

# Addressing CT's Unspoken Crisis: Disconnected Youth

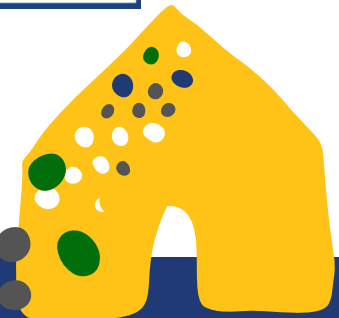
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**Salio**  
Education



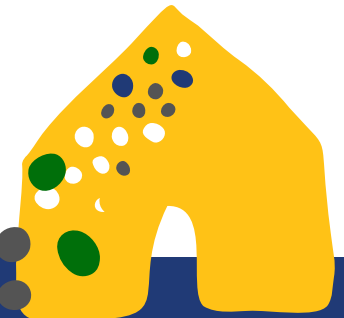
Connecticut  
Department of  
**HOUSING**



# Addressing CT's Unspoken Crisis: Disconnected Youth

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- Joseph Delong, CT  
Conference of  
Municipalities
- Adhlere Coffy, Dalio  
Education
- Josh Brown, Domus



# YOUNG PEOPLE FIRST

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A Bold Plan to Address  
**Connecticut's Statewide Crisis**

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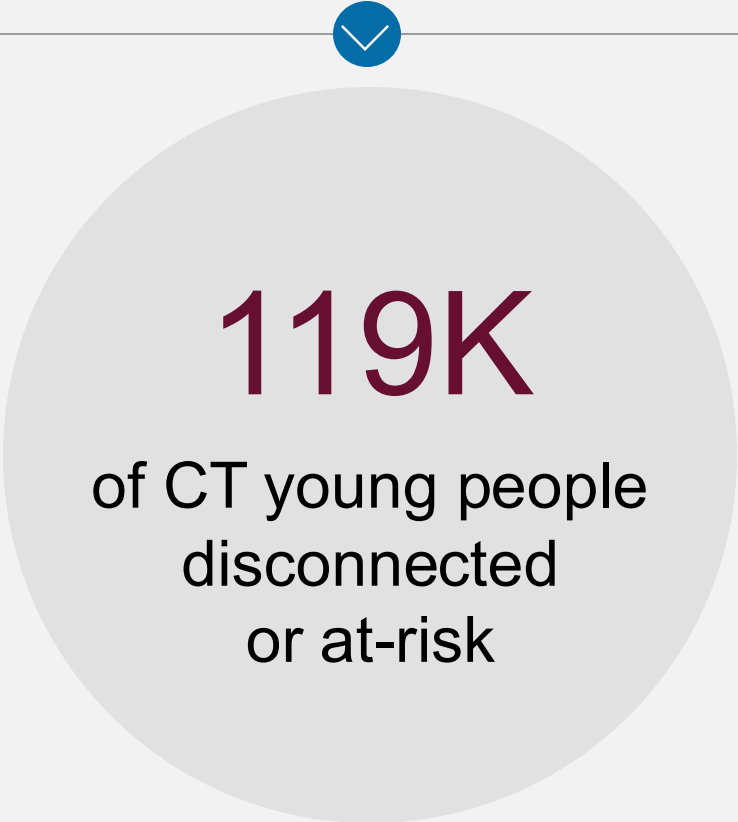
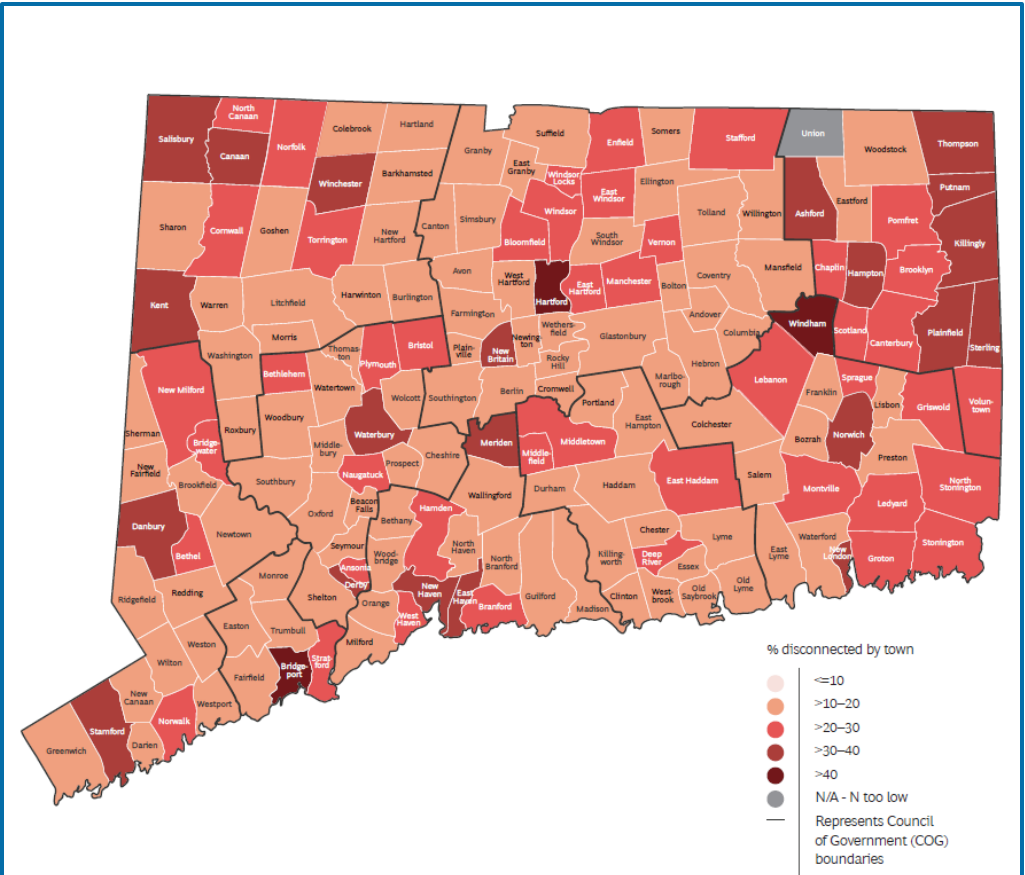


**Presented by CCM**  
**October 9th, 2024**



Connecticut Conference  
of Municipalities

# Connecticut's young people are in crisis



*This represents ~20% of young people in this age range, or over 3% of CT's entire population*

The Commission identified

6

gaps faced by young people and the people who support them

Lack of engagement, belonging & empowerment



At-risk young person

“ I've had horrible experiences ... If it wasn't for my Family Advocate I wouldn't come to school - it's like having a second Mom

Insufficient educational resources & infrastructure



At-risk young person

“ I qualified for a program to get my associates [degree] during high school, but I wasn't given the opportunity to take summer classes, so now I can't get my associates

Insufficient workforce development opportunities



Disconnected young person

“ I tried to get a job but didn't get into any programs. We need job programs that last all year, then don't need to be outside all day in the hot sun making money.

Fragmented, underfunded patchwork system of services



Nonprofit organization

“ To get housed you must stay on the phone for hours with 211, then you MUST use the right language because “I'm sleeping on a friend's couch and about to get kicked out” does not qualify as homeless. If you get through, it takes months to get into housing

Lack of data transparency & usability



Government support

“ Many people are working hard in their respective silos doing the best they can with the resources and tools available to them. Everyone is under-resourced and over-worked, and we lose young people through the cracks













Lack of accountability across various stakeholders



Nonprofit organization

“ High-poverty areas often face complex, interrelated issues such as limited access to quality education, healthcare, safe recreational spaces, and economic opportunities. A place-based strategy can foster collaboration among local stakeholders who understand the unique needs of the youth and the broader community dynamics.

# The 119k Commission's strategy is built on four pillars and 22 Aligned Actions

 <b>Strategic Pillar 1: Coordination</b>		 1. Improve statewide data visibility and accountability		 2. Redesign service delivery at state, region, and local levels		 3. Improve 211 to ease access to resources	
 <b>Strategic Pillar 2: Conditions</b>	Policy	 4. Strengthen public education accountability		 5. Reform school policies to support the needs of youth		 6. Increase diversionary programs and restorative justice for justice-involved youth	
	Funding	 7. Equitably increase K12 funding	 8. Support federal Child Tax Credit	 9. Incentivize consolidation and savings	 10. Engage on federal policy and funding	 11. Create Career Accelerator	
 <b>Strategic Pillar 3: Capacity</b>	School	 12. Increase school and educator capacity		 13. Strengthen career-connected learning		 14. Create Support Networks for educators, schools and districts	
	Workforce	 15. Scale transitional employment, apprenticeships, and summer employment programs			 16. Launch Connecticut Youth Service Corps		
	Social Sector	 17. Build nonprofit capacity	 18. Launch Center of Excellence	 19. Support workforce reintegration	 20. Expand recreational hubs and summer program	 21. Increase funding for homelessness	
 <b>Strategic Pillar 4: Coalitions</b>		 22. Launch a cross-sector coalition focused on at-risk and disconnected young people					

*Illustrative:*

How this strategy can help **prevent an on-track student from becoming at risk**



Megan is a **9th grader** who **just moved to a new district**. She has to **walk 30 mins to the school bus** and has started missing morning classes. She is also **learning English as a second language**



**Learner Engagement and Attendance Program (LEAP) staff visit Megan's house (AA5) and talk to her family** about safe transportation resources they had not known about



Megan's **new school** receives educational performance information and previous educator notes from her **old school** and identifies **areas where Megan needs additional learning support (AA1)**



Megan enrolls in classes with a **Teaching English to Speakers of Other Languages (TESOL) educator (AA12)** and is assigned a **Success Coach (AA12)** who checks in on her and helps her apply to extracurricular programs she is eligible for



Megan is connected to a **recreational hub (AA20)** served by a bus from her school, where she takes **art lessons with peers and makes friends outside of school**. Over the summer, she participates in a **summer employment in biosciences (AA15)**



Megan signs up for **dual-enrollment classes (AA13)**, with a plan to study biosciences at the local **community college after graduation**. She has a **strong support network** at and outside her high school

*Illustrative:*

How this  
strategy can  
help **a  
disconnected  
young person to  
reengage**



Tyler is **17** and **homeless**, moving frequently between shelters and friends. He **left high school** after **multiple suspensions** and has **not found steady work**. He was recently **arrested** for possessing **illegal substances**



**Juvenile Review Board (AA6)** directs Tyler to nonprofits offering diversionary programs that provide him with **treatment for substance use disorder** and **community service opportunities**



Tyler's **local Youth Success Oversight Board-designated integrated case management hub (AA2)** works with **Connecticut Coalition to End Homelessness (AA21)** to find stable housing for Tyler



Tyler participates in a **transitional employment program (AA15)** where he receives training, wages, and a credential. His employer **connects him to the GEDWorks program (AA19)** and he completes his GED while working part-time



A **Youth Success Oversight Board-designated hub organization (AA2)** continuously checks in with Tyler on his needs, including **mental health support, housing options, and permanent employment**

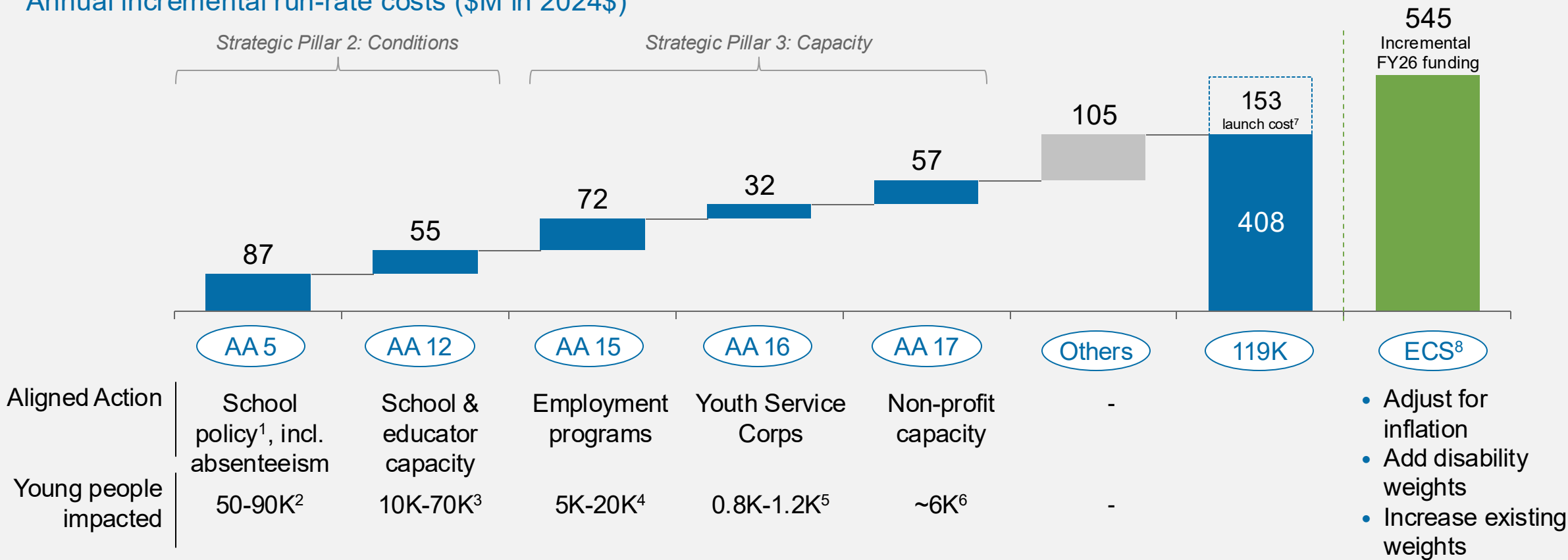


Tyler finds a **job with a nonprofit serving opportunity youth that pays his rent and living expenses (AA16/17)**. He receives **mental health support** and **feels connected** to his community

# The cost of the Aligned Actions in the strategy is ~\$408M, with additional ~\$545M required for more equitable funding of K12 school system

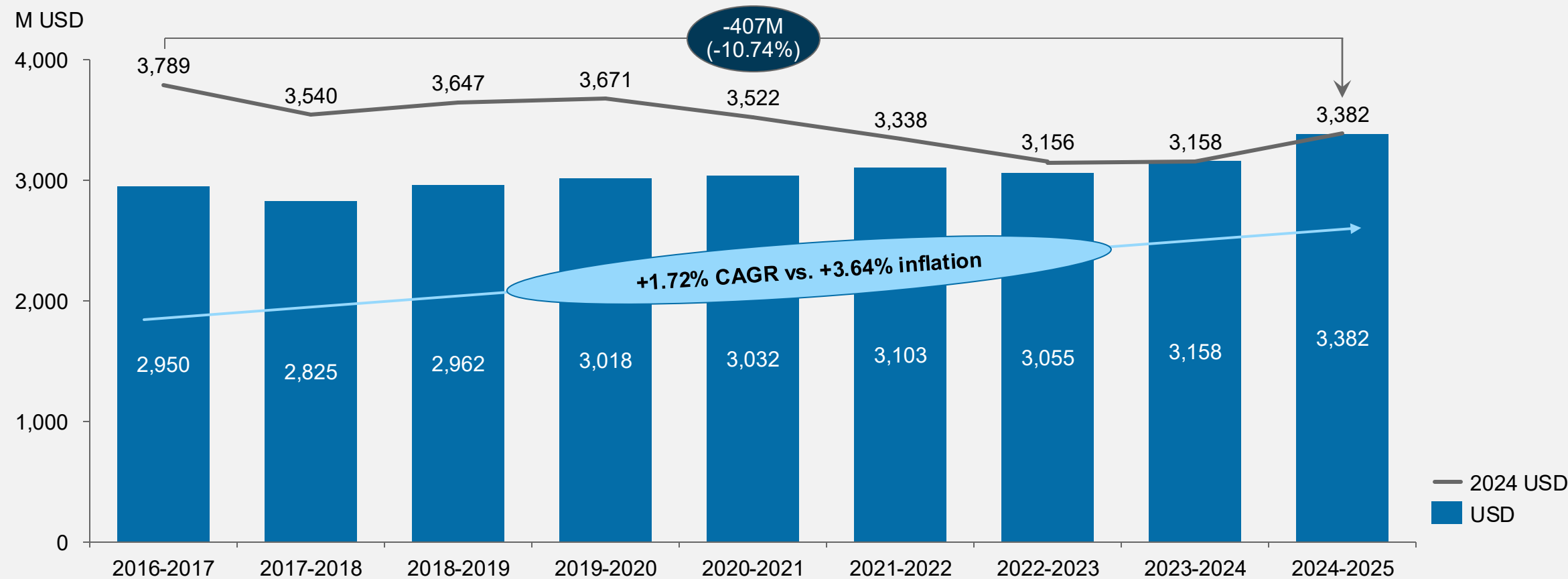
Strategy will also incur one-time launch cost of \$153M, which may be phased with different actions

Annual incremental run-rate costs (\$M in 2024\$)



1. This does not include changes to K12 funding formula. 2. CTECS new enrollees, students in districts with additional chronic absenteeism programs, students in alternative learning pathway pilots 3. K-12 students in schools with high teacher-to-student ratios, students in pilot programs, and at-risk students paired up with Success Coaches. 4. Participants in transitional program , apprenticeship, and Youth Employment Program. 5. ~1K fellows. 6. Severely disconnected youth. 7. The timing of one-time launch cost varies by actions, ranging from 2024-2026. 8. School + State Finance; BCG analysis

Detail on state funding: New investment is needed to maintain, let alone grow CT's K12 funding, which has decreased by \$407M in real terms since 2017



Note: This excludes CTECS, Office of Early Childhood, State Library and Teachers' Retirement Board funding, which constitute the rest of state K12 funding  
Sources: CPI Inflation Calculator, CT state budget

Potential changes to the Education Cost Sharing formula would significantly increase state funding to public K12 schools in FY26

Key formula components:	Foundation	Economically disadvantaged weights	Concentrated poverty weights	Multilingual learner weights	Students with disabilities (SWD) weights	Total cost (\$M)	Incremental cost (\$M)
Current ECS formula	\$11,525	30%	15%	25%	0%	2,411	-
Scenario 1: Adjust foundation for 2024-2026 estimated inflation	\$12,488	30%	15%	25%	0%	2,604	193
Scenario 2: Adjust foundation and add SWD weights of 25%	\$12,488	30%	15%	25%	25%	2,699	288
Scenario 3: Adjust foundation and increase all weights	\$12,488	30%	20%	30%	30%	2,744	333
Scenario 4: Adjust foundation and increase all weights	\$12,488	40%	20%	30%	30%	2,864	453
Scenario 5, recommended: Adjust foundation and increase all weights	\$12,488	40%	20%	35%	50%	2,956	545
Scenario 6: Adjust foundation and increase all weights	\$12,488	50%	20%	30%	50%	3,062	651
Scenario 7: Adjust foundation for inflation from 2017	\$14,801	30%	15%	25%	0%	3,065	654
Scenario 8: Adjust foundation for inflation from 2013	\$15,580	30%	15%	25%	0%	3,229	818

Increasing cost

Note: All scenarios assume the ECS formula is fully funded, with holding harmless overfunded towns. Special Education students in Regional School Districts were apportioned into the towns that they are comprised of. Source: School + State Finance estimates, BCG analysis

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# Backup: On average, Connecticut is among top states by per pupil expenditure, but meaningful disparities in spending across communities

Top 10 states by per-pupil expenditure (2022)

	Per-pupil expenditure
New York	\$29,873
Washington D.C.	\$27,425
New Jersey	\$25,099
Vermont	\$24,608
Connecticut	\$24,453
Massachusetts	\$21,906
New Hampshire	\$21,605
Alaska	\$20,191
Rhode Island	\$19,962
Delaware	\$19,357
Average of top 10 states	\$23,448

Per-pupil spending varies widely between school districts in CT, with the 10 districts receiving the **most state aid spending only \$18k per student**, on average, and the 10 districts receiving the **least state aid spending \$32k per student**

While affluent districts in CT tend to have the highest per-pupil spending because of large municipal contributions, **the state contributes less to district budgets across the board compared to Massachusetts**, in absolute magnitude and percentage terms

	MA	CT
<b>Bottom 10 districts by municipal contribution</b>		
Average state contribution to district budget	75.6%	56.1%
Average state contribution per pupil	\$14,343	\$10,343
<b>Top 10 districts by municipal contribution</b>		
Average state contribution to district budget	6.6%	0.8%
Average state contribution per pupil	\$1,999	\$253

Source: U.S. Census Bureau, Per Pupil Amounts for Current Spending of Public Elementary-Secondary School Systems, FY22; Massachusetts Department of Elementary and Secondary Education; EdSight (CT.gov), 2021-22

# Connecticut can pay for this strategy through three major sources



## Re-investing fiscal impact of this strategy

- Incremental tax revenue from reconnecting young people
- Reduced spending on government / social services (e.g., safety net benefits, lower incarceration) from disconnected young people

Significant and could pay for entire strategy, but will only be realized over time

- \$650-750M annually in tax revenue and reduced spending<sup>1</sup>
- Outcomes-based financing (e.g., TIFs, SIBs) to capture and reinvest

## Re-allocation of spending

- Phase out programs that are no longer driving intended results
- Increased efficiency / consolidation of duplicated systems and roles
- Shift of funds towards CT's highest priority topics

Significant and could pay for entire strategy, but will require political will and shifts in prioritization

- Prior CT efforts<sup>5</sup> identified \$600-900M+ of potential savings by increasing government efficiency

## New or expanded revenue sources

- Education carve-out from fiscal controls to utilize budget surplus
- Investment, e.g., state municipal bonds, outcomes-based/ social financing
- Philanthropy incentives, e.g., tax credits
- New taxes, e.g., high earners, sin taxes
- Federal funding, e.g., IDEA, Medicaid, CCAMPIS

Potential to bridge remaining gaps in funding:

- Budget surplus varies – while >\$1B in 2022-2023, decreased to \$100-300M in 2024/2025
- 15% increase in philanthropy yields ~\$750M
- MA Millionaire's Tax raised \$1.8B in 2024<sup>2</sup>
- ME used TIFs to finance workforce training
- IA and MO extended tax-exempt bond authority to community colleges to finance workforce development<sup>4</sup>

## Without new action...

- CT municipalities continue to try and meet education funding needs through property taxes
- Major burden on towns, perpetuates further inequities in town wealth and education outcomes

Continued disconnection crisis has high human cost:

- Additional 10,000 young people disconnect every year
- \$350M in lost tax revenue
- \$400M in burden on government services
- Foregone GDP growth up to \$5.5B

1. Unspoken Crisis report; 2. [Millionaires tax revenue reaches \\$1.8 billion, on pace to double estimates | GBH \(wgbh.org\)](#); 3. Portland Adult Ed Runs Workforce Training Program Almost Exclusively for Immigrant Students - The Maine Wire; 4. Financing Workforce Development in a Devolutionary Era (atlantafed.org); 5. Connecticut CREATES Project, Office of the Governor

# Thank You!

For any questions email  
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Visit our website [cceh.org](http://cceh.org)

