



## Legislative Council Staff

*Nonpartisan Services for Colorado's Legislature*

# Initiative 266

## Fiscal Summary

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### LCS TITLE: CHARTER SCHOOL INSTITUTE AUTHORITY

### Fiscal Summary of Initiative 266

This fiscal summary, prepared by the nonpartisan Director of Research of the Legislative Council, contains a preliminary assessment of the measure's fiscal impact. A full fiscal impact statement for this initiative is or will be available at [leg.colorado.gov/bluebook](https://leg.colorado.gov/bluebook). This fiscal summary identifies the following impact.

**State expenditures.** The measure allows a charter school, or proposed school, to apply directly to either a school district or the state Charter School Institute (CSI) for approval, repeals school districts' exclusive authority to authorize charter schools unless relinquished or revoked, and changes the board composition of the CSI. Should the measure result in additional charter schools being authorized by CSI, it will increase the state share of school finance funding, as CSI schools are fully funded by the state. The measure also increases the cost of the CSI mill levy equalization, which provides funding to CSI charter schools based on the mill levy overrides approved by voters for the school's geographic district. The exact impacts will vary based on the number of new and existing charter schools that are authorized by the CSI. The measure may also minimally impact the governance structure and associated administrative costs for CSI itself.

**Local government impact.** To the extent the measure results in charter schools being authorized by the state CSI instead of a school district, the measure reduces workload for school districts and reduces state school finance funding that would have been received for those charter schools.

**Economic impacts.** To the extent the measure increases the number of charter schools, educational decisions by families may change, potentially changing economic and educational outcomes for students and their families.