



TESTIMONY OF NEW YORK CITY COMPTROLLER BRAD LANDER

COMMENTS TO THE HEARING OF THE NEW YORK CITY COUNCIL COMMITTEE ON EDUCATION ON RESOLUTION 283-202 TO IMMEDIATELY REVERSE DOE REDUCTIONS TO SCHOOL BUDGETS FOR FY 2023

Resolution 283-2022: Resolution calling on the Mayor and the Chancellor of the Department of Education (DOE) to immediately reverse the DOE's reductions to school budgets; calling on the Chancellor to submit updated school budgets to the Panel on Education Policy reflecting the restoration, as well as an accounting of unspent federal stimulus funds; and calling on the Mayor to promptly utilize any unspent and unallocated federal stimulus or other funds and submit a budget modification to the Council to fully restore the \$469 million removed from school budgets by DOE.

August 22, 2022

Testimony of New York City Comptroller Brad Lander to the New York City Council Committee on Education on Resolution 283-2022 to Immediately Reverse DOE Reductions to School Budgets for FY 2023

August 22, 2022

Good afternoon Speaker Adams, Chair Joseph, and members of the City Council Education Committee. Thank you for the opportunity to testify before you today on Resolution 283-2022, calling on the Mayor and DOE Chancellor to act immediately to utilize unspent federal stimulus funds to fully restore the \$469 million removed from school budgets by the DOE in June.

I support Resolution 283-2022 and its call for a responsible budget that restores unnecessary and harmful cuts to our schools before they re-open this fall. The Mayor and Chancellor should heed it immediately.

Just yesterday, I spoke to the mom of a 5th grader at a public elementary school in the Bronx. At their school, there's long been a band program available to 5th graders that her son had been looking forward to for years. It's not only been a great way to start playing an instrument, but a sign of having made it to the top grade in the school. Unfortunately, that teacher is one of the three staff positions the principal was forced to cut.

By refusing to reach an agreement with the City Council, City Hall and the DOE are enforcing cuts to school budgets that mean stories just like that are playing out right now at 1,156 schools across the city – 77% of our public schools will open on September 8th with larger class sizes, fewer arts programs, and/or fewer guidance counselors than they had last year.

What's especially painful and puzzling about this, as today's resolution points out, is that it is totally unnecessary. In my first time in the City Council, in the wake of the Great Recession, the City was forced by declining tax revenue to make cuts to our public schools. But there is no such fiscal necessity now.

We estimate that \$4.34 billion of the \$7 billion allocated to DOE in federal stimulus funding remains unspent; so DOE could fully restore the \$469 million in cuts with less than 11% of the remaining stimulus funds, and still have \$3.87 billion to spend for other important purposes.

Even at this late hour, I urgently hope the Mayor and Chancellor will heed this resolution.

My testimony covers three questions: What is being cut from school budgets? What is the status of remaining federal stimulus funding that could be used to fill the gaps on a short-term basis?

What is being cut from school budgets?

Unfortunately, one of the problems in this debate is that the numbers have been murky throughout. My office has tried to bring transparency and clarity to the conversation by highlighting the actual amount cut from individual schools.

In the Preliminary Budget in February, the Administration projected that there would be a net reduction of \$215 million from individual school budgets, based on declining and shifting enrollment. To be more precise, they indicated that the application of the Fair Student Funding formula would otherwise result in net reductions of \$375 million, but they would offset that reduction with \$160 million in register relief. In addition, the Preliminary Budget indicated that

\$83 million of that \$215 million was supposed to come out of fringe benefits—not directly from school budgets.

If the numbers in the Preliminary Budget (which did not change in the Executive Budget) had been accurate, that would have left a net reduction of \$132 million directly to schools. However, when DOE released the School Allocation Memorandum detailing Fair Student Funding to schools in early June, it showed much larger cuts to individual school budgets. Calculating the net decline in Fair Student Funding reveals a net reduction of \$372 million—nearly 3 times the \$132 million in cuts in the February forecast. To be clear, in this analysis, we took each individual school’s initial Fair Student Funding allocation, net of register relief, from School Year 21-22, and subtracted their FSF allocation, net of register relief for School Year 22-23.

This is a net number, however, and therefore does not fully reflect the cuts to individual schools. FSF was originally imagined as a way to shift resources between schools, so that if one school grows and another shrinks, the money follows. And that still happens to some extent. Based on enrollment increases, the DOE has provided FSF increases to 354 schools (approximately 23% of schools).

However, with broader enrollment declines, FSF has primarily become a formula for cutting resources to schools. Many more schools, 1,166 schools across the city (approximately 77%), are receiving cuts from their FY22 to FY23 budgets, for total cuts to individual school budgets, based on the FSF calculations, of \$469 million.

That’s an average FSF cut of \$402,456, which on average is 8% of individual school budgets. Roughly 450 schools have cuts exceeding 10% of their budgets. Dozens of schools are seeing cuts of over \$1 million. This type of dramatic decrease is not something individual schools can absorb in one year without drastically impacting the essential services and supports students receive.

In response to pressure from the public and the Council, at the beginning of this month, DOE added flexibility to previously-allocated ARPA Academic Recovery funds, allowing schools to use it for salaries in addition to tutoring. However, the average amount of those funds per school is just \$62,710, approximately 16% of the average cut to schools of \$402,436, still leaving an average reduction of \$339,726. And from what we are hearing even now principals have yet to hear anything from DOE about how they can move forward with using those flexible funds to actually hire back teachers they were forced to excess.

What do we know about the status of stimulus funding?

To help school systems across the country deal with pandemic revenue declines, cost increases for PPE, ventilation, and remote learning, and to address the daunting social, emotional and academic supports needed to help students recover, the federal government provided stimulus funding to school districts. The New York City Department of Education is receiving \$7 billion.

Our analysis based on the currently available data, reveals that DOE has spent \$2.63 billion of that funding. That leaves \$4.34 billion in total federal stimulus funding left to spend over the next three fiscal years.

To break this down a bit more, we spent about \$265 million in FY21. For FY22, DOE budgeted \$3.018 billion. As of August 18, 2022, my office estimates that DOE had \$2.37 billion in stimulus funding committed and liquidated.

That would mean over \$600 million that was budgeted but not spent in FY22 will be rolled forward to future years—more than enough to cover the cuts to school budgets for this fall. This would be in addition to a total of \$3.7 billion that has been budgeted in the City's financial plan over the next three years. DOE has indicated that it is planning to spend \$1.8 billion in FY23, and \$1.4 billion in FY24 and \$530 million in FY25.

Like the Council, I urge the mayor to apply the rollover of stimulus dollars unspent in FY22 to hold core funding steady for schools this year. If we assume at least \$600 million in unspent funds will be rolled forward, then offsetting the full cut of \$469 million would require only 20% of the potential \$2.4 billion in federal stimulus funding available for FY23. This still leaves more than the \$1.8 billion currently budgeted in FY23 for the priorities laid out by the administration for Summer Rising, 3K expansion, academic recovery, support for students with IEPs, mental health initiatives, Mosaic Curriculum, and other important needs.

Is it fiscally responsible to use stimulus funding to cover the cuts?

Finally, I want to address the question of whether it is fiscally responsible, given enrollment decline, the one-time nature of the stimulus funds, and the City's long-term fiscal outlook, to use stimulus funds to cover the reductions to school budgets this year.

This is an important question. The Mayor and Chancellor are correct that we must look honestly and seriously at the trend of enrollment decline, and that federal Covid stimulus will not continue after FY25. We face sizable out-year budget gaps, and there is a very real possibility of an economic downturn.

Nonetheless, I believe using a modest portion of remaining stimulus funds – again, the cuts to individual school budgets could be fully restored just with the unspent stimulus funds allocated last year, leaving 89% or nearly \$3.9 billion remaining – is fiscally responsible.

The Covid stimulus funding must all be spent, on public education, by FY25. We can't save it or use it for purposes other our public schools. Using it this way now does not force the City's hand in future years. Think about that band teacher in the Bronx. We can afford to keep the program this year, using stimulus dollars. Perhaps at some point in the future, we won't have the necessary funding, and that cut would need to be made. But we could make it then – we aren't creating new long-term obligations by using this funding to allow schools to continue long-standing programs.

We do need to have a thoughtful, long-term conversation about school funding and priorities. That conversation needs to include a thorough, data-driven analysis of declining enrollment, the multiple factors causing it, what the impact is on schools (cf. the recent article in Chalkbeat highlighted the daunting challenge facing small schools if their student bodies and budget shrink below what's needed for basic school operations), and how we want to address it. It needs to include the work underway to revise the Fair Student Funding formula, and a comparable process is needed to review the State Aid formulas.

At the same time, that conversation must include a future-oriented look at how to invest public funds to provide all our students with excellent public schools. If we continue to take in comparable tax revenues, but we have fewer students, then we have an opportunity to strengthen our schools, but we'll have to decide what our priorities are: to reduce class size, to provide better supports to students with special needs, to expand continuing and technical

education offerings – to provide the kinds of programs that attract families and support all students.

We won't be able to make every investment we want to, and we'll have to live within the resource constraints we have. But kneecapping our schools now does not actually face up to that goal or help draw families back into the public school system. That's the long-term mistake that perpetuates the cycle of enrollment declines and disinvestment in our public schools.

Finally, it is most certainly important to increase long-term reserves to prepare for an economic downturn. That's why I've praised the decision of the Mayor and the Council to add \$2.2 billion to long-term reserves in FY22. And we can go further still. After the Council voted to adopt the FY23 budget and the financial plan for FY22 was finalized in early June, the City still took in an additional \$800 million in tax revenue more than we had forecast.

The Mayor and the Council could put this amount entirely into long-term reserves, bringing them above \$10 billion for the first time ever – while still utilizing the stimulus funds to cover school budget cuts as proposed in this resolution.

Conclusion

Making cuts to individual school budgets at this moment is wrong for our students, for our teachers, and stands in the way of the equitable recovery our city needs. Our schools have endured the hardest two years and need every penny to provide the social, emotional, and academic supports that all our students deserve this summer and fall. Using a modest portion of the unspent federal stimulus funding to cover these costs is the right thing to do.

As our city emerges from the trauma of the pandemic, our schools desperately need the resources to provide our students with every available tool to help them recover and grow. This includes the dedicated, talented, well-trained teachers, administrators, guidance counselors, social workers, and paraprofessionals we are fortunate to have here in NYC, as well as programming in arts and science, ample time for recess, small class sizes, mental health resources and the many other essential supports that make our schools the engaging, nurturing, learning, healing spaces we know they can be.



PUBLIC ADVOCATE FOR THE CITY OF NEW YORK

Jumaane D. Williams

**TESTIMONY OF PUBLIC ADVOCATE JUMAANE D. WILLIAMS
TO THE NEW YORK CITY COUNCIL COMMITTEE ON EDUCATION
AUGUST 22, 2022**

Good morning,

My name is Jumaane D. Williams, and I am the Public Advocate for the City of New York. I would like to thank Chair Joseph and the members of the Committee on Education for holding this hearing.

The stress of the COVID-19 pandemic has been felt acutely by our students. In addition to the fear of getting sick and the devastation of losing friends and family members to the virus, their sense of normalcy was completely upended by the closure of schools and many community spaces. Combined with the ongoing, highly publicized injustices of police brutality, many young people experienced trauma from which they are still struggling. With COVID and police brutality disproportionately impacting low-income people of more color, children in these communities are at heightened risk.

In 2018, Education Law § 804 was amended by Chapter 390 (Laws of 2016) and Chapter 1 (Laws of 2017) to require health education in schools to include instruction in mental health. Educating students about mental health makes them more likely to be able to effectively recognize signs and symptoms in themselves and others and to know where to turn for help. However, a recent audit by the New York State Office of the Comptroller¹ found that:

- The NYC Department of Education (DOE) does not proactively ensure schools' compliance with the Education Law in providing mental health instruction.
- The DOE does not require training for its school staff to identify and address mental health needs of its students.
- DOE schools do not have the recommended number of mental health professionals to address their students' mental health-related needs.
- The DOE does not have a dedicated centralized data system for collecting and analyzing mental health data, either for individual students or in the aggregate, which would enable it to assess program appropriateness and success and identify emerging issues.

The audit also found that, for the 2021-2022 school year, 423 schools have no social workers, and 80 percent of schools did not meet the recommended ratio of one social worker per every 250 students. Further, of the 1,422 schools that had at least one school counselor, 64 percent did not have the recommended ratio of one counselor for every 250 students.

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The need for mental health supports and curriculum in NYC schools is more important now than it has ever been. This summer, our CUNY-sponsored Watson Fellow Intern for Policy and Legislation, Marina Nasef, drafted a report outlining the implementation of a Mental Health Awareness Week in NYC public schools, a project that she worked on as a high school student and a member of the Staten Island Public Education Panel. The implementation of such a program would be the first step in addressing the issues identified by State Comptroller DiNapoli while the DOE works on increasing its social worker headcount.

Thanks to federal stimulus funding, the DOE had made plans to significantly expand restorative justice programming, more than tripling funding over a three-year period to \$21.6 million for the 2022-2023 school year. With the proposed budget reductions, however, advocates are worried that this programming could be in jeopardy. As the Public Advocate, I have worked with community advocates, students, and parents to continue the work of healing centered schools, and I have worked with the DOE's staff to implement the many mental health and wellness recommendations they have put forward. With so many students experiencing trauma and heightened mental health concerns, it is vital that schools focus on healing, not punishment.

In addition, it is our duty to make sure that children of asylees arriving in New York City are well supported in their transition into our public schools this fall. Along with shelter based coordinators, bilingual school staff, and ample mental health supports, such supports should be accounted for and additionally added and invested in on top of this restoration of school budget funds.

The start of the school year is just around the corner, and so much is still uncertain. Any reallocation of funds will have a significant impact on current programming, and should be minimized to ensure the viability of these needed programs. Moreover, any reallocation of funds should come back to the NYC Council for discussion and approval. I strongly support Resolution 0283-2022, which would immediately reverse the education budget reductions. At a minimum, the city should restore the \$469 million that was cut. We owe it to our young people to invest in the things that uplift and support them.

I look forward to working with the Committee on Education and the City Council on how to best provide the programming our students need.

Thank you.



Advocates for Children of New York

Protecting every child's right to learn since 1971

Testimony to be delivered to the New York City Council Committee on Education

Re: School Budget Cuts

August 22, 2022

Thank you for the opportunity to testify about school budget cuts. My name is Randi Levine, and I am Policy Director at Advocates for Children of New York. For 50 years, Advocates for Children has worked to ensure a high-quality education for New York students who face barriers to academic success, focusing on students from low-income backgrounds. We focus on students whose needs are often overlooked, such as students with disabilities, English Language Learners, students who are homeless or in foster care, and students with involvement in the juvenile or criminal legal systems. Every year, we help thousands of families navigate New York City's school system.

We are deeply concerned about the cuts to school budgets. Taking into account the federal register relief funding that schools received last year and are receiving this year, more than 400 schools, serving more than 200,000 students, are seeing cuts of over 10% to their Fair Student Funding allocation. At more than 200 of those schools, more than 85% of students are eligible for free or reduced-price lunch or other public benefits. More than 800 schools, serving more than 430,000 students, are experiencing cuts of over 5% to their Fair Student Funding allocation, with an average cut of \$518,000. At nearly 350 of those schools, more than 85% of students are eligible for free or reduced-price lunch or other public benefits. We regularly hear from families, including families of students with disabilities and English Language Learners, whose children are not getting the instruction they need and have a legal right to receive, much less the support they need to thrive. In fact, according to DOE data, as of November 2021, more than 31,000 students with disabilities were not fully receiving their mandated special education instruction. We are very concerned about the impact school budget cuts will have on all students and especially on the students with the greatest needs.

We call on the City to restore funding for school budgets. These cuts come at a time when our City is grappling with the unprecedented educational disruption caused by the COVID-19 pandemic, but also at a time when the DOE has received \$7 billion in federal COVID-19 stimulus relief funding. Students should not need to lose teachers or programs at a time when the DOE has received this historic level of funding. As the City Council negotiates with the Mayor, we want to ensure that schools do not experience unnecessary cuts, that investments for students with high needs included

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in the FY 23 budget – including shelter-based community coordinators, the Mental Health Continuum, and immigrant family communication – remain intact, and that federal COVID-19 relief funding allocated to important purposes such as special education services and restorative justice that went unspent in FY 22, as well as funding allocated to these purposes for FY 23, gets used as intended and does not get diverted.

Finally, we want to emphasize the importance of thinking ahead about the DOE budget – from the need to reexamine the Fair Student Funding formula to the need to sustain important programs, ranging from social workers to preschool special education initiatives, currently being funded through time-limited federal relief funding.

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

Good Mooring Councilmembers:

My name is Ellen Mc Hugh and I presently serve as a Co-chair. with Erika Newsome, of the Citywide Council on Special Education. I offer this testimony as my own.

first I would like to thank the Council for the opportunity to speak. I'd also like to thank the council for the increased funding of 46 million for contract enhancements for wage increases for Special Education Pre-K and Day Care Providers. schools in the recently proposed budget. As you know Pre-K schools, also called 4410 schools are state funded schools for students with special needs, are part of the NY State Continuum of Services and serve those students who have been determined by DOE Committees on Special Education to need smaller class sizes and more intense interventions than can be provided in a standard public school. Students are enrolled in these schools after a lengthy process, which includes parent participation in the process. This funding will be used to create pay parity and maintain staff

March 7 2022, The Citywide Council on Special Education received a presentation by DOE officials regarding the 2022-2023 budget. The presentation is attached to this email. As you review the presentation, which was the same presentation given at each District CEC meeting, there are no mentions of cuts to the education budget.

However, in June of 2022, budget cuts of 215 million dollars were announced by the offices of Mayor Adams and Chancellor Banks. That estimation quickly bloomed to 312 million dollars No one with any experience of budget planning would, or could, believe that cuts of these magnitudes mysteriously appeared in the 2 or 3 month span between the DOE presentations to C/CECs and the proposal to City Council, which excluded any consultation with the Panel for Educational Policy (PEP)

In the interim between the presentations and the actual budget decisions, Chancellor Banks issued an Emergency Declaration allowing the DOE and his budget division to circumvent the required consultation with the PEP. The Emergency Declaration also allowed the Chancellor to present to City Council a budget that could only be considered a fait accompli, not a consultation with either required bodies.

Among the cuts were a reduction of funds for Recovery Services for students with disabilities/IEPs. Funding for Recovery Services for the school year 2022-2023 was reduced from 200 million to 100 million. For students with disabilities/IEPs, who are already identified by the system as either at risk of failing or in need of special education services to address their

special education needs, Recovery Services were supposed to be a rescue plan that would enable the DOE to quickly provide the children with special education services and related services. The plan was to help with recovery from a lack of appropriate education during the 2020-2021 year of online education and the poor quality of virtual education for the vast majority of students with disabilities/IEPs. The services were scheduled to begin October 15 of 2021 and yet did not begin until December 6, 2022. Schools were to provide these Recovery Services in cycles of anywhere between 10 and 13 weeks. Due to a continuing lack of transportation for students who were expected to stay after school and also due to a lack of staffing, attendance was low and sporadic. Teachers, many of them women with children, were unable to make appropriate plans for child care and were also suffering, as were the students, from stress and exhaustion. Parents were unable to arrange for transportation from the school to home after the Program ended at 6:00 PM.

According to the latest estimates the budget cuts have ballooned once more, to 469 million dollars that are direct cuts to 1,166 schools, According to all reports there is well over 4.3 billion unspent ARP dollars. All of us, parents and staff, realize that the 4.3 billion dollars is not permanent and all of us realize that we must be both cautious and innovative in allocating the money for the best impact on our childrens' learning

Yet on August 11, 2022, Chancellor Banks at a Chancellor's Parent Advisory council meeting, accused parents of students with disabilities/IEPs of gaming the system and placing children in high cost, "elite private schools" and suggested that if he could "turn off the spigot" he could use that money for other things like smaller classes, after school programs and enrichments at schools.

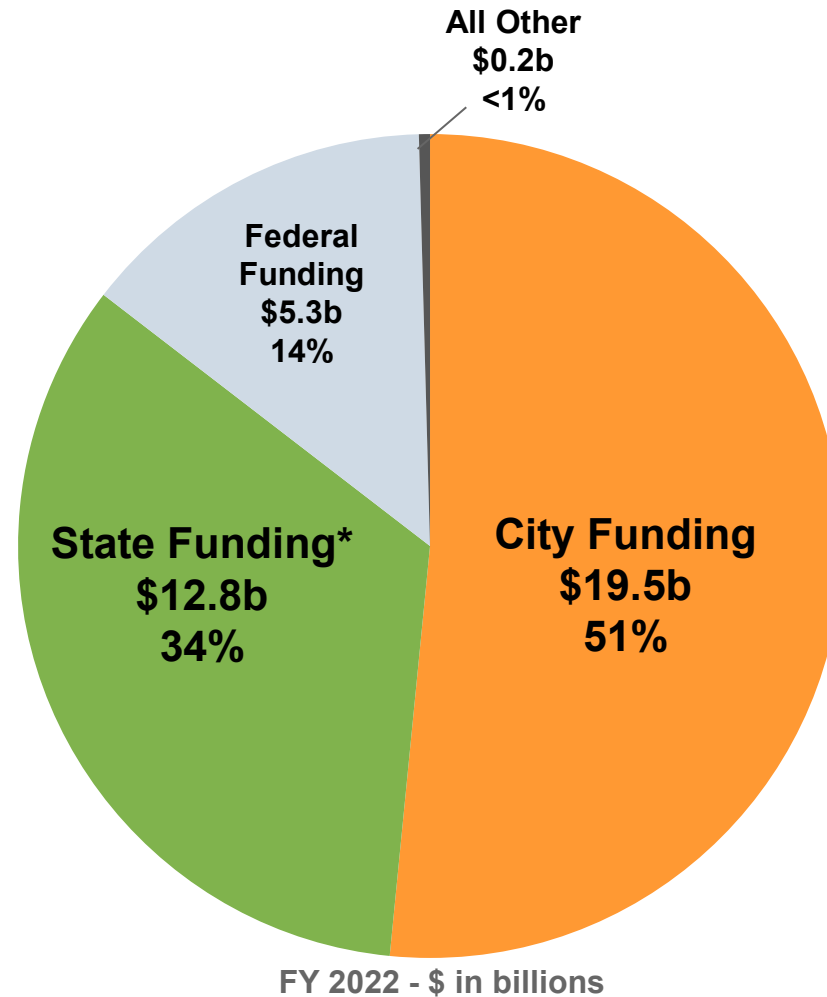
The budget negotiations, meant to be conducted in partnership with the PEP and City Council as well as with the CECs, has devolved into a series of accusations by the Mayor and Chancellor against the PEP, City council and now families of children with disabilities/IEPOs. It is my fervent hope that City Council, now adequately informed of budgets suggestions, can come back to the community of all arents of all student in the NYC public schools, with a rational, well constructed budget taht will not cut budget and put all students at risk



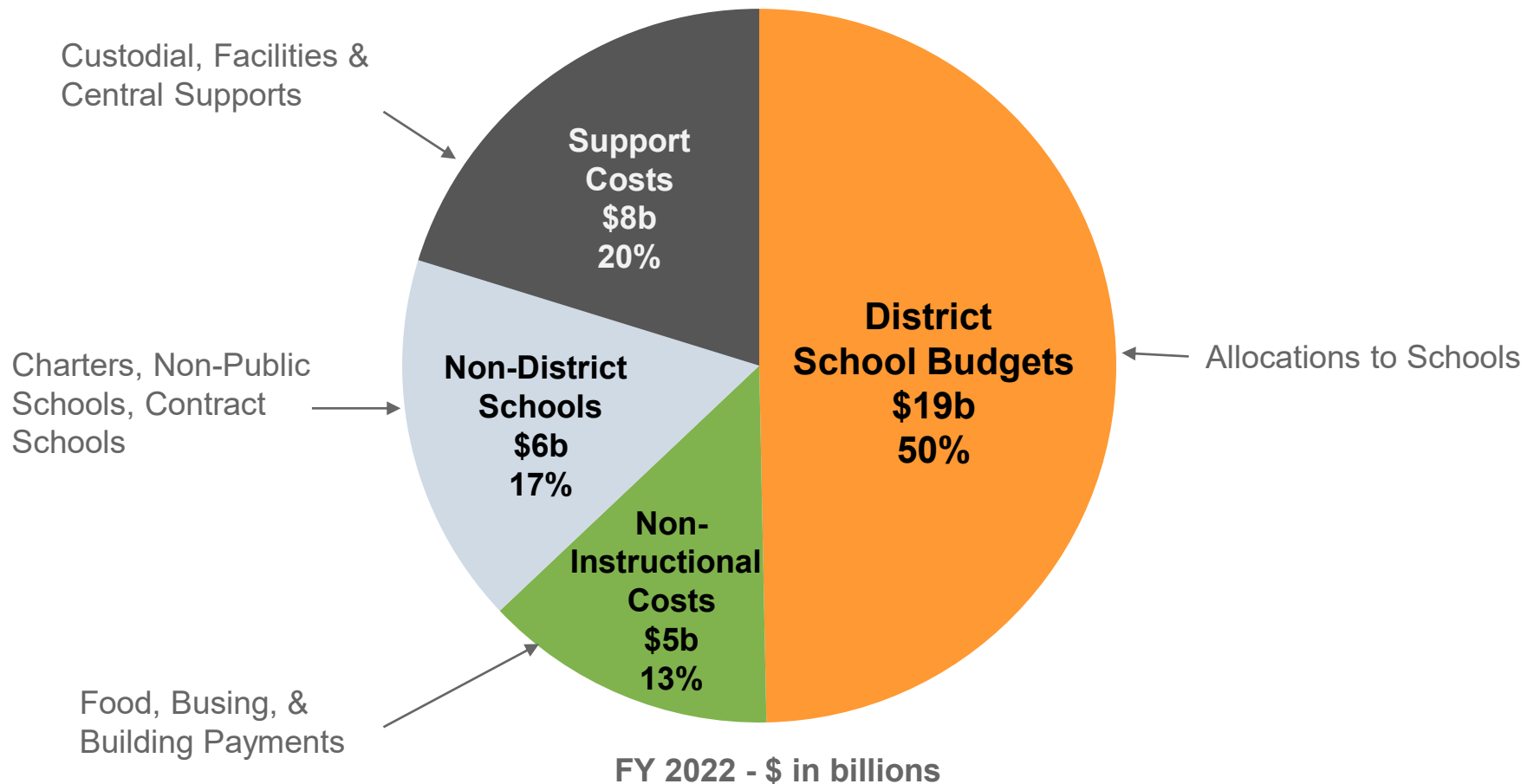
School Budgets SY 2022-2023

February - April 2022

The DOE's \$37.8 Billion 2021-2022 Budget: Where Our Funding Comes From



The DOE's \$37.8 Billion 2021-2022 Budget: Where Our Funding Goes To

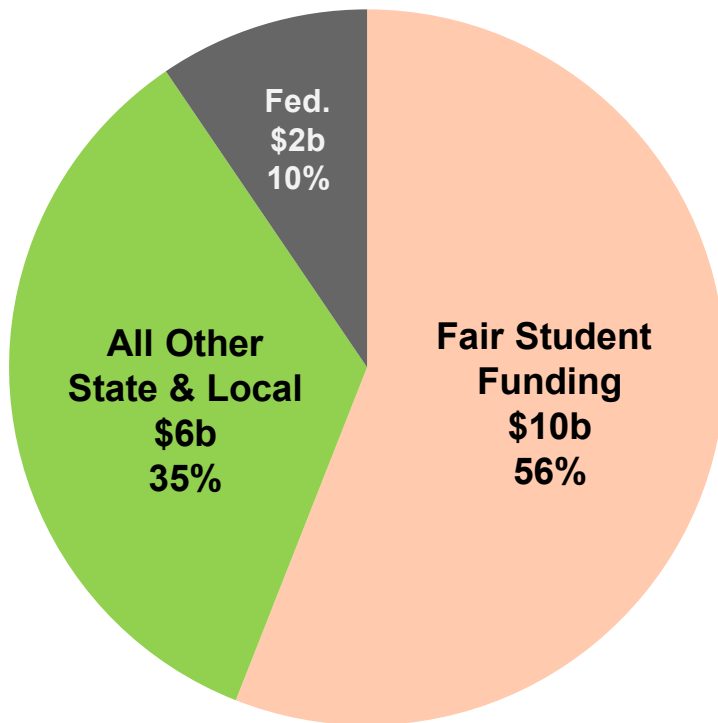


The Vast Majority of Instructional Costs Are Allocated Directly to School Budgets

- Funds allocated to schools are under the responsibility of the Principal.
- Principals along with their School Leadership Teams (SLTs) create the school's Comprehensive Educational Plan (CEP) based on school-specific instructional needs and priorities.
- Principals work with their SLTs to create the school's budget, to pay for the instructional program detailed in the CEP.
- Superintendents supervise the Principal in this process and must approve all school budgets and their alignment with the school's CEP.

Fair Student Funding is the Primary Funding Source for Most Community District Schools

FY 2022 - \$ in billions
School Allocations by Funding Source



- Each school’s Fair Student Funding allocation is calculated based on the **number of students enrolled** at each school, and the **specific needs of those students**.
- This budgeting method is called a “weighted pupil-funding model” Pupil needs are “weighted” based on the cost of meeting the educational need.
- Today, we will be presenting the proposed weights for the 2022-23 school year. The proposed weights are unchanged from 2021-2022.

All school allocations can be found on the DOE’s “Infohub” website in the Financial Data and Reports section, under “School Allocation Memoranda (SAMs).”

Fair Student Funding Weights

| <u>Grade Base Weight</u> | <u>Weight</u> |
|--------------------------|---------------|
| Grades K-5 | 1 |
| Grades 6-8 | 1.08 |
| Grades 9-12 | 1.03 |

| <u>Academic Intervention</u> | <u>Weight</u> |
|-------------------------------------|---------------|
| Poverty K-12 | 0.12 |
| Below Standards 4-5 | 0.25 |
| Below Standards 6-8 | 0.35 |
| Below Standards 9-12 | 0.25 |
| Well Below Standards 4-5 | 0.4 |
| Well Below Standards 6-8 | 0.5 |
| Well Below Standards 9-12 | 0.4 |
| Heavy Graduation Challenge (OAUC) 2 | 0.4 |
| Over-the-Counter (OTC) 9-12 | 0.4 |

| <u>English Language Learners</u> | <u>Weight</u> |
|---|---------------|
| Standalone English as a New Language (ENL) K-5 | 0.4 |
| Standalone English as a New Language (ENL) 6-12 | 0.5 |
| Bilingual K-5 | 0.44 |
| Bilingual 6-12 | 0.55 |
| Commanding K-5 | 0.13 |
| Commanding 6-12 | 0.12 |
| Students with Interrupted Formal Education (SIFE) | 0.12 |

| <u>Special Education¹</u> | <u>Weight</u> |
|--------------------------------------|---------------|
| Low Intensity <=20% | 0.56 |
| Moderate Intensity 21% to 59% | 1.25 |
| Less Inclusive >=60% K-8 | 1.18 |
| Less Inclusive >=60% 9-12 | 0.58 |
| More Inclusive >=60% K | 2.09 |
| More Inclusive >=60% 1-12 | 1.74 |
| Post IEP Transitional Support | 0.12 |

| <u>Portfolio High Schools</u> | <u>Weight</u> |
|--|---------------|
| Career and Technical Education (CTE) Tier 1 | 0.26 |
| Career and Technical Education (CTE) Tier 2 | 0.17 |
| Career and Technical Education (CTE) Tier 3 | 0.12 |
| Career and Technical Education (CTE) Tier 4 | 0.05 |
| Specialized Academic | 0.25 |
| Specialized Audition | 0.35 |
| Transfer Heavy Challenge (OAUC) ¹ | 0.4 |
| Transfer Non-Heavy Challenge | 0.21 |

Fair Student Funding Pays for K-12 Classroom Staff and Student Supports at DOE Community District Schools

- FSF Funded Classroom Staff and Student Supports include:
 - School leadership: Principals, Assistant Principals, Deans
 - Classroom staff: Teachers (both General Education and Special Education) and classroom paraprofessionals
 - Pupil support: Guidance counselors, social workers
 - Administrative support: School aides, secretaries
 - School-based purchases: classroom supplies and services
- Services funded outside of FSF include:
 - Mandated Individual Education Plan (IEP) related services and IEP paraprofessionals (e.g., speech teachers, occupational therapists, and 1:1 paraprofessionals)
 - Certain specialized programs, such as instructional models specialized for students with autism
 - Pre-K and 3-K programs at district schools
 - Charter schools and District 75 schools

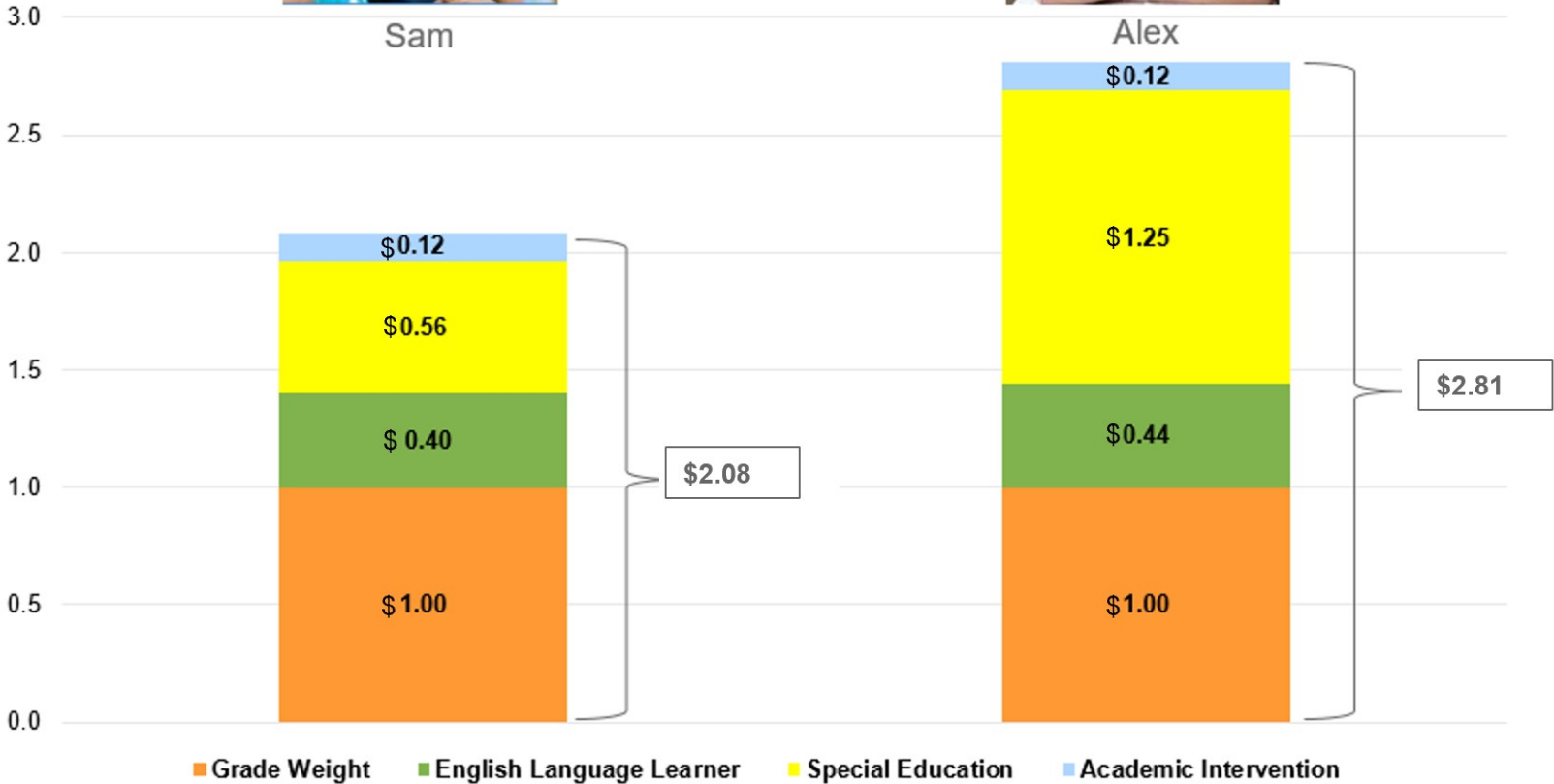
How The FSF Weights Work – If the Per Capita Were \$1



Sam



Alex



This Year, Fair Student Funding is Fully Funded for the First Time Ever

- In April 2021, the State Legislature committed to a full phase in of State Foundation Aid, the primary source for the Fair Student Funding formula.
- As a result, for the first time ever, all schools were funded at 100% of their Fair Student Funding formula in SY 2021-22.
- This \$600 million investment impacted 1,100 schools and 700,000 students.
- Federal stimulus funding is temporarily supporting the formula while funding is being phased in.
- This tremendous achievement could not have happened without support from our partners at the State level.

DOE Has Received Over \$7 Billion in Federal Stimulus Funding from FY 2022 through FY 2025

Major initiatives funded with these new resources include:

- Investing in early childhood education, including Special Education Pre-K and 3-K.
- Expanding the community schools program
- Expanding the Public Schools Athletic League.
- Expanding mental health supports and hiring 600 new mental health workers
- Investing in IT systems and devices.
- Providing critical programs and related services to students with disabilities in grades K-12, including physical and speech therapy, and more.
- Addressing learning loss with through increased academic support, which could include using assessment results to accelerate learning, targeted services for high need students, and other initiatives

School Budgeting Timeline

- **February & March:** Based on initial budget estimates of City and State revenue, the DOE presents the CECs with the proposed Fair Student Funding weights for the coming school year. The presentation tonight serves to advise CECs and school district communities of the formula and if there are any proposed changes. This presentation is also posted on the DOE's website at <https://infohub.nyced.org/reports/financial/financial-data-and-reports>.
- **April/May:** The Panel for Educational Policy votes on the proposed Fair Student Funding weights for the coming school year.
- **Late Spring:** DOE releases budget allocations to schools.
- **June:** Principals along with their School Leadership Teams propose budgets for the coming year.
- **July:** Superintendents must certify alignment between school budgets and Comprehensive Educational Plans (CEPs) for the coming year.
- **September:** The new school year begins!

More Information Is Available Online About Fair Student Funding and School Budgets

- You can find the following online on the DOE’s “Infohub,” under “Reports >> Financial Data and Reports”:
 - Detailed information about each and every school budget allocation in the form of “school allocation memoranda” or “SAMs.”
 - A programmatic guide to Fair Student Funding, as well as how the FSF allocation is calculated for each school.
- You can find the following online on each individual school webpage, under “Reports >> Budget and Finances”:
 - Detailed information of the school’s budget based on the different types of funding schools receive, and
 - Detailed information as to how the Principal has budgeted for the current year, including the number of staff positions and other planned spending.

QUESTIONS?

We want your feedback!

Comments and questions may be directed below by **May 17, 2022.**

Via email to

BudgetPublicComments@schools.nyc.gov

– OR –

By phone to (212) 374-6754.



The Education Trust–New York

Presented before the New York City Council
Committee on Education

**Re: Mayor and the Chancellor of the Department of Education (DOE) to immediately reverse the DOE's reductions to school budgets
August 22, 2022**

The Education Trust–New York is a statewide non-profit organization dedicated to educational equity. We work to attain educational justice through research, policy, and advocacy that results in all students – especially those who are from low-income backgrounds or students of color – achieving at high levels from early childhood through college completion. Thank you for the opportunity to submit written testimony.

We understand the past three school years have been exceptionally challenging for New York students and educators — with the ongoing effects of the pandemic, ever-evolving adjustments to teaching and learning, and the continued national reckoning with the impact of systemic racism. Post-pandemic polls conducted by the New York Equity Coalition highlights the impacts of such challenges. According to a May 2022 statewide [poll](#), 69% of parents are concerned their child has suffered from interrupted instruction during the pandemic or fallen behind grade level expectations, and 85% of parents reported being concerned their child is ready for the next grade level, up from 79% in fall 2021.

These growing concerns have recently been exacerbated by the adopted Fiscal 2023 Executive Budget, which resulted in almost 1,100 schools receiving a \$469 million budget cut between Fiscal Year 2022 and Fiscal Year 2023, making it more challenging for these schools to maintain adequate staffing levels, offer enrichment opportunities to students and families, provide mental health services, and other critical supports that students need to be academically successful. New York City schools faced hardships with providing support to students, even before the pandemic. According to a recent New York Equity Coalition [poll](#), 93% of parents reported that it would be helpful for schools to provide support options like tutoring if their child is struggling academically, yet just 34% reported receiving it. Reducing funding allocations to schools will result in schools not having the capacity or resources to address the longstanding inequities worsened by the pandemic.

Additionally, with New York State graduation measures being weakened, throughout the current pandemic, it is imperative that the City's school system ensure high school graduates are prepared for college and the workforce. A recent [analysis](#) by the New York Equity Coalition reveals that in graduation year 2021, while 81.2% of New York City students graduated, 59.6% graduated with Regents exemptions—this graduation rate is an increase of nearly 4 percentage points from 2019. These improvements in graduation rates stand in stark contrast to emerging data on the impact of the pandemic on students, which shows significant unfinished learning, mental health concerns, and diminished in-person support for many students. We are concerned

that budget cuts will accelerate the damage caused by the pandemic and hinder an equitable recovery.

The significant loss of instructional time and the trauma experienced over the past three school years calls for all schools to receive fair and adequate funding to provide a better future for the students in their care. It is not time for a decrease in funding. As the Council advocates to restore cuts to schools, we would like to offer the following equity centered recommendations to address the enrollment challenges:

- **Restore Funding:** First, we urge the Administration to restore the funding schools are subject to lose, immediately. As [reported](#) by New York City Comptroller Brad Lander, it is estimated that \$4.34 billion of the \$7 billion DOE federal funding allocations have not been spent. The City could use unspent federal stimulus funding to support schools this upcoming school year and work with schools to develop a plan for the following year, if they face budget cuts then.
- **Provide Data Transparency:** The DOE received over \$7 billion in pandemic related funding. However, DOE's stimulus spending plan is not always transparent. DOE should publicly post its stimulus spending plan and provide real-time updates so that students, families, and other educational stakeholders can evaluate decisions made by the administration.
- **Evaluate and Update the FSF formula:** The FSF formula has not been updated in [15 years](#), and the formula does not provide weights for students living in temporary housing and foster care or account for the crises presented over the past three school years. The administration should evaluate and update the FSF formula and consider instituting policies that would prevent schools from losing a significant amount of funding due to unforeseen circumstances, like the pandemic.

Thank you again for the opportunity to submit written testimony. We look forward to working with you to help provide a more equitable education for all New York City students.

Please contact Kalima Johnson, Associate Director of Advocacy and Partnerships, The Education Trust–New York, at kjohnson@edtrustny.org with any questions regarding this testimony.

Camille Casaretti, CEC15 President, Testimony on Fiscal 2023 DOE School Budgets Committee on Education

August 22, 2022

(first submitted on June 24, 2022)

Good Afternoon Chair Joseph and Committee Members,

My name is Camille Casaretti, and I am the President of the District 15 Community Education Council in Brooklyn. We represent over 35,000 students and their families in grades 3K to 12th grade.

We are known as a district that works collaboratively and puts students first in our decision-making. We are greatly concerned that the Mayor and the people leading the Department of Education are not doing what is best for all children.

The DOE has over \$1 billion in unused funds, no plans to use almost \$5 million in Federal Covid Relief funds that are set to expire over the next two years, and they imposed a reduction on the Fair Student Funding Formula. Federal Covid relief money is restrictive and sometimes even hard to spend, so we need DOE to elaborate on how this money is going to be used. None of this makes any sense.

DOE audits give us the data we need to show that the funds are not going to the right places. The State has had to intervene in DOE spending. How can these budget cuts support any corrective action plans required by the State?

Student headcounts for next year were grossly underestimated. Our district received inaccurate spreadsheets that did not reflect what is actually happening in our schools. Our Principals do a very thorough job with register projections, and they know that these numbers are very low. For example, one of our schools has 47 registered incoming students for September but was only given budget funds for 30 children. Beyond the cuts, there were also underestimates. Our district has moved people around; some staff members are retiring, but none of that was taken into account in the spreadsheet. We cut down the deficit almost in half, and we are still forced to excess staff.

Appeals are being denied. Our schools are putting in appeals. This is a time-consuming, frustrating and unnecessary process. Some schools on initial appeal were denied and then had to appeal again. This has created an atmosphere of distrust and confusion.

Cluster programs and enrichment will be cut. We have concerns about the loss of our arts programs, other great cluster programs, cuts to science teachers in elementary schools, and dual-language programs. STEM labs and science lab programs will be destroyed by these cuts. Arts and enrichment and field trips are being cut across the board. We have exploratory schools that will have to limit their exploration activities. Everything that makes a school special will be gone. Anything that occurs outside of the classroom will be gone. Professional development money is being cut. Our teachers and other professionals need time for PDs.

Class sizes will increase. DOE is ignoring small class size constitutional mandates and forcing classes to be at contractual capacity, and using a formula that is ineffective on top of it.

Schools will not meet ELL-mandated services with fewer ESL teachers. We have a school with three ESL teachers which meets students' mandates. Our Borough Office Rep is saying that this school should have only one ESL teacher based on the number of students qualifying for ELL services. There is no acknowledgment that each ELL student had a different service. Some have pull-out, and some have push-in services. This formula doesn't recognize what's happening based on the mandated services. Home language survey and NYSETEL determines the level of English expertise and that level determines the number of minutes each student gets for services. Beyond these assessments, parents can request placement, and that dictates the mandates. **The ESL formula has to be changed because it is not based on student need, only number of students.**

At-Risk counseling is being cut. We have children receiving small group or individual counseling on their IEP - these services are not being cut. However, we have schools with a significant number of children living in temporary housing who do not have IEP mandates but require At-Risk counseling. In addition, the grief, trauma, anxiety, and depression that students have experienced during the pandemic continue to well over into the school hallways and classrooms. None of these students will get the support they need. The number of guidance counselors or social workers is based on IEP mandates only, so if the school doesn't meet the threshold, children who need these services won't get what they need. Our schools need counselors. Students are in trauma and need at-risk support and may not need an IEP. We don't want to see schools forced to give IEPs to students who don't need them. This is the environment that these budget cuts are creating.

We will lose academic intervention services. We have schools that need academic intervention staff during the day, like reading teachers or math coaches who offer out-of-classroom services, and those staff people are being cut. We have children that are a year behind, struggling to keep up, and now those staff people are being told that they are being placed in a classroom, and the classroom teachers are being excessed.

IEP services will be reduced. Because of the low register counts, we won't know until it's too late how legally mandated services will be met, which will lead to IEP services being reduced. This is going to happen everywhere, and it's a direct result of the budget cuts.

Principals won't be able to afford substitutes, subparas, offer per session, fund professional development or purchase supplies or equipment. The budgets are very lean, even for the schools that are solvent. Funding for substitutes during a pandemic is critical. Teacher absences this year were very high, mainly due to Covid-19.

No changes in technology. Schools won't be able to update technology, replace obsolete tech equipment or ensure that every student has a device at home.

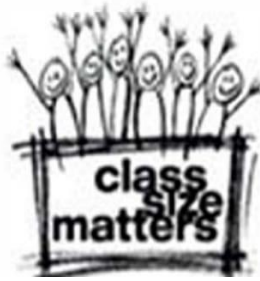
Loss of critical administrator staff. Many of our schools are in danger of reducing their administrative teams and are working to prevent any loss of other staff. All they can do is fund the teaching staff. This will lead to less curricular review/revision and other school leaders troubleshooting fiscal problems instead of instructional supervision, teacher support, student support, and parent engagement.

Loss of teacher committees. Many of our teachers lead student activities and enrichment both during the school day and after school; they lead our equity work and create parent engagement opportunities. We will be losing all of this.

Increased segregation. Our schools are being destroyed by these budget cuts. Of the schools that have been able to move the needle on desegregation, they will surely have trouble maintaining this trajectory. How could we ever level the opportunity playing field with these budget cuts?

Our children are our future, and they need to be prioritized. Returning to pre-pandemic levels of funding is not the answer. Please prioritize education and give our children what they need.

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Class Size Matters testimony on the Council resolution demanding the Mayor restore the cuts to Fair Student Funding

August 22, 2022

Thank you, Chair Joseph and members of the City Council for holding these hearings today, and for this resolution, demanding that the Mayor agree to a budget modification to restore the \$469 million in cuts to Fair Student Funding (FSF) as soon as possible.

We hope that Mayor Adams listens to the voices of parents, teachers, students, and elected officials, speaking in unison about the damaging impact of these cuts on our schools, just when our children need stability to reconnect and recover from the disruptions caused by more than two years of a pandemic, which is still with us. ¹

Two additional points: We found that as of yesterday, August 21, 2022, the actual level of cuts from school's overall budgets was \$1,288,874,503, compared to their FY 2022 Galaxy budgets, according to the DOE Galaxy look-up page.

| Galaxy Allocations Budget Cuts and Increases | | |
|---|--------------------------|------------------------------|
| | Number of Schools | Percentage of Schools |
| Budget Cuts | 1514 | 96% |
| Budget Increase | 68 | 4% |
| Total | 1582 | 100% |

More specifically, 1,514 schools saw cuts, while only 68 saw increases. Those schools that were cut experienced an average cut of \$865,182, or about 10.6% of their budgets; with a total amount cut of \$1,309,866,102. Those schools that saw increases had an average increase of \$309,994, or 6.4% of their budgets.

¹ <https://legistar.council.nyc.gov/LegislationDetail.aspx?ID=5755023&GUID=848F5B71-5717-471E-A0F8-826F961BD111>

| Total & Average Change in School Budgets as of August 21, 2022 | | | | | | |
|--|------------------|------------------|-------------------|----------|-----------------------|----------------------|
| Budget Status | Sum of FY 2022 | Sum of FY 2023 | Sum of Difference | % Change | Average of Difference | Average of % Differe |
| Budget Cut | \$12,892,453,448 | \$11,582,567,346 | (\$1,309,886,102) | -10.2% | (\$865,182) | -10.6% |
| Budget Increase | \$485,305,941 | \$506,317,540 | \$21,011,599 | 4.3% | \$308,994 | 6.4% |
| Total | \$13,377,759,389 | \$12,088,884,886 | (\$1,288,874,503) | -9.6% | (\$814,712) | -9.9% |

We also analyzed the total amount of funding that was added to school budgets through School Allocation Memos after August 21 in FY 2022, and found they totaled about \$356 million, so that we can expect that if no funding is restored, the total actual cuts will be close to a billion dollars.

If there is an agreement with the Mayor and a budget modification to restore at least the Fair Student Funding portion of these cuts, we urge you also to ask for a Memorandum of Understanding to specify that the additional funds must be used to return schools to last year’s FSF Levels. This MOU should also specify that the additional funding should be distributed to schools in a separate budget allocation as soon as possible, and before the start of the school year.

It would also be optimal if the Council could also negotiate a separate Terms and Conditions to require DOE to regularly report several times a year on the actual funding provided to school budgets, both the totals and at the individual school level.

In future years, the Council should seriously consider asking for a new unit of allocation that would be a subset of General Education and Special Education U of As, to reflect school-level allocations, or else we may never be sure in advance which funding is actually provided to schools and which will be used for other purposes within the hugely non-transparent budget of the DOE.

Some additional points as to the Fair Student Funding formula, which is neither fair nor adequate in many ways. In a recent presentation to the FSF working group, DOE claims that “FSF was adopted in 2007 in response to the 2007 New York State Court of Appeals ruling in the Campaign for Fiscal Equity case.”²

But this is only true to the extent that the DOE officials were expecting the additional billions in state funds would help them increase funding in the formula to 100 percent, which did not eventuate until last year.

In fact, then-Chancellor Joel Klein intended that the formula would give principals maximum flexibility as to how to spend the funds, rather than address the specific deficiencies that were specified in the CFE court decision and the implement Contract for Excellence law, which was to try to ensure that the additional funds would be spent to improve the specific conditions in schools that the Court found in violation of the state constitution, most notably excessive class sizes.

In fact, the FSF formula worked against the ability of schools to lower class size, and incentivized principals to overcrowd classrooms and schools, because it is so closely linked to enrollment. The FSF Taskforce created by the City Council in 2019 surveyed principals, of whom 80% of the identified large class sizes as a consequence of the FSF formula, according to Shino Tanikawa, one of the members of that Taskforce.³ And one of the recommendations of the parent and advocate members of the Task

² https://infohub.nyced.org/docs/default-source/default-document-library/fsf-working-group_meeting-1_072822.pdf

³ <https://nycpublicschoolparents.blogspot.com/2021/11/why-fair-student-funding-task-force.html>

force was that DOE should develop a class size reduction plan, with specific milestones and timelines to be attained.⁴

When the FSF system was first imposed in 2007, several advocates including Noreen Connell, then the Executive Director of the Educational Priorities Panel, pointed out in the NY Times that it would be far preferable to enact “a system that seeks to calculate a school’s staffing needs and then provides the dollars to meet them....”*The funding proposals,’ she wrote in commentary posted on the group’s Web site, ‘have the potential to do lasting damage for decades to come.’*⁵

In fact, that is indeed what happened, when Mayor Bloomberg made cuts to school budgets in 2008, and class sizes sharply increased, as we fear will reoccur this year.

There are several programs that are not subject to the Fair Student Funding model and are instead funded on the basis of the need to staff entire classes, rather than individual students, as the previous DOE funding system provided. For example, 3K and PreK classes, for which the DOE is spending more than \$1.8 billion, are not subject to the formula. Instead, these classes are capped at 15-18 students per class, with one classroom teacher and one classroom paraprofessional. Special education PreK classes are capped at even smaller levels, with additional service providers.⁶

The DOE also provides additional funding to each school to “sustain Gifted and Talented (G&T) programs with enrollment lower than 18 students” in grades K-3, though the regular class sizes in these grades can be as large as 25 (in Kindergarten) and 32 (in grades 1st-3rd.)⁷ This additional funding totaled more than \$2.8 million last year, and allowed schools to keep gifted classes in some schools as small as six to eight students per class.⁸ To preferentially fund smaller classes in gifted classes would tend to enlarge disparities and inequities rather than narrow them.

Along with class size increases, the FSF system helped create another negative phenomenon: the absent teacher reserve. Principals were incentivized to excess their most experienced teachers, since their higher salaries would have to be covered by the school rather than centrally, as was the case before the FSF funding system was developed.

Robert Gordon, the consultant who designed Fair Student Funding for DOE explained to the NY Times that the new system would allow principals “to retain their most experienced teachers ***if that is what they want to do.*** [emphasis added.]”⁹

⁴ <https://drive.google.com/file/d/1vFeZ5ECysE8mXveCLjS-lzB0wNsilnwP/view>

⁵ <https://www.nytimes.com/2007/01/25/nyregion/25schools.html>>:

⁶

https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy22_23/fy23_docs/fy2023_sam026.htm

⁷ This is the language from the FY 2022 School Allocation Memo entitled “Gifted and Talented Supplemental. https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy21_22/fy22_docs/fy2022_sam096.htm The FY 2023 SAM has not yet been posted, though the DOE disclosed in a presentation dated May 2022 that they intended to spend \$2 million in federal ARPA funds to expand gifted & talented programming for FY 23. <https://classsizematters.org/wp-content/uploads/2022/05/FY23-Stimulus-and-C4E-Engagement-Plan-1.pdf>

⁸ See the spreadsheet here:

https://www.nycenet.edu/offices/finance_schools/budget/DSBPO/allocationmemo/fy21_22/fy22_docs/FY2022_SAM096_T01.xlsx

⁹ <https://www.nytimes.com/2007/01/25/nyregion/25schools.html>

Combined with the budget cuts starting in 2008 and numerous school closures, hundreds of experienced teachers were let go from schools, which created a large Absent Teacher Reserve pool, costing the DOE more than \$100 million per year. By 2018, the cost of the Absent Teacher Reserve had grown to \$136 million per year.¹⁰

Starting in 2019, DOE offered to a “small number of principals” to pay for some ATR teachers centrally even if they were placed in schools.¹¹ Then, during the pandemic, the DOE placed the majority of ATRs in schools permanently and covered their salaries centrally, helping to lower class size at no cost to schools, which significantly shrunk the ATR pool. This move was publicly opposed by Dan Weisberg, then the Executive Director of TNTP and now First Deputy Chancellor.¹²

The ATR pool was hugely wasteful, in terms of funding and human potential. Teachers were paid their full salaries to be roving substitutes, when they could have been placed permanently in schools to provide support to students and keep class sizes as small as possible.¹³

We risk that the ATR pool will again increase this year if these budget cuts to schools are not restored. Already, 700 teachers were excessed by the end of June, but the previous policy of DOE to allow these teachers to stay in their schools by paying their salaries centrally is longer in effect, according to an internal DOE presentation dated July 27, 2022.¹⁴ At budget hearings in late June, Weisberg claimed that he did not expect the re-emergence of a large ATR pool, but it is hard to see how this will be avoided.¹⁵

This brings up the question, will all the damage done to students by these budget cuts and the disruption to school communities, including increased class sizes and loss of art and music programs, lead to significant cost savings? It is hard to see how.

Thank you for the opportunity to testify to you today.

¹⁰ <https://cbcny.org/research/absent-teacher-reserve-costs-136-million-and-needs-reform> Starting in

¹¹ <https://nypost.com/2019/10/19/doe-spends-100m-per-year-keeping-idle-teachers-on-the-payroll/>

¹² <https://ny.chalkbeat.org/2021/6/17/22538345/nyc-schools-absent-teacher-reserve> .

¹³ <https://nycpublicschoolparents.blogspot.com/2017/08/fair-student-funding-atr-system-two-bad.htm>

¹⁴ <https://classsizematters.org/wp-content/uploads/2022/08/DOE-Excessed-staff-placement-7.27.22.pptx>

¹⁵ <https://nycpublicschoolparents.blogspot.com/2022/06/literally-incredible-claims-by-deputy.html>



Testimony for New York City Council on Resolution 283

Testimony by *Patrick Joseph,*
Education Policy Analyst

Before the New York City Council Committee on Education

August 22, 2022

Thank you for the opportunity to testify today on Resolution 283 - the Council's resolution calling on the mayor to undo the recent budget cuts to the public school system that the Comptroller's Office has estimated to be \$469M. My name is Patrick Joseph, and I am the Education Policy Analyst at Community Service Society of New York (CSS), a nonprofit organization that works to eradicate poverty in New York.

Firstly, I want to express solidarity with City Council and the manifold advocacy organizations that have been pushing to restore funding to our public schools. As we all know, the budget cuts that were passed a couple months ago could not have been more ill-timed. Our young people, their families, their teachers, and more broadly, their school communities, have had to adapt to new ways of learning, teaching, and being, as a result of the COVID-19 pandemic.

We at CSS are especially concerned with how the pandemic has impacted low-income New Yorkers and their educational prospects. As the provisioner of the longest running survey of low-income communities in the nation, The Unheard Third, we know that 65% of low-income parents said the pandemic will result in a long-lasting setback in their children's education. We also know that for Latinx parents, that number increased to 74%. In other words, we know that we are in a desperate time in our education system, so we should not even consider cutting staff and programming from schools. Indeed, when it comes to school budgets, we should be thinking about new ways of investing in and strengthening public schools.

The second point that we should keep in mind today, and in the future, is that schools were underfunded even before the pandemic began. Before the pandemic, our schools were sorely lacking in on-site mental health providers, guidance counselors, nurses, and custodial engineers. Over 100,000 students were living in temporary housing before and that's still the case today. Our schools were racially segregated before, and they still are today - only a couple of districts have been awarded funding to engage in integration efforts. When we consider the extant needs of our public education system and the fact that New York City is currently flush with federal relief funding, there is no excuse for these cuts.

The last point I want to make today is that this funding dilemma need not be so rife with the regressive politics of efficiency and fiscal conservatism. Though the advent of mayoral control was neoliberal in design, one of the advantages is the flexibility such a system provides in moving dollars. As leader of all city agencies and apparatuses, the mayor can divest from other parts of the budget to make sure that the futures of our young people are secure. The mayor can also direct the resources of both public and private sector to invest more heavily in our students and their schools. In essence, this moment could be viewed as an opportunity for the mayor to prove the value of mayoral control in our city.

Thank you again for the opportunity to testify today. I hope the administration will heed the resolution and restore funding to our schools. Thank you.



**New York City Council Education Committee Hearing
Honorable Rita Joseph, Chair**

**Immigrants Need Strong Leaders to Fully Fund Public Schools Education
August 22, 2022**

Testimony of the New York Immigration Coalition

Good afternoon and thank you Chair Joseph and members of the New York City Council Education Committee. The New York Immigration Coalition (NYIC) is an umbrella policy and advocacy organization for more than 200 groups serving immigrants and refugees across New York State.

New York City must urgently stop the cuts to public school funding because all students deserve caring, culturally responsive, and healing schools. City officials must restore the \$469 million in cuts with available federal academic recovery relief funding to provide the holistic services, programs, and resources all students need and deserve in the midst of a pandemic.

Budget Cuts Come as System Must Meet Moment to Support Newcomers

The recent arrival of approximately 1,000 newcomer immigrant youth to New York City's public schools underscores the terrible timing of these unwarranted budget cuts. The instability and uncertainty that these budget cuts have caused are - at the very best - a terrible distraction when our public school system should be able to focus on enrolling these asylum-seeking children and preparing for them to have a successful school year. The City's critical task now in supporting newcomer immigrant youth is to ensure that they are enrolled



at schools that are well-prepared to meet their needs, and that have deep expertise in supporting students learning English for the first time. Making the right placement is a pivotal first step that can dramatically change the trajectory of newcomer immigrant youth's educational future.

The City must immediately restore the \$469 million to fully equip our schools so that they are fully prepared to support all youth. The City is right to focus on cross-agency coordination and meeting families where they are – in person – to get youth into the right schools ahead of the first day of class on September 8th. While this moment certainly demands a special response, newcomer families arriving in NYC and needing support enrolling their kids is something this city and community based organizations have experience in and have been doing for a long time. Instead of creating budget scarcity, we need to be investing in proven approaches that will support these newcomer youth.

The NYIC has focused on addressing barriers that immigrant families face enrolling their children through our pioneering LIFE Project, which engages NYIC member organizations (immigrant-led community based organizations) to help immigrant families with eligible children enroll in Pre-K and 3K programs. For the last five years, LIFE Project partners have worked one-on-one with families to understand what they're looking for, provide families with information about their options, and support them through the enrollment process in a culturally and linguistically fluent manner. This practice program has proven enormously successful, should be used in this moment, and be made a permanent part of the City's infrastructure.



Budget Cuts Are Unnecessary and Cruel

New York City public school cuts are unnecessary and cruel. It is unconscionable that the City has plunged school leaders and staff into a completely manufactured crisis after three of the most difficult years in the history of public education. These cuts are resulting in real harm to students' academic, social and emotional well being. How can the City now take away the counselor who supported a child through the loss of their parent, the teacher who was the one constant in a young child's life the last few years? Children from historically underserved schools and communities — which suffered disproportionately during COVID — should not be punished further for enrollment drops. The federal government provided over \$7 billion for academic recovery for our schools because they recognized that schools need an abundance of resources, not scarcity.

It is incomprehensible to cut public school funding when we have ample federal funds available right now. [New York City Comptroller Brad Lander reported in April](#) that three-quarters of the way through the fiscal year the city had actually spent less than half of the federal allotment for FY22¹. With [close to \\$5 billion dollars](#) left in unspent federal funds², a state funding increase of [\\$475 million](#)³, and billions of [additional dollars in added tax revenues](#), it is disingenuous to blame these catastrophic cuts on “drying up” federal relief funds or a general lack of school aid funding.⁴ Federal funds alone could keep schools whole and ensure the city can make holistic investments to help our youth heal.

Cutting school funding based on enrollment will continue to hurt schools, and the impacts to school budgets have already been felt. The cuts to schools will lead to more

¹ <https://comptroller.nyc.gov/reports/doe-federal-covid-stimulus-funds/>

² <https://comptroller.nyc.gov/newsroom/statement-from-comptroller-brad-lander-on-proposed-cuts-to-school-budgets-in-fy-2023/>

³ <https://ny.chalkbeat.org/2022/4/11/23020982/here-are-education-highlights-from-new-yorks-state-budget>

⁴ <https://www.bloomberg.com/news/articles/2022-03-01/nyc-tax-revenue-to-exceed-estimate-by-3-billion-lander-says>



students dropping out and/or more families choosing charter and private schools, leading to further enrollment problems and further cuts - an enrollment death cycle. Principals have shared they have had to close arts and enrichment programs and cannot hire needed staff. The majority of schools are being affected and students, parents, and educators are feeling the pain now. The city should reverse these trends by June 30th and instead leverage federal relief dollars to ensure all our schools can invest more in their programming, resources, and support for our most vulnerable youth. There is no reason to decrease education funding at a time when students' academic and mental health needs are more acute than ever and the city is flush with unprecedented levels of federal relief, state school funding, and tax revenues. Now is not the time for an austerity budget, for taking away the teacher who's been a child's one source of stability, for cutting the counselor helping a child work through the death of their parent, for making a principal's job even harder, completely unnecessarily. Now is the time to make investments in our children's education and the workforce, services, resources, and opportunities that help our students thrive.

Historical Underfunding of New York City's Black and Brown Schools

A child's well-being is a prerequisite to learning. Unfortunately, even before the pandemic, most public schools weren't fully equipped to help students facing trauma or economic hardship because they had never been fully funded. Likewise, the DOE has historically struggled to comprehensively serve immigrants, and far too many immigrant families were not even able to access schooling for their children. For decades, New York parents, students, educators and advocates have fought to ensure our state fully funds our schools.



Alongside the Alliance for Quality Education and our members and partners, the NYIC helped secure additional state funds in 2021. We know we have a unique opportunity to fully fund our schools now.

Yet this year's budget negotiations lacked transparency and were unnecessarily rushed, ending in catastrophic cuts. Changes to the city's Fair Student Funding formula decreased per pupil funding without community input. Unfortunately, the mayor and Council refused to use federal and state funding to supplement school recovery efforts. They instead disinvested from schools after the state finally allocated the funding communities have been historically owed. Our current leaders must not continue a legacy of disinvestment in education. Evidence demonstrates school disinvestments increase the criminalization of Black and Brown communities⁵. Cutting school budgets while simultaneously increasing the policing budget suggests policing Black and Brown bodies is more of a priority than investing in children.

ELLs and Immigrant Families

During the pandemic, many immigrant students and families have been especially lost and isolated as the New York City Department of Education (DOE) has consistently struggled to communicate with immigrant and limited English proficient (LEP) families. Rapidly changing policies were particularly difficult for our immigrant families who speak languages of limited diffusion, those with low English and digital literacy, ELLs with disabilities, and our undocumented, low wealth, and homeless immigrant families.

⁵ https://scholar.harvard.edu/files/ddeming/files/deming_bslc_qje.pdf



The pandemic underscored and compounded the profound inequities already affecting immigrant families and ELLs in our school system. Since the start of the COVID-19 pandemic, many immigrant families have struggled with disproportionate levels of trauma, illness and loss, unemployment, food and housing insecurity, and the threat of deportation. Unfortunately, pandemic pressures have forced even more immigrant youth to focus on work or caregiving at the expense of their own education.

Immigrant youth need schools that acknowledge and embrace their realities and inspire them to continue their education despite the hurdles. New York City's immigrant youth are dropping out in staggering numbers, at a rate now almost five times that of their native English-speaking peers because they don't have access to the supportive school programs they need. This is particularly devastating given the fact that ELLs have the potential to outperform native English-speaking peers when given the right supports.

Moreover, the pandemic severely compounded our immigrant students' barriers to accessing quality programs and services. The NYIC, our LIFE and Education Collaborative partners, and immigrant-serving CBOs across the city were inundated by newcomer families struggling to find enrollment and communications support. With the closure of Family Welcome Centers, the lack of printed materials informing families of their choices in their home languages, and the massive stress on families to continue to support themselves and their children, far too many eligible students were unable to even enter the education system.

The drop in enrollment reflects these serious issues. Yet the city hasn't shown a serious commitment to expand access to public schools for immigrants, as it ignored two practical interventions that would have potentially brought thousands of immigrant youth into the system. The city could have dramatically expanded access for immigrant youth through a



\$4 million investment in the LIFE Project - to offer community based supports for 3k and PreK enrollment - and a \$2.1 million dollar investment in the First Step Newcomer Transfer School pilot program - to expand access for older newcomers in schools close to where they live and work.

Conclusion

The City must restore the cuts to our public schools. We cannot disinvest in schools but neither can we “return to normal”. We must continue to invest in expanding access for immigrant youth to quality programs. Immigrant youth need healing-centered schools; trauma-informed practices; culturally responsive and linguistically diverse educators and staff; arts; healthy food; and academic programming to support their language development. In FY23, the City must leverage federal funds to finally make schools whole and ensure all communities can provide the additional services needed for immigrant children to recover, heal, and thrive.

Thank you for the opportunity to testify.

Submitted by:
Andrea Ortiz
Senior Manager of Education Policy
New York Immigration Coalition

Contact: Andrea Ortiz, Senior Manager of Education Policy, aortiz@nyic.org (K-12) and Liza Schwartzwald, Senior Manager of Education Policy, lschwartzwald@nyic.org (Multigenerational Education).



**UNITED
NEIGHBORHOOD
HOUSES**

45 Broadway, 22nd Floor, New York, NY 10006

212-967-0322 | www.unhny.org

**Testimony of United Neighborhood Houses
Before the New York City Council Committee on Education
Council Member Rita Joseph, Chair**

Oversight - Fiscal 2023 DOE School Budgets

**Submitted by Dante Bravo, Youth Policy Analyst
August 22th, 2022**

Thank you, Chair Joseph and members of the New York City Council, for the opportunity to testify. My name is Dante Bravo, and I am the Youth Policy Analyst at United Neighborhood Houses (UNH). UNH is a policy and social change organization representing 45 neighborhood settlement houses, 40 in New York City, that reach 765,000 New Yorkers from all walks of life.

A progressive leader for more than 100 years, UNH is stewarding a new era for New York's settlement house movement. We mobilize our members and their communities to advocate for good public policies and promote strong organizations and practices that keep neighborhoods resilient and thriving for all New Yorkers. UNH leads advocacy and partners with our members on a broad range of issues including civic and community engagement, neighborhood affordability, healthy aging, early childhood education, adult literacy, and youth development. We also provide customized professional development and peer learning to build the skills and leadership capabilities of settlement house staff at all levels.

The COVID-19 pandemic has ravaged New York City's economy and safety net and has underscored the significant racial and economic disparities that have impacted New York City's neighborhoods for decades. Just as they did through other crises our City has faced, settlement houses have been on the frontlines of the COVID-19 emergency response by continuing to deliver essential services to New Yorkers, providing emergency food, counseling, shelter, youth and family supports, and more.

Settlement houses have been community hubs for education for decades, and continue to provide New York City's communities with guidance around academic instruction and enrichment, as well as navigating the Department of Education (DOE) at large. They have also served as sites for DOE programming, and as mediators between communities and the DOE to ensure that schools remain as responsive to the needs of their local communities as possible.

This testimony calls on the city to reverse the cuts to the Department of Education's FY23 budget and create a budget that best supports New York City's children, youth, schools, and communities at large going forward.

UNH calls on the city to invest in a budget that:

- Increases contract rates to Community Based Organizations who work closely with the Department of Education to raise wages for CBO workers;
- Invests in the Early Childhood Education system to stabilize it for intentional, targeted expansion to reach the demand across the City;
- Baselines funding for Mental Health programs to support positive school climates and bolster academic achievement and creates new school-based mental health clinics;
- Invests in school-wide restorative justice practices, which includes hiring a restorative justice coordinator for each school; training all staff and interested members of school communities; providing young people with training and stipends to lead restorative practices; and partnering with community-based organizations to support this work; and
- Recognizes the value of CBO-school partnerships by finding sustainable funding sources for programs such as the Community Schools Initiative and the Learning to Work program.

Because settlement houses run programs complement to the public school system, any cut of funding in the public school system will affect overall program quality and will have serious holistic consequences, which in turn will negatively affect young people and their communities.

The \$469 million cut to public schools is especially worrisome, at a time when the city stepped up for undocumented children's access to childcare, bringing the system one step closer to the goal of universal access; and restored funding for Community Schools Initiative. While these investments are praise worthy, it is important to see the city's multi level education system as a whole and continue to make needed and crucial investments for childcare, afterschool programs, and youth development without making cuts to the public education system.

Thank you for your time and the opportunity to testify today. For more information, or to answer any additional questions, you can reach me at dbravo@unhny.org.

From: Ariel Flavin <ariel.flavin@gmail.com>
Sent: Monday, August 22, 2022 12:58 PM
To: Testimony
Subject: [EXTERNAL] Class size and budget cuts

To Whom it May Concern,

Please consider the importance of our children's educations. They have already fallen so behind and lost so much due to Covid these last few years. They deserve proper educations and this cannot be achieved without the budgets to do so, what we had before wasn't enough I can only imagine how bad it will be if these cuts go through. I'm exhausted by the constant needs of our schools and at this point have sent so much paper and paper towels it's ridiculous. Teachers are being asked to teach way too many students in each classroom. We desperately need smaller class sizes. As someone who grew up in the NYC public school system and a parent of kids in that system now I'm outraged at this point.

I truly hope you will keep the interests of NYC families in mind as you make this very important decision.

Sincerely,

Ariel Flavin

Sent from my iPhone

From: CLARE RHODES <clarerhodes1@mac.com>
Sent: Saturday, August 20, 2022 3:24 PM
To: Testimony
Subject: [EXTERNAL] Please restore the budget

HI,

It is essential that the budget get increased, it is shocking that after suffering through three years of covid our schools, teachers and KIDS now have to suffer with larger classrooms and lacking the budgets to cover the teachers to help them have a better education and to catch up.

We have a child that really suffered through covid and lack of school and friends and he is now entering MS and I can't imagine the schools not having the funds to help him and support him.

You MUST do all you can to get this restored, shame on you Mayor, I don't know what you think you are doing.

Very angry mum of a 10 and 14 year old boys.

Please HELP!

Clare Rhodes

I am the mother of two boys, twins, in the seventh grade at MS 839. I am also a retired DOE D15 arts educator. I implore you to rearrange the budget so that schools are able to provide students with what they need to learn, thrive, and succeed.

Students, teachers, administrators, and parents have been through so much in the past two years. We have done our best to hold it all together, and now after all of that hard work, we now have to explain to our children yet again why their beloved teachers won't be with them next year, why there won't be a counselor. Now,

As a single parent, I am often out of the house working when the boys get out of school. Now instead of them playing basketball or rehearsing a musical, I will have to worry about them being unsupervised and without any sport or artistic activity.. The Outward Bound program at our school has not been able to function for the past two years due to the pandemic and next year the eighth graders were finally going to get to experience how the school was so special—what made us 'choose' this place when we went through the complicated and confusing lottery.... but not now, now we are taking away the funds meant for THEM and storing them away for some future use? How can this be possible?

Please please please do what you would do if it was YOUR OWN CHILDREN in this system!

Sincerely,
Cynthia Blackwell

From: Ilya M <ilya.magazanin@gmail.com>
Sent: Sunday, August 21, 2022 8:47 PM
To: Testimony
Subject: [EXTERNAL] Budget cuts to district 15 - August 22nd hearing

Hello,

I want to speak on behalf of my children's school, PS 130 in District 15, but I'm sure my comments apply to most schools in our district and districts across the city.

Based on the numbers provided by our CEC, it appears that PS 130 is set to lose 13% of its total annual budget. However, looking at the enrollment changes from FY 20/21 to FY 21/22, the percentage of students lost is 1.5%. I understand that budget reductions are based on *projected* enrollment, but let me assure you that PS130 isn't losing 13% of its students in FY 22/23. So what did the council vote for, when it approved the mayor's draconian cuts?? They need to be restored to ALL schools and it needs to happen now, now, now. School starts in 2 weeks, this back and forth between the council and the mayor is embarrassing. This only contributes to the exodus of students and parents. Support and fully fund our schools, please.

ilya magazanin

From: Leslie Woodruff <jetsetleslie@yahoo.com>
Sent: Wednesday, August 24, 2022 8:06 PM
To: Testimony
Subject: [EXTERNAL] Education cuts = final straw

To those of you who have the weight of budget cut decisions on your shoulders, I do not envy you. However, I am sure you wouldn't envy my circumstances either.

For families who have held on through the pandemic and chosen to stay in NYC....we are all weary from "problem fatigue."

First it was neighbors dying from Covid, the eerie sound of ambulance sirens all day and night, everchanging rules of mask life, adjusting to working remotely while our kids simultaneously Zoomed on the other side of our tiny NYC apartments in order to "attend school", restaurant closures, outdoor dining in winter (just to get a break from our tiny NY apartments that doubled as offices)....

Then came massive sanitation cuts that led to overflowing corner baskets and loose litter swirling around our sidewalks.

Then the homeless hotels sprung up around the city - many of them poorly run and their residents were preyed upon by crack dealers who turned them into sidewalk junkies. This made for sketchy walks in our own neighborhood, stepping over needles and zombie-like druggies.

Let's add in:

- Black Lives Matter riots/looting
- speeding three wheelers,
- drag racing,
- late night illegal fireworks that terrified us,
- rampant store theft with no accountability (because, you know.....bail reform!),
- shootings / gun violence,
- subway riders pushed to their death,
- being run over on the sidewalk by e-bikes/scooters

But wait! There's more!

Beyond the massive uptick in crime, AFTER WE ENDURED ALL OF THAT.....Mayor Adams wants to cut nearly half a BILLION dollars from Education?!

Get the * out.***

^^ That's what you might as well be telling me.

You may as well just tell me that after alllllll the misery of the last two years, that I should throw in the towel now and leave New York City.

Because if you cut my child's access to cultural arts programs and/or take away her ability to enjoy a normal sized classroom (instead of maxed at 32 which is INSANE!),....IT IS A DEALBREAKER.

Please tell Mayor Adams that his short-sighted plan WILL BE THE STRAW THAT BREAKS NYC FAMILIES' BACKS.

If this budget cut gets approved, we are leaving the city. Along with waves of other families who are also on problem overload. This is no longer a livable city for families.

Leslie Woodruff

From: Ptrust Gmail <ptbass75@gmail.com>
Sent: Saturday, August 20, 2022 9:11 PM
To: Testimony
Subject: [EXTERNAL] Testimony: How the school budget cuts affect me and my family

Hello, my name is Paul Trust, I am a music educator, a father of three daughters in public schools and a resident of Richmond Hill Queens.

Many of you may know me as one of the plaintiffs in the lawsuit to restore school budget funding.

Because of the mayor cuts, the school I teach at will no longer have a music program. Because of these cuts the school my daughters attend will also no longer have a music program. It breaks my heart that they will not be able to experience the joy of music that inspired a lifelong passion in me, thanks to the amazing music teachers I had in elementary school.

Because the mayor appealed Judge Frank's ruling, I gave hope on returning my position at my school and have found a new teaching position in Brooklyn. I look forward to the next chapter of my career but I'm also sad to have been forced out because of the cuts. I am sad for all my students I've known for years who hoped I would be preparing them for graduation, for winter and spring concerts.

In addition, my wife, who is an art teacher in Jamaica Queens, spends every summer teaching her at risk students summer programming. She was informed that because of these cuts they were not going to be able to have her teach classes. I don't understand, if the mayor knows how important the arts are, as commissioner combo said that when you put a trombone in a students hands it could be taking away a gun, and how important it is to have summer programming to keep at risk students engaged over the summer, how can he also say that he's doing everything within his power to keep our city safe?

Besides these cuts to the arts, at the school where my youngest daughter attends they are losing a guidance counselor as well as a classroom teacher, which will maximize class sizes. Although the mayor seems to believe we are through the pandemic, we are not. Especially when it comes to normalizing our students, the mental scars of what they have been through are still playing out. Having a second guidance counselor to attend to the students needs is essential support. Especially when a report just came out that we are not providing the social emotional support to New York City students that they should be getting.

And while these are personal stories, I know that similar ones are playing out in schools throughout the city and every borough. It is crucial that the 469 million that has been taken from the city schools be returned so that our students, teachers, school communities can benefit from a well-funded school system.

Thank you for your time.

Sincerely,

From: Tamara Tucker <tamara.lt@gmail.com>
Sent: Monday, August 22, 2022 11:03 AM
To: Testimony
Subject: [EXTERNAL] School Budget Cuts

As a named plaintiff in Tamara Tucker et al. vs. The City of New York I would like to share my motivation for joining this lawsuit for the record.

We live in a city of tremendous wealth with world renowned cultural, educational, and scientific institutions. And yet for decades public schools have had to stretch their funding to provide basic services and programming. These budget cuts serve no purpose other than to undermine our public education system and exacerbate existing inequity. The declines in enrollment should be viewed as an opportunity to invest in our schools and students not a chance to punish them for factors that are mostly outside of their control like the cost of living.

I was not alone in reaching out to city council and other elected officials to demand that these cuts not be approved and didn't receive any real response. Because I believe so strongly that these cuts need to be restored I decided pursue action via the courts.

I am honestly disgusted that this administration is fighting so hard to gut our public schools. There is money available. There is overwhelming need. Yet instead of taking the action necessary to actually fund schools in a way that would be constructive the mayor is lying to the public and pretending that these cuts cause the kind of devastation we know they will. What does it say about us as a city or this administration that you are choosing to cause this kind of harm to children who have just lived through a global pandemic? These cuts have already forced schools to cut important and beloved staff, music, art, and after school programs and so much more.

City Council needs to do what is fundamentally the right thing. Speak up on behalf of your constituents and get the schools budgets restored. Otherwise you have lost your right to call yourself an education advocate.

We shouldn't have to, but we are begging you to step up and fix this. I wouldn't be able to sleep at night if I knew that I was responsible for even one child not having access to art class and that is going to happen to thousands of children all over the city in every single district.

Please do the right thing.

Sincerely,
Tamara Tucker

August 22, 2022

Ximena Frankel
73rd Ave
Forest Hills, NY 11375

Dear Chair Rita Joseph,

I thank you, and fellow Education Committee Council Members for holding today's hearing and for introducing Resolution 283. My name is Ximena Frankel and I live in Forest Hills, NY, School District 28/Council District 29. As a parent and parent advocate in School District 28 I am disappointed and alarmed by the cuts to the DOE that were approved in this 2023 budget, and thank you for the introduction of resolution. As Comptroller Brad Lander has presented in his report, these cuts are both unnecessary and untimely. The money is there and simply unused. Our children deserve so much more, as do the school staff who have literally put their lives on the line to care for our children during this prolonged COVID crisis. These cuts, the largest passed in many years, will devastate our schools, undo any progress that has been made in the past year to improve the mental health and wellness of our students and their academic success, and plunge the entire system into chaos. Just as we are collectively beginning to find our footing after 3 uniquely challenging school years, the rug is being pulled out from under our children. Especially impacting our students who already fall in the margins and are underserved. We are being told that this is simply because enrollment is down, but those numbers have been grossly miscalculated and also do not take into account the over 1000 of asylum children that will be placed in our schools. They too deserve the services and education that will help them to integrate in our communities. Staff changes have already been made. And when the reality of these cuts becomes more widely understood, no doubt that will lead to parents deciding to pull their children out of their public schools, deepening the supposed crisis in enrollment decline and leading to more budget cuts under the Fair Student Funding formula. Our children cannot wait, with schools reopening in 3 weeks, we need these budgets to be fully restored NOW. Their future success and the long term success of our communities and our city depends on the actions you will take to either restore funding, or to stand by and allow our schools to fail.

Sincerely,

Ximena Frankel
School District 28

From: Chandrika Menon <chandrikamenon7@gmail.com>
Sent: Tuesday, August 23, 2022 11:47 PM
To: Testimony
Subject: [EXTERNAL] D 15 Budget Cuts

To Mayor Adams and Chancellor Banks,

I am a teacher at PS 130 and have been teaching fifth grade for the past nine years in this school. One of the many rewarding aspects I notice when students come to the fifth grade is their ability to read, write and complete math problems with a deep understanding of these subjects. This has been evident more and more as PS 130 has grown in numbers. The students' ability to learn in a meaningful way has become our cornerstone as teachers pay closer attention to their students' needs, either in a large group setting or in small groups. This kind of approach is evident in all grades. Both these settings have worked well, thus far, since our population has grown and at the same time has become more diverse. Furthermore, the focus has not only been on supporting students' skills and strategies, but also providing assistance to their families based on individual needs. This approach is incredibly vital and therefore it has become even more important to continue with these steps. However, these programs require money. PS 130 uses most of our money to cover the costs to pay teachers, paraprofessionals and guidance counselors so the students are given the tools to achieve their utmost potential. Therefore, your decision to cut our budget by \$1,578,746.00 will not allow us to meet these district and school stated goals. Please reconsider your decision favorably towards ALL the schools that are facing the budget cuts so the allocated resources for the coming school year will adequately meet both the students and their families' needs.

Thank you for your attention and consideration of this matter.

Sincerely,
Chandrika Menon
Classroom Teacher, Fifth Grade
PS 130 - Brooklyn, New York

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 283

in favor in opposition

Date: _____

Name: Comptroller Brad Lander (PLEASE PRINT)

Address: _____

I represent: _____

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: _____

Name: President Michael Mulgrew (PLEASE PRINT)

Address: 52 Broadway

I represent: UFT

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Deirdre Lew

Address: 575 Carlton Ave. Brooklyn NY

I represent: PS 9

Address: 575 Carlton Ave.

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: LUPE HERNANDEZ

Address: 80 N. MOORE ST 9T

I represent: SELF, MEMBER CECDZ, -> BPOF Manhattan

Address: _____

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