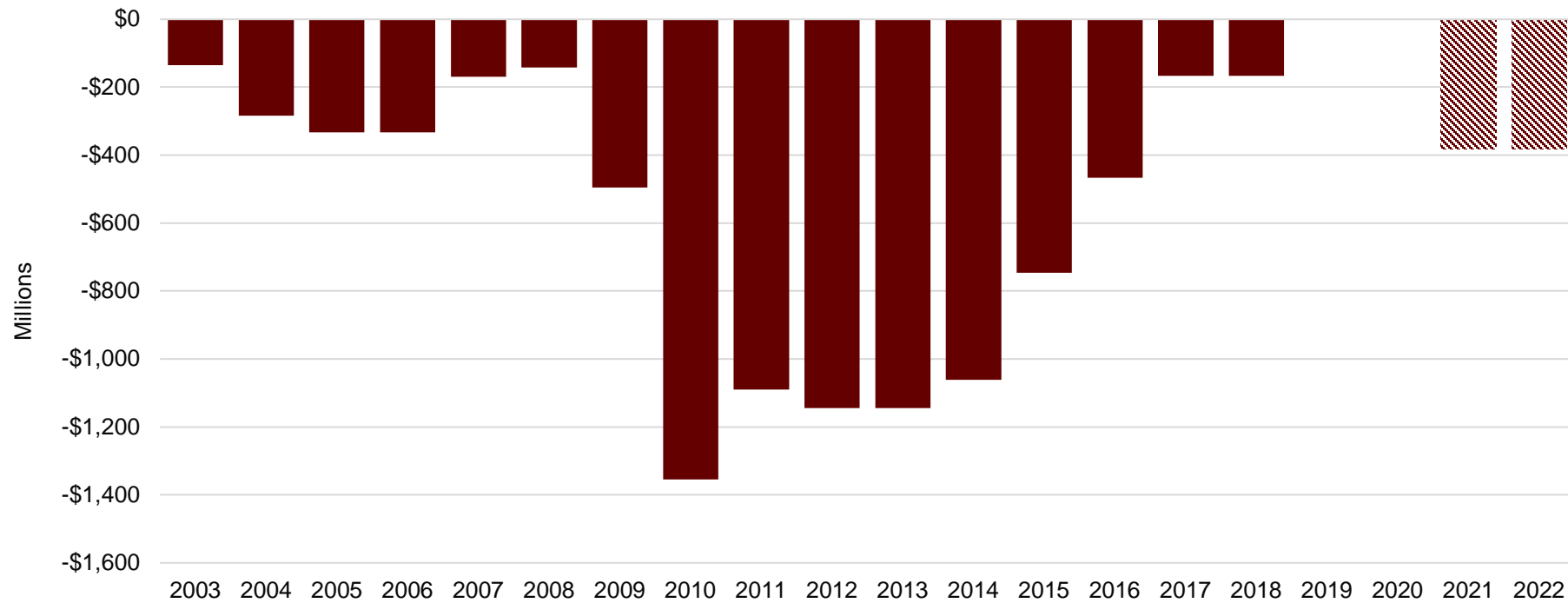




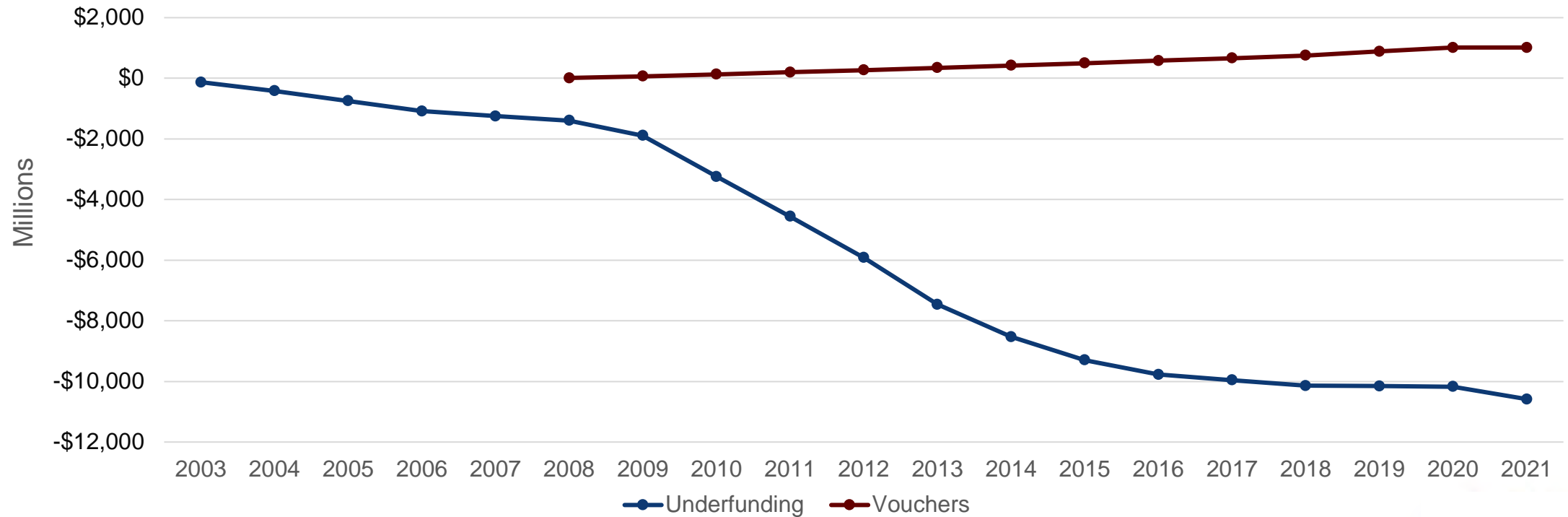
Persistent Cuts

Two Decades of Underfunding: Cuts to K-12 Education FY 2003 - Proposed FY 2022



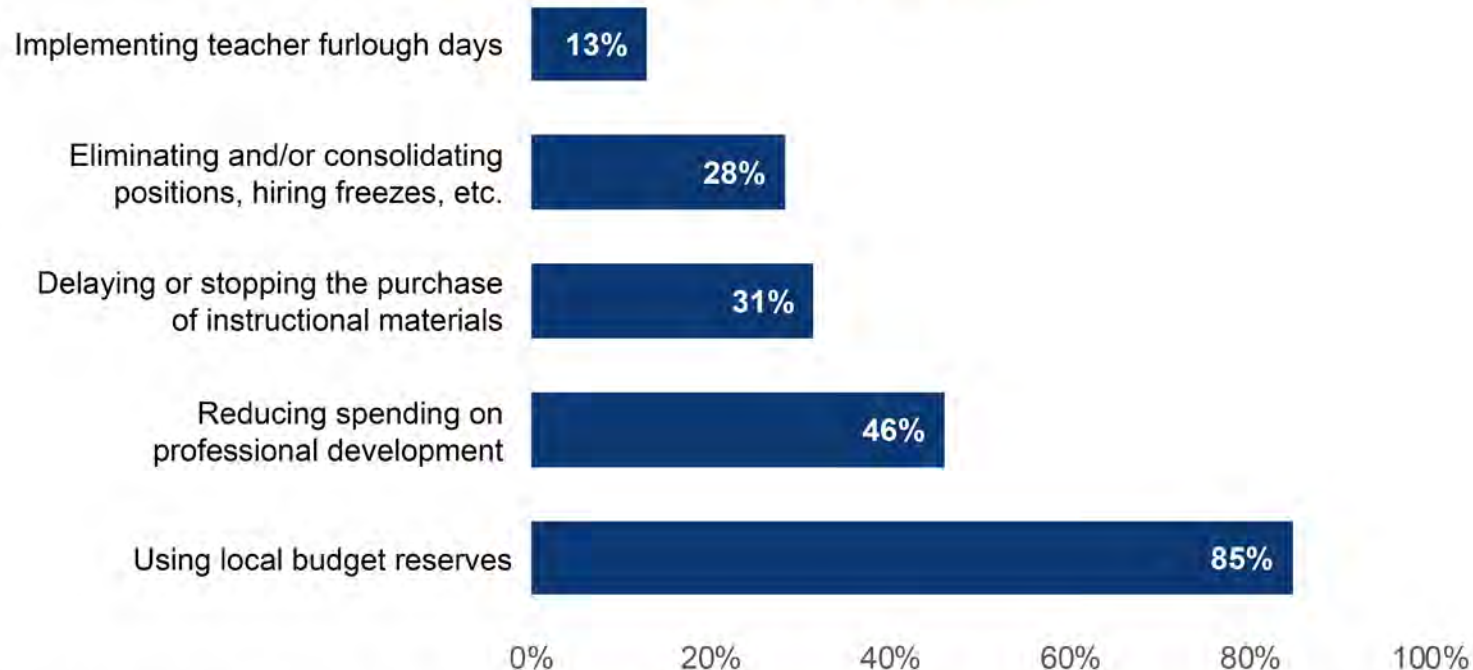
Funneling Public Money

The Erosion of Public Schools: Cumulative Underfunding of QBE and Private School Voucher Appropriations FY 2003 - FY 2021



Consequences of Budget Cuts

Local Schools Forced with Hard Decisions to Cope with Budget Cuts



Note: Survey responses to prompt, "Which of the following actions will your district take in FY 2021 to address the budget shortfall?" Respondents could choose more than one option.

Source: Georgia Budget & Policy Institute's 2020 School District Survey.

GEORGIA BUDGET & POLICY INSTITUTE  [GBPI.org](https://www.gbpi.org)

English for Speakers of Other Languages

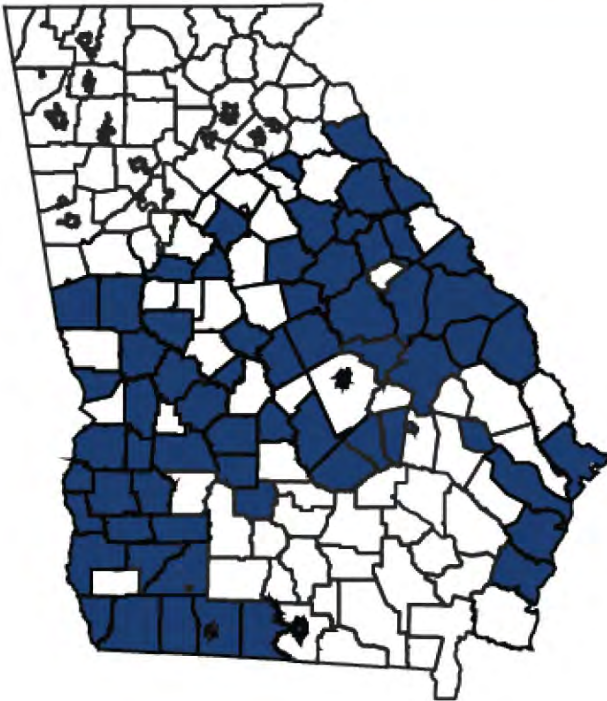
Allotted: 3,226 positions
Employed: 2,771 full- and part-time teachers

Gifted

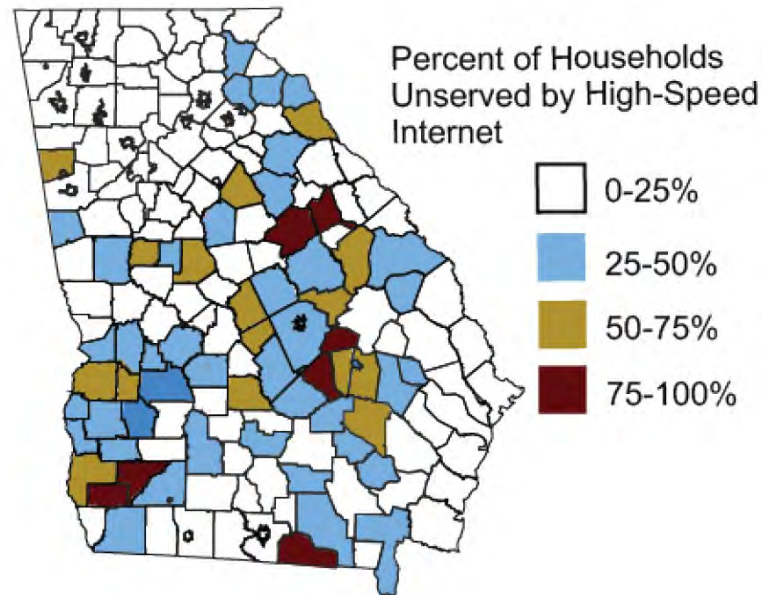
Allotted: 9,003 positions
Employed: 3,982 full- and part-time teachers

Where We Stand: Unequal Consequences

School Districts in the Black Belt



Students in Georgia Black Belt Less Likely to Have Access to High-Speed Internet



Many Counties with 25% or More of People Living in Poverty are in the Black Belt



Many School Districts with Less than 30% of Students Eligible for HOPE Scholarship are in Black Belt



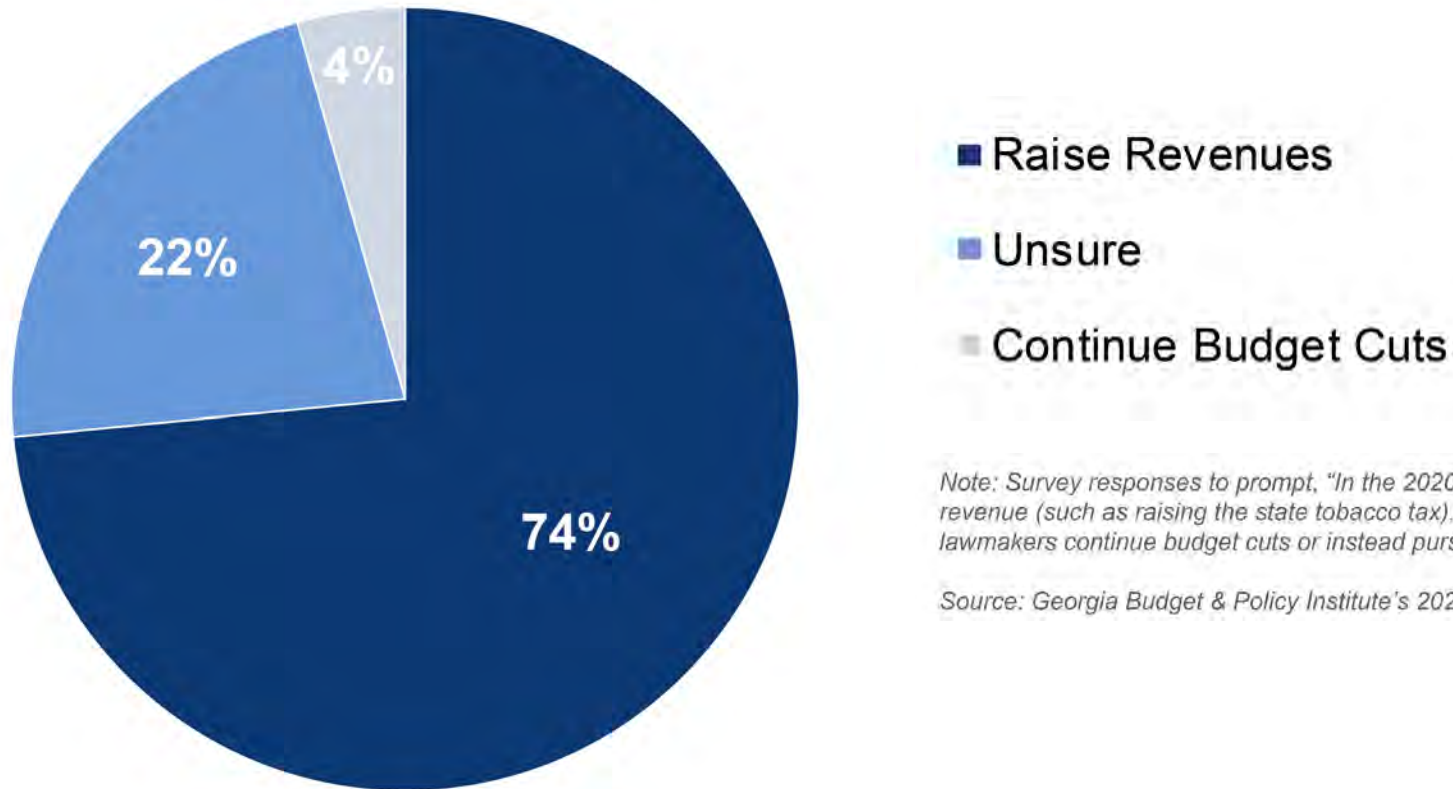
Most School Districts with Zero AP Tests are in Middle and Southwest Georgia



Sources: Based on a GBPI analysis of current enrollments and HOPE Scholarship eligibility, Governor's Office of Student Achievement and GBPI Analysis of Georgia Department of Community Affairs data. Phase I Unserved Georgia by County. U.S. Census Bureau, Population Estimates Program (PEP); U.S. Census Bureau, American Community Survey (ACS).

How We Break the Cycle of Cuts to Education: Raise Revenue

School Leaders Overwhelmingly Support Raising State Revenues Instead of Continued Budget Cuts



Note: Survey responses to prompt, "In the 2020 General Assembly, lawmakers rejected calls to increase revenue (such as raising the state tobacco tax). In the future, if given the option would you prefer that state lawmakers continue budget cuts or instead pursue options to raise revenues?"

Source: Georgia Budget & Policy Institute's 2020 School District Survey.

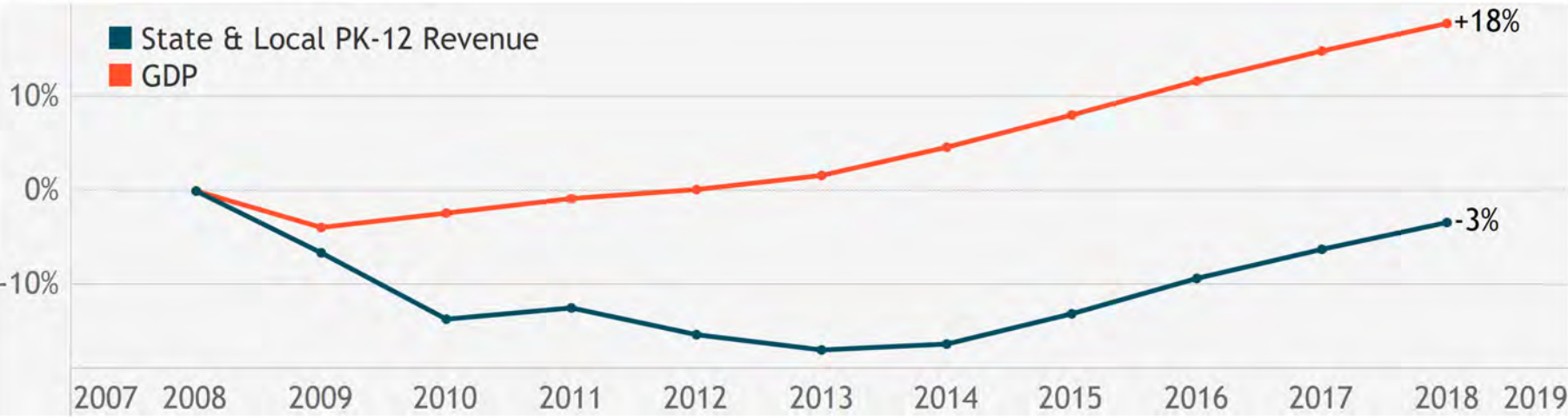


Georgia School Funding

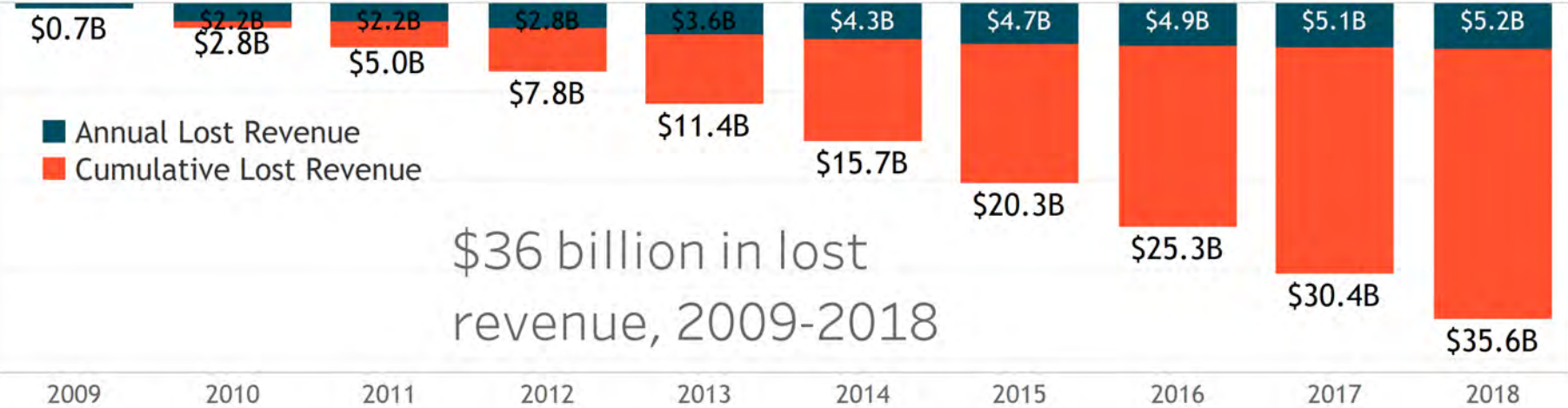
Mary McKillip
Education Law Center
January 29, 2021

\$35.6 Billion
Lost: Georgia
Disinvestment
in Education
Following the
Great
Recession

Percent change from 2008
Between 2008 and 2018, Georgia's GDP increased by 18%, while state and local PK-12 revenues decreased by 3% (inflation adj).

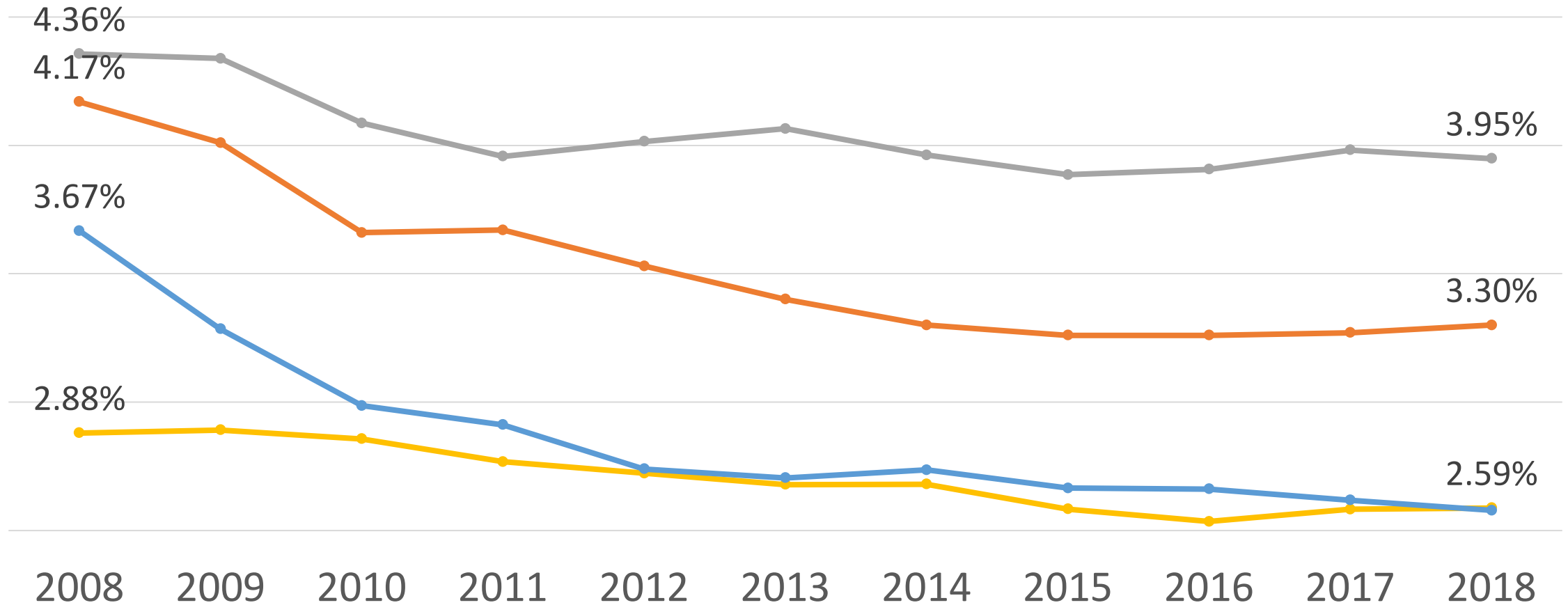


Lost PK-12 Revenue from dropping below 2008 Effort, Georgia



Effort of Georgia and Neighboring States with increased GDP, 2008-2018

Georgia South Carolina Tennessee Florida



Making the Grade 2020, Georgia Pre-K – 12 School Funding Per Pupil

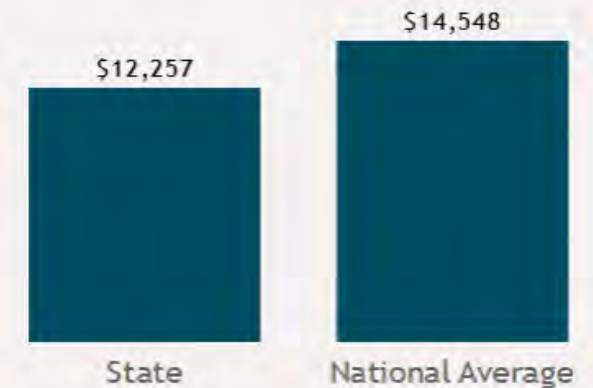
FUNDING LEVEL

State and local revenue per pupil, adjusted for regional cost differences.



Georgia ranked 37 out of 51 on funding level with \$12,257 in cost-adjusted per pupil revenue. That is \$2,291 below the national average of \$14,548.

Per Pupil Funding



<https://edlawcenter.org/research/making-the-grade/>

Making the Grade 2020, Georgia Pre-K – 12 Funding by District Poverty

FUNDING DISTRIBUTION

Describes the allocation of funds to school districts relative to the concentration of student poverty. States are classified as progressive, regressive, or flat.



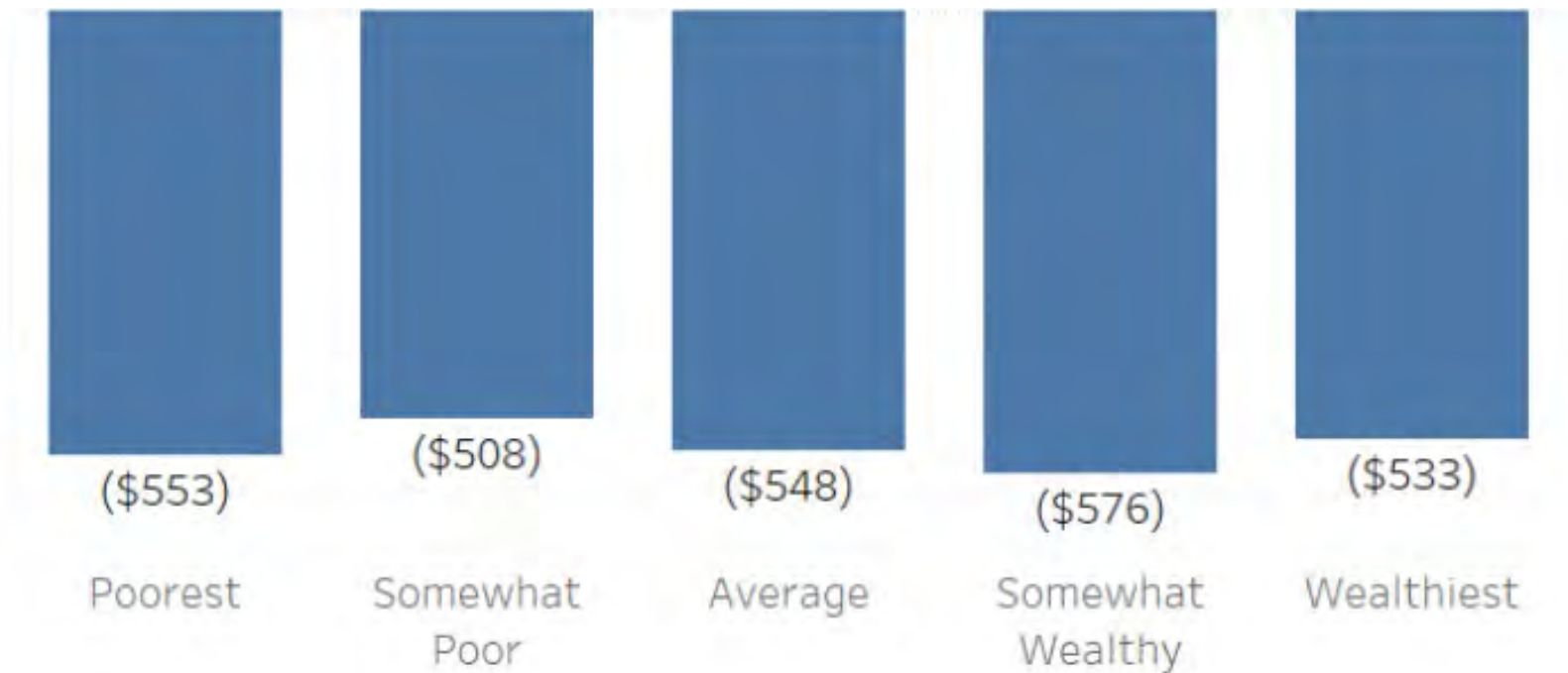
Georgia's funding distribution was flat: on average, high poverty districts receive 3% or \$346 more per pupil than low poverty districts.

Per Pupil Funding by District Poverty

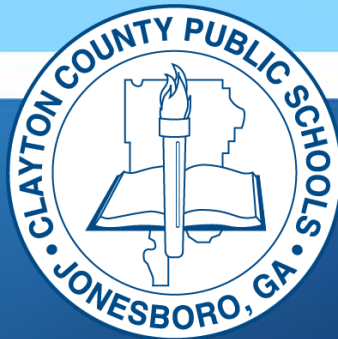


COVID
Response:
\$950 million
cut to state
aid

Georgia Per Pupil Cuts to FY21 QBE Aid, by District Poverty



Consequences of Budget Cuts & COVID Impacts on Today's Schools



Presented by
Dr. Morcease J. Beasley, Superintendent
Clayton County Public Schools

Georgia Budget & Policy
Institute Conference
January 29, 2021





GBPI CONFERENCE

PRESENTATION OBJECTIVES

- ❑ Impact of budget cuts on schools
- ❑ Students most impacted by lower funding
- ❑ What additional funding could do for students/families/communities



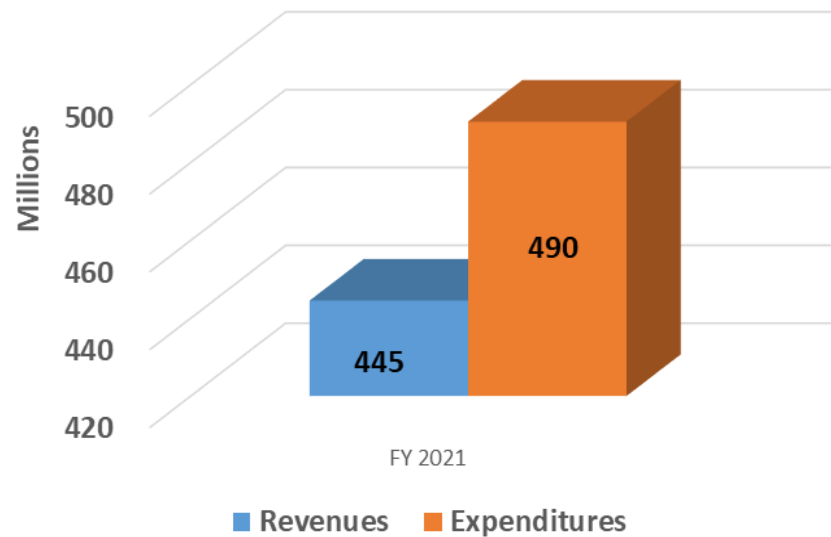
GBPI CONFERENCE

Impact of Budget Cuts

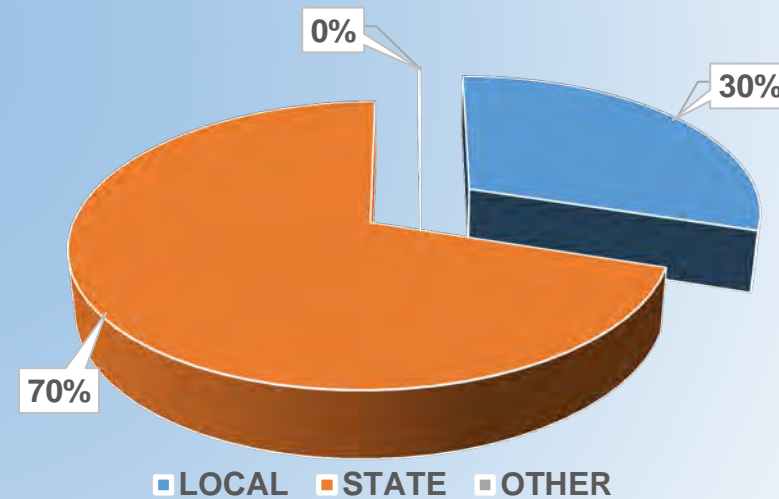


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FY 2021 Revenues and Expenditures



FY 2021 Revenue





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In March 2020, the federal government passed the Coronavirus Aid, Relief, and Economic Security (CARES) Act, which provided over \$2 trillion in economic relief, including \$13.2 billion in direct funding for k-12 public education. (The funding assisted state budgets—provided temporary financial assistance to public schools—packaged lacked the size and flexibility to stabilize education funding for the long-term)

According to the Learning Policy Institute Research-Action-Impact; The CARES Act funds for k-12 accounted for less than 2% of total public education funding in the 2020-2021 school year. This funding must be used to address the additional costs of dealing with the virus and cannot be used to fill budget holes.



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Impact of Budget Cuts

- ❖ A 10% reduction from state revenue
- ❖ Decrease in operating expenses – Reduction in utilities approximately 30%
- ❖ Hiring less Teachers/Staff
- ❖ No Cost of Living increase for Educators
- ❖ Considered Furlough Days for Staff
- ❖ Force to spend from Fund Balance
- ❖ Exacerbate gaps in academic achievement between wealthy and poor students



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Impact of Budget Cuts

- ❖ Increase Learning Loss
- ❖ Highlights the Digital Divide/ Widening Inequities
- ❖ Clayton County School District - reallocated resources to cover increases in expenses
- ❖ Increase in expenses to support Virtual Learning Environment
 - Laptops for all students
 - Internet access for all students (hotspots)
 - Implementing a Learning Management System
 - Professional Learning for Educators (Virtual Learning Support)
 - Social Emotional Learning
- ❖ Increase in spending for Supplies – Personal Protective Equipment (PPE) and Cleaning



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Students Impacted by Lower Funding



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Students Impacted by Lower Funding

- ❖ Low income students (low wealth Districts)
 - homeless students
 - foster care youths
 - economically disadvantaged students
- ❖ Ethnic Minorities
- ❖ Migrant students
- ❖ Early Learners
- ❖ English Learners
- ❖ Students with Disabilities
- ❖ Students who face food insecurities



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Students Impacted by Lower Funding

- ❖ Advance Learners/Students who learn through experience/engagement
- ❖ Students in intervention programs
- ❖ Students in Acceleration and Advanced Placement courses
- ❖ Students in work-based learning/apprenticeship programs (e.g. transportation, salary, resources)
- ❖ Early Learners (Birth to Age 5 - lack of early learning resources for parents and staff/classrooms for PreK)



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Students Impacted by Lower Funding

Our economically disadvantaged students are the most impacted, i.e. a sizable percent of our student population. In the last year especially, a number of unstable households, our students are experiencing intense trauma that come as a result of their living conditions and unhealthy proclivities in the household. Schools are their safe haven.



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**What Additional Funding
Could Do For
(Students/Families/
Communities)**



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Benefits of Additional Funds

Student Support Services:

- ❖ Schools need more counselors
- ❖ Additional support to address students and families' mental health and wellbeing
- ❖ Additional funds are needed to provide therapeutic support for our student population impacted by trauma. Parents need support too. Trauma informed care and training will be needed. Financial support for the expansion and sound implementation of our ACES model would be needed.
- ❖ Dedicated behavior interventionist
- ❖ Dedicated to support our Health Program



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Benefits of Additional Funds

- ❖ Access to high-quality curriculum and instructional resources (cannot maintain pace with textbook adoption, so use of outdated and not-aligned resources)
- ❖ Access to home libraries and expansion of community-based resources for parents/caregivers
- ❖ Professional learning to build capacity for quality instruction
- ❖ Expansion of PreK classrooms using general funds to enhance funds from PreK GA Lottery
- ❖ Summer Learning Programs and Extended Learning Opportunities
- ❖ Parent/Caregivers - After school support services (e.g. training for parents, Campus Kids, After school programs)



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Benefits of Additional Funds

- ❖ Quality Assessment Tools to Monitor Student Learning
- ❖ Online Learning Platforms to Support Personalized Learning for Students
- ❖ 24/7 Tutorial Services for Students
- ❖ Stipends for teachers to extend work day to support students and parents
- ❖ Computer labs for students and for parent-support sessions
- ❖ Outreach, mentorship (Partners)
- ❖ Internships, Apprenticeships, Work-Based Learning (students receive payment and need support with transportation)



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Resources

World Bank Group

<https://openknowledge.worldbank.org/handle/10986/33739>

The Washington Post

<https://www.washingtonpost.com/education/2020/10/07/how-covid-19-has-affected-school-budgets-so-far-what-lies-ahead-without-more-federal-aid/>

Learning Policy Institute

<https://learningpolicyinstitute.org/blog/covid-19-and-school-funding-what-expect-and-what-you-can-do>



GBPI CONFERENCE

THANK YOU!