

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: October 12, 2022

RE: Results of the 2022-23 LIEC School Budget Impact Survey

The Long Island Education coalition has completed the 12th 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 implement in the 2012-13 school year. The 12th survey included an analysis of the responses of 71 school districts. For the past two years, this survey has also shown the impact of NYS commitment to fund the Foundation Aid Formula. We are appreciative of the school districts who took the time to compile this information and complete the survey. The formula was implemented in the year 2007, but after one year it was set aside as a result of the recession. Since then, school districts have advocated for reinstatement of the formula for relief from working under the tax cap and under- and unfunded mandates. The cumulative impact of the last 12 years has been captured and identified in the attached "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 ration (CWR).

Category	Student Enrollment of Respondents	% of Total Enrollment on Long Island (419,720)	Number of Districts out of Total in Category	CWR
Low Wealth	110,817	26.4%	22 of 41	<1.00
Low Mid Wealth	76,911	18.3%	22 of 37	1.00 – 1.49
High Mid Wealth	31,126	7.4%	7 of 11	1.50 – 1.99
High Wealth	22,560	5.4%	18 of 32	2.00+
No CWR	*	*	2 of 4	N/A
Total	241,414	57.5%	71	

Enrollment Source: Property Tax Report Card 2022-23. CWR: Legislative State Aid Runs 2022-23.
 *Not provided

RR/km
 Attachment

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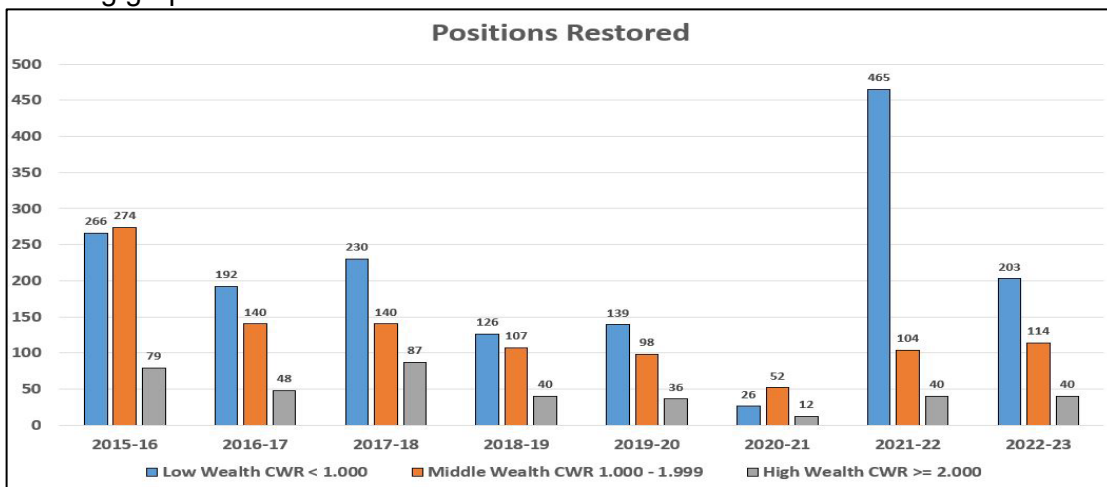
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Long Island Education Coalition 2022-23 School Budget Impact Survey

Key Findings – 71 School Districts Responding

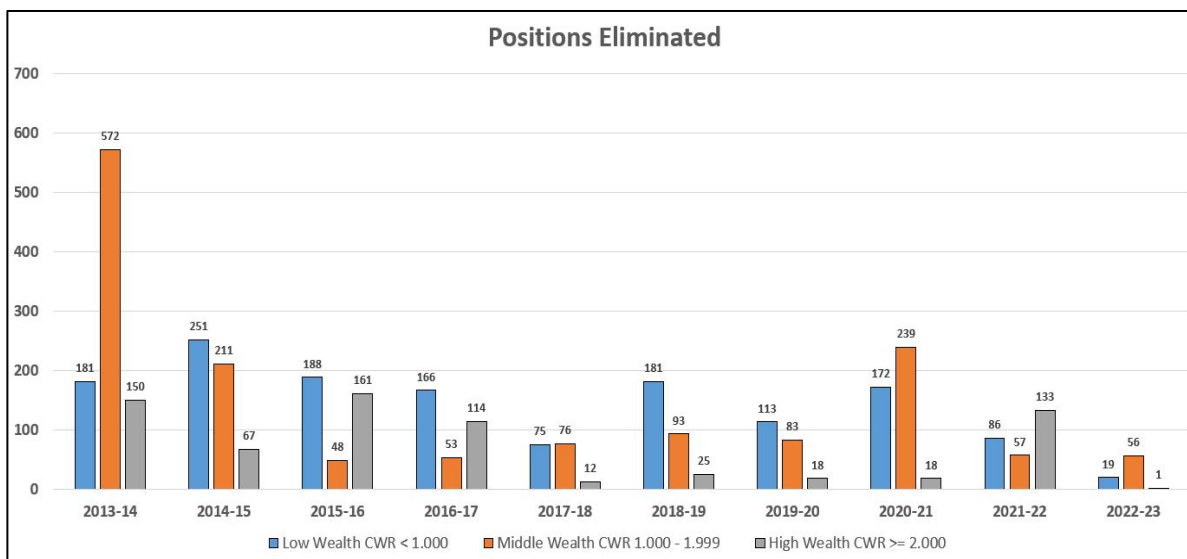
With the availability to analyze 12 years of survey data, we see the impact of frozen and/or reduced state aid, the property tax cap, and this year's continued effort toward a renewal of the Foundation Aid. The impact of these factors are reflected in the following key findings:

1. Beginning in the 2015-16 school year, the survey began to capture the number of positions that were added/restored. Of the 357 positions that were added for the 2022-23 school year, 56.9% (203) were restored to low-wealth school districts, 31.9% (114) to mid-wealth school districts, and 11.2% (40) to high-wealth school districts. In addition, of the 357 positions that were added/restored, 72.3% (258) were teachers and 52.3% (135) of those teachers were from low-wealth school districts. Of the 41 school districts responding that they were adding/restoring teachers, 22 indicated the reason was due to special education, 18 due to new programs or initiatives, 11 due to increased enrollment, five due to reduced class size (not COVID-19 related), five due to increased state aid, and four for program restoration. An eight-year progression of positions restored (620; 380; 458; 274; 273; 91; 620; 357) is illustrated in the following graph:



*Numbers in chart do not reflect data from schools with no CWR

- Over the past 12 years, Long Island school districts have eliminated a significant number of positions. Of the 77 positions eliminated in 2022-2023, 81% (62) are teachers (includes library media specialists, music, pupil personnel, social workers, etc.) and 72.5% (45) of those teachers are from mid-wealth school districts. A ten-year progression of the 3,763 positions eliminated (904; 539; 405; 416; 169; 304; 214; 437; 298; 77) is illustrated in the graph below:

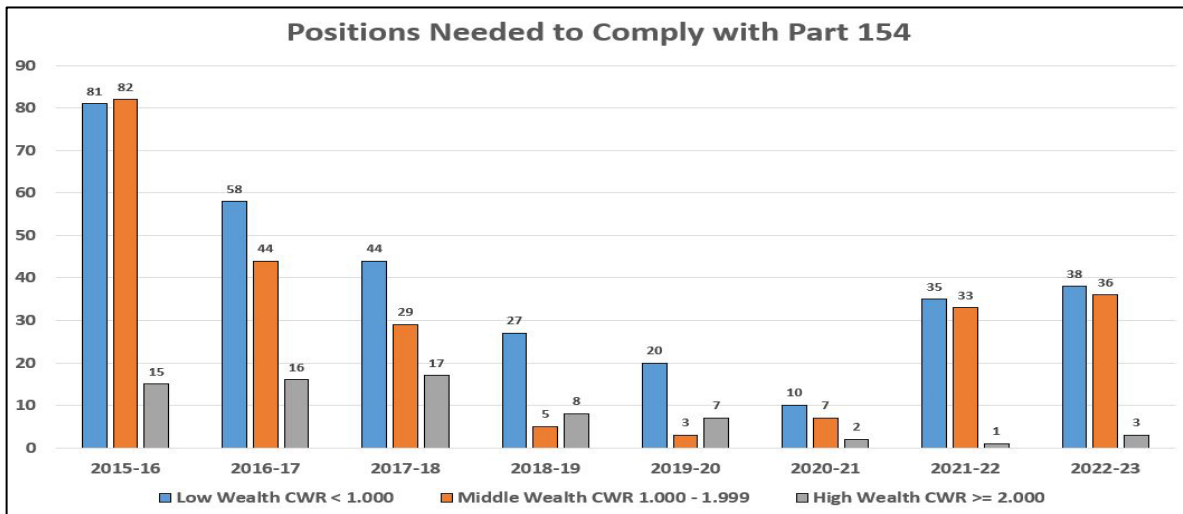


*Numbers in chart do not reflect data from schools with no CWR

- Beginning in 2020-21, the survey began to capture the number of positions added to address student mental health needs. Of the 52 school districts that responded to the question, 23 indicated that a total of 63 positions would be added in 2022-23. Twenty-four school districts indicated they will have an additional impact to the 2022-23 budget to address student mental health needs, which totaled \$3.9 million. Forty-six school districts provided their approximate overall budget amount allocated to meeting student mental health needs in 2022-23, which totaled \$75.4 million.

Additionally, the survey began asking this year if the school district will be contracting with a community mental health provider to address student mental health needs. Of the 56 school districts that responded, 50% indicated that they will.

- Of the 57 school districts that responded to the question, 13 districts indicated they would be adding a total of 31 positions to enhance security in 2022-23. Twenty-one school districts indicated that they will have an additional impact to their 2022-23 budget due to enhanced security initiatives, which totaled nearly \$4.9 million. Fifty-one districts provided their approximate overall budget amount allocated to security initiatives, which totaled over \$54 million.
- Beginning in the 2015-16 school year, the survey began to capture the number of positions that were added to comply with Part 154 Regulations. Since then, an average of just over half of positions needed for Part 154 Regulations were in low-wealth school districts (CWR <1.00). An eight-year progression of positions added (179; 119; 90; 41; 30; 19; 69; 77) is illustrated in the following graph:



*Numbers in chart do not reflect data from schools with no CWR

6. Of the 56 districts who responded to the question, 11 respondents indicated an additional impact to their 2022-23 budget due to Part 154. This additional impact totaled over 1.8 million. Thirty-nine respondents provided the approximate overall budget amount allocated to complying with Part 154, which totaled nearly \$48 million. Of that total, 47.8% was reported by low-wealth school districts, 38.8% by mid-wealth school districts, and 13.4% by high-wealth school districts.
7. Of the 56 school districts that responded to the question, 35 (62.5%) indicated that instructional opportunities will be added due to an increase in School Funding (Foundation Aid Increase, CRRSA, and ARP), with some adding multiple opportunities. Twenty-three (65.7%) school districts indicated that the opportunity was Additional Mental Health Programs, 17 (48.6%) Creating/Expanding Pre-K Program and Newly Planned Summer Programming, 12 (34.3%) New Extended Day Programs, and 11 (31.4%) Smaller Class Size.
8. Forty-one districts indicated that the increase in School Funding (Foundation Aid, CRRSA, and ARP) would be used for other purposes, some having multiple responses. Thirty-five school districts (27.8%) indicated programs for learning loss, 26 (20.6%) new technology upgrades, 20 (15.9%) for capital upgrades, 17 (13.5%) to purchase new equipment, 14 (11.1%) to reduce the tax levy, and 5 (4.0%) to increase reserves.
9. The majority of school districts reporting were able to minimize cuts, while making some restorations/additions in other cases. For the 2022-23 school year, most school districts reported zero to less than 10% **reductions** of non-mandated programs and services.

Approximately 8.8% of responding school districts reported **restorations/additions** between 1% and 10% of non-mandated programs and services, 3.9% reported restorations/additions between 10% and 20%, and 1.1% reported restorations/additions over 21%.

The number of school districts reporting **restoration/addition** in the following areas:

Number of Districts	Non-mandated Program/Service
9	AIS
5	Elementary
4	Middle School/Jr. High School
4	High School
4	Alternative Education
9	AP Classes
6	Art Classes
5	BOCES Career and Technical Education
9	BOCES Special Education
9	Field Trips
15	High School Electives
4	Library Media Services
2	Elementary
2	Middle School/Jr. High School
4	High School
4	Summer School
	Co-Curricular Activities
10	Before/After School Programs
8	Elementary
5	Middle School/Jr. High School
	High School
13	Clubs
13	Elementary
15	Middle School/Jr. High School
	High School
6	Musical Performing Groups
4	Elementary
2	Middle School/Jr. High School
	High School
	Sport/Athletics
5	Athletic Teams
4	Middle School/Jr. High School
10	Jr. Varsity/Varsity
	Related Staff for Sport & Athletic Teams
	Professional Development – Instructional and Administrative
8	In-service Programs
10	BOCES Offerings
13	Other Conferences and Workshops

10. Beginning in 2020-21, the survey sought to capture the budget impact of responding to COVID-19. Twenty-nine districts indicated that they would be allocating funds to respond to COVID-19. The overall budget amount allocated by the 29 districts is \$5.5 million. Respondents indicated \$1.7 million in total for COVID Paid Leave and FFCRA Costs, \$1.2 million for PPE, \$1.1 million for technology, \$1.0 million for cleaning supplies, and over \$400,000 each for staffing additions and transportation. Some districts allocated funds in the range of \$100,000-\$350,000 for reasons such as unemployment, equipment, and building modifications.

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. We find hope in the legislation passed in the spring of 2021 with a plan to fully restore Foundation Aid. Until that happens, 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.