,472,187	89,567,066	2,094,879	2,094,879
Portsmouth	3,637,712	3,178,122	(459,590)	(229,795)
Providence	250,190,833	259,312,069	9,121,236	9,121,236
Richmond	4,596,330	4,627,983	31,653	31,653
Scituate	3,238,501	2,253,750	(984,751)	(492,376)
Smithfield	7,537,638	6,018,799	(1,518,839)	(1,518,839)
South Kingstown	5,840,706	4,347,892	(1,492,814)	(746,407)
Tiverton	6,667,683	7,124,362	456,679	456,679
Warwick	36,725,883	37,927,193	1,201,310	1,201,310
Westerly	8,566,631	8,533,901	(32,730)	(16,365)
West Warwick	26,108,923	26,940,322	831,399	831,399
Woonsocket	62,092,562	63,607,000	1,514,439	1,514,438
Bristol-Warren	13,259,906	12,785,119	(474,787)	(237,393)
Chariho	76,641	-	(76,641)	(38,321)
Exeter-West Greenwich	4,728,793	4,986,571	257,778	309,620
Foster-Glocester	4,576,385	4,663,066	86,681	86,681
Central Falls	33,123,272	33,478,892	355,620	355,620
Total	\$ 820,215,866	\$ 838,807,839		\$ 20,872,573
Bristol	5,859,252	5,504,245	(355,007)	(177,503)
Warren	7,400,654	7,280,874	(119,780)	(59,890)
Exeter	2,118,267	2,014,584	(103,683)	(51,842)
West Greenwich	2,610,526	2,971,988	361,462	361,462
Adjusted Chariho	11,494,374	11,208,041	(286,333)	(143,166)

Table 5: Transition Plan for Districts

	ACE	Achievement		Blackstone		
Sending District	(Textron)	First	Beacon	Academy	Charette	Compass
Barrington	-	-	-	-	-	-
Burrillville	-	-	38	-	-	-
Charlestown	-	-	-	-	-	9
Coventry	-	1	3	-	-	-
Cranston	-	113	9	-	-	-
Cumberland	-	-	37	-	-	-
East Greenwich	-	-	1	-	-	3
East Providence	-	-	2	-	-	-
Foster	-	-	-	-	-	-
Glocester	-	-	-	-	-	-
Hopkinton	-	-	-	-	-	17
Jamestown	-	-	-	-	-	3
Johnston	-	-	5	-	-	-
Lincoln	-	-	10	-	-	-
Little Compton	-	-	-	-	-	-
Middletown	-	-	-	-	-	-
Narragansett	-	-	-	-	-	8
Newport	-	-	-	-	-	-
New Shoreham	-	-	-	-	-	-
North Kingstown	-	-	-	-	-	51
North Providence	-	44	8	-	-	-
North Smithfield	-	1	22	-	-	-
Pawtucket	-	1	13	159	-	-
Portsmouth	-	-	-	-	-	-
Providence	196	1,153	24	75	126	2
Richmond	-	-	-	-	-	8
Scituate	-	-	2	-	-	-
Smithfield	-	-	4	-	-	-
South Kingstown	-	-	-	-	-	41
Tiverton	-	-	-	-	-	-
Warwick	-	25	9	-	-	1
Westerly	-	-	1	-	-	33
West Warwick	-	-	1	-	-	-
Woonsocket	-	-	184	-	-	-
Bristol-Warren	-	-	2	-	-	-
Exeter-West Greenwich	-	-	-	-	-	20
Foster-Glocester	-	-	2	-	-	-
Central Falls	-	-	3	116	-	-
Total	196	1,338	380	350	126	196
Adjusted Chariho	-	-	-	-	-	34

	Greene		Hope			Learning
Sending District	School	Highlander	Academy	International	Kingston Hill	Community
Barrington	1	-	-	-	-	-
Burrillville	-	1	-	-	-	-
Charlestown	5	-	-	-	13	-
Coventry	41	-	-	-	10	-
Cranston	16	66	-	24	1	4
Cumberland	2	2	-	7	-	1
East Greenwich	7	-	-	-	1	-
East Providence	2	22	-	34	3	-
Foster	-	-	-	-	-	-
Glocester	-	-	-	-	-	-
Hopkinton	4	-	-	-	6	-
Jamestown	-	-	-	-	-	-
Johnston	4	9	-	5	1	2
Lincoln	-	4	-	4	-	-
Little Compton	-	-	-	-	-	-
Middletown	-	-	-	-	1	-
Narragansett	5	-	-	1	8	-
Newport	-	-	-	-	-	-
New Shoreham	-	-	-	-	-	-
North Kingstown	3	-	-	1	54	-
North Providence	-	5	18	13	-	-
North Smithfield	-	-	-	-	-	2
Pawtucket	20	60	-	142	2	124
Portsmouth	-	-	-	-	-	-
Providence	16	407	198	106	3	109
Richmond	4	-	-	-	22	-
Scituate	3	-	-	-	-	-
Smithfield	-	2	-	1	2	-
South Kingstown	7	-	-	-	38	-
Tiverton	-	2	-	-	-	-
Warwick	11	5	-	3	17	2
Westerly	13	-	-	-	10	-
West Warwick	8	1	-	5	7	-
Woonsocket	_	4	-	3	-	-
Bristol-Warren	-	6	-	-	-	-
Exeter-West Greenwich	5	-	-	-	16	-
Foster-Glocester	1	1	-	-	-	-
Central Falls	23	15	-	29	-	335
Total	201	612	216	378	215	579
Adjusted Chariho	13	-	-	-	41	-

Sending District	New England Laborers	Nowell Academy	Nurses Institute	Paul Cuffee	RI Mayoral Academies Blackstone Valley Prep
Barrington	-	2	-	-	
Burrillville	-	-	-	-	-
Charlestown	-	-	-	-	-
Coventry	2	1	-	-	-
Cranston	89	6	16	-	-
Cumberland	-	-	-	-	459
East Greenwich	-	-	-	-	-
East Providence	1	1	6	-	2
Foster	-	-	-	-	-
Glocester	-	-	-	-	-
Hopkinton	-	-	-	-	-
Jamestown	-	-	-	-	-
Johnston	15	-	3	-	-
Lincoln	-	1	-	-	208
Little Compton	-	-	-	-	-
Middletown	-	-	-	-	-
Narragansett	-	-	-	-	-
Newport	-	-	-	-	-
New Shoreham	-	-	-	-	-
North Kingstown	1	-	-	-	-
North Providence	1	2	7	-	3
North Smithfield	-	-	-	-	-
Pawtucket	9	23	25	-	817
Portsmouth	1	1	-	-	-
Providence	27	80	188	813	6
Richmond	-	-	-	-	-
Scituate	2	-	-	-	-
Smithfield	-	-	-	-	1
South Kingstown	-	-	-	-	-
Tiverton	-	-	-	-	-
Warwick	10	1	3	-	3
Westerly	-	-	-	-	-
West Warwick	2	-	-	-	-
Woonsocket	-	20	5	-	-
Bristol-Warren	-	-	1	-	-
Exeter-West Greenwich	-	-	-	-	-
Foster-Glocester	-	-	-	-	-
Central Falls	8	22	14	-	618
Total	168	160	268	813	2,117
Adjusted Chariho	-	-	-	-	-

	RISE Mayoral	Segue	Southside		
Sending District	Academy	Institute	Elementary	Times2	Trinity
Barrington	-	-	-	-	-
Burrillville	42	-	-	-	-
Charlestown	-	-	-	-	-
Coventry	-	-	-	-	-
Cranston	1	1	-	-	-
Cumberland	-	-	-	-	-
East Greenwich	-	-	-	-	-
East Providence	-	-	1	-	-
Foster	-	-	-	-	-
Glocester	-	-	-	-	-
Hopkinton	-	-	-	-	-
Jamestown	-	-	-	-	-
Johnston	-	-	-	-	-
Lincoln	-	-	-	-	-
Little Compton	-	-	-	-	-
Middletown	-	-	-	-	-
Narragansett	-	-	-	-	-
Newport	-	-	-	-	-
New Shoreham	-	-	-	-	-
North Kingstown	-	-	-	-	-
North Providence	-	-	-	-	-
North Smithfield	38	-	-	-	-
Pawtucket	-	1	-	-	-
Portsmouth	-	-	-	-	-
Providence	-	1	143	727	204
Richmond	-	-	-	-	-
Scituate	-	-	-	-	-
Smithfield	-	-	-	-	-
South Kingstown	-	-	-	-	-
Tiverton	-	-	-	-	-
Warwick	-	-	-	-	-
Westerly	-	-	_	_	_
West Warwick	-	-	-	-	-
Woonsocket	200	-	-	-	-
Bristol-Warren	-	-	-	-	-
Exeter-West Greenwich	-	-	_	_	-
Foster-Glocester	-	-	-	-	-
Central Falls	-	233	-	-	_
Total	281	236	144	727	204
Adjusted Chariho	-	-	-	-	-

	Village	Davies Career &	Metropolitan Career &	Urban		Charter/State School % of Total
Sending District	Green	Tech Center	Tech Center	Collaborative	Total	Enrollment
Barrington	-	-	3	-	6	0.2%
Burrillville	-	1	3	-	85	3.6%
Charlestown	-	-	2	-	29	
Coventry	-	-	2	-	60	1.3%
Cranston	11	9	33	-	399	3.8%
Cumberland	2	16	7	6	539	10.4%
East Greenwich	-	1	4	-	17	0.7%
East Providence	5	7	28	-	114	2.2%
Foster	-	-	-	-	-	0.0%
Glocester	-	-	-	-	-	0.0%
Hopkinton	-	-	2	-	29	2.5%
Jamestown	-	-	4	-	7	1.0%
Johnston	3	9	19	-	75	2.1%
Lincoln	1	50	1	-	279	8.3%
Little Compton	-	-	3	-	3	0.8%
Middletown	-	-	10	-	11	0.5%
Narragansett	-	-	1	-	23	1.1%
Newport	-	-	24	-	24	1.1%
New Shoreham	-	-	-	-	-	0.0%
North Kingstown	-	-	21	-	131	3.4%
North Providence	7	49	6	-	163	4.4%
North Smithfield	2	2	-	-	67	3.9%
Pawtucket	20	521	57	-	1,994	18.7%
Portsmouth	-	-	10	-	12	0.5%
Providence	153	45	383	124	5,309	18.9%
Richmond	-	-	3	-	37	3.1%
Scituate	-	-	3	-	10	0.8%
Smithfield	-	15	1	-	26	1.1%
South Kingstown	-	-	17	-	103	3.3%
Tiverton	-	-	14	-	16	0.9%
Warwick	13	1	15	-	119	1.3%
Westerly	-	-	-	-	57	2.0%
West Warwick	1	-	8	-	33	0.9%
Woonsocket	2	9	37	-	464	7.2%
Bristol-Warren	-	-	11	-	20	0.6%
Exeter-West Greenwich	-	-	3	-	44	2.6%
Foster-Glocester	-	-	2	-	6	0.5%
Central Falls	2	124	46	8	1,596	37.6%
Total	222	859	783	138	11,907	8.3%
Adjusted Chariho	-	-	7	-	95	2.8%

	ACE	Achievement		Blackstone		
Sending District	(Textron)	First	Beacon	Academy	Charette	Compass
Barrington	\$ -	\$-	\$ -	\$-	\$ -	\$ -
Burrillville	-	-	213,913	-	-	-
Charlestown	-	-	-	-	-	16,144
Coventry	-	4,684	15,925	-		-
Cranston	-	771,902	53,197	-	-	-
Cumberland	-	-	178,518	-	-	-
East Greenwich	-	-	978	-	-	2,933
East Providence	-	-	11,555	-	-	-
Foster	-	-	-	-	-	-
Glocester	-	-	-	-	-	-
Hopkinton	-	-	-	-	-	76,569
Jamestown	-	-	-	-	-	1,864
Johnston	-	-	26,799	-	-	-
Lincoln	-	-	41,591	-	-	-
Little Compton	-	-	-	-	-	-
Middletown	-	-	-	-	-	-
Narragansett	-	-	-	-	-	14,071
Newport	-	-	-	-	-	-
New Shoreham	-	-	-	-	-	-
North Kingstown	-	-	-	-	-	127,560
North Providence	-	294,846	48,408	-	-	-
North Smithfield	-	3,175	74,940	-	-	-
Pawtucket	-	8,023	120,341	1,638,236	-	-
Portsmouth	-	-	-	-	-	-
Providence	2,216,138	13,308,814	256,894	844,324	1,462,582	17,126
Richmond	-	-	-	-	-	31,970
Scituate	-	-	3,926	-	-	-
Smithfield	-	-	10,384	-	-	-
South Kingstown	-	-	-	-	-	58,829
Tiverton	-	-	-	-	-	-
Warwick	-	115,364	34,380	-	-	3,820
Westerly	-	-	2,736	-	-	93,575
West Warwick	-	-	8,756	-	-	-
Woonsocket	-	-	1,887,565	-	-	-
Bristol-Warren	-	-	5,057	-	-	-
Exeter-West Greenwich	-	-	-	-	-	51,067
Foster-Glocester	-	-	7,664	-	-	-
Central Falls	-	-	35,592	1,416,184	-	-
Total	\$2,216,138	\$ 14,506,807	\$3,039,118	\$3,898,745	\$1,462,582	\$ 495,528

	Greene		Hope			Learning
Sending District	School	Highlander	Academy	International	Kingston Hill	Community
Barrington	\$ 2,344	\$ -	\$ -	\$ -	\$ -	\$ -
Burrillville	-	4,998	-	-	-	-
Charlestown	10,404	-	-	-	24,755	-
Coventry	208,892	-	-	-	48,710	-
Cranston	99,880	464,661	-	149,821	5,428	21,713
Cumberland	10,250	8,542	-	36,729	-	4,271
East Greenwich	7,627	-	-	-	978	-
East Providence	11,555	164,078	-	219,541	17,332	-
Foster	-	-	-	-	-	-
Glocester	-	-	-	-	-	-
Hopkinton	18,511	-	-	-	25,243	-
Jamestown	-	-	-	-	-	-
Johnston	20,330	48,977	-	30,495	4,620	9,241
Lincoln	-	23,291	-	16,636	-	-
Little Compton	-	-	-	-	-	-
Middletown	-	-	-	-	3,031	-
Narragansett	9,716	-	-	1,675	15,412	-
Newport	-	-	-	-	-	-
New Shoreham	-	-	-	-	-	-
North Kingstown	7,331	-	-	3,421	139,778	-
North Providence	-	29,705	103,416	84,713	-	-
North Smithfield	-	-	-	-	-	6,351
Pawtucket	215,008	609,725	-	1,437,668	16,045	1,280,423
Portsmouth	-	-	-	-	-	-
Providence	160,987	4,560,722	2,123,656	1,037,851	25,689	1,221,102
Richmond	16,746	-	-	-	91,342	-
Scituate	5,562	-	-	-	-	-
Smithfield	-	5,664	-	2,360	4,720	-
South Kingstown	10,671	-	-	-	56,367	-
Tiverton	-	10,267	-	-	-	-
Warwick	45,076	23,684	-	14,516	64,940	7,640
Westerly	39,947	-	-	-	29,550	-
West Warwick	52,535	8,756	-	31,271	48,782	-
Woonsocket	-	36,047	-	34,409	-	-
Bristol-Warren	-	27,015	-	-	-	-
Exeter-West Greenwich	14,978	-	-	-	47,150	-
Foster-Glocester	3,832	5,365	-	-	-	-
Central Falls	286,609	181,706	-	357,793	-	4,280,398
Total	\$ 1,258,792	\$ 6,213,203	\$ 2,227,072	\$ 3,458,899	\$ 669,872	\$ 6,831,139

Sending District	New England Laborers	Nowell Academy	Nurses Institute	Paul Cuffee	RI Mayoral Academies Blackstone Valley Prep
Barrington	\$-	\$ 4,018	\$-	\$-	\$-
Burrillville	-	-	-	-	-
Charlestown	-	-	-	-	-
Coventry	13,114	6,557	-	-	-
Cranston	613,396	45,598	108,566	-	-
Cumberland	-	-	-	-	2,298,527
East Greenwich	-	-	-	-	-
East Providence	5,777	8,088	41,597	-	11,555
Foster	-	-	-	-	-
Glocester	-	-	-	-	-
Hopkinton	-	-	-	-	-
Jamestown	-	-	-	-	-
Johnston	84,093	-	19,406	-	-
Lincoln	-	5,823	-	-	983,206
Little Compton	-	-	-	-	-
Middletown	-	-	-	-	-
Narragansett	-	-	-	-	-
Newport	-	-	-	-	-
New Shoreham	-	-	-	-	-
North Kingstown	2,444	-	-	-	-
North Providence	7,701	13,202	51,708	-	20,903
North Smithfield	-	-	-	-	-
Pawtucket	101,086	245,495	258,331	-	8,415,816
Portsmouth	1,298	1,818	-	-	-
Providence	292,859	924,818	2,209,287	9,177,961	51,379
Richmond	-	-	-	-	-
Scituate	3,272	-	-	-	-
Smithfield	-	-	-	-	2,360
South Kingstown	-	-	-	-	-
Tiverton	-	-	-	-	-
Warwick	47,368	5,348	14,516	-	16,044
Westerly	-	-	-	-	-
West Warwick	15,010	-	-	-	-
Woonsocket		222,838	57,348	-	-
Bristol-Warren	-	-	3,540	-	-
Exeter-West Greenwich	-	-	-	-	-
Foster-Glocester	-	-	-	-	-
Central Falls	101,156	280,989	172,340	-	7,811,492
Total	\$ 1,288,574	\$1,764,590	\$ 2,936,639	\$ 9,177,961	19,611,281

	RISE				
	Mayoral	Segue	Southside	<i>T</i> : 0	m •••
Sending District	Academy	<i>Institute</i>	<i>Elementary</i>	Times2	<i>Trinity</i>
Barrington	\$ -	\$-	\$-	\$ -	\$-
Burrillville	253,897	-	-	-	-
Charlestown	-	-	-	-	-
Coventry	-	-	-	-	-
Cranston	5,428	5,428	-	-	-
Cumberland	-	-	-	-	-
East Greenwich	-	-	-	-	-
East Providence	-	-	8,088	-	-
Foster	-	-	-	-	-
Glocester	-	-	-	-	-
Hopkinton	-	-	-	-	-
Jamestown	-	-	-	-	-
Johnston	-	-	-	-	-
Lincoln	-	-	-	-	-
Little Compton	-	-	-	-	-
Middletown	-	-	-	-	-
Narragansett	-	-	-	-	-
Newport	-	-	-	-	-
New Shoreham	-	-	-	-	-
North Kingstown	-	-	-	-	-
North Providence	-	-	-	-	-
North Smithfield	134,638	-	-	-	-
Pawtucket	-	8,023	-	-	-
Portsmouth	-	-	-	-	-
Providence	-	8,563	1,625,282	8,150,385	2,383,975
Richmond	-	-	-	-	-
Scituate	-	-	-	-	-
Smithfield	-	-	-	-	-
South Kingstown	-	-	-	-	-
Tiverton	-	-	-	-	-
Warwick	-	-	-	-	-
Westerly	-	-	-	-	-
West Warwick	-	-	-	-	-
Woonsocket	2,012,092	-	-	-	-
Bristol-Warren	-	-	-	-	-
Exeter-West Greenwich	-	-	-	-	-
Foster-Glocester	-	-	-	-	-
Central Falls	-	2,999,088	-	-	-
Total	\$2,406,055	\$3,021,102	\$1,633,370	\$ 8,150,385	\$ 2,383,975

	Village	Davies Career and Technical	Metropolitan Career and Technical	Urban	
Sending District	Green	Center	Center	Collaborative	Total
Barrington	\$ -	\$ -	\$ 5,022	\$ -	\$ 11,384
Burrillville	-	6,997	20,991	-	500,796
Charlestown	-	-	3,588	-	54,891
Coventry	-	-	9,367	-	307,249
Cranston	79,253	61,882	222,560	41,255	2,749,968
Cumberland	8,542	80,290	41,854	-	2,667,523
East Greenwich	-	978	4,302	-	17,796
East Providence	38,131	47,375	194,121	-	778,793
Foster	-	-	-	-	-
Glocester	-	-	-	-	-
Hopkinton	-	-	8,414	-	128,737
Jamestown	-	-	2,982	-	4,846
Johnston	15,710	50,825	109,967	-	420,463
Lincoln	5,823	239,563	5,823	-	1,321,756
Little Compton	-	-	3,702	-	3,702
Middletown	-	-	35,156	-	38,187
Narragansett	-	-	1,675	-	42,549
Newport	-	-	141,551	-	141,551
New Shoreham	-	-	-	-	-
North Kingstown	-	-	56,205	-	336,739
North Providence	49,508	315,749	37,406	-	1,057,265
North Smithfield	6,351	6,351	-	-	231,806
Pawtucket	211,799	5,245,244	572,821	-	20,384,084
Portsmouth	-	-	13,502	-	16,618
Providence	1,793,119	512,075	4,382,609	1,397,502	60,145,699
Richmond	-	-	12,940	-	152,998
Scituate	-	-	4,908	-	17,668
Smithfield	-	38,231	3,304	-	67,023
South Kingstown	-	-	27,636	-	153,503
Tiverton	-	-	55,734	-	66,001
Warwick	58,828	5,348	66,468	-	523,340
Westerly	-	-	-	-	165,808
West Warwick	8,756	-	60,040	-	233,906
Woonsocket	19,662	103,226	398,158	-	4,771,345
Bristol-Warren	-	-	41,513	-	77,125
Exeter-West Greenwich	-	-	8,681	-	121,876
Foster-Glocester	-	-	9,197	-	26,058
Central Falls	26,226	1,521,087	584,457	101,156	20,156,273
Total	\$ 2,321,706	\$ 8,235,221	\$ 7,146,654	\$ 1,539,913	\$ 117,895,326

	High Cost				
	Special		Non-Public	Regional	<i>m</i> , 1
Sending District	Education	ELL	Transportation	<i>Transportation</i>	Total
Barrington	\$ 86,831	\$ 2,490	\$ 89,901	\$-	\$ 179,222
Burrillville	99,609	892	57,537	-	158,038
Charlestown	-	320	-	-	320
Coventry	31,586	5,293	9,887	-	46,766
Cranston	358,443	141,104	767,021	-	1,266,568
Cumberland	52,066	23,118	64,197	-	139,381
East Greenwich	127,445	640	65,132	-	193,217
East Providence	240,520	57,735	2,056	-	300,311
Foster	48,539	-	16,679	-	65,218
Glocester	89,319	-	18,702	-	108,021
Hopkinton	-	250	-	-	250
Jamestown	40,076	-	-	-	40,076
Johnston	154,382	30,507	210,445	-	395,334
Lincoln	53,230	6,432	-	-	59,662
Little Compton	-	65	-	-	65
Middletown	46,830	12,439	-	-	59,269
Narragansett	37,420	498	-	-	37,918
Newport	4,318	53,888	-	-	58,206
New Shoreham	1,875	493	-	-	2,368
North Kingstown	68,817	6,541	-	-	75,358
North Providence	162,128	30,103	145,220	-	337,451
North Smithfield	54,110	2,456	10,923	-	67,489
Pawtucket	906,355	461,946	187,773	-	1,556,074
Portsmouth	62,428	463	-	-	62,891
Providence	731,507	2,984,872	314,329	-	4,030,708
Richmond	-	226	-	-	226
Scituate	31,792	-	25,059	-	56,851
Smithfield	70,005	1.263	85,863	-	157,131
South Kingstown	97,103	3,092	112,448	-	212,643
Tiverton	71,478	1,527	-	_	73,005
Warwick	275,420	22,495	4,249	-	302,164
Westerly	100,789	5,534	-	_	106,323
West Warwick	-	20,833	64,184	-	85,017
Woonsocket	61,743	255,356	12,488	_	329,587
Bristol-Warren	95,476	8,461	302,735	1,277,288	1,683,960
Chariho	80,119	-	307,037	1,722,327	2,109,483
Exeter-West Greenwich	42,047	1,473	122,608	1,089,263	1,255,391
Foster-Glocester	58,113	-	122,000	533,798	591,911
Central Falls	54,570	425,097	42.211		521,878
Subtotal	\$ 4,496,489	\$ 4,567,903	\$ 3,038,684	\$ 4,622,676	\$ 16,725,752
Charters & State Schools	3 ,511	432.097	φ 3,030,004	φ τ,022,070	435,608
Total	\$ 4,500,000	\$ 5,000,000	\$ 3,038,684	\$ 4.622.676	\$ 17,161,360
10141	φ -,,	φ 5,000,000	φ 5,050,004	φ +,022,070	φ 17,101,500

Table 8: Categorical Aid for FY 2020

Appendix II

Education Aid by Community FY 1987-FY 2019

Community	FY 1987	FY 1988	FY 1989	FY 1990
Barrington	\$ 3,134,712	\$ 3,404,085	\$ 3,620,769	\$ 3,559,362
Burrillville	5,459,731	5,988,696	7,082,968	8,183,642
Charlestown	1,003,094	1,150,161	1,201,038	1,436,039
Coventry	9,035,899	10,361,426	11,522,467	12,554,333
Cranston	11,506,564	13,580,243	14,539,821	17,617,420
Cumberland	6,322,991	7,354,740	7,894,258	9,243,082
East Greenwich	2,545,515	2,694,833	2,804,976	3,306,901
East Providence	9,354,522	9,598,386	11,233,501	12,559,035
Foster	581,415	673,586	782,891	935,816
Glocester	987,596	1,240,848	1,415,725	1,709,433
Hopkinton	3,286,274	3,699,579	3,823,782	4,086,774
Jamestown	664,528	716,357	750,849	816,249
Johnston	4,740,269	5,206,785	6,141,612	6,741,404
Lincoln	3,060,376	3,258,168	3,435,518	4,252,359
Little Compton	516,593	548,168	618,134	700,797
Middletown	3,573,990	3,544,518	4,093,849	5,065,090
Narragansett	1,869,557	2,139,355	2,251,193	2,643,617
Newport	4,599,740	5,023,577	5,344,902	6,138,396
New Shoreham	148,938	174,105	193,518	190,669
North Kingstown	5,873,875	6,713,782	7,716,674	8,741,843
North Providence	4,328,432	5,391,847	6,258,544	7,275,762
North Smithfield	2,655,174	3,129,087	3,566,454	4,033,119
Pawtucket	18,112,658	20,977,982	23,604,531	25,729,683
Portsmouth	3,140,102	3,355,885	3,876,416	4,518,790
Providence	40,429,049	46,205,383	50,176,136	54,693,230
Richmond	2,233,042	2,821,318	3,093,559	4,154,371
Scituate	1,827,869	2,344,139	2,725,901	3,225,483
Smithfield	2,962,825	3,048,238	3,857,642	4,370,067
South Kingstown	3,263,684	3,526,826	3,952,229	4,561,623
Tiverton	3,911,433	4,062,298	4,447,090	4,916,576
Warwick	18,951,542	21,099,507	22,974,410	25,391,110
Westerly	2,899,990	3,134,453	3,266,642	3,983,447
West Warwick	7,478,300	7,779,477	9,309,869	9,916,074
Woonsocket	15,257,976	17,151,492	18,430,748	19,582,260
Bristol/Warren	7,378,245	8,148,116	8,681,630	9,781,046
Exeter/W Greenwich	2,686,946	3,121,980	3,622,817	4,197,216
Chariho	45,256	54,548	444,932	502,179
Foster/Glocester	2,021,775	2,494,435	3,056,807	3,399,843
Central Falls	5,015,226	5,925,157	6,705,975	7,827,022
Subtotal	\$ 222,865,703	\$ 250,843,566	\$ 278,520,777	\$ 312,541,162
Teacher Retirement	29,659,627	32,229,400	36,891,788	27,590,735
Construction Aid	3,420,996	2,903,445	3,288,315	6,293,400
Total	\$ 255,946,326	\$ 285,976,411	\$ 318,700,880	\$ 346,425,297

Community	FY 1991	FY 1992	FY 1993	FY 1994
Barrington	\$ 3,672,693	\$ 3,012,624	\$ 1,971,802	\$ 1,650,771
Burrillville	8,317,938	8,694,188	8,697,771	8,650,576
Charlestown	2,037,748	2,086,517	1,519,979	1,474,736
Coventry	13,620,016	12,146,133	13,230,028	13,146,355
Cranston	18,591,175	17,860,641	18,000,480	18,501,147
Cumberland	9,692,433	8,584,049	8,774,235	8,779,212
East Greenwich	3,254,152	2,832,168	1,727,621	1,360,018
East Providence	14,098,180	13,282,741	12,243,005	12,625,677
Foster	1,096,567	952,858	949,962	921,641
Glocester	1,928,285	1,941,760	1,803,496	2,198,779
Hopkinton	5,117,607	4,430,895	4,806,810	4,783,133
Jamestown	847,909	710,451	488,000	408,126
Johnston	7,579,479	6,687,327	5,776,380	6,333,960
Lincoln	5,183,954	4,347,108	4,702,669	4,724,030
Little Compton	747,233	588,702	407,575	324,769
Middletown	5,640,077	6,052,264	6,521,213	6,732,072
Narragansett	2,757,270	2,220,428	1,954,078	1,419,082
Newport	5,941,287	4,886,052	5,193,753	4,908,163
New Shoreham	221,962	199,002	127,136	106,397
North Kingstown	9,914,958	9,032,261	8,100,427	7,852,346
North Providence	7,819,993	6,474,400	6,508,359	6,698,599
North Smithfield	4,011,262	3,755,606	3,623,574	3,426,384
Pawtucket	27,770,627	23,026,504	24,351,019	25,112,522
Portsmouth	5,021,047	4,619,605	4,949,351	4,736,710
Providence	59,020,113	58,495,112	60,800,777	68,743,193
Richmond	4,777,665	4,411,138	4,379,596	4,831,565
Scituate	3,402,297	3,013,843	2,841,997	2,739,289
Smithfield	4,380,463	3,700,016	3,094,916	3,419,893
South Kingstown	6,365,852	4,969,294	5,481,771	5,976,655
Tiverton	5,176,309	4,547,510	4,241,204	4,088,482
Warwick	25,620,977	23,327,819	24,649,582	24,477,481
Westerly	4,485,370	3,605,696	3,207,459	3,124,127
West Warwick	11,061,769	10,047,790	10,472,843	10,605,875
Woonsocket	19,674,748	17,025,970	19,543,504	19,790,958
Bristol/Warren	10,445,424	8,708,277	12,971,062	13,258,764
Exeter/W Greenwich	4,711,978	4,343,189	4,953,660	4,799,996
Chariho	556,991	487,194	435,825	443,552
Foster/Glocester	3,816,618	3,533,100	3,591,580	3,852,746
Central Falls	8,489,529	10,254,654	15,025,000	16,147,639
Subtotal	\$ 336,869,955	\$ 308,894,886	\$ 322,119,499	\$ 333,175,422
Teacher Retirement	22,436,000	22,200,000	25,276,134	32,932,225
Construction Aid	11,771,980	14,070,831	16,154,117	17,008,435
Total	\$ 371,077,935	\$ 345,165,717	\$ 363,549,750	\$ 383,116,082

Community		FY 1995		FY 1996		FY 1997		FY 1998
Barrington	\$	1,668,106	\$	1,692,513	\$	1,714,875	\$	1,845,479
Burrillville		9,065,322		9,364,224		9,506,648		9,725,426
Charlestown		1,039,082		1,131,983		1,165,216		1,455,289
Coventry		14,420,985		14,890,966		15,103,517		15,464,764
Cranston		21,652,818		22,534,696		23,022,977		23,933,839
Cumberland		9,445,524		9,628,420		9,757,601		10,081,007
East Greenwich		1,071,266		1,102,385		1,144,504		1,258,719
East Providence		15,641,888		16,177,101		16,600,249		17,239,374
Foster		997,683		1,030,295		1,042,453		1,075,870
Glocester		2,275,386		2,348,549		2,376,339		2,453,703
Hopkinton		4,389,459		4,479,194		4,806,810		4,896,244
Jamestown		260,961		267,560		276,027		318,647
Johnston		6,915,349		7,142,571		7,246,567		7,467,703
Lincoln		5,257,584		5,360,480		5,428,870		5,628,166
Little Compton		163,376		181,972		192,176		222,570
Middletown		7,298,471		7,399,838		7,511,867		7,713,312
Narragansett		834,376		948,559		1,006,310		1,126,281
Newport		6,585,095		7,048,861		7,321,769		7,692,235
New Shoreham		36,102		36,102		36,970		42,109
North Kingstown		8,591,791		8,849,057		8,970,856		9,258,078
North Providence		8,668,400		8,843,076		8,943,164		9,215,443
North Smithfield		3,409,519		3,477,534		3,520,522		3,610,676
Pawtucket		30,450,679		32,192,673		33,265,198		36,262,521
Portsmouth		4,478,224		4,530,091		4,581,980		4,727,029
Providence		87,814,504		93,951,873		97,987,955		108,499,534
Richmond		4,373,697		4,457,967		4,524,768		4,847,976
Scituate		2,438,647		2,464,815		2,502,592		2,594,370
Smithfield		3,947,424		4,005,569		4,055,939		4,193,817
South Kingstown		7,339,124		7,433,939		7,539,672		7,787,460
Tiverton		4,213,554		4,264,510		4,335,288		4,481,663
Warwick		26,328,104		27,187,916		27,638,203		28,464,625
Westerly		4,075,651		4,320,704		4,452,707		4,702,928
West Warwick		12,208,841		12,487,388		12,736,414		13,113,895
Woonsocket		23,489,478		25,802,389		26,578,776		28,621,117
Bristol-Warren		13,511,908		15,192,295		15,404,195		15,769,324
Exeter-West Greenwich		4,826,494		5,077,427		5,144,295		5,690,556
Chariho		299,457		301,595		301,596		301,596
Foster-Glocester Central Falls		3,926,390		4,057,499		4,152,388		4,519,602
		18,351,007		19,085,182		19,636,642		21,454,420
Met School Operations Subtotal	\$	381,761,726	\$	400,749,768	\$	400,000 411,934,895	\$	800,000 438,557,367
Teacher Retirement	\$	34,312,346	φ	33,348,192	φ	34,521,869	φ	438,557,507 35,565,169
Construction Aid		16,153,807		17,002,906		18,104,513		19,726,218
Hasbro School		10,133,607		17,002,900		80,000		80,000
School Breakfast		-		165,068		178,850		196,931
Total	\$	432,227,879	\$	451,265,934	\$	464,820,127	\$	494,125,685
10181	φ	+34,441,019	φ	431,203,934	Þ	+0+,020,127	φ	474,123,003

Community		FY 1999		FY 2000		FY 2001		FY 2002
Barrington	\$	2,005,421	\$	2,065,075	\$	2,168,873	\$	2,294,840
Burrillville		10,112,186		10,783,631		11,593,651		12,458,207
Charlestown		1,567,379		1,624,314		1,705,908		1,776,443
Coventry		16,113,590		16,657,015		17,491,176		18,103,867
Cranston		25,372,860		27,046,566		29,062,257		31,098,284
Cumberland		10,522,993		10,873,076		11,417,319		11,816,925
East Greenwich		1,408,020		1,459,571		1,533,092		1,642,030
East Providence		19,431,746		20,718,133		22,271,132		23,830,537
Foster		1,119,668		1,157,431		1,215,376		1,257,914
Glocester		2,555,961		2,642,259		2,774,666		2,871,779
Hopkinton		5,036,614		5,207,822		5,468,492		5,659,889
Jamestown		369,423		391,046		415,535		453,231
Johnston		7,827,586		8,343,132		8,963,511		9,607,836
Lincoln		5,942,178		6,137,023		6,443,726		6,669,256
Little Compton		262,788		274,495		288,426		312,417
Middletown		8,080,269		8,352,910		8,770,837		9,194,316
Narragansett		1,305,047		1,398,842		1,505,383		1,616,920
Newport		8,346,291		8,783,522		9,569,026		10,065,853
New Shoreham		53,028		59,037		67,076		79,523
North Kingstown		9,657,163		9,978,867		10,478,908		10,851,375
North Providence		9,653,497		10,292,025		11,064,498		11,937,013
North Smithfield		3,749,585		3,874,506		4,068,328		4,258,219
Pawtucket		41,381,578		46,931,978		52,978,940		56,785,845
Portsmouth		4,931,266		5,093,615		5,348,784		5,535,991
Providence		124,843,132		136,400,819		151,980,243		165,275,304
Richmond		4,974,230		5,143,462		5,400,935		5,589,968
Scituate		2,727,581		2,816,362		2,957,624		3,068,641
Smithfield		4,388,767		4,532,091		4,759,338		4,986,915
South Kingstown		8,197,603		8,468,205		8,892,982		9,219,644
Tiverton		4,741,236		4,898,999		5,144,427		5,324,482
Warwick		29,819,040		30,817,788		32,347,660		33,502,797
Westerly		5,108,037		5,393,170		5,691,315		5,994,381
West Warwick		14,331,218		15,284,719		16,432,161		17,658,912
Woonsocket								
		32,166,967		35,861,818		38,728,073		41,551,538
Bristol-Warren		16,359,443		16,917,340		17,764,213		18,393,960
Exeter-West Greenwich		5,868,194		6,065,919		6,369,693 327,759		6,862,455
Chariho Easter Classeter		301,596		312,152		,		341,021
Foster-Glocester		4,605,195		4,760,602		4,998,829		5,173,788
Central Falls		24,268,988		27,268,988		31,496,700		33,271,624
Met School Operations	ቀ	1,200,000	ሰ	1,800,000	ቀ	1,980,000	¢	2,155,000
Subtotal Tasahar Patirament	\$	480,707,364 30,202,943	\$	516,888,325 39,962,520	\$	561,936,872	\$	598,548,943
Teacher Retirement						35,987,467		30,763,337
Construction Aid		22,568,946		25,540,280		30,775,773		33,222,193
Hasbro School		80,000		95,196		100,000		100,000
School Breakfast		215,478		268,636		420,640		610,529
School Visits		394,165		372,798		621,757		694,313
Professional Development		-		251,300		544,251		479,290
Direct Charter School Aid		-		2,768,767		3,781,547		6,174,888
Progressive Support		-		-		4,571,840		4,621,507
Textbook Loans	<i></i>	-		-	<i></i>	80,253	<i>(</i> +	372,630
Total	\$	534,168,896	\$	586,147,822	\$	638,820,400	\$	675,587,630

Community		FY 2003		FY 2004		FY 2005		FY 2006
Barrington	\$	2,352,211	\$	2,393,375	\$	2,398,582	\$	2,479,907
Burrillville		12,851,288		13,076,186		13,076,186		13,145,661
Charlestown		1,820,855		1,852,720		1,852,720		1,910,676
Coventry		18,556,464		18,881,202		18,881,202		19,151,316
Cranston		31,875,741		32,907,994		33,029,207		33,943,638
Cumberland		12,112,348		12,594,809		12,594,809		12,646,981
East Greenwich		1,765,450		1,796,345		1,810,042		1,860,042
East Providence		24,579,320		25,009,458		25,064,677		25,530,776
Foster		1,289,362		1,311,926		1,311,926		1,351,283
Glocester		2,943,574		2,995,087		2,995,087		3,065,960
Hopkinton		5,801,386		5,902,911		5,902,911		5,954,153
Jamestown		478,137		486,504		492,652		507,432
Johnston		9,962,918		10,137,270		10,188,342		10,413,088
Lincoln		6,835,988		6,955,618		7,012,603		7,062,603
Little Compton		320,227		325,831		341,592		351,839
Middletown		9,699,260		9,916,122		9,916,122		10,014,086
Narragansett		1,657,343		1,709,968		1,725,404		1,809,860
Newport		10,870,512		11,060,746		11,060,746		11,253,278
New Shoreham		86,319		93,128		93,128		101,451
North Kingstown		11,122,659		11,317,305		11,384,463		11,434,463
North Providence		12,235,439		12,449,559		12,511,050		12,623,955
North Smithfield		4,462,302		4,540,392		4,541,694		4,611,787
Pawtucket		60,024,535		61,074,964		61,615,711		63,782,029
Portsmouth		5,711,351		5,811,300		5,854,978		6,632,443
Providence		174,934,589		181,224,594		181,224,594		185,142,176
Richmond		5,729,717		5,829,987		5,829,987		5,903,843
Scituate		3,145,357		3,200,400		3,200,400		3,250,400
Smithfield		5,215,581		5,306,854		5,332,948		5,407,726
South Kingstown		9,598,923		9,766,904		9,766,904		9,948,816
Tiverton		5,457,594		5,553,102		5,553,102		5,659,091
Warwick		34,340,367		34,941,323		35,195,464		35,894,621
Westerly		6,146,521		6,284,205		6,386,546		6,528,189
West Warwick		18,643,537				19,341,994		19,499,965
Woonsocket		43,059,505		19,275,597 43,813,046		43,913,617		45,425,511
Bristol-Warren		43,059,505						
Exeter-West Greenwich				19,183,751		19,267,184		19,554,956
Chariho		7,092,069		7,216,180 360,305		7,227,202		7,308,493
		352,610		,		<u>368,936</u> 5 205 027		<u>380,004</u> 5 466 100
Foster-Glocester		5,303,133		5,395,937		5,395,937		5,466,199
Central Falls		34,430,272		35,635,332		37,804,406		41,319,965
Met School Operations	ቀ	3,982,350	ሰ	5,750,000	ቀ	7,261,970	ቀ	8,814,530
Subtotal Tasahar Patirament	\$	625,700,921 38,072,353	\$	643,338,236	\$	648,727,029	\$	667,143,195
Teacher Retirement				46,212,606		52,583,171		58,632,638
Construction Aid		38,232,355		40,740,608		43,855,701		47,172,045
Hasbro School		100,000		100,000		100,000		100,000
School Breakfast		672,118		647,872		700,000		600,000
School Visits		407,002		407,935		407,935		407,935
Professional Development		120,000		120,000		120,000		120,000
Direct Charter School Aid		9,407,634		12,645,077		16,913,929		21,138,978
Progressive Support		471,986		1,112,500		2,100,000		2,896,883
Textbook Loans		221,811		325,000		325,000		240,000
Total	\$	713,406,179	\$	745,649,834	\$	765,832,765	\$	798,451,674

Community		FY 2007		FY 2008		FY 2009		FY 2010
Barrington	\$	2,599,526	\$	2,599,526	\$	1,874,283	\$	1,800,191
Burrillville		13,854,743		13,854,743		13,496,340		13,169,342
Charlestown		2,002,838		2,002,838		1,537,609		1,725,632
Coventry		20,075,081		20,075,081		18,931,163		18,278,654
Cranston		35,580,911		35,580,911		33,293,971		32,032,775
Cumberland		13,257,009		13,257,009		12,396,323		11,966,879
East Greenwich		1,949,761		1,949,761		1,368,921		1,450,763
East Providence		26,762,254		26,888,254		25,842,575		24,881,232
Foster		1,416,463		1,416,463		1,352,512		1,305,135
Glocester		3,213,847		3,213,847		3,086,837		2,973,405
Hopkinton		6,241,352		6,241,352		5,500,572		5,749,276
Jamestown		531,908		531,908		406,981		391,353
Johnston		10,915,364		10,915,364		10,059,081		9,701,822
Lincoln		7,403,268		7,403,268		6,642,302		6,384,476
Little Compton		368,810		368,810		286,369		291,845
Middletown		10,497,116		10,497,116		10,003,066		9,653,308
Narragansett		1,897,159		1,897,159		1,496,256		1,440,139
Newport		11,871,080		11,871,080		11,393,399		10,912,686
New Shoreham		106,345		106,345		48,348		57,149
North Kingstown		11,986,005		11,986,005		11,120,493		10,735,891
North Providence		13,262,872		13,382,872		12,628,146		12,222,938
North Smithfield		4,834,237		4,834,237		4,461,320		4,384,693
Pawtucket		67,023,559		67,023,559		65,549,352		63,316,158
Portsmouth		6,480,042		6,700,042		6,171,329		6,026,090
Providence		194,109,756		194,109,756		188,429,408		181,619,378
Richmond		6,188,615		6,188,615		5,495,302		5,722,291
Scituate		3,407,183		3,407,183		3,067,839		2,942,545
Smithfield		5,668,568		5,743,568		5,206,280		5,023,550
		10,548,698				9,635,747		9,289,273
South Kingstown Tiverton		5,932,058		10,548,698 5,932,058		5,515,521		5,326,062
Warwick						35,084,429		33,816,257
		37,626,000		37,626,000				5,780,009
Westerly West Westerle		6,843,077		6,843,077		6,014,334		
West Warwick		20,440,547		20,440,547		19,700,774		19,030,395
Woonsocket		47,616,613		47,661,613		46,542,684		44,881,514
Bristol-Warren		20,498,190		20,498,190		19,774,955		19,071,142
Exeter-West Greenwich		7,661,019		7,661,019		7,135,966		6,894,092
Chariho		398,334		398,334		1,543,338		387,074
Foster-Glocester		5,729,861		5,729,861		5,454,813		5,268,913
Central Falls		43,873,873		44,358,224		43,453,765		43,255,325
Met School Operations	¢	10,406,956	¢	11,487,734	¢	11,830,303	¢	12,508,767
Subtotal	\$	701,080,898	\$	703,232,027	\$	672,833,006	\$	651,668,420
Teacher Retirement		67,259,910		80,225,355		76,286,018		72,346,889
Construction Aid		46,814,982		49,652,976		54,140,052		58,299,115
Hasbro School		100,000		100,000		100,000		-
School Breakfast		600,000		600,000		300,000		300,000
School Visits		407,935		407,935		145,864		145,864
Professional Development		670,000		605,000		495,000		-
Direct Charter School Aid		24,339,885		26,844,840		29,280,724		32,072,347
Progressive Support		2,930,109		2,831,023		2,363,432		2,879,734
Textbook Loans		313,500		329,000		316,677		233,861
Total	\$	844,821,719	\$	864,828,156	\$	836,260,773	\$	817,946,230

Community		FY 2011		FY 2012		FY 2013		FY 2014
Barrington	\$	1,777,692	\$	2,374,854	\$	3,350,904	\$	3,971,797
Burrillville		13,049,312		13,008,772		12,965,501		13,063,243
Charlestown		1,708,264		1,704,449		1,694,669		1,706,995
Coventry		18,106,570		18,670,838		19,707,074		20,348,442
Cranston		31,729,746		34,148,058		39,188,868		43,347,609
Cumberland		11,853,639		12,663,079		13,834,760		14,705,457
East Greenwich		1,327,711		1,507,198		1,955,236		2,323,568
East Providence		24,531,957		25,375,608		26,993,305		28,082,665
Foster		1,293,021		1,242,314		1,214,327		1,204,783
Glocester		2,946,000		2,862,833		2,792,685		2,705,444
Hopkinton		5,695,888		5,726,195		5,615,973		5,515,535
Jamestown		386,846		369,267		363,461		361,936
Johnston		9,609,655		10,131,916		11,083,498		11,997,593
Lincoln		6,320,677		6,999,556		8,156,329		8,990,606
Little Compton		288,570		313,858		338,666		365,270
Middletown		9,562,746		9,407,808		9,288,241		9,109,276
Narragansett		1,423,684		1,488,608		1,663,260		1,805,079
Newport		10,812,053		10,701,213		10,661,062		10,656,332
New Shoreham		56,081		61,851		72,292		81,762
North Kingstown		10,633,129		10,674,839		10,758,204		10,796,604
North Providence		12,107,544		12,751,556		14,139,108		15,094,386
North Smithfield		4,342,683		4,630,725		5,133,980		5,400,054
Pawtucket		62,743,324		64,600,780		68,246,641		71,459,692
Portsmouth		5,968,097		5,762,149		5,380,832		5,128,661
Providence		179,813,040		185,804,948		197,968,379		206,273,348
Richmond		5,669,397		5,648,866		5,474,556		5,335,436
Scituate		2,913,522		3,155,942		3,514,829		3,720,471
Smithfield		4,899,277		4,966,920		4,982,755		4,985,793
South Kingstown		9,198,692		8,832,470		8,511,975		8,154,486
Tiverton		5,275,223		5,329,648		5,677,809		5,775,390
Warwick								
Westerly		33,493,714 5,721,304		33,796,578 5,982,372		34,449,461 6,572,162		35,164,250 7,164,219
West Warwick		18,855,252		19,143,704		19,775,027		
								20,309,057
Woonsocket		44,356,033		45,012,523		46,744,955		48,170,444
Bristol-Warren		18,896,443		18,625,047		17,832,370		17,089,869
Chariho		383,667		642,082		898,450		1,127,409
Exeter-West Greenwich		6,708,949		6,818,348		6,705,948		6,639,220
Foster-Glocester		5,219,945		5,372,978		5,289,023		5,213,358
Central Falls		42,865,644		41,145,437		39,744,688		38,451,858
Met School Operations		13,025,640		12,236,284		11,648,256		11,085,049
Davies Career & Tech		-		14,090,211		13,381,539		12,792,048
Charter Schools		38,230,649		43,204,584		47,082,800		55,148,059
Urban Collaborative	¢	-	¢	-	¢	-	¢	296,703
Subtotal	\$	683,801,279 60,652,202	\$	716,987,266	\$	750,853,858	\$	781,119,256
Teacher Retirement		69,653,293		81,635,719		78,219,694		81,345,902
Supp. Ret. Contribution		-		70 507 190		1,548,753		-
Construction Aid		67,976,514		72,507,180		74,568,906		67,663,036
School Breakfast		300,000		270,000		270,000		270,000
Progressive Support		2,687,536		-		-		-
Textbook Loans	¢	241,490	¢	265,698	¢	237,032	¢	195,052
Total	\$	824,660,112	\$	871,665,863	\$	905,698,243	\$	930,593,246

Community		FY 2015		FY 2016		FY 2017		FY 2018
Barrington	\$	4,701,418	\$	5,157,096	\$	5,551,766	\$	5,347,807
Burrillville		13,173,610		13,301,214		13,111,036		13,185,862
Charlestown		1,708,666		1,706,421		1,683,295		1,667,742
Coventry		21,039,824		21,919,203		23,602,823		23,202,975
Cranston		47,040,378		51,129,521		56,028,985		59,005,591
Cumberland		15,756,436		16,689,944		17,980,588		19,188,663
East Greenwich		2,469,555		2,911,567		2,810,467		2,739,941
East Providence		29,373,000		31,094,815		33,101,436		35,519,125
Foster		1,193,192		1,206,855		1,199,424		1,207,049
Glocester		2,640,483		2,546,606		2,546,748		2,407,384
Hopkinton		5,576,348		5,470,735		5,386,069		5,273,139
Jamestown		406,834		456,252		473,875		473,751
Johnston		13,192,809		14,241,390		16,142,240		18,638,808
Lincoln		9,855,862		10,434,249		11,192,952		12,510,493
Little Compton		401,928		398,464		413,267		397,113
Middletown		8,905,309		8,723,282		8,621,818		8,262,827
Narragansett		1,993,920		2,154,808		2,150,151		2,139,471
Newport		10,623,202		10,597,219		10,938,355		11,589,919
New Shoreham		91,103		103,748		131,168		142,068
North Kingstown		10,725,467		10,693,934		10,897,112		10,749,543
North Providence		16,607,860		18,350,725		20,168,707		22,019,145
North Smithfield		5,587,845		5,824,568		6,177,521		6,025,062
Pawtucket		74,842,935		78,877,331		83,927,607		89,154,022
Portsmouth		4,882,427		4,797,771		4,787,381		4,476,100
Providence		215,122,639		223,060,894		235,212,373		248,790,857
Richmond		5,205,437		5,063,630		4,840,982		4,676,150
Scituate		3,960,437		3,974,844		3,794,601		3,612,503
Smithfield		5,115,212		5,348,196		5,961,894		6,341,204
South Kingstown		7,977,157		7,757,160		7,485,517		6,955,455
Tiverton		5,828,165		6,068,532		6,284,270		6,531,284
Warwick		36,064,777		36,914,894		38,252,322		39,146,338
Westerly		7,704,193		8,418,818		8,904,660		8,851,953
West Warwick		21,027,603		21,881,242		23,082,050		24,376,898
Woonsocket		50,690,278		53,263,700		56,340,793		59,646,576
Bristol-Warren		16,207,317		16,207,317		16,003,657		15,727,351
Chariho		1,322,688		1,322,688		1,810,108		2,010,375
Exeter-West Greenwich		6,230,076		6,230,076		6,384,057		6,190,095
Foster-Glocester		5,113,855		5,113,855		5,130,308		5,030,941
Central Falls		39,010,583		39,597,253		39,687,299		40,320,646
Met School Operations		10,501,360		9,864,425		9,342,007		9,352,512
Davies Career & Tech		12,240,174		11,640,152		12,590,093		13,408,710
Charter Schools		59,055,780		67,414,258		75,055,934		82,958,017
Urban Collaborative		574,513		856,203		1,115,290		1,499,945
Subtotal	\$	811,742,658	\$	848,785,856	\$	896,303,006	\$	940,751,409
Teacher Retirement		88,620,682		92,805,836		100,222,241		101,773,928
Construction Aid		68,100,072		90,907,110		90,907,110		80,000,000
School Breakfast		270,000		270,000		270,000		270,000
Textbook Loans		115,745		150,709		159,541		88,960
Total	\$	968,849,157	\$ 1	1,032,919,511	\$ 1	1,087,861,898	\$ 1	1,122,884,297
	٣		+ -	,,	Ψ.	,,,	Ψ.	,, _ , _ , _ , _ , _ , _ ,

Community	FY 2019
Barrington	\$ 5,481,235
Burrillville	12,467,771
Charlestown	1,602,569
Coventry	22,790,523
Cranston	61,904,926
Cumberland	20,796,258
East Greenwich	3,167,385
East Providence	35,710,484
Foster	
	1,164,308
Glocester	2,323,354
Hopkinton	5,223,049
Jamestown	522,234
Johnston	18,398,579
Lincoln	12,325,264
Little Compton	355,525
Middletown	7,979,347
Narragansett	2,313,574
Newport	12,433,123
New Shoreham	156,926
North Kingstown	10,127,666
North Providence	23,428,292
North Smithfield	6,219,135
Pawtucket	88,331,184
Portsmouth	4,178,680
Providence	253,712,258
Richmond	4,596,526
Scituate	3,369,504
Smithfield	7,854,975
South Kingstown	6,293,429
Tiverton	6,779,518
Warwick	37,379,213
Westerly	8,766,881
West Warwick	26,186,038
Woonsocket	62,454,134
Bristol-Warren	14,912,237
Chariho	2,126,257
Exeter-West Greenwich	6,071,142
Foster-Glocester	5,199,951
Central Falls	41,173,119
Met School Operations	
Davies Career & Tech	9,355,134
Davies Career & Tech Charter Schools	13,667,654
	90,865,644
Urban Collaborative	1,432,045
Subtotal	\$ 961,597,055
Teacher Retirement	106,753,507
Construction Aid	80,000,000
School Breakfast	270,000
Textbook Loans	88,576
Total	\$1,148,709,138

Appendix III

Construction Aid by Community FY 1990-FY 2019

Construction	Aid by	Community
--------------	--------	-----------

Community		Y 1990		FY 1991	-	FY 1992		FY 1993
Barrington	<u> </u>	2,250	\$	F11991	\$	F 1 1992	\$	73,648
Burrillville	Ψ	645,022	ψ	1,258,034	ψ	1,180,285	ψ	1,178,691
Charlestown		18,000		1,258,054		1,180,285		1,178,091
Coventry		220,708		356,255		533,284		750,284
Cranston		284,214		368,327		412,907		686,549
Cumberland		45,278		101,110		57,297		58,555
East Greenwich		55,501		27,001		27,001		27,001
East Providence		124,275		319,515		639,721		564,328
Foster		200,429		174,600		126,255		117,635
Glocester		27,645		26,251		183,372		362,591
Hopkinton		27,045		20,231		165,572		302,391
Jamestown		27,492		27,492		61,036		182,365
Johnston		117,326		92,227		89,317		130,658
Lincoln		42,937		16,500		07,317		130,038
Little Compton		42,937		8,801		8,801		72,929
Middletown		3,000		3,000		3,000		3,000
Narragansett		66,765		270,167		456,430		449,796
Newport		00,705		270,107		430,430		38,128
New Shoreham		-		33,977		107,314		86,622
North Kingstown		155,004		165,295		231,424		214,882
North Providence		1,347		1,347		1,347		214,002
North Smithfield		- 1,547		242,993		252,858		257,919
Pawtucket		254,810		242,993		276,923		334,060
Portsmouth		132,349		152,134		172,001		152,790
Providence		840,091		1,658,931		2,427,376		3,063,303
Richmond		840,091		1,058,951		2,427,370		3,003,303
Scituate		41,460		82,495		145,482		121,115
Smithfield		139,125		82,493 90,750				
		123,000		226,638		68,251		111,769
South Kingstown Tiverton						288,721		308,589
Warwick		86,852 258,811		86,852 258,811		86,852 311,115		86,852 243,017
Westerly West Warwick		42,000 109,125		153,814 274,817		142,626 267,399		158,850 513,369
Woonsocket Bristol-Warren		124,545 828		124,078 828		123,805 828		23,185 828
		828						
Exeter-West Greenwich				1,865,338		1,830,165		1,855,504
Chariho		2,014,060		2,626,934		2,229,250		1,980,525
Foster-Glocester		-		402,404		308,506		684,452
Central Falls	¢	80,346	¢	, , , , , , , , , , , , , , , , , , ,	¢	1,001,882	¢	1,242,328
Subtotal	\$	6,293,400	\$	11,771,980	\$	14,070,831	\$	16,154,117

Community	1	FY 1994		FY 1995		FY 1996		FY 1997
Barrington	\$	114,717	\$	112,740	\$	110,797	\$	108,796
Burrillville	Ŧ	1,093,146	Ŧ	1,028,953	Ŧ	985,283	Ŧ	1,229,915
Charlestown		18,000		18,000		18,000		-
Coventry		627,350		602,282		451,758		410,126
Cranston		668,032		603,774		588,736		822,082
Cumberland		42,456		161,588		268,338		277,246
East Greenwich		27,001		27,001		335,209		388,206
East Providence		622,306		603,206		605,274		613,840
Foster		106,360		105,838		97,904		97,446
Glocester		384,176		373,454		346,856		323,615
Hopkinton		-		-		-		-
Jamestown		180,521		178,624		166,115		163,991
Johnston		183,512		179,603		176,152		172,676
Lincoln		-		-		-		-
Little Compton		74,425		72,313		70,201		68,089
Middletown		3,000		73,606		141,905		126,413
Narragansett		437,010		429,635		292,388		388,051
Newport		47,393		46,458		223,960		195,966
New Shoreham		85,206		83,774		80,807		77,621
North Kingstown		190,330		184,618		179,749		175,251
North Providence		-		-		-		315,543
North Smithfield		188,028		176,399		166,995		161,701
Pawtucket		442,790		502,314		858,208		911,929
Portsmouth		151,008		148,413		144,953		141,493
Providence		3,995,710		4,878,197		4,695,202		4,583,925
Richmond		-		-		-		-
Scituate		109,583		185,681		309,990		296,234
Smithfield		110,063		107,626		59,438		57,001
South Kingstown		623,362		554,343		857,790		873,159
Tiverton		86,852		73,538		-		-
Warwick		213,100		396,048		531,299		635,185
Westerly		152,401		148,208		354,184		783,917
West Warwick		539,698		525,354		449,945		452,872
Woonsocket		23,386		23,139		136,353		171,652
Bristol-Warren		828		-		-		-
Exeter-West Greenwich		1,832,586		1,764,727		1,698,297		1,498,735
Chariho		1,669,977		-		-		-
Foster-Glocester		704,661		679,339		657,835		618,696
Central Falls		1,259,456		1,105,016		942,983		963,141
Subtotal	\$	17,008,435	\$	16,153,809	\$	17,002,906	\$	18,104,513

Community		FY 1998	FY 1999 FY 2000					FY 2001
Barrington	\$	106,819	\$	104,823	\$	329,374	\$	736,749
Burrillville	Ŧ	1,250,502	+	1,317,312	-	1,358,795	Ŧ	1,386,663
Charlestown		-		-		-		-
Coventry		385,165		370,899		349,836		292,558
Cranston		846,259		829,548		947,157		1,176,208
Cumberland		343,542		472,354		608,920		664,204
East Greenwich		373,966		335,573		349,977		393,879
East Providence		571,282		527,757		403,819		725,693
Foster		94,041		-		-		-
Glocester		300,704		248,603		263,049		247,856
Hopkinton		-		-		-		-
Jamestown		161,701		159,240		156,601		153,834
Johnston		164,988		402,460		271,508		362,554
Lincoln		337,434		307,193		300,260		311,733
Little Compton		65,977		63,865		61,753		59,641
Middletown		118,546		195,951		349,274		230,868
Narragansett		388,799		381,036		398,099		391,152
Newport		191,324		186,535		181,763		177,096
New Shoreham		76,360		80,292		70,339		69,343
North Kingstown		244,527		381,844		442,776		526,160
North Providence		443,383		736,017		671,034		594,629
North Smithfield		210,036		151,127		145,731		140,293
Pawtucket		944,534		1,030,431		912,627		1,281,242
Portsmouth		120,701		149,705		182,103		306,114
Providence		5,642,166		6,645,457		8,064,957		10,827,562
Richmond		-		-		-		-
Scituate		290,603		329,368		407,600		382,176
Smithfield		54,563		245,389		297,058		292,257
South Kingstown		896,791		949,989		919,950		926,198
Tiverton		-		36,903		61,791		32,959
Warwick		709,287		734,320		889,448		915,390
Westerly		678,234		647,208		629,677		608,075
West Warwick		424,095		749,955		987,317		775,009
Woonsocket		165,256		159,764		263,810		654,225
Bristol-Warren		79,525		968,320		840,963		966,529
Exeter-West Greenwich		1,430,320		1,243,251		1,260,968		1,250,807
Chariho		-		-		-		305,472
Foster-Glocester		580,074		505,087		491,572		485,957
Central Falls		1,034,715		921,368		1,670,374		2,124,688
Subtotal	\$	19,726,218	\$	22,568,946	\$	25,540,280	\$	30,775,774

Community		FY 2002		FY 2003	-	FY 2004		FY 2005
Barrington	\$	763,712	\$	680,023	\$	679,257	\$	614,948
Burrillville	Ψ	1,704,074	Ψ	1,690,099	Ψ	1,393,697	Ψ	1,419,023
Charlestown		1,704,074		1,000,000		1,373,077		1,417,025
Coventry		264,620		934,966		1,592,507		1,813,886
Cranston		1,292,596		1,609,528		1,589,157		1,550,705
Cumberland		770,952		676,877		653,823		520,220
East Greenwich		417,557		405,672		422,974		412,271
East Providence		861,524		766,765		721,151		1,075,975
Foster		-		-		55,150		-
Glocester		237,071		227,449		207,673		213,948
Hopkinton		-		-		-		-
Jamestown		150,925		177,900		228,515		232,410
Johnston		382,561		314,011		234,039		270,528
Lincoln		393,965		421,457		325,255		319,376
Little Compton		57,512		55,384		53,255		51,109
Middletown		255,460		150,461		137,771		387,513
Narragansett		422,786		397,450		346,715		383,997
Newport		172,304		826,094		834,466		790,722
New Shoreham		68,284		67,183		67,749		67,219
North Kingstown		439,170		2,270,636		1,623,002		1,651,078
North Providence		597,656		490,948		787,476		915,008
North Smithfield		134,779		222,921		248,284		235,168
Pawtucket		1,276,880		1,357,902		1,650,933		1,592,391
Portsmouth		298,105		523,026		454,278		436,594
Providence		11,548,717		11,817,799		13,558,759		13,114,528
Richmond		-				-		
Scituate		365,977		378,149		370,131		338,548
Smithfield		241,807		284,907		312,165		396,374
South Kingstown		1,126,476		1,200,296		1,129,383		1,152,452
Tiverton		87,865		67,792		47,058		51,161
Warwick		1,075,149		1,055,278		1,197,483		1,278,695
Westerly		619,000		585,775		604,000		620,356
West Warwick		768,523		698,286		1,369,414		1,483,809
Woonsocket		1,107,541		2,279,387		2,539,895		2,491,814
Bristol-Warren		1,151,542		1,076,656		1,415,828		1,743,840
Exeter-West Greenwich		1,290,728		1,244,556		1,034,431		1,200,307
Chariho		184,021		453,264		419,486		558,928
Foster-Glocester		471,425		498,585		429,683		593,620
Central Falls		2,220,929		2,324,875		2,005,765		2,201,324
Subtotal	\$	33,222,193	\$	38,232,355	\$	40,740,608	\$	42,179,845

Community	FY 2006	FY 2007	FY 2008	FY 2009
Barrington	\$ 667,377	\$ 655,830	\$ 722,908	\$ 758,680
Burrillville	1,703,941	1,500,710	2,252,182	2,209,816
Charlestown	-	-	-	-
Coventry	1,871,366	1,841,708	1,977,580	1,646,976
Cranston	1,971,752	2,043,736	2,066,982	3,019,930
Cumberland	509,941	1,076,972	1,018,502	1,746,602
East Greenwich	215,410	230,462	370,018	316,700
East Providence	1,017,009	1,053,867	1,046,005	1,245,633
Foster	18,843	5,970	-	-
Glocester	257,045	241,344	220,824	266,605
Hopkinton	-	-	-	-
Jamestown	150,840	132,666	133,450	149,954
Johnston	292,170	492,804	411,664	441,354
Lincoln	429,951	787,172	1,122,712	1,200,798
Little Compton	48,931	46,720	67,530	41,454
Middletown	447,880	384,664	419,902	401,574
Narragansett	396,063	323,606	413,798	307,488
Newport	631,616	708,200	677,718	667,718
New Shoreham	65,339	387,282	238,550	234,620
North Kingstown	1,398,210	1,157,222	1,219,743	1,401,829
North Providence	1,296,766	1,307,986	1,436,066	1,209,018
North Smithfield	229,029	344,134	246,430	846,191
Pawtucket	1,555,338	1,512,210	1,734,462	1,933,960
Portsmouth	458,573	540,615	521,034	538,467
Providence	15,198,821	15,039,118	14,590,152	15,849,982
Richmond	-	-	-	-
Scituate	303,605	307,400	268,304	271,174
Smithfield	416,859	360,104	360,434	353,668
South Kingstown	1,166,211	1,134,488	1,116,126	1,009,808
Tiverton	61,400	135,344	297,190	605,269
Warwick	1,378,705	1,357,818	1,324,518	1,295,770
Westerly	1,318,770	1,538,292	1,457,842	1,463,772
West Warwick	1,458,541	1,349,824	1,377,910	1,280,858
Woonsocket	2,428,040	2,328,168	2,285,854	2,260,336
Bristol-Warren	1,718,956	1,201,418	2,054,268	2,589,745
Exeter-West Greenwich	1,278,791	1,223,466	1,223,644	1,172,380
Chariho	631,669	510,056	580,760	782,536
Foster-Glocester	542,123	378,440	1,327,459	1,454,114
Central Falls	2,137,947	 2,002,196	 1,963,701	2,006,909
Subtotal	\$ 45,673,828	\$ 45,642,012	\$ 48,546,222	\$ 52,981,688
Charter Schools	949,827	1,172,970	1,205,860	1,158,364
Total	\$ 46,623,655	\$ 46,814,982	\$ 49,752,082	\$ 54,140,052

Community	FY 2010	FY 2011		FY 2012	FY 2013
Barrington	\$ 712,371	\$ 609,990	\$	494,814	\$ 467,642
Burrillville	1,588,425	1,484,283	Ŧ	1,345,436	1,317,946
Charlestown	-	-		-	-
Coventry	1,626,572	1,458,782		1,381,328	1,062,874
Cranston	2,059,819	2,740,155		2,503,052	2,322,792
Cumberland	1,831,329	1,943,330		1,918,706	1,909,819
East Greenwich	285,674	395,581		318,487	1,638,060
East Providence	1,156,449	818,408		785,051	2,038,138
Foster	27,822	-		5,768	-
Glocester	199,953	245,279		98,950	169,492
Hopkinton	-	-		-	-
Jamestown	139,224	137,388		143,114	95,996
Johnston	511,312	501,426		469,256	387,140
Lincoln	1,363,574	1,312,036		1,168,344	1,280,344
Little Compton	39,488	58,757		56,692	85,055
Middletown	428,928	318,632		218,652	222,570
Narragansett	796,649	608,856		655,832	655,881
Newport	623,228	630,776		639,908	562,908
New Shoreham	236,030	219,444		218,822	217,952
North Kingstown	1,267,081	1,217,606		1,103,811	938,703
North Providence	1,221,290	1,173,268		1,313,686	1,527,944
North Smithfield	1,133,701	1,013,702		1,102,986	1,109,652
Pawtucket	2,305,195	2,058,878		2,158,707	2,069,634
Portsmouth	670,569	427,866		410,372	416,539
Providence	17,797,981	25,879,243		28,548,574	28,950,999
Richmond	-	-		-	-
Scituate	259,928	443,843		296,393	279,110
Smithfield	293,343	324,572		319,778	332,642
South Kingstown	1,042,384	942,636		907,030	855,370
Tiverton	766,861	876,787		891,074	881,996
Warwick	1,203,438	1,212,196		1,162,397	1,070,900
Westerly	1,543,070	1,471,772		1,413,316	2,645,213
West Warwick	1,251,818	948,292		992,272	994,868
Woonsocket	1,762,910	5,973,275		5,746,227	5,744,780
Bristol-Warren	2,440,170	2,131,157		2,596,293	1,870,031
Exeter-West Greenwich	991,728	820,705		541,923	625,378
Chariho	1,193,930	1,168,378		1,597,063	1,086,530
Foster-Glocester	4,386,150	3,260,890		3,179,807	3,140,126
Central Falls	1,935,543	1,599,030		1,570,426	1,693,903
Subtotal	\$ 57,093,937	\$ 66,427,219	\$	68,274,347	\$ 70,668,927
Charter Schools	1,205,178	\$ 1,549,295	\$	1,373,975	\$ 1,365,451
Total	\$ 58,299,115	\$ 67,976,514	\$	69,648,322	\$ 72,034,378

Community		FY 2014		FY 2015		FY 2016		FY 2017
Barrington	\$	516,838	\$	474,455	\$	707,425	\$	769,427
Burrillville	Ŧ	1,351,408	Ŧ	1,456,619	+	1,407,451	-	1,147,804
Charlestown		-		-		-		_
Coventry		1,132,352		1,581,170		1,444,766		1,472,583
Cranston		2,260,760		2,093,712		2,030,983		1,981,594
Cumberland		1,969,607		1,704,737		1,855,041		2,631,835
East Greenwich		1,522,271		1,768,028		1,829,503		1,766,751
East Providence		1,183,940		1,652,549		1,778,473		1,949,163
Foster		24,684		10,444		8,312		-
Glocester		21,124		26,586		25,777		24,903
Hopkinton		-		-		-		-
Jamestown		90,078		92,674		73,330		80,938
Johnston		405,774		353,034		315,118		355,058
Lincoln		1,074,082		1,289,130		986,128		1,264,262
Little Compton		84,408		348,767		348,945		349,009
Middletown		217,642		377,436		277,400		318,188
Narragansett		712,990		631,943		535,864		495,836
Newport		1,587,094		1,637,404		1,572,740		1,456,244
New Shoreham		208,290		208,998		186,838		200,426
North Kingstown		975,538		1,437,060		1,251,935		1,165,824
North Providence		1,222,828		1,008,775		1,358,902		997,176
North Smithfield		1,076,694		1,074,888		1,075,124		1,058,258
Pawtucket		1,840,108		1,792,896		2,193,361		2,185,121
Portsmouth		395,156		445,823		586,503		775,971
Providence		25,656,666		24,546,559		22,656,088		24,871,031
Richmond		-		-		-		-
Scituate		258,736		184,604		142,695		140,872
Smithfield		340,164		410,842		385,454		517,711
South Kingstown		733,348		678,882		740,716		808,748
Tiverton		871,135		851,883		851,093		822,208
Warwick		1,486,231		1,423,490		1,649,664		1,250,607
Westerly		2,306,124		2,242,677		2,043,800		1,864,928
West Warwick		958,742		918,858		884,273		1,060,331
Woonsocket		5,472,876		5,617,768		5,399,583		5,362,182
Bristol-Warren		1,816,170		1,970,955		2,060,474		1,849,418
Exeter-West Greenwich		494,710		474,081		738,750		610,138
Chariho		1,279,893		1,264,812		1,425,312		1,253,870
Foster-Glocester		3,111,753		3,198,687		3,223,033		3,304,866
Central Falls		1,613,568		1,431,677		1,502,424		1,456,221
Subtotal	\$	66,273,782	\$	66,682,903	\$	65,553,278	\$	67,619,502
Charter Schools	\$	1,389,254	\$	1,417,169	\$	1,255,180	\$	1,390,597
Total	\$	67,663,036	\$	68,100,072	\$	66,808,458	\$	69,010,099

Community		FY 2018		FY 2019
Barrington	\$	525,490	\$	334,381
Burrillville	Ψ	925,872	Ψ	452,701
Charlestown				
Coventry		1,313,730		1,203,246
Cranston		2,570,936		1,974,854
Cumberland		2,837,526		1,759,028
East Greenwich		1,535,566		1,604,104
East Providence		1,990,798		1,506,998
Foster		1,990,798		1,500,998
Glocester		21,962		21,217
Hopkinton		21,902		21,217
Jamestown		41,838		55,738
Johnston		41,838		365,820
Lincoln				
		1,008,362		921,114
Little Compton		332,802		330,472
Middletown		214,076		333,019
Narragansett		1,115,200		548,551
Newport		1,564,530		1,475,742
New Shoreham		200,600		199,576
North Kingstown		1,115,384		1,038,497
North Providence		723,164		769,292
North Smithfield		1,043,912		999,892
Pawtucket		3,229,860		3,962,524
Portsmouth		699,948		570,375
Providence		23,986,190		23,511,103
Richmond		-		-
Scituate		139,790		212,569
Smithfield		509,198		386,567
South Kingstown		795,174		553,540
Tiverton		895,056		953,663
Warwick		1,574,462		1,899,864
Westerly		1,845,054		1,759,614
West Warwick		1,102,974		816,555
Woonsocket		5,008,402		4,939,157
Bristol-Warren		1,906,206		1,979,373
Exeter-West Greenwich		747,480		488,470
Chariho		1,300,262		1,601,220
Foster-Glocester		3,328,154		3,208,600
Central Falls		1,400,018		1,486,088
Subtotal	\$	68,004,078	\$	64,333,163
Charter Schools	\$	1,075,478	\$	1,007,101
Total	\$	69,079,556	\$	65,340,282
1000	Ψ	0,01,0,000	Ψ	00,040,202

Appendix IV

State Share Ratio – Education Funding Formula FY 2016 - FY 2020

Community	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Barrington	19.7%	17.5%	15.9%	16.4%	17.0%
Burrillville	54.2%	53.6%	54.3%	51.3%	50.6%
Charlestown	19.3%	19.5%	18.4%	17.5%	18.2%
Coventry	49.3%	49.0%	48.7%	46.0%	47.4%
Cranston	54.6%	53.6%	52.7%	54.3%	55.0%
Cumberland	42.5%	43.0%	42.4%	44.2%	43.3%
East Greenwich	15.9%	8.7%	9.7%	12.3%	9.9%
East Providence	59.8%	59.5%	60.5%	58.6%	58.5%
Foster	42.9%	40.5%	40.8%	35.9%	41.2%
Glocester	40.2%	37.7%	38.8%	39.6%	37.1%
Hopkinton	44.9%	45.5%	44.2%	45.3%	42.6%
Jamestown	8.7%	7.4%	7.6%	7.3%	6.3%
Johnston	47.7%	50.2%	52.5%	49.6%	46.8%
Lincoln	38.3%	40.0%	41.3%	38.0%	42.1%
Little Compton	10.8%	12.0%	9.7%	7.5%	11.0%
Middletown	33.2%	31.1%	30.8%	32.1%	30.7%
Narragansett	18.9%	16.2%	16.1%	17.6%	17.0%
Newport	46.0%	45.7%	46.6%	47.9%	47.8%
New Shoreham	8.3%	12.7%	10.7%	13.1%	9.3%
North Kingstown	27.3%	28.1%	26.7%	22.9%	24.8%
North Providence	58.1%	57.2%	57.6%	57.6%	55.7%
North Smithfield	36.4%	37.4%	32.9%	34.8%	32.2%
Pawtucket	83.1%	83.3%	83.7%	82.4%	81.3%
Portsmouth	16.3%	14.4%	14.2%	14.1%	13.2%
Providence	87.8%	87.9%	87.4%	87.0%	86.8%
Richmond	39.6%	36.4%	36.3%	39.0%	38.6%
Scituate	28.3%	21.2%	23.2%	19.9%	16.6%
Smithfield	25.3%	26.0%	26.0%	31.7%	23.9%
South Kingstown	19.0%	18.6%	16.0%	14.7%	13.9%
Tiverton	35.2%	33.8%	34.3%	34.9%	37.1%
Warwick	40.4%	40.5%	40.4%	38.5%	38.7%
Westerly	30.4%	30.2%	28.9%	27.6%	27.7%
West Warwick	64.2%	64.8%	63.6%	64.1%	63.4%
Woonsocket	85.1%	85.4%	86.0%	86.0%	83.0%
Bristol-Warren	35.6%	see	see	see	see
Chariho	0.0%	table	table	table	table
Exeter-West Greenwich	26.3%	below	below	below	below
Foster-Glocester	42.1%	39.2%	39.5%	38.3%	38.8%
Central Falls	93.5%	94.4%	94.1%	93.3%	94.9%
Bristol		26.8%	28.2%	24.1%	25.6%
Warren		51.6%	52.4%	46.4%	0.5%
Exeter		22.9%	24.7%	25.8%	25.9%
West Greenwich		31.0%	26.8%	25.8%	31.9%

State Share By Community

Beginning in FY 2017, aid for regional school districts is calculated by member community to comply with a 2015 Superior Court decision.

Appendix V

Share Ratio Calculation Housing Aid FY 2020 **Calculation of School Housing Aid Ratio.** The following table shows the calculation for each community's share ratio for FY 2020 for the purpose of school housing aid. The share ratio formula measures state and community wealth using two factors: the full value of local property and the median family income as determined by the most recent census.

A. The equalized weighted assessed property valuations for the third preceding calendar year per current law, as of December 31, 2015 as reported by the Department of Revenue's Division of Municipal Finance in August of each year. Property value is certified annually by the Division of Municipal Finance based on local sales data and appraisals. The total assessed local property value of a community is adjusted for differences in local assessment rates to allow the reporting of figures comparable on a statewide basis, resulting in the Equalized Weighted Assessed Valuation (EWAV).

The valuations are then adjusted by the ratio that the community's median family income bears to the statewide median family income, as reported in the most recent federal census data. Use of both the property value and the median family income is an attempt to compensate for districts that have significant disparity between median family income and the full value of property. Once community wealth is determined, it is divided by pupil counts to calculate the per pupil wealth for each community compared to the per pupil wealth for the state as a whole.

B. The FY 2018 student counts are shown in column B based on the resident average daily membership as of June 30. Average daily membership calculates an average of the number of days all students are formally members of a district and/or a school per year.

C. The resulting relative per pupil community wealth is then multiplied by 62.0 percent, the mean state reimbursement, and subtracted from 1.0, yielding the district's share ratio. This represents the approximate average district share of school support as mandated in Rhode Island General Law, Section 16-7-39. The result is subtracted from 100 percent to yield the share ratio.

D. Column **D** adjusts the share ratio so that each district receives at least 35 percent as set in law.

E. Regional districts receive a two percent bonus for each regionalized grade for new construction projects and an additional four percent bonus for renovation projects in accordance with Rhode Island General Law, Section 16-7-40. Additionally, bonuses of four percentage points are given for projects that demonstrate that at least 75 percent of their costs are for energy conservation, asbestos removal, and/or handicapped access.

F. Column F shows the final share ratio with the inclusion of any regional bonuses.

	A	В	С	D	E *	F
		FY	Dana	A 1:		
	Duran anta Valeraa	2018 Student	Base Share	Adjust for 35%	Designal	Final
District	Property Values 12/31/15	Siuaeni Count	Snare Ratio	35% Minimum	Regional Bonus	Share Ratio
	\$ 4,601,259,072		0.1%	35.0%	Donus	
Barrington Burrillville	\$ 4,601,239,072 1,564,451,271	3,366 2,323	50.8%	50.8%		35.0% 50.8%
Coventry	3,539,287,492	4,741	45.5%	45.5%		45.5%
Cranston	6,582,943,336	10,516	54.3%	54.3%		54.3%
Cumberland	3,920,849,682	5,097	43.8%	43.8%		43.8%
East Greenwich	3,925,757,951	2,482	-15.5%	35.0%		35.0%
East Providence	3,363,849,720	5,348	54.1%	54.1%		54.1%
Foster	225,974,791	278	40.6%	40.6%		40.6%
Glocester	472,824,861	534	35.3%	35.3%		35.3%
Jamestown	3,010,676,298	662	-232.2%	35.0%		35.0%
Johnston	2,987,477,193	3,375	35.3%	35.3%		35.3%
Lincoln	2,891,273,451	3,342	36.8%	36.8%		36.8%
Little Compton	2,596,782,207	364	-421.1%	35.0%		35.0%
Middletown	2,715,493,377	2,205	10.0%	35.0%		35.0%
Narragansett	6,807,581,514	1,280	-288.5%	35.0%		35.0%
Newport	5,965,268,148	2,174	-100.4%	35.0%		35.0%
New Shoreham	1,769,340,076	119	-986.1%	35.0%		35.0%
North Kingstown	5,251,434,977	3,875	1.0%	35.0%		35.0%
North Providence	2,358,298,286	3,742	54.0%	54.0%		54.0%
North Smithfield	1,884,137,952	1,763	21.9%	35.0%		35.0%
Pawtucket	2,443,124,816	10,635	83.2%	83.2%		83.2%
Portsmouth	4,156,017,212	2,301	-31.9%	35.0%		35.0%
Providence	6,486,077,808	27,956	83.1%	83.1%		83.1%
Scituate	1,914,400,023	1,327	-5.4%	35.0%		35.0%
Smithfield	3,010,015,506	2,409	8.7%	35.0%		35.0%
South Kingstown	5,644,797,813	3,166	-30.2%	35.0%		35.0%
Tiverton	1,886,629,628	1,842	25.2%	35.0%		35.0%
Warwick	9,593,428,927	9,032	22.4%	35.0%		35.0%
Westerly	5,132,349,768	2,854	-31.4%	35.0%		35.0%
West Warwick	1,802,252,749	3,621	63.6%	63.6%		63.6%
Woonsocket	1,052,557,909	6,318	87.8%	87.8%		87.8%
Bristol/Warren	3,792,517,598	3,220	14.0%	35.0%	28.0%	63.0%
Chariho	4,485,012,288	3,150	-4.0%	35.0%	26.0%	61.0%
Exeter/West Greenwich	1,887,158,098	1,679	17.9%	35.0%	26.0%	61.0%
Foster/Glocester	997,316,008	1,158	37.1%	37.1%	14.0%	51.1%
Central Falls	188,104,104	4,201	96.7%	96.7%		96.7%
Total	\$120,906,721,910	142,455				

*Only regional bonuses are shown here. Other bonuses are project specific.