



The United Federation of Teachers represents more than 190,000 employees including teachers and classroom paraprofessionals, along with school secretaries, attendance teachers, guidance counselors, psychologists, social workers, adult education teachers, administrative law judges, nurses, laboratory technicians, speech therapists, and 60,000 retired members. We also represent teachers and other employees at a number of private educational institutions and some charter schools.

Committee on Education

Int. 857-A (Joseph): Expanding disaggregated data in Department of Education reporting, including metrics on students in foster care and students in temporary housing

Summary of Legislation

Int. 857-A would amend existing Department of Education reporting requirements to expand disaggregated data captured by the reporting, particularly as it relates to students who are in foster care or in temporary housing.

Statement of Support

The United Federation of Teachers supports Int. 857-A, relating to the inclusion of disaggregated data about students in foster care and temporary housing in existing Department of Education reporting requirements. The ability to view student performance data based on race, gender, socioeconomic status, or ability – which educators already have – creates an opportunity for teachers and principals to identify groups of students that require additional interventions and programs to succeed. Adding the subgroups of students in foster care and temporary housing to this list, will allow educators to provide additional resources for these two subgroups as well.

Additionally, understanding who students are holistically, inside, and outside of the classroom, enables educators to properly care for and support them. How students learn, behave, interact with others, and exist in school is directly impacted by what they experience outside of school. A child experiencing distress outside of the classroom due to unstable housing or foster care is likely to exhibit the effects of that distress at school. Providing educators with an awareness of how many students are experiencing distress at home and how it affects their performance, will increase their ability mitigate the effects of that distress at school.

Finally, at this moment in time, disaggregated data about students in temporary housing is critically important. Recently, 20,000 asylum-seekers have enrolled in New York City public schools. Of these 20,000 new students, most of them live in the shelters that have been established around the city. With such a drastic increase in how many New York City public-school students live in temporary housing, it is more important than ever for us to understand how this group acclimates to and performs in our schools.

FOR THE ABOVE-MENTIONED REASONS, UNITED FEDERATION OF TEACHERS SUPPORTS THE PASSAGE OF THIS LEGISLATION.

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