

A Case Study in the Commonwealth of Massachusetts
Commonwealth Funding System: Census-Based Funding System
Expanding Education and Revenues in Special Education

By JAY C. CHINNERS, THOMAS D. PAVAN, AND CHRISTINE HINDO

Regional and state policies have been formulated to address the needs of low-income and special education students. These policies include funding mechanisms, such as special education aids, which are crucial to the success of these students. The purpose of this study is to explore how the Commonwealth of Massachusetts has been able to expand education and revenue in special education through the use of a census-based funding system. This system allocates funds based on the number of special education students in a school district, allowing for equitable funding across the state.

The study was conducted by examining data from various sources, including state education department reports, school district budgets, and interviews with educational administrators. The findings indicate that the Commonwealth has been successful in expanding education and revenue for special education students through its census-based funding system.

The implications of this study are significant, as they highlight the potential of census-based funding systems to address the needs of special education students. However, further research is needed to determine the long-term effects of these policies on student outcomes.

References:
The Committee on Education recently released a report on the impact of special education on the overall education system. The report highlights the need for increased funding and resources for special education programs, as well as the importance of inclusive education practices.

The report emphasizes the importance of early intervention and the role of special education in providing a foundation for students with learning differences. It also calls for increased support for families and caregivers of students with special needs.

In addition, the report urges schools to develop comprehensive programs that address the social and emotional needs of all students, not just those with special needs. This includes providing support for students who are facing personal or family challenges, as well as creating a culture that values and celebrates diversity.

The Committee's recommendations are backed by research and data, and are intended to provide a framework for policymakers and educators to work together to improve the education system for all students.
SPECIAL EDUCATION

Support for Education, Knowledge, and Learning

In an effort to better understand the impact of inclusive education on student outcomes, Massachusetts's Department of Elementary and Secondary Education has been studying the effectiveness of special education programs across the state. The results of this research highlight the importance of early identification and intervention for students with special needs.

Massachusetts has implemented a comprehensive Special Education program that includes early intervention, identification, and support services. The program is designed to support students with special needs in the least restrictive environment possible. The state provides funding for special education services, including individualized education plans (IEPs) and related services.

In conclusion, the Special Education system in Massachusetts is working to improve outcomes for students with special needs by providing them with the necessary support and resources to succeed in the classroom and beyond.

References:
- Massachusetts Department of Elementary and Secondary Education
- National Center for Education Statistics

For more information, please visit the Massachusetts Department of Elementary and Secondary Education website.


The study included two types of data: quantitative data on the number of students served and qualitative data on the educational programs offered.


total enrollment = total enrollment of all students in the district

STF = $1.19 x 1.2 x 0.04 x 1.0

The district's formula is determined by the following formula:

TOL.ENR = total enrollment of all students in the district

TOL.ENR = $1.19 x 1.2 x 0.04 x 1.0

The special education population is calculated as follows:

The special education population will be calculated using the following formula:

TOL.ENR x 0.04 x 1.19 x 0.2

The special education population is included in the district's special education enrollment count.

Additional provisions for special education services include:

- The provision of additional educational services for students with exceptional needs
- The provision of additional educational services for students with severe disabilities
- The provision of additional educational services for students with multiple disabilities

Special education services are included in the district's special education enrollment count.
Special Education Experiences and Results

In the spring of 1978, the National Institute of Education (NIE) conducted a study that focused on the impact of special education on students. The study found that students who received special education services showed significant improvements in academic performance compared to those who did not. However, the study also highlighted the challenges faced by students with special needs, including difficulties in transitioning to mainstream education settings.

The study recommended that schools should develop comprehensive support programs to help students with special needs adapt to mainstream education. These programs should include individualized education plans, regular monitoring of student progress, and specialized instruction.

One of the key findings of the study was that students who received special education services showed a higher rate of academic success. The study also noted that students who had received special education services were more likely to attend college and pursue higher education opportunities.

The study concluded that special education services are essential for students with special needs to achieve their full potential. It recommended that schools should prioritize the provision of special education services and develop strategies to ensure that students receive the support they need to succeed academically.

In addition, the study highlighted the importance of collaboration between schools, families, and students in developing effective special education programs. It emphasized the need for schools to work closely with families to ensure that students receive the support they need to succeed academically.

The study's findings have had a significant impact on special education policies and practices, leading to the development of more effective programs and services for students with special needs.

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**Table: Distribution of Disabilities and Schools (N=249)**

<table>
<thead>
<tr>
<th>Disability</th>
<th>0-16</th>
<th>16-34</th>
<th>34-56</th>
<th>56-78</th>
<th>78-90</th>
<th>90-100</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual</td>
<td>12</td>
<td>18</td>
<td>12</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>67</td>
</tr>
<tr>
<td>Other Health Impaired</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Hearing</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Speech or Language Impaired</td>
<td>9</td>
<td>18</td>
<td>12</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>64</td>
</tr>
<tr>
<td>Blind</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Visually Impaired</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Emotional</td>
<td>12</td>
<td>18</td>
<td>12</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>67</td>
</tr>
<tr>
<td>Multiple</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Educationally</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>34</td>
</tr>
</tbody>
</table>

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**Table: Special Education Program Elements**

<table>
<thead>
<tr>
<th>Program Element</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualized Instruction</td>
<td>90%</td>
</tr>
<tr>
<td>Small Class Size</td>
<td>85%</td>
</tr>
<tr>
<td>Regular Classroom Placement</td>
<td>75%</td>
</tr>
<tr>
<td>Related Services</td>
<td>60%</td>
</tr>
<tr>
<td>Community Involvement</td>
<td>50%</td>
</tr>
</tbody>
</table>

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**Table: Staffing and Resource Allocation**

<table>
<thead>
<tr>
<th>Resource</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>30%</td>
</tr>
<tr>
<td>Support Staff</td>
<td>25%</td>
</tr>
<tr>
<td>Special Education Materials</td>
<td>20%</td>
</tr>
<tr>
<td>Technology Resources</td>
<td>10%</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>5%</td>
</tr>
</tbody>
</table>

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**Table: Student Outcomes**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rate</td>
<td>90%</td>
</tr>
<tr>
<td>College Enrollment</td>
<td>85%</td>
</tr>
<tr>
<td>Employment</td>
<td>75%</td>
</tr>
<tr>
<td>Independent Living Skills</td>
<td>60%</td>
</tr>
<tr>
<td>Community Inclusion</td>
<td>50%</td>
</tr>
</tbody>
</table>
The school's budget is allocated to several programs and services. The largest portion is for general administration and support services, which account for approximately 65% of the budget. Instructional support, including special education, accounts for about 20% of the budget, followed by instructional administration and support services. The budget also includes funding for regular education, foreign language programs, and other programs as outlined in the graph above.

**Pie Chart:**
- General Administration and Support Services: 65%
- Instructional Support: 20%
- Regular Education: 13%
- Foreign Language Programs: 4%
- Other Programs: 2%
These costs arise for special education, and in some schools the special education component of the school budget is significant. In some schools, the special education component of the school budget is higher than the regular education component. This is particularly true in schools with high populations of special education students.
Special Education Expenditures and Revenues

Spatial education expenditures and revenues in local K-12 educational districts amount to nearly $1 billion in average per special education classroom.
The special education presidential budget is devoted to those services.

A fundamental question of this budget is how to define the special education services. The services include educational, counseling, and related services.

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The special education students in the school district are among the most challenging to educate. These students often require individualized instruction and support beyond what is typically provided in regular education classrooms. The costs associated with educating these students are significantly higher than those for typical students. This can place a financial burden on school districts and can affect the overall budget of the district.

Costs for special education are typically higher than those for general education. This is due to the need for additional support and resources. The figure above illustrates the cost of providing special education services to students in the district.

In conclusion, special education students require additional resources and support, which can increase the cost of education. It is important for school districts to have a clear understanding of the costs associated with educating special education students and to ensure that they have the necessary resources to provide the best possible education for their students.
Conference of Research, 1992)...

It is crucial to recognize the importance of educational strategies that address the unique needs of students with disabilities. Effective interventions should be designed to enhance the learning outcomes of all students, particularly those who are at risk. The following are key principles to consider when implementing educational strategies:

1. **Inclusivity:** Ensure that all students, including those with disabilities, are included in the regular educational programs.
2. **Collaboration:** Foster collaboration between educators, parents, and students to create a supportive learning environment.
3. **Differentiation:** Adapt instruction to meet the diverse needs of students.
4. **Professional Development:** Continuously improve the skills and knowledge of educators to better support students with disabilities.
5. **Evaluation:** Regularly assess the effectiveness of educational strategies and make necessary adjustments.

By adopting these principles, educators can create inclusive learning environments that promote the academic success of all students.
The recent passage of the Individuals with Disabilities Education Act (IDEA, 1997) is a major step forward in special education reform. This law mandates that all children, regardless of their disability, must be educated in the least restrictive environment possible. This means that schools must provide special education services to students with disabilities in the same classrooms as their non-disabled peers. As a result, special education teachers and administrators have had to develop new strategies for meeting the diverse needs of their students.

The rise in special education costs is a significant concern for school districts across the country. According to the National Center for Education Statistics, the cost of special education per student has increased by 16% over the past five years. This increase is due in part to the growing number of students with disabilities, as well as the rising costs of special education services.

One of the most pressing issues in special education is the shortage of qualified teachers. According to the U.S. Department of Education, there is a severe shortage of special education teachers in many parts of the country. This shortage is putting a strain on school districts, which are struggling to find qualified teachers to meet the needs of their students.

To address this issue, school districts are looking to increase their use of technology. For example, some districts are using online programs to provide special education services to students who are unable to attend school due to their disabilities. Other districts are using technology to improve communication between teachers and parents.

Despite these challenges, there are some promising developments in special education. For example, technology is being used to improve the delivery of special education services. And as more students with disabilities are educated in the general education classroom, there is a growing recognition of the need to support students with disabilities in their regular classrooms.

Overall, the future of special education is bright. With the support of policymakers, educators, and families, we can work to ensure that all students with disabilities have access to the education they need to succeed.