

Council of Administrators and Supervisors
 Eastern Suffolk BOCES
 Long Island Association of School Personnel Administrators
 Long Island School Public Relations Association
 Nassau BOCES
 Nassau County Council of School Superintendents
 Nassau County Elementary School Principals Association
 Nassau County Secondary School Administrators Association
 Nassau Region PTA
 Nassau-Suffolk School Boards Association



Nassau Association of School Business Officials
 New York State United Teachers (Nassau-Suffolk)
 Reform Educational Financing Inequities Today (R.E.F.I.T.)
 School Administrators Association of New York State
 (Nassau-Suffolk)
 SCOPE Education Services
 Suffolk Association of School Business Officials
 Suffolk County High School Principals Association
 Suffolk County School Superintendents Association
 Suffolk Region PTA
 Western Suffolk BOCES

Mary Jo O'Hagan
 Co-Chairperson
 516-781-2053

Peter L. Verdon
 Co-Chairperson
 631-273-8822

MEMORANDUM

TO: Superintendents of Schools, Long Island School Districts
 Long Island Education Coalition Member Organizations

FROM: Mary Jo O'Hagan, Co-Chairperson
 Peter L. Verdon, Co-Chairperson

DATE: September 14, 2016

RE: Results of the 2016-17 LIEC School Budget Impact Survey

The Long Island Education Coalition has completed the sixth School Budget Impact Survey. Since 2011, the survey has been useful in identifying the impact of frozen and/or reduced state aid allocations, as well as the impact of the property tax cap, which was implemented in the 2012-13 school year. This sixth survey included an analysis of the responses from 92 school districts. The survey captured the impact of school funding on school districts that continue to work under a property tax cap and under- and unfunded mandates. Beginning last year, many school districts experienced some relief due to increased state aid, elimination of the Gap Elimination Adjustment (GEA), and a reduction in the New York State Teachers' Retirement System (NYSTRS) contributions. The cumulative impact of the last six years, and several years of increased levels of state aid support, have been captured and identified in the attached "10 Key Findings."

Several of the key findings are based on the responses from school districts within the following wealth categories as determined by combined wealth ratio (CWR).

Category	Enrollment of Respondents	% of Total Enrollment on Long Island (442,786)	Number of Districts out of Total in Category	CWR
Low Wealth	167,501	37.8	29 out of 40	<1.00
Low Mid Wealth	103,373	23.3	29 out of 37	1.00 – 1.49
High Mid Wealth	30,989	7.0	8 out of 11	1.50 – 1.99
High Wealth	24,383	5.5	23 out of 33	2.00+
No CWR	*	*	3	N/A
Total	326,246	73.6	92	

Enrollment Source: Property Tax Report Card 2016-17
 *Not Provided

JDL/mp
 Attachment

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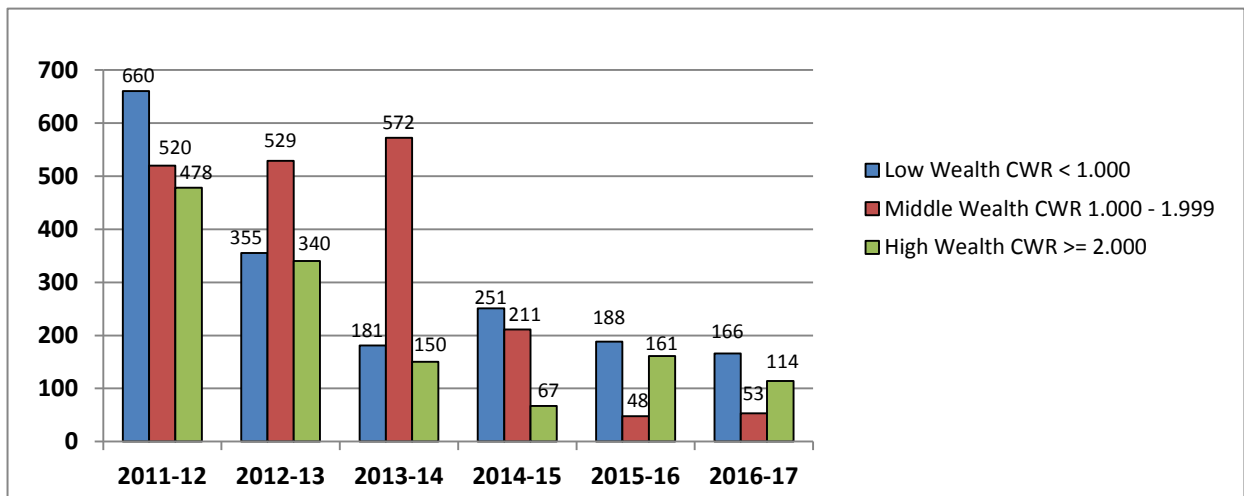
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Long Island Education Coalition 2016-17 School Budget Impact Survey

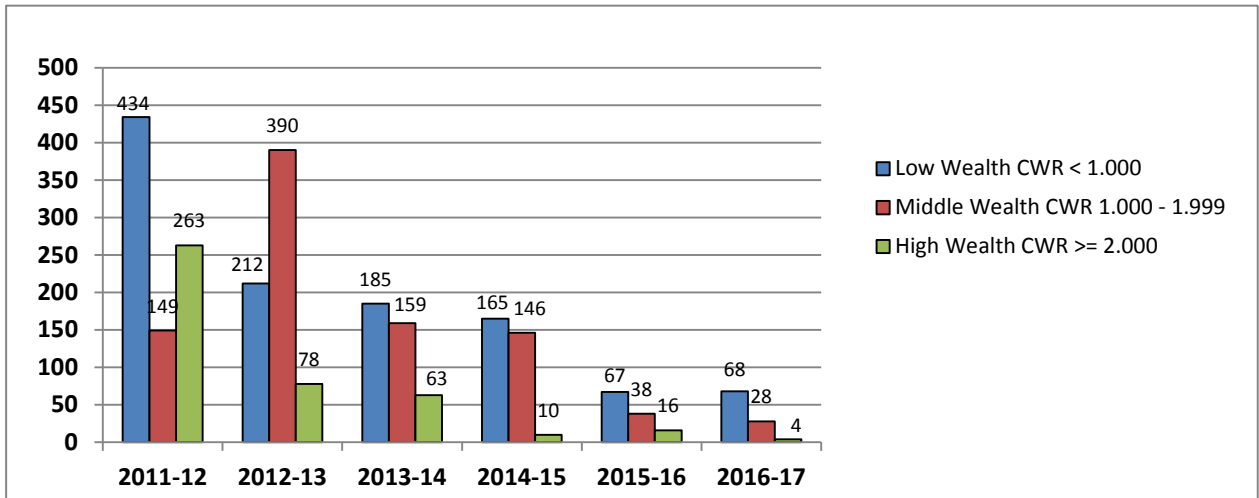
10 Key Findings – 92 School Districts Responding

With the ability to analyze six years of survey data, we see that the impact of years of frozen and/or reduced state aid allocations, and the introduction of the property tax cap in the 2012-13 school year continues to have some cumulative effects on Long Island programming. However, the elimination of the GEA, and reduced employee contributions to the NYS Teachers' Retirement system, beginning with the 2015-16 school year, have afforded school districts relief in school funding challenges. We see this impact reflected in the following key findings:

- Over the past six years, Long Island school districts eliminated a significant number of positions. Of the 416 positions eliminated for the 2016-17 school year, 40% are from low-wealth school districts. A six-year progression of the 5,268 positions eliminated (1,771; 1,233; 904; 539; 405; 416) is illustrated in the graph below:



- School districts are able to eliminate positions through attrition and other means. When that is not possible, employees are excessed. Over the last six years, a significant number of school employees were excessed from their jobs. Of the 100 positions excessed for the 2016-17 school year, 68% were from low-wealth school districts. A six-year progression of the 2,402 positions excessed (768; 682; 408; 322; 122; 100) is illustrated in the following graph:



- Of the 56 school districts responding that they were taking additional actions related to their budget development, 39 indicated the use of money from their fund balance, 18 indicated they had developed plans to share services, and 11 indicated they were able to work with their unions to reduce costs other than renegotiation of salary structure.
- Of the school districts responding that they were eliminating teachers, 26 indicated that the reason for eliminating teachers was due to a change in enrollment. Of the districts reporting that they were able to add or restore positions, 30% indicated that the reason for adding/restoring of new teachers was due to an increase in special education enrollment, and 33% indicated that the addition of new teachers was due to a new program or initiative.
- Beginning in the 2015-16 school year, the survey began to capture the number of positions that were restored, as well as the number of those positions that were added to comply with revised Part 154 Regulations. These are the regulations governing educational requirements for English language learners. For both years, almost one-half of all positions needed for Part 154 Regulations are in low-wealth school districts (CWR <1.00). The two-year summary is as follows:

	Positions Restored			Positions Needed to Comply with Part 154					
	2015-16	2016-17	Total	2015-16		2016-17		Total	
				#	%	#	%	#	%
Low Wealth	266	192	458	81	30%	39	20%	120	26%
Low Mid Wealth	202	103	305	58	29%	22	21%	80	26%
High Mid Wealth	72	37	109	24	33%	11	30%	35	32%
High Wealth	79	48	127	15	19%	7	15%	22	17%
All*	620	380	1000	179	29%	80	21%	259	26%

*includes districts with no CWR

- Of the 87 school districts that responded to a question about reducing instructional opportunities, only two school districts indicated that instructional opportunities will be reduced, or that the school day/district would be restructured due to budget driven change. On the other hand, 32% of school districts indicated that instructional opportunities would be restored, or the

school day/district would be restructured, due to budget driven changes. The types of restorations and restructures were varied.

7. Of the 81 school districts that responded to a question regarding the restoration of instructional opportunities, 24 (30%) indicated that instructional opportunities would be added due to new requirements. Of those 24 respondents, 14 indicated it was due to new regulations, and 10 indicated it was related to new state mandates.
8. School districts that received relief via state aid allocations were able to minimize cuts, and in some cases, make minor restorations. For the 2016-17 school year, most school districts reported zero to less than 10% reductions in programs and services. This trend began with the 2015-16 school year, and continued into the 2016-17 budget year. A small number of school districts (9%) responding reported restorations/additions between 1% and 10% for non-mandated programs and services. Two percent reported restorations/additions between 10% and 20%.
9. The number of school districts reporting restoration/addition of programs, and the specific areas of restoration are as follows:

Number of Districts	Non-Mandated Program/Service
15	BOCES Career and Technical Education
10	BOCES Special Education
10	Art Classes
14	Advanced Placement Classes
22	High School Electives
11	AIS
4	Elementary
4	Middle School/Jr. High School
4	High School
	Co-Curricular Activities
	Clubs
15	Elementary
12	Middle School/Jr. High School
18	High School
	Sport/Athletics
	Athletic Teams
7	Middle School/Jr. High School
6	Jr. Varsity/Varsity
14	Related Staff for Sport & Athletic Teams
	Professional Development – Instructional and Administrative
11	In-service Programs
8	BOCES Offerings
13	Other Conferences and Workshops

10. Of the 71 school districts that responded to having received or accessed alternative revenue sources, 67 indicated they received revenue related to restoration of the Gap Elimination Adjustment, 33 indicated they received targeted state aid via Smart Schools, and 10 indicated they received targeted state aid via Pre-K.