



**NEW YORK CITY COUNCIL
COMMITTEE ON YOUTH SERVICES**

OVERSIGHT: COMPASS and SONYC

Intros. 1100 & 1113

SUSAN HASKELL, DEPUTY COMMISSIONER

JANUARY 14, 2020

Good morning, Chair Rose and members of the Committee on Youth Services. I am Susan Haskell, Deputy Commissioner for Youth Services. I am joined by Associate Commissioner Darryl Rattray. On behalf of Commissioner Chong, I thank you for the opportunity to testify today about DYCD's COMPASS and SONYC comprehensive afterschool programs.

The Comprehensive Afterschool System of NYC (COMPASS) is comprised of more than 900 programs serving young people in grades K-12. Through a network of providers, COMPASS offers high quality programs that offer a balance of enrichment, recreation, arts, academic and cultural activities to support and strengthen the overall development of youth. COMPASS aims to help young people explore interests and skills, to develop social-emotional learning, and to cultivate leadership through service-learning and civic engagement opportunities.

Through a continuum of afterschool programs from COMPASS-Elementary to SONYC for middle school students to COMPASS- High, DYCD helps support young people on a pathway to success.

Programs are offered at no cost and are located in public and private schools, community centers, and parks and recreational facilities throughout the City, both to leverage the use of public spaces and to help youth find a place that best fits their needs. With the COMPASS Middle School Expansion, the City now has the capacity to provide a high-quality afterschool seat to every New York City middle school-aged youth. In addition, in 2015, COMPASS launched a program to serve middle school youth in detention and homeless shelters. In collaboration with the Administration for Children Services and the Department of Homeless Services, DYCD-funded providers offer tailored programming at six locations that cultivate supportive relationships and encourage participation in enrichment activities.

Fiscal Year 2019 was the fifth year since the historic expansion of afterschool programs under the leadership of Mayor de Blasio.

Last year, more than 122,000 young people were served in COMPASS. Of these, 50,700 students were served in 315 elementary school programs, and 67,604 middle school youth were served in 520 SONYC programs.

COMPASS elementary and middle school programs are offered five days per week after school and on some school holidays. Programs aim to (1) foster social and emotional competencies and physical well-being; (2) provide opportunities for youth to explore interests and creativity; (3) build confidence and leadership skills, and facilitate community engagement, and (4) engage parents and other caregivers. The middle school model, *SONYC*, is structured like clubs, where youth have the opportunity to choose from a variety of activities, including STEM, literacy, leadership development and healthy living.

COMPASS-High is designed to help high school ninth graders navigate their new surroundings and to matriculate to tenth grade. In addition to advocacy within the community, the COMPASS-High model offers targeted academic, social, and emotional supports. Last year, approximately 1,500 youth participated in COMPASS high school programs.

COMPASS Explore allows providers flexibility to create programs with a specialized focus for different age groups. *COMPASS Explore* programs offer a variety of activities, from preparation for legal careers to boat building. Last year, 2,595 youth participated in 38 *Explore* programs.

This year, we strengthened partnerships and connections that support youth and families:

To further strengthen access to services, we launched *discoverDYCD 2.0*, which provides search capabilities for New Yorkers to locate DYCD-funded resources. It's being expanded across program areas to include a sign-up feature which allows users to apply for services directly from the web or a smartphone.

On September 17, 2019, we held the Bring Your Dads to Afterschool event, a spinoff of the annual Dads Take Your Child to School Day, across all five boroughs. The goal of Bring Your Dads to Afterschool is to increase the involvement of father figures in our afterschool and evening programs. Studies have shown that when men and father figures are involved in activities with young people, there is an improvement for children behaviorally, educationally, physically and emotionally.

In celebration of the Lights on Afterschool initiative, on October 24, we held the Highway to High School event. Participants from SONYC programs toured high schools, attended student panels and information sessions on the enrollment process led by DYCD High School participants.

Finally, I'd like to touch upon the legislation being heard today: Int. No. 1100, by CM Kallos, requires DYCD to make an afterschool slot available to any student who requests one; and Int. No. 1113, by CM Treyger, requires DYCD to publish an annual report detailing availability of afterschool services.

As you heard today, we have made significant progress in accomplishing the intent of both bills: to expand services and to provide greater access to young people and parents on the availability of services in their community.

This year marks the 15th year since the inception of the system. What started as a \$46 million initiative has blossomed to nearly \$340 million under the leadership of the Mayor and City Council, serving over 120,000 youth last year. These efforts are complemented by our Beacon and Cornerstone programs, which have also experienced significant investments in the last 6 years.

Working with providers, program staff, principals, parents, and young people, we are launching a *Compass Stakeholder Engagement Planning Process*, to plan for the future and lay the ground work for even stronger program model in future Request for Proposals. We welcome continued partnership with the City Council in this process, and in continuing to find ways to meet the needs of the City's youth and create opportunities for them to grow and thrive.

Thank you again for the invitation to testify today. We welcome any questions you may have.



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Gale A. Brewer, Borough President

Gale A. Brewer, Manhattan Borough President Testimony before the NYC Council Committee on Youth January 14, 2020

I am Manhattan Borough President Gale Brewer and I thank Youth Services Committee Chair Deborah Rose and the committee for the opportunity to testify today.

I am always in favor of more youth programs. There should be afterschool opportunities in every school and programs throughout our neighborhoods. I am working hard to make that happen – by connecting schools and programs, providing small amounts of discretionary money, or advocating for more programming. In Manhattan, there are about 160 providers, running about 1,100 programs for youth of all ages. But often it is not about the sheer number of programs, but the quality. Providing services is good, but ultimately, long-term youth development programming should help our youth succeed and our communities thrive.

We have a rich history of research-based youth programming in this city, and I am pleased that Commissioner Chong has continued it: programs that provide caring relationships and engaging activities; programs that promote high expectations, offer opportunities for youth to contribute, and that provide continuity; programs that don't focus on fixing problems, but rather build on the strengths of each young person. These are the programs that can make a lasting difference.

And we know how to do it, with initiatives like Beacons – born under Mayor David Dinkins and Youth Commissioner Richard Murphy as a national model. Beacons integrate programs – family preservation, health, empowerment, or sports – for a greater effect.

Every program we fund doesn't have to provide it all. But we need to be able to identify gaps, and bring together those services, supports and opportunities that can meet the needs of our young people and help them excel. An afterschool STEM program may be a great resource for some youth, but it could serve even more youth and be more effective if it is connected to counseling, career advisement, and arts (make it STEAM!). We are always concerned that a young person might drop out of a program if he or she faces a life trauma, and we shouldn't have to scramble to find services for that youth. A good youth development program will help that young person be resilient, and integrated services will ensure proper intervention and support.

We also need to remove some of the barriers to providing youth programming. A new initiative that allows Borough Presidents the ability to waive some school usage fees for some programs is helpful, but all schools should be available for programming every afternoon and evening, 7 days a week, 52 weeks a year. An open school building can host several programs in an evening, ultimately saving money for everyone. Similarly, NYCHA community spaces, senior centers,

and libraries should be used more frequently. If a senior center closes at 4pm, an evening youth program can be placed there. I know sharing space is not easy (just ask any teacher!), but it is not impossible, particularly when programs support each other and are compatible.

As my friend and former Youth Commissioner Richard Murphy pointed out, our youth spend only a small percentage of their time in school. It is an important percentage, but ultimately to ensure the well being of our young people, we need to provide adequate resources and quality programming for all young people during non-school hours. This is not as simple as homework help or midnight basketball. This is about hiring quality staff, offering a range of well-integrated opportunities, and ensuring that appropriate supports are available in all of our programs.

In my office we are analyzing the data, and seeking to ensure that existing youth programming is offered at the hours when it is most needed. We will then work to fill the gaps.



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NEW YORK CITY COUNCIL
COMMITTEE ON YOUTH SERVICES

RE: Oversight - Afterschool Programming (COMPASS and SONYC)
Int 1100 - In relation to a universal after school program plan.

January 2020 Public Hearing Police Athletic League, Inc. Testimony

The Police Athletic League together with the NYPD and the law enforcement community supports and inspires thousands of New York City youth to become productive members of society. For over 100 years, PAL has provided vital services to New York City's children and teens from ages 2 to 21. Specifically, PAL has extensive experience working with school aged youth that would benefit from this bill.

Our afterschool programs deliver intensive youth development activities that keep kids safe, develop their academic and social skills and support working families. In 2018, 95% of after school participants improved their social-emotional skills, 97% of PAL parents felt that the afterschool program kept their kids safe and 100% of PAL kids said that PAL Afterschool motivated them to try harder in school. As an added benefit, our programs and activities foster positive engagement with the NYPD and the law enforcement community.

Research demonstrates that children who attend quality afterschool programs are more likely to achieve academic success and have better social skills than children without adult supervision. The goal of PAL afterschool programs is to give children the academic and social tools to succeed in life. PAL programs achieve a variety of positive impacts on New York City youth, including stronger academic performance, enhanced engagement in the arts, improved fitness and greater social-emotional skill development.

PAL programs are free of charge, provide academic enrichment, build self-esteem and engage youth in recommended levels of physical activity. Specifically, PAL afterschool programs make a positive difference in the academic, cultural, physical and social development of Kindergarten through 8th-grade students in high crime, low-income communities in all five boroughs. Our programs provide a safe adult-supervised environment and encourage the integration of family, school and community efforts.



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The Police Athletic League supports the concept of a universal afterschool program and we urge the city council to plan for the implications of implementing an initiative of this scope. We recommend the development of a detailed program implementation blueprint to accompany the bill. Any plan to support the amendment must include an assessment of the current system capacity, provisions for vulnerable youth and adequate levels of financial support for host agencies.

The Police Athletic League and similar agencies have made significant and long-term commitments to build the managerial capacity and internal culture to support quality afterschool programs. It has taken decades for PAL to build afterschool programs that improve academic and social emotional outcomes in schools and at standalone community centers. In fact, it is the combination of school based and community center programs that makes the New York City afterschool infrastructure so robust. We implore the council to fund a universal afterschool model that includes school based and community center programs.

The plan to support the bill must also include provisions for reaching and supporting vulnerable youth to participate in afterschool programming in a meaningful way. Many vulnerable youth contend with conditions, such as homelessness or emotional trauma, which significantly impede their ability to have normal academic and afterschool experiences. Compounding this issue is that most afterschool staff do not have the training or experience to support the vulnerable youth that permeate the system. These youth, arguably need afterschool services more than their peers and can be equally successful with the appropriate levels of outreach and support.

A successful afterschool expansion is only possible by providing adequate levels of financial support to host agencies. To implement a quality program, calculate the cost per youth to include the additional cost agencies incur to market, administer and supervise the program. In addition, the council must provide the funding so the salary or stipend parameters can be set at a competitive rate.

The Police Athletic League is committed to inspiring and supporting New York City youth. As an organization, we place a high value on providing opportunities for youth and we are proud to be an active provider within the New York City afterschool system. We support the City Council proposal to establish a universal afterschool program and encourage the council to consider the recommendations herein as part of the implementation.

Thank you for consideration of these issues and your partnership with the Police Athletic League, Inc.



**Testimony of Stanley M. Isaacs Neighborhood Center
Rhonda Braxton, Deputy Director of Youth Services
Committee on Youth Services – January 14, 2020**

I'd like to thank the Committee on Youth Services for the opportunity to provide testimony. I'm Rhonda Braxton, Deputy Director of Youth Services for the Stanley M. Isaacs Neighborhood Center, a non-profit, multi-service organization seeking to break cycles of generational poverty. For more than 50 years, Isaacs Center has sought to respond to the needs of the neighborhood by activating its neighbors, engaging in strategic partnerships with government and philanthropy, and creating continuums of care that support growth and development over time. Today, Isaacs Center is aligning its resources to combat the deleterious effects of substandard housing and toxic stress, especially on children. Essential to this endeavor is the accessibility of quality after school programming to all families. We support the efforts that Committee Members have made to improve after school program capacity and participation rates, and strongly encourage the New York City Council to achieve the goal of universal after school.

Isaacs Center's after school programs for children and adolescents offer engaging and educational activities for low-income students in grades K to 8 in Yorkville and East Harlem who attend underperforming schools. With a focus on involving parents and families in learning, our programs have historically aimed to improve students' learning readiness through homework help, test prep, and specialized curricula, while exposing children to the arts, civic engagement, and recreation. To be successful, our programming has and continues to be free, and rely on numerous local partners who provide unique experiences that supplement our daily activities.

Unfortunately, each of our three after school program sites has a wait list. This is especially concerning to us because the children that we serve chronically underperform in their classes. According to data from the New York State English Language Arts (ELA) and Math Assessments for third through eighth graders, only 45% of our 3rd graders showed proficiency in ELA, and 61% showed proficiency in math. It is worth noting that while 84% of White students scored proficient in Math, only 16% of Black students and 31% of Latinx students achieved proficiency; for English, while 78% of White students scored proficient in Math, only 29% of Black students and 35% of Latinx students achieved proficiency.

Quality after school education is proven to improve academic outcomes for children, strengthen their social-emotional learning, and reduce the likelihood of their participation in risky behaviors. *It also results in substantial cost savings for tax payers over time.* According to the After School Alliance, afterschool programs save at least three tax dollars for every one spent by reducing the need for remedial education and grade repetition.

In the absence of equal access for all children to participate in a quality after school program, we are failing our families. We strongly encourage the Committee Members to continue their efforts to ensure universal after school because of the numerous benefits that quality after school programs have for individual children, their families, and our school system.

Thank you again for the opportunity to provide testimony.



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**Testimony of Grand Street Settlement
Robert Cordero, Executive Director
Regarding universal after school
New York City Council
January 14, 2020**

Grand St. Settlement supports efforts to implement Universal After School in New York City. As one of the leading and most experienced providers of after school programs in the city, we know that quality after school programs are one of the best ways to support working families, and that these programs can equip students and their families to step out of poverty and into opportunity.

Grand St. Settlement currently serves 4465 students and their families in our after school programs at 26 sites across Lower Manhattan and Brooklyn. This includes eight SONYC programs with 1,060 students, and two COMPASS programs with 248 students, and nine DYCD-funded Cornerstone Community Centers with 2,067 participants. In 2019, we provided over 3,000 hours of out-of-school learning to these young people.

Our after school programs are designed to support the goal of closing the opportunity and achievement gaps between the children in our communities and their more affluent peers. Grand Street utilizes proven best practices and curricula, with the goal of enacting meaningful change for the futures of our young people. Evidence has shown that high-quality afterschool programs can have vital impact on youth's academic achievement, graduation rates, and college readiness—as well as positive outcomes in behavior, family, and social life.

Grand St. Settlement's after school model has been developed and refined through decades of experience, and is founded in evidence-based and evidence informed practices. GSS offers our young people a safe, healthy, and nurturing environment, through which they can explore a wide variety of experiences not otherwise available to them. Programs boost resiliency, self-confidence, and academic, emotional, and social skills in an accepting environment led by positive role models. In recent years, our programs have emphasized STEM learning and skills. Thoughtfully designed structures support activities geared toward young people's interests, allowing participants to express themselves confidently and positively.

While we know that attendance and homework help are essential components of a good after school program, the impact of these programs go beyond the school walls. We see after school as a poverty fighting tool. When deployed strategically, our best after school programs help students and their families meet basic needs, bring more resources to their neighborhoods, and allow parents to maintain a flexible work schedule knowing their kids are off the streets in a safe and supportive environment.

Because of these programs, 94% of our after school participants declared a badge demonstrating leadership, teamwork, problem-solving, service, and STEM skills. Among our middle school participants, 77% reported that our after school program made them more interested and engaged in STEM topics.



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As the New York City Council debates Universal After School, here are our recommendations—based on our experience—for an effective program.

- Fully fund the programs: Don't build this system on the backs of community service providers who struggle with unfunded mandates and late payments.
- Focus on the areas of highest need: Schools and their districts in New York City are not equal. Look holistically at the community resources already in place—or lacking—and build resources in the communities who most need them.
- Coordinate resources: out-of-school education enrichment programs are supported by a mix of City, state, and private sources. These different programs should be coordinated to insure maximum impact.
- Allow flexibility: After school programs can have the biggest impact if they are given the flexibility to meet basic needs and build from there.

On the last point, one of Grand St. Settlement's after school programs enriched its services by buying and installing a clothes washer and dryer in their office space. When a student comes from a struggling family who might not be able to afford a laundry, equipping that student to clean their clothes makes room for them to learn effectively without stigma or distraction. This is just one example of how an after school program helps students overcome life obstacles that may prevent them from completing school and moving on to the next step in their learning career.

Some time ago I met a single mom who was picking up her three kids from one of our after school programs. She thanked me and my caring staff for the work we do and told me that, without the Grand St. Settlement after school program, she would not be able to keep her job. We as a City must remember that after school is about more than the hours after classes end. It's about helping families move beyond survival to stabilization to thriving.

Thank you for the opportunity to give an insider's perspective on after school programs in New York City. Universal After School, if implemented well, will be a key piece of making our City the greatest city in the world.



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**Testimony of United Neighborhood Houses
Before the New York City Council
Committee on Youth Services,
Honorable Debi Rose, Chair**

On COMPASS and SONYC

Presented by Gregory Brender, Director of Children and Youth Services

January 14, 2020

United Neighborhood Houses (UNH) is a policy and social change organization representing 43 neighborhood settlement houses that reaches more than 765,000 New Yorkers from all walks of life. UNH is stewarding a new era for New York's settlement house movement. We mobilize our members and their communities to advocate for good public policies and promote strong organizations and practices that keep neighborhoods resilient and thriving for all New Yorkers.

UNH leads advocacy and partners with our members on a broad range of issues including civic and community engagement, neighborhood affordability, healthy aging, early childhood education, adult literacy, and youth development. We also provide customized professional development and peer learning to build the skills and leadership capabilities of settlement house staff at all levels.

UNH and its settlement house members have a deep commitment to fostering the development of New York City's youth. As part of this work, settlement houses are major providers of after-school programs, including:

- COMPASS elementary school after-school and summer programs serving more than 12,400 students in both public schools and community-based sites;
- SONYC middle school after-school and summer programs for more than 8,700 students at both public school sites and in community spaces;
- Beacon Community Centers in public schools and Cornerstone Community Centers in NYCHA developments in which more than 22,000 youth and adults participate in programs; and
- State Funded 21st Century Community Learning Centers, Empire State After-School programs, and Advantage After-School programs which serve nearly 5,000 youth.

UNH is part of the steering committee of Campaign for Children- a coalition of more than 150 organizations working towards high-quality early childhood education and after-school programs for every child in New York City. UNH and its settlement house members are committed to bringing the voices and experiences of young people and their families to City Hall.

Intro 1100-2018: Universal Access to After-School

UNH has been a longtime proponent of universal access to after-school. In 2013, UNH conducted a year-long engagement effort with settlement house communities to develop a set of priorities to improve neighborhoods, culminating in our *Blueprint for Neighborhoods*. The very first

recommendation was to ensure access to high-quality early childhood education and after-school programs for every child in New York City. We subsequently worked alongside the de Blasio Administration to secure State funding for SONYC programs, and with the City Council both to expand access to services for elementary school students and to save summer programs for middle school students.

After-school programs are especially important during the elementary school years. Elementary school age children often cannot be left unsupervised, and many parents are concerned for their children's safety and their social-emotional growth if they return to an empty apartment after school lets out. There are also incredible benefits to positive engagement in after-school programs. As schools are more and more required to push academic achievement earlier, after-school programs are often the only space left for many meaningful activities that promote social-emotional learning that is so important for children as they grow.¹

With the launch of SONYC, the City made a commitment that made after-school programs available to every middle school student who wanted one. Working with a large network of community-based providers, the City achieved this important goal in under two years.

For elementary school students however, there remain critical service gaps in neighborhoods throughout the City. Providers often have lines of parents waiting to sign their children up for programs and many carry significant waiting lists. Settlement houses have reported that principals often reach out to them in the hopes of getting an after-school program in their school or the capacity to serve more children in the programs that already exist. We have also heard from many members of the City Council it is challenging for families that elementary schools in their districts either have no free or affordable after-school options, or that those that do exist serve only a fraction of the families who need these services.

We are excited to work with the City Council to move towards universal access to after-school programs for elementary school students. As a first step, we want to ensure that the infrastructure and support are in place to support the implementation of quality programs.

UNH makes the following recommendations in order to ensure that infrastructure is in place to support the expansion of quality programs:

1. Develop a process to process background checks quickly for employees and volunteers in after-school programs;
2. Increase stability for after-school programs through baselining funding for SONYC summer programs in the Preliminary Budget; and
3. Ensure that rates provide equitable access to high-quality programs.

Design an efficient system to process comprehensive background checks quickly

Since September 25th, 2019, New York State Office of Children and Family Services (OCFS) has required new extensive background checks for staff and volunteers in after-school and early childhood education that are listed below:

- A NYS criminal history record check with the Division of Criminal Justice Services; (*new*)
- A national criminal record check with the Federal Bureau of Investigation; (*new*)

¹ Taking A Deeper Dive into Afterschool: Positive Outcome and Promising Practices. Afterschool Alliance February 2014 http://afterschoolalliance.org/documents/deeper_dive_into_afterschool.pdf

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- A search of the NYS sex offender registry; *(new)*
- A database check of the NYS Statewide Central Register of Child Abuse and Maltreatment (SCR) in accordance with 424-1 of the Social Services Law;
- A search of the national sex offender registry using the National Crime and Information Center
***Required at a later time *(new)*

If the individual being cleared has lived outside of New York State in the last five years, they will also have to undergo background checks in every other State where they have lived. This includes:

- Each state(s) criminal history repository; *(new)*
- Each state's sex offender registry or repository; *(new)*
- Each state's child abuse or neglect registry. *(new)*
-

As the local regulator, the background check process is managed in New York City by the NYC Department of Health and Mental Hygiene (DOHMH). **DOHMH has not been able to complete the background checks in a timely manner and many prospective staff members in after-school and early childhood education programs are unable to work due to pending clearances.**

Providers and advocates strongly support rigorous background checks for all staff and volunteers, and **rely on our partners in government to process background checks quickly and efficiently so that programs can operate.** Currently, many providers are forced to reduce the number of children served because they are waiting on staff clearances submitted more than a month ago.

The issues facing after-school providers will be much more severe in the summer as programs expand their staff in order to cover the school day hours. Most providers depend partially on participants from the Summer Youth Employment Program (SYEP) to support their programs, who presumably will have to be cleared via this background check process.

In order to end this crisis and ensure that after-school and early childhood education programs are up and running UNH urges the administration to take the following immediate steps:

1. DOHMH- Commit to a 2-week maximum timeframe to perform background checks; this maintains the average wait time that providers experienced prior to the new regulations. At the very minimum, DOHMH should process the comprehensive background check in the 45 day timeframe spelled out by federal law; several providers have reported waiting longer than 45 days for clearances, even if all paperwork was correct.
2. DOHMH- Provide clear, detailed instructions to providers on how to perform clearances that are consistent across the various city-contracted youth serving programs
3. DOHMH- Publicly answer questions submitted by providers and advocates about clearance processes including where to submit clearance packets, how providers will be informed of clearance status and who providers can contact about issues with individual clearances
4. DYCD, DOE & ACS- Hold providers harmless from any penalties for under-enrollment until processes have been established to clear staff.

Increase stability for after-school programs through baselining funding for SONYC summer programs in the Preliminary Budget

For five of the last six budgets, the de Blasio Administration has failed to include funding for summer camp programming for 34,000 middle school students in its Preliminary or Executive Budgets. Thanks to the City Council's leadership, services for 22,800 middle school students has been consistently

restored. However, this budget dance has real and meaningful impacts on both the quality and availability of services for youth.

Because the City Council can only put funds into programs in the Adopted Budget, providers end up being forced to launch programs with as little as a week's notice and many are unable to do so. Before bringing youth into a program, providers need to:

- Secure space and make sure it complies with all relevant standards including many requirements that are part of the School Aged Child Care (SACC) regulations that do not apply to the public school sites where many summer programs take place;
- Recruit, train and clear staff, including a background check to ensure that nothing in a job applicant's history would prevent them from holding a position where they interact with minors;
- Enroll program participants; and
- Plan activities such as group projects and trips.

Summer camps typically start the first weekday after the Independence Day Holiday. Because July 4th falls on a Saturday in 2020, programs will open as early as July 6th, only days after the new Fiscal Year starts. There is no good reason for programs to face the chaos of trying to launch with only days' notice. UNH urges Mayor de Blasio to **restore and baseline funding for SONYC Summer programs for 34,000 middle school students in the FY2020-21 Preliminary Budget.**

Ensure rates provide equitable access to high-quality programs

COMPASS and SONYC programs are currently operating with contracts from DYCD that are extensions from Requests for Proposals (RFPs) that happened as far back as 2014 and even 2012. As such, costs that have risen since these programs were last procured are not fully funded.

On May 10th, 2018 DYCD released two RFPs for COMPASS and SONYC after-school programs:

- **EPIN: 26018I0007:** The latest SONYC RFP to re-procure 81 existing SONYC After-School and Summer Programs for middle school students which in this testimony we will call the SONYC RFP;
- **EPIN: 26018I0006:** The latest COMPASS RFP to re-procure 271 existing COMPASS After-School and Summer Programs for elementary school students which in this testimony we will call the SONYC RFP.

These RFPs were initially due July 10, 2018 and then extended until October 2, 2018 after UNH, other advocates, and providers raised concerns about the funding levels. We analyzed provider financials to show that the rates as proposed in the RFPs would not cover the costs of the Cost of Living Adjustments and the indirect rate contract adjustments that the City had been in the process of implementing as part of the Non-Profit Resiliency Committee.

We commend the Administration for recognizing this unintended consequence and on September 24th, 2018, DYCD cancelled both the COMPASS and SONYC RFPs and announced plans to extend contracts for the providers serving the 352 public schools that were included in the RFP. Moreover, the City promised an engagement process that would include both current and prospective providers to "gain a deeper understanding of the costs associated with program delivery and draw out best practices across the sector for managing to the City's standard per participant funding structure."

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The City has still not engaged in this process and appears to be extending contracts without adjusting for increasing costs. UNH urges the City to begin the process of developing a fair budget for COMPASS and SONYC programs as soon as possible. We have identified several issues that must be addressed for this process to succeed:

- **Disparate funding levels:** Some COMPASS After-School programs for elementary school students that were previously funded by the City Council or are currently funded by the City Council are funded at a base rate of only \$2,800 per child, which is \$400 lower than the \$3,200 base rate for COMPASS programs. While the City Council addressed this disparity for programs funded in Schedule C in FY 2020, the de Blasio Administration has still not addressed this disparity in many baselined programs.
- **The increase in the minimum wage:** COMPASS and SONYC budgets must reflect the increased costs of paying staff at the minimum wage and allow for increases for staff who have gained seniority so that they earn above minimum wage. COMPASS and SONYC contracts were not amended to cover the cost of the minimum wage increase that went into effect December 31, 2018 and many providers were forced to reduce some services in order to cover the increased costs.
- **Funding to cover the cost of an increased threshold for overtime exemptions:** On December 31, 2018, the threshold salary for classifying an employee as exempt from overtime regulations for an organization with more than 11 employees in New York City rose to \$1,125 per week, or \$58,500 annually. Almost all COMPASS and SONYC directors work longer than a 35-hour workweek particularly in the summer when New York City Health Department requirements mandate coverage for as much as 10 hours per day. COMPASS and SONYC budgets typically do not allow for providers to pay directors salaries at this level. Budgets must include funding to ensure that providers can comply with both the strict standards of the Health Code and labor law.

In order to develop adequate rates for COMPASS and SONYC programs, UNH urges the Administration to:

- Work collaboratively with providers to address the issues detailed in this testimony;
- Analyze data and speak with providers to understand the true costs of providing services; and;
- Create a concept paper with a model budget which gives providers, advocates and other stakeholders and opportunity to respond before another RFP is released.

Thank you for the opportunity to testify and holding this hearing. I am happy to answer any questions. For follow up, I can be reached at gbrender@unhny.org.

**Testimony for a public hearing on after school programming
(COMPASS and SONYC) and legislation to implement “Universal
After School.”**

**Held by the Committee on Youth Service in the New York City Council
Chambers at 10:00 a.m. on Tuesday, January 14, 2020.**

**Nancy D. Miller, Executive Director/CEO VISIONS/Services for the
Blind and Visually Impaired**

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Thank you for this opportunity to testify on the importance of universal after school programming for New York City children and youth and the importance of tracking enrollment of students.

I support universal after school programming and tracking the enrollment and participation of NYC’s children and youth. In addition to the important service for latchkey children (children that are home after school without an adult) I would like to bring to your attention other important issues that can be addressed by after school programming.

Students with disabilities greatly benefit from after school programming. Research has shown that students that are blind are more likely to succeed academically and in employment after graduation if they master certain compensatory skills: independent mobility travel, assistive technology skills

specific to their level and type of vision loss, social skills particularly how to work effectively in a team, writing skills and for those students with total blindness or severe vision loss competency in braille, research skills and how to find information and determine its validity and self-confidence gained through adjustment to and acceptance of their vision loss.

It is critical that the city council require tracking of students with disabilities and students with blindness in universal after school. VISIONS operates the only after-school program specifically adapted for legally blind high school students. It is housed at VISIONS at Selis Manor, a community center for blind people age 14 and older, in Manhattan on 23rd Street.

This specialized after-school program for blind high school students focuses on all the areas of skill attainment mentioned above as well as transition services to enable blind students to be work ready. We are grateful for city council funding to help us identify and reach blind youth for this program. However funding to actually operate the program comes from the New York State Commission for the Blind. VISIONS previously received OST funding until it was eliminated for high school students.

It is important for the City Council and DYCD to offer opportunities for funding specialized after school programs. There are hundreds of blind and visually impaired students in NYC. VISIONS alone served 480 children last year in home-based vision rehabilitation training. Only a handful of the blind students attend VISIONS current after-school program.

Recommendations:

Tracking is a great first step. If you don't count it then it is not a priority. I suggest including specific tracking blind students and students with disabilities enrollment.

Carve out funding for innovative and specialized programs that provide the services needed for special populations including students that are blind.

Include work based learning and pre-employment transition services within the after-school programs for youth age 14 and older. Students with disabilities are required to have a transition plan by age 15. Many do not. After-school programming is an important opportunity for skill based learning, job shadowing, career awareness and career exploration.

Require the Department of Education to educate students with disabilities and their parents about the array of after-school programs and ensure that DYCD keeps an updated on-line inventory of after-school programs in NYC including those not funded by DYCD.

Require universal summer programs in addition to SYEP.

Thank you for this opportunity to share comments and recommendations.



New York City Universal After School Program Plan



Harlem Children Society STEM Initiative Preparing and Retaining Under-resourced & Under-served Urban & Rural Youth in STEM Careers for a 21st Century Workforce

Prepared for:

NEW YORK CITY COUNCIL

Law to amend the administrative code of the city of New York, in relation to a universal after school program plan

SPONSORERS: NYC Councilmembers Ben Kallos, Mark Treyger, Deborah L. Rose, Costa G. Constantinides, Alicka Ampry-Samuel, Diana Ayala, Marqaret S. Chin, Laurie A. Cumbo, Justin L. Brannan, Farah N. Louis

COMMITTEE: Committee on Youth Services

PUBLIC HEARING

SUBJECT: *Oversight - Afterschool Programming (COMPASS and SONYC) [(1) Int 1100 - In relation to a universal after school program plan.; (2) Int 1113 - In relation to reporting on after school programs.*

SUMMARY: *The Bill would require the Department of Youth and Community Development, in consultation with the Department of Education, to establish, subject to appropriation, a program of universal after school for all public school students in the city by September 1, 2019. This bill would also require a report on a plan to address the need for expanded after school programs for all New York City youth and steps the city will take to establish universal after school. It would also report on other issues related to after school capacity and participation rates.*

PURPOSE: To examine the role that New York State public Schools and colleges play in student retention, academic achievement and degree completion in STEM disciplines; And Explore Novel ways to prepare Youth for a 21st Century Workforce.

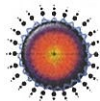
Prepared by: *Dr. Sat Bhattacharya,
Founder, President & CEO,
Harlem Children Society
O: 646-643-8563; E: Bhattacs@HarlemChildrenSociety.org*

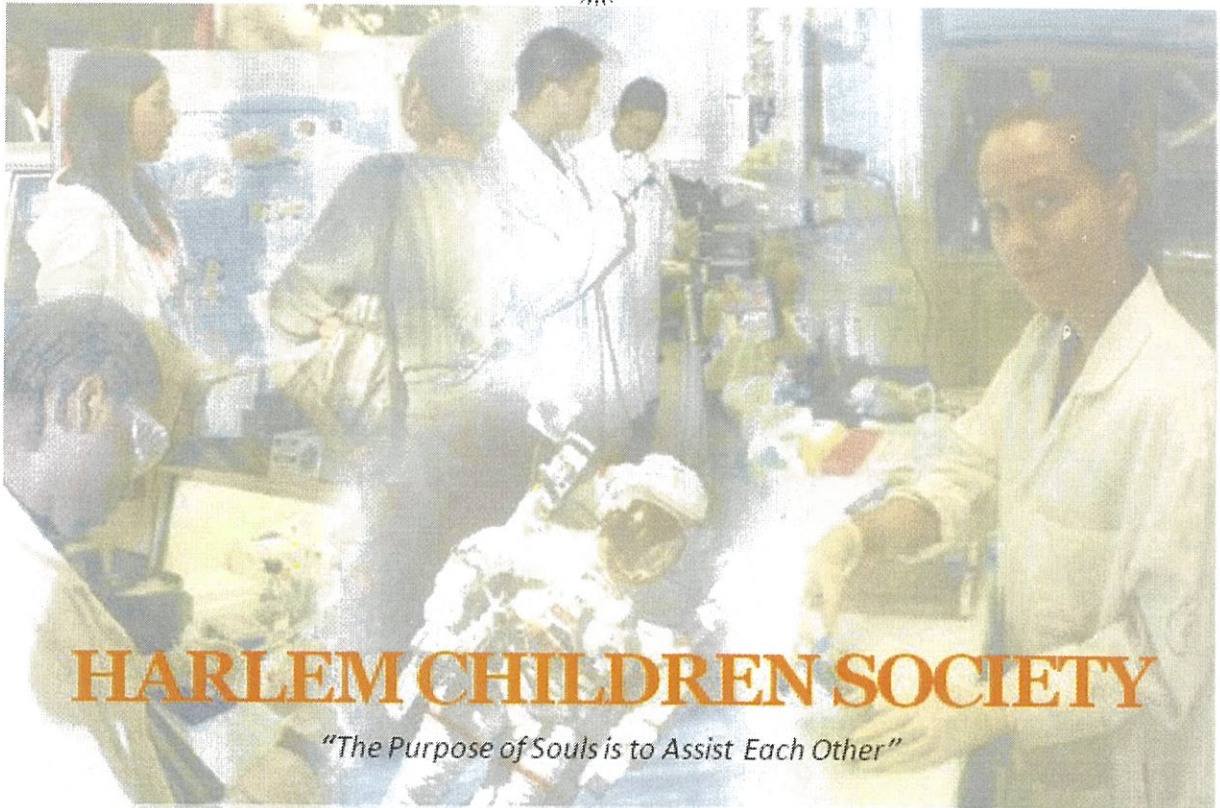
Date: *Tuesday January 14th, 2020*

Report: **Harlem Children Society STEM Initiative Preparing and Retaining Under-resourced & Under-served Urban & Rural Youth in STEM Careers for a 21st Century Workforce.**

Harlem Children Society

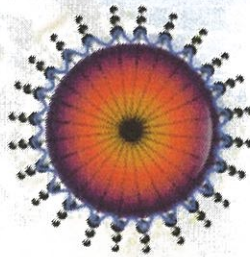
'The Purpose of Souls is to Assist Each Other'





HARLEM CHILDREN SOCIETY

"The Purpose of Souls is to Assist Each Other"



Advancing the World Through

Science
Technology
Engineering
Mathematics

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Prepared for:

NEW YORK CITY COUNCIL

COMMITTEE ON YOUTH SERVICES

**Harlem Children Society STEM Initiative Preparing and Retaining
Under-resourced & Under-served
Urban & Rural Youth
In STEM Careers for a 21st Century Workforce
Harlem Children Society Summary**

Harlem Children Society (HCS; www.harlemchildrensociety.org) was founded in 2000 by Molecular Geneticist and Cancer Research Scientist Dr. Sat Bhattacharya in an effort to increase Proficiencies, Prepare and Retain Under-resourced & Under-represented, Inner City Urban & Rural Young Adults, primarily from the Public Schools in Science, Technology, Engineering & Math (STEM), and create pathways for a 21st Century Workforce. Our mission is to provide motivated students with an introduction to advanced scientific research in order to foster individual development as well as build more awareness of the sciences in communities. The program revolves around a unique Hands-on Research Based curriculum right from Middle School to University & Professional Careers, with a focus on thorough engagement of students and their parents/ local guardians at all levels. The program over the past twelve years has been successful at the longitudinal follow up of all students – over 1,500 from over 350 schools till to date. The paradigm involves a direct involvement of hundreds of gifted and primed youth (and with an indirect involvement of several thousand more), from under-resourced & underserved school districts and communities, creation of performance based rewards, and a development of unique leadership between the student populations – creating a chain reaction of systems Generating, Garnering and Sustaining a Unique 21st Century Workforce.

HCS seeks to engage learners in a healthy inquiry of the world by exposing them to opportunities that are available in the field of science and technology. Through mentorship and other development activities, we seek to emphasize the pursuit of higher education and career achievement by providing students with knowledge, skills, guidance, encouragement, and understanding. By combining scientific literacy with comprehensive awareness of diverse social issues, we ultimately seek to enhance tolerance, peace, and harmony within the global community. HCS works with students from communities in all of New York City's five boroughs, with satellite programs in New Jersey, Washington, Michigan, Louisiana, Hopi & Navajo reservations in Arizona, South Dakota and other Indian Reservations around the country. Currently this year alone, we are also serving 250 students in New York alone.

Now over TWENTY (20) years, HCS has inducted over 5,000 under-resourced & under-served students (96% of minority backgrounds: 40% of whom are African American, 26% Hispanic, and 9% Native American) ***from over 200 schools in NYC and sister sites across the country and globally in HCS STEM & Allied Sciences Program.*** These students from over 500 schools perform research with over 3000 mentors (from a resource base of over 15,000) – all seasoned scientists, engineers & doctors in over 500 leading institutions throughout the summer and year-around after-school program.

Now in its **20th year**, since Dr. Sat Bhattacharya founded the program in his laboratory at Memorial Sloan Kettering Cancer Center with just three students from two high schools (who since are already doctors – MD and PhDs) doing research in his laboratory, the highly regarded





national & globally recognized program, has expanded involving over 1500 mentors, 500 partner institutions, and over 5,000 students from 450 schools in New York City and adjoining areas alone. *Over 5,000 students from over 350 schools have gone through the programs – all from under-resourced and under-served backgrounds and extremely attenuating circumstances. Dozens are either MDs, PhDs, Engineers, Graduate Students, or are in various stages in their completion; or are professionals in different fields.*

Among other developmental activities and training, the students perform one-on-one hands-on science research in myriad of fields in science, technology, math & engineering with accomplished mentors in leading universities, hospitals, and research centers like Cornell, Columbia, MSKCC, CUNY, SUNY, NASA, and others. In a time when people are losing interest in science, engineering, and technology careers, the HCS hopes to revitalize these fields with some of our most gifted youth from such communities.

HCS's success is directly attributable to the cooperative efforts of a network of scientists, engineers, doctors and other experts accumulated and nurtured by Dr. Bhattacharya, as part of its innovative model. The organizational centerpiece features a unique collaboration between schools, teachers, government organizations, industry professionals, university faculty, community leaders, and contributing foundations, and is the quintessential formula for encouraging achievement in the diligent, deserving students from impoverished backgrounds.

The Harlem Children Society Science and Engineering Mentoring Program (HCS) opens the world of science and technology to low-income and under-represented students in New York City and a growing network of satellite programs across the United States. By matching promising high school students with mentors from top research universities and hospitals in summer and after-school internship programs, HCS bolsters students' interest in science and math, provides students with essential IT and science skills and knowledge, and builds the confidence required to complete university training in science and technology. They perform genuine scientific research, side by side with mentors at prestigious institutions including Memorial Sloan-Kettering Cancer Center (MSKCC), Cornell University Medical Center (CUMC), New York University, Columbia University, Albert Einstein School of Medicine, Steven's Institute of Technology, Beth Israel Medical Center, CUNY, and many others.

HCS has grown exponentially, increasing enrollment of 3 students from 2 high schools guided by one mentor (Dr. Sat Bhattacharya) in 2001 to 350 students from over 350 schools in New York City and Tristate area alone, in 2019 who engage over 1500 mentors in over 150 leading institutions in the U.S.

Founded in 2000 by Dr. Sat Bhattacharya, HCS is now one of the biggest and best programs of its kind in the United States with a growing international presence. Some of our participating students have been awarded such honors as the Gates Millennium Scholarship, New York Times Scholarship (\$30,000), and several Posse Scholarships (\$100,000 each), among other distinctive awards. To date, 100% of HCS students go on to college with over 20% attending Ivy League university and 80% majoring in science and/or math. Some participating students have been published in medical journals, written scientific presentations, and participated in top scientific symposia. Graduates are encouraged to 'pay it forward' by continuing their involvement with the new generations of HCS students, creating a cycle of hard work, achievement, and giving back to ones community.

We have expanded and customized HCS to meet local needs at rural and urban sites across the US and the globe, including on the Hopi Reservation in Arizona, and in countries in all continents – like Canada, Mexico in the Americas; Moldova in Europe; Kenya, Tanzania, Ethiopia, Egypt, Algeria, Ghana in Africa; India, Malaysia and Nepal in Asia; and New Zealand in Oceania.





Over 5,000 students have gone through the program and without exception all students either have completed higher education or are still enrolled in major institutions, with over 20% in Ivy League institutions. Over 80% have remained in the sciences.

All students interns are from under-resourced and under-served backgrounds, neighborhoods, and school districts.

PROGRAM HIGHLIGHTS:

- * *Student interns engage in hands-on research* at prestigious universities and institutions including: Albert Einstein College of Medicine, Columbia & Cornell University, Hunter College, Kennedy Space Center, Memorial Sloan-Kettering Cancer Center, NYU, Stevens Institute of Technology, and others.
- Student interns engage in *hands-on research in a broad spectrum of cutting-edge topics* including: aerospace engineering, bio-diversity, bio/medicine and bioinformatics, computer modeling, cybernetics, forensics, genetic engineering, green architecture, HIV/ AIDS research, nanotechnology, pharmaceutical research/development, protein modeling, renewable energy Studies, robotics, sustainable agriculture, etc.
- Student interns *build self-confidence and presentation skills, develop social and professional skills* and gain a sense of direction to better make decisions about future pursuits and to set personal goals.
- Student interns are *prepared academically for college/university* by submitting required detailed descriptions of their research and results in PowerPoint presentations, research papers and posters, which they present in the context of the organization's summer weekly lecture series, the "*Global Harlem Science Street Fairs & Festivals,*" and various other academic forums and conferences.
- The organization *fosters participation and sponsors students in leading regional and national science conferences*, academic forums, including the prestigious *Sigma Xi Scientific Research Society Conferences*.
- *HCS grooms students for higher education*, including offering application assistance. Students have been accepted at a number of prestigious colleges and universities, including: Bard College, Columbia University, Cornell University, Dartmouth College, NYU, Penn State University, Rutgers University, St. John's University, Steven's Institute of Technology, Swarthmore College, UNJMD, and others.

Student interns have competed for and been awarded prestigious awards and accolades, including: the Gates Millennium Scholarship, New York Times, Posse Scholarships and others.

In a time when people are losing interest in science, engineering, and technology careers, the HCS hopes to revitalize these fields with some of our most gifted youth, and increasing its influence in a wider spectrum of the student body from such communities.

We stand firm in the conviction that education is not only achieved within the parameters of a traditional academic experience; rather, a students' experience in the home and community environment have a deep impact on a child's development and interest in learning and achieving. With this in mind, HCS also focuses on integrating its programs with the socio-economic culture of the neighborhoods we serve, promoting science education and awareness within the community through theater, local music, dance, art, and other forms of entertainment and family involvement. HCS students are also encouraged to participate in summer science street fairs to show case their achievements to their own neighbors, family members and local communities.





Why is STEM Education so Important

Science, technology, engineering and mathematics (STEM) education is a relatively new mode of thinking about how best to educate high school students for the workforce and for post-secondary education. We define STEM education as the preparation of students in competencies and skills in the four disciplines (science, technology, engineering, and math). A successful STEM education provides students with science, math, and engineering/technology in sequences that build upon each other and can be used with real-world applications.

STEM education is not simply a new name for the traditional approach to teaching science and mathematics. Nor is it just the grafting of “technology” and “engineering” layers onto standard science and math curricula.

STEM education removes the traditional barriers erected between the four disciplines, by integrating the four subjects into one cohesive means of teaching and learning. The engineering component puts emphasis on the process and design of solutions instead of the solutions themselves. This approach allows students to explore math and science in a more personalized context, while helping them to develop the critical thinking skills that can be applied to all facets of their work and academic lives. Engineering is the method that students utilize for discovery, exploration, and problem solving.

The technology component allows for a deeper understanding of the three other parts of STEM education. It allows students to apply what they have learned, utilizing computers with specialized and professional applications like CAD and computer animation. These and other applications of technology allow students to explore STEM subjects in greater detail and in a practical manner.

Why is this so important? Because science is the one subject that encompasses everything in life and helps students be curious, ask questions, and make connections as to why the world exists as it does. It is the backdrop for understanding our world, and helps us to explain and appreciate it in new ways.

- STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators. Innovation leads to new products and processes that sustain our economy. This innovation and science literacy depends on a solid knowledge base in the STEM areas.
- It is clear that most jobs of the future will require a basic understanding of math and science—10-year employment projections by the U.S. Department of Labor show that of the 20 fastest growing occupations projected for 2014, 15 of them require significant mathematics or science preparation.

It is imperative that as a nation, we make STEM education a top priority. We have a lot of work to do. Please consider this:

- U.S. student achievement in mathematics and science is lagging behind students in much of Asia and Europe. International test scores tell us that in science U.S. eighth-graders were outperformed by eighth-grade students in Singapore, Chinese Taipei, Republic of Korea, Hong Kong SAR, Estonia, Japan, Hungary, and Netherlands.
- In math, U.S. eighth-graders were outperformed by their peers in 14 countries: Singapore, Republic of Korea, Hong Kong SAR, Chinese Taipei, Japan, Belgium, Netherlands, Estonia, Hungary, Malaysia, Latvia, Russian Federation, Slovak Republic, and Australia.
- The 2010 ACT College and Career Readiness report found only 29% of the tested 2010 graduates are considered college-ready in science and 43% are considered college-ready





in math.

- According to the National Center for Education Statistics, about one-third of the fourth-graders and one-fifth of eighth-graders cannot perform basic mathematical computations, and U.S. high school seniors recently tested below the international average for 21 countries in mathematics and science. As a result, fewer American students than ever are graduating from college with math and science degrees.
- When compared with our international competitors, we are not performing well. In 1995, U.S. fourth graders ranked 12th against other nations when it came to mathematics competency. By the 8th grade their ranking dropped to 19th, below not only Asian students in countries such as Korea, Japan and Taiwan, but also below students in many Eastern European nations such as Bulgaria, the Czech Republic and Slovenia.
- A similar deterioration has occurred in science. In 1995, U.S. fourth graders ranked 6th in science competency. By the 8th grade their ranking dropped to 18th, below many of the same countries cited above. More recent rankings of U.S. students relative to their counterparts around the globe have been no more encouraging with respect to America's future ability to compete.
- Countries outperforming the U.S. in science and math, on average, spend 10 percent less of their respective GDPs on primary and secondary education than we do. Obviously, there are other important educational elements that go beyond funding, such as the fact that nearly 70 percent of U.S. middle school students are taught math by teachers with neither a major nor certification in this critical subject. Internationally, the average is 29 percent.
- The story is not much better at the higher educational levels. The interest of young Americans' in science and technology has eroded over time. In 1960, one out of every six (17 percent) U.S. bachelor or graduate degrees was awarded in engineering, mathematics or the physical sciences but by 2016, that number had dropped to less than one in 10 (just 8 percent) of all degrees awarded in the U.S. This constitutes more than a 50 percent decline from 1960. In terms of actual numbers of graduates in these critical areas, the U.S. produced just 148,000 in 2016 — the smallest number in two decades. At this rate, our educational system will fail to meet our economy's workforce demands by the end of this decade.

National Initiative

President Barack Obama has declared we need to increase student achievement in mathematics and science and expand STEM education and career opportunities to underrepresented groups, including women.

- In a speech at the National Academies of Science last April, Obama said, "Reaffirming and strengthening America's role as the world's engine of scientific discovery and technological innovation is essential to meeting the challenges of this century. That's why I am committed to making the improvement of STEM education over the next decade a national priority."
- Obama's Educate to Innovate campaign is designed to lift American students to the top of the pack in science and math achievement over the next decade. The campaign involves public-private partnerships involving major companies, universities, foundations, non-profit organizations, and government agencies.
- One of the main goals of this campaign is to increase STEM literacy so all students have the opportunity to learn deeply and think critically in science, math, engineering, and technology. Funding will come from the many corporate, private, and foundation sponsors who are interested in taking part in the campaign efforts by serving students with their own initiatives.





Increased commitment from businesses and other stakeholders that support STEM education is critical, now more than ever. STEM education creates the pipeline of future innovators that will move this country forward. Making STEM education a priority is important, for our nation's short and long-term future.

What New York State Can We Do to Improve STEM Education

High school education must adapt to the changing needs of America's economy. All sectors of the workforce – from entry-level jobs to more advanced positions – are requiring workers to have a greater capacity to think critically, work independently, and apply an ever widening set of sophisticated skills. Even entry-level jobs require these sophisticated skills from their “unskilled” workers.

Increasingly more college graduates are opting out of technical fields like engineering and the hard sciences, reducing the supply of potential workers for America's emerging needs within these fields. As current workers in the engineering and hard science fields reach retirement age, the United States will not be able to fill these positions to keep itself competitive in the international labor market.

STEM education provides an early groundwork for fostering students' interest in these kinds of careers and provides the entry-level skills for the workforce and for post-secondary education. Based on the work we do everyday at HCS here's what we have come up with –

1) Recruit, Train and Keep Qualified Teachers

Experts agree that one key to improving student performance is the recruitment, training and retention of qualified teachers. Recent studies suggest that, in the U.S. alone, 2.2 million new teachers will be needed in the next decade; yet, statistics indicate that U.S. colleges of education will not produce nearly enough graduates with degrees in education to meet the expected demand. Furthermore, graduates with degrees in science, mathematics, physics or engineering are unlikely pursue teaching careers. The lure of higher salaries in the private sector is further depleting the supply of qualified K-12 science, physics and mathematics teachers, while the pursuit of reduced class sizes and other demographic factors increase the demand for more qualified teachers.

A related concern is the number of teachers who are currently teaching out of their respective fields of expertise. In 2016, 28 percent of seventh and eighth grade math teachers in the U.S. were not certified to teach that subject, and 27 percent of science teachers at those grade levels were not certified to teach science. We recommend that **New York State policy makers should enhance the recruitment, training, and retention of qualified STEM teachers by creating programs which:**

- Examine how other supporting organizations (like *Harlem Children Society and others*) can play a role in preparing Urban, Rural & Mixed urban-rural students especially from Under-resourced & Under-served communities in STEM careers for a 21st century workforce.
- Support and Partner with organizations (like *Harlem Children Society and others*) in Developing & Sustaining Innovative Models for intensive STEM content, one-on-one hands-on research & mentoring, and programmatic, community, and parental support.
- Evolve and foster already existing Models (like ones developed by *Harlem Children Society and others*) providing to serve as a bridge between high school and university/college -playing a role in preparing such students for academic institutions while maintaining student retention, academic achievement and degree completion in STEM careers.
- Attract STEM teachers via scholarships, student loan forgiveness, bonuses, and tax incentives;
- Facilitate alternative certification and transition-to-teaching programs for engineers and other technical professionals;





- Create distance learning opportunities for K-12 STEM teachers and students;
- Include/increase STEM coursework in pre-service/university teacher training;
- Allow for differential pay scales to help attract and retain qualified STEM educators;
- Improve in-service professional development focusing on STEM curricula;
- Institute mentoring programs for STEM personnel in schools; and,
- Apply knowledge of how students learn in teacher professional development programs.

2) Promote Partnerships and Outreach Activities

HCS partners with entities, research institutions and the private sector to further K-12 STEM learning. We recommend that **New York State Policy makers should support the development of partnerships among educational institutions, industry & non-profit organizations which:**

- Foster adopt-a-school programs;
- Promote relevant corporate summer externships for teachers in K-12 STEM positions;
- Address school infrastructure needs for STEM education, including the implementation of current technology and provision of material resources;
- Develop recognition awards for private sector K-12 STEM involvement;
- Produce, evaluate, and disseminate best practices in K-12 STEM programs, on-line curricula, & funding opportunities to educators via well-publicized, centralized website;
- Create incentives for STEM professionals to work with teachers and students; and,
- Create and fund the publication and dissemination of materials for public outreach and parental education on the importance of a quality K-12 STEM education.

3) Implement High Standards for Student Performance

Development of effective STEM curriculum and assessment tools must be based on high standards of achievement. Nationally recognized standards for science, technology and math exist and have been widely adopted by the states. These standards extend well beyond requiring knowledge of fundamental STEM facts; they require curricula that cultivate creative, critical thinking skills and encourage interdisciplinary approaches to issues and problems. **To enhance student achievement in STEM coursework, we recommend that New York State policy makers and other stakeholders should:**

- Strengthen and align standards with expectations of higher education and industry;
- Resist the tendency to "push back" standards when assessment results are less than satisfactory;
- Promote and endorse private sector standard-setting projects;
- Pursue the development of better assessment mechanisms aligned with standards; do not equate standards with standardized tests;
- Integrate STEM concepts throughout entire curricula to demonstrate relevancy; and,
- Support the development of hands-on, open-ended, problem-solving curricula and modules of engineering problems, grouped by discipline and level of difficulty, for the K-12 classroom.

4) Promote Diversity in the STEM Pipeline

Remaining competitive in the global economy will require the cultivation of technological literacy, talent, and expertise across all sectors of society. Efforts should be made to attract greater participation of women and minorities into STEM fields of study and careers. Minorities and women are significantly underrepresented in the STEM workforce. We recommend that **New York State policy makers can:**

- Provide incentives and mentoring for women and minorities to pursue K-12 STEM teaching careers;
- Foster outreach and STEM career materials to K-12 guidance counselors, teachers, and parents to insure that resources, curricula, and activities appeal to all groups of students,





- including females, minorities and the disabled;
- Support STEM magnet schools in school districts with large minority enrollments;
- Foster public-private partnerships to ensure those schools serving large minority enrollments have computer labs and other technologies to support the delivery of high-quality STEM education;
- Open minority teacher recruitment centers; and,
- Provide diversity training for teachers to avoid proliferation of subtle and cultural discriminations.

5) Provide Tax Incentives for Corporate, Non-Profit Involvement

Efforts to promote private sector involvement in STEM education can be encouraged by linking stakeholders, such as interested nonprofit organizations, area businesses, and informal education facilities, with each other to combine resources and deliver best practices.

- Encourage the private sector to assist with instruction in grades K-12, i.e. help teachers teach certain topics, volunteers in schools, fund tours;
- Provide tax incentives to corporations for use of facilities for teacher computer or technology training, or assisting with school computer or laboratory maintenance.
- Provide tax incentives for the donation of computer hardware or laboratory equipment and expendables;
- Foster learning opportunities and practical experience for teachers through externships at corporations; and,
- Offer tax incentives for non-profits organizations that provide professional development to teachers and administrators.





The Harlem Children Society (HCS) Model in STEM Disciplines

The mission of the Harlem Children Society is to bring science to impoverished people throughout the world in order to benefit their health, livelihoods and communities and, in doing so, to create a more humane local and global (Glocal) society. To achieve this purpose, HCS prepares promising high school students from under-resourced and under-served communities and schools to become doctors, engineers, research scientists and mathematicians. Students are immersed in science learning environments and equipped with the skills they need to gain access to higher education and careers in the sciences. By educating a generation of young people from ethnic minorities and impoverished communities that are underrepresented in the sciences, HCS builds leadership, capacity and expertise that will, in turn, benefit developing communities. Over ten years, HCS has evolved unique customized hands-on based programs in STEM and allied sciences, shoring local talent in a unique approach to education – with highly successful results. These are categorized as: Urban and Rural programs and several combinations suiting to local needs, demands, and yet raising the bar to raising the next breed of creative talent in STEM and allied fields.

HCS services redress a long-standing social inequity – that is, the limited access to education and careers in the sciences for minority, low-income public school students. The continuing under-representation of minorities in the sciences – especially engineering and research – is well documented. Evaluations of HCS programs show that 100% of HCS students attend college, 80% majoring in science and math; over 20% attend Ivy League schools. HCS prepares public school and undergraduate students for 21st Century science careers, thus strengthening the competitiveness of American science/technology in our globalized economy.

HCS has evolved unique ways to get the schools, families and communities also as regarded partners who with their engagement, have spurred a renewed interest in the sciences and ensuing progress in the long term. HCS envisions a Science, Technology, Engineering and Math program (HCS-STEM) that will serve as a bridge between high school and university/college -playing a role in preparing such students for academic institutions while maintaining student retention, academic achievement and degree completion in STEM careers. HCS-STEM directly supports high school students to become doctors, scientists, engineers and mathematicians. It is envisioned as an educational institution that provides passage into the sciences for low-income, under-resourced and under-served public school students. It re-tools public school education in order to prepare a diverse, American workforce capable of competing in a global economy. HCS-STEM programs will provide rigorous academic support to level the playing field for low-income and under-served students; curricula will bridge students' high school learning to their internships' and hands-on learning in the lab. HCS-STEM instruction and supports will enable students to:

- Meet the challenges of their internships;
- Compete successfully in the SAT/ACTs;
- Acquire rigorous thinking skills and other requirements of college; and

Remain engaged during the under-graduate years (especially the first few critical years) in STEM fields.

HCS demonstrates a powerful record of success and expertise in implementing its model of science education. The HCS model draws on more than SIX thousand science mentors from over 500 institutions worldwide continue to mentor promising high school students.





HCS-STEM prepares promising public high school students from under-resourced and under-served communities and schools for higher education and careers in science, technology, engineering and math. HCS provides tools, guidance, opportunities and networks that students need to establish a solid college and career trajectory. This, along with an indirect engagement of several thousand more students, teachers and school district will spur increase in rendering and implementing change in STEM education. A vital HCS-STEM objective is to eliminate obstacles that interfere with students' access to higher education and careers in the sciences. Students are matched with mentors – doctors, research scientists and engineers – from prestigious research institutions, universities, and hospitals, including the Memorial Sloan Kettering Cancer Center, NYU School of Medicine and the Albert Einstein School of Medicine. During the past year, eight New York City students were matched with mentors at the NASA Kennedy Space Center in Florida and the Space Center at the University of Wisconsin in Madison.

Our successful project model provides:

- **Summer and After School Employment Opportunities for Youth.** HCS offers summer employment opportunities through paid internships for hundreds of students at each center. HCS utilizes the 'work readiness performance indicator' (Section 36 of the Work Investment Act) to assess the effectiveness of summer employment for youth;
- **Year-Round Youth Activities.** Employment opportunities for high school, college and graduate students are provided on a part-time basis throughout the year;
- **Prepare Students for 21st Century Careers in the Health Care Sector.** HCS addresses the health professions workforce shortage by providing education and preliminary training in STEM fields. HCS advances diversity in the sciences;
- **Foster Community-Based Science Innovation.** Students participate in research projects that are organically connected to their communities (e.g., epidemiological studies; agricultural research etc.). Research projects will focus on energy efficiency and renewable energy among other relevant topics;
- **Improve Education and Schools at the Middle and High School Levels.** HCS works closely with local educational agencies (LEA's) to build their educational and staffing infrastructure;
- **Target High-Need Schools and Subjects.** HCS engages low-income public high school students in sophisticated science education and technology;
- **Engage Families and Communities in STEM education.** HCS will continue fostering ways of engaging families and communities with unique ideas – like the HCS Science Parades, and Science Street Fairs & Festivals; and other creative ways of expressive scientific talent, while fostering sustainable development.





SUMMARY OF HCS PROGRAMS

Harlem Children Society (HCS) (www.harlmchildrensociety.org) Programs focusing on exploring efficacy of an educational model promoting STEM competencies among underrepresented high school students, testing non-classroom educational pedagogy, tools & curricula targeted at improving students' understanding of STEM concepts. It aims at broadening the implementation of HCS programs in students from under-resourced pre K-12 student populations in the following categories: **1) Urban students** in New York City (NYC), Washington D.C., New Orleans & Detroit; **2) Rural students** from Upstate New York; Hopi & Navajo Reservations, AZ; & **3) students from Mixed Urban & Rural communities** in from Pueblos in Albuquerque, NM. This proposal builds on 10-years experience implementing an HCS model with over 2000 students from 150 schools in cities & communities across the country.

HCS established in 2000 by Dr. Sat Bhattacharya, a scientist at Memorial Sloan Kettering Cancer Center, involving low-income and underrepresented students in high-level research internships & education in STEM fields, with heavy emphasis on use of technology & STEM careers – has demonstrated proven success with this model in urban & rural environments. Since its inception, 100% of HCS participants articulated to college/University (over 20% to Ivy League universities), with more than 80% retention in the STEM fields.

The success of HCS is directly attributable to its innovative model of intensive STEM content, hands-on one-on-one mentoring, and programmatic, community, and parental support. The model has the potential to have high impact exerting a sustained powerful influence in the field of STEM education by expanding it to a national level and testing its efficacy in preparing underrepresented students in urban, rural & mixed urban-rural communities nationwide, thus retaining the competitive edge. The **intellectual merit** of the programs rest on: the rigor of STEM content that will be aligned with standards in the computing disciplines at K-12 levels; the effectiveness of an internship model that involves students in high level research in computing disciplines; of involvement of underrepresented groups in STEM and IT, including attention to creating a system that provides engagement, capacity, and continuity.[1] The **broader impact** of the project is its ability to effectively engage students from underrepresented groups; to involve at least 50% females in computing disciplines (with a typical representation of 20-25%); and an assessment of the viability of applying the HCS approach to efforts to broaden participation in computing disciplines. The program already has wide appeal in multiple pilot sites across the U.S., and has the potential for extensive dissemination.

The projects builds on ten years of experience in existing HCS programs developing a model engaging high school students in STEM fields that can be replicated and integrated in efforts to broaden participation across the state and nationally by: Promoting a hands-on research based learning and evaluation promoting cyber-learning strategies enhancing STEM education, teacher training, parental & community involvement & broaden participation to improve workforce development. Furthering public understanding of science and advancing STEM literacy has been a focus through Science Street Parades and Fairs & Festivals. The model includes refining computing curricula and evolving strategies in developing sustainable replicative model in furthering STEM education in bridging the urban and rural divide. The program already has wide appeal in multiple pilot sites across the U.S., and has the potential for extensive dissemination. The model also includes refining computing curricula and evolving strategies in developing sustainable replicative model in furthering STEM education in bridging the urban and rural divide. Formative evaluation involves development of materials and practices; outcome and summative evaluation and longitudinal tracking. The program has much to share with the informal science field about setting up powerful internship experiences, recruiting mentors, and increasing the number of students from underrepresented groups who are prepared to meet challenges of the 21st century.





INTRODUCTION

The Harlem Children Society (HCS) (URL: <http://www.HCS2k.org/>) Science and Engineering Program involves low-income and underrepresented students in high level research internships and informal education in STEM fields. Promising high school students are matched with mentors from top research universities, hospitals, and other science-rich institutions in summer and after school programs. Intensive STEM content, one-on-one mentoring, and a powerful system of support engages students, families, and communities.

Established in 2000 by Dr. Sat Bhattacharya, a research scientist at Sloan Kettering Cancer Center with 3 students from 2 schools in New York City, HCS in 2009 consisted of over 330 young scholars from diverse ethnicities (40% African American, 26% Hispanic, 16% Native American, 14% Asian, and 4% Caucasian). In a continuing trend in the organization's history, young women constituted roughly 58% of the total 2019 student population. In accordance with its central mission, HCS served under-resourced and under-represented students in 2019 at an inverse ratio to most US universities' math and science student populations. The program is particularly successful in attracting young women, mostly from ethnic and racial minorities.

The national program has expanded exponentially and now serves 450 students from over 150 schools with 1500 mentors at 150 institutions. In 2020-2021, the cohort will expand to 600 students. What began as a small-scale experiment has grown into a substantial effort. To date, all graduates of the HCS have continued on to college (more than 20% in Ivy League universities) and close to 90% have chosen to major in STEM fields.

Pilot programs are under way in rural and urban sites in the U.S. and around the world (e.g., Hopi reservation in Arizona, Albuquerque NM, Washington DC, Detroit, MI; and other places) serving an additional 400 students. Since the program's inception, 100% of HCS participants have gone on to college (over 20% to Ivy League universities), with more than 90% retention in the STEM fields. Alumni who are now undergraduates have been returning to the program, seeking to sustain the relationships, research, and learning.

The project builds on ten years of experience in existing HCS programs developing a model engaging high school students in STEM fields that can be replicated and integrated in efforts to broaden participation nationally by: Promoting a hands-on research based learning and evaluation promoting cyber-learning strategies enhancing STEM education, teacher training, parental & community involvement & broaden participation to improve workforce development. HCS prepares students for the 21st century STEM workforce by providing an enriched learning environment *and* professional mentoring relationships, two factors that are shown to foster students' educational and personal growth. Students participate in a full-time summer internship, working one-on-one with one of the program's 1000 active (out of a pool of over 7000) mentors, all leading scientists, engineers, doctors and other professionals in their field from over 250 partner institutions, and attend weekly course seminars throughout the year. All courses are taught in real time, using interactive videoconference technology, by HCS PI and staff, scientists and experts from participating medical institutions and universities.

Students work onsite with their mentors at laboratories, undergoing rigorous training in lab techniques & procedures, and scientific experiments, practices and inquiry. Students are required to submit an extensive research report, science poster boards, and PowerPoint presentations which are also posted on the HCS website. These presentations provide an authentic training ground for HCS students to join the next generation of scientists. Annually, students join with program staff, and communities to mount Harlem Science Parades and Science Street Fairs &





Festivals held at program sites concurrently all over the country are connected simultaneously via live streaming. HCS staff and mentors provide ongoing support for students in planning higher education and career paths.

Parents and the community are encouraged to support students' future career aspirations through network building activities and social events, by attending program seminars, participate in the HCS STEM Initiatives. The pedagogical approaches, tools, and curricula used to develop and implement the model are shared with the educational and scientific community on the program's website, podcasts, webcasts and extensive network of participants established by Dr. Bhattacharya, through students' own presentations at conferences; and science street parades and fairs & festivals.

Engaging impoverished students from ethnic minorities that are under-represented in the sciences is a central aspect of HCS's mission. The continuing under-representation of minorities in the sciences – especially engineering and research -- is well documented. The National Science Foundation (NSF) notes that (2018) "Despite substantial gains over the past decade, minorities are still underrepresented in science and engineering, both in employment and training." Our thesis intends to test an educational model that is designed to spear head a national initiative to prepare high school students from poor rural and urban communities around the country to go to college and continue on to postgraduate education to follow and remain in careers in STEM. The goal is to develop a model of content, pedagogy, tools, and curricula that can be implemented in any community to prepare 21st century workers enabling the U.S. regain its competitive edge in science and technology.





PROGRESSIVE OUT-COMES:

HCS-STEM is successfully redressing the issue of *access* to education and careers in the sciences for minority, low-income public school students. Follow-up studies show that 100% of HCS students articulate to college; over 20% attend Ivy League schools; and 80% major in science and/or math. HCS participants have received numerous awards and scholarships from such groups as the Posse Foundation, the Gates Millennium Scholarship and the New York Times Scholarship Fund. They have also received class credits, written scientific presentations, and participated in and received awards at top local, regional and national scientific symposia (e.g., Am. Chemical Society Nat'l Convention, Wash. D.C.).

HCS-STEM immerses students in science-learning environments (including the laboratory, symposia, presentations, journal writing, and science fairs) – in which they acquire and practice new knowledge and are equipped with hard and soft skills that benefit them in numerous ways:

- * Enhanced scientific knowledge and skills. Students develop proficiencies in the language of science as well as the practice of scientific methodologies.
- * Increased access to workforce and careers. Students learn about workforce domains from their mentors and other professionals in these fields; students build networks, contacts and resources.
- * Increased knowledge about education requirements, options and strategies to achieve degrees in the sciences. Students plan their education with support from college fairs, coaching, and comprehensive staff assistance with college applications, finances and SAT and ACT preparation.
- * Improved general reading, writing, math and research skills. Students' academic skills are enhanced through hands-on work in the laboratory, science dialogue journals, presentations, lectures and classes, research papers and ongoing exchange with HCS staff and other science professionals.
- * Enhanced workplace skills. Students develop employment skills including functioning effectively as a team member, solving problems and managing authority.
- * Enhanced developmental skills. Students' cognitive and meta-cognitive skills are developed as they learn to reflect critically on their work, theorize, solve problems and apply logic.
- * Increased self-efficacy. Students' confidence is bolstered as they master internship responsibilities, research programs and presentation tasks.
- * Well-formed plans for the future. Students pursue STEM education through high school and into college, and persist in science careers using this training. They leave the HCS program with contacts at their chosen schools; a support system back at HCS; and a clear plan for their future.

SPECIFIC AIMS

HCS aims to provide a model of education, pedagogy, tools, and curricula that opens the world of science and technology to low-income and underrepresented students across the state and U.S. By matching promising underrepresented high school students with mentors from research universities, hospitals and other science-rich institutions in summer and after school internship programs, HCS aims to close that gap by training and building a STEM workforce that can compete in the 21st century workforce. The aims of this model are to: (1) increase students' interest in STEM fields; (2) increase students' knowledge of STEM concepts and competencies in STEM skills; (3) increase the number of women and underrepresented minorities attending college; (4) Increase the number of women and underrepresented minorities who aspire to pursue higher education and careers in STEM fields.





This program aims to determine the efficacy of the model in urban, rural, and mixed urban-rural environments, and to disseminate the findings so that others may prepare students to compete with any worker in the world and close the gap in the percentage of underrepresented populations working in the following STEM disciplines: Aerospace Engineering; Bio/Medicine & Bioinformatics; Aerospace Engineering; Computer Modeling & Cybernetics; Engineering; Environmental Studies; Forensics; Green Architecture; Information Technology; HIV/ AIDS Research; Mathematics; Nanotechnology; Nutrition; Pharmaceutical Research & Development; Protein Modeling; Renewable Energy Studies; Robotics; Social & Behavioral Studies; Sustainable Agriculture; Computer Modeling & Cybernetics; Environmental Studies, and others.

Potential Impact.

The HCS model has the potential to expand the future STEM workforce in two ways. 1) Since 2000, all graduates of HCS have continued on to college and close to 90% have chosen to major in STEM fields. The program gives them the knowledge and skills in STEM competencies, requires them to evaluate their work by standards of professional science, and advances to the next level of participation in scientific and technological education and careers. 2) The model can be replicated by others.

The Approach

The HCS model has four components: 1) Summer internships; 2) Academic Year Courses; 3) Support for STEM Education and Careers; and 4) Communication and Dissemination of STEM learning to families and the community. College credits are planned for students for their research work and participating in the HCS seminars, conferences, workshops and college preparatory courses.

Target Population

The population targeted for participation is low-income under-represented high school students in grades 9-12 with demonstrated interest and capacity in science from under resourced inner city and rural communities. HCS seeks to recruit students who are often overlooked—talented and motivated—but from schools and communities where enriched environments, networks, and supported professional relationships may be limited. It is especially critical for Native American students who are isolated in extremely rural communities such as the Hopi (in AZ) and other Indian reservations across New York.

In the ten years since it's founding, HCS has succeeded in serving this population effectively. Current HCS students come from families with incomes below the US poverty guidelines. Consistently, about 97% of the young people have been from minority backgrounds: 43% were African American, 26% Hispanic, 13% Asian, 15% Native American, and 3% Caucasian. Over 50% of the students come from families who are the first ever to attend college. In a continuing trend, consistently, young women constituted roughly 60 - 65% of the total participants. In accordance with its central mission, HCS served under-resourced and under-represented students in 2009 at an inverse ratio to most US universities' math and science student populations. The program is particularly successful in attracting young women, mostly from ethnic and racial minorities. The national program has expanded exponentially and now serves 460 students from over 150 schools with 1500 mentors at 150 institutions.





PROGRAM ACTIVITIES:

The project design addresses the student program and the model development.

Implementation of the student program involves:

- Recruitment and selection of students and mentors
- Orientation and participation in a timeline of activities
- Internships
- Student planning, career exploration, family involvement

Implementation of the model development involves:

- Partnership building meetings for potential alliances
- Testing of materials and practices by potential Alliance partners

Student Program

Recruitment and selection of students and mentors. HCS works in partnership with high schools to recruit and select students, using electronic, telephone, and regular mail contact. Relationships are established with teachers, principals, and guidance counselors; these school personnel identify students (usually 15-20 per school) who are eager to pursue careers in science and perform well in school, based on teacher reports, report card, and grade point average. The selection committee, composed of the HCS director and an advisory committee and/or HCS board member, meets with applicants in face-to-face interviews to discuss the expectations of the program and to determine the fit between the student's interests, expectations, and time schedule and the HCS program requirements. Selected students are informed by letter or email, with written materials describing the program. They are further queried about their science, technology and research interests so that they can be appropriately matched with a mentor at the outset of the program. The students' parents and guardians are informed about the expectations, extent, and importance of the program for their child; and about the critical role they play in supporting their child's participation and future plans. The program **provides performance-based stipends** for all high school and under-graduate students.

To date, mentors have been recruited and selected through Dr. Bhattacharya's extensive networks. He has identified more than 7000 mentors, with an active pool of 1000 that is constantly growing. As a respected researcher himself, Dr. Bhattacharya has been able to convince researchers to take on high school students and explain what needs to be different compared to their usual experience with graduate students and post-docs. More than 500 institutions are participating: in New York City the list includes Memorial Sloan Kettering Cancer Center, Weill Cornell Medical College, Columbia University, Rockefeller University, Albert Einstein School of Medicine, Stevens Institute of Technology, American Museum of Natural History, Bronx River Alliance, NYU, Gaia Institute in New York, among others.

Orientation and participation in activities. All students begin the program in early summer and participate for at least two to five summers (eight 40-hour weeks each summer) and two to five academic years (12-24 hours/month). Students thus spend a minimum of 460 hours per year for five years. They receive performance-based stipends, providing both incentive and a means of ensuring that students stay up to date with their commitments.

Students begin with an orientation that lays out expectations, introduces them to their peers in their site and in other sites, familiarizes them with the host institutions, covers principles of scientific research, and starts the process of career development. They are assigned mentors and introduced to the work they are then involved in over the course of the next two or more years. The summer session, eight 40-hour weeks, includes basic training in computing, lab techniques and safety, the technologies they will be using in their research, communications and presentations, mini-courses in the discipline of their research, field trips, and indoor and outdoor fun and team building experiences.



During the academic year, students put in 12-24 hours each month at their internship sites and in weekly seminars at Rockefeller, Columbia, New York and Cornell Universities either actually or virtually. This breaks down to approximately 3-6 hours per week. Past experience in the HCS program has demonstrated that young people are willing to make the commitment. Clear expectations during recruitment and orientation, substantive and engaging activities, and a vision of how their current experience connects them to their future help to motivate students.

Internships. Incoming students are interviewed during the recruitment and application process to ascertain their interests and preferences. They are assigned mentors at the outset of the program and receive thorough background on the research in which they will be engaged from their mentors and the project staff. They undergo rigorous training, both by their mentors and by the HCS project staff, on the tools and technologies, safe and proper handling of devices, instruments, chemicals, and biologicals. Students are responsible for producing an extensive research report, science poster boards, and power point presentations that are also posted on the HCS website. They will be trained to present their research at the weekly meetings and make presentations in their schools, community organizations, and at professional conferences.

The selection of STEM topics for research and development projects and the identification of appropriate roles for high school and under-graduate students require a thoughtful process that combines high expectations with realistic analysis of availability and prior training. Most students join an existing research or development team with a defined agenda. Within this structure, they are then supported to identify questions of particular interest to them, the technologies that support these questions, and helped to develop an individual project within the investigation from which they can derive a coherent data set and publications, while understanding how their piece contributes to the overall effort. They interact on a regular basis with post docs and graduate students, and participate in research and development team meetings when their schedules permit.

Research in STEM, Computing training and activities. Training and education are provided by the experts in the range of computing fields covered in the project, by Dr. Bhattacharya, the institutional liaisons, the mentors and their post docs, and other scientific researchers and science educators identified by Dr. Bhattacharya and the project advisors.

Weekly seminars are held at Rockefeller, Columbia, New York and Cornell Universities either actually or virtually. To provide high school students with computing content and skills, the project offers intensive, college-level course material to students. The seminars also address the research process, including data collection, organization, analysis, and communication and how computing is used in these processes; production of scientific papers, and development of power point presentations and posters. Guest lectures and meetings with distinguished computing scientists and researchers deepen students' understanding of computing content and skills, and introduce them to the range of career and higher education possibilities. The students sometimes get college credit for their research work and participating in the HCS seminars, conferences, workshops and college preparatory courses.

Students from the New York City project communicate with students in other HCS sites, using telecollaboration to construct a map of their research projects, and form online communities to exchange information. The map and telecommunication encourage them to continue communication after meetings, and foster friendship and understanding of each other across communities and cultures.





To learn the skill of communicating scientific information to a range of professional and lay audiences, students constantly present their work—at their schools, to their peers, and at professional conferences. They use peers, mentors, and researchers as “critical friends” critical friends for review during the seminars, and refine their presentations for conferences and online dissemination. They become adept at PowerPoint, sharing web-based data, and multi-site electronic communication. Past HCS experience in involving students in professional conferences has been quite successful. Fifty students each year are selected to present their research at the Annual International Conference of the Sigma Xi Scientific Research Society; several of these students have already won first prizes in their fields at the conferences (Detroit, Michigan; Washington DC; Huston, Texas; and Raleigh, North Carolina).

Student planning, career development, and family involvement to support persistence in computing and STEM. Students will receive intensive support to help them plan their futures and mediate the transitions—academic, emotional, and social—to college and beyond. Inclusion of family in this planning is essential both to increase the likelihood that young people continue in the computing track and to decrease inequities in technology access.

Project staff and mentors help students begin planning for their futures as soon as they enter the program. Students are counseled on course taking, college options, financial planning, and career possibilities. Project staff builds relationships with college admissions officers and computing science professors, and introduce prospective students to schools that have strong departments in areas of student interest. Students build networks of contacts and electronic rolodexes that they can use as they move forward. They take field trips to research institutions, businesses, and industries that use high-level technologies. Career panels and fairs are hosted to introduce students to the range of computing careers and trends for the future. Each student constructs a guiding plan for his or her future, flexible and responsive to changes in interest but designed to keep options as open as possible with solid foundations in STEM fields and science courses.

Families are engaged at the outset with information about the program and the opportunities available to their children, invitations to their children’s presentations, and workshops and information on college applications, financial aid, and opportunities in the computing workforce. Family and community events create a welcoming and joyful environment. An Annual Science Boat Cruise around Manhattan is a huge hit with families; students and their families put on science skits and science entertainment as the boat circles the New York skyline.

Science Parades and Street Fairs & Festivals. These innovative events bring high-level science, cutting edge technology, and compelling issues directly to the public. In 2009 a science parade, which HCS believes to be one of a kind anywhere, spanning from central park to 125th street (a total of 15 city blocks) was organized, leading to the Sixth Science street Fairs & Festivals at the New York State Office building Plaza/125th street in Harlem. This unique event, attended by more than 6000 people, was organized in collaboration with the Salem United Methodist Church, Sigma Xi Scientific Research Society and other scientific bodies; local community based organizations, government bodies, high schools, colleges/universities, hospitals & other institutions, non-profit organizations, consular and UN bodies, and business entities. It featured hands-on technology and research exhibits, experimental theater involving the general street audience participation in health, technologies, environmental and other issues, a poster competition with participation by 400 students, representation by colleges seeking to recruit promising science students, and an all-star live performance including music and dance line up. Sister events were held in on the same day/same time, breaking the time and digital divide at six other locations spread across the country and worldwide in all continents. All events were broadcast live electronically on the web and presented to the audiences at these separate locations.



**Overview, student hours, and timeline.**

The program has three components: 1) student internships and research projects; 2) seminars and training; and local, regional and national professional conferences and 3) community science street fairs. Family involvement and post program follow-up provide students with support to plan their futures and mediate the transitions—academic, emotional, and social—beyond college.

Based on their interests, selected students are matched with a mentor. They enter the program at the beginning of the summer with an orientation, and spend eight forty-hour weeks starting their research and getting basic training in lab techniques and safety, and the technologies they will be using in their research, communications and presentations. During the academic year, students put in 12-24 hours each month at their internship sites and in weekly seminars at Rockefeller University either actually or virtually. Students are required to submit an extensive research report, science poster boards, and power points that are also posted on the HCS website.

They are trained to present their research at the weekly meetings and make presentations in their schools, community organizations, and at professional conferences. They join with program staff, fellow students, and supporters to mount an annual science parade and fairs & festival on the streets of Harlem, replete with high tech projectors and sound stage; and at the Hopi Satellite HCS Health Fair held in conjunction with the Tuhisma Art Festival and Market that draws the finest Hopi artisans and visitors and buyers from around the world. Students thus spend a minimum of 460 hours per year for at least 2-3 years involved with HCS, but many spend significantly more time.

Internships, Research projects, and STEM Content

The HCS program engages young people in IT in all aspects of their work—the research, presentation, intra and inter-site communication, and public involvement. Given the range of mentors and host institutions, students are involved in an extraordinary range of STEM and medical topic areas (including genetics, molecular biology, protein chemistry, astrophysics, marine biology, environmental science; cancer, cardiology, diabetes, sickle cell anemia, and Alzheimer's; nanotechnology, database building, rocketry, robotics) with projects that range from gene mapping analysis of sickle cell anemia through bioinformatics to marine sponges as a model for cellular recognition to construction of rigid DNA nanostructures to data networks testing at the Network Computing Laboratory of Columbia University, which builds experimental software systems. Six to ten students do research through distance learning and on site at the Kennedy Space Center in robotics, propulsion and plasma research, with travel and support by HCS.

While HCS students are engaged in a diverse array of topics and technologies, they are joined together by a common understanding of the process of scientific inquiry and the collection, organization, analysis, and communication of data and evidence. HCS use the technology of tele-collaboration to enable young people and sites to share and visualize data, map who is doing what kind of research in the HCS program and link them to resources in the scientific community, discuss the functions of the tools and IT they are putting to use in their research, and understand the role of technology in advancing science and medicine. This comparative lens will be useful as well in linking the Hopi perspective on sustainable agriculture, which uses primarily traditional tools, with environmental and earth sciences projects using GIS, modeling, and simulating tools. Once assigned to their mentors, students receive thorough background on the research in which they are engaged with their mentors and the project staff. They undergo rigorous training on the tools and technologies, safe and proper handling of devices, instruments, chemicals, and biologicals. While most are joining an existing research team, students are given individual projects within the investigation from which they can derive a coherent data set and publications, while contributing to the overall effort.



**Seminars, presentations, and conferences**

Students' experience begins with an intensive orientation to the program, scientific research, and participation in scientific and technical education and careers. The orientation is held at Rockefeller University by Dr. Sat Bhattacharya, during which scientists and experts are invited to talk to the students, including presentations by students. Weekly meetings offer training in the research and data collection process, including writing, production of scientific papers, and development of power point presentations and posters; guest lectures and meetings with distinguished researchers; and presentations of their research by students to their peers, mentors, researchers, and other critical friends for review. These meetings, as well as the orientation session, are webcast to satellite sites.

Students are constantly presenting their work—at their schools, to their peers, and at professional conferences. They become adept at PowerPoint, sharing web-based data, and multi-site electronic communication. In November 2009 and 2010, 47 students were selected to present their research at the Annual International Conference of the Sigma Xi Scientific Research Society in Houston, TX; and Raleigh, NC. These opportunities are being expanded to include travel to conferences such as AISES (American Indian Science and Engineering Society), SACNAS (Society for the Advancement of Chicanos and Native Americans in Science), and discipline-specific conferences and technology meetings.

Science Parades and Street Fairs & Festivals

These innovative events bring high-level science, cutting edge technology, and compelling issues directly to the public. The Harlem event in 2010, attended by more than 5000 people, and was organized in collaboration with the Sigma Xi Scientific Research Society. It featured hands-on technology and research exhibits, experimental theater involving the general street audience participation in health, technologies, environmental and other issues, and a poster competition with participation by 500 students, representation by colleges seeking to recruit promising science students, live performance and cultural activities. Sister events were held in on the same day in Montreal and on the Hopi reservation. All three events were broadcast live electronically on the web and presented to the audiences at these separate locations.

Family involvement and post-program planning

Families are engaged at the outset with information about the program and the opportunities available to their children, invitations to their children's presentations, and workshops and information on college applications, financial aid, and opportunities in STEM workforces. They are involved in the planning of the street fairs, and invited to special guest lectures with their children. Parents are asked to keep journals about their children's experiences, and their own histories and reflections on science, technology, and society, as part of an archive and publication that captures powerful and often poignant stories of people seeking a future for their children, communities, and society.

Project staff and mentors help young people begin planning for their futures as soon as they enter the program. Students are counseled on course taking, college options, financial planning and career possibilities. Project staff build relationships with college admissions officers and IT and science professors, and introduce prospective students to schools that have strong departments in areas of student interest. Students build networks of contacts and electronic rolodexes that they can use as they move forward. They take field trips to other research institutions, business and industry using high level IT; the project host career panels and fairs to introduce students to the range of IT careers and trends for the future. Each student construct a guiding plan for his or her future, flexible and responsive to changes in interest but designed to keep options as open as possible with solid foundations in IT skills and high level mathematics and science courses.





Collection of Data and Analysis

Dr. Bhattacharya and HCS staff determines the effectiveness of our expanded program by examining data that will be collected in the following ways:

- Feedback from mentors and teachers who are working with students who show the greatest need to ‘catch up’ in the sciences;
- Surveys to assess the frequency with which mentors use the curriculum – e.g., refer students to certain chapters in the text to reinforce or bolster learning in the lab and during internships;
- Students’ feedback through focus groups; and Tracking of students’ SAT scores, matriculation to college, and college graduation/attrition.

Dissemination

The project capitalizes on its extensive and growing networks to disseminate its work on-line and in person. The project produces a website with on-line discussion forums such as Moodle as well as materials to facilitate dissemination of the program model and support replication of the model in other settings. The materials described above are posted on the website. Project staff and students present at major conferences that represent the computing community and disciplines students are engaged in (e.g., ACM, IEE Computer Society), and organizations that concentrate on underrepresented groups in STEM (e.g., AISES, SACNAS, Coalition to Diversity Computing). The project connects with research institutes, universities, and other science rich institutions including natural history and science museums to publicize the project.

The HCS network of mentors and institutions where students conduct research serve as a major dissemination vehicle. It includes those who are directly involved in the computing disciplines as well as those in other research areas who are committed to broadening participation in STEM. Regular postings alert members to information about project strategies, requests for materials review, queries about what works in their institutions, presentations by HCS students, and teleconference conversations about broadening participation.

HCS webcasts, podcasts and tele-collaboration between the New York City site and HCS students in other locations offer fertile ground for spreading the word by students about the benefits of persistence in STEM fields. As part of their program activities, students mount periodic webcasts that both inform peers and involve them in interactive activities and discussions. These webcasts are advertised to schools, after school and summer programs, education departments within museums and other science-rich institutions, university summer school programs for high school students, and REU programs. Student presentations of their research at regional, national and international conferences with other experts in the field such as the Sigma Xi Scientific Research Society conferences and other such academic conferences and competitions bolster the process of interaction between the students and peers. Students and staff produce briefs on program development for publication in technology and science education journals, and practitioner magazines such as NSTA’s *Science Teacher*, ASTC’s *Dimensions*. A compendium of the stories from the journals of students, mentors, teachers, families, and project staff are posted on the HCS website, along with profiles and products of the students’ experiences.

Evaluation

The project has an IRB from Copernicus Group IRB process already in place, based on a review of instruments indicated in this document. Evaluations assess the efficacy of the model and evaluate the progress of the project in reaching specified milestones of implementation and impact. The *formative evaluation* take place throughout the year to assess the effectiveness of the implementation of the model’s four components – the summer internship, academic year coursework, education and career preparation, and community outreach and engagement – in





providing rigorous high-level training and support for students in essential STEM knowledge and skills to increase STEM competencies using inquiry educational pedagogy, tools and curricula. Each year, evaluation identifies successful elements of the model and areas in need of strengthening and make recommendations for modifications in the model, if indicated.

HCS staff is also deeply interested in identifying and capturing the impact of the curriculum on students' experience of learning, self-efficacy and confidence. Therefore, HCS evaluates these factors as part of our broader program evaluation, which is conducted by project staff, HCS committees, invited mentors, students themselves, and an external evaluator. Based on the evaluation – a replicable prototype are being developed and refined.

The evaluation focuses broadly on the outcomes for young people and the extent to which HCS is preparing them in STEM areas. Formative evaluation includes examination of how the project components are working, monitoring of the mentoring relationships, reflective journals by students and mentors, documentation of recruitment and retention of mentors, and rationale and examination of how the matches are made. The use of the curriculum – as a study guide, reference book and teaching tool – are incorporated into this formative evaluation.

The outcome evaluation documents and assesses how young people are gaining skills and knowledge in STEM and determine how this program can be replicated nationwide. Baseline data are collected on entering students (including school transcripts and teacher reports, demographics and socioeconomic status, parents' education).

HCS evaluates criteria for an effective program at three distinct levels: (1) student participation (referrals by schools, mentor/student match, student attendance and program completion); (2) student program achievement (mastery of laboratory skills; completed research presentation); and (3) student educational and career progress (graduation from high school; articulation to college; choice of college major; and career choice). Measurements of student outcomes and project results are monitored in the following ways:

- School referrals, mentor matches, and program completion rates are documented;
- Daily attendance rates are tracked;
- Students' rates of completion and presentation of original scientific research papers;
- Students' written presentations are evaluated and graded by a panel of experts;
- Rate of student participation in HCS *Annual Science Street Fairs*;
- Observations and evaluations of student work in the laboratory;
- Class credits awarded to students by DC-DOE are tracked;
- Students' lab skills (*including* the ability to work in a team milieu) are evaluated via pre-and post reports prepared by mentors;
- Program follow-up data is collected on rates of participating students: graduation from high school; articulation to college; choice of college major; graduation from college and degree awarded; and employment status.

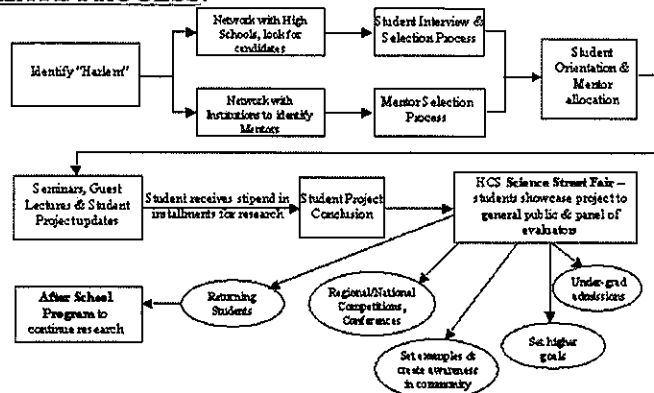




WHERE OUR GRADUATED STUDENTS ARE (partial list) . . .

Columbia University; Massachusetts Institute of Technology (MIT); Cornell University; Swarthmore University; Brandeis University; Dartmouth College; Rutgers University; Smith College; Brown University; Carnegie Mellon University; California Institute of Technology; Franklin Marshall University; Rensselaer Polytechnic University; Bobst University, Connecticut; Ithaca College, New York; SUNY at Stony Brook; SUNY New Paltz University; University of Rochester; Bard College, New York; Penn State University; DeVry Institute of Technology; Buffalo State University; Syracuse University; University of Central Florida; Florida State University - Veterinary Program; Steven's Institute of Technology; California Institute of Technology (CalTech); Hunter College, CUNY Babson College; Lehman College; Bronx Community College; St. John's University; Binghamton College, SUNY; Drexel University; New York University; Tennessee Technological University; University of Arizona; Northern Arizona University; Cortland University; University of Detroit Mercy; St. Bonaventure College; Norfolk State University; New Jersey School of Medicine and Dentistry; 7-year Medical Program; New Jersey School of Medicine and Dentistry; MD/PhD Program; and others.

OUR SEED/TEMPLATE PROCESS:



REPRESENTATIVE PARTICIPATING SCHOOLS (partial List) ...

Banana Kelly Collaborative High School, Bronx, NY; High School of Medical Science, Bronx, NY; Gregorio Luperon High School of Science & Math, West Harlem, NY; High School of Math, Science & Engineering @ CCNY, East Harlem, NY; Lincoln Academy/Hostos, Bronx, NY; Manhattan/Hunter College High School of Science, West Harlem, NY; Young Women's Leadership High School, East Harlem, NY; East Side Community High School, Lower East Side, NY; Frederick Douglas Academy, West Harlem, NY; Thurgood Marshall Academy, West Harlem, NY; Manhattan Center for Science and Math, East Harlem, NY; Life Sciences High School, Manhattan, NY; Academy of Mount Saint Ursula, Bronx, NY; Aquinas High School, Bronx, NY; Grover Cleveland High School, Queens, NY; High School of Fashion Industry, Manhattan East side, NY; Union Hill High School, Union City, New Jersey, NY; Clara Barton High School, Brooklyn, NY; Edward R. Murrow High School, Brooklyn, NY; Brooklyn Tech High School, Brooklyn, NY; Erasmus Hall Campus for Science and Math, Brooklyn, NY; Science Skills Center High School, Brooklyn, NY; Ossining High School, Brooklyn, NY; Science and Skills Center, Brooklyn, NY; Midwood High School, Brooklyn, NY; Erasmus Hall Campus for Science and Math, Brooklyn, NY; William Cullen Bryant High School, Long Island City, NY; High Tech High School, New Jersey & Cornell University, N J; Princeton High School, Princeton, NJ; High School for Health Professions & Human Services, Lower East Side, NY; Union Hill High School, Union City, NJ; Rutgers University, NJ; Union Hill High School, Union City, NJ; UNDMJ, NJ; Frederick Douglas Academy, West Harlem, NY; Swarthmore University, NY; Post University, CT; Yale University, NY; SUNY, New Paltz; University of Rochester, NY; Cornell University, NY; Bronx School for Law Government and Justice, Bronx, NY; Flagstaff Arts & Leadership Academy, Flagstaff, AZ; Rensselaer Polytechnic Institute, NY; A. Philip Randolph High School, Brooklyn, NY; Thurgood Marshall Academy, West Harlem & Penn State University, PA; HS for Dual Language and Asian Studies, Lower Manhattan; Manhattan International HS, East Manhattan, NY; High school of Fashion Industry, East Manhattan, NY; Stevens Institute of Technology, NJ; A. Philip Randolph High School, Queens, NY; Bronx Community College, Bronx, NY; Science Skills Center High School, Brooklyn, NY; Gateway High School of Environmental Research and Technology, Bronx, NY; Gateway to Health Sciences Secondary School, Queens, NY; George Washington; Carver High School for the Sciences, Queens, NY; Horace Mann HS, Bronx, NY; St. Aquinas





High School, Bronx, NY; Bard High School, West Manhattan, NY; New York Harbor School, Brooklyn, NY; Clarkstown North High School, NY; High Tech HS, NJ; Orange HS, NY; Purnell Swett High School, Pembroke, NC; Freeport High School, NY; Coalition HS for Social Change, Bronx, NY; Mt. Vernon HS, Bronx, NY; Life Science Secondary School, Harlem NY; The Dwight School, Manhattan, NY; William; Maxwell HS, Harlem, NY; Science Museum MS, Harlem, NY; Jane Adams HS, Bronx, NY; Beacon HS, Bronx, NY; Cass Technical High School, Detroit, MI; Cibola High School, Albuquerque, NM; Forest Hills High School, Queens, NY; George Washington Carver HS for the Sciences, Queens, NY; Port Richmond High School, Staten Island, NY; Dr. Charles E. Brimm Medical Arts High School, Camden, NJ; Flagstaff; Arts & Leadership Academy, AZ; Hopi Jr./Sr. High School, AZ; Santa Fe Indian School, AZ; Chadsey High School Detroit, MIHeH

REPRESENTATIVE PARTICIPATING INSTITUTIONS (partial list) . . .

There are **OVER 1500 Mentors for 365 Students** in the following **175 Institutions**:

Memorial Sloan-Kettering Cancer Center, NYC; Mount Sinai School of Medicine, NYC; Hunter College, NYC; Columbia University, NYC; Cornell University Medical Center, NYC; American Museum of Natural History, NYC; Lehman College Natural Sciences, NYC; Bronx Community College, Bronx, NY; The Gaia Institute, NYC; Bronx River Alliance, NYC; Beth Israel Hospital, NYC; New York University, NYC; Albert Einstein School of Medicine, NYC; Rockefeller University, NYC; Fordham University, NYC; Rock in the Boat, NYC; Stevens Institute of Technology, NJ; Yeshiva University, NYC; Rocking the Boat, NYC; The River Project, NYC; Brooklyn Botanical Garden, NYC; Pathways Bioinformatics & Biomolecular Center, CCNY, NYC; NYU School of Medicine, NYC; High Performance Learning Institute, NYC; Bellevue Hospital, NYC; Bronx Community College, NYC; Brooklyn College, NYC; City Meals On Wheels, NYC; Columbia Center for Children's Environmental Health, NYC; Columbia; University Division of Child and Adolescent Psychiatry, NYC; Lamont Doherty Earth Observatory Center, NYC; Downstate Hospital, NYC; Exponent, NYC; Community Service Society, NYC; Museum of Northern Arizona, Flagstaff, AZ; Hopi Healthcare Center, AZ; Environmental Testing Laboratory, Long Island; South Mall Laboratories, Long Island; New Jersey University of Medicine & Dentistry, NJ; St. John's University, NYC; Lehman College, City College of New York, NYC; High School for Health; Professionals and Human Services, NYC; Lamont Doherty Earth Observatory, Columbia University, NY; LANG Program, Columbia University, NYC; Instituto Cervantes, NYC; Maimonides Medical Center, NYC; Montefiore Medical Center, NYC; City College of New York, NYC; Vanderbilt Clinic, NY; Polytechnic University, NYC; Queens College, City College of New York, NYC; The New York Eye and Ear Infirmary, NYC; Health Professions & Human Services, NYC; SUNY Downstate University, NYC; New York City College of Technology, NYC; Piermont Marsh Research Program, NYC; Beacon Center, NYC; Soffie Davis College, NY; Boston Scientific, NJ; Princeton University, NJ; Roswell Park Cancer Institute, NJ; Hofstra University, LI; Helmuth, OBATA & Kassabaum (HOK) Inc., NYC; Kennedy Space Center & NASA, FL; Natwani Coalition, AZ; New Jersey Community Water Watch, NJ; NPR Science Radio, NYC; City College of New York (CCNY), NYC; Metropolitan Hospital, NYC; Los Alamos Research Center, NM; Bagley High School, Bagley, MN; Tennessee Technological University, TN; University of North Carolina at Pembroke, NC; Tulane Cancer Center, Tulane University, New Orleans, LA; Louisiana State University Health Sciences Center, New Orleans, LA.

OTHER PARTNERSHIPS (partial list) . . .

Sigma Xi Scientific Research Society, Rockefeller Chapter, NYC; Royal Microscopic Society, Oxford University, Oxford, UK; New York Academy of Sciences, NYC.; Metastasis Research Society, London, UK; European Society for Analytical Cellular Pathology, Germany; American Association for the Advancement of Science, USA; Science Advisory Board, USA; American Chemical Society, USA; Histochemical Society, USA; Federation of American Society for Experimental Biology (FASEB), USA; American Association of Anatomists, USA; National Public Radio (NPR) Science Friday, NYC; Space Center, Orbital Technological Corporation, Wisconsin; Florida Space Center, Orlando, FL; Women's Research Center, University of Central Florida, FL; New York Roentgen Society, NYC.; Memorial Sloan Kettering Cancer Center, NYC; Asphalt Green Fitness Center, NYC.; Harlem Chamber of Commerce, NYC.; Rocking the Boat, NYC; The River Project, NYC; Brooklyn Botanical Garden, NYC; NYU School of Medicine, NYC; High Performance Learning Institute, NYC; Boehringer Ingelheim Mannheim Pharmaceuticals, CT; Natwani Coalition, AZ; Hopi Healthcare Center, AZ; Environmental Testing Laboratory, Farmingdale, Long Island; South Mall Laboratories, Plainview, Long Island; Salem United Methodist Church, West Harlem; American Indian Science & Engineering Society (AISES), USA.





Harlem Children Society Programs in Bio/Medical, Engineering, Technology & Allied Fields

Harlem Children Society provides an extremely high end, one-on-one, hands-on Scientific Research in Bio/Medicine, Engineering, Technology & Allied fields with leading scientists, engineers and doctors in reputed institutions and universities in the country for under-resourced and under-served youth during the summer and after school intensive programs. Among other services are workshops, lectures and seminars with some of the best internationally acclaimed scientists, engineers and doctors including Nobel Laureates and leading figures. They qualify for College, University and School Credits including a handsome stipend/ scholarship. Among other services include SAT preparations, math and computer instructions, preparation for College/ University, opportunity to present research at various local, regional, national and international Research conferences and Symposia, site visits to leading laboratories, pharmaceutical companies and other research institutions. These services will help the development of leadership, social networking abilities and creative talent, including a good parental and community involvement. Similar services are available for teachers with the possibility of earning "G" credits, professional development and memberships for leading research organizations. These services will enhance educational options and vastly improve the school's abilities and performances.

HCS Student Support Programs at a Glance

1. Scientific Research in Bio/medicine, Engineering, Technology & allied fields: *Engaging students from groups that are under-represented in the sciences and get them involved in hands-on scientific research, is a central aspect of Harlem Children Society's mission*

The selected students are matched with mentors – leading experts in science, medicine, engineering & technology. Students work onsite at laboratories and clinics, where they undergo rigorous training in lab techniques and procedures, scientific experiments, practices and inquiry (e.g., safe and proper handling of devices, instruments, chemicals and biological products). Students acquire hands-on experience as they explore specific areas of science with state-of-the-art equipment. Under the watchful eyes of their mentor and HCS staff, students conduct their own individual research projects. They explore future academic and career paths. HCS's staff designs the training sessions to meet the needs of the students in topics such as research and data collection, writing and the production of scientific papers, communications and presentation skills. At the end of each term students are required to draft a report and present their work to their colleagues. Mentoring is conducted during three consecutive semesters - summer, fall and spring. There is no substitute for HCS' scientific research experience.

2. College Credits: Students who successfully complete two years or more of research with HCS **have the potential to earn up to 12 College/ University credits.** Students will also be given an original official transcript of the said credits from the University of Albany, which may be transferred to any university thereafter.

3. HCS Lectures, Seminars & Workshop Series in Science Technology, & Math: HCS students are routinely brought together across disciplines to present their research, hear from renowned guest lecturers, and increase their understanding of complex scientific problems. *Students present their own research*, and are privy to the presentations of leading scientists and experts in a variety of fields. **This helps HCS students to network with their peers and leading members of the scientific community.** The summer seminar series included Nobel Prize winners **Dr. Richard Axel and Dr. Sydney Altman. Presenters from UNESCO and UNICEF**





have helped to broaden students' global perspectives, while live-streaming satellite meetings and webcasts connect HCS students from the Hopi and Navajo Indian reservations in Arizona, NASA Space Centers at the Universities of Wisconsin and Central Florida, Camden in NJ and other HCS sites to events in New York. These interactions have helped students across the time and cultural divide to interact and therefore turn their lives around.

HCS has evolved a mechanism to further enhance and hone the students' English and note-taking skills during these intense series – *thus thoroughly preparing them for college anywhere. Our programs compare with the best, even at the university level.*

4. SAT Preparations: HCS provides high-quality preparation for the SAT and SAT11 (Biology, Chemistry, Physics, Math, History, and English) for 9th – 12th grades. Students are provided with all workbooks and websites access to enhance this learning experience.

5. Computer Instruction: HCS Students receive a six-week course covering a wide range of computer competencies—everything from programming to achieving your final product. At the end of the workshop, students acquire the following: basic concepts and terms in computer science: Boolean logic, algorithm, design and problem solving, read and create flowcharts and technical drawings/diagrams, teamwork and leadership, research skills, past and current topics/news in technology, documenting work and collaborating with technologies such as blogs and online forums, project management, communicating and presenting ideas effectively.

6. Preparation for College/University: Workshops on financial management and affording college are offered to both students and parents. HCS helps students identify and apply to colleges and universities that support their strengths and interests. HCS staff also help with editing personal essays, apply for and understand financial aid, and plan for the academic and socio-emotional transition from high school to college.

7. Site visits to Leading Laboratories, Pharmaceutical companies and research Institutions: HCS organizes site visits to leading laboratories, Pharmaceutical Companies and Research Institutions. This helps broaden the students' horizons and exposes them to cutting edge technologies, thereby nurturing a spirit of enquiry and instilling a solid scientific mentality and expanding their horizons of development.

8. College Visits and interviews with College Admissions/ Financial Officers: HCS plans to arrange for College and University visits and to set up interview sessions with admissions and financial officers of leading educational institutions. These sessions help the students to identify their choices and enhance their selection process according to their individual needs and provide a tailor made, custom specified requirements for each student.

9. International Science Parades, Street Fair and Festival: Our Annual International Harlem Science Parades, Street Fairs and Festivals are well known for bringing science to the local community and providing a forum that allows students to explain their work in a non-traditional setting. Family members, friends, college representatives and special guests are all invited. The festival is shared via satellite with HCS programs in several countries in the Americas – North & South and Central, Africa, Middle East and Asia.

10. Intel, Siemens Science and other competitions organized by HCS: The Intel and Siemens Science competitions are considered the two most prestigious science competitions in the US. Students are assisted with essay writing and the application process in order to successfully submit their original research for competition. In addition, students are provided with guidance to enter and participate in other competitions and symposia like - Young Epidemiologist Scholarship and the Junior Science High School (JSHS) science fair.





11. Parental and Community Involvement: Recognizing the importance of parental involvement in a student's academic life, we've developed opportunities for families to participate throughout the student's tenure at HCS. **Parents are engaged at the outset and are a substantial part of the outreach and recruitment process.** Families are invited to attend student presentations and special guest lectures. Parents also have an active role in planning the annual Harlem Science Parade, Street Fairs and festivals. In keeping with our goal to ultimately increase the number of minority students pursuing scientific careers, we provide workshops and informational sessions about the college application process, financial aid and planning, and career opportunities. We also **manage a growing alumni network that encourages HCS graduates who are currently enrolled in college to support new graduates as they begin their college career.** Additionally, there is a consortium of student advisors, both current students and alumni, who provide guidance in determining programs and activities.

13. Sigma Xi Scientific Research Society Annual Research Conference: Selected students are invited to all-expense paid trip Sigma Xi Annual Research Conference. **Sigma Xi Scientific Research Society is scientific honor society, which serves 6,000 members worldwide, 200 of who are Nobel Prize Laureates.** Additionally, 250 scientists and researchers from leading research centers such as Memorial Sloan-Kettering Cancer Center, Boston Scientific, Columbia University, and NASA have opened their laboratories to HCS students and have volunteered to serve as mentors. **Dr. Sat Bhattacharya serves as the President of the Rockefeller University Chapter of Sigma Xi, and uses this and other sources of contacts to enhance HCS's activities.** Selected students after graduation from high school from our program are invited by Dr. Sat to join the prestigious society to further nurture their interest in science and technology. The work of Harlem Children Society would not be possible without the numerous strategic relationships (in over 30 leading national and international scientific organizations) developed by Dr. Bhattacharya over the past ten years.

14. Other relevant Volunteer opportunities: HCS students are given opportunities to participate in a number of volunteer activities. This serves not only to hone in our students social responsibilities but also enhance their college and university resumes. The activities would also be made available to the parents and guardians. **For the school, it will provide the students and their families to evolve a better community spirit and an unparalleled opportunity to develop them as part of a creative and productive citizenry.**

15. Development of Leadership, Social Networking Abilities and Creative Talent: HCS has initiated several "for fun" and entertainment related activities connected with developing and honing Confidence building, Self-discipline, leadership and networking skills and abilities. In the summer, we organize our HCS Science Boat Cruises around NYC where students, their families, many of our mentors get together and socialize and get to know each other which is extremely important in any field. The Science Cruise is a unique celebration of having fun and combining science and arts by HCS students addressing some important issues of our times – providing information in an extremely creative way. **These "Science and Society" thematic socio-cultural events and presentations spark and sprout untapped talent in the HCS students.** The students are organized into groups led by our senior students as group leaders. HCS is one of the few organizations of its kind that involves students from many schools involved by a huge and diverse pool of esteemed researchers and professionals from many institutions. These activities help develop leadership qualities in our students.





Evaluation

HCS's effectiveness is measured by the number of students who successfully complete our program and pursue careers in science or technology. We will continue to track our student's path long after they leave HCS. The long-term outcomes we plan to track are the number of students who pursue science or technology as a course of study, the number of students who receive their college degrees, and the number of students who work in the science or technology field after undergraduate or matriculate into a science or technology graduate program. Monitoring student performance, soliciting feedback from teachers and reviewing academic records will measure the short-term outcomes of our work. These outcomes include improved verbal communication skills -- the ability to present complex ideas in simple terms, improved writing skills, improved academic performance, and increased parental involvement. We will administer evaluation forms to both students and mentors to solicit feedback regarding their experience and perception of the program. These collective feedbacks are implemented to make program improvements or changes and continually monitor our effectiveness.

These involvements, we feel, will help better the performance and abilities of students in your school - improving their science and math and develop scientific mind and intellect. This guidance will serve a long way to further their higher education needs and aspirations. Our involvements also foster the indirect development of other students and involve parents and guardians to facilitate a better understanding of sciences and education.

HCS has developed and demonstrated a sound and successful model for engaging high school students from underserved communities in scientific research and study that increases their interest in science, improves their study skills and self-confidence, and prepares them for entry into competitive institutions of higher education.

We can proudly say that this program has evolved, in a short period of time, into one of the biggest and one of the best programs of its kind – not only in the country. , But anywhere!





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Biography

Dr. Sat (Satyajit) Bhattacharya

MD, Ph.D., M.Sc., M.S., DCS, FRMS

Dr. (Sat) Satyajit Bhattacharya is a *Molecular Geneticist and Cancer Research Scientist*. His worked for the past thirty years has focused on devising new protocols and performing research and clinical studies on various procedures in the *early detection and cure of cancer* as well as training medical and research personnel in molecular and genetic engineering at the internationally acclaimed 'Memorial Sloan Kettering Center' in New York. He has had several years of experience in basic, translational and clinical research in various National and international universities, hospitals, and bio/pharmaceutical Companies. He not only has guided and nurtured various students and projects, but also, has overseen many to their successful fruition, resulting in the publication of numerous articles in various national and international peer review journals and conferences and invited lectures. He serves as a reviewer for major peer-reviewed scientific journals like the 'American Journal of Pathology', "Journal of Histochemistry and Cytochemistry" and others.

An author and reviewer of numerous peer reviewed scientific articles and books, he is widely involved in giving lectures, seminars and workshops in leading universities and institutions worldwide. He is a recipient of several awards and recognition in research, such as the '*Outstanding Young Investigator Award*', and many others at various National and International Scientific Meetings and congresses.

A Fellow at the Royal Microscopic Society at Oxford University in UK, he also holds positions in numerous national and international scientific associations and societies like - European Society for Analytical Cellular Pathology, Metastasis Research Society, and International Society for Quantitative & Diagnostic Pathology, and American Association for the Advancement of Science, New York Academy of Sciences, American Chemical Society, American Association of Anatomists, The Histochemical Society, and Federation of American Society for Experimental Biology (FASEB). Currently, he also serves as the president of the Rockefeller University Chapter of "Sigma Xi Scientific Research Society" - one of the most prestigious and oldest science organizations with over 200 Nobel Laureates.

He serves on several committees and panels on New York City Mayor's task force on science education & education reform, and serves as a visiting professor at several universities & institutions world-wide. He serves as a panelist on various committees at the National Science Foundation (NSF) and the National Science Board (NSB). He also is an advisor to several heads of state and governments on science education policy for several countries across the globe.

Dr. Bhattacharya has been invited to give Proffered Lectures & Talks at the XVIII InfoPoverty World Conference at the United Nations Head Quarters (UNHQ), NYC in Conjunction with the European Parliament, Brussels at the 'Next Digital Solutions for the UN Agenda 2030 and African 2063 Plan: in "Collective Creativity and Digital Innovation: Forging Inclusive Partnership to Sustain Peace and Development", with a special regard to the new generation able to empower their skills in order to resolve the needs of the community.



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He has also delivered Proffered Lectures & Talks on Cancer Detection & Cure and Harlem Children Society STEM Programs – at the African Union Head Quarters (AUHQ) at the United Nations Headquarters’ (UNHQ) during UN General Assembly Meet in NYC 2018, with World Leaders, NYC: in – ‘Sustainable Development Goals Implementation in Lake Chad Basin Region – addressing An Opportunity for Leadership in Social and Technological Innovation’.

A Special Committee at the United Nations Head Quarters (UNHQ) in New York City has encouraged Dr. Bhattacharya to organize a Global Forum at the UNHQ in New York City; And Initial Participant of Parallel Cities/Towns in 60-100 Participant Countries, Titled – “The PiOm Works @ UN & World-Wide” with ‘Responsible Development (DR) in late2019 or early 2020. These Fora will: “Address UN SDG Goals with Fourth Industrial & Emerging Technologies AND Knowledge-based Economy”; “Engage Grassroots, Governments & Business ...Fostering Entrepreneurship & collaboration worldwide....’; and Organize a Unique Series of Events and setting a wheel into action - ‘A Grassroots world action Forum at the United Nations Headquarters in NYC AND concurrent-Real-time World-wide Glocal For a. **Featured Guests will Include: Heads of Representatives from various Governments, from 35-45 countries from all continents, 10-20 Nobel Laureates, Other Universities Presidents/ Chancellors, Scientists/ Professionals; Bankers’ Business & Venture Capitalists, etc.**

The "Southern Poverty Law Center" has honored him on the 'The Wall of Tolerance' of the "National Campaign of Tolerance"(2003 - present). He is also cited in “Outstanding Intellectuals of the 21st Century” by the International Biographical Center in Cambridge, UK. Who’s Who in World (2003 - present), Who’s Who in Science and Engineering (2003 - present), Who’s Who in America (2002 - present) and the "America’s Registry of Outstanding Professionals" (2003 - present). In recognition of his scientific and charitable works, Dr. Bhattacharya has received numerous awards, such as the *Archie Lacey Award, a Civil Liberties National Honor, accorded by The New York Academy of Sciences in recognition of a scholar for substantial contributions in the recruitment of minority Americans into the sciences and preparing minority students for twenty-first century professions in Science, Technology and Health. His work and he have frequently been featured on local, national and international TV, press and media, including promotions by many reputed organizations like New York Academy of Sciences (NYAS) and Partnership for After School Education (PASE) anniversary showcases. The New York Daily News, in their special Thanksgiving week tribute, featured him as one of “50 Unsung New York Heroes”.*

Dr. Bhattacharya founded Harlem Children Society (HCS) in 2000 with the purpose of providing access to science education and careers to under-resourced and under-served high school and under-graduate students. HCS is a Not-for-profit [501(c)(3)] organization, of which he is the current president and CEO. He has, over the years developed a highly successful hands-on research program for such students with some of the top scientists, doctors and engineers, from hundreds of institutions from Memorial Sloan Kettering Cancer Center to NASA.

What began as a pilot program with three high school students, under his tutelage, the program has grown and evolved into an organization that has helped legions of such deserving students both locally from New York City, and has reached all over continental USA – New



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Orleans, Detroit and many other urban and rural areas across the country; Including many Native American tribes, including the first nations of the Mohawk in the outskirts of Montreal in Canada. The program has affected students in over 25 countries in almost all continents – Ethiopia, Kenya, Tanzania, Ghana, in Africa; Nepal, Malaysia in Asia; Moldova in Europe, Mexico, Honduras in South America; and New Zealand in Oceania.

With three students from two high schools training with him (he served as their mentor) in his laboratory at the widely acclaimed Memorial Sloan Kettering Cancer Center, HCS grew in over 16 years to serve over 800 students from over 150 schools. Over 3000 students (many from extreme poverty, drugs, gangs, and other complex home and societal situations) from over 350 schools have gone through the program having been guided by over 5,000 mentors from a network of over 40,000 professionals – all seasoned scientists, engineers & doctors from over 500 institutions. Many of these students already have become successful and achievers in the footsteps of their mentors. Over 80% still continue to be in the sciences, with over 20% in Ivy League universities.

The HCS program engages young people in Information Technology (IT) in all aspects of their work – research, presentation, intra & inter-site communication & public involvement. Students present their work at schools, to their peers, and professional conferences. Science Parades & Street Fairs & Festivals are innovative events that bring high-level science, cutting edge technology and compelling issues directly to the public. Family & Community Involvement & post-program planning is an essential feature.

Dr. Bhattacharya continues to provide rigorous oversight and direction to the organization. As a result of his efforts and vast network of science professionals. All of his past students have successfully participated and competed in several *Regional & National Science conferences and Competitions* in New York and across the country *winning innumerable Awards including the 'New York Times Scholarship' and the 'Gates Millennium Scholarships', 'Posse Scholarships and many others'*. Many have joined leading universities like *Cornell, Penn State, Swarthmore, Dartmouth, Columbia, NYU, RPI, pursuing studies in Bio/Medicine and Engineering; including MD, MD/PhD, Engineering, and Veterinary programs*. He is the architect and driving force of HCS's innovative and effective science education model, considered by many to be the *only* one of its kind on this large a scale. HCS is widely recognized as an exemplary science education and workforce development program.

HCS is a highly respected organization: (<http://harlemchildrensociety.org/testimonials-and-endorsements.html>) endorsed by Nobel Laureates; Colleges & University Presidents; Leading Scientists, Professors and other Professionals; Teachers, Principals and other Educators; Community Leaders like Senators, Congressman, Presidents, Mayors, Prime-ministers and Chief Ministers, Ambassadors, Ministers of Parliaments, Students; Parents & Guardians and accolades from Press and Media and several Proclamations.

Dr. Bhattacharya has successfully organized several unique global events - the ***'International Harlem Science Street Fairs and Festivals'*** – to promote science awareness and seed development of the masses, in a unique celebration of science and culture - fully interacting with the peoples of our immediate and global community. *The goal is to share the spirit of scientific enquiry, art, culture and the celebration of the human spirit, held simultaneously in*





several countries in continents across the time and digital divide. Over the past twelve years, he has successfully organized such successive event – these science fairs were concurrently held across several time zones and continents in - Harlem in NYC; Hopi reservation in Arizona; Monterrey in Mexico, Meru in Kenya and Calcutta in India at the same time and had it webcasted live. This year he intends to add several more countries and cities to that list. His goal is to have a science street festival and Fair in an identified town/village/city in each country at the same time/ same day and connect this through webcasts all over. This involvement with under-resourced neighborhoods - through both the Internship Program and the Science Street Fairs & Festivals – represents a kind of experiment aimed at stimulating the development of human capital and social entrepreneurship within them. This unique venture is further aimed at encouraging, fostering & furthering a dialogue about different health, environmental & other pertinent issues concerning the masses.

Widely recognized as an educator, he has advanced minority student participation in the sciences. He remains the acknowledged leader and dynamic force behind the establishment, evolution and success of HCS, which he has developed as one of the biggest, best and most sought after programs of its kind, serving as a paradigm for science education across the country and worldwide. He hopes to better humanity through education, kindred spirit, and develop a keen sense of discipline to strive towards our goals of common betterment and entrepreneurial spirit to bring peace and prosperity worldwide.

He harbors a unique worldview encompassing the virtues of science education for the masses especially the under-resourced and under-served, implementing various sustainable developmental entrepreneurial ventureships at a Glocal scale.

Building on the successes of his experiences in genetic research and teaching and with his 16-year-old organization – HCS, and Decades of education, research, and outreach, he commenced to implement the ideas in a focused and sustained manner in India. Towards that goal, early in 2011, he founded a new organization: "Association of Science & Society" (AS&S).

Dedicated to promoting an Innovative Hands-on Research Programs for youth living in under-resourced and under-served communities, AS&S is Focused on Promoting & Advancing Science & Technology and Creating a Universal Awareness of Tolerance & Peace. The organizational Centerpiece features a unique collaboration between Schools, Educators, Government Organizations, Industry Professionals, University Faculty, Community Leaders, Investors, and Guardian Angles. The organization's quintessential formula is encouraging free exchange of ideas and evolving strategies for growth of societies and care for our environment. We are in the process of implementing ground breaking and massive reforms in U.S. and India.

Association of Science & Society (AS&S) is Dedicated to Promoting & Advancing Science & Technology and Creating a Universal Awareness of Tolerance & Peace. ASS activities are focused towards the Under-resourced & Under-served communities. The organizational Centerpiece features a unique collaboration between Schools, Educators, Government Organizations, Industry Professionals, University Faculty, Community Leaders, Investors, and Guardian Angles. The organization's quintessential formula is encouraging free exchange of ideas and evolving strategies for growth of societies and care for our environment.

AS&S seeks to create a cadre of professionals and humanitarians with the intent of raising scientific awareness. AS&S seeks to evolve 'Institutes for Research & Training' focused in the





following areas: Nanotechnology, Environmental Science, Forensic Science, Bio-Informatics Research, Nutrition & Health, Research in Epidemiology and Bio/Statistics, GeoSpatial & Geographical Information Systems (GIS), Robotics, Computer Technology & Data Management, Cellular & Molecular Research, Research & Delivery, Ethics & Social Development Research, STEM Research for Lower, Middle & High Schools, Teacher Training for STEM Research for Lower, Middle & High Schools, Emerging Technologies in Education & Learning, and in Science & Society. **AS&S seeks to establish Research & Training centers in Science, Technology, Engineering & Math (STEM) all over the country: For Hands-on Research for Inner city and Rural Youth. It will seek also to further develop the concepts evolved in Science Street & Fairs & Festivals; and evolve new one like: Floating Laboratories, Mobile Research Units, Tribal & other Minority Youth Research Units, Establishing Corridors of ‘Science, Culture & Entrepreneurship’.** *AS&S seeks to establish Research & Training centers in Science, Technology, Engineering & Math (STEM) all over the country: For Hands-on Research for Inner city and Rural Youth. It will seek also to further develop the concepts evolved in Science Street & Fairs & Festivals; and evolve new one like: Floating Laboratories, Mobile Research Units, Tribal & Minority Youth Research Units, Establishing Corridors of ‘Science, Culture & Entrepreneurship’.*

We already have started to utilize all levels of strata - primary & secondary schools in towns, cities and villages, universities and colleges, research institutions, industry and local governing bodies. This, I expect that, in a relatively short-term start yield effective results.

In India, AS&S is implementing a series of Science & Technological Programs through Skill Development in Rural & Urban communities, with a main focus on under-resourced & under-served communities.

AS&S also hopes that by supporting and promoting these bright children they in turn can help the underprivileged and marginalized communities they come from, thus, spreading awareness about education, science, technology, and human and social rights. The programme thus, aims not only to reach specific students, but also to empower the larger families, communities and networks they belong to.

The organization is looking ahead in initiating Institutes for Research & Training’ focused in the following areas: Nanotechnology, Environmental Science, Forensic Science, Bio-Informatics Research, Nutrition & Health, Research in Epidemiology and Bio/Statistics, Geo Spatial & Geographical Information Systems (GIS), Robotics, Computer Technology & Data Management, Cellular & Molecular Research, Research & Delivery, Ethics & Social Development Research, STEM Research for Lower, Middle & High Schools, Teacher Training for STEM Research for Lower, Middle & High Schools, Emerging Technologies in Education & Learning, and in Science & Society.

AS&S has developed partnerships and association with HCS. The Goal of **AS&S** is to Promote and Advance Science and Technology and to create Universal Awareness of Tolerance and Peace. The organizational Centerpiece features a unique collaboration between schools, teachers, government Organizations, industry professionals, university faculty, community leaders and contributing foundations and is the quintessential formula for encouraging achievement in the most diligent, deserving students from impoverished backgrounds.





The PiOm Works @ U.N. (United Nations)

Founder & President

Dr. Bhattacharya is Organizing a Global Forum: “The PiOm Works @ UN & World-Wide” with ‘Responsible Development (DR):

- “Addressing UN SDG Goals with Fourth Industrial & Emerging Technologies AND Knowledge-based Economy”.
- “Engaging Grassroots, Governments & Business ...Fostering Entrepreneurship & collaboration worldwide...”
- We are organizing a Unique Series of Events and setting a wheel into action - ‘A Grassroots world action Forum at the United Nations Headquarters in NYC AND concurrent-Real-time World-wide Glocal Fora

DATE: 1st Week in November 2019/ January 2020

VENUE: UNHQ in New York City; And Initial Participant of Parallel Cities/Towns in 60-100 Participant Countries

Featured Guests Include: Heads of Representatives from various Governments, from 35-45 countries from all continents, 10-20 Nobel Laureates, Other Universities Presidents/ Chancellors, Scientists/ Professionals; Bankers' Business & Venture Capitalists, etc.

Major Topics:

Robotics, Artificial Intelligence (AI), Augmented Reality (AG), Virtual Reality (VR), Mixed Reality (MR), Nanotechnology, The Internet of Things (IoT), 5G, Quantum Computing, 3D Printing, Autonomous Vehicles, FinTech, BlockChain, Biodiversity, Nanotechnology, Molecular & Telemedicine & Medical Deliverance, Smart Development of Rural & Urban Environs, Smart Utilization of Water, Land & Air Resources, Smart Evolution of Space Technologies, Education, Disaster & Crises Management, Food Security, Water & Climate Change, Constitutions & Wills of Peoples, Ethics, and Re-visiting Ancient Cultures & Spiritual participation in the Evolution the Science & Cultures....

“Addressing UN SDG Goals with Fourth Industrial & Emerging Technologies AND Knowledge-based Economy” – “Engaging Grassroots Organizations, Schools, Universities, Institutes & Individuals; Constitutional Governments & Businesses, and Credit Agencies ...Fostering Entrepreneurship & collaboration worldwide...”

Building on a network of Scientists, Engineers, Doctors, Ethicists, and Other Professionals, People-represented -Government bodies, Non-Governmental Institutions, Schools, Colleges & Institute of Higher Learning, and others . . . Time has come to foster Local and ‘Glocal’ growth of Ideas, Entrepreneurships empowering Local Communities to help themselves – and yet lead the world by Connectivity, Collaborations and Progress – as we ride the 4thIndustrial Revolution – Responsibly – through ‘Responsible Development’!





PiOm

Dr. Bhattacharya has launched ventures – ‘PiOm’ both in India and in USA. The two companies are evolving novel technologies and adapt new ones to solve Glocal issues, using – to create novel tools in science & technology to address and solve human, environmental and ethereal issues.

Primary Mission is – To Evolve and Develop Social Entrepreneurships, Providing Platforms at Glocal Levels, Highlighting and Advancing Leading Models of Sustainable Social Innovation. We will identify Communities of Social Entrepreneurs and Engage in shaping Glocal and Industry.

Major Activities are – Evolving Technologies in: Health Care, Education, Research, STEM, Agriculture, and Climate Change. These involve:

I. Computer Science, IT, Web, Mobile Technologies:

Specializing in: Developing 2D & 3D Animation & VFX Teaching & Training Centers, Computer & Computer Science Research & Learning Center, High End Computer Application, 3D Printing and Research, Virtual Reality (VR), Augmented Reality (AG) Technologies, HoloLens Based – Mixed Reality (MR), Artificial Intelligence, IT & Mobile Technologies for Health Care, Agriculture & Education, Drone, Robotic, Gaming, Computer & Cyber Security Technologies, Podcasting, Webcasting, Science & Technology Television, and Satellite based EduSat Technologies.

II. Sustainable Technologies:

Specializing in: Developing Biofuel, Fuel Cells, Green Chemistry, And Renewable Technologies.

III. Health Care Technologies:

Specializing in: Developing Medical Diagnostics, Bio-Medical Engineering, Medical Laboratory, Genetic Engineering & Molecular, and Tele-Medicine Technologies.

IV. Agro-based Technologies:

Specializing in: Developing Sustainable Food Storage, Sustainable Food Processing, Sustainable Food Storage Technologies, Tele-Agriculture, and IT-based Deliverable Technologies.

Our Model Thrives on – (i) Driving the Adoption on an Innovation, Addressing Market Ventures; (ii) Engaging Cross-section of Societies, including Private and Public organizations; (iii) Forwarding Innovation through a Multiplier effect.

Indo Latin American & African Film Makers Association (ILAAAFM):

PiOm Inc. has forged a partnership and association with USA, **Indo Latin American & African Film Makers Association (ILAAAFM).**

With the “**Indo Latin American & African Film Makers Association (ILAAAFM)**”, we intend to foster and promote Trade, Business, Educational and other entrepreneurial relationships between USA, *Latin American Countries*, especially with *Argentina with India*; And since I am also presently based in *New York City* – also within *USA* as well.



**Climate Change & Civilizations & 3D Animation and Virtual Reality Film**

Apart from training young minds from disenfranchised students from sections of our societies (all below poverty, and are under-resourced & under-served students from high schools in the Public Schools and universities who we serve), in STEM (Science, Technology, Engineering & Math) (STEM), we are training and evolving educational films for educational purposes. Among our recent projects include 3D Animation Film on climate change and evolution of the numbers and literacy – especially keeping the African American and the African Diaspora, Hispanic, Native American people in mind. We think this will have an important impact in these communities in creating awareness and a pride that is absolutely necessary for equality and gender parity.

Sandy and Sundari, the Man-Eater of Bengal ©**Sandy and Sundari ©****E.R. (Environmental Responsibility) ©***Of the Shiva. ...Of the Shunya (Zero). ...Of the Sandy! ©**Shiva Shunya Sandy'r ar Sundari'r Bäägh ©***D.R. © (Responsible Development)****A 3D Animation Film addressing Climate Change & Civilizations***Addressing Climate Change and Evolution Civilizations for Children of All Ages....***Written, Produced & Directed by Dr. Satyajit (Sat) Bhattacharya**

New York City, NY, U.S.A., and Kolkata (Calcutta), West Bengal, India

Trailer: D.R.: Sandy & Sundari: The Man-Eater of Bengal: Sundari'r Baagh (Length: 3.08 min.):<https://www.imdb.com/videoplayer/vi3185293593>**Featurette: (Length: 9.40 min.):** <https://www.imdb.com/videoplayer/vi3000744217>**Full Movie: D.R.: Sandy & Sundari: The Man-Eater of Bengal: Sundari'r Baagh (Length: 53.33 min.):** <https://www.imdb.com/videoplayer/vi3358439705>

A 3D-Animation Musical Movie/Series, blending Reality, Science Fiction & Magic Realism, Hollywood-Bollywood-script-line – following a Man-Eater of the Sunderbans, from 10,000 years of human history (from pre-Egyptian, to major Civilizations in major Countries in all continents, – to present times – with Hurricane Sandy – following ‘Climate Change’ – but having fun and entertainment galore!

One of the objectives confronting our times is: rapid changes in our immediate & global environment due to incessant growth & miss-use of technologies causing perhaps irreversible changes in our environment (that many refer to as ‘climate change’).

The 3D Animation film – deals one of the critical issues of our times – addresses the mater over **Ten thousand years of human history**, and how as humans we have participated in unchecked, incessant and sometimes irresponsible growth – resulting in the destruction of some of the most advanced civilizations of our times, to the present time – with calamities like the hurricane Sandy, resulting in massive destruction – which may be due to miss-use of technologies – which as a double edged sword, might act to destroy our only planet! *The film provides solutions that creates awareness in Eco-Responsibility and Eco-friendly initiatives, and would empower the next generation to participate in finding solutions.*

As a Musical and using the medium of 3D Animation, Dr. Satyajit Bhattacharya intends to Entertain, Attract and Entice – Young Adults – from age FIVE (5) to Ninety (90) – creating awareness and encouraging thought in the process of Human & Societal Development. The film uniquely addresses & provides an educational tool – in major topics of History, Geography, Nature, Ecology, Science & Technology, encouraging Peace and making initiatives across peoples of our ‘Global Village’.





**Citizens' Committee
for Children** of NEW YORK



Testimony of Daryl Hornick-Becker
Policy & Advocacy Associate
Citizens' Committee for Children of New York

Presented to the New York City Council
Committee on Youth Services

**Oversight:
Afterschool Programming (COMPASS and SONYC)**

January 14, 2020

Good afternoon. My name is Daryl Hornick-Becker and I am a Policy and Advocacy Associate at the Citizens' Committee for Children of New York, Inc. CCC is a 75-year-old independent, multi-issue child advocacy organization dedicated to ensuring that every New York child is healthy, housed, educated, and safe. CCC is also a lead organization of the Campaign for Children, a 150-member coalition of advocates, civic leaders and early childhood education and afterschool providers in New York City.

I would like to thank Chair Rose and all the members of the Committee on Youth Services for holding today's hearing on afterschool programming. CCC appreciates this opportunity to testify.

Afterschool programs serve elementary, middle and high school children from approximately 3 PM-6 PM after school each day, as well as on holidays and throughout the summer. Studies have shown that youth are at the greatest risk between the hours of 3 and 6 PM and that every \$1 invested in youth services saves \$3 for both participants and taxpayers.¹ High quality, year-round, afterschool programs allow children and youth to engage in academic and developmental enrichment activities in a safe environment. Further, they allow parents to work and support their families thus preventing economic insecurity. Afterschool programs are a win for children, families, communities and taxpayers.

CCC applauds the City Council for its long-standing commitment to preserving and expanding access to these afterschool benefits. In Fiscal Year 2020, Council-funded investments along with pressure on the administration brought total COMPASS elementary school slots to nearly 50,000, and they have continued to build on the Mayor's commitment to universal middle school afterschool by restoring funding every year for SONYC summer slots. On behalf of New York City's children and families, CCC would like to thank Speaker Johnson, Chair Rose, and the entire Council for securing those budget wins.

¹ Fight Crime Invest in Kids. New York City's Out-of-School Time Choice: The Prime Time for Crime or Youth Enrichment and Achievement, 2008. Available online: <http://www.fightcrime.org/reports/NYCAS2pager.pdf>. Lattimore, C. B., Mihalic, S. F., Grotzinger, J. K., & Taggart, R. (1998); "The Quantum Opportunities Program"; In D.S. Elliot (Series Ed.), Blueprints for violence prevention: Book four; Boulder, CO: Center for the Study and Prevention of Violence.



In recognition of all the progress made last year, today I would like to speak about building on those wins, specifically as it relates to Introduction 1100 or the Universal Afterschool Program Plan. While we greatly support any effort to expand afterschool access towards achieving universality, we have some concerns with the legislation as it currently stands.

1) Any efforts to expand afterschool access and funding must include summer programming.

Calls for universal afterschool access fall short if they do not include a summer component. Just as children's learning and development does not end at the school day, it also doesn't end at the school year. Summer programming is a vital component of afterschool programming because it provides care for children while parents still work over the summer, and because it helps combat summer learning loss. New York's kids need universal year-round access to programming, but instead the current system leaves children and their families behind; either waiting until the last minute to find out if they have a summer slot, or not funding them at all.

Every year since Fiscal Year 2014, 34,000 summer SONYC slots for middle school students have been cut by the administration, and every year we must fight to restore them in the adopted budget. We fully expect the same budget dance to happen again this year, leaving parents waiting until the last minute to find out if they have programming available for their child over the summer. Additionally, this puts immense strain on the afterschool providers, who must develop budgets, staff up, and enroll their programs all at the last minute. Last year, although 34,000 SONYC slots did not include summer funding, the Council was only able to restore funding for 22,000 due to the effects of the late implementation on the capacity of providers.²

A real immediate commitment to expanding afterschool access would mean finally baselining the full 34,000 middle school summer slots *and* including them in earlier versions of the budget as to give providers, parents and youth the same time and security afforded to those who operate or enroll in private programs.

Moving forward, legislation to create universal access for afterschool programming cannot stop at programming for post traditional school hours alone, it must include a summer component for every slot currently provided and every new slot added. Additionally, programming must also be available on holidays and other days school may not be in session. There is no such thing as truly universal afterschool without a year-round component.

2) A universal afterschool plan must raise current rates for elementary school slots.

Currently, not all afterschool programs are funded equally. There are still many COMPASS afterschool slots for elementary school students that were funded by the previous administration at a base rate of \$2,800 per student, which is \$400 less than the current \$3,200 base rate for the rest

² NYC Council Finance Division. "Report to the Committee on Finance and the Committee on Youth Services on the Fiscal 2020 Executive Budget for the Department of Youth and Community Development," May 16, 2019. <https://legistar.Council.nyc.gov/View.ashx?M=F&ID=7223927&GUID=B5AEC069-E8EE-4842-B9D2-82BABE153671>.



of COMPASS and SONYC slots. Before we can begin to add thousands more slots in either program, we must first fund all slots at the same rate to ensure equity and quality throughout the system. Universal afterschool legislation should first eliminate per-child rate disparities, so that as the system expands it doesn't leave some programs behind.

3) Implementation is key to a successful universal afterschool plan.

While we fully support universal afterschool access, this legislation does not specify an implementation plan or timeline towards achieving that end. Efforts to add slots, programming, and funding to get to universality, must be done strategically to ensure programming is stable, high quality, and fully enrolled.

Slots need to be first added where they are needed the most. Our contact with afterschool providers as well as the data shows this to be elementary school, where there are approximately 500,000 students enrolled in grades K-5, but where there are only 47,000 afterschool slots, meaning only 9% of elementary school students currently have access to afterschool. This administration has previously shown a commitment to middle school afterschool programming, where currently approximately 20% of students have access (although as noted this doesn't include access to summer).³ Right now, more slots are needed first in elementary schools before they are needed elsewhere. Prioritizing elementary school access would ensure that all slots are filled and that with added funding there is not an oversaturation of slots and competition between programs.

An implementation plan for universal afterschool should also be more specific in its goals for high school student programming. Currently, there are only approximately 4,000 slots available for over 300,000 high school students in public schools. However, even with this limited offering COMPASS High School has seen a decline in enrollment since 2014.⁴ This decline reflects the need for a variety of afterschool options for high school students, who are often juggling far more responsibilities as well as interests outside the classroom. Additional COMPASS High School programming that would result in full enrollment should be sure to include activities like work training, sports and a wide variety of teen interests.

Conclusion

CCC is excited by the Council's interest in achieving universal afterschool for New York's children, and we believe that by addressing our concerns and those of the advocates, providers and families here today, we can achieve a truly universal year-round afterschool system that benefits all New Yorkers. Once again, I'd like to thank the City Council and the administration and look forward to working together on the next phase of ensuring NYC's children have access to high quality afterschool programs. Thank you for the opportunity to testify

³ New York City Independent Budget Office. "COMPASS NYC Funding, Budgeted Slots, and Enrollment by Grade Level and Program Area," April 2019. <https://ibo.nyc.ny.us/iboreports/compass-fb-table-2019.pdf>

⁴ *Ibid.*



Advocates for Children of New York

Protecting every child's right to learn

Testimony to be delivered to the New York City Council Committee on Youth Services

Re: Universal After-School Program Plan Int. 1100-2018, Int. 1113-2018

January 14, 2019

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Thank you for the opportunity to discuss how New York City can create a plan for universal after-school programming. My name is Janyll Canals, and I am a Senior Staff Attorney at Advocates for Children of New York (AFC). For more than 45 years, Advocates for Children has worked to ensure a high-quality education for New York students who face barriers to academic success, focusing on students from low-income backgrounds.

Through our work with families across the City, we see the need for universal after-school programming, especially for families with limited financial means. After-school programs help improve children's development, safety, and academic performance. Such programs allow children and youth to engage in academic and developmental enrichment activities in a safe environment after the school bell rings. Therefore, we support Int. 1100-2018 and Int. 1113-2018. As the City Council advances these bills, we would like to make a few recommendations to help ensure that universal after-school programming is accessible to students with disabilities, students in temporary housing, and students in foster care.

Although after-school programs must serve students with disabilities and provide reasonable accommodations for students to participate, we have heard from families that programs are not always able to meet the needs of these children. For example, one parent contacted AFC after her child's after-school program requested that she pick up her child early everyday due to behaviors related to the child's disability, putting the parent's employment at risk. A plan to create universal after-school programming must ensure that all children can benefit from such programming, including children with disabilities. We recommend adding a provision to Int. 1113-2018 requiring the Department of Education (DOE) and the Department of Youth and Community Development (DYCD) to report on the process for students and families to request reasonable accommodations and special education supports to enable



Advocates for Children of New York

Protecting every child's right to learn

students with disabilities to participate in after-school programs and the number of requests for accommodations fulfilled, as well as the steps the agencies have taken to better support after-school programs in meeting the needs of students with disabilities.

Another barrier we often see with after-school programming is transportation. For students in temporary housing and foster care and students with disabilities, the DOE only provides door-to-door bus transportation to a student's residence at the end of the school day. If a child would like to participate in any after-school programming, the parent must either pick up their child or pay for alternate transportation. This policy significantly limits access to these programs for many students in temporary housing, students in foster care, and students with disabilities as they rely on DOE transportation to get home from school. Given this significant obstacle, we recommend adding a provision to Int. 1113-2018 requiring the DOE and DYCD to report on their efforts to address the barrier of lack of transportation, including efforts to expand door-to-door bus transportation or a comparable alternative mode of transportation to help students who qualify for school-day door-to-door transportation access after-school programs.

Finally, as the City moves toward universal after-school programming, it is important to examine which students are and are not being served. We appreciate that Int. 1100-2018 and Int. 1113-2018 both require reporting on participation by students with disabilities and English Language Learners. We recommend adding reporting on participation by students living in shelters, students in temporary housing other than shelters, and students in foster care as these students often face barriers to participation in after-school programs.

We thank the City Council for its leadership on these bills and look forward to working with the City Council to move them forward.

Thank you for the opportunity to testify. I would be happy to answer any questions you may have.



Youth Committee on Universal After School Testimony

Good morning everyone, my name is Danica Stewart, and I am a community tutor and Development Manager for Reading Partners, a literacy nonprofit that provides low-income struggling students with one-on-one tutoring throughout New York City. I'm honored to speak to you about the importance of afterschool programming. I would like to thank Councilmembers Treyger, Rose and Kallos for helping us create a space to speak to the public on this matter.

Reading Partners' mission is to help children become lifelong readers by providing individualized instruction with measurable results. In each of the 22 schools with which we partner, Reading Partners transforms a dedicated space into a reading center where we recruit and train community volunteer tutors to serve K-4th-grade students who are anywhere from one month to 2.5 years behind in their reading proficiency. Utilizing the expanded school day and after school programming, helps us recruit tutors to our higher need- low-income areas, ultimately meeting the needs of students. Reading Partners has experienced the value of after school programs first hand. After school programs allow additional homework support, academic support and enrichment opportunities.

According to Afterschool Alliance, the average cost per child for after school programming is \$113.50 per week. 43% of parents cite the high cost of local programs as one of the primary reasons for not enrolling their child in afterschool programming. Providing effective afterschool programs can improve academic performance, reduce risky behavior, promote physical health and provide a safe structured environment for children of working families. The benefit to the community spans further than just students. After school opportunities provide a chance for families to engage in the workforce while knowing their child is cared for.

Additionally, Reading Partners will aim to provide literacy professional development to non-literacy focused partners in the after school setting. By sharing our literacy expertise and resources, we can help after school staff choose engaging read-aloud books and ask guiding questions to help students practice key literacy skills. This type of collaboration can and does occur with Reading Partners and other nonprofit partners. We see that it's effective through the increased support that students receive across multiple disciplines after school. This allows students to succeed in school and far beyond.

We ask that you support this legislation to allow students to have access to after school programming which will positively impact NYC families, especially under-resourced communities. Thank you for the opportunity to speak.

Sincerely,

Danica Stewart

A handwritten signature in black ink, appearing to read "Danica Stewart", written over a horizontal line.

Reading Partners

danica.stewart@readingpartners.org | C: (646) 404-0104 | T: 646-402-6280

Student performance

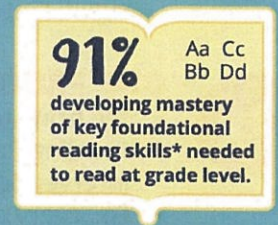


Reading Partners students are performing well overall and our youngest students continue to show impressive progress in the critical early years.

All Reading Partners students



K-2 Reading Partners students



*We track growth in the key foundational literacy skills students need to become independent readers, such as alphabetic principle, phonics, and vocabulary.

By the numbers

 **1,170** students served

 **1,303** community tutors

 **90%** economically disadvantaged students*

 **34,208** tutoring sessions

 **20** partner schools

 **29** average sessions per student

*Economically disadvantaged percentage calculated using 2017-18 school-level poverty data.



Program highlights



82% OF PRINCIPALS report improved school-wide reading progress.*

100% OF TEACHERS report Reading Partners is valuable to their school.*

96% OF VOLUNTEERS are satisfied with their volunteer experience.*

*Among respondents of 2018-19 surveys

An evidence-based program that works



Gold-standard research found Reading Partners' program had a positive and statistically significant impact on student reading proficiency, leading to acceptance into the Institute of Education Sciences What Works Clearinghouse.



A respected national education research firm found that students served by Reading Partners (and particularly English Language Learners) showed significantly greater improvement in their literacy skills than comparison students not served by the program.



A leading national nonprofit research organization found that students who participated in Reading Partners' one-on-one tutoring program not only showed gains in their reading skills, but also made improvements in their social-emotional learning skills.





Why Invest in Reading Partners?



READING PARTNERS UNLOCKS OPPORTUNITIES FOR STUDENTS

- 81% of all Reading Partners students met or exceeded their primary end-of-year literacy growth goal.
- Leading, independent research found Reading Partners' program had a positive and statistically significant impact on student reading proficiency.



OUR PROGRAM IS A RESOURCE MULTIPLIER

- We bring together community volunteers, AmeriCorps, school, and private resources.
- Reading Partners' program is more affordable for schools to implement than other literacy interventions.
- For every dollar invested in Reading Partners, we deliver more than \$2 in resources to our students.



IT'S A COMMUNITY INVESTMENT WITH BROADER ECONOMIC BENEFITS

- Nearly 10 million low-income K-5 students in the US are reading below grade level.
- It's estimated that every student who walks out of the classroom without a diploma costs our society \$260,000 in lost earnings, taxes, and productivity.
- Students who don't read proficiently by fourth grade are four times more likely to drop out of school.

"Reading Partners has a formula that works; as a volunteer, it was exciting to experience the power of their curriculum in the classroom."

Lee Fabiaschi

Community Outreach Coordinator
PIMCO Foundation

How We Partner

We recognize that every company has unique needs, defined by business strategies, philanthropic commitments, marketing objectives, brand identity, and a host of other factors. We look forward to collaborating with you to identify the best-tailored partnership for your needs.



STUDENT SUPPORT

Partner with Reading Partners on a key programmatic area, helping students to improve their literacy skills and reach their full potential.



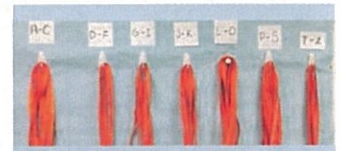
EMPLOYEE ENGAGEMENT

Engage your employees in volunteerism—allowing them to build camaraderie and to give back to the communities in which they live & work.



CUSTOMER ACTIVATION

Cause marketing enables our partners to elevate awareness of their community commitment and connect stakeholders more closely with their brand values, all while driving greater business for good.



IN-KIND/ PRO-BONO

Leverage your products, services, and invaluable knowledge to help maximize the potential of our organization.

For more information about how to become a corporate partner, contact Danica Stewart, Development Manager



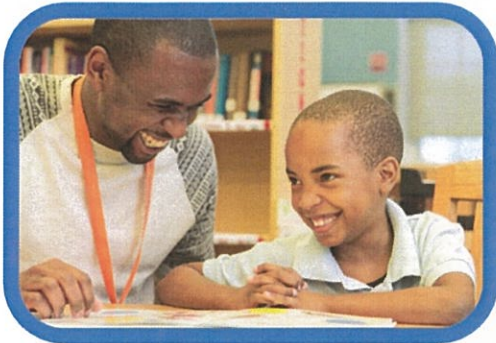
danica.stewart@readingpartners.org



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1290 Spofford Ave, Bronx, NY 10474

Mott Haven

PS 43 Jonas Bronck
165 Brown Pl., Bronx NY 10454

PS 179
468 E 140th St, Bronx, NY 10454

QUEENS

Queens Village

PS 33 Edward M. Funk
91-37 222nd St, Queens Village, 11428

South Jamaica

PS 48Q William Wordsworth
108-29 155th St, South Jamaica, NY 11433

PS 40 Samuel Huntington
10920 Union Hall St, South Jamaica, NY 11433

PS 160 Walter Francis Bishop
109-59 Inwood St, South Jamaica, NY 11435

MANHATTAN

East Harlem

PS 38 Roberto Clemente
232 E 103rd St, New York, NY 10029

PS 171 Patrick Henry
19 E 103rd St, New York, NY 10029

PS 375 Mosaic Preparatory Academy
141 E 111th St, New York, NY 10029

Harlem

PS 123 Mahalia Jackson
301 W 140th St, New York, NY 10030

PS 194 Countee Cullen
244 W 144th St, New York, NY 10030

PS 175 Henry H. Garnet
175 W 134th St, New York, NY 10030

Lower East Side

PS 126 Jacob August Riis
80 Catherine St, New York, NY 10038

PS 188 The Island
442 E Houston St, New York, NY 10002

PS 2 Meyer London
122 Henry St, New York, NY 10002

BROOKLYN

Bed Stuy

PS 297 Abraham Stockton
700 Park Ave, Brooklyn, NY 11206

PS 3 The Bedford Village
50 Jefferson Ave, Brooklyn, NY 11216

PS 54 Samuel C. Barnes
195 Sanford St, Brooklyn, NY 11205

East New York

PS 158 Warwick
400 Ashford St, Brooklyn, NY 11207

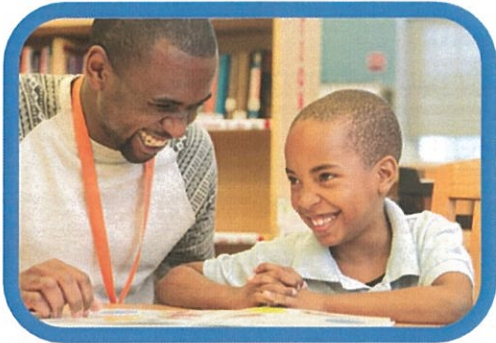
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PS 48X Joseph R. Drake

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2:50-3:50

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PS 43 Jonas Bronck

165 Brown Pl., Bronx, NY 10545
2:50-3:50
3:45-4:45

MANHATTAN

Harlem

PS 175 Henry H. Garnet

175 W 134th St, New York, NY 10030
2:35-3:35

PS 123 Mahalia Jackson

301 W 140th St, New York, NY 10030
2:25-3:25
3:20-4:20

PS 171 Patrick Henry

19 E 103rd St, New York, NY 10029
2:20-3:20

BROOKLYN

Bed Stuy

PS 3 The Bedford Village

50 Jefferson Ave, Brooklyn, NY 11216
3:00-4:00

East New York

PS 158 Warwick

400 Ashford St, Brooklyn, NY 11207
3:05-4:05



READING
PARTNERS

SHELTERING 18 ARMS 31

Children and Family Services

Embracing Hope *and* Building Futures *for* Generations

**Testimony Delivered by Antonio Capellan, LMSW
Assistant Director of Afterschool Programs at Sheltering Arms
Prepared for the New York City Council
Committee on Youth Services
Oversight Hearing – Afterschool Programming (COMPASS and SONYC)
January 14th, 2020**

Good Afternoon, my name is Antonio Capellan, I am the Assistant Director of Afterschool Programs at Sheltering Arms. Thank you, Chair Rose and committee members for the opportunity to testify before you today.

About Sheltering Arms

Sheltering Arms is one of the City's largest providers of education, youth development, and community and family well-being programs for the Bronx, Manhattan, Brooklyn, and Queens. We serve more than 15,000 children, youth, and families each year, including more than 2,500 students through our 10 afterschool programs (4 COMPASS, 5 SONYC, and 1 Bronx Hope) throughout the city.

We are grateful for the Council's ongoing support of afterschool programming in New York City, and your understanding of the need for these services. We fully support the expansion of afterschool programs in order to meet the demonstrated demand for these services, however, there are some systemic challenges that threaten to undermine the quality of the system if they are not addressed.

Background Checks

While we strongly support rigorous background checks for all staff to ensure a high quality workforce, we must have a process that works. Since the New York State Office of Children and Family Services (OCFS) implemented new regulations on September 25th, 2019, we have received inadequate, confusing, and often conflicting guidance on how to comply with the new regulations from OCFS and the local regulator, the NYC Department of Health and Mental Hygiene (DOHMH). Even more problematic is the severe backlog in clearances (form 390b), required for staff to begin working.

Since September 25th, 2019, we have not received only one 390b clearance of the nearly 30 packets submitted for new staff. This leaves our program in an impossible position in which we are unable to remain in compliance and continue to serve the number of students we are contracted to serve. This backlog will only get worse as we get ready to hire for summer

programming, when we expect to onboard approximately 130 new staff through the Summer Youth Employment Program in order to maintain proper ratios at each of our sites. Parents rely on our free afterschool programs to provide their children with safe and enriching environments while they work, so we must be able to hire the staff we need to stay in ratio and keep children safe.

We support the recommendations set forth by the Campaign for Children (C4C) to end this hiring crisis and ensure that afterschool and early childhood education programs can continue to operate safely and at capacity. We join C4C in recommending the following immediate steps:

1. DOHMH - Commit to a 2-week maximum timeframe to process background checks; this maintains the average wait time that providers experienced prior to the new regulations. At the very minimum, DOHMH should process the comprehensive background check in the 45-day timeframe spelled out by federal law; we and other providers have waited more than 45 days for clearances, even when all paperwork was correct.
2. DOHMH - Provide clear, detailed instructions to providers on how to perform clearances that are consistent across the various city-contracted youth serving programs.
3. DOHMH - Publicly answer questions submitted by providers and advocates about the clearance process, including where to submit clearance packets, how providers will be informed of clearance status and who providers can contact about issues with individual clearances.
4. DYCD, DOE & ACS - Hold providers harmless from any penalties for under-enrollment until processes have been established to clear staff.

Baselining Funds for SONYC Summer Programs

Thanks to the Council's dedicated support, services for middle school students are consistently restored in the Adopted Budget each year. However, by the time funds are confirmed in mid-summer, the damage has already been done: Parents have already had to make other plans for their children, resulting in many fewer students being served than are actually in need of services. Every year we have extensive waitlists for our summer programs. We regularly have waitlists of 50-100 students at each of our sites for summer programs. In total, we had roughly 1,300 students on waitlists last summer.

In addition to the unmet need, this unnecessary budget dance also creates undue burden for providers. Despite the Council's consistent success getting funds reinstated in the Adopted Budget, every year we have to wait to launch programs midway through the summer, after camps have already started. This last-minute process leaves us with no time to rent space, buy supplies, or hire staff and subcontractors. The students of New York City deserve better. This annual process does not meet the needs of children and families who need it most. Funding for SONYC summer programs must be baselined.

Universal Access to Afterschool

We strongly support universal access to afterschool programs. Effective afterschool programs increase social-emotional development, attendance in school, and academic proficiency. Afterschool programs also often serve as safe havens for students, and offer peace of mind to working parents. We are grateful that the Council recognizes the importance of afterschool programs and the consistently unmet need provided under the current contracted capacity – especially for elementary school. At PS 354 in Jamaica, we had 400 students on the waitlist for summer last year, and families line up around the block every year in an effort to secure their child a spot. Gaps like this exist in communities across the City where families depend on afterschool programs to provide safe and enriching environments for their children when school is not in session.

Thank you to the City Council for your leadership on this issue, and for the opportunity to testify before you today. I am happy to answer any questions you may have.



FOR YOUTH DEVELOPMENT
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY

**New York City Council
Committee on Youth Services
Honorable Debi Rose, Chair**

**Testimony of YMCA of Greater New York
Presented by Marie Choi,
Director of Middle School and Community Programming for the YMCA of Greater New York**

**Oversight Hearing: Afterschool Programming (COMPASS and SONYC),
Intro 1100 – Universal Afterschool Program Plan, and
Intro 1113 – Reporting on Afterschool Programs
January 14, 2020**

Good morning, my name is Marie Choi, I'm the Director of Middle School and Community Programming for the YMCA of Greater New York, and I will be testifying on behalf of the YMCA. Thank you, Chair Rose and the Youth Services Committee members, for the opportunity to testify on DYCD's afterschool programs, COMPASS and SONYC, and Intro 1100 of 2018 and Intro 1113 of 2018.

The YMCA of Greater New York is committed to empowering youth, improving health, and strengthening community. Our organization of over 4,000 employees works every day to help people make positive changes in their lives and we invest in the communities we serve. With 24 YMCA physical branches and more than 100 community sites across the city, the Y is among the city's largest providers of human services spanning from infancy to adulthood — and an important anchor, convener, and catalyst for transformational change in underserved communities.

One of the primary ways the Y reaches the community is through our youth programs, which help put kids on the path to success by developing skills for life, community, and leadership. Across all of our youth programs, the Y helps young people build the social and emotional skills necessary for success. Through the Y Afterschool program, we empower nearly 10,000 children and teens each day to develop a ferocious love of learning and an excitement to try new things, and to access information, resources and people that will amplify their potential. Most importantly, we provide a safe and caring after school and summer camp environment in over 70 NYC public school buildings across the five boroughs, with many programs funded by COMPASS and SONYC.

The Council fought hard to expand COMPASS and managed to secure 4,000 new COMPASS slots in last year's adopted budget. Thank you for being zealous advocates for youth services. We

need this zealous advocacy to continue as we call on the Administration to issue a new COMPASS/SONYC RFP. Over a year ago the Administration correctly withdrew the release of a new COMPASS and SONYC RFP due to the overwhelming concerns and warnings from youth services providers. Unfortunately, there has been no movement and no indication on whether a new RFP will be released under this Administration. This impasse has left the sector to struggle to provide quality youth services in a fiscally responsible manner.

The COMPASS program is currently a 2-tier per participant rate system: one cohort of nearly 200 programs is contracted at a rate of \$2,800, and the other cohort of approximately 125 sites is contracted at a rate of \$3,200. The 2018 RFP only considered raising the rates of the 125 sites from \$3,200 to \$3,516, once again ignoring the 200 programs at a rate of \$2,800. I would like to note that the \$2,800 cohort are the formerly Council-funded sites that the Bloomberg Administration baselined in 2012. Unfortunately, this Administration opted not to incorporate these slots into their newly formed COMPASS system. These programs are demonstrably in needier neighborhoods: for example the Y holds these contracts in Graniteville and Park Hill in Staten Island and Mott Haven in the Bronx. Additionally, these sites at the lower rate are not required to have education specialist because it is budgetarily prohibitive, while the \$3,200 sites require a specialist working a minimum of 9 hours per week. Education specialists are essential for quality afterschool programs: they align afterschool lesson plans to school-day learning and are often certified educators. Furthermore, the \$2,800 cohort has no additional funding for youth with disabilities. Essentially the neediest of neighborhoods and most vulnerable of children are starkly underserved by this per participant rate. These two tiers need to align and receive substantially more in funding to provide the high quality services that our City's children deserve.

Even with the two cohorts aligned, additional funds are needed to provide comprehensive afterschool services. Consider the fact that the \$3,200 cohort contracts were executed in 2012 when the average salary for a Site Director was \$45,000 and front line staff earned about \$11.50/hour. Fast-forward to the 2018 RFP where the price per participant was scheduled for \$3,516 while minimum wage requirements will call for a Site Director salary of \$58,500 and front line staff earning at least \$15/hour. Under the once proposed scheme, a site with 100 slots would have received a \$31,600 increase; however, the increased salary for the Site Director and front-line staff would have created a shortfall of \$5,350 before accounting for fringe or specialist rates. As the Council considers building on last year's COMPASS expansion victory, a new RFP that accounts for funding gaps, such as minimum wage increases, COLA, increase to minimum salary for overtime exempt employees, and fringe benefit increases, must be part of the conversation. The City cannot merely abdicate its duty to children by shifting the burden to the non-profit community to shoulder the increasing costs.

The SONYC program is comprised of two tiers of services offered: one cohort of approximately 80 middle school programs that have dedicated summer camp slots, and the other cohort of 400 middle school programs without dedicated summer camp slots. This leaves 34,000 middle school students at risk of being without summer camp enrichment services. Thanks to the Council, a large number of these SONYC summer programs slots have been restored year-to-

year. However, this year-to-year funding is not best practice as providers cannot properly promote and plan summer programs when funding is announced in June. In order to create parity within the SONYC funding scheme an additional \$16 million would be needed.

It is undisputed that afterschool and summer camp are critical services that have a tremendous impact on children and their families. A barrier to accessing these services is the availability of these services. As a provider of COMPASS and SONYC services to 4,000 youth at 39 locations throughout the City, we have a responsibility to our families, communities, and the City to provide quality services. A difficult challenge we experience is when principals at schools that serve low-income communities approach us to offer after school services in their school, but unfortunately do not have the budgetary means or privilege of being on the COMPASS and SONYC site lists. When possible, the Y works with PTAs to operate fee-based Y After School, such as at PS 228 in Jackson Heights, and in other instances we manage to operate Y After School programs with funding from the Council's Afterschool Enrichment Initiative, such as at PS 33 in Chelsea. This remedy is only a band-aid and it is not sustainable as operation costs increase. A more sound and sustainable solution would be to expand the COMPASS and SONYC site list.

Another pressing issue that the afterschool and summer camp sector is facing, is the new Office of Children and Family Services (OCFS) clearance process for all Department of Health School Age Child Care (SACC) licensed programs. These changes to the NY state child care regulations directly impact how we staff our school-age child care programs. Effective September 25, 2019, all new staff are required to complete additional federal background checks prior to beginning employment in our afterschool programs. This new federal requirement did not come as a surprise to the City nor the State, yet neither OCFS nor DOHMH were adequately prepared to implement these changes. In short, both agencies have been negligent in their responsibility to provide City and State clearances for school age childcare workers in a timely manner. Both agencies have been unable to answer basic questions – such as how clearances will be sent to licensed programs, so they know who is approved to work with children. Since the end of September, neither agency has been able to fulfill their basic obligation of ensuring we can clear staff. This process has completely slowed down the hiring of staff. In the 70 Y After School programs, we have submitted over 250 staff for clearance and we have received only 30. This has severely impacted the scope of our services across New York City. We currently have over 500 children Citywide on a wait list, as a result of this backlog in clearances. Furthermore, this backlog issue has us very anxious and apprehensive as we begin to shift our operations towards summer camp.

Regarding the universal afterschool bill, Intro 1100, and the reporting bill on existing afterschool programs, Intro 1113, the YMCA supports the spirit of both pieces of legislations. Legislating an inventory of the current afterschool system and the creation of a roadmap to roll out universal afterschool in the City are critical steps to successfully implementing a new affordable afterschool system.

The reporting bill, Intro 1113, which calls for an inventory of existing afterschool services, is a good prerequisite for developing the roadmap and implementation of an affordable and accessible universal afterschool system. An inventory of existing programs, number of slots, and types of programs will better define universal afterschool and better inform what that new system should look like in the City. Additional key data points, such as the operating budget for each program and whether the program is fee-based or publicly funded, would lead to a more informed concept of the actual cost to support a high-quality universal afterschool system.

The universal afterschool bill, Intro 1100, identifies the correct elements to creating a roadmap – access to service, community needs and the City’s ability – to successfully scale up the program. Though the legislation’s broad definition of “after school” leaves an open question as to whether the goal of the legislation is to create a robust comprehensive afterschool system or a scaled down model in which one of the listed expanded learning activities (such as academic support, arts or sports) would be sufficient to qualify as an afterschool program. Including a more precise definition of “after school” would lend itself to establishing a high-quality afterschool system. By establishing a well-defined system, the City would then be able to develop a budget model to appropriately fund such a high-quality afterschool system. In addition, the legislation should give the City more guidance on budgetary needs that the Administration often neglects, such as COLA, minimum wage increases, overtime exempted employee wage increases, and other State or City mandated indirect expenses.

We appreciate your support, leadership, and partnership in helping deliver quality youth services, and helping more youth learn, grow, and thrive. Thank you for the opportunity to testify. We look forward to continuing our successful collaboration and to working with your committee and the City of New York for many years to come.

If you have any questions, please contact Michael Rivadeneyra, Senior Director of Government Relations, at mrivadeneyra@ymcany.org or 212-630-9717.



FOR THE RECORD

Testimony of

Gisele Castro
Executive Director

T2020-5597; Int 1100-2018; Int 1113-2018

Before the
New York City Council
Committee on Youth Services

January 14, 2020

Testimony before the Committee on Youth Services

Good Morning Chair Rose and members of the Youth Services Committee, thank you for the opportunity to speak today regarding these important pieces of legislation. I am Gisele Castro, the Executive Director of Exalt Youth (*exalt*), a non-profit organization that engages court-involved youth ages 15-19 and that has demonstrated unparalleled results in moving court-involved young people away from further criminal justice system involvement.

A testament to the power and impact of our approach is the fact that 98% percent of the young people who complete *exalt* are not reconvicted of a crime. More than 70% of the young people we serve have charges against them thrown out or sentences vacated entirely. This is especially notable considering we work with young people facing both serious violent felony charges as well as low-level misdemeanors and violations.

The power of our programming boils down to the classroom experience. Classes take place after school hours, 4:30 to 6:30, in our offices in downtown Manhattan. Students in our classes are the beneficiaries of an approach that melds best practices in restorative justice with culturally relevant teaching and critical pedagogy. Our transformative curriculum is the catalyst for the behavior change needed to alter the trajectory of the lives of young people we serve. Judges, District Attorneys, Probation Officers, Public Defenders and anyone who refers to us or works with us knows that if a young person finishes *exalt*, they can permanently exit vicious cycles of poverty, incarceration and oppression. Once young people complete their training, they are placed in more than 100 internship partner sites all over the city. There, they are mentored by professionals at places like the Innocence Project, Dosomething.org and DBI architecture firm. They are paid a stipend and also get the chance to build real skills. The other thing to note is that it is not only the young people but also the supervisors who begin to have their consciousness raised as stereotypes about court-involved young people are shattered and they begin to recognize the true talent, power and potential our young people possess.

We are proud of the work we've done to move hundreds of NYC's youth away from court-involvement and toward a life of freedom and prosperity. Without the looming burden of a criminal conviction, our young people go on to pursue technical training programs, college degrees, and many have even traveled the world. As we continue to grow to triple the number of youth served across the 5 boroughs and deepen our impact, we are grateful for the support we have already received in the form of discretionary funds from New York City Council. We hope to deepen our existing relationship to better leverage the multitude of ways we can work together to achieve our common goals of uplifting our young people most in need and keeping our city safe and thriving for generations to come.

T2020-5597:



Testimony of
Good Shepherd Services
Before the New York City Council
Committee on Youth Services
The Honorable Deborah Rose, Chair

On Comprehensive After School System of New York City (COMPASS) and
School's Out New York City SONYC

Presented by Annie Minguez Garcia, Director of Government and Community Relations

January 14, 2020

Thank you for inviting Good Shepherd Services to testify on Introductions 1100 and 1113 that would mandate universal after school along with annual planning and reporting on results.

Good Shepherd Services goes where children, youth, and families face the greatest challenges and builds on their strengths to help them gain skills for success. We provide quality, effective services that deepen connections between family members, within schools, and among neighbors. We work closely with community leaders to advocate, both locally and nationally, on behalf of our participants to make New York City a better place to live and work.

GSS opened its first afterschool program in Red Hook in 1991, and since then has greatly expanded the number of programs it operates and children served. Today, we operate 20 afterschool programs throughout Brooklyn and the Bronx, serving about 3,000 K-8th graders annually.

GSS after-school programs employ research-informed youth development practices and evidence-based models to promote personal growth, social skills, and school engagement. GSS is committed to a balanced approach to out-of-school time that combines academics, youth development, enrichment, physical activity, and family engagement.

GSS focuses on social and emotional learning and works to promote engagement, self-regulation, critical thinking, and organizational skills; communication skills; persistence; and future planning (which, importantly, are key components of the Common Core). To achieve maximum impact, programs work on multiple levels within a school, addressing individual student needs and partnering with school leadership on community building and professional development efforts school-wide.

This testimony will focus on the following:

- Intro 1100-2018: Universal Access to After-School
- Intro 1113-2018: Reporting on After School Programs
- The New York State Office of Children and Family Services' (OCFS) background checks
- SONYC summer programming
- COMPASS and SONYC rates

Intro 1100-2018: Universal Access to After-School

GSS has been a longtime proponent of universal access to after-school. GSS is a member of the steering committee of Campaign for Children- a coalition of more than 150 organizations working towards high-quality early childhood education and after-school programs for every child in New York City. As a member of the Campaign for Children, we worked alongside the de Blasio Administration to secure State funding for SONYC programs, and with the City Council both to expand access to services for elementary school students and to save summer programs for middle school students. Providers are eager to work with the administration and the Council to realize universal afterschool. The Campaign for Children included universal elementary afterschool as one of their main priorities.

We want to thank the Council for hosting this hearing on universal access to after-school and Council Member Ben Kallos for introducing this bill. We look forward to being a partner as the conversations on this bill progress in the Council. GSS would recommend the following considerations to the Council regarding universal afterschool:

As my testimony outlines, the sector have been forced to advocate on an annual basis for the inclusion of funding to support SONYC summer programming in the adopted budget. Any bill referencing universal access needs to include a summer component and a commitment from the Administration to work with providers to support the workforce. It is also critical that the Council continue to partner with the Administration to develop an implementation plan that includes lessons learned from the SONYC expansion and that any new slots are adequately funded. On high school afterschool, GSS runs four after-school programs for high school students. We look forward to working with the Council to develop a strategy for real investments to increase programming to high school students.

Intro 1113-2018: Reporting on After School Programs

GSS would like to provide insight on information that we already share with DYCD as the Council considers Intro 1113.

- GSS tracks participant attendance year round which includes summer and school year into DYCD CONNECT twice a month.
- GSS provides a monthly financial report to DYCD.
- GSS submits program activity and schedules in DYCD CONNECT on an annual basis.
- GSS is required to keep participant files for each participant that includes their DYCD application and medical documents. A sampling of these files are evaluated during DYCD's site visit which happen twice during the school year.
- Staff clearances are tracked on DYCD CONNECT (this is a new DYCD request starting this school year). GSS adds new staff once a month to DYCD CONNECT.

- GSS conducts participant and family surveys and shared with DYCD during the school year noting participants satisfaction with the overall program and skills gained.
- GSS also does our own participant satisfaction survey to measure program impact on participants.

Background Checks

Since September 25th, 2019, the New York State Office of Children and Family Services' (OCFS) has required new extensive background checks for staff and volunteers in after-school and early childhood education. The background checks required are:

- A NYS criminal history record check with the Division of Criminal Justice Services; (new)
- A national criminal record check with the Federal Bureau of Investigation; (new)
- A search of the NYS sex offender registry (new)
- A database check of the NYS Statewide Central Register of Child Abuse and Maltreatment (SCR) in accordance with 424-1 of the Social Services Law
- A search of the national sex offender registry using the National Crime and Information Center ***Required at a later time (new)

If the individual being cleared has lived outside of New York State in the last five years, they will also have to undergo background checks in every other State where they have lived. This includes:

- Each state(s) criminal history repository (new)
- Each state's sex offender registry or repository (new)
- Each state's child abuse or neglect registry (new)

The New York City Department of Health and Mental Hygiene (DOHMH), as the local regulator, manages the clearances in New York City. DOHMH has not been able to complete the background checks in a timely manner and after-school and early childhood education providers are unable to start work pending clearance approvals. To date, GSS has submitted 50 clearance packets since October 2019. Of the 50 submitted, we have received only 9 clearances. The large staffing gaps have created a negative domino effect that impacts our community, our afterschool staff and our afterschool funding.

GSS' Current School Year Conditions

This school year, our participants have experienced delayed afterschool services and/or are unable to enroll in our afterschool programs due to OCFS clearance delays. Currently, 30 students are on our afterschool program waiting list due to staff clearance delays; an additional 86 participants have experienced delayed afterschool start date. Our afterschool programs are safe, enriching community hubs that families have relied on for decades. The current clearance process is negatively impacting the very population they are meant to serve.

The current OCFS clearance process also impacts our pending and current afterschool staff members. The majority of our pending staff have been waiting months for their clearances. We are unsure how much longer these qualified staff are able to wait. Our staff remain attentive and

ensure our participants remain in safe, SACC-compliant environments. However, they are being stretched beyond their capacities as even Program Directors and Assistant Program Directors are now leading afterschool classrooms.

While our afterschool programs are operating with fewer staff members, we are still contractually obligated to meet our afterschool contracts and grants mandates. The mandated rate of participant attendance is directly connected to the number of cleared staff available to meet SACC ratios. Our inability to meet contractual benchmarks jeopardizes potential funding of all of our afterschool programs.

Recommendations

We strongly support United Neighborhood Houses' recommendations regarding a guaranteed 2 weeks clearance turnaround time and implementing provisional clearances once candidates complete state criminal repository or clearance of the FBI fingerprint check. Additionally, we are making the following recommendations:

1. Timely DOHMH communication regarding the status of submitted clearance packets.

Regular communication of clearance packet statuses is crucial information for agencies. An indefinite hiring start date drastically lessens the hiring pool of qualified staff. Furthermore, communication regarding clearance statuses allows our Human Resource Department to provide DOHMH their requested information in a timely manner. Thus ensuring no further delays to the clearance process.

2. Implementation of safety protocols when agencies submit clearance packets electronically.

OCFS confirmed that emailed clearance packets are unable to be sent encrypted or password protected. Greater measures are needed to protect staff's personal data as the packets include confidential information such as social security numbers.

3. Acceptance of electronic signatures with clearance packet submissions.

We currently utilize the Internet Collaborative Information Management System (iCIMS) to gather electronic signatures for state and federal contracts and onboarding staff documents. iCIMS' digital signature feature has been confirmed as legally compliant by both iCIMS' management and our legal counsel. We are requesting OCFS join other state agencies in accepting digital signatures.

Baseline funding for SONYC summer programs in the Preliminary Budget

For five of the last six budgets, the de Blasio Administration has failed to include funding for summer camp programming for 34,000 middle school students in its Preliminary or Executive Budgets. We want to reiterate our gratitude to the City Council for your continued leadership that has secured services for 22,800 middle school students which has been consistently restored. GSS urges Mayor de Blasio to restore and baseline funding for SONYC Summer programs for 34,000 middle school students in the FY2020-21 Preliminary Budget.

Ensure rates provide equitable access to high-quality programs

COMPASS and SONYC programs are currently operating with contracts from DYCD that are extensions of 2012 and 2014 Requests for Proposals (RFPs). As such, providers are absorbing rising costs since these programs were last procured and are not being fully funded.

On May 10th, 2018 DYCD released two RFPs for COMPASS and SONYC after-school programs:

- EPIN: 26018I0007: The latest SONYC RFP to re-procure 81 existing SONYC After-School and Summer Programs for middle school students which in this testimony we will call the SONYC RFP;
- EPIN: 26018I0006: The latest COMPASS RFP to re-procure 271 existing COMPASS After-School and Summer Programs for elementary school students which in this testimony we will call the SONYC RFP.

These RFPs were initially due July 10, 2018 and then extended until October 2, 2018 after providers raised concerns about the per slot funding levels, the need to cover Cost of Living Adjustments (COLA) and the indirect rate contract adjustments that the City had been in the process of implementing as part of the work of the Non-Profit Resiliency Committee.

We commend the Administration for recognizing this unintended consequence and on September 24th, 2018, DYCD cancelled both the COMPASS and SONYC RFPs and announced plans to extend contracts for the providers serving the 352 public schools that were included in the RFP. Moreover, the City promised an engagement process that would include both current and prospective providers to “gain a deeper understanding of the costs associated with program delivery and draw out best practices across the sector for managing to the City’s standard per participant funding structure.”

The City has still not engaged in this process. GSS urges the City to address the following:

- Disparate funding levels: Some COMPASS After-School programs for elementary school students that were previously funded by the City Council or are currently funded by the City Council are funded at a base rate of only \$2,800 per child, which is \$400 lower than the \$3,200 base rate for COMPASS programs. While the City Council addressed this disparity for programs funded in Schedule C in FY 2020, the de Blasio Administration has still not addressed this disparity in many baselined programs.
- The increase in the minimum wage: COMPASS and SONYC budgets must reflect the increased costs of paying staff at the minimum wage and allow for increases for staff who have gained seniority so that they earn above minimum wage. COMPASS and SONYC contracts were not amended to cover the cost of the minimum wage increase that went into effect December 31, 2018 and many providers were forced to reduce some services in order to cover the increased costs.
- Funding to cover the cost of an increased threshold for overtime exemptions: On December 31, 2018, the threshold salary for classifying an employee as exempt from overtime regulations for an organization with more than 11 employees in New York City rose to \$1,125 per week, or \$58,500 annually. Almost all COMPASS and SONYC

directors work longer than a 35-hour workweek particularly in the summer when New York City Health Department requirements mandate coverage for as much as 10 hours per day. COMPASS and SONYC budgets typically do not allow for providers to pay directors salaries at this level. Budgets must include funding to ensure that providers can comply with both the strict standards of the Health Code and labor law.

Thank you for the opportunity to testify and holding this hearing. I am happy to answer any questions. For follow up, I can be reached at annie_minguez@goodshepherds.org.



(formerly TASC)

ExpandedED Schools

Close the learning gap. Open the world.

Testimony of Tarilyn Little, Literacy Manager

ExpandedED Schools

Before

The New York City Council Committee on Youth Services

Oversight Hearing on Afterschool Programming

January 14, 2020

Good morning, my name is Tarilyn Little. Thank you for the opportunity to testify here today.

In 2015, ExpandedED Schools in partnership with CAMBA, CHLDC, and CPC formed the Ready Readers Collaborative to transform early elementary literacy outcomes through a new model for after-school literacy instruction. Ready Readers is a literacy enrichment model designed to enhance the reading engagement and higher order reading comprehension skills of K-3rd graders through New York City after-school programs. Rising Readers builds upon this model for 4th and 5th graders in a developmentally appropriate manner. This collective effort was born out of the belief that afterschool programs should provide a balance of enrichment and academic support in a manner that is different from the traditional school day, but complementary to it.

The Ready and Rising Readers model train community educators employed by community-based organizations on engaging elementary literacy enhancement practices. For Ready Readers, students receive a minimum of two one-hour sessions per week participating in interactive read-alouds with targeted vocabulary instruction, open-ended questions related to character development and theme, peer interaction and accountable talk & discussions. These read-alouds are carried out with culturally relevant texts that allow children to see themselves reflected in stories while they also learn about other experiences and cultures. Each read-aloud session is followed by a creative “extension activity” that prompts students to explore and respond to text themes. This provides opportunities for students to share their own work and reflect on that of their peers.

Rising Readers expands upon this with 4th and 5th graders as it combines high-interest and culturally responsive books with student-driven literature circles. The grade-level discussions produce habits of accountable talk and conferencing practices to deepen comprehension of the text.



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In the 2018-2019 school year:

Among the 1,768 students participating in Ready Readers for whom we have baseline and end-of-year data, 56% demonstrated growth at a pace that exceeded expectations for their grade level. Seventy-nine percent demonstrated growth at a pace that either met or exceeded expectations for their grade level.

Among the 912 students who started the school year below proficiency for their grade level, 63% demonstrated growth at a pace that exceeded expectations for their grade level. Eighty percent of students below proficiency demonstrated growth at a pace that either met or exceeded expectations for their grade level.

We believe that afterschool is a necessary supplement to support student needs beyond what the traditional school day offers. The structure of afterschool program offerings must be based on quality support that integrates academic support with enrichment, and this model has been able to infuse literacy, professional development of community educators, and family engagement to uplift literacy needs of elementary students. This is a model and a practice we recommend offering throughout NYC afterschool programs.

I am happy to answer any questions you may have.



ADVANCING OUR
COMMUNITY

**Chinese-American Planning Council, Inc.
Testimony at the New York City Council Universal After School
Honorable Deborah L. Rose, Chair
January 14, 2020**

Thank you Chair, Deborah L. Rose and the Members of the City Council for the opportunity to testify today. I am Mary Cheng, Director of Childhood Development Services for the Chinese-American Planning Council (CPC). The mission of the Chinese-American Planning Council, Inc. (CPC) is to promote social and economic empowerment of Chinese American, immigrant, and low-income communities. CPC was founded in 1965 as a grassroots, community-based organization in response to the end of the Chinese Exclusion years and the passing of the Immigration Reform Act of 1965. Our services have expanded since our founding to include three key program areas: education, family support, and community and economic empowerment.

CPC is the largest Asian American social service organization in the U.S., providing vital resources to more than 60,000 people per year through more than 50 programs at over 30 sites across Manhattan, Brooklyn, and Queens. CPC employs over 700 staff whose comprehensive services are linguistically accessible, culturally sensitive, and highly effective in reaching low-income and immigrant individuals and families. With the firm belief that social service can incite social change, CPC strives to empower our constituents as agents of social justice, with the overarching goal of advancing and transforming communities.

To that end, we are grateful to testify about issues that impact the individuals and families we serve, and we are grateful to the Council for their leadership on these issues.

CPC's Childhood Development Services believes that all children, their families and society benefits from a high quality childhood programming and that there is a critical link between a child's early experiences and later successes in life.

Since 1970, when our doors opened at PS 42 in Manhattan CPC's Afterschool Program has been a staple service in the community. To date CPC provides afterschool at 11 sites, within 3 boroughs, and enrolls over 1,500 students from all 5 boroughs. Our mission is to provide a premier program responsive to the changing needs of children, families and the community. Asians are the fastest growing population in NYC and currently, make up 15% of the total population but only receive < 2% of City's Social services contracts.

We believe that Universal Afterschool is needed to promote educational equity and Access and to ensure children's safety, because the city relies on community organizations to deliver these afterschool programs. We hope that the city will fully fund the universal afterschool contracts. The City should develop a price per participant that ensures program quality, includes a living wage for staff and supports professional development and indirect expenses. A robust program ensures that children and families will have a quality and culturally competent program.

One key example of a high quality after school program would be Ready Readers. CPC is one of four partners of the Ready Readers Collaborative. CPC has piloted the Ready Readers Program since 2015, a cohort collaboration between ExpandedED Schools, Cypress Hills LDC, and CAMBA funded by the Brooke Astor Grant of the New York Community Trust. We ask the New York City Council to urge DYCD and the Mayor's Office to continue to include a funded literacy model in the next COMPASS and SONYC RFP. Ready Readers is a proven

model that could be replicated through the next RFP.

Overall, Ready Readers increased student acquisition of reading comprehension skills necessary to succeed in later grades through the integration of reading, writing, speaking, and listening in a structure that develops an understanding of big ideas and ensures time for practice in an afterschool setting.

- It offers a model for critical literacy supports in a culturally responsive manner for our immigrant children and their families.
 - Breadth of the cohort/program's reach: 2,200 Students over 4 years, with research showing that:
 - More than 50% of Ready Readers students EXCEED expectations for their grade level.
 - 80% of students who started BELOW PROFICIENCY demonstrated growth at pace that either MET or EXCEEDED EXPECTATIONS for their grade level.
 - 60% of Reader Readers student participants who begin the year below grade level proficiency will demonstrate growth at a pace that exceeds expectations for their grade level growth.
- High potential for pathway to teaching & increasing field retention
- In the 2017-2018 school year:
 - 97% of educators increased their confidence delivering reading comprehension instruction over the course of the year
 - 73% indicated that participating in the program increased the likelihood that they would continue working for their after school provider—a particularly striking outcome in a field where turnover among frontline staff is otherwise high
 - TEACHER QUOTES:
 - “As a classroom teacher during the day, it is absolutely thrilling and encouraging to witness students’ engagement, attentiveness and active participation during Ready Readers. The training workshops and mutual collaboration of the group leaders enable them effortlessly implement the Ready Reader components. It is evident that the students are reaping the benefits of Ready Readers by sharing the love of reading with their friends.” - Cee Chu, PS 130 Education Specialist
 - “Ready Readers has helped our students not only this year but every year we’ve been a part of it. As someone who’s been here since the pilot year, I feel it’s beneficial to our students. After being in a classroom setting all day, it’s a way to de-stress and to be able to learn in a variety of ways. We know not all students learn the same way and the beauty of the Ready Readers program is that it provides a platform for all students to flourish whether they are kinesthetic, visual, or auditory learners. The Ready Readers program is able to reach all of them in one way or another. The change is never instant but if you look back at the beginning of the school year, those same shy and timid children who would probably never read for enjoyment bloom into outspoken, questioning, and book loving individuals.” - Antonio Rojas, PS 153 Group Leader

CPC appreciates the opportunity to testify on these issues that so greatly impact the communities we serve, and look forward to working with you on them.

If you have any questions, please contact Mary Cheng at Mcheng@cpc-nyc.org.



The Raoul Wallenberg
Committee of the United States

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OF THE UNITED STATES

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*Rachel Oestreicher Benbaim
founder + Chairman + CEO*

*Diane Blehe - President (646) 678-3711
e-mail - diane@raoulwallenberg.org*

*recommended by Judith E Klein
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OUR MISSION

OUR ACCOMPLISHMENTS

OUR LEADERSHIP

• OUR MISSION •

The Raoul Wallenberg Committee of the United States ("The RWC") was established in May 1981 to educate the American public about the heroic and humanitarian actions taken by **Raoul Wallenberg**. During the holocaust, he saved the lives of more than 100,000 men, women and children. Today, Raoul Wallenberg's name is known around the world, and he is honored by nations spanning the globe. Much of his recognition has come about because of the work of the United States Committee.

The Raoul Wallenberg Committee ("The RWC") of the United States is a 501(c)(3) tax-exempt non-partisan and non-sectarian organization that is dedicated to educating the world about Wallenberg's selfless and brilliant deeds during World War II; to his fate, following his illegal arrest and imprisonment in 1945; and to the example his courage and humanitarianism that each of us must strive to emulate in our own life. Knowledge of this Swedish hero is a truly precious legacy that must be passed on to future generations.



The Raoul Wallenberg Committee of the United States

Our mission is to perpetuate the humanitarian ideals and the nonviolent courage of Raoul Wallenberg and to remind the world that the heroic actions of a single person have the power to make a difference.

We fulfill our mission:

- By helping fund the efforts to determine Raoul Wallenberg's actual fate;
- Through the national and international distribution of the Committee's "living monument to Raoul Wallenberg's humanitarian values, deeds of courage, and nonviolent heroism"; **A STUDY OF HEROES**. This unique interdisciplinary multicultural curriculum is designed to help students of all ages (K-12+, Adult) improve their academic skills while learning the importance of ethics, values, and non-negotiable integrity. Students appreciate how each person's actions can make a difference;
- By bestowing **The Raoul Wallenberg Award** and the Civic Courage Award on individuals, organizations and communities reflecting Raoul Wallenberg's humanitarian spirit, personal courage and nonviolent action in the face of enormous odds;
- By maintaining archives and providing information and expert services through our **Wallenberg related research center** and **Stones Program** to researchers, the media, individuals, organizations, and governments inquiring about the story of Raoul Wallenberg.

UP SCROLL DOWN BACK TO TOP

RAOUL WALLENBERG VIDEO



VIEW CLIP

A STUDY OF HEROES

Our nationally recognized multicultural, interdisciplinary academic & character



HEROES

MORE



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RESEARCH CENTER

America's main Wallenberg related research center



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RAOUL WALLENBERG

INTRODUCTION

A HERO FOR OUR TIME

RESEARCH CENTER
STONES PROGRAM

WALLENBERG NEWS UPDATES

• INTRODUCTION •

A Timeless Legacy

The stories of true heroes are timeless and must be passed from generation to generation. They provide a legacy of hope and inspiration. Raoul Wallenberg, a Christian Swede and Third Honorary Citizen of The United States, is just such a hero.



At the behest of the United States government during World War II, Wallenberg, at age 31, a businessman and artist from a prominent Swedish family, went to Budapest, Hungary in 1944. In a six month period, he saved more than 100,000 Jewish lives from the Nazis. He never resorted to violence. For yet unknown reasons, Raoul Wallenberg was arrested by the Soviets in 1945 and has never again been seen as a free man.

His fate remains a mystery.

[Read the Full Story in "A Hero For Our Time"](#)

UP SCROLL DOWN BACK TO TOP



A Hero For Our Time

A Hero for Our Time chronicles Raoul Wallenberg's life, and is part of the Raoul Wallenberg Collection, housed in the New York Public Library



MORE

Circulates an exhibit, [A TRIBUTE TO RAOUL WALLENBERG](#), throughout the United States.



MORE

A STUDY OF HEROES

our increasing recognition
multicultural, interdisciplinary
academic & character
education program



Raoul Wallenberg's Children

Raoul Wallenberg's Children is about "one family" made up of the people who were directly or indirectly saved from almost certain death by Raoul during his six month odyssey in Budapest.



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America's main
Wallenberg related

RW Memorials around the World

A number of Memorials to Raoul Wallenberg have been erected throughout the world.



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Raoul Wallenberg Stamp Dedication

Featuring awe inspiring musical tribute of the song "Wallenberg".



A STUDY OF HEROES

ABOUT THE PROGRAM

PROGRAM OVERVIEW

AIMS & GOALS

HOW TO TEACH THE PROGRAM

THE DEVELOPERS

PROFESSIONAL DEVELOPMENT

HEROES NEWS

HOW TO PURCHASE

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RAOUL WALLENBERG VIDEO



A STUDY OF HEROES

education program
{K-12+, Adult}



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America's main
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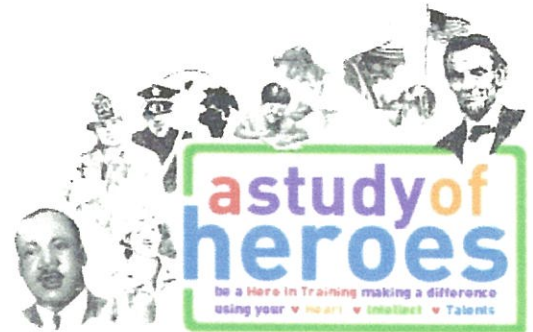
• ABOUT HEROES •

A Study of Heroes: A Program that Inspires and Educates Through Heroic Example

A STUDY OF HEROES serves as a living monument to Raoul Wallenberg's humanitarian values, deeds of courage and nonviolent heroism.

HEROES is a unique academic and character education program (K – 12+, Adult) revitalizing the tradition of *real heroes*, role models drawn from diverse historical periods, ethnicities, and areas of accomplishment. This multicultural, interdisciplinary program integrates:

- Social Studies & Conflict Resolution;
- Reading, Writing, & Language Arts
- Character Education
- The Arts
- Ethical Research Strategies & Skills
- Service Learning
- Intergenerational Sharing
- Analysis of "Hero" vs. "Celebrity"



"The heroes of a nation reflect the values of its people."

Recognized for the exemplary way it merges character education with academics, the HEROES program has been used by over a million students in all fifty states in the USA in a **broad diversity of settings** ranging from: public, private and independent schools in inner-city, suburban and rural areas; all adult prisons in the State of New Jersey and in a Midwestern Federal Penitentiary; The Western Pennsylvania School for the Deaf, (grades pre-K to 12); The Harlem Day Charter School; The Boys and Girls Clubs of Greater Washington; gifted, special education, ESL classes; libraries and teacher centers; and and in five foreign countries, including at The Raoul Wallenberg School in Sweden and the International School in Paris. A STUDY OF HEROES has been professionally evaluated in different settings with uniformly positive outcomes.

Through the example of Raoul Wallenberg and other multicultural heroes featured in A STUDY OF HEROES, students of all ages learn and develop:

- Tolerance, Respect & Responsibility
- Critical-Thinking Skills
- Academic Skills & Artistic Expression
- Creativity and Invention
- The Difference between the Concepts of "hero" and "celebrity"
- Strategies to Counter Violence, Xenophobia, Intolerance and Bullying
- Positive responses to Negative Peer Pressure
- Intergenerational Sharing
- Family & Community Involvement
- Leadership & Citizenship

Students have always learned by example. A STUDY OF HEROES offers educational opportunities both in and out of the classroom for the future leaders in America to learn the importance of immutable ethics, values and non-negotiable integrity. In doing so, students recognize heroes in their own families, schools, communities, cultures while discovering the

hero within themselves.

HOW TO PURCHASE A SET

▲ 547 1 201



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recommended by Julie K. S. Klein (212) 255-2967



-Rena Kornblum
founder & director

Violence Prevention Through Movement Curriculum

I. Spatial Awareness and Self Control - Including the 4 B's of Self-Settling

A. SPACE

1. Increase ability to maintain one's own space without intruding on others
Includes in-school behavior - lining up, walking in the hallways, sitting together
Includes recess and free play situations
Includes knowledge of different types of movement needed in small contained spaces versus larger areas
2. Learn appropriate social spacing for different situations
With strangers
With authority figures such as teachers, principals, etc.
With friends and family
3. Learn that no one's space should be intruded upon without permission
4. Increase awareness of and respect for other people's spatial needs

B. SELF-SETTLING OR ENERGY MODULATION

1. Increase ability to modulate energy level
Develop awareness of body sensations related to calm alert energy, high-energy in-control and high-energy out-of-control
Increase ability to maintain calm alert energy
Increase ability to calm down when agitated or over-excited
2. Learn specific techniques for self-settling, practice using them when cued by an adult and then at one's own initiation
Abdominal Breathing
The "4 B's of Self-Settling"
Other relaxation techniques; such as imagery or self-talk
3. Learn techniques for speeding one's self up when sluggish
4. Increase impulse-control

II. Awareness of and Response to Dangerous or Tense Situations Including the ABC's of Safe Ignoring

A. EARLY WARNING SIGNS

1. Develop the ability scan the environment
Increase awareness of others in order to check for safety
2. Develop awareness of one's own Early Warning Signs that alert one to danger
3. Increase ability to evaluate situations after alerted to determine if action is needed
4. Learn to refocus on the task at hand when things are safe
5. Learn to ignore distractions and provocations that do not interfere with one's safety.
6. Develop specific ignoring strategies using the "ABC's of safe ignoring".
7. Connect the ability to ignore with the ability to resist temptation
8. Increase attention span; Learn the "4 C's of controlled Concentration"

B. EARN PRO-ACTIVE STRATEGIES FOR HANDLING CONFLICT, TEASING AND AGGRESSION

1. Learn appropriate assertion, include ability to show strength in body, voice and face
2. Learn ways to redirect aggression & handle teasing through other pro-active strategies

III. Managing Anger and Building Empathy - Including Positive Problem Solving Techniques and How to Cool Down Burning Hot Anger

A. BUILDING EMPATHY

1. Expressing and Interpreting feelings accurately
2. Moving with others to gain acceptance and connection - Sharing leadership
Matching intensity and rhythms - Exploring other people's style of movement
3. How you show you care

B. POSITIVE PROBLEM SOLVING

1. Practice handling minor conflicts utilizing strategies from self-control unit
2. Learn and practice how to join a group, how to compromise, how to have some frustration & still cope, etc. (basic social skills plus self-calming & self-talk strategies)

C. MANAGING ANGER

1. Learning anger triggers and Learn body cues related to anger building
2. Develop list of anger release activities for different situations
3. Learn the 5th B
4. Learn other techniques to help settled anger before burning hot
5. Practice showing frustration and anger in safe ways

IV. Other Issues

A. RESISTING PEER PRESSURE: RESISTING TEMPTATION TO USE WEAPONS

1. Develop safety plan regarding guns & weapons –relate this topic to resisting temptation.
2. Increase prolonged ignoring or delayed gratification - what it feels like – how one does it
3. Explore relationship of resisting peer pressure to alienation- develop coping strategies

B. DECREASING ALIENATION

1. Increase awareness of isolation – what it feels like – empathy for those who are isolated
2. Explore what it feels like being outside a group & Learn the four steps to joining a group
3. Develop a list of positive options that can be done alone
4. Increase acceptance of others

C. DECREASING PREJUDICE

1. Explore things that make us different and things that make us the same: Increase awareness of different cultures and strengths among different groups.
2. How do you approach someone different, set boundaries, make friends, be safe?
3. Connect prejudice to isolation, anger - explore solutions – connections vs. disconnections

D. DEAL WITH OTHER ISSUES THAT COME UP SUCH AS SCHOOL BUS PROBLEMS

E. CYBERBULLYING

The 4 B's of Self-Settling

Brakes

Catch the energy and squeeze it, pushing the heels of your hands together. You should feel it in your chest, arms, and shoulders. **Do not** intertwine fingers.



Breathing

Take three slow abdominal breaths, raising your arms up and out each time you inhale or breathe in.



Brain

Rest your hands on your head, close your eyes, take another breath, and as you exhale, tell yourself "I am calm." Feel the weight of your hands as they rest on your head



Body

Put your hands on your chest and feel your body get calm and quiet



WAYS TO CALM DOWN

4 B'S OF SELF SETTling OR ANY COMBINATION OF THE B'S

BRAKES: Catch the energy and center it with an isometric push

BREATHING: Three slow abdominal breaths

BRAINS: Self-Talk – With eyes closed, while exhaling, tell yourself “I can calm down.”

BODY: Hands over chest or on lap – feel your body getting calm (breathing slow, muscles relaxed, and no need to move)

RELAX WITH IMAGERY: Picture a safe place / Feel your muscles relax / Feel your breathing get easy

SELF TALK Tell yourself that you can calm down or that it is not a big deal or anything that you think is a positive message. You can even put your hands on your head like in the Brains in the 4 Bs

ABDOMINAL or BELLY BREATHING: Lean back supporting yourself with your hands and gently and quietly breathing watching your stomach rise when you breath in and get smaller when you breath out.

TAKE SHORT BREAK: Do or think of something else (Get a drink, draw a picture, think of something fun)

PUSHING AGAINST the FLOOR or the WALL

Sit on the floor with you hands at your sides touching the floor – push hard against the floor so your bottom almost comes off the floor. You can also push your hands together like the Brakes or rest your hands on your head like the Brains in the 4 Bs.

For standing – use a front stance - feet apart about hip width, with one foot in front, both knees bent. Hands go up in front of you with palms forward. Face a wall and push as hard a you can against it for a count of 3-5 and then let go and breath slowly a few times. Repeat this three times.

YOGA

The physical and emotional benefits of yoga have been shown to improve self-regulation and the modality is effective for many varied ages and abilities.

RECTANGULAR BREATHING: Watch your index finger while you draw a rectangle in the air. Breathe in for a count of 3 while your finger goes up. Hold your breath for a count of 2 as you Move your finger across. Breathe out for a count of 3 as you move your finger down. Hold your breath out for a count of 2 while you move your finger to the starting place. Repeat several times.

OOZE TUBE: Sit quietly, connect to ground, watch ooze tube. (Optional - Balance things on body to help stay still.) Allow self to quiet down – meditation. (You can buy them on amazon.com, www.ozmofun.com/ or www.officeplayground.com)

CRANE BREATHING & BALANCE: Stand hands on tummy. Bring arms up to the side slowly while breathing in and down to tummy again while breathing out, bend knees & straighten while doing it (2Xs.) Then bring arms up to sides 2X again but this time bring 1 knee up in front of body 1st time & other knee up 2nd time.

THE FIFTH B BREAK

CONTROLLING YOUR ANGER OR ANXIETY

BREAK THROUGH YOUR ANGER OR ANXIETY BY

YELLING STOP to yourself inside your head

First sign language for STOP, which consists of extending your left hand, palm upward and sharply bringing your open right hand down to your left hand at a right angle (This is the definition from a sign dictionary). I don't emphasize which hand (especially since I am left handed and use the opposite hands for all signs) I use the words "the side of one hand hits the palm of the other hand with a staccato motion.

The children I work with have learned about staccato quality in Music class. They call it Stanley Staccato so I refer to that. The staccato action goes along with shouting STOP in their head.



TAKE A BREAK FROM WHAT IS BOTHERING YOU BY MAKING YOURSELF

TURN YOUR MIND to something **PLEASANT** or **PEACEFUL**

- o *The second action uses the hand gesture for meditation.* Extend your fingers on each hand and then join your thumb and forefinger to make a circle. When you make this circle the other fingers curve slightly. If the children are sitting I have them put their hands on their knees, palms facing up, as one would do in meditation. If they are standing they just keep their hands close to them. This action signifies thinking about something peaceful or enjoyable. I frequently ask the children when they are in a good mood to think of a few things that they could turn their mind to when they do the fifth B.



My experience so far is that some people will do all five B's and some will just do the fifth B when they are getting angry. Children who anger quickly find the fifth B alone to be a one-step technique for getting and staying calm. Of course this is best practiced over small things that are bothering you before you try to use it on something major.

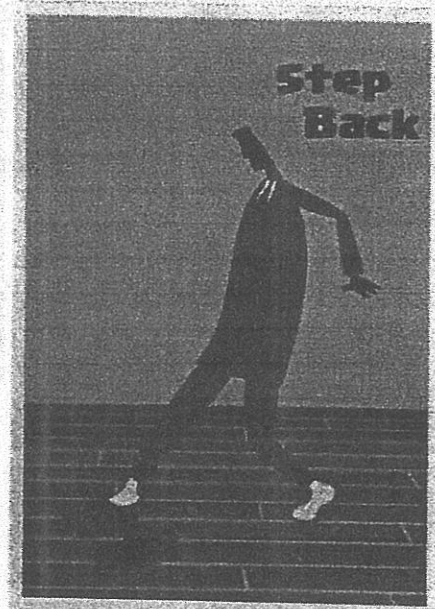
Disarming the Playground: Violence Prevention through Movement

THE SIXTH B BACK AWAY FROM ANGER

When you get mad **STOP**
and make yourself



1) **Back-Up** (Take a step back)



2) **Belly soft** (Put your hands on your belly and feel it get soft and relaxed.)



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My name is Abiodun Bello. My son is a senior attending RIT and my two daughters graduated from the city's public schools. As a parent who was intimately involved in New York's public education system for the twenty years, I understand the value of parental involvement in educating our children. I was a vocal participant in my child's education, becoming the President of the Community Education Council (CEC) in District 32 for six years—from 2003-2009, PTA President and Vice President of District 32's Presidents Council, a member of the District School Leadership Team, among other roles, and Treasurer of the Citywide Council on High Schools from 2010-2011.

I am in favor of the "Universal After School" program with a mandate for an after school slot for any student who requests one. This is the good news.

There is no doubt that the "Universal After School" program, if properly planned and administered, will be vital in helping our children to succeed in reaching their goals.

The first step in ensuring the success of this program must be adequate research to identify practical solutions that will best serve our diverse communities.

Specifically, focus groups of the most successful members of the respective target communities must be conducted to weigh the solutions that can inspire and transform the lives of our children. We need those solutions that will best help to level the playing field for our children.

Additionally, we must recognize that **there is no one-size-fits-all approach that can work for our diverse communities.** Therefore, programs designed for black and brown communities must be structured to effect positive results in those communities.

Programs that include vocational education are essential **for our high school students**, including maintenance¹ electrical and plumbing, laser engraving, embroidery, graphic design, and other skills that our students can market directly to the public. These skills would undoubtedly build confidence.

¹ Maintenance plumbing and electrical refers to upkeep plumbing and electrical work and requires considerably less knowledge to master. It includes tasks that merely replace those components that already exist with identical components.

Other resources, training and skills with considerable real life value include book clubs, writing courses, debate teams, and homework help.

We must help our children to grow with our evolving economy with the requisite training and skills, and we must prepare them to at least have the option to become entrepreneurs.

In short, **our children need a source of inspiration and motivation** to help ensure that they do not submit to hopelessness. Finally, any investment we make in our children is an investment in our respective communities that helps to rebuild our middleclass.

CAMBA
Testimony Before the New York City Council
Committee on Youth Services
January 14, 2020
Christie Hodgkins

Council Member Rose and Members of the Committee, my name is Christie Hodgkins and I am the Senior Vice President for Education and Youth Development at CAMBA. I want to thank you for holding today's hearing and affording us the opportunity to testify. CAMBA is one of New York City's largest and most trusted community-based organizations and is unique among peer agencies in scale, quality, and responsiveness. Founded in 1977 as a merchants' block association, the agency has grown in direct response to the needs of the Brooklyn community and beyond. Today, CAMBA provides services to 65,000 individuals and families annually through an integrated set of six program areas: Economic Development, Education and Youth Development, Family Support, Health, Housing, and Legal Services. CAMBA currently operates COMPASS After-School programs at seven sites where we serve over 1,450 students in total. Through our comprehensive continuum of care, CAMBA provides people with the tools and resources that they need to achieve their full potential.

Today, I would like to address the Committee regarding the proposed legislation to establish Universal After-School programming for New York City youth and how this would be implemented for elementary school students. CAMBA applauds the Council's proposal to make an after-school program slot available for any student who requests one. Like other current providers, we know that this expansion is urgently needed. Indeed, we get several calls each month from elementary schools that are desperate for after-school programming for their students.

CAMBA is pleased to work with the City Council as a thought partner on this initiative. We firmly believe that Universal After-School will succeed if the City makes a commitment to Universal Quality. Since the City started to provide after-school programming 20 years ago, the after-school model has evolved. Today, after-school programs offer far more than just a safe space for our children. Indeed, quality after-school programs have been demonstrated to have many substantial, positive impacts on the children that they serve. According to research compiled and reviewed by the Afterschool Alliance, children who participate in quality after-school programs improve their academic performance, including making gains in math. Their school-day attendance also improves. After-school participants demonstrate greater classroom engagement and improved decision-making skills. They are less likely to be involved in disciplinary incidents at school and they decrease their involvement in risky behaviors including aggression, noncompliance, and conduct problems.

Providing a quality after-school program requires a significant investment of resources. What are some of the elements of such a program? It begins with having a full-time program director to supervise staff, work effectively with the school, and coordinate the delivery of services. It involves providing a full array of program elements, including literacy enrichment, STEM, conflict resolution, recreation, and project-based learning. To deliver these services, programs must be able to hire staff with sufficient levels of education and training. In addition, a quality after-school program has high levels of parental engagement – an outcome that also requires an investment in staff. Given the needs of the students we serve in our programs, a quality program also needs to provide mental health services such as music therapy and/or an onsite social worker.

An example of quality after-school programming can be found in Ready Readers. In 2015, CAMBA in partnership with Expanded Schools, CHLDC, and CPC formed the Ready Readers Collaborative to transform early elementary literacy outcomes through a new model for after-school literacy instruction. Ready Readers is a literacy enrichment model designed to enhance the reading engagement and higher order reading comprehension skills of K-3rd graders through New York City after-school programs. Rising Readers builds upon this model for 4th and 5th graders in a developmentally appropriate manner. This collective effort was born out of the belief that afterschool programs should provide a balance of enrichment and academic support in a manner that is different from the traditional school day, but complementary to it.

The Ready and Rising Readers model trains community educators employed by community-based organizations on engaging elementary literacy enhancement practices. For Ready Readers, students receive a minimum of two one-hour sessions per week participating in interactive read-alouds with targeted vocabulary instruction, open-ended questions related to character development and theme, peer interaction and accountable talk and discussions. These read-alouds are carried out with culturally relevant texts that allow children to see themselves reflected in stories while they also learn about other experiences and cultures. Each read-aloud session is followed by a creative “extension activity” that prompts students to explore and respond to text themes. This provides opportunities for students to share their own work and reflect on that of their peers. In the 2018-2019 school year, among the 1,768 students participating in Ready Readers for whom we have baseline and end-of-year data, 56% demonstrated growth at a pace that exceeded expectations for their grade level. Seventy-nine percent demonstrated growth at a pace that either met or exceeded expectations for their grade level.

As you know, COMPASS providers are required to have a SACC license for each site at which they operate. SACC regulations impose a number of requirements, including having a full-time program director, maintaining a 1:10 staff-to-student ratio, and having staff with mandated levels of education and training. All of these requirements come at a cost. If the City awards contracts for 25, 50, or even just 100 slots, it is all-but-impossible to achieve the economies of scale that make COMPASS after-school programs fiscally viable. We welcome the opportunity to engage in

a dialogue with the Council and the Department of Youth and Community Development about how to manage program size.

If the City is going to embark on implementing Universal After-School, there need to be systems in place to support this effort. At the State level, the Office of Children and Family Services last year imposed onerous new background check requirements for SACC-licensed programs. Under those requirements, we must now wait for written notification from the local Department of Health office that a prospective employee has been cleared. In the past, we could simply print SCR clearances from the website. Now, we must wait on local DOH offices that are already overwhelmed by the demand for written clearances. The result is that SACC-licensed after-school programming has come to a grinding halt in New York City and across the State. Similarly, our staff need clearances from the New York City Department of Education. As was recently reported in the press, their Office of Professional Investigations has an enormous backlog of clearance requests, making it greatly difficult for us to staff up our programs. These problems need to be addressed effectively before Universal After-School comes on line in order to ensure success.

Another issue is declining enrollment at many elementary schools across the City. The Department of Education is allowing some of these schools to remain open, but is closing some schools and merging others. These decisions have a direct impact on COMPASS providers who, as I have stated, need to achieve economies of scale in order to operate fiscally viable programs. However, the Department of Education typically makes these decisions without any consultation with the Department of Youth and Community Development. Moving forward, there needs to be greater collaboration between the two agencies to make Universal After-School a success.

Ultimately, the success of Universal After-School depends on a sufficient commitment of resources. As I have testified, operating high-quality after-school programs that can change children's lives for the better is a costly enterprise. If we are going to have Universal After-School, the funding needs to be sufficient to support the desired outcomes. To have day-school teachers on our staffs has a cost. Providing robust literacy and STEM enrichment has a cost. We look forward to working with the City to fund Universal After-School at a level proportionate to the desired results.

Thank you for allowing us to testify. I hope that our testimony on these important issues with Universal After-School is helpful to your efforts to ensure the provision of high-quality, effective and enriching after-school programming for our youth.

Goddard Riverside

INVESTING IN PEOPLE, STRENGTHENING COMMUNITY

Testimony to the Youth Services Committee of the NYC Council

January 14, 2020

Susan Matloff-Nieves, Deputy Executive Director

Goddard Riverside Community Center

Dear Councilmember Kallos and members of the committee,

Thank you for the opportunity to speak in favor of the proposal for Universal After School on behalf of Goddard Riverside Community Center. As a multiservice settlement house, we have provided programs for youth ages 5 to 21 for decades including after school and street outreach. The neighborhood where our after school programs are located is the Upper West Side of Manhattan, which includes three public housing developments, a number of state-subsidized low-income cooperatives and rent-stabilized buildings as well as the luxury housing that is expanding as the neighborhood gentrifies.

Due to the formulas that NYC has used to target neighborhoods with concentrations of poverty, the low-income residents of our community are left out of the system of publicly-funded after school services. Within Manhattan Community Board 7, there is only one city-funded program that we are aware of. Goddard Riverside currently provides after school centers in two of the NYCHA developments, neither of which qualified for Cornerstone or COMPASS/SONYC funds. Our board of directors contributes substantially to subsidize the programs and we have been able to access some consistent foundation funders however the programs can only operate by charging parents a fee. For families already struggling with high costs of living in a neighborhood where expenses such as food and household items tend to be high (due to elevated commercial rents), having to pay for child care is a burden. At the same time, mandated increases in minimum wage have raised the operating costs of the programs and our ability to continue to provide these needed services is in jeopardy.

Safe and accessible after school programs are a key to family economic stability and mobility. Parents need safe care for their children in order to maintain employment. Children need access to opportunities to explore their interests, gain exposure to new experiences and master skills in order to achieve equity and equality with their wealthier peers.

Thank you for your leadership in proposing a system of universal care. On behalf of our entire community, we stand strongly in favor.

Smatloff-nieves@goddard.org

Good Morning, members of the Delegation. I am Dr. Vanessa Salcedo, a Pediatrician and Director of Wellness and Health Promotion at **Union Community Health Center (UNION)** which is a Federally Qualified Health Center (FQHC), and NCQA recognized Level III Medical Home in the Bronx, New York.

UNION is comprised of six sites including a state-of-the-art mobile medical unit that serves all areas of the Bronx. The organization serves 40,000 unique patients per year generating over 180,000 patient care visits. Approximately 86 percent of UNION's service area is designated as a medically underserved area. More than 70 percent of the residents in UNION's service area are Latino and nearly 20 percent are African-American.

UNION supports legislation 1100 and 1113 of 2018 to mandate universal after school. In the Bronx our children our children overwhelming and difficult challenges including a myriad of problems resulting in a host of health disparities;

- 35% live in poverty
- Highest rate of hospitalization from assault in NYC
- Highest rate of incarceration in NYC
- Highest teen pregnancy rate in NYC
- Highest childhood obesity rate in NYC
- Highest psychiatric hospitalizations in NYC

Specifically, when teens were surveyed;

- 4 in 10 high school students do not exercise 20 minutes a day
- 6 in 10 high school students watch TV at least 3 hours a day
- 3 in 10 high school students reports symptoms of depression

After school programs won't solve these problem but they can support the well-being of children at all ages. Research has shown high quality after school to increases a child's self-perception, positive social behaviors, level of academic achievement and also a significant reduction in behavior problems.

As a pediatrician, a common answer when I ask a child what they do after school is, "Nothing". Many parents have difficulties finding safe and fun activities for their children to participate in due to many reasons such as lack of availability or financial constraints.

To address this critical need, UNION developed Bronx Teen Fit and CALMM programs which provides a safe space for youth to participate in wellness activities. During spring and summer breaks, a cohort of about 10 teens per program are selected to participate in mindfulness, and yoga or workout with our Physical Therapist along with fun workshops on topics which have included: sexual wellness, nutrition, vaping, and communication skills.

Despite our efforts, we are resource limited and need legislation such as 1100 and 1113 to ensure that all children in our community to have a safe, structured environment to support the proper development of our youth.

Thank you for this opportunity,
Vanessa Salcedo, MD, MPH
Director of Wellness and Health Promotion



Global Kids®

Thank you Committee and council members:

- Deborah Rose (Chair)
- Margaret S. Chin
- Bill Perkins
- Mathieu Eugene
- Farah N. Louis

Bill Sponsors:

Ben Kallos, Mark Treyger, Deborah L. Rose, Costa G. Constantinides, Alicka Ampry-Samuel, Diana Ayala, Margaret S. Chin, Laurie A. Cumbo, Justin L. Brannan, Farah N. Louis

About Global Kids:

Global Kids educates, activates and inspires young people from underserved communities in all five boroughs to take action on critical issues facing their communities and our world at large. Global Kids taps into young people's interests and leadership potential, fostering an inquiry based environment that encourages critical thinking, academic achievement and global competency. Our young people engage in a series of overnight and international trips. We support young through every step of the college application process, from academic preparation, financial aid applications, identifying schools, scholarships, to alumni education. We also provide multiple opportunities for our young people to take the lead in their communities. Our students plan and facilitate our annual global kids youth conference where together they explore and seek solutions to the social justice issues facing our world.

- 3,177 Youth in Global Kids' after school programs.
- 1,045 Youth who participated in Global Kids' school day programs.
- 1,716 Students participated in Global Kids' College and Career Readiness programming (college trips, college readiness activities, career days).

Our Needs:

Our Sonyc programs are all currently over-enrolled and in need of additional funding to provide programming to families who are in need of our services. Global Kids would like to be able to serve all students in our school communities. We believe that strong school partnerships are the backbone of effective programming, to that end, we employ multiple full time staff members in each of our school programs. Herein, there is a need to be able to employ quality staff who are present throughout the school day; fostering quality relationships with students as well as part time specialists who lead the activities that our students find most interesting. Each and every summer we are not able to say with certainty that will be providing programming for our families. This impedes our ability to be a consistent resource for the families we serve and it is grossly unfair to the families who rely on Global Kids.

Our Compass High School programs only have the capacity to operate programming 2 days a week, students deserve 5 days of robust programming. Dedicated and present staff members are key factors needed to reach and impact students. Funding is limited to 9th and 10th grade students, this is particularly problematic as we know students in 11th and 12th grade need college readiness supports.

We ask that you consider our needs to become better servants of the community.



To: Members of the Committee on Youth Services
Re: Universal Afterschool Program Plan (No. 1100)

Written testimony submitted by:
Jillian Luchner, Policy Manager, Afterschool Alliance
jluchner@afterschoolalliance.org

Chairperson Rose and Members of the Committee, thank you for the opportunity to engage in this conversation on afterschool for all.

The Afterschool Alliance is a national non-profit organization working to ensure that all children, regardless of income or geographic area, have access to quality afterschool and summer learning programs. Through research, advocacy, and communications, our efforts are aimed at securing resources to provide more children with quality programs and help programs be the best they can be. We focus foremost on underserved and disadvantaged children and communities.

We do this work because we know that quality afterschool programs benefit children and youth, as well as their families and communities.

If any question exists in the minds of members of this committee as to whether afterschool programs are valuable enough to put in the work and investment to offer them to every student who wants access to them, we are pleased to have an opportunity to respond here today. In our 20 years of work in the afterschool field, we can affirmatively say that research indicates they are indeed worth it.

We invite you to look at some of the research with us:

Afterschool programs have a strong track record of helping young people succeed in school and later in life. Quality afterschool programs improve students' academics, behavior and coursework in their school day and increase a student's probability of on-time grade promotion and graduation. As recently as 2019, a new Research for Action study looked at a broad range of afterschool programs across age groups and across focus areas such as academics, athletics, and career pathways, and found significant positive impacts on students.¹

These quality afterschool and summer programs support students as they pursue their passions, and learn how to take chances and make calculated risks and healthy choices. The impacts on youth do not go unnoticed. For example in one state, "ninety-eight percent of principals reported that federally 21st Century Community Learning Centers improve students' attitudes toward school and 93 percent of principals believe the afterschool programs boost students' motivation to learn."²

¹ Neild, R.C., Wilson, S.J., & McClanahan, W. (2019). Afterschool programs: A review of evidence under the Every Student Succeeds Act. Philadelphia: Research for Action. Retrieved from <https://www.wallacefoundation.org/knowledge-center/pages/afterschool-programs-a-review-of-evidence-under-the-every-student-succeeds-act.aspx>

² Afterschool Alliance. (2015). *Evaluations Backgrounder: A summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety and Family Life*. Retrieved from http://afterschoolalliance.org/documents/Evaluation_Backgrounder.pdf
Afterschool Alliance



Afterschool Alliance

AFTERSCHOOL FOR ALL

Parents also value quality afterschool programs. Programs not only help parents build bridges to their student's school day by offering academic and social supports that students and their parents need to keep students on track, they also help parents maintain their own economic stability at work while knowing their children are safe and engaged. Research from Child Care Aware shows that 65 percent of parents' work schedules are affected by their child care challenges.

Families that can afford care for their school-aged children often spend much more than the recommended 7% of their income on programs for their children. But for many more the cost can be prohibitively expensive. In New York State for example, the cost of child care as a percent of median income for a married family is 17%, the second highest in the nation, and for a single parent family the percentage jumps to 61% of median income.³ That means that low-income single parents in New York would have to spend more than half of their income on the care of just one child.

So, it's no surprise that nationwide, more than 3 million children in grades K-8 regularly care for themselves and 20 percent of all children go home alone after each school day.⁴ And for every one child who has access to an afterschool program there are two others who are awaiting access, which means 20 million students across the U.S. are looking to us and our work to help them find a program and gain the skills and relationships that can put them on their path to success. It's an equity issue of the first order.

In New York City, data from 2014 revealed two-thirds of the young people who were not currently in afterschool programs would participate if a program were available to them – that's nearly 600,000 young people in New York City whose parents said would be in programs if more programs were available to them.⁵ New data on these numbers should be available soon.

Parents of higher income students have more flexibility to invest in afterschool opportunities for their children. The highest earning 20% of families is now spending seven times as much on out of school enrichment than the bottom 20% can, and an opportunity gap is growing.⁶ Students who have the opportunity to participate in programs are developing skills like leadership, problem solving, creativity and communication, which are just the skills that colleges and employers are seeking. Every youth deserves these experiences.

In discussions of how we as a community are developing the next generation, the 80% of time that students spend out of the school day over the course of a year cannot be ignored. And it's not just our

³ Child Care Aware of America. (2017). *Parents and the High Cost of Child Care*. Retrieved from https://www.childcareaware.org/wp-content/uploads/2017/12/2017_CCA_High_Cost_Report_FINAL.pdf

⁴ Afterschool Alliance. (2014). *America After 3pm: Afterschool Programs in Demand*. Retrieved from http://www.afterschoolalliance.org/documents/AA3PM-2014/AA3PM_National_Report.pdf (page 16)

⁵ Afterschool Alliance. (2014). *America After 3pm: New York City Demand*. Retrieved from http://afterschoolalliance.org/AA3PM/detail.html#s/NYC/demand/p_of_children_in_programs_2014

⁶ The Hamilton Project. (2013, July 18). *Enrichment Expenditures on Children*. Retrieved from https://www.hamiltonproject.org/charts/enrichment_expenditures_on_children

Afterschool Alliance

1101 14th St. NW, Ste. 700 • Washington, D.C. 20005
(202)347-2030 • www.afterschoolalliance.org



youngest children who need this stimulation, recent neuroscience research shows adolescence is the second largest period of brain development after infancy.⁷

There is good news though. When communities do invest in afterschool and summer opportunities for youth, the impacts extend far beyond the supports they offer to individual students and their families. For every \$1 invested in afterschool, communities see a return of investment of \$3 or more.⁸ Employee absenteeism from child care breakdowns, which can cost businesses up to \$4.4 billion annually, goes down when parents have quality care, parent worry and stress levels go down too, and employee retention and number of work hours goes up building a stronger local economy.⁹

Law enforcement officers also show strong support for afterschool programs. In a 2019 report from Fight Crime Invest in Kids, shows that while across the nation crime for juveniles continues to peak between the hours of 2 and 6 when schools get out, afterschool environments with caring adults and enrichment productively channel student energy and can improve public safety.¹⁰

Finally, research has found that afterschool is not only an effective, and smart investment, it also is a well-understood and highly demanded community institution. In the U.S 84%, and in New York City, 89% percent of parents support public funding for afterschool programs.^{11,12} Across the nation that support includes 80% or 4 in 5 Republicans and 91% or 9 in every 10 Democrats.¹³

This isn't a partisan issue. It is an equity issue. Which is why our organization continues to raise our voice and to support the raised voices of others in recognition of the need for afterschool programs for all young people, families and communities.

Thank you for your time today and please consider us as a resource as you continue to understand and take action around this issue.

⁷ The National Academies of Sciences, Engineering, and Medicine. (2019, May 16). New Report Calls for Policies and Practices to Promote Positive Adolescent Development and Close the Opportunity Gap. Retrieved from <http://www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=25388>

⁸ Maryland's Out of School Time Network. (n.d.). *Expanding Opportunities, Improving Lives*. Retrieved from http://mdoutofschooltime.org/penn_station/folders/resources__links/research_data_and_recommendations/MOST_final-web.pdf.

⁹ Child Care Aware of America. (2017). *Parents and the High Cost of Child Care*.

¹⁰ Fight Crime: Invest in Kids. (2019, October 16). Law Enforcement Leaders Highlight Need For Afterschool Activities To Reduce Crime. Retrieved from <https://www.prnewswire.com/news-releases/law-enforcement-leaders-highlight-need-for-afterschool-activities-to-reduce-crime-300939769.html>

¹¹ Afterschool Alliance. (2014). *America After 3pm: Afterschool Programs in Demand*. http://www.afterschoolalliance.org/documents/AA3PM-2014/AA3PM_National_Report.pdf (page 12)

¹² Afterschool Alliance. (2014). *America After 3pm: New York City Support*. Retrieved from http://afterschoolalliance.org/AA3PM/detail.html#s/NYC/support/p_of_children_in_programs_2014

¹³ Afterschool Alliance. (2014). *America After 3pm: Afterschool Programs in Demand*. Retrieved from http://www.afterschoolalliance.org/documents/AA3PM-2014/AA3PM_Key_Findings.pdf

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1755A Res. No. _____

in favor in opposition

Date: 1/14/2020

(PLEASE PRINT)

Name: Marie Choi

Address: _____

I represent: YMCA of Greater New York

Address: _____

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THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 1/14/19

(PLEASE PRINT)

Name: MARCOE BRATHWAITE

Address: 34 1/2 EAST 12TH STREET

I represent: THE POLICE ATHLETIC LEAGUE

Address: _____

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THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 1-14-20

(PLEASE PRINT)

Name: Rob Abbot - Cypress Hills L.D.C.

Address: 625 Jamaica Ave. Bklyn

I represent: Cypress Hills L.D.C.

Address: 625 Jamaica Ave, Bklyn

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THE CITY OF NEW YORK**

Appearance Card

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in favor in opposition

Date: 1/14/2020

(PLEASE PRINT)

Name: ALTON ATMABLE

Address: 380 Lexington Ave NY NY 10168

I represent: Tropicalgate Inc

Address: _____

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in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Annie Miguez

Address: _____

I represent: Food Shepherd Services

Address: _____

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Date: _____

(PLEASE PRINT)

Name: Gregory Brender

Address: _____

I represent: United Neighborhood Houses

Address: _____

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I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: 1-14-2020

(PLEASE PRINT)

Name: Susan Haskell
Address: Deputy Commissioner for Youth Services
I represent: NYC Dept of Youth and Community Development
Address: 2 Lafayette St

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THE CITY OF NEW YORK**

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 in favor in opposition

Date: 1-14-2020

(PLEASE PRINT)

Name: Darryl Rathay
Address: Associate Commissioner for Youth Services
I represent: NYC Dept of Youth and Community Development
Address: _____

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 in favor in opposition

Date: _____

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Name: Abiodun Bello
Address: 1270 Gerard Avenue, Bronx, NY 10452
I represent: CPRC
Address: 1270 Gerard Avenue Bronx, NY



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Appearance Card

I intend to appear and speak on Int. No. 1100 Res. No. _____

in favor in opposition

Date: 1/14/20

(PLEASE PRINT)

Name: DARYL HORNIK BECKER

Address: 14 WALL ST STE 4E NEW YORK NY 10005

I represent: CITIZENS' COMMITTEE FOR CHILDREN OF NEW YORK

Address: 14 WALL ST STE 4E NEW YORK NY 10005

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THE CITY OF NEW YORK**

Appearance Card

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in favor in opposition

Date: 1/14/2020

(PLEASE PRINT)

Name: Tarlyn Little

Address: 11 W. 42nd St

I represent: Expanded Schools

Address: 11 W 42nd St. NY NY 10036

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Appearance Card

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in favor in opposition

Date: 1/14/2020

(PLEASE PRINT)

Name: Robert Cordaro

Address: 175 Delancey St. 4th fl. NYC 10002

I represent: Grand Street Settlement

Address: 175 Delancey St. 4th fl NYC 10002

Please complete this card and return to the Sergeant-at-Arms

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 in favor in opposition

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(PLEASE PRINT)

Name: Janyll Canals

Address: 151 West 30th Street, Apt F, NY NY 10001

I represent: Advocates for Children of New York

Address: _____

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THE CITY OF NEW YORK**

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 in favor in opposition

Date: _____

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Name: Gale Brewer

Address: 1 Centre Street

I represent: Manhattan Borough President

Address: _____

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THE CITY OF NEW YORK**

Appearance Card

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 in favor in opposition

Date: 1-14-20

(PLEASE PRINT)

Name: Nancy D Miller Executive Director

Address: 500 Greenwich St

I represent: VISIONS/Services for the Blind

Address: _____

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THE CITY OF NEW YORK**

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in favor in opposition

Date: 1/14/20

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Name: Gisele Castro

Address: 17 Battery Place

I represent: exalt Youth

Address: _____

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THE CITY OF NEW YORK**

Appearance Card

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in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Annane Paul

Address: 169 Edgercombe Ave.

I represent: Global Kids, Inc.

Address: 137 East 25th Street.

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THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Susan Matloff-Nieves

Address: 250 W. 65 Street, NY NY 10023

I represent: Goddard River. de Community Ctr.

Address: same

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THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Rhonda Braxton

Address: 145 W 94 St NYC

I represent: Stanley Isaacs Neighborhood Ctr

Address: 415 E 93 St NYC 10128

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Appearance Card

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 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Erica Mason

Address: 33 Sky Top Drive

I represent: CHLDC

Address: 625 Jamaica Ave.

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(PLEASE PRINT)

Name: Debra Sue Lorenzen

Address: 408A 17th St Brooklyn NY 11215

I represent: St Nick's Alliance

Address: 2 Kingsland Ave, Brooklyn NY 11219

◆ Please complete this card and return to the Sergeant-at-Arms ◆

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: 1/14/2020

(PLEASE PRINT)

Name: Mary Cheng

Address: 150 E. 2ND ST #2A, NY 10009

I represent: CPC, ReadyReaders

Address: 150 Elizabeth St. NY 10012

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Jahzeel Montes

Address: 867 W 181st Apt 6B New York, N.Y. 10033

I represent: Internal Creations, Inc.

Address: 867 W 181st #6B New York, N.Y. 10033

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1113 Res. No. _____

in favor in opposition

Date: January 14th, 2020

(PLEASE PRINT)

Name: Mrs. Judith E. Klein

Address: 420 East 86th Street - Apt. 4F

I represent: myself

Address: _____

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1100 Res. No. _____

in favor in opposition

Date: 1/14/20

(PLEASE PRINT)

Name: Faith Behum

Address: _____

I represent: UJA Federation of NY

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 1100 Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Dr Vanessa Salsedo

Address: Pediatrician

I represent: Union Community Health Center

Address: Bronx, NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. ✓ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: DR SAT BHATTACHARYA

Address: 538 E 82 ST, NYC 10028

I represent: Harlem Children Society MSKCC

Address: Rockefeller Univ. / 101st Ave

Please complete this card and return to the Sergeant-at-Arms

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Chazze Higgins

Address: _____

I represent: CAMBA

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Antonio Capellan

Address: Sheltering Arms

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: DANICA STEWART

Address: 499 7th Ave 20th North Tower

I represent: _____

Address: _____

Please complete this card and return to the Sergeant-at-Arms