

2018-19 STATE AID HANDBOOK

FORMULA AIDS AND ENTITLEMENTS FOR
SCHOOLS IN NEW YORK STATE AS
AMENDED BY CHAPTERS OF THE LAWS OF
2018

**The University of the State of New York
THE STATE EDUCATION DEPARTMENT**

**Office of State Aid
Albany, New York 12234**

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INTRODUCTION AND SELECTED CHANGES

Based on the latest analysis available, financial support for public schools came from three sources in 2016-17: the federal government (approximately 4 percent), state formula aids and grants (approximately 41 percent), and revenues raised locally (approximately 55 percent). State Aid for public schools comes primarily from the State General Fund (approximately 79 percent) wherein the major revenue source is state taxes (e.g. income, and sales). Of the balance of state support for public schools, approximately 9 percent comes from STAR and 12 percent comes from a Special Revenue Fund account supported by state lottery, video lottery terminal, and commercial gaming receipts.¹ In contrast, the major sources of local revenues for education are the tax levied on residential, and commercial properties within the boundaries of each school district (approximately 91 percent), and non-property tax revenues. For the State's five largest cities, commonly referred to as the Big Five (NYC, Rochester, Buffalo, Yonkers, and Syracuse), constitutional tax limits require that education revenues come from the total municipal budget as opposed to taxes levied by the school system.²

This handbook focuses on the major State formula aids available to school districts during the 2018-19 aid year. The information and formula amounts contained in the handbook are based on the formulas governing the specified aid categories as enacted by the Legislature as part of the 2018-19 State budget and legislative session. An explanation of the payment schedules for STAR, excess cost aids, BOCES, and other aid categories is provided, as well as an appendix containing the definitions of key terms and a list of State Aid acronyms. Please note that on the home page of the State Aid website (<https://stateaid.nysed.gov>), you may enter the name of any NYS major public school district and view the formula calculations described in this publication. Current year aid calculations are usually available to the public on the State Aid website by fall of the current year.

For purposes of the 2018-19 handbook:

Current year = 2018-19 school year

Base year = 2017-18 school year

Year prior to the base year = 2016-17 school year

¹ All net revenues from the state lottery are statutorily earmarked for school aid. In addition, the General Fund guarantees the level of lottery funds appropriated for education, making up any shortfall in lottery revenues.

² Taxing limits were also present in small city school districts - those with a population of less than 125,000 people - until 1985 when the laws were repealed. These residents were not able to vote on their school budgets until legislation allowing it was passed in 1997.

Following is a summary of selected changes enacted in the 2018-19 State budget:

Foundation Aid (\$17.8 billion)

The 2018 Enacted Budget included changes to various components of the Foundation Aid formula. See Section A. FOUNDATION AID (page 7) for formula details.

The Community Schools Aid Set-aside (\$150 million) and Community Schools Increase (\$50 million), for a total of \$200 million

The 2018 enacted budget requires 233 listed districts to use the community schools aid setaside and increase amounts to support the transformation of school buildings into community hubs, or to support costs incurred to maximize students' academic achievement.

Additional Full-Day Kindergarten Conversion Aid

To further incentivize the last few school districts in the State with half-day kindergarten programs to establish full-day kindergarten programs in the 2018-19 school year, the enacted budget provides additional Full-Day Kindergarten Conversion Aid. School districts converting to full-day kindergarten in the 2018-2019 or 2019-2020 school years are eligible for the same apportionment to which they would otherwise be entitled, plus 65 percent of that aid in the following school year and 35 percent two years after the initial apportionment.

School- Level Reporting Requirement

The enacted budget contains a new requirement for districts to report information to the state about school building-level budget allocations for an upcoming school year. Beginning in the 2018-19 school year, districts with at least four schools and 50 percent of total revenue from state aid, plus the New York City school district, must comply with the reporting requirements. In 2019-20, the requirement expands to districts with at least four schools. By 2020-21, the requirement expands to all districts across the state. The budget language stipulates that one year of state aid increases will be withheld from school districts which are not in full compliance with the new reporting requirement.

I
AID PROGRAMS
A. FOUNDATION AID
[NYSEL §3602 (2 and 4), and §211-d]
(2018-19 Estimated Total - \$17,792.0 Million)

Foundation Aid, first enacted in 2007-08, is the largest unrestricted aid category supporting public school district expenditures in New York State. This year it represents approximately 68.0 percent of the total State Aid received by districts statewide.

Foundation Aid has four main components:

1. A State-specified expenditure per pupil, called the Adjusted Foundation Amount, to which the State and school districts will contribute.
2. A State-specified expected minimum local contribution per pupil (based on a computed tax rate or local share formula) representing each district's contribution to the adjusted foundation amount per pupil.
3. The number of total aidable foundation pupil units (TAFPU) in the district.
4. A calculation of Foundation Aid Payable, which adjusts Total Foundation Aid based on phase-in factors and minimum and maximum aid increases.

Following is a detailed description of calculated Foundation Aid components.

1. Adjusted Foundation Amount (AFA)

$$\text{AFA} = \text{Foundation Amount} \times \text{CPI change} \times \text{Phase-in Foundation Percent} \\ \times \text{Regional Cost Index (RCI)} \times \text{Pupil Need Index (PNI)}$$

For the 2018-19 aid year, the AFA before districts' RCI or PNI is applied = $\$6,422 \times 1.021 \times 1.0 = \$6,557$.

Foundation Amount (FA) and Phase-in Foundation Percent

The Foundation Amount reflects the average per pupil cost of general education instruction in successful school districts, as determined by a statistical analysis of the costs of general education in successful school districts which is periodically updated. In years when it is not updated, it is adjusted annually to reflect the percentage change in the consumer price index. The second to the last column of the table below shows the CPI-adjusted Foundation Amounts for each year, with the last row containing the amounts for the current aid year.

	Foundation Amount	1 + CPI change	Foundation Amount X CPI chg.	Phase-in Foundation Percent
2007-08	4,695 ¹	1.120	5,258	1.0768
2008-09	5,258	1.029	5,410	1.0526
2009-10	5,410	1.038	5,616	1.0250
2010-11	5,708 ¹	0.996	5,685	1.0768
2011-12	5,685	1.016	5,776	1.1314
2012-13	5,776	1.032	5,961	1.1038
2013-14	5,926 ¹	1.021	6,050	1.0768
2014-15	6,050	1.015	6,141	1.0506
2015-16	6,141	1.016	6,239	1.0250
2016-17	6,334 ¹	1.001	6,340	1.0000
2017-18	6,340	1.013	6,422	1.0000
2018-19	6,422	1.021	6,557	1.0000

Regional Cost Index (RCI)

The Regional Cost Index reflects an analysis of labor market costs based on median salaries in professional occupations that require similar credentials to those of positions in the education field, but not including those occupations in the education field. The 2006 Regional Cost Index listed in statute for the nine labor force regions is as follows:

Labor Force Region	Index
Capital District	1.124
Southern Tier	1.045
Western New York	1.091
Hudson Valley	1.314
Long Island/NYC	1.425
Finger Lakes	1.141
Central New York	1.103
Mohawk Valley	1.000
North Country	1.000

Pupil Need Index (PNI)

$PNI = 1 + \text{Extraordinary Needs (EN) Percent (Min = 1, Max = 2)}$

$$EN \text{ Percent} = \frac{\text{Extraordinary Needs (EN) Count}}{\text{Base Year K-12 Public School Enrollment}} \times 100$$

¹ The asterisked amounts are those based on updated statistical analysis of the costs of general education instruction in successful school districts.

$$EN\ Count = Poverty\ Count + (English\ Language\ Learner\ Count \times 0.5) + Sparsity\ Count$$

$$Poverty\ Count = (0.65 \times Lunch\ Count) + (0.65 \times Census\ Count)$$

$$Lunch\ Count = \frac{2014-15 + 2015-16 + 2016-17\ K-6\ Free\ \&\ Reduced\ Price\ Lunch\ Applicants}{2014-15 + 2015-16 + 2016-17\ K-6\ Public\ School\ Enrollment} \times Base\ Year\ K-12\ Public\ School\ Enrollment$$

Census Count = Based on the 2000 Census as tabulated by the National Center on Education Statistics, the number of persons age 5-17 enrolled in the public school district and whose families had income below the poverty level divided by the number of persons age 5-17 in the school district \times Base Year K-12 Public School Enrollment

English Language Learner (ELL) Count = Base year enrollment of pupils who speak a language other than English at home and demonstrate English language proficiency below the “Commanding (Proficient)” level.

Sparsity Count = For school districts operating grades K through 12, base year public school enrollment multiplied by a sparsity factor calculated as follows:

$$\frac{25.0 - Base\ Year\ Enrollment\ per\ Square\ Mile}{50.9}$$

2. Expected Minimum Local Contribution per Pupil

Each district’s expected minimum local contribution per pupil is the lesser of a per pupil amount based on a computed tax rate (A) or a per pupil amount based on a calculated state sharing ratio (B).

Expected Minimum Local Contribution per Pupil (A) =

$$\left(\frac{\text{Selected Actual Value}}{TWFPU} \right) \times \text{Local Tax Factor (LTF)} \times \text{Income Wealth Index (IWI)}$$

Selected AV

The lesser of 2015 Actual Value or the average of 2014 and 2015 Actual Value.

Total Wealth Foundation Pupil Units (TWFPU)

The sum of the (i) average daily membership for the year prior to the base year, plus (ii) the full-time equivalent enrollment of resident pupils attending public school elsewhere, less the full-time equivalent enrollment of nonresident pupils, plus (iii) the full-time equivalent enrollment of resident pupils with disabilities attending a Board of Cooperative Educational Services full time.

Local Tax Factor (LTF): For the 2018-19 aid year, the LTF is 0.0165.

Income Wealth Index (IWI)

$$\text{IWI (min = 0.65, max = 2.00)} = \frac{2015 \text{ Adjusted Gross Income AGI} / 2016-17 \text{ TWFPU}}{\$271,100}$$

The IWI divisor is the statewide average AGI per TWFPU, defined as the 2015 State Total AGI divided by 2016-17 State Total TWFPU.

Expected Minimum Local Contribution per Pupil (B) =

$$\text{Adjusted Foundation Amount} \times (1.00 - \text{Foundation Aid State Sharing Ratio})$$

Foundation Aid State Sharing Ratio (FASSR) = the largest of the four following ratios (max = 0.900):

- 1.37 – (1.23 × FACWR)
- 1.00 – (0.64 × FACWR)
- 0.80 – (0.39 × FACWR)
- 0.51 – (0.173 × FACWR)

For high need/resource-capacity districts, the Foundation Aid State Sharing Ratio is multiplied by 1.05.

Foundation Aid Combined Wealth Ratio (FACWR) =

$$\text{FACWR} = 0.5 \times \frac{\text{District Selected AV} / 2016-17 \text{ TWPU}}{\$584,600} + 0.5 \times \frac{\text{District Selected AGI} / 2015-16 \text{ TWPU}}{\$206,000}$$

Selected Actual Value per Total Wealth Pupil Units (Sel AV/TWPU) =

The selected Actual Value of taxable real property divided by Total Wealth Pupil Units. TWPU is a measure of the weighted average daily attendance of resident pupils in a district. For 2018-19 aid, selected Actual Value is divided by 2016-17 TWPU. Selected Actual Value is the lesser of 2015 AV or the average of 2014 and 2015 AV. **The statewide average selected Actual Value per TWPU is \$584,600.** When the district’s selected Actual Value per pupil is divided by the

statewide average, the quotient is called the Foundation Aid Pupil Wealth Ratio (FAPWR). An FAPWR value of 1.000 means that the district is of average wealth on this measure, while a district of less than average wealth would have an FAPWR less than 1.000 and a district of greater than average wealth would have an FAPWR greater than 1.000.

Selected Adjusted Gross Income per Total Wealth Pupil Units (Sel AGI/TWPU) =

Adjusted Gross Income, as verified by a statewide income verification process conducted jointly by the Education Department, the Department of Taxation and Finance, and the Office of Real Property Tax Services, is based on personal income tax returns of district residents. For 2018-19 aid, selected Adjusted Gross Income is divided by 2016-17 TWPU. Selected Adjusted Gross Income is the lesser of 2015 AGI or the average of 2014 and 2015 AGI. **The statewide average of selected Adjusted Gross Income per TWPU for 2018-19 aid is \$206,000 .** When the district's selected Adjusted Gross Income per pupil is divided by the statewide average, the quotient is called the Foundation Aid Alternate Pupil Wealth Ratio (FAAPWR). An FAAPWR of 1.000 means that the district is of average wealth on this measure, while a district of less than average wealth would have an FAAPWR less than 1.000 and a district of greater than average wealth would have an FAAPWR greater than 1.000.

When the FAPWR and the FAAPWR of a district are averaged together, the resulting average wealth ratio is called the Foundation Aid combined wealth ratio (FACWR) of the district. Note that a district of average wealth according to both property and income variables would have an FACWR of 1.000. Districts wealthier than the state average would have an FACWR greater than 1.000 and districts less wealthy than the state average would have a ratio less than 1.000.

3. Selected Total Aidable Foundation Pupil Units (TAFPU)

Selected TAFPU: For the purposes of computing Foundation Aid, districts may select the TAFPU calculated for the current aid year, or the average of the TAFPU calculated for the current year and the TAFPU calculated for the base year. In determining the average TAFPU, current year TAFPU definitions are used for both years.

Total Aidable Foundation Pupil Units (TAFPU) =

$$\begin{aligned} & (2016-17 \text{ Average Daily Membership (ADM)} \times \text{Base Year Enrollment Index}) \\ & + (2016-17 \text{ Summer ADM} \times 0.12) \\ & + (2016-17 \text{ Weighted Foundation Pupils with Disabilities}) \end{aligned}$$

Average Daily Membership (ADM) =

Possible aggregate attendance of students in kindergarten through grade 12 (or equivalent ungraded programs), which is the total of the number of enrolled students that could have attended school on all days of session divided by the number of days of session;

- Possible aggregate attendance of non-resident students (in-state and out of state) attending the district full time but not resident students enrolled full time in another district;
- Possible aggregate attendance of Indian students that are residents of any portion of a

reservation located wholly or partially in New York State;

- Possible aggregate attendance of students living on federally owned land or property;
- Possible aggregate attendance of students receiving home or hospital instruction (not home-schooled students, including students receiving instruction through a two-way telephone communication system);
- Full-time-equivalent enrollment of resident pupils attending a charter school;
- Full time equivalent enrollment of pupils with disabilities in BOCES programs;
- Equivalent attendance of students under the age of 21, not on a regular day school register in programs leading to a high school diploma or high school equivalency diploma;
- Average daily attendance of dual enrolled nonpublic school students in career education, gifted and talented, and special education programs of the public school district as authorized by NYSEL §3602-c. Attendance is weighted by the fraction of the school day that the student is enrolled in the public school programs. Dual enrolled students with disabilities are further weighted at 1.41.

Enrollment Index for the base year =

$$\frac{2017-18 \text{ Public School Enrollment}}{2016-17 \text{ Public School Enrollment}}$$

Summer ADM =

Possible aggregate attendance (in hours) of pupils who attend programs of instruction operated by the district during the months of July and August, other than pupils with disabilities in twelve month programs, divided by 90 hours (pursuant to NYCRR § 110.3).

Weighted Foundation Pupils with Disabilities (WFPWD) = 1.41¹ multiplied by the full-time equivalent enrollment of pupils with disabilities determined by a school district committee on special education to require any of the following services, and who receive such services **from the school district of attendance** during the year prior to the base year:

(A) Placement for 60 percent or more of the school day in a special class, or

(B) Home or hospital instruction for a period of more than sixty days, or

(C) Special services or programs for more than 60 percent of the school day, or

(D) Placement for 20 percent or more of the school week in a resource room or requiring special services or programs including related services for 20 percent or more of the school week, or in the case of pupils in grades seven through twelve or a multi-level

¹ 1.41 is a special services weighting based on an analysis of special education, and general education costs in successful school districts.

middle school program as defined by the Commissioner or in the case of pupils in grades four through six in an elementary school operating on a period basis, the equivalent of five periods per week, but not less than the equivalent of 180 minutes in a resource room or in other special services or programs including related services, or

(E) At least two hours per week of direct or indirect consultant teacher services

PLUS

0.5 multiplied by the full time equivalent enrollment of declassified pupils. Declassified pupils are pupils in their first year in a full-time regular education program after having been in a special education program.

4. Foundation Aid Payable

Foundation Aid Payable = Foundation Aid Base (FAB) plus the increase in Foundation Aid under the 2018-19 Executive Budget Proposal (BT1819) plus the greater of the Phase-in Foundation Increase, an Additional Increase, or a Due Minimum.

Foundation Aid Base + Executive Foundation Increase
+ (Greatest of Phase-in Foundation Increase or Additional Increase or Due Minimum)

Foundation Aid Base = 2017-18 Foundation Aid Payable.

Executive Foundation Increase = 2018-19 Foundation Aid in excess of 2017-18 Foundation Aid as set forth in the computer run for the 2018-19 Executive Budget proposal (BT1819).

Phase-in Foundation Increase =

The Phase-in Foundation Increase is a phase-in factor multiplied by the positive difference of (1) Total Foundation Aid minus (2) the 2017-18 FAB. The phase-in factor is the greatest of the following:

- (A) For all school districts, 1.848 percent;
- (B) for school districts receiving less than 50 percent of Total Foundation Aid, and where the three-year average free and reduced price lunch rate for 2018-19 increased by more than 4 percent over 2017-18, 4.599 percent;
- (C) for school districts whose boundaries include all or a portion of a small city, 3.498 percent;
- (D) for the New York City School District, 7.93 percent;
- (E) for the Buffalo City School District, 8.03 percent;
- (F) for the Rochester City School District, 5.88 percent;
- (G) for the Yonkers City School District, 7.2 percent;
- (H) for the Syracuse City School District, 10.0 percent; and
- (I) for school districts receiving less than 60 percent of Total Foundation Aid, 3.2 percent.

Additional Increase = For districts not including the Big 5 City School Districts, the Additional Increase is equal to the greater of:

- (A) A district is eligible for an Additional Increase A if the district’s English language learner count is more than 3.0 percent of public school district enrollment. Additional Increase A is equal to:

$$\text{Public Enrollment} \times \text{ELL Factor} \times \$28.92$$

The “ELL factor” is equal to:

$$3 - (\text{Lesser of FACWR or } 1.0)$$

- (B) A district is eligible for Additional Increase B if a district’s sparsity factor is greater than zero. Additional Increase B is equal to:

$$\text{Public Enrollment} \times \text{FACWR Factor} \times \text{FRPL Factor} \times \$137.97$$

The “FACWR factor” is equal to 1.75 for districts with a Combined Wealth Ratio for Foundation Aid (FACWR) less than 0.49, 1 for districts with a FACWR between 0.49 and 1.0, and 0.75 for districts with a FACWR greater than or equal to one.

The “FRPL factor” is equal to 0.5 plus the larger of the three-year average free and reduced price lunch rate for 2017-18 aid or for 2018-19 aid.

- (C) A district is eligible for Additional Increase C if (1) the three-year average free and reduced price lunch percent for 2018-19 grew by more than 1.05 percent over 2017-18, (2) the FACWR is less than 0.91, and (3) the district is receiving less than or equal to 77 percent of Total Foundation Aid. Additional Increase C aid is equal to:

$$\text{Public Enrollment} \times \$121.75$$

Due Minimum = For districts not including the Big 5 City School Districts, the greater of (A) the difference of the product of the 2017-18 Foundation Aid multiplied by 1.9 percent less the Executive Foundation Aid Increase or (B) the product of the Executive Foundation Aid Increase multiplied by 18 percent.

Total Foundation Aid = Selected TAFPU × Selected Foundation Aid

Selected Foundation Aid (a per pupil amount) =
Greater of \$500 or
Adjusted Foundation Amount – Expected Minimum Local Contribution

Community Schools Aid Set-aside

Each school district receiving Community Schools Aid as part of Foundation Aid computed for the current year will set aside an amount set forth in the computer run for the 2018-19 Enacted Budget (SA1819). The purpose of the Community Schools Aid Set-aside is to support the transformation of school buildings into community hubs to deliver co-located or school-linked academic, health, mental health, nutrition, counseling, legal, and/or other services to students and their families, including but not limited to providing a community school site coordinator, or to support other costs incurred to maximize students' academic achievement. In addition, districts with a 2017-18 increase in the setaside of \$1 million or more must spend either \$150,000 or 10 percent of the increase, whichever is greater, to support such transformation at schools with extraordinary high levels of student need as identified by the Commissioner. More information on the Community Schools Set-aside is available at:

<http://www.p12.nysed.gov/sss/documents/CommunitySchoolsSet-asideGuidance.pdf>

Public Excess Cost Aid Set-aside from Foundation Aid Payable:

The purpose of the Public Excess Cost Aid Set-aside is to ensure that school districts meet federal maintenance of effort requirements regarding spending for students with disabilities. The amount set aside from Foundation Aid for this purpose will be paid together with Private Excess Cost Aid, Public Excess Cost High Cost Aid, and Supplemental Public Excess Cost Aid pursuant to NYSEL §3609-b. The calculation of the set-aside appears in this handbook in section K. AIDS FOR STUDENTS WITH DISABILITIES on page 40.

Contracts for Excellence:

Fourteen districts must prepare a Contract for Excellence this year. The combined various reporting requirements of the Contract for Excellence create a vehicle for district accountability for the expenditure of certain State Aid funds, and for academic results associated with the expenditures. Find more information on the Contract for Excellence:

<http://www.emsc.nysed.gov/mgtserv/C4E/>

B. DEDUCTION FOR THE LOCAL SCHOOL DISTRICT'S SHARE OF EDUCATIONAL COSTS FOR CERTAIN STUDENTS

[NYSEL §4401(8)]

(2018-19 Estimated Total = \$51.5 Million)

The educational costs for certain students under the care and custody of a State agency or with unique educational placements are paid in the first instance by the State. In the year following the school year in which educational services are provided to these students, the State assesses a basic contribution in support of such expenditures from the school district of residence. The basic contribution, or 'local share deduct' is assessed via a reduction to the district's §3609-a General Aid payments. This basic contribution is defined in subdivision 8 of §4401 as an amount equal to the total base year property and non-property taxes of the school district divided by the

base year public school enrollment of the district.¹ Any revenues received from the State under the School Tax Relief Program (STAR) are considered property taxes for this purpose. The basic contribution is assessed for the following types of students:

- Students placed in a family home at board, an orphan asylum or other such institution who previously resided in a school for students with disabilities operated by the Office for Mental Health and Office for People with Developmental Disabilities;
- Students residing in a school for students with disabilities operated by the Office for Mental Health, and Office for People with Developmental Disabilities who receive educational services in a public school district or a BOCES;
- Students residing in an intermediate care facility (ICF) or an individualized residential alternative who receive educational services through the public school district of current location;
- Students placed in a child care institution by the Family Court, the Office of Children and Family Services or the State Division for Youth who receive educational services at the expenditure of a local social services district agency;
- Students placed in a residential psychiatric treatment facility, a residential treatment facility or a child care institution who receive educational services at the expenditure of a local social services district agency or the New York State Office of Mental Health;
- Students incarcerated in a county operated correctional facility who receive educational services through the public school district of current location;
- Runaway or nonresident homeless students who receive educational services through the public school district of current location; and
- Students placed by the school district in a Children's Residential Project (CRP) School on or after July 1, 1995.

Note: Districts are also assessed the basic contribution for students attending State supported schools for the blind or deaf pursuant to NYSEL §4201. However, the contribution is not deducted from the district's General Aid payment because the current district of residence, not the State, pays the school in the first instance. The district is then reimbursed by the State net of the district's basic contribution amount.

¹ For districts other than central high school districts, and their components, the tax levy is divided by 2016-17 Total Wealth Pupil Units (TWPU) instead of 2016-17 resident public enrollment, if the 2016-17 TWPU exceeds 150percent of the resident public enrollment.

C. BUILDING AID (Excluding Reorganization Incentive Building Aid)

**[NYSEL §3602(6) (6-a) (6-b) (6-c) (6-e) (6-f)]
(2018-19 Estimated Total = \$3098.5 Million)**

Building Aid is available for expenditures incurred in construction of new buildings, additions, alterations or modernization of district-owned buildings, for purchase of existing structures for school purposes, and for lease and installment purchase payments under certain circumstances.

Steps in computing Building Aid

- Building plans and specifications for the project must be approved by the Facilities Planning Unit of the State Education Department.
- The pupil capacity of the building is assigned to the project by the Facilities Planning Unit.
- Estimated construction costs and estimated incidental costs are determined. Construction costs are for major contracts (general construction, heating and ventilating, plumbing, and electrical), while incidental costs are for such items as site purchase, site development, original equipment, furnishings, machinery or apparatus, and professional fees.

A maximum construction cost allowance for each building project is computed by multiplying a pupil construction cost allowance figure, adjusted for regional cost differences, by the assigned pupil capacity for the building

- The pupil construction cost allowance is adjusted monthly, based upon an index which reflects changes in cost of labor and materials. The index available for the calendar month in which the construction contract is signed for a specific project is the index used. The actual construction cost allowance is the lesser of the computed maximum or the actual construction costs.
- Regional Cost Adjustment: For approved building projects with a general construction contract awarded on or after July 1, 1998, the construction cost allowance will be adjusted by a factor reflecting regional differences in labor market composite wage rates established by the Commissioner of Labor each year. The adjustment will result in increased cost allowances for school districts in high cost areas of the State. Since the index cannot be less than one, the adjustment cannot be negative for districts in other areas of the State. In calculating Building Aid, actual costs claimed for aid may not exceed the cost allowance.
- The maximum incidental cost allowance is 20 percent of the maximum construction cost allowance for K-6 buildings, and 25 percent of construction cost allowance for Grade 7-12 buildings, and for special education space. The actual incidental cost allowance is the lesser of the computed maximum or actual incidental costs.
- To aid debt service expenditures associated with retro projects (see below) a bond percent is calculated to determine the aidable portion of the expenditures. The bond percentage is derived from the ratio of total approved cost allowances to the total principal borrowed.

Categories of Building Aid

Chapter 383 of the Laws of 2001 established a new method of apportioning Building Aid beginning in 2002-03. Previously, State Aid partially reimbursed districts for their actual approved debt service expenditures for approved projects based on the actual amortization schedules associated with their borrowings. Aid is now paid on assumed debt service expenditures based on assumed amortization schedules. The laws of 2002 also changed the way districts are reimbursed for capital outlay (not borrowed) expenditures associated with approved construction projects.

Under the assumed amortization method of aiding building expenditures, projects are identified as either “retro” or “prospective.” Retro projects are those with Commissioner’s approval date (CAD) before 12/1/01, for which debt (bonds, BANS or capital notes) was first issued before 12/1/01. These projects are identified as retroactive or “retro” because they meet these criteria and are associated with borrowings that had principal outstanding as of July 1, 2002. Retro projects are aided differently than “prospective” projects. Prospective projects are those with CAD on or after 12/1/01 or CAD before 12/1/01 but for which debt was first issued after 12/1/01.

Following is a description of the Building Aid categories:

- 1. Assumed debt service expenditures associated with “retro” borrowings with principal outstanding as of 7/1/02, including assumed debt service expenditures associated with energy performance contracts.*

For each existing debt issuance associated with retro projects, an assumed amortization schedule was based upon:

- The product of the principal outstanding as of 7/1/02 and a bond percent that represents the ratio of total aidable project costs funded with the proceeds of the debt issuance divided by the total original principal of the debt issuance;
- The remaining blended maximum useful life of the projects associated with the debt issuance (see explanation on calculating the blended maximum useful life of a project: https://stateaid.nysed.gov/build/pdf_docs/bldgaiddata-02.pdf.)
- A statewide average interest rate (except that if the borrowing was refinanced by the Dormitory Authority of the State of New York (DASNY), the DASNY interest rate was used, and except for special provisions for rates for the Big 5 city school districts). See below for more information:
 - An explanation of the calculation of the statewide average interest rate: https://stateaid.nysed.gov/build/html_docs/statewide_int_rate_calc_tetherdoc_120607.htm.
 - A chart with both retro, and prospective interest rates for assumed amortizations: https://stateaid.nysed.gov/build/html_docs/intrates.htm.
 - The interest rate recalibration: https://stateaid.nysed.gov/build/pdf_docs/combined_overview_and_waiver_document.pdf.
- Equal semiannual assumed payments of interest, and principal.

Although there are two assumed payments per year for purposes of establishing an assumed amortization schedule, actual Building Aid paid on retro projects is part of regular Building Aid and is paid to districts as part of the 3609-a General Aid payment schedule.

2. *For refunding bonds issued on or before 7/1/05, the reasonable costs of refinancing retro borrowings to align actual district debt service schedules with the assumed schedules on which aid is based. (See detailed memorandum on reimbursement for refinancing: https://stateaid.nysed.gov/build/html_docs/sa132_qa.htm, including the information that appears below, and a Q and A section.)*

When Building Aid changed to paying aid based on assumed amortization schedules rather than on actual debt service expenditures, State Aid became available to partially reimburse districts for the costs of refinancing retro borrowings to better align with new assumed debt service schedules. See [Appendix D: Sample Calculation of Aid on the Costs of Refinancing.](#)

3. *Assumed debt service expenditures associated with new borrowings to finance remaining approved retro project costs.*

In addition to the amortization of the 7/1/02 remaining balance on debt issued to fund retro projects, districts may need to borrow additional money to fund remaining approved costs for retro projects. Assumed amortization schedules are created for this debt issued after 7/1/02 in order to determine the aidable debt service expenditures for Building Aid purposes. The remaining useful life for these amortizations is the same as that calculated for the amortization of the 7/1/02 remaining balance.

4. *Actual debt service expenditures for retro borrowings that have been exempted from assumed amortization via the waiver process.*

Through June 30, 2005, school districts could apply to SED for a waiver from the application of assumed amortization to retro bonds, other amortizations or lease-purchase agreements in existence as of July 1, 2002. This means that under certain circumstances, retro borrowings continue to be aided in the manner in which they were aided prior to the enactment of the assumed amortization. Prior to assumed amortization, the districts' debt service payments from the actual amortization schedules for the borrowings were the basis for aidable debt service expenditures and building aid. Waivers could also be granted to adjust the period of assumed amortization and/or the interest rate. See guidelines for approving retroactive assumed amortization waivers: https://stateaid.nysed.gov/build/pdf_docs/waiver.pdf.

5. *Assumed debt service expenditures associated with prospective projects.*

Prospective projects are those projects with Commissioner's approval date after 12/1/01, or approved before 12/1/01 but for which the first borrowing was issued after 12/1/01. Aidable debt service expenditures for prospective projects are based on assumed amortization schedules. For each prospective project, an assumed amortization schedule is generated based on:

- Total approved project costs, except that for projects with CAD before July 1, 2002, capital outlay cash costs are not included in the costs to be amortized;
- A statewide average interest rate (except that if the project is funded with borrowing through DASNY, the DASNY interest rate is used, and except for special provisions for rates for the Big 5 city school districts). By September 1 of each year, districts must submit information to SED regarding all capital debt issued in the prior year. The interest rates for these borrowings are used to calculate the statewide average interest rate. The interest rate used to generate the assumed amortization schedule is tied to the CAD of the project. See the calculation of the statewide average interest rate: https://stateaid.nysed.gov/build/html_docs/statewide_int_rate_calc_tetherdoc_120607.htm, and more information on the interest rate recalibration: https://stateaid.nysed.gov/build/pdf_docs/combined_overview_and_waiver_document.pdf;
- A term of 15, 20 or 30 years for reconstruction projects, additions, and new buildings, respectively;
- Two assumed, level debt service payments during each aid year

For projects approved by SED before 7/1/11, an assumed amortization schedule for a prospective project is not generated and aid does not begin to be paid on the project, until 18 months after the CAD or certification to SED that a general construction contract has been signed, whichever is later. For districts other than New York City, assumed amortizations for capital construction projects approved by the Commissioner on or after 7/1/11 begin the later of 18 months after SED approval or when the final cost report and final Certificate of Substantial Completion have been received by SED. In certain circumstances beyond the district's control, based on determination by the Office of Facilities Planning, the assumed amortization may begin before the final cost report, and/or final Certificate of Substantial Completion is received. For more information:

https://stateaid.nysed.gov/build/pdf_docs/ch_97_bldg_aid_guidance_with_timelines.pdf

Although there are two assumed payments per year for purposes of establishing an assumed amortization schedule, actual Building Aid paid on prospective projects is part of regular Building Aid and is paid to districts as part of the 3609-a General Aid payment schedule.

Initial Building Aid payments on prospective projects due to begin in the 2018-19 aid year will be deferred to July of the 2019-20 aid year where contract signing notification (Form SA-139) was not on file with the Department in time to be included in the frozen data file created in November 2017, even if all other criteria required for aid to start have been met. New York City is subject to a similar deferral provision. If contract signing notification still

is not on file in time to be included in the subsequent November frozen data file, initial aid payments will be deferred again. Projects approved by SED on or after 7/1/11 are still subject to the aid deferral described above, even though initial aid payments on those projects will no longer be tied to receipt date of the SA-139 form containing project cost/funding as of contract signing. The estimated total Building Aid amount above includes the amount of 2017-18 Building Aid deferred for payment until July 2018.

The aidable project cost will be recomputed for any prospective projects currently generating aid if the building is sold or ownership is otherwise transferred. The revenues received by the school district as a result of the sale or transfer will be deducted from the remaining project balance and a new assumed amortization will be established for the remaining useful life of the project based on the adjusted project balance. Find more information on aid on sale of building: https://stateaid.nysed.gov/build/html_docs/aid_on_sale_of_building_memo.htm

6. *Base year expenditures for security cameras, stationary metal detectors, hardened doors, electronic security systems, and other security devices.*

School districts may receive partial reimbursement for base year expenditures associated with security cameras, metal detectors, and other security devices. The Commissioner has prescribed a maximum cost allowance of \$2,000 per unit for security cameras and other devices and \$6,000 per unit for metal detectors. There is a maximum *total* security camera cost allowance of \$35,000. For more information on the new maximum total security camera claim: <http://emsc32.nysed.gov/facplan/SecurityCameraMCA051711.html>

Pursuant to the New York Secure Ammunition and Firearms Enforcement Act (NYSAFE), expenditures after 7/1/12 for electronic security systems and hardened doors are now eligible for this aid. For more information on this NYSAFE provision: https://stateaid.nysed.gov/build/html_docs/nysafe_3602.6-c.htm

Aid in this category is calculated using the district's *current year* building aid ratio, except that pursuant to NYSAFE all eligible expenditures approved after July 1, 2013 and before July 1, 2023 will be aided at the district's RWADA aid ratio + 10 percent. (See below for more information on building aid ratios)

7. *Current year approved expenditures for lease payments.*

School districts may receive aid on current year expenditures for lease payments on leases that have been approved by the Commissioner. The leases must be for a period of five years or less, except that the term can exceed five years if voter approval in the lessee district is obtained before the lease is executed. The term of the lease may not exceed the period of probable usefulness for the building. Voter approval must also be obtained in the lessee district in order to undertake capital projects in the leased facility during the term of the lease. School districts may not enter into leases with an option to purchase.

To be eligible for aid, the leased facility must meet requirements for access by individuals with disabilities to facilities and programs as defined by the Commissioner and the leased space must be used to house pre-k through grade 12 programs (other than 4410 programs), with minimal associated administrative and support services space as approved by the Commissioner.

8. *Base year expenditures for building condition surveys.*

An additional apportionment of aid is available for the structural inspection of school buildings used for instructional purposes and conducted in accordance with NYSEL §409-d and §409-e, and accompanying regulations. The apportionment equals the product of the building aid ratio and the actual approved expenditures incurred by the district in the base year for each school building inspected by a licensed architect or licensed professional engineer, except that the aid amount cannot exceed the structural inspection aid ceiling. The inspection aid ceiling is based on a maximum cost allowance per square foot, adjusted by the Commissioner on the basis of an index number reflecting changes in the costs of labor and materials. Building condition surveys are conducted and this apportionment is paid once every five years. Most school districts claimed aid in 2015-16 and 2016-17, and can therefore claim aid again in 2020-21 and 2021-22 for base year expenditures.

9. *Base year expenditures for certain capital outlay projects.*

Districts may receive reimbursement for base year capital outlay expenditures for projects that are wholly funded through capital outlay, which fall into one of the following three categories:

- a. A project with a total cost of no more than \$100,000. A district may receive aid for a maximum of one such project in any aid year. A district may spend, report, and receive aid on the capital expenditures for such a project over multiple years; however, only one project per year can receive aid.
- b. A construction emergency project. A construction emergency project is a project that is necessary to provide immediate repairs in order to eliminate or mitigate hazards that threaten the health and/or safety of the building's occupants as a result of either the unanticipated discovery of hazardous substances such as asbestos, or significant damage caused by a fire, snow storm, ice storm, excessive rain, high winds, flood or a similar catastrophic event. An emergency project may be carried out prior to receipt of Commissioner's approval, but in order to be eligible for State Aid the project must receive approval from the SED-Office of Facilities Planning.
- c. A project that if bonded, would cause a small city school district to exceed 95 percent of its constitutional debt limit.

The appropriate building aid ratio will be applied to approved project expenditures to determine aid. Capital outlay expenditures for projects in these categories are not eligible for Reorganization Incentive Aid. Find more information on Capital Exceptions Aid:

https://stateaid.nysed.gov/build/html_docs/capexc_aid.htm

10. Assumed expenditures associated with capital outlay expenditures incurred after 6/30/02, for projects approved by the Commissioner on or before 6/30/02.

Beginning with the 2003-04 aid year and 2002-03 capital outlay expenditures, Building Aid no longer reimburses districts for approved capital outlay expenditures made in the base year. Capital outlay expenditures incurred after June 30, 2002, for projects approved by SED before 7/1/02, have been amortized, without interest, and aid is being paid out over the life of the project according to an assumed schedule. Building Aid on the amortized capital outlay was first paid in the 2004-05 aid year. Find more information on detailed calculations:

https://stateaid.nysed.gov/build/html_docs/amcap_91604.htm

11. Native American Building Aid.

An additional apportionment is available for school districts educating pupils residing on Native American reservations, in an amount representing the actual per pupil cost within the cost allowance assigned to Native American pupils.

12. Testing of water for potential lead contamination and the installation of effective measures for immediate remediation.

Chapter 296 of the Laws of 2016 enacted amendments to NYS Public Health Law requiring all school districts and Boards of Cooperative Educational Services (BOCES) to test all potable water outlets for lead contamination, to remediate contamination where found, and to notify parents of children and the public of test results.

School districts: School districts are eligible to receive aid pursuant to NYSEL 3602 6-h on the testing activities and for certain effective immediate remedial measures, such as the installation of filters, that are performed in order to comply with the requirements of the “School potable water testing, and standards” in the Public Health Law. Beginning in the 2016-17 school year, aid on expenses incurred after January 1, 2015 is paid in the year following the year in which costs are incurred. Aid is equal to base year approved expenditures multiplied by the building aid ratio defined pursuant to NYSEL §3602 (6)(c) (the same ratio as that used for Building Condition Survey Aid).

BOCES: Testing expense generates BOCES Aid in the year following the year in which costs are incurred; however, BOCES Aid is not available for remediation costs.

Aid in all of the above categories is paid to districts according to the General Aid payment schedule 3609-a. For categories 1 through 10, aid is based on the approved aidable expenditures multiplied by a building aid ratio. The building aid ratios are explained in the next section.

Building Aid Calculation

State Aid is paid on a building project only up to the total approved cost allowance. Total approved cost allowance is the sum of the construction cost allowance plus the incidental cost allowance.

The Building Aid formula = Aidable Building Expenditures × Building Aid Ratio

The calculation of the current year Building Aid ratio =

$$1.000 - \left[0.51 \times \frac{2015 \text{ AV} - 2016-17 \text{ RWADA}}{738,000} \right]$$

Aidable building expenditures are aidable expenditures from each of the expenditures categories listed and described above.

Note that 0.51 is the local share for districts of average wealth (i.e., district average Actual Value per pupil equals the State average (\$738,000)). For districts of average wealth the State share is 0.49. For property wealthy districts the State share would be smaller, and for property poor districts the State share would be larger. The maximum state share/Building Aid ratio is 0.95 for most districts and 0.98 for certain high need districts as described below.

Applicable State Share Ratios for Building Aid

2018-19 State Share Ratio for building projects approved by the voters prior to July 1, 1998: The higher of the calculated 2018-19 current year Building Aid ratio or the selected Building Aid ratio for aids payable in 2017-18. Selected 2017-18 aid ratio = the highest Building Aid ratio of any aid year from 1981-82 through 2017-18.

2018-19 State Share Ratio for building projects approved by the voters on or after July 1, 1998, but before July 1, 2000: The 2018-19 state share ratio for these projects is computed by selecting the higher of the calculated current year Building Aid ratio or the selected Building Aid ratio for aids payable in 2017-18. This selected state share ratio is then enhanced by an additional incentive apportionment of 10 percent of approved building expenditures. The sum of this additional incentive aid, Regular Building Aid, and Reorganization Incentive Building Aid, however, cannot exceed 95 percent of the approved building expenditures. The 10 percent incentive is not payable for energy performance contracts that are not voter approved, aid on security cameras, and other security/safety devices or Building Condition Survey Aid.

2018-19 State Share Ratio for building projects approved by the voters on or after July 1, 2000: The 2018-19 state share ratio for these projects is computed by selecting the higher of a) the calculated current year Building Aid ratio or b) the remainder of the selected Building Aid ratio for aids payable in 1999-00 minus 10 percent or c) for districts with a pupil wealth ratio greater than 2.5 and an alternate pupil wealth ratio less than 0.85 in the 2000-01 aid year, for projects with a voter approval date between 7/1/05 and 6/30/08: 1.263 multiplied by the state sharing ratio. This final, selected ratio is then enhanced by an additional incentive apportionment of 10 percent of approved building expenditures. The sum of this additional incentive aid,

Regular Building Aid, and Reorganization Incentive Building Aid, however, cannot exceed 95 percent of the approved building expenditures. Please note that for projects that are not approved by the voters and are not emergency projects, such as energy performance contracts, this additional incentive aid is not payable.

High Need Supplemental Building Aid Ratio (HNSBAR) for identified high need districts with projects approved by the voters on or after July 1, 2005, and for aid on lease expenditures, building condition survey expenditures, and capital outlay exception expenditures; i.e., projects <\$100,001, emergency projects: For projects eligible to be aided by the HNSBAR, the maximum aid ratio is 98 percent; the maximum remains 95 percent for all other projects. Find more information on the HNSBAR:

https://stateaid.nysed.gov/build/hnsbar_060805.htm

Reduction of interest rates for prospective projects and retro bond amortizations implemented in the 2017-18 aid year

NYSEL requires the Commissioner to revise the assumed amortization schedule for remaining debt service payments for outstanding principal and interest at the end of each 10-year segment of an assumed amortization for Building Aid if the current interest rate is at least one quarter percent (.25) lower than the original interest rate for the assumed amortization. The law specifies that the adjustment applies to retro and prospective assumed amortization projects, and to all school districts in the State. A new assumed amortization for the remaining life of the retro bond or prospective project will be established based on the new interest rate and the new rate will be applied going forward. Prior year aid is not affected.

The recalibration of interest rates was implemented in the 2017-18 aid year for all retro bond amortizations and for prospective project amortizations that started in 2007-08 or earlier. Amortizations starting after 2007-08 will be reset after ten years (for example, 2008-09 amortizations will be adjusted in 2018-19).

The State Education Department must notify school districts of projects subject to the interest rate adjustment no later than December 1 in the school year preceding the school year of the implementation. A waiver from the interest rate reduction may be granted by the State Aid Office of SED if the district can demonstrate that it is precluded by state or federal law, rule or regulation from refinancing.

Subsequent reductions will occur at the end of each ten year segment of an assumed amortization. The new statewide average interest rate to be applied to adjusted amortizations will still be one year behind the start year of the adjusted amortization; e.g., amortizations based on the statewide average rate, for which lowered rates are applied in 2017-18, will be assigned the 2016-17 statewide average.

For more information on recalibration of interest rates:
https://stateaid.nysed.gov/build/html_docs/implementation_interest_rate_recalibration_april2017.htm

Building Aid Payable for Energy Performance Contracts

In order to receive Building Aid on energy performance contracts, the estimated Building Aid payable must be excluded in determining the cost savings under the contract and the contractor must guarantee recovery of the contract costs by the school district from energy savings realized during the term of the contract, which cannot exceed 18 years. Aid payable on energy performance contracts is based on the rules of assumed amortization as described above, depending on whether the contract is identified as retro or prospective. All prospective energy performance contracts are amortized over a 15-year period.

D. EXPANDING OUR CHILDREN'S EDUCATION AND LEARNING (EXCEL)

[NYSEL §3641 (14)]

(Total Program Allocation = \$2.6 Billion)

EXCEL provides additional funding for certain types of school construction projects. To support this program, the Dormitory Authority of the State of NY (DASNY) is authorized to issue a maximum of \$2.6 billion in bonds and notes: a maximum of \$1.8 billion for NYC and a maximum of \$0.8 billion for other districts. NYC has received its full allocation. As of January, 2018, 663 districts received \$747 million in funding for approximately 3,000 EXCEL-eligible projects.

An eligible EXCEL project is a project that:

1. Has been reviewed by Facilities Planning and approved as an EXCEL project;
2. Did not have an SA-139 on file with SED before April 1, 2006; and
3. Falls within one or more of the following categories:
 - Education technology
 - Health and Safety
 - Accessibility
 - Physical capacity expansion or school construction
 - Energy

The maximum additional apportionment (MAA) is calculated as follows for districts other than NYC:

For districts eligible for the High Need Supplemental Building Aid Ratio (HNSBAR):
2005 enrollment (as it appears on the SA0607 computer run) × \$778.22

For any other eligible district:
2005 enrollment (as it appears on the SA0607 computer run) × \$320.46

EXCEL funds may be used in addition to Building Aid as long as the sum of apportionments under Building Aid and EXCEL funds applied to the project do not exceed the *total* project cost. EXCEL funds may also be used in lieu of Building Aid. If a district chooses to receive EXCEL funds in addition to Building Aid, Building Aid will be paid on the full *approved* project cost; i.e., receipt of EXCEL funds will not reduce the Building Aid apportionment. If a district chooses to receive EXCEL funds in lieu of Building Aid, *no Building Aid will be calculated for*

the project. There is no 95 percent or 98 percent cap on the portion of project cost that can be supported by State funds; i.e., EXCEL Aid can be applied to the difference between approved project cost and total project cost such that it is possible in some instances for there to be no local share.

Read for additional EXCEL information: https://stateaid.nysed.gov/build/building_info.

E. REORGANIZATION INCENTIVE AID

[NYSEL §3602(14)]

Two forms of incentive aid to encourage school district reorganizations into more effective and efficient units are available.

1. REORGANIZATION INCENTIVE OPERATING AID

[NYSEL §3602(14) (d) and (d-1)]

(2018-19 Estimated Total = \$6.5 Million)

For school districts that reorganize after July 1, 2007, Incentive Operating Aid is available for 14 years beginning with the first school year of operation as a reorganized district.

Incentive Operating Aid for the first five years of operation as a reorganized district =
 $0.40 \times (2006-07 \text{ Selected Operating Aid per Pupil} \times \text{Total Aidable Pupil Units})^1$

For purposes of this aid, “2006-07 Selected Operating Aid per Pupil X TAPU” referred to above is the amount frozen as of the date upon which a data file was created for the 2/15/07 State Aid Estimates; that is, it will not be recalculated again during the 14 years a reorganized district receives this aid. After receiving Reorganization Incentive Operating Aid for 5 years, the additional 40 percent apportionment will be reduced by 4 percentage points each year until the apportionment reaches 0 in the fifteenth year of reorganization. The sum of Selected Operating Aid per pupil multiplied by TAPU plus Incentive Operating Aid may not exceed 95 percent of the district's Approved Operating Expenditure used for aid calculations in the current school year.

2. REORGANIZATION INCENTIVE BUILDING AID

[NYSEL §3602(14)]

(2018-19 Estimated Total = \$22.5 Million)

Incentive Building Aid is 25 percent of the Building Aid otherwise paid on an approved building project for districts that reorganized prior to July 1, 1983. For school districts that reorganized on or after July 1, 1983, Incentive Building Aid is 30 percent of the Building Aid otherwise paid on an approved building project. Aid is paid on projects for which the general

¹ Please refer to the 2006-07 State Aid Handbook for a detailed explanation of how Operating Aid was calculated prior to its repeal in 2007-08.

construction contract is signed prior to July 1, 2010 (or prior to July 1, 2012 if project plans and specifications were filed with SED before July 1, 2010) or within 10 years from the effective date of reorganization, whichever is later. In no case, however, may the sum of regular Building Aid (including the 10 percent Incentive Aid) and Incentive Building Aid exceed 95 percent of approved building expenditures in these areas, or 98 percent for districts eligible for the high needs supplemental building aid ratio as described on the previous page. See [Reorganization Incentive Aid Chart](#).

Note: There is no Reorganization Incentive Building Aid associated with retro project refinancing expenditures that are being reimbursed by the State at a rate of 100 percent.

F. AID TO DISTRICTS FOR PUPIL TRANSPORTATION **[NYSEL §3602(7)]**

1. TRANSPORTATION AID (NON-CAPITAL ONLY) **[NYSEL §3602(7)]**

(2018-19 Estimated Total = \$1,781.7 Million, including Summer Transportation Aid)

Transportation Aid is based on a district's approved transportation non-capital expenditures. Approved transportation expenditures are generally those made in transporting all pupils to and from school once daily, and between the school attended and Boards of Cooperative Educational Services, or in transporting pupils to approved shared programs at other school districts or occupational education programs within a district. They include expenditures for the operation of a school district transportation supervisor's office and for operation of district-owned buses, contract buses, and public service vehicles (subway included).

The process of sorting expenditures is summarized as follows:

1. Determine which of the transportation expenditures can be used as approved transportation expenditures to generate Transportation Aid;
2. Determine those transportation expenditures which are deducted from total operating expenditures to ensure they do not generate any other aid.

Transportation expenditures approved for Transportation Aid include only those incurred in transporting allowable pupils on approved buses, over approved routes. A non-allowable pupil decimal based on an historical record of pupils is used as a substitute for the actual deductible cost of non-allowable pupil miles, and is also applied to the purchase of buses. This decimal must be recomputed every three years, or when district transportation policy revisions require a recalculation. Pupils attending a universal pre-kindergarten program pursuant to NYSEL §3602-e who are transported using available vacant seats on existing bus routes will not increase the non-allowable pupil deduction.

Examples of non-allowable pupils are: non-disabled pupils who live 1 1/2 miles or less from the school attended (unless the pupil lives within an approved, designated child safety zone), and non-disabled pupils transported to public schools outside the district of residence when classes are maintained by the district of residence.

Expenditures for transportation services provided for field trips, athletic trips, excursions, and noon trips for lunch cannot be used to generate Transportation Aid. The expenditures for such trips are pro-rated on the basis of route mileage. Expenditures for operating late bus trips to transport pupils who stay late for club or athletic activities are aidable approved transportation expenditures.

Pursuant to NYSEL 3622-a(6), transportation services provided to academic summer schools operated by the school district during the summer of 2001, and thereafter, are aidable transportation expenditures for aid payable in 2002-03, and thereafter. However, if the total statewide apportionment attributable to allowable summer transportation expenditures exceeds \$5,000,000, individual school district allocations will be prorated to ensure that the apportionment for summer transportation does not exceed \$5,000,000. The prorated apportionment for summer transportation becomes final and not subject to change as of September 1 of the school year immediately following the aid year in which aid was paid.

Transportation contracts must be filed with the Education Department within 120 days of start of service in order to generate full Transportation Aid. Only contract expenditures up to the amount stipulated in the contract and within reasonable cost guidelines developed by the State Education Department, may be allowed for aid purposes. NYSEL §3625(1) also requires that every transportation contract be submitted to the superintendent of schools for approval before such contract is filed with the Department.

For a complete list of aidable and non-aidable transportation expenditures: https://stateaid.nysed.gov/trans/Aidable_NonAidable_List.htm.

The formula for calculating Transportation Aid is:

$$\text{Approved Transportation Expenditures} \times (\text{Selected Sharing Ratio} + \text{Sparsity Factor})$$

Districts may select the highest of the following three sharing ratios for use in the formula: (Cities with a population of more than one million may not use Sharing Ratio 3)

1. Sharing Ratio 1 =

$$1.263 \times \text{Selected State Sharing Ratio}^1$$

2. Sharing Ratio 2 =

$$1.01 - \left[0.460 \times \frac{2015 \text{ AV}/2016-17 \text{ RWADA}}{\$738,000 \text{ (State Average)}} \right]$$

3. Sharing Ratio 3 =

$$1.01 - \left[0.460 \times \frac{2015 \text{ AV}/2016-17 \text{ RPNE}}{\$669,800 \text{ (State Average)}} \right]$$

The sparsity factor (minimum = 0) is calculated as follows, and is added to the selected sharing ratio to determine the State Share Ratio for Transportation Aid:

$$\frac{21.00 - \text{Fall 2016 Enrollment per Square Mile}}{317.88}$$

The sum of the Selected Sharing Ratio and the sparsity factor cannot be less than 6.5 percent and cannot exceed 90 percent.

2. AID ON TRANSPORTATION CAPITAL EXPENDITURES
[NYSEL §3602(7)]
(2018-19 Estimated Total = \$105.9 Million)

Chapter 57 of the Laws of 2004 established a new method of apportioning Transportation Capital Aid. Prior to this change, State Aid partially reimbursed districts for their actual approved debt service expenditures for approved buses based on the actual amortization schedules associated with their borrowings. Districts also were partially reimbursed for actual base year transportation equipment, lease, and garage rental expenditures. Now aid on all types of transportation capital expenditures are paid based on assumed amortization schedules using a statewide average interest rate. Aidable transportation capital expenditures include the assumed aidable debt service associated with the approved cost of buses, bus/garage leases, and transportation equipment purchases:

Assumed debt service expenditures associated with the approved cost of buses and bus/garage leases:

Aidable debt service expenditures for approved buses and leases is based on assumed amortization schedules that begin 12 months after the purchase order date or lease begin date, respectively. For each bus or lease, an assumed amortization schedule is generated based on:

- The approved cost of each bus, or in the case of leases, the total lease amount approved by the Office of Educational Management Services
- A statewide average interest rate calculated using the principal and interest payments for all bonds and BANS issued in the year prior to the aid year; e.g., assumed amortizations beginning in the 2017-18 aid year will be based on interest rates for bus borrowings issued between 7/1/2016, and 6/30/2017. For more information on, and a mathematical explanation of the statewide average interest rate:
https://stateaid.nysed.gov/trans/transcap_int_rate_calc.htm
- A term of 5 years
- Equal semiannual assumed payments of principal and interest. For example, 2017-18 assumed debt service for a bus with a PO date between 7/1/15, and 12/31/15 will be based on two assumed payments of principal and interest; assumed debt service for a bus purchased between 1/1/16 and 6/30/16 will be based on one assumed payment of principal and interest. Although there are two assumed payments per year for purposes of

establishing an assumed amortization schedule, actual Transportation Aid paid on bus purchases/leases is part of regular Transportation Aid and is paid to districts as part of the 3609-a General Aid payment schedule.

An assumed amortization schedule for a bus purchase or lease is not generated and aid does not begin to be paid on the bus purchase or bus lease, until 12 months after the purchase order date or lease begin date.

Assumed debt service expenditures associated with transportation equipment purchases:

Assumed amortization schedules for transportation equipment purchases are the same as those for bus purchases/leases, except that all assumed debt service expenditures for an aid year will be based on two equal semiannual payments of principal and interest, regardless of the actual purchase date of the equipment. In other words, the purchase order date for all equipment purchased in a given school year is assumed to be July 1 of the school year. The amortization of the equipment purchase amount will begin one year later.

Once aidable assumed debt service is determined, aid is calculated by multiplying aidable expenditures by the district's selected transportation aid ratio for the current aid year.

**3. AID FOR TRANSPORTATION OF PUPILS
AFTER 4PM IN NEW YORK CITY**
[NYSEL §3627]
(2018-19 Estimated Aid = \$23.9 Million)

The State provides reimbursement to New York City for providing transportation for public and nonpublic students in grades K-6 who attend school from 9:30AM until 4:00PM. Students in grades K-3 must reside at least 0.5 miles from their school of attendance. Students in grades 4-6 must reside at least 1.0 miles from their school. For the 2018-19 school year, state aid is limited to \$18.85 million plus the amount of aid paid to the district for expenditures incurred in the 2012-13 school year of approximately \$9.6 million.

4. AID FOR SUMMER TRANSPORTATION OF STUDENTS WITH DISABILITIES
[NYSEL §4408]
(2018-19 Estimated Aid = \$80.0 Million)

The state provides reimbursement for transportation expenditures associated with the summer component of special education programs operated pursuant to NYSEL §4408 and §4201, Chapter 47 of the Laws of 1977, Chapter 66 of the Laws of 1978, and Chapter 721 of the Laws of 1979. The State reimburses 70 percent of eligible transportation expenditures for Chapter 47, 66, and 721 students, after a 10 percent county chargeback and 20 percent chargeback for the school district. The State reimburses a net of 70 percent of all other summer transportation for students with disabilities, after a 10 percent county chargeback. State aid for summer transportation of students with disabilities is provided through the State appropriation for §4408 programs.

5. AID FOR THE TRANSPORTATION OF HOMELESS OR RUNAWAY PUPILS

[NYSEL §3209]

(2018-19 Estimated Aid = \$0.2 Million)

See W. AID FOR THE EDUCATION AND TRANSPORTATION OF HOMELESS STUDENTS OR RUNAWAY YOUTH.

G. SPECIAL SERVICES AID FOR FIVE LARGE CITY SCHOOL DISTRICTS AND NON-COMPONENTS OF BOCES

[NYSEL §3602(10)]

(2018-19 Estimated Total = \$248.8 Million)

These special aids are provided to the five large city school districts (Buffalo, Rochester, Syracuse, Yonkers, and New York City), and any other school district that was not a component of a Board of Cooperative Educational Services (BOCES) in the base year, in lieu of aid payable to other school districts for career education and administrative uses of technology purchased as shared services, and aided through BOCES. A school district receiving aid under this category may not claim BOCES Aid for similar services/purchases.

1. AID FOR CAREER EDUCATION

[NYSEL §3602(10) (b)]

(2018-19 Estimated Aid = \$154.2 Million)

The city school districts having a population in excess of one hundred twenty-five thousand (New York City, Buffalo, Rochester, Syracuse, Yonkers) and any other school district that was not a component of a BOCES in the base year are entitled to aid for certain career education pupils in grades 10-12. Aid per pupil equals the career education aid ratio multiplied by \$3,900.

The formula for calculating Career Education Aid is:

$$\$3,900 \times \text{Career Education Aid Ratio} \times 2017 - 18 \text{ Weighted Career Education Pupils}$$

Weighted pupils is defined as the sum of the attendance of students in grades 10-12 in career education sequences in trade, industrial, technical, agricultural or health programs plus 0.16 multiplied by the attendance of students in grades 10-12 in career education sequences in business and marketing.

The aid ratio is obtained as follows:

$$1.000 - (\text{CWR} \times .059) \text{ (minimum aid ratio} = 0.360)$$

2. COMPUTER ADMINISTRATION AID
[NYSEL §3602(10) (c)]
(2018-19 Estimated Aid = \$37.6 Million)

The large city school districts and any other school district that was not a component of a BOCES in the base year are entitled to aid for approved expenditures for data processing pursuant to regulations of the Commissioner.

The formula for this aid is:

$$\text{Aid Ratio} \times [\text{the lesser of:} \\ \text{(a) } (\$62.30 \times \text{2017 Fall Public School Enrollment of the district in grades K-12}) \text{ OR} \\ \text{(b) Base Year Expenditures}]$$

The aid ratio equals:

$$1.000 - (\text{CWR} \times 0.51) \text{ (minimum aid ratio} = 0.300)$$

Eligible computer services include:

- (1) The following services related to pupil records: maintenance and reporting of basic student data, maintenance and reporting of attendance, test scoring and reporting, and student scheduling;
- (2) The following services related to employee records: maintenance and reporting of attendance, and substitute teacher scheduling;
- (3) The following services related to central business administration: accounting, recordkeeping, payroll information, and retirement systems records;
- (4) Administrative costs actually incurred, up to a maximum of five percent of the cost of all other approved services.

3. ACADEMIC IMPROVEMENT AID
[NYSEL §3602(10)(d)]
(2018-19 Estimated Aid = \$57.1 Million)

The formula for this aid is:

$$\$100 + (\$1,000 / \text{CWR}) \times \text{Career Education Aid Ratio} \\ \times \text{Weighted Career Education Pupils}$$

The minimum result of $(\$1,000 / \text{CWR})$ is \$1,000

H. AIDS FOR EDUCATIONAL TECHNOLOGY

1. INSTRUCTIONAL COMPUTER HARDWARE AND TECHNOLOGY EQUIPMENT AID

[NYSEL §753 and §754]

(2018-19 Estimated Aid = \$37.8 Million)

School districts are eligible for aid for the purchase or lease of micro and/or mini computer equipment or terminals for instructional purposes. Aid is equal to the lesser of the approved expenditures, or \$24.20 X RWADA aid ratio for the current year × pupils attending schools within the public school district's boundaries and enrolled during the base year in grades K-12 in a public school district or nonpublic school.

Approved expenditures are those incurred in the base year as reported on the Annual Financial Report of the school district. Up to twenty percent of the district's maximum allocation may be for hardware repair and/or staff development related to use of computer technology. Expenditures up to the amount of maximum aid may be included by the board of education in a contingency budget.

$$\text{The RWADA aid ratio} = 1.000 - \left[0.51 \times \frac{2015 \text{ AV}/2016-17 \text{ RWADA}}{\$738,000} \right]$$

Pursuant to NYSEL§754, public school districts must loan computer hardware and equipment to nonpublic school students attending schools within district boundaries.

For more information on hardware aid and the loan of hardware and equipment to nonpublic students: https://stateaid.nysed.gov/tsl/html_docs/hw_loan_cmp_r_060607.htm

Districts have flexibility in how expenditures for Textbook, Software, and Hardware Aids may be claimed: if a school district spends more than its maximum allocation in any one of these aid areas, the excess expenditures over the maximum allocation can be designated as expenditures for aid in one or more of the other categories (with the exception of Library Materials expenditures), if the district spent less than the maximum allocation in the other category. For more information on flexibility in claiming IMA expenditures: https://stateaid.nysed.gov/tsl/html_docs/amendments_statutes_tsl_2011_12.htm

2. AID FOR COMPUTER SOFTWARE PURCHASES

[NYSEL §751 and §752]

(2018-19 Estimated Aid = \$45.8 Million)

Each public school district may claim a maximum apportionment of Computer Software Aid equal to the product of \$14.98 multiplied by the number of pupils attending schools within the public school district's boundaries and enrolled during the base year in grades K-12 in a public school district or nonpublic school. Each public school district is required to use such funds to purchase and loan computer software for instructional purposes on an equitable basis to both public and nonpublic school students attending schools within the district's boundaries during the current school year. Aid is equal to the lesser of the maximum apportionment or the actual

expenditures incurred by the school district for software purchases during the base year as reported on the Annual Financial Report of the school district.

The amount of aid calculated pursuant to this formula is considered final and not subject to change after April 30 of the aid year.

Districts have flexibility in how expenditures for Textbook, Software, and Hardware Aids may be claimed: if a school district spends more than its maximum allocation in any one of these aid areas, the excess expenditures over the maximum allocation can be designated as expenditures for aid in one or more of the other categories (with the exception of Library Materials expenditures), if the district spent less than the maximum allocation in the other category. For more information on flexibility in claiming IMA expenditures: https://stateaid.nysed.gov/tsl/html_docs/amendments_statutes_tsl_2011_12.htm

3. BUILDING AID FOR COMPUTER TECHNOLOGY **[NYSEL §3602(6)]** **(2018-19 Estimated Aid is Included in Building Aid)**

Computer hardware purchase and installation, including conduits, wiring and powering, and testing of hardware installations, are eligible for Building Aid even if the cost is less than \$10,000. Such installations must, however, be approved by the Commissioner as an approved school construction project.

Computer elements eligible for aid are:

- Incidental costs for computer equipment installed as original equipment in a new building or a new addition.
- Approved computer classrooms in new buildings/additions, or alterations to an existing classroom to create a new computer classroom.
- Incidental costs for original purchase and installation of hardware (including computer hardware).
- Conduit, wiring and powering, and testing of hardware installations.
- Building-wide and campus-wide local area network (LAN) systems wiring and in-building elements of other wide area networks (WAN).
- Original purchase and installation of conduit, wiring and powering, and testing of hardware installations including network server and operating system software.

The following elements are ineligible for Building Aid:

- Individual computer workstation hardware not located in a computer classroom unless claimed as incidental costs as part of the original furnishings and equipment for a new building or new addition.
- All cost for software purchase, including application software costs and costs for installation of software (other than installation of basic operating systems software required for hardware testing).

- All cost associated with lease or purchase of wide area network hardware (leased lines, fiber optic cable, etc.) not located on district property.
- Upgrade of existing LAN or WAN equipment beyond that necessary to interface with new computer classroom installations.

4. AID FOR INSTRUCTIONAL COMPUTER TECHNOLOGY SERVICES PURCHASED AS
A SHARED SERVICE THROUGH A BOARD OF COOPERATIVE EDUCATIONAL
SERVICES

[NYSEL §1950(5)]

(2018-19 Estimated Aid is Included in BOCES Aid.)

Expenditures by a component school district of a Board of Cooperative Educational Services for shared instructional computer technology services purchased through the BOCES pursuant to a multi-year contract, including BOCES owned computer hardware and software used by the school district to access the service, may be eligible for BOCES Shared Services Aid as described in Section M. BOCES AID on page 44 of this handbook. The component school district must be able to demonstrate, however, that expenditures incurred pursuant to purchase and/or installation contracts entered into on or after January 15, 2000 for the following categories of instructional and non-instructional technology purchases and/or installation would be more cost effective than would otherwise be possible if such services were to be purchased without the involvement of a Board Of Cooperative Educational Services.

- Computer equipment
- Conduits and wiring
- Powering and testing of hardware installations
- All costs associated with lease or purchase of local or wide area network hardware located on district property
- Incidental costs for original purchase and installation of hardware, including installation of basic operating systems software required for hardware testing
- Network management and security
- Data submissions and storage
- Data analysis, integration, and verification
- Technical support
- Other services as approved by the Commissioner

For more information on technology aid programs, See Guidelines for State Aid Programs that Reimburse Districts for Computer Technology Expenditures:

https://stateaid.nysed.gov/tsl/pdf_docs/guidelines.pdf

5. SMART SCHOOLS

**[Part B of Chapter 56 of the Laws of 2014 (Smart Schools Bond Act), NYSEL §3641(16) (Implementation of the Smart Schools Bond Act of 2014), 97-0000 of State Finance Law (Smart Schools Bond Fund), NYSEL §755 (Loan of Smart Schools Classroom Technology), 61(31) of State Finance Law (State payment of debt service for Smart Schools Projects)]
(Total Program Allocation = \$2.0 Billion)**

Smart Schools provides additional funding for enhanced technology in schools and for new space for prekindergarten programs. To support this program, the Smart Schools Bond Act authorized the creation of a State debt not to exceed \$2 billion, contingent upon the approval of the majority of New York State voters, which was obtained in the November 2014 general election. To date, over 425 Smart Schools Investment Plans totaling almost \$400 million have been approved by the Smart Schools Review Board.

Smart Schools funding can be used for capital projects to:

1. Acquire learning technology equipment or facilities;
2. Install high-speed broadband or wireless internet connectivity for schools and communities;
3. Construct and renovate educational facilities to accommodate prekindergarten programs and to provide instructional space to replace classroom trailers; and
4. Install high-tech security features in school buildings and on school campuses.

Districts must submit Smart Schools Investment Plans to a Smart Schools Review Board for approval before receiving grant funds. Districts need not use the Smart Schools allocation by a certain date. If the allocation is not used in one school year, it can be carried over to future school years.

The maximum Smart Schools allocation for each district =

$$\$2,000,000,000 \times \left(\frac{\text{District Selected School Aid}}{\text{State Total Selected School Aid}} \right)$$

The maximum Smart Schools allocation for each school district can be viewed here:

<https://www.ny.gov/programs/smart-schools-ny>.

Selected School Aid =

Sum of the following aid amounts as displayed under the heading “2013-14 Base Year Aids” on the 2014-15 Executive Budget Computer Run BT1415: Foundation Aid; Full-Day Kindergarten Conversion; BOCES; Special Services; High Cost Excess Cost; Private Excess Cost; Hardware & Technology; Software, Library, Textbook; Transportation Incl Summer; Operating Reorg Incentive; Charter School Transitional; Academic Enhancement; High Tax Aid; and Supplemental Pub Excess Cost.

Additional information on the Smart Schools program and application instructions/materials can be found here: http://www.p12.nysed.gov/mgtserv/smart_schools/home.html

I. URBAN-SUBURBAN TRANSFER AID

[NYSEL §3602(15)]

(2018-19 Estimated Total = \$6.4 Million)

Districts which receive pupils from another district according to an approved program for reducing racial isolation are eligible for an additional apportionment.

1. The additional apportionment pursuant to 3602 15(c) =

Selected Foundation Aid × (Transfer pupils received – Formula Pupil Margin)

Transfer Pupil Count = Public school enrollment in the current year through the Voluntary Interdistrict Urban-Suburban Transfer program.

Formula Pupil Margin =

$$0.365 \times \frac{(\text{Total Foundation Aid} - \text{Total Foundation Aid Base})}{\text{Total Foundation Aid} / \text{Selected TAFPU}}$$

2. The additional apportionment pursuant to Section §3602 15(e) =
(Selected Foundation Aid per Pupil of Sending District – Selected Foundation Aid Per Pupil of Receiving District) × Transfer Pupil Count

J. AID TO DISTRICTS FOR SUPPORT OF CHARTER SCHOOLS

1. TRANSITIONAL AID FOR CHARTER SCHOOL PAYMENTS

[NYSEL §3602(41)]

(2018-19 Estimated Total = \$45.7 Million)

New York State public school districts with resident students attending charter schools pay a per pupil tuition amount to the charter school for each such student. They also pay directly to the charter school any Federal and State Aid attributable to a student with a disability attending charter school in proportion to the level of services for such student with a disability that a charter school provides directly or indirectly. Transitional Aid for Charter School Payments provides additional State Aid to districts with substantial year to year increases in the proportion of students attending charter schools or the proportion of general fund expenditures that general fund payments to charter schools constitute.

Eligible districts can receive Part (a) Transitional Aid and/or Part (b) Transitional Aid and/or Part (c) Transitional Aid.

Part (a) Transitional Aid =

$$\begin{aligned} & (2017-18 \text{ Resident Pupils Enrolled in Charter Schools} \\ & - 2016-17 \text{ Resident Pupils Enrolled in Charter Schools}) \\ & \times 0.80 \times 2017-18 \text{ Basic Charter School Tuition} \end{aligned}$$

2017-18 Basic Charter School Tuition = the basic per pupil tuition amount calculated for the district and upon which the district based payments in 2017-18 to any charter school in which its resident students were enrolled.

A district is eligible for Part (a) Transitional Aid if the number of its resident pupils enrolled in charter schools in 2017-18 exceeded two percent of the 2017-18 total resident public school district enrollment OR the total general fund payments made by such district to charter schools in 2017-18 for resident pupils enrolled in charter schools exceeded two percent of 2017-18 total general fund expenditures.

Part (b) Transitional Aid =

$$\begin{aligned} & (2016-17 \text{ Resident Pupils Enrolled in Charter Schools} \\ & - 2015-16 \text{ Resident Pupils Enrolled in Charter Schools}) \\ & \times 0.60 \times 2017-18 \text{ Basic Charter School Tuition} \end{aligned}$$

A district is eligible for Part (b) Transitional Aid if the number of its resident pupils enrolled in charter schools in 2016-17 exceeded two percent of the 2016-17 total resident public school district enrollment OR the total general fund payments made by such district to charter schools in 2016-17 for resident pupils enrolled in charter schools exceeded two percent of 2016-17 total general fund expenditures.

Part (c) Transitional Aid =

$$\begin{aligned} & (2015-16 \text{ Resident Pupils Enrolled in Charter Schools} \\ & - 2014-15 \text{ Resident Pupils Enrolled in Charter Schools}) \\ & \times 0.40 \times 2017-18 \text{ Basic Charter School Tuition} \end{aligned}$$

A district is eligible for Part (c) Transitional Aid if the number of its resident pupils enrolled in charter schools in 2015-16 exceeded two percent of the 2015-16 total resident public school district enrollment OR the total general fund payments made by such district to charter schools in 2015-16 for resident pupils enrolled in charter schools exceeded two percent of 2015-16 total general fund expenditures. Charter School Tuition amounts for each district :

<https://stateaid.nysed.gov/charter/>

For purposes of this aid calculation, the number of pupils enrolled in a charter school does not include pupils enrolled in a charter school which was chartered by the Board of Education of the school district.

Section §3602 (41) specifically precludes New York City from receiving this aid.

2. APPORTIONMENT FOR SUPPLEMENTAL BASIC TUITION

[NYSEL §2856(1)(d)]
(2018-19 Estimated Total = \$139.0 Million)

Pursuant to amendments to NYSEL §2856 (1), in 2017-18 and thereafter, school districts will receive an apportionment equal to the amount of Supplemental Basic Tuition paid to charter schools in each year.

Supplemental basic tuition for the 2018-19 school year is equal to supplemental basic tuition for the 2017-18 school year.

Charter School Basic and Supplemental Tuition Rates:

https://stateaid.nysed.gov/charter/html_docs/charter_1819_rates.htm

3. CHARTER SCHOOL FACILITIES AID (NEW YORK CITY ONLY)

[NYSEL §3602 (6-g)]
(2018-19 Estimated Total = \$6.1 Million)

Pursuant to NYSEL §3602 (6-g), New York City is eligible to receive an apportionment equal to 60 percent of certain approved base year expenditures paid to charter schools for the lease of space by charter schools. However, approved expenditures for aid do not include the first \$40 million in such expenditures incurred; only expenditures in excess of this one-time threshold will be eligible for aid. Facilities aid to charter schools is equal to the lesser of (1) actual rental cost or (2) 30 percent of basic tuition multiplied by selected charter enrollment. Selected charter enrollment is current year enrollment for any charter school beginning instruction after July 1, 2014, or the increase in enrollment due to expanding grade levels.

K. AIDS FOR STUDENTS WITH DISABILITIES

For information on preschool special education (4410) programs, see section 1. PRESCHOOL SPECIAL EDUCATION on page 49.

1. SUPPLEMENTAL PUBLIC EXCESS COST AID FOR PUPILS IN PUBLIC SCHOOL AND BOCES PLACEMENTS (SPEC)

[NYSEL §3602(5-a)]
(2018-19 Total = \$4.3 Million)

Supplemental Public Excess Cost Aid for 2018-19 equals the 2008-09 SPEC amount set forth in the computer run for the 2009-10 enacted budget (SA0910). SPEC is distributed to school districts pursuant to the 3609-b excess cost aid payment schedule.

(Please see the 2007-08 and 2008-09 [State Aid Handbooks](#) for a detailed explanation of SPEC in the two years in which the formula was operating.)

2. PRIVATE EXCESS COST AID FOR PUPILS IN APPROVED PRIVATE SCHOOL PLACEMENTS OR IN STATE OPERATED SCHOOLS

[NYSEL §4405(3)]

(2018-19 Estimated Total = \$405.4 Million)

This aid is available to those districts having contracts with approved private schools, Special Act School Districts, the New York State School for the Blind or the New York State School for the Deaf for the education of students with disabilities. Tuition charges for each school must be approved annually by the Education Department and the Division of the Budget. Aid is paid on the basis of base year attendance and tuition.

Private Excess aidable cost is defined as the cost remaining after the deduction from the approved tuition charge of a basic contribution. The basic contribution for each individual pupil is based on the school district's property and non-property taxes divided by enrollment¹ during the base year and multiplied by the full-time equivalent enrollment of the pupil during the base year. Any STAR exemptions reimbursed by the State are included with the district's property and non-property taxes for this purpose. Private excess cost aid is distributed to school districts pursuant to the 3609-b excess cost aid payment schedule.

The formula for generating Private Excess Cost Aid is:

1. Approved Tuition Paid – Basic Contribution = Aidable Excess Cost
2. Aidable Excess Cost × Private Excess Cost Aid Ratio ×
FTE of each pupil in the base year = Private Excess Cost Aid per pupil
3. $1.0 - (\text{Combined Wealth Ratio} \times 0.15) = \text{Private Excess Cost Ratio}$
(minimum ratio = 0.50)
4. Total Aid = the sum of aid for all pupils

Tuition for pupils in these private school placements is paid directly by the school district to the private school. Current school year tuition for pupils in placements at the State operated schools at Rome and Batavia will be deducted from State Aid payable to the school district in the spring of the current school year. Tuition for pupils in Special Act School Districts may involve two separate billings and payments.

Chapter 737 of the Laws of 1988 authorized Special Act School Districts to enter into leases, sub-leases, or other agreements with the New York State Dormitory Authority for the financing of capital facilities construction. The statute established a special fund under the control of the State Comptroller known as the School Capital Facilities Financing Reserve Fund and specified that a portion of the tuition payable by other public school districts to such Special Act School Districts should be paid directly to the New York State Education Department for deposit to this special fund.

¹ For districts other than central high school districts, and their components, the tax levy is divided by 2016-17 Total Wealth Pupil Units (TWPU) instead of 2017 resident public enrollment, if the 2016-17 TWPU exceeds 150percent of the resident public enrollment.

The Special Act School Districts bill public school districts directly for these "Part I Tuition Billings for Annual Dormitory Authority Rental Payments for Students Placed by Other Public School Districts." Once the bill is received, the public school district issues a check payable to the New York State Education Department in the amount of the Part I tuition and mails the payment directly to Dormitory Authority Reimbursement, New York State Education Department, Program Services Reimbursement Unit, Albany, New York 12234.

The balance of the tuition payment for services provided to these students by the Special Act School District is billed as a separate amount paid directly to the Special Act School District by the public school district. Please note: Private Excess Cost Aid is based on the total cost of the student's placement at the Special Act School District, including the Part I tuition costs paid to the State Education Department.

3. PUBLIC HIGH COST EXCESS COST AID

[NYSEL §3602(5)]

(2018-19 Estimated Total = \$615.1 Million)

A school district having a resident student with a disability for whom special education costs, as approved by a Committee on Special Education, exceed the lesser of: 1) \$10,000, or 2) four times the 2016-17 Approved Operating Expenditure per pupil, may receive an additional amount of aid defined as High Cost Aid. The district must file FTE and cost data with the Education Department via STAC (System for Tracking and Accounting for Children) for payment of High Cost Aid. Public high cost excess cost aid is distributed to school districts pursuant to the 3609-b excess cost aid payment schedule.

The formula for computing High Cost Aid for each eligible pupil is:

$$\left[\text{Annualized Educational Cost} - \left(3 \times 2016-17 \frac{\text{AOE}}{\text{TAPU}} \right) \right] \times \text{Excess Cost Aid Ratio} \\ \times 2017-18 \text{ FTE Enrollment of each High Cost Student}$$

The Excess Cost Aid Ratio = $1.000 - (\text{CWR} \times 0.51)$ (Minimum ratio = .25)

4. PUBLIC EXCESS COST SET-ASIDE

[NYSEL §3602(4.c)]

(2018-19 Estimated Total = \$2,780.7 Million)

Each district must set aside a portion of its current year Foundation Aid to support the education of students with disabilities. The purpose of the Public Excess Cost Aid Set-aside is to ensure that school districts meet federal maintenance of effort requirements regarding spending for students with disabilities.

Public Excess Cost Aid Set-aside =

$$(\text{2006-07 Total Public Excess Cost Aid} - \text{2006-07 High Cost Aid})$$

×

1 + % increase in the Consumer Price Index (CPI) between the current year and 2006-07

For 2018-19, the CPI percent increase equals .255.

Though this is a set-aside from Foundation Aid, it is paid according to the Excess Cost Aid 3609-b payment schedule.

5. SUMMER COMPONENT OF 12 MONTH PROGRAMS FOR STUDENTS WITH DISABILITIES PUBLIC EXCESS COST SET-ASIDE

[NYSEL §4408]

(2018-19 Estimated Aid = \$330.5 Million)

This program is for school aged children with disabilities of such a severity as to warrant a 12-month program. State Aid reimburses school districts for 80 percent of the cost of education, maintenance and transportation provided during July and August. The remaining 20 percent of the cost is paid by the local school district from the General Fund. The State Education Department later collects 10 percent of verified costs from the county of residence. Pupils are identified by the Committee on Special Education and the district files with the Education Department via the STAC System for program approval and payment.

The approved costs of education and maintenance are established by the State Education Department. The district reports the actual cost of transportation. Revenues and payments for this program are all accounted for in the Special Aid Fund.

After the program is completed, the districts must verify and submit an Automated Verification Listing (AVL) to verify STAC enrollment and maintenance dates and transportation costs and dates. Districts pay the service providers. Up to 56 percent of verified aidable costs may be reimbursed by the Education Department prior to April 1, with the remainder of the 80 percent total aid payable before June 30.

6. TUITION COST FOR 10 MONTH COMPONENT OF 12 MONTH PROGRAM AT STATE SUPPORTED SCHOOLS FOR THE BLIND AND DEAF

[NYSEL §4201]

(2018-19 Estimated Aid = \$84.7 Million)

The student's current school district of residence is required to pay tuition for the 10-month program directly to the §4201 school in the first instance. The State will reimburse the school district for the positive difference between its tuition payments and the basic contribution. (The basic contribution calculation is described on page 15 of this handbook.)

The State pays the §4201 school directly for their ten-month school year deaf infant program and maintenance (room and board) costs, and for the schools' summer school special education programs. The State also pays the Dormitory Authority for the debt service costs of the §4201 schools. In addition, \$11.5 million in direct funding for schools is available for the 2018-19 school year.

L. NEW YORK CITY SET-ASIDE FOR ATTENDANCE IMPROVEMENT/DROPOUT PREVENTION (AIDP)

**[Section §42 of Chapter 54 of the Laws of 2016]
(Total Required Set-aside for 2018-19 = \$50.5 Million)**

New York City must set aside from its Total Foundation Aid the amount it set aside in the base year for programs and services related to attendance improvement and dropout prevention.

M. BOCES AID

**[NYSEL §1950(5)]
(2018-19 Estimated Total = \$931.9. Million)**

School districts that are components of a Board of Cooperative Educational Services (BOCES) are eligible for BOCES Aid. BOCES receive State Aid on behalf of their components for approved service costs, administrative expenditures, facility rental, and construction costs.

BOCES may provide services on a cooperative basis upon the request of two or more component school districts with the approval of the Commissioner of Education. BOCES Aid is calculated based on the central administrative expenditures of the BOCES, expenditures of aidable shared services, and expenditures for construction or rental of BOCES facilities. For aid purposes BOCES activities are divided into the following general program or service areas:

GEN PROGRAM OR SERVICE CODE	PROGRAM OR SERVICE
001	BOCES Administration
002	BOCES Capital and Rent
100	Career and Technical Education
200	Special Education Services for Pupils with Disabilities ¹
300	Itinerant Services
400A	General Instruction: Summer School
400B	General Instruction: All Other
500A	Instructional Support: Technology Services
500B	Instructional Support: Staff Development
500C	Instructional Support: Other
600	Other Services
700	Operation and Maintenance of BOCES Facilities and Other Internal Services ²

¹ Special Education Services are aided under districts' Foundation Aid and Public High Cost Excess Cost Aid, and do not generate BOCES Aid.

² Expenditures for these services support other BOCES service programs and are aided only to the extent that internal service expenditures are allocated to individual service programs.

1. BOCES SERVICES AID
(2018-19 Estimated Total = 779.4 Million)

BOCES Services Aid provides reimbursement for base year service costs in the areas of career education, itinerant teacher services, general instruction, instructional support, and other miscellaneous services as approved by the Commissioner. The following limitations apply to the computation of BOCES Services Aid:

- Service costs are aidable only to the extent that they are approved for aid.
- An employee's annualized salary is aidable up to \$30,000.
- Expenditures for the education of students with disabilities are not eligible for BOCES Aid. Foundation Aid and Public High Cost Excess Cost Aid are provided directly to the school district for a student with disabilities in the case of a BOCES placement.
- Expenditures for transporting pupils to and from BOCES classes are not eligible for BOCES Aid. Transportation Aid is provided to the district responsible for transport.

The costs of approved services are distributed among component districts based on each district's proportionate level of participation.

BOCES Services Aid is calculated separately for each district by applying to approved service expenditures for the base year an aid ratio which is the higher of:

- a. A millage ratio based on the district tax rate equal to¹:

$$1 - \left[\frac{0.008}{\text{District's 2017-18 Prop \& NonProp Tax Levy} / \text{2015 Actual Value}} \right]$$

NOTE: For central high school districts and their component elementary districts, 0.003 is used instead of 0.008.

OR

- b. An aid ratio, with a minimum of 0.360 and a maximum of 0.900, calculated as follows:

$$1 - \left[0.51 \times \left(\frac{\text{District's 2015 Actual Value}}{\text{2016-17 RWADA}} \right) / \$738,000 \right]$$

¹ For purposes of calculating BOCES Aid, the levy includes STAR, and any payments in lieu of taxes (PILOT) received by the school district pursuant to Section 485 of the Real Property Tax Law.

2. BOCES ADMINISTRATIVE AID

(2018-19 Estimated Total = \$152.4 Million)

(\$96.7 Million for Administrative Aid and \$55.8 Million for Facilities Aid)

1. BOCES Administrative Aid provides reimbursement for base year administrative costs less the greater of:
 - any administrative costs in excess of 10 percent of the board's total expenditures; or
 - the sum of all administrative employees' annualized salaries that are in excess of \$30,000.

The costs of administrative services are allocated among component school districts either on the basis of Actual Value, on the basis of weighted average daily attendance, or on the basis of the public school enrollment of each component. BOCES Administrative Aid is calculated separately for each component school district by multiplying approved administrative expenditures allocated to the district by the selected aid ratio for BOCES Services Aid.

2. BOCES Facilities Aid may be claimed for approved expenditures for facility construction, purchase or lease of instructional space. Aid is calculated by multiplying the approved expenditures by the aid ratio described in 1.b. above, except the minimum aid ratio is zero. There is no allowance for an optional millage ratio for BOCES Facilities Aid. Approved expenditures are those incurred by the component school district during the current school year for approved debt service payments on debt instruments used to finance BOCES construction, for expenditures from budgetary appropriations or capital reserves in support of BOCES construction, and for expenditures for lease of BOCES facilities.

3. BOCES DUE-SAVE-HARMLESS AID

(2018-19 Estimated Total = \$0.0 Million)

The amount of total BOCES Aid apportioned to a component school district of the BOCES cannot be less than was apportioned to the component school district during the 1967-68 school year, unless the component's expenditures for BOCES services are now less than during 1966-67.

4. PAYMENT OF BOCES AID

BOCES Aid is calculated for each component school district of the BOCES, but the sum of all such aids is paid directly to the BOCES, and not to the component school districts. Once the State Aid is received by the BOCES, the BOCES refunds an amount equal to aid received on behalf of each component school district to the components.

N. TEXTBOOK AID

[NYSEL §701]

(2018-19 Estimated Total = \$177.4 Million, Including \$45.7 Million from Lottery)

Each public school district is eligible for an apportionment of Textbook Aid in an amount equal to the district's actual expenditures during the base year for textbook purchases for resident public and nonpublic pupils, including resident charter school pupils, up to a maximum equal to the product of \$58.25 multiplied by the number of pupils residing in the district and enrolled during the base year in grades K-12 in a public school district or nonpublic school. Eligible expenditures may include courseware or other content based instructional material in an electronic format. Each public school district is required to purchase and loan textbooks during the current school year on an equitable basis to resident public and resident nonpublic students. These revenues are received by the school district according to the following schedule:

September 1: An amount equal to \$15 multiplied by the number of resident public and nonpublic pupils is paid as part of the school district's Lottery payment.

Subsequent Payments: Additional payment of Textbook Aid up to the maximum of \$58.25 per pupil (including the \$15 Lottery Aid) will be made in the spring of the claim year.

The amount of aid calculated pursuant to this formula is considered final and not subject to change after April 30 of the aid year.

For more information on the New York State Textbook Loan Program:

https://stateaid.nysed.gov/tsl/html_docs/txtbk03.htm.

Districts have flexibility in how expenditures for Textbook, Software, and Hardware Aids may be claimed: if a school district spends more than its maximum allocation in any one of these aid areas, the excess expenditures over the maximum allocation can be designated as expenditures for aid in one or more of the other categories (with the exception of Library Materials expenditures), if the district spent less than the maximum allocation in the other category. For more information on flexibility in claiming IMA expenditures:

https://stateaid.nysed.gov/tsl/html_docs/amendments_statutes_tsl_2011_12.htm

O. LIBRARY MATERIALS AID

[NYSEL §711]

(2018-19 Estimated Total = \$19.1 Million)

Each public school district is eligible for a maximum apportionment of Library Materials Aid in an amount equal to the product of \$6.25 multiplied by the number of pupils attending schools within the school district's boundaries and enrolled during the base year in grades K-12 in a public school district or nonpublic school. Each public school district is required to use such funds to purchase and loan library materials on an equitable basis for use by public and nonpublic students attending schools within the district's boundaries during the current school year. Aid is equal to the lesser of the maximum apportionment or the actual expenditures incurred by the school district for purchase of library materials during the base year.

The amount of aid calculated pursuant to this formula is considered final and not subject to change after April 30 of the aid year.

P. AID FOR CONVERSION TO FULL-DAY KINDERGARTEN PROGRAMS

[NYSEL §3602(9)]

(2018-19 Estimated Total = \$0.6Million)

School districts that initiate a full-day kindergarten program in the current year will be entitled to an additional apportionment. The amount of the apportionment shall equal the product of the Selected Foundation Aid in the current year multiplied by the positive difference between the enrollment in the district of full-day kindergarten students in the current year minus such enrollment in the base year. . School districts converting to full-day kindergarten in the 2018-2019 or 2019-2020 school years are eligible for the same apportionment to which they would otherwise be entitled, plus 65 percent of that aid in the following school year, and 35 percent two years after the initial apportionment.

To be eligible to receive Full-Day Kindergarten Conversion Aid, a district must have:

1. Offered no kindergarten program, or
2. Provided only a half-day kindergarten program in both the base year and during the 1996-97 school year and must now offer a full-day kindergarten program to all pupils who wish to attend.

This conversion aid will be paid to eligible districts as part of the general aid payment for June of the current aid year, but the payment will be limited to the lesser of the estimated aid as reported in the school aid computer listing entitled “SA1819” following enactment of the State Aid to Localities Budget, or actual calculated Full-Day Kindergarten Conversion Aid. Any resulting unpaid claimed aid is paid on the first business day in September following the current year, but is accrued as revenue to the current year.

Districts that received Full-Day Kindergarten Conversion Aid in a previous year are not eligible to receive the aid again based solely on a year-to-year increase in full-day kindergarten enrollment. A one-time exception to this rule may be granted by the State Education Department based on demonstration of satisfactory cause, including demonstration of significant economic hardship that would impact the district’s ability to provide full-day kindergarten for all children wishing to attend.

O. PREKINDERGARTEN PROGRAMS¹

1. PRESCHOOL SPECIAL EDUCATION

[NYSEL §4410]

(2018-19 Fiscal Year Estimated Total = \$1.0 Billion)

This program provides State support for preschool center-based education, itinerant services, related services, transportation, evaluations, and administrative costs. The school district Committee on Preschool Special Education (CPSE) evaluates and determines the service needs of the child and provides to the county the information needed for the county to enter the child into the NYS Education Department's special education computer system (STAC). The county contracts with and pays providers of NYS Education Department-approved programs and county-approved related service providers. Upon verification to the Education Department that services were delivered and paid for, the State reimburses the counties for 59.5 percent of their cost. The State also reimburses the counties \$75 per child for administrative costs.

2. UNIVERSAL PREKINDERGARTEN

[NYSEL §3602-e]

(2018-19 Estimated Total = \$415.6 Million)

Each district is eligible to receive a grant amount equal to the sum of (A) Universal Prekindergarten Aid in the enacted budget SA1617 run plus (B) the amount awarded to the school district for the priority prekindergarten program (PPK) in the 2016-17 school year. If a school district serves fewer prekindergarten pupils in the current year than the prekindergarten maintenance of effort base, the Universal Prekindergarten Aid will be equal to the maintenance of effort factor multiplied by the grant amount. Any grant reductions due to the maintenance of effort factor will not reduce the grant amount in future years.

Prekindergarten Maintenance of Effort Base:

For the 2018-19 school year, the prekindergarten MOE base is (1) the number of eligible total full-day and conversion prekindergarten pupils a district was eligible to serve under UPK or PPK in the 2016-17 school year plus (2) half of the number of universal prekindergarten and PPK students a district was eligible to serve in the 2016-17 school year less any eligible conversion pupils in the PPK Program from 2016-17.

Current Year Prekindergarten Pupils Served

The count of prekindergarten pupils is the number of students served in full-day programs plus half of the number of students served in half-day programs funded with current year UPK funds.

Half-day Conversion Overage:

Districts which serve 70 percent or less full-day prekindergarten pupils during the current year

¹ Certain Federal grants also support prekindergarten programs in New York State, such as the Preschool Development grants. More information about Federal Preschool Development awards are available here: <http://www2.ed.gov/programs/preschooldevelopmentgrants/index.html>

than the number of total eligible full-day prekindergarten pupils due to the conversion of full-day to half-day slots will receive a reduction in served pupil counts. For these districts, the half-day conversion overage is equal to the difference of 70 percent of the total eligible full-day prekindergarten pupils less the number of full-day prekindergarten pupils actually served. Districts may apply to the Commissioner for a hardship waiver that would allow a district to convert more than 30 percent of full-day prekindergarten slots to half-day slots and receive funding for such slots, if the change was due to a significant change in the resources available and the school district would be unable to serve such pupils in prekindergarten programs without a waiver.

Maintenance of Effort Factor:

The maintenance of effort factor is current year prekindergarten pupils served divided by the prekindergarten maintenance of effort base.

Notes:

1. School districts receiving a Universal Prekindergarten Grant are required to comply with all district plans and other requirements for the receipt of funds pursuant to NYSEL §3602-e.
2. Expenditure check: Universal Prekindergarten Grant amounts as of September 1 of the school year immediately following the aid year cannot exceed the actual grant expenditures incurred by the district during the aid year as approved by the Commissioner.

Universal Prekindergarten Consolidation:

NYSEL §3602-e provides for the consolidation of a variety of prekindergarten grant programs into the Universal Prekindergarten (UPK) program over several years. The consolidation schedule laid out in statute is as follows:

- 2017-18: $UPK = 2016-17 UPK + 2016-17 Priority Prekindergarten Grant (PPK)$
- 2018-19: $UPK = 2017-18 UPK$
- 2019-20: $UPK = 2018-19 UPK + 2018-19 Federal Preschool Development Expansion Grant + 2018-19 Expanded Prekindergarten for Three- and Four-Year-Old Students (Awarded 2015) + 2018-19 Expanded Prekindergarten for Three-Year-Old Students (Awarded 2016) + 2018-19 Expanded Prekindergarten for Three- and Four-Year-Old Students (Awarded 2017) + 2018-19 Universal Prekindergarten Expansion Grants for Three- And Four-Year-Old Students (Awarded 2018)$
- 2020-21: $UPK = UPK + Prekindergarten Expansion Grant Awards$

The Statewide Universal Full-day Prekindergarten grant program is not consolidated with UPK.

3. STATEWIDE UNIVERSAL FULL-DAY PREKINDERGARTEN

[NYSEL §3602-ee]

(2018-19 Estimated Total = \$340.0 Million)

For this competitive grant program, districts submit consolidated applications that can include programs offered by schools, non-profit organizations, community-based organizations, charter

schools, libraries, and/or museums. Where not included, such organizations may apply for funding individually. All prekindergarten programs funded by this grant must provide instruction for at least five hours per school day for the full school year. Of the \$340 million in available funding, \$300 million is designated for prekindergarten programs in New York City. For more information on Statewide Universal Full-day Prekindergarten:

<http://www.p12.nysed.gov/funding/2014-15-statewide-universal-full-day-prekindergarten/home.html>

Full-day prekindergarten per pupil amount =

\$10,000 per pupil for classes taught by certified staff

\$7,000 per pupil for classes taught by non-certified staff

The award for each new full-day prekindergarten placement =

Lesser of the full-day prekindergarten per pupil amount or
total approved expenditures per pupil

The award for each existing half-day placement converted to full-day =

Lesser of full-day prekindergarten per pupil amount minus the selected aid per pupil amount for the universal prekindergarten program (NYSEL §3602-e) or total approved expenditures per pupil.

**4. EXPANDED PREKINDERGARTEN FOR THREE- AND FOUR-YEAR OLD STUDENTS
IN HIGH NEED SCHOOL DISTRICTS**

[Chapter 61 of the Laws of 2015]

(2018-19 Estimated Total = \$30.0 Million)

The purpose of the Expanded Prekindergarten for Three- and Four-Year Old Students in High Need School Districts is to increase the availability of high quality prekindergarten placements for high need children and schools within New York State. More information about this program is available here: <http://www.p12.nysed.gov/funding/2015-16-expanded-prekindergarten-grant/home.html>

Grant = Lesser of total actual grant expenditures incurred by the district

- OR -

Greater of the (Selected Foundation Aid per Pupil at the time of the grant
× 0.5) or (2006-07 grant per pupil from the SA0607 computer run)
×
(2 × approved new full-day placements) +
(approved half- to full-day conversion placements + new half-day placements)

5. PREKINDERGARTEN FOR THREE-YEAR OLD STUDENTS IN HIGH NEED SCHOOL DISTRICTS

**[Chapter 53 of the Laws of 2016]
(2018-19 Estimated Total = \$22.0 Million)**

The purpose of the Prekindergarten for Three-Year Old Students in High Need School Districts is to increase the availability of high quality prekindergarten placements for high need children and schools within New York State. More information about this program is available here: <http://www.p12.nysed.gov/funding/2016-17-prekindergarten-3pk/home.html>

Grant = lesser of total actual grant expenditures incurred by the district

OR

Greater of the (Selected Foundation Aid per Pupil at the time of the grant
× 0.5) or (2006-07 grant per pupil from the SA0607 computer run)
×
(2 × approved new full-day placements) +
(approved half- to full-day conversion placements + new half-day placements)

6. EXPANDED PREKINDERGARTEN FOR THREE- AND FOUR-YEAR-OLD STUDENTS IN HIGH NEED SCHOOL DISTRICTS

**[Chapter 50 of the Laws of 2017]
(2018-19 Estimated Total = \$5.0 Million)**

The purpose of the Expanded Prekindergarten for Three- and Four-Year-Old Students in High Need School Districts is to establish new full- and half-day prekindergarten placements for both 3- and 4-year-old children. This grant increases the availability of high quality prekindergarten placements for high need children and schools within New York State. More information about this program is available here: <http://www.p12.nysed.gov/funding/2017-18-expanded-pre-k-additional-grants/home.html>.

Grant = Lesser of total actual grant expenditures incurred by the district

OR

Greater of the (Selected Foundation Aid per Pupil at the time of the grant
× 0.5) or (2006-07 grant per pupil from the SA0607 computer run)
×
(2 × approved new full-day placements) +
(approved half- to full-day conversion placements + new half-day placements)

7. UNIVERSAL PREKINDERGARTEN EXPANSION GRANTS FOR FOR THREE- AND FOUR-YEAR-OLD STUDENTS

[NYSEL §3602-e (18)]

(2018-19 Estimated Total = \$15.0 Million)

The purpose of the Expanded Prekindergarten for Three- and Four-Year-Old Students in High Need School Districts is to establish new full- and half-day prekindergarten placements for both 3- and 4-year-old children. This grant increases the availability of high quality prekindergarten placements for high need children and schools within New York State. [More information about this program is available here:](#) ****INSERT LINK HERE****

Grant = Lesser of total actual grant expenditures incurred by the district

OR

Greater of the (Selected Foundation Aid per Pupil at the time of the grant
× 0.5) or (2006-07 grant per pupil from the SA0607 computer run)
×
(2 × approved new full-day placements) +
(approved half- to full-day conversion placements + new half-day placements)

R. HIGH TAX AID

[NYSEL §3602 (16)]

(2018-19 Estimated Total = \$223.3 Million)

High Tax Aid for 2018-19 is the 2017-18 High Tax Aid Amount displayed on the 2017-18 enacted budget computer run labeled SA1718.

S. EMPLOYMENT PREPARATION EDUCATION AID

[NYSEL§3602(11)]

(2018-19 Estimated Aid = \$96.0 Million)

This aid is available to those districts or BOCES serving persons 21 years of age or older who have not received a high school diploma or a high school equivalency diploma, who attend Employment Preparation Education programs provided by the district or BOCES which lead to a high school diploma or high school equivalency diploma. Such programs must provide services in accordance with a comprehensive plan of service as approved by the Commissioner of Education. \$2.5 million of the available \$96.0 million is available to districts and/or BOCES for services to students over the age of 21 who were not enrolled in any school in the base year, and who possess a high school diploma or a high school equivalency diploma, but who fail to demonstrate basic educational competencies.

The formula for generating aid is:

Current Year Instruction Hours × \$14.95 × EPE Aid Ratio (minimum aid ratio = 0.400)

Formula components can be expressed as follows:

1. $1.000 - (\text{PWR} \times 0.40) = \text{EPE Aid Ratio (minimum 0.400)}$
$$\text{PWR (Pupil Wealth Ratio)} = \frac{(\text{District AV/ TWPU})}{\$598,200}$$
2. Employment Preparation Aid Contact Hours = Total hours of instruction in employment preparation provided to all eligible students between July 1 and June 30 of the current year.
3. Employment Preparation Aid Ceiling = The statewide average expenditures per pupil divided by 1,000.

For aid payable in 2018-19 this is:

$$\frac{\$14,950}{1,000} = \$14.95$$

BOCES use the greater of a BOCES-wide aid ratio (minimum of 0.400) or 85 percent of the highest aid ratio of any BOCES component school district. This aid ratio is deemed final and not recomputed after May 15, 2018.

Attendance counts of students in such approved programs may not be included in any other attendance counts. EPE Aid is paid directly to the district or BOCES providing the educational program, which then may bill a net tuition charge to the district of residence if any local funds are required to support the program. Pupils under the age of 21 in similar programs are included in average daily attendance as students in equivalent attendance, unless BOCES Aid is generated and claimed.

For aid payable in 2018-19 up to 25 percent of the total appropriation of \$96.00 million will be paid after April 1, 2019, based on claims submitted by March 1. If the claims received exceed the available 25 percent of the appropriation, aid will be prorated. A final payment of claims up to the maximum apportionment of \$96.00 million will be paid after October 1, 2019 based on aid claims submitted by September 15, 2019. If claims exceed the appropriation, aid will again be prorated.

The NYSEL contains an expenditure check provision to ensure that aid is not paid in an amount that exceeds the cost of the program.

T. STATE AID PAYABLE TO SCHOOL DISTRICTS IMPACTED BY SCHOOL TAX SAVINGS UNDER THE SCHOOL TAX RELIEF (STAR) PROGRAM
[Section §1306-a and b of the Real Property Tax Law, NYSEL §3609-e]
(2018-19 Estimated Total = \$2,458.9 Million)¹

Chapter 389 of the Laws of 1997 created a program to reduce school property taxes beginning

¹ This total includes State reimbursement for income tax credits applicable only to New York City, under Section 1310-e of the Tax Law

with taxes levied for the 1998-99 school year. These tax reductions were initially applied to taxes levied on the residential property of senior citizens and then increased and expanded to include the residential property of other school district taxpayers. For more information on the STAR program: <https://www.tax.ny.gov/star/>

School districts are reimbursed for the loss in tax revenues through additional State Aid. To claim State Aid related to loss in local tax revenues under the STAR Program, a school district must submit an application to the Department of Taxation and Finance. Upon approval of the application, the Department of Taxation and Finance will calculate and certify to the Commissioner of Education the amount of aid payable to the school district for exemptions granted under the STAR Program for taxes levied in the current school year. The savings resulting from the Basic or Enhanced STAR exemptions are limited to a 2 percent increase over the prior year.

A separate payment schedule is created for the payment of School Tax Relief Aid representing tax savings provided by school districts to their taxpayers under the STAR Program: school districts will be reimbursed based on STAR as a percentage of property tax levy exceeding specified percentages in each month. On or before October 15, the STAR payment is the amount owed in excess of 25 percent of the school's real property tax levy. On or before November 15, payment is the amount owed in excess of 20 percent of the school's levy. On or before December 15, the STAR payment is the amount owed in excess of 15 percent of the school's levy. On or before the first business day of January, the balance is due. Additionally, there will be a payment on or before March 31 for STAR reimbursement corrections certified to SED by the Department of Taxation and Finance on or before March 1. The March payment only credits school districts owed money for STAR reimbursement corrections.

U. EDUCATION AID FOR PUPILS FROM THE OFFICE OF MENTAL HEALTH AND PEOPLE WITH DEVELOPMENTAL DISABILITIES

[NYSEL §3202(5)]

(2018-19 Estimated Aid = \$54.3 Million)

Since 1976 special sections have been added to NYSEL which provide for aid payments of the full tuition for certain pupils. Pupils who generate aid under this category are those who reside in

- a. A group or family care home operated by the Office of Mental Health or the Office of People with Developmental Disabilities (OMH/OPWDD), but who previously resided within a school for students with disabilities operated by the OMH/OPWDD;
- b. A school for students with disabilities operated by the OMH/OPWDD who are placed in a public school or BOCES program; or
- c. An intermediate care facility or an individualized residential alternative.

The district in which the institution is located is responsible for placing such children and submitting claims for full tuition to the Education Department. Each child for whom full tuition

aid is paid must be approved and verified by the school district via the STAC/AVL process. Tuition aid is paid to each district during the current year of education of such pupils. The original school district of residence of children covered by these provisions must reimburse the State a defined amount of basic contribution in the following year. This basic contribution is collected as described in Section B. DEDUCTION FOR THE LOCAL SCHOOL DISTRICT'S SHARE OF EDUCATIONAL COSTS FOR CERTAIN STUDENTS on page 15 of this handbook.

V. INCARCERATED YOUTH AID
[NYSEL §3202(7) and §3602(13)]
(2018-19 Estimated Aid = \$15.0 Million)

School districts are required to provide, upon request, a suitable educational program to youth incarcerated in county correctional facilities located within the district for the months of September through June. Programs also may be continued during July and August. Educational services may be provided by the school district itself or through a contract with a Board of Cooperative Educational Services or another public school district. Participation is at the option of the individual incarcerated youth. The State Education Department approves participation of incarcerated youth on an individual basis via the STAC system.

Aid is paid on a current year basis to the school district and is equal to the lesser of the following, except that in no case will a district with verified enrollment receive less than \$15,000 per year:

1. The district's Approved Operating Expenditure per pupil in the year prior to the base year multiplied by 1.25 multiplied by aggregate, verified full-time equivalent enrollment of all incarcerated youths in 10 month programs, or such Approved Operating Expenditure per pupil multiplied by 1.50 multiplied by aggregate verified full-time equivalent enrollment of all incarcerated youth in 12 month programs.
2. Actual total instructional cost of providing the incarcerated youth program plus approved administrative costs. Approved administrative costs may not exceed five percent of total instructional costs.

The school district of residence of the youth on the date of incarceration reimburses the State a defined amount of local contribution during the following school year.

W. AID FOR THE EDUCATION AND TRANSPORTATION OF HOMELESS STUDENTS OR RUNAWAY YOUTH
[NYSEL §3209]
(2018-19 Estimated Aid = \$30.2 Million)

New York State provides reimbursement to school districts for students determined by the school district McKinney-Vento liaison to be homeless or runaway youth. For students who

resided permanently in a school district within New York State but subsequently lost their permanent housing and are educated in another school district in New York State, the State reimburses the costs of educational services provided by the school district of current location, or a school district participating in a regional placement plan, when such district is designated as the district which the student shall attend. Beginning with the 2017-18 school year, NYSEL §3209 additionally authorizes the reimbursement of direct costs of educational services provided to preschool nonresident homeless students.

Homeless education aid is to be paid to the school district of current location through the System to Track and Account for Children (STAC). Transportation of homeless students may be funded by state transportation aid and/or federal funds.

The school district of current location provides attendance and program information for each eligible nonresident homeless student through STAC. Homeless education aid is paid to the school district of current location during the current year of education of such students. As applicable, the school district of origin reimburses the State a basic contribution for each homeless student during the following school year. The calculation of the basic contribution is the same as that for each student that generates Private Excess Aid and can be viewed in Section K. AIDS FOR STUDENTS WITH DISABILITIES on page 41 of this handbook.

X. ACADEMIC ENHANCEMENT
[NYSEL §3602 (12) and Other Grants]
(2018-19 Estimated Aid = \$28.3 Million)

Seven districts receive Academic Enhancement Aid for supplemental programs to enhance student achievement:

Albany	\$1.25 million	Syracuse	\$2.3 million
Central Islip	\$2.5 million	Wyandanch	\$1.0 million
Hempstead	\$2.5 million	Yonkers	\$17.5 million
New York City	\$1.2 million		

Y. TEACHERS OF TOMORROW
[NYSEL §3612 (2)]
(2018-19 Estimated Aid = \$25.0 Million)

Awards and stipends to create incentives to retain and attract teachers, especially in areas where teacher shortages exist, and to assist subject matter specialists working in private industry to become certified teachers. Additional information is available at:

<http://www.highered.nysed.gov/kiap/tot/tot.html>.

Z. TEACHER RESOURCE AND COMPUTER TRAINING CENTERS

[NYSEL §316]

(2018-19 Estimated Aid = \$14.3 Million)

An estimated 135 centers statewide provide services to district and BOCES teachers. Additional information is available at: <http://www.p12.nysed.gov/ciai/teachercenters/home.html>.

AA. BILINGUAL EDUCATION GRANTS

[Chapter 50 of the Laws of 2017]

(2018-19 Estimated Aid = \$17.5 Million)

This aid supports regional bilingual programs at BOCES and Two-Way Bilingual Education Programs. Additional information is available at: <http://www.p12.nysed.gov/funding/2016-21-bilingual-education-round-2/home.html>.

BB. TEACHER-MENTOR INTERN PROGRAMS

[NYSEL §3033]

(2018-19 Estimated Aid = \$2.0 Million)

This aid supports programs in which newer teachers work closely with experienced teachers serving as mentors. Additional information is available at <http://www.highered.nysed.gov/kiap/mtip/mentorinternship.html>.

CC. SCHOOL HEALTH SERVICES

[NYSEL §901]

(2018-19 Estimated Aid = \$13.8 Million)

This aid supports health services to the four large city school districts: Rochester, Yonkers, Syracuse, and Buffalo. An additional \$2.4 million in direct funding is available for the Rochester and Buffalo City School districts in the 2018-19 school year.

DD. EDUCATION OF NATIVE AMERICANS

[NYSEL Article 83]

(2018-19 Estimated Aid = \$46.0 Million)

This aid supports in full the cost of elementary and secondary education (including transportation expenditures) for the estimated 3,377 Native American children living on 9 reservations and educated in 3 reservation schools, 13 public school districts, and 4 BOCES.

EE. AID FOR DISTRICTS WITH FEWER THAN EIGHT TEACHERS

[NYSEL §3602-b]

(2018-19 Estimated Aid = \$0)

Districts with less than eight teachers are not eligible for State Aid except as follows. Districts with less than eight teachers are eligible for an apportionment computed by applying the Selected State Sharing Ratio (as defined in Section §3602) to an adjusted Approved Operating

Expenditure (AOE) and approved transportation expenditures.

1. AOE is computed the same way as for districts with eight or more teachers. However, for this apportionment, approved operating expenditures are limited to:
 - a. \$4,500 multiplied by the lesser of the number of full-time teachers employed during the base year or seven plus
 - b. Selected Weighted Average Daily Attendance (WADA) \times [\$60 + (Selected WADA \times \$0.90)]

Selected WADA for districts employing one or two teachers = WADA for the base year

Selected WADA for districts employing three or more teachers = the greater of base year WADA or the average of base year WADA and the WADA for two prior years.

2. Approved transportation expenditures are calculated in the same manner as for eight-or-more teacher districts.
3. Minimum local contribution: If the district's current year local revenue¹ for school purposes is less than the amount that could have been raised by multiplying the Local Tax Factor (as defined in Section §3602 4.a.(4)) by the actual valuation (as defined in Section §3602), the apportionment is reduced by the difference between the actual local revenue and the amount that could have been levied with a tax rate equal to the Local Tax Factor (LTF)². This aid reduction typically is larger than the calculated apportionment; in other words, while eligible for the 3602-b apportionment by statute, it is rare for a district to actually receive any aid under this provision.

Districts employing fewer than eight teachers also are eligible for the following aids: Lottery Textbook, Textbook, Computer Software, Instructional Computer Hardware and Technology Equipment, Library Materials, and BOCES.

FF. LOTTERY AND GAMING REVENUES USED TO FUND APPORTIONMENTS PAYABLE TO PUBLIC SCHOOL DISTRICTS

1. LOTTERY REVENUE

[Section §92-c of the State Finance Law]

**(2018-19 Estimated Aid = \$2,294.0 Million lottery funds including textbook
plus \$906.8 Million VLT revenue)**

Annual proceeds from the New York State Lottery are used to support elementary, middle, and secondary education. The Lottery apportionments available to support elementary, middle,

¹ Local revenue = property taxes, nonproperty taxes, and the STAR reimbursement

² The LTF for current year aid can be found in the Foundation Aid section of this handbook.

and secondary education programs already are included in the estimated totals of aids reported in other sections of this manual.

The apportionments consist of:

- a. A share of Lottery proceeds computed according to an equalized formula based on each school district's taxable property wealth per pupil to support the General State Aids otherwise payable to the school district.
- b. A portion of Lottery proceeds equal to \$15.00 per resident pupil paid to each school district for the purchase of textbooks, and
- c. for districts eligible to receive Foundation Aid, a share of video lottery terminal (VLT) proceeds is computed by multiplying each district's share of total SA1617 3609-a general aid amount, expressed as a percent, by the VLT appropriation for the current year. This appropriation is paid to districts according to the payment schedule in NYSEL §3609-f: 10 percent in September, 15 percent each month in October through February, any remaining amount in March. The payments are made on the same dates as 3609-a general aid payments (see below).

2. COMMERCIAL GAMING REVENUE

[§97-nnnn of State Finance Law]

(2018-19 Estimated Aid: \$140.0 Million)

Section §97-nnnn of State Finance Law established the Commercial Gaming Revenue Fund. This year, for districts eligible to receive Foundation Aid, \$140 million from the fund will be paid in support of districts' Gap Elimination Adjustment (GEA) Restoration and/or Foundation Aid.

III

PAYMENT SCHEDULES

GG. GENERAL AIDS PAYABLE TO SCHOOL DISTRICTS

[NYSEL §3609-a]

- Building Aid on capital projects deferred to July is to be paid on or before the last State business day of July.
- A payment in the amount of lottery revenues available to fund apportionments payable to public school districts is paid on or before the last State business day of September.
- School district obligations to the New York State Teachers Retirement System (TRS) are paid by the State on behalf of the school districts from General Aid apportionments on or before the 15th of each of the months of September, October, and November. If the General Aid apportionments remaining after apportionment of the Lottery revenues are insufficient to fund the TRS obligations, the school district is billed directly by TRS for the balance. For the purpose of calculating these payments, General Aid apportionments payable to the district may not exceed the sum of such apportionments as reported in the school aid computer listing entitled "SA1819" which was released following enactment of the State Aid to Localities Budget.

- Additional fixed fall payments are paid directly to the school district on the 15th of the months of October, November, and December. These payments guarantee that a "fixed" percentage of a district's General Aid apportionments, after deduction of payments made to TRS on the district's behalf, is paid through the sum of Lottery payments and regular aid payments by given points in time: 12.50 percent on or before October 15, 18.75 percent on or before November 15, and 25.00 percent on or before December 15. For the purpose of calculating these payments General Aid apportionments payable to the district may not exceed the sum of such apportionments as reported in the school aid computer listing entitled "SA1819" which was released following enactment of the State Aid to Localities Budget.
- Additional individualized payments are calculated for the months of January through June, based on school district State Aid claims or projection data available to the Commissioner as of December 1 of the current year. These payments are calculated to guarantee that each district receives 50 percent of the sum of State and local revenues in support of the general fund budget on or before the last State business day of January, 60 percent on or before the last State business day of February, 70 percent on or before the last State business day of March, 80 percent on or before the last State business day of April, and 90 percent on or before the last State business day of May. While calculated in this manner, all of the April payment, all or most of the May payment, and some of the June payment may be paid as part of the sustaining advance payments, and the final payment for the State Fiscal Year in order to fully expend the State Fiscal Year appropriation for General Support of Public Schools in March. If necessary, the March payment may also be reduced to ensure that no more than the State Fiscal Year appropriation for General Support of Public Schools is expended by March 31.
- For the purpose of calculating these payments, General Aid apportionments payable to the district may not exceed the sum of such apportionments as reported in the school aid computer listing entitled "SA1819" which was released following enactment of the State Aid to Localities Budget.
- Sustaining advance payments and a final payment for the State Fiscal Year are paid to school districts on March 31 on a prorated basis using the district's relative share of either: (1) for the sustaining advance payments, the total moneys designated for payment in April, then May, and finally June or (2) for the final payment for the State Fiscal Year, the total moneys designated for June (if a positive payment is to be made) or the total monies designated for March (if a negative deduction is to be made). For purposes of calculating the final payment for the State Fiscal Year, the remaining unexpended portion of the State Fiscal Year appropriations for General Support of Public Schools are used.
- Full-Day Kindergarten Conversion Aid will be paid as part of the remaining balance of General Aids payable on or before the last State business day in June. The total of all General Aid payments to a school district through June, however, may not exceed the sum of such aids as reported in the school aid computer listing entitled "SA1819" which was released following enactment of the State Aid to Localities Budget.

- Any excess of actual General Aid apportionments over the sum of such apportionments as reported in the school aid computer listing entitled “SA1819,” shall be paid on or before the last state business day of September of the following school year.

HH. EXCESS COST AIDS
[NYSEL §3609-b]

NYSEL§3609-b requires that apportionments payable to school districts for Excess Cost Aids shall be designated as State share monies due to school districts pursuant to Title XIX of the Social Security Act (Medicaid Reimbursement). Payments made pursuant to Section §3609-b include: Public Excess Cost Aid Set-aside from Foundation Aid, Public Excess High Cost Aid, Supplemental Public Excess Cost Aid, and Private Excess Cost Aid. Such State share monies are to be paid in conjunction with the scheduled monthly payment of federal share monies for Medicaid Reimbursement. DOH pays this Federal share of Medicaid payments to districts. DOH also makes the State share of Medicaid payments. In addition, Section §3609-b requires that any remaining balances of Excess Cost Aids payable to a school district shall be paid in accordance with the following schedule:

Payment Date

Payment Amounts

December 15	The positive remainder of 25 percent of such aids minus any State share monies paid in the months of August-November. For the purpose of calculating this payment the total Excess Cost Aids payable to the district for the school year may not exceed the sum of such aids as reported in the school aid computer listing “SA1819” released following enactment of the Aid to Localities Budget.
March 15	The positive remainder of 70 percent of such aids minus any apportionment previously paid and any State share monies payable in the months of August-February. For the purpose of calculating this payment the total Excess Cost Aids payable to the district for the school year may not exceed the sum of such aids as reported in the school aid computer listing “SA1819” released following enactment of the Aid to Localities Budget.
June 15	The positive remainder of 85 percent of such aids minus any apportionments previously paid and any State share monies payable in the months of August-May. For the purpose of calculating this payment the total Excess Cost Aids payable to the district for the school year may not exceed the sum of such aids as reported in the school aid computer listing “SA1819” released following enactment of the Aid to Localities Budget.
August 15	The positive remainder of 100 percent of such aids minus any apportionments previously paid and any State share monies payable in the months of August-July. For the purpose of calculating this payment the total Excess Cost Aids payable to the district for the school year may not exceed the sum of such aids as reported in the school aid computer listing “SA1819” released following enactment of the Aid to Localities Budget.

September Any excess of actual Excess Cost Aids payable over the sum of such aids as reported in the school aid computer listing “SA1819” shall be paid on the first business day of September of the following school year.

II. BOCES AID PAYABLE TO BOCES

[NYSEL §3609-d]

- BOCES Aid is calculated by individual component school district of the BOCES, but the sums of all such payments are paid directly to the BOCES.
- BOCES obligations to the New York State Teachers Retirement System (TRS) are paid by the State on behalf of the BOCES from the apportionment payable to the BOCES on or before the 15th of each of the months of September, October, and November. If the apportionment payable to the BOCES is insufficient to fund the TRS obligation, the BOCES is billed directly by TRS for the balance. For the purpose of calculating these payments, the total BOCES Aid payable on behalf of any component of the BOCES may not exceed 100 percent of the amount of such aid payable on behalf of the component to the BOCES as reported in the school aid computer listing “SA1819” released following enactment of the Aid to Localities Budget.
- On or before February 1 an additional payment is made to BOCES equal to 25 percent of the total BOCES Aid payable for the school year less the previous payments made to TRS on the BOCES’ behalf. For the purpose of calculating these payments, the total BOCES Aid payable on behalf of any component of the BOCES may not exceed 100 percent of the sum of the amount of such aid payable on behalf of the component to the BOCES as reported in the school aid computer listing “SA1819” released following enactment of the Aid to Localities Budget plus any BOCES Aid payable on behalf of Special Act School Districts, school districts employing less than eight teachers or school districts that contract with another school district for all instructional services. For purposes of this description such sum shall be referred to as “projected aids.”
- An additional payment is made to the BOCES on the first business day of June equal to 55 percent of the lesser of actual BOCES Aid payable on behalf of each component or the projected aids minus the sum of all previous payments including payments made to TRS on the BOCES behalf.
- Any remaining apportionment payable to the BOCES, including any excess of actual BOCES Aid payable over the amount of such aid reported in the school aid computer listing “SA1819” shall be paid to the BOCES on the first business day of September of the following school year.

JJ. PAYMENT SCHEDULE FOR SCHOOL TAX RELIEF (STAR) AID
[NYSEL §3609-e]

A separate payment schedule is created for the payment of School Tax Relief Aid representing tax savings provided by school districts to their taxpayers under the STAR Program. For the 2018-19 school year, the STAR payment will be based on a percentage of the tax levy, that is the positive difference (if any) of the STAR portion of the tax levy minus a fixed percent, which is 25 percent for October, 20 percent for November, and 15 percent for December, times the tax levy for the months of October, November, and December. The balance of STAR will be paid on January 2. If districts submit additional claims after the January payment but before March 1, 2018, the resulting additional STAR Aid will be paid to the districts on March 31, 2019.

OTHER AIDS: Questions regarding the schedules for payment of other aids may be directed to the Payment Unit (518) 474-2977.

KK. PAYMENT SCHEDULE AND POLICY REGARDING AID ADJUSTMENTS
OCCURRING AFTER THE LAST SCHEDULED AID PAYMENTS FOR A GIVEN
YEAR

- Any supplemental documentation of original claims still pending review by the State Education Department (including tax certiorari adjustments) that increases aids payable and is received by the State Education Department after June 30 of the school year for which aid is claimed, but before July 1 of the second school year succeeding the school year for which aid is claimed, will not be included in the final adjustment of aids due to the district or BOCES. Such claims will be paid as a prior year adjustment pursuant to NYSEL §3604(5) in the order that such adjustment is verified for payment and to the extent that funds have been appropriated for such prior year adjustments. \$18.7 million has been appropriated for this purpose in 2018-19.
- Any supplemental documents received on or after July 1 of the second school year succeeding the school year for which aid is claimed, other than Building Aid claims, will not be accepted for payment since the statute of limitations for such claims will have expired.
- For capital construction projects approved by SED prior to 7/1/11 and except for late-filed final cost reports received at SED by 12/31/12, any supplemental documentation of Building Aid claims received in a school year commencing more than 18 months after substantial completion of the building project will not be accepted for payment since the statute of limitations for such claims will have expired.

**LL. MEETING APPR (ANNUAL PROFESSIONAL PERFORMANCE REVIEW)
REQUIREMENTS TO RECEIVE FULL YEAR-TO-YEAR INCREASE
IN GENERAL SUPPORT FOR PUBLIC SCHOOLS**

[NYSEL §3012-c and 3012-d]

Districts cannot receive an apportionment of general support for public schools from the funds appropriated for the 2018-19 school year in excess of the amount apportioned in the base year unless an APPR plan consistent with NYSEL §3012-d has been approved by the Commissioner of education by September 1 of the current year. If a portion of the current year aid due must be withheld, this will not occur prior to April 1 of the current school year. Neither will the withholding have any effect on the base year calculation for use in the subsequent school year.

- More information about APPR plan laws, and regulations:
<https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations>
- A list of approved plans is also available: <http://usny.nysed.gov/rttt/teachers-leaders/plans/home.html>
- List of Frequently Asked Questions from March 2017:
<https://www.engageny.org/file/136836/download/appr-transition-faq.pdf>

APPENDIX A:
Explanation of Pupil Counts, Wealth Measures, Local Expenditures,
Measurements, and Adjustments

A. PUPIL COUNTS	
ADA	Average Daily Attendance. This is the average number of pupils present on each regular school day, an average determined by dividing the aggregate number of attendance days of all pupils by the number of days school was in session. ADA for a group of classes or schools in session for varying numbers of days is obtained by adding together the ADA for each. Adjustments are made for the adverse effects of religious holidays on enrollment. ADA includes the equivalent attendance of pupils under the age of 21 not on a regular day-school register in a program leading to a high school diploma or high school equivalency diploma, the base year FTE enrollment of pupils with disabilities enrolled full time in BOCES, and the FTE of resident pupils attending charter schools within or outside the district.
Adjusted ADA	This is average daily attendance with half-day kindergarten weighted at 0.50.
ADM	Average Daily Membership. Please see the Foundation Aid section of this handbook for a detailed definition of ADM.
Attendance Ratio (for purposes of aid)	A measure of pupils attending a district compared with maximum possible attendance. It is the number computed to four decimals without rounding when the aggregate days of attendance is divided by the possible aggregate attendance of all pupils in attendance in the district.
Dual Enrollment ADA	NYSEL §3602-c provides a methodology for calculating the average daily attendance of nonpublic school students who attend public schools for a portion of the school day in programs for gifted and talented students, career education or special education. The daily attendance of such pupils is calculated as one or more fifths of a full unit of daily attendance based on the number of periods attended each day in the public school programs. The calculated dual enrollment ADA is added to regular school ADA for the purposes of calculating State Aids payable to the public school district.
English Language Learner Count	The number of pupils served in the base year in programs for English Language Learners in accordance with regulations adopted for such purpose. The count is used in the calculation of Foundation Aid.
Enrollment Index	This index measures the change in public school enrollment from one school year to the next and is computed by dividing current year enrollment by base year enrollment. It is used to compute ADM in the calculation of Total Aidable Foundation Pupil Units (TAFPU).

Equivalent Attendance	The number of student hours of instruction in programs in a public school or BOCES leading to a high school diploma or high school equivalency diploma for pupils under the age of 21 not on a regular day-school register, divided by 1,000. This does not include such pupils enrolled in BOCES programs for which BOCES Aid is claimed.
Public School Enrollment (For State Aid Purposes)	This is the sum of: the number of students attending schools within the districts' boundaries and on the regular day school register; the number of enrolled students eligible for homebound instruction; the number of enrolled non-resident homeless students; and the number of enrolled students educated at the campus school of Hunter College; equivalent attendance; and full-time BOCES enrollment of students with disabilities. The enrollment that is reported is as of the last day of the first attendance period. The enrollment of resident pupils in charter schools is included in public school enrollment.
Pupils with Disabilities	Pupils of school age who are identified as students with disabilities and who receive special education services or attend special education programs which meet criteria established by the Commissioner, operated by a school district eligible for total foundation aid pursuant to this section or by a board of cooperative educational services, whether or not the school district is a component of such board.
Pupils With Disabilities (Weighted)	<p>Pupils with disabilities who have been determined by a Committee on Special Education (CSE) to require any of the following types and levels of programs or services and who receive such programs, and services from the school district of attendance during the base year, multiplied by a special services weighting determined as follows:</p> <p>(1) For placement for 60 percent or more of the school day in a special class, or home or hospital instruction for a period of more than 60 days, or special services or programs for more than 60 percent of the school day, the special services weighting shall be 1.70.</p> <p>(2) For placement for 20 percent or more of the school week in a resource room or special services or programs including related services required for 20 percent or more of the school week, or in the case of pupils in grades 7-12 or a multi-level middle school program as defined by the Commissioner or in the case of pupils in grades 4-6 in an elementary school operating on a period basis, the equivalent of 5 periods per week, but not less than the equivalent of 180 minutes in a resource room or in other special services or programs including related services, or for at least two hours per week of direct or indirect consultant teacher services, in accordance with regulations of the Commissioner adopted for such purpose, the special services weighting shall be 0.90.</p>

<p>Pupils with Disabilities (Weighted Foundation Pupils)</p>	<p>The sum of:</p> <p>(i) A special services weighting of 1.41 multiplied by the full-time equivalent enrollment of pupils with disabilities who have been determined by a school district Committee on Special Education (CSE) to require any of the following types and levels of programs or services, and who receive such programs, and services from the school district of attendance during the base year:</p> <p style="padding-left: 40px;">(A) placement for 60 percent or more of the school day in a special class, or (B) home or hospital instruction for a period of more than sixty days, or (C) special services or programs for more than 60 percent of the school day, or (D) placement for 20 percent or more of the school week in a resource room or special services or programs including related services for 20 percent or more of the school week, or in the case of pupils in grades seven through twelve or a multi-level middle school program as defined by the Commissioner or in the case of pupils in grades four through six in an elementary school operating on a period basis, the equivalent of five periods per week, but not less than the equivalent of 180 minutes in a resource room or in other special services or programs including related services, or (E) at least two hours per week of direct or indirect consultant teacher services, in accordance with regulations of the Commissioner adopted for such purpose, plus</p> <p>(ii) the full time equivalent enrollment of declassification pupils multiplied by a declassification weighting of five-tenths (0.5).</p> <p>NOTE: Additional definitions of categories of pupils with disabilities can be found in subdivision 1 of NYSEL §3602.</p>
<p>Pupils with Special Educational Needs (PSEN)</p>	<p>The number of pupils attending the public schools of the district with special educational needs are those determined by the percentage of pupils below minimum competence as measured by third and sixth grade pupil evaluation program tests (an average score in reading and mathematics from Spring 1985 and Spring 1986 is required). This percentage is multiplied by the district's adjusted ADA to produce the number of eligible pupils for weighting. The additional weighting for eligible pupils is 0.25 pupil units.</p>
<p>Secondary School Pupil Weighting</p>	<p>The ADA of pupils in grades seven through twelve for whom a district will receive an additional weighting. The additional weighting for these pupils is 0.25. This additional weighting is provided for pupils in equivalent attendance but is not provided for pupils with disabilities eligible for Public Excess Cost Aid.</p>
<p>Summer Session Pupils</p>	<p>The number of pupils attending programs of instruction operated by the district during the months of July and August of the base year in accordance with the Commissioner's Regulations. The weighting for these pupils when included in the calculation of various pupil counts is 0.12.</p>

RWADA	Resident Weighted Average Daily Attendance. This pupil measurement is a count, weighted for certain groups of students, for all resident public school pupils in the district. It is calculated by subtracting the WADA of nonresident pupils attending public school in the district from the district's WADA and adding the WADA of resident pupils of the district who are in full time attendance at a school operated by a Board of Cooperative Educational Services, a County Vocational Education, and Extension Board, or another public school district.
TAFPU	Total Aidable Foundation Pupil Units. Please see the Foundation Aid section of this handbook for a detailed definition of TAFPU.
TAPU for Expenditures	This pupil count is used with Approved Operating Expenditure to determine the expenditures per pupil of the district. The pupils counted are all pupils attending a given district whether or not they are residents of that district. It includes year prior to the base year adjusted average daily attendance, and additional weightings for pupils with special educational needs, aidable summer pupils, dual enrollment, secondary pupils, and pupils with disabilities.
TWFPU	Total Wealth Foundation Pupil Units. This is the pupil count used along with other wealth variables to measure the relative wealth of a district for purposes of calculating Foundation Aid. This is the sum of ADM for the year prior to the base year, the full time equivalent (FTE) enrollment of resident pupils attending public school elsewhere less the FTE enrollment of nonresident pupils, and the FTE enrollment of resident pupils with disabilities attending full time in BOCES.
TWPU	Total Wealth Pupil Units. This is the pupil count used along with other wealth variables to measure the relative wealth of a district. Public school pupils who are residents of the district are counted. This is the sum of adjusted ADA for the year prior to the base year, aidable pupils with special educational needs, weighted publicly placed students with disabilities, and aidable pupils weighted for secondary school, excluding aidable pupils for summer school. The above items are adjusted for residence as in RWADA.
WADA	Weighted Average Daily Attendance. This is a pupil count determined by applying the following weightings to average daily attendance: half-day kindergarten, 0.50; full-day kindergarten, and grades one through six, 1.00; grades seven through twelve, 1.25.

B.WEALTH MEASURES	
Actual Value	This is determined by dividing the assessed valuation of taxable property of the district by the equalization rate(s) of the city, town(s), or village(s) that make up the school district. Actual Valuation is generally a larger figure than the assessed value. Assuming that the equalization rates have been accurately established, real property parcels of identical value, which have been assessed by diverse local standards, would have the same Actual Valuation. NOTE: Actual Valuation for State Aid purposes includes the Actual Value equivalent of payments in lieu of taxes determined pursuant to §485 of the Real Property Tax Law. However, §485 relates only to payments in lieu of taxes from a nuclear powered electric generating facility, and currently affects only a few districts in the state.
Adjusted Gross Income/TWPU	This is determined by dividing the adjusted gross income of the district by the total wealth pupil units of the district. It is a per pupil measurement of district income wealth.
Alternate Pupil Wealth Ratio	The alternate pupil wealth ratio is a measure of a district's income wealth per pupil compared to the state average. It is the number, computed to three decimals without rounding, obtained when the adjusted gross income per TWPU of the school district is divided by the statewide average adjusted gross income per TWPU. It and the pupil wealth ratio are used to calculate a combined wealth ratio.
AFA	Adjusted Foundation Amount. AFA equals the foundation amount multiplied by the Consumer Price Index multiplied by the Phase-In Foundation Percent, multiplied by the Regional Cost Index (RCI) multiplied by the Pupil Need Index (PNI). Please see the Foundation Aid section of this handbook for detailed information regarding the calculation of AFA.
AV/RPNE	Actual Valuation per Resident Public and Nonpublic Enrollment is a measure of the wealth of a district based on the number of pupils who are residents of the district, including resident pupils with disabilities attending approved private schools or the State operated schools at Rome and Batavia, and resident pupils placed in Special Act school districts. This is determined by dividing the Actual Value of the district by the total resident public and nonpublic enrollment of the district.
AV/RWADA	Actual Valuation per Resident Weighted Average Daily Attendance , is a per pupil measure of the wealth of a district based on the number of pupils who are residents of the district. This is determined by dividing the Actual Value of the district by the resident weighted average daily attendance of the district.
AV/TWPU	Actual Valuation per Total Wealth Pupil Units is a per pupil measure of the wealth of a district based on the number of pupils who are residents of a district. This is determined by dividing the Actual Value of the district's real property by the total wealth pupil units of the district.

Combined Wealth Ratio	A measure of a district's wealth taking into account both Actual Valuation of the district's real property and the income of residents of the district. It is the number, computed to three decimal places without rounding, obtained when 50 percent of the Pupil Wealth Ratio is added to 50 percent of the Alternate Pupil Wealth Ratio.
District Adjusted Gross Income	Adjusted gross income is determined for each individual district of the state by summing the verified New York State adjusted gross income reported by state individual taxpayers by their school district of residence, as verified through the State's income verification system.
FA	Foundation Amount. The foundation amount reflects the average per pupil cost of general education instruction in successful school districts, as determined by a statistical analysis of costs of general education and special education in successful school districts. It is adjusted annually to reflect the percentage change in the consumer price index. Please see the Foundation Aid section of this handbook for detailed information on the FA.
FAAPWR	Alternate Pupil Wealth Ratio for Foundation Aid. The FAAPWR is the quotient when the district's selected adjusted gross income per total wealth pupil unit is divided by the statewide average. Please see the Foundation Aid section of this handbook for a detailed definition of FAAPWR.
FACWR	Combined Wealth Ratio for Foundation Aid. The FACWR is a measure of the district's wealth taking into account both the district's real property and the income of the residents of the district. It differs from the CWR by using the selected Actual Value and Selected AGI values as used in the determination of FAAPWR and FAPWR. Please see the Foundation Aid section of this handbook for a detailed definition of FACWR.
FAPWR	Pupil Wealth Ratio for Foundation Aid. The FAPWR is the quotient when the district's selected AV per total wealth pupil unit is divided by the statewide average. Please see the Foundation Aid section of this handbook for a detailed definition of FAPWR.
FASSR	State Sharing Ratio for Foundation Aid. The FASSR is a percentage determined by a formula of relevant factors that determines the proportion of State contribution to a district's expenditures or statutory per pupil formula aid amounts. 1.000 minus the State contribution equals the local contribution to a district's budget. The FASSR differs from the SSR by the use of the FACWR rather than the CWR in the standard SSR formula. Also, for high need/resource-capacity districts, the FACWR is multiplied by 1.05 for the FASSR calculation. Please see the Foundation Aid section of this handbook for a detailed definition of FASSR.

Pupil Wealth Ratio	A measure of a district’s property wealth per pupil compared to the statewide average property wealth of districts, used as one of two variables in the combined wealth ratio. The pupil wealth ratio is the number, computed to three decimals without rounding, obtained when the selected Actual Value per TWPU of the school district is divided by the statewide average Actual Value per TWPU.
Selected Actual Value	Selected Actual Value is the lesser of the actual valuation calculated for aid payable in the current year, or the two-year average of the actual valuation calculated for aid payable in the current year and the actual valuation calculated for aid payable in the base year. Selected Actual Value is used only in the calculation of Foundation Aid. The Actual Value used in all other formulas is based on the assessment year two years prior to the base year.
Sharing Ratio	<p>A percentage determined by a formula of relevant factors that determines the proportion of State contribution to school districts’ expenditures or statutory per pupil formula aid amounts. 1.000 minus the State contribution equals the local contribution to a district’s budget. The standard formula for the computation of a sharing ratio is:</p> $1.000 - \left[\text{Local Share} \times \frac{\text{District Wealth Measure}}{\text{State Average}} \right]$
Statewide Average Adjusted Gross Income Per TWPU	Adjusted gross income of the state is divided by the total wealth pupil units of the state.
Statewide Average Actual Value Per Pupil	<p>(a) Actual valuation of real property in the state is divided by the resident weighted average daily attendance (RWADA) of pupils in the state. District Actual Value per RWADA is compared with the statewide average to give a relative measure of a district’s property wealth per student.</p> <p>(b) Actual Valuation of real property in the state is divided by the total wealth pupil units of the state, a weighted count of resident pupils in the state. Districts’ Actual Value per TWPU is compared with the statewide average as a measure of district property wealth per resident pupil. Extra weighting is given for students with disabilities and pupils with special educational needs.</p> <p>(c) Actual Valuation of real property in the State is divided by the total resident public and nonpublic enrollment in the State, including resident pupils with disabilities attending approved private schools or the State operated schools at Rome and Batavia, and resident pupils placed in Special Act school districts. Districts’ Actual Value per resident enrolled pupil is compared with the statewide average as a measure of district property wealth, for the purposes of calculating one of the Transportation Aid ratios available to districts.</p>

C. LOCAL EXPENDITURES, MEASUREMENTS, AND ADJUSTMENTS	
Approved Operating Expenditures (AOE)	Approved Operating Expenditures are those operating expenditures for the day-to-day operation of the school in the base year excluding certain expenditures. Not included are: capital outlay and debt service for building construction, transportation of pupils, expenditures made to purchase services from a Board of Cooperative Educational Services or County Vocational Education and Extension Board, tuition payments to other districts, and expenditures for programs which do not conform to law or regulation. Money received as federal aid revenue and State Aid for special programs are also deducted from total annual expenditures when computing Approved Operating Expenditures.
Approved Operating Expenditures per TAPU (AOE/TAPU)	This figure is obtained by dividing the Approved Operating Expenditure (AOE) by the district's Total Aidable Pupil Units (TAPU) for Expenditure which includes the additional weightings for children with disabilities.
Current Year	The current year is the school year in which the aid is paid.
Base Year	The base year is the school year prior to the current year.
Local Levy	The local levy is the total amount of money to be raised locally by all property and non-property taxes, including the portion of the levy attributed to the STAR program.
Save-Harmless	Save-harmless or “due minimum” refers to a statutory guarantee of the same or similar dollar amount of aid as received in the previous year, even when the formula calculates an amount less than the previous year.
Tax Rate (Regular)	The tax rate is the local levy divided by the Actual Valuation of the district's real property for the same year. It is usually expressed as dollars per \$1,000 of Actual Valuation.

APPENDIX B:
List of State Aid Acronyms

ADA	Average Daily Attendance
ADM	Average Daily Membership
AFA	Adjusted Foundation Amount
AOE	Approved Operating Expenditure
APPR	Annual Professional Performance Review
APWR	Alternate Pupil Wealth Ratio
ARRA	American Recovery and Reinvestment Act
AV	Actual Valuation
AVL	Approved Voucher Listing
AV/TWFPU	Actual Valuation per Total Wealth Foundation Pupil Units
BAN	Bond Anticipation Note
BEDS	Basic Educational Data System
BOCES	Boards of Cooperative Educational Services
C4E	Contract For Excellence
CAD	Commissioner's Approval Date
CPI	Consumer Price Index
CPSE	Committee on Preschool Special Education
CRP	Children's Residential Project
CSE	Committee on Special Education
CWR	Combined Wealth Ratio
DASNY	Dormitory Authority of the State of New York
EC	Excess Cost
EBALR	Employee Benefit and Accrued Liability Reserve
ELL	English Language Learner
EPE	Employment Preparation Education
EXCEL	Expanding our Children's Education and Learning
FA	Foundation Amount
FAAPWR	Foundation Aid Alternate Pupil Wealth Ratio
FACWR	Foundation Aid Combined Wealth Ratio
FAPWR	Foundation Aid Pupil Wealth Ratio
FASSR	Foundation Aid Selected Sharing Ratio
FCR	Final Cost Report
FMAP	Federal Medical Assistance Percentage
FRPL	Free and reduced Price Lunch
FTE	Full Time Equivalent
FV	Full Value (Same as AV)
HNSBAR	High Need Supplemental Building Aid Ratio
ICF	Intermediate Care Facility
IEP	Individual Education Program
IWI	Income Wealth Index
IY	Incarcerated Youth
LAN	Local Area Network

LTF	Local Tax Factor
OCFS	Office of Children and Family Services
OMH/OPWDD	Office of Mental Health and Office of People with Developmental Disabilities
ORPTS	Office of Real Property Tax Services
OSC	Office of the State Comptroller
PEP	Pupil Evaluation Program
PILOT	Payment in Lieu of Taxes
PNI	Pupil Needs Index
PSEN	Pupils with Special Educational Needs
PWR	Pupil Wealth Ratio
RCI	Regional Cost Index
RPNE	Resident Public and Nonpublic Enrollment
RWADA	Resident Weighted Average Daily Attendance
SED	State Education Department
SSR	State Sharing Ratio, or Selected Sharing Ratio
STAC	System for Tracking and Accounting for Children
STAR	School Tax Relief
TAFPU	Total Aidable Foundation Pupil Units
TAPU	Total Aidable Pupil Units
TGFE	Total General Fund Expenditures
TRS	NYS Teachers Retirement System
TWFPU	Total Wealth Foundation Pupil Units
TWPU	Total Wealth Pupil Units
UPK	Universal Prekindergarten
WADA	Weighted Average Daily Attendance
WAN	Wide Area Network

APPENDIX C:
Calculation of Combined Wealth Ratio (CWR) and Selected State Sharing Ratio (SSR) for
2018-19 Aids

The Selected State Sharing Ratio and its components are used in several aid formulas. The calculation is presented in detail below.

COMBINED WEALTH RATIO:

1. 2014 ACTUAL VALUATION
2. 2015-16 TOT WEALTH PUPIL UNITS (TWPU)
3. ACTUAL VALUATION PER TWPU (ENT 1 / ENT 2)
4. PUPIL WEALTH RATIO (ENT 3 / 598,200)
5. PUPIL WEALTH RATIO *.50 (ENT 4 * 0.50)
6. 2014 ADJUSTED GROSS INCOME
7. ADJUSTED GROSS INCOME / TWPU (ENT 6 / ENT 2)
8. ALTERNATE PUPIL WEALTH RATIO (ENT 7 / 210,100)
9. ALTERNATE PUPIL WEALTH RATIO *.50 (ENT 8 * 0.50)
10. COMBINED WEALTH RATIO (CWR) (ENT 5 + ENT 9)

SELECTED SHARING RATIO:

11. CWR * 1.230 (ENT 10 * 1.230)
12. FORMULA 1 SHARING RATIO (1.370 – ENT 11, MIN 0, MAX .900)
13. CWR * 0.640 (ENT 10 * .640)
14. FORMULA 2 SHARING RATIO (1.000 – ENT 13, MIN 0, MAX .900)
15. CWR * 0.390 (ENT 10 * 0.390)
16. FORMULA 3 SHARING RATIO (0.800 – ENT 15, MIN 0, MAX .900)
17. CWR * 0.220 (ENT 10 * 0.220)
18. FORMULA 4 SHARING RATIO (0.510 – ENT 17, MIN 0, MAX .900)
19. SELECTED SHARING RATIO (HIGHEST OF ENTS 12, 14, 16, OR 18, MIN 0, MAX .900)

APPENDIX D: Sample Calculation of Aid on the Costs of Refinancing

District Name: Anydistrict CSD District Code: 000000	Full Refunding Series 1989A	State Share Only Series 1989A
A Original Date of Bonds	15-Aug-89	15-Aug-89
B Original Bond Amount	2,141,000.00	2,141,000.00
C Outstanding Principal as of July 1, 2002	785,000.00	785,000.00
D Original Bond Amount Refunded	785,000.00	522,424.07
E New Bond Amount	1,012,000.00	709,000.00
Fixed Costs:		
F Credit Rating	7,186.30	7,226.02
G Escrow Agent		
H Other Costs*	2,536.34	2,550.36
I Total Fixed Costs (F + G + H)	9,722.64	9,776.38
Variable Costs:		
J Underwriters Discount	6,729.80	4,714.85
K Bond Counsel	21,136.17	21,253.00
L Financial Consultant	21,136.17	21,253.00
M Underwriter Counsel		
N Verification Agent		
O Bond Insurance	1,415.11	991.40
P Other Costs*	50,450.02	51,136.90
Q Total Variable Costs (J + K + ... + P)	100,867.27	99,349.15
R Total Issuance Cost (I + Q)	110,589.91	109,125.53
Calculation of State Share of Issuance Costs and Additional Principal:		
S Bond Percent	94.937%	94.937%
T Building Aid Ratio	70.100%	70.100%
U State Share of Outstanding Principal (C × S × T)	522,424.07	522,424.07
V Original Bond Amount Refunded (D)	785,000.00	522,424.07
W State Share Ratio (U / V)	66.5%	100.0%
X State Share of Variable Costs (Q × W)	67,076.73	99,349.15
Y State Share of Issuance Costs (I + X)	76,799.37	109,125.53
Z Additional Principal (E - D - R)	116,410.09	77,450.40
AA State Share of Additional Principal (Z × W)	77,412.70	77,450.40
Calculation of Aid on the costs of refunding:		
BB Total Costs to be fully reimbursed (Y+AA)	154,212.07	186,575.93
CC Applicable Interest Rate (4.5% or DASNY rate)	3.197%	3.197%
DD Remaining Term	7	7
EE Calculated Assumed Payment	12,381.06	14,979.42
FF Number of payments in a year	2	2
GG Aid on Fully Reimbursable Costs (EE X FF)	24,763.00	29,959.00
HH Local share of variable costs (Q - X)	33,790.54	0.00
II Calculated Assumed Payment × 2 pmts / yr	5,425.80	0.00
JJ Aid on Local Share of variable costs (II × S × T)	3,610.92	0.00
KK Total Aid on Costs of Refunding (GG + JJ)	28,373.92	29,959.00

