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COMMITTEE ON EDUCATION

CITY COUNCIL
CITY OF NEW YORK

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TRANSCRIPT OF THE MINUTES

Of the

COMMITTEE ON EDUCATION

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April 19, 2023
Start: 1:20 p.m.
Recess: 4:26 p.m.

HELD AT: Council Chambers - City Hall

B E F O R E: Rita C. Joseph,
Chairperson

COUNCIL MEMBERS:

- Alexa Avilés
- Carmen N. De La Rosa
- Eric Dinowitz
- Oswald Feliz
- James F. Gennaro
- Jennifer Gutiérrez
- Shahana K. Hanif
- Kamilah Hanks
- Shekar Krishnan
- Linda Lee
- Farah N. Louis
- Julie Menin
- Mercedes Narcisse
- Lincoln Restler
- Pierina Ana Sanchez
- Lynn C. Schulman
- Althea V. Stevens
- Sandra Ung
- Rafael Salamanca

COMMITTEE ON EDUCATION

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A P P E A R A N C E S

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3 Glenda Esperance
4 Superintendent of District 79 Alternative Schools
and Programs at New York City Public Schools

5
6 Jacqueline Jones
Deputy Superintendent of District 79

7
8 Annette Knox
Executive Director of Adult Education

9
10 Dr. Jonathan Giftos
New York City Department of Health

11
12 Tracy Agerton
Director of Special Programs New York City
Department of Health and Mental Hygiene

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2 SERGEANT AT ARMS: Test, test, test. This is a
3 test. Today is April 19, 2023. This is a recording
4 on the Committee on Education.

5 SERGEANT AT ARMS: Quiet it in the Chambers
6 please.

7 SERGEANT AT ARMS: Good afternoon and welcome to
8 the Committee on Education. At this moment, please
9 be sure to sign in to your phone. If you wish to
10 submit testimony, please do so at
11 testimony@council.nyc.gov. Do not approach the dais
12 at any moment. Chair, we are ready to begin.

13 CHAIRPERSON JOSEPH: Thank you and welcome to the
14 Education Committee. [GAVEL] Good afternoon
15 everyone. Welcome to today's hearing on District 79
16 and Adult Education. I'm Rita Joseph, Chair of the
17 Education Committee. Thank you to everyone present
18 here today and to those who are testifying remotely.
19 At today's hearing we will hear testimony on the
20 following legislation: Introduction Number 198,
21 sponsored by Member Salamanca and Resolution Number
22 883, sponsored by Council Member Gennaro. We will
23 hear more about this legislation shortly.

24 District 79 is New York City public schools
25 alternative school district, established to help

1 students with an array of challenges succeed. D79
2 provide full or part-time alternative educational
3 services in diverse settings to meet the educational
4 needs of students who are over age or behind in
5 credit or have adult responsibilities that make it
6 hard to attend school during the day.
7

8 D79 includes alternative learning centers to
9 serve middle and high school students on long-term
10 superintendent suspensions, as well as educational
11 services for students who are arrested and detained
12 or incarcerated at Passages Academy, East River
13 Academy and Restart Academy.

14 In addition to academic programs, some of D79
15 programs offer career and technical training for
16 students. Adult education for those age 21 and
17 older, which formally was a separate entity in DOE,
18 called the Office of Adult and Continuing Education
19 was moved into D79 during 2019-2020 school year.
20 We'd like to hear from DOE today about the changes
21 that have occurred in adult education as a result of
22 the restructuring since it moved into D79.

23 We were also dismayed to see that DOE currently
24 has only a single page on its website pertaining to
25 adult education, which contains only basic

1 information and directs anyone who wants to enroll to
2 go to one of the adult education enrollment hubs
3 located across the city.

4
5 In prior years, DOE included lengths to
6 additional information including cost catalogues for
7 adult education. Listing all of the classes offered,
8 which is essential information if you really want to
9 engage and interest potential students in enrolling.
10 We'd like to find out more about DOE's outreach,
11 recruitment efforts for adult education.

12 The Committee is also concerned about the
13 performance of outcome, performance outcome of
14 students in D79 schools. As certain vulnerable
15 populations are over represented in D79 programs
16 including male, Black and Native American students,
17 as well as students with disabilities and students
18 experiencing poverty.

19 Additionally, we all know that COVID-19 pandemic
20 caused severe disruption in instruction and services
21 at schools throughout the country, including New York
22 City. While this Committee had held several hearings
23 on the impact of the pandemic, and distance learning
24 on various programs, we hope to learn more today on
25 how the pandemic has specifically impacted D39

1 programming and the vulnerable students it serves.
2
3 Furthermore, New York City has seen a huge influx of
4 asylum seekers in the past year, including more than
5 12,000 students that have entered the school system.
6 We'd like to know how many of those new immigrant
7 students are attending D79 programs and how these
8 programs are supporting new arrival migrant families,
9 many of whom have experienced interrupted learning
10 and trauma.

11 Finally, we look forward to hearing testimony
12 Introduction 198, which is a bill that required
13 Department of Education to stock all opioid
14 antagonists in all school buildings. We also will
15 hear Resolution 83 calling upon the Mayor's Office
16 and the DOE to recognize and observe Sikh holiday,
17 Vaisakhi, on April 13 each year. I want to thank
18 everyone whose testifying today. I also want to
19 thank the City Council staff as well as my own staff
20 for all of the work they put in today's hearing.

21 I'd like to remind everyone who wishes to testify
22 in person that you must fill out a witness slip,
23 which is located at the desk of the Sergeant at Arms
24 near the entrance of this room. To allow as many
25 people as possible to testify, testimonies will be

1
2 limited to three minutes per person, whether you are
3 testifying on Zoom or in person. I'm also going to
4 ask my colleagues to limit their questions and
5 comments to five minutes.

6 Before we begin, I'd like to turn to Council
7 Member Salamanca for his remarks on Introduction 198.

8 COUNCIL MEMBER SALAMANCA: Thank you Madam Chair
9 for allowing me to speak on my bill Intro. 198, which
10 would require all New York City schools to have
11 opioid antagonists on school property. New York is
12 losing a silent battle as our opioid crisis has hit a
13 new high point with drug overdoses claiming the lives
14 of over 2,600 New Yorkers. An increase of nearly 80
15 percent from 2019 numbers. According to the City
16 Medical Examiner, overdose deaths now account for
17 almost 85 percent of the accidental deaths in New
18 York City.

19 My district knows all too well about the perils
20 of opioid use as neighborhoods in the 17th District,
21 Hunts Point, Mill Haven and Morris Senior are the top
22 zip codes for overdose deaths in New York City.

23 What's even more alarming is statistics in New York
24 City and across the nation showing teens are dying at
25 higher rates from drug overdoses than ever before. A

1
2 trend which correlates with fentanyl crisis and that
3 has ravished our country. As fentanyl is mixed and
4 undetectable with many drugs, the need to protect our
5 children has never been greater.

6 Throughout the country, school districts are
7 recognizing this new reality. In September of 2022,
8 shortly after a 15-year-old died of an overdose on
9 campus, the Los Angeles school district, the
10 country's second largest school district after New
11 York City required naloxone kits in all LA schools.
12 Closer to home, schools in West Chester, Nassau, and
13 Suffolk county's have all begun stocking their
14 schools with naloxone and sadly, they are already
15 being put to use to save lives. Coming full circle,
16 the 17th Council District is no stranger to the issue
17 of an overdose death within the New York City school.

18 On November 30th of 2018, a beloved school
19 education teacher at BS811 in my district overdosed
20 in the school bathroom just after dismissal. This
21 teachers death in the South Bronx reinforced a belief
22 that I've held since I introduced this legislation in
23 August of 2017. That New York City schools should
24 start opioid antagonists on school premises.

1
2 Since 2017, the reality of prevalence of drug use
3 and drug overdose deaths has only grown bleaker and
4 the dais supports my legislation like Intro. 198 is
5 needed. Thank you Chair Joseph for allowing me to
6 speak on my bill and to my colleagues who have
7 already signed as a cosponsor.

8 CHAIRPERSON JOSEPH: Thank you Council Member
9 Salamanca. Now, I will read a statement from Council
10 Member Gennaro, sponsor of Resolution Number 83.

11 Thank you Chairwoman Joseph for allowing my
12 Resolution to be heard today, Resolution 83 will
13 finally bring attention to the important Sikh
14 holiday, Vaisakhi. The Sikh community has been
15 making significant contribution to the city as an
16 integral part of what makes our community so richly
17 diverse and thriving. Unfortunately, despite this
18 national survey, so that many Americans know little
19 bit about Sikh culture.

20 This ignorance compounded with national anxiety
21 caused by the tragic events of 911, have led to a
22 dramatic increase in hate crimes targeting Sikh
23 Americans. In New York City alone, there are
24 approximately 60,000 Sikh residents, many of whom
25 have not had their voice heard as clearly as other

1
2 communities. As Sikh celebrate Vaisakhi this month,
3 a holiday that focuses on equality and the one that's
4 of humanity, I can think of no better time to finally
5 recognize the most sacred and honorable day for this
6 community.

7 I urge my colleague here in the Council to join
8 me in this Resolution, calling on the Department of
9 Education to formerly recognize this holiday, so we
10 can begin to end the cycle of ignorance that plagues
11 this community. Thank you all for your time.

12 Thank you. I'd like to acknowledge my colleagues
13 that are present. Council Member Salamanca, Council
14 Member Dinowitz, Council Member Louis, Council Member
15 Stevens, Council Member Menin, Council Member
16 Krishnan, Council Member Ung, Council Member
17 Gutiérrez, Council Member Schulman, Council Member
18 Lee, and Council Member De La Rosa.

19 Now, without anything further, I'd like to turn
20 to our first witness panel. I will now turn to the
21 Committee Nadia Jean-Francois to administer that
22 oath.

23 COMMITTEE COUNSEL: Thank you so much Chair. I
24 will call on each of you individually for a response.

1
2 Please raise your right hand. If you could all just
3 please raise your right hand. Thank you.

4 Do you affirm to tell the truth, the whole truth
5 and nothing but the truth before this Committee and
6 to respond honestly to Council Member questions?

7 Glenda Esperance?

8 GLENDA ESPERANCE: I do.

9 COMMITTEE COUNSEL: Jacqueline Jones?

10 JACQUELINE JONES: I do.

11 COMMITTEE COUNSEL: And Annette Knox?

12 ANNETTE KNOX: I do.

13 COMMITTEE COUNSEL: Thank you so much. You may
14 begin your testimony.

15 GLENDA ESPERANCE: Good afternoon Chair Joseph
16 and members of the City Council Committee on
17 Education here today. My name is Glenda Esperance
18 and I am the Proud Superintendent of District 79
19 Alternative Schools and Programs at New York City
20 public schools.

21 I'm joined by Jacqueline Jones, Deputy
22 Superintendent of District 79 and Annette Knox,
23 Executive Director of Adult Education. We are
24 pleased to be here today to discuss our work on the
25 range of D79 programs and our efforts to provide high

1
2 quality adult education programming to New York City
3 residents. I thank the City Council and particularly
4 Chair Joseph for your support of D79 and adult
5 education programs.

6 Before I begin, I'd like to take a moment to tell
7 you all about my background and how I came to this
8 essential work. I was born and raised in Brooklyn to
9 immigrant parents and am a proud product of New York
10 City public schools. I come here with 40 years of
11 experience in public education as a student, a
12 special education teacher and adult education
13 teacher, literacy coach, assistant principal,
14 principal, director of school quality, director of
15 special education, and now Superintendent.

16 My broad and intense knowledge of academic and
17 social emotional learning inspires me to identify,
18 rectify, and find ways to navigate the barriers that
19 some of our student face. As the leader of D79, I
20 endeavor each day to ensure that enriched
21 opportunities become the standard for all students
22 regardless of zip code, classification or
23 demographics.

24 District 79 is a citywide district comprised of
25 ten distinctive programs serving approximately 50,000

1 students. Our programs operate in and around 350
2 sites located across the city. From multi-classroom
3 sites, collocated in large educational campuses with
4 New York City public schools. I'm sorry, New York
5 City public high schools to individual classrooms in
6 community-based organizations or other partner
7 agencies. Many of our students are disconnected from
8 school prior to enrolling in our program and have
9 unfulfilled educational experiences. We serve a
10 population in which nearly 80 percent of our students
11 or their families qualify for HRA benefit and more
12 than one of our ten students – and more than one out
13 of ten students are in temporary housing. D79
14 programs are focused on changing their trajectory by
15 empowering our students and equipping them with the
16 knowledge and the skills they need to be successful.

18 Our districts priority is to provide targeted
19 support that addresses the individual needs of our
20 students and in doing so, we help students earn a
21 high school diploma, high school equivalency, HSE and
22 a college or career in technology education
23 certification. Build the skills necessary to succeed
24 in post-secondary opportunities including college
25 and/or career and provide supports and interventions

1
2 that help students gain the social emotional skills
3 necessary to become confident and productive members
4 of society.

5 D79 programs include the following strands. So,
6 we have career and tech education at Co-op Tech.
7 Services for Students, Parents at Life, which stands
8 for living for the young family through education.
9 Restart middle schools, which have services for our
10 over age under credited middle school students. The
11 Judith S. Kaye High School and YABC, which stands for
12 Young Adult Borough Centers, which provide services
13 for over aged under credited students working towards
14 earning a high school diploma. We have pathways to
15 graduation, serving our under 21 students to get
16 their high school equivalency diploma. Students
17 serving superintendent suspension, receiving services
18 through our ultimate learning centers. Youth justice
19 and treatment involve students which include Restart
20 Academy, Passage Academy and East River Academy.

21 And last, certainly not least, our Districts
22 Adult Education Program which serves our 21 and over
23 learners.

24 D79's Adult Education Program is committed to
25 empowering New York City's adults in their pursuit of

1
2 knowledge and helping students earn gateway
3 credentials towards career opportunities. My
4 motivation for this work is rooted in a story about a
5 young lady name Ella who migrated from Haiti to New
6 York City for a better life for herself and her
7 family. Although she had been a teacher in Haiti for
8 over ten years, upon her arrival to New York City,
9 Ella had to start over because she did not know the
10 language and her credentials were not acknowledged in
11 the United States.

12 Whenever possible, Ella worked odd jobs off the
13 books to pay for her day-to-day living expenses. In
14 the evening, she took free English literacy classes
15 at a church on Nostrand Avenue in Brooklyn. Her
16 transition was not an easy feat. However, her
17 persistent and her consistent exposure to high
18 quality instruction paid off. Today, Ella is fluent
19 in English and improved her basic education literacy
20 skills enabled her to obtain U.S. residency, steady
21 employment with benefits and permanent housing.

22 Ella is my mother. In the beginning of her
23 journey, there was many of our students in adult
24 education who are in pursuit of the American dream.
25 They have the desire to make a better life for

1
2 themselves and their families. Our adult education
3 student body represents the rich diversity and beauty
4 of the city. Last year we served students
5 representing more than 190 countries. The average
6 age of an adult and a continuing education student is
7 39. 60 percent of our students are women, 24 percent
8 are parents and almost 70 percent are low income.
9 The majority of students we serve in adult education
10 roughly 65 percent, are seeking English as a second
11 language support. And many enter our program perform
12 at the lowest English proficiency levels. ESOL
13 instruction teaches students basic language and
14 academic skills they need to successfully complete
15 higher education or job training programs.

16 In addition, Adult Basic Education, also referred
17 to as ABE, and Adult Secondary Education classes
18 prepare students for high school equivalency tests.
19 Our adult learners can participate in classes at any
20 of our sites across all five boroughs. The majority
21 of adult and continuing education programs are funded
22 by perspective New York State Employment Preparation
23 Education grant, which is called EPE from the New
24 York State Education Department.

1
2 This grant provides more than \$30 million in
3 annual funding. In addition, federal funding for
4 adult and continued education includes a five-year
5 Workforce Initiative Opportunity Act, which is also
6 known as WIOA and others for a total of \$5 million.
7 We also received almost \$16 million in city funding
8 this year to support adult education services. Now,
9 I would be remiss if I did not acknowledge that the
10 challenges posed by COVID-19 took a toll on each of
11 us.

12 The interrupted instruction and other upheaval
13 and trauma shined a glaring light on the need for our
14 adult education programs to continue prioritizing
15 high quality academic instruction and emotional
16 support for students and as well as staff.

17 Under Chancellor Banks leadership, we have
18 implemented several new initiatives to strengthen
19 adult education programming and supports and are
20 pleased with the progress being made, while
21 recognizing that we still have more work to do.
22 Specifically, we have launched new initiatives and
23 expanded our efforts on the existing priorities.

24 In 2021, we launched ten enrollment hubs to
25 increase access to programming, provide more

1 enrollment connections, improve retention and elevate
2 student outcomes. Now, there is at least one
3 enrollment hub located in each borough. The adult
4 education enrollment hubs are targeted points of
5 entry for access, assessment and referral to adult
6 education sites. They create a uniform enrollment
7 process to maximize enrollment effectively, providing
8 consistent communication, an efficient mechanism for
9 timely referral and enrollment follow-up and a
10 supportive environment that promotes student
11 engagement.
12

13 In addition, our enrollment hub staff engage
14 students with a completion of the enrollment process
15 building students confidence and commitment to the
16 adult education community. To ensure that New
17 Yorkers are aware of the services and opportunities
18 available to them via adult education, we also deploy
19 eight full-time community liaisons. Their primary
20 responsibility is to engage with the community
21 leaders and other city agencies while attending
22 events throughout the city to advertise class
23 availability.

24 In addition, adult and continuing education
25 partners with other divisions within New York City

1 public schools in conducting outreach. We have also
2 begun to streamline our messaging to students through
3 an outreach team that are more intentionally
4 communicates our focus on helping students earn high
5 school equivalency diplomas.
6

7 With regards to professional development, all
8 adult education classes are taught by certified
9 teachers and we have prioritized curriculum and
10 professional development for our teachers. More
11 recently, we have recommitted to ensuring our
12 programs provide curricula strictly aligned to the
13 standards and skills students need for their high
14 school equivalency exams. We have created structures
15 to provide our teachers with constructive feedback
16 and coaching so they can effectively prepare our
17 students to obtain their diplomas.

18 Additionally, we provide targeted professional
19 learning for our school leaders centered on building
20 capacity, peer instruction and process monitoring.
21 All school leaders are required to create a quality
22 education plan that provides each site with targeted
23 goals connected to attendance, instruction, social
24 emotion learning, and community engagement, as well
25 as action steps and progress monitoring tools.

1
2 We recognize that student progressing through our
3 programs face many challenges including the grade
4 level proficiency at which they may be entering the
5 program. Therefore, we have provided professional
6 learning on high leverage practices to support all
7 students. We have also partnered with the New York
8 City public schools Special Education Central team to
9 ensure that the city's initiative to effectively
10 screen dyslexia extends beyond the K-12 realm. We
11 have already conducted site visits and are finalizing
12 details of our pilot program tailored to meet the
13 needs of our 21 and over population.

14 And finally, we created a social and emotional
15 handbook that provides abundant resources for
16 teachers to incorporate into their classrooms daily.
17 With regards to individuals social and emotional
18 supports, once again we will reiterate the pandemic
19 impact on all students extended far beyond the
20 academics and that applies as well to our adult
21 education students. We deploy our case managers
22 across all boroughs as community resources who are
23 staffed to conduct informational workshops for
24 students covering relevant issues, while helping to
25

1
2 refer and connect students to local agencies and
3 service providers.

4 In cases where students could not attend due to
5 childcare issues, case managers have assisted by
6 connecting them to the Life program, which offers
7 consistent high quality early childhood education
8 services for children age six weeks to three years of
9 student parents. The support enables students,
10 parents, to attend classes regularly improving their
11 futures, and those of their children.

12 Our case managers also help get experienced
13 students back on track in a variety of ways. For
14 example, they identify students who may have earned
15 an engineering degree from their home country and
16 enroll them in programs designed to put them on path
17 to rebuild their careers here in New York City. When
18 our students have struggled with health issues or
19 food scarcity, our case managers have referred them
20 to essential healthcare treatment and food pantry
21 programs to ensure that basic needs are met. It is
22 clear how vital these services are in support in our
23 students path to success and we continue to explore
24 ways to enhance their impact and expand our number of
25 case managers in adult education.

1
2 Our four literacy zones in our adult education
3 learning centers in Manhattan, the Bronx, Queens and
4 Brooklyn, provide support in social services,
5 financial literacy, legal services and many other
6 needs in addition to hosting job and health fairs.
7 We also have an adult education student advisory
8 committee, which meets with myself and my team to
9 discuss and offer suggestions on student resources,
10 curriculum, climate and culture and more. This
11 Committee offers invaluable insight into the needs
12 and aspirations of our students directly from their
13 perspective.

14 As a direct result of input from this Committee,
15 we've purchased technology and hired a district
16 immigration advocacy team to provide guidance to
17 students in the program. Adult education also has an
18 expanding Career in Technology Education, CTE
19 program, serving students across the city. Our CTE
20 program is specifically focused on workforce
21 development. Students who complete our classes gain
22 industry knowledge and state certification in
23 addition earning their diploma. This program allows
24 students to pursue meaningful employment and/or post-
25 secondary education with cost offerings ranging from

1
2 basic computer literacy to certified nursing
3 assistance, automotive and construction programs. We
4 have also worked to expand our offerings to include
5 additional certification focused on preparing
6 students for participation in the 21st Century
7 Economy, such as communications, media, computer,
8 graphic technology, solar panel repair, fashion
9 apparel and design engineering and much more.

10 As was already mentioned, we are intentional in
11 aligning our efforts and supports of the city's
12 comprehensive approach to addressing the needs of the
13 asylum seekers who arrived in the five boroughs since
14 last spring. We continue to collaborate with New
15 York City public schools students in temporary
16 housing department and FWC staff to ensure that they
17 have clear and consistent communication about adult
18 education opportunities to support families who live
19 in shelters. Currently, we work with and support
20 Department of Human Services, DHS and HERC leadership
21 in opening additional sites to serve their residents
22 as needed. With partnerships already at two HERC
23 sites and five DHS sites.

24 Our team has written a program, implementation
25 plan that provides guidance on the required action

1
2 steps and personnel for the effective opening of a
3 program anywhere. And most important, we recognize
4 that the data points alone do not tell the whole
5 story, so conversations with community stakeholders
6 have been a vital part of our next steps for
7 expansion.

8 We have been meeting with community
9 superintendents and community elective officials for
10 guidance and create and customize programming. These
11 discussions have been extremely important because
12 they will help us build a more accurate picture of
13 the needs of each neighborhood. We will use the
14 insight from our assessments and discussions from
15 community stakeholders to leverage resources across
16 agencies to make our adult education program one of
17 the best in New York State. Each successful outcome
18 will be a result of effective collaboration to build
19 a culture of trust between students, staff and
20 community members.

21 I will now turn to the proposed legislation
22 regarding Introduction 198 by Council Member
23 Salamanca. The Administration supports the intent of
24 this bill. We recognize the importance of equipping
25 our school health nurses and staff with the proper

1
2 resources and training for any medical situation that
3 may arise. For this reason, the Office of School
4 Health has already begun preparations to stop
5 naloxone and train staff and administration by the
6 start of the 2023 school year. The data
7 overwhelmingly suggests that overdoses are extremely
8 rare among New York City youth. Overdose deaths for
9 those age 15-18 accounted for less than .2 percent of
10 overdose deaths citywide in 2021. Our recommendation
11 is to stop naloxone in high schools only.

12 In conclusion, we are committed to ensuring that
13 New York City residents have access to high quality
14 education. The trajectory of our programs over the
15 last four years have demonstrated immense progress
16 and we are confident that these trends will continue
17 in a positive direction. We greatly appreciate the
18 partnership with Chair Joseph in thinking and working
19 holistically on those efforts to enhance the adult
20 education experience in her district and citywide.
21 Because we've already started that work.

22 We look forward to our continued partnership with
23 the City Council in this vital work. Thank you today
24 for your time.

1
2 SPEAKER JOSEPH: Thank you. I'd like to
3 recognize Council Member Feliz and Council Member
4 Narcisse, Council Member Hanks. Thank you. Now I'm
5 going to pass it over to Council Member Salamanca.

6 COUNCIL MEMBER SALAMANCA: Thank you Chair Joseph
7 and thank you for your testimony today and thank you
8 for your staff on being here in today's hearing.

9 In reading your statement here, I see here that
10 the Department of Education supports my legislation
11 but right now, you're only recommending to stock
12 naloxone in high schools only. Can you explain why
13 only high schools?

14 GLENDA ESPERANCE: So, I actually have two
15 members that are going to assist with that response.
16 Thank you.

17 COMMITTEE COUNSEL: Sorry, they need to be sworn
18 in first.

19 GLENDA ESPERANCE: Okay.

20 COMMITTEE COUNSEL: If you could fill out a
21 witness slip for them?

22 GLENDA ESPERANCE: They did, I'm sorry.

23 COMMITTEE COUNSEL: Is this with the Health
24 Department?

25 GLENDA ESPERANCE: Hmm, hmm.

1
2 COMMITTEE COUNSEL: Got it. Okay. So, one
3 second. If you could please raise your right hand.
4 Do you affirm to tell the truth, the whole truth, and
5 nothing but the truth before this Committee and to
6 respond honestly to Council Member questions? Dr.
7 Jonathan Giftos? And you may begin your testimony.

8 JONATHAN GIFTOS: So, thank you for the question
9 Council Member Salamanca.

10 CHAIRPERSON JOSEPH: Turn on your mic please.
11 Thank you.

12 JONATHAN GIFTOS: Just, it's good to be here.
13 Thanks for having us and Council Member Salamanca
14 thank you for your support and your attention to the
15 overdose crisis in New York City. I know your
16 district has been particularly impacted and I know we
17 have a lot of collaboration.

18 In terms of the risk of overdose in young people
19 in New York City, we're very fortunate that overdose
20 rates in young people are extremely low in New York
21 City. There was five deaths in 2021 among youth 15-
22 18 in New York City. And we don't have evidence that
23 schools are places of increased risk of opioid
24 overdose at this time. But we do know that that even
25 any risk in a school is important to pay attention to

1
2 and to address and given that the – any overdose
3 events that we are familiar with in that age group
4 have been in the high school population, we think
5 that's a good place to start.

6 COUNCIL MEMBER SALAMANCA: So, LA is doing it and
7 LA's doing it in all grades, all schools, elementary,
8 junior high school and high school. They have the
9 second largest school district in the country. We
10 are the greatest city in the world. Why are we going
11 at such a low scale when we could provide naloxone at
12 all schools?

13 DR. JONATHAN GIFTOS: So, I think what's
14 important to remember in New York City is that we
15 have one of the largest naloxone distribution
16 networks in the country. In 2022, we distributed
17 over 200,000 naloxone kits for free through our
18 opioid overdose prevention programs that exist all
19 across the city. And all community members in New
20 York including school staff and students are able to
21 get naloxone through that system.

22 In terms of specifically distributing and
23 stocking in schools with school health staff, we
24 think that it makes the most sense to focus that
25 effort on high schools.

1
2 COUNCIL MEMBER SALAMANCA: Whose decision was
3 that?

4 DR. JONATHAN GIFTOS: This was a decision made in
5 collaboration with the Office of School Health and
6 the Department of Education.

7 COUNCIL MEMBER SALAMANCA: Alright, you do know
8 that at least in Diana – Council Member Ayala's
9 District and my District, we are ground zero for
10 opioid use in our communities, especially on 149th
11 Street and 3rd Avenue. Across the street from
12 Lincoln Hospital, you have Patterson Houses and you
13 have an elementary school there and we are having
14 issues with individuals who are using opioids in the
15 playgrounds and on the sidewalks. Do you not think
16 that it will be responsible for the City of New York
17 since it's an elementary school to have naloxone on
18 stock there, should someone overdose in front of the
19 school that the Narcan will be available where a
20 school teacher or a school safety officer or a nurse
21 could have it readily available to save a life? Or
22 would you prefer that the City of New York be sued
23 because you decided not to have Narcan in an
24 elementary school?

1
2 DR. JONATHAN GIFTOS: We want to make sure that
3 Naloxone is in the hands of people most likely to
4 witness an overdose and we prioritize our
5 distribution through our OPPs two places that –

6 COUNCIL MEMBER SALAMANCA: You're only
7 prioritizing high schools.

8 DR. JONATHAN GIFTOS: In terms of school staff
9 member specific training and distribution, we are
10 focused on; we think high school is a good place to
11 start. That's what the data seems to suggest is the
12 place to start.

13 COUNCIL MEMBER SALAMANCA: Alright, I
14 respectfully disagree. I think that Narcan should be
15 stocked in all schools, regardless of the ages just
16 to save lives.

17 So, DOE will take measures to stock Narcan in
18 high schools by the start of fall of 2023. Can you
19 guarantee every high school will have opioid
20 antagonists or Narcan on day one of the school? Of
21 starting of school for 2023?

22 COMMITTEE COUNSEL: Hi, I need to just swear you
23 in first. If you could please raise your right hand.
24 Do you affirm to tell the truth, the whole truth and
25 nothing but the truth before this Committee and to

1
2 respond honestly to Council Member questions? Tracy
3 Agerton?

4 TRACY AGERTON: I do.

5 COMMITTEE COUNSEL: Thank you. Go ahead.

6 TRACY AGERTON: So, yes, we have every intention
7 of having naloxone in every single school where we
8 have a school nurse placement. So, that would be in
9 all DOE schools, in any nonpublic schools also, high
10 schools where we have our nurses.

11 COUNCIL MEMBER SALAMANCA: Question, why are you
12 only choosing to train or have – to only train school
13 nurses to administer Narcan?

14 TRACY AGERTON: Well, for the Office of School
15 Health right now, that's what we can do. As far as
16 you know giving medication administration in schools
17 it must be administered by a licensed personnel. For
18 the purposes of giving it to a student, except under
19 emergency, you know if somebody is trained as a
20 community member and they carry their personal Narcan
21 on their person, they could give it as you know as a
22 concerned citizen but as stocked Narcan in a school
23 as part of the Office of School Health medication,
24 we're training our nurses and actually our support
25 staff that work in the medical room for that.

1
2 COUNCIL MEMBER SALAMANCA: So question. Every
3 school has a defibrillator correct?

4 TRACY AGERTON. Correct.

5 COUNCIL MEMBER SALAMANCA: Okay. So, if a
6 student is in gym and they need to – a defibrillator
7 needs to be used, only the nurse can use a
8 defibrillator or school staff can use the
9 defibrillator as well?

10 TRACY AGERTON: So, the nurse is the first point
11 of contact for use of a defibrillator and then there
12 should be trained staffed in the school.

13 COUNCIL MEMBER SALAMANCA: Alright, do you not
14 think that if you're – I went to public schools. The
15 gym was on the first floor. The nurse is on the
16 third floor, so if someone needs a defibrillator on
17 the first floor, we're going to kill time and wait
18 for the nurse to come down to use the defibrillator?

19 TRACY AGERTON: No, I said, actually the nurse is
20 the first person that would use the defibrillator.

21 COUNCIL MEMBER SALAMANCA: Yes.

22 TRACY AGERTON: And there's supposed to be
23 somebody else trained in the school that can also –

24 COUNCIL MEMBER SALAMANCA: So, why not all staff
25 should be trained to use Narcan to save a life?

1
2 TRACY AGERTON: Right now, we actually support
3 schools to be part of the community training that Jon
4 was talking about. So, right now, we do do that.
5 What's under our control is to be able to stock our
6 medical rooms with naloxone and first to train our
7 nurses up and the medical room staff and that
8 administration. That's our intent to do by the start
9 of the school year.

10 COUNCIL MEMBER SALAMANCA: How many - do all
11 schools have nurses in their schools?

12 TRACY AGERTON: Almost all schools have nurses.

13 COUNCIL MEMBER SALAMANCA: What is almost? What
14 percentage?

15 TRACY AGERTON: About 99 percent.

16 COUNCIL MEMBER SALAMANCA: Okay. My next
17 question here, excuse me, I'm sorry. What will DOE
18 do to ensure that schools in my district which have
19 some of the highest overdose rates to begin with,
20 that have the proper Narcan kits?

21 TRACY AGERTON: Well, for us, we're going to be
22 stocking all the high schools with the Narcan and
23 we've again, we've been encouraging schools
24 particularly in areas like in your district to
25 participate in the community Narcan naloxone training

1
2 and administration program. If they want to support
3 their staff and their school community, they can do
4 that.

5 COUNCIL MEMBER SALAMANCA: So, my question to
6 DOE, are you planning on training your staff to
7 utilize Narcan should the emergency arise?

8 TRACY AGERTON: I don't think right now there is
9 a formal plan but we can work with I think that we're
10 hearing your concern. I think we can work with our
11 DOE colleagues.

12 COUNCIL MEMBER SALAMANCA: Yeah, but you
13 represent the school health?

14 TRACY AGERTON: The Office of School Health.

15 COUNCIL MEMBER SALAMANCA: The Office of School
16 Health division. So, I'm asking the Administration.
17 Are you willing to train your staff to administer
18 Narcan should the emergency arise?

19 GLENDA ESPERANCE: At this time, I can't answer
20 that because I'm not in the position to give a
21 response to that.

22 COUNCIL MEMBER SALAMANCA: Alright, I would love
23 to get a response after this hearing from the
24 Chancellor himself or the Administration. Question,
25 what about parents? Would it be helpful to have it

1
2 available in all schools in case a parent – there's a
3 parent overdose?

4 TRACY AGERTON: Well, I mean again I think
5 schools can participate and have parents and siblings
6 carry naloxone. Also, school staff can also carry
7 it, if they participated in that and if we have the
8 stocked naloxone in the high school, then we'll be
9 able to use it on anybody, including visitors if
10 necessary.

11 COUNCIL MEMBER SALAMANCA: It's just frustrating
12 for me. You know I introduced this bill in 2017 and
13 it got pushed back from the previous administration.
14 They did not even want to have a hearing. There was
15 no interest in having Narcan in any of the schools.

16 Here I am, I'm extremely happy to hear that this
17 Administration is open to having Narcan but now,
18 you're only trying to restrict it to high schools.
19 As if you know, as if the issue is only in high
20 schools there. You know, I feel that there needs to
21 be an out of the box thinking. We need to think
22 bigger. If LA can do it, the greatest city of the
23 world, New York City can do it as well and it's just
24 frustrating to hear that you're not open to having it
25 in other schools other than just high school.

1
2 And I want to give a big shout out to the UFT. I
3 read your statement. I may not be here at the end
4 but UFT recognizes the importance of having Narcan in
5 all schools and if you UFT is supporting this bill,
6 there should be no reason why this Administration
7 will not support to having Narcan in all schools
8 regarding of the ages. With that, thank you Madam
9 Chair.

10 CHAIRPERSON JOSEPH: Council Member, thank you so
11 much. We hope that we would come to an understanding
12 to have it in all schools just for precautionary
13 reasons. Thank you. Council Member Dinowitz, I'm
14 going to change it a little today, Council Member
15 Dinowitz, five minutes let's go.

16 COUNCIL MEMBER DINOWITZ: Sure, just very quick
17 on Salamanca's bill. Your website says 90 percent
18 not 99 percent of schools of nurses and I would bet
19 that it's the elementary schools that prioritize have
20 nurses. So, I would guess an even lower percentage
21 of high schools have these nurses on staff. So, I
22 would on behalf of Salamanca, really try to check
23 your numbers or fix your website because one of the
24 two ain't correct.

1
2 But I want to talk about students who speak
3 languages other than English and just get a little
4 information clear about how these programs function
5 in District 79 schools. So, for the students seeking
6 high school equivalency exam. Is that the GED? Is
7 that the tests you now use?

8 GLENDA ESPERANCE: Yes, we now use the GED.

9 COUNCIL MEMBER DINOWITZ: And so, do you have a
10 breakdown of what percent of the students seeking
11 that exam speak English as their first language
12 Spanish and a language other than Spanish?

13 GLENDA ESPERANCE: So, we - so, just to kind of -
14 and first and foremost, thank you for your question
15 Council Member. I just want to give some background
16 with regards to the HSE and how it works. So, we
17 have students who come in and we have different
18 levels, so depending on the program. So, are you
19 asking for D79 overall or are you asking for adult
20 education? I just want to get clarity on that.

21 COUNCIL MEMBER DINOWITZ: D79 overall.

22 GLENDA ESPERANCE: So, D79 overall, so we can
23 give you that information with regards to Pathways
24 Graduation.

25 COUNCIL MEMBER DINOWITZ: Sure.

1
2 GLEENDA ESPERANCE: Because Pathways to Graduation
3 is our centralized program that is geared towards the
4 high school equivalency. And so, your ask once again
5 is how many?

6 COUNCIL MEMBER DINOWITZ: It's just like the
7 breakdown of English speakers. Native English
8 speakers, Native Spanish speakers and then others, a
9 language other than English and Spanish is their
10 primary language.

11 GLEENDA ESPERANCE: So, we may not have it as
12 granular as Spanish but we can definitely do English
13 language learners and our non-English language
14 learners. So, we'll give you that information.

15 COUNCIL MEMBER DINOWITZ: I'll tell you the
16 reason I'm asking.

17 GLEENDA ESPERANCE: Okay.

18 COUNCIL MEMBER DINOWITZ: You know, I'm concerned
19 with language access in New York City in a couple of
20 ways but regarding the GED, it's only given in
21 English and Spanish.

22 GLEENDA ESPERANCE: Yeah.

23 COUNCIL MEMBER DINOWITZ: And so, I'm wondering -
24 which is different than the Regents Exam, which is
25 given in a number of languages, English, Spanish, two

1
2 different types of Chinese, Arabic and Bengali but
3 not the GED. So, I'm concerned and trying to figure
4 out either what supports you give that are you know
5 for non-Spanish, non-English speakers and if you have
6 intensive language supports. You know English
7 supports.

8 And I want to add one other element that you
9 mentioned in your testimony, you have eight liaisons
10 that go out into the community. I will share that I
11 have never heard of them but I'm wondering what
12 relationships they have with the local schools.

13 GLENDA ESPERANCE: Okay.

14 COUNCIL MEMBER DINOWITZ: And what relationship
15 you have with other departments within the DOE? And
16 the reason I'm asking this is because for a perfect
17 example, I have a school in Norwood, a lot of the
18 families speak Bengali. The advertisement outside
19 the school is translated into a bunch of languages,
20 not in Bengali. I would bet a lot of those - I
21 happen to know a lot of those parents would greatly
22 benefit from intensive English language instruction
23 and from high school equivalency.

24 GLENDA ESPERANCE: And so, Council Member
25 everything that you've lifted is right on the money

1
2 with what we've been prioritizing here at the
3 district level with regards to programming. So,
4 first and foremost just to respond back to your
5 initial ask, with regards to the GED tests, as you
6 said, it is only offered as the other alternative
7 language is Spanish and that's just because that's
8 the New York State reg.

9 And so, as we mentioned in our testimony, we have
10 students represented from 190 countries. And so, the
11 work has been that in spite of the fact that it's
12 only - that the test is only in Spanish, how do we
13 make sure that we provide our ESL and MLL students?
14 Because even though English may not necessarily be
15 their second language, how do we make sure that we
16 provide them with high quality instruction as well as
17 access into the curriculum so that they can accel?

18 So, some of the things that we do first and
19 foremost, is whenever possible we get things
20 translated into their home language. And having it
21 translated into their home language, it makes it
22 accessible for them to be able to go through and have
23 the necessary practice and that's especially
24 important in mathematics because there's often the
25 misconception that if I come here, I don't speak

1
2 English and I don't know math and we've seen research
3 that is the opposite. That I may not do well on this
4 math test. It's not because I don't know the
5 computation aspect, it's just I don't understand how
6 to read it. So, we've translated in that.

7 COUNCIL MEMBER DINOWTIZ: Absolutely. With ten
8 seconds left, I do want to ask do you have the
9 intensive -

10 GLENDA ESPERANCE: So, with regards to the
11 intensive current instruction, what we do is we've
12 partnered with the MLL Department in New York City
13 public schools. And so, what we've done is provide
14 intense training to our teachers, so that they have
15 the capacity to provide access and make the resources
16 accessible.

17 In addition to that, for our under 21 population,
18 the mandates that are in place in traditional K-12
19 schools, those are still mandates in those places as
20 well. So, under any program for our students that
21 are under 21, they still get that ESL support by a
22 certified ESL teacher and then there's one more thing
23 to add to your point, which has been the most
24 important work that we've done so far. Is that we
25 are meeting with community superintendents, their

1 principals, their parent coordinators, as well as our
2 Council Members, so that we make sure that we are
3 customizing the instruction.
4

5 I'm going to give an example. Chair Joseph, at
6 the very beginning, told us that there was a
7 neighborhood in either District 20 or 22 that there
8 was a large Arabic population and the work needed to
9 be customized instruction. She told us to go find
10 Zach. Sorry, I don't remember Zach's last name. We
11 went and found Zach.

12 And so, because it wasn't only a language
13 barrier, it was also how the classes should be
14 structured. We want to take into consideration that
15 it's not only about the - it's also a cultural set
16 up. Sometimes classes can't be mixed between gender.
17 Sometimes it has to be during a certain time. And
18 so, that's why the work has really been to not only
19 offer programs that we have that's already structured
20 and we know that's been vetted but make sure that
21 they're meeting the needs of the community. So, the
22 community that you speak about, we'd love to follow-
23 up on it with you, so that we could make sure that we
24 have that conversation with the superintendent, as
25 well as those parents to make sure that things are

1 translated in that language that's necessary, because
2 we have a translation department in the New York City
3 public schools and we make sure that those classes
4 are customized to meet the needs of that community.
5

6 COUNCIL MEMBER DINOWITZ: Thank you. Look
7 forward to that meeting. Thank you Chair Joseph.
8 Thank you.

9 CHAIRPERSON JOSEPH: Thank you Council Member
10 Dinowitz. Council Member Narcisse.

11 COUNCIL MEMBER NARCISSE: Good afternoon. Nice
12 seeing you again Ms. Glenda Esperance.

13 GLENDA EXPERANCE: Likewise.

14 COUNCIL MEMBER NARCISSE: Thank you for coming.
15 Thank you Chair Joseph. What are the most recent
16 four years, five years and six years graduation rates
17 for students educated in Passage Academy? How about
18 for students educated at East River Academy? How
19 many and percentage of these students at each program
20 have received Regent Diploma? Two CDOS credentials?
21 Three Regent Diploma plus CDOC credentials? And
22 four, skills and achievement commencement
23 credentials?

24 GLENDA ESPERANCE: It's a pleasure seeing you
25 again also Council Member Narcisse. What I will say

1
2 and so that's a really great question. That's
3 something that we actually monitor internally. The
4 one thing I just want to and my Deputy Jackie Jones
5 will give more insight on it but I just want to
6 preference with the structure of East River Academy,
7 as well as Passages, that's one of the programs that
8 on any given day, the register will change because
9 it's the youth involved.

10 And so, with regards to the tracking of the four,
11 five, six graduation rate, we don't at those sites,
12 we don't necessarily issue diplomas. What we do is,
13 we're that conduit while they're out of school but in
14 the process of transitioning into that youth justice
15 space. We provide the academic resources and Jackie
16 will share a little bit more. Deputy Jackie.

17 JACQUELINE JONES: Good afternoon Councilman and
18 thank you very much Superintendent Glenda. I was
19 actually going to say very similar to what
20 Superintendent already said with regards to the set
21 up and how our ERA and Passages Academy programs are
22 set up in terms of awarding local regents diplomas.

23 So, therefore, to answer your question, if you
24 could give me something more specific, exactly what
25

1
2 you're looking for, maybe I can actually you know
3 move in that direction.

4 COUNCIL MEMBER NARCISSE: So, you don't have the
5 statistic of the Regent diploma's and the CDO's?

6 JACQUELINE JONES: Those particular numbers, if
7 you're looking for overall from the actual local
8 Regent's Diploma's from the actual schools that they
9 come from, which is their sending schools, we have
10 here as of October 2023, but this is pretty much, I
11 have the IEP information. So, if you have that,
12 yeah.

13 GLENDA ESPERANCE: So, what I will share with you
14 is with regards to – so I can give you more concrete
15 information around Passages because Passages, that
16 age span, those students are still mandated to attend
17 school whereas when you get to East River Academy 18
18 and older, all the academics that they receive is
19 voluntary. So, with regards to Passages and let me
20 just grab that up. With regards to Passages, the
21 total number graduates in 2021-2022, that was last
22 year, was nine. With regards to the Regent's
23 diploma's it was nine. With regards to – and once
24 again, that's what we have right here. With regards
25 to individual classes, give me one second, 43 number

1
2 of Regents that were taken. With regards to the
3 attempt, let me see. Yeah, 43.

4 COUNCIL MEMBER NARCISSE: 43. So, how many and
5 what percentage of students in Passage Academy and
6 East River Academy have IEP's? How many have IEP's
7 for D75 programs versus D132 programs?

8 GLENDA ESPERANCE: Jackie will provide that
9 information.

10 JAQUELINE JONES: Okay, yeah, so that's more my
11 department. I'm more of the Special Ed and IEP's.
12 So, with regards to, as of October 2023, we had 55
13 percent of our East River Academy students have
14 IEP's. 58 percent -

15 COUNCIL MEMBER NARCISSE: What's the percentage?
16 Repeat it again for me.

17 JAQUELINE JONES: I'm sorry.

18 COUNCIL MEMBER NARCISSE: Repeat the number,
19 IEP's.

20 JAQUELINE JONES: Yes. 55 percent, 126 from East
21 River Academy students have IEP's. 58 percent,
22 particularly 158 from our Passages Academy students
23 have IEP's. Of the 126 ERA students with IEP's, 22
24 percent have a D75 home school. 56 percent are from
25 Districts 1 through 32.

1
2 Three percent are in Charter schools and
3 remaining 19 percent from other D79 programs. For
4 the 158 Passages Academy students, 23 percent have a
5 D75 home school. 69 percent are in Districts 1
6 through 32 schools. 6 percent are in Charter schools
7 and the remaining 2 percent are from other D79
8 programs.

9 COUNCIL MEMBER NARCISSE: Thank you for your time
10 and thank you Chair.

11 JACQUELINE JONES: Okay, thank you.

12 CHAIRPERSON JOSEPH: Thank you. Council Member
13 Gutiérrez.

14 COUNCIL MEMBER GUTIÉRREZ: Thank you Chair. Good
15 afternoon. I have three questions. My first one
16 that I'm really curious about is relating to
17 supporting asylum seekers. It's really encouraging
18 to hear that you are partnering with DHS on two HERC
19 sites.

20 I'm curious if the same is true for HERC sites
21 being operated by HPD? I have one that opened maybe
22 three weeks ago. It's about capacity, about 520
23 single men. And actually one of the communities
24 request has been adult education, English language.

1
2 Is that something that you all are considering to
3 doing, expanding into future HERC sites?

4 GLENDA ESPERANCE: So, we've actually started to
5 have that conversation about that site that was
6 there.

7 COUNCIL MEMBER GUTIÉRREZ: On Jefferson? In
8 Bushwick? The HERC site in Bushwick?

9 GLENDA ESPERANCE: I know we a site that was a
10 male site that somebody reached out to us regarding
11 that. That we've already started to build
12 conversations because I know DYCD was picking up many
13 of the ESL classes that were being offered there.
14 With regards to the mail, so with any site that
15 requests our partnership, what we've done is we've
16 created an implementation plan on exactly what's
17 needed for us to have it implemented in that specific
18 site.

19 What we've also done just so that we could ensure
20 that there aren't any barriers that they have with
21 regards to attending classes, we have the sites in
22 the actual spaces. And so, once there's a space
23 that's carved out, all they would have to do is go
24 right down into that place, so that they can get that
25

1
2 uhm, receive that instruction. Annette, is there
3 anything that I need to add or did I hit on it?

4 ANNETTE KNOX: In reference to the plans with the
5 HERC sites, one of the things that we have done
6 because we know that this is a situation where we're
7 going to have to address over and over again, we have
8 created within adult education D79 a plan. So, we
9 call and collaborate with HERC all the time and we
10 are planning on looking further into the new site.

11 When we do, we already have our plan in place.
12 We'll send a team and the team will go into look at
13 the site to find, to identify a space for
14 instruction, appropriate furniture. We have
15 curricular adventures, which we initiate in the
16 program. We also send in certified ESL teachers.
17 The only problem that we might have at a time like
18 this, which we will overcome in some way, is it is
19 very difficult to find teachers at this point you
20 know to fill in the gaps in the classes but we make a
21 concerted effort to make sure that we provide the
22 instruction as well as the teachers. So, all of
23 those pieces, as a matter of fact, we just had a
24 meeting last week with HERC to discuss, so we will be
25 getting back to you about that particular site.

1
2 GLEENDA ESPERANCE: And just to add on the beauty
3 of our program and that's why we really are working
4 consciously and collaborative to raise awareness
5 about it, is that our resources are free. And so,
6 that's one of the things that we're really proud of,
7 is that our resources come free to wherever places
8 that we're serving and where that organization is.
9 And so, that's why we want to make sure that -

10 COUNCIL MEMBER GUTIÉRREZ: I would love to -

11 GLEENDA ESPERANCE: We'll follow up.

12 COUNCIL MEMBER GUTIÉRREZ: Discuss more because
13 and I don't know if there's a difference but this is
14 an HPD run HERC, which I know is a little unusual to
15 the DHS ones but if it's not a huge point of
16 distinction, I would love to talk further about that.

17 GLEENDA ESPERANCE: So, we'll definitely take your
18 information Council Member and we will follow up.

19 COUNCIL MEMBER GUTIÉRREZ: Fantastic.

20 GLEENDA ESPERANCE: We're so excited about this as
21 well.

22 COUNCIL MEMBER GUTIÉRREZ: Yes, and then my next
23 question is related to CTE programming and it's maybe
24 not specific to D79 but I'm sure we can have it
25 relate. So, the first question is related to just

1
2 the procurement process. I mean, CTE is such a
3 unique program. It's really successful. I am really
4 supportive of it in my district and some of the
5 schools like Williamsburg High School of Architecture
6 and Design, it can be really transformative for our
7 young people. So, just curious if you are all
8 looking to make some adjustments to procurement roles
9 to make it easier for schools with CTE to purchase
10 items that are necessary to their programs for
11 example? Architectural programs are something more
12 curated but is not necessarily found with you know
13 DOE? Is my first question.

14 GLENDA ESPERANCE: So, once again, thank you for
15 the question but just to be completely honest, I
16 can't answer that particular thing about procurement
17 as overall with CT but what I can definitely speak to
18 is our co-op tech program, where I echo your same
19 sentiments that it is a lot of resources that are
20 necessary to have a thriving CTE program.

21 We work in partnership with our CTE programs, to
22 make sure that they're getting the resources on the
23 district level. We will definitely lift your
24 concerns and bring them back with regards to the
25 procurement and if possible, we will definitely give

1
2 a response but I know with that one right there,
3 there's not something that -

4 COUNCIL MEMBER GUTIÉRREZ: Gotcha. I mean the
5 last piece and I guess it's not so much a question
6 anymore is, because CTE you know is evolving with the
7 job market. It is evolving with those students
8 needs, of kind of what they want to pursue. I think
9 we should be reducing barriers to be able to
10 integrate programming, new software that is relevant
11 for that program but often times, New York City
12 public schools for example, because of the process,
13 it's a barrier for our young people and it's a
14 barrier for the educators to be able to do, to
15 fulfill the mission of the CTE program in a way that
16 is like current and relevant. So, we'd just love to
17 explore that better.

18 CLENDIA ESPERANCE: Awesome and what I also want
19 to share with you is what we do have that - the
20 program that we do have that helps break barriers
21 down with regards to CTE is Co-op Tech. So, Co-op
22 Tech not only services the D79 community but we also
23 do share programming with different high schools
24 throughout the city as well as different programs.
25 We have D75 students that participate in Co-op Tech.

1
2 They come for a half day because there are some
3 spaces that they just physically don't have the space
4 to outfit a CTE program, so they come and use our
5 resources.

6 We have Co-op Tech that also supplements the work
7 in the evening for our adult education learners, so
8 they could utilize that space. I'm going to just
9 give another example of a partnership that we already
10 have in place with one of the Council Members.

11 Council Member Narcisse walked and explored Co-op
12 Tech with us and I invite everyone on the panel to
13 feel free to come in and walk Co-op Tech. After she
14 walked Co-op Tech with us, we actually have a Co-op
15 Tech hub in Carnise Brooklyn and what we did, we had
16 a needs assessment of what programming our community
17 needs and so, for the fall, we've already started
18 conversations of how we can launch a program that
19 supports the needs of the high school students and
20 post-secondary students in the morning and then
21 supplement the needs of the students who are in South
22 Shore, which is a high population ESL Haitian group
23 of them going there in the evening to utilize that
24 same space to advance the career technology ethic.

1
2 So, once again we're in alignment with the fact
3 of expanding the CT opportunities and bringing down
4 barriers and we would love to continue the
5 conversation.

6 CHAIRPERSON JOSEPH: Thank you. Thank you
7 Council Member. My questions is always data and I
8 will get deep into it. How many students are
9 currently enrolled in each D79 program in total by
10 students, demographic, characteristics, including
11 gender, race, ethnicity and income level?

12 GLENDA ESPERANCE: And so, you said overall on
13 each program.

14 CHAIRPERSON JOSEPH: Each program.

15 GLENDA ESPERANCE: Okay, just give us one second,
16 we have that information. So, Jackie will give on
17 all the other programs and Annette will provide the
18 information on adult education particularly, okay.

19 CHAIRPERSON JOSEPH: Sure, I'd like to
20 acknowledge Council Member Hanif and Council Member
21 Avilés for joining us.

22 GLENDA ESPERANCE: Okay, so we'll start with
23 adult education and then we'll do overall
24 programming.

1
2 ANNETTE KNOX: Okay, this year we have - I'm
3 sorry. Thank you for the question. It's an
4 excellent question. This year we have enrolled in
5 our adult education program 19,000 students and we
6 have - we've served this year 27,018 students and I
7 know you say we serve 27,018. Enroll means the
8 students who have come in registered. The served
9 students are the ones who have been with us for more
10 than 12 hours. And you had a question about
11 demographics?

12 CHAIRPERSON JOSEPH: Hmm, hmm.

13 ANNETTE KNOX: Okay, in our program in 23, 41
14 percent of our students are male. 59 percent of our
15 students are female. Low income, 73 percent average
16 age is 39. It is always between 37 and 39. How many
17 of our students are parents? 19 percent of our
18 students are parents. How many of our students are
19 African? 18 percent. Latina 58 percent, Asian 11
20 percent, White 4 percent, African American 8 percent,
21 Afro Caribbean 8 percent, Native American 1 percent.
22 And for the other groups Native Hawaiian, Pacific
23 Island and Alaskan Native, we have no students
24 registered in our program at this time.

25

1
2 GLEND A ESPERANCE: And with regards to these 79
3 overall, what we do have and what we can provide for
4 you is each individual program documentation. We can
5 provide that immediately after this but I can give
6 you overall number of how many people have enrolled.
7 Jackie can share that.

8 JACQUELINE JONES: So, overall, a total number of
9 students served overall outside of the 21 and up, we
10 have 20,203 enrolled. As of October 31st, we have
11 6,638.

12 GLEND A ESPERANCE: And just to kind of give
13 preference as to what Jackie is talking about with
14 October 31st. So, there are some audits that are
15 done as of October 31st online but once again, keep
16 in mind, we have rolling admissions. Our slogan is
17 that Your Tomorrow Starts Today. And so, every day
18 is the first day at D79 and every day is the last
19 day. So, because of that on rolling, when they did
20 our snapshot, the public thing that you'll see is the
21 6,638 but we have 20,203 that we serve as of today.
22 Sorry Jackie, continue.

23 JACQUELINE JONES: Not a problem. And as we -
24 just so you would know also with regards to a
25 breakdown of our data, since Chair, you like our

1
2 data. So, we have our 6-8 grades, we have 14
3 percent. Grades 9-12, 56 percent, and our HSE is 30
4 percent.

5 Also, with regards to the demographics and the
6 special needs about overall district, we can break it
7 down with regards to gender. Our females at 38
8 percent, males 62 percent. We can go even further
9 with regards to our students with disabilities
10 overall in our entire district, we have approximately
11 34 percent students with disabilities and our MLL
12 students are 20 percent. We can also breakdown
13 ethnicity if you would like me to. Honorable Chair?

14 CHAIRPERSON JOSEPH: I did ask.

15 JACQUELINE JONES: Okay, thank you. So, our
16 Asian students 6 percent, our Black students 40
17 percent and Latino students 45 percent, our White
18 students 6 percent, other ethnicity 2 percent.

19 CHAIRPERSON JOSEPH: And your programming, can
20 you give me a breakdown of your programs?

21 GLENDA ESPERANCE: So, we have ten unique
22 programs and so, the program consists of, we have co-
23 op tests -

24 CHAIRPERSON JOSEPH: I would like to know how
25 many students.

1
2 GLENDA ESPERANCE: Oh, how many students in each
3 program?

4 CHAIRPERSON JOSEPH: Correct.

5 GLENDA ESPERANCE: So, we do have, so I'm going
6 to flip from page to page so that you know. Because
7 we have it individually.

8 CHAIRPERSON JOSEPH: No problem.

9 GLENDA ESPERANCE: Okay, so we'll start with Co-
10 op Tech. Co-op Tech has currently enrolled well,
11 this was not currently but this was from as of last
12 year because remember it's on rolling, so I can just
13 give you the average. So, last year, it was 1,096
14 that was enrolled in the Spring, 949 for the fall.
15 Total number of students served was 1,354.

16 JACQUELINE JONES: Okay, I have the pathways to
17 graduation. Number of students enrolled a total of
18 4,993.

19 GLENDA ESPERANCE: With regards to Passages, when
20 we did our year total last year was 375. With JFK,
21 which is our only transfer school, Judith F. K, it's
22 263 and then we'll go through with regards to our
23 YABC, it's 6881.

24 JACQUELINE JONES: With regards to alternative
25 learning centers it's 4,374.

1
2 GLEND A ESPERANCE: With regards to Life 462. And
3 with regards to Restart, it's 1069.

4 CHAIRPERSON JOSEPH: East River Academy?

5 GLEND A ESPERANCE: Oh, sorry, East River Academy,
6 okay. East River Academy – oh wait, I just want to
7 clarify. So, there's two Passages. So, one
8 Passages, because there's Passages north and there's
9 Passages South. So, the first number that I gave you
10 for Passages, give me one second. The first number I
11 gave you for Passages was 371 at one location and
12 that's our Brooklyn location.

13 And then 220 for Passages Academy North and
14 that's for the location in the Bronx. And then East
15 River Academy.

16 JACQUELINE JONES: East River Academy, we have
17 630.

18 CHAIRPERSON JOSEPH: 630. How many male and how
19 many females? Because I know they're separated by
20 gender.

21 GLEND A ESPERANCE: Hmm, hmm, so we have 15
22 percent female and 85 percent male. And so, those
23 are all the tallies for last year and so, at the end
24 of this year we'll get the tally as well, because
25 like I said, those – some of the programs that we've

1
2 lifted are ongoing admissions and discharges and so
3 we want to be accurate with the information that we
4 present and that's done at the end of the year.

5 CHAIRPERSON JOSEPH: Yeah and I know some of them
6 are temporary as well.

7 GLENDA ESPERANCE: Hmm, hmm.

8 CHAIRPERSON JOSEPH: Uhm, so what impact did
9 COVID have on your enrollment participation
10 performance on D79 and what type of support did you
11 provide for your students? Walk me through what D79
12 looked like during COVID.

13 GLENDA ESPERANCE: Yeah, so we're going to start
14 with adult education first and then we'll head back
15 to D79.

16 ANNETTE KNOX: Thank you for the question because
17 it is very critical to the progression of our program
18 at this time.

19 In Adult Education, when we closed for COVID, we
20 lost 86 percent of our students who were parents
21 because they had – and that means in our virtual
22 setting because we went on virtual once. The schools
23 closed, so we lost 86 percent of those parents
24 because they had students who were at home, no child
25 care and in addition to that, students were

1
2 struggling to try to understand and you know
3 assimilate and learn how to use a computer as opposed
4 to being in the classroom and the child care
5 facilities around the city for students who for
6 children who were younger than three, were closed
7 also. So, we lost that population of students who
8 were parents.

9 Our enrollment also decreased by 59 percent
10 because once we were not in the school building, our
11 outreach and intake decreased by 59 percent. So, one
12 of the things is our time on task with students also
13 was reduced because the state only gave us a period
14 of five hours a week to work with students, which
15 really translated into 36 minutes a day for us to
16 actually work with our students online.

17 The other thing that happened during the COVID
18 intervention was that a lot of the materials that we
19 had in our schools that we would normally have been
20 able to address our students with, we were not able
21 to access those. Many of the teachers had to learn
22 how to work on line, so it was a learning curve for
23 everyone. However, we made the adjustment but we
24 lost a lot of students but one thing that happened
25 during the COVID period that helped the program was,

1
2 they gave the high schools, the weighed the Regents
3 for high school students. So, what they did for us
4 is that any student who had already passed three
5 parts of the task test at that time, they were able
6 to get their high school diploma. So, the state gave
7 us a waiver but it made a dent in our attendance.
8 The good thing is that the state did not penalize us
9 in terms of our funding during the COVID period. So,
10 our funding remained the same, however, we lost a
11 large number of students and we're still in recovery
12 because prior to COVID we had 40,000 plus students
13 and we've taken a dip but we're beginning to climb.
14 As of February, we're up seven percent in terms of
15 student population.

16 CHAIRPERSON JOSEPH: Were devices provided for
17 the students to continue their learning, since you
18 did say there was a component online? How were they
19 learning?

20 GLENDA ESPERANCE: So, initially we didn't
21 receive devices, full transparency but what we did
22 make sure, but we did get devices uhm, towards the
23 middle and end of the pandemic. And then in addition
24 to that, because we recognize that we service a lot
25 of adult learners, uhm, definitely customize the

1
2 length in instruction that we were using, so that it
3 would be accessible on their phones.

4 So, many of them were able to use their phones or
5 the devices that were given to their children as a
6 multiple means of receiving instruction. To echo our
7 next point with regards to, we were happy to see that
8 the state did make the accommodation for those who
9 had already had three courses underneath their belt.
10 Three subtests already passed to gain the HSE
11 diploma, so we did see an uptick. That it went up to
12 almost 2,025 if I'm correct, right?

13 ANNETTE KNOX: And in addition to that
14 superintendent, it also if a student had passed three
15 of the Regents in high school, they also received the
16 waiver for the high school diploma.

17 GLENDA ESPERANCE: They received the waiver for
18 the high school diploma. So, we were happy with
19 regards to that. But to what Annette spoke about, we
20 did suffer tremendously with regards to our
21 attendance. However, we took a dip from prior having
22 40,000 and we dipped down to as low as 13 but we're
23 now on the uptick and we're at 27,000 from last year
24 and we're steadily increasing for when we get our
25 totals this year.

1
2 CHAIRPERSON JOSEPH: Since none of your funding
3 was taken away during EPE, how was that utilized?

4 GLENDA ESPERANCE: So, the funding that we were
5 provided because we weren't penalized for EPE, it was
6 utilized to ensure that we had necessary software.
7 We purchased things like essential education, Aztec,
8 things that we could use as an online resources for
9 our students, making sure that they have the supplies
10 and any type of technology gaps that we could
11 satisfy, we did that as well. And then also just
12 making sure with regards to having our teachers. So,
13 even though the teachers weren't visiting in person,
14 we still offer those evening sessions and those were
15 still being paid for by way of precession.

16 CHAIRPERSON JOSEPH: How many devices did you
17 buy?

18 GLENDA ESPERANCE: I don't have that information.

19 CHAIRPERSON JOSEPH: You'll send it to us?

20 GLENDA ESPERANCE: But I can forward you that
21 information.

22 CHAIRPERSON JOSEPH: Okay, thank you. As terms
23 of what is the oh, you were going to give me a
24 breakdown of -

1
2 GLEND A ESPERANCE: So, with regards to the impact
3 of COVID on our other programs, it was pretty much,
4 it echoed the same situation that was happening adult
5 education, with regards to I know, with regards to
6 East River Academy, Passages and those programs. At
7 some point, because of the outbreak, we had to seize
8 instruction in certain cases just for safety
9 concerns. With regards to our other programs that
10 once in person that we transferred to remote. Many
11 of our students have families that they support and
12 say the priority went to taking care of the home,
13 taking care of the students, making sure that for
14 those who are out of work, they prioritize with
15 dealing with adulting in real life.

16 And so, what we have done upon return from the
17 COVID and being back in person, we definitely made
18 sure that we supported not only the academic but the
19 social emotional. So, we made sure that the
20 resources that we were providing, the academic
21 resources has range, because we had students who had
22 progressed but we also had some students that weren't
23 able to do any type of academic instruction at home.
24 And so, they were coming back at a lower level. So,
25 we definitely made sure that we purchased materials

1
2 to support that remediation. We were intentional and
3 also providing social emotional support for our staff
4 because when you think about the grand scheme of
5 things, we had students who not only lost work, had
6 to stay home and take care of their family but they
7 also lost families as well. And that wasn't only the
8 case for our students but it was also for part of our
9 staff. And Jackie could speak more about the SCL
10 work that was done intentionally to make sure
11 everybody was -

12 CHAIRPERSON JOSEPH: Does the SCL work also
13 include your students or it was just for your staff?

14 GLENDA ESPERANCE: It was for both. Both the
15 students and the staff.

16 JACQUELINE JONES: Thank you so much for the
17 opportunity to share. Social emotional learning is
18 really my heartbeat, my passion and you know, after
19 spending a lot of time working with the emotional
20 regulated students in the District 75, I came on
21 board here in District 79 at the height of COVID.
22 So, once coming in again, we realized the trauma you
23 know that many of our student staff as well as the
24 families have incurred because of this pandemic.

25

1
2 So, a large part of the things that we do at the
3 onset of this pandemic was to really push the social
4 emotional piece. With regards during the height of
5 COVID, we created a social, emotional handbook by
6 which you know all staff, as well as student partook
7 in you know different activities and exercises to
8 assist us through some of the traumas that we were
9 experiencing through the pandemic.

10 The social emotional piece continues to be a
11 strong part of District 79 and a large part of what
12 we implemented into our every day curricula here in
13 D79. So, COVID yes opened the door for us to push
14 more practice in the area of social emotional
15 learning but it's something that we realize is a
16 continue expectation and a large part of the
17 educational practices of what we do each and every
18 day in the classrooms.

19 CHAIRPERSON JOSEPH: Thank you. The adult
20 education. How many adult learners are currently
21 enrolled in your adult education programs? For
22 example, adult basic education?

23 GLENDA ESPERANCE: Annette has that information.

24 ANNETTE KNOX: Yes, I forgotten that I didn't
25 press my button to get on. In our – you want by

1
2 subject. For this year 2023, in math 29 percent of
3 the total number of students are enrolled in math.

4 CHAIRPERSON JOSEPH: Not by subject.

5 ANNETTE KNOX: I'm sorry about subject.

6 CHAIRPERSON JOSEPH: The adult basic education.

7 ANNETTE KNOX: Okay, I'm sorry.

8 CHAIRPERSON JOSEPH: How many students do you
9 have overall?

10 GLENDA ESPERANCE: Give us just one second. It's
11 for the you want how many people we have enrolled in
12 ESL 1, ESL 2, ESL 3, ESL 4, just give us one minute.

13 ANNETTE KNOX: Okay, we have those numbers and I
14 have those numbers in percentages if you don't mind
15 and I'll have them give us the numbers.

16 CHAIRPERSON JOSEPH: I can email you so I can get
17 the breakdown.

18 GLENDA ESPERANCE: Okay, awesome, thank you.

19 ANNETTE KNOX: For the BE Basic Ed High School
20 Equivalency classes, 19 percent of the total number
21 of students are enrolled. For the ESL population,
22 you'll notice this is a very large number. Ten years
23 ago, the BE classes were the larger classes. Now, 73
24 percent of our students are ESL students and 7

1
2 percent of our students are now enrolled in the CTE
3 classes.

4 GLENDA ESPERANCE: And so, we'll go a little bit
5 granular so that we can give you every single level
6 like the ESL 1, ESL 2, ESL 3.

7 CHAIRPERSON JOSEPH: And how about your HSE?

8 ANNETTE KNOX: HSE and BE, we have combined it,
9 19 percent but we'll give you a breakdown for the
10 basic as well as for the HSE.

11 CHAIRPERSON JOSEPH: Let's talk about how the
12 program looks. Currently on the New York City public
13 website pertaining to adult education, which contains
14 only the basic information. Directs anyone who
15 wishes to enroll or visit one of the adult education
16 hubs across the city. Prior to that, New York City
17 public schools linked to additional information
18 including course, adult education, listing of all
19 the class offered. Why has New York City public
20 schools discontinued offering access to cost
21 catalogues on the website?

22 GLENDA ESPERANCE: So, that was - great question.
23 One of the things that I asked as well when we
24 started. But what we've discovered is that that was
25 done - when we peeled back the layers, we recognized

1
2 that at sometimes at the website with all those
3 information could be overwhelming and so, what we did
4 was we made it strategic that it was streamlined with
5 regards to the information about just general
6 information about our classes and our sites. And
7 then you would be directed to go to the referral
8 hubs. But we have had conversations based on the
9 feedback that you shared as well as the with the CPAC
10 on how we can make our website more inviting and
11 informative, so we don't just have to go to the
12 referral hub to just get basic key information.

13 And so, we've already started the partnership
14 with DIAT so that the website can be updated and
15 reflected, so that it hits the needs, the immediate
16 needs of the person that's looking but as well as
17 creating a link so that you can go to a referral hub
18 but I'm also going to let Annette speak a little bit
19 more on it.

20 CHAIRPERSON JOSEPH: One, it has to be user
21 friendly. Two, when I can expect to see the changes?

22 GLENDA ESPERANCE: So, we will definitely take
23 your feedback as we always do and that's something
24 that we pride ourselves on. And when we have a
25

1
2 timeline as when those changes will be implemented,
3 we'll definitely share it with the Committee.

4 CHAIRPERSON JOSEPH: Anybody from New York City
5 public schools can tell me as to why the website
6 looks the way it looks?

7 GLENDA ESPERANCE: We can't speak about the
8 entire website.

9 CHAIRPERSON JOSEPH: No, I'm talking about your
10 division.

11 ANNETTE KNOX: Chair lady Joseph, I would like to
12 add something to that part of the conversation and
13 not making an excuse for it, but we're in
14 conversation -

15 CHAIRPERSON JOSEPH: We'll just have another
16 hearing; they know I'm good for that. We'll have
17 another hearing just to answer the question. They
18 know I'm good for that.

19 ANNETTE KNOX: Okay, we're in conversation with
20 VITT and VITT to look at our website. And later, and
21 there's one question I'm waiting for you to ask and I
22 want to talk about it and then I'll give you further
23 information on this about where we are in terms of
24 adult education in D79 at this particular time in our
25 lives. Because I wanted to say that the team that's

1
2 sitting before you and other members of our team are
3 new. The Administration across the board is new this
4 year, new Superintendent, new Deputy Superintendent,
5 new Executive Director and we have looked at things
6 across the D79 adult education program and we
7 determined at the very beginning after doing
8 research, the data observations, evaluations, and
9 having conversations with current and former
10 employees, that there was things -

11 CHAIRPERSON JOSEPH: You should bring me in. I
12 used to work for D79. You won't like what I have to
13 say.

14 ANNETTE KNOX: Okay.

15 GLENDA ESPERANCE: But fun fact because we just
16 had this conversation with the team. We were looking
17 at our sites and what we recognize, we just said,
18 what happened with public school six. Public school
19 six was one of our highest performing -

20 CHAIRPERSON JOSEPH: Yes, you were.

21 GLENDA ESPERANCE: Spaces and we definitely and
22 they said what changed? And I had to share with the
23 group. I said, one of the teachers that was over
24 there decided to run and actually won a seat.

25 CHAIRPERSON JOSEPH: That's right. That's right.

1
2 GLEND A ESPERANCE: So, that we could make greater
3 changes. And so, taking on the work that was already
4 like the pilot that was done with ex-Council, ex-
5 Chair Mark Treyger, partnered up with the work that
6 you did on the ground with building and flushing out
7 a program. We are excited with what D17 will look
8 like because we've already started the conversation
9 with your team on how we replicate what happened at
10 PS6 and have it a districtwide D79 hub where the
11 students are being served and provided with access
12 and resources, so that they can move forward. But we
13 did just literally two weeks ago have that
14 conversation about what happened to the numbers
15 there.

16 CHAIRPERSON JOSEPH: At PS6 where we used to
17 enroll over 500 students. We had six classes with 30
18 students.

19 GLEND A ESPERANCE: You see them nodding their
20 head in agreement.

21 CHAIRPERSON JOSEPH: Yeah and we had everything
22 from exercise to computer classes to immigration,
23 fire safety. It was a community school for adults.

24 GLEND A ESPERANCE: And so, and that actually
25 echo's what we're trying to do here at District 79,

1
2 is who do we piggyback on the community school model
3 that is from K-12 and we expand it to the adult
4 education world. And so, we are happy to be in
5 community with you and collaboration because you've
6 already with the work that was done by ex-Chair Mark
7 Treyger and the work that was done with you already,
8 prior to as your experience with adult education
9 teacher and the seat that you have now, we are
10 excited how we take what happened in your district as
11 a teacher replicated districtwide and then replicate
12 it citywide. So, we're very enthusiastic about that.

13 CHAIRPERSON JOSEPH: I'm excited about that too
14 and I'm still stuck on the website.

15 GLENDA ESPERANCE: We will follow up on the
16 website.

17 CHAIRPERSON JOSEPH: Only because you're dealing
18 with a unique population and you have to make it user
19 friendly and even till today, uhm, New York City
20 public schools always here that even now I have to
21 really shout them out because Summer Rising, the
22 registration process is so much easier versus the
23 first year it came out. It was not user friendly for
24 my language, in my English language learners. My
25 parents who English is not their first language. You

1
2 need to make sure that they can navigate the space.
3 You want them to come into the space and come into
4 your programs but it has to be easy. If it's not
5 easy, they're not going to come. They're going to
6 hear word of mouth. Somebody else is going to tell
7 them but for them to go on the site to really
8 participate and really create that model that you're
9 looking for when they leave the school district is to
10 be thriving citizens. To be able to navigate the
11 system, get jobs and navigate the school systems with
12 their kids. You have to be able to provide them with
13 the tools and they should not be complicated.

14 GLENDA ESPERANCE: And we echo your same
15 sentiments and what we feel most comfortable about
16 and that's something that Annette spoke to, is that
17 we are a new Administration. Newly to ship at the
18 Mayor level, as well as at the Chancellor level and
19 the one thing that we can real pride ourselves is
20 that this is an Administration that has been
21 collaborative. They have been speaking to the
22 communities and that's the charge and it's also to
23 ensure not only that we get things done but we get
24 them done right. And so, that's what we're going to
25 make sure that we do.

1
2 shelter residents and asylum seekers that are school
3 going age and I'm interested in hearing more about
4 how the admin is expanding and leveraging this
5 platform to ensure young and older adults are
6 accessing and succeeding in District 79 programs.

7 And I apologize if my question is redundant. I did
8 get here a little late.

9 Is the DOE doing outreach about D79 programs to
10 asylum seekers at the following locations? If you
11 could walk me through shelters for single adults,
12 shelters for families with children, the navigation
13 center, and then of course the accompanying satellite
14 sites in some of our communities. And then, will
15 funding be allocated to continue the critical work of
16 shelter-based community coordinators in the executive
17 budget? And if you could detail a little bit how the
18 outreach looks like and your partnerships maybe with
19 the Council Member and other stakeholder?

20 GLENDA ESPERANCE: Thank you so much for that
21 question. And thank you for your work that you do
22 with regards to the immigration and advocacy. Well,
23 I shared at the beginning that we are the only
24 district and based on the needs of our adult
25 education, from the conversations with our students,

1
2 we actually have a team dedicated to immigration
3 advocacy and the purpose of that team is so that
4 there's someone because I know that there's been an
5 influx of asylum seekers across the city but by
6 nature and design of our program, we spoke to the
7 fact that we have 190 - our students represent 190
8 countries.

9 And so, we are always the first line of academic
10 resources that are provided to asylum seekers.
11 Whether it be from different areas of the world.
12 Whether it be from the influx that we're having right
13 now from various countries but we've always had a
14 steady stream and the need changes depending on the
15 neighborhood. Sometimes it's Mandarin, sometimes its
16 Haitian Creole, sometimes it's Spanish. Sometimes
17 it's you know we have Bengali; we have a high African
18 population that's coming in.

19 So I just want to address the fact that we've
20 always had the model of how do we service the needs
21 of this diverse city because that's always been our
22 cliental. But definitely acknowledging that in some
23 spaces, our numbers have increased tremendously with
24 this great influx of asylum seekers. So, we've been
25 intentional to align our efforts with that of the

1
2 city. And so, what we've done is that we've
3 partnered and actually reached out to many of the
4 shelters that have been lifted with regards to
5 directly with students in temporary housing, so that
6 we can – for students in temporary housing and with
7 shelters so that we can create those spaces. We can
8 create classes in those spaces. So, in doing so,
9 we're removing another barrier of sometimes students
10 not being able to travel to another location to
11 receive those services. What we've also done with
12 students in temporary housing, just over at 131
13 Livingston Street, we have a class on Saturdays
14 that's to our asylum seekers and for those students
15 that may have to travel out of their shelters, we
16 provide metro cards and we provide food and child
17 care, so even if they have to come out, that's some
18 place that they can do.

19 With regards to getting the information out there
20 and how do we raise awareness. We do the
21 conversations, well sometimes we'll go in person or
22 we'll do it remote.

23 COUNCIL MEMBER HANIF: In the shelters?

24 GLENDA ESPERANCE: We'll go in person to the
25 shelter or we'll do it remote with the shelter point,

1
2 which ever one works best for that particular agency.
3 Because we don't want to overstep. We want to just
4 definitely be flexible enough to meet them where they
5 are and so, we provide the information. Once again,
6 our resources are free to them, so as long as they
7 take advantage of it, the instruction with regards to
8 the materials, the cost of the teacher, all that is
9 provided on us. It's really that we have a free
10 service and we're just looking for the cliental to
11 give it to.

12 COUNCIL MEMBER HANIF: And then would you be able
13 to share with me the kind of flyer that is shared
14 with the shelters? So, I can get a better
15 understanding.

16 GLENDA ESPERANCE: So, we have a flyer that we
17 can share but we actually also make sure that with
18 any agency that we partner with, we have a basic
19 flyer but we always make sure that they look at it
20 and it customizes the needs. So, I'm going to give
21 you an example. There's a space we wanted to open, a
22 GED class and we put college and career and the
23 agency that we were partnering with said, "please
24 remove college because at this point, it seems
25

1
2 overwhelming for our group and our groups just want
3 the GED, so they can go and get a career.”

4 And so, even though we have something that is
5 semistandard, we're always open to customization
6 because we don't want the program to be overwhelming
7 on paper. We don't want it to seem overwhelming and
8 unattainable. So, we definitely work with the
9 agency, so because they know the cliental best.

10 COUNCIL MEMBER HANIF: Absolutely. Could I have
11 a few more minutes Chair to just wrap up my question?

12 CHAIRPERSON JOSEPH: Yes, ma'am.

13 COUNCIL MEMBER HANIF: Thank you. Could you
14 share if as a result of now seeing it's expansion of
15 the student population, if the Admin will be
16 investing in more shelter-based community
17 coordinators? How many are there now and is there a
18 plan to expand?

19 GLENDA ESPERANCE: On that grand level with
20 regards to the shelter base, I know we can't provide
21 that information directly but what we can say is that
22 if there's a need, if there's a space that's been
23 open, my team and I are ready and willing to serve
24 and provide those services there.

1
2 COUNCIL MEMBER HANIF: Okay great and I look
3 forward to the template flyer just to a closer look
4 and I appreciate that you all are flexible and like –

5 GLENDA ESPERANCE: We're flexible with the
6 programming.

7 COUNCIL MEMBER HANIF: Yeah, meeting folks where
8 they're at.

9 GLENDA ESPERANCE: Yeah.

10 COUNCIL MEMBER HANIF: My next question, so the
11 DOE launched new programs aimed at serving English
12 language learners, ages 16-21 at six existing
13 transfer schools that previously did not focus on
14 this population. However, these programs didn't
15 receive sufficient resources to provide the intensive
16 support that recently arrived immigrant students
17 typically need, including bilingual social workers,
18 robust training for school-based staff and community-
19 based wrap arounds. I strongly support the advocates
20 in their call for investing and baselining \$3 million
21 to add comprehensive services at these six new ELL
22 transfer school programs. Are you able to commit to
23 including this funding in the executive budget and if
24 you'd like to shed more light on these new programs,
25 that would be greatly appreciated.

1
2 GLEENDA ESPERANCE: So, the programs that you are
3 referencing, we don't supervise those programs but
4 what you shared will be noted.

5 COUNCIL MEMBER HANIF: Do you know who does or
6 under what agency?

7 GLEENDA ESPERANCE: It would be under the agency
8 of DV but I am not the Superintendent of those
9 programs.

10 COUNCIL MEMBER HANIF: Are you able to share the
11 contact information for -

12 GLEENDA ESPERANCE: What we can do is I will
13 definitely take your information and then I will
14 forward it to the policy deputy in Central and they
15 will get in contact with you.

16 COUNCIL MEMBER HANIF: Thank you. And then
17 earlier this month, the Mayor proposed an additional
18 three percent PEG, a cut that worsen the cuts to the
19 DOE budget proposed in the November plan. How would
20 D79 and adult education programs be impacted by these
21 cuts proposed by the Administration?

22 GLEENDA ESPERANCE: At this time, I don't have
23 anything that I can share about that because I don't
24 know.

1
2 COUNCIL MEMBER HANIF: I mean, you know there's
3 great fear given that we are – you're trying to meet
4 the needs and it's so heartwarming to learn just how
5 flexible you all are with the specific bases of
6 students and so, like as we prepare the city to
7 really meet the needs of our newest New Yorkers,
8 young and aging and everyone in between who isn't a
9 new comer here but wants to continue learning, I
10 would hope that the D79 programs aren't impacted and
11 that we are fighting both in the Council and you all
12 in your programmatic roles, to push for more
13 investments and immediate urgent investments for
14 protecting these programs.

15 GLENDA ESPERANCE: Council Member, I can attest
16 to you that the people that you see in front of you
17 are some of the biggest advocates for the students.

18 COUNCIL MEMBER HANIF: I hear it in your voice
19 and I appreciate it.

20 GLENDA ESPERANCE: So, we will take any supports
21 that always given to D79 but what I'll do is
22 definitely take your concerns and I will forward it
23 to the people that can address them.

24 COUNCIL MEMBER HANIF: Thank you so much.

25 GLENDA ESPERANCE: No problem.

1
2 CHAIRPERSON JOSEPH: Thank you. Now, you'll hear
3 from Council Member Avilés.

4 COUNCIL MEMBER AVILÈS: Thank you Chair and thank
5 you to all of you for doing the work that you do with
6 adults and students across New York City. I have a
7 couple of questions around clarification. I
8 understand that for the CT classes, that lead to
9 certification, job placement, you may need a Social
10 Security Number or other documents to verify its
11 entity. What would those documents be?

12 GLENDA ESPERANCE: So, I know with regards to
13 right now, pertaining in enrollment, you don't have
14 to share or even have a Social Security to be
15 enrolled. I do believe to get that final
16 certification what we've done is for those who don't
17 have permanent residency, we have our immigration
18 services support them in that. Because with many
19 spaces, even if you don't have Social Security, you
20 have to show proof of residency and so forth to get
21 your final certifications.

22 So, but what we intentionally do, we don't hinder
23 your opportunity to obtain these skills or exposure
24 to these classes because its based on your
25 documentation status. But at the end of the day when

1
2 it gets higher up with regards to getting that final
3 certification, they will need those documents that
4 are required and what we do on our end is just put
5 them in, set our students up so that they're on the
6 right track, so they can obtain those necessary
7 documents that are being required.

8 COUNCIL MEMBER AVILÈS: So, when you say proof of
9 residency, you mean a notarized letter? A phone
10 bill? What exactly constitutes that?

11 GLENDA ESPERANCE: When I speak to proof of
12 residency, what you'll find with many of the
13 certifications that the students have to obtain, not
14 necessarily a high school but things that require
15 Social Security, what we'll do is get them into the
16 spaces. When I say proof of residency, I mean mostly
17 like uhm, I don't know what they call it now so if I
18 speak out of term, like a Green Card, like proof of
19 documentation.

20 COUNCIL MEMBER AVILÈS: Oh, you mean status.

21 GLENDA ESPERANCE: Status, that's what I mean.

22 COUNCIL MEMBER AVILÈS: So, effectively an
23 undocumented student could not get a certification
24 for job placement?
25

1
2 GLEND A ESPERANCE: So, if you don't have a Social
3 Security Number, I know those things might limit you
4 with getting that final certification if I'm correct,
5 but we as our programming, we do not stop people from
6 enrolling because they don't have Social Security.

7 COUNCIL MEMBER AVILÈS: Sure, you'll take them
8 all the up.

9 GLEND A ESPERANCE: We will take them all the way
10 up in to where they can. And so, what we do also
11 have in mind, so as they're working on their way to
12 move up, so that they can get this skill set, we have
13 our applicant team working with them, immigration
14 advocacy and working on them, so they can get their
15 documentation in place, so that when we cross that
16 bridge at our finish line, so the courses, that you
17 know what, now you have your certification so you can
18 move forward. We don't hinder people that because I
19 don't have my documentation status, I can't even
20 start the work or the process.

21 COUNCIL MEMBER AVILÈS: Sure, but ultimately who
22 controls it? The certification is controlled by
23 another entity.

24 GLEND A ESPERANCE: Yeah. It's the state, it's
25 not us.

1
2 COUNCIL MEMBER AVILÈS: No, no, I figured that.
3 Thank you. Part of the reason why I was asking for a
4 clarification is I represent District 38, which is 50
5 percent foreign born, 50 percent do not receive a
6 high school – have a high school diploma. Very large
7 AAPI community, Chinese community from different
8 parts. Very large Latino, Mexican, South American
9 community members for whom these programs would be
10 absolutely critical and in fact, you know, I could
11 imagine enrolling in many of these programs but that
12 sole piece if they cannot get the certification after
13 investing all this time, that would a huge barrier
14 for them.

15 So, I'd love to figure out, how do we get around
16 that barrier to make sure that the investment and the
17 time that they've made with your support and
18 guidance, they can get their certification at the end
19 of the day without status. You know to get a green
20 card can take up to 10, 15 years and thousands of
21 dollars. Most people just lose steam after a couple
22 of years. So, that's a huge barrier that I'd love to
23 talk, obviously that's not in your control but
24 something I'd love to understand better and quite
25 frankly not have as a problem.

1
2 GLEND A ESPERANCE: We would definitely love to
3 continue that conversation. What we've said and what
4 we pride ourselves on is really customizing our
5 programs to meet the needs of the community and so,
6 we would definitely love and we're taking down your
7 contact information now, so that we could extend that
8 conversation. With you, the superintendent, the key
9 community stakeholder, on two things. One, making
10 sure that we have the programming in those spaces, so
11 that it's accessible to the community. It's
12 customized, so it's ESL track, whether it be a CTE
13 track, whether it be uhm, a basic education track
14 that we have those services there but then also, and
15 I don't want to give more people work but maybe even
16 partnering with Council Member Hanif whose talked
17 about the immigration advocacy, seeing how we could
18 probably expedite some of the documentations and
19 stuff that's going on or partner some of these
20 students with advocates or attorneys pro bono, so
21 that we can expedite that work. And show that look,
22 they're involved in a program. They're committed to
23 contributed to the society and so, and this is the
24 state that they're getting and that can attest to

1 that they're getting the academics that they need.

2 So, that's an option.

3
4 COUNCIL MEMBER AVILÈS: Yeah, yeah, thank you and
5 I'd absolutely love to continue the conversation
6 because I'd love to have my district that really
7 needs your programs. We have 40 public education
8 buildings in the district, so it's not for a lack of
9 space. We have a population that desperately needs
10 all manner of services here and has very little
11 actually, very little.

12 Can you tell me another population obviously that
13 you serve students in temporary housing or people in
14 temporary housing? Do you know what percentage of
15 folks that you serve are unhoused?

16 GLENDA ESPERANCE: We do have that information,
17 if you could just give us a second, we do have that
18 because we do have a large population of students in
19 temporary housing and we have a high population of
20 our students who are eligible for HRA. So, there is
21 definitely a large percent of our students that are
22 in need and we'll get you that information, just give
23 me one second.

24 For the overall district, it's 11 percent and
25 then for adult education, we're going to see if we

1
2 have it specifically for adult education. But I want
3 to just also – whatever we aren't able to – hmm, for
4 temporary housing. So, for adult education, we don't
5 have those numbers because it's voluntary. They can
6 share it if they want it but for our overall
7 programming, as of last year, it was 11 percent.
8 That number might have shifted upwards because this
9 year has been the first time back for a long time
10 with regards COVID and so forth. So, we'll
11 definitely update that information for you and
12 provide it.

13 COUNCIL MEMBER AVILÈS: Great and again,
14 selfishly in my community, in my district, we have
15 upwards of now 15 commercial shelters, right, which
16 have no ability to allow folks to convene, to have
17 space where they could learn on site and it's a real
18 problem. These are not appropriate facilities for
19 people to be in and in years in on end. However, we
20 do have public schools, so it just kind of speaks to
21 the urgency of expanding these services into a
22 community like ours to make sure that folks are
23 getting as much support and pathways and to
24 opportunity as possible. We're not seeing that, so
25 my last question Chair, I'm sorry.

1
2 Can you tell me how — what is the outreach
3 mechanism into communities? I like to fashion myself
4 a pretty astute person, who is pretty nosy and wants
5 to know about everything and I'm learning very much
6 about your programs through this hearing, so thank
7 you Chair Joseph. How are you doing outreach within
8 communities around what you're offering?

9 GLENDA ESPERANCE: So, the first thing that we do
10 once again, we echo the same concerns that you're
11 lifting is what we're trying to, it's what we want to
12 address as well. So, with regards to the outreach,
13 our outreach starts off with foots on the ground. We
14 partner with schools, prior coordinators, CBOs. We
15 have a team that will go out to churches. They'll go
16 the CBO's, they go to mosque, they go to synagogues,
17 religious spaces, community-based spaces. We do to
18 NYCHA houses and so, that's just to raise awareness.
19 With regards to the partnerships and just to kind of
20 — I just want to speak about what we're doing right
21 now with Council Member, with Chair Joseph, what
22 we've done is that we already had the conversation
23 with the superintendent and the Chair and so, we're
24 in the process of scheduling community conversations.
25 And so, that will happen with different sectors

1
2 throughout the district. Having those conversations
3 will now then, that information will give us what the
4 specific need is and then the reason why the
5 superintendents are involved is so that we have those
6 conversations with the principals around what space
7 is available. As you said that there's 40 schools in
8 your district but with the 40 schools, we also want
9 to make sure that who has the capacity to house this
10 program.

11 In some spaces, they might be at full capacity
12 and they don't have the capacity to house it in the
13 day time but in the evening, the capacity is a lot
14 broader but we also recognize and this speaks to the
15 work that Chair Joseph has already done, is that
16 there is a need for some morning classes, so that's
17 why the superintendents were called in to have that
18 conversation with their principals. Where do we have
19 this space? So, even if it can't be at every school,
20 we can have it at different centralized locations
21 that we can pull that information in because what we
22 found was that if we have a day space here and a day
23 space there, our office - if we have a day site with
24 one class here and one class there, our offerings are
25 limited. We recognize that we have a wide range of

1
2 students, so we want to have a space that has
3 multiple classrooms so that we can have a program
4 that meets the needs of all of the various academic
5 needs of our learners.

6 After doing that, the goal is to take the
7 information from the community conversations and now
8 we're outfitting the classes and the programming and
9 then we come in and we provide the resources with the
10 instructional resources, we provide additional
11 furniture that's needed. We provide the teacher and
12 the reason once again; we have the Council Member as
13 well as the Superintendent involved in the
14 conversation because we want to make sure that
15 they're part of the hiring process as well. So,
16 we're making sure that we have the most highly
17 qualified teachers in those spaces delivering
18 instruction and also, ensuring that the conversation
19 goes out directly to the principals, goes to the
20 parent coordinators and there whereby getting to the
21 parents, so.

22 COUNCIL MEMBER AVILÈS: Thank you so much and
23 last question, last question. You may have covered
24 this and apologies if I'm asking something one of my
25 colleagues may have asked. For the last round of

1
2 four percent PEG cuts, how have your programs been
3 impacted? Was it impacted? You did not receive any
4 cuts?

5 GLENDA ESPERANCE: No, not to my knowledge we
6 don't.

7 COUNCIL MEMBER AVILÈS: Have you received any
8 cuts in this last Fiscal Year to your programming?

9 GLENDA ESPERANCE: Not to my knowledge, no.

10 COUNCIL MEMBER AVILÈS: Okay, thank you.

11 CHAIRPERSON JOSEPH: Thank you Council Member
12 Avilés. Thank you so much. I'm just going to circle
13 back for another question I have. What is the
14 current attrition rate for students for each program?
15 How do current attrition rates compare to those in
16 previous years?

17 GLENDA ESPERANCE: We have that information, just
18 give us one second. So, what I have right now with
19 regards to like currently the attrition rates, I just
20 want to make sure I'm giving you the right
21 information.

22 CHAIRPERSON JOSEPH: Don't worry, I'll write you.
23 I always give homework after the hearings.

24 GLENDA ESPERANCE: We're prepared. They're
25 taking notes in the back.

1
2 CHAIRPERSON JOSEPH: Oh, they know, they know,
3 they know.

4 GLENDA ESPERANCE: The information that we have
5 is for 2021, for 2021-2022 but we will definitely get
6 back to you with the information for 2023. I think
7 the information that we already shared already was
8 the 2021-2022, so we'll come back to you with the
9 2023 one, if that's okay? Okay.

10 CHAIRPERSON JOSEPH: We know where to find you.

11 GLENDA ESPERANCE: I know.

12 CHAIRPERSON JOSEPH: What short-term and long-
13 term measures of success are available for D79
14 students in each program including GPA's, high school
15 graduation rate, and college enrollment rates?

16 GLENDA ESPERANCE: Okay, so we have our own
17 internal monitoring. As you know, we have ten
18 different programs and each program ends with a
19 different pathway. So, something that we have that's
20 in common across all of our programs that we monitor
21 attendance rate, we monitor, we give our own in house
22 student survey. We give staff survey's. We give
23 pro-secondary enrollment rate. We also measure
24 something known as persistence because we do have
25 students who may not be here for the whole entire

1
2 time. We measure persistence. We also measure our
3 of course pass rate. Our average credits earned,
4 Regents exam rate, number of Regents exam pass and
5 that deals with our diploma bearing programs. With
6 the programs that are bearing HSE, we monitor the
7 TADE gains, the TADE math games, TADE reading games.
8 We monitor post-program attendance, post-secondary
9 enrollment rates. With regards to our students who
10 are the middle school, we monitor their performance
11 on grade six, on the grade six to eight year tests on
12 the grade six to eight math tests and we also monitor
13 the ninth-grade promotion rate.

14 So, and I know I feel like I went around the
15 corner. Just to pretty much say that we have
16 something in house and it's customized based on the
17 program but the things in the areas are throughout
18 out, we make sure that we lift.

19 CHAIRPERSON JOSEPH: What are the post enrollment
20 rates?

21 GLENDA ESPERANCE: The post enrollment rates, we
22 don't have - I don't have the number here but I can
23 definitely give that to you.

24

25

1
2 CHAIRPERSON JOSEPH: Normally, after hearings,
3 we'll email you a list of questions that were not
4 answered, so you can send us the answers.

5 GLENDA ESPERANCE: Okay.

6 CHAIRPERSON JOSEPH: I'm going to piggyback off
7 of what Council Member Avilés says, how many events
8 have the community liaisons attend? I know you have
9 a young lady; I'm just going to give her first name,
10 Julia. She is amazing. She is amazing. She calls
11 me everywhere. She tracks me down everywhere to make
12 sure she's on every email list under the sun. I
13 can't ask for a raise for her but she's amazing.

14 What community leaders or CBO's have you engaged
15 with or are you looking to build partnerships with?

16 GLENDA ESPERANCE: So, we're looking to build
17 partnerships honestly with any one that's willing to
18 build partnerships with us. But to the point of the
19 Council and what's been echoed and reiterated
20 throughout, is that in addition to having these
21 partnerships with the schools and the local CBO's, we
22 want to connect with the Council Members, so that
23 that conversations happen with the elected officials
24 that have the connect.

1
2 I always use you as our model. I use you and I
3 use ex-Chair Mark Treyger with the importance of
4 having the elected official involved in that
5 conversation because you know and I use the example
6 Zach, that's over here. You know that person that's
7 at the school board and so, at first our strategic
8 and we're conscious and we have eight people but when
9 I think about how much more and how exponential our
10 work could be when we partner with the different
11 agencies and the different community members. That's
12 really what we're looking for.

13 CHAIRPERSON JOSEPH: Earlier you talked about
14 having a student, an adult ed student advisory
15 committee. How many student do you have and how
16 often do you meet?

17 GLENDA ESPERANCE: So, we have anywhere from
18 maybe 25 to 30 students that's representative of all
19 of the different locations because I don't want to
20 say requirement but we - the high recommendation is
21 that and what we ask of all our - I guess it is a
22 requirement. What we ask of all our principals is
23 that they replicate that advisory group at their own
24 school level. And so, we don't limit the whole
25 school board, the whole team wants to come and have a

1 conversation with us, we invite them all. So, it can
2 range. So, it can be 15, so one representative from
3 each school or it can be 30. It doesn't matter and
4 we have it in person and remote because we want to
5 make sure that everyone has access to the
6 conversation. And the conversations has really been
7 aligned with the Chancellors pillars that we want to
8 make sure that when we sit from our end saying what
9 we need to reimagine, that we have the perspective of
10 the students. And many of the conversations that -
11 many of the work that's come out of it has been
12 things that we probably didn't even have on our radar
13 that they lifted.

15 One of the things that I'm most proud of that
16 came out of our adult education piece was one of our
17 first ones. Where they talked about the need for
18 increased technology. They talked about the need and
19 uhm, Annette had that - because Annette was a former
20 teacher; like literally on the ground as well, so
21 shout out to the former teachers of Adult Education.
22 And one of the things that we lifted is that if we
23 acknowledge that the tests changed and that the test
24 is now all computer based, how are we allowing access
25 for it? And so, that was one of the first things

1 that we did. They talked about the needs for
2 advocacy. They talked about; I think one of the best
3 things that the workshops need to be more geared on
4 adulting. So, the conversations with them is really
5 about these are the chancellors four pillars. This
6 is how we're interpreting them as a district. As
7 students tell us what you need us to do, what gaps
8 are there and so, we're working collaboratively in
9 addressing those needs.
10

11 CHAIRPERSON JOSEPH: Well, thank you. Can you
12 give me a breakdown of number of positions of staffs
13 working in the District 79 by program including
14 positions that are full-time, part-time?

15 GLENDA ESPERANCE: We have that information for
16 you. We will send that at a later date if that's
17 okay.

18 CHAIRPERSON JOSEPH: Okay. Alright, so how many
19 adult workers took the task, high equivalency last
20 year and what was the passing rate.

21 GLENDA ESPERANCE: So, Annette has that
22 information and just - and that's a great question
23 because that's something that we do track internally
24 as well. And so, just to give some historical
25 context, the task now, the task was what we used up

1
2 until December 31st, 2021, and then the state shifted
3 to GED. And so, there's been some differences with
4 the task and the GED, so with the task, it was one
5 test that you had to sit and take all of content
6 areas and now, it's shifted to the GED model. And
7 so, with that, they take it by content area and I
8 know Annette mentioned it earlier, if a student comes
9 in with a Regents for math or with ELA then they
10 automatically get credit for that test area. And so,
11 they only have to take the other one.

12 So, the number that we're going to share with you
13 is for the overall, all four parts but we also have
14 the data as to the pass rate by each content area.

15 ANNETTE KNOX: Okay, I'm sorry, I keep forgetting
16 this button. For the year 2022, we had 2,629
17 students who took the test and we had 744 students
18 who passed the test.

19 GLENDA EPSERANCE: In its entirety.

20 ANNETTE KNOX: And this year, our numbers have -
21 we will have additional numbers by the end of the
22 year because students are still in the process of
23 taking but to date, we've had 332 students to pass
24 the test and we'll get back to you by the end of June
25 with the final number for up to June 30th.

1
2 GLEENDA ESPERANCE: And I just want to share once
3 again, that's in its entirety. What we've also done
4 because we do recognize and we want to take full
5 advantage of the fact that students can take – they
6 don't have to sit and take the test all at one
7 sitting. What we've offered is many of our students
8 who may not be HSE ready with regards to math and
9 reading, we are allowing our students in the low-
10 level BE classes to sit for the social studies and
11 the science content so that they at least get that
12 underneath their belts and so they can focus more
13 intentional on the math and ELA because that tends to
14 be the harder components to pass. But our pass rates
15 individually are higher now that we can focus on
16 different content areas as opposed to all components
17 at one time.

18 CHAIRPERSON JOSEPH: And it's now two days
19 because you're back to the old GED model.

20 GLEENDA ESPERANCE: Hmm, hmm, we're back to the
21 old GED model. Oh, Annette wants to share.

22 CHAIRPERSON JOSEPH: Hmm, hmm, go ahead.

23 ANNETTE KNOX: I wanted to give you some of the
24 percentages of students who passed in the individual
25 parts because as the Superintendent was saying, when

1
2 they pass one part, it encourages them to prepare
3 themselves for the next piece. Because sometimes it
4 takes a student maybe a year to –

5 CHAIRPERSON JOSEPH: Yeah, that boosts their
6 confidence.

7 ANNETTE KNOX: Yes. So, in the year 2022, 22
8 percent of our students passed the math test, which
9 is the most difficult piece for them. And in the
10 science area, 35 percent of them pass, which is
11 another difficult area. Social Studies, 46 percent
12 passed and in the RLA, reasoning and writing, 37
13 percent of the students passed in the particular
14 area.

15 CHAIRPERSON JOSEPH: And once they pass that,
16 what is the next step? What do you do to continue
17 and let's say they decide to go to college, do you
18 provide support?

19 GLENDA ESPERANCE: Absolutely, we provide
20 support. We've even created a bridge program for D79
21 that when our students finish the – when they finish
22 and they pass the HSE so that they have a smooth
23 transition, so we have an internal bridge program and
24 we've also reached out to CUNY. I want to say, it's
25 an acronym, but there's also a program where we can

1
2 give like a smooth baton pass to students that once
3 they got their HSE that they can get into that bridge
4 program, so they are acclimated and ready to go with
5 regards to CUNY, for those who are interested.

6 CHAIRPERSON JOSEPH: How do you track those
7 students? Let's say you, I know I usually check my
8 kids and see where there are, what they're doing.
9 How do you track those students once they leave you?

10 GLENDA ESPERANCE: So, through our collaboration
11 with CUNY, sometimes it's with a phone call. So, we
12 have various ways depending on the program. I can
13 speak to just even when we think about not only adult
14 education but us thinking about D79 as a whole. One
15 of the things that we've invested in a transition
16 coordinator at passages. Like, an administrator in
17 transition because we definitely recognize that
18 that's a workstream that we want to have supervised
19 and efficient, so that we make sure that not only are
20 students well cared for when they're with us but then
21 they're able to go and funny enough, that was one of
22 the questions and one of the asks from our student
23 advisory group for our over 21 and under 21 that we
24 create a dynamic that even if I leave, I can always
25 come back and get help. Almost like an alumni group

1
2 and get help with college and career readiness,
3 writing resumes, building up our skill capacity. So
4 that's something that we're definitely this year
5 investing a lot of time in.

6 CHAIRPERSON JOSEPH: Do you do any job
7 placements?

8 GLENDA ESPERANCE: We're actually in
9 conversations for job placement opportunities. Right
10 now, we do the job placement opportunities because we
11 Co-op Tech especially have strong partnerships with
12 different industries and organizations. But we're
13 looking to strengthening those partnerships and so,
14 we have preliminary conversations with many different
15 agencies and we're hoping that we can have something
16 finalized and something that we're able to publicize
17 and make public by the end of the year.

18 CHAIRPERSON JOSEPH: Great, thank you. I'm just
19 going to go back. I just digressed a little. How do
20 these HSE testing pass rates compare to those over
21 the past ten years? Have you seen improvements?
22 Have you seen—

23 GLENDA ESPERANCE: We've seen tremendous
24 improvements. Just to kind of speak on in 1617 the
25 HSE pass rate was 230. And so, once adult education

1
2 became underneath the umbrella of D79, it's been a
3 trajectory of an upward climb. We went from 230 to
4 989 by 1819 and it's been an upward trajectory from
5 that. I can give you specific numbers. So, in 16-17
6 and that's going back, we have to make sure I'm
7 giving right information. 16-17 was 272, then it
8 went 17-18 to 336. 18-19 when it became under D79,
9 it went to 989. 19-20 went to 1579, 20-21 we were
10 also remember we were given that disclaimer that they
11 didn't have to sit for the test because that was that
12 COVID year, so we went up to 2,252.

13 It's now at 744 because of the waivers and the
14 transition of the tests but as Annette said, we have
15 many people that are ready to take the test, and so,
16 we're looking forward to the numbers that we'll get
17 by the end of the year.

18 CHAIRPERSON JOSEPH: Thank you. I'd like to
19 acknowledge Council Member Restler. Okay, thank you.
20 So, why did New York City public schools decide to
21 consolidate OACE within D79 and how has this impacted
22 the delivery of adult education programs?

23 GLENDA ESPERANCE: So, I'm not really - like, so
24 with the why, I can't really speak on that but I can
25

1
2 tell you the benefits of what happened since the
3 consolidation happened.

4 CHAIRPERSON JOSEPH: You just got to tell me the
5 why. It's a question.

6 GLENDA ESPERANCE: I wasn't here honestly.

7 ANNETTE KNOX: I think that we're going to have
8 to back and gather some information for you to bring
9 to you because although I was teaching in the program
10 at the time, I was not privy to the information about
11 why the program was combined and put under the
12 umbrella of D79.

13 CHAIRPERSON JOSEPH: I think that's a simple
14 question. No one from New York City public schools
15 can answer that?

16 JACQUELINE JONES: We didn't say that.

17 CHAIRPERSON JOSEPH: Oh, not you. New York City
18 public schools is here, nobody can answer?

19 GLENDA ESPERANCE: It was a different
20 administration and so, but we can speak to -

21 CHAIRPERSON JOSEPH: It is yours now.

22 GLENDA ESPERANCE: Exactly.

23 CHAIRPERSON JOSEPH: It is your now. It's been
24 15 months. I have been here for 15 months as well,
25 so it's a good question. Why is there merger?

1
2 Companies merge together because there's a benefit.
3 There's a reason why. It doesn't - no one ever gets
4 up and just say, oh, let's just get together people.
5 It doesn't work that way. So, I asked the question.
6 I should be able to get an answer. If not, New York
7 City public schools will write the answer for me.

8 GLENDA ESPERANCE: So, what I will definitely
9 speak to is as you just mentioned in your statement
10 so eloquently, there's always a benefit to it. And
11 so, I can tell you one. The benefits that have
12 produced because of this partnership of D79 being
13 underneath adult education being under D79. I shared
14 the data with you. There was immediately, once they
15 were under our jurisdiction, one of the things that
16 happened immediately was that we were able to pull
17 our resources and offer them not only to the under 21
18 population but over 21. So, they were able to gain
19 access to our professional learning that we gave to
20 our teachers across the district, as well as to our
21 principals. They were able to hit into our
22 resources, so school locations that - so locations
23 that we had D79 program in that that was our
24 building. That was space that they were able to have
25 access to with regards to our life program. They now

1
2 were considered students of D79, and so they were
3 able to access life until child care was addressed
4 with that one.

5 With regards to just with regards to the level –
6 so with regards to just the initiatives around
7 emotional supports and learning, they were able to
8 benefit from that. So, it was extending. It was
9 taking resources that were often reserved or our
10 under 21 and now being able to extend them to our
11 over 21. And then just even more immediate because
12 as you said, we are new to this role but we are being
13 very intentional of how we were restructuring.

14 Annette is going to speak a little bit more about
15 things that we have been intentional about, not only
16 externally but internally around the structure and
17 who we have in place.

18 ANNETTE KNOX: Earlier, I had referenced some of
19 the many changes that have taken place in the program
20 since Superintendent Esperance and her team came
21 onboard in the Summer of 2022. One of the things
22 that I want to say and we noticed as we looked at the
23 literature and the historical progression of the
24 program, is that there are many things that did not
25 exist at that time that you are referencing. And so,

1
2 after a comprehensive review of our data, and the
3 observations and the conversations with former and
4 current staff, one of the outstanding things we
5 noticed was the fact that there was no curriculum for
6 adult education.

7 So, in 2022, a team was formed, a curriculum team
8 that developed. A curriculum called the D79 2022-
9 2023 curriculum. We have not adopted that curriculum
10 but we have begun to use it as a focal point to make
11 changes around curriculum and instruction in adult
12 education and in D79.

13 So, what we did, we have also – we looked at it,
14 we did not have a person at the central level who
15 could direct and work with the schools around
16 curriculum and instruction, so we added to our team a
17 director of curriculum and instruction. In every
18 school, now we have an assistant principal who is
19 assigned as the assistant principal for curriculum
20 instruction, so we have focal point in the school
21 that we can work with to ensure that what we expect,
22 we can inspect and we can work with them and ensure
23 that it's happening.

24 Every school now has at least one instructional
25 facilitator with a plan to move forward by September

1
2 with a second instructional facilitator who will be
3 in charge of math, which is an area that are students
4 are weak in.

5 Just as the high schools have to prepare the
6 students for the Regents exam, we realized we needed
7 to prepare a plan that was strong enough to help us
8 to prepare competitively our students for the GED
9 tests because the current GED tests is very different
10 from the GED test that existed before.

11 And so, we needed a team of people to work
12 together from the central office to the schools to
13 make sure that our students are instructed in those
14 competitive areas. That they learn the strategies
15 and skills that they need. We looked at the schools
16 also and we said, you know what, the areas we need to
17 focus on we need to identify the four areas that
18 we're going to focus on first.

19 We decided to focus on curriculum and
20 instruction. We decided to focus on the technology
21 and as the Superintendent told you earlier in a
22 conversation, we did a survey across all of the
23 schools and determined what the schools needed to
24 bring them up to a current level with technology. We
25 set the funds aside. The computers are coming in,

1
2 they are being assigned to the schools and so by
3 September, every student will have access to a
4 computer throughout the school day. A student has to
5 be fluent in technology in order for them to pass the
6 test now, so that is our goal to make sure they have
7 that access.

8 And that was one of the points that the
9 Superintendent brought up and the students mentioned
10 when they come to student council meeting. First
11 thing they told us, "we need access to computers."

12 Another area that we looked that was budgeting
13 because the budget is supposed to be driven by
14 curriculum and instruction, not by other things. And
15 so, we are refocusing our conversation, our
16 observations and our plans on how the curriculum
17 drives for budget, so that we make sure that we have
18 the best teachers, the best instructional supplies
19 and materials. And when we were talking earlier, you
20 mentioned the fact, what is D79/Adult Education
21 doing? We know that there's a process involved to
22 move from where we are to some place else. We want
23 to become competitive, not only within ourselves but
24 with K-12. And so, we are going into some
25 collaborations with K-12 that this last year's piece

1
2 at D79 and adult education, we are piloting dyslexia
3 because our students drop out of school. Well, some
4 of those problems that they originally dropped out of
5 school, they bring them with them when they come to
6 us. So, what we are doing is we're going to use the
7 dyslexia program to help us identify some of the gaps
8 that students may have so that we can enhance D79 and
9 adult education with some of those specialists and
10 other pieces of programs that our students need in
11 order for them to move more smoothly along the line
12 to get to the high school diploma that they need.

13 So, we identified those four areas. We decided
14 that we need a unified curriculum and we're hoping
15 that we will be able to move and determine a unified
16 curriculum by September, hopefully will be the D79
17 2022-2023. Because it has a lot of components and
18 resources, it's an online curriculum and teachers
19 will be able to access it as well as students will be
20 able to access parts of it at home and in school.

21 So, what we are doing is we're trying to create a
22 structure that will allow us to move back to whatever
23 the situation was in the prior. We decided to do it
24 from a programmatic perspective. We now have
25 teachers actively involved. Every component of our

1
2 programs now have a professional development
3 calendar.

4 And they've been doing - we started back in
5 February. We have a new attendance policy in place.
6 We have a data team in place. The data team, they
7 are the directors across the board. What we do now
8 is we keep up with our data. We have what we call a
9 data Wednesday. Every two weeks we meet with the
10 data teams in each school to make sure that every
11 thing is up to date and current. So, if there's any
12 support that they need, we know right away in two
13 weeks how to do it, how to support the schools with
14 their data.

15 So, we are moving lot of things and there is and
16 goodness, the print is a little bit small but I'm
17 going to try to read this to you. Some of the things
18 that we have. Goodness Glenda, your eyes are younger
19 than mine but we have an adult education attendance
20 policy. Would you read those things?

21 GLENDA ESPERANCE: I'm going to read it. Whoa.

22 ANNETTE KNOX: Come on girl.

23 GLENDA ESPERANCE: It's very small, I'm going to
24 give it to Jackie but what I'm going to say with
25 regards to and what Annette said so eloquently is

1
2 that the work that we're doing, the theme of our
3 district this year, this work this year and we're
4 going to continue on that is around coherence. At
5 the end of the day, it shouldn't matter what borough
6 you go to, what site you go to, the standard and the
7 high standard and the high expectation will be the
8 same and it will resonate throughout.

9 And so, that's been the biggest shift of having
10 adult education underneath D79 is that its coherent
11 and its standard is aligned and it's continuing that
12 baton pass from that K-12 space of okay, it didn't
13 work but we're going to make sure that we're
14 addressing your needs so that we can have you cross
15 over those cross lines.

16 Oh, the power of electronics. New York City
17 adult education attendance plan, we created LTVS
18 funding formula and technology plan. School budget
19 overview, courted to review plan for NYSIT, intake
20 hub professional development. These are just some of
21 the initiatives and things that we're doing to make
22 sure that there's coherence on the need for adult
23 education. Data professional development, curriculum
24 instruction and professional development, case
25 manager professional development and data Wednesday

1
2 check ins. And what Annette spoke to was just the
3 fact of making sure that the structures that we have
4 in place the same way there's oversights on other
5 different levels, have net oversight being
6 intentional but also supportive on the level within.
7 And so, that's the work and that's the benefit.

8 CHAIRPERSON JOSEPH: And that's some of the whys?
9 So, we've heard from advocates and teachers that also
10 if for example, prepandemic if a literacy, if a
11 student was a literacy level one, students were being
12 referred to the library for the services, rather than
13 being serviced by you. Is that still happening? If
14 so, why?

15 GLENDA ESPERANCE: Well, that should not be the
16 practice. That should not be the practice at all and
17 if that is happening, if you still hear from
18 advocates, please direct them to us so that we can
19 address it but that should not be happening.

20 CHAIRPERSON JOSEPH: Earlier in your testimony
21 you talked about the life program being under D79.
22 What's the budget for this program for the 2023
23 school year?

24 GLENDA ESPERANCE: I do not have that information
25 but I can forward that to you.

1
2 CHAIRPERSON JOSEPH: How many early childhood
3 seats do you have?

4 GLENDA ESPERANCE: With regards to our life
5 programs, I know we have 32 life programs and we have
6 the capacity depending on each program to have
7 anywhere from 16 to 20 students depending on the age
8 and the configuration. So, I would say approximately
9 500 plus students.

10 CHAIRPERSON JOSEPH: And how many were utilized
11 this year?

12 GLENDA ESPERANCE: This year, I know that we have
13 - and it changes because it determines the need on
14 the pregnancy and so forth but I know we had eight
15 sites that weren't utilized and with some sites, the
16 reason they are not being utilized is because the
17 need is no longer there. There were some sites that
18 were open years ago. Like, this program has been
19 around since the 70's and there's some sites that
20 were open based on the needs of the community and the
21 needs of the community has changed.

22 And then we have also sites that we have on
23 location that it's housed in the building that
24 doesn't align itself because it's now charter schools
25 that are in that building. And their rules for

1 security and safety don't align — let me not say
2 that.

3
4 There's a misalignment with regards of
5 expectations on the building and so, that's why we
6 don't utilize that space. What I will share is that
7 the beauty of the life program as you know, is that
8 it's to prevent the interruption of instruction that
9 tends to happen when a student has a child, whether
10 they be of teenage years and they had a child and
11 they have to pause that instruction to take care of a
12 baby. And so, the goal of that is that whether it be
13 the male parent or female parent, or even if its an
14 adult leader. That's one of the benefits again of
15 adult education being underneath us, as long as
16 you're an NYC public school student, you can utilize
17 that space. And the goal is that — the intention is
18 that you drop off your child and then you go on to
19 school and you continue learning.

20 CHAIRPERSON JOSEPH: What is the budget for that
21 program in the upcoming years and the empty seats
22 that were not filled. How many was that?

23 GLENDA ESPERANCE: I know that there were eight
24 locations that didn't have sites, so we have 400.
25 Right now we have 467. So, we said it was 500 plus,

1
2 I would say maybe 100 or less seats that weren't
3 utilized.

4 CHAIRPERSON JOSEPH: Are those seats being
5 transformed into some other type of seats? Or those
6 seats are going to be – what's going to happen to
7 those seats?

8 GLENDA ESPERANCE: So, what's being explored is
9 making sure that the same way that COVID hit all the
10 other programs, some people left and so, what we are
11 doing actively is informing high schools and middle
12 schools of what our program offers and we've also set
13 up a situation where our case managers are helping
14 students who come to us that want to have their
15 children here. Expedite that program with regards to
16 making sure that they have the appropriate
17 documentation with regards to immunization, helping
18 so that we can expedite the program and have a seat.
19 We're also revisiting our requirements for what it
20 means – for entry level because we looked at the path
21 of what it was and those things; I don't want to say
22 outdated but those things are not – we want to update
23 them to make sure that it's really meeting the needs
24 of our students. And so, and that we're timely in
25 our responses with them.

1
2 CHAIRPERSON JOSEPH: And we talked shelter-based
3 coordinators earlier. This Council funds 25 of them.
4 So, we wanted to find out, are any of them doing
5 outreach for the life programs?

6 GLENDA ESPERANCE: I don't know but I will
7 definitely take that information back and so that we
8 can take advantage of that resource that the Council
9 has.

10 CHAIRPERSON JOSEPH: So, what is the budget for
11 the program for the upcoming school year?

12 GLENDA ESPERANCE: We don't have the budget here
13 right now. But once we have that information that we
14 can share, we'll definitely forward it.

15 CHAIRPERSON JOSEPH: Okay, thank you. Student
16 with disabilities enrolled in D79 program. What
17 numbers and percentage of students enrolled in D79
18 programs have IEPs? Please provide a breakdown by
19 program.

20 GLENDA ESPERANCE: Alright, so Jackie will take
21 care of that. The breakdown with regards to the
22 IEPs. Okay.

23 JACQUELINE JONES: Thank you for the question
24 Chair Joseph. Again, as I mentioned before, besides
25 being passionate about social emotional learning, the

1
2 area providing the needs for our students with
3 disabilities is also a passion of mine. With that
4 being said, right now, in our district, we have
5 approximately 34 percent of our students are special
6 ed students.

7 CHAIRPERSON JOSEPH: Breakdown by programs?

8 JACQUELINE JONES: Okay, I'll break down by
9 program. Okay, let's go to each one. Okay, our P2G
10 percentage is 29 percent.

11 GLENDA ESPERANCE: With regards to Co-op Tech, we
12 have 46 percent.

13 JACQUELINE JONES: And regards to our Passages
14 program, we have 58 percent.

15 GLENDA ESPERANCE: And which Passages is that
16 north or south?

17 JACQUELINE JONES: And that is Passages north.

18 GLENDA ESPERANCE: And at Passages south, we have
19 59 percent.

20 JACQUELINE JONES: At our ERA program we have 55
21 percent.

22 GLENDA ESPERANCE: And at JSK we have 38 percent.

23 CHAIRPERSON JOSEPH: Okay.

24 GLENDA ESPERANCE: At our YEBC, we have 25
25 percent.

1
2 JACQUELINE JONES: At our Alternative Learning
3 Centers, we have 42 percent.

4 GLENDA ESPERANCE: And at Life, we don't track
5 the SWD's. We can give you the demographics of the
6 parent but of the students because it's still early
7 childhood. It's just based on what the parent would
8 share but for the parents of the students, it's 19
9 percent of our parents who students we serve have
10 IEPs.

11 JACQUELINE JONES: And our Restart Academy, we
12 have 38 percent.

13 CHAIRPERSON JOSEPH: What percentages of the
14 students with IEP enrolled in D79 programs have IEPs
15 that recommend placement in program, D75 programs
16 versus what percentage have IEPs recommending D1 to
17 D32?

18 GLENDA ESPERANCE: Alright, we have that.

19 JACQUELINE JONES: Okay, the percentage breakdown
20 Chair Joseph is from our D75 schools. We have six
21 percent from our District 1 through 32 schools.
22 They're 86 percent and 7 percent come from Charter
23 schools.

24 CHAIRPERSON JOSEPH: What Special Education
25 program and services are offered at D79 sites?

1
2 GLEND A ESPERANCE: So, we have Pathways to
3 Graduation has set some mandated counseling. YEBC
4 has ICT and sets and related services. JSK has ICT
5 and sets and related services. Passages has ICT and
6 sets and related services. East River Academy has
7 ICT sets and related services. Restart has sets and
8 related services and ALC has sets and related
9 services.

10 CHAIRPERSON JOSEPH: In your Special Education
11 support, what special education support is available
12 in D79 apprenticeship programs?

13 JACQUELINE JONES: We have over 250 students
14 participating in our apprenticeship programs.

15 CHAIRPERSON JOSEPH: And what support do you
16 provide for them?

17 GLEND A ESPERANCE: So, the supports that we
18 provide for our students with disabilities is not
19 only with regards to our apprenticeships, it's what
20 we do overall. We definitely recognize that the
21 students come at different academic levels. And so,
22 the first line is always to unpack their IEP and many
23 of them, when they transfer in to D79, we create
24 something known as an SEP and can you give me the
25 acronym?

1
2 JACQUELINE JONES: Yes, Special Education
3 Program.

4 GLENDA ESPERANCE: And so we customize a program
5 for them that we make accessible to all the students,
6 all the teachers and staff that will engage with them
7 to ensure that the work that's being given is made
8 accessible and it's based on their need.

9 In addition to that, we have a team at the
10 District level that we created this year. Before it
11 was just pockets. We created a Special Education
12 team that Jackie oversees and they work
13 collaboratively to ensure that we're adhering to the
14 mandate and as well, as providing professional
15 learning. And so, one of the structures that we've
16 done across the board with regards to professional
17 learning is that we've tiered it. We have monthly
18 check-in with our liaisons. We also provide
19 workshops that are targeted based on the observations
20 that we see and from assessment data. And then we
21 also provide in the field support, so that we make
22 sure that that work is targeted and it addresses the
23 needs of that community.

24 And so, we have a team, a wonderful team with
25 probably over 50 to 60 years combined experience,

1
2 leading the work and making sure that whether once
3 again, you are in East River Academy or you are at
4 the Adult Education in Long Island City, the
5 expectation around what good instruction for Special
6 Education is being presented. It's being taught and
7 the teachers' capacity are being met so that it
8 reaches the students.

9 CHAIRPERSON JOSEPH: What professional develop
10 and support if any does the New York City public
11 schools offer to educators in D79 programs regarding
12 transition planning for students with disabilities?

13 JACQUELINE JONES: So, yes, we, right now with
14 the mandation from the transitional office, you know
15 everyone in our district program, everyone in our
16 district, they have received that mandated training.
17 Besides that, we also partner with the Transitional
18 College, Career - I think it's TCC, we also partner
19 with them as well for continual training for all of
20 our staff.

21 GLENDA ESPERANCE: And they're very uhm, the
22 Special Education department in Central are very
23 accessible and I'm definitely willing and I'm part of
24 the charge of making sure that this most vulnerable
25 population receives the needs that they have.

1
2 CHAIRPERSON JOSEPH: Good, thank you so much.
3 English Language Learners enrolled in your D79
4 programs, what number, percentage of students enroll
5 in D79 are English Language Learners or students
6 learning English? And can you provide a breakdown by
7 program?

8 GLENDA ESPERANCE: Okay, so at a glance, we have
9 with regards to our EL population, we have 25 percent
10 of our students are EL's when you think about the
11 youth programs. That's our under 21 and our over 21
12 when we talk about the adult learners is 73 percent.
13 With regards to the internships and the
14 apprenticeship, we have 317 EL participants.
15 Students that participated in it and then what we'll
16 do right now is just give you the numbers for each
17 program specifically.

18 JACQUELINE JONES: Yes, Co-op Tech we have a
19 total of 12 percent.

20 GLENDA ESPERANCE: And then at Pathways to
21 Graduation our total is -- and we've broken it down to
22 our new comers at 58 percent. And or long term EL's,
23 which is I'm sorry, we have overall 38 percent and
24 within that 38 percent, we have newcomers at 58
25

1
2 percent and long term EL's at 42 percent. So, our
3 Pathways to Graduation.

4 JACQUELINE JONES: Our Passages Academy North we
5 have 8 percent.

6 GLENDA ESPERANCE: And at Pathways Academy South
7 and that's the one in Brooklyn, we have 6 percent.

8 JACQUELINE JONES: At our East River Academy
9 Program it's 7 percent.

10 GLENDA ESPERANCE: At JSK is 5 percent and in our
11 other programs at the YEBC it is 18 percent.

12 JACQUELINE JONES: At our alternative learning
13 center, it is 8 percent.

14 GLENDA ESPERANCE: And once again, this
15 information that I'm giving you with regards to Life,
16 deals with our parents. It is 37 percent of our
17 parents.

18 JACQUELINE JONES: In our Restart Academy, it is
19 32 percent.

20 CHAIRPERSON JOSEPH: How many students do you
21 have in Co-op Tech that have IEPs?

22 JACQUELINE JONES: 48 percent and that's been
23 intentional to over the past years to increase that
24 percentage.

1
2 CHAIRPERSON JOSEPH: And when they are not at Co-
3 op Tech, do they stay home half of the day?

4 GLENDA ESPERANCE: So, the way that Co-op Techs
5 work is that we partner with students who are post-
6 secondary. So, there's some students who are already
7 graduated from the program. And so, they come in
8 because it's that middle space that okay, I have a
9 diploma but I don't have the skill set.

10 So, that group normally comes in the morning
11 where we'll have a large percentage of students that
12 are coming in to build their college and career
13 readiness and in the afternoon is when you'll see
14 many of our shared instruction. And so, what'll
15 happen is those students will go to their home
16 schools in the morning and then they come over to Co-
17 op Tech in the afternoon.

18 And so, what we found is that its - we're getting
19 some as early as 10th, 9th and 10th grade. We have our
20 D75 partnership and so, that's how it works. So,
21 it's shared instruction.

22 CHAIRPERSON JOSEPH: Okay, thank you. And how do
23 New York City public schools ensure that students
24 with disability gets accommodation and support they
25 need to participate in a Co-op Tech?

1
2 JACQUELINE JONES: Thank you Chair. Just to once
3 again reiterate with regards to our Co-op tech
4 program, what we do there, it's a lot of shared
5 instruction. So, the schools that – we have an
6 actual, in our D79 Co-op Tech program, there's a
7 Special Education Coordinator who works with the
8 liaisons from descending schools. And together, they
9 you know take a look at the IEP, what's necessary.
10 At times, they may bring over a paraprofessional to
11 assist those students that come into our programs
12 with shared instruction.

13 CHAIRPERSON JOSEPH: Okay, thank you. And to
14 support you ENL in your co-op. How do you support
15 your ENL and your Co-op Tech program?

16 GLENDA ESPERANCE: So, those mandates once again,
17 so the mandates, if you're under 21, the mandates
18 that hold true at your home school are still in
19 effect. And so, what will happen is that they'll
20 still receive their mandates at their home school but
21 when it's raised to us that these are students with
22 ENL, whenever possible having things in their home
23 language, depending on where they are. So, having
24 things translated in a home language. What we've
25 also found because of the communal feel of Co-op

1
2 Tech, many of the students who are well versed in one
3 language, they serve as like guides and so, they will
4 turn and talk and provide access like that through
5 conversation but they're definitely flagged and
6 earmarked so that we make sure that we're making the
7 work accessible. And another beauty of Co-op Tech is
8 that many of the work is hands on and so, you might
9 get a couple of documents here and there that you're
10 filling out but the work is hands on. Like the
11 teacher sets it up. Okay, now let's start doing the
12 work and for our English Language Learners, and you
13 know this is something that we raised. It's not
14 necessarily that they have a disability, the barrier
15 is the language. But if you give them access to the
16 tools as we mentioned earlier, we have some students
17 who come in over with an engineering background that
18 they had been doing that from young.

19 And so, being able to get work, we found that
20 many of them thrive because they've been asked to
21 show as opposed to writing in the English language,
22 which they have the capabilities of doing.

23 CHAIRPERSON JOSEPH: Yeah, because they come with
24 the set skills just trying to bring the skills over
25 to the new language. Your Pathway to Graduation,

1
2 let's talk about that a little bit. How many and
3 what percentage of your students enroll in the
4 Pathway to Graduation have IEPs?

5 GLENDA ESPERANCE: So, I can give you the overall
6 percentage and then Jackie will share what's done
7 with them.

8 So, our Jackie can do it all. You want to do it
9 all? Okay, so based on last year, our rural data
10 2021-2022, we had 29 students with disabilities.
11 Students classified as students with disabilities and
12 Jackie will share a little bit more insight of what's
13 done and how we are onboarding with the IEP process
14 and structures.

15 JACQUELINE JONES: So, when I came onboard, we
16 were under a cap review, the Pathways to Graduation.
17 So, prior to me coming onboard, I believe the first
18 year of 2019, the cap review first started, I do
19 recall from my research and coming on board and
20 getting apprised of where we were in that process, it
21 started in Brooklyn. There were probably three sites
22 that was a part of the pilot to get the cap review
23 moving.

24 The following year, 2020 of course you know COVID
25 hit but during that time though, that's when I joined

1
2 D79 and we began to expand a little bit by branching
3 off, working together with the state. We then opened
4 up you know each hub, our large hubs. We then you
5 know graduated to that point in which everybody there
6 had IEP implementation.

7 The following year, which was 2021-2022, what we
8 did, which I'm very excited to share, was we created
9 CACT teams in each of our boroughs and what we did
10 alongside with following the state expectations in
11 the beginning of the year from September to February,
12 we did a 50 percent expectation of all P2G students
13 having IEPs. And our goal, which we did meet, was by
14 the end of the 2021-2022 school year, we'll be at 100
15 percent of all students having IEPs implemented.

16 This school year, 2022-2023 is our very first
17 year in a full rollout with having a CECT, it's full
18 rollout in all our boroughs. And all students coming
19 in to Pathways to program are coming in with you know
20 expectations of having IEPs implemented.

21 CHAIRPERSON JOSEPH: In 2019, the State Education
22 issued a compliance insurance plan finding that the
23 DOE was violating students rights by requiring
24 students with IEP to waive the rights to Special
25 Education program services upon enrolling in the P2G

1
2 program. In this initial response, the DOE agreed to
3 provide certain related services to students in P2G
4 programs but maintain that the requirements of the
5 Individual Students with Disability Education Act
6 didn't apply to students who were enrolled in P2G
7 programs. Is the DOE currently holding annual IEP
8 meetings for students in P2G programs and
9 implementing their IEPs?

10 GLENDA ESPERANCE: Yes and that's the work that
11 Jackie just spoke about, was the in response to this,
12 I personally believe and I wasn't the one that hired
13 Jackie but I definitely believe that's why she was
14 brought on for her expertise. She comes with 30
15 years of experience in the D75 world but this was in
16 regards to Special Education and the importance of
17 not only writing the IEP correctly but also making
18 sure that it's being implemented with fidelity.

19 And so, she has led the work collaboratively with
20 a team of very strong special education specialists
21 of making sure one, that we're adhering to the cap
22 and then we're also doing a strategic and steady
23 rollout with the phases to ensure that the work that
24 we do benefits the academic and social outcomes of
25 our students.

1
2 CHAIRPERSON JOSEPH: Of course. What Special
3 Education programs and services are offered at each
4 P2G sites? What programs are available in other
5 schools that are not available in P2G programs?

6 JACQUELINE JONES: At our P2G sites Chair Joseph,
7 we are offering sets, as well as mandated counseling.
8 What is not offered are 15 to 1 classes but our class
9 sizes are also very small at our Pathways to
10 Graduation programs.

11 GLENDA ESPERANCE: And what's being offered at
12 the other programs versus there, is that like with
13 our YEBCs we do offer ICT and that's the 15 to 1 to 1
14 reference. So, at YEBC, JSK, Passages, East River
15 Academy, we do offer the ICT models.

16 CHAIRPERSON JOSEPH: What procedures to you
17 follow when you do not offer Special Education
18 programs, service mandated by a students IEP?

19 GLENDA ESPERANCE: We do RSA.

20 CHAIRPERSON JOSEPH: And do you have a D79 and
21 D75 partnership? How many students are currently
22 served by the D75 and P2TG partnership?

23 JACQUELINE JONES: Chair Joseph, currently we
24 have 55 students that are being served at this
25 partnership.

1
2 GLEENDA ESPERANCE: And we do have a strong
3 partnership with D75 and D79, not only on the level
4 of the school levels, we also have a strong
5 partnership with Ketler Louissant who is the
6 Superintendent of D75. And then we've also - and
7 Jackie and thank you, facilitated that partnership
8 where we literally brought the materials straight to
9 the teachers, so that they were aware. The goal is
10 to always one, make sure we're all on the same page
11 and then raise awareness.

12 CHAIRPERSON JOSEPH: And how does the New York
13 City public school publicize this partnership to
14 families? How do families find out about this
15 program?

16 JACQUELINE JONES: A lot of it, the principals,
17 you know do recommend to the families about the
18 partnership between D79 and D75. We may have a
19 student that - let me give you an idea of what the
20 partnership may actually look like. In some of our
21 programs, say we have the students are coming in,
22 they're getting their services from D75, related
23 services and they come with a paraprofessional. They
24 may come into our D79 program to be able to work
25 towards their GED.

1
2 A lot of this comes from principal
3 recommendations to the families. We also have our
4 referral centers that are also set up that can then
5 direct the families step by step. How they can also
6 integrate into our partnerships.

7 CHAIRPERSON JOSEPH: Thank you. How can families
8 and students apply to the specialized P2G program?
9 How do they apply?

10 GLENDA ESPERANCE: To apply to our P2G
11 programming is the same way we created hubs for adult
12 education, which is a direct replica of the family
13 welcome centers that are done for the K-12. We
14 created referral centers for Pathways to Graduation.
15 So, there's one in each borough and there's two in
16 Brooklyn. And so, they liaise with the counselors
17 and community members – the counselors at the home
18 high school so that it's a smooth transition.

19 CHAIRPERSON JOSEPH: Do you plan on expansion,
20 expanding this program? Do you plan on expanding
21 this program?

22 GLENDA ESPERANCE: Pathways to Graduation?

23 CHAIRPERSON JOSEPH: Yeah.

24 GLENDA ESPERANCE: Absolutely. Absolutely and
25 that's been part of those conversations that we've

1
2 been having with the community stakeholders as well
3 as with superintendents, of the need to not only –
4 like we definitely and this is part of the work that
5 we're already doing with you in District 17. Not
6 only looking at the over 21 population, but also
7 looking at our under 21 population and I know we've
8 already started conversations about maybe even having
9 a hub in 17 to see how that model works as well. If
10 there's a hub and then the partnership with the
11 elected official and the superintendent, how do we
12 uhm, increase awareness and our outcome?

13 So, we're really looking forward to this pilot
14 work that we're going to do this year because it will
15 definitely be a model of what can be replicated
16 across the city.

17 JACQUELINE JONES: And if I may add Chair Joseph,
18 just two weeks ago, myself and the Special Education
19 team had a meeting with all of the D75 principals,
20 again sharing with them all of the opportunities that
21 they have partnering with D79 and giving the students
22 there opportunities to go towards their GED.

23 GLENDA ESPERANCE: And it was well attended.

24 JACQUELINE JONES: Very well attended.

25

1
2 CHAIRPERSON JOSEPH: One of the things I know I
3 hear from D75, there's no transition plan in place
4 for our students once they stop. We want to make
5 sure that's also afforded to them as well.

6 What language support do you provide for students
7 in P2G whose learning English?

8 GLENDA ESPERANCE: So, the language supports that
9 we provide are similar with those of what we do for
10 Adult Education because it's still that pathway of
11 high school equivalency. So, we definitely make sure
12 that we have resources that are translated into
13 languages that are accessible for the student and in
14 the opportunity that we can't translate the items, we
15 are strengthening our partnership with the work of
16 the M- the Multi-language learners department in New
17 York City public schools. And so, we've already
18 partnered with them. We have partnered with a
19 consultant company that's used by New York City
20 public school support ed and their work is researched
21 based and grounded in a text that many of the
22 founders worked. And so, the goal is to build the
23 capacity of our teachers. Make sure that the
24 resources that they're being provided with are vetted

1
2 and we're really particular in making sure that the
3 curriculum is adult friendly.

4 In many cases, what you'll find is that even
5 though – because our average age for our Pathways to
6 Graduation is 19. And so, it might come in 19 but it
7 might be functioning on the 3rd or 4th grade level.

8 We want to be continent that we're providing is
9 relative to their age bracket. And so, that's the
10 work that's being done right now to ensure that the
11 supports are there. And we're intentional when we
12 provide our supports that we dispel some preconceived
13 notions in some places that what you do for the
14 students with disabilities can just be transferred
15 for the students who are classified as MLL's or EL's.

16 We definitely always make sure that we clarify
17 that because I cannot speak English, doesn't mean
18 that I have a disability. It just means that I need
19 access to the materials in a different way. And so,
20 we're intentional of visiting our math classes in
21 particular, to make sure that they're not being
22 stifled or a low-level material is not being produced
23 to them simply because they don't have access to the
24 language and we found in lifting that and making
25 teachers, as well as principals aware of that, in one

1
2 of the classrooms that I visited, a plan that was
3 intended to go the whole year became something that
4 was done in a month and the students started moving a
5 little bit further. So, that's the work.

6 CHAIRPERSON JOSEPH: Good, thank you. Earlier,
7 you talked your dyslexia program. When do you plan
8 on rolling that out?

9 ANNETTE KNOX: In Adult Education as well as and
10 Jackie will tell you about the D79 piece. We've had
11 our initial meetings. As a matter fact, we're having
12 a meeting next week. We've identified the school
13 that we're going to be piloting the program in and
14 over the summer, we'll be doing professional
15 development for staff that will be selected to
16 participate in the program. And the roll out time is
17 slated for September.

18 CHAIRPERSON JOSEPH: In September of this year,
19 thank you. And how are you recruiting the educators
20 to do this kind of work?

21 ANNETTE KNOX: We're going to be working with the
22 - what is it Jackie, the Department of uhm?

23 JACQUELINE JONES: So, I mean, it's the dyslexia
24 department but that's coming from the Department of
25 Education.

1
2 ANNETTE KNOX: Yeah, there are two departments
3 that we're working with and they are going to help us
4 to identify teachers for the program and they are
5 going to give us additional funds by giving us,
6 providing staff to us to provide the services. They
7 are going to train the people and bring the staff
8 into us. And this is what I was talking about
9 earlier, being able to partner with K12, so that we
10 can bring new services that we don't currently have
11 in adult education and D79 in to enhance the services
12 we are able to provide a lot sooner.

13 CHAIRPERSON JOSEPH: Do you have literacy coaches
14 on staff?

15 ANNETTE KNOX: Literacy coaches, no.

16 GLENDA ESPERANCE: We don't have literacy coaches
17 but what we have for our adult education, we have
18 instructional facilitators and what Annette spoke
19 about was being cognizant of making sure that that
20 one instructional facilitator was designated for
21 literacy and somebody that was designated for math.
22 But one thing that we also made sure is that there
23 was someone at all the programs across D79 that was —
24 because in the past, we want to make sure that
25 somebody is designated for each content area as well

1
2 as for ESL, ENL, our students with disabilities, our
3 transition, so we want somebody on every team, in
4 every program designated for that work.

5 So, with the dyslexia partnership, just to kind
6 of lean in a little bit more about that. What we did
7 was we definitely, we first partnered and talked
8 about the potential collaboration and then we did
9 site visits and with the site visits that Annette and
10 Jackie led, the goal was to just do an assessment of
11 the district needs, not only of the students but in
12 regards to building the capacity of those teachers.
13 Because this is a pilot, we want to make sure that
14 everybody is onboard, so that they're receptive to
15 the training and that it's done with fidelity.

16 Once we - we're actually in a phase where we're
17 identifying the sites for the pilot and we're
18 creating a plan on what training is going to look
19 like for the teachers and then what the materials and
20 resources that will be there to be provided for the
21 students but in addition to dyslexia because we
22 definitely recognize that dyslexia is a disability
23 that many of our students face, we're also as we're
24 screening for dyslexia, identifying keeping track of
25 any other hindrance and boundaries that might be

1
2 there because we want to make sure at the end of the
3 day if we know that we work with the most vulnerable
4 students and they come from different levels, it is
5 our role and our responsibility to ensure that we're
6 meeting them where they need to be.

7 CHAIRPERSON JOSEPH: In terms of dyslexia, we
8 hear a lot and research has said in most of the
9 inmates at Rikers Island is due to dyslexia. So,
10 will there be screening at academy, East River
11 Academy, students in Passage Academy, and all of the
12 students involved in the justice system? Will there
13 be screening available for them as well?

14 JACQUELINE JONES: Yes, Chair Joseph as the pilot
15 program, as Annette spoke about for the adult ed with
16 regards to the under 21, ERA and passages are the two
17 sites and the two programs that we'll be doing the
18 screening for dyslexia.

19 GLENDA ESPERANCE: And we're doing both Passages,
20 correct?

21 JACQUELINE JONES: Yes, we're doing both
22 Passages.

23 GLENDA ESPERANCE: We wanted to make sure both
24 Passages were being imputed.

1
2 CHAIRPERSON JOSEPH: Because that is a game
3 changer. How does New York City public school
4 coordinate with ACS? Division of Youth and Family
5 Justice, Office of Youth and Family Development to
6 provide educational services to students? Please
7 describe the rules and responsibilities of each of
8 the agencies in partnership in working with your
9 office.

10 GLENDA ESPERANCE: So, with regards to Passages
11 Academy, ACS is the lead agency that determines
12 movement of the students and when you speak of East
13 River Academy, that's the DOC. But we - and so, the
14 goal is - not the goal. We always, like I said, you
15 know I spoke about it but with regards to coherence
16 and collaboration.

17 CHAIRPERSON JOSEPH: Correct.

18 GLENDA ESPERANCE: And so, on a daily basis, both
19 agencies engage with the teachers and staff that's on
20 that ground level but in addition to that, there are
21 weekly meetings that are held with leadership on the
22 school level and a deputy will sit in. A deputy or
23 an executive director will sit in on those calls to
24 have conversation for that building space.

1
2 And then on a monthly basis, or even whenever is
3 necessary, I meet with the Deputy Commissioner of
4 each agency that's overseeing the program overall.
5 And the goal of every meeting is just to make sure
6 that we're all on the same page. That we all are
7 clear on each other's intentions and we're doing what
8 we need to do collaboratively to move and increase
9 the student – to increase student achievement
10 outcomes in those spaces. The one thing that we
11 found with having this dynamic and this set up for
12 these meetings is that the lines of communications
13 have been open and that they are ongoing and they're
14 consistent.

15 And so, everybody knows who everyone is and
16 that's led to great conversations and just a space
17 that we can share our perspective and move forward
18 with.

19 CHAIRPERSON JOSEPH: And is there plans in place
20 for each of these students as to what the outcome
21 would look like?

22 GLENDA ESPERANCE: So, with regards to these
23 students and that's what I just want to share again,
24 with regards to the students, that's why we invested
25 in a transition point. Like, there was always a

1 transition person at East River Academy but we've
2 also made sure that there's one at the Passages level
3 as well, so that when the students come in, there's
4 this constant uhm - there's a first conversation and
5 orientation about what is your plan and then there is
6 a constant communication between the transition
7 point, not only with the student but also the home
8 school. In some cases, students return back.

9
10 CHAIRPERSON JOSEPH: Correct.

11 GLENDA ESPERANCE: And so, we also want to make
12 sure that when you return back to your home school,
13 that that transition is smooth as well. We've even
14 had some situations and when we really try to build
15 on our collaboration, that we've had representatives
16 from the home schools come in and be a part of
17 graduation because we want to make sure that even
18 though; and what I like to say is a moment doesn't
19 define your destiny. And so, we want to make sure
20 that okay, this is what happened but how do we
21 continue moving on and progress because the goal is
22 to get you back in society and doing what you have to
23 do.

24 CHAIRPERSON JOSEPH: Absolutely and your - this
25 is a twofold question in your under 21, how many

1
2 students in foster care are you serving and over 21,
3 how many are you serving students in foster care?

4 GLENDA ESPERANCE: So, I think in over 21, they
5 wouldn't still be classified and I can find more
6 information. I don't think they track that foster
7 care - I'm not sure, we can find out but I know that
8 they don't - I don't believe we track because that
9 information is voluntary. But for our under 21, we
10 do have those numbers because I know I saw it. Hold
11 on, I know I saw it.

12 I have the information, it's just trying to - I
13 know it's here, give me just one second. Okay, you
14 have it? Just give me one second. Oh, I have it.
15 As of March 2023, 146 District 79 students were in
16 foster care.

17 CHAIRPERSON JOSEPH: And what type of support D79
18 provides for these students?

19 GLENDA ESPERANCE: So, with regards to the
20 support that we provide and Jackie touched on it
21 earlier, by definition, what we do in D79 because we
22 know that we're serving the most vulnerable
23 population that come in for second chances. The
24 minute someone comes in, we always make sure that
25 there's a counselor or a social worker that's there

1
2 to address their needs. With regards to our foster
3 care students, we definitely make sure that they're
4 provided with extra resources, whether it be more
5 touches with the guidance counselor, any type of
6 referral services, or any type of waivers that are
7 needed regarding costs of material items or like if
8 they're applying for like colleges and stuff like
9 that or we always make sure that anything that could
10 be subsidized, that we do that for them on a district
11 level and in addition to that, I know that there was
12 uhm, I think there may be one or two of them that are
13 part of our advisory group, where they spoke about
14 the fact of, you know what, can you make workshops
15 for us that's on adulting?

16 Because at the end of the day, we don't have
17 someone at home. Like we don't have a parent that
18 can come to this workshop. How can you create
19 workshops that are just targeted around being an
20 adult? And so, we've already seen in one of our
21 schools who have piloted it, JSK of having adulting
22 workshops and we want to take that and replicate that
23 throughout other programs.

24 CHAIRPERSON JOSEPH: Please do, please do. Yeah,
25 that's important. So, extra resources, referral

1
2 waivers and workshop. Once they age out sometimes we
3 forget but we support them in a program called Fair
4 Futures, that the Council funds up until the age of
5 26.

6 GLENDA ESPERANCE: And so, once again and I know
7 I feel that I'm begging but any resources that you
8 have, we are willing and ready to partner and as you
9 said, you've seen that, you've shared that that you
10 go up into 26. What we could do for our Adult Ed
11 that fall between that 21 and 26, that's something
12 that we can offer to them. So, it's great to hear.

13 CHAIRPERSON JOSEPH: We'll make sure we get the
14 information. That's a unique population for me.
15 Yeah, and in college, in college entrance and their
16 whole trajectory.

17 Do you work with any foster care agencies? The
18 one's that are under 21? Do you work with any foster
19 care agency, ACS?

20 GLENDA ESPERANCE: We work with ACS but we don't
21 work with any particular agency directly but we work
22 with ACS overall. But one thing that we also have
23 done for our students who may not be in foster care,
24 I've already extended and reached out to them
25 virtually for the ACS component that deals with

1
2 prevention. Where how do we have those parents who
3 might be on the cusp of just really needing resources
4 that we can prevent the foster care part even
5 happening.

6 How do we make sure that we give our parents
7 those tools for parent workshops and family
8 counseling, so that we can address some concerns
9 prior to it getting to that point of foster care?

10 CHAIRPERSON JOSEPH: Before the child end the
11 care and sometimes it's something simple, it's
12 poverty. Sometimes it's poverty that leads parents
13 and their children into foster care and they lose
14 their children into foster care and transportation is
15 provided for them and all of that. I just want to
16 make sure. I just want to make sure.

17 GLENDA ESPERANCE: Yeah, okay.

18 CHAIRPERSON JOSEPH: How is JSK different from
19 any other New York City public school, transfer
20 schools that are not in D79? Talk to me about that
21 program and how unique it is.

22 GLENDA ESPERANCE: So, the beauty and it really
23 is a beautiful program led by a principal that I
24 think would do the work for free but I can't take his
25 salary away and I know he likes it. So, part of the

1
2 work, the JSK model is that it literally has two
3 pathways. So, that's a transfer school that the
4 students can either leave with a high school
5 equivalency or with a diploma. And the way the
6 transfer school is modeled, it's always attached to a
7 co-op tech piece. And so, the students come in and
8 gain instruction, so that they could meet the needs
9 of their high school equivalency requirement or the
10 high school diploma. And in addition to that, they
11 have CTE programming. So, you're doing the college
12 and career as well as the high school diploma
13 simultaneously.

14 But what you'll also find that's unique about the
15 JSK model is that there's a strong partnership with
16 the CBOs to ensure that the students are receiving
17 wrap around services as well as any type of
18 therapeutic or social emotional learning that needs
19 to be there as well. So, I think with intimate - I
20 actually visited JSK. When I spoke to the students,
21 they said that everybody knows your name here. It's
22 almost like Cheers. Everybody knows your name and
23 that when they wake up in the morning, they get a
24 text saying good morning. Happy that you're here.
25 Happy to see you're on the way and the students said

1
2 that makes a difference. That they feel well known,
3 they feel well cared for and that anyone in that
4 building is there willing and ready to help.

5 So, between the principal and the AP, they do a
6 phenomenal job, the AP's because we have multiple
7 sites. They do a phenomenal job with making sure our
8 students feel well cared for and we take students
9 from the whole gamut, youth involved and everything.

10 CHAIRPERSON JOSEPH: Thank you for that. You
11 said they get two pathways. What are the numbers on
12 the pathways? How many students attend the school
13 and what are the numbers in the two different
14 pathways?

15 GLENDA ESPERANCE: So, the Pathways, so I will
16 share with this, the number in school right, oh, I'm
17 in the wrong place. Hold on a second. Currently, we
18 have 200 well this is from last year. We have 263
19 students what were enrolled and just keep and being
20 mindful of, so of those students 260, 86 were on the
21 high school track and 14 - 86 percent was on a high
22 school track and 14 percent was at the HSC.

23 In addition to that, sometimes with regards to
24 their instruction it's interrupted because these are
25 students who might already be youth justice involved

1 but on the other side, not in a secured setting. So,
2 with regards to that, the number of attainment, we
3 look at the six-year graduation cohort. We had 60
4 percent graduates in 2021-2022 and 50 percent had
5 Regents diploma's. Am I reading this right? No, I'm
6 sorry. Yeah, and then we had nine with - so, we had
7 60 percent that graduated. Of the 60 percent
8 Regents, 50 percent had a regents diploma and 9
9 percent had - well, it probably would be 10 percent
10 had local diplomas.

12 CHAIRPERSON JOSEPH: And students with local
13 diplomas, what's the next step for them? How do you
14 support them?

15 GLENDA ESPERANCE: So, the students with local
16 diplomas, what we do is we did priority access for
17 our students at JSK to Co-op Tech. And so, the goal
18 is that we know they're on the local diploma track to
19 make sure, even though we offer CTE to everyone
20 that's in JSK, making sure that those students are
21 leaving with certifications or at least trades and
22 skills underneath their belt, so that they're able to
23 go and provide for themselves.

24 CHAIRPERSON JOSEPH: Absolutely.

25

1
2 GLEENDA ESPERANCE: And we allow them to stay and
3 do internships at the site as well.

4 CHAIRPERSON JOSEPH: I was about to ask about
5 internships.

6 GLEENDA ESPERANCE: Okay, yeah.

7 CHAIRPERSON JOSEPH: Yeah, because if given them
8 a local diploma, we know what that means but we want
9 to make sure that we provide the support and the
10 training for them to succeed. Ms. Annette?

11 GLEENDA ESPERANCE: She's agreeing.

12 CHAIRPERSON JOSEPH: She's agreeing.

13 GLEENDA ESPERANCE: She's agreeing, yeah, she's
14 agreeing.

15 CHAIRPERSON JOSEPH: What would you do
16 differently?

17 ANNETTE KNOX: What would I do differently for
18 those students?

19 CHAIRPERSON JOSEPH: Hmm, hmm.

20 ANNETTE KNOX: Once that after they complete and
21 they do their internship, what I would like to do is
22 I would like to see those students have a pathway to
23 some of the jobs in New York City that they can use
24 those skills on and one of the things that I'm most
25 interested in, is us being able to partner with the

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2 Mayor's project that he has for our children being
3 able to move into those jobs. When I move around New
4 York City and I see all the things that are
5 happening. I see all the things and I know that our
6 students could do with those skills. We make movies
7 in New York City. There are 100 different jobs out
8 there on a movie set when you walk down the streets
9 of New York City.

10 CHAIRPERSON JOSEPH: Yes, there is.

11 ANNETTE KNOX: There are 100 different jobs out
12 there. Plumbers making excellent money. When the
13 plumber comes in my house, I hold my head because I
14 have to pay him to come in and then I have to pay him
15 for his time there. These are the kinds of jobs that
16 we need to encourage our students who have skills
17 that want to work with their hands and with their
18 brains because these jobs are highly skilled. So, we
19 want to create pathways between our students at 21
20 when they're coming out of our programs, out of the
21 D79 programs. We want to make sure that we can move
22 them right into the jobs in New York City.

23 So, what we need now is to partner with the
24 unions around in New York City, so that our students
25 can get in those unions because sometimes it takes

1
2 ten years to get a book but we need to create
3 partnerships that says we're giving our children an
4 opportunity to get in the door.

5 CHAIRPERSON JOSEPH: The New York City kids have
6 first priority. So, still partnering up with one
7 labor union and create that pipeline.

8 GLENDA ESPERANCE: So, I will add on to what
9 Annette said, that we do have some preliminary
10 partnerships with Co-op Tech but to her point,
11 there's so many more that we can do and there's so
12 many opportunities and acknowledging that if I choose
13 not to be adopted, there's nothing left in that. I
14 too, you shake your head, I hide my purse when it
15 comes because - but those are skills that are
16 necessarily needed. And so, those are some of the
17 programs that we have at Co-op Tech that we want to
18 replicate throughout the city as well knowing that
19 you know just providing access no matter what borough
20 you're in, you still have access to these spaces.
21 And so, that's the work, definitely echoing her
22 sentiments.

23 CHAIRPERSON JOSEPH: I certainly agree. Ms.
24 Jones, I wanted to ask you a quick question about
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1
2 social emotional learning. Is that also embedded in
3 the curriculum as well?

4 JACQUELINE JONES: Yes. What we started to do
5 when we first began to share the social emotional
6 piece with our district, we created social emotional
7 entries into different content areas. So, we
8 actually embedded in math, social studies,
9 everything, how to now embed social emotional
10 learning into these curricular pieces.

11 What's also an expectation, which we also did was
12 every class throughout the entire district and you
13 can see it when you walk into any building, that
14 social emotional, they begin the day with a social
15 emotional activity. So, besides embedding this into
16 the curricula, we embedded into the culture you know
17 of everyone of our sites. That's been the work you
18 know and that's been the push.

19 CHAIRPERSON JOSEPH: And it's also been
20 culturally relevant for students, because you're
21 serving a huge immigrant population. It has to be
22 culturally relevant.

23 JACQUELINE JONES: Yes, absolutely. I just
24 attended and it was interesting, I just attended one
25 of the adult ed programs in Mid-Manhattan for the

1
2 women's month of March. It was and I can just say to
3 give the principal there amazing kudos, it was
4 amazing because what we did, we had flags from every
5 one of the countries represented in our Mid-Manhattan
6 program. So, yes, the social emotional piece is
7 culturally relevant. We made sure because we did not
8 want to miss anything. So, we made sure that the
9 students had a voice in what we're putting together
10 and we went on Amazon and they were looking for every
11 flag possible to make sure that every student who was
12 represented there, so absolutely. The cultural piece
13 is an importance piece for the social emotional
14 piece.

15 CHAIRPERSON JOSEPH: Absolutely. Absolutely, if
16 you're not doing that, you're not reaching the
17 population you want to reach.

18 JACQUELINE JONES: Yes, absolutely.

19 CHAIRPERSON JOSEPH: I think for me, that's it.
20 I will send homework over to you. Remember I was an
21 educator for 22 years before I sat in this seat, so
22 Ms. Joseph is still here. She didn't go anywhere.
23 That's the way I lead from.

24 So, I will yell and kick for New York City
25 students, making sure they have the resources for

1
2 them to thrive whether they're old and young and
3 particular heartbeat for foster students.

4 GLENDA ESPERANCE: And we thank you for your time
5 today. Thank you for your partnership throughout our
6 time here at the Administrators. Ex-Chair Treyger
7 has really been a champion for adult education in D79
8 and now knowing that you are now leading this work
9 for the Ed Chair, for being the Chair right now and
10 the work that we did from day one. Like day one,
11 when we took over and you know I ask, I said, "who do
12 we speak to first?" We were directed directly to you
13 and from August until now, you have definitely been
14 in community leading, guiding, giving suggestions.
15 Because not only are you advocating for the work in
16 this space, but as you said, Ms. Joseph is still here
17 and as luck would have it, like I said two weeks ago,
18 you were like what happened at PS6. And knowing how
19 you were able to get 500 as a teacher.

20 We are so excited about what's going to happen at
21 this level at that district and how we can replicate
22 it throughout. So, we just want to thank you for
23 your time and space and your commitment to this work.
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2 CHAIRPERSON JOSEPH: Thank you so much. Ms.
3 Annette, you'll be seeing me again. Have a great
4 evening.

5 ANNETTE KNOX: I'll be happy to see you again and
6 I look forward to the collaboration and the work that
7 we're going to be doing together.

8 CHAIRPERSON JOSEPH: Absolutely. Thank you.

9 PANEL: Thank you very much.

10 COMMITTEE COUNSEL: Thank you so much to New York
11 City public schools for your testimony. We will now
12 turn to public testimony. We will be limiting public
13 testimony today to three minutes each. For in person
14 panelists, please come up to the table once your name
15 has been called and for virtual panelists, once your
16 name is called, a member of our staff will unmute you
17 and the Sergeant at Arms will set the timer and give
18 you the go ahead to begin. Please wait for the
19 Sergeant to announce that you may begin before
20 delivering your testimony. If there's anybody in the
21 room who wishes to testify, please make their way to
22 the Sergeant at Arms to the front and if there's
23 anybody on Zoom who wishes to testify, please use the
24 raise hand feature.

25 No one in the room and no hand raised.

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COMMITTEE ON EDUCATION

CHAIRPERSON JOSEPH: And this Education Hearing
is adjourned. [GAVEL]

C E R T I F I C A T E

World Wide Dictation certifies that the foregoing transcript is a true and accurate record of the proceedings. We further certify that there is no relation to any of the parties to this action by blood or marriage, and that there is interest in the outcome of this matter.



Date APRIL 29, 2023