



**Department of
Education**

Carmen Fariña, Chancellor

**Testimony of the New York City Department of Education on Guidance Services for
Students and Intro No. 403**

Before the NYC Council Committee on Education

September 29, 2014

Lois Herrera, Senior Executive Director, Office of Guidance and School Counseling

Good morning Chair Dromm and all the Members of the Education Committee here today. My name is Lois Herrera, and I am the Senior Executive Director of the newly formed Office of Guidance and School Counseling at the New York City Department of Education. While the office is new, I have been working in this field for over 28 years. I started as a Bilingual Guidance Counselor at a large middle school in Queens, moved to District 25 to support the work of 55 counselors, and I later became a school administrator. I have spent the last seven years supporting the work of guidance and Substance Abuse Prevention Intervention Specialists (SAPIS) with the Office of Safety and Youth Development. I am joined by Vanda Belusic-Vollor, Senior Executive Director of DOE's Office of Postsecondary Readiness in the Division of Teaching and Learning, and Lawrence Becker, Chief Executive Officer of DOE's Division of Human Resources. We thank you for the opportunity to discuss guidance and school counseling in New York City schools, and Intro No. 403.

As a direct result of Chancellor Fariña's commitment to and deep understanding of the critical work of school guidance counselors, one of her first acts as Chancellor was to create the Office of Guidance and School Counseling.

It is the mission of the office to:

- Ensure that there is a guidance counselor in every middle school and high school in accordance with the New York State Education Commissioner's Regulations.
- Increase professional development and resources for guidance counselors and social workers on proactive approaches to fostering social emotional learning, positive behavior, and effective interpersonal skills.
- Broaden the college and career readiness focus for guidance counselors across elementary, middle, and high schools through professional development. Collaborate with our superintendents and school support teams to ensure that school leaders more clearly understand the role of the counselor.
- Work with other offices within the DOE such as the Office of Post-Secondary Readiness, the Division of Specialized Instruction and Student Support, and the Office of English Language Learners to provide seamless support, and professional development opportunities.



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Guided by the models and ethical standards developed by the American School Counselor Association (ASCA), the Common Core Learning Standards, and the State Education Commissioner's Regulation Part 100.2, which outlines the staffing and program requirements of school guidance counselors, this office will build the capacity of school counselors and social workers to deliver a comprehensive program that positively impacts student academic success, social emotional development, and postsecondary planning.

Under the ASCA model, the work of a school counselor centers on three domains: academic development, personal-social development, and career/post-secondary development. There is significant overlap in these domains. For example, it would be nearly impossible to engage in college planning without considering a student's academic achievement and personal goals, preferences, and life circumstances.

While there are overlapping responsibilities across school support professionals, guidance counselors, social workers and school psychologists have very different training, certification, and areas of focus. The intersection of the three professionals is in their ability to provide individual counseling and focus on personal-social development. Social workers are trained to be community focused; school psychologists are trained to focus on individual functioning; and guidance counselors are trained in career development and post-secondary planning. The Office of Guidance and School Counseling supports the work of guidance counselors and social workers in areas where they overlap as well as the work of SAPIS.

Approximately 3,100 guidance counselors and 1,400 social workers currently work in NYC schools. Since the formation of the Office of Guidance and School Counseling, over 250 new guidance counselors have been hired throughout the system. Although the New York State Education Commissioner's Regulations only require the services of a guidance counselor in middle and high school, most of our elementary schools have at least one guidance counselor on staff. While the State Regulations do not specify a required or recommended counselor-to-student service ratio, we acknowledge that we can always use more counselors to increase personalization and reduce the service ratios in schools. Our office will continue to encourage counselor staffing in schools where we see additional need.

To start off the new school year, on August 26, Chancellor Fariña convened a meeting of counselors and social workers to welcome them back for the new school year and to provide them with an overview of the integral role they will play in achieving her goals for our students. This was a voluntary meeting held during summer vacation, and we were thrilled to have over 400 guidance counselors and social workers in attendance. We were thankful to have Chair Dromm speak at this meeting and the event was such a success we held an encore event on September 23 to accommodate the overwhelming response.

As part of our goal to increase communication with counselors, social workers, and SAPIS, we developed a newsletter called *Counselor Connections*. The first edition was released this month and we have copies for you here with us today.



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In addition to the newsletter, the Office of Guidance and School Counseling has begun to bring counselors together for professional development. Today as we meet there is a training session in progress for new guidance counselors taking place in collaboration with the United Federation of Teachers.

Some of the Office's plans for this fall include professional development on Promoting Positive Behavior, Suicide Prevention for 6-12 counselors, Career Development for high school counselors, and Career Development for K-8 counselors. We will also hold over 30 Child Abuse Prevention workshops for designated liaisons from all schools.

Generally speaking, guidance counselors address the specific needs of individual students as well as provide information and programmatic support to the whole school community, this work will vary based on the unique needs of a school community.

Some examples of the services guidance counselors provide include, but are not limited to: conducting classroom lessons on building interpersonal skills or anti-bullying, working with teachers on social emotional components of an advisory curriculum, conducting a Career Day in elementary and middle school, and providing student presentations on applying for financial aid and parent workshops on the high school level.

Counselors meet with students both individually and/or in small group settings. Small group and individual sessions might address attendance, managing one's emotions, de-escalating conflict, developing study skills, and exploring one's personal career plans or crisis intervention. There are counselors that provide related services counseling for students with disabilities, which is determined by a student's IEP. And, there are counselors that are more involved with counseling students and families on the middle and high school choice processes. Some counselors may also address students' needs by connecting families to services in their school and community. In addition, many schools partner with a community-based organization (CBO), to provide services on college advisement, counseling for at-risk students, or specialized services to enhance the existing guidance program.

I know the work of a guidance counselor is extremely challenging. No two days are the same. When I was a guidance counselor, a typical day could include: helping a student new to the country register in my school and get acclimated; making a classroom presentation on respecting others; giving an auditorium presentation on the high school application process; counseling a small group of students on conflict resolution; meeting with a parent about her child's report card grades; and soothing a crying child. The areas of responsibility are enormous but skilled counselors choreograph this dance on a daily basis.

This Administration is committed to development of the whole child, and ensuring that all students are provided with both the academic and nonacademic supports needed to be successful. This year for the first time ever, all middle school students will have access to a high-quality after-school program. The Mayor is almost halfway to fulfilling his commitment to establish 100



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new community schools in his first term: grant funding was recently awarded to pair 45 schools with a CBO partner to adopt a community schools approach. These schools will be provided with a full-time Resource Coordinator, who will work with the school to perform a needs assessment for a range of wraparound services, including additional counseling services.

The Chancellor has tasked my office to ensure that our guidance counselors and social workers have the professional development, and requisite central and school level support and resources, to successfully provide our students with high-quality prevention and intervention services and increased parent engagement. In a few months we have made a significant impact. We are confident that we are moving in the right direction, and I look forward to providing you with an update on our progress in the weeks and months ahead.

While the school guidance counselor is important to college planning and access, there are many models of working with students around this area. My office works closely with DOE's Office of Postsecondary Readiness to ensure that all high school students have access to college advising.

Before I turn it over my colleague, I would like to express our support for Intro No. 403, which requires DOE to report information regarding guidance counselors in schools. This report will be an invaluable resource to the DOE, as well as school communities, elected officials, and other stakeholders. We would like to work with the Council to ensure that the reporting requirements align with the information we currently track.

*Testimony of Vanda Belusic-Vollor, Senior Executive Director Office
of Postsecondary Readiness*

Good morning Chair Dromm and all the Members of the Education Committee here today. My name is Vanda Belusic-Vollor, Senior Executive Director of DOE's Office of Postsecondary Readiness (OSPR) in the Division of Teaching and Learning. Thank you for the opportunity to discuss DOE's work to help increase our students' access to college and ensure their success.

Since this is my first appearance before this Committee, I would like to tell you about my background in education. Prior to my current position, I served as Executive Director of DOE's Office of Multiple Pathways to Graduation (OMPG), where I supported the expansion of school and program models to meet the needs of differentiated segments of the over-age, under-credited population. I am also the former principal of South Brooklyn Community High School, a successful transfer school focused on rigorous academics infused with youth development and college preparation and career exploration.

OSPR supports schools in their work to increase students' and families' access to educational and career postsecondary opportunities through several programs and initiatives that focus on resources and professional development.



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As you are aware, many of the fastest-growing 21st century jobs require postsecondary degrees. According to the Georgetown Center on Education and the Workforce, by 2020 sixty-five percent of all U.S. jobs will require at least some college or higher education experience.

We know that a distributed -- or school-wide -- college and career planning culture is essential to ensuring that all students graduate from high school ready for postsecondary study or career training. Although guidance counselors play an important role in the college application process, supporting students in accessing postsecondary opportunities needs to be a full-school effort.

Since 2012, with funding from the Open Society Foundation, the DOE has engaged in a three-year effort to train guidance counselors, teachers, school leaders and other staff to provide high-quality, individualized postsecondary planning supports to all students, through the Goddard Riverside Options Institute. The six-day training steeps school-based staff in the basics of application planning and financial aid, and includes training on working with immigrant students through the college process. We also offer additional workshops on topics such as college counseling for students with disabilities and career training and college alternatives.

To date, 1,311 school-based staff have participated in our six-day intensive college access training institute, across 75 percent of all high schools. We are continuing to train additional staff through this school year.

OPSR also offers an intensive five-day institute to help school teams, including school leadership, improve their current college and career planning culture and develop a strategic plan. To date, 200 school-based staff have participated in this planning institute.

We also know that families are key partners in helping ensure students have access to higher education. The DOE's *Achieve NYC* guide, which is being distributed to all NYC public school families next month, includes information about college access. Last year, we worked with the City Council to expand the section in this guide on college access and financial planning. In addition, OSPR publishes a guide on college and career readiness for students in grades 6 – 12, written by a volunteer committee of public school parents. We have also provided financial support for the publication and distribution of the New York Immigration Coalition's college access guide for immigrant parents and a Center for New York City Affairs' guide on financial aid. And, our Office of Family and Community Engagement conducts college planning workshops for parents in every borough, throughout the school year.

In addition to the professional development and training opportunities, we recognize the valuable expertise and support that college access-focused CBOs provide directly to students and schools. Where possible, the DOE supplements school funds to supports the work of these groups through a range of programs across over 170 schools. These programs include: the College Bound Initiative, a program which provides 24 participating schools a full-time college access counselor; College Bridge, a program to ensure that graduating seniors matriculate into college;



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and Student Success Centers, a youth led college counseling program run by several CBOs across the City, to name a few.

College access for all New York City public school students is a priority for this Administration.

We strongly support the New York State Dream Act, so that all students, including those who are undocumented, can apply for State-sponsored college loans, grants, and scholarships.

Currently, 72 percent of graduates of NYC public schools enroll in college within three months of graduation. We know we have more work to do to ensure that all of our students have the opportunity to successfully pursue the postsecondary path of their choosing, and we look forward to continue to partner with the City Council on this important issue.

With that, we will happy to answer any questions you may have.



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**New York City Council Hearing on Guidance Services for Students
Testimony by Max Ahmed, New York Immigration Coalition
September 29th, 2014**

Good afternoon, thank you to the members of the Council for convening this hearing, and to Chairperson Dromm for his continued leadership for immigrant communities. My name is Max Ahmed and I am a Senior Associate at the New York Immigration Coalition. We are an umbrella policy and advocacy organization with nearly 200 member organizations, and we aim to achieve a fairer and more just society that values the contributions of immigrants and extends opportunity to all. As part of this work, we convene an Education Collaborative of immigrant-serving organizations that fights for quality education for immigrant and English language learner students. We also help immigrant parents understand the college process and that college is a real possibility for their children.

We hear regularly from immigrant communities about the need for increased access to quality guidance counseling. It's particularly important that immigrant students have access to quality guidance support because their parents are usually unfamiliar with how the U.S. education system works. Parents often don't know how to advocate for their children, may even think that going to high school is enough to graduate, or that college isn't a possibility for their undocumented child. Tragically, we have heard reports of guidance counselors telling undocumented students that they can't go to college, and this is so not true. The guidance system also needs sufficient capacity to go beyond programming schedules to provide culturally competent emotional support for immigrant students and their classmates.

Given the scope of these issues, we strongly support Int. 403. Requiring the DOE to map current capacity and scope of services is definitely a meaningful step. In addition, the DOE should implement standards for all guidance programs, and also a plan to ensure the quality of guidance system wide. We also encourage the creation of a task force including students, parents and advocates to support these initiatives. We thank the Council for its action and salute all the youth working on this issue, particularly those from the Coalition for Asian American Children and Families' Asian American Student Advocacy Project.

We agree with the Urban Youth Collaborative that comprehensive college preparation is needed within our schools. English language learners (ELLs), given their distinct needs and assets, will be best served by a special program tailored for them and their families. Such a program should include youth leadership development, college readiness skill building, workshops for parents on the college process so they understand financial aid and how to support their children in choosing the right college, as well as academic preparation for students. To achieve real impact, the program must be rooted in the community and leverage the deep ties and trust grassroots immigrant organizations have among ELLs and their parents. We encourage the DOE to continue its ELL college readiness work by designing such a program that leverages and extends existing successful models and partnerships.

We have seen incredible results from the NYIC's collaboration with the Department of Language Learners and Student Support to provide immigrant parents with information on how the college process works in *Your Children Can Go to College, Yes They Can!* - our newly expanded college guide for immigrant parents. The Guide was developed through focus groups with immigrant parents, and includes key information about high school graduation requirements, financial aid basics, how to identify schools and more. The Guide has been extraordinarily successful because it meets immigrant parents where they are, responds to specific concerns and misconceptions they have, and it's written at a 6th grade reading level so it's accessible to parents with lower literacy levels. To date, we have distributed close to 26,000 guides, trained 60 community leaders to give workshops on them, and continue to experience overwhelming demand for information in this accessible format. The DOE should continue to extend the Guide's reach through standardizing its use among guidance counselors system wide.

We know that immigrant students and English language learners are capable of great success in college and beyond. We thank the Education Committee and Chairperson Dromm for the chance to give input today.



Advocates for Children of New York
Protecting every child's right to learn

**Testimony to be submitted to the New York City Council
Committee on Education**

RE: Oversight: Guidance Services for Students

Int. No. 403 – A Local Law to amend the Administrative Code of the City of New York, in relation to requiring the New York City Department of Education to report information regarding guidance counselors in schools.

Res. No. 166 – Resolution calling upon the New York City Department of Education to establish a comprehensive college preparation program, based on the college readiness model proposed by the Urban Youth Collaborative, to improve and expand college access for all students.

Advocates for Children of New York

September 29, 2014

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Thank you for the opportunity to submit testimony on guidance services for students, Int. No. 403, and Res. No. 166.

My name is Dawn Yuster and I am the School Justice Project Director at Advocates for Children of New York where I focus on individual and systemic advocacy aimed at dismantling the school-to-prison pipeline. Since 1971, Advocates for Children of New York has worked to promote access to the best education New York can provide for all students, especially students of color and students from low-income backgrounds.

We strongly support the City Council in publicly monitoring the number and distribution of guidance counselors, social workers, and school psychologists in New York City schools, recognizing the essential nature of these roles to the education of



the city's students. We would like to see the data that is eventually collected be used to expand access to academic and behavioral student support services. We also support the City Council's call on the New York City Department of Education to establish a comprehensive college preparation program to improve and expand college access for all students, particularly low-income students and students of color, and we want to be sure that students with disabilities and English Language Learners also are able to benefit from what the program has to offer.

The New York City School-Justice Partnership issued a ground-breaking report in 2013, which set forth recommendations for the Mayor of New York City to stem the tide of students of color and those with disabilities entering the criminal and juvenile justice systems each year – and help these youth stay in school and attain better academic outcomes.. Notably, the report recommended increasing the number of guidance counselors, social workers and school psychologists, starting with high needs schools. We endorse that recommendation and urge the city to target additional funding for these positions to schools with the highest numbers of suspensions, summonses, arrests, Emergency Medical Services calls, and over-age students.

Increasing the number of guidance counselors, social workers, and school psychologists has the potential to significantly impact the lives of students by providing them with necessary academic and mental health counseling, supports and services. In our work, we frequently see firsthand the essential need for more and



better trained support staff. For example, we see instances where school staff call 911 for a student only to have the police and Emergency Medical Technician arrive at the school and determine that the student does not require their services. We also see schools call EMS only for the students to be seen by a treating psychiatrist and released on the same day. Just this past Friday, I met with a father of a seven-year-old boy desperate for help. His son's school repeatedly calls EMS when his son exhibits behavioral challenges that could be de-escalated, managed, and even prevented if the school had the appropriate student support services. To better address students' behavioral needs, the Department of Education needs more guidance personnel, and also needs to provide training from experienced mental health professionals to school staff around trauma-informed care, positive behavior supports, and de-escalation techniques that will enable school staff to respond appropriately to students in crisis and those at the highest risk of school suspensions and referrals to Emergency Medical Services.

Additionally, we see schools unable to meet students' behavioral needs resort to exclusionary disciplinary practices, such as suspensions and classroom removals, that do not address underlying behavioral and mental health issues and, instead, contribute to the school-to-prison pipeline. Other students, while not removed from the classroom, fail to receive the appropriate emotional and behavioral supports they need to succeed academically. To expand access to student support services, we



recommend partnerships between schools and community-based clinics and hospitals. Such partnerships already exist at some specialized schools and learning environments such as the transfer schools for over-age, under-credited students. There is an opportunity to take the learning from existing specialized schools and share it broadly with mainstream schools to help them grow and develop the capacity to meet the needs of all of New York City's students.

Finally, we recommend strengthening Int. No. 403 by requiring the New York City Department of Education to report additional information, including:

- indicating whether the nature and scope of the counseling received by each student includes behavioral and mental health counseling and positive guidance interventions;
- identifying demographic information for students in temporary housing;
- disaggregating numbers of guidance counselors, social workers, and psychologists in each school; and
- providing the number of part-time guidance counselors, social workers, and psychologists in each school, including how many days per week they work.

Thank you very much for the opportunity to testify.

Testimony of the Children's Defense Fund – New York
Before the Committee on Education

In support of Int. 0403-2014

New York City Council
September 29, 2014

Dacia A. Read
Sr. Public Policy Associate



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Good Morning. My name is Dacia Read. I am a Sr. Public Policy Associate at the Children's Defense Fund – New York. Thank you to Councilman Dromm and the other members of the City Council Committee on Education for the opportunity to testify today.

The Children's Defense Fund's (CDF) Leave No Child Behind® mission is to ensure every child *a healthy start, a head start, a fair start, a safe start and a moral start* in life, and successful passage to adulthood with the help of caring families and communities. It is with this mission in mind that CDF-NY brings a holistic approach to advocating for children at each stage of their youth. Across New York State, we act as a resource and partner for children, families and organizations, and are recognized as an authority in the endeavor to protect children and strengthen families. Our unique approach to improving conditions for children combines research, public education, policy development, community organizing and advocacy activities, making us an innovative leader for New York's children in the areas of health, education, juvenile justice and early childhood development.

Through our national Cradle to Prison Pipeline® Campaign, CDF-NY works to replace school discipline policies and practices that push children out of schools with social and emotional supports that encourage a positive school climate and improve educational and social outcomes for children.

Guidance counselors are critical to reaching these goals. Able to provide a range of support services from academic and college counseling, to behavioral supports and other guidance interventions, guidance counselors, as defined by Introduction 403, provide skilled capacity to schools to address urgent issues contributing to students' well being, safety and success. The development of data points on guidance counselors across the five boroughs is crucial for determining appropriate future investments in guidance counselor placement and training. Introduction 403 is an important first step toward ensuring that guidance counselor capacity is sufficient to meet students' needs.

CDF-NY applauds and supports Introduction 403, as well as the spirit of the legislation to support college and career readiness. In furtherance of that spirit, we ask this Committee to consider the following two recommendations in relation to the legislation to ensure that it maximizes its full potential by developing data points on the critical role guidance counselors play in managing school discipline, in addition to traditional college and career counseling.

First, we propose that in addition to explicitly requiring reporting on academic, college and career counseling provided by school guidance counselors, Introduction 403 also explicitly require reporting on the following two types of services provided by guidance counselors:

- 1) Discipline Intervention, including but not limited to specific guidance interventions and restorative practice.
- 2) Transition Services for youth transitioning back into schools from suspension or juvenile placement.

Both of these types of services can be easily reported on, and are critical to building a supportive school culture for students by addressing their social and emotional needs in response to issues like bullying, trauma and other discipline-related interruptions of students' schooling.

Secondly, we propose that in addition to requiring reporting on guidance memorandums issued by the department regarding college preparedness, Introduction 403 also require reporting on any guidance memorandums or training provided to guidance counselors by schools or the DOE on restorative practice, positive behavior intervention supports, transition services and other guidance interventions to address bullying or discipline issues.

The City of New York – the DOE and community advocates – will stand in a significantly strengthened position if data points are collected related to the numbers and types of trainings provided to guidance counselors in schools by allowing for targeted efforts to supply needed training and community-support.

Well-trained, sufficiently supported guidance counselors are key to college and career readiness, not only for children who are preparing college applications in high school, but for children who need positive supports and discipline interventions in any grade on their pathway to college. Data points, by school, on numbers of guidance counselors, the college counseling and discipline supports they provide, and the type of training and support they receive from the department, are critical to informing sound policies and the provision of resources for guidance counselors across the City.

We are hopeful about the positive impact Introduction 403 can make on schools and students, and we look forward to working with the Council to support all children in staying in school, out of court, and on a pathway to college and career success with the help of sufficiently supported guidance counselors, and communities.

Thank you for the opportunity to testify.



THE COALITION FOR ASIAN AMERICAN CHILDREN AND FAMILIES

**New York City Council
Committee on Education
Oversight Hearing on Guidance
September 29th, 2014**

**Testimony of Cathy Zhu, Baoying Zhang, Ying Dong,
Yuxuan Liu, Danying Li, Sanzida Talukder
Asian American Student Advocacy Project (ASAP) Youth Representatives,
The Coalition for Asian American Children and Families**

Good morning, my name is Cathy Zhu, and I am a youth leader from the Asian American Student Advocacy Project (ASAP) under the Coalition for Asian American Children and Families (CACF). We would like to thank Chairperson Dromm and members of the education committee for holding this important oversight hearing on guidance.

CACF is the nation's only pan-Asian children's advocacy organization, and works to improve the health and well-being of Asian Pacific American (APA) children and families in New York City in three key policy areas: education, health and child welfare. ASAP, a youth leadership program, comprises of NYC public high school students from all five boroughs. It has been a program under CACF for over ten years working to empower young people to learn to make positive changes in education through advocacy.

We are here today to represent our fellow ASAP members and to testify and highlight some of the challenges that APA youth in NYC public schools face and present some recommendations focused on guidance to improve college and career readiness from the work that ASAP has been developing.

As today's hearing is focused on guidance, we would also like to take this opportunity to address issues within the APA community, and highlight our needs and concerns, particularly as it connects to youth and the guidance that they need in schools. In the latest report from the Center for Economic Opportunity, **29% of APA's live in poverty**, the highest of all racial groups in NYC, and **APAs have the highest rate (42%) of linguistic isolation**, meaning that no one over the age of 14 in a household speaks English well.

Many studies have analyzed the correlation between poverty in the community and education attainment and success. For APA youth, many face the challenges of coming from low-income backgrounds; in addition, many also face the issues of being the first in their families to attend schools in this country. In public school, **1 out of 5 Asian Pacific American students is an English Language Learner**. As immigrants, or being children of immigrants, many APAs face the daunting challenges of learning how to navigate the education system, learn English, and stay on track to graduate and to be "college ready".

As there are certain pervasive notions that Asian Americans are doing well and do not need support or assistance, we are here today to provide a clearer understanding on how to fully support our community. Currently, **1 out of 4 Asian Pacific American high school students do not graduate on time or at all.** It is important when considering the realities of these numbers to notice that many in our community come from working class and/or immigrant families. These social circumstances impact the development of APA youth, which currently make up approximately 14% of the New York City public school population.

As one can see, APA youth in NYC face many challenges that impact their education. In ASAP, we work to identify issues in the community, develop solutions and advocate for improvements. In our work, we conducted research in our communities and ASAP realized that the quality of student support provided by guidance programs in New York City public schools is different at every school. Not all schools have the same type of guidance program, which impacts the types of support that youth experience. At today's hearing, we would like to address the issue on comprehensive guidance for the NYC public school system. Many APA youth who come from immigrant families struggle to get the support they need at home to navigate high school since their parents are either not home, working all the time, or do not understand the school systems themselves. At this time, I would like to ask my fellow ASAP youth panelists to share some of the experiences from the community to highlight everyday occurrences that disengage youth in our schools. Many of these problems we believe can be addressed with the strengthening of a structured, comprehensive guidance system; thank you.

(Baoying) Hi, my name is Baoying Zhang. I am also a youth leader from Asian American Student Advocacy Project(ASAP). I immigrated to the United States two years ago. I am here to represent many friends from my school and neighborhood who come from similar backgrounds as I do. Like many other families that suffer from language barriers, both of my parents do not speak English and they have no idea how the education system works in America. In fact, I am the one who needs to explain to them what is going on in school. Since my parents cannot help me on my education path, the guidance counselor is the only person I can ask for help. And that's where the problem resides, we have few counselors who need to work with over three hundred immigrant students that came from different countries and require extra support in order to succeed in school and deal with the college process. There are many times when my friends need help, but their counselors are not there. Also, because of a lack of counselors, each counselor has a big case load, so he or she usually doesn't have time to spend and counsel their students. That has a big negative impact on students who do not even know what they need to graduate on time. For immigrant students like myself, we feel a lot of pressure. Many of us also need to support our families. Lots of my friends told me that they felt they had not received enough support from the counselor and the school, so they would rather work in a restaurant than waste time in school to make up missing credits. This issue is not uncommon for APA students in NYC. Considering all stories from I witness in my community, it is not surprising that 1 out of 4 Asian Pacific American high school students do not graduate on time or at all. I strongly believe that if guidance counselors can provide comprehensive support for students, they would be the key resource for many of my peers that do not know where to go for help and feel lost. Thank you for giving me the time to share my story.

(Ying) Hi, my name is Ying Dong. I currently attend Fort Hamilton High School as a senior. Like my fellow panelists, I am here to represent the needs of the APA youth

community. I immigrated to New York from China 5 years ago, so I started high school shortly after I arrived here. In my entire 4 years in high school, I see my guidance counselor only once a semester to work my schedule. My longest meeting that I ever had was 10 minutes. I never felt that they were a real help to me and every semester my schedule always has something wrong with it. For example, they will give me the same class again that I took the previous semester. I feel that I am lucky because I made it to my senior year and I hope to graduate on time. But for many of my friends who are ESL students, I see them drop out. I know many students in my community that have joined gangs. They end up dealing with drugs and stealing. There is one friend of mine that was a top student in China, but when he came here, he struggled with his grades. Because he did not know where to go for help, and his parents are never home and always working, he started hanging out with other immigrants who struggle academically. They end up cutting school together. I believe that because they do not know where to find support, they find it with each other. My friend is a nice person, and I know he cares about his future and doing well in school, but he is at the point where he feels that the schools cannot connect with him and he engages now in gang activities. Thank you for giving me this opportunity to share the story of my friend and the many like him that I see get into trouble because of the lack of support in his school.

(Danying) Hi, My name is Danying Li and I am also a member of the Asian American Student Advocacy Project. I am an immigrant student who have been in New York City for about 2 years. I am currently a senior at Fort Hamilton High School in Brooklyn. After I took the ESL test, I was put into a regular class. And my counselor is known as the best counselor in our school. Even though he is a great counselor in most student's eyes, I still feel unsatisfied. As I mentioned, I am a recent immigrant student, which means that I barely know about the education system in America. However, my counselor did not explain anything about the education system to me. I still did not know what class I should take and what it means to me; I am not familiar on what the regents are, besides the fact that they are important tests. I am even unfamiliar with the structure of marking periods. The reason that my current counselor has a reputation as the best counselor in our school is that he is really patient and he would do his best to help and answer our questions. But as a recent immigrant, I do not even know where to begin to ask questions, or about any of the things that I've mentioned, so how can I even ask to right questions to help me? One of our recommendations in ASAP is to have a roadmap instated for all students, having this would help a like student like myself, who is completely unaware of everything in the school system. Thank you for letting me share my testimony.

(Yuxuan) My name is Yuxuan Liu, and I am a youth leader from ASAP. Thank you again to members of the education committee for providing us that opportunity to testify. Speaking from my own experiences, you may hear many re-occurring themes. For one, every year I would find my program messed up at the beginning of every semester, which is something very common in my school. And when we frantically run to fix our programs, a long line forms before guidance office. I usually could not get my program fixed until the second week of school, which means I waste a week on attending classes that are not supposed to be in my schedule.

Normally in my school, a student would not meet with his counselor more than twice a semester, one for discussing next year's program and the other for fixing the current program. A guidance counselor would not reach out to a student unless he or she makes trouble and gets caught. Why must one only be mandated to go see their counselors for disciplinary reasons?

This situation really hurts students. It makes students not want to see counselors because it means they are in trouble, and the other students do not know that they can ask their guidance for academic or emotional help. Being a new immigrant, I am unable to get support from my parents who cannot even speak English. To graduate and prepare for college, I can only resort to my school. There are a great number of immigrant students in my school who share similar backgrounds with me, and yet, the guidance counselors, who ought to advise students with a plan of graduation and feed them with information about college and career opportunities, spend little time communicating with students and become unaware of students' different needs. There are also times when the guidance would tell the student asking for college advice to go see the college advisor, and then the college advisor would tell the student to go see the guidance counselor. I also wonder if this lack of support and communication contributes to the approximate 40% drop-out rate in my school. In my school, one counselor is assigned with 200 students and teach classes at the same time. There should be a standard job description for guidance counselors, many of them are overwhelmed and have other responsibilities that do not fall into the field of properly guiding and supporting students. Thank you again for letting me share my story in this testimony.

(Sanzida) I would like to thank Chair Dromm and the members of the educational community for giving us the chance to testify today. My name is Sanzida Talukder and I am a junior at the Bronx High school of Science. I am also a member of ASAP. My fellow panelists have shared personal stories and provided reasons as to why we should improve the current guidance standards. Some of the stories that you heard today were collected from folks ASAP have interviewed as well as ASAP alum. Our campaign to strengthen college and career readiness through reforming guidance is something that ASAP has been working on for the past four years, with the following 3 main recommendations for the DOE to help ensure all students have the guidance they need to be post-high school ready such as:

- 1) Develop and implement citywide standards that apply to all guidance programs in the New York City school system.**
- 2) These standards should include a Road Map plan that will help a student succeed in high school, plan for the future, identify and achieve their post-graduation plans.**
- 3) Create an independent task force (which will include representatives from the school administration, school staff, counselors, students, parents, youth groups, and education advocates) that will be allowed to voice their opinions and assist in the development of guidance program standards, and to keep guidance counselors accountable.**

In my school, Bronx Science is well known for its high graduation rate of approximately 99%. The students of Bronx Science are classified as "nerds". However, being a nerd will not simply get one into a college if they aren't informed of the opportunities. Our guidance counselors help us reach our full capacity and make sure we are well informed to take advantage of all the different opportunities that is out there. We have an abundant amount of guidance counselors, enough to handle the large student population of about 3,000 students. Some of the tactics that our guidance counselors use to succeed are making frequent visits during our free periods. Every year we sign a paper, which shows our progress and whether or not we are on track to

graduating. So far, I'm on track thank goodness! Our guidance counselors actually email us opportunity bulletin boards.

Other schools, which have 1 guidance counselor for about 1,000 students have lower graduation rates. How can 1 guidance counselor be expected to look after so many students? Many students who go to less privileged schools are often youth who do not have the support they need to get education support from home. All public school students have the same rights for a basic education. If all schools give the same regents exams, then they should provide the same guidance counselor programs to help guide the students! There should be a citywide standard for the guidance program in New York City. Within the program, there should be a Road Map plan. This is similar to what we do at Bronx Science, when we sign a paper every year to make sure we are on the right track. This plan can facilitate students in planning their future. In many of the experiences we've encountered, guidance and college counselors don't realize the significance of their roles in a student's life. All guidance counselors must be informed of their responsibilities in the school and how they will help students succeed. Many students are discouraged to continue further education because they don't have the right support or the right guidance. An improved relationship between the student and guidance counselor can help reduce the dropout rates.

In conclusion, my fellow ASAP panelists and I are here to testify today because we want to raise awareness of our community and to make sure that not only Asian Pacific American youth, but all youth can have the support and guidance they need to graduate from high school and succeed in their college and careers. As we have been fighting for our recommendations for the past 4 years, we would like to thank Chairperson Dromm for his support and for holding this important oversight hearing and commend members of this committee that have been so supportive and invested to ensure that all New York City youth have equal access to a better guidance in schools. Thank you again for giving us this opportunity to speak today.



FOR THE RECORD

Testimony

Before the Education Committee of the New York City Council

Regarding

Int. 403-2014 - Oversight of Guidance Services
Provided by NYC Department of Education

Res. 166-2014 – Establishment of a Comprehensive College Preparation Program to be
Provided by NYC Department of Education

September 29, 2014

Presented by Rue Zalia Watkins
Education Services Specialist
Mental Health Association of New York City

Thank you so much for all of your diligence and effort on behalf of New York City students and their families. The hearing scheduled today is just another example of both the quality of your work and the need for your oversight regarding this and numerous other challenges negatively impacting New York City students.

For students with mental, emotional, behavioral and/or attention disorders access to guidance counselors is not only paramount, but often legally mandated. For a student with such a history reacting to an emotional or academic trigger or experiencing any other difficulty in the classroom, guidance counselors not only create the path back to instruction, they can also protect a student's instructional time through prevention. Many of our students may have been hospitalized; many may be returning from day treatment programs. For our students support services, including counseling are paramount; they are the gateway to instruction.

Not having access to guidance staff during times of difficulty, all too often, limits access to instruction for these distinct students. Not having access to qualitative counseling one on one or in small groups limits the student's ability to identify and resolve the emotional barriers that impede their learning and other functions in school, including social interaction. In either case their potential is minimized.

I use the words access and qualitative only because the highly skilled psychologists, guidance counselor's and social workers in our system, all too often, have too much on their plate to ensure, without a doubt, access and quality for ALL students. Are all the students with counseling on their IEP getting the service they need? Do students experiencing a crisis in school have access to the skills and expertise of a licensed or certified psychologist, social worker other guidance staff or are such occurrences being delegated to our schools' discipline teams?

Often, many students with mental illness or emotional and especially behavioral issues may not have access to qualitative middle school or high school placements, because of their behavior, much less access to college or career preparation. Even as the New York State Career Development and Occupational Skills Commencement Credential (CDOSCC) and the Skills and Achievement Commencement Credential (SACC) roll out for student's with severe disabilities, access to the services and experiences necessary to secure these credentials remains a mystery. Families of students with disabilities do not know who to go to or how to make sure their child is being prepared to receive these credentials; nobody seems to know. Even families of students with disabilities who can meet standard graduation requirements, confusion remains and often these families do not have access to the information regarding the numerous ways a student with a disability can get a Regent's Diploma.

Without comprehensive, flexible, individualized and portable support in school spanning across general counseling, mandated counseling, crisis intervention, as well as the myriad of supports necessary to help students graduate with the skills, competencies and experiences needed for post-secondary success, college and career readiness will remain a philosophy, if not a pretense.

Student's with disabilities are enrolling in colleges all across America at such a high rate, publishers have created college guides for students with disabilities. How many of these distinct students from NYC Public Schools will join the large number of similar students enrolling and completing college in our state and our country?

To prevent the absence of positive outcomes for students with disabilities and in particular students with mental and emotional disabilities, who are, by law, to be included in all general education practices and goals, we submit the following recommendations regarding INT.403 and RES. No. 166 respectively:

INT. 403-2014

In formulating oversight standards for guidance and school based support practices we recommend the following:

- Examine student support services and not only counseling since there is considerable overlap in the responsibilities of guidance counselors and school based social workers and psychologists;
- Disaggregating the data according to title/license across all grades in every school, school program and/or site, as the responsibilities obviously vary between psychologists, social workers and guidance counselors;
- Expand the scope to look at student ratio, co-location and other indicators for school based psychologists and social workers, as your analysis suggests looking at the student ratio with guidance counselors only;
- Include mandated counseling and IEP activities listed in the scope of counseling and student support services to be quantified.

RES.166-2014

In developing strategies to ensure that all students are being prepared for the best post secondary preparation possible, regardless of disabling condition:

- Seek evidence that students with disabilities are not being left in the dust without being prepared for success after high school, by requesting data reflecting pre-graduation activities that include students with disabilities;

- Ensure that DOE College Readiness metrics include students with disabilities in general and special education settings, as even graduating students in District 75 are being accepted and enrolling onto colleges;
- Ensure exit IEP's include the proper services and accommodations the student needs for college, trade school and/or workplace success, which should be aligned with the colleges, universities and schools to which the student is applying;
- Please strongly encourage the Department to include student with disabilities in all publications regarding college and career readiness and other post-secondary materials.

Last but not least, years ago, I joined a NYC contingency in Albany, when the Governor at the time solicited our help in reviewing all education laws and statutes, in search of mandate relief. I understood this assignment and performed it to the best of my ability. Deep down inside, however, I had another agenda: to find the guidance counselor to student ratio. Sadly at that time there only remained the number of guidance counselors a school could have based on the number of students in the school. It was saddening, and even maddening that even the concept of a student ratio for guidance counselors was not evident. I hope this is still not the case, however, regardless of the current New York State statute it is evident that it is still either not clear or not enough. Therefore, we must all communicate with our State officials to establish realistic and detailed standards for guidance counselors so that our students can meet the standards they now face.

Thank you for this opportunity. Please feel free to contact us if we can be of further assistance regarding this, or any other issue facing the numerous students with mental, behavioral, emotional and attention disorders in New York City Public Schools.



PRACTICE MAKES PERFECT

★★★★

09/29/14

Re: Remarks to City Council Education Committee at Hearing for Guidance Services

Dear Members of the New York City Council Education Committee,

My name is Karim Abouelnaga and I am the founder and CEO of Practice Makes Perfect, and a recent product of some of New York City's most struggling public schools. I was raised by a single immigrant mother in Long Island City Queens and attended Long Island City High School. In 2013, I was the first one in my family to graduate from college and did so in the top 10% of my class from Cornell University. Upon graduation, I turned down my Wall Street job offers to continue focusing my time on building Practice Makes Perfect, which I started in 2011 with five other friends at Cornell – two of whom also attended large inner-city public schools in New York City.

Practice Makes Perfect focuses on eliminating the summer learning loss. We pair students who are academically struggling with higher achieving role models and mentors who live in their same inner-city neighborhoods and place them under the supervision of college students and certified teachers for a five-week summer enrichment program. Last year, we had over 500 college students across the United States apply for 20 of our teaching positions. Had we employed all of the college students, we would have been able to effectively serve more than 6,000 students during the fourth year of our programs. For our mentors, in exchange for their mentorship and tutoring, we provide them with a small financial stipend and PSAT, SAT, or SHSAT preparation depending on their grade level.

We are addressing one of the largest reasons why low-income students do not matriculate to great colleges, which is because they have never really had a relationship with a college student before who has assured them that the path to and through college is possible for them. Our first class of mentors applied to college last year and the 22 of them received acceptances from more than 120 different colleges and universities, including Brown, Dartmouth, Cornell, and NYU. Over the summer, our high school mentors make average gains of 110 points on their SATs.

I am excited to be here today and share our results. Practice Makes Perfect runs on

**Narrowing the achievement gap,
one summer at a time**

**practicemakesperfect.org
@PMPUSA
347 642 1368**

**242 West 30th Street
Suite 806
New York NY 10001**



about \$7 per hour per student and provides students with 225 hours of enrichment over the summer. Our model can serve as a cost-effective solution to supplement the existing guidance services. To date, we have served about 550 students across NYC and DC and have received recognition from President Bill Clinton in addition to being featured in The New York Times, Forbes, and USA Today to name a few. However, we are especially grateful for the local support we received from two visionary councilmembers, Councilmember Levine and Councilmember Cabrera, whose leadership will reap dividends for the low-income youth attending New York City public schools as we continue to succeed and gain traction.

The good news is that we have been piloting and tweaking our model for improvements over the last four years. The not so good news is that we have one final year of testing where we are capping our growth to serve only 500 students next year. On the positive side, this provides an opportunity for interested leaders to make an investment and provide their advice and feedback. I would love to meet with you or your team's to speak further about any opportunities to collaborate with your offices.

Thank you for your time and attention this afternoon.

Sincerely,

Karim Abouelnaga
Founder & CEO
Practice Makes Perfect, Inc.
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Testimony Before City Council, September 29, 2014: Hearing on Resolution No. 166 calling on NYC DOE to establish a comprehensive college preparation program, by Nancy Northrop, President, Queens High School Presidents' Council

Good afternoon. My name is Nancy Northrop. I am the President of the Queens High School Presidents' Council, which represents all the High School PAs and PTAs in Queens. I also serve on the Chancellor's Parent Advisory Council's Executive Board. CPAC represents all Presidents' Councils in New York City.

I have come today to speak in support of Resolution No. 166 which calls on the DOE to establish a comprehensive college preparation program. I currently have a senior in high school so I am experiencing personally the complicated process of navigating the college application process – complicated even though I went through it myself. Providing additional supports for all students, but in particular the children of parents who are new to this country or who never went through the college application process themselves, would help more students successfully transition to college. A major part of this initiative should involve basic communication with parents – informing parents that their children need to take college prep classes, that they need to take SAT and/or ACT tests and SAT subject tests, how to sign up for these tests, and deadlines for registration. We also support DOE efforts currently under discussion to make SATs more accessible to all students.

This resolution focuses on providing important and necessary supports for students applying to college, but we believe that there is another important consideration that needs to be added to this resolution. We need to ensure that all high schools offer the curriculum colleges are expecting from graduating high school students – and students need to be encouraged to take this curriculum. These courses include offering students AP classes, 3-4 years of foreign language, physics, and calculus. We should note that the ability of students to take calculus their senior year of high school requires that students take algebra in 8th grade – so the need to have students and parents begin to think about college preparation starts in middle school.

While New York State has embraced the common core learning standards to prepare students for college, QHSPC finds it ironic that so many Queens high schools are either cutting back on courses students need for college, offering them in limited numbers or for limited numbers of students, or not offering them at all. This is true of small schools, new schools, and schools under budget constraints.

We believe part of the problem is that principals, as well as senior managers at the DOE who make decisions on coursework, need to receive additional training on college admission requirements and their responsibility to prepare students adequately for admission to the strongest college possible. Earlier this month in a meeting with the DOE focusing on foreign language instruction in high schools, a DOE executive noted that it was important to begin with the budget. I responded that, in fact, it is vital to start with college admissions requirements. Minimum requirements necessary to receive a high school diploma are not

sufficient for students to gain admission to competitive colleges, and it is incumbent on all principals and the DOE to provide NYC students with the rigorous coursework that signals to admissions officers that students are capable of college-level work. To be successful, this coursework must be taught by qualified teachers using a high quality program.

The High School Directory needs to state explicitly what courses are offered at the school and for how many years, to make clear whether students can be made “college and career ready.” (I have provided these courses below.) The Directory also needs to state explicitly how many children take AP courses and what percentage pass (that is, receive 3-5) – along with recognition that students who receive a 2 have undertaken the challenge of an AP course and are still likely to outperform their non-AP counterparts in college.

We need to ensure that our high schools are adequately preparing our students for college. Thank you for your assistance.

National Association for College Admission Counseling

<http://www.nacacnet.org/studentinfo/articles/Pages/Your-High-School-Classes.aspx>

Minimum requirements that seniors need to meet the admissions expectations at a majority of colleges

4 years of English

3-4 years of laboratory science (biology, chemistry, physics)

2-4 years of foreign language

4 years of math

2 years of social sciences

**The New York City School Counselor: Ensuring Every Student's Academic, Career, and Social
Emotional Success**

NY City Council

September 29, 2014

Submitted by:

Carol Dahir Ed.D.

Professor, School Counseling

New York Institute of Technology

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The school counselor, with an assigned caseload of students, is the one school professional who responsible for each student's affective development. School counselors may refer students and/or their families to the school social worker , the school psychologist, or a community based organization depending upon the presenting situation or problem at hand.

Role of the School Counselor

Effective school counselors implement data-driven, comprehensive school counseling programs in their school buildings that align with the ASCA National Model (ASCA, 2012, pp. xiii-xiv). School counselors:

- design, implement and evaluate the effectiveness of comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies.
- incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs.
- provide direct and indirect services to students, parents/guardians, school staff and the community.
- analyze school and school counseling program data to determine how students are affected as a result of the school counseling program.
- integrate leadership, advocacy, and collaboration skills in order to improve student achievement.

- promote student achievement by advocating for systemic change that benefits all students.

What is a Comprehensive School Counseling Program? (ASCA, 2012, p. xii)

- A comprehensive school counseling program is an integral component of the school's academic mission.
- Comprehensive, data-driven school counseling programs are based on student academic, personal/social, and career development.
- A comprehensive school counseling program promotes and enhances the learning process for all students.
- Effective school counseling programs are a collaborative effort between school counselors and key stakeholders in order to create an environment that promotes student achievement.
- Comprehensive school counseling programs promote equitable access to opportunities and rigorous curriculum for all students.

Effective School Counselors:

- contribute to positive academic, attitudinal and social outcomes for students such as regular attendance, on time promotion to the next grade, on-time graduation, and respectful and cooperative behavior.
- use diverse resources to develop students develop skills in academic, career, and personal-social development
- contribute to the development of classrooms and schools that value diversity, character, respect, and civic-mindedness.
- collaborate and consult with teachers, administrators, parents and education professionals to ensure student success particularly the success of students with special needs and those at high risk for failure.
- Use evidence-based practice to demonstrate program effectiveness and impact.

The *Building a Grad Nation* annual report (2014) emphasized four areas which have implications for the work of school counselors: 1. working with students who are chronically absent which is an early indicator of a potential dropout; often associated with lower academic performance, this can be seen as early as first grade; 2. engaging middle schoolers in their education by setting a student on a path to high school, college and career; 3. seeking support and assistance to the six million young adults between the ages of 18 and 24 who currently are not in school, nor in possession of a high school diploma and assist them access pathways to education and employment, and opportunities to take on the jobs of the future.; 4. focusing on the skills in life that students need to develop, such as self-awareness and self-control, and collaboration and conflict resolution.

The Focus of the School Counselor Has Changed

Traditional Role Focus	Transformed Role Focus
Individual student's concerns/issues	Proactive prevention and intervention for every student
Primary focus on personal/social development	Academic/career and social-emotional development
Clinical model focused on student deficits	Whole school and system concerns/issues model
Mental health provider for individual and small-group counseling	Academic, career, and social-emotional counseling to support student learning and achievement, supporting student success
Postsecondary planning for interested students	All students career and college ready
Ancillary support personnel	Key contributor to effect change as a leader, social justice advocate, program developer
Works in isolation; little collaboration with teachers	Shift from "I" to the "We" mindset as a team player and collaborator with all educators and staff in the school
Student scheduler	Develop a program of study with students based on education and career goals

Recent White House Initiatives have called for school counselors to support college and career readiness for all students, particularly first generation and low-income students. In the midst of these calls to action, school counselors are called again to shift their program in new directions, to imagine new content, outcomes and competencies, new ways to coordinate and collaborate with their school staff to seamlessly implement their programs and services. This requires a leadership and social advocacy role to ensure that all students have equal access to quality academic programs and the needed support to meet the demands of these challenges. By using important school data, school counselors can lead a school-wide effort to promote equity and provide opportunity. Measurable success resulting from this effort can be documented by an increased number of students completing school with the academic preparation, career awareness, and personal/social growth essential in choosing from a wide range of substantial postsecondary options, including college (Education Trust, 1997).

Reference:

American School Counselor Association. (2009) *The American School Counselor*

Association national model: A framework for school counseling programs. Alexandria,

VA: Author.

Resources: American School Counselor Association www.schoolcounselor.org

New York State School Counselor Association www.nyssca.org

TESTIMONY

**New York City Council
Committee on Education**

Oversight: Guidance Services for Students

**Honorable Daniel Dromm
Education Committee Chair**



Monday, September 29, 2014

**The Council of School Supervisors and Administrators
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MEMORANDUM OF SUPPORT of City Council Int. No. 403

In relation to requiring the DOE to report information regarding guidance counselors in schools.

The Council of School Supervisors & Administrators (CSA), which represents nearly 16,000 members in New York City, stand strong in support of Int. No. 403. This legislation would require the Department of Education to track and report information regarding guidance counselors in public and co-located schools.

Our members recognize and understand the crucial role of guidance counselors. Aside from assisting students in fulfilling their educational requirements, these men and women serve as the guideposts in the social and emotional development of our students.

To ensure a level playing field for all our children it is critical that every New York City school have at least one guidance counselor on staff. That is a goal which is in line with the concept of "Basic School Staffing."

While the assigned role of the counselor may vary based on the needs of the school, no school should be without at least one guidance counselor.

No matter where the assignment, the guidance counselor plays the critical role of gaining the trust and confidence of their students. They build on those relationships to develop either an individual or group counseling plan.

In addition, the guidance counselor sits on the school's Pupil Personnel Committee and meets regularly with the Principal and other members of the team to discuss and remedy individual student's social and emotional needs.

Guidance counselors are also responsible for ensuring compliance issues for students with special needs. Oftentimes, they must address the needs of those students who do not have Individual Educational Plans (IEP's) and are in need of counseling services.

It was just recently, this Council introduced Resolution No. 166, which called upon the DOE to adopt a college preparation program to improve and expand access to higher education for all students. We cannot overestimate the vital role of guidance counselors in placing students on that path.

Requiring the DOE to report the number of counselors in each school, as well as the counselor to student ratio, the nature and scope of the counseling and other vital information is critical to the success of any college preparation initiative.

The Council is on target in ensuring that the DOE be required to report information regarding guidance counselors. By being proactive, and armed with this data, parents, teachers, and administrators as well as the Council will be in a better position to remedy any possible shortages of staffing that may arise.

MEMORANDUM OF SUPPORT- Res. No. 166-

Resolution calling upon New York City Department of Education to establish a comprehensive college preparation program, based on the college readiness model proposed by the Urban Youth Collaborative, to improve and expand college access for all students.

The nearly 16,000 members of the Council of School Supervisors & Administrators (CSA) are proud to stand in support of City Council Resolution No. 166. A measure which we hope will address the sad truth that too many of our high school graduates are leaving school unprepared for college.

We are calling upon the Department of Education to establish a comprehensive college preparation program based on the readiness model, proposed by the Urban Youth Collaborative. We feel it is an appropriate step toward improving and expanding college access for all students.

CSA members are well aware of the gap that exists between having a high school diploma and being "college ready." The numbers tell the story: in 2010, fewer than 40% of our high school graduates reported that they would attend a four-year college. As recently as last year, surveys reported less than half of the class of 2012 had enrolled in a two or four year college or other vocational or continuing education program.

The numbers of children of color are even more disturbing. According to the DOE, only 13% of Black and Latino students who graduated high school in 2013 were ready for college.

We cannot allow this to continue.

New York's adoption of the Common Core Standards, designed to develop the necessary preparation for college, was an appropriate first step. However, adopting higher standards without providing a comprehensive plan and adequate resources is disingenuous and doomed to fail.

The Urban Youth Collaborative (UYC) has developed a cost-effective and well-researched proposal to ensure that schools receive the necessary support to meet these higher standards. Once enacted the UYC proposal would:

- *Provide a transparent survey of what support systems are currently offered to students and share that information and other college access data with the public;

- * Create an early warning system throughout the DOE so students can track the necessary credits and classes needed to prepare for college;

- * Provide an adequate number of counselors to assist students who might otherwise be off-track, by helping them learn about college opportunities, and how to apply to colleges;

- * Scale up and support college access programs that work, including providing support to students between high school graduation and college enrollment.

It is long past time that the DOE provided our high school students with a comprehensive, research-based plan that delivers adequate support, resources and personnel to close this totally unacceptable gap that plagues so many of our students.

It is time to chart a new course. City Council Resolution Number 166 is an appropriate way to point our children and in the right direction.

Education Committee Seeks More Guidance

by [Samar Khurshid](#), Sep 26, 2014



Members of the Urban Youth Collaborative at a protest march

The role of guidance counselors in schools is increasingly being recognized as an essential factor in student support and key driver to help prepare students both for graduating from high school and succeeding in higher education.

On Monday, the New York City Council's Committee on Education will consider a bill and a resolution centered around the counseling that students receive and aimed at improving student support services, college enrollment rates, and college-preparedness among high school graduates.

The proposed legislation, Intro. 0403, would require the city's Department of Education (DOE) to send annual reports to the Council on the state of guidance counselors in city schools, including guidance counselor to student ratios at each school. For these purposes, 'guidance counselors' includes a variety of student service providers such as traditional guidance counselors as well as school psychologists and others. With growingly diverse and needy student populations, many have renewed calls for an increase in counselor staff at schools.

The accompanying resolution, which also mentions counselor-student ratios, is focused on the creation of a comprehensive college preparation program based on recommendations by the Urban Youth Collaborative (UYC), an umbrella body of local youth organizations.

Former New York City Comptroller John Liu released a report in October 2012 highlighting the need to increase the number of counselors in city schools. The report also addressed the issues that the Council will be taking up on Monday, including an early intervention system to keep students on the right track to college, summer programs for college-bound youth, and training peer leadership in education.

The issue of skewed guidance counselor-student ratios is not new. A 2010 study by nonprofit research organization, Public Agenda, for the Bill and Melinda Gates Foundation, found that students considered high school counseling systems inadequate and at times even detrimental to their interests. Those who felt they were badly counseled in school suffered later when they headed to college.

The American School Counselor Association (ASCA) recommends that there be one counselor for every 250 students (Liu's report set the caseload goal at 100 students). According to the latest statistics from 2010-11,

the national average was 471 students per counselor. New York State had a better figure, 392, but nonetheless higher than the optimum ratios set by ASCA and others.

"In the past few years, that number has just gotten worse," said Amanda Fitzgerald, director of public policy at ASCA. Fitzgerald says a countrywide trend has begun of addressing college and career readiness through increases in staffing ratios and that local governments are at the start. "It's definitely an important piece of the puzzle. We support the Council's resolution."

Unfortunately, the data for New York City is inadequate, which is one of the reasons behind the bill in front of the education committee. "Students are getting very little attention," said Council Member Antonio Reynoso, a sponsor on the bill.

(A 2005 study by the National Association for College Admission Counseling found that counselors were spending an average of 38 minutes annually per student on college advising. Back then the average counselor-student ratio was 315-1)

"The first step to improve the situation is to get a report from the Department of Education. Then hopefully we can find a solution and figure out how to change the system," Reynoso added.

Late last year, the Center for New York City Affairs at The New School highlighted the issue in a report titled Creating College Ready Communities. Certain students, the report noted, had even missed out on admissions to colleges of their choice because of mistakes by overburdened counselors. Of note, the Center analyzed data provided by the United Federation of Teachers (UFT), the union representing guidance counselors. New York City had seen, per the data, certain improvements in staffing ratios, but it varied greatly in different schools.

Scott Noon, executive director of business development at the Institute for Student Achievement (ISA) says the Bloomberg-era small schools initiative helped improve the situation in New York. "Most of the high schools are small," he said. "It leads to tight-knit relationships between students and adults. When that happens, students get better counseling."

The resolution before the education committee is aimed at addressing the more general problem of college access for students. According to DOE data from November 2013, only 49.7 percent of the class of 2012 enrolled in a two- or four-year college, vocational program, or public service program after graduation. Keeping this figure in mind, the Council's resolution is pushing the Urban Youth Collective's "Get Us To College" platform, which recommends that the city undertake an assessment of the support systems for high school students to transition into post-secondary education.

Among other measures in the resolution, the UYC has particularly stressed the need for creating student leadership and training peer counselors through Student Success Centers. "Young people are excited that the Council understands the youth have solutions and can play an important role in implementing them," said

Kesi Foster, incoming UYC coordinator. "There is a broken pipeline in between high school and college graduation. The standards are changing and it's important to get students ready academically, especially first generation college goers," he added.

One method the resolution suggests, which the ISA agreed is effective, is distributed counseling. The model, which has already seen success in schools, relies on small groups, usually of 15 students. As opposed to the traditional model of hiring counselors, distributed counseling creates a network of counselors out of all teachers. "It's a safety net," said ISA's Noon. "It's a whole foundation of social and academic support to ensure no student falls through the cracks. It's about creating a college going culture by getting the students excited to go to college and ready to do so."

DOE Chancellor Carmen Farina created the office of Guidance and School Counseling at the department. Their representatives declined to comment for this story, but will be at the hearing on Monday to testify before the committee.

by Samar Khurshid, Gotham Gazette

[@SamarKhurshid](#)

POSITION CLASSIFICATION GUIDELINES FOR COMMUNITY SCHOOL DISTRICTS

(Education Administrator Series and Select Management Pay Plan Positions)



**Division of Human Resources
Center for Recruitment and Professional Development
Classification Unit
March 2002**

ASSIGNMENT TITLE: EDUCATION ADMINISTRATOR-SR. PUPIL PERSONNEL
SUPPORTIVE SERVICES-INSTRUCTION SPECIALIST

OFFICE TITLE: DIRECTOR OF PUPIL PERSONNEL SERVICES

LEVEL: L-III or L-IV

SALARY RANGE: \$72,968-\$85,841 (LEVEL III)
\$79,726-\$93,994 (LEVEL IV)

Under general supervision, with very wide latitude for the exercise of independent judgment and initiative, is responsible for the organization, administration and supervision of all district pupil personnel services, including guidance, attendance, articulation and social services to the general student population and their families. Performs related work.

District pupil personnel services and programs include: school guidance and attendance services; Attendance Improvement/Dropout Prevention (AIDP); Chapter 53 Screening Program; Program Alternatives to Special Education (PASE); Pupils with Compensatory Educational Needs (PCEN), which covers bilingual educational and support services; substance abuse prevention and intervention services (SAPIS); services for students in temporary housing (STH); classes in Family Living including Sex Education (FLISE); suicide prevention; teen pregnancy prevention; child abuse/neglect prevention and intervention; student discipline; crisis intervention; and violence prevention, conflict resolution and peer mediation.

MAJOR RESPONSIBILITIES

1. Directs and administers activities and functions of the district's pupil personnel services organization, including supervision of staff responsible for the day-to-day operation of district guidance and attendance services; monitors the delivery of services and ensures that programs are in compliance with state and federal regulations, court mandates and Chancellor's Regulations for all procedures related to the delivery of related support services.
2. Maintains the district's guidance plan (per Part 100 of the State Commissioner's Regulations), formulating program goals and devising and implementing strategies to achieve objectives.
3. Supervises and administers the district's substance abuse prevention program and oversees the professional activities of the program director, counseling and intervention staff.
4. Coordinates with the District Administrator of Special Education (DASE) in the administration of guidance staff and pupil personnel services for special education students.

5. Serves as the Hearing Officer for student suspensions. Assists principals and/or parents regarding suspensions, exceptions for promotion and alternative placement for returning suspended students.
6. Reviews requests for variances for admissions and discharges. Serves as liaison to the court system when necessary and to the central Office of Zoning and Integration. Coordinates all intra- and inter-district student transfers as well as high school articulation of students from district junior high and intermediate schools.
7. Establishes and maintains an effective liaison with health care agencies, social service agencies, or other agencies providing assistance to pupils and families within the District.
8. Develops and implements staff development programs for all instructional, clinical and support personnel, including attendance teachers and guidance counselors. Provides technical assistance to principals and site supervisors on all aspects of pupil personnel services. Provides services, information and training on pupil personnel issues to district office staff, community school board members and parents.
9. Coordinates and administers parent and community involvement programs, including initiatives with parent and community groups. Works with health facilities, governmental agencies and community based organizations to enhance the quality of student and family life in the district. Oversees training of parents in parenting skills, educational self-improvement and familiarity with school system procedures.
10. Administers programs for students residing in temporary housing, ensuring adequate provision of instructional and support services for this highly transient population. Serves as the liaison to other school districts on all matters of articulation and transfer of students in temporary housing. Devises special attendance improvement strategies for this segment of the student population.
11. Oversees the compilation of required statistical summaries and reports concerning implementation of attendance and guidance programs and/or services.
12. Acts as liaison to central Board administrators, state representatives and individuals in other outside offices and agencies concerning the implementation and conduct of pupil personnel services. Serves as the district's ATS (Automate the Schools) liaison for pupil personnel services and trains school secretaries on procedures for admission, transfer and discharge of students.

Knowledges, Skills and Abilities

- Ability to communicate effectively with district and school staff, community agencies and parents.
- Supervisory skills required to manage and oversee various administrative aspects of educational programs.
- Ability to coordinate and direct a wide variety of special supportive services for children attending elementary and junior high/intermediate schools, and to oversee the provision of ancillary services to students' families.
- Knowledge of the needs of the district's student population.
- Ability to prepare written reports and to make oral presentations clearly and concisely.

Examples of Optional Responsibilities

- Specific district health programs and/or services include the following:
 - Supervising Nurses' Health Resources Program for students with special health needs, including pregnant teens;
 - Department of Mental Health, which provides social work services for families and children;
 - New York City Bureau of Child Welfare, which provides support and services in cases involving child abuse;
 - social welfare and health care programs instituted and maintained by local agencies and hospitals; and
 - teen pregnancy programs.
- Supervises adult education programs, after school programs and related continuing education activities.
- Oversees all aspects of the district's grievance process and serves as the designated representative of the Community Superintendent during all phases of the process.
- Administers and coordinates special pupil personnel initiatives. Examples include students with emotional problems; students returning from the home instruction program to the classroom,

especially "school phobic" children; students returning to district classrooms from institutions and foster homes.

Serves as liaison to special programs and schools for facilitation of placements for district students. May oversee the operation of the district school for "at-risk" students.

Provides services, information and training on pupil personnel issues to staff and parents. Activities include:

- speaking at faculty conferences about pupil personnel and guidance matters and issues;
- training for district personnel to facilitate easing the adjustments and ameliorating the educational and social problems of students and their families to prevent and/or diffuse racial tensions in the schools and in the district;
- counseling and intervention where necessary in cases of racial tension in specific school settings;
- developing, organizing and administering workshops for district parents and students on such topics as career orientation, specific life skills and high school articulation, including workshops and programs designed specifically for underprivileged families;
- acting as liaison with private and parochial schools in the district regarding remedial services and support services issues such as transportation.
- acting as liaison for high school articulation information for regular education students from private and parochial schools.

Provides requested assistance to the district personnel and business offices to facilitate staff referrals of related matters to the pupil personnel services office.

Provides "turn-key" training to facilitate district-wide or city-wide implementation of educational improvement and other programs.

Develops and implements pupil personnel services training programs, including in-service courses for district staff on human relations skills.

Conducts inter-district cooperative orientation meetings and training provided for bilingual guidance counselors recruited from outside the continental United States.

Testimony of the United Federation of Teachers
Before the
New York City Council
Committee on Education

Regarding Guidance Services for Students &
Int. 403: Mandating Guidance Reporting

Sept. 29, 2014

Good afternoon, Chairman Dromm and the members of the Education Committee. My name is Richard Mantell, and I am the vice president for middle schools for the United Federation of Teachers (UFT). On behalf of our union's more than 200,000 members, I want to thank you for this opportunity to offer testimony on deepening our collective understanding about the essential role played by guidance counselors in our schools and the importance of expanding and delivering comprehensive college and career programs in our public schools.

First, we would like to acknowledge the New York City Council for being one of the most powerful voices in articulating the critical contribution that guidance counselors make in ensuring our high school students graduate ready for college and careers. Our students benefit from your oversight over the agencies responsible for their education and well-being.

Our Children Deserve the Full Complement of Guidance Services

As we've stressed in our testimony before this body on issues ranging from school safety to the alarming increase in our student population without permanent shelter, we need more guidance counselors in our public schools. Over the course of the last decade, we've witnessed the ranks of our counselor members grow smaller while their caseloads and the scope of their accountability have expanded. As documented in former City Comptroller John Liu's 2012 analysis of the state of guidance in our high schools, "More than 50 percent of students have a student-to-counselor ratio greater than 250:1."¹ Included in that statistic are schools where there is only one guidance counselor serving a student population numbering 600, 800 or even 1,000 students. Our children deserve better than that.

We commend the new administration and especially Chancellor Carmen Fariña for her leadership and for the educator's perspective that she has brought to the Department of Education. Her decision to hire 250 new counselors before the start of the current school year is certainly a step in the right direction. But we'd be remiss if we didn't urge the City Council to press for the hiring of even more guidance counselors, as well as social workers and school psychologists, so we can serve the needs of every student.

Guidance counselors, in particular, have become the one-man-bands in our city's schools. They're charged with ministering to the social-emotional and academic needs of our students in addition to advising them about college and increasingly handling disciplinary issues. Prior to the many years of

education budget cuts, there were dedicated counselors for college advising while deans and administrators handled the disciplinary process. Deans and administrators would, then, turn to guidance counselors to delve deeper into the root causes underlying the problem behavior and offer coping skills for students. The replacement of many large high schools with smaller co-located schools in the same building also contributed to counselors being stretched thin.

High school guidance counselors and other school-based support team members need manageable caseloads so that they can ensure that students are accumulating the credits needed to graduate. Guidance counselors play a pivotal role in helping students select the proper courses and stay on track to graduate with all the requisite credits. They also need manageable caseloads so that they may help prepare students for post-secondary studies. Counselors need to dedicate real time to determining whether students are connecting with the colleges, technical schools, apprenticeships or entry-level work opportunities that align with their career goals. Whether it's helping their students to secure and complete college applications or choose the appropriate work-based learning opportunity, counselors need more time to provide in-depth advising.

Guidance counselors also face physical constraints in doing their work when several schools are co-located in the same building or when schools pack in more students than their building capacity. Because of these space limitations, many counselors don't have the proper space to provide private counseling, have confidential conversations with students or meet privately with groups of students.

Another obstacle is the lack of appropriate technology in schools. As our guidance chapter leader, Rosemarie Thompson, has observed, everything is now online. But schools frequently don't have the computers, Internet bandwidth, printers or programs that would allow counselors to help students complete their online college applications from a school computer.

We Support Int. 403

We thank Councilmember Reynoso and the other bill sponsors for proposing Int. 403. We support its passage into law. It is both prudent and fosters transparency to require the DOE to give a regular and thorough account of which schools have full-time assigned counselors, the number of cases and the nature and scope of issues that counselors are handling together with recruitment data and the utilization of counselors in the Absent Teacher Reserve. While we understand the City Council's delineation of grades seven through 12 as its reporting universe, we strongly believe that all elementary schools also need a full complement of guidance counselors, social workers and school psychologists.

Today's focus on reporting gives us the opportunity to bring greater scrutiny to the complex web of reporting mechanisms that our counselors currently engage in. State education law requires that counselors report suspected or confirmed child abuse, bullying behaviors, suicidal ideations and anything that a parent may reveal that would have consequences for the child's learning in the school. Counselors make entries in a number of electronic systems that capture their interactions with students and their issues. For instance, there are the Special Education Student Information System (SEGIS) and the Online Occurrence Reporting System (OORS). Then there are the Automate the Schools (ATS) system, which houses personal information on all students including attendance, and a separate Intervention Log (iLOG) used to log student interventions.

Some additional reports must go to outside agencies such as the Administration for Children's Services (ACS) and the New York State Education Department. Plus, conversations with the principal, a student's teacher and other colleagues must also be entered into the student file. Given the high caseloads we mentioned earlier, all this data entry is daunting and often duplicative. We've made progress in our conversations with the DOE on the paperwork issue and have managed to introduce a number of reductions intended to free up counselors' time to focus on serving children.

In that context, it is essential that any future implementation of Int. 403 be managed from the central DOE, which currently receives all of the data called for in the legislation. We cannot allow a situation to develop where the central DOE delegates this new mandated reporting to counselors and burdens them with yet more data and paperwork demands.

Comprehensive College Preparedness is Overdue – But We Must Include Career-Ready

Comprehensive college preparation does not and cannot commence when students enter high school. As educators of our earliest learners through elementary and secondary schools, we firmly believe in creating the vision for college and career success early. While most counselors wish they could put more attention on academics and college-readiness, in reality, due to caseloads and more immediate needs, many counselors spend the bulk of their time addressing the social-emotional and disciplinary needs of their students. Smaller caseloads and more counselors would help. In addition, with the exception of career and technical education programs, many schools sponsor only a one-shot career day each year. But what comes after career day to help kids open their minds?

We fully support recommendations to expand access to college counseling and college-prep programs geared toward increasing college enrollment, especially for first-generation black and Latino students. We likewise would welcome the opportunity to inform the public about available school supports for high school students, a move that would result in greater transparency.

To be truly college-ready, students must acquire the skills and fundamental knowledge to properly tackle college-level work, including problem-solving and critical thinking. Students should be able to research a topic, synthesize the material, weigh facts, draw their own conclusions and document how they did the work. But again, the groundwork to teach those skills must be laid before the high school grades.

Our union wholeheartedly supports the Carpe Diem program and the Teacher Leadership Quality Program, both run by CUNY's Office of Collaborative Precollege Programs. Carpe Diem helps students at some of our career and technical education high schools discover and pursue career pathways in booming business sectors. The Teacher Leadership Quality Program helps educators improve their skills and provide students with real-world environments right in their classrooms.

The UFT has lobbied for College Now, a collaborative program run by CUNY that served over 20,000 students in 390 high schools in 2012, the latest figures available. The program is free for students, who enroll in basic skills courses and college credit classes either before school, after school or on weekends. Over 50 percent of the participating College Now students who graduated high school in 2010 and went

on to college attended CUNY. What's more, research has shown that College Now participants accumulate more credits in their first year at CUNY and have better retention rates.

We continually emphasize the importance of public/private partnerships that bring outside resources into our school buildings and expose students to new technologies and careers. It's at the core of our advocacy for Community Learning Schools, where partnerships are leveraged to serve the holistic needs of the entire school community – students, families and the surrounding community. We urge the expansion of all the above-mentioned programs.

Through Collaboration, Our Guidance Goals Are Eminently Achievable

Despite the challenges, we remain optimistic. Several moves by the new administration demonstrate a real understanding of what it will take to ensure well-rounded college- and career-ready graduates who are poised for lifetime success. To her credit, Chancellor Fariña reestablished the Division of Teaching and Learning and has established a new DOE Office of Guidance and School Counseling. The de Blasio administration has spearheaded important initiatives to fund and expand full-day universal pre-K and community schools. Since it took office, the new administration has worked closely with the UFT and our members to move our school system forward.

If we continue to operate in an environment of mutual respect where our members have a real voice, we believe that we will be able to take the steps necessary to ensure that our students' counseling needs and college and career-readiness goals are met.

I would like to conclude with First Lady Michelle Obama's remarks to counselors at the American School Counselor Association's national conference this past summer:

You're the ones planting the seeds about college as early as elementary school and middle school, making it clear that higher education is the expectation, not the exception. You're the ones grabbing kids in the hallway to tell them to sign up for that right college prep program, to check out that website for professional training opportunities, to convince them that they belong in that AP class and then to call the teacher to make sure it happens. And when push comes to shove, you're the ones helping our students meet those deadlines, and write those essays, and untangle those financial aid forms.²

Thank you for your time and consideration.

End Notes

¹*The Power of Guidance: Giving High School Students the College Counseling They Need*, 2012, Office of the New York City Comptroller, John Liu.

²Remarks before the *American School Counselor Association Annual Conference* on July 1, 2014 in Orlando, Florida, Michelle Obama, First Lady of the United States.



FOR THE RECORD

TESTIMONY BEFORE THE NEW YORK CITY COUNCIL
COMMITTEE ON EDUCATION REGARDING

GUIDANCE COUNSELING SERVICES

The Future Project respectfully submits the following testimony regarding reporting from the Department of Education for Guidance Counselor Services in New York City schools. I would like to thank this committee for giving The Future Project the opportunity to provide testimony today regarding the need for comprehensive data to highlight the miraculous work many school counselors are doing and the desperate need for a reimagining of what it will mean to guide this generation of young people.

The Future Project is a New York-based non-profit whose mission is to place the entrepreneurial spirit—and its associated skills, habits, and values—at the heart of American education. Our ultimate goal is to empower every young person in America to build the life and world that they imagine. To accomplish this, we embed what we call “Dream Directors” full-time within high schools across the country.

The Future Project is committed to making change in students that lasts the rest of their lives. Throughout our research and interviews, three key ingredients rose to the top as indicators of lasting change: the motivation to dream up a better future; the abilities and habits necessary to make that future real; and the immersion inside an environment where that future seems possible.

In its fourth year, The Future Project has expanded its reach to include New York City; Newark, NJ; New Haven, CT; Washington, DC; San Francisco, CA; and Detroit - serving over 25,000 students in this academic year.

Today our remarks will focus on the importance of clarity, accountability, and a new vision to guide the world of the school counselor. Fully embracing the steps laid out by Urban Youth Collaborative and embracing creative solutions like the one The Future Project provides is a

powerful step in building a future where schools ignite the passion of all people inside their walls.

While we balk at the notion of having 40 students in a classroom, we have held fast to egregious ratios as those shared by Councilman Reynoso – and in some cases, up to 800 students for one guidance counselor. Leaving that professional with the challenging decision of seeing every student one time in a year, four students a day, or accept the fact that s/he will not reach every student in the school to provide the much needed and deserved academic planning, career & post-secondary development, and social/emotional learning opportunities.

Despite the commitment to assist students in succeeding in school and to fulfill their dreams, the mission and roles of guidance counselors today must be more clearly defined; we must create measures of accountability to track their effectiveness; and you all must integrate counselors into reform efforts to maximize their impact.

At Mott Hall Bridges Academy, a school in Councilwoman Barron's district that has a Dream Director and was recently celebrated by Chancellor Carmen Fariña for their innovative programming, only 8% of their community members have college degrees. At Brooklyn Theatre Arts, in Councilman Maisel's district, incoming students are below grade level and are expected to catch up before they can begin the hard work of preparing for college. And at another of our partner schools, Richard R. Green School of Teaching, students from two fare zones travel to Bowling Green in Councilwoman Chin's district to have access to a variety of counseling services and still only managed to graduate 43% of their English Language Learners in 6 years of school.

These are the kinds of truths that have called our First Lady to champion the Reach Higher Initiative - hoping to inspire every student in America to take charge of their future by completing education beyond high school. This reality summoned our Chancellor to gather New York City's counselors just as school was about to begin - to acknowledge them for their service and commit to supporting their efforts in the coming years. It is why our Secretary of Education, Arne Duncan, encouraged state officials to take a look at how federal funds can bolster professional development for school counselors.

It isn't enough to speak about closing achievement gaps, opportunity, and attainment gaps. New York City has an opportunity to demonstrate what is possible when we invest time into our young people - through one-on-one sessions with school counselors and via painstaking research to develop reports like the one being requested through this local law.

Our schools have come to stand for the past. They have come to stand for the death of curiosity, for wars waged in rooms like this across the globe. They have come to represent a dampening of excitement. And how can we expect our children to remain in school, let alone go on to college if they are disengaged, disenchanting, and disempowered?

And yet, what better symbol is there of the future? An institution imagined for the dreams of a nation? All our children need is a catalyst, someone to get them going, to bring them together to recognize their own power.

Chairman Daniel Dromm, and the entire Education Committee, imagine what we might discover once we take a closer look at how we are equipping New York City's 1.1 million students for the motivation to dream up a better future, the abilities and habits necessary to make that future real, and the environment where that future seems possible.

I thank you for your attention today and for your deliberation on this important issue. I am available for questions if you have any and look forward to assisting this Committee on Education with shepherding in a new era here in New York City. By any dreams necessary.

CONTACT

Sallomé Hralima

Chief Dream Director, NYC

The Future Project

347-994-0718, sallome@thefutureproject.org

thefutureproject.org

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 166+95

in favor in opposition

Date: 9/29/14

(PLEASE PRINT)

Name: Al Kurland

Address: 3412 E 12th NY 10003

I represent: P.A.C. / Teens & Bur

Address: 3412 E 12th NY 10003

**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: 9/29/14

(PLEASE PRINT)

Name: Christine Rodriguez

Address: 1498 Jefferson Ave

I represent: Make the Road NY The Urban Youth Coll.

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 165 Res. No. 166

in favor in opposition

Date: 9-29-2014

(PLEASE PRINT)

Name: T. Roberts

Address: _____

I represent: Parent

Address: 140 CSES Bld NY

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. 403 Res. No. 166
 in favor in opposition

Date: 07.29.2014

(PLEASE PRINT)

Name: Rve Talia Watkins

Address: 90 MHA 50 Broadway 14th Fl

I represent: Same as above

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: Roksana Mun

Address: 72-18 Roosevelt Ave Queens, NY 11372

I represent: DRUM - Crisis Rising Up & Moving

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: ALAN SCHULMAN

Address: 114 WINDSOR PLACE

I represent: AISS/OFT ORDER For Study

Address: PRACTICE OF SOCIAL SCIENCES

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Moshach Brown

Address: 1084 Prospect place

I represent: ~~ASIA~~ Boys' Girls High School

Address: 1700 Fulton street

**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: 9/29/2014

(PLEASE PRINT)

Name: Ying Dong

Address: _____

I represent: Asian American Student Advocacy Project

Address: 50 Broad street

**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: 9/29/2014

(PLEASE PRINT)

Name: Danying Li

Address: 1883 110th Street Brooklyn NY 11223

I represent: Asian American Student Advocacy Project

Address: 50 Broad street

**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: Anqi Zhu

Address: _____

I represent: Asian American Student Advocacy Project

Address: 50 Broad Street

**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: 9/29/14

(PLEASE PRINT)

Name: Samida Tawtder

Address: _____

I represent: Asian American Student Advocacy Project

Address: 50 Broadstreet

**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: Bai Ying Zhang

Address: _____

I represent: Asian American Student Advocacy Project

Address: 50 Board st

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Joanna Cruz

Address: 394 Woodbine St.

I represent: Make the Road

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 463 Res. No. 166

in favor in opposition

Date: 9/29/14

(PLEASE PRINT)

Name: Dawn Yuster

Address: Advocates for Children of NY

1st W. 30th St. NY, NY 10001

I represent: _____

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Yuxuan Liu

Address: _____

I represent: Asian American Student Advocacy Project (ASAP)

Address: 50 Broad Street

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. 403 Res. No. _____
 in favor in opposition

Date: Sept 29, 2014

(PLEASE PRINT)
Name: Michael Martinez

Address: 465 E. 10th Street, New York, NY 10009

I represent: Students For Protection

Address: _____

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card



I intend to appear and speak on Int. No. 403 Res. No. _____
 in favor in opposition

Date: 9/29/14

(PLEASE PRINT)
Name: Daria Read

Address: 5 Maiden Lane, NY, NY (suite 1200)

I represent: Children's Defense Fund - NY

Address: same

THE COUNCIL
THE CITY OF NEW YORK

Appearance Card



I intend to appear and speak on Int. No. 167 Res. No. 166
 in favor in opposition

Date: 9/29/2014

(PLEASE PRINT)
Name: Shereese Mullings

Address: 36 Hamilton Ave.

I represent: Island Voice

Address: Staten Island

**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: 09/29/2014

(PLEASE PRINT)

Name: David Dobaz

Address: 181 Withers St. 1B

I represent: an eye witness account relevant to issue

Address: as a retired teacher from an elementary school in Brownsville

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 403 Res. No. 166

in favor in opposition

Date: 9/29/14

(PLEASE PRINT)

Name: Mubashar Ahmed

Address: 137-139 West 25th St.

I represent: The New York Immigration Coalition

Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. _____ Res. No. 0166

in favor in opposition

Date: 9/29/14

(PLEASE PRINT)

Name: Sallama Halima

Address: 636 Bdwy NYC

I represent: The Future Project

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

[]

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

in favor in opposition

Date: 9/29/14

(PLEASE PRINT)

Name: Carol Dehir

Address: 200 West 54th St

I represent: NYC

Address: 1855 Broadway

**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: 9/29/2014

(PLEASE PRINT)

Name: Lawrence Beckel

Address: CEO, DIVISION OF

I represent: HUMAN RESOURCES

Address: DOE

**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: 11/4/11

(PLEASE PRINT)

Name: Vanda Belasic-Vollor

Address: SENIOR EXECUTIVE DIRECTOR

I represent: Office of Postsecondary

Address: Reading DOE

**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: 9/29/2014

(PLEASE PRINT)

Name: Lois Horveva
Address: Senior Executive Director
I represent: Office of Guidance + School
Address: Colis. Hwy, DOE

**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: 9/29

(PLEASE PRINT)

Name: Barbara Denton
Address: _____
I represent: District 3, CEC3
Address: _____

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 403 Res. No. _____

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Rosemarie Thompson
Address: 52 B'way
I represent: UFT
Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

I intend to appear and speak on Int. No. 403 Res. No. _____
 in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Rich Man'ell, Vice President for Middle Sch. Bd.

Address: 52 Broadway

I represent: UFT

Address: _____

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

Date: _____

(PLEASE PRINT)

Name: Dr. Randi Hermsen

Address: 40 Rector St. NYC

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

Address: 40 Rector St. NYC

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

in favor in opposition

Date: 9/29/14

(PLEASE PRINT)

Name: Karim Abouelkhaa

Address: 242 W 30th Street, Suite 806, NY, NY 10001

I represent: Practice Makes Perfect, Inc.

Address: Same as above

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

**THE COUNCIL
THE CITY OF NEW YORK**

Appearance Card

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

in favor in opposition

Date: _____

(PLEASE PRINT)

Name: Nancy Northrop

Address: 60 Summer St Ft Queens

I represent: Queens High School Presidents Council

Address: 90-27 Sutphin Blvd Jamaica

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