

Historical background and factual summary of “Support Cap”

- Implemented in FY10 by Governor Kaine as budget amendment to offset revenue shortfall and reduce the State’s share of funding public education.
- Translates into a reduction in Basic Aid to school divisions due to limiting the number of support positions that are calculated as part of prevailing costs (actual expenditures).
- Prevailing costs are considered each biennium in determining re-benchmarking obligations by the State.
- New calculation used a ratio of support positions per SOQ positions
 - Started at 4.03, increased every biennium...now at 4.19 due to Pandemic
 - Increased ratio translates to decreased Basic Aid
 - Statewide funding for over 12,900 was eliminated due to this change
 - Reduced K-12 funding in 2010-2011 by \$376.1 Million and \$378.2 Million in 2011-2012 (total of over \$754 Million)
 - Losses to Basic Aid have continued and increased every biennium. As the ratio increased, additional losses in Basic Aid were experienced.
 - Ratio increased to 4.05 in 2010-12
 - Ratio increased to 4.07 in 2012-14
 - Ratio increased to 4.09 in 2014-16
 - Ratio increased to 4.19 in 2016-18
 - Ratio increased to 4.27 in 2018-20
 - Ratio increased to 4.30 in 2020-22
 - Ratio decreased to 4.19 in 2022-24
- Removing the arbitrary cap on support positions in calculating prevailing costs would add significant dollars to Basic Aid for every school division.
- Research shows very few divisions reduced the number of support positions when the cap was instituted, requiring school divisions to pay for those positions with local dollars. Reductions were made in other areas of local budgets in order to retain the positions.
- List of support funded positions can be found in the calc table.
- Impact on Basic Aid clearly shown in comparison of total state basic aid in 2008-2009 (prior to the implementation of the support cap) to total state basic aid in 2020-2021 shows a decrease of 0.03%. The State Operating Budget has increased by 84.14 % over the same period.
- Identifying specific Support Positions (i.e., school nurses, psychologists, social worker, behavior specialists) in the Standards of Quality is more equitable and resourceful in out years as opposed to additional funds in one biennium.
- It is important to indicate how the support cap has impacted personnel that assist teachers and students in the classroom. It is not just administrative staff. See below:

Assistant Superintendent

Instructional Professional

Instructional Technical/Clerical

Attendance & Health Administrative

Attendance & Health Technical/Clerical

Administration Administrative

Administration Technical/Clerical

Technology Professional

Technology Technical/Clerical

Operation & Maintenance

Support Technology

School Based Clerical

Operation & Maintenance Technical/Clerical