

Foundation Aid Increase Survey - Foundation Aid Increase**Background/Instructions**

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Background and InstructionsBackground

Section 10-d of part A of chapter 56 of the laws of 2021, as amended by §5-b of part A of chapter 56 of the laws of 2022, requires school districts receiving a foundation aid increase of more than 10% or \$10,000,000 to create plans on how these funds will be used to address student performance and need. These plans are required in advance of the 2021-22, 2022-23, and 2023-24 school years. This is the final year that this requirement is in effect. Plans for the 2023-24 school year must be completed, submitted to the department, and posted to district websites by July 1, 2023.

Each district subject to this requirement is required to:

- Seek public comment from parents, teachers, and other stakeholders;
- Take public comments into account in the development of the plan;
- Include an analysis of public comments within the plan;
- Describe in the plan how the foundation aid increase will be used, including portions of the increase used to address the priority areas identified by law;
- Post the plan on the district website; and
- Submit the plan to the State Education Department in a form prescribed by the Department to be posted publicly.

This requirement does not replace any requirements under Contracts for Excellence. If your district is required to submit a contract for excellence, more information is available at this page.

The list of school districts that are required to submit a plan aligned with the increase in foundation aid may be found in the "*Foundation Aid Increase Notification Guidance*" memo located in the *Documents* library at the lower left of the application. It should be noted that this requirement does not obligate districts to spend additional foundation aid funds in specific ways, but does require district seek public comment and share plans on how they intend to spend these additional funds. Plans are required to cover only the foundation aid *increase*. The plan should *not* cover how the district intends to use its *entire* foundation aid amount. Describe in the plan how the foundation aid increase will be used, along with key goals, metrics, or ratios, and the community feedback reflected for portions of the increase used to address any of the following priority areas, as well as any additional areas identified by the district:

1. Increasing graduation rates and eliminating the achievement gap;
2. Reducing class sizes;
3. Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas;
4. Addressing student social-emotional health;
5. Providing adequate resources to English language learners, students with disabilities; and students experiencing homelessness;

Instructions

- The *Foundation Aid Increase Survey* is due by July 1, 2023.
- Districts must complete all sections and are required to answer questions marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. The district will be unable to submit the application to NYSED for final review if a required question remains unresolved.
- The online application may only be submitted/certified by the chief school officer of the district. The designated superintendent or the chief executive officer, or board of trustees president are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.
- Districts are NOT REQUIRED to send hard copies of survey materials to the Department.

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Use of Foundation Aid Increase Survey

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Use of Foundation Aid Increase

1. Please describe how the district plans to utilize funds provided by the foundation aid increase in the following priority areas.
If these funds will not be used for one of the priority areas listed below, please respond with "N/A."

	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
Increasing graduation rates and eliminating the achievement gap	Increasing student access to CTE pathways through bolstering work-based learning opportunities. This includes building stronger community partnerships, and business relationships. Our CCR index is a key metric for increasing the number of students in the 1.5 range as that would indicate they are taking advantage of CDOS and other opportunities. With additional aid, we have hired two full-time Work-Based Learning Coordinators to oversee these efforts, and also bolstered our investment in community partnerships PreK-12.	Several top Thought Exchange thoughts reflected the need for students to access work-based learning, bolster not just college-readiness but career-readiness, and foster a sense of belonging through students finding their passion. It also indicated that we need to maximize our College and Career Center, which already exists, in these efforts.	\$850,000
Reducing class sizes	Maintaining low class sizes is a key metric and goal, particularly in the PreK-2 area. Our goal is to maintain low class sizes in the 13-16 student range in those grade-levels. Our Contract for Excellence allocation helps with that. As a high-poverty, small city school district, our elementary schools experience a 30% turnover rate each year, so small class sizes help in building relationships and supporting student academic growth. In addition, we were able to sustain our expansion from two to five for Transitional Kindergarten classes, supporting a two-year Kindergarten sequence for students in need.	Maintaining small class sizes and keeping all seven elementary schools open was among the top rated thoughts in our Thought Exchange. The Binghamton community takes pride in small, community schools supporting by small class sizes to offset the impact of student poverty, transience, and often a lack of educational exposure before PreK or Kindergarten.	\$2,250,500
Providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas	With foundation aid increases, we are able to sustain two additional interventionist positions, a teaching assistant position, an additional Occupational Therapist, and add another reading teacher at our Woodrow Wilson elementary school. These goals are crucial as we have eight of our ten schools identified as ATSI, CSI, or Receivership. These intervention positions will support Tiers II and III Intervention, particularly in	Maintaining intervention and providing additional support for struggling readings were among the top thoughts in our Thought Exchange. Responding to this feedback with investments through foundation aid was critical.	\$560,000

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	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
	reading, as our reading level data is now close to where it was in March 2020 pre-pandemic when we were making significant gains.		
Addressing student social-emotional health	With the foundation aid increases, we have been able to triple the number of Restorative Practices coaches employed by the district and sustain that number (from two district-wide to six district-wide). In addition, we have been able to bolster our PBIS efforts district-wide with a full-time PBIS Coordinator to support implementation fidelity across our ten buildings. Moreover, we have been able to develop two schools with in a school to provide smaller learning environments for students who struggle to navigate a 440,000 square foot, 1400-student high school. One of these is a hybrid learning environment where students can leverage technology to engage when home on remote days but also come into the building during the week to access instruction in-person. This flexibility has greatly assisted students who are suffering from anxiety or other SEL-related illnesses.	Bolstering SEL support for students was among the top thoughts in our Thought Exchange.	3,000,000
Providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness	Our ENL population has remained steady, but we have experienced additional transience with migrant students relocating to Binghamton from the southern border and New York City. We have been able to bolster our data tracking systems and sustain additional staff to support our PreK ENL programs. We have added a full-time PreK ENL teacher as well with this foundation aid funding. We have also added an additional Special Education teacher at Binghamton HS and a special education teacher in our school within a school.	Supporting students struggling to meet state standards needing support was an important piece of feedback from our survey. This	285,483

2. Please use the chart below to describe 'Other' priority areas not otherwise addressed in Item #1. Click on "Add Row" as applicable for additional priority areas.

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Priority Area	Key Goals, Metrics, or Ratios (250 words or less)	Community Feedback Reflected (250 words or less)	New Foundation Aid Funds to Support Initiative (\$)
(No Response)	(No Response)	(No Response)	(No Response)

Use of Foundation Aid Increase (Cont.)

3. **Please describe your analysis of public comment from parents, teachers, and other stakeholders on the plan. This analysis should include the approach to outreach that was implemented and common recommendations or suggestions. For recommendations not reflected in the plan above, what limitations or rationale led to the decision to not include? (250 words or less)**

As we do every year, we ran a Thought Exchange to solicit stakeholder feedback on our budget priorities. Here is a summary of that feedback:

The district needs to be mindful about escalating costs, it is more expensive today to operate our schools and district compared to previous years. The top priority should be anything to do with security/secured entrances. Students are becoming more volatile; it is imperative that there are more mental health professionals in the schools. Students can not receive quality education when they have a volatile classmate. AP course will incentivize diverse students to do advanced course work. Updating older classrooms - sinks that leak/clog, old carpeting, windows with no blinds or blinds that do not work, etc. Recruit, hire and retain quality interventionists who are experienced and capable of helping students grow.

The feedback was extremely helpful in formulating our plan. We did not include significant capital upgrades as noted because much of that was already funded by CRRSA and APR funds. Rather, the foundation aid increase was geared towards social-emotional needs, keeping class sizes low, and bolstering student intervention.