

**Testimony of NYC Department of Education  
on the Mayor's Fiscal Year 2019 Preliminary Budget**

Before the City Council Committee on Education

March 23, 2018

Good afternoon Chair Treyger and all the members of the Education Committee here today. My name is Dr. Dorita Gibson, senior deputy chancellor at the New York City Department of Education (DOE). Here with me this afternoon are Ursulina Ramirez, DOE chief of staff and chief operating officer, Ray Orlando, DOE chief financial officer, and Elizabeth Rose, deputy chancellor for operations. Thank you for the opportunity to testify on Mayor de Blasio's Fiscal Year 2019 Preliminary Budget as it relates to the DOE.

As you are aware, Chancellor Fariña will be retiring at the end of the month, and we are grateful for her 52 years of service. Under Chancellor Fariña's leadership, we brought a new era of communication, collaboration, and celebration to the nation's largest school system. Together, we channeled our energy into improving instruction and putting all students on a path to achieving their dreams. It is not easy to advance a school system as large as ours, but we have made notable progress. Last year's graduation rate, 74.3 percent, is the highest it has ever been, while our dropout rate, 7.8 percent, is the lowest it has ever been. New York City's students also outperformed the rest of the State in ELA exams for the second time in a row, and our overall improvement outpaced the rest of the State in both ELA and Math. Additionally, a record number of students are taking and passing Advanced Placement (AP) exams and are ready to attend college.

The Administration's Equity and Excellence for All agenda will continue to build on our progress, ensuring that, by 2026, 80 percent of students will graduate high school on time and two-thirds of graduates will be college-ready. Through Equity and Excellence for All, we are addressing our students' academic, social, and emotional needs, and building a pathway to success in college and careers for all students. There are over 1,150 schools with at least one Equity and Excellence for All initiative this year—this number has continued to grow over the course of the year.

Our schools are starting to educate children earlier—with free, full-day, high-quality education for three-year-olds and four-year-olds through **3-K for All** and **Pre-K for All**. This school year, approximately 69,500 children are enrolled in free, full-day, high-quality pre-K—more than three times the number of kids enrolled before the expansion. The Administration's 3-K for All initiative, launched last September in the South Bronx's District 7 and Brownsville's District 23, is building on the success of Pre-K for All, and providing NYC children a continuum of early care and education. The preliminary budget includes funding to increase the number of districts that 3-K will come to this fall and next, from two to four in both years. This expansion will create 3,166 new seats, bringing the City's total commitment to approximately 19,000 seats in 12 districts over the next four years.

As part of the larger effort to strengthen birth-to-five care and education across the City, EarlyLearn programs are transitioning from ACS to management by DOE by early 2019. This transition is being led by ACS and DOE, with engagement with other city agencies, as well as providers, early



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childhood care and education experts. Creating a unified birth-to-five early care and education system will benefit children, families, and providers.

Beyond 3-K for All and Pre-K for All, our schools are strengthening foundational skills and instruction earlier. We know that literacy undergirds all future academic success, and through our **Universal Literacy** initiative, we are working to have all students reading on grade level by the end of second grade. To support this effort, we have over 240 reading coaches currently working in over 300 elementary schools across 14 districts, including all districts in the Bronx. We are on track to bring Universal Literacy to all 32 districts this fall. This literacy support will be a game-changer for our students.

Through **Algebra for All**, approximately 900 teachers across 357 elementary, middle, and high schools have received training to strengthen their math instruction. Our goal is to give all eighth graders access to algebra and have them complete algebra no later than ninth grade.

We are also offering students more challenging, hands-on, college- and career-aligned coursework. Our **AP for All** initiative has brought new AP courses to 152 high schools this year, including 60 that offered no AP courses before. Last year, we saw a record-high number of students who took and passed at least one AP exam. Overall AP participation continues to increase at a higher rate among Black and Hispanic students: specifically, 13.2 percent more Hispanic students and 8.9 percent more Black students took at least one AP exam in 2017 than in the previous year. This initiative will eventually ensure that every high school student has access to at least five AP classes.

Through our **Computer Science for All** initiative, we are aiming to bring computer science to every elementary, middle, and high school by 2025. We are already seeing progress through this initiative—last year, the number of students taking an AP Computer Science exam tripled, and the number of students passing an AP Computer Science exam quadrupled.

We are also providing additional support to students and families on the path to college through our **College Access for All** initiative. By the 2018–2019 school year, every middle school student will have the opportunity to visit a college campus and every high school student will have the resources and supports at their high school to graduate with an individual college and career plan. Under this initiative, we have eliminated the CUNY college application fee for low-income students. We are having our second SAT School Day, when all high school juniors are able to take the SAT during the school day free of charge, on April 24. Because of this program, we had the highest-ever number of high school juniors taking the SAT last year—61,800 students, a 51 percent increase from the year before.

Additionally, across the Renewal Schools program, we have seen encouraging results. ELA and Math scores have increased by 10 and 4 percentage points respectively, the graduation rate has increased by 13 percentage points, attendance has increased by 4 percentage points, and chronic absenteeism has decreased by 11 percentage points. Renewal Schools have also seen significant improvements in school climate, teacher retention, and classroom instruction. As a result, 21 Renewal Schools that have seen strong and steady gains have been designated as Rise Schools, marking the beginning of



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their transition out of the Renewal Schools program. Many of the schools continuing in the program are on an upward path, and we expect many more of them to become Rise schools in the near future.

The City Council has truly been a partner in this work, and I would like to thank Speaker Johnson, Chair Treyger, and all the members of the City Council for your continued leadership and partnership on behalf of our 1.1 million students.

In collaboration with the City Council, we launched Free School Lunch for All this school year. Under this initiative, we are serving lunch to students at no charge to ensure that they all have access to a healthy meal during the school day. As a result, on average we are serving 25,000 more lunches each day this school year when compared to the same period last year.

Generous funding from the City Council has enabled us to provide additional programming for students and supports for schools. Through Council funding, for instance, we are offering intensive restorative justice programming in 25 schools, and provide schools with LGBT curricular resources. City Council funding is also helping us build on our investments in culturally responsive education. Our Social Studies Scope and Sequence and *Passport to Social Studies* curriculum include multiple perspectives and learning about African, Latino, Asian, Middle Eastern, and Native heritage people as well as about gender, LGBT, and religious history topics. Thanks to City Council funding, we are also providing 450 additional teachers with cultural responsive training this school year in partnership with NYU Critically Conscious Educators Rising and Border Crossers.

Supporting our lesbian, gay, bisexual, and transgender students, families, and staff is critical to our mission of equity and excellence. This year, we expanded our work with gender and sexuality alliances (GSAs). The first-ever citywide GSA Summit was held in January 2018 with over 600 students and GSA advisors in attendance. In addition, our partnership with The Trevor Project will provide four Train-the-Trainer workshops to school-based staff on recognizing the signs of suicidal ideation. We have also hired a licensed social worker centrally to focus on family support for vulnerable populations, including LGBT students.

We believe that all students benefit from diverse and inclusive classrooms. Our work to address segregation and make schools more reflective of the diversity of New York City is critical to the success of our broader agenda. Last year, we released the first citywide school diversity plan. Building on this plan, we were excited to announce our first-ever district-wide school diversity plan in Manhattan's District 1 this fall, and have launched a diversity working group in Brooklyn's District 15, with the aim of announcing a District 15 middle school diversity plan by the end of this school year. Our citywide School Diversity Advisory Group has also kicked off and is hosting town halls in all five boroughs—starting in the Bronx earlier this month—to solicit more ideas and feedback on our ongoing work.

Career and Technical Education (CTE) programs are also a key part of our strategy to put students on the path to college and careers. CTE programs provide students with a comprehensive educational experience that includes a strong academic foundation, experiential opportunities in the workforce, and the development of industry-validated skills. Over the last two years through next year, we are launching 40 new high-quality CTE programs across the City guided by labor market demand. For



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the second year in a row, City Council funding has enabled us to significantly expand and strengthen work-based learning opportunities, including paid internships for students enrolled in CTE programs. Last year, we implemented new initiatives to support the academic, social, and emotional needs of students living in temporary housing. We hired social workers for schools with the highest concentrations of students in shelter, implemented literacy programs in shelters, and provided school-based health services. Additionally, we are providing yellow bus service to their home schools for students in grades K–6 who reside in a Department of Homeless Services shelter.

We remain committed to improving educational opportunities for all English language learners and ensuring that they have access to rigorous instruction and the full range of DOE's educational opportunities within the DOE. We currently have over 500 bilingual programs across every borough. Last September, we opened the first-ever bilingual program in Urdu in District 22 in Brooklyn, and expanded Bengali bilingual programs at elementary and high schools.

Our commitment to meeting the individual needs of our students with disabilities remains a core priority. This year, we have continued to grow our Autism Spectrum Disorder (ASD) Nest, ASD Horizon, and Bilingual Special Education programs. We opened new ASD Nest and Horizon programs in seven schools and 28 new sections (or classes) citywide, and we established 29 new sections of Bilingual Special Education programs across five new districts. In addition, *Collaborative School Communities*, an initiative to strengthen partnerships and inclusion practices across co-located District 75 and District 1-32 schools, expanded from 14 to 34 school pairs, with participation in every district. As a part of the City's OneNYC plan, the DOE has opened our first two Transition and College Access Centers in Brooklyn and the Bronx, with plans to expand to every borough in order to broaden supports for students' transition to college, career, and independent living.

None of our instructional work can achieve its potential without a strong partnership between families and schools; that is why family engagement has been a central priority. We are pleased that our increased emphasis on parent engagement has resulted in significantly more parents attending parent-teacher conferences and participating in parent groups. In addition, we have offered more skill development opportunities for parent leaders and encouraged more parents to take on leadership roles in education councils, PA/PTAs, and in Community Schools.

As part of our commitment to engage our diverse families, we have significantly expanded and improved language access services for the nearly 40 percent of parents who speak a language other than English at home. Improvements include hiring nine new full-time field Language Access Coordinators to oversee services in schools, expanding services to Community and Citywide Education Councils, and giving schools direct 24-hour access to over-the-phone interpretation in over 200 languages. These efforts have led to an almost 70 percent increase in schools' requests for over-the-phone interpreters this year. We will continue to build upon these positive steps to keep our parents engaged and informed.

We are also making investments to ensure that all students have access to high-quality physical and arts education. Through our PE Works initiative, all schools have completed needs assessments and individualized PE action plans, and we have hired almost 300 additional certified PE teachers for





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elementary schools that did not have one. We are also investing \$23 million annually to support arts education and have the highest number of arts teachers in recent history.

The Mayor's preliminary FY2019 budget for our schools builds on this Administration's progress, and continues the historic investments made in previous years to ensure that students have access to rigorous instruction and non-academic supports to boost achievement, and makes additional targeted investments in our schools.

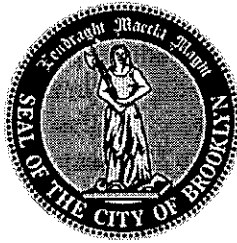
The DOE's FY 2019 Preliminary Budget of approximately \$32.5 billion includes \$25.6 billion in operating funds and another \$6.9 billion in education-related pension and debt service funds. Our funding is a combination of City, State, and federal dollars, with City tax levy dollars making up the largest share at 57 percent, State dollars at 37 percent, and federal dollars at 6 percent.

In addition to the Administration's major preliminary budget investment in 3-K for All, the Mayor's budget includes funding to support new anti-bullying initiatives, including ways to support families in reporting bullying incidents, mental health first aid training and community workshops, anti-bias and anti-bullying training for staff, increased bullying protections for students, and funding for student-led clubs that promote diversity and equity. We are also targeting supports for 300 schools across the City with high rates of incidents and bullying, and we will be expanding our District 18 restorative justice pilot to Districts 5 in Manhattan, 12 in the Bronx, and 16 in Brooklyn. Providing students with safe, nurturing learning environments is at the heart of our Equity and Excellence for All agenda, and these investments will build on initiatives such as Single Shepherd and Community Schools to help students succeed academically, socially, and emotionally.

Non-profit organizations play a vital role in our students' lives, bringing a wealth of resources to our classrooms and schools. We deeply value these partnerships, and are delighted that the preliminary budget includes funding to waive extended use fees to eligible non-profits. This will enable these organizations to continue to access school facilities for programming and events that improve student achievement and enrich school experiences.

Since 2009, the State has not met its court-ordered obligations under the Campaign for Fiscal Equity (CFE) lawsuit. In this school year alone, New York City public school students have been shortchanged \$1.6 billion in State education funds. We have, nonetheless, raised the citywide average Fair Student Funding (FSF) level from 88 percent to 91 percent. In addition, we are funding Renewal and Community Schools at 100 percent of their FSF level and no school in the City is below 87 percent. We are committed to reaching 100 percent for all schools, but we can only achieve this goal if the State keeps its commitment to fulfill the CFE settlement.

While we are confident that we are headed in the right direction and are excited to build upon Chancellor Fariña's legacy as we welcome incoming Chancellor Richard A. Carranza on April 2, we know there is more hard work ahead. We look forward to our continued partnership with you and our educators and families. I thank you for your time and we will be happy to answer any questions you may have.



**Testimony of Brooklyn Borough President Eric L. Adams  
New York City Council Committee on Education  
March 23, 2018**

Good morning Chair Treyger and members of the City Council Committee on Education. Thank you for the opportunity to submit written testimony to the Committee on New York City's Fiscal Year 2019 Budget (FY19).

As the representative of more than 2.6 million Brooklynites, I am acutely aware of the challenges facing our education system. Maintaining a system that serves 1.1 million students from diverse backgrounds with diverse needs takes cooperation and real engagement with the communities the schools serve. We task our schools with more than just academic excellence. We expect them to help develop students who are responsible citizens capable of compassion and empathy. That cannot be accomplished with a one-size-fits-all approach. We must think beyond the four walls of the classroom. With this goal in mind, I have several requests for the committee.

After years of tireless advocacy, I am pleased to see Mayor de Blasio included \$2 million for an extended use pilot program in our schools. We often refer to our schools as community hubs. We need that to be more than words. Our school buildings need to be accessible outside of school hours to community groups at no cost. I understand that there are legitimate fees associated with keeping buildings open longer, such as security and custodial personnel, but this cost should be borne by the City, not by small, local non-profit organizations that cannot afford the fees. These groups are the direct connection to the surrounding community that is so badly needed in many of our neighborhoods. Students and families should feel welcome in our schools, and opening up these spaces to local groups will help our schools live up to the community hub moniker. In addition, \$2 million is significantly less than what it would cost to build new community centers in a city where real estate is some of the most expensive in the nation. I urge the City Council to support this funding inclusion in the final budget.

Second, I applaud Mayor de Blasio's inclusion of the civics education program funding. In recent weeks, in the wake of the mass shooting at Marjory Stoneman Douglas High School, we have seen the potential of civic activism among our young people. In response to the shooting we have seen students organize and outline a list of demands for action. My office has and is conducting a survey to establish a Students' Bill of Rights, and our initial analysis has identified that civics education is a key demand of today's students. We must ensure that a robust civics curriculum is available to all students in our school system and I urge the City Council to support this funding in the final budget as well.

Third, once again this year, we have seen that the current system for admission to our specialized high schools does not reflect the abilities of students of color. These schools are more segregated than ever and the current test-only admissions system is failing New York City students and families. This is why I have called upon Mayor de Blasio to conduct a high-quality public review of the process to re-designate our post-1971 specialized high schools. We must seriously consider re-designating the five specialized high schools that can be changed by a vote of the Panel for Education Policy. We do not have to completely eliminate the Specialized High School Admissions Test (SHSAT), but we can allow those schools to consider other entrance criteria, such as class standing in middle school, among others. Tweed can no longer be allowed to operate on this issue in the shadows; years of their complacency have led to this crisis in confidence.

Last year, Bronx Borough President Ruben Diaz Jr. and I released “Fixing the Pipeline: Solutions to Disparities in Gifted Education in New York City,” a report that made several recommendations about how to address this growing problem, including opt-out testing for gifted and talented programs in pre-k as well as the creation of new, borough-specific specialized schools. To date, the New York City Department of Education (DOE) has refused to have a meaningful discussion about these proposals, instead opting to limit discussion to existing programs. The proposals ranged from universal gifted and talented testing at an early age and kindergarten programs for all communities to the expansion of gifted middle school programs and SHSAT preparation for all. Every community should have access to these vital programs without having to send students outside of their neighborhood to get the education they deserve. We need more money for local gifted programs and money to ensure that students who are admitted to citywide programs are provided with free transportation to those schools regardless of where they are located.

Fourth, we must bring our school buildings into the 21<sup>st</sup> century. Since taking office, I have dedicated more than \$100 million in capital funding to give schools the technology infrastructure they need. However, this cannot be done adequately with our allocation alone. As was evident by my “School Technology Report,” released in December 2016, our schools desperately need to be modernized with proper networking and wiring that anticipates future demand — not systems that are outdated the moment they come online. We are living in a world driven by technology and yet our schools’ networks cannot tolerate more than a few dozen students online at once. We must dedicate far more capital to modernizing our schools as well as preparing our teachers to use the technology in the classroom that the students will be using in their future careers.

With this in mind, I renew my call to expand the definition of capital to include tablets, and issue a new call to redefine Virtual Reality (VR) and Augmented Reality (AR) technology to be capital eligible. The New York City Economic Development Corporation (NYCEDC) and the Mayor’s Office of Media and Entertainment (MOME) recently dedicated \$6 million for a VR/AR Lab at the Brooklyn Navy Yard, and that size investment of public funds should be met with an education pipeline that will prepare students for the burgeoning New York City VR/AR industry.

Finally, I request that \$8 million be allocated to provide a stipend for school Sustainability Coordinators. In my report, “Supporting Sustainability in Schools: A Greener Path Forward,” I

outlined the importance of sustainability coordinators in schools and how their work can be a game changer for the future of our city. Educating our youth about sustainability is a key component of reaching our lofty sustainability goals. We should treat sustainability coordinators in a way that signifies the importance of their job. They cannot simply be a name on a line — they must be reimbursed, as we do sports coaches, and they must be given time during the school week to plan programs and initiatives.

Thank you in advance for your work to ensure that all New Yorkers can safely raise healthy children and families.

**TESTIMONY OF HUGO VILLATORO AND KASSIA RINGELL, CO-DIRECTORS  
OF NYU MCSILVER INSTITUTE'S STEP-UP PROGRAM**

**BEFORE**

**THE NEW YORK CITY COUNCIL COMMITTEE ON EDUCATION PRELIMINARY  
BUDGET HEARING**

March 23, 2018

Thank you for the opportunity to provide written testimony on the impactful work that the NYU McSilver Institute's Step-Up program is providing to New York City high school students.

The Step-Up program is a mental health support and youth development program funded by the Robin Hood Foundation and the New York City Department of Education that aims to promote social-emotional development, key life skills, academic achievement, high school graduation, and a positive transition to young adulthood. Step-Up works directly with high school students once a week in small-group, after-school sessions at their own schools to provide supportive services for teens experiencing challenges living within low-resourced communities. McSilver staff guides students through social, economic and emotional challenges while developing life skills that help the students excel beyond their high school years.

Step-Up participants are dynamic young people from economically disadvantaged communities who are often overlooked and under supported by school staff and administrators. Within a personal context, they are also dealing with challenges that stem from poverty: homelessness, food insecurity, incarceration, family violence, intimate partner violence, among other hardships. These challenges reflect both the complexity and the interconnectedness of problems associated with the trauma of poverty, systemic racism, and the vulnerability of adolescence.

As a mental health wellness program that engages youth, the program builds and strengthens the socioemotional resilience of participants which in turn improves their academic performance and prepares them to serve as young leaders within their communities. The in-school support groups go a long way in helping students learn principles of leadership, conflict resolution, and cooperation. Participation increases positive attachment to caring and supportive adult mentors, which in turn creates a positive attachment to program, which in turn positively impacts academic outcomes.

Over the past nine years, Step-Up has served over 500 students across 8 New York City High Schools. It has proven its effectiveness through high retention rates and improved student outcomes. Over the past nine years, 85 percent of the students who remained active in the program for all four years of high school, graduated and enrolled in college. The





high school graduation rate for students participating in the Step-Up program exceeds that of the NYC Department of Education which is 79.4 percent. About 89% of high school students in the program are Black or Latino, and most come from poverty-impacted communities.

The Step-Up Leadership Group focuses on the following: college readiness and career choices; critical thinking; accountability; decision making; mindfulness; thriving (independence, identifying and avoiding risky behaviors, confidence, self-worth); better understanding of their talents; skill-sets; interpersonal skills; sense of belonging and membership; ability to empathize with others; sense of purpose; and an awareness of how their personal actions impact the larger community.

The Step-Up staff consists of four mental health professionals, (LMSW, LCSW, LMHC/CASAC) with a combined experience of over 30 years, as well as twelve graduate-level social work interns. All staff possess expertise in the areas of youth development, clinical group work practices, and anti-oppressive practice.

Step-Up currently operates at Central Park East High School in East Harlem and the Antonia Pantoja Preparatory Academy in the Bronx, with short-term pilot programs in Brooklyn at the High School for Fire & Life Safety, and Performing Arts & Technology High School, as well as Dreamyard Preparatory School in the Bronx. Step-Up has applied for FY19 City Council funding to support positive youth development and mental health support in current locations. City Council funding would support the mentoring and youth development costs, as well as costs associated with food, stipends for participating high school students, and program design. This will allow Step-Up to use foundation funding to offer a leadership curriculum for students who finish their first year in the program, which includes youth-oriented conferences, community engagement opportunities, arts and educational workshops.

Thank you again for the opportunity to submit written testimony. If you have any questions, please feel free to contact Hugo Villatoro, Co-Director of Step-Up, at 212-992-9718 or email [hcv1@nyu.edu](mailto:hcv1@nyu.edu).

Thank you to Chairman Treyger for the opportunity to provide written testimony to the Committee on Education for this FY19 preliminary budget hearing.

My name is Matthew Kennis and I am the Program Director with the Libertas Center for Human Rights, located at NYC Health + Hospitals/Elmhurst in Queens, New York. The Libertas Center helps address the multifaceted needs of primarily asylum seeking immigrants in Queens and throughout New York City who have survived torture and persecution in their home countries.

We aid survivor's rehabilitation by providing a combination of medical, mental health, social and legal services to address clients' tightly interwoven needs, with improvements or setbacks in one area impacting the others. This is why our program and over 30 colleague torture survivor treatment centers nationally have designed a comprehensive service approach to holistically meet the needs of our clients.

The stress of survivors' legal proceedings, and separation from and anxiety about the safety of their families profoundly affects their already fragile mental health status. Additionally, most wait at least 9 months, if not longer, for work authorization after filing for asylum and are unable to access safe housing, healthy food, weather appropriate clothing, transportation, and other basic needs. Once they have employment authorization, many struggle to find employment due to language barriers, or undervalued work experience, and difficulties accessing affordable childcare. These challenges create incredible amounts of stress and frequently intensify symptoms.

Our client's success in advocating for themselves (including enrolling in health insurance and safety net benefits), and their families (including meeting with their children's teachers during parent-teacher conferences), reducing social isolation, navigating the health and legal systems, and increasing their likelihood of getting a job are all significantly improved by the ability to read, write, and speak English.

Furthermore, psychological wellbeing is improved by increasing client's sense of safety, their familiarity with U.S. cultural expectations, and their ability to participate in community activities, all of which are aided by building English proficiency.

New York City has invested admirably in providing ESL courses through the Library system for those seeking to learn English. In written testimony provided to the Committee on Education during an Adult Literacy hearing in September 2017, I offered a few reflections on where our clients continue to face difficulties in accessing ESL courses in their communities.

These practical challenges in accessing ESL courses included:

- 1) Enrollment/registration periods are publicized with limited time before the periods close.
- 2) Confusion around in-person and lottery based registrations.
- 3) Different enrollment instructions and procedures by Borough.
- 4) Long waiting lists and wait times for enrollment; long commutes to appropriate level courses.
- 5) Not enough beginner and intermediate courses offered.
- 6) For parent's caring for children, the need for childcare concurrent with ESL courses.

Possible approaches to address the above challenges included:

- 1) Offering additional beginner and intermediate ESL courses, including additional courses in the evenings and weekends.
- 2) Offering childcare on-site at ESL course locations concurrent with ESL courses.
- 3) Adding ESL courses at different locations, such as public hospitals and schools.
- 4) Harmonizing city-wide ESL enrollment and registration instructions, and publicizing the enrollment/registration periods well in advance of the deadlines.

Libertas Client's Needs

Our clients come from 60 countries and speak 57 languages. Libertas data shows that 66% of clients required an interpreter at intake and a majority of new clients were not satisfied with their knowledge of English. Even though many Libertas clients speak multiple languages, English was the primary language for just 7% of clients; and approximately 48% of clients have a high school education or less prior to arrival in the U.S.

Over 45% of clients request ESL referrals. Despite existing NYC offerings, our clients face long waitlists for no-cost introductory and intermediate courses, and difficulties adjusting work and child care responsibilities to ensure consistent attendance. This is evidenced by 90% of Libertas clients reporting barriers in attending an ESL course due to cost, work conflict, or distance from home, indicating that more flexible/personalized and no-cost assistance would be beneficial.

Proposed Activities/Expected Results

In order to improve client's ability to read, write and speak English, facilitate enrollment in further educational or training opportunities, strengthen career development skills, and provide related counseling and case management services, Libertas is seeking \$60,000 (ref# 59881) in support from the Council's Adult Literacy Initiative.

To address the challenges outlined above, Libertas proposes to serve 50 clients by offering English language workshops and flexible/personalized sessions on-site at the Libertas Center. These offerings may include tailored language and related programs to strengthen English reading, writing and speaking; resume, cover letter, and interview preparation support; and significant psycho-social support and case management services, among other things, to address the integration challenges that arise through the process of adjustment and acculturation.

I would like to thank Chairman Treyger and distinguished City Council Members for your interest in this issue.

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FOR THE RECORD

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### **NYC Council Committee on Education Preliminary Budget Hearing**

Testimony Submitted by The Committee for Hispanic Children & Families, Inc. (CHCF)

March 23, 2018

Good Afternoon: My name is Diana Noriega and I am the Chief Program Officer for the Committee for Hispanic Children and Families, known by its acronym, CHCF. CHCF is a non-profit organization with a 35-year history of combining education, capacity-building, and advocacy to strengthen the support system and continuum of learning for children and youth. CHCF holds a unique position in the advocacy world. Our direct service experience with providers, parents, and children and youth in the early childcare and preK-12 sectors allows us to gather direct feedback that informs our policy and advocacy work. We are positioned to move communication from the ground up, which is an essential part of CHCF's identity.

One branch of CHCF's direct service is Youth Development. We currently have two elementary after-school programs and one SONYC program at PS 59 and PS/MS 279 in the Bronx, engaging a total of 450 youth in high quality extended learning time programming, and providing a positive environment that mentors and supports our youth for three additional hours every day after school. Through these programs, we are able to bring much needed academic enrichment support for working families and build a strong rapport and connection with our families and community. CHCF additionally is the CBO partner at the Bronx High School of Business, where we have spent the past three years building a strong relationship with our students and families and have developed a true partnership with the school administration in order to deliver high quality, holistic supports and produce tremendous gains with our students.

With such a close connection to our families and youth, we work to engage them in conversations that allow their voices to be heard surrounding issues that directly impact their education and lives. One area of growing concern is the students and families living in temporary housing. PS/MS 279 has had a growing percentage over the past year. **At the beginning of the school year, we were receiving reports from the site that 28.7 percent of the total student body was living in temporary housing. That number has grown to 375 of the total student body of 1,089 students, or 34.4 percent, currently living in temporary housing.**

This trend is in line with the trends that our partner organizations, Advocates for Children and Education Trust New York have reported. In the 2016-2017 school year, districts reported 148,215 New York students were in temporary housing; a record 104,088 students in NYC were identified as homeless – a 50 percent increase from just five years ago. We know that this population is exceptionally vulnerable within the education system, considering the instability and trauma that they have been exposed to both before and as a result of their homelessness. These students have higher rates of disability, higher rates of suspension, and higher rates of absence. Only 15% score proficiently on reading, and only 12% score proficiently in math. We also know that students experiencing homelessness can and do excel academically when provided the right school supports, as the Education Trust New York has found in their recent study on Improving Opportunity and Achievement for Students Experiencing Homelessness.

We commend the Mayor and City Council for allocating \$10.3 million in the FY 17 and FY 18 budgets for 43 "Bridge the Gap" social workers to work with students in shelters, to provide after-school literacy programs at shelters, to offer enrollment events at shelters to assist families with school applications, and to expand health and mental health services at schools. However, it is deeply concerning to us, knowing the reality for the families and students that we serve, which show a growth in the numbers that are facing homelessness, that the





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

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FY 19 Preliminary Budget has not provided the funding to continue and expand these much needed supports. It should seem unquestionable that funding not only continue but increase, when the numbers only continue to grow. The vulnerability of these students and families remains, and as long as there is even one student that is experiencing the instability and trauma of temporary housing, there should be appropriate and sufficient supports to ensure that they are able to succeed in their education and in their lives.

CHCF therefore is asking that the FY 19 budget restore and baseline the \$10.3 million and add and baseline an additional \$20 million to expand their supports for homeless students and families. The \$20 million increase would allow for the following initiatives:<sup>1</sup>

- 
- Establishing a Deputy Chancellor's Office for Highly Mobile Students (\$1M)
  - Hiring Field Support Center Directors for Highly Mobile Students (\$4.5M)
  - Increasing the number of DOE Bridging the Gap school-based social workers for students in shelters from 43 to 100 (\$8M)
  - Hiring 50 DOE social workers, *that speak the home language of the students and families*, to provide intensive supports at shelters to address education-related issues (\$6.5M).
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If you have any questions about our work or what we have presented in this testimony, please do not hesitate to reach out via email at [dnoriega@chcfinc.org](mailto:dnoriega@chcfinc.org) or 212-206-1090, ext. 340.

Thank you for your consideration of our testimony submitted today.

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

#### **Vision**

CHCF envisions a future where Latino children, youth, and families have equitable access to opportunities to succeed, are empowered to realize their full potential, and are affirmed in their culture.

#### **Mission**

CHCF combines education, capacity-building and advocacy to strengthen the support system and continuum of learning for children and youth.

#### **Program Statements**

##### **Early Care & Education**

The Early Care and Education Institute (EC&EI) provides culturally-informed, bilingual professional development to Family Child Care educators, to strengthen the quality of early care and learning to children in New York City.

##### **Youth Development**

We partners with schools to promote youth leadership, provide academic enrichment through extended learning time, create safe spaces for mentoring and counseling, foster positive peer relationships and connections with adult role models, encourage healthy lifestyle choices, and link with the school day to complement and enhance academic priorities.

##### **Policy & Advocacy**

We advocate for improved policies and legislation around access to education from birth to adulthood, heightened public awareness of the social and institutional frameworks that hinder opportunity for Latino communities, and the empowerment of these communities to directly mobilize for change.

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<sup>1</sup> In alignment with Advocates for Children FY19 Preliminary Budget ask to protect NYC's students in temporary housing.

**TESTIMONY**

**NYC COUNCIL COMMITTEE ON EDUCATION  
CHAIRMAN, Mark Treyger**

*New York City Council Budget and Oversight Hearings on The Fiscal Year 2019 Preliminary Budget*

**Presented on  
Friday, March 23<sup>rd</sup>, 2018**



**The Council of School Supervisors and Administrators  
Mark Cannizzaro, President  
Henry Rubio, Executive Vice President  
Rosemarie Sinclair, 1<sup>st</sup> Vice President**

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## **New York City Council Fiscal Year 2018-2019 Preliminary Budget**

Good afternoon, Chairperson Treyger and distinguished members of the City Council. I appreciate this opportunity to provide input on the vitally important 2018-2019 New York City Preliminary Budget. My name is Mark Cannizzaro, and as the President of the Council of School Supervisors and Administrators, I speak on behalf of the more than 16,000 education professionals we represent.

I would like to take a moment to thank the former Chairperson of this committee, former teacher and CSA Day Care Director, Council Member Daniel Dromm, for all he has done for our schools and our children. I would also like to extend our congratulations to the new Chair, Council Member Mark Treyger, another former teacher, and welcome all the members of the City Council and this committee.

I look forward to meeting you personally and working with you in our efforts to educate and prepare our city's children for successful lives and careers.

### **FAIR STUDENT FUNDING (FSF)**

As school leaders, we have the critical responsibility to utilize our resources to create optimum learning possibilities for our students. That means providing a safe, clean environment; ensuring our pedagogical and support staff have the training and resources required to meet all educational needs; and keeping our parents informed and engaged in their children's education. These are the responsibilities and challenges our members embrace.

Yet, even the most talented and creative among us are limited in what they can accomplish if they are hamstrung by insufficient financial resources. Unfortunately, under the existing Fair Student Funding (FSF) formula, the allocations too often fail to meet the most basic needs of too many of our schools. FSF is the longstanding highly flawed formula used by the DOE to allocate funding to schools. We have argued for too long that, in order to provide all schools with the staff and support needed to meet the new and growing daily challenges (bullying prevention, ACS partnerships, school safety, mental health intervention, opportunity gaps, English as a New Language, etc.), this inequitable system must be radically improved. Our exhortations have gone unheeded and we continue to use a funding formula that is not only flawed but is further compromised by its disparate application to schools.

Just three of the many flaws of the FSF formula are examined below:

First, it penalizes schools for having empty seats. In other words, if maximum class size in a particular grade is 30 students and a school has 47 students in a particular grade, the school is required to open two classes and pay all the expenses associated with operating two classes, with only 64% of the funding the DOE deems necessary to provide basic services. This issue is very common in smaller schools and schools with ICT and self-contained classes for students with special needs. Often, the DOE requires a school to open a particular number of special education classes based on anticipated need. If the DOE's own projections do not pan out, the school is left to foot the bill.

Second, the formula was derived assuming that teachers earn the "average" NYC teacher's salary. Therefore, if a particular school has a majority of teachers earning significantly more than the average, that school's discretionary spending ability can be significantly reduced or even result in a deficit.

Finally, schools mandated to provide paraprofessionals based on an IEP mandated "formula" (ex. 12:1:1 special class) are not funded for the cost of the paraprofessional. In fact, a 12:1:1 special needs class

that requires the services of a paraprofessional is funded identically to a 12:1 special needs class that does not require the services of the paraprofessional. Schools with a large number of 12:1:1 classes are especially penalized.

To further complicate the issue is that fact that schools receive varying percentages of the established formula. The DOE created a formula they refer to as “fair” yet some schools receive an allocation greater than 100% and some schools receive as little as 87% of the formula. In other words, some schools are given 13% less than the DOE’s own formula requires and other schools, often in the same district and often in schools with very similar needs, receive what the DOE has determined to be full funding. If nothing else can be done, the DOE must commit to fully funding all schools even if it is according to their own inadequate formula. It appeared that they were moving in that direction two years ago when they raised the minimum FSF from 82% to 87%, with a commitment to move to 90% for FY 18 and to 100% by FY 21. Unfortunately, the move to 90% was not made in FY 18 and the DOE appears to be non-committal going forward based on the State budget allocation. CSA urges the DOE to commit to full funding by making cuts elsewhere if the State budget is, as expected, less than adequate.

While the DOE does have a budget “appeal” process for schools, it is extremely labor intensive and time consuming (sometimes taking the entire summer), takes school leaders away from the task of planning and education and does not have clear guidelines as to what constitutes a successful appeal. In addition, the decision to grant or deny an appeal is generally made by DOE budget personnel who do not directly engage with school leaders and have little understanding of the needs of the school or students in question.

Historically, the City Council has recognized the need for adequate education funding. And our members are aware and appreciative of the Council’s efforts to respond to the needs of their schools.

### **PROFESSIONAL DEVELOPMENT FOR SCHOOL LEADERS**

CSA members are especially grateful for the Council’s role in the growth of the professional development programs available to them through the **Executive Leadership Institute (ELI)**.

ELI is a not-for-profit organization, affiliated with CSA, which provides cutting-edge professional development offering standards-based, results-driven leadership training for New York City’s public school leaders. Since 2002, through the offerings of ELI, thousands of New York City’s principals, assistant principals, education administrators, supervisors, administrators, and directors and assistant directors of Early Childhood Education, have enhanced their skills and better served NYC’s public education system.

We are especially proud of several new, innovative programs ELI has developed thanks to the support of the City Council. Allow me to take a moment to offer you a glimpse into the breadth and scope of these remarkable programs:

**Micro-Credentialing:** Working with the non-profit organization Teaching Matters, ELI provides a micro-credential following a focused professional development program related to a specific topic. Our first collaboration resulted in a micro-credential in Culturally Responsive Education. This program provides school leadership with the tools and skills necessary to devise initiatives that are sensitive to the diverse needs and cultures of their students and requires the practical application of these skills in a school setting.

**Text Talk and Writing Tasks:** Working with teachers and ENL (English as a New Language) professionals, students at Bryant High School, engaged in talk sessions after reading compelling texts on significant issues. These conversations later evolved into short writing classes. This is a model that shows promise for students still learning English and it can be easily replicated in schools throughout the system.

**DOE Professional Staff Development:** iZone is a DOE office dedicated to supporting a community of schools in personalized learning to accelerate college and career readiness. ELI provided staff development for iZone staff developers who then worked with teachers in helping to bring technology instruction to nearly 300 schools. This year alone, workshops were offered in Digital Leadership, Using Technology to Enhance Instruction for English Language Learner Students (ELLS), Privacy and the Schools, and Using the Arts Including Technology to Enhance Academic Success for ELLS.

These and the many other successful programs created under ELI (**including our outstanding principal preparation program known as ALPAP and our SBISI program for new assistant principals**) are important to ensuring New York City's students, teachers and leaders remain on the cutting edge of educational innovation. Last year, the Council generously provided \$770,000 to help fund these professional development programs. As we approach FY19, with the determination to meet the demand for more programs involving more CSA members, we are respectfully seeking an increase of \$230,000 to bring the funding to one million dollars. It is only with your help that we can sustain and expand our professional development opportunities to foster a stimulating educational environment for the most diverse school population in the world.

We would love for you to see for yourselves some of the work that ELI is doing and will be sending a formal invite to the members of our City Council in the very near future.

CSA remains committed to working with the City Council to help improve conditions in our school buildings, create better learning environments for our students, and better equip our pedagogues with the skills and resources they need to be as effective as they can be for all of our students.

Thank you for all the support you have given in the past and for your consideration as we move forward. We humbly consider you to be critical partners in this very important work.

Respectfully,

Mark Cannizzaro





United Federation of Teachers  
*A Union of Professionals*

TESTIMONY  
OF THE  
UNITED FEDERATION OF TEACHERS

BEFORE THE  
NEW YORK CITY COUNCIL  
COMMITTEES ON FINANCE AND EDUCATION

REGARDING THE PROPOSED FY 2019 BUDGET

MARCH 22, 2018

Good afternoon. My name is Karen Alford, and I am Vice President of Elementary Schools for the United Federation of Teachers. On behalf of our members, I want to thank Speaker Corey Johnson, Education Chair Mark Treyger, Finance Chair Danny Dromm and the entire Council for extending me this opportunity to testify before you today. It is a pleasure to be here and discuss the city education budget as well as the work we need to do to move our schools forward.

I want to begin by thanking you for your past support and advocacy. There's no denying we're making progress in the city's schools. We're seeing record graduation rates accompanied by the highest-ever college readiness rate and a record number of juniors taking the SAT. We've also seen jumps in the number of students taking and passing Advanced Placement exams. Plus, thanks to a booming Universal Pre-Kindergarten enrollment that has topped 70,000 students, more students than ever before are getting a head start on their educations.

Our public schools provide opportunity for children from all economic backgrounds, and we are proud that our members' accomplishments in the classroom are helping students reach new heights. Thank you for your part of that important work. Together, we make a difference.

I also want to publicly welcome our new chancellor, Richard Carranza, who comes to us from Houston. He has earned a reputation for collaborating with stakeholders and he supports the community schools model. We look forward to working with him.

**PROTECT PUBLIC SCHOOLS AND WORKERS**

Still, even with so much positive news to report, the challenges we face this year are unique and profound. Our nation is, in many ways at a crossroads, and we face a lot of change – some of it extremely troubling.

The federal government is attacking us in a variety of ways. Big-moneyed special interests are using their alliances with the Trump administration to harm working people and public schools, beginning with the billions of dollars in budget cuts that threaten our schools. We even have Betsy DeVos, the secretary of education, using her position to divert funding from public schools — schools she hasn't even bothered to visit, even though our members have invited her because they are proud of the work they do for our students.

As you also know, the 1 percent are using their obscene wealth and corporate power to bankroll the Janus Supreme Court case, putting the very existence of organized labor, and by extension, our public schools, at risk. The court heard oral arguments in February, and we expect a decision sometime this spring. A ruling against unions will damage our ability to collectively bargain on behalf of our members, and we will quickly see a negative impact on worker rights, salaries, health care benefits and worker conditions. As serious will be a dampening of worker voices as their job protections erode, and children will suffer as a result of losing their best advocates.

The UFT is not taking a back seat to any of this. We will always speak up and fight for our students, our schools and our families. We are working closely with the governor and the state Legislature, who are doing their best to insulate our schools and communities from the expected devastating budget cuts. Likewise, we will do everything in our power to protect our members and their families from the harmful agenda pushed by the organizations behind Janus case. Their actions are shameful and vulgar, and we will not be silent.

We hope that the City Council will also play a major role in the months ahead to protect our schools from the Trump administration, which is a champion of privatization. We can't let potential budget cuts or the impact of the Janus case harm our public schools or our workforce.

Likewise, we were buoyed by the Council's resolution against Janus. Thank you for taking that important stand on behalf of our members and organized labor.

### **WE NEED RESOURCES, NOT GUNS**

As you know, this past Valentine's Day, 14 students and three staff members were ruthlessly killed in a senseless assault rifle attack in Florida. But this time, the anger finally spilled over, and our students began rising up and speaking out.

Last week, thousands of the students and teachers across the nation walked out of their buildings to protest the gun violence crisis in our country. I was proud to stand with them in Zuccotti Park, accompanied by AFT President Randi Weingarten and Gov. Andrew Cuomo. On March 24, hundreds of thousands of people will march to demand gun control. They'll march in Washington, in cities and towns across the country and right here on Central Park West. The UFT will be there with them.

We'll march for the right to live without fear of dying in a random shooting. Our country has a storied history of young people leading movements and demanding



change, and we continue to be inspired by these students as they face off against the NRA and a recalcitrant Congress.

Meanwhile, President Trump and Betsy DeVos are, again, pushing their plan to arm teachers. They are blindly ignoring or willfully ignorant of the national polls that report U.S. citizens want common sense gun control and they want it now. Our teachers, parents and advocates are more worried about children dying than the possibility of a bear attack, which Betsy DeVos apparently thinks is an issue in this country. Our teachers have overwhelmingly rejected this idea on social media as well as through their union representatives.

If you spent any time on social media in the wake of the Parkland massacre, you saw teachers were quick to voice their strong opposition to the idea. Instead, they created the hashtag #ArmMeWith, which quickly went viral, to show people what they actually DO need – primarily resources and support. One NYC English teacher posted on Twitter: *"... With the continued joy of outfitting teens with the tools they need to express themselves, argue with evidence, and shake up the status quo. Informed opinions & the desire for positive change are the most powerful ammunition of all."*

We're not going to turn educators into some sort of volunteer militia, so let's just forget that ridiculous idea, and talk about what is needed to prevent more slaughter in our schools.

### **MAINTAIN TEACHERS' CHOICE**

Teachers need smaller class sizes, more school counselors and more restorative programs. Educators need more books. More science experiments. More instruments. More tools. More trips to the museum. More computers and working Wi-Fi. Teachers must buy classroom supplies with their own money — it's not really a choice when children don't have pens or paper and the school doesn't have any. Surveys tell us that our members spend an average of \$500 a year, with many exceeding \$1,000 or more.

Thankfully, the City Council recognizes this problem. Your tremendous support last year put books, musical instruments and art supplies into the hands of students by reimbursing teachers for a portion of their out-of-pocket expenses. This school year, each teacher received \$250 in reimbursement. They've spent it on everything from the basics — pencils, paper and markers — to math manipulatives — small cubes, tiles and squares for counting — telescopes, balls, rulers, compasses, school trips, and even lumber and tools to outfit a wood shop.

The City Council support of Teacher's Choice provides immediate help to classrooms because teachers, school counselors, social workers and therapists, among others, do not have to wait for the bureaucratic approval process to they purchase the items they need. Children can't wait for the red tape to clear.

We are asking the City Council to continue to fund this incredibly worthwhile investment in our students at the same level as last year — \$20 million.

## **EXPAND AND ENHANCE COMMUNITY LEARNING SCHOOLS**

Building a strong partnership between a neighborhood school and its surrounding community is a powerful strategy. Our schools are often the hubs of neighborhoods, and the community schools model amplifies important work in a way that helps not just the students, but also their families.

The community schools approach is backed by evidence-based research. It's a long-term strategy that aims to address the needs of the whole child by leveraging relationships with outside organizations, government agencies, non-profits and local businesses, bringing their expertise and manpower right into the building. The educators in community schools work hard to remove barriers to learning by addressing the academic, social and emotional needs by securing programs and services that address those needs.

We have found that often times, that means providing students with access to not just tutors and mentoring, but also health and mental wellness services, which include nutrition programs and food support, social workers and other social-emotional services. Some of the work takes place during the school day, but a good chunk takes place before and after school, during evenings and over the weekend. Every school community has its own distinct needs, and the beauty of the community school model is that it's specifically designed to address a school's unique needs and unique demographics.

The UFT launched its own Community Learning Schools Initiative in 2012. We now have 29 schools in the five boroughs, thanks in large part to the ongoing support of this Council. We purposefully chose some of the city's highest-needs schools, where the student populations included high numbers of English language learners, students with special needs and students in poverty. We set out to improve student achievement in each of those schools by meeting the health, safety and social emotional needs of the students, their parents and the surrounding communities.

Our work includes recruiting and placing a full-time Community School Director in each building. This staff member works with the school community to determine what the school and community need, and then sets out to bring those resources to students and families as well as manage the relationships between the school and the program providers.

The numbers speak for themselves, beginning with the significant return on investment we're seeing in each of our CLS schools. A simple \$100,000 investment to hire a Community School Director can bring in more than \$600,000 in services and grants to the school community, a six-to-one return on investment.

What's more, 80 percent of CLS schools outpaced NYC public schools in reading proficiency gains between 2013 and 2017, and 70 percent of CLS schools outpaced other NYC schools in math proficiency gains during that same time period. Seventy one percent of our teachers are seeing a major impact in the positive health and wellness of students, and 79 percent are seeing a major impact on academic improvement for students receiving the targeted support.

We are asking for \$4 million this year to directly support work at each of our 29 schools. That funding will maximize the reach of our two new school-based health clinics at PS 18 in Mott Haven and PS 188 on Coney Island, as well as expand and enhance mental health services at our other schools. We also intend to provide each of the 29 schools additional supplies, equipment and professional development.

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Officers: Michael Mulgrew, *President*, Howard Schoor *Secretary*, Mel Aaronson *Treasurer*, LeRoy Barr *Assistant Secretary*, Thomas Brown *Assistant Treasurer*  
Vice Presidents: Karen Alford, Carmen Alvarez, Evelyn DeJesus, Anne Goldman, Janella Hinds, Richard Mantell, Sterling Roberson

## **SAFETY ISSUES AND THE POSITIVE LEARNING COLLABORATIVE (PLC)**

Our day-to-day work as a union includes a rapid response to health and safety emergencies in schools. We have teams in all five boroughs, and, unfortunately this year, our members are reporting an increase in safety and discipline issues. I'm not referring to suspensions, which have been steadily decreasing, and I'm also not referring to some student behavior including cutting class and rudeness, which often comes with the territory in middle or high school.

I'm talking about disruptive, aggressive and dangerous behavior that puts students and staff at risk. I'm also talking about an increase in incidents of drugs, alcohol, weapons seizures, thefts and assaults. We are getting calls and emails from members desperate for assistance and resources.

For our part, we have added staff at the UFT to make additional school visits and provide support and solutions. We are also offering a variety of workshops for our members on relevant topics including, "Techniques to Support Positive Behavior," "Welcoming Schools for All: LGBTQ" and "Mindfulness Meditation."

We ask that the Council make school safety a priority this budget. Reach out to the schools in your districts. Talk with the teachers and school safety officers, and ask them how you can help in their buildings.

We also ask that you consider extending your partnership with the UFT's Positive Learning Collaborative initiative, which currently has 19 schools. The uptick in safety issues has resulted in many calls from our members, asking to be included in the PLC initiative and all we can do is add them to our waiting list.

PLC is an intensive schoolwide effort to change the trajectory of a building in crisis. Changing a school's culture isn't just about training a few people or changing discipline procedures; it's a much deeper dive into creating a culture of community, respect, empathy and responsibility where all voices are heard.

Students are encouraged to be the very best they can be, while also learning how their actions and behaviors affect others. PLC also helps educators and students build bridges and mend relationships. Problems are seen through a positive lens: an opportunity to teach compassion, self-worth and community values as well as an opportunity for student growth. PLC is also designed to decrease the number of conflicts, particularly violent conflicts, within schools, by increasing awareness of self-worth and increasing an understanding of peer pressure.

With the rise of Donald Trump, the nation has seen an increase in acts of bigotry, sexism and racism. Our students are often targets of this unacceptable behavior. Many educators don't feel equipped to effectively address these issues. In fact, the PLC emerged from the realization that existing disciplinary school practices were inadvertently causing problems for our most vulnerable children, those targeted because of their religion, gender, race or disability.

PLC provides training and on-site coaching for educators. We aim to shift mindsets so our fellow educators understand that punitive policies aren't the best way to serve our students.

PLC's impact is holistic and transformative. We have seen a reduction in incidents and increases in a positive mindset, according to a recent survey. But changes don't happen overnight. The first time you begin restorative conversations, students and their teachers must build up the courage to share their thoughts, and these can be long, and sometimes painful, conversations. But, as the dialogue continues and students get to know each other, respect and understanding build. Students feel empowered to support peers who are being harassed. And students who are acting out feel secure enough to talk about their issues rather than blindly lash out.

Thanks to the Council's support in 2017, PLC expanded into a dozen schools, bringing the total to 19. We ask that the Council invest \$3 million into PLC this year, to help us provide support to 10 more schools. We also want to expand supportive programming to the families and communities in each of our schools, including teaching crisis prevention strategies and intervention techniques to parents and guardians, as well as teaching restorative practices to address family conflict and strengthen family bonds.

#### **UPGRADE THE BRAVE ANTI-BULLYING HOTLINE AND SUPPORT SERVICES**

Most kids have been bullied at one time or another in their lives, especially our most vulnerable and at-risk students. It's an unfortunate part of growing up, and it's exacerbated by the divisive political climate.

We know that students who are bullied need support and an advocate. That's why the UFT, in collaboration with the City Council and the Department of Education, created the BRAVE program. BRAVE provides confidential one-on-one support for students and parents who call or text. The hotline is open to students, staff and family members, Monday through Friday, from school dismissal time until 9:30 pm. We hear stories about physical bullying as well as verbal and cyber bullying, and we receive many of these calls right after dismissal. In the past few months, the average call is nearly 30 minutes, an indication of how intense these conversations are.

The BRAVE program also offers schools workshops for parents, students and teachers to help them identify various bullying behaviors and the warning signs of students at risk, while providing resources as well. In a year when the New York City public school community bore witness to the first killing inside a city school since 1993 — a direct result of a teenager allegedly bullied to his breaking point — we need to make sure students know they have allies in their schools. What was accepted as "normal" behavior 20 years ago is no longer considered acceptable, and that's a good thing. We're listening to our children and finding strategies to help them.

Thanks to your support last year, we're having a powerful impact on those who reached out to us. With an additional \$250,000, we could increase the number of

trained mental health professionals answering our hotline and to better meet the demand for school trainings.

### **EXPAND THE DIAL-A-TEACHER HOMEWORK HELP LINE**

Students and their parents love the UFT's Dial-A-Teacher homework help. During the school year, a team of more than 40 UFT members race from school to our Manhattan office and field calls from thousands of students and parents. Last year, we received 61,000 phone calls and we're on track to receive a similar number this year.

Whether they need help with basic reading or math, or in advanced calculus or physics, parents and students are connected with a licensed teacher who is an expert in the topic. It's totally free and we have a staff that speaks a variety of languages, including Armenian, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Tagalog. Math and literacy are among the most frequent topics asked about, followed by science and social studies.

The UFT has been doing this great work for more than 30 years. Some of our high school students have been calling Dial-A-Teacher since they were in first grade because they love and appreciate the help they get.

Your support last year helped us put in a new state-of-the-art phone system. This year, we are again asking for your financial support so we can take our services online and reach even more students. Specifically, if you provide us with \$165,000, we can build the software and hire the staff to provide an easy-to-access online option for students and parents. We are excited about this possibility and hope you will join us in this venture.

### **PAID PARENTAL LEAVE**

Several weeks ago, UFT members celebrated International Women's Day by wearing purple in honor of our Paid Parental Leave campaign. More than 70 percent of New York City's public school educators are women, but, unfortunately, the city's current parental leave policy ignores the reality of that demographic. New mothers can only take up to six weeks of leave (or eight for a C-section), and they only get paid if they have sick days. To save up enough days to cover a six-week leave, UFT members have to hoard sick days for three or four years.

What's more, the policy doesn't apply to those who are adopting children or fostering children. The policy also discriminates against men, who aren't even allowed to take sick days to take care of their new family members. In essence, our current system forces new parents to choose between caring for their own children and earning a paycheck.

Mayor de Blasio's December 2015 announcement about a new city policy for paid parental leave included givebacks from managerial employees who significantly overpaid for the benefit. We can't accept that for our members. We also need a policy that covers adoption, foster care and our fathers.

We sincerely appreciate the Council's support on this critical issue, and we are hopeful that the city will negotiate with us to achieve this important benefit.

**FINAL THOUGHTS**

I want to again thank you for the opportunity to testify before you today. We are grateful for your support. Public schools and labor unions are cornerstones of our city's great history, and we are proud of the opportunities we provide our students and the representation we provide our members. The UFT stands for fairness and inclusion, not division and fear, and we will continue to work hard as we face down these threats. We hope you will continue to be a part of that important work.

###





## The NYC Community Learning Schools Initiative

seeks and fosters excellence in student performance through a collaborative community approach. Through public and private partnerships, the Community Learning Schools Initiative (CLS) transforms a school building into a true community hub. In 2012, when we started this work, we were sure of only one thing, we had to make a difference. Our portfolio of 29 schools across the five boroughs of New York City are making strides and having an impact daily.



### On-Site Community School Director (CSD)

The community school director serves as the centerpiece of each Community Learning School. By conducting an annual needs assessment, CSDs are able to strategically align programs and services to meet the particular needs of their school community. This customized approach enhances instruction, lifting academic achievement and transforming school culture. Each school team interviews and selects its CSD, reinforcing an authentic school-based point of view.

### Culture of Collaboration

Collaborative school communities that give voice to educators, parents and community members together with the school administration is a natural fit for CLS. This takes shape in the formation of an advisory board where internal and external stakeholders serve as the decision making body for the CLS initiative. This board provides a seat at the table for members to be accountable, fully embrace and own their collective vision for CLS.



### Holistic Programs and Services

Our schools face pervasive challenges, but our holistic approach to children and community sets the stage for them to thrive. Through sustainable programs and services, our CLS model seeks to remove the barriers to learning while nurturing the whole child physically, emotionally and mentally.

### Professional Support

Through professional learning sessions, mentoring and technical support, we ensure CSDs and school team members develop their best self while engaging in this work. Ongoing and consistent support by the central based CLS staff builds school teams that are consistent contributors to the CLS vision.







# POSITIVE LEARNING COLLABORATIVE

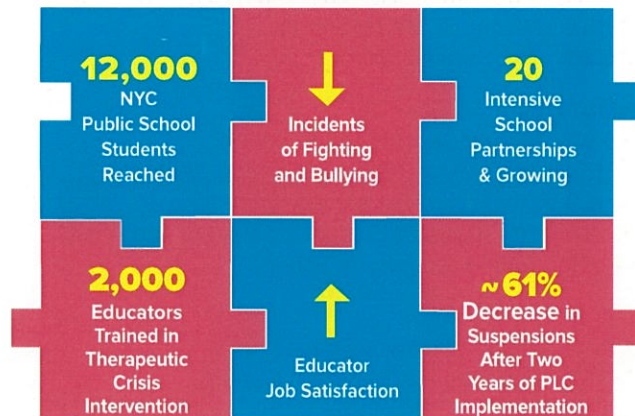
*See the child first, student second*

## OUR MISSION

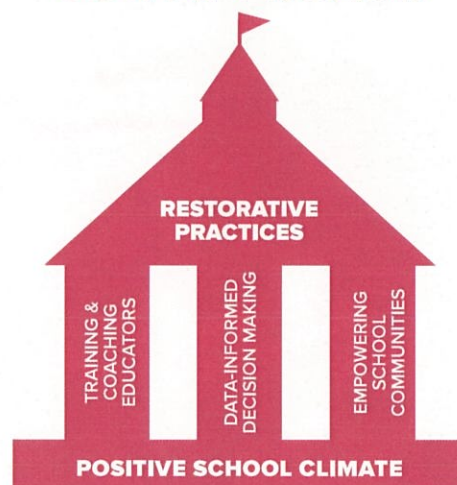
We are a team of experienced New York City educators committed to a proactive approach toward building positive school environments. Through intensive training and direct consultation with school staff, we equip educators with the skills, knowledge and confidence they need to safely and effectively anticipate behavior challenges in their schools so that they may prevent crises and, ultimately, help students focus on academic goals.



## OUR REACH



## OUR APPROACH





## OUR FUTURE: PLC FOR FAMILIES

- Share crisis prevention and intervention techniques with parents and families.
- Teach restorative practices to support strong family bonds and enhance communication.s



## CURRENT PLC SCHOOLS

### BRONX

- PS 42 Claremont School
- PS 55 The Benjamin Franklin School
- PS 94 Kings College School
- PS/IS 218 Rafael Hernandez Dual Language Magnet School
- PS 369 Young Leaders Elementary School

### BROOKLYN

- PS 156 The Waverly School of the Arts
- PS 188 Michael E. Berdy School
- PS 329 The Surfside School

### MANHATTAN

- PS 92 Mary Mcleod Bethune School
- PS 154 The Harriet Tubman Learning Center
- PS 169 The Robert F. Kennedy School
- PS 191 The Riverside School for Makers and Artists
- PS 197 John B. Russwurm School

### QUEENS

- PS 111 Jacob Blackwell School
- Q 752 The Queens Transition Center

### STATEN ISLAND

- PS 39 Francis J. Murphy Jr.
- PS 44 Thomas C. Brown
- PS 45 The John Tyler School
- PS 78 The Stapleton Lighthouse Community School



# TESTIMONY

New York City Council Fiscal Year 2019 Preliminary Budget

Committee on Education

Committee Chair – Mark Treyger

March 23<sup>th</sup>, 2018



Shaun D. Francois I – President

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Education Committee Chairman Mark Treyger, and distinguished members of the committee, I am here today on behalf of the 26,000 members of Local 372 - NYC Board of Education Employees, District Council 37 - AFSCME, under the leadership of President Shaun D. Francois I., to provide testimony on the Mayor's proposed budget for education.

The 26,000 members of Local 372 perform essential support services to help the 1.2 million public school children of New York City be learning-ready. Our school crossing guards make sure the children cross the streets safely. Our school aids are with students all throughout the day: they greet the children in the morning, engaged in numerous activities to support their educational development, and help the children get to their busses at the end of the day. Our school lunch workers unload, prepare, and serve food each day, including during the summer. Our Community Titles, Parent Coordinators, school neighborhood workers, and paraprofessionals work with parents to navigate the Department of Education, and work with the Department of Homeless Services to make sure the children get to school and have a place to sleep at night. Our Substance Abuse Prevention and Intervention Specialists (SAPIS) work with Students in mental health, anti-gun violence, anti-bullying, gang prevention, and mediation in schools.

Many Local 372 members are also members of the communities in which they work; they are neighbors to students, their families, and some are parents to school children themselves. Our members understand and can relate first hand to the struggles students and families face at home that can impact relationship between students, teachers, principal, parents and others.

Before going any further, I first want to commend the Mayor, the Chair and members of the Education Committee, and the City Council for recognizing the importance of, and the importance of investing in, New York City's public schools and employees. The future that an education provides for a child is one of the most important obligations we must fulfill. However, certain deficits in the education system remain, such as the following issues that I will highlight:

#### School Lunch Employees

Children need food in order to concentrate and learn in the classroom. Local 372 school lunch workers work hard each day to serve breakfasts through the "Breakfast in the Classroom" program, and lunches, all which must fit into federal nutritional standards and guidelines. This is demanding work; while this meets the Department of Education's Office of SchoolFood staffing standards, current guidelines spread school lunch employees too thin between the "Breakfast in

the Classroom” program and preparing for lunch. Local 372 is extremely supportive of the breakfast program, as well as universal lunch — every child deserves to come to class with a full stomach. However, inadequate staffing as mandated by SchoolFood puts additional strain on workers, who are coming in earlier and staying later without extra compensation in order to simply make sure food is ready to feed all 1.2 million children when that bell rings. This strain could be alleviated by hiring more school lunch staff. Local 372 respectfully requests an additional 500 school lunch employees so we can reduce the strain on the current workforce while still continuing to fulfill the Mayor’s breakfast and lunch initiatives, and continuing to fill our student’s stomachs.

Another struggle faced by our school lunch employees, which also has a direct impact on sanitation and hygiene in the school cafeterias and kitchens is inadequate air conditioning or ventilation. Council Member Brand S. Lander issued a report in March 2017, titled “Too Hot to Learn,” based on data produced by the Department of Education and the School Construction authority. According to the data, there were 657 buildings without A/C, 1,178 schools without A/C, and 10,985 classrooms without A/C, with reports of classroom temperatures reaching over 100 degrees in some cases. This leads to discomfort, distraction, lower scores, a loss of instructional time, and increased absenteeism. According to the report, 95% of schools surveyed by the City Council also reported public areas without A/C, which includes cafeterias and kitchen. These kitchens Local 372 workers are in every day can reach over 150 degrees! Proper air conditioning would filter out heat, fumes, and airborne pestilence.

Mayor de Blasio responded to Council Member Lander’s report by announcing a five-year plan to install A/C in over 2,000 classrooms a year until every classroom is equipped with A/C. The Mayor also suggested that the City would subsequently take further action on A/C in non-classroom spaces. While Local 372 is grateful for previous efforts to bring A/C to kitchens and cafeterias thus far, Local 372 requests that more funding be allocated towards installing and maintaining proper A/C and ventilation throughout our schools — both classrooms and in working areas such as kitchens — once and for all.

### SAPIS

SAPIS provide essential prevention and intervention services for 1.2 million public school students. Their work is an essential component in school programming, and provides many students as well as families a safety net of services which include: leadership classes, clubs dedicated to mental health awareness, peer mediation training, classroom presentations, counseling services (at-risk, crisis, individual, and group) drug and gang intervention, and a host of additional mental health services for a variety of conditions. These counselors help children

keep their focus on remaining learning-ready through the use of coordinated and collaborative proven methodologies to cope with the myriad of societal pressures that detract daily from healthy academic, social, and home environments. SAPIS counselors are responsible for monitoring behavior, as well as offering resources and services to support students when they find themselves struggling and/or struggling to improve.

Today, there are less than 300 SAPIS spread across 1,800 schools – a distribution of more than 6,000 students per SAPIS counselor. There are simply not enough SAPIS to address the needs of all of these children and their families. In reality, each SAPIS provides direct classroom lessons and counseling services to an average of 500 students each, with services available in only 325 out of over 1,800 schools. In recent years, we have seen a sharp increase in drug abuse and overdose. Last year, the Mayor proposed spending upwards of \$38 million a year in response to the opioid epidemic that is ravaging our communities. Investing in SAPIS counselors now will save taxpayers money by preventing drug use in our youth today, thus reducing addictions and overdoses in the long run. Local 372 believes one SAPIS in every school is imperative to prevent further lives from succumbing to these pressures, and respectfully request you consider additional SAPIS funding.

#### Community Titles Job Security

Local 372's 1,600 Community Titles play a key role in not only keeping parents informed, but serve as a liaison between school administration and parents. They ensure that parents know how to navigate the school system and help develop leadership and family engagement with schools. PCs assist parents with language barriers, handle HRA paperwork, work with city agencies to identify and provide services directly to parents, and handle numerous ancillary duties.

In addition to requesting an increase in the number of PCs and community associates to allow us to serve more students and balance the ratio between our workers and the hundred of children they each currently serve, I also respectfully request that the Council provide and implement job security and protections of our PC. Since 2003, these titled workers have no job protection and seniority rights. They are subject to the practice of being fired at will. Some PC are performing out-of-title work rather than risk the possibility of receiving a disciplinary write-up or termination notice for questioning the appropriateness of their assignments. Our workers take their numerous responsibilities seriously; it is only fair that, as a matter of principle, their employment is protected and that they are not treated as at will employees by principals supervisors and management.

### School Crossing Guards

Local 372 Level-I School Crossing Guards, 90% of which are women, are often the first line of defense to improve the safety for students who walk, bicycle, or take transit to school. However, under current staffing levels, there still remains thousand of New York City school children crossing main intersections without any supervision from NYPD school crossing guards, parental or adult guidance. Mayor de Blasio's Vision Zero Plan calls for a city-wide plan to place a school crossing guard at every school post in throughout the five boroughs; this will require an additional 100 full-time new crossing guard supervisors, 200 part-time crossing guards, and the implementation of a mobile replacement squad.

In addition, crossing guards work daily at a 25-hour capped part-time schedule, including early morning, lunch time, and after school hours. Local 372 asks that the city annualize this workforce, increase the position to true full-time employment, and pay our a crossing guards a living wage. This would be a real investment in higher job retention numbers, and further pave the way to much lower traffic incidents involving students and the motorized public.

### Public Employee Homeless Crisis

We all know that many of our city's communities are struggling. Just as many of our students' parents are struggling to pay for housing, food, and life's daily needs, so too are our members. As the cost of living continues to rapidly increase, wages are not rising at a comparable rate. Homelessness and "working homelessness" (where a regular paycheck is not enough to cover the cost of living), both in the general population and of those on the city payroll, have been a citywide crisis, a crisis that affects many of our members who are forced to live day-to-day, bouncing from shelter to shelter or couch to couch; all while coming to work every morning to serve our 1.2 million school children. No one who is employed, or who serves the community as our members do, should have to sleep in a shelter because they cannot afford rent.

To address the homeless crisis amongst our working members, Local 372 respectfully requests the City Council and the Mayor raise our members' wages, so they can afford to stay in their homes and put food on the table, and hasten to find a solution to the lack of affordable housing in the city. Anyone working to provide a service to the city should have the right to make a living wage and afford to live in those city communities which they serve.

School support staff are critical to a functioning school system. They create the space every day where teachers can teach and students can learn. Local 372 workers who provide these services are essential to the NYC school system, and as I have testified, are in need. Our workers come in

every day and many work extra hours without pay, all to ensure that New York City's children are given the opportunity to succeed that they so deserve. Local 372 recognizes that there are not enough resources to address every worthy issue and service throughout the city, and that tough decisions must be made over how to allocate limited funds. However, our children are our lives' work, and in order for our important work to succeed, we still need more support to increase staffing, create healthy working space, pay workers a living wage, and shelter those who provide critical services to the city yet cannot afford to shelter themselves.

On behalf of the 26,000 members of Local 372, NYC Board of Education DC37, AFSMCE, I thank you for this opportunity to testify.



# Advocates for Children of New York

Protecting every child's right to learn

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

### Re: Fiscal Year 2019 Preliminary Budget – Education (Expense)

March 23, 2018

Thank you for the opportunity to testify about the Fiscal Year 2019 Preliminary Budget. My name is Randi Levine, and I am the Policy Director of Advocates for Children of New York (AFC). For more than 45 years, Advocates for Children has worked with the City's low-income families to ensure a high-quality education for children who face a variety of barriers to academic success. We speak out for students whose needs are often forgotten, such as students with disabilities, immigrant students, students who are homeless, and students with behavioral challenges.

We are pleased to see that the FY 19 Preliminary Budget continues expanding 3-K for All, expands the DOE's district-wide Restorative Practices model to three additional school districts, and continues the growth of important initiatives such as literacy coaches through the Literacy for All program.

With respect to areas where more funding is needed, I will focus today on school climate, support for students in temporary housing, and busing for students in foster care.

### *Evidence-Based Practices to Improve School Climate in High-Needs Schools*

Every child deserves to attend a safe, high-quality school where students, teachers, and staff are treated with dignity and respect. Yet, we know from ample research and our work with numerous AFC clients that exclusionary, punitive discipline and school policing do nothing to create school environments that reduce violence in our communities and address the mental health and social-emotional needs of NYC students.

Although we have seen a positive decrease in the numbers of NYC student suspensions and school-based summonses and arrests, too many students are unnecessarily excluded from school instead of properly supported in school. And citywide data show that Black students and students with disabilities are still disproportionately impacted. Indeed, last year Black students comprised about 61.8% of students handcuffed by the NYPD during child in crisis interventions —incidents where the police became involved when a student showed signs of emotional distress

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and was then sent to a hospital for psychiatric evaluation. Schools desperately need more tools and resources to implement effective, systemic solutions for addressing the most challenging behaviors, or we may see a back-slide from the progress so far. Unfortunately, the FY 19 Preliminary Budget does not contain the funding needed for such solutions.

We recommend that the FY 19 Executive Budget include and baseline funding for the following recommendations of the Mayoral Leadership Team on School Climate and Discipline:

**1. Mental Health Support Continuum Pilot (\$2.875 million per year)**

This pilot program uses a medical model to help ensure that students in 20 high-needs schools in Brooklyn and the Bronx have access to direct mental health services when needed. It would include school partnerships with hospital-based mental health clinics and call-in centers to assist schools with students in crisis, school response teams that help students get direct mental health services, school-based behavioral health consultants, whole-school training in the evidence-based model of Collaborative Problem Solving, and program evaluation.

**2. Whole-School Collaborative Problem Solving (\$1 million per year)**

Collaborative Problem Solving (“CPS”) is an evidence-based model that has demonstrated effectiveness with children and adolescents who have a wide range of social, emotional, and behavioral challenges. Use of CPS helps schools move away from an exclusionary, punitive model to a problem-solving, skill building approach in which students take responsibility for long-term behavioral change in an environment where the adults are trained to support them. This funding would allow the City to systematically implement CPS in 25 high-needs schools and develop a cadre of CPS-Certified Trainers to build capacity by training other schools in this evidence-based approach to transforming school climate and discipline to keep students and staff safe.

In our written testimony, we have attached a letter from fifteen organizations – comprised of students, parents, educators, mental health providers, and advocates – supporting these recommendations and providing additional detail on each of these proposed investments.

We also recommend that the FY 2019 Budget include \$2.6 million to continue the City Council Restorative Justice Program pilot in 25 schools. The Administration and City Council split the \$2.6M cost in FY 18, but the FY 19 Preliminary Budget does not include any funding for this program. In addition, we support the \$3 million



included in the FY 19 Preliminary Budget to expand the DOE's Restorative Practices whole-district model to three additional school districts.

### *Students in Temporary Housing*

In 2016-2017, a record 104,088 students in NYC district schools were identified as homeless—a 50 percent increase from just five years ago. In FY 17 and FY 18, the Administration included \$10.3 million in the budget to support students who are homeless, including after-school literacy programs at shelters and 43 DOE “Bridging the Gap” social workers to work with students living in shelters at schools with high populations of these students. These social workers have provided counseling to students to address the trauma often associated with housing loss, connected them to academic support and mental health services, and worked to improve attendance. For example, at one school, the Bridging the Gap social worker worked tirelessly with a family and shelter staff to ensure the consistent attendance of a group of siblings living in shelter who had missed more than 60 days of school at their previous school. Only after the Bridging the Gap social worker's intervention did the siblings begin regularly attending school.

Given this success, we were dismayed to see that the FY 19 Preliminary Budget does not include any funding to continue this initiative. When asked about this omission, Mayor de Blasio stated that he was still assessing what type of support and how much funding to include in the Executive Budget.

Given the number of students in temporary housing and the barriers they face to school success, we recommend that the FY 19 budget **restore and baseline the \$10.3M** and **add and baseline an additional \$20M** for the following initiatives:

1. Establishing a Deputy Chancellor's Office for Highly Mobile Students (including students in temporary housing and students in foster care) (\$1M)
2. Hiring Field Support Center Directors for Highly Mobile Students (\$4.5M)
3. Increasing the number of DOE Bridging the Gap school-based social workers for students in shelters from 43 to 100 (\$8M)
4. Hiring 50 DOE social workers to provide intensive supports at shelters to address education-related issues (\$6.5M)

In our written testimony, we have attached a publication released last week by AFC and Citizens' Committee for Children with details about these recommendations, as well as a letter from 16 child advocacy, education, and housing organizations supporting these recommendations.



No child in New York City should be homeless. But while the City works to address the overwhelming problem of homelessness, the City must do more to mitigate the impact of homelessness on children, ensuring they get to school on a regular basis and get the academic and social-emotional support they need to succeed in school. If we want to break the cycle of homelessness, the City must focus more attention and resources on the education of students in temporary housing.

**We recommend that the Executive Budget include \$30.3 million to support the high-level leadership and DOE social workers at schools and shelters needed to drive and manage system-wide change for these students.**

### *Busing for Students in Foster Care*

When students are removed from their homes and families and placed into foster care, school is often the only source of stability in their lives. However, 3 out of 10 students in NYC have to change schools upon their initial placement in foster care—often because they have no way to get to their original school. In our experience, this number is even higher for younger students who cannot take public transportation on their own to get to school.

The federal Fostering Connections to Success and Increasing Adoptions Act and the federal Every Student Succeeds Act (ESSA) require the DOE and ACS to provide, arrange, and fund transportation so that students can remain in their original school when they enter foster care, unless it is in their best interests to transfer to a new school. However, the City does not guarantee bus service to students in foster care. The City only provides bus service to students in foster care whose Individualized Education Programs (IEPs) require special transportation and those who may be easily added to existing bus routes. As a result, students who cannot travel to school on their own are often forced to transfer schools.

Having to transfer schools mid-year means that students must adjust to unfamiliar peers, teachers, routines, and curriculum, while experiencing the trauma of being separated from their parents, and sometimes from their siblings and communities as well. Research shows that students who change schools frequently have lower test scores, earn fewer credits, are more likely to be retained, and are less likely to complete high school than students whose school placements are stable.

The City has already extended yellow bus service to more than 5,000 kindergarten through sixth grade students living in shelters, paving the way for the City to provide yellow bus service to the significantly smaller number of kindergarten through sixth



grade students in foster care who may need bus service and currently cannot access it. No student in foster care should be forced to change schools due to lack of transportation. **We recommend that the FY 19 Executive Budget include \$5 million for bus service for kindergarten through sixth grade students in foster care.**

Thank you for the opportunity to speak with you today. We look forward to working with the Administration and the City Council as the budget process moves forward. I would be happy to answer any questions you may have.

March 5, 2018

New York City Council Member  
250 Broadway  
New York, NY 10007

Dear City Council Member,

As organizations committed to creating healthy, safe New York City schools where students and staff are treated with dignity and respect, we are writing to urge you to support our advocacy that the FY 2019 Executive Budget include funding to invest in whole-school, evidence-based practices to improve school climate in high-needs schools. In particular, we ask that you support the inclusion of two budget items that derive from recommendations by the Mayor's Leadership Team on School Climate and Discipline, comprised of diverse stakeholders ranging from city agencies and the City Council to researchers, unions, school staff, students, parents, and advocates.<sup>1</sup> By making these strategic investments to effectively support the mental and behavioral health needs of students in high-needs schools, the City will make real and lasting change to the ways schools address student behavior while keeping students in school and learning.

The numbers of suspensions, summonses, and arrests in NYC schools continue to decrease, and the crime index in schools is at an all-time low. This trend is promising because evidence shows that punitive, exclusionary practices do not work. While fewer students are being suspended and arrested in school, the numbers are still high and disparities based on race and disability persist. NYPD interventions last year included 2,702 incidents involving students in emotional distress sent to the hospital for psychiatric evaluation, sometimes using handcuffs on children as young as 5 years old. Schools desperately need more tools and resources to implement effective alternatives, or we may see a back-slide from the progress so far.<sup>2</sup>

In order for the Mayor's reforms in school climate and discipline to succeed and be sustained, the City must realign its resources to reflect the critical needs of students and school staff. We strongly support the Mayor's plans for expansion of whole-district restorative practices to three additional districts and continued joint City and City Council funding of the City Council Restorative Practices Initiative; however, additional funding is needed to provide systemic solutions for addressing the most challenging behaviors.

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<sup>1</sup> The Mayor's Leadership Team on School Climate and Discipline, "Maintaining the Momentum: A Plan for Safety and Fairness In Schools, Phase Two Recommendations" (July 2016), [http://www1.nyc.gov/assets/sclt/downloads/pdf/SCLT\\_Report\\_7-21-16.pdf](http://www1.nyc.gov/assets/sclt/downloads/pdf/SCLT_Report_7-21-16.pdf).

<sup>2</sup> Advocates for Children of New York, Children in Crisis: Police Response to Students in Emotional Distress (Nov. 2017), [http://www.advocatesforchildren.org/sites/default/files/library/children\\_in\\_crisis.pdf?pt=1](http://www.advocatesforchildren.org/sites/default/files/library/children_in_crisis.pdf?pt=1); Urban Youth Collaborative and Center for Popular Democracy, Policy Brief: Young People's Vision for Safe, Supportive, and Inclusive Schools (Oct. 2017), [https://populardemocracy.org/sites/default/files/Young%20People%E2%80%99s%20Vision%20for%20Schools\\_Policy%20Brief\\_%20FINAL.pdf](https://populardemocracy.org/sites/default/files/Young%20People%E2%80%99s%20Vision%20for%20Schools_Policy%20Brief_%20FINAL.pdf).



**We urge the City to make the following investments in FY 2019:**

- (1) \$2.875 million per year for direct mental health supports and services for students, using a medical model,** with meaningful coordination between schools and mental health providers as an evidence-based alternative to disciplinary action in 20 high-needs schools; and
- (2) \$1 million per year for whole-school training and support for school staff in high-needs schools using the evidence-based model of Collaborative Problem Solving** to help students with significant behavioral challenges and the staff that support them resolve problems in a skill-building, collaborative way.

These recommendations are described in more detail in the attachment. We urge your support and leadership to ensure funding for these investments. We stand ready to work with you to advance these critical budget priorities and would be happy to meet with you to discuss them.

Sincerely,

Advocates for Children of New York  
The Bronx Defenders  
Children's Defense Fund – New York  
Citizens' Committee for Children  
Coalition for Educational Justice  
Communities for Crisis Intervention Teams in New York City  
Dignity in Schools Campaign – New York  
Educators for Excellence  
exalt  
Legal Aid Society  
New York Civil Liberties Union  
New York Law School Legal Services, Inc.  
New York Lawyers for the Public Interest  
Parent Action Committee

# **Add Strategic Investments in Evidence-Based Practices to Improve School Climate in High-Needs Schools**

**We urge the City to make the following two investments in the FY 2019 Executive Budget:**

## **1) Mental Health Support Continuum Pilot (\$2.875 million per year)**

This pilot program, recommended by the Mayor's Leadership Team on School Climate and Discipline, uses a medical model to help ensure that students in 20 high-needs schools in Brooklyn and the Bronx have access to direct mental health services when needed. It would include school partnerships with hospital-based mental health clinics and call-in centers to assist schools with students in crisis, school response teams that help students get direct mental health services, school-based behavioral health consultants, whole-school training in the evidence-based model of Collaborative Problem Solving, and program evaluation.

We recommend that the **FY 2019 Budget include and baseline \$2.875 million per year to launch and sustain a mental health support continuum pilot in 20 high-needs schools in Brooklyn and the Bronx.** It is critical that this funding be included in the budget for at least three years to develop capacity in these schools.

Components of the pilot include:

1. **Two Hospital-Based Clinics** to support identified schools in Brooklyn and the Bronx by formalizing relationships and creating protocols for the Maimonides Medical Center Urgent Evaluation Service (UES) Clinic to accept referrals from identified schools for student behavior that does not need to be assessed in the emergency department of a hospital, and expanding the model to the Bronx (\$260,000 per clinic x 2 = \$520,000)
2. **Two Call-In Centers** within the clinics where clinicians field questions and provide advice to school personnel interacting with students in crisis and direct them to the appropriate level of care (included in clinic cost)
3. **Five School Response Teams**, based on the mobile response team model, offering services directly to students and families while working to enhance each school's capacity to respond to the mental health needs of its students (\$235,000 per team x 5 = \$1.175 million)
4. **Whole-School Collaborative Problem-Solving Training** (\$40,000 per school x 20 = \$800,000)
5. **Four Full-Time School-Based Behavioral Health Consultants** (masters level social workers with clinical experience) each assigned to five schools to assess their needs and address issues related to mental health and substance use (\$70,000 per clinician x 4 = \$280,000)
6. **Data Collection and Program Evaluation** (\$100,000)

## 2) Whole-School Collaborative Problem Solving (\$1 million per year)

Collaborative Problem Solving (“CPS”) is an evidence-based model that has demonstrated effectiveness with children and adolescents who have a wide range of social, emotional, and behavioral challenges.<sup>3</sup> Unlike traditional models of discipline, CPS focuses on teaching students with behavioral challenges the skills they need to succeed such as flexibility, frustration tolerance, and problem solving. Use of CPS helps schools move away from an exclusionary, punitive model to a problem-solving, skill building approach in which students take responsibility for long-term behavioral change in an environment where the adults are trained to support them.

Research indicates that CPS can lead to dramatic decreases in the most challenging behaviors. Other results include significant reductions in time spent out of class, detentions, suspensions, injuries, teacher stress, and alternative school placements.<sup>4</sup>

We recommend that the **FY 2019 Budget include and baseline \$1 million per year to systematically implement whole-school Collaborative Problem Solving (CPS) in 25 high-needs schools and develop a cadre of CPS-Certified Trainers to build capacity by training other schools** in this evidence-based approach to transforming school climate and discipline to keep students and staff safe. It is critical that this funding be included in the budget for at least three years to develop capacity in these schools.

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<sup>3</sup> See [www.thinkkids.org/learn/our-collaborative-problem-solving-approach/](http://www.thinkkids.org/learn/our-collaborative-problem-solving-approach/) (accessed on Feb. 12, 2018).

<sup>4</sup> See, e.g., Greene, R., Ablon, J., Goring, J., Raezer-Blakely, L., Markey, J., Monuteaux, M., Henin, A., Edwards, G. and Rabbitt, S., 2004, Effectiveness of Collaborative Problem Solving in Affectively Dysregulated Children with Oppositional-Defiant Disorder: Initial Findings. *Journal of Consulting and Clinical Psychology*, v. 72, no. 6, 1157-1164; Stetson, E. and Plog, A., 2016, Collaborative Problem Solving in Schools: Results of a Year-Long Consultation Project, *School Social Work Journal*, v. 40, issue 2, 17-36; Epstein, T., & Saltzman-Benaiah, J., 2010, Parenting children with disruptive behaviours: evaluation of a collaborative problem solving pilot program. *Journal of Clinical Psychology Practice*, 1(1), 27-40; Pollastri, A., Epstein, L., Heath, G., and Ablon, J., 2013, The Collaborative Problem Solving Approach: Outcomes Across Settings. *Harvard Review of Psychiatry*, v. 21, 188-195; Schaubman, A., Stetson, E. and Plog, A., 2011, Reducing Teacher Stress by Implementing Collaborative Problem Solving in a School Setting. *School Social Work Journal*, v. 35, no. 2, 72-93.

March 15, 2018

The Honorable Bill de Blasio  
Mayor of the City of New York  
City Hall  
New York, NY 10007

Dear Mayor de Blasio:

On behalf of the undersigned New York City organizations dedicated to the well-being of children and families, we are writing to urge you to provide critical support for students who are homeless. Given the record numbers of students experiencing homelessness and the significant needs of these students, we urge you to restore the \$10.3 million included in the FY 17 and FY 18 budgets for supports for these students and add \$20 million for the following initiatives:

- 1) **Establish a Deputy Chancellor's Office for Highly Mobile Students**
- 2) **Hire Field Support Center Directors for Highly Mobile Students**
- 3) **Increase the number of DOE Bridging the Gap school-based social workers for students in shelters from 43 to 100**
- 4) **Hire 50 DOE social workers, instead of additional DOE Family Assistants, to provide intensive supports at shelters to address education-related issues**

In 2016-17, a record 104,088 New York City students were identified as homeless. This represents a 50 percent increase from just five years ago. Students in temporary housing have worse educational outcomes than their permanently housed peers. Outcomes are particularly bleak for students living in New York City shelters—38,000 students during the 2016-17 school year. These students have higher rates of disability, higher rates of suspension, and higher rates of absence. More than half of these students miss at least one month of school per year. Only fifteen percent score proficiently in reading, and only twelve percent score proficiently in math. Ten percent of middle and high school students living in shelter are suspended.

For the past two years, we were pleased to see your Administration support students living in shelters by providing \$10.3 million in the FY 2017 and 2018 budgets. The \$10.3 million has funded successful after-school literacy programs at shelters and enrollment support for families living in shelters. Moreover, this funding has allowed 43 DOE social workers to be placed in schools with high populations of students living in shelters as part of the Bridging the Gap program. Given the impact of these initiatives, we were very surprised and disappointed that the FY 19 Preliminary Budget eliminated funding for these initiatives. **To support the growing number of students who are homeless, the City needs to restore the \$10.3 million and provide an additional infusion of resources to hire high-level leadership and an increased number of social workers to focus on these students.**

#### **1. Establish a Deputy Chancellor's Office for Highly Mobile Students**

The growing number of students in temporary housing represents a crisis that requires more of the City's attention and resources. Addressing this crisis requires high-level leadership, which is why the DOE should appoint a Deputy Chancellor for Highly Mobile Students. Currently, the DOE's Students in Temporary Housing Program is buried under the vast and varied portfolio of the Deputy Chancellor for Operations. This arrangement makes it unlikely that the 100,000

students in temporary housing will get the attention or support they need. By working across agencies and DOE divisions, the Deputy Chancellor's Office would develop and implement policies to better serve students in temporary housing and students in foster care.

## **2. Hire Field Support Center Directors for Highly Mobile Students**

While each DOE Field Support Center has a Director for Special Education and a Director for English Language Learners, as well as staff teams focused on special education and English Language Learners, the Field Support Centers currently have no staff focused on students in temporary housing or students in foster care. Given the particular laws and policies that apply to these students and the barriers they face, we recommend that the City hire Field Support Center Directors for Highly Mobile Students to support schools in serving students in temporary housing and students in foster care, provide professional development to school staff, and work to track and improve educational outcomes for these students.

## **3. Increase the number of DOE Bridging the Gap school-based social workers for students in shelters from 43 to 100**

We also must continue and build on the services currently in place. For the past two years, your Administration has supported students living in shelters through the Bridging the Gap social worker program. This year, 43 DOE social workers are working in schools with high populations of students living in shelters as part of the Bridging the Gap program. These social workers provide counseling, connect students with academic and mental health services, and work to combat chronic absenteeism.

We are deeply concerned that the FY 19 Preliminary Budget eliminated funding for the DOE Bridging the Gap social workers. Moreover, more than **150 schools serve a population in which 10 percent or more of the students live in shelter**, and most of these schools do not yet have a Bridging the Gap social worker. To continue the success of this program and fill gaps in services, we recommend that you restore the existing funding for the 43 social workers and add 57 social workers for a total of 100 Bridging the Gap social workers.

## **4. Hire 50 DOE social workers, instead of additional DOE Family Assistants, to work at shelters**

As the number of family shelters, cluster sites, and commercial hotels has grown, the number of Family Assistants has not kept pace, leaving many families in shelters without access to shelter-based DOE staff. Currently, there are approximately 117 DOE Family Assistants who work in shelters. These Family Assistants are not required to have a college degree or any formal training in social work or education. With all of the education-related challenges students living in shelters face, the DOE should hire shelter-based social workers to provide intensive supports to address education-related issues and help students and families address barriers to education and navigate the school system, including enrollment, attendance, transportation, school applications, special education services, school suspensions, and early childhood education. At a minimum, as Family Assistants leave their positions, the DOE should replace them with social workers and, as new shelters open, the DOE should hire social workers instead of Family Assistants to work there.



As you work to design a program that will serve students who are homeless, we strongly urge you to **restore the \$10.3 million to fund existing supports and add \$20 million to establish a Deputy Chancellor's Office for Highly Mobile Students, hire Field Support Center Directors for Highly Mobile Students, increase the number of DOE Bridging the Gap school-based social workers for students in shelters from 43 to 100, and hire 50 DOE social workers to provide intensive education-related support at shelters.** These initiatives would have a substantial impact on the lives and education of the 100,000 students experiencing homelessness in New York City.

Respectfully,

Advocates for Children of New York

Alliance for Quality Education

Children's Aid

Children's Defense Fund-New York

Citizens' Committee for Children of New York

Coalition for Educational Justice

Coalition for the Homeless

Committee for Hispanic Children and Families

Good Shepherd Services

Henry Street Settlement

The Legal Aid Society

Monadnock Development

New Destiny Housing

Partnership with Children

United Neighborhood Houses

Win (formerly Women in Need)

cc: New York City Council



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



## RECOMMENDATIONS FOR IMPROVING SCHOOL ACCESS AND SUCCESS FOR RISING NUMBERS OF STUDENTS IN TEMPORARY HOUSING

### INTRODUCTION

In 2016-2017, 104,088 students in New York City schools were identified as homeless.<sup>1</sup> If these students made up their own school district, it would be one of the thirty largest districts in the nation, with twice the number of students as the entire Boston public school system.<sup>2</sup>

In New York City, students in temporary housing have worse educational outcomes than their permanently housed peers across a number of measures. Outcomes are particularly bleak for students living in New York City shelters—38,000 students during the 2016-2017 school year.<sup>3</sup>

For example, during the 2015-2016 school year:

- » 53% of NYC students living in shelters were absent on 20 or more school days—missing the equivalent of *one month* of school.<sup>4</sup>
- » Only 15% of third through eighth grade students living in shelters scored proficiently in reading.<sup>5</sup>
- » Only 12% of third through eighth grade students living in shelters scored proficiently in math.<sup>6</sup>
- » 10% of middle and high school students living in shelters were suspended from school.<sup>7</sup>

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<sup>1</sup> New York State Technical and Education Assistance Center for Homeless Students, “Data on Homelessness in New York State,” <http://nysteachs.org/info-topic/statistics.html#data>.

<sup>2</sup> See U.S. Department of Education, National Center for Education Statistics Table 215.30 (2016), [https://nces.ed.gov/programs/digest/d16/tables/dt16\\_215.30.asp](https://nces.ed.gov/programs/digest/d16/tables/dt16_215.30.asp).

<sup>3</sup> See New York State Technical and Education Assistance Center for Homeless Students, 2016-17 Data, [http://nysteachs.org/media/SED\\_SIRS2016\\_17x.xlsx](http://nysteachs.org/media/SED_SIRS2016_17x.xlsx).

<sup>4</sup> Institute for Children, Poverty & Homelessness, “On the Map: The Atlas of Student Homelessness in New York City 2017” (Aug. 2017) (hereinafter ICPH On the Map), page 32, available at [http://www.icphusa.org/wp-content/uploads/2017/08/ICPH\\_StudentAtlas2017\\_Section2\\_HousingInstabilityUnderminesSchoolStability.pdf](http://www.icphusa.org/wp-content/uploads/2017/08/ICPH_StudentAtlas2017_Section2_HousingInstabilityUnderminesSchoolStability.pdf).

<sup>5</sup> ICPH On the Map, page 61, available at [http://www.icphusa.org/wp-content/uploads/2017/08/ICPH\\_StudentAtlas2017\\_Section4\\_EducationalAchievementofHomeless-Students.pdf](http://www.icphusa.org/wp-content/uploads/2017/08/ICPH_StudentAtlas2017_Section4_EducationalAchievementofHomeless-Students.pdf).

<sup>6</sup> *Id.* at 69.

<sup>7</sup> ICPH On the Map, page 77, available at [http://www.icphusa.org/wp-content/uploads/2017/08/ICPH\\_StudentAtlas2017\\_Section5\\_BehavioralChallengesandDisciplineofHomelessStudents.pdf](http://www.icphusa.org/wp-content/uploads/2017/08/ICPH_StudentAtlas2017_Section5_BehavioralChallengesandDisciplineofHomelessStudents.pdf).

These outcomes can be better understood in the context of the many barriers to school success that children in shelter face. Homelessness can create a chaotic living environment where students are exposed to high levels of stress. In addition to the trauma of housing loss, children may have been exposed to other traumatic experiences, such as domestic violence, which is now the primary driver of homelessness in New York City. Homelessness uproots children from their systems of support and care, which may include relatives, friends, teachers, service providers, medical providers, and mental health providers. Families who are homeless must balance competing priorities including juggling multiple social services appointments and the search for permanent housing. These stressors exacerbate the challenges that children living in poverty already face.

While school can serve as a key source of stability for students, the City places most families in shelters far outside their neighborhoods. Last year, only 50% of families were placed in the same borough, let alone school district, where their youngest child had been attending school prior to the family entering shelter.<sup>8</sup> As a result, families must decide between long commutes to school and transferring schools. When students transfer schools, they have to adjust to unfamiliar peers and teachers, new schedules and routines, different curriculums and teaching styles, and varying school environments, in addition to adjusting to a new living situation. The chronic stress or trauma that many students experiencing homelessness face must be addressed in order for them to thrive academically and socially.

Two years ago, Mayor de Blasio included \$10.3 million in the Fiscal Year 2017 budget for Department of Education (DOE) support for students living in shelters. Last year, only a few months after the programs had first gotten off the ground, the Mayor omitted the \$10.3 million from his Fiscal Year 2018 Preliminary Budget, but restored the funding in his Executive Budget. Among other services, the funding is currently supporting 43 “Bridging the Gap” social workers to work with students living in shelters at schools with high numbers of these students, after-school literacy programs at shelters, and enrollment assistance for families living in shelters. The Fiscal Year 2019 Preliminary Budget once again omitted Bridging the Gap and the other programming targeted for students living in shelters.

The Bridging the Gap initiative has made a difference for students living in shelters. The social workers have provided counseling to students, connected them to academic support and mental health services, and worked to combat chronic absenteeism. As one school administrator noted: “To support families, [the Bridging the Gap social worker] does whatever is necessary to get the job done! She collaborates with families, school staff, outside caseworkers, doctors, counselors, shelter school liaisons, attendance personnel - you name it! When a family [who is homeless] comes to the school, she meets with them, truly listens to their story, and does her best to empower them with resources.”

Over the past five years, the number of students in temporary housing in NYC schools has increased by 50 percent.<sup>9</sup> During this time period, the only increase in DOE staffing targeted to serving this population was the addition of the 43 Bridging the Gap social workers.

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<sup>8</sup> “New York City Preliminary Fiscal 2018 Mayor’s Management Report – Homeless Services,” page 169, *available at* <http://www1.nyc.gov/assets/operations/downloads/pdf/pmmr2018/dhs.pdf>.

<sup>9</sup> See New York State Technical and Education Assistance Center for Homeless Students, “Data on Homelessness in New York State,” <http://nysteachs.org/info-topic/statistics.html#data>.

Therefore, we were dismayed that, once again, Mayor de Blasio omitted the \$10.3 million from his Fiscal Year 2019 Preliminary Budget and did not include any other new supports for students in temporary housing. During his budget briefing, when a reporter asked him about this omission in light of the record levels of homelessness, the Mayor responded that he would include funding to support students who are homeless in his Executive Budget in the spring, but that the City was still determining “what services we will give, where, how, when, [and] how much it will cost.”<sup>10</sup>

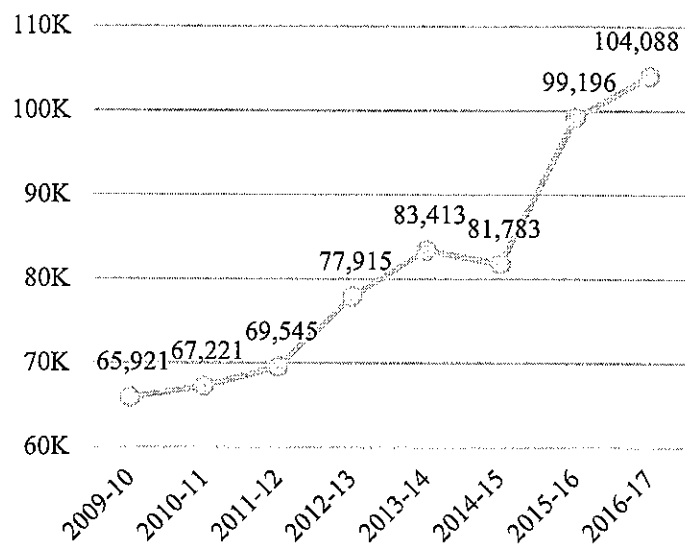
The growing number of students who are homeless is a crisis that demands significant attention and resources. High-level leadership and appropriate staffing are critical to driving and managing system-wide changes to improve attendance and educational outcomes for the growing number of students in temporary housing.

As the Mayor determines the support for students who are homeless he will include in the Executive Budget, we offer the following recommendations. In addition to continuing the current support for students living in shelters by restoring and baselining the \$10.3 million for Bridging the Gap and the related initiatives, the City should:

1. **Establish a DOE Deputy Chancellor’s Office for Highly Mobile Students.**
2. **Hire DOE Field Support Center Directors for Highly Mobile Students.**
3. **Expand the DOE Bridging the Gap social worker program from 43 to 100 social workers at schools.**
4. **Hire 50 DOE social workers to provide intensive supports at shelters to address education-related issues.**

We estimate that these initiatives would cost a total of \$30.3 million—the restoration of the \$10.3 million plus an additional \$20 million in new funding.

**Students in Temporary Housing in NYC Public Schools (Excluding Charter Schools) 2009-10 through 2016-17**



Data Source: New York State Education Department’s Student Information Repository System  
<http://nysteachs.org/info-topic/statistics.html>

<sup>10</sup> See Mayor de Blasio Presents Fiscal Year 2019 Preliminary Budget, available at <https://www.youtube.com/watch?v=AMrDoHErBd4> (Feb. 1, 2018) at 1:29:10.

# RECOMMENDATIONS

## *High-Level Leadership and Targeted Staffing*

While the City has taken some positive steps, more work must be done to address gaps in service and spearhead a comprehensive initiative to improve school access and school success for students who are homeless. The City must continue the \$10.3 million investment to fund supports for students living in shelters, including 43 Bridging the Gap social workers and one supervising social worker, after-school literacy programs at shelters, and enrollment assistance at shelters. However, merely continuing this investment is not sufficient to address the growing and tremendous need to support the thousands of students who are homeless. As the City considers how to address the needs of students who are homeless, we offer the following recommendations.

### **1. Establish a DOE Deputy Chancellor's Office for Highly Mobile Students.**

Currently, the DOE's Students in Temporary Housing Program is buried under the vast and varied portfolio of the Deputy Chancellor for Operations. This arrangement makes it unlikely that students in temporary housing will get the attention or support they need. Given the size of the population of students in temporary housing and the tremendous need for support, the DOE should appoint a Deputy Chancellor for Highly Mobile Students. The Deputy Chancellor would be responsible for the education of students in temporary housing, as well as students in foster care. With respect to students in temporary housing, the responsibilities should include:

- » Developing a strategic plan to better serve students in temporary housing and improve educational outcomes.
- » Coordinating with the Department of Social Services and other agencies outside the DOE, such as the Department of Youth and Community Development and the Administration for Children's Services, to better support students in temporary housing.
- » Coordinating with the various divisions within the DOE to support students in temporary housing.
- » Working across agencies and DOE divisions to develop and implement policies and plans to better serve students in temporary housing including:
  - Increasing attendance using a targeted, data-driven, strengths-based approach.
  - Creating a menu of academic interventions and social-emotional support accessible to students in temporary housing and a plan for identifying students in need of additional support and connecting them with these resources.
  - Streamlining transportation to ensure students can get to school as quickly as possible when they become homeless or change temporary housing locations.
  - Strengthening access to timely special education evaluations and services and support for English Language Learners.
  - Strengthening access to gifted and talented programs, specialized programs, and high-performing schools.
  - Increasing participation in after-school and summer programs.
  - Increasing participation in early childhood education programs.
  - Strengthening access to post-secondary options, including college and career opportunities.



- » Evaluating programs for students in temporary housing and setting and measuring key metrics including attendance, school stability/school transfers, reading and math proficiency, grade retention, graduation rates, suspensions, rate of completion of the special education evaluation process, receipt of mandated special education services, early childhood education participation, and college enrollment.
- » Overseeing the DOE's Students in Temporary Housing program, including DOE staff focused on serving students in temporary housing at Field Support Centers, schools, and shelters.

The Deputy Chancellor's office should be sufficiently staffed to ensure capacity for these responsibilities and, at a minimum, should include dedicated staff for policy, data analysis, and program development and evaluation.

## **2. Hire Field Support Center Directors for Highly Mobile Students.**

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DOE Field Support Centers (FSCs) are responsible for supporting schools by providing strategic and policy guidance and professional development. While each DOE Field Support Center has a Director for Special Education and a Director for English Language Learners, as well as a team of staff members focused on special education and a team of staff members focused on English Language Learners, the Field Support Centers currently have no staff focused on students in temporary housing or students in foster care. Given the particular laws and policies that apply to these students and the barriers they face, each Field Support Center should have a Director for Highly Mobile Students and a team of professionals focused on these students, including social work supervisors to supervise the school-based and shelter-based social workers. With respect to students in temporary housing, the responsibilities of the Field Support Center staff should include:

- » Supporting schools in serving students in temporary housing.
- » Supervising the school-based and shelter-based DOE social workers.
- » Developing and delivering professional development for DOE social workers and other DOE staff.
- » Communicating policies and procedures related to students in temporary housing to their schools.
- » Resolving cases where students in temporary housing have experienced barriers related to enrollment, transportation, and full participation in school.
- » Tracking data related to students in temporary housing and using such data to ensure that school-based and shelter-based staff better target services and to help enhance the effectiveness of those services.

## **3. Expand the DOE Bridging the Gap school-based social worker program from 43 to 100 social workers at schools.**

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The City should strengthen and expand the "Bridging the Gap" program, which places social workers at schools with high populations of students living in shelters. The City has taken an important step by funding 43 social workers to work with students living in shelters at schools with high numbers of these students. These social workers have provided much-needed counseling to students living in

shelters; have connected students with academic support, mental health services, and other resources; and have helped combat chronic absenteeism.

However, the Mayor's Fiscal Year 2019 Preliminary Budget did not include funding for these social workers, putting the continuation of the program in jeopardy. Furthermore, more than 150 schools serve a population in which 10 percent or more of the students live in shelter, and most of these schools do not yet have a Bridging the Gap social worker.

The City should provide long-term funding for at least 100 Bridging the Gap social workers to serve these schools and at least five Bridging the Gap social worker supervisors. The DOE should set clear expectations for these social workers and provide professional development and high-quality supervision. These social workers should:

- » Track the school's students living in shelters and identify students who need additional support.
- » Use strengths-based and trauma-informed approaches to address the needs of students and their families to combat chronic absenteeism and improve student performance.
- » Provide counseling to students who need this support.
- » Connect students with supports such as academic intervention services and mental health services.
- » Help students and families navigate the school system, including school enrollment, attendance, transportation, school applications, special education services, school suspensions, after-school and summer programs, and early childhood education.

*"Since I've been working with the Bridging the Gap social worker at [an elementary school] in the Bronx, I have seen a great improvement in the students' attendance."*

...

*"[The Bridging the Gap social worker] has reached out to both students and their parents in temporary housing to provide a greater sense of security and belonging at our school. She is currently working with the attendance committee, guidance counselors, and teachers to bridge the gaps of communication and offer solutions to improve the quality of life for these families."*

...

*"The Bridging the Gap program has had a tremendous impact on our students. We are able to track student data more efficiently with the goal of having all students both physically and mentally present for learning. Our social worker has helped to increase parental involvement and improve the resilience of the students by ensuring that they have what they need to be successful."*

#### **4. Hire 50 DOE social workers to provide intensive supports at shelters to address education-related issues.**

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In addition to placing social workers in schools with high concentrations of students living in shelters, it is important to have qualified, trained professionals on the ground at the City's shelters who can address barriers to school access and school success. Many children will attend schools that do not have a Bridging the Gap social worker, and social workers based at shelters can work more closely with parents. Currently, there are approximately 117 DOE Family Assistants who work in shelters and are primarily responsible for conducting intakes with families, giving basic information about education, and distributing MetroCards. The Family Assistants are not required to have a college degree or any formal training in social work or education. They are not a substitute for trained social workers who could provide the social-emotional support and advocacy that this

population needs. Furthermore, as the number of family shelters, cluster sites, and commercial hotels has grown, the number of Family Assistants has not kept pace, leaving many students and families in shelters without access to shelter-based DOE staff.

Given all of the challenges faced by students living in shelters, **the DOE should hire shelter-based social workers to provide intensive supports focused on children's education.** At a minimum, as Family Assistants leave their positions, the DOE should replace them with social workers and, as new shelters open, the DOE should hire social workers instead of Family Assistants to work there. Using a strengths-based, family-centered, trauma-informed approach, these social workers should help students and families address barriers to education and navigate the school system, including enrollment, attendance, transportation, school applications, special education services, school suspensions, after-school and summer programs, and early childhood education.

***High-level leadership, including a DOE Deputy Chancellor and DOE Field Support Center Directors for Highly Mobile Students, and social workers at schools and shelters focused on students living in shelters would allow the DOE to tackle a number of barriers faced by students living in shelters. With this infrastructure in place, the City should:***

### **1. Spearhead a coordinated attendance effort.**

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Given the rates of chronic absenteeism among students living in shelters, the Deputy Chancellor should spearhead a coordinated, interagency effort to increase attendance. The City should use a data-driven approach that tasks key staff with generating and disseminating regular attendance reports and tasks key staff at schools and shelters with monitoring the attendance of students living in shelters and supporting students and their families to improve school attendance. Schools and shelters should use a strengths-based approach that rewards success (e.g., ice cream parties for children with perfect attendance for the month) and borrows from other successful initiatives to improve attendance, such as those being used in community schools.

### **2. Integrate education information into the PATH intake process.**

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The Deputy Chancellor should work with the Department of Social Services to ensure that all families receive information about their options regarding education when they apply for shelter at PATH. When families enter shelter, they need information about their options to keep their children in their original school or transfer them to a school in their new neighborhood and information about transportation services. Furthermore, New York State law requires local social service districts to assist parents in choosing a school within two business days of shelter entry. Given the number of families who are being placed in hotels or other facilities with no DOE staff on site, it is imperative to incorporate this discussion into the PATH intake process. Recently, more than 100 families per day have applied for shelter at PATH. However, currently, only three DOE staff members work at PATH, and they are not there late at night or on weekends. Furthermore, no other PATH staff is tasked with sharing school selection and school transportation information with families. As a result, for most families, education is not addressed at PATH. Not knowing where their children can go to

school the next day or how to get there can be extremely stressful for families and can lead to a gap in school attendance, especially because it may take 3-5 weeks to get busing arranged.

This past year, the City enacted a law to require the Department of Homeless Services to provide informational materials at PATH to families regarding education starting in July 2018. The Deputy Chancellor's office should help prepare these resources and develop protocols for families who have questions or need additional assistance.

Furthermore, the Deputy Chancellor should develop a plan to better support families at PATH with respect to education. In addition to receiving printed materials, every family who participates in the shelter intake process at PATH should meet with a staff member trained in education who can share information about school selection options and transportation. The staff member should also help to identify, triage, and address cases in which there will be barriers to school attendance (e.g., a parent with a disability who will not be able to transport her young child to school before bus service begins).

### **3. Improve access to special education services.**

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Students who are homeless often experience barriers to getting timely special education evaluations and services. Research shows that students who are homeless receive Individualized Education Programs (IEPs) later than permanently housed students, missing out on services during the early years when they could be most beneficial. Furthermore, in the 2015-2016 and 2016-2017 school years, only 35 NYC children identified as homeless were receiving preschool special education services. The Deputy Chancellor should launch a plan and build upon initial efforts at the DOE to develop protocols to address these barriers.

### **4. Enhance efforts to increase access to early childhood education.**

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The City has made impressive efforts to increase pre-K enrollment among children living in shelters, using a data-driven, interagency, targeted approach. The City should build on these efforts to increase participation in early childhood education programs among children living in shelters by:

- » Continuing its efforts to increase enrollment in Pre-K for All since around 35 percent of four-year-old children living in shelters are not yet enrolled.
- » Replicating the City's successful pre-K outreach efforts to increase access to other high-quality early childhood education programs, such as 3-K, Head Start, and EarlyLearn for children younger than four years old. We are pleased that the City has started this work.
- » Changing the eligibility rules to make all children who are homeless eligible for child care. Currently, not all children who are in shelters are eligible for subsidized child care. As a result, they may be unable to participate in EarlyLearn or other early childhood education programs.
- » Ensuring that shelter-based social workers receive training in how to conduct developmental screenings of young children, the requirements to refer young infants and toddlers suspected of having developmental delays or disabilities to the Early Intervention program, the preschool special education process, and best practices for supporting families in applying to and enrolling their children in high-quality early childhood education programs.

## **5. Expand opportunities for school-age children who are homeless to participate in after-school and summer programs.**

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Despite the social and academic benefits participating in after-school and summer programs would have for children living in shelters where there may be no space for social interactions, as well as the benefits to working parents who would have a safe place for their children to be while they are at work, looking for work, and/or looking for housing, students in temporary housing face many barriers to participating in these programs. Children have priority for after-school programs where they attend school; children being bused cannot stay for the programming. In addition, if children enter the shelter mid-school year or during the summer months, many programs are already fully subscribed. Finally, children who are in the after-school programming have priority for the summer programs, so if these children cannot participate during the school year, they likely miss out during the summer too. The City should take steps to increase access to after-school programs for students who are homeless by:

- » Deliberately recruiting and enrolling children living in shelters, with a particular priority on enrolling children whose shelter placement is a commercial hotel.
- » Creating additional after-school and summer capacity to serve more children who are homeless.
- » Expanding on-site after-school and summer programming at shelters, including the newly constructed shelters.
- » Ensuring that younger children living in shelters have access to busing to take them back to their shelters when the after-school programming ends.

## **6. Continue to improve transportation.**

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The City should continue to improve transportation for students living in shelters. In January 2016, the City made a landmark improvement for students living in shelters when it began offering yellow bus service to kindergarten through sixth grade students, as well as seventh and eighth grade students with IEPs, living in shelters, removing a significant barrier to school stability for these students. This important policy should be codified through Chancellor's Regulations. In addition, the Deputy Chancellor should work with the City to explore ways of continuing to improve transportation for students living in shelters, including the following recommendations:

- » Provide busing for students in conditional shelter placements: When families go to PATH, they are first placed in conditional shelter placements while a shelter eligibility determination is pending. They often have to apply multiple times for shelter. Under the City's current policy, students living in shelters are not routed for yellow bus transportation until the family has been found eligible for shelter, which often takes 3-5 weeks. During this time, children are frequently absent from school. The City can minimize such absences by providing yellow bus service during these conditional shelter placements. When families are found eligible for shelter, they typically remain in the same shelter where they had already been placed conditionally. Therefore, there would be no need to re-route these students.
- » Ensure that there are clear written protocols for arranging busing for students in temporary housing that detail: 1) the process for arranging busing for students in Department of Homeless Services shelters, Domestic Violence shelters, and Housing Preservation and Development shelters; 2) the roles and expectations for school-based and shelter-based staff with regard to arranging busing; and 3) how to troubleshoot cases where busing is not promptly arranged. These



protocols should be discussed with the agencies overseeing the various shelter systems, and staff at the shelters should be trained on these protocols.

- » Provide busing for Pre-K/3-K students: The City should make yellow bus service available to 3-K and Pre-K for All students living in shelters to help ensure they can stay in their early childhood education programs when they enter or transfer shelters. At a minimum, the City should start by allowing 3-K and Pre-K for All students to take a yellow bus when there is an existing route from the shelter to the school.
- » Provide monthly MetroCards to parents: The City should provide monthly MetroCards, instead of weekly MetroCards, to parents accompanying their children in temporary housing to and from school so that families do not have to travel to DOE offices each week to get MetroCards.

## **7. Target expansion of community schools to schools with disproportionate numbers of students in shelters.**

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Given that community schools offer an array of services that can be particularly beneficial to students and families living in shelters, the DOE should target any expansion of community schools to schools with disproportionate populations of these students.

## **8. Place children in shelters in their communities.**

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The DOE, under the leadership of the proposed Deputy Chancellor, and the Department of Social Services should work collaboratively to:

- » Develop a plan to increase the percentage of children placed in shelters within their community school district of origin so that they can stay in their schools without long commutes.
- » Develop a plan to avoid placing children in hotels, which lack the support services children need, are not designed to accommodate children who stay for long periods of time, and often require students to endure long commutes to school.
- » Implement a transparent process where parents can request and receive shelter transfers to facilities closer to their children's schools, subject to availability of appropriate shelter placements, in situations where initial shelter placements in the community school district of origin are not possible. Such shelter transfers should be made available for families in conditional shelter placements as well as for families who have been found eligible for shelter.

## **CONCLUSION**

As the budget process moves forward, we stand ready to work with the City to make these recommendations a reality. The 100,000 students in temporary housing in NYC schools are counting on Mayor de Blasio to announce a significant investment in his Fiscal Year 2019 Executive Budget to provide the high-level leadership and staffing needed to finally give these students the attention and resources they deserve.



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**Testimony of United Neighborhood Houses  
Before the New York City Council Committee on Education  
Honorable Mark Treyger, Chair  
At the FY 2019 Preliminary Budget Hearing**

**Presented by Gregory Brender, Co-Director of Policy and Advocacy**

**March 23, 2018**

Thank you Chair Treyger and members of the Committee on Education for the opportunity to testify. My name is Gregory Brender and I am here on behalf of United Neighborhood Houses. United Neighborhood Houses (UNH) of New York is New York City's association of settlement houses and community centers. Rooted in the history and values of the settlement house movement begun over 100 years ago, UNH promotes and strengthens the neighborhood-based, multi-service approach to improving the lives of New Yorkers in need and the communities in which they live. UNH's membership includes 39 organizations employing 13,000 people at over 650 sites across the five boroughs of New York City to provide high quality services and activities to over 750,000 New Yorkers each year.

Typical settlement house services range from early childhood education and after-school, to youth employment and college access, to adult education and workforce development, to behavioral health services, homelessness prevention and older adult services. Essentially, our members provide "one-stop" shopping for all community members—be they children, youth, immigrants, older adults, or working families.

Settlement houses work closely with public schools and the Department of Education to support New York City's students throughout their entire education and their lives. Settlement houses currently run:

- Early childhood education programs including Year- round full day EarlyLearn programs, 3-K for All and Pre-K for All;
- After-School programs in both public schools and community based sites;
- Community School Partnerships with Renewal Schools;

- Learning to Work Programs which support young people completing their high school degree at Transfer Schools and Young Adult Borough Centers; and
- English for Speakers of Other Languages (ESOL) and High School Equivalency (HSE) preparation classes either via their own teachers, or by hosting DOE teachers in their settlement house classrooms.

Today I am here to discuss two issues facing settlement houses in the FY 2019 Preliminary Budget that impact settlement houses' ability to educate New Yorkers- **Salary Disparities** in the early childhood education system and the elimination of funding for **Adult Literacy Programs**.

## **Salary Disparities in Early Childhood Education**

### **Background**

EarlyLearn child care centers and family child care networks operating under contract with the Administration for Children's Services are the only option for year-round, high-quality early childhood education for children 0-5 years old. Pre-K for All and 3-K for All programs offer services for only 6.5 hours a day. However, working parents need care and education programs for their children and a longer day that allows them to stay on the job.

In September 2019, these year-round, full-day programs will transfer from holding contracts with Administration for Children's Services (ACS) to Department of Education (DOE) as part of the administration's efforts to create a unified early childhood education system.

However, these programs are struggling in large part due to the inadequate salaries of those responsible for providing education and care for the youngest New Yorkers.

### **Salary Disparities Impact Educational Programs**

In 2016, United Neighborhood Houses and Campaign for Children released a report, *Losing the Best*, which used the City's own data to examine quality education and classroom environments in city-funded early childhood education programs including programs in community based organizations and programs in public schools. The report found that on average, early childhood programs in community based organizations outperform public schools in nine out of ten metrics used by two well respected early childhood evaluation systems- ECERS which examines classroom environment, and CLASS which examines instruction.

However, these very same programs are struggling to keep their doors open and retain quality teachers, directors and support staff. Their staff, whose salaries are determined by the amount of funding that the City provides to its contracted providers, are much lower than the salaries of similarly qualified professionals in the public schools. And many are living in poverty and struggling to make ends meet.

The salary disparities are stark and grow over time. For example, a certified head teacher in a 3-year-old classroom in a community based organization has a starting salary of \$46,920 while a certified teacher in a public school starts at \$61,894. After time, these disparities grow wider. With eight years of experience, a public school teachers' annual salary will have grown to slightly over \$81,042 while a teacher in a community based program will be earning just \$48,920.<sup>1</sup>

Unsurprisingly, many staff are forced to leave community based programs for higher paying jobs with New York City Department of Education. A child's interaction with a qualified educator is the most important part of early childhood education success. When we lose those educators, we lose the ability to make a profound impact on children before they start school.

### **Salary Disparities Affect Early Childhood Staff**

New York City's early childhood education providers are losing teachers, directors and staff because these salary disparities have a meaningful impact on their lives.

Recently, I met with a teacher's aide in a community based early childhood education program in Brooklyn. She spoke passionately about her love for the work and seeing children smile every day and knowing that her work had a direct and positive impact on young children. However, when it came to being able to live in New York City on the salary of an early childhood educator in a community based organization she had this to say:

..the sad truth is that this important work doesn't pay enough to afford to live in this city. I am a single mother of two girls, one who is 7 years old and one who is ten years old. My entire paycheck goes to cover bills. My daughter wants to do gymnastics. She wantst to learn to dance. But I have to tell her every month that we can't afford it- that we only have enough to pay rent and other basic necessities. I get my health insurance through Medicaid because I can't cover the cost of monthly premiums and co-pays. I am eligible for food stamps.

This dedicated teacher's aide is not sure if she can stay in the field and continue to make a difference in children's lives.

### **Moving Forward for Salary Parity in the FY 2019 Budget**

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<sup>1</sup> Salary Disparities in NYC's Early Childhood Education Workforce. *Campaign for Children and Citizens' Committee for Children of New York*, 2018. <https://www.cccnewyork.org/wp-content/uploads/2018/02/salary-parity-infographic-final.pdf>



The City's efforts to build a unified early childhood education system are laudable. However, if the staff in community based organizations continue to earn lower salaries than their similarly qualified counterparts in public schools, the City will have a divided system with stark inequalities. The City must not wait and should take immediate action to address salary disparities in early childhood education.

### **Community Based Adult Literacy**

With the support and leadership of the City Council, the City has invested \$12m in new adult literacy dollars in both FY2018 and FY2017 through DYCD. While this funding represents important progress after significant cuts in FY2016, adult literacy providers are currently struggling to make the best use of this investment because of severely underfunded reimbursement rates, as well as significant delays in the contracting process. Through a 2017 DYCD-commissioned analysis of the true costs of providing quality adult literacy programming, it was revealed that on average, adult literacy programs should be receiving about \$3,600 to provide instruction and support to each student they serve<sup>2</sup>; instead, the current reimbursement rate hovers between \$850- \$1,000 per student. This means that many adult literacy providers are actually taking a loss on contracts when they provide literacy services to their community.

In order to rectify this imbalance in contract reimbursement rates, UNH recommends the City baseline this \$12m investment in the FY2019 Executive Budget and develop a new procurement that more closely tracks to the true cost of quality programming. Unfortunately, FY2018's joint Administration-Council investment (\$6m each) was zeroed out in the Mayor's Preliminary Budget, meaning thousands of immigrants and other adult learners across the City will lose access to their adult literacy programs at the end of this fiscal year.

UNH also supports and recommends the creation of an Adult Literacy Taskforce with the goal of developing a comprehensive City vision for adult literacy services across all relevant agencies (DYCD, HRA, DOE, CUNY, etc.). Much as the City has plans for supporting its young children (UPK, 3K) and its older adults (Age-friendly NYC), it should have a comprehensive vision for the City's 3.5 million immigrants and other adults lacking English proficiency and/or a High School Equivalency (HSE) diploma. Such a taskforce would also be responsible for designing the City's response to changing federal policies that will make it harder to serve undocumented adult learners, as well as establishing a unified and user-friendly referral system for New Yorkers seeking adult literacy services.

Thank you for the opportunity to testify. I am happy to take any questions.

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<sup>2</sup> Literacy Assistance Center, 2018. *Investing in Quality, A Blueprint for Adult Literacy Programs and Funders*: <http://www.lacnyc.org/investing-in-quality.html>.





**Testimony to be delivered by Brooke Wallace, Program Director of Generation Citizen, New York City to New York City Council Education Committee Hearing**

Good Morning Members of the City Council's Education Committee:

Thank you for the opportunity to testify today on behalf of Generation Citizen ("GC") about the New York City Council Education Committee budget. Our New York City Executive Director DeNora Getachew sends her regrets that she is unable to testify before the Committee today.

GC is a seven-year-old national nonpartisan, nonprofit dedicated to bringing civics education back into the classroom through a new, engaging pedagogy: Action Civics. Action Civics is a "student-centered, project-based approach to civics education that develops the individual skills, knowledge, and dispositions necessary for 21st century democratic practice" (National Action Civics Collaborative). It differs from normative, knowledge-based civic education in the same way that taking any "hands-on," project-based, or experiential course differs from reading a textbook. Students learn about democratic structures and processes by directly engaging with them, as well as with each other, to address one or more issues they care about, which are impacting their community.

GC is the largest Action Civics education organization with a national model. Last year, GC educated approximately 9,000 students through our work in New York City and 5 additional sites: Rhode Island, where we were founded on Brown University's campus; Massachusetts; the Bay Area, California; Oklahoma City, Oklahoma; and Central Texas. GC partners with teachers and schools to help them implement our standards-aligned Action Civics education program twice weekly over the course of a semester, often added to History, Social Studies, the state-mandated Participation in Government class, or similar in-school class time. We deploy two models to implement our Action Civics curriculum: college volunteer, or Democracy Coach model; and teacher led model. Our two models are unified by a shared Action Civics curriculum, our innovative approach to advocacy planning and support, and supplemental resources for students, teachers, and schools. Our goal is to ensure that every student in the United States gains the knowledge and skills necessary to participate in our 21st century democracy as active, lifelong citizens. GCNYC has helped over 18,000 New York City middle and high school students find their voice and advocate for systemic local policy reform through our Action Civics curriculum, making the site the largest and flagship in the organization.

GC is focused on reinvigorating civics education in schools through our Action Civics model in order to address America's civic participation problem. Though this problem has been growing in impact over the last several decades, recent data shows that only 23 percent of eighth graders nationwide are proficient in civics. Worse, young people nationwide are receiving unequal civic learning opportunities: students in low-income schools, when compared with just average socioeconomic status (SES) schools, are half as likely to study how laws are made, and 30 percent less likely to report having experiences with debates or panel discussions in social studies classes.

In New York, the picture is even more bleak. New York ranked 41st out of 50 states in voter turnout during the 2016 election: just 57 percent of eligible voters cast ballots. Little more than half that percentage cast votes in the 2014 midterms, and in the September 2017 citywide primary election, approximately 15 percent of registered Democrats went to the polls.

**Don't talk about change. Lead it.**



While there are many reasons for the lack of overall civic participation, one root cause of the problem is that civic engagement is not seen as a high priority in our schools today, and too much of our efforts are focused on elections and the experience of voting. But that's just one action on one day. GC believes that an effective Action Civics education and sustained participation is needed to re-engage young people in the local political system, and to collectively strengthen our democracy.

GC recently released our bold plan to reinvigorate civics education nationwide, using three strategies over the next three years: (i) strengthen our existing program; (ii) expand our program portfolio to prove the efficacy of the model by implementing Action Civics in rural communities; and (iii) advocate for Action Civics for all students statewide leveraging the state mandated Participation in Government one semester civics course.

### **Overview of Action Civics Model**

In GC's Action Civics course, students debate issues directly affecting them, like police community relations, domestic violence, or discrimination, and work as a class to decide on one focus issue to address during the semester. Through our student-led program, they develop strategic action plans to effect systemic change on the identified issue, implement the plan by engaging directly with influencers and decision-makers, and present their findings at Civics Day, a semester-end showcase. Students learn valuable academic and life skills, like public speaking, collaboration, critical thinking, and how to work through difference. They also gain firsthand experience engaging in an important lifelong habit, understanding how they can directly inform and influence change in their community through the democratic process.

Thanks to the Council's \$500,000 investment in GC's program through the *Civic Education in New York City Schools* Initiative, GC NYC doubled our impact in Fiscal Year 2017, educating and empowering approximately 3,400 sixth through twelfth graders citywide via our Democracy Coach model. Our Democracy Coaches provide extra capacity to teachers by researching relevant articles for the classroom as well as securing a guest speaker to engage with the class. In addition to providing extra capacity, Democracy Coaches bring an element of excitement and energy to the classroom since they are new face and they can give the GC students information on their college experience.

We are incredibly thankful that the City Council renewed funding for GC in Fiscal Year 2018 to enable us to educate and empower approximately 3,750 students to find their voice and become civically engaged this year. GC recruited, trained and placed 125 CUNY college volunteers as Democracy Coaches in our classrooms to co-facilitate our curriculum alongside experienced NYC public school teachers, as well as serve as peer-to-peer mentors to students in the classroom. We are thankful for the City Council funding, which allows GC to provide stipends to our Democracy Coaches at our 5 CUNY college partners - Baruch College, Hunter College, John Jay College, Medgar Evers College and Queens College.

This year, we piloted a teacher led program model based on a model refined in our Massachusetts site. The teacher led program allows us to scale our Action Civics programming and partner with schools in less central locations or where teacher preference supports implementation through this model. In our teacher led model we provide our teachers with professional development, research support and materials such as our curriculum, handbooks and digital resources. We provide an initial five hours of professional development training followed by a two-and-a-half-hour long training and two coaching sessions from GC staff. Thanks in large part to an investment from The New York Community Trust, this year, we are implementing our teacher led program model in twenty-nine classrooms in nine schools in eight City Council districts.

GC is excited about Mayor de Blasio's Civics for All initiative. As the largest Action Civics education provider in New York City, GC would welcome the opportunity to partner with the Administration to share its expertise in creating and implementing engaging, student-led, project-based programming that increases students' civic

**Don't talk about change. Lead it.**





knowledge, skills and motivation. As previously mentioned, GC offers a teacher-led model to provide teachers with the training and support necessary to facilitate our Action Civics curriculum and teach nonpartisan advocacy in the classroom. This year, GCNYC is educating over 700 New York City public school students through this teacher professional development model, which is replicable for scale.

Based on published accounts about the Civics for All initiative, the Administration will pilot a civics education program in all academic disciplines during the 2018-19 school year, provide professional development to all teachers during the summer of 2019, and implement civics education in all academic disciplines system wide during the 2019-20 school year. GC is encouraged by the proposal to implement civics education in all academic disciplines as we have experimented with this approach in our partnership with city schools with great success. GC partners with schools by implementing Action Civics in classes such as Participation in Government, Social Studies Economics and even Science classes where students selected environmental focus issues, such as reducing air pollution and asthma rates.

We respectfully recommend that the Administration utilize an Action Civics framework for this initiative rather than utilizing an antiquated civics education framework that relies primarily on rote memorization, which has been proven to be ineffective in educating students about how to participate in a twenty-first century democracy. As described above, the Action Civics approach ensures that students are choosing community issues that are important to them and engaging with local government and civic content through project-based learning pedagogies. Our very rough estimate is that it will cost the Administration approximately \$4,755,000 to implement Action Civics system wide and provide professional development to all New York City public school teachers on how to teach project-based learning and nonpartisan advocacy in the classroom.

We look forward to partnering with the Mayor, new Chancellor Carranza, and the new Chief Democracy Officer to ensure that all secondary students citywide receive an effective Action Civics education. We also look forward to ensuring that our youth have concrete opportunities to further their civic engagement beyond the classroom, including through meaningful and informed voter registration, as well as through GC's Community Change Fellowship - a stipend, cohort-based summer internship program for alumni of our in class Action Civics program who have already demonstrated their commitment to civic engagement to allow them to apply their civic knowledge and skills while working in government agencies, with elected officials, or in community based nonprofits; Participatory Budgeting; and Community Boards, where 16 and 17 year olds are able to serve thanks in part to successful advocacy by GC and other coalition partners.

In conclusion, GC believes that all students need an Action Civics education in order to reach their potential as engaged citizens. GC looks forward to collaborating with the Administration to create and implement an Action Civics curriculum that will expose youth to civic engagement experiences that will motivate them to become lifelong active citizens, as well as develop professional development modules to prepare teachers to support student-led nonpartisan advocacy projects in the classroom.

We appreciate the Council's investment in GC's Democracy Coach program model to allow GC to expand its impact and ensure that the next generation of New Yorkers develops the civic knowledge, skills, and dispositions necessary for them to become active and engaged stewards of our democracy for the long-term, as well as have near-peer mentors in the classroom. I will now ask Emily Larcher, alumni of GC's Action Civics and, Community Change Fellowship programs, and current member of the GC Student Leadership Board to share her perspective about how Action Civics can empower young people to become more civically engaged.

**Don't talk about change. Lead it.**

Thank you and the Committee for your consideration of this testimony and I would be happy to answer any questions that you may have.



Testimony of

Grant Cowles

Senior Policy and Advocacy Associate for Youth Justice

Presented to the

New York City Council

Committee on Education

*New York City Fiscal Year 2019 Preliminary Budget: Education*

March 23, 2018



Good afternoon. My name is Grant Cowles and I am the Senior Policy and Advocacy Associate for Youth Justice at Citizens' Committee for Children (CCC). CCC is an independent, multi-issue child advocacy organization dedicated to ensuring every New York child is healthy, housed, educated, and safe.

I would like to thank City Council Education Chair Mark Treyger and all the members of the City Council Education Committee for holding today's hearing on the City Fiscal Year 2019 Preliminary Budget proposals related to Education. CCC appreciates the opportunity to testify. CCC remains grateful to the City Council and the Administration for their long-standing commitment to strengthening and supporting the City's public school system serving over 1.1 million students in over 1,800 schools.

We have begun to see modest improvements in education outcomes for NYC students. It is particularly encouraging that the 4-year graduation rate has reached an all-time high of 74.3% and the drop-out rate is at an all-time low of 7.8%.<sup>1</sup> But clearly, there is still much room for improvement, especially considering the disparate racial and ethnic outcomes for students. For example, though the graduation rate has shown improvement overall (rising from 54.3% in 2004),<sup>2</sup> it is still lower for students who are Hispanic (68.3%) and Black (70%) compared to the graduation rates for students who are White (83.2%) and Asian (87.5%).<sup>3</sup> The graduation rate continues to be very low for students who have a disability (46.7%) and for those who are English Language Learners (32.5%).<sup>4</sup>

Similarly, while we are encouraged that testing scores have been improving with overall ELA and Math proficiency rates for third through eighth graders, increasing to 40.6% and 37.8% respectively,<sup>5</sup> these passage rates have room for significant improvement and racial and ethnic disparities persist. Passing rates for ELA and Math are lower for students who are Hispanic (29.7%; 25.3%) and Black (28.9%; 20.7%), and much lower for students who have a disability (10.7%; 11.8%) and who are English Language Learners (5.6%; 14.7%).<sup>6</sup>

CCC believes every NYC student can and should receive a high-quality education. NYC's education outcomes show that investments made by the city administration and the City Council in past years can inform positive outcomes, but far too many students continue to be left behind.

CCC appreciates the proposed new investments in education in the FY19 preliminary budget, including \$3.01 million for anti-bullying social and emotional learning support, \$1.04 million to

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<sup>1</sup> NYC Department of Education. "2017Graduation\_Rates\_Public-Citywide." Accessed March 16, 2018. Available for download at <http://schools.nyc.gov/Accountability/data/GraduationDropoutReports/default.htm>. (Using data for all students in 2013 4 Year August cohort.)

<sup>2</sup> NYC Office of the Mayor. "Mayor de Blasio, Chancellor Farina Announce Highest-Ever Graduation Rate." February 2018. Available at <http://www1.nyc.gov/office-of-the-mayor/news/076-17/mayor-de-blasio-chancellor-fari-a-highest-ever-graduation-rate#/0>.

<sup>3</sup> "2017Graduation\_Rates\_Public-Citywide."

<sup>4</sup> Id.

<sup>5</sup> NYC Department of Education. "2017 New York State Test Results: New York City Grades 3-8." August 2017. Available at <http://schools.nyc.gov/NR/rdonlyres/C7E210CA-F686-4805-BEA6-EDD91F76E58B/216274/2017MathELASite82117.pdf>.

<sup>6</sup> Id.

create a bullying complaint portal, \$1 million to expand gay-straight alliances, \$3 million to expand the use of restorative justice in schools, and a plan to expedite the implementation of 3K.

We urge the administration to make additional investments in the education system to ensure all students have access to a high-quality education that prepares him/her for college and career success. CCC looks forward to seeing additional investments and restorations in education in the upcoming Executive Budget.

CCC respectfully submits the following recommendations to strengthen education for the upcoming Fiscal Year.

**1) Maintain Funding for Community Schools.**

**CCC urges the administration to maintain all funding for community schools, including Renewal Schools and the 20 community schools funded through the State's Community Schools Grant Initiative.**

Community schools not only have positive impacts on academic achievement, attendance, graduation rates, and post-secondary outcomes, but they are better able to address the non-academic needs of the students, providing holistic support for a student's learning and well-being. Community schools become focal points for revitalizing and supporting entire communities through their many services. The great successes of community schools throughout New York City demonstrate their incredible value as investments, and CCC is thankful for the Administration's commitment to supporting community schools.

Community schools must continue to be comprehensively funded to ensure the past investments and positive work continues to help students and communities. We urge the administration to ensure the existing funding level for all New York City community schools is maintained. This should also include the 20 community schools previously funded through the state's Community School Grant Initiative. The state budget, currently being negotiated, does not include funding for CSGI. If the state funding is not restored, we urge the administration and DOE to ensure that funding is distributed to these 20 community schools at the same level as other community schools in order to enable these schools to maintain their ability to remain a community school.

The Renewal Schools initiative has also provided much needed resources to some of New York City's neediest schools. CCC thanks the Administration and City Council's focus on supporting these schools. As some Renewal Schools improve their outcomes, they will now become Rise Schools. While we welcome acknowledging the good work for these schools, we urge that existing investments are not stripped from these schools as a "punishment" for doing well. The recent Education Committee hearing on Renewal Schools included statements from the DOE that they intend to continue supporting Rise Schools with 100% fair student funding allocation and community school support, but they will no longer have support from the Office of Renewal Schools and would instead be supported by their local field support center.<sup>7</sup> Additional

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<sup>7</sup> Cheryl Watson-Harris. "Hearing Transcript 2/27/2018 – Cheryl Watson-Harris." NYC Education Committee. February 2, 2018. Available at



statements seem to imply that Rise Schools will receive most of their existing supports but through different structures. **As the City prepares the Executive Budget, we urge the administration to ensure that Rise Schools do not lose any of the resources that have allowed them to make progress.**

## **2) Better Support Homeless Students**

**CCC urges the administration to make additional investments in the Executive Budget to better support the nearly 110,000 homeless students in public schools. In addition, the administration must at a minimum restore, baseline and increase the \$10.3 million of one year funding for the Bridging the Gap Initiative that currently funds social workers and literacy programs to homeless students.**

Given both the increasing numbers of homeless students and the high absentee rates among homeless students, we believe that the administration must do more to better address the needs of homeless students. Over 38,000 children resided in DHS homeless shelter at some point during the 2016-2017 school year.<sup>8</sup> Approximately one in ten NYC public school children is living in shelter, doubled up, or in foster care, with over 111,500 students homeless at some point during the 2016-2017 school year.<sup>9</sup> The trauma and stress of homelessness, coupled with educational instability, high absenteeism rates, and/or long commutes to school, has been proven to negatively impact educational outcomes.<sup>10</sup>

A recent report by the New York City Comptroller's Office documented that students in homeless shelters had the highest rates of absenteeism.<sup>11</sup> Fifty-eight percent of the DOE's homeless students – 19,000 students – were chronically absent.<sup>12</sup> These students were absent an average of 41.6 days of the 178-day school year.<sup>13</sup> The DOE is required to contact parents on the first day of each separate absence occasion, but the audit found that the DOE did not attempt to contact the family on the first day for 92% of these students' absences, and the DOE never made an attempt to contact the family in 75% of these absences.<sup>14</sup>

A recent report by CCC and Advocates for Children (AFC) provided additional findings and recommendations for homeless students.<sup>15</sup> As we reported, for students living in shelters, 53%

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<http://legistar.council.nyc.gov/LegislationDetail.aspx?ID=3319260&GUID=CC846D91-AC3A-406B-9653-27F14735C824&Options=&Search=>.

<sup>8</sup> See "2016-17 Data." New York State Technical and Education Assistance Center for Homeless Students. Available at [http://nysteachs.org/media/SED\\_SIRS2016\\_17x.xlsx](http://nysteachs.org/media/SED_SIRS2016_17x.xlsx).

<sup>9</sup> Id.

<sup>10</sup> Kerri J. Tobin. *Homeless Students and Academic Achievement*. July 25, 2014. Sage Journals, Vol. 51, Issue 2, Pages 197-220. Available at <http://journals.sagepub.com/doi/10.1177/0042085914543116>.

<sup>11</sup> "Comptroller Stringer Audit: Massive DOE Breakdowns Endanger Homeless Students." NYC Comptroller. March 15, 2018. Available at <https://comptroller.nyc.gov/newsroom/press-releases/comptroller-stringer-audit-massive-doe-breakdowns-endanger-homeless-students/>.

<sup>12</sup> Id.

<sup>13</sup> Id.

<sup>14</sup> Id.

<sup>15</sup> *Recommendations for Improving School Access and Success for Rising Numbers of Students in Temporary Housing*. Advocates for Children of New York and Citizens' Committee for Children. March 2018. Available at

missed more than a month of school in unscheduled absences. The educational outcomes for these students are extremely low, with 3<sup>rd</sup> through 8<sup>th</sup> grade proficiency rates at 15% for ELA and 12% in math.<sup>16</sup> Additionally, 10% of middle and high school students living in shelters were suspended from school.<sup>17</sup>

**CCC urges the administration to take a multi-pronged approach to improve outcomes for homeless students. CCC and Advocates for Children estimate that the cost of the following five priorities would be \$30.3 million – a \$10.3 million restoration and an additional \$20 million.**

**First, the administration must restore and baseline the \$10.3 million for Bridging the Gap support services for homeless students, which includes 43 social workers in schools with high rates of homeless students.** In response to the media inquiries from the Comptroller report and the AFC/CCC report, the administration has tried to explain efforts in place to support homeless students, in large part by explaining the value of the 43 social workers in the schools with high rates of homelessness. It is therefore baffling that the administration has not baselined this funding and has made it subject to the budget dance over the past two years. In addition to the lack of logic in funding this initiative for the past three years one year at a time, it is destabilizing to the social workers themselves to not know whether they will have a job after June and to the homeless students developing relationships with the social workers to not know if they will be back in the fall. The Bridging the Gap initiative must not be subjected to the budget dance.

**Second, the City should expand the Bridging the Gap social worker program from 43 to 100 social workers at schools with high rates of students living in homeless settings.** These social workers were placed in schools with high rates of students living in shelters, yet there are more than 150 total schools that have more than 10% of students living in shelters. The City should expand the Bridging the Gap program to a total of 100 schools to begin to address the needs of these students in more schools.

**Third, the DOE should create a Deputy Chancellor's Office for Highly Mobile Students.** Currently there is no high-level leadership within the DOE to focus on highly mobile students, such as foster children and homeless children, who need both additional supports and coordination. Creating a Deputy Chancellor level office will help provide the focused attention of DOE leadership to be the champion for this vulnerable population of students. The Deputy Chancellor's Office for Highly Mobile Students' responsibilities should include, among others, developing a strategic plan for supporting these students, coordinating with other City agencies, coordinating with other DOE divisions, and creating and implementing policies to better support these students.

**Fourth, the DOE should hire Field Support Center Directors for Highly Mobile Students.** Field Support Centers currently include Directors who provide support and professional

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<https://www.cccnewyork.org/wp-content/uploads/2018/03/Recommendations-for-Improving-School-Access-Success-for-Students-in-Temporary-Housing-3.2018.pdf>.

<sup>16</sup> Id.

<sup>17</sup> Id.



development on several issues, including Special Education Directors and Directors for English Language Learners. Field Support Centers should create Director positions for Highly Mobile Students along with a team of professionals to support this work.

**Fifth, the DOE should hire 50 social workers to provide intensive support at shelters to address education-related issues.** Students who live in shelters would greatly benefit from DOE social workers within the shelter environment. These social workers can help address many of the barriers to student success unique to the shelter environment, including addressing barriers to transportation, absenteeism, communication with student and family, and academic support. There are currently approximately 117 DOE Family Assistants who work in shelters, but these Family Assistants are not social workers and cannot provide the type social-emotional support and advocacy that is needed. At a minimum, the DOE should transition the Family Assistant role to social workers as staffing replacements are needed and as new shelters open.

**In addition, CCC believes that the City could save money by providing parents of homeless elementary school students and pre-kindergarten students with monthly MetroCards rather than weekly MetroCards.** Currently, while transportation is being arranged for homeless elementary school students to attend their home schools, their parents can receive weekly MetroCards. Homeless pre-kindergarten students are entitled to transportation by law, which is currently addressed via MetroCard only (no busing). In both instances, parents must go to a DOE office or find a Family Assistant at the shelter or hotel to provide them with a new MetroCard every week. This task is overwhelming at the DOE offices and often a challenge for parents. In addition, four weekly MetroCards is more expensive than 1 monthly MetroCard. We therefore strongly urge the City to alleviate some of the transportation challenges (while saving money) by providing monthly MetroCards to the parents.

### **3) Better Support the Transportation Needs of Foster Children**

**We urge the Administration to add \$5 million in the Executive Budget to ensure all foster children in need of busing to school can have access.**

Like homeless children, foster children are also entitled to remain in their school of origin (if it is safe) when they are placed into foster care. Like homeless students, this often requires busing. Two federal laws, the Fostering Connections to Success and Increasing Adoptions Act (2008) and the Every Student Succeeds Act (2015), require local school districts and child welfare agencies to collaborate on a plan to provide, arrange, and fund transportation so that students can remain in their school of origin when they enter foster care or change foster homes, if it is in their best interests to do so.

For some children in foster care, New York City is fulfilling its obligation. Students in foster care who have special transportation recommended on their Individualized Education Programs (IEPs) typically get door-to-door busing between their foster placement and their school. For other students in foster care, the Department of Education (DOE) will only provide bus service if the student is in kindergarten through sixth grade and can easily be added to an existing bus route. We have been informed that the Office of Pupil Transportation only approves approximately 50% of the requests it receives for foster student transportation.

If no existing bus route is available, transportation is left up to the foster parent or foster care agency. Often, foster parents and foster care case planners are unable to transport children to and from school every day. Transporting one child to and from a school located far away from the foster home (which may be far away from the foster care agency as well) could easily take a case planner four hours per day, transforming their job into one of a transportation chaperone and making it impossible to perform all of their other required tasks.

Without bus service, many young children in foster care are forced to transfer schools even though such a transfer is not in their best interests. When students are removed from their homes and families, school is often the only source of stability in their lives. We urge the administration to meet the legal requirements and do what is best for these students by adding \$5 million to ensure busing is available to every foster child in need of busing to and from school.

#### **4) Establish Salary Parity for Early Educators and Ensure a Smooth and Positive Transition of EarlyLearn from ACS to DOE**

CCC greatly appreciates the tremendous commitment from the Administration and City Council to support young children in the early childhood education system with the expansion of prekindergarten to all four year olds and the ongoing expansion with Universal 3-K.

The Preliminary Budget proposes to expand 3-K for All by increasing the number of new districts opening this fall and next, from two to four in both years, which creates 3,166 new seats in the next two years. The Preliminary Budget includes significant increases, starting with \$38.3 million in FY20 for this. In addition, the Preliminary Budget includes a capital investment to create 432 new Pre-K for All seats in Corona and the Upper East Side. CCC supports these investments.

While CCC has long-supported free full-day prekindergarten programs for all four year olds and three year olds and appreciates the de Blasio administration's vision and commitment to Pre-K and 3-K for All, there is currently a process of transitioning the EarlyLearn early childhood program from ACS to DOE. CCC urges the Administration and City Council to use this transitional period to finally address longstanding challenges.

Perhaps the biggest challenge still facing the early childhood education system is the lack of salary parity between teachers in early Community-Based Organizations (CBO) and DOE teachers. CBO early childhood teachers earn significantly less than DOE teachers with the same level of education, with first-year BA-certified CBO teachers earning approximately \$14,000 less and MA-certified CBO teachers earning approximately \$15,000 less compared to DOE teachers. This salary disparity widens over time. For example, a certified teacher with a BA and eight years of experience would earn \$74,207 at the DOE, but the same teacher would earn \$44,065 in a community-based program.<sup>18</sup>

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<sup>18</sup> "Salary Disparities in NYC's Early Childhood Education Workforce." Citizens' Committee for Children. February 2018. Available at <https://www.cccnewyork.org/wp-content/uploads/2018/02/salary-parity-infographic-final.pdf>.



Notably, the job is the same except that the teachers in CBOs also work from 3-6 PM and during the summer months, meaning that the CBO staff earn less money while working more hours. This has caused challenges for CBOs as their experienced staff continue to leave for jobs in DOE schools. As the administration creates new Pre-K and 3K classrooms in schools (which we in theory want to see), there are more opportunities for CBO staff to work for the DOE, further compounding the problem. It is in the best interest of system stability, the workforce, the children, and communities served to achieve salary parity.

**CCC urges the Administration to address income inequality in the early childhood system and by creating salary parity for early childhood professionals.**

#### **5) Expand and Support Initiatives that Improve School Climate**

CCC supports the following Preliminary Budget proposals to improve school climate:

- \$1.043 million in FY 19 (\$439,000 in the outyears) for a Bullying Complaint Portal to enable parents to report student on student discrimination, harassment, intimidation and/or bullying incidents online.
- \$3.012 million for Anti-bullying social and emotional learning programs in 300 schools with high incident and bullying rates.
- \$1.0 million the support the establishment of new Gay-Straight Alliances (GSAs) in middle and high schools.
- \$3.0 million to expand restorative justice training to three additional school districts with the highest suspension rates.
- \$100,000 for school climate workshops for parents, educators, students and community members on bullying prevention.

**While we appreciate the additional proposed investment in restorative justice programming, we also urge the administration to restore and baseline the \$2.4 million of one-year funding in the FY18 budget for restorative justice programming.**

The Mayor's Leadership Team on School Climate and Discipline released their Phase Two Recommendations in the summer of 2016.<sup>19</sup> These recommendations included strategies to address in-school environment and student behavior to promote a safe learning setting for everyone and ensuring students who misbehave or make a mistake are provided the supports to stay engaged in school for their academic and social well-being. CCC believes the thoughtful recommendations should continue to be funded and implemented. In particular, we urge the administration to use the Executive Budget to fund two currently unfunded recommendations.

**First, CCC urges the administration to add \$2.57 million in the Executive Budget to launch and sustain a Mental Health Support Continuum Pilot in 20 high-needs schools.** About ten percent of all New York City Schools account for 41 percent of all suspensions and the vast

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<sup>19</sup> The Mayor's Leadership Team on School Climate and Discipline. *Maintaining the Momentum: A Plan for Safety and Fairness in Schools*. July 2016. Available at [http://www1.nyc.gov/assets/sclt/downloads/pdf/SCLT\\_Report\\_7-21-16.pdf](http://www1.nyc.gov/assets/sclt/downloads/pdf/SCLT_Report_7-21-16.pdf).

majority of arrests/summonses.<sup>20</sup> These schools have high rates of students with emotional and psychological conditions and serve a high percentage of students with disabilities. The Mayor's Leadership Team identified the best strategy to address this issue as piloting a mental health network in 20 schools in the South Bronx and Central Brooklyn. The Mayor's Leadership Team laid out a comprehensive set of specific proposals for these 20 pilot schools that all center on providing clinical and evidence-based mental health services to students with identified behavior problems. These programs will directly address some of the most challenging scenarios facing New York's schools in a comprehensive and positive approach that will benefit every student in those schools, provide transformative support to students who are most in need, and provide the framework for scaling the program to other schools through the pilot model.

**Second, CCC urges the administration to add \$1 million in the Executive Budget for additional evidence-based programs in high-needs schools to positively address behavior challenges.** The City has already invested in the Collaborative Problem Solving system to great effect in many schools, and an additional \$1 million will allow whole-school training and support for school staff in 25 high-needs schools, as well as developing DOE staff who will become certified trainers in this model.

#### **6) Improve the Expansion of Universal School Meals**

After many years of advocacy and much support from the City Council and Public Advocate James, the administration finally agreed to implement universal free lunch to all NYC public school students this past fall. CCC is deeply grateful for this historic achievement. A March 2018 report by Community Food Advocates shows that 30,000 more students are now eating lunch each day.<sup>21</sup> This is an incredible accomplishment.

While DOE has been working hard to advertise and implement free lunch, there are still some barriers that, if addressed, would further increase student take-up for lunch.

In 2017, the Office of SchoolFood began introducing new "deli style" serving areas where the school lunch foods are presented in a more appealing manner with students able to select their own foods at various stations. One Manhattan high school with this new serving style has reported significantly increased salad consumption and fewer peanut butter and jelly sandwiches. Another Brooklyn high school using deli style serving areas has increased school lunch participation from 20% to 40%. It costs approximately \$500,000 to convert a serving area to the deli style, and there are currently 26 middle and high schools that are currently undergoing this remodeling. CCC recommends that a plan be created to plan to expand deli style serving areas to additional schools beyond this initial cohort of 26 schools.

Student participation in free school meals can be increased with more effective communication to students and families about this available service. CCC recommends that a Citywide ad campaign be used to inform students and families about this resource, using mediums such as

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<sup>20</sup> Id.

<sup>21</sup> *From Middle Schools to All Schools: Maximizing Free School Lunch in New York City*. Community Food Advocates. March 2018. Available at [https://docs.wixstatic.com/ugd/008c07\\_6e97bf45e1d74959925c74fdb13b7005.pdf](https://docs.wixstatic.com/ugd/008c07_6e97bf45e1d74959925c74fdb13b7005.pdf).



subways, buses, community newspapers, and digital advertising. This ad campaign should be comprehensive, sustained, and creative, and be targeted to all parts of the city.

The food available in school meals can also be improved in several ways to increase student participation. DOE has used federal nutrition standards to create a uniform menu throughout the school system since 2012. This has largely eliminated any flexibility of school food managers to adapt menus based on ethnic and other food preferences of their students. CCC recommends reinstating menu flexibility for schools. Similarly, CCC recommends that halal and kosher school meals should be available in schools with students who observe these dietary restrictions.

## **7) Restore, and Where Appropriate, Baseline City Council Initiatives**

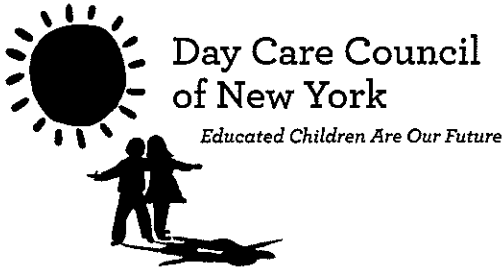
The City Council's leadership and commitment to education has been tremendous and instrumental to many thousands of students' opportunity for a high-quality, well-rounded education. We are especially appreciative of the programs and services that the City Council funded last year, many of which the Council has a long history of supporting. We hope to see these programs restored and where appropriate baselined in the upcoming Executive Budget so that there is no need for the annual budget dance.

These include:

- \$500,000 for Child Mind Institute
- \$2.25 million for community schools
- \$1.585 million for the Dropout Prevention and Intervention Initiative
- \$3.89 million for Educational Programs for Students, which includes programs such as Chess in the Schools, Expanded Schools and the Middle School Quality Initiative
- \$245,000 for the Jill Chaifetz Helpline operated by Advocates for Children
- \$200,000 for LGBTQ Inclusive Curriculum
- \$1.925 million for Physical Education and Fitness, which includes C.H.A.M.P.S, New York Junior Tennis League, and Small Schools Athletic League
- \$1.3 million for the Restorative Justice Program (the administration also funded this program with an additional \$1.1 million in FY18 only for a total of \$2.4 million)
- \$20.805 million for Support for Educators, which includes Teacher's Choice school supplies and STEM Teacher's College
- \$3.5 million for Urban Advantage

In conclusion, we greatly appreciate the City Council's commitment to education and seeking to ensure every New York City student receives a high-quality education. We are thankful to the de Blasio administration for proposing several key investments in education this year, but hope that the Executive Budget can go further to better support students, particularly those who are most vulnerable.

Thank you for the opportunity to testify.



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FOR THE RECORD

DAY CARE COUNCIL OF NEW YORK  
TESTIMONY BEFORE THE NEW YORK CITY COUNCIL  
COMMITTEE ON EDUCATION  
March 23, 2018

My name is Lisa Caswell and I am the Senior Policy Analyst for the Day Care Council of New York. For seventy years, our non-profit members have maintained quality early childhood education programs for families across the five boroughs. At this time more than 200 of these centers are contracted with the Administration for Children's Services under EarlyLearn. We support them with a range of services that include labor relations and mediation, policy and advocacy, an early childhood career ladder, an employment initiative, and a professional training institute. We are also the lead agency for the state funded Child Care Resource and Referral Consortium. As such, we are uniquely positioned to comment on issues of early childhood education in this year's budget.

Utilization and the Expansion of Universal Pre-Kindergarten

Like all educational advocates, we support the development of a birth to eighteen, full day system, but our support is conditional upon the Administration's recognition of the value of the non-profit early education sector. Our members are struggling to maintain capacity in the midst of the Department of Education's continuing recruitment of UPK children whose parents have chosen to place them in non-profit settings. One provider had to re-seat her UPK classroom four times last fall because parents were receiving phone calls from the DOE where they were promised kindergarten seats the following year. We cannot build one part of this system at the expense of another, particularly one that has such a powerful track record.

The Need for Certified Teachers

We represent our membership in collective bargaining with two unions: the Council of Supervisors and Administrators and District Council 1707. In January of 2016 we released a policy report which substantiated a long standing concern; 51% of our members had teachers who had left their positions for the Department of Education. Although we spent a year negotiating with the City Administration for salary parity for our members' certified teachers, we were not awarded increases that matched the Department of Education's starting salaries or longevity steps. The launch of Pre-K for All has further exacerbated this issue. The starting salary for certified teachers with a Master's degree in the UFT union is \$13,784 higher than that of a similarly qualified teacher in DC 1707. After 5 years of service, DOE certified teachers with Master's degrees will make approximately \$15,413 more than their counterparts in DC 1707.

### Child Care Facilities

We recently met with the Department of Health and Mental Hygiene (DOHMH) to discuss the new state rating system that will impact all early education settings. We raised concerns over ongoing fines that our members in NYCHA facilities receive when DOHMH sites them for violations that they are not authorized to address. Our members can only make small repairs, so major repairs end up being significantly delayed, which could impact the grade they receive in this new rating system. We must develop a system of communication between City agencies that ensures that non-profits in NYCHA facilities get the prompt attention they need.

Child care programs located in privately owned buildings, where the rent is paid in full by the City, continue to be negatively impacted by gentrification. Unfortunately, private landlords in many neighborhoods will make more money creating housing for middle and upper income families, instead of leasing to non-profit providers. Why isn't the City using its leverage to make sure that new housing deals include the construction of affordable, quality child care onsite? If we do not act, the cost of space will soon be higher than the cost of operations.

### Health Benefits

Fortunately, the recent labor negotiations resulted in more affordable health care benefits, but many workers are struggling to find health care providers within the Health and Hospitals network. In February of this year, we conducted a survey of our members which revealed that 46% of them have some employees who have opted to enroll in Medicaid, instead of MetroPlus. The fact that they are income eligible for Medicaid is disturbing enough.

### Early Childhood Career Ladder

We have received funding to establish an Early Childhood Career Ladder scholarship fund, with a very positive response from the workers. Many child care providers indicated in our most recent survey that they would like more professional development and continuing education opportunities. The continuing lack of salary parity poses the single greatest threat to the non-profit early education sector. It is absolutely necessary to continue to fund our Career Ladder, so our teachers have the opportunity for economic mobility.

### Conclusion

Without ongoing input from parents, child care providers, and advocates, we will not see the system we are all fighting so hard to build. We would like to thank the New York City Council for its strong support of DCCNY membership over the years. We stand ready to assist you should there be further need of our expertise.



**Founders Affiliate**  
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**Testimony of the American Heart Association**  
**Before the New York City Council Committee on Health**

March 23, 2018

Robin Vitale, Vice President, Health Strategies  
American Heart Association | American Stroke Association  
New York City

Thank you Chair Treyger and the members of the Council Committee on Education. On behalf of the volunteers of the American Heart Association | American Stroke Association, I am grateful for the opportunity to present testimony related to key educational initiatives that our organization believes will motivate healthy behaviors in young New Yorkers and potentially prepare them to help save a life. As the nation's oldest and largest voluntary organization dedicated to fighting heart disease and stroke, of which approximately 80% of diagnoses are preventable,<sup>1</sup> the American Heart Association prioritizes many policies that promote child health. Despite this potential, heart diseases and stroke continue to be our city's leading causes of death and disability. With your help, however, we hope to change these statistics.

**Effective Physical Education**

The American Heart Association applauds the significant efforts undertaken by City Council and Mayor de Blasio related to improving physical education in our schools. A quality PE program, offered to every student, can serve to equalize opportunities for physical activity now and inspire a lifetime of healthier behaviors for children in all communities. As part of the NYC Phys Ed 4 All Coalition, the American Heart Association is thrilled with the progress made as a result of the PE Works initiative which aims to ensure all schools have at least one certified PE teacher. Approximately \$39.8 M is dedicated for this cause in FY 19, with additional funds through FY 20. We remain concerned, however, that these physical education positions will not be sustainable in the years to come. We recommend baselining these dollars moving forward so that the city's PE programs can be maintained at an appropriate level.

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<sup>1</sup> <http://www.cdc.gov/vitalsigns/HeartDisease-Stroke/index.html>



Additionally, thanks to the first two reports from Local Law 102,<sup>2</sup> the city's PE reporting law, we know that our schools struggle with PE compliance in areas outside of just the need for accredited teachers. Too many schools lack the necessary infrastructure to provide effective instruction. Our coalition is very interested in the progress underway as a result of the Universal PE initiative. Thank you for including an examination of adequate gym space as part of the Council's report, "*Planning to Learn: The School Building Challenge*."<sup>3</sup> While last year's capital investment was a welcome step toward our goal for all schools to have safe, appropriate space for physical education, we understand the funding is only impacting 76 schools. We ask our city leaders to expand on this funding in the FY19 budget to continue the progress being made.

### **CPR in Schools Implementation**

Another overarching concern with Health or PE curriculum requirements is the implementation of the NY State Chancellor's regulation which requires all New York high schools to train their students in Hands Only CPR and the use of an automated external defibrillator (AED).<sup>4</sup> In order to assist schools who wish to provide a more robust training program, or are otherwise limited to available resources, the American Heart Association encourages the New York City Council to establish and administer a \$1 million fund to support schools implementing CPR/AED training programs.

From a clinical perspective, sudden cardiac arrest is exactly as it sounds. It's abrupt and halting and it happens in the matter of a few seconds. The heart stops beating. Blood stops circulating. Oxygen stops flowing to the brain. The victim stops breathing. Sadly, nearly 9 out of 10 victims die because they do not receive timely CPR. The state's graduation requirement will create the next generation of lifesavers by providing CPR and AED instruction and this can be significantly enhanced by your support to help schools implement CPR/AED instruction programs.

While there are free and low-cost resources available to schools, students will receive higher quality training if funding is available for equipment and supplies. In a city as diverse as New York City, it would be beneficial to obtain CPR/AED training materials in other languages to better serve our high school students. For these reasons, we recommend the city dedicated \$1M to establish a grant program within the NYC Department of Education for schools to seek support and resources in order to comply with this curriculum requirement.

The American Heart Association looks forward to your support on these vital issues in New York City. We look forward to our continued collaboration to address child health and the implementation of CPR training in schools.

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<sup>2</sup> <http://schools.nyc.gov/community/city/publicaffairs/Physical+Education+Reporting.htm>

<sup>3</sup> <https://council.nyc.gov/land-use/wp-content/uploads/sites/53/2018/03/Planning-to-Learn-3.16.2018-high-resolution.pdf>

<sup>4</sup> <https://www.regents.nysed.gov/common/regents/files/meetings/Sep%202015/915brca8.pdf>





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**TESTIMONY BEFORE  
NEW YORK CITY COUNCIL  
COMMITTEE ON EDUCATION**

**FISCAL YEAR 2019 PRELIMINARY BUDGET  
FRIDAY, MARCH 23, 2018**

PREPARED BY  
MICHAEL RODGERS  
VICE PRESIDENT, YOUTH AND COMMUNITY RUNNER ENGAGEMENT  
NEW YORK ROAD RUNNERS

*Good afternoon Chair Treyger. My name is Michael Rodgers and I serve as Vice President of Youth and Community Runner Engagement at New York Road Runners (NYRR). Thank you for this opportunity to testify before the Committee on Education on the Fiscal Year 2019 Preliminary Budget.*

**INTRODUCTION**

NYRR's mission is to help and inspire people through running. We achieve our mission by creating running and fitness opportunities and programming for people of all ages and abilities.

NYRR demonstrates its commitment to keeping New York City's five boroughs healthy through races, community events, youth initiatives, school programs, and training resources that provide hundreds of thousands of people each year with the motivation, know-how, and opportunity to run for life.

NYRR's premier event, the TCS New York City Marathon, is not only a celebration of New York City but is a powerful contributor to its betterment. The Marathon generates \$415 million in economic impact for New York City and in 2017, 9,300 charity runners raised \$35.5 million on behalf of hundreds of not-for-profit organizations.

NYRR is woven into the fabric of our city, with programming across all age groups and an activated constituency. We engage over 25,000 volunteers annually, providing free time, talent, and energy to keep our events safe, and parks and communities clean and beautiful. Our free community running and walking initiative, NYRR Open Run, is getting thousands of New Yorkers out running and walking weekly in 13 local New York City Parks in all five boroughs, with three more park sites set to open this year. NYRR is also working with local stakeholders to identify areas with high health disparities, participating in local health fairs, walking with over 2,300 seniors as part of our NYRR Striders walking program, and serving as a resource and partner to public officials, community boards, business improvement districts, hospitals, community health organizations, and grassroots community groups.



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While NYRR is best known for producing the TCS New York City Marathon and our other races and community offerings for adults, our organization is also the **largest nonprofit provider of free youth fitness programs in New York City**. NYRR has been providing free physical education (PE) and fitness programs for our city's youth since 1999, and in the 2016-17 school year, our free school-based programs, fitness events, and resources touched the lives of 115,000 New York City youth at 810 unique schools and community centers.

NYRR is devoted to making physical education and fitness accessible to **all** children. Our free programs are designed to help all kids aged pre-K – grade 12 build their confidence, their motivation, and their desire to be physically active for life. While engaged in our programming, children are also building their self-esteem and learning to set and reach personal goals.

## **BUDGET REQUESTS FOR FISCAL YEAR 2019**

### **NYRR is asking the New York City Council to consider an Initiative funding request in the amount of \$500,000.**

As you may be aware, last year the city announced the *Universal Physical Education Initiative* that promises a designated PE space for all New York City schools by 2021. This initiative acknowledges the vital role physical activity has on a child's education and the idea that healthy and active lifestyles are not an add-on, but an imperative to achieving greatness in all areas of life. As the city works to build these spaces, we cannot forget the essential need for physical education programs to be implemented within them.

NYRR is requesting \$500,000 in support of our signature school-based youth fitness program, Rising New York Road Runners. This school year we are on track to serve more than 800 schools and community centers and 115,000 children and youth with this free, standards-based program that is helping schools, teachers, and students alike achieve their goals. Every single Council District in New York City has schools benefiting from this program.

Despite the need for obesity-preventing physical activity programs, the Council's Obesity Prevention Initiative was cut from the FY17 City Budget, effectively defunding NYRR which was supported under this Initiative in the amount of \$250,000 for seven years. During that time NYRR more than doubled our free service to New York City schools, because we recognized the immediate need for PE programming that works for each schools' unique needs and limitations. With our 2019 request, we are hoping to restore and increase funding under the Child Health and Wellness, Physical Fitness & Education Initiative, and/or a Speaker's Initiative, so our effective program can continue to be offered to schools and community centers free of cost in the coming school year.





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Rising New York Road Runners is a new, research-based youth program that allows for higher impact at a lower cost-per-child. This program can be the change for educators who need a comprehensive physical fitness program through an easy-to-use, customizable platform. **Every single activity in the program is aligned with SHAPE America National Standards for PE, recently adopted by the NYC DOE.** NYRR is providing every school with start-up kits, comprehensive support for school leads, an online session plan builder for easy planning, plus incentives for the kids like t-shirts and water bottles, and rewards for the schools like books and healthy snacks, **completely free of cost.**

I would also like to share that our redesigned youth program model incorporates the latest research on physical literacy and focuses on building the fundamental movement skills everyone needs to be active for life. It allows us to grow our reach to the full spectrum of students, pre-K through grade 12. Because the new program is even more scalable, NYRR is positioned to have continued growth and increase our New York City service population annually. The redesigned program has been well-received in New York City schools and the application for the 2018-19 school year opens in early April.

While our service numbers are increasing, NYRR remains committed to quality. We partnered with Tufts University and Canadian Sport for Life to carefully plan and evaluate the program's curriculum and continually assess its implementation. It is designed to have even greater impact by being built on a growing body of research on gaining physical literacy, meaning children who participate in the Rising New York Road Runners program are more likely to gain the confidence and skills to be physically active throughout their lives. **Additionally, the program's session plan builder features adaptations for children with disabilities, ensuring that classes with compositions of students with varying physical and cognitive abilities can all participate.**

- With its ease of implementation and plug-and-play lesson plan builder, Rising New York Road Runners is a true resource to New York City schools that have limited time, space, and resources to run adequate physical education programs.
- Every activity in the Rising New York Road Runners curriculum is aligned with SHAPE America National Standards for PE, which have been adopted by the NYC DOE. This means NYRR's program will help schools measure and meet their standards and goals with incredible ease, especially because the physical activities in the program can be customized to run in classrooms of any size, in any space, and with students of varying abilities.
- NYRR provides start-up kits to schools, offers in-person and online trainings along with phone and email support to school teachers, and provides the online Rising New York Road Runners curriculum and session plan builder plus incentives like t-shirts and water bottles to schools and participants, **all for free.**



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- Every school that implements the Rising New York Road Runners program is invited and bused, if needed, at no cost to special NYRR youth fitness events that take place throughout the year at places like Icahn Stadium, The Armory Track and Field Center, and various NYC parks where students participate in fun, friendly running and physical fitness activities and receive recognition for their participation.

## CONCLUSION

As the premier non-profit community running organization of our great city, NYRR recognizes that health disparities and inequities stifle growth opportunities within communities. Running and walking is something that almost everyone can do and is an activity that empowers you in your day-to-day life. NYRR is committed to working with and in every community to bring opportunities for physical activity and fitness to every child who wants and needs it.

Initiative funding will help NYRR reach more children and youth who have been unfairly sidelined from the joys and benefits of physical activity while our city works to improve PE offerings and build PE spaces for every New York City public school student to enjoy. I respectfully ask you to reinforce the city's commitment to meaningful PE by considering the funding of NYRR's free, citywide running and fitness programs for children and youth under the FY19 Budget in the amount of \$500,000.

*NYRR looks forward to continuing our commitment to New York City's youth, and growing our relationship with the New York City Council. Thank you for allowing me to testify today. I would be happy to answer any questions you might have about the work of New York Road Runners, and I urge you to prioritize the funding of physical education and fitness programs for all New York City students.*

Testimony by Emily Larcher

Freshman at Baruch College

March 23, 2018

New York City Council Education Committee Expense Budget Hearing

Good afternoon. Thank you for the opportunity to testify at today's hearing. My name is Emily Larcher and I am currently a Freshman at Baruch College, an alumna of Generation Citizen's Action Civics and Community Change Fellowship (CCF) programs and member of GC's Student Leadership Board. I participated in Generation Citizen's Action Civics program during the first semester of my senior year in my high school, The Young Women's Leadership School of Astoria, which is located in Councilmember Constantinidies District 22. That following summer, I participated in the fourth cohort of CCF as an intern in the office of then-Councilmember, now Speaker Corey Johnson. At present, I am a part of the GC's Student Leadership Board, or SLB. In SLB, I work together with middle school and high school students from various GC locations, in order to brainstorm ways to elevate student's voices in civics education.

GC is an education program designed to get civics education back into middle and high school classrooms in an action-oriented way and empower young leaders to exercise their civic duties and participate in civically engaged activities. Throughout the semester-long program, GC partners with schools to implement a twice weekly Action Civics curriculum during in-class time to educate middle and high school students about how to confront and take effective action to address community issues by engaging directly with politics.

Students start by debating what they would change if they were decision makers in their school, their city, or their state. Then students build consensus to choose one issue impacting their community to focus on addressing collectively. The students analyze the underlying root cause(s) of the agreed upon issue and then collaborate to develop and execute an action plan, which may involve lobbying elected officials to advance budgetary, legislative and/or policy solutions, or building a coalition. The program culminates with Civics Day, the end-of-semester student finale where students present their action projects at a science fair style exhibition event.

After much debate, the issue that my class decided to focus on was the issue of snow plowing in our community of Astoria, Queens. We felt that this was an issue that affected us all, since we would often see each other, as well as students from different schools struggling to get through icy sidewalks to school. Our primary objective in identifying this community issue was to ensure that students, as well as parents and elderly residents, were able to remain safe during the winter.

Subsequent to identifying our issue, we decided to research further and found several articles detailing the complains issued by Astoria residents in regards to snow-plow responses time.



Once we had our evidence established, we then turned to our next step- contacting our local community officials. Aside from contacting our local Councilmember Costa Constantinides, we also contacted the Department of Sanitation, who visited our classroom. During the semester, my class was able to identify a community issue, research it and speak to local officials, and finally present our findings on Civics Day. Although I did not attend that Civics Day myself, I did attend one last December, and they are absolutely essential to showcasing all of the hard work our young leaders have done to effect change on issues impacting their community.

In retrospect, I felt that participating in Generation Citizen did have a profound impact on my classmates and me, especially in the way in which we became civically engaged. The end of 2016/beginning of 2017 proved to be a hectic time politically, since so many of my Muslim classmates had to endure watching the travel ban placed by Trump. As a result, we decided to participate in different protests both in Astoria and Manhattan. Even if we were not of voting age, Generation Citizen taught us that we can still be civically engaged, which my classmates and I did, when we advocated against the travel ban policy.

I feel that Generation Citizen debunks the misconception that you do need to be of a certain age in order to be engaged in politics. For instance, if you look at the students in Parkland, it is easy to see that anyone of any age can start a movement. As the younger generation, we do have so many social media outlets to our disposal, and we should be taught that they can be used to communicate important issues to others.

After my Generation Citizen experience in the classroom, I wanted to take my learning a step further. As a result, I applied for the CCF program and was placed as an intern in Councilmember Corey Johnson office during the summer of 2017,. The reason why I enjoyed this internship so much is that it gave me hands-on experience in figuring out the community issues that were a part of that District. During my time in that office, I also helped to produce a report detailing which playgrounds within District 3 needed the most funding for improvements.

As of today, I am currently participating in GC's Student Leadership Board, which is a year long internship for Action Civics program alumni from each of GC's sites to incorporate student voice into GC and the democracy education field, as well as support program alumni's continued youth civic engagement. Each month, we participate in video chats in order to identify ways to expand GC's accessibility to more locations and students. This experience has also shifted the manner in which I perceive Action Civics, because I realize how many areas might not have the opportunity to learn about this.

As I conclude this speech, I would like you all to keep in mind how important it is to encourage our youth to be civically engaged. Over this past year, I have had the pleasure to come across a

number of children from various NYC schools, who have so many wonderful and nuanced ideas on how to help improve their own communities. These very children are our future, and we need to ensure that they have the knowledge and skills about how our democracy works, and ways in which they can participate in it.

Thank you all so much for this incredible opportunity to speak to you today. A special thank you to Generation Citizen for allowing me to voice my concerns and sentiments on this matter. Thank you so much to the Council Members and the community for listening to me. And as GC says, "Don't talk about change. Lead it."



TESTIMONY BEFORE THE EDUCATION COMMITTEE OF THE NEW YORK CITY COUNCIL  
HEARING ON THE BUDGET

MARCH 23, 2018

BY

MELISSA AASE, EXECUTIVE DIRECTOR, UNIVERSITY SETTLEMENT

For additional information contact:

Melissa Aase, [maase@universitysettlement.org](mailto:maase@universitysettlement.org), 212-453-4555

Thank you, Committee Members, for listening to my testimony today. I am Melissa Aase, Executive Director of University Settlement, the first settlement house in New York City and the United States, and now 132 years old and serving over 40,000 New Yorkers with multi-services, civic engagement and arts in over 31 locations in Manhattan and Brooklyn.

I am here today to plead with City Council members on the Education Committee to take up the fight for New York's low income working families, for their youngest children, and for the incredibly dedicated workforce that serves and teaches them in the community-based EarlyLearn centers of New York City.

University Settlement serves over 500 children in our four centers (as well as over a thousand more children age 0 – 3 in home-based, mental health, and early intervention programs). We were a very early leader in integrating Head Start, City child care funding, pre-K, and also in building an entirely embedded mental health program for children and families in all of our programs, particularly with City Council Children Under 5 Mental Health Initiative funding.

As you know, in very short order, this system of care and education for working families and our youngest New Yorkers will be moved from ACS to the DOE, and to the oversight of THIS committee. We in the field are ready and eager to help this transition go smoothly, and to help you on this Committee learn everything you need to know, to provide that oversight well. And while there is a lot to talk about on that topic, the **single most important topic is salary parity for the teachers and support staff** in the community-based early childhood system.

You need to understand that the inequity in pay for teachers and staff in our ACS-funded centers versus the DOE Pre-K (and soon 3-K) programs ----- ALL people who are paid by the

same City ---- is astounding, appalling, and unfair, and the exodus it has caused in our community-based centers ---- with good reason --- has now brought many of us to the brink of crisis.

Let me describe why this is MORE than just unfair to the teachers who do the same work, have the same credentials, and work longer hours and full-year. Let me describe why this is a crisis for families and children as well.

- Teachers leave in high numbers and sometimes with little notice when the DOE calls with an opportunity. We estimate that 60-70% of our teachers who leave, leave for DOE jobs.
- The openings mean we either have subs, if we can find them, or we temporarily move groups of children from one room to another to stay in ratio.
- Rehiring now takes an average of five months to fill each teaching position, and longer to get them through the background check process for ACS-funded centers.
- If we cannot rehire or get subs, we close classrooms and cannot serve families and children.
- Teaching teams are constantly changing, they cannot form their partnerships, design and deliver lessons, or form bonds of trust and consistency with children and families, which is the fundamental basis for everything else we do.
- And ultimately, having a constantly fluctuating, stretched, substitute and ever-changing “team” means that our centers are at grave risk for serious health and safety problems, particularly in travel or transitions with children, supervision, and quick and fluid communication to prevent or address problems.

All the **school readiness achievements** and **social wellbeing gains** and **achievement gap-closing** and **poverty-fighting** that we have built in the early childhood education and care system ---- all the gains and innovations we have been building for over 100 years --- are being eroded right now.

And it was predictable, and preventable, and we raised this flag with everyone we could possibly get to in the Administration and the agencies involved.

Thus far, our warnings that the rollout of such a highly inequitable system of Pre-K would result in destabilizing EarlyLearn centers have not been met with any action.

The Mayor's budget, after four years of our advocacy, is silent on this topic. By allowing this crisis to continue in the EarlyLearn system, we are at risk of setting whole communities of children back.

It is up to the Council, this year, to **stand up for the families** who need and want truly full-day, full-year, high quality and stable care, excellent early education experiences, and all the other supports that our centers provide.

You have to **stand up for the children in our centers**, and you have to **stand up for our staff** --- a largely women of color workforce who, despite having the exact same credentials as their peers in the DOE, and despite working longer hours and all year round, can be earning between 20% and 100% less.

As a society, we now know SO MUCH about HOW MUCH this time in a child's life means --- for brain, social and emotional development --- all of which sets them on the path for all greater educational, health and economic successes.

We know that families working multiple jobs to make ends meet, need and want the best for their kids. And we know how our dedicated staff want to deliver this to them, but also have choices to make for their own families and economic wellbeing.

This is such a fundamental equity issue --- racial equity, gender equity, economic equity --- it has to be addressed as such by this council, and in this budget season. I am urging you to call an oversight hearing solely on this topic and ask the DOE and ACS to describe what they are going to do, and hear from my teachers and families and peer organizations. And I am urging you to address this with adequate funding in this year's budget for the City's EarlyLearn system.

Let's not squander all that we have built.

Let's not squander all that we now know.

Let's not squander our City's stated goals on equity.

Let's do something.

Thank you.



**ADVANCING OUR  
COMMUNITY**

**Chinese-American Planning Council, Inc. (CPC)**

150 Elizabeth Street New York NY 10012 (212) 941- 0920 fax (212) 966-8581

[www.cpc-nyc.org](http://www.cpc-nyc.org)

**Chinese-American Planning Council, Inc.  
Testimony at the New York City Council Education Committee  
Honorable Mark Treyger, Chair  
March 23rd, 2018**

Thank you Chair Treyger and the Members of the City Council for the opportunity to testify today. The mission of the Chinese-American Planning Council, Inc. (CPC) is to promote social and economic empowerment of Chinese American, immigrant, and low-income communities. CPC was founded in 1965 as a grassroots, community-based organization in response to the end of the Chinese Exclusion years and the passing of the Immigration Reform Act of 1965. Our services have expanded since our founding to include five key program areas: Early Childhood Education, School-Age Child Care, Education & Career Services, Senior Services, and Community Services.

CPC is the largest Asian American social service organization in the U.S., providing vital resources to more than 60,000 people per year through more than 50 programs at over 30 sites across Manhattan, Brooklyn, and Queens. CPC employs over 700 staff whose comprehensive services are linguistically accessible, culturally sensitive, and highly effective in reaching low-income and immigrant individuals and families. We serve over 300 low income children and families each year through our early childhood education programs.

To that end, we are grateful to testify about issues that impact these children and families and the people that serve them. We are grateful to the Council for their leadership on these issues.

The early childhood workforce in community based organizations provide care and education to children throughout New York City including many of the City's poorest children, and many children who's classes are their first introduction to the English language. Yet the teachers that are charged with providing these linguistic and developmental foundations are paid much less than their similarly qualified counterparts in public schools. The salary disparities are stark and grow over time.

For example, a certified head teacher in a 3 year old classroom in a community based organization has a starting salary of \$46,920 while a certified teacher in a public school starts at \$61,894. After time, these disparities grow wider. With eight years of experience, a public school teachers' annual salary will have grown to slightly over \$81,042 while a teacher in a community based program will be earning just \$48,920. And CBO teachers work longer hours since community based programs are open during the summer. Salary disparities cause instability for programs who lose staff who cannot afford to stay at their jobs. This impacts the families we serve who need the services provided in community based organizations.

Our teachers across our 6 early childhood education centers work incredibly hard to provide high quality, culturally competent, linguistically sensitive programming for the children they



serve. In our Queens based Lois E Lee Early Childhood Education Center, for example, we do dual language reading in 8 different languages. Not just serving the children, these teachers help the parents with language access to critical information about how the school system works and how to best support their children. Yet these teachers make so much less for the great work that they do, and as costs of living increase, it becomes harder and harder for us to keep them. To ensure a quality education for ALL New York City's children, the City should take immediate action to achieve salary parity for the early childhood workforce.

This brings us to another critical point, which are the non-profit organizations that would love to pay their well deserving staff competitive wages, but have contracts that are so deeply underfunded that they are in danger of insolvency.

Last year saw an important investment in human services provider organizations that hold City contracts. With your help, we secured \$300m of our \$500m ask to help nonprofit provider organizations cover the cost of delivering essential services to New Yorkers.

There are two areas of human service nonprofit operations that need special attention in FY19 - costs associated with indirect rates and fringe and escalating occupancy and insurance costs. We are suggesting funding parameters that set a floor of 15% for indirect in all human services contracts and are requesting a 10% increase in the portions of human services contracts covering occupancy and casualty and liability insurance to cover escalating costs in these areas. Additionally, the City uses an outdated formula for calculating employee fringe benefits. We are also asking for consideration of a 37% fringe rate in all human service contracts to reflect a generally accepted industry standard and that, coincidentally mirrors the fringe rate used by the City for its own employees.

We urge the City to respectfully requests that the New York City Council include in its March Response a \$200m ask for FY19 to address these critical funding shortfalls. CPC appreciates the opportunity to testify on these issues that so greatly impact the communities we serve, and look forward to working with you on them.

If you have any questions, please contact Carlyn Cowen at [ccowen@cpc-nyc.org](mailto:ccowen@cpc-nyc.org)

# SHELTERING 18 ARMS 31

Children and Family Services

**Testimony delivered by**  
**Jane Golden, Chief Program Officer**  
**Prepared for the NY City Council Committee on Education**  
***Preliminary Budget Hearing – Education***  
**March 23<sup>rd</sup>, 2018**

Good afternoon. My name is Jane Golden and I'm the Chief Program Officer for Sheltering Arms Children and Family Services. Thank you Chair Treyger and members of the New York City Council Committee on Education for the opportunity to testify before you today.

Sheltering Arms is one of the City's largest providers of education, youth development, and community and family wellbeing programs for the Bronx, Manhattan, Brooklyn, and Queens. We serve more than 20,000 low-income children, youth, and families with education, youth development, and social services programs including 11 NYC Administration for Children's Service (ACS) funded Early Childhood Education centers located in some of the City's most disadvantaged neighborhoods.

Unfortunately, the future of these centers are at risk because city contracts pay our teachers tens of thousands of dollars less per year than teachers in DOE-run programs. This unconscionable disparity has become a crisis for Sheltering Arms and for other community-based organizations who educate and care for our community's youngest students.

I am here to urge the Committee and the City Council to require this administration to deliver salary parity for ECE teachers in ACS funded EarlyLearn centers so that they are equal to their comparably credentialed teachers in public schools.

There has been no response and no action from the Mayor to our consistent call for equal pay for equal work. We now urge the Committee on Education to hold hearings into these disparities and to hold the administration accountable. The families and teachers impacted by these inequities deserve a solution.

Sheltering Arms, like other community-based providers, has experienced an exodus of qualified teachers from our ACS funded centers. CBOs across the city continually train high-quality teachers, who then leave for better benefits and higher pay at DOE. It then takes us, on average, seven months to hire a qualified teacher for these programs. The impact of this chronic disparity is clear: We are forced to close classrooms, in order to maintain staff ratios, leaving low-income children and families without the early education opportunities that they so desperately need. This exodus has only been exacerbated by the Mayor's expansion of Pre-K for All and 3K for All.

Honestly, we're often surprised we have any teachers. We've asked this women-of-color-led workforce to shoulder a financial burden that the city that prides itself on being the fairest big city in America should cover. Take the example of Ms. Anderson, a Group Teacher in one of our Pre-K for All classrooms. Ms. Anderson received a full scholarship to Hunter College, and while working full-time she completed her Masters in Early Childhood Education and obtained the NY State Initial Teacher Certification. The scholarship she received includes a requirement to teach in a community-based ECE center for three years. Ms. Anderson has taught at Sheltering Arms for three-and-a-half years and loves what she does:

supporting healthy child development through exploration and play, and developing relationships with families from all over the world. According to Ms. Anderson this has been her most challenging job. She provided a statement that she asked me to read to you:

“As a group teacher, I perform the same academic responsibilities for my classroom as a DOE teacher; however for less salary and benefits. My work days are far longer than theirs. We start at 8 am and have children until 6 pm; and our school year is for 12 months a year, without any time off for summer, winter, or spring breaks. In addition to teaching and maintaining the health and safety of the children, there is a mountain of constant administrative responsibilities, documentation, reporting, student observations, and parent meetings. Most of this work is done late hours after school and at home on the weekends. Without my scholarship requirements and year-end incentives to stay, I don’t know that I would have continued teaching this long in a community-based ECE center.”

Ms. Anderson’s experience is not unique. Without correction, CBOs will continue to invest in new teachers who then leave for the DOE. This inequitable system impacts not only the teachers in our centers, but the low-income communities of color we have a mandate to serve. It’s time for New York City to step up and pay all its Early Childhood Education teachers fair salaries, and provide equitable education to all of its children.

The City Council has proven itself an ally of the human services sector. We urge you to take a leadership role on this issue: to hold a hearing on this inequitable system, and demand that the Mayor provide the necessary funding to eliminate these salary disparities. Thank you.



**Testimony of Girls for Gender Equity before  
The New York City Council  
Committee on Education  
New York City's Education Budget:  
Best Practices to Prevent Sexual Violence in New York City Schools**

Good afternoon, Committee Chair Treyger and members of the Committee on Education. My name is Kylynn Grier. I work as the Policy Manager at Girls for Gender Equity (GGE), an organization challenging structural forces that work to obstruct the freedom, full expression, and rights of girls, transgender, and gender non-conforming (TGNC) youth of color. We are also proud members of the Dignity in Schools Campaign, the Sexuality Education Alliance of New York, and Communities United for Police Reform. Thank you for the opportunity to speak today.

GGE has been in the movement to end gender-based violence and push out in schools for 16 years. As the New York City Council calls on the NYPD to fund a public safety response in light of events in Parkland, Florida through the investment of \$3.5 million in bullet proof vests, we call on New York City Council to reframe an understanding of safety that does not further criminalize young people of color. We strongly support continued investment in additional support staff, such as restorative justice coordinators, guidance counselors and social workers. We also call for the expansion of the number of Title IX Coordinators in New York City. Federal regulations and guidance require *every* school to designate at least one employee who is responsible for coordinating the school's compliance with Title IX. **Currently, New York City has only one designated Title IX coordinator for over 1.1 million students and families** <sup>1</sup>

Through a participatory action research project, we worked with over 100 girls and TGNC youth of color throughout New York City to identify barriers to their education and envision the schools that they want, need and deserve. Through this process, we learned that **1 in 3**

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<sup>1</sup> Brathwaite, B., & Hudson, K. (2017). *The school girls deserve: Youth driven solutions for creating safe, holistic, and affirming New York City public schools*. New York, NY: Girls for Gender Equity.



**participants reported experiencing some form of sexual harassment in school by peers, staff, teachers, and School Resource Officers<sup>2</sup>.** We must move urgently towards a vision of safety that does not complacently accept sexual harassment and gender-based violence as a normal part of the school experience.

We are requesting funding to designate **at least one Title IX coordinator to every Field Support Center** responsible for coordination, compliance and carrying out the responsibilities outlined under Title IX. **Title IX coordinators at the Field Support Centers would ensure that all people affected by sex discrimination in schools — students, parents, and employees — are aware of their legal rights working to foster preventative cultures of consent in schools.** This would require an investment of \$150,000 per Title IX coordinator at each of the 7 Field Support Centers in NYC. This totals to \$1,050,000 (one million and fifty thousand), less than a quarter of the \$3.5 million proposed by Council to fund bullet proof vests. As a city we must ensure there is comprehensive in-school support for students who are survivors of sexual violence. We must urgently expand an understanding of safety that holistically supports *all* young people.

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<sup>2</sup> *ibid.*



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Planned Parenthood of New York City

### **FY2019 Expense Request Testimony NYC Council Committee on Education Oversight Hearing**

Good afternoon. I am Elizabeth Adams, Director of Government Relations at Planned Parenthood of New York City (PPNYC). I am pleased to submit testimony for the Committee on Education's preliminary budget hearing. Thank you to Education Committee Chair Mark Treyger for convening this hearing, Speaker Corey Johnson, and to the entire City Council for their continued support.

Planned Parenthood of New York City has been a leading provider of reproductive and sexual health services in New York City for more than 100 years. In addition to our clinical services, PPNYC has a robust education department, providing both youth and adult education programs to more than 25,000 New Yorkers annually. We provide sexual health education programming for young people, parents and caregivers, and professional educators throughout New York City, and our programs provide tools to help our participants lead sexually healthy, safe and responsible lives. We are committed to reaching young people and caring adults in the communities they live, and by those they trust and identify with through youth and adult peer-to-peer education models.

For more than a decade, the City Council has designated \$350,000 to PPNYC through a Family Planning Initiative. Two years ago, that initiative was baselined, and PPNYC has since received funding through a new Reproductive and Sexual Health Services Initiative to help meet ongoing funding needs. Funding from this initiative helps PPNYC provide educational services to NYC youth through our Youth Health Promoters workshops and Taking Care of You program. Our Youth Health Promoters are highly trained peer educators who engage in outreach in their communities and through social media, and conduct workshops on teens' rights and access to sexual and reproductive health care. Taking Care of You (TCOY) is a program that aims to give all youth, including teen parents, the tools they need to lead healthy lives, focusing on healthy sexuality, prevention of unintended pregnancy and sexually transmitted infections, and consent and positive communication in relationships. In 2017, we reached 4,325 youth in schools and community sites with sexuality education workshops, funded in part by grants from the federal Title X program. **This year we expect to face new federal restrictions to our Title X grant, and turn to the generosity of the City Council to help us to continue to provide sexual health education for all New Yorkers.**

Title X is a national program that serves 4 million people each year with essential health care and education. Title X was founded on the belief that every person — regardless of where they live, how much money they make, their background, or whether or not they have health insurance — should have access to basic, preventive reproductive health care and education. **The Trump administration's recent call for new funding applications radically shifts the program's priorities and removes all references to Quality Family Planning recommendations — undermining the program and making it more difficult for expert reproductive health providers such as PPNYC to provide the quality care and education our patients depend on.** This is another attempt at weakening our ability to continue to offer medically accurate sexual and reproductive health care and education, and opens funding opportunities for providers that emphasize abstinence-only methods, such as anti-abortion crisis pregnancy centers (CPCs). With several CPCs (also known as 'fake clinics') located throughout New York City that have actively deceived our patients and delayed time-sensitive care, our ability to meet the need for medically accurate services and education across the city is more urgent than ever. **As such, we respectfully request an enhanced initiative of \$500,000 to enable PPNYC to make up for anticipated federal cuts to our Title X grant from Public Health Solutions.** We are proud to be a leading sexual



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Planned Parenthood of New York City

health educator in New York City, and urge the Council to help us continue to meet the need for comprehensive sex education citywide.

In addition to federal attacks on the Title X program, federal attacks on immigrant communities and health care access have spiked in the past year, and we have seen the increased need for our language-accessible, community-based education programming. PPNYC's Promotores de Salud (PdS) program aims to provide sexual and reproductive health information and increase access to services for Latinxs & their families. Promotores are trained peer advocates & educators who bridge the gap between their communities & the health care system. While conducting outreach at businesses or community based organizations or providing educational workshops, Promotores can make appointments for community members at our health centers & can arrange to meet clients at a health center to assist them in navigating paperwork, answer questions the client may have and provide medical interpretation services as needed. In 2017, Promotores reached over 5,000 Latinxs and their families through outreach and education, and provided health center assistance to 505 Latinas. Language-accessible, community outreach and education programs, like the Promotores de Salud, help to ease anxieties and reduce barriers immigrant communities face in obtaining health services. **As such, we respectfully request Member Item and Queens Delegation support for our Promotores de Salud program.**

Lastly, PPNYC is a proud member of the Sexuality Education Alliance of NYC, and we urge the city to fund the implementation and expansion of the sexuality education policy laid out in the District Wellness Policy, and allocate new funding for teacher training. SEANYC also respectfully requests funding to designate at least one Title IX coordinator to every Field Support Center to effectively carry out the responsibilities of Title IX – totaling an annual investment of \$150,000 per Title IX coordinator at each of the seven Field Support Centers in New York City.

The Council has generously provided support for our sexual and reproductive health and education services in the past, recognizing that income and insurance status ought not to be a barrier to sexual health. PPNYC has been a lifeline for New York City for over 100 years and is proud to be able to care for New Yorkers at all income levels. As we face one of our toughest battles yet, we are again turning to the New York City Council for your generous support to continue to provide affordable expert care to all New Yorkers, no matter what. We will continue to provide compassionate and culturally-responsive health care and education to all of our patients regardless of the federal landscape, and we ask the Council to support us in this critical effort.



## **Remarks of the Samaritans Suicide Prevention Center to the New York City Council Committee on Education**

**Friday, March 23, 2018**

Good afternoon. My name is Alan Ross, I am the executive director of Samaritans Suicide Prevention Center, and I want to thank Chairman Treyger and all the members of the NYC Council Committee on Education for the opportunity to speak today.

As you know, the increase in incidents of violent, self-harming and suicidal behavior involving students is of growing concern to all of us working in NYC schools today.

The CDC's tells us that 18% of NYC high school students consider suicide each year and as many as 8% attempt suicide, the highest rates among young female Hispanics and Asians, adolescent members of the LGBTQ community and youth living in poverty.

Add that the highest rates of hospitalizations tied to self-inflicted injuries and opioid abuse are found in 15-19 year olds and that 1 in 5 New Yorkers experiences a mental health disorder each year, and we have a problem that is severely impacting our youth, their families and school communities.

I am proud to say that Samaritans, which runs the city's 24-hour suicide prevention hotline, has had a significant role in addressing this problem in our schools going back over 30 years. As a letter from the NYC DOE Citywide Coordinator of Child Abuse and Neglect notes:

"The reality is that Samaritans is responsible for the advancement of suicide prevention at the DOE and for making it a priority for ongoing professional development and training. It is not an exaggeration... to say that your work has helped saved the lives of NYC students and prevented difficult situations with at risk youth from escalating

It is with this history and experience training over 40,000 guidance counselors, social workers and other DOE staff that we say there is still much work to be done to reduce student self-harming and suicidal behavior that is not being addressed.

We do want to note the exceptional leadership by those key DOE staff involved in suicide prevention, but they are limited by the budget and programs available to them.



And while there are many good programs available to train student support personnel, there is a big difference between teaching people what to do and addressing the issues that make it difficult for them to do it. In our opinion, most of the available programs fail to do that.

If you were to talk directly to school guidance staff many would tell you that nothing makes them more uncomfortable than a student mentioning “suicide.” It’s as if, suddenly, a spotlight goes on and a camera is capturing everything they do and say, adding pressure and, yes, fear about saying or doing the wrong thing.

That is not healthy or productive for the people providing support or for those receiving it; and let’s remember SAMHSA tells us as many as 60% of youth in need of mental health care never receive it.

Enhancing school suicide prevention planning and training must be a priority. Suicide prevention acts like an early warning systems, not just for mental health problems, but also for child abuse, neglect, domestic violence, substance abuse, issues tied to sexual identity, bullying and so much more.

When it comes to staff training, one size does not fit all, standardized programs do not meet individual school and staff needs.

Samaritans seeks to address this issue with our “Caring Community, suicide prevention public education” project, which we have submitted to the Council for FY 2019 funding, and hope you will consider prioritizing on your Speaker’s list.

We do not have the time to address this proposal here, but have included with our testimony comments from DOE staff who have attended Samaritans training.

We welcome the opportunity to meet with you and discuss the mental health and wellbeing of NYC students further.

Thank you.

Alan Ross, Executive Director  
On behalf of Samaritans Suicide Prevention Center



# **Samaritans Suicide Prevention Center**

**“Caring Community”  
Public Education,  
Prevention and  
Community Development**

**New York City Council  
District Sites FY 2017**



## Schools and CBOs Served by NYC Council Member

### Bronx Schools and CBOs Served (150 Schools. 9 CBOs)

**Fernando Cabrera**  
District 14

#### *Schools*

I.S. 117 Joseph H. Wade (X117)  
I.S. 206 Ann Mersereau (X206)  
I.S. 232 (X232)  
P.S. 033 Timothy Dwight (X033)  
P.S. 091 Bronx (X091)  
P.S. 204 Morris Heights (X204)  
P.S. 246 Poe Center (X246)  
P.S. 279 Captain Manuel Rivera, Jr. (X279)  
The Marie Curie School for Medicine, Nursing,  
and Health Professions (X237)  
*Community Based Organizations*  
BronxWorks East Tremont  
Morris Heights Health Center

**Andrew Cohen**  
District 11

#### *Schools*

Ampark Neighborhood (X344)  
Bedford Park Elementary School (X077)  
DeWitt Clinton High School (X440)  
Kingsbridge International High School (X268)  
P.S. 008 Isaac Varian (X008)  
P.S. 016 Wakefield (X016)  
P.S. 056 Norwood Heights (X056)  
*Community Based Organizations*  
AHRC

**Vanessa L. Gibson**  
District 16

#### *Schools*

Bronx Career and College Preparatory High  
School (X479)  
Bronx Collegiate Academy (X227)  
Bronx High School of Business (X412)  
Bronx Writing Academy (X323)  
Frederick Douglass Academy III Secondary  
School (X517)  
I.S. 219 New Venture School (X219)  
I.S. 229 Roland Patterson (X229)  
I.S. 339 (X339)  
J.H.S. 022 Jordan L. Mott (X022)  
J.H.S. 145 Arturo Toscanini (X145)  
Kappa (X215)  
M.S. 301 Paul L. Dunbar (X301)  
Mott Hall III (X128)  
New Millennium Business Academy Middle  
School (X328)  
P.S. 011 Highbridge (X011)  
P.S. 042 Claremont (X042)  
P.S. 053 Basheer Quisim (X053)  
P.S. 063 Author's Academy (X063)  
P.S. 110 Theodore Schoenfeld (X110)  
P.S. 132 Garret A. Morgan (X132)  
P.S. 170 (X170)

P.S. 199X - The Shakespeare School (X199)  
P.S. X114 - Luis Llorens Torres Schools (X114)  
P.S./I.S. 218 Rafael Hernandez Dual Language Mag-  
net School (X218)  
P186X Walter J. Damrosch School (X186)  
The Family School (X443)  
The New American Academy at Roberto Clemente  
State Park (X274)  
The Walton Avenue School (X294)  
*Community Based Organizations*  
BronxWorks Grand Concourse  
Safe Horizon

**Andy King**  
District 12

Bronx Academy of Health Careers (X290)  
Cornerstone Academy for Social Action (X189)  
High School of Computers and Technology (X275)  
M.S. 180 Dr. Daniel Hale Williams (X180)  
New World High School (X513)  
P.S. 068 Bronx (X068)  
P.S. 078 Anne Hutchinson (X078)  
P.S. 111 Seton Falls (X111)  
P.S. 153 Helen Keller (X153)  
P.S. 178 - Dr. Selman Waksman (X178)  
The Bronxwood Preparatory Academy (X514)  
Young Scholars Academy (X289)

**Annabel Palma**  
District 18

Bronx Community High School (X377)  
Bronx Compass High School (X561)  
High School of World Cultures (X550)  
J.H.S. 125 Henry Hudson (X125)  
Millennium Art Academy (X312)  
Monroe Academy for Visual Arts & Design (X692)  
P.S. 036 Unionport (X036)  
P.S. 138 Samuel Randall (X138)  
P.S. 182 (X182)  
P.S. 196 (X196)  
Pan American International High School at Monroe  
(X388)  
Soundview Academy for Culture and Scholarship  
(X448)  
The Bronx Mathematics Preparatory School (X375)  
The Dr. Emmett W. Bassett School (X119)  
The Metropolitan Soundview High School (X521)  
The School for Inquiry and Social Justice (X337)

**Rafael Salamanca Jr.**  
District 17

Accion Academy (X341)  
Bronx Arena High School (X537)  
Bronx Design and Construction Academy (X522)  
Bronx Leadership Academy II High School (X527)  
Bronx Studio School for Writers and Artists (X269)  
Careers in Sports High School (X548)  
Entrada Academy (X384)  
Fairmont Neighborhood School (X314)  
Felisa Rincon de Gautier Institute for Law and Public  
Policy, The (X519)  
Holcombe L. Rucker School of Community Research  
(X332)  
Icahn Charter School 7 (X362)  
J.H.S. 098 Herman Ridder (X098)  
J.H.S. 162 Lola Rodriguez De Tio (X162)

M.S. 302 Luisa Dessus  
Cruz (X302)  
Mott Haven Village Preparatory High School  
(X473)  
New Explorers High School (X547)  
New Visions Charter High School for Advanced  
Math and Science II (X202)  
P.S. 001 Courtlandt School (X001)  
P.S. 006 West Farms (X006)  
P.S. 044 David C. Farragut (X044)  
P.S. 048 Joseph R. Drake (X048)  
P.S. 061 Francisco Oller (X061)  
P.S. 066 School of Higher Expectations (X066)  
P.S. 093 Albert G. Oliver (X093)  
P.S. 130 Abram Stevens Hewitt (X130)  
P.S. 134 George F. Bristow (X134)  
P.S. 152 Evergreen (X152)  
P.S. 211 (X211)  
P.S. 214 (X214)  
P.S. X140 The Eagle School (X140)  
P.S./M.S. 031 The William Lloyd Garrison (X031)  
School of Performing Arts (X217)  
The Hunts Point School (X424)  
The Longwood Academy for Discovery (X333)  
The Vida Bogart School for All Children (X352)  
*Community Based Organizations*  
Lincoln Medical  
MHA, Family Resource Center Bronx North

**Ritchie J. Torres**  
District 15

#### *Schools*

Bronx Academy for Software Engineering (BASE)  
(X264)  
Crotona International High School (X524)  
Eagle Academy for Young Men (X231)  
High School for Energy and Technology (X565)  
I.S. 254 (X254)  
J.H.S. 118 William W. Niles (X118)  
Kappa III (X316)  
M.S. 129 Academy for Independent Learning and  
Leadership (X129)  
P.S. 023 The New Children's School (X023)  
P.S. 028 Mount Hope (X028)  
P.S. 032 Belmont (X032)  
P.S. 046 Edgar Allan Poe (X046)  
P.S. 059 The Community School of Technology  
(X059)  
P.S. 070 Max Schoenfeld (X070)  
P.S. 085 Great Expectations (X085)  
P.S. 159 Luis Munoz Marin Biling (X159)  
P.S. 205 Fiorello LaGuardia (X205)  
P.S. 9 Ryer Avenue Elementary School (X009)  
P.S. X188 (X188)  
P.S./M.S. 004 Crotona Park West (X004)  
The School of Science and Applied Learning  
(X300)  
*Community Based Organizations*  
Bronx Community Health Network  
Communitlife

**James Vacca**  
District 13

Herbert H. Lehman High School (X405)  
Icahn Charter School 5 (X538)  
Mott Hall Community School (X467)

P.S. 071 Rose E. Scala (X071)  
 P.S. 304 Early Childhood School (X304)  
 P.S. X010 (X010)  
 P.S. X014 Senator John Calandra (X014)  
 P.S. X721 - Stephen McSweeney School (X721)  
 Pelham Preparatory Academy (X542)  
 Renaissance High School for Musical Theater & Technology (X293)

## Brooklyn Schools and CBOs Served (187 schools, 23 CBOs)

Inez Barron  
 District 42  
 Brooklyn Democracy Academy (K643)  
 Brooklyn Gardens Elementary School (K557)  
 Essence School (K311)  
 Frederick Douglass Academy VIII Middle School (K452)  
 Kappa V (Knowledge and Power Preparatory Academy) (K518)  
 Metropolitan Diploma Plus High School (K647)  
 P.S. 013 Roberto Clemente (K013)  
 P.S. 041 Francis White (K041)  
 P.S. 184 Newport (K184)  
 P.S. 202 Ernest S. Jenkyns (K202)  
 P.S. 213 New Lots (K213)  
 P.S. 224 Hale A. Woodruff (K224)  
 P.S. 273 Wortman (K273)  
 P.S. 306 Ethan Allen (K306)  
 P.S. 346 Abe Stark (K346)  
 P.S. 66 (K066)  
 P.S. K004 (K004)  
 Riverdale Avenue Community School (K446)  
 Riverdale Avenue Middle School (K668)  
 School of the Future Brooklyn (K663)  
 The Fresh Creek School (K325)  
 Van Siclen Community Middle School (K654)

Robert E. Cornegy Jr.  
 District 36  
 Academy for Health Careers (K751)  
 Bedford Academy High School (K595)  
 Bedford Stuyvesant Preparatory High School (K575)  
 Boys and Girls High School (K455)  
 Brighter Choice Community School (K627)  
 Brooklyn Academy High School (K553)  
 J.H.S. 057 Whitelaw Reid (K057)  
 M.S. 267 Math, Science & Technology (K267)  
 Nelson Mandela High School (K765)  
 P.S. 021 Crispus Attucks (K021)  
 P.S. 025 Eubie Blake School (K025)  
 P.S. 081 Thaddeus Stevens (K081)  
 P.S. 091 The Albany Avenue School (K091)  
 P.S. 256 Benjamin Banneker (K256)  
 P.S. 297 Abraham Stockton (K297)  
 P.S. 305 Dr. Peter Ray (K305)  
 P.S. 308 Clara Cardwell (K308)  
 P.S. 368 (K368)  
 P.S. 373 - Brooklyn Transition Center (K373)  
 Pathways in Technology Early College High School (P-Tech) (K122)  
 Research and Service High School (K669)  
 Satellite East Middle School (K301)  
 The Brooklyn Academy of Global Finance (K688)  
 The School of Integrated Learning (K354)

Laurie Cumbo  
 District 35  
*Schools*  
 ALC - Park Place Academy  
 Benjamin Banneker Academy (K670)  
 Brooklyn Academy of Science and the Environment (K547)  
 Brooklyn Technical High School (K430)  
 Clara Barton High School (K600)  
 Ebbets Field Middle School (K352)  
 Elijah Stroud Middle School (K353)  
 I.S. 340 (K340)  
 M.S. 113 Ronald Edmonds Learning Center (K113)  
 Medgar Evers College Preparatory School (K590)  
 P.S. 221 Toussaint L'Ouverture (K221)  
 P.S. 241 Emma L. Johnston (K241)  
 P.S. 270 Johann DeKalb (K270)  
 P.S. 375 Jackie Robinson School (K375)  
 P.S. K753 - School for Career Development (K753)  
 W.E.B. Dubois Academic High School (K489)  
*Community Based Organizations*  
 Baltic Street AEH, Inc.  
 Community Links  
 Kianga House Shelter  
 NYS Senator Jesse Hamilton's Office  
 Services for the Underserved, Mental Health  
 Services for the Underserved, Wellness Works Mental Health Clinic

Chaim Deutsch  
 District 48  
 J.H.S. 014 Shell Bank (K014)  
 James Madison High School (K425)  
 New Visions Charter High School for the Humanities III (K739)  
 P.S. 195 Manhattan Beach (K195)  
 P.S. 206 Joseph F Lamb (K206)  
 P.S. 209 Margaret Mead (K209)  
 P.S. 254 Dag Hammarskjöld (K254)  
 William E. Grady Career and Technical Education High School (K620)

Rafel L. Espinal Jr.  
 District 37  
*Schools*  
 Brooklyn Lab School (K639)  
 Brooklyn Lab School, Franklin K. Lane Campus  
 Brownsville Collaborative Middle School (K363)  
 Christopher Avenue Community School (K401)  
 Cypress Hills Collegiate Preparatory School (K659)  
 Franklin K. Lane School  
 Highland Park Community School (K760)  
 J.H.S. 291 Roland Hayes (K291)  
 P.S. 007 Abraham Lincoln (K007)  
 P.S. 086 The Irvington (K086)  
 P.S. 106 Edward Everett Hale (K106)  
 P.S. 116 Elizabeth L Farrell (K116)  
 P.S. 290 Juan Morel Campos (K290)  
 P.S. 298 Dr. Betty Shabazz (K298)  
 P.S. 345 Patrolman Robert Bolden (K345)  
 P.S. 376 (K376)  
 P.S. 377 Alejandrina B. De Gautier (K377)  
 YABC at Franklin K. Lane Campus  
*Community Based Organizations*  
 Concern for Independent Living, MacDougal

Ridgewood Bushwick Senior Citizen Council

Mathieu Eugene  
 District 40  
*Schools*  
 M.S. 061 Dr. Gladstone H. Atwell (K061)  
 P.S. 092 Adrian Hegeman (K092)  
 P.S. K141 (K141)  
 Parkside Preparatory Academy (K002)  
*Community Based Organizations*  
 O'Neth Group  
 SUNY Downstate Medical Center-STAR Program

Vincent Gentile  
 District 43  
 Fort Hamilton High School (K490)  
 High School of Telecommunication Arts and Technology (K485)  
 P.S. 163 Bath Beach (K163)  
 Ralph A. Fabrizio School (K170)

David G. Greenfield  
 District 44  
 Franklin Delano Roosevelt High School (K505)  
 P.S. K134 (K134)

Brad Lander  
 District 39  
 Brooklyn Secondary School for Collaborative Studies (K448)  
 Millennium Brooklyn HS (K684)  
 P.S. 032 Samuel Mills Sprole (K032)  
 P.S. 131 Brooklyn (K131)  
 P.S. 230 Doris L. Cohen (K230)  
 P.S. 282 Park Slope (K282)  
 Park Slope Collegiate (K464)  
 The Brooklyn New School, P.S. 146 (K146)  
 The Maurice Sendak Community School (K118)  
 The Windsor Terrace School (K154)

Stephen T. Levin  
 District 33  
*Schools*  
 Automotive High School (K610)  
 Brooklyn High School for Leadership and Community Service (K616)  
 City Polytechnic High School of Engineering, Architecture, and Technology (K674)  
 Cobble Hill School of American Studies (K519)  
 Down Town YABC  
 El Puente Academy for Peace and Justice (K685)  
 Frances Perkins Academy (K632)  
 George Westinghouse Career and Technical Education High School (K605)  
 I.S. 318 Eugenio Maria De Hostos (K318)  
 John Ericsson Middle School 126 (K126)  
 Juan Morel Campos Secondary School (K071)  
 Khalil Gibran International Academy (K592)  
 P.S. 008 Robert Fulton (K008)  
 P.S. 016 Leonard Dunkly (K016)  
 P.S. 038 The Pacific (K038)  
 P.S. 261 Philip Livingston (K261)  
 P.S. K369 - Coy L. Cox School (K369)  
 P.S./I.S. 157 The Benjamin Franklin Health & Science Academy (K157)  
 The Urban Assembly School for Law and Justice

(K483)

*Community Based Organizations*

Affinity Family Support Center  
Brooklyn Borough Presidents Office  
Brooklyn Community Services  
Catholic Charities, Walk-In Center  
Heights and Hills  
St. Francis College

Alan N. Maisel  
District 46

*Schools*

Academy for Conservation and the Environment (K637)  
Brooklyn Bridge Academy (K578)  
Brooklyn Generation School (K566)  
Brooklyn Theatre Arts High School (K567)  
I.S. 068 Isaac Bildersee (K068)  
I.S. 211 John Wilson (K211)  
J.H.S. 078 Roy H. Mann (K078)  
J.H.S. 278 Marine Park (K278)  
Olympus Academy (K635)  
P.S. 114 Ryder Elementary (K114)  
P.S. 279 Herman Schreiber (K279)  
Success Academy Charter School - Bergen Beach - New York 4 (K781)  
The Science And Medicine Middle School (K366)  
Victory Collegiate High School (K576)  
*Community Based Organizations*  
District Council 37  
Millennium Development

Darlene Mealy  
District 41

*Schools*

Brooklyn High School for Law and Technology (K498)  
Dr. Jacqueline Peek-Davis School (K012)  
Eagle Academy for Young Men II (K644)  
I.S. 392 (K392)  
Mott Hall IV (K522)  
P.S. 005 Dr. Ronald Mcnair (K005)  
P.S. 135 Sheldon A. Brookner (K135)  
P.S. 156 Waverly (K156)  
P.S. 178 Saint Clair McKelway (K178)  
P.S. 235 Janice Marie Knight School (K235)  
P.S. 268 Emma Lazarus (K268)  
P.S./I.S. 137 Rachel Jean Mitchell (K137)  
P.S./I.S. 323 (K323)  
The Gregory Jocko Jackson School of Sports, Art, and Technology (K284)  
*Community Based Organizations*  
East New York-Single Room Occupancy Residence, Volunteers of America  
WellLife Network

Carlos Menchaca  
District 38

*Schools*

J.H.S. 220 John J. Pershing (K220)  
P.S. 169 Sunset Park (K169)  
P.S. 172 Beacon School of Excellence (K172)  
P.S. 69 Vincent D. Grippo School (K069)  
Red Hook Neighborhood School (K676)  
The Christa McAuliffe School/I.S. 187 (K187)

*Community Based Organizations*  
NYU Lagone FHC

Antonio Reynoso  
District 34

*Schools*

ALC - Brooklyn Choices  
ALC - MELROSE ACADEMY  
Brooklyn Latin School, The (K449)  
EBC High School for Public Service - Bushwick (K545)  
I.S. 077 (Q077)  
I.S. 347 School of Humanities (K347)  
Learners and Leaders (Q305)  
Lyons Community School (K586)  
P.S. 075 Mayda Cortiella (K075)  
P.S. 084 Jose De Diego (K084)  
P.S. 274 Kosciusko (K274)  
P.S. 299 Thomas Warren Field (K299)  
The High School for Enterprise, Business and Technology (K478)  
The Williamsburg High School of Art and Technology (K454)  
Young Women's Leadership School of Brooklyn (K614)  
*Community Based Organizations*  
Greater Ridgewood Youth Council

Mark Treyger  
District 47

Abraham Lincoln High School (K410)  
Brooklyn Studio Secondary School (K690)  
John Dewey High School (K540)  
Kingsborough Early College School (K468)  
Liberation Diploma Plus (K728)  
P.S. 247 Brooklyn (K247)

Jumaane D. Williams  
District 45

*Schools*

Andries Hudde (K240)  
Midwood High School (K405)  
P.S. 109 (K109)  
P.S. 119 Amersfort (K119)  
P.S. 181 Brooklyn (K181)  
P.S. 269 Nostrand (K269)  
P.S. 326 (K326)  
*Community Based Organizations*  
Jewish Child Care Association

**Manhattan Schools and CBOs Served (87 schools, 52 CBOs)**

Margaret S. Chin  
District 1

*Schools*

ALC - BATTERY PARK  
High School for Dual Language and Asian Studies (M545)  
M.S. 131 (M131)  
Murry Bergtraum High School for Business Careers (M520)  
New Design High School (M543)  
P.S. 042 Benjamin Altman (M042)  
P.S. 130 Hernando De Soto (M130)

P.S. 134 Henrietta Szold (M134)  
P.S. 142 Amalia Castro (M142)  
School for Global Leaders (M378)  
Stuyvesant High School (M475)  
Urban Assembly New York Harbor School (M551)  
*Community Based Organizations*  
Administration for Children's Services  
Apicha Community Health Center  
Asian American Foundation  
Hamilton Madison House  
Hamilton Madison House, Asian American Recovery Services  
Henry Street Settlement  
Institute for Community Living, Inc.  
Metropolitan Council on Jewish Poverty  
MHA  
MHA, Mental Health Association for New York City,  
Center for Policy, Advocacy and Education  
NYC Council, Legislative Division  
NYC Department of Probation, DSOD  
NYC Department of Veterans' Services  
NYC Dept. for the Aging  
NYC Dept. for the Aging, Grandparent Resource Center  
NYC Dept. of Homeless Services  
NYC Dept. of Homeless Services, Clinical Services Unit  
NYC Dept. of Youth and Community Development  
NYC Health and Hospitals Corporation  
NYC Police Department  
Office of the Mayor / ThriveNYC  
The Trevor Project  
Womankind

Daniel R. Garodnick  
District 4

*Schools*

Jacqueline Kennedy Onassis High School (M529)  
*Community Based Organizations*  
Hunter College Liberty Partnership Program  
Ittleson Foundation  
NADAP, Project Ace  
NYU, School of Medicine  
The Jewish Board  
Visiting Nurse Service of New York  
Visiting Nurse Service of New York, Community Mental Health Services  
Visiting Nurse Service of New York, Health Home

Corey Johnson  
District 3

*Schools*

Beacon High School (M479)  
Harvest Collegiate High School (M534)  
Humanities Preparatory Academy (M605)  
James Baldwin School, The: A School for Expeditionary Learning (M313)  
N.Y.C. Lab School for Collaborative Studies (M412)  
N.Y.C. Museum School (M414)  
P.S. 011 William T. Harris (M011)  
P.S. 051 Elias Howe (M051)  
P.S. 212 Midtown West (M212)  
Urban Assembly School of Design and Construction, The (M300)  
*Community Based Organizations*  
ACMH Inc. Care Management & Housing, QTA

Chinese-American Family Alliance for Mental Health  
Freedom House  
Gay Men's Health Crisis (GMHC) & The Bridge  
Mental Health Clinic  
Holy Apostles Soup Kitchen  
Services for the Underserved  
VISIONS Services for the Blind and Visually Impaired  
VISIONS Services for the Blind and Visually Impaired  
at Senior Center

## Ben Kallos District 5

East Side Middle School (M114)  
Eleanor Roosevelt High School (M416)  
P.S. 183 Robert L. Stevenson (M183)  
P.S./I.S. 217 Roosevelt Island (M217)

## Mark Levine District 7

*Schools*  
Columbia Secondary School (M362)  
Edward A. Reynolds West Side High School (M505)  
New Design Middle School (M514)  
P.S. 036 Margaret Douglas (M036)  
P.S. 125 Ralph Bunche (M125)  
P.S. 163 Alfred E. Smith (M163)  
P.S. 192 Jacob H. Schiff (M192)  
P.S. 325 (M325)  
Urban Assembly Academy for Future Leaders (M286)  
*Community Based Organizations*  
Mount Sinai St. Luke's Hospital, Home & Community-  
Based Services Waiver  
The Bridge, Personalized Recovery Oriented Services  
(PROS)

## Speaker Melissa Mark-Viverito District 8

*Schools*  
Academy of Applied Mathematics and Technology  
(X343)  
American Dream Charter School (X471)  
Central Park East II (M964)  
Isaac Newton Middle School for Math & Science  
(M825)  
J. M. Rapport School Career Development (X754)  
Manhattan Center for Science and Mathematics  
(M435)  
New York City Montessori Charter School (X554)  
P.S. 025 Bilingual School (X025)  
P.S. 049 Willis Avenue (X049)  
P.S. 050 Vito Marcantonio (M050)  
P.S. 062 Inocencio Casanova (X062)  
P.S. 073 Bronx (X073)  
P.S. 083 Luis Munoz Rivera (M083)  
P.S. 108 Assemblyman Angelo Del Toro Educational  
Complex (M108)  
P.S. 146 Ann M. Short (M146)  
P.S. 155 William Paca (M155)  
P.S. 277 (X277)  
P.S. 38 Roberto Clemente (M038)  
P.S./I.S. 224 (X224)  
Renaissance Charter High School for Innovation  
(M433)  
River East Elementary (M037)  
The Bilingual Bicultural School (M182)

The Lexington Academy (M072)  
*Community Based Organizations*  
BronxConnect  
BronxWorks Jackson Ave

## Rosie Mendez District 2

*Schools*  
Academy for Software Engineering (M546)  
Bard High School Early College (M696)  
Baruch College Campus High School (M411)  
Gramercy Arts High School (M374)  
International High School at Union Square (M438)  
Manhattan Comprehensive Night and Day High  
School (M575)  
P.S. 034 Franklin D. Roosevelt (M034)  
P.S. M226 (M226)  
School of the Future High School (M413)  
The High School For Language And Diplomacy  
(M399)  
Tompkins Square Middle School (M839)  
Union Square Academy for Health Sciences (M533)  
*Community Based Organizations*  
Cornelia Connelly Center  
Grand Street Settlement Delancey  
Grand Street Settlement Pitt  
Hetrick-Martin Institute

## Bill Perkins District 9

*Schools*  
Eagle Academy for Young Men of Harlem (M148)  
Frederick Douglass Academy (M499)  
KAPPA IV (M302)  
Mott Hall High School (M304)  
P.S. 046 Arthur Tappan (M046)  
P.S. 133 Fred R Moore (M133)  
P.S. 138 (M138)  
P.S. 149 Sojourner Truth (M149)  
P.S. 154 Harriet Tubman (M154)  
*Community Based Organizations*  
NYC Department of Probation, Manhattan Juvenile  
Operation  
The Institute for Family Health, Psychosocial  
services  
Weston United Community Renewal, Inc.

## Ydanis Rodriguez District 10

*Schools*  
Dos Puentes Elementary School (M103)  
P.S. 115 Alexander Humboldt (M115)  
Bronx School of Law and Finance (X284)  
City College Academy of the Arts (M293)  
Community Math & Science Prep (M328)  
English Language Learners and International Sup-  
port Preparatory Academy (ELLIS) (X397)  
Gregorio Luperon High School for Science and  
Mathematics (M552)  
M.S. 319 - Maria Teresa (M319)  
M.S. 324 - Patria Mirabal (M324)  
Paula Hedbavny School (M278)  
Washington Heights Academy (M366)  
*Community Based Organizations*  
NYS Senator Marisol Alcantara's Office

## Helen Rosenthal District 6

Frank McCourt High School (M417)  
Goddard Riverside Community Center  
Innovation Diploma Plus (M404)  
Manhattan / Hunter Science High School (M541)  
P.S. 084 Lillian Weber (M084)  
P.S. 452 (M452)  
The Global Learning Collaborative (M403)  
The Urban Assembly School for Green Careers  
(M402)

## Queens Schools and CBOs Served (168 schools, 10 CBOs)

### Costa Constantinides District 22

*Schools*  
Albert Shanker School for Visual and Performing  
Arts (Q126)  
I.S. 010 Horace Greeley (Q010)  
P.S. 084 Steinway (Q084)  
P.S. 085 Judge Charles Vallone (Q085)  
P.S. 171 Peter G. Van Alst (Q171)  
P.S. 234 (Q234)  
The 30th Avenue School (G&T Citywide) (Q300)  
*Community Based Organizations*  
Goodwill of New York, Seamark Personalized  
Recovery Oriented Services (PROS)

### Elizabeth S. Crowley District 30

Grover Cleveland High School (Q485)  
I.S. 093 Ridgewood (Q093)  
I.S. 119 The Glendale (Q119)  
I.S. 73 - The Frank Sansivieri Intermediate School  
(Q073)  
Maspeth High School (Q585)  
Middle Village Prep Charter School (Q298)  
P.S. 009 (Q009)  
P.S. 049 Dorothy Bonawit Kole (Q049)  
P.S. 068 Cambridge (Q068)  
P.S. 071 Forest (Q071)  
P.S. 091 Richard Arkwright (Q091)  
P.S. 128 The Lorraine Tuzzo, Juniper Valley El-  
ementary School (Q128)  
P.S. 153 Maspeth Elem (Q153)  
P.S. 58 - The School of Heroes (Q058)  
P.S./I.S. 087 Middle Village (Q087)

### Daniel Dromm District 25

*Schools*  
I.S. 145 Joseph Pulitzer (Q145)  
Newtown High School (Q455)  
P.S. 069 Jackson Heights (Q069)  
P.S. 089 Elmhurst (Q089)  
P.S. 102 Bayview (Q102)  
P.S. 148 Queens (Q148)  
P.S. 212 (Q212)  
Renaissance Charter School (Q705)  
VOYAGES Preparatory (Q744)  
*Community Based Organizations*

Elmhurst Hospital (HHC) Center's Asian American  
Mental Health Program  
Elmhurst Hospital HHC

**Julissa Ferreras-Copeland**  
**District 21**

High School for Arts and Business (Q550)  
P.S. 014 Fairview (Q014)  
P.S. 019 Marino Jeantet (Q019)  
P.S. 092 Harry T. Stewart Sr. (Q092)  
P.S. 127 Aerospace Science Magnet School (Q127)  
Pioneer Academy (Q307)

**Barry Grodenchik**  
**District 23**

Benjamin N. Cardozo High School (Q415)  
Cambria Heights Academy (Q326)  
Irwin Altman Middle School 172 (Q172)  
J.H.S. 074 Nathaniel Hawthorne (Q074)  
Jean Nuzzi Intermediate School (Q109)  
Martin Van Buren High School (Q435)  
P.S. 035 Nathaniel Woodhull (Q035)  
P.S. 046 Alley Pond (Q046)  
P.S. 133 Queens (Q133)  
P.S. 186 Castlewood (Q186)  
P.S. 203 Oakland Gardens (Q203)  
P.S. 221 The North Hills School (Q221)  
P.S. Q224 (Q224)  
P.S. Q811 (Q811)  
P.S. Q993 (Q993)  
P.S./ I.S. 178 Holliswood (Q178)  
P.S./I.S. 208 (Q208)  
P.S./I.S. 266 (Q266)  
P.S./I.S. 295 (Q295)  
Queens High School of Teaching, Liberal Arts and the  
Sciences (Q566)  
The Bellaire School (Q135)

**Karen Koslowitz**  
**District 29**

Forest Hills High School (Q440)  
J.H.S. 190 Russell Sage (Q190)  
P.S. 099 Kew Gardens (Q099)  
P.S. 139 Rego Park (Q139)  
P.S. 206 The Horace Harding School (Q206)  
P.S. Q233 (Q233)

**Peter Koo**  
**District 20**

*Schools*  
ALC - LINDEN ACADEMY  
East-West School of International Studies (Q281)  
Flushing High School (Q460)  
Flushing International High School (Q263)  
Francis Lewis High School (Q430)  
I.S. 237 (Q237)  
J.H.S. 189 Daniel Carter Beard (Q189)  
P.S. 020 John Bowne (Q020)  
P.S. 022 Thomas Jefferson (Q022)  
P.S. 024 Andrew Jackson (Q024)  
P.S. 163 Flushing Heights (Q163)  
P.S. Q177 (Q177)  
Queens Academy High School (Q540)  
Queens High School for Language Studies (Q241)  
Veritas Academy (Q240)  
*Community Based Organizations*

Korean American Family Services  
The Child Center of NY, Flushing Clinic

**Rory I. Lancman**  
**District 24**

*Schools*  
Hillcrest High School (Q505)  
J.H.S. 216 George J. Ryan (Q216)  
P.S. 082 Hammond (Q082)  
P.S. 164 Queens Valley (Q164)  
P.S. 182 Samantha Smith (Q182)  
P.S. 201 The Discovery School for Inquiry and  
Research (Q201)  
P.S./M.S. 200 - The Pomonok School & STAR Acad-  
emy (Q200)  
Pathways to Graduation (Q950)  
The Queens College School for Math, Science and  
Technology (Q499)  
Thomas A. Edison Career and Technical Education  
High School (Q620)  
Townsend Harris High School (Q525)  
*Community Based Organizations*  
Queens College

**I. Daneek Miller**  
**District 27**

Cynthia Jenkins School (Q037)  
Humanities & Arts Magnet High School (Q498)  
I.S. 238 - Susan B. Anthony Academy (Q238)  
Institute for Health Professions at Cambria Heights  
(Q243)  
J.H.S. 008 Richard S. Grossley (Q008)  
Mathematics, Science Research and Technology  
Magnet High School (Q492)  
P.S. 015 Jackie Robinson (Q015)  
P.S. 095 Eastwood (Q095)  
P.S. 134 Hollis (Q134)  
P.S./M.S. 147 Ronald McNair (Q147)  
The Emerson School (Q287)

**Donovan J. Richards**  
**District 31**

Academy of Medical Technology: A College Board  
School (Q309)  
Challenge Preparatory Charter School (Q340)  
I.S. 231 Magnetech 2000 (Q231)  
P.S. 043 (Q043)  
P.S. 156 Laurelton (Q156)  
P.S. 183 Dr. Richard R. Green (Q183)  
P.S./M.S. 042 R. Vernam (Q042)  
Preparatory Academy for Writers: A College Board  
School (Q283)  
Queens High School for Information, Research, and  
Technology (Q302)

**Eric A. Ulrich**  
**District 32**

*Schools*  
Channel View School for Research (Q262)  
J.H.S. 202 Robert H. Goddard (Q202)  
J.H.S. 210 Elizabeth Blackwell (Q210)  
John Adams High School (Q480)  
P.S. 066 Jacqueline Kennedy Onassis (Q066)  
P.S. 097 Forest Park (Q097)  
*Community Based Organizations*  
New Horizon Counseling Center

**Paul Vallone**  
**District 19**

*Schools*  
Bayside High School (Q495)  
BELL Academy (Q294)  
I.S. 025 Adrien Block (Q025)  
J.H.S. 067 Louis Pasteur (Q067)  
J.H.S. 185 Edward Bleeker (Q185)  
J.H.S. 194 William Carr (Q194)  
M.S. 158 Marie Curie (Q158)  
P.S. 029 Queens (Q029)  
P.S. 031 Bayside (Q031)  
P.S. 094 David D. Porter (Q094)  
P.S. 129 Patricia Larkin (Q129)  
P.S. 159 (Q159)  
World Journalism Preparatory: A College Board  
School (Q285)  
*Community Based Organizations*  
Transitional Services for New York, Inc.

**Jimmy Van Bramer**  
**District 26**

*Schools*  
Academy of American Studies (Q575)  
Aviation Career & Technical Education High School  
(Q610)  
Bard High School Early College Queens (Q299)  
Energy Tech High School (Q258)  
Frank Sinatra School of the Arts High School (Q501)  
Growing Up Green Charter School (Q321)  
Hunters Point Community Middle School (Q291)  
I.S. 204 Oliver W. Holmes (Q204)  
Middle College High School at LaGuardia Commu-  
nity College (Q520)  
P.S. 011 Kathryn Phelan (Q011)  
P.S. 012 James B. Colgate (Q012)  
P.S. 111 Jacob Blackwell (Q111)  
P.S. 112 Dutch Kills (Q112)  
P.S. 150 Queens (Q150)  
Queens Vocational and Technical High School  
(Q600)  
Robert F. Wagner, Jr. Secondary School for Arts and  
Technology (Q560)  
*Community Based Organizations*  
Hour Children

**Vacant (TBD Nov 7)**  
**District 28**

August Martin High School (Q400)  
Catherine & Count Basie Middle School 72 (Q072)  
Epic High School - North (Q334)  
Epic High School - South (Q314)  
Hawtree Creek Middle School (Q297)  
High School for Construction Trades, Engineering  
and Architecture (Q650)  
High School for Law Enforcement and Public Safety  
(Q690)  
J.H.S. 226 Virgil I. Grissom (Q226)  
Jamaica Children's School (Q312)  
New Visions Charter High School for Advanced  
Math and Science IV (Q320)  
P. S. 62 - Chester Park School (Q062)  
P.S. 040 Samuel Huntington (Q040)  
P.S. 045 Clarence Witherspoon (Q045)  
P.S. 055 Maure (Q055)



P.S. 124 Osmond A Church (Q124)  
P.S. 160 Walter Francis Bishop (Q160)  
Queens Transition Center (Q752)  
Redwood Middle School (Q332)  
Richmond Hill High School (Q475)  
The Jermaine L. Green STEM Institute of Queens  
(Q354)  
Voyages Prep - South Queens (Q261)

### **Staten Island Schools and CBOs Served (27 schools, 2 CBOs)**

Joseph C. Borelli  
District 51

#### *Schools*

ALC - Mount Loreto  
Gaynor McCown Expeditionary Learning School  
(R064)  
I.S. 007 Elias Bernstein (R007)  
I.S. 024 Myra S. Barnes (R024)  
I.S. 072 Rocco Laurie (R072)  
I.S. 075 Frank D. Paulo (R075)  
Marsh Avenue School for Expeditionary Learning  
(R063)  
P.S. 001 Tottenville (R001)  
P.S. 036 J. C. Drumgoole (R036)  
P.S. 069 Daniel D. Tompkins (R069)  
Tottenville High School (R455)  
*Community Based Organizations*  
SCO Family of Services, Quality Improvement

Steven Matteo  
District 50

New Dorp High School (R440)  
P.S. 060 Alice Austen (R060)  
Staten Island Technical High School (R605)  
Susan E. Wagner High School (R460)

Deborah Rose  
District 49

#### *Schools*

ALC- ST. Marks Place  
Curtis High School (R450)  
I.S. 027 Anning S. Prall (R027)  
I.S. 49 Berta A. Dreyfus (R049)  
P.S. 016 John J. Driscoll (R016)  
P.S. 018 John G. Whittier (R018)  
P.S. 020 Port Richmond (R020)  
P.S. 21 Margaret Emery-Elm Park (R021)  
P.S. 35 The Clove Valley School (R035)  
P.S. 65 The Academy of Innovative Learning  
(R065)

Port Richmond High School (R445)  
Ralph R. McKee Career and Technical Education  
High School (R600)  
*Community Based Organizations*  
DOHMH (Staten Island)

#### **Other (3 CBOs)**

*Community Based Organizations*  
Stony Brook University Counseling & Psychological  
Services  
New Rochelle United Methodist Church  
National Alliance on Mental Health

## **Samaritans wishes to thank the following for their support and funding of our FY 2017 public education program whose support made this work possible:**

New York City Council Members Elizabeth Crowley, Chaim Deutsch, Daniel Garodnick, Vanessa Gibson, Barry Grodenchik, Ben Kallos, Peter Koo, Stephen Levin, Rosie Mendez, Paul Vallone, Jumaane D. Williams, Ruben Wills, in association with NYC Department of Education.



## NYC Department of Education Student Support Personnel Talk About Samaritans Professional Development Training

The following statements come from evaluations of suicide prevention professional development trainings presented by Samaritans to NYC DOE student support personnel:

Quite simply, Samaritans helps save lives.  
LCSW working for the DOE, 11 years in the field

The Samaritans is the most reliable resource that I have found regarding suicide and related topics, helping to make informed decisions.  
Betty D. Robles, Bilingual School Guidance Counselor, Master's Degree, 25 years in field

This training should be taken by every educator regardless of the level of school they are in. the information given and the resources provided were invaluable.  
Lauren Prettitore, School Guidance Counselor, Master's Degree, 13 years in the field

The trainings were exceptionally good. They provided insights into the various warning signs to look for as well as possible interventions.  
Carol Graham, Social Worker, Master's Degree, 25+ years in the field

It makes you more aware of what is going on around you and it also give you suggestions on how to help families. workshop also give you tools to recognize people in crisis.  
Neila Adolphus, Social Worker, Masters

Samaritans helps opening windows to the inner lives of kids in trouble, helps people who work with them to develop empathy and understanding of their issues and feelings. It guides professionals to find ways to help these children cope.  
Ana Medina, PhD course work., counselor, 18 years in the field

I have received lots of resources from Samaritans workshops, which are not available to me at work. The information and outreach services change all the time and through Samaritans workshops I am kept informed and connected.  
Lillian Hernandez, School Counselor, Master's Degree, 10 years in the field

I would be an awful social worker and counselor were it not for the expert training, support, and camaraderie I enjoyed as a volunteer: the trainings alone at Samaritans rival what I've learned in school and on the job. The personal value and joy I derived from the work were also life changing, unique, invaluable.  
Timothy Krause, former volunteer, LMSW, Social Worker, 3 years in the field

I have attended the Samaritans workshops for many years. As a K-8 grade counselor the tools provided by this organization are truly immeasurable  
Kelly Morales, School Guidance Counselor/ Professor, Master's Degree, 17 years in field

I work with middle school students who have been removed from their schools due to discipline problems. I attended The Samaritans training on suicide prevention and it has been a great resource to provide to families I worked with and to the students. Some students have actually come to my office and requested the palm card with the hotline number to keep with them.  
Joyce L. Hernandez Lopez, School Counselor, Master's Degree, 8 years in the field

The Samaritans workshop helped me to access the Columbia-Suicide Severity Rating Scale (C-SSRS). Every student that reports "wishing to be dead", or having "non-specific active suicidal thoughts" receives a baseline screening.  
Elizabeth Sanchez, Elementary School Counselor, Master's Degree

This was the best workshop I have attended in regards to the topic on suicide. I value the real life stories and factual information given and the seriousness of the topic.  
Julie McCullough, School Counselor, Master's Degree, 18 years in the field

Samaritans has provided valuable professional development opportunities to school-based staff for years. The topics range from issues within special education, to mental health, to crisis/traumatic loss response. I left there with a much better insight on understanding cultural issues in crisis and loss.  
Jessica Joseph, Educational Assistant & School Counselor, Masters, 15 years in the field

I found the workshop to be a reminder of the students and their needs. A general refresher which was much needed. How much needed?? I took pictures of nearly every slide!!  
Amie B Mizzi,, Licensed Mental Health Counselor, Masters, 14 years in the field

Samaritans has taught me to become a better listener. Both students and staff have benefited from my counseling and awareness skills due to my Samaritans training.  
Kerry Donohue, school counselor, 9 years in the field, advanced degree

The training I received as a volunteer with Samaritans was just as good, if not better, than the training in suicide prevention that I received in the 5 years of training to receive my PhD in Clinical Psychology. When working with suicidal patients now, I often think back to my training at the Samaritans and the valuable lessons about working with people in crisis that I learned as a volunteer.  
Laura Schairer, current volunteer, Clinical Psychologist, 5 years in the field

Working collegially, considering how to make a positive plan, talking with family members more comfortably, have all been positively impacted by the training by Samaritans, I think it is one of the best training offered in NYC for school personnel.  
Valerie Preston, Social Worker, Master's Degree, 45 years in the field

One benefit that I gained from participating in the Samaritans workshop was obtaining necessary tools and outline to develop a safety plan and gaining resources to support suicide prevention initiatives in my school community.  
Brandy Nathan, School Secretary, M.S. ED. School Counseling, 12 years in the field

**DeJohn Jones testimony to NYC City Council  
Education Budget Hearing  
March 23, 2018**

My name is DeJohn Jones and I am a parent leader with the New Settlement Parent Action Committee in the Bronx and the NYC Coalition for Educational Justice. I am here today to talk about why the Mayor's education budget must include additional funds dedicated to the implementation of Culturally Responsive Education and Restorative Justice in our schools.

As a PA President in District 12, I saw how a student who was bullied for his perceived sexuality turned to violence as a solution and another student died as a result. *Over the past few months, I have also seen multiple examples of racism in schools reported in the news and in our community.*

If these schools and others across New York City adopted Culturally Responsive and Restorative Justice Practices, our school environments could improve for both staff and students alike. I believe:

- Teachers and schools desperately need cultural competency training and coaching, and multicultural curriculum in order to provide effective support for students of color, LGBTQIA/Gender Non-Conforming students, immigrant students and Muslim students.
- To teach the diverse population of NYC schools effectively, teachers and school staff must have awareness of their own racial and cultural identity and how it impacts their teaching, have a consciousness about the cultural backgrounds of their students, and be able to connect academic learning to those identities
- Culturally Responsive Education addresses the intersectionality of oppressions faced by our communities by providing a space to understand, discuss and learn to respect the multiple identities that we bring to our schools and provide equity in the learning and educational process.
- We need to show respect to the parents and the community that come into our schools and embrace those who choose to take leadership positions in the Parent Association. We need to make certain that all the cultures of the school community are represented in the PA and that our parents and students should receive training in Culturally Responsive Education so that we can better understand and support one another.
- By understanding and celebrating our humanity and fighting the prejudice and fear created by systems (i.e. patriarchy, capitalism) that label our

identities, we can dismantle practices that continue to put our communities in disadvantage.

*We need the Mayor and City Council to dedicate funds in this year's budget to greatly expand cultural competency training for NYC teachers, diversify the curriculum, and create an Office of Culturally Responsive Education to lead this work across the school system. Without this investment of funds and effort, can we meet the goals that the Mayor set out for himself and for New York City?*

*To quote Mayor De Blasio*

"We face an achievement gap today that is rooted in the enslavement of Americans and the pervasive discrimination against people of color over centuries. We know exactly where the problem comes from, but to defeat structural racism and to overcome this achievement gap, we have to flip the script. We have to do something different when it comes to education...."

In the Bronx we have Superintendent's and Districts that are working to implement Culturally Responsive Education on their own. District 9 has committed much of its funding from the My Brother's Keepers Grant to begin Culturally Responsive Education Training in all District 9 Elementary and Middle Schools. District 11 with the support of their Council Member found funds for CRE Training for several schools in their district. But these limited initiatives by districts are not enough without city funding. We need Mayor De Blasio and City Council to partner with these Districts and the Department of Education to make Culturally Responsive Education a reality for all schools throughout the city.



**Testimony from Maria Gil**  
**City Council Education Budget Hearing**  
**3.23.18**

Good afternoon, my name is Maria Gil. I am the mother of 6 girls – 2 in college, 2 in high school, 1 in middle school and 1 in elementary school. I am a member of Make the Road New York and the Coalition for Educational Justice.

I am here to advocate for a culturally responsive education because the Department of Education has failed us for many years. My daughters have been educated in an environment where they are not included or reflected in their classrooms, and that has been an obstacle to their educational development, because they haven't been recognized for their academic skills – only as girls who don't cause problems. Also, 90% of their teachers have been White, and are not familiar with our culture and our community. One of my daughters also had an experience with a teacher who, because of lack of training, would say that girls are better than boys, and making fun of a boy for liking the color pink, causing one young boy to attempt suicide.

## **Testimonio de Maria Gil**

### **Audiencia de Presupuesto Educativo**

**23 de marzo 2018**

Buenas tardes, mi nombre es Maria Gil. Soy madre de 6 hijas: 2 estudiantes de colegio, 2 de high school, 1 de middle school y 1 de la primaria. Soy miembro de Make the Road NY y la Coalicion para la Justicia Educacional.

Hoy estoy aqui para abogar para una educacion culturalmente receptiva ya que por muchos anos el Departamento de Educacion nos ha fallado. Mis hijas han sido educadas fuera de una ambiente donde no han sido incluidas ni reflejadas dentro de su salon de clases y esto ha sido un obstaculo para su desarrollo educacional, porque nunca han sido reconocidas por sus destrezas aademicas sino solamente como unas ninas que no se meten en problemas. En sus experiencias, 90% de las veces han sido educadas por maestros blancos que no conocen de nuestra cultura ni nuestra comunidad. Tambien tuvo una experiencia con una maestro por falta de entrenamiento le dice a un nino que las ninas son mejores que las ninas, cuasandole a este nino el atentar contra su vida, y a otra burlandose de un nino porque le gusta el color rosa.

This is why we need the DOE to offer trainings for teachers, principals and school staff on how to educate children from diverse communities. We need diverse curriculum, books and courses, and we need experts in culturally responsive education working inside the DOE. The Mayor and the City Council must put funds in the budget to support these changes.

Today, a student can graduate from NYC schools without ever learning anything about their own history and culture, and without ever having a teacher from their same ethnicity. And many students are facing racism in their schools daily. This is not acceptable, and it cannot be fixed by a one-time, token workshop.

We can address these problems, but we need supports from the Mayor and City Council. We ask you to dedicate funds in the budget for culturally responsive education.

Por eso necesitamos que el DOE ofrezca entrenamientos para los maestros, directores y otro personal escolar en como enseñar a los niños de comunidades diversas. Necesitamos currículo, libros y cursos diversos, y necesitamos expertos en educación culturalmente receptiva trabajando dentro del Departamento de Educación. El Alcalde y el Consejo Municipal deben poner fondos en el presupuesto para apoyar estos cambios.

Ahora, un estudiante puede graduarse de la secundaria en NYC y nunca aprender de la historia o la cultura suya en la escuela, y sin tener un maestro de su misma etnicidad. Y muchas estudiantes están sufriendo el racismo diariamente en sus escuelas. Esto no es aceptable, y no va a cambiar con un taller superficial.

Podemos mejorar estos problemas, pero necesitamos el apoyo del Alcalde y el Consejo Municipal. Pedimos que uds. dediquen fondos nuevos en el presupuesto para la educación culturalmente receptiva.

**Hola**  
**Bienvenido**

**Hello**  
**Welcome**

**Bonjour**  
**Bienvenue**

**Привет**  
**добро пожаловать**

**你好**  
**歡迎**

# Funding for Foreign Language Instruction

CEC3 Multilingual Committee

March 23, 2018

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[www.cec3.org/multilingual-committee](http://www.cec3.org/multilingual-committee)



## Agenda

- 1) Benefits of Dual Language Learning
- 2) Educational Opportunities
- 3) NYC DOE Dual Language and Transitional Bilingual Education Programs
- 4) Types of Foreign Language Programs
- 5) Foreign Language Career Opportunities
- 6) Funding for Foreign Language Instruction
- 7) Appendix

# Benefits of Dual Language Learning

Research has shown that dual language education provides a number of educational and cultural benefits.

- 1) Cognitive development
  - Bilingual speakers have an easier time: 1) understanding math concepts and solving word problems<sup>1</sup>, 2) developing strong thinking skills<sup>2</sup>, and 3) focusing, remembering and making decisions<sup>3</sup>
- 2) Increases academic performance
  - Native English speakers already on grade level can exceed the achievement of their monolingual educated peers<sup>4</sup>
- 3) Accelerates transition from English Language Learning designation
  - English learners made slightly higher gains per year in typical transitional bilingual programs than they did in typical English-only programs<sup>5</sup>
- 4) Increases career opportunities
  - Bilingual adults have more job opportunities than monolingual adults<sup>1</sup>
- 5) Improves cultural awareness
  - Native English-speaking children receive many of the benefits of travel to, and life in, other countries, along with an increased understanding of other cultures<sup>4</sup>

<sup>1</sup> Zelasko, N. & Antunez, B. (2000). If your child learns in two languages. National Clearinghouse for Bilingual Education

<sup>2</sup> Kessler, C. & Quinn, M. E. (1980). Positive effects of bilingualism on science problem-solving abilities

<sup>3</sup> Bialystok, E. (2001). Bilingualism in development: Language, literacy, and cognition

<sup>4</sup> Thomas, C. & Collier, V. (2003). The Multiple Benefits of Dual Language

<sup>5</sup> Greene, J. P. (1997). A meta-analysis of the Rossell and Baker review of bilingual education research

## Educational Opportunities

An academic path for dual language already exists in our public schools, CUNY and SUNY systems.

There are 389 NYC DOE public schools (elementary, middle and high schools) that offer 544 dual language and transitional bilingual education programs in 14 different languages (Appendix A).<sup>1</sup> NYC students speak over 160 languages.<sup>2</sup>

- 1) The New York State Seal of Biliteracy (NYSSB) recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English.<sup>3</sup>
- 2) Districts request a digital copy of the Seal image that is placed on a student's diploma. This Seal identifies:
  - High school graduates with language and biliteracy skills for employers
  - Provides universities with additional information about applicants seeking admission
  - Prepares students with twenty-first century skills

Dual language education opportunities exist throughout our CUNY and SUNY system and does not require attending an expensive private school or going to an out of state school.

- 1) There are eight (8) CUNY schools that offer approximately 30 undergraduate foreign language programs covering 11 foreign languages (Appendix B). In addition, schools offer study abroad opportunities themselves and/or through the CUNY Education Abroad program (166 programs in 51 countries).<sup>4</sup>
- 2) 16 SUNY colleges and universities offer 20 different languages. The SUNY Study Abroad Consortium serves all 64 SUNY campuses, and offers over 1,000 overseas study programs in over 60 countries.<sup>5</sup>

(1) NYC DOE 2017-2018 Bilingual Education Programs (Dual Language and Transitional Bilingual Education). Does not include Pathway to Education program.

(2) NYC DOE Division of English Language Learners and Student Support 2015 - 2016 report.

(3) [www.nysed.gov/bilingual-ed/schools/new-york-state-seal-biliteracy-nyssb](http://www.nysed.gov/bilingual-ed/schools/new-york-state-seal-biliteracy-nyssb)

(4) <http://www1.cuny.edu/sites/studyabroad/>

(5) <https://www.suny.edu/studyabroad/aboutus.cfm>

## NYC DOE Dual Language and Transitional Bilingual Education Programs

There are 389 NYC Department of Education (“DOE”) public schools across the five boroughs that offer a total of 607 bilingual education programs in 14 foreign languages.<sup>1</sup>

School Type	Dual Language	Transitional Bilingual Education	Total
Pre-k	63	0	63
Early Childhood	8	8	16
Elementary	144	137	281
High school	13	61	74
Junior High-Intermediate-Middle	38	57	95
K-12	4	11	15
K-8	32	16	48
Secondary School	5	10	15
<b>Total</b>	<b>307</b>	<b>300</b>	<b>607</b>

<sup>1</sup> NYC DOE 2017-2018 Bilingual Education Programs (Dual Language and Transitional Bilingual Education), plus 63 pre-K Dual Language programs. Does not include Pathway to Education program.

# Types of Foreign Language Programs

Schools currently offer four forms of foreign language programs.

## 1) Dual Language

- Students are taught in two languages, English and the targeted language (eg. Spanish, French, Chinese, Russian). The goal of this program is for students to be able to read, write, and speak in both English and the targeted language. In Dual Language classes, English and the targeted language are used equally to support students in achieving and/or maintaining bi-literacy and bilingualism.

## 2) Transitional Bilingual Education

- Provides reading, writing, and other classes in English and in the students' home language. As the students' English improves, time spent learning in English increases and time spent learning in the home language decreases. Once students are no longer identified as an English Language Learner, they exit the program.

## 3) Enrichment

- Students receive foreign language instruction on a limited basis (eg. 30 mins a week to daily instruction).

## 4) Computer based learning

- Student use individual computerized learning (eg. PowerSpeak ) and chose the foreign language.



# Foreign Language Career Opportunities

Knowing a second language leads to many potential career opportunities that are not available to monolingual individuals.

- 1) NYC and the tri-state area is the home to thousands of US and foreign multinational companies that need people who can speak foreign languages.
  - 1) Indeed.com – A search on New York City jobs requiring or preferring foreign language resulted in numerous types of jobs (FBI, foreign language and English teachers, United Nations, foundations, sales, bank branches, translators, social services, Major League Soccer, security, investigators, research analysts, paralegals, department stores, non-profits, business development, business consultants, hospitals). Salaries \$35,000 – \$110,000+
    - “Spanish, New York, NY, 10 miles”, 6,000+ jobs
    - “Chinese, New York, NY, 10 miles”, 1,015+ jobs
    - “Russian, New York, NY, 10 miles”, 584+ jobs
  - 2) Monster.com
    - “Spanish, New York, NY, 10 miles”, 1,000+ jobs
    - “Spanish, Brooklyn, NY, 10 miles”, 1,000+ jobs
    - “Chinese, New York, NY, 10 miles”, 480+ jobs
    - “Russian, New York, NY, 10 miles”, 140+ jobs
    - “French, New York, NY, 10 miles”, 160+ jobs
  - 3) NYC.gov
    - Spanish – 75 jobs
    - Chinese – 6
    - Russian – 5
    - French – 18
    - Creole – 11

## Funding for Foreign Language Instruction

Schools with Dual Language, Transitional Bilingual or enrichment programs do not receive additional funding to support non-ELL students enrolled in bilingual classes.

- 1) Although schools received additional funding to support the needs of their English Language Learners, neither the Fair Student Funding Formula nor the School Allocation Method allocate funds for foreign language instruction for non-ELL students
- 2) Based on the limited information we were able to collect, it is estimated that an elementary school Dual Language class cost \$11,400 more than a general education class.<sup>1</sup>
- 3) Using the DOE list of 389 NYC DOE public schools, there is an estimated 4,634 dual language classrooms. We estimate the total amount of funding necessary to be on average **\$5,800** per class or **\$26.9 million for the 2018-2019 school year**.

Elementary schools would require \$5,700 DL per classroom, using the School Allocation Memorandum weights, middle schools would require \$6,156 ( $1.08 \times 5,700$ ), and high schools would require \$5,871 ( $1.03 \times 5,700$ ).

- 4) Schools must draw upon their existing budgets or direct support from PA/PTAs and parents of dual language students to support the additional costs of dual language and enrichment programs:
  - Foreign language textbooks
  - Translation of materials
  - Purchase of foreign language curriculum and materials
  - Foreign language books for both classroom and school libraries
  - Teacher professional development (more expensive and few DoE options)

<sup>1</sup> Information provided by 2 elementary dual language schools.

# Funding for Dual Language and Transitional Bilingual Education

## Instruction: \$26.9mm 2018-19 school year

- Elementary school Dual Language class cost \$11,400 more than a general education class.
- Assuming a 50/50 ELL vs non-ELL class ratio, elementary schools would require \$5,700 DL per classroom to cover the additional costs of the non-ELL students. Factoring in the School Allocation Memorandum weights, middle schools would require \$6,156 (1.08 x 5,700), and high schools would require \$5,871 (1.03 x 5,700).

Type of School	Number of Programs (1) (a)	Grades (b)	DL/TBE Classrooms per Grade (est)(2) (c)	Total DL/TBE Classrooms (a) x (b) x (c)	Per Class Unfunded Cost (50/50 ELL vs Non-ELL) (d)	Total per Type of School (a)x(b)x(c)x(d)
Pre-k	63	1	1	63	5,700	359,100
Early Childhood (k-2)	16	3	1.5	72	5,700	410,400
Elem (K-5)	281	6	1.5	2,529	5,700	14,415,300
HS (9-12)	74	4	1.5	444	5,871	2,606,724
JHS (6-8)	95	3	1.5	428	6,156	2,631,690
k-12 (K-5)	15	6	1.5	135	5,700	769,500
k-12(6-8)		3	1.5	68	6,156	415,530
k-12 (9-12)		4	1.5	90	5,871	528,390
k-8 (K-5)	48	6	1.5	432	5,700	2,462,400
k-8 (6-8)		3	1.5	216	6,156	1,329,696
Secondary (6-8)	15	3	1.5	68	6,156	415,530
Secondary (9-12)		4	1.5	90	5,871	528,390
Total (4)	607			4,634		\$ 26,872,650

PK/K-5	3,231
6-8	779
9-12	624
	4,634

*How can we work together to secure funding for foreign language instruction?  
What are the next steps that we can take together?*

(1) Based on NYC DOE 2017-18 Final Bilingual Education Program list as of January 2018 and DOE press release.

(2) Schools may have 1 or more DL sections per grade. No readily available information to determine exact count of DL classrooms in each grade at each school. 9

# Appendix

## **Appendix A - Current Dual Language and Transitional Bilingual Education Programs**

- 1) Arabic
- 2) Bengali
- 3) Chinese
- 4) French
- 5) Haitian Creole
- 6) Hebrew
- 7) Italian
- 8) Japanese
- 9) Korean
- 10) Polish
- 11) Russian
- 12) Spanish
- 13) Urdu
- 14) Yiddish



## Appendix B - CUNY Foreign Language Programs

College	Language Programs
Baruch	Spanish
Brooklyn	French, Italian, Spanish
Hunter	Arabic, Chinese, French, German, Hebrew, Japanese, Polish, Russian
John Jay	Spanish
Lehman	French, German, Greek, Hebrew, Italian, Russian, Spanish
Queens	Chinese, French, German, Hebrew, Italian, Russian, Spanish
Staten Island	Italian, Spanish
York College	French, Spanish

*Local 1181-1061*  
*Amalgamated Transit Union A.F.L.-C.T.O.*

FOR THE RECORD

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TESTIMONY OF MICHAEL CORDIELLO, PRESIDENT OF LOCAL 1181-1061,  
AMALGAMATED TRANSIT UNION

NEW YORK CITY COUNCIL FY19 PRELIMINARY BUDGET HEARING  
COMMITTEE ON EDUCATION  
MARCH 23, 2018

Good afternoon Chairman Treyger and Members of the Committee on Education,

I thank you for this opportunity to submit testimony for your consideration as you negotiate the Fiscal Year 2019 budget of the City of New York. My name is Michael Cordiello, and I am the President of Local 1181 of the Amalgamated Transit Union.

Local 1181 represents nearly 7,000 school bus drivers, matrons, and mechanics who transport and care for our City's most vulnerable school children each day. These hard-working men and women take pride in the work they do—transporting our City's most precious cargo. I have appeared before this Committee in the past and have described the devastating effects that the decision of the Bloomberg Administration to eliminate Employee Protection Provisions (EPPs) from school bus contracts have wreaked upon our union, our members, and, just as importantly, the tens of thousands of school children that our members transport every day. I will not recount that history today, as you are certainly aware of it.

Instead, hopeful, I submit this testimony today to communicate that I firmly believe that we are at a turning point in the school bus industry. As you know, Local 1181 members, officers,

Testimony of Michael Cordiello, President, ATU Local 1181  
March 23, 2018

staff, attorneys, and consultants have spent the better part of the last five years vigorously advocating for the reinstitution of EPPs into school bus contracts. Those advocacy efforts sought both legislative and administrative changes at the state and city levels that would require EPPs in all school bus contracts so that our school children would have an experienced, qualified, and trained workforce, and our hardworking members could be afforded the protections of job security and modest pay and benefits. Many of the Members of this Committee were allies in those efforts, and on behalf of all 13,000 members of Local 1181, I thank you for your support.

In December 29, 2017, the Department of Education (“DOE”) released Request for Bids B3182 for Transportation Services for Students with Disabilities and Their Non-disabled Peers (“RFB”). Within this RFB, the DOE included language that essentially restores the EPP for workers that would perform work for the winning contractors. Since this RFB is only for a portion of the school bus transportation services that the DOE procures for its students, this is only one step towards restoring EPPs for all workers in the school bus industry. But it is a crucially important step in doing so. And the members of Local 1181 and I are incredibly grateful to Mayor de Blasio, Chancellor Fariña, and all of you that were involved in making this a reality. I am also hopeful that the contracts that are expiring at the end of the next school year (2018-2019), which are expected to be bid out at the end of calendar year 2018 or the beginning of calendar year 2019, will similarly include the EPP. While I am under no illusion that this will change the working conditions of school bus workers overnight, I am confident that this will begin the process of stabilizing the school bus industry, restoring basic job protections to school bus workers from whom they were stripped, and ensuring that qualified and experienced school bus workers are retained regardless of which school bus companies ultimately are contracted to perform work for the DOE.

In addition to advocating for the restoration of EPPs, over the past several years, I have also advocated for maintaining the school bus grant program which was established by Local Law 44 of 2014. The grant program has allowed so many Local 1181 members, who lost the protection of EPPs and who otherwise would have been forced on strike, to maintain their employment at a modest level of wages and benefits. Because this measure was so critical to Local 1181, I appeared before this body to testify at the August 19, 2014 meeting of the Committee on Education to support Introduction 449 (A Local Law to establish a program in relation to the employment of school bus drivers, attendants, dispatchers and mechanics by

Testimony of Michael Cordiello, President, ATU Local 1181  
March 23, 2018

qualified employers) and Resolution 387 (Resolution calling on the New York State Legislature to pass, and for the Governor to sign, legislation that would mandate employee safeguards for experienced bus drivers, attendants, dispatchers and mechanics as part of all current and future bus contracts). While some Council Members expressed reservations at the time about Introduction 449, thankfully, the Council ultimately determined that its passage was warranted as a temporary measure to provide much needed financial relief to people who would otherwise be struggling to make ends meet. And now with three and a half years of hindsight, I can clearly say that that determination was accurate.

Since the grant program was established by Local Law 44 of 2014, approximately 1,200 employees have been determined to be eligible and qualified to receive grants to supplement their wages and benefits. These additional grant funds have enabled these workers to support their families and continue to safely care for and transport our City's schoolchildren in dignity. Furthermore, under the conditions of that grant, companies that employ workers receiving the subsidy must continue to provide pension benefits to those workers and contribute to their pension fund. This requirement has ensured that the 1181 pension fund has remained solvent, as the withdrawal of 1,200 participants could have triggered a tail spin for our pension fund.

And with the release of the current RFB for school bus transportation services that contains the EPP and anticipated inclusion of the EPP in the succeeding RFB, the need for the grant program will be expiring. Though the grant program still has some detractors among Members of this Council, I would urge you all to ensure that it continues to provide subsidy to the 1,200 hard-working men and women that are relying on it to support their families until the DOE awards new contracts containing EPPs for all currently non-EPP work.

Throughout this post-Bloomberg struggle, the City Council has been a stalwart ally to Local 1181 and the thousands of drivers, matrons, and mechanics it represents. We continue to thank you for your expedient work in responding to our needs on these extremely important matters by acting to relieve the extreme financial pressures this has placed on workers and their ability to support their families as a result of the past administration's actions. As a stop-gap, immediate relief measure, Local Law 44 of 2014, has been a tremendous success, establishing a grant program for families affected by the unnecessary and poorly planned elimination of the EPP by supplementing wages and benefits.

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March 23, 2018

In closing, I urge you all to ensure that sufficient funding is allocated to the DOE for the Office of Pupil Transportation such that the workers to whom we entrust the transportation of our most vulnerable children can be paid fair wages and benefits. I also urge you to ensure that the school bus grant program is funded through the 2018-2019 school year.

Respectfully submitted,



Michael Cordiello  
President, Local 1181



**Testimony for the New York City Council Committee on Education  
Oversight Hearing on the Fiscal Year 2019 Preliminary Budget  
March 23, 2018**

**By Esaunte Latimer  
Education Justice Intern, Children's Defense Fund-New York**

Good afternoon, my name is Esaunte Latimer. I'm a current student at Canarsie High School and an intern with the Children's Defense Fund New York. It's my pleasure to testify today. Just two weeks ago I spoke before the Mayor at his student town hall and called for more counselors and social workers instead of focusing on police and punitive school safety policies that push students out of school. The mayor and others look at schools from the outside in, but I go to school every day and I know first-hand what's effective in resolving conflict, restoring justice, and engaging students in school. In my testimony today I want to highlight the need for the city to invest in more opportunities for students and stop the school to prison pipeline.

I see every day that students are being isolated and only a selective few are actually being noticed. Throughout all my years in school I've seen that many students don't feel comfortable in their environment, they don't know how to express themselves, and they are faced with staff enforcing rules without thinking about how students feel.

I believe that if resources were invested in more counselors and there was less of a focus on police interventions in school then the school to prison pipeline will separate. Counselors make students feel welcome and comfortable and serve a much different role than school safety who make students feel watched and controlled.

Guidance counselors are supposed to connect students with opportunities to further our education. However, my guidance counselors are overwhelmed and they need help. There are too many students and every student has needs. When guidance counselors don't have time for us, it makes us feel like we're not worth their time. This discourages me from applying myself in areas that I know can benefit me. I'm one of many who feels left out.

As the city works on the next budget, I'm asking that you focus more on what students need to better their futures. Overall to make school more safe and restorative the city must fund counselors and social workers instead of criminalizing students by enhancing school safety and police.

Thank you.

Good Afternoon,

My name is Erolyn Leitch and I am a youth leader with Future of Tomorrow and the Urban Youth Collaborative. I am a Senior in high school at the moment and this fall I will be attending college as a first generation student. Though I am a hardworking student, I would not be able to make that statement if it were not for the help and support I received from my school's Student Success Center. I received assistance with the time-consuming and personally unfamiliar application process and understanding financial aid, all while establishing a relationship with my college access counselor. My dream is to be a Journalist and thanks to my school's Student Success Center, I am going to college to turn my dream into reality.

UYC youth leaders designed and launched NYC's very first Student Success Centers. The first one launched at the Bushwick Campus through Make The Road and the second one launched at Franklin K. Lane through Future of Tomorrow/Cypress Hills. More students continue to graduate but many of them talk about the lack of support they need to choose a college and attend college after graduating.

Unfortunately, my school's campus is one of the only high school campus in the neighborhood with a Student Success Center. With many New York City students who have parents like mine, that did not get to experience college, I can only imagine how stressful it may be to successfully get into college without the support of a college access counselor or Student Success Center.

Circumstances are this way because there is currently not enough money being invested into our schools for resources like the Student Success Center and we must change this now. There is over \$400 million spent yearly on heavy surveillance, policing, and harsh criminalization practices that do not support young people! We need that money

to go to things that students truly need to succeed, like college access, summer bridge programs and SSCs.

There is not enough money being invested into students and their futures — and we are the future! Students are struggling and more will struggle without true investments in their success. As children, and simply as people, we all have dreams and aspirations and every single student in New York City should be given an opportunity to work towards their dreams. Without college I would not become a Journalist and without the Student Success Center, I would not be going to college. I am asking that the city increases funding for Students Success Centers so all students have a equal chance at higher education and succeeding.

Thank You.

Good evening everyone my name is Bryan Aju, I'm a sophomore at the high school for Energy and Technology, a youth leader at Sistat and Brothas United and the Urban Youth Collaborative. I am here because my school doesn't have enough guidance counselors. We have 1 guidance counselor for 409 students and no Social worker, we share a social worker for the entire campus which houses more than 1000 students. NYC has 2800 full-time guidance counselors, while we employ more than 5,500 SSAs that's not right. Myself and other students seek our guidance counselor for academic support, emotional support, college access and many other things yet the one guidance counselor we have is overwhelmed with the amount of student she has to work with. In my experience guidance counselor have a much better approach to discipline because they talk to us with compassion while SSAs further alienate us from school. I've had many negative encounters with SSAs in this year alone one of which the outcome was handcuffs.

The D.O.E. and city council members need to divest the nearly \$400 million from cops and metal detectors, as it doesn't help students in any way except to criminalize us and dehumanize us especially youth like myself who are queer, black and latinx. Metal detectors do not detect my emotional needs nor does it detect my career goals and challenges. An investment in police or the militarization of SSAs will only add to the school to prison pipeline.

We want safe and supportive schools, which means you have an obligation to responsibly invest in our success by increasing the number of full time guidance counselor, we want at least 1 full-time guidance counselor for every 100 students and 1 social workers for every 50 students in schools like mine and in areas like mine. Education is a human right not just for the rich and white.

Hello, my name is Irma Barrios. I am a youth leader with Urban Youth Collaborate and MTRNY. I am a senior at Curtis High School on Staten Island. As a person who struggles with mental health issues; I can say with first-hand experience that our public schools are not supportive for someone with mental health issues. Many teachers are not trained to support students with mental health issues, and it often feels like they fail to listen to our needs. While our Guidance Counselors are overworked, and have no time to support students mental health needs and schools lack social workers and school psychologists. Students are forced to either push through it, or find a way to get someone to take the time to listen to them. Or if lucky enough, find outside resources to assist them.

In New York City outdated and misguided responses to Mental Health Issues continue to use the NYPD as first responders to emotional and mental health crisis within the school community. In just one year, 2017, NYPD responded to 3,154 "child in crisis" incidents. NYPD officers should never be called in to support a student during Mental Health crises (**CRYSEEZ**) and in many circumstances, they only succeed in escalating the situations. While students with disabilities are 19.4% of Student population, they are 42.8% of all students that receive long-term suspensions. Students of color make up 95% of all mental health emergencies, in which the NYPD responded and 95.6% of those in which the students ended up handcuffed.

NYPD Officers should not be responding to mental health crises (**CRYSEEZ**) within public schools. (It's ok to say this multiple times) Trained mental health workers should. NYC must design a network of mental health services to support students along a spectrum of mental health needs. The network should provide the resources and infrastructure necessary to bring intensive support services to students within schools. As recommended in the Mayor's Leadership Team on School Climate and Discipline report released in July 2016, this continuum would connect in-school services with more intensive external services including existing hospital-based mental health clinics.

Instead of spending \$8 million dollars on bulletproof vests for School Safety Agents, the city should invest that \$8 million in life changing mental health services that are vital for New York City Public School students like me.



Good afternoon,

My name is Roberto Cabanas and I am the Coordinator for the Urban Youth Collaborative, a coalition of youth led organizing groups in NYC that continue to advocate for restorative justice, the expansion of mental health services, a culturally responsive education, more counselors in schools, and access to college.

For years, UYC and other (youth of color) led organizations across the country have been fighting to create nurturing, supportive and safe schools for themselves and their community. We find ourselves in a moment in our history where youth leadership is being noticed, and young people all across the country are organizing to build power and influence, to address their schools' needs. We've seen this through publicized national moments like the national walk out on March 14th, we will see more of it tomorrow, during the national day of action planned in Washington D.C & NYC, and other cities across the country, and with the upcoming national day of action on April 20th to remember the lives lost during the Columbine mass shooting. Lastly, We also see it in all of the local work going across the country, including in this hearing room today with all of the young people calling for supportive rather than criminalized schools.

What we know is that, what truly creates safe & supportive schools is listening to the cries of these young people when they are being bullied and isolated within their schools. Schools need to provide mental health services that can address student needs immediately.

Sitting here before you today, you have a group of young leaders, who have made a plea to this council to not only invest in their schools but also to divest from the system that continues to harm them. Recently, Councilman Donovan Richards proposed a \$6-\$8 million investment in bullet proof vests for SSA's in every school. And the mayor has proposed instituting random metal detector checks at all middle and high schools. These are dangerous proposals that further militarizes schools and

will fail to create strong relationship between students and supportive school staff, teachers, and guidance counselors. The argument that the current administration is making to support cops in schools is that they are working to build better relations between school safety agents and NYC public school students. BUT I ask you this one question.....If you were a student being bullied, would you feel comfortable approaching a school safety agent wearing a bulletproof vest about your issue?

We must not continue to react to tragedies happening across the country and stop proposing legislation that proliferates more policing or militarizing of cops in schools. Investments in heavily policing and punishing NYC students should be re-directed to support a youth-driven vision for inclusive, supportive, safe, and successful schools.

The School Safety Division of the NYPD has a budget of over \$367.8 million and has proposed to increase it to an even higher, \$373.7 million. The proposals to add bullet proof vests and metal detectors throughout our schools will cost even more. Imagine what the city could do with that amount of money if it was all re-invested in supporting young people, including through restorative justice, the expansion of mental health services, a culturally responsive education, more counselors in schools, and access to college. Young people are demanding these changes, we urge the City Council to listen to them.

Thank you,

Good afternoon,

My name is Estefany and I am a youth leader at Make the Road and the Urban Youth Collaborative. I am here once again, to call out the harm experienced by Black and Brown students in public schools and the impact the budget has on continuing harmful policies and practices. This time however, I am a senior in high school. I can say that in the 12 years that I've been enrolled in school- I have seen it all. From students being suspended for talking back to teachers, to students being mistreated by SSAs. I have also seen young people come together and mediate conflicts with other young people. And I realize responses and how we are treated is directly connected to our budget priorities. I have seen the effects of Restorative Justice and how it creates a safe environment for students. Restorative Justice is an alternative to punitive discipline and a means for prevention. Currently, out of 1,800 schools, only a small number of them practice it and with a \$400 million dollar budget allocated to policing us, - that number isn't too surprising. What we as young people are calling for is a divestment from the \$400 million and reinvest at least \$66 million into Restorative Justice practices. Schools that practice it, have noticed a decrease in suspensions, reductions in discipline incidents, and an improvement in school climate, and academic outcomes. Young people deserve to talk openly about what they need without having to be forced into jail cells and courts. Just as we have learned that mass incarceration does nothing to create safer communities, we have learned that similar approaches to discipline in schools does nothing to create safer schools. In the words of Assata Shakur, "the schools we go to are reflections of the society that created them." To elaborate further, if students attend classrooms where they are being treated with disrespect for a variety of reasons, including race and age, if students are being quickly shoved out of their desks and into jail cells, then that is a reflection of the morals this society has and the efforts made in order to uphold these values. The same legal and financial efforts being used to police students, should be reinvested in alternatives to school discipline so that before forcing young people into jumpsuits, every student is seen graduating in caps and gowns.

We are living in a moment where policies are being created and implemented into our schools that will further hyper-criminalize us without asking us for any input. We are the ones who go to school, who are witnessing our peers get pushed out, and most importantly we are the ones who have the solutions to the problems that are present. A few weeks ago I participated in a town hall held by Mayor de Blasio and although the majority of the students in the room called for alternatives like Restorative Justice we feel like it fell on deaf ears. I am hoping it is different this time around city council and hope we are listened to here. Thank you.

Good afternoon, my name is Andrea Colon, and I am the community engagement organizer with the Rockaway Youth Task Force, and youth leader with the Urban Youth Collaborative. I am asking that the NYC Council Education Committee request the Mayor include a 60 million dollar investment from the DOE into culturally responsive education. Culturally Responsive Education (CRE) is a method of student-centered education that cultivates critical thinking instead of just test-taking skills; relates academic study to contemporary issues and students' experiences; develops students' ability to connect across cultures; and empowers students as agents of social change. Given the toxic political climate, it is critical that the NYC Department of Education become a national model of equity by embracing Culturally Responsive Education to eradicate racial disparities in public education. In order to implement CRE, The New York City Department of education must do the following three things.

- ☐ Staff at all levels of NYC schools must represent the diversity of the student population and be skilled in culturally responsive education and anti discriminatory practices. This can be done by creating a more diverse pipeline of teachers through the expansion of programs to recruit and retain an additional 1,000 teachers and 250 school leaders of color by the year 2020. Require that staff at all levels of the DOE be skilled in CRE, from the DOE Cabinet and leadership teams to school instructional and operations staff, by providing extensive ongoing CRE training with expert providers.
- ☐ All NYC public schools must offer a variety of classes, curricula, projects and resources that are grounded in the rich diversity of NYC's student population. Convene and support teachers to collaboratively develop resources such as Specialized pre K-12 courses that focus on the histories and cultures of African, Latinx, Asian, Middle Eastern and Native heritage people in NYC schools, and the intersections with gender, LGBTQ and religious diversity. Expand curriculum and materials that schools can purchase with DOE funds, to include more diverse, contemporary and culturally accurate texts and resources.
- ☐ Require and fund training on culturally responsive discipline practices for staff, parents and students, including full-time Restorative Justice Coordinators in schools. Eliminate arrests and summons for all non-criminal violations and remove metal detectors, which have a disproportionate negative impact on students of color.

You cannot expect students to learn in an environment and with a curriculum in which they do not feel comfortable or identify with. The City of New York must hold themselves accountable to ending the militarization of our schools through punitive measures, school safety officers, and metal detectors. Instead, focusing on making sure our schools are a safe, supportive, and inclusive space by listening to the voices of young people when we express what safety looks like for us. NYC currently invests 367.8 Million dollars into the NYPD School Safety Division and wants to increase that amount to \$373 Million this year. Now if the Mayor divests about 16% of that money, and uses the 60 Million to implement



Culturally Responsive Education, the public school system of NYC will become a more supportive environment for students of color.

Victor Almanzar testimony to NYC City Council  
Education Budget Hearing  
March 23, 2018

Good Afternoon, my name is Victor Almanzar and I am a leader with the New Settlement Parent Action Committee and I would like to share with you my story.

My mom and I arrived here on May 4, 1994. We needed help finding our way around, and not everyone was nice. Since I was little I had problems with speech and when we came to the United States for the first time I still had the same problems. My mother said when she got here, she didn't know where to go or who to ask for help, that she was afraid she would be laughed at if she reached out.

I was in school in the Bronx at PS 114, and around that time I was in a bilingual class, English and Spanish. The teacher, Ms. Garcia, when she was giving me lessons and she wanted me to pronounce the words, she noticed that I had trouble. After that, she called my mom and made an appointment with her. When my mom went in and heard her concerns, my mom was so relieved, and finally opened up and shared what she had been seeing for years.

Ms. Garcia explained to her how to get speech services for me. She helped us get an evaluation at the school, and then she helped my mom find a specialist for me in Manhattan. And after that I went there every Saturday until I was in middle school. My mom still talks about how she is really grateful for what Ms. Garcia did for us. My mom says, "Ella es una maestra que tiene sentimiento, y que sabe lo que hace." "She's a teacher who really has a heart and knows what she is doing."

Ms. Garcia understood my mother, could identify with us and made an connection between the school and my family. Without that cultural connection, I am not certain if more time would have passed before I got the services that I needed.

Unlike my experience, there are too many examples of racism and bias in our public schools. Many of our teachers don't know our cultures and don't know how to connect to families who don't share their language or culture.

We need teachers, principals and school staff to get ongoing anti-bias trainings.

We need the books and course work that our students study to be more diverse and multicultural. Our students should be able to see their families and their history as part of their studies.

We need an Office of Culturally Responsive Education.

These things aren't free. The Mayor must invest funds in these changes.

Without the funds to support this effort, racism and bias will continue and Black and Brown students won't get the education they need.



**Testimony of Terry Kim**  
**Submitted Testimony on the FY 19 Preliminary Budget**  
**Committee on Education**  
**March 23, 2018**

Good Afternoon, my name is Terry Kim, Senior Policy Analyst at Children's Aid. I would like to thank Chair Mark Treyger and the members of the Education Committee for the opportunity to submit testimony on the FY2019 Preliminary Budget and its effect on the state of education and community schools in New York City.

For 165 years, Children's Aid has been committed to ensuring that there are no boundaries to the aspirations of young people, and no limits to their potential. We are leading a comprehensive counterattack on the obstacles that threaten kids' achievements in school and in life. We have also constructed a continuum of services, positioned every step of the way throughout childhood that builds well-being and prepares young people to succeed at every level of education and every milestone of life. Today our over 2,000 full and part time staff members empower nearly 50,000 children, youth and their families through our network of more than 50 locations including early childhood education centers, public schools, community centers and community health clinics in four New York City neighborhoods – Harlem, Washington Heights, the South Bronx and the north shore of Staten Island.

Children's Aid has operated community schools in partnership with the New York City Department of Education (NYCDOE) for the past 25 years. Currently, we partner with 22 community schools serving nearly 10,000 K-12 students. Children's Aid believes that community schools are a strategy to remove the barriers to learning that get in the way of children and youth being able to succeed academically in school. Key to the success of community schools is having a lead partner who coordinates the services at the school level and also has a full-time presence in the school. The array of community school services can vary according to the needs of students and schools, but often include expanded learning opportunities, medical and mental health services, and parent/family engagement support.

Extensive research shows that schools need at least 3-5 years to show sustained improvement. Community schools take time but are impactful on student success. The Learning Policy Institute published a groundbreaking national study of community school research. They defined the following as the four pillars of community schools: integrated student supports, expanded learning time and opportunities, family and community engagement, and collaborative leadership and practices. With these components coordinated in a school, their research found that community schools increase academic achievement and attendance, increase high school graduation and college going rates, and increase parent engagement and leadership.<sup>1</sup>

Parent and family engagement is a foundational component of Children's Aid's community school strategy. For nearly a decade, we have been supporting parents and families through our Ercilia Pepin Parent Leadership Institute in the Washington Heights community and more

recently through our federally funded Family Success Network (modeled after the Ercilia Pepin Leadership Institute) in six South Bronx community schools. Four critical elements in our parent and family engagement approach are: 1) Parent Engagement Coordinators who serve as community leaders and systematically integrate parent engagement into schools; 2) Parent Resource Centers which help parents develop strong school and community ties; 3) Adult education in a variety of classes and workshops to help build skills; and 4) Leadership Development opportunities so our parents can become active community members through volunteering and advocacy projects. With these four elements at the core of our parent and family engagement approach, we have engaged over 1,000 parents in the two locations combined. Through a range of classes, workshops, and events, Children's Aid seeks to address the personal needs of families and also strengthen their ability to support academic achievement at home. The list of topics we offer families vary but can include building children's executive functioning skills, creating a college-going culture, immigrant rights, nutrition, and English-as-a-Second-Language.

The community school strategy is a long-term approach that requires the school system, city agencies and community partners to coordinate and collaborate. It is imperative that the administration is committed to investing in all community schools and continue to strengthen the infrastructure needed to sustain the progress schools are making in New York City.

Beginning in 2013, two cohorts of three year grants were awarded to community-based organizations who affirmatively chose the community school strategy through a state request for proposal known as the Community Schools Grant Initiative or CSGI. Once those grants had sunset, the NYCDOE brought the 20 CSGI schools under the city's initiative but for one year only. At Children's Aid, six of our 22 community schools received funding through the Community Schools Grant Initiative. Through this grant, Children's Aid successfully implements City Connects, a national program that provides each identified child a tailored set of supports and opportunities to address the out-of-school factors that interfere with learning. In the 2016-2017 school year, 2,603 students in our community schools received 11,797 services, which included health/medical, academic support, and afterschool. Of the principals and teachers surveyed in Children's Aid community schools, 93% of principals think student support has improved at their school as a result of our work with City Connects. Indicators suggest students are on track for long-term positive outcomes. Furthermore, a study by Teachers College, Columbia University assessed the costs and benefits of City Connects, including the costs of services to which children and families are connected, and found that every \$1 invested yielded \$3 in benefits.<sup>2</sup>

We are extremely pleased that advocacy efforts by the New York State Community Schools Network and partners statewide have resulted in increased state investments in community schools through the Foundation Aid Community Schools Set-Aside. New York City received \$60 million and \$28 million in funding through the Community Schools Set-Aside for the 2017-2018 and 2016-2017 school years, respectively. Furthermore, in June 2016 the New York State Education Department published guidance for school districts permitting the use of the Foundation Aid Community Schools Set-Aside for CSGI funded schools. However, for the past

two years, we have had to advocate for the CSGI schools to remain part of the city's community school efforts. Without continued funding, these 20 community schools will not be able to continue to make the progress and meet the needs of their students. After two years of investment, the New York City Department of Education has made no indication that there is a commitment to keep these schools in the city's initiative for the next school year. **We request that the 20 CSGI community schools be equitably funded and permanently exist as community schools under the New York City Department of Education's Office of Community Schools.**

With our community schools work we've also found that several targeted services or strategies when implemented well succeed in alleviating the barriers to learning for children. After school and summer programs play an essential role in keeping children engaged and safe during non-school hours in addition to being a critical support for working families. In Spring 2017, the New York City Department of Education announced that an additional 69 schools would now fall under the city's community school initiative through the New York State Education Department's 21<sup>st</sup> Century Community Learning Center (21CCLC) grants funded at \$23.3 million. Funding for afterschool and expanded learning is an integral part of the community school strategy but is not the core source of funding. Lead agencies leverage education and non-education dollars to provide essential programs and services for students. To maintain fidelity to the community schools strategy, 21CCLC grants alone cannot sustain the work. Therefore, **we recommend that the 69 community schools funded under 21<sup>st</sup> Century Community Learning Centers are equitably funded to exist as full service community schools.**

Furthermore, School's Out New York City (SONYC) & COMPASS initiatives have been a model of what an afterschool system can and should look like to serve children, youth and families with high-quality programs. The program's shared emphasis on academic skills enhancement, cultural enrichment, sports, recreation, community engagement, and leadership development offer children and adolescents the best of both the youth development and education worlds. In the 2016-2017 school year, Children's Aid served just over 2,500 young people in after school programs across 15 DYCD-funded sites and three council-funded programs in elementary and middle schools, and community centers in our targeted communities. To ensure that high quality services are provided, we employ more than 160 full and part-time employees. All Children's Aid after school program sites in our community schools have a Community Schools Director to ensure that the program site is safe and organized. Our part-time employees are youth workers who are often local college or high school students; to education coordinators who are certified teachers who provide tutoring and support the planning of the youth workers; and community educators from other local community-based organizations that specialize in leadership development, sports, the arts, etc., are essential to our program quality and design. Many of these employees are from the community or have graduated from the very program in which they're working.

The Mayor's FY2019 preliminary budget does not ensure that all 34,000 middle schools have access to services. We currently operate SONYC programs at six sites across Washington Heights, East Harlem, and the Bronx, serving over 550 students during the summer. **We request**



**the restoration of \$16 million to level funding for elementary after-school programs and the immediate restoration of \$20.35 million for summer programs so that 34,000 middle school students in after-school have access to summer programs.**

As an agency, committed to eradicating poverty in the neighborhoods that we serve, we will do all that we can to advocate, protect and increase funding for the most under-resourced communities. It is the right and moral thing to do to ensure that our children and families have the best opportunity available to realize their full potential. Children's Aid sincerely thanks the New York City Council for their vigorous support of children, youth, families, and communities in New York City.

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

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<sup>1</sup> Oakes, J., Maier, A., & Daniel, J. (2017) Community Schools: An Evidence-Based Strategy for Equitable School Improvement. Boulder, CO: National Education Policy Center. Retrieved February 26, 2018 from <http://nepc.colorado.edu/publication/equitable-community-schools>

<sup>2</sup> Levin, H. M. & McEwan, P.J. (2002). Cost-effectiveness analysis and educational policy. In H. M. Levin & P. J. McEwan (Eds.), *Cost-effectiveness and educational policy: 2002 yearbook of the American Education Finance Association* (pp. 1-17). Larchmont, NY: Eye on Education.



**Testimony to the Education Committee  
New York City Council  
Friday, March 23, 2018**

Good afternoon, Chair Treyger and the members of the Committee on Education. My name is William Crow, and I am the Educator in Charge of Teaching and Learning, overseeing programs and resources for PreK-12 students and educators at the Metropolitan Museum of Art. I would like to first say welcome to you, Council Member Treyger, as Chair of this prestigious committee, as well as new committee members. The Met and other members of the Cultural Institutions Group look forward to working with you during your tenure as Chair and members of the committee. I am thrilled to present testimony on how The Met and cultural institutions citywide have worked in collaboration with the Department of Education and the City Council to strengthen education for all New York City schoolchildren. The Museum offers some 28,000 programs each year to an audience of over 700,000. Last year we welcomed over 137,000 students from New York City through our School Visits program, and offered professional learning programs for over 3,000 educators, principals and school administrators.

I'm sure you will agree that these are impressive numbers, but I stress to you the deep impact and even life-changing transformation that occurs with each and every individual when cultural institutions, school communities and young people work together to achieve our shared goal of student achievement. While in the past some considered a trip to a museum an enrichment activity, or a "field trip" to reward students in the spring, today we know that museums and cultural institutions are critical partners as we aim for young people to grow into thoughtful, critical, engaged, and participatory citizens.

Recent empirical studies show that even a single visit to a cultural institution can influence students' content knowledge, critical thinking, and even the ability to take the perspective of others. National organizations such as the National Art Education Association are forming a research agendas that examine the role of museums as they partner with schools in the development of students' 21<sup>st</sup> century skills such as critical thinking, collaboration, and creativity.

On behalf of my institution and the City's 33 cultural institutions, we value being a key partner in student achievement and success. In particular, museums are uniquely positioned to provide professional learning opportunities, drop-in programs for teens, in-school services to students, family engagement activities, and programs and resources for learners of all abilities. But to do this, our schools need the resources and support from the City to take advantage of these opportunities.

At the Met, we work closely with the leadership at the NYC Department of Education: The Office of the Arts and Special Projects, the Social Studies team, the Borough Field Offices, the Curriculum, Instruction and Professional Learning division, Family and Community Engagement, District 75, and many others. As we plan programs or create resources for educators, principals, school leaders, students or other constituencies, we have deep and ongoing conversations to align goals, determine teaching strategies, and create measures that will tell us if we have been successful. We are also honored to participate in the Council's Cultural After School Adventures (CASA) Program, as well as the DOE's Teen Thursdays. We have brought in thousands of teens across the City and collaborated with over 40 cultural organizations to convene Teens Take The Met! The City Council has promoted this event within their district as well as utilized buses to ensure safe travels to teens in neighborhoods outside of Manhattan. Cultural institutions see the City as critical partners in our efforts to support schools and contribute to healthy and vibrant communities.

As you consider the financial resources allocated to the New York City Department of Education, I urge you to keep our City's cultural institutions front of mind as essential partners. The cultural sector truly values the Council's support. Thank you again for your time.

**Submitted by Will Crow**  
[william.crow@metmuseum.org](mailto:william.crow@metmuseum.org)  
**212-650-2292**

**THE COUNCIL  
THE CITY OF NEW YORK**

*Appearance Card*

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_  
☐ in favor ☐ in opposition

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

(PLEASE PRINT)

Name: Jamel Burgess

Address: 81 Arlington Ave

I represent: Urban Youth Collaborative

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

**THE COUNCIL  
THE CITY OF NEW YORK**

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I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_  
☐ in favor ☐ in opposition

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

(PLEASE PRINT)

Name: Estefany Valera

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

I represent: Urban Youth Collaborative

Address: 726 Broadway NY, NY

**THE COUNCIL  
THE CITY OF NEW YORK**

*Appearance Card*

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_  
☐ in favor ☐ in opposition

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

(PLEASE PRINT)

Name: Erolyn Leitch

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

I represent: Urban Youth Collaborative

Address: 726 Broadway, NY, NY



**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

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

(PLEASE PRINT)

Name: Bryan Ajou

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

I represent: URBAN Youth Collaborative

Address: 726 Broadway, NY, NY

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

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

(PLEASE PRINT)

Name: Roberto Cebang

Address: 726 Broadway, NY, NY

I represent: Urban Youth Collaborative

Address: 726 Broadway NY, NY

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

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

(PLEASE PRINT)

Name: Irma Barrios

Address: 161 Port Richmond Ave

I represent: Urban Youth Collaborative

Address: 726 Broadway, NY, NY

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

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

(PLEASE PRINT)

Name: Andrea Colon

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

I represent: Urban Youth Collaborative

Address: 726 Broadway, NY, NY

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

☒ in favor ☐ in opposition

Date: 3/23/18

(PLEASE PRINT)

Name: Elizabeth Adams

Address: 516 Greene Ave. Brooklyn, NY 11216

I represent: Planned Parenthood of NYC

Address: 216 Bleeker St. 100129

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☒ in opposition to pre-k salary disparity

Date: 3/23/18

(PLEASE PRINT)

Name: Chloe Pashman

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

I represent: myself

Address: 205 East 95th St. NY, NY 10128



**THE COUNCIL  
THE CITY OF NEW YORK**

*Appearance Card*

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

☐ in favor ☐ in opposition

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

(PLEASE PRINT)

Name: Melissa Aase "Ah-see"

Address: 184 Eldridge

I represent: University Settlement

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

**THE COUNCIL  
THE CITY OF NEW YORK**

*Appearance Card*

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

☐ in favor ☐ in opposition

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

(PLEASE PRINT)

Name: Kylynn Grier (Girls for Gender Equity)

Address: 25 Chapel Street, Suite 1006

I represent: \_\_\_\_\_

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

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THE CITY OF NEW YORK**

*Appearance Card*

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

☐ in favor ☐ in opposition

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

(PLEASE PRINT)

Name: Jane Golden

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

I represent: Sheltering Arms

Address: 305 Seventh Ave NY/NY 10001

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

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

(PLEASE PRINT)

Name: Robin Vitale

Address: 122 East 42nd Street

I represent: American Heart Association

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3-23-2018

(PLEASE PRINT)

Name: LAURA CAVALIERI

Address: 842 VANDUZER STREET, STATEN ISLAND, NY

I <sup>am</sup> represent: DYSLEXIC - ADVOCATING FOR DYSLEXIC

Address: FRIENDLY PUBLIC SCHOOLS

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/23/18

(PLEASE PRINT)

Name: Reagan/Amorse

Address: Chancellor's Office

I represent: 100th Precinct, 100th Precinct Fund - 117

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



THE COUNCIL  
THE CITY OF NEW YORK

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/23/18

(PLEASE PRINT)

Name: Donald Nesbit

Address: 125 Barclay Street NY NY 10007

I represent: Vice President, Local 372, DC37

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

THE COUNCIL  
THE CITY OF NEW YORK

Appearance Card

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

☐ in favor ☐ in opposition

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

(PLEASE PRINT)

Name: ALAN ROSS

Address: 9th St. NYC NY CENTER

I represent: SAMARITANS SUICIDE PREVENTION

Address: 61 GRAMER PARK NY NY NY

THE COUNCIL  
THE CITY OF NEW YORK

Appearance Card

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

☐ in favor ☐ in opposition

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

(PLEASE PRINT)

Name: MARCEE BATHWAITE

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

I represent: THE POLICE ATHLETIC LEAGUE

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

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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☐ in favor ☐ in opposition

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

(PLEASE PRINT)

Name: Gregory Brender

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

I represent: United Neighborhood Houses

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/2/23

(PLEASE PRINT)

Name: Raymond Rose

Address: Chief Financial Officer

I represent: Division of Operations

Address: DDE

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/2/23

(PLEASE PRINT)

Name: Elizabeth Rose

Address: Deputy Chancellor

I represent: Division of Operations

Address: DDE



**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/23/23

(PLEASE PRINT)

Name: Dorita Gibson

Address: Senior Deputy Chancellor

I represent: DOE Operating Officer +

Address: Chief of Staff

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/23

(PLEASE PRINT)

Name: Ursulina Ramirez

Address: Chief Operating Officer +

I represent: Chief of Staff

Address: DOE

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/23/18

(PLEASE PRINT)

Name: DeJohn Jones

Address: 1712 Townsend Ave, Bronx

I represent: Parent Action Committee and CEJ

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



**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/23/15

(PLEASE PRINT)

Name: Victor Almazan

Address: 1712 Townsend Ave Bklyn

I represent: Parent Action Committee and CEJ

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/23/15

(PLEASE PRINT)

Name: Maria G. Almazan

Address: 3011 Ave B Bklyn

I represent: Make the Road NY and CEJ

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

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/23

(PLEASE PRINT)

Name: Lucas Liu

Address: 222 W 83rd St, NY 10024

I represent: CEC 3

Address: 154 W 93rd St 10025

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

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THE CITY OF NEW YORK**

*Appearance Card*

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☐ in favor ☐ in opposition

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

**(PLEASE PRINT)**

Name: Michael Rodgers, VP

Address: 156 W. 56<sup>th</sup> St, New York, NY

I represent: New York Road Runners

Address: Same as above

**THE COUNCIL  
THE CITY OF NEW YORK**

*Appearance Card*

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

☐ in favor ☐ in opposition

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

**(PLEASE PRINT)**

Name: Brooke Wallace

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

I represent: Generation Citizen NYC

Address: 110 Wall Street

**THE COUNCIL  
THE CITY OF NEW YORK**

*Appearance Card*

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

☐ in favor ☐ in opposition

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

**(PLEASE PRINT)**

Name: Emily Larcher (student)

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

I represent: Generation Citizen NYC

Address: 110 Wall Street

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



**THE COUNCIL  
THE CITY OF NEW YORK**

*Appearance Card*

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

☐ in favor ☐ in opposition

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

(PLEASE PRINT)

Name: Grant Cowles

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

I represent: Citizens' Committee for Children

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

**THE COUNCIL  
THE CITY OF NEW YORK**

*Appearance Card*

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

☐ in favor ☐ in opposition

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

(PLEASE PRINT)

Name: Randi Levine

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

I represent: Advocates for Children of New York

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

**THE COUNCIL  
THE CITY OF NEW YORK**

*Appearance Card*

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

☐ in favor ☐ in opposition

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

(PLEASE PRINT)

Name: Karen Alford

Address: Vice President of Elementary

I represent: Ed

Address: UFT

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

**THE COUNCIL  
THE CITY OF NEW YORK**

*Appearance Card*

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

☐ in favor ☐ in opposition

Date: March 23, 2018

(PLEASE PRINT)

Name: Mark Camizaro President

Address: 40 Rector St. NYC

I represent: ASA American Federation

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

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

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THE CITY OF NEW YORK**

*Appearance Card*

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

☐ in favor ☐ in opposition

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

(PLEASE PRINT)

Name: Carolyn Cowen

Address: 150 Elizabeth Street

I represent: Chinese American Planning Council

Address: 150 Elizabeth Street

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