



# Advocates for Children of New York

Protecting every child's right to learn

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## News Release

### For Immediate Release

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## More than 115 Organizations Call for Changes to New York State's School Funding Formula

**September 16, 2024 (NEW YORK CITY)** — Today, 116 organizations are calling on Governor Hochul and the New York State Legislature to revamp New York's outdated school funding formula to ensure schools have the resources necessary to provide a high-quality education to *all* students, with particular attention to those who have the greatest needs.

For the first time in more than 15 years, the State is reexamining the formula it uses to determine how much per-pupil education funding, or Foundation Aid, school districts receive from Albany. While Governor Hochul and the State Legislature took a positive step by fully funding of the Foundation Aid formula in 2023, the formula itself includes outdated and incomplete measures of need and has not evolved to account for growing costs, particularly in large urban districts. While the City and the State once contributed roughly equal amounts to the New York City Public Schools (NYCPS) budget, today the City's share far exceeds that of the State.

As the joint statement released today notes, "Every child in New York State has the right to a sound, basic education—and providing such an education requires adequate and equitable funding. The Foundation Aid formula must be updated to reflect the true cost of educating young people in the 2020s and beyond." To this end, the organizations are calling for changes to the formula to help ensure New York City schools can meet the needs of all students, including students with disabilities, English Language Learners (ELLs), students from low-income families, students experiencing homelessness, and others who need additional support. These recommendations include:

- **Adding a per-pupil weight for students in temporary housing and students in the foster system.** At present, the Foundation Aid formula does not provide districts with *any* additional funding to help meet the needs of these student populations, both of whom face tremendous obstacles to success in school and have distinct educational needs.
- **Including funding for students in 3-K and Pre-K, who are currently left out of the formula entirely.** While the State contributes funding for New York City's Pre-K program, it provides *no* financial support for 3-K, which serves around 40,000 children.
- **Providing resources to implement the State's new class size requirements for New York City.** The State has allocated *no* additional funding to help NYCPS meet this legislative mandate, which is projected to cost at least \$1.6 billion annually.

The groups spearheading this effort—which include New York City social service providers, early childhood programs, civil rights organizations, advocacy organizations, and groups representing students, parents, and educators—came together last year as the Emergency Coalition to Save Education Programs, which successfully advocated for the continuation of more than \$700 million worth of education programs that had been at risk of elimination due to the expiration of federal COVID-19 stimulus funding.

The full statement is available at <https://advocatesforchildren.org/policy-resource/call-for-changes-to-nys-school-funding-formula>.

**About Advocates for Children of New York (AFC)**

*Since 1971, Advocates for Children of New York has worked to ensure a high-quality education for New York students who face barriers to academic success, focusing on students from low-income backgrounds who are at greatest risk for failure or discrimination in school because of their poverty, disability, race, ethnicity, immigrant or English Language Learner status, sexual orientation, gender identity, homelessness, or involvement in the foster care or juvenile justice systems. AFC uses four integrated strategies: free advice and legal representation for families of students; free trainings and workshops for parents, communities, and educators and other professionals to equip them to advocate on behalf of students; policy advocacy to effect change in the education system and improve education outcomes; and impact litigation to protect the right to quality education and compel needed reform.*