



Department of
Education

Joel I. Klein
Chancellor

52 Chambers Street
New York, NY 10007

Testimony of Chancellor Joel I. Klein

New York City Council
Committee on Education

Preliminary Expense Budget
Fiscal Year 2010

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INTRODUCTION

Good morning, Chairman Jackson and members of the Committee on Education. Thank you for giving me this opportunity to testify. I am joined by my chief operating officer, Photeine Anagnostopoulos.

Today, I will discuss our operating budget for the 2009-10 school year. Before I do, I'd like to say a quick word about our students' academic progress. I'm pleased to report that many more of our students are meeting and exceeding standards in math and reading, we are closing the racial and ethnic achievement gaps that have long bedeviled our school system, and our graduation rate is the highest it's been in decades. Just last week, the Mayor and I met with Chancellor Goldstein of City University of New York to announce that the number of New York City public school graduates attending CUNY schools is up by about 50%, from approximately 16,000 to 24,000, between 2002 and 2008. More than 70% of those additional 8,000 graduates were Latino or African American. That is real progress and I commend our principals, assistant principals, teachers, staff, students, and families who, together, are dramatically changing educational outcomes in our City.

This year, as you know, we are facing unprecedented economic challenges. We are all very thankful to President Obama and Congress for passing a federal stimulus package that will mitigate the hardship in New York City public schools and school districts across the country—but the Federal money isn't enough to spare schools from all suffering.

We are still working with the State to determine how exactly this year's budget will affect our schools, so I cannot tell you for sure how much money each school will have next year. I do know for sure, though, that no matter how expected Federal, State, and City dollars are distributed to schools, our schools will have less money than they had this school year, while, at the same time, fixed costs for things like teacher salaries and special education are on the rise.

What does this mean for schools? It means our schools will have to make hard choices—choices we wish they did not have to make—and do more with less, or, in many cases, forgo some programs. This is unfortunate.

What does this mean for members of the City Council and the other people who represent New Yorkers in government? In these hard times, we must do everything in our power to protect our schools and keep our country's financial crisis from turning into a crisis in our classrooms. To that end, I know you want to work together this year as partners on behalf of our kids. I will urge you today to do everything in your power to convince our colleagues in Albany to send as much money as possible to support education in New York City and to give us the flexibility to put the money where it's needed the most.

OUR BUDGET SITUATION

For the current school year (FY2009), the public schools had a total budget of \$21 billion. About 50% of this amount came from the City, about 40% came from the State, and about 10% came from the federal government.

With the severe decline in the economy, we were expecting a budget shortfall of \$1.4 billion before the federal stimulus package came through. For school year 2009-2010, this includes a \$700 million reduction from Albany on top of a \$500 million reduction from the City and cost increases for things like teachers' salaries and mandated special education services. We're now counting on receiving significant funds from the federal government's American Recovery and Reinvestment Act, which should greatly reduce this budget gap. The stimulus package will give us additional Title I and IDEA funds for students with disabilities. These funds total more than \$400 million for each of the next two years. Depending on how the Governor and Legislature allocate the Stabilization Funds distributed to New York State, the City could also receive

upwards of \$500 million in Federal stabilization funds in each of the next two years. For FY10, this would bring our budget gap to about \$500 million. However, our budget gap could reach nearly \$650 million if New York City receives less than its fair share of the Stabilization Funds from Albany.

Let me reiterate: there are still many unknown variables. But let's take a closer look at where we are, based on the information we have today.

We know the Governor and Mayor's preliminary budget estimates, and we know generally how much money is going to Albany from the federal government. But we don't know if Albany will give us our fair share of the federal stimulus funds, we don't know how the State will choose to restrict or loosen its restrictions on how we can spend our money, and we don't know if there will be any shifting in the budget numbers as we approach the start of the fiscal year. Plus, the U.S. Department of Education has not yet issued final guidelines for states and school districts that clarify how the money in the stimulus package can be allocated and distributed over time. This is, in short, a time of real uncertainty and we are trying to give schools and our community as much clarity as possible despite the questions we are still trying to answer.

In the past four rounds of cuts, we have done all we could to minimize budget cuts to the schools, extracting as much in savings as possible out of our administrative, nonschool spending. Why? Because I want our dollars as close as possible to students where they can have a direct impact on student learning. Since mid-FY2008, when the first of the 4 budget cuts was implemented, Central and Field budgets have been reduced by twice their share of the reducible budget while school budgets have been reduced by half their share. For the FY09 cuts alone, we cut Central and Field budgets by 6% while reducing our school budgets by only 1%. The FY09 reduction includes the elimination of 475 administrative positions—which represents an 8% reduction in overall administrative headcount.

Today, central and field costs represent only 3% of our total budget, and, as we move forward, it's important to remember that what we do is critically important to our schools. Keeping payroll and HR up and running and our technology systems functioning is critical to schools' operations. And without a sound accountability system that provides schools, teachers, and families with the information they need, we will seriously undermine our schools' ability to operate and succeed.

Today, as we prepare to cut back more, we have no choice but to reduce the numbers of dollars sent to our schools.

The decisions we must make are even more difficult because nearly half of our \$21 billion budget cannot be reduced. That's because we have many fixed costs like pensions, debt service, special education mandates, energy, and leases. As a result, we have \$11 billion available for reductions. So, we must find \$500 million or more in savings from a pot of \$11 billion, not \$21 billion. And, of that \$11 billion, almost 90% goes to teachers and other staff covered by union contracts.

We don't know how the necessary reduction will affect schools. This uncertainty is due to two issues:

- First, as I said before, we don't know how much money we're going to get in all.
- Second, we don't know how many restrictions will be placed on the dollars we do receive.

If we receive about \$500 million in state stabilization funds—which is our "share" in the existing State formula—the average cut to schools will be 6%. But depending on restrictions, some schools could see their budgets rise while others could see a cut of 13%, with nearly a quarter of our schools, or 345 schools, taking a cut of greater than 8%.

Today, some in Albany are arguing that the City deserves substantially less than \$500 million from the stabilization funds. One number being used is \$360 million. I hope you will join me in doing everything possible to prevent this scenario, which would leave our schools with an

average cut of 8%, with some schools receiving a cut of 15%. Forty five percent of schools, or 653 schools, would face a cut greater than 8%.

Our schools dedicate most of their budgets to paying for the salaries of the people who are teaching and supporting our public school children. Once in schools, 86 cents in every dollar covers salaries of teachers, principals, and other school staff. With another 6 cents covering per session and per diem compensation for educators, only 8 cents in every dollar of school-based funding pays for non-labor costs.

Schools will have to significantly reduce their non-labor spending. With cuts that could be over 30% of per session costs and non labor costs in many schools, after school programs and other enrichment and support programs will be eliminated. So, while we'll work with schools to help them cut back in areas other than personnel, significant layoffs of school-based staff, is almost certainly going to happen under all circumstances.

Layoffs will likely include teachers as well if Albany comes in at the lower end of \$362 million, with some schools having to eliminate as many as three or four teaching positions; depending on how the attrition falls out, we may still not be able to avoid a small reduction in teachers if we were to receive the \$500 million in Stabilization Funds.

The severity of the impact on schools will vary widely. The variation is due to the impact of Title I. Title I dollars are required by federal law to be distributed to schools based on the number of students in poverty, characterized as those students receiving free and reduced lunch. A small number of schools receiving the largest amount of Title I dollars may actually see increases in their budgets year over year for school year 2010, while those schools that receive no Title I dollars could see cuts greater than 10%.

In preparation for the upcoming budget cuts, a little over half of our schools have planned to save, on average, about \$115,000 to offset a portion of the cuts in the 2009-10 school year for a total rollover of \$95 million. This reflects smart planning by those schools and I commend them for it. But even with the rollovers, most of these schools will experience significant cuts to their budgets.

Under the federal stimulus package, we're also eligible to receive special funds from the "What Works and Innovation Fund." We believe we're well positioned to receive some of these dollars because the Education Secretary has said he is looking to give it to districts that have had successful reforms and can serve as models for other school districts across the United States. We can apply, for example, for money that would support our accountability work and teacher quality initiatives. Additional Federal funds will support teacher incentive programs like our schoolwide performance bonus program, which rewards teachers at schools that successfully raise students' performance. We will be working hard to get as much of these dollars as possible to continue to motivate innovation and success in our schools.

MOVING FORWARD

We have been working behind the scenes, partnering with the United Federation of Teachers and others to try to get as much money as possible for our schools and make this year's budget situation as bearable as possible for our educators, students, and families.

As you know, we should receive some clearer answers from the State in early April.

As soon as we know what to expect, we will meet with principals and then allocate budgets to schools. We know how important it is for principals to work with their teams and communities to plan for the year ahead, so we hope to give schools a sense of their budgets within the next month.

HOW YOU CAN HELP

Everybody knows how difficult this year is. Tax revenues are falling. Many New Yorkers are losing their jobs. Lawmakers know that money is tight.

But I would urge you to take two steps:

First, we need to get our fair share of the Federal education funds and as much money as possible for our schools from Albany. So please work with me to secure all possible resources for our schools.

Second, we need the flexibility to spend available funds where they're needed so that principals can allocate their remaining dollars to those programs which best improve student achievement.

Because the State law restricts how much money schools can cut from certain restricted funding streams, principals will soon be in a position of needing to eliminate core instructional services while maintaining supplementary programs. This is not an abstract problem. It will affect real schools and real students.

Here's an example I talked about in Albany in January. I will repeat it for you because I think it's a powerful example of how important it is—especially in tough times—to give us as much flexibility as possible.

At IS 231 in Queens, close to 90% of Principal Emmanuel Lubin's budget is comprised of tax levy dollars, and all but about 2% of those dollars go to paying teachers and other school employees. Mr. Lubin would have to lay off several teachers in order to have enough money to meet the budget cuts and operate. IS 231 also receives about \$493,000 in State Contracts for Excellence dollars. Last year, the school used some of that money to hire a coach and mentor for his newly hired teachers. The school could actually be forced to fire some of the new teachers the mentor and coach were hired to help but, under Contracts regulations, he would have to continue to pay for the mentoring program or some other supplemental program.

This just doesn't make sense. So, I need you to help me to convince Albany to allow us to make rational budget decisions. We owe it to our schools and our students to spend dollars where they're needed.

Thank you for your time and attention and I welcome your questions.

FOR THE RECORD



70 West 36th Street, Fifth Floor, New York, NY 10018
Tel: 212-967-0322 Fax: 212-967-0792
www.unhny.org

**Testimony of United Neighborhood Houses
Anthony Ng, Deputy Director of Policy and Advocacy and
Gregory Brender, Policy Analyst
Before the New York City Council
Committee on Finance and Committee on Education
At the FY 2010 Preliminary Budget Hearing**

March 26, 2009

Thank you Chair Weprin and Chair Jackson for the opportunity to testify. United Neighborhood Houses is a federation of 36 community centers and settlement houses. Founded in 1919, UNH is the membership organization of New York City settlement houses and community centers. Rooted in the history and values of the settlement house movement, UNH promotes and strengthens the neighborhood-based, multi-service approach to improving the lives of New Yorkers in need and the communities in which they live. UNH's membership comprises one of the largest human service systems in New York City, with 36 agencies working at more than 400 sites to provide high quality services and activities to a half million New Yorkers each year. UNH supports its members through policy development, advocacy and capacity-building activities. Services provided by our members include: early childhood education, after-school programs, teen centers, English for Speakers of Other Languages (ESOL) classes, immigration legal services, GED classes, job training, tutoring, recreation, meals and supportive services for the elderly, mental health counseling, drug prevention, and art, music and drama programs.

Universal Pre-Kindergarten

Universal Pre-Kindergarten (UPK) provides unique educational opportunities to 4 year old children that prepare them to succeed in school and beyond. Unfortunately, New York State funds UPK for only 2 ½ hours a day making the program inaccessible to many children whose parents are at work during the day.

We support the City's position that the State should allow local school districts the flexibility to fund full day programs. Furthermore, we appreciate that the City worked to increase UPK enrollment despite this constraint. This year, the Department of Education extended the enrollment deadline and several councilmembers and council staff did outreach to their districts

in order to increase enrollment. UPK enrollment did increase during the extended enrollment period but many slots remain unused this school year. The City returned over \$30 million in State UPK funds because of unused slots.

The best way to both ensure that children have access to the educational benefits of UPK and to ensure that the City uses every available UPK slot is to provide UPK education as part of a fully day of care. Doing so meets the needs of working parents who can not drop off and pick up their children during working hours.

➤ **UPK Expansion in Community Based Organizations**

Giving the increasing space demands placed upon New York City's school system, community based organizations are crucial for ensuring that UPK is available for children in the neighborhoods where they live.

In FY 2008, the City Council allocated \$5 million to expand Universal Pre-Kindergarten classes to a five hours day in 36 community based organizations. This funding provided five hour classes for free to 1,100 children. The UNH members who operated some of these programs had programs that were fully enrolled and even had lengthy waiting lists.

Regrettably, when the FY 2009 budget passed, it did not contain funding for these programs. The Department of Education provided \$2.55 million which provided for only 577 full day slots for children.

We urge the City to restore \$5 million for expansion of Universal Pre-Kindergarten in community based organization which will bring back the opportunities children lost in last year's budget.

➤ **UPK as Part of Full Day Child Care**

Child care providers working with contracts with the Administration for Children's Services (ACS) offer Universal Pre-Kindergarten to the children of working parents by blending funding from both UPK and ACS child care to create a program which meets the specific educational requirements of UPK while providing a full day of care. Keeping these programs fully funded is necessary to ensure that the children of working parents have the same opportunities to access early education as the children of wealthier parents have.

In November, ACS announced that it would calculate cost allocations for blending both child care and UPK which would lead to cuts from programs that had contracts both with ACS for child care and with DOE for UPK. By early January, providers were asked to submit their budget plans to ACS so that a formula could be applied to their budget. At this point, some providers began making difficult budget choices and in some cases reducing expenses in preparation for the cuts that were slated to happen. One provider, for example, removed arts and music from its UPK curriculum as they believed that the City would likely not continue funding this part of their program.

Providers received letters dated March 6 announcing cuts to their programs which were effective retroactively to February 1, 2009. These cuts are severe- sometimes as much as a third of the program's budget. Most providers with whom we have spoken over the last week do not yet know how they will be able to absorb such drastic cuts and continue to provide services to children. Providers may be forced to lay off staff or reduce hours. Other providers may not be able to fund programs which meet the standards of UPK and may not reapply for these contracts.

While these providers not longer directly contract with DOE, we hope that DOE will work with ACS to ensure that the full benefits of UPK education are available to children who attend UPK classes as part of a full day of care. The loss of opportunities for children to access UPK education as part of a full day of care would mean that children in need of school readiness programs would be less likely to have access to them. Furthermore, a child's need of full day care does not justify a lower level of compensation for implementing UPK curriculum and procedures. The City must find the resources to stop these cuts to devastating crucial services for our children.

City Council Dropout Prevention and Intervention Initiative

We thank the City Council for your support over the past few years of the Dropout Prevention Initiative. In particular, several of our member agencies have been able to help young people in their communities stay on track towards graduation and stay in school through the Community Achievement Project in the Schools (CAPS) component of the Dropout Prevention Initiative. CAPS is administered by the United Way, and leverages the City Council's support of CAPS with State and private dollars it receives. We urge that \$2 million is restored for the Dropout Prevention initiative in the FY 2010 budget.

Education Stimulus Funds

As the City and State work to determine how to spend the education funds included in the American Reinvestment and Recovery Act (ARRA) funds for education, we urge that consideration be given to supporting the following types of programs:

- a) Dropout prevention programs.
- b) Expansion of the Office of Multiple Pathways to Graduation portfolio by serving more students, and in developing programs for overage/undercredited youth who have less than 17 high school credits.
- c) School-community based organization partnerships to operate youth development programs focused on work readiness, career exploration, service learning, and paid internships.

The ARRA education funds that are best suited to supporting these programs are the \$940 million in Title I funds that the New York State is receiving, and the national total of \$5 billion in incentive grants that New York State can apply for. The incentive grants could specifically support public-private partnerships and the role of community based organizations. By finding a way to support such programs, we can help our young people further their education and build their skills to be successful in a 21st century economy.

Oppose Fees for Reviewing RFPs

We were disappointed to learn that the DOE's recently released Learning to Work for Transfer School RFP (#R0745) contains a \$100 fee to download from the DOE's vendor website portal. UNH member agencies and nonprofits across the City are an important partner in delivering services with the City of New York. This is especially true when it comes to the DOE's Office of Multiple Pathways to Graduation portfolio. Community based organizations, through the Learning to Work (LTW) partnerships, have provided important youth development, job readiness, internship, and counseling services to students in transfers schools and young adult borough centers. These partnerships have helped students to achieve, become exposed to the world of work, and graduate from high school.

While we understand that the City is being forced to look at ways to balance its budget, we don't believe that charging organizations \$100 to review an RFP is a good strategy. Nonprofits are facing budget cuts on the City and State level, and have seen a decline in private philanthropic contributions. A \$100 fee to review an RFP becomes a more difficult cost to accept at this time, and the City risks having this become a deterrent for organizations to apply. We oppose the DOE's policy of charging \$100 to download and review this RFP, and urge that DOE and all city agencies refrain from this practice.

Thank you for the opportunity to testify.

Testimony
of
Randi Weingarten

President,
United Federation of Teachers

to the
New York City Council
Committee on Education

March 26, 2009

Good afternoon Chairman Jackson and to all of you who serve on this distinguished committee. On behalf of the 200-thousand members of the United Federation of Teachers, I want to thank you for this opportunity to testify before you today.

Everyone here today is invested in our public schools, whose strength is vital to our communities. We are all stakeholders.

Every day, there are new headlines and new budget projections on the city, state and federal level. I have talked to more than a few people just this week who asked me to help make sense of it all in terms of where our school budgets stand.

There are probably a few people here in this room who aren't all that worried about school budgets and the many programs that students participate in, now that a billion dollars in State Fiscal Stabilization Grants has been allocated for New York City public schools over the next two years.

There are also no doubt people here in the audience who believe the threat of 15,000 teacher layoffs has been averted.

Ladies and gentlemen - I am here today to say that we are not out of the woods yet, not by a long shot.

The stimulus money, which the UFT and AFT helped secure, will help a great deal, but what it does not do is restore all the funding our schools stand to lose, or guarantee that layoffs won't happen.

Even after that stimulus funding reaches us, the projected education budget deficit in New York City is in the range of \$500 million. That means schools could see 8% to 12% cuts in their budgets, which would translate into serious reductions in services and programs.

Make no mistake - There is a lot of work ahead of us all.

These are complicated times, but my message here today is simple: Protect the classroom. Kids do not get a second chance.

I don't have to tell any of you that our city, our state and our country are struggling. As the president of the American Federation of Teachers, I'm in touch with teachers from coast to coast, and I can tell you there is real fear out there. Those fears are well founded: in each of the last three months, more than 650-thousand jobs were lost.

Think about the New Yorkers you know who have lost theirs. Think of how many of them were struggling to get by even before that. These are our neighbors, our colleagues, our friends and family members. And many of them have school-age children.

We all know how important a quality education is to a child's future. Imagine how important the stability of a safe, warm classroom is to children whose parents are wondering how they will pay their next month's rent. Imagine how important after-school programs are to those families.

Strong schools are integral to our neighborhoods, and veritable lifelines to New Yorkers straining to survive this economic downturn.

Everyone here today needs to commit himself or herself to fighting for our schools and our classrooms. To make sure our schools prepare a generation of children for their future, but at the same time protect and nurture them in this painful time of despair.

BY THE NUMBERS

The gravity of our economic situation is lost on no one, especially many of you among the Council who have fought so hard for schools. It has been an uphill battle ever since the school system saw the first \$180 million dollar cut in January 2008. We appreciate the leadership you have shown over the past year, especially your work last May and June to restore \$145 million to schools, which was nothing short of monumental.

Since that victory, however, education has seen another \$181 million in City tax levy cuts in this school year, and a projected \$691 million loss for next year. Of the \$181 million cut this year, the schools themselves absorbed \$103 million. While most of the cuts were supposedly taken from OTPS, or "other than personnel services", we did see some schools cut back on teacher positions, enrichment and extended day programs, sports, extracurricular activities, class trips and after-school tutoring. For example, at PS 94 in District 15 Brooklyn, six F-status teachers are being let go this week. They have been working as intervention teachers for students scoring 1's and 2's on their math and ELA exams, but the school has exhausted its funding for substitute teachers and had to free up money for the rest of the year. At the Academy of Urban Planning, also in Brooklyn, after school tutoring and most trips have been cancelled. The one year suspension program in District 79 is struggling to give students intensive counseling so they can return to their schools. Furthermore, some of the cuts not counted against school budgets will ultimately affect students anyway, including the elimination of summer school except where mandated, as well as cuts in custodial services and repairs.

As I said earlier, New York City schools still face an additional \$500 million in cuts between the city and state budgets. Cuts of that magnitude will go well beyond canceling the class play or class trip. We are talking about the very real possibility of significant cutbacks to core programs and services.

So what does that mean? Since the DoE is leaving decisions to the principals, and since there is very little leeway in school budgets, the outlook will differ from school to school. Any way you look at it, though, the outlook is not good.

Increased class size is a given. We learned last month that New York City failed to achieve its state-mandated class-size targets for two years in a row, despite an infusion of funds under the State's Contract for Excellence program. In fact, in 2008, class sizes in the city increased at all levels, for the first time in 10 years. Does anyone here think that this troubling trend won't continue if we see major budget cuts?

The elimination of arts and honors programs is also a given. Canceling after-school activities will be widespread. Cuts in positions such as guidance counselors will be widespread as well. Corners are already being cut in special education services. Many maintenance projects and orders for computers and other classroom materials will be put on hold. Important resources such as Teacher Centers and Teachers Choice, both of which are integral to our schools, are on the chopping block. The loss of teacher center funding would, in particular, have a devastating impact on the quality of our workforce.

We also can't be certain that layoffs won't happen as we continue to receive pessimistic reports on the state of the economy.

We all need to be mindful of the path taken during the mid-1970's, when our schools were hit with thousands of layoffs and major budget cuts. It took us decades to recover from that failed strategy, and we cannot let that happen again.

Education funding cuts of the magnitude being proposed in the January plan would have a lasting impact on the quality of education that our students receive and, consequently, on tomorrow's workforce. We cannot have a vibrant, strong economy without well-educated citizens. That's why continued investment, even in this difficult time, is critical.

GETTING TO WHERE WE NEED TO BE

A few weeks ago, tens of thousands of New Yorkers came together for a rally right here next to City Hall. Our message was two-fold: 1) to urge our local and state elected representatives to take steps that ensure the federal stimulus funding is spent correctly and wisely, and 2) to push for a fair share progressive income tax on the highest earning New Yorkers.

The federal stimulus, the progressive state income tax and smart spending decisions represent the three prongs of the tripartite approach that we at the UFT have been advocating since October.

When I say smart spending decisions, I'm referring to more than \$530 million that the Department of Education could save through a retirement incentive and administrative cost savings.

Retirement incentives can be very effective at reducing salary expenses and helping to avoid layoffs. Just last week, the Postal Service announced it would offer a retirement

incentive to 150-thousand of its employees in hopes of doing just that. We urge the DoE and the City to follow their lead.

A retirement incentive similar to those implemented by NYC in 1990's could save approximately \$300 million, but it would need to be pursued immediately to give schools and the central DoE time to make the necessary adjustments and ensure schools and classrooms are properly staffed for the fall. We have a salary structure that is different than most – entry salaries are less than half than the maximum reached before retirement. For every retiree, we could hire two teachers. We could in many places reduce cost burdens while at the same time lower class sizes. There are approximately 25-thousand UFT members in TRS that could be offered an incentive.

In conjunction with a retirement incentive, the DoE should also commit to ensuring that all personnel currently on the payroll are properly utilized before hiring is done from outside the system. There are currently more than 1,100 qualified teachers in the Absent Teacher Reserve pool due to their programs or schools being downsized or closed. While an agreement is in place to give principals an incentive to hire these people, we learned in one of the daily newspapers last week that outside hiring is still taking place. We don't oppose hiring from outside the system, but a temporary hold on that hiring, except of course in mandated or shortage areas, should be put in place until all ATRS are placed. Recruitment of new teachers from outside the system, including the \$5 million a year effort by the New Teacher Project, should be halted for now.

There is also approximately \$225 million of unrealized administrative cost savings at Tweed that could be made without directly affecting classrooms. These include reviewing consultants and contractor arrangements, including an independent review of all DOE contracts and proposed investments in new information technology projects; reforming the DOE's testing and accountability initiatives by replacing the costly and duplicative ARIS system that many principals and teachers have not been able to use due to lack of time and training, as well as continued glitches; downsizing the offices of Accountability and Public Relations, suspending the school bonus program; and putting a moratorium on new small school creation.

I want to add to all this that we believe the new reorganization of school supports currently underway for a third of NYC public schools is an unnecessary administrative change at this time, since the additional cost is uncertain. We already know that the headcount at Tweed has grown by close to 100 people between January and November 2008. Now this latest reorganization, which is based around expanding the Children First Network to 500 schools, looks to add even more administrative costs to the system. Under CFN, groups of 20 or so schools are put into groups, and each of those groups has 13 dedicated staff members. That will require hiring new staff and pulling staff from DoE offices from around the city. At a time when funding for classrooms is in danger, these types of wholesale reorganizations should not be the priority.

It is also worth noting, as we talk about class size increases and classroom cuts, that we have some high-needs districts in desperate need of new seats to alleviate overcrowding.

It's unfortunate that the DoE chose to commit \$210 million for the construction of new buildings for charter schools, but chose not to locate them in districts with the greatest need for new seats.

We at the UFT also have some additional thoughts on how to maximize other components of the stimulus package. For example, we want to develop a grant plan that would harness a portion of New York State's \$174 million in Workforce Investment Act funding for Career and Technical Education training programs, Adult education programs and programs that benefit overage and under-credited at-risk youth. We envision pulling together a broad spectrum of partners, such as the Workforce Investment Board, the Department of Education, the DYCD, colleges and others. Boosting these programs at this difficult time would be a smart investment and help move the economy and the nation's infrastructure forward.

We also strongly believe that the federal stimulus offers a unique opportunity to provide intensive supports and wraparound services to struggling schools, in hopes of turning them around, similar to the former Chancellor's District. Part of this approach could include bringing community services and activities into the school model. By working with municipalities, social service agencies, community organizations and others, you can build stronger school communities.

FAIR STUDENT FUNDING

Another strategy that must be considered is the revisiting of the Fair Student Funding (FSF) formulas, which if left intact has the potential to wreak havoc on an already complicated school budgeting process.

As many of you know, two years ago, the DoE created a new system -- Fair Student Funding (FSF) -- to change the way schools are funded. FSF computes different dollar amounts for different types of students based on grade level and need. Because FSF disregards actual teacher salary levels for funding purposes, the stated goal for this new per-pupil funding system was to create more funding equity among schools and to re-distribute experienced teachers.

In late spring 2007, when the per-student dollar amounts were unveiled, it became clear that they were pegged so low that half the schools in the system -- generally those with higher teacher salaries -- would be receiving insufficient funds in 2007-08 to cover the salaries of the current staff. At the time, the UFT was able to prevent budget cuts to these schools by securing an agreement with the DOE to hold schools harmless from any cuts due to the imposition of FSF for two years. Those two years are now up.

Consider this: There are 654 schools that face FSF budget cuts held in abeyance since 2007. By our own research, we believe at a minimum, \$233.5 million in FSF cuts are possible. I say at a minimum, because the FSF per-pupil funding level was calibrated according to the projected systemwide average teacher salary level for last school year,

and has not yet been adjusted to reflect schools' current average salary levels, student registers, and changes in types of students.

By our calculations, 140 schools are looking at cuts under \$100 thousand, but 361 can expect cuts of between \$100 and \$500 thousand, and an additional 153 could lose more than \$500 thousand. Any many of these schools are high-need and have poverty levels that qualify them for Title I.

CONCLUSION

We don't know yet what the state budget will look like or whether we will succeed in getting a progressive income tax, but we do know that tax revenues are way down and projected deficits are only getting bigger. None of us can ignore the severity of the situation.

We also don't know exactly how the stimulus dollars will be channeled to our schools, but we do know that if they are not used wisely, on direct services for children, our kids could be left in just as deep a hole as ever. The UFT embraces President Obama's calls for shared responsibility and transparency, and I implore the Department of Education to follow the President's lead. President Obama said the stimulus finding "cannot and will not be an excuse for waste and abuse," and made it clear that plans to spend the stimulus must be based on the merits of preserving and creating jobs, and helping reverse the economic downturn. We applaud him on that front. Teachers want to make a difference in kids' lives, and they appreciate a president who shares that goal and will spend his political capital to provide the resources to make it happen.

More than anything else, I am here today to argue that of all the cutbacks being considered across city services, none will be as harmful as cuts that affect our children's education. We need to focus on preparing our kids for an economy that demands ever-increasing levels of knowledge, skill and adaptability. Effective workforce development is a must if we as a city are to move forward.

It really is about protecting the classroom.

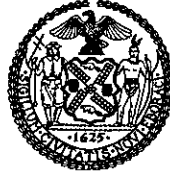
The UFT is committed to working with the Mayor and the City Council in confronting the challenges ahead. We all need to work together towards finding solutions and making smart choices that protect children in classrooms from major cuts.

###

New York City Council Member Bill de Blasio

39th District, Brooklyn

DISTRICT OFFICE
2907 FORT HAMILTON PARKWAY
BROOKLYN, NY 11218
(718) 854-9791



CITY HALL OFFICE
250 BROADWAY, 17TH FLOOR
NEW YORK, NY 10007
(212) 788-6969

****FOR IMMEDIATE RELEASE ****

March 26, 2009

Contact: Matt Wing
212-788-6969/917-601-1572

DE BLASIO REPORT REVEALS CITY SPENT MILLIONS ON OVER-TESTING, COURIERS, AND PRESS OFFICE "TRUTH SQUAD"

NEW YORK – Councilmember Bill de Blasio today released a report showing that the Department of Education (DOE) spent \$57.3 million on unnecessary tests, courier services and an expanded press operation, including a seven person "Truth Squad."

"The DOE is over testing our children and over promoting themselves. As a public school parent and a councilmember, I am outraged to see the misuse of millions of dollars that could keep teachers in classrooms. This administration needs to spend less time promoting themselves and more time doing their job," said Councilmember Bill de Blasio

"I don't think anyone doubts that the Department of Education is getting better press these days," reacted, Zakiah Ansari, a resident of Brooklyn and a parent leader representing the Campaign for Better Schools. "The concern is: Are our kids doing as well as they say? Everyday we hear about vital after-school programs being cut, less art programs in schools - especially in neighborhoods of color - and the low graduation rates for English language learners (ELL). Why aren't we expanding programs to address these concerns? Any one of these would have been a better use of funds, rather than doubling the budget for the public relations office. This is why the Campaign for Better Schools is arguing for greater transparency as mayoral control comes up for re-authorization."

Jane Hirschmann, Chair of Time Out From Testing said, "Thanks to Bill de Blasio the truth is getting out. Our children's education is being shortchanged by an impersonal business model that focuses on standardized testing and data collection, where actual learning no longer matters, just test scores and the illusion of success. It's high time for the DOE to change its priorities and promote real education, not relentless test prep and not propaganda."

Highlights from the report show the DOE spent millions on documenting and promoting its own performance, including:

- \$1.3 million on its press office, including a “Truth Squad” dedicated to correcting misinformation in online media sources; the Press Office at Tweed has more than doubled in size under the current administration;
- Approximately \$5 million on couriers, nearly double what was spent before 2002;
- \$2 million to assign schools a letter grade A through F, and;
- An annual average of \$11 million on unnecessary Periodic Assessments to test students’ preparedness for required tests.

A full breakdown of identified areas of excessive spending adds up to the equivalent of over 1,000 teachers.

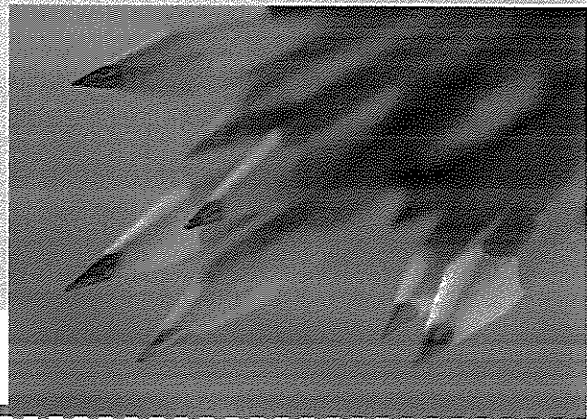
Program	Cost	Number of Teachers**
Progress Reports	<u>\$200,000</u>	3
Media Shop	<u>\$1,300,000</u>	23
K-2 Testing Pilot	<u>\$400,000</u>	7
ARIS	<u>\$16,000,000</u> annual average for 5 years	290
ACUITY	<u>\$11,400,000</u> annual average for 5 years	207
Office of Accountability	<u>\$23,000,000</u>	418
Couriers	<u>\$5,000,000</u>	90
Total:	<u>\$57.3 million</u> per year	<u>1,038</u> per year

**Figure based on the average NYC Schoolteacher’s salary of \$55,000 derived from NYSED.

###

Show and Tell

A look at what we spend to record and report on student achievement in New York City.



Facts and Figures*

\$5,000,000	Amount spent by DOE on Couriers in 2008.
\$80,000,000	The cost of ARIS, the IBM data clearinghouse, over 5 years.
\$1,300,000	The budget for the 14 person Tweed press office.
100	Approximate increase in DOE Central staff.
\$400,000	Cost of piloting a non-mandated testing program for K-2 grades.
\$11,100,000	The aggregate salaries for employees of the Office of Accountability.



Show us the...Results

Over the past seven years, New Yorkers have seen a significant increase in certain areas of the Department of Education's budget. While I would normally praise increases in education funding, it is important to take a hard look at where and how additional funds are being spent. As a public school parent, Councilmember and former School Board Member, my first priority is what happens in the classroom. I believe there is nothing more valuable than the time spent between a teacher and a student, and the Department of Education's priorities should reflect that. In going through the Department of Education's budget, I have noticed a troubling trend. We are spending more and more money on costly, distracting initiatives that are meant to *document and publicize* the performance of our schools, rather than spending those precious funds on *improving actual performance* through initiatives such as reducing class size to help prepare all of New York City's children for future success. Especially in these difficult economic times, we must reprioritize.

-Councilmember Bill de Blasio

Did You Know?

The Press Office at Tweed has grown from 5 people in the 1990's to 14 in the past eight years, with a budget of \$1.3 million.

How do we Define Accountability?

In a time of fiscal crisis, spending more and more to *report on and publicize progress* is troubling. Our top priority should be *making that progress happen in the first place*. Furthermore, these measuring and promotional tools can often do more harm than good.

Progress

The Department of Education spent \$2 million in 2008 to assign schools a letter grade A through F, and estimated that it would cost \$200,000 to produce the report cards this year.

- The progress report system is not only expensive, but it is often confusing. Some struggling schools score A's, while higher performing schools with less room for improvement score poorly. Providing parents, educators and students with a single letter grade can be misleading and discouraging to schools that are trying to improve or have already made significant improvement.
- For example, a school whose students scored at the bottom of level 2 when the school year began and at the top of level 2 at the end of the year will get a higher grade than a school whose students scored at the top of level 2 consistently throughout the year.

Press Team

The Press Office at Tweed has more than doubled in size since the current administration took control of the Department of Education.

- With a staff of 14 and a budget of \$1.3 million, the press office has staff dedicated to correcting misinformation in online media sources.
- This seven-person "Truth Squad" reads twenty-four blogs, list-servs, and websites for factual errors and misinformation. Truth squads are often present in political campaigns to correct factual misinformation and distortions about candidates.

Should we spend our limited education resources on correcting misinformation, or correcting the problems our schools face?



The Dollars and Sense of Testing

Every dollar spent on testing is a dollar not spent on teaching. Rather than spending money on *more* testing, we need *more responsible* testing. Teachers, students and parents need real measures of progress, as well as the time to analyze results and adjust instruction. Costly tests that are given to students and analyzed far away from the classroom have no real impact except as “gotcha” tactics designed more to punish than support.

Testing in Kindergarten

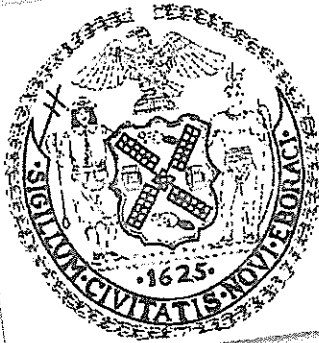
This year, the Department of Education began piloting new assessment testing in English and Math for Kindergarten through Second grades. With the cost of the pilot program at \$400,000, merely a fraction of the projected cost of instituting the testing citywide, those funds could be redirected to reducing K-2 class sizes to the City's stated target size of 20.

- Roughly 45% of Kindergarteners are in classes with 22 to 25 students, and nearly 4,000 first graders are in classes with 28 or more students. It is vital that we reduce class size and encourage more individualized attention in a nurturing environment during the critical early years of education.

Learning vs. Testing: the Choice

Tests that do not provide information and analysis to help students learn are a poor use of resources.

- The Achievement Reporting and Innovation System (ARIS) is an \$80 million database to analyze student test results. ARIS has encountered significant delays in functionality, remaining highly inaccessible to parents, teachers, and administrators through much of the school year. Many schools were forced to spend money from their own budgets to purchase interim data tracking systems to ensure compliance with the data tracking requirements of No Child Left Behind. A number of administrators purchased DataCation, a program developed by the High School of Telecommunication Arts and Technology in Brooklyn at a cost of \$13,000.
- Let's prepare for tests, not test for tests. Periodic Assessments are no-stakes tests meant to test students' preparedness for mandated testing. A primary tool for periodic assessments is Acuity, a testing program from McGraw Hill, with a contract valued at \$57 million over 5 years.



What does \$57.3 million
buy other than the yearly
salaries of 1,038 teachers?

Administrative Excess

The Central Administration of the Department of Education continues to grow and spend, despite a tightening budget.

The Office of Accountability is a vast operation...

- Oversees testing and measuring school progress. Every dollar spent here is money not spent in the classroom.
- Operating budget of \$23 million, according the Independent Budget Office.
- 79 budgeted staff positions as of June 2008, costing New Yorkers over \$11 million in salaries.

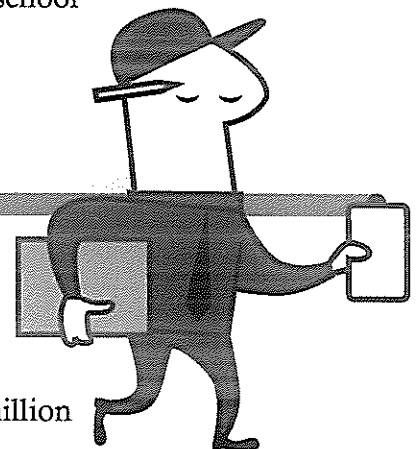
While parents and teachers worry about the funding cuts their schools may face, the Department of Education's Central Administration has expanded by nearly 100 employees in the past year.

- The office of accountability grew by 8%, the legal department grew by 8%, the budget division grew by 22%, the human resources division jumped by 5%, and the office of the chancellor almost doubled its staff, to 16 people. Meanwhile, schools are forced to sacrifice their arts programs, after-school tutoring, and enrichment staff.

\$5 million for Couriers?

- In 2008, the Department of Education spent roughly \$5 million on couriers. That figure is nearly double what was spent before 2002.
- Notably, the Office of Assessment and Accountability spent nearly \$2 million

of the \$5 million couriers price tag on picking up and delivering non-mandated periodic assessments. That's roughly \$10,000 a day for every day of the school year spent on shuttling tests around New York City that are not even required.



I want the same for all children in NYC as I want for my own –

an education that sets our students up for success upon graduation from any New York City high school. In times of financial crisis, budgets are likely to be cut. It is critical that any reductions be kept as far away from the classroom as possible, and that we direct our limited education dollars to our top priorities. I believe that schools should not be put into the position of deciding which students will have a bright future, and which will not. By cutting unnecessary spending and avoiding administrative excess, we can give schools the resources they need to educate our children, and help them avoid making cuts that will negatively impact our education system today and in the future.

So what would I suggest?

Program	Cost	Number of Teachers
English Programs	<u>\$200,000</u>	3
Math Programs	<u>\$1,300,000</u>	23
Science Programs	<u>\$400,000</u>	7
ARTS	<u>\$16,000,000</u> annual average for 5 years	290
MUSIC	<u>\$11,400,000</u> annual average for 5 years	207
ENRICHMENT PROGRAMS	<u>\$23,000,000</u>	418
Administrative Programs	<u>\$5,000,000</u>	90
	<u>\$57.3 million</u> per year	<u>1,038</u> per year**

*See attached document for sources of facts and figures used throughout this document.

**Figure based on the average NYC Schoolteacher's salary of \$55,000 derived from NYSED.

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TESTIMONY
VERONICA MONTGOMERY-COSTA
PRESIDENT, LOCAL 372
NEW YORK CITY BOARD OF EDUCATION EMPLOYEES
AND
DISTRICT COUNCIL 37
AMERICAN FEDERATION OF STATE,
COUNTY AND MUNICIPAL EMPLOYEES
AFLCIO

JOINT HEARING
CITY COUNCIL FINANCE COMMITTEE
CITY COUNCIL EDUCATION COMMITTEE

2009-2012 FINANCIAL PLAN

MARCH 26, 2009

TESTIMONY SUBMITTED BY

VERONICA MONTGOMERY-COSTA
PRESIDENT - LOCAL 372 AND DC 37, AFSCME, AFL-CIO

March 26, 2009

Chairman Weprin, Chairman Jackson and Committee Members:

Local 372 thanks you for this opportunity to testify today.

Local 372's 26,000 Department of Education employee members continue to live, work, pay taxes, vote, and support the small businesses in their school communities.

Each day our members awaken, most in the communities in which they voted to elect the council members here today. These dedicated employees rise to perform their duties to provide essential school life support services to 1.1 million school children, whom they consider to be their life's work.

But with each passing day, their outlook on their life in our city becomes more grim, less secure and much more unsettling. They begin each day wondering how long they will be able to support their own families, because historically, their jobs have been the most undervalued and the first to go. It makes no difference that Local 372 members are the workers, who send our students to their classrooms learning-ready and learning able.

We regret that the City Council calendar was changed, to schedule this budget hearing before the contract oversight hearing. Local 372 considers DOE contract practices to be the rotten apple in the DOE budget process.

Local 372 asks the distinguished Council Members present, “What is wrong with the picture I am about to paint for you?”

Keep in mind the reason that the American public is currently outraged. While jobs are being lost by the hundreds of thousands each month across the country, and workers’ hard earned tax dollars are being used to bail out failing companies, the failing officers are rewarded with huge bonuses.

Now let me turn your attention to our situation right here in New York City. Behind closed doors, DOE numbers crunchers are investigating how cutting student support service jobs will get more money for the ever increasing pool of increasingly high paid DOE officers to contract out.

The Mayor can thus trade off the salaries of taxpaying New York City residents and consumers for multi-million dollar out-of-state contracts.

Let me give you an example.

As reported in the *New York Times*, January 14, 2009 issue, the Mayor signed a contract with Maximus, Inc. of Virginia for a 5-year Special Education data tracking program that will cost \$55 million dollars, with \$23 million in related expenses. (*See attachment 1.*)

Local 372 understands the need for improving the tracking of Special Education data, but at a time when school support service employees — vital to the learning readiness of all of our students — are facing impending layoffs, this extraordinarily high-priced software solution seems obscene and reckless.

Maximus is a Virginia-based company, which specializes in contracting work normally performed by municipal workers throughout the United States and Canada. Local 372 will have more to report on this company's questionable track record in our testimony for the contract oversight hearing on April 1, 2009.

Using the \$80 million dollars garnered from that contract, Maximus could displace still more New York City workers with Virginia workers to perform data entry and related services at

Maximus, Inc. These workers can work and reside in Virginia, use their income to pay taxes and support local merchants and businesses in Virginia. Thus, the New York City Mayor is, in essence, eliminating jobs, tax and consumer revenue here at home, while generously creating jobs and increasing revenue in Virginia.

Most of us in attendance at this hearing are not too young to remember, when it was unlawful to spend New York tax levy dollars on contracts to out-of-state companies.

Local 372 asks the distinguished Council members present, “How can elected officials permit such outrageous breeches of responsibility to their own constituents?”

Local 372 contends that the lines drawn between service to the electorate and future personal gain are getting more and more fuzzy.

A *New York Daily News* report on February 27, 2009 calls former New York City Council Education Chair Eva Moskowitz, who founded a small chain of charter schools, as “a passionate and abrasive champion of the charter school movement.”
(See attachment 2.)

Local 372 sees Ms. Moskowitz as having been instrumental in New York City's transformation into two apparent school systems. One is a system of public schools, usually in lower income neighborhoods, which are stripped of vital support services for which they have the greater need. The other, consists of small academies with catchy theme names, and Charter Schools, which syphon off an ever-increasing amount of the DOE budget. Charter schools drain the higher performing students from their neighborhood schools and prevent our public schools from being academically and racially diverse.

Ms. Moskowitz' sustained philosophical dedication to charter schools has rewarded her with a salary last year of \$310,000 for running Harlem Success Academy 1, 2, 3 and 4, serving a total of 1,000 pupils from kindergarten to third grade. Chancellor Joel Klein gets \$250,000 to run 1,400 school sites and is responsible to 1.1 million students.

As with the other charter schools in New York City and nationwide, there is no definitive data as to the superiority of these charter schools over properly funded and staffed public schools.

Local 372 urges the City Council to draw the lines more clearly and require clearly defined line items in the Mayor's Budget to insure that City taxpayer dollars are used to maintain an appropriate ratio of staff to students for vital school support services in our public schools.

Local 372 asks the City Council to eliminate the lines that created two separate school systems by putting the brakes on the creation of charter schools. We ask that an independent scientific study be required to evaluate the educational merit of these charter schools for the few who attend them. We must also ask, if they are worth the sacrifices incurred by the rest of our city's children.

Local 372 calls upon the City Council to take an active role in overseeing the DOE contract process to insure that New York tax levy money is not used to support residents of other states over your own constituents and their families. We look forward to having the opportunity to present more details of our views on contracts at the hearing on April 1.

City Signs Contract to Track Special Education Data

By ELISSA GOOTMAN

The New York City Department of Education, long criticized for a haphazard approach to special education, has signed a \$55 million contract with a Virginia company to overhaul the way it tracks information about 190,000 students with disabilities.

Advocates say that the new system is desperately needed, and that it will replace an antiquated computer system, which is supplemented by reams of paper documents. The combination, they say, too often results in children being denied services they need and are required by law to receive.

"We know that these problems happen all the time in terms of delays in service or deprivation of service, but what we don't know accurately is exactly how

widespread they are and where they occur," said Kim Sweet, the executive director of Advocates for Children, which monitors the school system and has sued it on behalf of students with disabilities. "Whenever advocates or researchers ask for data to assess how the Department of Education is doing in terms of compliance with special education law, the D.O.E. will say, 'Well, we'll give you our data, but we can't rely on it because it's not accurate.' And that's a major problem in terms of accountability."

The contract with the company, Maximus, is for five years. The Education Department estimated that, in addition, it would spend \$23 million over the next five years on related costs, including training and equipment.

The contract, signed Jan. 5 and

A five-year program will cost \$55 million, with \$23 million in related expenses.

expected to be publicly announced on Wednesday, comes as parents and principals throughout the city are bracing for cuts of up to \$1.5 billion in the department's \$30 billion budget next year.

Leonie Haimson, executive director of Class Size Matters, an advocacy group that has been critical of the school system's \$30 million project for tracking information like test scores, says she believes that "more attention and better record-keeping are absolutely necessary to ensure that special education students get the services that they need."

But, she added, "I would want to make sure that the data is accurate, because in the past the data has been severely flawed that they've entered into these massive systems."

Ms. Haimson said there should also be "really strict oversight and the ability of parents to access the information for their own children, to make sure that it's not arbitrarily changed by people at D.O.E. without their knowledge."

Maximus, a company with more than 6,000 employees that does consulting and provides services to government agencies, ran into some controversy in a previous venture with New York City.

During the Giuliani administration, the city comptroller tried to block the company from receiving welfare-to-work contracts, arguing that the company had improperly used connections with city officials. After City Council hearings and lawsuits, the contracts went forward, but

the Bloomberg administration did not renew them.

In a separate case unrelated to New York City, Maximus agreed in 2007 to pay the federal government \$30.5 million to settle an investigation into its work preparing Medicaid claims on behalf of the District of Columbia.

Education Department officials said they had included a provision in the special education contract that would prevent employees involved in the Medicaid case from working on the city contract. They expressed confidence in the company, which was selected after the city issued a request for proposals a year ago.

"This is something that people have been asking for for a very long time," said Linda Wernikoff, the Education Department official in charge of special education.

Referring to Individualized Education Programs, the federally mandated documents that outline which services special education students need, she said: "If you develop an I.E.P. online and that child is in the system, he can't fall between the cracks, he's right there." When the I.E.P.'s are on paper, and someone has to enter the data in a computer program, she said, "there's a lot of chance for human error."

In addition to 157,385 students who attend city public schools, the Maximus system will be used to track 33,064 others — mostly New York City residents — who attend private or parochial schools but receive services like physical and occupational therapy through the department. Ms. Wernikoff said she expected that a small group of about 30 schools would be able to use the system by fall, and that the entire system would be up and running by the spring of 2011.

While Ms. Sweet, of Advocates for Children, welcomed the new system, she said, "Absolutely, this should have been done sooner."

Former City Council member Eva Moskowitz makin' a bundle at nonprofit schools

Friday, February 27th 2009.

Eva Moskowitz, the former City Council member who founded a small chain of nonprofit charter schools, is a passionate and ahrasive champion of the charter school movement.

She's also making a bundle.

Moskowitz, who makes no secret of her desire to create 40 charter schools across the city and run for mayor some day, raked in \$371,000 in salaries in the 2006-2007 school year from organizations connected to her four schools. tax records show.

Those schools, **Harlem Success Academy 1, 2, 3 and 4**, have an enrollment of about 1.000 pupils, from kindergarten to third grade.

The nonprofit organizations connected to the schools have yet to file more recent tax returns. but Moskowitz said in an interview late Thursday she received \$310,000 last year - the 2007-2008 year - \$250,000 in salary and \$60,000 in a bonus.

That means Moskowitz, who is responsible for four schools, makes more than Chancellor Joel Klein. who gets \$250,000 to run 1.400 schools.

In 2006-2007, she even surpassed **John Ryan**, the former chancellor of the State University of New York, who earned 5340,000 to manage some 70 campuses with nearly 300,000 students.

Needless to say, she left your run-of-the-mill public school principal, with an average annual salary of \$124,000, in the dust.

Tax records show in her first year of operation Moskowitz made \$85,000 as executive director of Harlem Success Academy, the group that receives DOE money to operate the charter schools.

At the same time, she received \$186,000 as chief executive officer of the Success Charter Network, a separate nonprofit that provides "management services" to her schools.

Finally, she received \$100,000 as an "independent contractor" for Friends of Gotham Charter School, which provides support finances for Harlem Success.

All three organizations share an address and list as officers Joel Greenblatt and John Petry, the millionaire hedge fund managers who bankrolled the Success Charter Network.

Moskowitz said her unusually high pay for 2006-2007, included compensation for months of planning work from the previous year.

"Yes, I earn a good living," Moskowitz said. "I also have an enormous responsibility to try and design 40 schools that are immensely successful. If your child walks into my school, I treat them like my child."

Charter schools are free to use the money they raise from outside sources any way they see fit - even if that means huge salaries for the chief executive.

Given that Moskowitz routinely complains that the Department of Education has failed to provide a fair share of funding for her students, it's fair to ask why she's paying herself so much for educating so few. Charters get about 90 % of what it costs to teach each child and raise funds for additional money.

Parents from Moskowitz's schools vehemently defend the Harlem Success Academy and say their kids are making phenomenal progress. That could very well be true, but the DOE has not posted independent test results for any of the Moskowitz schools:

Her critics, who include educators, parents, the teachers' union and Harlem political leaders, say she is a relentless self-promoter.

They say she is not shy about packing public meetings with a parent group she has organized, and then demanding that other public schools give up their space to make way for her programs.

"We had one meeting in East Harlem last year where she bused in her [students'] parents, and the situation got ugly and tense as they kept demanding space in our school," said one East Harlem community leader.

This week, more than 500 parents from the Harlem Success Academy were bused to a hearing at Public School 241 in West Harlem, a school the DOE wants to phase out and turn over to Moskowitz.

"We're unwilling to accept failure," Moskowitz said. "PS 241 has failed for years on end, and it needs to change."

Parents who send their children to 241, along with the local Community Education Council, say the DOE is violating the law by eliminating a zoned public school and replacing it with a charter.

jgonzalez@nydailynews.com

Testimony of Arnold Gore, Washington Heights Alternatives to Military Recruitment
NYC Education Budget

I'm Arnold Gore from Washington Heights Alternatives to Military Recruitment

At this time of Scarce Resources for vital Education Programs, the council must try to eliminate those items that were not initiated at our own desire, but are more of a "mandated match" that does not serve our children's best interests.

The JROTC program currently costs the city \$2 Million in municipal funds to match the federal participation. As a result, we have allowed a military culture to permeate our schools and to become dominant in many of them. At George Washington High School the military recruiters have even "hosted or assisted" open school nights.

The JROTC instructors are not licensed teachers, but nevertheless instruct children.

If it is desirable to involve outside school personnel, Schools should try to coordinate programs with local community service organizations, such as Alianza Dominicana in Washington Heights. In particular focusing on outreach prepare youth for civilian job skills.

The recent Federal stimulus package provides for funds to reach out and help the former school dropouts who were failed by the Education system on their first try, but have come to realize that the value of the education and training provided in school is essential to their future. The Department of Education now must focus on reaching these young adults who are now motivated to come back and get the education they need.

NYC City Council Education Committee
Budget Hearings March 26, 2009
Testimony of Carol Boyd, NYC Coalition for Educational Justice

Good afternoon Mr Chairman and members of the Education Committee. I'm Carol Boyd, a Parent Leader with the NYC Coalition for Educational Justice. My being here today has, unfortunately, become an annual pilgrimage on behalf of the 1.1 million children in our City's public schools. It is unfortunate because, once again, State and Local government have taken the position that the solution to overcoming our current fiscal crisis is to shortchange the education of powerless children. I say powerless because most school aged children do not pay taxes nor do they vote; however, if we continue to regard education as low priority, they will never achieve the skills necessary to become future taxpayers, voters and productive citizens. Most people who don't vote nor pay taxes are incarcerated.

New York City's high need students will continue to fall behind without adequate funding. Successive budget cuts mean: New York City will fail to keep its promise to adequately fund education, class sizes will continue to increase, after-school and tutoring programs will be cut, Middle Grade Reform and the needs of English Language Learner students and students not meeting state standards will not be met, and students will be short-changed from their full opportunity to learn.

As you know, the Coalition for Educational Justice fought long and hard for major reforms that have made a difference: a lead teacher program in the South Bronx that grew citywide, a commitment to science labs in every middle grade school by 2010, the MS 51 initiative, and most recently, the Campaign for Middle School Success. If funding is cut, all of these will be threatened and they are making a difference! The Campaign for Middle School Success has a funding commitment of only one year and while this is a start, it is painfully obvious that if struggling middle schools are going to turn around, they need more than one year of support. And as you know, if our middle schools don't turn around, our children's chances of long-term success are dismal. And as you also know, we have barely scratched the surface.

As recently as 2008, there were more than 100 middle schools (25% of all middle schools) where less than a quarter of the students are reading and writing at state standard. And almost 300 middle schools where less than half of students are reading and writing at state standard.

How can we even consider cutting funding now?

On top of all of this, the State is in the process of phasing out the local diploma for high school students. All those who enter 9th grade in or after September, 2009 will be expected to fulfill the requirements for a Regents Diploma in order to graduate. If you look at last year's data, this means that we will be facing a dramatic decrease in high school graduates as in 2007, only 37% of students graduated with a regents diploma in 4 years. Worse, only 28% of African American students and 26% of Latino students achieved a regents diploma. With the new graduation requirements, this means that **over 70% of African American and Latino students will not graduate**. CEJ believes in high standards but only with the support necessary so young people can meet those standards.

How can we ask more of our students and give them fewer resources to succeed? In the 21st century, we cannot afford to graduate students who will become members of an undereducated workforce and expect them to compete in a global society. After all, we can't outsource everything.

Children attend school because legislation dictates that they do so. Under current State law NYC is obligated to increase its local education funding contributions by \$2.2 billion between 2007-2011 as required under the terms of the Education Budget Reform Act of 2007 which also settled the Campaign for Fiscal Equity lawsuit. Yet rather than increasing contributions, Mayor Bloomberg and Chancellor Klein implemented and proposed financial cuts to schools for both the current and previous year. Now he is asking you to take more money out of classrooms and divert resources away from kids' education. The Mayor's most recent proposed cut, of \$306 million has been put forward despite an increase of federal Title I and IDEA funds which have come from the American Reinvestment and Recovery Act (Federal Stimulus Bill.) NYC is slated to receive almost \$697 million in Title I funds alone. Meanwhile the Governor's proposed budget asks New York City schools to give up \$1 billion to close the deficit. These proposed cuts are unacceptable just as Mayor Bloomberg's proposed cuts are unacceptable.

The New York City Council has been a partner in education and has made every effort to shield school children from harmful budget cuts. Now, the Mayor is asking you to join him in making an additional \$306 million in cuts. The City Council must reject these cuts. These cuts mean resources are being taken out of classrooms and students aren't getting tools they need to succeed. At a time when we should be making progress, Mayor Bloomberg is asking us to take steps backwards. You must reject these \$306 million proposed budget cuts and demand that we move forward with our education funding commitments to New York City schools and its students.



Alliance for Quality Education

www.allianceforqualityeducation.org / www.aqeny.org

AQE Statewide Office

94 Central Avenue
Albany, NY 12206
Tel: (518) 432-5315
Fax: (518) 432-9498

Capital District

94 Central Avenue
Albany, NY 12206
Tel: (518) 465-4600 (x 103)
Fax: (518) 465-2890

Central New York

2013 E. Genesee Street
Syracuse, NY 13210
Tel: (315) 435-2480
Fax: (315) 435-2481

Fingerlakes Region

167 Flanders Street
Rochester, NY 14619
Tel: (585) 288-4693
Fax: (585) 325-2561

Long Island

90 Pennsylvania Avenue
Massapequa, NY 11758
Tel: (516) 541-1006 (x 15)
Fax: (516) 541-2113

**New York City &
Westchester County**

2-4 Nevins Street
Brooklyn, NY 11217
Tel: (718) 222-1089 (x 236/237)
Fax: (718) 852-6216

Western New York

739 Main Street
Buffalo, NY 14203
Tel: (716) 855-1522
Fax: (716) 855-1521

**Testimony Before the Education Committee
New York City Council
Thursday, March 26, 2009**

My name is Eric Weltman, and I'm the New York City Advocacy Director for the Alliance for Quality Education. On behalf of the Alliance for Quality Education, I want to thank Chairman Jackson for the opportunity to testify.

We also want to thank Chairman Jackson and the entire City Council for your strong commitment to education funding, particularly your leadership in restoring \$129 million in cuts proposed by Mayor Bloomberg last May.

In this spirit, the Alliance for Quality Education urges the City Council to reject Mayor Bloomberg's proposal to cut \$306 million from our schools in next year's budget.

Mayor Bloomberg's cuts would have a devastating impact on our children's education. They would result in, among other things, continued increases in class size and reductions in after-school, tutoring, Middle Grade Reform, and English Language Learner programs.

The State is phasing out local diplomas and requiring every student in the freshman class of 2009 to graduate with a Regents Diploma. We cannot ask our students to meet higher standards while reducing the resources necessary to meet those standards.

The proposed cuts come in the wake of \$884 million in cuts to education already initiated by Mayor Bloomberg last year.

They come at a time when the City is required by law to *increase* its funding contribution to education by \$2.2 billion from 2007 to 2011, under the Education Budget Reform Act of 2007, which settled the Campaign for Fiscal Equity lawsuit.

The federal government has stepped up to the plate, delivering an increase in Title I and IDEA funds, with the City slated to receive \$697 in additional Title I funds alone. This influx of funds demonstrates the federal commitment to education. New York City needs to take this opportunity and use this additional funding to provide excellent education, rather than an excuse to go forward with budget cuts.

Our economy needs an educated workforce. We need good schools to sustain our communities. Most importantly, our children need a quality education to achieve their dreams, fulfill their opportunities, and support their own families.

Rejecting Mayor Bloomberg's proposed new cuts are a moral imperative, social obligation, and economic necessity.

The City Council has been an essential partner in education, making every effort to shield our children from cuts to education. We urge you to reject Mayor Bloomberg's proposed cuts and maintain our commitment to our children and their future. Thank you for your consideration.



FOR THE RECORD



Testimony of

Ailin Chen
Senior Policy Associate
Education, Juvenile Justice and Youth Services
Citizens' Committee for Children of New York, Inc.

Before the
New York City Council
Finance and Education Committees

Regarding the New York City
Preliminary Plan Budget Proposals for FY10

March 26, 2009

My name is Ailin Chen and I am the Senior Policy Associate for Education, Juvenile Justice, and Youth Services at Citizens' Committee for Children of New York (CCC). CCC is a 65- year old privately supported, independent, multi-issue child advocacy organization. CCC does not accept or receive public resources nor do we provide direct service or represent a sector or workforce; rather for 65 years we have undertaken public policy research, community education and advocacy activities to draw attention to what is or is not for working for children in New York and to advance budget, legislative, and policy priorities—all with the goal of ensuring that children are healthy, housed, educated and safe. I would like to thank Chairman Weprin and the members of the Council Finance Committee and Chairman Jackson and members of the Education Committee for this opportunity to testify on the Mayor's Preliminary Plan for City Fiscal Year 2010.

While we appreciate the severity of the budget crisis, Mayor Bloomberg's Preliminary Plan for CFY10 does not go far enough to protect New York City's children from shouldering a disproportionate burden of the economic downturn. During economic downturns, like the unprecedented one we are in the midst of, it is more important than ever that the core services for children and families be protected and supported. Yet the Mayor's Preliminary Budget proposes \$231 million in reductions to services for children and families on top of \$12.4 million in reductions approved in the November Plan, which go into effect in FY10. Such reductions are in addition to the loss of \$72 million in city funds at budget adoption in June 2008 and the loss of \$4.9 million in city funds in November 2008 for children and family services in the current year that are not restored for next year.

We are especially concerned about the impact the Preliminary Plan would have on the Administration for Children's Services (ACS). ACS is the emergency responder for children in this city, and for many families in need ACS is a place to turn when other city services are no longer available. As such, we believe that ACS should have been held to the same standard as the Police Department and Fire Department (as well as the Corrections and Sanitation Departments which also received lower PEG targets.) While the proposed budget protects core child protective and child abuse prevention services, ACS received troubling reductions that may well impede the agency's ability to ensure that children are safe either in their homes or in foster care. These proposed reductions include 608 staff layoffs (with a staffing reduction of almost 1000 with attrition), the reorganization of the Family Preservation Program, a 5% reduction in administrative payments to foster care agencies and a 10% reduction to foster parent supports.

In addition, it is more important than ever that the agencies that protect the health and well-being of struggling New Yorkers have the resources to help and support families. Proposed budget cuts reduced needed services-- after school programs, children's dental clinics, school based health services and summer youth employment programs. Furthermore, the severe budget shortfall in ACS's child care program must be addressed so that low income parents can remain in the workforce. We ask that the Council negotiate a budget with the Mayor that protects services for children and families that are cost-effective, preventing more costly interventions in the long-term.

A balanced approach to weathering this economic storm is essential - as it would be impossible to cut our way out of the city's budget deficit. We believe that progressive tax increases must be implemented, as they were after the September 11th attacks. As such, we support Council Speaker Quinn's proposal to increase income taxes for the

city's highest earners making over \$250,000 and we oppose the Mayor's proposal to implement a city sales tax on shoes and clothes under \$110. We think the Speaker's proposal could go further by using a portion of the revenue raised to protect essential services for children and families. In December 2008, CCC commissioned a poll that found that 73% of New York voters supported raising income taxes for those earning over \$250,000 over reductions in government services.

In addition to measures the City can take to raise revenue to protect core children's services in the short and long term, we are thankful for the Federal Stimulus Package and the work of the Mayor's office (and other city elected and appointed officials) to secure this temporary funding for the City. We urge the City Council to work with the Mayor's office to ensure this funding is used to not only close budget gaps, but to restore the highest priority proposed PEGS and expand programs that help the children and families suffering due to the troubled economy. CCC is committed to advocating that the City receives a fair share of federal stimulus money from the state, particularly for education, child care, Head Start, foster care and youth service programming.

We understand that budget reductions will be made so as you work with the Mayor and fellow Council members on budget reductions, we urge you to be strategic and deliberate, and to avoid across the board reductions. Funding for cost-effective programs and services that prevent child abuse, keep children safe, ensure children are housed, fed and clothed, and funding that goes directly to classrooms must be preserved.

Turning to the Department of Education, the CFY10 Executive Budget proposes several budget actions that will have a devastating impact on the delivery of classroom services to the city's almost 1 million school children. Of greatest concern is the Mayor's proposal to eliminate 1400 teaching positions in the public schools, which would generate a cost-savings of \$91.2 million. Additionally, if the State enacts the proposed \$770 million in cuts to local education aid, the Mayor projects that another 13,930 positions would be eliminated.

While there is some expectation that a portion of the federal economic stimulus dollars will be available to New York City to prevent the proposed lay-offs and keep classroom services whole for a two year period that covers CFY10 and CFY 11, these dollars are time-limited. Added to that, the SFY10 Executive Budget proposed a series of reductions and cost-shifts that will result in significant shortfalls in the outyears. For example, because the SFY10 Executive Budget proposed to delay full implementation of the CFE settlement from four years to eight years, the City now expects a shortfall in foundation aid of \$293 million in FY10, \$1 billion in FY11, \$1.1 billion in FY12, and \$990 million in FY13. Similarly, the SFY10 Executive Budget proposes to cut state reimbursement for mandated Special Education Pre-K services from 59.5% to 47% which will increase the City's share permanently and result in a loss of \$97 million in state aid for FY10 which rises to \$118 million in FY13.

Further, it is important to mention that the exact proportion of federal stimulus dollars flowing to New York City for education is as yet undetermined as the state does have some discretion over how it will choose to allocate these dollars. We expect to know more as the guidelines are rolled out and decisions are made over the next several weeks. It is essential that the City have a unified voice on education aid in order to advocate for its fair share of the stimulus funds.

That said, CCC urges the City Council to work with the City to make the preservation of classroom resources a top priority during budget negotiations. Unfortunately, the proposed cuts come at a time when the DOE has reported incremental increases in high school graduation rates, as well as improvements on standardized math and ELA tests. The budget cannot be balanced on the backs of New York City's school children who have but one opportunity to succeed in school. Additionally, there is still much work to be done to close the achievement gap for students of color, improve middle school achievement, and ensure that English Language Learners and other vulnerable student populations have access to the support services that they need to succeed in our public schools.

In addition, the Department of Education is also facing the challenge of integrating approximately 3500 additional 5-year olds into its already over-crowded Kindergarten programming due to ACS's plan to transition all of its five-year olds out of child care due to budget shortfalls. To accommodate these young children, in addition to all other 5-year olds in the City, DOE must consider alternatives that would enable these very young children to attend Kindergarten in their communities rather than be bused long distances. In communities where there is not enough kindergarten slots or the kindergarten classrooms are over-crowded, DOE should consider making use of the 125 empty classrooms in community based organizations that will be created from ACS's plan. Options include: converting a school-based Universal Pre-Kindergarten (UPK) classroom into Kindergarten and having the UPK class move to the neighborhood CBO or creating a Kindergarten annex at the community CBO for the 5-year olds who would then remain in the child care center but receive DOE paid for kindergarten. Most importantly, DOE, ACS and DYCD must work together to ensure that ACS's 5-year olds as well as the other 5-year olds in NYC are able to receive quality kindergarten programming, as well as after-school programming (and safe passage) when needed.

Finally, we applaud the Council for championing a number of initiatives that students and their families have come to rely upon, which unfortunately have not been included in the CFY10 Preliminary Budget. CCC urges you to work with the Mayor to restore the following key programs:

- \$2.6 million for ACS Universal Pre-K
- \$13 million for Teacher's Choice supplies for classrooms
- \$2 million for Dropout Prevention and Intervention
- \$500,000 for Urban Advantage

In conclusion, we understand that these very difficult times require difficult decisions on both sides of the budget ledger – revenue and expense. New York' City's budget deficit demands a thoughtful response that includes progressive tax increases and government spending reductions that do not impact core services for children and families. It is critical that the actions the City Council takes with the Mayor protect the city's ability to ensure that our children remain healthy, housed, educated and safe.

Thank you for this opportunity to testify.



**Fiscal Year 2010 Preliminary Budget for New York City
Proposes \$231 Million in Reductions to Services for
Children and Families**

CHILD WELFARE

Program	Proposed Expenditure Increase FY'10	Proposed Expenditure Decrease FY'10	Failure to Fund Council Initiatives
Elimination of 293 administrative and child care staff		\$7.6 million	
Elimination of 315 child welfare personnel		\$8.2 million	
Reorganization of Family Preservation Program/saving 234 staff		\$7.3 million	
5% Reduction to Foster Boarding Home Administrative Rate for Foster Care Providers		\$5.7 million	
Community Partnership Initiative not to be expanded (remain at 11 instead of 15)		\$930,000	
Reduce Agency Support contracts (suspend MSW program, eliminate media campaigns, etc.)		\$1.8 million	
Foster Parent Support-10% reduction to providers that have not met performance goals		\$909,000	
Eliminate Facility Maintenance Expense (turn over facility to private provider)		\$218,000	
CEO: Individual Development Accounts for Foster Youth	\$206,000		
Child Safety Initiative: Preventive Services Caseload Reduction			\$3.7 million
Child Advocacy Centers			\$500,000

Family Justice Centers			\$200,000
CONNECT Domestic Violence program			\$600,000
Sub-Total	\$206,000	\$32.7 million	\$5.0 million

EARLY CARE/CHILD CARE

Program	Proposed Expenditure Increase FY'10	Proposed Expenditure Decrease FY'10	Failure to Fund Council Initiatives
Priority 7 child care slots		\$7.1 million	
Provider's Choice-Family Child Care Supplies			\$1.2 million
Working Parents for a Working New York			\$300,000
CEO: Early Childhood Policy and Planning		\$58,000	
Sub-Total		\$7.2 million	\$1.5 million

EDUCATION

Program	Proposed Expenditure Increase FY'10	Proposed Expenditure Decrease FY'10	Failure to Fund Council Initiatives
Reduce 1,440 Pedagogical Employees in Schools		\$91.2 million	
Estimated Headcount Reduction from State Cut - 13,930 positions		Only if state cut is implemented	
CEO: Early Childhood Policy and Planning		\$72,000	
Universal Pre-kindergarten (full day in ACS programs)			\$2.6 million
Teacher's Choice			\$13 million

Dropout Prevention and Intervention			\$2 million
Urban Advantage			\$500,000
Sub-Total		\$91.3 million	\$18.1 million

HEALTH SERVICES

Program	Proposed Expenditure Increase FY'10	Proposed Expenditure Decrease FY'10	Failure to Fund Council Initiatives
CEO: Expand Access to Healthy Foods	\$182,000		
CEO: School Based Health and Reproductive Health Centers	\$1.4 million		
Child Health Clinics		\$960,000	
Diagnostic & Treatment Center Funding		\$473,000	
Primary Care Capacity Initiative		\$2.7 million	
Supplemental School Health Services		\$754,000	
Infant Mortality Initiative			\$3.5 million
Obesity Prevention Initiatives			\$3.0 million
Podiatric Screening			\$500,000
Asthma Control Initiative			\$545,000
Sub-Total	\$1.6 million	\$4.9 million	\$7.5 million

HOMELESS SERVICES

Program	Proposed Expenditure Increase FY'10	Proposed Expenditure Decrease FY'10	Failure to Fund Council Initiatives
HomeBase Homelessness Prevention Program		\$5.1 million	
Eliminate Recreation Staff from Shelter Contracts		\$2.4 million	
Elimination of direct social service staff in commercial hotels housing homeless families		\$1.1 million	
Rate reduction to Family Hotels		\$575,000	
Eliminate Homecare Kits for Families		\$354,000	
Eliminate Clothing Bank Contract		\$221,000	
Citywide Homeless Prevention Fund			\$250,000
Sub-Total		\$9.7 million	\$250,000

HOUSING

Program	Proposed Expenditure Increase FY'10	Proposed Expenditure Decrease FY'10	Failure to Fund Council Initiatives
City-Task Force on Housing Court			\$500,00 0
Community Based Consultants			\$830,00 0
CEO: Family Self- Sufficiency Program		\$2.1 million	
Sub-Total		\$2.1 million	\$1.3 million

JUVENILE JUSTICE

Program	Proposed Expenditure Increase FY'10	Proposed Expenditure Decrease FY'10	Failure to Fund Council Initiatives
Discharge Planning/In-Detention Services			\$640,000
Sub-Total			\$640,000

LEGAL SERVICES

PROGRAM	Proposed Expenditure Increase FY'10	Proposed Expenditure Decrease FY'10	Failure to Fund Council Initiatives
Citywide City Legal Services			\$1.5 million
Legal Information for Families Today (LIFT)			\$500,000
Legal Services for Working Poor			\$1.0 million
Legal Services NYC- Keeping Families Together			\$300,000
MFY Legal Services			\$100,000
SSI-UI Advocacy Program			\$1.3 million
Anti-Eviction Legal Services			\$2.3 million
Sub-Total			\$7.0 million

MENTAL HEALTH SERVICES

Program	Proposed Expenditure Increase FY'10	Proposed Expenditure Decrease FY'10	Failure to Fund Council Initiatives
Mental Hygiene - Community Based and other Non-HHC providers		\$1.1 million	

HHC Mental Hygiene Services		\$869,000	
Mental Health Treatment for Children Under Five			\$1.6 million
Autism Awareness Initiative			\$1.6 million
Sub-Total		\$2.0 million	\$3.2 million

SOCIAL SERVICES

Program	Proposed Expenditure Increase FY'10	Proposed Expenditure Decrease FY'10	Failure to Fund Council Initiatives
Nutrition for Adults and Families Living with HIV/AIDS		\$491,000	
Food Stamps at Farmer's Markets			\$270,000
Emergency Food Programs			\$2.1 million
CEO: Employment Services for Non-Custodial Parents		\$380,000	
CEO: Enhanced Employment Services		\$111,000	
Sub-Total		\$980,000	\$2.3 million

YOUTH AND COMMUNITY DEVELOPMENT

Program	Proposed Expenditure Increase FY'10	Proposed Expenditure Decrease FY'10	Failure to Fund Council Initiatives
Reduction in SYEP summer jobs slots		\$2.0 million	
Consolidate OST Middle Schools into Beacons Program		\$149,000	
Elimination of OST Option II		\$6.0 million	
Reduction in OST Summer Program		\$2.86 million	

Increase in OST Low Performance Penalty		\$570,000	
CEO: Youth Programs	\$14.3 million		
Beacon Opening Fees			\$3 million
Transfer of Social Services Funding from NYCHA	\$12.3 million		
Cultural After School Adventure (CASA)			\$5.5 million
Institute for Student Achievement			\$1.35 million
Helping Involve Parents in Schools Project (HIP)			\$4.3 million
Shelter Beds for At-Risk Runaway and Homeless LGBT Youth			\$1.7 million
Street Outreach/Neighborhood Youth Alliance			\$1 million
The After-Three Program			\$3.8 million
Sports and Arts in School Foundation			\$1.2 million
YMCA Virtual Y Program			\$500,000
Sub-Total	\$26.6 million	\$11.3 million	\$22.3 million

TOTAL			
PROGRAM	Proposed Expenditure Increase FY'10	Proposed Expenditure Decrease FY'10	Failure to Fund Council Initiatives
ALL SERVICES FOR CHILDREN	\$28.4 million	\$162.2 million	\$69.1 million



Peace Action of New York State

P.O. Box 600, JAF Station
New York, NY 10116
646 723 1749
www.panys.org

Testimony of Cheryl Wertz, Executive Director, Peace Action of New York State before the Education Committee on the 2010 Education Budget

Council Member Jackson and members of the New York City Council Education Committee,

Good afternoon. Thank you for this opportunity to testify. My name is Cheryl Wertz and I am the Executive Director of Peace Action of New York State. We are an affiliate of Peace Action, the largest grassroots peace organization in the country. We have a fifty year history of promoting the non-violent resolution of conflict, the abolition of nuclear weapons, building a human rights culture and supporting human needs instead of militarism. In New York State we have 3,000 members organized into 17 grassroots chapters, including five here in New York City.

There is one thing that I believe all of us can agree on this afternoon, and that is that New York City public schools need more money. We need smaller classes sizes, higher teacher pay, and better extracurricular activities, but the budget that you are considering today includes just over \$2 million in funding for Junior Reserve Officer Training Corp (JROTC) programs in nineteen New York City high schools. JROTC programs are military recruitment programs. They are not designed to provide training or education. They are also not required by law or funding considerations. While it is true that the federal government committed money to New York City's JROTC program last year, it was less than half of the total cost of the program and did not fund any other educational considerations.

JROTC programs particularly nefarious because unlike traditional, college-based ROTC, Junior ROTC targets kids. As a society, we believe that high school students are too young to drink, too young to vote and barely old enough to drive. And yet when they are dazzled by \$4 million dollars worth of high-tech advertising, we allow them to sign-away their lives without even consulting their parents.

I could sit here and recite a long list of concerns about U.S. policy abroad, but this is a hearing about New York City's kids. So let me be specific. Le Ron Wilson graduated from Thomas Edison High School in Jamaica Queens and enlisted in the U.S. Army at 17. One year later, on July 17, 2007, his family buried him in Long Island. In the seven years since the U.S. invasion of Afghanistan, almost 5,000 American men and women have been killed in combat in Iraq and Afghanistan. Their average age was 27, but one-third are between the ages of twenty and twenty-two.

I want so much for New York City's young people. I want them to live happy, fulfilling lives. I want them to be able to accomplish their dreams. I want them to raise families of their own and become active and engaged members of our communities. So many of those dreams can be accomplished through the New York City school system, but even in times of fiscal crisis, it takes dedicated teachers, well funded science labs, and music and arts programs. As members of the Education Committee of the New York City Council, each of you has a personal responsibility, to New York City's students, and it's tax-payers, to use our education budget in the most prudent way possible. We simply can't afford \$2 million.

Please stand up for New York City's students and their needs in your discussions today. We need money for computers, teachers, books, and programs. Please remove the \$2 million in JROTC funding from the 2010 fiscal budget and use that money to fund programs that our kids really need.

Working for peace since 1957.

Bay Ridge Peace Action
Broome County Peace Action
Buffalo State Students for Peace
Chenango Peace Action
Dutchess Peace Coalition
Genesee Valley Citizens for Peace
Great Neck SANE/Peace Action
Greenwich Village Peace Action
New Rochelle Peace Action
Peace Action of Central New York
Peace Action for Diplomacy
Peace Action and Education of Metro Justice
Peace Action International
Peace Action of Staten Island
Upper Hudson Peace Action
Bethlehem Neighbors for Peace
Guilderland Neighbors for Peace
Pine Hills Neighbors for Peace
Saratoga Peace Alliance
Schenectady Neighbors for Peace
Southern Rensselaer Neighbors for Peace
Troy Peace Action
West Side Peace Action
Western New York Peace Center

Highbridge Children Routes to Middle School

From Highbridge to IS 166 (250 East 164th Street, Bronx) 2 BUSES
 BX 13 to 161st Street/River Avenue
 BX 6 to Grant Avenue
 Walk 3 Blocks to Grant and 164th Avenue

From Highbridge to IS 22 (207 E. 167th Street, Bronx) 1 BUS & 1 TRAIN
 BX 13 to 161st Street/River Avenue
 D Train to 167th Street
 Walk 2 Blocks to Sheridan Avenue

From Highbridge to IS 145 (1000 Teller Avenue, Bronx) 2 BUSES
 IS 325
 IS 328
 BX 13 to 161st Street/River Avenue
 BX 6 to Morris Avenue
 Walk 6 Blocks to Teller Avenue

From Highbridge to IS 232 (1700 Macombs Road, Bronx) 2 BUSES
 IS 303
 BX 13 to Edward L Grant and University Avenue
 Walk 1 Block North on University Avenue to BX 3 Stop
 BX 3 to University Avenue and Macombs Road
 School on Macombs Road

From Highbridge to IS 227 (275 Harlem River Park Bridge) 2-3 BUSES
 BX 13 to Edward L Grant and University Avenue Or
 Walk 1 Block North on University Avenue to BX 3 (Depending on location in Highbridge may need to
 BX 3 to West Tremont take BX 13 to BX 11)
 BX 18 to West Tremont and Sedwick Avenue BX 11 to 170th and Jerome Avenue
 Walk down Sedwick Avenue to Harlem River Park BX 18 to West Tremont and Sedwick Avenue
 Bridge Walk down Sedwick Avenue to Harlem River Park
 Bridge

From Highbridge to IS 117 (1865 Morris Avenue) 1 BUS & 1 TRAIN
 BX 13 to 161st Street/River Avenue
 4 Train to 176th Street/Jerome Avenue
 Walk down E 176th Street to Morris Avenue, Turn Left at Morris Avenue

From Highbridge to IS 219 (3630 Third Ave, Bronx) 2 BUSES & 2 TRAINS
 Fredrick Douglas Academy III or 3 BUSES
 BX 13 to 161st Street/River Avenue
 4 Train to 149th Street Or
 2 Train to 3rd Ave/149th Street BX 13 to 161st Street/River Avenue
 BX 55 to 3rd Ave/E 169th Street BX 6 to 3rd Avenue
 Walk down 3rd Avenue BX 55 to 3rd Avenue/E 169th Street
 Walk down 3rd Avenue

Roundabout route to class

It's exhausting trip for children from Highbridge

By TANYA SAMUELS

MATTHEW GARCIA gets up at 6 a.m. to ready himself for his hour-long commute — to middle school.

The 10-year-old Highbridge boy has to take three buses from his home on Anderson Ave. to Frederick Douglass Academy III on Third Ave.

"Matthew comes home super-tired," said his mother, Marisol Burgos, 33. "He comes home and goes to sleep. It's hard for him."

With no middle schools in Highbridge, students such as Matthew have complicated and lengthy commutes to school. Community organizers say enough is enough.

"It's an issue of safety. It's very clear there is an imbalance here," said Jesse Mojica, director of education and youth in Borough President Adolfo Carrion's office.

Highbridge is a rapidly growing community of 40,000 residents with five public elementary schools, one public elementary charter school and two private schools.

"The population is growing so much. We need a middle school," said Ocythia Williams of United Parents of Highbridge.

The city Department of Education sees things differently.

"We do not see a seat need in the neighborhood," said DOE spokeswoman Margie Feinberg. "There are plans for four new PS/IS schools in District 9, which includes Highbridge. Two already are in construction."

The new schools will create 1,890 seats in the district, she said.

But concerned parents said it will not help current middle schoolers who have to venture beyond the Grand Concourse and Cross Bronx Expressway to get to school.

"We have buildings coming up all over the place. The children will come with these families. With more children here, we need a school, no question," said Yolanda Romero, of the Highbridge Community Life Center.

With the DOE's next five-year capital plan on the horizon, community organizers said the time is right to push for a new program.

"Highbridge is a big community," said PS 11 PTA President Lunorkys Veras. "Why shouldn't we have a middle school?"

Community groups have already rallied support from local politicians, clergy and parent groups to push the DOE and the School Construction Authority to agree to a middle school.

"We don't want a situation to arise where — God forbid — a child is hurt or some tragedy happens before there's a response," Mojica said. "It's clear that there needs to be a middle school in Highbridge."

tsamuels@nydailynews.com



Highbridge middle-schooler Matthew Garcia, 10, has to take three buses to get to class at Frederick Douglass Academy III on Third Ave. "Matthew comes home super-tired," says his mom.

Photo by Enid Alvarez

November 11, 2007

HIGHBRIDGE

A Muddle Over Middle School

By JENNIFER BLEYER

ON weekday mornings, Lluorkys Veras dresses her four children, takes them by the hand and walks them two blocks from their apartment to Public School 11 on Ogden Avenue in the Highbridge section of the Bronx. But Ms. Veras is dreading what school mornings will be like next year, when her oldest child, Richard, now a fourth grader, will have to travel on two buses to attend Junior High School 166.

Ms. Veras considers the trip of more than a mile, which will take her son across the Grand Concourse, both onerous and dangerous. Like other neighborhood parents, she is angry that Highbridge, with a population of 40,000, does not have its own middle school.

“Ninety percent of parents here are concerned about it, and the 1 percent who aren’t, it’s because they don’t realize until they get a letter saying their kids are transferred to the other side,” Ms. Veras said. “We’re a big community. Why shouldn’t we have a middle school here?”

There are five public elementary schools in Highbridge, serving about 4,000 students. The nearest middle schools are east of the Concourse and north of the Cross Bronx Expressway, requiring either a two-bus trip or a combined subway-and-bus trip.

Opening a middle school has long been discussed in Highbridge, but an organized effort has quickened in recent months. According to The Bronx Times Reporter, a weekly newspaper, a coalition called the United Parents of Highbridge is holding large meetings to promote a middle school, appealing to city education officials and gaining the support of parent associations, church leaders and others.

Margie Feinberg, a Department of Education spokeswoman, said that the School Construction Authority’s annual study of school capacity showed that only 81 percent of seats in public elementary and middle schools were filled in District 9, the school district that includes Highbridge, indicating no need for a new middle school.

“The capital plan is a fluid document that does get amended every year,” Ms. Feinberg said. “Things can change in a year or two, but as of now, we don’t see a need in Highbridge.”

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NEW YORK CITY DEPARTMENT OF EDUCATION

JOEL I. KLEIN, *Chancellor*

Chancellor's Strategic Response Group

52 Chambers Street, Room 215, New York, NY 10007

October 24, 2007

The Hon. Helen Diane Foster
1377 Jerome Avenue
Bronx, NY 10452

Dear The Hon. Foster:

Thank you for your letter to Chancellor Klein regarding the request for a Highbridge Middle School. The Chancellor has asked that I look into the matter and respond on his behalf.

I have been in touch with Lorraine Grillo of the School Construction Authority (SCA) on the issue. She informed me that the SCA conducts annual demographic and utilization studies to ascertain seat need for all communities. The latest studies prove that there is no seat need for a middle school in the Highbridge community, and that resources would be better allocated elsewhere. The SCA will continue to update the demographic and utilization records every year. If a seat need arises in the Highbridge community, appropriate action will be taken.

Thank you again for writing the Chancellor on this issue, and for your advocacy on behalf of the students of New York City.

Sincerely,

A handwritten signature in black ink, appearing to read 'Peter Friedman'.

Peter Friedman
Chancellor's Strategic Response Group

JOSÉ M. SERRANO
SENATOR, 28TH DISTRICT

DISTRICT OFFICE
157 EAST 104TH STREET
NEW YORK, NEW YORK 10029
212-826-5629
FAX 212-828-2420

ALBANY OFFICE
706 LEGISLATIVE OFFICE BUILDING
ALBANY, NEW YORK 12247
518-455-2797
FAX 518-456-0886

E-MAIL
JSERRANO@SENATE.STATE.NY.US
WWW.NYSENATE28.COM

NEW YORK
STATE
SENATE
ALBANY, NEW YORK 12247



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SPORTS DEVELOPMENT
COMMITTEES
AGING
EDUCATION
ENVIRONMENTAL CONSERVATION
HIGHER EDUCATION
LOCAL GOVERNMENT
RULES

July 21, 2008

United Parents of Highbridge
979 Ogden Avenue
Bronx, NY 10452

To the United Parents of Highbridge:

I write to you in strong support of the continued efforts to establish a Middle School in Highbridge. Children in this community are forced to travel a great distance to attend their assigned middle schools – all of which are located beyond major thoroughfares like the Grand Concourse and Cross Bronx Expressway. It is a commute that requires a minimum of two public buses, or a bus and train ride.

A new Middle School is necessary not simply because Highbridge is a community isolated from other portions of the borough, but also because the dynamics of the Highbridge population very much demand a Middle School. It is the fastest growing part of Community District #4, and with a high percentage of young families.

I am proud to report that Highbridge residents are some of the most active and engaged in my entire Senate District. They have established a broad coalition of community stakeholders. In addition, they have garnered the support of their local, state and federal elected representatives. It is a coalition that does not simply advocate for a cause, but one that actively assumes the responsibilities needed to achieve substantive goals.

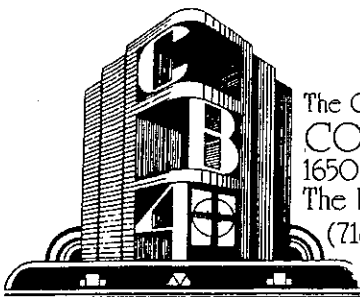
One of these responsibilities is to identify possible sites for the Middle School. Following unsuccessful efforts to secure a three-acre plot of land owned by a major developer in Highbridge, the community has asked the New York City Economic Development Corporation (EDC) to consider the construction of a Middle School on Parking Garage C, adjacent to the existing Yankee Stadium.

I believe that EDC owes it to the parents and residents of Highbridge to give this proposal all due time and consideration. With strong community input and government engagement, we can look forward to expanding our public school infrastructure in a way that benefits the communities most in need of such efforts.

Sincerely,

A handwritten signature in black ink, reading "José M. Serrano".

José M. Serrano



The City of New York
COMMUNITY BOARD 4
1650 Selwyn Avenue Suites 11A & 11B
The Bronx, New York, 10457
(718) 299-0800
FAX (718) 294-7870 EMAIL: bx04@cb.nyc.gov

Ms. D. LEE EZELL
Board Chair

VACANT
District Manager

31 October 2007

United Parents of Highbridge
979 Ogden Avenue
Bronx, NY 10452

Dear Parents of Highbridge:

At a regular meeting of Community Board Four on 23 October 2007, with a quorum present and acting throughout, the Board voted, unanimously, to support the efforts of Highbridge Parents to campaign for a middle/high school in the Highbridge section of District Four in the Bronx.

We understand and strongly believe that children deserve safe schools in reasonable proximity to where they live. We further understand that in many communities this is a given and parents need not hold meetings, marches and otherwise plead for this necessary convenience. In our case, we must join hands and work to demand that we be heard.

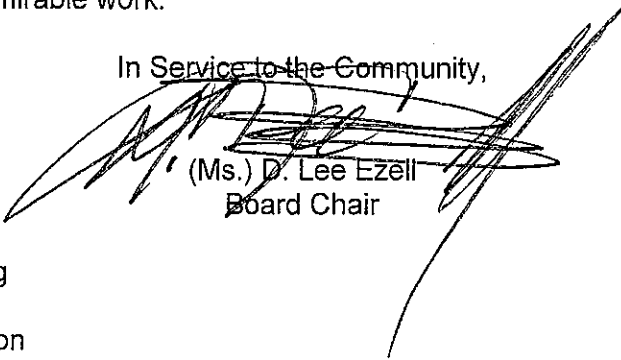
Community Board Four has always supported this request and we are happy to join all those who have taken this stand on behalf of the children of district four.

We especially applaud the work on this issue by the leadership of the parents and Mr. Chauncy Young who has been very stalwart and diligent in the organizing efforts and in educating the community.

If Community Board Four can assist further, in any way, please call on us.

Again, many thanks for your admirable work.

In Service to the Community,


(Ms.) D. Lee Ezell
Board Chair

cc: Mayor Michael R. Bloomberg
Hon. Jose M. Serrano
Hon. Ruth Hassell-Thompson
Hon. Aurelia Greene
Hon. Carmen Arroyo
Hon. Michael Benjamin
Hon. Adolfo Carrion, Jr.
Chancellor Joel I. Klein
Hon. Helen Diane Foster
Hon. Maria Del Carmen Arroyo
Hon. Maria Baez
Mr. Maynard Charles
Mr. Thomas Lucania

MARIA DEL CARMEN ARROYO
COUNCIL MEMBER, 17TH DISTRICT



THE COUNCIL
OF
THE CITY OF NEW YORK

o DISTRICT OFFICE
384 EAST 149TH STREET, SUITE 300
BRONX, NY 10455
(718) 402-6130
FAX: (718) 402-0539

o CITY HALL OFFICE
250 BROADWAY, SUITE 1768
NEW YORK, NY 10007
(212) 788-7384
FAX: (212) 788-8920

E-MAIL: arroyo@council.nyc.nyu.us

CHAIR - COMMITTEE ON
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EDUCATION

HEALTH

JUVENILE JUSTICE

LAND USE

SUB COMMITTEE

LANDMARKS, PUBLIC SITING & MARITIME USES

November 1, 2007

Mr. Chauncy Young
Ms. Ocynthia William
Ms. Earlene Wilkerson
United Parents of Highbridge
979 Ogden Avenue
Bronx, NY 10452

Dear Mr. Young,

I write to express my support to United Parents of Highbridge for their efforts to build a middle school in the Highbridge community.

The lack of a middle school in the Highbridge community has forced children to traverse across the Grand Concourse or the Cross Bronx Expressway, in addition to enduring a very long trip on public transportation to attend middle school. Both the distance traveled and the mode of transportation children are force to take raise serious safety concerns for parents and the community at large. In addition, there has been a significant amount of new housing units built in the community and many more planned. It is therefore fitting that we do everything possible to build a new middle school in the Highbridge community.

I commend your for your leadership around this issue and look forward to working with you to accomplish what seems to be a most prudent and sensible goal.

Sincerely,

A handwritten signature in black ink, appearing to read "M. Arroyo".

Maria del Carmen Arroyo



Borough President Adolfo Carrion, Jr.

November 16, 2007

United Parents of Highbridge
Highbridge Community Life Center
979 Ogden Avenue
Bronx, NY 10452

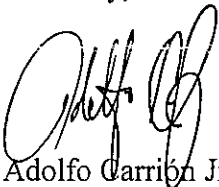
Dear Parents,

I am writing to express my support for your efforts to build a Middle/High School in the neighborhood of Highbridge.

Highbridge is experiencing huge growth, which requires a concomitant expansion of the capacity of the community's educational infrastructure. Currently, there are no middle schools within a reasonable distance for the children of Highbridge. Very young children are forced to travel long distances to reach their assigned middle schools, which are located on the other sides of both the Cross Bronx Expressway and the Grand Concourse. As a parent and elected official, I am deeply concerned about the safety of very young children traveling long distances.

I urge the Department of Education to work with the United Parents of Highbridge to build a middle school within this community.

Sincerely,

A handwritten signature in black ink, appearing to read "Adolfo Carrion Jr.".

Adolfo Carrion Jr.



Alliance For Progress, Inc.

AFP

COMMITMENT TO THE COMMUNITY

1070 Ogden Avenue, CS - 2
Bronx, N.Y. 10452
Tel.: (718) 992 - 6448
Fax: (718) 992 - 7782
E-mail: alliancepml@verizon.net

Mrs. Antonia Diaz
Chairwoman Emeritus

Mr. Gregory Tougranis
Chairman, I.A.

Mr. Manuel Martínez
Executive Director

DELIVERED VIA FIRST CLASS MAIL & E-MAIL

October 11, 2007

Mr. Chauncy Young
Community Education Organizer
Highbridge Community Life
979 Ogden Avenue
Bronx, NY 10452

Re.: New Highbridge Middle School

Dear Mr. Young:

I am writing to inform you that Alliance For Progress, Inc. (AFP) is dedicated to assisting the less fortunate and working families in climbing the social, economic, and academic ladder whereby individuals are formed to be financial, civic, and moral agents transforming society into a more just and equitable community. Therefore, it is only fitting that AFP promote said cause – to establish a new Highbridge to meet the present population influx and cultural composition of our community - Highbridge.

AFP strongly suggests that a new middle school be establish in which authentic scholarship may be taught especially as it relates to foreign languages (i.e.: English, French, Latin, and Spanish), the arts (i.e.: music and painting classes), hard sciences (i.e.: earth science, intro to bio., and intro to chem.), economics (i.e.: personal finance, banking system, intro to accounting) and the like, all the while having student excel in the establish NYS middle curriculum. It is crucial that this new school contain a few or all of the aforementioned in order to garner AFP's support in this endeavor. Too often our community gets stifled in the intricacies of the hype fomented by municipal agencies or representatives and the core of said objective - a sound and well rounded education, is dumb-down leaving the client (the student) with an ill - conceived notion of personal and academic success.

Thus, AFP will support and promote this cause so long as the new Highbridge middle school consortium fully considers these suggestions for the good of our community – for the present and future generations to come.

Sincerely,

Manuel Martínez
Executive Director

HELEN DIANE FOSTER
COUNCIL MEMBER, 16TH DISTRICT

□ DISTRICT OFFICE
1377 JEROME AVENUE
BRONX, NY 10452
(718) 588-7500
FAX: (718) 588-7790

□ CITY HALL OFFICE
250 BROADWAY, ROOM 1770
NEW YORK, NY 10007
(212) 788-6856
FAX: (212) 788-7764

fooster@council.nyc.nyu.us



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PUBLIC SAFETY

October 10, 2007

Ms. Ocynthia William
Ms. Earlene Wilkerson
United Parents of Highbridge
979 Ogden Avenue
Bronx, NY 10452

Dear Ms. William & Ms. Wilkerson:

I am pleased to write this letter of support for your campaign to build a middle school in the Highbridge community. The lack of a middle school in Highbridge is an historic injustice of many decades within the education system. I share your resolve to make a reality of our dream of building a middle school for our Highbridge community.

Highbridge children have to travel across the Grand Concourse or the Cross Bronx Expressway to attend middle school. They have to take two forms of transit for their lengthy trip to and from school. I find it alarming to learn that the majority of our children going to middle school are only between 9 and 11 years old. This is a security concern for parents and children that can only be addressed by the building of a new middle school in Highbridge.

I thank you for the recent efforts of the United Parents of Highbridge, in cooperation with several other Highbridge groups, for your sensible demand for a Highbridge middle school. I also appreciate your efforts to locate sites where a middle school can be built.

Thanking you in advance.

Sincerely,

A handwritten signature in cursive script that reads "Helen Diane Foster".

Helen Diane Foster.

JOSÉ E. SERRANO
16TH DISTRICT, New YORK

WASHINGTON OFFICE:
2227 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-3216
(202) 225-4361
FAX: (202) 225-6001

BRONX OFFICE:
788 SOUTHERN BOULEVARD
BRONX, NY 10455
(718) 620-0084
FAX: (718) 620-0658

<http://serrano.house.gov>

Congress of the United States
House of Representatives
Washington, DC 20515-3216

October 16, 2007

COMMITTEE:
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SUBCOMMITTEES:
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GENERAL GOVERNMENT
VICE CHAIR, HOMELAND SECURITY
MEMBER, ENERGY AND WATER

MEMBER, CONGRESSIONAL
HISPANIC CAUCUS

SENIOR WHIP

Mr. Chauncy Young
United Parents of Highbridge
979 Ogden Avenue
Bronx, NY 10452

Dear Mr. Young:

Thank you for inviting me to attend the Forum on Developing a Middle School for the Highbridge Community hosted by the United Parents of Highbridge.

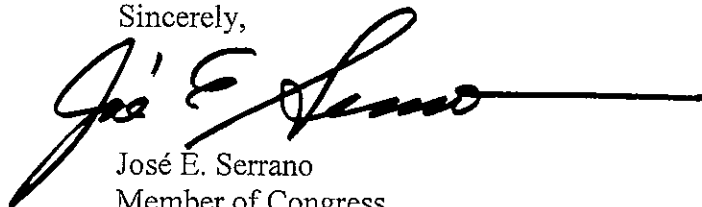
First and foremost, I would like to thank your organization for its dedication and commitment to the improvement of our community. I am thrilled that constituents from my community are so deeply involved in this issue of crucial importance to me.

Due to previous commitments in Washington, I am not able to attend the Forum. That being said, like you, I am very concerned about the lack of access to quality schools available to our children. It is an unfortunate reality that the many problems students in Highbridge face are prevalent throughout New York City.

I support you and United Parents of Highbridge in your important efforts to relieve overcrowding and secure safe and suitable school buildings for our children. I would, however, urge you to ensure that the site you select for the new middle school has adequate open space nearby. I believe that meaningful outdoor spaces, such as parks, ballfields and playgrounds, are essential to the proper development of children.

Once again, thank you for inviting me to the Forum. I look forward to hearing further from United Parents of Highbridge as it continues to work towards constructing a middle school in Highbridge.

Sincerely,



José E. Serrano
Member of Congress

JES:kdd



THE ASSEMBLY
STATE OF NEW YORK
ALBANY

AURELIA GREENE
Assemblywoman 77TH District

930 Grand Concourse - Suite 1E
Bronx, New York 10451
(718) 538-2000
FAX (718) 538-3310

Room 646
Legislative Office Building
Albany, New York 12248
(518) 455-5671
FAX (518) 455-5461

SPEAKER PRO TEMPORE

COMMITTEES
Cities
Education
Rules
Social Services
Ways & Means

July 28, 2008

New York City Economic Development Corporation
Attn: Government & Community Relations
110 Williams Street
New York, New York 10038

To Whom It May Concern:

I am writing this letter to support Highbridge United in their efforts to build a community middle school which will house the children of Highbridge. Presently the Highbridge community lacks a middle school to accommodate those children who finish their elementary education. The United Parents of Highbridge have reached out to my office to inform me that they have found two locations for a potential middle/high school within the community. For the past year, the United Parents of Highbridge have worked tirelessly to find a viable place to ensure that the children of Highbridge can continue to learn there.

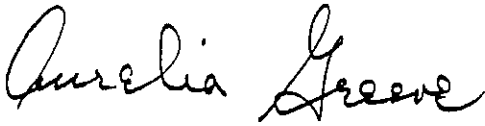
Currently Highbridge children travel vast distances to get to their assigned middle schools and they do so at a remarkably young age. Given that two of the five Highbridge elementary schools (PS 11 & 114) graduate at 4th grade, two at 5th grade (PS 73 & 199) and only one at 6th grade (PS 126) the majority of the Highbridge middle school students are only between 9 and 11 years old. The nearest middle schools are on the other side of the Cross Bronx Expressway or the Grand Concourse. Due to the logistics of the neighborhood and limited ways to access Highbridge as well as travel outside of Highbridge, it requires at minimum the usage of two public buses or a public bus and a train ride to get to any of the possible schools, which really makes for a lengthy commute for Highbridge students.

Over the past few months, a coalition of offices including my own have appealed to developers to allow the United Parents of Highbridge an opportunity to find a suitable piece of land to build a middle school. The Macombs Dam Park section owned by NYC Department of Parks on the south side of 161st Street and Jerome Avenue is an ideal location for the school. The New York City Economic Development Corporation is charged with the development of this area and I would like for your agency to consider including their proposed middle school within this project. It would be wonderful to keep the children of Highbridge within

the Highbridge community until they are old enough to venture outside of the community and do so at a responsible age.

I applaud the efforts of the United Parents of Highbridge, as they have seen the growing needs of the community and continue to advocate for the needs of our youngest constituents. It is my hope that you favorably consider the United Parents of Highbridge request, and should you have any concerns, please feel free to contact my office.

Sincerely,

A handwritten signature in black ink that reads "Aurelia Greene". The signature is written in a cursive style with a large, stylized 'A' and 'G'.

Aurelia Greene
Member of Assembly
77th Assembly District

Cc: United Parents of Highbridge

2. Highbridge Gardens

Location:

- Bronx / Block 2527 / Part of Lot 32
- On the block bounded by West 167th Street, University Avenue (Dr. Martin Luther King Junior Boulevard), and Sedgwick Avenue.
- Prior to conveyance, the lot will be subdivided to create a separate zoning lot.
- Community Board 4

Development Site Area:

Approximately 110,000 square feet. Developers should propose location of the new buildings and accessory parking on the Development Site. Exact Development Site boundaries are to be determined after designation of the Developer. See **Exhibit A.2** for general site context and approximate dimensions. Selected Developer will be required to provide a site survey.

Current Use: Vacant land.

New Uses: New construction of two buildings with a total of approximately 200 residential-rental units and accessory parking.

Twenty-five percent (25%) of the units will be set aside for NYCHA residents or residents on the NYCHA Section 8 waiting list. Priority will be given to senior households currently residing in under-occupied units at Highbridge Gardens. See **Section III (F) (Marketing and Preferences)** for further details.

Developers will be required to provide a community room in one of the proposed buildings and a Resident Service Plan (RSP) with a focus on recreational activities for youth and services for seniors. See **Section III (B) (Obligations of the Selected Developer)** for further details.

Rent Limits: Rents must be affordable at the following levels:

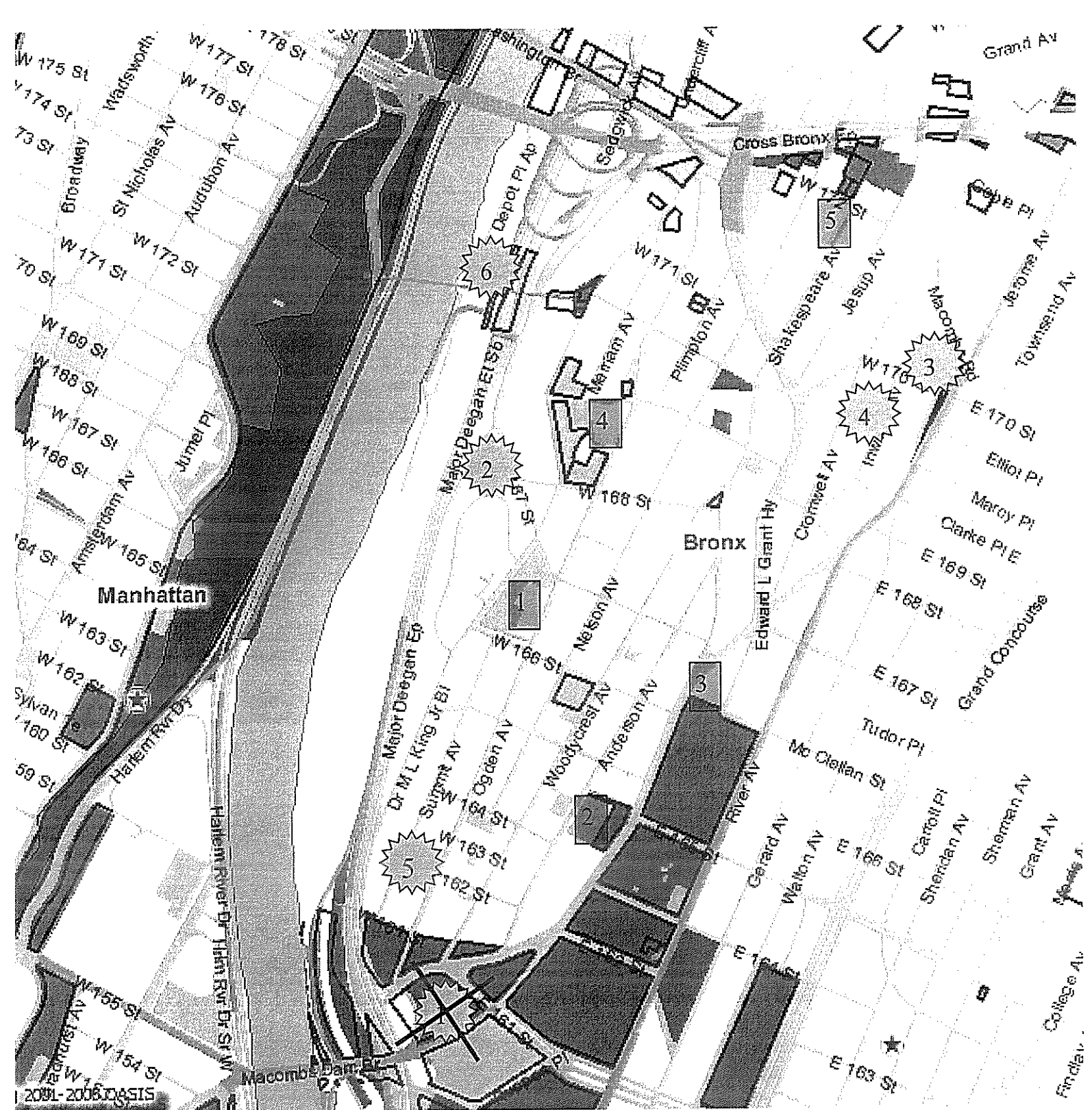
- At least 60% of all units affordable to households earning below 60% AMI.
- For the remaining units, preference will be given to those Applicants who provide a greater mix of income levels at one or more additional affordability tiers above 60% AMI.

Each affordability tier proposed should be no less than a ten percentage point interval and must assume a reasonable marketing band.

Zoning: The site is currently zoned R7-1. Applicants are expected to submit an as-of-right proposal.

Acquisition Price:

The acquisition price will be at least \$10,000 for each dwelling unit built on the Site. Preference will be given to applicants who propose a higher acquisition price.



Proposed Sites for Highbridge
Middle/High School



Locations of the 5 Highbridge Public
Elementary Schools

- ~~1. Yankee Stadium Garage C~~
- 2. Highbridge Gardens Space**
3. Ten Story Building on 170th
4. Old Factory on Cromwell & 170th
5. 979 Ogden Avenue
6. Depot Place Location

1. PS 126 175 West 166th Street
2. PS 73 1020 Anderson Avenue
3. PS 114 1155 Cromwell Avenue
4. PS 11 1257 Ogden Avenue
5. PS 199 1449 Shakespeare Avenue

United Parents of Highbridge ***Highbridge United!***

FOR IMMEDIATE RELEASE

October 27th, 2008

CONTACT:

Ocynthia Williams 347 231 7177

Analiz Figueroa 646 784 5750

Press Advisory

Hundreds March & Rally United in their Demand for a Middle School for the Highbridge Neighborhood.

Monday October 27th Hundreds of Bronx Parents, Students and Community Members joined by almost all of their local elected officials will march from their elementary schools to call on the City of New York, the School Construction Authority, and the Department of Education to include a Middle School for the Neighborhood of Highbridge in the first year of the upcoming Five Year Capital Plan. The HIGHBRIDGE UNITED Coalition, organized by the United Parents of Highbridge, has been campaigning for two years demanding that a long-needed Middle School for the Highbridge neighborhood.

Mary Blassingame states "I have resided in Highbridge for 34 years, and as the former Chairperson, of the Housing and Land Use Committee, Community Board 4, for twenty-three years, I know the need for a middle school to service our children here in Highbridge." The neighborhood has desired a Middle School for decades, but every time they have approached the City School Construction Authority it has been denied.

"Our children, at only ten years of age, are put at great risk as they are compelled to travel excessive distances on public transportation to attend any Middle School. We have five Elementary Schools in Highbridge, including the oldest school in the Bronx, with a combined population of 6,000 students but no Middle or High School. The Children Deserve a School!" George Rivera, CEC 9 Vice President and Parent from PS 73.

Hundreds of Highbridge Parents and Community will march from their elementary schools to 167th Street between University and Sedgwick Avenues – the site where they want a middle school to be built.

Time: Leaving schools at 430pm marching to school site – 167th (between University & Sedgwick) 445-5pm

Location: All schools to 167th & University Avenue – most will travel down Ogden Avenue

Highbridge United

*Organized by United Parents of Highbridge
979 Ogden Avenue Bronx, NY 10452*

United Parents of Highbridge, Highbridge School Coalition, Highbridge Community Life Center, Highbridge Community Life Center, Alianza Dominicana, Woodycrest Center for Human Development, Child Welfare Organizing Project, Highbridge United/Highbridge Community Housing Development Fund Corporation, Highbridge Voices, Alliance for Progress Inc., The Urban Divers Estuary Conservancy, Latino Pastoral Action Center, Asociacion de Provincas Dominicanas Inc, New York City Civic Participation Project, New Settlement Apartments, New York Council of Malians, Gambian Society, Citizens Advice Bureau, New York Foundling, The Muslim Women's Institute for Research and Development, Samaritan Village, Sacred Heart Church, Friendly Baptist Church, Woodycrest United Baptist Church, Woodycrest United Methodist Church, Mount Hermon Baptist Church, Church of God of Woodycrest Avenue, Masjid Deyau, St. Francis of Assisi, Sienna House, Reverend Wendell Foster, Highbridge Gardens Tenant Association President Joan Smitherman, PS 11 Parent Association President Lluorkys Veras, PS 73 Parent Association President Marisol Burgos, PS 114 Parent Association President Yonancy Dejesus, PS 126 Parent Association President Donna Jones, PS 73 Principal Mirvil, PS 126 Principal Foster, The United Federation of Teachers (UFT), New York City Councilmember Diane Foster, New York City Councilmember Maria del Carmen Arroyo, New York City Councilmember Robert Jackson, New York State Assemblymember Aurelia Greene, New York State Senator Jose Serrano, Bronx Community Board 4, Bronx Borough President Adolfo Carrion, US Congressman Jose Serrano.

10.24.08

My nombre es Lunorkys Veras
soy madre de Cuatro niños que asisten
a la escuela publica del Estado de New York.
Richard mi hijo de 11 años esta en 5 grado
Devon de 9 en 4 grado Kevin y Melissa
en 2do grado.

Como madre he tenido que vivir y
presenciar la difícil tarea que nosotros
los padres de la comunidad de Highbrige
ha tenido que ~~pasar~~ y enfrentar al no tener
una escuela intermedia en nuestra area.

Represento tambien a 700 familia
soy la presidenta de la asociacion de
padre de la escuela P.S. 11. Nosotros no
creemos que sea justo para nuestro
niño entre la edad de 9-11 años tener
que salir de nuestra comunidad para
poder asistir a una escuela intermedia.

En representacion de mi comunidad y
de los niños de Highbrige Pido que se
construya una escuela y que se facilite
todos los recursos para que nuestros
niños asistan a una escuela intermedia
en nuestra area.

Pedimos el apoyo de todas las
personas que puedan hacer esto
posible.

Gracias.
Lunorkys Veras.

10/24/08

Brigitte Bermudez - age 11

Attended - Br Writing Academy
Located at J.H.S. 22 - 270 E 167th + Morris Ave.

The traveling was very difficult + sometimes
unsafe for us. Us + means Brigitte Bermudez +
Ms Billa Davis + some passengers we encounter
on the bus where ? ? ?

The Walk down from 167th + 22nd to
to Shakespeare Ave, to Jamaica which will
E.L. Grand Highway + 167th.

7:30 AM E.L. Grand Highway + 167th is where we
will meet the #35 Bus.

#35 Bus is pack to the grain, Not one passenger
move. At this bus stop is every child from
the Hill to go to J.H.S. 22, and J.H.S. 166 or 145
to meet the Morris Ave bus #

If my child or every other child had
a middle school up the hill in
Highbridge, it would have or would
be great.

NO more unsafe commuting
NO more getting up at six in the morning.
NO + more waiting for a bus that's late + is late

October 24, 2008

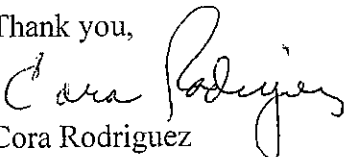
To Whom It May Concern:

I Cora Rodriguez residing at 1180 Anderson Avenue Bronx , NY located at Highbridge Community. I had a grandchild who attended a Middle School at CES 166 which is located crosstown from where she lived.

I'm a concern grandparent who worried about the long commute for a child to do everyday. She had to take 2 buses to get to her destination.

I would be very happy if they would build another middle school at Highbridge Community so children don't have to travel.

Thank you,


Cora Rodriguez

985 Woodycrest Avenue
Bronx, NY 10452
October 22, 2008

New York City Council
City Hall
New York, NY 10007

Dear Members of the New York City Council:

This letter is in support for the creation of a middle school in the neighborhood of Highbridge in the Bronx.

As you may know, middle school consists of grades 5 through 8. Because there is no middle school in this neighborhood, our children are forced to travel more than a mile to the nearest school that can be two bus rides away from their homes, and travel time can take as long as an hour one way. Most of the children have to travel alone because their parents may be working two and sometimes three jobs, and/or may be caring for younger children. This means that children as young as 10 years old are competing with high school students and adults for space on the buses that are always overcrowded. Some of the children have to leave home as early as 7 am in order to get to school on time. In the winter they are traveling in the dark at that hour; and if there are any after school activities, these children may be traveling home in the dark as well.

Middle school children should be able to go to school in their neighborhood. They are too young to have the burden of a stressful and potentially dangerous commute to go and come from school. The commute alone creates barriers to their receiving a quality education and to their being able to participate fully in the education system.

I have lived in Highbridge for over 40 years, and for quite some time we have been struggling to get a middle school. With all of the new housing bringing many new families into the neighborhood, the need is that much greater.

My fellow community members have worked tirelessly to identify potential sites for the middle school as well as petitioned all of the elected representatives, the Department of Education, and the School Construction Authority. The community has laid the ground work. All that is needed is the approval and support of the New York City Council.

Other neighborhoods have a local middle school. It is about time that Highbridge has one as well.

Sincerely,

Anita Antonetty

Anita Antonetty

Bakari Camara
1329 Plimpton Avenue
Bronx NY 10452

October 24th, 2008

Honorable Members of the New York City Council,

My name is Bakari Camara and my family and I have lived on Plimpton Avenue in the Highbridge Neighborhood of the Bronx since 1992. I am a father of six children: four girls, one of whom is in nursery school, two in elementary school and my oldest has just entered high school and two boys, both of whom are in middle school, but not in the Bronx but in a boarding school in my native country of Gambia. It was never my family's plan to send my sons back to Africa to attend middle school, but the situation that we faced in Highbridge and in my family made this the only viable option and my story is not unlike many families' stories in the neighborhood of Highbridge.

The zoned public school for our family is PS 11, the Highbridge School, and is pre-K thru 4th Grade – thus when my children were between 9 & 10 years of age they would have to travel on two public buses to get to the nearest middle school – either across the Grand Concourse or on the other side of the Cross Bronx Expressway. This to me and my family was an unacceptable option and thus we choose the only available alternative: my children, though like the rest of my family, devout Muslims, would attend Sacred Heart School, a catholic school in the neighborhood which was a Pre-K thru 8th Grade Institution. Thus every day, my children recited catholic prayers and every week my children attended Sacred Heart Church as part of their education because our family needed a safe environment in which they could learn. I want to make it clear that our family loved Sacred Heart School and we did not want our children to leave it, but the truth is we did not feel that we had any other choice.

First my oldest daughter was student at Sacred Heart, then my oldest son joined her and finally the youngest son became a student. Suddenly, with increases in tuition and children in Sacred Heart, our family could no longer afford to continue. Hawa, my oldest daughter was entering 5th Grade, and my sons were in 3rd and 1st Grade – we had more fears about the boys getting in trouble, then my daughter so while we continued to pay for the boys to attend Sacred Heart, my brother and I shared the burden of driving my daughter back and forth to her new middle school, Bronx Preparatory Academy on 172nd & 3rd Avenue. After a year of the keeping the boys in Sacred Heart, it became clear that we could not afford to continue even with both my wife and I working fulltime. Thus, faced with the prospect of sending the boys to distant schools and chance them getting mixed up with gangs or drugs, my wife and I decided to send them to Gambian where they could attend a protected boarding school. This was over two years ago, when my sons would be soon turning eight & ten years old, Yousive, is now twelve and his youngest brother, Omaru, is ten and we hope when the boys reach high school they will be able to study again the Bronx.

Life for my daughter has not be easy either, for both her fifth and sixth grade years, my brother and I drove her to school, fearing what might happen to her otherwise. But then tragedy struck our family as

my brother suddenly got sick and died. We adopted my brother's daughter, Fatoumata, who is currently in elementary school at PS 11, but I was unable to take my oldest daughter back and forth to school. This is how Hawa at age twelve began to commute daily to school, which was very difficult for our family, but certainly better than at 9 or ten years old. My daughter is now fourteen years old and is a freshman in Bronx Latin High School and normally it takes her about an hour to get to school.

In conclusion, I would like to state that Highbridge has five elementary schools and yet no middle or high schools, this neighborhood and the families that call it home deserve better: Highbridge needs a Middle School. Thank You.

10-24-08

To whom this may Concern,

My name is Gloria LaMont
I am a Twenty Six year Resident of
Highbridge here in the Bronx.

I am the Mother of six girls,
whom all attended elementary school
here in highbridge. it was fine in terms
of assessibility, but when it came time for
middle school it was a complete disaster.

my Children had to walk uphill
through parks and cross the Grand Concourse
which is a big two way street with four lanes.
these are children who I took to school
everyday, who now had to go cross town
by them ~~se~~ self. Clearly too dangouse for
ten, and twelve year old children.

It took them being late dued
to harsh weather, numerous times of being late
and me fighting for them to give them
a $\frac{1}{2}$ fare pass

2

Now I am a grandmother raising two of my grandsons. Here in Highbridge thirty five years later with the same problems. I Shudder to think what would happen if they had to go the route.

These are our children and we want them safe. Had this been a more affluent neighborhood I don't think problem would exist. We Need A Middle School NOW.

Gloria Lasmont

Middle School Statement

Ocynthia Williams, Parent Leader with United Parents of Highbridge

1008 Summit Avenue, #B – Bronx, NY 10452 * 347-231-7177 – ocynthiawill@gmail.com

Hello,

My name is Ocynthia Williams. I'm a parent leader with the United Parents of Highbridge at Highbridge Community Life Center. I am the mother of six children, all who were reared and attended schools in the Highbridge Community until moving on to middle school.

I am unable to attend today's hearing, but I wanted to send a written statement for our representatives to read: It is very clear and simple. I would like for all of you to answer the following questions:

1. Would you want your 9 – 10 year old traveling on 2 buses and sometimes a train to attend middle school?
2. Would you want your 9 – 10 years old traveling on buses and trains to get to school unsupervised with much older students and adults (some who may prey on your child's vulnerability)?
3. Would you want your young children to travel to and from school across one of the most dangerous streets (the Grand Concourse) in the city?
4. Would you want your young children leaving and returning home alone in the dark to attend school every day?
5. Would you want your child to attend a middle school where it takes up most of their time to travel to and from school therefore limiting the amount of time for homework and sleep or any other family responsibilities they may have?
6. Would you want your young child to be stressed out because they're afraid to travel such a long distance to get to school which directly affects their performance in class?

If your answer to these questions are no, and I strongly suspect they are, please ensure that plans for a middle school in the Highbridge section of the Bronx is included in your Capital Plan. Our children have suffered and been in danger for far too long. Thank you.

October 24, 2008

To whom this concerns:

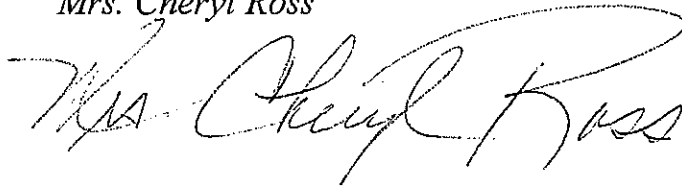
I've been a resident of the High Bridge Community for almost 40 years. Both of my children were forced to go to Middle Schools which were out of the neighborhood. Now my grandchildren are being forced to go through the same inconveniences.

The parents and grandparents of the children of this community have been requesting for a Middle School to be placed in this community for all the years I have been living here. That's at least nearly 40 years and still our cries have gone on deaf ears.

Our children have a right to attending a school that is closer to their home. Especially in this time and day when there is so much gang activities and other criminal mischief that is out of hand. It is nerve reckoning to have to send your young children off to travel by his or herself to strange neighborhood.

I'm a registered voter who pay a lot of taxes and I am one of many who are demanding that our voices be heard and that a Middle School for our children be built in our neighborhood.

Mrs. Cheryl Ross

A handwritten signature in cursive script that reads "Mrs. Cheryl Ross". The signature is written in dark ink and is positioned below the typed name.

Frances Tejada
939 Woodycrest Avenue
Bronx, NY 10452

Good Afternoon City Council Members & Representatives of the Department of Education

My name is Frances Tejada and I have lived 43 years in the neighborhood of Highbridge. I attended schools in Highbridge as a child and I have four children, a twenty-seven year old son, Danny, an eighteen year old son, Simone, a sixteen year old daughter, Lilly, and my youngest daughter, Francine, who is three and I hope will be able to attend the Highbridge Middle School.

Both my children and I have been in both Highbridge Public and Catholic schools for our education as our respective families struggled to pay the bills and pay for a Catholic Education. In Highbridge, everyone who can afford it wants their child in Sacred Heart, because Sacred Heart is the only school in Highbridge that has a middle school. It wasn't always that way, people talk about when the first neighborhood schools, PS 73 and PS 11 were designed to be First Grade through Eighth Grade, but that changed several years before I began school at PS 73. Highbridge went through many changes during that decade before I began to attend school. It went from an Irish, Italian and Jewish neighborhood to one that was a majority Black and Puerto Rican community. Like much of the South Bronx, Highbridge underwent numerous changes, losing stores, shops, movie theaters, banks – they said the Bronx Was Burning – and then we lost our middle schools. District 9 in the Bronx built giant Middle Schools on the east side of the district, all on the far side of the Grand Concourse - IS 145, IS 166, IS 22 – and designated that this is where all students were to attend regardless of the difficulty of travel to and from school.

The growing new population in Highbridge turned the once K-8th Grade Schools into Elementary Schools, and soon the schools were unable to meet the demand. After the Department of Education and the City refused to listen to the fact the one of the neighborhood schools was 200 seats overcrowded, students, teachers, and parents went on strike closing down Ogden Avenue until the Mayor had to agree to build a new school, PS 126. That was forty years ago, and PS 126 was the last school built in Highbridge, hopefully we don't have to strike to build our Middle School – But we are ready if no one listens.

It is not safe for a child to have to travel across the Cross Bronx Expressway or Grand Concourse. Even when I was a child, traveling from Highbridge to IS 145 was dangerous, in fact there were so many fights, that my mother transferred me to IS 167 on Tremont Avenue. My mother wanted me to stay in Catholic School but could not afford it.

When I had my children I made every sacrifice to get them in Sacred Heart but that was not always possible, when I married my husband, we could not afford to send his daughter to Sacred Heart. However, I was unwilling to have her travel so far, so I used

every connection I had to get her into CES 218, a dual language K thru 8th Grade Magnet School that serves all of District 9. While slightly outside of Highbridge, located on Gerard Avenue & 167th Street, it represented the only possibility for my daughter to be close to home. However, most Highbridge students are unable to attend as the only way you are supposed to enter is through a lottery. The fact is all children in Highbridge deserve the right to a quality education. We should not have to chance anymore children failing or falling in trouble on these long trips to school. Enough is Enough. Highbridge needs a middle school.

October 23, 2008

TO: THE MEMBERS OF THE CITY COUNCIL, THE DEPT. OF EDUCATION AND THE SCHOOL CONSTRUCTION AUTHORITY

Highbridge needs a middle school to serve the youth residing in Highbridge. As a retired teacher from P.S. 126, in Highbridge, and as a former resident, who resided in Highbridge for 34 years, and as the former Chairperson, of the Housing and Land Use Committee, Community Board 4, for twenty-three years, I know the need for a middle school to service our children here in Highbridge.

In the early 1990's, I was battling for a new elementary school, because the schools in Highbridge were so overcrowded. The School Construction Authority denied us the right to have a new school. The results were that all elementary schools had to eliminate grades. Some lost both fifth and sixth grades, in order to accommodate the students in kindergarten through the fourth grades. This meant that young children had to travel by themselves for long distances. This was never anticipated and never an expected outcome of the concept of neighborhood schools.

The need for having a middle school located in Highbridge has become an urgent issue. The lack of a middle school in Highbridge is forcing children, some as young as nine years old, to travel by themselves. It is very disconcerting for me to see these students just graduated from the fourth grades traveling early in the morning, especially during the winter mornings, to schools far from their homes. There are safety concerns for these young students traveling great distances by themselves everyday on city buses and crossing wide dangerous streets, such as the Grand Concourse and Jerome Ave and 167th Street.

The population of Highbridge has increased greatly over the past few years, and continues to increase, with more plans for construction of new residential buildings. There are five elementary schools in Highbridge which are sending their students to other communities. Therefore, it is logical with the increase in population and five elementary schools, that a middle school is needed in Highbridge, to service the local elementary schools, in order to enhance our youth's educational experience.

The overcrowding of schools and the continual denying and rejections by the Dept. of Education (Board of Education) and the School Construction Authority has put our children's safety at risk. It is time, in 2008, that the Dept. of Education and the School Construction Authority recognize the need for another school in Highbridge. This time the request is for a middle school, so that our children's safety and education are not placed in jeopardy.

Mary L. Blassingame

Jose Gonzalez
939 Anderson Avenue
Bronx, NY 10452

10/23/08

My name is Jose Gonzalez, and I've been living in the community of Highbridge for more than 9 years. I have 2 children attending the PS 73, one of the five elementary schools that we have in our neighborhood.

Highbridge is a low-income community in the south of the Bronx, with a population of 39,000 people and growing.

With a huge amount of developers constructing apartment buildings in Highbridge, this community have been becoming a crowded neighborhood and so our elementary schools.

Just this year the community of Highbridge was expecting more than a thousand children moving into our community, this mean that our schools are becoming a nightmare crowded buildings.

For decades we haven't have a middle school in Highbridge, this is means that more children are and will be in a danger situation by the time they are leaving their elementary school.

Parents are in a hard situation with many safety concern, when they have to put their 9 or 10 years old children a in a crowded bus or train, with many strangers on the only crowded BX13 bus that crosses the whole neighborhood up and down of this hill community and the children traveling to the other side of the neighborhood getting late to their school, and missing the opportunity to attend to some after school program because is so far away from their home.

Council members, it's time for the city to look at numbers of population in Highbridge and listening carefully the parent's concern, those parents who everyday struggle to get up and educating their children, but sadly put their children in risk by putting them on public transportations and hoping they do not get lost as happen many times or come back safe in winter when the dark comes early.

This is the time, to build this middle school in Highbridge, this is the time to put a stop sign and ask for what a united community is deserves for our children's education, this is the time to build THE HIGHBRIDGE MIDDLE SCHOOL.

City Council Members,

At a time when our neighborhood is so rapidly changing for the better, it is more important than ever that we have a middle school to serve the kids in our community. If the city is going to invest so heavily--and optimistically--in infrastructure and businesses that will benefit Highbridge, it only stands to reason that it should invest similarly in schools. My family moved TO this neighborhood FROM suburban Connecticut, drawn by the convenient location, beautiful streets, affordable housing, and most importantly, good neighbors. I never cease to be amazed and moved by the energy, compassion, ambition and heart of the people I have come to know and care about in my neighborhood. Highbridge's families and kids deserve the same things any family in any neighborhood does. Our neighborhood is booming: housing is being built, older homes and buildings renovated, businesses established, parks replanted and rebuilt, even hundreds of new trees planted on our streets. Now is the time for the city to step forth and show that it isn't simply committed to beautifying our surroundings, but also to supporting the needs of the young people of Highbridge.

Janna Baty

Assistant Professor of Voice

Director, Undergraduate and Graduate Secondary Voice Lessons Program

Yale School of Music

435 College Street

New Haven, CT 06520

(203) 432-9421 Office

(917) 664-9464 Mobile

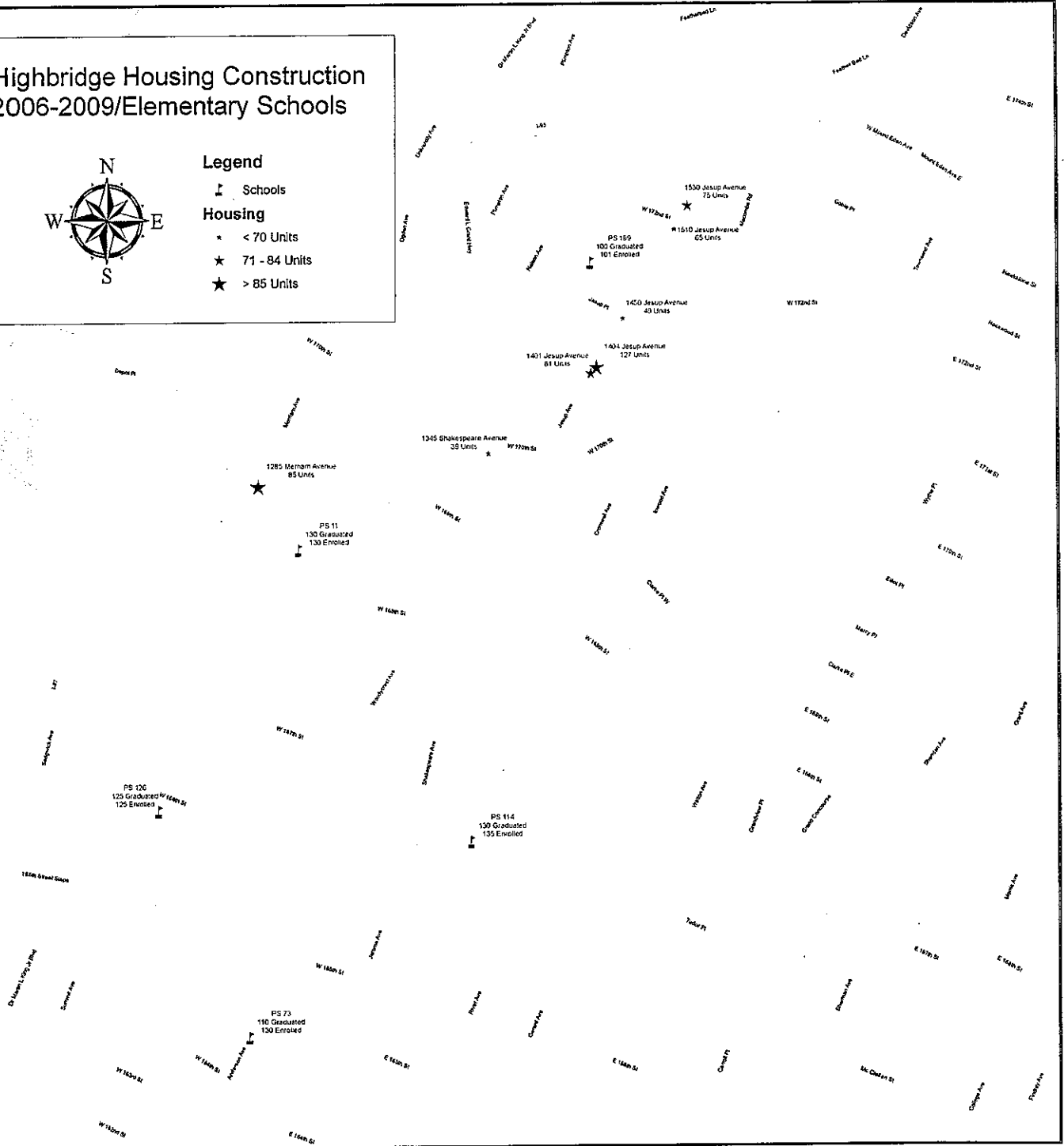
janna.baty@yale.edu

🚩 Schools

* < 70 Units

★ 71 - 84 Units

★ > 85 Units



WHAT ARE THE NEEDS FOR THE HIGHBRIDGE COMMUNITY MIDDLE SCHOOL

Respected Comptroller Thompson,

On behalf of the United Parents of Highbridge and Highbridge United, a coalition of over forty community organizations, community leaders and elected officials working to have a Middle School in the Highbridge Neighborhood of the Bronx, we ask for your support.

First, on behalf of the Highbridge Community, we would like to thank the members of city council and all Bronx electeds for their continuing support of the Highbridge Neighborhood and our campaign for the Highbridge Middle School, and certainly without the collective help of all, we would not have a middle school for Highbridge in the Capital Plan. Including the school, City Council, the Department of Education, and the School Construction Authority clearly heard the neighborhood's concern and demands of nearly forty years for a middle school and acknowledged that "because of geographic constraints, the Highbridge area does not have appropriate access to middle school facilities" from **Proposed 2010 -2014 Capital Plan**.

Unfortunately, while the community is celebrating that a school is proposed to be built in the upcoming capital plan, the size of the proposed school, 389 Seats, does not meet community needs, thus the community is asking that more seats be included in the school, as the current proposed school does not meet the needs of even one of the five schools which serve the Highbridge Community. Highbridge United had asked for a school of 1000 to 1200 seats, which itself still would not address the entire communities needs (which would be a school of over 2000 seats).

At 389 Seats, if the school is to be 4 grades – 5th, 6th, 7th & 8th Grades then each grade level would have about 97 spaces for Highbridge Students – however when looking at how many students need those slots we will see that a school this small will not even address the needs of a single school in Highbridge let alone 5 elementary schools. Even if we were to build the school to meet the needs of the youngest Highbridge Students, those graduating from 4th grade only 2 of the schools, then we would need a school with 260 students in each grade level or 1040 seats. The community realizes that there are limits for due to current budget constraints and space constraints in a rapidly changing neighborhood, but this is why we are asking for a meeting where all concerned parties. As the current school location, is situated on NYCHA public housing property, we are asking that our electeds help facilitate a meeting between the Deputy Mayor Walcott's Office, the Department of Education, the School Construction Authority, the NY Department of Housing Authority, with the representatives of our community, our council members, and other elected officials to make certain that the needs of the community are best met. Our community does not feel that this is too much to ask in this situation where it is clear that the needs of the community have not been addressed in terms of educational needs for decades and yet we have been awaiting such a meeting since late July 2008 and still have no confirmation that such a meeting will occur. Comptroller Thompson, please help us bring all stake holders together so that the Highbridge Community can be best served by its new school.

Sincerely,

Chauncy Young
On behalf of Highbridge United/United Parents of Highbridge
1177 Anderson Avenue Apt 4F
Bronx, NY 10452

Lets look at our schools and the current graduating classes:

PS 11 – 4th Grade Graduating Class 2008 130 Expected 2009 130 Entering Kindergarten Class 125 Current Size 691

PS 114 – 4th Grade Graduating Class 2008 130 Expected 2009 135 Entering Kindergarten Class 135 Current Size 751 (smaller size due to new charter school temporarily situated across street K-2)

PS 73 – 5th Grade Graduating Class 2008 110 Expected 2009 130 Entering Kindergarten Class **216** Current Size **931 (100 more than 2007-2008)**

PS 199 – 5th Grade Graduating Class 2008 100 Expected 2009 101 Entering Kindergarten Class 102 Current Size 760

PS 126 – 6th Grade Graduating Class 2008 125 Expected 2009 125 Entering Kindergarten Class 125 Current Size 800

We will have 621+ students graduating to middle school every year.

2009 Fall Year is the graduating class for each year – 2010 is the combined classes from 2009 moving to 2010 and new classes from elementary schools.

Entering 5th Grade 265 (2009) 265 (2010) 265 (2011)

Entering 6th Grade 231 (2009) 496 (2010) 496 (2011)

Entering 7th Grade 125 (2009) 621 (2010) 621 (2011)

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5th Grade nontraditional entry point – 265 students, 6th grade traditional middle school entry point – 496 students, if we had asked for a school that met the needs of the entire community we would have a school of 2003 seats to meet the entire demand of the neighborhood.

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Brooklyn For Peace

formerly Brooklyn Parents for Peace

PMB 106
41 Schermerhorn Street
Brooklyn, NY 11201
718-624-5921
bfp@brooklynpeace.org
www.brooklynpeace.org

My name is David Tykulsker and I am a Vice Chair of Brooklyn For Peace. I appear before the Education Committee today to ask the Committee and the Council to remove the approximately \$2.4 million contained in the Mayor's Budget for the Junior Reserve Officer Training Corps or JROTC. In the simplest terms, the taxpayers of this City have far better uses for \$2.4 million than to subsidize the Pentagon in its efforts to recruit the youth of our City into the military. At a time of extraordinary austerity and cutbacks, when the provision of basic educational services is so stressed, this Council must take a stand against the Mayor's fiscal irresponsibility.

The JROTC program is currently in 19 New York City high schools. It is funded approximately 50% by the City, with an additional 50% coming from the US Department of Defense, as part of its recruitment budget. The teachers are not certified by the Board of Regents and neither the State nor the City Department of Education have any control over the curriculum that is presented.

Despite any denials you may hear from the DOE and the Pentagon, JROTC is really a recruitment program. A March, 1999, policy memorandum ordered Army JROTC instructors to make Army recruiting efforts a part of their official duties. As President Clinton's Secretary of Defense William Cohen told the House Armed Services Committee on February 9, 2000, JROTC is "one of the best recruiting devices we could have." And as General Colin Powell wrote in his autobiography *My American Journey*, "Liberal school administrators and teachers claimed that we were trying to 'militarize'

education. Yes, I'll admit, the armed forces might get a youngster more inclined to enlist as a result of Junior ROTC."

And in fact, JROTC is successful in its recruiting goal: Military statistics over the last two decades indicate that 30 percent to 55 percent of JROTC students eventually enlist. This compares to about 4 percent of non JROTC students. On this point, it is simply bad fiscal policy for the City of New York to be spending its taxpayers' monies to help the Armed Services meet their recruiting goals.

It is also bad educational policy to support JROTC. First, like all aspects of our armed services, JROTC follows the "Don't Ask, Don't Tell" program of overt discrimination against gay and lesbian cadets. That is to say, the City of New York is funding a program that is overtly homophobic. The educational "message" to all students, not just the JROTC cadets is that such bigotry is not only acceptable, but that it comports with good citizenship. A vote to maintain the JROTC appropriation undermines one of the most basic purposes of education in this City, namely the promotion of tolerance and acceptance of diversity. While we hope that the Obama Administration will soon end this policy, it is time for this Council to stand up for education that does not promote bigotry and homophobia.

Further, the appropriation for JROTC promotes disrespect for law in general ^{and} international law in particular. The world has accepted that children should not be soldiers, and that efforts to recruit children into the military must be ended. The United States has ratified the Optional Protocol on the Involvement of Children in Armed Conflict, attached to the Convention on the Rights of the Child, is designed to protect the rights of children under 18 who may be recruited by the military and deployed to war.

Among other provisions, the Protocol sets an absolute minimum age for recruitment of 16. But students 14 years of age are routinely being admitted as cadets. Again, the educational message is that international law and treaties simply don't count in the real world.

The conclusion is simple. This Council must remove the more than \$2 million that the Mayor has appropriated for the JROTC program. We trust that this Committee will lead the Council in doing so. I thank you for your kind attention.



137-139 West 25th Street
12th Floor
New York, NY 10001
(212) 627-2227
www.thenyic.org

Testimony of Natalie Chap, Education Reform Associate at The New York Immigration Coalition, for the New York City Council Education Committee Budget Hearing

March 26, 2009

Good afternoon. Chairman Jackson and distinguished members of the City Council Education Committee. My name is Natalie Chap, and I am the Education Reform Associate for the New York Immigration Coalition, an umbrella policy and advocacy organization with over 200 member groups throughout New York State that fight for justice and opportunity for the newest New Yorkers. I am here today to urge you to help restore cuts to the Education Budget, particularly in the areas of the ELL Incentive Grant Initiative, Translation and Interpretation Services, and restoring cuts to school aid.

We are all aware of the current uncertainties of the economy. Anyone who opens a newspaper or turns on the TV will hear at length about the financial struggles facing our City. This only underscores the need for investment in the education of our young people, as they are soon to be the backbone of the New York City economy. Immigrant students and students who are in the process of learning English need particular attention, as they make up a significant portion of the student body—over a quarter of all public school students are ELLs or Former ELLs, and nearly 60% of students are immigrants or come from immigrant families.

The fact is that our schools have been underfunded for way too long and the neediest students including students living in poverty, students with disabilities and ELLs have been chronically underserved for way too long, resulting in an alarming drop-out crisis. Last year, a shocking 4-year graduation rate for ELLs of only 23% --less than half the rate of English Proficient Students, represented a decrease from the 2005 graduation rate of 26%. Worse yet, only one out of ten ELL students received a Regents Diploma, now a State requirement for graduation. Furthermore, we know that every dollar cut from the city education budget will translate into more kids being left behind.

The Campaign for Fiscal Equity settlement provided New York City with a unique opportunity to begin to reverse the dropout crisis. The historic infusion of resources from the state also came with protections, through the Contract for Excellence, to ensure that funds predominately benefit students with the greatest educational needs, including ELLs. It is imperative that as ELLs are drawing funds to the City through the Contracts, the money be tied quality programs and services for these students. We want to thank the City Council for having the vision to create the ELL Incentive Grant Initiative last year, a pilot program that signaled a serious commitment on your part to address the ELL Drop Out Crisis. This year, we must build off of the success of this initiative and continue to put resources towards turning the crisis around.

Similarly, though the Economic Stimulus Package will play a huge role in restoring cuts to education, the City must also do its part to ensure that we improve outcomes for all students.

With more than half of all ELLs dropping out of high school, and ELL dropout rates continuing to increase each year, the Chancellor should be talking about restoring all education cuts and targeting funds and resources to ensure ELLs receive a sound basic education. In particular, we urge the City Council to work with the Mayor and the Chancellor to preserve the following critical programs and services:

- **Continuing to fund the groundbreaking ELL Incentive Grant Initiative at \$7 million dollars**
- **Restoring the original funding level for DOE Translation and Interpretation Unit at \$12 million dollars**
- **Ensuring that there are no cuts to the classroom by seeing that the City Keep the Promises to the students by fully funding the education budget**

We urge the City Council to continue to press the Mayor and the Chancellor to deliver on their promises to our schools by restoring all education aid and to adhere to the Contract for Excellence requirements and create a proactive plan for ELLs. The stock market can always bounce back but we do not get a second chance to educate a child. Thank you.

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**THE COUNCIL OF THE CITY OF NEW YORK
EDUCATION COMMITTEE
TESTIMONY
CITY HALL**

March 26, 2009

Chairman Jackson, and Members of the Education Committee:

I am Mindy Duitz, President of Learning Leaders, and I want to begin by thanking you and the entire City Council for steadfast support and to ask for your continued help in the coming fiscal year. This morning's testimony clearly reflects the dramatic time we are in and the potential impact of the weakened economy on our City's schools. This is also a unique period characterized by school reform, a national and local call for increased service, and an increase in skilled volunteers as a result of rising unemployment.

In this moment it goes without saying that our work as the City's largest volunteer-based educational support program is now more important than ever. For over fifty years, Learning Leaders has been dedicated to improving the lives of public school students and their families and has often been ahead of the curve in responding to school needs. Our work supports key DOE priorities such as parent engagement, increasing family literacy, easing the transitions to middle and high school, and increasing access to post secondary education.

Specifically, in the past school year, 12,000 volunteers—79% of whom are parents, 57% of whom are Black and/or Latino, and 20% of whom are new immigrants—provided 1.5 million hours of their time to serve 250,000 young people in over 850 public schools, from pre-K through grade 12. Cuts to our DOE service contract in FY 09 along with a projected reduction in FY 10 will total 25% (\$125,000). Learning Leaders will restructure in order to maintain fiscal stability, but we project a 15% reduction in volunteer hours serving 25,000 fewer students overall.

Speaking at a recent opening meeting, Speaker Quinn thanked the 1,400 volunteers present for being “part of the team that is helping to make the schools better.” She further recognized that Learning Leaders volunteers are instrumental in supporting outcomes of the Council's Middle School Task Force that calls for more and better parent and volunteer involvement in the schools. Learning Leaders is a great example of an effective public-private partnership. For every public sector dollar we get, we raise eight dollars from private sources and our services are free. We are truly value added to the public schools.

Let me close by quoting the principal of a high school for overage, under-credited students with 130 active Learning Leaders volunteers:

"No other organization consistently provides functioning adults on a one-to-one or small group basis. If you come back to graduation, some of my students have no one there for them except their [Learning Leaders] tutors.... Learning Leaders creates for us a cadre, in a sense, of foster parents for the school."

We are requesting \$80,000 from the City Council in FY 10, and I urge you to continue to support our longstanding partnership. This figure represents only 2% of our total operating budget and helps attract significant contributions from other donors, as well as validate the significance of our program. We are a great investment with high returns: the perfect such investment in this down market.

Thank you.

Mindy Duitz
President



A Project of the Fund for the City of New York

Midtown Community Court | Red Hook Community Justice Center | Brooklyn Treatment Court | Brooklyn Domestic Violence Courts | Bronx Domestic Violence Courts | Red Hook Youth Court | Manhattan Family Treatment Court | Crown Heights Community Mediation Center | Harlem Community Justice Center | Harlem Parole Reentry Court | Harlem Youth Court | Brooklyn Mental Health Court | Bronx Juvenile Accountability Court | Queens Community Cleanup | Youth Justice Board | Bronx Community Solutions | Queens Engagement Strategies for Teens | Far Rockaway Youth Court | Center for Courts and the Community | Upstate Office, Syracuse

Greg Berman, director

520 Eighth Avenue New York, New York 10018 212.397.3050 fax 212.397.0985 www.courtinnovation.org

Center for Court Innovation Testimony
New York City Council Education Committee
March 26, 2009

My name is Jackie Sherman and I am the Director of the Center for Courts and the Community, a project of the Center for Court Innovation. Thank you for this opportunity to speak.

We are here to urge the Education Committee, as it is considering the Mayor's proposed budget, to support funding to help courts and their community and government partners in New York City address the needs of vulnerable children and families.

Many adolescents and families in New York City grapple with unresolved problems that lead to involvement with the juvenile justice system. Young people arrested for delinquency face numerous challenges: family conflicts, mental illness, drug use, truancy and trauma, to name a few. Conventional courts typically approach these cases by tackling the legal issues, but often fail to adequately address the underlying problems that bring young people into the court system in the first place—and keep them coming back.

The Center for Court Innovation believes that courts, governments and communities, working together, can better address the problems of young people and families who end up in the juvenile or adult criminal justice system. The Center for Court Innovation seeks to reduce crime, aid victims, and improve public safety by encouraging courts to adopt problem-solving techniques in order to become more responsive to their constituents. Starting with the award-winning Midtown Community Court, the Center has created more than a dozen projects – drug courts, community courts, youth courts, alternative to detention programs and others – that make an impact on the safety and health of New York City's neighborhoods. Researchers have

documented that our projects have changed the behavior of offenders, improved perceptions of fairness, and enhanced public trust in justice.

The Center for Court Innovation has helped the City achieve measurable public safety gains while saving money. The Center helps promote cost-effective juvenile and criminal justice reform by reducing the use of ineffective short-term jail sentences for adults and creating alternatives to detention and state placement for juvenile offenders, by changing the behavior of offenders, by contributing hundreds of thousands of dollars in community service, and by leveraging the City Council's investment in our work to bring additional private and federal dollars to New York City.

A key focus for the Center is working with vulnerable children and families. Each year, we serve over 2,200 children who are at different stages of involvement with the justice system. In youth courts in Red Hook, Harlem, Greenpoint, and Staten Island, local teenagers hear real-life low-level cases involving their peers, using positive peer pressure to ensure that teens who have committed minor offenses both pay back the community and receive the help they need to avoid further involvement in the justice system. These youth courts receive referrals directly from schools, and work to address truancy and school safety issues in a peer-led courtroom setting. The Red Hook and Harlem Community Justice Centers handle the cases of young people arrested on delinquency charges, teaching accountability while linking both youth and family to services such as drug treatment, tutoring and job training. Additionally, the Red Hook Community Justice Center oversees a program to engage the families of young people who have delinquency cases pending in Family Court, while providing mentors, internships, educational advocacy and mental health services to the young people themselves. The Bronx Juvenile Accountability Court serves as an alternative to placement in a state facility for young people with more serious cases. Participants avoid incarceration but also receive the support and structure they need to go to school, stay away from drugs and alcohol and successfully stay in the community. The Crown Heights Community Mediation Center works with community members of all ages to resolve disputes, and facilitates workshops in area schools to teach mediation techniques. The Youth Justice Board brings together New York City teenagers to propose solutions to public safety issues such as juvenile recidivism and school safety, and changes to the foster care system.

Nearly two years ago, the Center launched the first of the City's new alternative to detention programs: Queens Engagement Strategies for Teens (QUEST). The program allows young people at risk of being placed in detention facilities to receive supervision and/or after-school programming instead. The program has served 245 clients, with an 84% compliance rate. Because of the success of QUEST, the Center is planning a replication project in Staten Island, called Project READY. This initiative will serve the needs of young people in Staten Island and provide meaningful alternatives to detention to those at risk of becoming more deeply immersed in the justice system.

Because chronic absenteeism is an early indicator of involvement in the justice system, the Center has developed the Attendance Court program, a pilot project designed to provide schools with a new tool to leverage existing community resources and help address unexcused school absences in a positive manner. With pilot programs in East Harlem and Red Hook, the program aims to provide the supports students and their families need to improve school attendance and to ease burdens on family courts, child welfare authorities and the juvenile justice system. During the program's first year, unexcused absences among participants dropped by 40%, and 96% of participants were promoted to the next grade. During the first three months of the current school year, 90% of enrolled students improved their attendance. In the year ahead, the Center seeks to build on its success and expand the Attendance Court program citywide.

I am here today to request that the Council continue to support the Center's critical work. Last year, the Center received \$500,000 in funding from the Council. The Council's support has been invaluable to the success of the Center for Court Innovation, helping us maintain core operations and launch new initiatives at our problem-solving courts throughout the city, which collectively serve over 60,000 New Yorkers each year.

City Council funding in the last year allowed the Center to:

- Implement a juvenile mental health project—QUEST Futures—which uses systematic procedures for identifying, assessing and creating treatment plans for the large number of young people arrested for delinquency who have mental health disorders in Queens. The juvenile mental health project links young people and their families to court-monitored,

community-based treatment rather than confining them in costly and ineffective residential detention and placement facilities;

- Provide support to the Harlem Custody and Visitation Court to prioritize the needs of children and defuse the negative impact of parental conflict in these highly adversarial cases;
- Tackle teenage dating violence in the Brooklyn and Bronx Youthful Offender Domestic Violence Courts, monitoring defendants' participation in a specialized teenage batterer program and providing services to ensure the ongoing safety of young victims;
- Launch Youth Courts in Staten Island and Greenpoint, providing both family and criminal court judges with an important and effective option to address the difficult challenges posed by low-level offending in the youth population; and
- Complete a set of recommendations proposed by the Youth Justice Board for youth in alternative-to-detention programs, to be published later this year. Last year, the Board published a similar report, *"Stand Up, Stand Out: Recommendations to Improve Youth Participation in New York City's Permanency Planning Process,"* offering concrete suggestions to strengthen the ability of foster youth to advocate for themselves in court. This year the Board is developing a set of protocols to expand and improve the City's alternative to detention programs, and Center staff is busy creating a toolkit to help other youth-oriented organizations replicate the work done by the Youth Justice Board.

This year we are asking the Council for \$750,000 to continue this work and to introduce several new programs designed to improve life for struggling New Yorkers while saving money. We ask for a continuation of last year's level of support (\$500,000), supplemented by a budget enhancement of \$250,000 that will enable the Center to launch several new projects: Project READY, the Staten Island alternative to detention program I mentioned above; intensive mental health services for misdemeanor offenders in the Bronx (many of them under 21); a new police-led Youth Court in Greenpoint, Brooklyn; and continued support for attendance courts in Red Hook and Harlem to fight chronic absenteeism in elementary and middle school students.

The Center for Court Innovation looks forward to continuing to work with the New York City Council to improve the justice system's response to the city's pressing problems. We urge you to support our work and the work of other organizations and government agencies who are

improving how courts, schools, and their partners tackle the social problems driving the huge caseloads in today's family and criminal courts. Thank you again. I would be happy to answer any questions you may have.

Education Committee
Preliminary Budget Hearings Fiscal Year 2010

Investment in NYC GED Testing
Testimony Provided by Jacqueline Cook

March 26, 2009

Thank you Chairperson Jackson and members of the Education Committee for this opportunity to testify at the Preliminary Budget Hearings for Fiscal Year 2010. My name is Jacqueline Cook and I'm a literacy specialist, researcher and recognized leader in the field. I will comment on the vital importance of the GED diploma and the critical need for investment by the City Council in a key basic infrastructure piece of the NYC GED Testing System – the development of a GED Test Information and Registration website portal.

Keeping in mind the critical importance of the GED diploma, I would like to start by providing some general information on the GED and GED testing in New York City.

1. In New York City there are 1.6 million people sixteen years-of-age or older who are out-of-school and lack a high school diploma.
2. Last year, 61,057 students enrolled in NYC adult education programs operated by colleges of the City University of New York; the public libraries; the Department of Education, Office of Adult and Continuing Education; and community-based organizations in all five boroughs.
3. 27,301 people took the GED test in New York City in one of 50 test centers in 2007. Only one out of three of those test-takers attended a preparation program prior to the exam.
4. Of the 27,301 test candidates, only 13,128 people passed. This 49% pass rate is one of the very lowest in the country.
5. The inefficient decentralized application system results in a six-month wait for an appointment at some testing centers while, at the same time, over 54% of the seats at test centers citywide are left empty.

6. The evidence shows that inability to pass the exam reinforces the sense of failure and only 17% of test candidates re-take the exam in a given year.
7. While the unemployment rate for young adults is over double that of the general population, only 9,400 of the 200,000 16 to 24 year-olds without a high school diploma obtained a GED diploma in 2007.

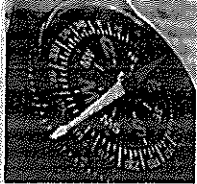
Given the critical importance of this issue for our city's economy, and its implications for social equity and quality of life, it's imperative that we focus on how to strengthen our GED testing system.

While the State implements reforms in testing policy and support, and the private sector may support system development and public awareness, the critical piece – the development of a GED test information and registration website – urgently needs City Council support.

- **A relatively modest one-time investment of \$500,000 would dramatically improve the efficiency of the GED test application system and improve the readiness of test-takers.**
- **As a result, the cost per test-taker would decrease by 30% and, moreover, the number of individuals with a GED diploma would increase three-fold.**

At a time when post-secondary education and high-level skills are key to obtaining a living wage, this investment is essential to the economic vitality of our city and the lives of over a million New York City residents.

This is a proposed website for GED Compass. If you have questions or comments please contact Elyse Barbell, Executive Director, Literacy Assistance Center, 212.803.3302, elyser@lacnyc.org



GED COMPASS

Active Student Login Center

Email Address:

Password:

☐ Remember me

[Login Now](#)

Forgot your password?
New User? Click here to begin


Take a GED
class

Take a GED
Practice Test

Reserve a GED
Testing Seat

Job Force
Development

Transition to
College






Literacy Assistance Center
32 Broadway, 10th fl.
New York, NY 10004
Phone (212)803-3300
Fax (212)785-3685

Contact Us

Home

Where can I take GED Classes?

Where Can I take the GED Test?

Take a GED Practice Test

Official GED Testing Service

NYC New York State Education Department

Ged Fast Facts

GED Programs

A high school general equivalency diploma (GED) consists of five examinations in the areas of reading, writing, mathematics, science and social studies. GED tests are offered in English, Spanish and French and require applicants to be at least 16 years of age.

What's New

- [OpenCourseWare](#)
- [Education-Portal Blog](#)
- [Academic Scholarship](#)
- [Public University Videos](#)
- [Career Counseling Center](#)

Articles related to nyc

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Download a GED Application

GED Question of the Day

Today's question concerns Social Studies.

Discuss the founding of the United States, including Manifest Destiny, Mexican War, War of 1812, Monroe Doctrine, the Trail of Tears, and Eli Whitney.

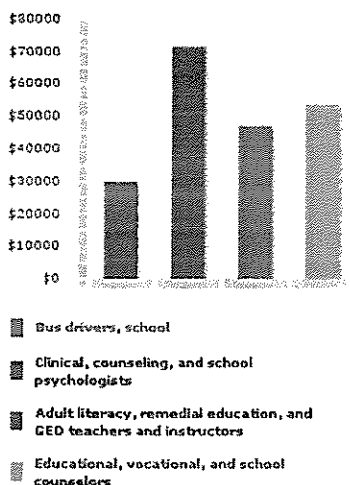
[Click here for the answer](#)

GED Preparation and Testing

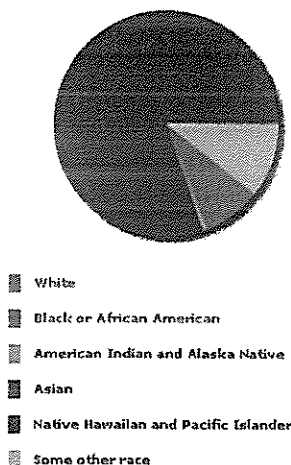
If you left high school without graduating, the GED Tests provide a way for you to earn your GED high school diploma. Getting your GED diploma can make a big difference in your ability to get and keep a job or to qualify for further education. For complete information about all aspects of the GED exam, go to the official website of the [American Council on Education](#), the group responsible for the development of the GED test.

- [What is the GED?](#)
- [Who is eligible to take the GED Tests?](#)
- [How do I apply to take the test?](#)
- [When is the test given?](#)
- [What should I bring to the test?](#)
- [Where can I get help in preparing to take the test?](#)
- [Can I use the Internet to prepare for the GED Tests?](#)
- [What if my question isn't listed here?](#)

Related Salaries in New York, NY



Demographics for New York, NY



GED Checklist

- ☐ Enroll in a GED program
- ☐ Take practice tests
- ☐ Fill out the application
- ☐ Reserve a seat at a testing site

On the day of the test, you must bring:

- ☐ Your Admission Notice if you applied by mail
- ☐ Two proofs of identity.
- ☐ Two No. 2 pencils
- ☐ A ballpoint pen.

Do not bring:

- ✗ calculators
- ✗ arithmetic tables
- ✗ rulers
- ✗ cell phones
- ✗ pagers
- ✗ "Walkman"
- ✗ computers of any kind

The calculator you must use on one section of the math test will be provided to you at the test center.

Company Profile www.gedtest.org/employersofchoice/

<p>ged</p> <ul style="list-style-type: none"> GED at Home: Home Study GED Options <p>There are many places around the US that offers GED study and preparation programs....</p> GED Online: Resources for Getting Your GED Online <p>The General Educational Development (GED) certificate is important when getting ready to...</p> Online GED Classes vs. Traditional GED Classes <p>Can't decide on how to prepare for the GED High School Equivalency exam? You now have the...</p> <p>G.E.D. Test Preparation Video: Tips for Preparing for the GED Exam view fullscreen</p> <p>Avg. Wages For Jobs in NY</p> <p>Specialized Programs</p> <ul style="list-style-type: none"> High School Diploma High School Diplomas 	<p>Campbell Soup Company LTD Canada GED Program In 2003, Campbell Soup Company Ltd. began offering on-site GED instructional courses to employees at its Listowel plant at different times of the day to accommodate workers on each of the company's three shifts. Although employees must attend class on their own time, the course and materials are free, and test fees are reimbursed. More than 40 employees enrolled in the first course.</p> <p>Established in 1930 in New Toronto, Ontario, Campbell Soup Company Ltd. is one of Canada's major food manufacturers, and Campbell Soup Company's first foreign subsidiary. Operating plants in Etobicoke and Listowel, Ontario, Campbell Canada employs approximately 1,500 people across the country.</p> <p>To help ensure success, the plant offers tutoring to all participants. The tutors are other employees who "range from engineers to accountants, to quality assurance [staff] and managers," says Bonnie De Michele, Training Facilitator. "This gives the employees 24 extra hours to get help on top of taking the 14-plus hours [in class]." The plant is also planning an on-site graduation ceremony and lunch for employees who receive their GED credentials.</p> <p>Return on Investment "We saw a great need for it," says De Michele. "We wanted to give the employees the opportunity to further their education." But it was also a business decision, De Michele adds. "It's a good way to improve morale"- and subsequently improve performance and retention.</p> <p>A posting asked employees whether they would take the course and at what times. "We got a very good response," says De Michele. "The leadership team understood the benefits as well."</p> <p>The company's goal is for 90 percent of employees who complete the course to pass the GED Tests. "Our hope is that those who complete the program and receive their GED will continue their education using tuition assistance. We see this program as a way of growing into the future," says De Michele.</p> <p>Success Story Watch for 'mmmmgood Success Stories from Campbell Soup Company at www.gedtest.org/employersofchoice/</p>	
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Literacy Assistance Center

GED Testing Initiative: Meeting the Recommendations

What are we asking for?

The Literacy Assistance Center (LAC) respectfully requests \$500,000 for the development and implementation of a web-based GED portal to assist New Yorkers interested in taking the GED exam in obtaining adequate preparation, information, and test seat registration. A sample design is included in your packet.

What is the problem with the GED in NYC?

New York City has 1.6 million residents age 16 and older who are out of school and do not have a high school diploma. Even before the current recession began their situation was dire if it simply mirrored national statistics: A couple of years ago only 47 percent were in the workforce, in contrast to a workforce participation rate of 63 percent for high school graduates.¹ Those who did have jobs typically earned less, got lower benefits (or none at all), and had much narrower opportunities for advancement than diploma-holders. Girls and women without a diploma have been particularly at risk in the job market: compared to their male peers, they have far higher rates of unemployment, earn far less, and are much more likely to be on public assistance.²

Despite all the benefits a GED diploma could provide, few New York City residents without a high school diploma are obtaining one. Only 13,000 passed the test in 2006, 43 percent of those who took it.³ These figures compare poorly with those of New York State: 18,000 Upstate and Long Island residents got their GED diploma, a 72 percent pass rate⁴; and the US as a whole: 451,000 people earned a GED diploma in 2007, a 71 percent pass rate.⁵

The New York Community Trust, in partnership with DYCD commissioned Jacqueline Cook to take a close look at the GED testing system in NYC. Through interviews, observations, and focus groups with GED candidates, practitioners, policymakers, and other key stakeholders, as well as a review of the literature, she was able to develop a comprehensive understanding of GED testing in NYC. Her report, *OUR CHANCE FOR CHANGE, A Four Year Reform Initiative for GED Testing in NYC*, June 2008, contains a blueprint for reform through the introduction of a series of changes over three years. Adoption of these changes could result in immediate and long term improvements to the GED testing system, resulting in a significant increase in the number of New Yorkers earning a GED diploma. Implementing this proposal will require investments from a variety of stakeholders.

What is the Literacy Assistance Center proposing?

In response to the need for a central place where employers and potential test takers can learn more about the GED, the LAC is proposing to create a web portal, <http://www.gedcompassny.com/>. This portal will be developed in two stages. The first stage is an interactive information center where stakeholders can learn about the test, see practice questions, arrange to take a practice test, and learn how to enroll in a GED preparation program. The web portal will also provide information about the GED diploma and the rigor of the exam, which will enhance its image among employers and the general public. The second stage will introduce a Central Registration System much like an airline registration system: Candidates will be able to register for a GED exam seat at a time and location that meet their needs. Specifically,

¹ Bureau of Labor Statistics

² "When Girls Don't Graduate, We All Fail," National Women's Law Center, 2007

³ GED Progress Statistical Report, American Council on Education

⁴ *ibid*

⁵ *ibid*

the portal will:

- Provide information on:
 - The GED test, what it is and the advantages of a GED
 - Suggestions on preparing for the test
 - Sample questions
- Allow test takers to
 - Find a testing site
 - Reserve a test seat
 - Fill out a GED application
 - Find a prep program
- Provide policy makers, employers, researchers and the media with information on the nature of the GED, its advantages and the challenges faced by those who take the test and the organizations that prepare them.
- Provide valuable information on transition to the workforce and post-secondary education, for both test takers and potential employers of GED graduates.

A mockup of the web site is attached with this proposal (NYC GED 2). The following section describes how potential test takers, testing centers, and GED prep programs will interact with and benefit from the GED Portal.

For the Test Taker

The GED Portal offers the potential test taker one central place where she or he can get information on:

- What the GED is
- Benefits of obtaining a GED
- How candidates can prepare
- Sample questions
- Test sites in their neighborhood
- GED programs in their neighborhood

The Portal will also allow a test taker to create a free account. The LAC will ensure the privacy and confidentiality of personal information by taking adequate security measures when storing and disseminating data. Creating an account will give the test taker access to the GED Central Registration System (GED-CRS), which will make it possible for candidates to:

- Fill out an online GED application
- Submit the application to a test site through GED-CRS
- Reserve a seat at a maximum of two sites (one primary and one backup) in their neighborhood

For the Test Site

Staff members of the test sites will have access to the GED-CRS and the ability to:

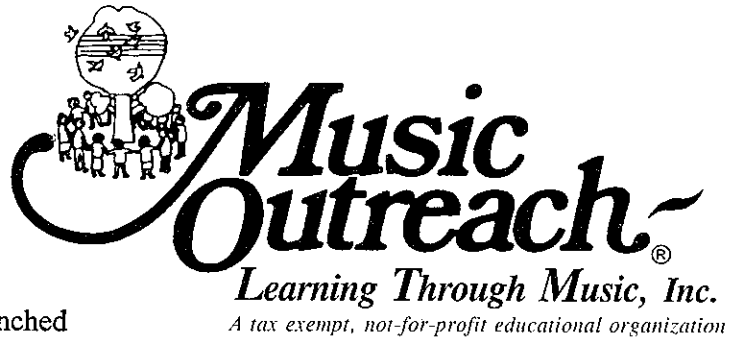
- Allocate test seats at their site
- Make seats available for public registration on the GED-CRS while reserving some for their own students
- Assign students to seats after reviewing the GED applications submitted online
- Help their own students fill out GED applications

How will the web portal help constituents in specific districts?

The web portal will be developed with input from a variety of sectors, with a special focus on high need communities. Every Council member will be able to customize the banner on the web portal to reflect activity in their district. We will be able to track the number of visitors to the website from each district, as well as numbers of:

- Users coming to GED Compass through each Council member's web pages
- Constituents in each Council district registering for the GED test
- People registering at each site
- Constituents applying for GED prep programs

Pilot sites will be funded to test the GED COMPASS website, as well as other reforms outlined in *Our Chance for Change*. Neighborhoods that are characterized by a percentage of people making under \$50k over 40% and a similarly high percentage of children reading well below grade level will be primary targets for improvement. These areas will include Mott Haven, Fordham, East New York, Brownsville, Washington Heights, Jackson Heights and Long Island City.



Eugene R. Gamiel
ARTISTIC DIRECTOR

Andrea H. A. Pampanini
PRESIDENT

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In 1979, with a \$97,000 ESEA
Title 1 Grant from the Board of
Education, Music Outreach launched
"Learning Through Music".

Through a series of Music & Literacy Workshops
targeted for Special Education children, we pioneered the use of music
as a powerful tool for engaging the minds and hearts of young learners.
As a result of advocacy and endorsements from 51 Planning Boards
the budget expanded to \$1.2 million to bring these innovative Workshops to
school districts across the city, providing over 100,000 services to elementary
school children in schools across the city

In 2005 DYCD canceled these school-time Programs and channeled
the funds to OST. Discretionary funding from many Councilmembers, who
observed the Workshops first hand, allowed us to maintain a minimal level of
activity in the schools in their jurisdiction.

Music Outreach is now in jeopardy. With the economic downturn
and the erosion of matching funds from every sector, we are requesting
a **\$450,000** grant with the goal of restoring **38,000** services, citywide.

With the advance of brain imaging the research shows that musical
activities activate neural pathways and have significant and lasting benefits
for your students. Children of diverse cultural and economic backgrounds,
including special education, are engaged in all aspects of Language Arts,
cooperative learning and music appreciation. Teachers observe creative
strategies for integrating music into their lesson plans for a more vibrant
classroom. Motivation is the key to learning and with the selective use of
music, we engage even the most reluctant learner. Our Music & Literacy
Workshops have received recognition from specialists in the field of child
development. Our Presenters, professional musicians/educators, are role
models trained to communicate with children. Please see attached,
"What Educators Say".

We trust that with the President's commitment to Early Childhood and
to Special Education, the Education Committee will consider the allocation
of these funds to Music Outreach. This will ensure that these learning
experiences for children in their primary years of academic and social
development remain secure and uncompromised and the wider community
will ultimately benefit. ***There is only one childhood!***

*We thank you for this opportunity and the consideration of the
Education Committee.*

EM/js/Budget & Enclosures Enzo Mincin, Executive Director

Music Outreach ~ Learning Through Music, Inc. • 677 West End Avenue • Suite 1B • New York, New York 10025

Tel. (212) 316-2000 • Fax (212) 662-0404 • Email musicoutreach@aol.com

www.musicoutreach.org



Music Outreach[®]

Learning Through Music, Inc.

A tax exempt, not-for-profit educational organization

What Educators Say

"To observe general and special education working together, sharing an interest in learning through musical activities, is a teacher's dream come true." **P.S. 229 Brooklyn**

"The special education students are involved and participate as much as their general education classmates. The telling on the classic fable engages the students and enriches the literary skills of all." **P.S. 44 Staten Island**

"The children not only learned the story, but the music helped them use their imaginations." **P.S. 175, Queens**

"The Music Outreach Workshops allow several of our more withdrawn students to open up. It was apparent that when the kids were allowed to interact they were more attentive. This interactive approach is an excellent learning style." **P.S. 156, Brooklyn**

"I am such a firm believer in music that for me Music Outreach is such a wonderful tool for learning and for appreciating reading." **P.S. 129, Manhattan**

"The format was different that what the children are accustomed to, which made the presentation very interesting and electrifying to them." **P.S. 96, Bronx**

"They gave a new dimension to our Language Arts program by introducing new vocabulary and touching on several critical reading skills in combination with music." **P.S. 21, Staten Island**

"This Workshop is particularly helpful for some children in my classroom who are struggling with reading or with general interest in reading." **P. S. 40, Manhattan**

"I think by integrating music and reading it made the children more interested in reading! They wanted to learn!" **P. S. 1, Bronx**

Mailing Address:

Music Outreach ~ Learning Through Music, Inc. • Box 2013, Cathedral Station • New York, New York 10025-1557
www.musicoutreach.org

677 West End Avenue • New York, New York 10025-7361

Tel. (212) 316-2000 • Fax (212) 662-0404 • Email musicoutreach@aol.com

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Music Outreach/ Learning Through Music

What Educators Say

"It is essential to make reading as exciting as possible. Music provides that excitement and a creative way for children to enjoy reading."

P.S. 83, Bronx

"It was so great to see music integrated into literacy. That's a great way for children to get excited about literacy and that is what happened today with Music Outreach." P.S. 63, queens

"TOTALLY AWESOME! The story comes alive through the music!"

P. S. 197, Manhattan

"Frankly, I was quite envious. I have never seen such rapt attendance when I was teaching a lesson. I search and research for ways to motivate the children to read and to cherish books. I never thought of music." P.S. 19, Staten Island

"The Workshop was the greatest way to involve the whole child in a single experience. Students watched, listened and participated in the Workshop. The staff appreciated the program, and it will be carry over in my lesson planning." Community School District 23, Brooklyn

"The enrichment experience that Music Outreach provides enhances our curriculum instruction and fills a void that exists in the population of students that attend our school in our Community School District."
Community School District 23, Brooklyn

"Children who rarely speak in class during regular lessons or participate showed a spirited interest in the activities. Music Outreach reached in and brought our some wonderful responses from the students." P.S. 161, Manhattan

Public School 96
The Richard Rodgers School
650 Waring Avenue
Bronx, NY 10467
718-652-4959/718-547-4879
Fax: 718-231-2889

Marta Garcia
Principal

Patricia Gelpi
Assistant Principal

Ronald Melter
Assistant Principal

March 4, 2005

Ms. Linda White, Chairperson
Youth Services Planning Committee
Community Board 11
1741 Colden Avenue
Bronx, NY 10462

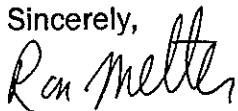
Dear Ms. White,

I am writing this letter on behalf of the students and teachers here at P.S. 96 who were involved in the Music Outreach Program. The classes were involved in workshops in which a literacy segment, integrating a classic children's story with music, helped capture the students' attention and helped further their interest in books and reading. Additionally, the classes were invited to the Lehman College Center for the Performing Arts and saw a performance that also captured their imagination through music, literacy and dance.

It is apparent that music and literacy, when combined, are vital tools that help to teach strategies that allow students to make personal lasting connections. It was a pleasure to see the students smile, clap, dance and participate during the performances. Students responded to the workshops, performances and lessons from the books, with wonderful follow-up discussions pertaining to character development, making predictions and clear understanding of the content.

I want to thank you for the opportunity for our students to see that learning through the arts, especially music, is a wonderful and most valuable gift that we should utilize. It is my sincere hope that we can continue this partnership for many years to come.

Sincerely,



Ron Melter
Assistant Principal

CC: Beverly Greenwald, Administrator
Music Outreach
Learning Through Music, Inc.

JOHN B. RUSSWURM
Elementary School

Public School 197M
2230 Fifth Avenue
New York, New York 10037
Tel: (212) 690-5960 Fax: (212) 690-5959

Renardo Wright, Principal
Paulette Johnson, Assistant Principal
Juanita Johnson, Assistant Principal
Rony Delorme, Special Ed. Coordinator

February 6, 2006

Dear Music Outreach,

Thank you so much for bringing music and joy in our lives.

Music Outreach is the most sought after, looked-forward yearly event in our school. The musicians are amazing. They are interactive, and have a commanding, approachful presence. The children are totally engaged and mesmerized. There is a total excitement in learning. The lessons are engaging and very age appropriate. Although they were exposed to the Music Outreach program before, there is a quality of newness and a higher level thinking involved. Outstanding is the word that comes to my mind to describe the musicians and the program. The story, "The Nightingale" and the songs were well chosen and appropriate.

Thank you so much, Music Outreach, for bringing the love for music to P.S. 197.

Sincerely,

Handwritten signature: Handwritten text, possibly "Handwritten text" or "Handwritten text", with "4-225" written below it.



*Vincent J. Fontana Center for Child Protection
Affiliated with
New York Foundling Hospital*

STATEMENT

Dr. Vincent J. Fontana, Medical Director and Pediatrician-in-Chief
New York Foundling Hospital
January 10, 2005

I strongly support "Music Outreach" a critical early childhood development program that is at risk of not being funded by the Department of Youth and Community Development.

As a pediatrician and child advocate over these many years, I am at a loss to understand the rationale of eliminating critical child development programs especially at a time when these youngsters need it the most.

In the last few years, however, I have become increasingly concerned about the damaging environment in which our children are being raised. Many children spend their early years of "imprinting" in a media environment glorifying violence and sex that is unsafe and threatening to their future health and development. Children are being damaged, some of them beyond remedy, resulting in psychological and physical scars that can last a lifetime.

Children need to learn about music that is a part of American history and our culture. Music provides a means of communication and sharing of feelings in a classroom. It has been 'music diplomacy', a learning experience through music that has been the mission of Music Outreach a non-profit organization for the past 25 years. It has brought the gift of great music into the classroom so critical during these troublesome times when the need for stability, meaningful communication, and expressions of love are critical for the normal growth and development of children.

It is most important that this special program be a school time activity to enhance the structured environment of the classroom and not be an after school activity.

If education is a priority for this administration, then those individuals responsible for setting policy must take into account the research by the scientific community. The long term consequences of decisions we make today will effect the next generation. Together, we must do the right thing. We must do what matters most for all our children.

A Beacon of Hope for Children
27 Christopher Street, New York, NY 10014 • 212-886-4068 • fax 212-206-4115

MUSIC OUTREACH/Learning Through Music, Inc.
OPERATING BUDGET
FISCAL YEAR ENDING JUNE 30, 2010

NEW YORK CITY SPEAKER GRANT REQUEST

	2009-10
	<u>Projected</u>
EARNED INCOME (Interest, Dividends, Gains)	\$ 700
UNEARNED AND GOVERNMENT INCOME	
Corporate	21,500
Individual	500
Foundation	254,233
NYS (line item)	450,000
NYS Dept of Education	20,500
NYS Office of Parks, Recreation & Historic Preservation	17,500
NYS Council of the Arts	24,000
NYC Dept. of Cultural Affairs	66,400
NYC Dept. of Youth and Community Development	58,784
NYC Dept. of Education	17,700
TOTAL UNEARNED AND GOVERNMENT INCOME	\$ 931,117
TOTAL INCOME	\$ 931,817
PROGRAM EXPENSES	
Personnel - Artistic	\$ 817,995
- Administrative	173,757
- Payroll Taxes & Employee Benefits	39,915
Outside Professional Services	40,795
Space Rentals/Utilities	64,695
Equipment Rental/Supplies	31,305
Travel/Transportation	4,558
Other Expenses (Printing, Phone, Postage, etc.)	37,892
TOTAL PROGRAM EXPENSES	\$ 1,210,915
MANAGEMENT AND GENERAL EXPENSES	
Personnel – Administrative	\$ 34,725
- Payroll Taxes and Employee Benefits	5,051
Outside Professional Services	37,732
Space Rentals/Utilities	14,523
Equipment Rental/Supplies	1,000
Travel/Transportation	27
Other Expenses (Printing, Phone, Postage, Insurance, etc.)	9,443
TOTAL MANAGEMENT AND GENERAL EXPENSES	\$ 102,501
DEVELOPMENT EXPENSES	
Personnel – Administrative	60,378
- Payroll Taxes and Employee Benefits	5,227
Other Expenses (Printing, Phone, Postage, etc.)	3,302
TOTAL DEVELOPMENT EXPENSES	\$ 68,401
TOTAL EXPENSES	\$ 1,381,817
SURPLUS DEFICIT	<u>[\$ 450,000]</u>
600 city-wide classroom Workshops linked with school-day concert performances	
Total Services: 38,000	
Cost per service: \$12.-	
TOTAL REQUESTED	\$ 450,000

**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: Joel Klein, Chancellor (PLEASE PRINT)

Address: _____

I represent: 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: _____

Name: Susan Olds (PLEASE PRINT)

Address: DOE

I represent: _____

Address: _____

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

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/26/09

Name: Dr. Marion Phyllis Cunningham (PLEASE PRINT)

Address: 448 Central Park West #6A

I represent: Myself, Educator, Grannie Peace Brigade

Address: Peace Action, WIL PF

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

Public

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/26/09

(PLEASE PRINT)

Name: Barbara Harris

Address: 24 Central Park So

I represent: myself - Code Pink NY

Address: GRANNY PEACE

BRIGADE

Public

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Placida Rodriguez

Address: _____

I represent: Make the Road NY

Address: 301 Grove St Brooklyn

Public

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Natalie Chap

Address: 136 Lexington

I represent: New York Immigrant Coalition

Address: 137 W 25th St, NY, NY

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

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

Name: Eric Weltman (PLEASE PRINT)

Address: 2-4 Nevins Street, Brooklyn, NY 11217

I represent: Alliance for Quality Education

Address: _____

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

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

Name: President Randi Weingarten (PLEASE PRINT)

Address: 52 Broadway

I represent: UFT

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: _____

Name: Photo Anagnostopoulos (PLEASE PRINT)

Address: DOE

I represent: COO

Address: _____

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**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: DAVID TYULSKER

Address: 350 16TH STREET BROOKLYN, NY 11215

I represent: BROOKLYN FOR PEACE

Address: 41 Schermerhorn St PMB 106 BROOKLYN, NY 11201

Public

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. _____
☐ in favor ☐ in opposition

#21

Date: 3/26/2009

(PLEASE PRINT)

Name: CAROL A BYRD, NYC Coalition for Edu Justice

Address: 1445 Grand Con. #5A Bronx, NY 10452

I represent: NYC Coalition for Educational Justice

Address: 233 Broadway NYC

Public

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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☐ in favor ☒ in opposition

Date: 3/26/09

(PLEASE PRINT)

Name: ARNOLD GORE

Address: 720 Fort Washington Avenue

I represent: Washington Heights Alternatives to Military Recruitment

Address: _____

Public

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

Name: Elyse Barbell (PLEASE PRINT)

Address: 52 RWAY

I represent: Literacy Assistance Center

Address: _____

Public

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

Name: Michael Mulgrew (PLEASE PRINT)

Address: Vice President UFT

I represent: 52 Broadway, UFT

Address: _____

Public

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: 3/26/09

Name: Vernice Montgomery-Coston (PLEASE PRINT)

Address: 125 Barclay Street NY NY 10007

I represent: President, DC37 + President L372, DC37

Address: _____

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

Public

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

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

☐ in favor ☐ in opposition

Date: March 26, 2009

(PLEASE PRINT)

Name: NYDIA LEAF

Address: 46 West 95 St. NYC 10025

I represent: MYSELF

Address: _____

Public

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

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

☐ in favor ☐ in opposition

Date: March 26

(PLEASE PRINT)

Name: MINBY DUITZ (deets)

Address: 30 Maiden La NYC

I represent: Learning Leaders

Public

THE COUNCIL THE CITY OF NEW YORK

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Cheryl Wertz

Address: 454 15 St #14, Brooklyn 11215

I represent: Pace Union & New York State

Address: 630 9th Ave. NY, NY 10036

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: Jung M. Kim / pa

Address: _____

I represent: Bayside High School

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: Christine Colligan / President

Address: _____

I represent: Korean American Parent

Address: Association

PUBLIC

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: JACKIE SHERMAN

Address: _____

I represent: Center for Court Innovation

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: Hwangyong Lee

Address: 5-42 115 St #1B College Point, NY 11358

I represent: Community Education Council for

Address: DLS

**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: 3/26/69

(PLEASE PRINT)

Name: Santos Crespo

Address: 125 Barclay Street NY NY 10007

I represent: Vice-President, L. 372, DC37

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: Jose Gonzalez

Address: 939 Woodcrest Ave

I represent: Coalition for Educational Justice / UNITED Parents of

Address: 979 Ogden Ave Bronx NY 10452 Highbridge

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: MIHYON NAM

Address: P.S. 165

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: CASEY KIM

Address: PS 26Q

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

☐ in favor ☐ in opposition

Date: _____

(PLEASE PRINT)

Name: EUGENE K. GAMMEL

Address: 685 WEST END AVE. NYC 10025

I represent: MUSIC OUTREACH - Learning Through Music

Address: 677 WEST END AVE., NYC

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