



# **Five-Year Capital Plan FY 2020–2024**

## **November 2018 Proposed Plan**

### **December 18, 2018**

# Plan Highlights

## Highlights of this Plan include:

- \$7.88 billion for nearly 57,000 new seats in fulfillment of the Mayor's commitment to reduce overcrowding
- \$750 million to make 50% of elementary school buildings partially or fully accessible and 1/3 of all school buildings fully accessible
- \$284 million for electrical work to support air conditioning in all classrooms by 2021, advancing the program by a year
- \$550 million in support of the 3-K and Pre-K for All initiatives
- \$750 million for technology enhancements

# Proposed Funding for FY 2020–2024

Capacity Program      \$8.8 billion

Capital Investments      \$5.2 billion

Mandated Programs      \$3.0 billion

**Total                      \$17.0 billion**

# Capacity Program — \$8.8 billion

New Capacity (~57,000 seats)

3-K & Pre-K Early Education

Class Size Reduction

Capacity to Remove TCUs

# New Capacity

Proposed funding for 56,917 seats: \$7.88 billion

- Includes an estimated 88 buildings
  - 83 PS and PS/IS school buildings (48,753 seats)
    - 16 Bronx
    - 26 Brooklyn
    - 5 Manhattan
    - 28 Queens
    - 8 Staten Island
  - 5 IS/HS in Queens (8,164 seats)

## Capacity Program Con't

3-K & Pre-K Early Education	\$550 million
Class Size Reduction	\$150 million
Capacity to Remove TCUs	\$180 million

# Capital Investment — \$5.2 billion

## Capital Improvement Program: \$2.75 billion

- Building Systems — \$2.6 billion
  - Evaluated through the Building Condition Assessment Survey (BCAS). Addressing the most urgent conditions — projects rated “poor” and “fair to poor”
    - Exterior
    - Interior
      - Includes upgrades to life safety systems such as fire alarms and public address systems
    - Site improvements
- TCU removal — \$50 million
  - Funds the removal of 34 non-capacity-dependent TCUs
- Athletic Field Upgrades — \$100 million

# Capital Investment Con't — \$5.2 billion

## School Enhancements: \$2.42 billion

- Facility Restructuring — \$287.5 million
- Air Conditioning Initiative — \$284 million
- Gym Initiative — \$25 million
- Safety & Security— \$200 million
- Science Lab Upgrades — \$50 million
- Accessibility — \$750 million
- Physical Fitness Upgrades — \$25 million
- Bathroom Upgrades — \$50 million
- Technology — \$750 million

# Mandated Programs — \$3.0 billion

## Select categories include:

- Boiler Conversions — \$650 million
- Asbestos Remediation — \$200 million
- Code Compliance — \$125 million
- Wrap-up Insurance — \$900 million
- Prior Plan Completion — \$500 million

# New School Opened



IS 323 – Opened 2018  
(District 2, 75 Morton Street)

# New School Addition Opened



P.S. 14 Addition – Opened 2018  
(District 8, 3041 Bruckner Blvd)



# New School Addition Opened



PS 19 Addition – Opened 2018  
(District 24, 98-02 Roosevelt Avenue)

# New School Addition Opened



PS 24 Addition – Opened 2018  
(District 25, 141-11 Holly Avenue)

# New School Addition in Construction



PS 46 Addition – Anticipated Opening September 2019  
(District 10, 279 East 196 Street)

# New School Addition in Construction



PS 101 Addition – Anticipated Opening September 2019  
(District 21, 2360 Benson Avenue)

# New School Addition in Construction



P.S. 66 Addition - Anticipated Opening September 2019  
(District 27, 85-11 112 Street)

# New School Addition in Construction



P.S. 144 Addition - Anticipated Opening September 2019  
(District 28, 93-02 69<sup>th</sup> Avenue)

# New School Addition in Construction



P.S. 303 Addition - Anticipated Opening September 2019  
(District 28, 108-55 69<sup>th</sup> Avenue)

# New School in Construction



PS 398 – Anticipated Opening September 2019  
(District 30, 69-01 34<sup>th</sup> Avenue)



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**Testimony of Sarita Subramanian**  
**Supervising Analyst, New York City Independent Budget Office**  
**To the New York Council Committees on Education, Finance, and Capital Budget**  
**On the New Five-Year School Construction Plan**

**December 18, 2018**

Good afternoon Chairs Treyger, Dromm, Gibson, and members of the City Council. My name is Sarita Subramanian and I am the supervising analyst for the education team at the New York City Independent Budget Office. Thank you for the opportunity to testify at today's oversight hearing on the recently released five-year education capital plan for 2020-2024.

The proposed new plan would increase overall capital spending to \$17.0 billion, a 3 percent increase from the current \$16.5 billion 2015-2019 capital plan. The capital plan is divided into three main categories: capacity (creating new seats), capital investment (improving existing buildings and facilities), and mandated programs (programs required by local law or city agency mandates). The new plan would significantly increase funding in two key areas: new capacity and facility enhancements—the latter mainly to improve building accessibility and provide air conditioning.

**Capacity**

The capacity category would receive the largest overall increase: \$2.3 billion, a 36 percent increase from the current five-year plan. The plan breaks down capacity projects into several programs with the largest being "new capacity." The other programs are tied to specific initiatives—expanding early education, reducing class size, and removing transportable classroom units. The increase in funding for the capacity category is largely attributable to new capacity projects, which have increased by 64 percent, rising from \$4.8 billion in the 2015-2019 plan to \$7.8 billion in the new plan. Almost 57,000 new capacity seats are funded in the proposed plan, including 23,400 seats rolled over from the current plan and 1,600 seats in two projects funded for design only.

Over half of the new capacity seats (almost 33,000) in the new plan would come online for school years 2020-2021 through 2025-2026. The breakdown by community school district is shown in the attached table. In eight districts—district 2 in Manhattan, districts 7, 8, and 12 in the south Bronx, districts 13 and 15 in western Brooklyn, and districts 24 and 27 in western Queens—all of the new capacity seats are expected to be completed no later than the start of the 2025-2026 school year. Of these, school districts 2, 7, 8, 12, and 13 had district level utilization rates for elementary, middle, and charter schools below 100 percent in the recently released 2017-2018 Enrollment Capacity and Utilization Report (the Blue Book). Utilization rates in the other three districts were at or above 102.7 percent in 2017-2018. On the other hand, no new capacity projects planned for school districts 19 and 21 (in Brooklyn), and district 29

in eastern Queens are estimated to come online before the 2025-2026 school year; although capacity utilization was relatively low in districts 19 and 29, district 21 had a utilization rate of 104.9 percent.

District 20 in southwest Brooklyn and district 25 in northern Queens, the two districts with the highest utilization rates (over 121 percent) in 2017-2018, are expected to get the largest number of new capacity elementary and middle school seats in the new capital plan. Together, these two districts account for one-fifth of all new capacity seats—6,400 seats in district 20 and 4,900 seats in district 25. By September 2025, more than two-thirds of the new seats planned for district 20 are scheduled to come online whereas only a little over one-fifth of district 25's seats are expected to be ready by then.

The significant increase in new capacity funding is offset by decreased funding for other capacity programs that are associated with specific programmatic initiatives. The new plan allocates \$550 million for the Early Education initiative, which encompasses Pre-K for All and 3-K for All. This is a 37 percent decrease from the \$872 million allocated for Pre-K for All in the 2015-2019 plan. Funding for Class Size Reduction fell from \$490 million to \$150 million, an almost 70 percent decline. The \$287 million allocation for the Facility Replacement Program, which provided seats for schools that had to be relocated, has been removed entirely from the 2020-2024 capital plan.

The new plan also shifts \$180 million of funds to support the removal of transportable classroom units from the capital investment category into the capacity category; another \$50 million remains in capital investment to pay for removing those transportable classroom units that can be eliminated without building new capacity and can be accompanied by playground redevelopment. Even combining those two categories, total funding for transportable classroom unit removal would remain \$165 million below what is allocated in the current plan, likely because over 70 percent of original transportable classroom units have already been removed.

### **Capital Investment**

The proposed capital plan allocates \$5.2 billion to the capital investment category, a decrease of 9 percent from the current plan. In addition to shifting some funding for the removal of transportable classroom units out of this category, there are reductions in allocations for various exterior improvements and athletic field upgrades. Funding for the Universal Physical Education Initiative would decrease to \$25 million from \$105 million in the current plan. This is partly because funding for the initiative in the proposed new plan would only run through the first two years of the new capital plan (2020 and 2021).

There are other areas within the capital improvement category in which funding would increase. Funding for facility enhancements would increase by over 71 percent, from \$974 million in the current plan to nearly \$1.7 billion in the new plan. Much of the increase would go towards funding to improve accessibility, which would increase by \$622 million (almost five times) over the current plan. The air conditioning initiative would also increase almost five-fold, with \$284 million dedicated to the initiative. Spending on technology enhancements, which includes upgrading school wireless data networks, would rise from \$654 million to \$750 million, a 15 percent increase. This plan also doubles the amount spent on safety and security to \$200 million, with a continued focus on installing video surveillance.

### **Mandated Programs and Expected State Funding**

The amount dedicated to mandated programs would decrease by about 10 percent from \$3.4 billion to roughly \$3 billion, with the greatest decreases in funding dedicated to boiler conversions, to phase out the use of Number 4 heating oil by 2030, and prior plan completion costs. The largest increase among mandated programs was for emergency lighting—funding increased to \$35 million in the new plan, more than three times what is allocated in the current plan.

Finally, additional funding that was recently awarded by the State Education Department for New York City's Smart Schools Bonds Act application will likely change some of the allocations for projects in the capacity and capital improvement categories of the new plan. In the city's approved application, \$300 million would allow for transportable classroom removal, \$100 million would be dedicated to building or leasing new capacity for Pre-K, and \$383 million would allow for technology upgrades (\$273 million to improve school connectivity and \$110 million for classroom technology).

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

**Utilization Rate and New Capacity Planning by Community School District, 2020-2024 Capital Plan Projects**

District	2017-2018 Utilization Rate	Forecast New Capacity By School Year That Seats Will Become Available									
		2020-2021	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	District Total	District Share of Total
2	96.1%		450	462	1,242	640				2,794	4.9%
7	86.6%			572	572					1,144	2.0%
8	94.2%					572				572	1.0%
9	90.4%			572	572		476			1,620	2.8%
10	106.6%			476	640	572		1,648		3,336	5.9%
11	104.3%			476		824	824			2,124	3.7%
12	91.1%		458		476					934	1.6%
13	77.4%		640	332		476				1,448	2.5%
14	78.8%				379			612		991	1.7%
15	106.3%			382	1,286	640				2,308	4.1%
19	79.3%							476		476	0.8%
20	121.1%				1,464	2,764	2,124			6,352	11.2%
21	104.9%						1,428	1,116		2,544	4.5%
22	96.9%					640		476		1,116	2.0%
24	108.0%			640	824					1,464	2.6%
25	121.9%		410			640	2,988		824	4,862	8.5%
26	108.9%		440	476			824	640		2,380	4.2%
27	102.7%				640	1,116				1,756	3.1%
28	104.1%					1,464	572	640		2,676	4.7%
29	91.3%						1,048			1,048	1.8%
30	95.5%				1,176	476	476		1,000	3,128	5.5%
31	102.2%	132			476	952	952	1,168		3,680	6.5%
High School-Queens					3,079	1,202	2,404		1,479	8,164	14.3%
<b>Annual Total</b>		<b>132</b>	<b>2,398</b>	<b>4,388</b>	<b>12,826</b>	<b>12,978</b>	<b>14,116</b>	<b>6,776</b>	<b>3,303</b>	<b>56,917</b>	
<b>Annual Share of Total</b>		<b>0.2%</b>	<b>4.2%</b>	<b>7.7%</b>	<b>22.5%</b>	<b>22.8%</b>	<b>24.8%</b>	<b>11.9%</b>	<b>5.8%</b>		
<b>Cumulative Share of Total</b>		<b>0.2%</b>	<b>4.4%</b>	<b>12.2%</b>	<b>34.7%</b>	<b>57.5%</b>	<b>82.3%</b>	<b>94.2%</b>	<b>100.0%</b>		

SOURCES: IBO analysis of School Construction Authority Proposed FY 2020-2024 Five-Year Capital Plan and Enrollment Capacity Utilization Report for 2017-2018 school year

NOTES: Elementary and middle school new capacity planning is done at the sub-district and district levels; high school new capacity planning is done at the borough level. Reported utilization rates in 2017-2018 were aggregated by district for elementary, middle, and charter schools only.



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## **Testimony on the proposed new five-year capital plan for schools** **2020-2024**

December 18, 2018

Thank you for the opportunity to testify before you today. My name is Leonie Haimson, and I'm the Executive Director of Class Size Matters. NYC public schools are critically overcrowded and the new five-year proposed capital plan fails to address the need for new seats either sufficiently or expeditiously.

About 575,000 students, more than half of all students, attended schools that were at or above 100 percent capacity in 2016-2017, according to data from the NYC Department of Education.<sup>1</sup> In recent years, overcrowding has worsened significantly, especially at the elementary school level. Nearly 60 percent of elementary schools are at 100 percent or more and 67 percent of elementary grade students attended these schools. This is due in part to the fact that enrollment in these grades has increased faster than new school construction.

The Mayor and Chancellor proposed a new 2020-2024 Five-Year Capital Plan on November 5, 2018. Although the press release from the Department of Education claimed that new plan includes "funding for 57,000 seats over the next five years,"<sup>2</sup> our analysis finds that 50,000 of these seats won't be completed until 2024 or later, when the Mayor has long left office.

More than half of these seats – about 37,000 – won't be completed until *after* 2024, when the Five-Year Capital Plan is over. By that time, it is likely that schools our will be even more overcrowded, lagging far behind the fast pace of new residential development and population growth throughout the city.

School overcrowding undermines the quality of education in many ways, from denying students the opportunity to have small classes, preventing their access to the cafeteria at reasonable lunch times, precluding them from adequate time to exercise in the gym and/or playground, and/or impeding their ability to receive art classes, music, counseling or mandated services in dedicated spaces. Students in overcrowded schools experience greater levels of stress, and teachers in overutilized schools are more likely to leave the profession quickly.<sup>3</sup>

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<sup>1</sup> "2016-2017 Blue Book," New York City Department of Education, December 2017. Overutilized schools are defined as schools with a utilization rate of 100 percent or more.

<sup>2</sup> NYC DOE, "Chancellor Carranza Announces Record 17 Billion Dollar Proposed Capital Plan, Nov 5, 2018. <https://www.schools.nyc.gov/about-us/news/announcements/contentdetails/2018/11/05/chancellor-carranza-announces-record-17-billion-dollar-proposed-capital-plan>.

<sup>3</sup> Class Size Matters, "Space Crunch in New York City Public Schools," 2014, 7-9. <https://www.classsizematters.org/wp-content/uploads/2014/06/SPACE-CRUNCH-Report-Final-OL.pdf>

Even as the current and past capital plans have not fully achieved their goals for the creation of new seats, it is unclear whether any proposed five-year capital plan was ever released with such an unacceptably slow timeline, with already at the outset, fewer than half of the seats built during the time period it is supposed to cover.

#### Current plan did not meet its goals for school construction

When the DOE first released the current five-year plan for 2015-2019, 62 percent of the 32,560 new seats or more than 20,000 were promised to be completed within the five-year period, according to an analysis by the Independent Budget Office at the time.<sup>4</sup> Though the total number of new seats in the current plan increased during the life of the plan from 32,560 to 44,628, the new plan reveals that only 24 percent of them will be completed by the end of the plan in September 2019. Thus only 11,000 additional seats, or about half of the seats anticipated, were actually built over the last five years.

Moreover, of the more than unbuilt 23,000 seats across 35 projects that are being rolled over into the new proposed plan, almost 20,000 seats will not even be built until 2024 or later, and some not until 2028 – more than a decade after they were originally proposed.

#### Other problems with proposed five-year plan

There are many other problems with the new proposed plan. For the first time at least since November 2011, the DOE has omitted any mention of their own estimate for the need for new seats is, required to alleviate current overcrowding and address expected enrollment growth. The last time they released an identified needs estimate was in the Feb. 2018 version of the current five-year plan, and it projected the need for more than 83,000 new seats, based upon a DOE analysis from November 2017.

Many advocates and elected officials, including in our report entitled “Space Crunch” and in the City Council report “Planning to Learn,” have pointed out how the DOE’s projections of the need for new school seats are made in a non-transparent manner, using a methodology that is difficult to understand or replicate, including in our report entitled “Space Crunch” and in the City Council report “Planning to Learn.”<sup>5</sup> Indeed, over time, their projections have been proven wrong.

We have estimated that the actual need for new seats is at least 100,000, given the number of overcrowded schools currently, the likelihood of enrollment growth in many parts of the city due to increased population and development trends, and the need for class size reduction. But for the DOE to exclude any mention of their own needs estimate from this plan further undermines confidence in its adequacy.

Among the other questionable aspects of the new proposed five-year plan is the fact that DOE has now slashed the category in the plan dedicated to class size reduction from \$490 million to \$150 million— despite the fact

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<sup>4</sup> Independent Budget Office, the City’s 2015-2019 Capital Plan for Public Schools: How Many New Seats & When Will They Be Ready?, Aug. 26, 2014. <https://ibo.nyc.ny.us/cgi-park2/2014/08/the-citys-2015-2019-capital-plan-for-public-schools-how-many-new-seats-when-will-they-be-ready/>

<sup>5</sup> Class Size Matters, “Space Crunch” 2014; NYC City Council Working Group on School Planning and Siting, “Planning to Learn”, 2018. <https://council.nyc.gov/land-use/wp-content/uploads/sites/53/2018/03/Planning-to-Learn-3.16.2018-high-resolution.pdf>

that class sizes are still unacceptably large and this fall, more than 330,000 students are in classes of 30 or more.<sup>6</sup> Over the last five years, less than half of the funding in the class size reduction part of the plan was allocated and it took several years before the DOE even identified any projects. When they did, it was unclear what the three small projects had to do with lowering class size, as the City Council has pointed out.<sup>7</sup>

It seems as though including a class size reduction category in the capital plan has been nothing more than a fig leaf, allowing the administration to claim that they actually intend to achieve smaller classes in the city schools when there is no real evidence that they do.

In the new proposed plan, the DOE has omitted the category for replacement seats, for the first time in at least a decade. Every year, hundreds of seats are lost because of lapsed leases; this year alone, two schools in District 2 have been threatened with the loss of their leases.<sup>8</sup> The spending in this category has veered wildly in, from a high of \$1.3 billion in 2009 to a low of \$60 million in 2016, to \$287 million in the current plan. If there is no allocation at all for replacement seats, where will the necessary funds come from?

### **Impact of expanded pre-K and 3-K on school overcrowding**

The overcrowding crisis has also been exacerbated by the expansion of universal prekindergarten, as detailed in our new report, *"The Impact of PreK on School Overcrowding: Lack of Planning, Lack of Space."*<sup>9</sup>

Mayor de Blasio's Pre-K for All Initiative enrolls about 70,000 students, an increase from the 20,000 students provided with full-day pre-K prior to de Blasio taking office. Our analysis found that more than half of the pre-K students enrolled in public elementary schools in 2016-2017 were placed in 352 schools at 100 percent utilization or more, thus contributing to worse overcrowding for about 236,000 students.

In about one quarter (22 percent) of these schools, the expansion of pre-K actually pushed the school to these levels. As of 2016-2017, 76 elementary schools, with a total of 45,124 students, became overutilized, according to the DOE's data, because of the additional number of pre-K students at their schools. In addition, thirty schools with pre-K classes had waitlists for Kindergarten, which meant that these children were sent to schools outside their zone and sometimes far from home.

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<sup>6</sup> The DOE released class size data for this fall on Nov. 15, 2018. Their summary concluded that class sizes increased in all grade levels in K through 8, except in three grades, K, 3<sup>rd</sup> and 8<sup>th</sup>. The decreases in those grades were very tiny, ranging from .3 of a student (in 5<sup>th</sup> grade) to .04 student (in 3<sup>rd</sup>). See [https://infohub.nyced.org/docs/default-source/default-document-library/2018-19\\_november\\_class\\_size\\_report\\_-\\_webdeck\\_-\\_11-14-18.pdf?Status=Temp&sfvrsn=c46ddc95\\_2](https://infohub.nyced.org/docs/default-source/default-document-library/2018-19_november_class_size_report_-_webdeck_-_11-14-18.pdf?Status=Temp&sfvrsn=c46ddc95_2) Class size data overall is posted here: <https://infohub.nyced.org/reports-and-policies/government/intergovernmental-affairs/class-size-reports>

<sup>7</sup> Kaitlyn O'Hagan et al., "Report of the Finance Division on the Fiscal 2019 Preliminary Capital Budget, February 2018 Proposed Amendment to the FY2015-2019 Five-Year Capital Plan, and the Fiscal 2018 Preliminary the Mayor's Management Report." <https://council.nyc.gov/budget/wp-content/uploads/sites/54/2018/03/FY19-Department-of-Education-and-the-School-Construction-Authority.pdf>, p. 13.

<sup>8</sup> PS 150 and City Knoll middle school have both been threatened with lost leases, and though the PS 150 loss has been prevented, it is unclear what will happen to City Knoll and whether it will be co-located into PS 111, despite parent protests. <http://www.tribecatrib.com/content/mayor-asked-favor-how-ps-150-won-battle-stay-tribeca> ; <https://patch.com/new-york/midtown-nyc/city-postpones-vote-co-locate-hells-kitchen-schools>

<sup>9</sup> Class Size Matters, *The Impact of PreK on School Overcrowding in NYC: Lack of Planning, Lack of Space*, Dec. 2018. <https://www.classsizematters.org/wp-content/uploads/2018/12/PreK-report-12.17.18-final.pdf>

The DOE began to implement 3-K in 18 schools in two districts last year, but three of these schools were already overcrowded in the prior year. Additionally, of the 61 additional schools adding 3-K during the current school year, more than one fourth were already overcrowded. Several of these were also Renewal schools, meaning they were struggling with low performance and in danger of being closed.

To make things worse, the NYC Department of Education failed for many years to update its methodology for projecting the need for new school capacity. The formula used for estimating enrollment is called the Projected Public School Ratio, but it was based on census data over twenty years old, and did not account for the expansion of thousands of new pre-K students in the schools.<sup>10</sup> Though the formula was updated this fall, it remains uncertain whether it fully accounts for additional pre-K students and it does not include any 3-K students.<sup>11</sup>

If cramming more pre-K and 3-K students into public schools worsens school overcrowding, and in turn increases class size, and/or sacrifices the space necessary for a well-rounded curriculum, then the educational benefits of the program will be undermined. A letter signed by more than seventy early childhood education and psychology researchers to then-Chancellor Farina made this point, and urged her to broaden her focus from merely expanding pre-K to reducing class size in the elementary grades as well.<sup>12</sup>

A recent large-scale experimental study in Tennessee found that pre-K was no silver bullet, and failed to produce gains in achievement.<sup>13</sup> The chief investigators of the study emphasized that the lack of positive results underscored how the quality of the entire early childhood educational experience through 3<sup>rd</sup> grade should be addressed if the goals to improve student learning are to be met.<sup>14</sup>

The DOE must cease its practice of making overcrowding worse in our already overutilized elementary schools by jamming more pre-K and 3-K classes in these schools, or else the opportunities of students in the other grades will be seriously impaired.

At the same, the Mayor must increase the number of seats in the capital plan and build them in a more efficient, accelerated manner, or else his legacy will be seriously marred by even more extreme overcrowding and educational neglect.

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<sup>10</sup> NYC Council, "Planning to Learn," p. 41.

<sup>11</sup> As of October 2018, the DOE posted a new public school ratio, based on housing data 2012-2016 American Community Survey data – including several years prior to the expansion of pre-K, so it is not entirely clear how it takes this into account.

[https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital\\_Plan/Housing\\_Projections/2018%20Housing%20Multipliers%20Final%201022018.pdf?sr=b&si=DNNFileManagerPolicy&sig=1XUUO4VQSvq4cfUJVXX3W6NrDAsvCwasXvyxfcGsr5w%3D](https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Housing_Projections/2018%20Housing%20Multipliers%20Final%201022018.pdf?sr=b&si=DNNFileManagerPolicy&sig=1XUUO4VQSvq4cfUJVXX3W6NrDAsvCwasXvyxfcGsr5w%3D)

<sup>12</sup> See <https://www.classsizematters.org/wp-content/uploads/2014/09/Letter-Reducing-Class-size-to-Farina.pdf>. See also: Jacqueline Shannon and Mark Lauterbach, "Opinion: De Blasio Must Put Reducing Class Sizes at Top of His Agenda," Schoolbook, November 6, 2014. <https://www.wnyc.org/story/opinion-de-blasio-must-put-reducing-class-size-first/>

<sup>13</sup> Mark W. Lipsey, Dale C. Farran, Kerry G. Hofer, "A Randomized Control Trial of a Statewide Voluntary Prekindergarten Program on Children's Skills and Behaviors through Third Grade," Peabody Research Institute of Vanderbilt University, 2015. [https://peabody.vanderbilt.edu/research/pri/VPKthrough3rd\\_final\\_withcover.pdf](https://peabody.vanderbilt.edu/research/pri/VPKthrough3rd_final_withcover.pdf)

<sup>14</sup> Blake Farmer, "Long-Awaited Vanderbilt Pre-K Study Finds Benefits Lacking," Nashville Public Radio, September 28, 2015. <http://nashvillepublicradio.org/post/long-awaited-vanderbilt-pre-k-study-finds-benefits-lacking#stream/0>

## Summary of new capacity in proposed 2020-2024 Capital Plan

- **2015-2019 Capital Plan - February 2018<sup>15</sup>**
  - o Identified Seat Need: 83,056
  - o Seats Funded: 44,628
  - o Seats Unfunded: 38,428
  
- **How many seats funded in the 2015-2019 Capital are completed and available?**
  - o The most recent data suggests that as of September 2018, 7,981 seats funded in the current plan are available across all five boroughs.<sup>16</sup>
  
- **How does that compare with IBO's 2014 estimate of seats to be completed from the current plan?**
  - o According to calculations from the IBO in 2014, when the current capital plan was proposed, "62 percent of the 32,560 new seats will be completed within the five-year plan period, including projects that had been funded for design but not construction under the previous plan...Another 21 percent of the seats are expected to be completed in time for the 2020-2021 school year."<sup>17</sup>
    - In contrast, according to the 2020-2024 Capital Plan, only 24 percent (10,856 seats) of the 44,628 seats funded to be completed and available by September 2019.
    - Another 10% (4,774 seats) will be completed by September 2020.
  
- **How many seats will be rolled over from the 2015-2019 Capital Plan into the 2020-2024 Capital Plan?**
  - o 23,376 seats across 35 projects<sup>18</sup>
    - 15,352 to be completed between 2022-2024.<sup>19</sup>
    - 8,024 to be completed between 2025 to 2028.
  
- **How many seats are newly added to the new 2020-2024 Capital Plan?**
  - o 33,541 seats<sup>20</sup>
    - 4,392 to be completed in 2020-2024
    - 29,149 to be completed in 2025-2028

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<sup>15</sup> 2015-2019 Capital Plan, p. 21.

[https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital\\_Plan/Capital\\_plans/02222018\\_15\\_19\\_CapitalPlan.pdf?sr=b&si=DNNFileManagerPolicy&sig=OZhC%2FTlqMoFVv5n5yGt3HanjlU5LaudtcVVXeD3loc%3D](https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Capital_plans/02222018_15_19_CapitalPlan.pdf?sr=b&si=DNNFileManagerPolicy&sig=OZhC%2FTlqMoFVv5n5yGt3HanjlU5LaudtcVVXeD3loc%3D)

<sup>16</sup> 2020-2024 Capital Plan, pp. 16-17. Available here:

[https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital\\_Plan/Capital\\_plans/11012018\\_20\\_24\\_CapitalPlan.pdf?sr=b&si=DNNFileManagerPolicy&sig=UoDzgbPdHYLWX6MumIqH2i2ZkmoX9No%2BpGs6g%2FAZZoY%3D](https://dnnhh5cc1.blob.core.windows.net/portals/0/Capital_Plan/Capital_plans/11012018_20_24_CapitalPlan.pdf?sr=b&si=DNNFileManagerPolicy&sig=UoDzgbPdHYLWX6MumIqH2i2ZkmoX9No%2BpGs6g%2FAZZoY%3D)

<sup>17</sup> <https://ibo.nyc.ny.us/cgi-park2/2014/08/the-citys-2015-2019-capital-plan-for-public-schools-how-many-new-seats-when-will-they-be-ready/>

<sup>18</sup> Projects that were located by matching project numbers between 2015-2019 and 2020-2024 Capital Plans. In the 2015-2019 Capital Plan, these 35 projects had about 18,249 seats and 4,723 seats were added to these projects in the new 2020-2024 Capital Plan. We are counting these seats added as "rolled over" and funded in the 2020-2024 new plan.

<sup>19</sup> Completion of projects are based off of "Actual/Est. Compl" column of "Capacity Projects" appendix, page C7-C11.

<sup>20</sup> Seats that are were not in projects listed in the 2015-2019 Capital Plan "Capacity Projects" Appendix (page C7-C11) but found in newly introduced projects in 2020-2024 Capital Plan, listed in the "Capacity Projects" appendix located on page C7-C11.

- **Why does DOE claim the identified seats need made in Nov. 2017 of 83,056 seats will be funded with proposed 2020-2024 Capital Plan?**
  - o 56,917 seats funded in the 2020-2024 Capital Plan<sup>21</sup>
  - o 26,139 funded from 2015-2019 Capital Plan<sup>22</sup>
  
- **What the purported 83,056 seats does not show**
  - o Of the 56,917 seats funded in the 2020-2024 Capital Plan
    - 6,918 seats are supposed to be completed between 2020-2023.
    - 49,999 to be completed between 2024 to 2028
  - o 26,139 seats separately funded from 2015-2019 Capital Plan
    - will be completed 2017-2022

**Timeline of seats to be completed from the current and proposed new five-year plans**

Year of Completion	# of seat funded in 2020-2024 capital plan	# of seats funded in 2015-2019 capital plan	Total # seats
2017		670	670
2018		3,769	3,769
2019		6,417	6,417
2020	132	4,774	4,906
2021	0	6,917	6,917
2022	2,398	3,592	5,990
2023	4,388		4,388
2024	12,826		12,826
2025	12,978		12,978
2026	15,595		15,595
2027	6,776		6,776
2028	1,824		1,824
2017-2028	56,917	26,139	83,056

<sup>21</sup> 2015-2019 Capital Plan, p. 19.

<sup>22</sup> 2015-2019 Capital Plan, p. 17.

**New York City Council Oversight Hearing on  
Examining the Department of Education's New Five -Year Capital Plan  
December 18, 2018**

We would like to thank the New York City Council's Committee on Education, Committee on Finance, and Subcommittee on Capital Budget for jointly holding this hearing to examine the Department of Education's (DOE) new Five-Year Capital Plan. We also want to thank the entire New York City Council for their help with recognizing the need for more accessible schools and their advocacy for the additional funding needed to make that happen.

We testify today to continue to highlight the urgent need for funding for accessible schools. The situation remains dire. In 28 of the City's 32 school districts less than one-third of schools are fully accessible, and in seven districts fewer than 10% are fully accessible. This is not acceptable. The \$750 million in the proposed Capital Plan is crucial to improving this situation and must be preserved.

INCLUDEnyc (formerly Resources for Children with Special Needs) has worked with hundreds of thousands of individuals since our founding 35 years ago helping them navigate the special education service and support systems so that young people with disabilities can be fully included in school.

We commend Mayor de Blasio and the New York City Department of Education on their efforts to improve school accessibility, and recent policy changes in admission processes for student with physical disabilities. We urge the DOE in this Capital Plan to focus on full school accessibility for students, rather than partial accessibility. As defined by the DOE, a "partially accessible" school can mean what it implies, that only part of a school is accessible to students preventing them from being fully included in school life and all activities.

Over the years, we have helped many young people who use wheelchairs or other mobility devices identify the limited school placements available to them due to the lack of accessible schools. One of our families tells a story of occupational therapy taking place in a bathroom and her son becoming despondent because he couldn't access the cafeteria to eat lunch with friends. We shouldn't be telling these stories in New York City.

We strongly support the proposed funding in the 2020-2024 Capital Plan to improve school accessibility and urge you to ensure that the final plan includes at least \$750 million to do this. We also want to ensure the plan better supports individual schools in becoming fully accessible. The extent in which an entire school is physically accessible is crucial for inclusion, so students with mobility issues can equally access all activities in the same way as non-disabled students.

Thank you for taking the time today to consider this important matter. We look forward to partnering with you to improve equity and access for all young people with disabilities in New York City.

Sincerely,

A handwritten signature in black ink, appearing to read "Barbara A. Glassman". The signature is fluid and cursive, with a long horizontal stroke at the end.

Barbara A. Glassman  
Executive Director

11 ADA HSs

ADA Campus #1  
ADA Campns #2

ADA Campus #3  
ADA Campus #4

ADA Campus #5  
Note: Charter Schools Section on page 607  
ADA Campns #6

# Brooklyn

Abraham Lincoln High School	165	High School for Innovation in Advertising and Media	248
Academy for College Preparation and Career Exploration: A College Board School	168	High School for Medical Professions	249
Academy for Conservation and the Environment	169	High School for Public Service: Heroes of Tomorrow	250
Academy for Environmental Leadership	170	High School for Service & Learning at Erasmus	252
Academy for Health Careers	171	High School for Youth and Community Development at Erasmus	253
Academy for Young Writers	172	High School of Sports Management	254
Academy of Hospitality and Tourism	173	High School of Telecommunication Arts and Technology	255
Academy of Innovative Technology	174	International High School at Lafayette	256
Academy of Urban Planning and Engineering, The	175	International High School at Prospect Heights	257
ACORN Community High School	176	It Takes a Village Academy	258
All City Leadership Secondary School	177	James Madison High School	260
Automotive High School	178	John Dewey High School	262
Bedford Academy High School	180	John Jay School for Law	265
Benjamin Banneker Academy	182	Juan Morel Campos Secondary School	266
Boerum Hill School for International Studies, The	184	Khalil Gibran International Academy	268
Boys and Girls High School	186	Kingsborough Early College School	269
Brooklyn Academy of Global Finance, The	188	Kurt Hahn Expeditionary Learning School	270
Brooklyn Academy of Science and the Environment (BASE)	189	Leon M. Goldstein High School for the Sciences	271
Brooklyn Collaborative Studies	190	Liberation Diploma Plus High School	272
Brooklyn College Academy	191	Life Academy High School for Film and Music	273
Brooklyn Collegiate: A College Board School	192	Lyons Community School	274
Brooklyn Community Arts & Media High School (BCAM)	193	Medgar Evers College Preparatory School	275
Brooklyn Frontiers High School	194	Metropolitan Diploma Plus High School	277
Brooklyn Generation School	195	Midwood High School	278
Brooklyn High School for Law and Technology	196	Millennium Brooklyn High School	280
Brooklyn High School of the Arts	197	Multicultural High School	281
Brooklyn Institute for Liberal Arts (BILA)	200	Nelson Mandela High School	283
Brooklyn International High School	201	New Utrecht High School	284
Brooklyn Lab School	202	Origins High School	286
Brooklyn Latin School, The	203	Park Slope Collegiate	287
Brooklyn Preparatory High School	204	Pathways in Technology Early College High School (P-TECH)	288
Brooklyn School for Math and Research (B-SMART), The	205	Performing Arts and Technology High School	289
Brooklyn School for Music & Theatre	206	Professional Pathways High School	291
Brooklyn School for Social Justice, The	207	PROGRESS High School for Professional Careers	292
Brooklyn Studio Secondary School	208	Rachel Carson High School for Coastal Studies	294
Brooklyn Technical High School	210	School for Classics High School	295
Brooklyn Theatre Arts High School	211	School for Human Rights, The	296
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City Polytechnic High School of Engineering, Architecture, and Technology	213	Science, Technology and Research Early College High School at Erasmus (STAR)	299
Clara Barton High School	214	Secondary School for Journalism	300
Cobble Hill School of American Studies	216	Spring Creek Community School	301
Cultural Academy for the Arts and Sciences	217	Sunset Park High School	302
Cypress Hills Collegiate Preparatory School	218	Teachers Preparatory High School	303
Digital Arts and Cinema Technology High School	219	Transit Tech Career and Technical Education High School	304
Dr. Susan S. McKinney Secondary School of the Arts	220	Urban Action Academy	307
Eagle Academy for Young Men II	223	Urban Assembly High School of Music and Art	308
East New York Family Academy	224	Urban Assembly Institute of Math and Science for Young Women	309
East Williamsburg Scholars Academy	225	Urban Assembly School for Collaborative Healthcare, The	310
EBC High School for Public Service-Bushwick	226	Urban Assembly School for Criminal Justice	311
Edward R. Murrow High School	227	Urban Assembly School for Law and Justice, The	312
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Expeditionary Learning School for Community Leaders	231	W. H. Maxwell Career and Technical Education High School	314
FDNY-Captain Vernon A. Richard High School for Fire and Life Safety	232	W.E.B. DuBois Academic High School	316
Fort Hamilton High School	233	William E. Grady Career and Technical Education High School	317
Franklin Delano Roosevelt High School	236	Williamsburg High School for Architecture and Design	319
Frederick Douglass Academy VII High School	239	Williamsburg High School of Arts and Technology, The	320
George Westinghouse Career and Technical Education High School	240	Williamsburg Preparatory School	321
Gotham Professional Arts Academy	242	World Academy for Total Community Health High School (WATCH)	322
High School for Civil Rights	243	Young Women's Leadership School of Brooklyn (TYWLS)	324
High School for Enterprise, Business and Technology, The	244		
High School for Global Citizenship, The	246		



# 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,  
Committee on Finance, and Subcommittee on Capital Budget**

**RE: Oversight - Examining the New Five-Year Capital Plan.**

**December 18, 2018**

Thank you for the opportunity to speak with you today. My name is Maggie Moroff. I am the Special Education Policy Coordinator at Advocates for Children of New York (AFC). I am also the Coordinator of the ARISE Coalition, and you'll be hearing from several other ARISE members today as well. For over 45 years, Advocates for Children has worked to ensure a high-quality education for New York students who face barriers to academic success, focusing on students from low-income backgrounds. I'd like to speak with you today in support of the proposal to include \$750 million in the FY 2020-2024 Capital Plan to improve school accessibility.

We are grateful that the City has proposed \$750 million in the DOE's Five-Year Capital Plan to improve school accessibility in school districts across the City—the largest capital funding investment in accessibility to date. With our partners, many of whom are here today, we called for a major investment in school accessibility, and we are pleased that the Administration listened.

We also want to thank the City Council for the role you played in bringing attention to the need for more accessible schools and advocating for increased resources for accessibility in this year's budget.

As NYC works to develop the Capital Plan for the next five years, we want to emphasize how urgently needed the proposed funding is. Using information obtained from the DOE, AFC released a data brief in October entitled "Access Denied: School Accessibility in New York City." Key findings in the brief included the facts that:

- Less than 1 in 5 of the City's schools are fully accessible;
- In 28 of the City's 32 school districts, less than one-third of schools are fully accessible;
- In seven districts, less than 10% of the schools are fully accessible; and
- Just over a quarter of the buildings housing District 75 programs – those specialized programs designed to educate many students with more complex disabilities – are fully accessible.

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In our brief, we highlighted the experiences of a few students we have worked with at AFC. I'd like to briefly discuss one of those students to give you a sense of how difficult it can be to find an accessible school for students who have physical disabilities. Tayloni is a high school student who has used a wheelchair since becoming paralyzed by a stray bullet when she was a child. When she was applying to high school, she applied only to fully accessible schools, severely limiting her options. Through the process, she matched with a school about 4 miles from her home. Too far to wheel herself, she relied on DOE busing, which too often came late or not at all. During her sophomore year, Tayloni received home instruction. Eager to reenroll in school for her junior year, Tayloni began searching for an accessible school closer to home. Despite having begun her search early last year, it wasn't until October of this year with the help of our office and several people in key offices at the DOE that Tayloni was finally able to match with another accessible high school. The high school search can be overwhelming for any student. It was that much more difficult for Tayloni because of her accessibility needs.

We believe that it is crucial for the final Five-Year Capital Plan to include at least \$750 million to improve accessible school options. This funding will literally open doors to inclusion and integration for people who are too often excluded.

To help ensure that this funding will provide more school options for students, family members, school staff members, and other from the community with physical disabilities, we recommend fine-tuning the description in the proposed plan of how the City intends to use the accessibility funding. We are concerned that the current language focuses on partial accessibility over full accessibility, while we believe the ultimate goal should be school buildings that offer full access for all.

Partially accessible schools vary significantly in the level of access they provide to students with physical disabilities. Using the DOE's definitions as laid out in their Building Accessibility Profiles, a "partially accessible" school can range from a school where there is general access to at least some of the ground floor but where there are no accessible bathrooms or classrooms, to a school where there is an elevator that goes to all floors but where "certain public assembly areas or classrooms may not be accessible due to changes in elevation or other barriers."



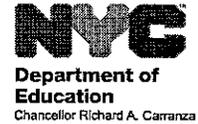
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The current language of the plan discusses the importance of making the *main floor* of school buildings accessible to students with physical disabilities, but we recommend that the funding be used to increase the number of schools where students with physical disabilities can access *all* areas of the school.

In conversations with the DOE, key staff have already indicated their willingness to change the language in the plan and we look forward to working with them to that end.

Finally, as we discuss accessibility in the proposed Capital Plan, we want to recognize the DOE's recent announcement of their plan to provide students with accessibility needs priority in admissions to accessible middle and high schools. Combined with the increased accessibility funding in this year's budget and the proposed five-year investment in school accessibility, that admissions change will make a significant difference for students with physical disabilities beginning this admissions cycle.

We support the funding proposed in the Fiscal Year 2020-2024 Capital Plan for school accessibility and urge the Council to ensure that the final plan includes at least \$750 million to improve school accessibility. We also want to be sure that the language in the final plan will support more ambitious work to increase the number of schools that comply with the Americans with Disabilities Act (ADA), and allow students, families, and teachers with physical disabilities to access all spaces within the school.



**Testimony of the New York City School Construction Authority  
and the New York City Department of Education  
on the Proposed FY 2020 – 2024 Five-Year Capital Plan**

**Before the New York City Council Committee on Education jointly with the Subcommittee on  
Capital Budget and the Committee on Finance**

December 18, 2018

*Testimony of Lorraine Grillo, President and CEO, New York City School Construction Authority*

**INTRODUCTION & OVERVIEW**

Good afternoon Chairs Treyger, Chair Dromm and Chair Gibson as well as members of the Education and Finance Committees and the Subcommittee on Capital Budget. My name is Lorraine Grillo and I am the President and CEO of the New York City School Construction Authority (SCA), and I am joined by Karin Goldmark, Deputy Chancellor of the Division of School Planning and Development at the New York City Department of Education (DOE). We are pleased to be here today to discuss the proposed Fiscal Year 2020–2024 Five-Year Capital Plan – the largest-ever proposed plan.

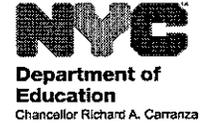
Let me start by sharing that we are continually grateful to the City Council for its strong support and generous funding of our schools. The collaboration we've had is truly critical to our success. I would be remiss if I did not take this opportunity to highlight some of the accomplishments that have come out of our partnership – Air Conditioning for All, bathroom upgrades, and physical education space. I'll speak shortly about some additional projects we've collaborated on and our progress to date.

**FY 2020-2024 PROPOSED CAPITAL PLAN HIGHLIGHTS**

The proposed FY 2020-2024 Capital Plan represents the administration's commitment to equity and excellence for all students, and builds on the foundation that we developed with the current FY 2015-2019 Capital Plan.

Here are the highlights of our Proposed Capital Plan:

- \$7.88 billion for nearly 57,000 new seats in fulfillment of the Mayor's commitment to reduce overcrowding
- \$750 million to make 50% of elementary school buildings partially or fully accessible, and 1/3 of all buildings fully accessible
- \$284 million for electrical work to support air conditioning in all classrooms by 2021, advancing the program by a year
- \$550 million in support of the 3-K and Pre-K for All initiatives
- \$750 million for technology enhancements



As with our current Capital Plan, the proposed FY 2020-2024 Plan has funding allocated in three overarching categories: our Capacity Program, totaling \$8.8 billion in investments; the Capital Investments category, with \$5.2 billion allocated for work in existing buildings; and finally our Mandated Programs, with \$3.0 billion in funding.

### Capacity Program

The proposed FY 2020-2024 Capital Plan includes \$8.8 billion for the capacity program. Our capacity program consists of four categories: New Capacity, 3-K and Pre-Kindergarten Early Education, Class Size Reduction, and Capacity to Remove Transportable Classroom Units (TCUs).

This plan will continue the success we've had in previous plans. As we reach the end of our current Five-Year Capital Plan, I'm proud to say we have sited over 40,000 seats of the approximately 44,000 funded seats. We've sited nearly all of our funded seats, and that's with the mid-plan increase of 11,800 seats.

Of the \$8.8 billion allocated to Capacity, \$7.88 billion is dedicated to creating nearly 57,000 new seats through an estimated 88 projects within school districts experiencing the most critical existing and projected overcrowding. That includes just over 8,000 seats, which will be dedicated to addressing overcrowding at the high school level in Queens.

Included in our capacity program is \$550 million for the City's 3-K and Pre-K for All initiative. In addition, \$150 million has been allocated to the Class Size Reduction program.

Additionally, \$180 million is allocated for Capacity to Remove TCUs, a new program that is part of our effort to remove the remaining TCUs across the City. This program recognizes the need for targeted investments in areas of the city where additional capacity is the only solution available in order to facilitate the removal of TCUs not yet slated for removal.

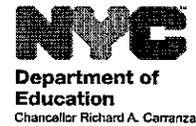
### Capital Investment

The Proposed Plan directs a total of \$5.2 billion for capital investments.

Our proposed plan includes \$2.75 billion dedicated to the Capital Improvement Program. Within this category, we are funding \$2.6 billion in work to address the buildings identified in our annual building survey as most in need of repairs, including work such as roof and structural repairs and safeguarding our buildings against water infiltration. The Capital Investment category also includes funding for athletic field upgrades and additional resources for the removal of TCUs.

We will continue to make progress on the removal of TCUs through this capital plan. To date, we have removed 198 TCUs and have developed plans to remove 63 more, leaving a remaining balance of 93 TCUs.

A major focus of our Capital Improvement program is in our \$2.42 billion School Enhancement category and our work to improve school accessibility. Deputy Chancellor Goldmark will discuss



that program as well as the investments in our school-based technology infrastructure needs – the other anchor to this category of work.

In addition to these two major priorities, we are allocating \$284 million in additional funding in this plan to the Mayor’s Air Conditioning for All initiative, ensuring that all classrooms will have A/C in 2021 – a year ahead of our original goal. This is a key part of advancing equity now, and that’s why we’re speeding up our timeline to increase this work. By adding this funding, we’ll be able to upgrade the electrical systems of our buildings faster so classrooms can support air conditioning units. We’re working around the clock on this issue, and more and more classrooms will continue to see units installed in the weeks and months ahead.

### Mandated Programs

The Mandated Programs category, with \$3 billion allocated, includes approximately \$650 million for boiler conversions in buildings currently using Number 4 oil. The remaining funds are assigned to cover other required costs, including the SCA’s wrap-up insurance and completion of projects from the prior Plan.

### Public Engagement

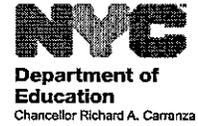
Public feedback plays a crucial role in our capital planning process. Each year, we undertake a public review process with Community Education Councils (CECs), the City Council, and other elected officials, and community groups. We offer every CEC in the City the opportunity to conduct a public hearing on the Plan and we partner with individual Council Members and CECs to identify local needs.

We have started our public hearings throughout the City, and as of today we will have joined 16 CECs to discuss this proposed Five-Year Capital Plan.

Thank you again for your partnership and support. I will now turn it over to Deputy Chancellor Goldmark, who will discuss additional aspects of the Plan.

*Testimony of Karin Goldmark, Deputy Chancellor,  
Division of School Planning and Development*

Good afternoon Chairs Treyger, Dromm and Gibson and all the Council Members here today. My name is Karin Goldmark, and I am Deputy Chancellor of the Division of School Planning and Development. Thank you for the opportunity to be here today. The Division of School Planning and Development was created to bring together oversight of space planning and management, including the development of new schools, school re-designs, and coordination with charter as well as nonpublic schools. This Division also leads our accessibility efforts, oversees the Education Construction Fund, and maintains a close working relationship with SCA. I would like to echo President Grillo’s sentiment and thank you for your continued support of our schools. I am excited to work with the City Council in my new role to ensure thoughtful planning that supports great schools for all of New York City’s students.



This capital plan is a demonstration of Chancellor Carranza’s commitment to look at our work through the lens of equity, and empower our students and families to advocate for their school communities. In his listening tour last spring, the Chancellor very clearly heard students, school communities, advocates, and elected officials highlight key areas where we need to make investments so that our school buildings meet the needs of our students and advance our Equity and Excellence for All agenda. These issues included accessible buildings for students and families with disabilities, and learning that is supported by 21<sup>st</sup> century technology.

I’m proud to say that the Chancellor took action and is proposing historic investments in these areas, all with an eye towards advancing equity for every one of our students.

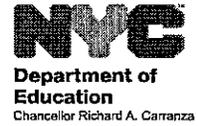
The proposed plan allocates by far the largest amount ever towards the critically important work of making our school buildings more accessible. This proposed \$750 million investment, developed in conjunction with families and advocates, will transform buildings with newly accessible bathrooms, classrooms, and auditoriums, creating many more opportunities for our students with accessibility needs to learn in an equitable environment. We greatly appreciate the Council’s support in this area. Our team has been meeting with students, families, and community partners to ensure that we truly understand the needs of students and can make the necessary changes as quickly as possible. We are committed to making a third of the buildings in every district fully accessible by 2024, and at least 50% of our buildings housing elementary school grades fully or partially accessible by 2024.

Another anchor of the plan is the \$750 million allocation towards improving school-based technology. The majority of the \$750 million is intended for the School Tech Refresh initiative, which will allow us to replace critical equipment such as routers, switches, firewalls, and wireless access points in schools. Upgrading also ensures that the equipment has the latest security protections and controls in place. The School Tech Refresh strategy also includes installation of access points in additional common areas of the school building – not just classrooms – that can be utilized for instructional purposes.

Additionally, the DOE plans to invest approximately \$350 million of its Smart School Bond Act allocation to continue developing and expanding its technology infrastructure in school buildings and acquire necessary learning technology equipment. This will allow more students to have enhanced and reliable access to essential Science, Technology, Engineering, Math (STEM) resources and will support our goal of bringing computer science to every schools by 2025 as part of our Computer Science for All initiative. Our goal is to provide all students and educators with the essential tools for academic achievement and professional success in today’s digital age.

## CONCLUSION

Students across all of New York City’s great neighborhoods will see the benefits of this proposed Five-Year Capital Plan. In the areas critical to advancing equity and excellence for our students, we are proposing, literally, the largest investments ever.



In a system this large, with over 1,400 unique buildings, there will always be more work to be done. We will continue to update our Capital Plan on an annual basis in response to needs from our school communities, and will seek your input in that process.

We are thankful again for all of your collaboration and generous support of capital projects. Our students have been able to expand and improve their educational experience because of these projects, and we look forward to seeing our future students benefit as well.

Thank you again for allowing us to testify today and we would be happy to answer any questions you may have.

TESTIMONY OF  
THE UNITED FEDERATION OF TEACHERS

BEFORE THE  
NEW YORK CITY COUNCIL  
COMMITTEES ON EDUCATION & FINANCE

REGARDING THE FY 2019-2024 CAPITAL PLAN

DECEMBER 18<sup>th</sup>, 2018

FOR THE RECORD

The United Federation of Teachers (UFT) wants to thank City Council Speaker Johnson, Finance Committee Chairman Dromm, Education Committee Chairman Treyger and members of the Council for the opportunity to submit testimony in regard to the FY2019-24 Education Capital Plan.

The School Construction Authority (SCA) and the Department of Education (DOE) are to be commended for their hard work in preparing this new five-year Capital Plan. We are all cognizant of the increasing challenges the city faces to keep our aging school buildings running, and we applaud the work being done to make the critical repairs that our buildings so desperately need. Likewise, the quality of work being done to improve working and learning conditions in our schools is appreciated by all. Jobs such as getting a bathroom or water fountain back on line, installing new technology, increasing bandwidth and fixing up playgrounds make a difference in the lives of our students and members.

The Council's support and partnership have been an indispensable part of that process, and we are grateful for your continued advocacy on behalf of our members, our students and our school communities. In particular, your efforts helped lead the way for the ongoing security camera installations and security door upgrades included within this new plan.

The Capital Plan is an extensive document, and we won't go through all of it today. Instead, we want to highlight three components that are of particular importance to our members: installing air conditioners in our classrooms, reducing class size, and removing temporary classroom units (TCUs), aka trailers, from our school playgrounds.

### **SWELTERING CLASSROOMS**

A heat wave in early September made the first few weeks of school brutal for students and staff. Temperatures soared into the 90s, which created some truly dangerous temperatures in our buildings. Those extremely hot days were not just an inconvenience. The oppressive heat and humidity unquestionably put students and staff at risk, particularly those with chronic health conditions as well as young children and students with special needs who are more susceptible to environmental stresses.

We received thousands of understandably worried and angry calls and emails from members during those first two weeks. Here are just a handful of the stories our members shared with us:

*"A photo of the temperature reading in my classroom shows 88 degrees. It was taken at 7 a.m., before students arrived. It only gets hotter as more bodies are in the room."*

*"Most of the windows cannot be opened because they are broken. They have been closed and locked shut. I do not have AC in my classroom, but I bought multiple fans."*

*"At times, classroom temperatures are higher than outside. Students are trying to work but are so exhausted by the heat that some just put their heads down and can't engage in the lessons."*

*"Children went home due to heat exhaustion and some teachers with heart issues were feverish and ill."*

*"A pregnant teacher in the building is getting flushed, light headed and dehydrated."*

*"A few students were sent to the nurse due to feeling of nausea and headaches."*

*"This is even worse during the June Regents exams as students try to take three hour exams with temperatures soaring."*

*"If I let a child or a dog in my car while it was this hot, I'd be arrested, fired, and would be endangering a life."*

*"The promise of all schools having air conditioning by 2021 needs to be reconsidered ... the completion date should have been more immediate."*

Hot classrooms have always been a possibility in the first and last weeks of the school year, but the extreme weather brought on by global warming has certainly exacerbated that problem. The scorching temperatures are only getting worse, and heat waves are lasting longer. That means our members are left to put together a patchwork of quick fixes to bring their students relief whenever possible. That approach is inadequate.

Believe it or not, the city has no rules or regulations when it comes to excessive heat. New York City is one of many school districts that have not set a mandated maximum temperature. There is one for cold weather — a classroom cannot fall below 68 degrees — but nothing for heat.

The Capital Plan includes an allocation of \$284 million dollars to outfit classrooms with air conditioners. It's a much-needed initiative, and we applaud Mayor de Blasio and the Department of Education for their advocacy on this issue.

We also recognize and appreciate the complexity of this work. Many of our older buildings cannot handle the increased electrical load from air conditioning units until they receive significant wiring upgrades. The investment and manpower will be substantial. We strongly support the Mayor's efforts in this regard.

Still, what's lacking in this Capital Plan? Specifics about how the project will proceed. For example, the Plan notes that thousands of classrooms have been outfitted with air conditioners, without specifying where that work has been done. More importantly, the Plan does not specify how, where and when the project will move forward from here.

Our members are clamoring for news about what classrooms are slated to receive AC units and when to expect that work. At a minimum, a draft plan must be released for the remaining work. We

respectfully ask for a report that outlines which classrooms are on the list to receive AC units and a timetable for that work. This plan should be made public to schools.

What's more, the priority must be to get most of this work done as early in the new fiscal year as possible. One of our greatest responsibilities is the safety of our schools' occupants, and we should make every effort to accelerate and expand this initiative. Also, there may be funding left in the last year of this current plan, and the plan and schedule for that work should be made public as well.

In the interim, we are recommending to our members that they should be proactive and gather information about which rooms have or don't have AC units. We are also asking them to document their situations with temperature activity logs when the next heat wave occurs, and meet with their Principals to alert them about the issue. It may be the middle of winter now, but spring will come and so will the heat. Let's get ahead of this while there's still time.

## **OVERCROWDING**

There are 1.135 million students coming through the doors of the city's public schools this year, and as with every year, overcrowding is a fact of life in neighborhoods across this city. The growth we're seeing is rapid and ongoing.

Our review of this Capital Plan tells us that the new capacity program is perhaps the largest the School Construction Authority has ever undertaken, with 56,917 new seats slated to be built in 88 buildings. That work, combined with components of the previous capital plan, would potentially mean 83,000 new seats.

More specifically, Queens High Schools, which have been seriously overcrowded for years, will receive the greatest number of new seats in the draft plan — 8,164. District 20 in Brooklyn, also severely overcrowded for years, will receive 6,352 new seats, the second highest number of new seats. District 25 in Queens is projected to receive 4,862 new seats. District 10 in the Bronx, another perennially overcrowded district, is slated for 3,336 new seats. We expect additional students to pour in over the next five years. The city must continuously review anticipated growth and stay on top of what will be needed to accommodate this growth.

These additional seats are good news for our school communities, especially where overcrowding continues to have an adverse effect. By percentage, the most overcrowded districts across multiple grade levels are Districts 20, Brooklyn, followed by Districts 25 and 24, both in Queens. That should come as no surprise, as these districts have been chronically over enrolled for many years. At the middle school level, two districts are showing capacities over 100 percent in their middle schools: Districts 20 and 25. District 24 is on the cusp at 99 percent utilization, so there is no capacity for growth there, either.

At the high school level, most of Queens is overcrowded and there is serious overcrowding in high schools in two Brooklyn districts. There are five Queens districts with overcrowding: Districts 24, 25, 26, 28 and 30. And there are two districts in Brooklyn with serious high school overcrowding - Districts 20 and 22 - with utilization rates of 149 percent and 134 percent, respectively. High schools on Staten Island - District 31 - are also overcrowded.

More specifically, a review of the publicly-available data shows us that:

- District 20 is at 133 percent capacity at the elementary level, 116 percent at the PS/IS level, 103 percent at the MS level, and 149 percent at the high school level.
- District 25 is at 109 percent capacity at the middle school level, 129 percent at the elementary level, 135 percent at the high school level and 103 percent at the IS/HS level.
- District 24 elementary schools are at 122 percent, middle school are at 99 percent, PS/IS schools are 125 percent, high school are at 112 percent and IS/HS 101 percent.

There are 18 districts with overcrowding at the elementary level and the PS/IS schools:

- District 6 in Manhattan is overcrowded at the PS/IS level;
- Districts 8, 9, 10, and 11 at both the elementary and PS/IS levels and District 12 at the elementary level;
- Districts 13 at the PS/IS level, District 15 at the elementary level and Districts 20, 21 and 22 at both the elementary and PS/IS levels in Brooklyn;
- Districts 24, 26 and 28 at both the elementary and PS/IS levels and Districts 25, 27 and 30 at the elementary levels in Queens; and
- District 31 at both the elementary and PS/IS levels in Staten Island.

What's more, some districts are projecting an increase in enrollments over the next five to seven years. Those include Districts 20, 21, 25, 26, 28 and 31, as well as high schools in Queens and on Staten Island.

It's also important to note some districts expect substantial growth in housing over the life of this Capital Plan including District 2, which expects to grow by 24,672 housing units, and District 14, which expects to grow by 13,124 units. Everywhere you look around the five boroughs, new residential construction is underway. Much changes from year to year, but we must be mindful of how these changes affect our schools.

District 30 is where the city expects the new Amazon headquarters to be built by 2024. Overcrowding is already an issue in that district and it is projected to receive 3,128 new seats. It appears likely that number was allocated before any impact from that new construction was factored in. That's because over 19,703 new housing units were already expected in the district by 2024.

All of this is to say that it is critically important that everyone remain mindful of keeping these new capacity projects on or ahead of schedule, especially the additional elementary school seats in districts where large numbers of new apartments are being built. Even a handful of new apartments can put a strain on a neighborhood public school, to say nothing of when hundreds of new apartments become occupied. The effects can be especially harmful in schools that are already maxed to capacity and don't have space for expansion. The more that can be done to anticipate these changes and mitigate overcrowding, the better.

What's more, just as we are advocating for more information about the AC initiative, the same holds true for capacity projects — the more data that SCA and the DOE can provide, the better. The same also holds true when it comes to other projects within this new Plan. One example: \$150 million has been allocated for class size reduction, which is terrific, but the plan does not include information on any potential schools.

### **TEMPORARY CLASSROOMS (TRAILERS)**

We wholeheartedly support the \$180 million allocated for removing trailers — temporary classroom units — from school yards and \$50 million to restore the playgrounds where the TCUs now live. Both are smart investments. We are disappointed, however, that the city has failed to make more progress. Many of these “temporary” units are now 10 to 20 years old, far beyond their expected service life, and they have chronic moisture problems impossible to completely mitigate. These units should be taken out of service immediately as they post a health hazard.

Seventy-four of the 170 remaining TCUs are slated for removal during this plan’s time period, but what about the remaining 96? If the new capacity in this plan will meet the future capacity needs of the system (and it is not clear if the 56,917 new seats plus the other much smaller capacity program components will do that), why then can’t the remaining 96 TCU’s dependent on new capacity be removed? And, of the 96, if there are no capacity issues at those schools, why wouldn’t restoring outdoor space for students be a priority? The publically available data on the TCU project is incomplete so it’s impossible to evaluate the project. Our schools would like to see a specific plan for the removal of all of the TCU’s now.

### **FINAL THOUGHTS**

Again, we commend the work that went in to developing this new five-year Capital Plan, and we support efforts to mitigate these three issues and the many others included within the report. We are proud of the work that we do in collaboration with the Department of Education, the School Construction Authority and the City Council to improve our school facilities.

However, we want to stress the narrative and appendices in the report fail to clearly tell the story. While they inform many important programs, the information and data provided are insufficient to track the projects’ goals, and project- and program-level spending. Clear and consistent benchmarks are lacking for the cost, a timeline and the program’s goals. We ask the city to commit to a greater level of transparency in informing the public about capital projects for our schools.

In closing, the UFT remains grateful to the City Council for the opportunity to offer our testimony on the proposed Capital Plan amendment, and we look forward to working with these committees in the months ahead.

###



**PIE's Testimony to New York City Council**  
**Committee on Finance, Subcommittee on Capital Budget and the**  
**Committee on Education**

**Oversight - Examining the New Five-Year Capital Plan**  
**December 18, 2018**

Good afternoon. My name is Jaclyn Okin Barney, and I speak today as the coordinator of Parents for Inclusive Education (known as "PIE"). PIE is a parent-led advocacy group of educational reformers that works to ensure that all students with disabilities in the NYC public schools have access to meaningful inclusive educational and community opportunities. PIE has been in existence for almost twenty years with members throughout the five boroughs. We are the only New York City group dedicated solely to advocating for the inclusion of students with disabilities. We work in various ways to achieve our agenda, including collaborating with the Department of Education on different projects.

We are so excited and applaud all the efforts currently taking place to improve the accessibility of the City's public schools. The City Council played a key role in highlighting this issue and we are deeply appreciative. The proposal of \$750 million in the DOE's Five-Year Capital Plan is another great step in the direction that we need in order to see a fully accessible school system in NYC.

As we all know this is an issue that directly impacts students with physical disabilities as these students simply do not have the opportunities and choices as their peers. Equality for them, does not exist. With this in mind and knowing that it is difficult to coordinate students to attend these city council hearings, PIE spent time this fall creating a video of students with disabilities talking about accessible schools. The video features 5 students, all with physical disabilities, speaking about how they cannot experience the same opportunities as their peers because of the lack of accessible schools in NYC. They express their appreciation for the efforts that have then place so far, but also explain the need to ensure all schools are accessible

Last week, I emailed the video to many of you. The video can be seen at <https://www.youtube.com/watch?v=Cok1f-3ydE>

I urge you all to watch the video – just 7 minutes long – and hear from the students themselves as to how they are significantly impacted by this issue. I cannot begin to do justice to how these poised 15-year-old individuals speak about this issue. Instead, I will just direct you to watch the video. A

Thank you for considering our testimony today.

Jaclyn Okin Barney Esq.  
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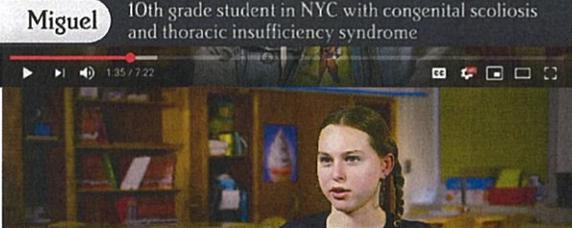
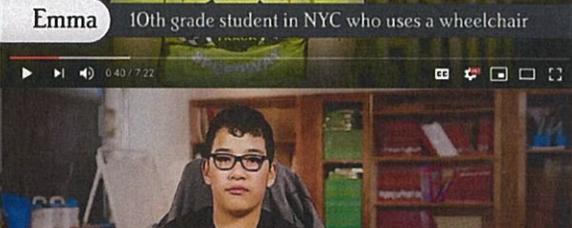
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NYC Students With Disabilities Speaking About Accessible Schools

 <p><b>Miguel</b> 10th grade student in NYC with congenital scoliosis and thoracic insufficiency syndrome</p> <p>1:35 / 7:22</p>	 <p><b>Emma</b> 10th grade student in NYC who uses a wheelchair</p> <p>0:43 / 7:22</p>
 <p><b>Jacqueline</b> 8th grade student in NYC currently applying to high school and uses a scooter</p> <p>1:06 / 7:22</p>	 <p><b>Josh</b> 10th grade student in NYC who has cerebral palsy and uses a wheelchair</p> <p>1:22 / 7:22</p>
 <p><b>Abraham "Abey"</b> 10th grade student in NYC with cerebral palsy and a movement disorder</p> <p>2:00 / 7:22</p>	



Two Penn Plaza ■ Fifth Floor ■ New York, New York 10121

## Testimony on the New Department of Education Five-Year Capital Plan

*Submitted to a Joint Hearing of the City Council Committees on Education and Finance and Subcommittee on the Capital Budget*

*December 18, 2018*

Thank you for the opportunity to submit testimony.

The \$17 billion proposed Department of Education (DOE) Capital Plan for fiscal years 2020-2024 contains \$8.76 billion to fund 57,000 new K-12 seats and additional pre-K and 3-K capacity. This plan follows an extraordinary level of investment by New York City in the last 12 years to build new school facilities. As of September 2018, \$9.1 billion has been spent since 2005 to construct more than 98,000 seats. Despite this enormous expense, crowding has not been eliminated; growing enrollment and policy choices have offset new seats. City officials cannot continue to expect the City can build its way to a solution; making real progress will require implementing operational strategies that alter the use of space and redirect students to facilities with capacity.

School crowding is not a problem in every area of the city. As of the 2016-2017 school year, there is a citywide surplus of 55,000 seats in DOE school buildings. The problem is most acute in Queens, which has a shortage of 21,500 seats; the Bronx, Brooklyn, and Manhattan have a surplus, and Staten Island has a modest shortage of 1,000 seats.

High schools (20,000 seats) and middle schools (34,000) generally have excess capacity. However, the City lacks sufficient seats in elementary schools. Citywide there are 10,400 fewer seats than there are students in elementary schools, and 57 percent of elementary schools exceed their capacity.

These problems persist despite the major investments in capacity made in recent capital plans. Since 2005, the NYC School Construction Authority (SCA) has implemented three capital plans totaling \$40.4 billion. About one-third, \$13.8 billion, was committed for new seats. Through September 2018, \$9.1 billion of the \$13.8 billion has constructed 98,302 seats—approximately 9 percent of total enrollment. However, many districts that were near or over capacity a decade ago are still suffering from crowding.

New capacity has been offset by continued enrollment growth as well as policy choices that reduce space available for classroom use. The universal pre-kindergarten program

presented a new demand on school space; the push for smaller schools co-located in a single building resulted in significant space allocated to duplicative administration functions in each building; and the decision to eliminate Transportable Classroom Units (TCUs) increased reported utilization in many facilities.

The cumulative impact of these policy choices on available classroom capacity is significant. If the City remains committed to these choices and enrollment growth continues, reducing school crowding will require implementing operational strategies, not just continued construction.

Operational strategies should be directed at three goals:

- Improving the efficiency of space usage within buildings,
- Reducing intake in crowded buildings, and
- Shifting enrollment to underutilized buildings.

At the middle and high school level, crowding can be fully addressed by capping enrollment at crowded buildings, implementing grade truncations or extensions, and using space efficiently within buildings.

At the elementary level, more aggressive school rezonings that alter “catchment zones” for enrollment are necessary. Historically, DOE has pursued rezonings only when needed to accommodate the opening of a new building; however, in recent years DOE has begun pursuing rezonings with the goal of balancing enrollment across buildings, as well as rezonings that cross district lines to shift students from crowded districts into schools in districts with available space. In half of the city’s 32 community school districts, there is sufficient elementary school capacity within the district, and overcrowding in specific schools can be addressed in large part by rezoning within those districts. Furthermore, several of these districts are adjacent to districts without enough elementary school capacity and could potentially absorb students from those crowded districts. DOE should continue and increase its rezoning efforts.

In addition to rezonings, DOE can increase utilization of available space by reconsidering the grades and programs served in its buildings. First, programs that attract many out-of-zone applicants, such as bilingual schools and gifted and talented programs, should be sited in underutilized buildings to attract enrollment away from crowded schools. Second, grade extensions and truncations should be considered. This would entail changing the grades at a particular school building, such as by shifting fifth grade students to a middle school building with surplus capacity. This would impact the existing application and enrollment structures and may need to be explored one neighborhood at a time.

With growing public school enrollment and rising construction costs, continued emphasis on new construction to address crowding is not a sustainable solution. The proposed five-year capital plan should be revised to focus on elementary schools, where crowding is highest, and to limit new capacity to those neighborhoods where operational strategies are not sufficient to address crowding.

**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: 12/18/2018

(PLEASE PRINT)

Name: Tracy Belgrave

Address: 335 Adams Street, 28th Floor

I represent: NYC DOE DIIT (TECH)

Address: 335 Adams Street 52 Chambers St

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Name: Kim Madden

Address: 37 W 93rd St #16 NY NY 10025

I represent: my son Owen Atkin -

Address: rn

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Name: Jachre Okin-Barney

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

I represent: Parents for Inclusive Education

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

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

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Name: Leome Harrison

Address: Class Site Making

I represent: \_\_\_\_\_

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

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Date: 12/18/18

(PLEASE PRINT)

Name: Karin Goldmark, Deputy Chancellor

Address: 52 Chambers St.

I represent: NYC DOE, Division of School Planning & Development

Address: 52 Chambers St.

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

(PLEASE PRINT)

Name: RICHARD BOCCHICCHIO

Address: 731 LIVINGSTON ST

I represent: NYC DOE

Address: 131 LIVINGSTON ST

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in favor  in opposition

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

Name: Heberca Rawlins (PLEASE PRINT)

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

I represent: Doe

Address: 100 Gold Street

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

Name: Maggie Muroff (PLEASE PRINT)

Address: AFC - 151 West 30th St

I represent: Advocates for Children

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

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Date: 12/18/2018

Name: Rebecca Kistynichuk (PLEASE PRINT)

Address: 140 8th Ave #3E Brooklyn NY 11215

I represent: ARISE, PIE, Kids w/ ADA

Address: disabilities + their families

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

(PLEASE PRINT)

Name: Loe, P...

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

I represent: INCLUDE NYC

Address: 116 E 116th St SA Floor 10003

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in favor  in opposition

Date: 12/18/18

(PLEASE PRINT)

Name: Sarita Subramanian

Address: 110 William St, NY, NY 10038

I represent: NYC Independent Budget Office

Address: 110 William St, NY, NY 10038

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in favor  in opposition

Date: 12/18/18

(PLEASE PRINT)

Name: Leon Aprilina

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

I represent: - Advocates for Children and ARISE

Address: on behalf of all individuals w/ disabilities who need access

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Public Schools  
NYC

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in favor  in opposition

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

(PLEASE PRINT)

Name: Karin Goldmark

Address: 52 Chambers St Ken 320

I represent: NYC DUE

Address: 52 Chambers St

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

(PLEASE PRINT)

Name: Lorraine Orillo

Address: NYC SCA

I represent: \_\_\_\_\_

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

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