

GUBERNATORIAL
DELINQUENCY:
CUOMO'S FAILURE
TO FUND NEW YORK CITY
PUBLIC SCHOOLS

PAYMENT DUE

Introduction and Overview:

What Cuomo Owes New York City Public Schools: **\$2,667 per student**

Data from the State Education Department shows that public schools in New York City are owed \$2.5 billion in Foundation Aid and Gap Elimination Adjustment funding. These public schools have been chronically underfunded for years, as the state's highest court found in the Campaign for Fiscal Equity (CFE) ruling. Now, more than twenty years since the CFE lawsuit was filed and ten years since the final decision was delivered by the Court of Appeals, the state is still neglecting the needs of New York City. **In Cuomo's budgets so far, gubernatorial delinquency is clear: the state has failed to live up to the CFE ruling, continuing to underfund New York City public schools and stubbornly refusing to pay back what it owes them.**

This is the first report of its kind to show exactly how much state funding Cuomo owes public schools in every Assembly and Senate legislative district across New York City:

\$2,667 per student.

Money matters for educational outcomes. An additional \$2,667 per student could mean smaller classes, additional libraries, and more programs to strengthen learning.

New York City public school students cannot continue to wait for basic fairness and equity in funding. They are calling on Cuomo to use this year's state budget to pay what he owes New York City public school students and to end his gubernatorial delinquency now.

Gubernatorial Delinquency: Cuomo's Debt to Our Students

Key Findings

- Governor Andrew Cuomo has failed to live up to his constitutional obligations to New York City's school children. Governor Cuomo has consistently failed in his obligation to propose and provide the resources necessary for all New York City students to receive the "sound basic education" that is guaranteed by New York State's constitution.
- Governor Cuomo and the legislature are delinquent in the amount of \$2.5 billion annually that is owed to the New York City schools as a result of the Campaign for Fiscal Equity.
- Governor Cuomo has ignored CFE altogether despite promising to fund it when he ran for Governor in 2010. In his entire tenure he has never once proposed an increase in the Foundation Aid funding which is required in order to fulfill CFE.
- Every Senate and Assembly District is owed tens of millions of dollars in funding for their schools in order for the state to fulfill its constitutional obligations to provide a "sound basic education." The state's funding delinquency affects every neighborhood in every borough. The report details the funding that is due by every Assembly and Senate District. Topping the list are Assemblyman Michael Blake's district in the Bronx where schools are owed \$77 million annually by the state and schools in Senator Joe Addabbo's district in Queens are owed \$137 million.
- As a result of underfunding, students are being shortchanged as schools have inadequate supplies, overcrowded classrooms, insufficient numbers of guidance counsellors and social workers, understaffed and under resourced libraries, underfunded arts and sports programs, lack of sufficient tutoring and other supports for struggling students and reduced curriculum offerings and after school options. These classroom cuts have the greatest negative impact on students in high needs schools with large concentrations of students in poverty, students with disabilities and English language learners.
- Governor Cuomo's 2015 budget proposal does nothing to address any of the funding delinquency. The New York State Board of Regents and 87 Legislators have called for a statewide funding increase of \$2 billion to \$2.2 billion in order to restart funding for CFE and pay down the state's delinquency. The Governor's budget would provide no funding increase at all unless the legislature agrees to a series of unrelated and controversial proposals. Even then the Governor is proposing only a \$1.1 billion increase which is grossly inadequate to fulfilling his constitutional obligations.

Key Terms

Campaign for Fiscal Equity (CFE): The CFE was a law-suit brought by parents against the State of New York claiming that children were not being provided an opportunity to an adequate education. In 2006, the NYS Court of Appeals ruled in CFE's favor and found that New York State is violating students constitutional right to a "sound and basic education" by leaving schools without the funding necessary.

Foundation Aid: In 2007, the Governor and legislature enacted the Foundation Aid funding formula in order to comply with the Court of Appeals CFE ruling. In order to fulfill CFE, the state committed \$5.5 billion in Foundation Aid, to be phased in by 2011. Funding was to be distributed based on student need factors including poverty, English language learner status, number of students with disabilities as well as the local level of poverty or wealth, based on income or property values. The formula and the implementation of Foundation Aid have been substantially delayed. Today, the amount of Foundation Aid owed to schools is \$4.9 billion according to the State Education Department data.

Gap Elimination Adjustment (GEA): In 2010 and 2011 Governors Patterson and Cuomo cut \$2.7 billion from state aid to schools with the commitment it would be reinstated at a later date. These cuts were much larger to poor districts than to wealthy ones. To this day \$1.1 billion in GEA is still owed to districts across the state. Foundation Aid will do more to address rural, urban and suburban high needs districts, but GEA must be rein-stated as well.

“I think the inequity in education is probably the civil rights issue of our time. There are two education systems in this state. Not public private. One for the rich and one for the poor and they are both public systems.”
“The way we fund education through the property tax system, by definition is going to be unfair. And it is. The state is supposed to equalize or come close to equalizing with its funding. That’s the CFE lawsuit that the state is yet to fully fund.”

Andrew Cuomo,
candidate for Governor
October 2010

NYS Constitution, Section 1 of Article 11. The legislature shall provide for the maintenance and support of a system of free common schools, wherein all the children of this state may be educated.

Methodology

We used NYS Education Department data as published after the 2014-15 enacted budget was passed. The SED data files include the amount that school districts would receive if the Foundation Aid was fully phased in as it was intended when it was passed in 2007. In addition, the School Aid 2014-15 file also shows how much Gap Elimination Adjustment is left for each school district. A separate database published by SED for the School Report Cards for 2012-13¹ lists all the schools and includes enrollment for each school in each district. Schools opened and changes in enrollment since this database was published are not included. To calculate the amount owed per pupil, we divided the total amount owed to each school district by the total amount enrolled in the district (the sum of students in each school). We then calculated the amount owed to each

Campaign for Fiscal Equity

In 1993, a group of parents from New York City brought a lawsuit against New York State. Led by Robert Jackson who was then president of community school board 6, and later become City Council Education Chair, the group filed a constitutional challenge against the state citing that New York City schools were receiving inadequate funding to meet all students’ needs. This suit is known as **Campaign for Fiscal Equity (CFE)**.

The case made it through all levels of court, when in 1995 the Court of Appeals, which is the state’s highest court, ruled that the constitution requires that the state offer all children the opportunity for a **“sound basic education, defined as a meaningful high school education that prepares students for competitive employment and civic participation”ⁱⁱ** and cleared the case for trial. Under Governor Pataki the state used every appeal and legal maneuver possible

school by the number of students in that school. The actual distribution by school may vary depending on whether funding is provided as Foundation Aid, whether the Contract for Excellence rules apply, whether New York City uses its Fair Student Funding Formula and other factors. There is no way for anyone to calculate in advance the intersection of those formulae and rules. The methodology in this report provides a fair and reasonable estimation of distribution based upon student enrollment data.

To calculate the amount owed per Senate and Assembly district, we summed the total amount per school in each legislative district. We received the database that shows the schools and districts in each legislative district by the State Education Department.

to delay a decision. At one point a Pataki appointed judge wrote that an 8th grade education was adequate. Finally, in 2006 the Court of Appeals reaffirmed an earlier decision and ordered the state to increase basic classroom operating aid to New York City schools by \$1.93 billion plus inflation. The court stated that this amount must be considered as “the constitutional floor” and the state and legislature should consider providing more funding to all districts across the state which had students in poverty and were considered high need.ⁱⁱⁱ

In 2007, after a robust campaign that mobilized parents across the state, the state and the legislature committed to increase school aid by \$7 billion annually, phased in over a four year period with basic classroom operating funds increasing by \$5.5 billion. The classroom funding was to be distributed through a formula called **Foundation Aid** which

was based on student need. The Foundation Aid takes into consideration the level of poverty in a district, the number of students that are not proficient in English, the number of students with disabilities, the regional cost, and the income

and property wealth in a district. The relatively short four-year phase-in was essential to providing enough resources to outpace inflationary costs and fund improvements.

Education Budgets after the CFE Commitment

The state provided only two years of CFE funding through the Foundation Aid in 2007 and 2008 and schools throughout the state made improvements. In 2009, the state froze funding to schools which translated to program cuts in schools, particularly the high needs schools, as costs continued to rise. In 2010, the state cut \$1.4 billion in funding cuts which began to reverse the course of the CFE commitment by implementing a Gap Elimination Adjustment, a formula that cut funding from schools. Governor Cuomo's first budget (2011) included another \$1.3 billion in cuts through a continuation of the Gap Elimination Adjustment (GEA). These cuts hit high need school districts much harder than wealthy districts. Governor Cuomo also inserted provisions in state law that served to disabled the Foundation Formula and to block any efforts to fulfill the CFE commitment.

In 2012, the governor proposed \$805 million funding restoration to education. His proposal did not include putting any funding through the Foundation Aid formula. The legislature, however, primarily as a result of the persistent negotiations by the Assembly, enacted \$112 million of Foundation Aid.

New York State is In Default: \$2.5 Billion Owed to New York City Students

Data from the State Education Department shows that New York State owes public schools in New York City \$2.5 billion in Foundation Aid and Gap Elimination Adjustment

In 2013, the state enacted an increase of \$944 million. Most of the funding was put through the GEA- \$517million. Only \$172 million was put through the Foundation Aid formula.

In 2014, the enacted budget included a \$1.1 billion increase, with \$250 million in Foundation Aid and \$608 million in GEA.

Governor Cuomo's Executive Budget proposals have never included any Campaign for Fiscal Equity funding, ignoring the Foundation Aid and the fact that it prioritizes the districts that need funding the most. While the rhetoric by the governor is that "education is the great equalizer,"^{iv} he has ignored the most equitable funding formula in NYS law by proposing zero increases to Foundation Aid and prioritizing the GEA instead. For high needs districts such as New York City, the Foundation Aid is the most beneficial because it accounts for student need. Under his tenure the gap between wealthy and poor schools has grown and is now at record levels with wealthy schools spending \$8,733 more per pupil than poor ones.^v

funding. New York City public schools have been chronically underfunded as the state's highest court found in CFE. Now, more than twenty years since the lawsuit was filed

My name is Christine Wong and this is my 11th year as a special education teacher at PS 1 Alfred E. Smith Elementary School in Chinatown, Manhattan. Over the last several years, I have witnessed how the withholding of essential and mandatory funding from the Campaign for Fiscal Equity has had a direct negative impact on student learning, education, and growth.

PS 1M is a community school that is comprised of about 500 students. About 67% of the students are from a Chinese-speaking family background, about 21% are from a Spanish-speaking background, and about 11% are African-American. Our English Language Learners (ELLs) consist of about 36% of the school population while Students with Special Needs account for about 22%.

As class sizes slowly increase every year, it becomes more difficult for students to keep up with the demands of the workload from the Common Core Learning Standards (CCLS). ELL students are especially at a disadvantage.

How can we expect ELL students to learn English while keeping up with the fast paced CCLS curriculum in a large class setting of potentially up to 32 students in grades 1 to 5?

The smaller class sizes would also help to ensure that ELL students receive individualized attention during the entire school day and not just for a few periods of ELL services.

and ten years since the final decision was delivered by the Court of Appeals, New York State is still defaulting on its city students. **Under Governor Cuomo's tenure, not only has the state reversed the commitment it made to CFE and to its schoolchildren, it defaulted in paying back the funding**

cut from the education budget. Our analysis shows how much funding schools in each legislative district are owed by the failed Cuomo budgets. New York City students cannot continue to wait for a budget that is adequate and fair.

Governor Cuomo's 2015-16 Budget Proposal

The New York State Board of Regents recommended a \$2 billion school aid increase.^{vi} The Education Conference Board called for a \$1.9 billion school aid increase. Eighty-seven legislators sent a letter to Governor Cuomo calling for a \$2.2 billion school aid increase as part of a four year plan to fully fund CFE.^{vii} Governor Cuomo ignored all of these and dismissed the Regents plan as "political correctness."^{viii} In fact **Governor Cuomo's budget proposes no increase at all for schools unless the legislature agrees to a series of new laws** he has proposed to increase the role of standardized tests in teacher evaluations and student's education, increase charter schools in New York City

by as much as 259 and allow unprecedented state powers for takeover of struggling schools. Tied to these proposals he has offered only a \$1.06 billion school aid increase—half of what the Regents and others have identified as necessary to begin funding CFE. Students' constitutional right to a "sound basic education" are not contingent upon the items contained in the Governor's legislative package and the legislature should decouple funding from the Governor's education proposals. Even then the proposed \$1.06 billion is severely inadequate and the legislature must increase funding by \$2.2 billion in order to begin fulfilling its constitutional obligations.

Profile of Student Need in New York City

While New York City has areas of extreme wealth, it also has areas that are in deep poverty. A district of one million students, the majority of students in the NYC public school system are minority students, with 40% being Hispanic, just over 27% being Black, and 16% being Asian.^{ix} Over 75,000 students in New York City public schools live in temporary housing.^x Almost eighty percent of the students in public schools are in the Free and Reduced Price Lunch program.^{xi} The average class size for Kindergarten is 23 although many schools have Kindergarten classes with

many more five-year-olds. The average class size for higher grades reaches 27 and 28 students per class.^{xii} In addition, over seven thousand students are in transportable classroom units^{xiii} as a New York Times article reported last April. One in six students is identified as an English Language Learner. Almost one in four students is classified in special education. A shocking one third of the city's schools are overcrowded as the NY Daily News reported.^{xiv} For Governor Cuomo to assert that "it's not about the money" is simply absurd.

Money matters for schoolchildren

New York State's schoolchildren have been told many times since Governor Cuomo took office that that money does not matter. Yet, the research has proven this claim wrong. A longitudinal study done by the National Bureau of Economic Research (2015)^{xv} shows that when spending increases by 10% each year during low income students' tenure in school (K-12), those same students end up earning 9.5% more as adults. Graduation rates increase by 4% to 26% and the likelihood of adult poverty is reduced. Positive effects were also found when class sizes are reduced, when the adult to student ratio increased, when instructional time increases, as well as when teacher compensation was increased which is helped attract more qualified and experienced teaching staff. Lastly, improved access to school resources assists and enhances the life outcomes of economically disadvantaged children and reduces the "intergenerational transmission of poverty."

The following educational resources all cost money and all have proven track records of success:

- Quality early learning programs improve educational and economic outcomes.^{xvi}
- More and better time spent in school through quality afterschool programs or expanded school day and year.^{xvii}

High need schools would benefit from increased resources

There are many schools such as those described below. These schools are in great need for more resources to not only meet their students' needs but to make them college or career ready.

PS/IS 155 Nicholas Herkimer, Brooklyn in Assembly member Latrice Walker's and Senator Velmanette Montgom-

- Community Schools that serve the needs of the community, the students and their families' ^{xviii}
- An engaging and challenging curriculum that is up-to-date and is culturally relevant.^{xix}

The Governor's own Education Reform Commission endorsed expanded learning time and community schools, yet the Governor has done little more than pay them lip service, funding these programs for only a tiny fraction of students while continuing to disparage the impact of funding on education and failing to meet his CFE obligations. In his 2013 State of the State the Governor promised extended day to every school district that wants to "opt in", saying if they do it, the state would pay 100% of the additional cost, but he failed to deliver.^{xx} Similarly in 2014 he promised universal full-day pre-K for every four year old in New York State, but when it came time to invest he only delivered for 5% of four year olds outside New York City with no plan for further expansion.^{xxi}

The funding owed to city schools needs to be repaid so that every student is able to have "a sound basic education" as the state's constitution prescribes. These resources could be put towards more art programs, more after school, more teachers, guidance counselors, social workers, and many other needed programs for schools.

ery's district, is owed \$1,258,784. The school (K-8) which has 472 students, 93% of them in the Free and Reduced Lunch (FRPL) program (91% are on Free Lunch). It also has 96% students of color, 22% are students with disabilities, and 11% of students are English Language Learners.

School of Diplomacy, Bronx in Speaker Carl Heast-

“Improved access to school resources assists and enhances the life outcomes of economically disadvantaged children and reduces the “intergenerational transmission of poverty.”

The Effects of School Spending on Educational and Economic Outcomes, National Bureau of Economic Research

I have been at Richmond Hill for 9 years, and each year we offer less. Each year we lose ground in the budget.

Right now we have no tutoring programs in the building. Teachers use their lunch periods to help students but that's not an answer.

At one point we had an after-school program - clubs like Anime, art, chess, music, drama - chances for students to explore their creative side and maybe discover a talent or interest they didn't know they had. Those clubs no longer exist.

We have 34 or 35 students in a class. One year there was a program that dropped the class size in 9th grade down to 25 students. It only lasted one year, but I know I was able to give each student more individualized attention.

We have one school psychologist for 2,200 students.

It is so unfair.

We have lost staff, so we lost all the electives, and are down to the core subjects.

What would we do if Gov. Cuomo met his commitments?

We would reinstate a full-tutoring program. We would have a full after school program, offering students the arts.

If we had the funding, our ELL teachers would definitely want to reduce class size down to 10-15 students. We have students from India, Pakistan, the Middle East, Spanish-speaking countries. They come and are expected to pass the Regents exams, in English. With 35 students in a class, and multiple languages spoken, how can each student get what he needs to achieve?

We would bring back electives and try to get the class sizes down for everyone.

We are asked to do more with little. Our students deserve more. They really do."

Charles DiBenedetto,
English teacher grades 9-12,
Richmond Hill High School, Queens

ie's and Senator Ruth Hassel-Thompson's district, is owed \$738,736. The school (6-8) has 277 students, 90% of them are in the FRLP program (84% Free Lunch). It also has 93% students of color, 20% are students with disabilities and 12 % are English Language Learners (ELLs).

PS 330, Corona Queens in Assembly member Jeff Aubry's and Senator Toby Ann Stavisky's district, is owed

\$1,010,761. This school, which enrolls 379 students (K-4), has 97% of its students in the FRPL program (91% in Free Lunch). The school also has 25% ELLs, 87% students of color, and 17% students with disabilities.

Below is a menu of options that schools such as those above could provide if they received the funding they are owed.^{xvii}

Service Area	Cost	Unit	Note	Bottom Line
Classroom Teacher	\$54,329	Salary	After 2 year of teaching, With a Masters degree (without additional certificates)	\$55,000 per teacher per year
Teacher's Aide	\$21,743	Salary	Base Pay	\$22,000 per aide per year
Guidance Counselor/ Social Worker	\$60,371	Salary	After 2 years in the system, After having completed 60 credits in counseling courses	\$60,000 per counselor per year
Afterschool program	\$3,000	Per student	Based on SONYC numbers	500-student school: \$1.5 million for afterschool for all kids per year
Arts Program	~\$75,000	Per art program	Cost based on Office of Arts and Special Projects Each school receives \$3,500 per art program (\$1,000 for supplies and resources and \$2,500 for cultural partnerships) Average art teacher salary: \$50,000	\$75,000 per year
Library	\$50,000 \$15,233 \$23.37	Salary Library budget Per pupil	* This is the minimal cost for <i>maintaining</i> an existing library, not to build a new one * This is based on 2013-14 survey data of 768 school and public libraries * Per Pupil is based on averages for the 1999-2000 school year, before budget cuts decimated libraries	\$77,000 per year For 500 students
Sports	\$5,000 \$2,000 \$1,000	Coach Salary Referee Salary Other	These figures are per sport per season. The salaries reflect the averages that are currently being paid (coach salary varies wildly by sport) Other includes	
* salaries do not include benefits.				

It is not hard to see from these examples how fully funding CFE would make a tremendous difference in the education of all students throughout New York City, particularly

low income students, English language learners and students with disabilities.

CFE Dollars Owed by Senate and Assembly District

In this report, we show the total amount owed to New York City schools by Assembly and Senate District. Every state legislator has a constitutional obligation to ensure that the schoolchildren in his or her district receive “a sound basic education.” The data calculation is based upon student enrollment with the assumption of the same per pupil rate for all students. In all likelihood schools with high concentrations of high needs students would receive an even higher proportion as funding which would mean a higher proportion of these funders concentrated in higher needs communities. Regardless the data clearly shows that students in every neighborhood would benefit greatly and the research shows that high need students benefit the most from increased investment in their education.

Assembly District

079	Michael Blake	\$76,519,150
024	David Weprin	\$68,486,399
037	Catherine Nolan	\$62,861,874
081	Jeffrey Dinowitz	\$61,875,115
084	Carmen E. Arroyo	\$56,959,989
065	Sheldon Silver	\$55,143,819
025	Nilly Rozic	\$53,930,372
086	Victor M Pichardo	\$53,218,306
026	Edward C. Braunstein	\$50,759,409
023	Phillip Goldfeder	\$49,935,332
053	Maritza Davila	\$49,423,285
064	Nicole Malliotakis	\$49,095,254
052	Jo Anne Simon	\$48,620,543
061	Matthew Titone	\$46,289,659
051	Felix W. Ortiz	\$45,790,945
085	Marcos A. Crespo	\$45,721,605
057	Walter T. Mosley	\$45,286,898
080	Mark Gjonaj	\$44,924,198
082	Michael Benedetto	\$44,193,463
072	Guillermo Linares	\$43,433,392
068	Robert J. Rodriguez	\$43,108,028
063	Michael Cusick	\$42,187,942

028	Andrew Hevesi	\$41,153,179
045	Steven Cymbrowitz	\$40,366,438
062	Joseph Borelli	\$40,321,101
054	Erik M. Dilan	\$40,166,420
067	Linda B. Rosenthal	\$40,022,406
049	Peter J. Abbate, Jr.	\$39,550,362
048	Dov Hikind	\$38,560,936
042	Rodneyse Bichotte	\$38,478,262
046	Alec Brook-Krasny	\$38,398,254
034	Michael G. DenDekker	\$38,192,902
055	Latrice Walker	\$37,731,526
038	Michael Miller	\$37,539,508
077	Latoya Joyner	\$37,278,150
027	Michael Simonowitz	\$36,867,445
078	Jose Rivera	\$36,502,077
060	Charles Barron	\$35,061,943
075	Richard N. Gottfried	\$34,989,936
070	Keith L.T. Wright	\$34,365,878
031	Michele R. Titus	\$33,901,834
030	Margaret M. Markey	\$32,907,075
047	William Colton	\$32,333,688
074	Brian Kavanagh	\$32,131,002
087	Luis R. Sepulveda	\$31,938,984
035	Jeffrion L. Aubry	\$31,920,316
039	Francisco P. Moya	\$31,914,982
032	Vivian E. Cook	\$31,565,616
083	Carl E. Heastie	\$30,666,865
059	Roxanne Persaud	\$30,429,510
044	James F. Brennan	\$30,325,500
058	N. Nick Perry	\$30,285,496
033	Barbara M. Clark	\$29,901,461
041	Helene E. Weinstein	\$29,349,409
036	Aravella Simotas	\$28,994,709
029	William Scarborough	\$27,557,242
040	Ron Kim	\$26,885,179
071	Herman D. Farrell, Jr.	\$26,183,780
056	Annette Robinson	\$26,063,769
050	Joseph R. Lentol	\$25,773,075
069	Daniel J. O'Donnell	\$25,573,056
066	Deborah J. Glick	\$24,396,946
043	Karim Camara	\$23,428,856
076	Rebecca Seawright	\$21,634,021

Frederick Douglass Academy is a 6-12 school of about 1,400 students.

“This year, teachers were not given even the most basic classroom supplies. By that I mean no chalk, no dry markers for the board, no chart paper, tape, no pencil sharpener.

Whatever teachers had in their classroom they either bought themselves or sought outside classroom sponsorship.

The reason, we were told, is because of the budget. That is just one example.

We have teaching vacancies - core subjects - that are taught by long-term substitutes. Again, we are told because of budget reasons that it is cheaper to hire a long-term substitute. These are people who are seeking certification in the subject they are teaching.

We used to have a rich tutorial program, which would help students in the areas they needed, but also had some enrichment as well.

We also used to offer students credit-recovery classes, the chance to take a class they need to graduate again, after school, so they could stay on track to graduate in time. That is gone as well.

If Gov. Cuomo and the state made good on school funding, the first thing we would want would be to hire and finally staff the building for teaching. It is crazy, but that is not being done right now.

We would hire a second guidance counselor for the middle school. Right now there is one counselor for about 350 students.

We would restore tutoring, so students who need more time get it and don't fall behind, and restore the credit-recovery get a second chance to graduate on time.”

Marquis Harrison,
Social studies teacher, 12th grade,
Frederick Douglass Academy, Manhattan

Harvest Collegiate is a new high school, just 3 years old with roughly 340 9th, 10th and 11th graders.

"A dream for my school would be the ability to hire four more teachers, so we could get the class size down.

Then we'd create more classroom libraries, so students could choose their own books for independent reading and there wouldn't be a waiting list for a dog-eared copy of an exciting, popular book.

And we'd get additional computer carts, so a class could use the laptop computers for more than 27 minutes, when they have to be packed up and raced down the hall for the next class to use.

And we would expand a program we believe in for that makes a difference in student discipline.

The critique is -oh, you just want to throw money at the problem. It's not about throwing money.

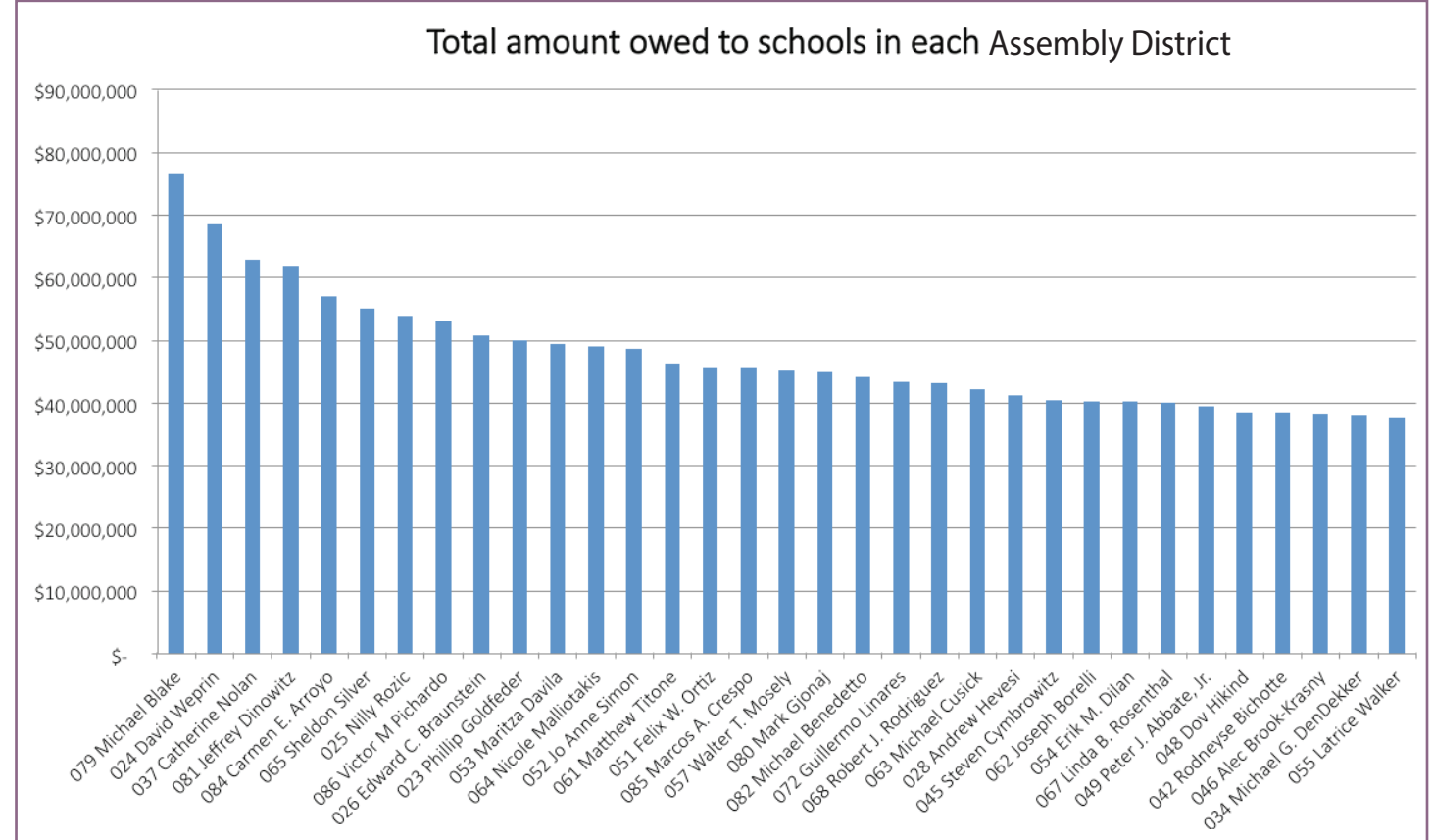
These are projects we are ready to do that would be meaningful to our students.

These are things places like Scarsdale have without even a question. No one is saying they shouldn't have them. What we are saying is our students should have them too.

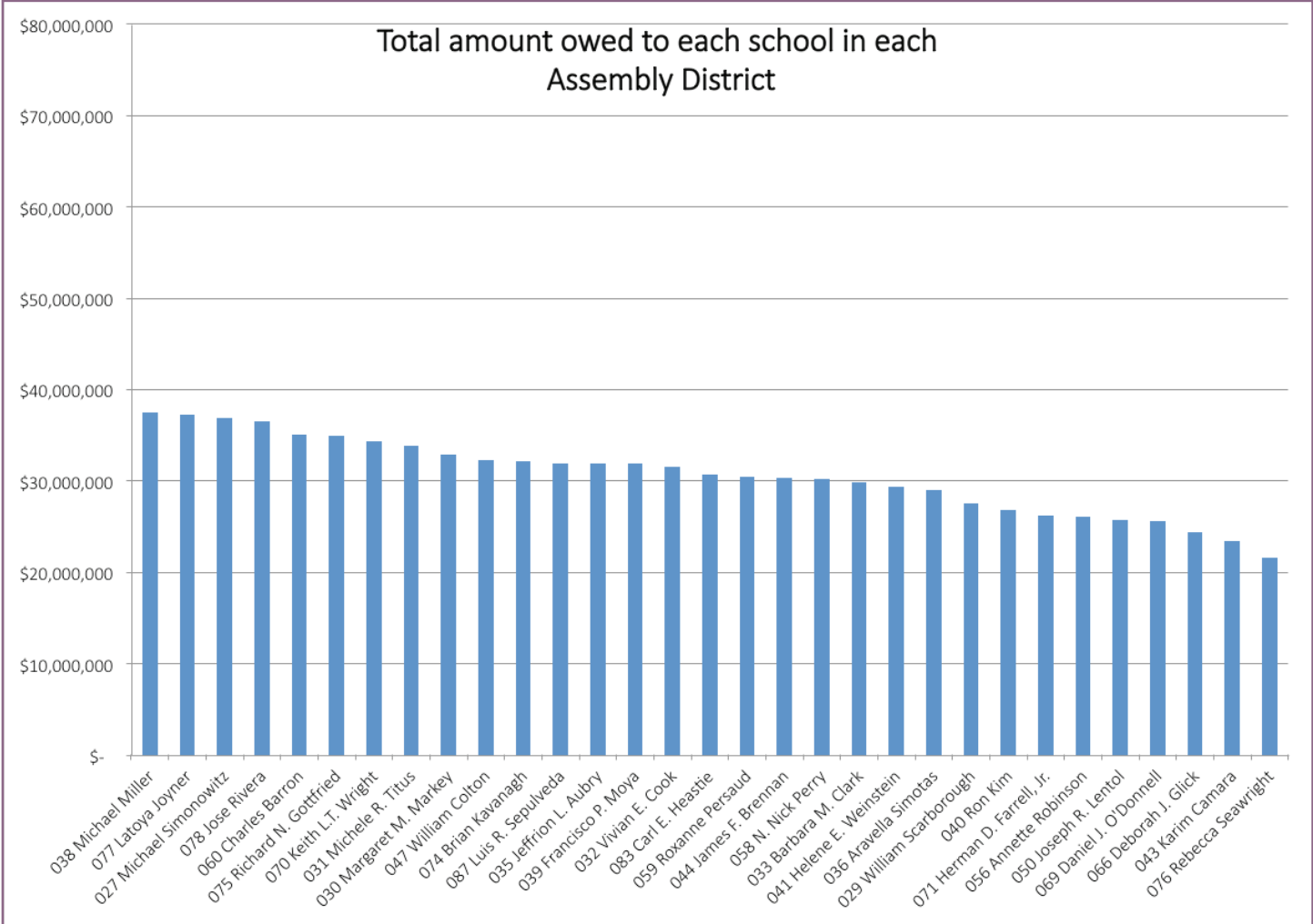
Yet teachers are blamed by the Governor - who just seems to be ignoring the law on funding."

John McCrann,
10th grade geometry teacher
Harvest Collegiate High School, Manhattan

Assembly Districts



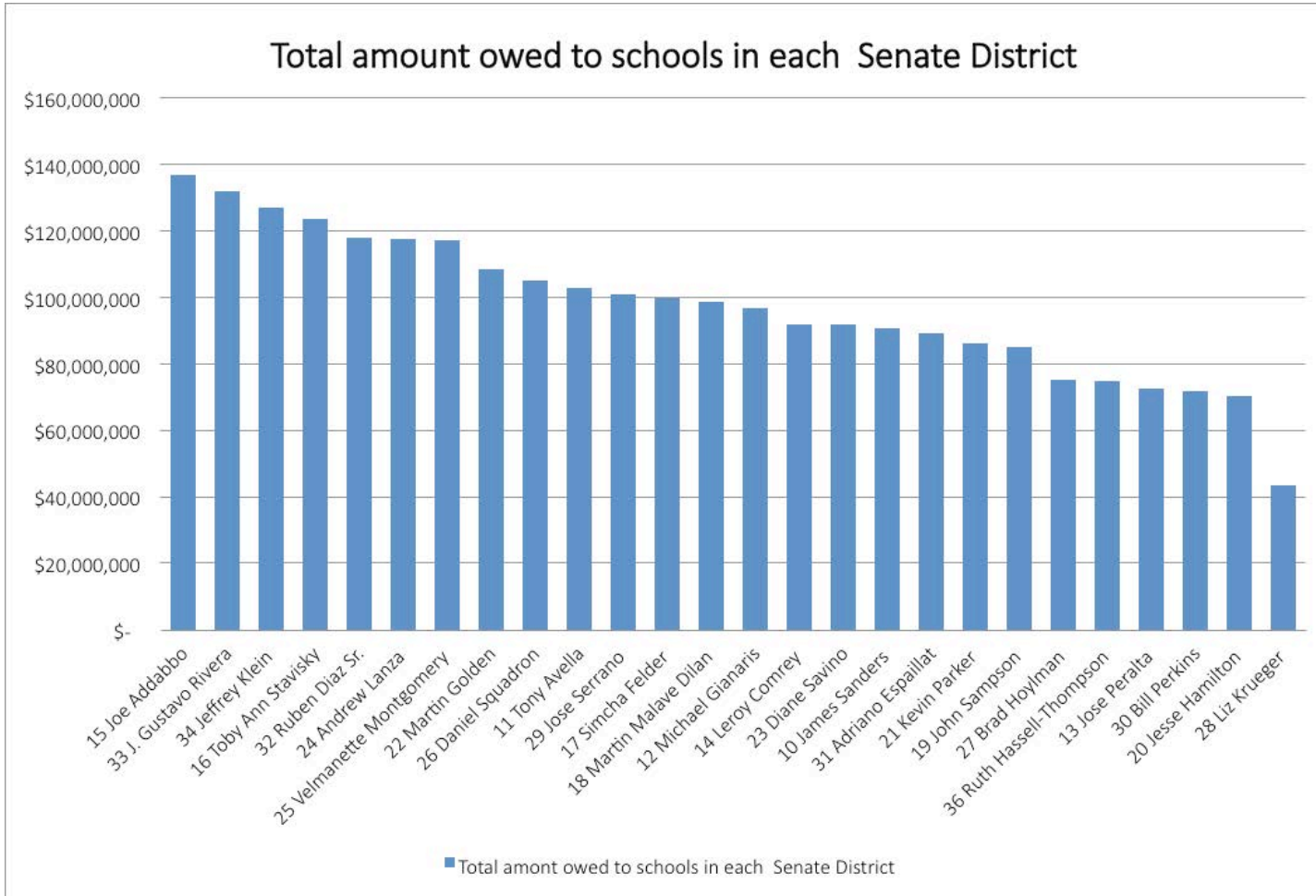
Assembly Districts



Senate Districts

15	Joe Addabbo	\$136,887,457
33	J. Gustavo Rivera	\$131,881,656
34	Jeffrey Klein	\$127,187,884
16	Toby Ann Stavisky	\$123,627,551
32	Ruben Diaz Sr.	\$117,989,691
24	Andrew Lanza	\$117,594,988
25	Velmanette Montgomery	\$117,189,617
22	Martin Golden	\$108,514,139
26	Daniel Squadron	\$105,001,811
11	Tony Avella	\$102,857,611
29	Jose Serrano	\$100,854,757
17	Simcha Felder	\$99,929,337
18	Martin Malave Dilan	\$98,534,540
12	Michael Gianaris	\$96,798,378
14	Leroy Comrey	\$91,899,253
23	Diane Savino	\$91,699,235
10	James Sanders	\$90,688,474
31	Adriano Espaillat	\$89,288,343
21	Kevin Parker	\$86,032,039
19	John Sampson	\$85,210,628
27	Brad Hoylman	\$75,103,017
36	Ruth Hassell-Thompson	\$75,015,009
13	Jose Peralta	\$72,516,109
30	Bill Perkins	\$71,884,050
20	Jesse Hamilton	\$70,313,237
28	Liz Krueger	\$43,334,716

Senate Districts



ⁱ <http://data.nysed.gov/downloads.php>

ⁱⁱ Campaign for Fiscal Equity Inc. v. State, 86 N.Y.2d 306 (1995), found Cornell Law School Legal Information Institute.

ⁱⁱⁱ http://www.schoolfunding.info/states/ny/lit_ny.php3

^{iv} 2015 State of the State address and Executive Budget Presentation <http://www.aqeny.org/wp-content/uploads/2015/01/final-final-record-setting-inequality.pdf>

^v <http://www.nystateofpolitics.com/2014/11/education-groups-call-for-1-9-billion-state-aid-increase/>

^{vii} <http://blog.timesunion.com/capitol/archives/227843/legislators-call-for-2-2-billion-in-education-aid/>

^{viii} <http://www.northcountrypublicradio.org/news/story/26968/20141219/in-letter-cuomo-demands-education-answers?noseries=1>

^{ix} NYC Independent Budget Office, (2014). New York City Public School Indicators <http://www.ibo.nyc.us/iboreports/2014education-indicatorsreport.pdf>

^x Same as above

- xi Same as above
- xii Same as above
- xiii http://www.nytimes.com/2014/04/01/nyregion/pushing-to-rid-new-york-city-of-classroom-trailers-even-as-enrollments-grow.html?_r=0
- xiv <http://www.nydailynews.com/new-york/education/1-3-city-schools-overcrowded-audit-article-1.1859717>
- xv Jackson, K.C., Johnson R.C, and Persico, C. (2015) The Effects of school spending on education and economic outcomes: Evidence from school finance reforms. National Bureau of Economic Research
- xvi <http://www.aqeny.org/wp-content/uploads/2012/03/Are-We-There-Yet-College-and-Career-Readiness-Report-Card.pdf>
- xvii <http://www.timeandlearning.org/files/TimeWellSpent.pdf>
- xviii <http://www.communityschools.org/results/results.aspx>
- xix <http://www.aqeny.org/wp-content/uploads/2012/03/Are-We-There-Yet-College-and-Career-Readiness-Report-Card.pdf>
- xx <http://www.governor.ny.gov/news/transcript-governor-andrew-m-cuomos-2013-state-state-address>
- xxi http://www1.nyc.gov/wp-content/uploads/2015/02/Children_Cant_Wait_2015-1.pdf
- xxii The table was prepared by the Annenberg Institute for School Reform. Please look at the following citations for the more information on each of the contents of the table.
- <http://www.uft.org/our-rights/salary-schedules/teachers>
- <http://www.uft.org/our-rights/salary-schedules/paraprofessionals>
- <http://www.uft.org/our-rights/salary-schedules/guidance-counselors>
- <http://www1.nyc.gov/office-of-the-mayor/news/439-14/new-york-city-launches-sonyc-largest-after-school-expansion-middle-school-city-s-history#/0>
- Interview with representative at the Office of Art and Special Projects <http://schools.nyc.gov/offices/teachlearn/arts/index2.html>
- <http://www.simplyhired.com/salaries-k-school-librarian-l-new-york-ny-jobs.html>
- http://www.slj.com/2014/04/budgets-funding/sljs-2014-spending-survey-savvy-librarians-are-doing-more-with-less/#_
- <http://www.ala.org/tools/libfactsheets/alalibraryfactsheet04>
- <http://librarybuild.blogspot.com/2012/01/how-much-does-it-cost.html>
- <http://www.bls.gov/ooh/entertainment-and-sports/home.htm>
- [file:///Users/LadyT391/Downloads/psal%20sam%202014%20fy%20\(1\).pdf](file:///Users/LadyT391/Downloads/psal%20sam%202014%20fy%20(1).pdf)
- xxii <http://data.nysed.gov/downloads.php>



The Alliance for Quality Education is a coalition mobilizing communities across the state to keep New York true to its promise of ensuring a high quality public education to all students regardless of zip code. Combining its legislative and policy expertise with grassroots organizing, AQE advances proven-to-work strategies that lead to student success and echoes a powerful public demand for a high quality education for all.



PPEF was founded in 1986 to address critical social, economic, racial and environmental issues facing low and moderate income New York State residents. Our areas of work have included health care, education, after-school programs, voter participation, economic development and consumer issues. PPEF uses many tools in its work, including grassroots organizing, research and policy development, public education on a wide range of policy issues, and community outreach.

