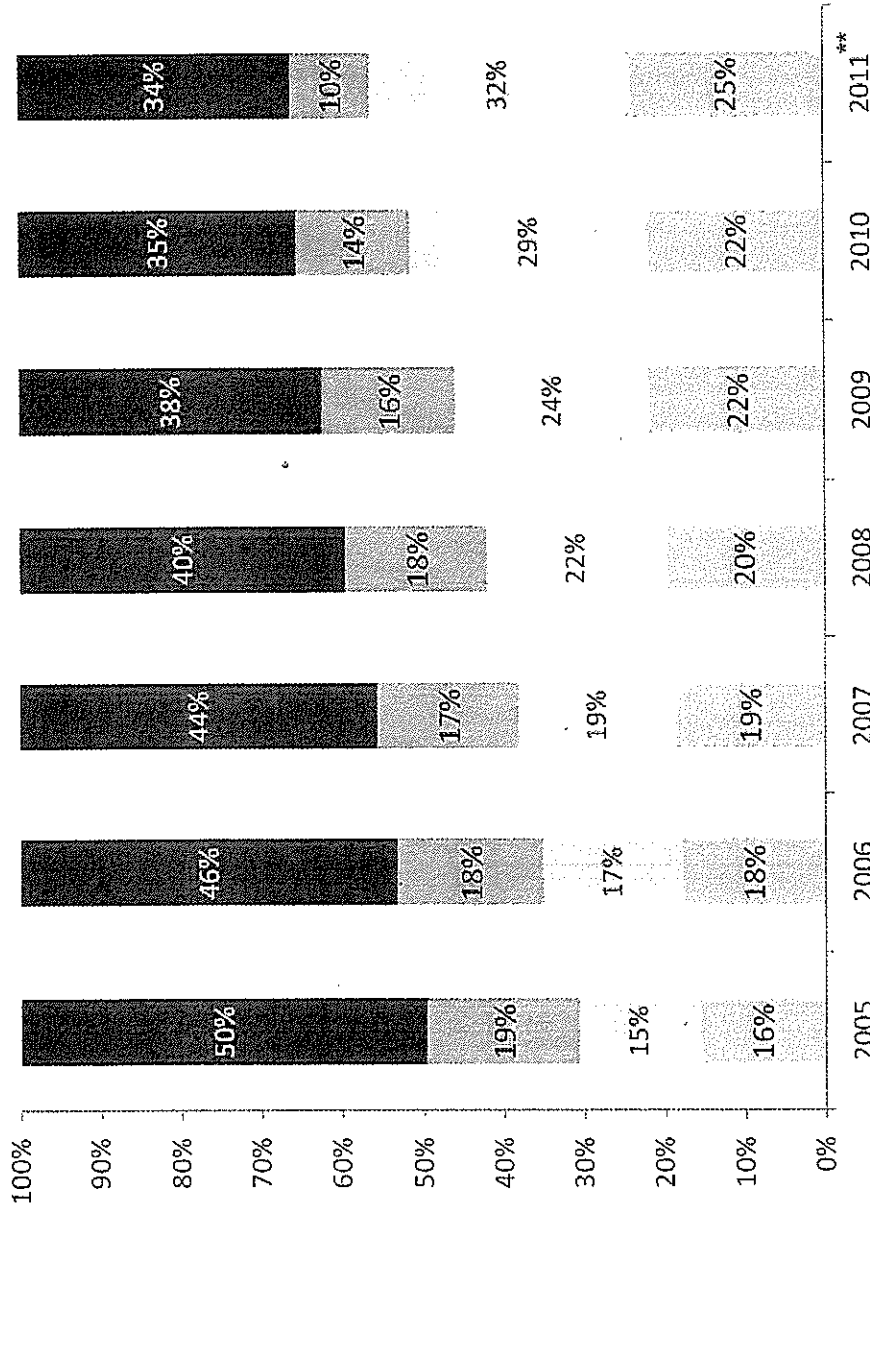




# COLLEGE AND CAREER READINESS IN NYC

New York City Council Committees on Education and Higher Education  
January 19, 2012

# AS A RESULT OF OUR REFORMS, TENS OF THOUSANDS OF NYC STUDENTS EVERY YEAR HAVE BETTER HIGH SCHOOL OUTCOMES



Best Outcome After Four Years of High School	2005	2006	2007	2008	2009	2010	2011**	Change 2005 to 2011
Non-Graduate	38,118	34,235	33,318	30,720	29,354	27,149	26,641	-17,959
Local Diploma	14,255	13,178	13,119	13,350	12,773	10,995	7,773	+21,171
Regents Diploma	11,171	13,472	14,490	16,634	18,757	22,948	25,031	
College Ready*	12,156	12,867	14,270	15,378	17,168	17,511	19,467	

\*According to the Progress Report College Readiness Index, which is defined as the percentage of students who met the 2012 standards for passing out of remedial coursework at CUNY. \*\*2011 graduation outcomes are unofficial pending state release.

# MORE NYC STUDENTS ARE ENROLLING IN COLLEGE

Total Number of DOE Graduates\* Enrolling in CUNY as First-time Freshman by Race/Ethnicity

2002-10

## Citywide

	Asian	Black	Hispanic	White
2002	2,698	4,972	5,020	3,540
2010	4,994	6,698	9,276	3,978
% Change	+85.1%	+34.7%	+84.8%	+12.4%

10,000

9,000

8,000

7,000

6,000

5,000

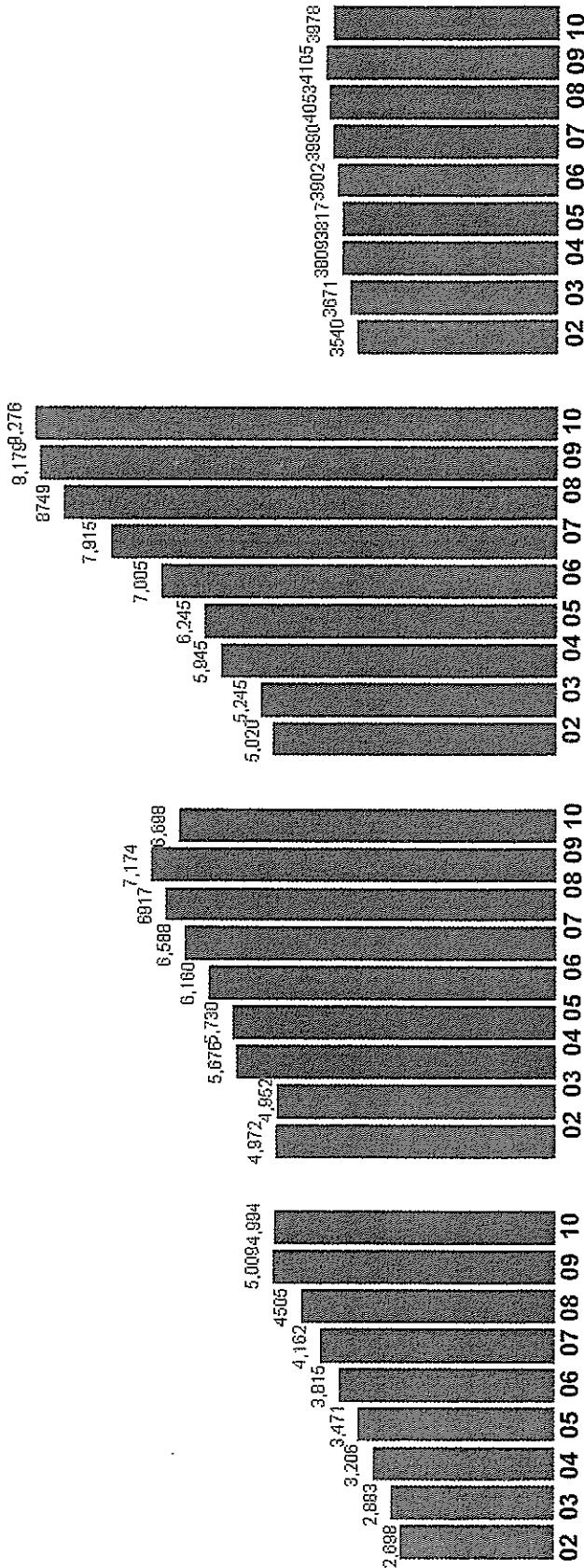
4,000

3,000

2,000

1,000

0



Asian Students

Black Students

Hispanic Students

White Students

Note: In 2010, CUNY saw a decrease in overall first-time freshman enrollment following a change in enrollment policy from rolling admissions to a formalized application deadline.

Source: CUNY Office of Institutional Research and Assessment, 07/7/11.

\*Includes all students who report to CUNY that they have graduated from a NYC high school (at any point in time).



Department of Education

Dennis M. Weisbart, Chancellor

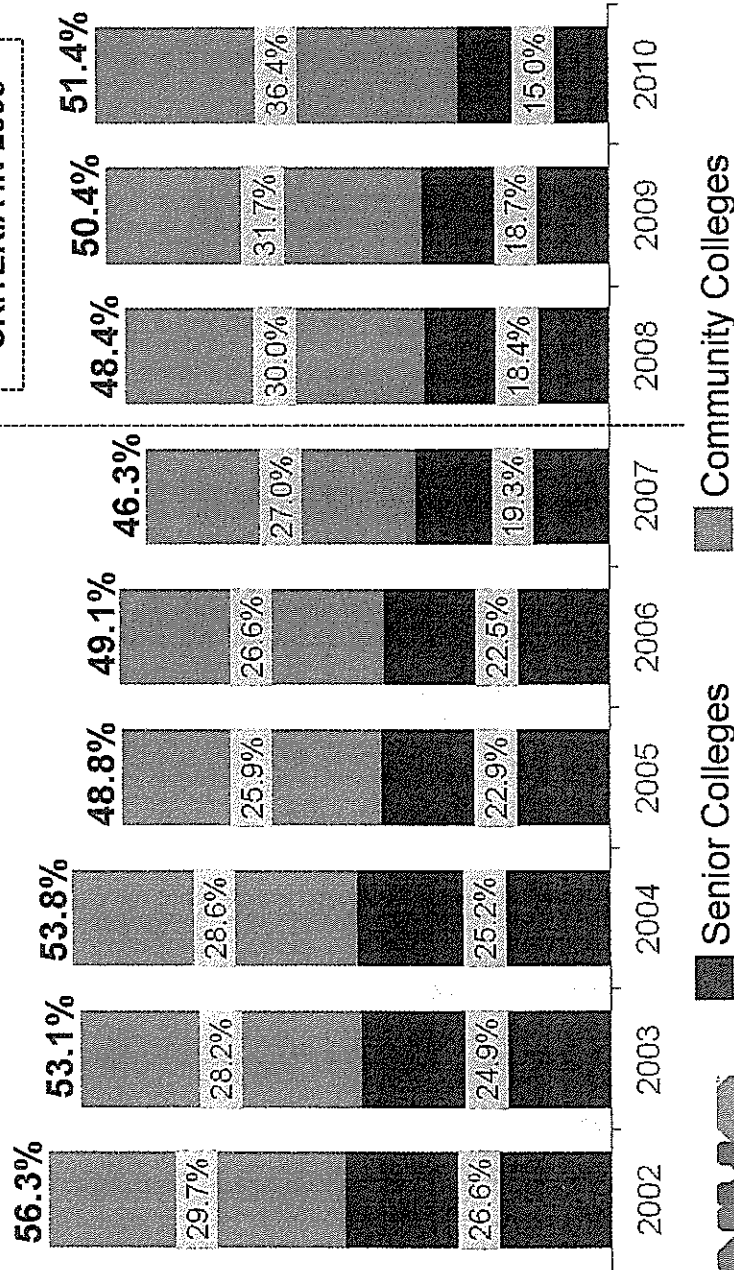
# STILL, TOO MANY STUDENTS ARE NOT READY FOR COLLEGE

Percent of DOE Graduates\* Enrolling in CUNY as First-time Freshman In Need of Remedial Coursework\*\*

2002-10

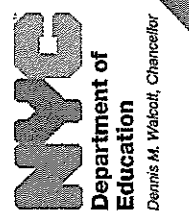
Citywide

\*\*CUNY INCREASED REMEDIATION CRITERIA IN 2008



- Changes in CUNY Remediation Criteria:**
- **Pre-2008:** 480 was the cut off for SAT (math, reading, and writing), 20 for ACT, 75 for Regents exams, 30 for standard COMPASS math scores across all schools.
  - **From 2008 until 2010:** CUNY implemented the tiered system (SAT scores range from 480-510 by college; ACTs range from 20-21; and COMPASS math scores range from 30-45). A score of 75 on Regents exams remains for all colleges.
  - **For Fall 2011 and Spring 2012 only:** Students are required to score 75+ on the Regents exams in Integrated Algebra, or Geometry, or Algebra 2 & Trigonometry, and successfully complete each course in the three-course Regents sequence: Integrated Algebra; Geometry; and Algebra 2 & Trigonometry; Tiers remain the same for SAT, ACT, and COMPASS math.
  - **Starting in Fall 2012:** Students are required to score 80+ on any one of the new Regents examinations (Integrated Algebra, Geometry, Algebra 2 & Trigonometry) and successfully complete Algebra 2 & Trigonometry or a higher-level course; Tiers remain the same for SAT, ACT, and COMPASS math.

Note: Students entering baccalaureate programs at senior colleges who initially needed remediation completed remediation over the summer or, if SEEK or ESL, were exempt from the baccalaureate admissions policy. Some senior colleges also enroll students in Associate's programs.

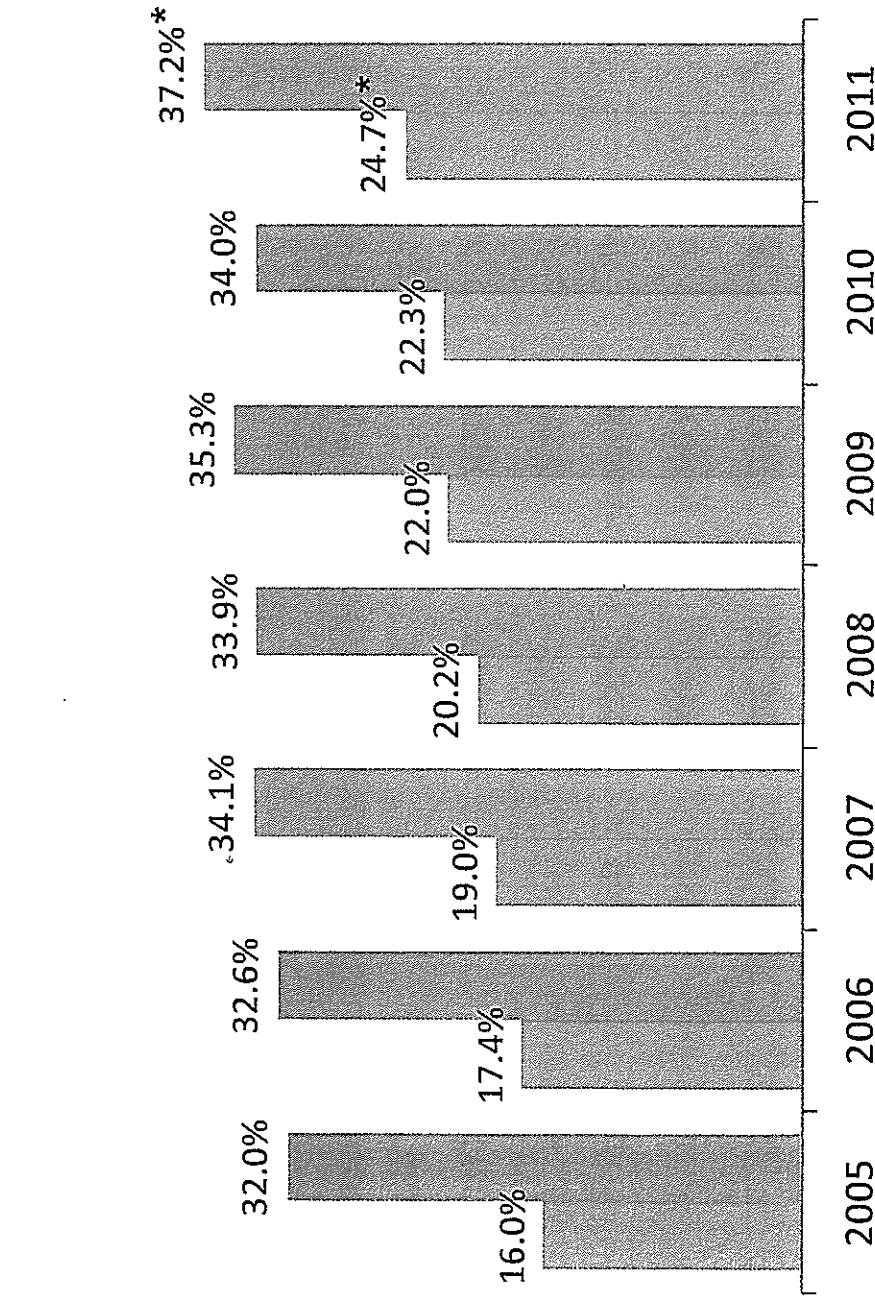


Dennis M. Walcott, Chancellor

Source: CUNY Office of Institutional Research and Assessment. \*Includes all students who report to CUNY that they have graduated from a NYC high school (at any point in time). \*\*Students in need of remedial coursework did not meet CUNY proficiency standards or pass the CUNY Assessment tests (COMPASS) in 2008. CUNY instituted more rigorous requirements for requiring remediation. The overall rate may not equal the sum of each college type due to rounding. Percentages for community & senior colleges are based on proportions of total needing remediation.

# LAST YEAR, WE STARTED MEASURING HOW WELL NYC SCHOOLS ARE PREPARING STUDENTS FOR COLLEGE

*Percent of cohort and graduates graduating college ready*



## College Readiness Metrics on the 2010-11 Progress Report

### College Readiness Index (CRI):

Percentage of students in 2011 cohort who met the standards for passing out of remedial coursework at CUNY, by:

- Graduating with a Regents diploma, and
- Earning a 75 or higher on the English Regents or scoring 480 or higher on the Critical Reading SAT, and
- Earning an 80 or higher on one math Regents and demonstrating completion of coursework in Algebra II/Trigonometry or a higher-level math subject, or scoring 480 or higher on the Math SAT

### College Preparatory Course Index:

Percentage of students in 2011 cohort who achieved:

- 65+ on Algebra II, Chemistry, or Physics Regents exam, or
- 3+ on an Advanced Placement (AP) exam, or
- 4+ on an International Baccalaureate (IB) exam, or
- Grade of "C" or higher in a course for college credit

### College Enrollment Rate:

Percentage of students in 2010 cohort who graduated and enrolled in a degree program at a two- or four-year college or university by December 31, 2010

- Percent of 4-year cohort graduating college ready\*\*
- Percent of 4-year August graduates graduating college ready\*\*



Dennis M. Wolkoff, Chancellor

\*2011 graduation outcomes are unofficial/pending state release

\*\*According to the Progress Report: College Readiness Index

# MORE NYC STUDENTS ARE TAKING AND PASSING AP EXAMS

## # of Students Taking AP Exams

	2007	2011	2007-11
Asian	6,665	9,227	38.4
Black	3,437	4,573	33.1
Hispanic	5,314	7,424	39.7
White	4,553	5,338	17.2
<b>Total</b>	<b>22,649</b>	<b>29,767</b>	<b>31.4</b>

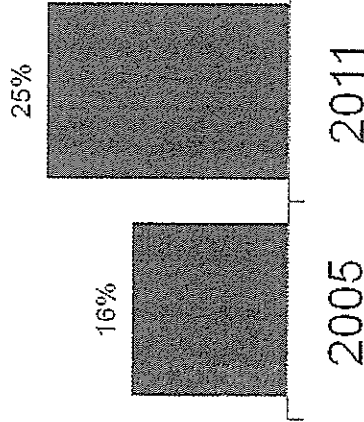
## # of Students Passing AP Exams

	2007	2011	2007-11
Asian	4,504	6,336	40.7
Black	952	1,356	42.4
Hispanic	2,555	3,449	35.0
White	2,999	3,581	19.4
<b>Total</b>	<b>12,249</b>	<b>16,110</b>	<b>31.5</b>

# MORE NEW YORK CITY STUDENTS ARE COLLEGE READY

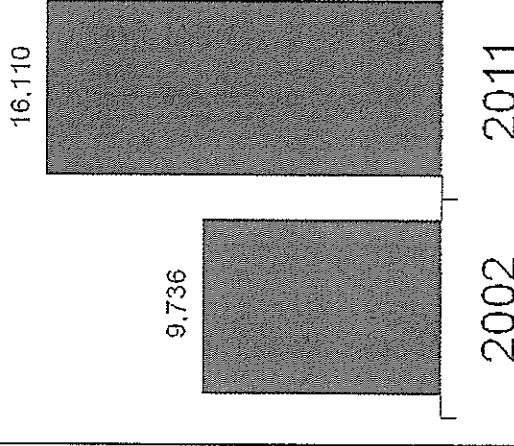
**College Readiness**  
% of Students in Cohort Graduating College Ready\*

**Increase 2005-11: 9 pts.**



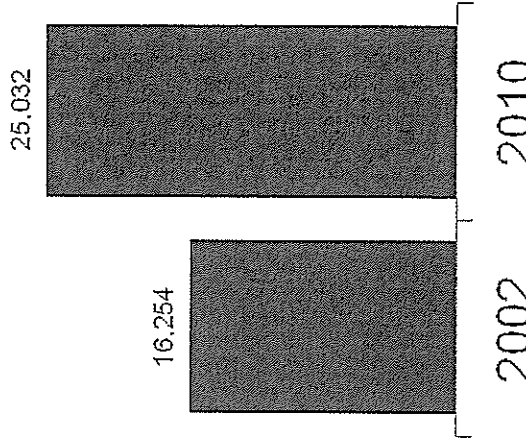
**AP Performance**  
# of Students with Scores of 3 or Higher on AP Exams\*\*

**Increase 2002-11: 65%**



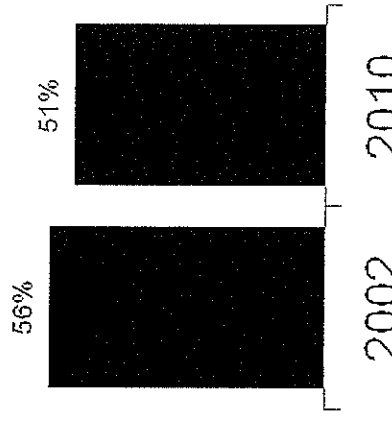
**CUNY Enrollment**  
# of DOE Graduates\*\*\* Enrolling at CUNY as First-time Freshmen

**Increase 2002-10: 54%**



**CUNY Remediation**  
% of DOE Graduates\*\*\* Enrolling at CUNY in Need of Remedial Coursework\*\*\*\*

**Decrease 2002-10: 5 pts.**



\*According to the Progress Report College Readiness Index, which is defined as the percentage of students who met the 2012 standards for passing out of remedial coursework at CUNY.

\*\*2002 data are from the College Board's 2004 College Bound Seniors Report. College Board updates their historic data annually to adjust for revised data on students. Data reported are the most recent comprehensive information available to NYCDOE: 2007-2011 data are from the College Board's 2011 College Bound Seniors Report. \*\*\*Includes all students who report to CUNY that they have graduated from a NYC high school (at any point in time). Source: CUNY Office of Institutional Research and Assessment.

\*\*\*\*Students in need of remedial coursework did not meet CUNY proficiency standards or pass the CUNY assessment tests. In 2008, CUNY instituted more rigorous requirements for requiring remediation.

# COLLEGE AND CAREER READINESS INITIATIVES IN NYC

# HIGHER EDUCATION LEVELS INCREASE INCOME OPPORTUNITIES

Most of the fastest-growing 21<sup>st</sup> century jobs require postsecondary degrees

Average income based on education levels:

High School Dropout	\$23,088
High School Diploma	\$32,552
2-year College Degree	\$39,884
4-year College Degree	\$53,976
Professional Degree	\$83,720

## **NYC IS FOCUSING ON KEY INITIATIVES TO IMPROVE STUDENTS' COLLEGE AND CAREER READINESS**

- Improving academic rigor through the Common Core standards
- Increasing access to educational and career opportunities
- Strengthening career and technical education options
- Partnering with CUNY

# THE COMMON CORE STANDARDS

- **Goal:** Provide a clear roadmap for what students should know and be able to do at each grade—from pre-k to 12—to graduate prepared for college and careers
- The Common Core standards will drive changes in:
  - > Curriculum
  - > Assessment
  - > Classroom instruction

## Key Changes in Literacy

- Literacy-building as a shared responsibility for all teachers across subjects
- Increased reading of nonfiction texts and more complex texts
- Focus on research skills and incorporating textual evidence
- Emphasis on writing to argue, inform, and explain

## Key Changes in Math

- Fewer topics to simplify both understanding the big ideas and making connections between topics
- Emphasis on understanding math concepts deeply, not rushing to get the answer
- Focus on mastery of complex concepts through hands-on learning
- Emphasis on solving “real-world” problems

# WE ARE PREPARING OUR STUDENTS TO SUCCEED ON MORE RIGOROUS ASSESSMENTS – IN READING...

## 2009 New York State English Regents Exam Question

According to Matt Donaldson (lines 41 through 44), effective use of computers in the classroom is directly related to a teacher's

- a. knowledge of technology
- b. skill in supervising students**
- c. ability to evaluate students
- d. willingness to experiment

## Common Core 9<sup>th</sup>-10<sup>th</sup> Grade Literacy Task

### **The Power of New Media**

You have read information from several sources, heard from other young people, and done some research and thinking about media in your own life or in world affairs. When you consider what all these different sources say about the effects of media use:

- What are the gains?
- What are the dangers for the lives of young people? And for a larger society?

Write a short (750 words) essay in which you:

- Explain what's at stake: Why does this issue matter?
- Develop and state your own position.
- Defend your position with a range of different types of evidence (interviews, observations, research data, and newspaper reports, etc.).
- Include research that you may have conducted.
- Draw your own conclusions about the effects of media on young people and the world.

# ...AND IN MATH

## 2010 New York State 5<sup>th</sup> Grade

### Math Question

Randa ate  $\frac{3}{8}$  of a pizza, and Marvin ate  $\frac{1}{8}$  of the same pizza. What fraction of the pizza did Randa and Marvin eat?

- A  $\frac{5}{8}$
- B  $\frac{3}{8}$
- C  $\frac{1}{4}$
- D  $\frac{1}{2}$

## Common Core 5<sup>th</sup> Grade

### Math Task

#### **Stuffed with Pizza**

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

# TRANSITIONING TO THE COMMON CORE IN NEW YORK

SY 09-10

SY 10-11

SY 11-12

SY 12-13

SY 13-14

SY 14-15

New York State

❖ NYS adopts Common Core standards

Design of Common Core-aligned summative and formative assessments

❖ NYS integrates Common Core into State tests

PARCC\*  
summative  
assessments  
operational

New York City

Ongoing capacity-building for schools and school support staff

❖ Common Core Library launched

❖ Instructional bundles posted on Common Core Library

❖ All schools implement citywide instructional expectations

Common Core  
Pilots  
100 schools

Common Core  
Lab Sites  
37 schools  
Citywide  
Training  
500+ School  
Support Staff

Scale learnings from  
pilots & lab sites  
citywide

NYC  
students take  
State PARCC\*  
assessments

# IN 2011-12, NYC CREATED A SET OF CITYWIDE INSTRUCTIONAL EXPECTATIONS

## Students

- By March, complete one literacy and one math task embedded in a Common Core-aligned curriculum unit
  - > **In literacy:** Students will read and analyze nonfiction texts and write opinions and arguments in response
  - > **In math:** Students will engage in a challenging task that requires them to solve “real-world” problems and/or figure out the reasoning behind arguments to get to a solution

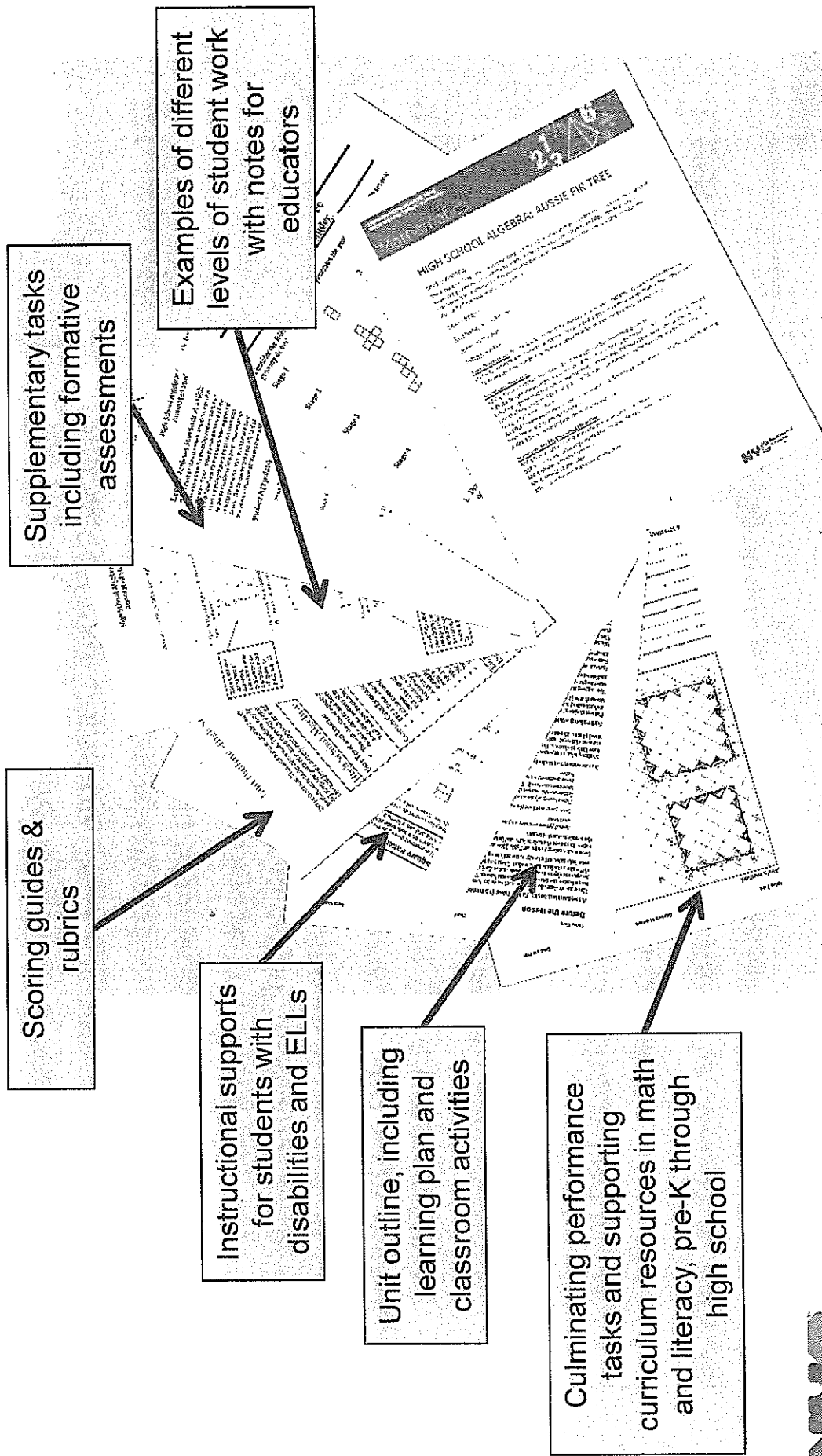
## Teachers

- Work in teams to review student work and align curriculum, pedagogy, and assessments with the Common Core
- Share with families at February/March parent-teacher conferences

## School Leaders

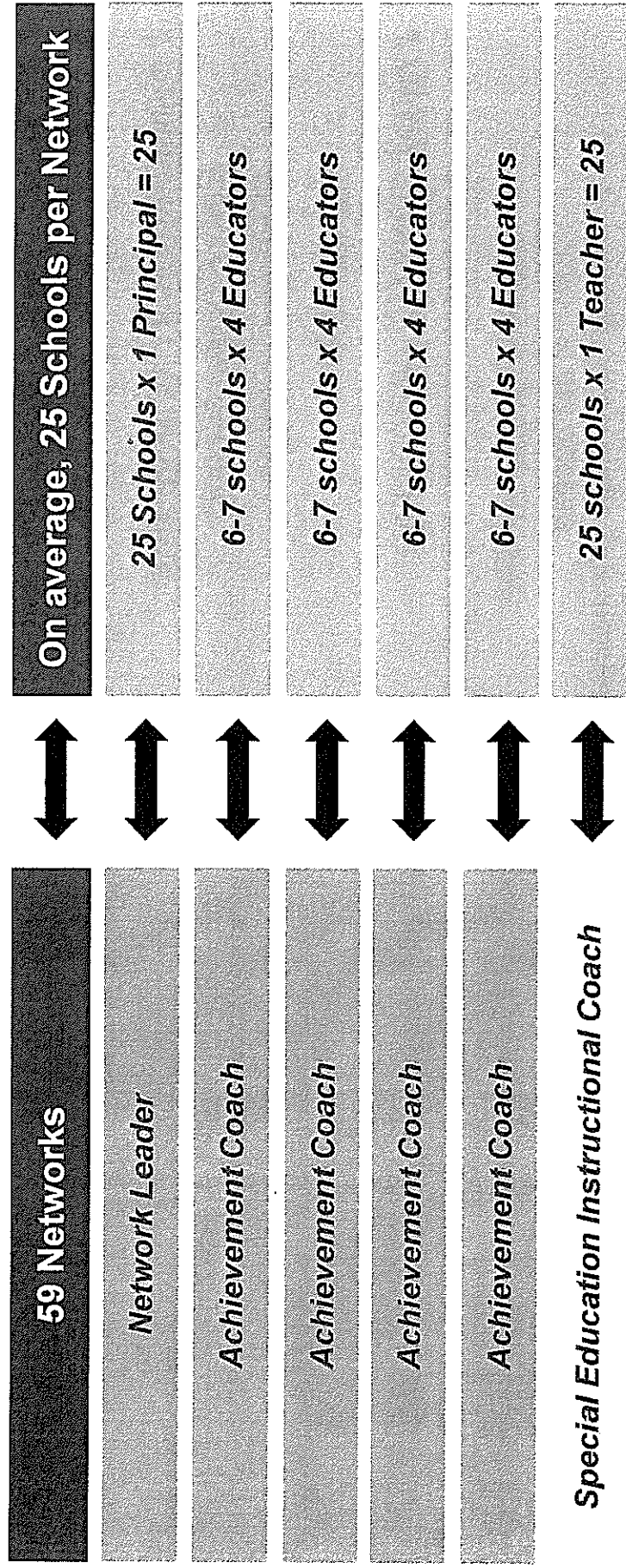
- Provide teachers with meaningful feedback tied to an evidence-based rubric of teacher practice
- Consider how teacher practice needs to change to align to the Common Core; provide appropriate support

# INSTRUCTIONAL RESOURCES TO SUPPORT TEACHERS IN ADAPTING THEIR PRACTICE



# WE HAVE ORGANIZED SCHOOLS IN NETWORKS THAT PROVIDE TARGETED INSTRUCTIONAL SUPPORT

Citywide: 59 networks, ~1500 schools\*



10,000+ Teachers, Teacher Leaders, APs, & Principals Citywide

\* Does not include District 75, District 79, or charter schools

# DOE-CUNY COLLABORATIONS PLAY AN IMPORTANT ROLE IN IMPROVING STUDENT OUTCOMES

- Data sharing agreement
  - > Student enrollment
  - > Remediation rates
  - > College Now and Early College participation and success
- Collaborative K-16 programs
  - > Early College schools
  - > At Home in College
  - > College Now
- GraduateNYC! partnership
  - > Addresses students' key challenges:
    - Academic preparedness
    - Financial aid access
    - College knowledge and navigation
  - > Coordinates across community-based organizations
  - > Pushes for institutional improvements at CUNY and DOE

## **ONGOING RENEWAL OF CAREER AND TECHNICAL EDUCATION FOR THE 21<sup>ST</sup> CENTURY**

- Open at least 12 new CTE schools over the next 2 years
  - > Programs aligned with labor trends
  - > New Software Engineering Academy opening in 2012
  - > Replication of P-Tech
- New data-driven approval process to ensure high-quality CTE programs
- Partnerships with industry
  - > Double the number of industry consortiums
  - > Ensure deep connections between programs of study and industry trends
- Ongoing work
  - > Learning to Work (LTW) programs
  - > 18 new CTE schools opened in past 4 years

# WE ARE PROVIDING ACCESS TO CTE PROGRAMS ALIGNED TO U.S. LABOR MARKET TRENDS

## Fastest-growing occupations in U.S., projected 2008-2018

Occupation	Average Salary	Education Required
Biomedical engineer	\$82,550	Bachelor's or master's degree
Network systems and data communications analyst	\$76,560	Bachelor's degree
Home health aide	\$21,620	Short-term on-the-job training
Personal and home care aide	\$20,280	Short-term on-the-job training
Financial examiner	\$71,000	Bachelor's degree
Medical scientist	\$84,760	Doctoral degree
Physician assistant	\$85,000	Master's degree
Skin care specialist	\$27,040	Postsecondary vocational award
Biochemists and biophysicist	\$88,550	Doctoral degree
Athletic trainer	\$41,340	Bachelor's degree



Department of  
Education  
Dennis M. Walcott, Chancellor

Source: *Employment Projections Program (2008) and National, State, Metropolitan, and Nonmetropolitan Area Occupational Employment and Wage Estimates (2009)*, U.S. Department of Labor, U.S. Bureau of Labor Statistics

# INCREASING ACCESS TO EDUCATIONAL AND CAREER OPPORTUNITIES

*We are helping schools, students, and families understand and access educational and career expectations and opportunities.*

- **College preparatory academics**
  - > Increased AP participation through iLearn
  - > Increased SAT participation
  - > PSAT & SAT support
  - > College preparatory course certification
- **Information about college and financial aid**
  - > Training for all guidance counselors, including National College Advising Corps Pilot
  - > FAFSA Completion Pilot Project, led by USDOE
  - > New York State Dream Act
- **Support for families**
  - > College readiness “benchmarks”
  - > Resources to help plan for college and apply for financial aid
  - > Resources about the Common Core standards
- **Mayor’s Young Men’s Initiative**
  - > Study schools that have shown progress in closing HS graduation gap
  - > Identify strategies for improving postsecondary outcomes for Black and Latino young men

TESTIMONY OF  
THE UNITED FEDERATION OF TEACHERS

MICHAEL MULGREW, PRESIDENT

BEFORE THE  
NEW YORK CITY COUNCIL  
COMMITTEES ON EDUCATION & HIGHER EDUCATION

REGARDING THE PREPARATION OF  
PUBLIC SCHOOL STUDENTS FOR COLLEGE

JANUARY 19, 2012

Good afternoon, Chairman Jackson, Chairman Rodriguez and members of these two distinguished committees. On behalf of New York City's public school educators and the students we have dedicated our careers to helping, I want to thank you for this opportunity to speak before you today on this important topic.

The headlines are shocking: Only one out of every four students who graduate New York City schools are ready for college, according to the State Education Department. Four in five who enter CUNY's community college system need remediation classes, according to a report by the university. And the city's National Assessment of Educational Progress (NAEP) scores, which had been relatively flat, revealed this year that students have lost ground against other large cities.

The sad fact is that the administration that has never stopped congratulating itself for ending "social promotion" has created a new program - "social graduation."

The DOE has systematically dismantled teaching in favor of test prep, and left our high schoolers woefully unprepared for college-level work. This is the legacy of the Bloomberg administration, and the mayor's "Decade of Disaster" running schools. And the smokescreens that the mayor proposed last week in his State of the City address aren't even close to being solutions.

When you hear us talking about the need to get back to true teaching and learning, this is exactly what we're talking about. Unfortunately, this administration doesn't see it. That's probably because the city represents management and political interests while our union represents the students and educators.

I'm here to tell you today that we will not see any real or meaningful improvement until classroom teachers are given a strong curriculum and are allowed to focus on real instruction - writing, research, analytical skills, problem solving skills and more.

To be truly college ready, students must acquire the skills and fundamental knowledge to properly tackle college-level work, including problem-solving and critical thinking. A student should be able to research a topic, synthesize the material, weigh facts, draw their own conclusions and document how they did the work.

What we need is nothing short of a cultural shift within the Department of Education, and a new emphasis on strengthening our students' educational foundation. That begins with reinstating an Office of Teaching and Learning, which the DOE shut down. As a result, schools do not have a core curriculum to use, and teachers only get a fraction of the training they used to receive. I want to note that we *are* moving forward with what's called the "Common Core Standards," but it's important to know that's *not* a curriculum.

Beyond the desperate need for a curriculum, our schools also need the resources and support to bring back the so-called "extras" that schools use to enhance student learning. I'm talking about the science labs, academic intervention services, tutoring, electives, art, music and so much more that have been forced out to make room for test prep or lost to budget cuts. These are programs that not only engage students academically, but also teach technical and employability skills. Smaller class sizes, guidance counselors and social services are also critical to college readiness, especially for at-risk kids.

The city needs to renew its investment in these important educational components, and bring back the programs and services that children so desperately need. Our schools have seen their budgets cut by more than 11% since 2009 - that's had a devastating effect on our classrooms, and that's why the UFT has been out front lobbying for additional city, state and federal school aid.

The UFT also continues to strongly push for the expansion of community schools models, which strengthen school communities by bringing outside agencies and services right into the building to service students and their families. The idea is to make schools into community hubs, and the idea has seen widespread success in places like Cincinnati, where there are people in schools every day to help students stay on track towards productive careers.

Investing in college partnerships is also a big part of the equation. I am a strong supporter of College Now, a collaborative program run by CUNY that served over 20,000 students in 390 high schools last year. The program is free for students, who enroll in basic skills courses and college credit classes either before school, after school or on weekends. Over 50% of the participating students who graduated high school in 2010 and attended college went to CUNY. What's more, research has shown that College Now participants accumulate more credits in their first year at CUNY and have better retention rates. It's a program worth expanding to all city high schools.

Likewise, we are also strong supporters of the Carpe Diem program and the Teacher Leadership Quality Program, both run by CUNY's Office of Collaborative Precollege Programs. Carpe Diem helps students at some of our career and technical education (CTE) high schools discover and pursue career pathways in booming business sectors. The

Teacher Leadership Quality Program helps educators improve their skills and provide students with real-world environments right in their classrooms. Both of these are programs that should be expanded.

I want to emphasize the importance of public/private partnerships that bring outside resources into our school buildings and expose students to new technologies and careers. Coming from a career and technical high school in Brooklyn, I can tell you that developing those types of partnerships and career pathways can have a profound impact on a school. They engage students in ways traditional classroom work don't, helping to keep them in school and pointing them towards productive lives. I'm talking about partnerships like that of Food and Finance High School, which works with the Food Network, and some of our CTE graphic arts programs working with media and technology companies. Teachers have been developing these partnerships for years; it is time the DOE gets on board and helps us take them to the next level.

What we need to get away from are policies like "credit recovery," at least the way it's practiced by the DOE. The general rule, of course, is that if a student has not mastered the material at hand, taking the class a second time is probably the single best solution. Short of that, if students who need supplemental learning were given real, meaningful work, one could make the argument that they are truly expanding their knowledge base and building skills. By meaningful, I mean working on solid research and writing assignments or conducting experiments in a science lab. The DOE's idea of credit recovery is spending a few hours listening to a lecture. Moving forward, schools need strong, structured methods of going about remediation.

Credit recovery is part of the larger issue of credit accumulation, which has become a scandalous, high-stakes issue inside the DOE's punitive culture. Once the DOE decided to plug credit accumulation (pass rates) into progress reports and count that information as nearly a third of a high school's grade, those numbers changed from being a measure of tracking students to something "gotcha" in nature. The DOE has now added college readiness to the progress reports starting this year, making that a high-stakes game as well.

Test scores themselves are also a high-stakes issue. We all know scores can't begin to reflect a student's depth of knowledge on a particular subject, but if used correctly, test scores can be useful tools in the larger college-readiness toolbox. For example, the state says that a Regents score of 75 in English and 80 in math indicate minimum level of college readiness. That can be helpful to a teacher trying to individualize instruction. The problem is that those scores, like the passing rates for high school students, are currently used in a punitive way against the schools. It's not hard to see how teaching to the test and pumping up credit numbers became the priority over true learning.

Lastly, it's important to note that fewer and fewer schools these days have dedicated college counselors tracking coursework and shepherding students through the college selection and application process. Even students whose families understand the college application process need help, support and advice on how to make the right choices and succeed during the application process. Instead, counselors in most schools find

themselves trying to squeeze in college counseling around their other responsibilities such as crisis intervention. Combined with the lack of communication and training from the DOE and huge student/counselor ratios that severely limit the time counselors can spend with individual students, it's easy to understand why more dedicated college counselors are needed.

\*\*

Higher graduation rates mean little when students aren't ready for college work. One student told the New York Times a few months ago that "Passing the Regents don't mean nothing. The main focus on high school is to get you to graduate; it makes the school look good. They get you in and get you out." That's the legacy of the DOE's punitive culture. It is abundantly clear that the mayor's strategy of pushing music, art and other programs out of schools to make room for more test prep is not working.

It's time to get back to the fundamentals of teaching and learning. It's time the mayor stop bashing teachers, start taking responsibility for not properly supporting schools and help us give children the quality education they deserve.

Every student deserves a high quality education, and the teachers and other staff in our schools have dedicated their careers to making that happen. Our number one priority is making sure that each and every student has the opportunity to succeed.

High quality teachers conducting high quality learning through a robust curriculum is the formula for successfully acquiring the necessary knowledge and skills for college. Give us a curriculum, give us resources and support, and let us teach. We stand ready to do the hard work of making every classroom the best it can be.

###

# neighborhood family services coalition

120 Broadway - Suite 230, New York, NY 10271 - phone: (212) 619-1661 - fax: (212) 619-1625 - [www.nfsc-nyc.org](http://www.nfsc-nyc.org)

## Testimony before the New York City Council Education and Higher Education Committees

### Oversight Hearing:

### “Are New York City’s Public School Students Adequately Prepared for College?”

January 19, 2012

#### Sierra Stoneman-Bell Neighborhood Family Services Coalition

Good afternoon. I am Sierra Stoneman-Bell, Co-Director of the Neighborhood Family Services Coalition (NFSC). I would like to thank the City Council Education and Higher Education Committees and Chair Jackson and Chair Rodriguez for the opportunity to testify today on the important topic of preparing our students for college.

NFSC is a coalition of community-based organizations that have joined together to advocate for public policies that support high quality services and opportunities for young people in New York City. Many of our organizations partner with schools and provide critical opportunities for young people to learn, succeed in school, and prepare for their next steps in the transition to adulthood. I will focus my testimony today on one specific aspect of the City’s approach to preparing students for postsecondary success: the NYC Department of Education’s (DOE’s) Learning to Work (LTW) program and the current risks resulting from mid-year budget cuts to the program.

NFSC commends City leaders for taking an active approach to setting a higher bar for student success and aligning DOE and CUNY efforts towards increasing college readiness, enrollment, and completion. Young people have high aspirations and understand the connection between postsecondary education and their future well-being. Yet, college outcomes reveal a major gap in the structures and supports in place to help young people achieve their aspirations. We know that students, especially those who will be first in their families to attend college, need more than solid academic preparation. They also need structured opportunities to learn about college options and the application process; assistance with the multiple steps to get to and through college; support to develop a strong sense of self and a vision for the future; and the tools to navigate socio-emotional and financial challenges along the way. Important progress has been made in better understanding what is needed and developing effective models, but the challenges remain great.

NFSC’s focus is on the students who are on the margins, those who have gotten off track to graduation and need intensive supports to re-engage in school and graduate ready for their next steps. These are the 138,000 overage, under-credited 16-21 year olds in New York City for whom DOE’s Multiple Pathways to Graduation models were developed starting in 2005. These include transfer high schools, Young Adult Borough Centers, and GED programs, all centered on a youth development approach driven by an integrated partnership between schools and community-based organizations (CBOs). DOE has contracted with CBO partners to operate Learning to Work (LTW) programs embedded in these schools and programs. LTW provides structured internships for students, as well as personalized academic and social supports to keep them on track to graduation and plan for their next steps. LTW has been at the heart of the Multiple Pathways model and has made it possible for thousands of young people who were headed towards

dropping out to re-engage and graduate. Thousands more are currently in the pipeline to graduation, supported by 57 LTW programs across the city. LTW programs, now under DOE's Office of Postsecondary Readiness, have demonstrated clear success with overage, under-credited students, significantly increasing their chances of graduating and increasing their aspirations and expectations for postsecondary success (Metis 2010).

While the program name focuses on "work", the program uses real-life work experience as a way to contextualize learning and nurture student development. A large percentage of LTW students report that the internships helped them realize the need for further education to pursue the careers they want. LTW programs have taken up the challenge to support off-track students not only to graduate from high school but to transition to postsecondary success, and college preparation has become a priority. In a 2010 survey by Metis Associates, 73 percent of LTW students were planning to attend college immediately after graduating or passing the GED.

It is unfortunate that, as part of the FY2011 November Financial Plan, DOE has targeted the LTW portfolio with a \$3.5 million (nearly 9%) budget reduction for the current year. Programs remain committed to supporting students to reach their academic and postsecondary goals. However, the budget reductions will certainly have an impact, as they reduce program capacity to engage and support students toward the dual goals of high school graduation and postsecondary success.

Students and programs will feel the effect of these cuts, taken through a significant reduction in the number and length of LTW internships and a 2% cut to the rest of the program budget. The amount of the budget reduction varies across contracts, with most programs facing an overall 5% - 15% cut in the middle of the school year. Paid internships are an important incentive for students in their decision to return to school and stay engaged through graduation. The budget reductions will shrink the already limited pool of opportunities for the high numbers of young people who need intensive support to reach graduation and go on to college. Furthermore, these cuts come at a time when LTW programs are already stretching to support students beyond graduation and are increasingly being held accountable for postsecondary outcomes. We urge the City Council to ensure that no further cuts to the LTW program be considered.

Overall, we are pleased that DOE is placing increasing emphasis on what happens to students after high school, especially facing a difficult labor market. The bigger challenge is in creating the conditions for success in all schools and communities. We are concerned by current trends that run counter to each other: increasing graduation requirements and postsecondary expectations and accountability, while simultaneously cutting core functions and supports in schools and their community-based partners. Raising expectations is important, but we must also adequately increase the resources and capacity in order to meet the challenge. Community-based organizations are an important resource for schools and colleges and can play a crucial role in preparing students for college, especially those who have not experienced early success in school. We ask the Council to emphasize the importance of CBO-school partnerships and to ensure that the allocation of resources matches the laudable goals set forth for our students.

Again, thank you for the opportunity to testify today and for putting attention on this important issue. We look forward to working with the City Council and the Administration to create conditions that support educational opportunity and success for all students.

**Testimony of Arthurine DeSola, Secretary  
Professional Staff Congress/CUNY  
Before the New York City Council Committees on  
Education and Higher Education**

January 19, 2012

On behalf of the 25,000 City University of New York (CUNY) faculty and staff represented by the PSC, I wish to begin by thanking education Committee Chair Robert Jackson and Higher Education Committee Chair Ydanis Rodriguez and the other members of the Education and Higher Education Committees for holding this oversight hearing.

The title of this hearing asks: "Are New York City's Public School Students Adequately Prepared for College?" As a representative of the CUNY faculty and staff and a long-time student advisor at Queensborough Community College, I can tell you from first-hand experience that we must do more, both at the high school and college level, to ensure that the City's high school graduates succeed at CUNY.

The PSC is proud of the open access mission of CUNY community colleges, and we devote a great deal of our union's energy and resources toward making sure that CUNY community colleges remain New York's widest avenue of opportunity for low-income, minority and immigrant students. The deck is stacked against these students in so many ways, it's no wonder many of them arrive at CUNY with remedial needs.

We recognize and support many of the issues raised here today by students and our colleagues in K-12 education. We join them in demanding that the Department of Education do more. We support CUNY and DOE's collaboration to share information about how New York City high school graduates perform at CUNY and work toward better alignment of what is demanded of students academically before college. Done well, this effort will help high school juniors and seniors and their teachers, principals and parents prepare to transition to college socially and financially, as well as academically.

Significant efforts must be made to increase the college readiness of current and future public high school students. That much is clear.

But students need greater support and guidance when they get to CUNY community colleges, too. Seventy-four percent of New York City high school graduates who enter CUNY community colleges need to take at least one remedial course. They make up a large share of the 79% of all community college freshmen who need to take at least one remedial course. Many are the first generation in their families to attend college. For close to half, English is not their first language. The remediation needs of CUNY's students do not differ substantially from those at similar urban, minority-serving institutions. That most require some additional developmental coursework is not surprising.

CUNY community colleges are severely and chronically under-funded, and do not have the resources to provide remedial coursework and other supports – especially intensive counseling and intensive tutoring, as well as access to full-time faculty – to all students who would clearly benefit.

Over the past decade, government financial support has failed to keep pace with dramatic enrollment growth at CUNY's community colleges, and, in particular, three years of deep cuts to

State-funded community college base operating aid have undercut CUNY's ability to make sure *every* community college student gets the support they need.

CUNY has piloted several programs over the last four years which demonstrate what is possible if resources are available. The CUNY Start program helps students with the most extensive remedial needs catch up through a semester of intensive study which costs students only \$75 and preserves their financial aid eligibility. More instructive of what is needed to ensure that public high school graduates succeed at CUNY is the pilot Accelerated Study in Associate Program (or ASAP). As a pilot, ASAP now includes students who require one or two remedial courses and has boosted the three-year graduation rate for all participants to over 50%.

But ASAP has had \$6,500 per FTE student over the basic appropriation provided for all CUNY community college students, which is currently \$10,414 (FY 2012). CUNY believes it will be able to take advantage of economies of scale as ASAP expands to 4,000 students to reduce program costs from \$6,500 to \$3,600 more per FTE student. This extra funding provides for counselors with a caseload of no more than 60 students and a program requiring them to meet with students individually and in groups twice per month; classes with no more than 25 students; specialized individual and group tutoring services; and full-time faculty with enough time to mentor students and coordinate with other instructors so that no student is left behind. (Not to mention, ASAP students also receive tuition waivers, MetroCards, access to books and a laptop without charge, paid internships and other services, which help them afford to attend college full-time.) This hands-on approach where faculty and counselors have the time to mentor and work closely with their students, combined with financial supports that allow students to attend college full-time—and not have to split time between work and school—is showing impressive results.

By contrast, the *general* student body – including more than 70% of the 90,000 current students who need some remedial courses – must make do with counselors who see over 500 individual students per semester, not counting orientation and other group classes which are also their responsibility. The class-size of remedial classes for the general student body frequently exceeds 25 students, and at least 50% of remedial courses available to the general student body are taught by part-time, contingent faculty – many of whom are teachers with years of experience, but who have very little time to work with individual students. Academic tutoring, access to the library, financial aid counseling, mental health services, and assistance finding jobs and internships are also in very short supply for the majority of community college students.

All students should have access to ASAP-like of resources and services. The City Council should make providing funding equivalent to the ASAP program for all 90,000 students its goal, even if it takes years to achieve. Achieving this goal will require new money from the City and budget restorations and investment from the State so CUNY has the resources it needs to support every student, not just the neediest or the few lucky students who are selected for pilot programs. I can't tell you what savings the economies of scale would produce, but I guarantee the investment would pay enormous benefits for these students, their families and the city at large.

Yes, this would be expensive, but it would be a game-changing commitment to smaller classes, better teaching environments, student mentorship and intensive counseling. Another CUNY is possible, just as better high school education and college preparation are possible. We need both.

Thank you for the opportunity to testify this afternoon.

# **The City University of New York**



**Testimony of Senior University Dean for Academic Affairs and  
Dean of the School of Professional Studies  
John Mogulescu  
The City University of New York**

**New York City Council Committees on Education and Higher Education**

**“Are New York City’s Public School Students  
Adequately Prepared for College?”  
January 19, 2012**

Good afternoon, Chairpersons Jackson and Rodriguez, and members of the Education and Higher Education Committees. I am John Mogulescu, CUNY's Senior University Dean for Academic Affairs and Dean of the School of Professional Studies. Thank you for the opportunity to testify today. I am joined today by Dr. Félix Matos Rodríguez, President of Hostos Community College, Dr. Lisa Staiano-Coico, President of The City College of New York, and Gina Ortiz, a student at John Jay College of Criminal Justice. I am also delighted to testify alongside my close colleagues Shael Polakow-Suransky and Josh Thomases of the Department of Education.

The City University of New York is deeply connected with the City's public schools. This connection goes back to CUNY's beginnings as the Free Academy, established in 1847 by New York City Board of Education president Townsend Harris. The Free Academy was meant to serve the children of immigrants and poorer city residents, the "children of the whole people," as described by Horace Webster, its first president. This commitment continued through the Free Academy's evolution into the City College of New York, and the later establishment and growth of CUNY into the largest urban university system in the country.

CUNY remains distinctive for the diversity of its students. Nearly half of our students were born outside the United States mainland. About 29 percent of them are Latino, 27 percent are African American, and 18 percent are Asian. As well, almost half of our students are the first in their families to attend college.

Looking closely at the level of preparation of students coming into CUNY, it becomes clear that there are two strikingly different stories to tell. One is of the University's senior colleges, which are enrolling increasingly more highly qualified and better academically prepared students. Students at our senior colleges do not need remediation; 72 percent of them are graduates of New York City public high schools. At the same time, as community colleges enrollments have increased by 34 percent over the past ten years, the number of students who come to us in need of significant remediation has also grown

substantially. Graduation rates at our senior colleges have risen, while graduation rates at the community colleges have remained for the most part flat. This, unfortunately, is a national trend—one that CUNY is at the forefront of addressing.

CUNY has undertaken several initiatives aimed at ensuring that students who need to improve their academic skills can succeed in college. I will describe a few of them briefly. CUNY recently testified before the Higher Education Committee about our *ASAP* program, which stands for *Accelerated Studies in Associate Programs*. *ASAP* has shown it can work effectively with students who have some remedial needs. Participants in this program have much higher graduation rates than peers who enter CUNY with similar levels of academic skills—the program has a 27 percent two-year graduation rate for students with some remedial needs, while a comparison group has a 7 percent two-year graduation rate. CUNY is expanding *ASAP* from its current 1,300 participants to serve 4,000 students by 2014.

*ASAP* works with students throughout their time in college. CUNY also has two University-wide programs that help prepare individuals for college-level academic work before they begin degree studies. The *CUNY Language Immersion Program (CLIP)* works with immigrants whose English language skills need improvement before they take college-level coursework. These students, who have been admitted to CUNY, defer their matriculation in order to enroll in this full-time program for one or two semesters, for which they pay only \$75 per semester in fees and preserve their financial aid for credit-bearing coursework. The program serves more than 3,000 students per year.

*CUNY Start* is modeled on *CLIP* and also works intensively with students who have been admitted to CUNY but are not yet ready for college-level study. We developed this program initially to address the fact that students who came to CUNY having earned a GED often struggled with required remedial coursework and rarely earned a degree. Initial results from the program have been strong – students start college degree programs needing significantly less remediation, and many test out of it entirely. Based on

this early success, CUNY has expanded the program from four to seven colleges and more than doubled its enrollment to almost 700 students this past semester.

In addition, CUNY is increasingly focused on working with local community organizations and other nonprofits to support their efforts to successfully prepare young people for college success. Among these efforts are the Urban League's recently published college readiness and success guide, and our Lumina Foundation-supported partnership with the Hispanic Federation.

Our work to improve students' academic skills once they come to CUNY is important and will continue. At the same time, working closely with the City Department of Education to ensure that students leaving that system are better prepared for college-level work will result in students needing less support and remediation when they enter CUNY. 70 percent of incoming CUNY students each year are graduates of the city's public schools. Through the *Graduate NYC! College Readiness and Success* initiative, supported by the Bill & Melinda Gates Foundation, CUNY and the DOE have together committed to increasing both system's graduation rates significantly and to ensuring that high school graduates leave better prepared for college. We are working together to better align high school graduation and college entrance requirements, to educate the public about what it takes to be ready for and succeed in college, and to share data on our students so that we are able to track their educational progress and better support them in both high school and college. In addition, we seek to better align curricula in the senior year of high school and first year of college, and to intervene earlier in high school to boost the academic skills of students at risk of needing significant college remediation.

Last year, 20,000 students from 390 City high schools participated in *College Now*, our largest program offered in partnership with the DOE and operating across 17 CUNY colleges. The majority of participants take college-credit courses, but we also offer remedial and other pre-college coursework. About half of the *College Now* participants who eventually attend college enroll at a CUNY college after high school graduation; their distribution between senior and community colleges is about even. Research

has shown that *College Now* alumni earn more credits and higher grade point averages than their peers and are less likely to leave college. Because enrolling students in college-credit courses through *College Now* helps high schools meet the new college readiness accountability measures set by the DOE, we have received numerous requests both from existing partner schools that want to expand opportunities for more students to participate, and from new schools that want to begin a partnership.

CUNY also administers 12 *Early College High Schools*, in which students may earn one to two years of college credit in addition to a high school diploma. The newest of these schools is the Pathways in Technology Early College high school, known as "P-Tech," which is a partnership between IBM, the DOE, New York City College of Technology, and the CUNY Office of Academic Affairs. The high expectations that are fundamental to early colleges have a major impact on outcomes for their largely low-income and minority students. For example, 40 percent of the first graduating class this past spring at Hostos Lincoln Academy earned both a high school diploma and an associate degree from Hostos Community College. An additional 38 percent earned between 12 and 60 college credits.

Lastly I will speak about *At Home in College*, a program funded by the Robin Hood Foundation currently working with 1,800 high school seniors from 62 partner schools whose grades and performance on standardized tests indicate they will likely need remediation in college. Students in *At Home* get help with preparing for the CUNY Placement Exams, college applications and enrollment, filing for financial aid, college visits, and learning about college majors and careers. This support continues through their first year of college. Results to date have been good, with program participants testing better on our placement exams and needing significantly less remediation when they start college. College enrollment rates in the program are particularly strong for African-American and Hispanic males.

Our work with the DOE to support college readiness and the transition to college for New York City public school students is in keeping with the University's origins and remains fundamental to our mission. No other city in the country links its educational systems at such a scale and with such deliberate effort. In

fact, the current partnership between the DOE and CUNY is the strongest that it has ever been during my almost forty-year career at CUNY. Such partnership is absolutely vital to ensuring the success of both of our systems of education. Thank you again for the opportunity to speak about this partnership and our work to ensure that students are prepared for college. We greatly appreciate the support of the Council for this work.

# **The City University of New York**



**Testimony of Gina Ortiz, Student  
John Jay College of Criminal Justice  
The City University of New York**

**New York City Council Committees on Education and Higher Education**

**“Are New York City’s Public School Students  
Adequately Prepared for College?”**

**January 19, 2012**

My name is Gina Ortiz, and I am currently a senior at John Jay College where I am completing a Bachelors of Science in Criminal Justice after having earned an Associates Degree in Police Studies with a strong GPA. I am a proud graduate of Riverdale Kingsbridge Academy in the Bronx. During my junior year of high school, I met with my guidance counselor because I was looking for a summer program that would give me a sense of what college work and life would be like. In connection with my interest in government and law, he recommended that I apply to the Bronx Civic Scholars Institute, a College Now summer program at Hostos Community College.

As part of the summer program, I took a college-credit course in American Government. It was the first-time I ever had to read a college-level textbook, take part in various debates, and apply the material we learned to real-life situations. My professor did a great job at helping us understand how to approach college work, and the skills I began developing in that Government class provided me with the foundations to be successful in my senior year, as well as in my classes at John Jay.

The summer I spent at Hostos wasn't only about strengthening my academic skills. As part of the program, we had the opportunity to meet with elected officials -- including Council Chairperson Robert Jackson -- and discuss different policy issues. We also participated in an internship. I engaged with the Northwest Bronx Community and Clergy Coalition, where my classmates and I worked on the SEATS (Schools Exploding at the Seams) Campaign to fight against school overcrowding. As part of this internship, we had to make speeches (including some on the steps of City Hall), write letters, and grapple with how to use evidence to formulate an effective argument.

My experience with College Now provided me with the academic skills and the confidence I would need to be successful in any educational and professional context. The summer after my first year at John Jay, I worked for College Now as the internship coordinator for the Hostos summer program, as well as an instructor for a computer research class for English Language Learners who were participating in another College Now program. Throughout the summer, I saw the ways my students developed their academic voice and approached their classwork with a new sense of confidence. Being on a college campus every day allowed my students -- and me -- to understand that college was for us and that we could, and would, be successful.

Throughout my college years, I've had many opportunities to showcase and build on what I learned in College Now. Two years ago, I was selected as the sole student representative on the enrollment planning committee for CUNY's New Community College, where I provided a critical student perspective. In addition to being a full-time student, I am also an auxiliary police officer and am currently working full-time providing support and advocacy for a case load of approximately 35 clients who have been infected with long-term illnesses. As I prepare to enter my last semester at John Jay, I look back and realize how different my college experience would have been without College Now. Instead of being intimidated by going from a class of 160 to a class of more than fifteen hundred students, I arrived at John Jay with a clear sense of college expectations, a better understanding of how to manage my time, and an awareness of the different support services I could use on the college campus. Being able to take a college credit class gave me the skills that I would need to be a successful student and, in the not too distant future, an outstanding professional.

Thank you for allowing me the opportunity to speak today.

**Lisa S. Coico**  
**President, The City College of New York/CUNY**  
**Testimony for Jan. 19, 2012**

Good morning. It's always a pleasure travel downtown to speak with members of the City Council, and to see – and thank – our friends, Councilman (and City College alumnus) Ydanis Rodriguez, Chair of the Committee on Higher Education, and Councilman Robert Jackson, Chair of the Committee on Education. It also gives me a chance to invite all of you uptown to City College to tour the campus and meet our remarkable students and faculty.

Today I want to speak about two things: City's pipeline programs for New York City middle and high school students that are designed to inspire and prepare them for college; and a few of the many successful CCNY programs that we have in place to help the students that qualify for admission to City College meet the demands of a rigorous college education.

I would like to inject a personal note here. I graduated from a New York City high school – New Utrecht – well-prepared for college, and was very fortunate to go on to Brooklyn College, where I found my passion for science. (Of course, in the late '60's and early 70's, fewer students went on to college.) I believe strongly that students who are meeting our admissions requirements today – our freshman class on average bring an 85% high school GPA, an 85% on the English Regent's, and over an 80% on the Math A and B regents – are smart, talented, and capable students.

They are doing well. Like students throughout CUNY, they are winning major national awards. In the past 7 years, City College has produced: two Rhodes Scholars; four Truman Fellows (last year we had TWO out of 60 awards given – and other than Stanford, NO OTHER SCHOOL received more than one!); four Brandeis Fellows; four Goldwater Scholars; three Javits Fellows; five Fullbright Scholars; nine National Science Foundation Fellows; and a winner of the \$100,000 Math for America Fellowship. Almost all of these students, I am proud to say, came from New York City public high schools – and they reflect the vibrant diversity of this city, of City College, and of CUNY.

Nonetheless, as more students need to go to college – given the economic demands of a global society – and as the New York City public school system shows some strain, there are students fully *capable* of college work who may not be fully prepared. These high-achieving students may have gotten through high school without ever having accomplished the kind of real lab work that prepares them for engineering and science, and/or ever haven been required to develop the sustained writing and deep reading that is required for college work. City College's role as a senior college is to build the pipeline programs for the New York City students that will ensure their success in college, and to make sure that our students have the support and curriculum to succeed.

I would like to begin by speaking briefly about a few of the pipeline programs City College runs for high school students:

Since 1992 our **STEM Institute**, (funded by NASA) has supported 9<sup>th</sup>-12<sup>th</sup> graders, particularly young women, Hispanic Americans, and other underrepresented minority

students in pre-college summer programs, helping 150-175 students a year achieve academic excellence in the STEM disciplines. This program gives these students a rigorous research experience with some of our most active research faculty, and has fostered the development of similar programs at the College, like the Summer Transportation Institute– designed to inspire high school students to take up careers in the transportation field.

And just last month, City College received new funding of \$4 million from US Dept. of Education to build joint programs with our community college sisters. This grant includes classes to help attract high school students to the STEM disciplines and clear a path for them to start at LaGuardia or Hostos, and then move fully prepared City College in engineering and science.

City College has received a grant to host the **Bernard Harris Summer Science Camp**, which enables underserved and underrepresented students entering grades 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> to develop and achieve their full potential through support of social, recreational and STEM based educational programs. Students will take classes and reside in our dormitory facilities.

I know that you are familiar with the CUNY-wide **College Now Program**. At City College, we serve approximately 250 high school students annually, most from upper Manhattan and the South Bronx, and most of them (220) in college courses. (These are students with 80 GPA and a 75 on the English Regents or a 48 on reading section of the PSAT; the others that high school classes designed to better prepare them for college.)

Close to 100% of these students go on to College! (David Bauer – Westinghouse/IBM winner and Rhodes Scholar – was actually a College Now scholar. He was looking for a lab to work in as a junior. That’s where he did the work that won the \$100K prize. )

Our federally funded **Urban Scholars Program** and affiliated middle school program (the neighborhood middle school program feeds into Urban Scholars) – is a pre-college enrichment program that provides academic support for high school students who have definite plans to go to college. We work with approximately 300 students a year from six Harlem high schools (Bread and Roses, Mott Hall, A. Philip Randolph, George Washington Campus High School, Fredrick Douglas Academy, and Louis D. Brandeis), providing enrichment classes after school and on Saturdays, tutors, and a summer program. We provide SAT and Regents prep – and perhaps the most popular element a 5-day college tour. Virtually all of our Urban Scholars go on to college. (One of the stars of this year’s Harlem scholars came through Urban Scholars.)

**The CUNY Gateway Institute for Pre-College Education** is located at City College. Begun in 1986 for 9<sup>th</sup> – 12<sup>th</sup> graders, Gateway prepares low income and minority students for college and for careers in health and science. The results:

- 97% of its graduates attend college;
- 80% graduate within five years;
- of the 85% of its graduates tracked, 10% attend medical school – 30 times the national rate for a 9<sup>th</sup> grade cohort.

In addition to these pipeline programs for high school students, I would like to mention just two of the several academic support programs that we have at City College for our own students, to help them succeed.

First, because I mentioned earlier that it is quite possible for a good student to graduate from a New York City high school without having sustained experience in the kind of comprehensive and research-intensive writing that is required in college in any discipline, I want to tell you just a bit about City College's answer to the old "freshman comp." This is the admittedly awkwardly named **Freshman Writing Inquiry Seminar** (or, as we've somewhat painfully learned to say, FIQWS).

Rather than try to teach writing and the research paper unattached to a student's subject matter interest, our 6-credit FIQWS, required of all incoming freshmen, joins writing-intensive instruction (organization, syntax, grammar, research), taught by an English professor, with a compelling topic in fields that range from anthropology to sustainability, taught by one of our star professors. The learning experience is deeper when students are writing about something that they care about, rather than just writing – and conclusion sustained by the fact that part of the \$5.7 million grant that we received from the U.S. Department of Education a year ago to enhance student success goes to the development of these courses.

I also need to mention very briefly one of our real academic support success stories: **CCAPP – City College Academy for Professional Preparation**, which supports about 450 students every year.

CCAPP brings admitted science and engineering students to City College the summer before freshman year, and provides mentoring, tutoring enrichment and professional and career development throughout their careers at City College. These students work with senior faculty researchers – producing national poster presentation winners, valedictorians and salutatorians, and some of our most prestigious national award winners, including Truman and Rhodes scholars, and Goldwater fellows.

I believe that programs like CCAPP and other academic support programs (our peer-tutor program in Chemistry, for example, has been recognized as a national model in this difficult field) have been instrumental in the educational success of women and underrepresented minorities nationally. In the latest national rankings by *Diverse: Issues in Higher Education*, City College was:

- #19 – total minority masters degrees in education
- #15 – African American masters in engineering
- #20 – Hispanic masters degrees in engineering
- #14 – African American Baccalaureate degrees – physical sciences
- #32 – African American baccalaureate degrees in biological sciences and biomed
- 36 – African American baccalaureate degrees in engineering

I know that I have gone over my allotted time, and so I will close by saying once again how pleased I am to be here. I would be happy to respond to any questions you might have.

**NEW YORK CITY COUNCIL**  
**EUGENIO MARIA DE HOSTOS COMMUNITY COLLEGE**

**Félix V. Matos Rodríguez, Ph.D., President**

**January 19, 2012**

Good afternoon. I am Félix V. Matos Rodríguez, President of Eugenio María de Hostos Community College, and I wish to thank the members of the New York City Council for this opportunity to speak to you about our college, about The City University of New York, and about our important collaborations with the Department of Education (NYCDOE).

Hostos, as many of you know, is a place of innovation and transformation, dedicated to helping our students reach their full potential and achieve the American Dream. It is an institution where the commitment to improving the quality of life in the Bronx and Upper Manhattan—and indeed, wherever our students may go from here—is absolute and unwavering.

Over the past eleven years, Hostos has experienced the highest growth of any college in the CUNY system increasing 127 percent from 3,118 in the fall of 2000 to 7,182 in the fall of 2011. The following demographic information will provide a composite profile of our student body.

Our student body is approximately 72 percent female and 28 percent male. Their average age is 25 years and seven months; 59 percent are full-time students and 41 attend part-time. In terms of ethnicity, the two largest groups are Hispanics with over 58 percent, and Blacks with over 27 percent of the total. Asians/Pacific Islanders and Whites each account for about 3 percent, with slightly more of the former, and about 7 percent of the students did not indicate their ethnicity. The programs with the highest enrollment are Liberal Arts and Sciences, Nursing, Teacher Education, Business Management, and Dental Hygiene.

Over 65 percent of our students live in the Bronx, and about 77 percent speak a language other than English at home. Around 38 percent are supporting children under 18 years of age, and significantly, 82 percent have household incomes of less than \$30,000 per annum, compared to 70.8 percent for all community colleges. Also, about 20% of our students work more than 21 hours a week (Source: 2010 Student Experience Survey, CUNY OIRA).

In terms of college-readiness, 88% of our first-year students last fall had to take at least one remedial/developmental course. In that class, some 16% came to Hostos with a GED. Out of our more than 7000 students, forty-five percent are the first generation of their family to attend college. College-readiness, as you know, involves more than a student's proficiency in reading, writing, and math. It also requires the ability to navigate the college system, to understand college culture and expectations, and to gain access to the resources that are necessary for success.

As Hostos was created to serve populations that historically had been excluded from higher education, we have implemented a variety of program and approaches to meet their needs. I will highlight a few of our many programs that support academic improvement:

*The Hostos Academic Learning Center (HALC)*

HALC is a complete learning environment that gives students the academic help they need in a setting that is rich in resources. Throughout the academic year, the center conducts activities that are focused on skills development, including tutorial support, self-guided tutorials, Basic Skills Preparatory workshops, and in-center workshops, some of which are offered through the Writing Center. Tutorial services for most of the introductory courses at Hostos are available at HALC, either on a one-on-one basis or in small groups to provide general course review and pre-exam preparation. Basic Skills Preparatory Workshops are held during the summer (June-August) and winter (January) to help students prepare for the ACT Writing, COMPASS Reading, and COMPASS Math I and II.

### *The Office of Academic Achievement*

The Office of Academic Achievement is the new student's bridge to the college. It provides intake advisement to first-semester students and monitors their academic progress and retention. Advisors work closely with students in the process of selecting a degree program, choosing courses, making plans for the future, providing referrals to appropriate sources, improving study skills, and learning how to succeed as a Hostos student.

### *College Discovery (CD)*

College Discovery is a university-wide special program that offers academic support and counseling services to students who have a high potential to succeed but were never provided with the academic preparation necessary to pursue college-level work. CD students are given support from admission to graduation by staff members who are committed to helping students achieve their full potential as individuals and discover, develop, and apply their talents in the pursuit of a career.

### *Student Leadership Academy*

The purpose of the Student Leadership Academy is to create and coordinate college-wide academic and co-curricular experiences that will help students become effective global citizens who can transform their communities through scholarship, work, and volunteer service. Students may establish a formal relationship with the Academy by enrolling in the Student Ambassador Program, Student Orientation Services (SOS) Team Program, Emerging Leaders Program, the Hostos Athletic Leaders Organization (HALO) or the Volunteer Corps; or they may simply participate in certain programs that are offered to the entire student body. The Leadership Academy works in coordination with and support of the Global Scholars Program, the Honors Program, the Student Government Association, the Phi Theta Kappa Honors Society, and other campus groups, clubs and organizations, as well as within the academic disciplines to develop leadership initiatives and provide workshops and training sessions for the benefit of the entire college community.

In addition to the aforementioned academic improvement initiatives, we are also very proud of our collaboration with the New York City Department of Education on the following “pipeline programs”: College Now, CUNY Prep, CUNY Start, ASAP, and the Hostos Lincoln Early College High School (HLA). As Senior University Dean Mogulescu has already described these programs, I will not speak about them as part of my testimony. However, what I will share with you is that one of the highlights of my experience as President of Hostos was to have 35 HLA seniors—the first cohort of graduates from CUNY’s Early College program to receive both a high school diploma and an associate’s degree—at our Fortieth Commencement Ceremony on June 2, 2011. We made history in the city that day, and we were also acknowledging the accomplishments of this ambitious and talented group of students.

Although the focus of this hearing is the important partnership between the NYCDOE and CUNY, I also wish to highlight that one of Hostos’ trademarks is our collaboration with community-based organizations to promote college-readiness. In this regard, I will quickly mention our partnership with leading Bronx-based CBO’s to create the Bronx Opportunity Network, which has developed a comprehensive borough-based approach to help disconnected youth succeed in higher education. Also, in partnership with the College Initiative, for the past two years we have given a Skills and College Readiness Summer evening workshop for a small group of formerly incarcerated individuals.

Considering the mission of Hostos and the challenges facing the populations it serves, we know that many of our students will encounter major obstacles on the pathway to a degree, such as financial roadblocks, academic pitfalls, or avalanches of personal problems. It’s up to us to provide them with the resources and encouragement they need to maintain their self-confidence, overcome the setbacks, and press on until they reach their goal. We want you to know that Hostos is fully committed to this task. Along with our academic improvement initiatives, the pipeline programs with the New York City Department of Education are helping us to fulfill our mission of providing our students with an education that will enable them to reach their full potential. On behalf of the Hostos family, I thank the members of the City Council and other key New York City stakeholders for your continuing support.

For THE RECORD

**TESTIMONY BEFORE THE NEW YORK CITY COUNCIL  
COMMITTEES ON EDUCATION AND HIGHER EDUCATION**

Submitted for record by Ken Small, Development Director  
BronxWorks

January 20, 2012

1:00 PM

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Thank you, Chairman Jackson and Chairman Rodriguez, for convening this hearing. Thank you and good afternoon to you and other members of the Education and Higher Education Committees. Good afternoon also to the Department of Education and other agency staff in attendance.

My name is Ken Small. I am the development director for BronxWorks, a settlement house that serves communities throughout the Bronx and in particular the South Bronx. In 2011, we served over 35,000 persons, including about 15,000 young people through our various youth development, family preservation, and eviction prevention programs.

BronxWorks is one of several settlement houses that provides college advisory services. Our Center for Achieving Future Education (CAFÉ) also helps young people and families with the transition from middle school to high school, which is an often overlooked aspect of helping youngsters realize college success.

Settlement houses are by definition friendly, safe, and welcoming community spaces for young people, working age adults, and seniors. CAFÉ is headquartered at our Main Community Center at 1130 Grand Concourse, which is a short distance from Yankee Stadium and in close proximity to several middle schools and high schools. In the area are public, parochial, and charter schools; CAFÉ serves young people and families from all.

One of the often overlooked pieces in the college success equation is helping young people make wise choices about high school. Where a youngster attends high school is a strong predictor of whether she or he will attend college and where she or he will attend college.

BronxWorks created CAFÉ in the autumn of 2004 because a growing number of parents were coming to us confused with and frustrated by the high school selection process. Some recalled the days of zoned high schools and tests for the specialized academic or arts high schools. Others, in particular first generation immigrants from Africa, Asia, the Caribbean, and Central America, had no idea as to how to navigate the high school selection and application process.

The vast majority of parents also unaware of the radical changes made with regards to high schools themselves. They did not know about small, theme-based schools co-located in a single building, like the Taft High School Complex. They were not aware of schools that had been created by partnerships involving the Department of Education, New Visions for Public Schools, and community-based organizations, like BronxWorks, which in 2002 helped start the Community School for Social Justice.

In 2011, CAFÉ helped 90 seventh or eighth graders and their parents. The program convened 24 workshops on the high school selection and application process, visited eight high schools, participated in four high school fairs, and conducted three trips for middle school children to the Bronx campus of Fordham University. We provided individual counseling to 45 eighth graders, including help with completing the high school application, supplying the youngsters and their parents with detailed background information on high schools, and assisting youngsters who were at risk of being left back.

Our results were impressive. All 45 eighth graders graduated middle school and were accepted to a high school of their choice. None ended up in a zoned school or without a high school to begin the 2012 year this past September.

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BronxWorks has realized similar success with young people making the transition from high school to college. In 2011, CAFÉ assisted 410 high school-aged youth, including some from our Excel program for disconnected youth and the Jill Chaifetz Transfer School, a school BronxWorks helped create in 2007 to re-engage over-aged and under-credited youth.

Last year, CAFÉ conducted 42 workshops on the college application and selection process, visited 14 college fairs, and made 39 college trips, including campus visits to universities here in the New York area; HBCUs in Delaware, Maryland, Washington, DC, and Virginia; and Hispanic Serving Institutions in New York City. Thanks to a grant from the New Yankee Stadium Community Benefits Fund, we have been able to undertake campus visits outside of the metro area again this year, again including HBCUs close to the northeast.

BronxWorks has relationships with several high schools, including the High School for Violin and Dance, the Peace & Diversity Academy, the High School for Collaborative Studies, Health Opportunities High School, and the two high schools we helped create, the Community School for Social Justice and the Jill Chaifetz Transfer School. CAFÉ staff spend several hours a month on premises at these and other schools. They have also developed a rapport with students and the administration at these schools that makes it comfortable for youngsters to come to our Main Community Center, which is easily accessible by public transportation.

To help young people transition from one stage of the education pipeline to another, BronxWorks has also developed relationships with several colleges and universities. These include several CUNY schools, including Bronx, Hostos, and LaGuardia Community College, Lehman College, and CUNY on the Concourse. In addition, we have developed relationships with private institutions, including Boricua College, Fordham University, and Manhattanville College.

BronxWorks has enjoyed a special relationship with Fordham since 2007, when we began the History Makers summer program with faculty and students at the Rose Hill campus. Since then, each year BronxWorks has recruited 15 to 25 young people from ages 14 to 18 to participate in an intensive summer experience that involves a group project created under the tutelage of a Fordham junior, senior, or graduate student; participation in a class taught by a Fordham professor; access to the campus library; and an opportunity to spend time on campus in a dorm.

Each year History Makers ends the summer program with a culminating event. This gathering features faculty from several Fordham departments, administrators from the school, BronxWorks personnel, and representatives from the Teagle Foundation, which funds the effort. The youngsters present their group projects using Power Point presentations, dramatic renderings, photography, and video.

The presentations have dealt with "hot button" issues, including gentrification; tensions between the police and young people; the negative portrayal of Bronx communities in some Hollywood movies; and the persistence of racism and homophobia in American society. All presentations are based on interviews with Fordham professors, subject area experts, laypersons with deep roots in Bronx neighborhoods, and a thorough review of print or electronic reference materials.

The young people enrolled in History Makers reflect the emerging face of the Bronx and New York City. Many are first generation immigrants with roots in Africa, Central America, and the Caribbean. Most come from families living below, at, or barely above the poverty line. All have found the History Makers experience to be enlightening, and many have said that without they would not have considered college as a realistic possibility.

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BronxWorks is very proud of the work it has done to help young people and families with transitions from middle school to high

school and high school to college. We are now exploring ways to help youngsters in college do well in their first two years so that they can graduate within four to six years. This success is contingent upon young people entering college without having to spend two or more years of remediation and having the social support necessary to overcome challenges associated with the adjustment process.

What BronxWorks has done has been replicated by other settlement houses throughout the city. These include several of our sister settlements in the Bronx, like the Claremont Neighborhood Center, the Mosholu Montefiore Community Center, the Kingsbridge Heights Community Center, East Side House, and New Settlement Apartments. Many of the Lower East Side settlement houses a short walk from this area also have college readiness programs, including the Educational Alliance and the Henry Street Settlement.

I am not only a spokesperson for the success of settlement house college readiness programs, but a product of one. I grew up in public housing in East Harlem after my parents moved from Central Harlem in 1965. In 1974, I participated in the College Readiness Program of Union Settlement in East Harlem. The experience gave me an opportunity to spend a summer on the campus of Columbia University, travel to Yale, and develop bonds with other young people who were pursuing higher education opportunities instead of a street education.

From the College Readiness Program, I went on to receive a BA from Fordham University and an MA from the Brooklyn Center campus of Long Island University. I continued my post-secondary education at New York University and Pratt Institute.

One of the best predictors of whether is child will go to college is whether his or her parents did. Last summer, my daughter graduated from the School of Visual Arts. She benefited from the college advisory services offered by the Mosholu Montefiore Community Center and those of her parents, both of whom have post-secondary degrees.

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In conclusion, settlement houses and other community-based organizations can play a critical role in helping young people successfully transition through various stages of the educational pipeline. We have onsite programs at our community centers that can provide academic enrichment and other supports in a setting that is friendly, comforting, and safe. We have relationships with schools, mental health providers, and other community-based institutions that support young people and their families.

As the Education and Higher Education Committees look for solutions in the college preparation equation, please pay close attention to the successes settlement houses and other CBOs have had through the years. We are ready, willing, and able partners for the Department of Education, CUNY, and others.

Thank you.

# TESTIMONY

## New York City Council Hearing

New York City Council Committees on  
Higher Education & Education

Presented on  
*Thursday, January 19, 2012*



**The Council of School Supervisors and Administrators**

**Ernest Logan, President**

**Peter McNally, Executive Vice President**

**Randi Herman, Ed.D., 1<sup>st</sup> Vice President**

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**Oversight Hearing: Are NYC's Public School Students Adequately Prepared for College?**  
**NYC Council Committees on Higher Education & Education**  
**Thursday, January 19, 2012**

Good afternoon Chairman Rodriguez, Chairman Jackson, and members of the New York City Council's Committees on Higher Education and Education. My name is Randi Herman, and I am 1<sup>st</sup> Vice President of the Council of School Supervisors and Administrators (CSA). On behalf of CSA's nearly 13,000 members, I want to thank you for the opportunity to testify on New York City's public school students' college readiness.

Clearly, all of the data at hand indicates that our students are not adequately prepared for college. If only 1 in 5 students is considered college ready by the New York State Department of Education (NYSED), we have not only failed NYC students but we are also guilty of perpetuating the cycle of poverty. The conversation today needs not lament the past, only take an honest look at what is missing from the equation; what we have overlooked, and where we can implement change to ensure that our students are best prepared to meet the challenges of higher education.

CSA strongly believes that in order to improve college readiness amongst our youth we must further examine: early childhood education and the achievement gap, recruitment and retention of quality leadership, common core standards, and social and cultural development opportunities.

**Early Childhood Education & the Achievement Gap**

The reality is that there is an achievement gap that persists in NYC. Only 13% of Black students and 15% of Hispanic students statewide are deemed college-ready after four years of high school, compared to 51% and 56% of Caucasian and Asian-American graduates respectively. Given this data, it is incumbent upon NYC to address this longstanding problem with a realistic plan that will level the playing field and provide the necessary resources to finally create equity for all students.

Research shows that high quality preschool and full-day kindergarten have proven successful in reducing the achievement gap, and we must immediately strengthen our early childhood programs which set the foundation for educational success. Right now, the DOE provides universal pre-kindergarten (UPK) for all four-year-olds; however, as with all great measures there are flaws in its design. Last year the city refunded the state nearly \$30 million dollars due to under enrollment in the DOE's UPK program. The primary reason being that the program was only offered for a half day. Few parents working a full-time job would be able to utilize UPK—especially our city's single parents who comprise one of the few groups that have experienced an increase in poverty since 2009 according to the city-run Center for Economic Opportunity.

The key here is that “young children who enter school behind their peers are unlikely to ever catch up, resulting in a persistent “achievement gap,”<sup>1</sup> and the logic is quite simple: increase quality, full-day UPK for NYC students, and they are then better prepared for elementary school and beyond.

### **Recruitment and Retention of Quality Leadership**

All of the research tells us that a key ingredient for a successful school that helps to create successful students is the school leader – the Principal. Unfortunately, we fear the possibility of losing many of these individuals. We find that NYC is not laying the groundwork to retain and train its educational leaders to aspire to become Principals. In fact, in a recent member survey, CSA found that 35% of Principals were dissatisfied with their job security in 2011. That’s an increase from 24% only three years earlier in 2009. 43% of Principals expressed dissatisfaction with their salaries, up from 30% in 2009. Also, 73% of Principals are unhappy with their workload, an increase from 64% in 2009.<sup>2</sup> Action must be taken to improve Principal morale. For example, we should enable our school leaders to focus on instruction. We should not continually create mandates that are not aligned with curriculum and implementation.

A landmark new research study conducted by economists Raj Chetty and John Friedman from Harvard, in collaboration with Johan Rokoff from Columbia University, indicates that “having a good 4<sup>th</sup> grade teacher makes a student 1.25% more likely to go to college and 1.25% less likely to get pregnant as a teenager.”<sup>3</sup> Unfortunately, the converse is also true. Having a poor teacher has the same impact as missing 40% of the school year. Therefore, just as we should be preparing the best educators to be our school leaders, we should be recruiting our best teachers and providing them with the professional training they need to truly excel and positively impact their students. According to the study, one effective strategy that some Principals use is called “looping.” Teachers who are particularly outstanding (in the elementary schools) remain with their students for at least two consecutive years. This truly maximizes the positive impact great teachers can have by getting students ready at an earlier age to be better prepared for middle school and high school.

### **Common Core Standards**

We wholeheartedly agree with the DOE’s Chief Academic Officer Shael Polakow-Suransky who recently stated, “The way to address performance among other income groups- and to move the needle across all our schools- is to begin teaching and requiring more complex skills, which is at the heart of our work around literacy and the Common Core standards.”

In conversations with high school Principals around NYC, an overwhelming number told us that the formula for college readiness is actually too low! It comes from an analysis of scoring a 75 on the English Regents exam and an 80 on the math Regents. This roughly predicted that students would get a “C” in college level courses in the same subject. Is that what we really want – “college ready” students who only get “C’s” in college? We must set our standards

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<sup>1</sup> “Early Childhood Education: A Strategy for Closing the Achievement Gap” published by Strategies for Children, Inc.

<sup>2</sup> 2011 CSA Member Survey

<sup>3</sup> “The Value of Teachers” by Nicholas D. Kristof. *New York Times*. January 11, 2012.

higher and at the same time devise realistic strategies that are aligned with the goal of graduating “proficient” students who will be better prepared for college and get “B’s” and not “C’s!”

### **Social and Cultural Development Opportunities**

Lastly, with the seemingly endless cuts to education, our students also suffer from lack of social and cultural literacy. When we take away vital funds that contribute towards costs for student-run clubs and other extracurricular activities we take away from the student’s potential to be a “well-rounded” candidate for higher education, thus directly impacting their opportunities for social development.

In fact, participation in extracurricular activities is also proven to increase attendance, and students who participate are three times as likely to perform in the top quartile on a composite math and reading assessment, and more likely to aspire to higher education.<sup>4</sup> College readiness is not just about academics—entangled within is the desire to pursue a degree, absorbing fears about loans and debt, and sometimes something as small as having never left New York City. As it stands, most schools do not offer many extracurricular activities because there is no room in the budget leaving Principals to add fundraising to their roles and responsibilities in order to provide their students with opportunities for social interaction and development.

Please hear us when we say education – early childhood education included – cannot sustain any further cuts if we plan to give our students a fighting chance. By leaving our students unprepared and therefore incapable of obtaining a college degree we are perpetuating the cycle of poverty within our own city. According to NYSED’s own statistics, the difference in median salary between high school graduates and those who have a bachelor’s degree is more than \$20,000. The City of New York cannot afford to see its future, our youth, not obtain a degree beyond high school.

In closing, CSA remains committed to do our part in collaborating with the Department of Education and the Council to do whatever is necessary to enable more of our students to become college ready in the years ahead.

Thank you for the opportunity to speak before you today.

Randi Herman  
1<sup>st</sup> Vice President

*CSA is Local 1 of the American Federation of School Administrators (AFSA), AFL-CIO, located in Washington, DC. CSA is also affiliated with the NYS Federation of School Administrators (NYSFSA), which is, in turn, a member of the NYS School Administrators Consortium (NYSSAC). CSA represents nearly 6,100 Principals, Assistant Principals, Supervisors and Education Administrators who work in the NYC public schools, 400 Directors and Assistant Directors who work in city-subsidized Day Care Centers, and 11,000 retired school supervisors and their spouses and domestic partners.*

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<sup>4</sup> “Extracurricular Participation and Student Engagement,” National Center for Education Statistics.



## **Chima Agwu: Experience During College Application Process**

Hello everyone. My name is Chima Agwu and I am a senior at Belmont Prep High School in the Roosevelt Campus in the Bronx. I stand here to day as a high school student who did not receive the support I needed to get through the college applications process through my school. My college experience has been a difficult road. Meeting with my guidance counselor was a battle within its own. All the necessary information and materials that I need to ensure that I had my college essay completed, my letter of recommendations done, and that I was well prepared for the SAT came a little too late. It's a shame that as a student, all my college support came from outside of the Department of Education. Even more shameful is that only 13% of Black and Latino students graduate college ready. With the DOE grading and assessing schools based of how many students graduate college ready, its only fair that ALL schools get the resources necessary to ensure that ALL students get to college. As much as I am thankful for the community organization that supported me through the college application process, it's the DOE's responsibility.

Sistas and Brothas United worked with me to complete my college essay, helped me through my college research and application process, and will be assisting me with the financial aid process. Not my guidance counselor! Still, on January 19<sup>th</sup>, 2012, we have high school seniors in my school that have not completed their college applications process! How much support are we really getting? The DOE needs to understand that there are high school students like me who have college ambitions and just need support and guidance in getting through the college process. The debate around college readiness needs to include a conversation about what the DOE is doing to help students through the college application process!

It is clear that the Department of Education is not preparing low-income students of color to graduate college ready! The Urban Youth Collaborative is DEMANDING that the DOE implement the following policy changes:

### **1. We Need The Numbers:**

**The DOE should launch a system-wide assessment of what support schools are currently providing to students and make it PUBLIC!**

**The DOE must create an early warning system to ensure that all students know how many credits they have and what classes they should be taking.**

**This could only be done if guidance counselors only have a maximum of 250 students on their caseload!**

**2. Start Early and Provide us with the Necessary Expertise:**

**Every school should have one well-trained college counselor for every 100 seniors, who start working with students as early as 9<sup>th</sup> grade.**

**The DOE must maintain support for the existing Student Success Centers and launch additional ones at low-performing multi-campus high schools.**

**The DOE must ensure that schools using Distributive Guidance provide teachers with on going training!**

**3. Stick With Us To The End!**

**The DOE should provide funding and support to high schools to implement Summer bridge to College Programs at ALL NYC high schools.**

As NYC students, we are asking you, the members of the City Council's Education Committee and the Higher Education Committee to endorse the Urban Youth Collaborative's Get Us To College Campaign! I have with me endorsement letters you can sign, with our platform attached.



## Jorel Moore: Student Success Centers

My name is Jorel Moore and I am a youth leader with the Urban Youth Collaborative and Future of Tomorrow. I am 18 years old, and I am standing here, a week before my 19<sup>th</sup> birthday, to inform you that I am going to college.

For most people, those four words--I AM GOING TO COLLEGE--would evoke smiles, cheers, and hi-fives, but not for me.

For me, those four words remind me of the longest six months of my life.

Imagine:

You applied and got accepted to college, got offered tens of thousands of dollars in scholarships and awards from the NAACP and your father's union, you are all ready to go away to college and then, one week before you planned to go, during a phone call just to check who your roommate was going to be, you were told that the school didn't have housing for you. I made one tiny computer error & my life and my plans were completely tossed aside. I was given two options: I could either start class immediately & find a place pay to live off campus (which I could not afford) or start classes the next semester, 5 months later. So, that's what I chose. After 5 months of wrestling with financial aid offices, online forms, collecting documents and mailing checks, I am finally going to college.

The process of going to college is complicated. We need a lot of help, especially if we are the first person in our family to go to college, like me. I went to Franklin K. Lane, a phased-out high school with a model Student Success Center. I can honestly say that this college counseling center helped me a great deal. Without the help of these college counselors, I wouldn't have been able to navigate the college admission process and the **miles** of red tape involved. Without peer college counselors trained to help students like me, I probably would have given up a very long time ago. People who had gone through the process or knew about it were able to share that knowledge with me and, for that, I'm truly grateful. I was given something that all students should be entitled to--help.

We call on the DoE to fund these Student Success Centers and Bridge to College Programs. SSC peer counselors and Bridge to College mentors can use their experiences to help out high schools students, students currently going through what I went through, students currently entwined in that same red tape that I was stuck in. If the DOE would provide funding for Bridge to College programs, then graduates like me would be able to return to our high schools and support seniors in the same college process that I needed help in.

So, here I stand, one week before my 19<sup>th</sup> birthday to inform you that I'm going to college. But what about students who didn't have SSCs or the guidance I received?

What about students who fell through the cracks?

Are we just to ignore them and pretend they don't exist?

At a time when only 13% of Black and Latino students graduated NYC high schools ready for college, the DoE must commit more resources to GET US TO COLLEGE! It is the responsibility of the DOE to make sure that all NYC high school students are college ready. Anything less is a failure on their part.



**Testimony of Brittney Alicea  
Youth Leader  
Bushwick Campus Student Success Center**

My name is Brittney Alicea. I am a recent graduate of the Academy for Environmental Leadership and am now attending La Guardia Community College.

For the past 4 years, I have been a peer youth leader at the Student Success Center. My primary goal is to support young people on their pathway to college. For many of the students that I work with, college does not seem like something that they can achieve. It takes hard work and long talks to get a young person to understand that college is an option for them and that they need to take advantage of it.

At the Student success Center we work with different grade levels in different ways. For the freshman and sophomore classes, we spend time in classrooms running college awareness workshops to get students thinking about their interests and potential college options. For the junior class, we spend our time registering them for the SAT's, drafting personal statements and drafting their top colleges list. Senior year, we help every student on the campus fill out college applications and seek money through financial aid and scholarships. I am convinced that without Student Success Center's, my peers as well as myself, would not be attending the colleges and university's that we now attend.

This year, our program got additional support to help students who graduate navigate the red tape that stands between them and actually attending the college that accepted them. Throughout the summer, we will be working with graduating seniors to help them finalize their financial aid packages and complete the registration process.

For many of our students, the process of finalizing registration gets confusing causing them to never start at the college that accepted them. We are hopeful that this additional support program will help dozens more students enroll into and start college.

It is important for us to remember that Student Success Centers are extremely valuable and cost effective. Any program that allows young people to support other young people in achieving their goals is worth our time and money. At a moment where high schools are now getting evaluated on college matriculation numbers of their students, it is even more important to remove the barriers between graduating seniors and college enrollment. I urge the Department of Education and the State to look for ways to support and expand programs like the Student Success Center.

Thank You!!!

January 19th, 2012



Dear Councilman/woman,

We are writing to ask for your support for the Urban Youth Collaborative's exciting and urgent *Get Us to College Campaign*. This endeavor is designed to dramatically increase supports to NYC high school students and their families so that they may successfully navigate the college process from early exploration to enrollment.

Such a campaign has never been more important. In 2010, only 39% of NYC public high school graduates reported they would be attending 4-year colleges. Only 13% of Black and Latino students graduated high school ready for college.

As you probably know, the Urban Youth Collaborative (UYC), NYC's largest student-led organization, is a coalition of low-income youth of color who organize to improve NYC high schools and, more generally, for educational excellence and equity. Last year, UYC built an entirely youth-led coalition that was successful in stopping the elimination of student Metrocards. We also worked with the City Council and other allies to pass the Student Safety Act, which mandates transparency in safety policies for the first time; and within broad-based coalitions to minimize state- and city-level education budget cuts.

**Starting in the 2011-12 school year, NYC high schools will be evaluated based on how many of their graduates enroll in college.** UYC supports the Department of Education's (DOE) acknowledgement that high schools have the responsibility to prepare their students to enroll in and succeed in college. But raising the standard without providing adequate support is unfair and doomed to fail. The stakes for schools are high: schools that do poorly on their annual School Progress Reports are at risk of closure. Schools must significantly improve their college readiness and college enrollment rates, as the future of their students and their future as a school hangs in the balance.

Today, there is virtually no central support or additional funding to high schools so they can meet these new expectations. Additionally, the DOE does not even collect data to know the quantity and the quality of college access supports provided in schools, including the number of college counselors. UYC is calling for the following well-researched and cost-effective proposals to ensure that schools get the support they need to meet these higher standards, and to significantly increase the numbers of first generation and Black and Latino students enrolling in college:

- A system-wide survey of what supports schools currently offer students, and sharing that and other college access data with the public
- Adequate numbers of counselors to alert and help students when they are off track for graduation or college, and to help students learn about and apply to college
- Scaling up and supporting college access programs that work
- Providing support to students between high school graduation and college enrollment

We are gathering support for UYC's proposals, and have attached our fully detailed agenda—which we hope you will sign. We are happy to meet with you about the campaign. Please email Maria C. Fernandez at [maria@northwestbronx.org](mailto:maria@northwestbronx.org) or call 646-623-9905 to schedule a meeting with UYC leaders, or to sign onto the Get Us to College Campaign.

Best,

The Urban Youth Collaborative (UYC)

# GET US TO COLLEGE!

The Urban Youth Collaborative (UYC), NYC's largest youth-led organization, has created a set of proposals to ensure that high schools serving low-income youth of color meet the new DOE standards for college enrollment.



Urban Youth Collaborative

I endorse UYC's following proposals:

## 1. We need the numbers!

- The DOE does not have an accurate and comprehensive record of what its schools are doing to support students through the college process, or even how many of its schools have college counselors. **The DOE should launch a system-wide assessment of what support schools are currently providing to students and make that assessment public.**
- The DOE must create an **early warning system** so that all high school students know how many credits they have, what classes they should be taking to prepare for college, and whether they are on track for graduation and college. When students are off-track for graduation and college, guidance counselors and schools must intervene to get them back on track. **To do this, school guidance counselors should have a maximum of 250 students on their caseload.**

## 2. Start early, and provide us with the necessary expertise!

The DOE must provide adequate funding and support to schools to create a comprehensive college access system, which should include some combination of the following:

- **College Counselors:** There is currently no line in the NYC DOE budget for a college counselor, despite the abundance of evidence showing that they have a dramatic impact on college-going rates and financial support for college, especially for students who are the first in their family to go to college or are undocumented. **Every school should have one well-trained college counselor for every 100 seniors, who starts working with students as early as 9<sup>th</sup> grade.**
- **Student Success Centers (SSCs)** train high school students to help other students navigate every step of the college process, and have significantly improved college acceptances and financial aid packages. The SSCs have also played a critical role in creating school-wide "college going cultures" across the entire school campus and have effectively served undocumented students. **The DOE must maintain support for the existing SSCs & launch additional ones at low-performing multi-campus high schools.**
- **Distributive Guidance** is a proven model of teachers supporting students through the college process in advisories. **The DOE must ensure that schools using this model provide teachers with ongoing training, adequate time to fulfill their college support role, and the necessary resources for the program.**

## 3. Stick with us until the end!

- **Summer Bridge to College:** Many students, especially those who are the first in their family to go to college, get accepted into college and plan to go, but end up not enrolling. Summer bridge programs train college students to return to their high schools to support new graduates in completing financial aid documents, registering for classes, filling out paperwork, and staying on track to start college in the fall. **The DOE should provide funding and support to high schools to implement Summer Bridge to College programs at all NYC high schools.**

Elected Official: \_\_\_\_\_

Name

\_\_\_\_\_

Signature



Testimony of

Moira Flavin

Policy Associate for Early Childhood Education, Education, and Youth Services  
Citizens' Committee for Children

Oversight: Are New York City's Public School Students Adequately Prepared for College?

Before the New York City Council Education and Higher Education Committees  
January 19, 2012

Good afternoon. My name is Moira Flavin and I am the Policy Associate for Early Childhood Education, Education, and Youth Services at Citizens' Committee for Children of New York (CCC). CCC is a 68-year-old independent, multi-issue child advocacy organization dedicated to ensuring that every New York child is healthy, housed, educated and safe. I would like to thank Chair Jackson and Chair Rodriguez, as well as the members of the Education and Higher Education Committees, for holding today's hearing to explore the important issue of college and career readiness among New York City students. This hearing is especially timely, as New York State is preparing its application for a waiver to the No Child Left Behind legislation and must adopt college and career ready standards for all students, as well as articulate how students will be supported to meet those standards. CCC hopes that the City Council will weigh in with the State to inform the waiver process.

In my testimony today, I will briefly highlight the Department of Education's data regarding graduation and college and career readiness, and then discuss examples of both preventive and recuperative measures the City can take to keep students on track and prepare them for college.

Forty-six states, including New York, plus the District of Columbia, have agreed to adopt the Common Core Standards developed by the National Governors' Association Center for Best Practices and the Council of Chief State School Officers. The goal of the Standards is to provide a clear and consistent framework to prepare children for college and the workforce. By agreeing to adopt the standards, New York has recognized college and career readiness as the ultimate goal of the education system. According to CCC's analysis of the New York State Department of Education's 2009-2010 report cards, New York City's school system has a long way to go to meet college and career readiness goals. Specifically, 42.4% of students in the class of 2010 met the City standards for reading, while 51.4% of students met the standards for math the same year. The 2010 data also show that Black, Latino, and Native American students fell short of the citywide averages in reading and math, while White and Asian students scored above the averages. Low-income students fell below reading and math averages compared to higher-income students.<sup>1</sup> This data clearly shows that New York City's students, particularly low-income students of color, are struggling in school.

In 2010, the New York City Department of Education reported the graduation rate as 65.1%, a 40% increase since 2005 as measured by the State.<sup>2</sup> Note this measurement includes all students with disabilities and students graduating with Local and Regents diplomas. While this is an improvement, far too many students are still not graduating. The graduation rates for Black and Latino students (58.2% and 60.6% respectively) are significantly lower than for White and Asian students (78.2% and 82.4%, respectively).<sup>3</sup> We also know that many of those who do graduate need remedial assistance in their college programs.<sup>4</sup> In fact, the *New York Times* reported, using

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<sup>1</sup> New York State Department of Education 2009-2010 New York State Report Cards, available at <https://reportcards.nysed.gov/>.

<sup>2</sup> New York City Department of Education. <http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/default.htm>

<sup>3</sup> New York City Department of Education. [http://schools.nyc.gov/NR/rdonlyres/678EA9CF-69C0-4CFD-87EF-7E0F670059C2/0/GRADRATE2010\\_SHORT\\_HIGHLIGHTS\\_WEB.pdf](http://schools.nyc.gov/NR/rdonlyres/678EA9CF-69C0-4CFD-87EF-7E0F670059C2/0/GRADRATE2010_SHORT_HIGHLIGHTS_WEB.pdf)

<sup>4</sup> More than half of NYC students not ready to enroll in college after graduation; need remedial help. *The New York Daily News*. October 24, 2011. <http://www.nydailynews.com/new-york/education/nyc-students-ready-enroll-college-graduation-remedial-article-1.964030>

New York State Education Department data, that only 21.4% of general education students graduate “college and career ready,” meaning they scored at least an 80 on mathematics Regents exams and a 75 on the English Regents (which roughly predicts they will get a C in a similar college subject). Even more concerning, in the same article, the *Times* reported that only 13% of Black students and 15% of Latino students met the “college and career ready” criteria compared to 50% of White students.<sup>5</sup>

Every New York City child needs to have access to a quality education that ensures he or she is college and career ready. A college education is widely recognized as an indicator of success in life and a path out of poverty. According to the National Center for Education Statistics, in 2009, the median of earnings for young adults with bachelors’ degrees was \$45,000, while earnings for young adults with high school diplomas or the equivalent was \$30,000.<sup>6</sup>

CCC strongly believes that we as a city must invest in measures to prevent students from becoming disconnected from school. We must also ensure students start school ready to learn, keep students from falling behind once they are in school, and then help them stay on track for college and career success upon high school graduation. Quality early childhood education, after school programs, school-based health and mental health services, behavioral interventions such as PBIS, and a decrease in the use of suspensions are all critical to ensuring children and youth are prepared to learn and must be supported.

Early childhood education has been proven to benefit children’s cognitive, emotional, and social well-being, reduce special education enrollment and grade retention, and increase test scores and high school completion.<sup>7</sup> Quality after-school programs are also paramount to ensuring children’s academic success and that they are college and career-ready. It is also widely recognized that positive engagement of youth in their schools and communities is critical to their successful development and their ability to graduate high school and to become college and career ready. Youth services provide critical venues for students to participate in academic enrichment programs, to develop and practice skills that support leadership and civic engagement, and to explore their creativity. For example, in an October 2010 report entitled *New York After 3pm*, the Afterschool Alliance stated that while the 28% of New York City youth that participate in after- school programs is significantly higher than the national average of 15%, there are still more than one in five NYC children who go home alone after school.<sup>8</sup> Incidentally, CCC feels strongly that now is not the time for additional cuts to youth services throughout the City, as so many children depend on these services for academic and social enrichment and parents for support to remain in the workforce.

The use of early warning indicators can also be useful in identifying struggling students and intervening to keep them on track for college and career. In research to develop their Early Warning System tool, the National High School Center identified attendance, behavior, and

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<sup>5</sup> Graduation Rate Rises; College Readiness Lags. *The New York Times*. June 24, 2011. <http://cityroom.blogs.nytimes.com/2011/06/14/graduation-rate-rises-but-college-readiness-lags/>

<sup>6</sup> National Center for Education Statistics <http://nces.ed.gov/fastfacts/display.asp?id=77>

<sup>7</sup> Public Policy Forum. Matrix of Early Childhood Education Outcomes <http://www.publicpolicyforum.org/Matrix.htm> 2007.

<sup>8</sup> Full report available at [http://www.afterschoolalliance.org/documents/AA3PM\\_New\\_York\\_City\\_10202010.pdf](http://www.afterschoolalliance.org/documents/AA3PM_New_York_City_10202010.pdf)

course performance (in terms of course failures and credits earned) during the first year of high school as the key predictors of high school completion.<sup>9</sup> The National High School Center provides a guide to schools and districts for how to collect and use this data to track and support students. CCC urges the City to explore ways in which schools can collect these vital indicators and implement early warning systems across City schools.

In addition to investing in critical preventive measures such as early childhood education, after-school, and early warning systems, we must continue the important work of getting off-track students back on track for college and career readiness. In 2005, former Chancellor Joel Klein established the Office of Multiple Pathways to Graduation to analyze and respond to the needs of over-age and under-credited youth. In a 2006 study supported by the Gates Foundation and the Parthenon Group, the New York City DOE documented that there were approximately 138,000 students in the City between the ages of 16-21 who were over-age and under-credited. At the time, seventy thousand of these students were still enrolled in school, while 68,000 had already dropped out. The report went on to state that 48% of entering freshmen become over-age and under-credited in high school.<sup>10</sup>

Equally striking are the statistics from the June 2005 cohort of students, which illustrate the breakdown of age and literacy level of the students entering high school.

Within the June 2005 cohort:

- 5% of over-age and under-credited (O/A-U/C) youth (about 3,000) entered high school overage, but with sufficient literacy skills.
- 19% (12,000 students) entered high school overage and with literacy challenges.
- 24% of O/A-U/C youth (approximately 16,000) entered high school on-age with sufficient literacy skills.
- 52%, or 34,000 students, entered high school on-age with literacy challenges.

These groups have distinct characteristics and therefore require distinct interventions. For example, the 52% of students who are age-appropriate for their grade levels need targeted assistance to address their literacy challenges, but they have managed to stay on track with their peers. They may be able to continue on track with the appropriate support from well-trained and supportive teachers. Other students, though, particularly those entering high school already over-age and with literacy challenges, have significant needs and need recuperative measures in order to catch up. The data shows these students falling behind early in their academic careers, either due to chronic struggles or due to an isolated event that interrupted their education. Thus, it is clear that a large portion of O/A and U/C youth need interventions in elementary and middle school to keep them on track for graduation, college, and career. A 2008 report by Advocates for Children clearly documents the issues facing over-age and under-credited middle school students, particularly those with special needs. CCC is pleased that the Department of Education, under Chancellor Walcott, has pledged to focus on improving middle schools and students'

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<sup>9</sup> Developing Early Warning Systems to Identify Potential High School Drop-outs. National High School Center. [http://www.betterhighschools.org/pubs/ews\\_guide.asp](http://www.betterhighschools.org/pubs/ews_guide.asp) 2009

<sup>10</sup> *Pathways to Graduation: Data-Driven Strategies for Differentiated Graduation Rate Improvements*, 2008. The Parthenon Group. <http://www.parthenon.com/GetFile.aspx?u=%2fLists%2fIndustries%2fAttachments%2f9%2fParthenon%2520Graduation%2520Pathways%2520Summary%25202008.pdf>

transition to high school. The City must continue to invest in providing students with quality instruction and support throughout their academic lives, but especially early, before they get off track.

The Department of Education's Multiple Pathways to Graduation's portfolio of programs (now under the Office of Postsecondary Readiness) has benefited thousands of students since the portfolio was developed. Though outcome data is somewhat limited, there are encouraging trends emerging. According to a report from the Alliance for Excellent Education, the MPG programs are being used as models for similar programs nationwide. The report states that initial data shows transfer schools with a median graduation rate of 52.5 percent—significantly higher than the previous average of 15 percent for similar over-age and under-credited students enrolled in traditional high schools. Furthermore, the number of over-age and under-credited students and dropouts under the age of twenty-one has been reduced by 13 percent, from 132,286 in 2005 to 114, 584 as of March 2009. Also, roughly one quarter of the 2007–08 graduates from Multiple Pathways to Graduation programs enrolled in two- or four-year colleges the following year.<sup>11</sup> When the DOE first released data on Young Adult Borough Centers citywide in early 2011 (which included a 6 year graduation rate and the number of credits students accumulated in relation to the number with which they began), 14 of the 23 programs received As and Bs.<sup>12</sup> Lastly, in a three year evaluation of Learning to Work programs citywide, Metis Associates found that, overall, Learning to Work programs in transfer schools, YABCs, and GED programs had been more successful than traditional high school settings in graduating over-age and under-credited youth. Among Learning to Work programs, transfer schools had the highest 6-year completion rates (35%), followed by YABCs (31%) and GED programs (22%). By comparison, the graduation rate for over-age and under-credited youth from traditional high schools is 22%. The report states that these findings confirm that the Learning to Work program models equal or exceed the results of traditional high schools.<sup>13</sup>

While CCC is very pleased that DOE's school progress reports have begun to include data on students' college and career readiness, CCC urges the City to continue collecting and sharing outcome data for alternative programs and investing resources in these programs when promising trends such as those described above emerge.

While many students have benefited from the Department of Education's Multiple Pathways to Graduation portfolio citywide, even these programs have credit requirements such that youth nearing the age of 21 who have accumulated very few credits may be unable to enroll. Moreover, the capacity across the City is limited, and these programs, including Learning to Work, among others, are facing additional cuts that will prevent them from accepting all eligible students. CCC urges the City to protect investments in programs for over-age and under-credited youth and

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<sup>11</sup> All data taken from *What Federal Policy Makers can Learn from New York City's Multiple Pathways to Graduation Initiative* Alliance for Excellent Education. June 2011. <http://www.all4ed.org/files/HelpingStudentsNYC.pdf>

<sup>12</sup> *New Grades for Schools for Students on the Brink of Dropping Out*. Gotham Schools February 2, 2011. <http://gothamschools.org/2011/02/02/new-grades-for-schools-for-students-on-the-brink-of-dropping-out/>

<sup>13</sup> *Evaluation of New York City's Learning to Work Initiative for Over-Age and Under-Credited High-School Youth: Student Outcomes (2005-2008)*. June 2010. [http://www.metisassociates.com/publications/downloads/Metis\\_06-10\\_LearningtoWorkEvaluationReport.pdf](http://www.metisassociates.com/publications/downloads/Metis_06-10_LearningtoWorkEvaluationReport.pdf)

continue to explore options for students who cannot access these programs due to their credit level or age.

CCC would be remiss not to mention the impact of suspensions on students' college readiness, as the DOE's approaches to discipline can cause serious interruptions in students' education. We are pleased that the City Council has held many hearings on this critical issue and voted to require the DOE to release the suspension data. CCC continues to be deeply troubled by that data, and particularly by the disproportionate number of students of color and students with special needs being suspended. We feel strongly that it is counterintuitive to remove students from school when successful educational outcomes result from engaging children and youth in school. Students who are suspended are less likely to do well in school and are more likely to drop out.<sup>14</sup> CCC urges the City to continue analyzing the data closely, supporting teachers and school staff in their efforts to best meet students' needs and keep students engaged in education, and to move forward with implementation of restorative justice approaches to discipline, the expansion of school-based mental health programs, and other promising practices.

Finally, our goal as a City must be to ensure that, not only are students college and career-ready, but that they can afford to attend college. CCC urges New York City to take a leadership role in ensuring that families have access to college savings platforms. All research shows that asset development and college savings platforms are vital tools for families to plan for their children's futures and to make college attainable. Furthermore, college savings platforms have been tested nationally and reviewed rigorously, and national studies suggest that early and consistent savings for education positively impacts school performance and college entrance.<sup>15</sup> The Harlem Children's Zone was an early pilot site for such platforms. Today, thanks to an investment from the Citi Foundation, the Knowledge is Power Program (KIPP) Charter Schools have partnered with the Corporation for Enterprise Development (CFED) to implement college savings platforms in five New York City schools. Given both the cost of college education and the need to improve student connections to college and career, the City has a real opportunity to explore how to best to connect a greater number of students and parents to savings platforms.

In sum, New York City's public school children deserve a quality education that prepares them for college and career. CCC recommends the City consider the following preventive and recuperative strategies to better engage students in school and promote college and career-readiness:

- Invest in quality early childhood education, known to improve children's educational, social, and emotional outcomes later in life.
- Protect and expand existing funding for after-school opportunities for youth, which, like early childhood education, provide vital supports for students, parents, and communities.
- Invest in keeping students on track and engaged in school before they get off track.
- Support schools to develop and implement early warning systems to identify students at risk for dropping out, and help schools target those students with supportive services.

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<sup>14</sup> Education Interrupted: The Growing Use of Suspensions in New York City's Public Schools (2011). The New York Civil Liberties Union. <http://www.nyclu.org/publications/report-education-interrupted-growing-use-of-suspensions-new-york-city's-public-schools->

<sup>15</sup> Taking stock of ten years of research on the relationship between assets and children's educational outcomes: Implications for theory, policy and intervention. 2011. <http://csd.wustl.edu/Publications/Documents/WP11-08.pdf>

- Continue to explore and invest in alternative strategies to suspension that keep students engaged in school, including school-based mental health programs and behavioral interventions such as PBIS.
- Protect alternative programs, such as GED, Learning to Work, YABCs, and transfer schools.
- Continue to collect and share data on student outcomes in alternative schools, and invest in programs demonstrating positive outcomes for students.
- Engage public and charter education partners, the financial sector, and foundations in dialogue about creating concrete opportunities to connect children and families with savings platforms to make college attainable.

There is no doubt that ensuring that all of New York City's students are college-and-career ready is a daunting task. Given the schools currently face, it is clearly time for the City to do more, not less, for children. CCC urges the City to make early and consistent investments in children in order to provide them with a solid foundation for success and to prevent them from getting off track and disengaged.

Thank you for the opportunity to testify.



THE CENTER FOR ARTS EDUCATION\*

## **Testimony to the New York City Council Committees on Education and Higher Education**

**Re: Oversight Hearing: *Are New York City's Public School Students Adequately Prepared for College?***

**Delivered by Eric Pryor, Executive Director**

**The Center for Arts Education**

**January 19, 2012**

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Good afternoon Chairman Jackson, Chairman Rodriguez and members of the Committee on Education and Higher Education. I am Eric Pryor, Executive Director for The Center for Arts Education. Thank you for the opportunity to testify today on the subject of New York City public school student preparedness for college.

The Center for Arts Education is dedicated to ensuring that every New York City Public School student has quality arts learning as an essential part of their K-12 education. We've worked in city public schools for over 15 years, providing arts education programming, resources and professional development opportunities for school staff and leadership.

As a graduate of public schools, as a parent, and as the Director of The Center for Arts Education, I would like to talk today about the value of arts education in preparing students for success in college and career. I'd also like to share important findings from research conducted by The Center for Arts Education examining the relationship between arts education and graduation rates here in New York City high schools.

The arts are recognized as a core academic subject at the local and federal level and are widely regarded as an essential element of a well-rounded education. The arts are central to human development and are often overlooked in schools despite their value in preparing students for success in college and career.

America has always been a nation of inventors, dreamers and big-thinkers. Cultivating creativity, innovative thinking skills and the ability to tackle complex problems is key to maintaining that spirit and guaranteeing a bright future for our city's public school students. Rigorous and sequential arts-based instruction provides unique learning opportunities for students to develop these capabilities and more.

Learning in and through the arts enables students to actively engage in their learning, to develop discipline and a respect for process. The arts disciplines—music, dance, theater, visual arts, photography and other related studies—all require critical thinking, self-awareness, analysis and reflection. They provide students with confidence and empower them to tackle challenges and find solutions. These skills are recognized by educators, business leaders and others as key to student development and career success and are an intrinsic part of arts-based learning.

As we graduate the next generation of engineers, scientists, architects, painters, and computer programmers, we need to ensure access for all city students to a rigorous and engaging curriculum that includes the arts. Don't just take my word for it though. Former president of the General Electric Foundation and nuclear scientist Clifford Smith, said it well:

*"GE hires a lot of engineers. We want young people who can do more than add up a string of numbers and write a coherent sentence. They must be able to solve problems, communicate ideas and be sensitive to the world around them. Participation in the arts is one of the best ways to develop these abilities."*

President Barack Obama echoed this sentiment, *"the future belongs to young people with an education and the imagination to create."*

Because quality arts experiences develop these important skill sets they are vital to ensuring students succeed not only in college, but in the competitive global economy and work place.

Exposure to the arts is especially critical for students that are struggling in school. Music, dance, theater and visual art have the ability to reach a diverse body of learners, allowing all students to access their strengths. The arts by their very nature embody multiple learning modalities—through sight, sound and touch—helping all students connect to the curriculum and ultimately, be more successful in school.

Research shows that arts exposure empowers students to stay in school and engage positively in the school community. They provide students with a voice and with the confidence which is a key to success across life's endeavors and can be the one most important experiences that keeps students that may otherwise drop out interested in school.

These benefits are supported by research conducted by the U.S. government in a prominent national study of at-risk students, and here in New York City, through research conducted by The Center for Arts Education. Our report, released in 2009, examined more than 200 New York City high schools and the arts education that they offered. We looked at nine key indicators of robust arts offerings, including the number of arts teachers on staff, the number of dedicated arts classrooms, partnerships with cultural organizations, and arts coursework completed, to mention a few. We found that schools with most well-developed arts offerings also had the highest graduation rates.

Our findings make clear that good schools have the arts and that if we are serious about improving the city's graduation rates, and preparing our students for success post-graduation, we would be wise to build more sustainable and vibrant arts programs in each school. This is one of the first steps in keeping students engaged and on track to graduate and prepared for college.

We look forward to working with the City Council, the Department of Education and other partners to ensure that all high schools are providing rigorous arts coursework, aligned with state standards and instructional requirements, and taught by top rate certified arts teachers.

The arts transform students' lives, schools and communities and should be accessible to all of our city's 1.1 million students. Let's work together to ensure that our students have an equal opportunity to succeed in college and their careers when they leave our schools.

Thank you for your time and consideration.



FOR THE REASON

My name is Jaqueline Cinto and I am one of the co-founders of the New York State Youth Leadership Council, the first undocumented youth led organization that empowers immigrant youth to drop the fear and challenge the broken immigration system through leadership development, grassroots organizing and educational advancement and a safe space for self-expression. As many immigrants, my parents migrated to this country looking for better opportunities and quality of living, that my native country could not provide any more due to the passage of laws that were beyond our control, such as NAFTA. After being separated from my family for two long years, I didn't hesitate to say yes the moment my parents asked me if I wanted to come and leave the life I knew until then to be reunited with them in a foreign country. I was 15 years old when I left Mexico only thinking about hugging my mother, seeing my father and to never letting go off their hand again. At that age I did not understand of laws, the immigration system or what it meant to be undocumented. I came to fully understand the meaning of *undocumented* when I was a senior in high school when I found out that I would not be able to attend the school of my dreams because I "had no papers", I was undocumented, an unauthorized immigrant.

When I arrived to this country I was fortunate to enroll in Gregorio Luperon, a small high school in Washington Heights. In that school of about 200 students at the time we did not have much resources, we did not have a lab, a gym, books but we had a group of very dedicated educators; their drive not only as educators and advocates meant the world to me and changed my life.

My story is one of the 65,000 stories of undocumented youth who graduate every year from high school across the nation with an uncertain future to continue their education. Many undocumented youth who are right now sitting in a high school classroom are finding out the challenges they will encounter because of their undocumented status. In addition to worrying about passing their classes, studying for the regents and being a regular teenager, undocumented youth have to worry about



whether or not they will be able to attend college; they worry about the cost of college, tuition hikes, and how to finance their education if they cannot legally work in this country; as I was, they might be stressing out more about coming out as undocumented to their teachers or guidance counselor for the first time. They might be afraid of any retaliation. I was lucky to have a high school counselor who encouraged me to continue with my education; unfortunately, I know that this is not the case for many others. Drawing from our members' anecdotes, they have shared with us their frustration when their guidance counselors suggest for them to drop out of school because they will not be able to continue with their education or when they are tracked to low performing classrooms, less challenging classes, and therefore exposed to fewer opportunities that will prepare them to attend college. The school's guidance counselors are the source of information, the link between the student and their college education since for many of them and their families the higher education process is completely unknown. In addition, due to budget cuts in the education system, many high schools lack resources and information to best support undocumented youth with their college process, the meaning of in state tuition or a list of the opportunities open for them regardless of immigration status.

I am proud that New York is one the 12 states that provides in state tuition to their residents. However, I, as thousands of New Yorker undocumented youth, ask for our state to take a stand now for immigrant education reform. After the failure of the federal DREAM Act two years ago, now it is time for New York to step forward and lead the country with its own version of a DREAM Act; California and Chicago have done it already. We must show that immigrants are welcomed in New York and that all 400,000 undocumented youth across New York State will receive the education they deserve. The New York State DREAM Act aims to transform the national conversation on immigration by reminding us that we are a nation founded by immigrants and that we must pass legislation that not only addresses the



needs of the immigrant community but also provides the Federal government a model upon which to progress.

The New York State Youth Leadership Council has been at the forefront of the New York Dream Act campaign since last year when along with the leadership of Senator Bill Perkins and Assemblyman Guillermo Linares we were able to introduce it for the first time on both sides of the State Legislature. It was our organization which first convened a meeting where our undocumented membership decided that the New York DREAM Act would embody all elements necessary for an undocumented youth to become a productive and active member of society. In solidarity, we agreed upon requirements and equal opportunities for all potential beneficiaries of the bill. We created the following to be guidelines for the requirements and opportunities stated within the legislative framework:

**Requirements: Applicants Must:**

- Hold a certified High School Diploma or an equivalent GED
- Have entered the U.S. before the age of 18 & be under the age of 35.
- Have resided in New York State for at least 2 years prior to the enactment of the bill.

**Opportunities Granted To Beneficiaries Of The Bill:**

- Access to a New York State Identification Card
- Access to the New York State Tuition Assistance Program (TAP)
- Access to New York State 529 Tuition Savings Program
- Access to Public Scholarships within the City and State University of New York



Since its introduction in March 2010, the New York DREAM Act has garnered favorable support across a broad spectrum of government officials, immigrant advocacy organizations and communities at large. The leadership of the New York State Youth Leadership Council has transformed the New York DREAM Act from an idea into a working piece of legislation, which is the focus of the immigrant community for the 2012 legislative agenda. We stress vehemently that education is a public good. It is the responsibility of the community to hold their government accountable for ensuring equal access to education for all youth. The DREAM Act represents a long term investment in our undocumented youth, and the broader timeline of the legislation will ensure that our youth have basic rights. This need for equality on all levels is the fundamental spirit of the New York DREAM Act.

**It is the responsibility of the government to ensure that equal education is available for ALL residents of New York, regardless of immigration status.** Supporting the passage of comprehensive immigration policy at the state level, such as the NY Dream Act will ensure financial relief for undocumented high school students and it will also set the standard to provide accurate information and support to all students about their educational opportunities.



**THE COALITION FOR ASIAN AMERICAN CHILDREN AND FAMILIES**

**New York City Council Education Committee  
New York City Council Higher Education Committee  
January 19, 2012**

**Oversight Hearing: "Are New York City's Public School Students Adequately Prepared for College?"**

**Prepared by Nyasha Griffith, Education & Child Welfare Policy Manager**

My name is Nyasha Griffith and I am the Education & Child Welfare Policy Manager for the Coalition for Asian American Children and Families (CACF). CACF has a membership of over 35 Asian-led and Asian-serving community and social service member organizations serving a multitude of different Asian ethnic communities in New York City. I am joined by three current and former participants in CACF's Asian American Student Advocacy Project (ASAP) who will share their experiences as public school students.

CACF would first like to thank the New York City Council Education and Higher Education committees for holding this important hearing. In light of stagnant levels of funding for education, difficult decisions over struggling schools, significant numbers of English Language Learners in New York's public schools, increasing reports of students struggling to succeed, and strident rhetoric from along the ideological spectrum over teacher evaluations and school reform, now more than ever a thoughtful discussion of the supports needed for students to succeed in college and career is critical.

Established in 1986, CACF is the nation's only pan-Asian children's advocacy organization and works to improve the health and well-being of Asian Pacific American (APA) children and families in New York City. CACF focuses on three key policy areas: education, health, and child welfare. I write to urge the City to:

- 1. Monitor closely the implementation of the Department of Education's Corrective Action Plan for English Language Learners (ELLs);**
- 2. Create effective and supportive climates for learning across city schools by:**
  - a. increasing the ratio of guidance counselors to students, and**
  - b. shifting from punitive to positive approaches to school discipline**

## **BACKGROUND**

The Asian Pacific American (APA) community in New York is a diverse and growing population. Currently in New York State, the growth rate of the Asian Pacific American community is exceeding the State's population growth of 5%, and Asian Pacific Americans are by percentage the fastest growing group in New York City, nearly doubling every decade since 1970, and constitute approximately 13% of the population.

Of the one million Asian Pacific Americans in New York City:

- Asian Pacific Americans trace their heritage to more than 50 different countries and speak more than 100 different languages;
- 78% or 4 out of 5 Asian Pacific Americans are foreign-born representing the full spectrum of immigration status;
- Asian Pacific Americans have the highest rate (28%) of linguistic isolation, meaning that no one over the age of 14 in a household speaks English well;
- 26% of Asian Pacific Americans live in poverty, the second highest of all racial groups in New York City, and 1 out of 2 Asian Pacific American children are born into poverty;
- 1 in 5 ELL students in New York City is Asian Pacific American, and ELL students graduate from high school at the lowest rates;



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- 1 out of 4 Asian Pacific American high school students does not graduate on time or at all.

### CHALLENGES

Many high school students face significant challenges in their efforts to graduate on time and academically prepared for college and career. For those whose parents are unfamiliar with the American education system, there is a marked lack of knowledge about the process and requirements for completing high school. This presents a significant barrier to student achievement, especially if coupled with a lack of parental support for educational attainment and a dearth of in-school supports and resources. Students who are English Language Learners often come from linguistically isolated homes, making it that much harder for parents to understand and take an active role in supporting their children's academic progress. In families where language barriers are coupled with low socio-economic status, family pressure for students to earn an income in the short-term, often outweigh any inclination the student might have to pursue higher education.

There were over 73,000 suspensions in New York City schools in 2010-2011, and research shows that suspensions increase the likelihood that students will fall behind academically. In addition there are over 5,000 schools safety officers, as compared to 3,000 guidance counselors. Where learning environments place an inordinate focus on punitive disciplinary approaches as opposed to utilizing positive interventions where appropriate, the school climate itself can pose a significant barrier to students' preparedness for college and career. This is particularly true where students lack a support system at home to help mitigate the negative impact of unsupportive and ineffective academic environments. Despite the prevailing myth that APA students are all high achieving, the reality is that APA students are also impacted by these challenges. In addition, Asian Pacific American students, particularly those who are English Language Learners, are often disproportionately referred to special education programs or placed in inappropriately restrictive special education settings because their limited English is mistaken for a learning disability. Asian Pacific American ELL children also often experience unequal access to gifted, talented, and specialized programs.

### RECOMMENDATIONS

- 1. Monitor the implementation of the New York City Department of Education (DOE) Corrective Action Plan for English Language Learners.** There have been persistent findings that City schools have failed to fulfill their obligation to ELL students. It is telling that ELL students have the highest dropout rates. We urge DOE to educate immigrant parents using appropriately translated documents, on *all* the options available to their ELL children (ESL, bilingual, or dual language). Close monitoring by the council is needed to ensure that concrete improvements in services offered to ELL students are achieved and that DOE fulfills all its legal obligations to this vulnerable population. In particular, the DOE made specific commitments in the plan, including expanding by 125 the number of bilingual/ESL programs and ensuring timely assessments of ELL students English language capability. Continuing oversight is needed by the Council to ensure timely progress toward achieving those commitments.
- 2. Create effective and supportive climates for learning across city schools by:**
  - a. Increasing the ratio of guidance counselors to students.** Guidance counselors play an integral role in supporting students' academic achievement and psycho-social development. Guidance counselors who are trained to provide culturally competent services, and who have manageable caseloads that enable them to engage meaningfully with students and to provide necessary support and information are critical in any effort to ensure students leave high school prepared for college. Counselors should engage students and parents in their preferred language, and where language barriers exist, counselors should utilize the services of parent



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coordinators or other available resources to ensure all students receive needed supports and services.

- b. **Shifting from punitive to positive approaches to school discipline.** Research shows that approaches such as zero-tolerance policies actually increase the likelihood of future behavioral problems and the likelihood that students will fall behind academically. Schools with high suspension rates also score lower on state accountability tests, even after demographic differences are accounted for. Given stagnant levels of funding, the Council should engage in serious deliberation over the best use of scarce educational resources. Shifting resources to positive interventions (including hiring more guidance counselors), would mark a significant shift in approach and pave the way for achieving school environments that support high achievement by all students.

### CONCLUSION

Thank you for this opportunity to provide information about the challenges the APA students face regarding successful completion of high school and college preparedness. We hope the New York City Council Education and Higher Education Committees will take our recommendations into account when determining how best to ensure New York public schools adequately prepare students for success excellence in college and in life. We welcome the opportunity to speak further about these challenges, thank you for opportunity to participate in this discussion.

**K-12 MATHEMATICS CURRICULA,  
STANDARDS, AND ASSESSMENTS:  
IMPLICATIONS FOR STUDENT  
MATHEMATICS SUCCESS AT  
THE CITY UNIVERSITY  
OF NEW YORK**

**A Report of  
the CUNY Council of Math Chairs**

**Prof. Joseph Bertorelli, Queensborough Community College  
Prof. Robert Feinerman, Lehman College  
Prof. Warren Gordon, Baruch College  
Prof. Ed Grossman, City College  
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## Executive Summary

This report is the response of the CUNY Council of Math Chairs to NYCDOE Chancellor Joel Klein's request for recommendations regarding a critical shared goal: ensuring that as many high school graduates as possible are prepared for success in college-level mathematics courses. These courses require both symbolic and abstract mathematical competency, both of which can only be built on a sound foundation. Although the need of our citizenry for mathematical proficiency has never been greater, that foundation seems to be crumbling.

Far too many CUNY students, whether they are pursuing a technical career or are fulfilling a mandatory mathematics requirement, arrive on campus with neither the conceptual framework nor the symbolic skills required by CUNY mathematics courses. Indeed, the mathematics preparation of CUNY's incoming students is so weak that large proportions of students cannot compensate for their inadequate preparation, fail mathematics courses repeatedly, and, in many cases, drop out of school. Evidence of weak preparation includes both placement test performance and survey quizzes administered to beginning mathematics students. These weaknesses have been apparent for decades but seem to be worsening, despite well-meaning but often ineffective attempts to address the problem. The goal of this report is to make constructive suggestions for improvement.

If change is to be effected, it is crucial to deal with the sources of weak student preparation. While there are undoubtedly many factors at play, some beyond the reach of academic intervention, we believe that systematic flaws in New York State's assessments and standards are a significant source of the poor mathematics preparation we see in students entering CUNY. As we will document below, the State has mandated a system of mathematics instruction that is superficial, unfocused, and, above all, lacking in critical mathematics content. Large numbers of high school graduates, including many in CUNY mathematics courses, are at substantial risk for failure. In our view, K-12 students and teachers alike have been victimized by content-poor mathematics instruction resulting from New York State's defective mathematics standards and assessments.

We hope that this report will mark the beginning of a constructive collaboration between the K-12 educational leadership in the city and the CUNY mathematics faculty in addressing these issues. In practice, we realize that the needed systemic change in New York State mathematics instruction will take considerable effort and time. However, neither the NYCDOE nor the CUNY chairs can afford to wait for that to happen. Our more realistic hope for the short term is that as quickly as possible, and within existing constraints imposed by the NYSDOE, mathematics instruction in New York City classrooms will be modified to better serve the needs of both NYCDOE and CUNY mathematics students.

It is important to state at the outset that we are advocating a more focused K-12 mathematics curriculum, not a harder one. The current New York State standards and assessments include a number of topics that are introduced prematurely and treated

superficially. The principal consequence of the State's approach to mathematics instruction is that it is difficult or impossible to cover in sufficient depth the core topics in algebra and analytic geometry that are critical for future success in college mathematics.

Nevertheless, until and if New York State revises its mathematics curriculum, CUNY and the NYCDOE will have to work together to address partially inconsistent goals for New York State K-12 students:

- achieving high scores on New York State mandated assessments, and
- offering more focused instruction in the core pre-algebra, algebra, and analytic geometry material needed to prepare students for college mathematics courses.

We are fully committed to cooperating with NYCDOE stakeholders, including teachers, administrators and math specialists, to achieve both goals. We can offer at least the following levels of assistance:

- With support from NYCDOE and CUNY, we will provide online review material keyed to existing New York State assessments. All students in computer-equipped classrooms will be able to take practice online assessments covering a wide range of materials in current New York State standards and assessments.
- We will work with NYCDOE math specialists to prepare a grade-by-grade online assessment question bank with solutions, together with support materials for teachers, that would represent what students should be able to do in a college-preparatory mathematics curriculum.

Our recommendations, immediately following, are consistent with those contained in the recently released report of the National Mathematics Advisory Panel (NMAP), established in April, 2006 by Executive Order 13998. That report is available at <http://www.ed.gov/about/bdscomm/list/mathpanel/index.html>. The panel's charge was to advise the President and the Secretary of Education on how "...to foster greater knowledge of and improved performance in mathematics among American students." We anticipate that states will refocus their mathematics standards and assessments in accord with that report, and we stand on record as supporting its perspectives and major conclusions.

In particular, we support the NMAP report's critique of the mathematics content of the National Assessment of Educational Progress (NAEP), which inadequately emphasizes many important K-12 pre-algebra and algebra topics. We choose instead as a gold standard California's standards and assessments, whose mathematics content reflects our shared academic judgment as to which topics must be emphasized (and, of particular importance in New York, which should be de-emphasized or omitted) if high school graduates are to succeed in college mathematics courses. We are unsurprised that California's implementation of standards and assessments with rigorous mathematics content has been accompanied by a sharp decrease in the proportion of students in the California State University system who require mathematics remediation; see <http://www.asd.calstate.edu/performance/proficiency.shtml>.

Our immediate goals for CUNY mathematics students are to see significant reductions in the need for mathematics remediation in the CUNY system, as well as an increase in the number of students who enroll in, and who successfully complete, mathematics-related programs and majors. In that spirit, we hope that our suggestions for revisions in New York State standards and assessments will be brought to the attention of the New York State Department of Education as a matter of utmost urgency. We also believe that curricula currently used in New York City should undergo careful scrutiny, with the goal of eliminating those whose use is inconsistent with the recommendations of the NMAP report. In addition, we recommend field tests of promising curricula, such as Singapore Mathematics, a program praised by the NMAP Report, that would better serve our students.

## **Recommendations**

### **1. The NYCDOE and CUNY should establish a joint working committee to establish coherence between K-12 and college mathematics content.**

The goal of the committee will be to ensure that K-12 curricula adequately prepare high school graduates for college-level mathematics courses, while addressing simultaneously the need to prepare students for existing New York State assessments. Since coherence of mathematics content will be the focus of the committee, its membership should consist primarily of CUNY mathematics faculty and NYCDOE middle and high school teachers. An immediate charge will be to provide materials and support structures for teachers in pursuit of these goals. Materials should include

- online review material keyed to existing New York State assessments;
- a grade-by-grade online compilation of mathematics problem sets and solutions that K-12 students need to master in order to be properly prepared for CUNY mathematics courses; and
- a teachers' handbook containing grade-by-grade discussions of content and pedagogy relevant to these problem sets.

A good model for the teachers' handbook would be Chapter 3: Grade Level Considerations in the *Mathematics Framework for California Public Schools* [ <http://www.cde.ca.gov/ci/ma/cf/> ].

### **2. Mathematics curricula used in New York City schools should be examined for compliance with the National Math Panel Report.**

K-8 curricula used in New York City should be critically re-examined to verify that they comply with the recommendations of the NMAP report. Those that do not should be replaced. We recommend that the Singapore

Mathematics Curriculum, highly praised by the NMAP Report, be examined carefully and piloted by the NYCDOE.

**3. All New York City high school graduates should be offered, and should be encouraged to complete, at least three years of Regents Mathematics courses in high school.**

Current New York State degree requirements call for students entering after fall 2008 to complete three units of math for graduation. In line with this requirement, we strongly urge the NYCDOE to provide all students with the opportunity to take Regents examinations in Integrated Algebra, Geometry, and Algebra 2/Trigonometry as those courses are phased in. Furthermore, all students should be urged to take mathematics during their senior year in high school if they hope to succeed in a mathematics-related major when they get to college.

**4. The NYCDOE should investigate the expanding base of mathematics tutorial and drill-and-practice software.**

In particular, the DOE should initiate a cooperative effort with interested CUNY STEM faculty who are establishing web sites for K-12 mathematics instruction. Despite the paucity of quality research studies that met the rigorous review criteria of the NMAP, there was substantial and solid evidence for the effectiveness of drill-and-practice software used by learning disabled students. Indeed, some studies indicated that software alone achieved a better result than a combination of software and traditional teaching. We suggest as well exploring the potential benefits of having general and gifted NYC students use both tutorial and drill-and-practice software.

**5. New York State mathematics standards should be rewritten to comply with the recommendations of the National Math Advisory Panel (NMAP) Report.**

Teachers of college mathematics courses, especially STEM oriented courses, should be well represented on the committee that revises the standards. Those individuals should be responsible for ensuring that the standards have the focus, rigor, and coherence demanded by the NMAP Report. As California has already done in its *Mathematics Framework for California Public Schools* [ <http://www.cde.ca.gov/ci/ma/cf/> ], the revised mathematics standards should be embedded in a comprehensive framework document that provides guidance for teachers, administrators, and publishers as to how the standards should be implemented in practice.

**6. New York State mathematics assessments should be rewritten to comply with the recommendations of the NMAP report.**

The California assessments should serve as a model that can be improved even further. The process for devising new State assessments should include substantial input from mathematicians who will ensure that the focus, rigor, and coherence of these assessments reflect NMAP recommendations, and who will also check the mathematical correctness of assessment questions, since past New York State assessments have contained numerous ambiguities and some outright errors.

### **References**

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New York State Assessments (K-8) <http://www.emsc.nysed.gov/osa/elintmath.html>  
New York State Assessments (HS) <http://www.emsc.nysed.gov/osa/hsmath.html>
- California Mathematics Framework <http://www.cde.ca.gov/ci/ma/cf/>  
California Standards <http://www.cde.ca.gov/ci/ma/cf/> Pages 14-106  
California guide to Instructional Materials <http://www.cde.ca.gov/ci/ma/im/>  
California Released Test Questions <http://www.cde.ca.gov/ta/tg/sr/css05rtq.asp>
- California State University data on student proficiency:  
<http://www.asd.calstate.edu/performance/proficiency.shtml>
- National Mathematics Panel Final Report:  
<http://www.ed.gov/about/bdscomm/list/mathpanel/index.html>

## Testimony for College Readiness Hearing 1/19/12

My name is Zakiyah Ansari, parent of 8 children and Advocacy Director, Alliance for Quality Education. Are New York Public School students adequately prepared for college? That is the question.

Is the Mayors education legacy a success or failure? The people have spoken and its' not looking good. Two-thirds of New Yorkers don't think he is doing a good job as mayor when it comes to education. Why is that?

Could it be that after more than a decade, a decade less than 1 out 4 students are college ready? Even worse only 13% Black and Latino students are college ready. The mayor on more than one occasion has acknowledged that not every child will go to college or wants to go to college and while that may be true they will need the same college readiness skills to be successful at work too. His legacy may very well have him remembered as Mayor 13%.

The Mayor's vision of supporting struggling schools has been devastating to our school and our communities.

The policies have failed to get our kids to college.

- The closing of over 100 schools has moved our kids out of their communities and disrupted educations for tens of thousands of schools and caused other schools to be overcrowded. This year nearly half of the schools proposed for closure were opened under Mayor Bloomberg. One doesn't even have a graduating class yet.
- The proposal to fire over 1700 teachers in 33 struggling schools, at a cost of \$100 Million
- Merit pay was tried here in NYC in 2007 and it didn't work then but now the mayor wants to spend an estimated \$250 Million on bonuses for top-performing teachers, instead of putting that money back into our schools to allow them to reinstate their afterschool programs, art and music, tutoring or even hire back that social worker or guidance counselor that they had to let go.
- Teaching to these high-stakes tests does our children a disservice. It often leaves them and their teachers stressed and full of anxiety. A high stakes test does not define how intelligent our children are

or how effective their teachers are either. And these tests do nothing to give students the analytical, critical thinking skills they need to be successful in college.

- The small schools that Bloomberg has opened and that he brags about so much actually have prepared fewer of their students for college than the older schools. So clearly, just opening new schools isn't going to get our kids to college.

Mayor Bloomberg has ignored education research and education experts, to the point of putting a magazine executive in charge of the biggest school system in the country. He is willing to experiment with totally untested people and untested programs, at the expense of our kids.

Last year the mayor stated about the parents in the struggling schools fighting back against his school closures that, **"Unfortunately there are some parents who just come from—they never had a formal education, and they don't understand the value of education"**. What we do know is if there was as much effort put into research-based proven strategies like expanded learning time, college/career preparatory curriculum from elementary school, teacher collaboration, mentoring and support, social and emotional supports for our young people who are facing hardships the likes of which many of us have never seen, true engagement of parents and communities... as he has into unproven strategies...well let's just say we wouldn't be here today asking if our children are college ready.



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Testimony of  
Good Shepherd Services

Presented by  
Michelle Yanche  
Director of Public Policy  
Before the New York City Council  
Committees on Education and Higher Education

January 19, 2012

**RE: Are New York City's Public School Students Adequately Prepared for College?**

See attached.



Shifting from  
Access to Readiness

Good Shepherd Services  
Agency Mission:  
To surround  
youth and their families  
with a web of supports  
that promote a safe passage to  
self-sufficiency.

Educational attainment is key to  
self-sufficiency.

Educational attainment is key to  
opportunity.

*At least 1/4* of the students in our  
public high schools never finish...  
  
Of those who do,  
*nearly 2/3* do not earn a  
postsecondary degree, certificate or  
other credential.

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At all levels,  
minority urban males  
**graduate from high school**  
at lower rates than females.

At all levels,  
minority urban males  
**enter college**  
at lower rates than females.

At all levels,  
minority urban males  
**complete college**  
at lower rates than females.

In New York City,  
**66.4%** of 4-year High School Grads  
enrolled in college.  
**58%** of them enrolled at CUNY.  
**50%** of those who entered CUNY  
required remedial coursework.  
CUNY Office of Institutional Research and Assessment, 2008

*These were the students who  
graduated high school  
within 4 years.*

*Of the students who entered CUNY  
bachelor programs in 2001,  
**51%** graduated within 6 years.  
*The other 49% needed more time  
or never graduated.**

CUNY Office of Institutional Research and Assessment, 2008

Of students who entered CUNY  
associate programs in 2001,  
23.8% graduated within 6 years.  
  
*66.3% of those graduates  
required remediation*

CUNY Office of Institutional Research and Assessment, 2008

So what is  
postsecondary *readiness*?

**COLLEGE & CAREER READY**

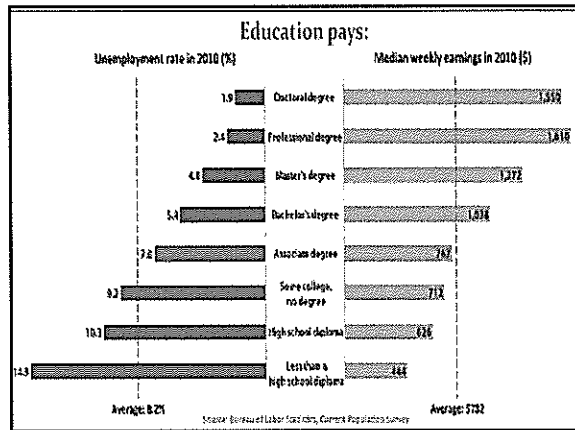
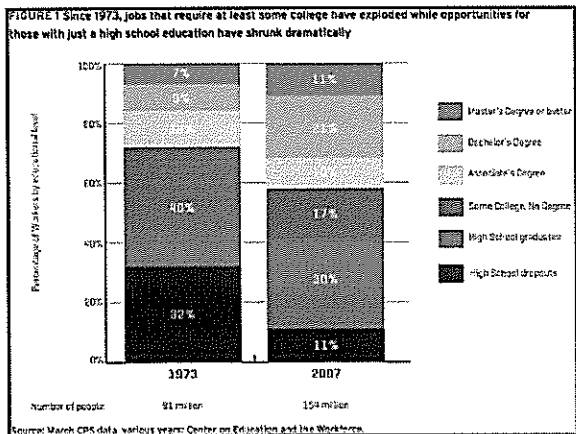
High school graduates who possess the  
conceptual knowledge and skills  
necessary to qualify for and succeed in  
entry-level, credit-bearing coursework  
*at a university, community college,  
technical/vocational program,  
apprenticeship or on the job-*

*without* the need for  
remedial or corrective courses

50 years ago,  
the majority of work required  
a high school education.

Today,  
more and more jobs require  
postsecondary education  
and/or  
advanced technical skills.

Center for Education & the Workforce, Georgetown University



**COLLEGE AND WORKFORCE TRAINING READINESS**

Ready for College and Ready for Work: Same or Different?

The levels of readiness that high school graduates need to be prepared for college and for workforce training programs are comparable...

... even though these skills are often taught and assessed in different contexts.

ACT 2006 WorkKeys Study

**Key challenges**

- Participants apply and get accepted to college but do not complete or even enroll.
- Participants float from job to job or do not have a job.
- Students graduate still needing remediation.
- Youth need a sense of immediacy and relevance leading to a lack of persistence.

We gleaned 6 core principles from our agency approach to postsecondary planning.

**POSTSECONDARY REALIZATION**

- Empowerment - Habits of Mind
- "Success is possible"
- "Hard work is an investment"
- Youth-centered programming

**RELATIONSHIPS  
& COMMUNICATION**

- Among staff and students
- Among staff and staff
- Creating a community culture

**PERSONAL COMPETENCY**

- Youth understand the cultures of college and the workforce
- Youth understand "real world" skills and behaviors

**EXTRACURRICULAR ACTIVITIES**

- Workshops
- Trips & Events
- One-to-one Counseling
- Professional Development

**START EARLY,  
FINISH PURPOSEFULLY**

- Creating a scaffolded program from Intake & Orientation to High School Graduation to Support through College Transition and Success

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**BACK ON TRACK: PATHWAYS  
THROUGH POSTSECONDARY**  
Key Elements and Operational Features



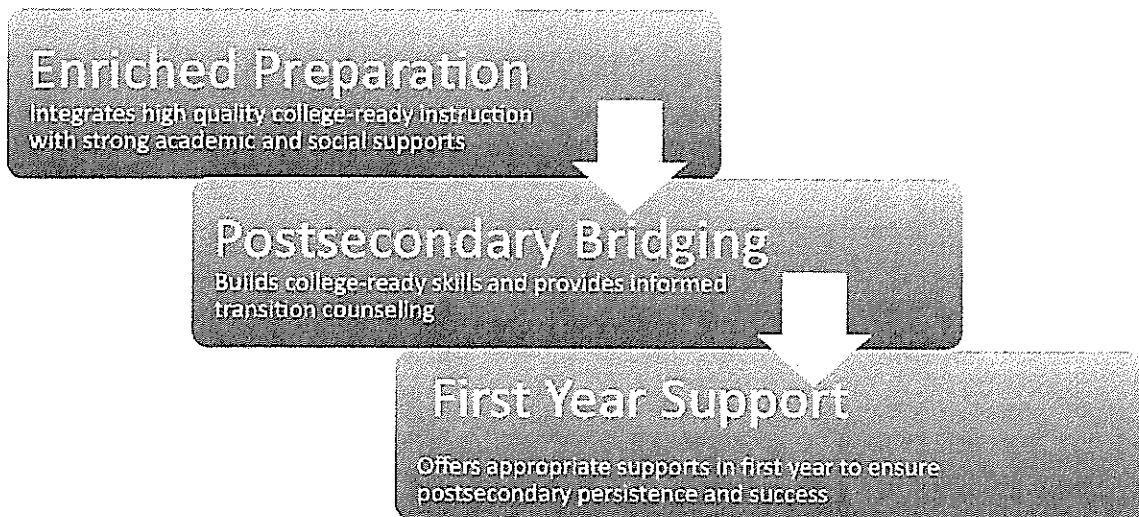
**JOBS FOR THE FUTURE**

## Overview

Across the nation, millions of young people have either dropped out of school or are not making progress toward high school graduation. The majority of these young people obtain a high school credential-- in almost all cases a GED certificate-- and close to half of those enroll in postsecondary education. Yet despite their persistence, a college degree or credential remains an elusive goal. Only five percent of all youth and adult GED completers go on to earn a postsecondary credential.

How can the schools designed to serve off-track and out-of-school youth reverse these poor outcomes? The challenge these schools face is that they work with young people behind in credits and skills who, because of family, work and other obligations, must complete a diploma or GED *and* get ready for and connected to college in a short amount of time. Leaders and staff in such schools and programs believe that college completion can become a reality with the right program designs and adequate resources. These cutting-edge programs work to accelerate learning so students graduate college-ready, while simultaneously building transparent and supported pathways into and through postsecondary education, whether at a two- or four-year college or an apprenticeship or training program with value in the labor market.

Based on JFF's work with these programs and with the help of the organizations and networks that support many of them, Jobs for the Future has developed a Back on Track model to drive growth and scale in this emerging field of practice. This model, which can be used in designing or enhancing both diploma-granting and GED programs, articulates three program phases and accompanying features that help young people achieve their postsecondary ambitions.



There is evidence that this type of design can be successful with students who have been underrepresented in higher education. In nearly a decade of work with a network of over 200 early college high schools, JFF has seen programs with the right combination of acceleration and support change the educational trajectories of low-income and minority students. Early college students can earn up to two years of college credit while in high school, saving money and earning valuable exposure to the rigor and expectations of college. A quarter of early college students earn a full associate's degree along with their high school diploma, and 86 percent enroll in college immediately after high school.

It is time to adapt the lessons of early college to create a pathway to postsecondary for former dropouts and off-track youth. Doing so successfully will require a new approach that brings together secondary and postsecondary institutions with community-based organizations, and creates mutual accountability between these systems to effectively serve this population of young people. Jobs for the Future advocates for policies that support a robust landscape of Back on Track programs, and helps programs on the ground with every aspect of implementation.

In the three-phase model, each phase has distinct elements but will naturally overlap in terms of timing, resources, and staffing. Different programs can vary in design, with the program and its postsecondary partner sharing delivery of services in various ways, but data alignment and sharing to track student success is key. This model is intended to set a higher standard for alternative schools and programs, but it is also aspirational in nature. It assumes that most schools and programs do not have all phases or features fully in place. Leaders and staff can use the model as a framework to assess the strengths of their designs and plan focused improvements, building toward fully operational models that substantially improve college completion rates for young people who are off track to postsecondary success.



## **PHASE ONE: ENRICHED PREPARATION**

### *Explicit College-Going Culture*

- Staff deliver consistent messages, from intake through graduation, that students are college material and college success is the goal.
- Staff continually assesses progress through strategic use of data, using college access and completion as the key measures of program success.
- Staff create a climate focused on acculturation to academic norms and practices as well as personal responsibility for one's own learning and life goals.
- The physical setup and artifacts in the building, and opportunities to experience college classes and college life, enable students to perceive themselves as college students.

### *College Ready Curriculum & Instruction*

- Curriculum emphasizes deep learning over test preparation, focusing on a solid understanding of key concepts and the exploration of major themes within the core disciplines.
- Curriculum is aligned and sequenced toward increasingly challenging subject matter, building skills needed for entry into credit-bearing college coursework.
- Substantial reading and writing takes place daily across the curriculum, and is scaffolded through collaborative group work, literacy circles, and other strategies that enable learners with diverse skill levels to support and challenge their peers.
- All students develop thinking, listening, speaking, and inquiry skills through purposeful questioning and opportunities to talk about their learning.
- Staff embed in the curriculum ongoing opportunities to practice college-ready skills and behaviors such as time management and test-taking strategies.

### *Intentional Use of Time to Maximize Instruction & Accelerate Learning*

- Program organizes time flexibly to enable older youth to fulfill family/work responsibilities while working toward graduation and postsecondary goals.
- Program is of sufficient length and intensity to enable youth to both gain a secondary credential and get adequately prepared for college.
- Staff use regular assessments, including college placement exams, to diagnose students' specific learning needs and customize instruction to accelerate learning.
- Technological tools provide skill-building support and facilitate "anytime, anywhere" learning to supplement classroom instruction.
- Students are coached and supported to use time outside the program to accomplish their learning goals and develop independent work habits.

### ***Personalized Guidance and Support***

- Students develop a clear, realistic, and detailed postsecondary and career plan.
- Students develop an understanding of how they learn best, reflecting regularly on what they still must accomplish or master to graduate college ready.
- Program provides leadership, service and work opportunities to build students' agency, self-advocacy and key academic behaviors, such as persistence and time management.
- The program works to strengthen students' care network, such as child-care and mental health resources, so they have adequate support to address barriers that impede learning.
- Staff develop students' abilities to have greater responsibility and voice in their own learning and life choices.



## **PHASE TWO: POSTSECONDARY BRIDGING**

*Note: This phase can be delivered through a number of different arrangements. The school or program providing the **enriched preparation phase** can also offer connections to postsecondary. The **postsecondary bridging phase** can be provided by a college or delivered through a partnership of the school/program and a college.*

### ***Supported Dual Enrollment***

- Students enroll in credit-bearing courses to gain exposure to college experiences and expectations. First courses can be those that teach essential skills within a career context (e.g., medical terminology taught in an English course) or, where possible, enriched math and English gatekeeper courses.
- Where appropriate, program takes advantage of available developmental education courses to build student skills and reduce time to completion.
- First college courses explicitly model college instruction through the use of syllabi, online message boards, and college-style pedagogy and assessments (e.g. sophisticated papers, research projects, and presentations).
- Program provides opportunities to take college courses accompanied by formal, intense academic support and scaffolding to ensure early college success.

### ***A Focus on College Knowledge***

- Program coaches students to develop college-ready academic behaviors, including study skills, time and stress management, persistence, and awareness of performance.
- Students gain college navigation skills, learning about admissions requirements, financial aid, college culture, campus resources, and relations with professors.
- Program continues to use college-ready instruction and curriculum to develop the key cognitive strategies and content knowledge required for college success.
- Students receive college IDs providing access to college facilities (e.g., skills centers, library, gym, and cafeteria).

### ***Personalized Guidance and Connection to Best Bets***

- Counselors use data such as attendance and assessment to monitor student progress toward the goal of entry into credit-bearing courses.
- Program utilizes cohort-based approach to leverage peer connections, expand students' social network and build additional postsecondary support
- Program integrates intentional career exploration and planning that takes into account students' career aspirations and labor market demand to help drive toward "best bet" postsecondary programs.
- Program graduates currently enrolled in college mentor students in the bridge phase to guide their key decisions as they transition to postsecondary.

## **PHASE THREE: FIRST-YEAR SUPPORT**

*Note: This phase can be delivered solely by the college or through a partnership between the school/program and the college.*

### ***Support for Students to Earn Credits Predictive of Completion***

- Staff use data to monitor student progress, with particular attention to performance in the first few months of college classes.
- Students experience consistent check-ins (minimum of monthly) by designated person and are encouraged to connect with networks and support providers on campus, expanding their social capital and their awareness of formal and informal supports and resources.
- Students, particularly those who are struggling, receive intensive academic supports to help them succeed in credit-bearing college courses.
- Students are offered performance-based incentives, such as scholarships, to motivate them to accomplish personal and academic benchmarks.
- Staff create individualized plans that include additional customized academic supports for students who are not on track to earn a credential after the first year of college enrollment

### ***Just-in-Time Support to Ensure Persistence***

- Emergency funds are set aside for students to cover critical start-up expenses (e.g., books, housing, child care).
- Staff provide early and ongoing supports, anticipating and preventing obstacles and providing additional referrals and follow-up as needed.

### ***Building Attachment to Postsecondary Education***

- Students are connected to campus resources, especially those targeted for first-generation college goers.
- Key information on college courses and professors is provided by student mentors to help first-year students make more informed choices.
- Staff develop or facilitate on-campus alumni groups that include student mentors and advisors.
- Students engage in small cohort-based learning and leadership communities.



**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: January 19, 2012

(PLEASE PRINT)

Name: Ken Small

Address: 62 East Trent Avenue, Bx, NY 10453-5842

I represent: Brooklyn

Address: 62 East Trent Avenue, Bx, NY 10453-5842

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Michelle Yanche

Address: Good Shepherd Services

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: 1/19/2012

(PLEASE PRINT)

Name: Kate Pfondresher

Address: on behalf of Arthurine DeSola, PSC

I represent: Professional Staff Congress

Address: 67 Broadway, 5th floor  
NYC

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**THE COUNCIL  
THE CITY OF NEW YORK**

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 in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Michael Mulgrew

Address: President UFT

I represent: UFT

Address: 52 Bway, 14th Fl.

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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: 1/19/12

(PLEASE PRINT)

Name: Leonie Haimson

Address: 124 Waverly Pl NY NY

I represent: class size matters

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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 in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Moira Flavin

Address: \_\_\_\_\_

I represent: Carrens Committee for children

Address: 105 E 20th St NY

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**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: \_\_\_\_\_

Name: Dr. Randi Herman (PLEASE PRINT)

Address: 16 Court St Brooklyn NY 11241

I represent: CSA - Council of School Supervisors &

Address: Admin.

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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: 1-19/2012

Name: Sylvia Rosta (PLEASE PRINT)

Address: \_\_\_\_\_

I represent: Louise Owens

Address: 76-12 88 St. Bx 26 NY 11385

UNY  
PANEL

**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: 1/19/12

Name: John Mogelsohn (PLEASE PRINT) CHAIRMAN  
Stoneman-Bell GINA

Address: \_\_\_\_\_

I represent: Neighborhood Family Services Coalition

Address: 120 Broadway, Suite 230

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: 1/19/2012

(PLEASE PRINT)

Name: Jaqueline Cinto

Address: 58-42 43rd Ave

I represent: The New York State Youth Leadership Council

Address: 339 Lafayette St

**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: 1/19/12

(PLEASE PRINT)

Name: Jefferson

Address: 17 George St. Dumont 799 Wp 10010

I represent: CB12 W1

Address: 711 West 168 St New York NY 10033

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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: 1/19

(PLEASE PRINT)

Name: Josh Thomas

Address: Deputy Chief Academic Officer

I represent: for instruction

Address: 004

**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: Warren GORDON

Address: BARUCH COLLEGE

I represent: CITY UNIT of NY MATH COUNCIL

Address: 55 LEXINGTON, NY 10010

**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: 1/19

(PLEASE PRINT)

Name: Shael Suransky

Address: Chief Academic Officer

I represent: + Senior Deputy Chancellor

Address: DOE

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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: John Moreno-Escobar

Address: PS-20 Whitney Avenue

I represent: Latino Youth For Higher Ed.

Address: Same

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THE CITY OF NEW YORK**

Appearance Card

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 in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Sandra-May Flowers 219.

Address: 330 West 95th St. #230

I represent: Hastus Community College/NAACP  
Bronx, NY. 96th St.

Address:

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THE CITY OF NEW YORK**

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 in favor  in opposition

Date: 1/19/12

(PLEASE PRINT)

Name: Eric Pryor

Address: 225 W. 34th, NYC

I represent: The Center for Arts Education

Address: 225 W. 34th NYC

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Appearance Card

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 in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Michelle White

Address: 50 W. 139th St #45 10037

I represent: Hastus Community College

Address: Grand Concourse BX NY

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CUNY  
ANCL

# THE COUNCIL THE CITY OF NEW YORK

Appearance Card



I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Steve Engelsey

Date: 1/19/2012

(PLEASE PRINT)

Name: ~~Downing~~ Steve Z GINA

Address: 605 W 182 St Apt #22

I represent: Students United for a free CUNY

Address: \_\_\_\_\_

CUNY  
ANCL

# 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: 1/19/12

(PLEASE PRINT)

Name: JUDITH HOWARD

Address: BRONX

I represent: NYCC

Address: 2-4 NEVINS

# THE COUNCIL THE CITY OF NEW YORK

Appearance Card



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in favor  in opposition

Date: 01/19/12

(PLEASE PRINT)

Name: CARLOS MARTINEZ

Address: 1201 GATES AVE 3B, BKLYN

I represent: MAKE THE ROAD NEW YORK

Address: 301 GROVE ST. BKLYN

**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: Jan 19, 2012

(PLEASE PRINT)

Name: Arthurine DeSola, PSC

Address: 61 Broadway, Rm 1500, NY 10006

I represent: Professional Staff Congress

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: Rev Nathaniel Ryan

Address: \_\_\_\_\_

I represent: St. Stephen's VMC

Address: 141 W 22<sup>nd</sup> St

**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: 01/19/12

(PLEASE PRINT)

Name: Eric J. Adams

Address: 405 E. 105<sup>th</sup> St. #16E New York, NY 10029

I represent: NYCC

Address: 405 E. 105<sup>th</sup> St New York

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

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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: SUF

Address: \_\_\_\_\_ NYC

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: 1/19/12

(PLEASE PRINT)

Name: JUAN PAGAN

Address: 1225 FDR DRIVE 4B NYC 10009

I represent: Legacy H.S. Parent Assoc. President

Address: 34 WEST 14 ST NYC

**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: Paolo J. Lantieri

Address: 2289 5th Ave Apt 2S

I represent: Baruch College LYHEP

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: 1/19/2012

(PLEASE PRINT)

Name: Chima Aguis

Address: \_\_\_\_\_

I represent: Urban Youth Collaborative

Address: 233 Broadway, NY 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: Dahiana Lawler

Address: \_\_\_\_\_

I represent: Urban Youth Collaborative

Address: 233 Broadway, NY 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: Irrel Moore

Address: \_\_\_\_\_

I represent: Urban Youth Collaborative

Address: 233 Broadway, NY NY

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: ~~Mrs~~ Carlos Martinez

Address: \_\_\_\_\_

I represent: C E J Make the Road

Address: Brooklyn, NY

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THE CITY OF NEW YORK**

Appearance Card

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in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Zakiyah Ansari

Address: \_\_\_\_\_

I represent: AGE

Address: Brooklyn, 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: 12/19/12

(PLEASE PRINT)

Name: Zakiyah Ansari

Address: 260 E 93rd St

I represent: Alliance for Quality Education

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: \_\_\_\_\_

(PLEASE PRINT)

Name: Stanley Ocken

Address: CCNY Math Dept NY NY 10031

I represent: CUNY Math Chairs Council

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: 1/19/12

(PLEASE PRINT)

Name: Jasmine Miller

Address: \_\_\_\_\_

I represent: NYCC

Address: \_\_\_\_\_

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THE CITY OF NEW YORK**

Appearance Card

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in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Karing Jimenez

Address: \_\_\_\_\_

I represent: Urban Youth Collaborative

Address: 233 Broadway NY, NY

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

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THE CITY OF NEW YORK**

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I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: kyasia Scarborough

Address: \_\_\_\_\_

I represent: Urban Youth Collaborative

Address: 233 Broadway, NY, NY

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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in favor  in opposition

Date: 1/19/2012

(PLEASE PRINT)

Name: Yao Yao - High School student

Address: CUNY - City College

I represent: Coalition for Asian American Children & Families

Address: \_\_\_\_\_

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THE CITY OF NEW YORK**

Appearance Card

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in favor  in opposition

Date: 1/19/2012

(PLEASE PRINT)

Name: Chang Sun - Public High School Students

Address: \_\_\_\_\_

I represent: Coalition for Asian American Children & Families

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: \_\_\_\_\_

(PLEASE PRINT)

Name: President Lisa Coico

Address: City College CUNY

I represent: \_\_\_\_\_

Address: \_\_\_\_\_

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THE CITY OF NEW YORK**

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in favor  in opposition

Date: 1/19/12

(PLEASE PRINT)

Name: Gina Ortiz, student

Address: CUNY Park

I represent: \_\_\_\_\_

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

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I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Dr. Felix Matos Rodriguez - President

Address: 475 Grand Concourse, Bronx NY

I represent: Hostos Community College of

Address: The City University of New York

(718) 518-4300

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

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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: 1/19/2012

(PLEASE PRINT)

Name: Camela Johnson

Address: 3856 Bronx Blvd, 7th Fl, NY 10467

I represent: Cecit, CB12, NAACP

Address: \_\_\_\_\_

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

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THE CITY OF NEW YORK**

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in favor  in opposition

Date: 1/19/12

(PLEASE PRINT)

Name: John Magulesca

Address: Senior University Dean for Academic Affairs

I represent: CUNY

Address: \_\_\_\_\_

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

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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: Nyasha Griffith - Yao Yao

Address: Mohammed Hogue, Chang Sun

I represent: Coalition for Asian America children

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. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Joseph Duarte

Address: 733 Rosedale Ave

I represent: UYC - Samuel 302pers

Address: \_\_\_\_\_

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