

NEGOTIATING EBM

A Conversation Starter for Superintendents and Union Presidents



WHY WE ARE HERE

- Introductions.
- Has everyone seen the EBF distribution for their district?
- Purpose of this meeting:
 - Jump start the local conversations that will be needed to determine how to spend the new money that may come to your district from EBM.
- In our view, this new funding model provides an opportunity for districts and staff to discuss how any new money will be used.
 - Some of this discussion will inevitably happen in negotiations, but districts and unions should be thinking about this now and sharing their viewpoints.
 - Panelist viewpoints:

WHY WE ARE HERE

- What are our common interests and issues?
 - Improving educational experiences and outcomes for students
 - Recruit and retain, new salaries, new programs, what else?
- What is our local responsibility to show that this new formula actually works?
 - To get the money to fully fund this model, we've got to show all along that this formula is working.
 - Recognize change and improvement take time

WHAT CHANGES IN THE LAW

- Prior to FY18 funding theory was that equal dollars per child meant equal educational opportunity
- General State Aid (GSA) – per student theory
 - State set a foundation level (\$ per average daily attendee or ADA)
 - State calculated local effort (\$ per ADA)
 - GSA was (with adjustments) equal to the difference
 - For example, if the foundation level was \$6,100 and your district generated (according to the formula) \$3,100, GSA was equal to \$3,000 per ADA

WHAT CHANGES IN THE LAW

- EBM – equal educational opportunity is based on student needs
 - Children are different
 - Research demonstrates that different educational inputs (resources or dollars) are required if we expect different children to achieve success in school
 - Calculates an adequacy level, the resources (dollars) required for the group of children in your district, to be successful
- Grant calculation is not unlike old GSA calculation: EBM calculates adequacy level (\$ required for total average enrollment), subtracts calculated local capacity, and the difference is the state funding requirement

SIMPLIFIED EXPLANATION OF THE LAW

- Calculate the cost of the 27 elements. (“Adequacy Target”).
- Adjust of local cost of living (“Regionalization”).
- Determine local resources that can support education (“Local Capacity”).
- Determine gap between adequacy target and local capacity (“Adequacy Level”).
- Distribute Funds based on adequacy level.
 - Districts that with lower adequacy levels receive more of the funds.
 - The funds this year are not enough to bring districts all the way up to adequacy, but they are a start.

THE 27 ELEMENTS (aka 34 Cost Centers) (1)**

Evidence Based Elements:		Variable	Students				
Core FTE							
Core Teachers K-3							
1a	(Low Income)	Class Size	15				
1b	Core Teachers K-3	Class Size	20				
Core Teachers 4-12							
2a	(Low Income)	Class Size	20				
2b	Core Teachers 4-12	Class Size	25				
3	Specialist Teachers	K-5 % of Core	20%	6-8 %	20%	9-12	33%
4	Instructional Facilitators	K-5	200	6-8	200	9-12	200
5	Core Intervention Teachers	K-5	450	6-8	450	9-12	600
6	Substitutes	9 Days/FTE	33.33% of average teacher or sp ed aide salary				
7a	Core Guidance	K-5	450	6-8	250	9-12	250
7b	Nurse	K-5	750	6-8	750	9-12	750
8	Supervisory Aides	K-5	225	6-8	225	9-12	200
9a	Librarian	K-5	450	6-8	450	9-12	600
9b	Library Aide/Media Tech	K-5	300	6-8	300	9-12	300
10a	Principal	K-5	450	6-8	450	9-12	600
10b	Asst Principal	K-5	450	6-8	450	9-12	600
11	School Site Staff	K-5	225	6-8	225	9-12	200

- E.g., the formula recommends funding:
 - #1a: In a low income K-3 setting, the formula recommends one teacher for 15 students
 - #4: One Instructional Facilitator for every 200 students, (same for all categories)
 - #9b: One Library Aide/Media Tech for every 300 students

** Going forward, the Illinois State Board of Education (ISBE) will refer to the elements as cost centers, since some of the elements have multiple parts. ISBE identifies 34 cost centers.

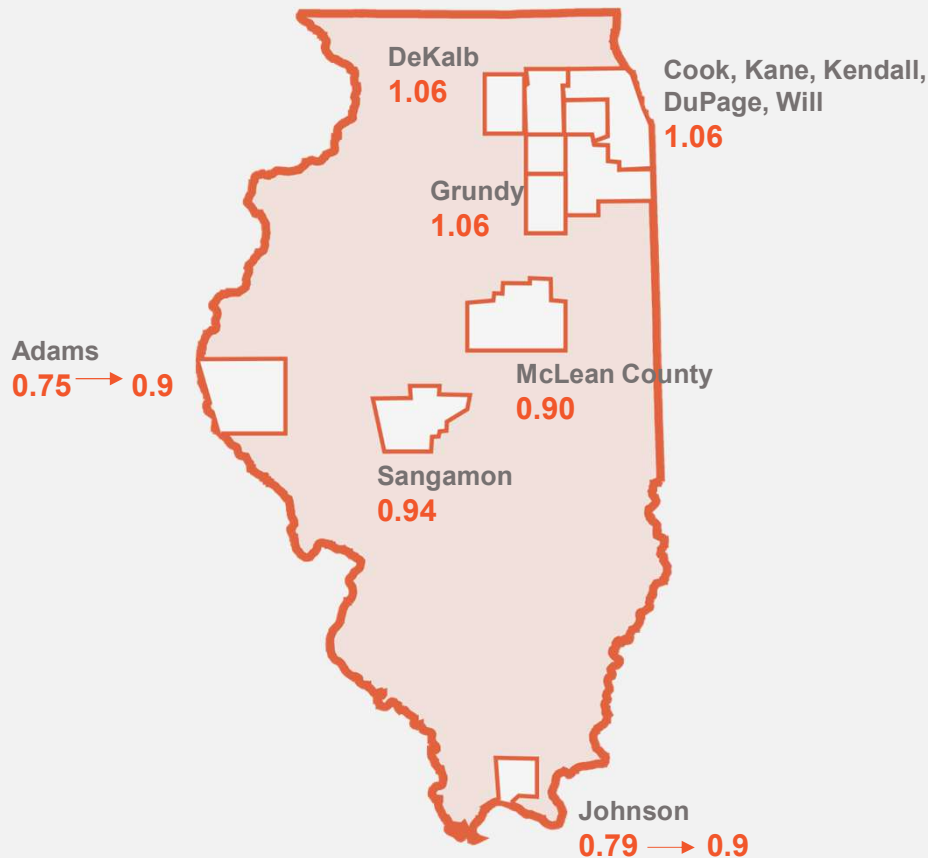
THE 27 ELEMENTS (aka 34 Cost Centers) (2)**

Per Student/Central Services							
12	Gifted	\$ per Student	\$40				CW4
13	Professional Development	\$ per Student	\$125				CW4
14	Instructional Materials	\$ per Student	\$190				CW4
15	Assessment	\$ per Student	\$25				CW4
16	Computer Technology	\$ per Student	\$285.50	+ \$285.50 by grant for Tier 1 & 2			CW4
17	Student Activities		K-5 \$100	6-8 \$200	9-12	\$675	
18	Operations and Maintenance	\$ per Student	\$1,038				Salary = \$352.92
19	Central Offices	\$ per Student	\$742				Salary = \$368.48
20	Employee Benefits	30% of Salary	30%				
Diverse Learners							
21	Intervention Tchr (Poverty/EL)	Per DHS	125	Per EL	125		
22	Pupil Support Tchr (Poverty/EL)	Per DHS	125	Per EL	125		
23	Extended Day Tchr (Poverty/EL)	Per DHS	120	Per EL	120		
24	Summer Sch Tchr (Poverty/EL)	Per DHS	120	Per EL	120		
25	English Learners Tchr (EL)			Per EL	100		
26a	Special Ed Teachers	K-5	141	6-8	141	9-12	141
26b	Psychologist	K-5	1000	6-8	1000	9-12	1000
26c	Special Ed Aides	K-5	141	6-8	141	9-12	141

- E.g., the formula recommends funding:
 - #12: The formula recommends \$40 for each gifted student (CW4 means there is no regionalization factor calculation)
 - #18: The formula recommends \$1,038 per student for O&M, \$352.92 of which is recommended for O&M Salaries.
 - #21: one FTE Intervention Teacher per 125 low income (per DHS) and per English Learner (can be duplicated, i.e. two FTE for 125 low income English Learners)

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REGIONALIZATION FACTOR



- To determine the Final Adequacy Target, a Regionalization Factor is applied. The Regionalization Factor or Comparable Wage Index (CWI) is a measure of regional variations in salaries.
- Initial Adequacy * CWI = Final Adequacy Target
- For Example, if adequacy was determined to be \$10,000,000 for a district, adequacy would be adjusted to:
 - \$9,000,000 in Adams County (even though CWI is .75)
 - \$9,400,000 in Sangamon
 - \$10,600,000 in Will County

DETERMINING ADEQUACY

Determining a district's resources is needed to obtain the calculated % **Adequacy Level**.

$$\text{Resources} \div \text{Adequacy Target} = \text{Adequacy LEVEL}$$

• For Example:

- High property wealth district:

$$\begin{array}{|c|} \hline \text{Resources} \\ \hline \$23,793,210 \\ \hline \end{array} \div \begin{array}{|c|} \hline \text{Adequacy} \\ \text{Target} \\ \hline \$24,498,359 \\ \hline \end{array} = \begin{array}{|c|} \hline \text{Adequacy} \\ \text{LEVEL} \\ \hline 97.0\% \\ \hline \end{array}$$

- Low property wealth district:

$$\begin{array}{|c|} \hline \text{Resources} \\ \hline \$ 13,589,596 \\ \hline \end{array} \div \begin{array}{|c|} \hline \text{Adequacy} \\ \text{Target} \\ \hline \$ 24,124,777 \\ \hline \end{array} = \begin{array}{|c|} \hline \text{Adequacy} \\ \text{LEVEL} \\ \hline 56.0\% \\ \hline \end{array}$$

WHY WE ARE HERE

- Icebreaker – How could the new school funding landscape impact your district?

WHAT'S IN THE LAW

- The good for negotiations:
 - Focus on sufficient staff to meet student needs – equity of opportunity.
 - Based on local need – different for all districts.
 - Should help teacher work load issues.
 - Focused on improving student outcomes.
 - Funding at state average salary should increase salaries in our traditionally underfunded (property poor) districts.
 - Provides a road-map for efficiencies (effect size – not quite in law but definitely in the research).

WHAT'S IN THE LAW

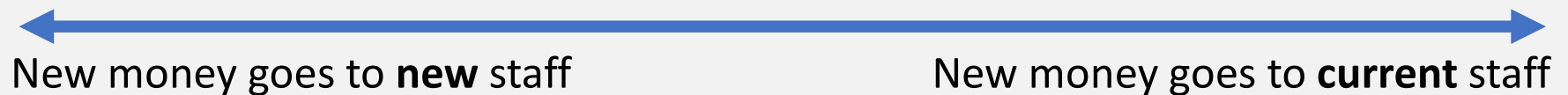
- The not quite so good for negotiations:
 - Not fully funded yet.
 - The bill allocates \$350 million in new funding this year, but ISBE estimates that \$7.2 billion is needed for every district to have adequate funding.
 - We have ongoing organizing work to do to continue funding the model.
 - Adequacy target may provide a rationale to lower local tax rate / contribution in some districts.

WHAT'S THE LAW SAY ABOUT BARGAINING

- Nothing.
- Nothing changes.

HOW CAN YOU USE THE MONEY

- Some of the money comes with a target
 - Tech funds
 - O&M
- Most of the money is focused on staffing/programming, and we can use a continuum bounded by:



IN PLACING YOUR DISTRICT ON THAT CONTINUUM, CONSIDER:

- Balance the need for higher salaries to attract and retain high quality staff with the need to provide new staffing.
- Effect sizes may help decide what's important in your district.
- Consider any shortcomings in student experiences, opportunities and performance that district data brings to light.
- Could mentor teachers (as full time assignments) help with the teacher pipeline in your area?
- And....

TABLE GROUPS – 15-20 minutes

- Generate suggestions
- Generate questions

STUMP THE PANEL

- Answer questions folks generated