

2021-22 STATE AID HANDBOOK

FORMULA AIDS AND ENTITLEMENTS FOR
SCHOOLS IN NEW YORK STATE

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

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Albany, New York 12234**

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INTRODUCTION AND SELECTED CHANGES

Financial support for public schools comes from three sources: the federal government (averaging less than 5%), state formula aids and grants (averaging approximately 40%), and revenues raised locally (averaging more than 55%). State Aid for public schools comes primarily from the State General Fund wherein the major revenue source is state taxes (e.g. income, and sales). Of the balance of state support for public schools, approximately less than 10% comes from STAR and the balance 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, 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 2021-22 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 2021-22 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 appendices 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. In addition, data produced in support of the enacted budget are available on the State Aid website for each school district. 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 2021-22 handbook:

Current year = 2021-22 school year

Base year = 2020-21 school year

Year prior to the base year = 2019-20 school year

Following is a summary of selected changes enacted in the 2021-22 State budget:

Foundation Aid (\$19.8 billion)

The enacted budget provides for a \$1.4 billion increase in Foundation Aid. This increase is allocated through a phase-in of more than 25% for all districts, a minimum increase of at least

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.

2%, a per pupil increase, or an overall minimum. The enacted budget provides a future phase-in schedule to fund Foundation Aid at the total amount for all districts by the 2023-24 school year—50% phase-in by 2022-23 and 100% by 2023-24.

For the 2021-22 through 2023-24 school years, each district with an increase of either 10% or \$10 million must post a plan to the district website, explaining “*how such funds will address student performance and need, including but not limited to: (i) increasing graduation rates and eliminating the achievement gap; (ii) reducing class sizes; (iii) providing supports for students who are not meeting, or at risk of not meeting, state learning standards in core academic subject areas; (iv) addressing student social-emotional health; and (v) providing adequate resources to English language learners, students with disabilities, and students experiencing homelessness*” (§10-d of Part A of Chapter 56 of the Laws of 2021). Prior to posting the plan, districts must seek public comment from parents, teachers, and other stakeholders and take such comments into account in developing the plan. https://stateaid.nysed.gov/budget/html_docs/2021-22%20%20School%20Districts%20on%20State%20Foundation%20Aid%20Plan%20Budget%20Language.html

Transportation Aid

The Enacted Budget expands allowable costs for transportation aid incurred during the spring of 2020. Costs related to the delivery of school meals, wi-fi access and/or instructional materials provided in the 2019-20 school year, and after the state emergency declaration closing schools on March 16, 2020, are eligible for transportation aid. Standby costs for transportation are aidable if incurred between the March 16, 2020 Executive Order temporarily closing schools and the May 7, 2020 Executive Order closing schools for the remainder of the school year. The budget does not expand aidable transportation expenditures in the 2020-21 school year.

Guidance on reporting these expenditures is posted to the State Aid website:

https://stateaid.nysed.gov/trans/Spring_2020_Unaidable_COVID_Transportation_Expenditures.html

Coronavirus Response and Relief Supplemental Appropriations

New York State was allocated more than \$4.1 billion under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act of 2021. The Elementary and Secondary School Emergency Relief (ESSER) Fund provides \$4 billion. The 2021-22 Enacted Budget maintains the Executive allocation of ESSER funds to school districts and charter schools. This was a preliminary allocation. Final figures and guidance were published by the Department and are available online: <http://www.p12.nysed.gov/funding/crrsa/>

Unlike Coronavirus Aid, Relief, and Economic Security (CARES) funds, CRRSA funds are not subject to equitable participation with nonpublic schools. Instead, the Governor’s Emergency Education Relief (GEER) Fund provides \$322.9 million to New York State. The Enacted budget allocates \$72.8 million of GEER funds to school districts and \$250.1 million for an Emergency Assistance to Nonpublic Schools (EANS) grant program.

The enacted budget requires CRRSA funds are deemed grants in aid and the state comptroller shall prescribe these funds shall be recorded and reported as special aid funds of the district.

American Rescue Plan Act (ARP)

New York State was allocated more than \$9 billion under the American Rescue Plan Act of 2021. The enacted budget allocates this funding as follows:

- \$8.09 billion (90%) to Local Education Agencies (LEA);
- \$629.2 million for learning loss, summer, and afterschool grants to school districts;
- \$195 million to support a \$90 million allocation to provide new full-day 4-year-old universal prekindergarten seats;
- \$15 million for competitive grants for new full-day 4-year-old prekindergarten grants;
- \$35 million to supplant State funds for the NYC charter facilities grant; and
- \$24.7 million for State Education Department costs to administer these funds over the next three years.

Allocations published in the enacted budget are preliminary figures. Final allocations and guidance were published by the Department on May 3, 2021 and are available online: <http://www.p12.nysed.gov/funding/arp-esser/>. ARP funds are subject to state and federal planning requirements, and guidance for these planning requirements is available online.

Like CRRSA funds, ARP allocations are not subject to equitable participation with nonpublic schools. Instead, the Governor’s Emergency Education Relief (GEER) Fund provides \$250.1 million for an Emergency Assistance to Nonpublic Schools (EANS) grant program. The enacted budget requires ARP funds will be deemed grants in aid and the state comptroller shall prescribe these funds shall be recorded and reported as special aid funds of the district.

New Prekindergarten Grants

The Enacted Budget provided two types of funding for new 4-year old full-day prekindergarten grants to districts. First, an allocation of \$90 million to certain districts pursuant to a formula enacted into law. This grant follows the statutory Universal Prekindergarten (UPK) per pupil funding rate and adopts the same regulations and requirements as UPK. Once the federal appropriation for this program becomes inadequate, the statute provides these allocations transition into UPK. Until that time, this grant remains separate and apart from all other allocations. <http://www.nysed.gov/memo/early-learning/understanding-your-2021-2022-universal-prekindergarten-allocation-universal>

Second, \$15 million available via a competitive bidding process. This grant uses a per pupil funding rate similar to the Statewide Universal Full-day Prek (SUFDPK) program of \$7,000 per student served by an uncertified teacher and \$10,000 per student served by a certified teacher. These funds are subject to regulations under the SUFDPK program. The budget provides that awards must take into account factors including “(i) measures of the need of students to be served by the school district, (ii) the school district’s proposal to target the highest need schools and students, (iii) the extent to which the district’s proposal would prioritize funds to maximize the total number of eligible children in the district served in pre-kindergarten programs, (iv)

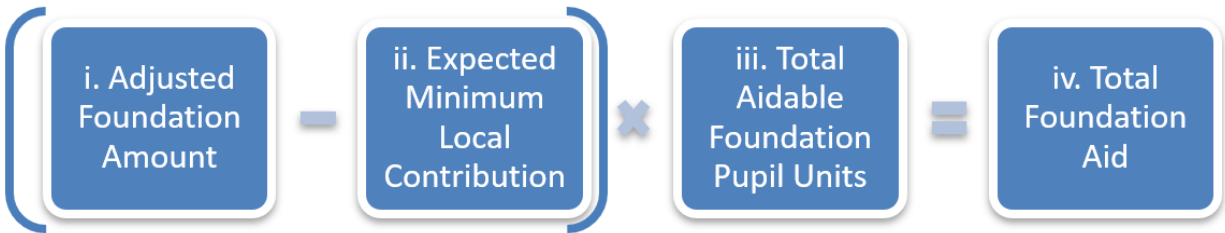
proposal quality, and (v) the level of existing prekindergarten services in the district.” This grant is separate and apart from all other allocations.

I
AID PROGRAMS
A. FOUNDATION AID
[NYSEL §3602 (2 and 4), and §211-d]
(2021-22 Estimated Total - \$19,811.8 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 67.5% of the total State Aid received by districts statewide.

1. TOTAL FOUNDATION AID CALCULATION

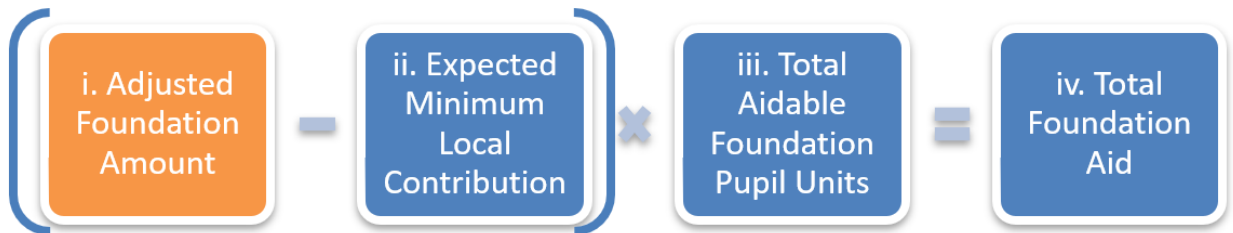
Total Foundation Aid has three main components:



- i. A State-specified expenditure per pupil, called the Adjusted Foundation Amount, to which the State and school districts will contribute.
- ii. 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.
- iii. The number of Selected Total Aidable Foundation Pupil Units (TAFPU) in the district.
- iv. A calculation of Total Foundation Aid based on the previous components

Following is a detailed description of calculated Foundation Aid components.

i. Adjusted Foundation Amount



The Adjusted Foundation Amount (AFA) is the per pupil level of spending as determined by statute to be provided through the state and local partnership. This amount is adjusted for student need, regional cost differences, and annually adjusted for inflation. The formula is as follows:

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

For the 2021-22 aid year, the AFA before districts' RCI or PNI is applied = \$6,835 × 1.012 × 1.0 = \$6,917.

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
2019-20	6,557	1.024	6,714	1.0000
2020-21	6,714	1.018	6,835	1.0000
2021-22	6,835	1.012	6,917	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

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

field, but not including those occupations in the education field. The 2006 Regional Cost Index specified by 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)

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

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

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

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

$$Lunch \text{ Count} = \frac{2017-18 + 2018-19 + 2019-20 \text{ K-6 Free \& Reduced Price Lunch Applicants}}{2017-18 + 2018-19 + 2019-20 \text{ K-6 Public School Enrollment}} \times \text{Base Year K-12 Public School Enrollment}$$

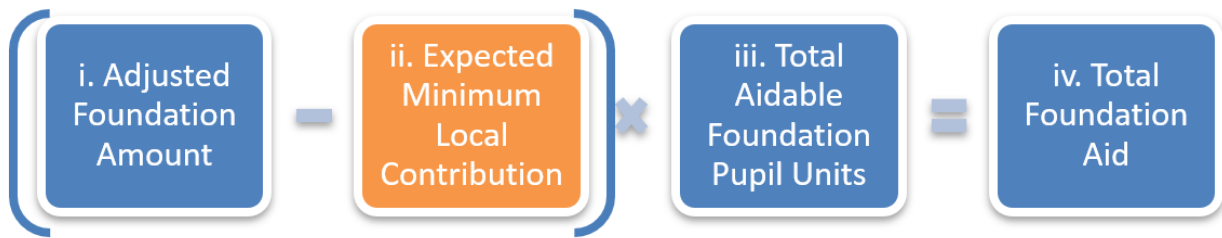
Census Count = Based on the 2000 Census as tabulated by the National Center on Education Statistics, the number of persons age 5-17 enrolled in the public school district and whose families had income below the poverty level divided by the number of persons age 5-17 in the school district \times Base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

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

ii. Expected Minimum Local Contribution per Pupil



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).

(A) Expected Minimum Local Contribution per Pupil =

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

Selected AV

The lesser of 2018 Actual Value or the average of 2018 and 2017 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 2021-22 aid year, the LTF is 0.0161.

Income Wealth Index (IWI)

$$\text{IWI (min = 0.65, max = 2.00) = } \frac{2018 \text{ Adjusted Gross Income AGI} / 2019-20 \text{ TWFPU}}{\$306,100}$$

The IWI divisor is the statewide average AGI per TWFPU, defined as the 2017 State Total AGI divided by 2019-20 State Total TWFPU.

(B) Expected Minimum Local Contribution per Pupil =

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

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

$$\begin{aligned} &1.37 - (1.23 \times \text{FACWR}) \\ &1.00 - (0.64 \times \text{FACWR}) \\ &0.80 - (0.39 \times \text{FACWR}) \\ &0.51 - (0.173 \times \text{FACWR}) \end{aligned}$$

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

Foundation Aid Combined Wealth Ratio (FACWR) =

$$\begin{aligned} \text{FACWR} = &0.5 \times \frac{\text{District Selected AV/2019-20 TWPU}}{\$689,800} \\ &+ 0.5 \times \frac{\text{District Selected AGI / 2019-20 TWPU}}{\$231,300} \end{aligned}$$

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 2021-22 aid, selected Actual Value is divided by 2019-20 TWPU. Selected Actual Value is the lesser of 2018 AV or the average of 2018 and 2017 AV.

The statewide average selected Actual Value per TWPU is \$689,800. 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.

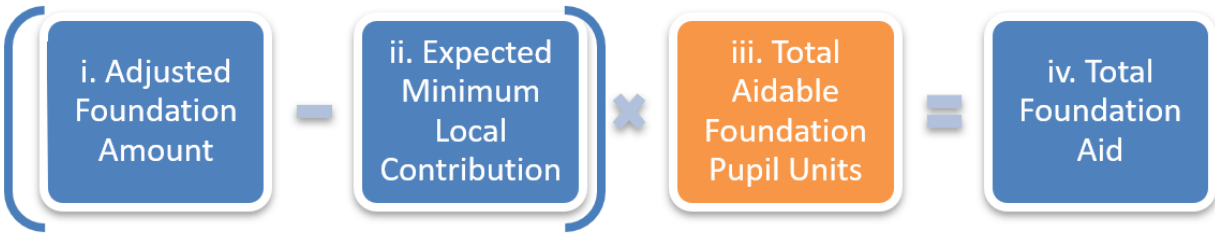
Selected Adjusted Gross Income per Total Wealth Pupil Units (Sel AGI/TWPU) =

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 2021-22 aid, selected Adjusted Gross Income is divided by 2019-20 TWPU. Selected Adjusted Gross Income is the lesser of 2018 AGI or the average of 2018 and 2017 AGI.

Statewide Average of Selected Adjusted Gross Income per TWPU for 2021-22 aid is \$231,300. 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.

iii. 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) =

$$\begin{aligned}
 & (2019-20 \text{ Average Daily Membership (ADM)} \times \text{Base Year Enrollment Index}) \\
 & + (2019-20 \text{ Summer ADM} \times 0.12) \\
 & + (2019-20 \text{ Weighted Foundation Pupils with Disabilities})
 \end{aligned}$$

Average Daily Membership (ADM) is equal to the sum of

- 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 Native American 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; and
- 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 =

$$\frac{2020-21 \text{ Public School Enrollment}}{2019-20 \text{ Public School Enrollment}}$$

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 12-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% or more of the school day in a special class, or

(B) Home or hospital instruction for a period of more than 60 days, or

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

(D) Placement for 20% or more of the school week in a resource room or requiring special services or programs including related services for 20% 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

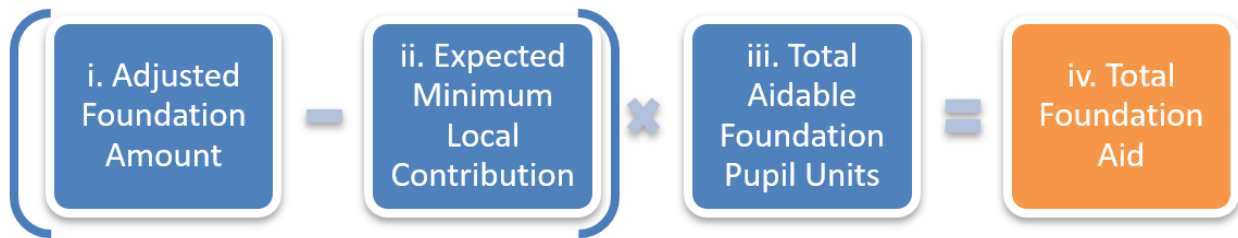
¹ 1.41 is a special services weighting based on an analysis of special education and general education costs in successful school districts.

(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.

iv. Total Foundation Aid



Total Foundation Aid is the level of aid calculated by the formula that would be provided with a 100% phase-in. Total Foundation Aid does not reflect the amount a district will actually receive. Payable Foundation Aid will include aid payable due to a save harmless provision and any funds not yet phased-in.

Total Foundation Aid is calculated as shown above. First, Adjusted Foundation Amount less the Expected Minimum Local Contribution, but not less than \$500. This figure is multiplied by Total Aidable foundation Pupil Units. Total Foundation Aid often serves as the basis for increases in Payable Foundation Aid provided in an enacted budget.

**2. PAYABLE FOUNDATION AID CALCULATION
FOR THE 2021-22 SCHOOL YEAR**

Payable Foundation Aid is based on phase-in factors and minimum and maximum aid increases.

Foundation Aid Base (FAB) = 2020-21 Foundation Aid Payable.

2021-22 Foundation Aid Payable

Foundation Aid for the 2021-22 school year is equal to: the 2020-21 Foundation Aid base plus the greater of: (A) the overall minimum, (B) the phase-in increase, (C) the minimum increase, or (D) per pupil increase.

- A. Overall minimum. The overall minimum ensures Foundation Aid is at least 60 percent phased-in for all districts. This catch-up provision is equal to 60% of total Foundation Aid less the Foundation Aid base.

- B. Phase-in increase. This provision phases in Foundation Aid for districts not yet receiving total Foundation Aid. The phase-in percent is multiplied by the difference between total Foundation Aid and the Foundation Aid base. The phase-in percentages are as follows:
1. 49.5 percent for the Rochester, Yonkers, and New York City school districts,
 2. 44 percent for the Syracuse and Buffalo City school districts,
 3. 27.28 percent for more rural districts with a sparsity factor greater than zero,
 4. 27 percent for small city districts, and
 5. 26.25 percent for all other districts.
- C. Minimum increase. The minimum increase is a 2 percent increase over the 2020-21 Foundation Aid base. For districts with a sparsity factor greater than zero, the minimum increase is a 3 percent increase.
- D. Per pupil increase. For districts with a combined wealth ratio for Foundation Aid less than 2.53, this increase is equal to a need adjusted \$300 per pupil. The need adjustment is equal to each district's 3-year average direct certification percent divided by the statewide average of 47.3 percent.

In addition, the enacted budget provides for a 3-year phase-in schedule for Foundation Aid. The phase-in factor for 2022-23 is 50% and 100% for 2023-24.

[3. FOUNDATION AID SET-ASIDES](#)

Community Schools Aid Set-aside

Each school district that received Community Schools Aid as part of Foundation Aid in the 2020-21 school year will be receive the same level for in the 2021-22 school year.. 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. More information on the Community Schools Set-aside is available at: <http://p12.nysed.gov/sss/expandedlearningopps/setasideguidance.html>

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 43.

Contracts for Excellence:

Thirteen 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. Education Management Services administers Contracts for Excellence. Find more information on the Contract for Excellence: <http://www.emsc.nysed.gov/mgtserv/C4E/>

Magnet School Setaside:

Twenty-one districts must setaside fixed amounts of Foundation Aid for the development, maintenance or expansion of magnet schools. Within the New York City school district, at least \$500,000 of the \$48,175,000 setaside must support the Andrew Jackson High School.

District	Setaside	District	Setaside	District	Setaside
New York City	\$48,175,000	New Rochelle	\$1,410,000	Middletown	\$400,000
Buffalo	\$21,025,000	Schenectady	\$1,800,000	Freeport	\$400,000
Rochester	\$15,000,000	Port Chester	\$1,150,000	Greenburgh	\$300,000
Syracuse	\$13,000,000	White Plains	\$900,000	Amsterdam	\$800,000
Yonkers	\$49,500,000	Niagara Falls	\$600,000	Peekskill	\$200,000
Newburgh	\$4,645,000	Albany	\$3,550,000	Hudson City	\$400,000
Poughkeepsie	\$2,475,000	Utica	\$2,000,000		
Mount Vernon	\$2,000,000	Beacon City	\$566,000		

New York City Set-Aside for Attendance Improvement/Dropout Prevention (AIDP):

The New York City School District must set aside \$50.5 million from Foundation Aid, the same amount from the base year, for programs and services related to attendance improvement and dropout prevention.

Teacher Support Set-aside:

The Big 5 City School districts are required to setaside additional funds for the purpose of teacher support.

- New York City School District: \$62,707,000;
- Buffalo City School District: \$1,741,000;
- Rochester City School District: \$1,076,000;
- Yonkers City School District: \$1,147,000; and
- Syracuse City School District: \$809,000.

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

[NYSEL §4401(8)]

(2021-22 Estimated Total = \$45.3 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 of Mental Health and Office for People with Developmental Disabilities;
- Students residing in a school for students with disabilities operated by the Office of 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 childcare institution by the Family Court, the Office of Children and Family Services or the State Division for Youth who receive educational services at the expense of a local social services district agency;
- Students placed in a residential psychiatric treatment facility, a residential treatment facility or a childcare institution who receive educational services at the expense 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

¹ For districts other than central high school districts, and their components, the tax levy is divided by 2019-20 Total Wealth Pupil Units (TWPU) instead of 2019-20 resident public enrollment, if the 2019-20 TWPU exceeds 150 percent of the resident public enrollment.

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.

C. BUILDING AID (Excluding Reorganization Incentive Building Aid)

**[NYSEL §3602(6) (6-a) (6-b) (6-c) (6-e) (6-f)]
(2021-22 Estimated Total = \$3,151.3 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% of the maximum construction cost allowance for K-6 buildings, and 25% 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 December 1, 2001, for which debt (bonds, BANS or capital notes) was first issued before December 1, 2001. 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 December 1, 2001 or CAD before December 1, 2001 but for which debt was first issued after December 1, 2001.

Following is a description of the Building Aid categories:

1. *Assumed debt service expenditures associated with “retro” borrowings with principal outstanding as of July 1, 2002, 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 July 1, 2002 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/html_docs/combined_overview_and_waiver_document.htm
- 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 July 1, 2005, 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.

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

In addition to the amortization of the July 1, 2002 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 July 1, 2002 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 July 1, 2002 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, each district's 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/html_docs/combined_overview_and_waiver_document.htm.

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

Prospective projects are those projects with Commissioner's approval date after December 1, 2001, or approved before December 1, 2001 but for which the first borrowing was issued after December 1, 2001. 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/html_docs/combined_overview_and_waiver_document.htm;
- 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 July 1, 2011, 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 July 1, 2011 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 2021-22 aid year will be deferred to July of the 2022-23 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 2020, 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 July 1, 2011 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 2020-21 Building Aid deferred for payment until July 2021.

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 July 1, 2012 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%. (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 once every five years on a staggered calendar year schedule, prioritizing districts with the greatest proportion of relatively low condition ratings. Surveys will be completed on a calendar year basis and may claim expenditures in either school year falling into the specified calendar year. This apportionment will be paid on an ongoing basis. Regulations will prescribe the date by which the surveys must be completed and submitted to the department.

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% 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 June 30, 2002, for projects approved by the Commissioner on or before June 30, 2002.

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 July 1, 2002, 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.

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, from the 2015-16 through 2018-19 school years, were eligible for certain effective immediate remedial measures, such as the installation of filters, performed in order to comply with the requirements of the “School potable water testing and standards” in the Public Health Law. From the 2015-16 through 2018-19 school year, aid on remediation expenditures incurred after January 1, 2015 and prior to July 1, 2019 was paid in the year following the year in which costs were incurred. Beginning in the 2015-16 school year, aid on testing expenditures incurred after January 1, 2015 is also paid the year after the costs are incurred. Chapter 59 of the laws of 2019 provide that, beginning in the 2019-20 school year, only expenditures for water testing are aidable under this provision. 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 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 =

$$1.000 - \left[0.51 \times \frac{2018 \text{ AV}/2019\text{-}20 \text{ RWADA}}{887,700} \right]$$

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

Note the ratio 0.51 is the local share for districts of average wealth (i.e., district average Actual Value per pupil equals the State average (\$887,700)). 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

Tier 1: 2021-22 State Share Ratio for building projects approved by the voters prior to July 1, 1998. The higher of the calculated 2021-22 current year Building Aid ratio or the selected Building Aid ratio for aids payable in 2020-21. Selected 2020-21 aid ratio = the highest Building Aid ratio of any aid year from 1981-82 through 2020-21.

Tier 2: 2021-22 State Share Ratio for building projects approved by the voters on or after July 1, 1998, but before July 1, 2000. The 2021-22 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 2020-21. This selected state share ratio is then enhanced by an additional incentive apportionment of 10% of approved building expenditures. The sum of this additional incentive aid, Regular Building Aid, and Reorganization Incentive Building Aid, however, cannot exceed 95% of the approved building expenditures. The 10% 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.

Tier 3: 2021-22 State Share Ratio for building projects approved by the voters on or after July 1, 2000 but prior to July 1, 2005. The 2021-22 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% 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 July 1, 2000 and June 30, 2005: 1.263 multiplied by the state sharing ratio. This final, selected ratio is then enhanced by an additional incentive apportionment of 10% of approved building expenditures. The sum of this additional incentive aid, Regular Building Aid, and Reorganization Incentive Building Aid, however, cannot exceed 95% 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.

Tier 4: 2021-22 State Share Ratio for building projects approved by voters on or after July 1, 2005: The 2021-22 state sharing ratio for these projects is the same as the Tier 3 State Share Ratio plus the High Need Supplemental Building Aid Ratio (HNSBAR) for identified high need districts for aid on lease expenditures, building condition survey expenditures, and capital outlay exception expenditures, i.e., projects <\$100,001, emergency projects. 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 are eligible for an aid ratio equal to 1.263 multiplied by the state sharing ratio for projects with a voter approval date between July 1, 2005 and June 30, 2008. For projects eligible to be aided by the HNSBAR, the maximum aid ratio is 98%; the maximum remains 95% 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, 2011-12 amortizations will be adjusted in 2021-22).

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 2020-21, will be assigned the 2019-20 statewide average.

For more information on recalibration of interest rates:

https://stateaid.nysed.gov/build/html_docs/combined_overview_and_waiver_document.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 May 2021, 664 districts received \$769 million in funding for 3,110 EXCEL-eligible projects. Approximately \$31 million of unused EXCEL allocations remain and therefore have not yet been certified to DASNY. The most recent EXCEL certification SED sent to DASNY was in December 2020 in the amount of \$6.2 million.

An eligible EXCEL project is a project that:

1. Has been reviewed by Office of 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% or 98% 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.

For additional EXCEL information: <https://stateaid.nysed.gov/build/>.

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)]** **(2021-22 Estimated Total = \$4.5 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 5 years of operation as a reorganized district =

$$0.40 \times (\text{2006-07 Selected Operating Aid per Pupil} \times \text{Total Aidable Pupil Units})^1$$

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% 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% of the district's Approved Operating Expenditure used for aid calculations in the current school year.

2. REORGANIZATION INCENTIVE BUILDING AID

[NYSEL §3602(14)]

(20120-21 Estimated Total = \$17.7 Million)

Incentive Building Aid is 25% 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% of the Building Aid otherwise paid on an approved building project. Aid is paid on projects for which the general 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% Incentive Aid) and Incentive Building Aid exceed 95% of approved building expenditures in these areas, or 98% for districts eligible for the high needs supplemental building aid ratio as described on the previous page. See the Reorganization Incentive Aid Chart: <https://stateaid.nysed.gov/build/ReorganizationIncentiveAid.htm>.

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%.

F. AID TO DISTRICTS FOR PUPIL TRANSPORTATION

[NYSEL §3602(7)]

1. TRANSPORTATION AID (NON-CAPITAL ONLY)

[NYSEL §3602(7)]

(2021-22 Estimated Total = \$2,085.8 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

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.

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.

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 1.5 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 and signed prior to the start of service. 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.

COVID Related Transportation Expenses: The Enacted Budget expands allowable costs for transportation aid incurred during the spring of 2020. Costs related to the delivery of school meals, wi-fi access, and/or instructional materials provided in the 2019-20 school year, and after the state emergency declaration closing schools on March 16, 2020, are eligible for transportation aid. Standby costs for transportation are aidable if incurred between the March 16, 2020 Executive Order temporarily closing schools and the May 7, 2020 Executive Order closing schools for the remainder of the school year. The budget does not expand aidable transportation expenditures in the 2020-21 school year. Guidance on reporting these expenditures is posted to the State Aid website:

https://stateaid.nysed.gov/trans/Spring_2020_Unaidable_COVID_Transportation_Expenditures.html

Piggyback Contracts: Each school district is authorized to enter into a piggyback contract with another school district to transport students, if the school district finds that the contract cost is appropriate and entry into a piggyback contract will result in a cost savings for the school district. The piggyback contract must provide transportation to a location outside of the students' school district of residence to which another school district is already providing transportation to its own students through an existing contract with a private transportation contractor. 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 =

$$1.01 - \left[0.460 \times \frac{2018 \text{ AV}/2019-20 \text{ RWADA}}{\$887,700 \text{ (State Average)}} \right]$$

3. Sharing Ratio 3 =

$$1.01 - \left[0.460 \times \frac{2018 \text{ AV}/2019-20 \text{ RPNE}}{\$811,200 \text{ (State Average)}} \right]$$

¹ Appendix C contains the calculation of the Selected State Sharing Ratio, used in several aid formulas.

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:

$$\frac{21.00 - \text{Fall 2019 Enrollment per Square Mile}}{317.88}$$

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

2. AID ON TRANSPORTATION CAPITAL EXPENDITURES
[NYSEL §3602(7)]
(2021-22 Estimated Total = \$121.4 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 is 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 2020-21 aid year will be based on interest rates for bus borrowings issued between July 1, 2019 and June 30, 2019. 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, 2020-21 assumed debt service for a bus with a PO date between July 1, 2018 and December 31, 2018 will be based on two assumed payments of principal and interest; assumed debt service for a bus purchased between January 1, 2019 and June 30, 2019 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]
(2021-22 Estimated Aid = \$28.9 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 2021-22 school year, state aid is limited to \$19.85 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]
(2021-22 Estimated Aid = \$60.23 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% of eligible transportation expenditures for Chapter 47, 66, and 721 students, after a 10% county chargeback and 20% chargeback for the school district. The State reimburses a net of 70% of all other summer transportation for students with

disabilities, after a 10% 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]

(2021-22 Estimated Aid = \$0.2 Million)

See pg. 59, [W. Aid for the Education of Homeless Students or Runaway Youth.](#)

G. SPECIAL SERVICES AID FOR FIVE LARGE CITY SCHOOL DISTRICTS

AND NON-COMPONENTS OF BOCES

[NYSEL §3602(10)]

(2021-22 Estimated Total = \$280.9 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)]

(2021-22 Estimated Aid = \$180.3 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:

$\$3,900 \times \text{Career Education Aid Ratio} \times 2020\text{-}21 \text{ Weighted Career Education Pupils}$

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:

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

2. COMPUTER ADMINISTRATION AID
[NYSEL §3602(10) (c)]
(2021-22 Estimated Aid = \$34.7 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:

$$\text{Aid Ratio} \times [\text{the lesser of:} \\ \text{(a) } (\$62.30 \times \text{2020 K-12 Enrollment in the Base Year}) \text{ OR} \\ \text{(b) Base Year Expenditures}]$$

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)]
(2021-22 Estimated Aid = \$65.8 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]
(2021-22 Estimated Aid = \$35.6 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 $\$24.20 \times \text{RWADA aid ratio for the current year} \times \text{pupils attending schools within the public school district's boundaries and enrolled during the base year in grades K-12 in a public school district or nonpublic school}$.

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.

$$\text{The RWADA aid ratio} = 1.000 - \left[0.51 \times \frac{2018 \text{ AV}/2019\text{-}20 \text{ RWADA}}{\$887,700} \right]$$

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_cmpr_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]
(2021-22 Estimated Aid = \$43.7 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. 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.

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. For more information on the computer software loan program, please see <http://www.p12.nysed.gov/nonpub/handbookonservices/compsoftloan.html>

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)]** **(2021-22 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 THROUGH A BOCES

[NYSEL §1950(5)]

(2021-22 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 47 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 1,303 Smart Schools Investment Plans totaling over \$1.678 billion 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)]

(2021-22 Estimated Total = \$11.7 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)]

(2021-22 Estimated Total = \$49.9 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 =

$$\begin{aligned} & (2020-21 \text{ Resident Pupils Enrolled in Charter Schools} \\ & - 2019-20 \text{ Resident Pupils Enrolled in Charter Schools}) \\ & \times 0.80 \times 2020-21 \text{ Basic Charter School Tuition} \end{aligned}$$

2020-21 Basic Charter School Tuition = the basic per pupil tuition amount calculated for the district and upon which the district based payments in 2020-21 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 2020-21 exceeded 2% of the 2020-21 total resident public school district enrollment OR the total general fund payments made by such district to charter schools in 2020-21 for resident pupils enrolled in charter schools exceeded 2% of 2020-21 total general fund expenditures.

Part (b) Transitional Aid =

$$\begin{aligned} & (2019-20 \text{ Resident Pupils Enrolled in Charter Schools} \\ & - 2018-19 \text{ Resident Pupils Enrolled in Charter Schools}) \\ & \times 0.60 \times 2020-21 \text{ Basic Charter School Tuition} \end{aligned}$$

A district is eligible for Part (b) Transitional Aid if the number of its resident pupils enrolled in charter schools in 2019-20 exceeded 2% of the 2019-20 total resident public school district enrollment OR the total general fund payments made by such district to charter schools in 2019-20 for resident pupils enrolled in charter schools exceeded 2% of 2019-20 total general fund expenditures.

Part (c) Transitional Aid =

$$\begin{aligned} & (2018-19 \text{ Resident Pupils Enrolled in Charter Schools} \\ & - 2017-18 \text{ Resident Pupils Enrolled in Charter Schools}) \\ & \times 0.40 \times 2020-21 \text{ Basic Charter School Tuition} \end{aligned}$$

A district is eligible for Part (c) Transitional Aid if the number of its resident pupils enrolled in charter schools in 2018-19 exceeded 2% of the 2018-19 total resident public school district enrollment OR the total general fund payments made by such district to charter schools in 2018-19 for resident pupils enrolled in charter schools exceeded 2% of 2018-19 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)]

(2021-22 Estimated Total = \$155.4 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 2021-22 school year is equal to supplemental basic tuition for the prior school year.

Charter School Basic and Supplemental Tuition Rates: <http://stateaid.nysed.gov/charter/>

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

[NYSEL §3602 (6-g)]

(2021-22 Estimated Total = \$64.5 Million)

Pursuant to NYSEL §3602 (6-g), New York City is eligible to receive an apportionment equal to 60% 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% 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 52.

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

[NYSEL §3602(5-a)]

(2021-22 Total = \$4.3 Million)

Supplemental Public Excess Cost Aid for 2021-22 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)]

(2021-22 Estimated Total = \$433.9 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

¹ For districts other than central high school districts and their components, the tax levy is divided by 2019-20 Total Wealth Pupil Units (TWPU) instead of 2020 resident public enrollment, if the 2019-20 TWPU exceeds 150 percent of the resident public enrollment.

Districts should be paid directly to the New York State Education Department for deposit to this special fund.

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)]

(2021-22 Estimated Total = \$664.0 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 2019-20 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:

$$\left[\text{Annualized Educational Cost} - \left(3 \times 2019-20 \frac{\text{AOE}}{\text{TAPU}} \right) \right] \times \text{Excess Cost Aid Ratio} \\ \times 2020-21 \text{ FTE Enrollment of each High Cost Student}$$

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

4. PUBLIC EXCESS COST SETASIDE

[NYSEL §3602(4.c)]

(2021-22 Estimated Total = \$2,935.8 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.

$$\text{Public Excess Cost Aid Set-aside} = \frac{(\text{2006-07 Total Public Excess Cost Aid} - \text{2006-07 High Cost Aid})}{1 + \% \text{ increase in the Consumer Price Index (CPI) between the current year and 2006-07}}$$

For 2021-22, the CPI percent increase equals 0.325. A complete history of this set-aside is included below:

Aid Year	Public Excess Cost Setaside 1 + CPI	Aid Year	Public Excess Cost Setaside 1 + CPI
2007-08	1.0320	2015-16	1.2120
2008-09	1.0620	2016-17	1.2140
2009-10	1.1020	2017-18	1.2290
2010-11	1.0990	2018-19	1.2550
2011-12	1.1170	2019-20	1.2860
2012-13	1.1520	2020-21	1.3090
2013-14	1.1760	2021-22	1.3250
2014-15	1.1930		

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]
(2021-22 Estimated Aid = \$364.5 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% of the cost of education, maintenance, and transportation provided during July and August. The remaining 20% of the cost is paid by the local school district from the General Fund. The State Education Department later collects 10% 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% of verified aidable costs may be reimbursed by the Education Department prior to April 1, with the remainder of the 80% 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]

(2021-22 Estimated Aid = \$93.7 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 17 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, \$15.0 million in direct funding for schools is available for the 2021-22 school year.

L. BOCES AID

[NYSEL §1950(5)]

(2021-22 Estimated Total = \$1,088.5 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. BOCES SERVICES AID
(2021-22 Estimated Total = \$900.3 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:

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.

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

$$1 - \left[\frac{0.008}{\text{District 2020-21 Prop \& NonProp Tax Levy} / \text{2018 Actual Value}} \right]$$

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:

$$1 - \left[0.51 \times \left(\frac{\text{2018 Actual Value}}{\text{2019-20 RWADA}} \right) / \$887,700 \right]$$

2. BOCES ADMINISTRATIVE AID

(2021-22 Estimated Total = \$188.2 Million)

(\$109.3 Million for Administrative Aid and \$78.9 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% 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

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.

reserves in support of BOCES construction, and for expenditures for lease of BOCES facilities.

3. BOCES DUE-SAVE-HARMLESS AID
(2021-22 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.

M. TEXTBOOK AID
[NYSEL §701]

(2021-22 Estimated Total = \$168.8 Million, Including \$43.5 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. 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.

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

<http://www.p12.nysed.gov/nonpub/handbookonservices/comsoftloan.html>.

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

N. LIBRARY MATERIALS AID

[NYSEL §711]

(2021-22 Estimated Total = \$18.2 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. 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.

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. For more information on the School Library Materials Loan Program, see <http://www.p12.nysed.gov/nonpub/handbookonservices/schlibmatloan.html>.

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

O. AID FOR CONVERSION TO FULL-DAY KINDERGARTEN PROGRAMS

[NYSEL §3602(9)]

(2021-22 Estimated Total = \$1.4 Million)

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 2018-19 or 2019-20 school years are eligible for the same apportionment to which they would otherwise be entitled, plus 65% of that aid in the following school year, and 35% two years after the initial apportionment. Federally funded full-day kindergarten students are excluded from the full-day kindergarten count for school districts converting to full-day kindergarten in the 2018-19 or 2019-20 school years.

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 “SA2122” 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.

P. PREKINDERGARTEN PROGRAMS¹

1. PRESCHOOL SPECIAL EDUCATION

[NYSEL §4410]

(2021-22 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% of their cost. The State also reimburses the counties \$75 per child for administrative costs.

Transportation expenses incurred by a municipality for operating and maintenance costs between March 16, 2020 and May 7, 2020 are reimbursable and considered approved costs.

2. UNIVERSAL PREKINDERGARTEN

[NYSEL §3602-e]

(2021-22 Estimated Total = \$515.5 Million)

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>

Each district is eligible to receive a grant amount equal to Universal Prekindergarten Aid in the enacted budget SA2021 run (UPK)

Beginning in the 2019-20 school year, maximum grant amounts were divided into two subgroups, one subgroup for funds awarded to support four-year-old pupils and the other subgroup for funds awarded to support three-year-old pupils.

If a school district serves fewer three-year-old or four-year-old prekindergarten pupils in the current year than the prekindergarten maintenance of effort base for the relevant age group, Universal Prekindergarten Aid will be equal to the maintenance of effort factor specific to that age group, multiplied by the grant amount awarded to support the matching age group. 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 2021-22 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 in the 2020-21 school year plus (2) half of the number of half-day pupils a district was eligible to serve in the 2020-21 school year under the consolidating grants, less any eligible conversion pupils . An MOE base is calculated for both three-year-old pupils and four-year-old pupils.

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, divided into three- and four-year old age groups.

Half-day Conversion Overage:

Districts which serve 70% or less full-day prekindergarten pupils during the current year 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% 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% 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. This overage is calculated separately for both three- and four-year-old age groups.

Maintenance of Effort Factor:

The maintenance of effort factor is current year prekindergarten pupils served divided by the prekindergarten maintenance of effort base. This factor is calculated for both three- and four-year old age groups.

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.
3. 180 Day Minimum: Districts operating prekindergarten programs for fewer than 180 days are subject to a reduction in payment equal to 1/180th the grant amount, provided that districts are not eligible for UPK funds if operating a program for fewer than 90 days.

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. Six programs were consolidated in the 2019-20 school year. Education law provides that new Prekindergarten Expansion Grant Awards will be consolidated with UPK in the second year of each grant.

The Statewide Universal Full-day Prekindergarten grant program is displayed with UPK funds for purposes of State Aid runs, but is not included in the State Aid Management System, and the program is not consolidated with UPK.

3. STATEWIDE UNIVERSAL FULL-DAY PREKINDERGARTEN
[NYSEL §3602-ee]
(2021-22 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. NEW UNIVERSAL PREKINDERGARTEN EXPANSION GRANTS

[NYSEL §3602-e]

(2021-22 Estimated Total = \$90.0 Million)

The Enacted Budget provides an allocation of \$90 million to certain districts pursuant to a formula enacted into law. This grant follows the statutory Universal Prekindergarten (UPK) per pupil funding rate and programs are subject to the same regulations and requirements as UPK. Once the federal appropriation for this program becomes inadequate, the statute provides these allocations transition into UPK. Until that time, this grant remains separate and apart from all other allocations. <http://www.nysed.gov/memo/early-learning/understanding-your-2021-2022-universal-prekindergarten-allocation-universal>

5. NEW STATEWIDE UNIVERSAL FULL-DAY PREKINDERGARTEN GRANTS

[NYSEL §3602-ee, Chapter 53 of 2021]

(2021-22 Estimated Total = \$15.0 Million)

Beginning in the 2021-22 school year, \$15 million of federal funds is available for new 4-year-old full-day prekindergarten grants to districts. This funding is available through a competitive bidding process. The grant uses a per pupil funding rate similar to the Statewide Universal Full-day Prek (SUFDPK) program of \$7,000 per student without a certified teacher and \$10,000 per student served by a certified teacher. These funds are subject to regulations under both the SUFDPK program and UPK program.

The budget provides that awards must take into account factors including “(i) measures of the need of students to be served by the school district, (ii) the school district's proposal to target the highest need schools and students, (iii) the extent to which the district's proposal would prioritize funds to maximize the total number of eligible children in the district served in pre-kindergarten programs, (iv) proposal quality, and (v) the level of existing prekindergarten services in the district.” This grant is separate and apart from all other allocations. The budget does not provide for a mechanism to consolidate these grants with existing prekindergarten funding streams in future years.

Q. HIGH TAX AID

[NYSEL §3602 (16)]

(2021-22 Estimated Total = \$223.3 Million)

High Tax Aid for 2021-22 is the 2020-21 High Tax Aid Amount displayed on the 2021-22 enacted budget computer run labeled SA2122.

R. EMPLOYMENT PREPARATION EDUCATION AID

[NYSEL§3602(11)]

(2021-22 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 (EPE) 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:

$$\text{Current Year Instruction Hours} \times \$16.40 \times \text{EPE Aid Ratio (minimum aid ratio} = 0.400)$$

Formula components can be expressed as follows:

1. $1.000 - (\text{PWR} \times 0.40) = \text{EPE Aid Ratio (minimum 0.400)}$
$$\text{PWR (Pupil Wealth Ratio)} = \frac{(\text{District AV/ TWPU})}{\$712,300}$$
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 2021-22 this is:

$$\frac{\$16,400}{1,000} = \$16.40$$

BOCES use the greater of a BOCES-wide aid ratio (minimum of 0.400) or 85% of the highest aid ratio of any BOCES component school district. This aid ratio is deemed final and not recomputed after May 15, 2021.

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 2021-22 up to 25% of the total appropriation of \$96.00 million will be paid after April 1, 2022, based on claims submitted by March 1. If the claims received exceed the

available 25% 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, 2022 based on aid claims submitted by September 15, 2022. 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.

S. STATE AID PAYABLE TO SCHOOL DISTRICTS IMPACTED BY SCHOOL TAX SAVINGS UNDER THE SCHOOL TAX RELIEF EXEMPTION (STAR) PROGRAM

**[Section §1306-a and b of the Real Property Tax Law, NYSEL §3609-e]
(2021-22 Estimated Total = \$1,979.51 Million)¹**

Chapter 389 of the Laws of 1997 created a program to reduce school property taxes beginning 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% 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% of the school's real property tax levy. On or before November 15, payment is the amount owed in excess of 20% of the school's levy. On or before December 15, the STAR payment is the amount owed in excess of 15% 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.

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

Chapter 59 of the laws of 2015 created a variant on the STAR tax exemption. Rather than exempting portions of property from the tax levy, property owners pay full tax levy in the first instance. The State reimburses the taxpayer for a portion of these taxes, rather than the school district. Since funds are not paid directly from the State to the district, this STAR credit is not included in this section. Chapter 59 of the laws of 2019 increased the value of this credit by up to 2%. The value of the STAR exemption was not changed.

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

[NYSEL §3202(5)]

(2021-22 Estimated Aid = \$53.5 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 for 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 17 of this handbook.

U. INCARCERATED YOUTH AID

[NYSEL §3202(7) and §3602(13)]

(2021-22 Estimated Aid = \$8 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. Aid for educational programs for incarcerated youth has declined over the last 5 years due to fewer FTEs resulting from "Raise the Age" legislation, bail reform packages, youth diversion programs, and other reforms.

V. AID FOR THE EDUCATION OF HOMELESS STUDENTS OR RUNAWAY YOUTH
[NYSEL §3209]
(2021-22 Estimated Aid = \$33.0 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 44 of this handbook.

W. ACADEMIC ENHANCEMENT
[NYSEL §3602 (12) and Other Grants]
(2021-22 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		

X. TEACHERS OF TOMORROW
[NYSEL §3612 (2)]
(2021-22 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>.

Y. TEACHER RESOURCE AND COMPUTER TRAINING CENTERS
[NYSEL §316]
(2021-22 Estimated Aid = \$14.3 Million)

Approximately [125 centers statewide](#) provide services to district and BOCES teachers. Additional information is available at: <http://www.nysed.gov/curriculum-instruction/teacher-centers>.

Z. BILINGUAL EDUCATION GRANTS
[Chapter 53 of the Laws of 2020]
(2021-22 Estimated Aid = \$18.5 Million)

This aid supports regional bilingual resource networks, the CUNY Students with Interrupted Formal Education initiative, Hispanic Youth Leadership Initiative, Clinically Rich Intensive Teacher Institutes, and other bilingual initiatives.

AA. TEACHER-MENTOR INTERN PROGRAMS

[NYSEL §3033]

(2021-22 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>.

BB. SCHOOL HEALTH SERVICES

[NYSEL §901]

(2021-22 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 2021-22 school year.

CC. EDUCATION OF NATIVE AMERICANS

[NYSEL Article 83]

(2021-22 Estimated Aid = \$72.3 Million)

This aid supports in full the cost of elementary and secondary education (including transportation expenditures) for approximately 3,000 Native American children living on 9 reservations and educated in 3 reservation schools, 13 public school districts, and 5 BOCES.

DD. AID FOR DISTRICTS WITH FEWER THAN EIGHT TEACHERS

[NYSEL §3602-b]

(2021-22 Estimated Aid = \$0.2 Million)

Districts with fewer than eight teachers are not eligible for State Aid except as follows. Districts with fewer 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) × [\$60 + (Selected WADA × \$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 are also eligible for the following aids: Lottery Textbook, Textbook, Computer Software, Instructional Computer Hardware and Technology Equipment, Library Materials, and BOCES.

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

1. LOTTERY REVENUE

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

**(2021-22 Estimated Aid = \$2,363.0 Million lottery funds including textbook
plus \$755.0 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, 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 SA2122 3609-a general aid amount, expressed as a percent, by the VLT appropriation for

¹ Local revenue = property taxes, non-property taxes, and the STAR reimbursement.

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

the current year. This appropriation is paid to districts according to the payment schedule in NYSEL §3609-f: 10% in September, 15% each month in October through February and 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]
(2021-22 Estimated Aid: \$132.8 Million)

Section §97-nnnn of State Finance Law established the Commercial Gaming Revenue Fund. This year, for districts eligible to receive Foundation Aid, \$132.8 million from the fund will be paid in support of districts' Gap Elimination Adjustment (GEA) Restoration and/or Foundation Aid.

II PAYMENT SCHEDULES

FF. 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 "SA2122" 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% on or before October 15, 18.75% on or before November 15, and 25.00% 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 "SA2122" 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% 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% on or before the last State business day of February, 70% on or before the last State business day of March, 80% on or before the last State business day of April, and 90% 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 “SA2122” 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 “SA2122” 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 “SA2122,” shall be paid on or before the last state business day of September of the following school year.

GG. 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 and Amounts

December 15 The positive remainder of 25% 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 “SA2122” released following enactment of the Aid to Localities Budget.

- March 15 The positive remainder of 70% 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 “SA2122” released following enactment of the Aid to Localities Budget.
- June 15 The positive remainder of 85% 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 “SA2122” released following enactment of the Aid to Localities Budget.
- August 15 The positive remainder of 100% 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 “SA2122” 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 “SA2122” shall be paid on the first business day of September of the following school year.

HH. BOCES AID PAYABLE TO BOCES
[NYSEL §3609-d]

- BOCES Aid is calculated by individual component school districts 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% of the amount of such aid payable on behalf of the component to the BOCES as reported in the school aid computer listing “SA2122” released following enactment of the Aid to Localities Budget.

- On or before February 1, an additional payment is made to BOCES equal to 25% 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% 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 "SA2122" 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% 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 "SA2122" shall be paid to the BOCES on the first business day of September of the following school year.

II. 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 2021-22 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% for October, 20% for November, and 15% 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, 2021, the resulting additional STAR Aid will be paid to the districts on March 31, 2022.

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

JJ. PAYMENT SCHEDULE AND POLICY REGARDING AID ADJUSTMENTS
OCCURRING AFTER THE LAST SCHEDULED AID PAYMENTS

- 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. No funding was appropriated for this purpose in 2021-22.

- 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 July 1, 2011 and except for late-filed final cost reports received at SED by December 31, 2012, 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.

KK. WITHHOLDS FROM STATE AID PAYMENTS TO DISTRICTS

[NYSEL §3012-c and 3012-d]

1. MEETING APPR (ANNUAL PROFESSIONAL PERFORMANCE REVIEW) REQUIREMENTS

[NYSEL §3012-c and 3012-d]

In general, districts are unable to receive an apportionment of general support for public schools from the funds appropriated for the current 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, the withholding 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. For districts without an approved APPR plan by September first, §3012-c(2)(1) provides that the most recently approved plan shall remain in effect. This provision also applies to §3012-d through subdivision 15 of the section.

For the 2020-21 school year, under chapters 147 and 112 of the laws of 2021, no school district or BOCES is required to complete an annual teacher or principal evaluation for any classroom teacher or building principal due to concerns related to the ongoing response to the COVID-19 pandemic. In effect, the bill excuses school districts and BOCES from the requirement to complete a teacher's or principal's evaluation under Education Law §3012-d and Regents Rules 30-3 for the 2020-21 school year. The bill also eliminates any state aid penalties for school districts that fail to implement any component of their approved APPR plans.

- More information about APPR plan laws, and regulations:
<http://www.nysed.gov/educator-quality/new-york-state-evaluation-system>

- A list of approved plans is also available: <http://www.nysed.gov/educator-quality/appr-plans>
- Other information: <http://www.nysed.gov/educator-quality>

2. STATE FUNDING TRANSPARENCY REQUIREMENT [NYSEL §3614]

Districts must annually submit a detailed statement of the total funding allocation for each school in the district for the upcoming school budget year on or prior to the Friday immediately prior to Labor Day. If the Commissioner or Director of Budget request additional information to determine completeness, districts must resubmit the detailed statement with the relevant additional information. Districts without an approved state funding transparency report are subject to a temporary withholding of the annual state aid increase over the prior school year.

3. INDEPENDENT AUDIT SUBMISSION REQUIREMENT [NYSEL §2116-a; 8 NYCRR 170.12(e)(2)]

All school districts employing eight or more teachers must obtain an annual audit by an independent public accountant. The report must be submitted to the State Education Department Office of Audit Services no later than October 15 after the close of each fiscal year for all districts, except audits for the city school districts of Buffalo, Rochester, Syracuse, Yonkers, and New York are due January 1.

Due to a statutory 30 day “grace period,” the November state aid payment is not withheld if the audit is not received by October 15th (unless this date falls on the weekend, in which case the due date is Monday following the 15th). No state aid is withheld due to a late-filed independent audit until after November 16th, as long as all other required state aid claim forms have been received. Beginning with the December state aid payment, all state aid payments are withheld if the independent audit was not received in the previous month prior to the preparation of the payment.

APPENDIX A: EXPLANATION OF PUPIL COUNTS, WEALTH MEASURES, AND LOCAL EXPENDITURES, MEASUREMENTS, AND ADJUSTMENTS

A. PUPIL COUNTS	
Average Daily Attendance (ADA)	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.
Average Daily Membership (ADM)	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.
Direct Certification Count	The number of children eligible for free meals or free milk based on information obtained directly from the Office of Temporary and Disability Assistance administering the Supplemental Nutrition Assistance Program and the Department of Health administering Medicaid and providing data as per the United States Department of Agriculture medicaid demonstration project. The Direct Certification percent is the sum of the number of the direct certification count over a three-year period divided by enrollment collected for purposes of the direct certification matching process over the same period.
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 (ELL) 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.
Free and Reduced Price Lunch (FRPL) Applicants	The number of K-6 pupils attending the public schools of the district who have applications on file or who are listed on a direct certification letter confirming their eligibility for participation in the state and federally funded free and reduced price school lunch program on the date enrollment was counted. The Free and Reduced Price Lunch Percentage is the sum of the number of applicants over a three-year period divided by the K-6 enrollment over that same period.
Public School Enrollment (For State Aid Purposes)	The sum of: the number of students attending schools within district 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 Foundation Aid pursuant to section §3602 or by a Board of Cooperative Educational Services, whether or not the school district is a component of such board.

<p>Pupils with Disabilities (Weighted)</p>	<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% 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% of the school day, the special services weighting shall be 1.70.</p> <p>(2) For placement for 20% or more of the school week in a resource room or special services or programs including related services required for 20% 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 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 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 (i) and (ii).</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> <ul style="list-style-type: none"> (A) placement for 60% or more of the school day in a special class, or (B) home or hospital instruction for a period of more than 60 days, or (C) special services or programs for more than 60% of the school day, or (D) placement for 20% or more of the school week in a resource room or special services or programs including related services for 20% 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 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>(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>

Pupils with Special Educational Needs (PSEN)	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.
Secondary School Pupil Weighting	The ADA of pupils in grades 7-12 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 High Cost Excess Cost Aid.
Summer Session Pupils	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.
Resident Weighted Average Daily Attendance (RWADA)	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.
Total Aidable Foundation Pupil Units TAFPU	Please see the Foundation Aid section of this handbook for a detailed definition of TAFPU.
Total Aidable Pupil Units (TAPU) for Expenditure	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.
Total Wealth Foundation Pupil Units (TWFPU)	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.

<p>Total Wealth Pupil Units (TWPU)</p>	<p>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.</p>
<p>Weighted Average Daily Attendance (WADA)</p>	<p>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 1-6, 1.00; grades 7-12, 1.25.</p>

	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.
Adjusted Foundation Amount (AFA)	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.
Actual Valuation per Resident Public and Nonpublic Enrollment (AV/RPNE)	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.
Actual Valuation per Resident Weighted Average Daily Attendance (AV/RWADA)	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.

Actual Valuation per Total Wealth Pupil Units (AV/TWPU)	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 (CWR)	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% of the Pupil Wealth Ratio is added to 50% 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.
Foundation Amount (FA)	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.
Foundation Aid Combined Wealth Ratio (FACWR)	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.
Foundation Aid Pupil Wealth Ratio (FAPWR)	The FAPWR is the quotient when the district's Selected Actual Value 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.
Foundation Aid Alternate Pupil Wealth Ratio (FAAPWR)	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.

<p>State Sharing Ratio for Foundation Aid (FASSR)</p>	<p>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.</p>
<p>Pupil Wealth Ratio</p>	<p>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 CWR. 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.</p>
<p>Selected Actual Value</p>	<p>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.</p>
<p>Sharing Ratio</p>	<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> $1.000 - \left[\text{Local Share} \times \frac{\text{District Wealth Measure}}{\text{State Average}} \right]$
<p>Statewide Average Adjusted Gross Income Per TWPU</p>	<p>Adjusted Gross Income of the State is divided by the total wealth pupil units of the state.</p>

<p>Statewide Average Actual Value Per Pupil</p>	<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>
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	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: 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. Monies 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 Expenditures (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 for 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
SSB	Smart Schools Bond Act
SSR	State Sharing Ratio, or Selected Sharing Ratio
STAC	System for Tracking and Accounting for Children
STAR	School Tax Relief
SUFDPK	Statewide Universal Full-Day Prekindergarten
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 2021-22 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. 2018 ACTUAL VALUATION
2. 2019-20 TOT WEALTH PUPIL UNITS (TWPU)
3. ACTUAL VALUATION PER TWPU (ENT 1 / ENT 2)
4. PUPIL WEALTH RATIO (ENT 3 / 712,300)
5. PUPIL WEALTH RATIO *.50 (ENT 4 * 0.50)
6. 2018 ADJUSTED GROSS INCOME
7. ADJUSTED GROSS INCOME / TWPU (ENT 6 / ENT 2)
8. ALTERNATE PUPIL WEALTH RATIO (ENT 7 / 233,900)
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)