IT TAKES A VILLAGE. AND IT TAKES A REGION OF COMMUNITIES.

Hudson Valley Pattern For Progress believes that the modern way to look at urban schools is that everyone living in that community must assume responsibility for the success or failure of the education of students in grades K-12.

Pattern has identified 25 urban centers to assist in their revitalization. We assert that when teachers and administrators protest that they cannot be solely responsible for the outcomes in urban school districts, especially those with neighborhoods in high poverty, the local governments, businesses and not-for-profits must become involved in helping those with primary responsibility. Essentially, the school personnel are right.

Accompanying this observation is a series of questions. Do urban school districts have the resources they need? Are they funded fairly compared to wealthier districts? How can businesses help train high school students for a career providing hope upon graduation from high school? With so many businesses screaming they no longer can find employees with the right skills, everyone must help. Education must prep students for careers that help them; aid communities, improve quality of life and empower the generations to come.

Poverty and a poor education should not be an accident of geography in this era of technology. Creativity and flexibility must be given to these urban school districts to better position them to provide better outcomes.

Pattern's Urban Action Agenda insists that when trying to revitalize urban centers, its schools must be part of the discussion. No longer can local governments and businesses take a hands-off attitude, and neither can schools choose to exist in isolation. With limited resources, we must all agree to help our young people. One goal, with a coordinated purpose -- helping the students -- is critical. We are all invested in paying for this outcome and its consequences.

Pattern seeks to assist in bridging this divide. Local governments that do not see education as part of their mission must start to ask what they can do. We are not adversaries; we are, as a community, a team that should help each other. Businesses must continue to expand their view to extend their resources to include local school districts. All kinds of not-for-profits must look to see how they can help teachers provide the extended environment for students to succeed.

With this inaugural quarterly newsletter from Pattern's Center For New Models in Education, Pattern says we seek to help regionally to find better outcomes. Helping to connect and convey best practices for school/business partnerships is now in our lexicon. Helping fight for necessary resources is part of our mission. Using our Pattern Fellows -- a development program for municipal and nonprofit leaders -- to help individual districts will expand our reach. Who else wants to help?

While many will attend college, the prospect of college debt now means high school may be the last part of formal education for others. Let's ensure that we give all students the best chance to graduate with skills that align with today's economy.

Come join us. We all must be part of the solution.

Pattern starts Superintendents Forums to strengthen urban districts, aid collaboration

Pattern For Progress believes collaboration is important for the Hudson Valley's growth. This is why Pattern's Center For New Models in Education has begun meetings with city and urban areas' schools superintendents.

These districts, with high poverty levels, budget constraints and complex demographics, have long felt there's an imbalance in how the state provides money for schools. They maintain they are not receiving their "fair share" of funding, and that forces these districts to make difficult choices to find money for the highest priority programs.

Pattern's Center For New Models in Education will be holding quarterly meetings with superintendents to collaboratively examine this issue and others, and help mold an agenda that might assist. Pattern also seeks to identify models for schools/business partnerships.

Attendees at the first session on March 8 were Dr. Paul Padalino of Kingston schools (in the photo at center, right); Dr. Kenneth Eastwood (left) of Middletown schools; Tammy Mangus (at right) of Monticello schools; and John Xanthis (second from right) of the Valley Central School District, which serves Walden. Pattern President and CEO Jonathan Drapkin (center) moderated. They discussed a range of funding issues and the special circumstances such districts face.

As part of its Urban Action Agenda, Pattern meets quarterly with city mayors, who share best practices and explore solutions to pending issues.
Scorecard: Hudson Valley schools' requests for $2 billion for technology

How are Hudson Valley school districts overall using their share of state money to improve and advance technology?

On Election Day, 2014, New York voters approved $2 billion in bonds, authorized by the Smart Schools Bond Act (SSBA). These bonds are to be used to finance improved educational technology. The top three uses, according to the State Education Department, are for:

- Classroom technology, such as tablets, whiteboards and "smart" tables and other equipment specifically for student and teacher use.
- School security systems, including ensuring visitors are screened as they enter school buildings.
- School connectivity, including wireless access, and upgraded hardware and software.

New York City schools were allocated $783 million, with the remaining $1.217 billion divided among the other 700+ districts in New York State. The 113 school districts of the Hudson Valley were allocated a total of $205 million. Amounts allocated to individual varied widely, ranging from as little as $78,000 (Garrison) to as much as $24 million (Yonkers). The median allocation amount was $1.68 million.

The money allocated to each district is available only after each district makes an application or applications to use it to fund expenses compatible with the terms of the SSBA. Through a multi-step review process, district requests are evaluated and either approved, or sent back with requests for revisions or additional information. Districts with approved projects can spend local funds on the project and will then be reimbursed by the state.

<table>
<thead>
<tr>
<th>County</th>
<th>Total Districts</th>
<th>Districts Approved or Under Review</th>
<th>Total Smart Schools Bond Act Allocation</th>
<th>$ Approved ( % of Total SSBA Allocation )</th>
<th>$ Under Review ( % of Total SSBA Allocation )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia</td>
<td>7</td>
<td>4</td>
<td>$5,336,478</td>
<td>$786,431 (15%)</td>
<td>$1,174,223 (22%)</td>
</tr>
<tr>
<td>Dutchess</td>
<td>13</td>
<td>7</td>
<td>$26,599,848</td>
<td>$1,747,017 (7%)</td>
<td>$8,667,438 (33%)</td>
</tr>
<tr>
<td>Greene</td>
<td>6</td>
<td>3</td>
<td>$4,842,682</td>
<td>$147,823 (3%)</td>
<td>$1,366,333 (28%)</td>
</tr>
<tr>
<td>Orange</td>
<td>17</td>
<td>9</td>
<td>$50,530,790</td>
<td>$1,745,089 (3%)</td>
<td>$21,952,598 (43%)</td>
</tr>
<tr>
<td>Putnam</td>
<td>6</td>
<td>6</td>
<td>$8,464,967</td>
<td>$2,286,456 (27%)</td>
<td>$2,424,516 (29%)</td>
</tr>
<tr>
<td>Rockland</td>
<td>8</td>
<td>6</td>
<td>$19,358,326</td>
<td>$4,016,740 (21%)</td>
<td>$6,846,716 (35%)</td>
</tr>
<tr>
<td>Sullivan</td>
<td>8</td>
<td>2</td>
<td>$10,282,343</td>
<td>$499,431 (5%)</td>
<td>$455,890 (4%)</td>
</tr>
<tr>
<td>Ulster</td>
<td>9</td>
<td>4</td>
<td>$18,131,239</td>
<td>$0 (0%)</td>
<td>$4,346,610 (24%)</td>
</tr>
<tr>
<td>Westchester</td>
<td>40</td>
<td>29</td>
<td>$61,774,921</td>
<td>$16,101,538 (26%)</td>
<td>$9,105,387 (15%)</td>
</tr>
<tr>
<td><strong>Hudson Valley</strong></td>
<td><strong>113</strong></td>
<td><strong>70</strong></td>
<td><strong>$205,064,833</strong></td>
<td><strong>$27,330,525 (13%)</strong></td>
<td><strong>$56,339,711 (27%)</strong></td>
</tr>
</tbody>
</table>

In the Hudson Valley, many districts have applied for funds. Some have been approved, but others have not started the process yet. As of March 2017, 70 districts in the Valley have submitted applications for SSBA projects. Districts that have applied and have had their applications returned with requests for revisions are not included in this total. Projects with a cost of $27.3 million have been approved, and projects worth $56.3 million are under review. Though these numbers are large, over 60% of the SSBA funds allocated to Valley districts have yet to be applied for. Each district was allocated a set amount of money under the SSBA, which can be used for either one large project or several smaller ones. The table shows the allocation given to all districts in each county (districts that cross county boundaries are counted in the county containing the majority of the district).

Some counties are further along than others. In Putnam, every district has an application for funds either approved or under review, and 56% of funds allocated to these districts have been approved or is under review. In Rockland County, 56% of money allocated has been approved or applied for, and six of eight districts have submitted applications. By contrast, in Sullivan, only two of seven districts have submitted applications, and only 10% of allocated funds have been applied for. In Ulster, no projects have been approved, although four districts have submitted applications for projects totaling 24% of the allocation.

Innovation Profile:

Poughkeepsie High E-Tech students simultaneously study for high school, college degrees

Some at-risk students at Poughkeepsie High School are working toward two degrees at once -- high school and college -- while prepping for a technology or engineering career.

The E-TECH Program is a partnership among the Poughkeepsie City School District, Dutchess Community College and Central Hudson Gas & Electric Corp. Poughkeepsie High students, as part of their curriculum, take college-level courses in math and science. They are mentored by professionals, gain experience in workplaces and serve internships. The result for graduates is a high school diploma and an associate’s degree in engineering.

This program -- ETECH stands for Engineering, Technology, Early College High School -- launched in early 2016. It is funded through the New York State Pathways in Technology Early College High School grant. It is one of 10 such public-private partnerships statewide. DCC provides expertise on the curriculum, assists high-school teachers and mentors, and offers library, tutoring and other academic resources. Central Hudson contributes insights on employment needs across the valley; provides employees to serve as mentors; experience in the workplace; and helps identify entry-level positions for graduates to consider. Three-hundred students are to participate in E-TECH in the program's first six years. DCC President Dr. Pamela Edington said, “Together, we're providing transformational opportunities for City of Poughkeepsie students and their families and making a positive and powerful impact on our community.”