



CNYSBA NEWS

Train, Empower, Advocate, and Mobilize for Students

Last Call: Open Registration For Our Book Study

Individual School Board Members are Encouraged to Sign-Up and Attend

The Central New York School Boards Association continues to work with our members to assist in the NYSED recommendation to accomplish equity in our schools. CNYSBA has teamed with Dr. George Theoharis of Syracuse University to conduct a book study for members focusing on the *Five Practices for Equity Focused School Leadership*.

Registration is now open to all CNYSBA school board members.

The study will run from January through April with four sessions conducted via Zoom, and a fifth and final session attended either by Zoom or in-person on May 25th between 4 and 5 p.m., before the CNYSBA Annual Meeting.

[Click here for Information and to Register](#)



SSFC Exec. Director, Dr. Rick Timbs 2021 Workshops Focus on Key Education Hot Topics

The month of December has been a busy month for SSFC Executive Director Dr. Rick Timbs as he's traveled the state for his 2021 SSFC Workshop sessions. Dr. Timbs has focused in on the new federal grants, state aid issues, the tax cap, long range financial planning and Advocacy.

[Click here for the workshop data](#)





Manufacturers Association’s Youth Apprenticeship Roundtable and Why it’s Important

The timing is perfect for the Manufacturers Association of Central New York (MACNY) to gather our community partners to talk about Youth Apprenticeship and the benefits of such strategic workforce training. On Jan. 13, RTMA (Rochester Technology & Manufacturing Association) representatives will join us for a virtual conversation on what made FLYAP, the Finger Lakes Youth Apprenticeship Program, so successful. They’ll offer their best practices and answer questions for us here in CNY as we launch our own Youth Apprenticeship program. Please join us! to be carefully and thoughtfully discussed and scrutinized.

[Click here for more info and to Register.](#)

End of Year Update... Just a Few Items to Keep on Your Radar

By Dr. Rick Timbs, Executive Director SSFC

I would like to thank all of you that have been reading my articles over the last few months. I hope they have been helpful. We are about to enter the state budget season this January and a few thoughts come to mind.

This state budget season districts will find themselves in one of two Foundation Aid categories. The “Under-Funded” or the “Save-Harmless.”



Under-Funded

Those districts considered “Under-Funded” should find that the state has committed to “Fully-Funding” you. Most of you are in for a significant increase in Foundation Aid for 2022-23 and 2023-24. However, some districts may only be due a small amount to reach “Full-Funding.”

My concern with those “Under-Funded” is that we don’t know what will happen when the district reaches “Fully-Funded” status after 2023-24. We are specifically concerned about the lack of a state plan to continue to increase Foundation Aid.

Save-Harmless

Those districts considered “Save-Harmless” provide a more immediately concerning issue. How much additional funding will the state provide those districts that are “Save-Harmless” as far as the Foundation Aid category is concerned?

I have provided a spreadsheet on our website to help districts identify their situation. As I hope that the state will continue to increase state aid across all districts, the spreadsheet has an estimate of state aid going forward for every district.

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These data sets contained in the spreadsheet are an amalgam of data provided by ASBO, NYSCOSS, Final Budget aid runs from April of 2021 and the November state aid runs just issued. Any estimates beyond 2022-23 for “Under-Funded districts are simply estimates at a 2.5% increase and for those districts the at “Save-Harmless”, I used a 2.5% increase for the following three years.

These data can be found at:

<http://www.statewideonline.org/wordpress/ssfc-data-download-11920/>

In my workshops around the state, I have promoted concepts to improve Foundation Aid to accomplish the following SSFC goals:

- *The further development of more equitable distribution of funds among school districts based on accurate representations of fiscal capacity and poverty as well as the demographics of the student population relative to our educational mission.*
- *The adequacy of funds within the formula based on the actual costs of education for each school district that allows it to achieve their educational mission, under the obligations contained in state law and regulation.*
- *The development of a distinct phase-in plan over the next few years for an improved Foundation Aid formula to accomplish equity and adequacy so that state aid is significantly more predictable for each school district.*
- *The development of a sound financial plan to sustain state aid to school districts by the state.*

To this end I recommend For Foundation Aid to work several elements must be in place:

1. There must be an increase in the Adjusted Foundation Aid Amount (FA) to reflect a more realistic cost of educating a single child (Adequacy). We need an increased Phase-In of the Foundation Amount (It is only moving by inflation, we need a new phase-in number larger than 1).

a. $(\$6,835 \times 1.0120 \times 1) = \$6,919$

a. The old Successful Schools Model cannot be used to determine a primary aid amount; a costing out study is needed.

b. The Mission of school districts has increased beyond simply inflation (Phase-in factor)

c. Due to the natural politics of a representative government, State Government seems unable or unwilling to improve or update the Foundation Aid Formula; how about a “Blue Ribbon Commission” for such a purpose? (Ala Burger Commission)

a. Update and revise the data base for the Regional Cost Index; the Regional Cost Index is too broad!

a. The regions are too large and disparate.

b. It is just a labor index and does not contain other factors that affect school district finances.

a. Increased weighting of the following Foundation Aid formula factors: CWR, FRPL, ELL, SWD and expand the Sparsity formula elements into different degree levels.

• Add more weighting to this item in the formula to promote equity and adequacy

a. Revise the calculation of the CWR

a. The arbitrary calculation of the CWR should be used as a “*selected*” CWR with two other options besides a 50/50 split between PWR (Property Values) and APWR (Income Values).

Perhaps weighting each in a different ratio (for instance 70/30 to 30/70; 60/40 to 40/60) to 40/60)

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1. Create and use Better and more accurate Measures of Poverty and Regional costs
 - a. Replace the 2000 Census with SAIPE
 - b. Replace FRPL with Direct Certification
 - c. Expand Direct Certification to Include more measures of poverty such as SNAP, HEAP, Medicaid)
- a. Remedy the problems due to inaccuracies and Community Eligibility Provision (CEP).
 - b. Also, some reasonable accommodation must be made for districts that have entered programs that grant all children free lunch/breakfast (Lack of FRPL documentation); there must be a transition to Direct Certification.
- a. Eliminate the Income Wealth Index floor (IWI floor = zero)
- a. Maintain all new initiatives as unrestricted aid (Community Schools Set-Aside)
- a. Rationally determine the level of support for save harmless districts based on wealth and demographics of students (Equity)
 - b. The distribution of any funds of significance to districts with CWR above 1.75 promotes inequity
- a. Caps within the formula must be altered as a part of a legitimate phase-in plan (IWI and PNI)

In Summary:

1. What good comes from funding a flawed formula?
2. What happens in 2022-23 and 2023-24 to the Save Harmless Districts?
3. What happens in 2022-23 and 2023-24 to the ALMOST Save Harmless Districts?
4. What happens when all districts reach "Full Funded" status?
5. "Costing Out"- The Foundation Amount- will it be done? By whom? How? By when?
6. How will all of this inform Long Range Financial Analysis and Plans?

Advocacy

As you know SSFC has been concerned about the elements of the Foundation formula and we have often said. Fix the formula and fund it. As of this writing the formula has not been fixed but the state is attempting to fund a flawed formula.

I would recommend everyone read the article written by Bob Lowry of NYSCOSS contained in their December *Councilgram* about advocacy. It is professionally written, informative and provides some sound advice.

One of the key takeaways is that advocacy is all about relationships. These relationships are built over time with legislators and staff. Advocacy is a process, not an event. Please read the article to assist you in your advocacy initiatives.

Have a Happy Holiday!

The Diversity, Equity & Inclusion Journey For Each School District

by Roseann Bayne, Assistant Superintendent for Instruction at CiTi BOCES

Every school district is at different points in their Diversity, Equity and Inclusion Journey. CiTi BOCES will tackle the topic during a Zoom event on January 27th, from 5:30 - 6:30 p.m..

This presentation will teach about the Four Elements of Culturally Responsive Sustaining Education and professional development opportunities that can support those elements.

How confident are you that your district offers the following for every student?

1. Welcoming and Affirming Environment
2. High Expectations and Rigorous Instruction
3. Inclusive Curriculum and Assessment
4. Ongoing Professional Learning

Some of the phases and some activities associated with the work include:

NYSED encourages districts to identify where they are in their journey and determine the supports and training opportunities that will build the capacity to move your district forward in this work.

Additional Information about the phases of the road map.

1. Awakening and Assessing: (Understanding Ourselves) Implicit Bias Training, Introduction to the CRSE & DEI Frameworks, Determining the Worldview of Your Community, Unpacking Key Vocabulary, Identifying Marginalized Student Populations in Our District
2. Analyzing and Aligning (Building Capacity) Forming DEI Committees, Gathering Student Voices, Equity Data Studies, Curriculum Audits, Code of Conduct and Dress Code Reviews, Unwritten Procedure Review, Aligning DASA Programs to the CRSE and DEI Framework
3. Applying and Acting: (Understanding Our Impact) How We Support Positive Identity Development, Culturally Responsive Pedagogy, Checklists of Evidence-based Teaching Strategies Walks, How to Support Marginalized Students and Staff
4. Advocating and Leading: Interrupting Bias, Reviewing Unwritten Classroom Policies, Ongoing professional Learning Plans, Building Ally Skills in Students and Staff





Patty Golicki is a Journeyman carpenter who has broken gender barriers in the construction world. When she first started, she was the only female on the job. Today, she's one of many female carpenters. Hear her story in her own words and see the opportunities for great careers right here in Central New York in the video series, *You Do What for a Living?*.

Proud sponsor of the **YOU DO WHAT FOR A LIVING** series.

