

Indiana Coalition for Public Education

2026 School Funding Survey

Summary & Results

Overview

Over the past year, traditional public school corporations across Indiana have wrestled with the fallout of Senate Enrolled Act 1 (SEA 1) from the Indiana General Assembly's 2025 session. Budgets that were already lean from decades of rising costs outpacing funding increases are now stretching to and past the breaking point. In large numbers, Hoosier school corporations are eliminating staff, reducing services, and scaling back upkeep of buildings and transportation fleets.

There is little relief in sight. The full provisions of SEA 1 will continue to expand annually through 2031. The state's Republican Party, which has held the governor's office for over two decades and a legislative supermajority since 2012, has officially adopted the full elimination of property taxes to its 2026 platform. Additionally, anti-public-education activists have mounted campaigns crafted to shift public sentiment against referendums, the last lifeline for some school corporations.

In 2026, it is hard to overstate the scope of the challenges facing Indiana's K-12 public education. Among rural school corporations, 97.9% report a continued negative funding impact from SEA1. The same is true of 100% of suburban and urban schools. Simultaneously, 90.3% of all school corporations expect future funding to be negatively affected by the level of budget allocated by the Indiana General Assembly, and 87.5% expect future negative impacts from the state's universal voucher program. These issues have compounded, creating a full-blown crisis.

Today, 66.2% of school corporations have reduced or committed to reducing support staff, with another 30.4% actively considering such action. Regarding teaching staff, 60.7% have made or committed to reductions, with the measure under active consideration at another 32.4%. Wage increases for staff have been or will be reduced in 44.6% of school corporations, with another 45.3% considering that option. These are just a handful of the most widespread actions taken to maintain operations.

When asked to name the greatest threat they face, 66.4% of school corporations reference funding explicitly. Funding-adjacent issues of school choice, reduction of services, and rising costs are listed, respectively, by 17.6%, 10.4% and 6.4% of school corporations. To provide the level of service their local communities expect, school corporations would require, on average, an immediate 8% funding increase. To maintain those services, they would require an average increase of 5.6% annually. While some school corporations have sought referendums to make up their deficits, the majority have not. Of those that have not, 39.2% cite a lack of support for a referendum within their local communities.

Indiana schools have remained resilient, ranking 6th in the nation for 4th-grade reading level and achieving a 90.23% graduation rate. This despite ranking 38th in terms of per-pupil spending among all 50 states, allocating \$3,447 per student less than the national average. With further reductions impending and school corporations having spent years "doing more with less", the state has reached a juncture where legislators must remedy the current crisis or accept responsibility for diminished outcomes for Hoosier children.

Background & Methodology

Through its second annual school funding survey, Indiana Coalition for Public Education (ICPE) gathered data from school corporations across the state to gauge the extent of current budget shortfalls and identify the actions being taken to counter them.

To maximize the validity of year-over-year comparisons, the questions asked and language used were kept mostly identical to the inaugural survey conducted in 2025. A small number of changes were made based on responses to that survey, as well as additional feedback received following last year's report.

- Two additional items (issuance of general obligation bonds and reduction of planned wage increases) were added to the list of actions some corporations are taking to offset budget shortfalls.
- The 2025 survey included a question regarding a percentage increase corporations would need to provide the level of services expected by their local community. To achieve additional clarity, this was split into two questions on the 2026 survey.
- Questions were added pertaining to whether corporations are seeking a referendum and the criteria driving those decisions.

During the month of August 2026, a series of three emails were sent to superintendents at each of Indiana's 290 traditional public school corporations to request their participation in the survey. The survey closed on August 28, 2026, with responses from 144 school corporations, reflecting a 49.7% participation rate. The results of the survey follow. The text of the survey is available in Addendum D.

Demographics of Respondents

Respondents were asked to classify their school corporation type as rural, suburban, or urban, as well as to select which of five size categories describes their current enrollment. The demographic breakdown was very similar to that of the 2025 survey and representative of the total population of traditional K-12 public school corporations in Indiana.

Table 1 shows the overall distribution of corporations across type and size metrics for all Indiana school corporations. Table 2 shows the distribution of school corporations that participated in the 2026 survey. Along the two criteria, no portion of the overall population is significantly overrepresented or underrepresented.

Table 1
All 290 Indiana Traditional Public School Corporations Organized by INDOE GPS Data

	1-499	500-999	1,000-1,499	1,500-2,499	2,500-4,999	>=5,000	Total
Rural	2.1%	15.2%	18.3%	13.1%	5.2%	0.3%	54.1%
Town	0.3%	0.7%	1.0%	4.1%	3.4%	1.7%	11.4%
Suburban	0.0%	0.7%	2.1%	2.4%	6.9%	9.0%	21.0%
Metropolitan	0.0%	0.0%	0.7%	1.7%	2.8%	7.2%	12.4%
Not Applicable	0.0%	0.0%	0.3%	0.3%	0.3%	0.0%	1.0%
Total	2.4%	16.6%	22.4%	21.7%	18.6%	18.3%	

Table 2
144 Survey Respondents Organized by Reported Size and Type

	1-499	500-999	1,000-1,499	1,500-2,499	2,500-4,999	>=5,000	Total
Rural	2.8%	16.0%	20.1%	18.1%	8.3%	0.7%	66.0%
Suburban	0.0%	0.7%	0.0%	2.8%	7.6%	11.1%	22.2%
Urban	0.7%	0.0%	0.7%	0.7%	1.4%	8.3%	11.8%
Total	3.5%	16.7%	20.8%	21.5%	17.4%	20.1%	

Of the 144 school corporations that participated, 131 respondents hold the role of superintendent, 1 holds the role of assistant superintendent, 1 holds the role of chief financial officer, 1 holds the role of business manager, and 10 did not provide their title.

Expected Funding Impacts

Respondents were asked to identify what funding impact they expected from four specific ongoing actions. The same question was asked for both the current year and in future years. The actions were listed as:

- SEA 1 limits on property taxes
- Universal voucher (IN Choice Scholarship) eligibility
- Level of funding allocated by the Indiana General Assembly in the 2025 session
- Changes to and/or elimination of the US Department of Education

As represented in Figures 1 & 2, the percentage of school corporations expecting a negative impact was highest for SEA 1, with 97.2% expecting a negative impact in the current year and 98.6% expecting a negative impact in future years. Compared to the 2025 survey percentages of 95.3% and 99.3% for current and future expectations, these numbers reflect effectively no movement year-over-year.

The level of funding allocated during the most recent budget session of the Indiana General Assembly (IGA) ranked next highest, with 84.7% expecting a negative impact in the current year and 90.3% expecting a negative impact in future years. The percentages were very close to the 2025 survey percentages of 87.2% and 93.2% for current and future expectations.

Universal voucher eligibility is expected to have a negative impact by 80.6% of school corporations in the current year and 87.5% in future years. This represents a slight uptick from the 2025 survey, when 74.3% of respondents expected a negative impact in the current year and 83.1% expected one in future years.

Significantly fewer respondents expect negative impact from changes to the US Department of Education (US DOE). Just 38.9% expect a negative impact in the current year and 50.7% expect a negative impact in future years. Those numbers are down from 54.7% for the current year and 65.5% in future years in the 2025 survey.

Figure 1
Expected Funding Impacts – Current Year

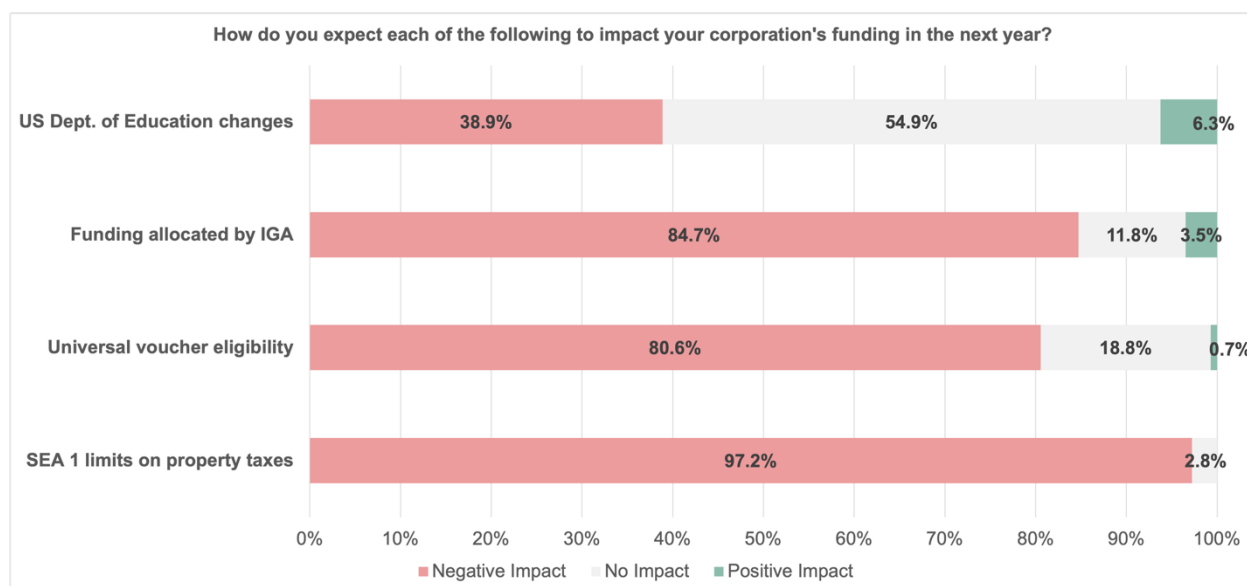
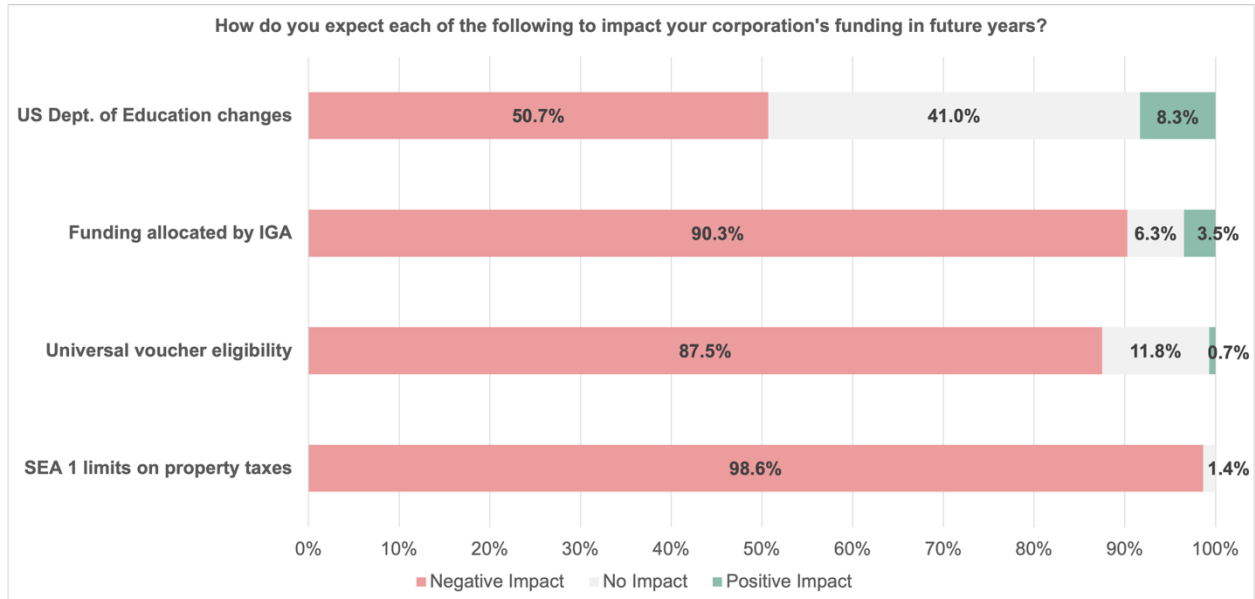


Figure 2
Expected Funding Impacts – Future Years



Considering responses by both type and size of school corporation, the expected negative impact of SEA 1 continues to be nearly universal, with only a handful of small, rural schools expecting to experience no impact.

At 94.7%, rural corporations reflect the highest expectation of negative impact by IGA funding allocations. Urban and suburban follow at 88.2% and 78.1%, respectively. When evaluated by corporation size, negative expectations of this item range from 86.2% for corporations with enrollment greater than 5,000 to 96.7% for those with enrollment of 1,000 to 1,499.

As in the previous year's survey, rural corporations and small corporations are the most likely to expect no impact from universal voucher eligibility. Despite that, the percentage of rural corporations expecting to be negatively impacted rose from 75.0% in 2025 to 85.3% in 2026, and the percentage of small corporations rose similarly, from 62.5% in 2025 to 75.9% in 2026. Conversely, the percentage of suburban corporations expecting a negative impact from universal voucher eligibility shrank from 100.0% in 2025 to 90.6% in 2026.

Regarding changes to the US DOE, urban corporations continue to have the highest expectation of negative impact, roughly matching that of 2025. Expectations of negative impact shrank from 66.7% to 49.5% for rural corporations and from 57.6% to 40.6% for suburban corporations.

Charts demonstrating expected future impacts by type and size of school corporation can be found in Addendum A.

Greatest Threats to School Corporations

To gauge how funding shortfalls compare to other threats to school corporations, respondents were asked to define the greatest threat they currently face. The question was answered by 125 respondents, with 31 listing more than a single threat.

As seen in Figure 3, comments pertaining to funding were made in 66.4% of responses. Additionally, 59.0% of those included direct reference to SEA 1 or property tax reform.

The next most cited threat is enrollment, mentioned by 27.2% of respondents. The overwhelming majority of those cited declining enrollment, though one respondent described the challenges of enrollment growth outpacing increases to funding.

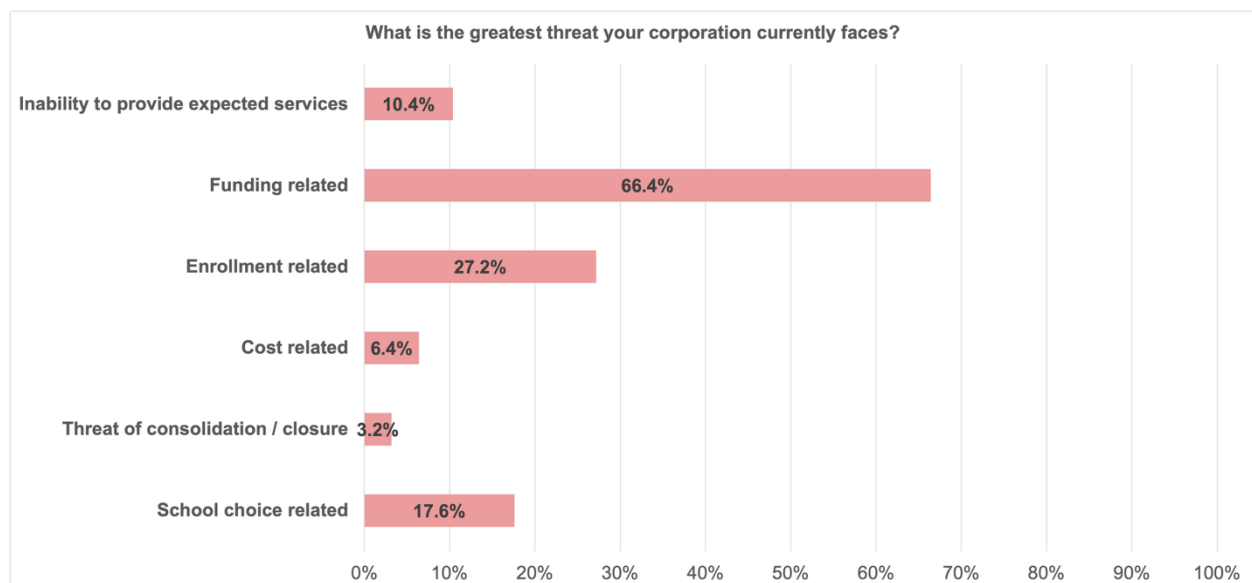
School choice was mentioned by 17.6% of respondents, including comments pertaining to vouchers, charter schools and virtual schools.

An inability to maintain services expected by the community was referenced by 10.4% of respondents. These comments included items such as the inability to maintain aging buildings, reduction of transportation services, and lack of qualified staff to continue specific programs.

Increasing costs were mentioned by 6.4% of respondents. These comments focused primarily on the costs of utilities, insurance, and buses.

Lastly, 3.2% of respondents listed forced consolidation as the greatest threat faced by their school corporation.

Figure 3
Greatest Threat Currently Faced by School Corporations



Actions Taken in Response to Funding Shortfalls

Respondents were asked to identify actions that their school corporations are taking in response to reduced levels of funding. The following ten actions were listed as options:

- Reduction or elimination of field trips
- Reduction or elimination of sports programs
- Reduction or elimination of elective courses
- Reduction or elimination of transportation services
- Reduction or elimination of planned facility improvements
- Reduction of teaching staff
- Reduction of support staff
- Placing a new or increased referendum on the ballot
- Reduction of planned wage increases for teaching and/or support staff
- Issuing a new, previously unplanned general obligation bond

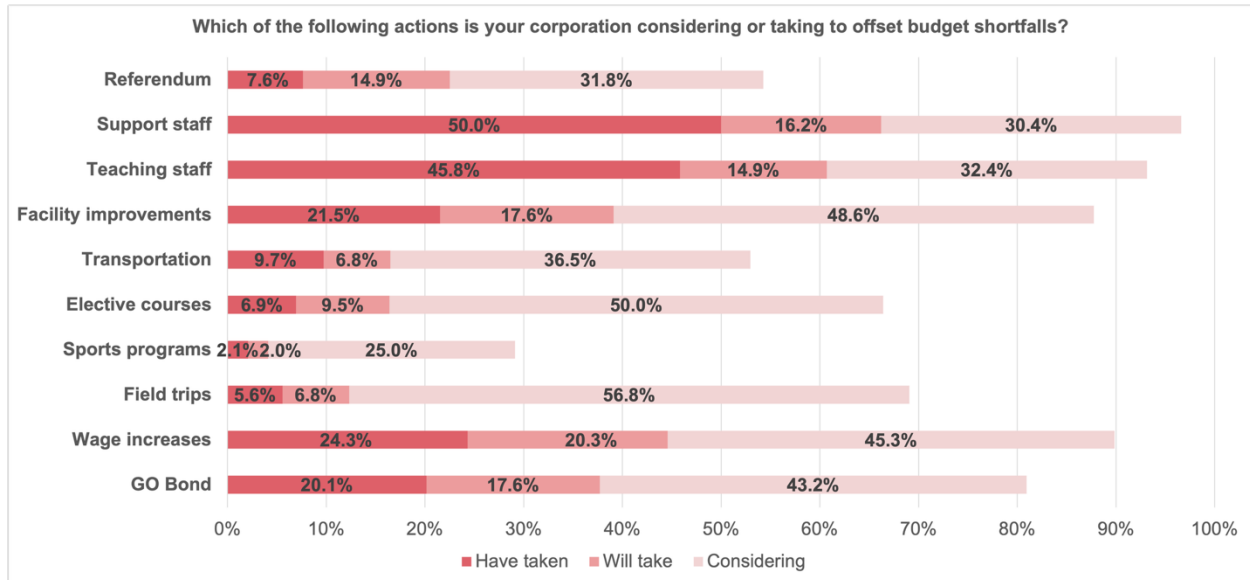
For each option, respondents identified whether their school corporation 1) have already taken the action; 2) have decided to take the action; 3) are considering the action; or 4) have decided not to take the action.

As shown in Figure 4, 66.2% of corporations have reduced or will reduce support staff, 60.7% have reduced or will reduce teaching staff, and 39.1% have reduced or eliminated planned facility improvements or will be taking that action.

With the exception of sports programs, all actions listed on both the 2025 and 2026 surveys saw increases in the number of corporations that have taken them. The percentages that have reduced support and teaching staff respectively grew from 26.5% to 50.0% and 23.1% to 45.8%. Those that have reduced or eliminated planned facility improvements increased from 12.9% to 21.5%. Those that have reduced or eliminated transportation services increased from 4.8% to 9.7%. While notable, these and the remaining increases were to be expected based on the percentages of 2025 respondents who said that the relevant actions would be taken or were under consideration.

It is also worth noting that the two actions that were added to this year's survey both ranked within the top five that corporations have taken or will take. That is, 44.6% have reduced or will reduce planned wage increases for staff, and 37.7% have issued or will issue new general obligation (GO) bonds.

Figure 4
Actions Taken in Response to Funding Shortfalls



Some key differences between rural, suburban, and urban school corporations become apparent when contrasting responses from the three types.

Rural corporations are significantly less likely to pursue or consider pursuing a referendum.

A higher percentage of rural corporations have reduced teaching staff compared to their suburban and urban counterparts. Conversely, a lower percentage of suburban corporations have reduced support staff compared to their rural and urban counterparts.

Looking at actions taken by different sizes of school corporations, it is worth noting that midsize school corporations may feel harder hit by current funding shortfalls. Compared to the smallest and largest sizes, the midsize categories are less likely to have pursued or be pursuing a referendum, more likely to have reduced support and teaching staff and more likely to have cut electives.

Charts showing the actions being taken by both type and size of school corporation can be found in Addendum B.

In addition to the 10 options listed in the multiple-choice question, respondents were provided a free-text field in which they could write in any other actions that their school corporations were taking or considering in response to budget shortfalls. The provided responses are summarized as follows.

12 respondents – using natural attrition and not replacing staff who retire or resign
 11 respondents – incorporating energy-saving policies (e.g. removing televisions from classrooms, installing LED lights, installing solar panels, adjusting thermostats to minimize HVAC usage, etc.)
 8 respondents – delaying replacement of buses
 6 respondents – reducing staff benefits in some way (e.g. transitioning from annual raises to stipends, demoting teachers into instructional assistant positions, moving staff to part time, etc.)
 6 respondents – eliminating services (e.g. pre-K, bus service for extracurricular activities and vocational training, universal free breakfast, etc).
 5 respondents – reducing bus routes
 5 respondents – closing and consolidating schools
 4 respondents – placing moratorium on building projects unless they're required for safety
 4 respondents – shifting expenses to families (e.g. field trips, extracurriculars, etc.)
 3 respondents – outsourcing services performed in-house
 3 respondents – establishing online instruction to avoid losing enrollment to outside virtual schools
 3 respondents – increasing class sizes
 3 respondents – seeking additional revenue sources (e.g. grants, sponsorships, etc.)
 2 respondents – shifting building and transportation expenses from operations into debt service
 2 respondents – auditing existing contractors
 1 respondent – transitioning electives to online instead of in-person instruction
 1 respondent – bringing CTE courses in-house to eliminate cost of outsourcing to career centers
 1 respondent – depleting rainy day fund
 1 respondent – focusing on hiring staff with low experience
 1 respondent – entering shared services agreement with another school corporation
 1 respondent – replacing grass with prairie grass to eliminate lawn maintenance
 1 respondent – instructing maintenance personnel to obtain supplies during weeks
 Menards offers 11% rebate
 1 respondent – transitioning from K-5 elementary schools to K-2 and 3-5 elementary schools
 1 respondent – launching marketing program to increase enrollment

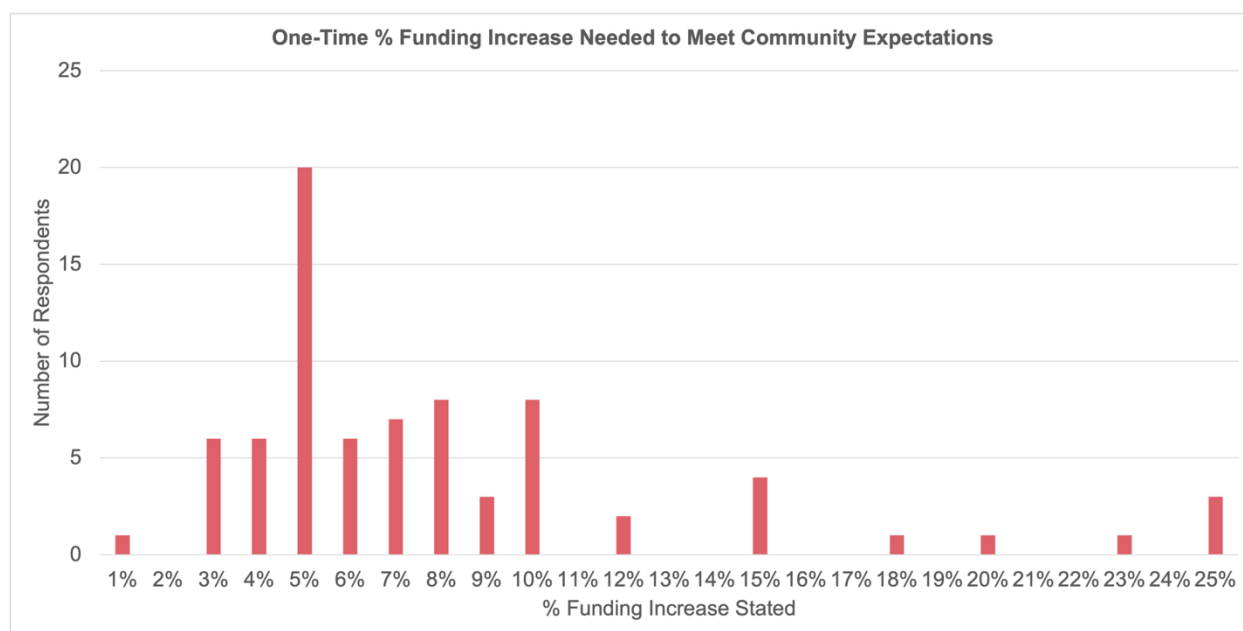
As these actions were written in by respondents, their inclusion serves as an indication that at least a specific number of school corporations are taking them, but they are not indicative of the actual number of school corporations that are considering or taking them.

Severity of Funding Shortfalls

To provide additional insight into the degree of funding shortfalls, respondents were asked about the percentage increases in funding they would require to provide the level of services expected by their community. They were asked to estimate what they would need as a one-time increase to bring current budgets into line with expectations, then to estimate the ongoing annual percentage increase needed to maintain that level of service.

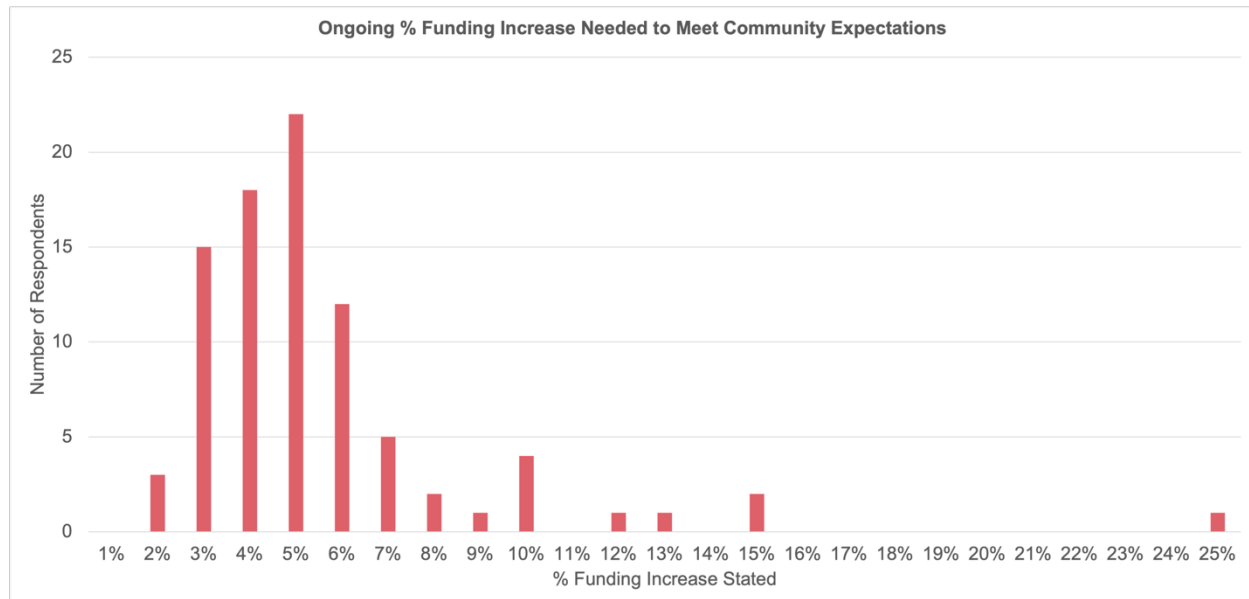
Of the 98 answers provided regarding one-time increases, 77 included percentages, with the remainder mentioning specific dollars amounts or providing information on shortfalls within specific funds (i.e. operations or education). The 77 percentages provided ranged from 1% to 25%, with an average of 8.0%. The full breakdown of those responses is illustrated in figure 5.

Figure 5
Current Funding Increase Needed to Meet Community Expectations



Similarly, 106 respondents answered the question on the level of annual increase needed, with 87 providing percentages. Nearly all respondents who did not provide exact percentages referenced keeping pace with inflation. Of the 87 that provided percentages, answers ranged from 2% to 25%, with an average of 5.6%. The full breakdown of those responses is illustrated in figure 6.

Figure 6
Ongoing Percentage Funding Increase Needed to Meet Community Expectations



Pursuit of Referendums

ICPE's 2025 School Funding Survey revealed that 68% of school corporations were at least considering placing a referendum on the ballot to address budget shortfalls. Throughout the course of 2026, many corporations did consider taking this action, with estimates early in the year placing the number of expected referendums as high as 100.

Eventually, 38 corporations placed referendums on the ballot for the November 2026 election. That equates to 13.1% of corporations, slightly less than the 16.3% that said they had decided to pursue referendums on the 2025 survey.

Respondents to the 2026 survey were asked whether or not their corporation is pursuing a referendum in the current year. They were also asked to list the primary factor that drove their decision.

Among 2026 respondents who answered the referendum-specific questions, 14.4% are currently pursuing a referendum. With its proximity to the actual rate of 13.1%, this figure again reinforces that the survey sample is highly representative of the full population of school corporations.

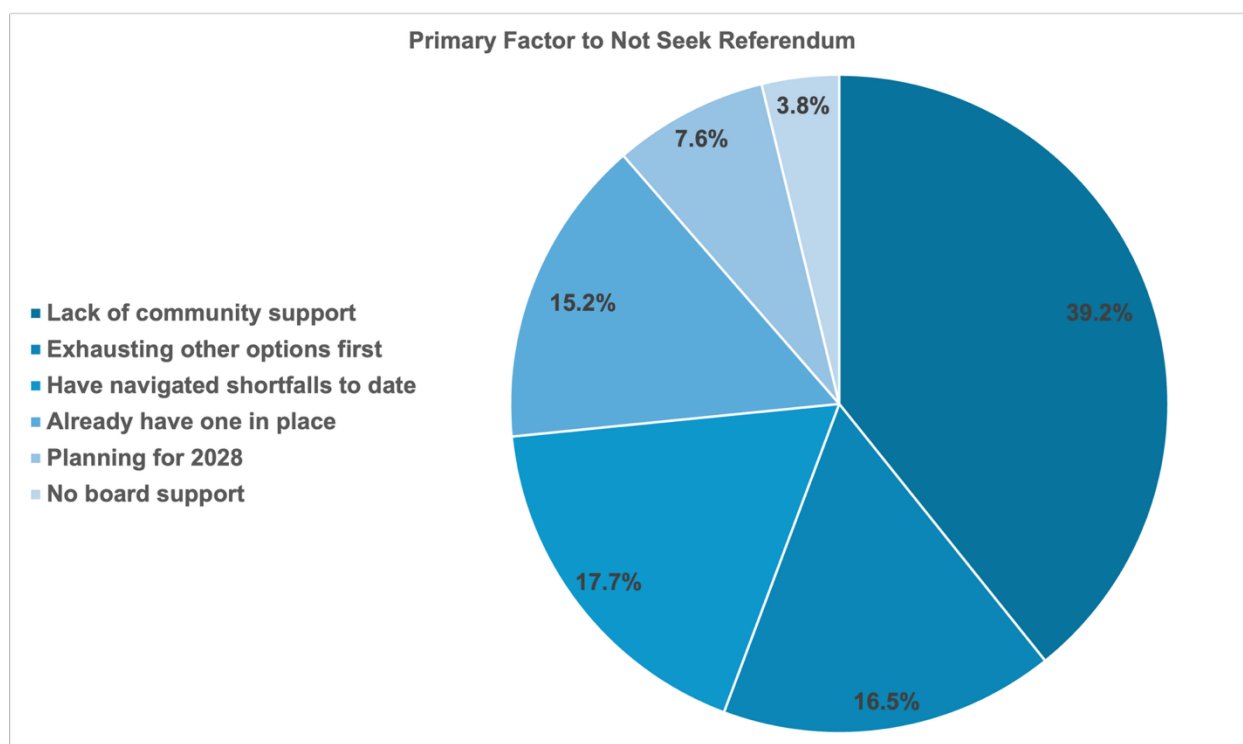
Of those pursuing a referendum, SEA 1 was cited as the primary factor driving that decision by 64.7% of respondents. For 17.6% of respondents, a referendum is currently being sought as a replacement to one expiring within the next two years. Other primary factors listed by those pursuing a referendum include:

- School resource officers (SROs) and school safety
- Enrollment growth outpacing increases to funding

- Being unable to continue to provide the expected level of services with current funding

Of the 85.6% of respondents not currently seeking a referendum, lack of community support was the most frequently listed factor, cited by 39.2% of respondents. Among other responses provided: 17.7% said that they have been able to reduce costs enough to avoid pursuing a referendum to date; 16.5% described making a decision to exhaust cost-reduction options prior to asking their community for a referendum, typically by cutting staff or services; 15.2% already have referendums in place that do not currently require renewal; 7.6% are currently preparing for a referendum in 2028; and 3.8% said that their school board would not pursue the option. These percentages are represented in Figure 7.

Figure 7
Factors Considered by School Corporations Not Seeking Referendum



Select Additional Comments

Respondents were offered the opportunity to include additional comments about their school corporations and the challenges they are facing from funding shortages. A selection of those comments, chosen for their illustration of a specific or unique perspective, follows. Note that some comments have been edited for the purpose of not directly or indirectly disclosing the identity of the school corporation at issue. A full list of comments is included in Addendum C.

From a rural school corporation, 1,000 – 1,499 enrollment:

[The greatest threat we face is] continued reduction of programs and services, which causes hardships, frustration, confusion with parents and that in turn causes a loss of faith in our district. They don't see the larger picture of what's happened to public education as a whole. If this continues, public education as we know it will cease (if it hasn't already).

From a rural school corporation, 500 – 999 enrollment:

A continuous 2% increase is appreciated but when insurance rates go up 20-25% it is hard to attract quality people to the profession and maintain a budget that is student focused.

From a suburban school corporation, 1,500 – 2,499 enrollment:

We have never gone out for referendum and worked hard to live with the dollars given. We just cannot do that any longer due to SEA 1. Utilities went up by 16%. Our transportation rise was similar. These are big expenditures. Health care went up by 6%. This is before we even consider compensation increases.

From a rural school corporation, 1,000 – 1,499 enrollment:

Our Operation Budget needs are \$3.8M. We are anticipating falling \$2.4M SHORT this year. We are negatively impacted by all property tax cuts and do not have farmland in our district to offset these cuts.

From a rural school corporation, 1,500 – 2,499 enrollment:

[The greatest threat we face is the] impact of Senate Bill 1 on our Operations Account. Our buildings are 50+ years old. We have to maintain them and we simply do not get the dollars through our Operations fund to adequately maintain aging buildings. We want to run a fleet of buses that adequately serve our students. We have 25 buses and would like to be able to purchase 2 new buses a year to be on a pattern of refreshing our fleet over a 12 year period and we cannot afford to buy new buses (last year and likely not in the coming years)....so our fleet of buses will quickly age. Gas prices impact the cost to run our buses. Utility costs rise but our Operations funding is declining.

From an urban school corporation, >5,000 enrollment:

[We were] already experiencing 50% reduction in property tax collection due to 2010 previous tax caps. Our budget forecast through 2027 is manageable with reductions, but 2028 and beyond is untenable. We cannot make enough cuts to overcome the SEA1 impact in 2028 and beyond.

From a rural school corporation, 1,500 – 2,499 enrollment:

We have to pass our 2026 operating referendum or transportation will be canceled for the 27-28 school year. We rank as the number one county in childhood poverty in Indiana and typically we are in the top 5 in that category. SEA 1 is a killer for us. Due to the loss of the PTRC (property tax relief credit) and businesses having a \$2 million exemption, those two factors are impossible for us to deal with. Our operations budget is \$5.3 million per year. \$3.2 million of that is funding from transferring 15% from the

education fund to the operations fund. So local tax levy pre-SEA 1 didn't even give us enough levy to fund 50% of our operational budget each year. Now SEA 1 will reduce that by another \$1.5 million annually by 2028 and 2029.

From a rural school corporation, 500 – 999 enrollment:

[We are a] top 10 school corporation & top 10 most improved school corporation in the Ball State Value Added Study. Top middle school math scores in the state. High academic performance. ECA success including numerous state championships. You can't say "do more with less" when all other costs (utilities, bus replacement, cost of living, food, fuel, insurance, property/causality insurance, etc.) are going through the roof and continue to increase.

From a rural school corporation, 500 – 999 enrollment:

The number of home school students is troubling. It is not only a loss of enrollment, but the type of students that are attending home school now are the ones that were struggling with completing work and staying focused. This is going to have a major hit to our economy/workforce in the next decade, leading to extra future Medicaid costs in my opinion.

From a suburban school corporation, 2,500 – 4,999 enrollment:

Increase in voucher options causes not only "front end losses" in funding for the students who are left who need more intense services, but on the back end, when the voucher schools or charter schools fold or remove the students. We then receive the students who are often unprepared academically. It is hard to calculate the real/hard costs of this, but "time is money" - so receiving students who were promoted in home schools and voucher schools without skills on grade level costs a significant amount to remediate them.

From a suburban school corporation, >5,000 enrollment:

I would like to know how much \$ districts have had to redirect towards TRF (teacher retirement fund) because of several consecutive years of increases to our contribution. The legislature took credit for decreasing it several years ago, but have ignored the increased pressure on our budgets due to the shift of the burden to us.

From a suburban school corporation, >5,000 enrollment:

The biggest threat our corporation faces is impulsive legislative decisions. When it comes to property taxes and debt, we utilize a financial team to make strategic, long-range decisions on how to best set-up our debt payments based on NAV projections, upcoming projects, and debt payments. These plans are set in stone upon the bond sale for 20 years. When legislative decisions are made that impact NAV without any warning, these decisions put the corporation in a world of hurt. We can't go back and "undo" decisions on debt that were made with the best possible projections and information possible. Corporations are then forced to take money away from other educational programs, staff cuts, etc. to try and offset the hit to property tax dollars. Specifically, this hit the revenue in our Operations Fund to the point where we are

having to use all increase in the Ed Fund and increase our transfer, while still cutting 8 million between 2025-2027.

From a suburban school corporation, >5,000 enrollment:

[The greatest threat we face is] lack of State Basic Grant funding increases and further property tax reforms that negatively impact public education. The goalposts continue to move for public schools, from universal vouchers to property tax reform, while the state sits on a nearly \$6 billion cash reserve. If the state doesn't adequately fund public schools in the "good times", I'm afraid to see what will happen when the economy takes a turn.

From an urban school corporation, 2,500 – 4,999 enrollment:

Education funding is challenging because we are continually asked to do more with less. Then, when we are able to make it work, another round of cuts occurs. The needs of students and families in our communities continue to increase; we are expected to provide more services and do it all with less revenue.

From a rural school corporation, 500 – 999 enrollment:

We are in a county that has schools with a worse fiscal outlook than ours. It is terrible to think that it will take a district to fail for us to gain enrollment enough to overcome future deficit, or our gain in enrollment will cause a district to fail.

From a suburban school corporation, >5,000 enrollment:

Every day we are forced to make decisions that are not what's best for kids, based on financial constraints. It goes against why we're in the jobs we're in, which is a tough spot to be in.

Addendum A

Expected Negative Future Funding Impacts by School Corporation Type and Size

Figure A1
Expected Future Funding Impacts of SEA 1 by School Corporation Type

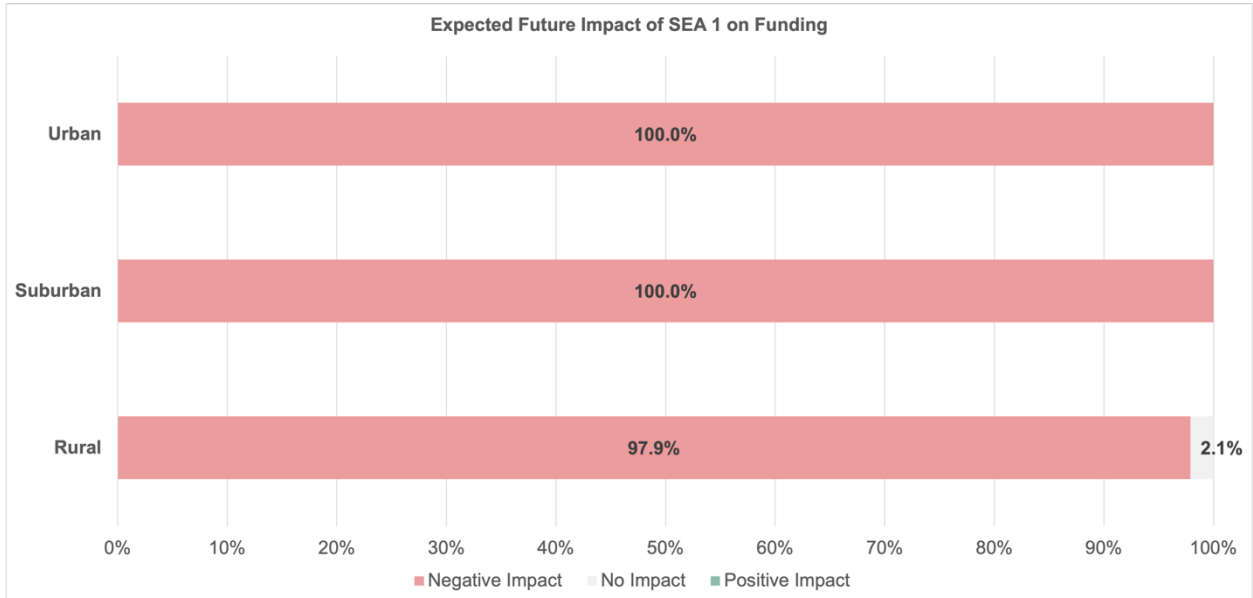


Figure A2
Expected Future Funding Impacts of SEA 1 by School Corporation Enrollment

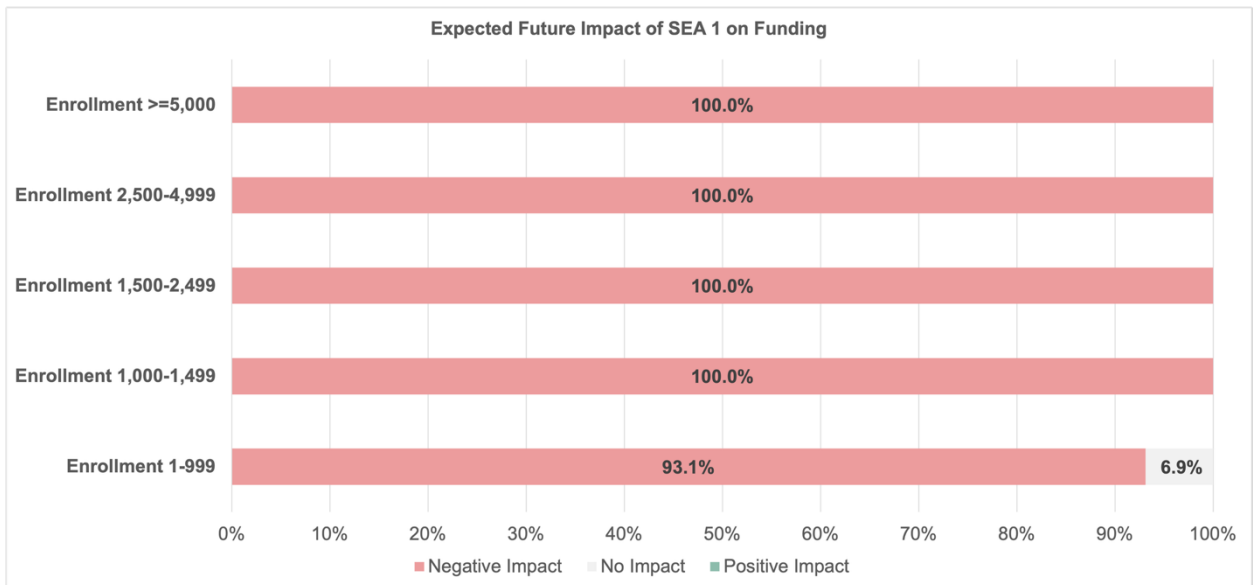


Figure A3
Expected Future Funding Impacts of Universal Voucher Eligibility by School Corporation Type

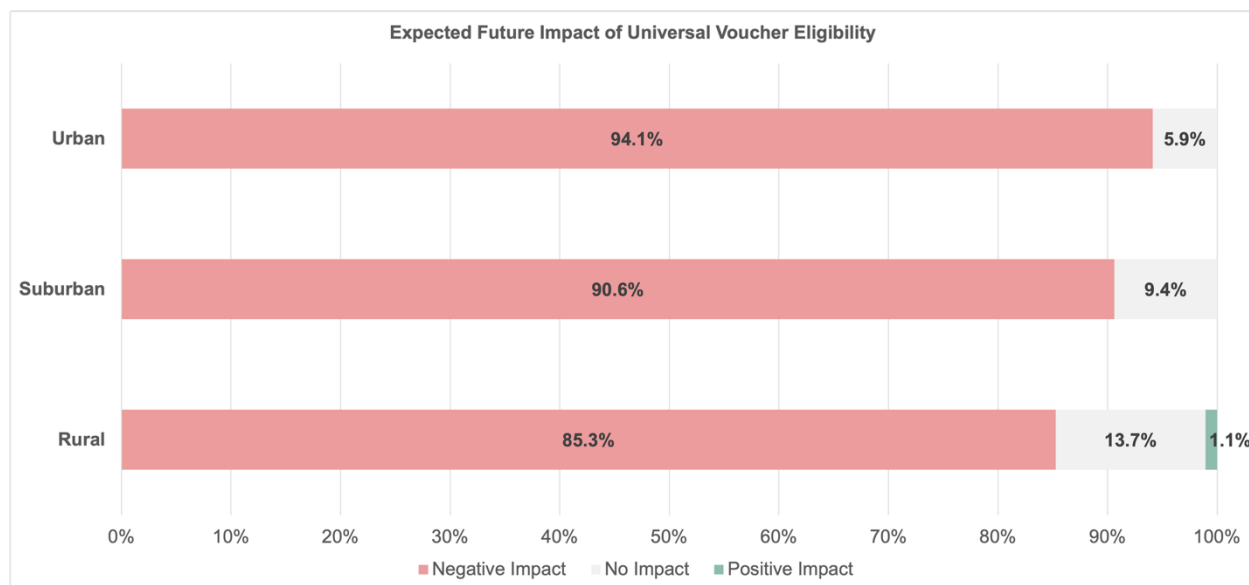


Figure A4
Expected Future Funding Impacts of Universal Voucher Eligibility by School Corporation Enrollment

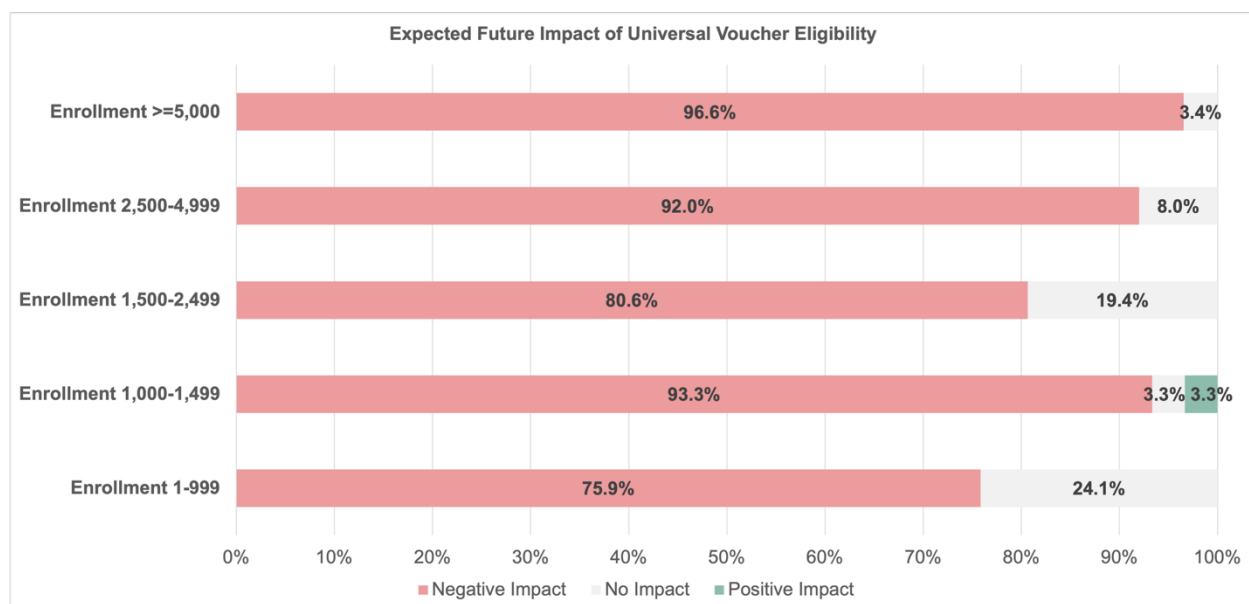


Figure A5
Expected Future Funding Impacts of Indiana General Assembly Allocations by School Corporation Type

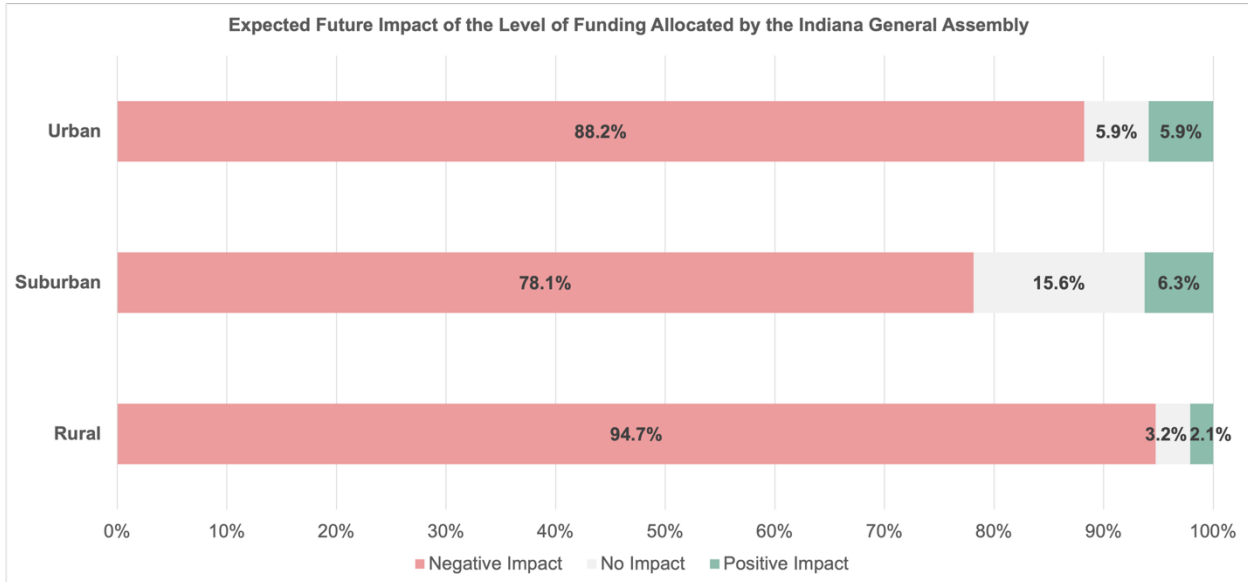


Figure A6
Expected Future Funding Impacts of Indiana General Assembly Allocations by School Corporation Enrollment

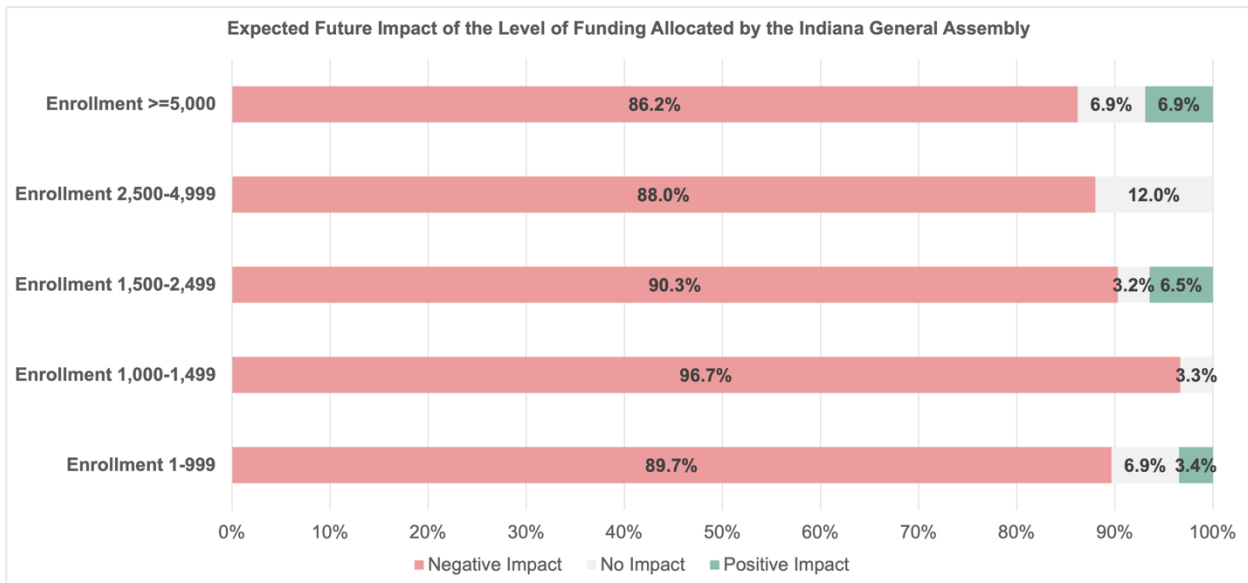


Figure A7
Expected Future Funding Impacts of US Department of Education Changes by School Corporation Type

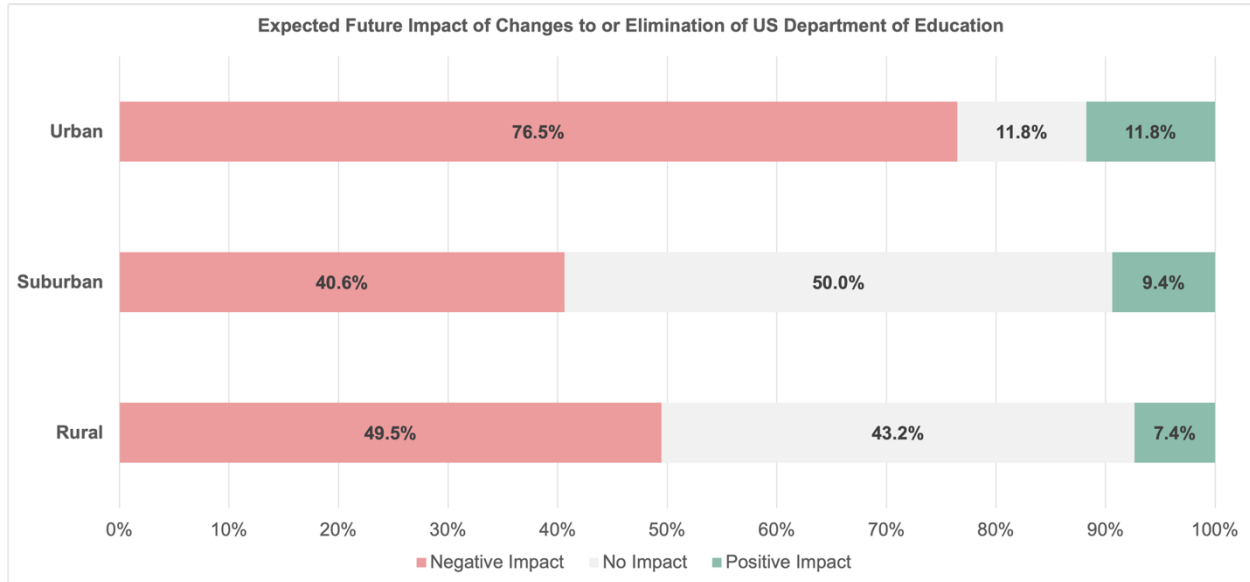
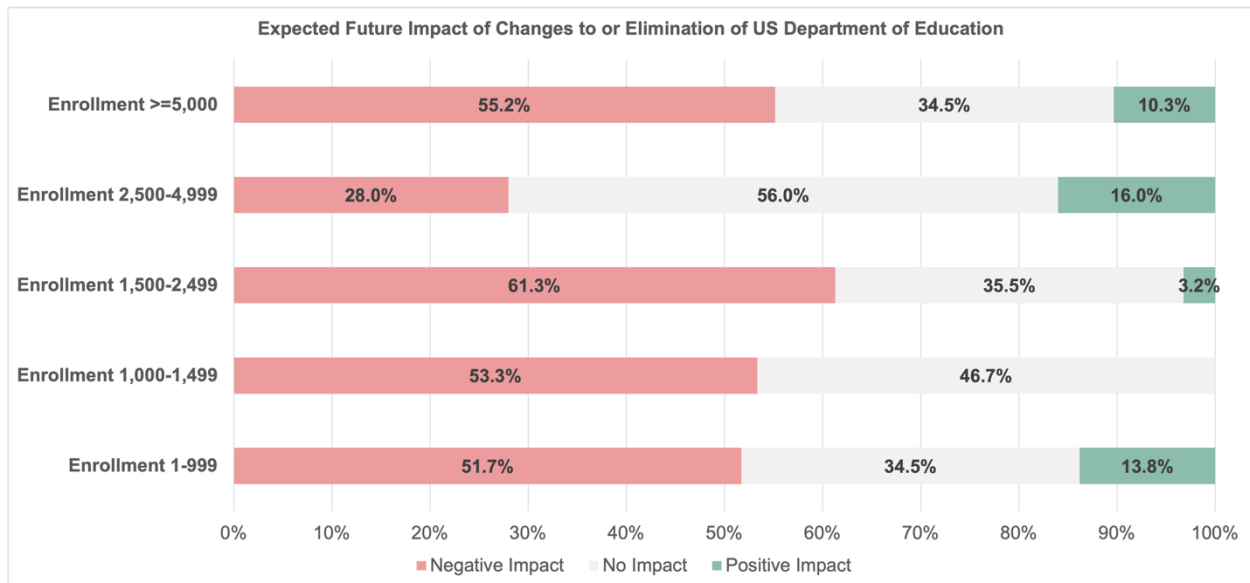


Figure A8
Expected Future Funding Impacts of US Department of Education Changes by School Corporation Enrollment



Addendum B

Actions Taken in Response to Funding Shortfalls by School Corporation Type and Size

Figure B1
Actions Being Taken or Considered by Rural School Corporations

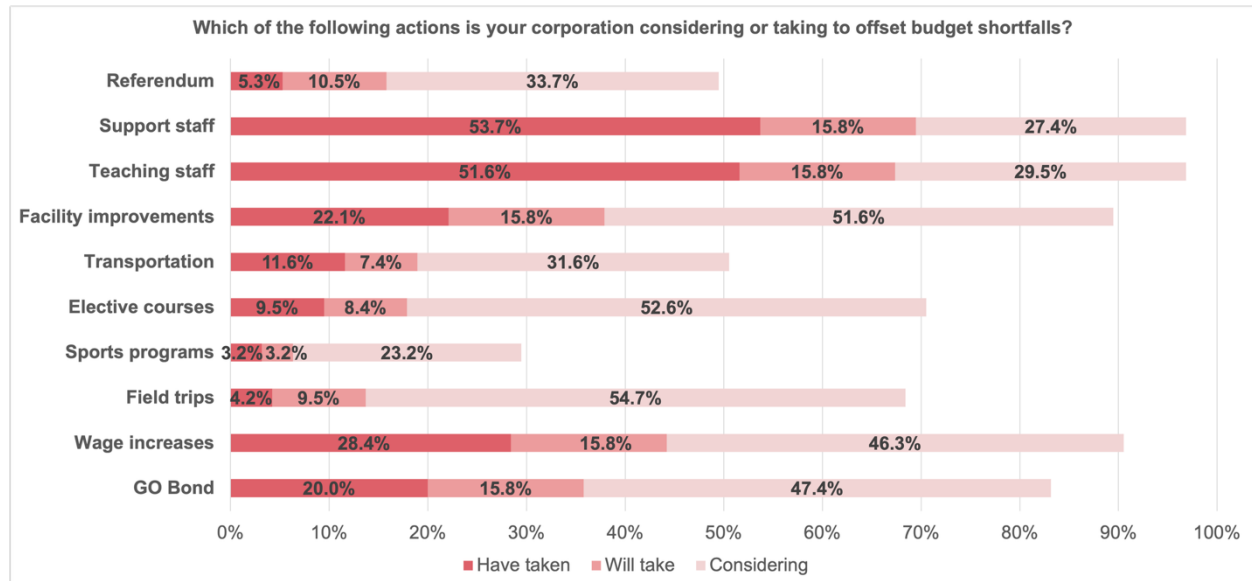


Figure B2
Actions Being Taken or Considered by Suburban School Corporations

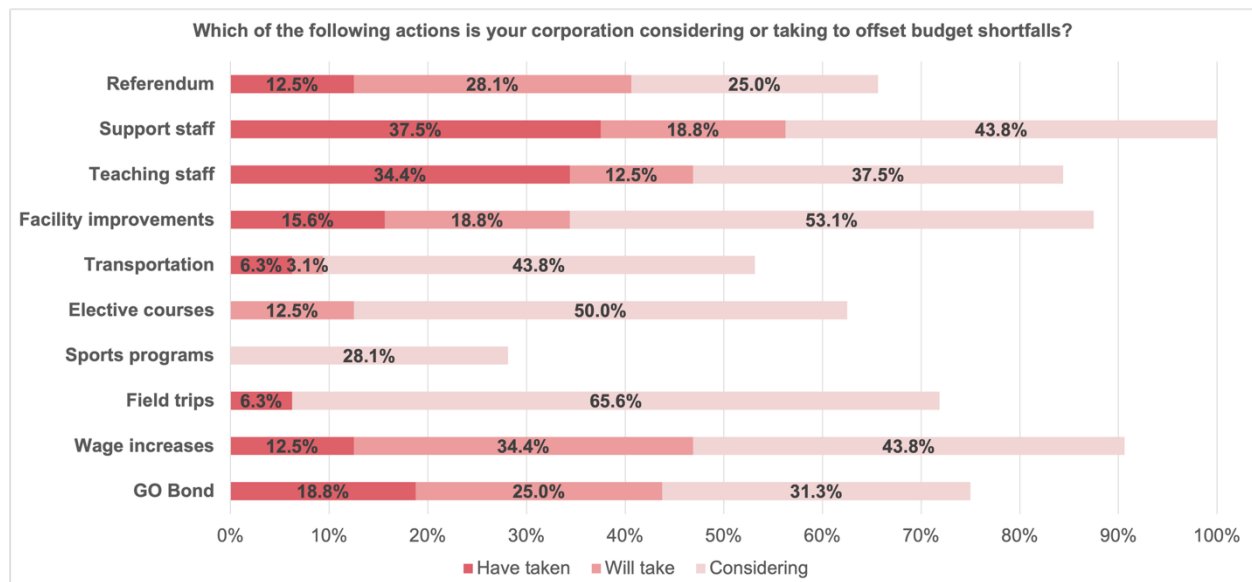


Figure B3
Actions Being Taken or Considered by Urban School Corporations

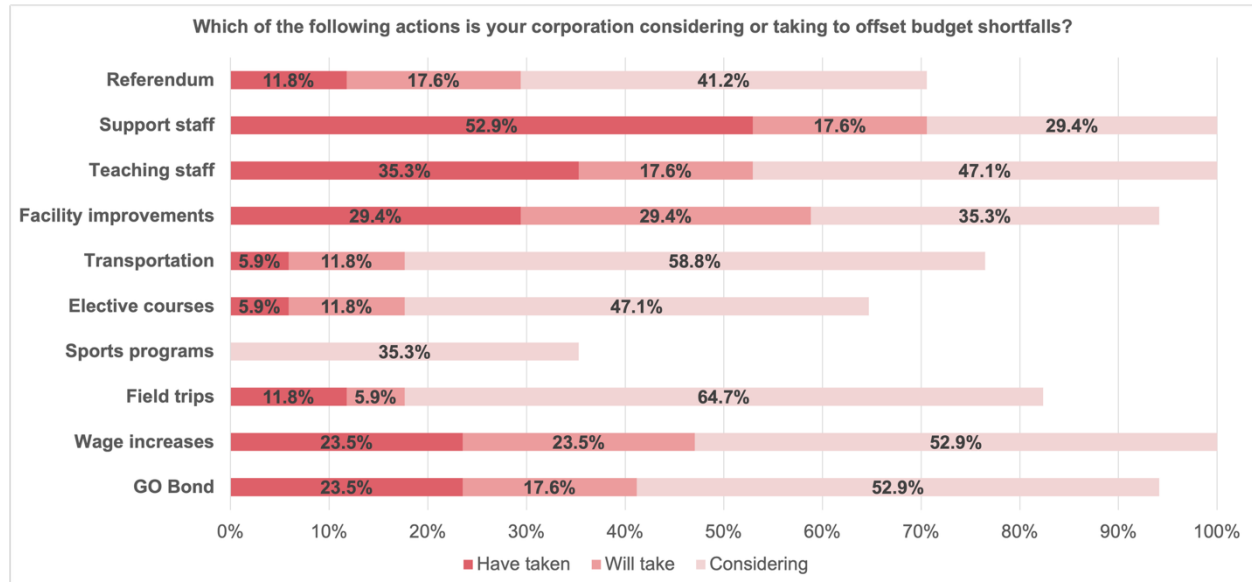


Figure B4
Actions Being Taken or Considered by School Corporations with Enrollment of 1 – 999

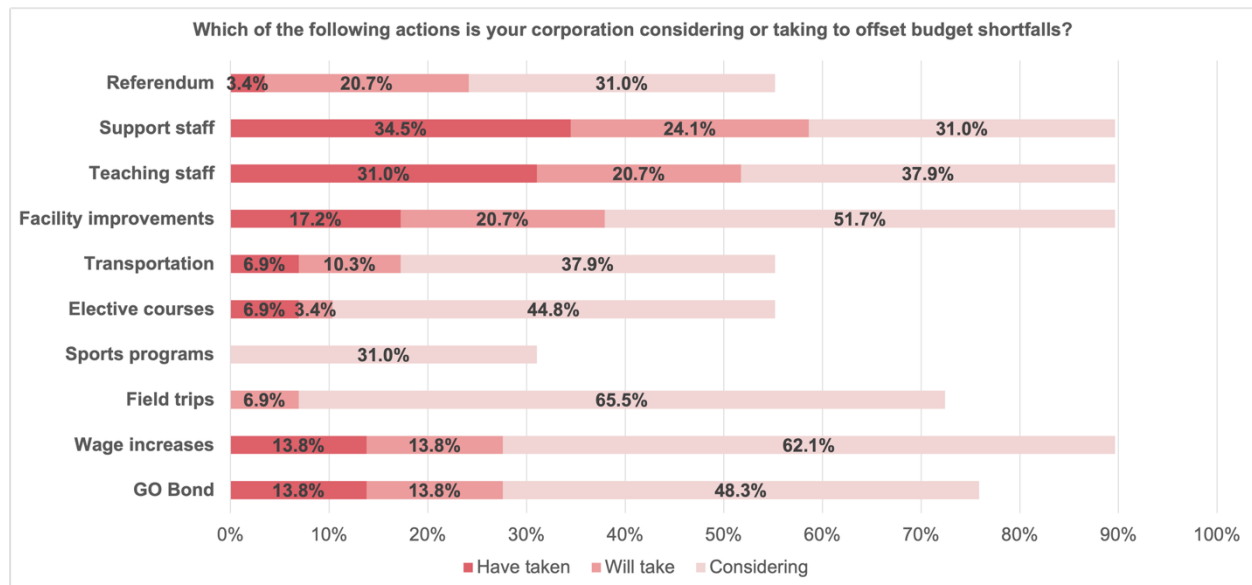


Figure B5
Actions Being Taken or Considered by School Corporations with Enrollment of 1,000 – 1,499

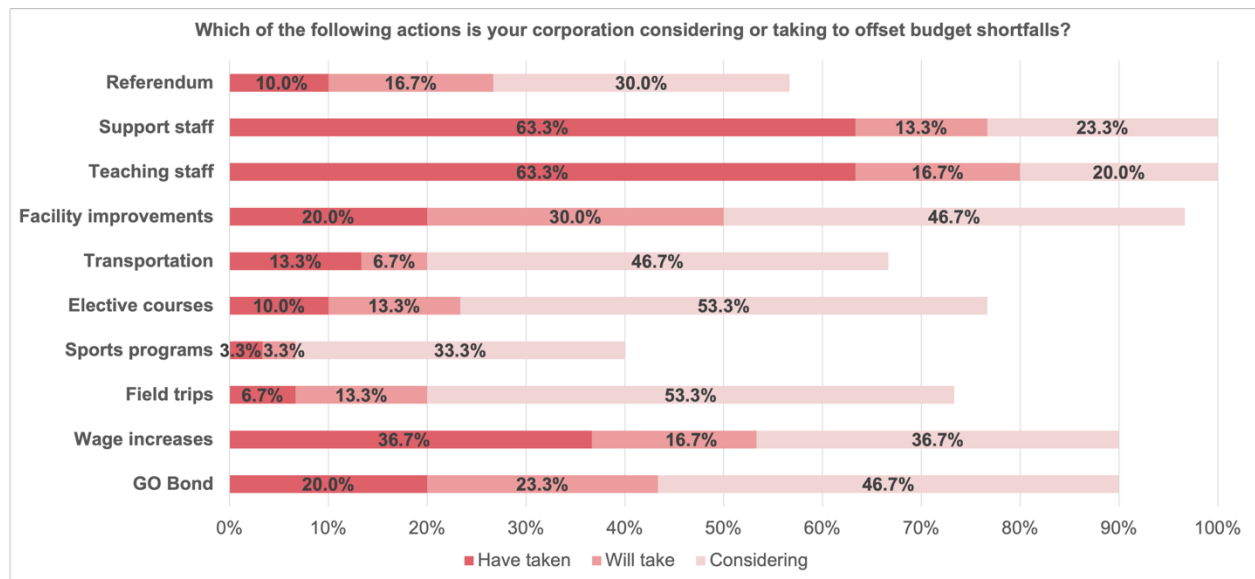


Figure B6
Actions Being Taken or Considered by School Corporations with Enrollment of 1,500 – 2,499

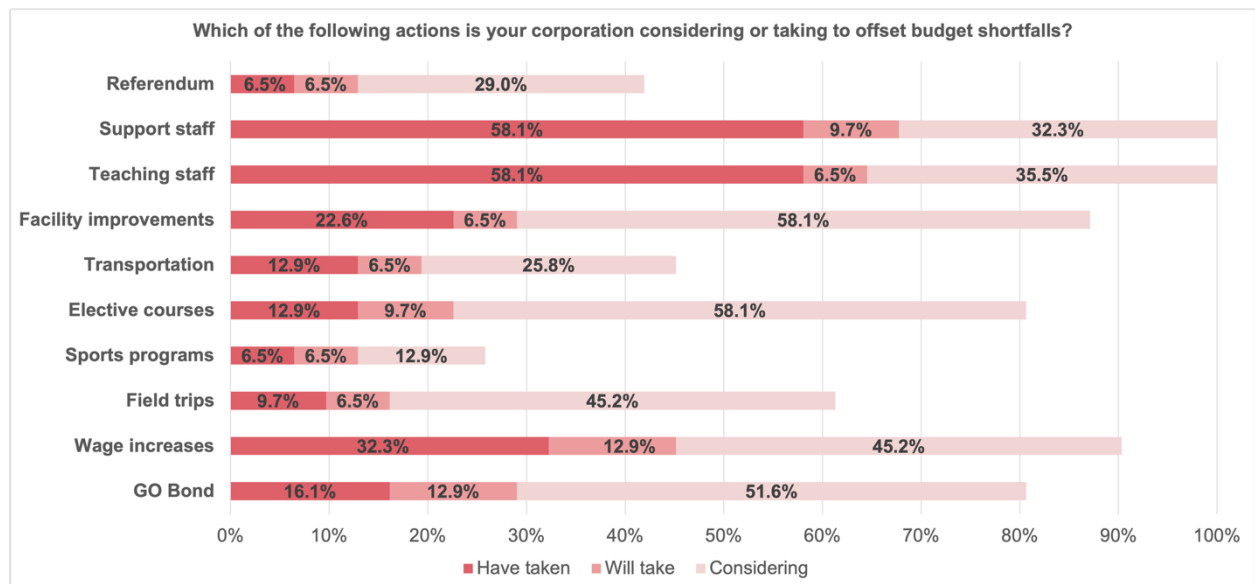


Figure B7
Actions Being Taken or Considered by School Corporations with Enrollment of 2,500 – 4,999

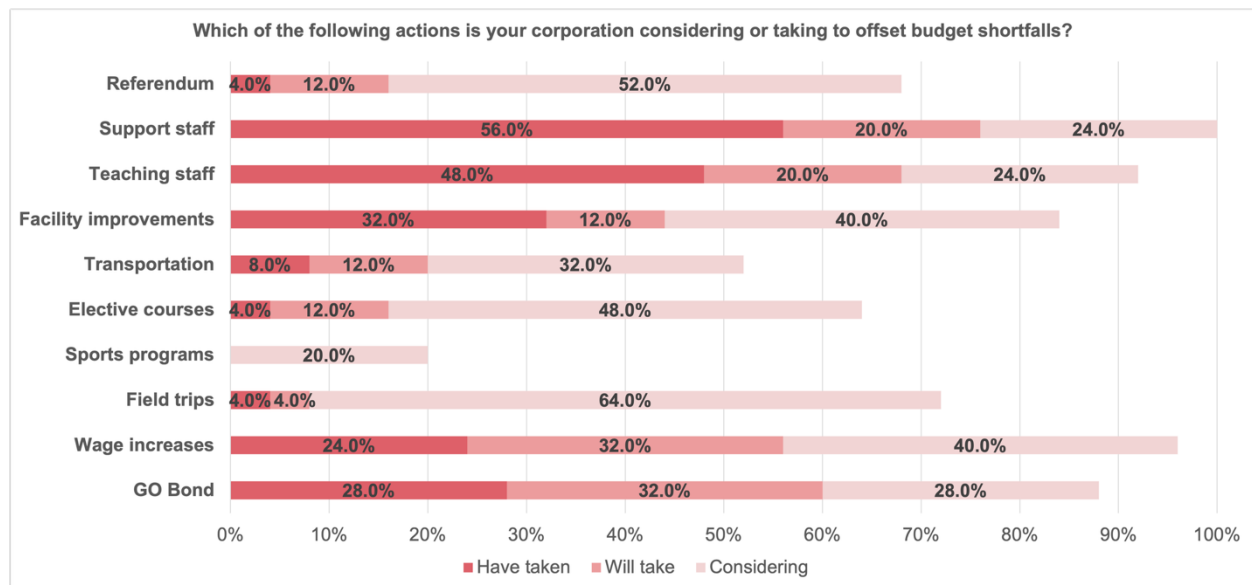
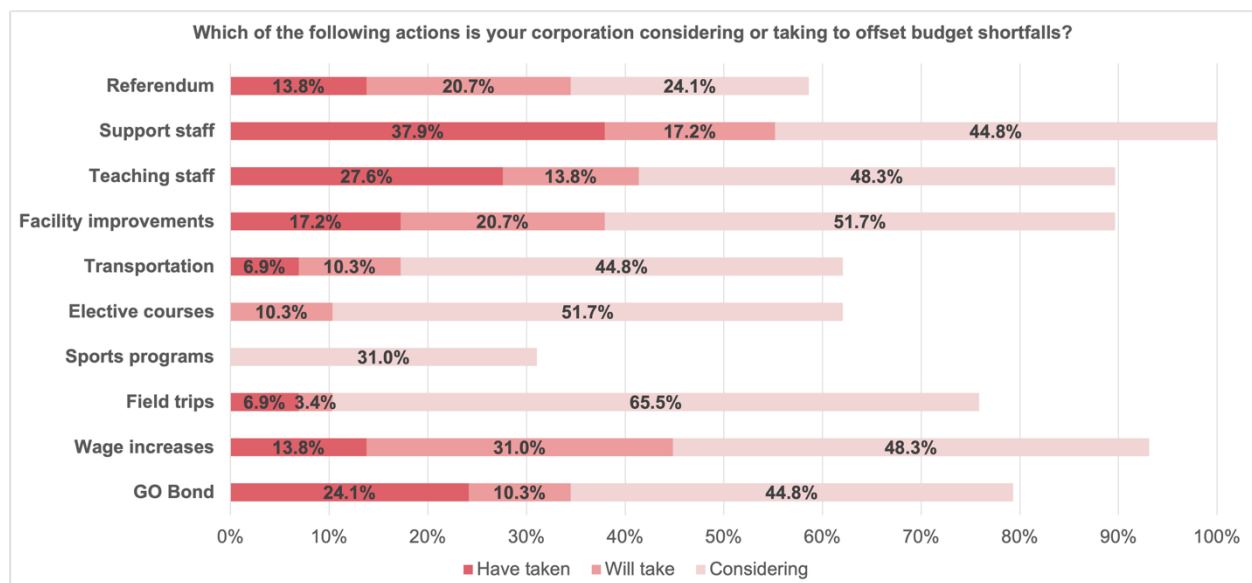


Figure B8
Actions Being Taken or Considered by School Corporations with Enrollment of 5,000 or more



Addendum C
Additional Comments Provided by Respondents Pertaining to Their School Corporations and the Challenges Presented by Funding Shortfalls

Additional Comments Provided by Respondents in Rural School Corporations

I do not believe it was a wise financial decision to prioritize paying for the private education of wealthy families. That said, the decision has been made and Indiana is now a 100% school choice state. If this is the case, then we need to level the playing field so all school entities are operating on a level playing field. Any current or new law that applies to public education should be applied to any other school system that accepts state dollars.
We offer so many career pathways (16) for a rural district and have nearly 85% of our students placed in internships. We also have students leaving with 4 semesters of college credit. It will be difficult to continue hitting both ends of the career/college decisions without cutting somewhere.
We cannot continue to do more with less. Funding has got to keep pace with salary requirements, safety concerns, increased utility costs, and increased equipment and supply costs. In a day and age where we are required to do more and more to support our students and their families, we lack the financial support to do so. At some point in the very near future we will all have no choice to run a referendum because of inadequate financial support. And on top of all of those increased costs, in my district 51% of our students do not have English as their native language - it does take more to educate them.
We are the heartbeat of our community. We provide a safe and inviting campus for a great education, extracurricular options, and due to being rural, we are the entertainment hub of our community where support for our students activities is high. We are small, therefore we can make quick decisions to benefit students and teachers. When annual raises are trumped by double digit increases in insurance costs, while also having to work through cuts in funding, it makes it extremely difficult to keep a can-do attitude and morale among our teachers. We will continue to grind but it admittedly is hard to continue to try to justify for so many.
[The greatest threat we face is] funding. We will be closing at least one school this year and continuing to reduce staff. Public education needs to be funded, or we risk losing the physical structures and appropriately trained staff to sustain the system long-term.
Properly funding education for Indiana students does not have to equal the elimination of our annual state budget surplus.

We have an amazing CTE school.

We are planting prairie grasses instead of mowing to reduce fuel costs. We have a large property. We've replaced lights with LED's. We've removed many tvs to reduce electricity costs.

We have started a student-run business for an additional income stream.

[The greatest threat we face is] aging buildings and infrastructure with the decrease in operations funding.

Our commitment to live within our means in the past, with no referendum and super low tax rates, has caught up with us. I think larger schools with better tax bases have given the rest of us a black eye. We haven't spent haphazardly, but are punished like we did.

We are being advised to cut \$2.5M out of our budget over the next couple of years. Pretty much any and all cost-savings measures are being discussed by our admin. team and financial department.

It is a shame that our Indiana public schools are being unnecessarily defunded by our general assembly. Our state's super majority has chosen to create a manufactured financial crisis by way of funding their voucher program, supporting the growth of their charter school program, and the growth of statewide online schools/platforms. Billions of dollars are being funneled away from our public schools to support these private projects.

We lead the state in percentage of students graduating high school with an Associate's degree (27%) last year. Budget-our AV is very small making SEA 1 cuts lower our Operations Fund to 2005 levels, while all expenses have significantly increased since then.

Private schools should have similar accountability measures in place to receive public tax dollars.

[Regarding funding], we would like something that more closely aligns with increases to medical, prescription drugs and inflation. We made positive gains the past few years and now it seems like we are taking a huge step back.

The loss of LIT funding (roughly \$316,000) for our school district that is scheduled to happen in the future will result in additional cuts and deferred maintenance.

Our corporation and city are proud of each other. We have a ton of support for our school in this small community.

[The greatest threat we face is] lack of funding in operations and tax money being spent on private and charter schools. Something has to change!

We provide a personalized education for every student that has had tremendous academic success at a low tax level. We offer 7 AP classes at our small high school combined with multiple pathways.

[The greatest threat we face is] student enrollment and all the options offered to kids at the high school level. Virtual school, home school, and micro-schools are all having a direct impact on enrollment. These programs need financial and academic guardrails. These students must be mandated to attend school each day just like brick and mortar students. Funding levels for virtual should be reduced due to the teacher-pupil ratio and less funds needed for these platforms to function.

The school board is reviewing our current ADM projections and will consider a referendum in 2028 if enrollment does not increase or if funding from the State of Indiana does not increase.

We will have to use bond proceeds to offset property tax cap loss.

I believe we need a differentiated budget increase for schools that are competing against other schools surrounding them and have not opted to ask for additional referendum funds-we would need a 5-10% increase in order to catch up while surrounding school who do not have tax cap loss would need to take less.

We are small, but offer our students a wonderful, well-rounded education.

[The greatest threat we face is] lack of funding.

[We are] big enough to offer a wide range of opportunities and small enough for each student to be seen.

[The greatest threat we face is] vouchers/school choice.

[We are] not necessarily unique, but we are a small, tight-knit community. Our school is the hub of the community. Overall, we have tremendous community support.

[The greatest threat we face is] property tax reductions and little to no increase in the education fund.

We serve a diverse population in southern Indiana where many of the neighboring districts do not have diverse populations. We have to properly staff our buildings with those staff that are bi-lingual and can communicate with our students and families. We also have leveraged our diversity to start a dual language immersion program which makes us unique in this part of the state (southwest Indiana). Again, the challenges are there are not many certified elementary teachers who can teach in Spanish, so we have to look internationally to find those teachers and with that comes extra costs.

Surface area, we are an average district, but we are primarily made of farmland. We have few neighborhoods, and do not have the infrastructure to bring in more housing. Our enrollment is around 600 students which makes it challenging to meet the transportation needs in a timely fashion. Our bus drivers all own their own buses and we contract with them to drive for us.

I feel like funding is bleeding the small schools dry. I am skeptical that this is simply a push to consolidate.

[The greatest threat we face is] the general devaluation of public education by our legislators.

[We need to] make sure the private and charter schools that get state money are held to the same standards and scrutiny of public schools.

[The greatest threat we face is] consolidation by financial strangulation - it's happening.

We are a rural school close to a larger city and provides many opportunities for students, while maintaining a small school and community atmosphere.

Public education is the number one choice school for Indiana students and parents. It should be funded in a way that reflects that top choice for educating our future leaders.

[Our corporation is unique because of] the tremendous curriculum we can offer our students. We have onsite dual credit as well as vocational programs for our students.

[The greatest threat we face is] consolidation because our county school district is not in great financial shape. We are currently in great financial condition.

Schools like ours will be affected greatly if we don't have the funding to continue the programs we currently offer.

Our corporation includes over 60,000 acres of Hoosier National Forest, which drastically affects our AV. We have almost no commercial properties. We have farms and residential properties. This is causing the effect of SEA1 to be less of an impact today, but over the next few years, it's going to hit here too, and we have such a limited tax base already that our rates are going to increase dramatically just to get the same dollars we're raising now.

It was hard to answer the question about how much of an increase we would need if we were optimally funded today. To me, optimally funded would mean paying teachers a lot more than we can pay them now. If we ever got a big increase that would allow us to fix that, then I do think that we could get by with 3-4% a year after that. But the way it is now, we'll never be able to address teacher pay the way we want to.

I understand sometimes cuts are needed, but adequate funding is needed to combat inflation.

We are a small school district (about 100 students per grade level) but we have a wide variety of course offerings and extracurricular opportunities that we want to continue to offer.

The needs of the operations fund are taking away from our education funds.

We have placed an operating referendum on the November ballot. If that fails, we will be forced to make significant reductions to instructional staff, transportation, support staff, administration, and extracurricular activities.

We offer several high-quality CTE Programs for a small school and already collaborate to share those programs with nearby schools. We also have some great community and business partnerships.

[The greatest threat we face is] funding to maintain facilities and transportation (purchasing of buses), wage increases for all staff and funding the cost of health insurance.

[Our corporation is unique because of] our small class sizes, career center and ag opportunities.

We will look significantly different if the referendum vote does not pass. Programs will be cut significantly.

[The greatest threat we face is] hiring and retention of all staff. We have limited resources to offer pay raises to already existing employees, and we are competing with unskilled labor in many areas that pays significantly more than us. Additionally, our starting teacher salary is the state minimum with raises that have been less than one percentage point over the course of the last five years. So we struggle both on the operation side and the education side. We also have a community that is resistant to change and is diminishing in size. The loss of enrollment continues to be an issue. One other issue facing us is the continued high cost of special education. The percentage of students who are labeled as special education continues to rise while our total enrollment falls. The cost of supporting the students drains our funds dramatically.

In addition to school funding issues, the state has also created havoc with the local tax changes. At some point in time, the state legislature will have to figure out if they want to fund public education anymore. It seems like that is going away.

Our enrollment is small relative to our large geographical area. Our district is the community center, offers outstanding opportunities for students in academics, arts, agriculture, and athletics. Our community is proud, hardworking, and appreciates the opportunities that our small public school offers through a dedicated faculty and staff.

Our revenues have to at least keep up with inflation to continue providing the services expected by our community. The challenge is also the price escalation of goods and services exploding at a rate that is nearly impossible to keep up with. We can be incredibly creative and diligent when reviewing our expenses but our revenue typically fails to keep up with both escalation and inflation.

The Education Fund is where we need to see increases to drastically improve our teacher pay. Also, I want it to be clear that we have no waste.

We are growing at a 15% rate in school enrollment the past two years.

[The greatest threat we face is] the legislature possibly closing small schools.

Our education fund is running tight (expenditures are slightly below our revenue) but due to [a large company] being in our district and their TIF district expiring, our AV grew significantly in 2026. This allowed us to do a \$40 Million dollar bond issues to upgrade all of our facilities for energy efficiencies and more, while dropping our total tax rate significantly for taxpayers. We are currently on track to under expend our operations fund revenue by approximately \$3 Million vs. less than \$1 Million in our 25 budget.

We are a very small geographic district. All new housing and industry that comes in is TIF'd. This kills us along with SEA 1. We are usually in the top 10-20 in the state of Indiana for net transfers. Families want to come to our school because we are the best around. But we are not adequately funding locally or from the state to be able to survive. We have a 99% graduation rate.

SEA 1 killed our district. We are going from a 12% circuit breaker loss to a 50% circuit breaker loss when you factor in SEA 1.

Loss of transportation means we will lose students. Losing students means RIFing more teachers, which means cutting academic programming, athletics, and extracurriculars. We will have to consolidate with another district in 5 years because we will be bankrupt.

Sadly, we have our highest of state representatives publicly attacking public schools on an almost daily basis. We have a governor who says we need to tighten our belts. However, I have begged and pleaded for local reps and senators to see what we are doing and tell me how we can tighten our belts even more. They do not come and do not listen. Indiana is one of the lowest-funded states for public education. I really hate the constant bashing on public schools for student achievement data. Public schools accept all of our in-district students that come through our doors no matter their socioeconomic status, if they are special needs, or have severe physical impairments, but yet we are compared to the private/charter sector of schools who do not have to operate on the same principle foundation. I truly believe that we are not moving towards a system of school choice but rather a system of segregation where public schools are going to have only the special education students, the homeless students, the poverty stricken students, and the low academic performing students, and the charter/private schools will have the wealthy students, the average academic students that are athletic and can receive money for going there, and the poverty stricken students that are athletic or academically gifted. They will not accept special needs students, students with behavioral concerns, or students with major physical impairments. This is not a system of choice; this is a system of segregation at its core and should go against what we all believe in America.

There has to be some stability not tied solely to student transfer in/transfer out, such as a graduating impact on the education fund. So, when a student transfers to another school corporation within a certain distance of the previous school a percentage of their ADM would stay with that school corporation for a period of 1-2 years. For small school systems in rural areas, this would help the impact of school hopping have a more gradual impact than the current reality of losing a noticeable chunk of the ed fund should a group of students decide to transfer for one reason or another.

[We are] a small rural school district with more educational opportunities than most larger schools that house or participate in a career center. Agriculture, Health Sciences (CNA/CMMA), Engineering, Construction, Digital Design, Teaching, CDL-A, Heavy Equipment, Diesel Services are all offered on campus without required transportation and can be taken while receiving the ICC and Honors Seal. Our elementary has exceptional student outcomes, far surpassing the state average and much more affluent communities, while having a Special Education population greater than 20%. AND, our school is our community. This school fails and this community wilts.

We have worked hard to keep our tax rate conservative and we know the burden it will place on our community. When the major tax reform removed General/Education fund off of property tax and sales tax replaced it, there was a negative impact because funding moved to per student. Intentionally or unintentionally this has squeezed all rural schools and forced us to fight for scraps. We adopted an aggressive Out of District policy which has upset our neighbors and created a climate where we no longer work as cooperatively as we had previously.

Policy makers/legislators have zero clue what it takes to educate students while balancing the increasing demand of their social, emotional and physical needs. Yet, education legislation dominates every session. I would invite any of them to come to our campus and perform any job for one week and see how their perception shifts. There have always been discussion about the motives behind basic grant and per pupil funding. I now believe that it is meant to choke out the small rural school. But it is a complete contradiction to make that effort while simultaneously pumping money into failing charters with lower enrollment, no community support and pitiful student outcomes. All of this is happening while our state carries a record budget surplus.

Although our community has lost population over the last 10-20 years, we are close enough to a medium sized city in that we can attract a large number of open enrolled students. Additionally, we have a very proud community who values their public schools. We have traditionally been able to maintain a high level of student achievement with a lower rate of state support.

[The greatest threat we face is] declining enrollment and the loss of funding that results and decreases in our operations due to SEA 1. As the idea of universal vouchers expands, we will see less support for other traditional funding mechanisms for school. For example, parents who are getting a voucher to send their kids to a private school are not going to support their property taxes going to fund the local public school's building project. They are going to want a piece of that or at least not pay for it. The biggest threat to not only public schools, but all publicly funded services is the idea that one's taxes should only go to what they use (or believe they use).

I don't want to say we don't appreciate an increase in state funding, but a modest increase at a time when our tax supported funds are being hammered creates an environment where all of our funds are suffering. We are seeing drastic cost increases in health insurance, liability insurance, utilities, buses, and fuel; but our revenue is decreasing or growing around 1-2%. This is not a sustainable model for success.

I am very concerned about continued tweaks to the system that will further hurt schools. We read about the surplus the state is running with collections. It shows that people are still paying the same, but some entities are losing more than others. Also, schools are being dealt a hand where they do not have the same abilities as other units to make up the reductions in revenue through a new LIT or wheel tax. All of our actions require taxpayers to vote while others just need their own boards' approval.

We are turning over every rock to save money. This year alone, we cut \$1.2 million to balance our current budget. Doesn't sound like a lot but we are a school of less than 1,100 students. This is the third year in a row we have made some cuts.

We are a model school for forced consolidation. Legislators have been trying to get us to consolidate for years. This isn't a surprise.

We are a small, rural school with a high percentage of students requiring meal assistance and special education services, but we are also a very high academic achieving school.

We run a lean administrative team for a district our size, yet we still struggle to keep up with surrounding districts on salary and benefits for teachers. We need consistent increases in education funding so that we can continue to attract and retain quality staff.

Additional Comments Provided by Respondents in Suburban School Corporations

[The greatest threat we face is] funding due to SEA1 and decreasing enrollment. We do not have a reliable and predictable funding structure, creating difficulty in long-term budgeting.

I am not sure what the long term goal is for education funding. To underfund schools in both the education fund and operation fund--schools will be unable to maintain facilities and hire and retain high quality staff. Crumbling infrastructure and the failure to attract, retain, and even produce excellent teachers will have generational impact on our communities and state. This cannot be the goal for our schools that educate all students.

[The greatest threat we face is] SEA 1 and now the rumblings that certain legislators would like to do away with property taxes entirely.

Three towns feed into our school corporation. Additionally, we are close to the Illinois border. We had a lot of existing private schools in our area that have increased enrollment after the voucher expansion, as well as a high school from Illinois that literally jumped over the border into our district because of the vouchers.

We have a lot of fixed costs that do not leave us when a student uses a voucher to attend a private school. What is the state doing with the 10% left over after they pay 90% of tuition support on a voucher? We could really use that funding to offset fixed costs, especially given we educate the majority of students in Indiana. Public schools also have the responsibility to educate the majority of students with special needs. Costs for special education have increased significantly but special education funding has not kept pace.

SEA 1 was not a very well thought out bill and it should be reviewed. School Districts shouldn't have to rely on Operating Referendums just to maintain staffing, provide transportation and maintain their buildings. It was a poorly designed plan by the Governor and the legislature, and the only people that benefited from it were businesses and farmers. The average homeowner saw little to no benefit from it. However, it really is going to impact school Operations Funding. Education Funding should keep up with inflation at a minimum.

As one of the fastest-growing districts in the state, our budget trails growth and inflation costs, creating a funding gap. It makes it difficult for us to keep our salaries competitive while maintaining an adult-to-student ratio that has been key to our success for many years.

I understand the focus on parent choice and I am not debating that. However, the funding mechanism that makes parent choice possible is not working in our state and that needs to be addressed.

[The greatest threat we face is] inequities in operational funding. We have been tight for years. In a lot of ways other school corporations are now feeling what we have felt for a while. In terms of considered actions, nothing is off the table. Every position, system, and service will be looked at constantly for potential reductions.

We have two municipalities we serve. We are also neighbors to a very affluent public school district. There are many misconceptions about the quality of teaching in our schools as the comparisons are constant between us (approximately 50% F/R to a school with <10% F/R). Our struggle is messaging, dispelling myths and untruths, and getting people to understand reality.

We are extremely high residential (80%) as a tax-base that does not support a referendum (operating or capital). We have grown over 2500 students in 10 years, resulting in a larger debt rate and the majority of our homeowners at the tax cap (90% at cap). Circuit Breaker loss combined with the SEA1 home credit resulted in a 59% loss from our max levy to our net levy for the Operations Fund. Max Levy: \$18.2M Net Levy: \$7.5M The tax base in our corporation is also heavily TIF'd for our commercial property and through 2026, we receive zero pass-through AV or program-based dollars from TIF.

We eliminated 49 positions for this year including 4 administrators, 12 certified teachers, 33 support staff. We did not give a raise last year and are unsure we can provide one this year. We are looking to increase the distance to a school from .5 mile to 1.5 mile where transportation is not provided. We eliminated transportation to special vocational programming. We increased the ranges for HVAC in our classrooms, meaning it gets hotter/colder before the system kicks on. We are potentially moving to a Tier 3 Bus routing system to eliminate drivers.

[The greatest threat we face is] inadequate funding for operations with increasing costs to utilities, insurance, etc. We are largely residential and SEA1 has greatly impacted us negatively. Also, declining birth rates are impacting enrollment at the younger grades, which impacts funding as well.

Before we would consider a referendum, I want to know that I reduced expenditures as much as possible so I can share with our community that we have no other options. The past two years we have made reductions in administrators, teachers, and classified staff. We have renegotiated all contracts with vendors. We closed a building and did grade level reconfiguration to help reduce future operational costs. I believe our community respects and appreciates the efforts we are making.

I need to be able to give my staff an adequate raise. I have not been able to the past couple of years. I prefer eliminating the TAG dollars and put that money towards tuition support so I can give a raise that is needed and deserved.

[Our corporation is in a] small town ... we know every student by name!

We are dependent on the current referendum and cannot survive without it! We are living off our referendum and still operating on a bare bones budget!

The idea that educational funding should simply “follow the child” does not fully account for the financial realities of operating a public school district. When enrollment declines, the district loses the total funding per student immediately, but many costs cannot be reduced at the same pace. The funding per student includes not only classroom teachers and instructional assistants; it also includes principals, teachers in specialized subjects such as art, music, PE, social workers, guidance counselors, and front-office staff. Classroom teachers and instructional assistants can be reduced when enrollment declines, but reducing staff not in the classroom is much more difficult. If the enrollment declines enough to warrant closing a school, then the staff not in the classroom can also be reduced.

It can take several years for a district to responsibly adjust staffing, programs, and facilities to reflect enrollment changes. During that transition, public schools are left absorbing ongoing costs without the revenue needed to support them. Too often, the burden is detrimental to children when services and educational programs are reduced, or to staff when salaries are frozen or do not keep pace with inflation.

Funding following the child immediately seems reasonable, but educating and supporting children is not that simple.

Additional Comments Provided by Respondents in Urban School Corporations

The continued voucher program is more threatening than even charter schools. We are segregating our students into buckets of poverty, special ed., minorities, and race and this has been well orchestrated by national leaders.

A day of reckoning is coming but will not happen for 50 years or more. The trend to redirect taxpayer funds to non-public schools has been established. Not until federal legislation is passed to eliminate states using taxpayer funds to fund non-public schools, the trend will continue until taxpayers stand against this practice at the ballot box.

[The greatest threat we face is] funding, especially passing referendums. We are quickly becoming "have" and "have-nots".

Our schools are the heart of our community. We have a small district feel, although we are a large district.

We need balance in our statehouse between parties. Allow schools more creativity/opportunities to do things differently, even high poverty ones.

We educate a lot of students from other districts. The district built another building when school of choice opened up to accommodate the influx of students. That created a long-term problem because we receive no revenue in operations to pay for those facility needs.

[State government] is causing the inflation and at the same time trying to limit revenue. The political environment in our state right now is not supportive of public education and I see it everyday in the quality of teaching candidates we are receiving for openings.

[Our schools] continues to examine every responsible opportunity to reduce costs and increase operational efficiency. The district has already eliminated six administrative positions and more than 30 positions overall, renegotiated contracts, outsourced services where doing so produced savings, repurposed existing facilities, and limited transfers from the Education Fund to the Operations Fund to the maximum permitted by law.

Additional measures under consideration include maintaining strict controls on hiring and replacing vacant positions only when essential; continuing to review staffing levels, service contracts, transportation routes, utilities, purchasing, and facility operations; pursuing grants and partnerships; and evaluating opportunities to generate additional revenue without creating an undue burden for families.

However, these actions alone cannot offset the approximately \$4.5 million annual shortfall the district would face without a replacement operating referendum. Because significant reductions have already been made, a shortfall of that magnitude would require difficult decisions affecting staffing, programs, transportation, building maintenance, custodial services, student safety, and other services available to students and families. The district will continue to pursue efficiencies, but further reductions at this level would be visible service cuts—not simply administrative or behind-the-scenes savings.

If we continue to offer the current level of education for our students without reductions that we feel are necessary for student success, then we would run through our cash reserves by 2032.

Addendum D
Indiana Coalition for Public Education 2026 School Funding Survey

1) What is the total student enrollment in your corporation?

- <500
- 500 – 999
- 1,000 – 1,499
- 1,500 – 2,499
- 2,500 – 4,999
- >=5000

2) How would you describe your corporation?

- Rural
- Suburban
- Urban

3) How do you expect each of the following to impact your corporation's funding in the next year?

	Negative impact	No impact	Positive impact
SEA 1 limits on property taxes			
Universal voucher (IN Choice Scholarship) eligibility			
Level of funding allocated by the Indiana General Assembly in the 2025 session			
Changes to and/or elimination of the US Department of Education			

4) How do you expect each of the following to impact your corporation's funding in future years?

	Negative impact	No impact	Positive impact
SEA 1 limits on property taxes			
Universal voucher (IN Choice Scholarship) eligibility			
Level of funding allocated by the Indiana General Assembly in the 2025 session			
Changes to and/or elimination of the US Department of Education			

5) Which of the following actions is your corporation considering or taking to offset budget shortfalls?

	Will not take	Under consideration	Will take	Have taken already
Reduction or elimination of field trips				
Reduction or elimination of sports programs				
Reduction or elimination of elective courses				
Reduction or elimination of transportation services				
Reduction or elimination of planned facility improvements				
Reduction of teaching staff				
Reduction of support staff				
Reduction of planned wage increases for teaching and/or support staff				
Placing a new or increased referendum on the ballot				
Issuing a new, previously unplanned general obligation bond				

NOTE: This question and the questions that follow are optional and may be completed if you'd like to share additional information.

6) Please describe any other actions your corporation is considering or taking to offset budget shortfalls.

7) If you could receive a one-time budget increase this year, what percentage increase do you believe would be necessary to adequately provide the level of services expected by your community?

8) If your budget was at an optimal level today, what level of annual percentage increase do you believe would be necessary to adequately provide the level of services expected by your community?

- 9) Do you have a referendum on the ballot in 2026?
- 10)What was the primary factor that caused your corporation to place or refrain from placing a referendum on the ballot in 2026?
- 11)What is the greatest threat your corporation currently faces?
- 12)What makes your corporation unique?
- 13)Please share any other comments you would like to make regarding education funding.
- 14)What is your job title?
- 15)Which IAPSS region are you in?
- District I
 - District II
 - District III
 - District IV
 - District V
 - District VI
 - District VII
 - District VIII
- 16)Is it ok for ICPE to anonymously quote parts of your responses in materials discussing public education funding in Indiana? For example, a quote might be credited to 'superintendent at a rural Indiana public school.'
- Yes
 - No

About Indiana Coalition for Public Education

Indiana Coalition for Public Education is a non-partisan non-profit organization dedicated to preserving and improving public education for Indiana students. We advocate for all Hoosier children having access to high quality, equitable, well-funded public schools that are subject to democratic oversight by their communities.

<https://indianacoalitionforpubliced.org>

