



TESTIMONY OF NYC SCHOOLS CHANCELLOR CARMEN FARÍÑA
ON THE FISCAL YEAR 2015 PRELIMINARY BUDGET
BEFORE THE NYC COUNCIL COMMITTEE ON EDUCATION

Thursday, March 20, 2014

Good morning, Chair Dromm and all the members of the City Council Education Committee here today. Thank you for this opportunity to discuss Mayor de Blasio's proposed Fiscal Year 2015 Preliminary Budget as it relates to the Department of Education (DOE) and our public schools. Seated with me are Kathleen Grimm, Deputy Chancellor for Operations, and Michael Tragale, DOE's Chief Financial Officer.

The Mayor's FY2015 Preliminary Budget includes an allocation of approximately \$20.5 billion of operating funds and another \$5.2 billion of education-related pension and debt service funds. This represents a \$1.2 billion increase in total funds from FY2014: \$774 million for operating funds and \$426 million for pension and debt service. Our funding is a combination of City, State and federal dollars, with City tax levy dollars making up the largest share at 56 percent, State dollars at 37 percent, and federal dollars at 7 percent.

As you know, a top priority for Mayor de Blasio is providing all of our kids with access to high quality, full-day pre-k and expanding after-school and extended learning time opportunities for middle school students. And for good reason.

We know that significant growth in speech, language, and brain development occurs before kindergarten. By getting children into language-rich environments as early as possible, pre-k serves as a foundation for academic success. Since the enrollment period for public school programs opened, we have been out in communities across the City phone-banking, leafletting, and spreading the word. Through our borough-based enrollment sessions, we're encouraging parents to sign-up and helping them find programs that are right for them. So far, we've received enormous demand, not only from providers to offer full-day services, but also from parents. Our pre-k application numbers for public school programs are up 27 percent over this time last year.

You have heard me talk frequently about the significance of the middle school grades. As I visited over 25 schools I am more convinced that these are the very crucial years to ensure higher high school graduation rates. High school is too late to start talking about graduation—the focus and discussion needs to start in middle school, particularly in 7th grade. It's a critical time when students develop academic habits and behaviors. As we place renewed emphasis on improving classroom instruction during the school day, our after-school programs have the potential to be a support system, academically and emotionally. Not only do they help improve academic performance, they foster a sense of community at a critical time in a child's development. We will be adding more crucial programs, such as Summer Quest, to ensure that our adolescents do not regress over summer vacation. Our pilot in the Bronx has been successful, and we need to replicate these types of programs in other high need districts throughout the City. We have also reinstituted our guidance



department under Lisa Anzelone to ensure that high quality support is available to all, but most especially our fragile adolescents.

You know how I feel about pre-k and middle school—they're vital to the success of our school system. We appreciate that both the State Assembly and Senate have recently proposed a funding stream to support our expansion of universal pre-k and after-school programs. But since budgets are about shared investments, this is an opportunity to tell you about how I personally plan to invest myself in our shared priority of moving our schools forward. Throughout my time in our school system, **four core pillars** have guided me—and they will constitute the crux of everything we do going forward.

First, teachers, principals, and school staff need to be honored, because respect for professional staff is key. For us to move schools forward, educators doing the extraordinarily hard, on-the-ground work must be valued, thanked, and supported. For too long, teachers have voiced *real* concerns, be they about a dearth of professional development opportunities, curricular matters, or otherwise. The result? They often felt overlooked. Educators have clamored for more support and sought ways to hone their craft—and we're going to deliver for them. This is a profession that commands society's respect, and our teachers deserve to be celebrated.

To that end, we have brought on Anna Commitante to head our citywide curriculum and oversee our professional development work. Her team provides educators with instructional support, which empowers them to make certain that all of our students can meet the high bar of the Common Core Learning Standards. Anna and her team have already begun and will continue to conduct targeted professional development forums including: math and literacy content seminars with coaches to address issues with Common Core implementation and a citywide conference for 1st-3rd year principals where experienced principals will present workshops on best practices, among others training events.

Her team will include Linda Curtis Bay to work on our STEM curriculum and Dr. Esther Friedman, who will ensure that interventions that have proven successful for our struggling students are available throughout the City. There will be training on all these strategies over the next few months and into the summer to insure that Level 1 and 2 students have the tools they need to be successful students.

Second, we must focus on improving student achievement. Common Core will move us in this direction and demystifying its components and strategies is crucial to our efforts. We need to increase graduation rates, drive proficiency up, and ensure more students are ready for college. But I also know that preparing for life *is living it*. When visiting schools and listening to educators, I often hear stories about how "real" teaching, engaging projects, and exciting trips are put aside, in some cases to accommodate test prep. To improve student achievement, we need to remember that is our job to develop the whole person and to help **ALL** students.

We must place more focus on our children who need additional supports, including our students with disabilities and our English Language Learners. We must look to expand effective



programs to better serve these populations. We know what works, we just need to build on good practices.

While Dr. Esther Friedman will be developing curriculum and intervention models for our struggling students, we will also be looking at how we better support our schools that are in most need. Sharon Rencher has joined my leadership team to make sure we are working closely with the State assisting our struggling schools. We can no longer just call them our struggling schools, they are our priority schools. She has already developed a plan for school visits to which every deputy chancellor is committed to follow.

My **third pillar** is family engagement. We want to engage with all of those who want to work with us. Schools are often like second homes—great schools foster emotional connections with students and their families. They're successful when parents feel ownership, when they "buy in" to the efforts of a school. It's our goal not just to develop a parent-friendly system—we know we have a long way to go—but also to develop partners. From now until the end of the school year, the DOE will host a number of Citywide parent and family-oriented conferences, workshops, and town hall meetings to help parents understand the parent-leadership structures at the school, district, and City levels and seek their assistance in moving the DOE forward.

In April, we are hosting a conference for families of students with disabilities. And over the next few months, we will host borough-based conferences for parents of English Language Learners. Additionally, we will offer Parent Academy workshops to provide families, parent leaders, and staff with information and resources to support them in helping their students learn and achieve.

The more we empower our stakeholders with information on our education policies, the better the results for our kids. To that end, this past Friday we held a training session for elected officials, Community Education Council members, and Panel for Education Policy members. The aim? To demystify the Common Core Learning Standards. Over 50 attendees—and some of you were there. These are workshops that we will continue, and not only because their sheer existence represents a change in tone. The more educated our communities are about the inner workings of our schools, the more invested they will be in fixing them.

As Deputy Chancellor Grimm discussed with you on Tuesday, we have also established a working group to provide a practical and honest reflection of space and building utilization in our schools. This Blue Book Working Group, named after a space planning guide for our school buildings, is a result of my sincere belief that, as a tool, the Blue Book should be made more transparent, more accurate, and easier to understand. The first Blue Book Working Group meeting was held just two weeks ago and my staff and I are excited about its potential.

And for the **fourth, and last pillar**—we need to innovate and partner. I recently made my twenty eighth school visit as Chancellor and I was struck by one single truth: successful schools have productive partnerships. Wonderful things are happening in our schools and by identifying and sharing best practices, we can improve the quality of schools across the City through collaboration and partnership. I will soon be meeting with many CBO's and non profits to discuss how we might



collaborate to improve student outcomes.

As this budget helps move our school system forward, these are the pillars that will guide me and the Department. We have a renewed emphasis on improving instructional practice and enhancing professional development for educators, which will help improve student outcomes. We are changing the way we make decisions so that all of our stakeholders feel included in the process. And that will help us innovate and develop even more partnerships.

We have an outstanding team of leaders and educators to implement these pillars. In January, Dr. Dorita Gibson assumed the role of Senior Deputy Chancellor and my second in command. In this new and expanded role, she will oversee all aspects of school support. Phil Weinberg, a 28-year veteran of our schools, will oversee our recently reinstated Division of Teaching and Learning, which will include professional development, instructional support, Common Core and college-readiness initiatives, and our efforts to develop model schools to share best practices throughout the City.

Kathleen Grimm, sitting next to me and who spoke to you Tuesday, will remain in her current role as Deputy Chancellor for Operations and her goal will be to create and foster school environments conducive to learning, both inside and outside the classroom.

And Corinne Rello-Anselmi will be the Deputy Chancellor for Specialized Instruction and Student Support where she will oversee the Office of English Language Learners and the Office of Special Education and continue to spearhead initiatives to enhance academic support, and strengthen family engagement to ensure that our most vulnerable students have access to a rigorous academic curriculum that prepares them for college and careers. We have an excellent group of leaders. We have an excellent group of leaders.

Many positive changes for our students are already underway, but we need the resources to accomplish our goals. You are well aware that in 2007, the New York State Legislature and Governor acted on the Campaign for Fiscal Equity court ruling. The State's obligation to ensure every student's constitutional right to a sound education should have ended the unfair distribution of State aid to local school districts. And yet, since 2009, the State has not met the court-ordered obligation to our City and other school districts elsewhere in the State.

I would like to take this opportunity to thank Speaker Mark-Viverito, Chair Dromm and many other City Council members for reminding the Governor in a March 11 letter of the State's obligation to this commitment. In Fiscal Year 2015 alone, there is a shortfall of over \$2.7 billion of outstanding additional foundation aid to New York City schools.

Eliminating this shortfall will go a long way in moving our schools forward. And without these fiscal remedies, principals will be forced to make decisions they should not have to—about cuts to necessary programs and about sacrifices due to inadequate funding. Our students deserve better. They deserve what is rightfully, and constitutionally, theirs. We ask that the State make good on their obligation to our students.



One last note before I close: my staff and I have met with many of you in the past few weeks to discuss your priorities and concerns. And it is clear to me that you are committed to being our partners toward a shared goal—ensuring that New York City students have access to the best education possible, as early as possible, with the supports in place that will follow them through every stage of their academic careers.

It is my goal to make New York the premier education system in not just in the country, but the world. We are a world-class city with world-class offerings—museums, parks, monuments, and so many other attractions. We need to create a world-class school system. That means our dollars, and our energy, needs to be focused on improving each and every classroom. With your help, we're going to get there. Our guiding principles will be equity for all, collaboration with everyone, and capacity building to ensure success for all stakeholders.

Thank you for this opportunity to testify. I will now answer any questions you may have.

Principal Notes

January 2014

Chancellor's Letter

Welcome to *Principal Notes*, a newsletter to connect us, share ideas, and start conversations. One of my primary goals is to establish an open line of communication among us. I'm excited to begin this process with a correspondence (in addition to *Principals' Weekly*). You can expect *Principal Notes* at the middle of each month. I hope it will provide useful information to help you bolster your practice.

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Chancellor Fariña

Give and Take

Each month I'll be posting a resource request to create a culture of sharing and collaboration. This month, I'm looking for any Common Core material translated into Spanish, or any other languages that might be available. If you have this material and are willing to share, please [email me](#). Let's spread the wealth.

You Are Invited to a Principals' Meeting with Chancellor Carmen Fariña

Please join us for my first meeting with principals across the city.

[RSVP HERE](#)

January 29, 2014 - 5:30 to 7:00 p.m., doors will open at 5:00 p.m.
Brooklyn Technical High School, [29 Fort Greene Place, Brooklyn](#)

I look forward to meeting you and sharing ideas on great instruction and inspired leadership. My remarks will be followed by a casual reception with light refreshments.

Please note that this is an optional event. RSVP required.

Shout-Outs

During every school visit, I'm on the lookout for outstanding practices, and I'm going to use this space to celebrate what has personally inspired me each month. I hope you will be inspired as well.

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Innovations

The more we excel, the more likely our students are to succeed. Every month, I'll suggest areas to focus on and highlight methods for translating your vision into reality.

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Parent Engagement

You'll hear me talking a lot about parents. They're one of our most valuable resources, but too often, they feel left out. We can—and must—change this dynamic. I have a few ideas.

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DOE Employee

Meet the people who are at your service. Dr. Esther Klein Friedman is a longtime DOE employee who designs academic and literacy intervention, supplemental instruction for students struggling in core subject areas. She is an example of excellence, and I've asked her to tell us about how she goes about her job.

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Book of the Month

I Will Make Miracles impart the powerful message that by dreaming big and acting now, we have the opportunity and ability to make change. Though the book is currently out of print, it will be reprinted as a testimony to New York City educators.

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**Department of
Education**

Carmen Fariña, Chancellor

Chancellor's Letter

Dear Colleagues,

When I walked into work on my first day as Chancellor, I carried a book with me called *I Will Make Miracles*. On the cover of my book, I had changed the “I” of the title to “We.” Improving the quality of education in our City is an ambitious goal—but this goal is possible if we rally our forces. You are an integral part of that effort.

From day one, a primary goal has been to establish an open line of communication among us. I want to know about your practices and your concerns, and I want you to know the direction in which we’re going and why. I’m excited to begin this process with this monthly newsletter, which will honor your successes and provide useful information to help you bolster your practice.

For the foreseeable future, my attention will be on middle schools, a critical time for students. Schools across the country have long grappled with how to keep students involved in their education during this transition. This edition of *Principal Notes* will focus on creating solutions.

We can begin by identifying middle schools with a strong focus on content work and interactive learning. These successful schools are a powerful resource, and by sharing best practices we can improve the quality of schools across the City. I am looking for energetic principals, strong parent involvement, and a unique approach to middle school issues. We must ensure that we share our expertise so that all New York City students can receive a first-class education. I invite you to [email me](#) personally to highlight innovative practices that work.

Every accomplishment of consequence requires a first step. The book I carried with me on my first day as Chancellor, *I Will Make Miracles*, is currently out of print, but when our school system showed interest in it, the publisher decided to go back to press and announce a new printing. In closing this month’s letter, I would like to quote the last several lines of this marvelous book:

*I'll fill up the world with people who share,
With people who smile, with people who care.
It might sound like God is who I want to be—
And maybe it's true. But here is the key:
To change the world from dark to bright,
First I should learn to read and write.*

Best,

Carmen Fariña
Chancellor

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Shout-Outs

During my first two weeks as Chancellor, I began visiting schools. I learned so much from seeing teachers and principals in action. Each visit, I'm on the lookout for practices that achieve excellence, and I'm going to use this space to celebrate what has personally inspired me each month. I hope you will be inspired as well, and I encourage you to make appointments to visit the exceptional schools you read about here. There is nothing more powerful than learning from one another.

My first stop was M.S. 223, The Laboratory School of Finance and Technology, in the Bronx. This is a high-poverty school that is doing an amazing job integrating literacy and dual-language instruction into its curriculum. [Principal Ramon Gonzalez](#) is also using the arts to expand learning opportunities and get students excited about summer school and afterschool activities, which is one of my priorities.

M.S. 88 Peter Rouget in Brooklyn is a great example of a big school that's divided into specialty houses. I was intrigued by the way [Principal Ailene Altman Mitchell](#) has aligned technology with the Common Core. This is the wave of the future, and we're driving the trend.

Under [Principal Manny Ramirez's](#) leadership, Comprehensive Model School Project M.S. 327 in the Bronx is offering unbelievable wrap-around services that provide academics as well as medical services. The math instruction is creative and innovative, and the building is amazing. It's no wonder that parent involvement is high.

I was especially impressed by the afterschool program at The Bronx School for Young Leaders. [Principal Serapha Cruz](#) is committed to building students' self-confidence, poise, and talents—qualities that translate into successful high school admissions.

I had a wonderful visit with [Principal Kenneth Zapata](#) at I.S. 75 Frank D. Paulo in Staten Island. Children were speaking to one another in the classrooms; interactive learning was happening. Each classroom had a library—I love seeing word-rich environments—and a great organizational feeling. Principal Zapata has implemented a peer-to-peer teacher evaluation system, as well as self-assessment exercises for both teachers *and* students. Extra kudos to the principal for actively engaging the entire school community through curriculum and family nights.

I look forward to visiting more terrific schools as time goes on.

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Innovations

Every month, I'll draw your attention to timely topics and areas where we might improve. The more we excel, the more likely our students are to succeed. Here are some examples of strategies to turn vision into reality.

February Break

As a network or in strong collaboration with colleagues, create a February Break study package. Make the break meaningful with independent reading or writing activities, even as follow-up to some educational TV material or timely movie.

Create a reward system for students who complete work rather than punishing those who don't do it. Reward them with something special. Design a parent and teacher meeting with parent coordinators to explain the importance of the work—and the success.

Lunch Assignments

Lunch assignments don't have to be eternally vexing. This is the perfect time of year for a small committee to discuss creative solutions for the best use of this time. Peer tutoring, clubs, and enrichment options can build on teachers' interest and hobbies. Remember, there is such a thing as having lunch too early and there are alternatives. If any of you have interesting solutions to this problem, please [email me](#) and we will pass them along in the next issue.

New Teachers

This is the time of year that many of our newer teachers feel stressed and underappreciated. Take an afternoon to invite them for coffee in a quiet and serene place and ask them to share answers to three questions:

- What are you particularly proud of this year?
- What are your major obstacles that we can help you with?
- What do you hope to accomplish in the next few months?

Send a thank-you note after the meeting with a pointed suggestion for follow-up.

Graduation Activities

You are probably already thinking about graduation activities. It's important to make them significant to students. Famous guest speakers at elementary or middle school graduations speak to adults more than to children.

When I was a principal, instead of bringing in a DOE official to speak, I had my graduating class pick one of their peers to talk about their memories of the school. Also consider a recent graduate who can return with stories of life at the next level.

I recommend that you have an informal time with teachers who won't be present at graduation to watch a rehearsal and share the celebration. Graduation is a cumulative act that reflects the hard work of everyone in the building. Most importantly, establish clear criteria and communications about who can attend graduation, how many tickets each family will get, and the exact procedures for the big day.

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Parent Engagement

You'll hear me talking a lot about parents. They're one of our most valuable resources, but too often, they feel left out. We can—and must—change this dynamic. I have a few ideas.

As I meet with parent groups throughout the City, it is clear that many of them are very proud of the work that you're doing in your schools.

Initiating practices that involve parents in the life of the school are a key element in forging a positive school climate. Getting parents involved and excited about their kid's education can take many forms: curriculum nights, school tours, artist residencies, classroom demonstrations (to name a few). The relationships we foster in education are crucial, and by strengthening the connection between parents and our schools, we will see enhanced participation and achievement in the classroom.

Let's make sure parents feel welcome, and please be sure to include them in meaningful School Leadership Team decision making and all elements of the Comprehensive Educational Plan. I'm going to meet with all Community and Citywide Education Councils in the coming months and would prefer hugs rather than stones.

Also, please stay tuned for information about a citywide parents' conference to take place in the near future.

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DOE Employee

INSIDE INTERVENTION by Dr. Esther Klein Friedman

A Preview of Things to Come

I have known many of you for a long time, having worked in the NYC public schools for over 30 years as a teacher, staff developer, principal, district director of literacy and social studies, local instructional superintendent and district superintendent. My work at central over the past seven years has focused on providing high-quality academic intervention as well as supporting core literacy programs.

While educators have long sought to address the issues posed by students who struggle with literacy, these challenges have been complicated further by the demands of the new curriculum standards. We want students not just to graduate from high school, but to meet the demands of college and the workplace. At the same time, a new set of standards has increased the gap for many students between their reading level and the more rigorous level of the text they are expected to read.

This has created heightened need in two areas. First, we are striving to deliver new curricular content which introduces more challenging text—including students who struggle with literacy. Second, we are also working to recover students academically through interventions that target their specific areas of need in literacy. In other words, while we are teaching

the standard curriculum, we must also work to build up the reading levels of students who are challenged in this area.

To support teachers in these two areas, and to support Chancellor Fariña's strong focus on middle schools, I plan to provide a comprehensive set of professional development events and other resources in academic intervention. The response to the K-5 events has been strong and many have asked for more options for grades 6-8. Here are just a few adolescent literacy events being planned:

- Strategies for Adolescents Who Struggle with Literacy
- Using Assessment to Target Instruction and Intervention
- Building Fluency in Struggling Readers
- Powerful Strategies for Building and Retaining Vocabulary
- Embedding Comprehension Strategies That Boost Interaction with Text
- Literacy in the Disciplines: One Size Does Not Fit All
- *Reading Next* and *Writing Next*: Seminal Documents to Guide Practice in Adolescent Literacy

To respond to the need for specific research-based tools, we will also offer a concurrent series focused on building the academic intervention toolkit. In these workshops, participants will receive a starter set of materials along with a full day of training by the program author. Among these will be:

- *Basic Writing* with Dr. Judy Hochman
- *Rewards Reading* and *Rewards Writing* with Dr. Anita Archer
- Really Great Reading's accelerated phonics programs with Scott DeSimone

Educators need support in both core programs and research-based protocols for students who struggle academically. My firm belief is that this is best accomplished one student at a time—for as many students as necessary. I look forward to expanding the impact of this critical mission and working with you on this exciting collaboration.

Dr. Friedman is Senior Director of Literacy and Academic Intervention at the NYC Department of Education.

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Book of the Month

I am determined to bring the focus of our efforts back to learning and literacy. In that spirit, each month I will select a book I want everyone in the city to know about and will read it aloud during some of my school visits.

This month's selection is *I Will Make Miracles* (Bloomsbury, 2008) by Susie Morgenstern, with evocative illustrations by Jiang Hong Chen. It's the story about a boy who is asked what he wants to be when he 'grows up.' Naturally, he wants to perform acts of greatness: rid the world of evil, feed the hungry, and provide everyone with more sleep. Instead of concluding these goals are impossible, our hero identifies the first step toward these achievements.

Though the book is currently out of print, it will be reprinted as a testimony to New York City educators. *I Will Make*

Miracles imparts the powerful message that by dreaming big and acting now, we have the opportunity and ability to make change.

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Reminder

You Are Invited to a Principals' Meeting with Chancellor Carmen Fariña

Please join us for my first principals' meeting as Schools Chancellor.

[Register here!](#)

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Brooklyn Technical High School, [29 Fort Greene Place, Brooklyn](#)

I look forward to meeting you and sharing ideas on great instruction and inspired leadership.

My remarks will be followed by a casual reception with light refreshments.

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Principal Notes

February 2014

Chancellor's Letter

While it is only my second month since arriving at the DOE, I am excited to have many plans in motion that will renew focus on classroom instruction, parent engagement, and communication with *everyone*. Changes can be unsettling, but moving beyond our comfort zone can also be liberating and empowering. You are among the most important agents of change in improving the lives of the children in our charge.

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Chancellor Fariña

Shout-Outs

With each middle school visit, I am more and more impressed with the outstanding work going on among our students, teachers, and staff. I hope we can use these experiences to learn from one another.

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On My Mind

This month, I've been thinking about parent involvement, homework and tests, and disciplinary methods. I've included some suggestions that I hope you'll consider.

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Spotlight

Principal Douglas-Wheeler of J.H.S. 57 in Brooklyn, an MSQI school, uses an individualized approach to education that helps the students at her school excel in literacy. Tracking students' progress, developing targeted interventions, and celebrating progress is key.

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From the Field

Thank you for sharing stories about the exceptional people and practices in your schools. Publicly recognizing each other's talents and contributions is one of the best ways to re-energize our classrooms. In this space, I'll pass along some of your ideas and accolades, so please keep those emails coming.

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Introducing...

Playing an instrumental role in the Mayor's UPK plan, Sophia Pappas, formerly a pre-kindergarten teacher herself, discusses her background and ongoing work to implement high-quality programs for all four-year-olds across the City.

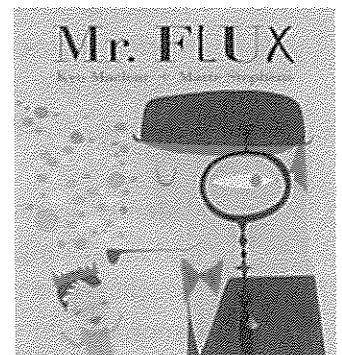
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Book of the Month

This month's book selection is about change:

Mr. Flux (*Kids Can Press*, 2013) by Kyo Maclear with delightful illustrations by Matte Stephens. During this evolving phase at the DOE, the story demonstrates to all of us that great possibilities and potential can arise from change. What a wonderful message for kids—and for the kid in all of us.

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with meeting the rigorous Common Core standards. However, researchers have long known and proven that the very best way to create thoughtful readers, and to have an impact on students' reading comprehension, is to have them read voluminously. According to researcher and author Richard Allington, and instructional coach Mike Fisher, the more kids read, the better they become. Mike puts it this way, "Lots and lots of text at instructional reading levels is the best way to develop good readers."

Finally, we need to involve our parents to the fullest extent possible. We know that when parents get involved, it makes our job easier and we are far more likely to meet with success. This is especially true at the middle school level where their participation begins to wane. We need to convince parents that their kids still need them involved. Many parents want to be involved and are looking for ways to do so. So whether it's a parent workshop on how to communicate effectively with your early adolescent, or what the curriculum looks like, or how to support your child's independent reading at home, let's give parents a reason to come to school and get involved.

In closing, and perhaps most importantly, we want to hear from you. We need your feedback to understand what works from your perspective, why it works, and how we can help. Let's spread the good ideas around. We look forward to visiting during the coming months, and thank you for your support.

With admiration,

Carmen

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Shout-Outs

As I tour more middle schools, I continue to be impressed by the range of outstanding practices our principals have put in place. Here is what inspired me this month. I hope you will be inspired as well—and make plans for your own visit.

At M.S. 319 Maria Teresa in Manhattan, [Principal Ysidro Abreu](#) and his parent coordinator host a monthly "Parent Learning Walk." They start each session by discussing the elements of good instruction and then let parents observe their kids in the classroom. Afterward, parents complete a survey to assess the learning environment, noting such things as whether students did the majority of the talking in class, referenced text to explain their thinking, and asked for help when they got stuck. I love this model because it gives parents a continuity of purpose—and the tools they need to become true partners in their children's education.

Like many New York City public schools, M.S. 447 The Math & Science Exploratory School in Brooklyn has a very diverse student population. To create an environment in which students feel safe and respected, [Principal Dawn Valle](#) suspends classes one day each year to hold a Peace and Diversity Conference. At this year's event (held the day after Martin Luther King, Jr.'s birthday), I saw wonderful performances and group activities covering everything from bullying and peer pressure to the harmful effects of racial, religious, ethnic and other

This month, I've been thinking about parent involvement, homework and tests, and disciplinary methods. Here are some suggestions I hope you'll consider.

Parent Involvement

I attended my first meeting of the Panel for Educational Policy last month. I'd heard how contentious those meetings had been in the past; it was immediately clear to me that many parents had felt neglected and disenfranchised for years. So I listened. I heard parents' concerns about co-locations and special needs students. I heard their calls for open and honest communication with administrators, a priority of mine. School safety was also on their minds.

Although our relationships with parents can be contentious, there are ways to defuse the situation. As a principal, every year I made an effort to give peace a chance and re-engage parents who were angry with me. I invited them for coffee and reintroduced myself to see if we could begin again for the sake of their child. Often it worked and made my life easier (theirs, too, I hope). When it didn't work, I felt I had at least tried.

One piece of advice: always have a third party, such as a guidance counselor, present. Life isn't pleasant when you have two adults arguing over a child.

Homework and Tests

In our commitment to higher standards, we sometimes err on the side of 'more is more.' Loading students up on homework that isn't meaningful is a waste of their valuable energy. May I recommend a school homework policy? Arrange a time frame for each grade; in elementary school, for example, set aside a half hour for first and second graders and an hour for third and fourth graders. For middle- and high-school grades, subject teachers should consult with one another to ensure that tests are spread out evenly. Be sure teachers have a policy for grading and collecting homework.

In terms of middle- and high-school tests, set a test-taking policy so that students are not overwhelmed with two exams on the same day. I, personally, do not like Monday tests. Consider, instead, science every third Wednesday and math every fourth Thursday. Predictable test schedules prime students for success. Be sure to send a calendar of test dates home so parents and students can plan accordingly.

Disciplinary Methods

I plan on engaging the New York City Police Department and Police Commissioner Bill Bratton on how we can better work together on safety and discipline issues. In school visits, I always look for:

- Positive behavior codes ("I should" versus "don't")
- Pleasant tone
- Student engagement and voicing of opinions

In middle school and high school, having a student advisory council and *listening* to their recommendations is a great way to move adolescents toward independence.

Please be especially sensitive to how you handle young children who are simply being rambunctious. Let me know if you have any other recommendations for positive behavior practices.

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How do you keep your students engaged? Learning is not just about a test score—it's about developing the whole child, and having fun. Whenever students make progress, we celebrate their success with singing, dancing, and prizes. We also infuse the arts into many aspects of curriculum: in one English class, students study the works of Shakespeare, rewrite them, and perform the dramas for the community. I want to inspire kids to go out and change the things they don't like about the world, and that only happens if we make a commitment to inspire them each and every day.

To learn more about the ongoing work at J.H.S. 57, please contact [Principal Douglas-Wheeler](#).

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From the Field

Thank you for sharing stories about the exceptional people and practices in your schools. Publicly recognizing each other's talents and contributions is one of the best ways to re-energize our classrooms. In this space, I'll pass along some of your ideas and accolades, so please keep those emails coming.

Nina Auster, the principal of P.S. 64 The Joseph P. Addabbo School in Ozone Park, Queens, wrote to tell us about her parent coordinator **Ines Gronda**. Gronda, who came to this country from Ecuador as an adult, understood how difficult it was for parents of English Language Learners to support their children academically. So 13 years ago she began holding twice-a-week English as a second language classes for parents. The class is so popular, now there's a wait list. Gronda also organizes more than 30 parent workshops throughout the year on topics ranging from homework help to stress management. "Our parent community relies on Ines to be their children's advocate as well as their own," Auster wrote. "I feel that she could be a resource for energizing parent coordinators throughout the city." I couldn't agree more.

Every year, fifth-grade students at P.S. 321 William Penn in Brooklyn conduct a three-month study of slavery, the abolitionists and the Civil War. Principal **Elizabeth Phillips** describes the project as "one of the richest we do. It truly integrates reading, writing, social studies, art, and math." Students read primary documents, write essays and historical fiction, watch video clips, participate in debates and historical-fiction book clubs, and do research reports. The project culminates in a trip to Gettysburg. Phillips says parents are amazed at how much their children learn and how invested they become in the study.

Phillips also told me about her school's innovative approaches to strengthening parent involvement, including family night events that draw 500 to 700 people. I was especially interested in her upcoming Family Arts Night, where arts teachers and parents lead activities, such as collage and mural-making projects.

At the DOE, we make a point of celebrating and honoring what makes each of us unique, so I thought you could glean some ideas from the Around the World in 80 Minutes event P.S. 321 does every May. Sponsored by the school's diversity committee, the day includes activities and demonstrations to build appreciation for the different countries and cultures represented in our schools. Students and parents can learn African or Chinese dancing,

experiences with them revealed incredible potential. I grew to understand that it was my role to support them in realizing that potential through consistent encouragement, positive energy, and instruction tailored to their individual needs.

Every interaction with them and their families was an opportunity to contribute to their short- and long-term success. When Amir proudly displayed his house made of blocks, positive and specific feedback motivated him and gave him a chance to use new math and social studies vocabulary. When Maliyah wrote a Valentine's note to her friends, she was able to address the cards on her own by finding the names of her friends on cards we used daily to choose interest-based learning centers. As a class, we developed our problem-solving skills by coming up with creative solutions to various problems posed by traditional nursery rhymes. Unlike all the king's horses and men, the four year olds in Room 114 could think of several ways to put Humpty Dumpty back together again.

The importance of citywide full-day pre-k expansion comes back to what I saw to be true as a teacher: high-quality early education is vital to the success of all children. And just as partnerships are essential to success in the classroom, collaboration with various stakeholders within and outside of DOE is vital to successful implementation of the Mayor's plan.

My office will build on and expand our existing collaboration with schools, community-based organizations, other central DOE teams, and other City agencies. We'll strengthen supports for teachers, assistants, administrators, and families. We'll double down on outreach efforts focused on community engagement across all five boroughs in order to spread the word about new full-day options. Together, we have two extraordinary opportunities: one, to ensure that every pre-k program makes the most of the early years to reach children during a critical stage in their development; and two, to establish strong partnerships with families from the beginning.

I'm pleased to say that principals across all five boroughs have already expressed interest in supporting the scale-up plan by indicating their intent to apply for full-day pre-k. The deadline to submit a full application is February 25. Principals should complete the written application found [here](#) and send it to [Michael Greenberg](#) by **Tuesday, February 25**. I encourage you to read the White Paper, [Ready to Launch](#), released in late January that lays out more specifics. Michael will also be happy to answer your questions.

Sophia E. Pappas

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Book of the Month

Mr. Flux (*Kids Can Press*, 2013)

by Kyo Maclear, illustrations by Matte Stephens

Dear Readers,

Saturday, March 22, from 8:00 a.m. to 2:00 p.m.
Stuyvesant High School, 345 Chambers Street, Manhattan.

Principals will hear from Chancellor Fariña and attend workshops facilitated by expert principals from across the City. Attendance is optional and voluntary; interested principals must register by **Friday, February 28**.

Contact: NYCChancellor@schools.nyc.gov

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Dates to Remember

TUES, FEB. 18
CEC 19

WED, FEB. 19
CEC 20
CEC 21

THURS, FEB. 20
CEC 6

MON, FEB. 24
CEC 15
CEC 27

TUES, FEB. 25
CEC 9
CEC 13
CEC 16
CEC 24

WED, FEB 26
D75

THURS, FEB. 27
CEC 7
CEC 29
Citywide Council on Special Education

MON, MAR. 3
CEC 18
CEC 31

TUES, MAR. 4
Citywide Council on English Language Learners

WED, MAR. 5
CEC 25

THURS, MAR. 6
CEC 22
CEC 28

WED, MAR. 12
CEC 1
CEC 4
CEC 12
Citywide Council on High Schools

THURS, MAR. 13
CEC 5
CEC 14

MON, MAR. 27
CEC 27

For more information, call FACE at 212-374-4118.

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Principal Notes

March 2014

Chancellor's Letter

As I approach my twenty-fifth school visit as Chancellor, I am struck by one truth: there is no example of a successful school without a productive partnership. No school can achieve in isolation. It takes parents, teachers, principals, and community members working shoulder-to-shoulder to ensure our students the first-rate education they deserve.

[Read More](#)



Chancellor Fariña

Shout-Outs

At the schools I visited this month, I witnessed teacher collaboration, student engagement, and innovative approaches to the learning process. Let's celebrate their inspiring work.

[Read More](#)

On My Mind

This month, I've been focused on respect and acceptance in our school communities. I also wanted to remind you of our speech-language pathologists, pass on some great methodology, and report back from an arts meeting which took place this month.

[Read More](#)

Spotlight

Betty Cartagena, principal of Academy for New Americans in Queens, has devoted her school's instruction to helping newly-arrived immigrant students develop English language proficiency.

[Read More](#)

Introducing...

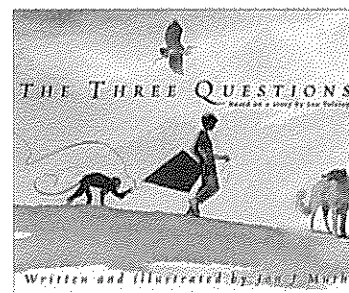
Jesse Mojica, executive director of the Department of Education's family engagement division and a key player in the DOE's strategies to strengthen school-family partnerships.

[Read More](#)

Book of the Month

March's book of the month, *The Three Questions* (Scholastic Press, 2002), written and illustrated by Jon J. Muth, shows that there is no time like the present to do what matters to us most.

[Read More](#)



Give and Take

If your school has a clear and well-executed parent communication newsletter, please [let us know](#). We are also very interested in learning about any exciting plans you may have for integrating a rigorous, content-rich arts curriculum into other subjects, including social studies, science, and math. Click [here](#) for more information on the DOE's standards-based approach to teaching the arts, and [here](#) for samples of arts and Common Core-aligned units in dance, music, theater, and visual art.

Chancellor's Letter

Dear Colleagues,

As I approach my twenty-fifth school visit as Chancellor, I am struck by a single truth: successful schools have productive partnerships. No school can achieve in isolation. It takes collaboration: parents, teachers, principals, and community members working shoulder-to-shoulder to ensure our students the first-rate education they deserve.

Yesterday, I witnessed the power that partnerships have in driving positive change. I started my day by meeting with a group of afterschool advocates, where we discussed our mutual commitment to middle school. We can't start talking about graduation rates in ninth or tenth grade; that's too late. Our focus on graduation *has* to start earlier. Next, I met with the Chancellor's Parent Advisory Council, where I gathered feedback, responded to some concerns and ideas, and shared my current priorities. Immediately after, I met with a group of principals to address alternatives to suspension and new ways to think about school discipline. These open-ended conversations not only help build trust but give me the opportunity to learn from you and education stakeholders directly. I rely on this advice and input to move our efforts forward.

I didn't plan it this way, but my experiences epitomized the theme of my Book of the Month, *The Three Questions*, and I revisited a passage in which Pushkin the dog told the protagonist Nikolai: "You can't pay attention to everything yourself. You need a pack to keep watch and help you decide when to do things."

So, today, I ask you to take inventory of your "packs." What alliances have you forged? Are they achieving your goals? How can we grow together?

As always, please share your ideas and solutions for building new partnerships and nurturing the ones you already have. You are on the ground doing the hard work every day, and I want you to know how much I value your insight and expertise—you are my pack.

Warmly,

Carmen

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Shout-Outs

- Dr. Reginald Landeau, Jr., the principal at J.H.S. 216 George J. Ryan in Fresh Meadows, Queens, has created a small-school environment by breaking down a school that serves 1,400 students into three themed academies: Law and Justice, Media Arts, and Scientific Exploration. During a visit to the Media Arts Academy, I observed an inter-disciplinary unit lesson on reptile enclosures that integrated math, English, science and social studies. Teachers collaborated to create the unit. I'd love to see this type of hands-on,

inquiry-based teaching and learning replicated in all of our middle schools. I was particularly impressed by the school's focus on building teacher leaders, who oversee teams of teachers organized by grade level and subject area. Teacher teams meet three times a week—time slots are embedded into the regular and extended school day—to share ideas on ways to improve instruction and student aptitude. As liaisons between their teams and school administrators, teacher leaders can both air instructors' concerns and communicate the principal's vision to the larger school community. Having open, honest exchanges deepens everyone's sense of purpose, inspires great teaching, and improves student learning.

- The teachers at I.S. 5 Walter H. Crowley School of Leadership in Elmhurst, Queens are enthusiastic about their work and committed to improving their craft, my goal for every teacher in every school in the City. During my visit, Principal Kelly Nepogoda introduced me to her cabinet members and staff, who are busy implementing new and more rigorous instructional methods to prepare students for college and career success. Students are engaged in academic discussions in English, science, and social studies classes, and challenging tasks in mathematics. I was happy to see that the school is expanding its classroom libraries and is providing students the opportunity to read independently at the appropriate grade level. This is a great way to promote literacy and expose students to new ideas, and will be especially beneficial for the school's large English Language Learner population. Principal Nepogoda is a new administrator who has quickly gained the respect of the school community, a testament to her role as an educator and a visionary leader.
- Principal David Abbott of BELL Academy in Bayside, Queens is forging important ties between parents and the school community. His school-wide initiatives, including "Dads Bring Your Children to School Day," encourage parents to participate and invest more heavily in their children's academic and social growth. I noticed that BELL is continuing to deepen its good work around the Renzulli Learning model. This personalized instructional method builds on students' academic strengths, interests, and creativity, helping them gain knowledge and understanding through critical thinking and group dialogue. Through a flexible curriculum, students are exposed to a wide range of academic disciplines, which was reflected in the individual and group projects displayed throughout the school's hallways.
- Student interaction is high on the agenda at I.S. 34 in Tottenville, Staten Island. Principal John Boyle has cultivated print-rich classroom environments—student work covers their walls—and a wonderful library that supports citywide efforts to improve literacy. Teachers and teacher leaders are fully committed to their students' success, and in fact, the entire I.S. 34 community is engaged in the learning process. It is clear from the classrooms, hallway environments, and library I observed that students love attending school, teachers work as a team, and leadership is truly serving students. As an added bonus, the school has a terrific website maintained by parent coordinator Diane Cunsolo. All teachers maintain a class web page, and the site includes videos of school-wide events created by students in media classes. The website has proven to be an invaluable resource for students and parents: it has received over 590,000 hits in the past three years!
- At Metropolitan Expeditionary Learning School in Forest Hills, Queens, school leaders Damon McCord and

Patrick Finley foster an inquiry-based approach to teaching. Students participate in “learning expeditions” that allow them to deeply explore a theme across all of their courses. To study the concept of “origins,” for example, students in an eighth-grade science class are growing oysters and investigating the impact of ocean acidification on shell thickness. In social studies, students engage in a four-week case study of the Triangle Shirtwaist Factory fire of 1911 in an attempt to understand the origins of the labor movement and workers’ rights. In English, they explore immigration policies by conducting on-street interviews in an immigrant community in Queens. I observed rich, hands-on, real-world learning and it was clear that students were developing skills that would enable them to retain the knowledge. I was also impressed with the school’s curriculum guides and professional development support.

- Broome Street Academy in SoHo is an innovative charter high school founded to prepare New York City’s most vulnerable young people to graduate with a Regents diploma by pairing a rigorous academic approach with positive youth development. Despite the challenging realities that many of the Broome Street students confront, Principal Barbara McKeon eliminated detention and replaced it with a “No Nonsense Nurturing” approach to culture building and behavior management. The school’s mission is organized around the principles of PRIDE: Professionalism, Resilience, Dignity, and Empathy. In addition to high academic expectations aligned to college and career standards, the school offers its students a wide array of socio-emotional supports ranging from after-school enrichment, to health, counseling, and therapeutic activities offered in partnership with the school’s founding partner, The Door.

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On My Mind

R-E-S-P-E-C-T

As local and national news stories continue to make clear, many of our students are under tremendous stress. Whether a student’s psychological distress comes from peer pressure or as a consequence of bullying or discrimination of any type, it can affect a child’s attendance, class participation, and overall connection to school. That is why it is so very important to review your practices regarding your students’ social and emotional well-being.

In last week’s *Principals’ Weekly*, I told you about a City Council hearing I attended on the experience of lesbian, gay, bisexual, and transgender (LGBT) students and staff in our public schools—and about how movingly some young people spoke about their isolation. But instead of giving up, they were only more determined to create a community of acceptance for themselves and their families.

While I was impressed by their can-do attitude, I must remind you that it’s our job to ensure that all of our students have the support they need to feel safe, respected, and included in school. On that note, I encourage you and your staff to think about creative ways to help students gain insight and sensitivity for peers who may be different from them. I’m especially interested in hearing from schools that have done successful work around creating an inclusive school

community for LGBT students.

Partnering for Success

I've been asking for ideas about innovative ways for principals to share best practices with one another. I've gotten some terrific responses and encourage you to continue to send me any wonderful ideas or successful, out-of-the-box solutions. In the next couple of weeks, I'll be ready to discuss how we might move forward with this model. I want collaboration, not competition.

It's in the Phonemes

If you have many students who scored a Level 1 or 2 on State tests, consider asking your speech-language pathologist to do a workshop for your primary-grade teachers. These therapists are trained in the appropriate approach to phonics and phonemic awareness. Understanding the “sound bites” in spoken words and their relationship to written language can vastly improve students' reading and literacy skills.

Inside Scoop

I recently visited a school whose students were primarily English Language Learners who were new to the City, and I was amazed by the level of writing they were able to produce. I wondered how they were able to do this. The school principal explained that she is using National Geographic's *Inside* series, a comprehensive suite of instructional materials with accompanying DVDs targeted specifically for English Language Learners. These resources are helping make learning tangible by taking students inside government agencies or institutions—from the Secret Service and Special Forces to the NFL. This principal made a choice about selecting instructional materials best suited to the needs of her student body—and she is experiencing success.

Arts and American History

Last week, Public Advocate Letitia James and I had the pleasure of meeting with over 100 representatives from our City's many arts and cultural organizations. At the event, hosted by the New-York Historical Society, I spoke of my commitment to arts education and proposed ways that arts and cultural institutions could help support our work in a variety of content areas. I was most interested in how these institutions could help us by sharing quality resources they have created that are connected to topics in American history. Additionally, I asked these institutions to think about how they could create a middle school “Teen Thursday” program to support out-of-school-time learning in American history. Everyone was extremely eager to engage with us and support our work and I'm thrilled to have such interested and dedicated partners. We live in one of the most culturally diverse cities in the world and it is important to help our students take advantage of the best our City has to offer.

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**Testimony of Lisa Levy, Director of Policy, Advocacy & Organizing
New York City Coalition Against Hunger**

Before The New City Council Committee on Education

Budget Hearing

March 20, 2014

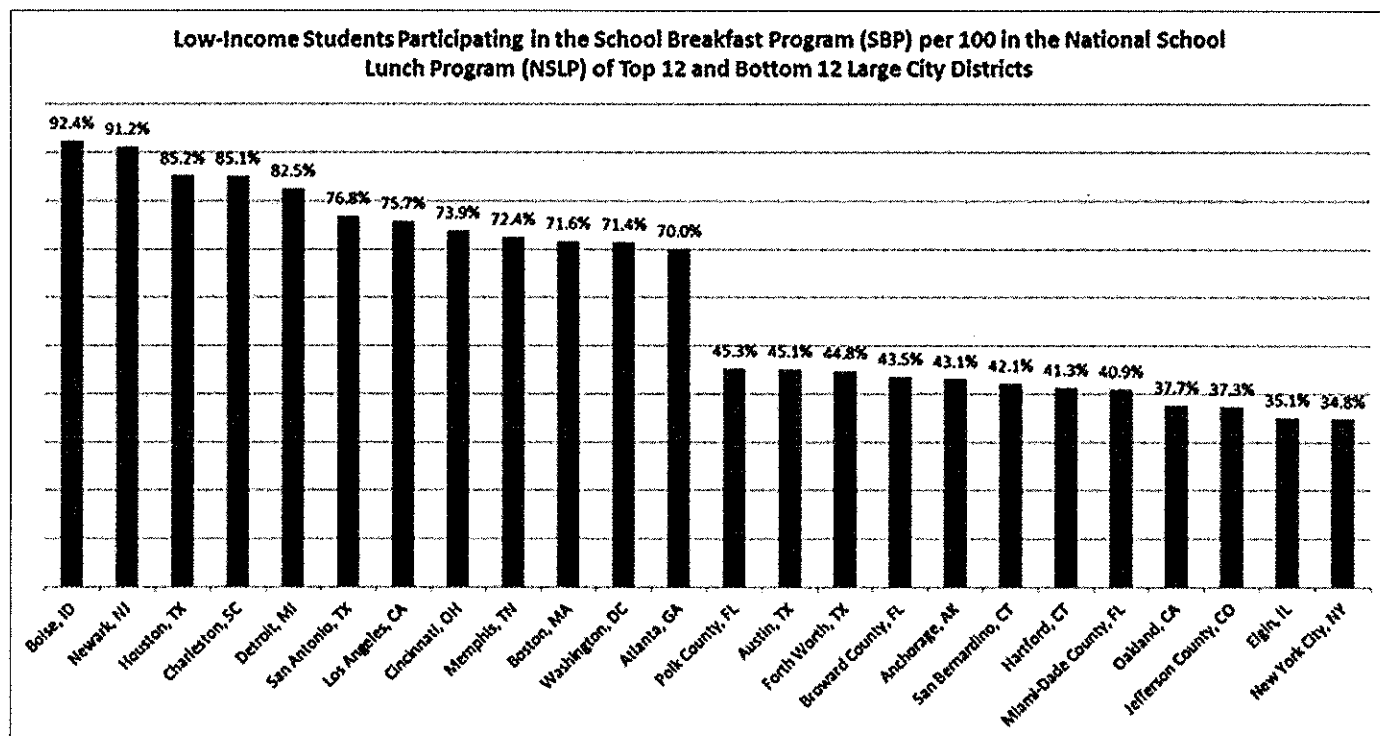
I am Lisa Levy, Director of Policy, Advocacy, and Organizing at the New York City Coalition Against Hunger. I am testifying on behalf of the city's more than 1,100 soup kitchens and food pantries – and the more than 1.4 million New Yorkers who live in households that can't afford enough food. I want to first thank Chair Dromm and the Education Committee for inviting me here today.

Breakfast in the Classroom is the Best Way To Reduce Child Hunger

For the one in five children in New York City who live in households that cannot afford enough food, school meals are a critical component to fighting child hunger. New York City has made great strides to get children to eat school meals, but we are still behind.

The City has great opportunity to improve nutrition among food insecure and hungry children, decrease childhood obesity, and receive more revenue from the federal government for the Department of Education (DOE). The City can quickly and easily achieve these outcomes by expanding the provision of school breakfast in first period classrooms.

Each day, schools across New York City offer free, universal school breakfasts. They require no paperwork, forms, hassle, or cost to the students. Despite the simplicity of this process and the outreach efforts of the DOE's Office of SchoolFood to increase participation in the School Breakfast Program (SBP), New York City's participation has significantly lagged. According to a January, 2014, report by the Food Research Action Center (FRAC) on school breakfast participation in 63 large urban school districts across the country, New York City ranked last, with only 34.8% of the students receiving free or reduced-price (FRP) lunches also receiving free breakfasts.



That's right, out of 26 big cities, New York City is dead last. It's bad enough when we lose to Boston or Philadelphia in basketball, football, hockey, or baseball, but it's downright unforgivable when we lose to them so badly in feeding our children.

Having learned first-hand of Newark's success with in-classroom breakfast, in 2008, New York City launched a pilot project to try out in-classroom breakfasts in a number of schools. At one pilot site, Public School 68 in the Bronx, every student ate breakfast together during their first-period class. The pilot is working better than anyone could have anticipated. The school's principal has said that before the pilot, an average of 50 children came to school late every day, so many that she had to assign extra staff to writing out late slips. When they started serving breakfast in their classrooms, kids came in early just for the meals, and now only about five kids a day are late—a 900 percent decrease in tardiness. The principal also mentioned that absenteeism and visits to school nurses also dropped, and in the afternoons, kids fell asleep in the classrooms less frequently. This is obviously not only good nutrition policy but also good education policy.

Given that most school districts must now have a complex system in place to collect forms and data on the income of each student's parents to determine the eligibility of each child for either free, reduced-price, or full-cost meals, when a district adopts a universal breakfast or lunch policy, not only does it reduce the stigma faced by children and thereby increases participation, it also reduces the paperwork and bureaucracy, saving the school district time and money. When kids eat breakfast in a classroom instead of a lunchroom that is a hallway or two away, they have more time to focus on their studies and are protected from the stigma of having to leave their friends to go to a special breakfast room "for the poor kids." Given that textbooks are widely understood to be a critical educational tool, public school districts typically lend them out free of charge to all students. The time is ripe for the nation to view school meals in the same way. Free breakfast and lunch should be universal in all classrooms around the country.

The facts also prove by far, to us as most effective in increasing participation in school breakfast – and thus stemming both obesity and food insecurity – is the implementation of breakfast in the classroom (BIC). As reported in the FRAC school breakfast study, “districts serving breakfast in the classroom have the highest participation rates.” Evidence in our own city is consistent with this finding: at 23 schools offering BIC schoolwide in January, 2012, the breakfast participation rate was 68% of all students.

By expanding breakfast in the classroom or the “grab and go” model in hallways, the Department of Education can:

Improve nutrition among food insecure and hungry children. A study published in the *Journal of the American Dietetic Association* reports that “evidence suggests that breakfast consumption may improve cognitive function related to memory, test grades, and school attendance.” Nearly one in five children in New York City (31.4 percent, or 553,499) lives below the federal poverty level, a rate considerably higher than the national average of 22 percent. Approximately one in five children in New York City – about 406,260 – suffers from hunger or food insecurity. For children in families that are struggling to afford food, and thus often skip eating breakfast entirely, the single most effective health intervention is to provide nutritious school breakfasts.

Decrease childhood obesity – Research has linked regular breakfast consumption with lower rates of obesity. A study by Dr. Phillip Gleason and Dr. Allison Dodd found “school breakfast participation was associated with significantly lower body mass index... [and] may be a protective factor, by encouraging students to consume breakfast more regularly.” Additionally, an analysis of 47 studies about the breakfast habits of children and teens came to the conclusion that “breakfast eaters generally consumed more daily calories yet were less likely to be overweight.”

The USDA’s nutritional guidelines for school breakfast reduce the minimum calorie requirement while significantly improving the nutritional content, presenting a real opportunity for DOE to offer students a leaner, more nutritious breakfast.

Receive more revenue from the federal government – According to FRAC’s analysis, the New York City Department of Education would have collected \$53,127,696 million in additional federal funds, and served an additional 194,518 low-income students, if it met a 70:100 [FRP Breakfast: FRP Lunch] ratio during the 2012-2013 school year.

The City’s pilot project to tie school meals reimbursements to Medicaid saved the city administrative costs by allowing participating children, enrolled in Medicaid, to be automatically eligible for free school meals. This means that a significant number of additional children in DOE schools had their meals automatically reimbursed by the federal government.

The Flawed Reasons for No Longer Seriously Promoting In Classroom Breakfasts

City Claim #1: There is not convincing evidence that Breakfast in the Classroom will improve nutritional status.

Reality: The School Breakfast Program improves the nutritional status of low-income students, and Breakfast in the Classroom is the most effective method of delivery.

School breakfast is one of the most effective ways of improving the nutritional profile of students in New York City Schools. In New York City Schools, 75% of the students qualify for Free or Reduced Price Lunch. According to the USDA Food Security Supplement, approximately one in five children in New York City suffers from hunger or food insecurity. Because children in food insecure households may not get adequate nutrition until the next morning in school, it is important to breakdown the barriers that keep children from participating in a breakfast program ensuring they are able to learn throughout the day. In fact, for students participating in the nutrition programs, "...more so than school lunch, school breakfast appears to be **used primarily by the subset of students who are most vulnerable**...making the school breakfast more broadly available would be beneficial in ensuring that more children start their school day with a meal."

Not only does school breakfast provide a meal to start the day, it provides nutrition for the rest of the day. Breakfast in the classroom is endorsed as an effective hunger intervention in an article in the *Journal of School Health* titled Breakfast and the Achievement Gap Among Urban Minority Youth, stating, "High quality breakfast programs that allow students to eat breakfast in the classroom are especially needed for **youth who are not likely to get good nutrition the rest of the day.**" For children in families that are struggling to afford food, and thus often skip eating breakfast entirely, the single most effective health intervention is to provide nutritious school breakfasts.

Higher breakfast participation also improves grades and behavior. A study published in the *Journal of the American Dietetic Association* reports that "evidence suggests that breakfast consumption may improve cognitive function related to memory, test grades, and school attendance." With the new nutrition guidelines based on recommendations from the Institute of Medicine rolling out over the next few years (Fig. 1), making the accessibility of the School Breakfast Program easier through Breakfast in the Classroom would enable more children to consume a complete and nutritious breakfast.

City Claim #2: We do not believe that Breakfast in the Classroom will decrease childhood obesity. There is substantial risk of contributing to overweight and obesity among New York City students.

Reality: The consumption of a balanced breakfast in the classroom does not contribute to obesity and regular breakfast eaters are less likely to be overweight or obese. Hunger and food insecurity are far bigger problems facing New York students – and a far larger contributor towards obesity.

National School Lunch Program Meal Pattern		
Food Group	Previous Requirements K-12	Current Requirements K-12 (as of 7/1/12)
Fruit and Vegetables	$\frac{1}{2}$ - $\frac{3}{4}$ cup of fruit and vegetables combined per day	$\frac{1}{2}$ - 1 cup of vegetables <u>plus</u> $\frac{1}{2}$ - 1 cup of fruit per day Note: Students are allowed to select $\frac{1}{2}$ cup fruit or vegetable under OVS.
Vegetables	No specifications as to type of vegetable subgroup	Weekly requirement for: <ul style="list-style-type: none"> • dark green • red/orange • beans/peas (legumes) • starchy • other (as defined in 2010 Dietary Guidelines)
Meat/Meat Alternate (MMA)	1.5 – 2 oz eq. (daily minimum)	Daily minimum and weekly ranges: Grades K-5: 1 oz eq. min. daily (8-10 oz weekly) Grades 6-8: 1 oz eq. min. daily (9-10 oz weekly) Grades 9-12: 2 oz eq. min. daily (10-12 oz weekly)
Grains	8 servings per week (minimum of 1 serving per day)	Daily minimum and weekly ranges: Grades K-5: 1 oz eq. min. daily (8-9 oz weekly) Grades 6-8: 1 oz eq. min. daily (8-10 oz weekly) Grades 9-12: 2 oz eq. min. daily (10-12 oz weekly)
Whole Grains	Encouraged	At least half of the grains must be whole grain-rich beginning July 1, 2012. Beginning July 1, 2014, all grains must be whole grain rich.
Milk	1 cup Variety of fat contents allowed; flavor not restricted	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

School Breakfast Program Meal Pattern		
Food Group	Previous Requirements K-12	Current Requirements K-12 (as of 7/1/12)
Fruit	½ cup per day (vegetable substitution allowed)	1 cup per day (vegetable substitution allowed) Note: Quantity required SY 2014-15. Students are allowed to select ½ cup of fruit under OVS.
Grains and Meat/Meat Alternate (MMA)	2 grains, or 2 meat/meat alternates, or 1 of each per day	Daily min. and weekly ranges for grains: Grades K-5: 1 oz eq. min. daily (7-10 oz weekly) Grades 6-8: 1 oz eq. min. daily (8-10 oz weekly) Grades 9-12: 1 oz eq. min. daily (9-10 oz weekly) Note: Quantity required SY 2013-14. Schools may substitute MMA for grains after the minimum daily grain requirement is met.
Whole Grains	Encouraged	At least half of the grains must be whole grain-rich beginning July 1, 2013. Beginning July 1, 2014, all grains must be whole grain rich.
Milk	1 cup Variety of fat contents allowed; flavor not restricted	1 cup Must be fat-free (unflavored/flavored) or 1% low fat (unflavored)

The definition of breakfast matters. The studies that the DOHMH used defines a breakfast, “as any food or drink consumed after awakening and before the survey was administered,” or “food that came from any of the following 4 locations: home, bodega/restaurant, school cafeteria, or classroom.” Yet, according to research from the USDA following the 1992 School Nutrition Dietary Assessment Study (SNDA-1), defining breakfast broadly limits the insight into determining whether a child is eating breakfast through the School Breakfast Program (SBP). When breakfast is defined broadly as any food containing at least 50 calories, like the SNDA-1, the SBP “is not associated with an increased likelihood of eating breakfast.” “When breakfast is defined as consumption of food from two or more food groups and intake of food energy greater than 10 percent of the RDA, the likelihood of eating breakfast is significantly higher for low-income students attending schools with the SBP than for similar students attending schools without it.”

Additionally, the peer-reviewed research that they use to support their case does not determine any causal link between BMI and school breakfast. It instead calls for studies to determine other factors related to BMI and school breakfast.

“For example, does the energy content of school breakfast differ by location (classroom; cafeteria)? Does the energy content of school meals differ by children’s BMI whether offer-vs-serve foodservice is implemented? Results from such studies could provide important guidance for policy changes concerning school meals.”

The recommendations make light of new guidelines surrounding breakfast in the classroom such as offer versus serve. Age-appropriate calories counts have been developed in the nutrition guidelines recommended by the Institute of Medicine.

At a young age, it is important to instill good behavior in regards to eating. “Considering that **behavior change is central to preventing obesity**, the effectiveness of short-term interventions may be biased and even regressive whereas effective long-term interventions are more promising.” Breakfast in the classroom provides just such an opportunity to change behavior around what is often called the most important meal of the day.

Further evidence of long-term behavior affecting BMI comes from a 10 year study in the journal *Obesity* called, Longitudinal Patterns of Breakfast Eating in Black and White Adolescent Girls. One of its conclusions was, “Among girls with a high BMI at baseline (age 9), those who at breakfast more often had lower BMI at the end of the study (age 19). In other words, **eating breakfast more often was associated with decreased BMI** at the end of the study, but only among girls who had relatively high BMI at the beginning of the study.”

In fact, breakfast eating may be a protective factor when it comes to risk of obesity and overweight. From the journal *Pediatric Obesity*, “**children who consumed more than three meals per day and also consumed breakfast daily, were two times less likely to be overweight or obese.**”

Ironically, the very way that the City manages in-classroom breakfast, having it in some classrooms but not others, increases the possibility that parents will provide an extra breakfast to their children at home, because they are confused as to which of their children get it at school and/or because they don’t want to provide differential treatment to their children at home.

City Claim #3: We want to maintain principal autonomy by avoiding a BIC mandate, and a public education campaign is enough to increase cafeteria breakfast.

Reality: Principals must follow a wide variety of DOE mandates on a wide variety of topics. If something is a priority for the City, it is indeed mandated in every school. By using this excuse to avoid a BIC mandate, the DOE is also avoiding millions of dollars in federal funds.

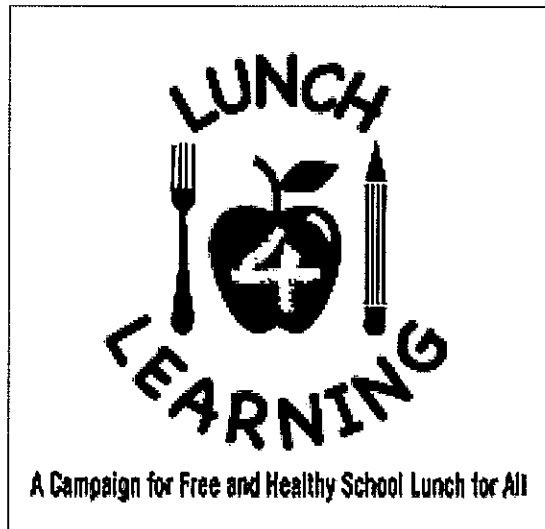
When there are other matters of public health, mandates are absolutely necessary. When the Department of Health and Mental Hygiene regulates schools for food safety, it doesn’t let principals pick and choose which regulations they want to follow. Similarly, sex education is another public health intervention where it was deemed right to mandate the curriculum to all students at the appropriate grade level.

By leaving the decision to implement BIC up to the principal, the DOE leaves the decision to eliminate many barriers for children wanting to eat breakfast, sends the message that this is not a priority, and leaves millions of dollars in federal funds off the table. These funds could go towards better food or equipment. According to FRAC’s analysis, the New York City Department of Education would have collected \$ **\$53,127,696 million in additional federal funds**, and served an additional 194,518 low-income students, if it met a 70:100 [FRP Breakfast:FRP Lunch] ratio during the 2012-2013 school year.

Conclusion

We believe that only a progressive, proactive, and effective approach will be successful in expanding in-classroom breakfast. We hope we can count on the Education Committee, the rest of the City Council, and Mayor de Blasio's entire administration to make Breakfast after the Bell happen. The 50,000 children struggling against hunger are counting on each of you.

Thank you.



**Testimony before the New York City Council Education Committee
Hearing on the Preliminary Budget
Community Food Advocates
March 20, 2014**



15 Maiden Lane, Suite 1200 New York, NY 10038 212-697-2323 ext. 257
communityfoodadvocatesnyc.org, lunch4learningnyc.org

Thank you for the opportunity to testify today. My name is Liz Accles and I am the Executive Director of Community Food Advocates. This past fall we launched the coalition based **Lunch 4 Learning Campaign** to call on our new Mayor to institute a policy of citywide universal free and healthy school lunch for all NYC public school students. Mr. Chair and members of the committee we appreciate your leadership on this issue.

Through **Lunch 4 Learning** we have added new and influential voices to this effort by building a broad, diverse coalition, with over 120 organizations and elected partners (list attached). We have engaged partners who have not traditionally been involved in school food access issues, including educators/education advocates, parent organizations, student/youth groups, public health organizations, unions, community organizations, immigrant groups, academic and professional organizations, as well as food advocacy organizations.

Problem to be Addressed

Hundreds of thousands of students in NYC public schools do not participate in federally funded school lunch due to the program's poverty stigma, not for a lack of need. An astonishing 75 percent of NYC's 1.1 million public school children are eligible for free or reduced priced school lunch, which means that their annual family income is less than \$36,000 for family of three.

Despite this, many students go without eating school lunch for fear of being labeled poor by their peers, which can have long-lasting health and educational consequences. In 2013, **250,000 out of 780,000 students eligible for free or reduced price meals did not participate in the school lunch program.** Many more students are above income eligibility for free or reduced priced lunch, yet are in families that are struggling to makes ends meet.

Changing the current system – by de-linking school food to family income – will get rid of the poverty stigma that greatly impacts participation, especially as children get older. Currently 81% of elementary school students eat school lunch; it drops to 61% in middle school; and 38% in high school.

This situation can most effectively be remedied by implementing universal free school lunch citywide and improving food quality and appeal. Universal school lunch works! In schools that took up the long-standing federal option to offer a limited form of universal free school lunch (called Provision 2), participation rates increased significantly – with particular impact on New York City's middle and high school students. Alternatively, in schools where the program ended, participation dropped. This proves true in other cities and localities where universal school lunch is the policy.

Hunger has dramatically increased as a result of the SNAP cuts that went into effect in November 2013—sending record numbers of people to already overwhelmed soup kitchens and food pantries. The Farm Bill's \$9 billion cut to SNAP disproportionately impacts New York City and will lead to additional losses in direct food assistance. **For households with school-age children, school meals are the most effective way for New York City to cushion families from the impact.**

Our Goals

The Mayor can institute universal free meals immediately by ending the collection of student fees for lunch and providing lunch free to all students, regardless of income. No state or federal permission is required.

Then the city can maximize federal incentive programs (Provision 2 & Community Eligibility Provision that minimize paperwork and maximize federal reimbursements for the upcoming school year).

Securing a commitment from the Mayor and Chancellor to implement citywide universal free and healthy school meals for all New York City public schools is our first goal. This is not “pie in the sky”: federal dollars are available for every meal served that meets nutritional guidelines; and all NYC schools serve breakfast (already free to all) and lunch so the infrastructure already exists. With citywide universal school lunch, we project 120,000 additional students eating every school day, a 20% increase in participation by the end of the school year 2015-16, the second year of the campaign.

School lunch costs are primarily paid for by the federal and state governments. A 20% increase in participation (or 120,000 more meals per day) would bring an additional \$59 million in federal and state funds into NYC. The city covers the difference between the federal and state reimbursement and the cost of providing the meal. A 20% increase in participation would require limited additional NYC investment of \$20 million, or \$20/student per year.

This \$20 million represents a small fraction of the NYC Department of Education budget. This is a small investment with a big return: a 20% increase in school lunch participation will create the equivalent of 1,000 SchoolFood jobs financed primarily by federal funds. The additional 21 million meals served each year will also have a significant impact on the local and regional economies.

We ask the Mayor, Chancellor and City Council to prioritize this issue in the Executive budget. Universal free school lunch is WIN-WIN-WIN! It benefits students and families, schools, and the local economy.

Once implemented students will be better nourished and ready to learn and families will be better able to make ends meet.

Schools will be able to direct time and resources toward educational activities that are now used for the collection of school food application forms and fees, and the daily identification of students.

Thank you again for your leadership and the opportunity to testify today.



A Campaign for Free and Healthy School Lunch for All

Partner list:

- Advocates for Children
- American Academy of Pediatrics New York Chapter 3
- Alliance for Quality Education
- Bed-Stuy Campaign Against Hunger
- Beth Hark Christian Counseling Center, Inc.
- Bronx Bethany Community Corporation
- Bronx Health Reach
- BronxWorks
- Brooklyn Food Coalition
- Brooklyn Kindergarten Society
- Brooklyn Movement Center
- CAMBA
- Celebrevents
- Chhaya CDC
- Child Development Support Corporation
- Children's Aid Society
- Children's Defense Fund - NY
- Citizens' Committee for Children
- City Harvest
- Coalition for Educational Justice
- Community Education Council 17 – Brooklyn
- Community Education Council 18 - Brooklyn
- Community Food Advocates
- Community Health Action of Staten Island
- Congregation Ansche Chesed
- Congregation Rodeph Sholom
- Corbin Hill Farms
- Council of School Supervisors and Administrators,
Local 1: American Federation of School Administrators, AFL-CIO
- CUNY School of Public Health
- District Council 37, AFSCME, AFL-CIO
- EcoStation
- El Puente
- Every Day is a Miracle, Inc.
- FoodFight
- Federation of Protestant Welfare Agencies
- First Corinthian Baptist Church Fishes and Loaves
- Food Bank for New York City



- Food Research and Action Center
- Fort Greene Peace
- Goddard Riverside Community Center
- Good Shepherd Services
- Henry Street Settlement
- Hour Children
- Human Services Council of New York
- Hunger Action Network of NYS
- Intermediate School 2 Parent Teacher Association, Staten Island
- Jacob A. Riis Neighborhood Settlement House
- Jamaica Seventh Day Adventist Church
- Jan Poppendieck, Author, *Free for All: Fixing School Food in America*
- Judson Memorial Church
- Just Food
- Kolot Chayeinu/Voices of Our Lives
- Laurie M. Tisch Center for Food, Education & Policy at Teachers College Columbia University
- Make the Road New York
- Manhattan Borough President Gale Brewer
- Marion Nestle, Paulette Goddard Professor, NYU, Steinhardt School, Department of Nutrition, Food Studies & Public Health
- Met Council on Jewish Poverty
- Metropolitan NYC WIC Association
- Middle Collegiate Church
- MinKwon Center for Community Action
- Mosholu Montefiore Community Center
- Myrtle Avenue Revitalization Project
- Neighborhood Family Services Coalition
- New Dorp High School Parent Teacher Association, Staten Island
- New York City Coalition Against Hunger
- New York City Councilmember Margaret Chin, Chair, Aging Committee
- New York City Councilmember Daniel Dromm, Chair, Education Committee
- New York City Councilmember Daniel Garodnick, Chair, Economic Development Committee
- New York City Councilmember Cory Johnson, Chair, Health Committee
- New York City Councilmember Ben Kallos
- New York City Councilmember Brad Lander, Deputy Speaker for Policy, Co-Chair, Progressive Caucus
- New York City Councilmember Stephen Levin, Chair, General Welfare Committee
- New York City Councilmember Mark Levine, Chair, Parks and Recreation Committee
- New York City Councilmember Annabel Palma
- New York City Councilmember Debi Rose, Chair, Waterfronts Committee
- New York City Councilmember Helen Rosenthal, Chair, Contracts Committee
- New York City Food and Fitness Partnership
- New York City Food Policy Center at Hunter College
- New York City LGBTQ Chamber of Commerce
- New York City Public Advocate Letitia James
- New York Common Pantry
- New York State Assemblywoman Aravella Simotas



- New York State Assemblywoman Linda Rosenthal
- New York State Senator Liz Krueger
- New York Faith and Justice
- Northern Manhattan Improvement Corporation
- Red Rabbit
- Resilience Advocacy Project
- Robert Jackson, Former Chair, New York City Council Education Committee
- Romemu: Judaism for Body, Mind and Spirit
- School Food FOCUS
- Share Our Strength
- Silvia Center
- Slow Food NYC
- Single Stop USA
- Society for the Advancement of Judaism
- Southside United HDFC - Los Sures
- St. Nick's Alliance
- Staten Island Federation of Parent Teacher Associations
- Sunnyside Community Center
- The After School Corporation
- The Battery Conservancy
- The Church of St. Paul and St. Andrew
- The Coalition for Asian American Children and Families (CACF)
- The Fort Greene/Clinton Hill Community Food Council
- The River Fund
- The Ryan Center
- Trinity Lutheran Church of Manhattan
- True Gospel Tabernacle
- UJA-Federation of NY
- United Federation of Teachers
- Union Settlement Association
- United Community Centers/United Community Day Care Center
- United Neighborhood Houses
- United Way of New York City
- Uniting Disabled Individuals, Inc.
- University Settlement
- Wellness In The Schools
- West Side Campaign Against Hunger
- WhyHunger
- Women's City Club of New York
- YMCA of Greater New York
- YWCA of the City of New York





Campaign Key Points

What is the goal of the campaign?

Universal free and healthy school lunch for all NYC public school students. It is the most effective way to encourage greater participation by eliminating the poverty stigma associated with the program.

Who makes up the coalition?

A broad range of over 100 organizations and elected leaders have joined the campaign.

Why do we want universal free school meals for all NYC public school students?

Participation in the school lunch program is low—but not for a lack of need.

- 68% NYC public school students are eligible for free school lunch, which means that their annual family income is less than \$25,000 for family of three.
- 75% are eligible for free or reduced school lunch, which means that their annual family income is less than \$36,000 for family of three.
- Many students whose family incomes are above the \$36,000 per year cut off for free or reduced priced lunch are struggling to meet basic needs.

Changing the current system – which links school food with family income – gets rid of the income stigma that greatly impacts participation, especially as children get older:

- Students eating school lunch: 81% in elementary, 61% in middle school, and 38% in high school.
- 250,000 of the 780,000 students who are eligible for free or reduced priced meals do not participate.

Universal School Meals Works

- NYC schools that provide free school lunch to all students through a federal incentive program called "Provision 2" had significant increases in the number of students eating, especially in middle and high schools. This proves true in other places that have universal free school lunch.
- *Over time, an additional 120,000 children will eat school lunch each day.*

How can this be done?

THE COUNCIL OF THE CITY OF NEW YORK

Hon. Daniel Dromm Chair

Committee on Education

Hon. Julissa Fererras, Chair

Committee on Finance

HEARING ON THE FISCAL YEAR 2014 EXECUTIVE BUDGET

March 20, 2014

**ISSUE: ELIMINATION OF THE APPROXIMATELY \$1.5 MILLION TAX LEVY ALLOCATED FOR
JUNIOR RESERVE OFFICER TRAINING CORPS PROGRAMS FROM THE MAYOR'S EDUCATION
BUDGET FY 2014**

Daniel Dromm, Chairperson Committee on Education
Julissa Ferreras, Chairperson Committee on Finance
New York City Council
250 Broadway, New York, NY 10007

Re: Mayor's Education Budget and funding for Junior Reserve Officers Training Corps

Dear Councilmembers Dromm and Ferreras,

The current Mayor's Expense Budget includes an approximately \$1.5 million tax levy for the Junior Reserve Officer Training Corps (JROTC) program. Along with the undersigned organizations, we ask that in its response to the Mayor's Budget, City Councilmembers vote to eliminate this allocation of taxpayer funds that will be used to support the JROTC program in 18 public high schools. With your committee leadership, the allocation of tax levy funding for JROTC can be re-directed to alternative educational needs.

In light of current educational financial concerns, the 2014 budget will result in cuts to after school activities, fewer guidance counselors, and needed support for special education programs. New York City's educational system can find far better uses for \$1.5 million of taxpayer money than supporting a program whose basic goal is to promote militarism and encourage enlistment of students into the Armed Forces.

For many reasons, JROTC should not be subsidized by NYC taxpayers.

1. The Federal government is paying slightly less than half the costs, apparently including all the fringe benefits, of this program. The reason that the Federal government is paying the 40 JROTC teachers their fringe benefits is because they are not employees of the NYC Department of Education, but rather employees of the Federal government. We believe that this sets a dangerous precedent of having individuals who do not possess the requisite qualifications to be a teacher in the DOE, nor who are members of the UFT, engage in teaching.

2. Currently city funds are used to cover the costs of JROTC instructor salaries and all normal employment taxes and benefits that cover regular teachers. JROTC is taught by retired military personnel. These instructors require a minimum of 60 hours of college credits which they may have acquired through online courses. The curriculum is developed by the military and presents a partisan pro-military view of political and moral issues. Former Defense Secretary General William Cohen described JROTC as "one of the best recruiting services that we could have."

3. The program is described as developing leadership, citizenship and discipline, but no data, records or reports of outcomes are presented. The program is not transparent or easily reviewable. Graduation rates, drop-out rates, reasons for leaving are not available. Are there criteria for acceptance into the program? Has the Council asked questions about success or failure rates? Does the program fulfill its promises?

4. Students in the program are given uniforms and facsimile guns, which are used for drills, parades, and assembly programs. JROTC students march into assemblies in uniform carrying the mock guns. Is this not hypocritical of the current school regulation of zero tolerance for guns of any sort in schools? If a student is in school with a play gun, he or she would be reprimanded or suffer a penalty for such action. Why shouldn't the Council consider this contradiction of zero tolerance for weapons in schools? JROTC sends the wrong message about weapons.

But more importantly, JROTC should be the lowest priority for the NYC DOE in the current budget. The list of reduced educational funding for students, teachers, and services is long and disheartening. The funds earmarked for JROTC are desperately needed and far better used to meet those needs.

The overwhelming majority of NYC taxpayers have no idea that they are funding JROTC, and we submit that when they were informed of this fact, they express strong disapproval. The budgetary process allows the Council to make changes in the Mayor's budget, and the undersigned organizations urge the Council to eliminate this tax levy item. This unnecessary subsidy towards a developed and taught military curriculum should have no place in City's FY 2014 budget, and we ask that you and the Council act promptly to recover these funds for far more important educational priorities.

For the many reasons noted, we must eliminate funding for JROTC from the FY 2014 Education Budget. Citizenship, leadership and discipline can and has been successfully taught by trained, NYC certified teachers. We solicit your leadership in guiding the Council to act responsibly on this significant educational funding issue.

Sincerely,
Barbara Harris
bharris21@nyc.rr.com

FY 14 Junior Reserve Officers Training Corps (JROTC)

District	Location	Positions	Average Teacher Salary	Cost w/o Fringe	ROTC Grant	ROTC Grant w/o Fringe	Tax Levy Allocation
02	02M625	2	\$70,714.00	\$141,428.00	\$0.00	\$0.00	\$141,428.00
06	06M468	2	\$80,912.00	\$161,824.00	\$116,731.00	\$83,582.00	\$78,242.00
09	09X297	2	\$71,821.00	\$143,642.00	\$0.00	\$0.00	\$143,642.00
10	10X439	2	\$65,645.00	\$131,290.00	\$0.00	\$0.00	\$131,290.00
10	10X440	2	\$79,797.00	\$159,594.00	\$0.00	\$0.00	\$159,594.00
11	11X455	2	\$73,227.00	\$146,454.00	\$0.00	\$0.00	\$146,454.00
19	19K507	2	\$68,170.00	\$136,340.00	\$0.00	\$0.00	\$136,340.00
19	19K583	2	\$75,611.00	\$151,222.00	\$0.00	\$0.00	\$151,222.00
20	20K490	2	\$78,772.00	\$157,544.00	\$0.00	\$0.00	\$157,544.00
24	24Q610	3	\$79,079.00	\$237,237.00	\$0.00	\$0.00	\$237,237.00
25	25Q425	2	\$75,680.00	\$151,360.00	\$0.00	\$0.00	\$151,360.00
26	26Q430	5	\$77,861.00	\$389,305.00	\$0.00	\$0.00	\$389,305.00
30	30Q450	2	\$79,636.00	\$159,272.00	\$0.00	\$0.00	\$159,272.00
31	31R440	2	\$72,432.00	\$144,864.00	\$0.00	\$0.00	\$144,864.00
31	31R445	2	\$79,627.00	\$159,254.00	\$0.00	\$0.00	\$159,254.00
31	31R450	2	\$80,053.00	\$160,106.00	\$0.00	\$0.00	\$160,106.00
31	31R455	2	\$79,006.00	\$158,012.00	\$0.00	\$0.00	\$158,012.00
31	31R460	2	\$77,866.00	\$155,732.00	\$0.00	\$0.00	\$155,732.00
	Total	40		\$3,044,480.00	\$116,731.00	\$83,582.00	\$2,960,898.00



Department of
Education
Carmen Fariña, Chancellor

DIVISION OF FINANCE
52 Chambers Street, New York, NY, 10007

SCHOOL ALLOCATION MEMORANDUM NO. 102, FY 14

DATE: January 17, 2014

TO: Community Superintendents
High School Superintendents
Children First Networks
School Principals

FROM: Michael Tragale, Chief Financial Officer

SUBJECT: Junior Reserve Officers Training Corps (JROTC)

This memorandum provides tax levy support to help defray costs associated with the JROTC program currently located in eighteen (18) high schools throughout the city. The tax levy funding should be used to offset salary costs for ROTC instructors not covered through the Armed Forces ROTC reimbursable grant. The allocation is presented on the attached table.

Schools that have not received their ROTC grants will be provided with tax levy funding to cover full salary costs. Once the Armed Forces funding is received, the tax levy allocation will be adjusted accordingly. Any schools signing a new contract for a JROTC program will be expected to self-fund the program. Any increase in instructors in current programs will also be self-funded by the school; no additional allocations will be provided.

Any questions related to this program should be directed to the Senior Grant Officer for the respective district.

Schools should schedule funds in the allocation category TL ROTC.

[Click here to download a copy of the School Allocation Memorandum.](#)

Attachment(s):

Table 1 – School Allocations ([click here for a downloadable Excel file](#))

MT: ydr

C: Senior Grants Officers (SGOs)

Organization list in formation:

Code Pink NYC Women for Peace, Barbara Harris, Chair Counter-Recruitment
Peace Action New York State, Alicia Godsberg, Executive Director,
Friends of Brook Park - Bronx, Harry Bubbins, Director
Granny Peace Brigade, Eva-Lee Baird
Institute for Immigrant Concerns, Donna Kelsch, Director
Grandmothers Against the War, Joan Wile, Founder/Director
New York Chapter of the War Resisters League, Jim Moschella,
The Washington Heights Counter Recruitment Group, Peg Rapp, Coordinator
Abolition2000, New York Metro, Alice Slater, Coordinator
Chair Peace Action Manhattan Florindo Troncelliti, Coordinator

Testimony of Jim Short
UA PARTNER INSTITUTION
American Museum of Natural History
to
New York City Council
FY15 Preliminary Budget Hearing - Education
Thursday, March 20th, 2014

On behalf of the Urban Advantage partners, I would like to thank Chairman Dromm and Members of the Committee for the opportunity to testify today about the *Urban Advantage: Middle School Science Initiative*. My name is Jim Short from the American Museum of Natural History which is a partner institution in the *Urban Advantage*. I am here today with Marnie Rackmill, the Professional Development Coordinator from Queens Botanical Garden, which is another partner institution in *Urban Advantage*.

Urban Advantage is the largest formalized middle-school science education partnership program in the City of New York, as well as the country. *Urban Advantage* was launched in December 2004 through the leadership of the City Council and has annually received funding from the City Council through a Citywide Initiative and the NYC Department of Education. With this support and working with the NYC Department of Education, *Urban Advantage* has built an unprecedented partnership between eight of the City's science-rich cultural institutions—the New York Hall of Science, the Queens Botanical Garden, the American Museum of Natural History, the Brooklyn Botanic Garden, the New York Botanical Garden, the Staten Island Zoo, the Bronx Zoo and New York Aquarium. **This partnership has led to a model science education program that connects New York City public schools, science teachers, school administrators, middle-school students, and their families with opportunities to engage in authentic science experiences that contribute to college and career readiness as middle school students prepare for high school.** Furthermore, 8th grade science assessment data indicate that students in *Urban Advantage* schools do better on the state science assessment than students in non-*Urban Advantage* schools. Working with the

Department of Education, the *Urban Advantage* framework supports science education in middle schools in a variety of ways, which include:

- Providing lab equipment and curriculum materials such as books, videos, and software to support scientific investigations in every *Urban Advantage* teacher's classroom.
- Greater access to the *Urban Advantage* partners' resources such as their exhibits and collections, as well as their scientific work and experienced science educators.
- Up to 40 hours of high quality in-depth professional development for educators across the five boroughs aimed at bringing the best tools and teaching resources to science classrooms. Including multi-day professional development sessions and options for teachers with different levels of *Urban Advantage* experience.
- Provide professional development for Parent Coordinators at every *Urban Advantage* school to effectively reach out to *Urban Advantage* families. Organize family science events at each institution and at *the Urban Advantage* schools in order to engage parents and guardians with their child's science learning. We also provide *Urban Advantage Family Guides* outlining the advantages of the program for their child, which is translated into 10 different languages.

In addition, the *Urban Advantage* program has created a strong network of middle-school science teachers and teacher leaders that educators value for collegiality, collaboration, and the opportunity to share curricular resources and expertise in science education.

Since its inception, *Urban Advantage* has served 1,148 teachers and over 185,000 students in 323 middle-schools across the City. Thanks to the City Council's Citywide Initiative support of \$2.5m in FY14, this current school year, *Urban Advantage* is in 177 schools serving 517 teachers and over 51,000 students across the City. There is an *Urban Advantage* program in every City Council District. Currently, 32% of all NYC middle-schools participate in *Urban Advantage* and 85% of students in the program are African-American, Latino, and Asian while 50% are female.

The **American Museum of Natural History**, and our 7 other *Urban Advantage* partners have long been committed to serving New York City students and teachers, some of us for well over a century. However, one institution cannot sustain systemic reform alone. Through the *Urban Advantage* partnership program, we have taken our work to a new level of integration and impact. The UA partner institutions are no longer considered just field trip destinations, but partners with teachers and schools supporting the learning and teaching of science in classrooms.

While the *Urban Advantage* reach has increased throughout the City, it is important for us to know what impact the program is having on our students. For the past five years, we have been working with the Institute for Education and Social Policy at NYU. Their recent evaluations indicate:

- Students in *Urban Advantage* schools outperformed students in non-*Urban Advantage* schools on the 8th grade New York State science assessment.
- Students who attended an *Urban Advantage* school are more likely to pass the Living Environment or Earth Science Regents than those at non-UA schools.
- *Urban Advantage* teachers report that *Urban Advantage* has been especially important for helping them implement in their classrooms Common Core State Standards in Literacy and Mathematics.

In the 2014-2015 school year, *Urban Advantage* plans to continue to strengthen these accomplishments. To do this, we seek the City Council's continued support and request that the Council allocate \$2.5m in Expense funding to the Urban Advantage Science Education Citywide Initiative in FY15. The Council's funding and support is critical to our ability to continue the reach and level of service currently provided by the UA partner institutions. The program's accomplishments would not have been possible without your support throughout the years. Thank you.



URBAN ADVANTAGE PARTNERS

American Museum of Natural
History

Brooklyn Botanic Garden

New York Botanical
Garden

New York Hall of Science

Queens Botanical Garden

Staten Island Zoo

Wildlife Conservation
Society/Bronx Zoo

Wildlife Conservation
Society/NY Aquarium

*Working with the NYC
Department of Education
to support scientific discovery
and learning in:*

- Life Science
- Earth Science
- Space Science
- Physical Science

For more information, go to:
www.urbanadvantagenyc.org

*Public support for the Urban
Advantage program is
provided by the Speaker and
Council of the City of New
York, and the New York City
Department of Education.*

Updated 3/19/2014

BACKGROUND

Urban Advantage (UA) – launched with the leadership support of the New York City Council – has built an unprecedented partnership between the City’s science-rich cultural institutions and the NYC Department of Education. This partnership has led to a model science education program that connects NYC public schools, middle-school teachers and students with the excitement of scientific discovery and learning.

URBAN ADVANTAGE PROGRAM HIGHLIGHTS

	<i>FY05</i>	<i>FY06</i>	<i>FY07</i>	<i>FY 08</i>	<i>FY 09</i>	<i>FY10</i>	<i>FY 11</i>	<i>FY12</i>	<i>FY13</i>	<i>FY14</i>
Total schools active	31	111	129	156	147	176	158	136	123	177
New teachers	62	133	116	127	61	181	86	63	111	205
Continuing (>Y1) teachers		62	94	129	196	204	285	281	253 (39 AL)	320
Total teachers active	62	195	210	256	257	385	371	344	364	525
UA Lead teachers	0	17	21	21	20	21	21	19	17	24
UA Students	5,500	18,722	21,016	27,541	24,793	36,081	37,822	35,670	33,295	52,616

All middle school students of UA teachers (6th through 8th grades) are counted as UA students and receive equipment, vouchers and science journals.

URBAN ADVANTAGE – Impact on New York City

Since UA’s inception in 2004, the program has served, through generous support from the City Council and the NYC Department of Education, 1,148 teachers, and over 185,000 students in 323 middle schools across the City. **In FY14, UA is in 177 schools serving 525 teachers and over 52,000 students across the City.**

Recent evaluations carried out by the Institute for Education and Social Policy at NYU show evidence that:

- Students in Urban Advantage schools outperformed students in non-Urban Advantage schools on the 8th grade NYS science exams.
- Students who attended a UA school are more likely to pass both the Living Environment Regents and Earth Science Regents.
- Urban Advantage teachers report that UA has been especially important for helping them implement in their classrooms Common Core State Standards in Literacy and Mathematics.

URBAN ADVANTAGE PARTNERS

American Museum of Natural
History

Brooklyn Botanic Garden

New York Botanical
Garden

New York Hall of Science

Queens Botanical Garden

Staten Island Zoo

Wildlife Conservation
Society/Bronx Zoo

Wildlife Conservation
Society/NY Aquarium

*Working with the NYC
Department of Education
to support scientific discovery
and learning in:*

- Life Science
- Earth Science
- Space Science
- Physical Science

For more information, go to:
www.urbanadvantagenyc.org

*Public support for the Urban
Advantage program is
provided by the Speaker and
Council of the City of New
York, and the New York City
Department of Education.*

Updated 3/19//2014

Urban Advantage – Serves:

- All 51 City Council Districts; 9 UA schools in District 75
- 32% of NYC middle schools participate in UA *(FY14 Estimated participation w/ 550 schools in NYC w/ an 8th grade)
- 85% of students are African-American, Latino, and Asian while 50% are female
- 67% of UA schools have been in UA for 3 or more years
- 91 out of 173 schools have 3 or more UA teachers; 120 UA schools (69%) have at least 1 teacher in all 3 middle school grades (6th, 7th and 8th).
- UA began as an 8th grade program & has expanded to incorporate 7th and 6th grade (whole school program)

The Urban Advantage Framework includes six research-based components:

- high quality professional development for teachers and administrators;
- classroom teaching resources, materials and equipment for schools chosen for their value in promoting scientific inquiry;
- greater access to the expertise and resources of the UA partner institutions through school and family field trips and support for students from scientists and science educators;
- educational outreach through family events, celebration of student achievement and technical assistance to schools;
- capacity building and sustainability structures; and
- assessment of program goals, student learning, and systems of delivery.

Urban Advantage enhances resources for science education:

- **Professional Development**
 - 40 hours of in-depth professional development for each participating new 6th, 7th and 8th-grade teacher
 - Unique multi-day PD sessions for Year 1 teachers and for continuing teachers that includes a variety of formats covering science content and pedagogy. Differentiated PD options for teachers with different levels of UA experience
- **Materials**
 - \$2,000 of scientific equipment, books, videos, software, & curriculum for each 1st year UA school.
 - \$400 per year for year 1-3 teachers (\$200 for year 4 teachers) for basic lab supplies
 - Additional science equipment distributed during PD sessions
- **Access – Vouchers** providing free admission to the 8 cultural institutions including, each year:
 - 1 class trip voucher per class
 - 2 Student & Family vouchers per student (includes up to 3 additional family members)
 - 1 Teacher vouchers per teacher to pre-plan visits
 - 2 Family Field Trip vouchers per Parent Coordinator
 - Up to 2 \$500 bus allocations per school to support family trips
- **Community Outreach**
 - UA Citywide Middle School Science EXPO, held annually since 2006, celebrates UA middle school student Exit Projects; at the 2013 UA Science EXPO over 950 UA families attended and over 350 exit projects were presented.
 - Eight UA Family Science Days annually which introduce families to the initiative and the institutions.
 - Workshops for Parent Coordinators about how best to maximize the UA partners' resources for families
 - Science Leadership Days at the Museum for Administrators
 - PTA and family events to effectively communicate UA opportunities to families.

FY14 Urban Advantage Schools (177 total)

Manhattan (35 schools)

<i>School Name</i>	<i>School #</i>	<i>Yr Joined UA</i>	<i>Active Teachers</i>	<i>Total Students</i>
M276: Battery Park City School	M276	2012	2	260
M896: Lower Manhattan Community Middle School	M896	2010	3	293
M126: Jacob August Riis PS126	M126	2008	3	383
M131: IS 131	M131	2005	1	108
M034: PS 34 Franklin D. Roosevelt	M034	2007	1	155
M226: P 226 M	M226	2007	3	71
M104: J.H.S. 104 Simon Baruch	M104	2010	8	736
M255: M255: MS 255 Salk School of Science	M255	2006	6	392
M111: P.S. 111 Adolph S. Ochs	M111	2007	1	204
M167: JHS 167 Robert F. Wagner	M167	2007	7	997
M225: Ella Baker School	M225	2014	1	76
M217: PS/IS 217 Roosevelt Island	M217	2009	1	91
M333: P.S. 333 Manhattan School for Children	M333	2013	2	188
M247: M.S. M247 Dual Language Middle School	M247	2007	2	206
M256: M.S. 256 Academic & Athletic Excellence	M256	2010	2	116
M514: New Design Middle School	M514	2012	3	265
M362: Columbia Secondary School for Math, Science and Engineering	M362	2010	4	331
M421: West Prep Academy	M421	2011	4	263
M050: P.S. 050 Vito Marcantonio	M050	2014	1	68
M372: ESPERANZA PREPARATORY ACADEMY	M372	2014	2	179
M057: James Weldon Johnson	M057	2014	3	233
M377: Renaissance School of the Arts	M377	2011	2	200
M171: P.S. 171 Patrick Henry	M171	2010	3	340
M381: Global Neighborhood Secondary School	M381	2010	1	120
M610: Young Women's Leadership School	M610	2008	1	106
M108: P.S. 108 Assembly Angelo Del Toro	M108	2008	3	268
M825: Isaac Newton JHS for Math & Science	M825	2007	5	349
M223: The Mott Hall School	M223	2010	2	148
M123: Mahalia Jackson School	M123	2014	1	154
M279: The Opportunity Charter School	M279	2010	3	237

M326: MS 326 Writers Today & Leaders Tomorrow	M326	2008	2	207
M328: IS 328 MS for Scientific Inquiry	M328	2006	5	387
M998: MALC @HighBridge	M998	2011	2	180
M348: Washington Heights Expeditionary Learning School	M348	2008	2	185
M052: Inwood Intermediate School	M052	2006	2	172

94

8,668

Bronx (41 schools)

<i>School Name</i>	<i>School #</i>	<i>Yr Joined UA</i>	<i>Active Teachers</i>	<i>Total Students</i>
X224: MS 224	X224	2014	1	105
X221: South Bronx Preparatory:A College Board Sch	X221	2014	4	237
X551: Bronx Academy of Letters	X551	2010	3	205
X223: MS 223, Finance & Technology	X223	2006	3	232
X308: Bronx Dance Academy School	X308	2013	3	227
X258: Tech International Charter School	X258	2014	2	226
X368: MS/HS 368 IN-TECH Academy	X368	2010	3	282
X532: Baychester Middle School	X532	2012	3	193
X289: The Young Scholars Academy of The Bronx	X289	2014	2	216
X723: Ittleson Day Treatment, Bronx Children's School	X723	2008	3	123
X272: MS 272 The Globe School for Environmental Science	X272	2007	2	245
X498: The Van Nest Academy	X498	2012	2	194
X366: Urban Assembly Academy of Civic Engagement	X366	2011	2	164
X089: The Williamsbridge School PS 089 Bronx	X089	2008	2	248
X071: PS 071 Rose E Scala	X071	2008	3	261
X010: PS 10 X @ 162 X	X010	2006	1	36
X568: Young Women's Leadership School of the Bronx	X568	2013	3	169
X459: EAST FORDHAM ACADEMY FOR THE ARTS	X459	2013	2	315
X363: ACADEMY FOR PERSONAL LEADERSHIP AND EXCELLENCE	X363	2011	2	166
X231: Eagle Academy for Young Men	X231	2013	3	271
X316: Kappa III	X316	2009	1	136
X118: MS 118 William W. Niles	X118	2006	5	599
X129: PS 129 Twin Parks Upper School	X129	2006	3	246
X323: Bronx Writing Academy	X323	2014	3	224
X022: J.H.S. 022 Jordan L. Mott	X022	2012	4	276
X229: I.S. 229 Roland Patterson	X229	2010	2	215
X301: MS 301 Paul L. Dunbar	X301	2008	1	245

X188A: P188 X @ MS 301 X	X188A	2008	1	103
X145: JHS 145 Arturo Toscanini	X145	2007	2	133
X214: PS 214 The Lorraine Hansberry Academy	X214	2010	5	477
X211: The Bilingual School	X211	2008	2	264
X162: J.H.S. 162 Lola Rodriguez De Tio	X162	2014	1	151
X017: P 17 X	X017	2008	1	58
X296: South Bronx Academy for Applied Media	X296	2010	3	201
X151: J.H.S. 151 Lou Gehrig	X151	2007	2	210
X029: P.S./M.S. 29 Melrose School	X029	2009	3	337
X031: PS/MS 31 William Lloyd Garrison	X031	2006	2	245
X125: J.H.S. 125 Henry Hudson	X125	2014	1	55
X562: Blueprint Middle School	X562	2014	1	114
X448: Soundview Academy	X448	2011	4	422
X123: J.H.S. 123 James M. Kieran	X123	2010	4	528
X367: Archimedes Academy for Math, Science and Technology Applications	X367	2010	4	229
			104	9,583

Queens (34 schools)

School Name	School #	Yr Joined UA	Active Teachers	Total Students
Q294: The Bell Academy	Q294	2008	2	145
Q025: IS 25 Adrien Block	Q025	2006	6	807
Q185: JHS 185 Edward Bleeker	Q185	2007	8	991
Q189: J.H.S. 189 Daniel Carter Beard	Q189	2012	2	167
Q237: I.S. 237	Q237	2014	1	35
Q127: PS 127 Aerospace Science Magnet	Q127	2010	2	173
Q061: I.S. 061 Leonardo Da Vinci	Q061	2006	1	109
Q141: IS 141	Q141	2014	1	177
Q084: P.S. 084 Steinway	Q084	2010	3	74
Q286: Young Women's Leadership School of Astoria	Q286	2009	4	316
Q706: Q706 Our World Neighborhood Charter	Q706	2008	3	253
Q109: Jean Nuzzi Intermediate School 109	Q109	2014	2	257
Q172: Irwin Altman Middle School 172	Q172	2014	4	508
Q074: JHS 74 Nathaniel Hawthorne	Q074	2007	5	744
Q252: The Queens School of Inquiry	Q252	2010	3	307
Q217: Robert A. Van Wyck	Q217	2008	12	1306
Q164: PS/IS 164 Queens Valley School of the Arts	Q164	2007	1	133

Q230: I.S. 230	Q230	2006	1	178
Q145: IS 145 Joseph Pulitzer	Q145	2006	4	600
Q005: IS 5 Walter Crowley Intermediate School	Q005	2005	9	698
Q204: I.S. 204 Oliver W. Holmes	Q204	2012	5	650
Q125: IS 125 THOM J MCCANN WOODSIDE	Q125	2008	1	120
Q192: Renaissance IS 192 The Linden	Q192	2012	3	441
Q268: PS 268	Q268	2007	2	170
Q072: JHS 072 Cath. & Count Basie	Q072	2008	6	828
Q226: Q Virgil I. Grissom	Q226	2006	5	382
Q157: JHS 157 Stephen A. Halsey	Q157	2006	6	701
Q190: JHS 190 Russell Sage	Q190	2005	4	537
Q093: IS 93 Q Ridgewood	Q093	2007	4	464
Q043: The School By-the-Sea	Q043	2012	2	252
Q138: The Sunrise School	Q138	2014	2	302
Q319: Village Academy	Q319	2012	2	285
Q262: Channel View School for Research	Q262	2007	5	316
Q137: IS 137Q America's School of Heroes	Q137	2008	9	945

130

14,371

Brooklyn (59 schools)

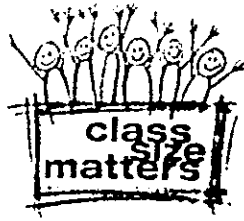
<i>School Name</i>	<i>School #</i>	<i>Yr Joined UA</i>	<i>Active Teachers</i>	<i>Total Students</i>
K008: MS 8	K008	2014	1	111
K447: The Math & Science Exploratory School	K447	2007	6	532
K614: The Young Women's Leadership School of Brooklyn	K614	2010	2	191
K162: JHS 162 The Willoughby	K162	2007	3	234
K347: IS 347 School of Humanities	K347	2006	4	253
K577: MS 577 Conselyea Prep School	K577	2006	4	509
K113: M.S. 113 Ronald Edmonds Learning Center	K113	2014	2	202
K536: Community Roots Charter School	K536	2014	2	216
K691: Fort Greene Preparatory Academy	K691	2011	3	275
K780: Brooklyn East Collegiate Charter School	K780	2013	3	221
K492: Urban Assembly Academy of Arts and Letters	K492	2013	2	184
K265: JHS 265 Susan S. McKinney	K265	2006	3	275
K057: The Ron Brown Academy	K057	2013	2	280
K534: MS 534	K534	2013	1	64
K301: Satellite East Middle School	K301	2014	2	202

K757: Unity Preparatory Charter School of Brooklyn	K757	2014	2	142
K394: Middle School 394	K394	2008	2	215
K354: The School of Integrated Learning	K354	2009	2	214
K368: PS 368 K at IS 33 Star Academy	K368	2006	2	99
K664: Brooklyn Environmental Exploration School	K664	2014	2	115
K292: Margaret Douglas IS 292	K292	2012	3	383
K089: PS 89 @ Cypress Hills	K089	2006	4	189
K088: Middle School 88	K088	2014	4	495
K227: JHS 227 Edward B. Shallow	K227	2008	5	399
K282: P.S. 282 Park Slope	K282	2011	4	410
K051: M.S. 51 William Alexander	K051	2008	4	463
K448: Brooklyn Secondary School for Coll. Studies	K448	2006	4	369
K062: The Ditmas Intermediate School	K062	2008	3	330
K246: IS 246 Walt Whitman	K246	2005	4	477
K382: Academy for College Preparation and Career Exploration	K382	2010	1	52
K002: Parkside Preparatory Academy	K002	2006	3	374
K141: P141 @ MS2	K141	2008	4	81
K531: The School for Human Rights	K531	2007	2	90
K722: New Heights Middle School	K722	2014	1	120
K484: Ronald Edmonds Learning Center II	K484	2014	2	155
K588: The Middle School for Art and Philosophy	K588	2014	2	238
K671: Mott Hall Bridges Academy	K671	2012	2	241
K493: K493 Brooklyn Collegiate: A College Board School	K493	2007	2	130
K697: Teachers Preparatory High School	K697	2005	1	94
K581: The East Flatbush Community Research School	K581	2008	5	334
K422: Spring Creek Community School	K422	2014	3	164
K364: IS 364 Gateway	K364	2006	4	337
K041: PS 41 K Francis White	K041	2006	3	126
K030: IS 30 Mary White Ovington	K030	2012	3	381
K192: The Magnet School for Math & Science Inquiry	K192	2010	2	137
K096: IS 96 Seth Low	K096	2006	4	439
K226: PS 226 Alfred De B.Mason	K226	2008	2	265
K099: P.S.99 Isaac Asimov	K099	2006	2	94
K285: IS 285 Meyer Levin	K285	2013	4	399
K240: Andries Hudde	K240	2010	3	271

K109: P.S. 109	K109	2010	2	219
K078: J.H.S. 078 Roy H. Mann	K078	2014	5	657
K207: P.S. 207 Elizabeth G. Leary	K207	2010	2	244
K068: IS 68 Isaac Bildersee	K068	2005	4	383
K095: PS/IS 95 The Gravesend	K095	2006	1	175
K014: IS 14 Shell Bank Intermediate School	K014	2014	2	330
K811: PS 811 Connie Lekas School	K811	2013	3	47
K098: IS 98 Bay Academy for the Arts & Sciences	K098	2007	8	1136
K234: IS 234 Arthur W. Cunningham	K234	2006	6	897
			173	16,659

Staten Island (7 schools)

<i>School Name</i>	<i>School #</i>	<i>Yr Joined UA</i>	<i>Active Teachers</i>	<i>Total Students</i>
R027: IS 27 Anning S Prall	R027	2006	3	249
R721: Richard H. Hungerford School	R721	2005	3	110
R002: I.S. R002 George L. Egbert	R002	2010	8	967
R025: South Richmond High School I.S./P.S. 25	R025	2010	2	86
R072: I.S. 072 Rocco Laurie	R072	2009	3	458
R024: IS 24 R Myra S. Barnes	R024	2007	7	899
R034: IS 34 Tottenville	R034	2007	2	224
			28	2,993



Class Size Matters
124 Waverly Place, NY, NY 10011
phone: 212- 674- 7320
www.classsizematters.org
email: info@classsizematters.org

On the Department of Education's proposed expense budget

Testimony before the NYC Council Education Committee

Leonie Haimson, Executive Director, Class Size Matters

March 20, 2014

Thank you, Chair Dromm and the other members of the City Council Education Committee, for the opportunity to provide testimony on the DOE's expense budget today. Class Size Matters is a citywide advocacy and research organization, devoted to providing information on the benefits of class size reduction. In recent years, class sizes have increased sharply, in part because of insufficient state and city funding to schools and also in part because of the NYC Department of Education's policies and its failure to make small classes a priority. Indeed, in many ways the DOE has through its practices has impeded the ability of principals to reduce class size.

A little background history is in order. In 2003, in the Campaign for Fiscal Equity lawsuit, NYS Court of Appeals held that NYC class sizes were too large to provide students with constitutional right to a sound basic education. In April 2007, NY State settled the lawsuit by passing the Contracts for Excellence (C4E) law. The State agreed to send billions in additional aid to NYC & other high needs school districts to be spent in six approved areas, including class size reduction.

In addition, NYC had to submit a plan to reduce class size in all grades. In fall of 2007, NYSED approved DOE's plan to reduce class sizes to an average of no more than 20 students per class in K-3; 23 in grades 4-8 and 25 in core HS classes over five years. In return, NYS has sent more than \$3 billion in C4E funds cumulatively to NYC since 2007, though funding has never reached its promised full level. The DOE claims its efforts were hampered by the fact that they have not received the funding promised, which is certainly true; but it is also true that even in 2007, when C4E funding increased from the state, the city's class sizes increased rather than fell, because the DOE cut back on school budgets at the same time. (See chart in powerpoint.).

The city's class size trend line is exceedingly depressing. ***Class sizes have increased most sharply in grades K-3 – an increase of 19% since 2006***, and we now have the largest class sizes since 1998 in these grades. In grades 4-8, class sizes have increased as well, 7 percent since 2007 – and are now the largest on average since 2002. And though the DOE's data on high school class sizes is unreliable, they report that class sizes in these grades have also increased steadily since 2007.

Why has this occurred, despite a legal obligation on the part of DOE to reduce class size?

- As mentioned above, NYC has never received its fair share of state aid. At this point, according to the Independent Budget Office, NYC's Foundation Aid remains \$2.2 billion below the amount projected for the city under the 2007 legislation.

- DOE has never allocated any of its C4E funds in their district-wide or targeted programs for class size reduction; though this was their primary legal obligation under the C4E law.
- Since 2007, DOE has cut school budgets 14 percent– contradicting C4E prohibition against supplanting.
- In 2010, DOE eliminated Early grade class size funding for grades K-3– despite promise to state in C4E plan to maintain it.
- In 2011, DOE decided no longer to cap class sizes in 1st-3rd grades at 28, leading to tripling of number of classes with 30 or more students in these grades.
- In 2012, DOE told principals to accommodate special needs students up to contractual class size maximum in general education & inclusion classes – 32 students per class in grades 1-5, 31 in 6-8 and 34 in HS.
- DOE has never aligned its capital plan to goals in class size plan, despite this being required by C4E regulations – making it impossible to reduce class size in overcrowded schools.
- The rush to create new schools and co-locate them has taken more funding and space from the system as a whole, creating a vast increase in bureaucracy and administrative positions as teaching positions have been lost. The networks have also grown sharply, in terms of headcounts and budget, though some of that spending has been hidden in the instructional lines at the school level.
- While the city has lost about five thousand teachers since 2007, according to the Mayor's management report.
- In 2012, there were the fewest DOE pedagogues employed since 2003; the largest number of non-pedagogues since at least 1980, and the largest percent of non-pedagogues to pedagogues since 1993.
- DOE's removed any mention of class size standards in 2009 from the instructional footprint which determine where new schools will be co-located.
- Many principals, especially those from middle s and high schools, report that when they use discretionary funds to reduce class size, DOE simply sends their school more students, undermining their efforts.
- Fair student funding is a system that forces schools to choose between experienced teachers and smaller classes, though our students deserve both. In addition, the FSF formula underfunds 94 percent of schools, according to the IBO.¹
- In addition, enrollment has increased throughout the city, making the effort to reduce class size more difficult.

In 2009, DOE estimated that it would cost \$358 million per year to achieve its average C4E class size goals across the city; DOE estimated it would cost \$448 million per year in staffing to achieve class size goals in ALL schools; plus more in capital costs for school construction. Each year, NYC receives more than \$530 million in C4E funds, though the impact of those funds is obviously reduced by the fact that the state has cut education aid in other areas.

When we look at the periods when class sizes have been significantly reduced, as in the period between 1998 and 2003 this occurred because of three factors: falling enrollment, dedicated funding spent specifically on hiring more teachers to reduce class size, , and a determination on the part of the administration to use those funds appropriately. Sadly, none of the three factors appear to be in play at this point.

¹ <http://www.ibo.nyc.ny.us/iboreports/fsf2013.html>

Despite the Mayor's pledge during his campaign to achieve smaller classes by the end of his first time, we have countervailing forces that appear to push class size in the other direction: increased enrollment, a focus on rapid preK expansion, which will take more space in our already overcrowding schools, and a teacher contract long overdue. Meanwhile, the education budget at the state and city level for K12 remains relatively flat.

There has been a new lawsuit launched by New Yorkers for Students' Educational Rights, with former CFE attorney Michael Rebell, on behalf of numerous plaintiffs including Class Size Matters, to try to ensure that the state provides NYC its fair share of funds.² Other groups are contemplating taking legal action against the state for lack of compliance with current state law as to their refusal to adhere to the Contracts for Excellence law.

But without a determined effort on the part of this city to increase education funding and allocate it appropriately to reduce class size, I expect rising class size trends to continue in the future.

² <http://www.nytimes.com/2014/02/11/nyregion/suit-will-see-money-that-new-york-state-promised-to-schools-in-2007.html? r=0>

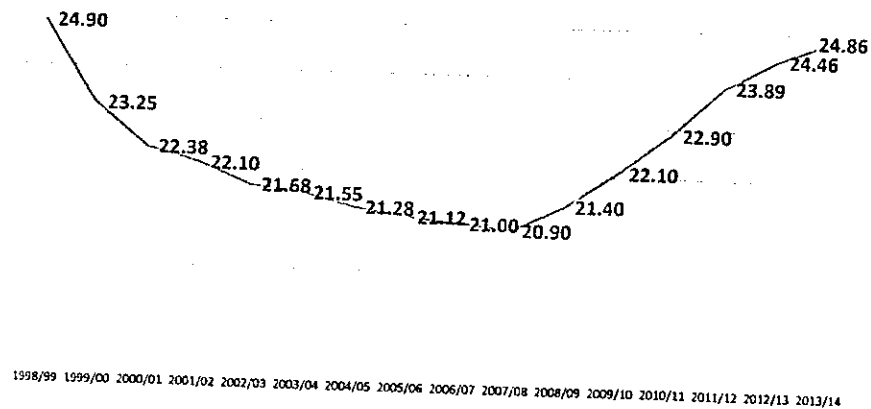
Slides for City Council Testimony on DOE expense budget

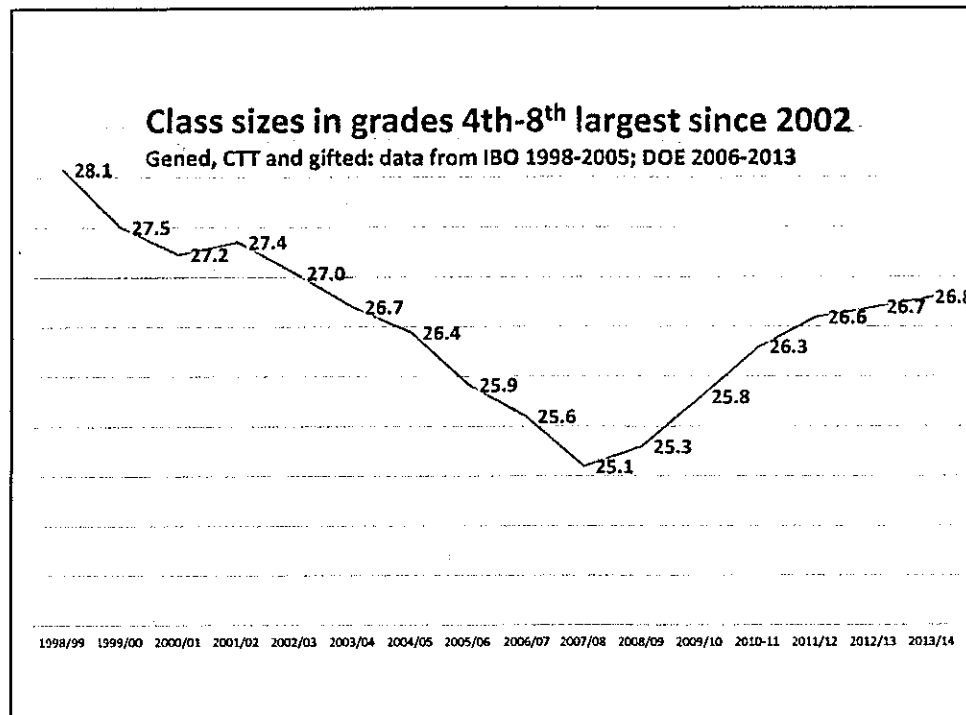
by Leonie Haimson
Executive Director, Class Size Matters
3/20/14

www.classsizematters.org

Class sizes in grades K-3 are now the largest since 1998

General ed, CTT and gifted: data from IBO 1998-2005; DOE 2006-2013





Contracts for Excellence

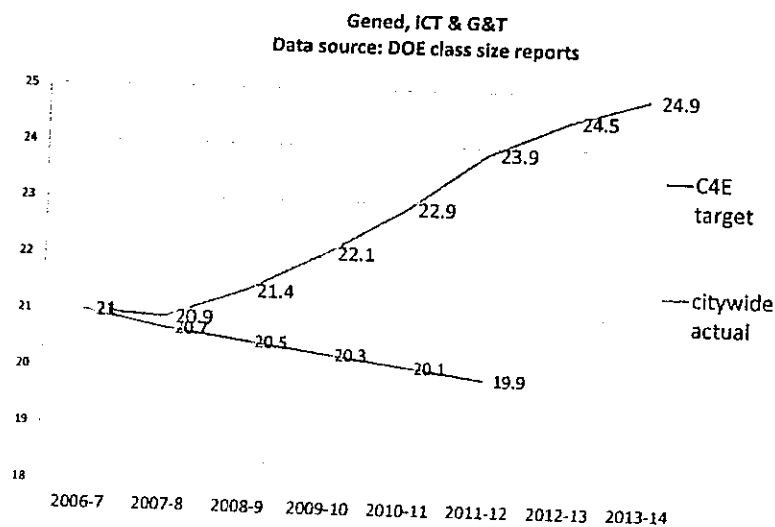
- In 2003, NYS Court of Appeals held that NYC class sizes too large to provide students with constitutional right to a sound basic education.
- April 2007, NY State settled the Campaign for Fiscal lawsuit by passing the Contracts for Excellence (C4E) law. Legislature agreed to send billions in additional aid to NYC & other high needs school districts to be spent in six approved areas, including class size reduction.
- *In addition, NYC had to submit a plan to reduce class size in all grades.*
- In fall of 2007, NYSED approved DOE's plan to reduce class sizes to an average of no more than 20 students per class in K-3; 23 in grades 4-8 and 25 in core HS classes over five years.
- In return, NYS has sent more than \$3 billion in C4E funds cumulatively to NYC since 2007, though funding has never reached its promised full level.

C4E regulations

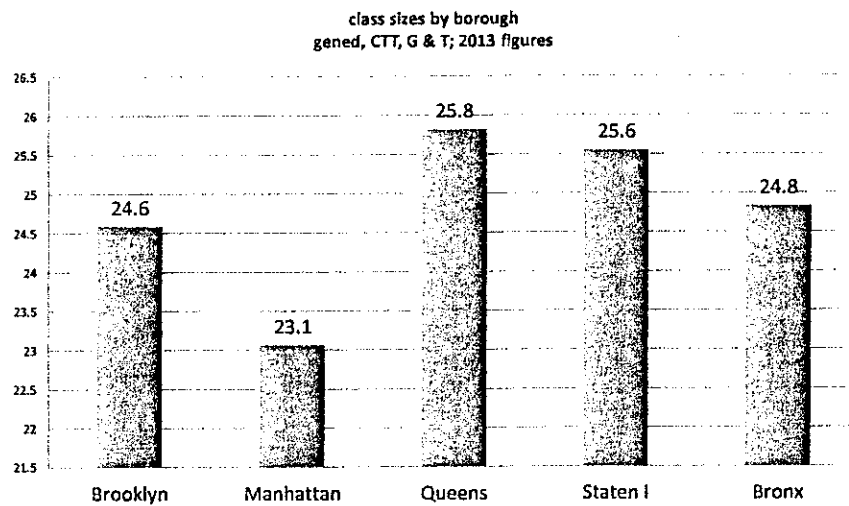
- *iv)* beginning in the 2008-2009 school year and continuing through the 2011-2012 school year, the city school district of the city of New York shall:
 - (A) establish annual class size reduction goals for each grade level targeted that will reduce class size toward the prekindergarten through grade 12 targets as prescribed by the commissioner after his/her consideration of the recommendation of an expert panel appointed by the commissioner to conduct a review of existing class size research;
 - (B) *make measurable progress in each such school years toward achieving such targets; and*
 - (C) *not exceed such targets by the end of the 2011-2012 school year;*

<http://www.p12.nysed.gov/part100/pages/10013.html>

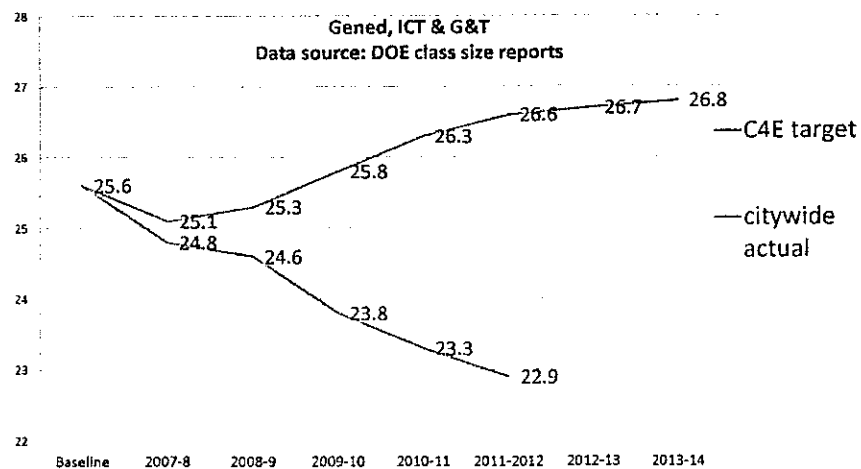
Yet class sizes have increased sharply in grades K-3 for 6 years in a row – an increase of 19% since 2006



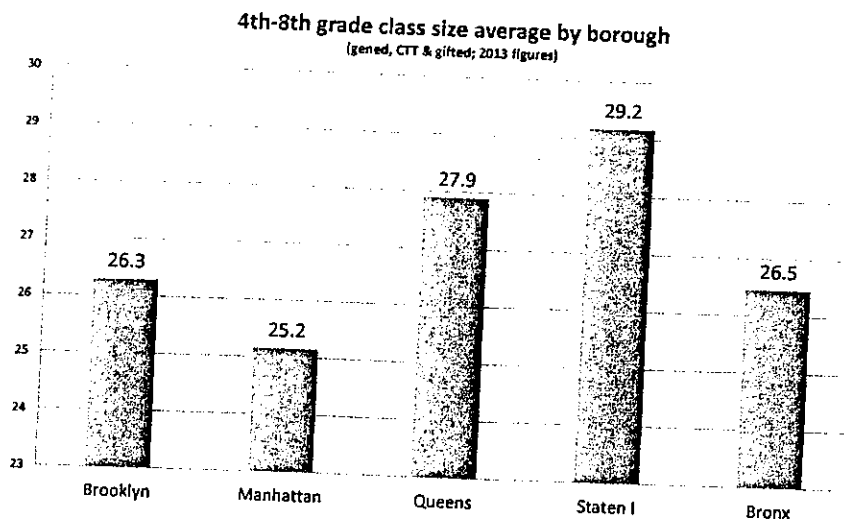
K-3 class sizes largest in Queens



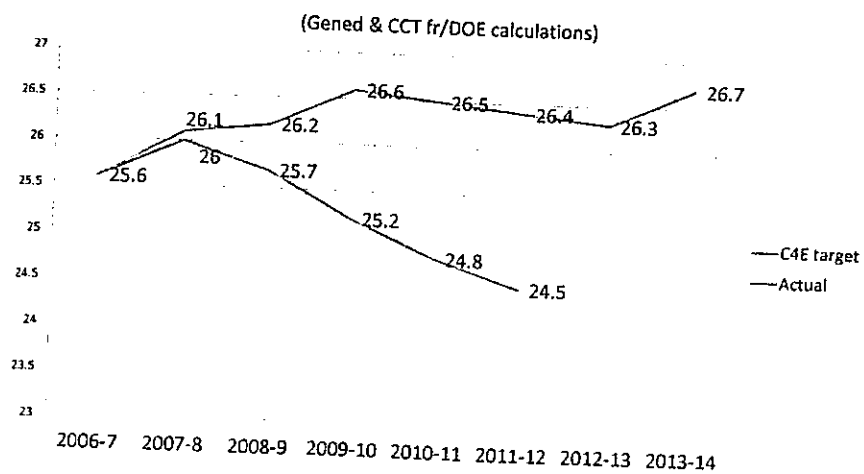
Class sizes in Grades 4-8 have also increased 6 years in a row -- 7% since 2007



4th-8th gr class sizes largest on Staten I.



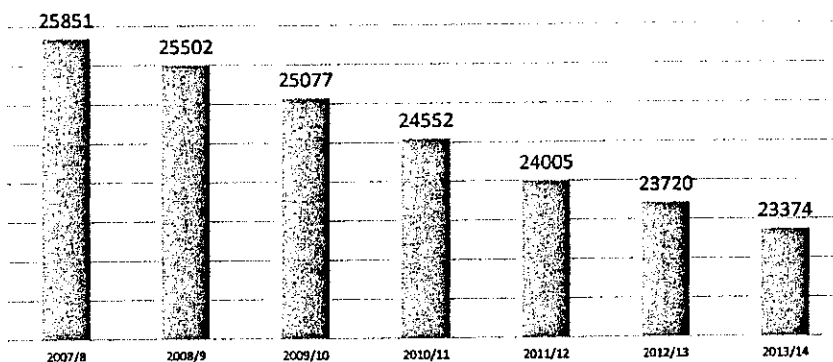
Class sizes have increased in core HS classes as well, by 4% since 2006, though the DOE data is unreliable*



*DOE's class size data is unreliable & their methodology for calculating HS averages have changed year to year

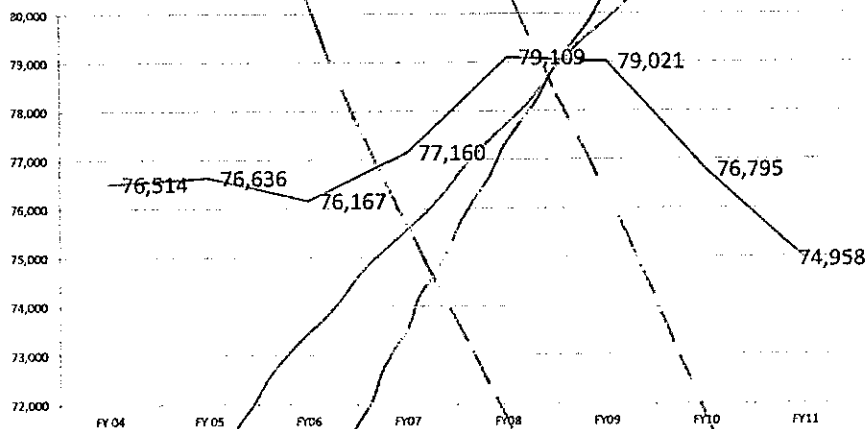
K-8 sections have declined each year since 2007

generated/CTT/gifted
Data: DOE class size reports



Number of teachers dropped by about 4000 2007 - 2010 though enrollment was increasing

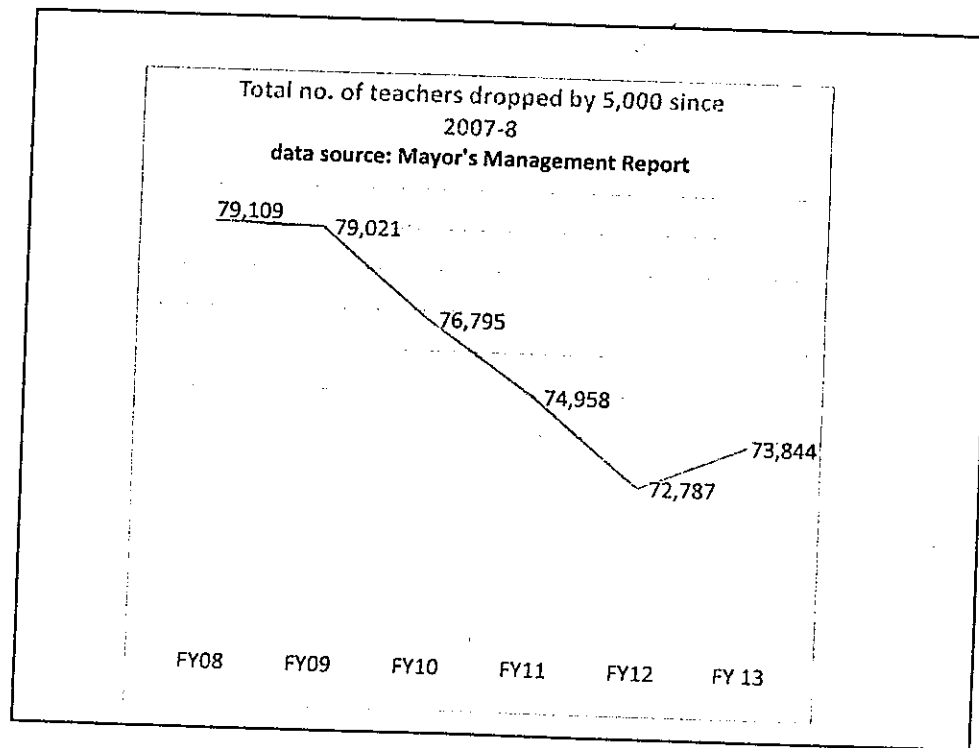
source: Mayor's Management Reports



Loss of teachers while DOE had other priorities

- Number of pedagogues (mostly teachers) has been cut by more than 5,000 since 2007, despite rising enrollment. *
- Smallest #pedagogues in 2011 employed by DOE since 2003.
- Largest # non-pedagogues in 2011 employed since at least 1980.
- Highest % of non-pedagogues to pedagogues since 1993.
- *Spending on testing, contracts, consultants, and more bureaucrats have all risen sharply.*

(*Data source: Office of Management Budget headcounts, through IBO)



WHY despite C4E law have class sizes increased?

- DOE has never spent any C4E funds in their district-wide or targeted programs for class size reduction; though this was their primary legal obligation .
- In 2009, DOE estimated that it would cost \$358 million per year to achieve average C4E class size goals across the city;
- DOE estimated it would cost \$448 million per year in staffing to achieve class size goals in ALL schools; plus more in capital costs for school construction.
- Each year, NYC receives more than \$530 million in C4E funds.

Ways in which DOE policies have directly caused class size INCREASES

- Since 2007, DOE has cut school budgets 14%—contradicting C4E prohibition against supplanting
- In 2010, DOE eliminated Early grade class size funding for grades K-3— despite promise to state in C4E plan to maintain it
- In 2011, DOE decided no longer to cap class sizes in 1st-3rd grades at 28, leading to tripling of number of classes with 30 or more students in these grades.

Other ways DOE has worked to increase class size

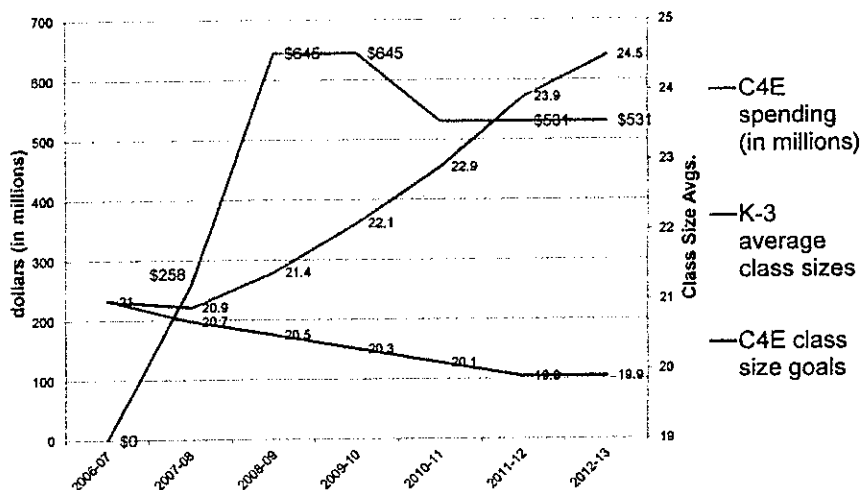
- In 2012, DOE told principals to accommodate special needs students up to contractual class size maximum in gen ed & inclusion classes – 32 students per class in grades 1-5, 31 in 6-8 and 34 in HS.
- DOE has never aligned its capital plan to goals in class size plan, despite this being required by C4E regs – making it impossible to reduce class size in overcrowded schools.
- DOE's removed any mention of class size standards in 2009 from instructional footprint which determine where new schools will be co-located.
- Many MS and HS Principals say that when they use discretionary funds to reduce class size, DOE simply sends their school more students., undermining their efforts.

C4E regs re alignment with capital plan

- **100.13 Contract for excellence**
- B.1.vi "in the city school district of the City of New York, include a plan that meets the requirements of clause (c)(2)(i)(a) of this section, to reduce average class sizes within five years for the following grade ranges:
 - prekindergarten through grade three;
 - grades four through eight; and
 - grades nine through twelve.
- *Such plan shall be aligned with the capital plan of the city school district of the City of New York and include continuous class size reduction for low performing and overcrowded schools beginning in the 2007-2008 school year and thereafter..."*

<http://www.p12.nysed.gov/part100/pages/10013.html>

C4E funding also flat-lined, but even when increased city's class sizes grew



Continuing violations of law re C4E public process

- Despite C4E law requiring borough hearings each year, DOE has refused to hold them; CFE sued, won in State Supreme Court but city has appealed.
- NYSED has been sued by CFE for setting timeline for public input in fall and winter, long after C4E funds have been allocated making accountability provisions in the law meaningless.
- SED approved the city's C4E plan for 2011-2012 in July 2013, long after all the money has been spent, making audits irrelevant.
- This year SED "pre-approved" DOE's 2013-2014 class size plan before ANY public hearings occurred – also contrary to law.

Inadequacies of new “pre-approved” CSR plan for 2013-2014

- City is supposed to reduce or limit class size INCREASES in only 75 schools -- to half of citywide average INCREASE.
- Limiting class size increases in 75 out of 1500 public schools is NOT a class size reduction plan & will NOT lead to measurably smaller classes as C4E law requires.
- We took a closer look at the list of 75 schools specified by DOE for special efforts to control class size.

75 NYC schools pre-approved by SED for class size reduction

- Nearly half (31 out of 74) are schools in good standing, rather than focus or priority schools
- 27% schools (20/74) have not allocated any C4E funds on class size reduction, according to DOE spreadsheet.
- More than half of schools (41/74) are spending less than \$100K on class size, and unable to pay for even one extra teacher.
- One school (IS 23, D29) not listed at all on DOE's C4E spreadsheet.
- 3 schools are phasing out (Jonathan Levin HS, JHS 302 Rafael Cordero, Business Computer Applications HS) & another is phasing out its middle school (PS 56 Laurelton)
- Some principals at these schools have had their budgets cut and have not been told that they are supposed to be reducing class size.



Testimony of

Maira Flavin
Policy Associate for
Early Childhood Education, Education and Youth Services

Before the
New York City Council
Finance and Education Committees

Regarding the
New York City
Fiscal Year 2015 Preliminary Budget

March 20, 2014

Good afternoon. My name is Moira Flavin, and I am the Policy Associate for Early Education, Education and Youth Services at Citizens' Committee for Children of New York, Inc. (CCC). CCC is a 70-year old, independent child advocacy organization dedicated to ensuring that every New York child is healthy, housed, educated and safe.

I would like to thank Chairs Ferreras and Dromm, and the members of the Finance and Education Committees, for holding today's hearing on the impact of the FY15 Preliminary Budget on education.

CCC is pleased to testify before the City Council at this exciting time for education in New York City. We look forward to working with the Mayor, Chancellor Fariña and the Department of Education, and the City Council Education Committee, to ensure that every child in New York City is fully prepared for school, receives a comprehensive quality education, and graduates prepared for college and career.

We are extremely grateful that millions of dollars for early childhood education, youth services, and health and mental health services for children have been baselined by both Mayor Bloomberg and Mayor de Blasio. Mayor de Blasio has also declared the budget dance to be over, and this Preliminary Budget takes some steps to begin the expansion of critical services for children. These services, including the City's plan to provide full-day pre-kindergarten to all four-year-olds and to offer after-school programs to all middle school students, will help children begin school fully prepared and provide them with valuable enrichment opportunities and support once they are in school.

Current Data on New York City Public Schools

While CCC is grateful for the efforts to prioritize investments in programs and services that help children prepare for and succeed in school, there is still significant work to be done to improve reading and math proficiency, increase graduation rates and to address disparities in educational outcomes for the City's 1 million public school students.

In 2013, the New York State English Language Arts (ELA) and Math exams were aligned to the Common Core State Standards for the first time. Results of the exams show that, overall, 46.9% of students in grades 3 through 8 scored at or above proficiency on the ELA test, while 29.6% of 3rd through 8th grade students scored at or above proficiency on the Math test.¹ The data show stark disparities among racial and ethnic groups. For example, 46.8% and 48.1% of White and Asian students, respectively, scored at or above proficiency on the 2013 New York State ELA test, as compared to 16% and 16.3% of Black and Latino students.² On the 2013 New York State

¹Citizens' Committee for Children of New York. Keeping Track Online, Common Core-aligned ELA test scores, 2013. <http://data.cccnewyork.org/>

²Ibid.

Math exam, 61% of Asian students and 50% of White students scored at or above proficiency, compared to 18.6% of Latino students and 15.3% of Black students.³

Similar disparities are evident in New York City's graduation rates. The New York City Department of Education reported that the graduation rate for the class of 2012 was 71%,⁴ an increase of 20 percentage points since 2002.⁵ While this is an improvement, far too many students are still not graduating. The graduation rates for Black and Latino students in the class of 2012 (59.8% and 57.5% respectively) are significantly lower than for White and Asian students (78.1% and 82.1% respectively) in the same class.⁶

We also know that many of those students who do graduate need remedial assistance in their college programs.⁷ The Department of Education reported that 39.4% of 2012 graduates met the "College Readiness Index," meaning that they obtained a Regents Diploma and scored at least an 80 on Mathematics Regents exams and a 75 on the English Regents (which roughly predicts they will get a C in a similar college subject).⁸ While the data for 2012 graduates' performance on the College Readiness Index is not available by race and ethnicity, 2011 data suggests that disparities exist for this outcome as well. For example, 2011 data show that 39.3% of White students and 51.8% of Asian students graduated "college and career ready" compared to 11.6% of Latino students, and 10.1% of Black students.⁹

It is clear that more needs to be done to ensure that all New York City students enter school prepared to learn, receive the support they need while in school, and graduate prepared for post-secondary education and careers.

The Preliminary Budget for Fiscal Year 2015

CCC recognizes that New York City's budget faces some fiscal uncertainty, some of which is attributed to the unresolved union contracts, as well as lower State education funding. With that said, we are grateful that the City's FY15 Preliminary Budget does not contain cuts to education.

³Ibid.

⁴As per the Department of Education, "NYC traditional calculation includes Local and Regents Diplomas, GEDs, Special Education diplomas, and August graduates. It does not include disabled students in self-contained classrooms or District 75 students." (Slide 2, <http://schools.nyc.gov/NR/rdonlyres/31DFBEE6-2620-4792-BE7A-01B00F2E5B56/0/2012GraduationRatesPUBLICFINALWebsite.pdf>)

⁵New York City Department of Education. *New York City Graduation Rates, Class of 2012 (2008 cohort)*. <http://schools.nyc.gov/NR/rdonlyres/31DFBEE6-2620-4792-BE7A-01B00F2E5B56/0/2012GraduationRatesPUBLICFINALWebsite.pdf>

⁶Ibid. Note these percentages are four-year graduation rates.

⁷More CUNY freshmen need remedial math, fewer need remedial English. *Capital New York*. October, 21, 2013. <http://www.capitalnewyork.com/article/politics/2013/10/8534769/more-cuny-freshmen-need-remedial-math-fewer-need-remedial-english>

⁸New York City Department of Education. *New York City Graduation Rates, Class of 2012 (2008 cohort)*. <http://schools.nyc.gov/NR/rdonlyres/31DFBEE6-2620-4792-BE7A-01B00F2E5B56/0/2012GraduationRatesPUBLICFINALWebsite.pdf>

⁹Citizens' Committee for Children. *Keeping Track of New York City's Children*, Tenth Edition, 2013.

We appreciate the Mayor's efforts to restore and baseline many important initiatives that support students and teachers. For example, CCC is very pleased that the Mayor's FY15 Preliminary Budget restores and baselines \$347,000 for training opportunities for parent volunteers, \$1.2 million for professional development for teachers, and \$1.5 million for funds used to pay teachers for their work after school or during vacations. CCC applauds efforts to engage parents in their children's schools, as well as to fully compensate teachers for their tireless work on behalf of New York City's students.

On the other hand, CCC was disappointed that none of the City Council initiatives in the Department of Education's budget were baselined. These initiatives, long-supported by the City Council, are aimed at supporting health and wellness, after-school enrichment, and teacher training, and promoting positive educational outcomes for New York City's students. These initiatives include C.H.A.M.P.S., Chess in Schools, The Child Mind Institute, the UFT Community Schools Program, the Dropout Prevention and Intervention initiative, Urban Advantage Science Education, Teacher's Choice (school supplies), and the Middle School Expanded Learning Time pilot.

The C.H.A.M.P.S initiative, supported by the Council since 2007, is funded at \$125,000 in the current fiscal year, FY14. C.H.A.M.P.S engages middle school students in physical activity in order to improve overall health. The initiative offers programming before and after school in more than 200 middle schools in all five boroughs.

Chess in Schools is funded at \$200,000 in the current fiscal year, FY14. Chess in Schools offers chess classes during the school day as well as supports chess clubs after school. Chess in Schools also runs the Project Chess Initiative that trains teachers to teach chess and launch chess education programs.

The City Council also allocated \$250,000 to the Child Mind Institute in FY14. The funding supports the Institute's Teacher-Child Interaction Training, aimed to provide teachers with specific skills to manage students' disruptive behavior in class.

The United Federation of Teachers' Community Schools Program is funded at \$150,000 in the current fiscal year, FY14. The program, launched in six schools, is designed to link students and families with health and social services.

The City Council has supported the Dropout Prevention and Intervention Initiative since 2008. The initiative is funded at \$2.25 million in FY14. Funds were allocated to 11 community-based organizations to provide services to New York City public school students at risk of dropping out of school.

The City Council also awarded \$2.5 million in funding for the Urban Advantage Science Education program in FY14. The Urban Advantage program is a collaboration of seven science

institutions that provides professional development to middle school science teachers, offers resources to schools, and helps students meet State science requirements.

The City Council also provided one- year funding of \$4.58 million for Teacher's Choice this year. This money reimburses teachers and other school staff for personal funds they spend on purchases for student instruction. These funds are critical, as many teachers often have to use their own funds to buy instructional materials for students.

In FY14, for the first time, the City Council awarded \$1.55 in funds for the Middle School Expanded Learning Time pilot, in partnership with the Robin Hood Foundation and The After School Corporation (TASC). The initiative extends the school day at 20 high-needs middle schools and offers intensive literacy and enrichment for all sixth grade students.

CCC will be urging the Administration to restore and baseline these programs in the Executive Budget and respectfully requests the Council to urge the Administration to do so as well.

Strengthening the Education System

This budget represents the Administration and City Council's first step toward strengthening New York City's education system. Moving forward, CCC urges you to pay specific attention to key strategies and programs that address child well-being and therefore positively impact children's educational outcomes. These include schools' efforts to identify struggling students and intervene, school meals programs, physical education, and school-based health and mental health services.

Keeping Struggling Students on Track

Of particular concern to CCC is how best to support schools in identifying struggling students and addressing their needs. CCC's recent brief, *Keeping Middle School Students on Track for Success: Risk Identification and Intervention in the Middle Grades*,¹⁰ includes findings and recommendations from our research designed to document national best practices to identify struggling middle school students and intervene, as well as to explore how some schools in New York City are handling interventions for middle school students.

Through reviews of literature and interviews with education experts, CCC found that a few key indicators, including attendance, behavior and course performance, can help to determine which students are at risk of falling off track. A school's climate and the capacity of the school to respond to students' needs are also important in setting students up for success. Schools that have systems in place to identify struggling students and intervene use student data strategically to

¹⁰Citizens' Committee for Children. *Keeping Middle School Students on Track for Success: Risk Identification and Intervention in the Middle Grades*. January 2014. <http://www.cccnewyork.org/data-and-reports/publications/keeping-middle-school-students-on-track-for-success-risk-identification-and-intervention-in-the-middle-grades/>

inform decisions about resources, as well as approaches to instruction, staffing and linkages with community-based organizations.

We urge the Administration and City Council to work together to adopt a budget that includes resources to identify and support struggling students. This includes supporting existing promising practices, such as the DOE's Middle School Quality Initiative and their work to address chronic absenteeism, as well as the Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention models.¹¹ Further, CCC urges the City to invest additional resources to help schools: 1) utilize student data to develop both individual and school-wide interventions; 2) provide professional development and support for teachers on risk identification and intervention; and 3) implement strategies for parent engagement and linkages with community partners. Lastly, CCC urges the Department of Education to continue its work to expand restorative justice approaches to discipline that keep students in the classroom and engaged in school rather than excluding students from school.

School Meals

Unfortunately, too many children who could benefit from school meal programs do not participate. For example, more than 400,000 New York City public school children – over half of whom are income-eligible for free or reduced-price meals – do not participate in school lunch. A number of these children choose not to eat school meals because they do not want others to label them “poor.” To help destigmatize school meals and ultimately improve participation, programs such as universal school lunch and Breakfast After the Bell should be implemented citywide.

CCC is disappointed that the Mayor's Preliminary budget did not expand these programs. We are urging the Administration to include a universal school lunch program in the Executive Budget. This could be accomplished because the Mayor has the authority to stop charging school fees for school lunches, as was done with the school breakfast program in 2003. It is estimated that an investment of \$20 million of city funding will improve school lunch participation by 20 percent – meaning 120,000 more children will eat school lunch. A 20 percent increase in participation will, in turn, increase federal and state reimbursement for school meals by \$59 million. We therefore respectfully request that the Council also urge the Mayor to include universal school lunch in the Executive Budget.

CCC is a member of the Lunch 4 Learning campaign, which has been advocating to make healthy school lunch free for every New York City public school student. Establishing citywide, universal free school lunches would remove the stigma associated with buying school lunch, while helping to feed students who do not have consistent access to the healthy food they need to grow and learn. In particular, a universal free lunch program would reach eligible students who do not participate in the program, as well as children who are not income-eligible for school

¹¹Ibid.

meals programs, but whose families still do not earn enough to make ends meet. Further, funding universal school lunches would ultimately help create jobs in the school cafeteria.

CCC would also like the new Administration to expand Breakfast After the Bell¹² programs, which provide breakfast in children's classrooms at the start of the school day, throughout the City. According to an annual Food Research and Action Center (FRAC) school breakfast report, New York City's school breakfast participation rates are repeatedly the poorest among major U.S. city and suburban school districts, despite the fact that breakfast is free for all our City's public school children.¹³

CCC believes expanding Breakfast in the Classroom/Breakfast After the Bell to all classrooms would ensure more children have access to a healthy breakfast. For example, these programs eliminate the stigma some children associate with receiving a free meal in the cafeteria prior to the beginning of the school day. They also decrease parents' stress, because they would otherwise have to rush their children to school early in the morning, before the school day begins, in order to guarantee that their children eat breakfast in the school cafeteria. Because Breakfast After the Bell programs help to diminish these obstacles, they result in more children actually eating breakfast, which is critical to their healthy development and ability to achieve academically.¹⁴

Finally, expansion of Breakfast After the Bell programs can be implemented at minimal cost to the City. The benefits of such implementation, as well as the federal cash reimbursement for the increased number of meals served, will outweigh the cost of the investment to grow the program. We hope that the City Council will also urge the Administration to implement Breakfast After the Bell programs citywide.

Physical Education and Physical Activity

Quality physical education as part of the school day enhances students' academic achievement, instills good habits for healthy living, and teaches teamwork, among other critical skills. Unfortunately, many New York City schools are not meeting New York State requirements for physical education, in large part due to challenges with space and difficult decisions regarding how to allocate limited resources. A 2011 audit conducted by the New York City Comptroller found that, of 31 elementary schools audited, none were in full compliance with the State requirements for physical education. Schools in the sample lacked certified physical education teachers and space in which to offer physical education.¹⁵

¹²Breakfast in the Classroom (BIC) is a type of Breakfast After the Bell program.

¹³This year, New York City ranked 63rd out of 63 large U.S. school districts in breakfast participation.

¹⁴For more information, please see CCC's report, *The School Breakfast Program in New York City Public Schools: Results from a Parent Survey Concerning Student Participation*.

¹⁵New York City Comptroller, *Audit Report on the Department of Education's Compliance with Physical Education Regulations in Elementary Schools*, October

2011. http://comptroller.nyc.gov/wpcontent/uploads/documents/MD11_083A.pdf

Physical activity, distinct from physical education, is also important in helping children lead healthy lifestyles. While physical education has clear learning outcomes and structured instruction, physical activity is defined as bodily movement of any type that may include fitness and recreation activities.¹⁶ Both are important tools to promote health and wellness, keep students engaged in school, and foster positive academic outcomes.

CCC urges the Administration and the City Council to work together to ensure that all schools have the resources they need to comply with New York State physical education requirements, as well as to incorporate regular physical activity into the daily schedules of all students.

School-based Health and Mental Health Services

CCC is extremely grateful that the 2013 November Plan baselined funding for four school-based health centers.

School-based health centers play a vital role for children and youth needing primary health care by offering students on-site access to a range of primary, preventive and specialty care, including reproductive health services and sometimes behavioral health supports. In addition, school-based mental health clinics (SBMH) offer mental health care delivery in a school setting, with mental health clinicians providing a wide array of services.¹⁷ By bringing health and mental health care to school grounds through SBHC or SBMH, student needs are far more likely to be evaluated and treated. The presence of school-based services is also markedly beneficial to children whose parents may not have the work schedule flexibility to access services in the community. The availability of health and mental health services in schools has been linked to higher test scores; fewer discipline referrals and fewer absences. Benefits extend beyond students who receive on site services and have been shown to improve the school environmental and provide teachers, other school staff and parents with needed resources for children.

CCC will be working with our colleagues at the State level to urge the State to create a special designation for these organizations within the managed care system that will simplify and streamline the billing system, and make certain that the services rendered on school grounds are part of established health homes and networks so that these school-based clinics can remain fiscally viable. We respectfully request that the City Council include this request as part of your State advocacy. Moreover, we believe that in addition to ensuring the continuation of existing SBHCs and SBMH clinics, we also must work to expand the number of schools with these services on-site. We hope that the City Council and the Administration can work together to increase the City's investment in both SBHCs and local SBMH clinics.

Conclusion

¹⁶See the National Association for Sport and Physical Education for definitions.
<http://www.aahperd.org/naspe/publications/teachingTools/PAvsPE.cfm>

¹⁷These clinics provide students and families with assessments and evaluations; individual, group, and family therapy/sessions; service coordination; case management; and crisis intervention.

In conclusion, CCC is committed to working with the Administration and the City Council to ensure all New York City students benefit from full-day UPK, enter school prepared to learn, receive a quality K-12 education, and graduate prepared for college and career. We urge the City Council and Administration to work together to invest in critical programs that positively impact children's educational outcomes.

Thank you for this opportunity to testify.

EcoStation:NY

FOOD JUSTICE + URBAN AGRICULTURE

Student Testimony before the New York City Council Education Committee
EcoStation NY & Make the Road NY
Universal Free School Lunch
Hearing on the Preliminary Budget
March 20, 2014

Aminata Abdouramane

Hello, my name is Aminata Abdouramane and I am a student at Academy for Urban Planning. I want to express my support for the Lunch 4 Learning Campaign for universal free school lunch for all NYC public school students.

Bullying, name calling, threatening, oppressing and the oppressed. The lunch food and those who receives it are the leading causes of bullying at my school. In most schools, kids often get bullied because they eat the food which, state-wide, is nicknamed "free-free." This name is uncomfortable to most. Just last week, I witnessed a boy getting bullied over getting in line for "free-free." The bully was yelling over the entire cafeteria, "You got free free. Yo!" This causes depression, feeling left out, and encourages students not eat the lunch even if it is their only meal of the day. More often than not, the lunch food is the thing that determined who gets bullied or not. There are many issues with the school lunch including the portion size, freshness, undercooked food and not enough fresh fruits and veggies. However, I believe that one important first step we can make is to make all school lunches universally free and get rid of the bullying and teasing that happens because of it. I am asking you Mr. Mayor, Councilmen and women, to make universal free lunch a priority. We need to stop the stigma and get better food in our schools. Thank you for your time and your support for this important issue.

Iyeshima Harris

Good Afternoon, Mr. Mayor, Chancellor and the New York City Council members, my name is Iyeshima Harris and I attend the Academy for Environmental Leadership in Bushwick, Brooklyn. As a strong supporter of Universal Free Lunch, I believe making school lunch available to everyone is a great cause, because it eliminates hunger and classism within the school environment.

I have witnessed students getting bullied just because they would go to the front of the line for lunch. These are the students who have never missed a day of breakfast nor refuse school lunch. One student in particular, who attends the same school as myself, has to deal with bullying every day for eating free school lunch. Some students will do things just to upset him and make him feel small.

Eating school lunch is not a "bad thing" nor should one think that way, however, students automatically make assumptions about their peers environment whenever they are seen eating school lunch. Making Universal Free Lunch available would end this stigma. Another key point is that our parent's taxes are contributing to the funding of public schools and their food. My questions are: why is it that only people of certain economic statuses are receiving free lunch? Shouldn't this be available to all? What about those who make more

than the suggested poverty level but who still can't afford to spend the \$1.75 a day? What happens to them?

I myself do not eat school lunch, not because I can not afford to, but because it is not well prepared. Though we are not addressing quality here today, it is also a key factor in students refusing to engage in school lunch. For the students who cannot afford school lunch, it is not fair for them to sit and watch other kids eating, while their stomach is growling. Some students who have access to free lunch do not take advantage of that resource because of both other people's opinions and the quality of the food. Others collect their lunch, take out the fruits and dump the rest without giving it a second thought. Why would they waste something so important that others don't have access to? The answer is in the quality of the food.

The system as it is now means that many who are eligible for free lunch don't participate because of the fear of being labeled as lesser than and because of their distaste for the food itself. In order for one to understand the testimonies that are given here today, they would have to experience where it is coming from. Statistics only show numbers based on research and correlations, however, statistics are not the ones that are being excluded from eating lunch and going hungry.

If we are united and are all viewed as equals, then we should be treated as such. The phrase "food for thought," is commonly heard and it means anything that provides mental stimulus for thinking. We would like for you Mr. Mayor, and the Council to make that phrase carry a true meaning by making Universal Free Lunch accessible for everyone. Thank you for your support.

Benia Darius

Hello! My name is Benia Darius and I'm a student at the Bushwick School for Social Justice. I believe it is not fair that students spend most of their time in school, but cannot afford to eat. School lunch should be available to everyone of every economic status. Often school lunch is the only meal that students can count on have for the whole day. So many kids are not eating because they are afraid of being labelled. New York City Public School Lunch is the 2nd largest public food program in the United States. It is a huge program but not enough students are participating.

I remember last year my friends and I refused to eat school lunch because we always saw it arriving in packages. In order to implement these changes in our school, we have to make school meals available to everyone. We want to create a safe learning environment. Food

is the cornerstone of a productive day. Last year way before the day would end I would be so tired that I wasn't able to sit through a 45 minute class. We need universal free lunch. We need students to focus on school not on what they're going to eat. We need to give those students an opportunity to learn. Just because a household is making more than \$36k per year, that does not mean that their should be disqualified from free lunch. \$1.75 is not easy to come by. My peers should not go on the school line ashamed or afraid to be humiliated. We need this move forward as a city. New York City should lead the way towards a more equitable education system.

Aminata Coulibaly

Good Afternoon, my name is Aminata Coulibaly and I attend Bushwick School for Social Justice. My testimony around the issue of universal free lunch is that all students should have access to free lunch. I have had personal experience in having to fill out a lunch form to see if I was qualified for free lunch. I asked my dad to fill out the form and he said "why do they need my income to decide if my child can eat lunch or not?" One of my friends was not eligible for free lunch. She has 7 sisters and her parents are struggling to put food on the table. Since I get free lunch she asked if I could share my lunch with her so she can eat because she wasn't able to eat otherwise. Even though she didn't qualify for free lunch she couldn't afford to pay the \$1.75. If I wasn't able to share my lunch with her she would go through her day hungry and unfocused. Based on my experience I think that school lunch should be free for everybody. It shouldn't be based on your income. This leads to students being bullied and being called names. We are all human beings. It's hard to learn when you are hungry. Thank you for supporting universally free school lunches. Thank you for your time.

Ricky Santana

My name is Ricky Santana and I am a student at Bushwick School for Social Justice. I want to express my support for the Lunch 4 Learning Campaign for universal free school lunch for all NYC public school students. I believe those who don't go to bed hungry or wondering about breakfast in the morning should be the ones on the front lines fighting without rest to make sure those who do experience food insecurity, can eat. This is because food is one of those things that we as people are all entitled to. Whether it be middle school, or high school students, we need to be fully productive in the class room. We need everyone who fights so hard to keep us in class, to also fight to feed us before it. I am asking the Mayor and City Council to make universal free school lunch a priority in the budget. Thank you very much for your time.

Joshua Rosario

My name is Joshua Rosario and I am a student at Bushwick school for Social Justice. Thank you for the opportunity to testify today. I am here to speak about the Lunch 4

Learning Campaign for universal free and healthy school lunch for all NYC public schools.

I think the problem in the NYC cafeterias is that people are being made fun of because they eat school lunch. They call the food "free-free." So any student who is caught eating it gets made fun of. The New York City students get made fun of because this relates to their families income. So if you are are eating it, you are seen as a poor, and that comes with lots of negative ideas and stereotypes.

I rarely eat breakfast. And I never eat the lunch at my school. By about 11 am I am tired and can't concentrate. Most days I don't get to eat until I go home to dinner. Its very hard to concentrate in school when I barely have any energy.

Universal Free Lunch can change the way we feel about school food. People won't feel like they are being "caught" eating the free-free. I believe in Free Lunch for all Public School Students.

Thank you for your time.

Kristina Erskine

Thank you for the opportunity to testify today. My name is Kristina Erskine.

As a member of the Food Justice Team at the Academy for Environmental Leadership, I am here to speak in support of the Lunch 4 Learning Campaign for universal free school lunch for all NYC public school students. I certainly acknowledge the peace of mind I get from knowing that my parents don't have to worry about meeting a form's income standards for me to be able to eat. I am lucky enough to not depend on school lunch, because I am able to bring my own food each day. Now, imagine if every student could seek comfort in knowing the could always count on eating lunch. Why shouldn't they?

Eliminating stigmas associated with getting free lunch, the feeling of classism, and having to report parent's finances, would create a sense of unity within New York City Public School's students. This program would create a greater sense of food security for students throughout New York City. Universal free school lunches would mend the empty stomachs and unfocused minds of today's youth. I am asking the Mayor and City Council to make universal free school lunch a priority in the budget. Thank you for your time.

Rayven

My name is Rayven and I am a student at Bushwick School for Social Justice. I am here to talk about free universal lunch for all students in NYC. The reason I am talking about this is because there is a giant stigma around free lunch now. Students fear being labeled as the

kid who eats the "free free" because they're not to bring their own food or to pay for it.

There is also the fact that only 38% of high school students eat the free food even though 68% of students are eligible. This is because students fear being labeled and then will go hungry for the rest of the school day. Students don't have the energy later in the day, this means that student's grades are lower and they are not able to be excellent students.

Universal free lunch can fix this by providing everyone lunch without having to prove a certain need. This would get rid of this stigma and allow kids of all income to eat without the negative labels that often accompany it. If this passes, most kids would start eating and have more energy during the day, increasing student's grades across NYC. Mr. Mayor make universal free lunch your priority, my education is mine. Thank you for your time.

Marc Vidal

My name is Marc Vidal. I am a student at BSSJ. Thank you for the opportunity to testify today. I am here to speak about the Lunch 4 Learning campaign for universal free and healthy school lunch for all NYC public school students.

I rarely eat school lunch. In my school there are students that get teased and labeled. This teasing goes on because they categorize you as poor, and all of the negative assumptions that come with that. This is because to qualify for the free food your family's income must be below \$36,000 a year. Another reason I don't eat the school lunch is because of the way it tastes and makes me feel. This past Tuesday, I ate the food and after wards in class I felt drowsy, tired and it was hard to still be active during 8th period.

Universal free lunch could create a needed sense of equality in public schools. And I hope this can mean we can also work to change the quality and freshness of the food. There should be free lunch for all. I believe in free and healthy school lunches for all students in NYC. Thank you for your time.

Angel Velasco

My name is Angel Velasco. I am a student at BSSJ. Thank you for the opportunity to testify today. I am here to speak about the Lunch 4 Learning campaign for universal free and healthy school lunch for all NYC public school students.

The Lunch at my school is bad because the food is never hot, the food is very greasy, and its not healthy. It think we need to change the food in my cafeteria through universal free lunch so students can eat without having to pay. I plan on going to college and becoming an immigration lawyer. But college is expensive and my family is trying to save, and we cannot

afford the 35 dollars a month for the school lunch. Luckily, I don't have to pay for lunch but there are many families not much different than mine who do.

I don't like the food at my school and it does not support the people and affects their health badly. The students don't eat, and their grades are bad because of it. This also affect the self and body. I am and American. I am against the discrimination against poor people. America has a lot of food, not one should be hungry. This is my testimony. I want to change the lives of the students of New York City through free lunch for all. Thank you.

TESTIMONY

**New York City Council Fiscal Year 2015 Preliminary Budget,
Mayor's FY '14 Preliminary Management Report and
Agency Oversight Hearings
Committee on Education**

**Honorable Daniel Dromm
Committee Chair**



Thursday, March 20, 2014

**The Council of School Supervisors and Administrators
Ernest Logan, President
Mark Cannizzaro, Executive Vice President
Randi Herman, Ed.D., 1st Vice President
40 Rector Street
New York, New York 10006
(212)823-2020
www.csa-nyc.org**

We want to thank the City Council and the Committee on Education for the opportunity to present this written testimony on behalf of the Council of School Supervisors and Administrators (CSA) and our nearly 15,000 members. This is a critically important time for education in our city. We are faced with fundamental issues that must be addressed at the school leadership level. Although we have made important progress over the last several years, we are still faced with fundamental issues that must be resolved.

We are particularly pleased that so many policy makers are now recognizing that access to early education is vital to our community. CSA supports the City's plan to establish high quality universal pre-kindergarten (UPK) and high quality after-school programs for middle school youth. Now is the time to build on this awareness and move forward with meaningful investments in teaching and learning that benefit youngsters from pre-K through high school. We must focus on concrete ways that the City Council can help improve the quality of education across New York City.

Universal Pre-Kindergarten

Research has demonstrated that children who have enjoyed the benefits of universal pre-kindergarten and kindergarten are not only better prepared for first grade, but perform better throughout their school experience. We are all in agreement that UPK is a worthwhile investment for NYC and we recognize that we cannot afford the cost of not giving each student the opportunity to pursue their education on a level playing field.

CSA supports the Mayor's UPK initiative and we applaud his passionate advocacy and tenacity. We encourage him to pursue a UPK initiative that is well thought out. Urgency must not overshadow the need for quality. We must get this right. Before we can bring UPK to scale, we must focus on what I call the three Qs: quality oversight, quality teaching and quality content.

Today, oversight of the city's early childhood program is piecemeal, pieces of it in the hands of The Administration for Children's Services, the DOE and private citizens. Developmentally appropriate teaching and learning occurs at only some sites. If UPK is to be of the highest quality, it must be in the hands of the DOE, which will set consistent standards.

The DOE would create the strategies for certifying and coaching teachers and monitoring program quality. Early childhood teachers would have a deep knowledge of how young children learn and the professional preparation to engage children imaginatively, and to be able to assess and address their social and mental development. They would be trained to support children with special needs and to support those whose first language isn't English.

Recruiting, training and retaining professionals would require a carefully crafted plan that evolves over time through a partnership of the DOE's Office of Early Childhood Education and colleges within New York City and beyond. If we rely on well-trained professionals -- seasoned early childhood education teachers -- to guide UPK content, we won't have to worry about content quality. These educators will know how to foster creativity and keep the wolf of

standardized testing from the door. They will know how to engage families so that most learning is reinforced at home, even if it didn't start there.

Creating an excellent UPK system is only the beginning. We must make sure that these children have access to high quality education all through their school careers. We need to grapple with the funding constraints that have limited the number of kindergarten seats and eliminated many programs and services that support learning from elementary through high school. It would be a shame if the gains made in UPK were later lost in a K-12 system that was inadequate.

Overcrowding and Co-Location

We also urge the city to closely monitor existing and potential overcrowding. Remember that the burden of overcrowding most often falls upon the most disadvantaged students. Let's not forget that many schools, particularly in poor communities, still rely on trailers for learning space. Children are sitting in those trailers years after the city promised to put them in real classrooms. We're counting on the mayor and the City Council to fulfill that promise at last.

Co-locations can also lead to overcrowding, depriving children, especially disadvantaged children of sufficient classroom space, libraries, gymnasiums and laboratories. But we are not absolutist when it comes to co-locations. Our members often tell us that co-location can be successful when leadership teams from the shared campuses incorporate a collaborative approach to managing activities and space within the building. Principals have taken it upon themselves to initiate meetings to review and discuss the use of the building as a proactive means of tackling an often-sensitive situation. They do this despite the fact that there is little to no support or training for school administrators to address the challenges that may arise from co-locations.

However, sometimes, the desire to collaborate doesn't work both ways. Despite the best efforts of educators and school communities, co-location remains a grave challenge for many schools. Often, there simply isn't enough space. Often, the newly co-located school is given priority over the host school when facilities and maintenance is parceled out. And often space cannot be used effectively because of scheduling conflicts. In some instances cafeteria space is so limited, that students are forced to eat lunch before ten o'clock in the morning. In other instances, little ones of 6 and 7-years-old are sharing buildings with young adults of 16 and 17-years-olds.

We applaud the DOE for taking steps to remedy some of the ills of co-location. This is an instance in which we should stand with the DOE, supporting it against the slings and arrows of the media and special interests.

Superintendents

We would like to underscore the importance of community superintendents. The superintendent is the most valuable professional resource that a principal can have. The superintendent is the principal's rating officer, and ultimately the one responsible for all the schools in their district. Under the previous administration, the resources necessary for the superintendents to discharge

the duties and responsibilities of the position had been removed. The effectiveness of superintendents was severely limited by the lack of support and communication from the prior DOE administration. Mayoral control was never intended to diminish the effectiveness from the local district superintendent.

Until superintendents recover the authority vested in them by state law, and they are able to make those important budgetary and instructional decisions, as well as those about sound use of space, we will continue to have a fragmented school system. That is, a system in which it is almost impossible to figure out where responsibility and accountability reside. When school leaders are in a bind, they need one consistent source of guidance and not a potpourri of cluster leaders, network leaders and other DOE functionaries. The law that allowed for mayoral control was never intended to strip authority from local superintendents.

Executive Leadership Institute

The Executive Leadership Institute (ELI) is a not-for-profit organization affiliated with CSA that provides cutting-edge professional development that is results-driven leadership training for NYC's public school leaders since 2002. Each year, hundreds of New York City's Principals, Assistant Principals, Education Administrators, Supervisors, Administrators, and Directors and Assistant Directors of Early Childhood Education take advantage of ELI's robust programming to enhance their skills and better serve NYC's public education system. We ask the Council for a \$620,000 investment to fund the ELI program during the 2015 school year.

School leadership plays a vital role in the success of students in the classroom. Research on educational outcomes has shown that the single greatest impact on improved student achievement is increased teacher and administrator professional development. School leadership is second only to teaching in terms of impact on student achievement. A study commissioned by the Wallace Foundation shows that successful leadership plays a highly significant – and frequently underestimated – role in improving student learning. The research shows that the total (direct and indirect) effects of leadership on student learning account for about 25% of total school outcomes.¹ (Leithwood, Louis, Anderson and Wahlstrom, 2004)

Universal Meals Program

There are more than one million school children in New York City schools. Over 75% are from families with incomes so low that they are entitled to free and reduced school meals. However, more than 400,000 NYC students do not participate in the school lunch program and 800,000 do not eat school breakfast. Many students do not eat school lunch because of the long-standing income-based stigma of participating in the program. Not only is there a stigma, but some kids do not eat because they don't have money for the reduced price meals and they don't want to say that they have no money. Offering universal free and healthy school meals without identifying

¹ Learning From Leadership Project – Review Research: How Leadership Influences Student Learning – www.learningfromleadership.umn.edu

students by income is fundamental to eliminating stigma and increasing participation. Students should not have to choose between being embarrassed or going hungry.

CSA urges the City Council to support universal school meals. Implementing universal school meals benefits everyone. Implementation means an estimated additional 120,000 students eating school lunch daily, which translates to additional funding for NYC. Implementation translates to \$59 million in increased federal and state revenue, generated from increased student participation. In addition, approximately 1,000 new jobs could be created and would minimize burdensome paper work for schools.

As educators, we believe our goal is to educate every student, regardless of income or ability. A free appropriate public education is a federal guarantee. The only time a school ever asks about family income is in relation to school lunch. It's nearly impossible to adequately educate children who are hungry. With universal free meals, our students have a better chance of learning and their families have greater peace of mind and can be more helpful to their children. NYC is a city where no child should be growing up hungry.

Final Thoughts

Thank you again for the opportunity to submit this testimony on behalf of CSA and our members. We understand the difficulty facing this committee as you weigh the information provided to you here today along with other worthy programs. We ask that this Committee to consider our testimony in light of CSA's deep commitment to and expertise on improving classrooms and schools for New York City students. As always, CSA remains committed to working with our partners on in City government to ensure we are all working to make our schools the best they can be. Our students deserve better than most of them are getting. We must provide programs, services and supports to prepare all students not only for college and career, but for life. We will only be successful in educating our students when we take the time to discuss, plan and implement, and provide the necessary funding.

**TESTIMONY OF LOCAL 372
PRESIDENT, SANTOS CRESPO, JR.**

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

**HONORABLE DANIEL DROMM
CHAIRMAN**

THURSDAY, MARCH 20, 2014

Good afternoon Chairman Dromm, and members of the committee, on behalf of the nearly 25,000 non-teaching employees of the New York City public school system, I want to thank you for the opportunity to sit here today.

I have had many opportunities to address this committee to discuss the issues important to our schools, our children, our communities, our union and its members. I want you to know that never before have I entered a budget hearing with such grand optimism as I have today.

The members of Local 372 join with all New Yorkers in welcoming the Mayor's Universal Pre-K initiative. The evidence is undeniable: children who have had the benefit of early learning are not only better prepared for the first grade but they perform better as they progress throughout their education.

UPK will at least level the playing field for all our children. No child should have to start their education already behind the curve.

I have already reached out to Chancellor Farina and we plan to meet in the coming days to discuss this long overdue initiative.

Clearly there will be many challenges in launching and sustaining this program. Space must be found in our already over-burdened schools. We will need well trained, skilled and highly qualified teachers and administrators as well as adequate support staff to ensure the success of this program.

Local 372 also fully supports the Public Advocate's call for free lunch for all our students.

I am also proud to say Local 372, has been pressing for this program for many years. Again, it is no secret that a child who has had the benefit of a healthy, well balanced meal is better prepared for the rigors and challenges of the classroom.

Our school lunch workers are the men and women who receive, prepare, and feed our public school kids. We personally know the students who go hungry because their parents are undocumented workers and afraid to sign the necessary official paperwork for fear of being identified and deported. We know the parents who are too proud or too embarrassed to ask for help with their children's meals. The end result is hungry, angry, and underperforming students.

Yes, it is time to abolish the two lines in school cafeterias for those who pay and those who can't. They are all entitled to eat. Dallas, Chicago and Boston have already decided on this issue; all of their children receive free meals regardless of their ability to pay. Our children deserve equal treatment and nothing less.

And while it is exciting to discuss the expansion of the early education program and the prospect ensuring all our school children are properly fed; issues with bullying, and drug and alcohol abuse in our schools must too be addressed.

Over the course of the past several years, we have seen a rise in bullying, and the use and abuse of alcohol, prescription and other drugs. The Department of Education has reduced the number of Substance Abuse Prevention/Intervention Specialists (SAPIS) in our schools.

Since 2008 the DOE has eliminated over 200 SAPIS positions leaving our more than 1,400 schools with just below 300 SAPIS professionals to serve 1.1 million students.

School-based SAPIS professionals are trained in science-based counseling methods, fingerprinted, vetted and certified by the state. They must complete college courses to qualify for their role, and are continuously subjected to state evaluations.

Just as importantly because they work inside the school, they can see and hear what's going on in the hallways and school yards. They know the students, and are able to identify and short-circuit potential problems before they develop.

SAPIS workers are also able build relationships with students and their parents and provide an additional bridge between the school, the parents and the community.

For the life of me, I cannot understand that even as watch this steady rise in drug, alcohol, and substance use and abuse the DOE has continued to either overburden or outright remove these professionals from our schools.

We have requested an additional \$5 million in funding from the legislature but it that request may be in jeopardy. We now turn to the City Council in the hope we can provide at least 100 additional SAPIS professionals.

I firmly believe having a skilled, trained and trusted SAPIS professional in each school will help ensure those students who are at-risk will be identified and counseled; and those who are dealing with substance abuse receive the help they need.

On the subject of safety, I would like to note many of our schools are operating with fewer School Aides. Our membership has been reduced by 2,000 in past years. This drop has raised concerns of student safety in the hallways, lunchrooms and school yards, particularly in the High Schools. An additional \$30 million is needed to bring staffing back to pre-2012 levels.

While they come under the jurisdiction of the NYPD, I would be remiss if I did not mention School Crossing Guards.

While they play a vital role on the streets surrounding our schools, as I said, School Crossing Guards are funded through the NYPD. What we do need is certainty that these positions be properly funded.

We ask this committee to work with the public safety committee to support additional Crossing Guards to provide safe crossings and reduce traffic related accidents under the Vision Zero plan.

We must ensure there are School Crossing Guards available to safely see our children across the street and into their school.

Finally, I would like to once again express the optimism and enthusiasm felt by everyone within Local 372. Through UPK and Universal lunch we stand on the precipice of accomplishing great things by providing new hope and new opportunity for every child in our great city.

On behalf of the School Aide/Health Aides; SAPIS professionals; School Lunch Employees; School Crossing Guards; Community Coordinators, Community Assistants; Community Associates, Paraprofessionals/Family Professionals, Parent Coordinators and Neighborhood Workers, the members of Local 372 stand ready to support and assist in bringing these great initiatives into reality.

Thank You.



My name is David Garcia-Rosen and I am the Director and Founder of the Small Schools Athletic League. I have been an employee of the Department of Education for the past 16 years.

I am here because we are at a moment in time where not only do we have the moral obligation to bring equitable access to sports for all students, but also an opportunity to shift the paradigms of sports programming in New York City.

Mayor de Blasio spoke about the tale of the 2 cities and received 73% of the votes.

This tale of two cities exists right here in the Department of Education's interscholastic PSAL sports programming.

The unique part about this aspect of the tale of two cities is that we have an opportunity to solve it with the Fiscal Year 2015 budget.

Over 64,000 students attend a NYC Department of Education High School with no interscholastic sports at some point during the year for boys and/or girls.

And more than 20,000 attend a school where there are no sports opportunities at all.

Some high schools receive more than \$250,000 for their sports programming, while others receive nothing.

In Fiscal Year 2014 many of the high schools that already were receiving the most funding, actually received more. Staten Island which receives nearly double the per student funding as the Bronx, received funding for 11 more teams.

We don't need to look at the plethora of scholastic research to know that sports improves attendance, academics, and behavior; and decreases drug use, juvenile crime, obesity, and teen pregnancy.

All we need to do is to speak to any student, teacher, or principal and ask them the impact high school sports is having on the lives of their students and school community.

SMALL SCHOOLS ATHLETIC LEAGUE

David Garcia-Rosen, Administrative Director

Drosen4@schools.nyc.gov

845-553-5626(C), 718-665-4128 X4211(O), 718-292-1372(F)

345 Brook Avenue Room 421

Bronx, NY 10454



I created the Small Schools Athletic League in 2011, because I could not stand to see one more student dropout of a high school when I know sports would have kept them engaged.

We have built a league that now serves over 40 High Schools and 1700 student-athletes in Baseball, Softball, Soccer, and Volleyball.

We have done this with limited institutional and financial support from the DOE. In fact for the first 2 years it was entirely funded by the Principals at the expense of other school needs.

Why would they do it? Because they say it is the one program that is having the most impact on the graduation and dropout rates of their most at risk students.

It is time for us to work together to expand on the successes of this paradigm shifting league.

We are failing our students if we continue to make excuses about why we cannot provide access to sports for all of them.

We are failing our students when one school receives funding for 41 teams while 70 receive nothing.

We are failing our students when one school receives more than \$250,000 annually for sports, while others receive nothing.

We are failing our students when schools with the highest rates of poverty receive the least sports funding from the DOE.

We are failing our students when the schools with the highest rates of students of color, English Language Learners, and Special Ed Students receive the least sports funding from the DOE.

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David Garcia-Rosen, Administrative Director

Drosen4@schools.nyc.gov

845-553-5626(C), 718-665-4128 X4211(O), 718-292-1372(F)

345 Brook Avenue Room 421

Bronx, NY 10454



We are failing our students when paradigm shifting programs like the SSAL are left to exist on the unsustainable model of principal funding.

The SSAL is an opportunity to build a sports program that reaches

- our most at risk students
- rewards improvement and does not punish struggle
- provides all students enrolled in high school the opportunity to play
- builds private public partnerships that fund mentoring, tutoring, and college and career readiness training for our student-athletes
- provides 12 months of programming
- **and finally brings equitable access to sports for all students**

The SSAL is at the forefront of changing the paradigms of interscholastic sports and deserves the full financial and institutional support of the Department Of Education.

I have here a list of recommendations for FY2015 as well as copies of the research we shared with the leadership of the DOE in May of 2013.

In addition, there is evidence that the PSAL has exacerbated the inequities in fiscal year 2014.

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David Garcia-Rosen, Administrative Director

Drosen4@schools.nyc.gov

845-553-5626(C), 718-665-4128 X4211(O), 718-292-1372(F)

345 Brook Avenue Room 421

Bronx, NY 10454

**Speech for Equitable Distribution of DOE Athletic Funds
Presented by Mark Dorman
City Council Hearing, March 20th 2014**

My Name is Mark Dorman and I am here today to put a face on the important research done by David Garcia Rosen, Founder and Director of the Small Schools Athletic League and to urge the Mayor, Chancellor, and City Council to carefully consider the implications of this glaring, study.

I say put a face on it because I teach at a small school that has no sport programs. I learned through Mr. Rosen only a few weeks ago that the PSAL was starting a table tennis and badminton league, I quickly phoned the PSAL to inquire about adding our school. You see Manhattan Comprehensive Night Day High School is a transfer school with a majority of student coming from other countries.

Table Tennis and Badminton are popular sports with many of them. The answer I received only reinforced Mr. Rosen's study; No transfer schools are allowed and there is not enough money to go around. More disturbing was the response that transfer school students do not deserve to participate.

When asked what schools were included included in the newly formed table tennis league Stuyvesant High School was mentioned. Stuyvesant has 41 athletic teams four were added just this spring Boys' and girls' table tennis and boys and girls badminton.

While students of these selected schools enjoy all the benefits of participating on an athletic teams, including scholarship potential, hundreds of thousands of students attending small schools and schools on the wrong side of the tale of two cities are denied these life changing opportunities. It falls nothing short of discrimination and bias.

The Mayor and I share a common thread; his daughter and my son graduated from the same public High School, the Beacon School. It is a screened school with a number of progressive athletic teams. I witnessed the benefits of my son's participation. Our kids were lucky. They were on the right side of the tale of two cities.

I would urge the council to help to correct the inequitable distribution of athletic funds, and provide all students with equal excess to athletic opportunities.

EcoStation:NY

FOOD JUSTICE + URBAN AGRICULTURE

Student Testimony before the New York City Council Education Committee
EcoStation NY & Make the Road NY
Universal Free School Lunch
Hearing on the Preliminary Budget
March 20, 2014

My name is Joshua Rosario and I am a student at Bushwick school for Social Justice. Thank you for the opportunity to testify today. I am here to speak about the Lunch4Learning Campaign for universal free and healthy school lunch for all NYC public schools.

I think the problem in the NYC cafeterias is that people are being made fun of because they eat school lunch. They call the food "free-free." So any student who is caught eating it gets made fun of. The New York City students get made fun of because this relates to their families income. So if you are eating it, you are seen as a poor, and that comes with lots of negative ideas and stereotypes.

I rarely eat breakfast. And I never eat the lunch at my school. By about 11 am I am tired and can't concentrate. Most days I don't get to eat until I go home to dinner. Its very hard to concentrate in school when I barely have any energy.

Universal Free Lunch can change the way we feel about school food. People won't feel like they are being "caught" eating the free-free. I believe in Free Lunch for all Public School Students.

Thank you for your time.

Iyeshima Harris

Good Afternoon, Mr. Mayor, Chancellor and the New York City Council members, my name is Iyeshima Harris and I attend the Academy for Environmental Leadership in Bushwick, Brooklyn. As a strong supporter of Universal Free Lunch, I believe making school lunch available to everyone is a great cause, because it eliminates hunger and classism within the school environment.

I have witnessed students getting bullied just because they would go to the front of the line for lunch. These are the students who have never missed a day of breakfast nor refuse school lunch. One student in particular, who attends the same school as myself, has to deal with bullying every day for eating free school lunch. Some students will do things just to upset him and make him feel small.

Eating school lunch is not a "bad thing" nor should one think that way, however, students automatically make assumptions about their peers environment whenever they are seen eating school lunch. Making Universal Free Lunch available would end this stigma. Another key point is that our parent's taxes are contributing to the funding of public schools and their food. My questions are: why is it that only people of certain economic statuses are receiving free lunch? Shouldn't this be available to all? What about those who make more than the suggested poverty level but who still can't afford to spend the \$1.75 a day? What happens to them?

I myself do not eat school lunch, not because I can not afford to, but because it is not well prepared. Though we are not addressing quality here today, it is also a key factor in students refusing to engage in school lunch. For the students who cannot afford school lunch, it is not fair for them to sit and watch other kids eating, while their stomach is growling. Some students who have access to free lunch do not take advantage of that resource because of both other people's opinions and the quality of the food. Others collect their lunch, take out the fruits and dump the rest without giving it a second thought. Why would they waste something so important that others don't have access to? The answer is

in the quality of the food.

The system as it is now means that many who are eligible for free lunch don't participate because of the fear of being labeled as lesser than and because of their distaste for the food itself. In order for one to understand the testimonies that are given here today, they would have to experience where it is coming from. Statistics only show numbers based on research and correlations, however, statistics are not the ones that are being excluded from eating lunch and going hungry.

If we are united and are all viewed as equals, then we should be treated as such. The phrase "food for thought," is commonly heard and is means anything that provides mental stimulus for thinking. We would like for you Mr. Mayor, and the Council to make that phrase carry a true meaning by making Universal Free Lunch accessible for everyone. Thank you for your support.

My name is Ricky Santana and I am a student at Bushwick School for Social Justice. I want to express my support for the Lunch 4 Learning Campaign for universal free school lunch for all NYC public school students. I believe those who don't go to bed hungry or wondering about breakfast in the morning should be the ones on the front lines fighting without rest to make sure those who do experience food insecurity, can eat. This is because food is one of those things that we as people are all entitled to. Whether it be middle school, or high school students, we need to be fully productive in the class room. We need everyone who fights so hard to keep us in class, to also fight to feed us before it. I am asking the Mayor and City Council to make universal free school lunch a priority in the budget. Thank you very much for your time.

My name is Rayven and I am a student at Bushwick School for Social Justice. I am here to talk about free universal lunch for all students in NYC. The reason I am talking about this is because there is a giant stigma around free lunch now. Students fear being labeled as the kid who eats the "free free" because they're not to bring their own food or to pay for it.

There is also the fact that only 38% of high school students eat the free food even though 68% of students are eligible. This is because students fear being labeled and then will go hungry for the rest of the school day. Students don't have the energy later in the day, this means that student's grades are lower and they are not able to be excellent students.

Universal free lunch can fix this by providing everyone lunch without having to prove a certain need. This would get rid of this stigma and allow kids of all income to eat without the negative labels that often accompany it. If this passes, most kids would start eating and have more energy during the day, increasing student's grades across NYC. Mr. Mayor make universal free lunch your priority, my education is mine. Thank you for your time.

Thank you for the opportunity to testify today. My name is Kristina Erskine.

As a member of the Food Justice Team at the Academy for Environmental Leadership, I am here to speak in support of the Lunch 4 Learning Campaign for universal free school lunch for all NYC public school students. I certainly acknowledge the peace of mind I get from knowing that my parents don't have to worry about meeting a form's income standards for me to be able to eat. I am lucky enough to not depend on school lunch, because I am able to bring my own food each day. Now, imagine if every student could seek comfort in knowing they could always count on eating lunch. Why shouldn't they? Eliminating stigmas associated with getting free lunch, the feeling of classism, and having to report parent's finances, would create a sense of unity within New York City Public School's students. This program would create a greater sense of food security for students throughout New York City. Universal free school lunches would mend the empty stomachs and unfocused minds of today's youth. I am asking the Mayor and City Council to make universal free school lunch a priority in the budget. Thank you for your time.

Hello! My name is Benia Darius and I'm a student at the Bushwick School for Social Justice. I believe it is not fair that students spend most of their time in school, but cannot afford to eat. School lunch should be available to everyone of every economic status. Often school lunch is the only meal that students can count on have for the whole day. So many kids are not eating because they are afraid of being labelled. New York City Public School Lunch is the 2nd largest public food program in the United States. It is a huge program but not enough students are participating.

I remember last year my friends and i refused to eat school lunch because we always saw it arriving in packages. In order to implement these changes in our school, we have to make school meals available to everyone. We want to create a safe learning environment. Food is the cornerstone of a productive day. Last year way before the day would end I would be so tired that I wasn't able to sit through a 45 minute class. We need universal free lunch. We need students to focus on school not on what they're going to eat. We need to give those students an opportunity to learn. Just because a household is making more than \$36k per year, that does not mean that their should be disqualified from free lunch. \$1.75 is not easy to come by. My peers should not ho on the school line ashamed or afraid to be humiliated. We need this move forward as a city. New York City should lead the way towards a more equitable education system.

My name is Angel Velasco. I am a student at BSSJ. Thank you for the opportunity to testify today. I am here to speak about the Lunch4Learning campaign for universal free and healthy school lunch for all NYC public school students.

The Lunch at my school is bad because the food is never hot, the food is very greasy, and it's not healthy. It think we need to change the food in my cafeteria through universal free lunch so students can eat without having to pay. I plan on going to college and becoming an immigration lawyer. But college is expensive and my family is trying to save, and we cannot afford the 35 dollars a month for the school lunch. Luckily, I don't have to pay for lunch but there are many families not much different than mine who do.

I don't like the food at my school and it does not support the people and affects their health badly. The students don't eat, and their grades are bad because of it. This also affect the self and body. I am and American. I am against the discrimination against poor people. America has a lot of food, not one should be hungry. This is my testimony. I want to change the lives of the students of New York City through free lunch for all. Thank you.

Good Afternoon, my name is Aminata Coulibaly and I attend Bushwick School for Social Justice. My testimony around the issue of universal free lunch is that all students should have access to free lunch. I have had personal experience in having to fill out a lunch form to see if I was qualified for free lunch. I asked my dad to fill out the form and he said "why do they need my income to decide if my child can eat lunch or not?" One of my friends was not eligible for free lunch. She has 7 sisters and her parents are struggling to put food on the table. Since I get free lunch she asked if I could share my lunch with her so she can eat because she wasn't able to eat otherwise. Even though she didn't qualify for free lunch she couldn't afford to pay the \$1.75. If I wasn't able to share my lunch with her she would go through her day hungry and unfocused. Based on my experience I think that school lunch should be free for everybody. It shouldn't be based on your income. This leads to students being bullied and being called names. We are all human beings. It's hard to learn when you are hungry. Thank you for supporting universally free school lunches. Thank you for your time.

Hello, my name is Aminata Abdouramane and I am a student at Academy for Urban Planning. I want to express my support for the Lunch 4 Learning Campaign for universal free school lunch for all NYC public school students.

Bullying, name calling, threatening, oppressing and the oppressed. The lunch food and those who receives it are the leading causes of bullying at my school. In most schools, kids often get bullied because they eat the food which, state-wide, is nicknamed "free-free." This name is uncomfortable to most. Just last week, I witnessed a boy getting bullied over getting in line for "free-free." The bully was yelling over the entire cafeteria, "You got free free. Yo!" This causes depression, feeling left out, and encourages students not eat the lunch even if it is their only meal of the day. More often than not, the lunch food is the thing that determined who gets bullied or not. There are many issues with the school lunch including the portion size, freshness, undercooked food and not enough fresh fruits and veggies. However, I believe that one important first step we can make is to make all school lunches universally free and get rid of the bullying and teasing that happens because of it. I am asking you Mr. Mayor, Councilmen and women, to make universal free lunch a priority. We need to stop the stigma and get better food in our schools. Thank you for your time and your support for this important issue.

TESTIMONY OF JAMES HEDGE, EXECUTIVE BOARD MEMBER/DELEGATE AND
POLITICAL DIRECTOR,
AMALGAMATED TRANSIT UNION LOCAL 1181-1061
PRELIMINARY BUDGET HEARING OF THE NEW YORK CITY COUNCIL
COMMITTEE ON EDUCATION
MARCH 20, 2014

Good Afternoon Chairman Dromm and Members of the Committee:

I thank you for this opportunity to submit testimony for your consideration as you begin your negotiations of the Fiscal Year 2015 budget of the City of New York. My name is James Hedge, and I am an Executive Board Member/Delegate and Political Director of Local 1181 of the Amalgamated Transit Union. Local 1181 represents school bus drivers, matrons, and mechanics who everyday provide safe, efficient transportation to about 160,000 New York City school children and have been doing so for over 60 years.

Because of the Bloomberg Administration's decision during the 2012-2013 school year to eliminate the decades-old employee protection provision ("EPP") in its contracts with the school bus contractors that employ Local 1181's members, that sixty-year history is under assault, and the entire school bus transportation industry has been destabilized. The havoc wreaked on New York City school children; their families; and school bus drivers, matrons, and mechanics all stem from the former administration's belief that working men and women do not deserve fair wages and benefits or job security. The membership of Local 1181—which numbered approximately 15,000 just some two years ago—has been devastated. Last June, 2,000 of those members lost their jobs; this coming June, unless there is some change to the plans that former Mayor Bloomberg set in motion, approximately another 2,800 will lose their jobs; and in June of 2015, approximately another 3,000 will lose their jobs. Remarkably, in less than two

years, this drastic change to the way the school bus transportation industry in New York City has been operated for more than half a century will have driven more than half of Local 1181's membership into the ranks of poverty. In advancing this myopic policy initiative, despite the mandate of competitive bidding laws that an agency achieve the best possible service for the lowest possible cost, the former Administration focused solely on the cost of school bus transportation services, while ignoring completely obtaining the quality of such service. Of course, the drivers, matrons, and mechanics in the industry have suffered because of that misplaced focus, but so too have their most precious cargo, who deserve a dependable, reliable, caring, and safe transportation workforce.

While the Bloomberg Administration offered several rationales for its elimination of employee protection provisions from school bus transportation contracts, none were genuine, and only one concerns today's hearing. In attempting to justify the removal of the EPP, the former Mayor and former Chancellor claimed that the competitive bidding process can and did achieve cost savings. That of course is a non sequitur. Although competitive bidding may result in cost savings, it does not follow that the cost savings were achieved only by removing the EPP. As Local 1181 has said time and time again, this argument fails to acknowledge that competitive bidding can still be undertaken while also including the EPP. In fact, this is the more responsible method of competitive bidding, since "savings" are not produced on the backs of working men and women desperate for a wage offered by their employers, but rather on efficiencies in the operations and administration of school bus contractors. When this very issue was raised by Council Member Cabrera at the June 4, 2013 joint meeting of the Committees on Finance and Education, then-Chancellor Walcott became indignant and refused to give a substantive answer. Despite claiming that a rationale for not including the EPP in the competitive bidding process was a desire for cost savings, when asked by Council Member Cabrera if cost savings could be

I sit before you today some fifteen months after the Bloomberg Administration announced its intention to eliminate the EPP from school bus transportation contracts. And yet there is nothing to indicate that any real cost savings have been achieved. What we have learned

² NYC Comptroller John C. Liu, Testimony on “The Cost of Pupil Transportation in NYC,” New York City Council Education and Finance Committees Joint Oversight Hearing, February 8th, 2013.

though is that the “low bids” heralded by the previous administration were only low because labor costs consist of wages barely above the minimum wage, minimum healthcare coverage, and no pensions. To call the payment of subsistence level wages to the workforce that cares for some of our most vulnerable children “cost savings” deliberately ignores the external costs associated with such low level wage workforces.

It has been demonstrated in numerous studies of low-wage workforces, that when workers cannot earn a living wage to support their families, they are reliant on social services. The utilization of such social services is not cost-neutral to the City, even if they are off the Department of Education’s balance sheet. Food stamps, government-subsidized healthcare, government-subsidized housing all cost the City money. Such low level wages will not offer career opportunities for people in the industry, leading to high turnover. As new workers constantly join the industry to replace departing workers, the Department of Education or its school bus contractors will have to constantly retrain workers—a costly endeavor.

Then of course there are considerations of labor peace. With the inclusion of the EPP in school bus contracts for so many years, there was a stabilizing effect on the workforce. Turnover was low; job actions and strikes were non-existent. That labor peace, though, lasted only as long as the EPP was included in school bus contracts. Now, however, with the anticipated influx of new workers, it is very likely that the industry will be much more turbulent. As these new workers consider if they want to be represented by our union or other unions or no union at all, there will be organizing drives. Labor unrest may increase. Resulting strikes may very well occur. Service disruptions are certainly not without cost to the Department of Education. We know from the strike which my members were forced into last year, that it cost the City at least

\$21 million,³ not to mention the cost of police overtime; the cost of additional reimbursements to parents for alternative transportation during the strike; and legal fees related to ensuing litigation.

An additional cost that has been triggered by the removal of the EPP is the withdrawal liability that is owed to the various Local 1181 benefit funds. When companies that are signatories to collective bargaining agreements with Local 1181 go out of business, they withdraw from participation in the Local 1181 benefit funds. Because, under the terms of the EPP, the workers for whom contributions are made to the benefit funds continue to work even if their company goes out of business, and benefits continue to be paid by their new employer, the Pension Benefit Guaranty Corporation many years ago issued a waiver of withdrawal liability to the Local 1181 funds. When Mayor Bloomberg removed the EPP from the contracts with the employers, that waiver ceased, since new companies entering the industry can hire whoever they want from wherever they want and pay them whatever desperate people are willing to take, without any obligation to continue contributing to the benefit funds. Therefore, employers leaving the industry will be assessed withdrawal liability.

If the former mayor's strategy continues unchallenged, it is likely that by the end of the third bidding cycle, most if not all Local 1181 companies will be out of business. The funds' actuaries estimate that the withdrawal liability will approach \$265 million, if not more, for ongoing withdrawals of employers. That will destroy the funds' viability and ability to deliver the benefits employees have worked their entire lives, and given up wage increases, to achieve. Moreover, approximately 40% of that number is attributable to contributions made on behalf of matrons, which is paid by the City (referred to in the industry as a "pass through"). Therefore, the City may be liable for at the very least more than \$100 million in withdrawal liability, which

³ In response to an initial freedom of information law request submitted by Local 1181 soon after its strike inquiring as to the cost of the strike incurred by the City, the City responded that the cost at that point was \$21.27 million.

liability alone would completely eviscerate the supposed “projected savings” cited by former Mayor Bloomberg as a rationale for removing the EPP in the first place. Furthermore, while the City does not pay by pass through the other workers in the industry, under a joint employer theory of liability, the City may very well be liable for the entire amount of withdrawal liability. To date, two of Local 1181 signatory contractors have left the industry—Hoyt Transportation and Atlantic Express; the withdrawal liability for the contributions of those employers alone is already approaching \$109 million.

In addition to the benefit fund withdrawal liability, another cost that will be absorbed by the Department of Education due to companies going out of business, is the cost for substitute contractors. As we recently saw when Atlantic Express declared bankruptcy at the end of last year, and the Department of Education awarded contracts to substitute school bus contractors to continue transportation services for the latter half of the 2013-2014 school year, those substitute contractors charged the Department of Education a 10% premium to do the very same work that was performed by Atlantic Express before being forced into bankruptcy. The Department of Education has also agreed to indemnify these substitute contractors for potential back pay liability that will likely cost additional millions of dollars.

In conclusion, during just the past fifteen months following the removal of the EPP in various school bus contracts, the City has incurred costs that not only exceed the “projected savings” the prior administration forecasted would be achieved during that same time period, but exceeded the “projected savings” that it forecasted over a full five-year period. And there is no reason to believe that additional costs will not continue to accrue.

Thank you.



FOR THE RECORD

Center for Children's Initiatives
Building Bright Futures for Children

**Testimony of Center for Children's Initiatives
Before the New York City Council
Committee on Education
Regarding the FY 2015 Preliminary Budget**

Honorable Daniel Dromm, Chair, Committee on Education

**Presented by Betty Holcomb, Policy Director
March 20, 2014**

Thank you for the opportunity to testify today on the Mayor's 2015 Preliminary Fiscal Budget and for the full support of the City Council resolution supporting the City's plan to establish high-quality full-day, free universal prekindergarten for all of New York City's four year old children and high-quality after school programs for middle age youth.

We applaud the leadership of the City Council in showing strong support for the Mayor's plan and working tirelessly to build support and win the funding to carry the plan forward. We want to express special thanks to the Honorable City Council Speaker Melissa Mark-Viverito, and to Education Chair Daniel Dromm, as well as council members Gentile, Garodnick, Chin, Levin Rose, Weprin, Williams, King, Barron, Deutsch, Levine, Maisel, Reynoso and Treyger of the Education Committee, for strong leadership in championing the city's plan for expansion of full-day Pre-K as a core part of our city's public education system and for their continuing support to adequately, appropriately and equitably fund all public education services, Pre-K to 12.

The Center for Children's Initiatives (CCI) is very pleased to have had the opportunity to support the development of the full implementation plan for a free high-quality, full- day program. Our Executive Director, Nancy Kolben is very proud to have been asked to be a member of the Pre-K Implementation Work Group.

The Center for Children's Initiatives serves as a trusted resource on early care and education for policymakers, parents and professionals. As a child care resource and referral agency and proud member of the NYC Child Care Consortium, we fully support investments that support all children's healthy development and learning from birth through school-age. As a key part of our mission, CCI has served as a leading voice on Pre-K policy, investment and implementation and work at the city, state and federal level to promote high-quality full-day services to support children's development, meet family needs and prepare children for success in school and beyond.

With our focus on early childhood education, **CCI is focusing our testimony today on Pre-K** which we see as a **critical and core part of public education**, as well as a **building block for the city's efforts to build a systemic, coherent, high-quality system of early care and learning**. Pre-K creates a **unique link between public education and community-based early childhood services**, creating the opportunity to align teaching and learning in the early years with the K-12 system and achieve better outcomes for children. As a part of public education, free and open to all children, **Pre-K also stands out as a service that expands access for immigrant children and families.**

Today, with over 58,000 four-year-olds enrolled in Pre-K in the city, and a third of them in full-day Pre-K seats, the city is well-positioned to carry out the plan, issued in January, "Ready to Launch." This plan draws on the city's broad experience and expertise in implementing UPK, and includes critical building blocks to assure the effort meets high-quality standards with critical attention to professional development, dual language learners and ongoing coaching and mentoring. It is not only realistic but essential to the well-being of children in the city and to their families. As Nicholas Kristof said in a recent NY Times op-ed piece, "One of the most consequential national debates this year will be about early education. The evidence that it builds opportunities is overwhelming."

The city will build on the strength of the current Pre-K program in which 60% of the services are provided in early childhood programs in the community giving parents the maximum options and providing continuity for children from birth to three as well as expanding opportunities in public school settings. The city is making very wise decisions to continue to build on this diverse delivery system and to strengthen it across all settings, with high standards and providing resources to help to meet those standards

CCI has a long history of working for investment in and to support the expansion of high quality early education opportunities for children from birth through school age. We have long recognized that Pre-K was one important anchor for that work. CCI has worked to promote implementation of Pre-K programs working with city, state and national partners and have had the opportunity to work with and learn from colleagues across the country. CCI provided leadership in the original implementation of Pre-K in New York City, right from the start, when the city went from zero Pre-K seats to 14,000, in just one year. At that time, the city had few dedicated resources or staff to take on the venture, yet the program rolled out and has continued to grow since then. The promise made in 1997 to have universal Pre-K in five years needs to be fulfilled. New York City is poised to do so for our children.

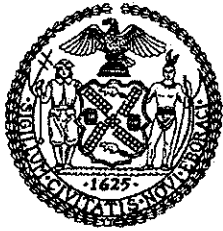
CCI also has a long history of working on all aspects of implementation, from facilities to workforce development to professional development and costing out. We also have an active parent consultation service and experience and expertise in helping parents understand their options and arrive at the best choice for their children. We are eager to serve as a resource to the Council, and especially to this committee, to work on all aspects of meeting the goals of the Pre-

K expansion – and to make sure that the expansion supplements and enriches other early childhood services. There is much to build on, but also much complexity. We stand ready as a resource to help in any way we can.

CCI is pleased that the Mayor has also put strong new leadership into his administration. The new deputy Mayor has a strong portfolio that focuses on strategic priorities including Universal Pre K and after school for middle school children as well as other children's services. We agree with the City administration that our city has a strong basis to build on and that our city – in partnership with schools, early childhood programs in the communities and families is well-positioned to move forward at a rapid pace. We have a wealth of expertise and capacity, and with new resources, we believe that more programs will come forward.

CCI hears daily from parents about the challenges that they face in finding affordable early learning opportunities and we know that Pre-K is an important option for those families. We also work to support programs across the city in meeting the highest quality standards. CCI staff and Board fully support the City Council resolution and stand ready to invest our time and expertise in making this a reality.

Thank you for the opportunity to testify.



THE CITY OF NEW YORK MANHATTAN COMMUNITY BOARD 3

59 East 4th Street - New York, NY 10003
Phone (212) 533-5300 - Fax (212) 533-3659
www.cb3manhattan.org - info@cb3manhattan.org

FOR THE RECORD

Gigi Li, Board Chair

Susan Stetzer, District Manager

TESTIMONY BEFORE THE NEW YORK CITY COUNCIL EDUCATION COMMITTEE PRELIMINARY BUDGET HEARING – EDUCATION CAPITAL 03.18.2014

Re: Essex Crossing New Pre-K – 8 Dual District School

Community Board 3 Manhattan (CB 3) is advocating for a new school at the Seward Park Mixed Use Development Project site, now called Essex Crossing, along with local elected officials and community partners. CB 3 plans to release a detailed position paper in late Spring 2014 for the school, which it is developing with its Community Education Council 1 (CEC 1) partner. Although the school would reside in Community School District 2 (CSD 2), CB 3 proposes that it serve both CSD 1 and CSD 2 students as a dual district PreK-8th grade school and reiterates the need for its inclusion in the Mayor's FY 2015 Preliminary Capital Budget for the Department of Education (DOE) and the School Construction Authority (SCA).

Background

The Essex Crossing plan includes a potential 1,000 housing units. Of this total, at least 50 percent will be affordable housing. The entire development can be expected to attract families who will send their children to a local public school for reasons of both affordability and quality. Even before adding the 1,000 planned units, an examination of data from the DOE 2007-2008 and 2008-2009 "Blue Books" shows that public school enrollment is growing faster in Community School District 1 (CSD 1) than in any other district in the entire city--by far--at 4.1 percent per year. The enrollment increases are already contributing to rising class sizes, with 52 percent of CSD 1 General Education, Gifted and Talented, and CTT Kindergarten classes exceeding the benchmark of 19.9 students in K-3 in the City's Contract for Excellence Plan (established by law to settle the Campaign Fiscal Equity lawsuit in 2007) with 20.1 students in the 2011-2012 school year. Furthermore, based on DOE's current utilization rates, SCA enrollment projections for 2009-2018 estimated that all elementary schools south of Houston Street will be over capacity by the project's completion date in 2022 – this includes three currently overcrowded CSD 2 public schools (P.S. 42, P.S. 124 and I.S. 131) within CB 3's boundaries.

The new schools being built to remedy CSD 2's extreme overcrowding are not expected to satisfy the population increase in CSD 2 based on housing start projections. If residential growth in CB 3 continues without any planning for a new school, the schools in CSD 1 and CSD 2 are likely to not have space for seats that are expected to be funded by Pre-K programs and class sizes will continue to increase in size to far above optimal levels.

Need

For the reasons cited above as well as based on data gleaned by multiple governmental and industry reports, the need for a dual CSD 1 and CSD 2 Pre-K to 8th grade school at Essex Crossing is critical. A dual district school would provide flexibility and consistency with the Department of City Planning's own recommendations for responsible planning around new residential developments. Recommendations for how enrollment for each of the school district's children should be structured will be included in the forthcoming position paper. This school would preferably serve CB 3 children primarily within an approximate ½ mile radius of the school site with a 50/50 mix of CSD 1 and CSD 2 children as the first priority for acceptance. CB 3 and the City would work with the State legislature to amend the current boundaries to allow for this dual district system.



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1030 15TH STREET NW, SUITE 1100W
WASHINGTON, DC 20005

TEL 800 969 4767
FAX 202 347 5868

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FOR THE RECORD

Education Committee DOE Budget Expense Hearing

March 20, 2014

My name is Megan Cryan and I am the New York Director for Share Our Strength's No Kid Hungry Campaign. Share Our Strength is submitting testimony in strong support of a policy to establish "breakfast after the bell" programs in all schools in New York City. Schools across the country are successfully implementing these types of programs, such as breakfast in the classroom. These schools have seen the results: healthier, more attentive students who are ready for a full day of learning and increased federal reimbursements from the US Department of Agriculture. A number of large school districts, such as Detroit, Los Angeles, Chicago, and Houston, have established policies to require schools to serve breakfast after the bell.

One in five city children lives in a household struggling to put food on the table and 30 percent live in households below the poverty line. According to a national analysis of breakfast participation among large school districts, NYC ranks last – 63rd of 63rd – with only about 35 percent of students who get a free or reduced-price school lunch also getting school breakfast. Traditionally, breakfast is served in the cafeteria before the school day begins – a time and place that is inconvenient for students and families. Students often miss school breakfast due to transportation issues, incompatible bus schedules, or fear of being stigmatized.

Making breakfast a part of the school day has been shown to not only overcome these barriers and increase participation in the program, but also has been linked to fewer absences and higher proficiency on standardized math tests. Currently, only about 350 of the more than 1700 schools in NYC offer breakfast after the bell. Results from a statewide classroom breakfast program in Maryland demonstrate that students from participating schools had as much as a 7.2 percent lower rate of chronic absenteeism and were up to 12.5 percent more likely to achieve proficiency on standardized math tests than students from non-participating schools.

Mayor de Blasio recognizes the importance of ensuring that all students are able to start the day fueled to learn and included a breakfast after the bell policy in his campaign. The benefits of school breakfast for health and academics are so recognized that First Lady Michelle Obama recently highlighted the program as part of the fourth anniversary of her "Let's Move!" campaign. Expanding school breakfast can also help with improving the school food bottom line. If New York City were able to increase the percentage of low-income kids getting breakfast from 35 percent to the recommended 70 percent, the city would receive an additional \$53 million in federal reimbursement.

Share Our Strength is a national nonprofit organization working to end childhood hunger in America. Through No Kid Hungry campaigns across the country, Share Our Strength is working with elected officials and community, faith, and private-sector leaders across the country to develop and implement plans to end childhood hunger. We have successfully worked with key stakeholders in school districts across the country to establish breakfast after the bell programs. We stand ready to support this policy in New York City with grants, technical assistance, data analysis, and more.

Megan Cryan
NY Director,
Share Our Strength's No Kid Hungry Campaign



Name: Preliminary Budget Hearing - Education

Type: Oversight

Title: New York City Council Fiscal Year 2015 Preliminary Budget, Mayor's FY '14 Preliminary Management Report and Agency Oversight Hearings Department of Education (Expense)

Time: 3/20/2014 10:00 AM; 1:00 PM (Public)

Submitting: Kate MacKenzie, Director, Policy & Government Relations, **City Harvest**

Thank you, Chairperson Dromm, and the greater committee for this important budget hearing that will lead to the educational betterment of young New Yorkers in our public schools. I would like to speak with you today about the need for free and healthy universal school lunch in our public schools.

City Harvest is the world's first and New York's only food rescue organization. For more than 30 years, we have been dedicated to feeding the city's hungry men, women, and children by collecting excess food that would otherwise go to waste. In 2013, we rescued more than 46 million pounds of food and distributed it to more than 500 community food programs. Importantly, 60%, or nearly 30 million pounds is produce, and 75% percent is nutrient dense – high quality foods that our hungry neighbors need. We know very well the importance of school meals in ensuring that children are equipped to learn.

Universal Free, Healthy School Lunch – The Need

Universal free and healthy school lunch must be available for all New York City public school students. It is the most effective way to encourage greater participation by eliminating the poverty stigma associated with the program. **City Harvest** is proud to stand amongst over 120 organizations and elected leaders who support a campaign to ensure this vision becomes a reality.

Over the last five years, the need for emergency food has skyrocketed. New York State has seen a 40% increase in food insecurity since the early 2000's.¹ We have examined data on the number of visits made to our network of soup kitchens and food pantries and the findings are quite alarming. For example, programs in the Bronx have seen 72% more visits now than they did five years ago, while partners in Brooklyn have seen a 42% increase. In this time, **City Harvest** has risen to the challenge – more than doubling our annual food deliveries in response to the needs of our neighbors.

Child food insecurity is also unacceptably high. Nearly 1 in 4 kids come from food insecure families in this city, which means that they come from families that aren't always sure where their next meal is going to come from. That information, coupled with the lagging participation in school meals, is a tremendous opportunity to make sure that all children are fed, and that schools are a major partner in doing that.

Current participation in the school lunch program is low—but not for a lack of need. 68% New York City public school students are eligible for free school lunch, which means that their annual family income is less than \$25,000 for family of three. 75% are eligible for free or reduced school lunch, which means that their annual family income is less than \$36,000 for family of three. Many students whose family incomes are above the \$36,000 per year cut off for free or reduced priced lunch are struggling to meet basic needs.

Universal Free, Healthy School Lunch - Solutions

Changing the current system – which links school food with family income – gets rid of the income stigma that greatly impacts participation, especially as children get older. The percentages of students eating school lunch are 81% in elementary school, 61% in middle school, and 38% in high school. 250,000 of the 780,000 students who are eligible for free or reduced priced meals do not yet participate.

New York City has experience with providing free, healthy school lunch to all. New York City schools that provide free school lunch to all students through a federal incentive program called “Provision 2” had significant increases in the number of students eating, especially in middle and high schools. This proves true in other places that have universal free school lunch.

¹ Coleman-Jensen, Alisha, Mark Nord, and Anita Singh. Household Food Security in the United States in 2012, ERR-155, U.S. Department of Agriculture, Economic Research Service, September 2013.

The campaign believes that over time, an additional 120,000 children will eat school lunch each day by:

First step: Mayor deBlasio can institute universal free meals immediately by ending the collection of student fees for lunch. No state or federal permission is required.

Next steps: The city can maximize federal incentive programs that minimize paperwork and maximize federal reimbursements (Provision 2 & Community Eligibility Provision).

Food Appeal: To increase food appeal, menu flexibility should be reinstated.

School lunch costs are primarily paid for by the federal and state governments. A 20% increase in participation (or 120,000 extra meals per day) would bring an additional \$59 million in federal and state funds into New York City. The city covers the difference between the federal and state reimbursement and the cost of providing the meal. A 20% increase in participation would require an additional investment of \$20 million in New York City funds, or \$20/student per year.

This \$20 million represents .0025% of the City's current \$8 billion investment in the New York City Department of Education budget. This is a small investment with a big return.

Universal Free, Healthy School Lunch – Looking Forward

We commend the actions by Governor Cuomo to invest state dollars to ensure that our most vulnerable citizens continue to receive their Supplemental Nutrition Assistance Program (SNAP) benefits, but understand that the SNAP cuts from November 1, 2013 are still adversely affecting New York families. Providing universal free, healthy school lunch will target child hunger where children spend the majority of their days: in our public schools. **City Harvest** fully supports the implementation of universal free, healthy school lunch in New York City.

- Students will be better nourished and ready to learn.
- Families are better able to make ends meet.
- For every 10% increase in participation, the equivalent of 500 SchoolFood jobs are created and local economic activity is increased.
- Schools can direct time and resources toward educational activities that are now used for the collection of school food application forms and the daily identification of students.

Again, thank you for your attention to these urgent matters and for all your work on to improve the lives and conditions of young New Yorkers.

Contact Information:

Kate MacKenzie, Director of Policy and Government Relations

kmackenzie@cityharvest.org

646-412-0652

New York City Council Preliminary Budget Hearing – Education - Expense

**Joint Testimony from Internationals Network for Public Schools and
the New York Immigration Coalition delivered by
Elizabeth Olsson, Internationals Network for Public Schools**

March 20, 2014

Good afternoon. My name is Elizabeth Olsson, Manager of Policy and Advocacy for Internationals Network for Public Schools. I'd like to thank the members of the City Council's Education Committee and Chair Danny Dromm for convening this hearing.

Internationals Network for Public Schools (Internationals) aims to ensure recent immigrant English language learners have access to a quality education that prepares them for college, career, and full participation in democratic society by opening and sustaining a network of International schools, as well as providing professional development and technical assistance to educators serving this population. Internationals is led by a team of practitioners that work with 18 International High Schools nationwide; 15 of these are located in New York City.

In preparing this testimony, we collaborated with the New York Immigration Coalition (NYIC), an umbrella policy and advocacy organization with nearly 200 member organizations that aims to achieve a fairer and more just society that values the contributions of immigrants and extends opportunity to all. Internationals and the NYIC work together, along with the NYIC's Collaborative of immigrant organizations, to fight for quality education for immigrant and English language learner students.

There are nearly 160,000 English language learners – or ELLs – in New York City's public schools. ELLs have enormous potential – once they learn English, they can outperform their native English speaking peers – and they have multilingual skills, a key advantage in today's global economy. Despite these assets, ELLs are being left far behind. Only one ELL out of three graduates in four years—compared to a rate of over 60% for all students in NYC.¹ Proficiency scores on this year's State tests for grades 3-8 were 3.4% in English and 11.4% in Math² – so abysmal, they amount to a crisis for our ELLs—both in how we educate them and in how we evaluate their capacities.

While the DOE has taken steps to support ELLs in recent years, more can be done to unlock their potential, and with the arrival of a new administration, the time could not be more opportune. As a candidate, Mayor de Blasio noted that a system-wide response for ELLs is needed, and we agree.

It's time to bring back a version of the ELL Success Incentive Grants, a \$7 million 2008 initiative developed through a partnership between City Council and DOE that gave schools critical resources to provide the comprehensive support ELLs need to succeed. ELL-serving schools need additional funding for:

¹ New York State Education Department, 2008 Cohort Graduation Rates Additional Slides

² New York State Education Department, 2013 Grades 3-8 English Language Arts and Mathematics Supplemental Slides

- **Translation and Interpretation:** In order to engage all parents in a meaningful way, schools need resources to provide immigrant families with access to translation and interpretation.
- **Common Core Supports:** With the arrival of the Common Core, schools must have access to dedicated funds to provide ELLs – who have to learn a new language and new content simultaneously – with additional academic support to meet these more rigorous standards.
- **Professional development:** Teachers need access to high-quality professional development specifically related to ELLs and the bilingual Common Core, and these supports are most effective when customized and provided at the school level to ensure supports meet teachers' specific needs.
- **Specialized Programs and Supports:** Schools need resources to ensure they can provide ELLs access to all opportunities available to other students – from Career and Technical Education programs to transfer schools and Young Adult Borough Centers that focus on supporting students most at risk of not graduating.

In addition, immigrant families face tremendous challenges navigating the school system. We hope to collaborate with the new administration in designing supports that can help the DOE better meet its goal to improve parent engagement. This can include additional supports for immigrant parents during critical transitions, such as during enrollment—with regards to understanding program options for ELLs—and during the high school selection process.

Another challenge and opportunity that our schools face is providing consistent and adequate support for the most vulnerable immigrant students. Students with interrupted formal education, or SIFE students, come from a home where a language other than English is spoken and range from students who have never attended school to students whose education was interrupted for two or more years. Some of these students are pre-literate in their first language. City Council and the DOE can ensure that schools have adequate resources to meet these students' greater needs.

I'd like to thank you once again for the opportunity to testify. New York City has the opportunity to improve ELL achievement, counter declining ELL graduation rates, and ensure that ELLs are ready for college and careers by providing the resources schools need to achieve results with this large and growing population.

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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☐ in favor ☐ in opposition

Date: 3/20/14

(PLEASE PRINT)

Name: Chancellor Carmen Fariña

Address: Dept. of Ed.

I represent: _____

Address: _____

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THE CITY OF NEW YORK**

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Date: 3/20/14

(PLEASE PRINT)

Name: Kathleen Grimm

Address: Deputy Chancellor for Operations

I represent: DOE

Address: _____

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(PLEASE PRINT)

Name: Yuxuan Liu

Address: 1349 64th

I represent: CACF

Address: _____

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THE CITY OF NEW YORK**

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Date: _____

(PLEASE PRINT)

Name: Ricky Santana

Address: _____

I represent: Make the Road: NY

Address: _____

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THE CITY OF NEW YORK**

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☐ in favor ☐ in opposition

Date: 3/3/20/14

(PLEASE PRINT)

Name: Felicite Dambra

Address: Amherst College

I represent: Fro Station: NY

Address: _____

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THE CITY OF NEW YORK**

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☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Anthony Johnson

Address: _____

I represent: EcoStation: NY

Address: _____

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THE CITY OF NEW YORK**

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☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Angel Velasco

Address: _____

I represent: EcoStation: NY + MR NY

Address: _____

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THE CITY OF NEW YORK**

Appearance Card

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☐ in favor ☐ in opposition

Date: 3/20/2014

(PLEASE PRINT)

Name: Aminata Colibaly

Address: 400 Irving Ave. BK

I represent: EcoStation: NY

Address: 130 Palmetto St. BK NY 11221

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THE CITY OF NEW YORK**

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☐ in favor ☐ in opposition

Date: 3/20/2014

Name: Raven De la Cruz (PLEASE PRINT)

Address: _____

I represent: EcoStation NY @ Make the Road

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: 3/20

Name: Sophia Pappas (PLEASE PRINT)

Address: _____

I represent: EX DIR, DOE

Address: Office of Early Childhood Educ

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THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. TR07C Res. No. REC'DING

☐ in favor ☒ in opposition

Date: 3/20/14

Name: Barbara Harris (PLEASE PRINT)

Address: 24 Central Park South

I represent: GRANNY Peace Brigade and

Address: 15 other Social Justice
organizations

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THE CITY OF NEW YORK**

Appearance Card

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☐ in favor ☐ in opposition

Date: 2/20/14

(PLEASE PRINT)

Name: F. K. G. + L. H. G.

Address: 4188 124th St J.S./M.S. 426

I represent: Title I DIAC Chair 27

Address: In. P. K. G. H. S. School 2150 1st Ave

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THE CITY OF NEW YORK**

Appearance Card

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☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Leonie Harrison

Address: 124 Waverly Pl

I represent: Class Size Matters

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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☒ in favor ☐ in opposition

Urban Advantage Date: 3/20/2015

(PLEASE PRINT)

Name: Marnie Rachtell

Address: _____

I represent: Urban Advantage Queens

Address: Borham
Garden

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THE CITY OF NEW YORK**

Appearance Card

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☒ in favor ☐ in opposition

Urban Advantage Date: 3/20/2014

(PLEASE PRINT)

Name: Jim Short Director of the

Address: 111 W. 20th St, NYC

I represent: American Museum of

Address: Natural History

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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☐ in favor ☐ in opposition

Date: 3/20/2014

(PLEASE PRINT)

Name: James Hedge

Address: _____

I represent: ATU, 1181

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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☐ in favor ☐ in opposition

Equitable distribution
of Athletic funds

Date: 3/20/2014

(PLEASE PRINT)

Name: Mark R. Dorman

Address: 400 W. 43 Apt 13N, NY NY 10036

I represent: Manhattan Comprehensive Night Day

Address: High School 420 2nd Ave NY NY

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Arriving
2pm

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Appearance Card

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☐ in favor ☐ in opposition

Date: 3/20/14

(PLEASE PRINT)
Name: Kristina Erskine w/ Liz Arckles
Address: Community Food Advocates

I represent: Eco Station NY

Address: _____

Arriving
1pm

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

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☐ in favor ☐ in opposition

Date: 3/20/14

(PLEASE PRINT)
Name: Tyeshima Harris w/ Liz Arckles
Address: Community Food Advocates

I represent: Eco Station NY

Address: _____

Arriving
1pm

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

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☐ in favor ☐ in opposition

Date: 3/20/14

(PLEASE PRINT)
Name: Benia Darius - student w/ Liz Arckles
Address: Community Food Advocates

I represent: Eco Station NY

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Arriving
2pm

Appearance Card

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☐ in favor ☐ in opposition

Date: 3/20/14

(PLEASE PRINT)

Name: Annita Abolouramane - student

Address: (with Liz Accles @ Community Food Advoca

I represent: Eco Station NY

Address:

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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☐ in favor ☐ in opposition

Date: 3/20/14

(PLEASE PRINT)

Name: LIZ Accles -

Address: 15 Maiden Lane Suite 1000

I represent: Community Food Resource Center

Address:

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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☐ in favor ☐ in opposition

Date: 3/20/2014

(PLEASE PRINT)

Name: SANTOS CRESPO

Address:

I represent: President, Local 372, DC 37

Address:

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THE CITY OF NEW YORK**

Appearance Card

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☐ in favor ☐ in opposition

Date: 3/20/2014

(PLEASE PRINT)

Name: Dr. Randi Herman

Address: _____

I represent: Council of School Supervisors
& Administrators (CSA)

Address: _____

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THE CITY OF NEW YORK**

Appearance Card

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☐ in favor ☐ in opposition

Date: 3/20/2014

(PLEASE PRINT)

Name: Representative of Michael Cordiello

Address: _____

I represent: ATU Local 1181, President

Address: _____

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THE CITY OF NEW YORK**

Appearance Card

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☒ in favor ☐ in opposition

Date: 3/20/14

Schod Breakfast

(PLEASE PRINT)

Name: Lisa Levy

150 94th St Brooklyn NY

Address: 50 Broad St New York NY 10004 11209

I represent: NYC Coalition Against Hunger

Address: 50 Broad St New York NY 10004

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THE CITY OF NEW YORK**

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☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Santos Crespo

Address: 25 Barclay Street NY NY 10007

I represent: President L.372, DC37

Address: _____

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THE CITY OF NEW YORK**

Appearance Card

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☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Dr. Randi Herman

Address: 40 Rector St NYC

I represent: CSA - Council of School Supervisors & Admin.

Address: 40 Rector St. NYC

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: MOIRA ELGIN

Address: _____

I represent: Citizens' Committee for Children

Address: 105 East 27th Street, NYC

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THE CITY OF NEW YORK**

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☐ in favor ☐ in opposition

Date: 3/20/14

(PLEASE PRINT)

Name: DAVID GARCIA-ROSEN
Address: 345 BROOK AVE BRONX NY 10454
I represent: SMALL SCHOOLS ATHLETIC LEAGUE
Address: 345 BROOK AVE BRONX NY 10454

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THE CITY OF NEW YORK**

Appearance Card

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☐ in favor ☐ in opposition

Date: 3/20/14

(PLEASE PRINT)

Name: Rebecca Alvy
Address: 345 Brook Ave Bronx, NY 10454
I represent: A PLUS New York
Address: 345 Brook Ave Bronx, NY 10454

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THE CITY OF NEW YORK**

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☐ in favor ☐ in opposition

Date: 3/20/14

(PLEASE PRINT)

Name: Mike Tragale
Address: Chief Financial Officer
I represent: DOE
Address: _____