

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

PAYMENT DUE

Introduction and Overview:

What Cuomo Owes New York State Public Schools:

Data from the State Education Department shows that public schools in New York State are owed \$5.9 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 its constitutional obligation to provide a "sound basic education" for all New York State students.

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 State public schools and stubbornly refusing to pay back what it owes them.

Below is exactly how much state funding Cuomo owes public schools in every Assembly and Senate district across New York State. New York State public school students cannot continue to wait for basic fairness and equity in funding. They are calling on Cuomo to pay what he owes in this year's state budget and 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 State's school children. Governor Cuomo has consistently failed in his obligation to provide the resources necessary for all New York State students to receive the "sound basic education" that is guaranteed by New York State's constitution.
- Governor Cuomo is delinquent in the amount of \$5.9 billion that is owed to the New York State schools as a result of the Campaign for Fiscal Equity.
- Governor Cuomo's delinquency perpetuates inequality with the funding gap between wealthy and poor districts being at \$8,733 per pupil.
- 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 between \$9 million and \$160 million 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 school district. The report details the funding that is due by every Assembly and Senate District in upstate and suburban New York.
- As a result of underfunding, students are being shortchanged as schools have inadequate supplies, overcrowded classrooms, insufficient numbers of guidance counselors 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.

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

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 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 still owed for each school district. A separate database published by SED for the School Report Cards for 2012-13 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 student enrollment in the district. We then calculated the amount owed to each school by multiplying this per pupil amount by the number of students in that school. The exact distribution by school will ultimately depend upon additional factors that cannot be accounted for at this time including the Contract for Excellence and local decision-making by local school boards. 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 from the State Education Department.

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^{vi} and cleared the case for trial. Under Governor Pataki the state used every appeal and legal maneuver possible

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.

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.

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: \$5.9 Billion Owed to New York State Students

Data Data from the State Education Department shows that New York State owes public schools in New York \$5.9 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. The state's 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 and ten

years since the final decision was delivered by the Court of Appeals, New York State is still defaulting on its 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 failed Cuomo budgets. New York's 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. 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. Governor Cuomo ignored all of these and dismissed the Regents plan as "political correctness." 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 the number of privately run charter schools statewide by 100 which would di-

vert funding that public schools need. 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 State: A great range of need and opportunity

While New York State has areas of extreme wealth, it also has areas that are in deep poverty. With almost three million students in 4,530 schools across the state, NYS is a diverse state with a diverse student population. Forty six percent of students are White, 18% are Black, 25% are Hispanic, and 9% are Asian or Pacific Islander. Over half of the students in all the schools are economically disadvantaged. Over a sixth of NYS students are students with disabilities. There are school districts in the state have rich curricula with an abundance of college credits,

spending more than \$25,000 or \$30,000 per student, and, school districts that can only offer the bare minimum, spending less than \$14,000 per student. In fact, there is a \$8,733 gap in spending between wealthy and poor districts in the state. In addition, the urban areas in the state tend to have larger numbers of students of color, higher concentrations of students in poverty, English Language Learners, and student need overall. The districts that spend between \$25,000 and \$30,000 offer courses such "Wall Street: How to be a millionaire " or Film and Computer Anima-

¹Economically disadvantaged students are defined as those who participate in, or whose families participate in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA), Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF).

Money matters for schoolchildren

tion. While, in one rural school district, the valedictorian could not get accepted to nearest SUNY school because she did not have the courses necessary for college admission. For Governor Cuomo to assert that “it’s not about the money” is simply absurd.

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}
- 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 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.

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.

Lafayette High School in Buffalo has 691 students. The school is located in Assembly member Sean Ryan’s and Senator Tim Kennedy’s districts. Seventy nine percent of the students in the school are economically disadvantaged.

“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

Sixty eight percent of the students are English Language Learners. Twenty four percent of the students are Black, 27% are Hispanic, and 35% are Asian or Pacific Islander. Nineteen percent of the students are students with disabilities. It is also owed \$3,049,927.

Binghamton High School, in Assembly member Donna Lupardo's and Senator Tom Libous' district has 1,557 students. Sixty eight percent of students are economically disadvantaged. Twenty seven percent of students are Black and 10% are Hispanic. Fifteen percent of students are students with disabilities.

Ellenville Elementary in Ellenville in Assembly member Claudia Tenney and Senator John Bonacic's districts, has 773 students. Sixty nine percent of the students are economically disadvantaged. Thirty eight percent of the students are Hispanic, 9% are Black, and 5% are English Language Learners. Fourteen percent of students are students with disabilities. The school is owed \$2,529,237.

The Martin Luther King School in Schenectady, in Assembly member Angelo Santabarbara's and Senator Hugh Farley's districts, has 659 students. Ninety one percent (600 students) are economically disadvantaged. Forty six percent of the

students are Black, fifteen percent are Hispanic, and twenty percent are Asian. Twelve percent of the students are students with disabilities. The school is owed \$4,156,080 in CFE and GEA funding.

The Alverta B. Gray Schultz Middle School in Hempstead, has 1,394 students. The school is located in Assembly member Earlene Hooper's and Senator Kemp Hannon's districts. Sixty percent of the students are economically disadvantaged. Sixteen percent are English Language Learners and 14% are students with disabilities. Sixty percent of the students are Hispanic and 37% are Black. The school is owed \$11,501, 814.

The Thomas R Proctor High School in Utica has 2,680 students. It is located in Assembly member Anthony Brindisi's and Senator Joe Griffo's districts. Seventy eight percent of the students are economically disadvantaged. Twenty five percent of students are Black, 16% are Hispanic, and 19% are Asian or other ethnicity/race. Sixteen percent of the students are English Language Learners and 17% are students with disabilities. The school is owed \$ 14,509,135.

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

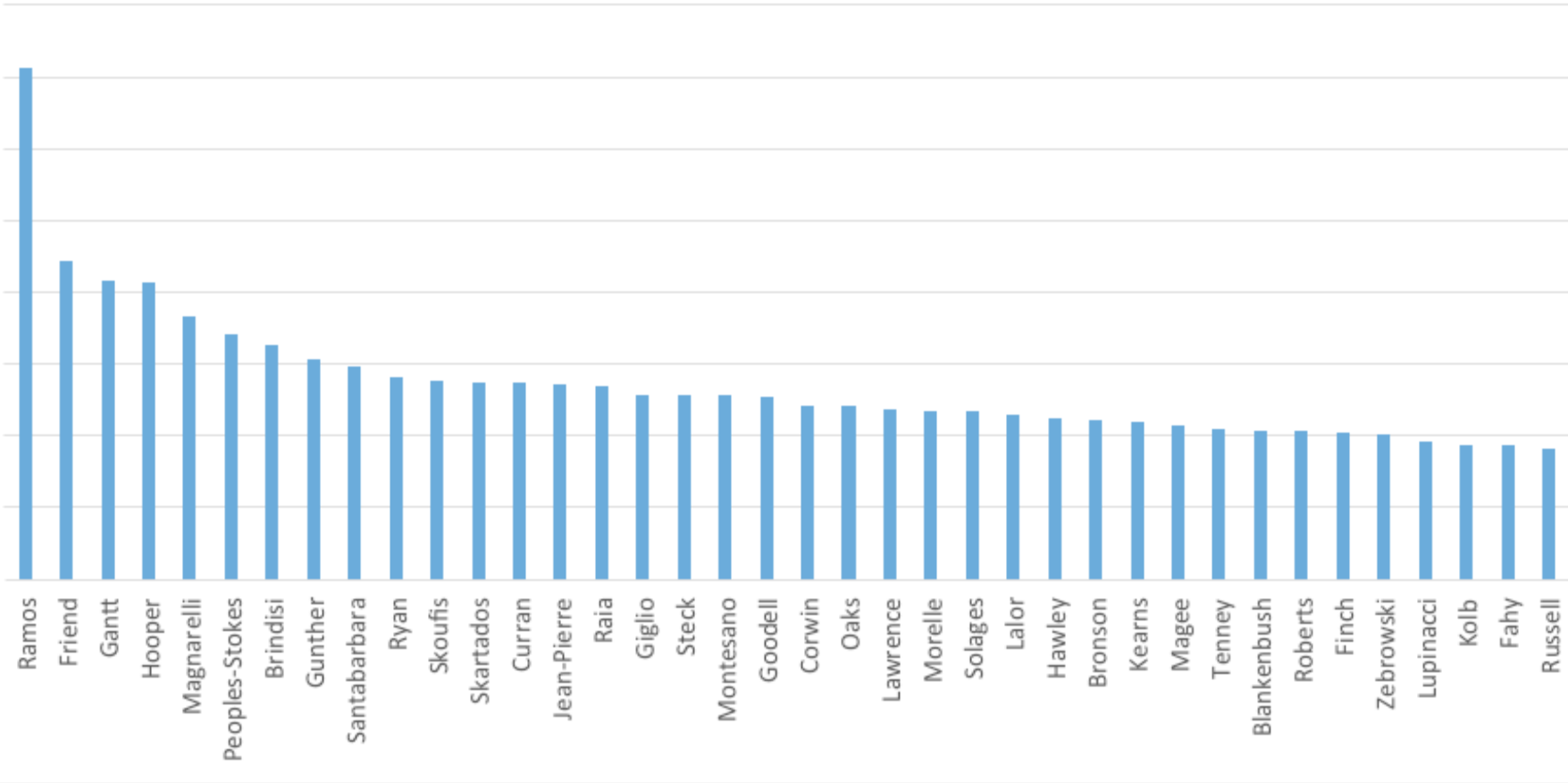
Service Area	Cost	Unit	Note	Bottom Line
Classroom Teacher	\$54,329	Salary	After 2 year of teaching, With a Masters degree (without additional certificates)	\$55,000 per teacher per year
Teacher's Aide	\$21,743	Salary	Base Pay	\$22,000 per aide per year
Guidance Counselor/ Social Worker	\$60,371	Salary	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	\$53,500	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	\$53,500 per year
Library	\$50,000 \$15,233 \$23.37	Salary Library budget Per pupil	* This is the minimal cost for maintaining 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	These figures are per sport per season. The salaries reflect the averages that are currently being paid (coach salary varies wildly by sport)	\$64,000 for at least 6 -10 sports
* 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, 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 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.

Total owed by Assembly District

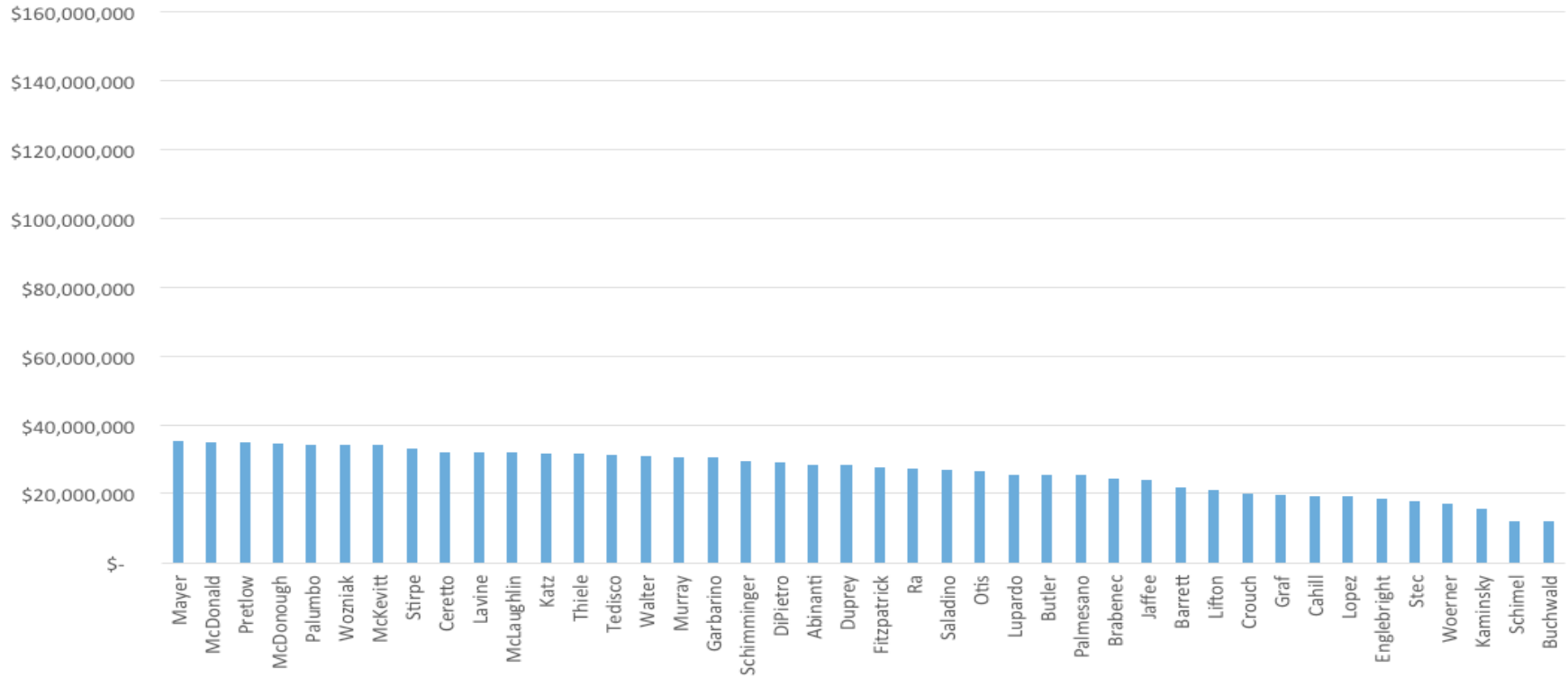


Assembly Districts

Assembly District	Last Name	Total owed by AD
6	Ramos	\$ 142,696,012
124	Friend	\$ 88,937,418
137	Gantt	\$ 83,449,130
18	Hooper	\$ 82,870,227
129	Magnarelli	\$ 73,289,613
141	Peoples-Stokes	\$ 68,303,372
119	Brindisi	\$ 65,393,094
100	Gunther	\$ 61,182,641
111	Santabarbara	\$ 59,153,336
149	Ryan	\$ 56,452,358
99	Skoufis	\$ 55,425,377
104	Skartados	\$ 55,105,644
21	Curran	\$ 54,847,932
11	Jean-Pierre	\$ 54,330,270
12	Raia	\$ 53,901,387
148	Giglio	\$ 51,635,331
110	Steck	\$ 51,585,708
15	Montesano	\$ 51,350,572
150	Goodell	\$ 51,122,212
144	Corwin	\$ 48,383,525

130	Oaks	\$ 48,202,108
134	Lawrence	\$ 47,529,730
136	Morelle	\$ 47,109,879
22	Solages	\$ 46,770,368
105	Lalor	\$ 46,013,057
139	Hawley	\$ 44,733,874
138	Bronson	\$ 44,618,198
142	Kearns	\$ 43,836,031
121	Magee	\$ 43,061,480
101	Tenney	\$ 41,698,531
117	Blankenbush	\$ 41,572,475
128	Roberts	\$ 41,180,959
126	Finch	\$ 40,971,827
96	Zebrowski	\$ 40,235,556
10	Lupinacci	\$ 38,552,390
131	Kolb	\$ 37,643,980
109	Fahy	\$ 37,537,597
116	Russell	\$ 36,287,580
133	Nojay	\$ 35,951,140
95	Galef	\$ 35,848,056
135	Johns	\$ 35,679,068
88	Paulin	\$ 35,348,765

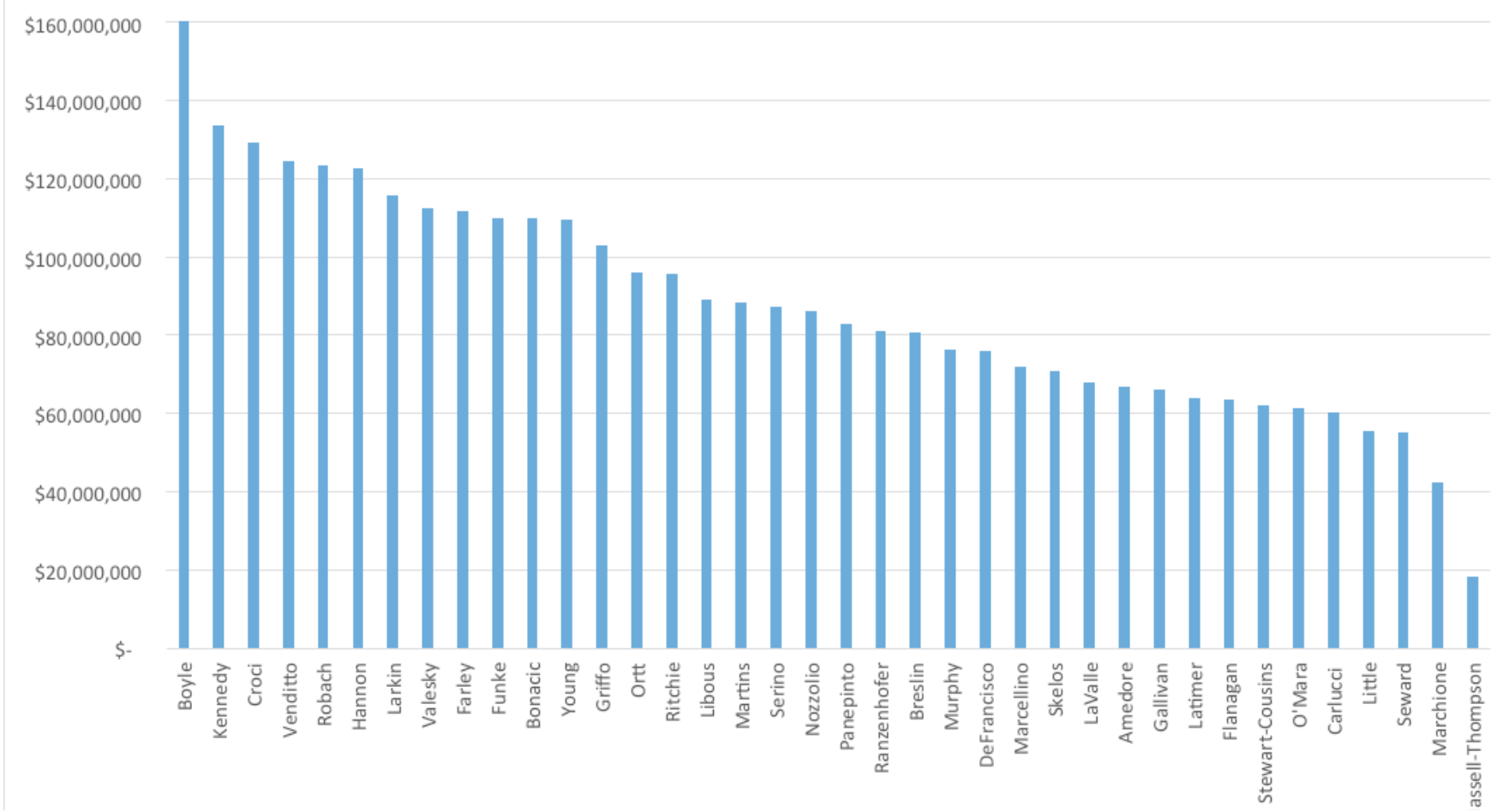
Total owed by Assembly District



Assembly District	Last Name	Total owed by AD
90	Mayer	\$ 35,290,638
108	McDonald	\$ 34,953,234
89	Pretlow	\$ 34,895,591
14	McDonough	\$ 34,421,119
2	Palumbo	\$ 34,278,801
143	Wozniak	\$ 34,199,080
17	McKevitt	\$ 34,036,023
127	Stirpe	\$ 33,293,399
145	Ceretto	\$ 32,009,040
13	Lavine	\$ 32,002,772
107	McLaughlin	\$ 31,937,911
94	Katz	\$ 31,672,906
1	Thiele	\$ 31,570,531
112	Tedisco	\$ 31,460,020
146	Walter	\$ 30,966,317
3	Murray	\$ 30,728,036
7	Garbarino	\$ 30,571,359
140	Schimminger	\$ 29,525,451
147	DiPietro	\$ 28,958,768
92	Abinanti	\$ 28,349,839

115	Duprey	\$ 28,230,585
8	Fitzpatrick	\$ 27,813,545
19	Ra	\$ 27,169,773
9	Saladino	\$ 26,977,711
91	Otis	\$ 26,401,542
123	Lupardo	\$ 25,533,682
118	Butler	\$ 25,518,779
132	Palmesano	\$ 25,295,894
98	Brabenec	\$ 24,493,519
97	Jaffee	\$ 23,979,117
106	Barrett	\$ 21,741,234
125	Lifton	\$ 21,215,625
122	Crouch	\$ 20,026,877
5	Graf	\$ 19,591,453
103	Cahill	\$ 19,423,453
102	Lopez	\$ 19,235,097
4	Englebright	\$ 18,438,978
114	Stec	\$ 17,866,044
113	Woerner	\$ 17,186,157
20	Kaminsky	\$ 15,689,918
16	Schimmel	\$ 11,971,243
93	Buchwald	\$ 11,943,233

Total Amount Owed by Senate District



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

Senate Districts

District	Last Name	Total Amount Owed
4	Boyle	\$ 160,841,528
63	Kennedy	\$ 133,831,846
3	Croci	\$ 129,228,593
8	Venditto	\$ 124,676,247
56	Robach	\$ 123,554,610
6	Hannon	\$ 122,945,427
39	Larkin	\$ 115,906,617
53	Valesky	\$ 112,539,726
49	Farley	\$ 111,693,185
55	Funke	\$ 110,134,982
42	Bonacic	\$ 109,857,153
57	Young	\$ 109,775,966
47	Griffo	\$ 103,138,220
62	Ortt	\$ 96,167,788
48	Ritchie	\$ 95,863,053
52	Libous	\$ 89,123,103
7	Martins	\$ 88,393,665
41	Serino	\$ 87,228,907

54	Nozzolio	\$ 86,178,993
60	Panepinto	\$ 82,824,712
61	Ranzenhofer	\$ 81,061,086
44	Breslin	\$ 80,905,798
40	Murphy	\$ 76,453,628
50	DeFrancisco	\$ 76,061,358
5	Marcellino	\$ 71,880,724
9	Skelos	\$ 71,043,686
1	LaValle	\$ 68,032,269
46	Amedore	\$ 66,768,925
59	Gallivan	\$ 66,300,778
37	Latimer	\$ 63,863,855
2	Flanagan	\$ 63,538,280
35	Stewart-Cousins	\$ 62,169,703
58	O'Mara	\$ 61,236,712
38	Carlucci	\$ 60,150,134
45	Little	\$ 55,700,318
51	Seward	\$ 55,070,018
43	Marchione	\$ 42,273,053
36	Hassell-Thompson	\$ 18,368,235

Footnotes

iv 2015 State of the State address and Executive Budget Presentation

v <http://www.aqeny.org/wp-content/uploads/2015/01/final-final-record-setting-inequality.pdf>

vi <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 http://hs.jerichoschools.org/academics/business_15-16/

x [http://www.syosetschools.org/Assets/Curriculum_Guides/021115_CM_2015-16\(1\).pdf?t=635592699397330000](http://www.syosetschools.org/Assets/Curriculum_Guides/021115_CM_2015-16(1).pdf?t=635592699397330000)

xi 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

xii <http://www.aqeny.org/wp-content/uploads/2012/03/Are-We-There-Yet-College-and-Career-Readiness-Report-Card.pdf>

xiii <http://www.timeandlearning.org/files/TimeWellSpent.pdf>

xiv <http://www.communityschools.org/results/results.aspx>

xv <http://www.aqeny.org/wp-content/uploads/2012/03/Are-We-There-Yet-College-and-Career-Readiness-Report-Card.pdf>

xvi <http://www.governor.ny.gov/news/transcript-governor-andrew-m-cuomos-2013-state-state-address>

xvii http://www.aqeny.org/wp-content/uploads/2015/02/Children_Cant_Wait_2015-1.pdf

xviii 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)



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 school 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 public school education for all of New York's students.



PPEF was founded 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.

