

FY25 FUNDING FREEZE



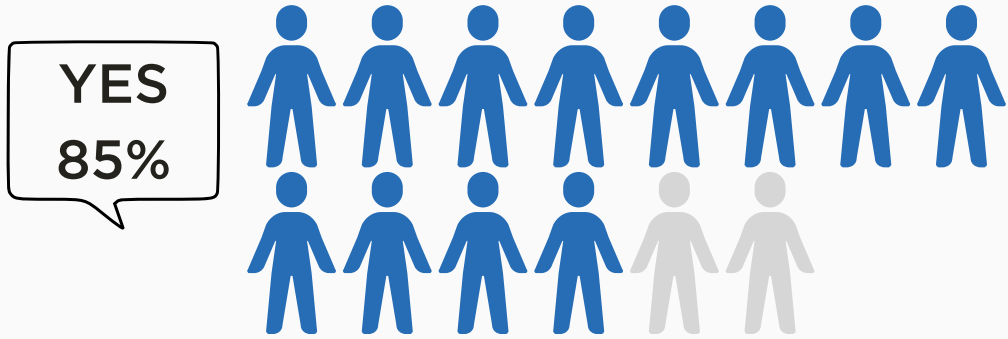
Background

When Congress passed the FY25 Continuing Resolution on March 14, communities across the United States budgeted for these federal funds to support educational programs during the 2025–2026 school year. Traditionally, states begin receiving federal education funding on July 1, allowing them to allocate resources to local districts at the start of their fiscal year. As a result, school districts have long operated under the expectation that federal funds will be available from that date to sustain essential programs and services.

Districts that rely heavily on federal funding—often those serving the most vulnerable student populations—typically have limited access to alternative state and local resources. For these districts, timely access to federal funds during the summer months is critical to maintaining continuity of services and meeting student needs in the upcoming school year.

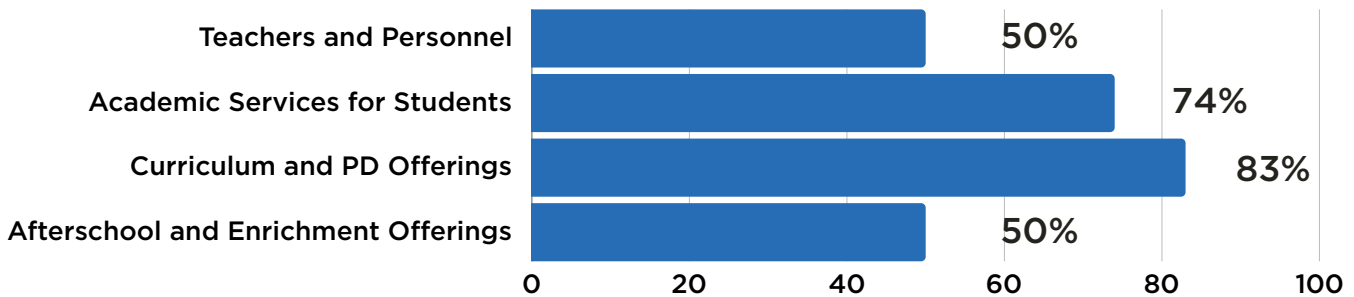
Between July 11 and July 18, AASA surveyed 628 superintendents across 43 states to assess how the Trump Administration’s decision to withhold FY25 federal education funds is affecting—or is expected to affect—public school children.

Do you have existing contracts funded by the frozen federal programs (Title I-C, Title II, Title III, or Title IV) that you now have to cover using local funds?



73%
of districts will have to notify parents and educators about the loss of programs and services by August 15th or earlier.

If yes, what cuts will you have to make to cover these costs?

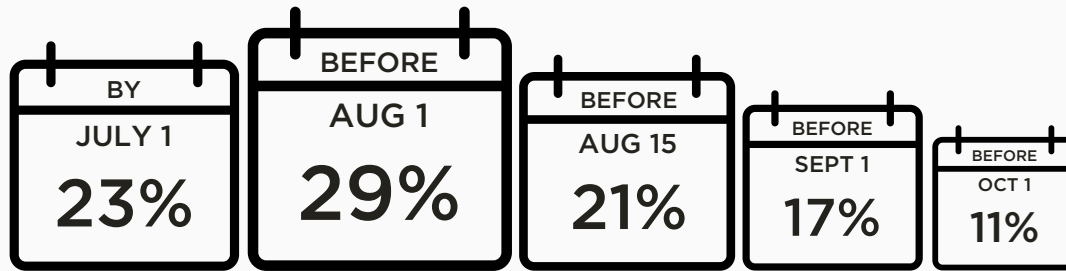


“Federal programs are not extras in Page County — they are foundational for our students. I urge federal leaders to take immediate action and release the remaining FY25 funds to ensure that districts like mine can continue meeting the needs of our most vulnerable learners.”

• Dr. Bryan Huber, Superintendent, Page County Public Schools, Va.



When did you/do you have to make final decisions about how to proceed with programming and personnel if the federal funding is not distributed?



29%
of districts must have access to these funds by August 1 to avoid cutting critical programs and services for students.

Additional Insights

- Nearly 3 out of 4 respondents (74%) said they will have to eliminate academic services for students. The programs include targeted literacy and math coaches, before and after-school programming, tutoring, credit recovery, CTE and dual enrollment opportunities.
- Half of respondents (50%) reported they will have to lay off teachers and personnel. These personnel include those who work specifically with English language learners and special education students, as well as staff who provide targeted reading and math interventions to struggling students.
- Half of respondents (50%) also said they will have to reduce afterschool and extracurricular offerings for students. These programs include those that provide STEM/STEAM opportunities, performing arts and music programs, AP coursework, and supplemental programming for English language learners and migrant students.
- As federal funding remains withheld, 23% of respondents have already been forced to make tough choices about how to reallocate funding and many districts are rapidly approaching similar inflection points.

Insights from School Leaders

“Cutting this program would eliminate by more than half the number of people trained and available to support non-tenured teachers, including the district’s nearly 300 conditionally licensed teachers. This would disproportionately impact the effectiveness of teachers with the greatest number of new teachers – special education, mathematics, and technology education.”

- Dr. Sean Bulson, Superintendent, Harford County Public School District, Md.

“As a district serving a majority of low-income and minority students, the loss of federal funds will have a devastating impact on our ability to provide high-quality education. These funds have been critical in reducing class sizes, attracting and retaining exceptional teachers, and offering the training and resources our students need to thrive. Without this support, our progress in closing achievement gaps and promoting academic success is at serious risk.”

- Dr. Sherlene McDonald Superintendent, Tarrant City Schools, Ala.

“It’s not just about dollars... it’s about the message we send to our most vulnerable students when we withhold the very support they need to succeed.”

- Dr. Quintin Shepherd, Superintendent, Pflugerville ISD, Texas