CITY COUNCIL
CITY OF NEW YORK

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TRANSCRIPT OF THE MINUTES

           Of the

  COMMITTEE ON EDUCATION

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                    September 21, 2016
                    Start: 1:15 p.m.
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HELD AT: Council Chambers - City Hall

B E F O R E: Daniel Dromm
                  Chairperson

COUNCIL MEMBERS:
                  Vincent J. Gentile
                  Daniel R. Garodnick
                  Margaret S. Chin
                  Stephen T. Levin
                  Deborah L. Rose
                  Ben Kallos
                  Andy L. King
                  Inez D. Barron
                  Chaim M. Deutsch
                  Mark Levine
                  Alan N. Maisel
                  Antonio Reynoso
                  Ydanis A. Rodriguez
                  Helen K. Rosenthal
                  Mark Treyger
                  Rafael Salamanca, Jr.

          A P P E A R A N C E S (CONTINUED)

Phil Weinberg
NYC DOE Deputy Chancellor for Teaching and
Learning

John Widlund
Executive Director of CTE at DOE

Moses Ojeda
Principal of Thomas A. Edison High School

Stanley Litow
IBM Vice President for Corporate Citizenship and
Corporate Affairs

Sterling Roberson
United Federation of Teachers

Michael Simas
Partnership for NYC

Julie Samuels
Tech:NYC

Ayisha Irfan
Manhattan Borough President Gale Brewer's Office

Chantella Mitchell
Jobs First NYC

Sam Streed
Advocates for Children

A P P E A R A N C E S (CONTINUED)

Jack Powers
Graphics Industry Advisory Commission

Tara Bellevue
NAF

Diane Jenkins
Committee of Concerned Educators

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2   CHAIRPERSON DROMM: Okay, good afternoon.

3 Thank you very much and welcome to the Education

4 Committee's Oversight Hearing on Career and Technical

5 Education Programs. Today, we will hear testimony on

6 two bills, Intro Number 1099 sponsored by Council

7 Member Treyger and Intro Number 1193 sponsored by

8 Council Members Levine and Menchaca. I'll talk more

9 about these bills shortly after some opening remarks,

10 and then we'll move on to hear from the sponsors of

11 the bills. What we refer to now as career and

12 technical education, or CTE, used to be called

13 vocational education. Historically, the purpose of

14 vocational education was to prepare students for

15 entry-level jobs at occupations requiring less than a

16 college degree. By the middle of the 20th century as

17 our economy began to shift away from manufacturing,

18 there was a transition in education towards more

19 academic programs. Suddenly college had become not

20 just for the few elite, but the preferred path for

21 students while vocational education developed a

22 stigma as a "dumping ground" for slow learners. CTE

23 programs today, however, prepare students for both

24 college and career, and in recent years there has

25 been growing interest in CTE at the national, state

2   and local levels as a promising approach to improve

3   student's college and career readiness and prepare

4   them for high-demanding 21st century jobs. At the

5   national level, the Obama Administration laid out a

6   blueprint for transforming CTE in 2012. At the state

7   level, in an effort to raise the quality of CTE

8   programs, New York adopted a new CTE program approval

9   process in 2001 that became a national model.

10   Additionally, in 2014 the state approved a

11   groundbreaking new CTE pathway to graduation that

12   allowed students to substitute a CTE technical exam

13   for one of the five required Regents exams. New York

14   City has also been a leader in CTE adding 33 new CTE

15   dedicated high schools between 2003 and 2015.

16   Further, in 2010 the city and partners IBM and CUNY

17   created the first CTE Early College High School,

18   Pathways and Technology Early College High School,

19   known as PTEC, which was visited by President Obama

20   and has since become a model for school districts

21   across the country. National research has shown many

22   positive effects from CTE program, including higher

23   rates of on-time graduation and credit accumulation.

24   New York City's CTE students also appear to have

25   higher graduation and attendance rates than their

non-CTE peers. In addition, CTE programs have helped

American businesses with efforts to fill employment

gaps and build a 21st century workforce. High

quality CTE programs clearly have tremendous

potential to prepare a broad spectrum of students

including the most disadvantaged for college as well

as high-demand paying careers. A prime example of

such a high quality CTE program is PTEC, the

innovative grade nine to 14 school that offers

students both a high school diploma and an

Associate's Degree as well as a path to lucrative

jobs in the field of information technology. PTEC, a

non-selective school that admits students of all

ability levels is only in its sixth year of operation

but has already graduated a number of students early

with an Associate's Degree in just four to five years

according to an industry partner, IBM. We are also

informed that several PTEC graduates are now working

at IBM. In spite of such success stories, there are

numerous challenges to expanding high-quality CTE

programs in New York. For example, state regulations

require every approved CTE program to have at least

one industry partner, but developing and maintaining

the relationship takes time and effort on both sides.

It's difficult to engage businesses to help plan

curricula, mentor students and provide work

experience opportunities, especially since most

schools don't have dedicated staff to work with

industry partners. Meeting workspace learning

requirements has also been difficult. According to a

2015 survey by the Partnership for New York City,

less than two percent of all City CTE students

completed internships in 2014. New York State

regulations also require every approved CTE program

to maintain a formal articulation agreement with one

or more two-year or four-year post-secondary

institutions. These agreements specify benefits to

students such as college credits, advanced standing

or reduced tuition at post-secondary institution.

Building and maintaining these relationships are also

time consuming and difficult for schools without

dedicated staff or other resources. The highly

regarded New York State CTE program approval process

which has succeeded in raising the quality and rigor

of approved CTE program has also created some

problems. The approval process can take as long as

four to six years, which is a huge obstacle for

emerging industries and occupations that need to get

up and running quickly to meet growing needs. Many

CTE programs in the City are not state-approved, but

without state approval they have greater difficulty

securing federal funding and cannot provide their

students with a CTE-endorsed diploma. Finding enough

teachers for CTE programs has also been difficult,

leading to a statewide shortage. CTE teachers are

required to complete specific coursework for

certification which means that those who work at tech

companies often have to go back and take extra

classes to earn their certification. Private sector

positions in CTE fields generally pay more than most

teachers make, often requiring interested individuals

to take a pay cut as well. Even the highly praised

new CTE graduation pathway which allows students to

substitute a technical test for one of the five

required Regents exams has been problematic for some

CTE programs. The state has an approved list of

technical exams, but those exams do not cover all

careers and do not always match school-specific

programs. We hope to find out today how many City CTE

student have been able to take advantage of the new

CTE graduation pathway thus far. Finally, since

State Law requires school districts to provide career

education programs for adults as well as high school

students, we hope to learn more about CTE programs

for adults today. In addition to basic literacy,

English for speakers of other languages and high

school equivalency preparation, DOE offers adult CTE

program courses in health careers, information

technology, construction, and other trades. These

programs can serve as an important gateway to good

jobs for adults currently without a high school

diploma. Recently, the state relaxed licensing

requirements so that citizenship status is no longer

a barrier to obtaining a license as a nurse, for

example. So these adult CTE programs are more

valuable than ever for immigrants. We'd also like to

learn a little more about expansion of computer

science under the Computer Science for All Initiative

since computer science courses like CTE courses teach

students the specialized skills needed for future

careers. At today's hearing, the Committee will

examine DOE's current CTE programs and policies as

well as the Department's plans for and challenges to

expanding and improving CTE. The Committee also

looks forward to hearing testimony from the business

community, parents and advocates regarding the City's

efforts to expand and improve CTE. As I stated

earlier, we will also hear testimony on Intro 1099

and Intro 1193 today. Intro 1099 would require the

DOE to submit to the Council and post on the DOE's

website an annual report by March 31st of each year

with information of career and technical education

programs in New York City schools from the preceding

school year. Intro 1193 would require the DOE to

submit to the Council and post on the DOE's website

an annual report by March 31st of each year with

information on computer science education in New York

City schools from the preceding school year. I'd

like to remind everyone who wishes to testify today

that you must fill out a witness slip which is

located on the desk of the Sergeant of Arms near the

front of the room. If you wish to testify on Intro

1099 or Intro 1193, please indicate on the witness

slip whether you are here to testify in favor or in

opposition of the bills in question. I also want to

point out that we will not be voting on either of

these introductions today. To allow as many people

as possible to testify, testimony will be limited to

three minutes per person. And now I'd like to turn

the floor over to my colleague Mark Treyger for his

remarks on Intro 1099.

COUNCIL MEMBER TREYGER: I'd like to start

by thanking Chair Dromm for convening this hearing on

an incredibly important part of our educational

system. My bill, Intro 1099, would require the

Department of Education to report data about the

availability of high-quality career and technical

education instruction in our high schools. Dedicated

CTE high schools, CTE programs and certified CTE

instructors all provide vital educational flexibility

for our high school students. While growing numbers

of students do choose to pursue four-year post-

secondary degrees, we also need to support the

educational goals of students who may not see four-

year college as part of their immediate post-

secondary career and educational plans, particularly

given the increasingly prohibitive costs of college

tuition. CTE done right supplements, supplements not

substitutes, traditional academic coursework,

providing high school students with meaningful skills

and pathways to high-wage in-demand jobs. John

Hopkins University found that offering CTE alongside

academic curriculum increases student motivation and

2   school attachment, decreasing drop-out rates.

3   Moreover, CTE covers a broad spectrum of program

4   options, including STEM, IT and health science. These

5   are not marginal dead-end fields. These are high-

6   growth sectors where labor demand is outpacing the

7   supply of qualified candidates. Employers planning

8   for future needs, public school parents and other

9   stakeholders deserve greater transparency around the

10 state of career and technical education in our

11 school. We need to know the number of specialized

12 high schools and high schools with CTE programs

13 whether it's CTE certified faculty are present in all

14 of our high schools and most importantly what student

15 demand is for CTE programs as indicated by their high

16 school application preferences. Intro 1099 would

17 ensure that all interested members of the public have

18 access to this information. And on a personal note,

19 before serving New York City Council as many of my

20 colleagues know, I was a public school teacher, and I

21 was very much moved by a story that I heard where

22 under the previous Administration former Deputy

23 Chancellor Mark Sternberg visited a high school in

24 South Brooklyn called Grady High School, and where

25 the school leader showed him a room in the school

where students who were labeled as IEP as if, you

know, they had special needs were actually building a

home with their hands, remarkably everything,

foundation and all, and he completely disregarded

what he saw and rather focused on telling the school

leader about the needs, the great needs about for

standardized exam improvement and just called the

school failing. And I would love to ask the Deputy

Chancellor if he knew where to begin on building a

home with his hands, because those are kids in my

opinion that are not special needs; those are kids

with special talents that our system never brought

out in all the years of their schooling. So, I

believe that the data that we can collect from this

bill is a starting point for further advocacy,

further transparency and furthermore policy action to

make sure that we are bringing out all of the talents

of our young people that we are actualizing their

full potential and all of their abilities, and

hopefully we can change the system where we're

calling kids with talent special needs, and really

measure the full fullness of our students' ability

and potential. So, again, I want to thank the Chair

for convening this very, very important and timely

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2   hearing, and I look forward to hearing from the

3   Administration and the public as well. Thank you.

4   CHAIRPERSON DROMM: Thank you very much,

5   and before we move to the other speakers, I just want

6   to announce to all the Council Members who are here

7   we've been joined by Council Member Helen Rosenthal,

8   Council Member Carlos Menchaca, Council Member

9   Antonio Reynoso, Council Member Mark Levine, Council

10   Member Treyger who just spoke, Council Member Vinnie

11   Gentile, and Council Member Andy King. And with

12   that, I'd now like to turn it over to Council Member

13   Levine who is going to speak on Intro 1193 followed

14   by Council Member Menchaca.

15   COUNCIL MEMBER LEVINE: Thank you, Chair

16   Dromm, and thank you for your remarks, Council Member

17   Treyger. You know, the fastest growing professional

18   sector in New York City is IT technology. There's

19   estimates that it's 300,000 jobs and growing, up 50

20   percent in less than a decade. Sadly, far too many

21   of those jobs are being filled by people who are not

22   from New York City. And there are many more jobs in

23   the 300,000 that probably could be filled if we had

24   enough talent here in New York City that was prepared

25   for these careers. These jobs pay well, median

salary of 100,000 or more. We know our kids are

capable of succeeding in tech. We've got to give the

skills to do it, and right now our schools are not

yet there. It's estimated that only one percent of

our kids are computer science education today. The

numbers on the AP Computer Science Test I believe

it's 738 a year in the entire system, and something

like only 10 percent of schools are currently

offering computer science. So, many kids who

undoubtedly could succeed who have the smarts to be

successful in the sector are simply not getting the

opportunity to build their skills. There's also an

unfortunate demographics mismatch in this field where

if you look at graduate schools and computer science,

only 14 percent of students are women, and only five

percent are African-American and Latino. We can do

better. We know we must do better for our kids and

for our city's future, and I am thrilled that the

Mayor and his team at DOE have identified this as a

priority and have launched an initiative called

Computer Science for All that sets ambitious but

absolutely necessary goal of reaching every child

with computer science. My understanding is that they

are hitting their early goals in that process. I know

I look forward to hearing an update on that today.

The reality is this is about more than just getting

good job in tech. Sector after sector after sector

from journalism to design to medicine, almost any

part of the business world, tech is going to give you

a leg up in any job you apply for. And more than

that, to make your way in the modern world, you need

to understand technology. You know, we teach every

kid in the city chemistry, not because every kid's

going to be a chemist. Some will. That's great.

But to understand the modern world, you got to know

the difference between H_2O and CO_2, and the same can

be said about understanding cloud computing,

understanding how to manage your personal data online

and protect your privacy. This is basic competency

that we want every child in New York City to have.

So, I'm proud to be introducing a bill today that's

going to track our progress towards giving this

critical training to every kid in New York City.

Thank you, Mr. Chair.

CHAIRPERSON DROMM: Thank you. Council

Member Menchaca?

COUNCIL MEMBER MENCHACA: Thank you.

Thank you, Chair Dromm, and the prime sponsors of

both these pieces of legislation, Treyger and Levine.

I want to-- I'm not going to repeat some of the

statistics that brought us here today. I think

Council Member Levine kind of said it right. We have

urgency here today. What I am remembering even just

in my own experience, in my own high school

experience, the magnet program that I was in growing

up in El Paso, Texas was called the Curriculum

Opportunities for Science and Math-Oriented Students.

I loved my science class. I loved my physics class.

I'm not a physics teacher. I'm not a physics

professor or a scientist, but I remember those, and

those are very, very integral parts of my education

program. When I think about the kids that are in our

districts right now, when I think about Sunset Park

and the kids, what they're experiencing is actually a

real wall. We have on the other side of Third Avenue

a robust manufacturing district where technology is

at the core of so many of these businesses that are

there and on their way there, and so when they see

that I want them to also experience that in their

education experiences across the curriculum that

we're hoping this bill gives us some light about

where we are in this progress. What I also want to

mention is that we have organizations in our

neighborhoods. All of us Council Members could

really point to nonprofits. Mine, for example, is

called Sunset Spark in Sunset Park. This is a wife

and husband team, and they go into schools and they

are challenged often about how to integrate their

experiences in the robotics and the computer science

related curriculum into the schools. We want to make

that easier, and where it is blossoming are in

relationships within the nonprofits outside of our

schools. We want this to be in our schools with a

real mandate. We know that the Mayor and the

Department of Education is connected to this vision.

This bill will help us understand where we are and

how we get there. Thank you so much.

CHAIRPERSON DROMM: Thank you, Council

Member Menchaca. We've also been joined by Council

Member Debbie Rose and Council Member Alan Maisel,

and I want to thank some of my staff and announce

some changes that have been made in the staff as we

start off this year. Our new Senior Legislative

Counsel for the Committee is Smita Deshmukh. Thank

you and welcome, and thank you for all the work that

you did to prepare today. I see we've also been

joined by Council Member Salamanca as well. Thank

you for being here. Jan Atwell, of course, is over

here. Joan Povolny, I believe she is right here

somewhere with us. Kalima Johnson, I know she's over

there. She's our new Policy Analyst. Elizabeth

Hoffman is the Principal Legislative Financial

Analyst. Elizabeth is here over there as well. So,

thank you all for preparing for this hearing today,

and I look forward to working with you as the year

progresses. And with that, I'm going to ask our

first panel, that is Jill Weinberg from the New York

City Department of Education Deputy Chancellor, John

Widlund from the New York City Department of

Education as well, and Moses Ojeda, New York City

Department of Education to give testimony. But

before we do, we do swear you in. So if you'd raise

your right hand. Do you solemnly swear or affirm to

tell the whole truth-- the truth, the whole truth and

nothing but the truth and to answer Council Member

questions honestly? Thank you very much.   And

Deputy Chancellor, would you like to begin?

PHIL WEINBERG: Good afternoon Chair

Dromm and members of the New York City Council

Education Council Committee. My name is Phil

2   Weinberg and I'm the New York City Department of

3   Education's Deputy Chancellor for Teaching and

4   Learning. I'm pleased to be here today to discuss

5   Career in Technical Education or CTE and Intro Number

6   1099 in relation to reporting on CTE and Intro Number

7   1193 which would require DOE to report on Computer

8   Science instruction. As you've noted CTE is a top

9   priority for Mayor de Blasio and Chancellor Farina

10   and a key part of our vision around equity and

11   excellence for all of our students by ensuring that

12   they graduate from high school, college and career

13   ready. We know Speaker Mark-Viverito and the City

14   Council share our commitment to ensuring that

15   students have access to high-quality CTE programs.

16   We would like to thank you for your continued

17   leadership and generous support in these efforts.

18   The career and technical education of the 21st

19   century is not akin to what we traditionally thought

20   of as vocational education. It's a college and career

21   readiness strategy that prepares students for a

22   future and often requires training and formal

23   education well beyond regular high school. Today's

24   CTE programs prepare students with the skills and

25   with rigorous academics to both graduate with a

2   valuable skill and to be college ready. Our students

3   will use their CTE experiences in high school to make

4   college and career plans of their own choosing. The

5   evolution of CTE began under the last administration,

6   and we are proud to continue taking this work to the

7   next level by investing a total of 113 million

8   dollars over the next four school years, beginning

9   with more than 17 million dollars in Fiscal Year 17

10   growing to 26 million dollars in Fiscal Year 20 in

11   order to support 40 new high-quality programs and to

12   continue to support existing CTE programs. The new

13   programs are going to be aligned for labor market

14   needs and will open over the next three school years.

15   All 40 programs will have at least one strong

16   industry partner and will include at least three nine

17   through 14 programs where students can earn an

18   Associate's Degree for free. Some of these programs

19   will be highlighted with our other CTE high schools

20   at our CTE High School Fair on October 29th at

21   Westinghouse High School in Brooklyn. Additionally,

22   for the first time this year, CTE programs in

23   traditional academic high schools are receiving

24   additional funding per student for their CTE

25   programs. In previous years, only fully CTE high

school received the first student funding we're

talking about. Funding will be allocated to support

work-based learning, including new apprenticeships

and internships. So, today, I'm delighted to be

joined by John Widlund, a New York Cite CTE graduate

and a committed educator with 30 years of experience.

He currently heads our CTE work in the Office of

Post-secondary Readiness, and I'm also proud to be

here today with Moses Ojeda, the Principal of as well

as a graduate of Thomas A. Edison High School. Mr.

Ojeda is responsible for turning Edison into one of

our Flagship CTE schools. Both these men were part of

our Success Via Apprenticeship CTE teacher training

program and have distinguished themselves in our

field. They will share additional information on our

work to strengthen CTE throughout New York City. Let

me turn it over to John first.

JOHN WIDLUND: Thank you. Good

afternoon, Chair Dromm and members of the Education

Committee. I'm John Widlund, the Executive Director

of CTE at the Department of Education. Since this is

my first time before this committee, I would like to

share some information about my background. I'm a

proud graduate of Ralph R. McKee CTE High School on

Staten Island. I notice [sic]-- at 19 years old I

started teaching electrical installation at McKee

through the Success Via Apprenticeship program, and

I've been a CTE educator ever since. I've been proud

to teach at Chelsea Vocational High School in

Manhattan, become an Assistant Principal back at

McKee. I then served as Principal in George

Westinghouse High School in Brooklyn, and most

recently as the Principal of Co-op Tech on 96th

Street in Manhattan which is a unique CTE program

that serves overage students across the five

boroughs. As Deputy Chancellor Weinberg said, CTE

has been undergoing a decades' long transformation

that has moved far beyond a tracked vocational

sequence that limited students, leaving them with

minimal prospects for meaningful employment beyond an

entry-level and often unskilled job. During this

transformation we've recognized the value and

strength of hands-on career learning in tandem with

college preparatory academic courses. I cannot stress

this enough, in our CTE programs all students receive

a rigorous academic core in addition the CTE

sequence. There are currently 276 CTE programs and

schools serving over 63,000 students in full

2   sequences across our five boroughs. This includes

3   programs at our 47 CTE high schools. Students who

4   graduate from CTE programs and schools typically have

5   over 50 high school credits, well above the required

6   44 credits, and receive training in industries

7   ranging from electrical installation to cutting edge

8   information technology. For the DOE, high-quality

9   CTE encompasses four critical components: industry

10 engagement, work base learning for students, program

11 quality, and integration of academic and CTE

12 contents. The first, industry engagement, is done

13 through eight commissions that bring high-value

14 industry partners to the table as we support our

15 schools, develop curriculum and select technical

16 assessments. We also engage these partners and look

17 at New York labor market trends as we develop new

18 programs. Through the second, work-based learning,

19 teachers are able to provide students with hands-on

20 classroom experiences as well as job-shadowing and

21 coaching. For many students, the skills that they

22 learn in the classroom turns into paid internships.

23 This year alone, my office supported over 2,000 such

24 internships. The third, program quality. This

25 requires a rigorous integrated curriculum ,industry

2   support as well as state approved assessments, work-

3   based learning opportunities in cooperation with

4   high-value industry and post-secondary partners at

5   the school level. Our office works to support

6   schools in offering high-quality CTE and specifically

7   as they bring these pieces together to seek state

8   program approval. Our fourth piece, academic

9   integration. We work tirelessly to support schools

10   and teachers with professional development,

11   conducting site visits, producing curricula units,

12   and they develop a more rigorous, academic and CTE

13   course instruction. Looking ahead, we're thrilled to

14   lead a multi-year initiative made possible by our

15   Mayor and our Chancellor to continue improving CTE by

16   strengthening and expanding high-quality offerings.

17   As Deputy Chancellor Weinberg mentioned, we will

18   offer direct funding and training for development of

19   40 new CTE programs, support schools to expand work-

20   based learning opportunities, develop stronger

21   industry and post-secondary partnerships, and

22   continue to integrate and strengthen academic and CTE

23   content. The first student funding for over 70

24   traditional academic high schools with CTE programs

25   will provide much needed support for these schools,

2   which have previously self-funded their programs. We

3   anticipate this will help increase program capacity

4   and fund upgrades to their current offerings. The

5   City Council has been instrumental on our efforts to

6   expand CTE as you have supported schools within your

7   districts and we are happy to partner with you on

8   these important plans for program expansion. We're

9   also thrilled to be working on expansion of work-

10   based learning opportunity for students with City

11   Council. Your efforts are greatly appreciated, and

12   all of us are excited to deepen this collaboration.

13   None the less, CTE does have a set of challenges we

14   are working to address, through collaboration. With

15   our partners at the United Federation of Teachers and

16   the New York State Department of Education, we have

17   begun to see shifts in policies regarding teacher

18   certification. We continue to work towards a more

19   permanent solution to ensure we can provide

20   instruction in new and innovative CTE fields.

21   Another challenge requiring a policy shift is the

22   lengthy NYSED, New York State Department of Education

23   Program Approval Process. The approval process is

24   rightly intended to ensure high-quality CTE programs

25   by requiring schools to document and provide evidence

of key benchmarks. However, while my office has made

changes recently to better support schools through

the process, some still do not pursue the approved

program route. Lastly, we hope to work with the

State to create more formally recognized

apprenticeship programs beginning in the public

sector. We thank the Chair and the Education

Committee for your work to support our efforts, and I

thank the Committee for this opportunity. I would be

remiss if I did not ask for your advocacy on behalf

with your colleagues in Albany. These challenges can

be overcome with your support for the policy shift

[inaudible]. Finally, I would like to briefly

address the proposed legislation Intro Number 1099

which requires the Department of Education to report

on CTE programs in New York City schools and Intro

Number 1193 in relation to reporting on computer

science instruction. Both pieces of legislation will

be an important resource to the Department of

Education as well as school communities, elected

officials and other stakeholders, and we'll continue

to increase our transparency, something which the

Mayor and Chancellor as well as the Council strongly

support. We support the goals of both Intro Number

1099 and Intro Number 1193 and look forward to

working with the City Council to ensure that the

reporting requirements in these bills align with our

instructional framework and what we track in our data

systems. Thank you.

PHIL WEINBERG: Now we'll hear from

Principal Ojeda.

MOSES OJEDA: Good afternoon, Chair Dromm

and members of the Education Committee. My name is

Moses Ojeda and I am the proud Principal of Thomas

Edison Career and Technical Education High School

located in Jamaica, Queens. I am thrilled to be here

today, especially because our Mayor and chancellor's

vision for equity and excellence for all includes

strengthening and expanding CTE. I'm also grateful

for the support of the City Council. As an educator

for over 20 years, I believe CTE is critical for the

success of our city. Personally, CTE laid the

foundation for my own success. I graduated from

Edison back in 1993. A CTE teacher of mine pushed me

to persevere through tough moments as a teenager and

inspired me to become an educator, but the reality,

when I graduated high school was that CTE was

strictly vocational. The narrow focus on solely

2   technical skills led me to graduate behind in reading

3   and writing. My degree in Business Equipment Repair

4   was antiquated, because much to my surprise, no one

5   was using typewriters. When I came back to teach at

6   Edison I was determined to make sure all students

7   could pursue their dreams. First, we got rid of our

8   typewriters. Then, we created a partnership with

9   Xerox and updated our technology. We began to

10 reimagine how we could strengthen both technical

11 education and academic instruction, to merge the two

12 and provide our students with the seamless transition

13 to multiple post-secondary educational pathways

14 and/or workforce. Our students can graduate high

15 school on Friday and go to work the following Monday.

16 Through hard work I pursued this vision and was

17 promoted to become Assistant Principal, and

18 eventually the Principal of the school. I share this

19 vision with our Chancellor and CTE educators across

20 the City to give all students as many options as

21 possible for their future by preparing them for

22 college and careers. Twenty-first century CTE has to

23 combine rigorous academics with real work career and

24 technical instruction. As a Principal, we receive a

25 wide range of supports from New York City Department

2   of Education, ensuring our students have access to

3   meaningful work-based learning opportunities and our

4   teachers receive excellent opportunities for

5   professional development. They support us in

6   developing strong industry and higher education

7   partnerships such as the Automobile and Transport

8   Commission. This particular partnership led us to

9   develop externships or intensive trainings as auto

10   dealerships for our educators. The externships help

11   our educators learn direct experience about trends,

12   skill requirement and opportunities in the industry.

13   This allows our students to successfully compete in

14   auto tech competitions, and they are consistently

15   recognized as one of the top teams nationally,

16   recently even gaining international recognition.

17   Commissions also serve as the network help for school

18   to school collaboration. Teachers at Edison have

19   successfully trained fellow CTE educators in topics

20   that range from advanced networking to cyber

21   forensics. At Edison we work tirelessly to ensure

22   our young people graduate as problem solvers and

23   critical thinkers. Students can choose from 12

24   different tracks, from more traditional work like

25   auto technology and medical careers to new and

innovative CTE programs such as robotics,

biotechnology, visual and art design, and cutting

edge internet technology programs. As we've sought

to strengthen both academics and CTE instruction, our

graduation rate has increased, and our college

readiness and post-secondary enrollment have

increased as well. Our students are exposed to

rigorous academic work including AP course, College

Now and honors courses. I'm particularly proud about

our wide range of clubs and sports as well as our

popular Model UN program which reinforces rigorous

academics and helps our students become the global

leaders of tomorrow. Our students are learning about

real world issues while trying to resolve them using

their CTE skill sets. Last year, our Chancellor made

is possible for our students to go see Hamilton.

This opportunity wasn't just about CTE. It was about

a well-rounded education for all students that gave

them cultural capital. Our English and Social

Studies teachers taught lessons around Hamilton that

brought together history, critical reading and

writing and the arts. Through the City's new singing

musical initiative our students are now creating a

spin-off titled "Edison versus Tesla." Technical

skills and the arts are weaved together. Our visual

arts students are making all of the props and the

flyers and our electrical installation students are

creating the lighting. I am proud to work hand in

hand with the New York City Department of Education

to ensure equity and excellence for all students

through career and technical education. I am proud of

Edison's work shaping the next generation of New

Yorkers. Thank you, and we welcome your questions.

CHAIRPERSON DROMM: Thank you very much,

and let me start off by congratulating you, Mr.

Ojeda, as well for all the work that you have done.

I visited your school and everything in your

testimony is true. I've seen it with my own eyes.

You've done a fantastic job. You're a model. You

remind me of my old principal at PS 199 as well,

somebody's who deeply involved in the community, but

also as a power of example. Having come out of

Edison and then going back in as Principal and really

changing things around to make the school the success

that it is today, and I know that you've been

acknowledged by many community groups and education

organizations, etcetera, in the community as well.

So, thank you. Congratulations and thank you for

being here today with us as well. And we'll have

some questions for you as we move along, but I did

want to say that as well. So, let me start off,

Deputy Chancellor, by asking a couple of questions

around the numbers--

PHIL WEINBERG: [interposing] Sure.

CHAIRPERSON DROMM: of programs.

PHIL WEINBERG: Can I ask you a favor,

Chair Dromm?

CHAIRPERSON DROMM: Sure.

PHIL WEINBERG: We'd love to let

Principal Ojeda get back to school before the day's

over. If we had specific questions for Moses, could

we start-- would it be possible to start with those?

CHAIRPERSON DROMM: Sure. I mean, my

questions actually would have been more around, but

you've answered some of them, about securing the

partnerships and the internships. How have you been

able to go about doing that? How difficult is that?

Do you have a dedicated staff person to work with you

on that? How have you dealt with that in your own

school building?

MOSES OJEDA: The way we've dealt with

that is we do have a dedicated person who looks over

2   our work-based learning components so they're able to

3   acquire the internships. We also have now merged our

4   college office to now be called the College and

5   Career Readiness Center, and so the work-based

6   learning and the college advisor work together to do

7   the components that are needed for CTE. I also feel

8   that the community has been a big asset for us. We

9   reach out to the community to empower the businesses

10   within our area, and that's really what we're trying

11   to teach is based on how we can help that community.

12   CHAIRPERSON DROMM: What businesses are

13   you working with?

14   MOSES OJEDA: Working with the local

15   dealerships, auto dealerships, working with the

16   hospitals across the street from Edison for our

17   Medical Assistant Program, working with graphic arts

18   stores that are on Jamaica Avenue. So those are the

19   type of-- from small businesses to big businesses we-

20   - wherever we can get our foot in the door for our

21   students to get experiences.

22   CHAIRPERSON DROMM: And how do you

23   maintain those relationships with those businesses?

24   MOSES OJEDA: We have monthly advisory

25   board meetings, and at these board meetings is where

2 we invite the college partners, post-secondary

3 partners, industry partners to guide us on what are

4 the changing trends in CTE or in the technical field

5 and where we should be moving forward.

6   CHAIRPERSON DROMM: And who is your

7 college partnership with again?

8   MOSES OJEDA: All 12 programs have

9 multiple partnerships. So, from Plaza College to

10 Monroe [sic] College, to Le Guardia [sic] College, to

11 Lincoln Tech.

12   CHAIRPERSON DROMM: I do remember Le

13 Guardia being one of them as well.

14   MOSES OJEDA: Yes.

15   CHAIRPERSON DROMM: And the relationship

16 with Plaza College, is there a relationship where the

17 students can go onto Plaza College upon graduation

18 from your program, or how does that work?

19   MOSES OJEDA: we have an articulation

20 agreement with Plaza College where they offer our

21 juniors six credits and our seniors also get six

22 credits. So, upon graduation our students who pursue

23 the medical track are leaving with 12 articulated

24 credits and have an option to go to Plaza College or

25

2 use those credits to pursue other post-secondary

3 institutions.

4   CHAIRPERSON DROMM: Now, your school is a

5 dedicated CTE school, am I right?

6   MOSES OJEDA: Correct.

7   CHAIRPERSON DROMM: So, all of the

8 students in your school, would they graduate with a

9 regular high school diploma and then additional

10 credits on top of that? How does that work?

11 Sometimes, even though I was an educator, I get

12 confused on this issue.

13   MOSES OJEDA: So, not only do they have

14 to take the academic courses to acquire a high school

15 diploma, but CTE schools like myself or schools that

16 offer CTE programs also graduate with a CTE-endorsed

17 diploma. So they're actually coming out with two

18 diplomas, one to verify the academics and the other

19 one to verify the CTE schools that they've acquired

20 over their transition, over the track of their time

21 at the school.

22   PHIL WEINBERG: And I just want to

23 reinforce what Moses is saying. All of our CTE

24 students are taking work in addition to the 44

25 credits required for graduation in order to get--

CHAIRPERSON DROMM: [interposing] Across the board, even in non-dedicated CTE schools?

PHIL WEINBERG: Absolutely, correct.

CHAIRPERSON DROMM: So that actually makes their coursework even more difficult than perhaps the regular high school students in many ways. It's one of the things that I learned through the visit, I think, at your school was I didn't not understand and know that, that actually had to occur. So, I think I'm done with that for now, and then I think we're going to move back to Deputy Chancellor Weinberg so we can get some statistics on that as well.

MOSES OJEDA: Thank you very much. Thank you.

CHAIRPERSON DROMM: So, Deputy Chancellor, in testimony-- I think it was in your testimony, you said that there were 40 programs now across the City. We looked on the website, and by the way, the CTE website is separate from the DOE's website, is that correct?

PHIL WEINBERG: Linked to, yes.

CHAIRPERSON DROMM: It links to it, so-- so if you go to DOE website, you link on that, you click on that and it'll bring you to it?

1

2   PHIL WEINBERG: Correct.

3   CHAIRPERSON DROMM: Why is that?

4   JOHN WIDLUND: I think I could respond to

5 this. So there's a lot of promotional materials, and

6 we actually have members from our Advisory Council

7 here that I don't want to comment on our official

8 version, but an official version needs to have

9 important kind of documentation attached to it, but

10 in order to promote career in technical education

11 properly, we need to have access to video and other

12 types of materials, and scheduling events, and we

13 want to highlight again October 29th, Westinghouse

14 High School this Saturday. We'd love to invite you

15 to that as well. That's how we get the word out.

16   CHAIRPERSON DROMM: When is that, October

17 29th, you said?

18   JOHN WIDLUND: October 29th.

19   CHAIRPERSON DROMM: I'll have to get that

20 date into the calendar.

21   JOHN WIDLUND: Thank you.

22   CHAIRPERSON DROMM: But we did go to the

23 website and we looked, and I think that the last time

24 there was the data available on that website was from

25 the 2014 to 15 school year, and one of the things

2 that we noticed which was different than the

3 testimony the Deputy Chancellor gave is that at that

4 time there were 51 dedicated CTE high schools, and it

5 seems from our testimony, Chancellor, that we have 40

6 programs now.

7   PHIL WEINBERG: So, we're going to be

8 growing 40 new programs. Right now we have 276

9 programs that are resident in 120 schools, and we

10 have--

11   CHAIRPERSON DROMM: Excuse me, it was 47.

12   PHIL WEINBERG: Forty-seven dedicated CTE

13 schools like Moses.

14   CHAIRPERSON DROMM: That's still down from

15 the 51, right?

16   PHIL WEINBERG: Over the course of the

17 last few years I think there has been some.

18   CHAIRPERSON DROMM: And where do those

19 losses occur? Where were those programs eliminated?

20   JOHN WIDLUND: So, a few years ago some

21 schools closed. That's not something that happened

22 in the last year, so that's--

23   CHAIRPERSON DROMM: [interposing] It's

24 been over a number of years that it happened?

25

1

2   JOHN WIDLUND: Yeah. I mean, so you

3 know, one of the challenges is career and technical

4 education that I've spent my life on since I'm a

5 teenager is a component of the high school

6 experience, and schools buy in and work three years

7 to develop this, and at least some cases they make

8 choices not to partner in that particular case. So,

9 sometimes that number fluctuated over the years. The

10 good news is, you know, we're responding to that, and

11 I think it's a fair point to have the most up-to-

12 dated information and we're working behind the scenes

13 to figure it out. If you know, you know, I'd like to

14 learn how to do some web design work myself, but I

15 can get you an answer quicker, but we're working on

16 that.

17   CHAIRPERSON DROMM: So then also I

18 noticed in the same site, I guess, that the last

19 reporting year in 2014/15 that there were 318

20 programs compared to 276 CTE programs.

21   JOHN WIDLUND: So, some of that has to do

22 with program quality and things that fall in and fall

23 out of our portfolio. We believe in robust sequences

24 throughout our city. There are many schools that

25 have course offerings, which I don't want to knock it

all. I think it's a wonderful thing that a kid could

get an elective experience in as little as one

course, but we're looking for robust sequences and

that accounts for some of those transitions.

CHAIRPERSON DROMM: So, would that be--

would that have occurred because of the elimination

of certain programs like reduction in the number of

schools that would offer cosmetology or schools that

would offer LPN licenses?

PHIL WEINBERG: I think there's two things

happening. One is exactly what you're describing.

And the second is John's describing a more robust

accounting for program right now rather than counting

every school that might offer a course related to

CTE. We're looking for program sequences that lead

students on a real pathway.

CHAIRPERSON DROMM: Just to be honest

with you and fair, I've heard some complaints about

the elimination of some of the programs, for example,

and then I'm going to ask you some other questions in

regard to adult CTE courses as well. I actually

spoke to a teacher just yesterday who said there was

a large number of people who wanted to get into the

LPN nursing program, but that there weren't enough

2   courses available, and that people were very

3   enthusiastic about that. I'm curious about that,

4   because that-- I used to be Chair of the Immigration

5   Committee in the City Council, and that seems to me

6   what the-- the fact that immigrants are now allowed

7   to secure these licenses. Undocumented folks are now

8   allowed to secure those licenses. It would be very

9   helpful in promoting those courses or having more of

10 those courses. Do you have any figures on how many

11 less of the cosmetology, the LPN courses that you

12 have brought down?

13   JOHN WIDLUND: I don't have that

14 information today.

15   PHIL WEINBERG: We could-- I'm sure we

16 can find that answer.

17   CHAIRPERSON DROMM: Okay, because

18 actually it's something-- and I understand the idea

19 of rigorousness in terms of the coursework, etcetera,

20 but those also give people opportunities I think to

21 succeed in life as well.

22   JOHN WIDLUND: Oh, and we don't disagree.

23 I'm talking about rigorous reporting in terms of

24 calling something a program.

25   CHAIRPERSON DROMM: I see.

2   JOHN WIDLUND: Meaning a sequence of

3 courses rather than a single course.

4   CHAIRPERSON DROMM: Okay, okay. How many

5 are in dedicated CTE schools and how many are in

6 traditional academic high schools?

7   PHIL WEINBERG: We've got 47 CTE high

8 schools.

9   CHAIRPERSON DROMM: So that's-- okay.

10   PHIL WEINBERG: And we have 276--

11   CHAIRPERSON DROMM: [interposing] So

12 that's the difference?

13   PHIL WEINBERG: programs.

14   CHAIRPERSON DROMM: Yeah, okay. Alright,

15 good. How many students are currently taking

16 classes? Is that 63,000?

17   PHIL WEINBERG: Sixty-three thousand two

18 hundred--

19   CHAIRPERSON DROMM: [interposing] And what

20 is the-- what would be the percentage of that

21 compared to the overall population? We have what, a

22 million two students?

23   PHIL WEINBERG: For the most part we're--

24 the denominator would be our high school students.

25   CHAIRPERSON DROMM: I'm sorry?

2   PHIL WEINBERG: The denominator wouldn't

3 be a million point one. It would be our high school

4 students which would probably be--

5   CHAIRPERSON DROMM: [interposing] So it'll

6 be a percentage of that total.

7   PHIL WEINBERG: Yeah.

8   CHAIRPERSON DROMM: Okay. What

9 percentage of students request CTE programs or

10 program as their first or second choice in the high

11 school application process?

12   PHIL WEINBERG: Do we have that number?

13 Just a moment. Get back to you on that one.

14   CHAIRPERSON DROMM: Okay, we'll come back

15 to that. Yeah, okay. And you know, I've been to

16 some of the high school fairs, etcetera. Do you

17 advertise these programs at those fairs, high

18 schools? CTE's are represented there as well?

19   PHIL WEINBERG: Absolutely.

20   JOHN WIDLUND: Yeah, so CTE schools and

21 programs are represented at all high school fairs.

22 The larger one at Brooklyn Tech early-- at the end of

23 September, and we decided that, to tell you the

24 truth, a year ago, to your point about getting the

25 word out, we decided to have our own in addition to

2   that, and we show up and invite as many folks as

3   possible to sing the tale of career and technical

4   education.

5   CHAIRPERSON DROMM: Okay. And do you

6   have a demographic breakdown of the students in

7   dedicated CTE high schools?

8   PHIL WEINBERG: Yes. Fifty-five percent

9   male, 45 percent female, 39 percent Hispanic, 25

10   percent black, 19 percent Asian, 50 percent white,

11   about 14 percent of the students are students with

12   disabilities, and about five percent are English

13   language learners. And I just remembered the answer

14   to your earlier question. So, 8,700 students listed

15   a full CTE school first on their application. That's

16   about 11, a little bit, about 11 and a half percent

17   of students who submitted a high school admissions

18   application in round one. Eight thousands of those

19   students, 8,056, listed a full CTE school second on

20   their application, and that's about ten and a half

21   percent of students who submitted a high school

22   application. That gives you an idea of the kind of

23   demand we're seeing right now.

24   CHAIRPERSON DROMM: So, let me just skip

25   over to the adult education component here. How many

2   adult students are currently taking CTE classes

3   offered by the Office of Adult and Continuing

4   Education?

5   PHIL WEINBERG: I think we don't have a

6   representative from the Office of Adult Education

7   here today, so we'd have to get you that information.

8   CHAIRPERSON DROMM: Okay, because I had a

9   number of questions on that. Perhaps we'll follow up

10 in a letter on that then to you. I think I'll turn

11 it over to other Council Members for question at this

12 point.

13   PHIL WEINBERG: Thank you, sir.

14   CHAIRPERSON DROMM: Council Member

15 Levine? Am I right? Okay, followed by Tregyer and

16 Menchaca. Council Member Levine?

17   COUNCIL MEMBER LEVINE: Thank you, Chair

18 Dromm. You know, when I was a teacher in the early

19 days of my career I taught science, physics to be

20 specific, at Junior High School 149 in District Seven

21 in the Bronx, and I pushed some of my students really

22 hard and was giving them high school level physics

23 and some even beyond that to middle schoolers, and so

24 many of them just absorbed it like a sponge. They

25 had talent for it and more importantly a passion for

2   it, and one of my take-aways from that experience is

3   that there are-- there are students out there who in

4   the technical field if just given a chance they're

5   going to thrive, but they just need the opportunity

6   to shine, and they need to have the educational

7   context to learn. And I think that is so relevant

8   for computer science training, and it's why I know

9   the Administration is rightly thinking about computer

10   science not just as a specialty the few kids who

11   already are into computers can pursue, but something

12   that could touch every child in the City. Doesn't

13   mean every one of them ends up as a computer science

14   engineer, but it's going to give many an opportunity

15   to succeed in that field and others to be better at

16   whatever they do. And so this bill that we're

17   introducing, 1193, looks to track our progress not

18   just in serving those kids who are inclined to

19   computer science, but touching every kid. It looks to

20   track over a dozen data points. I won't read all of

21   them, but I just want to give the public a sense of

22   the kind of information we're looking to gather, and

23   some of it, it's focused on the school, and we're

24   looking for the number of schools that are offering

25   computer science. Some of it is focused on the

educator. Looking for the number of teachers who are

certified [inaudible] computer science. Some of it is

focused on the kids, on the students. How many are

graduating with some specialized program in computer

science, and that more broad question of how many

kids in every grade in any given year are receiving

computer science? So that was a rather long

introduction, but I wanted to talk about the bill.

I'd love to hear your thoughts on how you measure the

success of our work in teaching computer science in

the schools?

PHIL WEINBERG: There's a couple

different answers, and your intro gave us the best

answer which is we're looking to create a space to

push our students to think more broadly about the

world in which they live. So, both you and the

Chairman Dromm talked about our students having to

enter the 21st century with skills necessary to live

well. We believe as you believe that computer

science education is a way that seems can better

integrate themselves into the modern world and can

demonstrate their ability to think with and around

the ideas and practices that are helping us to form

the world. At the most basic level as an educator, I

know that computer science is a way to challenge our

students to think about problem solving, to think

about working collaboratively, to think about

building things on their own, not just answering

questions. It's an exciting space for us as

educators. It's an exciting place for us to begin to

press our students forward. It's also always we're

really grateful to have a way to work with our

students in an area that intersects with the places

that they're interested in, and of course, we know

that our young people are interested in the advent of

computing and computer science and the ways in which

we're all carrying around small computers in our

pockets now and how that changes how we think and how

we access information and how we live our lives.

Giving our young people the chance to work with and

around and about computers in their schools will

only, much like CTE, will only increase their

engagement in schools and will make them better

thinkers. We're really thrilled this happening.

COUNCIL MEMBER LEVINE: And specifically,

are you gathering metrics on a grade by grade basis?

Are you looking at subjects where computer science

can be woven in? Obviously math being an obvious one,

but almost any field probably could be enhanced by

some computer science. Are you getting that level of

detail looking grade by grade, subject by subject?

PHIL WEINBERG: You are, again, providing

me with the answers, yes. I mean, we are-- we are in

the beginning stages of expanding this work, but what

you've identified is both the excitement and the

challenge to gathering information. Because we want

to weave this in and out of lots and lots of

different subject areas, you talked about design

already in your remarks, science and math, but also

as an ex-English teacher, in the 90's we were

starting to do this in my classroom. I think that we

are going to challenge ourselves to find the best way

to capture the information which is not going to be

as simple to capture as it might be around a CTE

program because it has a clear definition. We're

building this definition with you as we build the

program.

COUNCIL MEMBER LEVINE: Traditionally,

high school has been the venue for most computer

science training-- just very quickly-- but the truth

is a child at any age can absorb this. There's even

great content for preschoolers. Am I correct that

your vision is really a K to 12 vision for computer

science or maybe even a pre-k to 12?

PHIL WEINBERG: You are absolutely

correct, and I think with your support New York

City's very proud to be one of the first localities

that's investigating how a pre-k through 12 or pre-k

through 14 even curricula around computer science

education can benefits all of the students.

COUNCIL MEMBER LEVINE: Okay. Thank you

very much. Thank you, Mr. Chair.

CHAIRPERSON DROMM: Council Member

Treyger? But just before we go there, I just want to

announce that we've been joined by Council Members

Chin, Levin and Deutsch.

COUNCIL MEMBER TREYGER: Thank you, Chair

Dromm, and just very quickly, the Principal Ojeda, I

appreciated his comments. He mentioned he took his

students to see Hamilton, and I just I like to remind

people that one of the starts of the great show was a

student of a school that I taught in Utrecht, Anthony

Ramos, and his story actually is very relevant to

this hearing, because Anthony Ramos who I know

personally and a big fan, and no I cannot help with

tickets. I can't get tickets to the show myself. But

2   he was in-- he was not a big fan of standardized

3   exams, and he did not really have a background in

4   theater. He was a baseball player, and his teacher

5   and the Utrecht High School had a theater program run

6   by a great teacher named Ms. Steinweiss, and his

7   teacher really inspired him and encouraged and

8   motivated him to try out and just audition for a role

9   in a play. He gave it a shot, and he excelled, and

10   she helped him with a scholarship to a theater

11   program post high school, and now he is a star in one

12   of the biggest hits on Broadway. And so again, when

13   you give students and opportunity, they take off.

14   Deputy Chancellor, I just want to quickly ask a

15   couple questions. Is there-- it's my understanding

16   that there is a funding difference between certified

17   CTE schools and non-certified CTE schools that have

18   CTE programs. Is that correct, and can you elaborate

19   on that?

20   PHIL WEINBERG: There is. We're-- in my

21   testimony I pointed to a change that we're making to

22   ensure that the schools that have certified CTE

23   programs but are not certified CTE schools can

24   receive funding to support those programs, and that's

25   the change this Administration has made which I think

2 will be revolutionary for many of our schools. But

3 the traditional CTE funding formula really dedicated

4 funds only to those schools that were fulltime

5 schools.

6   COUNCIL MEMBER TREYGER: But those are

7 City funds, am I correct? Because sometimes there

8 are federal programs that come out from Washington,

9 D.C., but are they earmarked only for certified--

10   JOHN WIDLUND: [interposing] So, schools

11 we-- programs that we recognize as "in good standing"

12 that often there's one element potentially lacking,

13 which is through no fault of the school or the

14 program itself, like a teacher credential or an

15 assessment isn't online, so they receive those

16 funding supports. I did want to just mention about

17 some of the schools, because I want to keep the theme

18 Hamilton alive. So I want to commend you for your

19 support of Dewey High School. The Principal is

20 Connie Hamilton, and also Grady High School with Tara

21 Montobono [sp?]. They really appreciate your work

22 and effort, and we expect to be in those places. So,

23 thank you.

24   COUNCIL MEMBER TREYGER: I appreciate

25 that. I thank you for your partnership and we had a

great meeting together, and I appreciate all your

efforts. And for those watching and those in the

room, when we think about the impact, and this

Chairman has done a phenomenal job of really pressing

the issue of a campaign for fiscal equity issue from

the lack of state funding. My concern is the upkeep

and the maintenance of these CTE programs because

these are extraordinary expensive equipment's and

infrastructure that we're investing in in these

schools, and they're not cheap to build and they're

not cheap to maintain, and this is a direct, one of

the direct impacts of not having enough resources

from Albany to make sure that we meet the needs of

our kids today. If you could speak on that.

JOHN WIDLUND: Sure. So, one of the

strategies, and you and I spoke about this, and also

Council Member Rose, we spoke also about the

possibility of campus-wide programming just to be as

efficient as possible in our expansion and delivery

of programs. You have to get schools to agree, and

it's a little bit of time to get it off the ground,

but as a concept it sort of solves for x, which is

how do I guarantee that this program is viable in the

2 future, and that's a solution that we kind of worked

3 on together, Council Member Treyger.

4   COUNCIL MEMBER TREYGER: Deputy

5 Chancellor, if you could also elaborate, what is the

6 total cost per student for CTE programs now? Do you

7 have that data with you?

8   PHIL WEINBERG: So, it would be impossible

9 to answer that question well, because as you just

10 described--

11   COUNCIL MEMBER TREYGER: [interposing]

12 Right.

13   PHIL WEINBERG: each program has a

14 different kind of expense. A culinary arts program is

15 going to be very different than an electrical

16 engineering program.

17   COUNCIL MEMBER TREYGER: Right.

18   PHIL WEINBERG: And we have 276 different

19 programs across them.

20   COUNCIL MEMBER TREYGER: Okay, last point

21 and--wow, I kind of went within time. The last point

22 is where are we at with efforts on state assessment

23 reforms, on making sure that we are-- you know, that

24 what is happening in our schools is reflected on

25 state report cards and assessments? As I mentioned

to you before, the story of Grady that I was very

moved by and really frustrated by. If students are

creating amazing things at schools, but there's no

category for that to be captured on a assessment

report, that is really, really frustrating, and it's

just not right. And so where are we at with in

conversations with NYSED on capturing the student

talent?

PHIL WEINBERG: So, let me start out with

my answer being yes. We really do need to be able to

find more categories, more assessments that will

capture the work happening in our schools. The

difficulty with CTE and with NYSED is that as we

create programs that reflect the modern workforce

needs of our city, the assessment review process in

Albany is not as quick as we'd like it to be. Your

advocacy here would be much appreciated.

COUNCIL MEMBER TREYGER: Count me in.

Thank you, Chair.

CHAIRPERSON DROMM: Thank you. Let's go

to Council Member Menchaca followed by Rose.

COUNCIL MEMBER MENCHACA: Thank you, Chair

Dromm, and where I want to pick up and dive in a

little bit deeper in the DOE's planning of schools,

not just locations but districts, thinking about 15

and 20 in Sunset Park again, and the anticipation of

the boom. I failed to mention earlier that the State

Comptroller just released a report-- I don't know if

it landed on your desk yet; it's fresh-- about the

number of jobs that have come to that district area

in Sunset Park and Third Avenue to the water. More

manufacturing jobs have been created in this

neighborhood than any other manufacturing

neighborhood in the City. And so when you lay that

over the kind of educational district, what does DOE

do with that information, and how do you plan with

those kind of synergies?

PHIL WEINBERG: I mean, speaking as

someone who spent the bulk of my career standing on

the corner of 67th and Fourth, I have watched what's

happened in Sunset Park for a great deal of time and

what's happening in the city right now. I would be

remiss to speak about a specific area of our city,

and instead to say that our goal is to track the

workforce needs and the growth and development of the

City and to make sure that we are using that

information to serve our schools and our city as well

as we possibly can as we develop new programs.

1

2   COUNCIL MEMBER MENCHACA: How? So, I

3   hear you're doing, but how and what's the result of

4   that?

5   JOHN WIDLUND: So, we have research

6   conducted by the CUNY graduate centers, ALNIS [sic],

7   and they give us key sectors, and we have-- we can

8   forward you information on that that kind of glean

9   out what direction the City's heading in year over

10   year, and you know, real numbers and percentages is

11   where the growth is. In addition to Sunset Park, my

12   mom grew up on 60th Street below Third Avenue, and

13   when I was the Principal of Co-op Tech we started a

14   program at Sims Recycling. So, I'm very familiar

15   with that happening, and but when you look at five

16   boroughs and how large our city is from where I sit,

17   and I was a school guy for 28 of my, you know, years,

18   you have to realize that there are many sectors

19   happening and many of these zones and opportunities,

20   and our eight industry sector commissions assist us

21   with that kind of thinking. So, we're able to figure

22   out what direction we're heading in, and if I could

23   just use the Culinary Arts Commission as an example,

24   we now have curriculum across all of our programs

25   because of our leader in that particular area, Phil

DeMilo [sp?]. He made sure of that. So we're

becoming stronger curricula-wise, sector-focused-wise

and the instructional, and programmatic choices we're

making is based on that.

PHIL WEINBERG: And the Sunset Spark

program has been a STEM provider for us and has been-

- is part of the [inaudible] extension because

they're doing a wonderful job.

COUNCIL MEMBER MENCHACA: Yeah, they're

definitely doing a good job, and again, I think their

vision is just a little more grand of a vision to

have this kind of curriculum in every Sunset Park

School. So, unlike I think where we're kind of

touching upon is creating these hubs around the City,

but I still want to push for a kind of district level

attention, not just oen or two schools that we kind

of pepper in a neighborhood, but really all the

schools just because of the proximity of the

district, and I guess that's what I'm trying to push.

And I think-- or kind of dig deeper. But all I'm

hearing right now is that as a result of districts,

not just Sunset Park, but other places where you are

getting information, it's affecting curriculum right

now. How else is it affecting it? How else is this

2   kind of relationship within a neighborhood and a

3   manufacturing zone affecting? Is it just curriculum

4   that we're seeing as an affect, or are there other

5   things that you're working on or planning to work on

6   that will see changes in actual programming or

7   whatever?

8   PHIL WEINBERG: John can speak with more

9   detail, but the intersection of the growth of the

10 industry, the willingness of the industry partners

11 who are a huge part of this growth and development.

12 We can decide where we do want to grow, but we do

13 need a hand in terms of making sure the industry

14 partner wants to receive our students and wants to

15 help us grow the curricula and our ability to ensure

16 that there's space to do the work that we want to do

17 that allows us to-- that's the-- the intersection of

18 those things allow us to decide where we're going to

19 grow and develop. Is there more that you want to

20 say?

21   JOHN WIDLUND: Sure. So, to go a little

22 deeper than that. So we start out with this Advisory

23 Council through our Industry Commissions where our

24 schools are invited to participate, and these high-

25 value industry partners then go out to schools and

support them at the school level, because-- and as

much as I sit in one position, my interest is in

transforming the lives of children, and children live

in schools. So, I'm always thinking about that

individual seat for that individual kid in a

particular career cluster and what's happening at

that school level. So, the real work happens that

when they walk through their door, when they look at

their program offerings, when they offer work-based

learning activities. There are many more types of

work-based learning activities than simply paid

internships, although that seems to be the Holy Grail

of it, so to speak, but there are externships. There

are job shadows. There's so many other things

happening that high-value industry partners provide

at the school level.

COUNCIL MEMBER MENCHACA: Thank you.

CHAIRPERSON DROMM: Okay. Thank you.

Council Member Rose?

COUNCIL MEMBER ROSE: Thank you. Thank

you, Deputy Chancellor, and it's good to see you,

John. I really-- I was really excited to hear that

there are going to be 40 new CTE schools, three of

which are going to be nine through 14, and I think

2   you should be applauded for such a stellar graduation

3   rate. I think the Deputy Chancellor said 93 percent

4   graduation rate?

5   PHIL WEINBERG: I don't think we said 93

6   percent, but the CTE school graduation rate is very

7   high.

8   COUNCIL MEMBER ROSE: Is very high, okay.

9   Well, and I think that's more than justification for

10   how well our monies are being spent. And with the

11   fact that there are going to be three nine to 14

12   schools, how will you determine which schools will

13   either-- are they existing schools that will become

14   nine to 14, or are they going to be new standalone

15   schools that will be nine to 14?

16   PHIL WEINBERG: I think that as hard as

17   it is to get Hamilton tickets, this will be-- I think

18   we need to-- a similar investigation needs to happen

19   so that we make the best choices possible for the

20   City. Nine through 14 programs are extraordinarily

21   valuable programs for our students. We want to make

22   sure that they exist in the places where there's the

23   most reason [sic] where they can best serve our

24   students. Again, there's a necessary confluence of

25   an industry partner, a university partner who will be

2 willing and able to work with our schools and a need

3 in the community, and we have to determine that.

4   COUNCIL MEMBER ROSE: And what really--

5 what is the requirement that you're looking for in

6 terms of industry partners? How do you find them?

7 Do you go out and seek them? Is there an RFP, or do

8 they have to indicate to you a desire to participate?

9   PHIL WEINBERG: I believe that begins

10 with a community-wide discussion, and I-- there's a

11 state RFP for money for seed money, but I'm not sure

12 if that's what we're-- the process we're going to

13 engage in going forward yet. I'd have to get back to

14 you on the exact process.

15   COUNCIL MEMBER ROSE: So, if I had an

16 industry that I thought would have expressed an

17 interest in participating, what would the process be?

18   PHIL WEINBERG: We'd love to know about

19 that so we can align the resources we think are

20 available to us so we can make the best possible

21 choices. So, if-- the more information we have from

22 you, from members of the community, the better.

23   COUNCIL MEMBER ROSE: So, you have stated

24 qualifications and requirements that define an

25 industry that you're looking for? What drives it?

2 There are emerging, you know, technologies. There

3 are all kinds of things. What's driving who and

4 where you're looking for these partners?

5   PHIL WEINBERG: So, John's description of

6 what makes an exemplar CTE program is the definition

7 of the industry partner that we're looking for. Do

8 you want to describe that more deeply?

9   JOHN WIDLUND: So, to ensure that they're

10 at the table in the planning phases, to ensure that

11 there are work-based learning opportunities, that

12 they have intimate knowledge of what it is that we

13 would like to be taught over that particular period

14 of time, and I know a nine through 14 model looks a

15 little differently than CTE, but it's offering a

16 high-quality curriculum to kids. It's just embedding

17 [sic] college unit. In addition to that industry

18 partner, you need a college partner and a college

19 that quite frankly is affordable to the mix, and they

20 have to invest in this process as well. So, there

21 are many steps to getting to that choice as there are

22 many steps to walking through the door of a high

23 school and giving, you know, giving a school some of

24 your attention and free time as you did when we met

25 in McKee High School, and the reality is that there

are seven nine to 14 schools at the moment with plans

to expand three. A lot of work has to be done to

find out where the right mix of those elements are

going to be present.

COUNCIL MEMBER ROSE: You know, I want to

thank you because we did bring the maritime

businesses to McKee and this is the first year that

we have the electrical engineering technol-- class,

right? So, I'm excited about that, and I've heard

from other of my waterfront industries that they

would be willing to also invest. And so I was really

wondering what that process was, the timeframe, and I

appreciate that you know, we can do that. We can

talk about that offline I'm sure, right?

JOHN WIDLUND: I'm always willing to not

have to get on the ferry to go to work and I can meet

with the industry partners and expand opportunities

for youngsters at McKee and beyond.

COUNCIL MEMBER ROSE: And I know my

time's up, Chair, but I just want to ask how do you

decide what programs are viable and which ones to

discontinue? Because as you know, in McKee several

were discontinued and the community perceived them as

being viable. Thank you chair.

2   JOHN WIDLUND: So, part of that decision-

3   making process is the-- resides at the school level.

4   I mean, again, as I stated a little bit earlier about

5   labor market data and showing areas of growth, we get

6   really excited about new and innovative programs, but

7   sadly that also means other things might not be as

8   viable, and schools, you know, really get to make

9   those decisions, and some of them are unpopular, and

10   I was a principal for 12 years and I had many

11   decisions I made that I thought was in the best

12   interest of children. They usually worked out to be

13   correct, and I'm interested in seeing us move forward

14   and find ways to maybe reconnect to things or

15   demonstrate a real possibility to resurrect something

16   down the road, but the reality is, you know, we are

17   moving forward. There are jobs that will exist in

18   five years that do not exist now, and if we hold on

19   too much to things from the past, we'll never get to

20   our bright future.

21   COUNCIL MEMBER ROSE: Thank you. My

22   time's up.

23   CHAIRPERSON DROMM: Thank you, Council

24   Member.

25   COUNCIL MEMBER ROSE: [inaudible] job.

2   CHAIRPERSON DROMM: Thank you, Council

3   Member Rose. But along the same line a little bit, I

4   think in the beginning in my introduction as well I

5   mentioned that two percent of the CTE students in

6   2014, I believe was the year, actually got

7   internships. Do we have a figure on how many got

8   internships last year, and what are the projections

9   for the coming year, and how are we building upon

10   establishing those internships?

11   JOHN WIDLUND: Thank you. Thank you for

12   that. That's all based on the Partnership for New

13   York Report that they had by Deloitte and Touche

14   which is a wonderful opportunity for us to examine

15   our practices closely. So, although it's difficult,

16   it's a difficult truth that we faced, I'm happy to

17   tell you that at that time there less than 1,500 paid

18   internships who are now over 2,000, and we continue

19   to push for numbers like that, so over 2,000. The

20   number two percent is a little bit misleading because

21   that number, that's two percent of all students who

22   happen to be in all grade levels, and as we know,

23   most employers are not going to allow anyone under

24   the age of 16 through the door, and in construction

25   and auto they're not going to allow anyone under the

age of 17 or 18 through the door. In addition, work-based learning experiences go way beyond just paid internships. Those figures are what we find. Schools like Edison High Schools and others, and I did myself in District 79 at Co-op Tech, fund hundreds of internships that we don't count because we don't manage the payroll. So we literally manage the back office work of over 2,000 youngsters. There were many more experiences happening though, and some paid and others unpaid.

CHAIRPERSON DROMM: So, with that two percent number, though, what would the total number of internships been under the two percent? Do you know what that would have--

JOHN WIDLUND: [interposing] Well, at the year it was less than 1,400. So we're steadily increasing, and year over year if you-- you know, if I-- I'm going to do my math quickly. It's close to 30 percent, and that's a significant gain in that area. By the way, I value it, and I-- in addition to that I know we're going to have more resources for that because City Council has been very gracious in awarding us funding to expand work-based learning, and I just-- I think I mentioned that in my

testimony, but if I wasn't clear, how thankful we are

that your commitment to see youngsters earn on top of

what they learn, so I do thank the Committee for

that. Thank you.

CHAIRPERSON DROMM: Absolutely. And I do

think that the value, the relationship-- the value of

the relationship with the Partnership for New York is

very important as well, and I've met with Kathy Wilde

[sp?] as well, and I really like to see that

partnership expanded--

JOHN WIDLUND: [interposing] I absolutely

agree, and I visited schools with her in the past.

CHAIRPERSON DROMM: Very good. Alright,

I want to get to Council Member Helen Rosenthal, and

if we still have a little bit of time, because I do

also want to get up our former Deputy Chancellor

who's here today to speak about his successes when he

was in that position. So, Council Member Rosenthal?

COUNCIL MEMBER ROSENTHAL: Great. I'll

make it quick. I'm going to-- can we-- is it-- I'd

like to take a deep dive into one particular

industry. I was really interested when you said we

have to look five years ahead and see what's coming

down the road and what we need to train our young

2   people to do. Are there any programs having to do

3   with design and installation of solar panels?

4   PHIL WEINBERG: We have a couple of

5   schools that are focused on green careers.

6   COUNCIL MEMBER ROSENTHAL: Yes, one is in

7   my district.

8   PHIL WEINBERG: Yes, and they are

9   extraordinarily interesting places, and I mean,

10 you're talking about the cutting edge of what we

11 would consider modern curricula. I would be-- I

12 would have to look more deeply to know whether solar

13 panel installation is what's happening at the school.

14 I've been in classrooms where I've seen students

15 constructing solar panels. So, it is part of what we

16 do teach throughout the City.

17   JOHN WIDLUND: I'd like to add to that.

18 So, the jobs we're looking for in the future and even

19 wind, to tell you the truth, technology, so,

20 alternative energies and renewable sources of energy.

21 There's the installation of solar panels and then

22 there's the work that the electrician performs. So,

23 you can go visit School of Cooperative Technical

24 Education. John Izaza's [sp?] is the premier teacher

25 in New York City in that particular arena. We work

2   closely with Solar One which is an amazing

3   organization that is promoting alternative energy,

4   and we're looking to infuse that into existing

5   programs because the jobs are well-defined. So,

6   sometimes when we mention green careers, it's still a

7   carpenter. It's still a plumber. It's still an

8   electrician. It's just they have to have those

9   enhanced skills.

10   COUNCIL MEMBER ROSENTHAL: So, tell me

11 about the partnership with Solar One.

12   JOHN WIDLUND: So, Solar One provided

13 training for our teachers. As a matter of fact, at

14 that time, this is going back a couple years with me

15 personally, all of our construction and building

16 trade's teachers were trained by Solar One. So, we

17 did activities as little as building a solar panel

18 that was, you know, the size of that it could operate

19 your phone and a little light to be constructed

20 multiple mini houses and did the entire installation.

21 So, roof installation and the electrical systems that

22 go with this are incredibly complicated. So, kids

23 work from low-voltage work to line voltage, and

24 although it looks nice and to say solar energy is a

25 wonderful thing, it's quite dangerous. It's always

working. There's no off switch. So, it's a lot to

it, but I'm very pleased that you mention that

because that is an area where I don't think you can

get on a subway car or a bus and not see some-- see

an ad or have someone ask you if you want to switch

to solar energy. So, thank you.

COUNCIL MEMBER ROSENTHAL: So, I know a

little bit about what you guys are working on, and I

think it's fantastic. I think it's great. I think

we should be doing more of it. I would ask that you

guys do a little-- if you could get back to me about

whether or not you were part of a city contract where

the city has-- whether or not you're going to be part

of a process going forward or part of it originally.

The City is putting up solar panels on all city

buildings, and we just contracted with a firm in

Pennsylvania, Tangent, that will be responsible for

installation, design and installation of a solar

panels. My concern-- and I told you this was going to

be totally out of left field, so I know it's not the

total exactly on point, but I don't-- I guess I'm

saying I don't think the City is enough aware of the

good work that you're doing, because there's no place

in the contract as its currently written for the City

2   contractor to take advantage of our students when

3   they put solar panels up on those roofs.

4   PHIL WEINBERG: We appreciate the heads

5   up, and it's something for us to look into. One of

6   the 40 new programs we're starting is at the High

7   School of Energy and Technology, and it's going to be

8   an electrical installation program focused on solar

9   energy. So, it's a great investigation for us.

10   Thank you.

11   COUNCIL MEMBER ROSENTHAL: Great, I'd

12   love to follow up with you on it. Thank you.

13   CHAIRPERSON DROMM: Thank you. And

14   Council Member Rosenthal and Deputy Chancellor, I

15   believe the contract that you're talking about

16   actually is through DCAS, am I right? So, it would

17   involve--

18   COUNCIL MEMBER ROSENTHAL: [interposing]

19   Through DCAS.

20   CHAIRPERSON DROMM: coordination between

21   [sic]--

22   COUNCIL MEMBER ROSENTHAL: [interposing]

23   Yep, and they're in the midst of still finalizing it.

24   I think they have a dollar amount, but I don't think

25   all the T's have been crossed, I's been dotted. I

2   think there's real opportunity there that I hope the

3   City can take-- can veil [sic] itself.

4   PHIL WEINBERG: Thank you.

5   CHAIRPERSON DROMM: Thank you. And we're

6   going to wind up here now with Council Member King.

7   COUNCIL MEMBER KING: Good afternoon,

8   gentleman. Thank you for today's testimony, and I

9   appreciate your position on understanding the

10   importance of transparency and reporting and making

11   sure that we're all on the same page about we can't

12   fund support if we don't know, and these two pieces

13   of legislation will allow us to continue to stay in

14   the know so we can continue to offer our support in

15   every way we can. But I want to reach out to you in

16   regards to the pilot program. I know last year, 2015,

17   that the Chancellor wanted to roll out being able to

18   have pilot program of CTE's in about 10 different

19   schools, sponsored by the General Electric

20   Corporation and Foundation and money that they were

21   providing. So, I just wanted to get an idea, have

22   these 10 schools been selected yet, and if so, how

23   were they selected? What's the status? What's the

24   progress of them, and if they really are-- really

25   successful? I'm counting on a successful remark from

2   you both. How do we expand on that to continue to

3   build on CTE programs across the City and into new

4   schools?

5   PHIL WEINBERG: It's a great question. The

6   program for us is called the GE Skills Lab, and John

7   has a lot more detailed information about it, but

8   it's a wonderful, wonderful program.

9   COUNCIL MEMBER KING: Excellent.

10   JOHN WIDLUND: So, I'm an old school CTE

11 guy who learned a lot through this process, and I

12 have to tell you that essential skills which is

13 really the premise behind it, that not to be trained

14 just for one area, but to be trained in all areas

15 that are required, communication, written, oral,

16 being able to communicate, being able to take

17 direction, to give direction, work in a team, access

18 to technology. So, I don't want to run down the list

19 of those things. Civic engagement, it's also

20 responsibility. Like, they're wonderful attributes

21 and skills. So, there was an application process,

22 and schools were asked to, you know, apply. There

23 had to be interest at the administrative level,

24 capacity from the school to be able to be a part of

25 this work, and to demonstrate how they would

incorporate the work into the school. I have a list

of the schools. I could read them, read the names of

the list.

COUNCIL MEMBER KING: I like to hear

because I want to know where they are located.

JOHN WIDLUND: Sure. Fannie Lou,

Hammacher, Hudson High School for Learning

Technologies, Brooklyn International High School,

Bronx Arena High School, School of the Future, Isaac

Newton Middle School, Health Opportunities High

School, Bronx Academy for Software Engineering High

School, Business Technical High School, it might have

been Brooklyn Technical High School, Energy Tech,

Epic [sic] South High School, and those are the early

adopters, and they had a whole variety of things.

When you have a new initiative, and this is something

that, you know, to be honest with you, I-- it was

revolutionary to me, because I, again, I probably

focus too much on technical skills, but these real

world 21st Century essential and applied [sic]

ability skills translate to all areas. Like,

everyone needs to be able to work as a team

regardless of the industry. So--

1

2   COUNCIL MEMBER KING: [interposing] I'm

3   sorry to interrupt.

4   JOHN WIDLUND: Yeah.

5   COUNCIL MEMBER KING: Out of that list--

6   JOHN WIDLUND: [interposing] Yes.

7   COUNCIL MEMBER KING: I heard a few in

8   the Bronx. I heard some in Manhattan. I heard some

9   in Brooklyn.

10   JOHN WIDLUND: Yes.

11   COUNCIL MEMBER KING: Any in Queens or

12   Staten Island?

13   JOHN WIDLUND: I didn't see a Staten

14   Island school on the list, and I know they're adding,

15   and so-- oh, actually South Brooklyn in South

16   Brooklyn Community High School is also--

17   COUNCIL MEMBER KING: [interposing] No, I

18   said I heard Brooklyn, Manhattan and the Bronx. I

19   wanted to know about Queens and Staten Island.

20   PHIL WEINBERG: I-- we'd have to go back

21   and check the DBN's, but they didn't jump out to me

22   as Queens type [sic] school.

23   JOHN WIDLUND: The good news is-- the

24   good news is that--

25   COUNCIL MEMBER KING: [interposing] Okay.

JOHN WIDLUND: I personally value this,

and I would love to see opportunities expand. So,

the grant itself was for a year, and now I believe

we're involved in funding and keeping those moving

forward, because it, I think, works in tandem with

some of the technical skills that our programs would

certainly offer. It's vital. It's vital.

COUNCIL MEMBER KING: Are you finding

them as successful? And I know we got to wrap up

soon--

JOHN WIDLUND: [interposing] Right.

COUNCIL MEMBER KING: so I'm just trying

to get to the meat and potatoes.

JOHN WIDLUND: Right.

COUNCIL MEMBER KING: Have there been an

assessment over the year? Have they been implementing

work? Have you rated them yet? Are they effective?

If they're not effective, are we moving them out and

going someplace else? That's where I'm trying to

get.

JOHN WIDLUND: I think a lot of training

is happening and it takes time to determine all of

those things, and you know, when a school enters into

2   something simply because, you know, they might not be

3   a particular leader, and you don't abandon if it's--

4   COUNCIL MEMBER KING: [interposing] Is

5   there a time clock on the assessment?

6   PHIL WEINBERG: As a pilot, we found the

7   learning from the GE still left to be very valuable

8   for us, and we are translating it to other schools

9   this year.

10   COUNCIL MEMBER KING: Okay.

11   PHIL WEINBERG: We do believe the

12   curricular aspect that John was talking about which

13   are sometimes referred to as non-academic, which is I

14   think a bad way to talk about it, have been really

15   valuable for our students in terms of promoting their

16   employability skills, and it's becoming part of the

17   package that we want to deliver to all schools.

18   COUNCIL MEMBER KING: I agree with

19   everything. The word "academic" is so misleading at

20   times, because--

21   PHIL WEINBERG: [interposing] Right.

22   COUNCIL MEMBER KING: learning is

23   learning.

24   JOHN WIDLUND: Yes, that's right.

25

COUNCIL MEMBER KING: No matter what it

is. So, but thank you. You've asked-- answered that

question. I just wanted to get an idea of where we

are, and thank you for your time today. Thank you.

JOHN WIDLUND: Thank you, Councilman.

CHAIRPERSON DROMM: Okay, thank you, and

with that I want to thank the panel for coming in

today and for giving testimony. We look forward to

continuing to work with you on this topic. Thank you

very much.

PHIL WEINBERG: Thanks.

JOHN WIDLUND: Thank you.

CHAIRPERSON DROMM: Okay. Our next

panel, Stanley Litow, now at IBM, Sterling Roberson

with the United Federation of Teachers, and Michael

Simas with Partnership for New York City. Okay, I'd

like to ask you to raise your right hand so I can

swear you in. Do you solemnly swear or affirm to

tell the truth, the whole truth and nothing but the

truth and to answer Council Member questions

honestly? Okay. We've now been joined by Stanley

Litow, and I'm going to ask him to start us off,

because I know you also have some time limitations

today.

1

2   STANLEY LITOW: [off mic] I appreciate

3 very much the opportunity to come before the

4 committee. As you said earlier, I used to be the

5 Deputy Chancellor of Schools in New York City, but I

6 work for the IBM Company. I'm Vice President for

7 Corporate Citizenship and Corporate Affairs, and I

8 run the IBM Foundation. Back in 2010, we came to the

9 school system with the City University and the City

10 with the idea of creating a nine through 14 school in

11 New York City and creating it as a model for the

12 country. The first school operated in what had been

13 Paul Robeson High School in Crown Heights across from

14 Albany Houses. The school began in September of

15 2011. It's called P-Tech. The model basically

16 includes several core components. First of all, we

17 back-ended all of the skill requirements that were

18 needed for nine different job categories at IBM, and

19 without changing the curriculum we embedded those

20 workplace skills directly in how the curriculum is

21 taught. We guaranteed ever student a mentor from IBM

22 and built a portal called Mentor Place that would

23 allow students and their mentors to work on a regular

24 basis together electronically as well as in person.

25 We created a workplace learning curriculum taught in

the school. We provided paid internships for all of

the students in the school at salaries between 13 and

15 dollars per hour, and we guaranteed that students

would have the opportunity to take their college

courses the minute that they passed Regents

requirement as being college-ready as early as grade

10. And finally, we guaranteed that students who

successfully completed an Associate's Degree in

Computer Science or Engineering would then be first

in line for any available job at the IBM Company.

The first school is now entering into its sixth year.

So they haven't completed the full six-year program

yet, but 25 percent of the students have already

completed their AAS degrees in four, four and half or

five years. The drop-out rate is virtually zero. Not

one student has ever taken a remedial course. The

students who have completed successfully were offered

jobs at IBM. Many of them took those jobs. We have

now 10 students who are working at IBM. Their

starting salaries are 50,000 dollars a year or more.

Every student who has started at IBM is also

continuing to take their Bachelor's Degree while

working at IBM, and we are paying their curriculum

costs as part of their employee cost. The first

school, as I said, operated beginning in 2011, 2012.

There are now 60 P-Tech schools across six states in

the United States. There are over 200 employers who

are following the IBM model. They all have free

access to the skills mapping process that we created.

They all have free access to the mentoring platform

that we created, and this has formed the basis of the

new federal legislation which passed the House of

Representatives by a vote of 405 to five two weeks

ago. We put together a coalition of 500

organizations advocating for that, and it received at

wide range new [sic] support, and the next step is

the Senate where the mark-up will take place probably

next week, and hopefully the new Perkins Act will be

into effect in 2017, pretty much following the model

of P-Tech which was created in New York City. So we

think that there's great opportunity to expand this

model. It expanded outside the US in Australia, the

first P-Tech schools following the Prime Minister's

visit to Brooklyn were created in January. There are

12 more following, and this afternoon we will be

launching P-Tech in Morocco with the Minister of

Education this afternoon, and there are at this point

six other states and four other countries that are

willing to follow the model that was created in New

York. So, if I was to finish the clear opportunity

with the Federal legislation, with the leadership of

the Governor that has done three rounds of RFP's for

P-Tech schools across New York State is for New York

to really continue to take the lead and start more P-

Tech schools. There are many industries that are

involved in grade nine to 14 P-Tech schools, advanced

manufacturing, healthcare, Tel Co's [sic],

environmental programs, business and finance. So, if

you look at the skill requirements they are pretty

consistent across a variety of different industries.

The thing that is critically important here is there

a scope and sequence to a very specific degree. This

is not about just taking college courses. It's about

completing with a credential, a post-secondary

degree, and the opportunity is to create great

economic savings. US-wide last year we spent two

billion dollars on college remedial courses with no

credit attached to them. Not one P-Tech student

takes one remedial course. In 1970, only six percent

of young Americans had a college degree, and in 2013

it only went to nine percent. Those are low income

Americans. If you look at the numbers for upper

2 income Americans, it went from 40 percent to 77

3 percent. So, if we're looking for a way to close that

4 gap, P-Tech is the way to do it.

5   CHAIRPERSON DROMM: Thank you very much.

6 Thank you for coming and for giving testimony and for

7 all the work that you've done with Department of

8 Education. The first thing that comes to mind for me

9 is why IBM? How did-- what motivated them to want to

10 get involved in this? Because it seems to me that

11 there remains some difficulty in terms of recruiting

12 businesses to want to get involved. Was it the

13 technology factor? Was it just the commitment from

14 IBM, the corporate responsibility idea? What was the

15 motivation here?

16   STANLEY LITOW: It's a clear intersection

17 between business and society. We have a skills

18 crisis. We need people with the right skills. We

19 felt that if we could develop a program that would be

20 customized to incorporate workplace skills and strong

21 academics, that we would make a commitment to hire

22 every single student who came through that program,

23 and we have consulted with all of our clients. There

24 is hardly any other business that's not a client of

25 the IBM Company. They all have the same problem. So

we committed to create this opportunity. We're

getting the benefit out of it. We're hiring young

people with exactly the skills that we need, and I

think the same is true of the other companies. There

was a survey done of Fortune 500 companies two years

ago, and 70 percent of them said that their entry-

level hires lacked writing skills. Writing skills

are a critical component of the P-Tech program. So

are planning skills, collaboration skills, problem

solving skills. This is not about, you know, what you

used to call vocational education. When President

Obama visited P-Tech after he featured it in two

State of the Union Addresses in a row, he went into

the math class and saw how math was being taught, and

he walked out into the hallway, and he told our CEO,

"I've never seen a math class like that." IT

incorporated the essential skills along with the

academic skills, and I don't think that businesses

will not raise their hands to participate in a

program like this because they get the benefit out of

it.

CHAIRPERSON DROMM: So, I've heard your

complaint about writing skills in so many different

ways from so many people, and actually probably have

2   even experienced it in my decision-making regarding

3   hiring people to even work for me in the City

4   Council. When kids are getting-- is it the

5   instruction that the kids are getting in the P-Tech

6   High School that's leading to this successful writing

7   skills and math skills, etcetera, so forth and so on?

8   Is it the combination and the idea that they're going

9   to have this internship? Why is it successful there?

10   STANLEY LITOW: Well, it's successfully

11   because if you go into the classroom, the curriculum

12   is taught whether it's Algebra or physics, it's

13   taught in the context of demonstrating your writing

14   skills. So if you went into a classroom, it was a

15   math class for example, you'd see writing examples

16   all over the wall, because part of the way the math

17   curriculum was taught was to have writing exercises

18   on a regular basis. So, the writing skills were

19   regularly stressed. They're stressed in the paid

20   internship at IBM. They're' stressed by the mentors.

21   They're expressed during the days that they spend in

22   the IBM research lab working in teams. So writing is

23   a core component of how the curriculum is taught.

24   It's still a strong academic curriculum, but it's

25   taught in the context of those critical writing

2   skills and presentation skills. I had the

3   opportunity to bring the Lieutenant Governor of New

4   York State to the P-Tech school in Newburgh, and the

5   ninth grade young lady told the Lieutenant Governor

6   that she was very excited about learning how to do an

7   elevator pitch. The Lieutenant Governor said,

8   "What's an elevator pitch?" And the girl turned to

9   her and said, "Well, sometimes you have an important

10 concept you have to get across, you only have three

11 to five minutes. You have to prepare to deliver it.

12 You don't know what an elevator pitch is?" And

13 that's part of the essential skills that are being

14 stressed in the curriculum on a regular basis, and

15 that's what makes the students valuable employees.

16   CHAIRPERSON DROMM: Is an elevator pitch

17 similar to a sound bite? I'm just kidding. Anyway,

18 the internships begin in senior year, is that when

19 they begin?

20   STANLEY LITOW: No, actually the

21 internships begin in the summer between junior and

22 senior year of high school, and we did an evaluation

23 of 150 internships and we asked the managers to

24 assess and evaluate the skill level of the P-Tech

25 interns, and they evaluated them comparable to

2   juniors in college, and that was because of the level

3   of preparation that was done for each internship.

4   CHAIRPERSON DROMM: Yeah, I'm going to

5   just-- we're going to hold off on the other two

6   panels, because I know that Deputy Chancellor has to

7   leave in a couple minutes.

8   STANLEY LITOW: Thank you very much.

9   Thank you very much.

10   COUNCIL MEMBER TREYGER: Thank you,

11   Deputy Chancellor. I'm just curious to hear about any

12   particular data about those students who have entered

13   the P-Tech or into these programs that where their

14   skills were really honed in and exposed. They were

15   exposed to new things, really went beyond the

16   extracurricular that-- were any of these kids

17   formerly labeled? For example, the kids with special

18   needs, that once they entered this type of

19   environment they just excelled, because that's

20   something that I've seen as a former educator; I see

21   now. Just curious to hear your experience.

22   STANLEY LITOW: Absolutely, the data

23   backs that up. First of all, the population that

24   goes to theirs P-Tech school has the highest

25   percentage of African-American male students of any

school in the City of New York, elementary, middle or

high school. About 85 percent of the students were

free lunch eligible. Fifteen percent of the students

had IEP's. The first cohort of P-Tech students that

began in September of 2011, that was after the high

school selection process had been completed. So

those were students who got not one of their top 12

choices. They were low income. They were all

children of color, and about 65 percent of them had

reading levels below the sixth grade. If you look at

the projection based upon their course completions,

about 65 percent of those students will get their AAS

degrees on time within the six year period, two years

post high school. And if you look at the students

with IEP's, 60 percent of them have already passed at

least one college course, and if you look at the

success rate in the Newburgh School-- Newburgh has

the highest crime and drug rate in the entire state

of New York, and of the students who were in the

first cohort, 80 percent have already taken and

passed college courses. If you look at the P-Tech

schools statewide, not just the ones in New York

City, but statewide, and New York has more than any

other state in the union, over 35 schools, the

success continues. You're talking about low income

students. You're talking about approximately 15 to 18

percent of the kid with IEP's, many of them

misdiagnosed, and they're succeeding at very, very

high levels, and again, not one students has taken a

remedial course. I am a trustee of the State

University of New York. Seventy percent of our

entering freshman take remedial courses. At CUNY it's

nearly 80 percent, not one remedial course.

COUNCIL MEMBER TREYGER: And the last

very quick question. What recommendations should we

be advocating for to the state with regards to

assessment reform to make sure that we're capturing

this talent on assessment, that it's just not solely

reliant on standardized exams?

STANLEY LITOW: Well, what I would say is

all of the students in the P-Tech schools have been

evaluated based upon those standardized exams, and

they're doing better than all the other schools even

though they're open enrollment. There's no admission

requirement to get in, and even though it's called

Early College, the difference between P-Tech and nine

to 14 and Early College is the students actually get

a very specific degree. You know, we are now hiring

large numbers of the students. They've been assessed

very well and they're getting hired at IBM, and

they're doing very well in their performance. I also

have many states where we have the largest number of

early college high schools. Two states, Texas and

North Carolina-- I checked with our HR people on how

many graduates of early college programs did we hire

across those two states. Two. In P-Tech in New York

City, one school, 10 already, and that's not even the

end of the six-year period. So, I think that giving

the student the clear pathway to a very specific

degree, getting the commitment from the employer of

first in line for hiring guarantees that the largest

number of students are going to complete.

COUNCIL MEMBER TREYGER: Thank you.

CHAIRPERSON DROMM: Okay, thank you very

much, and we wish you luck with the opening of

Morocco.

STANLEY LITOW: Thank you.

CHAIRPERSON DROMM: And good luck with

all of that. Thank you.

STANLEY LITOW: I appreciate it. Thank

you for your time.

CHAIRPERSON DROMM: Mr. Roberson?

2   STERLING ROBERSON: Good afternoon,

3   everyone. My name is Sterling Roberson, Vice

4   President for Career and Technical Education High

5   Schools for the United Federation of Teachers, and

6   obviously at the UFT we represent 200,000 of our

7   members, in particular when it comes to the CTE

8   space, and that's approximately a little over a

9   thousand, close to 1,200 members in career and

10   technical education. With that being said, let me

11   just say, on behalf of Michael Mulgrew and all the

12   officers of the union to Councilman Dromm, the

13   Education Chair, and all of the Education Committee,

14   thank you. Thank you for your advocacy when it comes

15   to championing for students as well as educators. We

16   know this is important, and as a union it's near and

17   dear to us. Now, with respect to the conversation

18   around career and technical education, we know that

19   it is very important when it comes to how do we

20   prepare our young folks for the necessary skills to

21   compete in today's knowledge economy. When we talk

22   about the CTE schools without-- and I'll preface my

23   comment based on the testimony that's written, but

24   I'm not going to go over it in detail, but in

25   thinking about high-quality CTE, we know the

expansion the UFT has advocated in working with the

Department of Education and for expanding the

opportunities for students in CTE as well as

expanding programs outside of just the designated CTE

space. With that being said, let's think about three

different things that I could highlight. Number one,

the delivery of high-quality CTE, what does that

really look like? Obviously, the first thing when we

know that there's high-quality CTE there's an

authentic [sic] pathway for students to go from

college or career. It has to be there and it has to

be reflective in the program. There's a recognized

credential. Not only does a student receive their

academics. They also receive a credential as well.

Through partnership with industry, the Deputy

Chancellor as well as the Executive Director has

moved towards that in terms of the partnership

through a higher Ed, as well as Moses Ojeda who

mentioned it. And also, how do we ensure that our

teachers are technically trained? As a 32-year CTE

educator, I'm a graduate of the program that John

Widlund and Moses Ojeda. I was in the inaugural

class of the Success Via Apprenticeship program, and

I oversee it now with respect to the United

2   Federation of Teachers. So, one of the things that

3   we need to really think about the road blocks. We

4   talk about streamlining the process. We also talked

5   about what we needed to do with the state level as

6   well as creating pathways for folks to become

7   certified to become CTE teachers. As much as we talk

8   about expansion, we need to make sure that we have

9   the facilitators of that learning and a pipeline for

10 them to be into the system. Now, also doing more

11 around CTE. One of the roadblocks that we have to

12 really tackle with the Department of Education is how

13 do we guidance for schools? When we think about

14 employability profiles and what students need and

15 what schools need, number one, we have multiple

16 systems. When you talk about streamlining, some

17 folks record data to-- it's like we have SESUS [sic]

18 to record work [sic] for students with disabilities,

19 but we don't have a streamline system to talk about

20 employability skills that students need. For example,

21 some that are using Google documents. Some are using

22 Excel Spreadsheets, e-portfolios. We have to come up

23 with a system that follows the student as they

24 progress through their CTE courses of study. It works

25 for the parents. It works for the students,

administrators, and it works for the system overall.

Also, one of the things that we need to be able to do

is go back to basics on "how-to" guides. CTE, as we

talked about in many of these discussions, it's very

challenging and complex in many ways. And each one of

them can be broken out into various nuances, and it

can be challenging. How do we create "how-to" guides

so that CTE is not an elective for a school or the

either-or, but it's also aligned with the

Comprehensive Education Plan so that the goals that

you have for CTE and the students that are in it, is

aligned with the academics? When you talk about

academic integration, those goals at the school level

have to be aligned and we have to make sure that the

funding, as much as we're expanding funding, that

those funding streams are aligned as well. That's

number one. Number two, how do we think about work-

based learning? We talk about internships and work-

based learning. There's two distinct differences.

Ever student should have an internship opportunity,

but work-based learning is specific to CTE, specific

to the alignment of the curriculum, specific to

ensure that the students are having an authentic work

experience that's aligned to what they're learning

every single day. And how do we match that to the

labor market trends? How do we match that to what we

know that students need to know and know how to do?

Following that, also the advisory board. We talked

about the industry partners. Moses articulated what

he did at the flagship school, but for those that are

expanding CTE programs, how do we provide them with a

guide to it? But you want to start an advisory board.

What does that look like? What should you be asking?

How should you engage your industry partners with

respect to that as well? Also, when it comes to not

just the advisory board, when it also comes to

engaging parents in this work. We don't always talk

about how do we engage parents, but they become an

important piece. Many parents and many folks are

still thinking of the old vocational model that if

you can't deal with the academics, they haven't

necessarily moved over to the integration academic.

Understanding and getting parents to understand

through engagement that the DOE is talking about with

parent engagement. How do we share with them the

information on how do you explain the career pathway

approach. If my son or daughter wants to get into

computer science education, what does that look like?

How should that work to engage them in that process

as well with the schools? So, there's' a lot of

things that we can do understanding the challenge and

being able to move forward with that. Also, for

schools to make sure that we can account for what

students have learned in the classroom, we have to

think about student's organizations. Student

competition that's a reflective of how do we show

students what they need to know and know how to do.

That is reflected through completion. We have Skills

USA. There's all kinds of competition, robotics

competitions that sells [sic] at the Javits Center.

This allows teachers, schools and everyone as well as

industry partners not just to be engaged, but to

celebrate the students, but also ensure that they are

a intricate part of the students' everyday life as

they start to make their educational choices and

increase their-- and engage in their pathway. So,

these are just some components, understanding that we

celebrate the idea of the expansion of CTE. We

understand that those things re important. We

celebrate the fact that the legislation that's being

proposed to having annual reporting so that the City

Council and others and the public has an accounting

2   of where we are and where we need to go is important.

3   And as we talk about computer science education, how

4   that legislation allows us to be able to have-- on be

5   front and center of where we are and where we need to

6   go. These are all in our opinion some of the things

7   that we need to be able to do. But last, but not

8   least, one of the things that is hugely important

9   that I touched on is the teacher preparation. Teacher

10 preparation becomes an important facet, an how do we

11 unsure that the teachers not only have the skills

12 that they need to become the facilitators of learning

13 in a classroom that's if; today. But also, how do we

14 ensure that they keep up with the currently

15 technology and work if they're automotive, if they're

16 in computer science. So that industry changed

17 rapidly. It's not as though things should change

18 every seven years, we have monumental changes that

19 are happening every three years. But how do we just

20 in our collective bargaining agreement, we put in

21 externships, so the teachers cannot just learn, but

22 hey could actually work on the job to be able to

23 provide them with the opportunity to refine their

24 skills. So these are some of the things that as much

25 as we celebrate and partnership with the Department

of Education as well as the Partnership for New York

and other advisory Council Members and the CTE

Advisory Council. One of the things that we want to

be able to do is ensure that as we celebrate and as

we've come so far, we also understand that there's so

much more that we have to do. And how do we engage

and provide the guidance for the schools for the

teachers, for the parents, and the entire community

for us to do that. And so thank you once again for

putting on this hearing, and on behalf of the United

Federation of Teachers and the members we represent.

We are proud to provide testimony in that account.

Thank you.

CHAIRPERSON DROMM: Thank you. And before

we go to Mr. Simas, I just want to say we've been

joined by Council Member Dan Garodnick. He was here

but he left. And that we have received testimony

from the Council of Supervisors and Administrators

which will be on the record. And with that, I think

we'll go to Mr. Simas, and then we'll go to

questions.

MICHAEL SIMAS: Thanks, Chairman Dromm

and members of the Committee for the opportunity to

be here today. The Partnership represents the City's

2   business leaders and its largest private sectors

3   employers. We consider CTE to be a critical

4   component of public education and workforce

5   development in New York. We're working with city and

6   state agencies, as been said toddy, and nonprofit

7   intermediaries to expand employer engagement and

8   support for CTE programs. New York City suffers from

9   a shortage of skilled workers for a number of fields,

10 particularly in the tech and health care sectors. In

11 July, the last count we looked at there were 116,000

12 job openings that were unfilled, because of a

13 shortage of qualified applicants here in this market.

14 Last year, working with DOE we partnered with PWC to

15 do a comprehensive survey of CTE schools and the

16 employers that participate in CTE programs. We found

17 that employers and educators are largely aligned when

18 it comes to the value of academically rigorous CTE

19 experience for high school and college students and

20 also on the failures of our current approach to CTE,

21 which all agreed is fragmented, under-resourced and

22 overly bureaucratic. We also found that employers

23 and educators consider business engagement with CTE

24 to be more charitable rather than an investment in a

25 future workforce. All agreed that more regular and

broad-based support is needed from employers and

industry associations to keep up with rapidly

changing labor needs and skills requirements by

providing regular input on curriculum, professional

development of teachers, and to provide work

experience opportunities for students. There is also

a need to engage nonprofit intermediaries to manage

and significantly expand internships, mentorships and

relationships between educators, employers and

students. We are pleased that the Council and the

Administration have put additional resources into the

budget for CTE this year and that the Mayor's Center

for Youth Employment is working with DOE to insure

that CTE is a component of a broader workforce

development program. That program has got to be

integrated. It's got to be high-performing, and it's

got to be market-driven from our perspective. We

support DOE's efforts to restructure these programs

and ensure that they are high-quality and relevant to

market needs. This can only be accomplished through

expanded partnerships with nonprofit intermediaries,

as I said, post-secondary educational institutions,

as well as employers and industry associations. It

requires changing certification requirements for

2   degrees and for teacher certification as well. Today,

3   business and job location decisions are being based

4   more than anything else on the availability of talent

5   and a skilled labor force. Employers who are

6   committed to growing in New York are motivated to

7   invest in solid educational programs that prepare the

8   future workforce here. We need a new structure,

9   better tracking systems and real integration between

10   economic development, workforce development and

11   educational policies and programs. The Partnership

12   and our members are encouraged that CTE is a priority

13   for the Council and we are prepared to work closely

14   with you to advance our shared goals. Thank you.

15   CHAIRPERSON DROMM: Okay. Council

16   Member, thank you. Council Member Mark Levine has

17   some questions followed by Council Member Treyger and

18   then me.

19   COUNCIL MEMBER LEVINE: Thank you, Mr.

20   Chair, and thanks to the both of you for your

21   testimony. Mr. Roberson, truly appreciate having the

22   support of teachers in this important subject matter.

23   I'm interested in whether computer science educators

24   fall under your purview at CTE, or is that considered

25   a different branch of the union?

2   STERLING ROBERSON: So, in terms of as a

3   union, we put it in one category, right? Because

4   computer science we feel it falls--

5   COUNCIL MEMBER LEVINE: [interposing]

6   Right.

7   STERLING ROBERSON: into the level of

8   career and tech, but we do understand the ultimate

9   goal of incorporating computer science across

10   curriculum, which means that it has to be expanded.

11   But that's no different than what we talk about when

12   it comes to academic integration with other CTE

13   programs. It's just that obviously the importance of

14   computer science in the technological sense and what

15   we've done in terms of the investment that we've done

16   over the last decade in computer science in New York

17   City in preparing on a broad scope. So, we

18   understand that that overarching thing, but as a

19   union, we sort of put that category and structure of

20   computer science under my purview as in terms of

21   that.

22   COUNCIL MEMBER LEVINE: That makes

23   complete sense. Do you know how many computer

24   science teachers we have now in the schools?

25

2   STERLING ROBERSON: Let me start by

3   saying not enough, and when I say--

4   COUNCIL MEMBER LEVINE: [interposing] We

5   agree.

6   STERLING ROBERSON: not enough, it's that

7   it's a handful, and the handful is-- computer science

8   is an emerging field. One of the things when we talk

9   about certification at the state level and how do we

10   ensure that at the state level when you have an

11   emerging field that the officer teaching and the

12   officer-- the certification office or having

13   conversations to ensure that if you have teachers

14   that are coming into a field, what are the-- what

15   field that's emerging and what are the qualifications

16   that we need to be able to ensure that you have the

17   teacher that you need to necessarily to address what

18   you need.

19   COUNCIL MEMBER LEVINE: And is there

20   currently state certification for computer science? I

21   thought that was lacking.

22   STERLING ROBERSON: It's lacking.

23   COUNCIL MEMBER LEVINE: Yeah, that's what

24   I thought.

25

STERLING ROBERSON: So, and it poses a

different-- the add-on to that is that what happens

now and how do we ensure the flexibility because when

you think about it across curriculum, what does that

look like for the science teacher? What does that

look like for the history teacher? How do we engage

in them and what does that look like from the Office

of Teaching when we think about the credentialing.

Not just the idea that the-- in the City we have the

ability to create a license, but what does that look

like at the state level to ensure that we have

continuity within our teaching ranks.

COUNCIL MEMBER LEVINE: Well, I

appreciate everything you're saying, and I agree, and

I'll just close by saying none of the audacious goals

we're setting on computer science education are ever

going to be realized unless we have a teaching force-

-

STERLING ROBERSON: [interposing]

Absolutely.

COUNCIL MEMBER LEVINE: who's ready to

deliver that content, and that is probably our

biggest challenge here, and it's got to be our top

2   priority going forward. So, thank you sir, and thank

3   you, Mr. Chair.

4   CHAIRPERSON DROMM: And just to follow up

5   on that, Mr. Roberson, too. The issue of

6   certification, I know that that's been a big issue.

7   STERLING ROBERSON: Yes.

8   CHAIRPERSON DROMM: Where do we stand on

9   that now?   What are we doing about that? Are we

10   working on that? Are we trying to move forward on

11   that issue?

12   STERLING ROBERSON: So--

13   CHAIRPERSON DROMM: [interposing] Take it

14   as it relates to what I would have called shop

15   teachers--

16   STERLING ROBERSON: [interposing] Right.

17   CHAIRPERSON DROMM: in the old days.

18   STERLING ROBERSON: So, historically, the

19   United Federation of Teachers and the Department of

20   Education and City Hall through the Success Via

21   Apprenticeship program was the pipeline to address

22   the understanding concerns that we were going to have

23   a shortage in vocational teachers at that time. Fast

24   forward, we've made gains in terms of the

25   certification by opening up a number of

certifications in this-- at the state level, but that

process in terms of Pathway has been slow, but at the

end of the day there are some new pathways for folks

to come into the teaching profession. One of the

things that we advocate for is not just have a knee-

jerk reaction in terms of letting folks in the door,

as important as it is. It's also being flexible but

also making sure that folks remain in the profession.

How do we get them to come in? How do we make sure

that they have the proper training? So, it's the

recruitment, the training and the retention of those

teachers, and how do we do that for the long term,

and that's one of the things that we work with the

Department overtime to put forth a proposal, not just

to have people into the profession just to get them,

but how do we make sure that we have a short term,

mid-term and a long term range to support longevity

in career and technical education space.

CHAIRPERSON DROMM: So, I think that some

of the issues in terms of the recruitment centers

around professionals in the various fields having

child development courses, educational methods, what

I could call methods--

STERLING ROBERSON: [interposing] A method, right.

CHAIRPERSON DROMM: type courses as well so they understand how to present material to the student body, and is that still an issue?]

STERLING ROBERSON: Yes, so the state has freed up some flexibility in terms of gaining folks within the Pathway to teaching as I indicated earlier. One of the things that we want to ensure is that as much as they come into the system, the challenge that we have that we're trying to tackle now is how do we ensure that the proper training continues? Because it's easy to open up the door. The challenge becomes how do we make sure that as things change, especially in the CTE space, it evolves very quickly, and ow do we make sure that the teachers are prepared with that? That's where the externships become important. That's where making sure that those that are coming into industry and also giving them the flexibility because the title that the state calls the "visiting lecturer." There are individuals that are attached to industry that does not want to necessarily teach. They want to be a part, in an intricate part of our educational system,

but they also need the flexibility to work with the

teachers to be able to provide the guidance for

schools whether it's via advisory boards and other

methods. So there is a flexibility that is opened up

at the state, but one of the things that we have to

continue to work on at the state level and with the

City, and we're engaged in that conversation as well.

I believe there's a convening next week on the 27th

at the state around CTE and the certification and how

do we shore up those pieces. So, it's not a one-

size-fits-all. It's flexibility, and we're working

with the state as well as the City on that.

CHAIRPERSON DROMM: Okay, good, and I

have another question, but I'm going to defer to

Council Member Treyger.

COUNCIL MEMBER TREYGER: Thank you,

Chair. Thank you, Vice President Roberson, and thank

you [inaudible] for New York City. Just a quick

question, some quick questions for the Vice

President, and we appreciate your support. First of

all, it was news to me today, I don't know if it was

news to you, with regard to the change in the funding

for certified versus non-certified CTE programs. We

heard from the Deputy Chancellor that now non-

certified CTE schools will receive funding from the

City for their CTE programs. Is that something that

you were aware of before?

STERLING ROBERSON: So, for a long time

we've always talked about what we do in the academic

schools as well as CTE schools and how do we ensure

that schools that have been instituting, school

leaders that have been instituting CTE funding

without any sort of funding stream from the

Department of Education directly to those for the

specific purpose of a CTE program. What does that

look like? I think the stars are sort of aligned in

terms of that it allows the DOE and others with the

passing of ESSA as long as with workforce needs to be

able to align the work. And how do we provide

flexibility in academic arenas to be able to provide

those sort of pathways for students in the academic

space, especially when we talk about several things

like applied learning, all of these different things,

some of the tools that we use in CTE. So, in terms

of the funding in which they are allocating to the 86

schools that they've done this year, we applaud the

idea that they want to make the investment, but as I

indicated in the testimony, it's really about also

how do you guide schools so that money is accounted

for and that schools are being held accountable to

the money and provided with the guidance that they

need, and couple with the legislation that's being

proposed, an annual reporting system on that as well

as be an issue like computer science education comes

hand in hand, and it aligns perfectly with all of the

changes that happen educationally.

COUNCIL MEMBER TREYGER: And I appreciate

that answer because I became aware of this

discrepancy between the funding for certified CTE and

non-certified CTE when a couple years back I believe

President Obama announced a very ambitious program to

fund CTE across the country.

STERLING ROBERSON: Right.

COUNCIL MEMBER TREYGER: And when I had

asked the DOE to give us a report on schools in my

district that got a piece of that money because this

was across, school districts across the country. New

York City received a piece. They said, "Well,

Councilman Treyger, there's not many certified CTE

schools around your area." And that was very

frustrating and upsetting to me that only certified

CTE schools, and then when you speak to principals

and teachers they explain to you how difficult it has

become to become a certified CTE school. We have to

build capacity and all that. So, I just wanted to--

we heard today that now there will be some funding,

but of course I think we need more funding and more

support. Just to-- another quick point,

infrastructure in schools. There are some schools

that were built with money from the new deal.

STERLING ROBERSON: Right.

COUNCIL MEMBER TREYGER: That have not

seen new wiring since the new deal. Where if you

turn on a microwave in the teacher's cafeteria, the

Smart Board will turn off. So, one of the things

that we're doing in my district, we're surveying

schools about their infrastructure and their

capacity, and that's something that UFT has been very

vocal about, and I applaud you and I applaud the UFT,

and that's something that we will continue to address

at a school capital budget hearing. In addition to

teachers building up their capacity, I think that

this is also going to really increase the need for

additional guidance counselors in our schools, what I

call career connectors, people that will help guide

students through these new industries as well.

2   Lastly, making sure that CTE programs reach girls and

3   boys.

4   STERLING ROBERSON: Yes.

5   COUNCIL MEMBER TREYGER: Not just boys.

6   That's been an issue in the past and making sure that

7   they reach all of our kids. And lastly, just a quick

8   question to you with regards to recommendations for

9   what assessment reforms should we be advocating to

10   Albany to make sure that we're capturing the student

11   talent, and also fairly evaluating educators and

12   giving them credit for great work being produced in

13   their schools. I'd like to hear your thoughts on

14   that.

15   STERLING ROBERSON: So, in terms of the

16   state, I know Deputy Chancellor Weinberg talked about

17   the delay at the state approval around the

18   assessments. Obviously, as a union, we believe in

19   authentic assessments, not just the testing. We

20   believe testing is important. In the realm of CTE and

21   why it's important, because there's multiple levels,

22   right, and CTE is presentation, demonstration,

23   evaluation. There's three levels of testing that

24   allows you to determine how students can progress,

25   and then there's also things that we can use from

portfolios to a wide range of other authentic things

that can think about the progress of a student and

how that's reflected. So these are-- that's just one

example of the work that needs to be done. I'm glad

you made the comment around the gender equity issue

in CTE. Very important. Even though I didn't

mention it in the testimony, but we've been working

hard around students with disabilities. What does

that look like? What does that look like with CTE

for English language learners where students are very

knowledgeable in their native language, but may not

be reflective in the exams and things that they take?

So, those are some highlighted bullet points that we

have to tackle. The advisory council has adopted that

work in putting commissions together to deal with

those specific issues, but it's aligned with the

issues that you've raised, and I think it becomes

important for us to continue in that work.

CHAIRPERSON DROMM: Okay, and just before

we let this panel go-- Mr. Simas, in your testimony

you talked a little bit about bureaucratic obstacles.

Can you describe a little bit more fully for me what

some of those obstacles are and what could be done

about them?

1

2   MICHAEL SIMAS: Sure. I think overall we

3 want to develop a system in the City that's, as I

4 said, responsive to the market. So establishing

5 industry verticals in sectors that are going to be

6 growing in this economy that we can identify where

7 it's simpler for employers to engage, for teachers to

8 get the support they need in training from industry

9 and to understand what's coming as far as jobs needs

10 with, the 116,000 I referenced that are open today.

11 That number is likely to grow in different fields.

12 SO putting structures in place that are easy to

13 interact with, for employers, nonprofit

14 intermediaries that consider market needs, I think

15 it's an important reform that needs to happen. As we

16 develop a-- they announced more funding today for the

17 CTE programs as we heard here. So I think it's great.

18 We're on the front end of this now, and as we develop

19 these new programs we can put a structure in place

20 that's responsive to employer needs and get them more

21 engaged.

22   CHAIRPERSON DROMM: So, some of the money

23 that we did put in the budget is for some of these

24 nonprofit intermediaries. Am I right about that? To

25

1

2 help coordinate efforts between businesses and the

3 Department of Education?

4   MICHAEL SIMAS: Exactly, and our view is

5 that we need those in each of the key industry

6 verticals.

7   CHAIRPERSON DROMM: So, I'd be sure like

8 in the future once we see how that's working out to

9 hear your opinion on how valuable they were and maybe

10 some type of a little bit of an evaluation about the

11 funding that was provided and how that helped end

12 some of those bureaucratic obstacles that you see

13 moving down the road.

14   MICHAEL SIMAS: Sure. Happy to follow

15 up.

16   CHAIRPERSON DROMM: And you mentioned

17 that we needed new structure, better tracking

18 systems. Is the tracking system that you're talking

19 about similar to what Mr. Roberson's talking about?

20 Because I think you spoke about student evaluations

21 or different computer systems. Is it similar to what

22 you were both talking about?

23   MICHAEL SIMAS: Yeah, I think we're

24 talking about the same thing. There are different

25 systems across the entire system which is huge. So

2   aggregating those, identifying best practices,

3   scaling programs that really work effectively and

4   investing directly in what's working is more

5   challenging if you don't have the data to analyze it.

6   So, that's what I was speaking to, I think.

7   CHAIRPERSON DROMM: So, some businesses

8   dealing with one system, other businesses dealing

9   with another. I mean--

10   MICHAEL SIMAS: [interposing] Well, you

11   have those individual schools like we heard from

12   earlier that are great actors and have their own

13   partnerships--

14   CHAIRPERSON DROMM: [interposing] Right.

15   MICHAEL SIMAS: but how do you scale that

16   system wide?

17   CHAIRPERSON DROMM: Right.

18   MICHAEL SIMAS: And have it be responsive

19   to the market?

20   CHAIRPERSON DROMM: Okay. Alright, good.

21   That's what I wanted to have clarified. I thank you

22   both for coming in. We appreciate your testimony.

23   Thank you very much.

24   MICHAEL SIMAS: Thanks for the time.

25

1

2   CHAIRPERSON DROMM: Alright, I'd now like

3   to call Julie Samuels from Tech:New York City, and

4   Aiysha Irfran from Manhattan Borough President Gale

5   Brewer's Office. And I'd also like to welcome the

6   Duke University visiting program class on New York

7   City architecture and engineering. This is one of

8   our most beautiful buildings in the city of New York.

9   I hope you like it as well. Welcome to New York

10   City. Thank you very much for being here. Okay, and

11   I have to swear you in. If you would raise your

12   right hand? Do you solemnly swear or affirm to tell

13   the truth, the whole truth and nothing but the truth

14   and to answer Council Member questions honestly?

15   Thank you very much. So, who would ever like to

16   begin may start. Toss up.

17   : I can go ahead. Sure. Good

18   afternoon, Chairman Dromm and members of the

19   Committee on Education.

20   CHAIRPERSON DROMM: Is that mic on?

21   : I think it's not. There we go. Good

22   afternoon Chair Dromm and members of the Committee on

23   Education. My name is Julie Samuels and I am the

24   Executive Director of Tech:NYC. Tech:NYC is a

25   nonprofit trade group that just launched in May of

this year with the mission of supporting the

technology industry in New York, by, among other

things, increasing engagement between our industry

and New York City and State government. Our five

founding member companies are AOL, Bloomberg,

Facebook, Google and Union Square Ventures. In the

roughly five months since we started, more than 300

companies have joined as members of our organization.

As a quick aside, today marks the first time that a

representative from Tech:NYC is testifying before the

Council. We look forward to having an extensive and

constructive working relationship with this body. My

colleagues and I have met some of you already and

will be scheduling meetings with many of you and your

staffs in the coming months. We are always available

if you have questions or issues related to technology

companies in New York. On behalf of our roughly 300

member companies, I am here today to testify in

support of Intro 1193, sponsored by Council Member

Mark Levine and Carlos Menchaca, which would require

that New York City Department of Education to track

and report information regarding computer science

programs offered to students K to 12. Representing a

broad collection of technology companies with a

significant presence in New York City, Tech:NYC is

particularly interested in emphasizing the value of

and the need for a sustained and meaningful

commitment to computer science education for students

at all grade levels in New York City public schools.

Without a doubt, technology is a rapidly growing part

of the New York City economic. The technology

industry in New York City is responsible for roughly

300,000 jobs and generates nearly 15 percent of the

City's total tax revenue. Between 2007 and 2014,

tech employment in the City grew 57 percent, nearly

six times faster than the overall citywide employment

growth. The US Bureau of Labor Statistics projects

more than 1.4 million computer specialist job

openings nationally by 2020. Our organization firmly

believes that in a city as uniquely diverse as New

York, technology education in public schools must

serve as a vital springboard for young workers

entering the workforce from a wide variety of

economic and cultural backgrounds. But despite the

clear need for computer science education to prepare

our students for the jobs of tomorrow, as recently as

last year, fewer than five percent of New York City

public school students have access to computer

2   science education. Nationwide, the statistics for

3   educating female students and students of color are

4   similarly disappointing. According to the College

5   Board, of the 30,000 students that took the 2013 AP

6   Computer Science Exam, fewer than 20 percent were

7   female, only three percent were African-American, and

8   approximately eight percent were Hispanic. As a

9   result of this and similar trends nationwide, our

10   industry is increasingly concerned that we will not

11   be able to fill these jobs, and students who will be

12   qualified to fill these jobs are less likely to

13   reflect the diversity that is so vital to New York's

14   character. This is why we must work together to give

15   all of our 1.1 million students the tools they need

16   to succeed in the technical fields where so many jobs

17   do and will exist. We applaud Mayor de Blasio's

18   Computer Science for All initiative, a 10-year, 80-

19   million-dollar public/private partnership to offer

20   computer science to every student and every school in

21   the City. This is an unprecedented effort to expand

22   a new content area inside urban schools and it will

23   train nearly 5,000 teachers across all grade levels K

24   through 12. This type of commitment is already

25   delivering on the promise of preparing our City's

2   students to thrive in the new economy while also

3   ensuring that New York City preserve its place as the

4   pre-imminent global city to locate and develop a

5   business. As part of our support for the CS for All

6   initiative, we urge the Council to pass Intro 1193.

7   Its detailed public reporting requirement will help

8   to ensure collectively as law makers and business

9   leaders we follow through on the Mayor's commitment

10   to provide computer science education for all

11   students. We offer our assistance to help move this

12   bill forward and will gladly answer any questions.

13   Thank you.

14   CHAIRPERSON DROMM: Thank you very much.

15   Aiysha?

16   AYISHA IRFAN: My name is Ayisha Irfan.

17   I'm representing the Manhattan Borough President Gale

18   Brewer. I thank Chair Dromm and the Committee on

19   Education for scheduling this hearing on the state of

20   CTE schools in New York City. Intro 1099 would

21   require the DOE to report information on CTE programs

22   in schools, and Intro 1193 would require the DOE to

23   report information on computer science education in

24   New York City schools. I have long been an advocate

25   for giving students the adequate tools in today's

2   ever changing world. CTE schools do just that,

3   emphasizing small class size, experiential learning,

4   and skills acquisition. Further, CTE schools must

5   offer a sequence of classes that could lead to a

6   local, state, or national certification in a given

7   field. For example, students at Food and Finance High

8   School get ProStart, a national certification for

9   food workers that is a great career-starter for all

10 students. There are 16 dedicated CTE high schools in

11 Manhattan, and I have seen students engaged as

12 learners and acquiring field specific knowledge from

13 industry professionals. This past January, students

14 from Food and Finance High School catered my State of

15 the Borough address, attended by over 600 people.

16 Last December students from Urban Assembly Gateway

17 School for Technology participated in CS Week at

18 Civic Hall, talking about what learning CS has done

19 for them, and how it has helped them think about

20 solving some of the world's most pressing problems in

21 new ways. We are impressed by UA Gateway's civic

22 approach to learning and this year we are partnering

23 with them to implement a Data Science curriculum at

24 their school, where we will be using data available

25 in the NYC Open Data Portal to teach students about

how to solve local New York City civic problems using

statistics, computer coding and mapping skills. At

the Urban Assembly Green Careers High School on the

Brandeis High School campus the graduation rate has

gone up in the past two years, and the school has

gone from an "F" to the "Well-Developed" category and

is winning awards. The garden attached to the school

giving students many assets including a living

laboratory to learn about horticulture, sustainable

landscape, wildlife habitat maintenance, storm-water

retention, among other things. It is worth

mentioning, though, that New York City's CTE schools

are highly concentrated with low-income students of

color. A demographic analysis of CTE schools in

Manhattan indicates that on average, 82.25 percent of

them are on free or reduced lunch, 29 percent of them

are Black and 55 percent of students are Latino.

Parents sometimes think that CTE schools are an

updated version of vocational school, and that's a

serious problem and it's false. Some serious

academic-- and false. Serious academic students are

avoid going to CTE programs because they are

perceived as an academic stepchild. To address these

questions, we need to examine the way CTE admissions

are done. First, all CTE schools are limited

unscreened schools. This means there is no grade

requirement, and students are given preference based

on if they signed in at an information session.

Since 2004 the high school admissions process has

become automated, where students are handed a 600

page Directory of Public High Schools and asked to

rank 12 schools they want to attend. Using an

algorithm they are matched to one school. Because of

the intricacies of the matching system, students are

encouraged to include as many schools possible, and

often include schools they have no intention of

attending. So each year, there is a considerable

number of students in each incoming class, where

students have no interest in learning about the niche

field, and because principals also do not know how

incoming students have ranked their school choices,

they are forced to deal with students' lack of

interest in the field in class, and it interferes

with other students' learning. Because of the highly

specialized nature of CTE programs, it is essential

that principals are given some control over their

incoming class. Students should be asked to express

interest in their CTE field of study that goes beyond

2   signing in at an open house. Giving principals more

3   control over the makeup of their incoming class will

4   also help address the lack of diversity in CTE

5   schools because principals can ensure they are

6   recruiting a diverse set of learners, and are also

7   able to share the varied academic opportunities

8   available to all students. Finally, we must also give

9   CTE schools flexibility to provide intentional

10   learning opportunities for their students.

11   Currently, CTE schools must pay for necessary

12   industry specific equipment repairs out of their own

13   school budget. The DOE should identity targeted

14   funding streams, so schools do not have to use their

15   general operating budget for necessary repairs.

16   Additionally, some flexibility must be granted in how

17   students pursue outside learning opportunities. Last

18   year, the DOE implemented a new rule that students

19   could not travel out of borough for their College Now

20   classes. For Food and Finance High School, this has

21   meant students can no longer take classes at

22   Kingsborough, in Brooklyn, where the college offers

23   comprehensive culinary arts courses. If we are truly

24   invested in the success of CTE schools, we must grant

25   the schools some flexibility in how they recruit

students and operate. We are also here today to talk

about Intro 1193, which would require the DOE to

report information on computer science education in

schools. In today's changing economy, it is critical

that our schools keep up-to-date and provide students

with the tools to succeed. For years, my office has

been an advocate for STEAM in schools, and this

doesn't just mean putting computers in classrooms. It

means building pipelines to ensure that students can

take coursework that will help them understand and

shape the world they're inheriting from us. In New

York City, because of the Computer Science for All

Initiative, we are making some strides to ensure

every child has access to statistics and computer

science courses. We also need to ensure that we have

teachers who have the content knowledge to teach

these courses. In New York City, out of the 75,000

public school teachers, less than 100 teach computer

science, largely because currently there is no state

recognized computer science certification, and

teachers who are teaching computer science courses

are primarily math or science instructors who have

taught themselves CS. I know Hunter College is

working on creating a CS certification both for new

2   teachers and career professionals, but we must

3   address the numbers problem, and incentivize new

4   teachers to pursue this computer science

5   certification. I join Hunter College in urging the

6   State Department of Education to grant state

7   certification for CS teachers, so they can be hired

8   at DOE. Another hurdle that CTE schools face is the

9   arduous state approval process. Developed in 2001,

10   it takes from four to six years for programs to get

11   approved at the state level. Careers in technology

12   are evolving, and with newly emerging fields like

13   data science, it is important that our schools are

14   incentivized rather than face hurdles to keep up.

15   The CTE approval process must be streamlined. One

16   gap I see in Intro 1193 and I would like to see added

17   is information on the bandwidth capacity. From my

18   visits, I know schools need access to fast bandwidth

19   and access to faster connections to the internet in

20   the classroom. Web-based resources are essential to

21   students and teachers, and are an integral component

22   in CS lesson plans. Though this is a widely

23   discussed problem, there does not seem to be an

24   accurate and consistent measure of bandwidth speed.

25   Bandwidth data provided to me last year by the DOE

for schools that I had given capital funding to show

that most schools have bandwidth provisions between

10 to 40 megabytes per second, which is horribly

slow. These bandwidth speed numbers at the schools

did not match what was listed in the Smart Schools

Bond Act Investment Plan which was brought before the

Panel on Education Policy earlier this year. That

investment plan shows schools' burstable speed

instead of dedicated bandwidth. Listing a school's

burstable speed is a misleading metric, since it is a

speed most schools will never achieve. In order for

us to address the bandwidth speed in our schools and

classrooms, it is of utmost importance that we obtain

a clear picture of what the current reality is. We

must understand why these discrepancies exist and

figure out how to achieve the most consistent speed

measures before allocating programmatic, technology

or infrastructure spending to specific schools. I

conclude by thanking the Committee for scheduling

this very important hearing, and look forward to

working with you all.

CHAIRPERSON DROMM: Thank you very much,

and Council Member Levine has some questions, but

just before we go to him, you know, I taught at PS

199Q, and there were always issues about student

access to computers, but there were also-- and

bandwidth issues as well. There were also huge

issues with teachers who cannot access a computer

during the day. I was one of them. When I was out of

the classroom, what they call a cluster teacher. I

moved around, and we were told, you know, to go down

and ask the secretary for time that she was not on

the computer, to use her computer, and even with

laptops because of the bandwidth issue, you know, you

didn't have access either. So, it remains a huge

problem. I thank the Borough President for her

testimony. Thank you. Council Member Levine?

COUNCIL MEMBER LEVINE: Thank you, Mr.

Chair. Thank you both for your testimony. Julie,

welcome to the City Council.

JULIE SAMUELS: Thank you.

COUNCIL MEMBER LEVINE: And we look

forward to many, many more occasions when you speak

here. We're very excited about your work. I think

you've thrown out the number of about 300,000 jobs

here in the tech industries. Could you even guess

what portion of them are filled by New Yorkers and

2   what portion are filled by people who come to the

3   City to take those jobs?

4   JULIE SAMUELS: You know, I don't have

5   those exact figures, but I think historically we're

6   seeing a trend where there are more New Yorkers

7   filling those jobs as more New Yorkers are getting

8   educated. Of course we've Cornell Tech here which

9   will-- as it continues to grow really help with that

10   specific issue. One of the things we really want to

11   do at Tech:NYC for the City as we think about this is

12   think about how we grow a full ecosystem. So, while

13   we need to develop our own talent here, first and

14   foremost is what we're talking about. Today it's

15   crucial importance. We also think it's important to

16   bring talent in to help build that ecosystem, because

17   what we see in those instances is that we've got

18   technical talent primarily, engineers,

19   entrepreneurial people leaving the company, starting

20   new companies, and those people then need more talent

21   and create the job for this next generation of New

22   Yorkers. So, I don't actually have the answers to

23   what those numbers look like, but I think we're

24   seeing more and more. It's not just that-- I should

25   point out, the trend lines also seem to look like

you're not just seeing more New Yorkers filling those

jobs, but you're seeing more New Yorkers come back to

New York for those jobs, people who may be earlier

moved to the bay area a number of years ago are now

moving back because there are more and more tech

companies, more and more tech jobs here. So, that's

another interesting kind of piece of that trend that

we're watching closely and helping to support.

COUNCIL MEMBER LEVINE: Well, that's

great news that the trend is moving in that

direction, and I love that people, the best in the

world, want to come to New York City and pursue a

career here and live here, but I want the talent of

New York City public schools to have the opportunity

to compete for those jobs. I am convinced there are

thousands of kids if they just were given the tools

that they would make for amazing software engineers

and really could be the future leadership in this

field. Are you in touch with DOE to help them

understand the cutting edge skills that the main

employers here need? It would be a shame if we

weren't training kids on the skills that they're

going to need in the years ahead when they're

entering the workforce.

1

2   JULIE SAMUELS: So, since our launch just

3   a couple months ago we started rolling out those

4   conversation for starters at kind of the post-

5   secondary level, but we are starting a series of

6   conversations between educators and employers in the

7   tech sector here in the City, and those will

8   eventually get to DOE, but like I said, we're kind of

9   starting and working our way sequentially down, not

10   for any reason other than that's just where we

11   started.

12   COUNCIL MEMBER LEVINE: And finally,

13   because I don't want to go over time, can you explain

14   in language that we lay people understand just what

15   are the technical skills that are going to be most in

16   demand--

17   JULIE SAMUELS: [interposing] Yeah.

18   COUNCIL MEMBER LEVINE: by employers?

19   JULIE SAMUELS: So, I actually think this

20   is a really interesting question that could be

21   subject of many hearings on its own because you

22   really need to think of this on-- I'll be quick,

23   though. You need to think of it on a spectrum,

24   right? You're going to have all kinds of different

25   tech jobs. You got tech jobs at the highest order of

computer science, the kind of engineers who are

really incredibly both well-educated and well-

experienced, the very high-level jobs that the big

tech companies that you all probably think of right

away, but then you also are going to have at the

other end of the spectrum people who have basic

coding skills who might be able to get a job in a

small office that maybe isn't even a purely technical

job, but the ability to help with some IT in the

office or to help build a website makes that person a

more better candidate for that job. So, you know,

imagine someone who can build a website and also work

as an assistant in a small family office or

something. So, when you think about that spectrum

it's really quite interesting, because what we want

to do is prepare people across all of those types of

jobs, right? Those are all good jobs. Some may be

better paying than others, but all good jobs. So,

what we are trying to understand as an organization

and as a City is where most of those jobs will lie,

and I think that that's going to be tough question.

We're seeing a lot of trends, for instance, of course

in Syntech [sp?] there are many, many jobs based here

in New York. We're going to see a lot of jobs based

on mobile technology as more and more of the

infrastructure around web-based action is happening

on mobile. You're going to see more stuff around AI,

and as we think through all of these market trends

that are moving so quickly, it really shapes where

the jobs will be, but I think the most important

thing as we think through computer science education,

as we think through what these programs look like,

what the potential certifications look like is how

you teach skills that allow job candidates that allow

New Yorkers to adapt across. Give them the tools,

because technology, computer science more so than so

many other fields is so rapidly changing, that

graduating someone from a school, from a program,

knowing how to write code in one specific code

language might be useless in a couple of years. So,

it's giving them the kinds of tools to continuously

learn in this field.

COUNCIL MEMBER LEVINE: Yeah.

JULIE SAMUELS: So, we'll be working a

lot on all those things.

COUNCIL MEMBER LEVINE: Thank you both

again for your testimony and for all your work in

this field, and thank you, Mr. Chair.

CHAIRPERSON DROMM: Thank you, and thank you both for coming in. Okay, this will be our last panel, so if there's anybody here whose name I don't call and you wanted to speak, you should see the Sergeant at Arms now. Chantella Mitchell from Jobs First New York City, Sam Streed, Advocates for Children, Jack Pounce, I'm sorry. Powers, okay, from Graphics Industry Advisory Commission, and Tara Bellevue from NAF, NAF. Okay, so I need to swear you all in. If you would raise your right hand, and do you solemnly swear or affirm to tell the truth, the whole truth and nothing but the truth and to answer Council Member questions honestly? Very good. Want to start?

CHANTELLA MITCHELL: Hello. Good afternoon, Chairman Dromm and other distinguished Council Members of the Education Committee. My name is Chantella Mitchell and I'm the Policy and Program Associate at Jobs First NYC, a policy to practice intermediary focused on the issues of young adults who are out of school and out of work. Today, there are more than 184,000 New Yorkers 16 to 24 who are out of school and work. This includes young adults who have dropped out of high school and those who

2   have completed school and are unprepared to

3   successfully transition to higher education or

4   employment. Additionally, according to a 2016 report

5   from the New York City Comptroller, greater than 47

6   percent of 16 to 25 year olds work in low-wage

7   service and retail jobs. We believe that quality

8   career preparation and work experience programs

9   within the K-12 system such as career in technical

10 education or CTE are one strategy to decrease these

11 numbers. The strength of the CTE programming include

12 its focus on specific sectors. As Jobs First NYC

13 highlighted in our 2016 report Optimizing Talent,

14 when developed and resourced properly, sectoral

15 strategies can successfully prepare young adults for

16 in-demand well-paying jobs. Moreover, CTE programming

17 includes structured engagement with specific

18 businesses that is mutually beneficial for students

19 and for employers. Some CTE schools also offer

20 students college credit or even Associate's Degrees,

21 and while the seven existing nine through 14 CTE

22 schools in NYC are fairly new, they're showing

23 positive employment and college enrollment outcomes.

24 Finally, local CTE programming has proven its value

25 through some promising early outcomes. A 2014

2   community service society study found that graduation

3   rates for students of CTE were overall better than

4   those in non-CTE schools, especially for black and

5   Latino males. However, as the City prepares for the

6   expansion of CTE programming, it must address several

7   implementation challenges. The same 2014 CFS [sic]

8   report found that while graduation rates were higher

9   for CTE students, college readiness levels were

10   lower, and there were no available employment outcome

11   data. Moreover, an August 2016 article from Chalk

12   Beat New York reported that the slow moving and

13   inflexible bureaucracy involved with becoming CTE

14   certified was the greatest challenge to partnering

15   with schools. Finally, CTE programming should not be

16   the only programming option for students. Too much

17   focus on CTE exclusively limits investments and

18   attention for other successful models run by

19   nonprofits and community colleges. While some also

20   offer training in one specific sector, others offer

21   students flexibility to choose from an array of

22   sectors unlike CTE. It should not be either/or, but

23   both. Therefore, we urge the City to require that

24   the DOE provide more information around certificate

25   attainment, employment outcomes and post-secondary

2   enrollment related to specific CTE training, as

3   specified by Intro Number 1099. We also urge the

4   City to collect evidence related to employer

5   involvement and advisement to ensure that the

6   programs truly are market-driven. And finally, we

7   urge the city to invest in complementary three-year

8   preparation and work experience programs for

9   students. Jobs First NYC was recently commissioned

10   by the James and Judas K. Diamond Foundation to

11   examine the in-school career exploration and work

12   experience programs in the Bronx, including CTE's in

13   context of the in-demand occupations in economic

14   development in the borough. We are happy to share

15   this report with the Council upon its completion, and

16   we look forward to continue work together. Thank

17   you.

18   CHAIRPERSON DROMM: Thank you very much.

19   Next, please?

20   SAM STREED: Good afternoon. My name is

21   Sam Streed and I'm a Policy Analyst at Advocates for

22   Children of New York. For over four decades, the

23   Advocates for Children has worked to promote

24   educational access in New York for students who have

25   traditionally been marginalized by the education

2   system, including students who are economically

3   disadvantaged, English Language Learners, or ELLs,

4   students with disabilities, and students of color.

5   Over the past few years, Advocates for Children has

6   become increasingly involved in advocacy relating to

7   CTE's with a focus on efforts to reduce barriers to

8   access for students with disabilities and ELLs. In

9   New York City in 2015, only 38 percent of students

10   with disabilities and 37 percent of ELLs graduated by

11   the end of four years of high school, far behind the

12   citywide average. Furthermore, students with

13   disabilities drop out at almost twice the rate of

14   general education students; ELLs drop out at nearly

15   three times the rate. While CTE for high school

16   students is not a panacea, it can help address these

17   dismal outcomes. Featuring hands-on skills-building

18   with real world applications, CTE is shown to help

19   keep at-risk students, such as ELLs and students with

20   disabilities engaged and on-track for graduation.

21   Students in CTE programs are less likely to drop out

22   of high school and more likely to be engaged and

23   successful in academic coursework than their peers.

24   They are also more likely to secure employment after

25   high school. Some of the benefits for these student

2   groups can be seen here in New York City. According

3   to NYC Department of Education data submitted to the

4   State for the 2014-2015 school year, students with

5   disabilities who completed at least two CTE courses

6   graduated from high school at a rate of about 64

7   percent. That's 26 percent higher than students with

8   disabilities who were not CTE students. Similarly,

9   about 60 percent of ELLs who completed at least two

10   CTE courses graduated from high school, as compared

11   to only 34 percent of ELLs who did not pursue a CTE

12   program. Unfortunately, both groups are

13   underrepresented among CTE students. In 2015,

14   students with disabilities comprised about 12 percent

15   of students who took two or more CTE courses, as

16   compared to-- versus almost 17 percent of the overall

17   cohort. And only 3 percent of CTE students were

18   English language learners versus about 10 percent of

19   the cohort. This disproportionality points to a

20   disparity in access for both groups. For students

21   with disabilities and ELLs who are in CTE programs,

22   we currently cannot tell from public data whether

23   they have equitable access to the full range of

24   available programs. We are excited about the renewed

25   interest in CTE and the numerous new programs focused

2   on emerging STEM fields. However, we are concerned

3   that students with disabilities and ELLs will face

4   barriers to these programs and instead be tracked

5   into more traditional vocational education programs,

6   such as cooking or carpentry, essentially creating a

7   two-tiered system of CTE's. Advocates for Children

8   supports the idea behind Intro. 1099, the CTE

9   reporting bill before the Committee today. We would,

10   however, like to suggest some changes that we believe

11   would strengthen the bill, such as tracking ELL

12   participation in CTE, and we'd be pleased to discuss

13   further with the bill's sponsors. More broadly, as

14   the city continues to grow its CTE offerings for high

15   school students, we recommend closely monitoring to

16   what extent CTE programs are designed and equipped to

17   serve students with disabilities and ELLs. AFC

18   thanks Mayor Bill de Blasio and the Council for

19   including budget increases for CTE programs over the

20   next four years. In developing new programs, the DOE

21   should prioritize schools that commit to increasing

22   access for these groups. With its sheer size and

23   demonstrated commitment to CTE programming, NYC can

24   truly be a laboratory for innovation in CTE. But at

25   each step, the city should also ensure that students

2   with disabilities and ELLs have equal access to this

3   valuable educational option. Thank you for the

4   opportunity to speak today, and I'm available to

5   answer any questions.

6   CHAIRPERSON DROMM: Thank you very much.

7   Next please?

8   JACK POWERS: Good afternoon. My name is

9   Jack Powers. I'm a long-time industry partner with

10 the New York City Department of Education Career and

11 Technical Education program. I'm the Vice Chair of

12 the Graphics Industry Advisory Commission and a

13 member and past chair of the Citywide Advisory

14 Council for Career and Technical Education, and is

15 serve on a number of advisory bodies in K-12 and

16 higher Ed here in the City. I've been a volunteer

17 for nearly 30 years supporting CTE students and

18 teachers and administrators. My testimony today

19 though is my own and not necessarily reflective of

20 the views of any of the groups. I want to thank the

21 Committee for paying so much careful time and

22 attention to Career and Technical Education. There's

23 a lot of happy talk about career readiness and

24 workforce training issues these days, but the hard

25 work of managing the development and delivery of

high-quality CTE is often pushed off the agenda by

squeakier wheels and more telegenic topics. New York

City's several hundred CTE volunteers like me,

employers, trade unions, colleges, community

organizations, and government agencies advise the DOE

on the development, administration and evaluation of

policies and programs related to Career and Technical

Education under law. Under the original establishing

State Education Law, we reported directly to the

Board of Education at the same level as the

Chancellor. Today, nowadays, we report to an office

in a department of the Department of Education. In

general, our view is that CTE represents the true

diversity of New York. We have a puny understanding

of diversity in the way we count heads, what color

you are, where your parents are from, what kind of

sex you like the most. In fact, there are different

kinds of people. Some people excel by taking tests

and reading books and studying hard. Other people

like to work with their hands or work with numbers or

build things or take things apart, or work outside.

That's the diversity of opportunities in New York

City across all the different employment areas, and

that's a diversity that CTE fulfills with all the

2   different levels of educational activities. These

3   days, the things are not so bad in CTE after 30

4   years. The department within the department within

5   the office has some good people doing some good

6   things, but I'm on my 12th Chancellor, and I know

7   that large organizations need some outside

8   perspective to strengthen the strategic vision and to

9   guide their tactical decision-making. I believe the

10   educational committee-- the Education Committee's

11   oversight helps with the scope and improves the

12   effectiveness of the DOE efforts. This is

13   particularly true for Career and Technical Education.

14   Programs related to the fast-changing real world

15   developments in business technology, economics,

16   government policy, the things we've heard from other

17   speakers here today. In 1987, when I first became a

18   member of the Graphics Industry Advisory Commission,

19   kids at the High School for Printing over on 49th

20   Street were making-- putting-- setting type by hand

21   with pieces of a metal and a stick just like Ben

22   Franklin. Nowadays, we've got programs in web

23   development, digital illustration, 3D package design,

24   streaming video productions. We're able to move

25   people along by having industry partners who along

2   the way know from firsthand experience how technology

3   changes where things are going to go and how we

4   should change the curriculum to be able to match

5   that. Imagine how hard it is, how can a teacher in a

6   classroom, an administrator behind a desk at TWEED

7   [sic] or a regulator in Albany keep up with all the

8   changes in the way work gets done. Most

9   interestingly, and it's not just technology, Council

10   Member Lander issued a insightful study on work,

11   future work in the gig [sic] economy, and Air BNB and

12   Uber and that stuff is just the tip of the iceberg

13   where machine learning and autonomous systems and

14   augmented algorithmic management are going to change

15   the way kids do work and how our children will

16   understand what it means to find a place in the

17   developing workforce. So, I urge the adoption of the

18   legislation to be able to improve the oversight of

19   the DOE, and I look forward to information that all

20   of us can use to be able to make a better Career and

21   Technical Education environment.

22   CHAIRPERSON DROMM: Thank you. Next,

23   please?

24

25

1

2   TARA BELLEVUE: Chairman Dromm, I have

3   supplied a video. Is it appropriate that I share

4   with you? It's a one-minute video.

5   CHAIRPERSON DROMM: Can we do that or

6   not? Do we have a tech person? Oh, it's set up?

7   Okay. Okay.

8   [video presentation]

9   CHAIRPERSON DROMM: At least the last one

10   will be providing us with some technology.

11   Differentiated instruction, yeah. Or not the last

12   one, we do actually have one more speaker. Somebody

13   signed up.

14   TARA BELLEVUE: Good afternoon. My name is

15   Tara Bellevue and I am the New York State Director

16   for NAF. NAF saw some of the biggest challenges

17   facing education and our economy. We have a lot of

18   videos. For over 30 years, NAF has been transforming

19   the high school experience for students and teachers.

20   With the creation of the first Academy of Finance in

21   New York City, yes, I'm talking about John Dewey in

22   Brooklyn, NAF defined college and career readiness.

23   The NAF Academy, a school within a school marries

24   rigorous academic requirements with career themed

25   courses and workplace experience. Currently there

are over 30 New York City NAF academies across five

career themes, including finance, hospitality and

tourism, information technology, engineering, and

health sciences that services over 6,000 students.

Teachers collaborate across subjects to create

relatable lessons for students while galvanizing

local business leaders to serve as advisory board

members. Schools in districts that use NAF

educational design are transforming and revitalizing

high school education. Students have access to

professional mentorship, build career networks and

gain exposure to business environment. When students

are able to apply their learning outside the

classroom and interact regularly with business

professionals, academic achievement and graduation

rates rise. Students who display risk factors for

dropping out learn to trace a solid line from what

takes place in the classroom to its application in

the workplace. Their NAF Academy experience ignites

their passion for learning and paves the way for

future success. As you saw on the video, those are

students from New York City that are featured there.

Whether you come to NAF as a student, a parent,

teacher, principal, superintendent, business

2   professional, or community member, you have the

3   ability to strengthen our city's educational and

4   economic future. Therefore, we support the law.

5   Thank you for your time and consideration.

6   CHAIRPERSON DROMM: Thank you very much.

7   Thank you all for coming in. Council Member Treyger?

8   COUNCIL MEMBER TREYGER: I just want to

9   note for the record, Chair, that the educators have

10   remained throughout this duration of this committee

11   hearing, and I thank the Chair for holding this very,

12   very important hearing, and I certainly heard the

13   very helpful feedback with regards to making sure

14   that we are making sure that all students have access

15   to these programs. That's a very, very important

16   point. I look forward to working together on that.

17   Thank you.

18   CHAIRPERSON DROMM: Yes, and Mr. Powers,

19   12 Chancellors, I had 12 Chancellors, too. So that

20   means you've probably been around since like 1984?

21   JACK POWERS: Yeah, 1987, actually.

22   CHAIRPERSON DROMM: Okay.

23   JACK POWERS: Actually, I pushed it. I

24   counted Kathy Black.

25

1

2   CHAIRPERSON DROMM: Oh, well. Short-

3   lived. Thank you all for coming and providing

4   testimony today. Thank you very much.

5   JACK POWERS: Thank you.

6   CHAIRPERSON DROMM: And our last panelist

7   today will be Diane Jenkins, the Committee of

8   Concerned Educators. And Ms. Jenkins, I need to

9   swear you in. So if you'd just raise your right

10 hand? Do you solemnly swear or affirm to tell the

11 truth, the whole truth and nothing but the truth and

12 to answer Council Member questions honestly?

13   DIANE JENKINS: Yes.

14   CHAIRPERSON DROMM: Okay, and you may

15 begin.

16   DIANE JENKINS: Okay.

17   CHAIRPERSON DROMM: And just turn that

18 mic on. I think the red light has to be on.

19   DIANE JENKINS: Okay. Can you hear me?

20   CHAIRPERSON DROMM: Yeah, okay, yeah.

21   DIANE JENKINS: I'm here to speak about

22 Office of Adult and Continuing Education. We teach

23 the parents of the children of the City of New York.

24 I want to thank you for having this committee

25 meeting. I would just like to talk about some things

that I look at as my-- my committee and I look at as

infrastructural problem that need to be corrected

before we see adults being able to correctly income

into this field. Now, I won't speak so much about

computer education. I'm not speaking about that. I'm

speaking about the fact that the New York City

Department of Education Office of Adult and

Continuing Education has been in existence for over

50 years, and they've been doing what you call

vocational training all of that time. We have taught

[sic] programs that related to computer readiness,

basic computing. We have had other programs, but

many were cut. I don't know why. The thing we're

looking at is the fact that students come back to our

program after they've been out of school for a long

time. The average age of our student is 40 plus.

Okay? We have very few lower 20's coming in, and

they go up until 84, 83, 84. Alright. The state

report card for many programs is based largely on

students moving to the next NRS [sic] level.

Students are given test preparation instead of what

their goals, such as certified nurse assistant,

computer application and high school equivalency.

Current goals are top-down and benefit the

2   administrators and programs that provide education.

3   They do not benefit students seeking training,

4   employment and/or having a high school equivalency

5   credential. Many students test lower in one area

6   than another. Students coming into our program test

7   either in-- both in reading and math. They are looked

8   to as having progressed based on them progressing in

9   their lower level. For example, if you came in and

10   your lower level was math, then if your math level

11   increases, you moved up. However, students can come

12   in and their reading level can go up tremendously,

13   but it's not looked at. Alright, so that's the

14   problem, because many times that leads to a lot of

15   testing. We have too much testing in [inaudible].

16   New York State is using a test called the TAS [sic]

17   Test. This is instead of the GED test that had been

18   administered up until 2013. The TAS Test is beyond

19   difficult compared to the GED test. For example,

20   they put Trig back in. I mean, come on. Who here--

21   raise your hand-- knows Trig? Okay. So, it's beyond

22   difficult, alright. And because of that, there's

23   been a great decrease in the number of students who

24   are getting their TAS diplomas. For example, a

25   student when he came, let's say, 2014, okay, about

12,000 students received their TAS test. Now, I

mean, the GED test it ended in 2013. Twelve-thousand

students received their GED. However, with the TAS

test, that was cut in half to something like-- I

mean, from 12-- from 36,000 for the GED, sorry, down

to 12,000 for the TAS Test. Alright? Some other

problems that we have here at OACE. While the battle

cry of politicians across the country is about jobs

and employment, New York City's Office of Adult and

Continuing Education is cutting successful programs

which the fastest growing field in the 21st Century,

healthcare. As everyone knows, someone turns 65

about every five minutes, if I'm not mistaken, in

this country, and many like me will need healthcare

as they progressively get older. However, those

programs have been cut. In many cases, we have things

like medical billing, coding specialists, CNA, and we

used to have the LPN's, but that was not fund--

that's not funded any longer, so we cut that out.

But we're looking at a career program, but what you

have to look at essentially is when you're talking

about COT [sic], how many students do you have, older

students coming back to school, are really familiar

with technology, computer technology? So what do you

have to do? You have to have enough infrastructure

within your program in which to appoint the students

with that. Alright? In many cases, students in

Adult Education do not have regular and frequent

contact with CTE. We don't have enough computer

classes. In many cases when I was teaching, I'm--

I'm sorry, I'm recently retired. In many cases when

I was teaching, students got computers once a week.

Now, this is an adult returning to school. How

effective is that? Alright. The next thing, the

demand for the CNA classes is huge. We have hundreds

since we-- hundreds of students are waiting to come

into the program, but if you're coming into a CNA

program where you have to certification, you have to

have the student have other parts, infrastructure

within the program, to make certain that the basic

education is firmly in place and able to handle

something like that. In many cases, again, it is

not. Alright? There's a huge demand for the CNA and

the LPN. We have a waiting list of hundreds of

people wanting to come into the program. We don't

have enough classes open for them, and the classes

that are open to them many times don't have the--

enough materials and things that they need in order

to get the job done, for example, books and things

like that. Many cases they're not there. The

students have to go out and buy the books or the

teacher goes and copies the book and brings that in.

Okay? Most of the funding from the OACE programs

comes from the Government Workforce Investment Act

funneled through the state's Employment Preparation

Education. That's the EPE fund. For a student

that's coming into a COT program, if they're reading

on 9.0 or above, they're not given-- they're not paid

EPE funds for that student. I don't know how much

sense that makes. To me, it just makes none. I'm

going over this kind of fast, because I know that

y'all have to go. Okay. Some other things: students

who have high school diplomas or equivalencies

required for the PCA [sic] and other COT programs are

not eligible for EPE funding if they score too high

on both subjects, math and reading, and are no longer

admitted to the program even if they're unemployed or

on public assistance. How much sense that makes to

me? None at all. The PCA program which requires

higher scoring gets absolutely no reimbursement from

EPE, even though the employment rate of its graduates

is higher than at other vocational programs. Staff

2   at the BALC, Brooklyn Adult Learning Center, BTA

3   [sic] program are extremely dismayed about the

4   situation. They have offered to work on raising

5   outside funds to keep the programming going.

6   However, these suggestions have been dismissed by the

7   Administration. Other OACE classes have been closed

8   due to waning attendance. Many of the adult students

9   have complicated lives juggling various appointments

10   and childcare responsibilities, and attrition rate is

11   high. However, in spite of this and knowing this,

12   teachers are held accountable for the average daily

13   attendance, and the testing rate and educational gain

14   benchmark. Case managers are supposed to help with

15   these issues and many other dues [sic] that they

16   have, but with the caseloads of over 400 students and

17   sometimes multiple locations, they aren't able to.

18   One of the things that has happened over the past

19   three and a half years is that we've had a new

20   superintendent of OACE. Her name is Ms. Rosemarie

21   Mills [sp?]. She's a former middle school

22   administrator and has been charged with bringing the

23   program back from a serious budget deficit. Now, she

24   brought in her own staff. We have had teachers--

25   I've taught in Adult Ed for 27 years. The average

2 length of time for someone teaching there is 30 plus.

3 However, she never brought in people who are very

4 experienced in Adult Ed. She brought in her own

5 staff, the K through 12. K through 12 [inaudible] is

6 quite different from [inaudible], and people come in

7 with their own ideas, but it's not what adults need.

8 So, the students are not really being serviced as

9 they should. In addition to phasing out a lot of

10 community events, we had talked about going in and

11 partnering. You have to go in the community. You

12 have to partner with the community. You have to be

13 friends with the community so people know and people

14 can have the input. She's alienated a lot of that,

15 okay, through the way that she diminished the

16 program. Several of our senior staff-- when I say

17 seniors I mean people who have been teaching on

18 average 35 years-- have been getting "U's." The "U"

19 is unsatisfactory. A first "U" when you've been

20 teaching for 30 plus years is quite disheartening,

21 and one of the things that this administrator has

22 done has made a big-- created a big gap between the

23 administration and the staff. There's no cohesion.

24 Also, she alienated a lot in the community. I could

25 go on and on and on and on about this, but one of the

things that we have to remember that the purpose of

education is to help a person to become one who sees

the reality of the situation, who sees the reality of

their lives, and be able to cope with it. If we want

that to happen, we have to have the proper

infrastructure, unification, bonding that needs to be

done so that person who's coming back to school in

maybe the first time in 15 to 20 years has that

foundation. Are we looking to achieve that? I don't

see that happening in OACE. I'm very sorry. Thank

you for your time.

CHAIRPERSON DROMM: Well, thank you very

much, and to be honest with you, some of the issues

that you've raised have been brought to my attention

prior to this hearing, and what was the 299 number?

That's the number of people that have graduated?

DIANE JENKINS: No. The program was

funded like four million dollars and for high school

[inaudible] GED preparation, alright. And the

program is supposed to with that four million dollars

be getting diplomas [sic]. However, what happened

was the way the program was being administered, there

were only 299. Again, with the TAS testing

implemented. Oh, one other thing about that TAS

2   test. There's not adequate preparation in terms with

3   teachers. Many teachers were unfamiliar with

4   trigonometry, and to have to teach it, you have to

5   know it. There wasn't enough preparation with that.

6   I'm talking about professional development. It was

7   lacking, and other parts of the TAS test. So, I

8   can't teach what I don't know. So, the students,

9   like I said, 36,000 at the end of GED; 12,000 with

10   the TAS test, and that might have been overrating

11   even. In my opinion, even less than that.

12   CHAIRPERSON DROMM: Well, thank you,

13   because you know, like I was saying, it's not the

14   first time I've heard it. And they didn't-- they

15   were not prepared today to answer questions about

16   Adult Ed. So we did have some questions based on the

17   information that has been told to me, but what we're

18   going to do is follow up with a letter, and then

19   we're going to request a meeting with the

20   superintendent as well to find out some of the number

21   and the facts and figures as to what is happening to

22   Adult Ed. And I'm very interested in it also because

23   of how it affects our immigrant community. Because I

24   would imagine that a number of the students are

25

2 recent immigrants and are depending on these courses

3 to enhance their lives and their livelihood as well.

4   DIANE JENKINS: Definitely. We have many

5 ESL classes. However, again, the ESL classes,

6 they're usually very well attended, but there's an

7 attrition rate going on there too because of the fact

8 that students have things going on in their lives.

9 But many times we don't have enough material. Let me

10 just give you one example. This administrator, Ms.

11 Mills, went and spent 250,000 dollars on books for

12 children. These were not for adults. These were

13 children's. In the back of the book they had CD's,

14 but the students didn't have access to a computer,

15 and even if they had, the CD's were in English, okay.

16 Someone in a B, I mean, ESL One or ESL Literacy would

17 not have been able to do anything with that

18 particular program. If they had access to the COT

19 they would have been able to understand it. Instead

20 of taking into consideration the teacher's

21 recommendation, the case managers and the IS, she and

22 her administration ordered those books and it was a

23 big waste of time. They're still sitting up in the

24 basement of Brooklyn Adult Learning Center, 250,000

25 dollars.

CHAIRPERSON DROMM: Alright, so I really want to thank you for coming in and for providing us with this testimony, and we will follow up on that issue very, very soon.

DIANE JENKINS: Thank you.

CHAIRPERSON DROMM: Thank you very much, and I'm glad that you were here today. And with that, this meeting is adjourned at about 4:22 in the afternoon. Thank you very much.

[gavel]

C E R T I F I C A T E

World Wide Dictation certifies that the

foregoing transcript is a true and accurate

record of the proceedings. We further certify that

there is no relation to any of the parties to

this action by blood or marriage, and that there

is interest in the outcome of this matter.

Date _____September 27, 2016_____