

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: December 11, 2018

RE: Results of the 2018-19 LIEC School Budget Impact Survey

The Long Island Education Coalition has completed the eighth 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 eighth survey included the analysis of the responses of 85 school districts. Thank you for taking the time to compile this information and complete the survey. The survey captures the impact of school funding on school districts that continue to work under a property tax cap and under- and unfunded mandates. Beginning with the 2017-18 school year, many school districts experienced some relief due to increased state aid, restoration of the Gap Elimination Adjustment, and a reduction in New York State Teachers' Retirement System (NYS-TRS) contributions. The cumulative impact of the last eight years has been captured and identified in the attached "10 Key Findings."

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

Category	Student Enrollment of Respondents	% of Total Enrollment on Long Island (437,098)	Number of Districts out of Total in Category	CWR
Low Wealth	129,180	29.6	27 of 39	<1.00
Low Mid Wealth	103,754	23.7	29 of 38	1.00 – 1.49
High Mid Wealth	26,946	6.2	7 of 12	1.50 – 1.99
High Wealth	34,612	7.9	20 of 32	2.00+
No CWR	*	*	2	N/A
<b>Total</b>	<b>294,492</b>	<b>67.4</b>	<b>85</b>	

Enrollment Source: Property Tax Report Card 2018-19  
 \*Not provided

JDL/km  
 Attachment

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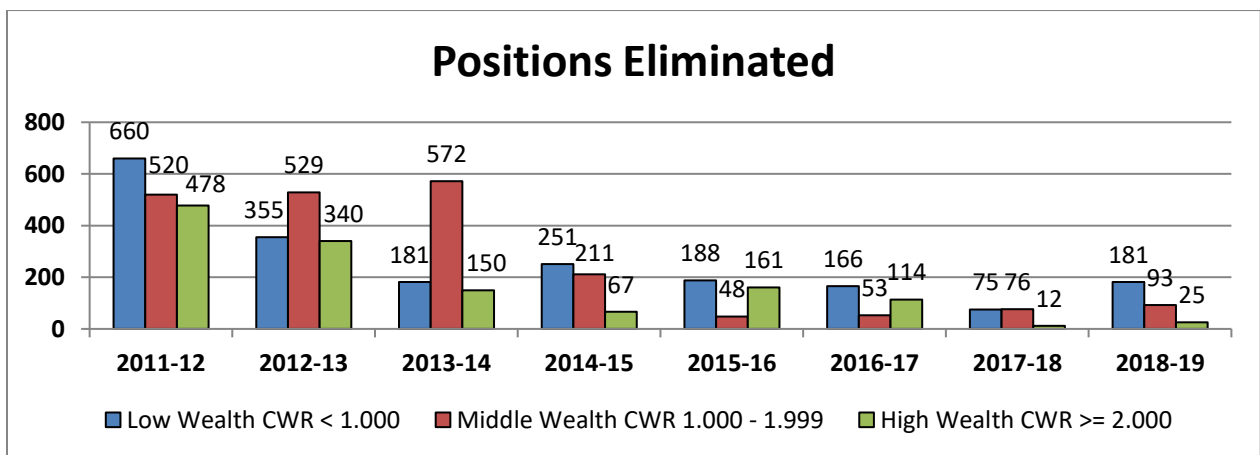
Peter L. Verdon  
 Co-Chairperson  
 631-273-8822

## Long Island Education Coalition 2018-19 School Budget Impact Survey

### 10 Key Findings – 85 School Districts Responding

With the ability to analyze eight years of survey data, we see that the impact of years of frozen and/or reduced state aid allocation 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 restoration of state aid related to the Gap Elimination Adjustment, and reduced employee contribution to the NYS Teachers' Retirement system beginning with the 2015-16 school year, have afforded school districts some relief in school funding challenges. We see this impact reflected in the following key findings:

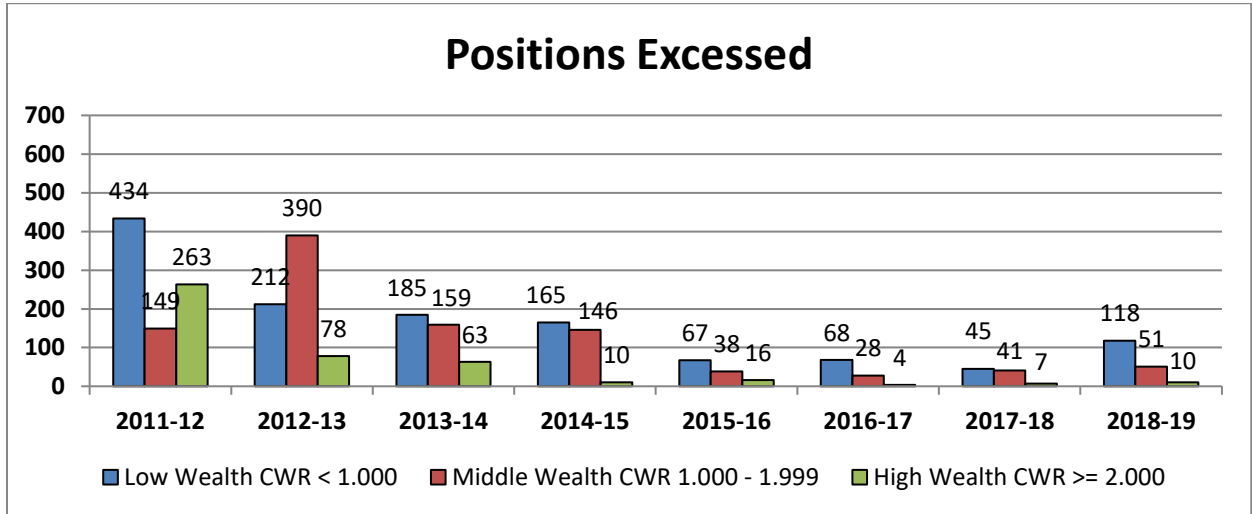
- Over the past eight years, Long Island school districts have eliminated a significant number of positions. Of the 304 positions eliminated for the 2018-19 school year, 59.5% are from low-wealth school districts, 30.6% from mid-wealth school districts, and 8.2% from high-wealth school districts. An eight-year progression of the 5,741 positions eliminated (1,771; 1,233; 904; 539; 405; 416; 169; 304\*) is illustrated in the graph below:



\*numbers do not reflect data from schools with no CWR

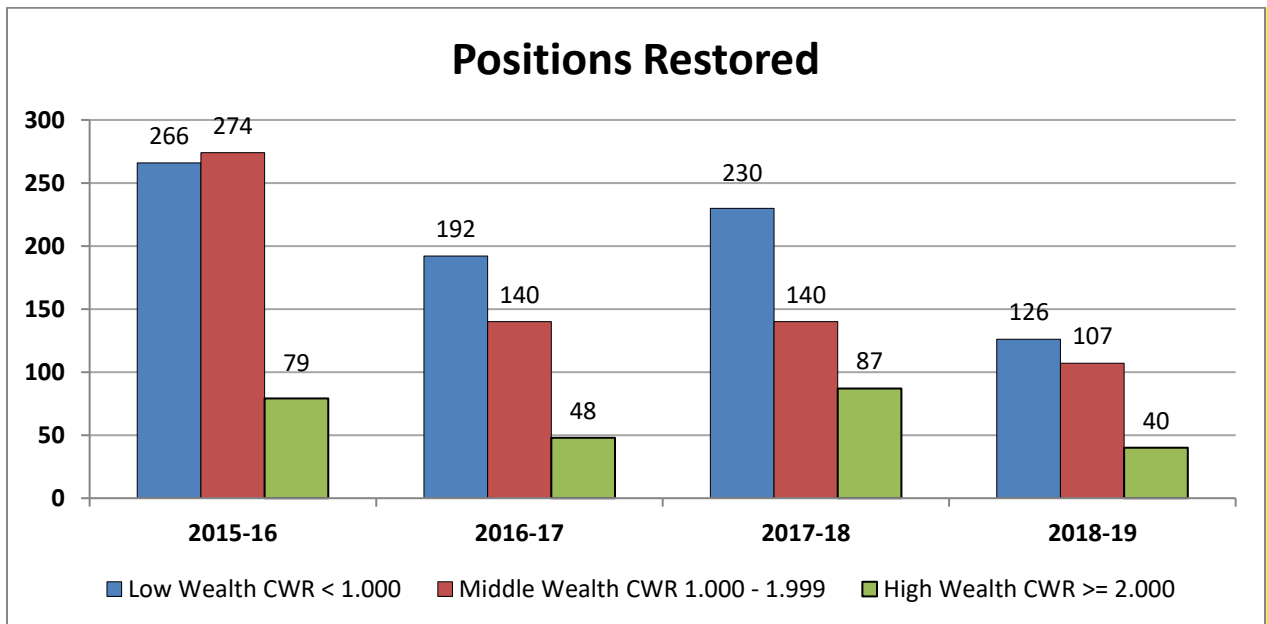
- School districts are able to eliminate positions through attrition and other means, but over the last eight years, a significant number of school employees were excessed from their jobs. Of the 179 positions excessed for the 2018-19 school year, 65.9% were from low-wealth school districts, 28.5% from mid-wealth school districts, and 5.6% from high-wealth school districts. An eight-year

progression of the 2,747 positions exceeded (768; 682; 408; 322; 122; 100; 93; 179\*) is illustrated in the following graph:



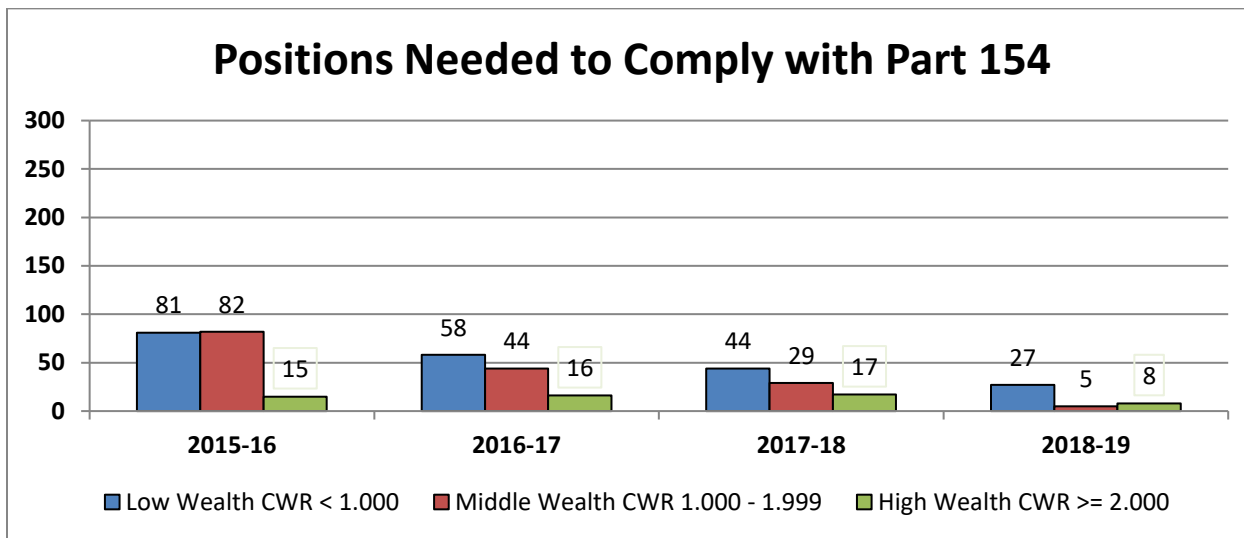
\*numbers do not reflect data from schools with no CWR

- Of the 31 school districts responding that they were eliminating teachers, 24 indicated that the reason for eliminating teachers was due to enrollment change. Of the 23 districts reporting that they were excessing teachers, 16 indicated that the reason for excessing teachers was due to enrollment change.
- Beginning in the 2015-16 school year, the survey began to capture the number of positions that were added/restored. Of the 46 school districts responding that they were adding/restoring teachers, 23 indicated that the reason was due to special education, 17 due to new programs or initiatives, and 10 due to increased enrollment. Six school districts specified that they were adding certified positions to support English as a New Language (ENL) initiatives, and six school districts specified adding certified positions to provide support services regarding student mental health issues. In 2018-19, 46% of all positions restored were to low-wealth school districts. A four-year progression of positions restored (620; 380; 458; 274\*) is illustrated in the following graph:



\*numbers do not reflect data from schools with no CWR

- Beginning in 2015-16, the survey began to capture the number of positions that were added to comply with Part 154 Regulations. For the first three years almost one-half of all positions needed for Part 154 Regulations were in low-wealth school districts (CWR <1.00). In 2018-19, two-thirds of all positions needed for Part 154 Regulations are in low-wealth school districts. A four-year progression of positions added (179; 119; 90; 41\*) is illustrated in the following graph:



\*numbers do not reflect data from schools with no CWR

- Twenty-three respondents indicated that they will have an additional impact to their 2018-19 budget due to Part 154, which totaled over \$3.4 million. Their approximate overall budget amount allocated to complying with Part 154 was over \$93.7 million. Fifty-six percent of that total was reported by low-wealth school districts.
- For the first time, the survey asked about actual and projected number of positions added to enhance the security of the school district. Of the 76 school districts that responded, 135 positions were added to enhance security in 2017-18, and 188 positions were projected to be added in the 2018-19 school year. Sixty-two respondents indicated that they will have an additional impact to their 2018-19 budget due to enhanced security initiatives, which totaled over \$13.3 million. Their approximate overall budget amount allocated to security initiatives was \$52.3 million.
- Of the 77 school districts that responded to the question, just 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, nearly 29% indicated that instructional opportunities would be restored or the school day/district would be restructured due to budget driven change. The types of restorations and restructures were varied. Of the 76 school districts that responded to the question, 20 (26.3%) indicated that instructional opportunities would be added due to new requirements. Of those 20 respondents, 11 said it was due to new regulations, 7 for new mandates, 6 for special education regulations, and 1 for enrollment change, among other various reasons.
- School districts that received relief via state aid allocations were able to minimize cuts and in some cases make minor restorations. For the 2018-19 school year, most school districts reported zero to less than 10% reductions in programs and services. This trend began three years ago with the 2015-16 school year. A number of school districts (9.4%) responding reported restorations/additions between 1% and 10% of non-mandated programs and services and 3.2% reported restorations/additions between 10% and 20%. School districts reporting restoration/addition of programs are as follows:

Number of Districts	Non-Mandated Program/Service
8	BOCES Career and Technical Education
10	BOCES Special Education
3	Art Classes
20	Advanced Placement Classes
20	High School Electives
13	AIS
3	Elementary
3	Middle School/Jr. High School
3	High School
	<b>Co-Curricular Activities</b>
	Clubs
12	Elementary
4	Middle School/Jr. High School
7	High School
	<b>Sport/Athletics</b>
	Athletic Teams
7	Middle School/Jr. High School
5	Jr. Varsity/Varsity
9	Related Staff for Sport & Athletic Teams
	<b>Professional Development – Instructional and Administrative</b>
9	In-service Programs
10	BOCES Offerings
9	Other Conference and Workshops

10. Of the 54 school districts that responded to taking additional actions related to their budget development, some taking multiple actions, 43 indicated the use of fund balance, 22 indicated shared services, 16 indicated union concessions, 11 indicated renegotiation of salary structure, and 5 indicated freezing salaries.

It is important to recognize that these are summary numbers and do not reflect the many different school district specific scenarios. There are things to be thankful for over the past few years in the way schools have been funded by the state. Continued concerns over the lack of a mechanism for consistent funding from year to year and inequities over how the funding is distributed to school districts continue to be areas of focus from a legislative standpoint. We must continue to monitor the impact of state aid on school district budgets and programming for long time trends and the impact of varied unfunded mandates.