

**Testimony before the
New York City Council Committee on Higher Education
by
Lauren Andersen
Vice Chancellor, Career Engagement & Industry Partnerships
The City University of New York**

Introduction

Good afternoon, Chair Dinowitz and members of the Committee on Higher Education - thank you for the opportunity to provide testimony before you today on pathways for CUNY students into the Arts & Cultural Sectors.

My name is Lauren Andersen and I am honored to serve as the Vice Chancellor for Career Engagement & Industry Partnerships at CUNY. In this capacity, I oversee the Office of Careers & Industry Partnerships at Central Office, which reports directly to the Chancellor in addition to the Executive Vice Chancellor for Academic Affairs.

This elevated reporting structure is a reflection of the centrality of student career success to the mission and day-to-day operations of The City University of New York.

As our Chancellor often says, serving as a springboard for economic and social mobility is “in our DNA” at CUNY. To that end, the role of our office is - first and foremost - to ensure that current students and graduates of CUNY programs have the preparation, connections, and support needed to launch - and advance in - sustaining careers.

In fact, our strategic plan, CUNY Lifting New York, includes explicit and ambitious goals related to the levers that we know help students pursue careers of their choosing. This includes undergraduate paid internship participation, which has been shown nationally to correlate with higher likelihood of job offers at graduation and higher starting salaries. The university is seeking to triple our paid internship participation rate by 2030.

More than 50% of CUNY’s student body hails from homes that earn less than \$30,000 annually. For these students, their families, and their communities, the ability to connect to resilient careers in the best of times, and certainly now amidst the disruption of AI and slower entry-level hiring, can be transformative.

That is why CUNY colleges are making strides to ensure that individuals who come to campus with the hope of pursuing the career of their dreams, leave on a path to economic prosperity, thanks to deliberate programs, policies, and partnerships.

And it is not just individuals who reap the benefits of these investments. As committee members are aware, employers across the five boroughs are struggling to find and retain the workers they need to mount a full recovery. Nearly 88% of corporate leaders surveyed by PwC reported higher than usual turnover in their ranks, and the challenges restaurants face in securing workers has been well covered.

CUNY's talent pipelines provide the qualified workers businesses need to stabilize operations and grow. The same is true for our cultural institutions.

Arts Education at CUNY

New York City's arts and cultural institutions depend not only on curatorial staff, art historians, and artists themselves, but also accountants, facility managers, communications professionals, and technologists, among many other roles, to keep their missions thriving. CUNY, with over 1,500 undergraduate programs alone, is in a position to be a comprehensive pathway for a diversity of students with a passion for this vital sector. CUNY is working to ensure that those who want to can identify and connect to pathways to careers in the arts.

CUNY also runs two specialized university-wide initiatives to increase exposure and connection to the arts:

CUNY Arts creates opportunities for all students to experience the richness of New York City's arts and cultural institutions. The initiative adopts New York City cultural institutions as an extended campus by providing free access to museums, participation in special and curated cultural events, and connections to paid internship programs, including CUNY Cultural Corps.

CUNY Cultural Corps is a paid internship program with a rich history and multi-year track record of connecting students to paid work opportunities. Through this program, CUNY supports students as they pursue their aspirations for careers at the forefront of NYC culture, while bolstering sectors that are vital to New York City's identity.

CUNY Cultural Corps was established in 2016 by CUNY, NYC Department of Cultural Affairs (DCLA), and the Rockefeller Foundation in response to a DCLA report outlining the lack of diversity in the city's cultural sector and the need to create, continue, and expand job pipelines for underrepresented New Yorkers.

Since then, the program has connected over 1,320 CUNY students to paid work experiences during the academic year in arts and cultural organizations throughout the City. Cultural Corps students earn \$20 an hour and can work up to 15 hours per week. Students can filter roles based on availability, such as 9–5, evenings, or weekends.

In FY25, the program connected over 200 students to internship opportunities, a fairly consistent rate compared to previous years.

Over 230 institutions have partnered with Cultural Corps since the program's inception, including established cultural institutions and non-profit cultural organizations involved in the visual, literary and performing arts as well as public-oriented science and humanities institutions including zoos, botanical gardens, and historic and preservation societies. Selected students work in one of the following focus areas:

- Communications & Marketing
- Education & Public Programs
- Development & Fundraising
- Curatorial & Exhibitions
- Production Management (Performances & Events)

Host organizations that participate in CUNY Cultural Corps include The Met, The Whitney, Harlem Stage, Museum of the Moving Image, El Museo del Barrio, The Jewish Museum, New York City Ballet, and the Tenement Museum. The application to be a host site is open and available online. All partners must provide evidence of their being able to supervise and provide a meaningful professional development experience for each intern.

Students from any CUNY college are eligible for the program, and over the past three years, interns from 23 campuses have taken part. Student demand for the program is tremendous – between 2021 and 2024, applications went up nearly 300% from 721 to nearly 2,800. In 2024, 2,770 students applied for 204 internships.

Cultural Corps is made possible through the generous support of DCLA, and with previous support from the Carroll and Milton Petrie Foundation, Rockefeller Foundation, and BNY Mellon Foundation.

Who Cultural Corps Serves

At its core, this program aims to create pathways to careers in a critical sector of New York's economy with an emphasis on recruiting participants who reflect the demographics of CUNY and New York City overall in terms of socio-economic, ethnic, and racial diversity.

Outreach to students is conducted through multiple channels and formats, including emails, social media, faculty and staff engagement, information sessions and on-campus activities.

In the last three years, 85 percent of students have identified as people of color. Last year, 34% of the Cultural Corps cohort identified as Hispanic. This representation closely mirrors CUNY's overall student body and exceeds the representation of the Hispanic community when compared to the City's overall population.

Impact of COVID 19 and Subsequent Budget Cuts

The COVID 19 pandemic took a tremendous toll on Cultural Corps. In addition to the pervasive challenges caused by rapid closure of in-person activity, CUNY's 20% mandatory budget reductions reshaped the fiscal reality surrounding these programs. The impact of the pandemic was obviously felt by partner organizations as well, who were faced with the difficult decision of cancelling or reducing their commitments.

- 40 of Cultural Corps interns during the 2019-2020 had their internships suspended as cultural institutions were unable to continue hosting the interns in light of stay-at-home directives.
- In FY24, PEGs to the Department of Cultural Affairs budget resulted in a reduction in the number of internships offered.

However, Cultural Corps continued to innovate and find a way to offer these critical experiences to students. The ability to pivot to online Cultural Corps programming proved a remarkable silver lining for cultural institutions. When COVID-19 forced many of partner organizations to close their doors and - in many cases – lay-off employees, talent sourced and supported by Cultural Corps allowed these institutions to continue to serve New York City and its communities, even from their own homes.

As a result, students and partners recommended the Cultural Corps program to peers as it was one of only few programs that continued to operate during the pandemic. Employers have continued to request remote and hybrid roles throughout FY2025.

Plans for the Future and Areas of Opportunity

With the start of the school year, another cycle of CUNY Cultural Corps is now underway. Moving forward, we will be laser focused on ways to continue to improve and evolve these programs. This includes 1) taking steps to further strengthen the transition into careers in these critical fields following program participation, 2) removing unnecessary barriers to student participation and 3) improving long-term tracking of alumni outcomes.

We look forward to working with the City and City Council to identify additional opportunities to bolster this pipeline to vital careers in an essential field across the five boroughs in the months and years to come.

I welcome your questions and am joined by Amna Malik, Senior Director for Career Development and Internships, and Fatima Hernandez who has led CUNY Arts for Q&A.



**JUMAANE D.
WILLIAMS**

**STATEMENT OF PUBLIC ADVOCATE JUMAANE D. WILLIAMS
TO THE NEW YORK CITY COUNCIL COMMITTEE ON EDUCATION
SEPTEMBER 30, 2025**

Good morning,

I am Jumaane D. Williams, the Public Advocate for the City of New York. I thank Chair Joseph and the members of the Committee on Education for holding this important hearing.

The Trump Administration has made relentless attacks on immigrant communities, as well as language access itself by declaring English the official language of the United States and instructing the federal government not to provide aid in any other language. It is more important than ever to ensure that we as a city are supporting English Language Learners (ELLs) and the immigrants who call this city home. In response, my office released “Let’s Talk: A Review of Language Access in NYC,” a report that examined the current language access landscape and made recommendations for how to improve such access in our city.

New York City is the most linguistically diverse place in the world, with over 700 languages and dialects spoken within the five boroughs.¹ In 2024, almost half of New Yorkers spoke a language other than English at home, with almost half of those speaking English “less than very well.”² The share of New York City public school students who are learning English has increased by almost 17 percent in the last three years as the city and its schools welcomed tens of thousands of asylum-seekers and immigrants.³ On average, English learners are less likely to graduate in four years than their English-speaking peers.⁴

Under New York State law, public schools are required to provide English Language Learner

¹ <https://languagemap.nyc/info/About>

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<https://data.census.gov/table/ACSST1Y2024.S1601?t=Language+Spoken+at+Home&g=160XX00US3651000>

³ <https://www.nytimes.com/2025/09/09/nyregion/new-york-schools-english-language-learners.html>

⁴

<https://www.nyu.edu/about/news-publications/news/2024/may/how-likely-are-english-learners-to-graduate-from-high-school--ne.html>

students with equal access to all school programs and services offered to non-ELL students.⁵ This mandate does not only include classroom instruction, but also entitles them to full participation in extracurricular activities, support services and interventions.⁶ Parents and caregivers also have a right to an interpreter or translator during critical interactions with the school district, and to receive information about their child's progress and development.

Despite New York's protections for ELL students, a recent audit by the New York City Comptroller's Office found that NYC Public Schools routinely fail to provide the required ELL instruction and ensure ELL students are educated by teachers with the proper certification.⁷ In their analysis of the records of over 300 ELL students, nearly half did not receive required courses or the minimum amount of instructional time. Forty percent of the students were served by teachers who did not have the required certifications.⁸

In addition, the Comptroller's investigation found that NYCPS failed to implement bilingual education programs as required by improperly relying on waivers for low-incidence languages. Schools are required to create bilingual education programs if there are 15 or more students in two contiguous grades who speak the same home language other than English, or if there are 20 or more students in the same grade who speak the same language.⁹ Waivers for low-incidence languages last for one year and can be requested for no more than five consecutive years. Out of the 150 waivers NYCPS requested during the 2024-2025 school year, 146 exceeded the five-year exemption limit. Despite the increasing number of ELL students, NYCPS only added nine bilingual programs between the 2022-2023 school year and last school year.¹⁰ This is unacceptable. NYCPS has also routinely failed to provide parents and caregivers with information about their ELL program options, including bilingual education programs in their districts.¹¹ Schools often do not communicate with parents and caregivers who have Limited English Proficiency (LEP) in their preferred languages. Earlier this year, NYCPS settled a 2019 lawsuit alleging that NYCPS did not provide sufficient language access services to four

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<https://comptroller.nyc.gov/reports/audit-report-on-the-department-of-educations-compliance-with-regulations-regarding-english-language-learners-audit/>

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https://docs.steinhardt.nyu.edu/pdfs/metrocenter/nbm3/parents_rights_english.pdf?_ga=2.200069480.79352691.1757961915-569572895.1757961203

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<https://comptroller.nyc.gov/reports/audit-report-on-the-department-of-educations-compliance-with-regulations-regarding-english-language-learners-audit/>

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<https://comptroller.nyc.gov/reports/audit-report-on-the-department-of-educations-compliance-with-regulations-regarding-english-language-learners-audit/>

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<https://comptroller.nyc.gov/reports/audit-report-on-the-department-of-educations-compliance-with-regulations-regarding-english-language-learners-audit/>

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<https://www.chalkbeat.org/newyork/2025/09/08/comptroller-brad-lander-english-language-learners-audit-nyc-public-schools/>

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<https://comptroller.nyc.gov/reports/audit-report-on-the-department-of-educations-compliance-with-regulations-regarding-english-language-learners-audit/>

immigrant parents with limited English proficiency.¹² Each of the four families represented received \$11,000 for the harm they experienced, which included a mother receiving a call in English informing her that her child had been hospitalized following a seizure and was unable to understand any of the details other than the name of the hospital. Another plaintiff, the mother of an autistic student, requested an interpreter for a school meeting and was told by a staff member, “Why don’t you learn English?” This is both inappropriate and illegal, and no parent should experience such discrimination in our public schools.

Lastly, the Office of Pupil Transportation (OPT) Call Center only provides service in English and Spanish—and the Spanish-language support is only available during certain hours. Families and schools have reported, again and again, that school buses are frequently late, delayed, or do not show up at all, and that students’ IEPs are not being followed, leaving parents and schools scrambling to locate students. For parents and caregivers who do not speak English, the lack of language access at the OPT Call Center means they are unable to communicate with those who are best positioned to assist them.

NYCPS awarded OPT \$14 million to improve its help desk. The first priority must be to provide language access in the 16 languages NYCPS is required to support. Further, the emergency contact cards distributed to parents to provide crucial information about their child, such as who can receive a child and whether or not the child may be dropped off unattended, must be double-sided—the front, to be filled out by the parent, in English, with translations into nine languages on the back. However, the card accessible on the NYCPS’s website does not include the second side, leaving the form only available in English. NYCPS and OPT must mail these two-sided cards to students’ homes with route letters, and they should be resupplied to vendors before the first day of school every year. At an absolute minimum, the two-sided, printable card should be available online.

New York City must ensure that all students receive the support and services they need and are legally entitled to receive. Teachers have the proper certification to teach ELL students. The city should create a centralized Office of Language Access, which would ensure compliance across city agencies with Local Law 30 of 2017, the city’s comprehensive language access law. At a time when the Supreme Court has ruled that merely speaking Spanish is grounds to be stopped by law enforcement, we must do all we can to protect our immigrant friends, neighbors, community members, and loved ones.

Thank you.

¹² <https://documentedny.com/2025/02/07/immigrant-parents-lawsuit-school-nyc/>



Testimony to the
Committee on Higher Education

Pathways for CUNY Students into the Arts and Cultural Jobs Sector
September 30, 2025

Dear Members of the Committee on Higher Education:

Founded in 1804, The New York Historical conveys the stories of the City and nation's diverse populations, expanding our understanding of who we are as Americans and how we came to be. Ever-rising to the challenge of bringing little or unknown histories to light, our mission is to collect, preserve, and interpret—for the broadest possible public—material relevant to U.S. history, and to serve as an accessible community resource for audiences traditionally underserved or underrepresented by cultural institutions. Accordingly, The New York Historical is committed to ensuring all New Yorkers have access to cultural institutions at every level, including pursuing careers in the arts and culture field. We offer the following programs to fulfill this aim.

Internships at The New York Historical

Our internship program offers museum-based work experience in both our Museum and Library divisions for high school, college, and graduate-level students. From modeling creative exhibition layouts to researching with our curators and educators, our interns experience unparalleled career development and cultivate fruitful professional relationships.

For high school students, our [Student Historian Internship](#) program provides 50 teens per year the opportunity to conduct research in our expansive collections and create public-facing digital projects around our exhibitions. Across two cohorts, one during the academic year and the other during summer break, interns meet with professional staff to learn about the museum, library, digital humanities, and history fields; and work collaboratively with fellow students to develop their historical thinking, communication, and digital media skills. The program involves substantial research and writing, allowing interns to deepen their understanding of American history and the digital humanities, while also gaining insight on museum careers. To ensure students do not have to pass up the opportunity in lieu of other paid work, all interns receive a \$700 stipend.

For college and graduate-level students, our robust [internship program](#) places interns within our Museum departments, including Collections, Development, Family Programs, Education, and Exhibitions. Prospective interns choose to apply to whichever department best matches their interests, providing more substantial and specific work experience as it relates to their professional goals. Within these departments, interns are exposed to museum conservation work, fundraising, program development, and curatorial efforts, gaining vital skills and working directly alongside museum professionals. Internships are offered during the fall and spring

semesters, as well as the summer breaks. Interns may work up to 120 hours during their tenure and are compensated at a rate of \$16/hour.

Master of Arts in Museum Studies at CUNY SPS

To ensure pathways into the arts and cultural workforce are available across the City and not just at The New York Historical, we developed a Master of Arts in Museum Studies program offered through City University of New York's School of Professional Studies (CUNY SPS). Launched in 2019, the program was created, in part, to address a 2015 national study conducted by the Mellon Foundation, the Association of Art Museum Directors, and the American Alliance of Museums that found that, at the time, only 16% of leadership positions at art museums were held by people of color. Scholarships are available to students, especially those who are from historically underrepresented groups or who can demonstrate a professional commitment to diversity, equity, accessibility, and inclusion. Scholarship recipients are named President's Fellows. Of the 44 students admitted to the program for Fall 2025, 2% identify as non-binary, 2% as American Indian, 7% as Asian, 18% as Black or African American, 5% as Hispanic, and 14% as multiracial.

The program leverages The New York Historical's world-class Museum and Library collections, as well as our curatorial and educational expertise, to prepare participants for meaningful careers in New York City's thriving arts and culture economy. By blending online programs with a hands-on practicum component onsite at the Museum, the program offers both flexible scheduling and in-person experience, accommodating individuals whose many existing responsibilities may not allow for a traditional academic experience, including those with full-time employment. Graduates have gone on to join museums and cultural organizations across New York, such as: the 9/11 Memorial and Museum; American Museum of Natural History; Carnegie Hall; Intrepid Sea, Air & Space Museum; Metropolitan Museum of Art; MoMA; South Street Seaport Museum; and The New York Historical.

Conclusion

Ensuring that all New Yorkers find accessible pathways into the arts and cultural workforce is fundamentally aligned with our institutional mission, and The New York Historical remains grateful for the City's investment in our work.

Funding from the City Council and the Department of Cultural Affairs ensures that our programs have a sustainable future, and we thank you and your fellow City Council Members for your exceptional service.

September 30, 2025

Dear Committee Members:

On behalf of the staff and trustees of New York City Center, I am delighted to share the following testimony on how our organization provides pathways to professional work in the arts and culture sector for students at the institutions across the City University of New York (CUNY) system. My name is Tia Powell Harris and I am City Center's inaugural Vice President of Education and Community Engagement, a position I have held since 2021. I previously served as the Chief Executive Officer of the Duke Ellington School of the Arts Project and the Ellington Fund (Washington, D.C.) and as the Executive Director and President of Weeksville Heritage Center (Brooklyn, NY).

City Center's mission is to be an accessible center for the arts that reflects the eclecticism, energy, and ambition of New York City and its people. We bring artists, educators, audiences, students, and staff together to create and experience extraordinary performances in our historic building and beyond. Our mission is enhanced by our vision to be a beacon of artistry for all and a model for what a vital and accessible performing arts center can be; our work is guided by our institutional values of curiosity, collaboration, accessibility, and inclusivity. In our most recently completed fiscal year, we served an audience of over 130,000 individuals to our on-stage dance and musical theater programs, plus more than 11,000 students, educators, and emerging professionals through our education and community engagement work. We are a proud member of the Cultural Institutions Group, a coalition of 34 organizations housed within historic properties owned by the City of New York, and which provides countless positive benefits to its citizens, including CUNY students.

This past spring, City Center piloted a "Producing and Programming Observership" in partnership with Hunter College. The pilot offering had two key goals: 1) to offer Hunter College students the opportunity to attend seminars with City Center's professional administrative staff; and 2) to offer insider access to the rehearsal and production processes for our on-stage dance and musical theater programming. Across four dates we engaged 17 current Hunter College students with a behind-the-scenes look at what goes into fully realizing a mainstage production at a major New York City venue.

Initially, students had the opportunity to attend one of two events focused on the fundamentals of programming and producing live performances. The first was an hour-long seminar with our Dance Programming team that provided an overview of City Center's curatorial process, including the many variables that go into selecting when and what is suitable to present in our historic Midtown theater. The second was a masterclass focused on theatrical producing offered in partnership with the organization Black Broadway Men. After attending one of these offerings, students had an enhanced understanding of the various logistics and decisions that go into curating and executing live theatrical productions.

Later, participants were invited to observe a technical rehearsal for either a dance or musical theater production. These rehearsals are the first time various production elements (e.g., performers, lights, costumes, sound design) come together to form a synthesized whole and occur in the immediate lead-up to the first public performance. A glimpse into the intense collaboration these types of rehearsals necessitate is an invaluable skill as students consider various career pathways in the arts and we are proud to have afforded these students that opportunity.

By the end of their observership experience, these 17 students gained critical insights into the creative and collaborative process inherent in programming and producing live performance. Providing these types of



opportunities to students, especially those at public universities, is a key embodiment of City Center's founding commitment to be a venue where all New Yorkers, regardless of their background, come together to experience the transformative power of dance and musical theater. Feedback we received from participants was overwhelmingly positive, and as we continue to deepen our investment in education and community engagement work, we are excited to extend this opportunity to students at other CUNY institutions.

As an organization dedicated to fostering a lifelong love of the performing arts and dedicated to supporting future generations of artists and arts leaders, City Center is proud to partner with the City University of New York in providing expanded career pathways into the arts and culture sector.

Best,

Tia Powell Harris
Vice President, Education & Community Engagement
New York City Center





September 26, 2025

City Council Committee on Higher Education
Attn: Eric Dinowitz, Chair
City Hall
New York, NY 10007

Re: Pathways for CUNY Students into the Arts and Cultural Jobs Sector

Dear Chair Dinowitz and Committee Members,

Thank you for the Committee's interest in building workforce pathways into the arts and cultural sector for CUNY students and for the opportunity to share my insight. My name is Tony Mazzocchi, and I currently serve as Executive Director at Kaufman Music Center and Director of the John J. Cali School of Music at Montclair State University—both organizations with demonstrated commitments to preparing the next generation of musicians and teaching artists in New York City.

Since stepping into my role at Kaufman Music Center, I have been both humbled and energized by the extraordinary welcome I have received from this community. In conversations with students, faculty, parents, and supporters, I have seen an uncommon passion and shared purpose that make our Center unlike any other. Our Special Music School is the nation's only K-12 public school that makes music—like math, science, and history—a curricular cornerstone of every student's education.

Made possible through a steadfast partnership with NYC Public Schools, our 3rd through 8th graders once again achieved 100% proficiency on state-wide English and math exams in 2024-25—by contrast, New York City students averaged 56% proficient in both subjects—and our seniors have achieved 100% graduation and college acceptance for nine consecutive years. Special Music School is **a national model for the outstanding academic outcomes and robust teaching opportunities that arise when musical excellence is fully integrated into an academic environment.** To deliver this unique, two-pronged program, the School requires exceptional resources: where many schools may have just one or two arts instructors, the School employs more than 50 each year.

This tradition of job creation extends across Kaufman Music Center; at Lucy Moses School, Manhattan's largest community arts school, we employ hundreds of dedicated faculty members who serve thousands of students of all ages annually. At Merkin Hall, our intimate concert venue, we provide performance opportunities for hundreds of artists each year alongside unique training opportunities such as our Artist-in-Residence and Kaufman Fellows initiatives. Finally, our growing Pathways program builds an essential bridge for low-income young musicians to access elite arts-focused high schools and, ultimately, pursue music in higher education—**including through music programs within the CUNY system.** Together, these offerings showcase how

organizations like Kaufman Music Center play an essential role in incubating talent and generating employment opportunities within the city's arts ecosystem.

This year, our city faces an unprecedented teacher shortage. Never before has New York required so many dedicated educators, and never has it been more critical to strengthen the training and pathways that enable artists and teachers to enter the field. As the Committee knows, education is the largest graduate field at CUNY; nearly one-third of DOE's new teachers each year are CUNY-trained; and the majority of the NYC Public Schools workforce holds a CUNY degree. This underscores a powerful opportunity: **by providing more public-school teachers with accessible, high-quality training programs, we can strengthen outcomes for CUNY students and NYC public school students alike.** That's why, at Kaufman Music Center, we are working to scale programs like Special Music School to serve more New York City students and expand job opportunities for young professionals.

Montclair State University, where I have served since 2020 as Director of the John J. Cali School for Music, has already demonstrated how **higher education partners can help close this gap.** Through innovative efforts like the Alternate Route Teacher Certification Program, Montclair has helped prepare and place educators who now work across New Jersey and New York. Building on this momentum, I believe the Center is perfectly poised to become a stronger partner in expanding training, certification, and direct placement opportunities for arts educators. By affording CUNY students access to certification guidance, mentorship, and hands-on training at institutions like ours, **we could accelerate their entry into teaching and arts-related careers in New York City.**

Like you, Chair Dinowitz, I am a former New York City Public Schools teacher and know firsthand the challenges and the possibilities within its system. Sustained support for innovative partnerships like ours will be essential to addressing this teacher shortage while expanding workforce opportunities for CUNY students in the arts. Working in collaboration, we can not only meet today's needs but also build a strong foundation for tomorrow's educators and artists.

Thank you for your steadfast commitment to advancing education and career outcomes in New York City. We would welcome the opportunity to partner with the Council and with CUNY directly in this vital work.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Tony Mazzocchi', with a stylized, cursive script.

Tony Mazzocchi
Executive Director

PAC ■ NYC
PERELMAN PERFORMING
ARTS CENTER

**NYC Council Committees on Higher Education and Cultural Affairs, Libraries and International
Intergroup Relations**

September 30, 2025

Perelman Performing Arts Center, known as PAC NYC, is New York City's newest performing arts center. PAC NYC's mission is to create connections by cultivating bonds among extraordinary artists and communities, with exemplary performances, in active dialogue across the arts in our flexible intimate spaces, inviting conversation and new relationships. Thank you to Chair Dinowitz and the members of the NYC Council Committee on Cultural Affairs, Libraries and International Intergroup Relations and the Committee on Higher Education for this opportunity to share with you our work to create pathways for CUNY students into the arts and cultural jobs sector.

Educational Programs and Pathways to Creative Workforce Development

PAC NYC is committed to offering students and young people not only professional workforce and educational opportunities through internships and our Civic Alliance partnership with Borough of Manhattan Community College (BMCC), but also opportunities to engage in the civic and cultural life of New York City and their neighborhoods through free, intergenerational events like Family Day and Motion/Matter All-Styles Dance Battle. Here, young people and students can be immersed in the artistic life of a community and develop confidence, empathy, and creative skills that they can use throughout their lives, whether in or outside of a workplace. As a new organization, PAC NYC is in the process of building our education and internship programs. With our Arts Education programming, PAC NYC seeks to expand the reach of our work, make our programs accessible to a diverse audience from across New York City, and have a positive impact on education and career development for young people, particularly those from racially and socio-economically diverse communities.

Internships and Partnership with Borough of Manhattan Community College

The goal of PAC NYC's internship programs with our Civic Alliance partner BMCC is to invest in the BMCC community by providing a workforce development tool that benefits the careers and education of internship participants. The internship programs strengthen students' relationships with themselves, each other, and the communities they touch.

In summer 2024, PAC NYC piloted a summer internship program for BMCC students founded on an established peer-learning cohort and collaborative spirit built into students' interactions at PAC NYC. This group approach helped students develop confidence and encouraged creative problem-solving. We are also hoping to build even more diversity into the internships as we expand the program and attract students who may not go on to careers in the arts but who, through the internship, develop skills and confidence that they can apply to all facets of their lives. The summer 2024 internship program benefitted from a diverse mix of interns, some of whom came from non-theater/music programs at BMCC, including business administration.

- Seven students participated in the pilot Summer 2024 internship for six weeks. Students met weekly with staff from various PAC NYC departments including marketing, artistic, development, production, civic alliances, and people and culture to learn about all aspects of running a performing arts center.

PAC ■ NYC
PERELMAN PERFORMING
ARTS CENTER

- At the conclusion of the program, students filmed a video pitching ideas for engagement and outreach that would draw in a more diverse crowd to PAC NYC shows, particularly young people interested in careers in the arts.
- Intern feedback included:
 - One student said that **because of this internship program, she enrolled in a theater management program.**
 - Another said he now **sees new career opportunities** as options he didn't consider before.
 - Another said he **learned to take initiative, be less intimidated in environments that are new,** and he takes himself more seriously.

After the successful Summer 2024 internship, this month, PAC NYC launched our 2025 Fall Internship for BMCC students. Twelve students applied, and 6 were selected to work within the Civic Alliances, Development, Marketing, and General Management departments at PAC NYC for the next three months, culminating in a final project that can be counted as class credit toward graduation requirements at BMCC. In addition to being embedded in their chosen department, interns are participating in professional development panels on Fridays. These panels explore different aspects of finding a career and will offer our interns great insight as they plan to graduate and start their own careers. Panel topics include:

- Getting my first job out of college (how I found my first job and what I learned from the process)
- My non-traditional career path (you don't have to have it all figured out after college!)
- Finding your passion and making a career of it (you can make a career out of doing what you love)
- Having a career and other interests and passions.

PAC NYC also recently launched a Mentorship and Professional Development Program for BMCC students, which is open to all BMCC students, even those not concentrating in music or theater studies. Students are matched with a PAC NYC staff member with whom they meet weekly to discuss career goals, industry insights, and professional development strategies. Students also participate in skill-building sessions including resume writing and interviewing. Ten students and mentors are participating in the program.

In addition to the internship programs, BMCC students in theater, music, and dance perform in monthly showcases on PAC NYC's Lobby Stage, providing them with an opportunity to have their work seen in a professional context. Approximately 180 students per year participate in these showcases.

In 2024, PAC NYC renewed our partnership with BMCC for four years. This will enable us to provide a multi-year experience for students, build deeper relationships, and have a greater impact on their educational outcomes. Our work with BMCC strengthens community ties and builds vibrant neighborhoods, while connecting students to artists and creative professionals in their area. This work also builds a workforce pipeline for populations underrepresented in the performing arts industry, including low-income students, students from communities not traditionally served by large, primarily white-led cultural institutions, and students who are pursuing educational pathways outside of 4-year universities.

Educational Programs In Development

PAC NYC is committed to growing our educational and community programs long-term, and in the coming year is planning to add additional programs including:

- The **expansion of BMCC Internships** to run year-round, which would offer a greater number of students opportunities to participate, on a timeline that works best for them.
- A **Wardrobe Apprenticeship**, which will provide hands-on training for students to learn skills

PAC ■ NYC
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needed in the wardrobe department by working closely with PAC's staff during a production. This is an opportunity for PAC NYC to offer something that no other theater in Manhattan has – a costume/wardrobe internship designed for students of color, which would be overseen by PAC NYC's Head of Wardrobe Zinda Williams, herself a practitioner of color with deep experience in NYC costume departments and theater houses.

Thank you for the opportunity to submit testimony. We look forward to continuing our collaboration with the Council and other government partners.



**Reel Works Teen Filmmaking Testimony before the
New York City Council Committee on Higher Education
Oversight: Pathways for CUNY Students into the Arts and Cultural Jobs Sector.
Tuesday, September 30, 2025 at 1:00 pm**

Thank you, Chair Dinowitz and members of the Council Committee on Higher Education, for holding this oversight hearing on *Pathways for CUNY Students into the Arts and Cultural Jobs Sector*. I am Patrick Quinn, CUNY MediaMKRS Internship Coordinator of Reel Works Teen Filmmaking (Reel Works). I am testifying today to underscore the importance of establishing pathways for CUNY students to enter the arts and media job sectors and to demonstrate how Reel Works prepares and places CUNY students into jobs across the media sector.

For 25 years, Reel Works mentors, inspires, and empowers underserved NYC youth to share their stories through filmmaking, creating a springboard to successful careers in media and beyond. We provide students with both in-school and after-school programs, which include filmmaking education, 1:1 mentoring with filmmakers, technical training, and career exploration.

MediaMKRS, the workforce program within Reel Works, was launched by the Mayor's Office of Media and Entertainment in partnership with CUNY in 2019. This workforce development pipeline is designed to prepare people from NYC's historically underrepresented communities for jobs in New York City's \$82 billion media and entertainment industry. Through industry-recognized credentials, apprenticeships, and paid internships, MediaMKRS graduates are trained, talented, and job-ready. In 2025 alone, 460 students participated in MediaMKRS. To date, 959 internship placements have been made at companies like NBCUniversal, Warner Bros. Discovery, and Panavision. Additionally, 1,073 MediaMKRS graduates have entered the workforce in the media and entertainment industry.

Reel Works collaborated with Brooklyn College this past academic year to develop a viable Credit for Prior Learning (CPL) Pathway within the Film Department. Today, an RFMI participant who has completed the required two levels of the workforce readiness training and any two MediaMKRS Industry Upskill courses can obtain three academic credits, satisfying Brooklyn College's Film Department's Special Topics in Film core requirement. We also collaborated with LaGuardia Community College's Film & Television Department to integrate the MediaMKRS Learning Library into their existing curriculum.

Parts of the MediaMKRS workforce readiness training and industry upskill courses have become a grading component in different courses in the department—sections of Video Production I — HUV 240 and Video Production Workshop II incorporated the industry upskill courses, and First Year Seminar for Liberal Arts — LIF 101 incorporated parts of our workforce readiness training and upskill courses this past academic year. This proposed expansion will continue this work of creating bespoke projects, campus to campus, and developing clear pathways for CUNY students to access paid internships.

In Fiscal 2024, our CUNY cohort was 112 **Reel Futures Media Interns (RFMI)** students: 8 from Brooklyn College, 4 from Hunter College, 25 from LaGuardia Community College, and 75 students from other campuses. In Fiscal 2025, we served 89 CUNY students, including 3 from Brooklyn College, 8 from Hunter College, 7 from LaGuardia Community College, and 71 from other campuses. RFMI students have diverse majors like English, Film, and Media Studies. Many lack industry connections and/or live in marginalized communities. Students have worked at Lincoln Center, CBS/The Late Show, PBS, Fifth Season, Panavision, ARRI, Words + Pictures, Shutterstock, and Warner Bros. Discovery. Some recent success stories include:

- Recent Hunter College graduate, Brandon Denny, began RFMI last January as a college senior. Since then, Brandon completed internships at Stoop Stories and Fifth Season. As an Unscripted Development Intern with Fifth Season, he realized he had an affinity for pre-production. This month, Brandon started a full-time employer-paid internship in unscripted development at Imagine Documentaries with the hopes of obtaining full-time employment post-internship.
- Military Veteran and current LaGuardia Community College Film student, Geo Smith, also began RFMI in January with no experience in media. Geo has completed internships at Queen's World Film Festival and ARRI Rental. Geo is now applying to four-year CUNY colleges, where he plans to focus on production design and lighting.

With this background and expertise, Reel Works hopes to be a partner with the City Council and the City to expand pathways to the arts sector, ensuring more young people have access to the training, resources, and opportunities needed to build successful careers.

Sincerely,

John C. Williams
Co-Founder & CEO
540 President Street, Suite 2F, Brooklyn, NY 11215
Email: john@reelworks.org



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New Victory
& New 42 Studios

Recipient of a 2025 Tony Honor
for Excellence in the Theatre

Pathways for CUNY Students into the Arts and Cultural Jobs Sector

September 30, 2025

Dear Members of the Committee on Higher Education,

First, we would like to thank the New York City Council and the Committee on Higher Education, along with Council Members Erik Bottcher and Gale Brewer, for your tireless efforts in supporting cultural organizations like New 42 and our New Victory Theater. As we all know, the arts and culture sector exists at the very heart of New York City, and empowering young professionals to dream of and build careers in the arts is crucial to maintaining our status as a world arts leader for years to come.

New 42's mission is to make extraordinary performing arts a vital part of everyone's life from the earliest years onward. Through our award-winning Youth Corps program, we champion our City as a thriving hub for the next generation of creative professionals. Youth Corps was first developed in 1995 to address the needs of young adults struggling to attain higher education and career advancement. A 2022 study by the NYS Comptroller underscored the ongoing importance of this work, reporting that young people ages 16-24 face a 3x greater unemployment rate (18%) than the City as a whole (5.6%). Today, New 42 Youth Corps remains one of the City's first and largest theater employment and skills building programs for young professionals, annually providing 60+ New Yorkers ages 16 and up with over 22,000 hours of personalized support that lasts from high school through college and into their chosen careers.

This year, Youth Corps will serve 60 New York City high school and City University of New York (CUNY) college students. Forty of these students are from CUNY schools, including Hunter College, LaGuardia Community College, City College and more thanks to our partnerships with CUNY Arts and CUNY Cultural Corps. To better target students' needs at each stage of their professional and personal development, Youth Corps pairs part-time employment as front-of-house personnel at the New Victory Theater with paid life skills and job training as well as the academic support needed to address challenges that can prevent students of color, first-generation college students and students from low-income communities from matriculating, seeking financial aid, balancing internships with home responsibilities and more. Each year, New 42 partners with 30+ City agencies and organizations, including The Door and The Hetrick-Martin Institute, to hire a cohort who represents the diversity of our City. Approximately 90% of members identify as people of color, and all are from neighborhoods with low to moderate median household incomes. For many members, these positions are their first paid employment opportunities, and therefore New 42 aims to create a support system that sets each member up for long-term academic and career success. For almost 30 years, Youth Corps has nurtured the development of over 1,600 young people across the City. Youth Corps Alumni have now gone on to attain lasting full-time careers as arts and business leaders at companies such as Walt Disney, Symphony Space, Goldman Sachs, Google and even New 42 (16% of current staff are alumni).



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Recipient of a 2025 Tony Honor
for Excellence in the Theatre

We urge the City Council to continue its strong support of arts education and arts workforce development programs like New 42 Youth Corps. You are welcome to join us at the New Victory Theater to witness this year's Youth Corps in action, connecting with thousands of kids and families and providing them with meaningful arts engagement that will last a lifetime. Please consider the following materials, which include letters from our Youth Corps members to their Council Members describing their experiences in the program.

The Impact of New 42

New 42 Youth Corps:

- "...no matter what was affecting me I always had a safe space in the staff at the Vic any time I needed advice. Whether it be professionally or emotionally someone was always there to help me out and lift my spirits and I'm so thankful for every ounce of help I was given." —*Youth Corps Alumni Jillian Massa*
- "I learned a lot about how to be a leader. With patrons, you set the tone for how the experience is going to be. If you give them a positive attitude, they will also have a positive attitude and enjoy the show!" —*Youth Corps Alumni Jaden R.*
- "New 42 made a powerful impact on my life mentally and physically and gave me skills that I apply everyday in my work life." —*Youth Corps Alumni Josh Perez*
- "Without the New 42 I would have never known what true community in a workplace looked like and experience support as a growing professional and individual. New 42 is the first building blocks and first exposure I've ever had to my profession..." —*Youth Corps Alumni Amy Jeffrey*



Sincerely,

Rachel Lee
Director of Audience and Youth Engagement


rlee@new42.org



229 W 42nd Street, 10th Floor
New York, NY 10036
646.223.3000

New York City Council Member Erik Bottcher
224 West 30th St, Suite 1206
New York, NY 10001

Dear City Council Member Erik Bottcher,

My name is Joel Barbecho and I am a CUNY college student and resident of your district. I am writing you today to share my experience in working for New 42, specifically as a member of their Youth Corps and ask for you to continue to support this organization.

New 42 is a nonprofit organization whose mission is to make extraordinary performing arts a vital part of everyone's life from the earliest years onward. This work is done through two signature projects: New Victory Theater (New York City's premier theater for kids and families) and New 42 Studios (a professional rehearsal studio and performance venue). As a member of New 42's Youth Corps, I have the pleasure of working in both of these spaces as a member of their front of house staff, in addition to receiving paid professional development and support in my academic journey.

I first joined the Youth Corps in September of 2023. I heard about the program from my brother and was interested in it because they help you with school while you work. I love that the job teaches you how to work in different environments, both with students and teachers at education performances and families at public performances. During my time as a member of the Youth Corps, I have learned the importance of communication and consistency. Previous to this job I was used to working by myself, and the team-based work has helped me build more communication skills. There are also days where you might come late or not be your best self, but being able to hold consistency is a big factor. It shows that you are someone you can rely on, which is a huge everyday life skill.

In addition to the work on the job, the program has also helped me greatly in my academic journey. I took a pause in school coming out of the pandemic, and this job and the staff have helped me get back into school which I never thought I'd be able to do. It's helped me push the agenda I want for myself, and it was something I was scared to do on my own.

New 42's work is important because live entertainment is critical. It shows people the positive outlook on life and that you can laugh, cry and show your emotions positively. It truly brightens up a grey world. As you consider which nonprofit organizations to support, I hope you consider New 42 so they can continue to deliver on their mission of serving the young people of New York City and the creative economy at large.

Thank you for your consideration.

Best,

Joel Barbecho

Powering New Victory & New 42 Studios



229 W 42nd Street, 10th Floor
New York, NY 10036
646.223.3000

New York City Council Member Rita Joseph
930 Flatbush Avenue
Brooklyn, NY 11226

Hello Rita Joseph,

My name is Annyssa Hubert and I am a high school junior and resident of your district. I am writing you today to share my experience in working for New 42, specifically as a member of their Youth Corps and ask for you to continue to support this organization.

New 42 is a nonprofit organization whose mission is to make extraordinary performing arts a vital part of everyone's life from the earliest years onward. This work is done through two signature projects: New Victory Theater (New York City's premier theater for kids and families) and New 42 Studios (a professional rehearsal studio and performance venue). As a member of New 42's Youth Corps, I have the pleasure of working in both of these spaces as a member of their front of house staff, in addition to receiving paid professional development and support in my academic journey.

I first joined the Youth Corps in September of last year. When I started in the program, I was not a naturally social person and I was looking for an opportunity to develop more of my social skills so I could be more confident in interacting with new people and personalities. I wanted to push myself outside my box, especially as a young person, and develop my skills as a growing young adult. During my time as a member of the Youth Corps, I have grown so much in this area. By learning how to communicate with patrons, ask what they need, and meet those needs I am now very comfortable talking to others as opposed to keeping quiet and being silent. In addition to the work on the job in front of house, the workshops have also given me information on things I had no idea existed! Whether I am learning how to write my resume in a way that is professional and informative or exploring different forms of hip hop dance, I now feel I can move forward and adopt these new skills into my daily life.

New 42's work is important because working here you can really grow as a person. I've benefited from this program greatly as I grow into a more mature young adult, and I know my peers in the program have grown as well.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Annyssa Hubert".

Annyssa Hubert



229 W 42nd Street, 10th Floor
New York, NY 10036
646.223.3000

New York City Council Member Crystal Hudson
55 Hanson Place, Suite 778
Brooklyn, NY 11217

Hello Crystal Hudson,

My name is Daniel-lyn Patrick and I am a high school senior and resident of your district. I am writing to you today to share my experience in working for New 42, specifically as a member of their Youth Corps and ask for you to continue to support this organization.

New 42 is a nonprofit organization whose mission is to make extraordinary performing arts a vital part of everyone's life from the earliest years onward. This work is done through two signature projects: New Victory Theater (New York City's premier theater for kids and families) and New 42 Studios (a professional rehearsal studio and performance venue). As a member of New 42's Youth Corps, I have the pleasure of working in both of these spaces as a member of their front of house staff, in addition to receiving paid professional development and support in my academic journey.

I first joined the Youth Corps in December of 2023. When I started in the program I was very shy and nervous. I didn't like speaking to large groups of people, especially people I didn't know.

During my time as a member of the Youth Corps, I have grown so much in this area and am now quite outspoken! This newfound confidence came from talking to patrons and families at the performances. Specifically, when you work in the Family Engagement section of the theater, you have to engage one on one with families. This specific position made me less afraid to talk to new people, and it's taught me how to engage with people as my true self. Through this job, I have also discovered my passion and talent for working with kids, and I'll be pursuing a teaching career when I graduate from high school this fall.

New 42's work is important because it gives New York City students exposure to the arts at an early age. I've read that some low income families in New York never come to Times Square or see theater because of the cost. New 42 helps eliminate those costs so young people can see theater and gain the needed life skills that come with engaging with the arts.

As you consider which nonprofit organizations to support, I hope you consider New 42 so they can continue to deliver on their mission of serving the young people of New York City and the creative economy at large.

Thank you for your consideration.

Best,

A handwritten signature in black ink that reads "Daniel-lyn Patrick".

Daniel-lyn Patrick

Powering New Victory & New 42 Studios



229 W 42nd Street, 10th Floor
New York, NY 10036
646.223.3000

New York City Council Member Kevin Riley
940 E Gun Hill Rd
Bronx, NY 10469

Dear Council Member Kevin Riley,

My name is Agustin Romero and I am a CUNY student and resident of your district. I am writing you today to share my experience in working for New 42, specifically as a member of their Youth Corps and ask for you to continue to support this organization.

New 42 is a nonprofit organization whose mission is to make extraordinary performing arts a vital part of everyone's life from the earliest years onward. This work is done through two signature projects: New Victory Theater (New York City's premier theater for kids and families) and New 42 Studios (a professional rehearsal studio and performance venue). As a member of New 42's Youth Corps, I have the pleasure of working in both of these spaces as a member of their front of house staff, in addition to receiving paid professional development and support in my academic journey.

I first joined the Youth Corps in December of last year. One of the biggest reasons I was interested in this program was the flexibility. The Youth Corps allows you to work a schedule that works with your class schedule, which is important because school is my top priority right now. With this job, I can continue to pursue my educational path while developing professionally and gaining important work experience. My goals coming into the Youth Corps were to network and see what other career opportunities are out there for me. At this point in my college career, I've been on a see-saw trying to figure out what I want to do after graduation. The workshops have also helped me decide what I want to do and has given me more direction in my career. I've also developed a newfound love for theater, and have been exposed to so many different art forms.

New 42's work is important because it reaches a lot of different people. We constantly see people of different ages and backgrounds coming to the theater. It gives young people the opportunity to develop a love for the arts, and adults a chance to connect with their inner child. The Youth Corps program in particular is important because it allows students to have flexible work that supports their growth. I love that the program is also open to high school students. I went through high school without having a job because I didn't find one that was understanding of school, and I know I could have benefitted from an experience like this one even earlier.

As you consider which nonprofit organizations to support, I hope you consider New 42 so they can continue to deliver on their mission of serving the young people of New York City and the creative economy at large.

Thank you for your consideration.

Fond Regards,

A handwritten signature in black ink, appearing to read "Agustin Romero".

Agustin Romero
Powering New Victory & New 42 Studios



229 W 42nd Street, 10th Floor
New York, NY 10036
646.223.3000

New York City Council Member Carlina Rivera
254 E 4th St
New York, NY 10009

Dear City Council Member Carlina Rivera

My name is Lantana Sadiq and I am a CUNY college student and resident of your district. I am writing you today to share my experience in working for New 42, specifically as a member of their Youth Corps and ask for you to continue to support this organization.

New 42 is a nonprofit organization whose mission is to make extraordinary performing arts a vital part of everyone's life from the earliest years onward. This work is done through two signature projects: New Victory Theater (New York City's premier theater for kids and families) and New 42 Studios (a professional rehearsal studio and performance venue). As a member of New 42's Youth Corps, I have the pleasure of working in both of these spaces as a member of their front of house staff, in addition to receiving paid professional development and support in my academic journey.

I first joined the Youth Corps in September of last year. I was first drawn to this program because I was looking for a job, specifically a theater job, where I could develop my communication and collaboration skills. I love working with kids, and felt this would be a great place to have my first real job.

During my time as a member of the Youth Corps, I have learned how to speak up and use my voice to gain control of a room. This job teaches you how to communicate effectively and work with others, which are important life skills. I also greatly benefit from the one on one check ins we receive with the Youth Engagement staff as a part of this program. I appreciate that they check in on us as individuals, take the time to really know us and genuinely care about us and how we are doing, especially in school.

New 42's work is important because working here you learn things on the job that you can take anywhere else after your time here. It teaches you how to communicate better with your peers and with management, and exposes you to different things. As you consider which nonprofit organizations to support, I hope you consider New 42 so they can continue to deliver on their mission of serving the young people of New York City and the creative economy at large.

Thank you for your consideration.

Lantana Sadiq

Best,
Lantana Sadiq



229 W 42nd Street, 10th Floor
New York, NY 10036
646.223.3000

Manhattan Borough President Mark Levine
431 W 125th St
New York, NY 10027

Dear Manhattan Borough President Mark Levine,

My name is Yae Lewis and I am a CUNY student and resident of your district. I am writing you today to share my experience in working for New 42, specifically as a member of their Youth Corps and ask for you to continue to support this organization.

New 42 is a nonprofit organization whose mission is to make extraordinary performing arts a vital part of everyone's life from the earliest years onward. This work is done through two signature projects: New Victory Theater (New York City's premier theater for kids and families) and New 42 Studios (a professional rehearsal studio and performance venue). As a member of New 42's Youth Corps, I have the pleasure of working in both of these spaces as a member of their front of house staff, in addition to receiving paid professional development and support in my academic journey.

I first joined the Youth Corps last September. When I started in the program I had never had a job before and I wanted more experience in professional settings. I wanted to develop a professional personality and understand how to engage with people in a work environment that was both professional and authentic to who I am. I have found my time in the Youth Corps program to be such a fulfilling experience. As someone who is not naturally social, this job has helped me get more comfortable engaging with people, to the point where now I find talking to kids and families refreshing! Through my collaboration with my fellow Youth Corps members and the professional development workshops led by staff, I've learned how to be more independent in my learning and seek out answers on my own. I've learned that if I don't know something chances are someone else does, and learning how to lean on my colleagues here has made me less afraid and more independent.

New 42's work is important because personally, I have found that jobs for teenagers or people who don't have work experience are harder to come by. A lot of young people like myself struggle to break into the workforce, and New 42 has been a great place for me to enter the workforce in a safe environment that understands the resources and support someone might need in their first job. It is a place where I can work, learn, and continue to pursue school at the same time, all in a place that is understanding and accommodating.

As you consider which nonprofit organizations to support, I hope you consider New 42 so they can continue to deliver on their mission of serving the young people of New York City and the creative economy at large.

Thank you for your consideration.

Best,

Yae Lewis
Powering New Victory & New 42 Studios

**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: Rachel Lee

Address: _____

I represent: New 42nd Street

Address: 1

**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: 9/30/2025

(PLEASE PRINT)

Name: Patrick Quinn

Address: [REDACTED] Ridgewood, NY

I represent: Reel Works

Address: 540 President 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: AMNA MALIK

Address: 203 E 42nd Street, 10th Floor

I represent: CUNY

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: LAUREN ANDERSEN

Address: 205 E. 42ND ST, NY, NY 10017

I represent: THE CITY UNIVERSITY 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: Fatima Hernandez

Address: CUNY Central

I represent: Queer CUNY Arts

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: 9/30/25

(PLEASE PRINT)

Name: Christopher Leon John, Sr

Address: [REDACTED]

I represent: Self

Address: _____