

# What is the Essential Program & Services Formula (E.P.S)?

Implications for the Cape Elizabeth School District FY24





# EPS Explained

- The EPS formula provides the state w/ a mechanism for establishing a minimum funding level for achieving the state learning results and an equitable way (local ability to support education based upon property valuation) to distribute the funding responsibility between local communities and the state
- The aim is to split the education funding "pie" equitably among Maine towns
- The EPS model provides a basis for adequacy, not excellence
- Accounts for school district characteristics for students (2 year avg population & Disadvantaged) & staff characteristics (experience & education level)
- Also accounts for Transportation, Special Education, Debt Service, & GT costs
- Determines the share of costs between school district taxpayers and the state
- Reported out to school districts on ED279 reports



# EPS is Not...

- It is NOT A prescription for how money should be spent in a school district
- It is NOT the decisive amount that should be spend on education in a community
- How much to budget on education is a Local decision
- How funds are spent on education is a Local decision

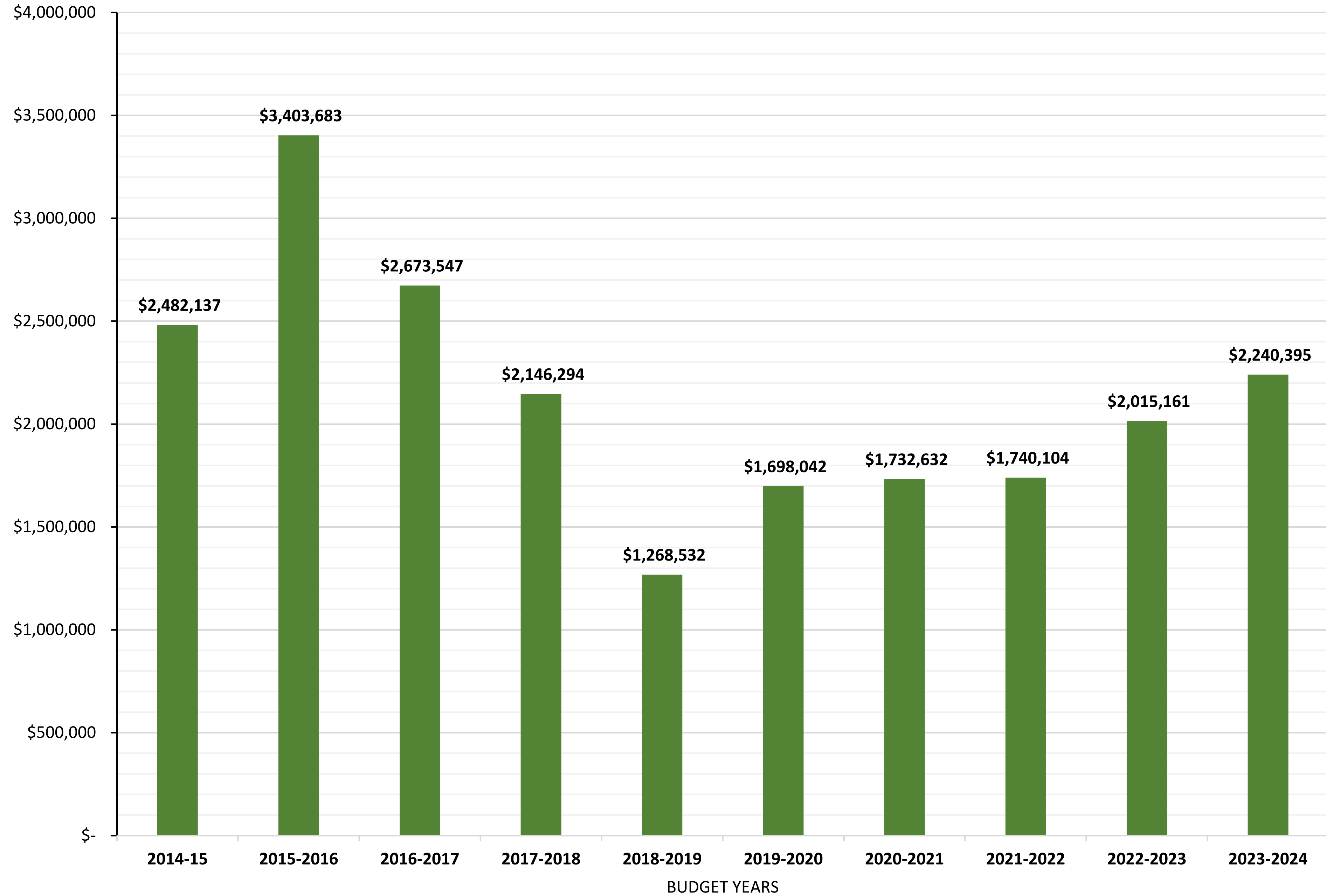


# Our ED 279 Report

- According to the 1/25/23 ED 279 we need to budget a minimum of \$19,940,432.28 to just minimally try to meet the needs of our students
- In order to receive the state share of \$2,240,395.08, locally we need to budget at a minimum \$17,742,402.00
- In comparison, the current budget is based upon the ED 279 report from 2/15/23, in which the state contribution was \$2,017,649.16
- The state share for FY24 is up .12% over FY23 (almost entirely due to the Pre-K allocation & some increases in the Special Ed allocation). In fact, if we back out Pre-K, we are actually receiving less money this year from the state.



# State Education Subsidy - General Purpose Aid (ED279)





# Our Aim is to Exceed the State Benchmarks!!!

- EPS is built upon a goal of students meeting, **not exceeding**, the state benchmarks through specific staff:student ratios (teachers, ed techs, guidance, librarians, admin assistant, administration, etc)
- **Exceeding the standards** is beyond the purpose of EPS
- How do we ensure our students **achieve above the standards** at CEHS for example:
  - Lower student to teacher ratios (similar to other high performing districts)
  - Vast majority of students take four years of Science, Math, & World Language
  - Our extensive AP course offerings
  - Other classes advance beyond the standard (pre-calc, computer programming, advanced art & music classes, & others)
  - Staff to support student academic, social, emotional, & health needs
  - Achievement center



STATE CALCULATION FOR FUNDING PUBLIC EDUCATION (PreK-12) REPORT

ORG ID : 113

Cape Elizabeth Public Schools

2023 - 2024

Section 1: Computation of EPS Rates

Section : 1

A) Attending Counts:

	PreK-K		1-5		6-8		PreK-8		9-12		Total
1) Attending Pupils (October 2021)	92.0	+	505.0	+	348.0	=	945.0	+	538.0	=	1,483.0
2) Attending Pupils (October 2022)	124.0	+	531.0	+	335.0	=	990.0	+	518.0	=	1,508.0
3) Attending Pupils Average	108.0	+	518.0	+	341.5		967.5	+	528.0		1,495.5
							64.69 %		35.31 %		100.00 %

B) Staff Positions	PreK-K EPS FTE	Student to Staff	+	1-5 EPS FTE	Student to Staff	+	6-8 EPS FTE	Student to Staff	+	9-12 EPS FTE	Student to Staff	=	EPS FTE Total	÷	Actual FTE Total	=	% Of EPS	x	SAU Data in EPS Matrix	=	Adjusted EPS Salary	=	Elementary Salary	Secondary Salary
1) Teachers	7.20	(15:1)	+	30.47	(17:1)	+	20.09	(17:1)	+	33.00	(16:1)	=	90.76	÷	114.0	=	0.80	x	7,476,440	=	5,952,218	=	3,850,733	2,101,485
2) Guidance	0.31	(350:1)	+	1.48	(350:1)	+	0.98	(350:1)	+	2.11	(250:1)	=	4.88	÷	8.4	=	0.58	x	551,400	=	320,093	=	207,081	113,012
3) Librarians	0.14	(800:1)	+	0.65	(800:1)	+	0.43	(800:1)	+	0.66	(800:1)	=	1.87	÷	2.8	=	0.67	x	188,800	=	126,050	=	81,547	44,503
4) Health	0.14	(800:1)	+	0.65	(800:1)	+	0.43	(800:1)	+	0.66	(800:1)	=	1.87	÷	3.0	=	0.62	x	191,230	=	119,161	=	77,090	42,071
5) Education Techs	0.95	(114:1)	+	4.54	(114:1)	+	1.09	(312:1)	+	1.67	(316:1)	=	8.26	÷	14.2	=	0.58	x	363,507	=	211,365	=	136,741	74,624
6) Library Techs	0.22	(500:1)	+	1.04	(500:1)	+	0.68	(500:1)	+	1.06	(500:1)	=	2.99	÷	1.0	=	2.99	x	18,628	=	55,716	=	36,045	19,671
7) Clerical	0.54	(200:1)	+	2.59	(200:1)	+	1.71	(200:1)	+	2.64	(200:1)	=	7.48	÷	7.9	=	0.95	x	289,102	=	273,641	=	177,030	96,611
8) School Admin.	0.35	(305:1)	+	1.70	(305:1)	+	1.12	(305:1)	+	1.68	(315:1)	=	4.85	÷	5.9	=	0.82	x	557,904	=	458,458	=	296,595	161,863

C) Computation of Benefits:	Percentage	X	Elementary Salary	Secondary Salary	=	Elementary Benefits	Secondary Benefits
1) Teachers, Guidance, Librarians & Health	26.00%	X	4,216,451	2,301,071	=	1,096,277	598,278
2) Education & Library Technicians	40.00%	X	172,786	94,295	=	69,114	37,718
3) Clerical	40.00%	X	177,030	96,611	=	70,812	38,644
4) School Administrators	21.00%	X	296,595	161,863	=	62,285	33,991

D) Other Support Per-Pupil Costs:	PreK-8	9-12	X	Elementary Students	Secondary Students	=	Elementary Support	Secondary Support
1) Substitute Teachers (1/2 Day)	49	49	X	967.5	528.0	=	47,408	25,872
2) Supplies and Equipment	414	572	X	967.5	528.0	=	400,545	302,016
3) Professional Development	71	71	X	967.5	528.0	=	68,693	37,488
4) Instructional Leadership Support	34	34	X	967.5	528.0	=	32,895	17,952
5) Co- and Extra-Curricular Student	45	137	X	967.5	528.0	=	43,538	72,336
6) System Administration/Support	135	135	X	967.5	528.0	=	130,613	71,280
7) Operations & Maintenance	1212	1439	X	967.5	528.0	=	1,172,610	759,792

E) Other Adjustments:	Regional Index =	Elementary	Secondary
1) Regional Adjustment for Staff & Substitute Salaries	1.08	392,822	214,377

Section 1: Totals		8,450,474	4,863,584
Divided by Attending Pupils:	÷	967.5	528.0
Calculated EPS Rates Per Pupil:	=	8,734	9,211



# Student:Teacher Ratio Comparisons

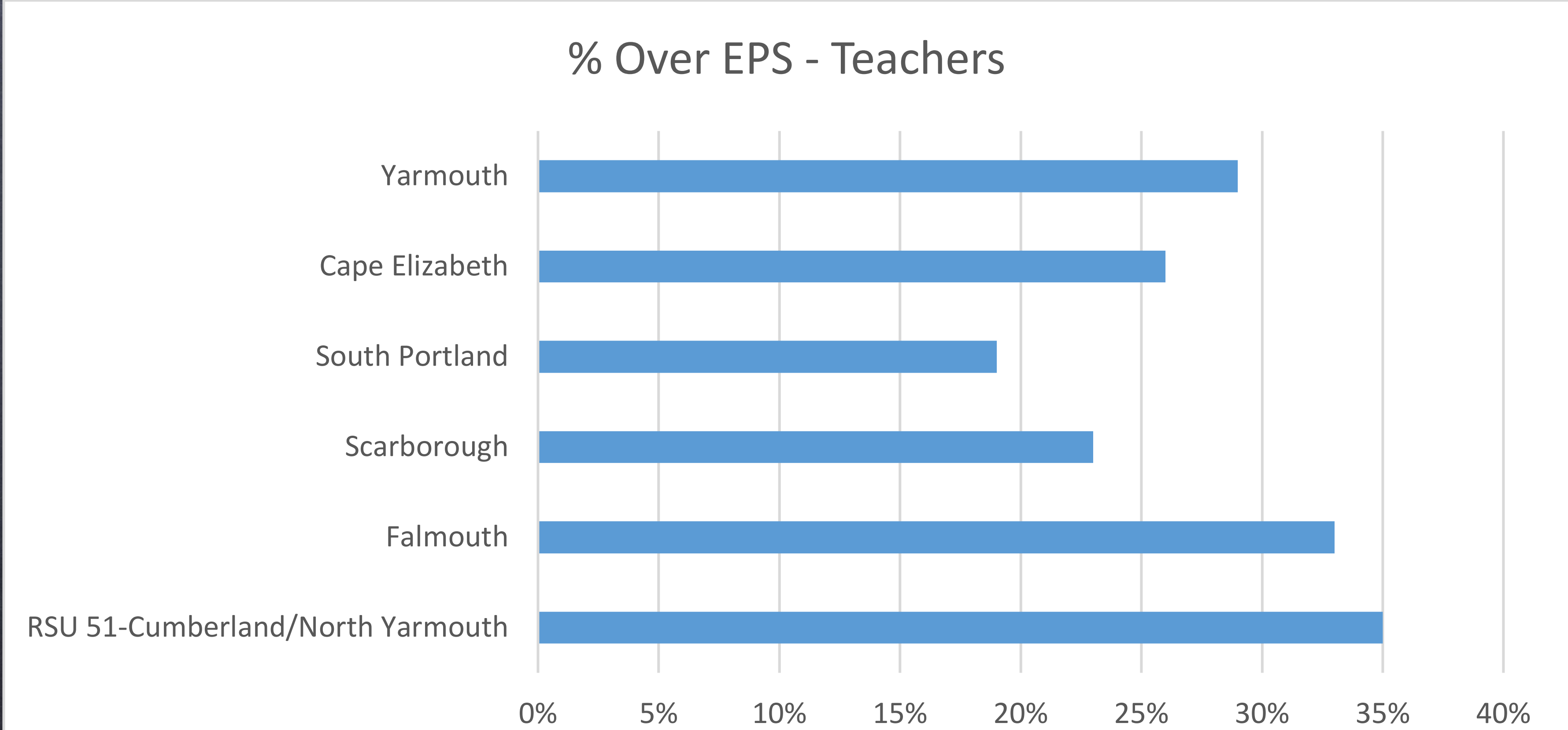
- According to a 2019 University of Southern Maine study
  - 78% of all Maine high schools are below the EPS funding formula student:teacher ratio (16:1)
  - The average actual student:teacher ratio in Maine's **low poverty & high performing** schools is **13:1**
- Our proposed FY24 budget has a ratio of 12.34 at CEHS, which is equal to or higher than Greely, Yarmouth, Kennebunk, Falmouth, York, & other high performing New England high schools (according US NEWS & World Report)



School	Ratio	School	Ratio
Greely	10:1	Yarmouth	12:1
Souhegan, NH	10:1	CEHS	12:1
Sunapee, NH	10:1	Darien, CT	12:1
Weston, MA	10:1	Hopkington, NH	12:1
York	11:1	Lexington, MA	13:1
Falmouth	11:1	Hopkington, MA	14:1



<u>District</u>	<u>EPS FTE</u> <u>Total</u> <u>Teachers</u>	<u>Actual FTE</u> <u>Teachers</u>	<u>% Over EPS -</u> <u>Teachers</u>	<u>Attending</u> <u>Pupils</u> <u>Avearge</u>
RSU 51-Cumberland/North Yarmouth	128.98	173.8	35%	2127.00
Falmouth	121.08	161.4	33%	1997.50
Scarborough	174.29	214.3	23%	2878.50
South Portland	180.84	214.5	19%	2977.50
Cape Elizabeth	90.76	114	26%	1495.50
Yarmouth	100.03	128.6	29%	1648.50





# What would need to happen to follow the state adequacy model?

• CEHS would have to **reduce** the following (CEMS & PC would be similar):

• 7.5 Teachers

• This will increase class sizes, increase teacher load (policy IIB), & reduce offerings

• 1.5 Administrators (out of 3)

• .5 Librarian

• .5 Nurse

• 1.5 Admin Assistants (out of 4)

• Social Worker (regular ed)

• Close the Achievement Center & Eliminate Academic Skills Support & Freshman Academy

• Reduce professional development

• Reduce our extracurricular programming



# Summary

- The EPS formula is **not** formula for creating and/or sustaining an excellent school/district
- The purpose of EPS is to equitably distribute state funding to help communities achieve the minimum state standards
- Following the formula for budgeting purposes would lead to substantial K-12 staffing and programming cuts & make it impossible to maintain, let alone advance student academic, social & emotional excellence that Cape is known for
- The DLT supports the budget we presented to continue to support excellence in education for Cape students



Questions

ANY  
QUESTIONS?

