

Your Question:

You asked which states, if any, have taken action regarding student enrollment and school funding formulas. Specifically, you're interested in how states may be temporarily managing enrollment changes that resulted from the COVID-19 pandemic as it related to funding.

Our Response:

As a result of the COVID-19 pandemic, many states have taken action to address school districts' concerns around potential challenges in enrollment/membership calculations resulting from the quick shift to virtual or hybrid learning models and general decreases in enrollment.

Below are some examples of recently enacted state policy and guidance that address funding concerns related to attendance and enrollment calculations. Generally, states have taken one of two approaches: modifying their policies to account for varied instructional methods (in-person, online, hybrid) or suspending enrollment counts and using last year's counts to determine funding. This response is an update of the [attendance and funding](#) information request we published previously. Additionally, Education Commission of the States tracks K-12 finance policy, which can be accessed using our [State Education Policy Tracking tool](#).

- **Arizona:** [Guidance](#) from the department of education states that students will be counted as attending school for each day they participate in distance learning. However, the guidance specifies that "School Finance processes that generate non-fundable ADM intervals for students that accumulate excessive absences will not be enforced for FY21."
- **California:** [S.B. 98](#) (enacted) requires local education agencies to use average daily attendance from the 2019-20 school year for the 2020-21 school year. Additionally, it outlines the processes for collecting daily attendance in multiple distance learning, in-person instruction and blended learning scenarios.
- **Delaware:** [SB 260](#) (enacted) allows the Delaware Department of Education to move the date on which attendance is counted.
- **Florida:** [H.B. 5003](#) (enacted) suspends the decline in full time equivalent students supplement for the 2020-21 fiscal year. It also enacts the funding compression and hold harmless allocation that provides funds to districts with FTE funding below the statewide average or if a cost differential in the current year falls below the previous year.
- **Illinois:** [S.B. 1569](#) (enacted) requires average student enrollment calculation for 2019 and subsequent years thereafter to be based on the greater average attendance of either the previous school year or the previous three school years.
- **Indiana:** The Indiana Department of Education released [Reporting Virtual Students on ADM for the 2020-2021 School Year](#) guidance on June 12. Generally, students reported as receiving instruction virtually generated 85% of the foundation formula dollars for the reporting school corporation.
 - This guidance creates a **new instruction status category of "Virtual due to COVID"** for "students who will receive 50% or more of their instructional programming provided through

virtual/distance/remote learning due to the contingency planning for COVID”; school corporations will **be funded for these students at 100% of foundation.**

- **Michigan:** [H.B. 5913](#) (enacted) modifies the average daily membership calculation used for school finance calculations for the 2020-21 school year. It also blends the prior year's membership with the current year by increasing the weight of the membership from the 2019-20 school year (75%) and deemphasizes membership collected from the 2020-21 school year (25%). The bill also outlines definitions for "pupils engaged in pandemic learning for fall 2020/spring 2021" to encompass different instruction models used during the COVID-19 pandemic.
- **New York:** [A.B. 9506](#) (enacted) requires foundation aid for the 2021-22 school year to be equivalent to the foundation aid appropriated in the 2020-21 school year.
- **North Carolina:** [H.B. 1105](#) (enacted) prohibits the state board of education from reducing allocations to innovative schools, charter schools, regional schools, the North Carolina Virtual Public School, laboratory schools, virtual charter schools and local school administrative units due to a discrepancy between the actual and anticipated average daily membership.
- **Pennsylvania:** [H.B. 1210](#) (enacted) appropriates the same amount of Basic Education Funding and Special Education Funding in FY 2020-21 as was allocated in FY 2019-20, based on that year's enrollment and attendance numbers.
- **Washington:** In the [Reopening Washington Schools 2020 District Planning Guide](#), released June 11, the Washington Office of Superintendent of Public Instruction states that districts should expect to receive full apportionment regardless of attendance format used:
 - “In the 2020–21 school year, districts will be required to take attendance. OSPI will work with the Office of Financial Management and the Legislature to **ensure districts receive their full apportionment even if districts are forced to build schedules that do not align with the historical practices** of funding schools based on traditional attendance models” (page 28).