



**TESTIMONY OF NYC SCHOOLS CHANCELLOR CARMEN FARIÑA ON  
COUNCIL RESOLUTION NO. 2 IN SUPPORT OF THE CITY'S PLAN TO ESTABLISH  
HIGH-QUALITY UNIVERSAL PRE-KINDERGARTEN FOR ALL ELIGIBLE FOUR-  
YEAR OLDS AND A HIGH-QUALITY AFTER SCHOOL PROGRAM FOR MIDDLE  
SCHOOL AGED YOUTH**

**Before the New York City Council Committees on Education and Women's Issues**

**February 11, 2014**

Good afternoon Speaker Mark-Viverito, Chairs Dromm and Cumbo and all the members of the Education and Women's Issues Committees here today. I am New York City Schools Chancellor Carmen Fariña. It is my pleasure to be here to discuss Resolution No. 2 in support of Mayor de Blasio's plan to establish high-quality full-day universal pre-K and high quality after-school programs for middle school students in New York City. I would like to thank Speaker Mark-Viverito and the Council for your support on this important issue and for your longstanding support of full-day pre-K and after-school programs. Seated with me is Sophia Pappas, the Executive Director of Early Childhood Education at the Department of Education.

During my 40 years in education, I have learned that the only way to improve education is to focus attention on the classroom and quality instruction. And as Chancellor, I want to see *all* of New York City's students receive the best education possible, as early as possible.

The opportunity to attend high quality, full-day pre-K is an essential step in this trajectory. We know that significant growth in speech, language, and brain development occurs before kindergarten. By getting children into language-rich environments that promote higher-order thinking as soon as possible, pre-K helps develop the critical vocabulary, oral language, and problem-solving skills that serve as a foundation for academic success throughout the remainder of their education. And by establishing strong partnerships with families from the beginning, we set the tone for continued, active family involvement throughout a child's time in our schools.

In cities and states that currently have universal pre-K, research has documented significant academic gains across all income and racial groups. In Tulsa, Oklahoma participation in pre-K was a powerful predictor of children's pre-reading and pre-writing scores and helped narrow the achievement gap.

New Jersey's Abbott Districts' pre-K programs are designed to overcome chronic education disparities and have demonstrated substantial impacts on achievement in language, literacy, and mathematics. A recent study found that Boston's universal pre-K narrows the achievement gap and produces gains in vocabulary and math skills for children from all backgrounds.



Another step in setting up our young people for success in college and careers is to focus on the quality of their middle school experience. After-school programs have the potential to be a support system for students, both academically and emotionally. Just like pre-K, these programs offer crucial resources that may not be otherwise available to students. Not only do they help our students improve academic performance, they foster community at a critical time in a child's development.

You understand that by providing free, high-quality, full-day pre-K to an estimated 73,250 four-year olds by the 2015-2016 school year, we have the opportunity to dramatically alter the academic and life paths of our City's children. You understand that given the importance of pre-K for our children, families and city, we must start this two-year rollout with a significant increase in full-day options starting this coming school year.

You also recognize that middle school is a pivotal time for our students. As early as summer 2014, we can begin after-school expansion for middle schools in targeted neighborhoods and expand to the 116 stand-alone middle schools currently without an after-school program in September 2014. As I visit middle schools throughout the City, this has become clearer to me: at an age where the alternative can lead to dropping out or incarceration, a good after-school program has the power, not only to change the course of a student's academic career, but to change his or her life.

So how do we turn this information into real and long-lasting change? The central challenge is sufficient, sustainable funding. Without multi-year, guaranteed funding, agencies and providers will be unable to secure the quality educators and space necessary to serve every child in New York City.

Thank you for recognizing that a small tax increase will allow an enormous investment in the future of our City. Every child not already in a pre-K program has already lost critical learning time. Filling the gap in full-day pre-K access cannot wait. Providing quality after-school programs for middle school students is a must if we are truly committed to increasing the number of NYC students who graduate from high-school college and career ready. The children we could potentially place in programs this September will not get another chance at experiences that set them up for achievement and increased opportunities later in life.

Thank you so much for your support on these fundamental issues. I am proud to stand with you in consensus on this issue and I look forward to working with you in the future. I would like to once again thank you for the opportunity to testify today and I would be happy to take your questions.



**FOR THE RECORD**

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**Testimony of United Neighborhood Houses  
Before the New York City Council  
Committee on Education  
Regarding Resolution #2  
Supporting New York City's Plan  
for Universal Pre-Kindergarten  
And Middle School After-School**

**Submitted by Gregory Brender, Policy Analyst**

**February 11<sup>th</sup>, 2014**

**Thank you for the opportunity to submit testimony. Today, UNH is up in Albany with staff from our member agencies - New York City's 38 settlement houses and community centers and we are talking to state legislators about the importance of enacting New York City's plan to finance truly Universal Full Day Pre-Kindergarten and Middle School after school with a modest tax increase. Although we can not join this hearing in person, we look forward to the opportunity to work with the City Council to ensure that the voices of New York City's children, families and communities is heard up in Albany.**

**United Neighborhood Houses is New York City's federation of settlement houses and community centers. UNH member agencies have a deep commitment to early childhood education and after-school and provide these services as well as other crucial programs including adult literacy, ESOL, and services for older adults.**

**UNH strongly supports the City's plan to implement a modest tax increase in order to fund a full day Universal Pre - Kindergarten program for every 4 year**

old and an after-school slot for every middle schooler. We have seen firsthand the importance of both these programs. We have seen that high quality Pre-Kindergarten programs help children succeed in school by giving them the tools they need to learn early on. We have seen that middle school after school programs help young people confront the challenges of a difficult stage in their adolescence and improve educational outcomes.

New York State made the promise of Universal Pre-Kindergarten first in 1996. Yet, for nearly half of New York City's 4 year olds, the promise has not been kept. The current plan put out by Governor Cuomo is laudable but does not invest enough for a truly universal program.

Similarly, Governor Cuomo plans to make investments in after-school in 2015. However, this investment which is dependent on revenues from yet to be built casinos also invests too little for the program to be universal.

It is clear, New York City needs to act in order to ensure that every 4 year old and can get a quality early childhood education and every middle school student has access to an after-school program. We are thrilled to see that support for New York City's plan to act is broad and strong.

Community based organizations including settlement houses are ready to be enthusiastic partners with the City in ensuring this plan becomes a reality. UNH member agencies are working to creatively identify new space to provide services and we are particularly excited about the possibilities of improving underused spaces in New York City Housing Authority (NYCHA) developments. Moreover, we are thrilled that the City's white paper "Ready to Launch" called for increasing teacher salaries in community based organizations as they are currently paid less than their counterparts in public school programs.

It is time for New York City to act and Albany should empower New York City with the authority to do so. We urge the City Council to pass Resolution #2 calling on Albany to empower New York City to implement the plan and look forward to working with you further too ensure New York City's children have early childhood education and after-school.



THE COALITION FOR ASIAN AMERICAN CHILDREN AND FAMILIES

New York City Council  
Joint Hearing of the Committees on Education and Women's Issue  
February 11, 2014

Testimony of Marissa Martin  
Budget Policy Manager, Coalition for Asian American Children and Families

Good afternoon. My name is Marissa Martin, and I am Budget Policy Manager of the Coalition for Asian American Children and Families. We would like to thank Education Committee Chair, Daniel Dromm and Women's Issues Committee Chair, Laurie Cumbo and members of the Education and Women's Issues Committees for holding this important hearing on Resolution 2, that supports the City's plan to establish high-quality universal pre-Kindergarten for all eligible four-year olds and a high-quality after school program for middle-school-aged youth.

Since 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 in three key policy areas: education, health and child welfare. CACF challenges the stereotype of Asian Pacific Americans as a "model minority" and advocates on behalf of underserved families in our community, especially immigrants struggling with poverty and limited English skills. We work with our membership of over 50 community based organizations to promote better policies, funding, and services for East Asian, South Asian, Southeast Asian, and Pacific Islander children, youth, and families.

CACF also co-leads the 13% and Growing Coalition, a group of over 45 Asian led and serving organizations that work together to ensure that New York City's budget protects the most vulnerable Asian Pacific American New Yorkers. Coalition members employ thousands of New Yorkers and serve hundreds of thousands of New Yorkers. Currently, the Asian Pacific American community is by percentage the fastest growing group in New York City, nearly doubling every decade since 1970, and is 13% of the population. Unfortunately, current levels of public funding for the Asian Pacific American community remain disproportionate to our community's needs.

- 1 out 25 APA children live in poverty.
- 26.5% of APA live in poverty, the highest of all racial groups in NYC.
- APAs have the highest rate (42%) of linguistic isolation meaning that no one over the age of 14 in a household speaks English well.
- 1 out of 4 APA high school students does not graduate on time.
- 1 out of 8 APAs in NYC are uninsured.

As a member of the Campaign for Children and New York City Youth Alliance, **we strongly support the City's plan to implement a modest tax increase in order to fund a full day Universal Pre-Kindergarten program and high-quality after school programs.** These programs are especially important for immigrant youth who struggle with English language proficiency, the acculturation process, and inadequate academic preparation. Immigrant youth come from families that face high rates of poverty, live in linguistic isolation, and lack the knowledge of available systems and resources. Despite the "model minority" stereotype, Asian Pacific American youth must also overcome challenges:

- 1 out of 4 Asian Pacific American high school students does not graduate on time or at all.
- 1 out of 5 Asian Pacific American students is an English Language Learner.
- According to the New York State Department of Education, only 50% of Asian Pacific American (APA) students<sup>1</sup> are considered prepared for college and career.<sup>2</sup> For APA students in high need urban-suburban areas, the rate drops to 35.2%.<sup>3</sup>

We were glad to see that the City acknowledged the unique challenges immigrant youth face in Mayor de Blasio's *Ready to Launch* plan and included a community needs assessment for all schools and CBO's who applied for these programs to ensure culturally competent, language accessible services are taken into consideration. During this RFP evaluation process, the City needs to ensure that small CBOs that serve emerging immigrant communities be supported. These organizations are rooted in and have the trust of their communities. They are often the first to become aware of and respond to the community's needs in a culturally competent and linguistically appropriate manner. A decrease in funding to these grassroots organizations translates into a diminished capacity to address the community's needs.

**Thank you for this opportunity to testify and we urge the New York City Council to pass Resolution 2 to allow New York City to establish high-quality programs that young new Yorkers deserve. We look forward to working with the City Council to ensure that all New Yorkers have access to the services and support they need to thrive.**

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<sup>1</sup> "Most New York Students Are Not College Ready," New York Times, Feb. 7, 2011. Available online at: [http://www.nytimes.com/2011/02/08/nyregion/08regents.html?\\_r=1&hp](http://www.nytimes.com/2011/02/08/nyregion/08regents.html?_r=1&hp).

<sup>2</sup> Ibid. According to the New York State Department of Education College and Career Ready is defined as achieving a grade of 80 on the Math Regents, and a 75 on the English Regents. It is important to note that by their calculations, these grades merely predict a C grade for college level courses in these same subject areas.

<sup>3</sup> Ibid.

When a child reads, a community succeeds!

## Resolution 0002-2014 Testimony

submitted by Literacy Inc.

Literacy, Inc. (LINC) enthusiastically supports New York City Council Resolution 0002-2014 and Mayor de Blasio's plan to establish high-quality universal pre-Kindergarten for all eligible four-year olds and a high-quality after school program for middle school students. For 17 years, LINC has developed community partnerships that support and sustain reading success by age 8, a crucial time for children to master reading. We do this through our three program areas:

- (1) Reading Partner Programs that pair young readers with older children and other adults to give children more one-on-one reading time;
- (2) Parent Engagement Programs that support reading development in the home; and
- (3) Reading Everywhere Celebrations that create literacy-rich communities through increased literacy excitement and engagement throughout the surrounding neighborhood.

New York City is currently facing a literacy crisis disproportionately affecting children living in poverty and Black and Latino children. Seventy-four percent of students living in poverty will leave third grade reading below grade level. Last year, ELA test scores indicated that by third grade only 16% of Black children and 17% of Latinos were performing at grade level. These percentages are expected to drop even further when student proficiency is measured against the New York State Common Core Learning Standards. The urgency of universal pre-K implementation could not be more apparent.

By third grade, students should have learned the skills necessary to become independent readers because beyond third grade, 85% of all academic content is accessed through literacy. Children, who are not reading proficiently by the third grade, fall drastically behind in all academic subject matters. Once these children fall behind, they are more likely to drop out of high school, face social and economic challenges, and continue the cycle of poverty. The emergent and reading-readiness skills acquired at the pre-K level provides New York City's children with the sound educational foundation needed to be proficient readers by third grade.

The implementation of universal pre-K would go a long way towards establishing a much needed resource for parents. With the number of subsidized early childcare seats being threatened every year, and the rising cost of quality care options for those who do not qualify for subsidies, universal pre-K means parents will have the availability to work and provide for their families while feeling confident that their children are being offered a structured environment that

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When a child reads, a community succeeds!

contributes to their growth and development. Universal Pre-K also enables parents to take advantage of parent engagement initiatives offered by the Department of Education and partner organizations such as LINC. LINC has experienced firsthand, that when parents are given the tools to support their children's learning at home, students achieve more successful academic outcomes.

The value of expanded after school options further supports academic achievement for New York City's children. LINC partners with libraries and after school programs to provide one-on-one structured reading support and literacy learning celebrations. These after school learning opportunities provide academic enrichment activities that translate to greater learning outcomes for children. Once again, families are given the option to work, knowing their children are safe and engaged in positive structured activities. Furthermore, children in after school programs often receive assistance in completing homework assignments and are afforded the art, music, and movement classes that are often stripped from the regular school day. LINC depends on quality after school programs to provide its literacy enrichment activities that support grade level reading.

LINC firmly believes that the responsibility of educating our children does not rest squarely on one set of shoulders. Closing the achievement gap is a responsibility that must be shared by all – neighbors helping neighbors, New Yorkers helping New Yorkers- to ensure the vitality of our city's economy for years to come. Early childhood education is the cornerstone of a every child's success and we believe that Mayor de Blasio's plan to implement universal pre-K and expanded after school programs is crucial to reaching the level of success our children deserve.





**The Children's Aid Society**

[www.childrensaidsociety.org](http://www.childrensaidsociety.org)

**Testimony of Richard R. Buery, Jr. President and CEO, The Children's Aid Society  
Prepared for the Hearing on Res. No. 2 – Resolution supporting the City's plan to establish  
high-quality universal Pre-Kindergarten for all eligible four-year olds and a  
high-quality after-school program for middle school-aged youth  
Committee on Education, Committee on Women's Issues, New York City Council  
February 11, 2014**

Good Afternoon. My name is Richard R. Buery, Jr., and I am the President and CEO of The Children's Aid Society and as of March 1, I will be the Deputy Mayor for Strategic Policy Initiatives. So today, I will speak to you from those two perspectives. Before I begin my testimony, I would like to thank Speaker Mark-Viverito, Education Chair Daniel Dromm and members of the Committee on Education, Women's Issues Chair Cumbo and members of the Committee on Women's Issues for the opportunity to testify today about this important and critical issue for children and families in New York City.

As President and CEO of The Children's Aid Society, I have worked over the past four years to build high-quality early childhood programs, including pre-kindergarten services, and high-quality after-school programs as critical parts of the pathway to college for children living in poverty.

Children's Aid is a pioneer in early childhood programs; in 1881, we opened the first nursery in the country for infants and children when women joined the workforce during the Industrial Revolution and we operated some of the first Head Start and Early Head Start programs in the City. Currently we serve about 1,000 children in four high-need neighborhoods – Harlem, Washington Heights, the South Bronx and Northern Staten Island - managed by 200 capable and highly trained staff in our Early Childhood Division. As a 161-year old anti-poverty, multi-service organization serving thousands of children and families, we view early childhood and after-school programs as essential components of our cradle-through-college strategy called Keeping the Promise.

As incoming Deputy Mayor for Strategic Policy Initiatives, I will work with agencies across the administration to implement Mayor de Blasio's ambitious vision to provide free, full-day, high-quality Pre-K programs to each and every four-year old and after-school programs for every middle school youth whose families choose to take advantage of it, so New York's children enter elementary school ready to succeed and are supported when they get to middle school. A critical part of this is advocating at the state level for the City's ability raise the resources for this plan through a personal income tax surcharge.

## **Implementing a High Quality and Systemic Universal Pre-K Program**

I want to take my time with you today to focus on the Pre-K proposal and talk about how the Mayor's plan can be implemented based on the valuable lessons that Children's Aid has learned over the past decades and information gathered from the best programs across the City and the country. These ideas were also informed by the contributions of the Universal Pre-Kindergarten Implementation Working Group, along with the many other experts the Mayor has assembled over the past months to shape this plan. We arrived at a plan that I believe will put us on the path to a high-quality universal program and will have a transformative impact on our city.

Early childhood programs implemented at Children's Aid have five critical program features. They are:

1. Exceptional, certified lead-teachers in every classroom,
2. Research-based curriculum,
3. Teacher support,
4. Family support, and
5. Authentic assessment

### **Exceptional, Certified Lead-Teachers in Every Classroom**

At Children's Aid, we ensure that each classroom is led by a teacher with certification in birth-2<sup>nd</sup> grade education. Mayor de Blasio has made the same commitment in the Ready to Launch plan. We must also invest in helping talented assistant teachers get certified as quickly as possible, so we can build a pipeline of talent moving forward.

### **Research-Based Curriculum**

At Children's Aid we are also adopting a curriculum called Tools of the Mind, which not only produces gains on the standard measures of cognitive, social-emotional, and physical development, but also develops executive function, which is essentially a child's ability to plan ahead, hold a series of tasks in memory, and resist distractions. Research has shown that these are critical foundation skills for school and keys to lifelong success. DOE and ACS already ensure that programs use curricula that advance the state Pre-K common core learning standards and are developmentally appropriate. Mayor de Blasio has reaffirmed that commitment in his plan.

### **Teacher Support**

Having a research-based curriculum and excellent teachers is only a piece of the puzzle. Teachers need ongoing support and professional development to implement the curriculum reliably across multiple classrooms and sites, and to individualize it to the educational needs of students. To do that, at Children's Aid, we have Educational Directors that meet once a week with teachers to help them target support to students. We also provide the equivalent of one day per month for professional development, and have invested in training from the creators of Tools of the Mind to ensure that we are implementing the curriculum faithfully.

Recent research shows that this coaching and support produces high-quality programs and significant positive impacts for children. Mayor de Blasio has taken the lessons of this research and incorporated them into his plan – investing in coaches, professional development, and other supports for teachers so they can continue to grow and develop professionally.

### **Family Support**

Of course, what happens in the classroom is only one part of a child’s life, and only one part of a successful early childhood program. In the high-need communities where Children’s Aid works, we hire family workers from the community to help support families as the primary educators of their children. The principal role of the family worker is to assist families with everything from housing and job training, to obtaining food stamps and getting a library card.

But even more than that, Family Workers help involve families in shaping the program itself. Each of our early childhood programs has a Parent Council that reviews our budget, a dashboard of program results, and gives our directors feedback and suggestions for how to make the program better. We also ensure that each classroom has a bilingual staff member to ensure maximum communication with our immigrant families. Ready to Launch expands on some of these approaches, by investing in additional social workers in programs, and providing additional support for programs in high-need neighborhoods to ensure that each child can succeed.

### **Authentic Assessment**

Once we have these pieces in place, we *should* have a high-quality pre-kindergarten system. But how will we know for sure? It is critical that we use research-based, reliable ways to measure how well our children are developing, our teachers are teaching, and our programs are running. We are making a significant public investment, and New York City will and should demand excellence.

At Children’s Aid we use weekly teacher observations, recorded in a database and tracked over time, to accomplish this. Program staff not only observe cognitive development, but social skills and physical development – measures that reflect a holistic approach to child development. At the same time, teachers use those observations to individualize instruction for children, so teachers focus on the particular needs and strengths of each child. This information is also shared with our families so that they understand how their child is progressing or what additional supports the child might need. It is these observations, not tests, that we use to measure progress and program effectiveness.

Under the Ready to Launch plan, City agencies will use similar tools, and Mayor de Blasio is committed to making investments to ensure that every program has access to them.

### **Conclusion**

Looking forward, there is one critical ingredient needed to build a high-quality program with these program components: the steady, guaranteed revenue stream that the Mayor’s proposed personal income tax surcharge would provide. This guaranteed revenue would enable programs to sign leases for

high-quality space, attract the best teachers who would otherwise question the stability of a career in early childhood, invest in the best curriculum and the training needed to bring teachers up-to-speed on it, and put in place the systems needed to tell whether our programs, teachers, and each and every child are succeeding.

This is an opportune time and we have achieved a remarkable moment of political consensus, where our Mayor, Governor, and President agree – along with so many others from around the country on both sides of the aisle – that early childhood education is not only important but a priority. Failure is not an option.

I personally look forward to working with each of you to make this program a reality and to ensure that NYC's Pre-K and after-school programs keep its promise to New Yorkers. We have a responsibility to ensure that each and every child has a fair shot, not just a chance, to succeed and thrive and realize her full potential.

Thank You.

Testimony of the United Federation of Teachers

Before the  
New York City Council  
Committee on Education & Committee on Women's Issues  
Regarding New York City Council Resolution No. 2

Supporting the Plan to Establish Universal Full-time Pre-K for All Four-Year Olds

February 11, 2014

Good afternoon Chairman Dromm, Chairwoman Cumbo, and to all of the members of the Education and the Women's Issues committees. My name is Karen Alford and I am the vice president for elementary education at the United Federation of Teachers (UFT). On behalf of our members and our President Michael Mulgrew, I thank you for the opportunity to testify on this critical issue.

**The UFT Endorses Resolution No. 2**

Without reservation or equivocation, we endorse City Council Resolution No. 2 supporting the City's plan to establish high-quality universal prekindergarten for all eligible four-year olds. The case articulated in "Ready to Launch: New York City's Implementation Plan for Free, High-Quality, Full-Day Universal Pre-Kindergarten" is compelling and irrefutable. Mayor de Blasio has passionately championed the campaign for universal full-day pre-K and spearheaded a plan that is more than a policy statement from a sole visionary. Authored by a multi-disciplinary team, based on in-depth analysis of agency data and supported by external research, the plan details why universal access is critical and of how many children will benefit. Of critical importance, it offers a sustainable funding approach and a realistic implementation model to convert existing capacity and create new pre-K seats.

As a certified educator in early childhood and as a steward of our union's elementary school division, I am pleased that the will of the public has finally come to bear on formal pre-K instruction for our children. From my earliest classroom experiences in Ocean-Hill Brownsville's District 23 through my current role advocating for elementary school children and their teachers across the city, I can attest to the difference in the learning trajectory for children who enter kindergarten without the benefit of a pre-K experience. These children are at a marked disadvantage versus their peers who start kindergarten from quality pre-Ks where instruction was guided by developmentally appropriate curricula. Their peers are primed to learn.

Providing families with access to universal, high-quality, full-day pre-K is among the most important things we can do to help prepare young children for school and beyond, especially for those living in poor communities. The Society for Research in Child Development and the Foundation for Child Development in its 2013 joint presentation of wide-ranging empirical

studies, *Investing in Our Future: The Evidence Base on Preschool Education*, proves the efficacy and long-term benefits of public pre-school education. Citing an analysis of more than 84 preschool program evaluations children were shown to gain “additional learning in reading and math.” Plus, children develop love of learning and exploration especially engaging with their teachers and peers in an environment that is emotionally supportive guided by curricula that is appropriate to get them ready for primary schooling. For years we’ve heard a lot of lip service about reducing the achievement gap for our students with the greatest need. The evidence now speaks; it’s time to act.

### **The Case for a Dedicated Funding Stream**

Building the city’s capacity to bring free full-time pre-K to all four-year olds who need it by the 2015-2016 school year, an estimated 73,250 according to the mayor’s plan, requires dedicated revenue. To scale up and expand pre-K offerings in approved public school and community settings with certified teachers in every classroom, the funding must be in place. Creating a new revenue stream for these programs is crucial; draining stretched resources from existing education budgets is not the answer. We applaud Governor Cuomo’s inclusion of full-day pre-K in his proposed fiscal year 2015 budget. We believe these funds are a great start; but New York City requires what Resolution No. 2 advocates for— predictable funding from year to year to properly implement the initiative on a citywide scale. Our city needs every state dollar from existing state revenues to adequately fund K-12 in high-needs districts.

The UFT supports the mayor’s call for home rule so New York City can create a new funding stream that will ensure stability of its pre-K programs. A broad coalition of unions, business leaders and parents have joined together behind this issue, and voters have already shown a willingness to accept a tax on the wealthy as a way to implement universal pre-K. The mayor’s proposal also includes the creation of afterschool programs for middle school students, an initiative we strongly support.

### **A Shared Vision of High-Quality Pre-K**

In the late 1990s, Assembly Speaker Sheldon Silver fueled the movement by creating the first state funding allocated for pre-K. Notably, it was continued last year by Governor Cuomo allocating full-day pre-K state dollars, for the first time. Mayor de Blasio’s comprehensive implementation plan of course, will expand full-day pre-K to the all of our City’s four-year-olds.

The UFT has long supported bringing quality education to our early learners. The professional development and credentialing services we provide to the more than 20,000 members of our family child care providers is evidence of our commitment. Our support for this resolution and the plan upon which it’s based is centered on the model for pre-K where there’s professional development, on-site instructional coaches, aligned curricula with standards and resources for families.

Some of the best education ideas face obstacles to success when the implementation plan is flawed. This is not the case with the current plan for universal full-day pre-K. The rigorous application process coupled with the mandate for teacher-to-student ratios that will result in a system where our pre-K students learn in small class sizes is sound. Ensuring there are certified teachers in each classroom — regardless of setting — who utilize curricula that they’re trained in

is a win for all stakeholders. The UFT shares this vision and firmly endorses the plan for implementation.

### **Shaping the Future**

These programs can play a pivotal role in laying the foundation for a child's social, emotional and intellectual development, including critical thinking, the ability to concentrate and transition from one activity to the next, and verbal and written communication.

It's an initiative that will have far-reaching social and economic benefits for our communities, and Mayor de Blasio has put forward a comprehensive plan to make that dream a reality.

From the mayor to Governor Cuomo, who has voiced a strong commitment to expanding access, to elected officials statewide and child advocates and education researchers — we all agree — the time is now. Every teacher and parent knows why. Today's four-year-olds can't afford to lose the opportunity to enter a qualified pre-K program staffed by certified educators in the upcoming school year. Implementing this plan means children will come to school, to kindergarten, ready to learn.

Thank you.

COUNCIL OF SCHOOL SUPERVISORS AND ADMINISTRATORS

# Testimony

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## Support of Council Resolution 2

**Dr. Randi Herman, First Vice President**

**2/11/2014**

Testimony in support of city council resolution 2 UPK and after school programs for middle schools



To those members of the council and to the education committee members, past and present, thank you for your consistent attention to early childhood education. I've often come before you with the mission of persuading you that early childhood education is important, but today, my purpose is to lend the support of CSA and its membership- the school leaders of NYC- to Council Resolution 2.

We are here today in support of the Council Resolution 2, supporting the City's plan to establish high quality universal pre-Kindergarten for all eligible four year-olds and a high quality after school program for middle aged youth.

Research has demonstrated children who have had the opportunities for Universal Pre K and Kindergarten are not only better prepared for the first grade, but perform better throughout their school experience.

As school leaders educators and supervisors in the Department of Education and working in city funded community based organizations providing early childhood education, we believe that every student deserves an opportunity to pursue their education on an level playing field. We must give all our children a chance. As we know it's all about equity, and equality which hinges on access to a quality education. We cannot stand by and watch while our children are cheated out of opportunities for a successful future.

Our children aren't failing-we are failing our children and as the responsible adults, we must take corrective action immediately. We all agree that UPK is the right decision, but the arguments over proposed funding strategies are promoting acrimonious discussion and debate that might stall the implementation of UPK NYC and the after school programs that our middle schoolers urgently need. We need to get past our differences and keep our eyes on the prize and remember what's at stake.

The reality is revenues from Mayor deBlasio's proposed tax will provide a consistent dedicated funding stream to support UPK and after school programs for our city's most precious and valuable resource, our children.

And, let's not be naïve, introducing more than 73,000 new children into an already over-burdened system is going to bring an entire new set of challenges. We must find the classrooms, the supplies, proper supervision, structure and oversight. I assure you we will work with anyone and everyone to meet those challenges as they arise. Now is not the time to argue over the small stuff- Now is the time to finally open the doors of opportunity to all our children and start them on a path to a better education and a better future. How will history remember us? Will we be remembered as those who banded together, stayed strong and focused on our goal or will we surrender our ideals instead of standing up for what we believe in?



Extraordinary reach.  
Unconditional care.  
Life-changing results.

**FOR THE RECORD**

Testimony

of

Gail B. Nayowith

Executive Director

SCO Family of Services

before

The New York City Council Committees on

Education and Women's Issues

February 11, 2014

Good afternoon City Council Speaker Mark-Viverito, Education Committee Chair Dromm and Women's Issues Committee Chair Cumbo, members of the Education and Women's Issues Committees and the now 47 Councilmember strong leaders who sponsored Resolution 0002-2014.

My name is Gail Nayowith. I serve as the Executive Director of SCO Family of Services, and as a proud member of Mayor deBlasio's UPK Workgroup. SCO operates 76 programs in NYC neighborhoods, providing necessary services and unconditional care to more than 53,000 vulnerable people – from newborns to high schoolers, from homeless families to struggling teenagers, from families at-risk to disabled adults. We focus on safety and healthy development, on stability and mastery, on learning, work and well-being -- one person and one family at a time. Our programs are deeply embedded in community, helping the people we serve build meaningful connections and strong community ties. Our city staff are also local – living, working and raising their own children here; we pride ourselves on creating jobs that serve the community and hiring from the community.

As an early childhood provider, serving nearly 1700 children annually in Corona, East Elmhurst, Brownsville, East New York, and Bedford Stuyvesant (CD 3, 16, 4) through our family child care network, Early Head Start, EarlyLearn ( Koppleman, Chisholm, Hardeman Centers) and First Step NYC programs, SCO knows just how critical UPK is to giving young children a fighting chance of success in school and giving each and every child a healthy foundation for the future. SCO's early childhood continuum (Nurse Family Partnership, Baby and Me and Parent-Child Home) begins with engaging first time mothers and those facing

challenges during pregnancy and extends through the first day of kindergarten. We offer home visiting services with registered nurses, parenting play groups, and - through the new First Step NYC Leadership Training Institute, we will provide professional development -- drawing from the latest research and best practices to reach more than 1,000 early childhood educators across the city. We also provide 1600 children with after-school programming in Sunset Park, Bedford Stuyvesant, and East New York (CD 7, 3 &5) to ensure that they are safe, engaged, enriched and learning while their parents are at work.

We know from an enormous body of research and brain science that exposing children to a nurturing learning environment early on can avoid devastating outcomes down the road. The evidence is irrefutable. Yet year after year, this City has experienced devastating reductions and late and unpredictable funding for early education and afterschool programs, resulting in less access, not more. These cuts have been shouldered disproportionately by low-income children, children of hard-working families, people of color and our large and growing numbers of immigrant families. In order to achieve the triple bottom-line benefits of UPK and after-school and actually deliver on the promise of the UPK Ready to Launch Plan to open seats in September, it has to be done right -- which means starting from a base of sufficient and sustainable funding. This is why we support Mayor de Blasio's plan and the City Council's Resolution calling for a modest tax surcharge on households earning \$500,000.

New Yorkers have spoken. This issue has captured the hearts, minds and imaginations of millions of New Yorkers across the political spectrum and our efforts are being echoed across the country. We are thrilled that this moment has arrived and we are here to do our part.

**Ready to Launch offers a solid platform for UPK expansion and a route to implementation.**

**The early care and education community is poised and ready to deliver quality -- the best teachers and the highest quality instruction. And we are ready now, with classrooms that can seat close to 50,000 children in Year 1. By Year 2, every four year old will have an opportunity for full-day UPK. To those who say it cannot be done, I offer our experience opening our early childhood centers in 10 weeks.**

**This plan also lays the groundwork for developing a curriculum that meets the needs of English and dual language learners, who will soon comprise nearly half of the students in the NYC public school system (specific recommendations for how we can accomplish this can be found in the Hispanic Council for Children and their Families' report, Securing High Quality Early Care and Education for Dual English language learners and their families).**

**Finally as a city, we must reset our focus to invest in our youngest learners and in our middle schoolers who bring their own unique developmental needs and challenges. As we learn more about the impact of stress and trauma in an unequal society, we understand the importance of providing adequate services to support the intellectual, behavioral and emotional growth and development of the brain in the first three years and in early adolescence, when billions of neural connections are being made.**

**I applaud each of you and urge the adoption of this historic and courageous Resolution by the City Council and I commend your vision for creating a future where your youngest constituents can learn, grow, rise and succeed together. It is time to make UPK and afterschool a birthright for New York City children. It's time to UPK!**



**FOR THE RECORD**



**FEDERATION OF PROTESTANT WELFARE AGENCIES**

**Testimony**

**of the**

**Federation of Protestant Welfare Agencies**

**Presented to**

**New York City Council**

**Education Committee and Women's Issues Committee**

**Concerning Res. No. 2 - Resolution supporting the City's plan to establish  
high-quality universal pre-kindergarten for all eligible four-year olds  
and a high-quality after school program for middle-school-aged youth**

**Tuesday, February 11, 2014**

**Submitted By:**

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## **Introduction**

My name is Jennifer Jones Austin, and I am the CEO and Executive Director of the Federation of Protestant Welfare Agencies (FPWA). I am also a member of the Mayor's Universal Pre-Kindergarten Working Group. I would like to thank Chairman Dromm and Chairwoman Cumbo, and the members of both committees for your leadership and for the opportunity to testify before you today.

The Federation of Protestant Welfare Agencies (FPWA) is an anti-poverty, policy and advocacy organization with a membership network of nearly 200 human service organizations and churches that operate over 1,200 programs throughout the New York City metro area. Together we serve over 1.5 million low-income New Yorkers of all ages, ethnicities and denominations each year. Our members represent every level of New York City's social service system, providing FPWA with a comprehensive and unique view of the complex social problems that face human service organizations and the clients they serve every day.

Mayor de Blasio's plan to provide quality, full day, universal pre-kindergarten (UPK) to all four year olds and quality after school programs for all middle school youth is of great importance to FPWA due to the impact these programs will have on strengthening the long-term educational outcomes of children, and because approximately half of our member agencies provide city-funded early childhood and/or out of school time services.

### **Importance of High-Quality Full Day, Universal Prekindergarten**

The first five years of life are critical in the development of essential cognitive, social, and executive functioning skills that are required for success in today's society<sup>1</sup>. Quality, full day pre-kindergarten programs, specifically, have been found to improve children's language, literacy, and mathematics skills, resulting in higher levels of academic achievement and an increase in high school graduation rates<sup>2</sup>. Children who have had full day UPK experience fewer placements in special education programs and fewer instances of grade retention than their peers who have not attended a pre-k program<sup>3</sup>. Additionally, children who participate in quality, full day pre-k programs show better employment and health outcomes over time and are less likely to require social services and public assistance as adults<sup>4</sup>. These positive outcomes for children are

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<sup>1</sup> Hirokazu Yoshikawa et al. (2013) "Investing in Our Future: The Evidence Base on Preschool Education"

<sup>2</sup> Id.

<sup>3</sup> Id.

<sup>4</sup> Steve Barnett (2014). "Securing the Benefits of ECE." National Institute for Early Education Research, Rutgers, The State University of New Jersey

also good for the city and state. For every \$1 invested in early education, there is an estimated cost savings of \$16 for New York City and State<sup>5</sup>.

Unfortunately, many children here in New York City, especially those from families with low-incomes, do not have the advantage of a quality, full day UPK program and the consequence is real. Children who do not get a strong start in life arrive in kindergarten an average of 18 months behind their peers<sup>6</sup>. They are half as likely to read proficiently by third grade, and they have a high school dropout rate four times higher than their schoolmates<sup>7</sup>.

Mayor de Blasio's "Ready to Launch" report lays out a two year implementation plan for achieving a long held vision of public, high-quality, full day universal pre-kindergarten for New York City's four year olds. The Mayor's plan articulates an aggressive, but feasible, plan for providing full day UPK for as many as 53,000 children in the fall of 2014, with the goal of full expansion to 73,250 seats in the fall of 2015.

Drawing upon the expert knowledge of the Mayor's UPK working group and from high-quality models that have proven successful in other parts of the country, the City's plan calls for a universal quality model comprised of six hours and twenty minutes of instruction per day, 180 days per year, and free of cost; Common Core standards-based curriculum and instruction; comparable pay for UPK lead teachers across the service delivery system; additional supports for English language learners; increased support for families in high-need areas through the provision of additional social workers and transitional support; and an improved quality infrastructure within the New York City Department of Education to support on-site teaching coaches, program evaluation, and database development.

### **Importance of After School Programming**

FPWA fully supports Mayor de Blasio's plan to expand quality after school programs to all New York City middle school students whose families desire it. The expanded program will ensure that all students have access to academic enrichment opportunities that help increase success in high school, college, and beyond.

Like full day UPK, after school programs can be highly effective in helping students make positive gains in their academic performance. Quality out-of-school time activities for middle school students encourage and sharpen critical reading, problem-solving and other life skills and help prepare students for high school and college. After school programs also offer young

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<sup>5</sup> Schweinhart et al. (2005). "Lifetime effects: The High Scope/Perry Preschool Study through age 40." Ypsilanti, MI: High/Scope Press.

<sup>6</sup> Steven Barnett et al. (2001). "Fragile Lives, Shattered Dreams: A Report on Implementation of Preschool Education in New Jersey's Abbott Districts." New Brunswick: National Institute for Early Education Research, Rutgers, The State University of New Jersey.

<sup>7</sup> Donald J. Hernandez (2012). "Double Jeopardy." Baltimore, MD: Annie E. Casey Foundation

people, especially youth from families with low incomes, a productive alternative to being on the streets.

Just as the City engaged the UPK provider and advocate community in the design of its UPK model and implementation plan, the City has sought input from the after school program provider and advocate community concerning the expansion of out of school time programming for middle school students.

### **Mayor de Blasio's Proposal to Fund Full Day UPK and Expanded After School Programming**

Since New York State legislation was passed in 1997 authorizing universal pre-kindergarten as a state funded program, New York City has never received the full amount of funding required to implement quality, full day UPK for all four year olds whose families desire it. Moreover, this inadequate funding extends beyond the UPK system. Since 2010, New York State has reduced spending for child care by \$82 million<sup>8</sup>. Additionally, almost 30,000 out of school time seats have been lost in New York City since 2009 due to insufficient funding levels<sup>9</sup>. History has shown that important programs like UPK and after school are often sacrificed at the expense of the vulnerable children who would benefit most from them. For this very reason, New York City needs a dependable, sufficient, multi-year funding source for full day UPK and expanded after school programming.

The Mayor's plan offers a dedicated funding source to support universal pre-kindergarten and after school programs. The Mayor's proposal, which calls for a marginal tax increase on those who earn over \$500,000 per year, would provide \$530 million, with \$340 million allotted for full day UPK and \$190 million for after school, just the amount needed to instill the quality that will ensure the programs' success for years to come.

### **Recommendations for Further Investment**

As New York City strengthens educational opportunities for all four-year-olds and middle school students, there must be a greater and more stable commitment to investing in child care for children from birth to age three who are eligible for subsidized child care. Even though the research-based evidence has long demonstrated that quality early child care for low income infants and toddlers is essential for both the long-term well-being of our city's children and for their parents, many families that rely on these programs in order to work face constant instability. For example, throughout the recession, zero to three programming has faced serious funding cuts, resulting in a lack of availability of infant and toddler spots, inadequate compensation for early childhood teachers and staff, and the destabilization of the early

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<sup>8</sup> Winning Beginning 2014 Executive Agenda

<sup>9</sup> Youth Alliance 2013-2014 City Agenda

childhood system. FPWA encourages New York City to also address and commit to stable, quality child care for all of the city's most vulnerable children.

Moreover, there must be an increased focus on the provision of supports for transitions from early childhood to elementary public schools. Investments in shared professional development among child care staff and public school administrators and teachers, and in family engagement during the critical transition between the early childhood system and K-12 schools are necessary to help cement the gains children make from being enrolled and attending full day universal pre-kindergarten.

### **Closing**

The time has come to fully support the expansion of full day, universal prekindergarten and after school programs in New York City. The strong educational foundation created by high-quality universal pre-kindergarten and the academic supports offered by after school programs provide opportunity for every child, regardless of his family's income, to succeed. These programs are among the strongest tools we have to fight inequality.

Thank you for the opportunity to testify before you today and for your dedication to providing the resources needed to support our city's children and youth.

**NORTHSIDE CENTER FOR CHILD DEVELOPMENT**

**UPK TESTIMONY – CITY HALL**

**February 11, 2014**

**FOR THE RECORD**

My name is An Jeanette Paredes and I am the Director of Northside Center for Child Development's Early Head Start & Head Start Programs and its Universal Pre-K programs in Manhattan, Brooklyn and the Bronx. These programs serve over 400 children a day. I have a Bachelor's Degree in Early Childhood Education, a Master's Degree in Education and 25 years of professional experience in Early Childhood Education. Northside itself has been providing high quality Early Childhood services for over 40 years.

Northside's founders, Doctors Kenneth and Mamie Clark are famous for their research, including their famous "Dolls Test," which was cited as a pivotal piece of evidence in the Supreme Court's legendary 1954 Brown vs. Board of Education decision outlawing "Separate but Equal Education." Just as the Clarks stressed the importance of equal education, I'm here today on behalf of Northside, the Mental Health Clinic and School the Clarks founded, to stress the value of extending the benefits of Universal Pre-K to all New York City preschoolers.

The overwhelming weight of the evidence showing the value Universal Pre-K is summarized on the homepage of the Harvard Graduate School of Education's website. The first paragraph displayed there says, "The years between pre-kindergarten and third grade are vital to creating the foundation for later school success. Despite the growing efforts of states and communities to expand pre-kindergarten opportunities for 3- and 4-year olds and to close early achievement gaps, many young children in the United States still lack access to the quality early education and schooling that could make a difference. Achievement gaps and disparities in learning exist even as children enter pre-kindergarten and these gaps persist throughout early elementary school. By third grade, children's school paths begin to diverge dramatically."

Beyond the benefits Universal Pre-K will provide to all preschoolers, it is also critically important to note that highly trained UPK staff, like that of Northside and many other excellent schools and community-based pre-k programs throughout the city, are trained to spot children

with developmental delays and to refer these preschoolers to special educators, speech therapists, occupational therapists and physical therapists and other professionals. These professional often bring such preschoolers up to speed so that they can attend mainstreamed kindergarten. Children deprived of these specialized Pre-K services are usually, initially, mainstreamed, where they feel humiliated and fall behind, compounding their pre-existing developmental delays. In 2013, the New York Times reported that research conducted by Nobel Prize winning economist James Heckman and others “confirms that investment in the early education of disadvantaged children pays extremely high returns down the road. It improves not only their cognitive abilities but also crucial behavioral traits like sociability, motivation and self-esteem.” From Northside’s perspective, the sometimes tragic costs to society of not providing Universal Pre-K, triggered by neglecting the developmental delays that could be addressed in Universal Pre-K, far exceed the more reasonable cost of providing the necessary Universal Pre-K services proposed by Mayor de Blasio.

To Northside, for New York City to provide Universal Pre-K, seems like the kind of thing that, since we can do it, we must do it. That is the case for the 75,000 children a year Mayor de Blasio’s UPK program intends to serve.

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**New York City Council Education and Women's Issues Committees**

Joint Hearing on

**Resolution No. 2**, Mayor's universal pre-K & expanded after-school plan.

February 11, 2014 1 p.m. Council Chambers City Hall

For more than 70 years, United Way of New York City has been working for low-income New Yorkers. Our mission is to mobilize communities to break down barriers and build opportunities that improve the lives of low-income New Yorkers, for the benefit of all. We help ensure that short-term needs are being met while we simultaneously work on long-term solutions. We do this by investing in and leading evidence-based initiatives that target the root causes of poverty. Our vision is a city in which all New Yorkers are able to achieve income stability, educational success, and good health.

We are here today to support the call for full-day, high-quality universal pre-kindergarten (UPK). We support UPK for every four-year old child in New York City, regardless of socio-economic status or zip code. And we support a mandate for UPK that is backed by a dedicated, multi-year funding stream.

UWNYC has dedicated substantial resources over the course of many years to support struggling students to graduate from high school. We know that this is not enough. Too many New York City children enter kindergarten at a learning deficit. And by third grade, 70% are not reading at grade level which makes them four times more likely to drop out of high school. Each time a student misses a milestone, it becomes much more costly and complex to catch them up. Remediation strains our city and tens of thousands of children fall through the cracks.

This does not work. Not for children, schools, communities or our City. United Way of New York City is committed to getting it right from the beginning. By the time a student is in third grade – or eight years old, we can predict her likely success in school. Because third grade proficiency levels are a proof point of a child's progress along the cradle to career pathway, UWNYC has undertaken a birth to third grade initiative. ReadNYC is our campaign to dramatically improve third grade reading levels. We have launched in Mott Haven, South Bronx where according to the 2013 common core results, only 10% of third graders in that entire community are reading at grade level. Ninety percent of students in third grade do not read proficiently. In one school, none of the third graders are reading at level.

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Schools did not create this problem and they cannot turn this around alone. We believe that early childhood education is a necessary and critical investment for us all. UWNYPC believes in proactive, preventive solutions. Universal pre-kindergarten is one of the best investments we can make to improve children's academic odds. While PreKindergarten for every four year old in a neighborhood like Mott Haven is not a panacea, it is indeed a critical building block for school readiness. And readiness for school puts children on the pathway for college, career and better life outcomes.

We applaud both Governor Cuomo and Mayor de Blasio for their commitments to early childhood education. Both the City and State are in support of establishing truly universal prekindergarten. We agree; we cannot afford to lose any more time in addressing this systemic issue. New York City needs to serve all four year olds with a quality, full-day Universal Pre-Kindergarten system. That means we need the capacity and scale to serve 73,250 four-year olds - equal to the number of Kindergarten seats in our city's public school system. A project of this magnitude requires an implementation plan that is prepared to support the infrastructure required for quality: a trained, adequately compensated teaching force; evidenced based programming; appropriate facilities; and effective systems.

While there may be more than one route to get to that capacity, it is critically important that we meet that goal within two years. For a project of this scale, New York City projects a cost of \$350 million for the first year at \$10,239 per child - still lower than many model UPK programs across the country. It is our hope that the City and the State can find common ground to ensure that all of our City's four year olds can access pre-K within two years. Regardless of how UPK is financed, any mandate for UPK must come with a dedicated, reliable, multi-year funding stream.

We believe that UPK must be fully and predictably resourced in order to build capacity for effective implementation, continuous improvement and long-term sustainability. At the same time, we must not risk benefits from pre-kindergarten being undercut by the loss of critical support services that serve the same population. Accordingly, resources for UPK must not be appropriated from the K-12 system or from other programs with demonstrated effectiveness.

United Way of New York City supports a solution that benefits everyone. It is to our mutual benefit to ensure that the City is in the best possible place to implement a top quality effective Universal Pre-Kindergarten program. Poor performance and low achievement by students imposes a lasting, substantial cost to our City. This is compounded by the costs from a workforce without



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the skills and competencies required. And this affects everyone, not just people with children in schools. Along with our United Way colleagues across the state, we support a statewide effort to make UPK a reality. The time is now.

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Testimony of

Moira Flavin

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

Before the

New York City Council

Education Committee and Women's Issues Committee

*Resolution 002-2014*

*Supporting the City's plan to establish high-quality universal pre-Kindergarten for all eligible four-year olds and a high-quality after-school program for middle -school aged youth*

February 11, 2014

Good afternoon. My name is Moira Flavin, and I am the Policy Associate for Early Education, Education and Youth Services at Citizens' Committee for Children of New York, Inc. (CCC). CCC is a 70-year old independent child advocacy organization dedicated to ensuring that every New York child is healthy, housed, educated and safe.

I would like to thank Speaker Melissa Mark-Viverito, Council Member Daniel Dromm, Council Member Laurie Cumbo and members of the Education and Women's Issues Committees for holding today's hearing on Council Res. 0002-2014, supporting the City's plan to expand full-day pre-kindergarten to all four-year olds and after-school programs to all middle school students.

CCC is extremely grateful to the Speaker and the 46 additional Council Members who have co-sponsored this resolution. This incredible show of support for the value of high quality early childhood education and after-school programs is historic. We look forward to the passage of the Resolution and the home-rule vote the City Council will be sending to Albany urging the Governor and State Legislators to allow New York City to do the right thing for our children.

On countless occasions, CCC has testified before the City Council to urge the Council and the Administration not to cut early childhood education and after-school programs. It is so refreshing to be testifying before you today about the administration's proposed expansion to serve thousands more children and a City Council resolution sponsored almost unanimously in support of the plan.

CCC is a member of the Campaign for Children and together we have laid out a vision for New York City. We believe every New York City child should have access to high-quality, affordable early childhood education and after-school programs. The City's plan to provide full day universal pre-kindergarten to every four-year old and after-school to every middle school student is an extremely large step towards achieving this vision. We look forward to working with the new Administration and the City Council to make the plan a reality.

A key component to making the City's plan come to fruition is ensuring the City has dedicated, sustainable funding for the expansion. Mayor de Blasio's proposal to implement a modest, temporary personal income tax on the wealthiest New York City residents ensures that the City has the dedicated and stable funding it needs. Specifically, Mayor de Blasio is calling for a five-year increase in the NYC income tax on earners over \$500,000 from 3.876% to 4.41%-- which would raise approximately \$530 million. The UPK expansion would cost \$340 million and the after-school expansion would cost \$190 million.

The research is clear on why this plan must go forward:

- Research has demonstrated that the wealthy do not flee when a state implements progressive tax increases.<sup>1</sup>
- Poll after poll has found that New York City residents support the plan. The most recent New York Times/Siena poll found that 72% of New York City residents support the tax increase to pay for preschool and after-school programs.
- Early childhood education and after-school programs help children succeed in school and enable parents to work, bringing economic security to their families.
- As also included in the City Council resolution, countless studies have documented the benefits of early childhood education. The return on the investment is at least \$7 for every \$1 invested.
- Ben Bernanke, former Chair of the Federal Reserve Bank said in June 2012, “economically speaking, early childhood education programs are a good investment, with inflation-adjusted annual rates of return on the funds to these programs estimated to reach 10 percent or higher. Very few alternative investments can promise that kind of return. Notably, a portion of these economic returns accrues to the children themselves and their families, but studies show the rest of society enjoys the majority of the benefits, reflecting the many contributions skilled and productive workers make to the economy.”
- “Study after study shows that the sooner a child begins learning, the better he or she does down the road...And for poor kids who need help the most, this lack of access to preschool education can shadow them the rest of their lives... Every dollar we invest in high-quality early education can save more than seven dollars later on—by boosting graduation rates, reducing teen pregnancy, even reducing violent crime,” President Obama, State of the Union Address 2013.
- Studies have shown that after-school programs lower high school drop-out rates, improve school performance, reduce crime, prevent teen pregnancies and prepare students to be higher wage earners. The return on the investment has been found to be \$3 for every \$1 invested, without accounting for the reduction in crime.

In January, the administration released, *“Ready to Launch: New York City’s Implementation Plan for Free, High-Quality Full Day Universal Pre-Kindergarten.”* This plan lays out the details of how New York City will use the \$340 million to implement a truly universal, full-day pre-kindergarten system in NYC. It calls for serving 73,250 children by the 2015-2016 school year, beginning with 53,604 this coming September. In the first year, this will require converting 11,760 current half day seats into full-day seats; creating 11,880 new seats and bringing 32,164 existing full-day seats to the new standards. In the second year, an additional 15,481 half day seats will be converted and 1,965 new seats will be created.

The current cost per seat will increase from \$7,207 per child to \$10,239 per child. This new model will include:

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<sup>1</sup> For example, a Stanford University study found a 2004 tax on New Jersey residents earning over \$500,000 did not cause the wealthy to leave the state. Similar studies have been conducted by economists at the University of Michigan and Williams College. See Katie Hamm, *Why Paying for Preschool in New York City with Tax Increases Benefits Everyone.*

- Instruction and professional development on state pre-K learning standards.
- Ensuring recruitment and retention of high-quality certified teachers.
- Increasing support for the 19% of children for whom English is not their primary language.
- Adding support for families (such as social workers) in high-needs areas.
- Increasing support and coaching from the DOE.

It is critical that Albany allow New York City to implement this plan immediately. Four-year olds will only get to be four once—and we need to make sure they are prepared for kindergarten and ultimately life success.

Similarly, we know that the Administration is in the midst of finalizing its plan for middle school after-school programs. These programs will also be high quality and aimed at ensuring middle school students achieve academically, socially and developmentally. Ultimately, these programs will help keep middle schoolers on track and on the path to high school graduation.

There is no question that it is an exciting time in New York City. We are grateful to the new Administration for committing itself to this plan. We are equally grateful to the City Council for embracing this plan and coming together to help push through its passage in Albany.

CCC is committed to working with the Administration, the City Council, and the other advocates and providers to ensure that this plan is approved this budget session so that the City can begin the expansion this fall. We also look forward to working with the new City Council on this and another initiatives that will continue to strengthen and expand early childhood education and after-school programs for all children. There is much work to be done to make New York City a better place to be a child—but we know that together we will be able to accomplish so much.

Thank you for this opportunity to testify.



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## **New York City Council Hearing on Resolution No. 2 (Pre-K and After School Programs)**

### **Testimony by Thanu Yakupitiyage, New York Immigration Coalition February 11, 2014**

Good afternoon and thank you to the members of the Council for convening this hearing. My name is Thanu Yakupitiyage and I am the Communications Coordinator at the New York Immigration Coalition. We are an umbrella policy and advocacy organization with nearly 200 member organizations, and we aim to achieve a fairer and more just society that values the contributions of immigrants and extends opportunity to all. As part of this work, we convene a Collaborative of immigrant organizations that fights for quality education for immigrant and English language learner students.

We strongly support Mayor de Blasio's plan to sustainably fund quality full-day pre-K and afterschool programs, and we strongly support the City Council's Resolution No. 2. We commend Mayor de Blasio, Speaker Mark Viverito, Committee on Education Chair Dromm, Committee on Women's Issues Chair Fuchs, all the Council Members of the Education and Women's Issues Committees and other supportive Council Members for their leadership on behalf of New York City's children and youth, who stand to benefit tremendously from these programs. We strongly support the provision of after school programs to all middle school children. These programs can provide English language learners with much-needed academic support to help them simultaneously learn English and new content, and programs also can insulate youth adjusting to life in a new country from negative pressures and support social integration.

We were pleased to see that English language learners were prominently included in the City's "Ready to Launch" pre-K implementation plan. High quality full-day pre-K programs hold enormous potential to improve the kindergarten readiness of young children who are learning more than one language in home and early childhood education settings. These children are, in essence, Dual language learners rather than merely English language learners.<sup>1</sup> The City's report rightfully notes the very substantial portion of the pre-K eligible population that comes from families speaking a language other than English at home; kindergarten and first grade have the highest number of English language learners of all the grades in our K-12 education system.<sup>2</sup>

The City's report knowingly acknowledges that quality is a key ingredient to successfully realizing the promise of universal pre-K. As the City moves forward with planning to expand the system, it should give attention to a number of areas to ensure the quality of instruction for dual language learners in all aspects of the system's development.

First, the City has an opportunity, right from the beginning of a child's educational career, to encourage dynamic bilingualism and prepare students for a world where fluency in more than one language is the norm and a major advantage. Young dual language learners need to have access to programs that value their home language and support its development in addition to English.<sup>3</sup> Such programs support and enhance parent engagement on two

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<sup>1</sup> Espinosa, Linda M. "Early Education for Dual Language Learners: Promoting School Readiness and Early School Success." Migration Policy Institute. November 2013.

<sup>2</sup> 16,606 and 16,930 respectively. Office of English Language Learners. "2013 ELL Demographic Report." June 2013.

<sup>3</sup> New York State has recognized the tremendous value of bilingualism, a golden asset in today's multi-lingual, globally connected economy, with the development of the Seal of Biliteracy. Several recent studies have found that English-only instruction in preschool is a detriment to Spanish development without providing an added boost to English development

fronts; by engaging children in the family's home language, they make it easier for parents to participate in the program and also boost parent involvement at home in activities such as reading to their kids that are critical for cognitive development.

Schools and programs should be required to identify the models they will use to teach dual language learners and how these models are aligned with the state's pre-K standards. They should also describe how what they teach – their curriculum – and how they determine students' progress – their assessments – are consistent with their model and appropriate for dual language learners.

Second, the City's report also understands that you can't have a quality system without teachers who are well trained and includes multiple helpful approaches to meeting that goal. New York State, like some others, needs to strengthen its requirements to ensure that all teachers are prepared to teach dual language learners. Given this, the City should ensure that its professional development efforts are rooted in practices that are effective and relevant for dual language learners. It should also work to support recruitment from the City's diverse immigrant communities to ensure that the appropriate linguistic and cultural competencies are present in the classroom. And, along these lines, in the effort to ensure that teachers have the right qualifications, the City should not overlook the critical importance of teacher assistants and those in similar supportive roles, who are often from immigrant backgrounds and often do not have college degrees. These individuals are not surprisingly usually the people immigrant families feel comfortable talking with about their kids and what's happening in the classroom.

Third, outreach and parent engagement, also mentioned in the City's report, are particularly important for immigrant families. System-wide outreach that engages deep-rooted community-based organizations will be crucial to helping immigrant families choose the right pre-K program for their children and cannot be underestimated; immigrant families often are unfamiliar with the American education system and are more likely to have limited formal education and lack access to computers and the internet. Access to translation and interpretation – already a major issue for families in the K-12 system – are fundamental precursors to immigrant parent engagement and must be viewed as essential elements of system quality with the related budgetary implications. In addition, as part of this initiative, the City should invest in parenting skill and literacy programs for immigrant parents who speak a language other than English at home to better enable parents to build their children's home language literacy and also help parents better understand how the education system here works. The City should also invest in programs that facilitate immigrant parents' integration into the financial system, support their English language acquisition, and address immigration issues. The isolation immigrant families – particularly those of mixed and undocumented status – experience has profound consequences for the children's social, emotion and cognitive development and must be addressed.<sup>4</sup>

Fourth and finally, more fine-grained data regarding the demographics of families to be served will be useful in matching programs to community needs and ensuring that eligible students are enrolled. Available City socio-demographic data should be marshaled to help identify communities' needs and ensure that children of immigrant families – often the hardest to reach – are not left out. The City should also align data systems to ensure that data captured by any City agency or system that can support identifying eligible students and families' home languages is available to support the UPK initiative. Pre-K data should also be integrated into the Department of Education's demographic reporting on English language learners.

We are so pleased to support the City's plan to achieve truly universal quality, full-day pre-K and after school programs for every middle school student. We are happy to partner with the City to support its goals on the state level through the UPK NYC campaign and look forward to working closely with the City to ensure that these programs tap the enormous potential of New York City's diverse immigrant communities.

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according to the paper cited in Footnote 1. Facilitating home language development is also important to support family cohesion and maintenance of cultural heritage.

<sup>4</sup> Yoskikawa, Hirokazu. *Immigrants Raising Citizens: Undocumented Parents and their Young Children*. 2011.



**Advocates for Children of New York**  
Protecting every child's right to learn

**Testimony to be delivered to the New York City Council  
Committee on Education and Committee on Women's Issues**

**Re: Resolution No. 2 – Supporting NYC Universal Pre-K and After-School Plan**

**Advocates for Children of New York  
February 11, 2014**

Thank you for the opportunity to speak with you. My name is Randi Levine, and I am an attorney and Project Director of the Early Childhood Education Project at Advocates for Children of New York. For more than 40 years, Advocates for Children has worked to promote access to the best education New York can provide for all students, especially students of color and students from low-income backgrounds.

By the time children enter kindergarten, children from lower socioeconomic backgrounds lag significantly behind children from higher socioeconomic backgrounds in academic skills. High-quality, full-day prekindergarten programs are proven to help fill this gap. Long-term research shows that low-income children who are left out of high-quality early childhood education programs are more likely to be retained a grade, be placed in special education classes, and drop out of high school. Leading economists have found that high-quality prekindergarten programs are cost-effective, providing taxpayers with a strong return on investment by reducing

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spending on remedial instruction, special education, public assistance, and the criminal justice system.

I saw the impact of prekindergarten firsthand when I worked in Head Start centers for several years beginning in 1999. Some children entered preschool not speaking a word, not knowing the concept of colors or how to use a book. I saw the difference that a high-quality, full-day early childhood program made in preparing these children for kindergarten, academically and socially. I was surprised to learn that for every child in Head Start, there was an eligible child shut out of the program due to lack of funding. Fifteen years ago, these children were waiting for elected officials to fund universal prekindergarten. Fifteen years later, we're still waiting.

We were pleased to hear Governor Cuomo announce his support for making full-day prekindergarten programs universal in New York State. However, the New York State Executive Budget proposal does not get the job done. The \$100 million in the Executive Budget for 2014-2015 and the \$500 million for full implementation statewide in the fifth year are not sufficient to give every four-year-old child a high-quality, full-day prekindergarten program.

That's why we need New York City's plan to create a new funding stream to pay for a rapid expansion of Universal Pre-K. If we are serious about improving our schools,



we must give every four-year-old child the opportunity to attend a high-quality, full-day prekindergarten program. And we must do it now. After all, children have only one chance to go to preschool. That's why Advocates for Children of New York supports Resolution No. 2.

In implementing this plan, we look forward to working with the City Council and administration to make sure that this program serves *all* preschoolers, including preschoolers with developmental delays or disabilities, English Language Learners, and preschoolers living in temporary housing or foster care, so that the children who need this program most can benefit from it.

We thank the City Council for its support of this resolution and ask our state leaders to act quickly to allow New York City to make prekindergarten truly universal and to expand after-school programs for middle school students.

Thank you for the opportunity to testify.

**Res No 2 Resolution supporting the City's plan to establish high quality universal pre-kindergarten for all eligible four-year olds and high quality after school program for middle school-aged youth**

Ocynthia Williams

Good Afternoon,

My name is Ocynthia Williams, and I'm an organizer and parent leader with the United Parents of Highbridge. I'm here to testify in support of resolution #2 and the UPK initiative.

As a mother of six children who all attended the city's public schools, starting with half-day pre-k program, I can honestly say that it made a difference in their preparation for kindergarten. But if they were able to attend full-day classes I can only imagine how better prepared they would have been for kindergarten and throughout the rest of their school years.

I know that if they were able to receive high quality after school programming, they would have struggled less to complete high school in four years. I've seen children who've benefitted from great after school programming. They're usually the students who are successful in college and or careers. Our students deserve this program.

Now, I have four beautiful grand children - three who will be entering school over the next couple of years, and I want them to have the opportunity to attend full-day pre-K, where they will get a head start on receiving a well-rounded and quality education. I don't want them to start school 40k words behind their wealthier peers because they are poor, I don't want them to struggle to be below or on grade level when they reach third grade. Two of my grand children are black boys, and by the time they reach third grade and take a test, I don't want their grades to determine whether or not they will graduate high school, be successful in college or career or if there is a jail cell waiting for them.

This program will ensure that they are on the path to success. It will close the opportunity gap that thousands of our children face every day in this city. It's the chance that we've been all talking about for decades.

**It's time to close that gap, and ensure that all eligible children receive universal full-day Pre-K, and that all eligible middle school students have high quality after school programs so they are better prepared for success in life.**

**Zakiyah Ansari, Advocacy Director Alliance for Quality Education Pre-K and After school testimony**

Good Afternoon City Council and Congratulations to Education Chair Danny Dromm,

My name is Zakiyah Ansari I'm the Advocacy Director for Alliance for Quality Education and a public school parent. I've been testifying at City Council hearings for the last 12 years and am testifying about something that our new mayor supports and that is Universal pre-K and after school for all middle school students. What a difference a year makes?

As many of you may or may not know I have 8 children and began testifying while most of them were still in school, actually some of them were probably in pre-k at the time. 7 of 8 of my children attending pre-K and even though it was only ½ day it taught them a great deal. They learned sharing, responsibility, days of the week, months, counting and even some Spanish. In 2 ½ hours a day they learned a lot imagine what they could do for a full-day. In pre-K is where they began to bring home portraits of themselves and families. Either we all had big heads, skinny bodies, eyes, noses or no mouth or eyes and mouth with no nose. Whatever it looked like I always displayed it on the refrigerator and showed it to anyone who visited and they were so proud of what they accomplished.

Quality full-day pre-k is what every 4 year old needs and should have access to. The research tells us over and over that children in poor community's who don't have access to quality early childhood education enter school knowing tens of thousands less words than those who have access and opportunity. The places like New Jersey who have implemented Universal pre-K well have seen a decrease in the achievement gap. We know that children who receive early education perform 25% better on math by the second grade, 20% better on English, 30% are more likely to graduate from high school, 32% are less likely to be arrested as a juvenile.

Mayor de Blasio earlier this morning talked about him and Chirlaine being fortunate enough to be able to put both of their children in a quality full-day pre-k program and now wants to ensure that all 4 year olds have the same. This is such a surreal moment. I actually agree and support an education policy by the Mayor of NYC after 12 years of disagreeing with former administration, it feels darn good. If we all believe in his vision then we must stand together ALL of us and tell the Governor, Senator Skelos and anyone else who stands in our way to stand aside and allow us to pay for Universal Pre-k and after school by asking those who make \$500,000 or more to pay a little more.

There has been a lot of debate about whether or not New York City can provide pre-K without the small tax hike Mayor de Blasio has proposed on New Yorkers earning more than \$500,000. Governor Cuomo has said that he has a plan to provide pre-K for all New York four year olds without the tax.

Let's stick to the facts. Mayor de Blasio's plan would provide pre-K for 53,000 four year olds this September. The cost is \$340 million.

By contrast Governor Cuomo is providing a five year statewide plan. In this year's budget he is proposing a \$100 million investment in pre-K statewide. However, \$25 million of this is to renew existing competitive grants leaving only \$75 million in new pre-K funding.

The Governor's plan is a statewide plan and not all of the money would go to New York City. In last year's competitive grants, New York City was capped at 40% of new pre-K dollars which would mean New York City could not get more than \$30 million of the total if the same cap is in place. In prior years New York City has received 58% of the total pre-K funding which would mean \$44 million in year one. In other words, the Governor's would serve between one-eighth and one-eleventh as many four year olds in year one as the Mayor's plan.

The Governor has said he will give New York City a blank check for pre-K, but if we are to serve the 53,000 four year olds Mayor de Blasio is proposing to serve then that check will bounce due to insufficient funds.

As I shared in the beginning I'm a mother but I'm also a grandmother of a 16 month old grandson and a 6 month old granddaughter and in 2 years Ayele, my grandson will be ready for pre-K but will it be ready for him. We need a dedicated source of funding to be able to bring opportunity for children especially Black and Latino children who live in poor communities, to have access to full-day universal pre-k and afterschool programs. What happens next year when the Governor tells us that the state can't afford to give money to continue the programs? Who suffers?

My granddaughter lives in Newark and in 2 years will have access to a full-day pre-K program as a 3 year old because that is when pre-K begins for children and their program is exceptional, yet my grandson may not have the opportunity and that is unfair.

Let us stand united and send a message to the Governor and others to allow us to have home rule on this decision to tax the wealthy in NYC, to increase school aide for the state by \$1.9 Billion and get back on track to funding Campaign for Fiscal Equity. NYC is still owed \$3.1 Billion.



**Center for Children's Initiatives**  
*Building Bright Futures for Children*

**FOR THE RECORD**

## **Testimony before the New York City Council**

**February 11, 2014**

Regarding **Res. No. 2** supporting the City's plan to establish high-quality universal pre-Kindergarten for all eligible four-year olds and a high-quality after school program for middle-school-aged youth.

With Special Thanks to Honorable, Melissa Mark-Viverito, Council Speaker

and Council Members Dromm, Ferreras, Rodriguez, Koslowitz, Eugene, Cabrera, Arroyo, Barron, Chin, Cohen, Constantinides, Cornegy, Cumbo, Deutsch, Dickens, Espinal, Garodnick, Gentile, Gibson, Greenfield, Johnson, Kallos, King, Koo, Lancman, Lander, Levin, Levine, Maisel, Mealy, Menchaca, Mendez, Miller, Palma, Reynoso, Richards, Rose, Rosenthal, Torres, Treyger, Vacca, Vallone, Van Bramer, Weprin, Williams and Wills.

**Presented by**  
**Betty Holcomb, Policy Director**  
**Center for Children Initiatives**

Thank you for the opportunity to testify today in full support of the City Council resolution supporting the City's plan to establish high quality full day, free universal prekindergarten for all of New York City's four year old children and high quality after school programs for middle age youth.

We applaud the City Council for moving this resolution forward quickly as an important step in ensuring that the City is given the opportunity by the state to raise the funds locally to ensure a base of consistent and reliable funding to support this expansion.

The Center for Children's Initiatives (CCI) is very pleased to have had the opportunity to support the development of the full implementation plan for a free high quality full- day program. Our Executive Director Nancy Kolben is very proud to have been asked to be a member of the Pre-K Implementation Work Group.

Today, with over 58,000 four-year-olds enrolled in Pre-K in the city, and a third of them in full-day Pre-K seats, the city is well-positioned to carry out the plan, issued in January, "Ready to Launch." This plan draws on the city's broad experience and expertise in implementing UPK, and includes critical building blocks to assure the effort meets high-quality standards with critical attention to professional development, dual language learners and ongoing coaching and mentoring. It is not only realistic but essential to the well-being of children in the city and to their families. As Nicholas Kristof said in a recent

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NY Times op-ed piece, "One of the most consequential national debates this year will be about early education. The evidence that it builds opportunities is overwhelming."

The city will build on the strength of the current Pre-K program in which 60% of the services are provided in early childhood programs in the community giving parents the maximum options and providing continuity for children from birth to three as well as expanding opportunities in public school settings. The city is making very wise decisions to continue to build on this diverse delivery system and to strengthen it across all settings, with high standards and providing resources to help to meet those standards

CCI has a long history of working for investment in and to support the expansion of high quality early education opportunities for children from birth through school age. We have long recognized that Pre-K was one important anchor for that work. CCI has worked to promote implementation of Pre-K programs working with city, state and national partners and have had the opportunity to work with and learn from colleagues across the country. CCI provided leadership in the original implementation of Pre-K in New York City, right from the start, when the city went from zero Pre-K seats to 14,000, in just one year. At that time, the city had few dedicated resources or staff to take on the venture, yet the program rolled out and has continued to grow since then. The promise made in 1997 to have universal Pre-K in five years needs to be fulfilled. New York City is poised to do so for our children.

CCI is pleased that the Mayor has also put strong new leadership into his administration, with a new deputy Mayor with a portfolio to work on strategic priorities including Universal Pre-K and after school for middle school children as well as other children's services. We agree with the City administration that our city has a strong basis to build on and that our city – in partnership with schools, early childhood programs in the communities and families is well-positioned to move forward at a rapid pace. We have a wealth of expertise and capacity, and with new resources, we believe that more programs will come forward.

CCI hears daily from parents about the challenges that they face in finding affordable early learning opportunities and we know that Pre-K is an important option for those families. We also work to support programs across the city in meeting the highest quality standards. CCI staff and Board fully support the City Council resolution and stand ready to invest our time and expertise in making this a reality.

Thank you for the opportunity to testify.





THE CENTER FOR ARTS EDUCATION™

**Testimony to the New York City Council  
Committees on Education and Women's Issues**

RE: New York City's plan to establish high-quality universal pre-Kindergarten

Delivered by Eric Pryor, Executive Director  
The Center for Arts Education  
February 11, 2014

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Good afternoon and thank you Chairs Dromm and Cumbo for the opportunity to testify today on the critical subject of early childhood education and access to universal pre-kindergarten for our city's public schools students.

I am Eric Pryor, the Executive Director of The Center for Arts Education here in New York City. Our organization is committed to ensuring that public school students have quality arts learning as part of their public school education. We achieve this mission by partnering with schools to bring music, dance, theater, and the visual arts to students across the city, by working with teachers, principals and parents to ensure quality instruction, and by raising awareness about the value of the arts for child development and learning.

There is a growing consensus that investment in high-quality preschool can have a significant impact on the lives of our children and the success of our public schools. Numerous studies document the diverse benefits of participation in high quality preschool programs, particularly for economically disadvantaged children. Many studies find significant returns for every dollar invested in this area.

We believe that increasing access to high-quality universal pre-kindergarten, with the arts and creative learning opportunities at its core, is critical to addressing educational opportunity gaps that persist, and an overdue investment in the success of our children and the future of our city.

We know from experience, and evidence from the field, that simple creative activities are some of the most important building blocks of early child development. That is why singing, dancing, listening to music, painting, molding, and play-acting, have all traditionally been central elements of quality early childhood programs. Kids' first introduction to the alphabet is almost always done through song.

Through these creative activities, young children develop self-expression and literacy skills; they engage in physical movement and the manipulation of objects; they develop sensory awareness, gross and fine motor skills and curiosity; they learn about culture and history; and they observe, interact, interpret and fully engage in the learning experience.<sup>1</sup>

In fact, research findings link dramatic play and exposure to music to children's cognitive, language, and social and emotional development. Active participation in music, for instance – whether singing, playing an instrument, or dancing – helps children perform better in reading and math, play more cooperatively with others, control their bodies in space, and build their self-esteem.<sup>2</sup> Simply listening to music also has benefits, such as honing a child's ability to detect patterns, which is critical for emergent readers.

And educators, parents, and child therapists have long used the arts to help children identify and resolve their emotions through media such as drawing, painting, and sculpting.

For these important reasons, arts education is recognized as a core subject here in New York State, as well as by the federal government, and we have a comprehensive set of state requirements and standards that outline the instruction students should be receiving—from pre-kindergarten all the way through high school.

The city's implementation plan for universal pre-kindergarten properly bases instruction and professional development on state pre-K learning standards, which have the arts and creative learning woven throughout, as well as specific recognition of music, dance, theater, visual arts and cultural education as core areas of instruction.

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<sup>1</sup>The Dana Foundation (2008). Learning, Arts, and the Brain: The Dana Consortium Report on Arts and Cognition. Dana Press, New York/Washington, D.C. Report accessed online at: <http://www.dana.org/news/publications/publication.aspx?id=10760>

<sup>2</sup> Bilhartz, T. D., Bruhn, R. A. & Olson, J. E. (1999). The Effect of Early Music Training on Child Cognitive Development. Journal of Applied Developmental Psychology, 20(4), 615-636.

We believe it is essential that an expansion of pre-kindergarten adhere to these standards and developmentally appropriate learning goals and not become a new frontier for the testing and rote learning that have replaced broad-based education and creativity in many of our public schools.

To improve student outcomes citywide, and to ensure more equitable access to quality early childhood education, we believe that every child in New York City should have the opportunity to attend high-quality full-day pre-kindergarten that includes a developmentally appropriate education program with robust music, arts, dance and dramatic play as a central component.

Thank you for the opportunity to testify today.



**The New York City Charter School Center**

**James Merriman, CEO**

**Testimony Presented to The New York City Council Education Committee and**

**The New York City Council Committee on Women's Issues**

**Joint Hearing on Resolution 0002-2014**

**Tuesday, February 11, 2014**

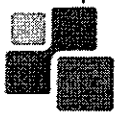
Good afternoon, Chair Dromm, Chair Cumbo, and members of the New York City Council Committee on Education and Committee on Women's Issues. My name is James Merriman and I am the CEO of the New York City Charter School Center. Thank you for the opportunity to present testimony today.

The New York City Charter School Center is an independent, not-for-profit organization established in 2004 to help new charter schools get started, support existing schools, build community support, and train new leaders so that highly effective public charter schools can flourish.

Early childhood education has staggering potential. That is obvious, and it becomes more obvious the more researchers learn about early childhood development, the more educators observe differences in incoming kindergarteners, and the more we look to education to provide a more equal footing in an unequal society.

The early years are when, educationally speaking, the rich get richer. When a child knows two words, he can learn a third from context, and those three will help him pick up a fourth. When a child acquires the first bit of knowledge about a topic, she has the foothold she needs to climb toward higher understanding. When a child has basic classroom social skills, he can participate in the real joy of learning, and come to know school as a place of warmth and growth rather than discouragement. These are virtuous cycles, and they start—or fail to start—well before kindergarten.

So I applaud the mayor, the speaker, and these committees for your recognition of the potential of early childhood education. But every expert will tell you it's just that: potential. After all, the reason everyone is so careful to talk about *high-quality* pre-kindergarten is that the research shows it isn't all high quality. A small number of programs have been shown to have lasting effects on students' prospects, but most have not.



There are already public worries that the city's proposed plan will not deliver the intended results. Of particular concern is the plan to rely on Community Based Organizations, or CBOs, to provide a great deal of the new pre-K seats. I hope everyone will read the recent article by Elizabeth Hartline, director of Bank Street Head Start, who sees too many CBOs where "basic staffing and professionalism questions aren't addressed" making high-quality education impossible. As she writes for WNYC:

"Pouring money into early childhood education is a worthwhile cause. But these new pre-k sites will not be replicas of the highly-lauded Perry Preschool Project or even similar to the New Jersey Abbott districts. This will be childcare. Some CBOs may be able to do it brilliantly, most will not." Later she writes that childcare has its place, "but if that's what it will be, let's stop pretending that we're expanding high-quality anything."<sup>2</sup>

Those are tough words from a leading practitioner. I mention them because the effort to expand pre-Kindergarten, with this Council's leadership, is far too important to fall short of its life-changing educational promise. As a city, we cannot allow that to happen. And it doesn't have to.

The successful expansion of pre-K will require clear leadership and able execution in the Department of Education and other city agencies. And in Chancellor Farina and my friend and colleague Deputy Mayor Rich Buery (with whom I've had the honor to work in the charter sector)—as well as the advisory committee that the Mayor has set up of consummate professionals—we have that leadership. But leadership at the policy levels only goes so far. It will also depend on high-quality providers. So I am pleased to tell you that New York City's public charter schools stand ready to provide high-quality pre-K. While individual charter schools are still thinking through all the logistical implications, my organization has confirmed serious interest from dozens of charter elementary schools across the city.

Charter schools, as you know, are a small part of the public education system. They will not be the "silver bullet" solution to pre-K; those do not exist in education. But charter schools are especially well positioned to contribute to this effort:

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<sup>2</sup> Hartline, Elizabeth. "Universal Pre-K Doomed to Fail in NYC." *WNYC* web site. Available online at <http://www.wnyc.org/story/opinion-universal-pre-k-doomed-fail-nyc/>



- They serve some of New York City's most disadvantaged neighborhoods.
- They are established public schools with administrative infrastructure already in place, including systems for recruiting and developing trained professional teachers.
- They operate in a variety of facilities, including 48 charter elementary schools that occupy private, non-DOE space.
- They have a track record of academic success in K-12 that has been confirmed by rigorous research.
- And they feel a drive to extend their educational efforts to work with younger students.

Let me mention just one example. In Community School District 16 in Brooklyn, Bedford-Stuyvesant New Beginnings Charter School operates in a private facility. 18% of its students are in special education. 7% of students are homeless or in temporary housing. And, this is critical: only one in five incoming kindergarteners (22%) has any experience in pre-K. The school has assigned extra teachers to the early grades but acclimating all students to classroom learning is a taxing challenge. If these students are going to be college ready, the Common Core standards suggest that they should be reading by kindergarten, and to make *that* realistically possible, the school wants to start working with them at earlier ages. An integrated pre-K program would be a natural fit.

There are stories like this across the charter sector, from a Montessori Charter School that wants to include younger students in its multi-age classrooms, to charter schools affiliated with some of our city's most recognizable social service agencies that are considering how integrated pre-K can serve their educational missions.

Unfortunately, current state law precludes charter schools from providing pre-K. And Mayor de Blasio, when asked whether charter schools should be eligible providers, has only said he is open to the idea. There has been no further confirmation, and certainly no concrete proposals. But the path to including charter schools is not terribly difficult, and I think there are three essentials.

First, several changes to the New York State Charter Schools Act would be required, through state legislation, in order to allow charter schools to provide pre-K in much the same way they are allowed to provide Kindergarten. It is particularly important to charter schools and, more importantly, the success of the pre-K effort, that charter schools be allowed to offer an integrated, seamless educational program. (To



facilitate this, the existing charter school admissions process—a random lottery with preferences for students in from the local Community School District—should include pre-K students, who would then be treated as returning students when they advance to Kindergarten.)

As I have described, charter school educators want the chance to make pre-K a developmentally appropriate extension of their existing schools, to help families prepare their children for success in kindergarten and the elementary grades. Keeping students in the same building, with the same teaching faculty, and the same points of contact for parents, is something charter schools leaders view as essential, and which frankly I think the DOE should consider as an option for district school principals. It also makes it easier to track the success of the program over time and hold providers accountable for long-term results, something that must happen if this program is going to be successful.

Second, charter schools, as public schools under the law, should also be made eligible to receive capital funding designated for pre-K capacity in the recently revised City Capital Plan. As you know, charter schools do not have a source of regular public facility funding; equitable—that is to say, normal—treatment in the city capital budget is an eminently fair expectation.

Third, state and city regulations may also require adjustment, depending on the details of the program, and I would urge that those changes take account of the fact that public charter schools are in fact *schools*. Though structured as non-profit organizations, charter schools have much more in common with established district schools than with the very small, non-profit and for-profit CBOs that offer pre-K—often as an extension of childcare services.

This is a time for all hands on deck. It's a time for, as Mayor de Blasio put it yesterday, "One New York, Rising Together." Charter schools stand ready to provide high-quality pre-K to our youngest learners, to help make the expansion of pre-Kindergarten into a historic step forward for equal educational opportunity. Charter educators see the gaps that already open up by age five, so they want to start their high-quality programs at a younger age. I hope the leadership of this city and state will give them that chance.

Thank you. I am happy to take any questions.

Testimony to New York City Council  
Hearing on Resolution for  
Pre-K & After-School Plan  
by Lenora B. Fulani, Ph.D.



Tuesday, February 11, 2014

Madame Speaker, Council members,

Thank you for the opportunity to testify today on Resolution #2. Though I have frequently appeared in these chambers as a political activist and independent reformer, today I come as a developmental psychologist, with advanced degrees from the CUNY system, and an extensive research background at Rockefeller University, the Laboratory for Human Cognition, and the East Side Institute for Group and Short Term Psychotherapy. I am also a cofounder of the All Stars Project, Inc., a constellation of privately-funded youth and adult after-school development programs which serve more than 10,000 inner city families each year. This includes Operation Conversation: Cops and Kids, a program I direct in an official partnership with the New York City Police Department.

I am not here today to speak for or against Resolution #2, though I am a supporter of early childhood education and, like most developmental psychologists, I recognize the positive effects of high quality Pre-K experiences on all children. I am here, instead, to try to call attention to the defects in the science that underlies the idea that Pre-K is the most effective and necessary intervention into the long term development of poor kids and to express my deep concern that the current initiative miseducates the public about this.

Pre-K, and the call to create a dedicated tax-based funding scheme for it, rests on the idea that we must grab the opportunity to school low income 3 and 4 year-olds because once they get older, and most especially once they become teenagers, any developmental disparities with more well-to-do kids become uncorrectable. Why? Because, so the traditional educational and psychological dogma goes, human development can only take place before age 5.

This assumption is dangerous and untrue, dangerous because it dictates certain policy directions and pre-empts others. Untrue, because the premise and methodology of the research cited in Resolution #2 dates back 50 years and there is far more current and innovative research which defies the finding that development is essentially over by the time you hit kindergarten.

We have found, as have researchers and practitioners from Stanford University, Columbia University, Rutgers University, Southern Methodist University and many other forward-looking institutions, that development can be ignited or re-ignited at any age, if the proper tools and approaches, such as performance, play, and becoming more cosmopolitan, are used.

This is not simply an abstract discovery reserved for rarified discussions among academics. It has serious public policy implications.

In New York City, there are hundreds of thousands of poor kids, mainly of color, between the ages of 14 and 19. They are in desperate need of developmental opportunities and they are well past the age of Pre-K. In large measure, I'm afraid, they are being written off or swept under the rug by advocates of a public policy that focuses on Pre-K, while failing to address the developmental challenges of middle school kids and their families. To ignore the newest, most cutting edge discoveries that recognize the human capacity to develop and create at all ages, in favor of high profile, easy-to-digest, politically symbolic initiatives that rest on incomplete, out-of-date, and, frankly, narrow-minded

*(over)*



and anti-human forms of social science, would represent a significant failure on the part of this body. This is not a time for lowest-common-denominator science. Given the crisis of poverty and income inequality, it is a time to turn to the most advanced and sophisticated discoveries. This is not an argument against Pre-K. It is an argument for a rigorous exploration by the City Council and the Mayor of the breakthroughs in development at all ages that we see at the All Stars every single day.

Where you choose to engage a problem—and in this case, we're talking about the educational failure of incredible magnitude in the poor community—you must also take into consideration the impact that that engagement could have, not just on the kids, but on the entire community. Teenagers-- the very ones hanging out on corners and jumping turnstiles, etc.-- are actually the role models for the little ones. If those teenagers can be developmentally engaged, this can be impactful on the small kids who look up to them, as well as on the parents and the adults in the community. I can't tell you how many parents have joined our programs because they saw their teenage kids transformed by the experiencing of performance, or being exposed to the world beyond the boundaries of East New York or Far Rockaway.

I would love to work with all of you on all of this, and to move the discussion of youth development out of the narrow box that it takes place in, while we continue to lose more and more people in our community to poverty and underdevelopment. I offer the All Stars Project as a developmental model to you, to the Mayor and to the City.

I would like to end by dedicating this statement to Khalil, a 14 year old black kid who failed 8th grade last year-- actually 8th grade failed him. After we talked openly about his humiliation around being related to as dumb, he said: Dr. Fulani-- how do you build confidence? I said to him that he needed to have outside of school experiences that made him confident. Then he could go back into school and put that confidence to work, in ways that lead to his developing as a learner. He said to me: "I want to do that." Millions of our teenagers feel the same way. Let's not abandon them.



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Testimony of  
Good Shepherd Services

Presented by  
Michelle Yanche  
Assistant Executive Director  
Before the New York City Council

February 11, 2014

**RE: Resolution supporting the City's plan to establish high-quality universal pre-Kindergarten for all eligible four-year olds and a high-quality after school program for middle-school-aged youth.**

Good afternoon, I am Michelle Yanche, Assistant Executive Director for Government and External Relations at Good Shepherd Services. Thank you for inviting me to provide testimony on this important topic today. On behalf of Good Shepherd Services I am pleased today to testify in support of this resolution and the City's plan to establish high-quality universal pre-Kindergarten and afterschool programs for middle schoolers.

Good Shepherd Services is a leading youth development, education and family service agency that serves over 27,000 program participants a year. We give young people growing up in some of New York City's most under-resourced communities the opportunities and supports needed to take ownership of their future, making a difference today and for the next generation. Focusing on work in Brooklyn and the Bronx, we provide individual, family and school-based services with a primary focus on working in and with the public schools. Good Shepherd Services' programs succeed because of the unique way in which we work:

- We have a profound belief in our participants' strengths inherent and in the ability of individuals and families to transform themselves.
- We surround youth and families with strength-based services and supports.
- We employ a rigorous business approach that stresses partnerships and makes the very most of both public and private resources.

Good Shepherd Services also serves as a member of the Steering Committee of the Campaign for Children, the coalition of over 150 New York City provider and advocacy organizations that have worked together over the past 2 years to fight to preserve, restore, baseline and now expand resources for child care and after-school programs. In this capacity we have developed a full Transition Plan for these two systems, which has been shared with the City Council. The City's plan to expand UPK and after-school programs for middle school students is an important step in realizing the universal system of our vision.

As an organization that provides 23 after-school programs (encompassing OST, Beacon and Cornerstone models and serving approximately 4,000 elementary, middle school and high schools participants) concentrated in the communities of Red Hook and East New York, Brooklyn, and the central Bronx, our own expertise is in after-school programming, but we add our full support behind the city's plan for UPK expansion as well.

As specific recommendations, we offer the Campaign for Children's Transition Plan (Executive Summary attached) which comprehensively lays out the steps that the City can take over time to develop a high-quality, universal system of early childhood education and after-school programs.

#### **Create a dedicated funding stream**

The Transition Plan frames the full set of recommendations in the categories of **Quality, Investment and Expansion**. For our vision in all three of these areas to become a reality requires a fundamental infusion of long-term dedicated resources into the child care and after-school systems. **It is primarily for this reason that we have given our full support to the Mayor's plan and have lent our voice to efforts in Albany to call for New York City to have the authorization needed to create a dedicated funding stream to support this critical work of system expansion**. Without dedicated funding for these programs, our energies remain locked in the annual budget dance to fight for the same pot of limited dollars and deny families and their children the ability to count child care or after-school program from one year to the next.

Beyond this and the detailed recommendations in the Campaign for Children's Transition Plan, I want to add a few additional points that support our efforts in support of **Quality, Investment and Expansion**, specifically in the area of after-school programs which is where Good Shepherd Services expertise is focused.

#### **Supporting quality is critical**

As we work to expand programming in after-school, we have a strong infrastructure and decades of work and learning to build upon from the City's major after-school initiatives: Out-of-School Time (OST), Beacons and Cornerstone; from the work of strong, experienced providers; and from city-wide intermediary organizations like The

After School Corporation and Partnership for After-School Education. This is a critical opportunity to build on the work already accomplished and move the needle even further on system-wide quality investments.

**The need for high-quality programs dwarfs supply**

Less than half of New York City's middle schools have access to a DYCD-funded after-school program. Just yesterday one of Good Shepherd Services' afterschool division directors told me that she has received calls from 5 different principals in the past month asking if there is some way we could offer a program in their schools. We wish we could be we are limited by available resources. To this end program expansion should seek primarily to add sites but also where possible to add slots at existing sites. While some of Good Shepherd Services' existing middle school sites could add slots as a more rapid way to ramp up system capacity, we see the greatest need in expanding to schools that currently are without a program.

**Program expansion must cover the full cost of quality**

DYCD was explicit in the past that in order to stretch available resources, their contracts with OST providers did not cover the full cost of the model. From our experience as an OST Middle School provider, it is necessary to increase the cost per participant by approximately one third. Not all providers have been able to do this even at current service levels. We have found it is becoming increasingly difficult to raise these funds even for large organizations like us. More critically the level of private funding that underpins current programs cannot be "scaled up" as the system expands. Thus, the new cost model for an expanded system cannot assume to rest on a base of private funding that simply will not be there.

On behalf of Good Shepherd Services, thank you for giving me this opportunity to testify. I would be happy to answer any questions you may have.

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# Campaign for Children Transition Plan

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## Executive Summary

The Campaign for Children is a partnership between the Emergency Coalition to Save Child Care and the New York City Youth Alliance, which first came together in 2011 to stave off severe budget cuts proposed for child care and after-school programs. Together, the 150 members of the coalition include many of the advocates, civic leaders and early childhood education and after-school providers in New York City.

The Campaign's successful advocacy saved child care and after-school programs for over 47,000 children by securing over \$120 million of one-year City Council discretionary funds for the past two years. While the Campaign, the providers, and notably the children and the families remain incredibly grateful for these one-year restorations, the systems cannot remain dependent on successful advocacy annually restoring one-year funds.

**Every child in New York City deserves access to safe, high-quality, and affordable early childhood education and after-school programs. New York City's newly elected Mayor, as well as the Comptroller, Public Advocate and City Council members, must have a plan to create high-quality, sustainable, fully-funded early education and after-school systems for New York's children and families. Enacting this plan must be a top priority for the new Administration. The Campaign for Children seeks to be a partner in this endeavor, but also to hold the Administration accountable for its implementation.**

The plan for ensuring every New York City child has access to high-quality, affordable early childhood education and after-school programs must have short-term, medium-term and longer-term benchmarks:

### **Upon Taking Office:**

Baseline the over \$120 million of one-year City Council discretionary funding for child care and after-school for over 47,000 children, as well as the additional \$30 million of one year funding in the after-school system.

- Develop a procurement process that gives priority to current quality programs, ensures the 47,000 slots become part of the systems administered by the City agencies, and prevents any systemic disruption.
- Create a new agency, the Office of Early Childhood, focusing exclusively on the needs of children ages 0-5.

**First Term (4 Years):**

- Ensure every child eligible for child care and every low-income child (under 200% of FPL) under age 5 has access to high quality early childhood education.
- Ensure every high-need/high-risk elementary, middle and high school child has access to a high-quality, affordable after-school program.
- Fully fund programs at an adequate rate.
- Invest in the workforce through adequate compensation, benefits and professional development.
- Invest in current facilities and develop plan to secure additional needed facilities for system expansion.

**Second Term (8 Years):**

- Fully implement plan that ensures every New York City child has access to high-quality, affordable early childhood education (ages 0-5) and after-school programs (elementary, middle and high schools).
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[www.CampaignForChildrenNYC.com](http://www.CampaignForChildrenNYC.com)

## **ABOUT THE CAMPAIGN FOR CHILDREN TRANSITION PLAN:**

Campaign for Children, a coalition of more than 150 advocacy and provider organizations, prepared a road map for elected officials on how to strengthen New York City's early childhood education and after-school systems

The City of New York's early childhood education and after-school systems are currently under-funded and unstable, due to years of budget cuts and one-year restorations – which has impacted both the number of children that can be served and the level of quality the programs are able to provide. Campaign for Children's transition plan offers short-term, medium-term and longer-term benchmarks for ensuring every New York City child has access to high-quality, affordable early childhood education and after-school programs.

The plan can be read in its entirety at [www.CampaignForChildrenNYC.com/Facts](http://www.CampaignForChildrenNYC.com/Facts). The following summarizes our key recommendations:

### **SHORT-TERM BENCHMARKS:**

- Support New York City's plan to raise taxes on the wealthiest New Yorkers to fund universal pre-k for every four year old and after school for every middle school student in New York City.
- Ensure that the \$140 million in funding for child care and after-school programs that was baselined in the November budget modification remains baselined in the FY2015 budget.
- Develop a procurement process that gives priority to current quality programs, ensures the 47,000 slots become part of the systems administered by the City agencies, and prevents any systemic disruption.
- Create a new agency, the Office of Early Childhood, focusing exclusively on the needs of children ages 0-5.

### **MEDIUM-TERM BENCHMARKS:**

- Ensure every child eligible for child care and every low-income child (under 200% of FPL) under age 5 has access to high quality early childhood education.
- Ensure every high-need/high-risk elementary, middle and high school child has access to a high-quality, affordable after-school program.
- Fully fund programs at an adequate rate.
- Invest in the workforce through adequate compensation, benefits and professional development.
- Invest in current facilities and develop plan to secure additional needed facilities for system expansion.

### **LONGER-TERM (8 YEARS):**

- Fully implement plan that ensures every New York City child has access to high-quality, affordable early childhood education (ages 0-5) and after-school programs (elementary, middle and high schools).



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## *The Mayor's Universal Pre-K and After-School Initiative*

Testimony Presented to the New York City Council  
Committees on Education and Women's Issues

By James A. Parrott, Ph.D., Deputy Director and Chief Economist  
February 11, 2014

Good afternoon Chairpersons Dromm and Cumbo and members of the Education and Women's Issues Committees. Thank you for the opportunity to testify today on this critical New York City priority.

### **The Right Policy**

All New Yorkers support Mayor deBlasio's call for universal pre-kindergarten for four-year olds, and after-school for middle-school children as part of a bold and comprehensive program to enable New York City's children to fulfill their potential. I was pleased to be part of the Advisory Council on Child Well-Being that was formed after the New York City Child Summit held in November 2013. The Advisory Council's Declaration on the Well-Being of NYC's Children aptly sums up the pressing need for the Mayor's proposal to invest in our children:

"We call attention to the overwhelming evidence that investing in the health and education of children is the highest-return investment available to society. We recognize the critical role of parents and a range of support programs that enrich the years of early development. We note that critical investments in learning, nutrition, and health—including mental health—are needed at every stage of a child's life, indeed from birth onward. When these investments are inadequate at any stage, children can fall behind, making it more difficult for them to make up lost ground and making it more costly to society. Indeed, investments at the youngest ages, including the pre-K years, have the highest returns of all."<sup>1</sup>

The Mayor's pre-K and after-school proposals are grounded in a vast body of research on child development, and represent enlightened budget and economic policies for New York City, particularly given our high and concentrated poverty. These policies are critical to the Mayor's refreshing, and comprehensive, approach to addressing New York City's biggest challenge—its pronounced income polarization.

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<sup>1</sup> Declaration on the Well-Being of NYC's Children By the New York City Advisory Council on Child Well-Being, convened by Jeffrey Sachs and Irwin Redlener, December 14, 2013. See [http://www.huffingtonpost.com/jeffrey-sachs/declaration-on-the-wellbe\\_b\\_4473846.html](http://www.huffingtonpost.com/jeffrey-sachs/declaration-on-the-wellbe_b_4473846.html)



Since this proposal was the centerpiece of the Mayor's campaign, and voters endorsed his candidacy by such a substantial margin, there is a clear expectation on the part of the voters that local and state elected officials will do everything they can to realize the will of the electorate.

### **The Need for Dedicated Funding Under City Control**

Dedicated funding is the surest way to deliver on that promise, and to ensure that action is taken immediately to develop and implement this program.

Arguably, New York City should, within reasonable parameters established by the State, have the authority to adjust its tax structure to provide dedicated tax revenue funding for this initiative. New York City's economy, as indicated by the magnitude of its Gross Domestic Product, is larger than that of 45 states, that is, larger than all states but California, Texas, New York, Florida and Illinois. New York City's economy accounts for 54.5 percent of the state's total GDP. New York City's elected officials should be able to determine the City's tax policies, and for that matter, should be able to set its own minimum wage, just as many other states permit their localities to establish their own minimum wage.

In the absence of standing local authority on this matter, Albany should respect the will of the voters of New York City and the consent of locally-elected leaders, and approve the dedicated funding the Mayor seeks for universal pre-K and after-school programs.

It is laudable that the Governor has embraced a commitment to expand universal pre-K statewide and has proposed new state funding for this purpose. However, there is a real concern that the amount of funding proposed by the Governor falls far short of the amount needed, as evidenced by estimates made by New York education expert and Columbia Professor Michael Rebell, the Citizens Budget Commission, and by state Education Commissioner John King.

Moreover, the Governor's proposed 2014-2015 budget calls for four more years of austerity budgets on top of the six that New Yorkers have seen since the recession began in 2008. Considering the severity of the budget cuts in almost every area of local aid and state spending in that four-year budget plan, it is difficult to see how the Governor can make good on a commitment to follow through with funding to pay for a qualitatively adequate statewide universal pre-K plan. Despite claims to the contrary, there is no \$2 billion surplus in the outyears of the state budget. There is only a determination to push through billions of dollars in unspecified budget cuts in order to create the impression that there is a "surplus" so that massive, unaffordable tax cuts can be proposed to soak up nearly every last dollar of "surplus."<sup>2</sup>

The Governor's recent budgets have already seriously short-changed New York City in terms of revenue sharing and the education aid needed to honor the spirit of the legislatively-enacted 2007 statewide resolution to the Campaign for Fiscal Equity case. In addition, 15 years ago the state made a commitment to fund universal pre-K and has yet to fulfill that commitment.

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<sup>2</sup> Fiscal Policy Institute, New York State Economic and Fiscal Outlook 2014-2015, February 2014, <http://fiscalpolicy.org/new-york-state-economic-and-fiscal-outlook-2014-2015>

## **A Modest Personal Income Tax Increase is a Reasonable Way to Fund Pre-K and After-School**

The Mayor's dedicated tax proposal would modestly increase the top city personal income tax rate on filers with incomes over \$500,000. The top income tax rate would rise by 0.5 percent, making it 4.376 percent, a rate lower than the top rate that prevailed through most of the 1990s and lower than the top rate under Mayor Bloomberg for the years 2003 to 2005. About 40,000 households would be affected, those representing the 1.1 percent of city tax filers with the highest incomes.

Keep in mind that with the deductibility of state and local income taxes on the federal income tax, that about 40 percent of the New York City increase (or 0.2 of the 0.5 percent increase) will effectively be paid by the federal government for those who itemize deductions. Given existing state and local tax differentials in the tri-state region, economist Don Boyd found that an increase in New York City's top income tax rate of 0.75 percent (i.e., an increase greater than that proposed by Mayor deBlasio) would have only a modest impact on the differential between NYC and the surrounding areas.<sup>3</sup>

FPI's own research on the local tax burden borne by households indicates that the wealthiest one percent of households bear a smaller share of the local tax burden<sup>4</sup> than their share of total income. For 2010, we estimate that the top one percent had 36.5 percent of all income received by New York City residents, but paid 27.6 percent of local taxes. The Mayor's tax proposal would fall mainly on the top one percent, and it would increase their share of local taxes—by about two percentage points. That would mean that the top one percent was still paying a smaller share of local taxes (30 percent) than their share of local incomes (36 percent).

Whenever talk turns to raising taxes on the wealthiest New Yorkers, invariably some will argue that hiking taxes will induce taxpayers to take a hike, and leave New York behind. However, there is just very little empirical evidence that that is the result. A recent careful research summary compiled by the Center on Budget and Policy Priorities concludes:

- Migration is not common;
- The migration that is occurring is much more likely to be prompted by high housing costs than state and local taxes;
- Research shows that income tax increases cause little or no inter-state migration; and
- Low taxes can prevent a state from maintaining the kind of high-quality public services that potential migrants value.<sup>5</sup>

New York State has had among the highest income tax rates of all state for much of the last

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<sup>3</sup> Don Boyd, "Tax Policy Choices and New York City's Competitive Position," Prepared for the Citizens Budget Commission, December 2013.

[http://www.cbcny.org/sites/default/files/Interactive/2013\\_Conference/REPORT\\_Taxes\\_12062013.pdf](http://www.cbcny.org/sites/default/files/Interactive/2013_Conference/REPORT_Taxes_12062013.pdf)

<sup>4</sup> The personal income tax, residential property taxes and the sales tax.

<sup>5</sup> Robert Tannenwald, Jon Shure and Nicholas Johnson, "Tax Flight is a Myth. Higher Taxes Bring More Revenue, Not More Migration," August 4, 2011. <http://www.cbpp.org/files/8-4-11sfp.pdf>

decade. Yet, IRS data show that high-income households have increased at a faster rate in New York State than in the nation overall. From 2000 to 2011, the number of households with incomes of \$1 million or more in New York State rose by 48 percent, almost twice the 26 percent increase for the nation overall. On top of that, the total incomes of high-income households increased much faster in New York—the total incomes of households with more than \$1 million in income rose by 63 percent from 2000 to 2011, two-and-a-half times as fast as for the nation overall.

**Even though New York's share of U.S. population declined slightly from 2000 to 2011, New York's share of millionaires rose, and the total income of millionaires rose much faster in New York than in the U.S.**

	2000	2011	2000 to 2011
<b>New York State</b>			
Total population	18,976,457	19,465,197	2.6%
Number of tax returns with AGI of \$1 million and over	25,780	38,240	48.3%
Total income on returns of \$1 million and over	\$85,466,363,000	\$139,387,527,000	63.1%
<b>United States</b>			
Total population	281,421,906	311,591,917	10.7%
Number of tax returns with AGI of \$1 million and over	241,068	304,118	26.2%
Total income on returns of \$1 million and over	\$760,954,547,000	\$947,002,288,000	24.4%
<b>New York State share of United States</b>			
Total population	6.7%	6.2%	
Number of tax returns with AGI of \$1 million and over	10.7%	12.6%	
Total income on returns of \$1 million and over	11.2%	14.7%	
Note: AGI = Adjusted Gross Income			
Source: Tax data from Internal Revenue Service, population from the U.S. Census Bureau.			

Fiscal Policy Institute, New York State Economic and Fiscal Outlook 2014-2015, February 2014, p. 51.  
<http://fiscalpolicy.org/new-york-state-economic-and-fiscal-outlook-2014-2015>

And within New York, the number of households with incomes over \$200,000 rose faster in New York City from 2000 to 2010, than in the rest of the state. And the total incomes of such households increased nearly twice as fast in New York City as in the rest of the state.<sup>6</sup>

Thank you for the opportunity to testify today.

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<sup>6</sup> New York State Department of Taxation and Finance, NYS Adjusted Gross Income and Tax Liability: Analysis of State Personal Income Tax Returns by Place of Residence, reports for 2000 and 2010.

## Testimony to the New York City Council

### Hearing on Resolution 0002-2014 – Supporting the City’s Plan to Establish High-Quality Universal Pre-Kindergarten and After School Program for Middle-School-Aged Youth

February 11, 2014

Good Afternoon. My name is Jessica Guzmán and I am Director of Education at the Hispanic Federation. I would like to thank NYC Council Speaker Melissa Mark-Viverito, Chairperson Dromm, Chairperson Cumbo and members of the Education and Women’s Issues Committees for the opportunity to testify today on behalf of our Latino community partners who favor the passage of Resolution No. 2, supporting the city’s proposed plan to enact a tax increase on the wealthy to fund high-quality universal pre-kindergarten and after school programs for middle-school-aged youth.

As you may know, Hispanic Federation is the premier Latino membership organization in the nation founded to address the many inequities confronting Latinos and the nonprofits which serve them. For more than 20 years, Hispanic Federation has provided grants, administered human services and coordinated advocacy for our broad network of agencies that serve more than 2 million Latinos in areas of health, immigration, economic empowerment, civic engagement and, of course, education. Hispanic Federation also serves a lead partner in a newly formed coalition – *The Latino CREAR (College Readiness, Access & Retention) Coalition* – that recently released the policy blueprint you have in front of you. I encourage you all to read through the document, which lays out numerous recommendations on how to improve educational outcomes, ranging from universal pre-k, to afterschool programs, to college access and retention models.

As the youngest and fastest growing community, Latinos represent – in many ways – the hope and promise of New York City. It is clear that investments in education are investments in the future of New York City that pay for themselves many times over in terms of economic productivity and community development. Therefore, we encourage the city to use every opportunity to advocate for progressive tax reforms that will fund universal pre-kindergarten, dual language programs, afterschool initiatives and other efforts that will improve educational outcomes for all students, and in particular, our immigrant youth.

For our Latino English Language Learner (ELL) youth, which constitute two-thirds of the city’s ELL population, these resources can and must ensure the creation of top bilingual programs that will guarantee Latino student success and build a well-educated globally-competitive workforce. Currently, only 35% of NYC’s ELL’s are found to have graduated on time, compared to a 60% on time graduation rate for all other students. To correct this, in addition to access to high-quality pre-k

services, the city must also expand bilingual teacher recruitment, increase the range of high-quality ELL programs, and commit to an asset-based philosophy of education that embraces linguistic diversity and builds on ELL and immigrant children and families' languages and cultures.

Furthermore, the city must invest in quality nonprofit Community Based Organizations (CBO) that are struggling to stay open and meet the growing needs of our city's youth and families. Many of the Hispanic Federation's CBO partners offer quality afterschool services and, upon passage of this plan, we encourage the city to allot adequate funding to ensure these CBOs, with proven track records of helping students and families, are strong partners in the city's afterschool initiative.

For many young people, these programs make the crucial difference in educational and life outcomes. In addition to supporting the expansion of afterschool programs for middle schools, we also urge the mayor to broaden these resources to students at the high school level who are often overlooked.

Thank you for your time and attention to these important issues. We ask that you continue to champion for a dedicated funding stream to make these vital services a reality. It is our hope that making these financial investments in our youth today will later help build a stronger New York City for all.



**Testimony of Joanne De Simone Eichel, MA  
Director, Office of School Health Programs  
The New York Academy of Medicine**

**Committee on Education jointly with the Committee on Women's Issues  
New York City Council Hearing  
on Resolution Supporting Universal Pre-K and After School Plan**

**February 11, 2014  
New York City**

Thank you for the opportunity to discuss the significant impact that high quality pre-K programs can have on the health of participants, in the short and long term, and the program features that support these outcomes.

An independent organization since 1847, NYAM addresses the health challenges facing the world's urban populations through interdisciplinary approaches to policy leadership, education, community engagement and innovative research. Drawing on the expertise of diverse partners worldwide and more than 2,000 elected Fellows from across the professions, our current priorities are: to create environments in cities that support healthy aging; to strengthen systems that prevent disease and promote the public's health; and to implement interventions that eliminate health disparities.

NYAM has taken a special interest in school health education, beginning in 1979 with our collaboration with the NYC Department of Education to provide curricula, educational materials and professional development for K-5 classroom teachers to institutionalize the "Growing Healthy in NYC" program in elementary schools. As we continue to partner to extend health education and promotion to public school children in grades K-12, we recognize along with public health professionals and educators nationally and globally, the growing and compelling research-based case for working to impact the health of children at an even earlier age, and the profound role that early childhood education can have in these efforts.

We know that children who are healthy are more likely to be ready for school and ready to learn. They are less likely to be absent and more likely to pay attention and learn while in school.<sup>1</sup> As summarized by the American Academy of Pediatrics, "High quality early education and child care for young children improves their health and promotes their development and learning."<sup>2</sup> The positive association between better health and schooling is well established<sup>3,4</sup> with schools serving as an important and effective vehicle for promoting health and providing

health education because they reach most children for a long period of time.<sup>5,6</sup> Early childhood education programs can improve both the health and the academic achievement of children, which translate into long-term improvements in health during adulthood.<sup>7,8,9,10,11,12</sup>

The evidence available identifies the features of high-quality early childhood programs that have the potential to produce significant health benefits. They include the integration of education about health, nutrition, and physical activity; the use of evidence-based curricula with an emphasis on children's social-emotional development and self-regulation skills; well-trained, highly qualified teachers; and the provision of screenings and referrals for health, dental, mental health, developmental issues, vision, and hearing, or the facilitation of access to these through other programs. Facilities need to be safe and health promoting environments that include the provision of healthy meals and snacks, and opportunities for exercise. Parent education about health and fully engaged families need to be key program components.<sup>13</sup>

A systematic review of studies in 2010 examining the impacts of preschool programs on children's health outcomes found evidence of increased health among preschool participants, including decreases in obesity, greater mental health and social emotional competence.<sup>14</sup> Another review completed in 2012 found that children were less likely to be obese, more likely to be physically active, and more likely to consume a nutritious diet during preschool. These programs also appeared to have protective effects against allergies and respiratory problems, including asthma.<sup>15</sup>

We also know that health during adulthood and old age is influenced by experiences during early childhood.<sup>16</sup> A study published last month in the *New England Journal of Medicine*, for example, supports the idea that not only is obesity established very early in life, but that it basically tracks through adolescence to adulthood. This supports the premise that obesity prevention efforts must start earlier and focus more on the children at greatest risk.<sup>17</sup>

The evidence suggests that high-quality early education programs can be expected to have substantial impacts on health that extend into adulthood through both direct and indirect mechanisms. Direct pathways include the provision of health services, and indirect pathways include cognitive and social-emotional gains that are associated with improved mental health and greater academic achievement, both of which can lead to improved long-term adult health.<sup>18</sup>

We know that the multiple pathways, both direct and indirect, through which early childhood programs can contribute to better health can manifest in both the short and long term. For example, children attending high-quality early education programs make cognitive and social-emotional gains that are associated with improved adult health. Preschool participants are also more likely to go to a doctor, receive appropriate screenings and immunizations, and receive dental care, thus laying an early foundation for better adult health. Additionally, preschoolers and their parents often learn about health and nutrition, which can result in lifestyle changes that address issues such as obesity and malnutrition. Finally, children

who participate in high-quality early education or parenting-support programs may experience less abuse, neglect, and injury in the home.<sup>19,20,21</sup>

There are two paradigms in operation: adult health is dependent on child health; and healthier children become healthier adults.<sup>22,23</sup> The benefits of high-quality early childhood interventions extend beyond the first few years of life and last into adulthood. Long-term positive impacts include cognitive, educational, social-emotional, health, and economic benefits.<sup>24,25,26,27,28,29</sup> High-quality early childhood programs that begin early and last throughout early childhood are more likely to produce these positive effects.<sup>30</sup> Higher educational attainment, a common benefit of high-quality early education,<sup>31,32,33,34</sup> is associated with better health<sup>35,36,37,38,39</sup> due in part to the greater investment in human capital represented by additional years of schooling.<sup>40,41</sup>

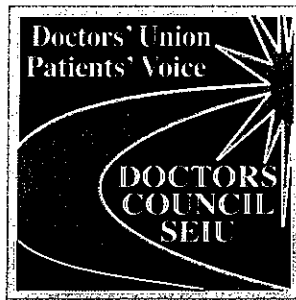
The New York Academy of Medicine is pleased that the City Council has convened this hearing, and we look forward to working with you on this important issue.

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February 11, 2014

**FOR THE RECORD**

Doctors Council SEIU Testimony  
in Support of Resolution on Universal Pre-K and After-School Plan

I would like to thank Speaker Mark-Viverito, members of the New York City Council's Education and Women's Issues Committees and all of the other City Council members for convening this joint hearing to move this important resolution forward before the full City Council.

We also applaud Mayor de Blasio's plan to provide every four-year-old with high-quality full-day pre-kindergarten (pre-k) and every middle school student with high-quality after-school programs.

I am Dr. Frank Proscia, President of Doctors Council SEIU. We are a union for doctors and voice for patients. We represent doctors throughout the country, including in New York City hospitals and importantly here to this issue, in the Department of Education and Department of Health and Mental Hygiene. Our members work in the Office of School Health and everyday see children in the schools of our City.

Doctors Council SEIU fully supports the City's plan to implement a universal pre-K program and after school program for all middle schoolers, for a number of reasons.

The first five years of a child's life are the most critical time of growth and learning. In fact, 85% of a child's brain develops by age five.

The positive, compounding effects of a quality pre-K education cannot be understated. Interventions in early childhood lead to a lifetime of gains and break the cycle of inequality that prevails in the lives of so many children and their families.

Numerous studies have found that strong preschool education programs can meaningfully enhance early learning and development and thereby produce long-term improvements in school success and social behavior that generate benefits to individuals and the broader society far exceeding costs.

Often the school setting is the first environment where the medical, dental or special needs of a child is observed or learned. This creates an opportunity to not only identify these issues but for early intervention. This can lead to a healthier child who can have a better experience learning as well as socially.

When children receive good care, a nutritious diet, and learning opportunities during the child's earliest years, children have a better chance to grow up healthy, to do well in school, and to reach their highest potential.



This is especially important in New York, where our public schools educate thousands of economically disadvantaged students from diverse, working families in which parents are often not afforded the luxury of time to provide in home early learning for their children.

A recently released study from Stanford University suggests achievement gaps begin as early as 18 months. Then at 2 years old, there's a six-month achievement gap. By age 5, it can be a two-year gap. That's why universal pre-k, while not a catch-all solution, is a critical investment in ensuring that all of our City's children have the opportunity to succeed academically.

Similarly, research shows that students who participate in after-school programs are less likely to become involved in crime or experiment with drugs, alcohol, cigarettes, or sex.

In addition, students who participate in extracurricular activities tend to have higher academic achievement, a greater attachment to school, and lower truancy and dropout rates.

Doctors Council SEIU urges these Committees to move the Resolution forward to the full City Council for speedy passage, and ultimately for the State Legislature to fund these worthy programs.

#### About Doctors Council SEIU

Doctors Council SEIU, a professional organization for doctors, is the oldest and largest union of attending physicians and dentists in the United States, with members in New York City, and in other states across the country. Formed in 1973, Doctors Council SEIU is a national union for doctors and a voice for patients, and represents attending physicians and dentists at Health and Hospitals Corporation (HHC) facilities and hospitals, including doctors employed by the affiliates New York University School of Medicine, the Mount Sinai School of Medicine and the Physician Affiliate Group of New York (PAGNY). HHC is the largest public hospital system in the nation. Doctors Council SEIU also represents doctors in the New York City Mayoral agencies including the Department of Health and Mental Hygiene (DOHMH) as well as doctors working at Rikers Island, the largest correctional facility in the nation. Affiliated with SEIU, Doctors Council SEIU is a national union representing doctors employed in the public and private sectors.

# NYU Steinhardt

Steinhardt School of Culture, Education, and Human Development

**Testimony to the New York City Council<sup>1</sup>  
Joint Hearing of the Committees on Education and Women's Issues,  
on the City's proposal for universal high-quality prekindergarten  
February 11, 2014**

**Hirokazu Yoshikawa  
Courtney Sale Ross University Professor of Globalization and Education  
Steinhardt School of Culture, Education and Human Development,  
New York University**

Members of the Education and Women's Issues committees, thank you for the opportunity to appear before you today. My name is Dr. Hirokazu Yoshikawa, and I am the Courtney Sale Ross University Professor of Globalization and Education at New York University, in the Steinhardt School of Culture, Education and Human Development. I have conducted research since the early 1990's on early childhood development programs and policies.

A considerable and healthy debate about how to implement the City's proposal for high-quality universal preschool education<sup>1</sup> is currently in process. The goal of this testimony is to provide a non-partisan and thorough review of the current science and evidence base on early childhood education (ECE) that includes the most recent research on how to implement high-quality prekindergarten education at scale, across entire cities. I represent an interdisciplinary group of early childhood experts, including Christina Weiland, Jeanne Brooks-Gunn, Margaret Burchinal, Linda Espinosa, William Gormley, Jens Ludwig, Katherine Magnuson, Deborah Phillips and Martha Zaslow. We recently conducted an extensive review of rigorous evidence on why early skills matter, the short- and long-term effects of preschool programs on children's school readiness and life outcomes, the importance of program quality, which children benefit from preschool (including evidence on children from different family income backgrounds), and the costs versus benefits of preschool education. We also incorporated comments and feedback from 20 additional experts in early childhood development and preschool evaluation. Here, I focus on preschool (early childhood education) for four-year-olds, with some review of the evidence for three-year-olds when relevant. We do not discuss evidence regarding programs for 0–3 year olds.

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<sup>1</sup> Adapted from Hirokazu Yoshikawa, Christina Weiland, Jeanne Brooks-Gunn, Margaret Burchinal, Linda M. Espinosa, William T. Gormley, Jens O. Ludwig, Katherine A. Magnuson, Deborah A. Phillips, and Martha J. Zaslow (2013). *Investing in Our Future: The Evidence Base on Preschool Education*. New York: Foundation for Child Development and Washington, DC: Society for Research in Child Development.

## Summary Points

**Large-scale public preschool programs have shown substantial impacts on children's early learning.** Scientific evidence on the impacts of early childhood education has progressed well beyond the landmark Perry Preschool and Abecedarian studies. A recent meta-analysis integrating evaluations of 84 preschool programs concluded that, on average, children gain about a third of a year of additional growth across language, reading, and math skills, above and beyond comparison groups. At-scale preschool programs in Tulsa and Boston have produced larger gains of between a half and a full year of additional growth in reading and math, above and beyond comparison groups (most of whom attended other centers or preschools). Benefits to children's socio-emotional development have been documented in programs that focus intensively on these areas.

**Quality preschool education provides strong returns on investment.** Available benefit-cost estimates based on older, intensive interventions, such as the Perry Preschool Program, as well as contemporary, large-scale public preschool programs, such as the Chicago Parent Child Centers and Tulsa's preschool program, range from 3 to 7 dollars saved for every dollar spent.

**The combination of curricula focused on specific aspects of learning and in-person coaching and mentoring has proven successful in improving quality in public preK, Head Start, and child care systems.** Children benefit most when teachers are emotionally supportive *and* engage in stimulating interactions that support learning. Interactions that help children acquire new knowledge and skills provide input to children, elicit verbal responses and reactions from them, and foster engagement in and enjoyment of learning. Recent evaluations tell us that effective use of curricula focused on such specific aspects of learning as language and literacy, math, or social and emotional development provide a substantial boost to children's learning. Guidelines about the number of children in a classroom, the ratio of teachers and children, and staff qualifications help to increase the likelihood of – but do not assure -- supportive and stimulating interactions.

Coaching or mentoring that provides support to the teacher on how to implement content-rich and engaging curricula shows substantial promise in helping to assure that such instruction is being provided. Such coaching or mentoring involves modeling positive instructional approaches and providing feedback on the teacher's implementation in a way that sets goals but is also supportive. This feedback and exchange can occur in the classroom or through web-based video.

**Quality preschool education can benefit middle-class children as well as disadvantaged children; typically developing children as well as children with special needs; and dual language learners as well as native speakers.** Although early research focused only on programs for low-income children, more recent research focusing on universal preschool programs provides the opportunity to ask whether preschool can benefit children from middle-income as well as low-income families. The evidence is clear that middle-class children *can* benefit substantially, and that benefits outweigh costs for children from middle income as well as those from low-income families. However, children from low-income backgrounds benefit more. Studies of both Head Start and public preK programs suggest that dual language learners benefit as much as, and in some cases more than, their native speaker counterparts. Finally, two large-scale studies show that children with special needs benefit from large-scale preschool programs that take an inclusion approach.

**A second year of preschool shows additional benefits.** The few available studies, which focus on disadvantaged children, show further benefits from a second year of preschool. However, the gains are not always as large as from the first year of preschool. This may be because children who attend two years of preschool are not experiencing a sequential building of instruction from the first to the second year. In addition, quality preschool should be followed by efforts to implement higher quality in kindergarten through third grade and beyond.

**Long-term benefits can occur despite convergence of test scores.** As children from low-income families in preschool evaluation studies are followed into elementary school, differences between those who received preschool and those who did not on tests of academic achievement are reduced. However, evidence from long-term evaluations of both small-scale, intensive interventions and Head Start suggest that there are medium-term impacts on outcomes such as reduced grade repetition and reduced special education referrals, and long-term effects on societal outcomes such as high-school graduation, years of education completed, earnings, and reduced crime and teen pregnancy, even after test-score effects decline to zero. Research is now underway focusing on why these long-term effects can occur even when test scores converge.

**There are important benefits of comprehensive services when these added services are carefully chosen and targeted.** When early education provides comprehensive services, it is important that these extensions of the program aim at services and practices that show benefits to children and families. Early education programs that have focused in a targeted way on health outcomes (e.g., facilitating a regular medical home; integrating comprehensive screening; requiring immunizations) have shown such benefits as an increase in receipt of primary medical care and dental care. In addition, a parenting focus can augment the effects of preschool on children's skill development, but only if it provides parents with modeling of positive interactions or opportunities for practice with feedback. Simply providing information through classes or workshops is not associated with further improvements in children's skills.

### **Detailed Discussion**

**Early skills matter, and preschool can help children build these skills.**

The foundations of brain architecture, and subsequent lifelong developmental potential, are laid down in the early years in a process that is exquisitely sensitive to external influence. Early experiences in the home, in other care settings, and in communities interact with genes to shape the developing nature and quality of the brain's architecture. The growth and then environmentally-based pruning of neuronal systems in the first years support a range of early skills, including cognitive (early language, literacy, math), social (theory of mind, empathy, prosocial), persistence, attention, and self-regulation and executive function skills (the voluntary control of attention and behavior).<sup>2</sup> Later skills – in schooling and employment -- build cumulatively upon these early skills. Therefore investment in early learning and development results in greater cost savings than investment later in the life cycle.<sup>3</sup> The evidence reviewed below addresses the role of preschool in helping children build these skills.

**Rigorous evidence suggests positive short-term impacts of preschool programs.**

**Effects on language, literacy, and mathematics.** Robust evidence suggests that a year or two of center-based ECE for three- and four-year-olds, provided in a developmentally appropriate program, will improve children's early language, literacy, and mathematics skills when measured at the end of the program or soon after.<sup>4</sup> These findings have been replicated across dozens of rigorous studies of early education programs, including small demonstration programs and evaluations of large public programs such as Head Start and some state pre-K programs. Combining across cognitive (e.g., IQ), language (e.g., expressive and receptive vocabulary) and achievement (e.g., early reading and mathematics skills) outcomes, a recent meta-analysis including evaluations of 84 diverse early education programs for young children evaluated between 1965 and 2007 estimated the average post-program impact to be about .35 standard deviations.<sup>5</sup> This represents about a third of a year of additional learning, above and beyond what would have occurred without access to preschool. These data include both the well-known small demonstration programs such as Perry Preschool, which produced quite large effects, as well as evaluations of large preschool programs like Head Start, which are characterized both by lower cost but also more modest effects. Two recent evaluations of at-scale urban programs, in Tulsa and Boston, showed large effects (between a half of a year to a full year of additional learning) on language, literacy and math.<sup>6</sup>

**Effects on socio-emotional development.** The effects of preschool on socio-emotional development<sup>7</sup> are not as clear-cut as those on cognitive and achievement outcomes. Far fewer evaluation studies of general preschool (that is, preschool without a specific behavior-focused component) have included measures of these outcomes. And relative to measures of achievement, language and cognition, socio-emotional measures are also more varied in the content they cover and quality of measurement.

A few programs have demonstrated positive effects on children's socioemotional development. Perry Preschool was found to have reduced children's externalizing behavior problems (such as acting out or aggression) in elementary school.<sup>8</sup> More recently, the National Head Start Impact Study found no effects in the socioemotional area for four-year-old children, although problem behavior, specifically hyperactivity, was reduced after one year of Head Start among three-year-olds.<sup>9</sup> An evaluation of the Tulsa prekindergarten program found that prekindergarten attendees had lower levels of timidity and higher levels of attentiveness, suggesting greater engagement in the classroom, than was the case for other students who neither attended prekindergarten nor Head Start. However, there were no differences among prekindergarten and other children in their aggressive or hyperactive behavior.<sup>10</sup> A recent explanation for the divergence of findings is suggested by meta-analytic work on aggression, which found that modest improvements in children's aggressive behavior occurred among programs that made improving children's behavior an explicit goal.<sup>11</sup> We review some recent examples of these programs below (cf. sections on curricula and on future directions).

**Effects on health.** The effects of preschool on children's health have been rigorously investigated only within the Head Start program; Head Start directly targets children's health outcomes, while many preschool programs do not. Head Start has been shown to increase child immunization rates. In addition, there is evidence that Head Start in its early years of implementation reduced child mortality, and in particular mortality from causes that could be attributed plausibly to aspects of Head Start's health services, particularly immunization and health screening (e.g. measles, diabetes, whooping cough, respiratory problems, etc).<sup>12</sup> More

recently, the national Head Start Impact Study found somewhat mixed impacts on children's health outcomes between the end of the program and the end of first grade.<sup>13</sup> Head Start had small positive impacts on some health indicators, such as receipt of dental care, whether the child had health insurance, and parents' reports of whether their child had good health, at some post-program time points but not at others. Head Start had no impact at the end of first grade on whether the child had received care for an injury within the last month or whether the child needed ongoing care. The positive impacts of Head Start on immunization, dental care and some other indicators may be due to features of its health component – the program includes preventive dental care, comprehensive screening of children, tracking of well-child visits and required immunizations, and assistance if needed with accessing a regular medical home. In contrast to the literature on Head Start and health outcomes, there are almost no studies of the effects of public prekindergarten on children's health.

### **A second year of preschool shows additional benefits.**

There are few studies that have examined the relative impact of one vs. two years of preschool education, and none that randomly assigned this condition. All of the relevant studies focus on disadvantaged children. The existing evidence suggests that more years of preschool seem to be related to larger gains, but the added impact of an additional year is often smaller than the gains typically experienced by a four-year-old from one year of participation.<sup>14</sup> Why the additional year generally results in smaller gains is unclear. It may be that children who attend multiple years experience the same curriculum across the two years rather than experiencing sequenced two-year curricula, as many programs mix three-year-old and four-year-olds in the same classroom.

### **Children show larger gains in higher-quality preschool programs.**

Higher-quality preschool programs have larger impacts on children's development while children are enrolled in the program and are more likely to create gains that are sustained after the child leaves preschool. Process quality features -- children's immediate experience of positive and stimulating interactions -- are the most important contributors to children's gains in language, literacy, mathematics and social skills. Structural features of quality (those features of quality that can be changed by structuring the setting differently or putting different requirements for staff in place, like group size, ratio, and teacher qualifications) help to create the conditions for positive process quality, but do not ensure that it will occur.

For example, smaller group sizes and better ratios of staff to children provide the right kind of setting for children to experience more positive interactions. But this context itself is not enough. Teacher qualifications such as higher educational attainment and background, certification in early childhood, or higher than average compensation for the field are features of many early education programs that have had strong effects. Yet here too, research indicates that qualifications alone do not ensure greater gains for children during the course of the preschool years.<sup>15</sup> To promote stronger outcomes, preschool programs should be characterized by both structural features of quality *and* ongoing supports to teachers to assure that the immediate experiences of children, those provided through activities and interactions, are rich in content and stimulation, while also being emotionally supportive.



The aspects of process quality that appear to be most important to children's gains during the preschool years include teachers providing frequent, warm and responsive interactions.<sup>16</sup> In addition, teachers who encourage children to speak, with interactions involving multiple turns by both the teacher and child to discuss and elaborate on a given topic, foster greater gains during the preschool year, across multiple domains of children's learning.<sup>17</sup> Both the warm and responsive interaction style and elaborated conversations also predict the persistence of gains into the school years.<sup>18</sup> Some evidence suggests that children who have more opportunities to engage in age-appropriate activities with a range of varied materials such as books, blocks, and sand show larger gains during the preschool years (and those gains are maintained into the school years).<sup>19</sup>

**Quality in preschool classrooms is in need of improvement, with instructional support levels particularly low.**

Both longstanding and more recent research reveal that the average overall quality of preschool programs is squarely in the middle range of established measures. In large-scale studies of public prekindergarten, for example, only a minority of programs are observed to provide excellent quality; a comparable minority of programs are observed to provide poor quality.<sup>20</sup> It is therefore not surprising that impacts of most of the rigorously evaluated public prekindergarten programs fall shy of those in Tulsa and Boston (in the small to moderate range for reading and math, that is, a few months of added learning, rather than the half-year to full-year of additional learning that was found in Tulsa and Boston).<sup>21</sup> Head Start programs also show considerable variation in quality. While few programs are rated as having "poor" quality, research suggests that as in studies of many public prekindergarten programs, Head Start programs on average show instructional quality levels well below the midpoint of established measures.<sup>22</sup> In sum, there is variation in quality in both Head Start and prekindergarten nationally, with no clear pattern of one being stronger in quality than the other in the existing research. It is important to note here that funding streams are increasingly mixed on the ground, with prekindergarten programs using Head Start performance standards or programs having fully blended funds; thus, these two systems are no longer mutually exclusive in many locales.

High-quality programs implemented at scale are possible, according to recent research. Evaluation evidence on the Tulsa and Boston prekindergarten programs shows that high-quality public pre-k programs can be implemented across entire diverse cities and produce substantial positive effects on multiple domains of children's development. Assuring high quality in these public programs implemented at scale has entailed a combination of program standards, attention to teacher qualifications and compensation, additional ongoing on-site quality supports such as the ones described previously, and quality monitoring.

**The combination of developmentally focused, intensive curricula with integrated, in-classroom professional development can boost quality and children's skills.**

Curricula can play a crucial role in ensuring that children have the opportunity to acquire school readiness skills during the preschool years. Preschool curricula vary widely. Some, typically labeled "global" curricula, tend to have a wide scope, providing activities that are thought to promote socio-emotional, language, literacy, and mathematics skills and knowledge about science, arts, and social studies. Other curricula, which we label "developmentally focused", aim to

provide intensive exposure to a given content area based on the assumption that skills can be better fostered with a more focused scope.<sup>23</sup>

Global curricula have not often been evaluated rigorously. However, the evidence that exists from evaluations by independent evaluators suggests no or small gains associated with their use, when compared with curricula developed by individual teachers or to other commercially available or researcher-developed curricula.<sup>24</sup> A revised version of such a curriculum is currently being evaluated via a randomized trial.<sup>25</sup>

As for developmentally focused curricula, several recent experimental evaluations have demonstrated moderate to large gains in the targeted domains of children's development, for math curricula,<sup>26</sup> language and literacy curricula,<sup>27</sup> and curricula directed at improving socio-emotional skills and self-regulation, compared to usual practice in preschool classrooms,<sup>28</sup> which typically involve more global curricula.

Most of the successful curricula in these recent evaluations are characterized by intensive professional development that often involves coaching at least twice a month, in which an expert teacher provides feedback and support for in-classroom practice, either in person or in some cases through observation of videos of classroom teaching. Some curricula also incorporate assessments of child progress that are used to inform and individualize instruction, carried out at multiple points during the preschool year. These assessments allow the teacher to monitor the progress of each child in the classroom and modify her content and approach accordingly.

This recent set of research suggests that intensive, developmentally focused curricula with integrated professional development and monitoring of children's progress offer the strongest hope for improving classroom quality as well as child outcomes during the preschool years. However, more evidence is needed about the effectiveness of such curricula, particularly studies of curricula implemented without extensive support of the developer, or beyond initial demonstrations of efficacy.<sup>29</sup> That is, the majority of rigorously conducted trials of developmentally focused curricula have included extensive involvement of the developer(s) and have occurred on a relatively small scale. There have been only a few trials of curricula in "real world" conditions – meaning without extensive developer(s)' involvement and across a large program. Some notable recent results in "real world" conditions show promise that substantial effects can be achieved,<sup>30</sup> but more such studies are needed given the widely noted difficulties in taking interventions to scale.<sup>31</sup>

A recent development in early childhood curricula is the implementation of integrated curricula across child developmental domains (for example, socio-emotional and language; math and language), which retain the feature of defined scope for each area. In two recent successful instances, efforts were made to ensure feasible, integrated implementation; importantly, coaches and mentor teachers were trained across the targeted domains and curricula.<sup>32</sup>

In addition to in-classroom professional development supports, the pre-service training and education of teachers is of critical concern in the field of preschool education. However, here evaluation research is still scant. There are a range of recent innovations – for example, increasing integration of practica and in-classroom experiences in higher education teacher preparation courses; hybrid web-based and in-person training approaches; and attention to overlooked areas of

early childhood teacher preparation such as work with children with disabilities, work with children learning two languages, or teaching of early math skills. However, these innovations have yet to be fully evaluated for their impact on teacher capacities or preschool program quality.<sup>33</sup>

**Over the course of elementary school, scores for children who have and have not had preschool typically converge. Despite this convergence, there is some evidence of effects on societally important outcomes in early adulthood.**

As children in preschool evaluation studies are followed into elementary school, the differences between those who received preschool and those who did not are typically reduced, based on the available primary-school outcomes of evaluations (chiefly test scores of reading and math achievement). This phenomenon of reduced effect sizes on test scores over time is often labeled “fadeout.”<sup>34</sup> We use the term convergence, as this term more accurately captures how outcomes like test scores of children who participated vs. did not participate in preschool converge over time as the non-attenders catch-up. There is not yet a strong evidence base on reasons for the convergence of test scores in follow-up evaluations of children after early childhood. A number of factors may be involved – for example, low quality of primary schooling, particularly for students in disadvantaged areas, may fail to build on the gains created by early childhood education.<sup>35</sup> Having students who attended and benefited from preschool may also permit elementary-school teachers to focus more on the non-attenders, and this extra attention may explain the convergence or catch-up pattern.

**Persistence of effects in landmark, small demonstration programs.** A handful of small-scale demonstration programs show that while the language, literacy, and mathematics test scores of children participating versus not participating in preschool programs tend to converge as children progress through their K-12 schooling careers, the programs nonetheless appear to produce effects on a wide range of behavioral, health, and educational outcomes that persist into adulthood. The existing evidence pertains to low-income populations. The two most famous randomized experimental tests of preschool interventions with long-term outcome data – Perry Preschool and Abecedarian – provided striking evidence of this. Both programs produced large initial impacts on achievement test scores, but the size of these impacts fell in magnitude as children aged. Nonetheless, there were very large program effects on schooling attainment and earnings during adulthood.<sup>36</sup> The programs also produced striking results for criminal behavior; fully 60-70% of the dollar-value of the benefits to society generated by Perry Preschool come from impacts in reducing criminal behavior.<sup>37</sup> In Abecedarian, the treatment group’s rate of felony convictions or incarceration by age 21 is fully one-third below that of the control group.<sup>38</sup> There were other important effects as well, with reductions in teen pregnancy in both studies for treatment group members and reductions in tobacco use for treatment group members in Abecedarian.

**Persistence of effects in programs at scale.** Patterns of converging test scores but emerging impacts in adulthood are present in some other noteworthy preschool programs as well. These also focus on disadvantaged populations. For example, in studies of Head Start, there appear to be long-term gains in educational, behavioral and health outcomes even after test score impacts decline to zero. Specifically, a number of quasi-experimental studies of Head Start children who participated in the program in the 1960’s, 1970’s and 1980’s find test score effects that are no longer statistically significant within a few years after the children leave the program. But even though Head Start participants have test scores that look similar to other children by early to mid

elementary school, these studies show that Head Start children wind up completing more years of schooling, earning more, being healthier, and (in at least some studies) may be less likely to engage in criminal behavior.<sup>39</sup> Two studies have examined the medium-term persistence of gains of publicly-funded state prekindergarten programs. One of these has followed children through third grade and found persistence of mathematics gains, but not reading gains, through third grade for boys.<sup>40</sup> The second study has followed children through first grade and has found convergence of participating and non-participating children's cognitive skills and mixed impacts on children's behavioral outcomes.<sup>41</sup>

**Future Directions in Sustaining Short-Term Gains from Preschool.** Despite several promising studies of long-term gains, we caution that the vast majority of preschool program evaluations have not included long-term follow-up. Strategies for sustaining short-term gains for children require more exploration and evaluation. One path to sustaining short-term gains may be to maximize the short-term impact, by ensuring that quality of preschool is high, according to the approaches described previously. Another is to work towards greater continuity in learning goals and approaches across the preschool and early elementary years by, for example, ensuring instructional quality and support for health and socio-emotional learning in kindergarten and the early elementary grades. And finally, efforts to bolster three major influences that parents have on children's development – their psychological well-being; their parenting behaviors; and their economic security – have not often been part of preschool education, but intensifying and further specifying these components may increase the impact of preschool. Recent advances in successful parenting interventions, which provide great specificity and intensive focus on the dimension of parenting targeted (e.g., specific behavior management approaches or contingent responsiveness), have begun to be integrated with preschool systems, with positive impacts on later achievement as well as reduced behavior problems.<sup>42</sup> A recent meta-analytic study supports this evidence, suggesting that a parenting-focused component can be an important complement to preschool and produce added gains in children's cognitive skills. The key is that the component on parenting be delivered via modeling of positive interactions or opportunities for practice with feedback. Didactic workshops or classes in which parents merely receive information about parenting strategies or practices appeared to produce no additive benefits beyond those from the early education component of preschool alone.<sup>43</sup> Efforts to integrate recent advances in adult education and workforce development programs (a new set of two- or dual-generation programs) are just now being evaluated.<sup>44</sup>

### **Preschool's Effects for Different Subgroups**

**Family income.** Recent evidence suggests that high-quality preschool positively contributes to the language, literacy, and mathematics skills growth of both low-and middle-income children, but has the greatest impact on children living in or near poverty. Until recently, it has been difficult to compare the effectiveness of high-quality preschool across income groups, because almost all of the earlier studies focused on programs that targeted children from poor families. For example, the median percentage of families in poverty in rigorous early childhood education evaluations identified in a recent meta-analysis was 91%.<sup>45</sup> One study from the 1980's of the positive impacts of preschool education on children from well-to-do families suggested substantial positive impacts on boys.<sup>46</sup> More recently, the advent of universal pre-K in a small number of states and communities has permitted comparisons based on income. In two studies of public prekindergarten programs, positive and substantial impacts on language, literacy, and

mathematics skills were obtained for both low- and middle-income children. In both of these studies, the impacts were larger for children living in or near poverty (as indicated by free- or reduced-lunch status), but still substantial for their less disadvantaged peers.<sup>47</sup>

***Race/ethnicity.*** Overall, the current research evidence suggests that children of different racial/ethnic groups benefit from preschool. Many of the most prominent evaluations from the 1960's, 1970's and 1980's (e.g., Perry, Abecedarian, and the Chicago Parent-Child Centers) focused on African American students, with no comparisons of effects possible across different racial/ethnic groups. Several more recent studies have compared effects for students from different racial/ethnic backgrounds. The Head Start Impact Study reached somewhat different conclusions for three-year-olds and four-year-olds: for three-year-olds, positive post-program impacts were strongest for African Americans and Hispanics, relative to White, non-Hispanic children; for four-year-olds, positive impacts were smaller for Hispanics, again relative to White, non-Hispanic children.<sup>48</sup> The Tulsa study found substantial improvements in school readiness for prekindergarten participants from all racial and ethnic groups. Effect sizes were moderate to large for all racial and ethnic groups studied (white, black, Hispanic, Native American) but especially large for Hispanics.<sup>49</sup> The Boston study found substantial benefits in language, literacy, mathematics, and executive functioning domains for children from all racial and ethnic groups. Effect sizes were especially large for Hispanics and for Asian Americans, though the sample size for Asian Americans was relatively small.<sup>50</sup>

***Dual language learners and children of immigrants.*** Positive impacts of preschool can be as strong or stronger for dual language learners and children of immigrants, compared to their English-speaking or native-born counterparts. Given the specific challenges and opportunities faced in school by dual language learners (DLL)<sup>51</sup> and the growing number of such students in the U.S., it is important to know how high-quality preschool programs impact them in particular, as well as the features of quality that are important to their development. National non-experimental evidence suggests that positive effects of preschool on early reading and math achievement are as strong for children of immigrants as for children of the native-born.<sup>52</sup> In the Tulsa prekindergarten program, effects for Hispanic students who came from homes where Spanish was the primary spoken language (dual language learners) were larger than effects for Hispanic students who came from homes where English was the primary spoken language.<sup>53</sup> And the National Head Start Impact Study found significantly stronger positive impacts of Head Start on language and school performance at the end of kindergarten for dual-language learners, relative to their native speaking counterparts.

Generally, the same features of quality that are important to the academic outcomes of monolingual English speaking children appear to be important to the development of DLL. However, a feature of early childhood settings that may be important specifically to the development of DLL is language of instruction. There is emerging research that preschool programs that systematically integrate both the children's home language and English language development promote achievement in the home language as well as English language development.<sup>54</sup> While there are no large meta-analytic studies of bilingual education in preschool, meta-analyses of bilingual education in elementary school and several experimental preschool studies have reached this conclusion.<sup>55</sup> Home language development does not appear to come at the cost of developing English language skills, but rather strengthens them. Thus, programs that

intentionally use both languages can promote emergent bilingualism, a characteristic that may be valuable in later development.<sup>56</sup>

***Children with special needs.*** More rigorous research is needed on the effects of preschool on children with special needs (note that we do not discuss effects of preschool programs that serve only children with special needs). The Head Start Impact Study found that children with special needs randomly assigned to Head Start as 3-year-olds made significant gains in math and social-emotional development at the end of first grade compared to peers assigned to the control group.<sup>57</sup> Research on the Tulsa pre-K program found that children with special needs who participated in pre-K experienced significant improvements – comparable to those for typically developing children -- in their reading skills and-writing skills, though not necessarily in math. There is a need to test these patterns in other studies.

### **The benefits of quality preschool outweigh the costs.**

High-quality preschool programs are one of many possible ways to support children's development, and it is important to ask whether the benefits from such programs can offset their considerable costs. Cost-benefit frameworks enable researchers to assess the value of social investments.<sup>58</sup> Key to this technique is a systematic accounting of the costs and benefits of an intervention, based on a careful comparison of outcomes for those individuals who participated in the program and otherwise similar individuals who did not. Early childhood education costs refer to all expenditures necessary to provide the program, including staff time and capital investments. Benefits typically take one of two forms. First, benefits may come from cost savings, such as reduced spending for special education and grade retention, as well as lower involvement in the child protection, welfare, and criminal justice systems. Second, benefits may flow from greater economic productivity, especially higher earnings as adults. It is also important to note that benefits can accrue not only to the individuals who directly participated in preschool programs, but also to society (e.g., the value of not being a crime victim). When both costs and benefits are quantified, researchers can produce an estimate of a program's benefits relative to its costs.

Rigorous efforts to estimate benefit/cost ratios of preschool have yielded very positive results, suggesting that early childhood education can be a wise financial investment. Using data on the long-term life outcomes of program participants and non-participants, assessments of the Perry Preschool program<sup>59</sup> and the Chicago Parent Child Centers<sup>60</sup> both yielded estimates of about 7 to 1 or higher. Estimates of the longer and thus more costly Abecedarian Project (program length of 5 years) have produced a lower estimate of approximately 2.5 to 1.<sup>61</sup> Other scholars, lacking hard evidence on long-term impacts for program participants and non-participants who have not yet become adults, have made projections by blending evidence on short-term results from the program with evidence on the relationship between short-term results and adult outcomes from other sources. Such efforts have yielded estimates for universal pre-kindergarten programs (available to children from all income groups) that range from 3 to 1 to 5 to 1.<sup>62</sup> The divergence of estimates across programs suggests that it may be hard to predict the exact rate of return for programs. However, the best current evidence suggests that the impact of quality preschool per dollar spent on cognitive and achievement outcomes is larger than the average impact of other well-known educational interventions per dollar spent, such as class-size reductions in elementary schools.<sup>63</sup>

The consistent finding of benefits that substantially exceed preschool program costs indicates that high-quality early childhood education programs are among the most cost-effective educational interventions and are likely to be profitable investments for society as a whole.

## ENDNOTES

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- <sup>20</sup> Mashburn, A. J., Pianta, R. C., Hamre, B. K., Downer, J. T., Barbarin, O. A., Bryant, D., & ... Howes, C. (2008). Measures of classroom quality in prekindergarten and children's development of academic, language, and social skills. *Child Development*, 79, 732-749. Moiduddin, E., Aikens, N., Tarullo, L., West, J., & Xue, Y. (2012). *Child outcomes and classroom quality in FACES 2009*. OPRE Report 2012-37a. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. For example, a study of 692 pre-k classrooms in these 11 states using the Classroom Assessment Scoring System (CLASS) observation of classroom quality found the largest proportion of classrooms (31.4%) to show a profile involving positive emotional climate but only mediocre instructional support. While nearly the same



proportion of the classrooms combined strong social, emotional, and instructional support to children, 18.5% of the classrooms had a profile involving mediocre emotional climate and low instructional support, and 18.8% were observed to have poor quality overall, lacking in both social and emotional support and instructional quality.

<sup>21</sup> Specifically, moderate to large impacts on language, literacy, and math outcomes, ranging from several months to an entire year of additional learning, relative to comparison groups, in Gormley, W., Gayer, T., & Phillips, D.A. (2008). Preschool programs can boost school readiness. *Science*, 320, 1723-24; Gormley, W., Gayer, T., Phillips, D.A., & Dawson, B. (2005). The effects of universal pre-k on cognitive development. *Developmental Psychology*, 41, 872-884; Phillips, D., Gormley, W.T., & Lowenstein, A. (2009). Inside the pre-kindergarten door: Classroom climate and instructional time allocation in Tulsa's pre-K programs. *Early Childhood Research Quarterly*, 24, 213-228; Weiland, C., Ulvestad, K., Sachs, J., & Yoshikawa, H. (2013). Associations between classroom quality and children's vocabulary and executive function skills in an urban public prekindergarten program. *Early Childhood Research Quarterly*, 28, 199-209. Weiland, C., & Yoshikawa, H. (2013). Impacts of a prekindergarten program on children's mathematics, language, literacy, executive function, and emotional skills. *Child Development*. Small to moderate impacts in Lipsey, M. W., Hofer, K. G., Dong, N., Farran, D. C., & Bilbrey, C. (2013). *Evaluation of the Tennessee voluntary prekindergarten program: End of pre-k results from the randomized control design (Research Report)*. Nashville, TN: Vanderbilt University, Peabody Research Institute; Wong, V. C., Cook, T. D., Barnett, W. S., & Jung, K. (2008). An effectiveness-based evaluation of five state prekindergarten programs. *Journal of Policy Analysis and Management*, 27, 122-154.

<sup>22</sup> Moiduddin, E., Aikens, N., Tarullo, L., West, J., & Xue, Y. (2012). *Child outcomes and classroom quality in FACES 2009*. OPRE Report 2012-37a. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Total scores using the Early Childhood Environment Rating Scale in large samples of pre-k and Head Start show slightly higher scores for Head Start than pre-k classrooms. For example, when the Early Childhood Environment Rating Scale-Revised was used in a sample representative of public pre-k classrooms in four states and of specific regions of two additional very large states, the average total score was 3.86. The average score on the same measure used in a representative sample of Head Start classrooms in 1997 was slightly higher. More recent data for a representative sample of Head Start programs, though using an abbreviated version of this observational measure, showed an average score of 4.3. At the same time, however, observations using the CLASS in the 2009 observations of a representative sample of Head Start programs clearly show that levels of instructional quality were low, as in many studies of public pre-kindergarten classrooms.

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<sup>24</sup> Bierman, K. L., Domitrovich, C. E., Nix, R. L., Gest, S. D., Welsh, J. A., Greenberg, M. T., ... Gill, S. (2008). Promoting academic and social-emotional school readiness: The Head Start REDI program. *Child Development*, 179, 1802-1817; Clements, D. H., & Sarama, J. (2007b). Effects of a preschool mathematics curriculum: Summative research on the Building Blocks project. *Journal for Research in Mathematics Education*, 38, 136-163; Preschool Curriculum Evaluation Research Consortium (2008). *Effects of Preschool Curriculum Programs on School Readiness (NCER 2008-2009)*. Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. Washington, DC: U.S. Government Printing Office.

<sup>25</sup> Teaching Strategies. (2012). *The Creative Curriculum system for preschool pilot study: Initial baseline report*. Retrieved August 9, 2013 from <http://www.teachingstrategies.com/content/pageDocs/System-Pilot-Study-Baseline-Report-Layman-4-2012.pdf>.

<sup>26</sup> D. H., & Sarama, J. (2008). Enhancing young children's mathematical knowledge through a pre-kindergarten mathematics intervention. *Early Childhood Research Quarterly*, 19, 99-120. Clements, D. H., & Sarama, J. (2008). Experimental evaluation of the effects of a research-based preschool mathematics curriculum. *American Educational Research Journal*, 45, 443-494.

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<sup>28</sup> Bierman, K. L., Domitrovich, C. E., Nix, R. L., Gest, S. D., Welsh, J. A., Greenberg, M. T., ... Gill, S. (2008). Promoting academic and social-emotional school readiness: The Head Start REDI program. *Child Development*, 179, 1802-1817; Raver, C.

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C., Jones, S. M., Li-Grining, C. P., Zhai, F., Metzger, M., & Solomon, B. (2009). Targeting children's behavior problems in preschool classrooms: A cluster-randomized controlled trial. *Journal of Consulting and Clinical Psychology, 77*, 302-316; Riggs, N. R., Greenberg, M. T., Kusché, C. A., & Pentz, M. A. (2006). The mediational role of neurocognition in the behavioral outcomes of a social-emotional prevention program in elementary school students: Effects of the PATHS curriculum. *Prevention Science, 7*, 91-102.

<sup>29</sup> Advisory Committee on Head Start Research and Evaluation (2012). *Advisory Committee on Head Start Research and Evaluation: Final Report*. Washington, DC; Administration for Children and Families; Lonigan, C. J., Farver, J. M., Phillips, B. M., & Clancy-Menchetti, J. (2011). Promoting the development of preschool children's emergent literacy skills: A randomized evaluation of a literacy-focused curriculum and two professional development models. *Reading and Writing, 24*, 305-337.

<sup>30</sup> Clements, D. H., Sarama, J., Farran, D. C., Lipsey, M. W., Hofer, K. G., & Bilbrey, C. (2011, March). An examination of the Building Blocks math curriculum: Results of a longitudinal scale-up study. In K. G. Hofer (Chair), *The Effects of Pre-kindergarten and Pre-kindergarten Curricula on Emergent Math and Literacy Skills*. Symposium conducted at the Annual Conference of the Society for Research on Educational Effectiveness, Washington, D.C.; Weiland, C., & Yoshikawa, H. (2013). Impacts of a prekindergarten program on children's mathematics, language, literacy, executive function, and emotional skills. *Child Development*.

<sup>31</sup> Durlak, J. A., & Dupre, E. P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting the implementation. *American Journal of Community Psychology, 41*, 327-350; Granger, R. C. (2010). *Improving practice at scale. William T. Grant Foundation 2009 Annual Report*. New York: William T. Grant Foundation.

<sup>32</sup> E.g., language and socio-emotional development in Bierman, K. L., Domitrovich, C. E., Nix, R. L., Gest, S. D., Welsh, J. A., Greenberg, M. T., ... Gill, S. (2008). Promoting academic and social-emotional school readiness: The Head Start REDI program. *Child Development, 179*, 1802-1817; language and math in Weiland, C., & Yoshikawa, H. (2013). Impacts of a prekindergarten program on children's mathematics, language, literacy, executive function, and emotional skills. *Child Development*. In addition, widely used curricula that have in the past taken more of a global approach are now developing more sequenced and intensive versions (e.g., the Creative Curriculum). These have yet to be assessed in rigorous impact evaluations.

<sup>33</sup> Horn, D. M., Hyson, M., & Winton, P. J. (2013). Research on early childhood teacher education: Evidence from three domains and recommendations for moving forward. *Journal of Early Childhood Teacher Education, 34*, 95-112; Whitebook, M., Austin, L. J., Ryan, S., Kipnis, F., Almaraz, M., & Sakai, L. (2012). *By default or by design? Variations in higher education programs for early care and education teachers and their implications for research methodology*. Berkeley, CA: Center for the Study of Child Care Employment.

<sup>34</sup> A recent meta-analysis of ECE programs over the last five decades showed that the rate of declines in effect size for cognitive and achievement outcomes averaged .03 effect size a year after end of program. This means that the average post-test effect size on these outcomes of .35 would be reduced to .10 after roughly 8 years. If a program results in a larger gain than .35, then this analysis suggests that the continuing gains are larger as well. Leak, J., Duncan, G. J., Li, W., Magnuson, K., Schindler, H., & Yoshikawa, H. (2010, March). Is timing everything? How early childhood education program impacts vary by starting age, program duration and time since the end of the program. Paper presented at the Biennial Meeting for the Society for Research on Child Development, Montreal, Quebec, Canada.

<sup>35</sup> Magnuson, K., Ruhm, C., & Waldfogel, J. (2007). The persistence of preschool effects: Do subsequent classroom experiences matter? *Early Childhood Research Quarterly, 22*, 18-38. Zhai, F., Raver, C.C., & Jones, S.M. (2012). Quality of subsequent schools and impacts of early interventions: Evidence from a randomized controlled trial in Head Start settings. *Children and Youth Services Review, 34*, 946-954. Another possibility is that in aiming for third grade test scores, early elementary school teachers may be focusing especially strongly on those children who do not have strong initial skills. Research to clarify and distinguish among multiple possibilities will make a valuable contribution.

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<sup>37</sup> Belfield, C.R., Nores, M., Barnett, W.S., & Schweinhart, L.J. (2006). The High/Scope Perry Preschool Program: Cost-benefit analysis using data from the age-40 followup. *Journal of Human Resources, 41*, 162-190.

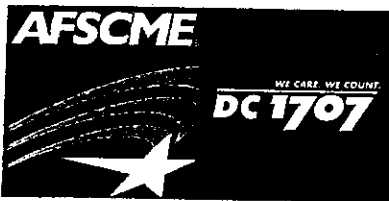
<sup>38</sup> Campbell, F. A., Ramey, C. T., Pungello, E., Sparling, J., & Miller-Johnson, S. (2002). Early childhood education: Young adult outcomes from the Abecedarian project. *Applied Developmental Science, 6*, 42-57.

<sup>39</sup> Deming, D. (2009). Early childhood intervention and life-cycle skill development: Evidence from Head Start. *American Economic Journal: Applied Economics, 1*, 111-134; Garces, E., Currie, J., & Thomas, D. (2002). Longer term effects of Head Start. *The American Economic Review, 92*, 999-1012; Johnson, R. (2013). *School quality and the long-run effects of Head Start*. Manuscript in preparation; Ludwig, J., & Miller, D. L. (2007). Does Head Start improve children's life chances? Evidence from a regression discontinuity design. *Quarterly Journal of Economics, 122*, 159-208.

<sup>40</sup> Hill, C., Gormley, W., & Adelstein, S. (2012). *Do the short-term effects of a strong preschool program persist?* Center for Research on Children in the United States, Working Paper # 18.

- <sup>41</sup> Lipsey, M. W., Hofer, K. G., Dong, N., Farran, D. C., & Bilbrey, C. (2013). Evaluation of the Tennessee voluntary prekindergarten program: Kindergarten and first grade follow-up results from the randomized control design. Nashville, TN: Vanderbilt University, Peabody Research Institute.
- <sup>42</sup> Brotman, L. M., Dawson-McClure, S., Calzada, E. J., Huang, K. Y., Kamboukos, D., Palamar, J. J., & Petkova, E. (2013). Cluster (School) RCT of ParentCorps: Impact on Kindergarten Academic Achievement. *Pediatrics*, *131*(5), e1521-e1529. Dawson-McClure, S., Calzada, E., Huang, K., Kamboukos, D., Rhule, D., Kolawole, B., Petkova, E., & Brotman, L.M. (in press). A population-level approach to promoting healthy child development and school success in low-income, urban neighborhoods: Impact on parenting and child conduct problems. *Prevention Science*. Webster-Stratton, C., Reid, M. J., & Hammond, M. (2001). Preventing conduct problems, promoting social competence: A parent and teacher training partnership in Head Start. *Journal of Clinical Child Psychology*, *30*(3), 283-302. Fisher, P. A., Gunnar, M. R., Dozier, M., Bruce, J., & Pears, K. C. (2006). Effects of therapeutic interventions for foster children on behavioral problems, caregiver attachment, and stress regulatory neural systems. *Annals of the New York Academy of Sciences*, *1094*, 215-225; Landry, S. H., Smith, K. E., Swank, P. R., & Guttentag, C. (2008). A responsive parenting intervention: The optimal timing across early childhood for impacting maternal behaviors and child outcomes. *Developmental Psychology*, *44*, 1335-1353.
- <sup>43</sup> Grindal, T., Bowne, J., Yoshikawa, H., Duncan, G.J., Magnuson, K.A., & Schindler, H. (2013). *The added impact of parenting education in early childhood education programs: A meta-analysis*. Manuscript in revise and resubmit.
- <sup>44</sup> Ascend at the Aspen Institute (2012). *Two Generations, One Future: Moving Parents and Children Beyond Poverty Together*. Washington, DC: The Aspen Institute; Chase-Lansdale, P.L., & Brooks-Gunn, J. (in press). Two-generation programs in the 21<sup>st</sup> century. *The Future of Children*.
- <sup>45</sup> Leak, J., Duncan, G. J., Li, W., Magnuson, K., Schindler, H., & Yoshikawa, H. (2010, March). Is timing everything? How early childhood education program impacts vary by starting age, program duration and time since the end of the program. Paper presented at the Biennial Meeting for the Society for Research on Child Development, Montreal, Quebec, Canada.
- <sup>46</sup> Larsen, J. M., & Robinson, C. C. (1989). Later effects of preschool on low-risk children. *Early Childhood Research Quarterly*, *4*, 133-144.
- <sup>47</sup> In Tulsa, Oklahoma, across multiple cohorts of students, researchers found substantial benefits from prekindergarten participation for children from poor (free lunch; up to 130% of the federal poverty line), near-poor (reduced-price lunch; 130%-185% of the poverty line), and middle-class (full-price lunch; >185% of the poverty line) families. The studies on these cohorts used a rigorous regression-discontinuity design, taking advantage of a long-standing age-cutoff requirement to enter the program in a particular year. In 2003 and 2006, positive effects on children's language, literacy, and mathematics skills were higher for free-lunch students than for ineligible students but statistically and substantively significant for both. In 2006, children from poor families entering kindergarten were 11 months ahead, children from near-poor families entering kindergarten were 10 months ahead, and children from middle-class families entering kindergarten were 7 months ahead of the control group (test scores for the treatment group and the control group were converted into age-equivalent test scores, using national norms from the Woodcock-Johnson Test). Gormley, W., Gayer, T., & Phillips, D.A. (2008). Preschool programs can boost school readiness. *Science*, *320*, 1723-24; Gormley, W., Gayer, T., Phillips, D.A., & Dawson, B. (2005). The effects of universal pre-k on cognitive development. *Developmental Psychology*, *41*, 872-884. In Boston, Massachusetts, researchers also used a regression discontinuity design and found that both children eligible for free / reduced-price lunch and more middle-class children improved their language, literacy, and mathematics outcomes, emotional development, and some executive functioning outcomes as a result of pre-K. Impacts were statistically significantly larger on some assessments for children from low-income families. Weiland, C., & Yoshikawa, H. (2013). Impacts of a prekindergarten program on children's mathematics, language, literacy, executive function, and emotional skills. *Child Development*.
- <sup>48</sup> These were statistically significant differences in impacts across these groups. U.S. Department of Health and Human Services. (2010). *Head Start Impact Study: Final report*. Washington, DC: Administration for Children and Families, Office of Planning, Research and Evaluation.
- <sup>49</sup> Gormley, W., Gayer, T., Phillips, D.A., & Dawson, B. (2005). The effects of universal pre-k on cognitive development. *Developmental Psychology*, *41*, 872-884, p. 880.
- <sup>50</sup> Weiland, C., & Yoshikawa, H. (2013). Impacts of a prekindergarten program on children's mathematics, language, literacy, executive function, and emotional skills. *Child Development*, p. 11.
- <sup>51</sup> The term dual language learners (DLLs) is used to refer to children learning more than one language in the home and ECE settings during the early childhood years (ages 0-5); other terms, such as English (LEP), English Learners (ELs), Non-English speaking (NES), English as a second language (ESL), and Bilinguals are used to refer to children in grades K-12 who are learning English in addition to a home language.
- <sup>52</sup> Magnuson, K., Lahaie, C., & Waldfogel, J. (2006). Preschool and school readiness of children of immigrants. *Social Science Quarterly*, *87*, 1241-1262.
- <sup>53</sup> Tests were conducted in English; Gormley, W.T. The effects of Oklahoma's pre-k program on Hispanic children. *Social Science Quarterly*, *89*, 916-936, p. 928.
- <sup>54</sup> Barnett, W. S., Yaroz, D.J., Thomas, J., Jung, K., & Blanco, D. (2007). Two-way immersion in preschool education: An experimental comparison. *Early Childhood Research Quarterly*, *22*, 277-293; Durán, L.K., Roseth, C.J., & Hoffman, P. (2010). An experimental study comparing English-only and transitional bilingual education on Spanish-speaking preschoolers' early literacy development. *Early Childhood Research Quarterly*, *25*, 207-217. Winsler, A., Diaz, R.M., Espinosa, L., & Rodríguez, J.L. (1999) When learning a second language does not mean losing the first: Bilingual language development in low-income, Spanish-speaking children attending bilingual preschool. *Child Development*, *70*, 349-362.

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- <sup>57</sup> Phillips, D., & Meloy, E. (2012). High-quality school-based pre-k can boost early learning for children with special needs. *Exceptional Children*, 78, 471-90; U.S. Department of Health and Human Services. (2010). *Head Start Impact Study: Final report, executive summary*. Washington, DC: Administration for Children and Families, Office of Planning, Research and Evaluation, p.xxiv.
- <sup>58</sup> Gramlich, E. (1998). *A guide to benefit-cost analysis, 2<sup>nd</sup> edition*. Prospect Heights, IL.: Waveland Press.; Weimer, D., & Vining, A. (2011). *Policy analysis: Concepts and practice, 5<sup>th</sup> edition*. Boston: Longman.
- <sup>59</sup> Heckman, J. J., Moon, S. H., Pinto, R., Savelyev, P. A., & Yavitz, A. (2010). The rate of return to the HighScope Perry Preschool Program. *Journal of Public Economics*, 94, 114-128
- <sup>60</sup> Reynolds, A.J., Temple, J.A., Robertson, D.L., & Mann, E.A. (2002). Age 21 cost-benefit analysis of the Title I Chicago Child-Parent Centers. *Educational Evaluation and Policy Analysis*, 24, 267-303; Reynolds, A. J. Temple, J. A., White, B., Ou, S., & Robertson, D. L. (2011). Age-26 cost benefit analysis of the Child-Parent Center Early Education Program. *Child Development*, 82, 379-404.
- <sup>61</sup> Barnett, W.S., & Massie, L. (2007). Comparative benefit-cost analysis of the Abecedarian program and its policy implications. *Economics of Education Review*, 26, 113-25.
- <sup>62</sup> Bartik, T., Gormley, W.T., & Adelstein, S. (2012). Earnings benefits of Tulsa's pre-k program for different income groups. *Economics of Education Review*, 31, 1143-61; Karoly, L., & Bigelow, J. (2005). The economics of investing in universal preschool education in California. Santa Monica, CA: RAND Corporation; Southern Education Foundation. (2011). *The promise of Georgia pre-k*. Atlanta, GA: Author.
- <sup>63</sup> Bartik, T., Gormley, W.T., & Adelstein, S. (2012). Earnings benefits of Tulsa's pre-k program for different income groups. *Economics of Education Review*, 31, 1143-61; Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. *Review of educational research*, 73, 125-230; Heckman, J. J., Moon, S. H., Pinto, R., Savelyev, P. A., & Yavitz, A. (2010). The rate of return to the HighScope Perry Preschool program. *Journal of Public Economics*, 94, 114-128; Karoly, L. A., Kilburn, M. R., & Cannon, J. S. (2005). *Early childhood interventions: Proven results, future promise*. Santa Monica, CA: RAND Corporation; Krueger, A. B. (1999). Experimental estimates of education production functions. *The Quarterly Journal of Economics*, 114, 497-532



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**RETIREE CHAPTER**

**JUANITA STEELE**  
President

**Testimony before the New York City Council Committee on Education & the Committee on Women's Issues  
Regarding a Resolution Supporting the City's Plan to Establish High-Quality Universal Pre-Kindergarten**

**Raglan George, Jr.**  
**District Council 1707 Executive Director**  
**AFSCME International Vice President**

**February 11, 2014**  
**City Hall Chambers**

Chairpersons Dromm and Cumbo, it is a privilege to present testimony to you and other members of the Education and Women's Committee in support of Mayor Di Blasio's UPK proposal.

District Council 1707 is in strong support of the City's plan to bring stability and expansion to public center-based care. For too long we have seen disastrous, corporate-inspired models that have weakened our public child care infrastructure. Plans like Early Learn and slashing fully-funded child care have only harmed our children and have forced parents to pay punitive amounts for child care and sometimes, because the amount was unaffordable – forced some parents to stop working and no longer contribute to the city's economy.

Most of you already know how I am supportive of our dedicated and professional public day care and Head Start members, many of whom hold the same degrees and credentials as public school teachers but earn significantly less because they are dedicated to the children and the communities they serve. While earning considerably less than their public school counterparts, due to unsound changes in their health care funding, only 40 percent of our members can afford health care through their jobs.

The previous administration seriously harmed full-time public center-based day care. But it is up to this administration and this council to present innovative plans to prepare the city's children to compete in the world. That is why we support this resolution.

Our centers have available classrooms that can be used for Universal Pre-K and the city must consider returning U Pre-K to our centers.

Public center-based child care was harmed by the previous administration, but not irreparably. Our children, parents and members are resilient and look forward to working with this administration and this council to allow New York to once again reclaim our due for our children.

## **Testimony to the New York City Council Committees on Education and Women's Issues February 11, 2014**

**Mabel Everett, President**

**Day Care Employees Local 205, DC 1707, AFSCME**

Good afternoon Chairs Dromm and Cumbo, and to all the members of the committees. I am Mabel Everett, President of Day Care Employees Local 205, District Council 1707, AFSCME. Our members are early childhood professionals, including TEACHERS certified to teach Kindergarten and pre-K in the City's ACS child care centers; just as public school teachers do in the City's Public Schools

Both kindergarten and pre-K classes have been a part of the ACS child care center system for dozens of years.

Our classrooms:

- expanded the reach of essential kindergarten and pre-K services into many neighborhoods that may not have been close to a public school;
- helped alleviate overcrowding in other public schools;
- allowed working parents to keep their children in a safe environment until they were done with work;
- and added crucial funds to chronically underfunded child care centers.

But beginning in 2009, the Bloomberg administration began to remove full-day Kindergarten from the centers. Then, in the last two years, Mayor Bloomberg's so-called "Early Learn" program resulted in some centers actually having fewer child care classrooms funded. This has created vacant early childhood classroom space in some neighborhoods of need, that would now be available for pre-K services.

So, we strongly support Mayor DeBlasio's UPK proposal. But I am here today to remind you that any expansion of UPK can and must return classrooms to the City's child care centers, as well as the public schools, so that working families can once again have all the options and opportunities they need to make the best decision for their children.

Our city subsidized child care centers have played a critical role in the early childhood education of our city's children for over 40 years. We look forward to doing so again. There are scores of classrooms available in our centers right now to service our pre-K needs. Let's get started.

Thank you.

**TESTIMONY OF LOCAL 372 PRESIDENT SANTOS CRESPO, JR.,**

**BEFORE**

**CITY COUNCIL COMMITTEE ON EDUCATION JOINTLY WITH THE  
COMMITTEE ON WOMEN'S ISSUES**

**IN SUPPORT OF RESOLUTION OF NEW YORK CITY'S PLAN TO  
ESTABLISH HIGH-QUALITY UNIVERSAL PRE-KINDERGARTEN  
FOR ALL ELIGIBLE FOUR YEAR-OLDS AND A HIGH QUALITY  
AFTER SCHOOL PROGRAM FOR MIDDLE -SCHOOL-AGED YOUTH**

**TUESDAY, FEBRUARY 11, 2014**

Good Afternoon. I would like to thank the Speaker, Ms. Mark-Viverito, Chair persons Dromm and Cumbo and members of the Education and Women's Committees for this opportunity to speak today.

My name is Santos Crespo, Jr.; I am president of Local 372, District Council 37. Our union represents the nearly 25,000 non-teaching employees of the New York City public school system. Our members are the Parent Coordinators, School Aides, Crossing Guards, and some 300 Substance Abuse Prevention and Intervention Specialists (SAPIS) counselors.

Our members are the women and men who stand on the frontline between the Department of Education and the families and communities of the students we serve. So on behalf of those families, those communities and most importantly their children I sit here before you to offer the full, complete, unswerving, steadfast support of our members in moving forward with this long overdue initiative.

Clearly, we at Local 372 are not alone in support of universal pre-K. During our recent elections New Yorkers were asked if the time had come to chart a new course for our great and diverse city. The voters have spoken and demanded that change; now we are here to begin charting that new course.

For too long, too many of our children have been left behind without even a chance to get to the educational starting line. In study after study the evidence has demonstrated the long-term value of early learning in a pre-K classroom!

We at Local 372 also stand steadfast in support of the proposal to enact a small tax increase upon New York City residents earning more than \$500,000 per year to fund the ongoing universal pre-K program.

Think about it. At a cost of little more than \$10,200 per child we student, more than 73,000 four-year-olds will finally find a seat within these vital early learning programs. Why would anyone with the ability to help fund these programs turn their backs?

Yet, time and again we read and hear the proposed tax is an attack on the rich. Should this tax be enacted those same wealthy New Yorkers who are now spending millions on one and two-bedroom condos and co-ops will be putting up for sale signs and leave town forever.



We know that is a fantasy. Oh, the rich have turned dodging taxes into an art form. But where else can they find the restaurants, theaters, museums, parks and cultural institutions unique to New York City?

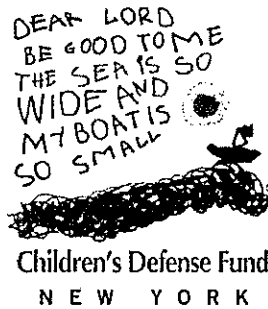
Am I alone in finding it odd that these are the very same people who host and contribute tens of thousands, in some cases millions of dollars to these same cherished institutions – would turn their backs on a chance to place generations of our children a path to a greater better appreciation of these same institutions?

Thank you for your time.

Testimony of

**Patti Banghart**

**Senior Early Childhood Policy Associate,  
The Children's Defense Fund - New York**



*Before the*  
**New York City Council**  
**February 11, 2014**

*Regarding*  
**The Mayor's Plan for Universal Pre-K and After-School Programs**

**Contact Information:**

Children's Defense Fund – New York  
15 Maiden Lane, Suite 1200, New York, NY 10038  
[pbanghart@childrensdefense.org](mailto:pbanghart@childrensdefense.org)  
212-697-2323 x206

Thank you for this opportunity to testify. My name is Patti Banghart and I am a Senior Early Childhood Policy Associate at the Children's Defense Fund - New York (CDF-NY). The Children's Defense Fund (CDF) is a national, non-profit child advocacy organization that has worked relentlessly for 40 years to ensure a level playing field for all children. Our mission is to ensure every child has a Healthy Start, a Head Start, a Fair Start, a Safe Start and a Moral Start in life and successful passage to adulthood with the help of caring families and communities.

CDF-NY is a member of and helped establish New York City's Campaign for Children—a non-partisan coalition of more than 150 children's advocacy and provider organizations, that originally came together to stave off budget cuts to New York City's early childhood education and after-school programs. We also support the Mayor's UPK NYC coalition.

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CDF-NY fully supports the Mayor's plan to provide free, high-quality and universal pre-kindergarten to all of New York City's four year-olds and after-school programs to all middle school children, funded through a small tax on New Yorkers with an annual income of over \$500,000. We believe that creating this dedicated funding stream is the only fair, smart and sustainable plan to guarantee the **\$530 million** dollars needed annually to universally serve over **73,000** 4-year olds and nearly **120,000** middle school students.

We've been waiting on Albany for universal pre-k since 1997 – let New York City do it now. The nearly **54,000** four year-olds who currently receive inadequate part-time Pre-K, or no Pre-K at all and the **1 in 4 children** left alone after school, can't wait any longer for us to make them a priority.

#### Pre-K and After-School Programs are Critical

Investments in pre-K are critical to give children the chance to succeed and help level the playing field between low-income children and their more affluent peers. It is well established that gaps in cognitive and noncognitive— socioemotional abilities—between advantaged and disadvantaged children open up early in life before children enter school, and this gap persists over a child's school career. In New York City, nearly one third of young children live in poverty which means nearly one in three children starts kindergarten behind in basic skills.<sup>1</sup>

The benefits of early care and education and its' ability to eliminate these disparities are well documented. Studies have shown that children enrolled in high quality early childhood programs are more likely to graduate from high school, hold a job, and make more money and are less likely to commit a crime than their peers who do not participate.<sup>2</sup>

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<sup>1</sup> QualityStarsNY brochure, Early Childhood Advisory Council, New York State Council on Children and Families, [http://ccf.ny.gov/ECAC/WG/Quality/Resources/ECAC\\_BrochureLowRes.pdf](http://ccf.ny.gov/ECAC/WG/Quality/Resources/ECAC_BrochureLowRes.pdf)

<sup>2</sup> Schweinhart, Lawrence J., Jeanne Montie, Zongping Xiang, W. Steven Barnett, Clive R. Belfield, and Milagros Nores. 2005. "The High/Scope Perry Preschool Study Through Age 40: Summary, Conclusions, and Frequently Asked Questions." High Scope Press.

Children in high-quality early learning programs have better verbal/vocabulary, reading, and math skills, and noncognitive skills— such as attentiveness, motivation, self-control and sociability—the character skills needed to be productive citizens.<sup>3</sup>

We also know that early education programs have a strong return on investment. Every \$1 investment in early childhood has a lifelong economic rate of return of 7 to 10 percent per year per dollar based on increased school and career achievement as well as reduced costs in remedial education, health and criminal justice system expenditures.<sup>4</sup>

Early education is also a vital work support for parents. However, early care and education costs for young children are a major financial burden for families. The average annual cost of early education for four year-olds in New York is over \$12,000, comparable to the cost of annual tuition at a four-year public college.<sup>5</sup> Moreover, child care instability leads to employee absenteeism, tardiness, and loss of concentration at work which hurts business's bottom line.

In order to achieve these benefits the quality of programs counts. Essential elements of high-quality pre-K programs that are associated with positive child outcomes include:

- Appropriate class size
- Well qualified, highly effective teachers
- Well qualified supervisors and administrators
- Appropriate, evidence-based curricula
- Comprehensive services and supports, including family supports and supports for English Language Learners
- Quality, accessible learning environments

The Mayor's plan for implementing the expansion of pre-K incorporates all of these characteristics of quality. For instance, the *Ready to Launch* plan calls for serving the one-in-five children who enter Kindergarten as an English Language Learner by providing intensive training from DOE instructional coaches on how to support students who are English Language learners as well as additional supports based on classroom need assessments (i.e. multi-lingual books or building print-rich environments for students learning English).

After-school programs are also critical to the success of children. Regular attendance in high-quality afterschool programs is associated with a range of positive developmental

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<sup>2</sup> Heckman, James J. 2011. "The Economics of Inequality: The Value of Early Childhood Education." *The American Educator*. <http://www.aft.org/pdfs/americaneducator/spring2011/Heckman.pdf>

<sup>3</sup> Burchinal, P., Kainz, K., Cai, K., Tout, K., Zaslow, M., Martinez-Beck, I., & Rathgeb, C. (2009). *Early Care and Education Quality and Child Outcomes*. Office of Planning, Research and Evaluation. Available: [http://www.acf.hhs.gov/sites/default/files/opre/early\\_ed\\_qual.pdf](http://www.acf.hhs.gov/sites/default/files/opre/early_ed_qual.pdf).

<sup>4</sup> Heckman, James J. 2011. "The Economics of Inequality: The Value of Early Childhood Education." *The American Educator*. <http://www.aft.org/pdfs/americaneducator/spring2011/Heckman.pdf>

<sup>5</sup> Child Care Aware of America. 2013. "Parents and the high cost of child care: 2013 report." Washington, DC: Child Care Aware of America.

outcomes including: improved academic performance, task persistence, improved work habits and study skills, improved social skills and fewer aggressive behaviors.<sup>6</sup> The quality of after-school programs also counts and is a key determinant of getting youth in the door and engaged in order to reap the maximum benefits of participation.

Parents benefit from after-school programs too. In addition to reduced costs, quality after-school programs help alleviate parents' concerns about the well-being of their children during the after-school hours, which can affect parents' psychological well-being and their work performance.<sup>7</sup>

CDF-NY urges the City Council to approve Resolution No. 2 to support the City's plan to establish high-quality universal pre-K for all eligible four year-olds and high-quality after-school programs for middle-school-aged youth. This is the plan our City's children deserve— it's a clear and sustainable path to their academic and life success.

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<sup>6</sup> Vandell, D., Reisner, E., Brown, B., Daddsman, K., & Lee, D., et al. (2005). The study of promising after-school programs: Examination of intermediate outcomes in year 2. Madison: Wisconsin Center for Education Research.

<sup>7</sup> Barnett, R. C. & Gareis, K. C. (2006). Parental after-school stress and psychological well-being. *Journal of Marriage and the Family*, 68, p. 101-108.

**City Council Hearing Testimony: Lourdes Lebron, Parent Leader with the Coalition for Educational Justice**

**FOR THE RECORD**

Universal Pre-K builds a foundation for every child in New York City. It builds and fortifies their educational foundation and makes a stronger and more intelligent group of children that will someday run our city. As a retired child care provider, I know how important Pre-k is for making sure students succeed in school and in life. I've seen how much pre-k helped the children that I cared for. I remember one young boy. In my day care we provided him with basic education lessons about colors, shapes, numbers, and letters and helped him develop his social skills. But he had a speech impediment that was affecting his learning. He was lucky because he got a spot in a Pre-k program in the neighborhood. He went on to thrive in school with the foundation that Pre-k put in place for him. Children shouldn't have to be lucky. All children in NYC should be given the same opportunity he got. That's why we need the state to allow New York City to make a small tax increase for our richest New Yorkers to give all children Universal Pre-k. IN the wonderful world we live, why can't our children get the education they deserve?



# The Committee for Hispanic Children and Families, Inc.

110 William Street, Suite 1802, New York, NY 10038 T: 212-206-1090 F: 212-206-8093 [www.chcfinc.org](http://www.chcfinc.org)

## The Committee for Hispanic Children and Families, Inc.

### Statement to the New York City Council

February 2, 2014

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José M. Toro

Good afternoon. My name is Vanessa Ramos and I am the Senior Director for Policy at The Committee for Hispanic Children and Families (CHCF). I want to thank the Chair and members of the Committee on Education and the Committee on Women's Issues for providing us with the opportunity to testify today.

Since 1982, The Committee for Hispanic Children and Families, Inc. ([www.chcfinc.org](http://www.chcfinc.org)) has combined education and advocacy to expand opportunities for children and families and strengthen the voice of the Latino community in New York. Believing that the most effective way to support Latino families is by building upon their existing strengths and fostering self-sufficiency, CHCF provides a number of programs and services through Youth Development programs, an Early Care & Education Institute, and Policy and Advocacy initiatives. CHCF's model is innovative in its effective inclusion of cultural and linguistic competencies to effect change. CHCF's grassroots focus makes it one of the few Latino organizations in NYC that combines direct service with policy work that amplifies Latino voices at the local, state and national levels. To that end, CHCF formed the Latino Coalition on Early Care and Education (LCECE) to bring attention to the early education needs of Latino children and increase the availability and quality of culturally and linguistically appropriate child care and early education for Latino children and English language learner (ELL) children in new York. CHCF also has after school programs at PS/MS 279 and PS 59 in Bronx County and youth development programs at Grace Dodge Campus in Bronx County and Progress High School in Brooklyn.

We believe that education is a human right. Therefore, CHCF supports the New York City Council's resolution to establish a high-quality universal pre-Kindergarten program for all eligible four-year olds and high quality after school programs for middle-school-aged youth.

We support the city's plan to enact a tax increase on NYC residents who are earning more than \$500,000 a year to fund universal pre-K appropriately. As highlighted in the resolution, financing a universal pre-k program will lead to tangible positive outcomes for NYC children, as pre-k is essential in helping a child fully develop the critical skills he or she needs to be academically successful later on. It is therefore important to secure a funding stream for the UPK initiative that is sufficient to the scope of the expansion and secure for the years ahead.

CHCF recommends that the City also provide increased support for English Language Learner (ELL) students during the implementation of universal pre-K. Program models for students whose primary language is not English must be both evidence-based and culturally competent.

Mayor Bill de Blasio's "Ready to Launch" report provides some general initiatives that his administration plans to take in order to improve the pre-K learning experience for ELL students. Among the proposed initiatives is a plan to assure that pre-K providers receive adequate training from DOE instructional coaches on how to work with these students. The report also refers to plans to develop and provide resources for families of ELL students.

In New York State, Latinos make up nearly two-thirds of the City's ELL student population. The City must take steps to ensure that ELL students have access to holistic, culturally and linguistic competent pre-schools that use their home languages as tools to further build and enhance their educational experiences. This includes providing families with access to dual-language and transitional bilingual pre-K programs. These programs should help children continue to develop and demonstrate their skills in both their home language and in English. Moreover, pre-K sites should administer assessments in both English and the home language to properly measure and evaluate a child's academic progress.

CHCF proposes that the City set aside additional funding for the ongoing preparation and professional development of members of the pre-K workforce, with courses on dual language acquisition and effective teaching practices for teaching ELL students a required component of this training.

We recommend that this administration develop an outreach campaign to bring information about home language and literacy experiences to families of ELL students. Hispanic children often experience a "word gap," as they are "much less likely to have a parent or other family members read, sing, or tell stories to them every day."<sup>1</sup> The City can help parents of ELL children see themselves as first educators instead of inhibitors to their child's education. The City must not only be proactive in increasing parental involvement of ELL students at higher levels, but must design innovative ways to include parents in their children's pre-K experiences.

CHCF asks the New York City Council to support investments in research, data collection and program evaluation to understand better what works for young ELL students.

Lastly, we call upon City Council and Mayor de Blasio to consider creating an Office of Early Care and Education.

CHCF wants to assure that in moving forward, ELL children have equal access to high quality UPK programs as well as after school programs for middle-school-aged youth.

Thank you.

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<sup>1</sup> Too Small to Fail. (2014). "Too Small to Fail Partners with Univision to Help Close Word Gap." Clinton Foundation.





# The Committee for Hispanic Children and Families, Inc.

110 William Street, Suite 1802, New York, NY 10038 T: 212-206-1090 F: 212-206-8093 www.chcfinc.org

February 5, 2014

Dear Colleagues,

**Elba I. Montalvo**  
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Helen Steblecki  
José M. Toro

As President and CEO of The Committee for Hispanic Children and Families, Inc., and a member of Mayor Bill de Blasio's Universal Pre-K Working Group, I believe this is a great moment to transform "a tale of two cities" and implement a full-day pre-K education model that is free, high quality and available to all children. It is therefore with great pleasure that, on behalf of CHCF and LCECE, I present you with this paper, *Ensuring High Quality Early Care and Education to Support New York's Dual Language Learners and their Families*, which highlights the main components that a successful UPK initiative should include and provides recommendations regarding the needs of Dual Language Learners.

Research demonstrates that pre-K is instrumental in closing the achievement gap and a key experience for children's academic futures and lives. It is our collective responsibility to have in place the programs, curricula, educators and the lessons to fulfill that promise.

I look forward to continuing to work with the Mayor to implement a plan for UPK inclusive of a vision for English language learner students. This vision would recognize that incorporating children's home languages into their education is fundamental for their development in both the first language and in English language acquisition.

Educators, elected and appointed leaders, policy makers and advocates must commit to implementing policies supporting equal access and opportunities for ELL children and youth from early care and education settings all the way through to college and careers. CHCF welcomes the Mayor's Report, *Ready to Launch: New York City's Implementation Plan for Free, High Quality, Full-Day Universal Pre- Kindergarten* (Jan. 2014) supporting a comprehensive approach to creating the best opportunities for ELL children and engaging parents. This is a starting point for advancing the human right to education and expanding dual language programs that will prepare our children to be bilingual and bi-literate contributors to society. It is also an opportunity to discuss and elaborate solutions to poverty and socio-economic inequalities.

English language learner children are a vital and growing population in New York City. Their success requires the availability of effective high-quality models of instruction, inclusive of transitional bilingual and dual language programs, as well as highly qualified teachers prepared to teach this growing group of children. According to NYCDOE's Demographic Report of 2013, over 41 percent of students in NYC public schools speak a language other than English at home.

In light of New York State and New York City's support for UPK for all children, now is the time to transform a deficit-based, remedial, monolingual system and embrace linguistic and cultural diversity as assets.

Sincerely,

Elba Montalvo  
President/CEO

**NCLR**  
NATIONAL COUNCIL OF LA RAZA

FOR THE RECORD

**Ensuring High Quality Early Care and Education  
to Support  
New York's Dual Language Learners and their Families**

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**The Committee for Hispanic Children and Families, Inc.  
Latino Coalition for Early Care and Education  
February 2014**

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The Committee for Hispanic Children and Families, Inc. commissioned this paper to highlight the main components that a successful UPK initiative should include and provide recommendations regarding the needs of Dual Language Learners. The paper was prepared by Jorge Saenz De Viteri, M.S. Ed.\* in collaboration with Vanessa Ramos, Esq., Elba Montalvo, M.A and Abe Barranca of CHCF, Dr. Luis O. Reyes, and the Latino Coalition for Early Care and Education.

*Since 1982, The Committee for Hispanic Children and Families, Inc. ([www.chcfinc.org](http://www.chcfinc.org)) has combined education and advocacy to expand opportunities for children and families and strengthen the voice of the Latino community in New York. Believing that the most effective way to support Latino families is by building upon their existing strengths and fostering self-sufficiency, CHCF provides a number of programs and services through Youth Development programs, an Early Care & Education Institute, and Policy and Advocacy initiatives. CHCF's model is innovative in its effective inclusion of cultural and linguistic competencies to effect change. CHCF's grassroots focus makes it one of the few Latino organizations in NYC that combines direct service with policy work that amplifies Latino voices at the local, state and national levels.*

*\*Jorge Saenz de Viteri, M.S. ED., is a founding member of the Latino Coalition for Early Care and Education and the Past President of the New York City and Palisades Association for the Education of Young Children. He also serves as a co-facilitator of the National Association for the Education of Young Children (NAEYC) Latino Interest Caucus and on New York City's Citizen Review Panel for Child Protective Services.*

# Ensuring High Quality Early Care and Education to Support New York's Dual Language Learners and their Families

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## EXECUTIVE SUMMARY

New York City's initiative to provide free, full-day, universal pre-kindergarten to all children and the recently adopted appropriations in the 2014 federal budget present a unique opportunity to invest wisely in high quality, culturally and linguistically competent early education models for our children at the local and national levels.

**Nearly two-thirds of English Language Learner students (ELL) in New York State are Spanish speakers.**

Therefore, it is critical that we strategically invest in programs yielding the highest return of investment in a manner consistent with current evidence-based research supporting Dual Language Learner (DLL) instruction and students' families. It is well-established that high quality preschool strengthens young Latino ELL students' language and literacy skills and decreases academic achievement gaps.

In that light, **the Latino Coalition for Early Care and Education (LCECE)** makes the following recommendations to UPK NYC's implementation:

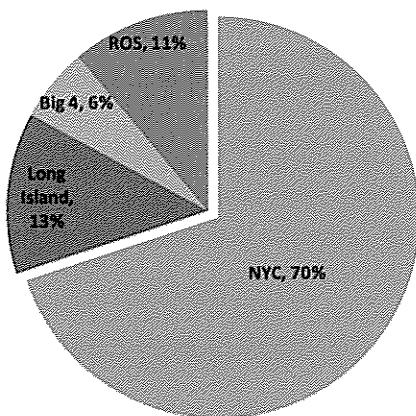
- Salary parity across New York City's entire publicly funded early care and education system.
- That funding is set aside for ongoing preparation and professional development of the professional prekindergarten workforce with coursework on dual language acquisition and effective teaching practices for DLL students.
- That New York City promotes specific strategies that encourage parent involvement and support Latino parents in creating engaging language and literacy experiences at home to reinforce children's learning at preschool.
- That the New York City Department of Education's web-based systems expand to encompass all schools and providers who administer Universal Pre-K services and incorporate child outcomes data being collected through the various online systems that pre-kindergarten programs are currently using.
- That New York City ensures that the web-based information is also available in print-format in the parents' home language.
- That New York City's early education programs ensure that children have opportunities to demonstrate their abilities, skills, and knowledge in any language, including their home language, and utilize assessments in both English and the home language that help determine what the child has learned and is capable of doing as well as the child's level of language development.
- That Mayor Bill de Blasio creates the Office for Early Care and Education.

## Background and History: Latino Coalition for Early Care and Education

In 2007, The Committee for Hispanic Children and Families, Inc. (CHCF) formed the Latino Coalition for Early Care and Education (LCECE), a workgroup of early care and education scholars, specialists, advocates and leaders to bring attention to the early education needs of Latino children from birth to age five in New York. LCECE's mission is to increase the availability and quality of culturally and linguistically appropriate child care and early education for Latino children and all English language learner (ELL) children in New York State.<sup>1</sup>

In 2008, LCECE convened a public forum in New York City, bringing together local, state and national researchers, policymakers, administrators and advocates to discuss current research and practice in the field of early care and education. The subsequent report, *Building on Latino Children's Language and Culture*, was released in December 2008. In December 2011, CHCF organized an expert panel to highlight the implications of New York State's adoption of the Common Core State Standards for Latino and ELL children from prekindergarten to the third grade. CHCF and LCECE also released an accompanying report, *Early Education and the Implementation of the Common Core State Standards: What would the CCSS mean for Latino and ELL children in New York?*<sup>2</sup>

Appropriations from the recently adopted 2014 federal budget and New York City's planned expansion of the UPKNYC initiative present a tremendous opportunity to expand early care and education programs nationally and locally. Therefore, **it is critical that we carefully plan how to invest our funds to ensure that New York's most vulnerable families have access to the highest quality culturally and linguistically competent early care and education services.**



According to the NYS Education Department (NYSED), in the academic school year 2011-12, there were a total of 224,300 LEP/ELL students in public schools throughout the State and an additional 90,871 ELLs in non-public schools. The overwhelming majority of ELLs are concentrated in New York City, which has close to 70% of the State's ELL public school population.<sup>3</sup> According to 2009-10 data, NYS ELL students speak nearly 200 different languages. Nearly two-thirds of ELL students in the State speak Spanish, followed by Chinese, Bengali, Arabic, and Haitian Creole.<sup>4</sup>

Image Source:  
<http://www.p12.nysed.gov/biling/docs/DecRegPPPPart154PDF.pdf>

The National Association for the Education of Young Children (NAEYC) has called for all states to develop a system of early childhood care and education with appropriate regulatory, governance, finance, and accountability mechanisms, to ensure that:

- **All Children** have access to safe and accessible high quality early childhood education that includes a developmentally appropriate curriculum, knowledgeable and well-trained program staff and educators, and comprehensive services that support their health, nutrition, and social wellbeing, in an environment that respects and supports diversity.
- **All Early Childhood Professionals** are supported as professionals with a career ladder, ongoing professional development opportunities, and compensation that will attract and retain high quality educators.
- **All Families** have access to early care and education programs that are affordable and of high quality, and are participants in the education and wellbeing of their children through family involvement in programs and schools, as well as opportunities to increase their educational attainment.
- **All Communities** are accountable for the quality of early childhood programs provided to all children, backed by the local, state, and federal funding needed to deliver quality programs and services.<sup>5</sup>

Given the current data, our demographics and Mayor Bill de Blasio's public support to invest and expand high-quality early care and education programs to help close the achievement gap, the Latino Coalition for Early Care and Education believes it is timely and critical to build upon NAEYC's vision. New York City must **invest in programs yielding the highest return of investment in a manner consistent with current evidence-based research supporting Dual Language Learner (DLL) instruction and students' families**. We know that high quality preschool strengthens young Latino ELL students' language and literacy skills and decreases achievement gaps between them and their non-Latino peers.<sup>6</sup>

**Dual language learners** are children learning two (or more) languages at the same time, as well as those learning a second language while continuing to develop their first (or home) language.

- Office of Head Start Definition

CHCF and LCECE recognize that the State and the City support for UPK for all children offers a great opportunity to address the needs of ELL students. In that light, CHCF and LCECE propose the following recommendations for the implementation of UPK NYC:

## Compensation

We know that a key component of quality programs is the quality of the teachers and educational teams.<sup>7</sup> In New York, the average starting salary for teachers in non-public school settings (such as Head Start) is about \$36,473 a year. In contrast, teachers in the public school system have a starting annual base salary of \$45,530 and are eligible for annual incremental increases.

### Pay Difference, Teachers in ACS-Funded Centers and Public School

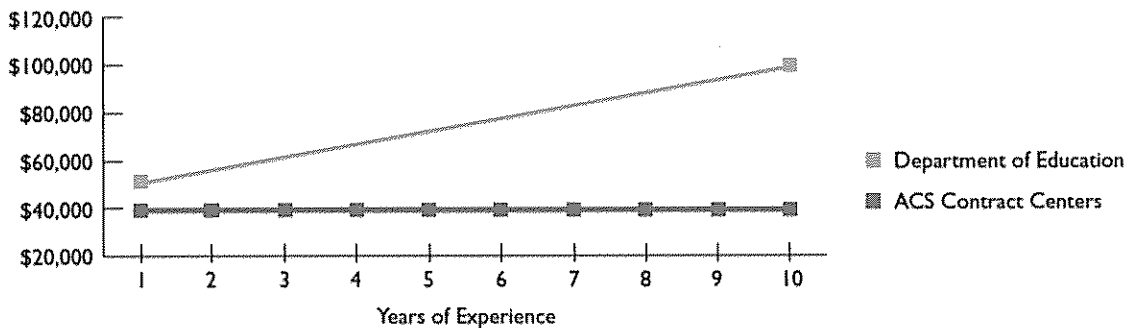


Image Source: CCI Primer 2011

Similar to President Obama's Plan for Early Education for all Americans, CHCF and LCECE strongly recommend salary parity across New York City's entire publicly funded early care and education system, "Well-trained teachers, who are paid comparably to K-12 staff."<sup>8</sup>

#### *Multi-Cultural Principle 6*

**Effective programs for children who speak languages other than English require continued development of the first language while the acquisition of English is facilitated**

Children enrolled in the bilingual preschool programs showed significant gains in both Spanish and English vocabulary acquisition. Instead of experiencing a decline in their first language, children who attended the bilingual preschools demonstrated continued growth of first language skills. In addition, these children advanced their development of specific skills in Spanish, such as using increased numbers of words to tell a story. The authors attributed the children's progress in both languages to the high quality of the programs children attended.

- Revisiting and Updating the Multicultural Principles for Head Start Programs (2008)

## Teacher Preparation and Ongoing Professional Development

The New York State 2013 Race to the Top Early Learning Challenge Grant Application stated that, *“New York will integrate the Core Body of Knowledge throughout its professional development system in a more intentional, thorough, and systematic way to establish that it is truly the foundation for all professional development and preparation in the state. Targeted strategies will be implemented to engage higher education faculty and other professional development providers to ensure their work is aligned with the Core Body of Knowledge.”*<sup>9</sup>

It is unfortunate that NYS was not one of the 2013 recipients. However, CHCF and LCECE support the State’s plan and recommends that the State elaborate on it to ensure that our early childhood teacher preparation programs are designed to offer sufficient coursework to adequately support and prepare the workforce to work with Dual Language Learners.

With regard to the UPK NYC initiative, we recommend that funding is set-aside to address the ongoing preparation and professional development of teachers, principals, directors and the professional pre-k workforce with trainings on dual language acquisition and effective teaching practices for DLLs.

*Early childhood education (ECE) educators need the knowledge and skills to work with culturally and linguistically diverse children and families—a knowledge set that is often not provided in traditional training courses and certification processes.*

Karen Hopper,  
NCLR Issue Brief 22  
Preparing Young Latino Children for School Success:  
Best Practices in Professional Development

## Parent, Family, Community Engagement & Data Collection

Parent, family, and community engagement (PFCE) is essential to meeting children’s school readiness and later school success.<sup>10</sup> The Meaningful partnerships between preschool programs and families enhance the education of Dual Language Learners.

The U.S. Department of Education has pointed out that, *“Under current law, family engagement is too often focused on a checklist of activities rather than on driving results, funding isn’t always targeted to the most effective practices, and family engagement is treated as a discrete activity rather than as an integrated strategy that should have a place across multiple programs.”*<sup>11</sup>

Specific strategies that encourage parent involvement and provide support to Latino parents in creating engaging language and literacy experiences at home reinforce children’s learning at preschool.<sup>12</sup>

*The most recent evidence suggests that support for the home language during the PreKindergarten years will help, not hurt, long term attainment in English.*

- Linda Espinosa, PHD  
Challenging Common Myths About Young Dual Language Learners:  
An Update to the Seminal 2008 Report  
(2013)



One of the most effective ways to reach parents is through schools themselves. As an example, New York City's Department of Education's ARISParent Link is a web-based system available to parents in nine languages that compiles student K–12 performance data in one place, giving parents a continuing record of their child's performance.<sup>13</sup> This system is also used by central office staff to share additional resources, tools, links and articles to parents based on data collected through its portal.

CHCF and LCECE recommend that the system expand to encompass all schools and providers who administer Universal Pre-K services. This will not only create a more strongly data-informed school system, but will improve communication between all stakeholders.

The system needs to incorporate child outcomes data being collected through the various online systems that pre-kindergarten programs are currently using (i.e., Teaching Strategies GOLD) and we need to ensure that the information is also available in print-format in the parents' home language.

New York City needs to ensure that early care and education programs are using best practices when screening and assessing young children. The Head Start Child Development Early Learning Framework states, "Programs are to ensure that children have opportunities to interact and demonstrate their abilities, skills, and knowledge in any language, including their home language."<sup>14</sup>

Assessments in both English and the home language will help determine what the child has learned and is capable of doing as well as the child's level of language development.<sup>15</sup>

### **A Systemic, Comprehensive Approach to High Quality Early Care and Education**

Currently, too many governmental and regulatory entities have oversight of the various early care and education settings in NYS.<sup>16</sup> Our ECE delivery system is fragmented and challenging to navigate for both parents and providers alike. Complex regulations, funding gaps and eligibility requirements exacerbate this problem.

#### **The East Harlem Council for Human Services Inc., Bilingual Head Start Program**

*Through our research efforts, we have worked with a variety of Head Start programs, and the East Harlem Bilingual Head Start program is the only program we have come across in New York City that **truly adopts a bilingual approach in its educational practices, viewing all of the children as dual-language learners, and providing a rich language environment in both Spanish and English.** (June 2012)*

Gigliana Melzi, Ph.D.

The Latino Family Involvement Project and  
The Home and School Literacy Project,

Director of the Undergraduate Program in Applied Psychology  
NYU Steinhardt School of Culture, Education and Human Development

In October 2005, the NYC Administration for Children's Services laid out an ambitious reform of its publicly subsidized child care, *Rethinking Child Care-An Integrated Plan for Early Childhood Development in New York City*.<sup>17</sup>

Several principles for an early care and education system guided this work. The plan focused on six goals to help Child Care and Head Start fulfill their mission and better serve young children and families with high quality early childhood development services.

Unfortunately, the plan has faced challenges stemming from the different regulatory policies and inadequate funding to support the delivery of high quality early care and education services.

In order to capitalize on possible funding available through city, state, and federal investments, CHCF and LOECE

recommend that the Mayor's Office consider the creation of the Office for Early Care and Education. Its primary role would be to streamline the coordination of services to support all families' access to high quality early care and education, ensure that institutions and agencies are delivering high quality early care and education services, that professional development includes training in dual language acquisition and effective teaching practices for Dual Language Learner students and are transparent to the various constituencies. Furthermore, this agency would ensure that NYC's system maximizes all potential funding sources so that it can adequately invest in and fund the provision of high quality full-day early care and education for all children.

*New York is one of the top states in the country in terms of the number of Limited English Proficient students. Our population continues to grow, particularly among the youngest children. In order to ensure equitable outcomes for our students and to meet the challenges of Race to the Top, we will need early childhood education to deliver its most potent and lasting effects. This will require a targeted approach with English Language Learners that emanates from a research-based understanding of what's good for young ELLs and not solely from what programs feel prepared to deliver.*

Zoila Tazi, PHD,  
Department Chair Childhood Education and Associate Professor,  
Mercy College

#### ***Lesson Learned from Illinois***

- ensure that pre-K providers and schools receive financial support from the state and their local districts for resources they spend on English Language Learners, and that there is an adequate bilingual education budget to cover all eligible children
- track outcomes for ELL students over time and reserve funding for evaluative studies to determine where investment is most (and least) effective
- continue to align the ELL experience in pre-K, kindergarten and the early grades and enable shared professional development opportunities in ELL instruction for teachers and school leaders across the PreK-3rd grade.

Maggie Severns  
Starting Early With English Language Learners  
New America Foundation  
April 2012

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and Families, Inc.**

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T: 212-206-1090 F: 212-206-8093 [www.chcfinc.org](http://www.chcfinc.org)



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## Testimony before the City Council of NYC

February 11, 2014

**Andrew Ackerman**  
Executive Director  
Children's Museum of Manhattan  
aackerman@cmom.org

I enthusiastically endorse the Resolution to support the City's plan to establish high quality universal pre-k. I do so because of the overwhelming evidence that universal pre- k provides an essential and irreplaceable learning foundation needed by all of our children. The scope and depth of the City's plan is bold, ambitious and forward thinking. It is worthy of the City of New York.

The Mayor's plan for pre-k, based on a deep understanding and appreciation of the importance of early childhood, provides the opportunity to double the return on investment by deeply engaging parents and the community as partners in early education.

We must listen to the research and to the experience many of us have working in Head Start. Over the past few years, my organization, the Children's Museum of Manhattan, has implemented new health and literacy curricula with training for educators and parents and members at Head Start centers all across the city. We are one of many who can take the opportunity that Universal Pre-K affords to bring research, resources and creativity to transform our early childhood centers into community learning hubs.

Our research and that of others, plus our experience across all 5 boroughs stresses:

### Slide 1

- starting as early as possible. A substantial percentage of vocabulary and grammar, for example, should be acquired even before entering pre-k.
- greatest success is achieved-- short and long term-- when school, home and community are aligned and mutually supportive.
- the combination of the arts, health and language creates effective and easy to implement learning opportunities in school and at home.

**Slide 2**

Universal Pre-K allows us to imagine transforming our current and future early learning facilities into learning hubs, with hallways and classrooms filled with the best and most imaginative resources about child development. Imagine these facilities filled with professional development workshops for teachers and making resources and workshops available to parents and caregivers to help guide their understanding of their role in their child's development from birth onward. This will strengthen the collaboration between school and home and provide parents access to important resources to help prepare their children to *enter* pre-k, to understand the work in pre-k and beyond.

**Slide 3**

We can take the best research and creative applications like this curriculum and apply them throughout the city inside of early learning facilities.

**Slide 4**

We are doing this in East Harlem, where a Union Johnson Head start Center in public housing looked like this – and was transformed...

**Slides 5, 6, 7**

into an exciting, informative place where the adults in a child's life learn about and discuss child development and the role of the caregiver. And where we learn about the needs of each community.

**Slide 8**

Workshops for teachers and parents, family festivals and on line resources provide effective, evidence-based approaches to child development that have been brought to the community quickly and with modest expense once the initial R and D is completed.

To be sure, the children enrolled in the expanded system will benefit immensely. Universal Pre-K allows additional return on investment is that we can provide consistent, multifaceted training for the educators and to engage the parents and caregivers in the process. In this manner, we will impact future classrooms of children and future offspring of the parents, as well as opening the facilities to the larger community to create a community of early learning supporters.

The lift to create new classrooms and hire new teachers is not to be underestimated. It is a big task. But as we focus on that task, let's not lose the opportunity to go beyond the initial return on investment.

Let's take the role of parents and the community seriously. Let's think big, think quality, long term and comprehensively. Let's get this resolution passed and transform our communities into compelling and delightful places of learning to insure that all of our children are on target when they enter kindergarten, now and in the future.

\* \* \*

# Research & Practical Experience Tell Us:

- Learning starts at birth, particularly language and health habits.
- Home and community must be connected to school and teachers for best and sustainable results.
- Combining the arts with health, early language and math is effective, child-centered and easy to use in school and at home.





# Maximize Return on Investment in Universal Pre-K

- Pre-K facilities can become adult learning centers with resources and training for educators and caregivers
- Create a community-wide early learning environment



# Health/Literacy Curriculum for School and At-home Use

## At-Home Tools

### Heart Healthy Books

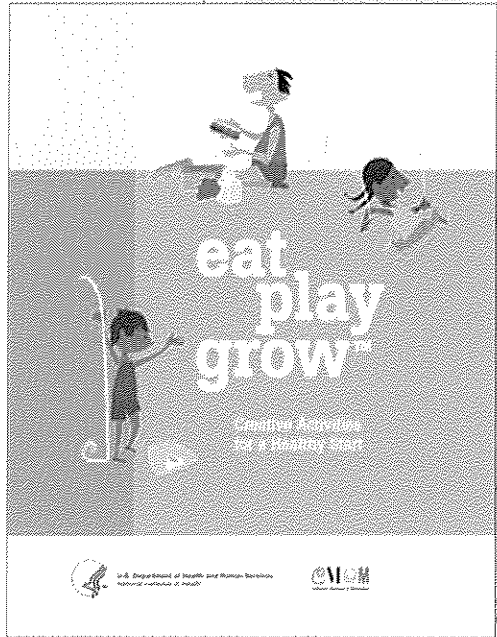
- Jump, Jump, Jump! Jump by Leah M. Brown
- The Animal Alphabet by Deborah Harker
- Jump, Jump, Jump! Jump by Leah M. Brown



**Health Tip**  
Cook with vegetable oil instead of butter, margarine, or lard.

### New Heart Words to Use

1. Don't
2. Less
3. More
4. Stop
5. Run



ats. GO  
vegetable oils  
eanut oil  
ackeral,  
fried  
k, ice

or living  
BOOKS  
ng  
to eat  
c. Leave  
ether!

### Good-for-the-Heart Recipes

#### Breakfast

Add fat-free or low-fat milk and apple slices to instant oatmeal for a filling, fiber-loaded, heart healthy breakfast.

#### Lunch

Add slices of avocado to a turkey sandwich.

#### Snack

Have a cup of fresh fruit instead of a bag of potato chips.

#### Dinner

For a healthy stir-fry, heat 1 tablespoon of vegetable oil in a pan, add chicken strips and cut up vegetables.



## Family Health Handout

# Move to the Beat

### Benefits of Physical Activity:

1. Reduces risk of stroke, heart attacks, and being overweight.
2. Strengthens heart and other muscles.
3. Strengthens bones
4. Reduces stress.

Try good-for-your-heart activities or groceries from your local market.



### Family Goal

Goal: Get 60 minutes of daily activity! Did you reach your daily goal?

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<input type="checkbox"/> 60 minutes	<input type="checkbox"/> 60 minutes	<input type="checkbox"/> 60 minutes	<input type="checkbox"/> 60 minutes	<input type="checkbox"/> 60 minutes	<input type="checkbox"/> 60 minutes	<input type="checkbox"/> 60 minutes
<input type="checkbox"/> over 60 min	<input type="checkbox"/> over 60 min	<input type="checkbox"/> over 60 min	<input type="checkbox"/> over 60 min	<input type="checkbox"/> over 60 min	<input type="checkbox"/> over 60 min	<input type="checkbox"/> over 60 min
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**GOALS:** Combine good exercise with good nutrition. Replace three WHOA foods this week with three GO foods. (Example: We ate an apple instead of a bag of potato chips.)

1. We ate \_\_\_\_\_ instead of \_\_\_\_\_
2. We ate \_\_\_\_\_ instead of \_\_\_\_\_
3. We ate \_\_\_\_\_ instead of \_\_\_\_\_

### Fact of the Week

Physical activity habits established in childhood may last a lifetime.

**Strategy**  
Your daily activity does not have to be continuous.  
Example:  
- 20 minutes of physical activity such as dancing  
- 10 minute walk to school  
- 30 minutes!



Developed by CMOM in partnership with the National Institutes of Health (NIH)



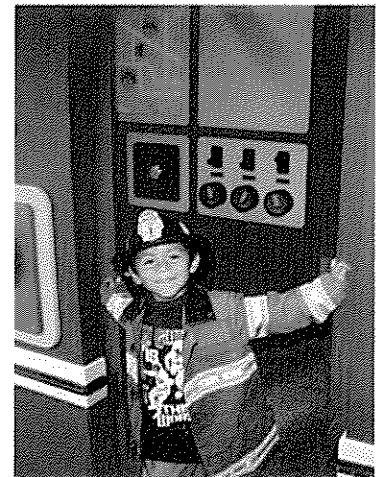
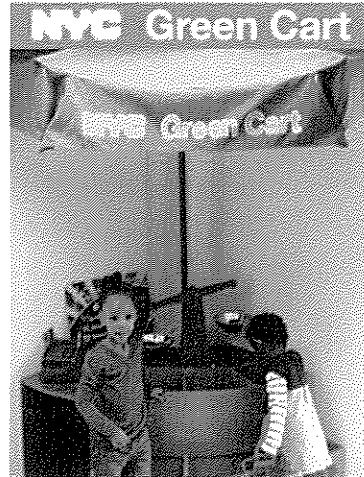
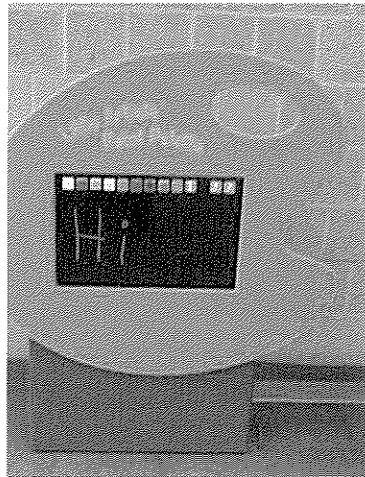
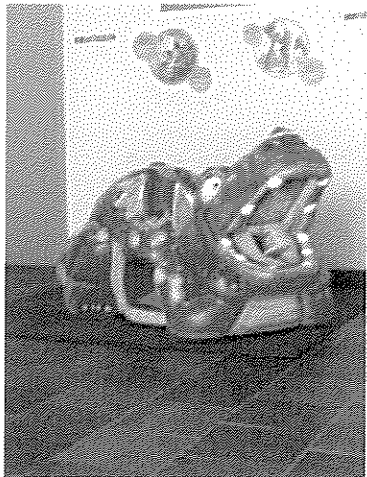
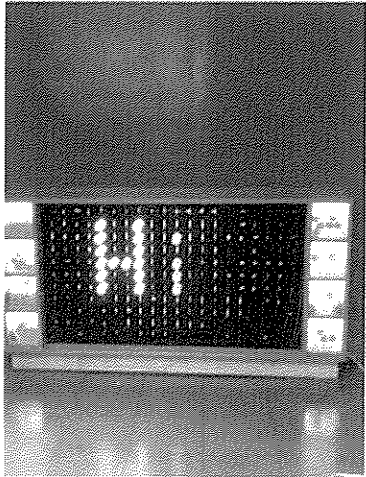
CASE STUDY  
**JOHNSON  
CENTER,  
EAST HARLEM**



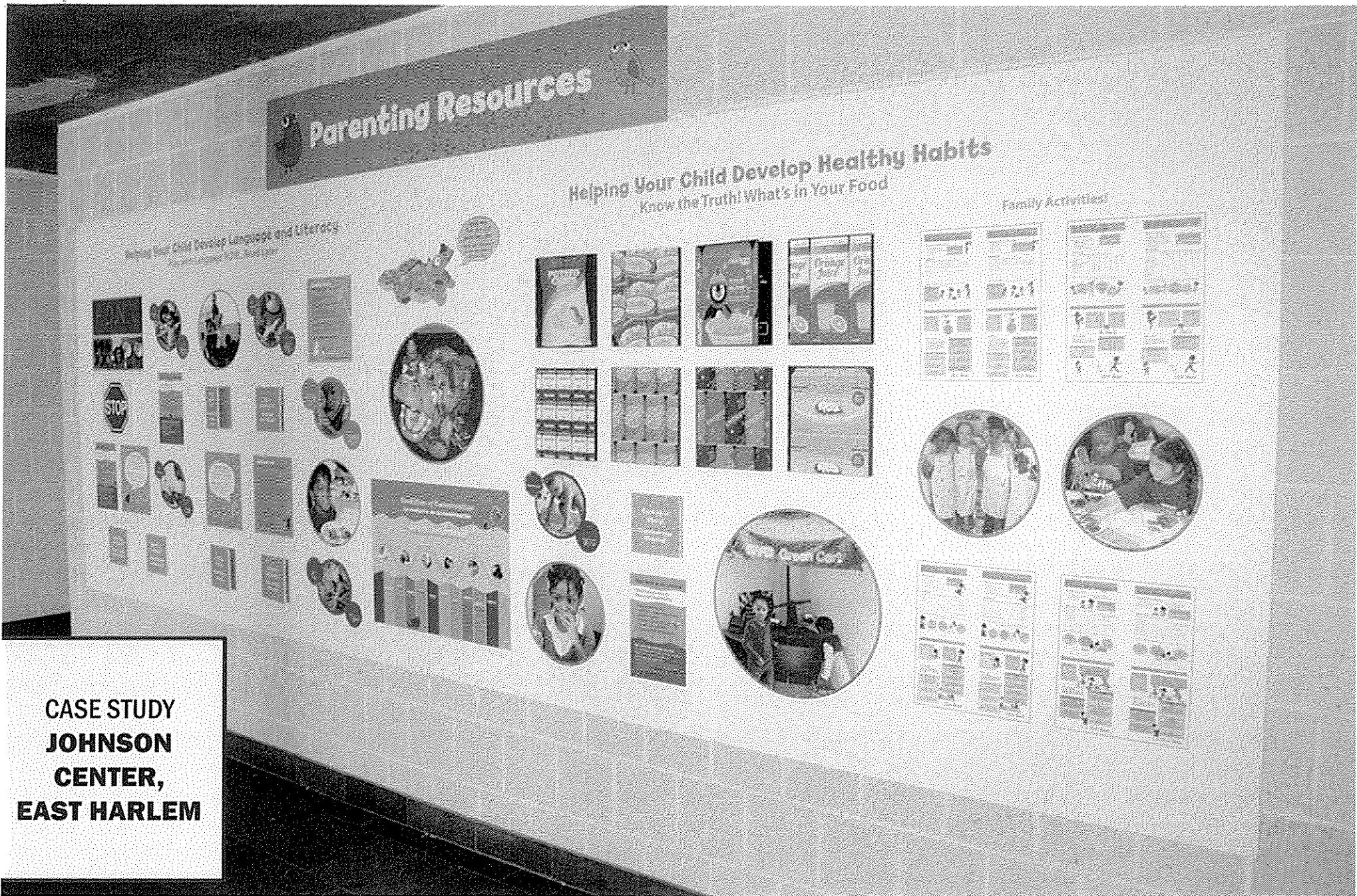
@MOM

**Children's Museum of Manhattan**

**CASE STUDY  
JOHNSON  
CENTER,  
EAST HARLEM**



*Health and literacy resources*

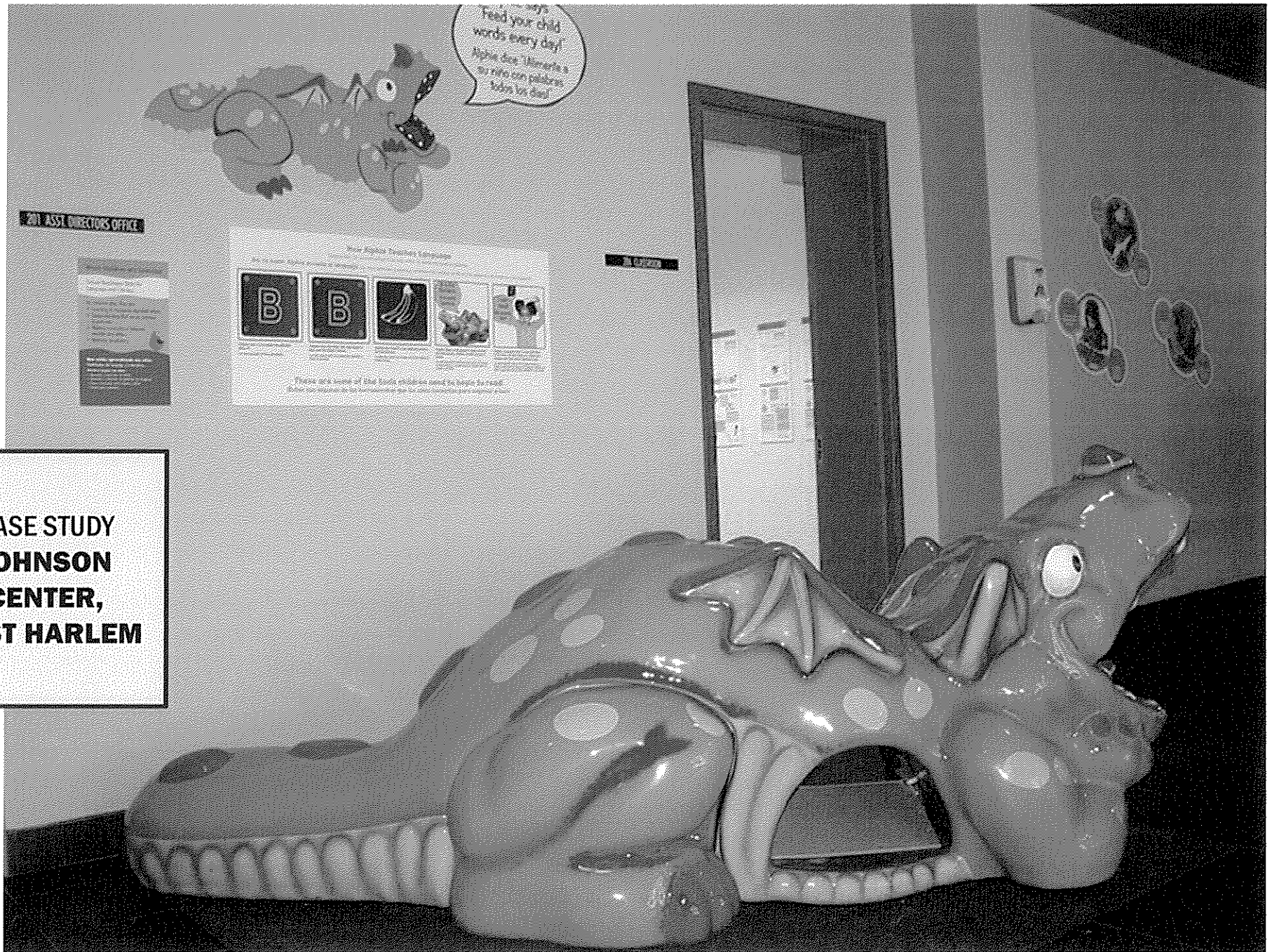


**CASE STUDY  
JOHNSON  
CENTER,  
EAST HARLEM**

*Information adapted from CMOM's EatPlayGrow™ curriculum.*

**Children's Museum of Manhattan**

**CASE STUDY  
JOHNSON  
CENTER,  
EAST HARLEM**



*Information and exhibitions adapted by CMOM for community usage.*

**Children's Museum of Manhattan**

## Web-based Toolkit

**EatPlayGrow™**

Early Childhood Health Curriculum

Choose Lesson

Download Curriculum

Become Wellness Leaders

Health Update: July 7 - 14  
**July is National Blueberry Month**

**eat  
play  
grow™**

Creative Activities for a Healthy Start

Early Childhood Health Curriculum developed by the  
Children's Museum of Manhattan in partnership with the National Institutes of Health

Music & Movement

Art

Literacy

**Join the Discussion!**

Is Apple Juice considered a  
SLOW food or a GO food?

**Partners**

About  
EatPlayGrow

**eniom**  
Children's Museum of Manhattan

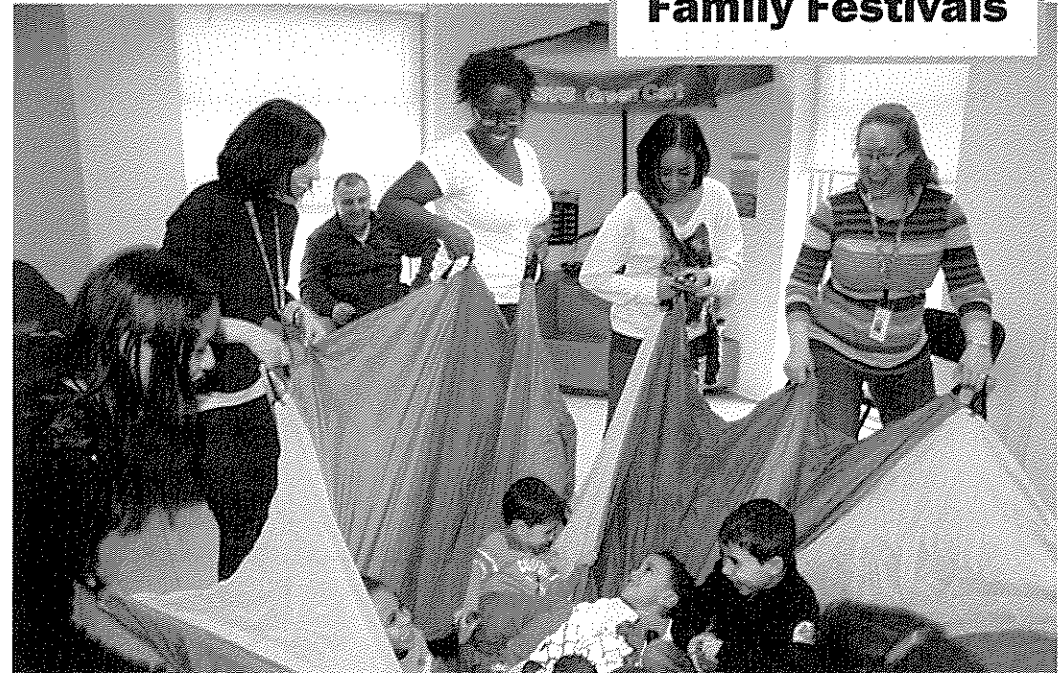
Visit the  
Exhibit

mobile/tablet  
compatible



**Professional Development  
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*Parent, teacher and caregiver resources.*

**Children's Museum of Manhattan**







# CREAR FUTUROS Partners

Acacia Network	Graduate NYC!
Advocates for Children	Hispanic Federation
The Aspen Institute New York	Hispanic Scholarship Fund
ASPIRA of New York	I Have a Dream Foundation
Association for Progressive Dominicans	Lumina Foundation
Catholic Charities/Alianza Division	Make the Road New York
The Children's Aid Society	NYC Councilmember Ydanis Rodriguez
Citi Foundation	NYC Department of Education
The City University of New York	NYS Department of Labor
College Board	Commissioner Peter Rivera
Committee for Hispanic Children and Families	NYS Senator Gustavo Rivera
Delta Air Lines	Sponsors for Educational Opportunity (SEO)
Dominico-American Society	United Way of New York City
El Puente	Univision
Excelencia in Education	The Urban Youth Collaborative

## Special Thanks

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This report would not have been possible without the generous support and guidance of Jaime Merisotis and Tina Gridiron Smith from the **Lumina Foundation**. Lumina is an independent, private foundation committed to increasing the proportion of Americans with high-quality degrees, certificates and other credentials to 60 percent by 2025.

We also want to give thanks to Helen Steblecki of **Citi Foundation**, Marc Ferguson of **Delta Air Lines**, and Cynthia Rivera Weissblum of the **Edwin Gould Foundation** for supporting key aspects of the *CREAR Futuros* project.

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**A**s the youngest and fastest growing community in New York City, Latinos represent in many ways the hope and promise of *La Gran Manzana* (The Big Apple). However, the continuing failure of our educational system to prepare Latino youth for college success threatens the future prosperity of the Latino community and New York City as a whole. According to the Lumina Foundation, just 23 percent of Latino New Yorkers between 25 and 64 years old had at least a two-year college degree, compared to 52 percent of whites.<sup>1</sup> This educational gap is startling and requires immediate action.

In response to this crisis, Hispanic Federation (HF) and the City University of New York (CUNY) have partnered with community-based and education non-profits, educators, public policy stakeholders and business leaders to launch the *Latino CREAR (College Readiness, Access and Retention) Coalition*. The Coalition is focused on promoting and advancing policies and practices that improve Latino educational equity and access, and lead to college success. CREAR represents an investment in the future of Latinos and New York City.

***The Latino CREAR (College Readiness, Access and Retention) Coalition is focused on promoting and advancing policies and practices that improve Latino educational equity and access, and lead to college success.***

<sup>1</sup> Lumina Foundation. (2013). *A Stronger Nation through Higher Education: Visualizing data to help us achieve a big goal for college attainment*. [http://www.luminafoundation.org/publications/A\\_stronger\\_nation\\_through\\_higher\\_education-2013.pdf](http://www.luminafoundation.org/publications/A_stronger_nation_through_higher_education-2013.pdf)

# executive summary

Crisis can equal opportunity, especially with New York City undergoing a major leadership change, and new voices calling for a progressive reimagining of our schools and education. At the same time, the introduction of Common Core State Standards<sup>2</sup> brings a new urgency to the work of improving Latino academic performance. Increased standards mean that Latino students will be confronting a challenging and changed academic environment.

The following pages contain the *Latino CREAR Coalition's* top eight action priorities for improving Latino college access, retention and graduation. These recommendations are rooted in an understanding that achieving college readiness and success for Latinos will require a renewed collective effort, reliable funding and high-quality monitoring, and that many different adjustments, both large and small, must be made.

## **1** Establish a NYC College Readiness & Success Commission

Two-in-five Latino students do not finish high school and, of those who graduate, just 15 percent are deemed “college ready.” A NYC College Readiness & Success Commission must be charged to develop an action plan of legislative and budgetary reforms and investments that will increase rates of educational success for Latino and all students.

## **2** Strengthen Parent & Family Engagement

We expect parents to assist their children with homework and ensure their attendance, but do not recognize and support parents’ roles as primary educators. In order to close the Latino college readiness and success gap, we must revamp the way schools are reaching out and connecting with parents and families. To that end, it is vital that we expand parent-teacher nights to serve as community open houses, increase the role and training of parent coordinators, promote innovative home visit model programs, and enhance parent access to resources. Equally important, the NYC DOE must have the full support of the mayor and sufficient funding to close the breach between policy and practice.

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<sup>2</sup>The Common Core State Standards (CCSS) are a set of K-12 standards in English language arts/literacy and mathematics. The goal of CCSS is to provide a clear, consistent understanding of what students are expected to learn. The standards are supposed to reflect the knowledge and skills required for successful entry into college and careers. <http://schools.nyc.gov/Academics/CommonCoreLibrary/ForFamilies/UnderstandingCC/default>

### **3 Forge Relationships Between Latino-Serving Community-Based Organizations (CBOs) and Schools**

CBOs provide critically needed services and programs, including academic tutoring, leadership development, social and economic opportunities, arts and culture, fitness training and more. Building Community Schools, Beacon Programs and After School Programs with CBO partners will provide students and their parents with an integrated set of services including academic, health, workforce, immigration, nutrition and family assistance. Hiring a Senior Operations and Community Manager in every school will be instrumental in helping schools forge relationships with CBOs and achieve much greater community and parental involvement.

### **4 Demand Excellence in English Language Learner (ELL) Programs**

The lack of certified ELL teachers, appropriate educational assessments and high-quality programs continue to undermine the education of ELL students in NYC. To address this, we must expand bilingual teacher recruitment, improve the curricula of the schools of education that prepare teachers and create an ELL parent academy. We also need to significantly increase the range of high-quality ELL programs in NYC, including dual language, transitional bilingual and English as a Second Language (ESL).

### **5 Make College Accessible Regardless of Immigration Status**

Despite attending city schools from kindergarten through 12th grade, New York's undocumented students are left in limbo after graduating high school, ineligible to receive federal and state tuition assistance, scholarships, grants or loans. Championing the passage of the NYS Dream Act, pushing for progressive tax reforms and making targeted investments to increase the number of guidance counselors will go a long way towards making the dream of a higher education a greater possibility for our immigrant students.

### **6 Support Educators' Need for Professional Development**

Teachers play a critical role in our children's education. In order to improve educational outcomes for Latinos and all students, teachers must have the tools they need to be their most effective. That includes smaller class sizes and continuous professional development opportunities. We must also invest in recruiting and developing highly qualified Latino bilingual teachers to ensure our teaching force reflects the diversity of New York City.

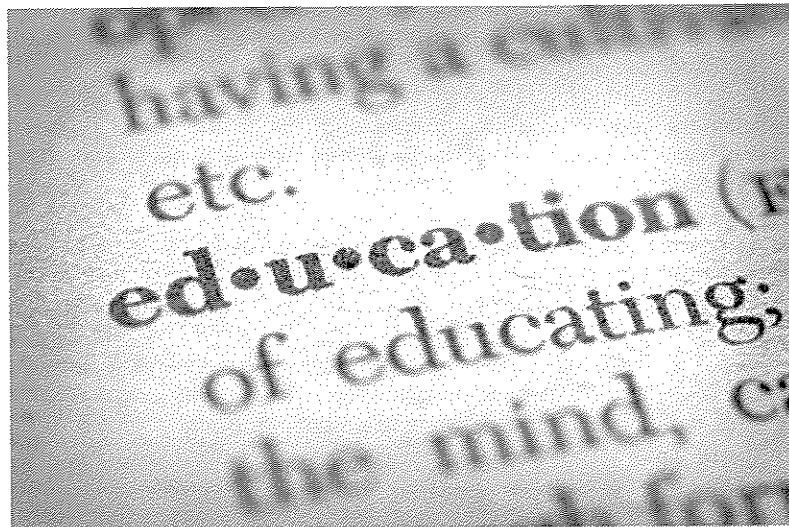
## **7 Support NYC Department of Education (DOE) and City University of New York (CUNY) Curricula Alignment**

The twin urgencies of the remediation crisis and the implementation of the more demanding Common Core State Standards require high-level attention and support from the mayor's office. The *Latino CREAR Coalition* recommends that the mayor support efforts among DOE and CUNY staff to align curricula and to make culturally-relevant curricula available throughout NYC's education system.

## **8 Fund College Persistence and Completion Programs**

College persistence and completion programs such as CUNY's Accelerated Study in Associate Programs (ASAP) and HF/CUNY's innovative *CREAR Futuros* initiative help provide much-needed support systems for our academically at-risk students, including peer mentoring, comprehensive advisement, tutoring, financial aid, and social services.

It is our hope that this document will inform the priorities and decisions of the city's political and educational leadership in the months and years ahead. Closing the Latino college gap is within our reach if we have a common vision, a common path, and a long-term focused commitment. We know that the investments we make to improve Latino college access, retention and graduation will positively touch every aspect of our community and help build **a stronger New York City**.





**Establish a NYC College Readiness and  
Success Commission**



# 1

**E**ducation and student success – especially at the highest levels – must be at the center of our plan to ensure New York does not remain a Tale of Two Cities – one that is educated and prosperous, and the other that is struggling under the weight of poor educational attainment and the inevitable inequality of opportunity. With forty percent of NYC’s student population being Latino, the city’s ability to address the rise of income inequality and grow a strong middle class, rests a great deal on its capacity to significantly improve educational outcomes for Latino students.<sup>3</sup>

Currently, far too many Latino youth are falling through the cracks and failing to graduate high school, let alone college. In fact, two-in-five Latino students do not finish

**15%** NYC Latino students graduate from HS college-ready

high school and, of those who graduate, just 15 percent are deemed “college ready.” According to the New York City Department of Education (NYC DOE), a student is “college ready” if they score at least 75% on the English Language Arts Regents Test and 80% on the Math Regents Test.<sup>4</sup>

The lack of college preparedness forces a disproportionate number of Latino graduates to spend up to a year taking remedial, non-credit bearing courses. These students and their families end up using their financial aid or incurring debt, making college completion difficult at best. Moreover, the pushing back of the “graduation goal post,” creates psychological barriers that hinder retention and graduation.

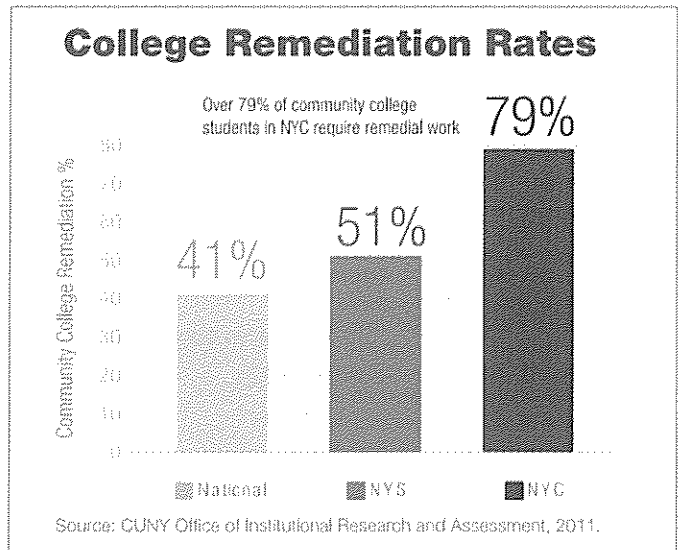
In order to ensure more Latino students are ready for and complete college, our city must rethink how we prepare our young women and men for higher education. This means “getting under the hood” and not only strengthening college supports, but also aligning K-12 curricula and providing students, parents and educators with resources and programs to meet the challenge of achieving college readiness.

***Education and student success – especially at the highest levels – must be at the center of our plan to ensure New York does not remain a Tale of Two Cities – one that is educated and prosperous, and the other that is struggling under the weight of poor educational attainment and the inevitable inequality of opportunity.***

<sup>3</sup>New York City Independent Budget Office. (May 2013). *New York City Public School Indicators: Demographics, Resources, Outcomes*.

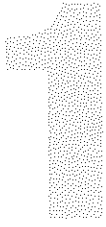
<sup>4</sup>NYC Department of Education. (May 2012). *Final Changes to High School Progress Reports for 2011-12*. [http://schools.nyc.gov/NR/rdonlyres/B4D1BD81-1E62-4FAA-B22A-061AF1372235/0/201112FinalChangesHS2012\\_05\\_07.pdf](http://schools.nyc.gov/NR/rdonlyres/B4D1BD81-1E62-4FAA-B22A-061AF1372235/0/201112FinalChangesHS2012_05_07.pdf)

While select education reform efforts under way are making some difference, much more energy and attention must be devoted to improve college readiness rates across the city. Therefore, we call on Mayor Bill de Blasio to establish a NYC College Readiness & Success Commission charged with developing an action plan of legislative and budgetary reforms and investments that will increase rates of educational success for Latino and all students.



Members of the NYC College Readiness & Success Commission should be stakeholders of the highest caliber. It is particularly important that we ensure that those serving on the Commission have a deep understanding of the challenges and opportunities facing Latino students, a standard that should be applied to other groups and cultures as well. This means having members with direct knowledge and a track record working on policies, programs and initiatives that advance Latino educational success.





The Commission should be transparent, independent, participatory, and a true champion and advocate for students, educators and parents. The Commission should also be non-partisan and consist of key stakeholders from across the education, nonprofit and private sectors including, but not limited to, the following:

- Educators from all points along the education pathway
- Students
- Parents
- Principals
- Community Advocates
- Youth Development Professionals
- Researchers
- NYC Department of Education
- NYS Education Department
- CUNY and Other Higher Education Institutions
- Labor Leaders
- Policymakers
- Business Leaders
- Foundations

Members of the Commission should be appointed by the mayor with input from educators, key community leaders and the New York City Council. The mayor should ensure the Commission will have the purview to consult with government agencies, and elected and appointed public officials that are relevant to its mission. The Commission should also have access to key aggregate data on student and school inputs, performance and other information that can inform its findings and recommendations.

A NYC College Readiness & Success Commission is essential if we are to significantly improve college readiness and success outcomes. The following focus areas should be at the center of the Commission's work:

#### A. High-Quality Delivery of Services

All schools need high quality teachers, curricula, and programming that prepare students for college and fruitful careers. With the goal of improving the delivery of high-quality services in every school, the proposed Commission can examine the structure of the city's education system including teacher recruitment and training, curriculum development, and program implementation. The said Commission would be charged with outlining ways to improve these key educational markers needed for increasing student performance.

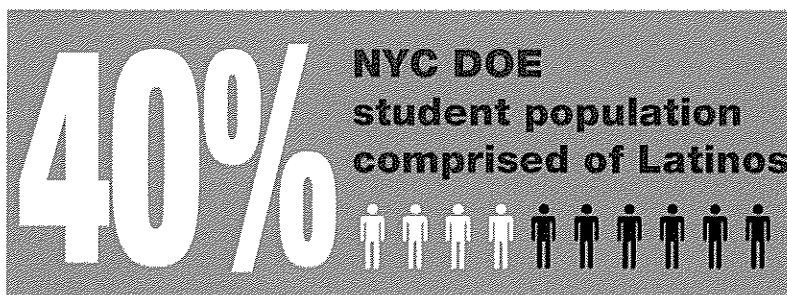
## **B. Better Communication Among New York City's Educational Stakeholders**

Many Latino families struggle with navigating educational systems in an increasingly complex environment. The more consistent and coherent the information and policies from DOE leadership, the more we can ensure that our students are better supported by parents and other stakeholders in their education. The proposed Commission would help develop clear methods and guidelines for improved communication and strategies, and offer research on what produces student success.

Putting high expectations into practice for all children requires that we communicate clearly in order to significantly broaden awareness of what happens and is expected at each point along the education pipeline. The new Common Core State Standards raise the stakes and challenges for Latino parents, educators, families and allies to come together to ensure the public's voice is heard on educational reforms, curriculum focus and implementation, and student performance measurements.

## **C. Increased Checks and Balances on the Policies and Practices of the Department of Education**

The previous city administration made education reform a top priority. Unfortunately, many of these reforms were plagued by few checks on the power of the mayor, little transparency, and a lack of authentic community input and participation. The proposed Commission could play an important role in helping the NYC Department of Education better serve students, educators and families by meeting regularly with the mayor and key decision-makers for both informational and advisory sessions. Such convenings would provide important opportunities for dialogue, build understanding, and generate improved buy-in among education and community stakeholders. The pending reauthorization of the state law granting control of the city school system to the NYC Mayor provides an important opportunity to address flaws in public ownership and DOE transparency.



### Illinois's Latino Family Commission

Illinois's Latino Family Commission can provide an initial model for consideration. This effort, led by Layla P. Suleiman Gonzalez, advises and works directly with agencies, in order to improve and expand existing policies, services, programs, and opportunities for Latino families. The commission serves both monitoring and commenting functions. It assists agencies in developing programs, services, public policies and research strategies, facilitates the participation and representation of Latinos, and promotes research efforts to document the impact of policies and programs on Latino families.

\* <http://appointments.illinois.gov/appointmentsDetail.cfm?id=166>

\* <http://www.ilga.gov/legislation/lcs/lcs3.asp?ActID=2949&ChapterID=5> \*\*

#### D. Expanding Innovative College Readiness Models

The NYC College Readiness & Success Commission should be charged with identifying and determining how to expand innovative college readiness models. The NYC DOE currently operates several early college programs in high schools to inspire more youth to attend college and ease the time and cost of the college experience. One superb example, CUNY's College Now Program, offers dual secondary school and college enrollment and college-readiness programs for over 20,000 students annually in over 450 public high schools. Studies have indicated that students participating in College Now have higher retention and graduation rates, rates of progress, and grade point averages than their non-College Now counterparts.

Another innovative program, the Expanded Success Initiative (ESI), has used research, enhanced school funding and technical assistance to tackle the educational achievement gap of Black and Latino young men. Launched in 2012, ESI has been working with 40 public high schools to foster innovative college-going cultures that significantly improve college and career readiness rates. In a recent report, "Succeeding in the City," researchers at the University of Pennsylvania Graduate School of Education provide key findings on how Black and Latino male students at these 40 schools are successfully navigating the demands of high school and the transition to college.<sup>5</sup> While ESI is a relatively new project and needs further assessment, it has shown early promise in preparing Black and Latino youth for college success.

College Now and ESI represent the types of college readiness models that the proposed Commission should assess and recommend how we may be able to replicate and apply more broadly throughout the city.

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<sup>5</sup>Harper, S.R., & Associates. (2014). *Succeeding in the city. A report from the New York City Black and Latino Male High School Achievement Study*. Philadelphia: University of Pennsylvania, Center for the Student of Race and Equity in Education.



## **Strengthen Parent and Family Engagement**

# 2



**P**arents are a child's first teacher and play key roles in educational achievement. Yet, this fact is often disregarded when children enter school. We expect parents to assist their children with homework and ensure their attendance, but such expectations are often not balanced by structures or practices that truly recognize parents and families as primary educators and that support parents who may be unfamiliar with the education system. When it comes to Latino families, these dynamics can be further complicated by language, work demands, and family responsibilities.<sup>6</sup>

The systemic disinvestment around community and parental involvement continues to limit and undermine educational reforms in New York City. The recent community backlash against the Common Core State Standards illustrates why parental involvement and buy-in with educational policies and practices is so important. If we truly want to close the gap around Latino college readiness and success, the NYC Department of Education's Division of Family & Community Engagement must have the full support of the mayor, high-quality staff, and sufficient funding to focus on closing the breach between policy and practice. The Division must also have a culture that is authentically inclusive of parents and families, and recognizes them as assets.

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<sup>6</sup>CREAR Futuros uses the definition of parent and family engagement put forth by the Committee for Hispanic Children and Families. "Parental involvement" can be defined as the following: Parental involvement in the home (i.e. talking about educational subjects, helping with homework, reading to the child, managing the child's time); Parental involvement at schools (i.e. attending a Parent-Teacher conference, volunteering at school activities, attending school activities). (See Committee for Hispanic Children and Families, August 2009 Brief, "Parental Involvement in NYC Schools: Using Latino Families Cultural Strengths to Enhance Academic Achievement.")

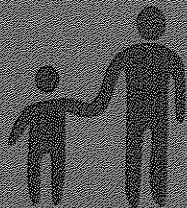
***Parent engagement is part of our collective responsibility. As stakeholders in our city's educational system, we must ensure that educators are trained to facilitate parent-friendly settings and systems, and that there are policies in place to support such engagement.***

The overwhelming majority of Latino parents want and expect their children to do well in school and to attend college, but far too few understand the steps and tasks needed to prepare for college (e.g. achieving grade-level reading and math proficiency, signing up for the SAT, taking AP classes, saving for college). Many Latino parents, especially those who are not fluent in English, urgently need someone to sit down and explain what can be done at home and in school to improve their children's educational outcomes. As one CBO leader said, "Much of the knowledge that our parents and families have is superficial at best. We need to help them connect the dots so they can fully contribute to their children's education."<sup>7</sup>

Parent engagement is part of our collective responsibility. As stakeholders in our city's educational system, we must ensure that educators are trained to facilitate parent-friendly settings and systems, and that there are policies in place to support such engagement.

If we are to be successful in strengthening and expanding parent and family engagement, we must be willing to change the norm and reimagine current school outreach practices. For instance, opportunities for parental school visits must take into account the ability of working parents and families to attend. Similarly, academically enriching offerings such as SAT prep must be made available late in the evenings and the weekends to include students who shoulder the responsibility of caring for family members, younger siblings, and infirmed relatives.

**Increase direct connections between parents/families and college completion supports**



Looking at parent and family engagement through the Latino lens, it is crucial that translated documents and signs, as well as interpreters are available.<sup>8</sup> While the DOE has come a long way in recent years through the establishment of a Chancellor's Regulation outlining parent language access rights and the creation of a strong central translation and interpretation unit, too many parents are still unaware of these rights and services.

<sup>7</sup> Mark Gonzalez, Executive Director, ASPIRA of NY

<sup>8</sup> Woodward, Jennifer. (2009). "Bilingual Education Provision in NY State: Assessment of Local Compliance." Albany, NY: New York Latino Research and Resources Network. See [http://www.nylarnet.org/reports/edu\\_BilingualEducation.pdf](http://www.nylarnet.org/reports/edu_BilingualEducation.pdf) Accessed 25 July 2013.



# 2

The combination of school-based and online parent portals and initiatives can effectively address the overlapping challenges<sup>9</sup> faced by many Latino families. To that end, we recommend the following:

## A. Redefining Parent-Teacher Conferences

Since many Latino parents are navigating the complex education system without having graduated from high school or college themselves, it is vital to support efforts that increase parent awareness about what specific steps must be taken—from the earliest years of childhood—for a student to be prepared for, gain admission, afford and graduate from college. Parent-Teacher Nights, which take place at least 3 times per school-year, present the perfect opportunity for providing parents with regular and specific information about what they should be doing to support their child's education and prepare them for college. They can also serve to raise parent awareness about the range of existing resources that are already available through DOE, CUNY and other sources.

Parent-Teacher nights should function as real community open-houses where the DOE, the principal, and educators have the opportunity to showcase the strengths and resources of the school itself, as well as resources available in the community. Partnering with CBOs to have a presence and information tables at these events has been shown to go a long way, not only in connecting students and families to real supports and opportunities, but also in creating a welcoming school environment and a positive sense of community.

## B. Expanding Training & Roles for Parent Coordinators

Parent coordinators in each school have great capacity to strengthen and integrate college-readiness supports into the school-family relationship. Training parent coordinators to support guidance counselors, of whom there is a significant shortage,<sup>10</sup> could significantly increase the number of parents and students who receive college-readiness information and support.

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<sup>9</sup>These overlapping challenges can include navigating the often complex education system, being and feeling welcome in school and other official settings, and finding one's way through complex systems of work, economy, and government.

<sup>10</sup>According to a 2012 report from the Office of the New York City Comptroller, the ratio of students to guidance counselors is 259:1. See New York City Comptroller's Office. October 2012. The Power of Guidance: Giving High School Students the College Counseling They Need. [http://comptroller.nyc.gov/wp-content/uploads/documents/Power\\_of\\_Guidance\\_Oct\\_PDF.pdf](http://comptroller.nyc.gov/wp-content/uploads/documents/Power_of_Guidance_Oct_PDF.pdf), p. 6. Accessed 25 July 2013.

While the *CREAR Futuros Coalition* would like to see the parent coordinator roles expanded, there is currently too much variance in the quality and effectiveness of parent coordinators from school to school. Partnerships between the DOE, CUNY, CBOs, and others forged for the purpose of enhancing training opportunities and requirements for parent coordinators can make a real difference in the months and years ahead.

One example of a successful model for parent coordinators is Hispanic Federation's Pathways to Academic Excellence Initiative, which offers a culturally-competent educational seminar series that enables parents to actively support their children's education. The College Board also offers online webinars on financial aid information for high school seniors and families.

These resources should form part of the professional development given to parent coordinators so they can conduct college readiness workshops and trainings for parents and families on their own.

A greater effort should also be made to encourage more parents to participate in the formal decision-making structures already in place, such as the Department of Education's Community Education Councils. Parent coordinators can and should conduct leadership trainings aimed at increasing participation rates in school leadership teams and community education councils, and guide parents in organizing for school-based and system-wide improvements.



### C. Revitalizing the Youth Line

The city can make an invaluable contribution to individual students, families, and the city itself by championing and allotting appropriate funding for a reinvigorated Youth Line that would be a gold standard of student and parent portals – a 311 hotline and website for education. These portals should always be school-based and online<sup>11</sup> for maximum access to information to facilitate consistent connections so that parents can play as supportive a role as possible through all points and phases of their children's education.

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<sup>11</sup> When it comes to online parent portals and Latino families, be aware of and account for varying access to and familiarity with digital and online resources. The digital divide still exists and can hamper access to information.

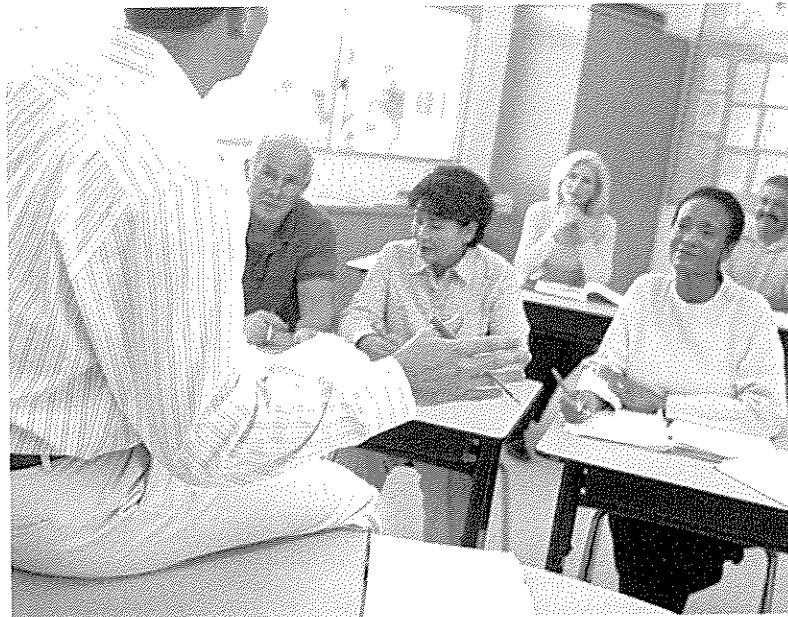
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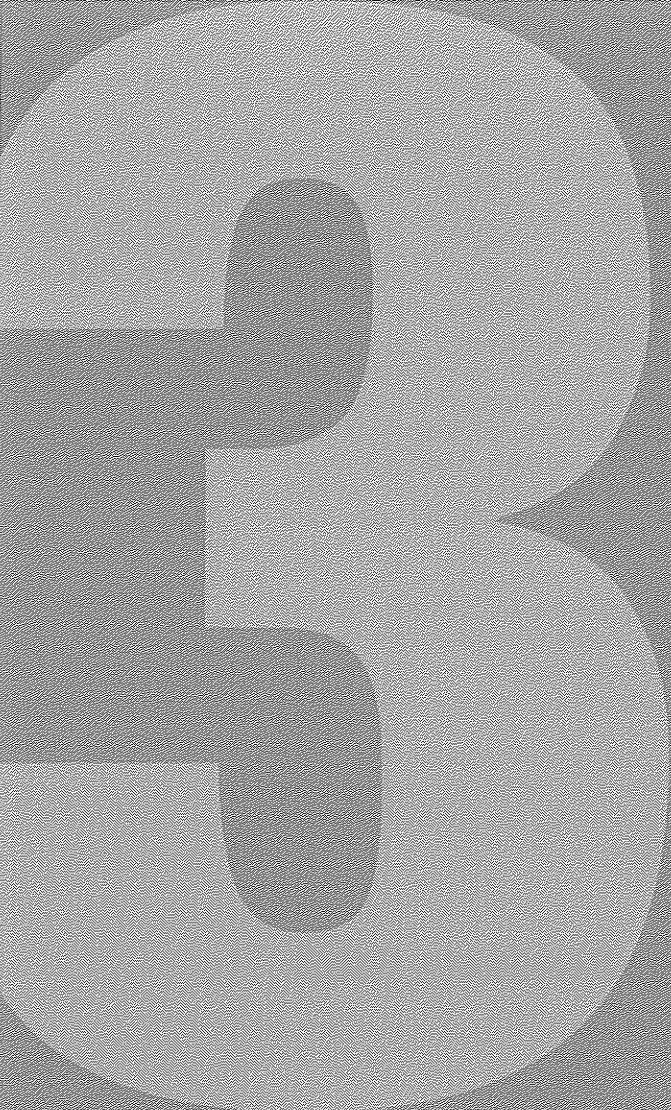
## D. Expanding Parent Access to Opportunity Resources

Schools can play an important role in connecting parents and families to employment, housing, government and health systems. By doing so, schools will forge greater connections with parents and families and help champion the well-being of their students and their community overall. Some Beacon programs have parent opportunity centers already in place that could provide important lessons for the expansion of such programs. The city should expand parent access to opportunity centers across all five boroughs to increase the availability of multilingual support services and computer access for academic and college application needs.

## E. College Freshman Seminar for Parents & Students

Starting at a new school can be a nervous, uncertain time for incoming students – and their parents. Mistakes regarding course selection, financial aid and other needs can get a student's academic career off to a bad start and inhibit college success. Establishing a mandatory freshman seminar for students and a parent can ensure everyone starts on the same foot and will help students and families avoid these typical pitfalls.



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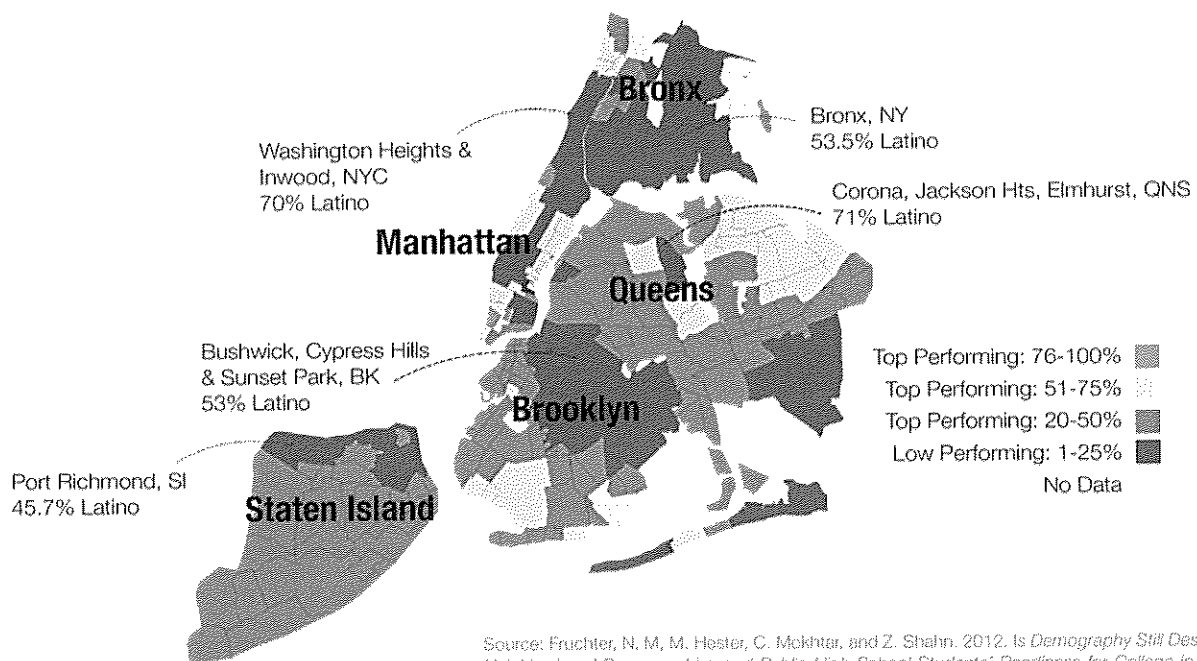
## **Forge Relationships Between Latino-Serving Community Based Organizations (CBOs) and Schools**

# 3

**A**s organizations that exist to serve and represent the interests of their communities, CBOs can and must play a major role in helping schools live up to their responsibility of providing an excellent education for all students. CBOs provide a wealth of critically-needed services and programs for our students and parents including academic tutoring, leadership development, cultural exploration, social and economic opportunities, civic education, and physical education. These services go beyond what traditional schools can provide and work to ensure our next generation of young women and men are well rounded and ready for a challenging world.

However, many nonprofit CBOs are struggling to stay open and meet the growing needs of our youth and families. Declining government resources and low philanthropic support have left a vital part of our human services and education system vulnerable and unable to fully carry out all it can do to improve educational outcomes. Moreover, the city has not done enough to foster and fund partnerships between public schools and nonprofit CBOs. If the city wants to leverage its resources and expertise to ensure more students graduate high school and college, it must champion and invest in such partnerships across the five boroughs.

## New York City College Readiness Rates



#### **A. Build 100 Community Schools**

There is no better way to champion lasting partnerships between schools and CBOs than through the creation of community schools. Through a shared location and partnership, community schools provide an integrated set of services including academic, health, social, youth, family, and community development and engagement. Open to the community all day, every day, they not only raise student outcomes by overcoming social obstacles, but they help build stronger families and healthier communities. We enthusiastically support Mayor de Blasio's commitment to create 100 community schools over the next four years and offer our expertise and direct partnership in shaping schools equipped to serve the Latino and English Language Learner (ELL) community. Along these lines, we support the expansion of innovative immigrant and ELL-serving school models like International High Schools, newcomer academies, and night-and-day academies.

#### **B. Access to School Facilities**

The *Latino CREAR Coalition* urges the new administration to adopt and support a policy that would require all schools to partner with high quality youth-serving CBOs to keep schools open between 3:00pm – 6:00pm, when space in schools is available. By gaining access to school facilities, CBOs can work with school administrators to provide students with academic, cultural, athletic and other enrichment opportunities.

#### **C. Increase Funding for Afterschool Programs**

CBOs and the Department of Youth and Community Development's Beacon, Out-of-School Time and Cornerstone Programs also have proven track records of helping schools to more fully live up to the policy ideal of schools as "centerpieces of community activity."<sup>12</sup> However, these afterschool programs are consistently faced with funding shortfalls and a destabilizing budget process that adds unnecessary planning uncertainty and hampers their capacity to provide the support that their leaders and constituencies know is critical to student success. For many young people, these programs make the crucial difference in educational and life outcomes.

We are supportive of Mayor de Blasio's plan to leverage a progressive tax increase to expand afterschool programs for middle school students. We urge the mayor to broaden these resources to students at the high school level who are often overlooked. Devising more equitable needs funding formulas and models is necessary to ensure that target communities are receiving adequate investments towards improving Latino student success.

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<sup>12</sup> Referenced on the NYC DOE's "Schools in the Community" page <http://schools.nyc.gov/community/default.htm>. Accessed 25 July 2013.

# 3

## D. Senior Operations and Community Manager in Every NYC School

For far too long, parents and communities have experienced a disconnect from the schools that serve their children. If we are to bring forth large-scale change, and systemically address this problem, we need to ensure that every school in NYC has a Senior Operations and Community Manager accountable for parental and community engagement. This high-level administrator would support the principal in managing community relations with CBOs and local partners, ensuring alignment and coherence of programs serving students and families, and managing school operations (budget, hiring, facilities) to ensure schools are responsive to community needs. This individual would also be responsible for supervising the school's parent coordinator and assisting guidance counselors in transition planning (particularly from elementary to middle school).

As an expansion of their role, parent coordinators would help Senior Operations and Community Managers coordinate relationships between CBOs, schools, students and families. Together, they would help develop an inventory and knowledge of available community services at schools and serve as liaisons between schools and CBOs, match students with available services, and teachers with extracurricular activities to support classroom work.

## E. Access to School Data and Curricula

The *Latino CREAR Coalition* also recommends that the NYC DOE provide easy points of access to Department of Education data. Latino youth-serving organizations are eager to provide extra supports to students where needed, but often have no way of accessing information about student progress. Access to aggregate school data and curricula would also allow youth-serving CBOs to complement the curricula in ways likely to boost student success, whether through complementing DOE curricula with engaging activities that bring subject matters to life or through providing appropriate tutoring.

### Youth Development CBOs Provide

- Tutoring
- Arts
- Culture
- Athletics
- Civic Engagement
- Psychosocial Support
- Safe Places
- High School and College Prep
- Supportive Relationships
- Social and Economic Opportunities



**Demand Excellence in  
English Language Learner (ELL) Programs**



# 4



The state of education for our city's English Language Learners (ELL) is in crisis. According to the New York State Education Department, only 35% of NYC's ELLs are found to have graduated on time in 2012, compared to a 60% on time graduation rate for all other students. Worse yet, only 8% of ELLs who graduated high schools over the past year were deemed to be college ready.<sup>13</sup>

Latinos constitute nearly two-thirds of the city's ELL population, and if we are to significantly improve Latino college access rates overall, we must make improving ELL education an immediate citywide imperative. Far too many ELLs in NYC are not being provided with the linguistic and educational support they need to succeed academically. To correct this, we must expand bilingual teacher recruitment, improve the curricula of the schools of education that prepare teachers, create an ELL parent academy and significantly increase the range of high-quality ELL programs in New York City. We must also commit to an asset-based philosophy of education that embraces linguistic diversity and builds on ELL and immigrant children and families' languages and cultures.

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<sup>13</sup>NYSED Office of Information and Reporting Services, October 2013.

The *Latino CREAR Coalition* sees the following actions as critical to improving Latino ELL educational outcomes.

#### A. ELL Parent Choice

If NYC schools are to improve ELL graduation rates, then the range of ELL programs – transitional bilingual, dual-language, and English as a Second Language – must be available to all students who need such academic support, including charter and small schools. As important, parents must be informed – in their native language – of ELL options and their rights to the availability of ELL programs, so they may make the best choice for their child.

Unfortunately, the former administration dismantled many vital transitional bilingual education programs, especially at the high school level. Mayor Bill de Blasio and NYC Schools Chancellor Carmen Fariña must set out to remedy this shift and provide legally-mandated ELL choice at more schools. We urge the restoration and expansion of Spanish transitional bilingual and dual language programs across the five boroughs.

#### B. Assessments for ELLs

ELL progress cannot be measured without a range of appropriate assessment tools. Researchers and advocates have shown that the emphasis on factual memorization in current assessments does not recognize that ELLs have learning styles that are different from their English Language Proficient (ELP) peers and subsequently does not accurately measure progress or indicate students' needs to educators or families.<sup>14</sup> With the implementation of the Common Core State Standards, it is all the more important that we emphasize the need for schools to use assessments capable of accurately reflecting the full range of ELL students' abilities.

***Latinos constitute nearly two-thirds of the city's ELL population, and if we are to significantly improve Latino college access rates overall, we must make improving ELL education an immediate citywide imperative.***

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<sup>14</sup> Committee for Hispanic Children and Families, 2013.

# 4

## C. ELL Supplemental Academic Support

A growing proportion of the city's ELL student community faces additional hurdles as they are older than other students at their grade level, leaving them less time to finish by the age of 21. Older, under-credited students need twice the help in half the time, all while learning two languages. Similarly, Students with an Interrupted Formal Education (SIFE), or those who have either not received necessary early education literacy or who have large gaps in their schooling require additional services to catch up and graduate. The city must do more to provide extended instruction and summer academies for these at-risk ELLs and SIFEs. Additionally, the city must strengthen ELL teacher quality by providing all teachers an opportunity to learn methodologies to support ELLs in all academic and elective courses, and by expanding bilingual teacher recruitment initiatives to bolster the ELL teaching corps.

## D. ELL Parent Academy

The parents of ELL students often get lost in the system. Echoing the recommendations of the Committee for Hispanic Children and Families, the *Latino CREAR Coalition* urges the mayor to establish an ELL Parent Academy which can prepare and assist parents and families to support their children's education. Workshops and other sessions at such a Parent Academy should be easily accessible, inviting and participatory. It should give parents a clear sense of what their children experience in the classroom, emphasize reading, and provide examples of lessons in native languages so that parents can more effectively work with their children at home. Again, the implementation of the Common Core State Standards increases the need and urgency for more effectively enlisting parents in pursuit of educational and career success.

***The Latino CREAR Coalition urges the mayor to establish an ELL Parent Academy to prepare and assist parents and families in supporting their children's education.***



**Make College Accessible Regardless of  
Immigration Status**

# 5

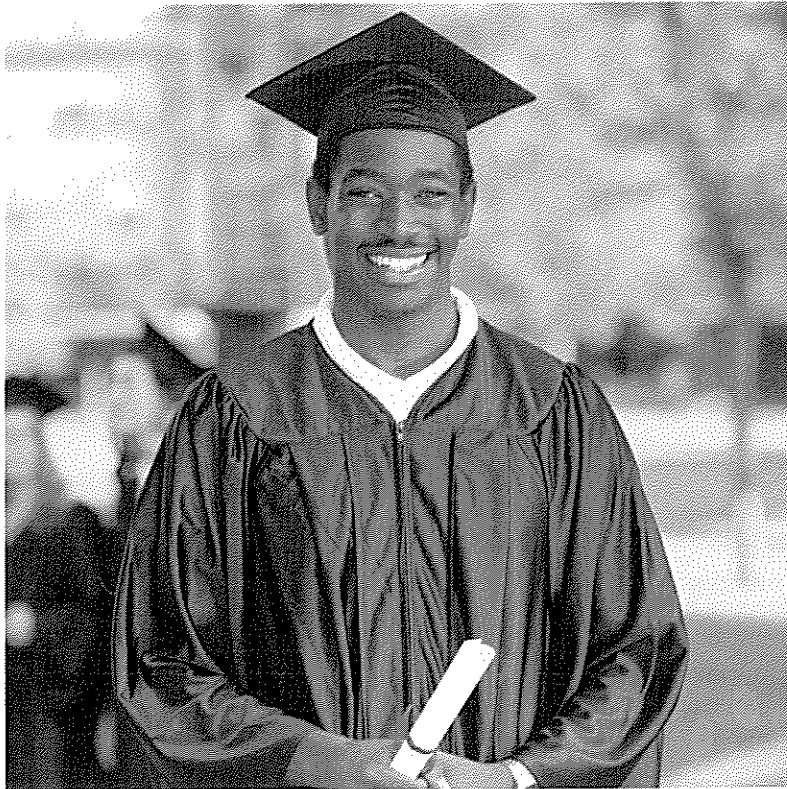
Even as New York City stands as a beacon of both immigrant accomplishments and rights, significant obstacles remain for our immigrant youth in many opportunity areas, especially the path to college access and completion. As was highlighted in the previous section, our city is failing to adequately educate our large foreign-born student population. A subset of that underserved populace is our undocumented student body, which faces its own set of unique challenges. Despite attending city schools, in some cases as early as kindergarten, undocumented students are left in limbo after graduating high school, ineligible to receive federal and state tuition assistance, scholarships, grants or loans.

A decade ago, New York showed leadership by making it possible for all students who graduate from a high school in New York to pay in-state tuition rates at CUNY and SUNY. We need that same kind of leadership today from Governor Andrew Cuomo, the New York State Legislature and public officials in the city who can use their influence and resources to make college more affordable for our undocumented student population. Towards that end, the Latino CREAR Coalition supports the following actions:

## A. NYS DREAM Act

The cost of a college education remains a significant financial concern for many New York students and their families. According to the Office of the New York State Comptroller Thomas DiNapoli, the state's Tuition Assistance Program (TAP) aids nearly 30% of New York's college students, providing \$920 million in financial assistance in 2012. Without this funding, many of these students would simply not be able to attend and finish college. Sadly, this essential aid is not available to undocumented college students - arguably the most financially in need group in the state.

The passage of the New York State DREAM Act, introduced by NYS Assemblyman Francisco Moya and Senator José Peralta, would help remedy this wrong. Principally, it would allow undocumented students who meet in-state tuition requirements to access TAP aid, scholarships and enroll in 529 tuition savings accounts. The estimated costs of extending financial aid to undocumented students would be less than twenty million dollars, or an increase of less than two percent of current TAP expenditures. This investment would open up higher education to thousands of eager and bright immigrant students, and yield significant social and economic benefits to our state. For this reason, the passage of the New York State DREAM Act is a top priority for the *Latino CREAR Coalition*.



#### **B. Tax Reform**

Investments in education are investments in the future of New York City that pay for themselves many times over in terms of economic productivity and community development. We encourage the city to use every opportunity to advocate for progressive tax reforms that will fund universal pre-kindergarten, dual language programs, afterschool initiatives and other efforts that will improve educational outcomes for all students, and in particular, our immigrant youth.

#### **C. Financial Sector**

We also suggest tapping into the expertise of financial professionals in New York City to develop a subcommittee to the suggested Commission that would focus on finding and/or developing innovative solutions to burdensome education costs. There is no shortage of intelligence or energy in New York's finance sector. The challenge is to align it productively with education goals in ways that will smooth the path to education and career success, opening up opportunities for all New Yorkers to prosper and contribute.

#### **D. Public Education and Guidance Counselors**

The new city administration can support awareness building around college readiness and access for immigrant students and their families through a public education media campaign and community outreach. A foundational part of this task must involve an investment in increasing the number and quality of guidance counselors in New York City public high schools, of which there is a well-known shortage. Increased counselor availability will ensure students do not miss financial aid opportunities and choose high school coursework and tests that will yield early college credit.

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## **Support Educators' Need for Professional Development**

# 6

**R**esearch shows that great teachers – inspiring, committed to their class youth and with a strong subject-matter mastery – are the school-based driving force behind great students. However, teaching students with varying levels of academic preparation, social needs and learning styles is a daunting task. As such, it is paramount that we prepare and provide ongoing support and training to new and experienced teachers. To improve teacher development and Latino educational outcomes, our city must invest in the following:

## A. Smaller Class Sizes

Study after study demonstrates the benefits students receive when they attend smaller classes. The reasons are many and clear. Smaller classes allow teachers to offer more individualized attention and instruction to students, provide special assistance to students at risk, help forge a closer relationship with both students and parents, and spend less time on classroom management. Research also indicates that minority, immigrant, and low-income students, especially those in urban areas, benefit most from small classes.<sup>15</sup> For these reasons, we call on the state and city government to recommit to class size reduction, especially in high poverty/low performing schools. An important starting point for this effort should be the establishment of specific benchmarks and budgetary allocations around class size reductions over the coming year.

## B. Latino and Bilingual Teacher Recruitment

Latino educators are dramatically underrepresented in New York City public schools. This is deeply problematic not only because of issues of workplace diversity and equity, but because education research has consistently shown that Latino students who have had teachers of color as positive role models achieve greater educational progress.<sup>16</sup>

Our state and city governments can and must do more to ensure our teaching force better reflects the multilingual and multicultural diversity of New York City's student body. Towards that end, the NYC Department of Education and the new mayoral administration must dedicate itself to a policy of actively recruiting and hiring Latino and other teachers of diverse backgrounds. In tandem with the United Federation of Teachers (UFT), they can work to advance the development and expansion of future teacher programs in NYC public schools, and develop a public awareness campaign promoting the benefits of a teaching career. At the same time, our city's education stakeholders must develop and expand scholarships and other incentives to encourage and support college students to enter the teaching profession. The proposed NYC College Readiness and Success Commission should investigate barriers preventing Latinos from entering and succeeding in the NYC teaching force, and make recommendations on how we can better recruit and retain quality Latinos to teach the city's 1.1 million students.

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<sup>15</sup> The Center for Latino Educational Excellence. (2003). *Closing the Achievement Gap*. The Thomas Rivera Policy Institute. University of Southern California.

<sup>16</sup> Center for American Progress. (2011). *Increasing Teacher Diversity: Strategies to Improve the Teacher Workforce*.



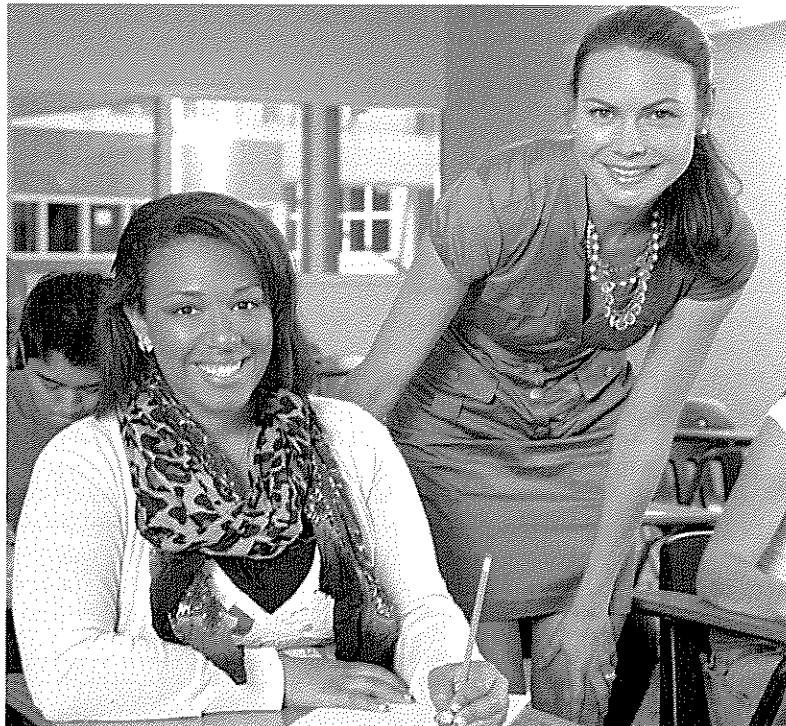
# 6


## C. Teacher Education

If NYC's teachers are to be successful in educating students for a knowledge economy, we must make meaningful strides in helping them to understand the historical, cultural and community contexts that characterize their students. There are many opportunities to build such understanding for educators, beginning with the earliest stages of teacher training. Curricula at CUNY and other schools of education are one important venue for transmitting this type of knowledge, as are professional development offerings from the DOE, and connections and collaborations with CBOs. Teacher professional development must be ongoing and emphasize best practices, new learning technologies and curriculum resources, and connections to students and their culture. The proposed NYC College Readiness & Success Commission should explore new ways to expand and improve teacher preparation and professional development offerings.

## D. Master Teacher Program

We support initiatives like the Master Teacher Program that couple experienced teachers with newer ones at struggling schools to ensure the latter perform well and remain in the system for years to come. Such programs ensure we hold onto our veteran teachers with fresh opportunities to mentor others, while simultaneously building the next generation of excellent teachers. Meanwhile, students in underperforming schools get exposure to teachers with whom they would not normally interact.





**Support NYC Department of Education (DOE) and  
City University of New York (CUNY) Curricula Alignment**

# 7

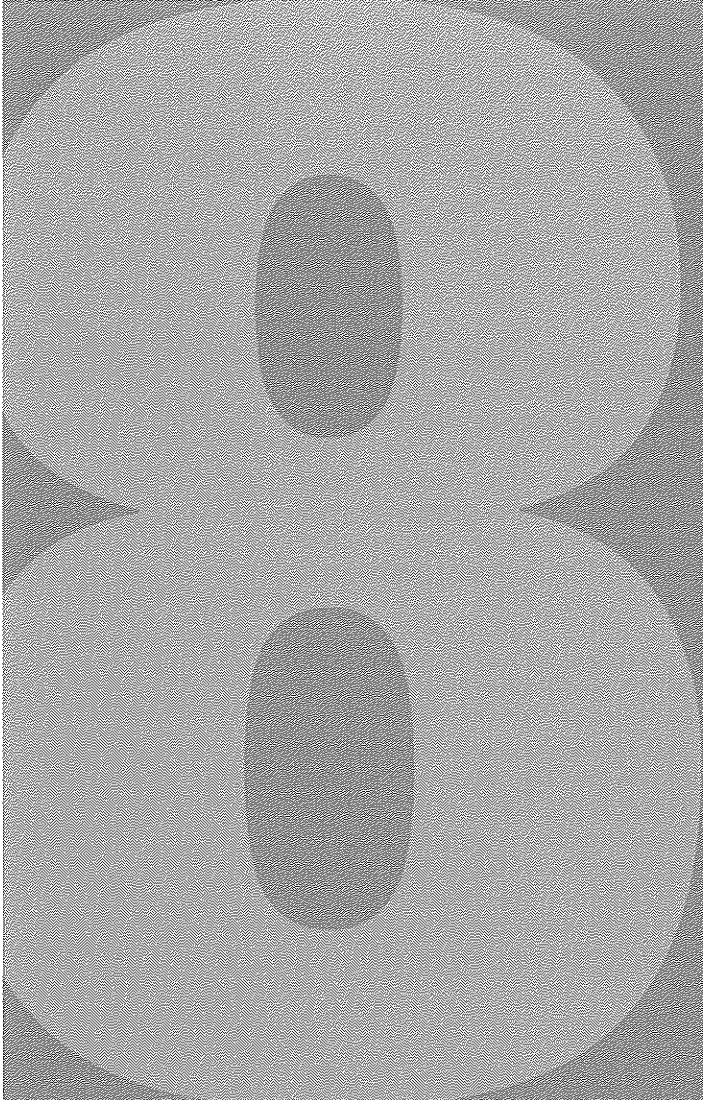
National and local data indicating low rates of college readiness and completion point to the need for improved alignment between high school and college curricula. While the Common Core State Standards aim to better align high school expectations and learning with those of colleges, further efforts should be made to ensure greater community input and educator training around its implementation. For instance, college faculty is largely unaware of the details of Common Core or implications for future impact on their students and coursework.

We need to provide ongoing opportunities and space for high school teachers and CUNY faculty members to meet to build an understanding of curriculum, instruction, and assessment practices at the high school and college levels. Additionally, these forums can provide space for educators to collaboratively review student work evaluations. Based on an analysis of feedback from smaller projects that have aimed to achieve these goals, participants indicated a desire to create ongoing opportunities for dialogue across high schools and colleges, opportunities to build collaborative structures that lead to systemic change, and an ability to collaboratively examine student work.

Curriculum alignment is recognized to be an intellectually challenging, complicated, and time-consuming endeavor. It can be difficult to recruit educators who are available to devote the necessary amount of time, and such alignment is also difficult to bring to scale. Mayor de Blasio can help bridge the unhelpful gap between secondary and post-secondary education by allocating funding for educators to spend the necessary time and effort that it takes to align curricula in ways that streamline students' learning experiences, but do not compromise on quality or education.<sup>16</sup>



<sup>16</sup>Graduate NYC! February 2013. *Curriculum Alignment Project Final Report: Lessons from an NYC DOE High School & CUNY College Faculty Collaborative*, pp. 15-16. <http://gradnyc.com/wp-content/uploads/2013/03/CA-Report-FINAL.pdf>

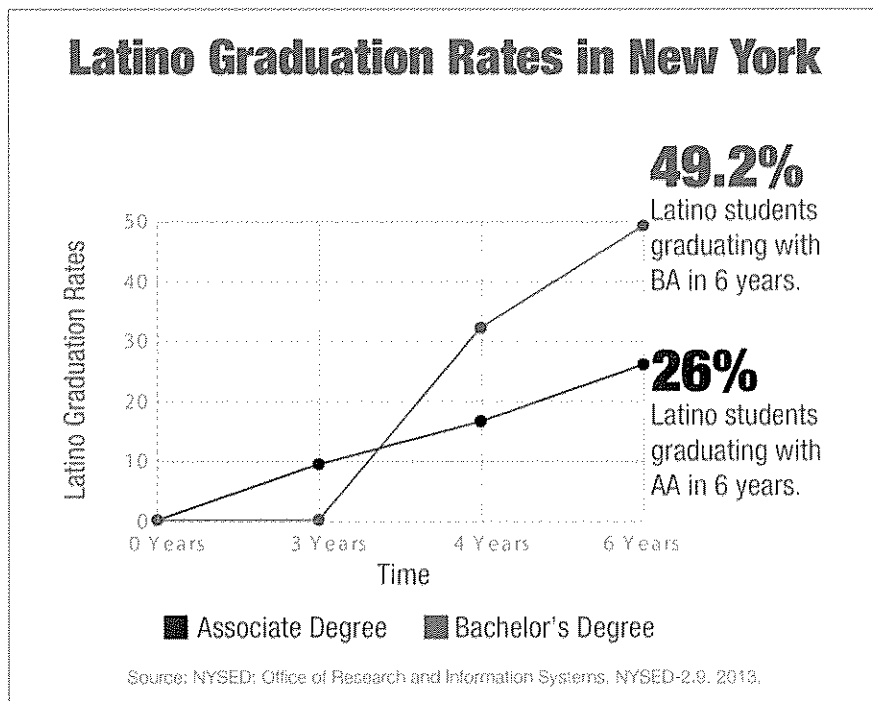


## **Fund College Persistence and Completion Programs**

# 8

**H**igher education support programs – such as, advisement, financial support, tutoring, social services, and career planning – make a significant difference in whether students stay and graduate from college. This is especially the case for Latino and other low-income students who enter college with significant gaps in their education, work demands and other socioeconomic concerns. The first-generation status of many Latino students means that they are unfamiliar with the often-demanding routines of college and unable to turn to someone at home for guidance and counsel.

To account for these challenges, it is critical for institutions of higher learning to partner with CBOs and find the resources to increase support programs and services for academically at-risk students. As the largest public urban university in the nation, and the college destination and home of the vast majority of Latino students in the city, The City University of New York (CUNY) bears special mention and attention in this area. The *Latino CREAR Coalition* believes that the continued reform of remedial policy and programs at CUNY must be singularly focused on supporting students towards greater and timelier college completion. The following programs and initiatives are models that can and should be replicated to better serve Latino students post-high school and throughout the CUNY system.



#### **A. 13th Grade Initiative**

We recommend that the administration support a pilot 13th Grade Initiative, envisioned by the CBO El Puente in partnership with its nationally recognized public high school in Brooklyn, the El Puente Academy for Peace and Justice. The 13th Grade is an innovative program specifically designed to provide Latino and other students with an additional year of academic advancement and leadership development that is comprehensive and culturally relevant, such that they will be better prepared to successfully transition to college without remediation. The program will integrate effective and well-researched practices of both El Puente and the Academy, to include: individual mentoring, culturally relevant, project-based curricula, leadership/empowerment training, internships, and Participatory Action Research (PAR). The program will also offer the students and their families an array of social services that are vital to their holistic development and preparation for a rigorous college experience.

#### **B. CUNY Start**

CUNY Start began in 2009 and provides an intensive pre-matriculation academic program for students admitted to CUNY with significant remedial needs in reading, writing, and math based on their scores on the CUNY Assessment Tests. CUNY Start seeks both to minimize the amount of required remedial coursework students must take and to foster higher levels of persistence and graduation once students matriculate into an associate degree program. Students temporarily delay their degree studies to participate in a 15 to 18-week program and pay only a \$75 fee to participate, thereby preserving financial aid for credit-bearing coursework. Close to half of all of the students who enter CUNY Start complete the semester having no further remedial needs, enabling them to begin college-level work in the following semester. Although the goal for Fall 2014 is to service almost 4,000 new students, every effort should be made to significantly expand this program.

# 8

## C. CREAR Futuros Peer Mentorship Program

Research shows that peer mentoring helps to increase student retention and graduation rates, especially among Latino students and other students of color. Peer-mentored students who received social and academic support, encouragement, and guidance with college choices had higher rates of degree completion compared to their counterparts from control groups.<sup>17</sup> Peer mentoring programs not only empower mentees, but also provide work experience and leadership opportunities for peer mentors.

Building on this body of knowledge, and at the invitation of the Lumina Foundation, the Hispanic Federation and CUNY launched the *CREAR Futuros* Communities of Care Peer-Mentoring and Leadership Development program at four select CUNY colleges. This initiative provides a direct place-based support system for Latino college students that ensure they are connected to individuals and institutions caring for their well being and success. It includes peer-mentoring, academic tutoring, financial aid, leadership development, trainings, internship opportunities and connections to partnering CBO programs and services. With support from the incoming city administration and other funding sources, this program can be brought to scale throughout the CUNY system.



<sup>17</sup> Weinberg, Frankie J. and Lankans, Melanie J. (2011). "Formal Mentoring Programs: A Mentor-Centric and Longitudinal Analysis." *Journal of Management*, 37; 1527-1557.

#### **D. Accelerated Study in Associate Programs (ASAP)**

Nationally and locally, community colleges are struggling greatly to graduate their students on time. Only a quarter of NYC's community college students earn their degree in three years or less.<sup>18</sup> To address this, CUNY launched the Accelerated Study in Associate Program (ASAP) in 2007. Features of ASAP include required full-time study, consolidated course schedules, cohorts grouped by major, comprehensive advisement, academic support, and career development services. Financial incentives include tuition waivers for financial aid, free use of textbooks, and monthly Metrocards for all participants.

The model has experienced tremendous success with 56% of students enrolled in the program graduating within 3 years of matriculation. This program will be serving approximately 4,000 students in the coming semester and should be expanded to cover as many community college students as possible.

#### **E. Single Stop Initiative**

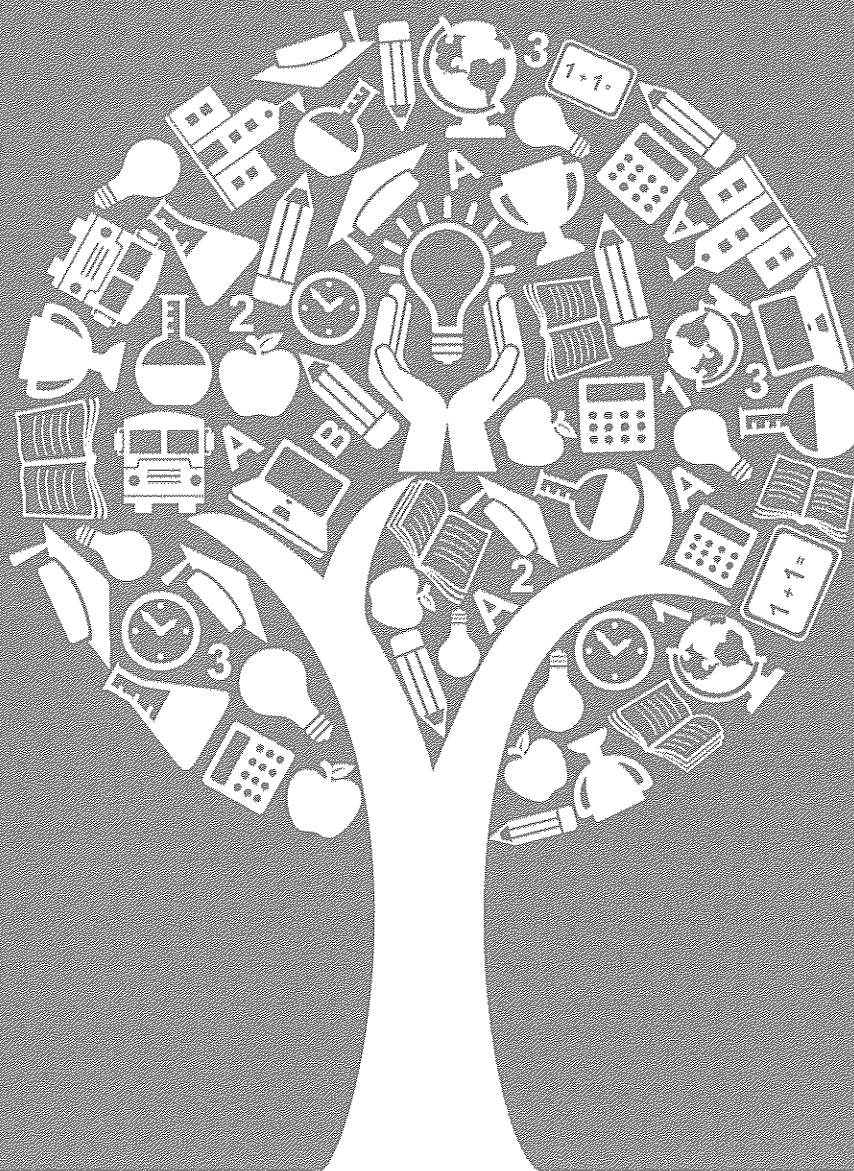
The City University of New York has partnered with Single Stop USA to support a Single Stop office at each community college campus. The goal of the project is to increase retention at CUNY community colleges by connecting low-income, degree seeking students with government benefits and services they and their families are entitled to but not receiving. The expectation is that with added resources, students' academic plans will not be derailed in the event they or their families are faced with a financial setback. Between 2009 and 2012, CUNY students accessed benefits including tax refunds, legal services, food stamps, as well as financial counseling valued at \$66 million. Single Stop should be expanded to CUNY's senior college student population, where many Latino and other low-income students attend.

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<sup>18</sup> CUNY Office of Institutional Research and Assessment, 2013.



# conclusion



**T**he recommendations in this report are a framework for improving Latino college success in New York City. This is critical because Latinos currently comprise approximately 40 percent of the city's student population. Yet it is precisely this population that is experiencing poor educational outcomes, especially with regards to college readiness, retention and graduation.

This must change, because the city cannot continue as a global capital if a near majority of its citizens are poor and lack the educational tools to help the New York City of the future - their city - grow and flourish. Newly elected Mayor Bill de Blasio argues that New York City has become "A Tale of Two Cities." Unfortunately, he is right. If our city is to regain equality of opportunity and remain a competitive global leader in finance, law, medicine, architecture and other fields, Latino college success - a primary engine propelling career advancement and income mobility - must significantly improve.

The *Latino CREAR Coalition's* recommendations provide a road map for this improvement. Each recommendation is based on a fundamental reimagining of the relationship between Latinos and their schools. Each reflects the belief that educational success — especially in the Latino community — is a communal effort requiring an alignment of priorities between parents, teachers, CBOs, policymakers and students. Each has a critical role to play in creating the conditions that promote academic success.

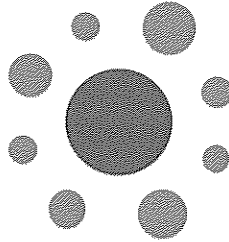
"That we're all created equal is the opening line in the American story," President Obama has said. "And while we don't promise equal outcomes, we've strived to deliver equal opportunity - the idea that success doesn't depend on being born into wealth or privilege, it depends on effort and merit."

We most heartily agree. The *Latino CREAR Coalition* is eager to put these educational recommendations into practice - recommendations which can help ensure that Latino students have equal opportunity to succeed based on effort and merit - not income.

We look forward to making Latino college success – and the promise of **a stronger New York City** – a reality.

1-866-HF-AYUDA

**For more information or to get involved in the  
*Latino CREAR Coalition*, please contact:**



**hispanicfederation**

55 Exchange Place  
Fifth Floor  
New York, NY 10005  
1-866 HF AYUDA (432-9832)  
[www.hispanicfederation.org](http://www.hispanicfederation.org)

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 2

in favor  in opposition

Date: 2/11/14

(PLEASE PRINT)

Name: Max Ahmed

Address: 137-139 West 25th St.

I represent: The New York Immigration Coalition

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THE CITY OF NEW YORK**

Appearance Card

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in favor  in opposition

Date: Feb 11, 2014

(PLEASE PRINT)

Name: Storsholm, M. Great

Address: 2140 Mth Ave Apt 4F

I represent: 11th Ave Project

Address: 575 W 11th St New York NY 10014

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Appearance Card

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

in favor  in opposition

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

(PLEASE PRINT)

Name: JAMES PARROTT

Address: 11 PARK PLACE

I represent: Fiscal Policy Institute

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

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THE CITY OF NEW YORK**

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in favor  in opposition

Date: 2/11/14

(PLEASE PRINT)

Name: Lourdes Lebron

Address: 259 South 3<sup>rd</sup> St BKlyn NY 11211

I represent: Coalition for Educational Justice

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

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

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Name: ZAKIYAH ANSARI

Address: 260 E. 93RD St.

I represent: Alliance for Quality Education

Address: 233 Broadway, suite 720

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THE CITY OF NEW YORK**

Appearance Card

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

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Date: 11-02-14

(PLEASE PRINT)

Name: Deontha Williams

Address: 1008 Summit Avenue

I represent: United Parents of Highbridge

Address: 979 Ogden Avenue, Bk, NY

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in favor  in opposition

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

Name: Atchelle Morrison (PLEASE PRINT)

Address: Board Shepherd Services

I represent: NYC Charter School Ctr.

Address: 111 Bway NYC

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THE CITY OF NEW YORK**

Appearance Card

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in favor  in opposition

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

Name: James Morrison (PLEASE PRINT)

Address: 111 Broadway

I represent: NYC Charter School Ctr.

Address: 111 Bway NYC

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Appearance Card

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in favor  in opposition

Date: 5/11

Name: Sophia Farida (PLEASE PRINT)

Address: Executive Dir

I represent: Office of Early Childhood

Address: Education DOE

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. 02

in favor  in opposition

Date: 2/11/14

(PLEASE PRINT)

Name: Loren Miller

Address: 205 E. 42nd St. New York, NY

I represent: United Way of NYC

Address: 205 E 42nd St, NYC

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THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 2

in favor  in opposition

Date: 4/11/13

(PLEASE PRINT)

Name: THANU YAKUPITIYAGE

Address: 137-139 W 25th St 12th Fl 10001

I represent: NEW YORK IMMIGRATION SOCIETY

Address: 137-139 West 25th St, 12th Fl  
10001 NY, NY

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THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 2

in favor  in opposition

Date: 2/11/14

(PLEASE PRINT)

Name: Richard Buery

Address: 63 Broad St Ave

I represent: NY Children's Aid Society

Address: 63 Broad St Ave New York, NY

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in favor  in opposition

Date: 2/11/11

(PLEASE PRINT)

Name: Carmen Favina

Address: Chancellor

I represent: DOE

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

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THE CITY OF NEW YORK**

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Date: 2/11/14

(PLEASE PRINT)

Name: Dwayne Andrews

Address: Coen O'Connor, 277 Park Avenue, NY, NY

I represent: Houghton Mifflin Harcourt Publishing

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

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THE CITY OF NEW YORK**

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in favor  in opposition

Date: 2/11/14

(PLEASE PRINT)

Name: Barb Ann Benham

Address: 528 West 111<sup>th</sup> St #46

I represent: Parents, CEC 3

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

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

(PLEASE PRINT)

Name: Fera Carmignani

Address: 28-11 Queens Plaza IV

I represent: Community Education Council 31

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

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THE CITY OF NEW YORK**

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

(PLEASE PRINT)

Name: An Jeanette Paredes

Address: 44 Rockwell Place, Brooklyn NY

I represent: Northside Center for Child Development

Address: 110 Street, NY NY

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 2

in favor  in opposition

Date: 2/11/14

(PLEASE PRINT)

Name: Jessica Furman

Address: 55 Exchange Pl. ITRFL, NYC

I represent: Hispanic Federation

Address: (same)

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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: 2/11/14

(PLEASE PRINT)

Name: Randi Levine

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

I represent: Advocates for Children of NY

Address: 151 W. 30th St, NY

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THE CITY OF NEW YORK**

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in favor  in opposition

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

(PLEASE PRINT)

Name: Betty Holcomb (Center for

Address: 322 8th Ave (Children's

I represent: Initiatives

Address: 322 8th Ave NYC 10001

**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: 02-11-2014

(PLEASE PRINT)

Name: Kevin Gillis - Doctors Council SEIU

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

I represent: Doctors Council SEIU

Address: 50 Broadway, New York, NY, NY, 10004

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THE CITY OF NEW YORK**

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in favor  in opposition

Date: 2/11/14

(PLEASE PRINT)

Name: Eric Pryor

Address: 266 W. 37th St NYC

I represent: The Center for Arts Education

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: Citizen's Committee for Children

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 2

in favor  in opposition

Date: 2/11/14

(PLEASE PRINT)

Name: Patti Banghart

Address: 15 Maiden Lane Suite 1200

I represent: Children's Defense Fund - NY

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. 2

in favor  in opposition

Date: Feb 11 2014

Name: Andrew Ackerman (PLEASE PRINT)

Address: CMOM, 212 W 83 St, NY, NY 10024

I represent: Children's Museum of Manhattan

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 3 Res. No. 2

in favor  in opposition

Date: 2/11/2014

Name: Jennifer Jones Austin, CEO (PLEASE PRINT)

Address: 95 Maple Street, Brooklyn, NY 11225

I represent: UPK Workgroup + Fed Protestant Welfare Agency

Address: 281 Park Avenue So, New York 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: 2/11/2014

Name: Gail Naywith (PLEASE PRINT)

Address: 20 E. 35th St #12-C

I represent: UPK Work Group + Slo Fr. of

Address: 570 Fl 100 St, Bklyn, NY 10010

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. 2

in favor  in opposition

Date: 2/11/14

(PLEASE PRINT)

Name: JOANNE EICHEL

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

I represent: The New York Academy of Medicine

Address: 1216 5th Ave NYC 10044

**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: 2/11/2014

(PLEASE PRINT)

Name: Gail Napolitano

Address: 20 E 35th St. NYC 10016

I represent: UPK Work Group + SCO Family F

Address: Service, 570 Fulton St. Alcy

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 2

in favor  in opposition

Date: 2/11/2014

(PLEASE PRINT)

Name: Jennifer Jones Austin

Address: 95 Marie Street Brooklyn, NY 11225

I represent: UPK Work Group + Fed. of Protestant Welfare Agencies

Address: 281 Park Avenue So, New York, 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: 2/12/14

(PLEASE PRINT)

Name: HIROKAZU YOSHIKAWA  
Address: 726 Broadway 5th Floor NY NY 10003  
I represent: New York University  
Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. 02  
 in favor  in opposition

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

(PLEASE PRINT)

Name: Karen Alford  
Address: \_\_\_\_\_  
I represent: United Federation of Teachers  
Address: 52 Broadway

**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: Steven Dow  
Address: Tulsa, OK  
I represent: CAP Tulsa  
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: 2/11/2014

(PLEASE PRINT)

Name: Santos Crespo, President

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

I represent: LOCAL 372

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: 2/11/2014

(PLEASE PRINT)

Name: Dr. Randi Herman, 1st Vice President

Address: (CSA)

I represent: Council of School Supervisors &

Address: Administrators

**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: 2/11/14

(PLEASE PRINT)

Name: Dr. Lenora Fulani

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

I represent: All Stars Project

Address: 543 W. 42nd St. NY NY 10036

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: Raglan George, Exec. Director

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

I represent: DC 1707 AFSCME

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: Mabel Everett, President

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

I represent: LOCAL 205, DC 1707 AFSCME

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: 2/11/2014

(PLEASE PRINT)

Name: Vanessa Ramos

Address: 131 E. 23 St, NY, NY 10028

I represent: Committee for Hispanic Children & Families

Address: 110 William St. Ste. 1802, NYC

10038

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