



Department of
Education

**Testimony of the New York City Department of Education
on the FY2011 Preliminary Expense Budget**

Before the New York City Council Committee on Education

March 24, 2010

Joel I. Klein, Chancellor

INTRODUCTION

Good morning Chairman Jackson and members of the Education Committee. Thank you for inviting me to testify about next year's education budget. I am joined today by the Department of Education's Chief Operating Officer, Photeine Anagnostopoulos.

I come before you today mindful that we face great challenges—as a City, a State, and a nation. While our economy has begun to show signs of improvement, our families continue to struggle and our City continues to confront tough choices. But I am heartened by the steady progress our students and schools have achieved, even as our Department has endured several rounds of belt tightening along with all other City agencies and this Council.

In our elementary and middle schools, the percentage of City students meeting or exceeding grade-level standards on annual State math and ELA exams has risen dramatically since 2002—from 38 percent to 69 percent in English and from 41 percent to 82 percent in math. In fact, New York City's five boroughs made more progress than any other county statewide from 2002 to 2009—that's measured against other students taking the exact same tests. Today, City schools actually outperform their counterparts in many other parts of the State even though our schools serve much higher-need students.

These gains are mirrored at the high school level. Just two weeks ago, the State announced that the City's progress in improving graduation rates had continued unabated, with our four-year graduation rate reaching a historic high of 63 percent in 2009. After a decade of stagnation, the City's graduation rate has increased for eight consecutive years. Since 2005 alone, the graduation rate has risen by 12.5 points. And the dropout rate has been cut nearly in half, falling to a historic low of 11.8 percent.

We know much work remains, and we won't be satisfied until every student graduates from high school, prepared for success in college and careers, but our principals, teachers, parents, students, and all those who support our schools deserve great credit for this progress. Their achievements demonstrate that with hard work, innovation, and careful stewardship, it really is possible to do more with less.



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OUR BUDGET SITUATION

While the past few years have been difficult, we now are facing even greater challenges, particularly with respect to State education aid.

Last year, President Obama and Congress passed a federal stimulus package that substantially mitigated the hardships anticipated in our schools—averting as many as 14,000 teacher layoffs. Unfortunately, because of our State's fiscal challenges, the funding was front-loaded into the current fiscal year to plug holes in the State's own budget, meaning that we can't again depend on the same degree of federal support to insulate us against other funding shortfalls. And those shortfalls, as you are undoubtedly aware, are significant.

When you consider the combined effect of proposed reductions from the State, increases in non-controllable, non-discretionary spending, and a modest bump in City funding to help us cover a small portion of these mandated cost increases, we are looking at a preliminary budget gap of \$1.2 billion for the coming school year.

In particular, the Governor's proposed budget effectively reduces the New York City Department of Education's 2010-2011 budget by nearly \$600 million through a combination of direct cuts and cost shifts. The magnitude of this proposed reduction would have a dire impact on our students. I know that, like us, many of you have been working to convince Albany to reconsider this proposal, and I thank you for that support.

Under the Governor's plan, New York City would receive \$442 million less in State funding next year compared to this year, not including changes in expenditure-based allocations such as transportation and food.

Beyond that, we are deeply concerned that the Governor's budget calls for freezing foundation aid at its current level. If implemented, we will not receive any new dollars for the 14,000 additional students who are now attending our City's public schools and the more than 600 new students who recently emigrated from Haiti following this year's tragic earthquake and have enrolled in our schools. This represents another effective cut of more than \$80 million.

The Governor's budget would also shift some costs for mandated summer school special education services from the State to the City. Since our schools are federally mandated to provide those services, we cannot eliminate those payments. This cost shift will effectively cut the City's education budget by at least \$58 million. Earlier this week, the State Senate passed a budget resolution that would spare us from this particular cost shift, but unfortunately, the Senate budget resolution otherwise mirrors the Governor's plan with respect to education cuts.

We're also extremely disappointed that full funding for student MetroCards was not restored in the proposed executive budget. Last year, the State all but eliminated its contribution to the costs of funding student MetroCards, and the Governor only partially restored it this year. This



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reduction in funding could force families to pay thousands of dollars out of their own pockets toward school transportation costs. This is simply unfair given that the State provides aid toward student public transportation in other districts. New York City is upholding its end of the longstanding agreement to share the costs of funding student MetroCards, and the State must contribute its full share as well.

Finally, Governor Paterson has also proposed eliminating State revenue sharing exclusively for New York City, while other counties would only experience cuts between one and five percent—as I know you agree—this is utterly unfair. Since education spending makes up 34 percent of the City's total budget, eliminating revenue sharing for the City will inevitably reduce funding for City schools in years to come.

I know we can count on your continued support in reaching out to your colleagues in Albany to seek revisions to the Governor's budget, and I urge you to engage your constituents in this vital effort. While the State's fiscal challenges are real, there is no excuse for a budget that treats New York City differently than other communities.

Here at home, the Council and Mayor have worked tirelessly to insulate our schools from cuts to the greatest extent possible, and on behalf of our students, parents and educators, I thank you. In January, Mayor Bloomberg and I identified a combination of new savings in our operating budget that allowed us to absorb a proposed mid-year cut to our agency without having to reduce school budgets. We achieved these savings by only funding one-third of the increase in compensation for DOE managers and other non-unionized staff that had been budgeted by the City. We limited managerial raises to two percent for each of two years, with a cap of about \$2,800. Subsequently, the Mayor proposed new compensation models, similar to the managerial change, with the United Federation of Teachers and the Council of School Supervisors and Administrators that—in combination with the savings from the lower managerial increase—would save \$160 million this year.

This move will also produce savings of \$357 million for next year, covering the fiscal year 2011 PEG from the January plan that would have largely been absorbed out of school budgets. As in all years, however, we will experience annual increases in contractual costs and other mandated expenses such as special education and related costs, which are increasing rapidly. Based on preliminary estimates, we anticipate our annual costs will rise by \$600 million, yielding a net budget gap of \$1.2 billion when combined with the proposed cuts in the Governor's budget. Most of this increase is in expenses outside of school budgets, primarily tied to increased special education expenditures, contractually obligated teacher compensation, and growth in pension and debt service costs. In fact, we expect our pension obligations alone to rise by \$158 million.

On top of this, we also fully intend to make further cuts to our central and field budgets, including a five percent head count reduction planned for this fiscal year. This follows the eight percent reduction that we took over the last two years, for a total administrative head count reduction of 13 percent since fiscal year 2008 alone.



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These moves are consistent with our longstanding efforts to reduce administrative costs in favor of driving money to our classrooms. While school budgets hold the lion's share of our department's overall discretionary funding, between fiscal years 2008 and 2010, we reduced central office spending by more than 16 percent while school budgets were only reduced by half as much. This cut of \$116 million at our central offices followed a five-year effort to slash administrative spending even during brighter economic times that had already redirected more than \$350 million in savings to school budgets.

While we remain committed to cutting central and field budgets before touching school budgets, there is simply very little fat left to trim. Today, the Department's central and field operating costs comprise only three percent of our agency budget. Nearly half of our \$22 billion budget cannot be reduced at all because of fixed costs such as pensions, debt service, special education mandates, energy, and leases. Principals manage \$8 billion dollars of our budget at the school level, and more than 85 percent of those dollars pay for compensation costs, mostly for teachers.

THE IMPACT OF PROPOSED CUTS ON CITY STUDENTS

What does this mean? It means that if these State cuts go through, we will be forced to cut back on core school operations to fill next year's budget hole. And if the Governor's budget is implemented without accompanying legislative reforms to blunt the impact of the proposed cuts, the situation will be stark indeed.

I hope you will join us in seeking legislative reforms that can help protect our kids in these difficult times. These proposals would generate significant savings and improve our students' educational experiences.

An analysis in January showed that, under the current budget scenario, we anticipate having to layoff 8,500 teachers. Yesterday, the Mayor's budget director instructed that we develop scenarios depending on what state budget is ultimately adopted. But the worst case scenario is undeniably severe. We'd be forced to lay off 15 percent of our math, English, science, and social studies teachers. To make the situation even more devastating, because State law, we will be forced to execute layoffs strictly on the basis of seniority, without regard to the effectiveness of individual teachers or expertise.

The "last in, first out" requirement fails to recognize school needs as well as differences in teacher effectiveness and the real impact of these factors on the lives of our students. Instead, last in, first out forces us to make all staffing decisions based on one factor alone—seniority.

Experience in the classroom is certainly important and we value experience when it translates into real results in the classroom—but it is not the only criterion that should be considered. We



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must also take into account student achievement, and current State law ties our hands from doing so.

Indeed, forcing us to lay off the most junior teachers, we may have to eliminate even more positions. This would, in turn, result in a larger than necessary rise in class size, with increases in average class size that could range from two to five students or more at individual schools.

Last in, first out also creates the potential for downright operational chaos: layoffs would trigger a chain reaction of seniority-based “bumping” throughout the city’s schools. We would be forced to lay off our newer teachers and the remaining teachers would be shuffled from school to school without regard for their skills or strengths, or the schools’ needs.

If you were forced to lay off staff from your office, would you make that decision simply based on whoever was most recently hired? What if that person was one of your most effective staff members? Or had expertise in an area you needed? If the Governor’s budget is approved without accompanying reform to State labor laws, we would have to ignore those types of considerations in making staffing decisions.

Our preliminary analysis shows that every district—and nearly every student and family—will feel the pain of the proposed layoffs. Hard-to-staff districts with high turnover rates and districts that have experienced significant enrollment growth and have hired many new teachers in recent years will suffer the greatest disruption. As many as 21 percent of elementary and middle school teachers in District 7 in the South Bronx would be laid off and, in District 2 on the Upper East Side, nearly 20 percent of elementary and middle school teachers would lose their jobs. The absurdity of seniority-based layoff rules spares no neighborhood—families from all five boroughs will bear the brunt.

These devastating cuts would bring tremendous instability to our schools and students. We would be forced to let go of outstanding teachers, some of whom have been working in our schools for as long as four years. Instead, we’d be forced to put longer-serving teachers in the classroom, even those who haven’t had a teaching position in years. This is just wrong to do to our families and students who expect us to staff our classrooms with the best teachers possible.

We might have to pull a math teacher who is achieving tremendous results helping over-age students get back on track and replace her with a teacher who has no experience with that population. We might lose one teacher who is bilingual and plays a critical role in parent outreach while retaining another who speaks only English but merely has a few months more teaching experience than her colleague. Not only is this nonsensical, but it would also have a dangerously negative impact on student learning.

We must, therefore, change State law to provide school districts with the authority to establish a process for dealing with employee layoffs and allow principals, working with their School Leadership Teams, to determine which personnel are let go based on assessments of needs, skills, and quality.



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Further reform of State law is also needed for the Absent Teacher Reserve Pool ("ATR Pool"). Right now, when teachers are excessed for any reason, they are placed in the ATR pool—and remain on our payroll at full salary and benefits indefinitely. Many of these teachers are very talented and quickly find jobs elsewhere, but some remain in the pool for years without being hired, often without even applying for jobs.

On the first day of school this year, there were more than 1,600 teachers in the ATR pool and the majority of them remain there today for a total annual cost of more than \$110 million. And of those teachers, 500 have been in the pool for two years or more. This is true even after a hiring freeze was implemented during the 2009-2010 school year, barring principals from filling vacancies with teachers from outside New York City public schools other than in a handful of chronic shortage areas such as special education. Had we not limited hiring to current staff, the pool would definitely be much greater today.

In some cases, principals may have opted to leave a position vacant rather than hiring from the ATR pool if they believed available candidates were not well-matched to their students' needs. In other cases, principals simply struggled to find candidates willing to apply for posted positions even though qualified individuals remained in the pool. A 2008 study conducted by the New Teacher Project found that more than half of ATR teachers hadn't applied to a single vacancy through the City's online hiring system, even when hundreds of vacancies were posted. More recently, during the hiring freeze, I heard from frustrated principals who proactively called dozens of qualified teachers from the ATR pool in an effort to fill vacancies in their schools, receiving virtually no response to their efforts.

Our school system cannot continue spending so much money on an indefinite and unconditional unemployment benefit at a time when it is struggling to maintain vital programs and services in our schools. Other districts—like Chicago—have a time limit for displaced teachers, allowing for the full termination of personnel after one year "in excess" at full salary.

Additionally, in these tough times, we simply cannot afford to leave any available funding on the table. As you know, President Obama recently issued an unprecedented challenge through the "Race to the Top" competition. Race to the Top provides a strong financial incentive to bring our schools into the 21st-century by implementing common sense reforms that will put more students on the path to success.

Earlier this year, New York State submitted an application for as much as \$700 million in federal Race to the Top aid—funds which are needed more than ever given current economic challenges. And just recently, we were pleased to learn that New York has been named one of the 16 finalists for these funds. But simply being a finalist is not good enough. We haven't won a dime yet, and we need to be realistic about what the State needs to do to win this race.

It is critically important that we make the strongest case possible in support of our application, and to position ourselves to maximum competitive advantage for Round Two if we don't make



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the final cut this time around. I hope you will join me in urging lawmakers to approve school reform initiatives advocated by the Obama Administration: lifting the cap on charter schools, evaluating teachers based on whether they're helping their students to learn, making it easier to remove ineffective teachers and again—should we be forced to lay off teachers—ensuring that those who remain in classrooms are the very best, not merely the longest-serving. We simply cannot afford to leave this money on the table—we need Albany to show the federal government that we are serious about improving our schools and being a model for the nation.

Another way to maximize benefits from available funding is for the State to permit us to use a portion of universal pre-Kindergarten funds toward the costs of our current full-day pre-K programs and to open additional full-day programs where needed. Last year, as in years past, we left more than \$20 million of unused pre-K funds on the table. This is an issue of longstanding concern to the City and to members of this Council, so we were thrilled to learn that the State Senate last week approved legislation allowing us to apply State funds to expand full-day pre-K. We thank you for joining us in pursuing this legislation, and hope you will urge the Assembly to follow the Senate's lead in making a sensible decision that will benefit our youngest students and their families.

CONCLUSION

At a time when funds are scarce, it is critical that we work together to protect our students and schools against the worst effects of ongoing economic uncertainty. As a Department, we have made every effort to reduce administrative expenses before cutting funding at the school level, and those cuts that were necessary were applied equitably across schools.

As I've explained this morning, we are facing proposed reductions so severe that we are now forced to cut back where it matters most—in the classroom. We are looking at the real possibility of having thousands fewer teachers in our schools this coming September. And without changes to State law, we will have no control over who goes and who stays. In some cases, this means that teachers who stay on the payroll might not be the best ones for the job.

All of us want to shield our students from potential harm. We are counting on your support for our agenda in Albany to ensure that cuts to our schools—both direct and indirect—be reduced to the lowest level possible and be implemented fairly relative to other districts across the State. We also hope you will back reform proposals that could significantly help our schools without incurring costs to the State or the City. Your support will help us make a difficult budget situation as tolerable as possible for our students.

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

TESTIMONY
OF
MICHAEL MULGREW

PRESIDENT
OF THE
UNITED FEDERATION OF TEACHERS

BEFORE THE
NEW YORK CITY COUNCIL
COMMITTEE ON EDUCATION

REGARDING THE CITY FISCAL YEAR 2011
OPERATING BUDGET

MARCH 24, 2010

Good afternoon Chairman Jackson and distinguished members of this committee. Thank you for this opportunity to discuss the proposed city education expense budget.

We understand and appreciate the fact that this council is working under the worst economic conditions New Yorkers have faced in decades. This budget, as we all know, has to be pulled together despite the deepest financial downturn the state and the nation have seen since the Great Depression.

There are some who may say the outlook is not all bleak; that the national recession has already bottomed out. If you worked on Wall Street, you would probably feel that way, because despite doomsday projections in the mayor's June financial plan, Wall Street profits last year ended up being three times greater than the previous record, recouping all losses from 2007 and 2008 and suggesting better state and city tax revenues this year.

However, the reality is, people are still hurting. Educators see the effects of the downturn in the faces of our students every day, many of whom come from struggling households. Unemployment is still high, foreclosures are up and social service programs have been gutted or eliminated, meaning city services are deteriorating and the needs of our most vulnerable: children, the elderly and the poor are becoming more extreme. Homelessness, city census numbers show, is reaching epidemic proportions in some sections of the city and a record number of children are sleeping in the shelter system each night.

In this context, those who are suffering the most from the recession will also be the most harmed by any cuts. Slashing education and other social services in this upcoming budget won't get us to where we need to be. Such a blunt approach would be extremely shortsighted and cause damage that would be far more expensive to undue. Students need a first rate education to succeed, and a recognized diploma even to get a job. President Obama's blueprint for all students calls for them to be career- or college ready within just a few years. Cuts will move even that overly ambitious target further away.

So we need to look at the bigger picture – cuts to education are devastating to children, and so too are cuts to other city agencies, such as the Agency for Children’s Services which helps service the large and growing number of students living in city-run shelters.

In his January executive budget, the governor proposed \$1.4 billion in cuts to schools statewide. That means cuts of \$500 million to \$600 million for the city schools. Two days ago, the State Senate put forward a comparable plan. The administration says cuts of this size will translate into 8,500 teacher layoffs, more than 10% of the workforce.

The prospective cuts facing education from both the state and city, added to the last three years of steady education cuts, will harm our educational system in ways we haven’t seen since the 1970s. We’re already headed in that direction because of rising class-sizes, service cuts, deferred maintenance and thousands of potential layoffs. Just in the last two years, the city schools have already lost 1,500 teaching positions.

Albany is telling us that cuts like these are painful but unavoidable; they are half right: the cuts are painful but hardly unavoidable. If this is the roadmap to where we want to go, as the Senate is saying, it’s time to stop the bus and get off. Just like the governor’s executive budget, the state Senate’s proposed budget is a disaster in the making for the children in New York’s public schools.

We need to minimize the effect cuts will have on our children. We have to find alternative solutions – smart spending options and new revenues – to help insulate kids, their classrooms and the programs they depend on.

I’m not here to demand help at someone else’s expense. We’re all in deep water, but some can swim and some can’t. And many – including students – will be lost if we just start cutting more programs and services.

In 1975, in the face of a New York City default, the schools laid off some 15,000 teachers and class sizes exceeded 50 or more. The schools suffered for two decades from

buildings going unrepaired, textbooks often printed before students were born, and a chronic teacher shortage, only to be followed by a rash of hirings of uncertified teachers. Are we going to go back to the future?

Further, we cannot afford to cut Teachers Center dollars, as the governor recommends, at a time when a consensus exists that the most important single marker of student success is a qualified and talented classroom teacher. The network of Teacher Centers, which this City Council has long supported and funded, is the only collegial, school specific, professional development program in this city dedicated to improving teacher quality.

Keep in mind that a quality education isn't limited to just what happens in a classroom. Take, for instance, special education, where successful programs require extra classroom staff who must be highly qualified to deal with the range of student needs and offer such services as speech and physical therapy. When you consider that one in every eight students (some 186,000) is classified as a child with special needs and just one in four of those students now graduates in four years, you can understand how important it is to make sure their services are funded and staffed properly.

The same holds true for students who require that something extra, such as English language learners, the gifted and talented, the homeless and those with interrupted formal education.

So what solutions are possible?

The place to start is taking a hard look at the spending being done by the central Department of Education on nonessential programs, including those excessive and expensive testing programs that do little to improve instruction. That also includes reassessing or auditing the millions in vendor contracts being signed every month and dropping the use of consultants when there are already staff available to perform these roles. Between ill-founded fascination with testing and data, spending on outside vendors,

the Leadership Academy and such boutique services as the New Teacher Project, we estimate the DOE could halt some \$200 million in unnecessary spending.

Further, while the Mayor has talked about the potential necessity for layoffs of teachers, the administration has yet to seriously look at a much less disruptive alternative – a teacher retirement incentive. The salary disparity between retiring and newly hired teachers can come to more than \$50,000 per senior teacher, making it possible for the Department of Education to reduce expenditures while maintaining enough teachers to limit potential increases in class sizes.

The city provided such an incentive in 1991 that led to almost 6,000 educator retirements, well over double the amount of the prior year. A similarly structured incentive this year could save the DOE approximately \$300 million. The Chancellor has publicly spoken about his desire to retain “young and energetic” teachers who might lose their jobs if layoffs are necessary. A retirement incentive is an obvious choice if this is truly a high priority for the school system.

It's also time the city looks at meaningful ways to integrate city agencies and services in our schools, especially in buildings with large populations of children with special needs. Connecting school communities with health and social services, bringing them under one roof whenever possible, would be a more effective way of delivering those services and staying cost-neutral, while also giving kids crucial supports. This is the opportunity and the time to do things in a very smart way.

We also need to push for sensible reforms on the state level, such as closing loopholes that allow large, profitable corporations to avoid paying their fair share of state taxes and ending the state and city reliance on work contracted out to high-priced, for-profit consultants. Let's also look at using New York's purchasing power to negotiate lower prescription drug prices for state and local governments and New York consumers. And let's look at options such as a plastic bag tax. Those are obviously beyond the scope of

this council to enact, but not beyond your capacity to vigorously advocate for -- just as we are doing --and bend the ear of your Albany counterparts.

As I said before, we need to work together to insulate children from bearing the brunt of these potential cuts. The United Federation of Teachers stands at the ready to work with our partners in the Council and Albany to find smart solutions to these numbing fiscal problems, but there needs to be a will on the state's part and yours to find those alternatives to cuts. An entire generation of kids is depending on us to make the right choices. We can't ask kids to pay the price for the mistakes greedy adults make with our economy. The kids deserve better than this, and we can't afford to let them down.

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TESTIMONY

**Oversight Hearing:
Fiscal Year 2011 Preliminary Budget for the
Department of Education (Expense)**

Presented to

New York City Council, Committee on Education
Hon. Robert Jackson, Chair

Wednesday, March 24, 2010



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Good afternoon, Chairman Robert Jackson, and the distinguished members of the New York City Council's Committee on Education. On behalf of the nearly 13,000 members of the Council of School Supervisors and Administrators, I want to thank you for this opportunity to testify on the budget for the Department of Education.

If the state legislature approves Gov. Paterson's proposed \$1.3 billion in budget cuts, NYC's public schools will lose approximately \$418 million. Mayor Bloomberg says that will result in 8,500 fewer teachers in September.

Teachers would not be the only employees affected. The DOE would have to lay off non-teaching staff including administrators, supervisors, and support personnel. Furthermore, we'll see the elimination of after-school programs; larger classes; fewer textbooks; less support for English language learners and a drop in funds for special education.

These cuts will further reduce funding for low-income districts that serve a large number of minority students. Although the achievement gap has slowly decreased over the years, these cuts will turn back the clock. Schools that have been underfunded since the inception of fair student funding will now be less likely to attain their fair share of dollars.

Right now, none of us can ignore the severity of the situation. We are operating in an environment of extremely scarce resources given the drop in tax revenues. But our moral imperative must be to protect our children. It is a practical one as well: Our children are our future.

Over the past few years, the DOE has made school leaders, teachers and students accountable for their professional behavior and outcomes. Our question to DOE continues to be, "Where is your accountability when it comes to reducing waste and managing smarter?" If our schools are expected to do more with less – or at least maintain the status quo with fewer dollars – so should the central office at Tweed.

We believe that Tweed could save millions of dollars through cost-saving measures including the reformation of the DOE's contract procurement procedure, downsizing the top management at Tweed, holding off any new reorganizations that are administratively unnecessary, and placing a moratorium on the creation of new schools.

NO- BID CONTRACTS

From an annual budget of about \$21 billion, the DOE spends more than \$3 billion dollars on goods and services. While many of these contracts have been properly bid out, others were negotiated outside the bidding process and away from public scrutiny.

In fact, the NYC Comptroller found that, between 2005 and 2008, the DOE awarded more than \$342 million dollars, or 11.7 percent of all DOE contracts, to companies that had not been part of a bidding process. For the vast majority of these no-bid contracts, the DOE provided no justification but simply cited, "special circumstances." The lack of

documentation significantly diminishes any assurance that the DOE's no-bid contracts are justified.

This is not a new problem. The awarding of no-bid contracts has continued unabated since 2002, when the Mayor took control of the city's public schools:

- In 2004, All Kinds of Minds received a no-bid contract worth \$12.5 million to train teachers to "demystify" their students. They were hired to train 20,000 teachers in the period of their contract, but only 3,000 were trained.
- In 2005, Future Technology Associate had its no-bid contract mushroom from \$2.5 million to nearly \$40 million in cost overages to integrate the school's financial software with those of other city agencies.
- In 2007, Champion Learning Center received a no-bid contract for \$21 million over two years for tutoring services, most of which went to overhead costs.
- In 2007, Alvarez & Marsal received a \$16 million no-bid management consulting contract to save money for the city, namely by cutting bus routes in the middle of the school year. An unforgivable public disaster.

Mayoral control does not mean that the Mayor and the Chancellor can do whatever they wish with DOE contracts. We wonder whether taxpayer money is being squandered through a secretive process that does not take advantage of a competitive marketplace. Furthermore, are these outside consultants and vendors performing tasks that DOE employees could be doing? And last, since many of these consultants are from states other than New York, when the money flows out-of-state, so does an important source of income taxes.

To respond to criticisms regarding procurement matters and to comply with the new school governance law, the DOE recently announced the creation of a new "Procurement Policy and Procedures." Some of these new procedures include requiring written justification for procuring contracts without competitive sealed bidding and requiring that the DOE's Panel for Education Policy review and vote upon all such contracts.

While this is a step in the right direction, it doesn't go far enough. In particular, the Chancellor's Committee on Contracts, which reviews such arrangements, still has no independent authority as the Committee is comprised entirely of internal DOE employees. They are unlikely to go against the Chancellor's wishes, leaving their "regulatory" power virtually non-existent. Additionally, the new procedures do not ensure adequate public notice and review in the approval process for large contracts, especially no-bid contracts. Lastly, the procedures do not appear to improve public access to contract information, which has become much more difficult under mayoral control.

OTHER CATEGORIES OF COST-SAVINGS

Turning to other cost savings, many Principals, teachers and parents want to know why the DOE keeps hiring high-paid staff when the school system faces millions in budget

cuts. This week, as a result of a FOIL request from our union, we received details on salaries of DOE employees at the management level, many of whom work at Tweed. The DOE currently has 1,160 employees at the management level who earn nearly \$130 million. To put that \$130 million into perspective, NYC's public schools are slated lose approximately \$418 million in state budget cuts.

Other documents show that the head count at Tweed has increased by nearly 400 between roughly 2004 and 2008, a jump of more than 18 percent.

- From 2001 to 2008, the DOE's Office of Accountability grew from approximately 24 to 110 people.
- From 2002 to 2008, the DOE's Office of Legal Services has nearly doubled the number of lawyers to 118.
- In 2004, the Chancellor's office had seven positions; in 2008, 16.
- The Office of School Enrollment Planning and Operations (OSEPO) had 19 employees in 2004, and grew to 35 in 2008.
- The Communications Department, which spins out endless press releases about the DOE's successes, had 13 employees as of 2004. By 2008, this Department was up to 23, an increase of 77 percent.

In this time of across-the-board cuts, the DOE should observe its hiring freeze at the central level.

The new reorganization of school supports currently underway (third time is the charm!) is an unnecessary administrative change since we can find no cost savings and the additional cost is uncertain. This latest reorganization, which is based around expanding the Children's First Network to more 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 staff members. This change will require hiring new staff and pulling staff from DOE offices from around the city.

Lastly, while many new small schools have produced academic gains, their start-up costs are prohibitive at a time of budget crunching. We recommend putting a hold on the creation of new small schools until the state has seen some economic relief.

DRAWING A CONCLUSION

Of all the reduction in services being considered at the state and city levels, we believe that none are as harmful as cuts to our schools. We cannot expect our highest-need schools to improve with fewer teachers and textbooks. We cannot expect to close the achievement gap if we strip away core programs and services.

In this testimony, we have presented a few obvious ways that savings could be realized quickly: a reduction in no-bid contracts; a cut in the number of highly-compensated bureaucrats at Tweed; a hold on any new reorganizations; and a moratorium on any new

small schools. If we are going to continue reducing the education budget, let's start with Tweed, not with the elementary school across the street.

CSA is committed to working with the City Council in facing the challenges ahead. We all need to work together to find solutions and make smart choices that protect children in classrooms. Let's work together to protect their futures and their chances for better lives.

Respectfully submitted,

Ernest Logan
President, CSA

TESTIMONY

VERONICA MONTGOMERY-COSTA

PRESIDENT, LOCAL 372

NEW YORK CITY BOARD OF EDUCATION EMPLOYEES

AND

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AMERICAN FEDERATION OF STATE,

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PUBLIC HEARING

CITY COUNCIL EDUCATION COMMITTEE

NYC COUNCIL FISCAL YEAR 2011 PRELIMINARY BUDGET

MAYOR'S FY' 10 PRELIMINARY MANAGEMENT REPORT

OVERSIGHT

DEPARTMENT OF EDUCATION (EXPENSE)

MARCH 24, 2010

TESTIMONY SUBMITTED BY

VERONICA MONTGOMERY-COSTA

PRESIDENT - LOCAL 372 AND DC 37, AFSCME, AFL-CIO

MARCH 24, 2010

Chairman Jackson and Committee Members:

Thank you for this opportunity to voice issues of dire concern to the 26,000 members of Local 372.

Local 372 wishes to make 2 major points concerning the Mayor's FY 2010 Preliminary Management Report .

POINT 1. The layoffs of more Local 372 school-based support service workers will cost the taxpayers much more than the DOE claims it will save.

Further, Local 372 layoffs cost our 1.1 million school children the vital support services that help them stay focused on their academic performance and send them to their classrooms learning-ready.

The layoff of support service workers leaves students vulnerable to acting out or being victimized by behaviors that put them at risk of truancy and dropping out of school.

We've attached a listing of the Local 372 titles and their job descriptions. You can determine for yourselves how the loss of these tasks can impact upon the overall performance of a school. *(See Attachment 1.)*

Local 372 contends that schools that are low performing most likely have been either understaffed or stripped of student support services by layoffs.

The Mayor and Chancellor have testified publicly that the greatest share of the DOE allocation goes to personnel, and therefore, layoffs will be necessary to balance the budget.

So far in the 2009/2010 school year, 647 Local 372 dedicated, qualified, experienced employees were laid off.

Of these 647 workers, 530 were Local 372 School Aides. Most of these employees are women and single heads of households.

They live from paycheck-to-paycheck, stretching a less than modest salary just to get by.

These laid off Local 372 School Aides are not just numbers to be crunched by DOE bean counters. They are your constituents, your friends or neighbors, people who may pray beside you in your house of worship — praying more now — or stand in line with you in your local grocery — now using food stamps. (*See attachment 2.*)

We've attached a chart for this committee, prepared by the DC 37 office of Research and Negotiations, demonstrating the actual monetary costs of Local 372 layoffs to New York taxpayers. *(See attachment 3.)*

As the chart reveals, there are other contributing factors that determine the financial outcome of laying off one Local 372 employee, or any City employee, for that matter.

While the DOE cuts the cost of salary plus fringe benefits, the New York taxpayers must assume the burden of the loss of the worker's economic activity which includes income tax payments and vital support to local businesses. Since the job market is bare, the taxpayers must also pick up the tab for unemployment insurance, Food Stamps and Medicaid.

All factors considered, we've calculated that the layoff of one Local 372 worker earning an annual salary of \$25,000 plus fringe benefits ultimately costs the City taxpayers \$50,611.

POINT 2. How can the Mayor and the Chancellor find hundreds of \$ millions to pay for outside contracts, which displace laid off Local 372 workers — a violation of the New York City Charter? (*See Attachment 4.*)

Local 372 contends that the DOE is trading Local 372 workers for outside contracts — a total of \$79 million dollars to Good Shepherd Services alone.

CASE IN POINT: Good Shepherd is a 501(c) 3, non profit corporation located in New York. Since 2004, Good Shepherd Services has received approximately 95 contracts with various agencies with a total value of about \$189 million. The agencies included are Agency for Children's Services; the Department of Education; the Department of Health and Mental Hygiene; the Department of Juvenile Justice; the Department of Small Business Services; the Department of Youth and Community Development and the Mayor's Office of Operations.

Good Shepherd contractors use school facilities free of charge, bill the DOE for supplies and equipment and salaries higher than Local 372 collective bargaining agreements plus fringe benefits. (*See Attachment 5.*)

Local 372 is preparing a detailed report on the practice of *Trading DOE Workers for Outside Contracts*. We request that the Education Committee and Contracts Committee hold a joint hearing on DOE outside contracts as they relate to layoffs, before it is too late in the budget process.

CONCLUSION

Local 372 reasserts that laying off DOE workers costs the taxpayers much more than it saves. The losses of vital support services to schools contribute to low academic performance and diminish the quality of the school life of 1.1 million students. The loss of economic activity that results from layoffs causes potential harm to the quality of life of families in neighborhoods throughout the five boroughs.

The practice of laying off DOE workers to save money to pay for outside contracts is a breach of morality, ethics, economics and law.

Local 372 urges the City Council members to step up the oversight of these DOE budget abuses and take all appropriate measures to ensure that procurement regulations the City Charter are strictly enforced and not easily subverted through waivers for friends of the Mayor.

In economic times such as these, New Yorkers must make a joint effort to ensure that taxpayer dollars are spent on keeping our city working and our communities alive with economic activity. This is no time for trading favors at the expense of innocent workers and their families, who are struggling to survive.

647 Local 372 dedicated, qualified, employees were laid off in the 2009/10 school year depriving 1.1 million NYC students of vital school life support services.

Local 372's 26,000 members are dedicated city workers for whom children are their life's work. All of our members help send students to their classrooms learning-ready.

Local 372 workers are certified as qualified, thoroughly vetted and finger printed. Most are actively involved residents of the communities in which they live, work, vote, pay taxes and support local businesses. Many continue their college education, and some have gone on to become teachers and administrators.

Local 372 School Aides are worth their weight in gold. In addition to keeping our school yards, cafeterias and hallways safe, they handle the forms that bring back millions of dollars in Federal Aid reimbursements. They relieve teachers of duties that would take precious time away from direct instruction with students. Since most are residents in their school community, they are better suited to perform these support services than outside contractors, who are not stakeholders in the schools.

Local 372 SAPIIS (Substance Abuse Prevention/Intervention in Schools) work with students and their families to keep our children from being at risk of drug/alcohol abuse and related violence, HIV/AIDS and teen pregnancy. We need an on-site, full-time SAPIIS in every school to provide vital counseling services to at-risk students whenever the need arises.

Local 372 Loaders and Handlers move essential school food and supplies safely and efficiently and protect our school children from illness due to food contamination and spoilage.

Local 372 Community Coordinators, Community Assistants, Community Associates, under general direction and supervision, Local 372 Community Coordinators, Community Assistants and Community Associates perform work that fosters and supports ongoing community outreach to parents, families and community organizations. They support attendance efforts by contacting parents to prevent truancy, help prepare planning documents required for funding after school programs, tutoring, student internships, student supper programs and family programs. They act as liaisons between families, schools, and the surrounding school community to provide necessary and important community services, help form school/family/community partnerships, job fairs and readiness programs, as well as monitoring and evaluating community development programs. These local 372 workers also keep records of all agencies that visit the school such as ACS workers, social workers and Foster Care agencies. Since most are residents in their school community, they are better suited to perform these support services than outside contractors, who are not stakeholders in the schools.

Local 372 Parent Coordinators assist parents with any issues and concerns relating to their child and/or school. They increase parent involvement in the school by working closely with all school, parent and community organizations and organizing meetings and events to increase parent involvement. Works collaboratively with the school's Parent Association/PTA and lends support as requested by the Executive Board and approved by the Principal. Maintains ongoing contact with community organizations that provide services to the school's educational program.

Local 372 Paraprofessionals/Family Paraprofessionals, under supervision, provide encourage parents to participate in school life, identify and resolve special family needs, which may affect the education of the child. They distribute, collect and follow through with 1041 lunch applications. Through the Attendance and Dropout Prevention (AIDP), Family Paraprofessionals make 6- 8 home visits per day including phone calls and mailing to families. Paras' home visits attempt to identify special family needs. They consult with Social Workers concerning family referrals, such as, health centers, welfare centers and CBO's and work with the Committee on Special Education (CSE) assisting in education evaluations. Local 372 Paras also work closely with Community School Districts, Principals and Parent Coordinators, working as liaisons between families, public agencies and community organizations. Some work full time in the kindergarten programs and others work with students and families in shelters and temporary housing.

School Neighborhood Workers, under general and specific supervision, Local 372 School Neighborhood Workers obtain and maintain community interest and participation in educational programs and provide services for neighborhood residents. They maintain continued contact with community groups, organizations and individuals that are concerned with the school and other educational programs. They Conduct or coordinate community workshops, forums or conferences to improve and promote school-neighborhood relations and/or meet educational program objectives. They make recommendations on feasibility of specific school or other educational programs for the neighborhood being served, and monitor community attitude toward ongoing educational programs solicit ideas and suggestions for new educational programs from the community. Since most are residents in their school community, they are better suited to perform these support services than outside contractors, who are not stakeholders in the schools.

Local 372 School Lunch Workers execute a feeding program second only to that of the United States Army. They provide the necessary nutrition to help students satisfy their hunger, keep them healthy and help them remain alert and focused on their school work. Local 372 School Lunch Workers are better suited to perform these support services than outside fast food contractors, who are not stakeholders in the schools and consider first their bottom line.

**Which school children, in what neighborhoods,
have lost essential school life support services this year?**

Ratio of Students to School Aides SY 2009-10		
NYC School District	Before School Aide Layoffs	After School Aide Layoffs
District 1	115 to 1	115 to 1
District 2	152 to 1	152 to 1
District 3	129 to 1	136 to 1
District 4	140 to 1	200 to 1
District 5	94 to 1	110 to 1
District 6	97 to 1	120 to 1
District 7	90 to 1	106 to 1
District 8	98 to 1	109 to 1
District 9	94 to 1	102 to 1
District 10	91 to 1	98 to 1
District 11	88 to 1	96 to 1
District 12	92 to 1	92 to 1
District 13	130 to 1	147 to 1
District 14	135 to 1	147 to 1
District 15	131 to 1	139 to 1
District 16	109 to 1	129 to 1
District 17	119 to 1	130 to 1
District 18	117 to 1	133 to 1
District 19	105 to 1	110 to 1
District 20	129 to 1	129 to 1
District 21	156 to 1	156 to 1
District 22	120 to 1	120 to 1
District 23	98 to 1	127 to 1
District 24	109 to 1	112 to 1
District 25	116 to 1	122 to 1
District 26	104 to 1	104 to 1
District 27	128 to 1	139 to 1
District 28	105 to 1	109 to 1
District 29	123 to 1	136 to 1
District 30	117 to 1	126 to 1
District 31	145 to 1	147 to 1
District 32	91 to 1	105 to 1

Don't trade Local 372 jobs for outside contracts!

The Mayor and the Chancellor have stated publicly that since personnel is the largest cost component in the DOE budget, layoffs are necessary to cut costs.

The DOE also claims that it is more cost-effective to invite outside contractors to perform the same tasks as Local 372 employees. Let's do the Math.

Estimated Direct Costs of Layoffs: An average Local 372 Employee (Head of Household/4)		
	Annual Cost	Comment
Wage	(\$25,000)	Estimated salary of a Local 372 School Aide
Pension Cost	(\$2,500)	This amount assumes a 10% entry rate.
Lost Taxes to the City	(\$2,400)	Estimates provided by DC 37 accounting Dept., including income tax & FICA
Unemployment Insurance	(\$240) per week (\$6,240) (26 weeks)	Based upon NYS Unemployment Insurance Guidelines. Source: www.labor.ny.gov
"One Shot Deals"	(\$1,200)	Back rent, utilities - estimate
Food Stamps - Cost to Federal Gov't.	(\$8,016)	\$668 per month per NYS eligibility guidelines for a family of four. Source: USDA
Health Insurance Premium	(\$12,219)	Premium paid for employee
Medicaid Payments per Enrollee	(\$9,974)	Based upon FY2006 Medicaid Payments per Enrollee (1 adult, 3 children) Source: www.statehealthfacts.org
Total Savings to City (salary + pension + health insurance) (\$25,000 + 2,500 + \$12,219)	\$39,719	Savings to DOE budget when one employee is laid-off
Total Cost to City/State/Federal Gov't Medicaid + "One Shot Deal") (\$2,400 + \$6,240 + \$8,016 + \$9,974 + \$1,200)	(\$27,830)	Costs to taxpayers when One Employee is laid-off and relies upon government assistance
Net Savings of 1 Job Not Retained	\$11,889	Savings to DOE budget
Lost Economic Activity of a single job	(\$62,500)	Multiplier of 2.5 times salary (DC 37 Research & Negotiations)
Net Cost to City: 1 Job (Savings - Economic Activity)	(\$50,611)	= Lost Economic Activity minus Net Savings of 1 Job Not Retained

NEW YORK CITY CHARTER

As Amended Through
December 18, 2009



City of New York

hundred seventy-eight of the charter shall apply to the general sinking fund and any additional sinking funds established pursuant to section two hundred ninety-eight.

§ 298. Additional sinking funds. On or after July first nineteen hundred eighty-one the comptroller may establish from time to time additional sinking funds to amortize and redeem any or all of the sinking fund bonds issued and sold from time to time by the city of New York on or after that date for any purpose for which sinking fund bonds may be authorized excepting sinking fund bonds which are redeemable from the sinking fund of the city of New York, the water sinking fund of the city of New York, the rapid transit sinking fund of the city of New York or the general sinking fund. Notwithstanding any inconsistent provision of section two hundred ninety-three, such additional sinking funds shall be established with such terms and conditions as the comptroller shall prescribe

§ 299. The comptroller shall determine whether sinking fund bonds issued on or after July first, nineteen hundred eighty-one shall be redeemable from any of the several sinking funds of the city established prior to July first, nineteen hundred eighty-one, the general sinking fund or any of the additional sinking funds established pursuant to section two hundred ninety-eight.

CHAPTER 13 PROCUREMENT

§ 310. Scope. Except as otherwise provided in this charter or by statute,

1. all goods, services or construction to be paid for out of the city treasury or out of moneys under the control of or assessed or collected by the city shall be procured as prescribed in this chapter; provided, however, that for (i) the office of an independently elected city official, or (ii) the council, where the provisions of this chapter require action by the mayor or an appointee of the mayor in regard to a particular procurement except for mayoral action pursuant to subdivision c of section three hundred thirty-four, such action shall not be taken by the mayor or such appointee of the mayor, but shall be taken respectively, by (i) such elected official or (ii) the speaker of the council, or another member of the council designated by the speaker with the approval of a majority of the members of the council, and

2. all goods, services or construction to be procured by an entity, the majority of the members of whose board are city officials or are individuals appointed directly or indirectly by city officials shall be procured as prescribed in this chapter; provided, however, that where the provisions of this chapter require action by the mayor or an appointee of the mayor in regard to a particular procurement except for mayoral action pursuant to subdivision c of section three hundred thirty-four, such action shall not be taken by the mayor or such appointee of the mayor, but shall be taken by the governing board of such entity or by the chair of the board or chief executive officer of such entity pursuant to a resolution adopted by such board delegating such authority to such officer.

§ 311. Procurement Policy Board. a. There shall be a procurement policy board consisting of five members, three of whom shall be appointed by the mayor and two of whom shall be appointed by the

comptroller. Each member shall serve at the pleasure of the appointing official. Members shall have demonstrated sufficient business or professional experience to discharge the functions of the board. At least one member appointed by the mayor and one member appointed by the comptroller shall not hold any other public office or public employment. The remaining members shall not be prohibited from holding any other public office or employment provided that no member may have substantial authority for the procurement of goods, services or construction pursuant to this chapter. The mayor shall designate the chair.

b. The board shall promulgate rules as required by this chapter, including rules establishing:

1. the methods for soliciting bids or proposals and awarding contracts, consistent with the provisions of this chapter;
2. the manner in which agencies shall administer contracts and oversee the performance of contracts and contractors;
3. standards and procedures to be used in determining whether bidders are responsible;
4. the circumstances under which procurement may be used for the provision of technical, consultant or personal services, which shall include, but not be limited to, circumstances where the use of procurement is (a) desirable to develop, maintain or strengthen the relationships between non-profit and charitable organizations and the communities where services are to be provided, (b) cost-effective, or (c) necessary to (i) obtain special expertise, (ii) obtain personnel or expertise not available in the agency, (iii) to provide a service not needed on a long-term basis, (iv) accomplish work within a limited amount of time, or (v) avoid a conflict of interest;
5. the form and content of the files which agencies are required to maintain pursuant to section three hundred thirty-four and such other contract records as the board deems necessary and appropriate;
6. the time schedules within which city officials shall be required to take the actions required by this chapter, sections thirteen hundred four and thirteen hundred five, or by any rule issued pursuant thereto, in order for contracts to be entered into, registered or otherwise approved, and time schedules within which city officials should take action pursuant to any other provision of law or rule regarding individual contracts, which rules shall specify the appropriate remedies, including monetary remedies, for failure to meet the terms of any applicable schedule for taking such actions. The board may set forth exceptions to these rules. The promulgation of rules defining time schedules for actions by the division of economic and financial opportunity of the department of small business services and the division of labor services of such department shall require the approval of each division, as such rules pertain to actions required of such divisions, prior to the adoption of such rules by the procurement policy board;
7. procedures for the fair and equitable resolution of contract disputes; and
8. rules relating to the making of small purchases in a manner that will advance the purposes of the program for minority- and women-owned business enterprises and emerging business enterprises established pursuant to subdivision b of section thirteen hundred four.
9. such other rules as are required by this chapter.

c. The board may promulgate such additional rules, policies and procedures consistent with and as may be necessary to implement the provisions of this chapter. The board shall annually review all of its rules, policies and procedures and make such revisions as the board

deems necessary and desirable. Nothing herein shall prevent the board from reviewing its rules, policies and procedures, and making such revisions as the board deems necessary and desirable, more than once per year.

d. The board shall promulgate rules to facilitate the timely and efficient procurement of client services, and to ensure that such contracts are administered in the best interests of the city. Such rules shall include but not be limited to: (i) rules authorizing city agencies to meet annual financial audit requirements through the acceptance of consolidated audits across multiple contracts and multiple agencies; (ii) rules providing for expedited renewal or extension of existing client services contracts; (iii) rules mandating the promulgation of draft and final contract plans by all agencies procuring client services.

e. The board shall submit an annual report to the mayor, comptroller, and council setting forth the professional standards for agency contracting officers adopted by the mayor, including any applicable certification process.

f. In the promulgation of any rules pertaining to the procurement of construction or construction related services, the board shall consult with any office designated by the mayor to provide overall coordination to the city's capital construction activities.

9. The board shall make such recommendations as it deems necessary and proper to the mayor and the council regarding the organization, personnel structure and management of the agency procurement function including, where appropriate, recommendations for revision of this charter or local laws affecting procurement by the city. Such reports may include recommendations regarding agency use of advisory groups to assist in preparation of bids or proposals and selection of contractors. The board shall also review the form and content of city contract documents and shall submit to the law department recommendations for standardization and simplification of contract language.

h. The board shall not exercise authority with respect to the award or administration of any particular contract, or with respect to any dispute, claim or litigation pertaining thereto.

§ 312. Procurement; general rule and exceptions. a. Prior to entering into or renewing a contract valued at more than one hundred thousand dollars to provide technical, consultant, or personal services, an agency shall follow the procedure established herein.

1. Prior to issuing an invitation for bids, request for proposals, or other solicitation, the agency shall determine whether such contract will directly result in the displacement of any city employee. If the agency determines that such result would not occur, it shall include a certification to that effect, signed by the agency head, in any invitation for bids, request for proposals, or other solicitation. If the agency determines that such result would occur, the agency shall determine the costs incurred and the benefits derived in performing the service, consistent with the scope and specifications within the solicitation, with city employees, and shall submit such analysis, with all supporting documentation, prior to issuance of any solicitation, to the comptroller.

2. Immediately upon receipt of bids and proposals, the agency shall submit such determination, analysis, and supporting documentation to the council and to the appropriate collective bargaining representatives representing employees who would be affected pursuant to paragraph 1 of subdivision a of this section.

APPENDIX F - RFP#10489

***NOTE: Please submit individual budgets for each component and for each location to which you are applying within a component.

overhead directly attributable to contract

Job Title	A Hourly Rate	B Est. # of Hours	C = (A*B) Annual Cost to Contract
Team Leader	40.41	364.00	\$14,709.24
Program Director	31.80	910.00	\$28,938.00
Advocate Counselors-3	18.40	5,460.00	\$100,464.00
Social Worker	21.73	1,820.00	\$39,548.60
Tutors -5	22.28	1,800.00	\$40,104.00
			\$ -
			\$ -
Subtotal - Wages			\$223,763.84
Fringe Benefits ¹			\$61,768.16
Labor Overhead ²			\$-0-
Subtotal - Fringe and Labor Overhead			\$61,768.16
Subtotal - Labor Costs (Wages, Fringe, Labor OH)			\$285,532.00

¹Fringe Benefits: Include all Health & Welfare, Pension, Vacation Fund, Annuity Fund, and/or any other costs directly attributable to fringe benefits applicable to contract

²Labor Overhead: Include all Workers Compensation, FICA, Social Security, Insurance and/or any other costs directly attributable to labor overhead costs applicable to contract

* Sample resumes should be provided for each title referenced for key staff

B. Material Costs: Include the cost of any texts or physical materials that may be included in the total cost provided to the Department

Material Description	A Price per Student	B Quantity	C = (A*B) Extended Price
Subtotal - Material Costs			

APPENDIX F - RFP#11C489

***NOTE: Please submit individual budgets for each component and for each location to which you are applying within a component.

- Include documentation (i.e. catalogues, quotations, paid invoices) to justify cost of materials

C. Rental/Equipment Costs: Include the cost of all rental facility and equipment costs directly attributable to contract, if any. Please note, if said facilities and/or equipment are used for purposes other than the purposes outlined by contract, i.e. shared space/equipment with other programs, full value of facility rental and equipment costs should not be included as a cost component

Rental/Equipment	A Cost per Wk/Mth/Year	B Timeframe	C = (A*B) Annual Cost to Contract
			\$ -
			\$ -
			\$ -
			\$ -
Subtotal - Rental/Equipment			\$ -

D. General & Administrative Expenses: Include the cost of all indirect expenses incurred that are directly attributable to contract, if any - including indirect labor, indirect personnel expenses, operating expenses, research and development, and miscellaneous expenses.

Type of Expense	A Cost	B Timeframe	C = (A*B) Annual Cost to Contract
Supplies	\$7,900	1 Year	\$7,900
Postage	\$600	1 Year	\$600
Food	\$2,000	1 Year	\$2,000
Printing	\$1,500	1 Year	\$1,500
Travel	\$650	1 Year	\$650
Telephone	\$3,000	1 Year	\$3,000
Activity Specialist/ Consultants	\$7,500	1 Year	\$7,500
Recruitment and Staff Development	\$3,000	1 Year	\$3,000
Trips and Outings	\$3,000	1 Year	\$3,000
Insurance	\$2,000	1 Year	\$2,000
Audit Fees	\$1,500	1 Year	\$1,500
Admin Cost 10%	\$31,818	1 Year	\$31,818

APPENDIX F - RFP#10489

***NOTE: Please submit individual budgets for each component and for each location to which you are applying within a component.

Subtotal - G & A Expenses	\$64,468	\$64,468
Total Cost - (A + B + C + D)		\$350,000
E. Profit (% of Total Cost)		

F Student Stipends (Fixed). This budget sample is for Components 2&3 only.

Proposals for Young Adult Learning to Work Centers and Learning to Work for Transfer Schools should include a budget for subsidized internships in the final cost proposal. Providers must use the following formula and the final figure should be based on the total number of students providers expect to serve in subsidized internships.

Unit Price for 10 Subsidized Internships						
# of Subsidized Internships	Hours/Week	\$/Hour	# of Weeks	Subtotal	12% Fringe	Total
10	10	\$6.75	36	\$24,300.00	\$2,916.00	\$27,216.00

Good Afternoon Chairman Jackson and distinguished members of the Education Committees. My name is Adam Frank and I am a science teacher at JHS 189, Daniel Carter Beard School in Flushing Queens, represented by the honorable council member Peter Koo. Thank you for the opportunity to testify today on the greatly beneficial impact that Flushing Town Hall, a member of the Cultural Institutions Group, has had on me and my students through its wonderful educational programs.

I have been teaching at JHS 189 for 13 years. Our school serves some 750 students from a wide range of backgrounds and experiences in grades 6-8. For the past 5 years our school has had the privilege to have an ongoing relationship with the teaching artists at Flushing Town Hall. This collaborative effort has shown itself in two areas of our curriculum: staff development for our teachers and direct participation of the teaching artist in our classrooms with our students.

As a classroom teacher I have two desires. First to teach my students science second to teach my students science better than I did the year before. Recently in the media we have heard how a good teacher can have a dramatic effect on a student's academic performance. If you would have asked me 8 years ago if I was a good teacher I would have egotistically told you yes. Unfortunately my answer would not have been entirely correct. It is only now after having been exposed to the creative spark that these teaching artists have brought with them do I feel that I have grown as an educator to really believe that my students will have a greater understanding of my subject than previous students I have had that were not fortunate enough to have experienced all that Flushing Town Hall has offered us.

Let me give you an example of what's going on in my class right now. A few weeks ago Flushing Town Hall arranged for a master storyteller to come to our school and entice our students with her craft. Afterwards faculty was invited to speak with her to learn how aspects of her art could be used in our classrooms. We discussed several genres of story telling and one immediately stood out to me. To date we have created a cast, written a script (a copy of which I have included for your reading pleasure) and are now getting ready to film digitally. My students have learned to write and stage a screenplay, edit digital footage, create their own commercials and all while connecting them to mandated science standards. Hopefully we will find some way to save the principals office in the final cut.

This is what Flushing Town Hall has meant to my students and me. It has been an inspirational source, a means of invention and a collaborative effort to bring new experiences to my students with the final goal of allowing them to learn science better. It has been hard to escape the news that the city, along with the rest of us are facing difficult financial futures. It is my greatest hope that my testimony will help convince you that the services that Flushing Town Hall offers our children far exceeds its cost. For that reason alone I hope you'll join me in recognizing that they represent one of the greatest values we can provide the city and its future. Please allow them to continue the work that we have started here today so that future generations of students can be inspired to

experience learning in ways that they will remember all their lives. Such is the greatest goal of educators and together with your support we can see that it happens.

Thank you for your time

Adam Frank 7th grade Science teacher

Junior High School 189 is quite a unique school located in the heart of downtown Flushing in the borough of Queens. There are 750 students in attendance at Junior High School 189. Within our school we have a 6th grade group, a 7th grade group, and an 8th grade group of very extraordinary students. Junior High School 189 is exceptional and, "the best junior high school in NYC," in that our student and staff population truly mirrors our great city. Within our school we have students from over 60 countries and there are a multitude of languages spoken by students and staff alike. We have a large population of English Language Learners who have made smooth and wonderful transitions into our school.

When I first arrived at Junior High School 189 which was over ten years ago there was a phenomenal arts program in comparison to the school I had transferred from in another district. There were two visual arts teachers and a complete music department which included a full orchestra, a complete band and several choral groups. The arts were alive and students were fully engaged in participating within these programs during that time. I also recall our school venturing into a new initiative that included teaching artists cooperating with our language arts staff to bring music, art, literature and technology together to produce a phenomenal video production. Then teaching artists and English language arts teachers collaborated with one another to help our students develop scripts for these productions. Walking through the hallways and going in and out of classrooms one could see a montage of talent working together.

Also, I recall that over the course of time with a focus on the Citywide Initiatives and various types of budget cuts, within our school as well as other schools across the city, allocations of funds towards the arts became limited. To that end, many of the programs that were in existence at our school were phased out.

However under the leadership of our principal, Cindy Diaz-Burgos, with her having the insight and the foresight of understanding that within our school community the arts are critical to our students' successes we have managed to maintain our partnership with Flushing Town Hall that has allowed us to keep the arts within our school and transform what we had into something much bigger and better. No, we do not have a full fledge band that played traditional songs as yesteryear but we do have a mixed jazz band of novice players who can produce the crisp sounds of Duke Ellington's Satin Doll. And although we no longer have a full fledge orchestra with the strings playing in our auditorium at our annual concerts, through our partnership with Flushing Town Hall our children have learned how to produce full fledge musicals in our partner's theater including evening and matinee performances just like Broadway. Not only have our children become stronger performers through Flushing Town Hall's programs but our staff has benefited by the professional workshops Flushing Town Hall offers to help our teachers make connections through the arts in English Language Arts, in science, social studies and math.

In our school, because of our school-wide arts integration partnership with Flushing Town Hall, it is not uncommon to see students walking through the halls and taking pictures of working machines to design artistic photo albums... a form of art in science. You can go into the library and see young seamstress, mathematicians, and researchers creating colonial quilts using pictures as a guide... social studies and math being infused from an artistic perspective. Flushing Town Hall teaching artists teach games that

involve movement, spatial relationships, timing and accuracy to teach literary elements are the arts and English Language Arts. Students dancing in the classroom behind a blue screen then on the big screen, animation on the computer, claymation in effect...digital arts bigger and better. Full scale murals dawn our entranceway as well as Flushing Hospital. Through our arts partnership we have seen our students' successes. One gauge has been our test scores and the other can be seen on our students' faces either during class or after a performance.

It would truly be a crushing blow to our school if Flushing Town Hall could no longer provide educational programs to the students at JHS 189. Students have actually discovered their life's ambition because of their participation in the arts program. Even those students who have become car mechanics and those who are studying in the professions of science, math and literature, they were given the opportunity to have the arts in completing part of their education during their middle school years. It would be disheartening to have our students of tomorrow not unable to participate in our arts program that has made a profound impact thus far on the lives of others.

Ida Bulluck – Assistant Principal – JHS 189



March 24, 2010
FY 2011 PRELIMINARY BUDGET HEARINGS – NYC COUNCIL EDUCATION
COMMITTEE
YOUNG WOMEN'S LEADERSHIP NETWORK

Thank you for the opportunity to speak before you today. My name is Meg Kayman and I am the Acting Executive Director of Young Women's Leadership Network – a nonprofit education organization that has helped to send thousands of NYC public school students to college since 1996. On behalf of the more than 5,200 girls and boys we serve citywide, I'd like to thank you for your prior support of our work. In FY 10 the Council appropriated \$300,000. These funds have been critical in enabling us to serve young people across NYC and achieve outstanding results which I will share with you today. For FY 11, I am seeking your support for restoration of the \$300,000.

YWLN supports two life-changing programs which enable low-income youth in New York City to achieve their highest educational potential and to break the cycle of poverty:

1. **The Young Women's Leadership Schools (TYWLS)**, a high-performing network of four all-girls' public schools that are open to students of all academic abilities; and
2. **CollegeBound Initiative (CBI)**, a school-based college guidance program for coed and single-sex public schools that serves every student in a school.

In the current school year YWLN is serving:

- **5,250** boys and girls who attend **11** NYC public schools in grades 6-12.
- The students we serve are diverse: **52%** are Hispanic, **36%** Black and **5%** Asian.
- The students are predominantly disadvantaged; **86%** get free/reduced lunch
- All of the schools we work with are Title I

Both of our programs are highly successful in creating a college going culture in New York City schools and making the dream of college a reality for a high proportion of students. Both of our programs also give our city's students a greater potential to earn more, contribute more to their communities and provide their own children with a higher quality of education.

The Young Women's Leadership Schools

The Young Women's Leadership Schools are single-sex public schools that offer college-prep education for inner-city young women, modeled on the finest private and suburban public schools. In 1996, we opened our flagship school in East Harlem, the first all-girls' public school to open in the United States in more than 30 years. Since then, we have grown to four schools in New York City, each which represent excellence in public education:

1. The Young Women's Leadership School of East Harlem
2. The Young Women's Leadership School of Queens, in Jamaica
3. The Young Women's Leadership School of Astoria
4. The Young Women's Leadership School of Brooklyn (in Williamsburg).

These schools currently serve **1,250** girls in grades 6-12, at a cost to us of approximately \$255,000 per school per year. Our girls' schools are open to students of all academic abilities and are serving a diverse group of students: 50% are Black, 50% Hispanic, 12% Asian. 84% of the girls are eligible for free and reduced lunch. In the next school year (2010-11), we expect to expect to add 320 new students.

Each school begins with grade 6 or 7 and adds a grade each year until reaching grade 12. A full-time CollegeBound counselor is placed in these schools by YWLN when there is a 10th grade. Our girls' schools prepare students with an outstanding college-prep education, offering them a personalized, dynamic, hands-on learning environment where they can thrive academically. YWLN develops partnerships and provides resources and direct support services to the students and teachers around four core areas: College and Career Awareness; Math, Science and Technology; Leadership; and Health and Wellness. We are very proud of our metrics of success:

- Our flagship school in East Harlem was ranked in the top 4% of New York City public high schools!
- Every one of our schools received the grade "A" on the Department of Education's **School Progress Report**.
- At each of the four schools, our middle school students **outperformed their peers** in the city on standardized Math and English tests in 2008-2009.
- **100%** of seniors from TYWLS of East Harlem in 2009 were **accepted to college**. This stellar acceptance rate has been consistent for all nine graduating classes. We have graduated nine senior classes, a total of 455 girls
- In East Harlem, **88%** of the senior class of 2009 graduated with a **NY State Regents Diploma**. As a frame of reference, citywide only 42% of Hispanic and African American students graduated with a regent diploma
- In NYC, average school attendance in the 2008-2009 school year was between 80% and 95%. At our schools it was **96%**.
- **80%** of our alumnae are still in college or have graduated from college. As a frame of reference, only 24% of low-income students attend college nationwide

CollegeBound Initiative

Our girls' schools are not only examples of success. CollegeBound Initiative provides life-changing college access to the boys and girls in 9 New York City public schools. Studies show that urban youth face enormous challenges in the pursuit of higher education, including a lack of financial resources, inadequate emotional and social support, and a very limited understanding of the college process. CBI is designed to successfully tackle these problems and tailors its strategies to assist every student in a school to gain access to college. Since inception in 2001, CBI has helped over 3,500 students, of all academic abilities, gain acceptance to college.

In NYC, Our CollegeBound program operates in 2 The Young Women's Leadership Schools AND also 7 co-ed public high schools across New York City:

- **East Side Community High School** in Manhattan,
- **Health Opportunities High School** in the Bronx, and
- Five schools in Brooklyn: **Academy for Young Writers, Brooklyn International Studies School, Brooklyn School for Global Studies, Juan Morel Campos Secondary School, and Williamsburg Preparatory School.**

CBI stands apart from other college access organizations in that we are the only full-time school-based program working with every student in our partner schools. Also we believe it is essential to expose students to college as early as the 6th grade. The ratio of college counselor to seniors is never more than 1:100 in CBI schools, less than half of the national average. Our counselors work with students on absolutely everything it takes – from hosting college fairs, taking college trips, parent education, assistance with applications and financial aid, and the SATs. Our nine-year of results demonstrate that the program can work effectively in any school and serve students of all academic abilities:

- a **94%** college acceptance rate for graduating seniors.
- our counselors have helped students generated nearly **\$41 million** in scholarships and grants. The average student package for the Class of 2009 was \$15,460 per year (often higher for private colleges), a 16% increase from 2008.
- **75%** of CBI alumni are still in or have graduated from college compared with 24% of low-income students attend college nationwide. (Institute for Higher Education Policy, 2007)
- **78%** of these students are first generation college students (2004-09).

This year CBI is serving approximately 4,800 students, including close to 600 seniors, at a cost of \$175,000 per school per year. Demographically 75% are eligible for free and reduced lunch and all schools are Title I; 49% of the students are Hispanic, 42% Black, 3% Asian. In the next school year, we expect to place at least two more full-time CBI counselors in NYC public schools and work with **more than 5,350** boys and girls.

Thank you again for the Council's past support. With your ongoing support, we will continue to serve more disadvantaged youth across New York City by working with The Young Women's Leadership Schools and CollegeBound Initiative partner schools. In closing, we would greatly appreciate your support of our citywide request for \$300,000 for FY 11. We look possible to reporting on more great results made possible by your support and partnership.

**Testimony of Barbara Edmonds,
Director of Field Services, District Council 37,
AFSCME, AFL-CIO, on behalf of Lillian Roberts
Before the Committee on Education
March 24, 2010**

Thank you for this opportunity to testify regarding the proposed Fiscal Year 2011 Education Budget. I am here on behalf of Lillian Roberts, Executive Director of DC 37, AFSCME, AFL-CIO, representing 120,000 public sector workers. Within DOE, we represent 24,000 members, 22,000 of whom are in Local 372. There are an additional 2,500 School Crossing Guard members who work for the NYPD.

These members are in non-pedagogical, yet critical support services areas such as School Aides, Family Paras, Parent Coordinators, Substance Abuse Prevention and Intervention Specialists, School Lunch workers, as well as computer programmers and technicians, clerical support staff, finance and trades positions.

These staff provide the supplementary services that make good teaching and learning possible. Children need to have their computers and printers working, they need their lunch forms processed, they need special education paperwork prepared, they need gang intervention and help to stop bullying, they need supervision during lunch, recess and hallways, and their parents need the assistance of all of these staff, and the Parent Coordinators, to help their children succeed.

We have grave concerns about the potential effects of the proposed budget cuts on the staff. Last year between June and November over 600 DC 37 members were laid off for a savings of about \$12 million. 510 of them were School Aides, in schools that were

disproportionately in low income communities of color. Attached to this testimony is a list of the layoffs by school district that actually took place. As of this date, only 19 School Aides who were laid off have been recalled to positions in their districts.

Despite the Department of Education's assertions that schools who had layoffs would receive other school aides who were in excess elsewhere, after repeated requests, we have yet to see a list showing what the net impact on individual schools was.

The Department of Education's insistence on creating many small schools has left them with no cushion to fall back upon when they do experience a cut. For example, one small, relatively new school in District 6 had 6 aides laid off, because they were less senior. The principal was told she would get back 5 other aides, who were "in excess" elsewhere in the district. When she finally did get the replacements, she had to let 2 more go due to an additional mid year cut so, she ended up with half the school aides she had the previous year.

The layoffs took place at the same time the Department was making it possible for parents to provide funding for 200 "Parent Funded Teacher Aides" purportedly only to work in the classroom with a teacher but we have testimony that they were also doing the work of regular school aides in the lunchroom and yard, but without the benefit of a regular union position. This continues and worsens the inequity since only those parents who can afford to fundraise for an aide will be able to provide one.

We are pursuing all legal and contractual avenues to address the last round of layoffs but we are worried that another round of layoffs will hit schools again, even harder this time.

Clearly the budget situation is even worse this year. The combination of the Mayor's proposed cuts of \$232 million and the potential state aid cuts of \$492 million will be devastating on all levels of school services. The Chancellor and the Mayor have indicated the state cuts would lead to 8,500 teacher layoffs. Since each teacher salary is roughly equivalent to two and one half non-pedagogical positions, we are worried about the larger number of layoffs that could be looming.

In the area of Central Administration, we are also concerned about the headcount reduction of 454 positions for which we have requested an explanation since the preliminary budget was released but have not gotten any answers.

The economic multiplier of each job is significant. Each of these jobs has a multiplier of a factor of approximately 2.5 – that is to say 2.5 times the economic activity is generated for a person who earns \$35,000, because that person spends money in the community on housing, food, and services. For every dollar the city may “save” by laying off staff it costs the city \$26 for unemployment, food stamps, and access to family health care at public institutions. Therefore the city is not really saving money in the long term.

The tremendous growth in OTPS spending, including contracting out, is an area that the City Council Education Committee Report, prepared by the Finance Committee staff, has called attention to in their comprehensive review of the preliminary budget. Table 2 of the Finance Division report shows that over 6% of the budget in FY 11 is proposed to be spent on the categories Charter schools/Contracted schools/and Foster Care. This percentage growth is 12% more than last year, and while some of it is related to mandated spending, our position is that there is a great deal of unnecessary spending on

consultants. For example the DOE renewed computer consultant contracts worth \$54 million last September for 63 computer consultants – work that could have been done by some of the 500 members of Local 2627, our computer programmers local.

DC 37 is preparing legislation to require additional oversight by the City Council and the NYC Comptroller to have oversight over these contracting practices and avoid this wasteful spending of public dollars.

DC 37 is also concerned about the potential expansion of charter schools over the current 100 school cap. Public school students should not have to give up space and resources to create a separate system that draws away funds, good jobs, and motivated students. We do represent members in three charter schools, and we will continue to organize workers because we believe that all workers, regardless of their funding source need to be treated fairly and have an opportunity for good wages and benefits.

The Department of Education could use its own internal resources to create more alternative schools, at less expense, to provide a learning environment for children without resorting to increasing the number of charter schools.

We urge the City Council to join us in this fight against these devastating cuts from both the city and the state budgets. Additional revenue sources must be supported such as the sugar tax, the cigarette tax, the stock transfer tax, and not allowing the expiration of the high income personal income tax bracket at the state level, instead adding an additional \$1 million bracket. These measures could raise billions in needed revenue and avoid a downward spiral of unemployment and service reductions.

School Aide Layoffs		Prepared by DC 37 Research Dept.			AS of 3/22/10	
School District	REVISED # of layoffs Elem/JHS	as of 10/13/09 High Schools	Total BY DISTRICT	RECALLED		
Man	1	0	2	2		1
Man	2	0	16	16		
Man	3	2	1	3		
Man	4	28		28		
Man	5	14		14		
Man	6	42		42		
Bronx	7	20	3	23		
Bronx	8	14	11	25		
Bronx	9	9	7	16		
Bronx	10	29	12	41		1
Bronx	11	20	18	38		2
Bronx	12	0	4	4		
Brooklyn	13	16	5	21		1
Brooklyn	14	10	2	12		
Brooklyn	15	10		10		1
Brooklyn	16	11	1	12		
Brooklyn	17	15		15		2
Brooklyn	18	10	7	17		
Brooklyn	19	5		5		
Brooklyn	20	0	2	2		
Brooklyn	21	0	2	2		
Brooklyn	22	0	1	1		
Brooklyn	23	25	7	32		
Brooklyn	32	20	3	23		
Queens	24	5	9	14		
Queens	25	7	5	12		5
Queens	26	0	10	10		1
Queens	27	17	4	21		
Queens	28	5	4	9		
Queens	29	16	3	19		3
Queens	30	13		13		
Staten Isla	31	1	3	4		1
D 79			3	3		
D 96			1	1		1
	Basis HS	15		510		19
	Bk HS	20				
	BX HS	55				
	Man HS	21				
	Queens HS	35				



urges the City Council

TO RESTORE EDUCATION FUNDING!

For FY 2011, the Mayor has proposed a reduction of \$316 million for the Department of Education. This is in addition to the \$493 million proposed cut by the state.

School children can not afford any more cuts to their support services (i.e. School Aides, Substance Abuse Prevention Intervention Specialist (SAPIS) workers, Family Paraprofessionals, Community Worker titles, as well as office and administrative services).

School Aides:

- provide a safe environment for school children in lunchrooms, schoolyards and hallways
- free teachers to spend more direct instructional time with students
- handle arrival and departure of students who ride the school buses
- perform Income Eligibility for the DOE School Food Service

SAPIS workers:

- hold critical information workshops on conflict resolution
- provide peer to peer counseling and individual counseling
- provide student and parent referral for services
- teach children how to avoid smoking, drugs and alcohol

Family Workers/Paraprofessionals:

- are trained to deal with special needs children
- assist parents by tracking student absenteeism/attendance improvement
- escort students to be assessed to and from classrooms
- secure appropriate record and information from health and welfare agencies
- make outreach visits to parents to secure consent for evaluations, placements or any other appropriate purpose
- collect data that results in millions of dollars each year in Title I funding

In FY 2010, over 700 Local 372 members such as School Aides, SAPIS, School Lunch personnel and Community titles were laid off system-wide.

**The Mayor's proposed cuts are drastic and harsh.
Stand Up for all school children and tell the Mayor:**

NO MORE CUTS TO EDUCATION!

FOR THE RECORD

**New York City Council
Preliminary Budget Hearing
Education Committee**

**ALTERNATIVE TO
INCARCERATION AND
REENTRY PROGRAMS**

[www.ati-ny.org]

March 24, 2010

Center for Alternative Sentencing and Employment Services (CASES)
Center for Community Alternatives (CCA)
Center for Employment Opportunities (CEO)
Fortune Society
Legal Action Center (LAC)
Osborne Association
Women's Prison Association (WPA)

Testimony Presented By
Joel Copperman
CEO / President
CASES

My name is Joel Copperman. I am the CEO and President of CASES, a member of the ATI/Reentry Coalition. The ATI/Reentry Coalition consists of seven programs that provide alternative-to-incarceration and reentry services. The Coalition includes the Center for Alternative Sentencing and Employment Services (CASES), Center for Community Alternatives (CCA), Center for Employment Opportunities (CEO), Fortune Society, Legal Action Center (LAC), Osborne Association and Women's Prison Association (WPA). I am here on behalf of the Coalition and those organizations.

On behalf of the ATI/Reentry Coalition, I want to thank the City Council for the support you have provided us for over 10 years. Your assistance allows us to serve thousands of court-involved individuals. In FY 09, the seven organizations that comprise the ATI/Reentry Coalition served over 30,000 clients. The ATI/Reentry Coalition estimates that it provides over \$100 million in savings to the City and State correctional systems each year. We provide services in all five boroughs and recidivism analyses show that less than 20% of program graduates have a new criminal conviction within two years. I appear before the Council today to ask that you continue to support our efforts, particularly with respect to educational services for court-involved individuals.

We are cognizant of the difficult choices and competing interests the City faces as it develops the budget. It is against this backdrop that we emphasize the financial benefit of supporting the educational needs of court-involved individuals. According to research by Northeastern University and the Community Service Society, in lifetime budgetary terms, "each individual without a high school diploma represents a net cost to New York City of \$134,037, whereas each New Yorker with a high school diploma or GED yields a net benefit of \$192,715 – a swing of more than \$325,000 per person."¹ "Thus, in the aggregate, simply helping one low-skilled New Yorker earn a high school degree or GED is worth more than \$325,000 to the city."²

The status of New York City's GED system is dismal. Preparation programs are under-funded,³ instruction is inconsistent,⁴ and there is a lack of supportive services such as guidance counselors and college advisors.⁵ "Programs funded at low levels typically cannot find, pay, and support good teachers...or support transitions from GED classes into work and/or higher education."⁶ When it comes to test preparation, "[t]here is no single phone number to call, Web site to visit, or other centralized source of information across the variety of preparation options."⁷ Even finding an open test seat is a challenge as there is no database or formal way of finding open seats at test sites.⁸

¹ Community Service Society, From Basic Skills to Better Futures: Generating Economic Dividends for New York City at 9 (Sept. 2009).

² Id. at 1.

³ Id. at 13.

⁴ Id. at 14.

⁵ Id. at 16.

⁶ Id. at 14.

⁷ Id. at 17.

⁸ Id. at 17-18.

The court-involved youth who enter CASES have typically slipped through the cracks of the educational system, with few to no high school credits, a history of truancy, and unmet service needs. In response, CASES provides a number of educational services to court-involved youth.

CASES' Court Employment Project (CEP), an alternative-to-incarceration program for youth, offers literacy, pre-GED and GED prep classes, one-on-one tutoring, school liaison service, and college planning. The GED prep class is a small, specialized class focused on the writing, reading comprehension and mathematics skills needed to pass the GED. CASES also administers the GED exam on-site, meaning our students do not have to worry about not finding an open test seat. Since 2005, 103 people have taken and passed the GED exam at our testing site.

CASES operates Community Prep High School in partnership with the Department of Education. Community Prep is a transitional academy for court-involved youth returning to the community from custodial settings. The school enrolls students aged 14 to 17 who have spent time in detention centers and other justice facilities; it is the only school of its kind in New York City. Community Prep offers a credit-bearing curriculum taught by Department of Education faculty and intensive support services provided by CASES staff. At Community Prep, students build their literacy, mathematical and social skills, earn credits toward a high school diploma, and prepare to transition to an appropriate diploma-granting high school or GED program.

The Learning to Work (LTW)/GED program, a unique partnership between CASES and the Department of Education, offers GED instruction to students age 17-20. DOE certified teachers provide instruction in both pre-GED and GED level classes, where students are grouped by ability by subject. We offer the GED Predictor test and the GED exam approximately every six weeks. Because our students' test referrals come directly from the DOE, our students generally do not encounter problems finding an open test seat. Since 2007, 116 individuals from our LTW/GED program have taken and passed the GED exam.

Importantly, our LTW/GED program provides transitional and guidance services that are missing from other GED programs. We offer work readiness services, paid internships, and one-on-one counseling/advising. The Work Readiness Workshop is a three week long series of employment readiness classes designed to prepare students for the world of work. Students who successfully complete all workshops are then eligible to be placed in a paid internship where they can work between five and 15 hours per week, for the duration of their time in our GED program. We have placed students at internships in elementary schools, media casting agencies, hospitals, auto repair shops, and pharmacies. Last spring we created in-house internships which had students create and publish a journal of poetry, and a culinary arts internship which had students catering our weekly internship meeting. We offer graduate services to students who have earned their diploma with us which include: college application assistance, financial aid assistance, career advisement, resume assistance, and continued counseling with our career

development/community advisors. According to the Community Service Society, “Particularly for young GED candidates, organizations that offer GED instruction as part of a comprehensive strategy that also includes career readiness and job training can provide greater value than a program featuring test help or job readiness alone. Contextualizing GED attainment within a workforce framework also helps students grasp the connection between educational advances and the types of jobs—and level of compensation—they can expect and to which they can aspire.”⁹ This is precisely what our Learning to Work/GED program does.

Finally, what truly sets the CASES Learning to Work/GED Program apart from other Learning to Work/GED programs around the city is our dedication and commitment to serving youth involved with the criminal justice system. We are the only GED program in the city that prioritizes the enrollment of court-involved adolescents and can expedite the process to take as little as one week’s time from referral to sitting in class.

In closing, I note that between our CEP and Learning to Work/GED program, 219 students have passed the GED exam since we began offering these services. Based on the figure cited above (\$325,000 benefit to the City for each GED achiever), the 219 students who passed the GED exam represent a benefit to the City in excess of \$71 million over their lifetimes.

Once again, thank you for your ongoing support and thank you for this opportunity to testify on these important issues. We look forward to continuing to work with the Council.

⁹ Id. at 20.



THE CENTER FOR ARTS EDUCATION

FOR THE RECORD

Testimony to the New York City Council Committee on Education

Re: Preliminary Budget Hearing—Education

Delivered by Doug Israel, Director of Research and Policy

The Center for Arts Education

March 24, 2010

Thank you Chair Jackson and members of the Education Committee for the opportunity to testify today on the Department of Education (DOE) expense budget. I am Doug Israel, the director of research and policy for The Center for Arts Education, a not-for-profit arts organization committed to stimulating and sustaining quality arts education as an essential part of every child's education.

At the beginning of school year 2007-08 Mayor Michael R. Bloomberg and Chancellor Joel I. Klein announced *ArtsCount*, a new set of strategies to enhance arts education in New York City public schools. Concurrently, the department for all intents and purposes eliminated Project Arts, a collaborative initiative instituted a decade earlier by the DOE, the Mayor's Office and the New York City Council, with little study or formal reporting on its success and failures.

ArtsCount, much like many of the DOE's recent initiatives, can be characterized by two dominant traits that are the core of the effort—data collection and principal autonomy over budget decisions.

ArtsCount has undoubtedly provided the public with the most comprehensive data the school system has seen for arts education.

Unfortunately, what is becoming apparent from the data that is made public, is that the second pillar of the DOE's initiative, principal autonomy over school budgets, is leading to a disinvestment in the arts, at all school levels, but most glaringly in the city's vulnerable middle schools.

Under Project Arts, schools were given a per pupil allocation for arts education, to ensure that no matter what the circumstances, all students at all schools would receive a baseline level of arts instruction. As the data I am about to share shows, and which is provided as an addendum to this testimony, when this safety net was removed, budgeting for the arts declined—drastically—even though schools still receive a per capita allocation for arts education. When the strings were removed this money was shifted to other priorities.

Since the launch of *ArtsCount* there has been:

- A 68 percent decline in spending on arts supplies, instruments and materials—\$7 million less spent in this area alone;
- Almost 15 percent less budgeted to provide students with opportunities to access the city's cultural arts sector;
- At the middle school level budgeting for arts supplies and equipment has dropped by 79 percent;
- At the middle school level budgeting for partnerships with arts and cultural partnerships has dropped by 53 percent.

The one area that we have seen an increase in budgeting is for arts personnel. However, as Councilmember Lew Fidler pointed out at the last arts education hearing of the City Council in November of 2009, this is largely based on teacher salary increases and related costs.

To illustrate this point, we ask you to consider that at the middle school level there has been an 18 percent increase in costs related to personnel over the past three years, yet at the same time there has been a decline in the number of certified middle school arts teacher—dropping from 585 certified arts specialists to 557 during that time frame. In other words, schools are doing less for more.

Recent reporting by the DOE also shows that in New York City there is a widespread lack of compliance with state mandates for arts instruction:

- In the elementary grades, only 12 percent of elementary schools offer the four arts forms (music, dance, theatre, and visual arts) each year to every child as required by law;
- In middle school, almost 40 percent of schools are failing to ensure that every child receives the State Education Department's required arts instruction for grades 7 and 8;
- Nearly 20 percent of high schools do not have any certified arts teacher on staff despite state mandates requiring that students complete instruction in the arts taught by a certified arts teacher.

The current lack of compliance with arts education mandates, as well as the sharp declines in the two key areas of arts education spending, pre-date the fiscal downturn and are likely to be exacerbated by the education budget cuts being discussed.

That is why it is critical that we put back in place the mechanism that ensured accountability for arts education, and that provided an engine for the purchase of instruments and arts supplies, partnerships with cultural organizations, and the hiring of certified arts teachers.

We urge the City Council to work with the DOE to put in place the proper mechanism to ensure that the per capita budget line that principals receive for arts education is actually spent on arts education, now more than ever.

Thank you for your time today and your consideration of this testimony and request.



THE CENTER FOR ARTS EDUCATION

**ADDENDUM TO CITY COUNCIL BUDGET HEARING TESTIMONY
MARCH 24, 2010**

**Budgeting for Arts Education in New York City Public Schools
Since Launch of *ArtsCount*
Summary Tables**

All information compiled from raw data that accompanied the New York City Department of Education's Annual Arts in Schools Reports for the three consecutive school years 2006-07, 2007-08, 2008-09

I. Systemwide Arts Budgeting Under *ArtsCount*

Table 1. SYSTEMWIDE ARTS BUDGETING UNDER ARTSCOUNT			
Year	Arts and Cultural Vendors	Supplies/Equipment	Personnel
2006-07	\$25,746,260	\$10,664,118	\$276,580,862
2007-08	\$25,189,784	\$3,925,082	\$289,591,558
2008-09	\$22,466,763	\$3,445,345	\$307,871,253
Difference from 06-07 to 08-09	-\$3,279,497	-\$7,218,773	+\$31,290,391
% Change Over Three Years	13% DECLINE	68% DECLINE	11% INCREASE

II. Arts Budgeting by School Level and Category

Table 2. Budgeting for Arts and Cultural Vendors by School Level and Year

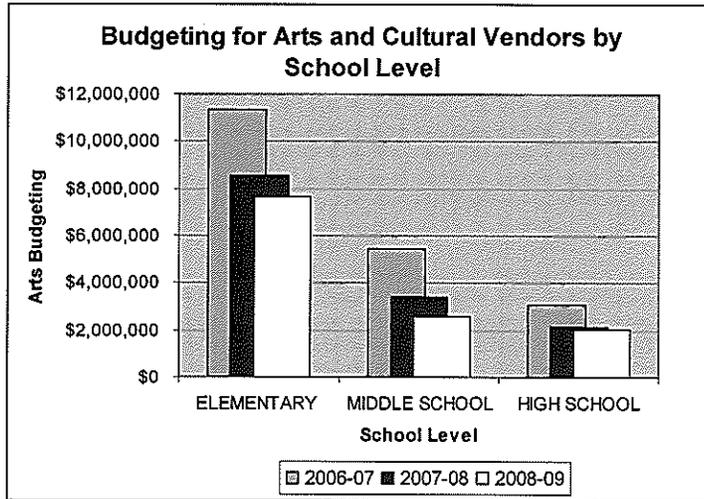


Table 3. Budgeting for Art Supplies and Equipment by School Level and Year

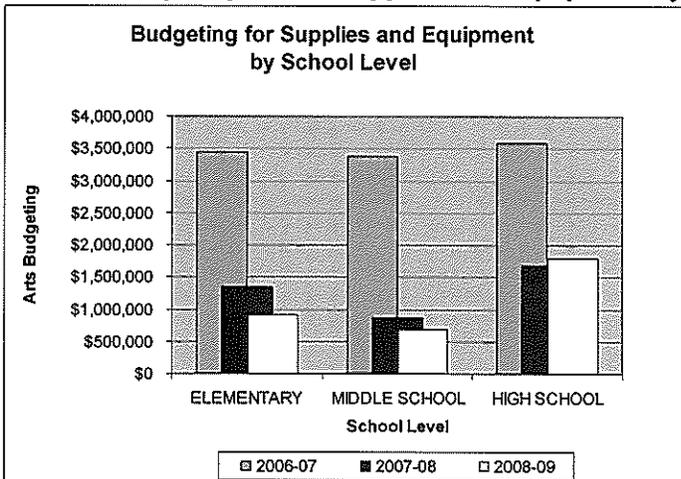
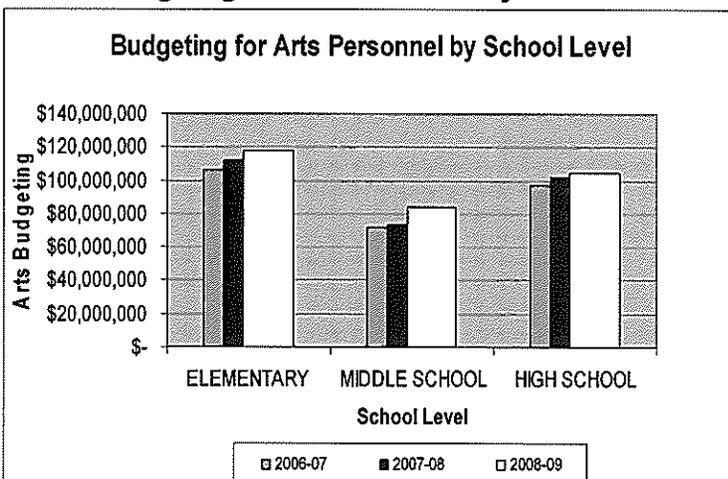


Table 4. Budgeting for Arts Personnel by School Level and Year





Jim Whiteman
School Cleaner PS 117
SEIU 32BJ Member

Testimony to City Council Committee on Education
March 24, 2010

Good Afternoon.

My name is Jim Whiteman and I am a cleaner at PS 117 in Queens. Thank you to the Committee on Education for the opportunity to testify before you today.

I have been a school cleaner for 20 years, first at PS 149 in Manhattan and now at PS 117 in Queens. Today I speak on behalf of the 5,000 school cleaners, members of SEIU 32BJ, to express our concerns regarding potential budget cuts that will hurt hard working New Yorkers who have cleaned NY City Schools, many for decades, and could impact the cleanliness of our schools.

I love my job. Cleaning up messes is not fun or easy, but I feel proud knowing that I've done my job correctly and kept the school building clean for students the next day. When I worked at PS 149, my grandson was a student in that school. It was rewarding for me to be able to give him and his classmates a clean environment.

However, in our job we also struggle. Budget cuts over the past 7 years have already forced cleaners to maintain New York City schools with 1,000 fewer cleaners. Over 1,000 students attend PS

117, yet only six workers to keep the entire place clean. One worker is often responsible for cleaning up to 40 classrooms, while at the same time keeping common spaces and bathrooms clean. We take pride in our work, but it is hard work.

This year the New York City Council is proposing a \$4 million cut to the school janitorial budget. This could mean losing as many as 100 full time positions. Cuts over the past years have already left school cleaners going above and beyond to maintain high standards of cleanliness for New York City children. If additional budget cuts mean less manpower, it could make it extremely difficult if not impossible to maintain current levels of cleanliness.

Budget cuts do not only mean losses of jobs. They can also impact hours and our health benefits. I used to be a full time worker. I had the good wages necessary to support myself and my family, and my family received full healthcare coverage. When my school cut back on the hours of the cleaners my hours were reduced to part time. Now I work only 20-30 hours a week. I struggle to get by, and I lost my family health insurance. This year my wife has been forced to rely on public programs to receive medical care.

We work hard to keep the public schools clean for New York City children. We understand that times are tough, but we ask that as the New York City Council goes through its budget process they commit the necessary resources to support hardworking school cleaners, and to keep our city schools clean, safe, and healthy.

Cultural Institutions Group

TESTIMONY to the
THE NEW YORK CITY COUNCIL EDUCATION COMMITTEE
Education (Expense) Budget Hearing
March 24, 2010

Good afternoon Chairman Jackson and distinguished members of the Education Committee. My name is Catherine LeClair and I am the Director of Foundation and Government Relations for New York City Ballet in Council District 6, represented by the Honorable Gale Brewer.

I am here today as a representative of the Cultural Institutions Group, a coalition of 33 arts, cultural, and science organizations from all five boroughs who have an extraordinary and historic relationship with the City of New York and who play a significant role in the well-being of our City and its citizens.

Who we are

The 33 members of the Cultural Institutions Group, the CIG, operate history, science, visual arts and children's museums; music, dance, and drama centers; botanical gardens, wildlife parks, and an aquarium in facilities and/or on land wholly or partially owned by the City of New York. In an arrangement extending over decades, the City of New York provides operating resources for our institutions, as well as capital resources for facility maintenance, expansion and modernization.

Our unique public-private partnership was founded on the CIG's explicit obligation to provide outreach and be accessible to the people of New York as centers for learning and for experiencing the fine arts. The City's original contracts with the early CIG members, beginning in 1869 with the American Museum of Natural History, required that they serve as a resource for "study, research and investigation" for public school teachers. Today we are not merely fulfilling an obligation, the CIG's educational activity for New York City's young people, students, and teachers is a source of pride and inspiration, rewarding for our institutions and our communities alike.

CIG Education Service

Collectively, New York City's cultural institutions can be described as the world's greatest living classroom. Each and every day, thousands of the city's schoolchildren and their teachers—from pre-school to graduate school—gain knowledge and inspiration from art, science, history, music, drama, dance, and the other wide-ranging cultural programs offered by our world-class institutions. And, many CIGs give students a place to go after school and activities to do after school.

The CIGs reach in aggregate over **2.3 million** New York City school students every year. In addition to the hundreds of programs we host at our institutions, we work with teachers at over **780 schools** to develop in-depth experiences for students in their classrooms as well as at our institutions that meet core Department of Education curriculum requirements. Using our unique collections, exhibitions, performances, and hands-on workshops led by professional education staff, we bring to life ideas, concepts, and empirical phenomena that are often theoretical in the classroom. Many of our partnerships with schools extend over months, and in some cases, even years.

Last year, **81 percent of all New York City public schools** depended upon our programs to give their students arts and cultural experiences. Because our institutions cover every Council district, we serve many low-income, underserved populations with exceptional, affordable—often free—educational opportunities.

The multi-faceted partnerships between the CIG and public schools also help schools address issues of particular relevance, such as graduation rates, literacy, English-as-a-second-language students, and training for the workplace.

Just how deeply New York City relies on its arts and cultural institutions to fulfill core curriculum in the public schools is exemplified by the methodology behind the 2008-2009 Annual Arts in Schools Report. For every one of the key findings about arts instruction in public schools, the degree of instruction was calculated based on the *combined* services of the schools' own arts teachers and the services provided by cultural institutions. In other words, the report gives equal value to cultural institutions as to the schools' designated arts teachers. Plus, the CIG is a primary provider of professional development for school teachers, serving thousands of teachers every year.

Continuing Challenges in Public Schools

Analysis of the most recent Annual Arts in Schools Report shows that the great majority of public schools were not meeting the minimum requirements for arts education as set by the New York State Education Department. This is not altogether surprising since the New York State learning Standards for arts and culture remains an unfunded mandate and school principals are not required to allocate any money to arts and cultural programs if they choose not to. This state of affairs is, however, unacceptable in New York City, which is known the world over as an arts and culture capital.

A revealing study completed by the Center for Arts Education and based on data collected by New York City's department of education over two years shows a strong correlation between high school graduation rates and access to arts education. Comparisons between high schools whose graduation rates are in the top third and those schools whose rates are in the bottom third finds:

Arts and Cultural Partnerships

- High schools in the top third of graduation rates fostered 25 percent more partnerships with arts and cultural organizations.

Coursework in the Arts

- High schools in the top third of graduation rates had almost 35 percent more graduates completing three or more arts courses.

Access to Multiyear Arts Sequence

- High schools in the top third of graduation rates were almost 10 percent more likely to offer students a multiyear sequence in the arts.

School Sponsorship of Student Arts Participation

- High schools in the top third of graduation rates were more likely to have offered students an opportunity to participate or perform in one or more arts activities.

School Sponsorship of Arts Field Trips

- High schools in the top third of graduation rates were more likely to have offered students an opportunity to attend an arts activity, such as a theater performance, dance recital, or museum exhibit.

The 2008-2009 Arts in Schools report and the recent Center for Arts Education study on high school graduation rates leave little doubt that without arts institutions providing educational services, New York City public school students' involvement with the arts would be severely curtailed and we could expect graduation rates, academic success, development of life-skills, and appreciation of the arts to decline steeply.

CIG Demonstration of Need and Request

In the 2008-2009 school year, the Annual Arts in Schools Report found that 81 percent of public schools engaged arts and cultural institutions to provide programming. It is worth noting, however, that this percentage represents an 8 point decrease from the 2007-2008 school year when 89 percent of schools engaged arts and cultural groups.

There can be little doubt that this drop was caused in part by cuts to public schools' budgets at a time when the mandate for school spending on arts and culture has disappeared, and by cuts to arts and cultural organizations that contributed to layoffs and program reductions.

We recognize that FY11 is in many ways more challenging than last. However, even in such an economic climate we must make sure the trend to reduce arts and cultural funding reverses course.

For the CIGs, what began as a contractual obligation to serve and educate New York City's citizens, has become an integral part of our missions. The public support and sanction we have been privileged to receive has also attracted decades of private investment in our delivery of programs and development of expertise.

Receiving City funding sends a message to the philanthropic community of individuals, corporations, and foundations that CIG institutions are valued members of their communities who meet rigorous criteria for responsible self-governance and financial management, and thus are 'pre-screened' for philanthropic consideration. We cannot overstate how important the City's seal of approval is to leveraging critical support from other funding sources. Conversely, diminished City funding, especially the steady declines the CIG has been experiencing, erodes the support of our

individual, corporate, and foundation donor community. In short, decreases in City funding exponentially affect the CIG's ability to attract support from other sources.

We want to continue to be part of the solution to an education system that has many challenges and yet has enormous potential for positively impacting millions of our children's futures.

But we can only do this if the City keeps up its end of the contract with the CIGs and allocates the resources that are critical to our services.

Pledge of Agreement

It has been demonstrated repeatedly that consistent arts and cultural experiences greatly enhance the cognitive, social, and emotional health of young people and that the resources and programs provided by the CIG institutions uniquely supplement children's skills for navigating life and livelihood that are the concern of education.

We can all agree that well-educated populations contribute to economic and cultural prosperity in our City.

And yet, for too many years starting even before this current economic recession, funding for arts and culture has steadily eroded. In just three years, the City's operating support of CIGs has been reduced by 42 percent—from nearly \$85 million in FY08 to about \$48.5 million in the Preliminary Budget for FY11.

To remedy this and ensure the continued success of our unique public/private partnership, we respectfully request restoration of \$26.7 million in expense funding to our CIG institutions. This includes the \$16 million the Council restored in FY10, the \$2 million that was not restored in FY10, and \$8.3 million in cuts that are threatened for FY11.

While \$26.7 million is a significant figure in a time of economic crisis, it represents less than one percent of the City's overall budget and \$10 million less than the losses the CIGs have sustained over the previous three years.

Investing in the City's Cultural Institutions is an investment in the lifeblood of our City's educational system and economic future. Our diverse programs and services attract 18 million New York residents and tourists every year. We return some \$8 in economic activity for every dollar of City support. We put nearly 9,000 people to work, among them New Yorkers from every single Council district, and some CIGs are the largest employers in their communities. We will continue to work with you to preserve the integrity of the City's cultural institutions for this generation and the many more to come.

Thank you for the opportunity to testify and for your time and consideration.



THE COALITION FOR ASIAN AMERICAN CHILDREN AND FAMILIES

New York City Council Education Committee
FY 2010-2011 Preliminary Budget Hearing
March 24, 2010

Oral Testimony, Presented by Lisa Garrett, Education Policy Coordinator

My name is Lisa Garrett and I am the Education Policy Coordinator for the Coalition for Asian American Children and Families (CACF), the nation's only pan-Asian children's advocacy group. I would like to thank the Chairman Jackson and the Education Council for this opportunity to testify during this very tenuous time for City's policymakers, advocates and students.

We've all recently learned that the Senate Majority has agreed- with changes- to the Governor's Executive Budget proposal for a \$1.4 billion cut to Education. When Mayor Bloomberg released his Preliminary budget earlier this year, he specified that additional cuts to Education would be made if the Executive Budget is passed as-is. The Mayor's Contingency Plan will further impact New York's most vulnerable children and families- putting New York's thriving future at risk as we strip a generation of its chance to develop. As a member of the 12% and Growing Coalition, which advocates for the fair and equitable distribution of City and State funding to ensure that NY's growing Asian Pacific American community receives more than the current .24% of the funding, we urge the City Council to recognize that the Contingency Plan cannot be enacted. The balancing of the City budget cannot happen on the backs of our City's most vulnerable.

Asian Pacific American Community Background

The Asian Pacific American community (APA) in New York City is a diverse and growing population.

- In New York City, Asian Pacific Americans are by percentage the fastest growing racial group, representing over 12% of the city's population.
- Asian Pacific Americans represent over 50 ethnicities and speak over 40 languages.
- Dispelling the "model minority myth", the Asian Pacific American population which is typically left out of the City's education related statistics, actually represent 14% of the NYC public school population.
- 25% of APA students live below the poverty line.
- In New York City, 78% of APAs are foreign born, and 28% live in linguistically isolated households, which is defined as a household with on one over 14 years old speaks English fluently.
- 1 in 5 English Language Learner (ELL) students in NYC are Asian Pacific American.
- 1 in 4 APA don't graduate on time or at all.

With one in five ELLs being an Asian Pacific American student and ELLs graduating from high school at the lowest rates, **the reality facing our ELL students is already compromised.**

Although we understand the City's difficult financial situation, we are concerned that the cuts proposed in the Preliminary Budget, and the Contingency Plan will seriously undermine the quality of education for our ELL and immigrant students. Therefore, we urge the City to:

1. **Restore \$1.5 Million For Universal Pre-K.** CACF and its partner organizations cannot say enough about the value and impact of Universal Pre-K and the role it plays in not only ensuring the health and development of APA children, but the well-being of their entire families as well. Still, more effort must be put into ensuring that these programs are accessible to immigrant

communities. Giving our young people a fair shot at growing and developing and removing obstacles to employment for their families, funding for Universal Pre-K must be restored.

2. **Protect NYC's children from the "Contingency Plan."** There are a number of cuts proposed in the Mayor's "Contingency Plan" that would devastate New York City's ability to meet the needs of ELL students. No matter what happens during the State budget process, we urge the City Council to spare our students the effects of these drastic cuts. Specifically, protect the 8,500 teachers currently threatened by proposed job loss under the Contingency Plan.
3. **Restore the \$50.6 Million Cuts to Youth Services.** These programs serve New York's most vulnerable children, ensuring that this is time not spent on the streets and enabling their parents to stay in the workplace. The cuts in after-school programs specifically will be devastating, given their track record in raising achievement of low-income children, immigrant, and ELL students.

Cost Saving and Revenue Generating Options

CACF and the 12% and Growing Coalition are in favor of the following options:

Cost Saving Options

\$ 59 mm Prison Closures

- Support the closing of prisons. The prison population is projected to decline by 1,100 inmates in the current fiscal year and by another 1,000 in FY11. The closure of four prisons in 2011 will create a savings of \$7 mm in FY11 and \$52 mm in FY12.

\$ 2.9 mm Rightsizing Juvenile Justice Facilities

- Support the closing of juvenile justice residential facilities. In total, 180 residential beds are proposed to be eliminated as well as 251 full time equivalent positions. Two facilities will reduce beds and one will close and merge with another facilities. Anticipated savings from the rightsizing of 3 facilities is \$2.9 mm in FY11.

Revenue Generating options:

\$340 mm Plastic Bag Tax

- Helping the environment by a minimal plastic bag tax that reduces the use of 6.3 billion bags in NYS each year.
- In an effort to reduce the use of plastic bags in our state we could institute a per bag tax. The average person in NYS uses approximately 333 plastic bags per year. While a small percentage of these bags get recycled most are simply thrown away. This tax is an excellent way to help the environment and generate dollars for the state. Other countries/states/cities already have this type of tax (most notably San Francisco – and Ireland charges .33 cents for each bag) and Mayor Bloomberg tried to get a .05 cent tax per bag enacted in NYC. The Mayors efforts were in vain as the state would not approve such a tax at the time. It is estimated that a tax of between .05 cents and .25 cents would generate between \$340 million and \$3 billion. New Yorkers currently use approximately 6.3 billion plastic bags per year.

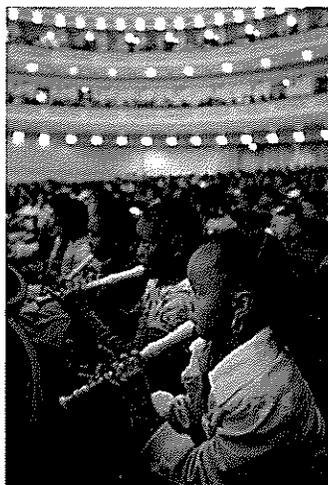
Cultural Institutions Group



New York Hall of Science

81% of New York City's 1,600 public schools depend on arts and cultural organizations for arts educational programming.¹

Urban Advantage—a model public-private partnership led by eight science-based CIGs—engages 37,500 eighth graders in all 51 Council Districts with extensive, formal, scientific inquiry and investigation.



Carnegie Hall

EDUCATION = CULTURE
CULTURE = EDUCATION

Education Service *for*
New York City Students



Staten Island Museum



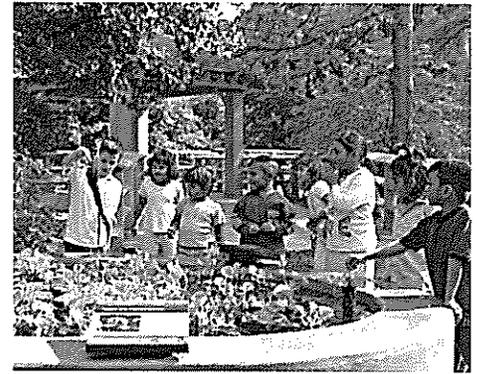
Brooklyn Academy of Music

CIG

¹ New York City Department of Education Annual Arts in Schools Report, 2008-2009

New York City Public School Education: Facts

- 27% of schools have neither a part-time nor full-time certified arts teacher in *any* discipline.¹
- 53% send arts teachers to professional development provided by cultural groups.²
- New York City High Schools in the top third of graduation rates have 25% more partnerships with arts and cultural organizations than schools in the bottom third.³



New York Botanical Garden

The Cultural Institutions Groups:

- **serve** a total of 2,151,000 school students at CIG institutions and in students' schools and communities
- **engage** thousands of school teachers with professional development to
- **conduct** 780 multi-visit partnerships with public schools in all five boroughs:

Total Partnerships	Borough
105	Bronx
327	Brooklyn
97	Manhattan
185	Queens
68	Staten Island

Urban Advantage partners include more than 35% of the City's middle schools and provide training for 257 eighth grade teachers

CIG

¹ New York City Department of Education Annual Arts in Schools Report, 2008-2009

² Ibid.

³ "Staying In School: Arts Education & NYC High School Graduation Rates" A 2009 report by the Center for Arts Education

**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: Joel Klein, Chancellor

Address: _____

I represent: DOE

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

10:22

education hearing
3-24-10

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

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Joel Coppermann

Address: _____

I represent: Alternatives To Incarceration Coalition

Address: (ATI)

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

1:05

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

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: ELISABETH GARRETT

Address: 50 BROAD ST NY NY 10004

I represent: Coalition for Asian American

Address: Children & Families (CAFF)

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

1:05

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

in favor in opposition

Date: 3-27-10

(PLEASE PRINT)

Name: Meg Kayman

Address: 340 East 20th St. NY NY

I represent: Young Women's Leadership Network

Address: 322 Eighth Ave NY NY

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

1:05

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

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Kathleen Ponce (Rep #2)

Address: 10210 66 Rd 2F FH NY 11375

I represent: Young Women's Leadership Network

Address: 322 8th Ave NYC

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

in favor in opposition

Date: 3/24/10

Name: Elise Barbetti (PLEASE PRINT)

Address: 32 Broadway 10004

I represent: Literacy Assistance Center / GED

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

in favor in opposition

Date: 3/24/10

Name: Santos Crespo (PLEASE PRINT)

Address: 125 Barclay Street, 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: 3/24/10

Name: Barbara Edmonds (PLEASE PRINT)

Address: 125 Barclay Street, NY 10007

I represent: Director of Field Services, DC37

Address: Representing Lillian Roberts - Exec. Dir, DC37

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

3/24/10

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

in favor in opposition

Date: _____

Name: Michael Mulgrew, President (PLEASE PRINT)

Address: 52 Broadway

I represent: United Federation of Teachers

Address: Same

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

9:50

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

in favor in opposition

Date: 3-24-10

Name: Ernest Logan, President (PLEASE PRINT)

Address: 16 Court St. Brooklyn

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

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

9:55

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

in favor in opposition

Date: March 24, 2010

Name: CATHERINE LECLANC w/ ADAM FRANK + IDA BULLUCK (PLEASE PRINT)

Address: NEW YORK CITY BALLET, LINCOLN CENTER

I represent: NYC CULTURAL INSTITUTIONS GROUP

Address: 5. BOROUGH

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

9:55

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

in favor in opposition

Date: MARCH 24, 2010

(PLEASE PRINT)
Name: ADAM FRANK, TEACHER w/ CATHERINE LECLAIR + IDA BULLUCK

Address: _____

I represent: DANIEL CARTER BEARD SCHOOL

Address: QUEENS

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

9:55

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

in favor in opposition

Date: _____

(PLEASE PRINT)
Name: IDA BULLUCK, ASST. PRINCIPAL

Address: _____ w/ ADAM FRANK + CATHERINE LECLAIR

I represent: DANIEL CARTER BEARD SCHOOL

Address: QUEENS

**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: PROTEINE ANAGNOSTOPOULOS

Address: _____

I represent: DOE

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

10:29

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

Date: 3/24/10

(PLEASE PRINT)
Name: Doug Israel
Address: 225 W. 34th St
I represent: The Center for Arts Education
Address: 225 W. 34th

▶ 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 Budget Hearing on Education

Date: 3/24/2010

(PLEASE PRINT)
Name: James Whiteman
Address: 820 Boynton Ave Bx N.Y. 10473 apt 118
I represent: 32 BT
Address: 101 Ave America

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