

TESTIMONY OF NYC SCHOOLS CHANCELLOR CARMEN FARIÑA
ON THE FISCAL YEAR 2017 PRELIMINARY BUDGET
BEFORE THE NYC COUNCIL COMMITTEE ON EDUCATION

March 16, 2016

Good morning Chairperson Dromm and members of the City Council Education Committee here today. Thank you for this opportunity to discuss Mayor de Blasio's proposed Fiscal Year 2017 Preliminary Budget as it relates to the Department of Education (DOE). Seated with me are Ursulina Ramirez, DOE's Chief Operating Officer and my Chief of Staff, and Ray Orlando, the DOE's Chief Financial Officer and a member of my senior leadership team.

At the outset, I would like to thank Speaker Mark-Viverito, Chairperson Dromm, and all the members of the City Council for your strong partnership and support on behalf of the City's 1.1 million students, and all that you do every day for your school communities.

With your support, this year we enrolled a record 68,500 children in free, full-day, high-quality pre-K—nearly 50,000 more students than were enrolled before Mayor de Blasio took office. These students are receiving a crucial year of problem solving and vocabulary building that will put them on the path to long-term success.

Over the past two years, we have worked to transform the school system. We have implemented a number of reforms to achieve equity and excellence and ensure our students have access to a high-quality education.

Before I discuss next year's budget for our schools, I would like to highlight some of our accomplishments:

- To create clear lines of authority in our school system, we aligned the responsibilities of supervising and supporting schools under superintendents;
- We created new, geographically-based Borough Field Support Centers that provide integrated supports to schools in the areas of instruction, operations, student services including health resources and counseling, support to students with disabilities, and support to English Language Learners;
- To share strong practices, we created two important programs: Learning Partners and Showcase Schools. Together, these initiatives demonstrate a commitment to professional development and collaboration among educators and schools that foster student learning and school improvement;
- We created a model Dual Language program to foster collaborative practices among Dual Language educators, elevate the quality of programs across the City, and provide support and guidance to school staff interested in opening programs;
- We invested \$23 million annually in arts education funding, allowing for the hiring of 300 new arts teachers and resulting in 22,000 more students receiving arts education;



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- We launched a multi-year physical education initiative to work intensively with all schools in eight priority districts to identify barriers to PE, develop solutions, and recommendations for citywide strategies to ensure that all students receive PE that meets State requirements.
- To continue to engage students in the learning process over the summer, this year summer school will include new curriculum, college-level and STEM-oriented enrichment programming, and visits to some of the most important cultural institutions in NYC. Both mandated and non-mandated students will participate in these programs;
- And finally, in collaboration with the City Council, we created approximately 220 new athletic teams, the majority of which are for small schools and for girls' teams. As a result, an additional 3,000 students have access to interscholastic athletics.

Additionally, with generous funding from the City Council, this year we have been able to provide intensive restorative justice programming in 15 schools. And, with City Council funding, for the first time our school communities will benefit from the programming and support of an LGBTQ Community Liaison. We also worked together to provide all students and their families with free Microsoft software to use at home and to increase civic engagement and voter participation among high school students.

As part of our work to meet the whole needs of every student, we created 130 new Community Schools. These schools are customized to a community's unique needs and create opportunities for students, families, and communities including: expanded learning time, school-based health centers, mental health programs, drop-out prevention programs, parent workshops, and adult education opportunities. These resources are embedded into and outside the school day.

We know that student achievement improves when parents are involved in their children's education and we have taken strides to improve engagement and communication with all parents, including those parents who are Limited English Proficient (LEP).

I appointed Executive Superintendent Yolanda Torres to redesign our Division of Family and Community Engagement to strengthen relationships between schools and their communities. We are providing increased professional development trainings for parent coordinators, parent leaders, Family Support Coordinators, and Family Leadership Coordinators. We are pleased that data from the Fiscal 2016 Preliminary Mayor's Management Report looking at the first few months of the school year show that the number of school-based parent workshops and the workshop participation rate increased by 60 and 59 percent, respectively, and parent-teacher conference attendance increased by 38 percent compared to the same period last year.

LEP parents make up approximately 43 percent of our families. To better communicate with them in their native language, we recently announced the expansion of language access services. Now, schools have direct access to 200 languages via over-the-phone interpretation services (including after hours); and Citywide and Community Education Councils will have expanded language supports. This spring, each of the Borough Field Support Centers, will have a full-time Field Language Access Coordinator who will be responsible for ensuring that all schools deliver translation and interpretation services to parents.



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We know we are making progress: data released earlier this year showed a strong increase in our City's graduation rates and college readiness indicators, as well as a decrease in the dropout rate. The graduation rate was over 70 percent for the first time in the City's history. I was particularly pleased to see a decrease in the dropout rate across all ethnicities. While we have made critical progress, there is still more to do. We will continue to focus on strengthening instruction, expanding opportunities for all students, and engaging families to ensure there is a clear path to college or a meaningful career for all City students.

The Mayor and I have pledged to meet rigorous benchmarks: 80 percent of our students will graduate from high school on time and two-thirds will be college ready by 2026. To achieve the Administration's goal of equity and excellence throughout the system, we are implementing eight new initiatives. These initiatives will provide students with a firm foundation in the early elementary school grades, support teachers in providing a rigorous curriculum by building their capacity, increase student access to the courses they require to be successful later on in school and their lives, and engage students in the communities where they live.

To boost literacy, the Universal Second Grade Literacy program places reading coaches, teachers with demonstrated expertise in literacy instruction, in every elementary school. These coaches will provide kindergarten through second grade teachers with additional training in early literacy acquisition and in strategies to strengthen literacy instruction for English Language Learners and students with disabilities.

Algebra for All, AP for All, and Computer Science for All seek to provide students with the skills and courses that they need to be successful in college and in today's job market. Thanks to an unprecedented public-private partnership, the Computer Science for All initiative will ensure that, by 2025, all students will receive meaningful, high-quality Computer Science education at each school level—from elementary to high school.

Middle School Access for All will provide students earlier exposure to college, while High School Access for All will ensure our students the resources and supports they need to pursue a path to college.

The Single Shepherd pilot in Community School Districts 7 and 23 will pair students with dedicated counselors who will support them through high school and see them into college.

All students, regardless of what type of public school they attend, deserve to benefit from the combined knowledge of our supremely talented and gifted teachers and administrators. The District-Charter Partnership program, will pair district and charter schools together to foster stronger relationships and the sharing of best practices.

Now, I will discuss next year's budget for our schools.



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The FY2017 Preliminary Budget includes an allocation of approximately \$22.9 billion in operating funds and another \$6.3 billion of 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 37 percent, and federal and other dollars at 7 percent.

The Mayor's FY2017 Preliminary Budget reflects this Administration's ongoing commitment to provide every student and every school with critical tools to prepare students for success in college and the workforce, and to make New York City the best urban school district in the nation. The preliminary budget builds on this Administration's progress, and makes targeted investments to ensure that students have access to rigorous instruction and instructional and non-academic support to boost student achievement.

The FY2017 budget directs \$76.7 million to support the Equity and Excellence initiatives. With an investment of \$187 million in FY2017, the City will continue to provide targeted, tailored supports to 94 schools in the Renewal School Program.

The Preliminary Plan also reflects an unprecedented commitment to enhance social and emotional learning in our schools through significant funding for restorative justice programs, climate supports for educators in high-need schools, and mental health programs. For all our schools, we are offering new programs to enhance school climate and reduce punitive disciplinary measures, including restorative justice, a form of discipline aimed at reducing future incidents through dialogue and self-reflection. As part of ThriveNYC, the Administration's action plan to support the mental well-being of New Yorkers, all pre-K students will learn social-emotional skills and the 100 schools with the highest number of suspensions will receive mental health supports, and we are offering three new mental health trainings: Youth Mental Health First Aid, At-Risk Training, and Making Education Partners in Youth Suicide Prevention.

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 have been shortchanged some \$2 billion in State education funds. We are hopeful that the State will provide us with additional school aid for next school year, with adequate funding from the State, we would be able to reduce class sizes as well as hire more arts teachers and guidance counselors in schools throughout the system.

While we are confident that we are headed in the right direction, we know we have 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.

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

TESTIMONY

New York City Council Fiscal Year 2017 Preliminary Budget

Committee on Education

Committee Chair – Daniel Dromm

March 16th, 2016



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Good morning, Education Committee Chair Dromm and distinguished members of the committee. My name is Shaun D. Francois and I am the President of Local 372. I would like to thank you for the opportunity to provide testimony on the Mayor's proposed budget for 2016-2017 for Education.

Before I start, I want to give special thanks to the Mayor for not reducing the education budget last year. In previous years, school leaders have been dealt with severe budget cuts and had to make tough choices as to what programs and services will be eliminated in attempt to balance the school budget. Essentially, they had to do more with less. It is much easier to provide our children with the services they need, when we aren't worrying about where to cut because of a lack of funding. I also want to thank the Mayor for his vision in increasing the living wage for all.

Local 372 members are struggling. On very meager salaries, they are scrambling to pay for basic necessities, such as housing, food and transportation to get to work. If this isn't bad enough, we have Local 372 members who are homeless or living in shelters, with no place to call their own. Yet, every day, these same members come to work to serve New York City's 1.2 million children.

I once again want to thank the Mayor for his vision – with a \$15 an hour goal by 2018, Local 372 members will have a better chance now to stay in their homes and put food on their tables. Anyone who works for the city should have the right to make a living wage and be able to afford to live in the city they serve.

SAPIS

SAPIS (Substance Abuse Prevention Intervention Specialists) work with students and their families to keep our children from being at risk of drug/alcohol abuse and related violence. In the 2016 the Mayor's office included \$2,000,000 in the City's budget to fund one SAPIS in every Community School. The \$2M in additional funding provided was used to add SAPIS in NYC public schools in targeted high needs boroughs and districts totaling 25 new staff. I want to thank the administration for their foresight. However – this funding was just a onetime funding source and should be made permanent with yearly increase because of the magnitude of the drug problem. If the \$2M initiative is not renewed for next year, the result will be the loss of these 25 positions. All of the progress made this year in providing services to students and their families will be discontinued and trained new SAPIS will lose their jobs. Please help us to continue providing life-building and life-saving services to the students and families in NYC schools.

In 2006, there were 502 SAPIS throughout the five boroughs. Today there are 300 SAPIS serving 1.2 million NYC children. That is a loss of 202 SAPIS counselors since 2006, totaling roughly 1 SAPIS per every 5 schools; this has a direct correlation with the increase in drug use citywide.

In 2009, the federal government ceased funding thru the Safe and Drug Free Schools act for these workers. In New York States 2014-2015 budget, OASAS allocated \$14,859,531 million dollars to the NYC Department of Education (DOE) to support the services that these workers provide.

SAPIS are critical to laying the foundation upon which our children will build. They specialize not only in substance abuse prevention but also provide students counseling on anti-bullying, violence prevention, confidence building, goal setting and gang prevention and conflict resolution, just to name a few. SAPIS are used to support schools during crisis. They are trained and deployed to respond to serious events that affect school communities, such as death of a student or staff member. A specific example of this would be, of the 139 high level crisis situations from Sept. 2014 – March 2015, SAPIS were deployed to assist in 76 of the incidents.

Moreover, we have seen the proliferation of synthetic drugs, epidemic level of heroin use, 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 and bad influence.

While we are aware of the new report, citing a 23% increase in certain types of violent incidents from 2014 to 2015 in New York City schools, as reported by the state's Violent and Disruptive Incident Reporting system (VADIR), this report does not clearly illustrate how the social, familial and economic disparities students face outside the classroom transfer to within school walls. The issue is not solely violent incidents at school; the larger issue is giving our youth a fighting chance and collectively working to combat issues at home. The more support and resources we can give our youth, the more productive they will be; hopefully reducing the number of violent incidents in schools.

In order for our youth to become productive members of society, we need SAPIS to continue its work. With the funding from last year, we were able to hire 54 SAPIS; that is 5 additional SAPIS per borough, and the rest were distributed between community schools. If the \$2M Initiative is not renewed for next year, the result will be the loss of these 25 positions. All of the progress made this year in providing services to students and their families will be discontinued and trained new SAPIS will lose their jobs however the biggest loss will be to the City and our children. Please help us to continue providing life-building and life-saving services to the students and families in NYC schools. **For us to be able to maintain the current number of employees and continue to provide New York City students with an additional support system, we are asking for \$3 million.**

Annual and Hourly School Lunch Employees

Before I speak on Annual and Hourly Lunch Employees, I would like to touch on the subject on Universal Free Lunch - for many children; this is possibly the only healthy and nutritious meal they will receive.

While free lunch in standalone middle schools is a big first step in eliminating the economic disparity in school cafeterias, let's take it one step further. Offering free lunch to all New York City public school students—through a federal incentive program called the *Community Eligibility Provision*—will eliminate the income divide in cafeterias, ease the workload for school staff and cost only an additional \$3.6 million a year after state and federal reimbursements.

No child in NYC should go hungry while at school. Universal free lunch is already being offered in major cities including Chicago, Boston, Detroit, Dallas, and the District of Columbia. Since nutrition is

critical for keeping your memory and intellect sharp, why not give our students an added resource that helps them be focused and ready to learn?

Currently, there is a shortage of Annual and Hourly School Lunch Employees in NYC schools. Local 372 school lunch workers serve breakfast, lunch and sometimes supper to all NYC school children. With the expansion of the breakfast program into the classroom, the workers are being stretched thin. In addition, our school lunch employees are also critical to maintaining order in the cafeteria; they prevent bullying and arguing amongst children. Additional staffing is needed to ensure the food is delivered in a timely manner and the students in the cafeterias have adequate supervision.

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 and allergens to soy. 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 Annual and Hourly School Lunch Employees are coming in earlier and staying later without compensation, just to ensure the school's food is ready and served to our children. **We are requesting an additional 500 school lunch employees** so we can fulfill the Mayor's breakfast and lunch initiatives.

Severance Fund

Many of our 9,413 retirees struggle with how to manage their expenses. After working for decades to support and protect NYC school children, assisting them and other pedestrians cross highly trafficked streets, providing nutritious meals and supporting children on their way to academic success, they are now faced with the terrifying task of quickly finding and restoring affordable insurance coverage for their family members. Why? Because of the continual increasing cost of prescription drugs combined with the reduction in numbers of the employed (due to budget cuts) and the increase in attrition of eligible retirees, means Local 372 will no longer be able to provide supplemental benefits through their health insurance to their spouses and/or domestic partners.

Those with dependents, who **do not qualify** for Medicaid, have to pay an out-of-pocket insurance coverage for COBRA but this upcoming July 2016 the retiree spouses face a huge increase in their monthly premium from \$55 to \$210 monthly (on a fixed-income household and shoestring budget). If they are unable to budget for the added cost, they will be penalized under federal guidelines. This is not acceptable. Local 372 workers have made and continue to make invaluable contributions to the education system and the life of this great city, Is this any way to reward them?

Without your support, the termination of severance benefits fund for thousands of Local 372 family members stays permanent. We are asking the City Council for an injection of **\$3 million in funding** to stabilize the fund, while our Members increase their contribution and the City also increases their contribution, which has not increased since 1987. This will allow for full restoration of spouses and/or domestic partner benefits and keep the fund viable into the future.

In 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 obligation of our elected officials to provide adequate funding, and in turn, school staffing in order for the schools to function.

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 additional pay, just to make sure our children's needs are met.

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, laying the foundation for them to go to college, into the workforce while allowing 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.**

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 critical for keeping your memory and intellect sharp, why not give our students an added resource that helps them be focused and ready to learn?

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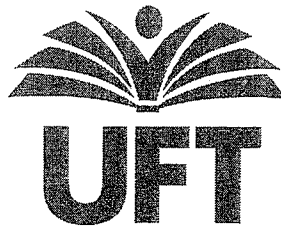
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Again, we are asking the City Council to help our over 23,000 Department of Education Support staff by:

1. Allocating \$3,000,000 for SAPIS
2. Allocating \$3,000,000 to save the Severance Related Fund
3. Funding for additional Local 372 supportive staffing in the schools such as school aides and Parent Coordinators
4. Allocating funds for an additional 500 school lunch employees

Thank you for your time and I am available to answer any questions you may have.



TESTIMONY OF
THE UNITED FEDERATION OF TEACHERS
BEFORE THE NEW YORK CITY COUNCIL
COMMITTEES ON FINANCE AND EDUCATION
REGARDING THE
FY 2017 CITY EDUCATION EXPENSE BUDGET
MARCH 16, 2016

Good afternoon, Council members Ferreras and Dromm, and members of these two distinguished committees. Thank you for inviting me to testify today regarding the 2017 education expense budget.

My name is Michael Mulgrew, and I am here today on behalf of the United Federation of Teachers and our 200,000 members. As president, I have the privilege of visiting my members at public schools all across the city and speaking with them about their work. Every day, these visits remind me that our public school teachers are truly some of the most selfless heroes in this city. Their steadfastness, patience, work ethic and courage inspire me.

I know you find them inspiring as well. Thank you for your relentless advocacy on their behalf and on behalf of our students. The more we support them, the stronger we make our schools. Strong schools create opportunities for kids and communities.

My testimony today reflects some of the many topics that have come up in my school visits, as well as some of the priorities we are putting forward this year.

INVEST IN TEACHER'S CHOICE

I want to begin by talking about the Teacher's Choice program, an initiative made possible for more than two decades of the Council's dedicated support. The Teacher's Choice program is even more meaningful to our members today as they spend more of their own money on school supplies and students.

While it's not a teacher's responsibility to buy classroom supplies to make up for school shortfalls, we all know that most UFT members do so year after year. Many are spending from \$500 to \$1,000 from their own paychecks to make sure their students have what they need.

Some schools expect parents to help financially, but many of our inner-city parents cannot afford that.

As you know, our teachers sometimes purchase big-ticket items such as materials for science or art projects, printer cartridges or electronics. You also know that teachers more often buy basic classroom supplies such as notebooks, pencils, pens and paper as well as must-have items including dry-board markers, tissues during cold and flu season, chart paper, scissors, hand sanitizer and towels. Also on the list are posters, calendars and books, not to mention the multiple shopping trips we make to prepare for parent-teacher events and open school nights.

What you may not know is that many teachers also help students with personal expenses. Teachers notice when a child comes to school in worn clothing or is not dressed for the cold weather. I personally know of dozens of teachers who have bought students coats, shoes and food. No one asks us to spend our money. We just know it's the right thing to do.

It is for these reasons that we once again ask for the Council's support of Teachers Choice. A decade ago, the Council's \$20 million commitment meant \$250 for each classroom, whereas last year's \$9.6 million commitment provided teachers with just \$122 each. Fortunately, the city has recovered economically, and we believe that the city can afford to restore the Teacher Choice to pre-recession levels. It's the least we can do for our students and teachers.

EXPAND THE NYC COMMUNITY LEARNING SCHOOLS INITIATIVE

For educators, nothing is quite as satisfying as helping a child overcome a barrier and thrive. As we all know, overcoming a challenge can mean the difference between a successful life and a failed education. It is no exaggeration to say that this difference sometimes is a matter of life or death.

Inside the 26 schools that comprise the NYC Community Learning Schools Initiative (CLS), miracles occur every day. Our members are making those miracles happen, one child at a time, thanks to strong partnerships with community groups, non-profits, businesses and government agencies. We are very proud of this program.

The CLS model has brought a wide variety of academic programs and related services into our schools, from academic enrichment programs, college and job counseling to dental and vision screenings, mental health counseling and even emergency food supplies. We cannot make up for all of society's failures, but we are trying to mend some of the holes in the safety net and help our children and their families.

At the core of our program is a dedicated, school-based resource coordinator who engages with the community and works with the teachers and administrators to seamlessly integrate new programs right into the school's regular operations.

Another primary ingredient is the school-based health center, and we are pleased to report that we expect two such centers to open next fall in PS 188 in Coney Island, and PS 18 in the Bronx. These centers are made possible thanks to the substantial support of Mayor de Blasio, this Council and our state lawmakers, as well as Borough Presidents' Eric Adams and Ruben

Diaz Jr., the DOE, the School Construction Authority, and our partner in these efforts – NYU Lutheran Medical Center.

School-based health centers bring clinical pediatric services right into the building, providing students with accessible, comprehensive care designed specifically for their needs. What's more, many of these health centers are adding mental health therapists, as well as dental and vision services. Access to these services has had a profound effect on our students, particularly those who are most vulnerable.

This year, we are asking the Council to, once again, support CLS. With \$1.5 million in additional Council funding, we can hire more resource coordinators, as well as increase academic programming and health services. We get a lot of bang for the buck in our CLS. It's a good investment.

SUPPORT THE POSITIVE LEARNING COLLABORATIVE

New York City's public schools and parents are clamoring for restorative justice programs to combat bullying, discipline issues and suspensions. The Positive Learning Collaborative (PLC) is one such program that has delivered early results by teaching tolerance and understanding.

The PLC works with schools to provide intensive training in crisis prevention and de-escalation techniques. Every staff member in a school learns how to help students work through issues in a constructive manner, rather than through punishment. PLC develops an individualized action plan with every school that includes coaching in restorative practices, positive behavior support, clinical team processes, and social emotional learning.

The mayor's preliminary budget includes \$5.4 million that he has allocated for "Restorative Justice" programs to help 20 schools that struggle with a high number of suspensions and arrests. We respectfully ask that the Council allocated \$1.5 million of that amount to the PLC program. Our staff of experts is uniquely qualified to do this important work.

STATEWIDE INITIATIVES: EXPAND EQUITY AND ACCESS

The City Council has long been an advocate for our public schools, and we know we'll have your support and help in the weeks ahead as we lobby for additional school aid in Albany. We are all committed to making the state fulfill the promise of CFE and provide the resources owed to our students. We won't back down until we get that money.

This year, that deficit still stands at \$2 billion – funding that would go a long way towards helping us lower class size and tackle overcrowding. Hundreds of schools are jammed with children — some schools are at 150 percent of capacity and one is at nearly 200 percent. Art and music rooms disappear. Laboratories are dismantled. We've even seen closets and bathrooms become resource rooms.

This money would also pay for the additional specialized teachers we need to address the growing numbers of English Language Learners and special education students, as well as allow us to hire more guidance counselors, social workers, school psychologists and nurses. Realistically, a high school guidance counselor simply can't handle a caseload of 500. But that's what we ask of some of our members. The best number is 100 to one.

We have set up a special web application that will show you how much each school in your district is owed. The address is: www.cfemoneyowednys.org.

Earlier this week, the Assembly proposed \$1.1 billion in statewide school foundation aid, as part of that chamber's budget resolution, and the Senate proposed \$880 million. As we continue to advocate for additional funding, we welcome the Council's ongoing support.

STATEWIDE INITIATIVES: SUPPORT TEACHER CENTERS

As we work to strengthen our schools and improve student outcomes, it is critical that we provide educators with the appropriate support, coaching, mentoring and meaningful professional development.

Ongoing professional growth is of great importance in attracting, developing and retaining quality teachers. When we give educators the support to improve their classroom techniques, they can help their students achieve. It's a win-win — our teachers clamor to improve their skills and our students want to bright future.

Teachers Centers are an invaluable resource in NYC's public schools. Now in their 38th year, Teacher Centers operate in more than 125 schools and other locations throughout the city.

Drawing on current research and best practices, the Teacher Centers staff designs workshops and programs aimed at deepening content knowledge and enhancing a teacher's skills. Activities range from intensive in-classroom support to after-school study groups on various topics including classroom management, differentiation of instruction and integrating technology into lessons. Teacher Centers also provide specialized support for teaching our English Language Learners and students with special needs.

Our Teacher Centers also provide professional learning opportunities for our Master and Model Teachers, who in turn are mentoring new teachers, coaching their peers and leading professional learning for the entire staff. We pushed hard for these positions during our last contract negotiations because we believe a career ladder provides an incentive for teachers and makes better use of their skills to strengthen an entire school. We also hope these career paths will provide some impetus to prevent teachers from leaving our school system. Teacher attrition remains a large problem. We know that educators say ongoing — and meaningful — professional development is one thing that keeps teachers intellectually challenged.

The state Assembly has allocated \$14.3 million in its budget, moving us a step closer to advancing this important work for another year. As we continue to advocate for our Teacher Centers in Albany, we welcome the Council's support.

STATEWIDE INITIATIVES: END THE CHARTER ENROLLMENT GAP

We also welcome the Council's continuing advocacy as we seek state laws to fix the growing problem of charter school equity. Public schools, on average, enroll more than twice the number of English language learners as do charter schools, and more than one-third as many students with disabilities. The disparity was especially striking in co-located schools, where the public schools typically have twice as many English language learners as the co-located charter school, as well as one-third again as many special education students and 40 percent more homeless students.

Taxpayer-funded charter schools should not have the right to choose to educate fewer high-needs students than public schools and then point to how successful they are in comparison. We are pushing for new laws in Albany that would fine charter schools for failing to comply with the rules, and repeat offenders could lose their charters.

We applaud the state Assembly for advancing this crucial legislation in its budget. As we continue to fight for its inclusion in the final state budget, we again welcome the Council's support.

CLOSING THOUGHTS

I want to thank you for taking the time to hear from us today. As you know, together — you, your fellow City Council members and the UFT — we continue to make critical strides towards strengthening our public schools. We look forward to working with you in the months ahead, and I am happy to answer any questions you may have at this time.

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TESTIMONY

**NYC Council Committee on Education
Chairman, Daniel Dromm**

Preliminary Expense Budget Hearing on Education

**Presented on
Wednesday, March 16th, 2016**



**SINCE 1962
COUNCIL OF SCHOOL
SUPERVISORS &
ADMINISTRATORS
Local 1:AFSA, AFL-CIO**

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Good afternoon. I'm Randi Herman, First Vice President of the Council of School Supervisors and Administrators (CSA). I want to thank Chairperson Dromm and members of the committee for the opportunity to address you today on behalf of the principals, assistant principals, supervisors and administrators in our city's public schools, and the Directors of Early Childhood Education, part of the Department of Education's Universal Pre-Kindergarten program.

CSA members are confronted almost daily with unique, diverse and often daunting challenges, many of which require substantial resources in order to meet them. For instance, New York City school leaders rarely deal with a homogenous school population. Yet they are charged with creating schools in which all students can achieve, from highly motivated young people from stable homes, to those who are disadvantaged by homelessness, shelter living, and hunger. Our leaders must also create environments in which thousands of ELL students and students with special needs can thrive. Although these challenges are formidable they are not insurmountable if we work together to support our schools.

We are pleased that the current administration and the City Council have been open to new approaches to address our city's longstanding diverse demands. One laudable new approach has been the introduction of Universal Pre-K, which lays the foundation for everything that is to come in a student's academic career. The full impact of Early Childhood Education programs will not be felt right away, but we have faith in our research studies indicating that, regardless of early disadvantages, children who begin school before kindergarten are far better prepared for the demands of kindergarten, first grade and beyond. Early Childhood Education helps to level the academic playing field between the haves and have-nots. We encourage the Council to continue to do all it can to enhance and expand this landmark program.

CSA recognizes that our members must constantly develop and strengthen their leadership skills in order to meet the complex demands of teaching and learning in a vast heterogeneous school system such as ours. School leaders must be highly skilled and at the top of their game. CSA offers a pathway to professional development for members through the Executive Leadership Institute (ELI). ELI is the not-for-profit professional development arm of CSA, which provides cutting-edge standards-based, results-driven professional development to all public school leaders. Since 2002, thousands of New York City's Principals, Assistant Principals, Education Administrators, Directors/Assistant Directors of Early Childhood Education, and Supervisors have availed themselves of ELI training to sharpen their leadership skills and so qualify for promotion to more advanced positions. ELI provides training that meets the qualifications for DASA Certification: strategic knowledge for school leaders. ELI's training is fully and completely aligned with the School Leadership Competencies set by the NYC DOE and the ISLLC standards Great Schools framework. More than 20,000 Principals, Assistant Principals, Education Administrators, and Directors and Assistant Directors of Early Childhood Education have participated in one or more of our single-topic workshops. One hundred seventy three Assistant Principals, our future Principals, spent their first years as supervisors with an ELI mentor by their side. This past year, 40 CSA members participated in ALPAP (Advanced Leadership Program for Assistant Principals). More than 275 Assistant Principals participated in School Based Intermediate Supervisor Institute (SBISI) this school year, bringing the total number of Assistant Principals who completed SBISI since its inception to over 4,950. In the past, this Council has understood the great impact school leaders have on student

achievement and has supported ELI with \$770,000 in funding, money which enabled the organization to provide school leaders with cutting edge professional development in training sessions conveniently located in each of the five boroughs. Once again, we are seeking your help to fund this invaluable program.

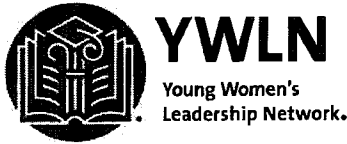
Special mention must be made of our students and families who are either homeless or in temporary housing. There is perhaps no greater test of school leadership than effectively educating and nurturing youngsters who do not have traditional homes. Every day, our school leaders address the extraordinary social, emotional, and instructional needs of the more than 83,000 students who live in our city's homeless shelters, and the thousands of other children who live in temporary housing. These are students who come to school hungry, sometimes in need of medical attention, and often have emotional and behavioral issues. These are the students who not only need a good breakfast and lunch, vision and hearing evaluations, and regular medical care, but who often also need professional help finding and maintaining their emotional well-being. That's one of the reasons CSA advocates for the hiring of more Assistant Principals, Social Workers, Guidance Counselors, and other education professionals: to meet these important needs.

Since 2010, just six years ago, there has been a 25 percent increase in the number of New York City students living in temporary housing. Last year, in 2015 more than one-third of all our city's homeless students were in pre-kindergarten through second grade. Considering these staggering numbers, it is not an exaggeration to say that time is running out. We need to move quickly to provide the comprehensive special support these children desperately need.

I mentioned earlier that many students are hungry when they come to school. To its credit, the NYCDOE has organized itself to provide a nutritious breakfast for kids, no matter what time they get to school. The Breakfast in the Classroom program has been piloted in several hundred free standing elementary schools around the city. Principals and school communities, those best able to understand the unique needs of their schools; now have the option of "hybrid" breakfast delivery models which gives them the flexibility to meet their unique school and community needs. In recognition of the fact that not all schools have the same needs, the DoE and Office of School Food have supported schools in their decision to keep the cafeteria open for breakfast and offer a "grab and go" option to give late arriving students access to breakfast. Although this sounds simple, it's a monumental undertaking. We'd like to extend our thanks to the DoE and the Office of School Food for supporting the diverse needs of our school communities.

The Community Schools Model has been quietly operating in many of our schools since its inception in the late 1980's when Governor Mario Cuomo instituted it as a highly desired and competitive RFP. It is enjoying a rebirth, and the school community partnerships are, overall, very well received. This scientifically proven model is effective and is being used as a major impetus to support our renewal schools. We hope the funding for this model will continue, and if possible, can be extended to include even more schools.

As always, there is much more to discuss and we look forward to doing that on other occasions. I thank you again for your time and understanding.



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FOR THE RECORD

March 16, 2016

Testimony Submitted to Education Budget Hearing on Wednesday, March 16, 2016

I am Jemina Bernard, Executive Director of the Young Women's Leadership Network (YWLN), and I am Laura Rebell Gross, Director of Girls' Education for YWLN.

On behalf of the organization, we submit this testimony today, March 16, 2016, to call for more investment in education initiatives that lead to increased high school graduation and college enrollment rates for girls in low-income communities.

As the founding organization of The Young Women's Leadership Schools (TYWLS), since 1996 we have conceived and implemented a successful education model that combines comprehensive college and career awareness with collaborative learning, leadership building opportunities and social-emotional supports that empower girls to achieve their fullest potential.

Specifically, TYWLS is a network of five all-girls public secondary schools (6th-12th grades) in New York City that provide a single-sex, college preparatory choice to underserved families. TYWLS are open to girls of all academic abilities who aspire to a post-secondary education. In New York City, TYWLS serves more than 2,300 young women, 86% of whom are eligible for free or reduced lunch. TYWLS' success has led to the opening of 12 TYWLS' affiliates around the country and has inspired the opening of more than 100 single-sex schools nationwide.

Results for TYWLS' classes of 2001 through 2015 include:

- TYWLS alumnae achieve four-year college degrees at nearly triple the rate of their low-income, peers of color
- More than 95% high school graduation rate
- Near 100% college acceptance rate with the majority accepted into four-year colleges
- Nearly \$50 million total in financial aid awards for students

The success of TYWLS is a result of strong partnerships with the NYC DOE, principals and teachers, students, and their parents or guardians, all of which are necessary to support students' academic and life success.

We also partner with hundreds of individuals, foundations, companies, community-based organizations, colleges and universities to maximize our student impact. Through TYWLS, we work with more than 40 community-based and nonprofit partners annually to deliver in- and out-of-school student support programs. These programs are critical to supporting girls' trajectories through high school and into college.



YWLN

Young Women's
Leadership Network.

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In addition, TYWLS has designated time in the school day for Advisory Sessions, which address the social and emotional needs of students through four core areas: Leadership, Health and Wellness, Early College Career and Awareness and STEM. The lead Advisors are faculty, which gives teachers an opportunity to engage more closely with students, which in turn, helps faculty to be more attuned to issues that might surface among students that could impede and, or, enhance their success and development. Advisors receive professional development and engage in peer support and idea exchange across TYWLS so that they can share best practices and curricula.

As the City Council's Education Committee continues to identify programs to support the development of New York City's students, we ask that you consider the strength and impact of the TYWLS' model, which demonstrates how investments in girls' education furthers the leadership development and success of girls.

Sincerely,

Jemina Bernard
Executive Director, YWLN

Laura Rebell Gross
Director of Girls' Education, YWLN



The Young Women's
Leadership Schools.



CollegeBound
Initiative.

TESTIMONY

New York City Council Fiscal Year 2017 Preliminary Budget

Committee on Education

Committee Chair – Daniel Dromm

March 16th, 2016



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District Council 372 – AFSCME, AFL-CIO
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Good morning, Education Committee Chair Dromm and distinguished members of the committee. My name is Shaun D. Francois and I am the President of Local 372. I would like to thank you for the opportunity to provide testimony on the Mayor's proposed budget for 2016-2017 for Education.

Before I start, I want to give special thanks to the Mayor for not reducing the education budget last year. In previous years, school leaders have been dealt with severe budget cuts and had to make tough choices as to what programs and services will be eliminated in attempt to balance the school budget. Essentially, they had to do more with less. It is much easier to provide our children with the services they need, when we aren't worrying about where to cut because of a lack of funding. I also want to thank the Mayor for his vision in increasing the living wage for all.

Local 372 members are struggling. On very meager salaries, they are scrambling to pay for basic necessities, such as housing, food and transportation to get to work. If this isn't bad enough, we have Local 372 members who are homeless or living in shelters, with no place to call their own. Yet, every day, these same members come to work to serve New York City's 1.2 million children.

I once again want to thank the Mayor for his vision – with a \$15 an hour goal by 2018, Local 372 members will have a better chance now to stay in their homes and put food on their tables. Anyone who works for the city should have the right to make a living wage and be able to afford to live in the city they serve.

SAPIS

SAPIS (Substance Abuse Prevention Intervention Specialists) work with students and their families to keep our children from being at risk of drug/alcohol abuse and related violence. In the 2016 the Mayor's office included \$2,000,000 in the City's budget to fund one SAPIS in every Community School. The \$2M in additional funding provided was used to add SAPIS in NYC public schools in targeted high needs boroughs and districts totaling 25 new staff. I want to thank the administration for their foresight. However – this funding was just a onetime funding source and should be made permanent with yearly increase because of the magnitude of the drug problem. If the \$2M initiative is not renewed for next year, the result will be the loss of these 25 positions. All of the progress made this year in providing services to students and their families will be discontinued and trained new SAPIS will lose their jobs. Please help us to continue providing life-building and life-saving services to the students and families in NYC schools.

In 2006, there were 502 SAPIS throughout the five boroughs. Today there are 300 SAPIS serving 1.2 million NYC children. That is a loss of 202 SAPIS counselors since 2006, totaling roughly 1 SAPIS per every 5 schools; this has a direct correlation with the increase in drug use citywide.

In 2009, the federal government ceased funding thru the Safe and Drug Free Schools act for these workers. In New York States 2014-2015 budget, OASAS allocated \$14,859,531 million dollars to the NYC Department of Education (DOE) to support the services that these workers provide.

SAPIS are critical to laying the foundation upon which our children will build. They specialize not only in substance abuse prevention but also provide students counseling on anti-bullying, violence prevention, confidence building, goal setting and gang prevention and conflict resolution, just to name a few. SAPIS are used to support schools during crisis. They are trained and deployed to respond to serious events that affect school communities, such as death of a student or staff member. A specific example of this would be, of the 139 high level crisis situations from Sept. 2014 – March 2015, SAPIS were deployed to assist in 76 of the incidents.

Moreover, we have seen the proliferation of synthetic drugs, epidemic level of heroin use, 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 and bad influence.

While we are aware of the new report, citing a 23% increase in certain types of violent incidents from 2014 to 2015 in New York City schools, as reported by the state's Violent and Disruptive Incident Reporting system (VADIR), this report does not clearly illustrate how the social, familial and economic disparities students face outside the classroom transfer to within school walls. The issue is not solely violent incidents at school; the larger issue is giving our youth a fighting chance and collectively working to combat issues at home. The more support and resources we can give our youth, the more productive they will be; hopefully reducing the number of violent incidents in schools.

In order for our youth to become productive members of society, we need SAPIS to continue its work. With the funding from last year, we were able to hire 54 SAPIS; that is 5 additional SAPIS per borough, and the rest were distributed between community schools. If the \$2M Initiative is not renewed for next year, the result will be the loss of these 25 positions. All of the progress made this year in providing services to students and their families will be discontinued and trained new SAPIS will lose their jobs however the biggest loss will be to the City and our children. Please help us to continue providing life-building and life-saving services to the students and families in NYC schools. **For us to be able to maintain the current number of employees and continue to provide New York City students with an additional support system, we are asking for \$3 million.**

Annual and Hourly School Lunch Employees

Before I speak on Annual and Hourly Lunch Employees, I would like to touch on the subject on Universal Free Lunch - for many children; this is possibly the only healthy and nutritious meal they will receive.

While free lunch in standalone middle schools is a big first step in eliminating the economic disparity in school cafeterias, let's take it one step further. Offering free lunch to all New York City public school students—through a federal incentive program called the *Community Eligibility Provision*—will eliminate the income divide in cafeterias, ease the workload for school staff and cost only an additional \$3.6 million a year after state and federal reimbursements.

No child in NYC should go hungry while at school. Universal free lunch is already being offered in major cities including Chicago, Boston, Detroit, Dallas, and the District of Columbia. Since nutrition is

critical for keeping your memory and intellect sharp, why not give our students an added resource that helps them be focused and ready to learn?

Currently, there is a shortage of Annual and Hourly School Lunch Employees in NYC schools. Local 372 school lunch workers serve breakfast, lunch and sometimes supper to all NYC school children. With the expansion of the breakfast program into the classroom, the workers are being stretched thin. In addition, our school lunch employees are also critical to maintaining order in the cafeteria; they prevent bullying and arguing amongst children. Additional staffing is needed to ensure the food is delivered in a timely manner and the students in the cafeterias have adequate supervision.

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 and allergens to soy. 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 Annual and Hourly School Lunch Employees are coming in earlier and staying later without compensation, just to ensure the school's food is ready and served to our children. **We are requesting an additional 500 school lunch employees** so we can fulfill the Mayor's breakfast and lunch initiatives.

Severance Fund

Many of our 9,413 retirees struggle with how to manage their expenses. After working for decades to support and protect NYC school children, assisting them and other pedestrians cross highly trafficked streets, providing nutritious meals and supporting children on their way to academic success, they are now faced with the terrifying task of quickly finding and restoring affordable insurance coverage for their family members. Why? Because of the continual increasing cost of prescription drugs combined with the reduction in numbers of the employed (due to budget cuts) and the increase in attrition of eligible retirees, means Local 372 will no longer be able to provide supplemental benefits through their health insurance to their spouses and/or domestic partners.

Those with dependents, who **do not qualify** for Medicaid, have to pay an out-of-pocket insurance coverage for COBRA but this upcoming July 2016 the retiree spouses face a huge increase in their monthly premium from \$55 to \$210 monthly (on a fixed-income household and shoestring budget). If they are unable to budget for the added cost, they will be penalized under federal guidelines. This is not acceptable. Local 372 workers have made and continue to make invaluable contributions to the education system and the life of this great city, Is this any way to reward them?

Without your support, the termination of severance benefits fund for thousands of Local 372 family members stays permanent. We are asking the City Council for an injection of **\$3 million in funding** to stabilize the fund, while our Members increase their contribution and the City also increases their contribution, which has not increased since 1987. This will allow for full restoration of spouses and/or domestic partner benefits and keep the fund viable into the future.

In 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 obligation of our elected officials to provide adequate funding, and in turn, school staffing in order for the schools to function.

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 additional pay, just to make sure our children's needs are met.

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, laying the foundation for them to go to college, into the workforce while allowing 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.**

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 critical for keeping your memory and intellect sharp, why not give our students an added resource that helps them be focused and ready to learn?

Currently, there is a shortage of Annual and Hourly School Lunch Employees in NYC schools. Local 372 school lunch workers serve breakfast, lunch and sometimes supper to all NYC school children. With the expansion of the breakfast program into the classroom, the workers are being stretched thin. In addition, our school lunch employees are also critical to maintaining order in the cafeteria; they prevent bullying and arguing amongst children. Additional staffing is needed to ensure the food is delivered in a timely manner and the students in the cafeterias have adequate supervision.

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Our Annual and Hourly School Lunch Employees are coming in earlier and staying later without compensation, just to ensure the school's food is ready and served to our children. **We are requesting an additional 500 school lunch employees** so we can fulfill the Mayor's breakfast and lunch initiatives.

Again, we are asking the City Council to help our over 23,000 Department of Education Support staff by:

1. Allocating \$3,000,000 for SAPIS
2. Allocating \$3,000,000 to save the Severance Related Fund
3. Funding for additional Local 372 supportive staffing in the schools such as school aides and Parent Coordinators
4. Allocating funds for an additional 500 school lunch employees

Thank you for your time and I am available to answer any questions you may have.



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 2017 Preliminary Budget - Education

March 16, 2016

Thank you for the opportunity to speak with you about the Fiscal Year 2017 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, students who are homeless, and students with behavioral challenges. We are encouraged to see that the Preliminary Budget includes increased funding to support these groups of students and their families.

We are also pleased that the Preliminary Budget includes an investment of \$16.4 million in FY 2017 for literacy coaches for students in kindergarten through second grade. Last week, AFC released a report documenting the need for urgent and sustained action to address the particularly low literacy levels for low-income students with disabilities and prepare schools to teach reading effectively for all students. In 2015, less than 7 percent of the City's students with disabilities achieved proficiency on the English Language Arts (ELA) exam. Providing literacy coaches to students in the early elementary grades would help schools move closer to achieving the fundamental responsibility of teaching all students, including students with disabilities, to read.

While the Preliminary Budget includes funding for a number of initiatives that will have a positive impact on students, we want to use our limited time to highlight a few areas in which more funding is needed.

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First, the budget should include increased resources to address school climate. AFC works with several hundred families each year whose children are experiencing behavioral challenges in school or are facing suspension. During the 2014-2015 school year, there were more than 44,000 suspensions from New York City schools, with a disproportionate number of suspensions imposed on students with disabilities and Black students. We are pleased to see several initiatives in the Preliminary Budget targeted to improving school climate, including the Safe and Supportive Opportunity Program Expanded (SSOPE); social-emotional learning for pre-K; mental health services for 100 high needs high schools; training in restorative practices, Think Kids de-escalation practices, and therapeutic crisis intervention; and, in the DOHMH budget, mental health consultants to work with schools. At the same time, the City could have a more significant impact by investing increased resources in this important area.

We are grateful to the City Council for funding the restorative justice pilot program in the FY 2016 budget. For FY 2017, we are requesting \$5 million for this initiative. Of the \$5 million, \$2.4 million would support the continuation of the pilot program for the 25 schools selected to participate this year in order to sustain these efforts for a second year. An additional \$2.6 million would allow for additional schools to receive funding for a full-time school-based restorative justice coordinator, as well as provide schools with professional development designed to improve school climate and build capacity to implement restorative practices. We also encourage the City Council to work with the Administration to develop a citywide plan for long-term, sustainable, school-based funding so that every school can implement restorative practices and other alternatives to suspensions so that students can stay in school and develop the social-emotional skills they need to succeed.

Second, the budget should target more resources toward serving students living in shelters. On any given night, more than 23,500 children are living in the City's DHS homeless shelters. A recent IBO analysis showed that students living in homeless shelters were absent from school far more frequently - about 18 days per year - than students living in permanent housing. Students living in shelters were suspended from school at more than twice the rate of students living in permanent housing. Only 10 percent of third through eighth grade students living in shelters scored proficiently on the ELA and math tests.

Recently, the City has taken several important steps to help these students, including initiating yellow bus service for kindergarten through sixth grade students living in shelters and convening an interagency work group to focus on increasing pre-K enrollment among children living in shelters. However, given the dismal outcomes for these students, more must be done. Currently, the DOE has fewer than 130 staff



members dedicated to supporting students living in temporary housing, including 117 DOE Family Assistants who work in shelters and are primarily responsible for conducting intake with families and giving basic information about education. The Family Assistants are not required to have a college degree or any formal training in social work or education. They, therefore, lack the qualifications to provide all the support that this population needs.

We recommend that the budget include funding to hire at least 100 social workers dedicated to meeting the educational needs of students living in shelters. Each social worker could help connect students with critical school supports such as academic intervention services and mental health services, offer individual and group clinical services, and help families and students navigate the school system, responding to issues that arise such as school enrollment, attendance, transportation, school applications, special education services, and school suspensions. Social workers would be able to use their clinical training to assist these students in a variety of appropriate and effective ways, such as by using a strengths-based and trauma-informed approach to address the needs of a student who is chronically absent or by offering counseling.

Third, the budget must include funding for a reliable data system to track information regarding students with disabilities. We are grateful to the City Council for enacting Local Law 27, requiring the DOE to produce special education data. The first report, released on February 29th, showed that 40 percent of students with disabilities are not fully receiving their services. The report also highlighted the fact that major deficiencies in the DOE's data system have resulted in the DOE's inability to know whether or not students are receiving their mandated services. There is a clear need to invest funding in a data system that will track whether and when required services are actually delivered. The City must be able to identify where it falls short in an accurate way in order to remedy the situation and ensure that students with disabilities receive the services to which they are entitled.

Fourth, more funding is needed for translation and interpretation. Over half of New York City's students come from immigrant families. We were pleased that, earlier this year, the DOE announced increased access for schools to over-the-phone interpretation services. However, pre-K programs in New York City Early Education Centers (NYCEECs) do not have access to phone interpretation services. Given the importance of engaging families of pre-K students, funding is needed to provide pre-K programs with access to phone interpretation services. We understand that the DOE is currently working on the issue of how to extend interpretation and translation services to pre-K programs. Additional resources are needed to ensure that Pre-K for All programs can communicate with all families.



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.



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**ERIN LEIGH GEORGE
NEW YORK LAWYERS FOR THE PUBLIC INTEREST
Statement to the New York City Council Committee on Education
Preliminary Budget Hearing
March 16, 2016**

Good afternoon and thank you to Chairperson Daniel Dromm and the Education Committee for the opportunity to testify on the critical issue of New York City school funding. My name is Erin George and I am a community organizer at New York Lawyers for the Public Interest (NYLPI). NYLPI is a nonprofit advocacy organization working to advance equality and civil rights, in the areas of health justice, disability rights and environmental justice.

Over the course of the past several years, NYLPI has become increasingly involved in education advocacy through our membership in the **Phys Ed 4 All Coalition (PE4ALL)** and the **Sexuality Education Alliance of New York City (SEANYC)**. Lack of access and disparities in the provision of physical education and sexuality education threaten the health and wellbeing of New York City public school students.

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 physical education and sexuality education standards.

- 1. Physical Education:** Research shows that participation in quality physical education enhances students' academic achievement and standardized test scores, improves concentration and classroom behavior and instills good habits for healthy living. PE improves physical fitness for *all* school children, but 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.

Last year, the New York City Council made the important decision to prioritize physical education through a \$6.6 million allocation to the DOE, and we thank you for doing so. This allocation allowed for the development of the new PE Works initiative, which provided funding to bolster PE programs in eight school districts through the hiring of licensed PE teachers as well as physical education managers to engage in needs assessments and program development on a school-by-school basis.

Preliminary feedback regarding the program's outcomes has been positive. As such, we request that the City Council dedicate an additional \$18 million to expand the PE Works initiative to all 32 New York City public school districts. Furthermore, given that the 2016 fiscal year budget funded a system-wide analysis of PE barriers and needs, we urge the administration to include capital funding in the 2017 fiscal year budget in order to begin addressing the capital needs identified in the analysis.

2. **Sexuality Education:** Sexuality education is integral to students' overall health, wellbeing, decision-making and academic achievement. According to a recent New York City Youth Risk Behavior Survey, about half of New York public high school students have had sex. Every year in the U.S., nearly one million teenage girls face an unintended pregnancy. A quarter of new sexually transmitted infections occur in adolescents. Every hour, two teens contract HIV. Despite these realities, NYC does not yet require comprehensive sexuality education in grades K-12, as recommended by national sex ed. standards¹. Furthermore, 1/3 of high school students have either never received sex ed. or are unsure if they have². The Council displayed their recognition of the importance of this issue through the recent passage of a group of bills focused on the tracking and reporting of data related to sexuality and health education (November 2015). We thank the Council for taking this critical first step.

A key barrier to providing comprehensive sex ed. is insufficient funding. Therefore, we request that the Council provide funding to expand the provision of health education and to ensure that adequate sexuality education training is completed by all educators providing health education instruction. Ensuring that sexuality education is comprehensive, age-appropriate and medically accurate is a critical first step toward ensuring that sex ed. becomes a core component of the academic experience for all NYC public school students.

Thank you for your time, and we look forward to continuing to work with the Council to improve access and equity in the provision of physical education and sexuality education in New York City public schools.

¹ Comprehensive Sex Ed includes instruction on anatomy and physiology, puberty, identity & gender, pregnancy & reproduction, STD prevention and treatment, healthy relationships, consent and respect.

² Connect 2 Protect, Bronx 2014 Survey

FOR THE RECORD

**Lower East Side
POWER
PARTNERSHIP**

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Testimony on behalf of the Lower East Side Power Partnership

Submitted by Vaylateena Jones

March 16, 2016

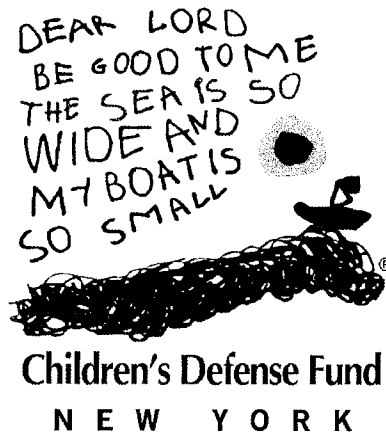
The Lower East Side Power Partnership commends Mayor de Blasio for including in his preliminary budget a plan to invest \$16.4 million for more than 400 literacy coaches to ensure all 78,000 second graders have the support they need to learn to read at grade level. We urge the Administration to include funding for additional Family Welcome Centers especially in communities where schools have been identified as struggling.

"Sociologist Donald Hernandez found that children who do not read proficiently by the end of third grade are four times more likely to leave school without a diploma than proficient readers. Black and Hispanic children who are not reading proficiently in third grade are twice as likely as similar white children not to graduate from high school (about 25 vs. 13 percent)." This information is according to Early Warning Confirmed by the Annie E Casey Foundation. The Lower East Side Power Partnership therefore supports funding for literacy coaches for second graders.

The "Family Welcome Center staff members are available to assist New York City Families with enrollment in pre-Kindergarten through high school" as per the NYC Department of Education web site. A local welcome center could help give families more school options. A welcome center could also help under-enrolled schools and schools looking to diversify recruit families. Three of the five schools in Manhattan identified as 'struggling' are on the Lower East Side. A welcome center could also help establish a relationship between families and the NYC Department of Education.

For families that do not speak English, are unaware of the application process or do not have access to computers; schools within a vicinity of a few blocks are generally what they know best. Posters about the Family Welcome Center need to be in various languages. The Family Welcome Center is open 8 AM - 3 PM Monday through Friday. There is an assumption that families can go during these times.

For many of the parents this may be inconvenient. Families need to know where to get information, what a welcome center is for, where their local center is located. For many working parents, the hours may conflict with their schedules. Parents that work weekdays will likely need to take a day off work. A welcome center with at least one evening session could help alleviate the need to take time off to get information and assistance. The Lower East Side Power Partnership therefore encourages funding to expand Family Welcome Center hours and locations



**Testimony for the New York City Council
Committee on Education
Hearing on the Mayor's Fiscal Year 2017 Preliminary Budget
March 16, 2016**

Good afternoon. My name is Andrew Leonard and I am the Senior Policy Associate for Health, Housing and Income Security with the Children's Defense Fund – New York (CDF-NY). The Children's Defense Fund is a national, non-profit child advocacy organization that has worked relentlessly for 40 years to ensure a level playing field for all children. We champion policies and programs that lift children out of poverty; protect them from abuse and neglect; and ensure their access to health care, quality education and a moral and spiritual foundation. In New York, CDF-NY is currently working to promote critical systems change in the areas of early childhood education, children's health and mental health, educational equality, and juvenile justice.

For many in New York City, school is not simply the space where a child learns. Schools are uniquely suited access points for the delivery of an array of deeply needed social, emotional, and health care supports. As such, CDF-NY recognizes the capacity for schools to play a significant role in fostering the long-term wellness of a child. In our testimony, we would like to discuss three areas relating to the Department of Education budget that greatly impact a children's wellbeing. These areas are school health, students experiencing homelessness, and school climate and restorative justice. In each of these areas, CDF-NY would like to express support for some of the initiatives laid out in the Mayor's Fiscal Year 2017 Preliminary Budget and highlight recommendations for further promoting positive outcomes among children.

School Health

CDF-NY is particularly committed to using school-based health care services to maximize both a child's future health and their opportunity for learning. CDF-NY recently released a report, *Health + Education = Opportunity: An Equation that Works*, in which it details an enhanced and

expanded vision of the school health system in New York City.¹ As New York City moves toward a future of community schools, children's health stakeholders must discern the appropriate role of health care services within schools. CDF-NY believes that schools should play a fundamental role in the fostering of healthy children. While schools cannot supplant traditional care delivery models, it would be foolish to diminish the inherent advantages of school-based health care delivery to the simple management of daily first aid needs. Schools capture an often hard-to-reach population and offer a safe, confidential space in which providers and students can engage in honest and meaningful conversations that promote long-lasting healthy habits. Research has clearly shown that models of school-based health care delivery lead to improved access to care for a number of conditions, while minimizing time away from the classroom for students and time away from work for parents and caregivers.

The inability to adequately address chronic and acute health care issues, like asthma and vision problems, not only inhibits a child's ability to focus in the classroom, but also seriously threatens that child's presence in the classroom. Nationwide, children miss approximately 14 million school days each year because of complications resulting from asthma.² In New York City, elementary school children in neighborhoods with the highest rates of child asthma hospitalizations demonstrated a chronic absentee rate more than three times that of children from neighborhoods with lower hospitalization rates.³ Through a range of models such as school-based health centers or school nurses instructing students on self-management techniques and developing healthy habits, schools can reduce health related absences and ensure students' have the greatest opportunity for success. Accordingly, CDF-NY aims to promote the expanded use of school-based health care services to reverse the negative effects of untreated health care issues.

Mental Health Services for 100 High Need High Schools

CDF-NY applauds the Mayor and First Lady Chirlane McCray for their efforts to promote access to behavioral health care across the city under the ThriveNYC initiative. CDF-NY particularly lauds the mayor for the inclusion of \$6.2 million in FY2017 and out years to provide mental health services for 100 high need high schools. Approximately one in ten 6 to 12 year old New York City children has either Attention Deficit Hyperactivity Disorder, Oppositional Defiant Disorder/Conduct Disorder, Anxiety, Depression or Bipolar Disorder.⁴ Schools that provide mental health services have reported positive outcomes, such as declines in disciplinary referrals and distractive and rebellious behavior, increased classroom attentiveness and peer associations,

¹ The report is available at: <http://www.cdfny.org/research-library/publications/2014/health-education.pdf>.

² National Asthma Education and Prevention Program. "Managing Asthma: A Guide for Schools." July 2003. Retrieved from: http://www.nhlbi.nih.gov/files/docs/resources/lung/asth_sch.pdf.

³ CDF-NY's analysis of NYC Department of Health and Mental Hygiene's Community Health Profile Open Data. Retrieved from: <http://www1.nyc.gov/site/doh/data/data-publications/profiles.page>.

⁴ Department of Health and Mental Hygiene. "Mental Health Conditions among Children Aged Six to 12 in NYC." March 2013. Retrieved from: <http://www.nyc.gov/html/doh/downloads/pdf/epi/databrief25.pdf>.

and a general improvement in grades.⁵ The Mayor's inclusion of significant funding will help improve behavioral health outcomes across the City.

Mental Health Trainings

CDF-NY additionally supports the Mayor's initiative to fund mental health training focused on, among other things, youth suicide prevention. Distressingly, 8.4% of high school students reported attempting suicide in the past 12 months.⁶ The \$80,000 investment for FY2017 outlined in the Mayor's Preliminary Budget will hopefully equip DOE staff with the skills needed to recognize warnings signs and initiate life-saving measures.

Therapeutic Crisis Intervention for Schools

The inclusion of \$88,000 for de-escalation training for school staff will enable more appropriate treatment of behavioral health issues. CDF-NY believes that the use of emergency services to deal with behavioral health issues should be strictly limited. The practice is both costly and, ultimately, less effective than alternative solutions. The Therapeutic Crisis Intervention model will reduce reliance on 911 calls and will deliver improved behavioral health outcomes.

Doctors in Renewal Schools

As a member of the Community Schools Advisory Board, CDF-NY supports the inclusion of \$1,084,000 for doctors in renewal schools that are either awaiting a school-based health center or operating without one. The presence of physicians in Renewal Schools will enable schools to efficiently address common health concerns without taking students out of the classroom for extended periods of time.

Further Invest in School Health

Undoubtedly, schools cannot be the sole source of care for a child. Children need access to a broader range of specialty physicians and necessary emergency and inpatient services. Schools, however, have recently become increasingly important mediums for children to access health care services and address health inequities. The traditional role of the school nurse has grown in scope with nurses now capable of providing more complex health management activities within schools with support from additional health care provider staff. School-based health centers have brought full-scale medical clinics into the school building. These school-based interventions have a unique ability to provide primary and preventive care in a way that brings significant savings to the health care system. With that in mind, school health must be considered as a deeply important link in the larger public health infrastructure for children. School-based

⁵ New York City Department of Health and Mental Hygiene Department of Education. "NYC School-Based Mental Health Service Programs." Retrieved from: http://schools.nyc.gov/NR/ronlyres/3E93C086-8D99-483D-971F-2EE43CD6EA6B/0/All_Programs_Brochure_V6.pdf.

⁶ 2011 NYC Youth Risk Behavior Survey

health interventions must be an integral part of the continuum of care provided to children. As a fully integrated part of the health care delivery system, schools can play a strong public and primary health care role for children; improving both individual student and school-wide population health.

CDF-NY thanks the Administration and Council for their recent efforts to expand the implementation of school health services. While initiatives such as Community Schools and the Behavioral Health Roadmap have recognized the strengths of schools, CDF-NY believes that the City should work to develop a city-wide school health roadmap. Such a roadmap would be outcomes driven and would seek to assess which school-based health care delivery models (i.e. school-based health centers, on-site group and one-on-one behavioral health counseling, care coordination models, mobile van vision screenings) would best resolve the most pressing and persistent health disparities across all New York City school districts. A school health roadmap would ensure that all students have access to a universal baseline of health care services that promotes learning and long-term wellness.

Explore Free Care Policy

To enable an increased investment in school health services, New York City would likely need to draw down more federal and state dollars. CDF-NY suggests exploring the “Free Care” policy as a way of doing so. In December 2014, the Centers for Medicare and Medicaid Services (CMS) reversed a long-standing policy that heavily restricted school districts’ ability to bill Medicaid for preventative, evaluative and medically necessary health and mental health services offered to all students at no cost.⁷ Previously, the “free care policy” stated that Medicaid would not pay for services provided free to a student body, with the exception of children with an Individualized Education Program (IEP).⁸ For instance, if a school were to provide immunizations on site they would be unable to bill Medicaid eligible children, neither would they be able to bill for any administrative activities associated with those services, even though these immunizations would be covered if administered at the doctor’s office or even in an Article 28 school-based health clinic. The policy change ends this restriction and enables school districts to bill Medicaid for a host of preventive and primary care services for all Medicaid-eligible students, not just those with an IEP.

The immediate value of the free care policy change is the opportunity for the New York City Department of Education to more easily bill Medicaid for preventative, evaluative and medically necessary health and mental health services. To utilize the opportunities made possible by the

⁷ Centers for Medicare and Medicaid Services, “State Medicaid Director Letter: Medicaid Payment for Services Provided without Charge (Free Care)” December 15, 2014. Available at: <https://www.medicaid.gov/federal-policy-guidance/downloads/smd-medicaid-payment-for-services-provided-without-charge-free-care.pdf>.

⁸ New York City currently bills for Medicaid services delivered to Medicaid eligible children with an Individualized Education Program under the New York State School Supportive Health Services Program. More information at: https://www.health.ny.gov/health_care/medicaid/program/psshsp/.

free care policy, DOE would need to likely need to work with its state counterparts to file a Medicaid State Plan Amendment in order to allow school districts to bill Medicaid for certain services. While both the city and state would need to carefully proceed in developing a plan to bill for services under the free care policy, the CMS letter opens up the potential for schools to receive reimbursement for things like universal asthma screenings and behavioral health assessments. The potential influx of state and federal Medicaid dollars would better enable the Office of School Health to more broadly invest in school-based health services.

Students Experiencing Homelessness

CDF-NY understands the important role that stable housing plays in a child's life. All children deserve access to safe, affordable and stable housing. Housing instability leaches into every aspect of a child's life and leads to negative outcomes on a variety of wellbeing indicators. In particular, housing instability negatively impacts a child's opportunity for learning. With nearly 84,000 New York City students defined as homeless under the federal McKinney-Vento Act, it is critically important for New York City to ensure these children have adequate access to appropriate support services.⁹ Students experiencing homelessness are more likely to experience disruptive school transfers and worsened education outcomes. These students are more frequently absent, have higher rates of suspension and dropout, and demonstrate lower pass rates on state English and Math tests than their stably housed peers.¹⁰

Transportation Coordinator for Students in Temporary Housing

For many students experiencing homelessness, just getting to school can be an enormous challenge. In many cases, a student must travel from one borough to another to go from shelter to school. CDF-NY hopes that the Mayor's inclusion of funding for a transportation coordinator for students in temporary housing will ensure that the burden of extensive travel will not negatively affect students' academic opportunity.

Preserve and Expand the Safe in My Brother's Arms Program (S.I.M.B.A.)

The S.I.M.B.A. program has been a critical lifeline for New York students experiencing homelessness, including scholars in CDF's scholarship program known as Beat the Odds. Most importantly, S.I.M.B.A. offers homeless students a safe space in which they can simply be themselves without being burdened by the stigma of homelessness. S.I.M.B.A fosters supportive friendships among students who share the experience of homelessness. It provides students with the supports needed to achieve academic and personal success and facilitates exposure to networking and career opportunities. New York City should preserve and expand support for the

⁹ The Institute for Children, Poverty and Homelessness. "The Atlas of Student Homelessness in New York City." August 2015. Available at:

http://www.icphusa.org/PDF/reports/OnTheMap_TheAtlasofStudentHomelessnessinNewYorkCity2015.pdf.

¹⁰ Id.

S.I.M.B.A. program so that it can continue to provide the spaces and resources needed to promote excellence among students experiencing homelessness.

Expand Access to Fee-Waivers for CUNY Applications

The experience of homelessness often threatens a student's ability to enroll in college. While federal and institutional financial assistance can help a student finance the costs of a college degree, the expenses associated with applying to college can be enough of a barrier to prevent a student from ever enrolling. In particular, the limited availability of application fee waivers to the City University of New York (CUNY) prevents some students from applying. CUNY has a strong history of supporting students who have experienced homelessness, but a number of students cannot receive these needed supports because they cannot afford the \$65 application fee.¹¹ While all homeless students are likely eligible for a fee waiver, CUNY only has the capacity to distribute a very limited number of waivers to counselors in New York City high schools. Expectedly, some homeless students find themselves without a much needed fee waiver.

CDF-NY suggests that the application fee be waived for any student applying to CUNY who has experienced homelessness. By ensuring all homeless students receive a fee waiver, the City, with a relatively small investment, can significantly improve the educational and employment opportunities for some of our most vulnerable youth. With under 500 New York City high school seniors living in shelter and expected to graduate, the price of providing a single fee-waiver to every applicable student would be less than \$32,000; an amount that would no doubt produce significant positive returns in the form of students granted a new capacity to overcome the burden of homelessness and reveal their inner ability to achieve.¹²

School Safety and Climate Supports

Through CDF's Cradle to Prison Pipeline® Campaign – a national initiative to stop the funneling of thousands of children, especially poor children and children of color down life paths that often lead to arrest, conviction and incarceration – CDF-NY works to replace punitive school discipline and safety policies in New York City schools with social and emotional supports that encourage a positive school climate and improve educational and social outcomes for youth. For the past year, CDF-NY has participated in the School Safety Working Group of the Mayor's Taskforce on School Climate and Discipline alongside other advocates, students, teachers, school staff and administrators, and representatives of City government. Recommendations were released from Phase 1 of deliberations in July of 2015, and a second report will be prepared in the coming months. While we await that second round of recommendations, there are steps we

¹¹ Retrieved from: <https://www.cuny.edu/admissions/undergraduate/downloads/Worsheet-Freshman-2012.pdf>.

¹² The number of students living in shelter expected to graduate was cited in a conversation with Wayne Harris, Students in Temporary Housing Content Expert. The total number of NYC 12th graders who are considered homeless under the McKinney-Vento Act is closer to 3,000.

can take immediately to reduce the frequency and duration of suspensions as well as address and prevent the harm of excessive removal from school along the lines of race, disability status, sexual orientation, and gender identity.

In a City where nearly four student arrests are made in school each day and 775 summonses are issued to students 16 and older in one school year, and where 58% of school arrests are of Black students and 37.7% of issued summonses are given for subjective, youthful offenses like disorderly conduct that tend to be disproportionately issued to students of color, opportunities to stop New York City's cradle to prison pipeline must be seized immediately. As time spent learning is one of the surest and most consistent indicators of academic achievement, alternatives to teacher removals, suspensions, arrests and summonses must be implemented to keep students in classrooms. Any policy priorities centered on academic success cannot be fully realized without making improvements to how schools and communities approach and react to student behavior and instances of harm.

The Mayor's Preliminary Budget makes new investments to encourage educational access and improve student experiences and connections with schools, including through restorative justice practices. While we strongly believe in the importance of these initiatives, we urge the Council to push the administration to increase its investment in whole-school restorative justice models that include sustainable full-time school-based staff, youth and parent leadership, continuing professional development opportunities, and district-wide coordination. By continuing and expanding the Council's FY 2015 Restorative Justice Initiative in particular, we have a remarkable opportunity to sincerely and strategically transform schools from an inequitable, punitive model to an alternative, preventative and restorative model that aligns with youth development principles and improves school culture and climate.

Expand Investments in School-based Restorative Justice

In 2015, the New York City Council allocated \$2.4 million for the implementation of a restorative justice program to "change the culture of the chosen 15 schools' approach to school disciplinary policies". Today each participating school has a full-time school-based restorative justice coordinator tasked with developing a needs-based strategic plan, providing ongoing training and professional development for school staff, and engaging and developing positive relationships with students, parents, and families. Tremendous need and demand exists for this initiative – while 115 schools were invited by the Department of Education's Office of Safety and Youth Development to apply, only 15 of the over 50 schools that submitted thorough applications expressing interest could be selected for participation. CDF-NY, as members of the Dignity in Schools Campaign – New York, respectfully asks that the Council allocate \$5 million to the Restorative Justice Initiative in FY 2016: \$2.4 million will support and ensure the sustainability of schools involved in the FY 2015 Restorative Justice Initiative, and \$2.6 million will allow for the expansion of the program to an additional number of schools, as well as

provide interested schools with professional development designed to improve school climate and build capacity to implement restorative practices.

Need for Restorative Justice

Inequalities in educational opportunity and student outcomes are exacerbated by disciplinary practices that schools directly control. During the 2014-2015 school year, 44,636 total suspensions were issued in New York City Public Schools. Black students received 53.1% of all suspensions, and students with an IEP received 36.1%, while representing 26% and 13% of the total student population respectively. Serious infractions, for which the DOE requires a school to suspend, accounted for only 1.2 percent of reported suspensions. None of the most frequently suspended infractions are considered serious enough to explicitly require a suspension, and “insubordination” - a category within the “disruptive behavior” infraction category - covered over 10 percent of all suspensions. Research shows that suspension tends to be used indiscriminately for a wide range of behaviors that do not threaten the safety of the school community. The common abundance of punishment for subjectively perceived, usually minor offenses such as disobedience, disrespect, defiance, insubordination, or general classroom disruption says a great deal about how schools approach discipline as a way to enforce authority rather than remedy harm or help the community feel safe. Importantly, subjective perception of student behavior allows greater opportunities for racial, class, gender, and ability biases to shape disciplinary decision making, as these perceptions are often shaped by fear and the frustration of insufficient time and resources, and result in further harm to the school community.

In 2014 the U.S. Department of Justice and U.S. Department of Education issued guidance to school districts instructing them to address racial disparities and to stop the use of harmful school exclusion policies because of the correlation between these policies and “an array of serious educational, economic, and social problems, including school avoidance and diminished educational engagement; decreased academic achievement; increased behavior problems; increased likelihood of dropping out; substance abuse; and involvement with juvenile justice systems.” Research continues to demonstrate that harsh disciplinary approaches endanger educational opportunities and lead to academic difficulties, truancy, increased classroom frustration, distrust and a cycle of disengagement from school that leads to pushout. Punitive school disciplinary policies ignore the structural, underlying conditions that define students’ lives, and should and can be replaced with more student centered approaches that involve changing the whole school culture, training teachers, and ensuring more systemic, high quality supports with an intentional focus on early intervention.

Benefits of Restorative Justice

School-wide restorative practices are supported by the beliefs that exclusionary policies generally fail to change student behavior, schools are not safer or more orderly as a result of exclusionary approaches, suspension is often not in the best interests of anyone in the school

community, and students' time in class is a key factor in determining their educational outcomes. An effective restorative process may assist someone to think about their behavior, and, when done well and in a supportive environment, deal with the harm done or impact of that behavior on others. Implementing restorative justice focuses on how we prevent harm from occurring in the first instance and what must be done to ensure strong relationships across the whole school community. Restorative practices address and discuss the needs of all school stakeholders, build healthy relationships between educators and students, reduce, prevent, and improve harmful behavior, repair harm when it does happen and restore positive relationships, and resolve conflict by holding people accountable. Whole-school restorative justice has the potential to make significant contributions in helping schools become safer places, reducing exclusion and the demand for exclusion, raising attendance and graduation rates, discouraging bullying behaviors, and preventing staff turnover and burnout.

In recent years diverse models of restorative justice have been implemented in schools across the country to address concerns about the significant negative impact of exclusionary discipline. Evaluations of those models provide strong evidence of its positive outcomes for students, teachers, parents, and the broader community, and that growing body of literature provides us with stories of restorative approaches leading to reductions in suspension and exclusion, disciplinary referrals, as well as improved academic achievement and other beneficial results. Restorative practices work to recognize and articulate the impact of social inequality and oppression, and the ways in which that manifests in schools, redressing the underlying injustices from which so many episodes of conflict and violence ultimately derive. Whole-school restorative justice approaches, like the ones funded through the Speaker's Initiative, have the capacity to gradually transform the culture of discipline in NYC schools from one of punishment and exclusion to one focused on meeting the needs of youth. The Council's leadership has provided a promising step toward the long-term institutionalization of restorative approaches in schools City-wide.

Conclusion

It is our hope that the Council continue dialogue with the DOE on the value of sustainable investment in school-based health care delivery, supports for students experiencing homelessness, and restorative justice in schools. These investments will help end persistent disparities facing some of New York's most vulnerable students. We look forward to an Executive Budget that makes the investments needed that focus on the physical, moral, social, and academic development of youth.

I would like to thank Chair Dromm and all the members of the Education Committee for the opportunity to testify today. I would be happy to answer your questions now, or by e-mail at aleonard@childrensdefense.org or phone at 212-697-0642.



THE CAHN FELLOWS PROGRAM FOR DISTINGUISHED PRINCIPALS

TEACHERS COLLEGE – COLUMBIA UNIVERSITY

Testimony before the New York City Council Committee on Education Preliminary Budget Hearing – Fiscal Year 2017 March 16, 2016

Good afternoon, Chair Dromm and honorable members of the committee. My name is Lily Woo, and I am the Director of the Cahn Fellows Program for Distinguished Public School Principals at Teachers College, Columbia University. Thank you for allowing me the opportunity to speak before you today about an important and transformational program that promotes educational excellence in our city's schools.

The Cahn Fellows Program for Distinguished Public School Principals, founded in 2002, emerged from the vision and generosity of Charles and Jane Cahn. The Cahn Fellows Program is a 13-month program that strengthens public schools by recognizing its outstanding principals and aspiring principals and developing their capacities as leaders. The program engages participants in a collaborative network of peers and develops their ability to improve school climate and culture, teacher effectiveness and ultimately student learning and achievement. The program is housed at Teachers College, the nation's first and largest school of education that is affiliated with but financially independent from Columbia University.

I can attest to Cahn Fellows transformational power and believe that the program merits your support. I am the former principal of PS 130 Hernando De Soto, a Title I school located in the Chinatown/Little Italy area of Manhattan where I served as principal for 25 years. When I took charge in 1990, the school was struggling. Only 38% of students passed their standardized exams. Today, it has become one of New York City's consistently highest performing schools in ELA, Math and Science, ranking in the top 5% of all NYC schools and top 10% in New York State, and nationally recognized as a Title I Distinguished School.¹

The Cahn Fellows Program is modeled on evidence-based practice about the importance of school leaders. Recent research suggests that educators are the most significant resource that schools contribute to academic achievement.² Principals have a decisive impact on a school's enrollment, achievement and graduation rates. However, far too often the opportunities for exceptional principals to receive support, recognition, and the ability to network with other exceptional principals are very limited.

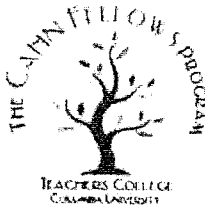
The Program also addresses an area of concern: low levels of retention and high attrition rates. A report submitted to the New York City Council's Investigation Division, stated that "over 70% of the most experienced NYC public school teachers are likely to retire within the next two years, while more than 25% of mid-career teachers and nearly 30% of newer teachers say it is likely that they will leave the system within the next three years."³ The report cites, "lack of support" as one of the common concerns of the educators surveyed. A failure to support and further empower future school leaders and principals to do their work and to inspire change is detrimental to the education system as a whole.

Our city's educational system needs to provide critical support and leadership development to its most exceptional school leaders. The Cahn Fellows program does this in the following manner. Each year, the program solicits nominations from the education community of exemplary principals who have completed at least three years in their position and who have shown outstanding leadership in their school communities and districts. The nominees go through a rigorous vetting process and 20-25 candidates are selected each year. Once selected, the fellows are asked to select a mentee from their school building to work alongside the fellow on an inquiry project that will benefit their school and may benefit other schools as well.

¹ Recognized by the US Education Department, New York State Education Department, and New York City Department of Education, as an exemplary school for providing in-house and partnership arts programs for every child from Pre-K through Grade 5.

² <http://www.ibo.nyc.ny.us/iboreports/2014teacherdemographics.pdf>

³ <http://www.nyc.gov/html/records/pdf/govpub/1024teachersal.pdf>



THE CAHN FELLOWS PROGRAM FOR DISTINGUISHED PRINCIPALS

TEACHERS COLLEGE – COLUMBIA UNIVERSITY

The program's focused goals are: (1) Increase leadership capacity in the public school system (2) Identify and cultivate new leaders and (3) Improve school performance. Through the use of various pedagogical approaches designed to encourage critical reflection and perspective transformation, principals work to improve their schools and establish a pathway for leadership development of their mentees. Once principals have completed the rigorous year-long program requirements they are awarded a certificate of completion and the ongoing support of the Cahn Fellows alumni and professional network.

Since 2003, over 270 principals and over 270 aspiring leaders have participate in the Cahn Fellows Program, leading schools in all five boroughs of the City. Cahn Fellows alumni have risen to key positions in the Department of Education and independent research has shown that schools led by Cahn Fellows have significantly better reading and math scores as well as improved student attendance than similar schools led by non-Cahn Fellow principals.⁴

Remember how I told you how I turned around a struggling school? Had it not been for the Cahn Fellows Program back in 2003, I might not have lasted the 25 years that I did as principal. I was one of the fortunate principals to be in the very first cohort of the Cahn Fellows Program. At a time when I felt isolated and alone in my work, the program gave me renewed energy, really smart colleagues to call upon, and new strategies on how to take my school to the next level. I attribute much of my success as a school leader to the valuable insights that I gained through this program. After more than 40 years in public education, I retired from that position and had the privilege of taking on the leadership role of this tremendously valuable organization.

The Cahn Fellows Program is entirely supported through corporate, foundation and individual donations that are increasingly difficult to secure. The program strictly serves public schools and in order to continue to offer the program at no cost to participants and schools, we are respectfully asking for the Council's support so that these leaders can continue to benefit the children and communities they serve.

The Cahn Fellows Program for Distinguished Public School Principals plays a unique role in the landscape of professional development for outstanding principals in New York City. By supporting excellence and ensuring mentorship of tomorrow's leaders, the Program is fostering a better environment for educators and for the thousands of students who rely on them each year.

Thank you for support and consideration and I am happy to answer any questions you may have.

⁴ "School Principals and School Performance" (2009) Center for Analysis of Longitudinal Data in Education Research (CALDER)
<http://www.tc.columbia.edu/newsroom/articles/2010/may/studies-find-cahn-fellows-improve-student-performance/>



THE CAHN FELLOWS PROGRAM FOR DISTINGUISHED PRINCIPALS

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2015 IMPACT SURVEY SOME TESTIMONIALS FROM FELLOWS:

- **BARBARA McKEON – PRINCIPAL, BROOME STREET ACADEMY CHARTER HIGH SCHOOL, MANHATTAN**

As school leaders we often find ourselves alone at the end of the day... The Cahn Fellows program allows leaders to share resources, learn from each other and develop a growth mindset as a result of the instruction offered. It is nice to know that the problems I face as a school leader are not unique to my school! Problem solving with such smart colleagues is a luxury afforded by the Cahn program. Mr. Cahn's insight into this need and his vision for leadership are most impressive indeed.

My professional growth is sustained through on-going collaborative learning and sharing. I have loved every minute of working with other Cahn Fellows on shared problem solving and growth mindset skills. Personally, I have met so many wonderful, smart, caring educators- this is what true education reform should be like. "Student-centered" learning!

There is a time in school administrator's life when the need to be in a growth-mindset environment is necessary to recharge the batteries of leadership. The Cahn Fellows program provides that recharge!

- **ANGELA O'DOWD – PRINCIPAL, PS 62 QUEENS – CHESTER PARK SCHOOL**

I found the much-needed time and space to reflect on practice with my peers and thought partners, and it has helped me tremendously as a school leader. It has been an inspirational social and intellectual journey, adding enthusiasm to a job that can become wearisome. It feels like I have been a forever friend with this group of principals because of the empathetic and energetic relationships we have formed.

- **DAWN DE COSTA – PRINCIPAL, PS 318 - THURGOOD MARSHALL ACADEMY LOWER SCHOOL, MANHATTAN**

The collegiality of the program is particularly impressive. The opportunity to work with other leaders who are doing great things in their schools and work with our allies is valuable. As a leader I often find myself isolated, there are so many who depend on me to make sure everything is running well, and all is taken care of, that I don't have someone that I can go to for help or a listening ear. We are expected to always be strong and to handle everything, it isn't often that we have someone to talk through challenges with, collaborate with and have a thought partner with common experiences and ideas. The time with the other Cahn Fellows is precious. The time with my ally separately with the coaching of the Cahn Coaches is also valuable and precious and time we do not have at school in the high pace of things going on in the school building.

The network of Cahn, the resource of successful leaders and the sharing of ideas and best practices had benefitted me greatly.

- **ROBERT BENDER – PRINCIPAL, PS 11 MANHATTAN**

The program has been an amazing outlet to meet other principals and hear about their visions. Never before have I been given an opportunity to work with such a diverse group of leaders from all over the city (and Chicago). New York City is enormous and the needs of our schools are all so different. Having the opportunity to hear about the challenges in other schools that may or may not be identical to our school has proved to be an invaluable experience. Working on our project has also given my assistant principal a very specific lens for this year's work in our school. Although we have many goals that we work on throughout the year, the work around our project has grounded us in a very specific and targeted way.

This is my eleventh year as a principal and I was very concerned that I may have lost some energy and motivation to continue to work as strongly as I have. This program has energized me beyond my expectations. I know that I am part of a very large support system. The principals and allies my cohort will be part of my professional life for years to come. I know that we will be relying on each for support, guidance and encouragement long after the program ends for us in June.

- **TRACI FREY – PRINCIPAL, GAYNOR McCOWN EXPEDITIONARY LEARNING HIGH SCHOOL, STATEN ISLAND**

The amount of resources dedicated to making us more effective leaders than we already are. The group of people that have been brought together in our Cohort are incredible school leaders from whom I learn each time we meet.

There are very few opportunities in the life of a principal when time is set aside to reflect on the needs of the school, develop an action plan, track those steps, and reflect again on whether the needs were met. Participating in the Cahn Fellows Program has provided this time for me, and for that I am exceedingly grateful. The Fellows Program has provided a safe space for me to think out loud with peers and take advantage of their own experiences.

Having the opportunity to work with the faculty advisors has been invaluable to advancing my own learning. Reflecting on my leadership style has impacted the ways in which I interact with my staff, and has made me a more effective principal.

- **PATRICIA BULLARD – PRINCIPAL, PS 221 QUEENS**

The Cahn Fellows Program has provided me with the remarkable opportunity to work with talented educators from vastly different schools located in NYC and Chicago. Meeting together to share, discuss, and reflect upon the issues and challenges facing us as school leaders has been enlightening and beneficial in several ways. First, my circle of colleagues has grown and become a newfound source of ideas and support. I have collaborated with other principals on best practices and incorporated some of these promising strategies and activities into my school. Furthermore, the director of the program eagerly shared her knowledge and experience with ENLs with my staff, providing us with a deeper understanding of the academic and cultural backgrounds and needs of newcomers. The significant insights I have gained through workshops led by Teachers College professors and outside professional organizations, work with other fellows, and the trip to Gettysburg has strengthened my leadership skills. A better understanding of my own leadership style and strengths, acquired through participation in the Cahn Fellows Program, has helped me further develop as an instructional leader and as a leader of adults.

- **ANNA CANO-AMATO – PRINCIPAL, PS 110 BROOKLYN**

What has impressed me about the Cahn Fellows Program has first been the thoughtful selection of fellows, which has resulted in a truly collaborative group of principals who are looking to grow as leaders, distribute leadership in their schools, and are willing to help each other do so in an environment that is nurturing and non-judgmental. Secondly, the careful planning that has gone into the program impresses me. From the beginning, all learning opportunities have centered on our growth. Feedback has helped frame our sessions and has allowed the sessions to develop based on our needs and concerns rather than a prescribed outline of study. This has provided us with a unique course of study as our voices have been heard along this collaborative and collegial journey of inquiry.

Being a Cahn Fellow has provided me with the opportunity to be more introspective as to who I am both personally and professionally. Certainly as I have learned more about myself it has enabled me to better lead my school and more importantly distribute leadership in a manner that has helped all my staff to grow as well.

- **KIRI SOARES – PRINCIPAL, URBAN ASSEMBLY INSTITUTE OF MATH AND SCIENCE FOR YOUNG WOMEN HS, BROOKLYN**

The rich array of diverse principals, their schools, and their experiences is the most compelling piece of this program for me. Often we are siloed into our individual districts or school groups. It is wonderful to meet other principals who are successful, with thriving schools, and similar struggles. It is incredibly enriching to be able to step outside of my daily experience to connect with a new set of colleagues.

Being a Cahn Fellow has opened a window and breathed fresh air into my career as a school leader. After nearly 20 years of working in NYC public schools and half of those in school leadership, I was feeling the doldrums set in. I needed fresh perspective and experience so that I could tackle persisting problems from new perspectives and with fresh eyes. The fellows program has given me both perspective and opportunity this year to do just that!

2015 IMPACT SURVEYS - SOME TESTIMONIALS FROM ALLIES:

- **BETHANY O'SHEA – ASSISTANT PRINCIPAL, LEADERS HIGH SCHOOL, BROOKLYN**

One of the greatest benefits of the Cahn Fellows Program is being connected to and learning from other urban school leaders; every time we get together I'm reminded of the wealth of knowledge and years of experience in the room. The fellows, allies, and faculty provide diverse perspectives and push me to think about problems and their solutions in new and different ways.

One of the hardest parts of working in a school is the sheer number of things that happen in a day; often the pace is relentless and there's little time to stop and process. The Cahn fellowship has provided me and my principal dedicated time to slow down and think about the big picture needs at our school.

- **DARIA AGOSTA – CLASSROOM TEACHER & SCHOOL LEADERSHIP TEAM CHAIR, PS 40, MANHATTAN**

Being an ally in the Cahn Fellows Program is a distinct opportunity on two levels. On a personal level, being a confidante of my principal and the inner workings and thinking behind the decision making process of our school's leadership is an invaluable experience. As an ally to the principal we are working to identify, plan and implement an action inquiry cycle, based on a current school wide need. By working through each step of the inquiry process, together we more fully understand how the action plan translates into practice and affects our teachers who are working to deliver rigorous instruction. Most importantly, the inquiry process will ideally produce a transformational change in our school - an opportunity to improve instruction, student learning and, of course, my personal leadership development.

On a community level, I am privy to the inner workings and thinking of distinguished principals within New York City area. The vast cultural and philosophical approaches to educational leadership are an education in and of itself and awe-inspiring. Becoming an intimate part of a small group of fellows and allies with similar working goals immerses us into each other's schools/homes. Listening to colleagues' inquiry challenges and successes makes us question and reflect upon our own educational goals and perspectives. The group organically unites around each other's struggles and successes, as if they are our own. It seems this camaraderie, this think-tank environment, this safety net is what today's leaders really need. A community with similar habits of mind and body whose charge is to help leaders build strong local relationships, validate a passionate cause, identify common goals, support efforts through the rough terrain, and guide leaders to take action. This is what impresses me about the Cahn Program; it's a community that empowers leaders to make change happen.

- **PAULA ASTOR – SCHOOL COUNSELOR, FOOD AND FINANCE HIGH SCHOOL, MANHATTAN**

The instructors in the program bring a breadth of knowledge and experience that I would not have had any access to if I were not participating in the program. I have been exposed to a wide variety of leadership styles; all backed by extensive research and have found myself using many of the techniques the instructors spoke about in the early sessions. As a school counselor and budding leader, I find that I know how many more tools at my disposal to help both students and staff alike. The forum for the sessions is also conducive to sharing in an open and helpful way.

I always had a general knowledge of what an outstanding leader looks like, and as I progress thru the program, my vision is becoming more concrete.

- **STEPHANIE SAMUELS – ENGLISH TEACHER AND COORDINATOR OF STUDENT ACTIVITIES, THE GREEN SCHOOL, BROOKLYN**

Being an ally for the Cahn Fellow Program has given me the opportunity to develop my leadership skills through several workshop trainings and self-reflective activities. What has been most impressive for me however has been the session on the Neethling Brain Instruments (NBI) Assessments and Brain Study, and the work my fellow and I have been able to accomplish with the guidance of our advisor Terry. It allowed for me to understand how I function as an adult learner and what practices to best implement when working with others to achieve the same goal. With Terry, the insightful conversations and suggestions directed our challenge to expand our way of thinking and approach to addressing some of the major issues of academic success that we are currently facing.

With the experiences and relationships that I have gained through the Chan Fellows Program, I have a new profound understanding of what it means to be a well-rounded leader. Through the work of our action project, I now see the importance of including multiple stakeholders and take the time to know and appreciate the diverse learning styles that exist within one school community.



THE CAHN FELLOWS PROGRAM FOR DISTINGUISHED PRINCIPALS

TEACHERS COLLEGE – COLUMBIA UNIVERSITY

FACT SHEET

MISSION OF THE PROGRAM:

The Cahn Fellows Program for Distinguished Public School Principals at Teachers College, Columbia University seeks to strengthen public schools by recognizing its outstanding principals and aspiring principals and developing their capacities as leaders.

The Program engages principals and aspiring principals in a collaborative network of peers and develops their ability to improve school climate and culture, teacher effectiveness and ultimately student learning and achievement.

UNIQUENESS OF THE PROGRAM:

The Cahn Fellows Program is the currently the only program of its kind in the country that focuses on the enhancement of leadership skills and qualities of the most accomplished principals in the public schools and charters. It provides them with high quality professional development from the faculty of Teachers College and leadership professionals from other industries, and a support network of other successful principals around the city, while engaging these principals in the development of those who are aspiring to be principals, who may or may not be a current supervisor, and who may one day move up to continue the successful work at their schools by a yearlong, hands-on leadership project.

Successful schools often face unique situations and have needs not common in other schools. Their needs are often not addressed by the professional development that are available. Other professional development leadership programs, like those through the CSA (e.g., the School-based Intermediate Supervisors Institute (SBISI), Educational Leadership Institute (ELI) and the Advanced Leadership Program for Assistant Principals (ALPAP) serve only their general union membership and do not allow non-CSA members to participate.

The Cahn Fellows Program fills this important gap for school leaders by giving them a network of established, successful principals with similar experiences and a wealth of knowledge across the city to call on for support, and the added support for non-CSA members in their school organization who have the potential of becoming strong school leaders by being mentored by the principal and supported by the faculty of Teachers College and staff of the Cahn Fellows Program. Many of our allies have been inspired by their participation in the program to continue on to take on leadership roles such as assistant principals, principals, superintendents, and heads of district and city-wide programs.

SELECTION PROCESS AND PROGRAM DESCRIPTION:

Each year, the program solicits nominations from those in education (Cahn alumni, superintendents, network leaders, Principal Leadership Facilitators, principal colleagues, etc.) of exemplary principals who have completed at least three years in the position and who have shown outstanding leadership in their school communities and districts. The nominees go through a rigorous vetting process and 20-25 candidates are selected to be fellows in the program each year by a selection committee consisting of alumni fellows and the director.

Once selected, the fellows are asked to select at least one mentee from their school building (who we call an “ally”) who will work alongside with the fellow on an inquiry project focusing on a particular concern/interest that will benefit their school - and potentially other schools as well.

The Program focuses on three interconnected goals, outlined below, and is supported by an Adult Development and Transformational and Instructional Leadership curriculum developed and delivered by Teachers College faculty and notable guest speakers.

Goal 1: Increase leadership capacity in the public school system.

- Support leadership and skill development through sessions with the TC faculty.
- Examining leadership qualities, skills and strategies through a variety of lens with special guest speakers from the business, media, government, and/or military world.
- Build and strengthen the alumni network through an annual conference, seminars and networking events.
- Increase the longevity and involvement of exemplary principals in the public school system.

Goal 2: Identify and cultivate new leaders

- Create and nurture mentor-mentee relationships within each building through an intensive two-week summer leadership institute and a fall summit retreat.
- Establish a pipeline of emerging school leaders by exposing them to high-level professional development and working alongside exemplary principals in New York City.
- Nurture the relationship between the participating new leaders and their current principals.

Goal 3: Improve school performance

- Address a specific issue impeding school performance through an inquiry challenge project.
- Nurture a culture of excellence by the sharing of best practices of other exemplary leaders and having a network of support of the fellows in their cohort and of the Cahn Fellows alumni.

To meet these goals, the Program utilizes a variety of pedagogical approaches designed to encourage critical reflection and perspective transformation. The result is a dynamic approach to learning that supports experienced and aspiring principals as they continue to improve their schools and by providing a platform for them to further hone their skills. Through the pairing of an aspiring leader mentee in the building with his/her current exemplary principal, the Program establishes a pathway for leadership development within each school to ensure that the success of that school can be continued by someone who might be a good candidate if and when the current principal leaves the school (e.g., for retirement, a promotion to another position, etc.). The alumni network provides additional and on-going support for Program participants.

The program consists of several components delivered both on the Teachers College campus and off-site. It begins with a two-week intensive Summer Leadership Institute in July. The first three days are spent in Gettysburg, PA for the group to bond as a cohort and to have a serious reflection of oneself as a leader as they examine the implications and impact of the decisions made during the Battle of Gettysburg. The group then returns to Teachers College for the remainder of the Institute meeting with the faculty and notable guest speakers from the various industries on leadership and communication skills as well as aspects of adult learning that will allow for professional growth and change, which, in turn, will impact teacher performance and student achievement. They end their two weeks together by each team of Fellow/Ally identifying a topic that they would like to base their yearlong project work on.

Fellows and allies attend 5 4-hour study sessions during the year (October/December/February/ March/May) – each time to report on the progress of their project and to refine their work in their advisory groups with guidance from the TC faculty and Program Director. In addition to the study sessions, a 2-day weekend retreat (Fall Leadership Summit) in early November is held for the school teams to firmly set the direction of and protocols for their school-based project and to further strengthen the mentor-mentee relationship. There is a culminating event at the end of the fellowship (called the June Leadership Conference) where all of the school teams present their work to the greater educational community at Teachers College. Invitees include the Chancellor of the Department of Education and her staff, superintendents, principals, alumni of the program, the Teachers College community, local colleges and universities with leadership training programs, funders and supporters of the program. There are approximately 150-200 attendees at this conference each year.

Once the participants have completed the program requirements (which includes a final project report and feedback survey), they are awarded a certificate of completion for the program.

IMPACT & OUTCOMES:

Since 2003, over 270 principals and over 270 aspiring leaders have participated in the Cahn Fellows Program. Cahn Fellow principals lead schools in every borough of New York City. We are currently piloting a limited program for Chicago principals that is totally separately funded and which we are hoping to turn into a sister program that will be independently run. In the meanwhile, our 2 Chicago fellows interact with our New York City cohort by meeting together at the study sessions and sharing exemplary ideas and strategies between the two school systems.

The success of the program in building capacity and growing talent has been demonstrated by the fact that there are Program alumni that have risen to key positions at the Department of Education. Some leadership positions currently being held by Cahn Fellows alumni are the following: Deputy Chancellor for Instruction, Senior Executive Director for Curriculum, Instruction & Professional Development, community school district and high school superintendents, and principal leadership facilitators (also known as deputy superintendents). Independent research has shown that schools led by Cahn Fellows have significantly better reading and math scores as well as improved student attendance than similar schools led by non-Cahn Fellow principals.¹ Collectively, the Cahn Fellows working in New York City schools have a direct positive impact on over 100,000 students and, on the broader scale of leadership, are indirectly impacting all 1.1 million students.

¹ "School Principals and School Performance" (2009) Center for Analysis of Longitudinal Data in Education Research (CALDER)
<http://www.tc.columbia.edu/newsroom/articles/2010/may/studies-find-cahn-fellows-improve-student-performance/>

KEY PROGRAM STAFF & FUNDING:

Program Director Lily Woo was part of the inaugural cohort of the Cahn Fellows Program in 2003. She served as the principal of Ps 130 Manhattan, District 2, for 25 years before retiring from the Department of Education in August of 2014. Lily was a mentor principal for many years for both the New York City Leadership Academy and for the Department of Education and was a member of the adjunct faculty at Baruch College and Bank Street College. She is currently on the advisory board of the Summer Principals' Academy at Teachers College.

A full-time Program Coordinator who oversees events, logistics, and communications for the program supports the Program Director. In addition, a part-time Program Assistant assists her with the administrative and clerical work as well as the preparation of all of the study materials.

The operating budget for the current fiscal year is \$550,250.00. The Program has been totally supported through corporate, foundation and individual donations – all of which has been getting more difficult to come by. In order to continue to offer the Program at no cost to participants or schools, and to benefit the children and communities that they serve, we are seeking additional funds from the City Council.

BUDGET REQUEST:

- ***\$50,000 – Two-week Summer Leadership Institute. Amount requested is to cover the following:***
 - 3-day trip (Sunday-Tuesday) to Gettysburg, PA for bus transportation, food, and housing needs for 25 Fellows, 25 Allies, Program Director and Program Coordinator, fees for guides and speakers in Gettysburg.
 - Fees/honoraria for speakers from the various industries and faculty.
 - Catering for breakfast and lunch for the remaining 8 days of the Institute at Teachers College.
 - Study materials/books for the fellows and allies.
 - Copying and printing of the program and reading materials necessary for the sessions.
 - Photographer/videographer to document the sessions and work.
- ***\$15,000 – Spring Alumni/Fellows Networking Event – Professional Development Session***
 - Fee/honoraria for guest speaker.
 - Space rental and catering for the venue.
 - Photographer/videographer to document the session.
 - Printing and Mailings.
- ***\$35,000 – June Leadership Conference***
 - Printing of presentation and program materials
 - Service and equipment for audio and videotaping (includes editing) of the conference presentations (to be posted on our website as a resource for all educators in New York City)
 - Breakfast and lunch catering for the day.
- ***\$15,000 – Indirect Costs***

TOTAL FUNDS REQUESTED: \$115,000

CONCLUSION:

The Cahn Fellows Program for Distinguished Public School Principals plays a unique role in the landscape of professional development for outstanding principals in New York City. By supporting excellence and ensuring mentorship of tomorrow's leaders, the Program is fostering a better environment for educators and for the thousands of students in the City of New York who rely on them each year. The Program provides a strategic combination of professional development, network building, and mentor-mentee relationship building that will ensure that the impacts of the Program on school performance, educator retention, and leadership capacity building are lasting.



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 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, parent engagement is still largely left up to school and district leadership to figure out on their own. There has not yet been a concerted effort to identify, implement and support research-based parent engagement models in city schools.

CEJ proposes that the City Council support a **Parent Engagement Innovation Fund** that schools in each Council district could apply to for implementation of model initiatives for transformative parent engagement. Grounded in the US Department of Education's Dual-Capacity Framework for Family-School Partnerships, CEJ proposes that the Innovation Fund support a variety of research-proven programs 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
- Actively developing families' skills, knowledge and confidence as partners in advancing their children's academic achievement
- Building the capacity of school staff to engage effectively with families

The **Parent Engagement Innovation Fund** could support programs such as:

1. Parent-Teacher Home Visits (PTHV)

- The Parent-Teacher Home Visits Program helps build relationships of mutual trust and respect between teachers and families through home visits in which parents and teachers come to see each other as equal partners.
- 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 make plans for summer learning
- Teachers weekly time for parent engagement can be reconfigured and used for PTHV
- Results nationally include increased parent involvement, more positive behavioral outcomes, and increased student achievement
- *Proposed: 25 schools, \$30,000 per school = \$750,000*
<http://www.pthvp.org>

2. Academic Parent-Teacher Teams (APTT)

- Academic Parent-Teacher Teams makes the most of parent-teacher conferences and teachers' weekly time for parent engagement through a structured design that trains families and teachers to link home and school learning and improve communication

- Teachers hold three 75-minute classroom meetings each year to present performance data for the class and individual student, model activities for families, and help parents practice these strategies and share other learning techniques they use at home.
- Parents are also invited for one 30-minute individual parent-teacher conference to review student performance data and create action plans to increase learning.
- National data show academic gains from schools using APTT as well as higher participation rate in parent-teacher conferences, especially among fathers.
- *Proposed: 25 schools, \$20,000 per school = \$500,000*

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

<https://www.youtube.com/watch?v=1YNsWrFiYfY>

3. Parent Education and Empowerment Partners (PEEPs)

- PEEPs develops parents' skills and strategies to support their students academically, and assists teachers, by placing parents in overcrowded classrooms to work with struggling students one-on-one.
- Parents receive weekly trainings on the school curriculum, teaching strategies for working with struggling students, and other information about the school system and then turnkey this information by offering four workshops a year to other parents
- After completing 100 hours, parents receive a small stipend and opportunities for college credit, leading towards certification as a paraprofessional or teacher
- Results from implementation in Illinois show increased parent involvement, improved parent confidence and competence supporting learning, and student progress
- *Proposed: 5 schools, \$50,000 per school = \$250,000*
<http://www.lsna.net/Issues-and-programs/Schools-and-Youth/Parent-Mentor-Program.html>

4. Parent University

- Comprehensive training program that develops skills, confidence and capacity of current and emerging parent leaders to impact their child's learning and support school improvement. Could be located within Parent Resource Centers.
- Parents earn credits by participating in a variety of small and large group trainings
- Trainings funnel parents into a pipeline of leadership roles as mentors, advocates, trainers and leaders in school governance structures
- Teachers and school staff are trained in effective partnership with parents
- Graduation from Parent University gives parents access to advanced learning classes
- *Proposed: Curriculum, infrastructure and training series for 1,000 parents = \$1,000,000*
<http://bpsfamilies.org/parentuniversity>

Total Budget

- \$2.5 million would allow every City Council district to receive funding and support for one school to implement an innovative, research-based parent engagement model (plus training, materials and infrastructure), as well as for 20 parents from that district to participate in a leadership development workshop series (plus curriculum and materials).

Rocio Espadas, public school parent and member of Make the Road New York and the Coalition for Educational Justice
Testimony at the City Council Education Budget Hearing
March 16, 2016

Hello, my name is Rocio Espadas and I am a parent of two children at PS 123 in Bushwick. I am also a member of Make the Road New York and the Coalition for Educational Justice.

I am testifying to ask the City Council and the Department of Education to support the Parent Engagement Innovation Fund in this year's city budget. Everyone says they want more parent engagement in schools, but then they don't provide the support that schools need to do that.

This year, the principal at my children's school is very open and welcoming to parents. Any time that you want to come and talk to her about something, she will invite you to come sit down and talk. She is always there, talking to the parents, always outside the school, saying goodbye. When you have a principal like that, you want to come and know what's going on in the school. It makes a big difference.

The principal we had last year was very different. Parents couldn't talk to her directly, she would give you attitude. I wasn't really happy at all. So I didn't get involved to be honest. And I know that's the case at many schools – parents get attitude when they call or go in, there aren't translators to help them, or the school staff take forever to call them back.

My experience has showed me that schools need to have more enthusiastic and positive staff, so parents will feel the warmth and feel the welcome. And many school staff don't know how to interact with parents.

That's why CEJ is asking the Council and the DOE to create a Parent University to provide leadership development to parents, but also to principals and school staff on how to interact with parents if they don't have the knowledge. Many parents have passion and interest in getting involved with their school, but the school is very limited in being able to help them do that. And some principals and school staff want more parents involved in their school, but they don't know how to make that happen. Parent University can help train both of them to work better together.

One of the other models that CEJ is advocating for is called Academic Parent-Teacher Teams (APTT), and it's a type of parent-teacher conferences where parents meet as a group and learn how to teach their kids at home. There are a lot of parents who don't know math, for example, they don't know how to go about helping their kids. With APTT, they go into the classroom and learn what the teachers do with their kids, and take home a game they can do at home to help support that learning. This model benefits the parents and the kids, because they are both learning together.

If you believe that parent engagement is important, then please back that up with funds for programs like these that have shown to really increase parent engagement.

Thank you.

My name is Felicia Alexander and I am a mother of 4 beautiful and smart young children that attend the public school system in bedford stuyvesant Brooklyn. I am a parent leader at CEJ (Coalition for Educational Justice) and I am here requesting that the parent engagement innovation fund be supported by the council and DOE.

The fund would support Parent-Teacher home visits where 2 teachers make 30 minute visits to families at their homes to build relationships which allow for mutual trust and respect to be established. Academic Parent-Teacher Teams are an innovative approach to parent teacher conferences where there are 3 75 minute classroom meetings a year where parents will learn about what their children need to accomplish to be promoted and are trained in how to help support them at home. This links home and school learning and makes the most of parent teacher conferences. PEEPS (Parent Education and Empowerment Partners) develops parents skills from trainings on school curriculum and strategies for aiding struggling students and then placing them in overcrowded classrooms . Parents would then after completing 100 hours have the opportunity to become certified and gaining some college credits. Finally Parent University would be a series of workshops and trainings that trains parents, teachers and school staff together and would funnel parents into a pipeline of different leadership roles.

I have personally witnessed the positive experiences from parents and students regarding the educational initiatives that are currently being jointly funded by the DOE and the City Council. One of them the Middle School Quality Initiative has benefitted and flourished from the city council's involvement and support over the last 10 years and we want the Parent Engagement Innovation fund to follow this model.

education in a supportive environment that nurtures not only the child but their families and communities as well. Thank you for allowing me to speak today.



THE CENTER FOR ARTS EDUCATION®

**Testimony for the
New York City Council Preliminary Budget Hearing – Education
Delivered by Lisa Robb, Executive Director
March 16, 2016**

Good afternoon and thank you for the chance to speak to you today.

I am Lisa Robb, Executive Director for The Center for Arts Education. Our work is in three areas all of it related to arts learning for NYC's 1.1 million public school students: Learning for public school students and their parents, professional training for school leadership and teachers, and advocacy for policies and funding to support the arts and arts education. We are a nonprofit celebrating our 20th birthday in 2016 and are based in Manhattan and proudly operate in every borough.

I am new to the organization and very happy to be here today while you are working on the FY17 budget. We share a great interest and commitment to being stewards of the resources required to ensure public school students receive a well-rounded education. My focus will be arts education which research shows can lead to improved social, emotional and academic outcomes, increased attendance and graduation rates, and expanded career opportunities and skills for our students and leaders of tomorrow.

I am glad to be here when there is good news to celebrate much of it due to your leadership and that of other city officials in 2014.

The annual \$23 million funding allocation that the Council and Mayor agreed to in 2014 is effecting classroom learning experiences of tens of thousands of students, some of them are having an art teacher for the first time. The funding is alleviating some of the real inequities in the delivery of educational services including in arts education.

Again, the Council did the right thing proposing the funding line and ensuring it was baselined for four years. We should expand this work. We should invest more in arts learning.

This past December, the New York City DOE released the *Annual Arts in Schools Report* covering the 2014-2015 school year which reflected the first year of data available since the city implemented the annual arts education funding initiative. It reports modest and grand gains in three areas:

- Funding for school-based arts education increased by almost \$32 million last year over the previous year. This reflects not only the annual \$23 million financial investment, but also principals committing additional funds from their own budgets for increased arts programming;
- There was a citywide increase of 175 arts teachers working in public schools last year. This represents a 7 percent increase over the previous year ***and the highest level in over a decade***;
- The percentage of schools that have at least one arts and cultural partnership increased from 84% in 2013-2014 to 87% in 2014-2015.

As you might recall, the lack of arts teachers and cultural partnerships in many city schools, specifically in the South Bronx, Central Brooklyn, and East Harlem, was a key disparity brought to light in Comptroller Stringer's report issued last year and was a major catalyst for the city's financial investment.

The hiring and placement of the new arts teachers at those schools represents a very strategic and targeted approach by the Mayor, Chancellor, and Department of Education's Office of Arts and Special Projects to address these long-standing inequities. And according to Paul King, the director of the arts office, more than 125 additional arts teachers have already been hired this year, continuing the upward and positive trend.

One area of concern highlighted in the report and worth mentioning, was a significant decline in percentage of schools providing the required arts instruction at the elementary school level (55% down to 38%). Part of this was likely due to a new reporting system, but it is certainly something that warrants increased attention.

While the report makes clear that there is more work to be done to ensure every child is receiving the arts education they deserve and are entitled to by state law, there is also to be encouraged by since the City Council and Mayor agreed to this important funding initiative. The Mayor, Chancellor, DOE and City Council all deserve credit for making these gains possible.

In order to build upon the success of the effort, and further close the existing gaps in equity, we ask that you increase funding for the initiative to \$27.6 million, a figure that reflects the additional \$4.6 million that the Council requested in last year's budget. This would support the hiring of even more licensed arts teachers, more funding for arts and cultural partnerships, and increased dollars for critical arts supplies, instruments, and technology upgrades.

And in a final note, in addition to supporting this important educational funding line, CAE joins New Yorkers in calling on the Council to support an increase of \$40 million for the Department of Cultural Affairs budget. Arts and culture are a hallmark of life in New York City and a vital part of makes New York great. The city's rich array of arts and cultural organizations are invaluable to the education of our public school students. They provide arts education services and experiences for students and New Yorkers of all ages and help to improve social and academic outcomes and school culture, while also providing our students with invaluable introductions to careers in the arts and creative sector. With an increase in funding currently funded organizations can expand their educational offerings and the DCA can also offer funding to a wider array of deserving groups and artists thereby expanding equity and access citywide.

On behalf of the board and staff at The Center for Arts Education and the tens of thousands of students, educators, and families we serve annually we thank you for your time and consideration. Thank you Chair Dromm and all the other members of the Education Committee for your service to New York.



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March 16, 2016

Testimony

In Response to New York City Council Fiscal Year Preliminary Budget, Mayor's FY'16 Preliminary Management Report and Agency Oversight Hearings - Department of Education

Submitted by:

**American Heart Association / American Stroke Association
Robin Vitale – Senior Director, Government Relations**

Thank you Chairman Dromm and the members of the New York City Council Committee on Education. My name is Robin Vitale and I serve as Senior Director of Government Relations for the American Heart Association in New York City. Thank you for the opportunity to address two priority issues of concern for the AHA.

Consistent, Quality Physical Education

The American Heart Association is gravely concerned about the current state of childhood obesity in New York City. Excess weight at a young age has been linked to earlier death rates in adulthood. In fact, obese children as young as age 3 show indicators for developing heart disease later in life.¹ Furthermore, overweight adolescents have a 70 percent chance of becoming overweight adults.² As cardiovascular diseases and stroke remain New York City's number one risk of mortality and morbidity³, it is clear that we must intervene.

It is recommended that children engage in at least 60 minutes of moderate to vigorous physical activity each day. It is reasonable that students should get at least 30 minutes of that time in school.⁴ Regular physical activity is associated with a healthier, longer life and lower risk of obesity, cardiovascular diseases, high blood pressure and diabetes.⁵ By denying any group of NYC students access to regular,

¹ Krebs N, Himes J, Jacobson D, Nicklas T, Guilday P, Styne D. Assessment of child and adolescent overweight and obesity. *J Pediatr*. 2007;120:S193–S228.

² Skinner AC, Steiner MJ, Henderson FW, et al. Multiple Markers of Inflammation and Weight Status: Cross-sectional Analyses Throughout Childhood. *Pediatrics* 2010;125(4):e801–e809.

³ <http://www.nyc.gov/html/doh/html/cardio/cardio.shtml>

⁴ US Dept. of Health and Human Services. Physical activity guidelines advisory committee report, 2008. Washington, DC: 2008: A1-H14.

⁵ Shortreed SM. Estimating the effect of long-term physical activity on cardiovascular disease and mortality: evidence from the Framingham Heart Study. *Heart*. 2013; 99.9: 649-654.

quality physical education, we are potentially permitting health disparities to deepen in our young people. A quality PE program, offered to every student, can serve to equalize opportunities for physical activity now and inspire a lifetime of healthier behaviors for children in all communities.

Based upon the analysis of the City Comptroller, we know that schools are struggling to comply with the state laws requiring consistent, quality PE.⁶ This assessment was initially highlighted in a report achieved by the American Heart Association in 2012 which showed significant gaps in achieving the state mandates regarding time spent on PE per week. With pending advent of the city's new Physical Education Report Card, we appreciate the growing focus on supporting schools to overcome obstacles and use resources wisely in pursuit of implementing a high quality, effective PE program. Adding to this improved transparency, we similarly request Council's support in helping to clarify how schools are using funds designated for PE implementation. Identifying how funds are being spent, or are being possibly diverted, could provide additional guidance to schools as they work to improve their compliance with state laws.

Thanks to the advocacy of the city last year, the new Physical Education Works program has begun to implement strategic improvements in 8 school districts, including the hiring of 50 PE teachers as well as a proportional number of program managers.⁷ The American Heart Association concurs with the consensus of the Phys Ed 4 All Coalition and recommends that the city allocates an additional \$18 million to expand the Physical Education Works program to the remaining 24 school districts in New York City. Every school should be achieving, or exceeding, the minimum state requirements for a quality PE program. This investment can assist in this goal to achieve greater equity regarding physical education programs.

Additionally, it is wholly appropriate for the city to address the persistent obstacles regarding appropriate space for a safe, high quality PE program. Too many schools lack the necessary infrastructure to provide the necessary instruction. We urge the city to include significant funding in the FY17 budget to begin to address the capital needs identified that have been identified.

CPR in Schools Implementation

Another overarching concern with Health or PE curriculum requirements is the implementation of the new state Chancellor's regulation, which requires all New York high schools to train their students in CPR in Schools.⁸ In order to assist schools who wish to provide a more robust training program, or are otherwise limited to available resources, the American Heart Association encourages the New York City Council to establish and administer a \$1 million fund to support schools implementing CPR/AED training programs.

⁶ http://comptroller.nyc.gov/bureaus/audit/PDF_FILES_2011/MD11_083A.pdf,
<http://publicadvocategotbaum.com/policy/pdfs/AllWorkandNoPlay3-23-04.pdf>,
http://publicadvocategotbaum.com/new_policy/PhysicalEducationMay2008.html, <http://wccny.org/wp-content/uploads/2013/02/PETF-Position-Paper-IBO-Letter-Tables-Final.pdf>, http://comptroller.nyc.gov/wp-content/uploads/documents/Phys_Ed.pdf,

⁷ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/allocationmemo/fy15_16/FY16_PDF/sam56.pdf

⁸ <https://www.regents.nysed.gov/common/regents/files/meetings/Sep%202015/915brca8.pdf>

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

While there are free and low cost resources available to schools, the fact remains that students will receive higher quality training if funding is available for equipment and supplies. In a city as diverse as New York City, it would be beneficial to obtain CPR/AED training materials in other languages to better serve our high school students. For these reasons, we respectfully request the Council to add 1M to the proposed FY17 Budget to create a grant program to support schools in their implementation of this requirement.

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

NYC COUNCIL – EDUCATION COMMITTEE TESTIMONY

ORGANIZATIONAL BACKGROUND AND HISTORY

Often called one of the greatest living works of art, Wave Hill is a vibrant public garden and cultural center located in the northwest section of the Bronx. Wave Hill was donated to the City of New York by the Perkins-Freeman Family in 1960 and became a public garden in 1965 as a result of a strong community-led effort. One of the first private estates to be developed into a public garden, the site takes ideal advantage of the vistas of the Hudson River and Palisades. Wave Hill's mission is, "To celebrate the artistry and legacy of its gardens and landscapes, to preserve its magnificent views and to explore human connections to the natural world through programs in horticulture, education and the arts."

VISITATION AND IDNYC

Wave Hill currently serves 155,000 annual visitors. We have extended IDNYC membership benefits to nearly 5,000 individuals, city-wide. Our IDNYC membership increased our membership by 162%, represents over 60% of our membership base, and is comprised of members from all boroughs:

- Brooklyn 19%
- Bronx 22%
- Manhattan 36%
- Staten Island 2%
- Queens 21%

WAVE HILL'S EDUCATION PROGRAMS

Overview

Wave Hill is committed to providing engaging, hands-on educational experiences that connect students with the natural environment. Our Education department serves over 25,000 each year through Family Programs, Teen Empowerment Internship Programs, and School Programs. Today, I'm here to talk to you about Wave Hill's School Programs that serve NYC's schoolchildren and teachers.

School Programs Overview

Wave Hill's Cross-curricular School Programs, Summer Programs, and Professional Development Opportunities serve approximately 10,000 NYC students and teachers grades Pre-K through 12 per year.

Wave Hill's School Programs provide a safe, clean and picturesque outdoor "classroom" for NYC students.

Programs support the Common Core Learning Standards and Next Generation Science Standards; and are modeled around critical thinking, thoughtful observation, and inquiry-based exploration.

Wave Hill's Academic Year School Programs include three different tracks: Nature Studies, Creative Arts, and Historical Studies. In the most recently completed fiscal year, Academic Year programming served nearly 8,500 students and teachers – almost 400 classes.

Wave Hill's Summer Programs are offered in July and August, are pedagogically appropriate, fun, and help offset the summer slide. In the most recently completed fiscal year, summer programs served nearly 1,700 school children and teachers.

Wave Hill also offers Professional Development Opportunities for Pre-K through Middle School educators that include full-day sessions hosted at Wave Hill, offsite conference presentations, and customized in-school workshops. These empower educators with innovative ways to integrate science and the arts into their classrooms. We currently serve nearly 400 school teachers each year through professional development opportunities.

Audience Served

In the most recently completed fiscal year, the school groups served by Wave Hill's Education Department represented a highly diverse audience from all across NYC, with highest representation from the Bronx and Upper Manhattan (87%). Of the Bronx-based visiting school groups 89% represented some of the most-underserved communities including Mott Haven, Tremont, Belmont, and Fordham Manor.



**Testimony to the Education Committee
New York City Council
Wednesday, March 16, 2016**

Good afternoon, Chair Dromm and the members of the Committee on Education. My name is William Crow, and I am the Managing Museum Educator overseeing programs and resources for PreK-12 students and educators at the Metropolitan Museum of Art. I am thrilled to present testimony on how The Met has worked in collaboration with the Department of Education and the City Council to strengthen education for all New York City schoolchildren. The Museum offers some 28,000 programs each year to an audience of 700,000. Last year we welcomed over 136,000 students from New York City through our School Visits program, and offered professional learning programs for over 5,000 educators, principals and school administrators.

I'm sure you will agree that these are impressive numbers, but I stress to you the deep impact and even life-changing transformation that occurs with each and every individual when cultural institutions, school communities and young people work together to achieve our shared goal of student achievement. While in the past some considered a trip to a museum an enrichment activity, or a "field trip" to reward students in the spring, today we know that museums and cultural institutions are critical partners as we aim for young people to grow into thoughtful, critical, engaged, and participatory citizens.

Recent empirical studies show that even a single visit to a cultural institution can influence students' content knowledge, critical thinking, and even the ability to take the perspective of others. National organizations such as the National Art Education Association are forming a research agendas that examine the role of museums as they partner with schools in the development of students' 21st century skills such as critical thinking, collaboration, and creativity.

I know that I speak for many of my museum colleagues in the City when I say that we celebrate and support the vision proposed by Schools Chancellor Carmen Fariña to tap the City's cultural institutions as partners in student achievement. Museums are uniquely positioned to provide professional learning opportunities, drop-in programs for teens, in-school services to students, family engagement activities, and programs and resources for learners of all abilities. But to do this, our schools need the resources and support from the City to take advantage of these opportunities.

At the Met, we work closely with the leadership at the NYC Department of Education: The Office of the Arts and Special Projects, the Social Studies team, the Borough Field Offices, the Curriculum, Instruction and Professional Learning division, Family and Community Engagement, District 75, and many others. As we plan programs or create resources for educators, principals, school leaders, students or other constituencies, we have deep and ongoing conversations to align goals, determine teaching strategies, and create measures that will tell us if we have been successful.

As you consider the financial resources that are allocated to the New York City Department of Education, I urge you to keep our City's cultural institutions front of mind as essential partners. The cultural sector truly values the Council's support. Thank you again for your time.

Questions? Feel free to contact:

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Museum of Art**

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Student Testimony

in Support of Universal Free School Lunch Expansion

before the New York City Council Education Committee

Hearing on the Preliminary Budget

March 16, 2016



Aminata Abdouramane

Hello, my name is Amina Abdouramane and I am in the 12th grade at the Academy of Urban Planning at Bushwick Campus in Brooklyn. Thank you Council Member Dromm and the Education Committee for your continued support on universal free school lunch. As a student who has been fighting for this issue for three years, I am also here to urge the Mayor to expand this program.

Imagine someone who has been trying to stay unseen for the longest time in a game of hide and seek. You may be asking, who is this person and why are they hiding? This scenario I am talking about is not just a hypothetical. It is a reality that plays out in school cafeterias throughout New York City.

This person tries their best to not show any evidence at all of their hiding area. Why are they hiding? Because they don't want to be seen by other members of the game. Why not? Because if that does happen, they lose. In the case of school lunch, many students play this game: of hiding and being unseen. Why do students not want to be seen on the lunch line? Because of the fear of getting caught. Why? Many reasons to answer that: Let's go through the main points:

- 1) A social class system is reinforced by the school lunch process.
- 2) Stigma/Bullying: All over the world, the motto is treat people the way you want to be treated. Well, this motto doesn't exist in our school cafeteria. Name calling, put downs, bullying, labeling students, etc. Can you believe that school lunch causes this? People are ashamed to get up and get lunch. What if they're hungry? What if that lunch is the one and only meal for their whole day? What if their parents don't have money to give them to buy lunch? Then what? The answer is obvious. They are hungry for that whole day until hopefully they get home and eat. The reason why students don't get on line is because they are afraid to get caught eating what our world knows as "free-free". Getting labeled or being bullied for being a free-free eater is like getting labeled an outcast. Being an outcast in schools without universal free school lunch means that everybody knows who you are -- and in a very bad way. It has the same stigma as a person who is homeless and is on public assistance. You can believe what I'm saying to be credible because I was a victim and I am still a witness.

I know this is not what the Department of Education was aiming for, but this is what happens in students' cafeterias. Students should have all the resources and nourishment they need to reach their potential. As a graduating senior of 2016, I want to make sure that my years of fighting for universal free school lunch will banish the "free-free" stigma once and for all. As our city's leader, Mayor de Blasio has the power to do this and I urge him to take a stand for all NYC public school students. Thank you.



Tianhao Zhang

Good afternoon Council Member Dromm and fellow members of the New York City Council Education Committee. My name is Tianhao Zhang, and I'm a senior at Francis Lewis High School in Fresh Meadows, Queens. I am here today to represent a student advocacy group Teenergetic. Inspired by a student protest at my school about lunch appeal, I founded Teenergetic with my classmates and set as our mission to launch Universal Free Lunch, improve the appeal of school food, and enhance the overall learning experience in NYC schools. With your support, Teenergetic and other community based organizations aim to make more progress this year toward universal free school lunch.

At Francis Lewis High School, we have a significant population of immigrant students. Having immigrated to this country with my family 4 years ago, I witnessed firsthand some of my friends who are hesitant about filling out school lunch forms. They will say it's because their parents are unwilling to reveal certain information out of concern of their immigration status. Additionally, in my school, many students' families barely miss the eligibility threshold to qualify for free or reduced price lunch and therefore struggle to pay for their children's meals. What this means for many students is choosing between food or a review book. Unfortunately most students will choose to pay for the latter, a decision that affects their health and academic progress. This situation is not limited to my school. In fact the lack of universal free school lunch leads to problems throughout New York City in different forms depending on the school. By implementing universal free school lunch, the two aforementioned problems can be immediately and effectively addressed.

While the city tried to remedy the crisis in our school food system with initiatives in elementary and middle schools, high school students continue to be left out of this critical conversation. That's why I am here today. I am here to ask the Mayor to make universal free lunch a priority. To Council Member Dromm and the fellow members of the Education Committee, I thank you for your support and hope you continue to be strong champions of this issue. All students should be guaranteed full access to school lunch regardless of individual family situations so that every student can become more productive in their educational endeavors.



Jahnice Johnson

Hello , my name is Jahnice Johnson and I am a student at George Westinghouse High School. I'd like to take the time out today to deliver my support for the Lunch4Learning campaign for universal free school lunch for all NYC public school students. Cyber bullying, embarrassment, pressure and fear are all factors under school lunch system and the ones who have opportunity to obtain it. A while back, I was unaware of the originator of the term called for school lunch to be renamed "free free". The word has more meaning than it seems, better yet more impact. Last year when we were allowed to have our phones in school, students would go out of their way just to take pictures of people eating school lunch. I happened to be a victim of this situation and I must admit it got me highly upset to know later on that night I would be clowned on social media. This caused mental frustrations to my well being, it made me not want to show my face in school. I was one with a high popularity level as well as one who was more fortunate and this was happening to almost everyone so I can only imagine what it did to those who knew free lunch would be their only meal. Did they make the pain unbearable and overwhelming enough to sacrifice health, and cause starvation? Bullying isn't the only issue with school lunch. There were times where there wasn't enough food, it was undercooked, or just a bad taste. Nevertheless, I think the first approach would be to make all school lunches universally free and soon enough the factors behind students not eating school lunch will become obsolete. I am asking you Mr. Mayor and Council Members, to make universal free lunch a priority. We need to stop the stigma and get better access to food in our schools. Thank you for your time and your support for this meaningful, momentous, necessary issue .

Solomon Aniemeka

Hello, my name is Solomon Aniemeka, a sophomore at East New York Family High School. I stand in front of you today to discuss a troubling issue currently existing within our schools today. As a student, in order for me to receive lunch, I'm required to pay 0.75 everyday due to my father's income. To you 0.75 may seem to be small issue to argue about, but what I request is for you all to consider the fact that many parents today are being suffocated by responsibilities, including my own parents. My father's income makes us ineligible for free school lunch, but he still has other basic responsibilities such as rent, taxes, educational expenses, as well as placing food on the table at home.

All these other expenses , tend to reduce his yearly income leaving him with insufficient funds, thus, limiting payment distribution for school lunch. For many other students with situations similar to mine, this can lead to health issues, lack of focus in class, low grades, and much more. In my school, the appeal of school lunch is an issue, but how can we improve the lunch in a public school if not everyone can eat it?

What I ask of you, Council Members and Mayor de Blasio, is to establish free school lunch for all NYC public schools. You have the power to make sure that the youth of our current generation can get a proper diet to help strengthen our ability to focus in class. It's your choice to proceed toward the right path into supporting today's youth. Thank you to the City Council for your support this year and the last. for your full attention and have a good day.



Hello, our names are Stephanie Almodovar, Chenlee Carrasco, Kimberly Fuentes, and Brandon Valdivieso. We are high school students in the Hunts Point area who form part of a teen activist group called A.C.T.I.O.N. in a local community organization known as The Point CDC. We would like to first thank the City Council Education Committee for their continuous support through the Lunch for Learning campaign. Through this testimony we would like to express why we need universal free school lunch to be implemented in all NYC public schools.

As youth who work for and advocate for positive change in our community, it is important to us that we share with you the importance of creating a universal free school lunch system throughout all of NYC's public schools. Most school age youth in this community depend on the nutrition we receive from our schools. Students in school need breakfast and lunch to help them operate their day. Most students eat lunch in school because we all know how important it is for our health and education. As you may be well aware of, Hunts Point is home to the largest food distribution center in the United States. However, we are also a food desert with few healthy food options available in our community. Once youth transition out of middle school into high school, the security of a school-wide free lunch is gone. That is why supporting the creation of universal free school lunch from pre-k through high school is important.

Implementing universal free school lunch along with improving the quality of school food will help ensure better school environments for young people in our public school system. School lunches are unappetizing. Access to more varied foods, along with better refrigerated dairy products served in schools will benefit us in the classroom. We are asking you Mr. Mayor and City Council members to institute universal free lunch. We need better food options in all our schools. Thank you again for your support and thank you for your time.



Testimony for Preliminary Budget Hearing: Education Committee

New York City Council, March 16th, 2016

Kate McDonough, Director of Organizing, Girls for Gender Equity

Good Afternoon New York City Council Members. My name is Kate McDonough and I am Girls for Gender Equity's Director of Organizing. Girls for Gender Equity is an intergenerational organization committed to the physical, psychology, social, and economic development of girls and women. Through education, organizing, and physical fitness, GGE encourages communities to remove barriers and create opportunities for girls and women to live self-determined lives. We are also active members of the Dignity in Schools Campaign.

For the past two years, our Sisters in Strength Youth Organizers, who are all high school aged young women of color, have been conducting their own research on discipline practices in school and calling attention to how racial and gender stereotypes about young women of color—particularly Black girls—cause them to be uniquely and unfairly disciplined. One of our Sisters in Strength can't express her opinion without being told that she needs to stop being loud and angry. This same young woman can't come to school with her hair wrapped without it being assumed that she will get into a fight. Another Sister in Strength was suspended for a week for accidentally breaking her teacher's pencil sharpener. The teacher's reasoning for the suspension was that she broke it on purpose because she wanted attention.

These are not isolated incidents—it's systematic racism and sexism. Studies have found that black girls are more likely to be disciplined for talking back (Morris 2007) and receive informal forms of discipline such as being asked to leave the classroom for chewing gum, getting up to throw away trash or speaking too loudly (Wun 2014).

One study entitled Ladies or Loudies by EW Morris, found that much of the discipline that Black girls face stems from the perception that their femininity is somehow flawed and the discipline administered is used as a means to have Black girls conform to stereotypical forms of femininity such as being quieter and more passive. In other words, white upper middle class femininity.

A major shift needs to happen and I encourage city government to help foster this change by investing 5 million dollars in bringing restorative justice to our schools. I support this because I've seen it work. Girls for Gender Equity is currently working with Roy H. Mann Middle School in the Mill Basin section of Brooklyn to incorporate restorative practices into the fabric of their school community. The school decided to go in this direction to uphold their core value that everyone matters and to work from a preventative framework as opposed to a reactive one. For example, the principle at Roy H. Mann has told school staff that if they see a young person who is visibly upset, instead of making assumptions, they should ask them what's wrong so that the issue can be worked out and decrease the possibility that the young person will take out their bad day on another student or teacher. Since investing in this approach, the school has seen a 90% decrease in suspensions and has yet to open their safe room this school year. They are now moving on to the next step of incorporating community building circles during class time so that they can build an environment that is worth restoring when harm is done.

Schools need resources to implement restorative practices well for it is not simply a program to help reduce suspensions, but a value system that yields a more humane approach to working with young people, an approach that systematic racism and sexism has kept from far too many students. There are amazing schools that are tackling systematic racism and sexism head on and many more that want to move in this direction. Let's make sure that they have the resources to be successful.



Testimony Before the New York City Council Committee on Education

Preliminary Budget Hearing March 16, 2016

Liz Accles, Executive Director, Community Food Advocates

Chairman Dromm and members of the Committee, thank you for the opportunity to testify today.

I would first like to bring your attention to the Lunch 4 Learning Parent Caucus letter that was delivered to Mayor de Blasio on February 18th urging him to keep his promise and expand universal free school lunch to all students in the Executive Budget. The New York City public school parent leaders who make up the membership of the Caucus also requested a meeting with the Mayor to discuss the program's benefits to children and families. Signatories to the letter include the Chancellor's Parent Advisory Council, The Education Council Consortium, the Citywide Council on High Schools, the Citywide Council on English Language Learners, the Citywide Council on Special Education, and over six dozen representatives of borough and school district-based councils and PTAs. There has been no response.

We believe it is not registering with the Mayor just how passionately public school parent leaders from all corners of the city feel about this issue. They know first-hand that in both mixed income and low income schools the poverty stigma plays out in the cafeteria in a very real and detrimental way.

This is a matter of prioritizing hungry students. This program would undo the worst aspects of the lunch room income hierarchy, and significantly decrease the

ensuing humiliation and bullying students experience that prevent many from eating.

We simply do not believe there is any barrier left standing in the way of full expansion of universal free school lunch to all students.

This is a program that has a demonstrated record of clear success with a very modest price tag attached.

- In middle schools school lunch participation increased by 7%;
- There has been no negative impact on Title 1 allocations;
- The Department of Education estimated a modest \$6 million for middle school implementation and it cost less than \$1 million.

When all the pieces are combined, our budget estimates are not far from the Department of Education's. The difference is a drop in the bucket in the context of an \$82 billion New York City budget, all while reaching 1.1 million New York City public school students in every neighborhood throughout the entire city.

We also believe the Mayor's dismissal of the increase in participation is disingenuous.

If any program is not maximizing its impact, it is the responsibility first and foremost of the administration and the agency to make that happen and to address implementation barriers. We have seen this commitment with many of the Mayor's initiatives. If there is the will, there is a way to ensure the best results.

Universal free school lunch is the simplest, most immediate, cost effective and far-reaching way to address hunger and the related health and education issues in our schools.



Benefits of Expanding Universal Free School Lunch to High School and Elementary Schools Under Community Eligibility Provision (CEP)

First Year Projections

- Benefit #1:** **More students eating lunch each school day**
- Projected increase of 47,000 additional elementary and high school students eating lunch each school day
- Benefit #2:** **Huge financial relief to families throughout NYC**
- \$900 in annual financial relief to families per child*
 - Total of \$42.3 million in financial relief to families
- Benefit #3:** **Increased reimbursements for NYC**
- City would receive \$22.6 million in additional federal and state reimbursements
- Benefit #4:** **More jobs created**
- Increased school lunch participation would create 376 new jobs

Cost to NYC: **An additional \$3.6 million per year**

Total cost for additional lunches (\$26.2 million) –
Total federal & state reimbursement for additional lunches (\$22.6 million) =
Gap to be filled by NYC (\$3.6 million)

Analysis on back: Participation and cost projections based on actual first year middle school student Community Eligibility Participation.

**((\$5 average value per meal) Based on the Robin Hood Foundation estimates for cost per meal for a substantial main meal for low income consumers. Explanation: Their \$5 estimated value of a meal is based on the U.S. Department of Agriculture estimate for the average cost of food for low-income consumers, and is increased to reflect the cost of living in New York City using the method found in the SelfSufficiency Standard for the City of New York 2004 (Pearce, 2004).*

Method of Analysis: Participation and Cost Projections based on actual first year middle school student CEP participation.

First year Middle School Universal Free Lunch Implementation (CEP Schools Only 2014-15 school year)

5,500¹ additional students eating lunch daily or 992,884 additional meals served (+7.5% over prior year)

(a) Total additional cost for food and labor for additional lunches served @ \$3.10/meal²
= \$3.08 million

(b) Total new federal and state revenue (reimbursement) to NYC under CEP for additional lunches served @ \$2.68 average reimbursement/ for each meal³
= \$2.66 million

(c) Gap between federal and state reimbursements and cost of providing the meals =
Additional cost to New York City = \$.42 million

(d) Additional jobs created = 44
(125 meals = 1 staff person: 5,500/125 = 44)

Tailored Projections for Elementary and High Schools: First Year CEP Implementation

Projected Elementary Schools participation level: 30,000 additional children eating lunch each day (8.6% increase in participation) would reflect 80% of attending children.

Projected High School participation level: 17,000 additional students eating lunch each day (19.9% increase in participation) would reflect 42.7% of attending students.

Total projected daily increase in student participation 47,000 students, or 8,460,000 additional lunches served per year.

(a) Total additional cost for food and labor for additional lunches served @\$3.10/meal (see fn 2)
= \$26.2 million

(b) Total new federal and state revenue (reimbursement) to NYC under CEP for additional lunches served @2.68/ average reimbursement for each meal (see fn 3)
= \$22.6 million

(c) Gap between federal and state reimbursements and cost of providing the meals =
Additional cost to New York City = \$3.6 million

(c) Additional jobs created = 376
(125 meals = 1 staff person: 47,000/125 = 376)

¹ In 2014-15 school year there was an average increase of 7,300 additional middle school students eating lunch every day, including 5,500 students in CEP participating schools

² Cost per lunch from NYC Office of SchoolFood, Oct. 2015

³ Average lunch reimbursement under CEP. Data from NYC Office of SchoolFood, Oct. 2015



February 18th, 2016

Hon. Bill de Blasio
Office of the Mayor
City Hall
New York, NY 10007

Dear Mayor de Blasio,

As parent leaders and representatives of thousands of families of New York City public school students citywide, we are calling on you to keep your promise to bring universal free school lunch to New York City public school students. In your campaign policy book, *One New York, Rising Together*, you promised to:

Support Universal School Meals in Schools

"Bill de Blasio will make free school lunch available to all public school children at most city schools by taking advantage of the new Community Eligibility Option (CEO) for low-income school districts. This program would take advantage of the federal Healthy, Hunger-Free Kids Act of 2010, which the DOE has failed to do. This allows schools to replace the current inefficient, application-based system for school lunches with a paperless data-driven system that allows students to eat free of charge and free of stigma."

We ask you to make good on that promise and expand universal free school lunch to all New York City public school students in your Fiscal Year 2017 Executive Budget. We urge you to address hunger in our schools by ensuring that children have equal and universal access to healthy school meals, regardless of family income or immigration status.

Students must be well-nourished to learn. Hundreds of thousands of income-eligible students in New York City public schools do not participate in the school lunch program due to the poverty stigma associated with traditional, fee-based school lunch. Many of these students—as well as others whose parents are not income-eligible for free lunch yet cannot afford to pay school lunch fees—struggle through lessons on an empty stomach. In addition, despite urgent need, many immigrant parents are reluctant to fill out the school lunch forms for fear of government reprisal, and the pursuit of lunch fees from parents who cannot afford it both put principals in the uncomfortable role of bill collector and directly undermines your efforts to increase parent engagement.

Offering universal free and healthy school meals without identifying students by income is fundamental to eliminating stigma, increasing participation, and addressing inequities in New York City public schools.

We applaud you, Chancellor Fariña, the City Council, and the Public Advocate for instituting universal free school lunch in stand-alone middle schools. However, the majority of our City's children are still unnecessarily subjected to the inequities and stigma encountered in the income-based school lunch system. The City cannot afford to ignore the direct health and educational benefits to our children and the financial relief to families of free, accessible school lunch.

The Lunch 4 Learning campaign's Parent Caucus would greatly appreciate the opportunity to meet with you to further discuss this issue. Please contact Liz Accles, Executive Director of Community Food Advocates, at 917-751-8721, laccles@foodadvocates.org. Thank you for your consideration of our request.

Sincerely,

Chancellor's Parent Advisory Council (CPAC)

Nancy Northrop, Co-Chair, on behalf of CPAC

Yvette Small, Co-Chair, on behalf of CPAC

Education Council Consortium (ECC)

David Goldsmith, Co-Chair, on behalf of the ECC

Melanie Mendonca, Co-Chair, on behalf of the ECC

Citywide Council on High Schools (CCHS)

Constance Asiedu, President and Bronx Representative, on behalf of CCHS

Citywide Council on Special Education (CCSE)

Pamela Stewart, Co-President, on behalf of the CCSE

Citywide Council on English Language Learners (CCELL)

Teresa Arboleda, President, on behalf of the CCELL

Brooklyn High School Presidents' Council Members

Aquila Jordan, President*

Monique Lindsay, Chair, Alumni Association Committee*

Manhattan High School Presidents' Council

Sonia Martinez-Quinones, President, on behalf of the Council

Queens High School Presidents' Council

Nancy Northrop, President, on behalf of the Council

Staten Island Federation of Parent Teacher Associations

Miguel Rodriguez, President, on behalf of SIFPTA

CEC 1: Arnette Scott, President, on behalf of the Council

Manhattan: Lower East Side and East Village

CEC 2: Shino Tanikawa, President, on behalf of the Council

Manhattan: East Side south of 97th Street; West Side south of 59th Street

CEC 3: Joseph Fiordaliso, President, on behalf of the Council

Noah Gotbaum, Member & ECC Steering Committee Member

Theresa Hammonds, Member

Nan Mead, First Vice President

Vincent Orgera, Member

Kimberly Watkins, Treasurer

- Manhattan: West Side (59th Street to 122nd Street)*
- CEC 4:** Douga Ba, Member*
*Laura Lugo, Member**
- Manhattan: East Harlem South and East Harlem North*
- CEC 7:** Carmen Figueroa, Member*
South Bronx: Mott Haven-Port Morris, Melrose South- Mott Haven North
- CEC 8:** Eduardo Hernandez, President, on behalf of the Council
Southeast Bronx: Hunts Point, Longwood, Soundview, Throgsneck
- CEC 9:** Josephine Ofili, Bronx Borough President Appointee*
*Carlton Curry, Member**
*Jose Gutierrez Salgado, 2nd Vice President**
South Bronx: Grand Concourse, Morrisania, Tremont
- District 9 Presidents' Council:** Kellyann Perer, Co-President*
*Rosa Huerta, Secretary**
- District 10 Presidents' Council:** Ray Wilson, Co-President*
Northwest Bronx: Riverdale, Wave Hill, Fordham, Kingsbridge, Belmont
- CEC 11:** Steve Miller, President, on behalf of the Council
Northeast Bronx: Pelham Parkway, Eastchester, Woodlawn, Co-Op City, City Island
- CEC 12:** Ilka Rios, President, on behalf of the Council
Durpatie (Shanta) Budhram, Bronx Borough President Appointee & 1st Vice President
Central Bronx: Longwood, Crotona Park East, East Tremont
- CEC 13:** David Goldsmith, President, on behalf of the Council
Brooklyn Heights, Downtown Brooklyn, DUMBO, Fort Green, Clinton Hill, Bedford Stuyvesant
- District 13 Presidents' Council:** Vascilla Caldeira, President, on behalf of the Council
- CEC 15:** Naila Rosario, President, on behalf of the Council
Carroll Gardens, Park Slope, Windsor Terrace, Boerum Hill, Fort Green, Red Hook, Sunset Park
- CEC 17:** Nicole Job, President, on behalf of the Council
Natasha Welsh, Brooklyn Borough President Appointee
Prospect Heights, Propect-Lefferts Garden, East Flatbush, Crown Heights
- District 17 Presidents' Council:** Joan Trellis, President, on behalf of the Council
- District 18 Presidents' Council:** Rhonda Joseph, President & 1st Vice President, CEC 18*
Flatbush, Canarsie
- CEC 20:** Laurie Windsor, President, on behalf of the Council
Borough Park, Bay Ridge, Dyker Heights, Sunset Park
- District 20 High School Student Council**
- CEC 21:** Heather Fiorica, President, on behalf of the Council
Coney Island, Brighton Beach, Bensonhurst
- CEC 22:** Sandra Mejia, ELL Member*
Ditmas Park, Mill Basin, Midwood, Madison, Flatlands, Flatbush, Gerritsen Beach
- CEC 23:** Melanie Mendonca, President*
Ocean Hill, Brownsville, East New York
- CEC26:** Alan Ong, President, on behalf of the Council
Bayside, Fresh Meadows, Floral Park, Bellerose, Jamaica Estates, Hillcrest, Glen Oaks, Little Neck

District 26 Presidents' Council: Kim D'Angelo, President, on behalf of the Council
CEC 28: Maria Kaufer, 2nd Vice President*
Rego Park, Forest Hills, Kew Gardens, South Jamaica
CEC 30: Deborah Alexander, President, on behalf of the Council
Astoria, Ditmars, East Elmhurst, Hunters Point, Jackson Heights, Long Island City, Woodside, Sunnyside
CEC 31: Michael Reilly, President, on behalf of the Council
Staten Island (entire borough)
Manhattan Community Board 2, Jeannine Kiely, Chair, Schools and Education Committee
Greenwich Village, Little Italy, SoHo, NoHo, Hudson Square, Chinatown

PS 35 Franz Siegel, Nancy Medina, PTA President*
 Monica Martinez, PTA Vice President*
 Ernest Suarez, PTA Treasurer*
PS 42 Claremont, Choyce Perkins, PTA President*
 Crystal Scaman, PTA Vice President*
Community School 55, Ebony White, PA President*
 Kayon Broderick, PA Treasurer*
 Amy Turner, Title 1 Rep*
PS 70 Max Schoenfeld, Ericka Lee, PA President*
PS 109 Sedgwick, Tamika Collins, PA President*
 Rachel Ewell, PA Treasurer*
IS 117 Joseph H. Wade, Lillian Gonzalez, PTA President*
PS 126 Dr Marjorie H Dunbar, Diana Cranston, PTA President*
PS 144 Michelangelo, Rosa Huerta, PA President*
MS 145 Arturo Toscanini, Hellenna Williams, PTA Treasurer*
PS 199 The Shakespeare School, Lillian Orellana, PTA Secretary*
IS 313 School of Leadership and Development, Vickie Thompson, PA President*
MS 328 New Millennium Business Academy, Gloria Alfinez, PA President*
MS 327, Abeha Roman, SLT Member/PA President*
 Rodolfo Roman, SLT Member*
PS 443 Family School, Irma Ortiz, PTA President*
Grant Avenue Elementary, Cynthia Pendleton, PTA President*
PS 454 Mott Hall, Mamounata Badala, PTA President*
Mount Eden Children's Academy, Carmen Lopez, PA President*
 Sylvia Skiepkio, PA Vice President*
Bronx Leadership Academy High School, Carmen Ramos, PA Treasurer*
PS 8 Robert Fulton School, Melis Bromberg, Co-President, on behalf of the PTA Executive Board
PS 9 Teunis G. Bergen School, Jesse Hendrich, PTO Co-President on behalf of the PTO
PS 20 The Clinton School, Vascilla Caldeira, PTA President, on behalf of the PTA
PS 164, Dianey Sánchez, PTA President, on behalf of the PTA
PS 251 Paerdegat, Rhonda Watson-Greene, PTA Vice President*
IS 259, Laurie Windsor, PTA President, on behalf of the PTA
Bedford Academy High School, Earline Mensah, PTA President, on behalf of the PTA
Park Slope Collegiate, Katie Mosher-Smith, PTA Co-President, on behalf of the PTA

Guy Mompremier, SLT Co-Chair
District 5, Danielle Sullivan, Title 1 Rep*
Baccalaureate School for Global Education, Cecilia Cheng, PTA Co-President*
Academy of American Studies, Leah Guarino-Ramirez, PTA President*
PS/IS 266Q, Erica Lobosco, PTA Co-corresponding Secretary, on behalf of the PTA

**Alliance for Quality Education, Zakiyah Ansari, Advocacy Director, on behalf of the Alliance
Education Committee for African American Clergy & Elected Officials (AACEO),**

Dr. Jackie Cody, Chair*

The Lazarus Project; 4 In the Family, Andre Peterson, Founder and Director*

**New York City Coalition of Educational Justice, Natasha Capers, Coordinator and Parent
Leader, on behalf of the Coalition**

**Make the Road New York, Placida Rodriguez, Parents Committee Organizer, on behalf of the
Committee**

Cc:

Carmen Fariña, Chancellor, NYC Department of Education

Elizabeth Rose, Deputy Chancellor, NYC Department of Education Division of Operations

Anthony Shorris, First Deputy Mayor

Herminia Palacio, Deputy Mayor, Health and Human Services

**Testimony before the New York City Council Education Committee in Support of Universal
Free School Lunch Expansion
Hearing on the Preliminary Budget, March 16, 2016**

Teresa Arboleda, President, Citywide Council on English Language Learners (CCELL)

The Citywide Council on English Language Learners (CCELL) advocates on behalf of all students who are in a bilingual, dual language or English as a New Language (ENL) Program. On behalf of CCELL, I want to thank the Council for its leadership in providing universal free school lunch to standalone middle schools and for championing expansion of the program to all New York City public school students.

Many English Language Learners are from immigrant families who are new to this country and are not familiar with the processes involved in advocating for their children. Often they are not aware of their rights as parents, including their eligibility for free lunch and the availability of accommodations for their children. We aspire to assist these families in every way possible.

Immigrant parents often hold more than one job and it is challenging for them to be engaged in the education of their children. Families may make too much money to be eligible for free lunch and yet not be able to afford to pay for a meal. There is also the fear of many immigrant parents who may be undocumented, or have family members who are undocumented, to complete the school lunch forms for fear of the government discovering their status. Imagine the loss of pride and the uncomfortable feeling of intimidation and embarrassment for the parents when staff is required to pursue the collection of money that they cannot afford to pay.

We applaud you for instituting universal free school lunch in stand-alone middle schools and believe that it is your good intention to expand it to the rest of the school system. We trust that you will explore every avenue to bring universal free school lunch to all New York City public school students as part of the Fiscal Year 2017 Executive Budget. The current application based system needs to be replaced with a paperless data driven system, as provided for in the federal Healthy, Hunger-Free Kids Act of 2010.

Students must be well nourished to learn. Offering universal free and healthy school meals without identifying students by income is fundamental to eliminating stigma, increasing participation, and addressing inequities in New York City public schools.

**Testimony before the New York City Council Education Committee in Support of
Universal Free School Lunch Expansion
Hearing on the Preliminary Budget, March 16, 2016**

Maggie Spillane, Member, Community Education Council District 13

My name is Maggie Spillane. I live in Prospect Heights, Brooklyn, where my children are students at PS 9. I am also a member of the Community Education Council for District 13.

I want to thank the Council for its leadership in providing universal free lunch to standalone middle schools. That was real progress, and it has been a real success, having increased the rate of participation while costing less than expected.

Now is the time to build on that success, and expand universal free lunch to every public school in the city. For less than \$4 million, every single NYC public school student can have access to free school lunch. If the City found \$20 million extra in the budget for private law enforcement for certain private schools, surely we can find \$4 million to ensure that all 1.1 million of our public school students have access to free lunch.

I agree with all the reasons my fellow parents and advocates have provided to support implementing universal free lunch. As a parent in a very diverse school in a rapidly changing school district that spans from Brooklyn Heights to Bed-Stuy, I see another great power in universal free lunch: it is a concrete and easily implemented tool for creating and supporting socio-economically integrated schools and ensuring that they are well-functioning and nurturing.

I have seen firsthand the negative impact the status quo has on efforts toward more diverse schools. In recent discussions surrounding the rezoning of Brooklyn Heights, DUMBO and Vinegar Hill, we heard from lower-income families who worried about whether their kids would continue to have access to free lunch if their schools became more socio-economically diverse.

They worried that perhaps their kids would stop eating their lunch, once more children kids who don't qualify for free lunch enroll in their schools. They also worried, if their kids **do** eat their free lunch, how they would feel in a socio-economically diverse cafeteria. Would they be isolated, stigmatized, disrespected?

With universal free lunch, we can ease the concerns of these parents and ease some of the fears that come along with mixing students from different backgrounds to create integrated schools.

We can also ease the burdens on the administrators, staff and budgets of diverse schools, where the struggle to monitor lunches and collect unpaid bills is magnified.

Some of these schools devote significant staff hours and budgets to accounting for and pursuing school lunch payments. Wouldn't our resources be much better spent educating kids?

Our educators take very seriously their duty to ensure ALL kids are well-fed, regardless of status. Our educators want to be teaching our kids, not collecting bills, and certainly do not want to be judging who – among the families who did not (or could not) fill out forms, or did not qualify for free lunch – can actually pay their bill. Our educators work very hard to foster a nurturing environment, one where diverse children feel welcome regardless of their needs, and one where families feel safe and equal and respected, regardless of their background, even if – perhaps especially if – they are struggling.

As a progressive city, NYC should be doing everything it can to make that job easier, to eliminate barriers that stand in the way of creating more integrated schools, and to eliminate bureaucratic challenges that make them more difficult to run. Universal free lunch would be a cheap and immediate fix to the current barriers to equity and diversity presented by the lunchroom status quo.

I therefore urge Mayor de Blasio and the Council to implement this immediate fix. I am proud to stand with the communities of District 13 and the rest of the city in support of this important initiative to increase equity and diversity in our schools.

Latrell Stone

Youth Ministries for Peace and Justice and Urban Youth Collaborative

My name is Latrell Stone, and I am a youth organizer with Youth Ministries for Peace and Justice, and the Urban Youth Collaborative.

A week before Regents week, at my high school in the Bronx, my AP English teacher decided to give us an optional mock AP exam to take as extra credit. Since most of us were already passing the class we didn't show up for the exam because it wasn't mandatory. That Monday after Regents week, we came back into class and were informed that most of us were now in danger of failing. Our class vocally expressed how upset we were that she decided to make this exam mandatory without prior notice because she thought more people would show up even though it was mid-winter recess. After class I went to my teacher and apologized for jumping out of character like I did and tried to explain why I felt what she did was wrong. She said okay and I thought the situation ended there. The next day when I tried to attend that class, I found out I was removed from that class for two days. In other words, I got suspended from my A.P class for two days.

Black students are 4 times more likely to be suspended but our approach to school discipline pushes out in ways that aren't always tracked by data. Suspensions are going down but the racial disparities for Black students are still high. Higher than the national average. Investing in Restorative Justice is not just an investment in a program its an investment in changing school culture. School Culture that still unfairly pushes out Black students, Latino students, LGBTQ students and students with disabilities. How many hours of instruction, how many classes, how many school days are missed by students every year? We have to continue to work together in order to dismantle the school to prison pipeline.

What if my school had a Restorative Justice Coordinator? Or if the teacher and our class could have been able to have peer mediation/Group circle to talk out the misunderstanding, we could have gotten to a more positive solution than me and other students being suspended from our A.P class for two days. This was my first time getting suspended in my life and it's sad that it had to happen in my senior year in high school. I'm worried about my little sister and other students that will be here after I graduate.

We are thankful for the 2.4 million dollars that we received for restorative justice so far, and I am hoping to see that funding doubled to \$5 million. If there is \$20 million for private security guards in schools and for other programs, we can definitely work together to find more money to fully fund restorative justice.

Thank you

Jordiana Monegro
City Council Budget Education Hearing Testimony

Good afternoon,

My name is Jordiana Monegro, and I am youth leader with Future of Tomorrow and the Urban Youth Collaborative.

This fall I will be attending college and I will be a first generation college student. My school was fortunate to have a student success college center. I received support with college applications, registering for SATs, help with financial aid, and more. My dream is to study fashion and journalism and now I will have the opportunity to fulfill my dream. Unfortunately other schools in my neighborhood and in New York City lack the resources needed to help students get into the best college for them.

My High school's campus is the only high school campus in my neighborhood with a College Success Center. I can not imagine how stressful it can be for other students, and first generation college students to successfully get into college when they don't have that extra support system. There currently is not enough money and resources being invested to get these students into college and we must change this now. If we do not want our children to suffer educationally, we need to invest in their futures. That means college! We need college counselors, we need more student success centers, we need every school to have a plan and the resources to put it in place.

I think about my younger sisters back home in my country. When they arrive here will they get the support needed to get to college? Will there still be funding for the current Student Success Center on my campus? Will they be able to live there dreams?

If my school did not have this Student Success Center I would possibly be not attending college in the fall, or anytime soon. The Department of Education's new College for All plan is going to provide some students with extra guidance counselors, but a plan for all has to reach everyone. Investing \$4 million in Student Success Centers would provide on campus work for student and support thousands of more students to get into college. I am asking you to support us in Getting Us to College today.

Thank You.

City Council Preliminary Budget Hearing
March 16, 2016
Testimony from E.M. Eisen-Markowitz
NYC DOE teacher
Teachers Unite & Dignity in Schools Campaign-NY

Hello, I am E.M. Eisen-Markowitz and I am in my tenth year as a teacher in New York City and I am here -- even during the middle of the school day -- because making this City Council investment go to the right things is *urgent* in the lives of the young people I work with.

In 10 years, I've seen hundreds of small human conflicts lead unnecessarily to the suspension and push out of Black & Latino high school students. But the decades-long movement *against* zero tolerance, metal detectors, and policing in schools in NYC is building momentum and **the political tide IS turning** thanks to committed, grassroots organizing by educators, parents and young people.

Mayor de Blasio' preliminary budget released in January, proposed nearly 45 million dollars for positive school safety resources and the City Council itself has invested \$2.4 million in the RJ Initiative from fiscal year 2016.

But this money needs to go directly to schools. We need real, sustainable investment in full time school-based staff, not just contracts for professional development with outside vendors.

In my school, we used DOE funding for restorative practices training for ten staff members every summer for three years and by the following school year, only 4-6 of those teachers return and we'd be back at the beginning. Meaningful change only started to happen in our school when our UFT chapter voted to develop two release time positions for classroom teachers to work as part-time restorative co-coordinators. The two of us didn't DO all of the restorative interventions -- conferences, group assists, mediations, etc. -- because we had other teachers, social workers, parents and students who could, but we coordinated when, where and how they'd happen and we connected people to ongoing training and PD. We also connected people at times and places that made sense for *our* school day and we followed up. Had I been a classroom teacher with a full teaching load, I would not have had the time, energy or resources for this kind of coordination and connection. This kind of position is *vital* in sustaining Restorative Justice work in schools -- and it can only function meaningfully as a school-based role fully integrated into the school community over several school years.

Lots of people already IN schools every day want to build restorative school climates and lots of people IN schools everyday have the skills we need to do this. **What we don't have is money, time and dedicated staff.**

As a public school educator and a member of Teachers Unite and the Dignity in Schools Campaign-New York, I am here today to ask the City Council to:

1. Allocate \$5 million for the Restorative Justice Initiative to fund a second year of this initiative to ensure sustainability, and to expand the number of participating schools.
2. Direct funds **to schools** in order to include funding for full-time **DOE** staff as RJ Coordinators.
3. Encourage the mayor to invest in, youth and parent leadership, and district-wide coordination.

With a School Safety budget nearing half a billion dollars, the administration must divest from police in schools and invest in what *really* makes schools safer for students and families.

INVEST IN RESTORATIVE JUSTICE IN SCHOOLS

Every young person has the human right to a high quality education and to learn in a safe, respectful school environment that protects human dignity.

FOR THE RECORD

The Dignity in Schools Campaign - New York, a coalition of organizations from across New York City representing youth, parents, teachers and advocates, is calling on the New York City Council to continue its critical support of school climate transformation and allocate \$5 million to the Restorative Justice Initiative in Fiscal Year 2016.

In the 2014-2015 school year, there were over 44,636 suspensions and 775 arrests and summonses issued to students. These punitive responses to student behavior continue to **disproportionately impact Black and Latino/a and LGBTQ/GNC students, as well as students with disabilities.**

The criminalization of student behaviors in schools has created what is referred to as the “school-to-prison pipeline.” Rather than teaching positive behavior, exclusionary practices like suspensions have been proven to worsen the educational environment for students and tend to be subjectively used for a wide range of everyday adolescent behaviors, including disobedience, disrespect, defiance, and classroom disruption. In New York City, disorderly conduct accounts for 37.7 percent of all summonses issued in schools by the NYPD, and eliminating the option to suspend for insubordination would reduce total suspensions by over ten percent.

Disregard for the lived experiences of youth shapes one of the many ways in which institutionalized racism influences the system of schooling. Over one hundred NYC schools are trying to counter this influence by piloting Restorative Justice practices, and they are asking for a deep and sincere investment to make this transformation sustainable.

Restorative justice is an evidence-based philosophy and set of practices used to build school community and resolve conflict by repairing harm and restoring positive relationships through:

- Emphasizing relationship-building with all school stakeholders and collectively developing core values;
- Using small group circles, fairness committees or other accountability measures that give students involved in conflict a voice and role in identifying both causes and solutions that repair the harm done to the community; and
- Involving staff, students, and families as leaders in learning, promoting, and embedding these practices in the school culture.

A sustainable, whole-school approach requires a full-time, school-based coordinator; commitment to youth and parent leadership and training; professional development in restorative practices as well as trainings that address educators’ implicit biases; and district-wide coordination and support. Restorative practices work to recognize and articulate the impact of social inequality and oppression, and the ways in which schools become complicit in perpetuating structural violence and racism. **We must begin to think differently about discipline and embrace models that focus on the moral, social, and academic development of youth rather than punishment and exclusion.**

We urge the Council to continue dialogue with the Department of Education on the value of sustainable investment in Restorative Justice in schools and ending disparities in school pushout.

Dignity in Schools Campaign - New York
March 16, 2016

Testimony of Cameron Maxwell

My name is Cameron Maxwell, and I'm a seventh-grade English Language Arts teacher at Isaac Newton Middle School in East Harlem. I am here speaking on behalf of myself and not on behalf of the Department of Education. I'm writing today in support of a vision articulated by an Educators 4 Excellence (E4E) policy team I was part of last year, and to speak on behalf of a recommendation I know is critical for our NYC's students and teachers. To use the language of our policy paper, we must "prioritize additional training for evaluators and mentors on giving specific feedback on positive classroom culture-building."

Creating meaningful systems for improving school culture is a daunting task. It requires not only buy-in from a staff and administration. It requires money and energy and consistency and focus and trust. It requires teachers sitting in a room for extended periods of time, having difficult conversations about what their school should look like. Crucially, it demands the hard-won insights of well-trained and experienced teachers, deans, and counselors.

Without the knowledge of these mentors and teacher-leaders, school culture goals are hashed on an ad-hoc basis. There may a common desire to change a school's culture and its student-adult interactions for the better, but there is no vision, no set of practices to follow or concrete, achievable goals to aspire to. Little gets done to anyone's satisfaction. Anyone who has had the experience of solving a difficult problem, or completing a complex task, through a series of email chains knows this frustration exactly. New logistics and problem-solving happen individually, to the point where everyone's either working at cross purposes, or miscommunications are fraying people's comity to the breaking point.

Our school has recently adopted a positive culture-building system using principles from the Positive Behavioral Interventions and Supports (PBIS) method, supported by a great teaching app called Class Dojo, used to track and validate our students' various successes. Dojo's points system allows for kids to work towards rewards of various sizes. I've seen it motivate great successes, occasionally in my classes. I've also seen it ignored or disparaged by teachers who haven't known, or cared to learn, how it can be best used.

If these teachers could be observed and mentored and coached by experienced culture-builders, and be shown the craft of relationship-building firsthand through observations and video-recordings, we'd have a well-guided, confident staff, ready to realize holistic change in their difficult classrooms. We all know how powerful one-to-one learning opportunities can be. Let's create more of them. And above all, let's bring a full package of resources and incentives to bear in creating a new corps of veteran evaluators and mentors.

75% of teachers surveyed by E4E have known a fellow-teacher who left over student discipline issues. There needs to be a sense of urgency.

There are many worthy recommendations put forth by our policy team; I advise you to give each careful consideration. This one's close to my heart.

Thanks for your time,
Cameron



Testimony of

Ariel Savransky
Policy Associate
Food and Economic Security

Before the
New York City Council
Finance and Education Committees

Regarding the
New York City
Fiscal Year 2017 Preliminary Budget

March 16, 2016

Good afternoon. My name is Ariel Savransky and I am the Policy Associate for Food and Economic Security at Citizens' Committee for Children of New York, Inc. (CCC). CCC is a 72-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-Copeland 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 2017 and Education.

The Preliminary Budget funds a number of previously announced initiatives for children and families, related to education, behavioral health and addressing homelessness. Unfortunately, however, the Preliminary Budget failed to include a number of critical programs and initiatives that are important to addressing income inequality and ensuring the well-being of New York City's children and youth. Notably, as it relates to education, the Preliminary Budget fails to expand Universal free lunch to elementary and high school students and cuts summer programming for nearly 31,000 middle school students.

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, only 30.4% of students in grades 3-8 passed English Language Arts Common Core in School Year 2015¹ and only 35.2% of students in grades 3-8 passed the Math Common Core test in School Year 2015.² And while there has been improvement, still only 64.2% of students graduated high school within 4 years in 2014.³

We appreciate the City Council focusing on the Education issues in the Preliminary Budget. We look forward to working together with you to urge the Administration to include the resources needed in the Executive Budget, to ensure every New York City child receives the high quality education that they need and deserve.

Preliminary Budget Proposals to Improve Educational Outcomes for Children

CCC appreciates Mayor de Blasio and Chancellor Farina's commitment to improving academic outcomes while also promoting children's mental health and physical well-being. Specifically, the de Blasio Administration has worked to promote programs that have the potential to be life-altering for countless NYC children including: expanding prekindergarten to every 4-year old, expanding after-school programs to over 100,000 middle school students, creating 130 new community schools and working to improve school climates.

The Preliminary Budget includes the funding for a number of initiatives that the Mayor had previously announced related to his Equity and Excellence Agenda and the Mental Health Roadmap, Thrive NYC.

¹ Citizens' Committee for Children. Keeping Track Online (accessed March 10, 2016). <http://data.cccnewyork.org/data/map/153/reading-test-scores-common-core-3rd-through-8th-grades#153/a/2/243/21/a>

² Citizens' Committee for Children. Keeping Track Online (accessed March 10, 2016). <http://data.cccnewyork.org/data/map/158/math-test-scores-common-core-3rd-through-8th-grades#158/a/2/276/21/a>

³ Citizens' Committee for Children. Keeping Track (accessed March 10, 2016). <http://data.cccnewyork.org/data/map/121/graduation-rate#121/a/2/205/20/a>

The Equity and Excellence Agenda includes many critical foundational components for children to succeed in school, but they will not be fully implemented until 2026. While the Preliminary Budget is the first step towards their implementation, we do hope that some of these initiatives can be implemented more expeditiously.

That said, CCC supports the investments made in the Preliminary Budget aimed at improving educational outcomes for children including:

- \$16.41 million for literacy coaches for 2nd graders. By FY2019, all second graders will have access to a reading specialist.
- \$20.75 million for Algebra for All. By FY2022, all 8th grade students will have access to algebra and all students will complete algebra no later than 9th grade.
- \$12.55 million for AP for All. By FY2022, the students at all 400 NYC high schools will have access to Advanced Placement (AP) classes.
- \$8.79 million for College Visits and Access. By FY2018, all middle school students will have the opportunity to visit a college campus and high school students will have tailored supports to help them pursue college.
- \$15.198 million for Single Shepherd. In FY2016, every student in Grades 6-12 from Districts 7 in the Bronx and 23 in Brooklyn will be paired with a single person to help guide them through high school and provide them with academic, social and emotional supports.
- \$2.97 million for District-Charter Collaboration. By FY 2018, up to 50 partnerships between district and charter schools will be formally created. Teams of “Mentor” and “Learner” schools will be paired to share best practices on English Language Learners or restorative justice. Additional co-located schools will focus on building a campus community.

Notably, absent is funding to implement Computer Science for All, which will provide computer science education for every student in elementary, middle and high school by FY2026.

We also support the investments from Thrive NYC related to education, which aim to better meet the behavioral health needs of children, particularly while they are at school. Specifically, we support the following investments:

- \$8.11 million for Social Emotional Learning for UPK, professional development for social workers in prekindergarten programs
- \$6.2 million for Mental Health Services for 100 High Need High Schools
- \$80,000 for Mental Health Trainings (FY 17 only)
- \$5.38 million for the “Safe and Supportive Opportunity Program” (restorative justice programs)
- \$862,000 for Restorative Practices training for District 18 and Warning Card School.

Finally, the Preliminary Budget did include some additional proposals related to the Mayor’s community schools, special education services and helping homeless children attend their schools of origin. We support all of these proposals:

- \$5.58 million for Transition Coordination Centers to support special education students with career/college planning services

- \$1.08 million for doctors in Renewal Schools
- \$1.57 million for Professional Development in Renewal Schools
- \$378,000 for data tracking and sharing for Renewal Schools
- \$2.26 million for Translation and Interpretation
- \$84,000 for transportation coordination for students in temporary housing

Additional Investments in Education Needed in the Executive Budget

While we have seen improvements in educational outcomes, there remains much more work to be done. We hope to see additional investments in the Executive Budget that are aimed at improving the educational environment, including investments in special education services, reducing class size, increasing access to guidance counselors and restorative justice programs, making lunch universally free, and increasing access to physical education.

a) Universal Lunch

In addition, we are strongly urging the Administration to finally complete Mayor de Blasio's campaign promise to implement universal free lunch for all public school students.

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, universal school lunch should be implemented citywide.

As a result of the implementation of universal school lunch in stand-alone middle schools, an average of 7500 additional students eat lunch each day – an increase of 1,322,000 additional meals served throughout the 2014-2015 school year.⁴ This shows that poverty and the poverty stigma contribute to the low levels of participation. According to data from the Robin Hood Foundation, parents would save an average of \$900 per year per child if school lunches were free for all students. The Robin Hood Foundation estimates that a healthy lunch prepared by a parent would cost about \$5⁵, translating into \$900 per year with 180 school days.

A universal school lunch program would also make the program less burdensome to administer. Each year, most parents must fill out an application that requires the disclosure of personal financial information, while in most schools staff must, each day, determine which students do and do not have to pay for their meals. Making lunch universal would eliminate these tasks.

The Mayor has the authority to stop charging school fees for school lunches, as was done with the school breakfast program in 2003. A universal lunch program will improve school lunch participation by almost 9 percent in elementary schools – or an additional 30,000 additional children eating each day – and an estimated 20 percent in high schools – or an additional 17,000

⁴ Community Food Advocates. Campaign Key Points, 2015.

http://media.wix.com/ugd/fce5d8_9de71cd941824627bcd773be3912e2b9.pdf

⁵ Robin Hood Foundation. Metric Equations, 2014. https://www.robinhood.org/sites/default/files/user-uploaded-images/Robin%20Hood%20Metrics%20Equations_BETA_Sept-2014.pdf

children eating each day.⁶ This increase in participation will, in turn, increase federal and state reimbursement - by a projected \$59 million - for school meals and create more jobs. In addition to ensuring children eat healthy lunches, these funds would be reinvested into the local economy.

Finally, we are incredibly grateful to the City Council and Public Advocate Tish James for their relentless advocacy on this issue.

b) Physical Education

Children who engage in physical activity are more likely to have increased concentration, persist in learning and exhibit other positive classroom behaviors.⁷ 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. 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, socio-emotional skills and overall well-being.

It is critical that New York City's public schools meet the minimum physical education requirements related to time, frequency, personnel and space, set by the State Board of Education.

The administration took a very important first step last year by investing \$6.6 million, which led to the creation of PE Works, an innovative program piloted in 50 city schools in 8 school districts this year. PE Works worked with the individual schools to develop an individualized plan to meet state requirements. We urge the administration to invest an additional \$18 million to expand this program to all 32 school districts.

Finally, we are also calling on the administration to make a significant investment in the capital budget. Given that that FY16 budget funded a system-wide analysis of PE barriers and needs, we urge the administration to include capital funding in the FY17 budget to begin to address the capital needs identified in the analysis.

c) Summer Programs

CCC is very disappointed that the Preliminary Budget failed to include \$20.35 million to enable nearly 31,000 middle school students to attend summer programs this year. Summer programs prevent summer learning loss, while enabling parents to work knowing their children are somewhere safe. While we appreciate DOE's investment in summer school programs for high school students, middle school students must also be positively engaged in July and August. We hope the City Council will partner with CCC and the Campaign for Children to strongly urge the administration to include this funding in the Executive Budget—the adopted budget is too late.

Attached to this testimony are maps showing the cuts to summer programs by community district and Council District.

⁶ Community Food Advocates. Benefits of Expanding Universal Free School Lunch To High School and Elementary Schools Under Community Eligibility Provision(CEP), December 2015.
<http://www.lunch4learningnyc.org/>

⁷ Florence MD, Asbridge M, Veugelaers PJ. *Diet quality and academic performance*. Journal of School Health. 2008 Apr; 78(4):209-15.

d) Educational Stability for foster children:

For many years, educational stability for foster children has been both the federal and state law—meaning that when children enter foster care or change placements, the district is supposed to ensure that foster children remain in their school of origin unless it is contrary to their best interests. Child welfare agencies often faced barriers because this was only in child welfare law. To resolve this issue, when the federal government reauthorized the Every Student Succeeds Act (ESSA), educational stability for foster children was included.

This is a very important issue for New York City to resolve. Before any child is placed in a foster home, the City should be assessing whether the child should be remaining in their school of origin and making plans accordingly. CCC urges the administration to a) require DOE and ACS to make a joint plan; b) fund transportation costs; and c) fund any additional administrative or social work costs to finally implementing educational stability requirements.

e) Restore \$2.4 million and add \$2.6 million for restorative justice programs

In Fiscal Year 2016, the City Council added \$2.4 million to pilot a restorative justice program in 15 schools with high suspension rates. We urge the administration to restore and baseline the City Council funds so that the programs can remain in these 15 schools and then add \$2.6 million so that more schools can participate.

f) Add 100 MSWs to Help Homeless Children

The thousands of homeless children throughout New York City face a myriad of needs, as they valiantly try to focus in school while going “home” to a shelter each evening. Adding these professionals would go a long way towards helping to address these needs including arranging transportation, finding a quiet place for homework, receiving services such as tutoring, and ensuring IEP plans are being implemented.

g) Restore and Baseline City Council Initiatives

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 2016 and we hope the City Council will do so as well.

Specifically, these are:

- \$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
- \$475,000 for community schools
- \$1.6 million for the Dropout Prevention and Intervention initiative
- \$1.55 million for Middle School Expanded Learning Time
- \$1 million for Small Schools Athletic League
- \$9.69 million total for Teacher’s Choice (school supplies)
- \$3.5 million total for Urban Advantage
- \$245,000 for the Jill Chaifetz Helpline operated by Advocates for Children
- \$200,000 for an LGBT Students’ Liaison and professional development for public school teachers

- \$275,000 for Making Opportunities for Upgrading Schools and Education (MOUSE) to provide technology, digital media and computer science training for middle and high school students
- \$130,000 for NASA GLOBE Program (NASA's Global Learning Observations to Benefit the Environment Program) in 22 schools
- \$250,000 for STEM Teacher's College (a pilot program in 10 schools to better incorporate technology in the classroom for low-income students)

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 1.1 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.

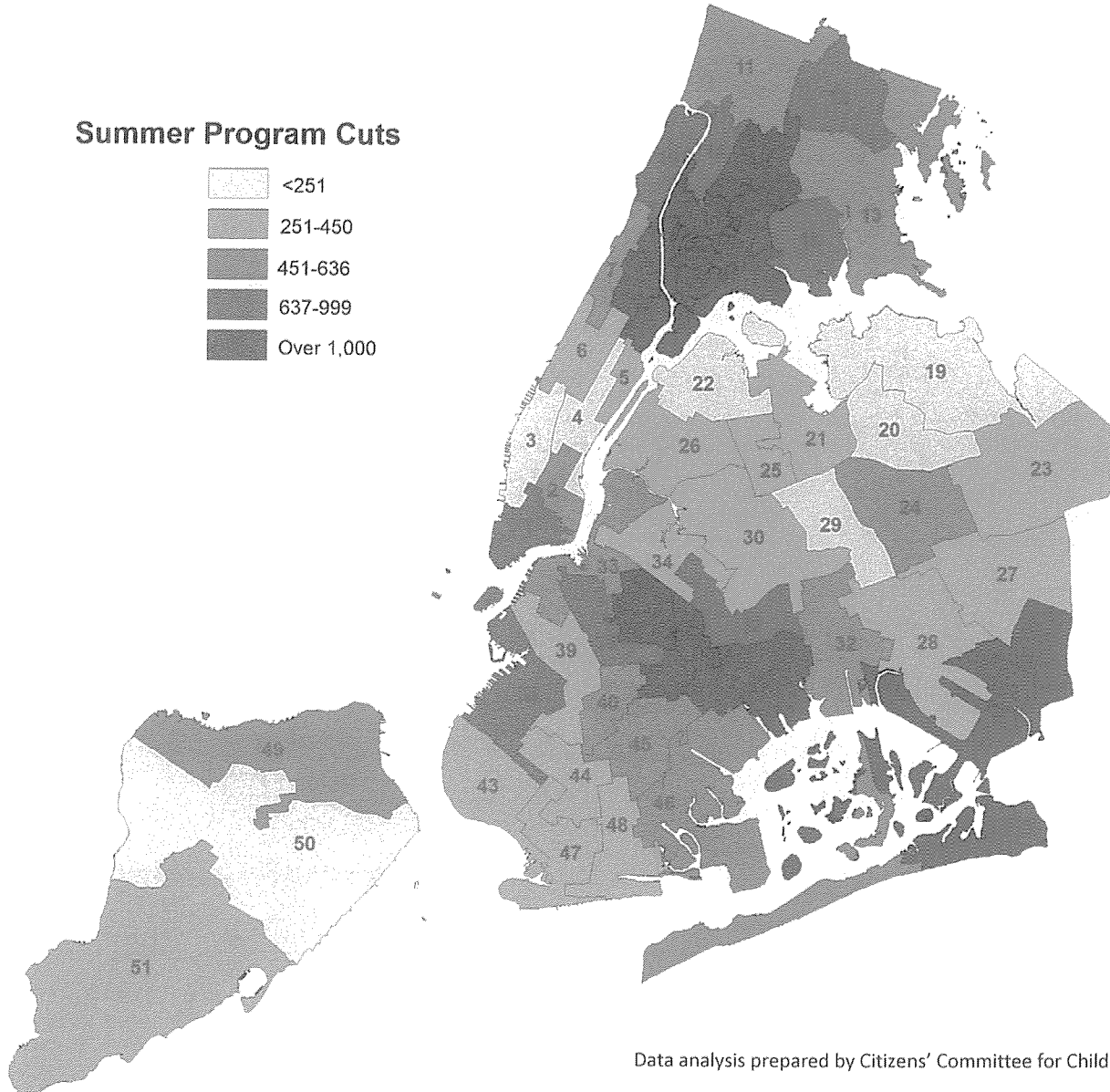
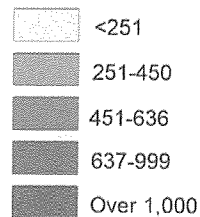
The City FY 2017 Budget Proposes to Cut Summer Programming for 31,000 Middle School Children throughout New York City

Campaign for Children



Cuts by City Council District - FY 2017

Summer Program Cuts



Data analysis prepared by Citizens' Committee for Children.

| Council Member | # of Summer Slots Due to Be Cut |
|--|---------------------------------|
| Margaret Chin (1) | 721 |
| Rosie Mendez (2) | 590 |
| Corey Johnson (3) | 190 |
| Daniel Garodnick (4) | 0 |
| Ben Kallos (5) | 295 |
| Helen Rosenthal (6) | 305 |
| Mark Levine (7) | 576 |
| Speaker Melissa Mark-Viverito (8) | 1,631 |
| Inez Dickens (9) | 1,157 |
| Ydanis Rodriguez (10) | 758 |
| Andrew Cohen (11) | 490 |
| Andy King (12) | 885 |
| James Vacca (13) | 625 |
| Fernando Cabrera (14) | 726 |
| Ritchie Torres (15) | 1,107 |
| Vanessa Gibson (16) | 1,246 |
| Rafael Salamanca Jr. (17) | 1,245 |
| Annabel Palma (18) | 886 |
| Paul Vallone (19) | 150 |
| Peter Koo (20) | 140 |
| Julissa Ferreras (21) | 282 |
| Costa Constantinides (22) | 220 |
| Barry Grodenchik (23) | 275 |
| Rory Lancman (24) | 605 |
| Daniel Dromm (25) | 435 |
| Jimmy Van Bramer (26) | 395 |
| I. Daneek Miller (27) | 315 |
| Ruben Wills (28) | 410 |
| Karen Koslowitz (29) | 195 |
| Elizabeth Crowley (30) | 305 |
| Donovan Richards (31) | 1,231 |
| Eric Ulrich (32) | 597 |
| Stephen Levin (33) | 636 |
| Antonio Reynoso (34) | 450 |
| Laurie Cumbo (35) | 720 |
| Robert Cornegy (36) | 1,060 |
| Rafael Espinal (37) | 948 |
| Carlos Menchaca (38) | 711 |
| Brad Lander (39) | 347 |
| Mathieu Eugene (40) | 500 |
| Darlene Mealy (41) | 1,533 |
| Inez Barron (42) | 1,482 |
| Vincent Gentile (43) | 281 |
| David Greenfield (44) | 410 |
| Jumanne Williams (45) | 470 |
| Alan Maisel (46) | 537 |
| Mark Treyger (47) | 260 |
| Chaim Deutsch (48) | 366 |
| Deborah Rose (49) | 560 |
| Steven Matteo (50) | 250 |
| Joe Borrelli (51) | 410 |
| TOTAL | 30,919 |

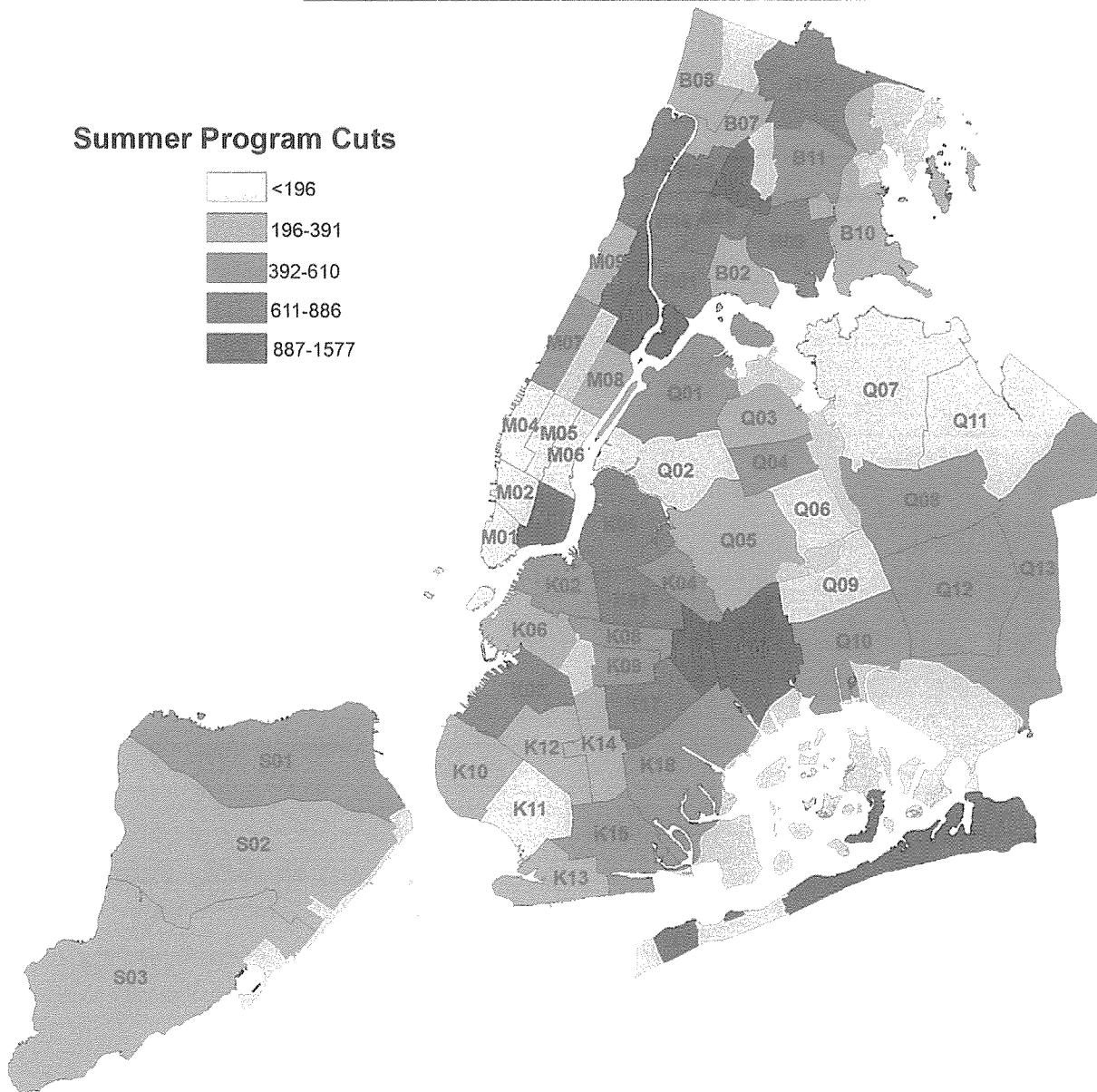
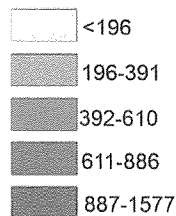
The City FY 2017 Budget Proposes to Cut Summer Programming for 31,000 Middle School Children throughout New York City

Campaign
for Children



Cuts by Community District - FY 2017

Summer Program Cuts



Data analysis prepared by Citizens' Committee for Children.

| Community District | # of Summer Slots Due to Be Cut |
|---|---------------------------------|
| Bronx – Total Cuts 7,680 | |
| Mott Haven (B01) | 870 |
| Hunts Point (B02) | 350 |
| Morrisania (B03) | 715 |
| Concourse/Highbridge (B04) | 816 |
| University Heights (B05) | 646 |
| East Tremont (B06) | 1097 |
| Bedford Park (B07) | 300 |
| Riverdale (B08) | 390 |
| Unionport/Soundview (B09) | 886 |
| Throgs Neck (B10) | 375 |
| Pelham Parkway (B11) | 500 |
| Williamsbridge (B12) | 735 |
| Brooklyn – Total Cuts 10,711 | |
| Williamsburg/Greenpoint (K01) | 671 |
| Fort Greene/Brooklyn Hts (K02) | 505 |
| Bedford Stuyvesant (K03) | 845 |
| Bushwick (K04) | 541 |
| East New York (K05) | 1319 |
| Park Slope (K06) | 391 |
| Sunset Park (K07) | 727 |
| Crown Heights North (K08) | 595 |
| Crown Heights South (K09) | 435 |
| Bay Ridge (K10) | 281 |
| Bensonhurst (K11) | 195 |
| Borough Park (K12) | 330 |
| Coney Island (K13) | 260 |
| Flatbush/Midwood (K14) | 335 |
| Sheepshead Bay (K15) | 442 |
| Brownsville (K16) | 1577 |
| East Flatbush (K17) | 671 |
| Canarsie (K18) | 591 |
| Manhattan – Total Cuts 5,753 | |
| Battery Park/Tribeca (M01) | 131 |
| Lower East Side (M03) | 1030 |
| Chelsea/Clinton (M04) | 190 |
| Midtown Business District (M05) | 100 |
| Murray Hill/Stuyvesant (M06) | 50 |
| Upper West Side (M07) | 526 |
| Upper East Side (M08) | 295 |
| Manhattanville (M09) | 265 |
| Central Harlem (M10) | 1087 |
| East Harlem (M11) | 1281 |
| Washington Heights (M12) | 798 |
| Queens – Total Cuts 5,555 | |
| Astoria (Q01) | 470 |
| Sunnyside/Woodside (Q02) | 145 |
| Jackson Heights (Q03) | 242 |
| Elmhurst/Corona (Q04) | 475 |
| Ridgewood/Glendale (Q05) | 305 |
| Rego Park/Forest Hills (Q06) | 195 |
| Flushing (Q07) | 185 |
| Fresh Meadows/Briarwood (Q08) | 555 |
| Woodhaven (Q09) | 80 |
| Howard Beach (Q10) | 491 |
| Bayside (Q11) | 105 |
| Jamaica/St. Albans (Q12) | 610 |
| Queens Village (Q13) | 560 |
| The Rockaways (Q14) | 1137 |
| Staten Island – Total Cuts 1,220 | |
| St. George (S01) | 510 |
| South Beach (S02) | 390 |
| Tottenville (S03) | 320 |
| CITYWIDE TOTAL | 30,919 |



**New York Harbor Foundation
New York City Council Education Committee Hearing
Wednesday, March 16, 2016, 1 pm**

City Hall

Public Testimony

Good afternoon. My name is Robina Taliaferrow and I am the Billion Oyster Project Schools Liaison for the New York Harbor Foundation, a marine restoration and education organization that supports the New York Harbor School on Governors Island and runs the Billion Oyster Project, also known as BOP.

I'd like to thank the Chair of the Education Committee Councilmember Daniel Dromm and the entire committee for giving me this opportunity. I would also like to thank the Department of Education for their continued partnership and support, and would like to express my support for the council's efforts to further collaboration with the DOE to bring more STEM programs like the Billion Oyster Project to public schools citywide.

The Harbor Foundation has requested \$100,000 from the Speaker for FY 17 and would like the support of the Education Committee to help bring the Billion Oyster Project to 40 more middle schools citywide.

We live and work in a city of Islands that surround the third most active port in the country and yet most New Yorkers do not identify as living on the water. The port of New York employs 300,000 people, fewer than 12% of them went to public schools in New York City. SUNY Maritime, in the Bronx, has a near 100% job placement for graduates who earn an average starting salary of almost \$70,000. 85% of SUNY Maritime students are white and 85% come from outside the five boroughs.

Meanwhile, our natural ecosystem is massively degraded. New York Harbor was once one of the most biologically productive places on earth. The engines of that productivity were the

oyster reefs. Long since gone as a result of over harvesting and pollution; oysters filter the water, they provide food and habitat for thousands of fish species and invertebrates, stabilize the Harbor floor, and protect our shorelines during extreme weather.

We have a generation of young people who have been denied knowledge about and access to real, well-paying careers in the marine industry. Our school system is on the hunt for exciting inquiry-led STEM learning opportunities... and a massively deteriorated natural ecosystem is in need of their help.

In the Billion Oyster Project, The New York Harbor Foundation has developed a system for addressing these needs by engaging students directly in the challenging work of restoring New York Harbor.

Our primary educational partner is the New York Harbor School on Governors Island. Harbor School students are integral to the work of oyster restoration through their Career and Technical Education Programs.

These students are engaged with city and state agencies, dozens of non-profit AND commercial firms on a number of large-scale restoration and research projects.

They are also joined by over 50 other schools, 30 of which are public schools, throughout the five boroughs that represent 25 city council districts. Each year over 6,000 new middle and high school students are engaged through a robust educational program that is scalable and inexpensive, funded in large part by the National Science Foundation.

At each school, students participate in hands-on, inquiry-led science and math lessons through a curriculum that aligns with the New York City Scope and Sequence and leverages the performance expectations of the Next Generation Science Standards. Teachers are given a restoration station filled with live oysters at a waterfront site near their school and water quality testing equipment. Students and teachers work both in the field at their Restoration Station and in the classroom. Authentic research data gathered on these missions are shared through a cloud based digital platform that connects all 50 schools.

This committee's support in prioritizing \$100,000 from the Speaker for the citywide expansion of the Billion Oyster Project during this year's budget will help us to make Harbor literacy a reality for thousands of middle school students.

Thank you.



SOLUTION ON A HALF SHELL

HARBOR HACK

Shoring up New York's waterways with a billion oysters.

BY RACHEL NUWER

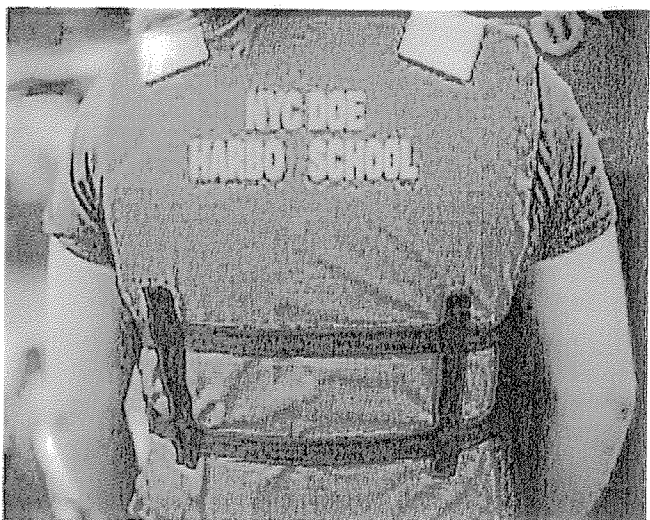
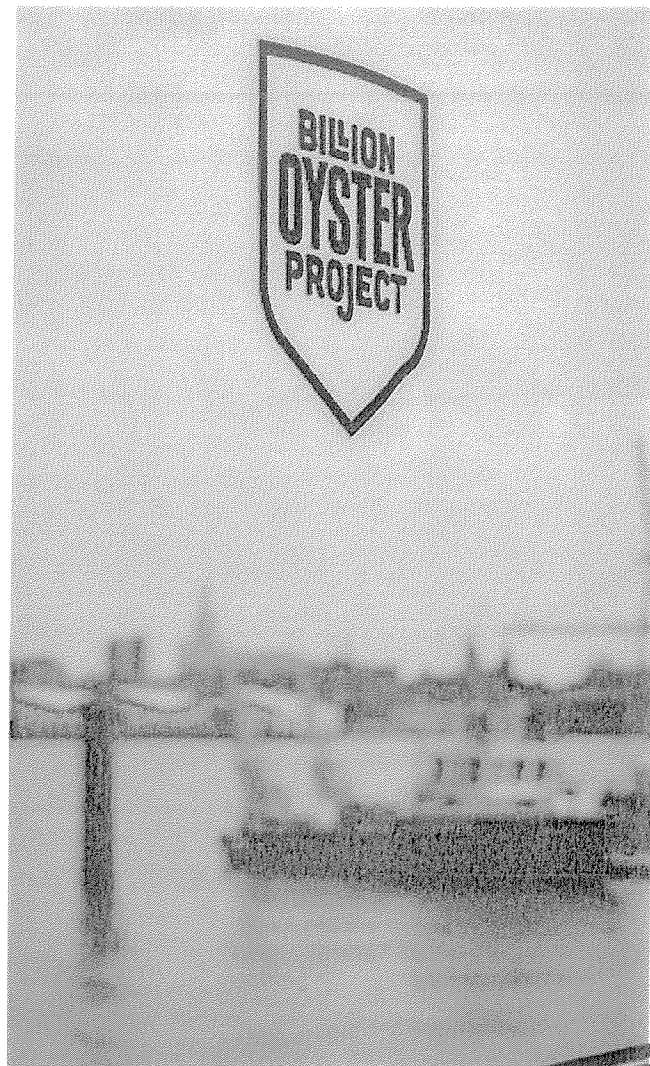
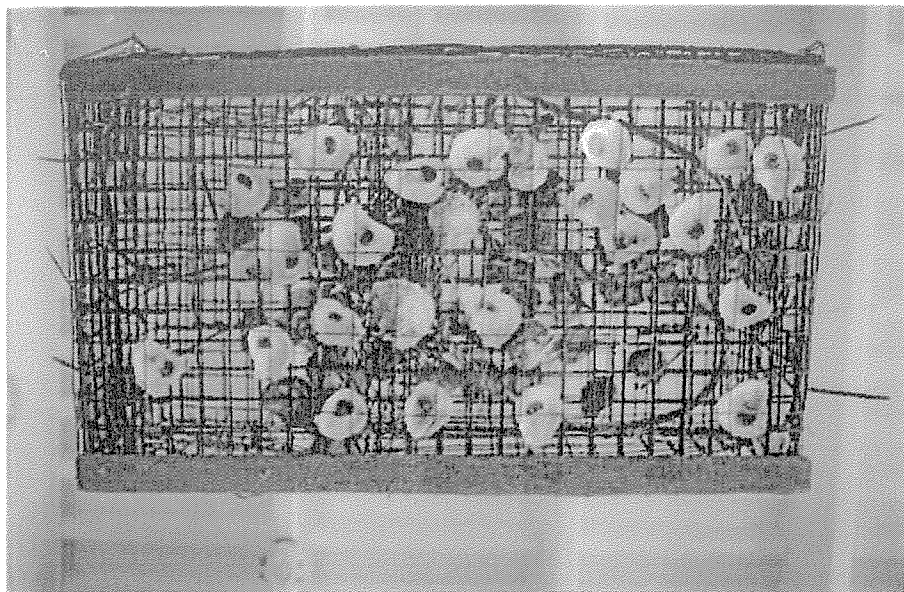
PHOTOGRAPHS BY NANCY BOROWICK

Back when New York City was an archipelago of fields, forests and marshes, oysters abounded.

Around 330 square miles of oyster reefs dominated the New York Harbor, and billions of bivalves provided briny sustenance to the local Lenape people. But Europeans brought a familiar story of pollution, habitat destruction and over-exploitation.

In the 1800s, a million oysters slid down New Yorkers' throats *each day*, and by the early 20th century those once-formidable reefs were all but wiped out, replaced by a toxic, largely lifeless sludge. Eaters who dared partake of the few surviving oyster beds often contracted cholera and typhoid. Declaring local oysters a public health hazard, New York City officially shut down its last bed in 1923.

Bivalve beachhead. New York Harbor once yielded a million oysters a day. Now a determined team wants to bring the bivalves back, albeit for something other than eating.



A single oyster can filter between 24 and 50 gallons of water per day, so a billion could make a real difference. And as water quality improves, more wildlife will begin calling the harbor home.



Immersion learning. Students from New York's Harbor School are involved in every aspect of the project, from rearing oysters in the classroom to building new beds in the East River, often scuba diving just around the bend from the Statue of Liberty.

"To me the New York oyster is more important as a symbol than as an appetizer," says Paul Greenberg, whose beautiful book *American Catch* opens with an impassioned ode to that organism. "It proves that complex marine life is still possible in a place that most people assume has been killed off by human abuse. But it's also a tether to the past, kind of like the Truffula seeds the Once-ler tosses down to the boy in Dr. Seuss's *Lorax*."

Now, a team of determined New Yorkers wants to bring those bivalves back, albeit for something other than eating. Last April they launched an initiative called the Billion Oyster Project, which largely relies on the efforts of students at the New York Harbor School on Governors Island, within casting distance of the Statue of Liberty. As its name implies, that public school sits smack dab on the NYC harbor, a boon for its water-heavy curriculum whose topics range from ocean engineering to scientific diving.

Oysters also feature heavily on the teaching menu. *Mollusca* aficionados and ecologically minded instructors are training a fleet of teenage marine biologists who, after five years of work, now churn out around two million oysters annually, with an ultimate goal of seeding the harbor with a billion bivalves.

Why? Not to sate NYC's half-shell cravings—given pollution levels, homegrown oysters

won't be edible for decades or even centuries to come—but because these hard-shelled filter feeders provide free ecological services like cleaning the water and buffering coasts against storms.

"One billion oysters distributed across 100 acres would theoretically filter the entire standing volume of the New York Harbor—75 billion gallons, from the Goethals to the Verrazano to the GWB—in just three days," says Sam Janis, project manager at the New York Harbor Foundation.

But the project's more fundamental goal, he adds, is "to educate all New York City students about the harbor and what they can do to restore it, work on it, play in it and make it theirs."

The students work both on the water and in the classroom, but the oyster rearing begins in the aquaculture lab on Governor's Island's southeast bend. Pete Malinowski, BOP's director and the lab's adviser, is an oysterman by birth: His family owns Fishers Island Oyster Farm off the eastern tip of Long Island, so he's an old hand at tending shellfish. He and the Harbor School's cofounder, Murray Fisher, imagined a multidisciplinary, immersive curriculum that combined various aspects of engineering, marine biology, conservation and maritime skills. At the same time, they wanted to do something for the city itself. From these ideas, the Billion Oyster Project was born.

While the New York Harbor is no Great Barrier Reef, legislation like the 1972 Clean Water Act has helped it improve enough over the years to sustain some marine life. Wild oyster reefs, however, have yet to return because those shellfish are exceptionally poor pioneers. They begin life as free-swimming larvae, but in order to settle down and grow they must affix themselves to a solid surface—preferably other oysters.

This creates a tricky predicament: Without existing oyster beds, even wild oysters that somehow stray into the city's waters cannot grow. The oysters, in other words, need a bivalve beachhead.

Creating manmade oyster beds, Malinowski and others say, is the solution. This strategy has worked in other places, including the Chesapeake Bay. Once established, oysters can improve the water quality by sucking up pollutants—including excess nitrogen, phosphorous and other organic effluents—along with the microorganisms and algae they feast on. They digest the nutritious bits and spit out the unpalatable ones in mucousy secretions, which fall to the sea floor, removing them from the water column. A single oyster can filter between 24 to 50 gallons of water per day, so a billion could make a real difference. And as water quality improves, more wildlife will begin calling the harbor home.

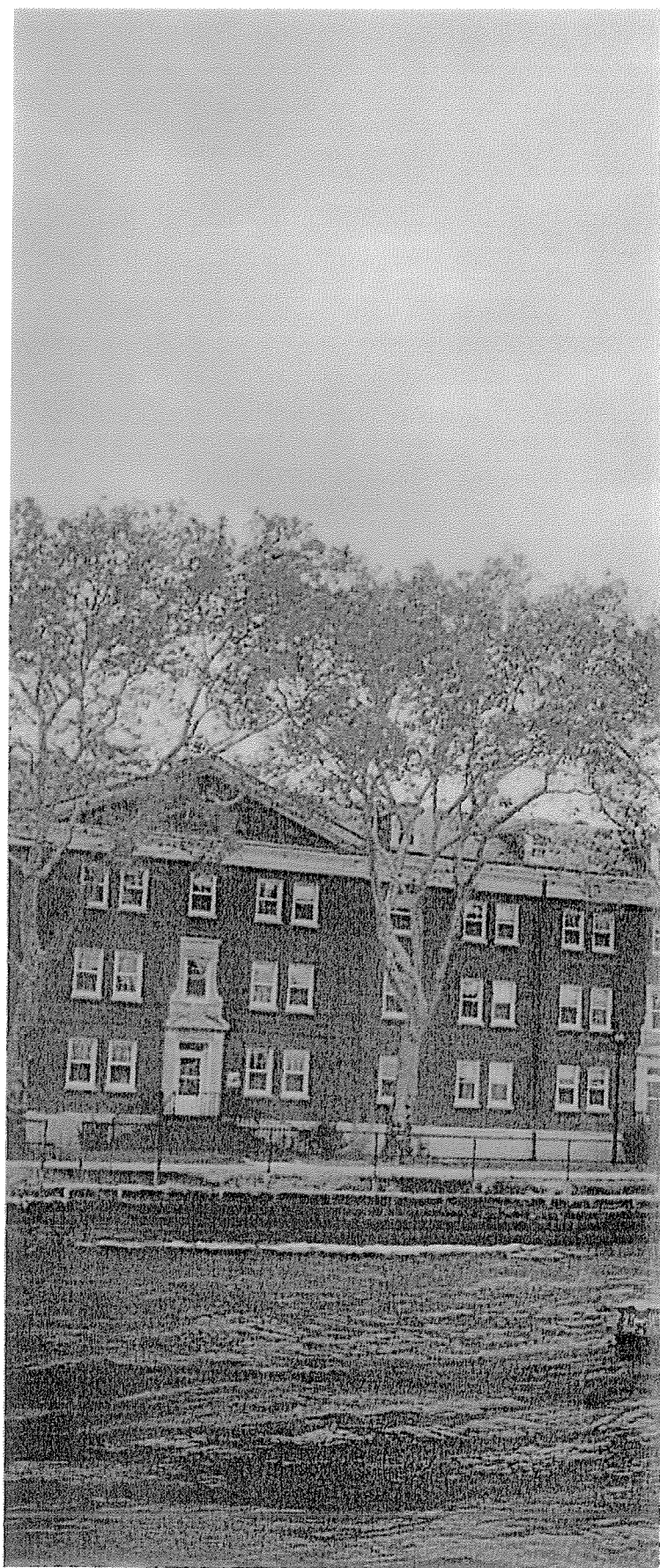
Unfortunately, the bivalve's filtration superpower also means oysters from our harbor will not be shucked and slurped anytime soon. But despite their toxic inedibility, there are more important reasons to restore oyster reefs. As Hurricane Sandy showed, New York is vulnerable to storm surge; natural obstacles such as reefs, mangroves and sand dunes help blunt the force of a charging storm. Again, a few hundred oysters won't stop a hurricane in its tracks, but an entire reef system could reduce its damage.

"After we get more serious interest and investments," Janis says, "maybe in 10 to 20 years, we'll begin to see real physical resiliency."

Besides cleaning and protecting the harbor, education is also at the heart of these oyster efforts. The majority of the city's 1.1 million school kids spend all of their time "in boxes" (aka classrooms), Janis says, and their science lessons are far removed from the natural phenomena they're supposed to study.

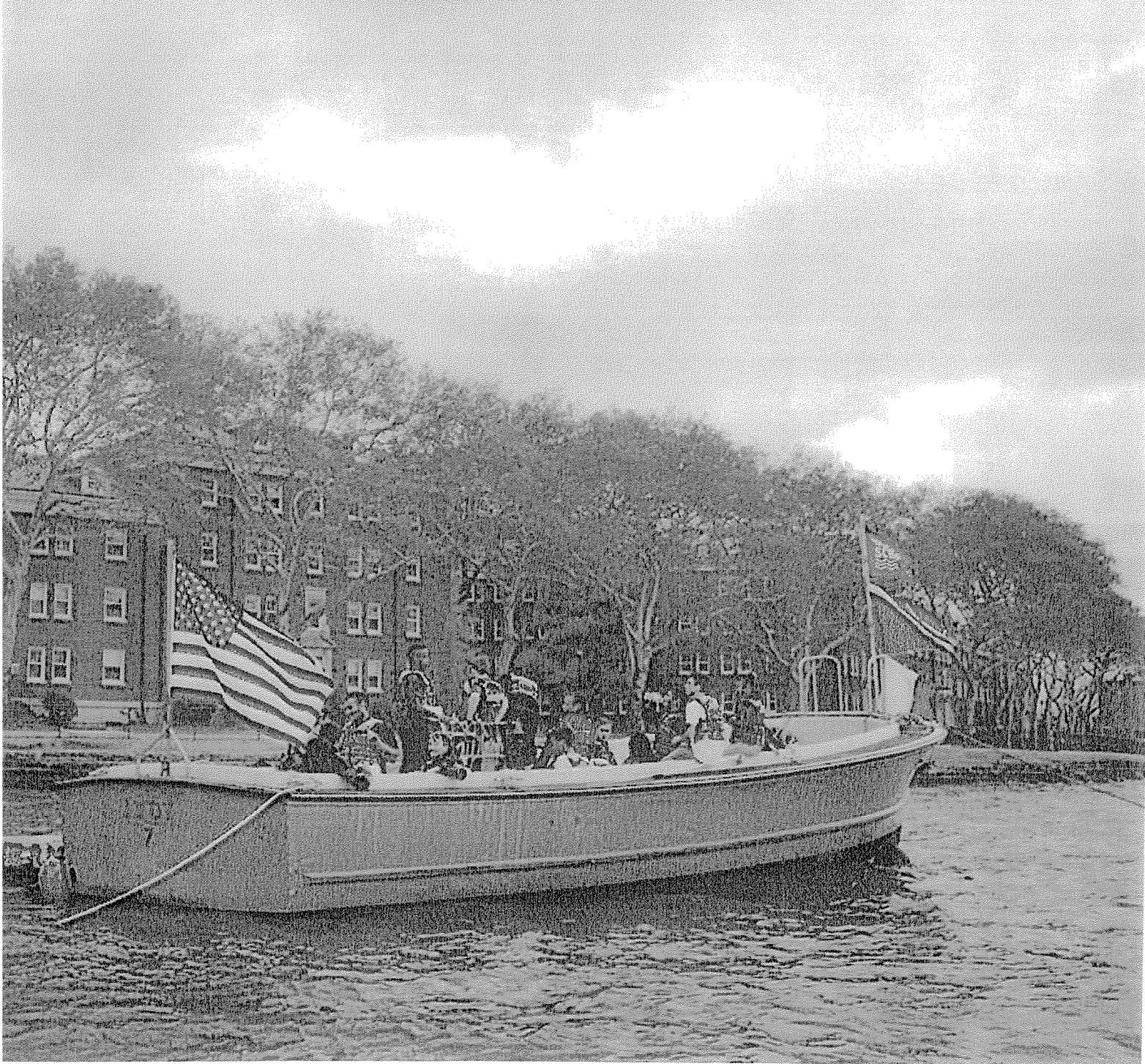
But not at the Harbor School. In its aquaculture lab, cauldrons of plankton glow green, and large cylindrical plastic tanks brim with spawning oysters. Students' posters cover the walls, with titles such as "Spawning Dioecious Bivalves," "Phylum Mollesca" and "Gamete Stripping." Pupils are involved in every aspect of the project, including rearing the oysters, designing and building aquaculture facilities, testing water samples for nitrate levels and fecal contamination and, best of all, scuba diving to build underwater reefs. So far, they have established large-scale sites near Governors Island and at the mouth of the Bronx River.

This learning experience isn't reserved only for Harbor School students. Any school or organization can adopt its own Billion Oyster garden, a mini-reef consisting of 300 to 500 oysters that can be visited on field trips. More than 30 city schools have signed



Photograph: Nancy Borowick

“One billion oysters distributed across 100 acres would theoretically filter the entire standing volume of the New York Harbor—75 billion gallons, from the Goethals to the Verrazano to the GWB—in just three days,” says Sam Janis, project manager at the New York Harbor Foundation.



up along with groups like the Lower East Side Ecology Center and the Sebago Canoe Club.

"Whether we're successful in getting a billion oysters here in 10 years, 20 years or never, the most important thing is that we're connecting kids to the water," Janis says. Indeed, it was getting his own feet wet as a child—playing in a polluted New Jersey stream and a scrappy plot of woods—that fueled his lifelong love of the outdoors. "The harbor is NYC's natural classroom," he says.

When Crown Heights native Derek Thompson first heard of the Harbor School, he was 13 and "in a bad spot." He loved science, though, so he attended all the school's events and put his name into its entry lottery as many times as possible. His efforts paid off, and he landed a spot.

When Thompson began his studies, he knew nothing about oysters. In fact, he had never even eaten one, the case for most new students. But he and his freshmen comrades got their chance to slurp in a sort of oyster-initiation ceremony.

"The teachers said, 'You're not a Harbor student unless you eat an oyster!'" he recalls.

On a recent Friday, 30-something Google employees spent an afternoon volunteering with the oysters. Some built cages that would become oyster gardens; others cleaned shells rescued from restaurants.

Thompson's slid down easily with some hot sauce and lemon juice; now, he loves steamed oysters, especially in a butter sauce. He graduated from the Harbor School three years ago and comes back to work as an aquaculture technician during breaks from Skidmore College. More importantly, he and a few friends have plans to open their own version of the Harbor School in Boston.

But as other oyster restoration efforts from around the country show, it takes constant effort to meet the demands of rearing millions of oysters. "The students do a lot, but we couldn't do this without volunteers," Malinowski says.

Volunteers assemble in Battery Park for the short ferry ride to Governors Island, where Malinowski gives them a lab tour and puts them to work. On a recent Friday afternoon, 30-something Google employees—all wearing matching blue shirts adorned with hearts, recycling signs and the label "Google Serve"—left their desks on 8th Avenue to spend an afternoon with the oysters. Some built cages that would eventually become oyster gardens, while others cleaned shells rescued from restaurants.

Ben Pollinger, executive chef at Oceana, helped conceive of the shell collection, and was the first restaurant to sign up. He's bought oysters from the Malinowski family for 15 years and knows quite a bit about oyster life cycles himself.

"I'm naturally inquisitive, and I've always been very ecologically minded," he says. "At my house as a kid, we always composted everything." He remembers his parents and grandparents in New Jersey warning him not to swim in the polluted river, and forcing him to release the fish and eel he caught there, for fear of contamination.

Given his background, Pollinger was both concerned about the river's health and aware of the environmental burdens humans place on the watershed. Each time another dozen empty oyster shells hit the trash at Oceana, he cringed, knowing that there must be some use for that organic material besides filling up landfills.

Pollinger wondered if his friend Pete might be able to use the shells from the 3,000 to 4,000 oysters the restaurant tossed out each week. Malinowski jumped at the idea.

Now, around half a dozen other restaurants donate their shells, too, including the Lobster Place in Chelsea Market, Grand Central Oyster Bar, Maison Premiere, Brooklyn Crab and Aquagrill.

"For me, the benefit is the satisfaction in knowing I'm diverting something that has a use away from the landfill," Pollinger says. Volunteers from Earth Matter, a compost-centric nonprofit, pick up to 1,500 pounds of shells donated by restaurants each week, just skimming the surface of the approximately 300,000 pounds that seafood-loving New Yorkers leave behind every seven days.

Back on Governors Island, heaps of the rescued shells swarm with flies and reek of marine decay, but if the Google volunteers working behind "Do Not Enter" fences are put off by that pungent perfume, they do a good job of hiding it. Teams sift shells, spray them down and bag them in mesh tubes that will be put back out to sea for a year, where sun and elements will clean them of any remaining cocktail sauce. Once sterilized, each shell can support 10 to 20 baby oysters, although only a fraction will survive to adulthood.

After hours of wet, messy work, Janis and Malinowski reward the volunteers' efforts with oysters on the half shell—from Virginia, that is, not New York Harbor. "I came here for the oysters," one Google employee jokes. "There was a bit of a miscommunication with what this project was about."

Wisecracks aside, the volunteers enjoyed "giving back," as one puts it. And they've also learned. Earlier that day, when Janis asked the fresh-off-the-boat recruits if they knew why oysters are so important for the harbor, most shook their heads. Now, they emerged as knowledgeable New Yorkers versed in the restorative capabilities of the humble oyster.

"The ultimate goal," Janis says, "is to reconnect all New Yorkers to the water." @

billionoysterproject.org

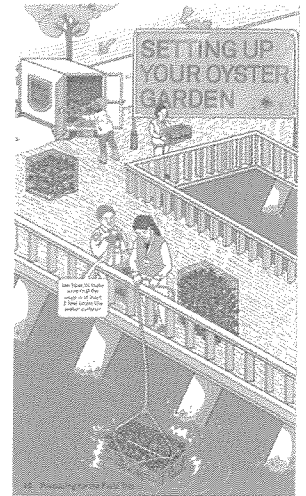
Rachel Nuwer is a Brooklyn-based freelance journalist who can never pass up a \$1 oyster happy hour.



BOP Restoration Station Fact Sheet for NYC Parks (9/25/2015 draft)

The Oyster Gardening Program (now Restoration Station Research and Monitoring Program) was established by NY/NJ Baykeeper in 2003 and developed over the past ten years in collaboration with NYS DEC, NYC Parks, and more than 150 local gardening groups and individuals. In April of 2014, Baykeeper transferred leadership of the Program to New York Harbor Foundation (NYHF). NYHF is a 501(c)(3) non-profit that supports New York Harbor School on Governors Island and has recently launched the **Billion Oyster Project (BOP)**, a citywide restoration and education initiative for NYC students. As a core component of BOP, Restoration Station Research and Monitoring is both a "citizen science" program for individuals and a hands-on curriculum for schools and community groups to engage young people in marine science, urban restoration, and stewardship at the water's edge. The main goals of the program are:

- 1) **Environmental Restoration:** to help rebuild native oyster populations of NY Harbor by installing small, protected breeding colonies of "spat-on-shell" oysters in strategic locations throughout the Harbor.
- 2) **Education and Citizen Science:** to engage students, teachers, schools, and community groups in environmental monitoring, science, and stewardship around their local marine environment and waterfront.



What is a "Restoration Station"?

- An in-situ laboratory on the end of a line
- A multi-parameter monitoring platform that allows for a wide range of data collection through the following components
 - Top unit: Standard cage, to contain 3-500 spat on shell.
 - Middle Unit: Removable mobile trap, divided into two sub-areas, each of which contains a different substrate: cured shell and plastic mesh.
 - Lower unit: Triangular sessile trap with ceramic tiles, oriented in different ways to the water column.
 - Sediment tube: Graduated PVC pipe, to collect sediment for measurement and analysis.
- The Restoration Station is attached to the dock with 1/2" marine poly line and 3/8" nylon coated steel cable.
- Unlike commercially grown (individual) oysters, spat-on-shell are clusters of multiple oysters growing on a single recycled shell - meant to mimic the way oysters grow in the wild.
- All spat-on-shell are produced by Harbor School's hatchery on Governors Island.
- Restoration Stations remain in place for a minimum of TWO YEARS with the same oysters, to allow time for maturation and at least one season of spawning. After two years, oysters are transferred to reef sites and cages are restocked or removed depending on local data and results.

How Do New Scientists Get Trained?

All first time gardeners are required to attend a 2-day training at Harbor School's aquaculture facilities on Governors Island. The training includes: how to build your own cage, count and measure oysters, data collection and monitoring procedures, cage installation, and maintenance. After the training, each new gardener signs a two-year contract and receives a designated cage with tag and number.

Site Selection Process:

Each new gardener selects a site from our map of NYSDEC permitted oyster gardening sites. The site should be in relative close proximity to his/her school, home, or place of work. BOP then facilitates communication between the gardener and the site manager to coordinate exactly how, where, and when the cage will be installed.

Participants MUST:

- Complete a 2-day training
- Monitor their Restoration Station monthly from April through November

Participants Receive

- A Restoration Station at a waterfront site

- Water Quality monitoring equipment
- Access to a community of oyster restorers and educators
- Access to a growing, interdisciplinary curriculum for school teachers
- COMING SOON: access to an online dashboard for storing, manipulating and visualizing data

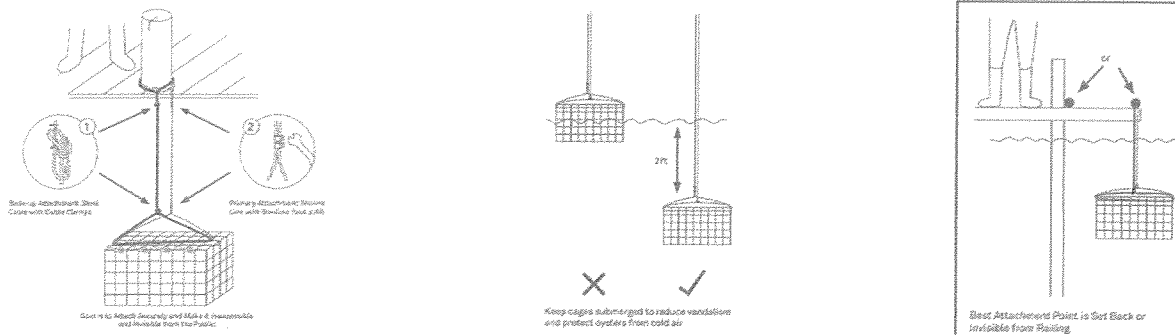
What do Good Oyster Gardening Park Sites Look Like?

- Pier, dock, or bulkhead (wall) with minimum water depth of 3 ft. at low tide
- Secure point of attachment for marine line and steel cable
- Point of attachment is set back, hidden, or otherwise out of public reach
- For school based oyster gardens, there must be space on the shoreline for teachers to manage a class of up to 30 students in small groups as they conduct oyster garden monitoring procedures.
- Park staff will be made aware of the program and be invited to work with school based gardening programs whenever possible.
- The site should be well monitored and ideally covered by 24/7 security cameras.
- **Optional:** BOP can provide outdoor signage to explain the program and educate the general public

Installation and Monitoring

- The BOP and local gardener will communicate with Parks staff to 1) request permission the site, 2) choose the specific location, 3) coordinate day-of installation with Park staff present, and 4) follow up as needed to ensure the cage(s) remain safely and securely installed. If the local gardener is also a teacher, BOP will review with Park staff the requirements for school group access, monitoring trips, and data collection with students.
- Park workers are not specifically responsible for any ongoing maintenance or monitoring; however they are encouraged to visually inspect the site periodically to ensure the cage and lines are intact.
- All BOP oyster gardeners are required to monitor their cages once per month during the warm months (mid April through early November). BOP will communicate the results of these monitoring events to local Park staff and Parks administration.
- At each monitoring event, the local gardener will: raise the cage, measure and count live oysters, test water quality, catalogue associated species, clean/defoul the cage, and check lines and cables.
- A detailed explanation of installation and monitoring is found in the BOP Oyster Gardening Manual.
- **Liability and Insurance:** all oyster gardening school groups are self insured under NYC DoE policies; school groups follow Chancellors Regulations A-670 for Field Trips including a minimum of 10:1 students to adult ratio in the field.

How to Install:

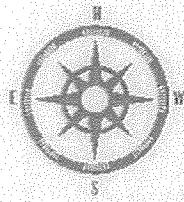
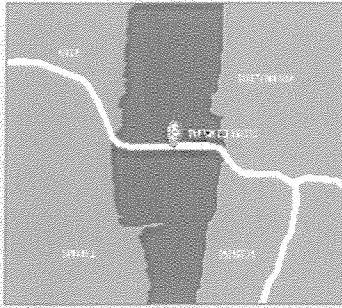


LINKS

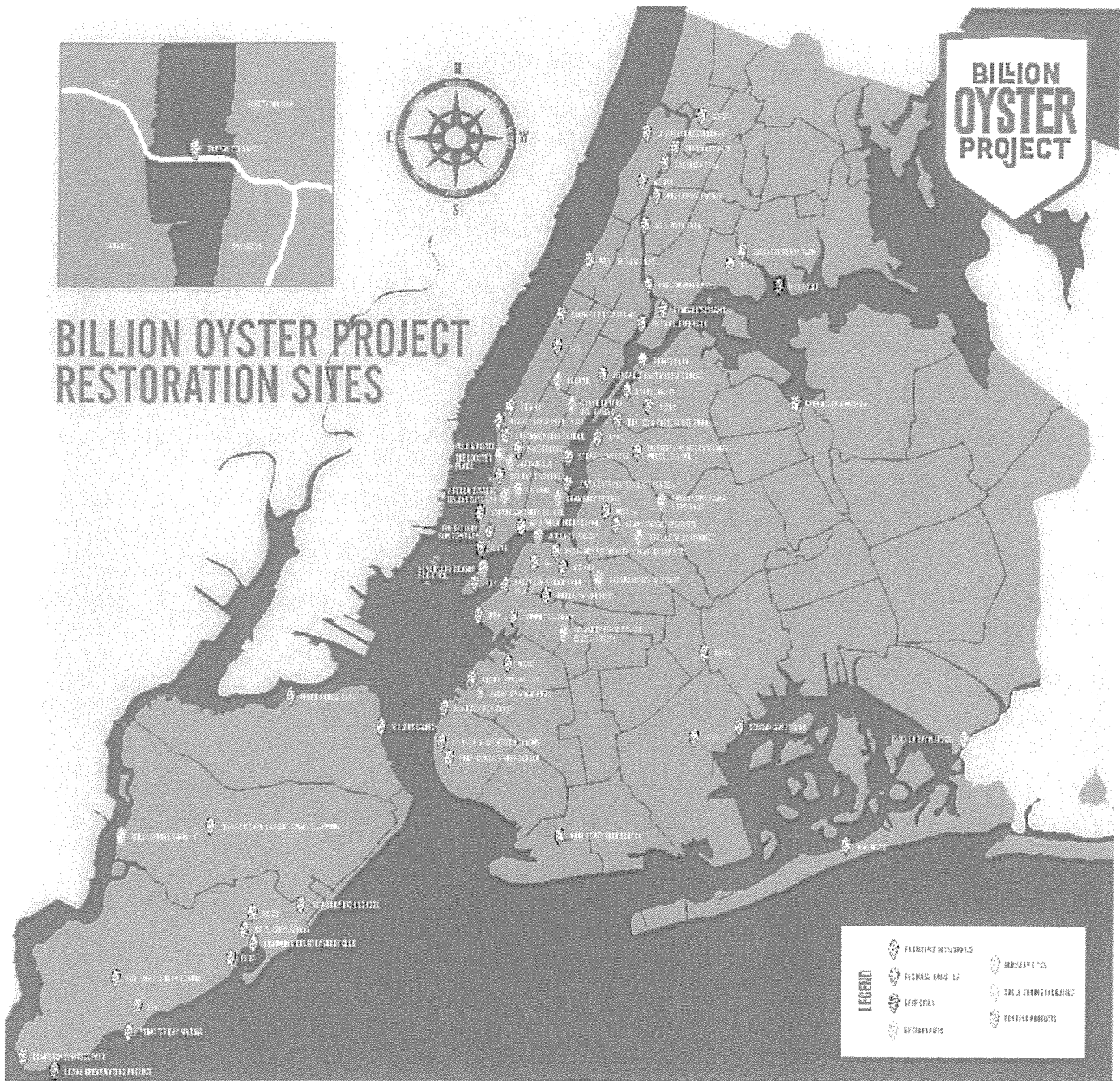
1. **BOP Website:** <http://billionoysterproject.org/>
2. **Oyster Gardening Manual:** <http://billionoysterproject.org/manual/>
3. **Oyster Gardening Contract:** <http://billionoysterproject.org/wp-content/uploads/2013/06/BOP-Oyster-Gardening-Contract.pdf>
4. **Data Collection Sheet:** <http://billionoysterproject.org/wp-content/uploads/2013/06/Individual-field-data-sheet.docx>
5. **Oyster Gardening Sites:** <https://mapsengine.google.com/map/edit?mid=zzi7Rr8laSvs.kzqjBmjAU2aQ>

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 Physical Address: 134 Carder Rd, Governors Island, NY



BILLION OYSTER PROJECT RESTORATION SITES



LEGEND

| | |
|-------------------------|-----------------------|
| PRIORITY OF RESTORATION | HUDSON RIVER |
| REGIONAL AREA 1 | TIDAL ZONE OPERATIONS |
| REEF SITES | FUTURE PROJECTS |
| WETLANDS | |



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

**Preliminary Budget Hearing-
Before The New York City Council Education Committee
March 16, 2016**

Hunger in New York City

Food insecurity and hunger remain high throughout New York City, with one in six city residents – including approximately one in five children and one in eight seniors – living in homes that couldn't afford enough food between 2012 and 2014.

In addition, more than 1.7 million New Yorkers, or one in five, lived below the federal poverty line (\$19,790 for a family of three) in 2014, compared to 1.6 million in 2010 – an increase of 100,000 New Yorkers. It is important to note that the official federal poverty measure does not take into account most living costs, so, in high-cost cities like New York, it underestimates the number of people living in impoverished conditions.

Added to this is the reality that nearly half of all working-age New York City residents who can't afford enough food live in households in which at least one person is employed. In 2012-2014, in New York City alone, more than 450,000 residents lived in food insecure households that included at least one working person. In New York City alone, forty-eight percent of all adults between 15 and 65 who were food insecure were employed.

Unfortunately, these increases were compounded by cuts to federal programs designed to assist those most in need as well as decreases in participation in some of those very same programs. Between December, 2012, and September, 2015, participation in New York City in the Supplemental Nutrition Assistance Program, or SNAP (formerly the Food Stamp Program) dropped from 1,898,028 to 1,696,174 – a 201,854-person (11 percent) reduction. At the same time, President Barack Obama and Congress cut the average size of SNAP benefits. While Governor Andrew Cuomo was able to take executive action to ameliorate some of that federal cut, much of the reduction was beyond the power of the State or the City, and the average SNAP benefit in New York City declined from \$162 per person per month in December 2012 to about \$148 per person per month in September 2015.

Our most recent Annual Hunger Survey found that 80 percent of New York City's food pantries and soup kitchens would increase the amount of food they distributed if they received more food, yet nearly a third percent of these agencies suffered from cuts in combined government and private resources.

Over One in Five New York City Children – Nearly Half a Million – Are Food Insecure

In 2012-2014, an estimated 403,780 children in New York City lived in food insecure households that did not have an adequate food supply throughout the year. This number represents 22 percent, or over one in five of the city's youth population. It also represents a nine percent increase from 2006 - 2008, when 369,415 of New York City children lived in food insecure homes.

Brooklyn had the highest number of children in food insecure households, but the Bronx had the highest percentage.

| Borough* | Number of Food Insecure Children (2012-2014) |
|-----------------|---|
| Bronx | 107,299 |
| Brooklyn | 197,411 |
| Manhattan | 43,547 |
| Queens | 49,547 |

| Borough* | Percent of Children in Food Insecure Homes (2012-2014) |
|-----------------|---|
| Bronx | 37.19% |
| Brooklyn | 25.60% |
| Manhattan | 18.01% |
| Queens | 11.12% |

*In general, due to sampling issues, the data for percent of people is more accurate than the data for the total number of people food insecure. Note that, given smaller sub-samples for these boroughs and sub-populations, margins of error are higher. Citywide numbers and percentages for child food insecurity include Staten Island, but there is not enough federal food insecurity data for that borough to adequately calculate a borough-specific child food insecurity rate for Staten Island. In 2014, according to the U.S. Census Bureau American Community Survey, 10.6 percent of Staten Island children lived in poverty; the food insecurity rate is likely similar.

Breakfast After the Bell is the Best Way to Reduce Child Hunger

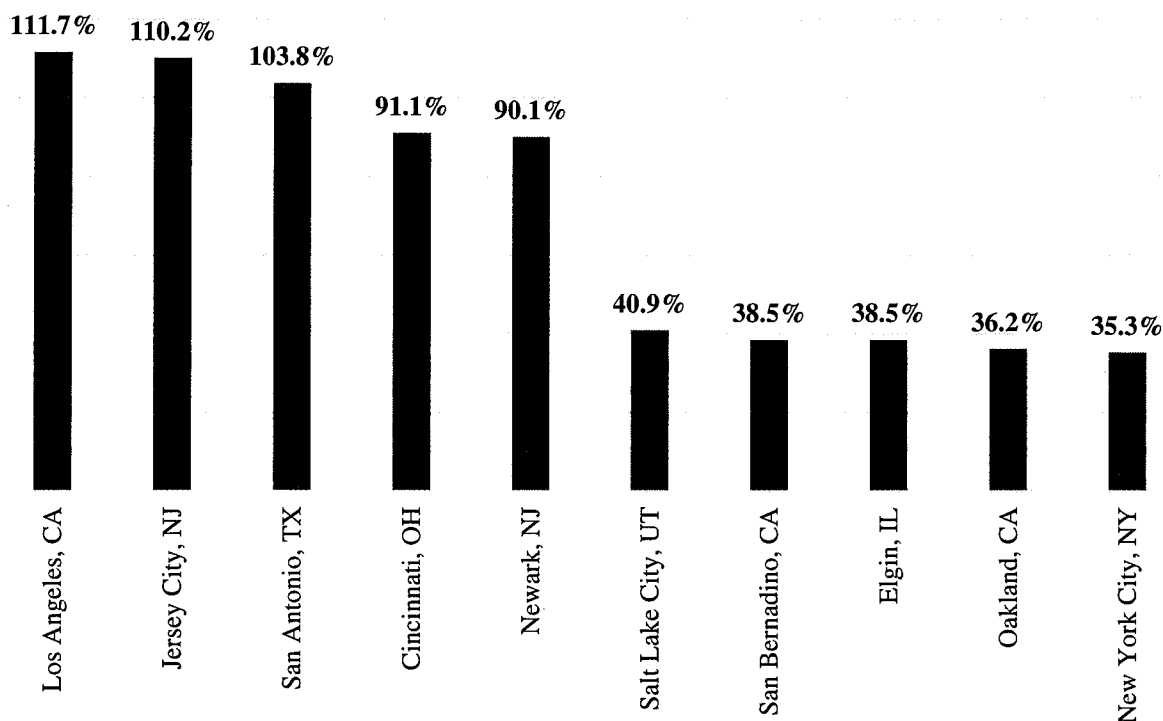
For the one in five children in New York City who live in households that cannot afford enough food, school meals are a critical component to fighting child hunger. New York City has made great strides to get children to eat school meals, but we are still behind.

Last spring, Mayor de Blasio announced the introduction of breakfast after the bell for all stand-alone elementary schools, which serve about 339,000 students. The new policy is a great opportunity to increase the number of students who start the day with a nutritious breakfast, either served in the classroom or via “grab and go.”

With 1 in 5 kids going hungry in New York City and only about 35% of students from low-income families participating in the predominantly cafeteria-style breakfast served before the bell, the introduction of this proven program will decrease hunger for the youngest members of our society. As breakfast participation expands as a result of breakfast in the classroom or the “grab and go” model with the Department of Education we also hope to see improved nutrition, improved educational outcomes, decreased childhood obesity and increased revenue from the federal government.

According to a January, 2016, report by the Food Research Action Center (FRAC) on school breakfast participation in 72 large urban school districts across the country, New York City was dead last, with only 35.3% of the students receiving free or reduced-price (FRP) lunches also receiving free breakfasts during the 2014-2015 school year. Clearly there is a lot of room for growth.

Low-Income Students Participating in the School Breakfast Program (SBP) per 100 in the National School Lunch Program (NSLP) of Top Five and Bottom Five Large City School Districts, 2014-2015



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.

As breakfast in the classroom or the "grab and go" model is rolled out in more elementary schools, 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 403,780 – 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 \$54,044,553 in federal funds, and served an additional 185,502 low-income students, if it met a 70:100 [FRP Breakfast: FRP Lunch] ratio during the 2014-2015 school year.

Tracking Successes and Challenges with Breakfast in the Classroom

Since the implementation of breakfast in the classroom began last October, Hunger Free New York City has remained invested in its ongoing success. As one of the anti-hunger groups that advocates for the program, we’ve spoken with a wide range of stakeholders: students, parents, teachers, principals, cafeteria workers, janitors and building engineers, and union representatives. We’ve participated in site visits where we’ve seen breakfast in the classroom in action.

Last October, we visited Public School 18 in the South Bronx. Thirty-seven percent of Bronx kids live in households that don’t always have enough food, and 93 percent of the PS 18 students are eligible for free or reduced-price school lunch. One of the first schools to roll out in-classroom breakfast, PS 18 is already an example of this program’s success. Before breakfast in the classroom began, only about 200 out of 600 students ate in the cafeteria before school. But since PS 18 started to serve in-classroom breakfast as part of the school day, 500 students now start each morning with a healthy meal. At this rate, we predict this school alone will serve over 50,000 more breakfast meals per year than before.

The students at PS 18 clearly love starting their day with breakfast in the classroom. In one of the first grade classrooms, we helped the teacher pass out breakfast to all of her students at their desks. The kids ate together as they listened to morning announcements. On the menu: a whole wheat carrot zucchini mini loaf, a low fat Colby jack cheese stick, and a kid-sized carton of 100% orange juice. There was also whole grain cereal, cartons of milk, and locally-sourced Bartlett pears for those who wanted them. All breakfasts meet or exceed federal nutrition standards. We learned that in the kindergarten class down the hall, if one student decides to eat cereal with milk, then ALL of her classmates also want to eat cereal with milk – a far cry from the stigma that some children used to feel eating in the cafeteria before school.

The Department of Education reported that in schools where they have implemented breakfast in the classroom, they are seeing twice as many students eat breakfast as compared to before, when breakfast was served in the cafeteria before school. We’d like to see breakfast after the bell expanded to middle and high school students. A program this successful should not stop when a student goes from fifth grade to sixth grade. Likewise, expanding the service of universal lunch, introduced by the City Council in 2014, from all stand-alone middle schools to all schools should be on the agenda so families have continuous access to these programs from the time their child enters school until they graduate. As these programs

expand and SchoolFood changes their delivery methods for serving children, it is important to ensure that union members are ensured safe working conditions and are compensated for the hours they work with a living wage of \$15 or more per hour.

Expand Summer Meals to Ensure NYC Children Are Nourished Year-Round

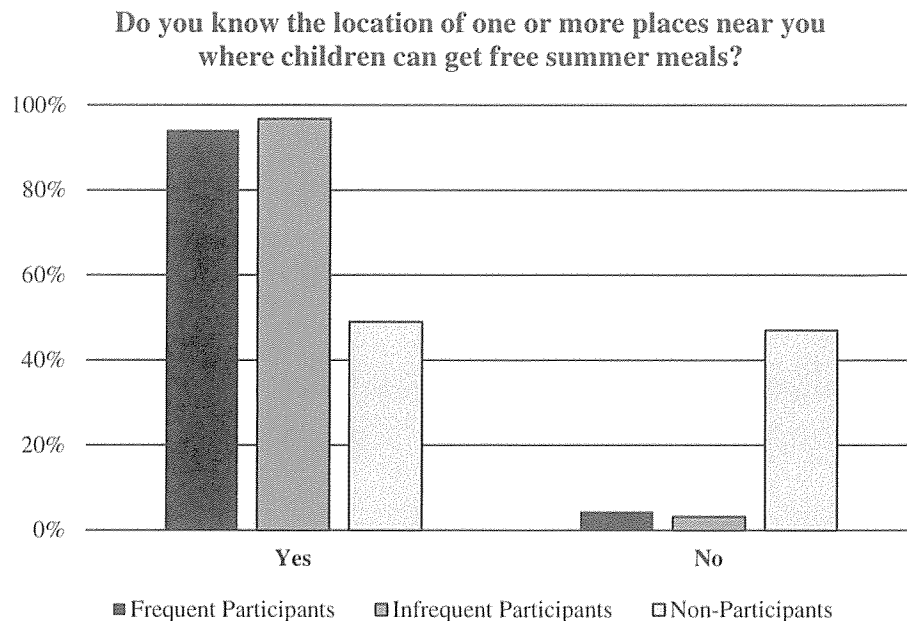
A national survey found that of families who participate in the free and reduced-price lunch program, more than half (54 percent) find it harder to make ends meet during the summer when kids are not receiving school meals, and 43 percent sometimes find themselves without enough food during the summer months. According to a Share Our Strength survey a majority of low-income families (62 percent) spend more on food in June, July, and August, citing an average increase of \$316 per month.

Despite this, summer meals participation remains low. Nationally, only 16.2 percent of students who received free or reduced price school lunch during the previous school year ate summer meals in July 2014, according to a survey from the Food Research Action Center (FRAC). New York State fares better, with one-third of children who receive free or reduced-price meals during the school year also participating in summer meals. In New York City, just over a quarter (26 percent) of the children who depend on free or reduced-price lunch during the school year eat lunch through the summer meals program. During the school year, SchoolFood serves 850,000 meals a day, but in the summer, this dips to an average of roughly 169,000 per weekday. In 2015, SchoolFood served 8.1 million summer meals, just a few thousand more than they did in 2014.

The bottom line problem is that unlike school lunch programs that have built in participants on site because children are required to be at school, summer meals participation depends upon whether or not children and teenagers actually go to summer meals sites.

In order to determine what barriers are keeping New Yorkers from participating in the summer meals program, during the summer of 2015, Hunger Free New York City interviewed 150 parents and caregivers living in low-income neighborhoods in all five boroughs of the city whose children participate in the school lunch program during the academic year. Their responses were analyzed based on whether their children participate in the summer meals frequently (three or more times per week), infrequently (two or less times per week), or never. Their answers indicated the following:

- Convenience is a key factor in determining whether parents and caregivers do or do not take their children to summer meals sites.
- Families that frequently attend summer meals sites are most likely to say that they attend for both the free meals and the youth activities and opportunity for their children to socialize provided by the site.
- Half of families who do not participate in the summer meals program do not know where sites are located or other key information about the program.
- When asked how they first learned about the program, summer meals participants cite community outreach most often, followed by advertising and word of mouth.
- Issues with program regulations or the food itself are not top reasons for lack of participation, but they are still cited as barriers.
- Overall, low-income communities have a very favorable view of the summer meals program.



Based on the results of the study, we believe the following would increase participation in the summer meals program.

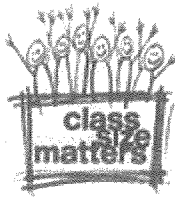
- **Ensuring that parents and caregivers receive the information they need about summer meals.** City agencies, elected officials, summer meals sites, and partner organizations should invest in community-based outreach methods, such as sending letters from school or distributing flyers via community organizations.
- **Making summer meals more convenient for families.** SchoolFood should strategically increase the number of sites in underserved areas and expand hours and days of service.
- **Pairing nutritious meals with more youth activities and programming.** Sites with programming are more appealing and convenient for families. City agencies, elected officials, summer meals sites, and partner organizations should work to increase the number of sites that provide enrichment in addition to food.
- **Working to improve program regulations and food appeal.** Increasing the variety of food offered, including meals for children with dietary restrictions, may help increase participation, as would offering meals to parents.

Conclusion

New York City is fortunate enough to have one of the most dedicated and effective school food service authorities in the country. They provide over 850,000 nutritious meals each day in 1,700 schools, serving 1.1 million students in one of the most ethnically diverse cities on the planet. Hunger Free New York City recognizes that change does not happen overnight, especially with bureaucracies the size of the Department of Education, and SchoolFood, the largest school food service authority in the country. With one in five NYC children living in food insecure households, we are keenly aware that with each day that passes, children in need are waiting for expanded access to these nutrition programs that could make the difference between being fed or going hungry. We believe that only a proactive, transparent, and effective approach will be successful in expanding breakfast after the bell and other programs, such as universal

school lunch and summer meals. We hope we can count on the Education Committee, the rest of the City Council, and Mayor de Blasio's administration to make these changes happen.

Thank you.



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www.classsizematters.org

Testimony before the City Council Education Committee

On the Department of Education's proposed expense budget for FY 2017

March 16, 2016

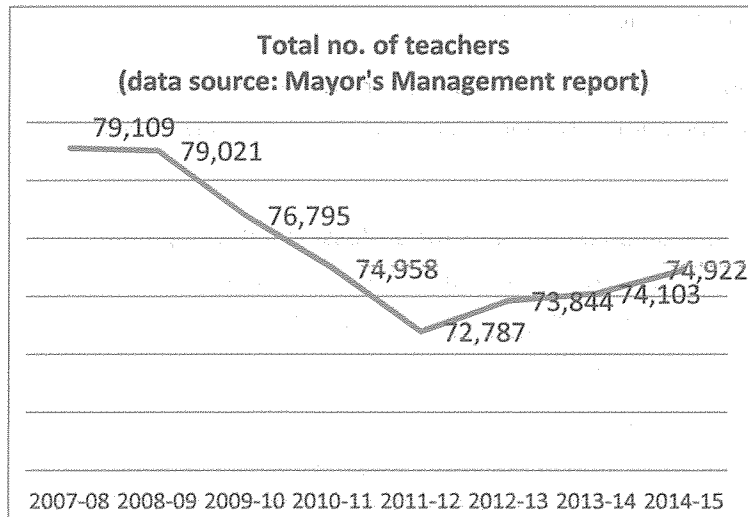
Dear Chair Dromm and members of the Education Committee:

Thank you for holding these important hearings today. My name is Miho Watabe, and I am the research associate for Class Size Matters, a citywide parent and public interest group that advocates for better schools and smaller classes in New York City.

Unfortunately, school budgets have not recovered since the recession and the cuts both the city and the state started to impose in 2007, no less kept up with rising costs. While in FY 2008, schools were provided with 100% on average of their Fair Student funding, this year the average is only at 89% and if the mayor's proposed budget is adopted, next year this figure will rise to only 91% -- reflecting a 9

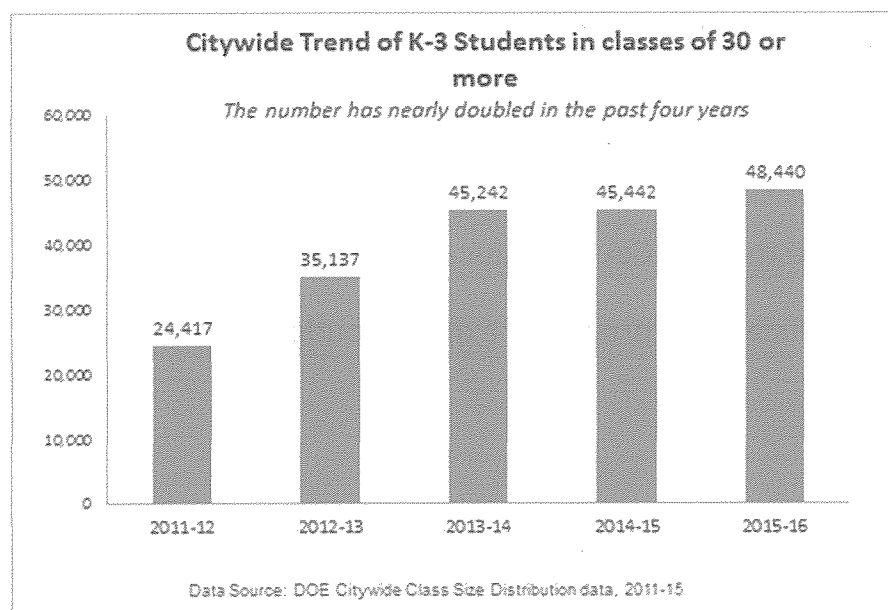
percent cut to our schools since 2007. Moreover, the Mayor's proposed budget does not project any increase in Fair student funding in the out years.

Though this is partly a result of state cuts, the city is equally responsible and actually began cutting back on school budgets before the state. Even the modest proposed increase in Fair student funding levels for next year is dependent upon increased state funding of next year.



The result of these substantial cuts to schools has been a loss of more than 4,000 teachers between 2007 and 2014. While the last two years have seen an increase of about 1,000 teachers, nearly all of them are assigned to preK classes, rather than in grades K-12. Given rising enrollment, the predictable

result has been substantial increases in class size in all grades since 2008, of about 15% in grades K-3, 6% in 4th – 8th, and 2% in HS grades.¹



While the sharp increase in average class sizes appear to have leveled off the last few years, these averages do not tell the whole story. Most egregiously, there are over 350,000 students crammed into classes of 30 or more this year. The number of children in classes thirty or more in grades K-3 have doubled over the last five years.

This acute rise in the number of K-3 students in

classes of 30 or more is partly a result of school overcrowding and budget cuts; but also because in 2011, the DOE and the UFT stopped honoring a side agreement to cap class sizes in grades 1-3 to 28 students or less which had existed for over 20 years.

This year, a DOE memo was sent to principals telling them they could raise class sizes to 27 in Kindergarten, even though 25 students per class has been the contractual maximum in this grade for at least 50 years. This led to 331 Kindergarten classes of 26 students or more this fall, with more than 8,800 students crammed into classes violating the union contract.²

In place of allocating sufficient funds to schools, restoring their budgets, and allowing for class size reduction to occur, there are many aspects of the administration's spending which appears unwise and even wasteful.

Since October, the DOE has spent almost \$70 million on consultants for professional development related to the Common Core, even though the State Education Commissioner has said the Common Core is likely to be significantly changed. In the Renewal schools, the DOE has hired Scholastic to do training for family engagement at a cost of more than \$2300 per hour.³

And of course, there is the egregious \$1.1 billion internet contract that was to be awarded to Custom Computer Specialists, a company that had been implicated in the Ross Lanham kick-back scheme just a

¹ See Appendix A for three trend charts detailing class size averages.

² <http://schools.nyc.gov/NR/ronlyres/80F53A17-A700-4C48-80D2-8C28A0C12C50/0/City Level Distribution Summary Preliminary 2016.xlsx>

³ <http://schools.nyc.gov/NR/ronlyres/8F8DBCBC-E82A-49E0-9197-B3E1E25C7A18/191049/December162015AgendaFirstFinalNoUPKo.pdf>

few years before.⁴ This scandal had originally caused the City to lose at least \$120 million in federal E-rate funds between 2011 and 2013. If the city hadn't rejected the new contract to this vendor after it was approved by the Panel for Educational Policy, DOE would likely not have had any chance to receive E-rate funds for years to come.⁵ After the story broke in the media, this contract was hurriedly negotiated down to \$637 million, then rejected by the city in March, and more recently re-bid to other vendors at \$472 million. Thus taxpayers and the DOE were saved at least \$627 million and probably more.⁶

On December 22, 2015, the FCC imposed a consent decree on DOE because of the Lanham scandal.⁷ This included a fine of \$3 million, a demand that DOE drop all requests for further E-rate funds for the years 2003-2013, submit a detailed compliance plan with quarterly reporting, appoint an independent compliance monitor, commission independent annual audits, review policies and procedures to ensure compliance with fair and open competitive bidding processes, and undertake compliance training for DOE employees.⁸

Along with Patrick Sullivan, former Manhattan member of the PEP, we have formed a Citizen's Contract Oversight Committee to provide more feedback and transparency for the DOE's contracting and procurement processes. I strongly believe there needs to be more public officials, including the City Council, involved in the oversight process to ensure against waste and fraud. Every cent that is spent on education must be spent wisely, especially when NYC children are still deprived every day of a quality education by being starved for attention and crowded into class sizes that are too large to learn.

For example, in the proposed contracts to be voted upon March 23 at the PEP, fully half of them (17 of 35) are retroactive- with many having begun in July 2015 and one as early as May 2015; which prompts the question what is the point of a vote if it is held months after the money has been paid and the services delivered.⁹

There are five contracts for Head Start and preK vendors with no names or amounts reported despite the promise of DOE to reveal this information at least a month ahead of the PEP votes. For numerous textbook and online program contracts, there are no comparative evaluations of quality or evidence of market research as to why these particular vendors were chosen; with less analysis offered than in the detailed description of why a particular vendor for snow tires was selected. The proposal to pay Bard College nearly a million dollars for additional services to the two Bard High schools, which are both highly selective schools with comparatively few high-needs students, does not appear to be aligned with their Fair Student Funding system.

⁴ <http://nycpublicschoolparents.blogspot.com/2015/02/was-company-due-to-receive-125-billion.html>

⁵ <http://www.nytimes.com/2014/11/27/nyregion/new-york-schools-missing-out-on-millions-in-technology-funding-comptroller-says.html>

⁶ <http://www.nydailynews.com/new-york/education/gonzalez-nyc-backs-huge-school-contract-saves-163m-article-1.2474357>

⁷ <http://www.nydailynews.com/new-york/adviser-costs-nyc-123m-cheating-federal-school-program-article-1.2560651?cid=bitly>

⁸ https://apps.fcc.gov/edocs_public/attachmatch/DA-15-1434A1.pdf

⁹ <http://schools.nyc.gov/NR/rdonlyres/C15236C5-F267-4ADD-907E-765FA4A86D68/193334/March232016RAs.pdf>

Speaking of Fair Student Funding, the DOE weights and allocations per student do not make sense to us given the research on what is most effective to help children learn.¹⁰ The smallest amount of funding is allocated to students in grades K-5, where the investment in smaller classes has huge pay-offs in terms of increased student achievement. More funding on the level of 8 percent is allocated for students in grades 6-8, an additional 3 percent for high school students, and 40-50 percent additional funding for remedial services as a student falls behind, starting in 4th grade. Yet as many studies indicate, remediation is far less effective than prevention, which ensures that students do not fall behind in the first place, especially in the form of smaller classes in Kindergarten through 3rd grade.

The FSF weights are far greater for special needs students if they are assigned to inclusion classes starting in Kindergarten, (with a weight of 2.09) and in grades 1-12 (with a weight of 1.74), though the class sizes in these ICT classes are generally far too large to provide students with the individual attention they need.

The failure of DOE's inclusion program, caused in large part by the excessive class sizes of ICT classes, is something we hear constantly from parents of special needs students. This is further evidenced by the fact that since the fall of 2012, there have been sharp increases in the numbers of students recommended for special education services, as well as the number of students attending non-public schools at city expense, according to the Mayor's Management report.¹¹

Total special education enrollment in grades K12 has increased by 25 percent in four years since the inclusion initiative began in earnest in 2012, at a huge expense to the city. The increase in the number of students identified as having special needs is yet another indication of the hidden cost of rising class sizes, especially as class size reduction has been shown to significantly reduce the number of students identified as requiring special services.

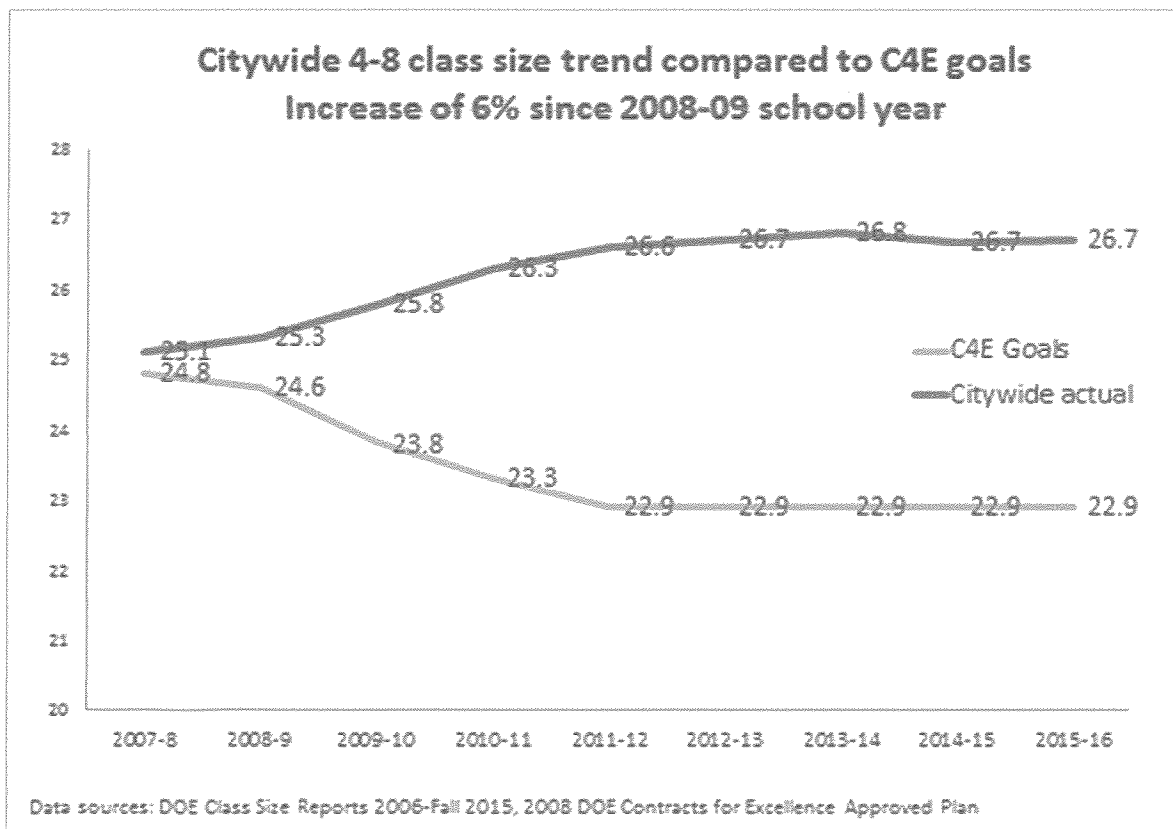
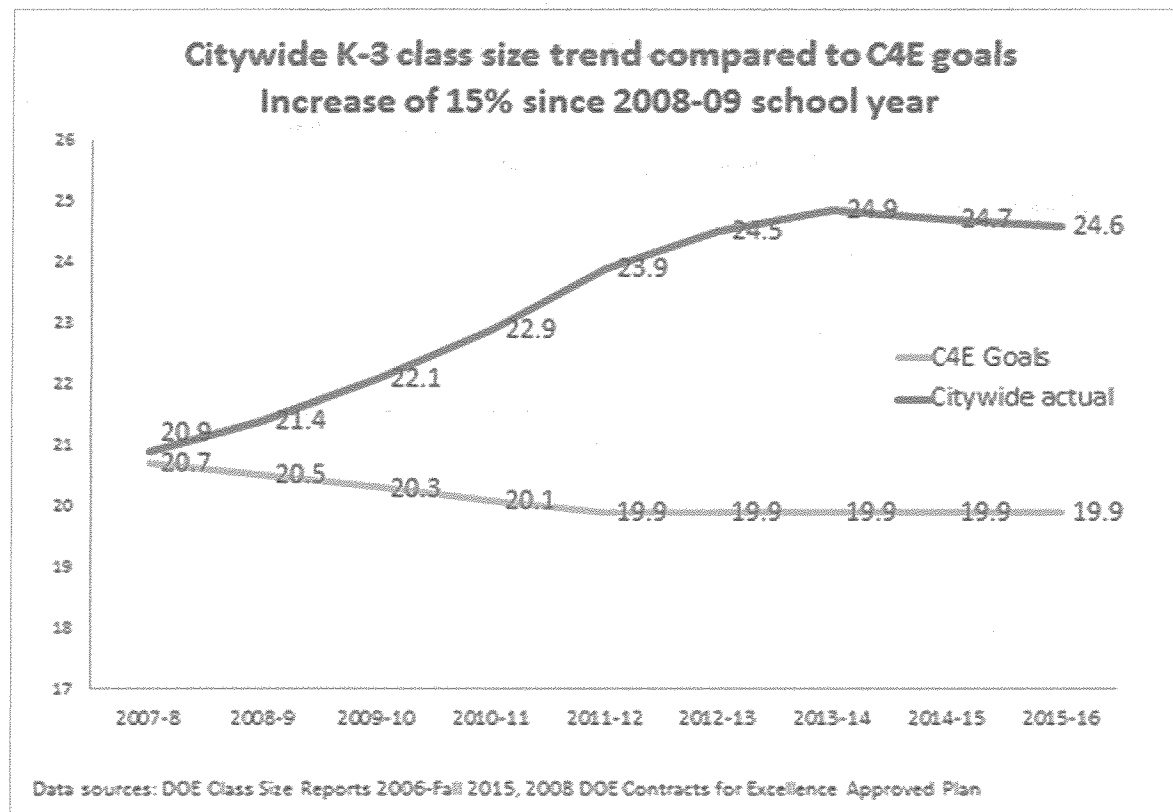
Finally, we are very concerned about the rapid growth of the funding for charter schools. In the Mayor's Executive Budget for next year, charter school funding will cost the DOE a projected \$1.5 billion, rising to \$2 billion by FY 2020, not counting the costs of facilities, either leased or in DOE buildings. On top of this, DOE is now also funding a new program called "District-charter collaboration" which is projected to sharply increase to \$2 million next year and increasing to \$5 million in FY 2020. What is this program paying for and how is this collaboration going to benefit our public school students? Is the private sector providing matching funds for this program, or is DOE burdened with all the expense? These are questions that must be asked, especially as the state has still not enforced the 2010 charter law that requires that charter schools enroll and retain their fair share of high needs students, including English Language Learners and students with disabilities.

Thank you for the opportunity to speak to you today.

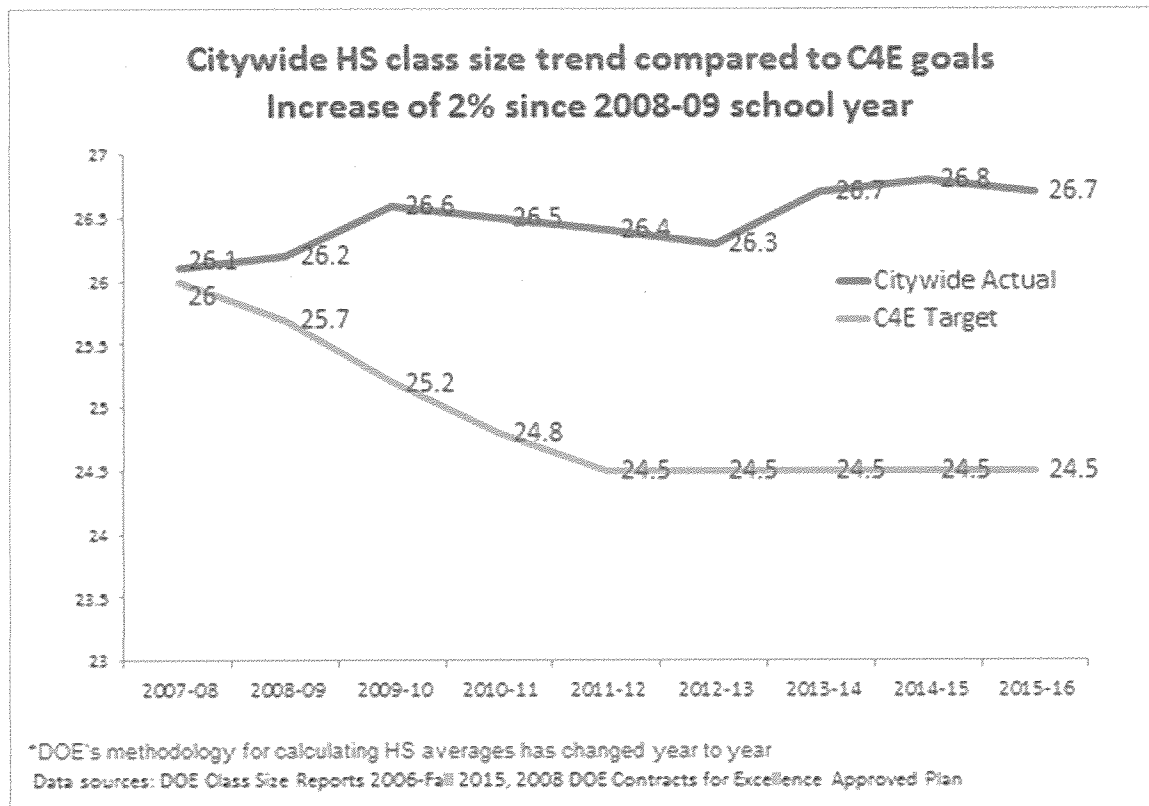
¹⁰ http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor/DFPM_Home_Page/cec_fsf_deck.pdf

¹¹ Preliminary Fiscal 2016 Mayor's Management Report, Feb. 2016, posted at <http://www1.nyc.gov/assets/operations/downloads/pdf/pmmr2016/doe.pdf>

Appendix A: Citywide class size trend charts for K-3, 4-8, and High School grades.
Averages are compared to C4E goals.



Appendix A Continued.



Good afternoon, my name is Alicia Arrington and I'm the NYC Communications Coordinator with the Alliance for Quality Education.

Last year city council decided to pass controversial Intro 65, amidst pushback, police testimony, and other, giving nearly \$20million to private institutions. When asked why, the response constituents received was that NYC was "flush with cash" making it no issue to handout millions of public dollars to private institutions. So now, since NYC is so flush with cash, it should be no issue to fund educational initiatives that would benefit our youth, many from areas that unfortunately cannot say that there is an overwhelming influx of funds.

The Parent Engagement Innovation Funds calls for only \$2.5mil, not nearly the \$20mil that the city was able to give away last year. And the Restorative Justice Initiative calls for only \$5mil, for a whopping total of \$7.5 mil to go towards positive initiatives to benefit those that are not flush with cash.

The difference that parent-teacher engagement makes and the impact it has on a child's education have been widely acknowledged for quite some time now. However, though building school communities and raising student achievement has been at the forefront of many of the city's educational initiatives, the parent engagement piece that is so integral to the success of these programs has not. The Parent Engagement Innovation Fund calls for transformative parent engagement that will acknowledge and support the child holistically by not only considering but also engaging their family.

This step, to more effectively strengthen the ties between families and school staff as well as including parents as partners in their child's education, has the power to boost student achievement and parent power.

It has been proven through research and example that an actively engaged parent can make all the difference in the world and the programs that the Parent Engagement Innovation Fund calls for like parent-teacher home visits, academic parent-teacher teams, parent education and empowerment partners, and parent university will only set the standard for what it means to have transformative parent engagement.

NYC should take the opportunity to become a model for this movement. A city so flush with cash should have no issue spending the measly \$2.5 million to fund this initiative that can implement innovative programs for the betterment of our students.

Another initiative that no would no doubt go towards the betterment and uplifting of our students is an investment in restorative justice practices. As many learned minds including President Barack Obama have recognized the school-to-prison pipeline as very much real and an endangerment to our Black and Latino youth it

would be a travesty for New York City, which prides itself on being a forward thinking city, to undermine these claims.

Last school year there were over 44,000 suspensions and nearly 800 arrests and summonses issued to students, whom were disproportionately Black, Latino, LGBTQ, or students with disabilities.

Again, while educating it would be a travesty to disregard the student holistically, as a person with outside experiences and emotions impacting their being, and more specifically their behavior. What restorative justice aims to do is retain the dignity of our students while providing a safe and respectful learning environment for all students. It is important to consider that a large portion of punitive measures taken in NYC are for small or arbitrary violations like insubordination or disruption, both of which have been proven to be normal adolescent behavior.

We have to work to take a step back and really examine our practices and whether or not they are supporting our youth. Especially our Black and Latino youth whom face institutionalized racism outside of the classroom, to ensure that this does not continue inside our schools. Restorative justice calls for training for teachers as well as full time school based coordinator in order to combat these issues.

Again, as a city that should forward thinking and especially a city that is flush with cash it should not take second thought to support these initiatives that would drive us forward and create better learning environments for our public schools.

Alicia Arrington
NYC Communications Coordinator
Alliance for Quality Education



Testimony of David DeVaughn, MPA, Manager, Policy & Government Relations
New York City Council Preliminary Budget Hearing of the
Committee on Education
March 16, 2016

T2016-4041

Thank you Chairperson Dromm, and the greater committee for this important budget hearing that will lead to the educational betterment of young New Yorkers in our public schools. Thousands of households with children seek out meals and groceries through the network of soup kitchens and pantries City Harvest serves across the city. I would like to speak with you today about the nutritional needs of those children and New York City's public school students. City Harvest, along with other advocates and elected official are calling on the de Blasio administration to meet their July 2013 campaign promise of expanding universal free, healthy, and accessible school meals to all New York City public schools in the FY 17 budget. Students must be well-nourished to learn.

City Harvest pioneered food rescue in 1982 and, this year, will collect 55 million pounds of excess food to help feed the nearly 1.4 million New Yorkers struggling to put meals on their tables. Through relationships with farms, restaurants, grocers, and manufacturers, we collect nutritious food that would otherwise go to waste and deliver it free of charge to 500 soup kitchens, food pantries and other community food programs across the five boroughs. New York City is one of the most vibrant economic hubs in the world, but inside many homes, the reality is much different: nearly 1.4 million residents are food insecure, including nearly one in four children.

Food costs have increased across New York City by 59% since 2000, while the median earnings of working adults have increased by only 17%.¹ City Harvest's network of soup kitchens and food pantries has seen 1.3 million more visits since last year. (Feed NYC) Despite reports of a strengthening economy, 2.7 million men, women and children lack the income needed to cover basic necessities like food, shelter, clothing, transportation, and healthcare.² Food is seen as an elastic expense; to save money for other things families often skimp on nutritious meals and turn to unhealthy, less expensive choices.³ Food pantries and soup kitchens in the Bronx, Brooklyn, Queens and Staten Island are opening their doors for hundreds of thousands more visits than they did last year. Our network of community food programs in the Bronx has seen a 28% increase in visits over last year. (Across all boroughs, there was an 8% increase) (FeedNYC) For many New Yorkers, having a full time job does not guarantee the ability to pay for basic needs.⁴

While City Harvest prides ourselves on being the city's private response to hunger, we know the importance of federal, state, and local government-run programs to feed hungry New Yorkers. We

¹ Pearce, D. (2014). Overlooked and Undercounted: The Struggle to Make Ends Meet in New York City. Center for Women's Welfare, University of Washington: Seattle, WA.

² Pearce, D. (2014).

³ Pearce, D. (2014).

⁴ Pearce, D. (2014).

applaud the Council, Chancellor Fariña, and the Public Advocate for instituting universal free school lunch in stand-alone middle schools. Yet, even with a documented program participation increase by almost ten percent in the first six months of the 2014-2015 school year, it was not enough to impress Mayor de Blasio and the Department of Education (DOE). What is enough? What is the rationale for enough? What would success look like and how can we plan for expansion of the program? What steps has DOE central/Tweed made to publicize the expansion, with principals, teachers, parents, and students? And, what is the Department's plan to encourage participation in school meals for high school students?

We are incredibly fortunate to have one of, if not the best school food programs in the country. Over the last decade, the DOE has incorporated strategies aimed at increasing the participation in these programs, but they have not gone far enough. Universal free healthy school lunch has the ability to feed high quality food to not only the nearly 75% of New York City's public school students who qualify for free or reduced price meals, but also all of those families that are just above the threshold, but struggle to afford the price of lunch for their children. Hundreds of thousands of income-eligible students in New York City public schools do not participate in the school lunch program due to the poverty stigma associated with traditional, fee-based school lunch.

Many of these students—as well as others whose parents are not income-eligible for free lunch yet cannot afford to pay school lunch fees—struggle through lessons on an empty stomach. In addition, despite urgent need, many immigrant parents are reluctant to fill out the school lunch forms for fear of government reprisal, and the pursuit of lunch fees from parents who cannot afford it both put principals in the uncomfortable role of bill collector and directly undermines your efforts to increase parent engagement. Offering universal free and healthy school meals without identifying students by income is fundamental to eliminating stigma, increasing participation, and addressing inequities in New York City public schools.

City Harvest, along with many here today, are interested in making sure that as many students possible have easy access to the quality school meals that SchoolFood provides. The majority of our City's children are still unnecessarily subjected to the inequities and stigma encountered in the income-based school lunch system. The City cannot afford to ignore the direct health and educational benefits to our children and the financial relief to families of free, accessible school lunch.

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



David DeVaughn, MPA

Manager, Policy and Government Relations

ddevaughn@cityharvest.org

Hello my name is Isaiah Paulino; I attend Validus Preparatory Academy that is on the Bathgate campus in the Bronx, I am member of the urban youth Collaborative, Youth Advocates Youth Allies and a Youth Leader at Sistas & Brothas United.

(SBU) is a youth -led social justice organization consisting of middle and high school students in the Northwest Bronx. I'm here today to speak up because the Department of Education (DOE) has been disproportionately suspending and pushing kids head first into the school to prison pipeline. The Department of Education (DOE) is partaking in racially unjust practices that push youth into the criminal justice system, instead of higher education.

- Why is it that Black and Hispanic students make up **89%** of all students that are suspended, but only 67% of all students and almost **100%** of all students that are arrested?
- I know the answer **institutional and structural racism.**

I'm lucky that in my school we have a wellness success center, where students have a place to seek guidance from adults regarding school and personal issues. City council needs to also allocate funding towards providing students with the service and resources that we deserve. We need solutions that address institutional and structural racism and investing in Restorative Justice and training for teachers in anti-racism, gender and LGBTQ training is one of the solutions.

Currently New York City employs **5,400** school safety agents and **ONLY** employs **3,800** social workers and guidance counselors combined.

• We have **1,600** more School safety agents than social workers and guidance counselors combined. The DOE spends **400 million dollars** it's not about not having the money it's about what we spend the money on. The DOE's new investment in Restorative Justice is a good start but the DOE still is not taking on racism and bias. With help from the Council to expand last year's Restorative Justice Investment we can finally begin to address racism and bias.

Investing in policing instead of Restorative Justice is an investment toward the criminalization of black and brown youth. Research shows that police in

school don't create a safe environment but leads to a higher number of students being arrested and receiving criminal summons

We are asking that support for restorative Justice Practices in our schools be expanded with an investment of 5 million in the next fiscal year, including funding to hire Restorative Justice Coordinators with additional funding towards training teacher in Restorative Practices. The trainings should also be expanded to include racial justice training, gender justice training and culture awareness trainings.

Hello my name is Jose Angeles, I am a senior in ELLIS Preparatory Academy and I am a youth leader at Sistat and Brothas United from the Bronx.

In 2015 only 33% of students entering college were college ready.

I came to this country 3 years ago because I wanted to get a college education. My biggest obstacle has been learning English. Why the English? I don't have a base of English from my country that help me out here to defend myself and to be ready for college. My first year at ELLIS I met an alum who was in college and motivated me to not give up and learn English so that I could enter college like him. I learned a lot because he was Dominican like myself and went through similar struggles as me. I've been honored to attend a school that has met some of my academic needs however like any school we want the Department of Education to invest more in our schools.

we need more support learning English to be able to attend 4 year colleges. We want to be able to take college level classes before we graduate high school. We need more support in passing the state exams and SATs. We want people to stop dropping out because they are discouraged because they can't learn the language.

We are asking that the DOE invest in Summer bridge programs that will train college students to return to their high schools to support new graduates in completing financial aid documents, registering for classes, filling out paperwork and staying on track to start college in the fall. The DOE should provide funding and support to high schools to implement Summer Bridge to College programs at all NYC high schools.

As students we want to get ready for college we just need your support to get there. Thank You

Bard

Written Testimony of

Clara Haskell Botstein, Associate Vice President for Early Colleges, Bard College

New York City Council Committee on Education FY 17 Preliminary Budget Hearing

March 16, 2016

Introduction

Thank you for the opportunity to submit written testimony. My name is Clara Haskell Botstein, and I am the Associate Vice President of the Bard Early College network. As you may know, Bard College, a nonprofit, independent liberal arts college with its main campus in Annandale, NY, runs a network of public early colleges that offer students the opportunity to earn up to two years of credit-bearing, intellectually ambitious college study culminating in an Associate's degree during the four years of high school, tuition-free. Since 2001, in partnership with public school systems, Bard College has improved college access and readiness through its early college campuses in New York City, NY; New Orleans, LA; Newark, NJ; Cleveland, OH; and Baltimore, MD.

Bard College's flagship early college high schools are Bard High School Early College (BHSEC) Manhattan, founded in 2001, and Bard High School Early College (BHSEC) Queens, founded in 2008. Together, these two flagship schools serve approximately 1,135 students from across New York City. At these campuses, which are both accredited branch campuses of Bard College and New York City public high schools, college preparatory and college courses take place within the same public school building and are taught by faculty who hold terminal degrees in their fields and have college teaching experience, as well as a commitment to teaching younger scholars. Upon successful completion of course requirements, students can earn a state high school diploma and a Bard College Associate in Arts (A.A.) degree, worth 60 transferable credits.

The Bard Early College model has proven extraordinarily effective in positioning young people of all backgrounds to succeed in higher education. In the NYC Bard High School Early College Class of 2015, 98% of students graduated from high school, 93% of students earned an Associate's degree alongside a high school diploma (Class of 2015), and 96% of graduates continued their education at a four-year college or university, 76% at Institutions of Higher Education in New York State, including CUNY and SUNY campuses, private liberal arts colleges, and Ivy League schools. To date, well over 90% of BHSEC graduates (97% in the Class of 2008) have completed their baccalaureate degrees, a significantly higher percentage than the national average of 59%. Moreover, a recent independent, quasi-experimental study conducted by Metis Associates on BHSEC Manhattan and BHSEC Queens found that BHSEC students were significantly more likely to finish bachelor's degrees than comparison students who attended traditional public high schools in New York City (31% difference) and comparison students who attended New York City's specialized and selective public high schools (13% difference).

Bard College is proud of its early colleges and the success of our students. Our goal is to promote public policies that support the sustainability and growth of evidence-based early college models and allow increased access for students to high-quality early college opportunities. We believe early college is one of the most ambitious and successful education reforms for adolescents in New York City and across the country, and that by supporting and scaling early college high schools, we can dramatically increase access to postsecondary education, affordability of college degrees, and degree completion for students from all backgrounds, particularly those who are low-income and underrepresented in higher education.

Current Funding Not Sustainable

Although early college high schools leverage public per pupil funding to offer students a college education free of charge, there are additional costs associated with offering a college program of study, above the costs of traditional high school. These costs include the college tuition (waived for students), student support services, professor salaries, college textbooks, science equipment, and other materials, and program coordination. Due to structural funding limitations, Bard College faces a \$3,450 per student annual deficit for directly operating the BHSECs, or approximately \$230 per college credit. In FY 2016, Bard faces a total deficit of approximately \$3.95 million for the direct costs of operating the two NYC BHSECs. Bard, a nonprofit, independent four-year institution of higher education, has contributed approximately \$46 million to New York City since 2001 to operate the BHSECs; the College cannot continue to sustain this level of investment.

Policy and Funding Solutions

The following are funding and policy solutions we urge the City to consider to make the BHSECs and other early college high schools in New York City sustainable and to thereby help more New York City students access, afford, and complete higher education.

Secure Consistent Early College Weight for Bard, CUNY, and Other Early College Operators: We urge the city to allow Bard College to receive, each year, the same early college weight and operator fee that CUNY's degree-granting early college high schools receive. The early college weight and the operator fee from the NYCDOE, which Bard is slated to receive for the first time in FY 2016 and which CUNY's early college high schools receive, provide a critical boost that helps Bard College be able to continue offering its rigorous and proven early college program to New York City public school students. *We urge the City to continue this funding for Bard beyond FY 2016.*

Develop Equitable Funding for Early College High Schools Partnering with Four-Year Institutions of Higher Education (IHE). Currently, early college high schools partnering with community colleges receive significant support for early college students taking college courses, in the form of state aid to community colleges (approximately \$2,500 per FTE), that early college high schools partnering with four-year public and independent colleges do not. This difference in funding results in higher operating costs and sustainability challenges for early college high schools such as the BHSECs and the early college high schools partnering with four-year public IHEs. This imbalance also creates barriers to additional four-year IHEs interested in establishing early college high schools. *We urge the City to develop a funding formula (additional per student weight or annual allocation) to help offset the costs to early college high schools partnering with four-year IHEs specifically to create a more equitable playing field and to support and encourage these partnerships that benefit New York City students.*

Provide a per pupil reimbursement on the basis of college credits or degrees earned by students. The City could reimburse early college high schools or the partnering IHEs on the basis of college credits and/or

degrees or the equivalent (60 transferable college credits) earned by students. Partnering IHEs could be paid at the end of the academic year, based on the non-remedial, transferable college credits earned by students. Participating programs would have to offer students a pathway with a minimum of 24 transferable college credits, in keeping with the New York State definition of an early college high school. *We urge the City to consider additional funding for early college high schools based on the transferable college credits or degrees earned by students.*

Create an Early College Incentive Fund. New York City could establish a competitive grant program for early college high schools meeting city and state regulations and priority criteria to support the development, growth, and sustainability of high-quality early colleges and thereby help more low-income and disadvantaged students in New York City access, afford, and complete postsecondary education. Funds could support a range of program components and allowable activities, including college courses, student support services, and textbooks and other materials, and could prioritize schools recruiting students from high-poverty and/or low-performing middle schools. transportation. *We urge the City to consider establishing an early college incentive fund to sustain and scale innovative, evidence-based early college models.*

Fund Bard's Proposed FY17 Citywide Initiative (Reference Number: 201631161034). Bard College has submitted a \$3.9 million proposal for City Council funding to cover the gap in funding for the two-year, tuition-free Associate's degree program offered at BHSEC, outlined above. With the Council's investment and NYCDOE action, BHSEC can reach sustainability and students across New York City can continue to receive the excellent high school and college education at no charge at both of Bard's campuses. *We urge the City Council to support Bard's citywide funding proposal to make the Bard High School Early Colleges sustainable.*

Conclusion

While early college high schools have a strong return on investment and bring significant savings to students, their families, and the state from higher and faster college completion rates and reduced spending on remedial education, as documented by numerous studies, they require upfront investment. Investing in early college high schools will help more New York City students, particularly from low-income and/or underrepresented backgrounds, enroll in and complete college at a much lower cost.

To ensure that New York City can remain a leader in early college education and can support and expand its successful network of early college high schools so more New York students can access, afford, and complete postsecondary education and be on a clear path to college and career success, we urge the NYCDOE and the New York City Council to implement one or more of these policy proposals.

Thank you for the opportunity to submit testimony, and do not hesitate to reach out to me (at cbotstein@bard.edu or 914-388-0699) if you have any questions or if you would like additional information.

Sincerely,

Clara Haskell Botstein

Brandon Parker

City Council Education Budget Hearing Testimony

Hello my name is Brandon Parker; I attend Validus Preparatory Academy, I am member of the Urban Youth Collaborative(UYC), and a Youth Warrior at Sistas & Brothas United (SBU) in the Bronx. When I was a freshman in high school I got into an altercation with another student. Instead of being suspended, both of us were brought in to do a peer mediation session. In the mediation session, we talked about what really caused conflict between us and we worked to find a way to see how we could see each other without being angry or wanting to fight. A few years later, I still see that same student and we talk often and have a good relationship. I know the City Council understands suspending students isn't the answer. But how can we make sure that all students go to schools where peer mediation and restorative justice is the first action schools take if there is an issue? The Council can and should continue to invest in Restorative Justice for our schools. Last year, the Council lead the way in investing in Restorative Justice. We need additional funding this year to bring Restorative Justice to more schools. So more schools can have training and staff.

New York City has **1.7 million students**. The same way every one of those students should be able to take art or play a sport or have AP classes, and get support to fill out college applications. Every one of those students should go to a school where things like peer mediation and restorative circles are available. We are asking for \$5 million dollars this year to double the number of schools the Council supported this year and to say the Council is committed to growing this across the City until the City funds it for every school.

Thank you for investing in our future. Together we can make our school district a leader in keeping students in school and on the path towards graduation and success.

Hello my name is Brandon Parker; I attend Validus Preparatory Academy, I am member of the Urban Youth Collaborative (UYC) and a Youth Warrior at Sistas & Brothas United (SBU). I want city council and the DOE to increase support for student success centers and college bridge programs. Because students based programs are proven to help increase the college going rates for blacks, Latinos and students on track of becoming first generation college students in their family.

Student success centers and college bridge programs train high school students to act as college advisor while providing them with a stipend. Student Success Centers also help our high school students lacking the, resources, knowledge and support they need to apply to colleges and make informed decisions. Even with graduation rates going up in the city, too many black and Latino students are being left behind.

When I was a freshman in high school I had got into an altercation with another student both of us were put into a room to do a peer mediation session and now my self and the students don't have any problems. Peer mediation is a better alternative to suspension.

We are asking that additional funding is allocated towards creating 4 new student success centers and keeping the 8 student success centers serving 18 high schools and 2 middle schools. We need to expand college bridge programs to include 20 more high schools.

Thank you

**Testimony from the New York City Charter School Center on the Mayor's Fiscal
Year 2017 Preliminary Budget for the New York City Department of Education
March 21, 2016**

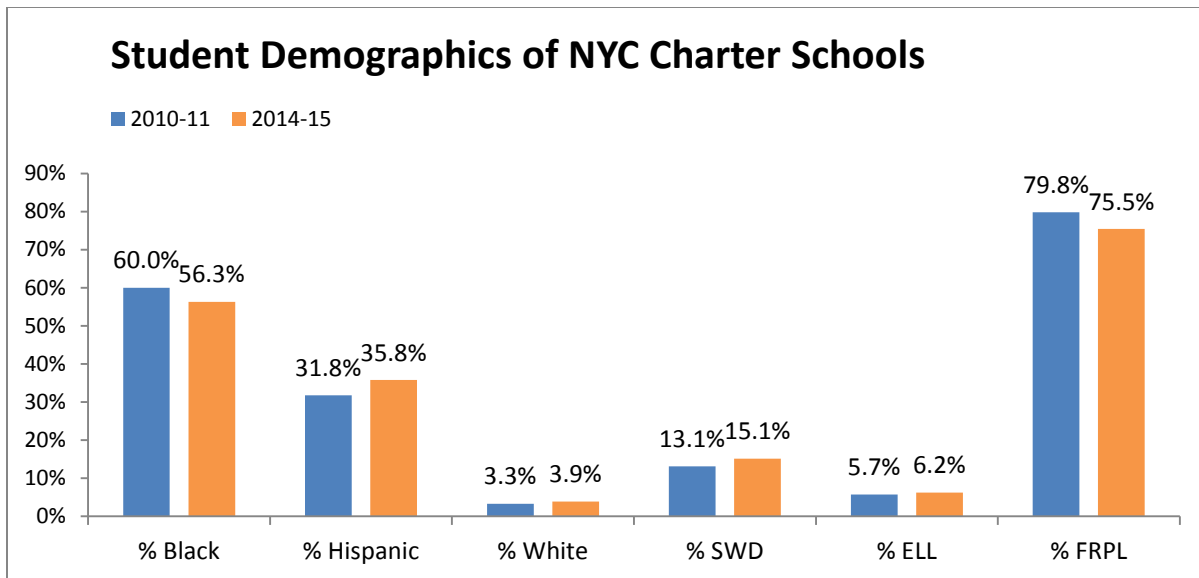
The New York City Charter School Center (Charter Center) respectfully submits the following written testimony regarding the Mayor's proposed Fiscal Year 2017 Preliminary Budget as it relates to the New York City Department of Education ("DOE Preliminary Budget"). The Charter Center thanks the New York City Council Committee on Education for providing the opportunity to comment on the DOE Preliminary Budget on behalf of the New York City charter school sector.

The Charter Center is encouraged that included in the DOE Preliminary Budget are programmatic priorities that mirror some of those of the New York City charter school sector, including expansion of the Universal Pre-K program, providing translation and language services, and further developing charter-district partnerships. Nonetheless, we offer the following testimony to highlight areas that are of particular concern for the charter sector.

Background

Over the past sixteen years, the NYC charter sector has grown from just a handful of schools operating in small pockets around the city to include 205 schools in the 2015-16 school year, operating across all five boroughs and nearly every community school district. In all, public charter schools are educating over 95,000 students in NYC. Undoubtedly, charter schools have become a critical part of the public education system in NYC, and offer families high quality options throughout the city. As the sector continues to grow, the students enrolled in charter schools reflect more and more the diversity of the city at large.

Since 2010-11, charters have seen an increase in both the enrollment of students of needs, including English language learners and students with disabilities, and racial diversity. The sector continues to take additional steps towards increasing access to students of need. Many charter schools provide formal enrollment preferences for English language learners, students with disabilities, and students in temporary or transitional housing, for example. Additionally, the Charter Center has embarked on a multi-year, multilingual campaign targeting families in diverse communities to increase enrollment of students from non-English speaking families. Moving forward, the sector will continue to take these and other meaningful steps to increase access to all NYC families.



Source: New York City Department of Education Demographic Snapshot

Additionally, a growing body of research continues to provide evidence on the positive impact of charter schools. A recent Independent Budget Office brief shows that charter schools in NYC outperformed traditional district schools when controlling for student characteristics.¹ Further, charter schools maintain better student retention rates, particularly among students with disabilities.² The sector, nonetheless, remains active in trying to identify ways to further improve outcomes for all students.

Accordingly, the Charter Center offers the following recommendations for consideration by the City Council.

Recommendations:

- **Provide Access to Summer School Programs to Charter Students**

The DOE recently unveiled its new Summer in the City (SITC) initiative expanding access to summer academic programming for students in grades 2-12. Currently, students attending charter schools are able to access DOE summer programming on an as-available basis. We recommend the City Council and the DOE expand access to the new Summer in the City initiative to charter students.

¹ *New York State Student Achievement Test Results: New York City Public Schools No Longer Lag Rest of the State*, New York City Independent Budget Office, February 2016.

² *Comparing Student Attrition Rates at Charter Schools and Nearby Traditional Public Schools*, New York City Independent Budget Office, January 2015.



- **Allow Charter Schools Access to DOE's Translation and Interpretation Services**

The DOE, and many members of the City Council, have prioritized further engagement with non-English speaking families. Indeed, the DOE has expanded language access services provided all DOE school with direct access to 200 languages through telephonic interpretation services. We urge the DOE to expand access to these services to charter schools and the non-English speaking families who have chosen to enroll their children in public charter schools. Alternatively, we recommend the City Council and the DOE to find ways to subsidize costs to independently provide such services.

- **Make Public Facilities Accessible to Charters as Universal Pre-Kindergarten Expands**

The Charter Center applauds the Mayor's push to provide free, universal, full-day, high quality pre-kindergarten. Though the charter sector represents a small fraction of the pre-k programs in the city (16 charter schools currently operate pre-k programs with total enrollment of about 500 students), many more high quality charter schools have the educational capacity to do so, including the nearly three-quarters of the 205 charter schools that currently provide kindergarten. But without access to public facilities to operate Pre-K programs, many of these high quality, but resource-strapped charter schools find it unviable. Short of providing charter schools access to some of the additional planned Pre-K capacity under the Mayor's Capital Plan, we recommend the DOE provide charter schools with rental assistance funding to operate pre-k programs to help mitigate the facilities costs.

- **Provide Metrocard/Transportation Reimbursement to Charters**

Most charter schools in NYC start their academic years before the first day for DOE schools. In some cases, a charter school might have provided several weeks of instruction before the first day for DOE schools. During this period, students enrolled in the charter school must find alternative transportation to and from school until the DOE starts to operate its bus routes. In these cases, charter schools find ways to reimburse costs to families either through transportation subsidies, including Metrocards, or contracting for bus services during this period in which district bus service is not operating. We recommend that the City Council and the DOE provide a transportation subsidy to charter schools that begin instruction in August, prior to the first day of school for the DOE.

- **Invest in the Special Education Student Information System (SESIS)**

As the DOE readily admits in its recent annual report on special education pursuant to Local Law 27 of 2015, SESIS is plagued by significant design and performance issues that limit its capacity to accurately report data. Continued investment to improved data collection is therefore critical, particularly since SESIS collects data for such a vulnerable student population. We urge the City Council and the DOE to invest in system improvements, or identify viable alternatives to ensure accurate data collection, tracking, and reporting.

- **Maximize Charter-District Partnership as a Valuable Resource**

The Charter Center welcomes the new multi-year DOE Charter-District Partnership. We believe that sharing innovative practices between sectors is a critical component of improving student outcomes. Currently, the DOE is sponsoring charter district partnership programs with 19 district and charter schools on restorative disciplinary practices and English language learner instruction. We hope the City Council and the DOE continues to support these efforts with the necessary resources, including personnel and professional development. The Charter Center welcomes the opportunity to continue to work with the DOE on ensuring the success of the initiative.

**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: Raymond Orlando

Address: 52 Chambers St NY, NY 10007

I represent: NYC DOE

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: Argulina Ramirez

Address: 52 Chambers St NY, NY 10007

I represent: NYC DOE

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: Chancellor Carmen Fariña

Address: 52 Chambers St NY, NY 10007

I represent: NYC DOE

Address: _____

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

Public
1

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: 3/16

(PLEASE PRINT)

Name: Lisa Levy

Address: 150 74th St Brooklyn

I represent: Hunger Free NYC

Address: 50 Broad St New York NY

Public
2

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

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

☒ in favor ☐ in opposition

for welcome center expansion

Date: 3/16/16 literacy coaches

(PLEASE PRINT)

Name: Vaulateona Jones

Address: 675 Water St

I represent: LES Power Partnership

Address: POB 1063 Steg St 10009

Public
3

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: 3/16/16

(PLEASE PRINT)

Name: Lily Woo

Address: 525 W 120th St New York, NY 10027

I represent: Teachers College Cahn Fellows Program

Address: 525 W 120th St NY NY 10027

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

Public
4

THE COUNCIL THE CITY OF NEW YORK

071

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Michael Mulgrew

Address: President United

I represent: Federation of

Address: Teachers

Public
5

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: 3/16/15

(PLEASE PRINT)

Name: Sara Mullery

Address: 110 Convent Ave Apt 20 NY, NY 10027

I represent: Children's Defense Fund

Address: 15 Maiden Ln

Public
6

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: 3/16/16

(PLEASE PRINT)

Name: Randi Levine

Address: _____

I represent: Advocates For Children of New York

Address: _____

Public
7

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: Ariel Savransky

Address: _____

I represent: Citizens' Committee for Children

Address: _____

PUBLIC
8

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 Herman

Address: _____

I represent: Vice President, Council of School

Address: Supervisors + Administrators (CSA)

Public
9

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: MELISSA KISSEL, URBAN JUSTICE CENTER

Address: 123 WILLIAM ST. 16TH FL. NY, NY 10038

I represent: URBAN JUSTICE CENTER, COMMUNITY

Address: DEVELOPMENT PROJECT

Public
10

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/16/16

(PLEASE PRINT)

Name: ERIN GEORGE

Address: _____

I represent: New York Lawyers for the

Address: Public Interest

Public
11

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: Diana Feldman ENACT

Address: 630 7th Ave 3

I represent: ENACT

Address: 630 7th Ave B &

Public
12

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: 3/16/16

(PLEASE PRINT)

Name: Solomon Aniemeka

Address: Jamie Thoms

I represent: East NY Farms

Address: _____

Public
13

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: Kristina Erskine

Address: _____

I represent: Community Food Advocates + The Point CDC

Address: _____

Public
14

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: 3/16/16

(PLEASE PRINT)

Name: Liz Aciles

Address: _____

I represent: Community Food Advocates

Address: _____

Public
15

THE COUNCIL HS student THE CITY OF NEW YORK

arriving
at about 1pm

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/16/16

(PLEASE PRINT)

Name: Jahnice Thoms

Address: _____

I represent: East NY Farms Advocates

Address: _____

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

Public
to

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

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

☐ in favor ☒ in opposition to Funding

Date: 3/16/16 JRTC

(PLEASE PRINT)

Name: BARBARA HARRIS

Address: 24 Central Park So. NYC

I represent: Granny Peace Brigade

Address: 339 Lafayette ST. NYC

Public
17

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: 3/16/16

(PLEASE PRINT)

Name: Lisa Robb

Address: 266 W. 37th St, NYC

I represent: The Center for Arts Education

Address: same

Public
18

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: Jackie Febrillet

Address: 125 Barclay St

I represent: Local 372 - Political Director

Address: _____

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

Public
19

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: 3-16-16

(PLEASE PRINT)

Name: Dr. Rendi Herman

Address: 40 Rector St. NYC

I represent: CSA

Address: _____

Public
20

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: Alicia Arrington

Address: _____

I represent: Alliance for Quality Education

Address: _____

Public
21

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: Felicia Alexander

Address: Bedford Stuyvesant, Brooklyn

I represent: Coalition for Educational Justice

Address: _____

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

Public
22

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: Rocio Espadas

Address: Bushwick, Brooklyn

I represent: Coalition for Educational Justice

Address: Amherst

Public
23

THE COUNCIL THE CITY OF NEW YORK

Student
testimony
arriving
around 2pm

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/16/16

(PLEASE PRINT)

Name: Aminata Abdouramane

Address: Amherst

I represent: Bushwick Campus Youth Food Policy Council

Address: Amherst

Public
24

THE COUNCIL THE CITY OF NEW YORK

Student
testimony
arriving around
4pm

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/16/16

(PLEASE PRINT)

Name: Tianhao Zhang

Address: Amherst

I represent: Teenergetics, Francis Lewis High School

Address: Amherst

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

Public
25

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. EDUCATION Res. No. DOE

☐ in favor ☐ in opposition

Date: 3/16/16

(PLEASE PRINT)

Name: SAMI ABU SHUMAYS

Address: 70 PHOENIX ST. / HEMPSTEAD

I represent: FLUSHING TOWN HALL

Address: 137-35 NORTHERN BLVD. / FLUSHING

Public
26

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Karen Jimenez

Address: 114 East 168 St Bronx NY

I represent: Dignity in school and

Address: parent action committee

Public
27

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: 3/16/16

(PLEASE PRINT)

Name: Robin Vitale

Address: 122 E. 42nd St. 18th Fl NY NY 10018

I represent: American Heart Association

Address: _____

Public
28

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: 03-16-16

(PLEASE PRINT)

Name:

Esperanza Vazquez

Address:

1155 Grand Concl 3rd Fl Bx. N.Y.

I represent:

10452 PAC

Address:

Public
29

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:

William CROW

Address:

1000 5th Ave New York, NY 10028

I represent:

The Metropolitan Museum of Art

Address:

1000 5th Ave, New York, NY 10028

Public
30

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: 3/16/16

(PLEASE PRINT)

Name:

Isaiah D. Paulino

Address:

365 East 183 Webster

I represent:

sistas and Brothas United

Address:

103 East 196 Street

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

Public
31

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: 3/16/16

(PLEASE PRINT)

Name: Brandon Parker

Address: 1458 Webster Ave

I represent: Sistas and Brothas United (SBU)

Address: 103 E 146th Street

Public
32

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: 3/16/2016

(PLEASE PRINT)

Name: Jose Angeles

Address: _____

I represent: Sistas and Brothas United

Address: 103 east 146th Street BX, NY

Public
33

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: 3/16/16

(PLEASE PRINT)

Name: Robina Taliaferrow

Address: _____

I represent: Billion Oyster Project

Address: _____

Public
31

THE COUNCIL THE CITY OF NEW YORK

OFT

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/16/17

(PLEASE PRINT)

Name: Cassie Prugh

Address: UFT

I represent: Assistant to the

Address: President

Public
35

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: 3/16/16

(PLEASE PRINT)

Name: Jennifer Becker

Address: 40 Mulrow Ave, 2GM, Scarsdale NY 10585

I represent: WAVE HILL

Address: 675 W 252 Street, Bx NY

Public
36

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: Kate McDonough

Address: 30 3rd Ave. Brooklyn NY; 11217

I represent: Girls for Gender Equity & Dignity

Address: in Schools Campaign

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

Public
37

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: 3/16/2016

(PLEASE PRINT)

Name: Jessica Pavone Deputy COO

Address: Early Childhood

I represent: Division, DOE

Address: _____

Public
38

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: TERRENZE RIENTON

Address: 11-16 124th St. COLLEGE POINT, NY

I represent: Ugandan Youth for Justice and Social Change

Address: 72-18 Roosevelt Ave. Jackson Heights

Public
39

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. Budget FY17 Res. No. _____

☐ in favor ☒ in opposition

Date: _____

(PLEASE PRINT)

Name: Miho Watabe

Address: 124 Waverly Pl. New York, NY

I represent: Class size matters

Address: 124 Waverly Pl. New York, NY

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

Pub
40

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: Rashida Latif (PLEASE PRINT)

Address: _____

I represent: West Side Campaign Against Hunger

Address: _____

PUBLIC
41

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: 3/16/16

Name: Shana Louellen (PLEASE PRINT)

Address: 90 JOHN ST. Suite 308

I represent: TEACHERS UNITE

Address: same

PUBLIC
42

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: 3/16/16

Name: E. Eisen-Markowitz (PLEASE PRINT)

Address: 90 John St. Suite 308

I represent: TEACHERS UNITE

Address: same

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

Public
43

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: 3/16/16

(PLEASE PRINT)

Name: PANIYA ILYAS

Address: 72-18 Roosevelt Ave

I represent: DRUM - Desis Rising Up & Moving

Address: 72-18 Roosevelt Ave

Public
44

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: Naama

Address: _____

I represent: YA-YA Network, DSC-NY

Address: _____

Public
45

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: 3/16/16

(PLEASE PRINT)

Name: Rahul Patel

Address: 80 Pine St., New York, NYC

I represent: Educators 4 Excellence

Address: _____

3:30pm

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

Public
46

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: 3/16/16 3:15-3:45pm

(PLEASE PRINT)

Name: Cameron Maxwell

Address: 80 Pine St, New York City

I represent: Educators 4 Excellence

Address: _____

Public
47

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: Zion Agostini

Address: URBAN YOUTH COLLABORATIVE

I represent: _____

Address: _____

Public
48

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: Urban Youth Collaborative

I represent: _____

Address: _____

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

Public
49

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: Zaire Agostini

Address: Urban Youth Collaborative

I represent: _____

Address: _____

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

Public
50

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: Latrell Stone

Address: Urban Youth Collaborative

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: 03/16/16

(PLEASE PRINT)

Name: Jordania Maneyro

Address: 86-17 124th Richmond Hill

I represent: Future of tomorrow and urban youth collaborative

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: Christine Rodriguez

Address: URBAN YOUTH COLLABORATIVE

I represent: _____

Address: _____

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