

CITY COUNCIL
CITY OF NEW YORK

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TRANSCRIPT OF THE MINUTES

of the

COMMITTEE ON HIGHER EDUCATION

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April 21, 2010

Start: 1:15pm

Recess: 3:30pm

HELD AT: Council Chambers
City Hall

B E F O R E:

YDANIS A. RODRIGUEZ
Chairperson

COUNCIL MEMBERS:

Gale A. Brewer
Fernando Cabrera
Deborah Rose
Larry Seabrook
James Vacca
Jumaane D. Williams

A P P E A R A N C E S (CONTINUED)

Peter Jordan
Interim Vice Chancellor for Student Affairs
City University of New York

Dr. Tomas Morales
President, College of Staten Island
City University of New York

Betty Pearsoll
University Director, Child Care and Disability
Services, President
City University of New York at CUNY, National
Coalition for Campus Children Centers

Ms. Joan Williams
Alumni, City College of Technology, Class of 1997
City University of New York

Chianne Williams
Freshman, City College of Technology
City University of New York

Matt Sapienza
City University of New York

Luse Shriver
Graduate, Organizer
Hunter College, Defense of Hunter Child Care Campaign

Melinda Cornwell
Student
Hunter College, Defense of Hunter Child Care Campaign

Karema Yusseff
Student
Hunter College, Defense of Hunter Child Care Campaign

Linda San Pedro
Student
BMCC College

A P P E A R A N C E S (CONTINUED)

Laura Laudman
Graduate
Hunter College

Heather Brown
Public Policy Chair, Director
Child Care Counsel at CUNY, Kingsborough Community
College's Child Development Center

CHAIRPERSON RODRIGUEZ: For me, it's a rookie as a new one goes. I got to learn. It will take a couple of months before I put everything in place. But for me it is a pleasure to be chairing the Committee on Higher Education. For any students who are here, all I can tell you that I find me as the City Council, you can be a mayor or governor or whatever you dream to. In the 80s I met Jay Hutchinson who was one of the lawyers defending the administration doing his job. I was one of the students pushing, organizing against tuition increase. At the end of the day we have the same interests. We didn't want to cut any money because from the administration, from the staff to the president to the students, everyone wants to be effective.

Today's issue is an important one for me. It's about day care programs at CUNY. But I was to say for the record, that for me this issue is so important not only around the day cares at CUNY, for early education at City University of New York. I have said before if there's any area that I think we have to create a civil rights movement, it's one about providing

quality education to all children, especially from 0 to 5.

We hope that after we hear from the partners at CUNY and students, we'll also keep working, advocating to improve day cares and early education not only at CUNY. I hope that one day in a chartered New York City we will establish that by law all human beings should have the right to be educated since a year old. By saying that, my name is Ydanis Rodriguez. I'm the chair of the Committee on Higher Education. Today the Committee will examine child care services available at City University of New York.

Before we begin I would like to take a moment to introduce my fellow Council Members, who served with me on the Higher Education except they've been here for the longest. Old and we are new as a Council, also new serving on the Committee on Higher Education. This combination of the new blood and the older experts that we have on this Committee will allow to contribute the most we can to improve quality education of the higher educational level. I also recognize my friend Jumaane Williams from

Brooklyn, Gale Brewer, the old one, she's the senior.

COUNCIL MEMBER BREWER: No, I'm just old.

CHAIRPERSON RODRIGUEZ: Debbie Rose from Staten Island, the first people of color representing Staten Island so we're making history as a Council, too. And also Vacca from the Bronx Zoo and of course our friend Seabrook from the Bronx.

I would like to begin today's hearing by highlighting the importance of campus based child care to the recruitment and retention of student parents in the institutions of higher education. The dropout rates of undergraduate students who support children are a growing problem in the United States. And we talk about drop out, everyone I think say we had not discussed as a city the issue of drop out, in community college especially. Everyone, we should know that we have been addressing the issue of drop out at the high school level. Now at community college we're graduating less than 30%.

So when we look at the importance

of bringing child care centers to improve the graduation rate, I think that's something that we definitely pay a lot of attention. Studies have shown that when student parents take advantage of campus day care they are more likely to remain in school and get higher grades and graduate in fewer years. 15% of CUNY students are parents with children under the age of 12 - 15%.

CUNY provides 1,600 of these student parents with campus based child care and its different programs spread out across the various campuses. These programs help parents remain in school and provide high quality education to more than 2,400 children. CUNY's child care services are currently funded on the state level by \$1.4 million allocation in federal funding.

This year, the governor's 2011 executive budget proposed that this allocation be taken away completely. If the proposed budget is implemented, this reduction will bring campus child care funding to a ten year low. Today's Committee on Higher Education looks forward to hearing from CUNY about the child care services

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2 offered at its many campuses and any plans the
3 administration might have to minimize the impact
4 of the proposed budget cuts. Finally, we look
5 forward to hearing from child care advocates about
6 the important role campus based child care plays
7 in the lives of student parents and their
8 children.

9 We're now going to be starting with
10 a panel from CUNY. First we have Betty Pearsoll,
11 Interim Vice Chancellor Peter Jordan and
12 President, Tomas Morales.

13 FEMALE VOICE: In addition, we'll
14 also call Chianne Williams and Joan Williams,
15 please. Thank you.

16 PETER JORDAN: Good afternoon
17 Chairman Rodriguez and members of the Higher
18 Education Committee of the New York City Council.
19 I'm Peter Jordan Interim Vice Chancellor for
20 Student Affairs for the City University of New
21 York. I'm pleased to testify before your
22 committee again, although there are many new faces
23 that I see here today.

24 Today I'm joined by Dr. Tomas
25 Morales, president of the College of Staten Island

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2 in the City University of New York. Ms. Betty
3 Pearsoll who is University Director of Child Care
4 and Disability Services at CUNY, Ms. Joan Williams
5 a CUNY alum of the class of 1997 at New York City
6 College of Technology, who was also a student
7 parent at New York City Tech as well as her
8 daughter, Ms. Chianne Williams, who is currently a
9 freshman at City Tech and a product of campus
10 based child care at City Tech.

11 We thank you for the opportunity to
12 talk to you about CUNY's child care centers and to
13 share information and stories about the value of
14 our child care centers add to retention and
15 student graduation. And to impress on you the
16 impact proposed state cuts will have on CUNY's
17 child care centers and student parents across our
18 great university.

19 CUNY is proud to be a national
20 leader in providing campus child care for
21 students. According to a February article in the
22 Chronicle of Higher Education, only half of all
23 institutions of post secondary education provide
24 any form of child care on campus. Across CUNY
25 there are 19 child care centers serving community

college, senior college as well as graduate and professional school students. Ms. Pearsoll, CUNY's University Director of Child Care and national expert on campus child care will provide you with more specific information about these programs.

Research confirms that there is a strong correlation, as you have mentioned Chairman, between campus child care and success for student parents. A 2010 study funded by the Bill and Linda Gates Foundation reported that student parents with access to campus child care had a 26% higher graduation rate than those student parents who did not. These findings support an earlier 2002 study of campus child care centers at the State University of New York and an article by the distinguished educator and former Bank Street College President, Dr. Augusta Kappner.

Dr. Kappner reported that graduation rates are higher for student parents when campus child care is provided. These student parents are more likely to remain in school, graduate in fewer years and earn higher grades, as

1
2 you already pointed out Mr. Chairman. The data
3 are clear, campus child care for most success for
4 CUNY student parents.

5 Changing demographics in higher
6 education also support the need for CUNY to invest
7 in child care programs. We know that there is a
8 demographic shift in higher education towards
9 students who are more likely to need child care.
10 Nationally, these findings suggest female students
11 over 25 years of age are among the fastest growing
12 population in higher education. 35% of all female
13 students are low income and 59% of low income
14 female students are parents.

15 At CUNY the trends are similar.
16 Female students account for almost 60% of all
17 undergraduates within our university. 56% of all
18 undergraduate female students receive Pell grants,
19 which is indicative of their low socio economic
20 status and need for child care. Clearly retention
21 and graduation of undergraduate student parents
22 are threatened when affordable, competent child
23 care is not available. Furthermore, we know that
24 investment in early care and education of children
25 produced higher functioning individuals is a

powerful economic stimulus and reaps remarkable long term dividends for our society.

A 2003 study, the early catastrophe, the 30 million word gap found that three year olds who grew up in poverty had half the vocabulary when compared to their middle class peers. This vocabulary gap was still present at age nine. This is tragic and unacceptable, however it's not inevitable. Shortly you will hear stories from a former student parent and CUNY alumna and daughter, a current CUNY student and product of CUNY child care centers.

The authors of the 2007 book, Passing the Torch, state mothers with a college degree are more likely to expect their children to go to college, to have intensive discussions with their children and to be involved in their children's schools. All these parenting behaviors appear to foster higher test scores and college enrollment rates among their children.

In closing, I want to provide you with the current budget picture as it relates to CUNY child care programs. For fiscal year 2010, the City University of New York received state

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2 appropriations of \$2.2 million for its child care
3 centers. From the city's annual budget, the
4 University allocates \$500,000 for community
5 college child care centers. In addition to these
6 state and city appropriations, the CUNY child care
7 centers receive approximately \$3.5 million in
8 federal grants through the New York Office of
9 Children and Family Services. It is important to
10 point out that this level of state, city and
11 federal funding has been flat for the past decade.

12 In addition to these
13 appropriations, our colleges have enhanced funding
14 to their child care centers through \$350,000
15 offered up through the CUNY compact financing
16 initiative. One of the University's goals is to
17 increase the number of children served in its
18 child care centers, therefore the University has
19 included an additional \$450,000 in its fiscal year
20 2011 budget request to address this goal and the
21 growing need.

22 However, at this point neither the
23 state executive nor city preliminary budgets
24 include these funds. As you can see, the benefits
25 of CUNY campus child care programs warrant our

ongoing and generous support. I implore you, Chairman as well as the Higher Education Committee of the City Council, to stand with CUNY as we fight not just to restore funding for these centers but to enhance our ability to serve even more student parents.

Once again, Chairman Rodriguez I would like to thank you and members of the Higher Education Committee for this opportunity and for your continuing support of CUNY campus child care programs. It's now my pleasure to introduce Ms. Pearsoll who will provide a more detailed picture of CUNY's child care programs. Thank you.

BETTY PEARSOLL: Hi, good afternoon. Good afternoon Chairperson Rodriguez and members of the Higher Education--I'm sorry. Try it again? Can you hear me? My name is Betty Pearsoll and I am the University Director of Child Care and Disability Services for CUNY and the President of the National Coalition for Campus Children Centers. I appreciate the opportunity to discuss the programs offered at the 19 on campus child care centers at CUNY.

In the early 1980s the Chancellor

of CUNY at the time, Joseph Murphy commissioned University study on child care services at CUNY. The number of women enrolling in CUNY was increasing, a trend that began in the 1960s and many of the women were parents who needed affordable child care. The study revealed the threatened status of existing campus child care centers and documents the continuing need for child care. As a result, the Chancellor issued a mandate for the development of on campus child care centers serving student parents on every campus.

Chancellor Murphy's mandate was the foundation for the development of the campus child care system in existence at the City University today. CUNY currently provides child care on 19 campuses, enrolling over 2,000 children and families in centers offering quality child care in a variety of programs designed to meet the unique needs of student parents throughout the University. All CUNY child care centers enroll preschool ages 2.5 to 5 years. In addition, seven centers also offer infant/toddler programs for children six months through 2.5 years and 11

centers offer school age programs for children ages 5 to 12 years.

Every CUNY child care center is licensed by the New York City Department of Health and Mental hygiene in compliance with the New York City health code, which provides regulations for staff qualifications, student-child ratios, program safety, emergency procedures and facility maintenance. Five of the centers have achieved national accreditation meeting the professional standards of high quality early care and education programs developed by the National Association for the Education of Young Children and other centers that entered in to or are preparing to enter into the self study process for accreditation.

CUNY child care centers provide support for student success by maintaining priority in enrollment for full time undergraduate student parents, providing subsidies for low income student parents through funding for the New York State Child Care and Development Fund administered by the State Office of Children and Families and contracting with the New York City Department of Education at eight sites for the

provision of universal Pre-K programs. Nine of the centers have been recipients of a Child care Access Means Parents in School, acronym is CAMPUS grant, a federal grant that supports the participation of low income student parents in post secondary education through the provision of campus based child care.

Quality child care is an important factor in the achievement of the educational goals of many CUNY student parents. University's child care programs provide a broad spectrum of development experiences for children with strong emphasis on parent involvement. The program's aim is to improve the quality of life for both children and their families by providing an array of services that include parenting workshops, parent teacher conferences, early intervention and prevention services, as well as health resource referrals.

Children at CUNY child care centers are engaged in educational programs offering curriculum reflective of the essential elements of a quality program as recommended by the National Association for the Education of Young Children.

One that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive and likely to promote positive outcomes for all children. Experienced and dedicated professionals of early childhood educators plan experiences and activities based on curriculum goals and develop appropriate multi-cultural classroom environments that promote the strength and value of human diversity.

All staff members in each center administrative and teaching staff also understand the support for student success is an integral part of their role in the center. Staff members develop relationships with student parents and often are the first to know if an individual parent is experiencing academic or personal difficulties. They are able to provide referrals to appropriate campus or community resources to student parents facing difficulties, planned parenting skills workshops to address specific concerns or create opportunities for parents to interact.

CUNY child care centers also serve

as resources to the CUNY community through various collaborations with academic departments and the broader New York community. The centers serve as field work sites for interns from various disciplines and as college work study sites for students receiving financial aid. Several of the centers work with the New York City Department of Education to provide opportunities for junior high and high school students to engage in community service learning projects in the child care centers and to serve as models of high quality programs engaged in best practices of the early childhood educational field.

As CUNY experiences a record growth in enrollment, the need for affordable, quality child care continues to grow. The University remains committed to the expansion of child care services to address unmet needs, however support from state, city and federal funding has remained at the same level for over ten years. Limited funding prevents the child care centers from offering competitive salaries to attract and retain quality teaching staff and inhibits expansion.

A reduction in state funding for the CUNY child care was proposed in the 2011 New York State executive budget. The proposed \$1.4 million cut in TANF funds would drastically affect our centers, forcing closure of school age and infant/toddler programs and possibly eliminating evening and weekend care.

Chairman Rodriguez and members of the Higher Education Committee, we ask you to support the proposed state Senate budget proposal which includes full restoration of our funds. I want to thank all of you for your continuing support and for the opportunity to address the Committee. Thank you very much. And now, I'm sorry, I'd like to introduce President Morales from the College of Staten Island.

DR. TOMAS MORALES: Hello. Good afternoon, Chairman Rodriguez and members of the Higher Education Committee. I am Tomas Morales, President of the College of Staten Island and I'm pleased to have the opportunity to testify before the New York City Council on Higher Education Committee today regarding the importance of child care services in higher education and specifically

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2 at the City University of New York. I also serve
3 on the board of directors of the American
4 Association of State Colleges and Universities and
5 HACU, the Hispanic Association of Colleges and
6 Universities, two national higher education
7 organizations that support campus based child care
8 programs.

9 I want to first share with you my
10 own story. I was born in Puerto Rico and raised
11 in the South Bronx. I married my high school
12 sweetheart and we became parents at the end of our
13 freshman year in college. It is not an
14 overstatement to say that campus based child care
15 services served as a lifeline to our own ability
16 to complete a college degree. We were provided
17 access to higher education via the educational
18 opportunity program coming from a lower social
19 economic household.

20 And frankly, we would not have been
21 able to afford child care on the open market. A
22 campus child care service was as important to us
23 as financial aid and academic support services.
24 Simply put, my wife and I both persisted and we
25 were able to graduate because we had access to

campus based child care services. In fact, all three of my children enjoyed their experiences in a campus child care center and they are now taxpaying college educated employees.

As President of the College of Staten Island, my goal is to expand child care services. While students will always have priority, I would like to find a way to create opportunities to provide child care to faculty and staff by creating an appropriate payment schedule for employees. Children are a common denominator in a campus community. It is wonderful to have a child of a student playing in the sandbox with the child of that student's faculty member. Of course the employee would pay an appropriate fee for that service and I would suggest would help underwrite support for the student needs in child care.

Campus child care centers contribute to a sense of community, a sense of belonging, a safe place for children of our students to learn and develop early childhood schools and are essential to the academic success of our students. I am pleased to share with you that our master plan calls for doubling the size

of the child care center on the College of Staten Island. We hope to increase our services to ensure that students would have access to services not only when they are in class but also when they have opportunities to participate in internships, serve on student government and participate in other college activities.

Learning takes place both in and outside the classroom. And students who have children should not be denied the opportunity to have the same collegiate experiences as their peers who do not have children. The student success and persistence literature is clear. Students who have access to campus child care services have higher graduation rates than those students who do not have access to campus child care services.

I want to again thank you Chairman Rodriguez and the members of the Higher Education Committee for the opportunity to speak with you today. I also want to take this opportunity to express my appreciation to you for your support of campus child care programs at the City University of New York. Thank you.

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2 JOAN WILLIAMS: Good afternoon
3 everyone. My name is Joan Williams. I'm a
4 graduate from New York City Technical College.
5 They changed their name, College of Technology.
6 My daughter, Chianne Williams, presently a student
7 was enrolled in CUNY child care. Today I am here
8 to give thanks to the Higher Education Committee
9 and Council Member Rodriguez for their interest
10 and support of CUNY child care. I am most
11 appreciative that some of our proposed budget cuts
12 were restored in 2011 state Senate budget
13 approval. However, additional funds are needed in
14 order to provide many more low-income families
15 with high quality early childhood education
16 program, a program in which is crucial for the
17 development of their children.

18 Today I can testify that the
19 excellent onsite child care my daughter received
20 was essential to my graduation from New York City
21 College of Technology. The ability of onsite
22 child care contributed to a better future for us.
23 I was delighted that a student introduced me to
24 our children center located in New York City
25 College of Technology. The day I arrived to

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2 register my daughter at our children's center was
3 a special for my daughter and me.

4 The atmosphere at the center was
5 one in which I felt comfortable and secure that my
6 child would be with children her age, together
7 with teachers who were able to let her be herself.
8 The sense of environment allowed her to enjoy her
9 present stage while preparing for her future. We
10 both cherished the time she spent in the familiar
11 classroom environment which helped her develop
12 intellectually, socially, physically, emotionally
13 and enriched her language development. Last but
14 not least our children center provided guidance
15 which contributed to her positive self image.

16 As a Human Service student, I was
17 fortunate I was given the opportunity to do my
18 student internship at our children's center and
19 was still able to attend classes on campus. Today
20 it gives me great joy as I look at my daughter who
21 graduated from high school from the honors program
22 and is presently an enlisting student at New York
23 City College of Technology. CUNY child care
24 assisted me in achieving my goals of attaining a
25 degree.

Today with sincere thanks and gratitude I thank Council Member Rodriguez and the Higher Education Committee for all they continue to do for CUNY child care. I thank you.

CHIANNE WILLIAMS: Hello everyone. My name is Chianne Williams. I'm a Nursing student at New York City College of Technology. I would like to give my heartfelt gratitude for the support of CUNY child care programs. I am especially thankful to the Higher Education Committee, Council Member Rodriguez and the Chancellor. I am also appreciative that a portion of the proposed CUNY child care state cuts were restored. However, there are still funds that need to be restored to provide affordable quality campus child care.

I attend the City Tech campus day care center while my mom obtained her degree in Human Services. I have fond memories of a warm, loving environment where I was able to socialize with a diverse group of children while enjoying a rich environment that included blocks, dramatic plays, sand and water play, music and creative movement and activities that promoted reading and

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2 math concepts. All of these activities have
3 helped prepare me for the academic success.

4 Having attended the City Tech child
5 care program I felt as if I was coming home when I
6 was accepted into the Nursing program. I know
7 that many of my fellow nursing students utilizes
8 the day care center at the college because of the
9 very flexible schedule, which enables them to
10 attend their very early morning hospital based
11 labs. Unless full funding is restored, many
12 student parents will not be able to attend
13 college.

14 Again, I thank you for your support
15 and I urge you to continue your efforts to obtain
16 full restoration to CUNY child care. Thank you.

17 CHAIRPERSON RODRIGUEZ: Thank you
18 everyone. Of course we have a number of
19 questions. But first one is on the day cares,
20 what is the age of children at the day care
21 centers?

22 MS. PEARSOLL: Thank you. All of
23 the centers have a preschool program. Some of the
24 centers have infant/toddler programs and some of
25 them begin as early as six months and others have

1
2 school age programs and serve children generally
3 up to 10 years of age, 5 to 10. I think one has a
4 program that serves children up to 12.

5 CHAIRPERSON RODRIGUEZ: My concern
6 is more the number of students in the early
7 childhood education.

8 MS. PEARSOLL: 0 to 5.

9 CHAIRPERSON RODRIGUEZ: What school
10 do most of those children go after they attend
11 child care center or the early childhood
12 education?

13 MS. PEARSOLL: I'm not sure what--

14 CHAIRPERSON RODRIGUEZ:
15 [Interposing] Public school, private school?

16 MS. PEARSOLL: Oh, many of them go
17 to public school, some attend private school but I
18 think that generally most of them attend public
19 schools in the area where they reside.

20 CHAIRPERSON RODRIGUEZ: Are you
21 happy, comfortable with the outcome? Are you
22 getting good numbers? Are you getting a higher
23 percentage of those kids going to good schools
24 after attending the child care centers?

25 MS. PEARSOLL: Anecdotally, yes we

1
2 hear that from parents, that the children are
3 usually at the tops of their classes, many are
4 involved in a gifted program if it's there.

5 Transition, we're trying to work with children on
6 transition from our centers into the public school
7 systems. But certainly there are challenges with
8 public school systems as well.

9 CHAIRPERSON RODRIGUEZ: Do you have
10 those data? Can we get the number on the data
11 that...?

12 MS. PEARSOLL: We have not
13 collected all of that data currently. We have
14 some and we can get you what we have. Our
15 children come from so many different areas and
16 then they go to so many different areas that they
17 don't reside in the neighborhoods where the
18 colleges are, most of them. So it's hard to track
19 the children once they leave us but that's data
20 we're developing.

21 MR. JORDAN: One of the challenges
22 in terms of collecting data is that once student
23 parents leave us, it's sometimes difficult to
24 connect to them to get them to respond to surveys
25 and so forth. So data collection would be a

challenge but the data that we have, we're happy to share with you.

CHAIRPERSON RODRIGUEZ: I appreciate it. I think that's something very important because as a father of 3 years old, any school, the open house we went and applied to a school when she started at 2 going. We like to know what is the outcome of the program. What school the children go to after they finish this program. I think also it will help us also to look and compare the quality of the education. For me, I think that as we say, it's not just child care, it's labor, someone take care of your children. It's where the most important education take place.

Listening to the testimony, I believe that we don't--in theory we are on the same page. I think that listening to everyone and sharing information, I think what I got is that everyone cares about providing early childhood education. The question is can we move forward, what type of improvement can we make. What's happening to those students that they are not getting the child care center at CUNY?

MS. PEARSOLL: I just wanted to say what we also tried to do is work with student parents as their children are ready to leave us, leave our programs and go into public schools. All during the time our parents are with us we try to work with parents on learning advocacy skills so that they can be an advocate for their child no matter what school they're going in to because you have to be, as you know, an advocate for your child especially with your child's education. So we do work on those advocacy skills with the parents.

MR. JORDAN: One of the reasons why it's so critical for us to get full restoration of the proposed cuts and then the budget request that was asked for on the part of the University is because more and more we are seeing a tremendous demand for infant/toddler child care. That is, that the majority of our students who need child care are coming with toddlers who need more space and more resources in terms of accommodating their requirements for child care.

CHAIRPERSON RODRIGUEZ: What does CUNY does to promote the early childhood

1
2 education? Do you think that every student knows
3 that in each of the campuses they have day care
4 centers?

5 MS. PEARSOLL: Probably every
6 student doesn't know. The centers are advertised,
7 they're in the college books, they're on the web
8 site. Every center has a web site so they're
9 advertised on the college's web site. The
10 children are on campuses so people see the
11 children. I think parents seeking that type of
12 child care find the child care centers. But we do
13 advertise them, we do market them. Each center
14 has its own brochure.

15 CHAIRPERSON RODRIGUEZ: But these
16 advertising probably the last couple of years
17 because when I was at CUNY, I was at CUNY City
18 College. It was not in the student booklets, it
19 was not in the book that we get in each semester.
20 I don't think it was so advertised.

21 MS. PEARSOLL: Possibly not. I
22 know we work closely with the college
23 administrations and those that do marketing and
24 the media now to make sure. And many of them have
25 links to all of the child care center web sites

1
2 now.

3 MR. JORDAN: I agree with you
4 Chair, I think we always can do more in assuring
5 that every single student is aware of the child
6 care services on the campus. I would again
7 suggest that child care in the United States is a
8 real challenge, as we all know. These two
9 organizations that I mentioned earlier are strong
10 advocates for an increase in campus child care. \

11 Again, I want to reiterate that
12 child care centers need to be expanded, not only
13 to cover or to take care of children while their
14 parents are in the class but to provide an
15 opportunity for parents to participate in student
16 government, in internships and other collegiate
17 experiences. And what happens often on college
18 campuses that the child care services are expanded
19 by really requiring parents to kind of flip. One
20 parent comes in because they have a class between
21 9 and 12, then they come back and pick up their
22 child to free up a space for the student that has
23 a 1 to 4 pm class.

24 I would suggest that that student
25 with the morning class needs time in the afternoon

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2 to study, needs time in the afternoon to meet with
3 their faculty members. By expanding child care
4 services you're going to provide those
5 opportunities for students in greater numbers than
6 we're currently doing today.

7 CHAIRPERSON RODRIGUEZ: Before I
8 continue, I have a few other questions before we
9 call on Council Member Cabrera, also a member of
10 our Higher Education Committee. I believe that,
11 again, that we have to do much more marketing,
12 promoting. I think that on each campus we should
13 advertise the early childhood education program at
14 CUNY. That we think that to be advocate for
15 funding together at all levels to be sure. I hope
16 that we together as a team, the borough trustee
17 for each campus and elected officials.

18 Our goal should be that each single
19 parent student should have a spot available to
20 have a child in a full time early childhood
21 education program at CUNY. I don't know money;
22 it's a matter of finance. I don't know how soon
23 we can establish a program that we have the will
24 to work. That we understand the importance, the
25 need, the difference it would make. Especially

people of color and other people are behind, is on early child education.

Moving to another question, who's running, who is in charge of the day care centers? Is each campus in charge or is there another institution to run the day care centers?

MR. JORDAN: Across the University child care centers are campus based and run from each campus. Each center has a director who reports within the student affairs organization on the campus. Is that the question you were asking?

CHAIRPERSON RODRIGUEZ: Who hired those directors? The president of each campus or A.D. Street [phonetic] board of trustee hires?

MR. JORDAN: The decisions about staffing take place locally on the campuses.

CHAIRPERSON RODRIGUEZ: So the campuses directly are in charge of the day care centers?

MR. JORDAN: Right, in terms of the hiring and staffing of those program.

CHAIRPERSON RODRIGUEZ: And what about on finals in those centers? What other resources do you get besides the money that is

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2 coming from the state?

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MR. JORDAN: As I said in my testimony, in addition to state and city funding there is also federal grant funding that comes through the state but there's also through the CUNY compact, financial initiative compact, funding that is provided as well. There's funding that comes through student fees that support those centers as well so there's a combination of resources that support child care centers.

MS. PEARSOLL: And a few of the centers, I'm sorry, as I mentioned have contracts with the universal pre K and a few others have received grants, various kinds of grants. So it's a blended funding to each center. Some have universal pre K and some don't but it's blended funding, which you often find at the early childhood education level. It's no one, unfortunately, stream, hopefully we can develop that, to support early childhood education.

CHAIRPERSON RODRIGUEZ: Do you have any waiting list students at this moment?

MS. PEARSOLL: Yes, many of our centers have waiting lists, most of our centers

1
2 have waiting list. I don't have the numbers
3 specifically but we can build that. But many of
4 them, yes, certainly we can give you that.

5 CHAIRPERSON RODRIGUEZ: So is that
6 a reality in each campus or no?

7 MS. PEARSOLL: Every center has
8 some sort of unmet need. Some centers have great
9 need for infant/toddler care and are unable to
10 provide it. It's very expensive, it's just that
11 it's labor intensive, it's more costly, may not
12 have appropriate facilities for that. So there's
13 unmet needs in ages, there are unmet needs in
14 hours and some facilities are just full to all of
15 their registration is full and they can't enroll
16 any more children. As we seek to increase we also
17 have to think about increasing facility size.

18 MR. JORDAN: As we think about
19 funding, I've talked about funding as well. Keep
20 in mind that in terms of in kind funding, campuses
21 provide a lot of the coverage of overhead cost in
22 terms of facilities and so forth for these
23 centers, that the centers themselves don't have to
24 carry the responsibility for.

25 CHAIRPERSON RODRIGUEZ: Before I

1
2 pass it to, I would like to say that I hope that
3 CUNY also put in perspective a plan on being, as
4 we say, invested more. I'm not saying CUNY for
5 record that CUNY has the money right now. I don't
6 know that they have it. But I think that in those
7 schools, going to City College and other campuses,
8 Hunter College it is no doubt that the vision that
9 CUNY has for the future in different areas,
10 science, engineer, is very important.

11 Yesterday I went to Bronx Community
12 College and I saw a new building for the day care
13 center at Bronx Community College. But I hope
14 also as we are building for the future on the
15 infrastructure, I think that also we have to sit
16 down and look on the need of investing more in
17 early childhood education for those. Probably I
18 would say looking at the percentage I think it's
19 over 16,000 students that they are in need of
20 child care centers at CUNY. So now Gale Brewer.

21 COUNCIL MEMBER BREWER: Thank you
22 and I think Council Member Rodriguez as he has
23 been talking about this since the day he walked
24 into the City Council. To his credit, it's a real
25 focus. Now my question is a couple. First of

1
2 all, is space an issue? I know he talked about
3 the Bronx but in general how do you address the
4 space issues because that's always a problem.

5 MS. PEARSOLL: Space is limited on
6 a lot of the campuses. There's not enough space
7 available for everything on the campus so a lot of
8 the centers have reached maximum capacity in the
9 space that they're at, who are unable to expand.
10 Also because we have to meet the health code
11 requirements for appropriate space so we don't
12 often have enough space available or more space to
13 add.

14 COUNCIL MEMBER BREWER: On certain
15 floors.

16 MS. PEARSOLL: Bronx Community was
17 very lucky to have gotten that brand new building.
18 It's great not all colleges can--

19 COUNCIL MEMBER BREWER:
20 [Interposing] Staten Island you have so much
21 space.

22 DR. MORALES: Yes, we have 203
23 acres.

24 COUNCIL MEMBER BREWER: I love your
25 campus.

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2 DR. MORALES: But as Council Member
3 Samaros [phonetic] will tell you that we do have a
4 need. Let me just share with you--

5 COUNCIL MEMBER BREWER:
6 [Interposing] Tell Samaros I have been to that
7 campus, I want you to know.

8 DR. MORALES: Yes, you have. Let
9 me share with you that space is always an issue.
10 But I do want to share with you that we just
11 recently presented our master plan to the board of
12 trustees. It was approved by the facilities
13 committee. It will go to the full board on
14 Monday. I'm very pleased that we received
15 extraordinary support from CUNY, the campus did,
16 in our idea of doubling the size of our center.
17 So in our master plan we are going to renovate one
18 of the existing buildings from the original
19 Willowbrook campus state hospital and we will be
20 literally doubling the size of our children's
21 center, building a new park for the children. We
22 received extraordinary support from the
23 chancellery in getting that done.

24 I will tell you that, as a
25 grandfather of two, I very much enjoy visiting our

1
2 children's center. This May I will be attending
3 my third commencement ceremony. We actually have
4 a commencement ceremony for our children at the
5 end of the year and we watch them grow. So I will
6 be attending my third. This is my third year at
7 the college. I think it's very important and I
8 know my colleagues support the children's center
9 that it becomes--it's really part and parcel of
10 the campus community.

11 MR. JORDAN: I would add to that.
12 One of the strategies being employed to
13 accommodate more students as President Morales
14 pointed out before is flexible scheduling, where
15 students, where children who are not in the center
16 all day long provide the opportunity for other
17 students to come in so you have this wave of
18 attendance and enrollment throughout the week.

19 COUNCIL MEMBER BREWER: I know that
20 Council Member Dickens has been very involved for
21 the Center of Borough Manhattan Community College
22 and I'm just wondering weekends, evenings, etc,
23 how is that demand different than during the
24 regular business day and do all of your centers
25 have accommodations during the evenings and

weekends.

MS. PEARSOLL: There is a demand for those hours and those times. Some of the centers are able to provide that however, because of funding and limited funding we aren't able to provide it on every campus. The demand varies at times, depending certainly on the registration at the college but there is continual demand at certain colleges for evening hours, at weekend hours.

COUNCIL MEMBER BREWER: Certainly BMCC?

MS. PEARSOLL: Yes and BMCC offers those hours.

COUNCIL MEMBER BREWER: Are they the only one that has the evenings and weekends.

MS. PEARSOLL: Many of our campuses do and I can get you a list of that but many of our campuses have that. It certainly depends on how far. That funding only goes so far.

COUNCIL MEMBER BREWER: Let me ask you about the funding. Council Member Rodriguez asked. Obviously TANF is the base I assume but tell me again, I'm sorry, I wasn't paying enough

1
2 attention. How much is the fee? There's TANF. I
3 assume, I know just like all the health centers
4 that we have, everything we do is unfortunately it
5 seems in today's world is attached together one
6 way or another, particularly services that are so
7 important.

8 What other strategies are you
9 thinking about? The one that just comes to mind
10 for me would be the veterans. You now got a lot
11 of veterans as students and that's terrific. I'm
12 wondering if there's Department of Defense money.
13 I'm always thinking outside the box. I'm just
14 wondering what other solutions are you thinking
15 about in terms of funding.

16 Grant funding is scarce, I know
17 that but collaboration with Head Start. We're
18 having a terrible problem with the LIFE programs
19 in the high schools and do non-CUNY students and
20 faculty, are they allowed to participate or is it
21 already so booked that it wouldn't make sense but
22 do they bring funding if they do? Those are my
23 questions, mostly about funding, creative funding.

24 MR. JORDAN: There have been some
25 of those partnerships have started to development

1
2 at some of our campuses where there's capacity.
3 Given the growth of our own student enrollment,
4 partnering with agencies and organizations outside
5 of the campuses can be difficult because if we're
6 making an arrangement with an organization that
7 requires our taking in some of their students,
8 that creates a challenge. There may be monies
9 available through that partnership but it
10 eliminates space for our own students.

11 COUNCIL MEMBER BREWER: Are you
12 supervised by ACS, by Head Start or just separate?

13 MS. PEARSOLL: We're separate from
14 ACS and Head Start.

15 COUNCIL MEMBER BREWER: So you're
16 not a union?

17 MS. PEARSOLL: No.

18 COUNCIL MEMBER BREWER: Not
19 unionized.

20 MS. PEARSOLL: No.

21 COUNCIL MEMBER BREWER: Okay. My
22 final question is the campuses that you're not on.
23 You're not on all campuses? Are you on all
24 campuses?

25 MS. PEARSOLL: Maybe not the

1
2 medical school or some others.

3 COUNCIL MEMBER BREWER: Also do
4 students who might be interested in developing
5 professional studies based on the work that is
6 going in to the education of the 0 to 5, how do
7 they participate in the day care programs, if at
8 all?

9 MS. PEARSOLL: Yes, they do. We
10 have many students participating in internships
11 from various departments. We have education
12 students, generally psychology students, sometimes
13 nursing students work with our children. OT,
14 occupational therapy, we've even had.

15 I was formerly at Queens College
16 and we had a class that was doing fashion design
17 for children and they came to observe the fashion
18 of our children. So whatever creative ways we
19 can, we are there to serve as a resource to the
20 college community and we're certainly there to
21 support the academic mission of the university.
22 So we welcome those collaborations with academic
23 departments and have many of them on our campuses.

24 COUNCIL MEMBER BREWER: I guess the
25 issue is if there's more funding and more space we

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could do more child care.

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MS. PEARSOLL: Yes, exactly, bottom line.

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COUNCIL MEMBER BREWER: Department of Defense. Thank you.

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DR. MORALES: Chair I have to apologize to you and to the Committee but I have another meeting back on Staten Island this afternoon. I'm staying committed to working closely with the Council as you explore. I think the DOD suggestion is great. I wrote it down and have my grants officer begin to look at those funding options. Again, I want to thank the Council. This is very progressive, very positive, your interest in child care at the City University of New York. Thank you.

CHAIRPERSON RODRIGUEZ: Rested because, hunger strike, united fight. Council Member [off mic].

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COUNCIL MEMBER VACCA: Yes, I too want to join in our conversation because I do believe child care is a right for students who go to college and try to do better and have those needs. But let me ask you something. You spoke

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2 about the state budget cuts and I was interested
3 in learning. You mentioned that the state has cut
4 all funding for this program in their budget.
5 Tell me where you stand with the state budget.

6 MS. PEARSOLL: The state has cut
7 \$1.4 million of our funding in TANF funding. We
8 receive \$2.2 million in state. The primary base
9 of the funding for CUNY child care is state
10 funding; an allocation from New York State for
11 CUNY campus child care provides funding, actually
12 for CUNY and SUNY campus child care. That's the
13 base. And then there's funding from the City
14 Council that provides support that serves as the
15 base funding for community colleges. So a portion
16 of the TANF funds supports our base funding and
17 that's a portion that's being cut.

18 COUNCIL MEMBER VACCA: \$1.2 out of
19 how much?

20 MS. PEARSOLL: \$1.4 million out of
21 \$3.46. Matt Sapienza [phonetic] has the exact.

22 MATT SAPIENZA: Good afternoon. As
23 Betty said, the state funding for our child care
24 centers is \$2.2 million, that is in CUNY's budget.
25 In addition we receive about \$3.5 million in

1
2 federal TANF money that comes to CUNY through the
3 Office of Children and Family Services money.

4 It's federal TANF grants that are appropriated to
5 the State of New York through the Office of
6 Children and Family Services that is then
7 transferred to CUNY for our child care centers.

8 Of that \$3.5 million in TANF funds,
9 the governor has proposed an executive budget to
10 cut \$1.44 million from it. Essentially the Office
11 of Children and Family Services budget but it does
12 come to CUNY used in the child care centers.

13 COUNCIL MEMBER VACCA: Now the
14 Senate and the Assembly adopt two different
15 budgets. Are you restored in either of those
16 budgets or did the governor cut in one and not the
17 other? Where do you stand vis-a-vis those two
18 budgets?

19 MR. SAPIENZA: In the Senate's
20 proposal they call for full restoration of the
21 \$1.4 million. The Assembly budget called for a
22 partial restoration of 60%, which is about
23 \$860,000. So we're hopeful when the three houses
24 negotiate a final budget that there will be full
25 restoration. But we have three different

1
2 proposals. We have a \$1.4 million cut, a Senate
3 full restoration and Assembly partial restoration.

4 COUNCIL MEMBER VACCA: You
5 mentioned the University has included an
6 additional \$450,000 in FY 2011 budget requests to
7 the City of New York.

8 MR. SAPIENZA: It was actually the
9 entire request to both the state and the city for
10 the University's overall request. We called for
11 an additional \$450,000 in services for the child
12 care centers. Neither the state executive budget
13 nor the Senate assembly proposals or the city
14 preliminary budget included any additional funds
15 for the child care centers.

16 COUNCIL MEMBER VACCA: The city
17 funding you receive right now is what for the
18 community colleges?

19 MR. SAPIENZA: There's \$500,000
20 from the city budget. I just want to point out,
21 there's not a distinct line item in the city's
22 budget for child care however the University
23 historically has set aside \$500,000 from its
24 overall city appropriation for the child care
25 centers at the community college.

COUNCIL MEMBER VACCA: And you intend to continue that set aside?

MR. SAPIENZA: That's correct.

COUNCIL MEMBER VACCA: Okay, thank you.

COUNCIL MEMBER ROSE: Good afternoon. CUNY is particularly close to my heart since I spent the last 20 years there. But my Council Member Vacca asked all of my questions. I think we were on the same wavelength but I have a question that might not be relevant or not so you let me know. Since there are various funding streams that come into the child care centers, actually who do the staffers work for and are salaries and benefits universal?

MS. PEARSOLL: We wish they were but they are not. It depends on the structure at each college. The Vice Chancellor noted that every college administers the child care center so there aren't universal salaries. The child care centers, the benefits and salaries come from various funding sources.

COUNCIL MEMBER ROSE: So are some of the schools unionized and some are not

unionized or are they all unionized but under different...?

MR. JORDAN: None of them are unionized. The majority--

MS. PEARSOLL: [Interposing] No.
[off mic]

MR. JORDAN: The College of Staten Island. Child care centers operate for the most part as 501(c)(3) entities that's so that they have a board of directors that manage or have fiduciary responsibilities for those corporations. But they try to be really current with market pay rates although it's really very challenging and offer health insurance or medical plans and benefits for their employees as well. So we try to be as competitive as we can.

COUNCIL MEMBER ROSE: So each of the college presidents determine what the salary ranges will be and the benefits package based on, I guess, the rest of the college faculty and staff?

MS. PEARSOLL: It's not based necessarily on pay scales for faculty and staff but where there are 501(c)(3) corporations and

boards that manage those centers, they try to really operate based on a combination of principles one, what salaries are paid within the institution as well as within the child care industry, for example. So it's a matter of balancing those two things. But the pay scales for faculty and staff don't necessarily drive salaries for child care staff.

COUNCIL MEMBER ROSE: So you're not tied into collective bargaining.

MR. JORDAN: No except in the case of College of Staten Island.

COUNCIL MEMBER ROSE: Okay. And the--I'm getting older. Is there a possibility that you have students working in those positions that might just being paid by maybe a Pell grant or work study as opposed to a salary?

MS. PEARSOLL: We have students who serve as interns who may be paid through college work study but they aren't usually counted as part of the professional staff because we have to maintain consistent ratios for the health department so we count on our professional staff for that. They're almost like bonus. What I

1
2 wanted to say was our salaries are in no way
3 competitive with the Department of Ed so that's
4 one of our challenges, losing people because we
5 can't offer salaries in--

6 COUNCIL MEMBER ROSE: [Interposing]
7 But all of your teachers are certified?

8 MS. PEARSOLL: Yes, must be as
9 required by the health code.

10 COUNCIL MEMBER ROSE: Okay, thank
11 you Mr. Chair.

12 [off mic]

13 MR. JORDAN: The funding goes to
14 CUNY. The state funding that's in CUNY's budget
15 goes directly to CUNY. As I mentioned earlier,
16 the federal TANF piece goes to the state Office of
17 Children and Family Services and then CUNY has a
18 memorandum of understanding with the Office of
19 Children and Family Services to receive the
20 federal TANF funds.

21 CHAIRPERSON RODRIGUEZ: The answer
22 to that question but who is responsible? Is it
23 independent for the 501(c)(3) or each of the
24 campus responsible for running the early children
25 education centers?

MR. JORDAN: The campuses are responsible.

CHAIRPERSON RODRIGUEZ: So the campus is the one who creates and puts in place the member of the 501(c)(3).

MR. JORDAN: Yes, the dollars are allocated by the University with the individual campuses and the campuses are responsible for expanding those funds for the purpose of the child care center.

CHAIRPERSON RODRIGUEZ: At least I know, I'm familiar with City College, when we started having the day care center at City College it was created more to serve the Department of Education at City College. So at City we had the opportunity to learn by providing their services to the student. Is that still the case today? Are most of those centers also working with students, doing student teaching for the different departments?

MS. PEARSOLL: Yeah, many of them do but more in a less formal way. I believe that center started as a lab school which many of our centers did before the 80s. But unfortunately

1
2 many of those lab schools lost funding in the
3 fiscal crisis in the 70s and they were no longer,
4 had specifically lab schools. They evolved and
5 became child care centers to support student
6 parents. However, the informal relationships,
7 more of the collaborative relationships are still
8 there but they are not. I know particularly that
9 school used to be a lab school.

10 COUNCIL MEMBER ROSE: Thank you Mr.
11 Chair, I just have a follow up. Are the fees
12 predicated on the funding sources, the funding
13 structure of the entity of the 501(c)(3)?

14 MS. PEARSOLL: Yes, but we consider
15 all of our fees subsidized because we keep them
16 very low for students to be able to access the
17 sectors. We use the base funding that we receive
18 as well as the funding that Matt spoke about that
19 comes through the Office of Children and Family
20 Services provides further subsidies to low income
21 parents to even lower their fees but they are
22 determined by--

23 COUNCIL MEMBER ROSE: [Interposing]
24 So the fee could be different at each of the CUNY
25 campuses?

MS. PEARSOLL: Yes.

COUNCIL MEMBER ROSE: For the same service?

MS. PEARSOLL: Yes.

COUNCIL MEMBER ROSE: Thank you.

CHAIRPERSON RODRIGUEZ: What about the student fee? Is there any student fee collected at each campus to day care?

MR. JORDAN: Some of the centers do receive support through student activities fees but that's decided through the various campus colleges' associations, that is the entities that handle student fees. There are certain earmarks that are set out within the government or by laws for those bodies.

CHAIRPERSON RODRIGUEZ: And I ask you if we can get a breakdown of all those sources, right, from how much you get from the state? If there is any money coming from foundations to the student fees so that we can have a clear picture of the sources of funding that the day care center has, right? Jumaane Williams.

COUNCIL MEMBER WILLIAMS: Thank you

1
2 very much, very happy to be here. Thank you panel
3 for your testimony. Good to see lots of CUNY
4 friends on the panel and outside. I want to say
5 hello to high school friend, Mandy Megalese
6 [phonetic] from PSC. This is very, very
7 interesting to me because I have no kids but as
8 I'm getting older a lot of my friends do. And I
9 start to realize what my mother, a single party
10 from another country, had to go through when she
11 raised my sister and I. I know it must have been
12 very troubling in terms of child care and what
13 have you so this issue does mean a lot to me. I
14 went to Brooklyn College, graduated from college
15 like many of us did here including the Chair. Not
16 Brooklyn College, the CUNY. I'm forgiven.

17 [Laughter]

18 The child care there was very well
19 known. Also their early childhood center is
20 pretty world renowned. It was very helpful.
21 There was one person in particular, Allison
22 Farriton [phonetic] who was a student leader with
23 me who I don't think would have gotten through
24 without the services there. I did get some
25 information from my college. They have a waiting

list of 133 families. They also need space and with state funding cuts they're saying they may have to raise the fee.

So one, I didn't know there was a board of directors for each one. That's very interesting information. One I just want to know how much the fees were at Brooklyn College, what are the average fees in general across the board and I'd like to know how does that gauge against what the market rate is.

MS. PEARSOLL: Brooklyn College does have a very great center as well as they offer infant/toddler care. The fees range from, I think our lowest is about \$11 for an eight hour day up to about a range of \$20 or \$22 for an eight hour day but we can give you those specific ranges and the specific fees. I'm sorry you asked one other question.

COUNCIL MEMBER WILLIAMS: I was asking how does that match up with the market rate.

MS. PEARSOLL: The market rate is certainly for preschool children is currently about \$194...

COUNCIL MEMBER WILLIAMS: Yeah,
this kind of seems very--

MS. PEARSOLL: ...a week so this is
much lower than the market rate. If your child is
under three years of age, which I think the
Chairperson eluded to that you pay over \$200 a
week. The market rates are over \$200 a week for a
child who's under three and that's the New York
City market rate set by the Office of Children and
Family Services. You might find some centers a
little more and you might find some a little less
but those are the market rates from the state.

COUNCIL MEMBER WILLIAMS: Do they
operate like regular non profits? Do they have
fund raising? Do they have grant writers, things
of that nature?

MS. PEARSOLL: Yes, they do.

COUNCIL MEMBER WILLIAMS: They do?

MS. PEARSOLL: Yes.

COUNCIL MEMBER WILLIAMS: Is it
better to have it this way that each one can do
kind of their own thing or find a way to bring it
all together?

MS. PEARSOLL: Well as a former

1
2 director of two of the centers at CUNY, it's both
3 yes and no. It's hard to operate in this manner
4 without just the basic consistency of funding but
5 it's not enough. But it also in a way it enables
6 us to have blended funding streams by having
7 501(c)(3). You can blend, you can find grants and
8 it makes it a little easier to operate.

9 COUNCIL MEMBER WILLIAMS: Is it
10 more yes or more no?

11 MS. PEARSOLL: I think it depends
12 on the situation and the campus and the center.

13 COUNCIL MEMBER WILLIAMS: Because
14 you could theoretically have one 501(c)(3) that
15 can do the same thing.

16 MS. PEARSOLL: For the University?

17 COUNCIL MEMBER WILLIAMS: Well, for
18 the day care center.

19 MS. PEARSOLL: Oh yeah, there is
20 one 501(c)(3) at each center, at each college.

21 MR. JORDAN: University wide.

22 MS. PEARSOLL: Oh sorry, that's
23 what I thought. I don't' know, the University can
24 speak to that better.

25 COUNCIL MEMBER WILLIAMS: Okay, I'd

1
2 like to know.

3 MR. JORDAN: This is an important
4 time that we're in when we're faced with trying to
5 figure out how we handle cuts. It forces us, the
6 centers and the University to really think about
7 what the possibilities are and how we can best
8 organize our centers in order to be productive and
9 more effective and efficient. This is one of the
10 things that we're exploring at this point in terms
11 of what's the best sort of organizational
12 structures for centers so that we can serve more
13 students and we can use the funds available much
14 better.

15 COUNCIL MEMBER WILLIAMS: The
16 answer is you're exploring the possibility now of
17 making it one 501(c)(3)?

18 MR. JORDAN: we're exploring
19 opportunities or what the possibilities might be,
20 not to move in a single direction but to look at
21 what the opportunities are given the funding
22 streams that are out there, what's the best way
23 for us to organize.

24 COUNCIL MEMBER WILLIAMS: Has it
25 ever been assessed whether it is better to have

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one 501(c)(3) as opposed to many different ones.

MR. JORDAN: To my knowledge, it hasn't.

COUNCIL MEMBER WILLIAMS: Is that something you want to look in to? I think may be helpful even in terms of raising money collectively and trying to baseline as to what students are paying across the board.

MR. JORDAN: As I said, we're exploring all sorts of options.

COUNCIL MEMBER WILLIAMS: I don't know if that means yes or...

MR. JORDAN: Council Members I think you raise an interesting point. One of the advantages to having separate 501(c)(3)'s at each campus is that they can make local decisions, what's best for their students. Because students at Hostos Community College who have child care needs may be much different from what their needs are for the students at the Queens College, let's say. That's the advantage of having separate 501(c)(3)s for each campus but you raise an interesting issue about centralizing and what that would look like and that's something we can take a

look at.

COUNCIL MEMBER WILLIAMS: I just want to say that makes sense, having the local issue but when I was at tenants and neighbors and I don't know how they lobby together for funding. But we got together with groups and formed another group that wasn't necessarily, it was a collection of our organizations that wasn't necessarily 501(c)(3) but we travelled together and worked together in one unit. And I don't know if that's done there but that might be something that you can look in to. I just wanted to say thank you very much Ms. Williams and Ms. Williams for the personal touch to the panel; it really meant a lot so thank you very much.

COUNCIL MEMBER SEABROOK: Thank you very much Mr. Chairman and good afternoon. Just a couple of questions as it relates to the, what is the selection process for the nonprofit board of directors and who sits on there? What is the ratio of present students and how is the turnover of those boards relevant to the schools who are actually there and have children. What's the criteria to be on the board?

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2 MR. JORDAN: The boards that are
3 set up have board members, some are appointed by
4 the campus president but they include external
5 folks who are within the child care or early
6 childhood education field. They include students
7 as well as faculty and staff within the
8 institution. So the make up includes different
9 constituents really.

10 COUNCIL MEMBER SEABROOK: What is
11 the percentage of make up of students that
12 actually are there participating within the
13 program that their kids are in? What percentage
14 is on the board?

15 MR. JORDAN: Usually there are
16 three or four students who are representing the
17 voices of--

18 COUNCIL MEMBER SEABROOK:
19 [Interposing] I heard you. I just asked what is
20 the percentage of the students that have the
21 participation of their kids within the program.
22 What percentage of these students. If they're in
23 two year schools sometimes they're there three
24 years. If they're in a four year school sometimes
25 they're five years. What is the percentage of

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those kids that are there that are participating?

MS. PEARSOLL: On the boards?

COUNCIL MEMBER SEABROOK: On the board.

MS. PEARSOLL: I think it's planned, each board has about 30%. If there are 12 members there's probably 4 or some of them have 11 members, there are 3 student parents who are elected from the student parent body. The student parents that are utilizing the centers usually have an association and within that association, or if it's loosely configured the student parents are elected and determined by the students who utilize the center and those students sit on the board. Sometimes there's a student representative from student government on the board as well depending upon how it's made up.

Those students sit on the board for sometimes periods of two years. They may be reelected, they may stay the whole time that their child is in the center and then others come. It does cycle but they're from within the students utilizing the center.

COUNCIL MEMBER SEABROOK: - -

MS. PEARSOLL: Yes.

COUNCIL MEMBER SEABROOK: What is the eligibility requirement for students in the day care to participate?

MS. PEARSOLL: To utilize the center?

COUNCIL MEMBER SEABROOK: No, no. The kids who are actually enrolled in the day care, what is the eligibility requirement?

MS. PEARSOLL: The parent has to be a student parent at the college.

COUNCIL MEMBER SEABROOK: So there is no financial--

MS. PEARSOLL: [Interposing] No, not to enroll.

COUNCIL MEMBER SEABROOK: As long as they're students within.

MS. PEARSOLL: Yes. Yes, and we maintain a priority for full time undergraduate students. We do have funding that is specified for low income students. We have subsidies that further subsidizes the fees for our lower income students.

COUNCIL MEMBER SEABROOK: So is

1
2 this based on first come first basis or in terms
3 of students coming in?

4 MS. PEARSOLL: Again within those
5 priorities, yes.

6 COUNCIL MEMBER SEABROOK: So there
7 is a category that says if these students have a
8 financial eligibility that there's certain numbers
9 that fits in.

10 MS. PEARSOLL: That could receive,
11 yes, that could receive subsidies.

12 COUNCIL MEMBER SEABROOK: In terms
13 of the subsidies.

14 MS. PEARSOLL: Mm-hmm.

15 COUNCIL MEMBER SEABROOK: There was
16 a question as it relates to Staten Island, the
17 president left but why is his school a unionized
18 shop and nobody else is one?

19 MR. JORDAN: I'm not certain of the
20 history behind that as to why theirs is and the
21 others aren't but we can find out.

22 COUNCIL MEMBER SEABROOK: I'd like
23 to know that as to why. Part of the requirement
24 for teaching is it the same standards that's used
25 for the state and the city as certification and

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everything else that takes place?

MS. PEARSOLL: Yes, it's required by the Department for the license.

COUNCIL MEMBER SEABROOK: For the licensing, that actually takes place.

MS. PEARSOLL: Yes, it must be.

COUNCIL MEMBER SEABROOK: What is the amount of students that work within the day care and attend the college that they're actually working in? What percentage of students that participate in the day care that works?

MS. PEARSOLL: That works on the professional staff as opposed to internships?

COUNCIL MEMBER SEABROOK: Well, you can give me both.

MS. PEARSOLL: I was going to say that we have some anecdotal information. We don't have specific. I believe it's about 20% of our staff members are attending college. We can get you more specific information but many of our staff members are attending college. They could possibly work for the center during the day, attend college at night, our assistant teachers, some others. Then we have, as I said,

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2 internships. That varies, interns and work study
3 students at each campus but that number varies
4 based on the size of the center, the number of
5 children, how much space is available for
6 teachers. You don't want to have more than enough
7 adults in the room at one time.

8 COUNCIL MEMBER SEABROOK: The
9 directors for these programs, they're selected by
10 the board of directors?

11 MS. PEARSOLL: Yes and the
12 colleges.

13 COUNCIL MEMBER SEABROOK: Why is
14 the college involved?

15 MS. PEARSOLL: Some of the
16 directors work for the college.

17 COUNCIL MEMBER SEABROOK: Oh, okay.
18 So the directors, some work for the college.

19 MS. PEARSOLL: Some, it's a whole
20 mix.

21 COUNCIL MEMBER SEABROOK: Out of
22 this budget and out of this money, how much money
23 is actually a part of the administrative cost that
24 is actually coming from the state, the city that's
25 designated for administrative costs out of this

1
2 budget?

3 MR. SAPIENZA: Each college, as we
4 mentioned earlier, does incur expenses that are
5 outside of the child care appropriations that we
6 get from the state and city for--

7 COUNCIL MEMBER SEABROOK:
8 [Interposing] I know that.

9 MR. SAPIENZA: For heat, light and
10 power and for administrative costs, as you
11 mentioned. So I don't have a number to say here's
12 how much we're expending out of those cuts but
13 you're absolutely right in that there are burdens
14 from the college's tax levy budget outside of the
15 child care budget that are incurred as a result of
16 running the child care programs.

17 COUNCIL MEMBER SEABROOK: How many
18 directors are actually on the college's payroll?

19 MS. PEARSOLL: We have to get those
20 numbers. I don't have those numbers.

21 MR. JORDAN: Those are numbers that
22 we don't have readily available but that we can
23 certainly get for you.

24 COUNCIL MEMBER SEABROOK: Okay, I'd
25 like that and accountable of ethnic breakdown as

1
2 well of those directors and who is where, if you
3 can do that. And just there's one thing. I'm
4 glad that we have a graduate out of the program
5 and her daughter was there. How many people have
6 actually that you've had to participated in your
7 program that you have actually hired back into
8 your program?

9 MS. PEARSOLL: Quite a few. We
10 don't have exact numbers but...

11 COUNCIL MEMBER SEABROOK: I know,
12 I'm just curious.

13 MS. PEARSOLL: ...quite a few, yes.
14 And again many of our staff started as interns and
15 were able to go ahead and graduate and come back
16 as teachers or continue as teachers.

17 COUNCIL MEMBER SEABROOK: Okay but
18 just don't forget that information about Staten
19 Island.

20 MR. JORDAN: Yes.

21 COUNCIL MEMBER SEABROOK: Okay?
22 Thank you Mr. Chairman.

23 CHAIRPERSON RODRIGUEZ: Before I
24 call on, I just have a question. Based on the
25 numbers that we have we say that number we got is

1
2 at 15% of all CUNY students are parents with
3 children under the age of 12. Now from that
4 number which is assuming that we have 260,000
5 students at CUNY, that 15% represents 39,000
6 students that are in that category. So from that
7 39,000 only 1,600 of these students are the ones
8 that have been able to place their children on the
9 day care programs. Is that accurate or is it
10 different?

11 MR. JORDAN: Approximately 2,000,
12 yes, 2,000 students are taking advantage of--

13 CHAIRPERSON RODRIGUEZ:
14 [Interposing] There's like 37,000 single mothers
15 or parents at CUNY that they don't have right now
16 a spot to have their children in day care.

17 MR. JORDAN: You have to take into
18 consideration that there are students among that
19 population who are in school but whose parents
20 have also made other arrangements with family
21 members and so forth for child care.

22 CHAIRPERSON RODRIGUEZ: Okay. Now
23 I call on [off mic]

24 COUNCIL MEMBER CABRERA: Thank you
25 so much Mr. Chairman. Welcome, thank you for

1
2 coming and for the excellent services you provide
3 to CUNY students. I just have a couple of
4 questions. The first question really going to the
5 heart of the matter here as to how many programs
6 are you projecting that will be closed in your
7 centers if the proposed \$1.4 million cut will
8 become a reality?

9 MS. PEARSOLL: Each program, if the
10 cut is enacted, would have to look at the budget
11 and determine. We have figured that it's about
12 30% of the budget of each program so they would
13 have to look at their expenses. Some have
14 mentioned that they might have to cut evening
15 programs. They might have to cut weekend
16 programs. We don't have specific numbers because
17 everyone's still looking but it's about 30% of the
18 budget.

19 COUNCIL MEMBER CABRERA: They will
20 be able to function with a 30% cut? I look, if I
21 understand this right, the centers will stay open
22 but some of the programs will be cut. Am I
23 understanding your presentation right?

24 MS. PEARSOLL: Yes, some of the
25 centers all have a basic preschool. Some have, in

1
2 addition to that, have school age, some have
3 evening and weekend. But again, each center will
4 have to determine if the cuts are enacted. With
5 your help we hope that doesn't happen.

6 COUNCIL MEMBER CABRERA: I'm
7 looking forward to providing that help, at least
8 from my end to advocate. These are services that
9 we can not do definitely without. The second
10 question I had was, is there data to show the
11 success rate of those students who receive
12 services from your centers versus a parent who do
13 not receive these services from the centers in the
14 CUNY system?

15 MR. JORDAN: As I said earlier on,
16 there is national data and there is CUNY data,
17 which we don't have available here for you today.
18 But we would be happy to. If there are any
19 specific data requests that you have we can meet
20 those requests as well.

21 COUNCIL MEMBER CABRERA: Beautiful,
22 thank you so much. Thank you so much Mr.
23 Chairman. Thank you.

24 CHAIRPERSON RODRIGUEZ: I would
25 like to thank all the members of the panel of

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CUNY. Now I would like to call a new panel.

FEMALE VOICE: Okay. We can hear from Luse Shriver, Rafael El Torrel [phonetic], Linda San Pedro and Melinda Cornwell, that will be the first panel other than CUNY and we have one more to call.

LUSE SHRIVER: Hi, good afternoon, Council Members, Council Member Ydanis Rodriguez for inviting us. I've seen you twice today, at our press conference this morning in the Bronx. My name is Luse Shriver and I'm a Hunter graduate. I'm also one of the mother organizers of the Defense of Hunter Child Care Campaign, which you'll be hearing more about in detail. But I will allow to Melinda Cornwell to speak first because she does have to leave to pick up her son.

MELINDA CORNWELL: Hello Council Members, thank you so much for participating. Do I have to--are we good? Now I'm good? Okay. Psychology major here so I'm not familiar with the political workings of things. And I didn't write anything because I wanted you to understand exactly how sincere this was and how direct these thoughts are to the fore of my mind.

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2 First of all I'm really excited to
3 hear that students can participate on the board of
4 directors because I didn't know that before this
5 hearing, which I find interesting because I'm a
6 Senate member at my school. I've been a parent
7 student member for four years at Hunter College.
8 I've been a member of the Hunter Parent Union.
9 I've been working with Luse on the Committee in
10 Defense of Hunter's Learning Center so I'm really
11 excited to find out that I actually can
12 participate.

13 I wanted to also say, I am a first
14 generation college student. My sister was a
15 student at Hunter College and she was a single
16 mom. She's the hardest working person I know and
17 there was no CUNY child care for her at Hunter
18 College at the time and she never did get her
19 degree. It is now that little boy is 30 some odd
20 years old. He has children of his own, she has
21 two more children and none of the people I just
22 talked about have a college education. None of
23 the people that I just talked about have a college
24 education.

25 This is how important child care is

1
2 to me as a parent. I just got in to a PhD
3 program, me who was told she wasn't college
4 material. In choosing my PhD programs to apply
5 to, CUNY only lets you apply to one out of all the
6 system. Why did I choose Queens College instead
7 of Hunter College? Because Hunter's policy on
8 child care is that because I'm technically a
9 student of the graduate center they wouldn't
10 consider me a student parent for the purposes of
11 on campus care. That is so vitally important.

12 My son has autism. My son has been
13 able to thrive in the mainstream setting of Hunter
14 College because each and every person who works
15 there and teaches my son there holds him to the
16 highest degree of accountability. They are
17 accepting of the areas that he has difficulty
18 without assuming that we are dealing with a
19 conduct problem. That is a degree of high quality
20 care that I could not get anywhere.

21 My family is on Medicaid. Do you
22 know how much I paid for child care on campus last
23 semester? I paid \$80 for the entire semester. I
24 would like so much to encourage you to please
25 bring back CUNY child care funding. I know that

1
2 the attitude of some people, because I heard it
3 from the Dean Eija Ayravainen at a meeting with
4 her. She said on campus child care is a luxury
5 and I'm here to tell you that it is not.

6 We have to support families like
7 me. I don't have a way to make a living wage. I
8 used to be a hair and make up person and I got
9 damaged in my eyes. I don't have a marketable
10 skill to make a living wage without an education.
11 This economy has been so bad, I out earned my
12 husband in scholarship money this year because I
13 am a kick butt student and I just made Phi Beta
14 Kappa. None of that would be possible without
15 child care.

16 So we could help out with students
17 like me and support families like mine. Or we can
18 continue another generation of my family
19 benefitting from social services, which I suspect
20 ends up being a lot more expensive. Thank you for
21 taking the time today to listen.

22 MS. SHRIVER: Thank you Melinda.
23 My name again is Luse Shriver and I just graduated
24 Hunter College this winter. I have a six year old
25 daughter that has attended for most of her life,

1
2 the children's learning center and I would have
3 never been able to go back to college if it wasn't
4 for child care.

5 I know from experience that that's
6 the case of most of the mothers and fathers at all
7 the CUNY child care centers that if it was not for
8 on campus child care they would never be able to
9 have access to higher education. So this actually
10 enables our right to education. Not only that,
11 it's high quality, it's affordable, parents can
12 pay like \$1 a week if they're eligible. I know
13 that I definitely would have not been able to
14 afford the market rate in child care if it wasn't
15 for that.

16 When I first entered--I actually
17 first entered Hunter in '98 when there was still
18 open admissions. I was a remedial student so I've
19 seen how CUNY has been limiting access to
20 education for people in the city. I left school
21 and I came back as a parent. And when I came back
22 to Hunter I immediately noticed that child care
23 services at Hunter College were neglected. Why
24 did I know that? Because most of the parents that
25 I met--

I never found out about child care through any ads or publicity materials that the college has. It was merely by accident. I actually used to work in student government my first time around so I knew about child care because student government allocates certain monies to the child care center. Melinda that just left, she actually found out about child care because she was stopping by the admissions office and happened to see a sign and that's the case of most student parents.

The current president of the Hunter Union, Angela Mofetas [phonetic] called Hunter College and asked about child care services and was told there were no child care services at Hunter. So we have a chronic case at Hunter not only of under promotion but actually neglect of child care services. I'm really happy also to have seen the President of the College of Staten Island take on such an advocate role for child care because that is not the case at Hunter College.

Last year the Hunter College president made the decision to close one of the

1
2 classrooms of our child care center and this
3 decision was announced through the vice president
4 Dean Ayravainen who also is the chair of the board
5 of directors of Hunter's child care center. We
6 found out that they were closing this classroom.
7 We protested ever since last year. They said they
8 were going to close it in the summer of last year
9 and because of student power and activism we have
10 actually successfully stopped it for almost a
11 year.

12 They did this, the immediate thing
13 that we did was to meet with Dean Ayravainen,
14 she's the vice president and as I said also the
15 chair of the board of directors. And we asked her
16 why they wanted to take away this classroom. At
17 that point the College did not have a reason to
18 take away this classroom. Because we started a
19 process of FOILS of Freedom of Information Law
20 request we have proof that the College did not
21 have any use for the space, that it was only until
22 we protested that they allocated this space to
23 graduate admissions, which is on the same floor
24 across the hall.

25 So this is really just taking child

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2 care services, not even for something that we need
3 because we already have all these other services.
4 We met with her and we met with another dean and
5 we asked, I asked Dean Ayravainen what was the
6 place of child care in the University. She told
7 us that child care was a luxury and since then we
8 started mobilizing. We tried to meet with our
9 Hunter College president. Initially she refused
10 to meet with us. It wasn't until we contacted a
11 Queens Council Member and told him, Tony Avella,
12 that our president would not meet with us because
13 she said that this was not the president's issue,
14 that she granted us a meeting the same day that we
15 held a rally.

16 We held a rally, that was in July.
17 They didn't do reconstruction on the child care
18 center. Then we also took this to the Hunter
19 Senate and majority of the Hunter Senate voted
20 against on the reduction of child care services at
21 Hunter College. After that the administration
22 said that they were still going ahead and reducing
23 child care services and space. On December 21st,
24 the same day we held our latest rally, we decided
25 to sue Hunter College and CUNY, so it's come to

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2 this level because the administration pays no
3 attention to us and they don't see child care as a
4 priority or even a need at all.

5 Currently, what has been
6 distributed to you is our latest press release on
7 the current status of our law suit. Our next
8 court appearance is on June 17th and it's in the
9 New York City Supreme Court. Initially the law
10 suit was about just the space, the classroom, now
11 it's actually about how the child care center at
12 Hunter is governed, which we are arguing that it's
13 illegal because they do not have a representative
14 of the Department of Education as they're mandated
15 and they've neglected child care services at
16 Hunter.

17 Also, to address one of the earlier
18 questions about how the child care centers are
19 governed. At Hunter College it's entirely made up
20 of CUNY administrators, Hunter administrators.
21 There are no, there has never been a parent or a
22 student on the board of directors - ever.

23 And through our FOIL discover, the
24 Freedom Of Information Law request, we were able
25 to get not only emails between administrators but

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2 also minutes of their meetings of the board of
3 director meetings. There was actually a provision
4 to allow one student parent on the board, which
5 they never allowed but that was scratched off
6 after. It was just scratched off by hand so that
7 has never happened.

8 The way we see it, we started a
9 campaign to defend Hunter child care. The way we
10 see it, it is a huge structural problem and we see
11 that the way the child care centers are formed as
12 non profits, as separate from CUNY is a problem
13 because they should not be separate from the
14 University. It is a disgrace that the teachers
15 whoa re required the same requirements that they
16 have to meet of excellence, they do not receive
17 any benefits.

18 So what this allows the non
19 profits--the way CUNY has legally structured this
20 is that they're not liable for anything so if a
21 teacher is hurt on the premises, they're not
22 legally liable but at the same time in the case of
23 Hunter they have complete control of it.

24 I just want to ask of you to
25 support us, to release issues of statements of

1
2 support, to hold the attorney general, Andrew
3 Cuomo, accountable because his office is defending
4 the reduction of child care services at Hunter
5 College. So we want to ask for your support not
6 only with the money but also in the restructuring
7 of the child care Hunter and also CUNY. Thank
8 you.

9 CHAIRPERSON RODRIGUEZ: Before we
10 move to the next student to testify I just wanted
11 to say that because of the cases pending with the
12 court so we are not going to be entertaining any
13 questions but I think it's more we hope that it
14 happened when we had our first hearing about
15 improving diversity at City University of New
16 York, which is one important issue for us. I
17 think that we have a good follow up also, it
18 represented from CUNY. I hope also the discussion
19 of the importance early childhood education is
20 something that we will follow up. Also because I
21 think there is no doubt that we have to make a
22 difference in providing quality child care
23 education to all age students who need it at CUNY.

24 KAREMA YUSEFF: Thank you. Hi,
25 good afternoon. My name is Karema Yusseff. I

1
2 don't know if there's any statistics for success
3 stories but I'm going to tell you my story. I'm
4 going to tell you the advantages of Hunter and the
5 disadvantages of what I experienced. I'm
6 currently 26 years old and I enrolled back into
7 school in February 2009. Ten years ago the
8 economy was nothing like this. I started in the
9 information age. When I was getting ready to go
10 to college I was living big dreams. I wanted to
11 be an entrepreneur, they had the dot com
12 businesses booming. A lot of people were getting
13 rich ten years ago so my level of thinking is a
14 lot different than it is now, especially as a
15 mother.

16 I went to school for business
17 management. I graduated with my Associate's
18 degree at 21 and I wanted to go to work to refrain
19 from getting more loans. I was trying to find a
20 good company with some benefits so I can go back
21 to school with working and getting benefits so I
22 could stop loans. Two years into that plan I
23 entered motherhood and motherhood it has its ups
24 and downs. Sometimes you just do what you got to
25 do because you don't want to face consequences

1
2 later on because omen, we have time clocks and
3 it's but so many decisions we can make.

4 That was my choice. I had my child
5 and two years into that I was working for Verizon
6 for nine months and I also had a part time job at
7 Macys. So I was working full time 9 to 5 and I
8 was also working on the weekends as a single mom.
9 I did that for nine months to a year straight and
10 then the economy went down. I lost my job. I was
11 totally depressed. I didn't know what to do and I
12 had unemployment for a little while.

13 Then I got another job as another
14 temp and then two months into that with HIP, the
15 health insurance, they let me go for no apparent
16 reason. At that moment I said that is it, I'm not
17 going to want to ever want to go under a temp
18 position. I need a degree so I can command some
19 time of salary. I can't be living like this and
20 that's what made me enroll back into school.

21 Now as a transfer student I had to
22 go physically to the campus to get information on
23 what I needed to do, what documents I needed to
24 have and that was the biggest blessing when I went
25 tot eh campus. Right next to admissions where I

1
2 had to follow up on my transfer app, I saw that
3 they had a child care service. I didn't know that
4 CUNY had any type of child care services so I was
5 thinking I was still going to have to pay \$135 or
6 \$150 for day care per week. I didn't know I was
7 going to do about school. I really didn't know
8 how I was going to do it but I just knew I wanted
9 to do it.

10 When I saw that Hunter had this
11 child care program I felt like I was totally
12 blessed. My child was the right age, she was 2.5,
13 she was potty trained. I was one of those parents
14 that fulfilled all the requirements so I got in
15 with no problem. I enrolled as a full time
16 student and heard my daughter's success story.
17 She was saying less than 50 words and a lot of
18 people were worried about her language
19 development. My daughter can't stop talking now
20 and that's because of the children's learning
21 center. It is not a day care; they actually
22 learn. They have homework. My daughter is
23 learning how to write. They're preparing them for
24 kindergarten at the right time.

25 I was talking to her teacher and

1
2 she explained to me even though they say that your
3 kid is supposed to start at age 5 for kindergarten
4 they may not be ready. If you start them too soon
5 between kindergarten and second grade, that can
6 force them to be left back so we have to be very,
7 very careful with our children's education at this
8 time in their life. I one of those students that
9 receive a lot of positive benefits from this day
10 care center, this learning center--not even day
11 care but learning center.

12 One of the stresses I've
13 experienced was them threatening to take away one
14 of the rooms. I was one of those--I got to say
15 managing being a single mom, managing a full time
16 student and being active in this fight was very
17 stressful last semester. Time management,
18 everything, we had a couple of Senate meetings
19 that were canceled on us. They had no time for us
20 or they kept pushing it back month after month,
21 that was a lot of stress, especially when they
22 told us two days before Christmas that they were
23 going to take the room away. That's when we had
24 an emergency the Friday before Christmas we were
25 going through this and we said we didn't care if

1
2 it was snowing or how cold it was, we were out
3 there rallying in front of our schools when this
4 happened. Thank God we went to go get the court
5 junction because we saved that room as of right
6 now and all these issues are coming out.

7 When I sat here for about an hour,
8 I heard everybody understand a clear need to
9 increase child care so I don't understand Hunter.
10 Hunter boasts about being the top public college
11 and they post it all around the campus, how
12 they're so proud of being a good campus but why
13 are you trying to take away one of our due
14 possessions. Being involved in this campus, I
15 found out that one of the presidents gave up her
16 office to provide space for the children's
17 learning center.

18 Basically I'm just here saying that
19 in order to preserve our society, we're going to
20 have a lot of parents enrolling back into school,
21 furthering their degrees. My professors I know
22 they're probably in their 30s, 40s, 50s, still
23 going to college. They're going to have kids.
24 Many professors that go to CUNY, they graduated
25 because they used that learning center. So the

learning center is very, very important. It's crucial to keeping our society going, especially in these challenging economic times.

We know that CUNY has the highest admission rates in recent times so it's very important. This is a crucial element and I just don't understand Hunter's reasoning behind trying to take away our space instead of increasing it and that's my biggest issue.

CHAIRPERSON RODRIGUEZ: Well, thank you for that strong testimony. Before we call for the next one I want to say that society that does not provide quality education for 0 to 5 is committing one of the biggest crimes that probably we have not addressed. So I think that we as human beings, all of us, we should be checking on no in particular college by just looking at we living in the city where hundred thousand children 0 to 5, they don't have that education. And then we blame them when they're teenagers.

LINDA SAN PEDRO: Good afternoon. I'd like to thank Chairman Rodriguez and the Committee for allowing me to share my testimony. My name is Linda San Pedro and I will be

1
2 graduating this spring 2010 with my Associate's
3 degree from the Borough of Manhattan Community
4 College. I have to say that very slowly, I just
5 got emotional. Hold on a second.

6 My son graduated last year from
7 Borough of Manhattan Community College. I have a
8 four year old in the day care center run by
9 Cecelia her Deputy Chair. Claudette, thank you,
10 Claudette, Claudette. I have enrolled in BMCC,
11 I've been there for gosh I want to say several
12 years. And my son who turned two years old, he
13 has been there since he turned two years old. The
14 incredible teachers that work at BMCC, the staff
15 there; this was a child who didn't speak and in
16 two weeks my husband and I saw a drastic, dramatic
17 change. He was inquisitive, he wanted to know
18 everything. He couldn't wait to go to school so
19 that made my job easier going to school.

20 To have a child want to go to
21 school is just a joy but to have them want and
22 learn and thrive and bloom before your eyes, it's
23 even better. It makes you going to school even
24 more enthusiastic and you want to finish quicker.
25 My gratitude to BMCC and the staff, their

1
2 excellent training, the staff development words
3 can't express.

4 My husband works six days a week.
5 He supports honestly a family of six. I have two
6 boys and we're raising two of his nieces. We live
7 in the Bronx in a one bedroom apartment. I can
8 tell you today I'm a success story because of the
9 child care. I really, really urge you to expand
10 the budget for staff development, to expand the
11 budget for learning centers, to expand the budget
12 for more rooms so that other people can really
13 take advantage and benefit from the wonderful
14 staff provided by CUNY. I can say that because of
15 BMCC.

16 I worked in the system, I worked in
17 criminal courts for many, many years. I worked in
18 corporate for many, many years but it wasn't until
19 now, until the recession that there was such a
20 demand to go back to school and that's why we
21 really need this day care program. I had to
22 change my hours. I was going to school during the
23 day. I had to change my hours because of my
24 nieces; I needed to be home because of my nieces
25 during the day so I go to school in the evening

1
2 and yet I still am able to come in on Sundays to
3 study. Because at home there's no time to study,
4 I'm too busy doing other things' my hat changes.
5 So I have this benefit, I have this resource that
6 really allowed me to get this degree.

7 I want to just thank you for your
8 time. Thank you for allowing me to share this
9 with you. But let me just add one thing to this.
10 Let me just add that the staff has been prepared
11 so well at BMCC that last year in the month of
12 February my son suffered a federal seizure.

13 I don't know if you're familiar
14 with a federal seizure but that's a seizure that
15 children get, toddlers get just because. Like
16 they had a cold and they got this seizure, this
17 high fever and it came in 20 minutes and he was
18 the urinal and he fainted. Because the training
19 is so good at BMCC, thank God that the teachers
20 pulled him up and went across the hall to the
21 nurse's office and ended up that they had to call
22 me, pull me out of class. By the time I got there
23 he had the IV already put on and the ambulance was
24 on their way. I'm here today telling you the
25 story.

1
2 If they weren't trained staff, if
3 they weren't directed by a director who really,
4 really cared about empowering her teachers and
5 preparing them for the good, the bad and the ugly,
6 I wouldn't be able to tell you this story today.
7 So am I a success story? I'm blessed to have been
8 part of that program at BMCC. Thank you very
9 much. Good afternoon.

10 CHAIRPERSON RODRIGUEZ: Thank you.

11 FEMALE VOICE: Go ahead and call up
12 our last panel, Heather Brown, Laura Lawdman
13 [phonetic], I called out before Rafael El Torrel
14 if you're still in the crowd.

15 LAURA LAWDMAN: Good afternoon and
16 thank you to the committee for the opportunity to
17 testify. I'm very proud to be--first of all, my
18 name is Laura Lawdman. I'm very proud to be a
19 Hunter graduate. I graduated in August of 2008
20 and I'm here today, actually, I wasn't planning on
21 testifying but when I got here I felt moved to.
22 I'm here to represent all of us students who
23 aren't parents but may one day be parents.

24 My experience at Hunter was so
25 deeply enriched by having parents in my classes.

I could tell you many stories about friends who were parents. My first semester, my first day of class actually I sat next to Leo Bart Ostodio [phonetic] who's a parent of three. And he became a very close friend. There were so many examples of friends at Hunter who had kids. I know what going to Hunter and going to college in general meant for them and meant for their hopes for their families.

I'm going to keep it brief. I just wanted to make a point but for me it's very important. Your support of CUNY child care is really precedent setting and the long range effects of it are critical, not only for CUNY but also for New York City. I want to ask you to consider the impact of CUNY on New York City. Where would New York City be without CUNY and where would CUNY be without its parents?

I want to thank you so much for your support. It's a really, really important. Okay, have a great day.

HEATHER BROWN: Good afternoon. My name is Heather Brown and I am the Public Policy Chair of the Child Care Counsel at CUNY and the

1
2 director of Kingsborough Community College's child
3 development center. On behalf of the CUNY Child
4 Care Counsel I would like to thank Council Member
5 Rodriguez and members of the City Council for
6 their support of quality early care and education
7 and for holding this hearing focusing on higher
8 education oversight, examining child care services
9 at CUNY.

10 Each year approximately 2,000 are
11 enrolled in a CUNY child care center. Without the
12 subsidized rates that CUNY child care centers
13 charge to students the majority of our student
14 parents would not be able to afford to enroll
15 their child in a high quality child care center
16 while pursuing a college education. Child care is
17 expensive and according to the research that we
18 have conducted on local child care centers, would
19 be unaffordable to these student parents.

20 Even if our student parents could
21 find child care at the current market rate, they
22 would not be able to afford the cost of child care
23 while attending college. Study after study shows
24 that families can not afford the cost of high
25 quality early education just as they can not

1
2 afford the full cost of college tuition. The
3 average cost of day care for a four year old in
4 New York State is \$9,000 a year, which as the
5 Children's Defense Fund points out is more than
6 college tuition at a public university.

7 High quality early care and
8 education programs are crucial to CUNY at a time
9 when CUNY's enrollment is at an all time high. As
10 Council Member Rodriguez point out, women comprise
11 60% of CUNY's enrollment and 15% of CUNY students
12 indicate that they provide support for a child or
13 children under the age of 12. Quality child care
14 is essential to their retention and success.

15 Since the city's funding of CUNY
16 child care centers has remained level since 1985,
17 it has become more and more difficult to maintain
18 high quality programs when centers are essentially
19 receiving a decrease in funding each year. Hiring
20 and retaining qualified and certified teachers has
21 also become a hardship as many centers can not
22 afford to compete with the Department of Education
23 salary scales and benefits. Our child care
24 centers need support from the city and the state
25 if we are to provide high quality child care and

retain high quality teachers.

Despite the importance of the early learning years to a child's development, public investments in education and development are more than seven times greater during school age years than during the early learning years. This leaves parents to bear the bulk of child care costs.

These costs present a particular challenge for families with young children since these parents are often just starting their careers or are still in college and have less financial resources.

The child care needs for parents attending college are unique. Their schedules vary from semester to semester as well as day to day and they often need to take early morning or late day classes to meet their degree requirements. CUNY's on campus child care centers provide flexible hours to accommodate and support student parents so that their child care needs are met during the day, evening and on weekends.

All of our teachers and staff work hard to support our student parents so that they can fully participate in college life and fulfill their educational goals. This is accomplished by

working hand in hand with families to build positive relationships and offer support by providing workshops and advice on topics such as challenging behaviors and developmental milestones as children grow and develop.

CUNY child care centers also take an active role in providing hands on experience to many CUNY students. Our centers and professional staff serve as role models and mentors. We contribute to the education of CUNY's adult students by serving as college work study sites, observation and intern sites. We accept student aid workers and some centers are also lab schools. On campus child care centers provide students the opportunity to work directly with children and families under the guidance of our professional educators.

The Child Care Counsel at CUNY looks forward to continuing to meet the needs of children, student parents, our college communities and the University. Thank you for your time and I appreciate the opportunity to share this information with you.

CHAIRPERSON RODRIGUEZ: Thank you.

1
2 I would like to thank everyone, the panels from
3 CUNY and the students and my staff Tonya, Laura
4 and also Janeese who been doing a great job. This
5 is our second hearing. As I said, the first one
6 was about lack of diversity at CUNY at the staff
7 level. We want to continue that conversation. We
8 believe that there is a lot of room to grow and
9 bring more people of color to the staff level of
10 CUNY?

11 At today's hearing I think we had
12 good conversation on the importance of day care
13 centers or the early childhood education. I hope
14 and I ultimately that we will continue the
15 conversation with CUNY and the students and
16 everyone who cares about the future of this city.
17 So thank you very much.

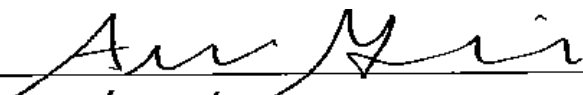
18 [Pause]

19 CHAIRPERSON RODRIGUEZ: Meeting's
20 adjourned.
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23
24
25

C E R T I F I C A T E

I, Amber Gibson, certify that the foregoing transcript is a true and accurate record of the proceedings. I further certify that I am not related to any of the parties to this action by blood or marriage, and that I am in no way interested in the outcome of this matter.

Signature

A handwritten signature in cursive script, appearing to read "Amber Gibson", is written over a horizontal line.

Date May 10, 2010