

**Testimony of Schools Chancellor Carmen Fariña
on the Fiscal Year 2016 Preliminary Expense Budget
Before the New York City Council Committee on Education**

March 25, 2015

Good morning Chair Dromm and all the Members of the City Council Education Committee here today. Thank you for the opportunity to discuss Mayor de Blasio's proposed Fiscal Year 2016 Preliminary Expense Budget as it relates to the New York City Department of Education (DOE) and our public schools. I am joined by Ray Orlando, DOE's Chief Financial Officer.

I would like to begin by thanking Speaker Melissa Mark-Viverito, Education Committee Chair Danny Dromm, and all the Members of the City Council for your strong partnership and support over this past year. Together, we have truly made a difference in the lives of our school communities.

With your support, we have already advanced several key initiatives, including the historic implementation of Pre-K for All and after-school programs for middle school students.

With the \$294 million invested this year, our youngest learners are getting an early start, developing language and numbers skills that will serve as a strong foundation for academic success in approximately 1,700 NYC public schools, Early Childhood Centers, and charter schools. Next September, in the second year of our Pre-K for All expansion, we will provide a seat for every 4-year-old in the City. Families are excited about this opportunity: as of this past Monday, during the first week of enrollment, more than 37,000 families signed up for Pre-K for All.

Similarly, this year the City embarked on the largest-ever expansion of after-school offerings for middle school students. We are providing enriching programming for over 90,000 middle school students in traditional school settings and community-based centers across the City. Our after-schools not only help improve academic performance, they foster a sense of community at a critical time in a child's development.

Over the past 15 months, we have been working to transform the school system. We have implemented a number of reforms to improve instruction, streamline school support and accountability, and provide students with both the academic and non-academic supports to help them succeed. I would like to highlight some of our accomplishments.

Last year, we introduced the *Framework for Great Schools*, a bold, innovative, research-based capacity framework for guiding and measuring school quality. This framework identifies six essential elements necessary for continual school improvement: rigorous instruction, a supportive environment, collaborative teachers, effective leadership, strong family-community ties, and a culture of continuous learning and trust.

To ensure that schools are receiving supports that are better aligned to the *Framework for Great Schools*, last fall we announced structural changes to the way that we will align support and



**Department of
Education**

Carmen Fariña, Chancellor

supervision for our schools beginning in the 2015-2016 year. We are streamlining the school support system to create equity and more efficient lines of communication between our City's schools and families. In our new, geographically-based support structure, there are four core components—superintendents, Borough Field Support Centers (BFSC), Central divisions, and Affinity Groups.

Under this structure, superintendents will supervise, support, and advocate for schools in their district to ensure student achievement goals are met, and will work with the local community to support family engagement in the learning process. To facilitate these reforms, all district and high school superintendents had to reapply for their positions this summer in accordance with new criteria to ensure that all new superintendents have at least 10 years of pedagogic experience, including at least three as a principal. This rigorous process required them to have a demonstrated ability to raise student achievement as well as engage families.

We recently announced our seven new BFSC Directors. Each Director will manage a team of Deputies, who will collectively provide a set of integrated services to schools based on their individual needs, including: Teaching and Learning, Finance and Human Resources, Operations, Student Services, Special Education and English Language Learners (ELLs). Our goal is to provide differentiation at every level in order to create strong support for schools. The allocation of staff across each BFSC will be done according to school need to ensure equity across all geographic areas. For example, the Bronx BFSC may have more ELL specialists than another center in order to best serve its population. Brooklyn and Queens will have two BFSCs due to the higher number of students in each of those boroughs.

These structural changes will give us the tools we need to drive improvement across the system, and ultimately, help each child fulfill his or her potential as an active member of our City.

We are also targeting unprecedented resources to support our most challenged schools. We have created 128 new Community Schools, including in all Renewal Schools.

As part of this Administration's commitment to ensure that all of our students receive a quality education, regardless of their background, family income, or zip code, we recently identified 94 City schools as Renewal Schools. We are investing \$150 million in the School Renewal Program, a multi-year initiative to turnaround struggling schools. Over the next three years, we will work intensively with each Renewal School's community to establish clear goals, provide a core set of interventions, and hold them accountable for rapid improvement.

To oversee this effort, I have appointed Aimee Horowitz as Executive Superintendent of the School Renewal Program. Aimee brings to this role tremendous experience and a strong record of success in turning around struggling schools and raising student achievement. Most recently, she served as superintendent for Staten Island high schools and 14 Renewal Schools.

With Aimee's support and the support of her team of borough-based Directors of Renewal Schools, these schools will provide an extra hour each day of extended instruction and could offer additional



**Department of
Education**

Carmen Fariña, Chancellor

after-school, weekend, and summer learning opportunities as needed. Moreover, each will receive additional resources for academic intervention and professional development to create a better learning environment for students. Each Renewal School will also transform into a Community School, knitting together new services that support both students and their families.

In addition, each Renewal School will perform a needs assessment across all six elements of the *Framework for Great Schools* to identify key areas for additional resources, and develop a School Renewal Plan. Each school must meet the concrete milestones defined in its respective School Renewal Plan, as well as progress on targeted elements of the *Framework for Great Schools*.

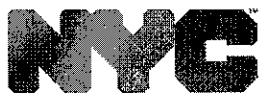
The arts have the power to transform the academic, social, and emotional lives of our students, so we invested \$23 million to expand arts education; all students should have access to robust instruction in dance, drama, music, and the visual arts. This funding is being used to support certified arts teachers in low arts middle and high schools, and art programs provided in collaboration with cultural institutions and arts education organizations. These include arts partnership programs for English Language Learners and students with disabilities, professional development, resources for arts teachers, and workshops for families, among other initiatives. We also lifted the hiring freeze, which has resulted in an additional 300 certified arts educators working in our schools this year.

To address the needs of our ELLs, we will open 40 new Dual Language and 10 Transitional Bilingual Education Programs throughout the City next school year. Similarly, we are committed to expanding bilingual program options for ELLs. We will continue to support schools in offering new programs and strengthening existing programs across elementary, middle, and high school grades to meet the needs of each student and school community.

As part of our goal to ensure that NYC students are prepared for careers in the 21st century economy, we continue to strengthen our existing Career and Technical Education and Workforce Readiness programs to provide more work-based learning and paid internship opportunities for students. On Monday, we announced a \$3.2 million grant from the General Electric Foundation that will support an innovative CTE pilot program designed to strengthen teaching and learning practices at 10 schools. It will also support STEM training for 200 schools through brand-new multi-day STEM Institutes, as well as a STEM Inventory Project to identify and share strong STEM practices across DOE schools. One hundred schools will attend the first STEM Institute this spring, including six Renewal Schools that can leverage this experience to help drive improvement in teaching and student outcomes. I know Speaker Mark-Viverito and the Council share our commitment to this work, and I look forward to partnering with you to provide our students with even more opportunities.

With generous funding from the City Council, this year we have been able to provide additional restorative justice programming in our schools, and create approximately 100 new sports teams in small schools, which historically have not had many teams.

City Council funding has also enabled us to expand the universal lunch program to all 291 middle schools serving grades 6-8. The goals of the program are to improve the overall atmosphere and experience for students in our cafeterias, reduce the stigma of qualifying for free lunch, and encourage more students to eat healthy and nutritious meals in our schools. As part of this initiative, seven



**Department of
Education**

Carmen Fariña, Chancellor

schools were selected to serve as pilots to continue to develop best practices to be models for the rest of the City. There has been a 6.4 percent increase in the lunch participation rate in the middle schools in this program. We are taking this year to encourage students to eat SchoolFood-prepared meals, and we are currently studying the cost implications of expanding the program.

The Mayor's Fiscal Year 2016 Preliminary Budget includes an allocation of approximately \$21.6 billion in operating funds and another \$5.5 billion for education-related pension and debt service funds. Our funding is a combination of City, State, and Federal dollars, with City tax levy dollars making up the largest share at 56 percent, State dollars at 38 percent, and Federal dollars at 6 percent. The Mayor's proposed budget continues to make unprecedented investments in education. The preliminary budget includes funding for the School Renewal Program, literacy intervention teams, language access services for limited English-speaking parents, and the installation of door alarms to help keep our youngest and most vulnerable students safe.

It is critical that we build students' literacy skills in the early years and provide them with a strong literacy foundation to have successful academic careers. DOE's Division of Specialized Instruction and Student Support, in collaboration with our Division of Teaching and Learning, is developing a new literacy intervention program to improve collaboration between classroom teachers, reading specialists, school leadership, and next year in the BFSCs.

We recognize that families are key partners in achieving academic excellence for their children, and parent engagement continues to be a critical element embedded in all our reforms. As you are aware, Community Education Council Elections are underway. This year, we increased the number of applicants to serve on CECs by 561 for a total of 1,290, and I hope you will encourage all eligible parents to vote in the upcoming elections. Data from the Mayor's Preliminary Management Report show that parent-teacher conference attendance increased by 42 percent and phone consultations increased by eight percent compared to the same period last year.

As you are aware, since 2009 the State has not met its court-ordered obligations under the Campaign for Fiscal Equity lawsuit. In this school year alone, New York City public school students will be shortchanged some \$2.6 billion in State education funds. While we have been able to make critical investments in the school system, with adequate funding from the State we would be able to reduce class sizes as well as hire more arts teachers and guidance counselors.

While we are pleased with our progress, we know we have a lot of hard work ahead.

I look forward to my continued work with the City Council on behalf of our 1.1 million students and their families. Only through collaboration can we create a world-class education system in which every student has the opportunity to succeed.

Thank you for the opportunity to testify before you. We are happy to answer any questions you may have.



**Testimony of the New York City Department of Education and the New York City
School Construction Authority on the FY2016 Preliminary Capital Budget**

Before the New York City Council Committee on Education

March 25, 2015

Elizabeth Rose, Acting Deputy Chancellor, Division of Operations

INTRODUCTION & OVERVIEW

Good afternoon Chair Dromm and Members of the Education Committee. My name is Elizabeth Rose, Acting Deputy Chancellor for the Division of Operations at the New York City Department of Education. I am joined by Lorraine Grillo, President and Chief Executive Officer of the New York City School Construction Authority (SCA). We are pleased to be here today to discuss the November 2014 Amendment to the FY2015-2019 five-year Capital Plan, which builds upon the two previous Plans' investments of over \$25 billion and the resulting creation of over 109,000 seats since 2004. Since the last time we appeared before you to discuss the Plan, we have opened 11 new sites, creating over 5,000 new seats for our students, and we are on track to open 42 new locations this September, for an additional 13,324 seats in the 2015-2016 school year, including new pre-K sites. We are grateful to the City Council for its strong support and generous funding to our schools.

The \$13.5 billion, FY2015-2019 Capital Plan will create tens of thousands of new seats in areas projected for enrollment growth, directly address overcrowding and this Administration's goal of creating additional high-quality full-day pre-Kindergarten seats. The Plan also targets the reduction of class size and much-needed improvements for our aging infrastructure. The Plan is funded by State and City tax levy and \$783 million in proceeds from the New York State Smart Schools Bond Act.

CAPITAL PLANNING PROCESS

As many of you know, we developed an annual amendment process beginning with the FY 2005-2009 Plan. Regularly reviewing our Capital Plan allows us to identify emerging needs quickly and gives us the opportunity to make changes as necessary.

To track changing needs, we conduct an annual Building Condition Assessment Survey (BCAS), in which we send architects and engineers to evaluate our approximately 1,311 buildings (excluding Transportable Classroom Units and other buildings that do not have student capacity). This survey generates our needs for Capital Investment projects to maintain our buildings in good repair.

We also update enrollment projections annually. These projections incorporate data on birth rates, immigration rates, and migration rates from various City agencies. Additional agencies provide statistics on housing starts and rezoning efforts. Using a broad range of sources provides a complete view of potential student demand, and annual updates allow us to make timely adjustments when



Department of Education

there is a sustained increase in student population in one part of the City or a decline in student population in another. These enrollment projections, which are performed on a district and sub-district level, help inform our need for new capacity projects.

In addition to evaluating our school buildings and student population, public feedback plays a crucial role in our capital planning process. Each year, we undertake a public review process with Community Education Councils (CECs), the City Council and other elected officials, and community groups. We offer every CEC in the City the opportunity to conduct a public hearing on the Plan and we partner with individual Council Members and CECs to identify local needs. Your insights in this process are essential, and we look forward to our continued partnership.

Public feedback has also played a significant role as we have convened the Blue Book Working Group and listened to active community representatives who have voiced long-standing concerns regarding the way school space is used, and how capacity is measured and reflected in the Blue Book. Last spring, Chancellor Fariña established the Blue Book Working Group, which has focused its work on understanding the underlying formulas that determine current Blue Book capacity figures and discussing recommendations that would improve the way we calculate capacity, and ensure our communities understand how school space is used. Changes we have already implemented as a result of this group's recommendations include adjusting the Blue Book formulas so that enrollment in Transportable Classroom Units (commonly known as TCUs) is now included in the main building's total enrollment and creating a more user-friendly Blue Book format for school communities. The group recently submitted its preliminary recommendations, and they are currently under review.

FY2015-2019 CAPITAL PLAN AMENDMENT HIGHLIGHTS

The proposed November 2014 Amendment includes \$4.5 billion for capacity, \$5.3 billion for capital investment, and \$3.7 billion for mandated programs.

Capacity Program

The proposed FY2015-2019 Plan creates over 32,600 seats—which address overcrowding as well as two new Administration priorities—pre-Kindergarten (pre-K) expansion and a Class Size Reduction Initiative. \$210 million has been allocated for a vital increase in the number of pre-K seats, and there may be future funding adjustments in this category as we continue identifying additional pre-K seats. To date, we have identified 28 projects yielding nearly 3,100 new seats in new locations throughout the five boroughs.

Of the \$4.5 billion allocated to capacity, \$3.45 billion is dedicated to creating more than 32,600 new seats in an estimated 61 projects within school districts experiencing the most critical existing and projected overcrowding. Ten projects have recently been identified, including the Curtis HS Addition on Staten Island, PS 32 Addition in Brooklyn, PS 14 and PS 46 additions in the Bronx, additions to PS 24, PS 303, PS 19 and PS 49 in Queens, IS/HS 336 (St. Fidelis) in Queens, and HS 859 in Queens.



In addition, \$490 million is allocated to address class size reduction and \$350 million to replace facilities where leases expire during this Plan.

Capital Investment

Nearly 70 percent of the \$5.3 billion Capital Investment allocation will address the buildings identified in our annual building survey as most in need of repair, such as roof and structural repairs, safeguarding our buildings against water infiltration, and other facility projects. The Capital Investment category also includes funding for upgrades to fire alarms, public address systems, and removal of TCUs.

The remaining nearly 30 percent, or \$1.64 billion, will go toward upgrading instructional spaces in existing buildings, such as the restructuring of classrooms for pre-Kindergarten use, upgrades to physical fitness rooms, libraries, middle school science labs, bathrooms and auditoriums, and technology upgrades. I would like to speak more about two of these areas: bathrooms and science labs.

In previous hearings, many members of the Council have asked about bathroom upgrades, and spoken about the popularity of Reso A funded bathroom upgrade projects. While all our schools have functional bathrooms, in this proposed Capital Plan Amendment we have allocated \$100 million in funding to pilot a bathroom upgrade program that will improve the attractiveness of our school bathrooms.

In the prior Capital Plan, ensuring all high school students had access to a science lab was a priority, and we are happy to report we have succeeded in this goal. Now, we are able to turn our focus to middle school students. To that end, we have allocated \$50 million to upgrade middle school science labs to improve science instruction for middle school students.

In order for our students to become college and career ready in a digital and information age, we will make certain that technology upgrades remain a priority in the Proposed Amended Plan. We are committed to bridging any existing gaps in technology in our schools.

Specifically, \$505 million of the technology spending under this Plan will build on our school buildings' core technology infrastructure. This funding allows us to continue to transform our school environments from industrial age to information age schools where learning can be customized to each child's unique needs. Over the next five years, essential upgrades and incorporation of next-generation broadband, wireless, and learning technologies are planned for all school buildings.

Additionally, approximately \$145 million will be invested in upgrading legacy systems such as student information systems, improving enterprise-level learning platforms, developing new data systems, and upgrading business operation systems in support of school needs.



**Department of
Education**

Mandated Programs

The total cost to support the City's effort to remove and replace all polychlorinated biphenyl (PCB)-containing lighting fixtures throughout the entire school system is \$1.0 billion, about half of which was covered by the previous five-year Capital Plan. The proposed 2014 Amendment allocates \$480 million to replace all remaining lighting fixtures in our schools by December 2016.

The Mandated Programs category also includes approximately \$750 million for boiler conversions in approximately 125 buildings currently using Number 4 oil. The remaining funds are assigned to cover other required costs, including insurance and completion of projects from the prior Plan.

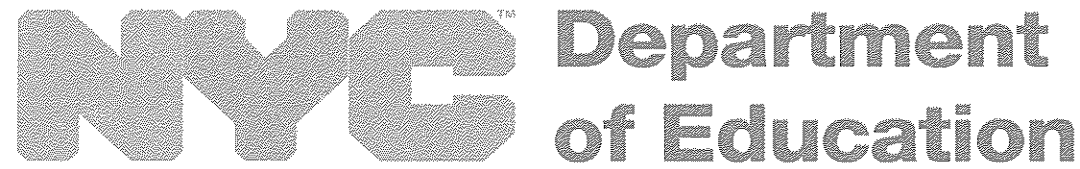
The Capital Plan also includes funding for this Administration's priority to remove all Transportable Classrooms Units (TCUs) from the system and to reduce class sizes. Specifically, \$480 million has been allocated to remove TCUs and redevelop the yard space where the TCUs are located. Since October 2013, we have removed 47 TCUs and have developed plans to remove 94 additional TCUs. We are also working with principals and superintendents to develop plans to enable the removal of the remaining 211 TCUs. Plans include building new capacity in overcrowded areas, supporting schools to better use the space in their main buildings, and assessing the need for potential changes to zoning or other enrollment adjustments.

CONCLUSION

We understand that the public school system as a whole continues to experience pockets of overcrowding, and we are working to address these concerns through new school construction. We remain focused on remedying these issues and will continue to rely on your feedback and support as we do so.

Our annual capital planning process has already benefited significantly from your input, and our students have benefited from your generous support of capital projects. With continued collaboration and tens of thousands of seats slated to come online over the next five to seven years, we remain confident that the expansion and enhancement of school buildings across the five boroughs will improve the educational experiences for the City's 1.1 million school children as well as the teachers and staff who serve them.

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



Five Year Capital Plan Fiscal Years 2015 – 2019 November 2014 Amendment

City Council Hearing
March 25, 2015



Adopted 2014 FY 2015-2019 Capital Plan and Proposed November 2014 Amendment

- Adopted 2014 FY 2015-2019 Capital Plan: \$12.8 billion
- Proposed November 2014 Amendment: \$13.5 billion
 - > Increase of \$700 million:
 - City Council and Borough Presidents appropriation
 - Additional funding for Sandy projects
 - Rollover funding for boiler conversions

Proposed November 2014 Amendment Highlights

- Includes \$783 million from Smart School Bond Act to potentially fund enhanced Technology, expansion of Pre-Kindergarten seat creation, and removal of Transportable Classroom Units.
 - *Funding subject to New York State Smart Schools Review Board approval*
- \$210mm for the creation of new Pre-Kindergarten seats
- Funds the removal of all Transportable Classroom Units
- Ensures that all middle school students have access to science facilities
- \$100 million allocated for student bathroom upgrades

Proposed November 2014 Amendment Funding

Capacity Program	\$4.5 billion
------------------	---------------

Capital Investments	\$5.3 billion
---------------------	---------------

<u>Mandated Programs</u>	<u>\$3.7 billion</u>
--------------------------	----------------------

Total	\$13.5 billion
--------------	-----------------------

Capacity Program - \$4.5B

New Capacity \$3.45 billion

- Creation of approximately 33,000 seats

Pre-Kindergarten Initiative \$210 million

- Creation of new Pre-Kindergarten seats

Class Size Reduction \$490 million

- Creation of approximately 4,900 seats

Facility Replacement \$350 million

- 70 leases expiring in the 6th Plan

New Capacity Program

Proposed Funding: 32,629 seats

- The program includes an estimated 61 buildings:
 - > 56 PS or PS/IS school buildings: 28,676 seats
 - Bronx
 - Brooklyn
 - Manhattan
 - Queens
 - Staten Island
 - > Four IS/HS school buildings: 3,147 seats
 - > One PS/IS building with 806 seats will be funded for design in this plan and construction in the next plan.
- Keeps seat creation approximately the same as the previous plan

New Capacity by District

District	Total November 2013 Identified Need	November 2014 Funded Need	Additional Need (Unfunded)
2	3,232	3,190	42
3	692	692	0
7	456	456	0
8	456	456	0
10	2,648	2,192	456
11	640	640	0
12	912	912	0
13	1,090	1,090	0
14	991	991	0
15	4,346	2,192	2,154
20	7,374	4,045	3,329
21	912	912	0
22	456	456	0
24	8,470	4,045	4,425
25	2,271	1,397	874
26	1,096	924	172
27	1,736	972	764
28	1,514	1,096	418
30	2,853	1,912	941
31	1,096	912	184
78Q	5,604	2,802	2,802
78R	400	345	55
Total	49,245	32,629	16,616

Pre-Kindergarten Sites

Borough	District	Project/Building Name	Number of seats	Anticipated Opening Year
M	2	PRE-K CENTER @ 2-26 WASHINGTON	108	Sep-15
M	2	PRE-K CENTER @ LAFAYETTE STREET	36	Jan-16
X	7	PRE-K CENTER @ 80 BRUCKNER	90	Sep-15
X	7	PRE-K CENTER @ 535 UNION AVENUE	180	Sep-15
X	9	PRE-K CENTER @ 1434 OGDEN AVENUE	72	Sep-15
X	10	PRE-K CENTER @ WEBSTER AVENUE	90	Jan-16
K	13	DOCK ST CAMPUS	72	Sep-15
K	20	PRE-K CENTER @ 5TH AVENUE	18	Jan-16
K	20	PRE-K CENTER @ 71ST STREET	90	Jan-16
K	20	PRE-K CENTER @ 550 59TH STREET	162	Sep-15
K	20	PRE-K CENTER @ 1258 65TH STREET	126	Sep-15
K	20	PRE-K CENTER @ 1355 84TH STREET	90	Sep-15
K	20	PRE-K CENTER @ 1688 46TH STREET	180	Sep-15
K	21	PRE-K CENTER @ 2202 60TH STREET	108	Sep-15
K	21	PRE-K CENTER @ 1215 AVENUE X	108	Sep-15
K	22	PRE-K CENTER @ 1139 CONEY ISLAND AVENUE	144	Sep-15
Q	24	PRE-K CENTER @ 46-16 76TH STREET	108	Sep-15
Q	24	PRE-K CENTER @ 44-15 JUDGE STREET	144	Sep-15
Q	24	PRE-K CENTER @ 68-20 MYRTLE AVENUE	180	Jan-16
Q	28	PRE-K CENTER @ 83-30 KEW GARDENS	72	Sep-15
Q	28	PRE-K CENTER @ 89-14 PARSONS BOULEVARD	72	Sep-15
Q	28	PRE-K CENTER @ 132-10 JAMAICA AVENUE	90	Sep-15
Q	29	PRE-K CENTER @ 168-42 JAMAICA AVENUE	126	Sep-15
Q	29	PRE-K CENTER @ 100-01 SPRINGFIELD BOULEVARD	162	Sep-15
Q	30	PRE-K CENTER @ 96-10 23RD AVENUE	108	Sep-15
R	31	ECC @ 1625 FOREST AVENUE	90	Sep-15
R	31	PRE-K CENTER @ 120 STUYVESANT PLACE	108	Sep-15
R	31	PRE-K CENTER @ 1 TELEPORT DRIVE	144	Sep-15
Total			3,078	

Capital Investment - \$5.3 Billion

•Capital Improvement Program: \$ 3.3 Billion

- Building Systems - \$2.7 Billion
 - Evaluated through the Building Condition Assessment Survey (BCAS). Addressing only the most urgent conditions (primarily projects rated 5 under BCAS)
 - Exterior
 - Interior
 - » Includes upgrades to life safety systems such as fire alarms and public address systems
 - Site Improvements
- Transportable Classroom Unit (TCU) Removals - \$480 Million
 - Funds the removal of all TCUs (~320 units)
- Athletic Field Upgrades - \$125 Million

Capital Investment continued - \$5.3 Billion

•School Enhancements: \$ 1.6 billion

- > Restructuring - \$525 million
- > Safety - \$100 million
 - Includes the video surveillance camera program
- > Middle School Science Lab Upgrades - \$50 million
- > Accessibility -\$100 million
 - Provides for additional accessible facilities throughout the City
- > Physical fitness, libraries, and auditorium upgrades - \$115 million
- > Bathroom upgrades - \$100 million
 - Program to upgrade student bathrooms that are functional but outdated.
- > Technology - \$650 million
 - Primarily infrastructure upgrades

Mandated Programs - \$3.7B

Selected categories include:

PCB Lighting Replacements \$480 million

- Replacement of all PCB containing light fixtures

Boiler Conversions \$750 million

- Allows for boiler conversion of approximately 125 buildings with boilers burning #4 oil

Wrap Up Insurance \$830 million

- Increasing cost of Owner Controlled Insurance Program

Prior Plan Completion \$660 million

- Allows for completion of 5th plan projects

Capital Investment & Mandated Program Projects

FY 2015 - 2017

Program Category	# of Projects	Total \$ (in Millions)
Accessibility	4	\$6.48
Air Conditioning Retrofit	5	\$6.47
Athletic Fields	11	\$74.32
Auditorium Upgrade	22	\$8.46
Boiler Conversion	59	\$266.54
Cafeteria / Multipurpose Room Upgrade	46	\$20.32
Climate Control	93	\$120.68
Domestic Piping	48	\$35.37
Electrical Systems	40	\$43.44
Elevators and Escalators	7	\$6.05
Exterior Masonry	82	\$255.76
Flood Elimination	86	\$186.00
Floors	2	\$0.82
Gymnasium Upgrade	7	\$5.79
Heating Plant Upgrade	271	\$251.13
Interior Spaces	37	\$36.83
Kitchen Areas	8	\$2.12

Capital Investment & Mandated Program Projects FY 2015 - 2017

Program Category	# of Projects	Total \$ (in Millions)
Lighting Fixtures	568	\$442.91
Low-Voltage Electrical Systems	91	\$121.02
Parapets	65	\$152.67
Paved Area-Blacktop	4	\$3.69
Paved Area-Concrete	6	\$5.99
Playground Redevelopment	25	\$37.03
Playgrounds	1	\$0.13
Reinforcing Cinder Concrete Slabs	4	\$3.67
Reinforcing Support Elements	5	\$3.18
Roofs	69	\$119.02
Safety Systems	9	\$2.48
School Improvement and Restructuring	12	\$20.57
School Safety	67	\$32.77
Science Lab Upgrades	12	\$19.99
Swimming Pools	3	\$8.00
Toilets-Students	61	\$9.73
Windows	26	\$53.93
Total:	1856	\$2,363.34

TCUs Removal Program

DISTRICT	BUILDING NAME	NO OF TCUS	REMOVAL STATUS
9	I.S. 117 TRANSPORTABLE - X	1	REMOVED
11	P.S. 106 TRANSPORTABLE - X	5	REMOVED
11	P.S. 96 TRANSPORTABLE - X	11	REMOVED
18	P.S. 135 TRANSPORTABLE - K	2	REMOVED
18	P.S. 208 TRANSPORTABLE - K	4	REMOVED
18	P.S. 276 TRANSPORTABLE - K	8	REMOVED
20	P.S. 170 TRANSPORTABLE - K	2	REMOVED
28	P.S. 140 TRANSPORTABLE - Q	4	REMOVED
29	P.S. 132 TRANSPORTABLE - Q	2	REMOVED
29	P.S. 176 TRANSPORTABLE - Q	2	REMOVED
29	P.S. 35 TRANSPORTABLE - Q	2	REMOVED
30	P.S. 70 TRANSPORTABLE - Q	2	REMOVED
30	P.S. 92 TRANSPORTABLE - Q	2	REMOVED
TOTAL # OF UNITS REMOVED		47	

TCUs Removal Program

DISTRICT	BUILDING NAME	NO OF TCUS	REMOVAL STATUS
6	P.S. 5 TRANSPORTABLE - M	2	REMOVAL PLAN IDENTIFIED
6	P.S. 48 TRANSPORTABLE - M	2	REMOVAL PLAN IDENTIFIED
8	P.S. 14 TRANSPORTABLE - X	2	REMOVAL PLAN IDENTIFIED
9	P.S. 28 TRANSPORTABLE - X	1	REMOVAL PLAN IDENTIFIED
10	I.S. 80/P.S. 280 TRANSPORTABLE-X	4	REMOVAL PLAN IDENTIFIED
15	P.S. 32 TRANSPORTABLE - K	7	REMOVAL PLAN IDENTIFIED
18	P.S. 219 TRANSPORTABLE - K	1	REMOVAL PLAN IDENTIFIED
18	P.S. 235 TRANSPORTABLE - K	4	REMOVAL PLAN IDENTIFIED
18	P.S. 268 TRANSPORTABLE - K	1	REMOVAL PLAN IDENTIFIED
18	P.S. 272 TRANSPORTABLE - K	3	REMOVAL PLAN IDENTIFIED
22	P.S. 194 TRANSPORTABLE - K	1	REMOVAL PLAN IDENTIFIED
22	P.S. 198 TRANSPORTABLE - K	2	REMOVAL PLAN IDENTIFIED
24	I.S. 125 TRANSPORTABLE - Q	4	REMOVAL PLAN IDENTIFIED
24	P.S. 19 TRANSPORTABLE - Q	5	REMOVAL PLAN IDENTIFIED
25	P.S. 24 TRANSPORTABLE - Q	2	REMOVAL PLAN IDENTIFIED
25	P.S. 163 TRANSPORTABLE - Q	2	REMOVAL PLAN IDENTIFIED
27	P.S. 43 TRANSPORTABLE - Q	5	REMOVAL PLAN IDENTIFIED
27	I.S. 226 TRANSPORTABLE - Q	2	REMOVAL PLAN IDENTIFIED
28	P.S. 30 TRANSPORTABLE - Q	2	REMOVAL PLAN IDENTIFIED
28	P.S. 40 TRANSPORTABLE - Q	3	REMOVAL PLAN IDENTIFIED
28	P.S. 55 TRANSPORTABLE - Q	3	REMOVAL PLAN IDENTIFIED
29	P.S. 38 TRANSPORTABLE - Q	3	REMOVAL PLAN IDENTIFIED
30	P.S. 11 TRANSPORTABLE - Q	4	REMOVAL PLAN IDENTIFIED
QHS	AUX. SERV.- JAM. LEARN CT TR - Q	1	REMOVAL PLAN IDENTIFIED
QHS	BAYSIDE HS TRANSPORTABLE - Q	3	REMOVAL PLAN IDENTIFIED
QHS	RICHMOND HILL HS TRANSPORTABLE - Q	11	REMOVAL PLAN IDENTIFIED
RHS	CURTIS HS TRANSPORTABLE - R	2	REMOVAL PLAN IDENTIFIED
RHS	PORT RICHMOND TRANSPORTABLE - R	2	REMOVAL PLAN IDENTIFIED
XHS	CROTONA ACADEMY - BRONX	8	REMOVAL PLAN IDENTIFIED
XHS	J.F. KENNEDY HS TRANSPORTABLE- X	2	REMOVAL PLAN IDENTIFIED
TOTAL # OF UNITS IN PROCESS OF BEING REMOVED		94	
TOTAL # OF UNITS REMOVED OR IN PROCESS		141	

NEW SCHOOL IN CONSTRUCTION



**PS 343 - Opening September 2015
(District 2, 1 Peck Slip)**

NEW SCHOOL IN CONSTRUCTION



Beacon High School - Opening September 2015
(District 78, 521 West 43rd Street)



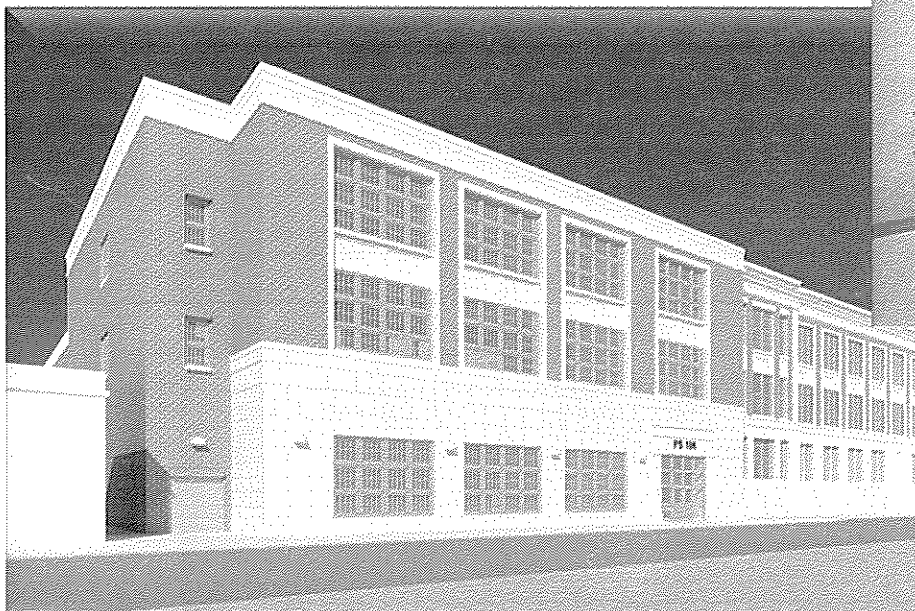
18

NEW SCHOOL ADDITION IN CONSTRUCTION



**PS 96 Addition - Opening September 2015
(District 11, 650 Waring Avenue)**

NEW SCHOOL ADDITION IN CONSTRUCTION



**PS 106 Addition Opening September 2015
(District 11, 2120 St Raymond Avenue)**

NEW SCHOOL IN CONSTRUCTION



**PS 62 - Opening September 2015
(District 31, 644 Bloomingdale Road)**

NEW SCHOOL IN CONSTRUCTION



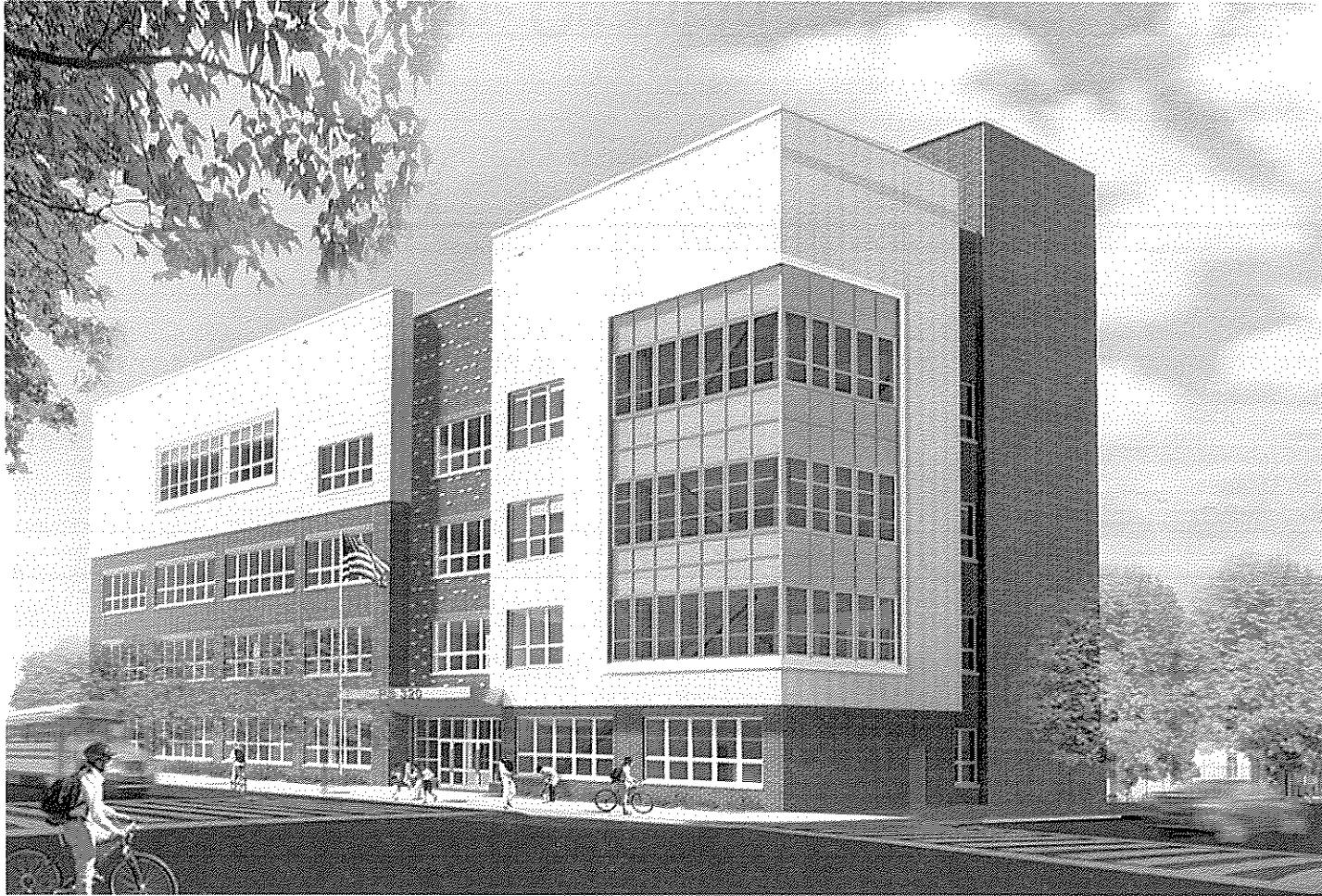
**PS/IS 437- Opening September 2015
(District 15, 701 Caton Ave)**

NEW SCHOOL IN CONSTRUCTION



**PS 170 Addition- Opening September 2015
(District 20, 7109 6th Avenue)**

NEW SCHOOL IN CONSTRUCTION



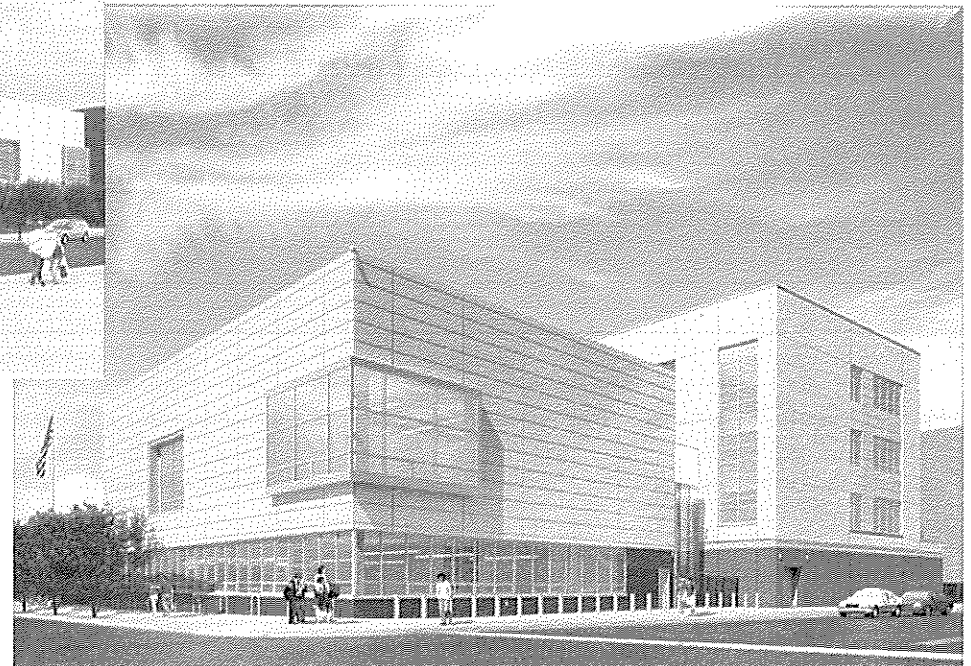
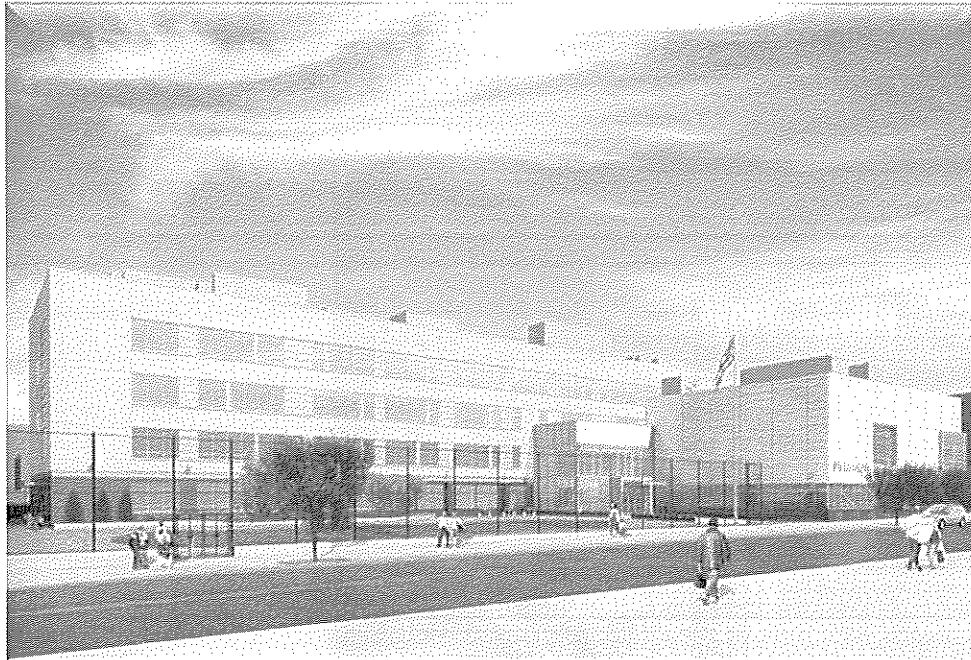
**PS 320 - Opening September 2015
(District 24, 360 Seneca Avenue)**

NEW SCHOOL IN CONSTRUCTION



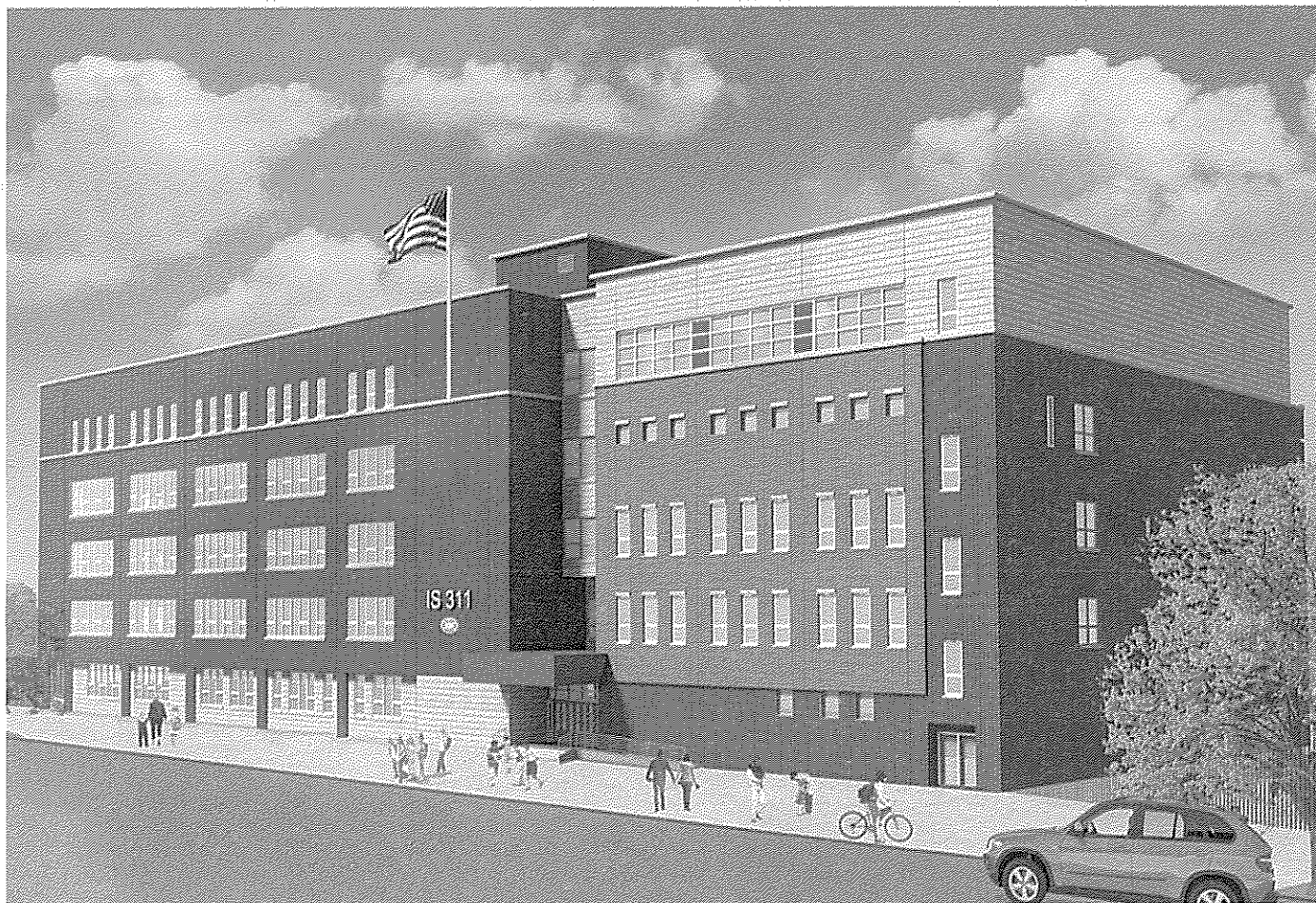
**PS 315- Opening September 2015
(District 24, 96-18 43rd Avenue)**

NEW SCHOOL IN CONSTRUCTION



**PS/IS 314 - Opening September 2015
(District 28, 88-08 164th Street)**

NEW SCHOOL IN CONSTRUCTION



**IS 311 - Opening September 2016
(District 24, 97-11 44th Avenue)**

NEW SCHOOL IN CONSTRUCTION



**PS/IS 338 - Opening September 2017
(District 22, 510 Coney Island Avenue)**

NEW SCHOOL IN DESIGN



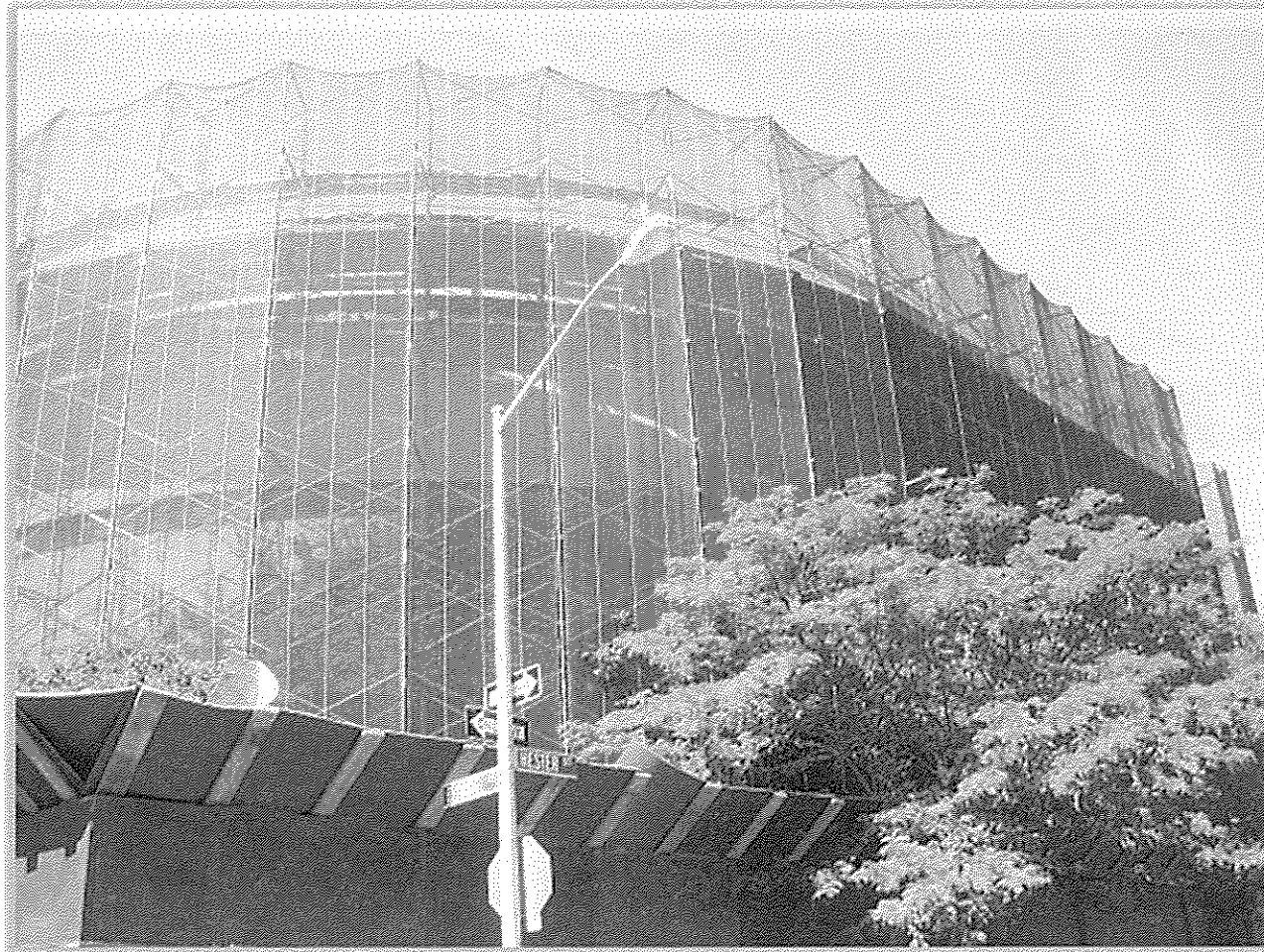
**PS 335 - Opening September 2017
(District 27, 9840 Albert Road)**

NEW SCHOOL IN DESIGN



PS/IS 342 - Opening September 2018
(District 3, 315 West 61st Street)

Capital Improvement Project



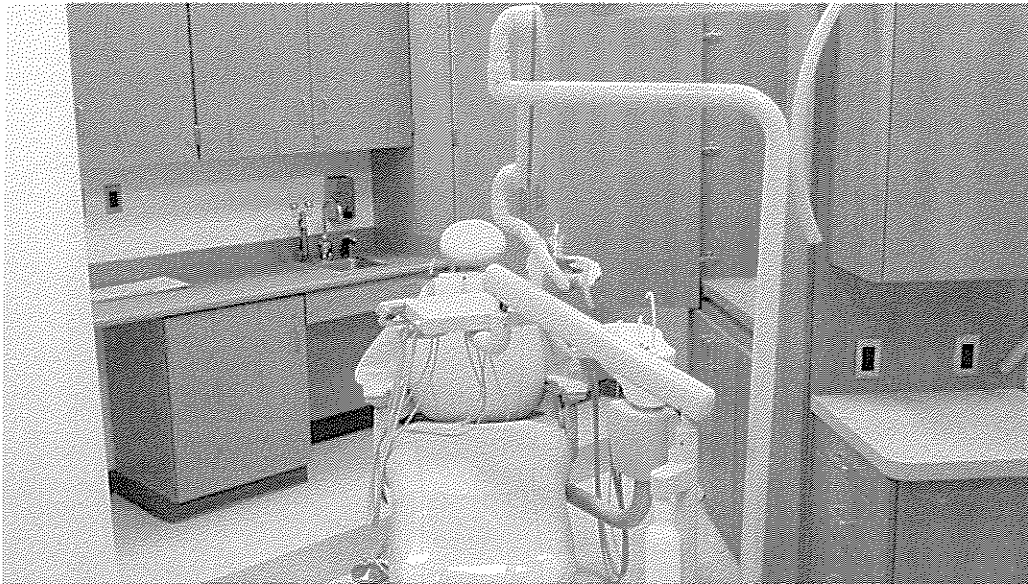
Capital Improvement Project



IS 301

Gymnasium Upgrade (District 8)

Capital Improvement Project



Columbus High School School Based Health Center (XHS)

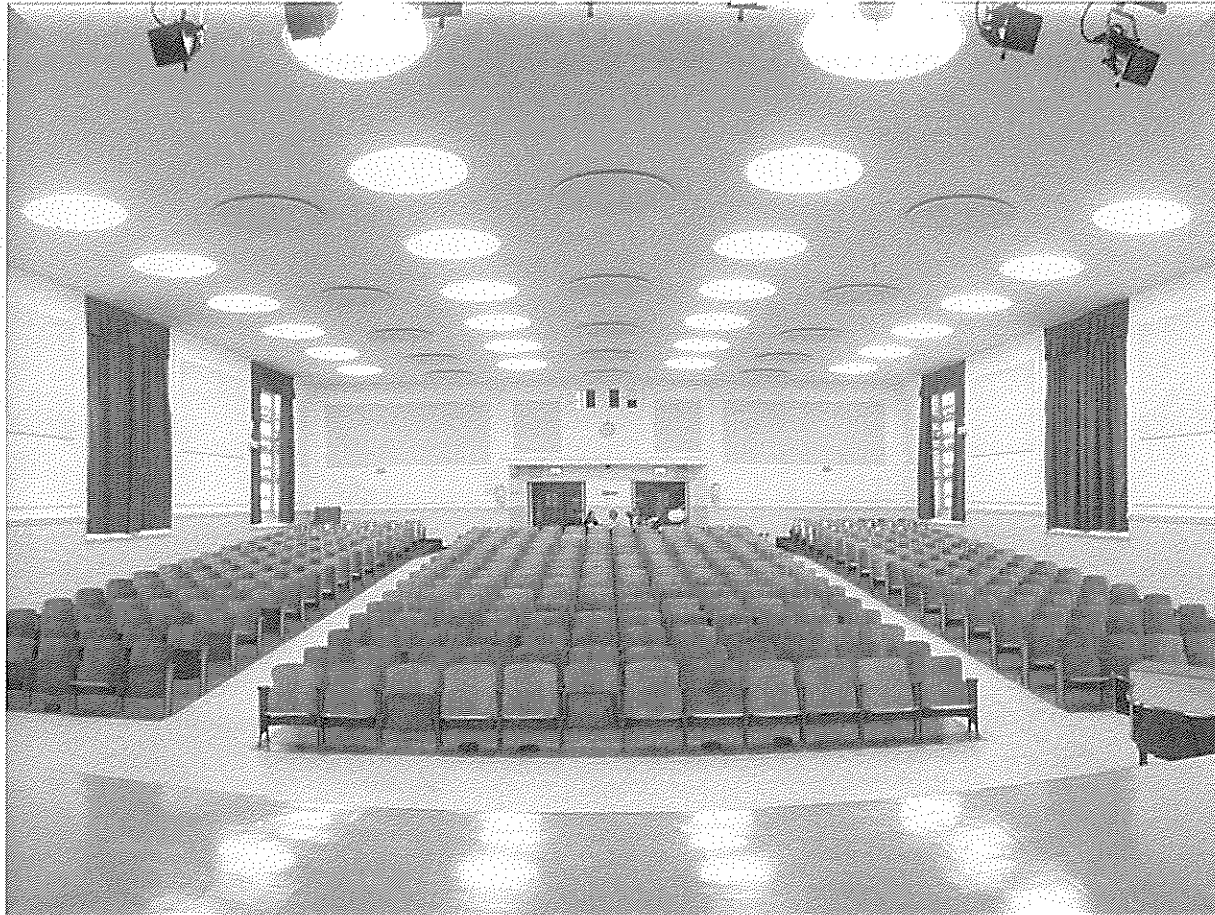
Capital Improvement Project



PS 54

Bathroom Upgrade (District 13)

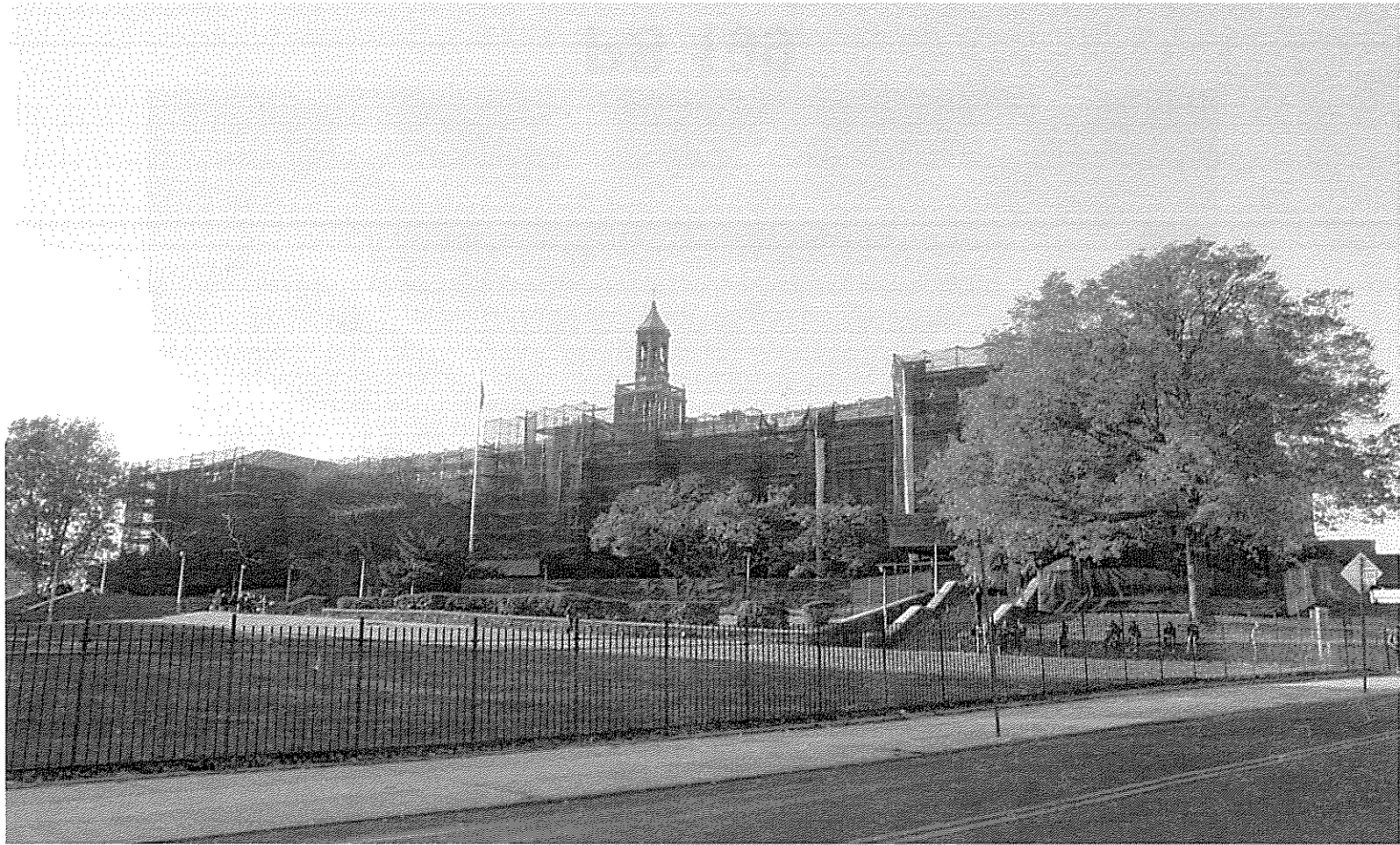
Capital Improvement Project



PS 199

Auditorium Upgrade (District 24)

Capital Improvement Project



**Jamaica High School
Exterior Masonry (QHS)**

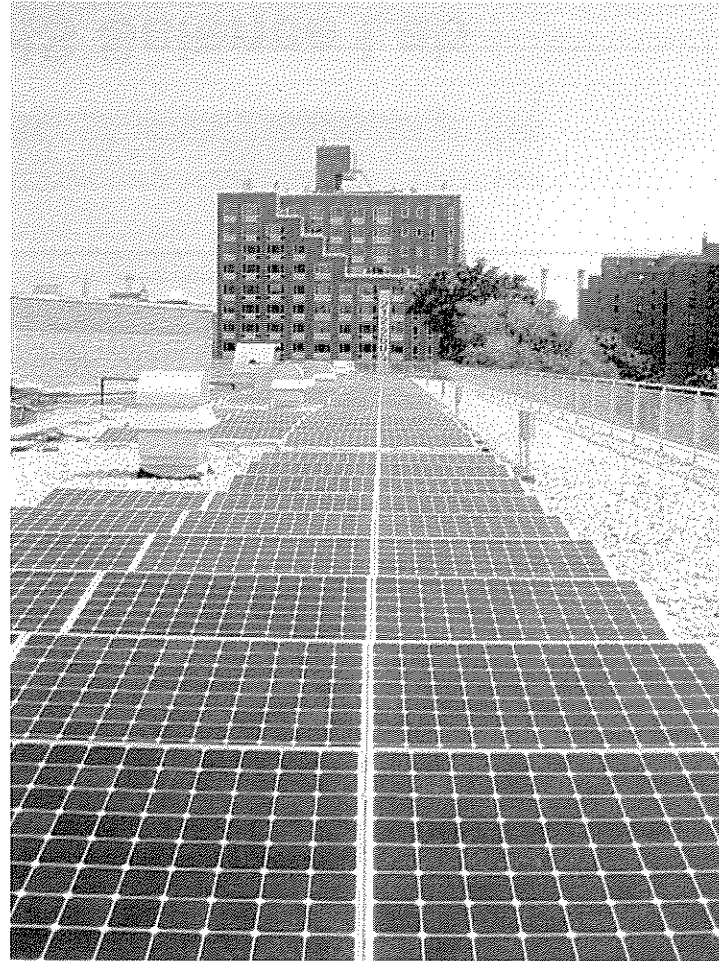
Resolution A (RESO A) Project



Resolution A (RESO A) Projects are school specific capital improvement or enhancement projects that are funded by individual grants, the New York City Council or Borough President's Office.

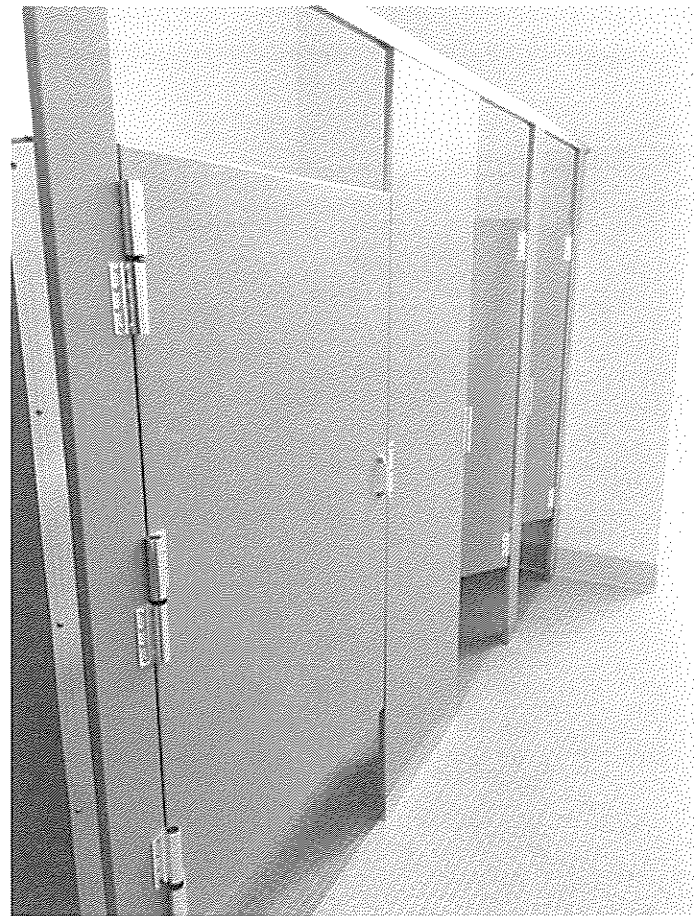
**Boys and Girls HS Science Lab
Upgrade (Brooklyn HS)**

Resolution A (RESO A) Project

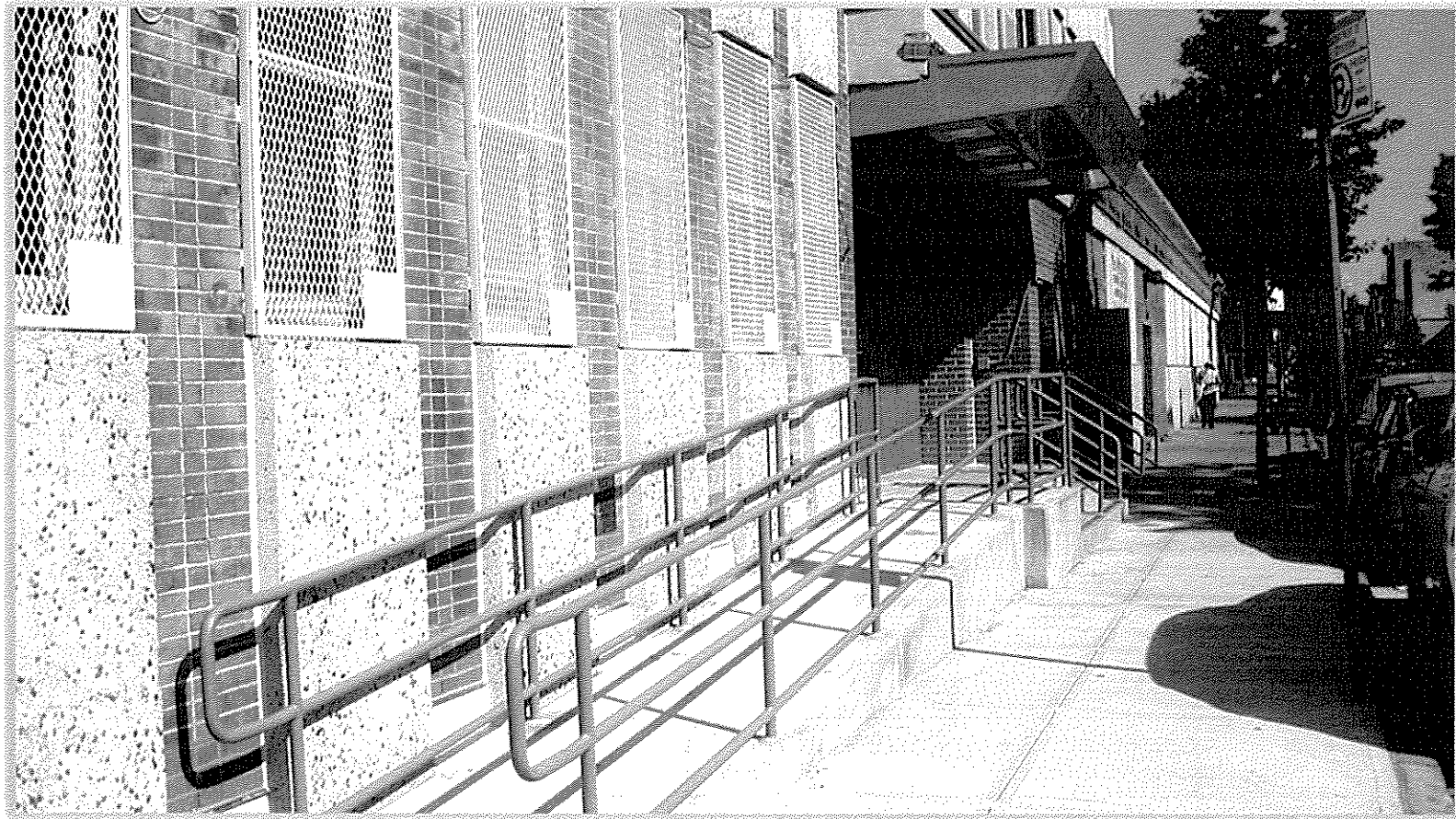


**New Exploration into Science Technology + Math
Solar Panels (District 1)**

Resolution A (RESO A) Project



Resolution A (RESO A) Project



PS 396

Accessibility Ramp (District 23)

Resolution A (RESO A) Project



PS 330 Technology (District 24)

Testimony of the United Federation of Teachers
Michael Mulgrew, President

Before the New York City Council
Committee on Education

Regarding the New York City Council Fiscal Year 2016 Preliminary Budget,
Mayor's FY'15 Preliminary Management Report and Agency Oversight Hearings

March 25, 2015

Good afternoon. My name is Evelyn DeJesus, and I am Vice President of Education for the United Federation of Teachers. It is a privilege to speak today on behalf of the thousands of educators we represent and the 1.1 million students whom we serve. We are here today to talk about how the city budget can be used to strengthen our schools and improve outcomes for our students.

I want to thank Chairman Dromm and members of the education committee for this opportunity, as well as your tireless advocacy on behalf of the public schools in your districts. Our school communities are stronger thanks to your leadership.

This hearing comes at a pivotal time, with negotiations on the state budget taking place as we speak. There's a lot at stake in those discussions. For the last four months, the UFT has been engaged in a public battle with Governor Cuomo over his discredited education proposals and his making any increase in school aid contingent on his agenda being adopted. The governor's proposals for public schools are so counterproductive that the New York Times accused him of engaging in "political score-settling" rather than dealing with the central issue of school funding inequities.

The core problem is that our governor is refusing to acknowledge the landmark Campaign for Fiscal Equity settlement which obligates the state to provide New York City public schools with the funding necessary for all students to receive a sound, basic education.

Speaker Mark-Viverito and the Council have repeatedly and passionately spoken out about the need for the state to honor its obligations under the CFE settlement, and for good reason. School-funding inequities have reached record levels during Governor Cuomo's tenure, with our state now having one of the country's biggest funding gaps between wealthy and poor districts.

New York City schools would receive roughly \$2,600 more per pupil if the CFE settlement was fully funded, according to a recent report by the Alliance for Quality Education. By this calculation, New York City public schools are owed an additional \$2.5 billion, which means:

- Manhattan schools have been collectively shortchanged \$376.7 million;
- Brooklyn schools are owed an additional \$724.8 million;
- Queens schools should have received an extra \$704 million;
- Bronx schools are due an additional \$513.9 million; and
- Staten Island schools are owed an extra \$154 million.

Within the boroughs, we have individual schools that are each owed literally millions of dollars.

The state's failure to fund its obligations amounts to a disinvestment in our public schools that, as parents and teachers can tell you, takes a toll. There is a lack of academic intervention services that results in fewer kids reading on grade level. A shortage of guidance counselors means too few college-readiness

programs. An insufficient number of classrooms and teachers lead to large class sizes. And so on. The ripple effects of inadequate state funding affects every student we serve.

Statewide, the amount that Albany owes to schools now totals more than \$5.5 billion. As you know the state stopped working to meet its obligations under the CFE settlement following the 2008 financial crisis. Now both the state and city economies are recovering, and the state is still failing to step up to the plate.

This chronic underfunding can be felt in our schools every day. In New York City, we have 4,000 fewer teachers – a 5 percent decline – since before the financial crisis, but we have nearly 30,000 more students with special needs, and a net increase of 10,000 students overall.

That is why the Council's leadership and support is so critical. We urge the Council to continue and expand its support for the following initiatives, each of which meets an urgent need to ensure that our city's students receive a high-quality education:

- Reducing class sizes, especially bringing class sizes in kindergarten through grade 3 down to no more than 15 children, which can be paid for by closing tax loopholes for nonresident, absentee owners of luxury properties;
- Providing adequate facilities for student learning, including through renovating current space, adding new buildings, removing trailers and making other improvements;
- Supporting Teacher Centers to ensure high-quality professional development throughout the system;
- Reimbursing teachers for out-of-pocket classroom expenses through the Teacher's Choice program; and
- Redesigning more schools to serve as "community hubs" that offer a range of programs and services to students and parents through the Community Learning Schools Initiative.

Proper funding, more social services, smaller class sizes and collaborative teacher support. These are the kind of proven solutions that make a difference in children's lives. We welcome the Council's continued support and advocacy for our students and schools.

REDUCING CLASS SIZES AND ADDING MORE SEATS

Parents and educators know that smaller classes offer children greater opportunities for the individualized attention they need. Research has confirmed again and again that smaller classes increase a child's chances of academic success. But, sadly, tens of thousands of New York City students still attend oversized classes or have classrooms in trailers.

The UFT held a news conference earlier this year to advocate for reducing class sizes for kindergarten through grade 3 to no more than 15 children. We proposed that the city could pay for this by closing tax loopholes that allow some 90,000 nonresident absentee owners of luxury properties to avoid paying their fair share of taxes, cheating the city out of hundreds of millions of much-needed revenue every year.

The UFT also believes that the city has a far greater need for new classroom seats than would be provided under the new capital plan. The plan calls for adding 32,000 seats, of which only 62 percent – or roughly 20,000 – are expected to be completed within five years. We estimate the need for additional seats to be far higher – between 45,000 and 70,000.

We need a comprehensive strategy to reverse this trend of oversized classes, and we seek the Council's support for creative approaches to generating the needed revenues. The UFT also welcomes efforts to

remove the 350-plus trailers, called temporary classroom units or TCUs, stationed outside our schools and to add more seats in overcrowded districts.

Our schools cannot make these critically important reductions to class size without sustained commitment from both the city and state governments. We applaud the city's moves to make long-overdue technology enhancements in our schools and to accelerate the timeline for replacing PCB-contaminated lighting fixtures. Ultimately, the Smart Schools Bond Act may be helpful in accomplishing all of these goals, but Governor Cuomo's administration has yet to detail a plan on how money from that bond will be distributed or spent.

ENHANCING TEACHER SKILLS

Thanks to our collaborative work with Mayor de Blasio and Chancellor Fariña and to a series of innovative programs established by our new contract, we are proudly moving our schools forward. That includes an expanded career ladder for teachers through the new positions of master and model teachers, as well as dedicated time for professional development and parent engagement.

These initiatives are enhanced through the work of our Teacher Centers, which operate within more than 125 schools around the five boroughs. The school-based staff in our Teacher Center Partner Schools provide an invaluable service by designing and delivering professional learning opportunities, including intensive classroom support, after-school study groups, citywide networks, conferences and work sessions.

Educators need and want ongoing — and meaningful — professional development. The 36-year-old Teacher Center program has drawn national acclaim for supporting teachers in their work to help students learn and succeed. The Teacher Center bases its offerings on the latest research and best practices in literacy, early childhood education, mathematics, and differentiated instruction to support children with disabilities and English language learners. If you have attended our annual spring conference, you have no doubt seen the standing-room-only workshops, which are all developed by Teacher Center staff.

It's worth mentioning that as the city's Renewal schools now begin to receive much-needed supports and teachers in those schools are being mentored and trained, our Teacher Centers are perfectly aligned to help support and enhance that work. Our Teacher Leadership Academy is already providing educators across the city with a host of learning opportunities, including all-day conferences, after-school coaching and feedback through our online professional-learning community.

We are proud of the advances our schools are making through the additional professional development and work that our Teacher Centers are able to accomplish on a limited budget. That work is vital to the success of our schools. But there is concern that Governor Cuomo will completely eliminate funding for this program this year. That's why we are asking for the Council's support in the form of a \$20 million allocation to keep this vital program running.

INCREASING TEACHER'S CHOICE

Teachers will tell you that they often find themselves buying supplies for their classrooms; they give selflessly out of their hard-earned money. New York City teachers spend on average close to \$500 a year on materials for their students, with nearly one in five spending at least \$1,000.

Educators always need materials of some kind, either for a single project or for the classroom as a whole, from basics such as pencils, glue and craft supplies to instructional materials and even computer hardware and software.

That's why our members so appreciate and value the Council's Teacher's Choice initiative, which reimburses educators for some of what they spend on their classes. We respectfully ask that the Council continue its commitment to this important and enormously popular program. For Fiscal Year 2015-16, we propose a \$20 million allocation.

EXPANDING COMMUNITY SCHOOLS

Our union also strongly supports additional investment toward the development of community schools, which are structured as community "hubs" to provide a wide range of programs and services to students and their parents. Students and their families face a myriad of challenges daily, from homelessness to food insecurity to mental health and behavioral issues. Community schools partner with local businesses and organizations to create or bring in programs for mentoring and tutoring, food and wellness, vision and dental health, physical and mental health, and more. Under the community schools model, these services and programs are seamlessly integrated into a school's daily operations to help the school remove whatever obstacles stand between children and academic success.

The UFT's own Community Learning Schools Initiative now includes more than two dozen schools, and the Council's support of the CLS initiative has been essential to its growth. As we look to strengthen the work of Community Learning Schools, we hope the Council can again provide support. This year, our hope is to secure \$1 million from the Council to develop a program that will align mental health services with our various community schools.

Too often, parents encounter a lack of mental health supports in their community or they have difficulty making appointments due to their work schedules. We have proposed providing easy access to mental health supports by creating a network of mental health providers and key community partners to serve students and families at our Community Learning School sites. Schools where families need additional mental health supports will be able to access this network and decide which mental health providers best fit their school community.

The UFT wants to thank the City Council for its leadership and advocacy on behalf of our school communities, particularly on the issue of school funding. You have shown that sufficient funding and strong support can make a world of difference for schools and students. We are seeing that at our Community Learning Schools.

We will not stop fighting for our students by pushing back against Governor Cuomo's harmful political agenda. We welcome your support in that effort, and we look forward to working with you in the months ahead.

###



THE COALITION FOR ASIAN AMERICAN CHILDREN AND FAMILIES

**New York City Council
Fiscal Year 2016 Preliminary Budget Hearing
Education Committee
March 25, 2015**

**Testimony of Ryan Natividad
Health Policy Coordinator
Coalition for Asian American Children and Families**

My name is Ryan Natividad, and I am the Health Policy Coordinator at the Coalition for Asian American Children and Families (CACF). CACF has a membership of almost 50 Asian-led and Asian-serving community and social service member organizations serving a multitude of different ethnic, Asian communities. Established in 1986, CACF is the nation's only pan-Asian children's advocacy organization and works to improve the health and well-being of Asian Pacific American (APA) children and families in New York. CACF coordinates APA HEALIN' (Asian Pacific Americans Healthy Eating and Active Living In our Neighborhoods), a collaborative with the goal of addressing food systems, healthy eating, active living, and built environment disparities and inequities in the APA communities of New York City. CACF is part of Lunch 4 Learning, a coalition working towards changing school meals to ensure they are free to all New York City, public school students, regardless of income.

We would like to thank Council Member Daniel Dromm and the Education Committee for holding this important hearing.

At a time when food security and hunger are underlying issues impacting vulnerable populations and underserved communities of color, universal school lunch provides a means for youth and school children to eat a meal when they would otherwise go hungry. Experiencing hunger during a school day can affect their physical and mental performance, and meals at school or educational settings can alleviate this stressor.

We are greatly thankful for the City Council's support and role in pushing for the implementation of universal school lunch in NYC, public, middle schools. Already, the financial and social benefits of universal school lunch are reverberating throughout middle schools. However, it is necessary to expand the program to be inclusive of all NYC public school children who would benefit in participating.

Today, we urge the City Council to:

- 1. Expand universal school lunch beyond middle school and to all grade levels in NYC, public schools**
- 2. Publicize and disseminate information about universal school lunch in a comprehensive manner**

3. **Undertake culturally competent and language accessible outreach to organizations who serve hard-to-reach, underserved, and overlooked communities**

Recommendations:

We offer the following recommendations to the Education Committee:

1. **Expand universal school lunch beyond middle school and to all grade levels in NYC, public schools.** While we commend the initial foray into middle schools, it is important to include students of other grade levels in the program. Considering how school lunch consumption and participation decreases as a student transitions from elementary to middle to high school, implementation of universal school lunch in all grades would address the lack of participation. Introducing universal school lunch from an early age and grade level would enable the students to be familiar with the program. Towards later grade levels, the program would create a level playing field in which lunch participation does not take into account financial capability. At the very basic level, all students in NYC, public schools should have access to free school lunch.
2. **Publicize and disseminate information about universal school lunch in a comprehensive manner.** In the rollout of universal school lunch in the upcoming school year, it is best to publicize and disseminate information and resources about the program in a way that reaches as many NYC residents as possible. Echoing the media efforts for Universal Pre-K, NYC Department of Education should implement a publicity campaign that utilizes all forms of communication, traditional media, and social media in partnership with mainstream media outlets and local, ethnic media outlets.
3. **Undertake culturally competent and language accessible outreach to organizations who serve hard-to-reach, underserved, and overlooked communities.** NYC should also outreach to and work with community-based organizations that are closely linked to and are trusted by the communities they serve. By providing culturally competent and language accessible information and materials, these community gatekeepers can reach individuals and groups who might not be reached by mainstream, English media and publicity campaigns.

Conclusion:

Thank you for this opportunity to provide testimony on the impact of universal school lunch in NYC, public, middle schools. The forthcoming changes should not benefit one population of students over others but should instead be framed as an issue of equity that will benefit all students and all communities.

We hope the New York City Council will take our recommendations into account when determining how best to implement universal school lunch in the upcoming academic year. We look forward to collaborating with you in the coming months.



THE CITYWIDE COUNCIL ON HIGH SCHOOLS
THE NEW YORK CITY DEPARTMENT OF EDUCATION

45-18 Court Square, 2nd Floor – Long Island City, NY 11101 * 718.752.7478 * F: 718-752-74 * Email: cchs@schools.nyc.gov

Alleyne Hughley, President
Neyda Franco, 1st Vice President
Constance Asiedu, 2nd Vice President
Theresa Hedrington, Recording Secretary
Monica Bajraktarevic, Treasurer
Victoria Meyerovich, Student Representative

Andrew Dorman
Pamela Garcia
Michelle Gebrail
Noah Kaufman
Donald McQueen
Marianne Russo
Elizabeth Veras

FREE LUNCH FOR ALL STUDENTS RESOLUTION 2015-R1

Sponsor: President Alleyne Hughley

WHEREAS, federal law allows New York City to make healthy school lunches universally free for every public school student; and

WHEREAS, New York City is not taking advantage of the great opportunity in making healthy school lunches universally free for every public school student; and

WHEREAS, the need for universally free school lunches is clear; and

WHEREAS, one in every four New York City children lives in a home that lacks enough food; and

WHEREAS, the consequences of childhood hunger are dire: hunger negatively impacts children's learning and health; and

WHEREAS, school meals are a critical tool in the fight against hunger, but, because of the way the program is currently administered, only about 50% of NYC children eligible for free or reduced-price lunch eat it; and

WHEREAS, in 2013, 250,000 out of 780,000 students eligible for free or reduced price meals did not participate in the subsidized school lunch program. Many more students are above income eligibility for free or reduced priced lunch, yet are in families that are struggling to make ends meet. Additionally, currently, 81% of elementary school students eat school lunch; it drops to 61% in middle school; and 38% in high school due to possible high stigmatization of those students whom receives free lunch are poverty stricken and the fear of being label by their peer with long-lasting health and educational consequences; and

WHEREAS, hundreds of thousands of students in New York City public schools do not participate in federally funded school lunch due to the programs' poverty stigma. If more students participated, more nutritious choices could be offered, and the stigma would be eliminated. An astonishing 68 percent of New York City's 1.1 million public school children have family incomes low enough to be eligible for free school lunch (below \$25,000 for a household of three). Seventy five percent have incomes that qualify them for either free or reduced priced meals; and

WHEREAS, some income-eligible children are not enrolled in the free or reduced-price lunch program because their parents do not submit the paperwork. Many of these parents are concerned about sharing personal financial information, immigrant parents fear the reprisals from the government or do not know about the program; and

WHEREAS, making lunch universally free to all students eliminates all of these barriers and ensures all New York City public school children have access to a healthy lunch; and

WHEREAS, starting in September, the city will spend an additional \$6.25 million a year so that all 177,000 students in the sixth through eighth grades will qualify for free breakfast and lunch without requiring parents to certify that their income is 130 percent of the \$30,615 poverty level for a family of four; and

WHEREAS, Chancellor Fariña indicated that free lunches will only be offered to the stand alone middle school students; and

WHEREAS, by expanding the program, advocates seek to eliminate the shame and embarrassment that keep many children who qualify for the free lunches from receiving them; and

BE IT RESOLVED, the New York City Citywide Council on High Schools believes that New York City should take advantage of all the federal options available to provide free meals, and that the city should make the small investment needed so that no student has to pay for a meal; and

BE IT RESOLVED that the New York City Citywide Council on High Schools wants to ensure that more children eat healthy school meals by making them free for all, regardless of income; and

BE IT FURTHER RESOLVED that the New York City Citywide Council on High Schools calls upon the Mayor and the Governor to make school lunch free for all students irrespective of the income levels of their parents

Adopted by the Citywide Council on High Schools on 2015



Liz Accles, Executive Director, Community Food Advocates
Testimony before the New York City Council Education Committee
Hearing on the Mayor's Preliminary Budget
March 25, 2015

Chairman Dromm and members of the Committee, thank you for the opportunity to testify today. The Lunch 4 Learning Campaign and Community Food Advocates thank the City Council, Mayor de Blasio, Chancellor Fariña, and Public Advocate James for instituting universal free school lunch in middle schools this past school year. It is a very important first step.

Yesterday, Community Food Advocates released the results of our analysis of the New York City Department of Education school lunch participation data for the first 4 months of universal in middle schools and its impact on students as well as the city budget. The numbers are very compelling.

The evidence is clear that universal free school lunch has an immediate and direct positive impact on middle school student participation. By eliminating the poverty stigma, the biggest barrier to student participation, it leads to more students eating and more federal dollars added to the City budget. Expansion to all students in the next school year should be a priority.

Here are our key findings:

1 - Comparing middle school student lunch participation from September 2014 – December 2014, when the Department of Education instituted Universal Free School Lunch in stand-alone middle schools, to the same time the previous year (2013): **(see graph and data on pages 2-4)**

3-5

Middle school student participation in the school lunch program increased by over 8% over the prior year. In September it increased by 2.9%, in October there was an increase of 8.9%, November an increase of 8.8% and in December a 9.7% increase.

During this same period, elementary and high school lunch participation remained flat, strongly suggesting that increased participation in 2014 for middle school students is directly related to the implementation of universal free school lunch.

2 – From September – December 2014 most, but not all middle school students were in schools with UFSL. Analysis of student lunch participation of middle school students based on whether they have universal free school lunch in their schools, found: **(see graph and data on pages 4-5)**

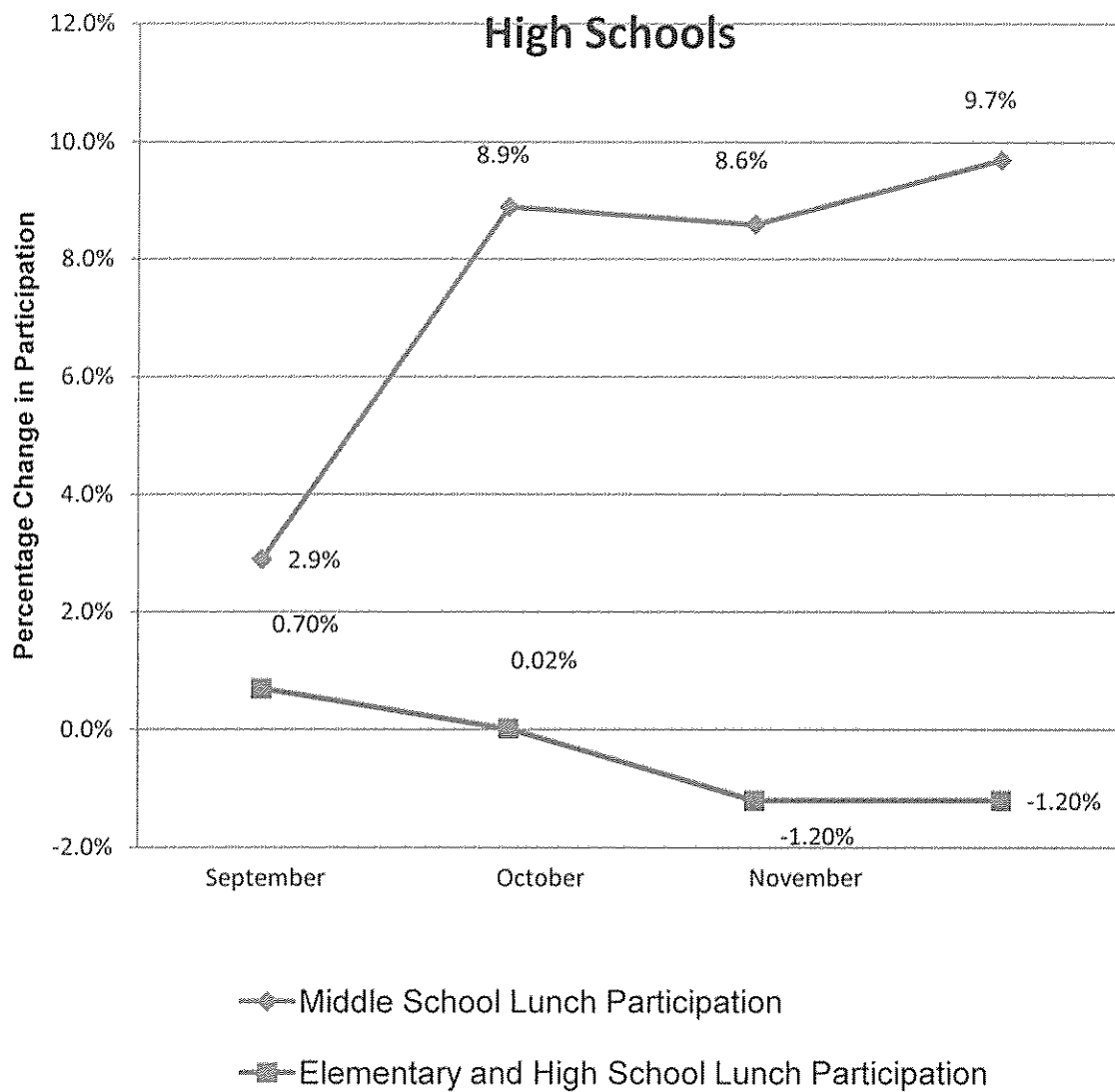
5-7

In Middle Schools that do not offer free lunch to all students, participation was 52.4% of students eating lunch on a daily basis; participation in new universal middle schools (starting in September 2014 under the federal Community Eligibility Provision, CEP) was 66.7%; and participation in middle schools with an ongoing universal meals program (Provision 2) was 75%. This demonstrates that the longer students experience school lunch absent the poverty stigma the more they participate.

- 3- New York City will receive an additional \$4.1 million in federal and state reimbursements (\$3.6 million for lunch, and \$500,000 for breakfast) for the first 4 months of the school year due to the increase in middle school participation coupled with the new reimbursement structure under the federal Community Eligibility Provision. CEP shifts more meals to the “Free” category, with highest reimbursement (\$3.12 per lunch), and fewer meals to “Reduced Price” (\$2.86) and “Paid” (\$.42) categories.

Thank you again for the opportunity to testify today. We hope to be celebrating this same success citywide at the same time next year.

Lunch Participation Percentage Increases in 2014* Middle Schools Compared to Elementary and High Schools



* September - December 2014 compared to September - December

(see next 2 pages for analysis)

Community Eligibility (CEP) in Middle Schools (Division 2)
September – December, 2013 and 2014

LUNCH Comparisons

Participation for middle school students has gone up steadily in 2014 for September through December compared to the same months in 2013.

There has been no similar increase in participation in the other grade levels:

2014 Compared to 2013	Middle School Students Lunch Participation	Balance of Students Elementary and High School Lunch Participation
September Increase/Decrease	+2.9%	+.7%
October Increase/Decrease	+ 8.9%	+.02%
November Increase/Decrease	+8.6%	-1.2%
December Increase/Decrease	+9.7%	-1.2%

As a result of implementation of CEP, there has been an increase in total meals served in 2014, and a significant shift in meals from Reduced Price and Paid categories to the Free category. For this latter category there is higher reimbursement, bringing in additional federal and state dollars to the city of \$3,604,504 for the four month period.

Total Number of Lunches Served in Middle Schools

Sept-Dec.	Free	Reduced Price	Paid	Total
2013	5,911,129	498,250	1,070,528	7,479,907
2014	7,390,725	194,346	729,735	8,314,806
Difference	+1,479,596	-303,904	-340,793	+834,899

Reimbursements Based on Total Lunches Served in Middle Schools, September – December 2013 (cumulative)

5,911,129 Free Lunches	x \$3.1199 per meal	= \$18,442,131
498,250 Reduced Price Lunches	x \$2.8581 per meal	= \$ 1,424,048
1,070,528 Paid Lunches	x \$.4199 per meal	= \$ 449,515
7,479,907 Total Lunches	Total Reimbursement	= \$20,315,694

Total Lunch Meals Served in Middle Schools, September – December 2014 (cumulative)

7,390,725 Free Lunches	x \$3.1199 per meal	= \$23,058,322
194,346 Reduced Price Lunches	x \$2.8581 per meal	= \$ 555,460
729,735 Paid Lunches	x \$.4199 per meal	= \$ 306,416
8,314,806 Total Lunches	Total Reimbursement	= \$23,920,198

Increase in reimbursement September–December 2014 over 2013 = **\$3,604,504**.

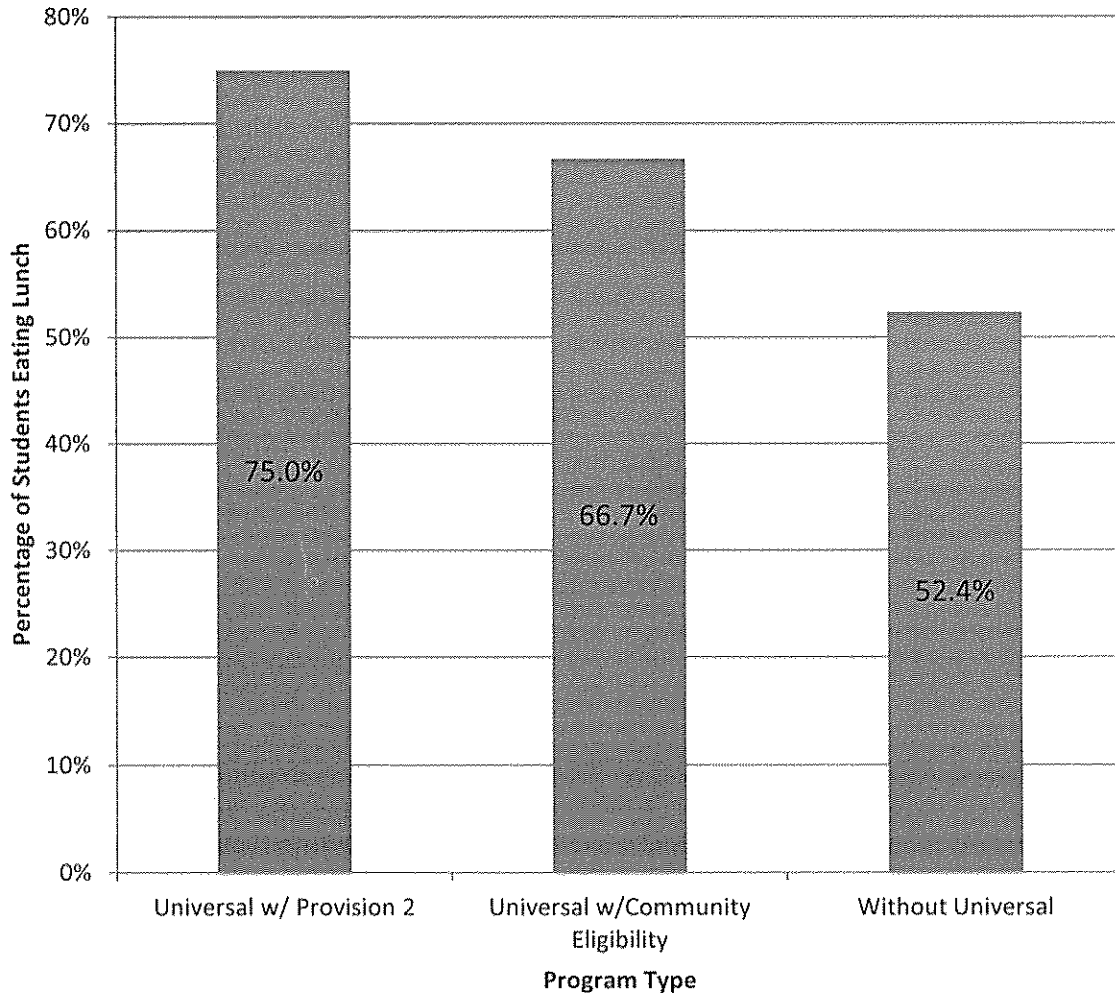
(Reimbursement rates in effect 2014-2015: Free lunch = \$3.1199; Reduced Price lunch = \$2.8581; Paid lunch = \$.4199)

Average Daily Participation (ADP)

MIDDLE/JR.HIGH DIVISION 2	Free (% of total meals)	Red. Price (% of total meals)	Paid (% of total meals)	Total
ADP Sept. 2013	86,909 (79.3%)	6,431 (5.9%)	16,235 (14.8%)	109,575
ADP Sept. 2014	100,540 (89.1%)	2,363 (2.1%)	9,901 (8.8%)	112,804
Difference	+13,631	-4,068	-6,334	+3,229 (+2.9%)
ADP Oct. 2013	86,360 (79.5%)	7,157 (6.6%)	15,122 (13.9%)	108,639
ADP Oct. 2014	104,905 (88.7%)	2,652 (2.2%)	10,722 (9.1%)	118,279
Difference	+18,545	-4,505	-4,400	+ 9,640 (+8.9%)
ADP Nov. 2013	82,061 (77.5%)	7,610 (7.2%)	16,259 (15.3%)	105,930
ADP Nov. 2014	101,315 (88%)	3,060 (2.7%)	10,706 (9.3%)	115,081
Difference	+19,254	-4,550	-5,553	+9,151 (+8.6%)
ADP Dec. 2013	83,960 (81%)	8,056 (7.8%)	11,577 (11.2%)	103,593
ADP Dec. 2014	100,441 (88.4%)	3,120 (2.7%)	10,071 (8.9%)	113,632
Difference	+16,481	-4,936	-1,506	+10,039 (+9.7%)

BALANCE OF STUDENTS	Free	Red. Price	Paid	Total
ADP Sept. 2013	413,451 (79.3%)	26,344 (5.1%)	81,508 (15.6%)	521,303
ADP Sept. 2014	420,200 (80%)	28,985 (5.5%)	75,907 (14.5%)	525,092
Difference	+6,749	+ 2,641	-5,601	+3,789 (+.7%)
ADP Oct. 2013	422,471 (79.8%)	30,943 (5.8%)	76,120 (14.4%)	529,534
ADP Oct. 2014	419,775 (79.3%)	33,121 (6.3%)	76,751 (14.5%)	529,647
Difference	- 2,696	+ 2,178	+ 631	+ 113 (+.02%)
ADP Nov. 2013	416,175 (78.9%)	34,409 (6.5%)	77,132 (14.6%)	527,716
ADP Nov. 2014	411,579 (79%)	35,788 (6.9%)	73,774 (14.2%)	521,141
Difference	-4,596	+ 1,379	-3,358	-6,575 (-1.2%)
ADP Dec. 2013	418,234 (79.5%)	35,775 (6.8%)	71,815 (13.7%)	525,824
ADP Dec. 2014	414,559 (79.8%)	37,657 (7.2%)	67,498 (13%)	519,714
Difference	-3,675	+ 1,882	-4,317	-6,110 (-1.2%)

Citywide Middle School Lunch Participation By Program Type December 2014, Year-to-date



■ Percentage of Students Eating Lunch, September - December 2014*

*Total number of meals served divided by average daily attendance by program type

(see next page for analysis)

Comparison of New York City Middle School Student Lunch Participation by School Lunch Program Category

December 2014, Year-to-date Lunch Average Daily Participation (ADP)

Universal free school lunch has a significant positive impact on middle school student lunch participation:

- Middle schools who have had universal free school lunch the longest (under Provision 2) have the highest participation rate at 75% of the average number of students in attendance daily.
- Middle schools with universal more recently implemented starting in September 2014 (under the Community Eligibility Provision) have participation rates at 66.7% of the average number of students in attendance daily.
- Middle school students in schools without universal free school lunch have significantly lower numbers of students eating school lunch at 52.4% of the average number of students in attendance daily.

	258 Community Eligibility Provision SCHOOLS ¹	26 PROVISION 2 SCHOOLS ²	BALANCE OF MIDDLE SCHOOLS		TOTAL
REGISTER	132,425	16,157	45,985		194,567
ADA (Average Daily Attendance)	124,632	15,086	42,043		181,761
FREE LUNCH ADP	77,349	9,047	16,916		103,312
RP LUNCH ADP	---	907	1,866		2,773
PAID LUNCH ADP	5,826	1,362	3,233		10,421
TOTAL	83,175 (66.7% of ADA)	11,316 (75% of ADA)	22,015 (52.4% of ADA)		116,506

¹ CEP: Community Eligibility Provision, Schools where all meals are free to all students and reimbursements are based on a 1.6 multiplier of the percent of students ""directly certified"" for free meals.

² Provision 2: Schools where all meals are free to all students and reimbursements are based on the participation history of students eligible for free, reduced price or paid categories established in a "base year" and carried over for the next 3 years.

Testimony by Felicia Alexander, NYC parent

New York City Council Hearing

Education Budget Hearing

March 25, 2015

I'm glad to hear that so many parents have been applying for positions on their CECs this year. But I know that unless there are structures and programs in place to support those parents, they will not be effective in their positions.

When I joined my CEC in District 16, there was a one-day seminar to welcome me to the CEC and orient me to DOE regulations, but it didn't teach me anything that I needed to know about how to contribute to an effective CEC. I went into my first CEC meeting totally blind. It took me two years to figure out, on my own, what my role was and how to carry it out. And it's not just CECs. You have parents stepping into roles in Parent Associations and School Leadership Teams who don't know what to do, or how to be an effective leader. And then there are many more parents who don't step into those roles at all because they aren't engaged in their schools. The Department of Education needs to fund programs that support all parents to be involved in their schools, and all schools to engage their parents. Because the reality is that right now, parents don't feel welcome in schools. They don't think that schools value their time or anything they have to offer. But the DOE can change that.

For example, the Parent-Teacher Home Visit Program is building a relationship between teachers and parents. Teachers get a better understanding of where the children come from, and get a better insight on how to help the child, and help the family feel more a part of the school. Parents feel that they have entered into a partnership and that people care what they think and feel about the school, so they are more willing to contribute their time and talents.

The Academic Parent-Teacher Teams is a model that improves on the traditional parent-teacher conferences, and helps parents understand more deeply what's happening with their students during the day. Instead of a 10-20 minute meeting where you just hear that your child is struggling or doing well, in the Academic Parent-Teacher Team model we learn what the curriculum is and techniques for how to help at home. Parents are interacting now only with the teacher but also with other parents, and create a support system for the children to increase their achievement.

With the Parent Advocate Program, which has had success in Chicago, parents are used as a resource rather than a hindrance. By giving parents in-depth training to assist in the classroom and also train other parents, schools will see how parents can really come in and help ease the challenges in a school. Schools would be able to save money by engaging and training their parents effectively.

These are just a few examples of the programs that parents want to see in the DOE budget to nurture and grow parent engagement.

We have so many great schools in this city, and we also have a lot of schools that are struggling. But no matter how a school is doing, they can take it to the next level by increasing their parent participation. As the DOE supports these programs for parent engagement, the student achievement will improve, and they won't have to put as much money into other interventions. Use the resources you have, which is the families. Let's put the programs in place to do that.

Testimony by Natasha Capers, NYC Coalition for Educational Justice
New York City Council Hearing
Education Budget Hearing
March 25, 2015

Good afternoon and thank you to the City Council for having the Coalition for Educational Justice at this hearing. CEJ is a coalition of community-based organizations across the city, working in low-income communities of color for educational equity.

The Coalition for Educational Justice believes that parent engagement is an important component to make schools successful. We also know that schools, administrators and teachers need assistance and guidance to make this possible.

Mayor De Blasio is quoted as saying,

“Our experience as public school parents has guided our vision for the public schools, including our firm commitment to make parents our partners.”

This is a great sentiment and I am proud to have a Mayor who understands the importance of parent engagement. But unless there are systems and supports to make this possible, it will never become a reality. The truth is that families and parents all across this city have been pushed out of their schools and continue to be disenfranchised. This is because there aren't enough ways to engage parents.

We believe that the Department of Education should be incubating and innovating new and exciting parent engagement models. Parents within CEJ have been at the helm of creating and uplifting models. CEJ proposes that the City Council support model initiatives for transformative parent engagement that will seed innovation across the city and establish the foundation for NYC to lead urban school districts nationally.

Grounded in the work of Dr. Karen Mapp in developing the US Department of Education's Dual-Capacity Framework for Family-School Partnerships, CEJ proposes a package of initiatives that will set the bar

for family-school partnerships and increase parent participation and student achievement by:

- Strengthening the relationships between families and school staff
- Helping families feel more comfortable inside the school, as well as help school staff feel more comfortable in the school community
- Developing parents' skills and knowledge about how to support their child at home

We are uplifting 5 models for parent engagement. Parent-Teacher Home Visits, Academic Parent-Teacher Teams, Parent Advocate Program, Parent Resource Centers and Parent University.

1. Parent-Teacher Home Visits (PTHV)

This is a model that helps to strengthen the relationship between teachers and families by having a team of two teachers visit the home in the summer. The questions teachers ask are to learn more about the family and their hope and dreams for their child. A second visit is conducted in the spring to continue to strengthen the relationship.

2. Academic Parent-Teacher Teams (APTT)

Teachers hold class meetings in September as part of the extended parent-teacher conferences. At these meetings, teachers present performance data for class, model activities for families, and give parents individual information on their child's performance, and parents can share learning strategies they use at home. Parents are invited for an individual 30-minute conference (Fall), two more of the large group sessions (Winter, Spring), and another individual meeting (Spring)

3. Parent Advocate Program

Parent Advocates work in overcrowded classrooms with struggling students. Parents receive weekly trainings on the school curriculum, teaching strategies for working with struggling students, and other information about the school system. Parent Advocates offer four workshops a year to other parents in the school on strategies and information about how to effectively support students at home

After completing 100 hours of service, they receive a small stipend and opportunities for college credit, leading towards certification as a paraprofessional or teacher

4. Parent Resource Centers

These are centers within the district offices where parents can come to get access to materials and resources on parenting and the school system, including videos and computer access, knowledgeable staff to answer questions, and training workshops. District employees, volunteers & community partnerships could cover staffing.

5. Parent University

We want a comprehensive training program based on an existing model in Boston, in which parents earn credits by participating in a variety of small and large group trainings. The training funnels parents into a pipeline of leadership roles as mentors, advocates, trainers and leaders in school governance structures. Graduation from Parent University gives parents access to advanced learning classes. Parent University could possibly be located within the Parent Resource Centers.

These programs are grounded in research and have proven results increasing parent participation, school climate and, ultimately, student achievement. . The parents of the NYC Coalition for Educational Justice would like to see these programs funded in the DOE's budget so that schools can start to put the Mayor's commitment to parent engagement into action. If the DOE is unable to fund them, we hope that the Council will step up and make sure to include them in its budget so that their local schools and districts can begin to benefit.

Parent engagement is the key to turning around student achievement in our schools, as well as our communities and thus our city.



CEJ Proposal to City Council for Transformative Parent Engagement

Since the first days of this administration, Mayor de Blasio and Chancellor Fariña have championed the importance of parent engagement in building school community and raising student achievement. The recent teachers union contract and restructuring of community school district offices help set the conditions for the flourishing of innovative, effective parent engagement across the city. However, at this point, parent engagement is still largely left up to school leadership to figure out on their own. There has not been a concerted effort to identify, support and spread successful parent engagement initiatives here in NYC or in other cities. CEJ feels that the NYC City Council can play a critical leadership role in making this happen.

CEJ proposes that the City Council support model initiatives for transformative parent engagement that will seed innovation across the city and establish the foundation for NYC to lead urban school districts nationally. Grounded in the work of Dr. Karen Mapp in developing the US Department of Education's Dual-Capacity Framework for Family-School Partnerships, CEJ proposes a package of initiatives that will set the bar for family-school partnerships and increase parent participation and student achievement by:

- Strengthening the relationships between families and school staff
- Helping families feel more comfortable inside the school, as well as help school staff feel more comfortable in the school community
- Developing parents' skills and knowledge about how to support their child at home

This package could include:

1. Parent-Teacher Home Visits (PTHV)

- The Parent-Teacher Home Visits Program trains teachers to make relationship-building home visits to all families in their class or grade
- In teams of 2, teachers make 30-minute visits to families at their home, often during the summer before school starts. They ask questions to learn more about the family and the student and each person shares their hopes & dreams for the student.
- A follow-up visit is conducted in the spring to strengthen the relationship
<http://www.pthvp.org>

2. Academic Parent-Teacher Teams (APTT)

- Teachers hold class meetings in September as part of the extended parent-teacher conferences. At these meetings, teachers present performance data for class, model activities for families, and give parents individual information on their child's performance, and parents can share learning strategies they use at home.
- Parents are invited for an individual 30-minute conference (Fall), two more of the large group sessions (Winter, Spring), and another individual meeting (Spring)

<http://www.wested.org/service/academic-parent-teacher-teams-aptt-family-engagement-in-education/>

3. Parent Advocate Program

- Parent Advocates work in overcrowded classrooms with struggling students
 - Parents receive weekly trainings on the school curriculum, teaching strategies for working with struggling students, and other information about the school system.
 - Parent Advocates offer four workshops a year to other parents in the school on strategies and information about how to effectively support students at home
 - After completing 100 hours of service, they receive a small stipend and opportunities for college credit, leading towards certification as a paraprofessional or teacher
- <http://www.lsna.net/Issues-and-programs/Schools-and-Youth/Parent-Mentor-Program.html>

4. Parent Resource Centers

- Centers within the district offices where parents can come to get access to materials and resources on parenting and the school system, including videos and computer access, knowledgeable staff to answer questions, and training workshops
- Staffing could be covered by district employees, volunteers & community partnerships

5. Parent University

- Comprehensive training program, could be located within Parent Resource Centers
 - Parents earn credits by participating in a variety of small and large group trainings
 - Training funnels parents into a pipeline of leadership roles as mentors, advocates, trainers and leaders in school governance structures
 - Graduation from Parent University gives parents access to advanced learning classes
- <http://bpsfamilies.org/parentuniversity>

computers, Xerox, resume help, job postings, housing info since we don't have space in each school to do this. Should be open in

Estimated Budget

	Small	Medium	Large
Parent-Teacher Home Visits	10 schools = \$300,000	30 schools = \$900,000	100 schools = \$3 million
Academic Parent-Teacher Teams	10 schools = \$200,000	30 schools = \$600,000	100 schools = \$2 million
Parent Advocate Program	5 schools = \$200,000	10 schools = \$400,000	20 schools = \$800,000
Parent University	1 district = \$150,000	3 districts = \$250,000	5 districts = \$500,000
Parent Resource Centers	4 districts = \$100,000	12 districts = \$300,000	32 districts = \$800,000
TOTAL	\$950,000	\$2.45 million	\$7.1 million

-PTHV: Costs include per session funds for teachers plus central coordination, transportation, food and other costs

-APTT: Costs include per session funds, copying and materials, childcare, translation, food, central coordination

-Parent Advocate Program: Costs include staff for training, scheduling & recruitment, plus meetings costs for materials, translation, childcare and food.

-Parent University: Costs include coordination and training, materials, childcare, translation and food

-Parent Resource Centers: Costs include materials, furniture, maintenance of space. Staffing could be provided by new district employees as well as volunteers and community partnerships.



Advocates for Children of New York

Protecting every child's right to learn

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

Re: Fiscal Year 2016 Preliminary Budget - Education

March 25, 2015

Thank you for the opportunity to speak with you about the Fiscal Year 2016 Preliminary Budget. My name is Randi Levine, and I am Policy Coordinator at Advocates for Children of New York (AFC). For more than 40 years, Advocates for Children has worked to promote access to the best education New York can provide for all students, especially students of color and students from low-income backgrounds.

Advocates for Children speaks out for students whose needs are often forgotten, such as students with disabilities, immigrant students, and students with behavioral challenges. We are heartened to see that the Preliminary Budget includes increased funding to support these groups of students and their families. While far more funding is needed to have a significant impact on student achievement, the Preliminary Budget takes several positive steps.

First, each year, AFC hears from thousands of families of students with disabilities, many of whom are requesting help because their children are struggling to read. While teaching students to read is a fundamental responsibility of schools, the most recent state tests reveal that 93% of students with disabilities in New York City are not proficient in reading. This percentage does not include students with severe disabilities who are exempt from state tests. We are delighted to see that the Preliminary Budget includes dedicated funding for literacy training for teachers, including those who work with students with dyslexia. Given the transformative impact that evidence-based reading programs can have on students' lives and the need for teachers with specialized literacy training, we agree with the ARISE Coalition's testimony and support this initiative as a down payment on what we hope will be a longer-term commitment to ensuring that every student in New York City learns to read proficiently.

We are also pleased that the Preliminary Budget includes funding for temporary staff at the Committee on Special Education offices to help streamline the settlement process for special education cases that can be resolved without a hearing, as well as funding for a new satellite Impartial Hearing Office to help ensure that families get timely decisions when they need to use the hearing process.

Board of Directors

Eric F. Grossman, *President*
Jamie A. Levitt, *Vice President*
Harriet Chan King, *Secretary*
Paul D. Becker, *Treasurer*

Matt Berke

Kevin J. Curnin

Jessica A. Davis

Adrienne Filipov

Robin L. French

Brian Friedman

Kimberley D. Harris

Caroline J. Heller

Roderick Jenkins

Jeffrey E. LaGueux

Maura K. Monaghan

Jonathan D. Polkes

Raul F. Yanes

Executive Director

Kim Sweet

Deputy Director

Matthew Lenaghan



Second, each year, AFC works with hundreds of families whose primary language is not English. A recent DOE report shows that 43% of students enrolled in New York City public schools live in households where English is not the primary language spoken. Parents' ability to participate meaningfully in their children's education is often hampered by a lack of interpretation and translation. We are pleased that the Preliminary Budget includes increased funding for over-the-phone interpretation services through the Language Line. As the DOE increases funding for this important service, it must monitor the quality of the interpretation services provided. We hear from parents who ask schools for interpretation services, but are told it is not available. While the budget includes one-time funding for a public awareness campaign regarding the availability of interpretation services, the DOE must do more to make *school staff* who interact with parents aware of parents' right to interpretation and how to access the Language Line. The DOE should ensure that teachers, secretaries, psychologists, social workers, guidance counselors, parent coordinators, administrators, and front office staff know about this service. Furthermore, we urge the Administration and City Council to increase funding for *translation* of important documents such as Individualized Education Programs (IEPs) to help parents understand their children's educational needs and the services the school is recommending.

Third, AFC works with several hundred families each year whose children are experiencing behavioral challenges in school or are facing suspension. During the 2013-2014 school year, there were more than 53,000 suspensions from New York City schools, more than one third of which involved students with disabilities. We support the funding in the Preliminary Budget for therapeutic crisis intervention training, as well as guidance counselors and social workers at the alternative learning centers for students who are suspended. Here too, however, the City could have a far more significant impact with an additional investment in funding for initiatives such as a restorative practices pilot program and increased social workers and guidance counselors in targeted schools and juvenile detention sites.

Fourth, we are pleased that the Preliminary Budget includes an ongoing commitment to full-day Pre-K. Research shows the importance of high-quality early childhood education programs in preparing children from low-income backgrounds to succeed in school. We look forward to working with the Administration and City Council to complete the job of making full-day Pre-K available to every four year old in New York City. Unfortunately, AFC hears from families and Pre-K staff about Pre-K students who are not receiving their mandated IEP services and cannot even reach the Committee on Preschool Special Education administrator responsible for arranging these services due to insufficient staffing. As we continue building a Pre-K system, we must ensure that there is funding to increase the number of administrators at the



Committee on Preschool Special Education offices so that the increased number of Pre-K students identified as having delays or disabilities can get services in a timely manner early in life when these services have the biggest impact.

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

TESTIMONY

**New York City Council Fiscal Year 2016 Preliminary Budget
Mayor's FY'16 Preliminary Management Report and
Department of Education and School Construction Authority (Capital)
Agency Oversight Hearings**

**Committee on Finance and Education
Julissa Ferreras, Chair Finance
Daniel Dromm, Chair Education**

**Presented on
*Wednesday, March 25, 2015***



**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, 12th Floor
New York, NY 10006
(212) 823-2020
www.csa-nyc.org**

**NYC COUNCIL FISCAL YEAR 2016
DOE/SCA CAPITAL BUDGET
JOINT HEARING OF FINANCE & EDUCATION**

MARCH 25, 2015

CSA welcomes this opportunity to present our views on the DOE/SCA capital budget for the upcoming fiscal year. We thank Chairs Ferreras and Dromm and all members of the City Council for this opportunity.

We understand that the Blue Book is being revised to more accurately reflect the utilization of each of our school buildings in NYC. As former Chair Jackson often said, we hope this will be the “True” book. It is critical to use accurate and recent data when determining the amount of available space in each school. We look forward to seeing how the revised Blue Book will define building utilization and allocation of space.

On the subject of available space, we would like to mention TCU’s. One persistent related problem that is constantly discussed and yet remains an issue is the removal of TCUs. These “temporary” units or trailers have been with us for decades and despite promises to remove them all, no timeframe has been proposed for their complete removal. Given the fact that money has been budgeted for this purpose, can we finally say they will be removed during the 2015-16 school year? If not, will a significant number at least be removed and when will the rest follow?

The SCA’s Finance Division Briefing Paper told us something we already knew: “The DOE’s inability to meet capacity needs has resulted in persistent overutilization and overcrowding.” With the additional seats for UPK, most of which are not in NYC Public School buildings, and the additional fact that some 490,000 of our older students are in overcrowded schools, it is extremely important that DOE/SCA significantly increase their current seating projection estimates. Let’s not overlook the Mayor’s housing initiative, which will create 60,000 more housing units whose residents will include students who have to be absorbed by the school system. Plans must be in place to accommodate these students, too.

Recently, we were shocked to discover that the very grades that are the pillars of early childhood education, K-3, have the largest class sizes. As Chair Dromm recently stated, this is “counter-intuitive” and conditions in those grades must be closely monitored so they adhere to the class size limits.

In addition to classrooms, we must consider other kinds of essential education spaces. Years ago, former Councilman Koppell said what good educators know to be true: “No school should be built without a gymnasium.” Yet, we continue to hear of schools that have no gymnasium and cannot provide the amount of physical education mandated by the State. We have been directly informed that there are some 30 schools without a gymnasium in NYC. Is that number accurate? Could it actually be higher? It is hoped that under the new administration the numbers of schools without gyms will be significantly reduced. Let’s also bear this in mind: The number of existing gymnasiums may be deceptive. Some may not be large enough to accommodate all the students in the schools, especially in co-located schools.

We agree with Councilmember Chin, who recently encouraged SCA to use eminent domain to create more space for our students, and that includes space for physical education and other subjects of great importance. We are concerned that many of our middle schools continue to lose precious space to co-locations and yet they still do not have science labs. We hope that a moratorium on co-locating will enable SCA to add more specialty rooms to schools lacking computer labs, science labs, music rooms and other essential spaces. Such facilities are not frills.

The health and safety of everyone in the school building is another paramount concern. The previous administration did little to heed the calls for removing PCBs that had been found in numerous buildings. CSA hopes that the current administration will indeed take steps to remove this longstanding hazard.

While on the topic of serious health hazards in our school buildings, we would like to remind you that last year Councilman Levin called on the SCA to step up its asbestos abatement program. Thus far work has been completed in more than 85 buildings. While we recognize that the process takes many weeks, we are concerned that the city is not moving quickly enough to address this longstanding threat to the health of our students and staffs.

One of former Chancellor Walcott's initiatives, which we applauded, called for the creation of 20 new mental health facilities, five of which were supposed to have opened last September. We would like to see a status report on the progress of this important initiative, including detailed information on the space in which the facilities are to be located.

It is also important to remember the lingering results of Hurricane Sandy on our school facilities. Although the super storm has begun to fade from the minds of many, we know that there are still communities suffering from its aftermath. We hear from members of those afflicted communities who are still struggling with the consequences of that disaster. One of the many things we would like to learn more about is the status of the boiler systems in schools that were ravaged by the storm.

In general, we are told, most of our school buildings are in fair condition. The Building Assessment Survey (BCAS) indicates that nearly half of the city's buildings were rated "fair." This is nothing to celebrate. We all know that as conditions in these "fair" school buildings deteriorate, they usually become more expensive to fix. Therefore, it is more cost effective to deal with problems before they worsen. Not only would a proactive approach be more economical, it would be in the best interest of children's safety.

CSA remains committed to working with all concerned to help improve conditions in our school buildings and create better learning environments for our students and better teaching environments for our staffs. Thank you for taking the time to hear us out.

Ernest Logan
President of CSA

TESTIMONY

Hearing on:

**New York City Council Fiscal Year 2016 Preliminary Budget,
Mayor's FY'15 Preliminary Management Report and
Agency Oversight Hearings**

Presented to:

**The New York City Council Joint Committee on Education and Finance
March 25, 2015**

**Shaun D. Francois – President
Local 372 --Board of Education Employees
District Council 372 – AFSCME, AFL-CIO
125 Barclay Street, 6th Floor
New York, NY 10007
Local372.org**

Good morning, Education Committee Chair Dromm and Finance Committee Chair Ferreras and distinguished members of the committee. My name is Donald Nesbit and I am the Executive Vice President of Local 372.

I would like to thank you for the opportunity to provide testimony on the Mayor's proposed budget for 2016 for education.

As President of Local 372, I represent close to 23,000 Department of Education employees who perform essential services for the children of New York City. Most Local 372 members work in the communities in which they live, spend money, pay taxes, and vote. They not only take their jobs seriously, they take them personally, with a very strong sense of commitment. Our members provide the support services that are essential to making our 1.2 million school children learning-ready.

I want to commend the Mayor for his vision and bold reforms that brought thousands of UPK seats to kids across the city, for making Municipal IDs available to hard working immigrants and additional affordable housing to New Yorkers. I also commend the Mayor for creating a pilot program that would bring universal lunch to middle schools and expanding breakfast in the classroom. But most importantly, we want to thank the Mayor for not making cuts to the education budget. In previous years, school leaders dealt with severe budget cuts and had to make tough choices as to what programs and services would be eliminated in attempt to balance the school budget. Essentially, they had to do more with less. In an attempt to balance a school's budget, school leaders were forced to eliminate valuable staffing positions and programs that help keep students engaged.

SAPIS

SAPIS (Substance Abuse Prevention/Intervention in Schools) work with students and their families to keep our children from being at risk of drug/alcohol abuse and related violence. Local 372 SAPIS specialize in substance abuse prevention, anti-bullying, violence prevention, confidence building, goal setting and gang prevention to just name a few. Our 243 SAPIS service all schools, in all 32 school districts and all students from K-12. They are from the community, serving the most vulnerable. There is a dire need for one SAPIS in every NYC school; however, at this point we are requesting funding for **an additional 500 SAPIS which would bring us back to 2002 staffing levels.**

In 2006, there were 502 SAPIS servicing all five boroughs. As of today, there are only 243. There are 1.2 million school children in our school system in NYC, over 1,200 schools in NYC, multiple schools in a single school building, and only 243 SAPIS workers. That is 1 SAPIS worker per 5 schools. This is unacceptable, especially in light of the recent uptick in the use of alcohol, illegal and prescription drugs.

Moreover, we have seen the proliferation of synthetic drugs, epidemic level use of heroin, and the introduction of alcohol use at a younger age. With the pressures of social media, children need all the support they can get to stay away from these increased social pressures.

Parent Coordinators/Community Associates

There should be one parent coordinator in every school. Are you aware that Parent Coordinators (PC) are not required in every NYC High School? Citywide, we have 1,737 Parent Coordinators and Community Associates, which work no more than 5.5 hours in a school day. A PC plays a key role in not only keeping parents informed but serve a liaison between the school's administration and parents. In 2002, the Mayor and Chancellor created the position of "Parent Coordinator" to ensure there was someone in each school directly responsible for supporting families. Parent Coordinators assist parents with language barriers, handle HRA paperwork, work along with city agencies to provide services directly to parents and work with Adult and last chance learners. Parent Coordinator salaries are set by the school principal, but can make a minimum of \$34,000 with a bachelor's degree.

Parent Coordinators have become a necessary and vital part of the school system after mayoral control took effect. They help parents feel more comfortable in navigating what can be an intimidating bureaucratic

environment and foster greater parental involvement in the education of New York City school children. They maintain contact with the larger community such as faith-based groups who provide assistance on issues such as health care, after-school activities, and mentoring. Many go beyond the call of duty every day to protect our children, helping families to find new homes after losing their apartments, and helping parents to get jobs. Our schools cannot run smoothly without parental involvement. Parent Coordinators are critical to giving parents a say and we respectfully request 500 more Parent Coordinators/Community Associates.

School Lunch Employees

We are proud to hear that NYC will implement a universal feeding program in middle schools. However, without a better staffing formula to increase the staffing numbers in the cafeterias and kitchens, problems are bound to happen. Currently, there is a shortage of 500 school lunch employees in NYC schools. In addition, the city is looking to expand the breakfast program into the classroom. These initiatives cannot succeed without adequate staffing. Our 7,000 school lunch employees are not enough to prepare and feed the additional shift needed just to feed charter school students. Our school lunch employees are also critical to maintaining order in the cafeteria, they prevent bullying, arguing amongst children.

New federal mandates dictate that schools offer a variety of freshly prepared foods. There is also the fact that many of our students suffer from nut allergies, dietary restrictions based on religion, allergens to soy, and unfortunately a rise in childhood diabetes. All these factors make food preparation very difficult. That is not including the new federal standards, which have created portions that are double in size.

Our school cafeterias are grossly understaffed and most school lunch employees are part time workers. Our members work a 4 to 5 hour school day not only preparing breakfast and lunch, but sometimes prepare meals for after school programming. Our workers are coming in earlier and staying later without compensation, just to make sure the school's food is ready to feed all 1.2 million children. We are requesting an additional 500 school lunch employees so we can fulfill the Mayor's breakfast and lunch initiatives.

Universal Lunch for All

Partially implemented in middle schools in Fall 2014, this program must be expanded to include all NYC students. Social stigma is the key reason why eligible students are not eating school lunch. It is documented that 780,000 children are eligible, but over 250,000 are not participating. In order to avoid this stigma from developing in the first place, students should all be able to eat lunch without regard to who is watching to see if they are low income. Early support and practices encourages children to develop good eating habits, better nourished students who are ready to learn. This habit of eating school food will carry through from Pre-K to High School. School food not only helps children learn, but it saves parents money by not having to pay for two meals out of pocket. It's an automatic raise to that parent. Increased investment in the school lunch program will allow the city to draw down additional federal funds as well. We are requesting the council fully fund the initiative to provide free lunch to all children and increase food funding by \$18 million.

Health Aides

During the school day, accidents may happen, and this is where our Health Aides step in. They staff school emergency rooms and are trained to administer emergency first aid, perform eye exams and provide personal hygiene products to students. They are the first in line to administer an EPI pen if that child has an asthma attack. They maintain first aid supplies and keep a log of students' emergency treatments which is available for review by the school principal and physician. Our Health aides maintain school shot records, required by the Dept. of Health and administer shots, when needed. Health Aides also serve as an early warning system in detecting symptoms of drug abuse and referring students to the proper school authorities. They are essential in maintaining the health of our New York City school children. We have 148 health aides servicing our 1,200 schools and our health aides DO NOT leave the school they are assigned. We have 1,000 schools without a health aide. We respectfully request another 500 health aides.

Family Workers/Paraprofessionals

Our 1,479 family and paraprofessional workers are the ones who take attendance, maintain order during school lunch, handle all DOE paperwork all while working no more than 5.5 hours a day. This does not include the

work in serving as the liaison between the schools and the shelter system. Due to the rise in child homelessness, our workers work within shelters to make sure children are safely transported between shelters and schools each day. Our family and paraprofessionals are vital in not only making the school day run smoothly, but assist the child in their time of need while in the shelter system. We respectfully request for an additional 500 family and paraprofessional workers.

School Construction Authority

Imagine working in a High School with over 500 students and trying to get lunch warmed up. Imagine what it must feel like for our school food workers, working in basements in over 150 degree temperatures during a heat wave? Our members need central air conditioning in all school cafeterias. While we applaud School Construction Authority for placing central air in new schools, we request the City Council allocate capital money aside so that all school cafeterias have central air conditioning.

Our Services are Essential

School support staff is very important and they are recognized as a critical part of a functioning school system. The Local 372 workers providing these services are stakeholders in New York City's schools; living, raising their families, and contributing to the community. Therefore we are asking that funding be designated to increase the number of school support staffing. Since 2001, schools support staffing levels have gone down and the schools have never recovered. Our members are working beyond capacity, coming in early and leaving later, WITHOUT pay, just to make sure the food and our children's needs are met.

The Dept. of Education has continuously outsourced our work via contracts since 2001. Our after school programs and supportive services to schools have continuously been outsourced to organizations with NO relationships with our children. We see our children all day and watch them grow, to then have the same services we provide given to our children by strangers. When DOE hires our members, you know that child will not only be serviced but supported from Pre-K to after school. Why outsource our work with little accountability when our members already do the same work in the schools?

Conclusion

The job of school leaders and teachers is to provide the instruction, support and resources that children need and demand. However, it is the moral obligation of our schools to provide adequate school staffing in order for the schools to function.

Local 372 member's services are essential to the running of the NYC school system. They allow teachers and administrators to do their jobs and provide services in the schools that keep our children off the streets and out of our jails; that will send them to college and into the workforce; that will allow them to grow to adulthood with the equality of opportunity they deserve. Once again we ask for funding for additional local 372 supportive staffing in the schools.

Many of our members are parents and grandparents of the children in our schools. Many live and work in our communities, providing the services that our children critically need. Many reside in and are actively involved in the communities in which they work. Our members are a force for stability and continuity in our communities.

Our children are our life's work and they deserve more support, not less.

On behalf of Local 372 and its almost 23,000 members, thank you for the opportunity to present this information and we welcome addressing any questions you may have.

**New York City Council Hearing on English Language Learners
Testimony by Kim Sykes, New York Immigration Coalition
March 25th, 2015**

Good afternoon, and thank you to the members of the Council for convening this hearing and to Chairman Dromm for his continued leadership for immigrant communities.

My name is Kim Sykes, and I'm the Senior Manager of Education Advocacy at the New York Immigration Coalition. We are an umbrella policy and advocacy organization with nearly 200 members from New York State, and we aim to achieve a fairer and more just society that values the contributions of immigrants and extends opportunity to all. As part of this work, we convene an Education Collaborative of grassroots immigrant organizations, policy and legal organizations and practitioners. Together we fight to increase English language learners' (ELLs') and immigrant students' access to a quality education and to expand opportunity for their parents to be engaged.

We testified last month at Council's Hearing on English Language Learners regarding the serious need to improve translation and interpretation services for immigrant parents. While parents have rights and services technically are available, parents face major barriers including:

- Non-impartial or inappropriate individuals called upon to translate;
- Parents and schools facing long wait times;
- Parents not getting services;
- Parents afraid to ask for services due to the school climate or misperceptions;
- Student-specific materials not being translated;
- Poor translation quality.

The increased funding in this year's budget for Language Line and an awareness campaign was a positive step. We strongly support additional funding for Language Line interpretation services. We encourage the DOE to continue to explore ways to improve Language Line access to reduce the amount of time parents and schools wait to be connected and to expand access after business hours for working immigrant parents. The DOE should also leverage the contracting process to ensure that Language Line interpreters have the technical vocabulary – particularly around services for ELLs and students with disabilities – and cultural competency essential to providing quality services.

We also support helping parents better understand their right to language assistance services. We encourage the DOE to involve grassroots immigrant community-based organizations in boosting parents' awareness of those rights and how to access services given that these organizations have the trust of immigrant communities, as well as linguistic and cultural expertise.

Most importantly, while some parents may not be aware of their rights, the bigger issue is that schools and other divisions within the DOE are not aware of their obligations or how to provide quality language access to parents. Much more has to be done beyond the modest budget increase to address the very serious problems parents experience. The DOE must seize a critical opportunity now to dramatically improve the situation; they must ensure that each newly-expanded superintendent office has a Language Access Coordinator who goes out into the district, sees how schools are doing with language access, provides needed support and ensures that

parents are getting quality services that meet their needs. Right now there are only 2 people to do this job working with more than 1700 schools, and it doesn't work. We cannot miss this opportunity to better engage immigrant parents.

And finally, last year \$13M in new funding was provided for English language learners and these funds were supposed to substantially expand field support staff. We need more transparency regarding the use of these funds.

We thank the Council for the opportunity to testify in support of these funds and looks forward to working with the DOE to implement these recommendations.



THE CENTER FOR ARTS EDUCATION*

**Testimony for the
New York City Council Preliminary Budget Hearing – Education
Delivered by Eric Pryor, Executive Director
March 25, 2015**

Good afternoon. I am Eric Pryor, Executive Director for The Center for Arts Education. Thank you Chair Dromm and members of the Education Committee for the opportunity to testify today on the preliminary budget.

I want to start by thanking all of you for your leadership in making arts education a priority in last year's education budget. The \$23 million annual funding allocation that the Council and the Mayor agreed to in last year's budget is directly and positively effecting the lives and educational opportunities of tens of thousands of city students as well as helping alleviate some of the long-standing inequities in the delivery of arts education, as outlined in the City Comptroller's report released last April.

We thank you for stepping up to the plate and initially proposing the funding line in your education budget proposal last year.

Today, I'd like to briefly highlight some of the successes of that initiative and make a case for you to continue to fund this initiative at the \$23 million annually to sustain and build upon the great work already being done.

Over the course of this school year, the investment has already led to the following outcomes:

- The hiring of new arts teachers in over 84 schools that were underserved in the arts;
- Over 120 schools have received grants to partner with the city's rich array of arts and cultural organizations to address pressing educational priorities, including engaging English language learners and students with special needs, and fostering parent engagement through the arts;
- Over \$8 million has been committed to purchase instruments and technology and to refurbish neglected arts spaces in city schools;

- Borough arts directors have been hired to provide support to schools to help them meet the state instructional requirements for the arts;
- Professional development opportunities in the arts have been expanded for teachers, including for the city's new crop of Pre-Kindergarten teachers when they were brought on board this fall.

Based on numerous studies—as well as our own research and experiences working in schools—we know that quality instruction in the arts provides a wide array of social and academic benefits for our city's youth , preparing them for success in college, career and life. The city's investment in arts education has already been instrumental in making this happen.

Yet, more work needs to be done in order to build upon and sustain the important progress being made and to fully address long-standing issues of access, equity, and quality.

We commend you, and the entire City Council, for your leadership in this arena and respectfully ask that you ensure that the full \$23 million is committed to this program again in FY16.

Thank you.

Center for Court Innovation Testimony
New York City Council
Committee on Education Preliminary Budget Hearing
March 25, 2015

Good afternoon Chair Dromm and distinguished Members of the Council. My name is Beth Broderick, and I am the Project Director at the Staten Island Youth Justice Center, a project of the Center for Court Innovation. Thank you for giving me the opportunity to speak today.

I am here to urge the Committee on Education, as they are considering the Mayor's proposed budget, to support funding for the Center for Court Innovation as we continue to develop new and innovative approaches to increase access to educational resources and opportunities for all young people throughout New York City, and improve outcomes for disconnected and justice involved youth.

There are close to 350,000 young people, ages 16-24, in the New York metro area who are neither enrolled in school or working, and another 250,000 students that are chronically absent from school - both which are major contributing factors to an increased likelihood of future delinquency, lower yearly income, and poor health related issues. In response, the Center for Court Innovation has developed multiple programs in an effort to work with disconnected or justice involved youth and provide them with the resources and opportunities that will lead to healthy and productive lives. At our Youth and Community Justice Centers in Staten Island, Brownsville, and Harlem, the Justice Community Plus program provides employment readiness and workforce development services for youth exposed to community violence. It is designed to emphasize soft skills while providing participants with resume help, interview preparation, and off-site internships.

In Staten Island, the Advocate Intervene Mentor program serves as an alternative-to-placement option for youth involved in Family Court. This program connects young adults to a caring advocate/mentor from the community who engages participants in pro-social activities, helps them develop positive relationships with their families, and connects them to community-based services. In Queens, the alternative to detention (ATD) program, QUEST, provides intense supervision along with after-school programming for youth with cases pending in family court. QUEST emphasizes education, providing participants with support related to school placement, engagement, and discipline. QUEST's year-round after-school program is organized around social and emotional learning principles, interacting effectively with others, and how to properly navigate the world. Programming includes homework help, structured recreational activities, educational and vocational workshops, and cognitive-behavioral and skill-building group work.

In Harlem, the Harlem Justice Corps provides intensive career development and service programs for justice-involved young people seeking employment, education services, and meaningful opportunities to serve their community. The Justice Corps seeks to improve the education and employment opportunities for young people who are in need of direction and reduce the likelihood of future delinquency. And, in Brownsville, together with the New York City Police Department, we developed the Learning Lab, an on-site computer room, to address a pressing need for educational support and workforce development amongst young people in Brownsville. The lab offers drop-in and scheduled programming to help participants improve their reading and writing abilities, critical thinking, and other skills.

To help further increase our outreach and ability to positively influence disconnected youth, the Center's Youth Justice Board proposed and developed the website nextmovenyc.org, designed to help young people ages 16-24 who are not in school or working, connect to resources. Nextmove gives struggling youth quick and easy access to over 160 New York City organizations that can help them find a job, complete their education, and access other services. The Youth Justice Board, originally an after-school program focused on giving young people a voice in policies that affect their lives, has recently added a college prep component to help members make

informed decisions about their futures, and be better prepared for success in college and the college application process.

The City Council's support has been invaluable to the success of the Center for Court Innovation, helping us maintain core operations and launch new initiatives at our demonstration projects throughout New York City. This year, the Center for Court Innovation is seeking the City Council's support in the amount of \$775,000 – \$400,000 to continue the Center's core work to increase access to educational resources and opportunities for disconnected and justice involved youth, and an additional \$375,000 to support critical new initiatives focused on youth diversion, police-youth-community relations, and enhanced access to equal and fair justice for the city's most vulnerable citizens.

- Earlier this month, we launched Project Reset together with the NYPD and the District Attorney's Offices in Manhattan and Brooklyn. Project Reset is an early diversion pilot in Brownsville and East Harlem that will divert 16- and 17-year-olds arrested for minor non-violent offenses to counseling or community service before they ever come before a judge – avoiding any chance of a criminal record or time in jail. This is a fundamental shift in the way that law enforcement approaches minor offending, and with the council's help, we hope to expand this critical initiative to many additional precincts and young people around the city.
- In Red Hook, our Peacemaking program seeks to empower an isolated, historically underserved community with high rates of justice system involvement to play an active role in solving its local problems by using traditional Native American techniques. Poverty Justice Solutions, a recently launched new program, will help low-income New Yorkers preserve their housing and prevent homelessness by recruiting law school graduates to serve two year fellowships working in housing courts throughout New York City, greatly increasing tenant access to legal counsel. With the Council's support, we hope to expand these new programs and initiatives that increase procedural fairness, increase access to representation, and engage communities in local problem-solving.

- Finally, at the Brownsville Community Justice Center, police-youth-community dialogues are regularly convened. These unscripted conversations among teens, cops, and residents have helped to not only build trust and understanding, but advance common goals. In Staten Island, a new program, the Neighborhood Youth Justice Council, enables young people, together with other community members and justice stakeholders, to design and implement projects and not just *talk* about police-community dynamics, but actually create positive change. With the Council's help, we hope to expand our police-youth dialogue work to all of our Youth and Community Justice Centers and create Neighborhood Youth Justice Councils in Jamaica Queens, East Harlem, and other communities.

The Center for Court Innovation looks forward to continuing to work with the New York City Council to increase access to educational resources and opportunities for young people throughout New York City, reduce truancy, improve school safety and improve outcomes for disconnected and justice involved youth. We respectfully urge you to continue to support our work and thank you again for the opportunity to speak. I would be happy to answer any questions you may have.

UNION SETTLEMENT

NEW YORK CITY COUNCIL

PUBLIC HEARING ON THE FISCAL YEAR 2016 BUDGET

COMMITTEE ON EDUCATION

March 25, 2015

TESTIMONY OF NINA K. DASTUR
DIRECTOR OF POLICY AND ADVOCACY
UNION SETTLEMENT ASSOCIATION

Good afternoon, Chairman Dromm and members of the Committee. My name is Nina Dastur, and I am the Director of Policy and Advocacy at Union Settlement Association in East Harlem.

Thank you for the opportunity to submit testimony today regarding the Mayor's Executive Budget for Fiscal Year 2016. I am here today with students from our Bridges afterschool program at Isaac Newton Middle School for Math and Science. We are members of the Lunch4Learning Campaign, and are here today to urge you to support universal free school lunch across all of New York City's public schools.

Since 1895, Union Settlement Association has been creating opportunity in East Harlem by offering comprehensive programs that help underserved residents improve their skills and build better lives for themselves and their families. Today, we are the area's largest social service agency, serving more than 10,000 of our neighbors each year with effective programs in education, childcare, youth development, senior services, job training, the arts, nutrition, counseling and community development. We are also one of the neighborhood's largest employers, with 250 full-time staff, many of whom hail from and/or live in East Harlem.

We are grateful for the support of the Committee, the Speaker, your colleagues on the Council, and the Public Advocate on this issue, which led to the middle school free lunch initiative last year. Based on the recent analysis by our partner Community Food Advocates, it is clear that free lunch is a successful policy to increase student participation in the school lunch program.

Since 1895, Union Settlement has provided education, wellness and community building programs for residents of all ages in our East Harlem neighborhood. Providing both appetizing, healthy food and nutrition education is a priority across our programs, from Early Childhood Education to Senior Services. This initiative is especially critical in our community because East Harlem, like many low income neighborhoods, is marked by pervasive food insecurity and associated indicators of poor health:

- more than 64% of East Harlem residents receive food stamps;
- 85% of school age children are eligible for free or reduced price lunch;
- East Harlem has among the city's highest rates of diabetes, asthma, and obesity; and
- more than 40% of children in elementary schools in East and Central Harlem are overweight or obese.

We launched the Lunch for Learning project in our *Bridges* afterschool program for middle school students to pursue systemic reforms that would directly address these challenges. For more than a year, students in our program at Isaac Newton Middle School have been participating in a civic engagement and leadership development course considered through the lens of the school lunch program, and how it affects their school and community. As part of their engagement in the Lunch for Learning Campaign, the B.R.I.D.G.E.S. students developed and administered a brief survey last year to ascertain their peers' attitudes toward school lunch and the dynamics at work in the cafeteria.

The survey illustrated the critical role that citywide universal free lunch would play in reducing student hunger and improving students' health and educational performance. The results revealed that students who likely qualify for free school lunch are not eating it, that too many are going without eating for the duration of the school day as a result, and that the stigma associated with school lunch is both perceived and real. Notably:

- Only 20% of students reported "always" eating school lunch (i.e. five times per week), in a neighborhood where 85% of students qualify for free or reduced price lunch;
- 42% of students said that they *wait to eat* until they get home at the end of the school day when they don't eat school lunch;
- 37% of students agreed that students *think they will get teased* if they eat school lunch, and the same number also agreed that students *do get teased* for eating school lunch.

These findings suggested that students are going hungry during the school day, families are losing out on what could be a significant source of support and, as research has shown, students' ability to focus in class and perform academically are likely being negatively impacted by skipping school meals, all because the existing policy of distinguishing between those who are eligible for free lunch and those who are not is itself a barrier to participation. When asked to predict the outcome of making school lunch free, the students' responses were self-evident: more students would eat the school lunch, they would be more focused in class, they would feel healthier, and it would lessen the expenses borne by their parents.

The results of Community Food Advocates' analysis suggest that the policy has had exactly the intended effect in increasing school lunch participation. This is a tremendous benefit both for students and their parents, who in communities like ours struggle to afford healthy food for their families. What is striking, too, is that the increase in participation occurred in spite of the fact that there has been very little formal publicity to increase public awareness of the pilot. Our students this year conducted another study, and only 61% of their peers reported knowing that school lunch was free for everyone. We are working, too, to increase the appeal of school food, and believe that the combination of these efforts – expansion of the free school lunch initiative and improvements in the quality of the food itself – will help improve students' wellness and their academic performance, and make things a little easier financially for low income parents.

As you'll hear from our students themselves, it is time to ensure that elementary and high school students can also benefit by making free school lunch truly universal, and we hope that the Council will continue to prioritize the expansion in the final budget.

Thank you again for the opportunity to share our thoughts on the Department of Education's FY 2016 Budget. We would be happy to answer any questions or provide you with any additional information that would be helpful.

Public Hearing on the 2015-16 City Budget
March 25th, 2015

Remarks of Abigail Obeng
BRIDGES Afterschool Program
Union Settlement Association

Good afternoon, ladies and gentlemen. My name is Abigail Obeng. I am a student at Isaac Newton Middle School, where I participate in Lunch4Learning after school. We're here today to talk to you about the need for universal free school lunch. For the past few months, we've been working to make lunch better, learning about healthy recipes, surveying students, and talking to higher authorities about what can be done to ensure more students eat school lunch.

To me, the school lunch is good. I eat the lunch because I need to feed my brain and get energy for the rest of my day. However, over 50% of the students at my school skip lunch. They are part of the hundreds of thousands of New York City students who do not eat lunch on a daily basis, although over 25% qualified for free lunch last year. This is because students think the lunch is unappealing and not cool to eat – something that they may continue to think going into high school.

It is important that we make school lunch universally free for all elementary, middle, and high school students so that more students will eat it. If more students take lunch, then we can prevent food waste, improve the food, and prevent the stigmatization of mostly low-income students eating the school lunch. If we change these things about school food, everyone will eat it and no one will go through the school day hungry or being bullied.

We hope you can support our Lunch4Learning campaign by expanding free school lunch to all New York City public schools. Thank you.

Public Hearing on the 2015-16 City Budget
March 25th, 2015

Remarks of Diamond Rivera
BRIDGES Afterschool Program
Union Settlement Association

Good afternoon everybody, my name is Diamond Rivera. I go to Isaac Newton Middle School and am in eighth grade. I'm in the Lunch4Learning program after school, where we have been working to make school lunch more satisfying and valuable to students at our school.

Not many students at our school or other New York City schools eat the school lunch and that has a serious impact on our schoolwork. At my school, only 50% of students eat the school lunch more than twice a week. This is sad because not many kids are fortunate enough to be able to bring a nutritious meal from home. When we talked to Isaac Newton students, 95% said making school lunch free would be fair and a good idea. However, many students are still afraid of being teased if they take the school lunch.

It's great that school lunch is now free for all middle school students, but not fair that it isn't for elementary or high schoolers. I will be in high school next year and want to have a healthy, affordable lunch to get me through the day. If we make school lunch universally free, more students will eat it. If we improve how the food tastes, more students will eat it. And if more students eat it, then we can remove the stigma that only poor students eat the school lunch. That is why it's important to us to make these changes.

Yesterday, I was in class and after morning announcements about school lunch I overheard my friend say, "You should eat school lunch since it's free, it's better than spending your money on junk." Then, at lunch I saw people I never see eat school lunch, get lunch and eat it.

We hope you will support our campaign by making school lunch universally free by putting money to the city budget. Thank you.

Public Hearing on the 2015-16 City Budget
March 25th, 2015

Remarks of Briana Latchman
BRIDGES Afterschool Program
Union Settlement Association

Hello, my name is Briana Latchman. I am currently in the BRIDGES program and am working with Lunch4Learning. I am giving this speech because school lunch is important to my peers and me. We are working now to improve school lunch and ask that it be universally free because we will be high schoolers next year. The other BRIDGES students and I have worked very hard this past year to identify how we could get make school lunch better.

This year, we worked to survey students from our school on how they feel about the school lunch and if they knew it was free. One thing that I found interesting was that more students this year are eating lunch, compared to only 39% of students we talked to last year. We need to make sure that these students continue to eat school lunch by expanding the free school lunch program to elementary and high schools.

Part of the issue is that some families don't want to share financial information, and so they couldn't qualify for the free school lunch program. If school lunch was universally free – as it is for middle schools now – we could get more students to eat. I also hope that we can change the school lunch to include better ingredients and more foods students like. This would also encourage more students to eat school lunch and not be hungry during the school day.

I hope you will support our plan and include the money to make school lunch universally free. Thank you for listening.

Public Hearing on the 2015-16 City Budget
March 25th, 2015

Remarks of Brandon Mangual
BRIDGES Afterschool Program
Union Settlement Association

Hello, good evening. My name is Brandon Mangual and I am a student at Isaac Newton Middle School and currently in eighth grade. I am also a participant of Lunch4Learning, and am here today on behalf of my peers to fight for universal free school lunch. School lunch is important to me because it helps fuel the body and feed the brain. We need to make school lunch better and universally free for all NYC students. This is especially important for many students at my school or who are above income eligibility for free or reduced price lunch.

One in every four NYC children lives in a home that lacks enough food. Many of these students don't participate in the federally funded school lunch programs at their public schools due to the programs' poverty stigma. Some students think that only those that can't afford to bring lunch from home eat the school lunch, because it doesn't have a good flavor or an appetizing appearance. If we make the school lunch more appealing, then more students will get meals in the cafeteria. If everyone is getting school lunch, then we can remove the poverty stigma and reduce bullying in the cafeteria.

I hope we can change both of these aspects of school lunch, so that more students will eat it. If more students eat, then we can challenge the stigma surrounding school lunch. We can fight the stigma by making school lunch free for all NYC students. Please help support our work towards improving the school lunch experience and support free and healthy school lunch for all NYC public school students.

Public Hearing on the 2015-16 City Budget
March 25th, 2015

Remarks of Ciarra Lawson
BRIDGES Afterschool Program
Union Settlement Association

Hello ladies and gentlemen. My name is Ciarra Lawson and I attend Isaac Newton Middle School. I am a member of Lunch4Learning at my school, and work with other students to discuss what we'd like to see changed about school food. I am here today to talk to you about why my peers and I are asking for universally free school lunch.

We want our voices to be heard in the changes being made to school food. After surveying students in our school, I know that more students will eat school lunch every day if we make it free for all and improve the food that is offered. Right now, the food at my school is not cooked well, is often frozen, and is bland. It is a problem if the school food is bad because then students don't eat lunch. If students don't eat the food, they can't concentrate in class. This is also a problem because if students don't have food at home, school is the only place where they are able to eat lunch. However, since the school lunch doesn't taste well, those students who don't eat at home don't eat at all. This is important because students have to have a meal during the day.

Thank you for hearing what I have to say, and I hope that you can help us to change the situations for school food. Thank you for your time.

Public Hearing on the 2015-16 City Budget
March 25th, 2015

Remarks of Alejandra Villarreal
BRIDGES Afterschool Program
Union Settlement Association

Hello, my name is Alejandra and I study at Isaac Newton Middle School. I am here today because I think it is important that my voice be heard about the need to change school lunch.

I am in eighth grade now and will be going to high school next year. I don't think it is fair that students in high school have to pay for the food they need to get through the day, especially when this food is so poorly made and doesn't taste good.

I want to do well and enjoy my lunch when I am in high school and so am here to ask you to expand universal free school lunch to high schools and elementary schools.

Public Hearing on the 2015-16 City Budget
March 25th, 2015

Remarks of Ariyana Jenkins
BRIDGES Afterschool Program
Union Settlement Association

Good afternoon, my name is Ariyana Jenkins and I am in 8th grade at Isaac Newton Middle School. I'm a member of Lunch4Learning and have been working to understand why students do or do not eat school lunch. We are here to present because we want free school lunch for all and bring a change to school lunch so that more students will eat.

I recently found out that only 50% of the New York City children that are eligible for free or reduced price lunch actually eat it. This is upsetting but I am not surprised. When the BRIDGES participants talked to our peers, many didn't eat school lunch because they believed it wasn't appetizing or that it wasn't cool to eat it. Many still thought that middle school students had to pay for it and so spent the day hungry instead.

I think that by making school lunch free for everyone we can fix this problem. If we also work to improve the school lunch – adding seasoning and variety to the food – more students would eat it and school lunch wouldn't be considered “uncool” anymore.

Today, we're asking you to continue to support our efforts and the Lunch4Learning campaign to make school lunch free for all New York City public school students.

Public Hearing on the 2015-16 City Budget
March 25th, 2015

Remarks of Sarah Pabon
BRIDGES Afterschool Program
Union Settlement Association

Hello, my name is Sarah Pabon and I am a student at Isaac Newton Middle School. This past year, I have worked as part of the Lunch4Learning campaign, talking with other students at our school about their feelings towards school lunch.

The majority of the students at my school dislike the school lunch. Honestly, I don't eat the food because I don't believe it is healthy, well cooked, or has flavor, and know that many of my peers agree. When we spoke to and surveyed the high schoolers in our building, they did not want to pay for food that they didn't enjoy or feel was healthy. It's hard to go through the day without any energy, but still I don't think the food is healthy or good enough to eat.

As I graduate to high school, I really want the food to be changed to be both healthy and free. I do not want my family to have to pay for food that will not give me the energy I need to get through the day.



Testimony of

Alexis Henry
Policy Associate
Early Education and Education

Before the
New York City Council
Finance and Education Committees

Regarding the
New York City
Fiscal Year 2016 Preliminary Budget

March 25, 2015

Good afternoon. My name is Alexis Henry and I am the Policy Associate for Early Education and Education at Citizens' Committee for Children of New York, Inc. (CCC). CCC is a 71-year-old, privately supported, independent, multi-issue child advocacy organization dedicated to ensuring every New York child is healthy, housed, educated and safe. I would like to thank Chairs Ferreras and Dromm, as well as the members of the City Council Committees on Finance and Education for holding today's hearing regarding the City's Preliminary Budget for Fiscal Year 2016.

The Preliminary Budget takes important steps to address income inequality and improve child safety and well-being in New York City. Mayor de Blasio made clear at the budget briefing that the Preliminary Budget is just a first step towards developing the Fiscal Year 2016 budget and that there is a great deal more to look at and evaluate as we move towards the Executive Budget in April. This is good news because there are a number of areas that must be addressed in Fiscal Year 2016 in order to improve outcomes for New York's children and families.

Specifically, we look forward to an Executive Budget that makes the investments needed to: improve access to high quality early childhood education and after-school services; bring school breakfast to all classrooms and universal lunch programs to all schools; support primary preventive services that strengthen families and prevent abuse and neglect; and expand access to children's health and mental health services in schools and communities.

This testimony focuses on the new investments in the Preliminary Budget related to the Department of Education. The testimony highlights the Preliminary Budget proposals we support, the initiatives we hope to see restored and baselined, as well as the additional programs and investments we hope to see in the Executive Budget. In short, we are urging the Administration and the City Council to adopt a budget that is holistic in its approach to improving the public education system in New York City. We urge the City Council to focus on the areas identified in this testimony as you develop your priorities and that you also urge the Administration to use the Fiscal Year 2016 Budget to make NYC a better place to be a child.

Furthermore, we appreciate that both the City Council and the Mayor have made securing additional state resources, extending Mayoral Control, and rejecting untenable teacher evaluations systems key components of state advocacy agendas. We remain cautiously optimistic that the state budget will include additional Education Aid for New York City and that the City's Executive Budget can reflect these new investments.

**CCC Supports the Preliminary Budget Proposals That Will
Improve Educational Outcomes for Children**

CCC appreciates that Mayor de Blasio and Chancellor Farina have spent much of the first year of the Administration re-evaluating various aspects of the City's education system structure and putting into place new ideas aimed at better engaging parents, better supporting teachers and principals, and thus improving the classroom and outcomes for children. We look forward to learning more about key changes such as the new school evaluations, the restructuring of the networks into district offices, the superintendents and the Renewal Schools.

In addition, CCC appreciates the de Blasio Administration's passionate commitment to expanding prekindergarten to every 4-year old and expanding after-school programs for over 100,000 middle school students. While the implementation of any large-scale reform always has challenges, we have been extremely impressed with the roll out of these expansions and we look forward to the second round of implementation next year. These programs have the potential to be life-altering for countless NYC children and we applaud the administration, DOE, DYCD, ACS and DOHMH for all that they have done to ensure a successful launch this year. We look forward to learning more details regarding the second wave of implementation when we get to the Executive Budget.

We also appreciate the new investments in improving outcomes that are in the Preliminary Budget and we urge the City Council to support these. Specifically we support the following proposals:

- Adding \$1.1 million for guidance counselors and social workers at Alternative Living Centers
- \$2.6 million for 9 new School Food sites
- \$655,000 for Literacy Intervention Teams, which is literacy training for teachers, including those who work with students with dyslexia
- \$462,000 for Therapeutic Crisis Intervention Training for staff who work with students with behavioral issues
- \$214,000 in FY16 (and increasing each fiscal year) to add 12 new varsity girls teams each year
- \$47,000 for the Language Line which supports over the phone translation for parents and a one-year add of \$68,000 for a public awareness campaign regarding the Language Line.

While we believe that all of these initiatives are very important investments, we believe that many of them would be stronger if they received additional investments. For example, we feel that every school should have guidance counselors and social workers, that there needs to be a larger investment in literacy initiatives and that more efforts must be made to ensure translation of documents (such as notes home and IEPs) for parents who do not speak English.

In addition, the Preliminary Budget includes \$5.2 million in FY 15 for Renewal Schools, but no investment in FY 16 or the outyears. While the Administration has indicated that funding will be included in the Executive Budget, it is critical that there be information sooner rather than later regarding the amount of the funding and how it will be invested in ensuring these schools have access to the services the students need.

CCC believes strongly in the community schools model and appreciates the de Blasio Administration's commitment to expanding the model. We agree that implementing "Renewal Schools"/Community schools in the City's struggling schools has the potential to raise the performance at these schools and enable the children of today and tomorrow to thrive. We have already seen the success of various community school models in New York City, so we are excited that the Administration has embraced community schools and is expanding them. We are also extremely pleased to see the three components of the model are: 1) coordination of enhanced staff and financial resources as well as parent/community engagement; 2) expanded learning and enrichment activities; and 3) mental health services. We agree that integrating these three components into the school's mission and daily operation is critical to the success of community schools, as well as the ultimate goal of improving the academic, social and ultimate life outcomes for the students in these schools.

In addition to the 128 Renewal Schools there are also other community school models in NYC including the 80 Beacons, the Governor's community schools, the UFT community schools, the Children's Aid Society Community Schools, etc. (some of which are also Renewal Schools). We will be urging the administration to ensure coordination of all community school models, within the new community schools division of the DOE. This will help us keep track of all of the initiatives and learn which models/which components help turn around schools and student outcomes.

CCC Urges the Administration to Restore and Baseline City Council Initiatives Related to Education

CCC appreciates the City Council's long-standing commitment to investing critical resources into the Department of Education to strengthen the programming available to public school children. We will be urging the Administration to restore and baseline the initiatives supported by the City Council in Fiscal Year 2015 and we hope the City Council will do so as well. Specifically, these are:

- \$6.5 million for universal free lunch for middle school students (in stand-alone middle schools)
- \$125,000 for C.H.A.M.P.S. fitness program in 200 middle schools
- \$400,000 for Chess in the Schools, Inc.
- \$250,000 for Child Mind Institute
- \$250,000 for community schools
- \$1.0 million for the Dropout Prevention and Intervention initiative
- \$1.55 million for Middle School Expanded Learning Time
- \$825,000 for Small Schools Athletic League
- \$6.085 million total for Teacher's Choice (school supplies)
- \$3.5 million total for Urban Advantage

CCC Urges the Administration to Make Additional Investments to Strengthen the New York City Public School System

The New York City Public School System serves over 1 million students from prekindergarten through high school in over 1,800 schools with over 75,000 teachers. Unfortunately, at this time the outcomes demand that the City devote resources and attention to the schools. As documented in the Mayor's Management Report¹, only 28.4% of students in grades 3-8 met or exceeded English Language Arts standards, only 34.2% of students in grades 3-8 met or exceeded Math standards, only 68.4% of students graduated high school in 4 years, and only 32.6% of those graduates were college and career ready when they graduated.

While we are grateful for the paradigm shift that we are seeing at the Department of Education, we also need to see additional investments for the reforms to be successful. Strengthening the system and improving the academic and life outcomes of the students requires a holistic approach that touches on all aspects of the education system.

We hope to see additional investments in the Executive Budget that address issues such as overcrowding, the depleted budgets of principals unable to invest in the services and supports they wish they had for their students, the academic needs of students, and the social supports needed at schools.

Specifically this means investing resources into both the expense and capital portions of the school budget to reduce class size; ensure children with special needs are appropriately evaluated and then able to receive the services they need; ensure equity for students in that a full curriculum is available to them in all schools including AP classes, physical education, art, sports teams, etc.; increase parent engagement; make all information (including flyers and IEPs) understandable to parents who do not speak English or who are deaf; recruit and retain highly qualified teachers; provide teachers with the training necessary to meet the needs of students; build new schools based on the real projections of need; ensure students graduate college and career ready; provide guidance counselors, college counseling and school social workers; provide on-site health and mental health services; reduce suspensions and improve school climate; and ensure all public school children eat nutritious, free breakfast, lunch and summer meals.

In addition to urging the Administration to invest resources into building new schools, reducing class size and enhancing the budgets of individual schools we urge you to also support the following programs and initiatives:

1) School Meals

First, CCC would like to thank the City Council and the Public Advocate for their commitment to universal school lunch and Breakfast After the Bell. Your efforts have ensured that thousands more middle school students eat lunch every day. We look forward to continuing to partner with you to ensure that these two programs become universal by next September.

¹ Preliminary Mayor's Management Report FY15, Department of Education.
<http://www.nyc.gov/html/ops/downloads/pdf/pmmr2015/doe.pdf>

CCC was extremely disappointed that the Preliminary Budget did not include the funding for the school meals programs that we know increase student participation in school meal programs and that the de Blasio administration committed to during the Mayoral Campaign. Specifically, we were very disappointed that a) the \$6.5 million invested by the City Council for universal school lunch for middle school students (in stand-alone middle schools) was not restored or baselined; b) that the Administration did not use the success of the middle school universal lunch pilot as the basis to expand universal free school lunch to all public school students; and c) that the administration still has not committed to universal Breakfast in the Classroom/Breakfast After the Bell.

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, which would cost \$20 million City Tax Levy (\$13.5 million beyond the \$6.5 million in the FY15 budget for middle school students). Initial estimates have shown a 9% increase in the take up rate for middle school lunch participation with less than one year of implementation. This shows that the poverty stigma was a large contributor to lack of participation and that we must take steps to ensure that elementary and high school students also have this access to nutritious, free lunch.

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 meals programs, but whose families still do not earn enough to make ends meet.

The Mayor has the authority to stop charging school fees for school lunches, as was done with the school breakfast program in 2003. An investment of \$20 million of city funding will improve school lunch participation by an estimated 20 percent – meaning 120,000 more children will eat school lunch than last year. A 20 percent increase in participation will, in turn, increase federal and state reimbursement for school meals. In addition to ensuring children eat healthy lunches, these funds would be reinvested into the local economy. We respectfully request that the Council also urge the Mayor to include universal school lunch in the Executive Budget.

CCC would also like universal Breakfast After the Bell² programs, which provide breakfast in children’s classrooms at the start of the school day, throughout the City. According to the annual Food Research and Action Center (FRAC) school breakfast report, New York City’s school

²Breakfast in the Classroom (BIC) is a type of Breakfast After the Bell program.

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. This year, NYC is ranked 61 out of 62 urban districts. This is unacceptable.

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.

2) Physical Education

Quality physical education during the school day not only provides a number of health benefits to children but also improves a child's academic achievement and overall well-being. Unfortunately, New York City is out of compliance with state regulations regarding physical education. We urge all City Council members to sign on as co-sponsors of Intro 644, which is a data reporting bill regarding physical education in schools, to pass Intro 644, and then to urge the Administration to implement reforms that will improve physical education in schools including hiring more physical education teachers and addressing space issues, particularly in co-located schools.

Children who engage in physical activities are more likely to have increased concentration, persist in learning and exhibit other positive classroom behaviors.³ Students also develop other critical skills like teamwork and leadership through physical education classes. Increased physical activity can also help combat the epidemic levels of obesity in New York City. Obesity rates for New York City children (21.3%) are higher than the national average (19.6%) and one in every five New York City public school students (K-12) are classified as obese.^{4,5}

Unfortunately, many New York City schools are not meeting the New York State's minimum physical education requirements. The State requires that students in grades K–6 must receive a minimum total of 120 minutes of physical education per week (including daily physical education for students in grades K–3 and physical education at least three times per week for students in grades 4–6). In grades 7 and 8, schools must be able to provide students with physical education three times a week in one semester and two times a week in the other for a minimum total of 90 minutes a week. High schools must be able to provide students with physical education three times a week in one semester and two times a week in the other semester.

³ Florence MD, Asbridge M, Veugelers PJ. *Diet quality and academic performance*. Journal of School Health. 2008 Apr; 78(4):209-15.

⁴ Centers for Disease Control and Prevention. *National Health and Nutrition Examination Survey*. 2007-2008. http://wwwn.cdc.gov/nchs/nhanes/search/nhanes07_08.aspx

⁵ New York City Department of Health and Mental Hygiene. *NYC Vital Signs*. June 2009. 8(1). <http://www.nyc.gov/html/doh/downloads/pdf/survey/survey-2009fitnessgram.pdf>

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.⁶ While schools face many barriers to compliance, the lack of data/inconsistency of data makes it difficult to assess compliance. It is not clear, for example, which schools are offering PE, as all the classes are called something different.

Therefore, CCC urges the City Council to sponsor Intro 644 and then pass the bill. Intro 644 would require the reporting of important data points including the frequency and total minutes of physical education in each school; the number of certified physical education teachers and designated facilities in each school; and the total number and percent of schools in compliance. Ensuring schools meet physical education requirements will not only help combat child obesity and decrease the risk of chronic illnesses like heart disease and cancer but will also boost academic achievement and socio-emotional skills.

Finally, we know that schools and principals need help to be able to be in compliance with the state regulations. We believe a critical step is ensuring all schools have physical education teachers and thus we urge the administration and the City Council to add funding for PE teachers in the Executive Budget. In addition, we know that there are space issues, particularly in co-located schools. CCC anxiously awaits the recommendations of the City's task force focused on these space issues. 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 daily schedules.

3) Maintain Elementary After-School Programs for 1,882 Children

Despite the well-known benefits of after-school programs, the DOE contract with 17 elementary after-school sites is due to expire on June 30, 2015 without any intent by DOE to renew the contract. In addition, DYCD has no funds to support this contract nor ability to take over the contract. This would cost \$5.9 million (\$2 million for summer 2015 and \$3.9 million for the upcoming school year).

CCC urges the Administration and the City Council to ensure that these 17 sites are saved and that we do not return to the days of cutting after-school programs.

The 17 sites are:

- 1) Westhab at Hyde Leadership Charter School in the Bronx (123 children) (CM Arroyo)
- 2) Cypress Hills Local Development Corporation at East New York Elementary School of Excellence in Brooklyn (120 children) (CM Barron)
- 3) New York Junior Tennis League at The Fresh Creek School in Brooklyn (120 children) (CM Barron)
- 4) New York Junior Tennis League at PS 148 in Queens (120 children) (CM Dromm)
- 5) Sports and Arts in School Foundation at PS 376 in Brooklyn (120 children) (CM Espinal)

⁶ New 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

- 6) Child Development Center of the Mosholu Montefiore at PS 41 in the Bronx (120 children) (CM King)
- 7) Queens Community House at PS 117 in Queens (81 children) (CM Lancman)
- 8) NY Mission Society at PS 192 in Manhattan (116 children) (CM Levine)
- 9) Union Settlement at PS 112 in Manhattan (120 children) (Speaker Mark-Viverito)
- 10) Police Athletic League at PS 48 in Staten Island (93 children) (CM Matteo)
- 11) New York Junior Tennis League at PS 12 in Brooklyn (95 children) (CM Mealy)
- 12) Brooklyn Chinese American Association at PS 69 in Brooklyn (84 children) (CM Menchaca)
- 13) SCO Family of Services at PS 94 in Brooklyn (120 children) (CM Menchaca)
- 14) YMCA of Greater New York/Bronx at PS 106 in the Bronx (96 children) (CM Palma)
- 15) The Child Center of New York at PS 273 in Queens (120 children) (CM Ulrich)
- 16) Sports and Arts in Schools Foundation at PS 121 in the Bronx (120 children) (CM Vacca)
- 17) The Child Center of New York at PS 96 in Queens (114 children) (CM Wills)

4) School-based Health and Mental Health Services

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.⁷ 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 environment and provide teachers, other school staff and parents with needed resources for children.

CCC is very grateful that school-based mental health services are a key component of the Renewal Schools model. The success of these services will require addressing the fiscal viability of the Article 31 clinics operating on-site at schools. In the past 3-4 years, we have lost over 100 school-based mental health clinics because they are not fiscally viable.

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

⁷These clinics provide students and families with assessments and evaluations; individual, group, and family therapy/sessions; service coordination; case management; and crisis intervention.

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

In conclusion, we appreciate all of the efforts both the Administration and the City Council are making to strengthen the NYC Public School System for the over 1 million children we educate each year. We look forward to continuing to partner with the City Council and our colleagues at the DOE.

Thank you for the opportunity to testify.



**New York City
Food Policy Center**
AT HUNTER COLLEGE

Promoting smart, fair food policy for New York

**TESTIMONY TO THE NEW YORK CITY COUNCIL COMMITTEE ON ECONOMIC
DEVELOPMENT: FISCAL YEAR 2016 PRELIMINARY BUDGET HEARING
MARCH 26, 2015**

*Janet Poppendieck, PhD, Professor Emerita of Sociology, Hunter College, CUNY, Policy
Director, New York City Food Policy at Hunter College*

Good afternoon, and thank you for the opportunity to present our views on the education segment of the New York City budget. I am here on behalf of the New York City Food Policy Center at Hunter College, of which I am the Policy Director. The Center was created in 2012 to develop intersectoral, innovative and evidence-based solutions to preventing diet related diseases and promoting food security in New York and other cities. The Center works with policy makers, community organizations, advocates and the public to create healthier, more sustainable food environments and to use food to promote community and economic development. We thank the City Council and the Speaker's office for their support of our center.

The New York City Food Policy Center urges provision in the budget for the expansion of Universal Free School Meals to all New York public schools. Providing a healthy lunch to all of our school children will contribute to the achievement of at least two of the Center's basic goals: the reduction of diet related disease, and the promotion of food security. In the long run, it will advance academic achievement and educational attainment and thus contribute to the development of our city's economy.

Evidence-Based Policy

In September, 2014, the City implemented universal free lunches in free standing middle schools. Although advocates, with the support of the City Council, had sought universal meals city wide, the middle-school-only approach has conferred the benefits of what social scientists call a "natural experiment." The Center, as noted, is committed to evidence-based public policy. The evidence is at hand. Preliminary data for the autumn months show a substantial increase in participation, greater than 8 %, even without extensive publicity. That adds up to more than 800,000 additional meals served (and reimbursed).

Reducing Hunger in the Classroom

This increase in participation is good news for three reasons. **First, it reduces hunger**, also known in the literature as “food insufficiency” or “very low food security.” Nearly a third of students eligible for free or reduced price lunches did not participate last year, and many students who are not eligible are still in need and can not afford the meals, even at bargain prices. Stigma has been a major reason for failure to participate among eligible students, as has fear of the eligibility process among families.ⁱ The universal format and eliminates the necessity for an application. The growth in participation in our middle schools, in the context of flat or decreased participation in elementary and high schools, strongly suggests that the universal approach successfully reduces stigma.

We have known for decades that adequate nutrition is essential for learning; the nutrition/cognition connection is one of the best documented findings in the field of nutrition.ⁱⁱ Recent research has established that even moderate undernutrition and episodic hunger impair cognitive development and correlate with results like lower math scores and difficulty in getting along with other children.ⁱⁱⁱ Too many NYC school children do not eat, or eat only snack foods during the school day. Universal free lunches can help remedy this problem; we should invest in it without delay.

Improving Our Children’s Diets.

Increasing access to school lunch means **improved nutrition for students**. Poking fun at school food has long been a national pastime, but for the many students who eat regularly at school, school lunch nutrition is serious business. New York City led the way in the effort to improve the nutrition profile of school food with the New York City Food Standards, introduced in 2008 and revised in 2011. The federal standards promulgated under the healthy Hunger Free Kids Act of 2010 have introduced additional upgrades. A mounting body of research, including very recent studies in rural Virginia and urban Houston, shows that school meals are typically healthier than home-packed meals—and certainly healthier than items purchased at the corner store on the way to school. Specifically, lunches brought from home were higher in calories, fat, saturated fat and sugar, and lower in protein, fiber, and calcium than lunches served at school.^{iv} Lunches brought from home failed to meet the USDA standards for fruits, vegetables, whole grains or milk and exceeded the sodium limitations, but 90 % contained desserts, snack chips, or sweetened beverages.^v

You may have heard rumors that students are not eating the new healthier menus, but here there is some modest good news. A careful before-and-after study has found that plate waste has not increased, and that students are eating significantly more vegetables and entrée items, and selecting more fruit.^{vi}

Healthier school food is important in combatting Type 2 diabetes and a host of other health problems associated with childhood obesity.^{vii} When we consider the current and long term costs associated with these problems, in terms of health care, diminished productivity and reduced quality of life, not investing in universal meals seems “penny wise, pound foolish.” Further, the data released earlier this week suggest that with the additional federal reimbursements generated by the Community Eligibility Program [CEP] funding, the costs to the NYC budget may be lower than initially predicted. Healthy school

food is also important for consistency between what we teach and what we do. As universal free school lunches become a citywide reality, we will be better able to integrate the school meal with the curriculum to teach healthy eating.

A Note from our Community. The NYC Food Policy Center is located in East Harlem at the corner of 3rd Avenue and 119th Street. We have a special interest in our community. When a group of graduate students decided to take a look at the implementation of middle school universal meals in East Harlem, they were troubled to find that our local community board district has a large number of middle school students enrolled in Junior/senior high schools, which do not have universal free in their middle school grades. In Manhattan, the non-CEP middle schools, those without the new universal policy, seem to be concentrated in East and Central Harlem and Washington Heights. That is, of 19 non-CEP schools in Manhattan, 10 are located in those three community districts. We understand the logistical difficulty of operating two different policies in the same cafeteria, but feel that our community should not be penalized for having combination junior/senior high schools. The simplest way to resolve this disparity would be to implement universal free school meals throughout the city.

For more information about the New York City Food Policy Center at Hunter College, visit our website at www.nycfoodpolicy.org or e-mail info@nycfoodpolicy.org.

ⁱ For a summary of research through the 1990s, see Center on Hunger, Poverty and Nutrition Policy, Tufts University School of Nutrition Science and Policy, Statement on *The Link Between Nutrition and Cognitive Development in Children* 1998.

ⁱⁱ Katherine Alaimo, Christine Olson and Ed Frongillo, “Food Insufficiency and American School-Aged Children’s Cognitive, Academic, and Psychosocial Development.” *Pediatrics* 2001; 108:44-53.

ⁱⁱⁱ See Janet Poppendieck, *Free For All: Fixing School Lunch in America*. (Berkeley: University of California Press, 2010). especially chapters 5, 6, and 7.

^{iv} Alisha R. Farris et al, “Nutritional Comparison of Packed and School Lunches in Pre-Kindergarten and Kindergarten Children Following Implementation of the 2012-2013 National School Lunch Program Standards.” *Journal of Nutrition Education and Behavior* 2014; 46 (6): 621-626.

^v Michelle Caruso and Karen Cullen, “Quality and Cost of Student Lunches Brought from Home,” *JAMA Pediatrics* 2015; 169 (1) 86-90.

^{vi} Juliana F.W. Cohen et al, “Impact of New U.S. Department of Agriculture School meal Standards on Food Selection, Consumption and Waste.” *American Journal of Preventive Medicine*. 2014; 46 (4) 388-394.

^{vii} For a summary of the health consequences of childhood obesity see Institute of Medicine, *Preventing Childhood Obesity: Health in the Balance*. (Washington, D.C.: National Academies Press) 2005, especially pages 65-73.



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

Before The New City Council Committee on Education

Preliminary Budget Hearing

March 25, 2015

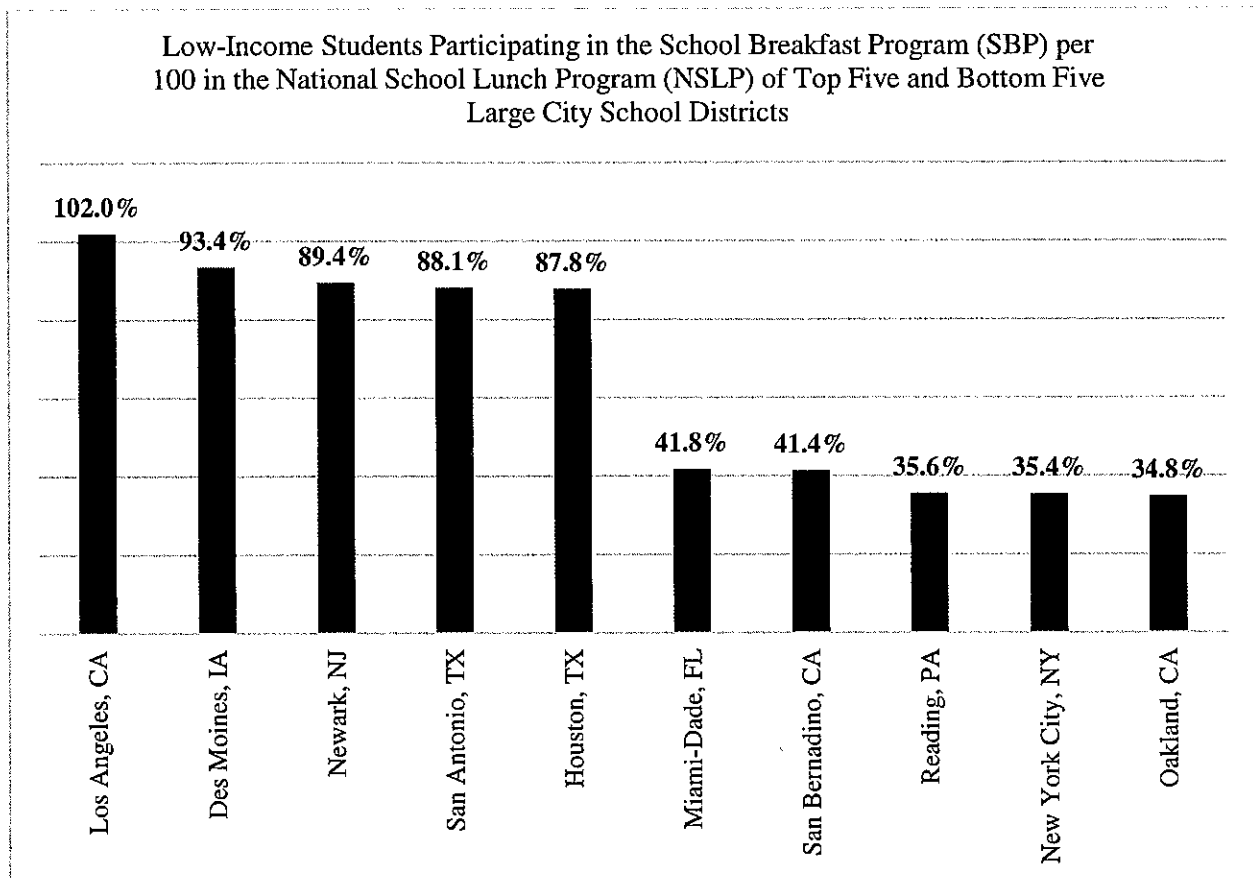
I am Lisa Levy, Director of Policy, Advocacy, and Organizing at the New York City Coalition Against Hunger. I am testifying on behalf of the city's more than 1,100 soup kitchens and food pantries – and the more than 1.4 million New Yorkers who live in households that can't afford enough food. I want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

Breakfast After the Bell 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 breakfast after the bell (BATB).

Each day, schools across New York City offer universal free 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 2015 report by the Food Research Action Center (FRAC) on school breakfast participation in 62 large urban school districts across the country, New York City ranked second to last, with only 35.4% of the students receiving free or reduced-price (FRP) lunches also receiving free breakfasts.



That's right, out of 62 big cities, New York City is second to 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 worked 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.

Los Angeles Unified School District, the second largest school district in the country behind New York City, piloted breakfast in the classroom in twenty schools during the 2011-2012 school year, then began a three-year phased implementation that began in 2012-2013. The percentage of all students eating breakfast has increased from 37.4% to 55.7%, and today, even more students eat breakfast than lunch at school. Over the three-year implementation, LAUSD projects that the increased breakfast participation will bring in an additional \$16.6 million in revenue (after expenses) from Federal reimbursements for

breakfasts served. This additional revenue was not only distributed as discretionary incentives to schools that implemented breakfast in the classroom and had over 70% meal participation, but it also saved the jobs of 900 SEIU workers and provided additional hours for part-time workers. Breakfast takes about 15-20 minutes on average, which teachers use as an opportunity to teach math, science, and health. In Los Angeles, breakfast in the classroom has been a big win for everyone involved.

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 increase participation, it also reduces the paperwork and bureaucracy, saving the school district time and money. When kids eat breakfast in a classroom as part of the school day instead of in a cafeteria a few hallways away before school begins, 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 that breakfast after the bell, whether served in the classroom or via "grab and go" kiosks, is effective in increasing the number of children who eat school breakfast. 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 school-wide 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 – Nearly three in four New York City public school students qualify to receive free or reduced-price school meals, and approximately one in five children in New York City – about 435,899 – live in households that do not have an adequate food supply throughout the year. 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. 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."

Improve educational outcomes - Higher breakfast participation also improves attendance, grades and behavior, and decreases trips to the nurse's office. 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." Children who eat school breakfast attend an average of 1.5 more days of school and average 17.5% higher math test scores than children who do not eat breakfast at school.

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. 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 ate 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.”

Receive more revenue from the federal government – According to FRAC’s analysis, the New York City Department of Education would have collected an additional \$51 million in federal funds, and served an additional 181,672 low-income students, if it met a 70:100 [FRP Breakfast: FRP Lunch] ratio during the 2013-2014 school year.

Conclusion

We believe that only a progressive, proactive, and effective approach will be successful in expanding breakfast after the bell and universal school lunch. We hope we can count on the Education Committee, the rest of the City Council, and Mayor de Blasio’s entire administration to make these programs happen. The 610,000 low-income New York City children who do not eat breakfast at school are counting on each of you.

Thank you.

**Cristina Fernández, MD, MPH, FAAP, General pediatrician practicing in
Washington Heights
Testimony before the NYC Council on Education Committee Preliminary Budget
Hearing March 25, 2015**

My name is Cristina Fernández and I am a general pediatrician who practices in Washington Heights. I would like to start by thanking the members of the New York City Council, Mayor De Blasio, and Chancellor Fariña for universal free lunch for New York City middle school students last year. As a pediatrician, the health and well being of children and adolescents are my number one priority, and I am here to request full expansion of universal free lunch to all students. Nutrition is of utmost importance when considering the health of children and their future. My anticipatory guidance to patients typically entails encouraging families to eat more fresh fruits and vegetables, limiting intake of sugary beverages and snacks, and promoting regular exercise. What I had failed to recognize, was that my counseling was only considering part of the problem.

My pediatrician colleagues and I have noticed several instances of health side effects in our patients who regularly skip school lunch to avoid being bullied or called out for eating the “free free” in the cafeteria. My friend Dr. Janet Lee, a pediatrician with a focus on adolescent health who practices in East Harlem, recounted a story to me as follows: “It was during my time working in a school-based health clinic that I met Nick. Nick, a slightly lanky tenth grader with glasses a little too large for his face, came down to the clinic every day during fifth period. Without fail, he would complain that his, “eyeballs felt like they are going to pop out of his head.” Every day, I would ask him the same questions; questions ranging from, “were you vomiting with the headache,” to, “are you coming down here because you left your math homework at home?” 15 doses of ibuprofen later, I finally figured out the question I had been neglecting to ask: did you eat lunch? It turned out that Nick had been skipping lunch every day, because he wanted to avoid being bullied in the lunchroom for being the poor kid.”

I had a similar experience last month with an 11th grade girl named Janet who came into my clinic room complaining of feeling dizzy and like her heart was beating really fast. I asked all the standard questions about family history of heart disease, blurry vision, blacking out, and whether she felt like she wanted to throw up during the episodes. When I got to the questions about whether she was eating and drinking water in school, she looked down and shrugged her shoulders. She felt embarrassed to eat the

school lunch because several of her friends did not receive free lunch and would always crack jokes about the students who did.

Our experiences working with teenagers has helped us to understand the developmental, scientific basis for the, “skipped lunch phenomenon.” As the current system of lunch in schools stands, children and teens are labeled as, the “poor kids,” when attempting to obtain free lunch. During the early years of adolescence, eleven to thirteen years of age, relationship development has a powerful impact on the social constructs of the lunchroom. It is during these years that young people develop a much stronger interest in peer-relationships. This heightened interest is such a strong social determinant, that teens have a developmentally appropriate, increased focus on peer-acceptance, even stronger than the physiologic needs of things like food. This developmental trajectory can contribute to the increased prevalence of bullying in this age group. Children that are labeled as “different,” are very quickly isolated and marginalized.

High school students have reported that the highest rates of bullying, especially of lower income children who are eligible for free lunch, in their schools occur in the lunchroom. When harkening back to my understanding of brain physiology, with the high fuel demands of the brain to function optimally, and thinking about the rapid physical changes with growth spurts and puberty, and finally, the important frontal lobe development that contributes to the executive functions of adult brain, I cannot sit quietly and simply accept that children are not eating lunch in schools. The voices of my fellow pediatricians come together saying: We must break down the barriers to lunch by first making lunch universally free for all New York City public school children. We must stop the interrupted school days for all the students that go their school-based-health centers and nurses offices for headaches and stomach pains that could have all been avoided if kids were able to safely, comfortably, eat lunch. I encourage the council, on behalf of pediatricians who feel it is important for children not to go hungry in schools because of stigma, to approve universal free lunch.



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

Re: New York City Council Fiscal Year 2016 Preliminary Budget

March 25, 2015

Thank you for the opportunity to speak before the Committee today.

My name is Maggie Moroff. I am the Coordinator of the ARISE Coalition. We are parents, educators, advocates, and academics who work together to push for system-wide changes to improve day-to-day experiences and long-term outcomes for youth with disabilities in New York City.

Along with other concerns the Coalition has raised with the DOE over the years, ARISE members have been advocating for the DOE to significantly increase literacy rates for students with disabilities. While the current DOE seems to share this goal, they need sufficient resources to make that a reality. That is why we were happy to see the Mayor include \$3.2 million to support literacy development for students with disabilities, including students with dyslexia, in his proposed budget. This funding, to be spent over the next 5 years, represents a great start, but it's only a start. We urge the Council to fund this initiative as a down payment on what we hope will be a longer-term commitment to ensuring that every student in NYC learns to read proficiently.

ARISE Coalition Members: Adaptive Design Association, Advocates for Children of New York, AHRC New York City, Cathy Albisa, Mark Alter, Steinhardt School of Culture, Education & Human Development, New York University, David C. Bloomfield, Brooklyn College and the CUNY Graduate Center, Bronx Independent Living Services, Bay Brown, Brooklyn Center for the Independence of the Disabled, Brooklyn Defender Services, Center for Hearing and Communication, Center for the Independence of the Disabled, New York, Citywide Council on Special Education, Citywide District 75 Council, Coalition for Educational Justice, The Cooke Center for Learning and Development, Ziograin Correa, Sr., M.S.Ed., Helene Craner, Ruth DiRoma, Disability Rights New York, Education Rights Project of the Partnership for the Homeless, Richard and Lora Ellenson, Everyone Reading, Inc., Families Helping Families, Ben Fox, Friends of the Children New York, The Go Project, Goddard Riverside Community Center, Olga Gonzalez, Jay Gottlieb, New York University, Carol A. Greenburg, Paul Hutchinson, Revere Joyce, The Learning Disabilities Association of New York State, Aurelia Mack, Matthew Mandelbaum, Shelly McGuinness, Bob McLoughlin, Diana Mendez, The Mental Health Association of New York, Metropolitan Parent Center of Sinergia, Inc., National Economic and Social Rights Initiative, Dana Neider, New Alternatives for Children, NYC Special Education Collaborative, New York Charter Parents Association, New York Lawyers for the Public Interest, New York Legal Assistance Group, New York Performance Standards Consortium, Jaclyn Okin Barney, Esq., Parents for Inclusive Education, Parent to Parent of New York State, Parent to Parent New York, Inc., Suzanne Peters, Samantha Pownell, Cathy Rikhye, Ed. D., Department of Curriculum and Teaching, Teachers College, Columbia University, Raphael Rivas, Resources for Children with Special Needs, Miguel L. Salazar, Jennifer and Peter Sellar, Iriss Shimony, Jon Sigall, Jo Anne Simon P.C., Karin Spraggs, Mark Surabian, MA, ATP, Instructor, Assistive Technologies, Pace Graduate School of Education, United Cerebral Palsy of New York City, United Federation of Teachers, United We Stand, Constance Van Rolleghe, RueZalia Watkins.

Students with disabilities represent a substantial and growing population in our city's schools. Nearly 18% of students in New York City public schools have IEPs, or special education plans. In 2014, less than 7% of those students between 3rd and 8th grades who participated in standardized testing scored 3s and 4s on their ELA exams. Furthermore, only 31% of high school students with disabilities who took the ELA Regents Exam passed that exam in the 2012-2013 school-year. Without a passing score on the Regents exam, students cannot graduate from high school with either a Regents or a Local diploma. After leaving school, unemployment rates for people ages 21-64 with disabilities are more than twice what they are for their peers without disabilities. In New York State, while only 32% of people with disabilities are employed, 76% of their more typical peers find work.

More can and must be done by the DOE to support students with special education needs. Studies show that when students with disabilities receive age-appropriate, intensive, systematic, evidence-based interventions, their literacy skills progress. If students, including students with IEPs, are taught in literacy-rich environments that include explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies, as well as small group instruction when assessment demonstrates the need for further intervention, improvements follow.

Last fall, the members of the ARISE Coalition identified a number of specific reforms that we believe are necessary in order to improve literacy rates for students with disabilities. We have urged the DOE to articulate a long-term plan that will build capacity across the school system for teaching all students, including students with disabilities, to read. Key pieces of any long-term plan must include the following:

- Beginning in pre-kindergarten, students must receive evidence-based core literacy instruction designed to prepare them to become competent in the 5 pillars of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).
- Beginning at least with kindergarten and continuing through middle school and high school, schools need to provide on-going screening for reading ability, and those students not reading on level must receive additional, evidence-based, targeted intervention with on-going progress monitoring.
- Students requiring additional evidence-based intervention must be provided with opportunities to receive it not only during the school day, but after school and during the summer months.
- By using augmentative communication devices, assistive technology, age-appropriate materials, digitalized texts and other multi-media to promote dynamic teaching and learning, schools should make use of technology to support literacy development and content instruction for all students, regardless of their ability to use spoken language or access the curriculum through paper and pencil alone.
- Schools must partner with parents in literacy instruction, providing strategies to use at home and engaging in on-going dialogue about the needs and progress of individual children. The DOE also has an obligation to provide information to parents on how to access needed screening and interventions for their children.

The changes we recommend require the City to invest in the literacy of our children. The \$3.2 million in the Mayor's proposal is a great start, but when spread over 5 years and over more than 186,000 students with IEPs in public school-aged programs, that works out to just over \$3 per public school student with an IEP per year -- not really enough to make much of a dent. We encourage the city to start with this money, but make it a down payment on future funding to improve literacy rates for students with disabilities and make significant, meaningful and lasting change in the way we prepare our students with disabilities for life beyond public school.

Thank you for the opportunity to speak before you today. I am available to answer any questions you have now or in the future.



Board of Trustees

Jeremy B. Koch
Chairman

George P. Davison
Vice Chairman

John S. Redpath
Secretary

Lauren Blum
Treasurer

Phyllis A. Chernin
Jesse Comart
Marianne D. Cooper
Cynthia Greenleaf Fanton
Betsy Gotbaum
Carol Kellermann
Mickie Kerson
Ellen S. Kier
Marc Lawrence-Apfelbaum
Caryn L. Magid
Cayre M. Michas
Ellen L. Needham
Walter G. Nollmann
Iris Weinshall Schumer
Marjorie M. Smith
M. David Zurndorfer

Honorary

Elsie V. Aidinoff
Kitty Fisk Ames
Nancy B. Fessenden
Arlyn S. Gardner
Alice L. Halsted
Mary W. Heller
Julie Patterson
Marge Scheuer
Joan Blum Shayne

Executive Director

Jane Heaphy

Testimony by Jane Heaphy
Executive Director of Learning Leaders

Before the New York City Council Committee on Education
Preliminary Budget Hearing
March 25th, 2015

Good morning. Thank you Chairman Dromm, and members of the Committee on Education, for the opportunity to testify today on the importance of support for family engagement in our public schools.

My name is Jane Heaphy, and I am Executive Director of Learning Leaders. As an organization, we are dedicated to public school students' success through family and community engagement. Bringing critical resources to public schools, we train and support over 4,000 parent volunteers to provide one-to-one support to students in classrooms, assist library function so children can borrow books, help at recess to support a safe, nurturing school climate, and facilitate books groups. We also deliver hands-on workshops to an additional 4,000 families to level the playing field on navigating the school system, and we share simple, actionable strategies parents can use at home to support their children's educational development. The families we work with represent the diversity of our city: 25% immigrated to the USA from another part of the world; 50% speak another language at home than English, and over 70% identify as people of color. The schools we partner with are 90% Title I and are spread far and wide across the five boroughs.

Learning Leaders is dedicated to the work of family engagement in our schools because of what we know from research, and what Chairman Dromm, Chancellor Fariña, and other Council Members have stated—that parents engaged as partners are a major component of students' success. But it does not happen automatically. It does not just happen because parents care about their children's education—otherwise all parents would be deeply engaged, because they *do* care about their children's academic success. And it does not just happen because school leaders are told they should include families more meaningfully. Family engagement takes true partnership and requires capacity-building and real opportunities for collaboration for both families and school leadership and staff.

We see multiple impacts of our work with schools and families. Parents, grandparents, aunts, uncles, guardians, all the caring adults who go through training and volunteer their time in their beloved child's school—they make a deep impact on the learning environment for the whole school's children. Principals cite improved school climate and increased academic success of students as the two top benefits of Learning Leaders partnership in their schools. Parent volunteers are proud of the contributions they make to the school, but they also describe important outcomes for their families. They tell us that what they learn as volunteers, they bring home to their children. They also cite the confidence they gain through volunteering as the reason they run for SLT, PTA or CEC, or as the reason they pursue their own education or gain new employment. Being a Learning Leader makes them see themselves as community leaders.

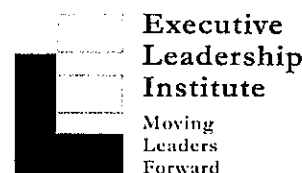
Our workshops, conducted in multiple languages, delivered in every district across the five boroughs, address parents' desire to be proactive partners in their children's education. Through hands-on sessions, we help parents gain new knowledge and skills to support their children's learning. On topics ranging from integrating literacy into family life to navigating the school system, especially the application processes, parents participating in these workshops report back that they learned new strategies to support their children academically both at home and at school.

I applaud Chancellor Fariña's focus on family engagement, making it one of her four pillars. I believe this is true, that families keep the house upright. And I am grateful for the Council's emphasis on parents being part of the solution. With this much alignment on the importance of parents in our public school, we have a tremendous opportunity to make good on this message. But it does take deliberate action and real resources.

What kind of action and resources? Real and true family-school partnership requires funding to provide the outreach, the training, the screening, and the on-going support of volunteers; it takes funding to build the capacity of schools to effectively partner with parents; it takes funding for schools to provide better communication and more opportunities for involvement; it takes funding to meet parents where they literally and figuratively live with the information they want and need to help their kids succeed; and it takes funding to do all of this work in multiple languages, meeting local needs.

In closing, I share my gratitude that Chancellor Fariña, Chairman Dromm, and the Council have made parents a focal point in the new administration. I urge you to support the programs that make family engagement come to life. I ask you to make family-school partnership a priority in the budget. Thank you.

40 Rector Street
12th Floor
New York, NY 10006-1729
tel 212-823-2020
fax 212-962-6130
www.csa-nyc.org/executive-leadership-institute



CITY COUNCIL

Professional Development

2014-2015

Educational Leadership Centers

Educational Leadership Centers (ELCs) serve as the hub for professional development offered through the Executive Leadership Institute for CSA members. There are four centers at schools located in the Bronx, Brooklyn, Queens and Staten Island. The fifth center is located at CSA headquarters in Manhattan.

Each Center provides a collegial place to engage school leaders in cutting edge professional development activities specifically designed to meet both individual and group needs. These professional development activities are designed and led by exemplary retired school supervisors and include seminars, workshops, networking opportunities, research and study groups, on and off site individual consultation and opportunities for technical support. Over the past twelve years, these various offerings have been attended by 16,999 Principals, Assistant Principals, Education Administrators, Day Care Administrators and Assistant Directors, and are offered utilizing several ongoing vehicles: the School Based Intermediate Supervisors Institute (SBISI), Summer Institutes, Holiday and School Break Sessions, Single Topic Workshops offered throughout the year and Day Care Series.

Mentoring

For the ninth year, the SBISI Mentoring Program, funded through the **City Council** grant and **NYSED Aid to Localities** will provide mentoring/coaching for approximately 200 assistant principals, who also participate in the 2014-2015 SBISI seminars. Thirty-nine (39) mentor/coaches have received extensive training and will continue to engage in their own professional development so they can provide support to the school leaders they mentor throughout the year.

Newly assigned and first year assistant principals and New York City funded Day Care Directors begin their professional development experience by attending the four-day School Based Intermediate Supervisor Institute during July of 2014 (supported by other funding sources). Through participation in the summer institute (there is a cohort that begins in the Fall), the mentees deepen their understanding of the work as an assistant principal and are able to develop school-based applications of the School Leadership Competencies, as they explore school leadership topics such as:

- Competencies, Knowledge and Skills for New Leaders
- Letter Writing: A Pathway to Improving Teaching Practice
- Advance: Evaluation Process and Performance
- Using Data Strands to Promote Student Achievement

During the 2014-2015 school year additional seminars are scheduled at the borough Educational Leadership Centers. Each seminar builds upon the summer workshop sessions and provides participants with creative ideas and materials for immediate use in their schools. Seminar topics include:

- Supporting the Low Performing Teacher
- Differentiated Instruction
- Yearly School Closing and Opening

The mentoring program is anchored by a select group of retired principals and assistant principals each with a distinguished career of service in the New York City school system. Using their years of experience and expertise, mentors guide each new assistant principal through an examination of the leadership skills needed to support their ability to develop an effective, sustainable school learning community. In addition, the mentor and mentee apply the knowledge and skills gained by attending scheduled seminars. All mentors participate in professional development opportunities throughout the year, to sustain their capacity to provide support to the new assistant principal. The approach to mentoring offered is customized by each mentor to reflect and address the individual needs of each mentee. In addition, all mentors attend the SBISI workshops in order to embed the information attained into the supports offered the mentee.

The assignment of a mentee is made based on geography as well as grade level (i.e., High school assistant principals are mentored by experienced high school mentors). First year mentees assigned before the end of October will receive 10, 2 and ½ hour mentoring sessions. Those assigned to a school in November and thereafter will receive six (6) sessions. All mentoring sessions for first year mentees are scheduled to be completed by April 30, 2015. In addition, **pending complete funding in all budget sources**, second year mentees will receive six (6) sessions to be completed by January 31st, 2015. Each visit is documented by the mentor and confidentiality is the foundation for all visits and documentation. During each visit, mentors serve as the conduit linking the content and curriculum of SBISI seminar topics and the mentees' day to day responsibilities. Mentors continuously work with their mentees in recognizing the important links between their professional activities and their roles and responsibilities as newly assigned Assistant Principals. All professional development and mentoring are aligned with the School Leadership Competencies.

Single Topic Workshops (Partial List)

ELI provides a full range of single-topic workshops to support the professional development needs of all CSA members, as it relates to their full responsibilities. These workshops are available to all principals, assistant principals, supervisors of specific content areas, education administrators, and day care directors and assistant directors. Workshops include, but are not limited to practical skills such as mastering Excel, improving instruction, honing leadership and time management skills. The City Council provides partial funding to support single-topic workshops that are offered during the course of the school year (with all work aligned to the School Leadership Competencies).

This is a partial list of workshop titles:

- Integrated Co-Teaching
- Using Data to Improve Instruction
- Galaxy – Maximizing Your Dollars in Difficult Financial Times.
- Instructional Leadership
- Addressing the Needs of English Language Learners

- Special Education- Compliance and Supervision
- Creating a Quality IEP
- Positive Behavior Strategies for the Special Education Student
- Excel – Beginners
- Excel – Advanced
- The Elementary/ Middle School Budget Process- “Doing More With Less.”
- The High School Budget Process- “Doing More With Less”
- Leading Change: Developing High Performing Teams
- Moving Forward with the Common Core Learning Standards -- Part I.
- Moving Forward with the Common Core Learning Standards – Part II.
- Moving Your Instructional Agenda Using Effective Communication
- The Evaluation Process
- Quality Review: "A Journey to Effective School Improvement"
- Scheduling your High School for High Achievement and Cost Effectiveness- A Primer on High School Programming:
- Using Data to Inform Instruction – Progress Reports Part 1
- Using Data to Inform Instruction – Progress Reports Part 2 (Laptop Required).
- Use of Data Analysis for Strategic Planning
- Emotional Intelligence - Emotionally Intelligent Leadership and Building a Healthy Organization
- Time Management
- Difficult Conversations Around Teacher Evaluation
- Differentiated Instruction
- School Law
- The “Ins and Outs” of High School Administration
- Documenting Disciplinary Letters to File
- Supervision of Non-Pedagogical Personnel

Resources

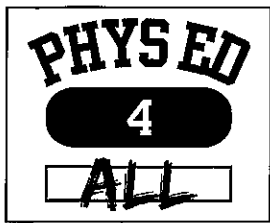
The City Council provides partial funding to support costs for ELC Library materials: i.e. hard copy and electronic subscriptions that support the Mentoring Program. (Supports all five ELCs).

Evaluation

Each year an evaluation is conducted, by an independent evaluation team, to assist in our continued effort to best support the work of school leaders. Information gathered during the evaluation process, assists the Executive Director of the Executive Leadership Institute in the development of workshop topics that are concrete and functional and serve to further sharpen the existing skills of our school leaders.

Educational Leadership Institute
CITY COUNCIL and TAX LEVY BUDGET
2014-2015

<u>Executive Director</u>	\$55,462.50
Partial Salary of Executive Director who oversees ELI/ELC program	
<u>Director of Operations</u> (partial funding)	\$37,087.50
Prepares Budgets and spending plans for all funding sources.	
<u>Director of Curriculum</u> (partial funding)	\$18,984.38
Designs curriculum with other coordinators for use in mentoring program.	
<u>Mentoring Program</u>	\$368,279.00
34 mentors will mentor approximately 140 1 st year and newly assigned assistant principals, for a total of 10, 2 and ½ hour sessions (6 sessions for participants registered in the fall- Pending full funding) at \$200 per session. Fringe Benefits are added to those Mentors who are also ELI employees. This allocation also includes funds for the Day Care workshops	
<u>Workshop Development</u> (partial funding)	\$21,215.00
Personnel costs incurred for development of new curriculum and revising current material	
<u>Administrative Assistant</u> (partial funding)	\$30,575.54
A proportionate share of a full time staff member.	
<u>Financial Assistant</u> (partial funding)	\$25,095.82
Processes invoices and expense vouchers	
<u>Executive Assistant</u> (partial funding)	\$26,326.38
Organizes Event Registration and collects attendance data	
<u>Office Assistant</u> (partial funding)	\$19,377.74
Prepares copies, archives files, sets up A/V for meetings and workshops	
<u>Food</u>	\$7,000.00
Share of costs of refreshments served at workshops in accordance with SOPM	
<u>Resources</u>	\$5,000.00
Share of costs for material, books, magazines	
<u>Supplies</u>	\$9,563.11
Chart Paper, Copy Paper, Pens, Pencils etc.	
<u>Travel</u>	\$5,600.00
Mentors are reimbursed for travel expenses between schools	
<u>Conferences</u>	\$1,000.00
Travel expenses outside of the local area	
<u>Printing, Copying, Potage, Phone</u>	\$14,829.00
Proportionate share of expenses	
<u>Computer Hardware/Software</u>	\$2,500.00
Technology and Event registration	
<u>Small Equipment</u>	\$1,067.00
<u>Occupancy Expenses</u>	\$34,000.00
Rental Fee, CSA Headquarters, Manhattan, during FY 2015: July 1, 2014 – June 30, 2015.	
<u>Evaluation</u>	\$30,000.00
Proportionate share of the Evaluation Team to assess programs for 2014 - 2015 – School Based Intermediate Supervisors Institute (SBISI) and the Advanced Leadership Program for Assistant Principals (ALPAP).	
<u>Administrative Costs</u>	\$57,037.04
Includes a proportionate share of the following: Package liability insurance, certified financial audit, technology support including a proportionate share of the Website, costs and system consulting, promotional materials including printed brochures describing our SBISI program and the Mentoring Program, public relations, support services such as reception, switchboard, custodial costs, office equipment, phone system, etc.	
<u>Total</u>	\$770,000.00



Phys Ed for All Coalition
Statement to the New York City Council Committee on Education
Preliminary Budget Hearing
March 25, 2015

The Phys Ed for All Coalition would like to thank Chairperson Daniel Dromm and the Education Committee for the opportunity to testify on the critical issue of New York City school funding.

As the Council considers the City's education budget, we hope the Council will push to ensure that the DOE does more to help schools meet the state requirements for providing our children with physical education.

Research shows that participation in quality physical education enhances students' academic achievement, instills good habits for healthy living and teaches critical skills such as teamwork. PE can help improve children's grades and standardized test scores, as well as their concentration and classroom behavior. PE improves physical fitness for all school children, and is especially critical for students with obesity and related health problems. Approximately one in five NYC public school students in grades K-8 are obese, and obesity rates are higher in low-income communities of color.

Despite these well-documented benefits, DOE schools routinely fail to provide their students with the physical education required by State regulations as part of the "opportunity for a sound basic education" to which all students are entitled under the state constitution.

As our coalition recently testified at this Committee's hearing on overcrowding, part of the problem is that New York City needs to invest more in school construction and maintenance. Our schools do not have enough gymnasiums, playing fields or playgrounds. Too many of the spaces we do have are falling into disrepair. Co-located schools struggle to schedule sufficient time for PE in shared gymnasiums.

Strained school budgets also inhibit schools from hiring enough certified PE instructors to develop, implement and oversee comprehensive physical education curricula. Schools also need guidance and assistance to best use the staff and space that they have. Without these investments, our children will not get the physical education that they need to promote lifelong habits for healthy living.

Unfortunately, the lack of data on physical education in our schools makes it difficult to evaluate whether the DOE is investing properly or effectively in PE in order to best promote our children's education and health. The DOE's failure to make public, and in many instances even track, basic data on the quality and amount of PE instruction hampers citywide efforts to improve access to PE. This is why the Phys Ed for All coalition urges the Council to enact Intro 644, which will require the DOE to report on all aspects of physical education, including space and facilities, in NYC schools.

This bill will provide parents, communities and elected officials with critical information about how PE in NYC is currently functioning and where budgetary gaps lie. A reporting bill will inform where funding should be directed in order to have the greatest impact upon students' access to quality PE instruction.

Intro 644 was introduced in February 2015 by Councilmember Elizabeth Crowley, and it already has bipartisan support of 28 councilmembers (and counting) including the Chairs of the Education and Health Committees. We urge the Council to hold hearings and bring this bill to a vote as soon as possible in order to better inform the appropriation of the NYC public school budget.

For more information on the Phys Ed for All Coalition, please contact Sascha Murillo (smurillo@nylpi.org) or Erin George (egeorge@nylpi.org) at 212-244-4664.

Phys Ed for All Coalition [List in Formation]: Advocates for Children, Alliance for Quality Education of New York, American Cancer Society Cancer Action Network, American Heart Association | American Stroke Association, Bronx Health REACH, The Campaign for Educational Equity, Coalition for Educational Justice, Citizens' Committee for Children, Community Education Council District 1, Community Education Council District 17, New Settlement Parent Action Committee, New York Lawyers for the Public Interest, Phys Ed Plus, Physical Education Taskforce of Women's City Club of New York, United Parents of Highbridge, Wellness in the Schools



THE COALITION FOR ASIAN AMERICAN CHILDREN AND FAMILIES

**New York City Council
Committee on Education and Finance
FY2016 Preliminary Budget Plan
March 25, 2015**

Prepared by Sarah Fajardo, Child Welfare Policy Coordinator

Good afternoon. My name is Sarah Fajardo, and I am the Education Policy Coordinator for the Coalition for Asian American Children and Families. I would like to thank Chair Ferreras and Chair Dromm and members of the Finance and Education Committees for holding this important oversight hearing on the city fiscal year (FY) 2016 Preliminary Plan.

For nearly 30 years, CACF has been the nation's only pan-Asian children's advocacy organization. We work to improve the health and well-being of Asian Pacific American (APA) children and families in New York City in three policy areas: education, health, and child welfare. CACF advocates on behalf of underserved Asian Pacific American families, especially immigrants struggling with poverty and with isolation due to limited English proficiency.

On behalf of the 40 Asian-led and -serving community and social service organizations that comprise our membership, I urge the Council to:

- **Ensure that the Department of Education provides cultural competency trainings for interpreters, teachers and staff;**
- **Ensure that the Department of Education conducts targeted parent engagement and outreach campaigns to reach families with limited English proficiency beyond the proposed Language Access campaign;**
- **Support partnerships and increased capacity building of Asian Pacific American community based organizations;**
- **Support the incorporation of socio-emotional supports in schools and in guidance services;**
- **Support increased/standardized guidance services and staffing;**
- **Support ethnic studies in DOE curricula to promote college and career readiness;**
- **Support policies mandating City agencies to utilize a standard approach to data collection, disaggregation, and reporting on Asian Pacific Americans;**
- **Fund the expansion of restorative justice responses, peer mediation, and positive behavior support programs to address bullying instead of the use of suspensions.**

BACKGROUND

Asian Pacific Americans are by percentage the fastest growing community in New York City, doubling every decade since 1970 and constituting close to 15% of the population. Of the over 1 million Asian Pacific Americans in New York City, 1 out of 2 APA children is born into poverty and 72.9% of Asian Pacific Americans are foreign-born. According to the Mayor's Center for Economic Opportunity, the poverty rate for Asian Pacific Americans is 29%—the highest rate of

all racial groups. The challenges of hailing from low-income backgrounds are compounded for many students by the experience of being the first member in their family to attend school in the US. As immigrants or children of immigrants, many APA students face the daunting challenges of learning how to navigate the education system, learn English, and stay on track to graduate and to be college and career ready.

The needs of New York City's APA students include:

High percentage of first generation students: The high percent of foreign-born members of the APA community in NYC correlates with a high percentage of first generation APA students. These first generation students are in the process of learning English, and many are a part of families that are unfamiliar with US school systems. These students and families need additional translated/interpreted support to navigate the school system, understand their language rights as students and parents, and access linguistically accessible resources to support students' learning. **1 in 5 APA students in New York City's public school system does not graduate on time or at all.** Without systemic supports, first generation students struggle with academic and career success.

Limited English Proficiency: **35% NYC APAs are Limited English Proficient and 22.4% of APA students are Limited English Proficient**, meaning that no one in a household above the age of 14 speaks English well. Limited English Proficiency creates barriers to parent participation in school events, discussions, and meetings about students' educational achievement as interpretation is not easily accessible. This also often means that students are called upon to serve as interpreters for their families, causing stress, anxiety, and variably accurate interpretation for the student and parents.

Linguistic and Ethnic Diversity: There are over 100 Asian dialects spoken in the US, and at least 40 Asian dialects spoken in New York City. **In New York City schools, approximately 20% of ELL students spoke an Asian language at home in 2012**, the second largest language group after Spanish. The top Asian languages spoken at home by English Language Learners in the public school system in 2013 were diverse: Chinese, Bengali, Urdu, Punjabi, and Korean. The diversity of languages and dialects spoken by APA families makes community outreach and education challenging, and without targeted outreach these communities will continue to be isolated.

Limited Literacy in Native Languages: In addition to limited English proficiency and a diverse range of languages spoken, **many APAs also have limited literacy in their native languages.** This limitation underscores the necessity of partnering with community-based organizations and community members to engage in direct outreach to contact isolated families by phone, visits, or word of mouth.

RECOMMENDATIONS:

- ❖ **Ensure that the Department of Education provides cultural competency trainings for interpreters, teachers and staff.** APA community members have voiced the need for cultural competency in interpretation and translation services and when outreaching to families. APA parents are often intimidated about asking for interpretation for fear of imposing on school staff, or are fearful that there may be repercussions for their children.

Coalition for Asian American Children and Families
March 25th, 2015
New York City Council, Committee on Finance
FY2016 Preliminary Budget

Cultural competency helps ensure that interpreters are sensitive and comprehensible, that the interpreter uses colloquial language, and that parents feel comfortable engaging in the conversations. Additionally, CACF encourages the DOE to implement cultural competency trainings for school staff and students; in a coherent, integrated, and systemized program that discusses the need for cultural competency across races, ethnicities, gender identities, sexual orientations, religions, and physical/mental abilities. A pilot program was conducted a few years ago that provided diversity trainings to school staff but it was never widely implemented, and CACF encourages the DOE to build on these efforts.

- ❖ **Ensure that the Department of Education conducts targeted parent engagement and outreach campaigns to reach families with limited English proficiency beyond the proposed Language Access campaign.** As mentioned earlier, APA families have the highest rates of linguistic isolation in New York City, and speak a wonderfully diverse set of languages. To connect these families to information about their children's education, the Department of Education can leverage connections with community groups to more easily transmit information and recruit culturally competent translators. These groups are, in many cases, already deeply embedded in our communities and are already supporting families in a number of ways. Leveraging these connections is an excellent step towards building parent engagement. Additionally we encourage school staff to leverage data about the communities enrolled in their schools to implement targeted, linguistically accessible parent outreach and engagement campaigns.
- ❖ **Support partnerships and increased capacity building of Asian Pacific American community based organizations.** Asian Pacific American community based organizations provide much needed services that are language accessible and culturally competent. Staff is often bilingual/bicultural and is familiar with the culture shock that immigrants may experience when arriving to the U.S. These organizations guide and advocate for families through the education systems. However, these organizations are often stretched because of limited financial resources and staff capacity. Additional resources are needed to expand the much needed, culturally competent and linguistically accessible services provided by community organizations.
- ❖ **Support the incorporation of socio-emotional supports in school standards and in guidance services.** Many of the challenges faced by APA youth such as poverty, language, challenges to acculturation, familial pressures, and subjugation to stereotypes all have negative impacts on student achievement. APA college students report higher levels of depressive symptoms than white students. Research studies have shown that addressing social concerns and implementing Social and Emotional Learning (SEL) measures as both a prevention and youth development model can lead to better student academic performance, increase in graduation rates, and a decrease in behavior incidents. Specifically, incorporating SEL into school standards supports youths' ability to navigate social situations, develop confidence to advocate for themselves, and enables them to contribute to their communities. By supporting students social-emotional growth early on enables them to better meet the challenges of becoming more independent and achieving post-secondary success.

- ❖ **Support increased/standardized guidance services and staffing.** First generation APA students often report that their families cannot help them navigate the school system, career planning and the college application process. We recommend that the DOE reduce guidance counselor caseload by hiring additional bilingual/culturally competent guidance counselors that reflect the language needs/ethnic groups present in each school. Additionally, we recommend that the DOE develop and implement citywide standards that apply to all guidance programs in the New York City school system. These standards should include a Road Map plan that will help a student succeed in high school, plan for the future, identify and achieve their post-graduation plans. Finally, creating an independent task force including representatives from the school administration, school staff, counselors, students, parents, youth groups, and education advocates would assist in the development of guidance program standards, and to keep guidance counselors accountable.
- ❖ **Support ethnic studies in DOE curricula to promote college and career readiness.** CACF recommends the incorporation of ethnic studies in school curriculum to enhance ELL and minority students' cultural awareness. There are not ethnic studies classes in high school and students from various cultural backgrounds are studying very limited history curricula. The inclusion of ethnic studies would benefit minority students by supporting student engagement in classes, building confidence students' backgrounds and identities, promote diversity studies in our schools, and help increasing the graduation rates in public schools.
- ❖ **Fund the expansion of restorative justice responses, peer mediation, and positive behavior support programs to address bullying instead of the use of suspensions.** Our education system's current approach to school safety has not addressed the harassment and discrimination of students of color in New York City schools. Anti-immigrant sentiment continues to impact APA students in the years since 911. Many of our immigrant youth and students of color report feeling unsafe in school and unsupported or not understood by school staff. City-wide survey findings mirror national statistics, which hold that 54% of Asian American students who reported bullying at school were bullied in the classroom itself. Outside the classroom, Asian Americans reported being bullied on school grounds at a rate 20% higher than whites and 10% higher than the next closest racial group.¹ CACF supports the DOE's inclusion of funding for restorative justice responses in the preliminary budget. We encourage the Department of Education to ensure that funding for restorative justice responses, peer mediation, and positive behavior support programs is sufficient to fully train staff and fully support the programs.
- ❖ **Support policies mandating City agencies to utilize a standard approach to data collection, disaggregation, and reporting on Asian Pacific Americans.** CACF supports the reporting of racial and socio-economic data, particularly on the crucial need to include the disaggregation of data. For the past 4 years, CACF have been working to pass legislation to collect and report disaggregated data in city and state social service

¹ "One Step Forward, Half a Step Back: A Status Report on Bias-Based Bullying of Asian American Students in New York City Schools." Asian American Legal Defense and Education Fund, The Sikh Coalition: September 2013. http://aaldef.org/2013_NYC_bullying_report.pdf

agencies. Tracking our dynamic and growing population is critical to ensure that each emerging community is receiving the proper linguistic and cultural appropriate resources for families to support their children to succeed in schools. The collection and reporting of disaggregated data would spotlight challenges and barriers that APA groups face in public school education as many struggle with financial, linguistic and cultural barriers. The reporting of such data would also contradict prevailing perceptions of APA's as a homogenized well-to-do group.

We would like to commend members of this committee that have been so supportive and invested to ensure that all New York City youth succeed. Thank you for giving us this opportunity to speak to you all today.

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/2015

(PLEASE PRINT)

Name: NINA DASTUL

Address: _____

I represent: UNION SETTLEMENT

Address: 237 E 104 ST

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/2015

(PLEASE PRINT)

Name: DIAMOND RIVERA

Address: _____

I represent: BRIDGES AFTERSCHOOL & UNION SETTLEMENT

Address: 116th + PLEASANT AVE

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/2015

(PLEASE PRINT)

Name: ARIYANNA JENKINS

Address: _____

I represent: BRIDGES AFTERSCHOOL & UNION SETTLEMENT

Address: 116th + PLEASANT AVE

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: _____

Address: _____

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: _____

Address: _____

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: _____

Address: _____

I represent: _____

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/15

(PLEASE PRINT)

Name: Flanny Townes

Address: 1564 Stratford

I represent: Youth Ministries for Peace and Justice

Address: URBAN YOUTH COLLABORATIVE

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Kesi Foster

Address: 233 Broadway

I represent: Urban Youth Collaborative

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Onyx Walker

Address: _____

I represent: Future of Tomorrow

Address: URBAN YOUTH COLLABORATIVE

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Matthew Evans

Address: _____

I represent: Future of Tomorrow

Address: Urban Youth Collaborative

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Miltiona Holdip

Address: 301 GROVE

I represent: Make THE ROAD

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Alleyne Hughley

Address: 438 Beach 40th St, 11691

I represent: Citywide Council on High Schools

Address: 45-18 Court Sq. LIC NY 11101

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 44 Res. No. _____

☒ in favor ☐ in opposition

Date: 3/25/15

(PLEASE PRINT)

Name: ERIN GEORGE

Address: 151 W 30th 10001

I represent: NYLPI / PE4ALL Coalition

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Student

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/15

(PLEASE PRINT)

Name: Aminata Abdouramane

Address: _____

I represent: Bushwick Youth Food Council

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Student

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/15

(PLEASE PRINT)

Name: Simone Springer

Address: _____

I represent: Bushwick Youth Food Policy Council

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Student

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/15

(PLEASE PRINT)

Name: Felick Dambae

Address: _____

I represent: Bushwick Youth Food Policy Council

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Student

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Rashley Roy

Address: _____

I represent: Bushwick Youth Food Council

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Student

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/15

(PLEASE PRINT)

Name: Nafesta Gieb

Address: _____

I represent: Bushside Youth Food Council

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Jeanette Gaskins

Address: _____

I represent: Bushwick Youth Food Council

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/15

(PLEASE PRINT)

Name: Liz Accles

Address: _____

I represent: Community Food Advocates

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/15

(PLEASE PRINT)

Name: Dr. Cristina Fernandez

Address: _____

I represent: Pediatrician

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK** *Public*

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/15

(PLEASE PRINT)

Name: Kim Sykes

Address: to 137-139 West 25th St.

I represent: New York Immigration Coalition

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK** *Public*

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Max Ahmed

Address: 137-139 West 25th St

I represent: New York Immigration Coalition

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Ling Tan

Address: _____

I represent: Department of Education

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/15

Name: Natasha Capers (PLEASE PRINT)

Address: 80 Osborn St

I represent: Coalition for Educational Justice

Address: 233 Broadway

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/15

Name: Felicia Alexander (PLEASE PRINT)

Address: 1665 St Marks

I represent: Coalition for Educational Justice

Address: 233 Broadway

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. JR07C Res. No. FOUNDING

☐ in favor ☒ in opposition

Date: _____

Name: Barbara Harris (PLEASE PRINT)

Address: 24 Central Park So NY

I represent: GRANNY PEACE BRIGADE

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/15

(PLEASE PRINT)

Name: Eric Pryor

Address: 266 W. 37th St

I represent: The Center for Arts Education

Address: 266 W. 37th St.

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☒ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Lorraine Gello

Address: _____

I represent: SCA

Address: 30-30 Thomson Ave LLC

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Elizabeth Rose

Address: _____

I represent: DUE

Address: 52 Chambers Street NYC NY 10007

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

Name: Donald Nesbet - Local 372 (PLEASE PRINT)

Address: _____

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/15

Name: Evelyn De Jesus (PLEASE PRINT)

Address: _____

I represent: UFT VP for Education Pol/1-1

Address: 52 B'way NYC

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/15

Name: Lisa Levy (PLEASE PRINT)

Address: 150 74th St Apt 5F Brooklyn NY

I represent: NYC Coalition Against Hunger

Address: 50 Broad St New York NY

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: March 25, 2015

(PLEASE PRINT)

Name: Janet Poppendieck

Address: 282 16th Street, Brooklyn, NY 11215

I represent: NYC Food Policy Center, Hunter College

Address: 3rd Ave & 119th St, NY NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. Sanitation Res. No. _____

☐ in favor ☒ in opposition Budget

Date: 3-24-15

(PLEASE PRINT)

Name: Greg Tald

Address: 866 Park Place Brooklyn, NY 11216

I represent: Myself

Address: 866 Park Place

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Chancellor Carmen FARIÑA

Address: _____

I represent: Department of Education

Address: 52 Chambers St

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: RAY Orlando

Address: _____

I represent: Department of Education

Address: 62 Chambers St.

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3-25-15

(PLEASE PRINT)

Name: Dr. Randi Herman

Address: 40 Rector St. NYC

I represent: CSA

Address: 40 Rector St. NYC

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/15

(PLEASE PRINT)

Name: Jane Heaphy

Address: 287 Clinton St Bklyn 11201

I represent: Learning Leaders

Address: 75 Maiden Lane, 801, NY NY 10038

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

Public

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/15

(PLEASE PRINT)

Name: Beth Broderick

Address: (Funding for the Center for Court Innovation)

I represent: The Center for Court Innovation

Address: _____

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Maggie Morath

Address: 151 West 30th St.

I represent: ARISE Coalition

Address: _____

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Randi Levine

Address: 151 West 30th St

I represent: Advocates for Children of NY

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Alexis Henry

Address: _____

I represent: Citizen's Committee for Children

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. Educ. budget Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/15

(PLEASE PRINT)

Name: Erin George

Address: 151 W 30th St, NY NY

I represent: New York Lawyers for the Public Interest

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Maria Bautista

Address: 77-14 24 Ave Queens

I represent: Alliance for Quality Edu

Address: 233 Broadway

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____

☐ in favor ☐ in opposition

Date: 3/25/15

(PLEASE PRINT)

Name: SARAH FAJARDO

Address: _____

I represent: COALITION FOR ASIAN AMER. CHILDREN +
FAMILIES

Address: _____

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