

**TESTIMONY OF JACQUELINE M. EBANKS  
EXECUTIVE DIRECTOR, COMMISSION ON GENDER EQUITY  
COMMITTEES ON HIGHER EDUCATION and WOMEN AND GENDER EQUITY**

**OVERSIGHT HEARING: CUNY CHILD CARE CENTERS**

**Introduction**

Good afternoon, Chairs Barron and Rosenthal, and members of the Committees on Higher Education and Women and Gender Equity.

I am Jacqueline Ebanks, Executive Director of New York City's Commission on Gender Equity (CGE). In this role I also serve as an advisor to the Mayor and First Lady on policies and issues impacting gender equity in New York City for all girls, women, transgender, and gender non-binary New Yorkers regardless of their ability, age, ethnicity/race, faith, gender expression, immigrant status, sexual orientation, and socioeconomic status.

The de Blasio Administration has been steadfast in its commitment to promote equity, excellence and fairness for all New Yorkers. From providing free, full-day Pre-Kindergarten to all four-year-olds and expanding this program to three-year-olds, to enshrining rights for pregnant and parenting New Yorkers, among other important efforts.

It is within this context that CGE works to create a deep and lasting institutional commitment to tearing down equity barriers across New York City, guided by our three focus areas: Economic Mobility and Opportunity, Health and Reproductive Justice, and Safety. Throughout my testimony I will discuss the intersection of gender equity and child care provision, and highlight the work the de Blasio Administration is doing to advance child care access in New York City.

**Understanding the Child Care Needs of Parents pursuing Higher Education degrees**

Access to high-quality childcare can help sustain a caregivers' participation in the workforce, which in turn, increases their ability to build their assets and wealth. For parents pursuing a higher education, the impact of childcare access is of even greater importance since having such access can impact a parent's ability to complete their higher education studies, *in addition to* impacting their ability to participate in the workforce.

Studies show that students with Bachelor's degrees earn 68 percent more and are half as likely to be unemployed as those with just a high school degree.<sup>1</sup> Therefore, it stands to reason, that a parent's ability to access high-quality and affordable child care while pursuing a bachelor's (or other) degree, can have a real impact on their ability to complete their education and improve long-term outcomes for themselves and their children.

Nationally, 22 percent of college students are parents, with 70 percent being mothers, and 62 percent of those mothers being single parents (in comparison to 61 percent student fathers who

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<sup>1</sup> Wladis, Clair, "Many student-parents drop out because they don't have enough time for their schoolwork, research shows" (July 24, 2018) <https://hechingerreport.org/opinion-many-student-parents-drop-out-because-they-dont-have-enough-time-for-their-schoolwork-research-shows/>



are married).<sup>2</sup> Eighty-nine percent (89%) of single student mothers are low-income earners and/or have limited funds to cover their higher education expenses, let alone provide for child care costs. These single parents are also more likely to incur substantial student debt, with the high cost of childcare being a contributing factor.

Research also shows that parents with pre-school aged children who are enrolled in higher education spend more time completing their degrees and are more likely to drop out than their peers without children, despite being highly disciplined students. Researchers attribute these outcomes to the lack of time, also known as “time poverty,” that parents pursuing higher education have to complete schoolwork when compared to their peers without children.<sup>3</sup>

It is important, therefore, to consider the lived experiences of parents pursuing higher education, such as ‘time poverty’, alongside the high costs of high-quality and affordable childcare, when addressing the child-care needs of these parents.

### **Administration’s Efforts to Advance the Provision of Quality Child Care**

I will now turn to discussing the efforts of the de Blasio Administration to address child care access in New York City. The Administration is committed to putting an “end to economic and social inequalities,” and has consistently focused on developing high-quality and affordable child care for all New Yorkers, regardless of their background or family income as a key strategy to ending economic and social inequity.<sup>4</sup>

### **Early Childhood Education**

In 2014, the Administration launched the nation’s largest expansion of universal Pre-K – Pre-K for All and in its first year doubled the number of children previously enrolled. Since 2014, this program has served over 320,000 four-year olds with full-day, high-quality Pre-K programming.<sup>5</sup> Building off of this success, in 2017 the Administration launched its 3-K for All program, serving 5,000 three-year olds in its first year, and 20,000 during the 2019-20 school year. During the 2021-22 school year, the City plans to bring 3-K for All to two additional districts, for a total of 14 school districts in all five boroughs.<sup>6</sup> Pre-K and 3-K are offered at CUNY campuses across the city and serve children of students.

In addition to the early learning benefits Pre-K provides, families with children enrolled in free, full-day Pre-K programs save an average of \$10,000 annually on child care costs.<sup>7</sup>

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<sup>2</sup> Institute for Women’s Policy Research Fact Sheet – Parents in College by the Numbers: Today’s Student Parent Population (April 11, 2019) [https://iwpr.org/publications/parents-college-numbers/#targetText=More%20than%20one%20in%20five.student%20parents%20\(43%20percent\).](https://iwpr.org/publications/parents-college-numbers/#targetText=More%20than%20one%20in%20five.student%20parents%20(43%20percent).)

<sup>3</sup> Whitford, Emma. “Time Poverty of Students Who are Parents,” Inside Higher Ed (October 23, 2018)

<https://www.insidehighered.com/news/2018/10/02/student-parents-complete-degrees-more-slowly-drop-out-due-time-poverty>

<sup>4</sup> Mayor Bill de Blasio Presents 2018 State of the City, (February 14, 2018) <https://www1.nyc.gov/office-of-the-mayor/news/095-18/official-transcript-mayor-de-blasio-presents-2018-state-the-city>. 2019 State of the City, (January 10, 2019)

<https://www1.nyc.gov/office-of-the-mayor/news/022-19/transcript-mayor-de-blasio-presents-2019-state-the-city>

<sup>5</sup> NYC Department of Education Pre-K enrollment numbers 2014-2019.

<sup>6</sup> Mayor de Blasio Announces 3-K for All (April 24, 2017) <https://www1.nyc.gov/office-of-the-mayor/news/258-17/mayor-de-blasio-3-k-all#0>

<sup>7</sup> *Id.*



In addition to Pre-K and 3-K, the New York City Department of Education (NYCDOE) oversees the City's Early Learn programs. Early Learn provides child care and education services to eligible children for 8- 10 hours each day in center-based settings for children aged six weeks to four years old, and home-based settings for children aged six weeks to three years old. Early Learn includes the City's Early Head Start program that provides early care and education programs and services to pregnant mothers, infants, and toddlers, for at least eight hours a day.<sup>8</sup>

Over 100,000 children and families are served each year through the Division of Early Childhood's programs.

### Vouchers

The Administration for Children's Services (ACS) administers child care vouchers to eligible families, which allows them to independently identify and pay for child care. On average, ACS administers anywhere from 65,000-75,000 vouchers annually to low-income families or those on Cash Assistance.<sup>9</sup>

### Other Administrative Policies and Legislation that Support Parents and Child Care

Since 2014, the Administration has also advanced a number of policies and legislation that promote New York City parents' ability to adequately care for their child, in spite of life circumstances that may arise:

- Paid Sick Leave (2014) – expanding previous legislation to add grandparents, grandchildren and siblings to the definition of family members workers can legally care for using paid sick time.<sup>10</sup>
- Paid Parental Leave (2016) – providing six weeks at 100 percent salary for maternity, paternity, adoption, or foster care leave – and up to 12 weeks fully paid when combined with existing leave,<sup>11</sup> with an expansion in 2018 to include public school teachers.<sup>12</sup>
- Proposed Paid Personal Time (2019) – that would require private employers to offer 10 annual days of Paid Personal Time, for any purpose.<sup>13</sup>

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<sup>8</sup> NYCDOE EarlyLearn and Head Start overview, <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/earlylearn-nyc>

<sup>9</sup> Overview of ACS Child Care Voucher System (August 2019), *provided by ACS*.

<sup>10</sup> Local Law 6, To amend the administrative code of the city of New York, in relation to the provision of sick time earned by employees. Link Available at: <https://legistar.council.nyc.gov/LegislationDetail.aspx?ID=1531333&GUID=764858D6-E574-475D-BF29-DEDAC7CC20AB&Options=ID|Text|&Search=sick>

<sup>11</sup> Mayor de Blasio Signs Paid Parental Leave Personnel Order for NYC Workers (January 7, 2016) <https://www1.nyc.gov/office-of-the-mayor/news/025-16/mayor-de-blasio-signs-paid-parental-leave-personnel-order-nyc-workers#/0>

<sup>12</sup> Mayor de Blasio, United Federation of Teachers Announce Contract Agreement to Provide Paid Parental Leave for All New York City Public School Teachers (June 20, 2018), <https://www1.nyc.gov/office-of-the-mayor/news/306-18/mayor-de-blasio-united-federation-teachers-contract-agreement-provide-paid-parental#/0>

<sup>13</sup> Intro 0800-2018, requiring city employees to provide earned safe, sick, and personal time to employees <https://legistar.council.nyc.gov/LegislationDetail.aspx?ID=3474310&GUID=DE1EEC10-9CC7-4299-8675-756F6C3D8E42&Options=&Search=>. See also Mayor de Blasio Proposes Making City First in Nation to Mandate Paid Personal Time (January 9, 2019), <https://www1.nyc.gov/office-of-the-mayor/news/019-19/mayor-de-blasio-proposes-making-city-first-nation-mandate-paid-personal-time#/0>

### **CGE's Work to Advance the Provision of Quality Child Care**

Turning to our work at the Commission, CGE recognizes how crucial it is that New York City families have access to high-quality affordable child care, and has engaged in efforts to study this need.

### **CGE's Strategic Plan**

Advancing high-quality child care for all New York children and their families falls squarely under CGE's economic mobility and opportunity focus area, through which CGE seeks to ensure all New Yorkers live economically secure lives and have access to opportunities to thrive.

Under our Economic Mobility and Opportunity focus area, CGE will examine opportunities to decrease the negative impact of paid and unpaid caregiving on building assets and growing wealth—over time—for girls, women, transgender and gender non-conforming New Yorkers. The exorbitant costs of caregiving, that many families – very often women-led households, and those households already earning low wages – cannot afford, often drives caregivers to leave the workforce and limit their abilities to pursue higher education. This exit from the workforce and limit on higher educational opportunities to care for a child, and others, can greatly compromise a person's – most often women's – ability to meaningfully build their assets and wealth over time.

### **Conclusion**

CGE will continue to partner closely with city agencies and community partners, as well as leading researchers in the field, to contribute to discussion on the most effective solutions to advancing high-quality and affordable child care in New York City for *all* New York children and their families.

Thank you for inviting me to speak today. I look forward to continued conversations to explore this issue further.

Madam Chairs Inez Barron and Helen Rosenthal and members of the Higher Education and Women and Gender Equity Committees,

I am pleased at the opportunity to testify at this hearing. I have always understood student wellbeing to be a key factor in academic success—indeed, among students in need, it can be the overriding determinate of that success. The mission we have undertaken as a college, and as a university system—to help people from working class origins develop into the middle class and beyond—cannot be seen as a strictly classroom undertaking. The achievements that CUNY campuses—CCNY among them—have made in the realm of social mobility require that we accept the challenge of easing social burdens that our students have, including helping them secure childcare as they pursue an education.

The construction of the CCNY childcare facility has been long delayed, to the frustration of our campus community. It would be a mistake to fail to acknowledge this fact. When I became interim president in late 2016, the campus was already impatiently awaiting the delayed opening of the childcare center. Every town hall I have hosted since then has featured at least one student asking for an update on the facility, and I have, for three years been forced to report on a variety of delays. This has at times been personally embarrassing to me, particularly because virtually every delay has had its source in an unwieldy procurement process over which the campus has little control.

What has never been in question is the quality of the facility that we will receive when we have our final certificate of occupancy. The facility features play and learning areas, both inside and outside. The classrooms are equipped with beautiful furniture and multimedia equipment, and stage and performance spaces. The children will be taught in an historic building that has been beautifully remodeled, and we are proud of that.

We are also proud of the fact that our education faculty will be given a role in developing and maintaining the curriculum at the childcare center, so that the children will receive the most effective, most professional education possible. CCNY has a top-ten nationally rated early childhood development program, and we look forward to bringing the expertise of that program into play in the new facility.

We are, finally, pleased that those who taught in the former childcare facility will have the chance to be interviewed for possible employment in the new childcare center—and indeed that process has already begun. We want to make sure that qualified and available instructors who once worked at CCNY will have every opportunity to renew that association under the new management.

The facility is relatively small, and our primary commitment in renovating it is to assist students with childcare needs. When possible—i.e. when students do not occupy all these slots—we will make positions available to staff, to faculty and to members of the community. Still, we imagine that the primary contribution of this childcare center, and its main contribution to the campus, lies in its ability to provide support to young parents who want both to carve out a brighter future for their children and to make sure that those children are well taken care of in the interval. I fully expect our childcare center, when it opens, to meet this need beautifully.

**New York City Council Hearing                      12/18/19**  
**Committee on Higher Education and Committee on Women and Gender Equity**  
**City University of New York**

**Sherry M. Cleary – University Dean, Early Childhood Initiatives**  
**CUNY Campus Child Care Centers**

Good afternoon, Chairwoman Barron and Chairwoman Rosenthal, and committee members from the Committees of Higher Education and Women and Gender Equity. I am Sherry Cleary, University Dean for Early Childhood Initiatives, and it is my distinct privilege to appear before you this afternoon, having been asked by CUNY Chancellor Felix Matos Rodriguez and Executive Vice Chancellor and Provost Jose Luis Cruz to include CUNY's campus child care centers in my portfolio. This represents a strong acknowledgement of the integral role campus child care plays at the City University of New York. Over the last 8 weeks I've become acquainted with the Central staff dedicated to the campus child care centers and have begun to familiarize with the opportunities that abound. Also in my portfolio is the new CUNY Family Empowerment Community College Program, a pilot initiative that provides support to students who are balancing the demands of being in college with the responsibilities of being a parent. CUNY's Borough of Manhattan Community College, Bronx Community College, Hostos Community College, and LaGuardia Community College received a total of \$2 million over three years to serve approximately 160 student-parents each year. As part of the program, each college offers a comprehensive system of customized supports, which include free on-campus child care, participation in ASAP, intensive personalized advisement, tutoring, family support guidance, career counseling, access to other campus resources such as food pantries and counseling services, and assistance in transferring to a senior college upon degree completion. If the pilot is deemed a success, plans will be made for the initiative to expand to more CUNY

schools. Funding for this initiative is part of Governor Andrew M. Cuomo's 2019 Women's Justice Agenda.

I have been at CUNY for 13 years leading the work of the New York Early Childhood Professional Development Institute which focuses on all aspects of the early childhood workforce. I co-chair Governor Cuomo's Early Childhood Advisory Council and I worked as one of a six-member team that helped Mayor DeBlasio design the Pre-K expansion. My office leads the statewide implementation of QUALITYstarsNY – New York's Quality Rating and Improvement System, Aspire – New York's workforce registry/database, and coordinates the NYC Early Childhood Research Network. We also operate *New York Works for Children*, the state's workforce system and we pilot innovative approaches here in the city to replicate elsewhere. We run the Early Childhood Career Center and Leadership Initiative here in the city and are in the process of scaling these initiatives in 4 other communities across the state this year. Our office created the 12-credit Child Development Associate credential and we support Head Start mothers through the course of study and to secure employment throughout Early Head Start programs in the city. We also offer an 18 credit graduate program for early childhood directors. Our commitment to the early childhood and predominantly female workforce includes the launching of a brand new scholarship targeting individuals who work 20 hours or more in licensed early childhood centers to attend CUNY two- and four-year schools to ensure career mobility. There are many other initiatives that come under my office but I'd like to dedicate the rest of my comments to the work that lies ahead, focusing on CUNY's campus children's centers.

Prior to coming to CUNY I taught at the college and University level and ran two separate campus child care centers – one at a community college and then one at a research University. I

also served as President of the National Coalition of Campus Children's Centers for an extended term. I was honored when our new University administration asked me to provide leadership and guidance to the 17 campus child care centers that CUNY supports. Over the last 40 years I have been acquainted with many of the directors, and certainly since I've come to CUNY I've come to know and respect the leadership of many more of the CUNY sites. I look forward to working with each campus to realize the potential of each program. I am also delighted to welcome onto my existing team, both Kisha Fuentes and Gianluca Parise, who have been serving in support roles over the last few years. We have already spent considerable time together collecting and analyzing data and outlining our next several months of work.

After the first of the year I will be visiting each campus center to become acquainted with all aspects of the programs. At the same time, we will be meeting to determine what supports and services my office can provide to elevate the scope of service and better position our programs to serve more student-parents.

Some of the work we will consider includes:

- Creating a comprehensive directory of campus child care programs available at CUNY
- Creating a centralized website for student parents to use as they determine their child care needs.
- Centralized marketing to enhance campus-based recruitment efforts to ensure that every student is aware of child care availability
- Develop tools and more efficient use of real-time data to understand usage, operations, student retention and student graduation rates, and other key factors
- Exploration of expansion possibilities with a special emphasis on infants and toddlers;

We will also be looking at other campuses that currently do not have centers



- An analysis of staff salaries and qualifications to determine opportunity and need to recruit and retain a highly qualified cadre of teachers and leaders.
- Participation in QUALITYstarsNY and incentives for programs earning ratings of 4 and 5 stars.
- Revision and use of a parent survey to inform strategies and program improvement.
- Supporting the transition of children served as they leave CUNY and move into primary schools.
- Exploration of shared services (establishing a central job bank, succession planning, purchasing, and other services)

Once I've become completely acclimated and have had a few short months to make an assessment of all the areas of opportunity I will share my findings with the University leadership and chart a course of supports for the Child Care Centers.

While student parents have even more challenges and manage more obstacles than their peers without children, they are often more motivated to make the best of their educations making them worthy of every kind of support we can muster. Previous research tells us that the retention rate of student parents who use campus child care can be as high as 94%. There is additional data to indicate that graduation rates are also positively affected when student parents have the supports that traditional extended families historically provided. I've often referred to the campus child care center as the student's extended family for this reason. As I read past testimony of City Council hearings it became clear that Council members surely appreciate the promise of higher education and degree attainment, and fully appreciate the integral role that campus child care has in moving students to success. Your most recent additional allocation of \$600,000 has made a significant difference in the capacity of the college

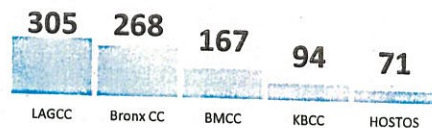
facilities to focus on the child care needs of our student parents. Adding a staff person to focus on data has been a true asset to our work. You will see that some campuses extended hours and established parent support services while others made much needed changes to their physical plant. The number of children served increased rather dramatically and new data from this semester indicates the trend towards increasing capacity continues.

We have provided some graphic information to demonstrate the increase in enrollment due to the City Council's generosity by providing graphic representation of age and number of children served. I had some urgency to determine how well the center staff mirror the diversity among the children we serve. Our preliminary data demonstrates that each of the centers serve a very diverse population and that the teaching staff mirror that diversity accordingly. I am in the process of examining staff salaries and will consider the implications of the Pre-K teacher compensation agreement and the impact on our Pre-K teachers as well as our teachers who teach other age groups of young children. We are also examining the distribution of resources across the centers and look forward to providing you with greater detail at future hearings. It is truly my honor to meet with you today and I would be happy to respond to your questions at this time.

# CCC ENROLLEMENT NUMBERS

Child Care Centers | Academic Year 2018/19

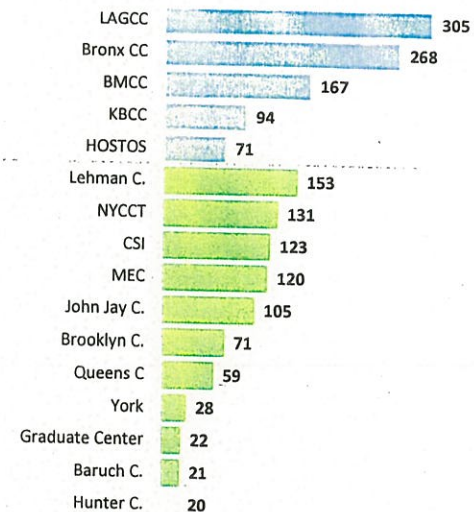
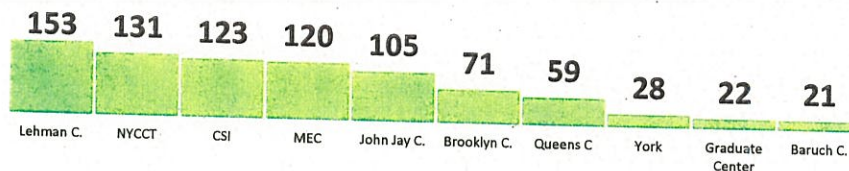
2 YEAR CHILD CARE CENTERS



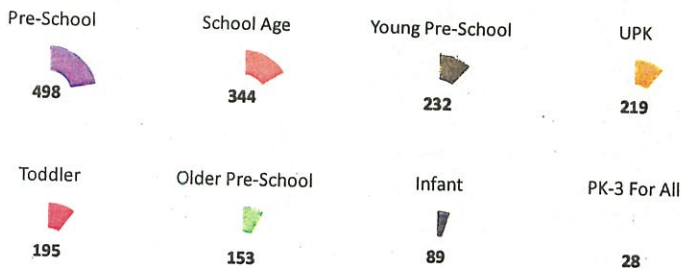
# 1758

TOTAL CHILDREN SERVED

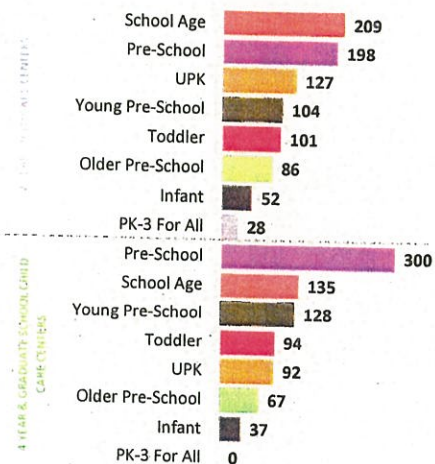
4 YEAR & GRADUATE SCHOOL CHILD CARE CENTERS



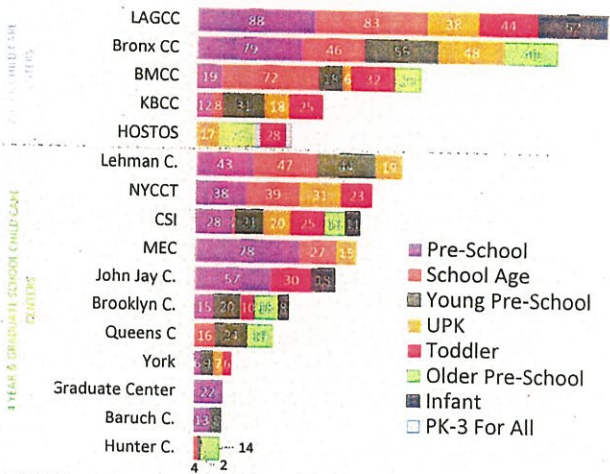
## Children Served By Program



## Children Served By Programs & Type of Center



## Programs Distribution & Children Served



## CUNY College Childcare

### Child Care Distribution of Funds and Service Expansions

Campus	Approximate Allocation	College/School	Programmatic Impact	Students Impacted	Additional Children Served
1 Bronx Community College	\$40,721	Community College	Extended hours and establish a Student Resource Center.	20	-
2 Borough of Manhattan Community College	\$36,577	Community College	Support evening and weekend programming	20	20
3 Hostos Community College	\$30,991	Community College	Extended hours	15	15
4 Kingsborough Community College	\$25,405	Community College	Extended hours in the Toddler program	10	10
5 LaGuardia Community College	\$35,135	Community College	Extend infant/toddler morning hours	8	-
6 CUNY Graduate Center	\$24,865	Honors and Professional Schools	Professional Development and additional program and instructional materials.	N/A	N/A
7 CUNY School of Law	\$21,261	Honors and Professional Schools	Transfer to LaGCC to support extended hours for Law School students	N/A	N/A
8 Baruch	\$23,243	Senior College	Professional Development and additional program and instructional materials.	N/A	N/A
9 Brooklyn College	\$29,189	Senior College	Update and refurbish outdoor space and purchase program materials	N/A	N/A
10 City College of New York	\$10,451	Senior College	Will receive allocation when Center opens in Fall 2020	N/A	N/A
11 John Jay College of Criminal Justice	\$26,126	Senior College	Extended hours	20	20
12 Hunter College	\$29,009	Senior College	Extended hours for the School Age and After School programs	21	21
13 Lehman College	\$39,820	Senior College	Expand weekend program	20	20
14 Medgar Evers College	\$24,685	Senior College	Purchase program materials an update technology to new 3yr classroom	-	20
15 College of Staten Island	\$33,514	Senior College	Extended hours to serve the Toddler program.	12	12
16 New York City College of Technology	\$35,676	Senior College	Extended hours to serve in the Toddler program	20	20
17 Queens College	\$27,207	Senior College	Smartboard and academic tutoring for children	N/A	N/A
18 York College	\$26,126	Senior College	Extended hours	15	-
19 COSA	\$80,000	COSA Child Care Program Coordinator focused on assessment, fiscal management, and professional development.		N/A	N/A
<b>TOTAL:</b>	<b>\$600,000</b>			<b>181</b>	<b>158</b>



### CUNY Childcare Services by Campus, 2019-2020

No.	College	Total Budget	State Allocation	City Allocation	Days/Week	Capacity
1	Baruch College Borough of Manhattan	\$ 627,667	\$ 124,710	\$ 23,243	5 30 (Preschool)	
2	Community College	\$ 1,158,100	\$ 283,019	\$ 257,286	7 20	135 (Preschool - 98; School Age - 17; UPK - 20)
3	Bronx Community College	\$ 1,788,531	\$ 289,960	\$ 293,314	5 118	(Preschool 92; School Age - 28)
4	Hostos Community College	\$ 1,201,116	\$ 161,955	\$ 177,610	5 45	120 (Preschool 57; UPK - 18; PK-3 for all - 45)
5	Kingsborough Community College	\$ 688,335	\$ 144,267	\$ 164,257	6 58	(Preschool - 30; UPK - 18; Toddler - 10)
6	LaGuardia Community College	\$ 1,908,837	\$ 338,272	\$ 349,559	6 40	(Preschool - 54; School age - 75; UPK - 40; Toddler - 20; Infant - 30)
7	Brooklyn College	\$ 1,303,157	239,99.42	\$ 29,198	5 14	83 (Preschool - 55; Toddler - 14; Infant 14)
8	College of Staten Island	1,906,658	291,105	33,514	6 20	141 (Preschool - 75; School age - 28; UPK - 20; Infant/Toddler - 18)
9	Graduate Center	452,000	140,000	24,500	5 27	(Preschool)
10	Hunter College	\$ 488,731	\$ 205,195	\$ 29,909	5 63	(preschool - 50; School age - 13)
11	John Jay College of Criminal Justice	\$ 1,005,872	\$ 186,529	\$ 26,126	5	148 (Pre School - 110; Sch. age - 20; UPK - 18)
12	Lehman College	\$ 1,141,885	\$ 309,978	\$ 39,820	5 18	71 (Preschool - 29; School age - 26; UPK - 16)
13	Medgar Evers College New York City College of	\$ 678,749	\$ 165,082	\$ 24,685	5 55	135 (Preschool - 98; School Age - 15; UPK - 55)
14	Technology	\$ 1,288,436	\$ 263,661	\$ 35,676	5 20	55 (preschool - 20; School age - 15; oddler - 20)
15	Queens College	\$ 542,644	\$ 179,231	\$ 30,671	5 20	63 (preschool - 15; UPK - 23; Infant - 20; Toddler - 10)
16	York College	\$ 697,393	\$ 188,612	\$ 26,126	5	
17	*City College (to reopen Fall 2020)	TBD	TBD	TBD	TBD	TBD

## Ages Served

2.5-5 years

2-12 years

2-12 years

2-5 years

1.5-9 years

1-12 years

4months-5 years

6 months-9 years

2-5 years

2.5-12 years

6 months - 12 years

2-9 years

4-5 years

2-12 years

2-10 years

"Infant - school-age"

TBD

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

CUNY Panel  
1 of 2

Appearance Card

[ ]

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: 12/18/19

(PLEASE PRINT)

Name: Sherry Cleary

Address: \_\_\_\_\_

I represent: University Dean for Early Childhood Initiatives

Address: CUNY

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

Appearance Card

[ ]

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Joseph Robertson

Address: \_\_\_\_\_

I represent: Cuny Rising

Address: \_\_\_\_\_

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

Appearance Card

[ ]

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Fay Yanofsky

Address: \_\_\_\_\_

I represent: USS

Address: \_\_\_\_\_



THE COUNCIL  
THE CITY OF NEW YORK

10

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: 12/18/19

(PLEASE PRINT)

Name: Shepard McDaniel

Address: 1301 Hicks Street Bx. N.Y 10469

I represent: Morales-Shukur Center @ CCNY

Address: \_\_\_\_\_

THE COUNCIL  
THE CITY OF NEW YORK

Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Nonkululeko Tyehamba

Address: 118 W. 119 St

I represent: Harlem Community

Address: \_\_\_\_\_

THE COUNCIL  
THE CITY OF NEW YORK

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Appearance Card

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: 12.18.2019

(PLEASE PRINT)

Name: JACQUELINE FRANKS

Address: \_\_\_\_\_

I represent: Commission on Gender Equity

Address: 253 Broadway, 4th Floor  
NY, NY 10002

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



**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

Date: 12/18/19

(PLEASE PRINT)

Name: Jamell (Carnaceh Jah-mell) Henderson

Address: 570 Vanderbilt Ave Brooklyn NY 11233

I represent: CONY Rising Alliance Coordinator

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

Date: 12/18/19

(PLEASE PRINT)

Name: Nefertitti Tyehemba

Address: 118 West 119th NY NY 10026

I represent: myself

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

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

Date: 12/18/19

(PLEASE PRINT)

Name: Timothy Hunter

Address: \_\_\_\_\_

I represent: U.S.S.

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

[ ]

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: 12/18/19

(PLEASE PRINT)

Name: Frantzy Luzinowicz / Raquel Smith

Address: 110 Avenue A

I represent: undergraduate student Government CUNY

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

Appearance Card

[ ]

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: \_\_\_\_\_

(PLEASE PRINT)

Name: Kasson Colon-Margin

Address: Childcare Center

I represent: CCNY USG

Address: \_\_\_\_\_

**THE COUNCIL  
THE CITY OF NEW YORK**

*CUNY Panel  
2 of 2*

Appearance Card

[ ]

I intend to appear and speak on Int. No. \_\_\_\_\_ Res. No. \_\_\_\_\_

in favor  in opposition

Date: 12/18/19

(PLEASE PRINT)

Name: Vincent Boudreau, President

Address: \_\_\_\_\_

I represent: City College - CUNY

Address: \_\_\_\_\_