

**TESTIMONY OF NYC PUBLIC SCHOOLS ON SUMMER RISING (SR) BEFORE THE  
NYC COUNCIL COMMITTEES ON EDUCATION AND CHILDREN & YOUTH**

October 30, 2024

*Testimony of Angela Faloye, NYC Public Schools Director of Summer Programming*

Good morning Chair Joseph, Chair Stevens, and all the members of the Committees on Education and Youth Services here today. My name is Angela Faloye, and I am the Director of Summer Programming at NYC Public Schools (NYCPS). I am happy to be joined by Emma Vadehra, Deputy Chancellor for Operations and Finance at NYCPS; Susan Haskell, Deputy Commissioner for Youth Services at the Department of Youth and Community Development (DYCD); Daniel Guillen, Assistant Commissioner for Youth Services Operations at DYCD, and multiple staff from NYCPS and DYCD who work together to ensure the successful outcome of our city's summer programming.

I would like to thank Chair Joseph, Chair Stevens, and the Council for your longstanding partnership and support to ensure NYC students have access to enriching and engaging summer programming.

Summer Rising (SR) is a collaborative partnership between NYCPS and DYCD to offer free summer academic and enrichment programming to 110,000 NYC students in grades K to 8.

Summer Rising offers academic programming to students taught by NYC Public Schools staff and extensive enrichment programming provided by DYCD Community Based Organizations (CBOs). Summer Rising provides the opportunity for students to learn, grow, play, and explore the city around them – from field trips to theme parks and museums to dance and art classes. Summer Rising provides breakfast, lunch, and a snack to all participants. Summer Rising also relieves childcare burdens on parents and families, who may otherwise have to pay thousands of dollars for day camps for their children. The program also intentionally prioritizes serving some of our most vulnerable students, including our students in temporary housing (STH), students in the foster system (SFC), and students with disabilities.

Each year, we survey our families, staff, and students about their experiences for us to consider as we work to continuously improve. Below are excerpts from the 2024 Summer Rising survey to families, staff, and students:

- 93% of parents who completed the survey believed their students looked forward to attending their summer program each day.
- 80% of the Upper Elementary (UE) students and 73% of Middle School (MS) students who completed the survey believed the summer program was fun and liked the summer program (82% UE, 74% MS).

- 90% of NYCPS staff who completed the survey believed participating students enjoyed themselves.
- More than three-quarters of parents who filled out the survey were satisfied with the food provided in Summer Rising. Eighty-six percent of parents were satisfied with Summer Rising transportation. In addition, almost one-third of parents whose children attended Summer Rising in 2023 believed that transportation was better in 2024 (31%).

As we have continued to work together, we have made a series of changes to improve enrollment in Summer Rising. For summer 2024, we were able to open applications a month earlier than we had in prior years, providing placements to those who applied through the regular application cycle a month earlier than usual. This helped parents and other stakeholders plan earlier and better for summer. In summers 2023 and 2024, Summer Rising enrolled over 110,000 students while moving away from a “first come, first served” application process to a more equitable process that allotted families more time to investigate and apply to meaningful programs, ensured a common application process for all, and allowed us to prioritize some of our most vulnerable student populations in a consistent way: students with academic need, students with a 12-month IEP for Extended School Year, D75/Chapter 683, and Autism Nest or Horizon, STH, SFC, and students with a local connection to the DYCD CBOs or school community.

Over 3,000 NYCPS staff including general education teachers, special education intervention teachers, and English as a New Language teachers provided over 80 hours of instruction using vetted curricula appropriate for summer. Furthermore, NYCPS provided a nurse, paraprofessionals as needed, a guidance counselor, and a transportation coordinator as additional staff at each site. All Summer Rising sites were supervised by a principal and assistant principal who worked collaboratively with the DYCD CBO Program Director(s).

In summer 2024, we provided yellow bus transportation to support over 4,200 field trips. This was double the number of trips taken on yellow buses in summer 2022. We were glad to work together to ensure that students were exploring and learning from all that New York City has to offer.

But there is always room to improve for our students and families, and we and our partners at DYCD are already getting together to discuss how we can make the program stronger as we look toward next summer. We are working on possible answers to questions such as how can we continue to improve enrollment and attendance? How can we support our students in temporary housing and foster students in enrolling in the program?

As just one example, we plan to invest in targeted summer support for multilingual learners. Multilingual learners in grades K-8 who attend Summer Rising programs will be prioritized for instructional support from a bilingual education or English as a New Language (ENL) teacher as part of their academic day. Multilingual learners will receive instruction targeting language and literacy development and access to grade-level content that could include small-group instruction and/or one-on-one support. This ensures English language learners' continued right to receive bilingual instruction during the summer.



Additionally, as part of our commitment to making Summer Rising accessible, we plan to continue to provide transportation to students with disabilities and students in temporary housing and foster care. Eligible students are guaranteed busing to and from their instructional program, and we will continue to provide rideshare options for students with disabilities, STH, and SFC if they need it for the return trip home at 6pm, after the enrichment portion of the day.

We appreciate the interest of the Council, advocates, and the community in this important programming and hope to make it even better for Summer 2025. I would like to thank you all for your time and advocacy on behalf of the students and families of New York City, and my colleagues and I welcome any questions.

**TESTIMONY**

**NYC COUNCIL COMMITTEE ON EDUCATION  
CHAIR, RITA JOSEPH**

**NYC COUNCIL COMMITTEE ON CHILDREN AND YOUTH  
CHAIR, ALTHEA STEVENS**

*Oversight – Summer Rising*

**Presented on  
Wednesday, October 30, 2024**



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SUPERVISORS &  
ADMINISTRATORS  
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Good afternoon, Chair Joseph and Chair Stevens and your distinguished colleagues on the Committee on Education and the Committee on Children and Youth. As the president of the Council of School Supervisors and Administrators (CSA), I submit this testimony on behalf of our 17,000 in-service and retired principals, assistant principals, and other educational leaders. We thank the Council for holding this hearing and for listening to our city's school leaders' feedback on Summer Rising, an invaluable program offered by the Department of Education. Thank you also for scheduling this hearing so far in advance of next year's summer program, and not long after Chancellor Aviles-Ramos has assumed her new role. We look forward to collaborating with her and her team as we reflect on the successes and challenges of Summer Rising 2024 and work towards strengthening next summer's program.

Our testimony will briefly outline the program's legacy and historical challenges, the encouraging strides made this past summer, and the problem areas we believe we must address to better serve our students, schools, and communities.

### **Background on Summer Rising**

It is our understanding that Summer Rising, in its current iteration, began as a response to COVID-19 and the need to support students who experienced significant learning loss; they were also facing a wide variety of impacts of the pandemic on their social, emotional, and mental health. Prior to 2021, summer school programs predominantly focused on mandated students—those requiring additional instruction to advance to the next grade level. The DOE's reimagining of the summer program, after a year of hybrid or remote learning, aimed to offer all students the chance to benefit from in-person summer learning, pairing instructional time with enrichment activities led by Community-Based Organizations (CBOs). Prior to the launch of Summer Rising, summer programming mostly involved a four-hour instructional day, particularly in elementary and middle school. The new approach was designed to create a well-rounded, up to ten-hour summer school day from 8 am to 6 pm, addressing both academic needs and broader developmental support, including mental health resources and extracurricular activities.

### **Collaborative Approach to Enrollment**

The enrollment process for Summer Rising has been a central focus for CSA since, as efficiency is crucial for a successful program that reaches its ambitious target of over 100,000 children citywide. In previous years, open enrollment on a first-come first-serve basis led to overcrowding, displacement, and confusion at some sites, as children not mandated for summer school filled all available seats, excluding those who needed them most.

CSA has advocated for a phased enrollment approach to ensure there are seats for mandated students before certain sites reach capacity. This phased process was largely implemented with stronger results, and principals reported smoother enrollment and fewer access issues.

Another concern in past years involved the role of CBOs in enrollment management. CSA raised issues about the lack of coordination between some CBOs and schools, which often led to miscommunications and disorganization. When summer programming is a joint effort between schools and CBOs that work in their building during the school year, it's a more seamless experience for all involved. When a CBO is placed in school buildings for the first time and the principal has not yet developed that same relationship with the CBO, strong communication and trust must be built from the ground up.

This year, the phased in approach meant closing the registration portal after a certain time so that mandated students could register, only to reopen for all students again afterwards. By refining enrollment and increasing principal involvement, schools were better able to communicate with families directly, making enrollment more streamlined and inclusive. Principals appreciated the autonomy, feeling empowered to ensure that their students could access available resources without unnecessary barriers.

Finally, the school affiliation process was completed with more than sufficient time to avoid the complications that had arisen in prior years when that process wasn't as timely.

To facilitate ongoing improvement, CSA engaged with the DOE early and often to communicate the perspective and concerns of principals from various districts who could offer real-time feedback and suggestions. We lifted their voices to identify and address program challenges through direct communication with the DOE about operational concerns and successes. For the first time, principals felt they had a meaningful voice in Summer Rising's planning and execution through our union.

### **2024 Challenges**

Despite these improvements, staffing remained a critical challenge, especially at the start of the summer. Post-pandemic, fewer teachers are opting to work during the summer, creating a strain on the program's ability to maintain full coverage. CSA has advocated for early and proactive recruitment to ensure enough qualified teachers are available; we will continue to do so.

We also urge the DOE to explore potential incentives and communicate summer positions well in advance to attract and retain teachers willing to participate. Meeting the program's goals with a target of 110,000 students requires a solid foundation of educators, and we continue to emphasize the importance of strategic hiring to avoid future disruptions.

Given the challenges with recruiting teachers to work Summer Rising at a per session rate, we should seriously consider compensating teachers fairly at a pro rata rate to ensure that we have an adequate number of teachers to serve all our students, especially children with higher needs.

In addition to hiring concerns, our school leaders have expressed frustration regarding the city's ability to handle the transportation needs of students with disabilities. Since busing was not available for some families that would have liked their children to participate until the conclusion of the CBO led portion of the Summer Rising program at 6pm, they were unable to take advantage of the full scope of the enrichment programs. Many principals and assistant principals have also shared the need to strengthen offerings for English Language Learners given the large influx of asylum-seekers in recent years.

### **Recommendations for 2025 and Beyond**

Moving forward, we recommend the continuation and strengthening of several initiatives that improved Summer Rising 2024:

- **Sustained Principal/Union Feedback:** CSA will continue to empower school leaders with the opportunity to provide program planning and real-time adjustments. With their firsthand insights, principals are in the best position to guide operational decisions.
- **Clear Operational Guidelines and Communication:** CSA suggests that the DOE formalize an operational guide, a "playbook" for Summer Rising that outlines pre-summer preparations, in-summer operations, as well as all the steps necessary for a successful close to the summer school

program. This guide would help principals manage logistics more effectively and ensure program readiness. A comprehensive and detailed accompanying checklist could further assist school leaders in addressing all necessary steps before program commencement.

- **Staffing and Recruitment Strategy:** To address staffing issues, we recommend setting up an early hiring schedule, along with additional resources or incentives for teachers. Given the program's substantial reach, ensuring adequate staffing should remain a top priority.
- **Consistent School-CBO Partnerships:** While many schools have year-round relationships with CBOs, some do not, which has occasionally led to coordination challenges. Establishing stable, consistent partnerships between schools and CBOs well before summer would allow for smoother integration and more effective programming.
- **Alignment of Program Schedules for Families:** Finally, CSA encourages the DOE to continue its uniformity in program schedules for elementary and middle school students, as it has done this year. Misaligned schedules can create logistical issues for families with children in multiple grades and reduce program participation. Ensuring this consistency supports family engagement and program accessibility.
- **Improved Transportation for Students with Disabilities:** Addressing the transportation needs of students with disabilities is essential to ensure equitable access to both instructional and enrichment opportunities. We recommend a targeted review of the transportation services to increase accessibility, allowing more families to fully benefit from Summer Rising's extended programs.
- **Enhanced Language Acquisition Support:** To support New York City's increasing population of English Language Learners (ELLs), particularly recent arrivals, we recommend providing dedicated Language Acquisition opportunities during Summer Rising. These programs will help students strengthen their English skills, ensuring they are better prepared for the upcoming school year.

On behalf of CSA, I extend our thanks once more to the City Council for your attention to these insights and recommendations. The progress made in Summer Rising 2024 has shown that, with collaborative planning, inclusive practices, and ongoing feedback from educational leaders and administrators, this program can continue to serve as a meaningful resource for students across our city. We look forward to working together to build on this success, ensuring that Summer Rising 2025 and beyond continues to meet the needs of our students, families, and communities.

Sincerely,

Henry Rubio

CSA President





**Testimony  
Before the New York City Council  
Committees on Children and Youth and Education  
Oversight Hearing on Summer Rising  
Presented by Deputy Commissioner Susan Haskell  
October 30, 2024**

Good morning, Chairs Stevens and Joseph and members of the Children and Youth and Education Committees. I am Susan Haskell, Deputy Commissioner for Youth Services at the Department of Youth and Community Development, and I am joined today by Daniel Guillen, Assistant Commissioner for Youth Services Operations. On behalf of Commissioner Howard, thank you for this opportunity to discuss the Summer Rising program.

This past summer was a banner year for Summer Rising, offering 115,000 K- 8 grade students the opportunity to participate in a full-day of academic, enrichment experiences and field trips. We thank our 114 Summer Rising providers and NYC Public Schools for their partnership in operating 597 programs in 360 school buildings across the City. We also appreciate the Council's support for Summer Rising and our other vital summer programming which kept young people engaged and safe this summer. The DYCD portion of the Summer Rising budget for FY25 was \$151.7 million.

**Program Enrollment**

After hearing feedback from parents, community-based organizations, the Council, and other stakeholders, we implemented a new enrollment process and improved the experience for families, schools and our providers. Enrollment was launched six weeks earlier than last year (March 4) and the opportunity to apply remained open for applications beyond the initial enrollment period to open opportunities for more families. MySchools allowed school administrators and community-based organizations (CBOs) to have access to the same portal to see applicant selections, and families were able to accept or decline offers within the system. MySchools also improved maps and search options to allow families to easily find programs and apply to as many as they wanted. After initial offers were made, families could add themselves to the waitlist of other options and monitor their position. DYCD utilized application data to increase or reduce seats at CBO programs whenever possible.

Through this process, we received a total of 160,000 applications. Summer Rising enrolled 115,048 youth- 86,007 were in elementary school and 29,041 were in middle school. Enrollment system improvements allowed 110,000 or 79% of applicants to receive an offer to a program of their choice, compared to 68% last year. Beginning early in 2024, DYCD convened bi-weekly planning and coordination meetings with CBO staff and welcomed principals and school staff to joint sessions to coordinate messaging and services at Summer Rising sites.



**Department of  
Youth & Community Professional Development Opportunities  
Development**

In partnership with NYCPD and Change Impact, we offered a range of Professional Learning and technical assistance opportunities to provider staff to help develop staff skills. For example, we offered a program on “Effective Strategies for Supporting Students with IEPs” to highlight strategies for classroom management including Creating Routines and Classroom Rules and Structure to Support Behavior, Sensory Supports and Regulations Strategies, and Preventing and Addressing Challenging Behaviors. Other courses included Supporting Students Who Are Newcomers, Understanding Mental Health and Positive Youth Development.

DYCD expanded Exploring Futures, which provided career readiness activities for middle school students, including an individualized curriculum to explore skills and interests. Exploring Futures incorporated field trips to CUNY schools, and businesses such as Pfizer, SummerStage, MLB offices and Yankee Stadium. The initiative yielded a positive response as 70% of program directors noted that youth showed a continued interest in their career paths after completing the program. This curriculum has expanded into afterschool programs and includes support of the high school application process for 8<sup>th</sup> graders.

I will now turn to the three bills on the agenda.

- Int. No. 700 would create a college admissions counseling program within DYCD. New York City Public Schools is best suited to provide college counseling and guidance to high school students and offers individualized support based on student experiences and academic achievement. DYCD supports post-secondary education and college access. Career exploration and educational motivation are an integral part of our youth development programming, including field trips to campuses and workplaces. In workforce programs, DYCD's Learn & Earn program provides college and career readiness programming to high school juniors and seniors in public schools who have the highest need. Programming is comprehensive and tailored to the needs of the students, including career-readiness, post-secondary planning, college tours, mentorship opportunities, academic support and paid internships. In program year 2023, 65% of graduating participants went on to successfully enroll in college. DYCD's Work, Learn and Grow program provides paid work experience and a credited CUNY course to high school students. Last year, 4,831 participants received college credit through WLG. In Fiscal 2024, DYCD supported HBCU centric college tours and college prep activities. The 1,065 young people enrolled in Learn & Earn participated in a series of college prep workshops that included topics such as financial aid, portfolio development, and campus college life to name a few. Additionally, over 290 young people visited over 14 colleges. Tours ranged between 1-7 days in length. In addition, the youth experienced museums and other cultural institutions along the way. We are thrilled to report that over 25 students either committed or were on-the-spot accepted to a visited college. We will continue to incorporate activities that support college access in DYCD-funded programs but believe that direct college counseling and application assistance should remain under the auspices of the school system.



**Department of  
Youth & Community  
Development**

- Int. No. 729 would require mental health services in Beacon and Cornerstone community centers. Beacon, Cornerstone and other program areas provide essential universal supports for youth to thrive. Positive peer relationships, caring adults and the opportunity to be engaged and learn new skills are the foundations of well-being that support children through their challenges and successes. DYCD offers some targeted approaches, for example in partnership with our Crisis Management System efforts in communities that experience higher levels of violence and trauma. There are times when participants may require more intensive support or a clinical referral. DYCD ensures that providers are attuned to available mental health resources, in partnership with NYC DOHMH, the Office of Community Mental Health and other services. DYCD-funded Capacity Building and Technical Assistance providers offer training to provider staff to help them identify and assess opportunities to make referrals when needed. We agree with the goal of connecting young people to mental health support in our community centers, but have concerns about the costs and implementation of Int. No 729. We would be happy to discuss after this hearing.
  
- Int. No. 794 relates to the composition of the New York City Youth Board. The Youth Board is an advisory board with members appointed by both the Mayor and City Council. The bill requires at least one member of the board to be a young person. We agree that youth representation is important, and currently there are three Mayoral appointees on the board who are under the age of 25. The bill also includes a requirement for previous experience in youth welfare. The Youth Board includes many members who have spent their careers in youth development, but it also includes members who joined from the private sector. Those private sector members have provided valuable support to young people through their service on the Youth Board, offering opportunities for our workforce programs, tours of workplaces and career panels, and spaces for special events. We do not support changes to the Youth Board composition that would jeopardize those connections.

Thank you once again for the opportunity to discuss DYCD's programs. We look forward to continuing to collaborate with the Council, advocates, providers, and young people to improve services for young people. We are pleased to answer any questions you may have.





# Advocates for Children of New York

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## Testimony to be delivered to the New York City Council Committee on Children and Youth and Committee on Education

### Re: Summer Rising

October 30, 2024

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Thank you for the opportunity to speak with you about Summer Rising. My name is Randi Levine, and I am the Policy Director at Advocates for Children of New York (AFC). For more than 50 years, AFC 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. Every year, we help thousands of New York City parents and students navigate the education system.

As an organization that focuses on students whose needs are often overlooked, such as students with disabilities, English Language Learners, and students who are homeless or in foster care, we have seen Summer Rising provide summer programming to students who did not have access previously. The centralized application process with priority for certain high-needs students, the roll out of an accommodations process for students with disabilities, and the integration of the program into New York City Public Schools have helped students who were previously left out of the City's summer programming to enroll and get needed support to participate.

At the same time, there is more work to do to ensure that the students with the greatest needs are able to fully participate. Among other challenges, last summer, we continued to hear from families whose children were asked to leave the full Summer Rising program or the afternoon enrichment portion due to their needs, including a rising first grader with autism living in a shelter who was told, after two days, that he could not return to Summer Rising, putting the child's learning and the parent's job at risk.

Based on our experience working with families, we recommend that the City:

- Roll out the process for requesting and approving accommodations with enough time to ensure that the individualized support each student needs is in place for the first day of summer and that no young person is turned away. The City should also



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ensure that staff is prepared to serve students with a range of needs and that additional support is available if needed.

- Continue to give priority in admissions to students in temporary housing, students in foster care, and students with 12-month IEP programs and return to the practice of setting aside seats for students who enter shelter or foster care or change placements after the application deadline.
- Continue the policy of having an application window so that admissions is not first-come, first-served.
- Return to the simple application form used for summer 2023 instead of using MySchools, which is far more challenging to use, and provide an application option that does not require internet access.
- Develop and implement a more robust outreach plan targeted to reaching students in temporary housing, students in foster care, and immigrant students and supporting them in applying to and enrolling in Summer Rising.
- When selecting sites for Summer Rising, ensure sites are fully accessible for students with physical disabilities; place programs in sites that will also house summer special education classes; and maximize the number of sites that are convenient for students living in shelters.
- Ensure that all students who need bus service to get to school, including students with disabilities, students living in shelter, and students in foster care who have a right to transportation, have bus service or a comparable door-to-door alternative to get to and from the full day of summer programming that does not rely on parents having to transport their children, instead of afternoon bus service being available only at 3pm—hours before the end of the Summer Rising day.
- Provide families with information about transportation, including bus service and prepaid rideshare, as well as Summer Rising Accommodations Plans, as early as possible so that families can make informed decisions.
- Ensure that students get the academic support, including evidence-based reading intervention when needed, and the social-emotional support they need over the summer.

We look forward to working with you to ensure youth have the support they need to access and participate meaningfully in summer programming. Thank you for the opportunity to speak with you. I would be happy to answer any questions you may have.

**Oversight Hearing on Summer Rising**  
**New York City Council's Committee on Children & Youth Services and Education**  
**October 30, 2024**

**Center for Family Life in Sunset Park**

Center for Family Life in Sunset Park has run Summer Rising programs for the past four years and ran seven programs in the Sunset Park neighborhood of Brooklyn in the summer of 2024. Our organization has been active in giving feedback about the Summer Rising model - our young people have participated in focus groups, our parents have called 311, and our agency leaders and program directors have given feedback at the end of every summer. However, we feel the feedback our community has expressed has largely gone unheeded.

Our testimony covers the following points: the Summer Rising model, a request for transparent data on educational outcomes (specifically as it pertains to students identified by schools as needing academic support or classified as Promotion in Doubt), overcrowding, and an enrollment process that wastes resources and squanders year-round and decades-long relationship building.

The Model:

Free summer programming for New York City youth is a critical support for working families and provides a vital opportunity for young people to engage in meaningful activities, develop new skills, and build community. We are grateful to New York City for recognizing that. However, the Summer Rising model is too rigid to meet our diverse student population's needs. Children who performed at or above grade level, but whose parents need free summer childcare, are required to participate in 16 hours per week of remedial, boxed curriculum taught, in our observation over the past four years, by less experienced teachers, in many cases substitutes without education degrees, few of whom have prior relationships with the students.

We strongly believe the City should fund a full day summer camp option for those not in need of remedial instruction. Giving our children and families the opportunity to choose the right model for their needs is empowering and aligns with the city's goal of equity for all New Yorkers. If children from affluent communities can opt into enrichment camps, children from ALL communities should have the opportunity to do so.

For the past two years, three of our partner school sites in Sunset Park have been able to provide families with an alternative summer programming option - a 5-day per week summer camp, the model of which includes arts-based literacy programming, trips, special events,



project-based learning and a focus on SEL, funded by NYSED and staffed by teaching artists, teaching fellows, social workers, and young adults from the Sunset Park community

As we have done since before summer rising, we worked closely with the three principals to ensure that students identified by schools as needing academic intervention were enrolled in Summer Rising. Many families with children who were not mandated to receive summer academic intervention were delighted to have an alternative program for their children. Families that had enrolled their children in Summer Rising in summer 2023, heard such praise from their parent networks about the alternative camp option offered at Center for Family Life, they relinquished their Summer Rising slots that they were offered in 2024, instead choosing a program where their children, who had performed at or above grade level over the course of the schoolyear, would not need to participate in remedial academics 16 hours per week.

We have a solutions-oriented mindset. In addition to the summer camp option we've proposed that the city offer alongside Summer Rising, another proposal we have would be to integrate the model under the CBOs and allow teachers to integrate into the camp day in the mornings. Both proposals present a less expensive alternative to the Summer Rising model that has been under the auspices of the DOE.

#### What are the Educational Outcomes:

It's clear that the city has invested tremendously in this expensive model, however our parents and community members are interested to know the educational outcomes. In our experience, the majority of the students attending Summer Rising are not identified by their schools as academically at-risk or promotion in doubt. Unfortunately, what that means is that students that *do* have these classifications end up in large classroom settings taught by inexperienced teachers or unlicensed substitutes. We are concerned that students needing the most attention are not receiving the high-quality educational intervention they need and deserve, particularly since, though the model states that there are four-hours of academic instruction four days per week, the buildings are often so overcrowded, and the morning academic portion of the programs are so understaffed, that the first hour is devoted to breakfast with no academic instruction and often lunch rotations begin an hour before academic instruction is set to end, leaving just two hours of time in the morning dedicated to academics. Our students needing extra help deserve better- they deserve tailored instruction in small group settings by experienced educators, not two hours of boxed, remedial curriculum in a classroom with a majority of peers who do not require academic intervention distracting them, while the other two hours are scheduled as "filler" to compensate for the overcrowding in the schools that Summer Rising programs are located in.

Schools and CBOs care deeply about and invest heavily in building strong relationships - to families, students and to one another. Research has shown time and again that strong relationships with educators and other caring adult staff, as in the staff at CBOs, are linked to positive outcomes for youth. However, there is no continuity under the current enrollment process. Parents and students are upset when they are offered Summer Rising slots in unfamiliar schools with unfamiliar CBOs. Relocating schools and CBOs to buildings where there is no preexisting relationship or foundation of trust does not promote the implementation of high-quality programming. Principals in Charge are put in untenable positions, overwhelmed with close to a dozen feeder schools, enrolling students for whom they're not given access to IEPs, and navigating multiple CBOs. This leads to lower quality programming that negatively impacts children. In one case at Center for Family Life, a principal disallowed staff from using any crayons or markers; a summer without art.

#### Overcrowding:

If the city wants to invest in young people and offer high quality, free programming, it MUST open more buildings. For the last two summers, Center for Family Life has been in buildings that co-locate up to four CBOs and 11 feeder schools. This is unsafe and the ensuing logistics (i.e. bussing, determining special needs, transitioning from academic classes to CBO-run camp, administering breakfast, lunch and snack) render it nearly impossible to provide young people with the high-quality summer experience they deserve. In our experience, when buildings are as overcrowded as we've seen the past two summers, it becomes logistically impossible for camp groups to access spaces like the gym or schoolyard more than once per week resulting in children spending most of the week sitting in one classroom all day long.

#### Enrollment Process

The Summer Rising enrollment process would be far more effective if schools and CBOs could collaborate and support families in enrolling in a summer program that meets their children's needs. If the city recognized the value in offering choice to families, and there were multiple models to select from, families, schools and CBOs could determine the best fit – be it tailored academic intervention, high-quality camp or a hybrid model. This would leverage the relationship capital referenced earlier between schools and CBOs and their families and, we believe, result in less attrition and more student and family engagement.

Our observation over the past four summers has been that families dropped out of Summer Rising at rates far higher to the rates we saw prior to Summer Rising, when the city funded CBOs to run full-day camps and allowed them to control the enrollment process. Additionally, when slots did open, they remain unfilled for anywhere between three and nine days, due to the mandate that a three day wait period be observed before offering the slot to another

family. Often, families were receiving simultaneous offers for CBOs for slots. When one offer was accepted, the other CBO was required to make an offer to a new family and wait an additional three days for a response- leaving a funded slot open for six days. This happened dozens of times over the course of summer 2024 at Center for Family Life, resulting a revolving door of participation, which is detrimental to the students in groups experiencing such instability, and wasting the precious slots that should remain filled all seven weeks of the summer.

Conclusion:

We, at Center for Family Life in Sunset Park hope that this feedback will result in a meaningful examination of the Summer Rising model, transparent sharing of the academic outcomes of student participants, and significant changes to the operations of the program, so that our young people can thrive. We ask to be thought partners in designing the next iteration of the summer program model, as we feel we have valuable insights to share from our lived experience of serving thousands of children in this model over the past four years.



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## **Testimony Regarding Ints 0700-2024, 0729-2024, 0794-2024, and Summer Rising**

October 31, 2024

To the Committees on Education and Children and Youth:

My name is Molly Senack, and I am the Education and Employment Community Organizer for the Center for Independence of the Disabled, New York (CIDNY).

NYC Council is currently considering several pieces of legislation that will improve the lives of students in New York City public schools:

- **Int 0700-2024**, which will establish a counseling program to help high school students make the transition to college.
- **Int 0729-2024**, which will establish mental health services at two afterschool programs.
- **Int 0794-2024**, which will ensure the youth board is better able to serve the population it represents by requiring that all members demonstrate relevant experience regarding youth welfare, and by requiring that at least one member be between the ages of 16 and 24, thus actually representing the youth population.

While CIDNY supports the overall impact these bills will have on students, all three should give more active consideration to the inclusion of students with disabilities.

**Int 0794** will adjust the composition of the youth board to make it more reflective of the community it serves. According to the NYC DOE, 21.6% of students in the NYC school systems have at least one disability. Therefore, it should be required that at least one of the 28 members of this board tasked with representing the interests of the student population has a disability.

There are numerous services and resources provided under **Int 0700**: information about important documents and deadlines, general information about admissions and financial aid, counsel on college options, etc. However, we also ask that this program specifically include information about disability services on college campuses including, but not limited to: required medical documentation, procedures for requesting accommodations, and strategies for better self-advocacy. According to 2022 data from the National Center for Education and the US Department of Education, only 37% of students who identify as having a disability report it to their college. Some refrain from reporting because they are worried about stigma, some because they are unsure how to navigate the process, and some because they are unaware they are even eligible for accommodations. Requiring that the college counseling program established under this legislation include information on disability services, regardless of

whether the participating student currently has an Individualized Education Program, would address these issues.

**Int 0729** will provide crucial services to all students who participate in these programs. Too often, efforts to protect the safety and wellbeing of New York City students have excluded mental healthcare, leaving students with mental health-related disabilities (e.g. anxiety, PTSD, ADHD, etc.) particularly vulnerable. In 2021, the National Center for Education Statistics found that students with disabilities were twice as likely to drop out of high school as their nondisabled peers (10.7% vs 4.7%). However, these services will only be available to those students able to participate in afterschool programs. Because there is no yellow bus service after 4pm, many students with disabilities who rely on this transportation to and from school (over 65,000 students) will be unable to benefit from these services.

This is also an issue when it comes to the Summer Rising program. Today the Council is considering the effectiveness of the program as a whole. However, it is important to note that students with disabilities have not yet had the opportunity to participate in the Summer Rising program as a whole: staffing shortages have meant that many students with disabilities have not received the academic instruction or related services they are entitled to during the program's morning sessions, and the lack of late-day transportation service has meant that students with disabilities are unable to participate in the recreational afternoon sessions, often including the field trips that the Summer Rising program promises. Without extending the hours that yellow school buses provide service, students with disabilities will continue to be excluded from any program that occurs outside of "typical" school hours, whether that program provides the crucial mental healthcare that **Int 0729** will establish or the recreational enjoyment that Summer Rising promises.

We thank the Council for your time and effort, and ask that you consider our recommendations regarding the active inclusion of students with disabilities in these bills.

Sincerely,

Molly Senack (She/Her)  
Education and Employment Community Organizer  
Center for Independence of the Disabled, New York  
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**New York City Council**  
**Oversight Hearing on Youth Programming in Summer 2024**  
**Submitted Testimony prepared by Dante Bravo, Senior Policy Analyst**  
**October 30, 2024**

On behalf of Children's Aid, I would like to thank Chair Rita Joseph, Chair Althea Stevens and the members of the Committees on Education and Youth and Children for the opportunity to submit testimony on the need for robust summer programming for all of New York City's youth and children.

For over 170 years, Children's Aid has been committed to ensuring that there are no limits to a young person's aspirations. We have constructed a continuum of services for young people that fosters well-being and allows them to succeed and thrive in every milestone of life. Today, our 2,000 full- and part-time staff members empower nearly 50,000 children, youth, and families through our network of 40 locations including early childhood education centers, public schools, community centers, NYCHA facilities, and community health clinics in four New York City neighborhoods – Harlem, Washington Heights, the South Bronx, and the north shore of Staten Island.

With respect to youth programming, Children's Aid holds almost 50 contracts with the Department of Youth and Community Development (DYCD). These include Comprehensive Afterschool System contracts (COMPASS), which have an amendment to include 2 months of summer programming; our Summer Youth Employment Programming (SYEP) and overall workforce development work; a Saturday Night Lights program; and a Beacon program, which is a school-based community center that serves community members age 6 and above, among other youth programs.

We pride ourselves on being one of the oldest youth serving organizations in New York City, and summer programming plays a critical role in our full suite of whole-child, whole community programming. In particular, after-school and out-of-school-time programming contracts are more than half of Children's Aid's blueprint within our Youth Division.

Children's Aid is also a member of the Campaign for Children, the New York City Coalition for Community School Excellence, the Human Services Coalition, the New York State Network for Youth Success, the Emergency Coalition to Save Education Programs, and the New York State Community Schools Network, and as a member of these networks and alliances we support their policy agendas.



**Every child should have access to high quality, enriching summer programs that meet their needs.** Over the past years, Summer Rising emerged as a popular option for families in meeting their needs. Across New York City, Summer Rising is one of the only free summer programs heavily advertised to families that offers working families a viable option for childcare during summer recess. While we value the access Summer Rising creates across New York City, as a Summer Rising provider, Children's Aid has experienced numerous implementation challenges that are representative of the systemic challenges providers face. Children's Aid urges the City to consider how we can partner to overcome these operational concerns and best serve youth and families who choose Summer Rising to meet their needs.

New York City is fortunate to have a system of Community Based Organizations (CBOs) that offers diversity in summer programming - be it center-based, school-based, or a mix of both. We urge the City Council to leverage this diversity to support varied summer programming options for families.

In this testimony, we urge the City Council to consider enacting the following recommendations to bolster summer youth programming options for youth and their families:

- Announcement of summer programming plans, program models, reimbursement rates, and other critical factors no later than April (prior to the start of summer programming).
- Explicit messaging to families about **all** summer programs in their area, along with a description of what programming entails so that families can make an informed decision about what program is best for them and their child.
- Equity in funding for all of the Department of Community and Youth Development's summer programming portfolio and flexibility to add seats to programs that prove popular with youth and families.
  - This means re-examining and increasing reimbursement rates for Beacon centers and other community centers across the City to ensure CBOs can deliver high quality programs in these settings, comparable to what they are able to provide in Summer Rising.

With respect to Summer Rising, Children's Aid recommends the following so that CBOs who continue to work within the Summer Rising framework can do their best work in partnership with the New York City Public School System (NYCPS):

- Baseline and provide sustainable funding for both NYCPS' and DYCD's portions of the program.
- Give CBOs autonomy in the enrollment process as well as the ability to enroll students on-site. Currently, enrollment is centralized and managed by NYCPS, which limits the CBO from being able to efficiently track and manage the steps for enrollment, prioritize families from the school, or de-enroll non-attending students to make room for students on the waitlist, resulting in unused slots.
- Create an information-sharing system to ensure seamless exchanges between NYCPS' information systems like MySchools and DYCD Connect/PASSPort.
- Provide more robust support from NYCPS for CBO staff, especially in supporting youth with disabilities through the availability of paraprofessionals at all times for students who need them.
- The City must register and immediately pay all outstanding contracts for any work done in previous summers, and implement procedures that allow for swift registration of contracts for all future services rendered.

### **Ongoing Challenges with Summer Rising**

Children's Aid supports free, accessible youth programming for children and families. We thank the City for its continual investment in Summer Rising, and acknowledge how powerful it is to have our partners in government fund these programs. At the same time, we recognize the operational challenges providers face year after year that undercut our ability to seamlessly deliver high quality programming. Herein we offer anecdotes that illustrate some of the challenges we face as a CBO operator of this specific program model and call on the City to remediate these issues promptly as we embark on planning for the next summer cycle.

#### *The Challenges of Centralized Enrollment through NYCPS*

NYCPS' centralized enrollment system does not translate well to DYCD Connect. For example, at one of our sites, 40 families had applications considered "still in progress" at the start of the program. This meant that we, and other providers in this situation, could not take attendance for these youth in DYCD Connect. This created an administrative burden for our staff who had to manually add these families to our enrollment lists with little support from central NYCPS, while simultaneously being responsible for launching programming for all other youth participants.

This administrative burden is especially challenging when a CBO works with a family to transfer them to a different program (be it for parent preference or as a result of program capacity) that

is co-located within the building, as these systems are not integrated by location. This lack of integration resulted in CBO program staff diverting time away from programming to manually enter the family into an alternate program.

*Uneven Expectations: Staffing, Workload, and Autonomy in Programming*

Summer Rising's morning academic portion is meant to replicate the academic supports and structures youth have access to in the school year. The program is designed to implement class size limits of no more than 30 students per class, and have at least one NYCPS certified teacher available for each classroom. This does not include the staffing needed to support young people with Individualized Education Plans (IEPs) or other personnel resources to ensure an environment conducive to learning for program participants. Conversely, when the program transitions to the afternoon CBO portion, CBOs need enough staff to observe ratios of 1 adult to 15 youth, which means that in a group of 30 students, 2 CBO staff will be present. NYCPS support staff (i.e. paraprofessionals) should be available to work in these afternoon sessions to serve youth who need more individualized support to participate.

During this past cycle of Summer Rising, CBO staff highlighted the discrepancy in staffing on the NYCPS' side. At a NYCPS site, 5 NYCPS teachers were assigned to serve 9 groups of 200 students. This led to such high student to adult ratios that Children's Aid staff had to step in to alleviate the demand and engage in teaching, supporting students with disabilities, and other tasks meant for a NYCPS staff member. Our staff explained, "We had the resources! We had the people, so we made it work," and pointed out that if Children's Aid staff did not take on this additional work, NYCPS Summer Rising staff could not depend on support from the central offices of NYCPS to ameliorate the issue.

Our staff also spoke to the disparate expectations between NYCPS staff and their CBO counterparts. For example, our staff understood from multiple DYCD communications that all Summer Rising participants will have support from CBO/DYCD staff as well as NYCPS staff and resources. At one site, however, teachers and other NYCPS staff clocked out promptly at 1pm and were under the impression that all CBO staff had the responsibility to be present the entire 8am - 6pm day of programming, with the afternoon portion requiring no support from NYCPS staff. One CBO staff member reported in reference to this site, "It didn't feel like partnership."

This is in direct contradiction to the messaging both DYCD and NYCPS shared in preparation sessions for the summer, as CBOs understood they would have access to NYCPS supports and

staff during the afternoon portion of programming and that the entire program model is an equitable partnership between the Principals in charge (PICs) and their local CBO staff. This follows a larger theme of a disconnect between the messaging that exists at leadership levels at NYCPS and DYCD and the day-to-day operations. Staff reported the communication channels between PICs and Superintendents seemed limited, and at times openly contradicted what CBO staff understood from DYCD.

At the same time, CBOs also experienced serious staffing challenges to adequately staff their programs. The challenges are attributed to long hours, high workloads, and the lack of competitive pay for these positions. “One of the things that was super difficult is that you’re asking people to work 8am - 6pm. It’s hard to do this without getting into overtime which is a cost that our contracts aren’t funded to absorb,” said one provider in reference to the specific challenges of hiring for CBO staff personnel.

DYCD’s response to this challenge is to suggest that CBOs hire *more* staff so that individual members are not working shifts longer than 8 hours. “The problem is that [DYCD’s suggestion]... doesn’t acknowledge staffing is already a struggle for our typical levels of programming... it’s not as if we had a large pool of candidates in the first place. **We can’t do shifts if we don’t have enough staff in the first place.** The other issue is that staff won’t come to work for us if we compress their time to 5, 6-hour shifts. It’s not enough money or hours... we’d risk making this job seem even less competitive to other jobs,” said a Children’s Aid program staff.

Rotating shifts also does not alleviate staffing concerns when CBO staff take youth on field trips. A successful and safe field trip experience means that adult chaperones must be attentive to youth at all times, especially in public spaces outside of Summer Rising sites. Switching staff in the middle of this supervision is a safety concern for our youth because of the unpredictable nature of taking children and youth outside their typical program sites, which requires our staff’s undivided attention to ensure safety and wellness of program participants. Rotating staff in and out for shifts fundamentally *disrupts* this stream of undivided attention. This unpredictability increases if the field trips take place outside of the site’s neighborhood, because now, CBO staff must factor in participant safety in transportation - especially if they take public transportation which is the most economically feasible way of making a field trip possible.

### *The Impact of Relocating Programs*



We understand that summer recess offers NYCPS an invaluable opportunity and time to close and refurbish different school facilities across the city, so it is inevitable that re-location will happen for multiple summer programs. At the same time, our staff also reported significant challenges with being relocated to a new building, especially if CBO staff have no previous relationship with the PIC or if they are one of many CBO providers in the new building. Many Children's Aid summer programs benefit from a strong school/CBO partnership, however that is a long-term relationship that is built over years, needs intentional support from both DYCD and NYCPS, and is difficult to recreate in a truncated planning timeline.

When NYCPS relocates programs in buildings that can operate summer programming, they are not only physically relocating that program. They are also relocating the years of trust, partnership, and collaboration built to support young people who attend that local school. Because of this, Children's Aid recommends using relocation of programs as a last-resort effort, and that those CBO leaders and NYCPS staff be given additional time to plan, acclimate, and move forward together in the spirit of partnership. "CBOs have the resources, space, and expertise to do so much with our youth," one Children's Aid staff member said. "The problem with Summer Rising is that it's a program that still hasn't figured out how to tap into CBOs' power."

### **The Cost of Overreliance on Summer Rising**

"In our center-based summer programming at the Goodhue Center, we accepted so many young people including young people we didn't serve in the school year. We meet individually with all of our new families as part of their welcome to our program.... Our kids were outside, got the chance to swim almost every day, and had fun with their peers all while leaving their phones in their backpacks."- *Children's Aid staff member*

Enriching experiences, physical movement, project-based learning and more are just some of the many experiences young people get access to in our summer programming within our community centers across New York City. Community centers - regardless of their CBO provider - commit every day to provide these experiences to youth of all backgrounds, right in their own neighborhoods. Community center programming acts as an engine of access, particularly for low-income youth to be able to experience enrichment opportunities equal in quality to private programming in more affluent communities.

Center-based programs, however, need additional resources, flexibility, and attention from our community members to be able to do more of this work. Summer Rising's increasing applications



laid bare the incredible demand for free, accessible summer programming; center-based programming - and other forms of CBO-led programming - can be a powerful tool in alleviating this demand, especially for families who are neither interested in nor need the academic interventions that Summer Rising offers during the NYCPS portion of the day.

For example, Children's Aid's Goodhue Center had a waiting list of over 25 families looking for full day, free summer programming. Our Goodhue Center programming included cooking classes, outdoor activities, reading circles and other opportunities for academic enrichment, and socio-emotional learning with supportive adults who had existing relationships with program participants and their families. Unfortunately, because this program is a DYCD center-based program, Children's Aid could not increase slots to allow these families to come off the waitlist and into our summer program. These families had to make different arrangements for their children, including going to a local Summer Rising site despite this not being the first choice for many parents.

"Summer Rising is a completely different program than what we offer in our centers. We could have easily filled 25 seats [in the Goodhue Center] based on how popular our program was but were told no," said a Children's Aid staff member.

## **Conclusion**

The diversity of New York City's youth should be met with a similar diversity in program offerings and framework. Some youth will need a program that offers more academic enrichment. Some may need academic remediation. Some youth have very specific access needs and interests that cannot be covered by traditional school subjects. Regardless, all young people and their families deserve safe spaces in summer that are enriching, accessible, and support their individual growth when school is not in session.

Children's Aid sincerely thanks the New York City Council, the Committee on Education, and the Committee on Youth and Children for their staunch support of children, youth, and their families in New York City. We look forward to continuing working with the City to support all families in need as part of the Children's Aid's legacy.

Thank you again for the opportunity to submit testimony on this very important issue. Please feel free to contact me at [dbravo@childrensaidnyc.org](mailto:dbravo@childrensaidnyc.org) with any questions regarding this testimony.





**New York City Council**  
**Oversight Hearing on Youth Programming in Summer 2024**  
**Oral testimony delivered by Sarah Jonas, Vice President, Youth Division**

**October 30th, 2024**

Good Afternoon. My name is Sarah Jonas, Vice President of the Youth Division at Children's Aid. On behalf of Children's Aid, I would like to thank Chair Joseph and Chair Stevens for the opportunity to testify.

For over 170 years, Children's Aid has been committed to ensuring that there are no limits to a young person's aspirations. Today, our over 2,000 full and part time staff members empower nearly 50,000 children, youth and families in Harlem, Washington Heights, the South Bronx, and the north shore of Staten Island.

Children's Aid holds 48 contracts with DYCD. These include COMPASS, SONYC, SYEP, a Saturday Night Lights program, and a Beacon center in Councilmember Steven's own District 16 in the Bronx.

Every child deserves high quality summer programs that meet their needs. It is a promise we make to our youth to develop their full potential. Over the past years, Summer Rising emerged as a popular option for families in meeting these needs.

While we value the access Summer Rising creates across New York City, as a Summer Rising provider, Children's Aid experienced numerous implementation challenges that are representative of the systemic challenges providers face.

Throughout the years we have partnered with NYCPS and DYCD to do this work. However, to fully deliver efficient, high quality and enriching summer programming that bridges academics and the best principles of youth development, we urge the City to:

- Baseline and provide sustainable funding for both NYCPS' and DYCD's portions of the program.
- Share information between MySchools and DYCD Connect.
- Empower CBOs to control enrollment, and be able to enroll on-site.
- Better support from NYCPS for CBO staff, especially in supporting youth with disabilities.



We support Summer Rising while also acknowledging that it cannot be the only program for every young person in NYC. Our youth and families deserve diverse programming that accommodates their varied needs and interests. Children's Aid and other CBOs run community centers and summer camps that offer a variety of experiential enrichment opportunities. But we need the City's support to strengthen that system.

For example, at our Goodhue Center summer camp on Staten Island, our kids were outside every day. They had cooking classes, reading groups, and clubs. They even got to go swimming every day of programming.

We could have easily taken 25 families off our waitlist and enrolled them into the program but we weren't allowed. Unfortunately, we couldn't because we don't have the same flexibility in center based programming that we do with Summer Rising.

We need **investments and support for all youth-serving programs**. Other fantastic DYCD funded programs deserve the same funding, attention, and flexibility to add seats as Summer Rising. Otherwise, we risk creating a one-size fits all approach that has never worked for a city like ours, but especially for our youngest New Yorkers.

Thank you again for the opportunity to submit testimony. Happy to answer any questions you might have.

**Testimony of Caitlyn Passaretti**  
**Citizens' Committee for Children of New York**

**Committee on Education and Committee on Children and Youth**  
**Oversight Hearing on Summer Rising**  
**October 30<sup>th</sup>, 2024**

Since 1944, Citizens' Committee for Children of New York has served as an independent, multi-issue child advocacy organization dedicated to ensuring every New York child is healthy, housed, educated, and safe. CCC does not accept or receive public resources, provide direct services, or represent a sector or workforce; our priority is improving outcomes for children and families through civic engagement, research, and advocacy. We document the facts, engage and mobilize New Yorkers, and advocate for solutions to ensure the wellbeing of New York's children, families, and communities. CCC is also a steering committee member of the Campaign for Children (C4C), a coalition focused on securing universal access to early education and youth services.

We would like to thank Chair Stevens, Chair Joseph, and the Committee on Education and Committee on Children and Youth for hosting this oversight hearing on Summer Rising. **As you consider models for summer programming, we would like to underscore the importance of moving the city to year-round youth services. This would permit providers to have year-round staffing, as well as create a more seamless system for standing up summer options, enrolling children early and on-time, and better supporting staff, families, and youth through consistent programming throughout the year.** This would require a new RFP to usher in year-round contracts.

We believe every New York child deserves access to enriching, engaging, and fun summer programming. Summer programming can offer art and culture, sports, experiential learning and academic support essential to children's social-emotional development, health and wellness, and academic success across age ranges. It is also a lifeline for working parents who deeply value having their children engaged in programming while they are at work. The primary models available for families in New York City are Summer Rising and programs at various Cornerstones, COMPASS, and SONYC sites. There has been an 8% increase in Summer Rising participants since FY2022 due to expanded capacity and increased funding, yet still demand has outpaced available [redacted] There is a clear need for additional summer programming to match the needs of parents and youth people.

CCC believes providing families with free and affordable, high-quality options for summer programming for their children is essential. While we value the expanded access to Summer Rising services that has occurred, it is also important to acknowledge and address the operational

challenges associated with this program. Below we outline operational changes that would enhance the Summer Rising experience.

**To ensure Summer Rising effectively supports both participants and providers, we recommend the following:**

- If Summer Rising continues, the City must baseline the entirety of both the Department of Education (DOE) and Department of Youth and Community Development (DYCD) portions of the program, enabling providers and schools to plan long before summer begins to ensure a successful summer programming session.
- Develop an information-sharing system to ensure community-based organizations (CBOs) have access to information regarding students' Individualized Development Plans (IDPs), health issues, and the educational curriculum.
- Ensure the DOE provides paraprofessionals upon request for students with disabilities who require those services enrolled in Summer Rising.

For many young people and families who do not need academic support, their desire is for an engaging and enriching summer experience, rather than an academic model. We feel that families should not be confined to a model that requires participation in academic programming in order for a child to access services. Additionally, we are concerned about the lack of data on how the academic portion of Summer Rising is rolling out and urge the administration to be more transparent about the curriculum.

**Supporting More Comprehensive Models of Summer Programming**

CCC advocates for families to have a choice in the programs they enroll their children in. Summer Rising alone cannot accommodate all interested families in the city, nor can it meet the needs and preferences of all families seeking summer programming. CCC would like to uplift the effectiveness of summer programming prior to the pandemic and the introduction of Summer Rising. At that time, Community Based Organizations were given flexibility to enroll and administer the types of summer programming that worked best for youth and families in their communities.

**We urge the City Administration and City Council to look to the City's prior summer model and consider supporting models that enabled CBOs to directly meet the diverse needs of their communities with full-day enrichment.**

Additionally, other programs such as SONYC, COMPASS, and Cornerstone continue to offer vital summer and afterschool programming, yet frequently lack adequate resources to meet the demand. In particular, COMPASS underwent a \$6.9 million reduction in the previous year's budget. We urge City leaders to ensure these programs have sufficient funding to meet demand.

**Hearing Bills**

Regarding [Int 0729-2024](#) which would require Beacon Community Centers and Cornerstone Community Centers afterschool programs to provide mental health services, CCC strongly supports additional mental health supports for all young people. However, we believe it is imperative that any mandate around increased services be accompanied by robust and adequate funding to ensure providers can attract and retain needed workforce or partner with other organizations who can provide support services needed to implement the requirement and reach young people.

We also support [Int 0794-2024](#), which would enhance youth representation and experience on the youth board.

Thank you for the opportunity to provide testimony.





Testimony of Rich Baum, President and CEO of Educational Alliance  
Before the New York City Council Committee on Youth Services  
Oversight Hearing on Summer Rising  
Hon. Althea Stevens, Chair  
October 30, 2024

Thank you Chair Stevens and members of the Committee on Youth Services for the opportunity to testify today.

For more than 130 years, Educational Alliance has served and collaborated with diverse communities in Lower Manhattan, offering individuals and families high quality, multi-generational programs and services that enhance their well-being and socioeconomic opportunities. At EA, we fundamentally believe that every person is born with a divine spark of dignity and creativity and this value is central to our youth development philosophy and programming. As a leader in youth development work, we create meaningful experiences that engage students by exposing them to new ideas and cultures and providing social emotional learning, STEM, arts, comic creators, and sports activities. Importantly, these activities are inherently social, and encourage young people to engage in fun, healthy ways of communicating and socializing.

High quality summer learning experiences are instrumental in improving student outcomes during the school year. Yet low-income students are less likely to participate in engaging summer programming because of limited availability of affordable, quality programs. The core principle of Summer Rising is to expand access to summer enrichment activities and explore new content areas not traditionally emphasized during the school year, while also continuing academic programs that help combat 'summer slide.' We commend the City's ongoing commitment to Summer Rising and believe it represents an important step towards bringing universal access and increased equity to youth programs. Summer Rising is also a fundamental support for working parents who need reliable childcare during summer months.

In summer 2024, Educational Alliance served 817 students as lead CBO partner at five school communities on the Lower East Side through the Summer Rising initiative. We designed a unique curriculum to immerse our students in a cross-cultural exchange to explore six different countries and their cultures through food tastings, art and fashion, highlighting each country's cultural heritage. We partnered with our neighbor Essex Market where students participated in cooking classes and learned how to make dumplings and other items from scratch, and practiced knife safety, measuring ingredients, and seasoning. Students also explored theater arts by creating and performing monologues, and learned about set design and stage production.

Key challenges with Summer Rising: Contracts, Data systems, and Transportation  
Despite the important work and individual successes of Summer Rising, key operational challenges remain. The biggest hurdles are in four main areas: contracts, data systems, transportation, and services for students with disabilities.

**Contracts are not approved until June, leaving program providers just days to ensure adequate staffing is in place at all sites,** confirm background clearances for new staff, and get program sites set

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up after school finishes and before programming begins. This year, we experienced added stress because we not given definite move-in dates for our Summer Rising sites to set up before programming started on July 2. This caused needless stress for program staff who had to focus on solving operational hurdles rather than preparing for summer programmatic needs.

As in past years, we have experienced **ongoing problems with the administrative data systems used to track attendance and program participation**. Importantly, the DOE system does not mirror data from DYCD, which results in an ever-changing roster of students. Too often, guidance provided through one agency is not communicated to other agencies, leading to duplicative efforts, confusion, and misaligned program goals. Additionally, providers have no role in enrollment practices despite having on-the-ground connection with families who are most in need of free summer programming. This is frustrating for families, especially when current data systems cannot accommodate parents selecting which program their child attends, or specify preference for a specific program.

**A third operational challenge is transportation**. Many students at our sites depend on yellow bus service to participate in summer academic programming. However, school buses pick up students as early as 3 pm making it impossible for students to participate in the full schedule of Summer Rising programming. With no other transportation options, these students could not join us for trips or enrichment experiences in the community.

Lastly, we urge the City to address the challenges related to serving **students with disabilities**. CBO providers need better information from DOE about students' IEPs and any accommodations students need to participate fully in programming. For example, if a student's IEP requires a one-on-one paraprofessional, the City must make these services available during the full day of summer programming. Unfortunately, paraprofessionals were only available for students during the morning academic portion of the day, leaving students without necessary assistance in the afternoon. Additionally, our directors raised concerns that more students needed support than paras were able to accommodate, a concern that was shared with DOE staff at the sites.

These concerns have been ongoing for Summer Rising providers since the program began four years ago. As a contracted provider, we need the City to inform us about all required special education services for participating students, and to ensure that our budget is modified to accommodate additional costs. The Department of Education should also provide more communication to families to ensure they are empowered to share information and insights about their students' IEPs with their assigned Summer Rising program.

## Recommendations

Rich, experiential learning opportunities balanced with time to connect with peers and to de-stress build a foundation for students to grow. To improve efficiency in operations and contracting for Summer Rising, the City should:

- Approve contracts with a minimum of 6-weeks before programming begins.
- Commit to a centralized data system for coordinated guidance and communication to manage and quickly respond to regulatory issues between DYCD, DOE and DOHMH. This would allow agencies to share up-to-date enrollment data to avoid duplicative efforts, confusion, and misaligned program goals.

- Allow CBO providers to have a role in enrollment and registration during the school year, to help identify and connect with families most in need of summer programming offerings.
- Increase transportation options to allow Summer Rising students to participate in the full program each day.
- Ensure equitable access for students with disabilities, including advance information about all student IEPs and accommodations, and improved communication to families to ensure they are equipped to share information about their students with CBOs and schools.

Thank you for the opportunity to testify.



**SASKIA TRAILL**

**PRESIDENT/CEO | EXPANDED SCHOOLS**

**TESTIMONY BEFORE THE NYC COUNCIL**

**COMMITTEE ON CHILDREN AND YOUTH & COMMITTEE ON EDUCATION**

**OCTOBER 30, 2024**

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My name is Saskia Trill and I am the President and CEO of ExpandedED Schools (ExpandedED). ExpandedED is an intermediary supporting comprehensive afterschool programs, literacy, STEM, and career connected learning in partnership with direct service providers and school leaders across the five boroughs.

Thank you to Chair Stevens and Chair Joseph, as well as the members of the Committees on Children and Youth and on Education, for the opportunity to submit testimony on this important topic. I appreciate the chance to speak on behalf of the existing social and emotional value of high quality enrichment programs, as well as the broader potential such programs for children can have when it comes to supporting student well-being.

Intro 0729-2024 is a powerful piece of legislation. I am immensely appreciative of Chair Stevens and her co-sponsors for recognizing and attempting to help codify even further that, if we are serious about education equity, we need to fortify the infrastructure of expanded learning time that exists outside of the traditional school day and emphasize student support beyond curricular instruction and assessment via test scores.

While explicit clinical intervention is an important tool, there is potential within this legislation to ensure that expanded learning time programs can leverage what has always been their greatest asset, flexibility. Leaving space and grace for malleable practices for direct service providers to attend to the social and emotional needs of students and families will not only allow programs to adapt to the immediate and individual needs of young people, but also allow programs to continue to build upon their other afterschool offerings for a holistically enriching experience.

Examples of infrastructural modifications that allow for flexibility include (but are not limited to):

- A professional development series for afterschool staff (led by clinical professionals) around a variety of practices to support their students in healthily processing and regulating their emotions
- Professional development for site directors and supervisors around talking to students and families about clinical support and how to find a practitioner that best serves their needs



- A fund that providers can leverage to support families beginning their clinical support journeys (this could be used in tandem with other resources, such as the Loveland Foundation's therapy fund<sup>1</sup>)

These are all examples of initiatives that may be less costly than requiring programs like Cornerstones and Beacons to have a full-time social worker on staff, and empower afterschool educators to meet the social and emotional needs of young people and families in new and creative ways.

Between the breadth of licensures in the clinical space and the varied expertise connected to them<sup>2</sup>, resources available to promote mental health care among historically neglected communities and intersectional identities<sup>3</sup>, and institutional partners across New York City, there is ample opportunity to be thoughtful in our approach and serve students and families at scale and without compromising other inputs for program quality.

I am appreciative of you for starting this conversation and look forward to being a partner in this work.

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<sup>1</sup> <https://thelovelandfoundation.org/therapy-fund/>

<sup>2</sup> <https://www.nami.org/about-mental-illness/treatments/types-of-mental-health-professionals/>

<sup>3</sup> <https://afsp.org/mental-health-resources-for-marginalized-communities/>

Send to: [testimony@council.nyc.gov](mailto:testimony@council.nyc.gov)

Testimony of Good Shepherd Services  
Before the New York City Council Committee on Children and Youth jointly with the Committee on  
Education

Submitted by  
**Lawrence Jones, Program Director**  
Good Shepherd Services

October 30, 2024

Good afternoon, I'd like to start first with Thank you, Chair Stevens, Chair Joseph, and the members of the Committee on Children and Youth and the Committee on Education for hosting this oversight hearing on Summer Rising.

My name is Lawrence Jones, and I am an after-school Program Director for Good Shepherd Services at PS297/K297 located in Brooklyn.

Good Shepherd operates 94 programs that support 33,860 children and families across the Bronx, Manhattan and Brooklyn. Guided by social and racial justice, Good Shepherd Services partners and grows with communities so that all NYC children, youth, and families succeed and thrive. We provide quality, effective services that deepen connections between family members, within schools, and among neighbors. We work closely with community leaders to advocate, both locally and nationally, on behalf of our participants to make New York City a better place to live and work.

Good Shepherd Services operates Summer Rising, Saturday Night Lights, the Summer Youth Employment Program, After School, Cornerstone, and Beacon programs.

Over the summer, Good Shepherd Services supported over 2,000 elementary and middle school students through summer rising. We also operate two Cornerstone programs (Miccio in Red Hook and Monterrey in the Bronx) that support over 400 children. Good Shepherd strongly supports the priorities set forth by the Campaign for Children and the importance of providing families with options for summer programming. This testimony will focus on the operational changes that would enhance the Summer Rising program which include:

- Establish a baseline funding level for the Department of Education (DOE) and Department of Youth and Community Development (DYCD) portions of the program, enabling providers and schools to plan effectively for the summer session.
- Establish a later start date for summer programming to allow sufficient prep time for paraprofessionals and teachers, and CBO
- Ensure paraprofessionals are available for all students who need them, especially in the evenings.
- CBOs must have control over participant registration, especially to support families who need additional technical and language support to apply for programming.

- Exploring extending NYCPS day-school teachers schedule to 1:00pm-1:30pm to assist CBO programs with transition and giving the opportunity for CBO staff and paras to take lunch breaks and SYEP to work 1pm-6pm without hindering CBO operations
- Streamline the enrollment process to allow CBOs to prioritize family's needs and prevent confusion and frustration by families.
- Our program reported that “there was a hiccup with the enrollment practice. Some CBOs got control of their enrollment towards the end of registration. It would have been great if we had access from the beginning.”
- Allow families and youth to choose whether to attend summer school, camp or both, and allow CBOs to track how many families choose which service.
- Modifying CBO staff hours and pay rates to align with the needs of the summer rising program including morning support, lunchbreaks, etc.
- Develop an information-sharing system to ensure community-based organizations (CBOs) have access to information regarding students' Individualized Development Plans (IDPs) and allergies.
- Improve and align the MySchool and DYCD Connect system to prevent discrepancies and delays in enrollment and registration data.

Summer Rising at its best occurs when there is transparent and robust relationship between the CBOs and schools. This worked well for my program. The collaboration included multiple meetings with the principals and made the planning and preparation process smoother for staff and families. Given my experience in collaborating with school leadership, I recommend the following:

1. Joint orientation with schools and afterschool parents to help families and children understand the needs and purpose of Summer Rising, combing the learning as well as prosocial and providing transparency and options for families.
2. Mandatory joint professional development with school and CBOs including staff, not just the principal.
3. Provide more opportunities for SYEP youth to work in the summer programs as counselor support to further develop emerging leaders.

I urge the City Council to continue to hold the administration accountable in ensuring NYC children, youth and families receive a fully resourced and optimal functioning Summer Experience and to ensure families have additional free options, such as summer camp programs run by community-based organizations.

Thank you for the opportunity to provide testimony.



New York City Council's Committees on Education and Children and Youth  
October 30, 2024

We thank the New York City Council's Committees on Education and Children and Youth for holding this necessary hearing on Summer Rising and the introduction of bills related to the Department of Youth and Community Development (DYCD) establishing mental health services in two afterschool programs and a college admissions counseling program, and the composition of their youth board. INCLUDEnyc is the leading source of training and information for young people ages 0-26 with known or suspected disabilities, their parents, and the professionals who support them. We have helped New York City families navigate the complex special education and support systems for over 40 years.

We commend the City for all it has done to make Summer Rising more inclusive. This includes changing the centralized application process, prioritizing specific groups of students in great need, and developing an accommodation process for students with disabilities. However, many students with disabilities are still excluded.

Every year since Summer Rising has existed, we receive calls from parents looking for information on how to access applications, how to find physically accessible programs, and most of all, how to navigate transportation for their children to and from summer programming, despite their child having the right to busing services as per their Individualized Education Program (IEP). As a result, we recommend that NYCPS proactively provide families with information on bus service, prepaid rideshare, and how Summer Rising Accommodation Plans work.

We also testify today in support of the bills introduced today. The college application process is often complicated and far too often deters all kinds of students from applying. Yet, it is even more daunting for many students with disabilities. Similarly, we fully support DYCD, providing mental health services for students attending afterschool at Beacon and Cornerstone programs because many students with disabilities face additional barriers when simultaneously trying to get support for their mental health.

Staff at after school programs often do not have formal experience supporting students receiving special education services. They also do not have equal access to

appropriate professional development opportunities. This is a known fact among program administrations despite their desire or intent to be more inclusive.

As a result, there needs to be dedicated funding allocated to programs to ensure staff training on the most common disability characteristics of students with disabilities and how to support them in the community. So, more students with disabilities can be included academically, physically, and socially.

Thank you for taking the time to consider these important matters. We look forward to partnering with you to improve equity and access for all students with disabilities in New York City.

Respectfully submitted,

Lori Podvesker,  
Director of Disability and Education Policy



Bob Townley,  
Founder and Executive Director



October 2024

To The NYC Council, Committee on Children and Youth:

It gives me great pleasure to testify on the summer rising program.

Our agency has operated summer programs for over thirty years. It is our view that summer rising is an incredible opportunity for New York's elementary and middle school students.

This past year we operated one elementary and two middle school programs. Approximately one thousand children were served in those three schools.

We would advise decision makers, to make decisions at the earliest possible dates. By making early decisions as to where the programs will take place parents could plan their summers. Early program implementation would also allow principals and CBO's to move wait lists well before the start of the program.

The partnership with the DOE during the school day seems to work fine. However, the educational portion of the program needs a close look to see if there are results.

Extremely important are the contracts of NYC SONYC after school programs. These contracts may or may not be due for renewal. If there is a contract renewal process it probably should have happened already. Whenever it happens, we believe existing programs should be given high priority in reselection. This will reflect the dedication, expertise and commitment of the many staff and their agencies that for the past ten to twelve that have made after school programs a staple for New York families. Without the early renewals of existing contracts summer rising will be less effective.

Please feel free to contact me if I can be of assistance.

Sincerely,

A handwritten signature in black ink that reads 'Bob Townley'. Below the signature, the name 'Bob Townley' is printed in a standard black font.

Bob Townley

Manhattan Youth: 120 Warren Street New York NY 10007



**Testimony of St. Nicks Alliance and School Settlement Association**  
Before the New York City Council Committees on Children & Youth Services and Education  
Council Member Althea Stevens, Chair  
Council Member Rita Joseph, Chair  
Wednesday, October 30, 2024 at 10am

**Oversight Hearing on Summer Rising**

**Submitted by Debra Sue Lorenzen, Director of Youth and Education**

My name is Debra Sue Lorenzen. I am the Director of Youth and Education for St. Nicks Alliance in North Brooklyn. St. Nicks Alliance serves more than 10,000 youth and their families through comprehensive youth and education services for ages 2-24 years old.

I want to begin by thanking City Council for its commitment to DYCD's essential programs such as COMPASS, SONYC, Beacons, Cornerstones and SYEP. Summer Rising and Summer Camp are part of New York City's critical ecosystem for educating children and supporting families.

During Summer 2024, St. Nicks Alliance and its affiliate School Settlement Association operated 9 Summer Rising sites in North Brooklyn. More than 1,400 children were engaged in remedial education during the morning, then transferred to our care during the afternoon. Summer Rising, while well intentioned in addressing pandemic learning loss, continues to be seriously flawed.

The Summer Rising model works well for children who need formal remedial instruction and for families who need extended care. For other families and children, Summer Rising steals the joy of summer learning. Half days of summer camp result in less frequent field trips, less time for socialization and less enrichment which are the true hallmarks of summer camp. Its time to let families choose Summer Rising or traditional summer camp.

Issues with Registration & Enrollment have plagued Summer Rising since its launch, in large part because CBOs do not have a voice. The current processes interrupt continuity of care. Children in our afterschool are routinely assigned to sites away from their home school, their friends and relationships with our staff. Meanwhile, we are serving hundreds of children who miss their home schools, friends and caring adults in their lives. Honestly, it makes no sense. Allowing community-based organizations to be centralized in the registration process will help repair this broken system.

Supporting Students with Disabilities remains a serious equity issue. New York City has repeatedly failed to provide bussing or paraprofessionals after 3pm to Students with Disabilities. This inaction prevents Students with Disabilities from full participation in summer camp. Either they must leave with the 3pm

bus, or an undue burden is placed on families and summer camp staff to coordinate transportation and 1:1 supports without adequate funding.

Since 2020, our Indirect Cost Rate of 22.5% has not yet been applied to the Summer Rising portion of our DYCD contracts. In 2024, alone, the outstanding ICR differential is over \$200,000. These funds are critical to sustaining operations and require prompt attention.

Thank you for your consideration of St. Nicks Alliance's written testimony and for your deep commitment to NYC's children and youth.



**New York City Council Oversight Hearing**

**Summer Rising and Int. No. 729**

**The New York City Council Committee on Children and Youth, Honorable Althea V. Stevens, Chair**

*Jointly with*

**The New York City Council Committee on Education, Honorable Rita C. Joseph, Chair**

**Submitted by: Faith Behum**

**October 30th, 2024**

Thank you Chair Stevens, Chair Joseph, members of the Committee on Children and Youth and members of the Committee on Education for holding this hearing and for the opportunity to submit testimony on oversight of the Summer Rising program and *Int. No. 729 Establishing mental health services for two afterschool programs administered by the Department of Youth and Community Development*. My name is Faith Behum, Manager of Public Policy and Government Relations at UJA-Federation of New York. Established more than 100 years ago, UJA-Federation of New York is one of the nation's largest local philanthropies. Central to UJA's mission is to care for those in need—identifying and meeting the needs of New Yorkers of all backgrounds and Jews everywhere. UJA supports an expansive network of nearly 100 nonprofit organizations serving those that are most vulnerable and in need of programs and services and allocates roughly \$180 million each year to support older adults, combat poverty and food insecurity, nurture mental health and well-being, strengthen Jewish life, and respond to crises here and across the globe.

**Background and Summer Rising Issues**

This past summer, six nonprofits in UJA's network oversaw Summer Rising programs. Each of these agencies managed New York City funded summer camps that existed before the development of Summer Rising. Years of overseeing summer as well as afterschool programming for children and youth across New York City has resulted in each nonprofit gaining an understanding of the needs of the communities they serve. And more importantly what it takes to run successful programming for children and youth.

Every provider in the UJA network recognizes that the families they serve need access to free and consistent summer programs for their children. Private summer camps are often too expensive or do not offer enough hours or weeks of programming to support working parents' schedules. Summer Rising provides free programming for ten hours, up to seven weeks (depending on the age of the participant) for those who were able to secure spots in the program. Many of the families who received Summer Rising spots would have difficulty securing other summer programming for their children making it challenging for them to work and provide for their families through the summer. Free summer programming like Summer Rising is essential to supporting New York City families.

The need for free summer programming is evident, however it is unclear if Summer Rising is the best option for all New York City families. Many families who received a spot for their child or children were simply happy to have access to free programming regardless of its structure. If parents are disappointed in any aspects of Summer Rising, they often bring them to the attention of the Community Based Organization (CBO) overseeing the enrichment portion of the day. Specifically, many parents told CBOs they prefer having their children attend a typical summer camp style program that removes their children from classrooms and focuses on developing

different skills through engaging in new activities. This year, parents were allowed to opt their child out of the academic portion of the day. However, few chose to do this because they did not have another programming option outside of Summer Rising to attend. Over 140,000 children applied for 110,000 Summer Rising slots in 2024. But the popularity of the program may be contributed to it being the only free summer programming option for families.

Families struggled with enrolling their children in Summer Rising due to having to navigate the process using MySchools, the Department of Education's (DOE) website used to enroll children in the program. Families reached out to CBOs for guidance on enrolling their children through the MySchools platform. CBOs had to attempt to assist families with a website they did not develop or were responsible for managing. If families had access to the technology to enroll their child in Summer Rising, many needed supports because they did not possess the level of tech savviness required to successfully navigate the enrollment process. For families who could navigate MySchools successfully, many were faced with issues like siblings around the same age being placed at two separate programs making drop-off and pick-up difficult or worse one sibling getting offered a Summer Rising spot while another did not.

CBOs found difficulties with the enrollment process as well. They had no control over who was being enrolled in their programs. The DOE prioritizes certain groups for spots including but not exclusive to students with disabilities, students living in foster care or temporary housing and students who are behind academically. This prioritization process is exclusively managed by the DOE. It would be helpful if CBOs had some say in the prioritization process to ensure they had the correct staff to match children's needs.

Children and youth who attended their school year programs also wanted to attend the Summer Rising program managed by the same CBO. While parents could rank their choices of programs there was no guarantee applicants would get into their first choice. Before Summer Rising, CBOs could ensure the participants in their school year program would get a spot in their summer program. This allowed them to build and maintain relationships with children, becoming a resource for the families they serve. These connections have been more difficult to maintain in the Summer Rising model.

The inability to directly enroll participants in programs was further exacerbated by CBOs not being able to directly add or delete individuals from the waitlist at their programs. When children and youth were placed on the waitlist and parents had questions about their status, the DOE would send these individuals to CBOs who were unable actively manage the waitlist. In general, CBOs felt like the DOE provided little oversight for the enrollment process resulting in nonprofits having to manage the complaints and confusion from parents themselves.

CBO providers felt they were placed in an uneven partnership with the DOE and the Department of Youth and Community Development (DYCD). For example, CBO staff were expected to be in the building from 8AM to 6PM while DOE staff only had to be onsite 8AM to 12PM or during the academic portion of the day. DOE also oversees the academic portion of the day from Monday to Thursday, leaving the entirety of Friday for CBO programming. Due to the limited presence of DOE staff during the day Monday to Thursday and their lack of presence on Fridays, by the end of each week CBOs felt like they were responsible for overseeing the entirety of the Summer Rising program themselves.

Lack of support from the DOE and DYCD was evident when problems occurred implementing the program. Families would address problems or concerns to CBOs who did their best with the knowledge they had to answer them. Communication was inconsistent with the DOE and if questions were escalated to the DOE or DYCD CBOs rarely received helpful responses. When CBOs reached out to DYCD, they were encouraged to review the Summer Rising Operations Manual. For example, the DOE told one provider in the UJA-Network that they were responsible for transporting participants to and from their program. When this program reached out to DYCD to clarify this, they were told to consult the Operations Manual. The CBO requested the help of DYCD because they did not want to strain their relationship with the school and principal they were working with. They did not receive the support they



needed from DYCD to push back on the DOE's statement about transportation and ended up dedicating staff to overseeing transportation, something the nonprofit was not completely responsible for. What should be an equal, collaborative relationship between the CBO and DOE is characterized at best as being unbalanced with the DOE relying on CBOs to implement most of the Summer Rising program on the ground.

The placement of Summer Rising programs was plagued by its own challenges. CBOs were often placed in schools they were not familiar with and more importantly had no prior relationship with the school's principal. CBOs work very closely with school principals during the Summer Rising program and are encouraged by both DOE and DYCD to coordinate all aspects of programming with the principal. Because of this, having a solid relationship with the principal in charge was essential for CBOs for running successful Summer Rising programs. Being placed with unfamiliar staff made an already difficult situation more challenging for CBOs. In some cases, multiple CBOs were placed in a school building resulting in logistical nightmares for every CBO overseeing a Summer Rising program in that building. Simply coordinating bathroom and lunchbreaks took a herculean effort by CBO staff.

All Summer Rising programs operate under DOE authorization. This means DOE and its administrators are responsible for program oversight and locations are not required to have School-Age Child Care (SACC) or Department of Health (DOH) Camp permits, staff clearances are done through the DOE system, and staff/child ratio is one to fifteen with a maximum group of thirty kids allowed across all age groups. While DOE is responsible for program oversight, many CBOs felt the lack of presence of the DOE when it came to ensuring the health and safety of their Summer Rising programs. CBOs find the parameters set in SACC and Camp permits promote a safer environment to work in. The child to teacher ratios are different under SACC licenses and limit one teacher to ten kids with a max of twenty children in a group for children up to age nine. Having one staff person attend to the needs of fifteen six-year-olds (an expectation in Summer Rising programs) is nearly impossible. SACC licenses also have basic requirements for the number of bathrooms and sinks that must be available for children attending a program. DOE authorization does not have these same requirements resulting in many schools being overcrowded and struggling to navigate different locations in the school buildings. Operating under DOE authorization in the end presents more challenges for CBOs than managing programs under SACC or Camp permits.

The need for free and consistent summer programs was mentioned previously and is in some way an even greater need for students with disabilities who have even less access to appropriate summer programs than the rest of the population. CBOs are expected to serve children with significant developmental delays, behavioral and emotional challenges in the Summer Rising program. CBOs feel inadequately prepared and supported to engage these participants. They receive little information on the range of needs participants with disabilities. This often results in CBOs learning about the needs of the participants while they are actively running programs.

DOE paraprofessionals are supposed to be available during the enrichment part of the day but were often not present. According to the CBOs in UJA's network, they expressed that most paraprofessionals who were present needed close supervision by the CBO creating more work than support. Some were unfit to assist the participants they were assigned to. In one instance a child prone to running away was placed with a paraprofessional who could not run. CBOs would receive little to no response from the DOE when issues with paraprofessionals developed. Besides having access to reliable paraprofessionals, CBOs feel that the needs of children with disabilities are not being met in the Summer Rising programming structure and more needs to be developed to properly accommodate this population in city funded summer programs.

### **Recommendations for Improving New York City Funded Summer Programs**

Families need access to free summer programs and community-based organizations want to continue offering this service. While Summer Rising may make sense for some families, UJA-Federation of New York believes New York City families need access to different summer program options for their children. This means if Summer Rising is continued to be invested in, a traditional full day summer camp model must also be supported. Below are

recommendations that will strengthen future free summer programs (including programs that resemble Summer Rising) in New York City.

1. Ensure CBOs have autonomy over the enrollment process for summer programs. This includes access to the waitlist for their programs, being able to both view and actively move individuals on and off the waitlist. Allow families to directly enroll with the CBO they wish their child to attend programming at.
2. Establish a baseline funding level for the DOE and DYCD portions of the Summer Rising program and baseline funding for DYCD for traditional summer programming that does not have an academic component enabling more effective planning for the summer. Transition all summer programming contracts to twelve-month contracts which will promote year-round planning for the summer.
3. Ensure summer program providers are compensated promptly. As of October 2024, many CBOs have yet to receive payment for overseeing summer 2024 Summer Rising programs with some still waiting to be compensated for summer 2023 programming.
4. Develop an information-sharing system to ensure CBOs have access to information regarding students' Individualized Development Plans (IDPs) and allergies.
5. Ensure paraprofessionals are available for all participants who need them, and a specific protocol is developed to follow when a paraprofessional is unavailable to assist a participant who requires this support.
6. Require DYCD and DOE to have greater data transparency regarding the outcomes of surveys completed by families who participated in any city funded summer programs.

***Int. 0729-2024 A Local Law to amend the administrative code of the city of New York, in relation to establishing mental health services for two afterschool programs administered by the Department of Youth and Community Development***

Int 0729-2024 would require Beacon Community Centers and Cornerstone Community Centers to provide mental health services in their afterschool programs. Children and youth attend afterschool programming up to five times a week at Cornerstones and Beacons as well as programming over the weekends. Program staff do more than help attendees with homework and offer recreational opportunities they often become a reliable emotional support for children and youth. Including mental health services that connect Beacon and Cornerstone participants to outside interventions and services they can access at the program could strengthen this already vital community resource. While UJA-Federation of New York supports this concept, it is imperative that any mandate around increased services be accompanied by robust and adequate funding to ensure these services can be implemented and reach the children and young people needing them. Beacon and Cornerstone staff must also be engaged in developing this resource because they have a unique understanding of the needs of the communities they serve as well as what services need to be developed to address those needs.

**Closing**

Thank you for this opportunity to testify. UJA-Federation of New York is committed to working with the Administration to strengthen free summer and afterschool programs for the children and youth of New York City. If you have any questions, please contact Faith Behum at behumf@ujafedny.org.



45 Broadway, 22<sup>nd</sup> Floor, New York, NY 10006  
212-967-0322 | [www.unhny.org](http://www.unhny.org)

**Testimony of United Neighborhood Houses  
Before the New York City Council Committees on Youth Services and Education  
Council Member Althea Stevens, Chair  
Council Member Rita Joseph, Chair**

**Oversight: Summer Rising  
Submitted by Kate Connolly, Senior Policy Analyst  
October 30, 2024**

Thank you, Chairs Stevens and Joseph and members of the New York City Council, for the opportunity to testify. My name is Kate Connolly, and I am a Senior Policy Analyst at United Neighborhood Houses (UNH). UNH is a policy and social change organization representing neighborhood settlement houses that reach 800,000 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.

Youth programming has played a significant role throughout the history of New York City by engaging young people in programming that can expand their minds and opportunities, connecting families to other essential supports beyond after school, and helping youth navigate challenging times. Summer programming, including summer camps and the Summer Youth Employment Program, has long been the cornerstone of the positive youth development movement, offering exciting and supportive programs outside of the September-June school structure. It is crucial that New York City maintain and invest in its summer programs not only to offer youth and their caregivers safe spaces to be in the summer, but also to maintain the positive development, enrichment, and most importantly fun that comes with summer programs.

**Summer Rising Report**

Despite having completed the fourth year of Summer Rising, the City has released no data and conducted no formal evaluation of the model. In response to questions from our members and

their communities about the efficacy of this program, UNH conducted a study of Summer Rising, composed of a digital survey of parents and CBO providers and focus groups of middle school participants. The report includes responses from 17 of the 26 settlement houses who operated Summer Rising programs in 2024. The findings from this survey and additional details about the methodology are detailed in the attached report, *Assessing the Efficacy of the Summer Rising Program in Meeting the Needs of New York City Families*. Below are some of our key findings:

1. Many families are dependent on free summer programming provided by the city. 58% of surveyed parents said they did not have a back-up option if Summer Rising was not available, with the percentage rising for low-income families.
2. Middle schoolers expressed frustration with the DOE-led academics. 87% of focus group participants disagreed or felt neutral in regards to the statement "I feel engaged in the morning session."
3. There are widespread concerns whether students with IEPs and English Language Learners are receiving appropriate accommodations. Over half of CBO staff said that a shortage of paraprofessional support for students with IEPs was one of the most pressing challenges. Additionally, some focus group participants who identify as English Language Learners shared that they were excluded from the academic portion and given arts & crafts instead.
4. Reflecting CBO concerns about the DOE-led enrollment process, more than 1 in 4 parent respondents said that they were waitlisted for a spot at their preferred Summer Rising school site.

Based on the responses we solicited through this report and the last four years of feedback from members and their communities, it has been made clear that the cookie cutter model of Summer Rising does not work for all students and families. **It is our recommendation that there should be no required academic program for non-mandated students in summer of 2025. The City needs to provide choice and options for families, and should offer programming that is actually engaging to students.** Families should have options for summer programming, so that students who need and want extra academic support can access it, but students who do not want or need the extra academics are not required to participate just to get access to free summer programming. Regardless of income and whether families can or cannot afford to pay for private options, all families should be offered the same choice and variety in their summer programming. Our report provides other recommendations about serving students with disabilities and English language learners, and working with CBOs.

In addition to the oversight topic of Summer Rising, UNH would also like to offer feedback on the bills being heard today.

#### **Intro 0700-2024 - Establishing a college admissions counseling program**

UNH supports efforts to increase college access and success counseling across New York City. However, we also urge the Public Advocate, City Council, and DYCD to consider how this new program will be integrated into the larger system of college access and success programs that already exists.



The system of college admissions counseling in New York City is composed of DOE guidance counselors and various nonprofit and for-profit programs. Some of these programs, such as Student Success Centers<sup>1</sup>, have been evaluated to show a significant impact on the school communities they serve. While we agree that many of DYCD's youth-centered programs offer unique opportunities to reach young people through the credible messengers of their program, care should be taken to examine where there are gaps in existing programs and how this program can partner with school and community-based models.

### **Intro 0729-2024 - Establishing mental health services for two afterschool programs administered by the department of youth and community development**

Based on feedback from UNH members, the need for youth mental health supports has grown over the last decade, exacerbated by the COVID-19 pandemic and its aftereffects. The addition of mental health services at Beacon and Cornerstone programs across the city is an innovative method to provide these much-needed, but scarce, resources in spaces that youth already frequent. However, the implementation of this program should be done in partnership with the CBOs facilitating these programs, ensuring there is funding available not only to hire or partner with a mental health provider, but funding for the lead CBO to engage in this additional coordination of partners and space.

In addition to the necessity of additional funding to make this program work, we would also like to suggest an edit to the bill language. Section 1.b. states that the tier one and two interventions shall be implemented by "program staff or subcontractors." We encourage the Council to expand this language to include linkage agreements to other entities; this would allow lead CBOs to partner with Article 28 and 31 clinics that are eligible to operate satellite sites and can bill insurance for care provided. Some older adult centers currently use this model with success, as do some school based health clinics. It also allows youth who might need more intensive care (such as ongoing therapy or even medication) to access it via a licensed healthcare provider.

### **Intro 0792-2024 - Composition of the youth board**

UNH supports this legislation requiring one youth member and for all other members of the board to have demonstrated experience in the area of youth welfare. The youth development sector is very well established in New York City, composed of individuals and organizations with expertise in different aspects of youth welfare. As the experts in the field and those that are often implementing DYCD's programs, it is crucial that DYCD relies on the voices of youth and the youth development sector for feedback.

Thank you for the opportunity to testify. For questions, I can be contacted at [kconnolly@unhny.org](mailto:kconnolly@unhny.org).

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<sup>1</sup> In the Student Success Center model, youth are trained as Peer Leaders through a rigorous summer program. Together with CBO staff, Peer Leaders provide workshops, college trips, and one-on-one individualized counseling to help students through the college admissions and financial aid processes. The Student Success Center model is available at 34 high schools citywide. Settlement Houses operate 27 of these programs.



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**Testimony of United Neighborhood Houses  
Before the New York City Council Committees on Youth Services and Education  
Council Member Althea Stevens, Chair  
Council Member Rita Joseph, Chair**

**Oversight: Summer Rising  
Submitted by Kate Connolly, Senior Policy Analyst  
October 30, 2024**

Thank you, Chairs Stevens and Joseph and members of the New York City Council, for the opportunity to testify. My name is Kate Connolly, and I am a Senior Policy Analyst at United Neighborhood Houses (UNH). UNH is a policy and social change organization representing neighborhood settlement houses that reach 800,000 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.

Youth programming has played a significant role throughout the history of New York City by engaging young people in programming that can expand their minds and opportunities, connecting families to other essential supports beyond after school, and helping youth navigate challenging times. Summer programming, including summer camps and the Summer Youth Employment Program, has long been the cornerstone of the positive youth development movement, offering exciting and supportive programs outside of the September-June school structure. It is crucial that New York City maintain and invest in its summer programs not only to offer youth and their caregivers safe spaces to be in the summer, but also to maintain the positive development, enrichment, and most importantly fun that comes with summer programs.

### **Summer Rising Report**

Despite having completed the fourth year of Summer Rising, the City has released no data and conducted no formal evaluation of the model. In response to questions from our members and

their communities about the efficacy of this program, UNH conducted a study of Summer Rising, composed of a digital survey of parents and CBO providers and focus groups of middle school participants. The report includes responses from 17 of the 26 settlement houses who operated Summer Rising programs in 2024. The findings from this survey and additional details about the methodology are detailed in the attached report, *One Size Does Not Fit All: Assessing the Efficacy of the Summer Rising Program in Meeting the Needs of New York City Families*. Below are some of our key findings:

1. Many families are dependent on free summer programming provided by the city. 58% of surveyed parents said they did not have a back-up option if Summer Rising was not available, with the percentage rising for low-income families.
2. Middle schoolers expressed frustration with the DOE-led academics. 87% of focus group participants disagreed or felt neutral in regards to the statement “I feel engaged in the morning session.”
3. There are widespread concerns whether students with IEPs and English Language Learners are receiving appropriate accommodations. Over half of CBO staff said that a shortage of paraprofessional support for students with IEPs was one of the most pressing challenges. Additionally, some focus group participants who identify as English Language Learners shared that they were excluded from the academic portion and given arts & crafts instead.
4. Reflecting CBO concerns about the DOE-led enrollment process, more than 1 in 4 parent respondents said that they were waitlisted for a spot at their preferred Summer Rising school site.

Based on the responses we solicited through this report and the last four years of feedback from members and their communities, it has been made clear that the cookie cutter model of Summer Rising does not work for all students and families. **It is our recommendation that there should be no required academic program for non-mandated students in summer of 2025. The City needs to provide choice and options for families, and should offer programming that is actually engaging to students.** Families should have options for summer programming, so that students who need and want extra academic support can access it, but students who do not want or need the extra academics are not required to participate just to get access to free summer programming. Regardless of income and whether families can or cannot afford to pay for private options, all families should be offered the same choice and variety in their summer programming. Our report provides other recommendations about serving students with disabilities and English language learners, and working with CBOs.

In addition to the oversight topic of Summer Rising, UNH would also like to offer feedback on the bills being heard today.

### **Intro 0700-2024 - Establishing a college admissions counseling program**

UNH supports efforts to increase college access and success counseling across New York City. However, we also urge the Public Advocate, City Council, and DYCD to consider how this new program will be integrated into the larger system of college access and success programs that already exists.



The system of college admissions counseling in New York City is composed of DOE guidance counselors and various nonprofit and for-profit programs. Some of these programs, such as Student Success Centers<sup>1</sup>, have been evaluated to show a significant impact on the school communities they serve. While we agree that many of DYCD's youth-centered programs offer unique opportunities to reach young people through the credible messengers of their program, care should be taken to examine where there are gaps in existing programs and how this program can partner with school and community-based models.

### **Intro 0729-2024 - Establishing mental health services for two afterschool programs administered by the department of youth and community development**

Based on feedback from UNH members, the need for youth mental health supports has grown over the last decade, exacerbated by the COVID-19 pandemic and its aftereffects. The addition of mental health services at Beacon and Cornerstone programs across the city is an innovative method to provide these much-needed, but scarce, resources in spaces that youth already frequent. However, the implementation of this program should be done in partnership with the CBOs facilitating these programs, ensuring there is funding available not only to hire or partner with a mental health provider, but funding for the lead CBO to engage in this additional coordination of partners and space.

In addition to the necessity of additional funding to make this program work, we would also like to suggest an edit to the bill language. Section 1.b. states that the tier one and two interventions shall be implemented by "program staff or subcontractors." We encourage the Council to expand this language to include linkage agreements to other entities; this would allow lead CBOs to partner with Article 28 and 31 clinics that are eligible to operate satellite sites and can bill insurance for care provided. Some older adult centers currently use this model with success, as do some school based health clinics. It also allows youth who might need more intensive care (such as ongoing therapy or even medication) to access it via a licensed healthcare provider.

### **Intro 0792-2024 - Composition of the youth board**

UNH supports this legislation requiring one youth member and for all other members of the board to have demonstrated experience in the area of youth welfare. The youth development sector is very well established in New York City, composed of individuals and organizations with expertise in different aspects of youth welfare. As the experts in the field and those that are often implementing DYCD's programs, it is crucial that DYCD relies on the voices of youth and the youth development sector for feedback.

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# One Size Does Not Fit All: Assessing the Efficacy of the Summer Rising Program in Meeting the Needs of New York City Families

## Introduction

Launched in 2021, Summer Rising is a free in-person six-week full-day summer program open to all New York City children in kindergarten through eighth grade. Summer Rising was originally designed to address COVID-19 pandemic-related learning loss and prepare students to return to schools in person in Fall 2021 after a year of remote instruction and social distancing. Funded largely by federal COVID-19 relief funding through the 2021 American Rescue Plan Act (ARPA),<sup>1</sup> Summer Rising was envisioned as a partnership between the Department of Education (DOE), the Department of Youth and Community Development (DYCD), and community-based organizations (CBOs) who contracted with DYCD to provide both afterschool and summer camp in previous summers. Twenty-five United Neighborhood Houses (UNH) settlement house members operate Summer Rising sites in Brooklyn, the Bronx, Manhattan and Queens.

Prior to 2020, New York City funded an estimated 90,000 elementary- and middle-school age children to participate in summer camp through DYCD-funded programs at CBOs.<sup>2</sup> Meanwhile, Department of Education (DOE) schools ran separate remedial academic instruction for students who were considered Promotion in Doubt.<sup>3</sup> Instead of separate summer camp programs run by CBOs and summer school run by the DOE, all students in Summer Rising—regardless of whether they were mandated for summer school—participate in DOE-led academic instruction in the morning, followed by lunch and CBO-led enrichment in the afternoons, including creative arts, literacy and recreation.

A number of issues have plagued Summer Rising since its launch in 2021. Demand for the program has far exceeded supply, with nearly 138,000 elementary and middle school children applying for 110,000 available seats for Summer Rising 2024. This meant that thousands of families have been shut out of the program each year. Despite this demand, only about 60 percent of students enrolled in Summer Rising on an average day in 2022 and 2023 showed up to the DOE academic portion of the day.<sup>4</sup> CBO providers note that the requirement for children to participate in four hours of DOE-led academic instruction in the morning may contribute to low attendance, as families are seeking a more traditional summer camp experience.

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<sup>1</sup> Nationwide, the Biden administration set aside \$122 billion in ARPA funding to support the re-opening of schools and help students catch up academically, including through the expansion of summer programming.

<https://www.whitehouse.gov/briefing-room/statements-releases/2022/07/20/fact-sheet-biden-harris-administration-invests-in-summer-learning-and-enrichment-programs-to-help-students-catch-up/>

<sup>2</sup>

<https://www.chalkbeat.org/newyork/2024/07/29/low-student-attendance-for-nyc-summer-rising-raises-questions-about-program/>

<sup>3</sup> However, PID students were able to and often did join summer camps after their summer school classes.

<sup>4</sup>

<https://www.chalkbeat.org/newyork/2024/07/29/low-student-attendance-for-nyc-summer-rising-raises-questions-about-program/>

The City has not yet conducted a publicly available formal evaluation of Summer Rising to determine the efficacy of this model in addressing learning loss. Four years since the launch of Summer Rising, there are questions about whether a program designed during the pandemic to mitigate learning loss is meeting the current needs of the City's children and families, and whether the City is providing adequate support to run the program within its overall vision. These questions are especially important now that City tax dollars fund the full cost of the program with the expiration of federal relief funding in 2024. Currently, eighty million of Department of Education funding is not budgeted for summer 2025, calling into question what the Adams Administration's intentions are for next summer.

To fill in the knowledge gaps around the Summer Rising model and determine whether the current program structure is meeting the needs of the City's families, UNH conducted a mixed-methods study of Summer Rising during Summer 2024. This analysis included a quantitative survey of parents of Summer Rising participants, a survey and focus group with settlement house staff members involved with running the Summer Rising program, and focus groups with middle school students participating in the program at UNH settlement house member sites.<sup>5</sup> The focus groups were facilitated by youth researchers from the Intergenerational Change Initiative (ICI) affiliated with CUNY's School of Professional Studies. The voices of young people have largely been absent from existing conversations about the Summer Rising model. This report highlights key findings from this study and offers recommendations to improve summer programming for the City's children and families, who deserve opportunities that meet their diverse needs.

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<sup>5</sup> For more information about the survey methodology and sample, please visit the Appendix at the end of the report.

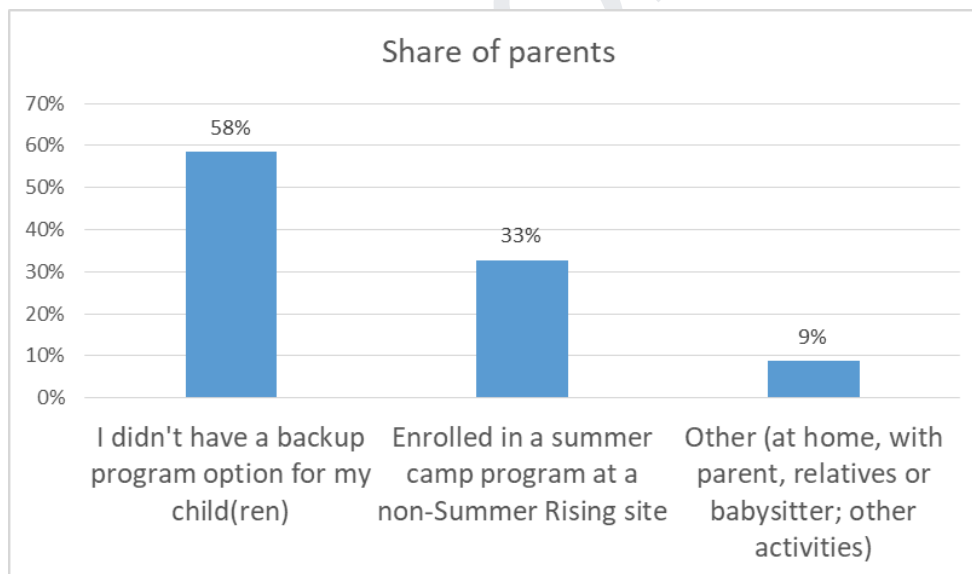
## **Key Findings:**

### **1. Free summer programming and learning opportunities are important to parents and children**

**Summer Rising is helping address parents' child care needs and fill in the gap for free summer program options. Many parents, especially low-income parents, said that they did not have a back-up program option for their children if they were not able to participate in Summer Rising.**

Nearly 6 out of 10 (58 percent) parents surveyed said that they did not have a back-up program for their children if Summer Rising was not an option. Just a third said that their child would have been enrolled at a summer program outside of Summer Rising. Lower-income parents were much more likely than parents with higher incomes to lack a back-up program option for their children—64 percent of low-income parents (those earning less than \$50,000 a year) said that they did not have a program alternative to Summer Rising, compared to 49 percent of parents with household income above \$50,000. This is in line with a recent nationwide survey of parents that found that upper-income parents were more than three times as likely as lower-income parents to report that their child attended a local day camp and more than twice as likely to say that their child took weekly enrichment lessons or classes.<sup>6</sup>

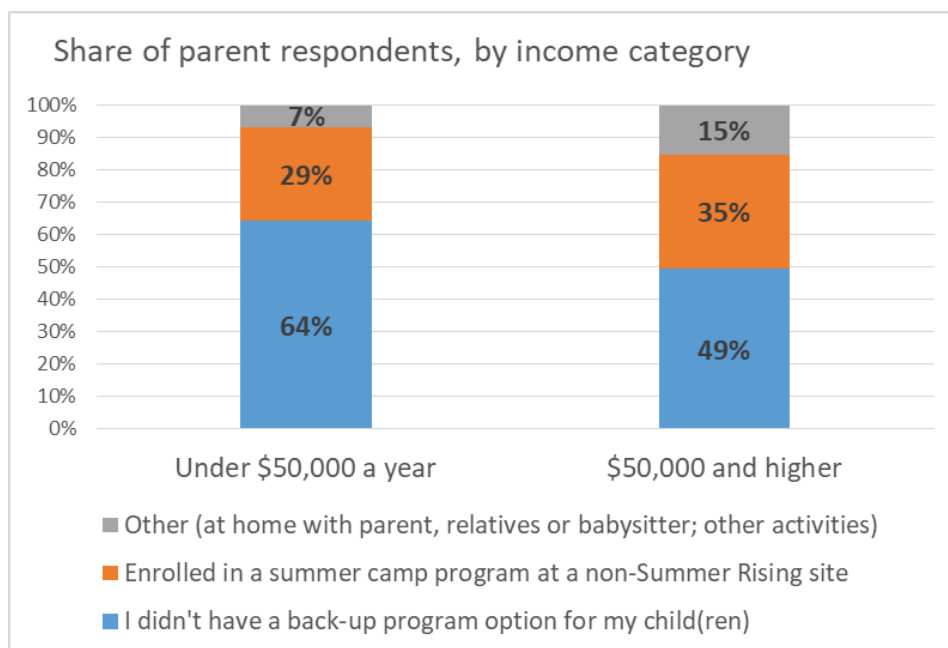
**Chart 1: If Summer Rising was not an option for your child(ren), what would your child(ren) be doing instead?**



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[https://www.afterschoolalliance.org/afterschoolsnack/New-survey-results-show-parents-want-more-summer\\_07-26-2024.cfm](https://www.afterschoolalliance.org/afterschoolsnack/New-survey-results-show-parents-want-more-summer_07-26-2024.cfm)

**Chart 2: If Summer Rising was not an option for your child(ren), what would your child(ren) be doing instead?**

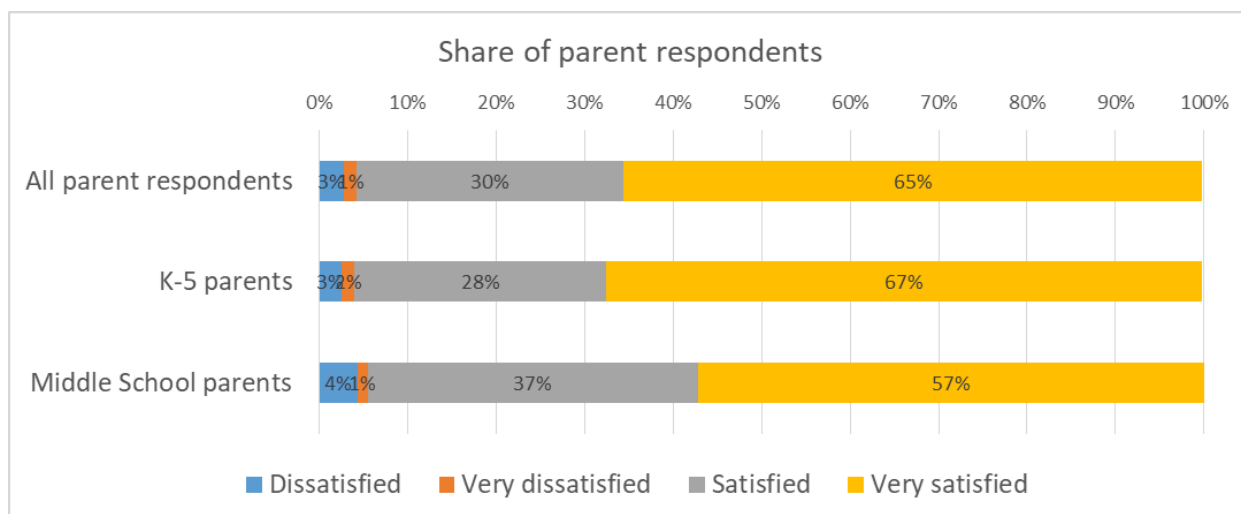


Many parents across incomes highlighted the lack of affordable summer camp options. One parent noted that “Camp in Brooklyn is extremely expensive and not always an option,” and another parent stated that “It is very hard to find all day programs during the summer that don't cost a lot.” A few said they would pay for another summer camp but doing so would be a financial challenge, with one parent noting that they “would pay for private camp but be in debt.” Without Summer Rising, many parents said that they would keep their children at home or have them spend time with relatives. Working parents noted that they were grateful for affordable, all-day care. One parent commented, “Both parents work so it would have been a challenge to find an activity that lasts the entire day as well as affordable.”

**Parents were satisfied with Summer Rising overall and said that they were likely to recommend the program to other parents, with parents of elementary school aged children reporting higher satisfaction levels.**

Overall, 94 percent of parent respondents said that they were satisfied with Summer Rising, including 65 percent who were “very satisfied.” Ninety-three (93) percent of parents said that they were likely or very likely to recommend the program to other parents. Parent satisfaction levels varied by whether their children were in kindergarten through fifth grade or middle school. There was a 10 percentage point difference in the share of parents of children in kindergarten through fifth grade who were “very satisfied” with the program compared with those with middle school-aged children (67 percent vs. 57 percent). Furthermore, parents with younger children in kindergarten through fifth grade (75 percent) were more likely to say that their children enjoyed the program “a lot” compared to those with middle school aged children (64 percent).

**Chart 3: Please rate your overall satisfaction with the Summer Rising program**



**Parents believed that Summer Rising helped improve their children’s social-emotional development, their confidence and their group socialization skills.**

Parents reported that their children grew more confident over the summer and benefitted from spending time with other children in a safe group environment. One parent noted, “My introvert[ed] kid is getting more and more open and active.” Another parent stated, “This year, my children are so happy with the program and look forward [to it] every morning jumping on the bus to see teachers and friends. Also...my child needs help with social skills so having this program in [the] summer gave him a huge opportunity to keep practicing social skills to prepare him for [a] September school start.”

During the focus groups middle school students described the social-emotional development benefits of the program. They were happy with increased interactions during the afternoon sessions, where they were able to partake in activities that allowed them to engage with peers, such as in sports, art projects, and group activities. Students discussed forming new friendships during the program. One middle school focus group participant noted, “Every time I’ve come to this program, I make friends.”

**2. A one-size-fits-all model for Summer Rising doesn’t serve students well**

**Both parents and staff agree that a one-size-fits all approach to Summer Rising does not meet the needs of families, particularly students with disabilities and English language learners.**

Given that the program combines children from general education and special education in the same classroom, parents expressed concerns about how this program structure impacted the classroom environment and whether DOE teachers leading the academic portion of the day were able to adequately address the needs of children with various academic abilities. One parent shared their perspectives on the differing educational needs of students:

"My daughter who is in the Gifted and Talented program at [her public school] was in class with children from Gen Ed and Special Ed at Summer Rising. While we have no concerns about her making friends from all placement, my husband and I, neither of whom are educators, immediately wondered how a person can teach all three placements at the same time. If that was our immediate thought, I'm still stunned that no one who designed the program and who is versed in education, thought of that. It was a horrible experience for [the children] and for us as their parents. Some of us who had our children in the program solely for the social aspect, ended up pulling our children well beyond the half-way mark. This program was poorly designed."

Furthermore, over half (53 percent) of CBO staff surveyed identified a shortage of paraprofessionals to support students with disabilities as one of the most pressing challenges facing the program. One staff member noted, "I wish there were more paraprofessionals for students with disabilities so they can thrive in their studies." Another staff member observed that some paraprofessionals were unable to provide the necessary level of support for children with disabilities: "It didn't seem as if the paraprofessionals were aware of the individual child's IEP specific needs and therefore weren't prepared to modify activities for their participants."<sup>7</sup>

In addition, English-language learners in the focus groups of middle school participants noted that they did not participate in the morning academic sessions with math and English-language arts instruction.<sup>8</sup> Instead several students noted that they were given arts and crafts projects that were separate from the academic curriculum. CBO staff noted that these students were not able to participate in the academic sessions due to a shortage of teachers who were able to provide support to English language learners. CBO staff also noted that the program should be "more accessible to parents who do not speak English."

### **Parents were concerned about the lack of communication from the DOE about the academic portion of Summer Rising, which is valued by parents.**

Overall, parent respondents liked the concept of DOE-led academic learning and instruction in the morning, with half of parents reporting that they believed academic learning was the most valuable part of Summer Rising.

For parents who valued the academic portion, many felt that it was preparing their children for school in the fall and they appreciated the additional learning opportunities. One parent noted, "I think the academic part is valuable to me because my child would get a head start when returning to school and also would not forget what she has learned from the past academic

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<sup>7</sup> According to DYCD's Summer Rising Operations Guidebook (p. 47), school-year teachers were supposed to create Summer Rising Accommodation Plans for every student with an IEP. That Plan was to be shared with the Principal in charge of the site who is supposed to "ensure paraprofessionals and nurses are arranged, and they will also communicate with the community-based organization (CBO) running the afternoon program to ensure they have the information they need to effectively support the student." In separate conversations, some CBO staff shared that they received little to no information about accommodations and only knew if a student had an IEP. Others said they were aware of the IEP details for school-year students, but did not have any information for students from other schools.

<sup>8</sup> English-language learners in the focus groups received translation support from CBO staff.



year.” Other parents noted that they preferred a program without academic learning, with one parent noting “I think it would be nice for [a] summer program with activities only, not academic because they already went to school for 9 months so why continue during summer season? That is part of their break and [they should] enjoy themselves.”

Although many parents valued the academic portion of Summer Rising, they were unsatisfied with the communication from DOE staff about their children’s needs and academic progress. A number of parents expressed disappointment that they did not know who their children’s teachers were and what curriculum was being taught. This was especially troubling for parents with children with IEPs. One parent noted that despite having a daughter who was diagnosed with selective mutism and had an IEP, they did not receive updates from DOE staff on how they were working to support her in completing her assignments and how she was faring overall.

***“There was no way for me to know who her teacher was, what they would be learning nor how she was progressing. Had I not been the PTA President for the 2023 - 2024 academic year and had met the Parent Coordinator through that venture, I would have been completely lost as to what was going on with my child. There was no communication given ahead of time on who their teachers were, what they would be learning or how their progress would be tracked. The only communication received for the entirety of the summer, came from the CBO.***

***For a program which was designed to prevent the "summer slide", it was ridiculous that the parents weren't informed about what was being done to prevent it so they could supplement it or support it if it wasn't successful for their child. My child has been diagnosed with selective mutism due to anxiety and has an IEP stating that. In spite of this, I had no way of knowing how she was coping with a new environment, if her diagnosis was understood and being supported nor if she was feeling comfortable enough to produce any of the assignments.”***

*-Bronx parent of K-5 student with IEP*

Another parent affirmed the importance of more consistent communication around their children’s curriculum during the DOE-led academic portion: “We want to know how to support and stretch our child’s learning at home, so knowing what they’re doing during summer school is crucial to achieve this goal. Even if it’s a summer program, communication with parents is keen to ensure we all know what to expect, what kind of instruction is being imparted and how we can support that at home.”

Parents felt that the CBO did a better job of ensuring consistent and regular communication with parents.<sup>9</sup> One parent noted that “there was zero communication with parents from teachers/pedagogues as to the curriculum/what students were learning. There was no orientation at [the elementary school] for parents on academics either so as a teacher myself, I found it very unsettling. The [CBO] camp did have a helpful orientation and communicated extensively.”

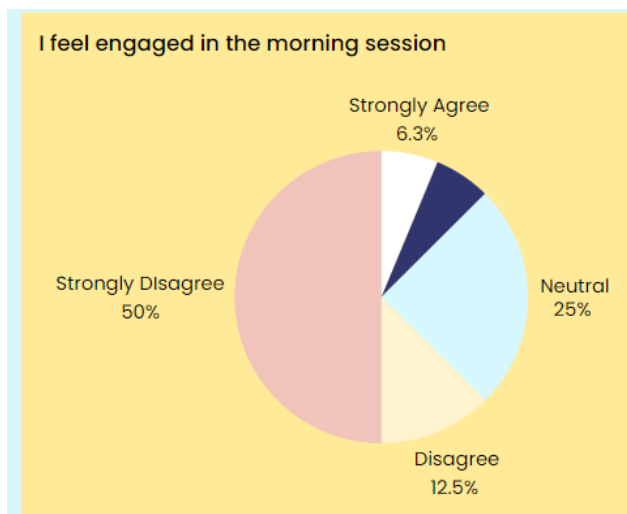
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<sup>9</sup> A higher share of parent respondents said that they were "very satisfied" with the communication they received from the CBO (65 percent) vs 60 percent who said that they were "very satisfied" with DOE communication (60 percent).

### 3. Lack of student engagement during the academic portion of Summer Rising and desire for more diverse enrichment activities and outdoor time in the afternoons

Many middle school students found the morning academic portion unengaging and felt that they were re-learning material they learned during the school year.

**Chart 4: Share of middle school focus group participants who agreed/disagreed with the statement "I feel engaged in the morning session."**



Many of the middle school students in the focus groups led by ICI expressed frustration and disappointment with the DOE-led academic portion, noting that the morning was often unengaging and repetitive. The students wondered why they were required to participate in the academic portion if they were not considered Promotion-in-Doubt and mandated for summer school. One Bronx student noted, "every time we say, "why do we have to do the work", they say it's because there's some kids in here who actually have to do the work but instead of them pulling out the kids who have to be here to go to the next grade and putting them in a different room to

do the work, they make everybody do the work with them, which is unfair if I've already learned this."

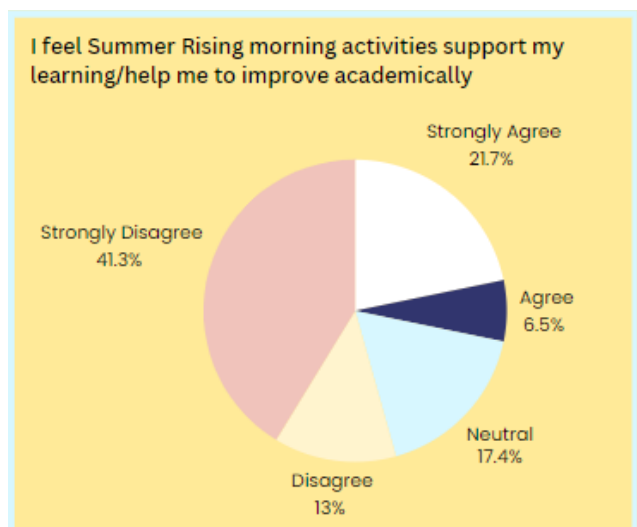
Among middle school student focus group participants, 63 percent<sup>10</sup> disagreed with the statement, "I feel engaged in the morning session," while only 6 percent strongly agreed with the statement. Participants expressed a need for more variety and personalization in their learning experiences. One student noted that the DOE teachers were unable to tailor the lessons to address students' varying levels of academic knowledge: "During the school year, our teachers know what we need to improve on, but in Summer Rising they teach one lesson to the entire class and if you don't get it, they'll just move on."

Furthermore, over half (54 percent) of middle school student focus group participants disagreed with the statement, "I feel Summer Rising morning activities support my learning/help me to improve academically." Students noted that they were often re-learning material during the

<sup>10</sup> The analysis of responses to these focus group questions were conducted by adult and youth researchers from the Intergenerational Change Initiative.

school year and were not learning anything new that prepared them for the school year ahead. When asked if they thought Summer Rising prepared them for the school year, one student responded, "It's not helping me for next year because I passed my grade doing that work which is supposed to help me for my next grade."

**Chart 5: Share of middle school focus group participants who agreed/disagreed with the statement, "I feel Summer Rising morning activities support my learning/help me to improve academically."**



**Both parents and students believed that there was inadequate outdoor time, not enough field trips, and limited variety in the types of available enrichment activities in the afternoon**

Parents believed that their children had inadequate access to field trips and outdoor time; and that there was a lack of diversity in the afternoon enrichment activities available to young people. One parent noted: "...I also think summer school should be a time for fun, outdoor activities, and trips. Unfortunately, my daughter didn't have this experience. There were no trips besides going to the camp site on Mondays, which they arrived late to, and did not have enough time to play or go in the sprinklers. Many of the activities promised to parents during orientation were not carried out, which was very disappointing." While this was not addressed in the survey responses, CBO staff have shared that the hybrid structure of the program and the limited number of hours that CBOs had students in the afternoons made it challenging to organize field-trips and day-long activities. CBOs have to fit the field trips into the afternoon portion or work with the DOE staff to take kids out during the morning academic portion, which is not always guaranteed to happen.

Another parent had similar feedback about limited access to sports, outdoor play and other engaging activities: "It seems as though there was a lot of boredom time where the kids were told to keep their heads down or were given dull activities to fulfill. They did not go outside often; they did not learn to play any sports; and there were no field trips."

Middle school students also expressed a desire for more trips, sports and outdoor activities. One middle school focus group participant noted, “My favorite part is the trips we get to go on and how every week is something new we’re doing. But my least favorite part is that we have to do school.” Focus group participants also noted their preference for choice-based activities in the afternoon but several students shared that instead of being given choices, they were simply directed by staff on what to do and felt that their opinions were not taken into consideration.

**CBO staff agreed that students should not be required to attend the academic portion if they were not considered promotion-in-doubt and mandated to do so.**

CBO staff shared that the morning academic portion of Summer Rising was unpopular among families. One settlement house director noted that their program had few children mandated for summer school, and “parents felt it wasn’t fair to have their kids go to four extra hours of school just to get summer camp.” A CBO staff member noted that requiring children who were not mandated for summer school to participate in that programming “makes it difficult to keep the children interested in the program or even want to attend.” Similarly, another CBO staff member noted that the academic portion of the program impacted enrollment “because most families are interested in a summer camp and not a morning DOE school.” Similarly, another staff member shared that the academic portion of Summer Rising impacted attendance and that they were in favor of reverting back to a “program that doesn’t dictate which children get to go into summer camps.” They added that “school throughout the year is long enough and adding it to summer camps ruins the enjoyment of camp and lowers the numbers as well.”

Several CBO staff were in favor of returning to the pre-COVID model of separate summer camp and summer school programs. A division director noted that under a separate DOE-run summer school program for mandated students, students “get the support they need rather than being lost in a class of mostly students who do not need extra support,” which they note is “arguably a repeat of what’s happening during the school year.” Another CBO staff member commented that the City “should go back to the old model where the CBO has the students that do not need additional help in the morning and the others can join at 12pm.”

#### **4. Parents and CBO staff experienced enrollment and registration problems**

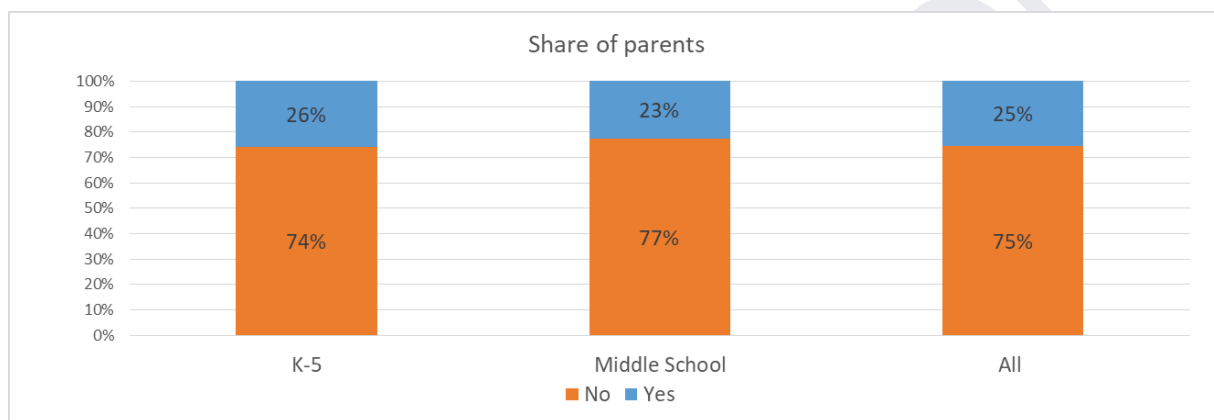
**More than 1 in 4 parent respondents (26 percent) said that they were waitlisted for a spot at their preferred Summer Rising school site.**

There was a mismatch between programs children were assigned to and their proximity to home and their afterschool program during the school year. Parents voiced frustration when their children were waitlisted for their preferred program, which were typically programs closer to home or programs run by CBOs that their children are involved with during the school year. Several middle school focus group participants mentioned struggles with their long commute to

the program site, and noted that this contributed to feeling “tired” during the morning portion of the session.

A parent reported that although her child attended one CBO’s program during the school year, she was placed with a different CBO-run program co-located in the same building: “My child was placed in the program not chosen [by us]. She has been attending [CBO A] consistently for many years and was placed with [CBO B] without opportunity to change despite both programs [being] housed in the same building.” In another case, a parent reported that although they loved the Summer Rising program her child was in, their “top choice was a program closer to home. Unfortunately, my child was on the waitlist in the 1,900s! It is horrendous that a neighborhood waitlist would be that ridiculous.”

**Chart 6: Was your child(ren) waitlisted for a spot at your preferred Summer Rising school site?**



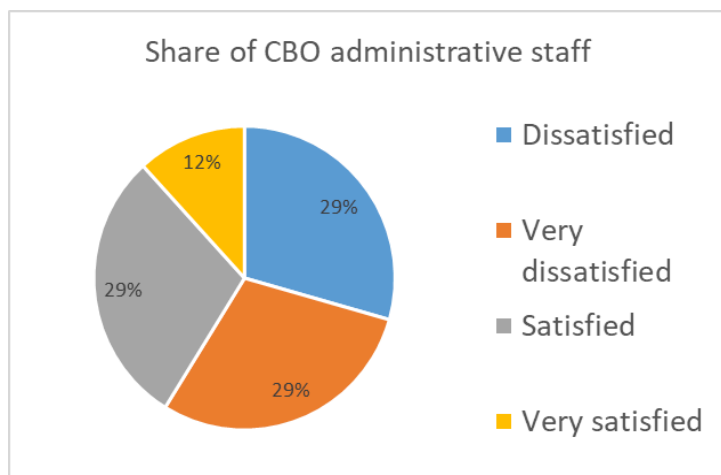
**Fifty-nine percent of CBO program directors and administrative staff respondents reported that they were dissatisfied with the enrollment and registration process for Summer Rising.**

Over the last four years, settlement houses have strived to help families enroll in Summer Rising programs. Yet they and other community-based organizations (CBOs) do not have control over enrollment in their programs.<sup>11</sup> CBO staff reported that the application process was confusing and difficult for families to navigate, especially given barriers that families faced around technology and language access. Staff were frustrated with the way that waitlists were organized, noting that their inability to accept children based on grade impacted the speed at which they were able to move families off waitlists: “The waitlist was very disorganized and did not make any sense. You cannot accept children based on grade, so when a 1st grader drops, and the next one on the list is in 5th grade, you can't accept [that child] because they cannot be placed in the group of the child that dropped.” Staff noted glitches with the transfer of

<sup>11</sup> In a different process from school-year afterschool programming, all families were directed to apply for Summer Rising through MySchools, an online DOE platform where they were able to rank up to 12 programs. Several priority areas were taken into consideration when making offers, including students with a 12-month IEP, students in temporary housing, and siblings. For those who did not receive their first choice, they were put on a waitlist which would fluctuate based on open seats and the student’s priority group.

information from MySchools, the DOE portal that parents used to submit their Summer Rising application, to DYCD Connect, DYCD’s platform.

**Chart 7: Please rate your satisfaction with the enrollment and registration process**



Thirty-seven (37 percent) of CBO staff respondents reported that the confusing application and registration process was one of the most pressing challenges facing the Summer Rising program. A similar share (35 percent) of CBO staff respondents identified the lack of coordination between the DOE, DYCD and CBOs as another major challenge facing Summer Rising.

During a UNH-convened meeting of settlement house staff in August, staff confirmed that the waitlist process created a situation where programs were under-enrolled despite parents’ need for Summer Rising, with one director noting that the “community needs this program and we can’t help those who want it.” Given these enrollment challenges, CBO staff felt limited in the number of families they could serve under the current system. Staff also noted that they were dealing with volatile attendance throughout the duration of the program and had difficulties managing the turnover of families each week. One director noted that their program experienced “dozens of discharges per week,” adding that the constant changeover of children created a destabilizing experience for children in their program.<sup>12</sup> Senior-level CBO staff noted that their programs remained under-enrolled because they were unable to get in touch with families on the waiting list. When CBO staff were finally able to get in touch with parents, these parents informed them that their child had already enrolled in other summer programming. Furthermore, CBO staff noted that they had received guidance from DYCD to wait three days for a family to accept a waitlist offer, which made it difficult to quickly enroll new children into the program.

<sup>12</sup> According to the DOE and DYCD 2024 Summer Rising operations guidebook: following a student’s 6th consecutive absence and a minimum of three documented outreach attempts by the CBO and DOE staff, a student is unenrolled (discharged) and removed from the Summer Rising program roster. Report authors did not have access to guidelines on unenrollment that were issued by the DOE to principals. However, based on follow-up discussions with several UNH members, it seems that CBOs are able to unenroll students with approval from the Principal in Charge.

Most program directors and other senior-level CBO staff reported that they were satisfied with the DOE principal and staff at their site, although only 53 percent said that they were “very satisfied” with this relationship. CBO staff noted that they experienced conflicts with DOE staff when it came to unenrollment and moving children off the waitlist, and that there was confusion among both CBO and DOE staff about the enrollment process. One director noted that they faced a situation over the summer with principals at several sites who refused to unenroll students who were not attending the program. Under the previous CBO-led summer camp model where CBOs controlled the enrollment process, a division director noted, “CBOs never had the issue we are seeing with a revolving door of participation. We fully enrolled at the beginning of each summer and remained that way all summer.”

### **Program staff prefer consistency between the families in their school-year programs and those in their Summer Rising programs**

Like parents, many of the CBO staff highlighted the challenges of not being able to serve families from their school-year programs at their Summer Rising sites. One staff member noted, “A lot of students who usually come to our site were dispersed into different programs and sites because of the confusing lottery method of application and...there was a disconnect with our community.” Within UNH’s survey sample, 21 percent of CBO Summer Rising administrative staff reported that they were not selected to operate Summer Rising at their school-year afterschool site. One group leader noted, “It would be better for CBOs to work in their own school building with their own students and families; that way they could continue to grow the community they have at hand.”

## **5. CBOs are facing challenges with co-location and staffing**

### **Co-location of programs is frustrating for many CBOs**

CBO staff have found it challenging to share space in the same building with other CBO providers running Summer Rising programs. During a UNH-convened meeting of settlement house providers, a program director noted that co-locating multiple CBOs in the same building can lead to fewer shared spaces that can impact program quality for participants: “A huge issue is squishing multiple CBOs into one school...trying to share a gym, auditorium, and cafeteria with multiple programs hurts the enrichment for the kids.”

### **DYCD made it difficult for CBOs to ensure adequate staffing levels for their programs**

Almost a third (32 percent) of program directors and senior staff<sup>13</sup> reported that they found it somewhat or very difficult to hire staff for Summer Rising 2024. Furthermore, 26 percent of program directors and other senior staff reported that they were not fully staffed for Summer Rising. The staffing challenges that CBOs faced may have been attributed to several factors. CBOs were not notified of their Summer Rising slot allocations until mid-April, and the funding restoration of afternoon sessions and full-day programming for middle school students was

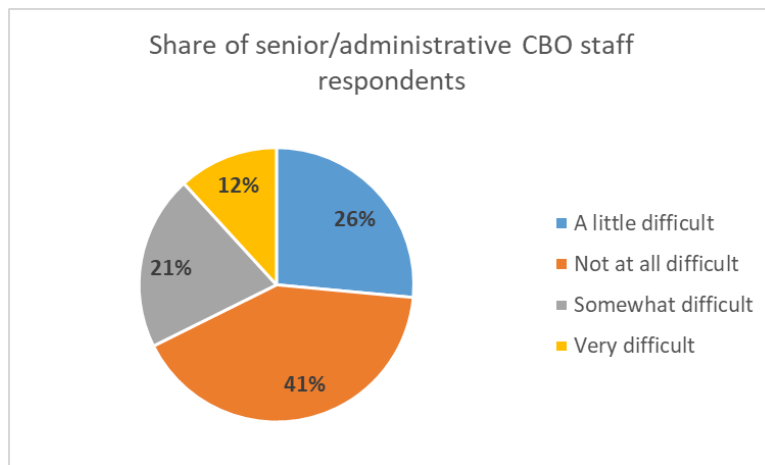
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<sup>13</sup> Note that this was only 34 respondents (for director level staff) out of 202 total CBO staff, although there are fewer directors within the UNH network overall.



announced by Mayor Adams in June, just weeks before the start of the program in July.<sup>14</sup> When CBOs were informed in April of how many students they would have per site, they received guidance that DYCD and DOE would assign CBOs up to 15 percent more Summer Rising participants than their funded program seats to account for “historical family offer acceptance rates and daily attendance patterns.”<sup>15</sup> This meant that the City anticipated a drop in attendance rates for Summer Rising, but CBOs still needed to ensure adequate staffing levels for their higher enrollment targets. However, they would only be paid for attending students, setting up an impossible bind where CBOs were required to staff programs at proper ratios and could not guarantee they would be paid for it.

**Chart 8: Please describe the level of difficulty your program faced with recruiting and hiring an adequate number of staff for Summer Rising 2024.**



Nearly half of program directors and other senior staff reported that one of the biggest barriers to fully staffing their programs was their inability to provide higher wages due to inadequate per-student contract rates. One senior staff member noted that their “budget is still not enough to cover the staff we need to hire to run [the] program.” Twenty-one (21) percent of senior CBO staff reported that they faced competition from retail, food and other sectors when it came to hiring staff. Several frontline staff respondents noted that they would like to see a raise in wages and staff appreciation rewards, indicating that staff felt underpaid for the work that they were doing.

<sup>14</sup> <https://www.chalkbeat.org/newyork/2024/06/04/eric-adams-nyc-education-funding-restored-fiscal-cliff/>

<sup>15</sup> Information provided to CBOs during DYCD-led convenings of CBOs around Summer Rising

## **Recommendations:**

This report's findings reveal that Summer Rising is filling a critical need for free child care and summer program options—nearly 60 percent of parents surveyed said that they lacked a back-up program option if their child was not enrolled in Summer Rising. However, the findings underscore that a one-size-fits-all, cookie-cutter approach to designing and implementing summer programming for youth does not work. This approach has been detrimental to the goal of ensuring a high-quality, enriching summer experience that meets the needs of New York City's families. Chalkbeat found that daily attendance for Summer Rising's academic portion was lower than the CBO-led programming of previous summers. This kind of drop in attendance should be alarming for City officials, and calls for new approaches to programming beyond just the Summer Rising program model. Furthermore, the findings reveal that there is high demand for summer programming that does not mandate narrowly defined academic instruction as part of the experience. Both parents and staff expressed frustrations with the mandated academics of Summer Rising, and identified that a re-design of summer programming could benefit all students, especially those with disabilities.

Settlement houses and other community-based organizations (CBOs) have deep experience providing services and programming that are tailored to the needs of the youth and families within their communities. To improve summer programming and create a high-quality, effective and lower cost summer program for New York City youth, the City must listen to and take direction from settlement houses and other CBOs who have successfully operated traditional summer camps and school-year afterschool programs for decades and are leaders in the positive youth development movement in New York City. Below are UNH's recommendations to ensure that all youth have access to quality summer programs that meet their needs.

### **The City Must Provide Choice for Families and Fund Flexible Models for Summer Programming**

Families of students who are not in need of remedial instruction should have choice and control over what their summer experience looks like. Families should have options for summer programming, so that students who need and want extra academic support can access it, but students who do not want or need the extra academics are not required to participate just to get access to free summer programming. Regardless of income and whether families can or cannot afford to pay for private options,<sup>16</sup> all families should be offered the same choice and variety in their summer programming. This is especially crucial for middle school students, who expressed strong feelings about mandated academics and are likely experiencing a developmental desire to have more choice and control over their days. Keeping these students engaged in summer programming is critical, as middle school years are full of growth, change, and exploration.

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<sup>16</sup> 54 percent of parent respondents reported household income of \$50,000 or less. See appendix for a more detailed distribution of families' incomes.

The City must ensure that there are full day summer camp options for those families who need access to crucial child care services in the summer, but are not in need of remedial academic instruction. This model currently exists in center-based COMPASS programs and Cornerstones who do not participate in Summer Rising and should be expanded to school buildings and to other community-based sites. Many current Summer Rising providers previously ran summer camps prior to the creation of Summer Rising and would be able to shift back to a summer camp model as soon as Summer 2025.

The City also should explore ways to infuse extra academic instruction into summer programming where there is demand, since many families did see this as a valuable part of Summer Rising. This could take a more targeted approach by using targeted curricula around topics like STEAM learning, creative writing, computer programming, or more. Themed summer camps are common for youth as they get older; providing options of programming and enrichment can help increase youth agency and buy in at a program, something that middle school focus group respondents highlighted as currently missing. This can be led by the DOE when there is a strong relationship between a school and a CBO, or could be led by the CBO with enhanced funding in their contract. We know that summer comes every July; this kind of local planning can happen throughout the winter to avoid last minute scrambles and give families the kind of thoughtful, engaging programming they deserve.

It is also crucial to accommodate students who are Promotion in Doubt and who need academic instruction into summer camp programs. Before Summer Rising, these students received their academic instruction and then moved into a corresponding summer camp for the afternoon. The City must ensure that this continues so that these families have access to a full day of child care when they need it. This could be accomplished by matching these students to a program in their building, or providing transportation to another program site.

### **Tailor Programming for English Language Learners to Emphasize English Instruction**

The summer months serve as an ideal opportunity to provide intensive English instruction and tailored learning opportunities to students who are English language learners. However, based on input from the middle school focus group participants and CBO staff, DOE-led instruction for this population varies widely, not often reflecting the needs of participating students. DOE should work with DYCD to develop program sites throughout the boroughs that are equipped to support English Language learners in both the academic and enrichment portions. At the same time, DOE and DYCD should partner to provide additional curriculum and professional development supports to all staff working in summer programs to ensure this population is served appropriately and receives the same support and access to services as any other student.

### **Invest in Additional Supports for Students with Disabilities**

Students with disabilities should have the same access to summer programming as any other youth. Yet, since the launch of the program, there have been persistent concerns around how

Summer Rising serves students with disabilities. Program staff have detailed a delay in paraprofessional support and feeling unprepared to work with students with emotional and academic disabilities. To adequately and appropriately serve this population, the City should invest in resources, such as additional paraprofessionals, and year-round, hands-on staff training, that can equip all summer CBO staff to better support this population. This could also have the added benefit of making it easier for students with disabilities to participate in school-year afterschool programs as well.

Additionally, DOE should work with bus companies to allow for later afternoon bussing to accommodate students with disabilities who are participating in the full afternoon enrichment program. Students with disabilities are entitled to year-round bussing services but this schedule is typically aligned with an academic school day, not with the schedule for CBO programming in the afternoons. Extra end-of-day accommodations would alleviate this problem.

### **DOE and DYCD Should Work with CBO Providers to Improve the Siting and Co-Location of Programs**

Most Summer Rising providers also run school-year afterschool programs, equipping them with established relationships with families and partnerships with schools. Although we understand that many schools will be closed during summer months for construction, every effort should be made to locate summer programs as close as possible to their corresponding school-year programs. When programs are required to change locations, DYCD should engage providers to ensure that they are able to serve families from their school-year programs at their new summer sites and ensure consistency of services for families already utilizing school-year after-school programming.

When co-locating programs, DOE and DYCD should first catalog the amenities of a building, (particularly the shared amenities like the gym, cafeteria, outside space, etc.), and take into consideration which providers will be co-located and how much time ahead of programming they have to plan collaboratively.

### **Conclusion**

Parents across the country are faced every year with the “summer scramble” to secure safe, affordable, and enriching summer activities for their children. New York City has rightfully addressed that burden for thousands of families across the city, easing their financial strain and giving them peace of mind that their children are engaged in safe programs throughout the summer. Now, the City must take the next step to design thoughtful summer programs that give families choice and provide a range of options depending on needs. New York City’s students deserve no less.

## Appendix

### **Methodology**

UNH conducted a mixed-methods study that involved both quantitative and qualitative components. For the qualitative component, UNH partnered with the Intergenerational Change Initiative (ICI) affiliated with CUNY's School of Professional Studies to conduct seven focus groups of middle school students (grades six through eight) participating in Summer Rising during Summer 2004 in four boroughs at UNH settlement house member Summer Rising sites. A total of 52 students participated in these focus groups, including three English language learners. Youth and adult researchers from ICI staffed the seven focus groups, with two youth researchers facilitating each focus group. CBO staff provided translation for the English language learners in each group.

UNH created and developed a survey questionnaire in Google Forms for parents and CBO staff. To ensure that the survey questions yielded data that would be helpful to providers, policymakers and communities, UNH first collected feedback on the questionnaire from settlement house staff, including those involved with running Summer Rising sites and staff involved with research and evaluation. For parents whose children participated in Summer Rising during summer 2024, the survey questions sought to gauge their children's experience with the program and their satisfaction with the program. For staff involved with Summer Rising, the questions were focused on identifying programmatic challenges and improvements to the program.

UNH emailed program directors and other senior-level staff at 25 settlement house members running Summer Rising sites to distribute the survey to staff and parents through fliers and emails with customized QR codes for each settlement house.<sup>17</sup> The survey was open from July 25, 2024 to September 10, 2024, and was available in both English and Spanish. In total, the survey garnered responses from 700 individuals from 17 settlement houses, including 488 parents/caregivers whose children attended Summer Rising during Summer 2024, 10 parents whose children attended summer camp at a non-Summer Rising site, and 202 staff members affiliated with CBOs.<sup>18</sup> Parents made up the majority of the sample (71 percent) while 29 percent of the survey sample was CBO staff. This survey relied on voluntary participation from parents of Summer Rising participants affiliated with UNH settlement house members. This is not a scientific survey that used a weighting methodology to ensure a representative sample by geography, race or age.

### **Overview of survey sample**

Bronx residents made up the largest share of the parent sample (41 percent), followed by Queens (29 percent), Brooklyn (24 percent), and Manhattan (6 percent). Three settlement

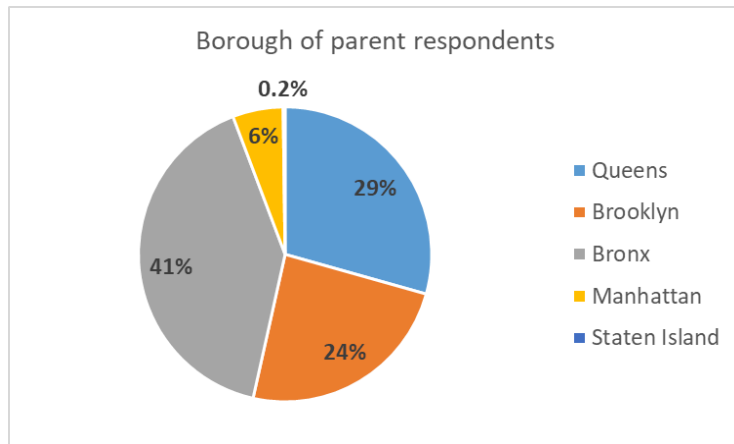
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<sup>17</sup> The perspectives and opinions of school principals or other DOE staff were not included in this report, with the exception of several paraprofessionals who responded to the survey.

<sup>18</sup> The CBO staff also included a handful who self-identified as paraprofessionals.

houses—one in Brooklyn, one in Queens and one in the Bronx—accounted for 60 percent of the parent sample. The borough distribution of parent respondents is based on an analysis of responses to the question, “Which zip code do you live in?”

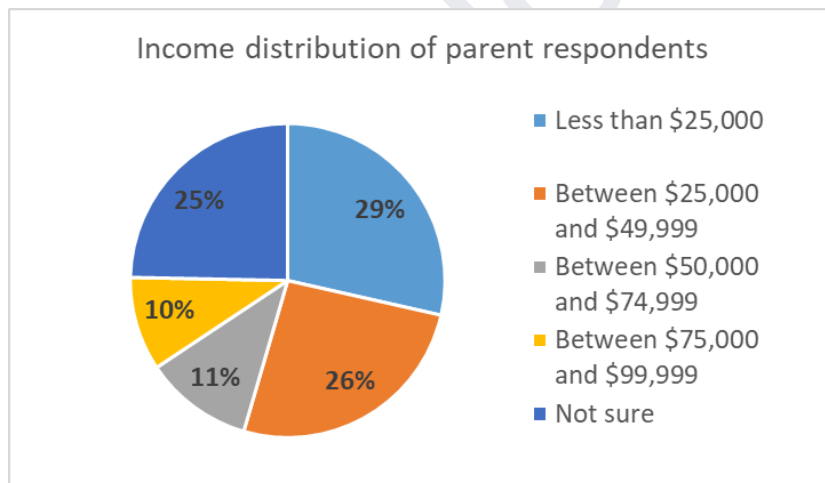
**Chart 9: Borough of parent respondents**



**Income distribution of parent sample**

The parent respondents were predominantly low income – overall, 54 percent of parents reported that their households earned less than \$50,000 a year before taxes, with 29 percent who said that their household earned less than \$25,000 a year before taxes.

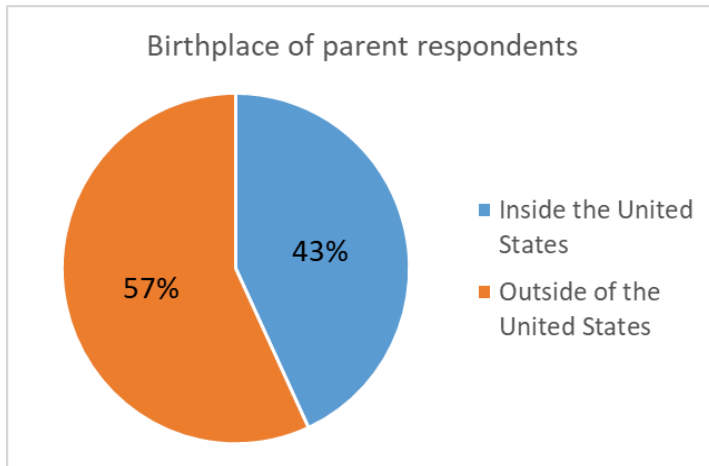
**Chart 10: In the past 12 months, what was the approximate amount of household income earned by all adults living in your household before taxes?**



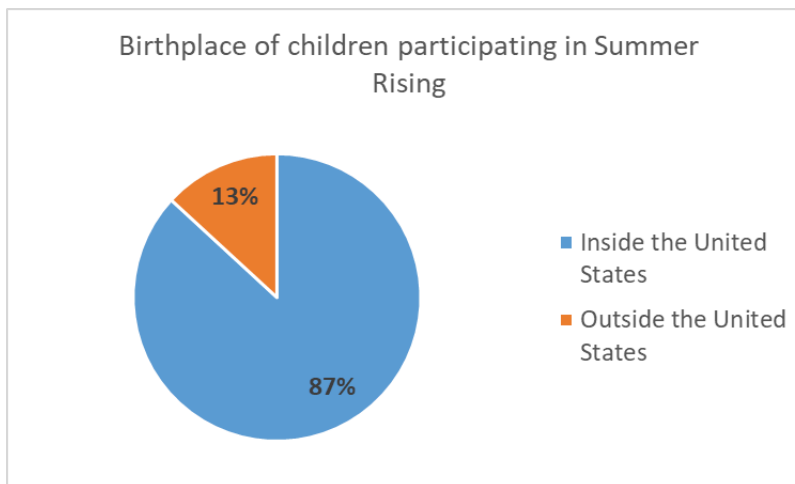
**Birthplace of parents and their children**

Furthermore, nearly six out of every 10 parent respondents were born outside of the U.S. (57 percent), compared to 43 percent of parent respondents who were born in the U.S. However, in contrast, the vast majority of parent respondents (87 percent) reported that their children were born in the U.S.

**Chart 11: Birthplace of parent respondents**



**Chart 12: Birthplace of children participating in Summer Rising**



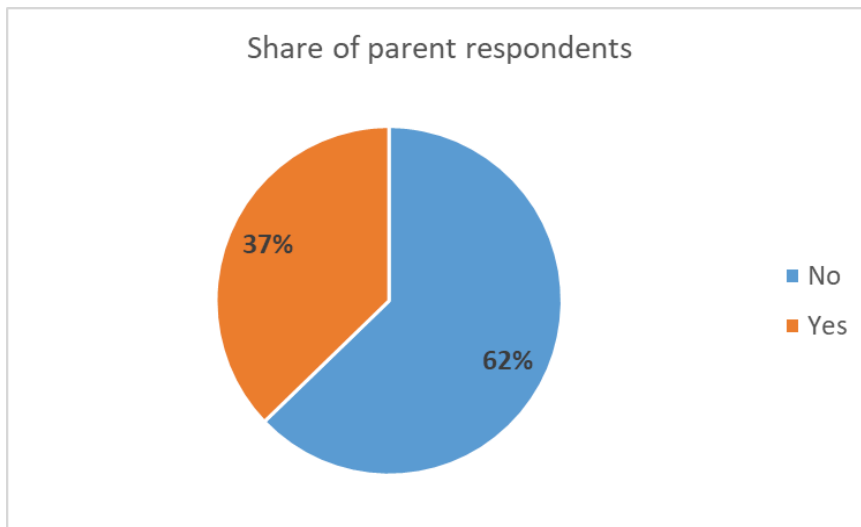
**Grade of Summer Rising participants**

The vast majority of the parent sample (81 percent) was parents with children in kindergarten through fifth grade, while just 29 percent reported that their child would be entering sixth through eighth grades in Fall 2024.

**Prior Summer Rising participation**

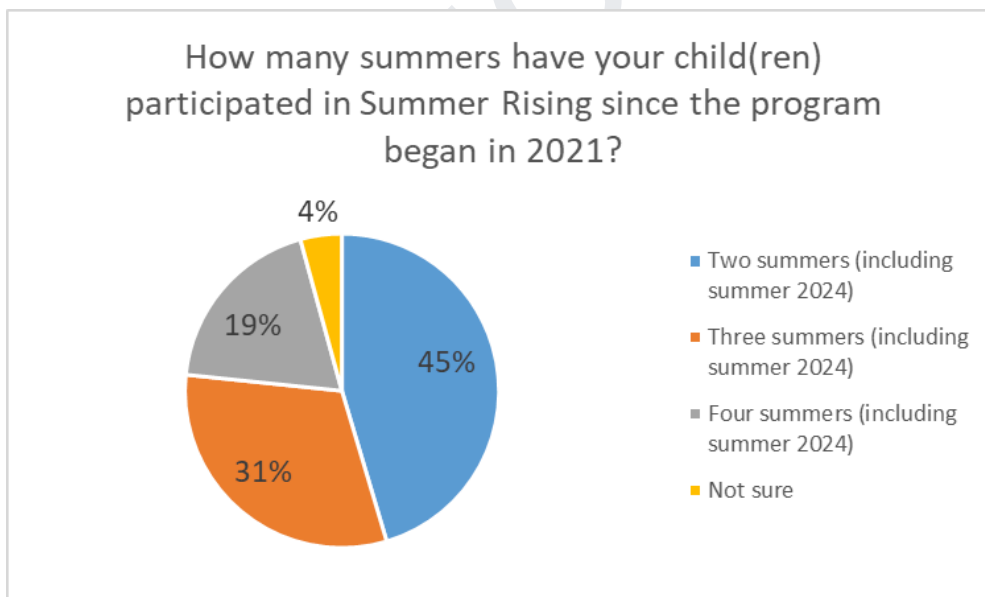
Many of the families we surveyed are not new to Summer Rising – more than 60 percent had participated in the program for multiple summers. Of those who participated in the program for multiple summers, half had participated in the program for three or four summers (including Summer 2024).

**Chart 13: Is this the first time your family has participated in a Summer Rising Program?**



Slightly more than half (51 percent) of parent respondents said that their children attended school or an afterschool program at their Summer Rising site during the school year. A third of parent respondents reported that they had more than one child enrolled in Summer Rising during Summer 2024.

**Chart 14: How many summers have your child(ren) participated in Summer Rising since the program began in 2021?**







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**New York City Council  
Committee on Education, Honorable Rita Joseph, Chair  
Committee on Children and Youth, Honorable Althea Stevens, Chair**

**Testimony of YMCA of Greater New York  
Submitted by Chelsea Baytemur, Director of Policy and Advocacy**

**New York City Council Oversight Hearing  
Summer Rising  
October 30, 2024**

I respectfully submit the following testimony on behalf of the YMCA of Greater New York.

I would like to thank Chair Joseph, Chair Stevens, the Committee on Education, and Committee on Children and Youth for hosting this oversight hearing on Summer Rising.

The YMCA of Greater New York is committed to empowering youth, improving health, and strengthening community. With 24 YMCA branches and more than 100 community sites across New York City, the Y is among the City's largest providers of human services spanning from infancy to older adult — and an important anchor, convener, and catalyst for transformational change in underrepresented communities.

One of the primary ways the YMCA reaches the community is through our youth programs, which put kids on the path to success by developing skills for life, community, and leadership. Our programs help young people expand on the academic knowledge they acquire during school hours, develop their social and emotional learning, build rapport with their peers, and increase confidence, all of which empower our youth to excel both inside and outside of our program sites. This past summer the YMCA engaged over 4,000 Summer Rising students across our 67 camp sites. We employed 1,200 camp counselors, as well as 130 Summer Youth Employment Program participants. Now, well into the school year, the YMCA After School program (including COMPASS and SONYC sites) empowers nearly 8,000 children and teens each day to develop a ferocious love of learning. Our afterschool programs allow our participants to access information, resources, and community that will amplify their potential.

In line with our colleagues, we believe every child deserves access to enriching, engaging, and fun summer programming. While Summer Rising is a well-intentioned, laudable effort that began to address the learning loss incurred by students during the pandemic, we believe that the future

success of the program lies in addressing the operational challenges faced by community-based organizations in implementing the model.

If Summer Rising remains the preferred summer programming model, and in partnership with our colleagues at the Campaign for Children (C4C), we recommend the following:

- The Administration must baseline sustainable funding for the New York City Public Schools (NYCPS) and Department of Youth and Community Development (DYCD) portions of the program in no later than the Preliminary Plan to ensure youth can have a full five days of programming including field trips and to enable providers and schools time to adequately plan effectively for the summer session.
- Ensure CBOs have more autonomy over the enrollment process for Summer Rising programs.
- Ensure there are no delays with enrollment and that the system is streamlined.
- Develop an information-sharing system to ensure community-based organizations (CBOs) have access to information regarding students' Individualized Development Plans (IDPs) and allergies.
- Ensure paraprofessionals, health aides, and nurses are available for all students who need them.
- Ensure transportation for both portions of the program for those students who need them,

It is essential for NYCPS and DYCD to have enough time to effectively ramp up and plan programming. While we understand the nature of the budget process, three weeks' notice for a change in program model is irresponsible. While as providers we find a way to make last-minute changes work, this is not sustainable for staffing and budgeting purposes. Due to last-minute changes, we had trouble in staffing up for restored middle school programming, as we set staff schedules many weeks in advance and hire according to the budgets we are initially presented. We also had challenges securing transportation and sites for field trips, as the last-minute changes caused providers across the city to compete for already limited transportation services and try to book for field trip sites on days that became overpopulated. Families and providers deserve ample time to plan accordingly, which is why we urge the administration to restore and baseline all funding for both portions of the program in the November plan. In addition to program planning and staffing, this allows time for NYCPS to facilitate coordination between school faculty and CBOs.

Due to the high demand for childcare over the summer, available spaces filled quickly in many programs, leaving many families searching for slots. Furthermore, Summer Rising lacks parent choice, with all families having to enroll in summer school to access the enrichment portion of Summer Rising. Parents expressed frustration that they were not able to keep their child in a YMCA program over the summer due to site placement, and frustration over not being able to enroll their child solely for summer camp. The YMCA will welcome all participants, new and returning, to our Summer Rising programs, however continuity of service is critical to developing rapport and trust with a child and family. To avert a registration fiasco, we're calling on NYCPS

and DYCD to give CBOs control over participant registration, allow for parent choice to enroll for summer school and/or summer camp, and to publicly announce this registration process as soon as possible.

NYCPS committed to providing continued support for students with IEPs, including a paraprofessional for all children who needed one. Unfortunately, due to a shortage of paras, coupled with health privacy laws that prohibit NYCPS from sharing student's IEP information with providers, the Y had to provide enrichment without para support or turn away children. As for students in general education with IEPs, NYCPS instructed us to engage with parents to learn about their child's needs because NYCPS was prohibited from sharing that information. Where we knew the family that was an easy conversation, however in cases where this was our first experience with the family it was a more tenuous conversation. This highlights the importance of continuity of services being a key element of youth development, since building a rapport with a family takes time. For cases where we had more insight into a child's needs, we were unable to recruit paras on such short notice. Learning about a student's need well into the program, coupled with lack of support from school staff and a small workforce of paras placed providers in direct competition for paras with NYCPS. NYCPS had a significant advantage over CBOs as NYCPS had the ability to offer higher wages to candidates than CBOs, due to budget levels set by our contracts.

The YMCA urges the City to shift to a rising Kindergarten to 8<sup>th</sup> grade summer programming model that draws from the best aspects of Summer Rising and the summer camp models that preceded it. Aspects of Summer Rising have been tremendously positive, including ensuring that young people who do participate in summer school can access camp as well (something that was previously difficult with conflicting schedules) and an increased investment in cost-per-participant rates which resulted in wider access for families. However, many families choose Summer Rising because it is the only free option accessible to them during the summer. Unfortunately, Summer Rising alone cannot accommodate all interested families in the city. Therefore, we recommend the following measures to complement the Summer Rising model:

- Increase investment in CBOs to enable them to offer free programming to families, ensuring every child in New York City has access to a summer program.

In regard to [Int 0729-2024](#), which would require the afterschool programs located at Beacon Community Centers and Cornerstone Community Centers to provide mental health services, the YMCA strongly supports additional mental health supports for all young people. We believe it is imperative that any mandate around increased services be accompanied by robust and adequate funding to ensure these services can be implemented and reach the young people needing

them. In addition to allotting funding to support these initiatives, the City must simultaneously work to address the shortage of mental health professionals before requiring CBOs to staff in any specific way. Currently, based on our experience, a majority of mental health professionals are seeking full-time employment with competitive wages. NYCPS pays their counselors a range between \$72,000 and \$100,000, so as providers it is difficult for us to compete when contracts only allow for part-time positions at significantly lower pay rates. In addressing the shortage there should also be a consideration of language access, as many of our program participants would require mental health supports in languages other than English.

We also support [Int 0794-2024](#), which would enhance youth representation and experience on the youth board.

Thank you for the opportunity to testify today. We appreciate your support, leadership, and partnership in helping deliver quality youth services, and helping more youth learn, grow, and thrive. Thank you so much for fighting for children and families across New York City. We look forward to working with you to address these concerns and implement the best version of summer programming.

If you have any questions, please contact Chelsea Baytemur, Director of Policy and Advocacy at [cbaytemur@ymcanyc.org](mailto:cbaytemur@ymcanyc.org).

Good morning/afternoon,

My Name is Keith Hicks, I'm the VP of Programs with WHEDco.

I'm speaking with you this morning to present my perspective on the Summer Rising Program. My perspective comes from an interesting view because I previously worked with DYCD to support providers to implement the program during the initial years of Summer Rising and now I'm working as a provider to implement the program. I had concerns as the Director of Middle School Programs and I have even more concerns now that my team must struggle each summer with operating the program.

While well intended, Summer Rising has many flaws. The initiative is supposed to provide youth with a combination of Academics from professional teachers in the morning and enriching activities in the afternoon from the partnering provider. If this program is to be successful, there needs to be operational changes, in order to meet the expected outcomes.

1. The enrollment process is a nightmare. During the school year, providers are responsible for enrolling participants and working alongside parents to provide safe spaces for their children. The relationship is immediately fractured when summer comes, because the provider is no longer able to support parents with ensuring their child attends a program, they are comfortable with, have attended all year, know the staff and are excited about attending.
2. There are many occasions when there are not enough teachers to earnestly provide the scheduled 3 hours of instruction in the morning, thus leaving it to the provider to work with a subset of children during the morning. Many children don't receive the 3 hours of instruction as planned
3. While we will never exclude any child from attending and we work with all children in the best manner that we can, providers are not equipped and trained to manage all participants with Special Needs. During Summer Rising, we receive limited support to address this, thus making it difficult for participants to have a full inclusive experience in enriching activities. Paraprofessionals aren't always present to support. I have witnessed my team handle difficult situations with students, for which the staff is not prepared for. Full inclusion is a must, but it should be supported by trained professionals. If this is not the case, then we are doing a disservice to the child who needs additional support.
4. Why are we closing schools during the summer and forcing providers to share space. Some programs are overcrowded because 3 – 4 programs are located in

one building. Gym space is limited, lunch time is disorganized and there are many challenges with having ample space to serve participants.

5. If the initiative is going to be successful, we need to reconsider some of the operational flaws that prohibit providers who have over the years worked effectively with children over the summer.

**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: Trenton Price

Address: 475 Riverside Dr Suite 239, New York, NY 10115

I represent: Salvadori Center

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

in favor  in opposition

Date: 10/30/24

(PLEASE PRINT)

Name: Tholene Keimer

Address: [Redacted] Bklyn NY 11220

I represent: Center for Family Life in Park

Address: 443 39th St Bklyn NY 11232

**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: 10/30/2024

(PLEASE PRINT)

Name: Kate Connolly

Address: 43 Broadway

I represent: United Neighborhood Houses

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: 10/30/24

(PLEASE PRINT)

Name: Lupic Hernandez

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

I represent: Parent NYC Public Schools

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

in favor  in opposition

Date: Oct. 30, 2024

(PLEASE PRINT)

Name: Elizabeth Bird Educational

Address: Alliance

I represent: Educational Alliance

Address: 197 E. Broadway

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

in favor  in opposition

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

(PLEASE PRINT)

Name: Debra Sue Lorenzen

Address: 2 KINGSLAND AVE BKLYN

I represent: St Nicks alliance

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. 729 <sup>Summer Rising</sup> Res. No. 5

in favor  in opposition

Date: 10/30/24

(PLEASE PRINT)

Name: Faith Behum

Address: 130 E. 59th Street NY, NY

I represent: UJA-Federation of NY

Address: 130 E. 59th street NY, NY

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

in favor  in opposition

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

(PLEASE PRINT)

Name: Sarah Jonas

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

I represent: Children's Aid.

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

in favor  in opposition

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

(PLEASE PRINT)

Name: Andie Carso

Address: Director of Special Education

I represent: NYCPS

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: 10/30/24

**(PLEASE PRINT)**

Name: CAITLYN PASSARETTI

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

I represent: CITIZENS' COMMITTEE FOR CHILDREN OF NY

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

**THE COUNCIL  
THE CITY OF NEW YORK**

*Appearance Card*

[ ]

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

in favor     in opposition

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

**(PLEASE PRINT)**

Name: David Garcia

Address: [REDACTED] 51, NY 10314

I represent: the Center for Family Life in Sunset Park

Address: 4413 - 39th Street Brooklyn, NY 11232

**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: Jirozei Muncie

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

I represent: Center for Family Life in Sunset Park

Address: 4413 39th Street Brooklyn, NY 11232



*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: Olney Edmondson

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

I represent: Center for Family Life in Sunset Park

Address: 443 39<sup>th</sup> St. Brooklyn, NY

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

in favor  in opposition

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

(PLEASE PRINT)

Name: Dontai Nottingham

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

I represent: East side House

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

in favor  in opposition

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

(PLEASE PRINT)

Name: Keith Hicks

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

I represent: WHEDCO

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: Oct. 30, 2024

(PLEASE PRINT)

Name: Dale Kelly

Address: 40 Rector St NYC

I represent: CSA Executive Vice President

Address: 40 Rector St NYC

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

in favor  in opposition

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

(PLEASE PRINT)

Name: Randi Levine

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

I represent: Advocates for Children of New York

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

in favor  in opposition

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

(PLEASE PRINT)

Name: Angela Falaye

Address: Director of Summer Programming

I represent: NYCPS

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: LaQuana Chambers

Address: Executive Director of Communications

I represent: NYC PS

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

in favor  in opposition

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

(PLEASE PRINT)

Name: Emma Vadehra

Address: Deputy Chancellor of Operations

I represent: NYC PS

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

in favor  in opposition

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

(PLEASE PRINT)

Name: La-Nikka Parker Moore

Address: Executive Director of Ridership Support Citywide Programs

I represent: NYC PS

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: Andie Corso

Address: Senior Executive Director Special ED Support

I represent: NYCPS

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

in favor  in opposition

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

(PLEASE PRINT)

Name: Liamna Wright

Address: Executive Director of enrollment research

I represent: NYCPS

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

in favor  in opposition

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

(PLEASE PRINT)

Name: Danielle Pimango

Address: Chief of School Support

I represent: NYCPS

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: Susan Hasckell

Address: Deputy Commissioner Youth Services

I represent: DYCD

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

in favor  in opposition

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

(PLEASE PRINT)

Name: Daniel Guillen

Address: Assistant Commissioner Youth Service Operations

I represent: DYCD

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

in favor  in opposition

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

(PLEASE PRINT)

Name: Cardelia Veve

Address: Chief of Division Curriculum

I represent: NYCPS

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

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